

Time	Wednesday	
6:30-8:00	<p>Symposium Social</p> <p>Perspectives on the Job Search Shanon Taylor Eleni Oikonomidou Lynda Wiest</p> <p>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.</p>	
Time	Thursday	Friday
8:00-10:00	<p>Breakfast Keynote Activities</p>	<p>Breakfast Keynote Activities</p>
10:00-11:00	<p>Workshop 1 #5 <i>Are you teaching How to-decide-what-to-do-and-when-to-do-it Knowledge?</i> 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."</p> <p>Paper Session 1 - STEM: Alternative Learning Opportunities</p> <p><i>Out-of-School-Time STEM Programming for Females: One Strategy for Addressing Gender-Related Beliefs in Mathematics</i> Heather Crawford-Ferre: Nevada Department of Education Lynda Wiest: University of Nevada, Reno</p>	<p>Workshop 4 <i>Strategic Observation and Reflection: Building Instructional Capacity with the SOAR Teaching Frames™ for Literacy and Mathematics</i> Robert Prichard: EPF for teaching Susan Bookmyer: REEd at UC Davis Susan O'Hara: 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.</p> <p>Paper Session 10 - Issues in Higher Education</p> <p><i>Academic Faculty Members' Perceptions of Student-Veterans' Transition</i> Howard Gordon: University of Nevada, Las Vegas Heidi Schneiter: College of Southern Nevada Ross Bryant: University of Nevada, Las Vegas</p>

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.

Effects of Fourth- and First-Grade Cross-Age Tutoring on Mathematics Anxiety

Camille Rougeau: Brigham Young University

A mixed methodological approach examined cross-age tutoring on mathematics anxiety. 37 Fourth-grade tutors helped 37 first graders use strategies to solve word problems.

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.

Paper Session 2- Teacher Education

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

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 Oikonomidou: 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.

Paper Session 11 – Unique Uses of Technology

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

	<p>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.</p> <p><i>Professional Development ePortfolio Project: Teacher Candidates Use of Technology in Teaching Practice</i> 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.</p>	<p>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.</p> <p><i>Connecting Early Childhood Stakeholders Using Geospatial Analyses</i> Lindsay Diamond: University of Nevada, Reno Geospatial analyses can be used to connect key stakeholders by visually communicating the current educational landscape of early childhood services in urban settings.</p> <p>Paper Session 12 - Literacy</p> <p><i>A Good Writing Prompt Gone Wrong: A Study of Disconnected Teacher Writers</i> 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.</p> <p><i>Lesson Frames for Data Driven English Language Arts Instruction and Remediation</i> Lisa Ford: Nevada Dept. of Education Darrin Hardman: Nevada Dept. of Education This paper will demonstrate a systematized process for identifying and remediating students that struggle to demonstrate mastery of the grade 9 and 10 English Language Arts standards.</p>
<p>11:15-12:15</p>	<p>Workshop 2 #11 <i>Change and Accountability with edTPA</i> Mary Sowder: Utah Valley University Vessela Ilieva: Utah Valley University Stan Howard: Utah Valley University</p>	<p>Paper Session 13 – Science, Technology, Engineering and Mathematics</p> <p><i>The Impact of a Design-Based Engineering Curriculum on Student Achievement in Engineering, Science, and Mathematics: Results from Year 2</i></p>

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.

Paper Session 3- Issues in Technology and Online Learning

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.

Paper Session 4 - Instructional Challenges

Does Poor Spelling Equate to Limited Writing Skills?

Mina Avery: University of Nevada, Reno

Darcie Smith: University of Nevada, Reno

Dianna Townsend: University of Nevada, Reno

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.

Paper Session 14 – Topics in Undergraduate Education

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.

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

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: **NO AFFILIATION LISTED IN SUBMISSION**

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

Ann Sharp: Utah Valley University

Gary Moser: Alpine School District

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.

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.

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.

Paper Session 15 Instructional Practice

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 Across Idaho Schools and Districts

Ashley Pierson: Education Northwest

Brandi Holten: Education Northwest

Jennifer Esswein: 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.

12:30-2:00	<p>Learn at Lunch</p> <p>LL 1 <i>Getting a Science Equipment Loan Program up and Running</i> 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.</p> <p>LL 2 <i>Still a White Women's World? Preparing White American Women to Teach in Diverse U.S. Schools</i> 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.</p> <p>LL 3 <i>The Complexities of Disciplinary Literacy: Three Secondary Teachers' Explorations of Literacy in their Disciplines and Classrooms</i> 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.</p> <p>LL 4 <i>Nested Communities of Support: Using edTPA Implementation as an Olive Branch for Building a Shared Space Between Traditionally Isolated Teacher Educators</i></p>	<p>Lunch</p> <p>Business Meeting</p> <p>LL 5 <i>Influencing Factors of Teacher Burnout in Special Education</i> 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.</p> <p>LL 6 <i>Transculturation Socialization: A Model for AI/AN Graduate Student Experience in STEM</i> 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.</p> <p>LL 7 <i>Literature Synthesis: An Examination of Existing Literature on Obesity, Nutrition, and Physical Activity for People with Intellectual Disability</i> 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.</p>

