NRMERA 2012

“Success for All Students”

Conference Program

30th Annual Conference
October 4-5, 2012
http://nrmera.org
The Canyons Resort
Park City, Utah
### Thursday October 4, 2012

#### Schedule Summary

<table>
<thead>
<tr>
<th>Time/Room</th>
<th>Kokopelli I</th>
<th>White Pine I</th>
<th>White Pine II</th>
<th>Painted Horse</th>
<th>Arrowhead</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 AM-8:30 AM</td>
<td>Breakfast</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30 AM-9:15 AM</td>
<td>Opening Session &amp; Keynote Speaker</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30 AM – 10:45 AM</td>
<td>Symposium:</td>
<td>Paper Session:</td>
<td>Paper Session:</td>
<td>Paper Session:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion with</td>
<td>Preparing Future</td>
<td>Issues In International</td>
<td>Issues In</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Brian Gong</td>
<td>Teachers</td>
<td>And Performance-Based Assessments</td>
<td>Course Choice,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Moderator:</td>
<td></td>
<td></td>
<td>Program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Brett Foley</td>
<td>Aaron Richmond</td>
<td></td>
<td>Prioritization,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>And Accreditation</td>
<td></td>
</tr>
<tr>
<td>11:00 AM-12:15 PM</td>
<td>Coordinated Symposium:</td>
<td>Paper Session:</td>
<td>Paper Session:</td>
<td>Paper Session:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intercultural Faculty Teaching,</td>
<td>Mentoring And Modeling For</td>
<td>Evaluating Statistics And</td>
<td>Research On</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Learning And</td>
<td>New Teachers</td>
<td>Instruments</td>
<td>Principals’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary</td>
<td></td>
<td></td>
<td>Perceptions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Curriculum Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Moderator:</td>
<td>Wendy Chaido</td>
<td>Moderator:</td>
<td>Marla Mastin</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Athena Kennedy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:30 PM-1:45 PM</td>
<td>Learn At Lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00 PM-3:15 PM</td>
<td>Workshop:</td>
<td>Paper Session:</td>
<td>Paper Session:</td>
<td>Paper Session:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction To Propensity Score</td>
<td>University/</td>
<td>Validity Research In</td>
<td>Issues In</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Matching (Part I: Theory And Study</td>
<td>Public School/</td>
<td>State Accountability Systems</td>
<td>Teacher And</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Design)</td>
<td>Community Partnerships</td>
<td></td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Preparation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Moderator:</td>
<td>Kate Muir Welsh</td>
<td>Moderator:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Courtney McKim</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:15 PM-3:30 PM</td>
<td>Afternoon Break – Sponsored By Alpine Testing Solutions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:30 PM-4:45 PM</td>
<td>Workshop:</td>
<td>Interactive</td>
<td>Paper Session:</td>
<td>Paper Session:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Facilitating Success For All Students</td>
<td>Symposium:</td>
<td>Technology In Teaching And</td>
<td>Issues In</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Via Focused Teacher Reflections:</td>
<td>Metacognition:</td>
<td>Education Research</td>
<td>Statistics And</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Desired Practices V. Current</td>
<td>Basic And</td>
<td></td>
<td>Measurement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Realities</td>
<td>Applied Implications For</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Classroom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Moderator:</td>
<td>Greg Zost</td>
<td>Moderator:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Art Bangert</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:30PM-7:30PM</td>
<td>President's Reception (The Cabin I &amp; II)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:30PM-9:00PM</td>
<td>NRMERA Graduate Student Social</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Alpine House (in the Resort Village, Sundial Building, North of the Cabriolet)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Friday October 5, 2012
### Schedule Summary

