25th Annual NRMERA Conference

Making Connections

Snow King Lodge & Resort

Jackson, Wyoming

October 4-6, 2007
Northern Rocky Mountain Educational Research Association

Mission

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

Historical Review

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

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

Every fall, NRMERA holds its annual conference. The conference rotates between the constituents state on a bi-annual schedule with Jackson, WY, serving as the conference home base during odd-numbered years. The rotation follows a specific schedule, which is Nebraska/Nevada (2008) and Colorado (2010).

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.
Trish Lehman spent much of her life working with children with reading disabilities. She served as a reading specialist at Valley High School in Gilcrest, Colorado and also as the director and owner of several reading centers. Her great success with students resulted from her careful attention to empirically-tested interventions coupled with a unique ability to establish rapport with her students. She instilled in them the belief that they were competent learners and advocated for them as they entered higher education. Her concern for the well-being of students prompted a keen interest in research on educational reform.

Trish’s involvement with NRMERA began in 2004 when she presented her first paper with her husband Steve that evaluated the effectiveness of the reading program at Valley High School. In 2006 she presented a paper on Denver’s alternative pay plan for teachers. She was an enthusiastic participant in the NRMERA meetings and enjoyed the opportunity to meet fellow researchers in the region. Trish loved hiking, running and skiing in the mountains. She passed away December 25, 2006 in a skiing accident.

To honor Trish’s memory and commitment to reading education, a scholarship has been established in her name at the University of Colorado, Boulder, where she was a graduate student in the Research and Evaluation Methodology program. The scholarship will be used to support disadvantaged students with reading disabilities. Contributions to the fund should be addressed to the “Trish Lehman Memorial Scholarship, University of Colorado” and sent to Ed Wiley, University of Colorado, Boulder, UCB 249, Education 214, Boulder, CO 80309-0249.
President’s Message

Dear Colleagues,

Welcome to Jackson, Wyoming for the 25th Annual Meeting of the Northern Rocky Mountain Educational Research Association (NRMERA). During this Silver Anniversary of the annual meeting, I encourage you to reflect on how the organization can continue to promote the core values of its mission to provide a supportive environment for researchers in the region over the next quarter century. More important, think about how you can get more involved in NRMERA to further develop that mission.

This year’s conference theme, Making Connections, was chosen because it allows participants to interpret their goals for this professional development opportunity in multiple ways. Illustrations of different types of connections were identified in the Call for Proposals and are reiterated here as an advance organizer. Please use these as a starting point for thinking about what you want to gain from your 2007 NRMERA experience.

- **Cross-discipline/content connections**: How do my colleagues’ research interests intersect with mine? What opportunities to collaborate with colleagues from other disciplines are available?
- **Stakeholder connections**: How can we make our research more accessible and transparent to broader audiences? What outlets are there for disseminating our research to professional communities and policymakers?
- **Colleague connections**: How can we expand our professional network? How can we engage more colleagues in the organization and raise the visibility of NRMERA within the region?

I want to extend a special thanks to individuals who have made this year’s conference possible. Barbara Badgett from the University of Nevada, Las Vegas and Susan Davis from the Buros Center for Testing at the University of Nebraska-Lincoln, have done an exceptional job as our program co-chairs. Carrie Matthews and Richard Ponzio from the University of California, Davis coordinated membership and registration for the conference. Barbara Schroeder, our webmaster from Boise State University, has been instrumental in updating the organization’s homepage and made it possible for us to transition to electronic registration and payment for this year’s conference. Thanks also go out to the Buros Center for Testing at the University of Nebraska-Lincoln for its sponsorship of the conference, including the president’s reception.

In closing, we designed this year’s conference to facilitate opportunities for participants to make connections both personally and professionally. We hope that you make the most of these opportunities and meet the goals you set for yourself when choosing to attend the conference. Enjoy your time in Jackson and be sure to take advantage of the hiking, fishing, and sightseeing the area has to offer . . . after sessions, of course.

Chad W. Buckendahl
2007 NRMERA Program Overview

Wednesday, October 3rd

5:00-6:00 Meet in Lobby Executive Board Meeting

Thursday, October 4th

8:30-9:15 Grand Room Opening Session and Keynote Speaker

9:30-10:45 Paper Session 1
- Timberline 1 Improving Science Education: Professional Development & Collaboration
- Timberline 3 Making Connections across Disciplines, Methods, and Instructors
- Summit 2 Symposium – Doctoral Preparation
- Rafferty Cultural Influences on Education and Local Communities

11:00-12:15 Paper Session 2
- Timberline 1 Teaching and Learning in Mathematics
- Timberline 3 Workshop – Cognitive Remediation
- Summit 2 Reading Achievement and Comprehension
- Rafferty Special Needs Students: Issues and Research

12:30-1:45 Grand Room Learn at Lunch Roundtables

2:00-3:15 Paper Session 3
- Timberline 1 Understanding the Effects of Beliefs on Teaching and Learning
- Timberline 3 Assessment and Accountability Issues
- Summit 2 Symposium – Teacher Professional Growth
- Rafferty Related Paper Session – Teacher Education