	<p>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.</p>	<p>LL 8 <i>Disconnect and Self-Reflection: Getting Unsocial</i> Ali Nehorn: University of Nevada, Reno Olga Messina: 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.</p>
<p>2:15-3:15</p>	<p>Paper Session 5 - Teacher Education</p> <p><i>Wicoicage (the Future): Pre-Service Teacher Education in Indian Country</i> 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.</p> <p><i>Students’ Perceptions About & Performance in Linguistic Skills: Connecting Teacher Preparation to the Realities of the K-8 Classroom</i> 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.</p> <p><i>STEM Academic and Career Identity Formation Among Middle School Students</i> 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.</p> <p>Paper Session 6 – Topics in Doctoral Studies</p>	<p>Paper Session 16 - Conducting Research</p> <p><i>The Impact of Course Delivery on Graduate Students’ Perceptions of Statistics</i> 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.</p> <p><i>How Phenomenologists Bracket: A Content Analysis</i> 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.</p> <p><i>Academic Integrity among Romanian and Moldovan University Students</i> Bob Ives: University of Nevada, Reno Scholars from 4 countries collaborate to investigate academic integrity in two Eastern European countries.</p> <p>Paper Session 17 - Topics in Higher Education</p> <p><i>The Antecedent Variables to Motivating Language Theory Helping to Get Connected</i> William Holmes: University of Wyoming</p>

"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.

Paper Session 7 – Diversity and Language

Continued Support of Our Students: An Investigation of Culturally Responsive Pedagogy in Rural, White, Early-Career Teachers

Danette Long: **NO AFFILIATION LISTED IN THE SUBMISSION**
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.

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.

Paying it Forward with Student Engagement in Business Education

Sheri Grotrian-Ryan: Peru State College
Lisa Parriott: Peru State College
Judy Grotrian: 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.

Paper Session 18 - Teacher Education

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

	<p><i>Comparing Knowledge Monitoring Accuracy in Arabic- and Chinese-speaking ESL Students</i> 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.</p> <p><i>Changing Practices for Teaching English Learners through Professional Development Partnerships</i> 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.</p>	<p><i>The Impact of Web-based Interactive Review of Teacher Candidates</i> Linda Quinn: University of Nevada, Las Vegas Lois Parette: 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.</p>
3:30-4:30	<p>Workshop 3 #6 <i>Graduate Students: Get Connected! Educational and Professional Supports for Using Social Media to Your Advantage</i> Colleen Dragovich: Kent State University Lisa Basske: University of Nevada, Las Vegas Lilian Chimuma: University of Denver Anna C. Treacy: University of Nevada, Reno Aaron Richmond: Metropolitan State University of Denver This presentation will provide information and resources from faculty and graduate student mentors on how to improve technology and social media usage and outcomes for graduate students.</p> <p>Paper Session 8 Instructional Practice</p> <p><i>Fostering Grit and the Growth Mindset through High-Impact Practices</i> Kyle Ryan: Peru State College Sheri Grotrian-Ryan: Peru State College</p>	<p>Symposium 2 <i>Teaching, Research, and Service, Oh my: Make the Most of Your Writing Time.</i> Aaron Richmond: Metropolitan State University of Denver</p> <p>Workshop 5 <i>The Real Learning in Doctoral Studies Happens Outside of Class.</i></p>

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.

Paper Session 9 – Topics in Leadership

Integration of Holonomic Thinking in Leadership Development Courses

Andrea Somoza-Norton: California Polytechnic State University

Contributors: Simon Robinson & Maria Moraes Robinson

	<p>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.</p> <p><i>Metacognitive Awareness and Mindset in Current and Future Instructional Leaders</i> 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.</p> <p><i>Assessing Empowerment at Hispanic-Serving Institutions: A Reimagined Input-Environment-Output Framework</i> 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.</p>	
5:00-8:00	<p>President's Reception Poster Session</p> <p>Poster 1 (#2) <i>Understanding Pre-College Support: A Closer Look at Writing Interventions in Pre-College Programming</i> Terainer Brown: University of Colorado, Colorado Springs This mixed method study seeks to understand the factors that contribute to writing growth and composition</p>	Banquet

confidence for students concurrently enrolled in a college course.

Poster 2 (#14)

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.

Poster 3 (#26)

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.

Poster 4 (#30)

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.

Poster 5 (#31)

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.

Poster 6 (#33)

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.

Poster 7 (#53)

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.

Poster 8 (#80)

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.