<table>
<thead>
<tr>
<th>Time/Room</th>
<th>Kokopelli I</th>
<th>White Pine I</th>
<th>White Pine II</th>
<th>Painted Horse</th>
<th>Arrowhead</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 AM - 8:30 AM</td>
<td>Breakfast</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30 AM - 9:15 AM</td>
<td>Business Meeting &amp; State Caucus</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30 AM – 10:45 AM</td>
<td>Workshop: Introduction To Open Educational Resources: Learning Materials For All Students</td>
<td>Paper Session: Curriculum Integration And Authentic Instruction</td>
<td>Paper Session: Research On Native American Students, ELLs, And SWDs</td>
<td>Paper Session: Math And Statistics Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Moderator: Leslie Rush</td>
<td>Moderator: Shanon Taylor</td>
<td>Moderator: Aaron Richmond</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00 AM – 12:15 PM</td>
<td>Workshop: Effective Strategies For Actively Engaging Students In Course Readings</td>
<td>Paper Session: Math And Science Education Issues</td>
<td>Paper Session: Faculty And Student Perceptions Of Distance Education Programs</td>
<td>Paper Session: Higher Education Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Moderator: Wendy Chaido</td>
<td>Moderator: Greg Zost</td>
<td>Moderator: Bill Young</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:30 PM - 1:45 PM</td>
<td>Networking Lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00 PM – 3:15 PM</td>
<td>Workshop: Introduction To Propensity Score Matching (Part II: Matching Methods)</td>
<td>Paper Session: Research on Distance Programs for Teachers &amp; Administrator</td>
<td>Paper Session: Success For All Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Moderator: Courtney McKim</td>
<td>Moderator: David Hvidston</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:15 PM – 3:30 PM</td>
<td>Afternoon Break</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:30 PM – 4:45 PM</td>
<td>Poster Session</td>
<td>Paper Session: Research On Teachers’ Perceptions</td>
<td>Paper Session: Literacy Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Moderator: Brett Foley</td>
<td>Moderator: Elaine Tuft</td>
<td>Moderator: Bill Young</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6:00 PM – 8:00 PM</td>
<td>Banquet (Kokopelli II)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Thanks

Executive Board Meetings

Wednesday October 3, 2012

<table>
<thead>
<tr>
<th>7:00PM-8:30PM</th>
<th>Executive Board Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(The Cabin Boardroom)</td>
</tr>
</tbody>
</table>

Saturday October 6, 2012

<table>
<thead>
<tr>
<th>8:30 AM-10:00 AM</th>
<th>Executive Board Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(The Cabin Boardroom)</td>
</tr>
</tbody>
</table>

Thanks to our Conference Sponsors!

Alpine Testing Solutions

Buros Center for Testing
Meet our Keynote Speaker:  

Brian Gong

Brian Gong is Executive Director of the non-profit National Center for the Improvement of Educational Assessment, a consulting firm that provides technical assistance to more than 50 states and other entities to foster higher student achievement through improved practices in educational assessment and accountability. Gong’s current work interests include more comprehensive assessment systems (including summative, interim, and formative assessment systems), next-generation accountability systems (including growth, college-readiness, and usefulness to improve learning), and validity of accountability systems. Gong currently is a member of several technical advisory groups regarding assessment and research for states, ETS, and NAEP. Gong’s extensive professional service includes serving on the current Joint Committee to revise the Standards for Educational and Psychological Testing, the authoritative professional standards for the testing field. For over 20 years Gong has presented regularly at the AERA, NCME, and CCSSO annual meetings. Prior to helping found the Center for Assessment, Dr. Gong worked in the Kentucky Department of Education and at Educational Testing Service. Gong received a B.S. M.S., and Ph.D. degree, respectively, from Brigham Young University, San José (CA) State University, and Stanford University.
KEYNOTE SESSION
Welcome and introduction
2012 Keynote Speaker: Brian Gong

Success for All: A personal view of educational challenges and research possibilities from an assessment perspective

A central aspect of American educational policy for over a quarter-century has been the promotion of what might be termed, “success for all students.” Educational measurement has been called upon to bear much of the load in conceptualizing, operationalizing, and implementing systems that coherently bring together standards, assessment, and accountability suitable for all students, all public schools. Recent developments in national policy have spurred reconsiderations of how “success” should be defined, how it applies to “all students,” and what role educational standards, assessment, and accountability should play. It has been pointed out that this model of defining, “what,” “who,” and “measurement of performance” has left out of the discussion the essential “how these learning goals are to be achieved.” In this address, Brian Gong will provide a personal view from an assessment perspective what has been learned about “success for all students,” and what are some of the crucial emerging educational challenges and research possibilities.