3:30-4:45 Paper Session 4
- Timberline 1 Research on Schools, Students, and Learning Materials
- Timberline 3 Policy Issues and Methodologies in Higher Education
- Summit 2 Symposium – Community of Inquiry
- Rafferty Building School Districts and School Leadership

6:00-8:00 Snake River Brewery President’s Reception

Friday October 5th

8:30-9:15 Grand Room Business Meeting & State Caucus

9:30-10:45 Paper Session 1
- Timberline 1 Learning English as a Second Language: Research and Policy
- Timberline 3 Related Paper Session – Inquiry-based Mathematics Pedagogy
- Summit 2 Improving Online Teaching and Learning
- Rafferty Understanding Attitudes about Mathematics

11:00-12:15 Paper Session 2
- Timberline 1 NCLB: Policy Issues and Implications
- Timberline 3 Symposium – Academic Identity and Academic Success
- Summit 2 Educational Organizational Issues: Student Placement and Achievement
- Rafferty Evaluating and Understanding Student Perceptions
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<th>Time</th>
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<th>Session Details</th>
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<tr>
<td>12:30-1:45</td>
<td>Grand Room</td>
<td>Hot Topics Lunch Discussion</td>
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<td>2:00-3:15</td>
<td><strong>Paper Session 3</strong>&lt;br&gt;Timberline 1</td>
<td>Improving Student Attitudes and Learning in Science</td>
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<td>Timberline 3 Symposium – Graduate Student Research</td>
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<td>Summit 2 Understanding Learning and Self-Regulation Strategies</td>
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<td>Rafferty Symposium – Personal Teaching Metaphors</td>
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<td>3:30-4:45</td>
<td><strong>Paper Session 4</strong>&lt;br&gt;Timberline 1</td>
<td>Workshop – Instructional Technology</td>
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<td>Timberline 3 Using Self-Study Practices in Teacher Education</td>
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<td>Summit 2 Teacher Education: Pre-service Teachers Using what they have Learned</td>
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<td>Rafferty Relating School Leadership and Teaching to Student Learning</td>
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<td>6:00-8:00</td>
<td>Grand Room</td>
<td>NRMERA Banquet Dinner</td>
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**Saturday October 6th**

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<tr>
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<td>8:30-10:00</td>
<td>Lobby</td>
<td>Executive Board Meeting</td>
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About our Keynote Speaker

SUSAN M. BROOKHART, Ph.D., is an independent educational consultant based in Helena, Montana. She is a former Professor and Chair of the Department of Educational Foundations and Leadership at Duquesne University, where she currently serves as Senior Research Associate in the Center for Advancing the Study of Teaching and Learning. Previous to her higher education experience, she taught both elementary and middle school. Dr. Brookhart received her Ph.D. in Educational Research and Evaluation from The Ohio State University. She is a past president of the American Educational Research Association’s Special Interest Group on Classroom Assessment and has been the Education columnist for National Forum, the journal of Phi Kappa Phi. She is the 2007-2009 editor of Educational Measurement: Issues and Practice. Dr. Brookhart has authored two books, The Art and Science of Classroom Assessment and Grading, and of Formative Assessment Strategies for Every Classroom, a notebook of materials for teachers. She is the co-author of Educational Assessment of Students (5th ed.) and of two other textbooks in press. She has written or co-authored over 40 articles on classroom assessment, educational measurement, program evaluation, and professional development and serves on the editorial boards of several journals.
Wednesday, October 3rd

Executive Board Meeting
Meet in Lobby

All Executive Board Members and Past Presidents are invited to attend.

Thursday, October 4th

Keynote Session
8:30 – 9:15

Welcome to the conference and introduction of keynote speaker
Chad W. Buckendahl, NRMERA President, Buros Center for Testing, University of Nebraska-Lincoln

2007 NRMERA Keynote: Making connections between educational assessment research and real life
Susan Brookhart, Brookhart Enterprises LLC, Duquesne University

Paper Session 1
9:30 – 10:45

Improving Science Education: Professional Development & Collaboration
Timberline 1

Chair: Aaron Richmond, Metropolitan State College of Denver

The ecology of collaboration: Which voices are being heard?
Leigh K. Smith, Brigham Young University
Pamela Cantrell, Brigham Young University

Using survey research, this study sought to describe collaborations between various stakeholders designed to improve science education. Obstacles and opportunities of working together are depicted.

The Earth as a classroom: Connecting Great Basin teachers to Great Basin Earth science
Pamela Cantrell, Brigham Young University
Jacque Ewing-Taylor, University of Nevada, Reno
Ken Smith, University of Nevada, Reno

The success of The Earth as a Classroom, a science professional development program for Great Basin Teachers, resulted from a focused community of practice approach.

Making connections: Building informal/formal partnerships
Sharon D. Unkart, University of Colorado at Denver and Health Science Center
Kelly Keena, University of Colorado at Denver and Health Science Center
Brad McLain, University of Colorado at Denver and Health Science Center
Mike Marlow, University of Colorado at Denver and Health Science Center

This paper will present the University of Colorado at Denver and Health Science Center’s efforts to work with informal science partners to create a new informal science Master’s degree, collaborate on grant projects, and extend classroom experiences for students.
Making Connections Across Disciplines, Methods, and Instructors  
Timberline 3

Chair: Wendy Chiado, University of Colorado at Denver

**Interdisciplinary ways of knowing: A collaborative teacher education project for culturally responsive pedagogy**

Peggy Laughlin, University of Wyoming  
Lydiah Nganga, University of Wyoming

Collaborative planning across literacy and humanities courses enabled researchers to gather data on culturally responsive pedagogy and construct “interdisciplinary ways of knowing.”

**Development and evaluation of co-teaching in an action research course**

Lee Smith, Indiana University South Bend  
Bruce Spitzer, Indiana University South Bend

Co-teaching methods are used in public schools but are less common in university settings. Perceptions of students in an action research course that utilized co-teaching with professors from two different disciplines were measured and documented.

**Collaboration between foundations and method courses: Exploring effective approaches to teach for social justice**

Lydiah Nganga, University of Wyoming  
John Kambutu, University of Wyoming

This study explored the effectiveness of faculty collaboration in designing approaches to facilitate a social justice curriculum in a teacher education program.

Symposium – Doctoral Preparation  
Summit 2

**Through the looking glass: Critical reflections of doctoral preparation experiences**

Tammy V. Abernathy, University of Nevada, Reno  
Ginny Beck, University of Nevada, Reno  
Colleen Checho, University of Nevada, Reno  
Kristen DeRaad, University of Nevada, Reno  
Carrie Helweg, University of Nevada, Reno  
Michelle Hinkson, University of Nevada, Reno  
Lois Furno, University of Nevada, Reno  
Elena Whittier, University of Nevada, Reno

This session examines the experiences of seven doctoral students participating in a federally funded program. Students will disseminate results and insights from their reflective self-evaluations.

Cultural Influences on Education and Local Communities  
Rafferty

Chair: Art Bangert, Montana State University

**The Oyate program: Cultural strategies for Native American students**

William M. Young, University of Nevada, Las Vegas

Native students experience an undervalued education and subsequently don’t enjoy the success of non-native peers. This session celebrates a successful program bridging Lakota culture and education.
Defeating hate—The Aryan Nations story redux: A leadership lesson for policy makers
Kathy Canfield-Davis, University of Idaho
Russell A. Joki, University of Idaho
This case study examines the civic and legal confrontation with White Supremacists, Aryan Nations, in northern Idaho. Primary sources reveal community strategies that eventually prevailed.

Measuring work conditions for teachers on Indian reservations
William Ruff, Montana State University
Joanne Erickson, Montana State University
M. Neil Terhune, Montana State University
Evaluation of perceived stress and satisfaction of those teaching in reservation schools, as measured by the Quality of Teacher Work Life Survey.

Teaching and Learning in Mathematics  
Chair: Catherine Kelly, University of Colorado at Colorado Springs

Pre-service elementary teachers’ attitudes toward mathematics in comparison to those of college algebra and college calculus students
Taylor A. Jensen, Montana State University
The attitudes toward mathematics of students enrolled in an elementary education course were compared to the attitudes of students enrolled in traditional mathematics courses.

Children’s opportunity to use technology as a tool for mathematical inquiry in lessons designed and implemented by preservice teachers
Eula Ewing Monroe, Brigham Young University
Nancy Wentworth, Brigham Young University
Preservice teachers’ mathematics lessons in which children used technology as a tool for inquiry are analyzed. Challenges occurring across lessons are identified and recommendations made.

Workshop – Cognitive Remediation  
Timberline 3

Transforming the brain through Physio-Neuro therapy
Darcy Jack, Boise State University
Participants will do activities designed to increase focus, directional awareness, eye tracking, cross-patternining, spatial reasoning, conceptualization, and memory—both visual and auditory.

Reading Achievement and Comprehension  
Summit 2

Early predictors of reading comprehension growth in U.S. elementary school students
Brett Foley, Buros Center for Testing, University of Nebraska-Lincoln
Development of reading comprehension from kindergarten through third grade and how this development is affected by other factors measured at the kindergarten entry are examined.
Supporting motivation: Reading comprehension in a secondary classroom
Bonnie Mary Warne, University of Idaho; Fremont County Joint School District
Exploring pedagogical choices that supported students’ motivations to read and expanded their comprehension opportunities increased students’ opportunities for self-expression and community awareness.

Special Needs Students: Issues and Research
Rafferty
Chair: Pamela Cantrell, Brigham Young University

Participation in extracurricular and non-academic activities: The blind student perspective
Larry Streeter, University of Idaho
Russell Joki, University of Idaho
This qualitative study examined determinant participation factors in collegiate extracurricular activities from the blind student perspective. Recommendations for policy makers and blind education programs emerged.

Connecting quantitative and qualitative: The strength of mixed-method design in special education research
Shanon Taylor, University of Nevada, Reno
Tammy Abernathy, University of Nevada, Reno
This session highlights the strength of mixed-method design in special education research, as shown through results of a recent survey of special education professionals.