SYMPOSIUM
Discussion with Brian Gong

Come engage in a discussion with Brian and other participants in this session that will be driven by the questions and interests of the participants. Possible topics include: growth models, the “college ready” assessments being developed, challenges to valid teacher evaluation, how research can better inform practice and policy, and some job options for graduate students in addition to higher education.
Looking to the Future: Preparing Teacher Candidates to Take Up Democratic Education for All Students
Lynnette B. Erickson, Brigham Young University
Amy B. Miner, Brigham Young University
This narrative inquiry chronicles our experiences in a social studies methods course and understandings we gained engaging with our teacher candidates in democratic practices.

Exploring Teacher Educator Knowledge: What Should Preservice Teachers Know as a Result of their Teacher Preparation Program?
Lynnette B. Erickson, Brigham Young University
Stefinee Pinnegar, Brigham Young University
Janet Young, Brigham Young University
This self-study focused on what our collective faculty identify as the knowledge and practices preservice teachers need to be prepared to teach elementary grade students.

Building Teacher Candidate Success through Professional Development ePortfolios
Linda F. Quinn, University of Nevada, Las Vegas
Karen Grove, University of Nevada, Las Vegas
Lois Paretti, University of Nevada, Las Vegas
Elementary teacher education candidate reflection on professional growth through course content and field experiences resulting in successful completion of the program is examined via electronic portfolios.
PAPER SESSION: ISSUES IN INTERNATIONAL AND PERFORMANCE-BASED ASSESSMENTS
Moderator: Felecia McKinney, Alpine Testing Solutions

Success for All Students: Learning and Instruction in Finnish Comprehensive Schools
Cheryl J. Gowie, Siena College
Learning theories and instructional practices behind Finland's high level of achievement on PISA are examined and illustrated with examples from observations in Finnish schools.

A Comparison of TIMSS Scores Using Cognitive Domains
Ryan Nixon, Brigham Young University
Katie Johnson, Brigham Young University
Jeff Young, Brigham Young University
Jacob Zonts, Brigham Young University
Nancy Wentworth, Brigham Young University
Teacher researchers concerned over criticism of US's performance and ranking on international assessments examine what is being measured and what the comparison ranking actually means.

Outside of the Box: Shifting From Traditional to Performance-Based Curriculum and Assessment
Susan C. Sullivan, Montana State University
Jayne Downey, Montana State University
This study followed an alternative high school program as it made a shift from traditional curriculum and instruction to a model that is student-centered and performance-based.
Thursday October 4
9:30-10:45 AM
Arrowhead

PAPER SESSION: ISSUES IN COURSE CHOICE, PROGRAM PRIORITIZATION, AND ACCREDITATION
Moderator: Elaine Tuft, Utah Valley University

Academic Program Prioritization among Institutions of Higher Education
Anne Milkovich, Montana State University
A pilot study researched higher education institutions that undertook academic program prioritization to identify factors driving this adaptive change and to correlate approaches with outcomes.

Early Start Students: Motivations and Expectations
Rebecca Lyons, Montana State University Billings
Betsy Palmer, Montana State University Bozeman
This qualitative case study explores motivations and experiences of 20 college students who completed early start (Advanced Placement or Dual Credit) courses while in high school.

Occupational Stress for Education Program Directors: An Athletic Training Education Perspective
Suzette Nynas, Montana State University Billings
The responsibilities of educational program directors are numerous. This study found that accreditation is the leading occupational stressor when compared to the other responsibilities for Athletic Training Education Program Directors.

Making Decisions About Academic Trajectories: A Qualitative Study of Social Studies Teachers’ Course Recommendation Practices
Philip E. Bernhardt, Metropolitan State University of Denver
Through a case study of three social studies teachers working in one public high school, this paper examines dynamics central to the course recommendation process.

Thursday October 4
11:00 AM – 12:15 PM
White Pine I

COORDINATED SYMPOSIUM

Intercultural Faculty Teaching, Student Learning and Interdisciplinary Curriculum Studies
Michael Brody, Montana State University
Arthur Bangert, Montana State University
Christine Rogers, Montana State University
Elizabeth Redman, Montana State University
Susan Benne, Montana State University
Catherine Johnson, Montana State University
John Johnson, Montana State University
This symposium reports the results of several qualitative studies conducted by an interdisciplinary team of researchers investigating the experiences of Montana State University faculty, undergraduate and graduate students in Krokphra Secondary School and Nakhon Sawan Rajabhat University, Thailand (2012).
PAPER SESSION: MENTORING AND MODELING FOR NEW TEACHERS

Moderator: Wendy Chaido, University of Colorado, Boulder

Mentoring at Each Stage of New Teacher Development
Janet L. Losser, Brigham Young University
Teresa Leavitt, Brigham Young University

Researchers investigated mentoring strategies provided to new teachers at each of Moir's (1990) five identified strategies of new teacher development.

Modeling Loving Teaching While Implementing a Pedagogy of Discomfort: Stories
Ramona Maile Cutri, Brigham Young University
Erin Whiting, Brigham Young University

The purpose of this study is to examine how teacher candidates and teacher educators at a private university in the Rocky Mountains experience a course designed to spark consideration of the moral obligations of teaching students from nondominant cultural backgrounds.

Forming True Partnerships: Working with Cooperating Teachers to Prepare Future Teachers
Byran B. Korth, Brigham Young University
Janet Losser, Brigham Young University
Angela Baum, University of South Carolina

The purpose of this presentation is to report on the efforts of a teacher education program to prepare cooperating teachers to be effective in mentoring preservice teachers.

Positioning Self and Other: Mentors and Novice Teachers in a Mentoring Relationship
Tiffanie Miley, Nebo School District
Janet R. Young, Brigham Young University

Using positioning theory as a lens, this multiple-case study examines mentoring relationships of two mentors, each working with two beginning teachers in junior high school settings.
Thursday October 4 11:00 AM – 12:15 PM Painted Horse

PAPER SESSION: EVALUATING STATISTICS AND INSTRUMENTS
Moderator: Athena Kennedy, University of Wyoming

Conditions Producing Bias in Three Measures of Monitoring Accuracy
Fred Kuch, UNLV
Gregg Schraw, UNLV

Three statistics often used to measure metacognitive accuracy were examined. Under certain conditions, bias (the difference between the observed and the true value) was substantial.

Factors Underlying Calibration Accuracy
Gregg Schraw, UNLV
Fred Kuch, UNLV
Antonio Gutierrez, UNLV

This study, using human subjects, replicates a previous study which found that metacognitive monitoring accuracy may be based on two underlying factors measured by sensitivity and specificity.

Some Themes Underlying the KIS Index of Success
Fred Kuch, UNLV
LeAnn Putney, UNLV
Gene Hall, UNLV

Three themes underlying the KIS Index are explored: school leadership, student participation, and non-traditional assumptions about student abilities.

Thursday October 4 11:00 AM – 12:15 PM Arrowhead

PAPER SESSION: RESEARCH ON PRINCIPALS’ PERCEPTIONS
Moderator: Marla Mastin, Minnesota State University, Mankato

Principal Perceptions regarding Critical Elements in the Evaluation Process
David Hvidston, University of Wyoming
Bret Range, University of Wyoming
Courtney McKim, University of Wyoming

The purpose of this study is to explore the perceptions of principals regarding critical elements within principal evaluation.