Evaluating adaptive behavior: A comparison of tests used in the diagnosis of mental retardation
Jeffrey Babl, University of Nebraska-Lincoln
Robert Spies, Buros Center for Testing, University of Nebraska-Lincoln
This paper describes an evaluation of four adaptive behavior assessment instruments typically used in the determination of mental retardation.

Lunch Roundtables
Trevor Jack, Boise State University
This paper provides strategies to help students increase conceptual understanding of math through the Socratic method.

Clay L. Rasmussen, Utah State University
Brian K. Warnick, Utah State University
Rhonda L. Miller, Utah State University
A study conducted by science education and agricultural teachers. The study examines student attitudes about learning science and agriculture as it is taught contextually.

Donald K. Wattam, University of Idaho
Kelly M. Benson, Hamilton School District
A comparative analysis of education litigation at the state Supreme Court level for the states of Montana and Idaho.
Table 4 - Using faculty collaboration and classroom research to conceptualize, measure, and evaluate scientific thinking
Carrie B. Myers, Montana State University
Doreen Brown, Montana State University
Faculty collaborated to conceptualize and define scientific thinking and develop a rubric to delineate its properties. This rubric and classroom research evaluated students’ scientific thinking.

Table 5 - So you want to write a textbook: Words of wisdom from two authors
Linda F. Quinn, University of Nevada, Las Vegas
Gene E. Hall, University of Nevada, Las Vegas
The process of writing and producing a textbook is explored through analysis of the thoughts, actions, and connections required to bring the project to fruition.

Table 6 - Legislation, preparation, and the pre-service teacher
Carrie Helweg, University of Nevada, Reno
Ginny Beck, University of Nevada, Reno
This study evaluates how practicum experiences prepare pre-service teachers to connect theory to practice, and the impact of feedback on teacher development.

Table 7 - Making connections: An early multicultural field experience for pre-service teachers
Jayne A. Downey, Montana State University
Georgia Cobbs, University of Montana
Zoe Mohesky, University of Montana
This study reports the learning experienced by pre-service teachers in a two-week field experience course conducted in grade 5-12 classrooms on the Flathead Reservation in Montana.

Table 8 - Seniors and computer use
Steven D. Aagard, University of Wyoming
Suzanne Young, University of Wyoming
This survey research study examined how older adults are using computers and compared it to results from a survey administered three years ago.

Table 9 - Integrating audio assistive technologies into the General Education classroom
Colleen Checho, University of Nevada, Reno
Lois Furno, University of Nevada, Reno
Discover how innovative audio assistive technologies (podcasts and FM amplification) are integrated into classrooms to improve academic and motivational outcomes of students with special needs.

Table 10 - Understanding the products of a public school teacher
Julie Williams, University of Idaho
A teacher will discuss patterns emerging in her ongoing research into the lives of her former students and their parents.

Table 11 - Retention: The ins and outs
Jill M. Thorngren, Montana State University
Johnathan Taylor, Montana State University
Valerie Todd, Montana State University
Larry Baker, Montana State University
A two-part study was conducted to ascertain reasons that some students do not re-enroll at the university and some do. Student success issues were explored.
Table 12 - Sample Size Rules-of-Thumb for Educational Researchers

Evaluators faced with field testing educational interventions can employ a simple statistical rule-of-thumb to determine necessary sample size. That is, $n/m = \frac{2(16/\Delta^2)[1+(m-1)p]}{m}$ student factions will need to be randomly assigned to one of two study groups. Practical implications of this rule are discussed along with viable options for maximizing limited samples.

Table 13 - What do the gatekeepers see: An analysis of college mathematics instructors’ perceptions of student success
AJ Wallin, *University of Idaho*

Student success is often defined by the grade a student earns. This study examines the relevance of this definition in a college pre-calculus course.

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**Paper Session 3**  
2:00 - 3:15

**Understanding the Effects of Beliefs on Teaching and Learning**  
*Timberline 1*

Chair: Beth Doll, *University of Nebraska-Lincoln*

A personal epistemology framework: Using a systems approach to investigate childhood epistemology in a classroom environment
Denise L. Winsor, *University of Nevada, Las Vegas*

A dynamic systems approach to children’s PE. Addresses the role of language, affect, & environment. Investigates the interactions of the teacher, parents, and peers. Links to theory of mind research.

Effects of sustained professional development on grades 5-12 teachers’ beliefs about reading and writing strategies
Leslie S. Rush, *University of Wyoming*
Suzanne Young, *University of Wyoming*
Emily King, *Natrona County School District #1, Casper, WY*
Vicki Foster, *Natrona County School District #1, Casper, WY*

Analysis of a sustained professional development program on literacy strategies across the curriculum showed changes in teaching practices and beliefs about student learning.

Examining the consistency of epistemological beliefs
Lori Olafson, *University of Nevada, Las Vegas*
Michelle Vander Veldt, *California State University, Fullerton*
Gregory Schraw, *University of Nevada, Las Vegas*

The purpose of this research was to examine the consistency of epistemological beliefs throughout a graduate course aimed at exploring the study of teaching.
Assessment and Accountability Issues

Chair: Gene Hall, University of Nevada, Las Vegas

Teacher education: The new world of accountability
Nancy Wentworth, Brigham Young University
Lynnette Erickson, Brigham Young University
To meet demands of national accreditation, we designed and implemented new assessment instruments across 25 licensure programs. This presentation will discuss their implementation and analysis.