Elementary Principals’ Views about Struggling Students and Grade Retention
Bret Range, University of Wyoming
Suzie Young, University of Wyoming

This study used an on-line survey to measure principals' perceptions about struggling students and interventions for those students, including grade retention.

What Makes a Transformational Leader?
Steve Nash, Montana State University
Arthur Bangert, Montana State University

The purpose of this research was to investigate the relationship between education leaders’ life experiences and their effectiveness as transformational leaders.
LEARN AT LUNCH

Table 1: A Ship Without a Rudder: Navigating the Waters of Your First Ethics Review Committee
Aaron S. Richmond, Metropolitan State University of Denver

Table 2: The Ethical Use Of Audio-Visual Equipment For Collecting Ethnographic Data
Betsy Palmer, Montana State University

Table 3: Paper Folding and Math - STEM Fun Research
Marla Mastin, Minnesota State University
Mary Mastin, Minnesota State University

Table 4: Developing Prototype Principal Evaluation Instruments
Rebecca L. Norman Dvorak, Human Resources Research Organization (HumRRO)
Sheila Schultz, Human Resources Research Organization (HumRRO)
Thisie Schisler-Do, Human Resources Research Organization (HumRRO)

Table 5: An A-theoretical View of the Use of Theoretical Perspective in Research
Shanon Taylor, University of Nevada Reno
Tammy Abernathy, University of Nevada Reno
Anna Treacy, University of Nevada Reno

Table 6: Mindfulness, Meditation, & Morphic Resonance: Creating an Agenda for Future Educational Research
Deborah Byrnes, Utah State University

Table 7: Graduate Student Issues: Time Management and Life Balance
Athena Kennedy, University of Wyoming
WORKSHOP

Introduction to Propensity Score Matching (Part I: Theory and Study Design)
Richard R Sudweeks, Brigham Young University
Kimberlee Davison, Brigham Young University
An introduction to the theory and potential uses for propensity score matching in educational research, emphasizing simple study design.

PAPER SESSION: UNIVERSITY/PUBLIC SCHOOL/COMMUNITY PARTNERSHIPS
Moderator: Kate Muir Welsh, University of Wyoming

University-Public School Partnerships with Focus
Paul Wangemann, Brigham Young University
Steven Baugh, Brigham Young University
This study reports on the efforts of senior leaders in a university-public school partnership to determine the nature and source of its core ideology.

The Effects of J-Term High School Internships
Felecia McKinney, Alpine Testing Solutions
Hillary Soens, TESC
Kara Hefley, TESC
This study sought to understand the effects of community-based internships completed by students during J-Term in the junior and senior years at Tacoma School of the Arts (SOTA).

Connecting practice, research and theory through a university-public school partnership
Nancy Wentworth, Brigham Young University
Lynnette Erickson, Brigham Young University
This presentation will discuss how a university-public school partnership explored the connection of theory and practice through the development of clinical experience for teacher candidates.
PAPER SESSION: VALIDITY RESEARCH IN IN STATE ACCOUNTABILITY SYSTEMS
Moderator: Courtney McKim, University of Wyoming

"All Models Are Wrong But Some Are Useful": The Changing Model For School Classification From AYP To Growth And Beyond
Richard N. Vineyard, Nevada Department of Education
This study will examine reliability and stability of school classification decisions using student growth, compared to classifications made using status measures and classifications made using multiple data sources.

Integrating the Common Core State Standards into Classroom Instruction through Idaho Total Instructional Alignment
Chuck Zimmerly, Idaho State University
Sue Jenkins, Idaho State University
Jack Agamba, Idaho State University
This paper presents the results of a Wilcoxon signed-rank test with a Bonferonni correction research study on the validation of utilizing a model template developed by the Idaho Total Instructional Alignment professional development initiative to facilitate a state wide K-12 implementation of the common core state standards.