Evaluating alignment for constructed response items: A proposed methodology
Rebecca L. Norman, University of Nebraska-Lincoln, Buros Center for Testing
Chad W. Buckendahl, University of Nebraska-Lincoln, Buros Center for Testing
Susan L. Davis, University of Nebraska-Lincoln, Buros Center for Testing
Yoonsun Lee, Washington Office of the Superintendent of Public Instruction
This study describes an alignment methodology that allows experts to evaluate the item-content match separately for each point possible associated with constructed response items.

Vertical alignment: Linking content standards across grade levels
Susan L. Davis, University of Nebraska-Lincoln, Buros Center for Testing
Brett P. Foley, University of Nebraska-Lincoln, Buros Center for Testing
Chad W. Buckendahl, University of Nebraska-Lincoln, Buros Center for Testing
Tzu-Yun Chin, University of Nebraska-Lincoln
This study describes a method for assessing vertical alignment – the links in content, cognitive, and performance demand across years within an educational system.

Symposium – Teacher Professional Growth

Assessing teacher professional development experiences
Michael P. Marlow, University of Colorado at Denver
Christina Renda, University of Colorado at Denver
David Sprouse, University of Colorado at Denver
Austine Luce, University of Colorado at Denver
Scott Sala, University of Colorado at Denver
Wendy Chiado, University of Colorado at Denver
Lisa Yemma, University of Colorado at Denver
Michele Calcote, University of Colorado at Denver
Michael Giamellino, University of Colorado at Denver
This paper set presents the impacts of formal and informal experiential activities on teacher efficacy, professional identify, and learning communities.

Related Paper Session – Teacher Education

Authenticity in teacher education programs
Robert M. Talbot, University of Colorado at Boulder
Mark A. Lewis, University of Colorado at Boulder
Heidi L. Iverson, University of Colorado at Boulder
This session explores the development of teacher knowledge through the lens of authenticity. We will address theory, a framework for examining authenticity, and program evaluation.
Research on Schools, Students, and Learning Materials

Chair: Karen Guilfoyle, University of Idaho

One urban neighborhood with two school closures: Uncovering the connections, differences, and insights of twelve displaced teachers
   Karmen Kirtley, University of Colorado at Denver and Health Sciences Center
   Lisa Yemma, University of Colorado at Denver and Health Sciences Center
   Michael Marlow, University of Colorado at Denver and Health Sciences Center
   This exploratory study examines the insights of a number of middle school teachers and high school teachers whose inner city schools closed due to low student achievement.

Employment aspirations of minority youth
   Alan Davis, University of Colorado at Denver and Health Sciences Center
   Two thousand urban ninth-grade students participating in Ninth Grade Academies completed employment goals as part of a course on goal setting. These were analyzed by gender and ethnicity and by educational requirements of the proposed jobs.

A critical discourse analysis of adult ESL texts
   Rod E. Case, University of Nevada, Reno
   Elena Righettini, University of Nevada, Reno
   Findings from a critical discourse analysis (CDA) of two adult ESL are presented and demonstrate the need for CDA with current second language acquisition theory.

Policy Issues and Methodologies in Higher Education

Chair: William Young, University of Nevada, Las Vegas

Implications of the Spellings Commission for outcomes assessment in higher education
   Kurt F. Geisinger, University of Nebraska-Lincoln, Buros Center for Testing
   This paper provides the implications of the recent Spellings Commission report for higher education and outcomes assessment and draws a parallel between NCLB and the likely consequence of this report.

Train wreck: The convergence of accreditation, access to student loan funding, and USDOE’s push to regulate higher education
   Michael Johnson, University of Idaho
   Andrew White, University of Idaho
   This paper analyzes the connection between court rulings and statutes regarding accreditation, requirements for institutional student loan qualification, and USDOE’s push to Regulate Higher Education.

Alignment in an online university: Matching assessments to program goals
   Barbara A. Badgett, University of Nevada, Las Vegas
   Susan L. Davis, University of Nebraska-Lincoln, Buros Center for Testing
   Chad W. Buckendahl, University of Nebraska-Lincoln, Buros Center for Testing
   This paper describes a methodology used to examine alignment between program competencies and program assessments in a non-traditional online university.
Symposium – Community of Inquiry

Professional development through a community of inquiry and collaborative study groups: An empowering journey

Karen Guilfoyle, University of Idaho
Warren Akin, Sacajawea JHS, Lewiston
Lisa Belknap, Lena Whitman, Moscow
Alex Church, McGhee Elem, Lewiston
Tania Johnson, Juvenile Detention, CDA
Nancy Mueller, Winton Elem, CDA
Larry Prescott, Madison Middle, Rexburg
Wendy Roach, Sunnyside SpecEd, Kellogg
Bonnie Warne, S Fremont HS, St. Anthony
Julie Williams, Sandpoint Charter School

A dialogue by teacher researchers critiquing learning and experience of participating in a community of inquiry.