A Validation Framework for the Inclusion of Growth in State Accountability Systems
Anne Davidson, Alpine Testing Solutions
Richard Vineyard, Nevada Department of Education
A framework for identifying and evaluating validity evidence related to growth scores is presented and applied using one state school accountability example.
Thursday October 4  2:00- 3:15 PM  Arrowhead

PAPER SESSION: ISSUES IN TEACHER AND PRINCIPAL PREPARATION
Moderator: David Hvidston, University of Wyoming

Fostering Success in Beginning Rural Special Education Teachers
Greg Zost, Peru State College
Retention of rural special education teachers is a dilemma for many school districts. Finding the right prospective candidates and then cultivating them with a supportive environment may be part of the answer to addressing the high turnover rate.

Using iPads in Teacher Education: Lessons Learned and Relearned
Vessela Ilieva, Utah Valley University
Mi Ok Kang, Utah Valley University
Mary Sowder, Utah Valley University
Sandy Jay, Utah Valley University
This mixed methods study investigated the impact of iPad use on pre-service teachers’ learning about teaching and on their developing instructional practice.

Self-Efficacy and Mastering Relationships In Education Leadership Programs
Tena M. Versland, Montana State University
The importance of relationship building for principal self-efficacy and leader success can also be linked to a school's collective efficacy. This study discusses how preparation program faculty can purposefully design experiences which develop aspiring principal self-efficacy for relationship and capacity building.

Investigating the Effectiveness of a Formal Principals’ Mentoring Program
Kareen Bangert, Montana State University
Art Bangert, Montana State University
This study was undertaken to examine the relationships between the formal principal mentoring program characteristics and participants perceived program effectiveness. The Program characteristics examined included training prior to mentoring, input into the mentoring process, mentor commitment and program understanding.

Thursday October 4  3:30- 4:45 PM  White Pine I

WORKSHOP

Facilitating Success for ALL Students via Focused Teacher Reflections: Desired Practices v. Current Realities
Walter S. Polka, Niagara University
William Young, Oglala Lakota College
The results of seven different research studies conducted in Georgia (2007 & 2010), New York (2012 & 2010), South Dakota (2012), Texas (2011), and Virginia (2010) will be analyzed in terms of teacher reflections to differentiate instruction.
Thursday October 4  |  3:30- 4:45 PM  |  White Pine II

INTERACTIVE SYMPOSIUM

Metacognition: Basic and Applied Implications for the Classroom
Aaron S. Richmond, Metropolitan State University of Denver
Chris Was, Kent State University
Francis X. Smith, University of Iowa
Randy Isaacson, Indiana University
In this symposium we will discuss four separate studies in the context of both basic and applied implications for the use of metacognition research in the k-higher education classrooms.

Thursday October 4  |  3:30- 4:45 PM  |  Painted Horse

PAPER SESSION: TECHNOLOGY IN TEACHING AND EDUCATION RESEARCH
Moderator: Greg Zost, Peru State College

Using Video in Research into Teaching and Learning: Issues of Selection, Analysis, Technology, and Ethics
Mary J. Leonard, Montana State University
Sharon J. Derry, University of Wisconsin-Madison
As a data collection tool, video is flexible and powerful, yet it introduces new considerations in issues of selection, analysis, technology, and ethics in education research.

Perceptions of Technology Assistant Roles
Bret J. Sorensen, University of Wyoming
Craig Shepherd, University of Wyoming
Bret Range, University of Wyoming
A research study into the background, experiences, training, technology integration support, and professional development (formal and informal) of technology assistants in a K-12 district.

More Than Playing A Videogame: The Impact of MMORPGs On L2 Communicative
Tahani Aldosemani, University of Wyoming
A case study that investigated the improvement of an English Language Learner's communicative skills as an outcome of playing through MMORPGs over an extended period of time.