Building School Districts and School Leadership

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Building an urban school district in the desert: The historical and climatic evolution of public education in Las Vegas, Nevada

Patrick W. Carlton, University of Nevada, Las Vegas
Carl R. Steinhoff, University of Nevada, Las Vegas

This paper traces the creation, explosive development, and massive climatic evolution within the Clark County School District, which has served Las Vegas and surrounding Clark County since 1956.

Building leadership capacity on Indian reservation schools in Montana

William Ruff, Montana State University
Joanne Erickson, Montana State University

The initial implementation evaluation of the I LEAD program, a $2.5 M U.S. Dept. of Education project to improve Native American student achievement.

NRMERA President’s Reception

6:00 – 8:00

Come and join us for drinks and appetizers at the Snake River Brew Pub before heading out on the town in Jackson.

Location – 265 S. Millward, just 2 blocks west and 2 blocks south of the town square (see map on last page of program)
### Friday, October 5th

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<td><strong>Learning English as a Second Language: Research and Policy</strong></td>
<td>Timberline 1</td>
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<td>Chair: Suzanne Young, <em>University of Wyoming</em></td>
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<td><strong>Effects of gender, intelligence, and school type on achievement growth in English as a foreign language</strong></td>
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<td>Anja Römheld, <em>University of Nebraska-Lincoln</em></td>
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<td>Gabriel Nagy, <em>Max Planck Institute for Human Development</em></td>
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<td>Jürgen Baumert, <em>Max Planck Institute for Human Development</em></td>
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<td>Application of multilevel latent growth curve analysis to examine effects of gender, intelligence, and school type on achievement growth in English as a foreign language.</td>
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<td><strong>The Special Education Procedures for ELLs: A Preliminary Study</strong></td>
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<td>Elena Whittier, <em>University of Nevada, Reno</em></td>
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<td>This paper presentation will explore the referral process and over identification of ESL students in special education. Learn about one school district ready for change.</td>
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<td><strong>Journeys from teacher-centered to inquiry-based mathematics pedagogy via action research: Teachers tell their stories</strong></td>
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<td>Eula Ewing Monroe, <em>Brigham Young University</em></td>
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<td>Damon Bahr, <em>Brigham Young University</em></td>
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<td>Nancy Wentworth, <em>Brigham Young University</em></td>
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<td>Katie Anderson, <em>Sharon Elementary School</em></td>
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<td>Kerri Hundley, <em>Meadow Elementary School</em></td>
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<td>Action research as a tool for overcoming challenges in the journey from teacher-centered to inquiry-based mathematics pedagogy is examined through teacher stories; themes are summarized.</td>
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<td><strong>Improving Online Teaching and Learning</strong></td>
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<td>Chair: Fred Kuch, <em>University of Nevada, Las Vegas</em></td>
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<td><strong>Going virtual! The status of professional development for K12 online teachers</strong></td>
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<td>Kerry Rice, <em>Boise State University</em></td>
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<td>Lisa Dawley, <em>Boise State University</em></td>
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<td>The presenters report the first phase results of the Going Virtual! research series aimed at identifying and evaluating professional development practices for K-12 online teachers across the country.</td>
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Relaxation: A contemplative practice for effective online learning
Qi Sun, *University of Wyoming*
Doris U. Bolliger, *University of Wyoming*
Contemplative practices have been used predominantly in classroom-based courses. A pilot study was conducted to investigate if these practices may be effective in online courses.

Trends in the delivery of online courses by an expert user
Doris U. Bolliger, *University of Wyoming*
Oksana Wasilik, *University of Wyoming*
Smita Jain, *University of Wyoming*
Researchers investigated how tools in a CMS were used in the delivery of online courses by an expert and how he modified courses over time.

Understanding Attitudes about Mathematics
*Rafferty*
Chair: Trevor Jack, *Boise State University*

Memory, retention, and transfer: Connecting brain-based research to mathematical thinking
Catherine Kelly, *University of Colorado at Colorado Springs*
This study reviewed current findings in brain-based research, specifically in mathematics, and analyzed the connections between beginning teachers’ preconceived ideas about teaching mathematics and their subsequent effectiveness.

An examination of two major sources of pre-service elementary teachers’ attitudes toward mathematics:
The roles of people and of perceptions of math
Taylor A. Jensen, *Montana State University*
Interviews with pre-service elementary teachers were conducted to examine two sources—namely, people and perceptions of mathematics—influencing their attitudes toward mathematics.

Does positioning influence conceptions of and attitudes toward mathematics?
Elaine A. Tuft, *Utah Valley State College*
In this session, I will discuss a study that illuminates the role of positioning in prospective elementary school teachers’ conceptions of and attitudes toward mathematics.

NCLB: Policy Issues and Implications
*Timberline 1*
Chair: Brett Foley, *University of Nebraska-Lincoln, Buros Center for Testing*

Teachers, policy makers, and NCLB: A blundering disconnect
Wendy Seley, *University of Idaho*
Teachers’ philosophies, pedagogies, and sense of empowerment are heavily influenced by state policy makers and by NCLB mandates. Disconnections in perceptions create withheld voices and frustration.
The connections between the misuse of NCLB data and the assault on our Nation’s public schools: 400 years in the making

Karmen Kirtley, University of Colorado at Denver and Health Sciences Center
Scott Sala, University of Colorado at Denver and Health Sciences Center
Lisa Yemma, University of Colorado at Denver and Health Sciences Center
Michael Marlow, University of Colorado at Denver and Health Sciences Center

This session outlines the punitive Rationalist mindset of NCLB, which purposefully destabilizes our public schools in order to promote the $400B privatization of public education.

Passive aggressive retaliation against NCLB

Alena Jensen, Borah High School
Lawrence R. Rogien, Boise State University

Results of a five-year study of concept teaching. 98.5% of 140 students passed their standardized semester exam. Social, political, and academic implications will be discussed.

Symposium – Academic Identity and Academic Success

The impact of academic identity states on students’ learning strategies and persistence and a university program to address the challenge

Randy M. Isaacson, Indiana University South Bend
Christopher A. Was, Kent State University
Jeffery L. Jackson, Indiana University South Bend

This session will examine the relationship of academic identity to academic success including the exploration of a freshman program to support students who are at-risk.

Educational Organization Issues: Student Placement and Achievement

Chair: Rebecca Norman, University of Nebraska-Lincoln, Buros Center for Testing

Effect of school calendar on student academic achievement

Kristen A. DeRaad, University of Nevada, Reno

Year-round multi-track school calendar use has increased in Nevada. This paper examines the connection between school calendar, standardized test scores, and AYP.

High school time schedules: Influence on student academic achievement

Jackie Thomason, Joint School District No. 2
Carolyn Keeler, University of Idaho Boise

This collaborative study between public school and university compared two high school schedules, traditional and block, to test for a difference in academic achievement.

Evaluating and Understanding Student Perceptions

Chair: Shanon Taylor, University of Nevada, Reno

Student Perceptions of Steroid Use

Andy Gillham, University of Idaho

An initial investigation into the perceptions college students hold regarding steroid use in athletics.
Worries and relationships in the elementary classroom: Results of “The ClassMaps Survey” from 2006-2007

Robert Spies, Buros Center for Testing; University of Nebraska-Lincoln
Allison Champion, University of Nebraska-Lincoln
Allison Osborn, University of Nebraska-Lincoln
Sarah Kurien, University of Nebraska-Lincoln
Courtney LeClair, University of Nebraska-Lincoln
Beth Doll, University of Nebraska-Lincoln

This paper describes research using “The ClassMaps Survey” to measure children’s worries relative to their peers, classroom teacher, and current home-school communication.

Children’s perception of age/attractiveness and how it relates to what they want in a teacher

Jennifer Higgins, Metropolitan State College of Denver
Aaron S. Richmond, Metropolitan State College of Denver
Bridgett Murphy-Kelsey, Metropolitan State College of Denver

This study attempted to determine if 4-year olds have a preference for the age of their teacher. Results indicate that 4-year olds prefer younger teachers and associated more positive traits with the younger Teachers.

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**Lunch**

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<th>Table 1 – Job Interviewing</th>
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<td>Table lead – Nancy Wentworth</td>
<td>Brigham Young University</td>
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**Table 2 – Writing Conference Proposals**

Table lead – Marla Mastin, Minnesota State

**Table 3 – Making Conference Presentations**

Table lead – Russ Joki, University of Idaho Boise

**Table 4 – Journal Publishing**

Table lead – Larry Rogien, Boise State University

**Table 5 – Grant Writing**

Table lead – Mike Marlow, University of Colorado at Denver

**Table 6 – Promotion/Tenure**

Table lead – Alan Davis, University of Colorado at Denver

**Table 7 – Negotiating a Sabbatical**

Table lead – Lori Olafson, University of Nevada, Las Vegas

**Table 8 – Starting and Finishing your Dissertation**

Table lead – Cynthia Howell, Black Hills State University

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*Hot Topics Lunch Discussion*
Table 9 – Communication with Education Policy Makers
Table lead – Richard Vineyard, Nevada Department of Education

Table 10 – Technology Tools for Education
Table lead - Steve Aagard, University of Wyoming

Table 11 – Consulting Basics
Table lead – Chad Buckendahl, Buros Center for Testing, University of Nebraska-Lincoln

Paper Session 3 2:00 – 3:15

**Improving Student Attitudes and Learning in Science**
*Timberline 1*

Chair: Denise Winsor, University of Nevada, Las Vegas

**The influence of informal learning on students’ dispositions toward careers in science, technology, engineering and mathematics**
- Rick Jones, Montana State University
- Art Bangert, Montana State University
  The purpose of this study is to investigate the types of informal science learning environments that influence students' perceptions of science related careers.

**Self-regulation in inquiry-based science classrooms**
- Beth Doll, University of Nebraska-Lincoln
- Allison Champion, University of Nebraska-Lincoln
- Sarah Kurien, University of Nebraska-Lincoln
  This paper describes relations between students’ beliefs about the value of science and three aspects of their self-regulation: academic efficacy, academic self-determination, and classroom discipline.