Reframing the Course Assignment: Using Game Theory to Expand Informal Learning
David Des Armier, Jr., University of Wyoming
Craig Shepherd, University of Wyoming
Stan Skrabut, University of Wyoming
This study examines whether reframing assignments around gaming principles affects student motivation and promotes informal, extracurricular activities related to assignment goals.
Thursday October 4  |  3:30- 4:45 PM  | Arrowhead

**PAPER SESSION: ISSUES IN STATISTICS AND MEASUREMENT**

**Moderator: Art Bangert, Montana State University**

The Sensitivity of Context-Dependent Teacher Effect Estimates to Hidden Bias
Kimberlee Callister Davison, Brigham Young University
The study develops and tests a methodology for estimating the sensitivity of statistical teacher quality estimates to unmeasured student-level variables that create bias.

T. Jared Robinson, Brigham Young University
The purpose of this paper is to show how Rasch modeling can be applied in certain secondary education situations, and how teachers, students, and tests might benefit.

Descriptive and Psychometric Analysis of the Alberta Assessment Model
TJ Bliss, Brigham Young University
Holt Zaugg, Brigham Young University
Dan Allen, Brigham Young University
Richard Sudweeks, Brigham Young University
This study describes the model Alberta Assessment uses to create, administer and score diploma exams.

An Examination of the Validity of Adler and Adler's Stages of Doctoral Study
Tammy Abernathy, University of Nevada
Shanon Taylor, University of Nevada
The purpose of this presentation is to disseminate data to support the construct validity of Adler and Adler's (2005) model describing the stages of doctoral study.

Thursday October 4  |  5:30 PM – 7:30 PM  | The Cabin I & II

**PRESIDENT’S RECEPTION**

Join us this evening for appetizers and drinks.

Thursday October 4  |  7:30 PM – 9:30 PM  | Alpine House

**NRMERA GRADUATE STUDENT SOCIAL**

Network with and socialize with fellow grad students!
BUSINESS MEETING & STATE CAUCUSES

All NRMERA members are encouraged to attend. Elections for state-reps will be held for caucusing states.

WORKSHOP

Introduction to Open Educational Resources: Learning Materials for All Students
TJ Bliss, Brigham Young University
David Wiley, Brigham Young University
John Hilton III, Brigham Young University

Open Educational Resources (OER) are materials, including textbooks and courseware, that educators can legally reuse, revise, remix, and redistribute to dramatically reduce the cost of education. This workshop will provide an introduction to the OER movement and help practitioners find and learn how to use OER in real educational settings.
Definitions of Integration in the Primary Grades
Jeanne Prestwich, Brigham Young University
Kendra Hall-Kenyon, Brigham Young University

One problem facing integration advocates is the lack of a clear definition of this construct. The purpose of this study is to analyze K-3 teachers’ definitions of curriculum integration.

Why Teachers Do and Do Not Engage Students In Writing: Conversations with Teachers
Stan V. Harward, Utah Valley University
Nancy L. Peterson, Utah Valley University
Susan Simmerman, Utah Valley University
Linda Pierce, Utah Valley University
Timothy Morrison, Brigham Young University
Brad Wilcox, Brigham Young University
Byran Korth, Brigham Young University
Jill Shumway, Brigham Young University
Monica Thomas Billen, Brigham Young University

The new Common Core emphasizes writing instruction as a seamless focus of deeper literacy and content learning, placing an urgent demand on schools for relevant and authentic writing instruction. Are we up to the task?