**Transfer of the Method of Loci, Pegword, and Keyword Mnemonics in the Eighth Grade Classroom.**
- Aaron S. Richmond, Metropolitan State College of Denver
- Rhoda Cummings, University of Nevada, Reno
- Mike Klapp, Washoe County School District
  This study tested eighth-grade student’s ability to transfer (specific and general) the use of the method of loci, pegword, and keyword mnemonics. Results indicate that students using the keyword mnemonic successfully transferred the strategy under both conditions.
Graduate students’ research projects: A presentation and dialogue

Suzanne Young, University of Wyoming
Patricia Batenhorst, University of Wyoming
Debra Beck, University of Wyoming
Aimee Callahan, University of Wyoming
Leann Kaiser, University of Wyoming
Erika Prager, University of Wyoming
Mary Kay Wardlaw, University of Wyoming

Graduate students will present course projects from a research methods course. They will also reflect on their learning about survey research.

Understanding Learning and Self-Regulation Strategies

Chair: Darcy Jack, Boise State University

Evolutionary theory has something to contribute to educational issues

Fred Kuch, University of Nevada, Las Vegas
Keith Zvoch, University of Nevada, Las Vegas

Evolutionary theory in education furnishes new perspectives on some old problems, and may help us find new ways of improving education for all students.

Exploring differences between the US & Chinese Schools’ implementation of multiple intelligences (MI) theories

Fujuan Tan, University of Wyoming
Steven Aagard, University of Wyoming
Aimee Callahan, University of Wyoming
Lee Nabb, University of Wyoming

Based on case observations of the two levels of the US classes, an analysis was made to depict differences of educational concepts between the US and Chinese schools based on MI theory.

Classroom assessment in a foreign language: Making metacognitive connections

Barbara Z. Komlos, Montana State University

Findings are presented from a Classroom Assessment Technique gauging students’ perceptions of an activity to cognitively and metacognitively engage them in analyzing Spanish grammar.

Symposium - Personal Teaching Metaphors

Making connections between vision and practice through personal teaching metaphors

Lynnette Erickson, Brigham Young University
Stefinee Pinnegar, Brigham Young University
Julie Castro, Brigham Young University, Hillcrest Elementary School
Brandi Lofgran, Brigham Young University
Marjean Sorensen, Brigham Young University, Jordan School District
Jamie Christenses, Brigham Young University, Freedom Elementary

This interactive session will present examples of teaching metaphors held by inservice teachers and opportunities to analyze their influence on classroom culture and knowledge systems.
Workshop – Instructional Technology

Supporting connections with colleagues and students: Using the read/write web for portfolio development and collaboration
  Kendall Hartley, University of Nevada, Las Vegas
  Neal Strudler, University of Nevada, Las Vegas
  Rob Mattson, University of Nevada, Las Vegas
  This presentation will demonstrate how new Internet tools such as wikis and blogs can be used to support the development of student portfolios and collaborative projects.

Using Self-Study Practices in Teacher Education

Using an activist scholar stance to politicize professional development
  Karen Guilfoyle, University of Idaho
  A critical self-study of the process and impact of taking political action in the classroom as a teacher educator.

Teacher Education: Preservice Teachers Using What They Have Learned

Supervised practicum feedback: Connecting pre-service teachers to the real world
  Michelle Hinkson, University of Nevada, Reno
  Ginny Beck, University of Nevada, Reno
  A mixed-methods study of three levels of supervised practicum support, and how that translates into student internship and first year teaching experiences.

Technology integration: Overcoming the barriers
  Tonya Tripp, Brigham Young University
  Nancy Wentworth, Brigham Young University
  Charles Graham, Brigham Young University
  This study reports our intervention efforts to alleviate the disconnect between how preservice teachers use technology in their lesson plans during their on campus courses and how they use technology in their lessons during their student teaching.
Relating School Leadership and Teaching to Student Learning

Rafferty

Chair: Linda Quinn, University of Nevada, Las Vegas

Drawing connections between principal leadership and student learning

Gene E. Hall, University of Nevada, Las Vegas
Italia A. Negroni, Hartford Public Schools
Archie A. George, University of Idaho

Significant relationships have been found between the Change Facilitator Styles of 27 principals in urban elementary schools and student scores on state tests in four subjects.

The effect of teacher’s instructional skills on student achievement in mathematics – Focusing on social learning theory

Bong Seok Jang, Boise State University

Students taught by the high instructional teacher showed better achievements in mathematics on the state high-stakes test than those taught by the low instructional teacher.

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<th>Dinner</th>
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Join us for our closing banquet to be held in Grand Room.

Saturday, October 6th

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<tr>
<th>Board Meeting</th>
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<td>Executive Board Meeting</td>
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All Executive Board Members and Past Presidents are invited to attend.
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The Snake River Brew Pub is located on Millward Street between Simpson and Hansen Avenues. It is a short walk from the Snow King resort or you can ask the hotel concierge about the START bus route which provides free transportation around Jackson.