Problematizing the Integrated Unit for Elementary Grades: Challenges and Opportunities for Disciplinary Literacy
T. Jared Robinson, Brigham Young University
Jennifer J. Wimmer, Brigham Young University
Roni Jo Draper, Brigham Young University

The purpose of this study is to examine the descriptions of integrated units offered in commonly-used literacy methods textbooks to investigate the challenges and opportunities that each of these models present for disciplinary participation.
PAPER SESSION: RESEARCH ON NATIVE AMERICAN STUDENTS, ELLS, AND SWD
Moderator: Shanon Taylor, University of Nevada, Reno

The Obstacles Immigrant Parents of Children with Disabilities Encounter When Seeking Involvement in Their Children's Education: A Qualitative Study
Oluwole A. Ilesanmi, University of New Mexico

This study analyses various problems immigrant parents of children with disabilities experience in the process of seeking participation in the special education process of their children.

Teacher Take-up of ELL Professional Development
Johanna Boone, Brigham Young University
Stefinee Pinnegar, Brigham Young University
Ramona Maile Cutri, Brigham Young University

Four teachers from a Title One school are interviewed about how they take up professional development designed to provide support for helping English language learners.

"Eating Cheetos, Maybe That’s My Culture": A Mixed-Methods Approach To Give Voice To Diverse Populations
William M. Young, Oglala Lakota College
LeAnn Putney, UNLV

This presentation will illustrate the practical application of Creswell’s Sequential Transformative Strategy in a study of best teaching practices for Native American students.

PAPER SESSION: MATH AND STATISTICS EDUCATION
Moderator: Aaron Richmond, Metropolitan State University of Denver

Mathematics and language: Is there a communication gap?
Franziska Peterson, University of Wyoming

Language plays an essential role in mathematics education when examining teaching and learning. This study investigates students’ preference in words chosen to define mathematical concepts.

Understanding Graduate Students’ Perceptions of Statistics
Courtney McKim, University of Wyoming
Suzie Young, University of Wyoming
Jennifer Weatherford, University of Wyoming

The purpose of this study is to understand graduate students’ views of statistical courses and related anxiety.

Mathematics Education for Teachers: Differing Contexts, Similar Goals
Eula Ewing Monroe, Brigham Young University

This self-study reveals viable ways to work toward similar goals in the mathematics education of teachers within differing cultural contexts requiring nuanced perspectives and approaches.
WORKSHOP

Effective Strategies for Actively Engaging Students in Course Readings
Melanie Reaves, University of Wyoming
Jessica Ford, University of Wyoming

Motivating college students to read course material is a challenge. Workshop participants will hear about relevant research and learn interactive reading response activities that can motivate and engage students in meaningful ways.

PAPER SESSION: MATH AND SCIENCE EDUCATION ISSUES
Moderator: Wendy Chaido, University of Colorado, Boulder

Survey Measuring Elementary Teacher's Implementation of Standards-Based Mathematics Teaching: A Psychometric Analysis
Damon Bahr, Brigham Young University
Eula Monroe, Brigham Young University
Nancy Wentworth, Brigham Young University
Richard Sudweeks, Brigham Young University
Joseph Rino, Brigham Young University

Preliminary results of a psychometric analysis of John Ross' survey of math teacher practices will be shared. Analysis includes IRT item analysis as well as exploratory and confirmatory factor analyses.

Community, Engagement & Mobile Technology Use in an Online Science Course
Athena Kennedy, University of Wyoming
Suzie Young, University of Wyoming
Mary Alice Bruce, University of Wyoming

Differences in students' mobile technology use in an online science course, and possible influences on student perceptions of community and engagement were studied. Additionally, how students were using mobile technology in the online course was examined in this study.
Faculty Satisfaction and Student Outcomes in the Online Learning Environment
Gail Niklason, Weber State University
A survey measuring faculty satisfaction with the online learning environment was delivered to all online faculty at a public institution in northern Utah. Those results were combined with the rate of student success in the online courses of the responding faculty to yield some interesting correlations and results.

Rigor in Graduate Courses: Exploring Student Perceptions
David Hvidston, University of Wyoming
Heather E. Duncan, University of Wyoming
Bret Range, University of Wyoming
The purpose of this study is to explore the perceptions of graduate students regarding academic rigor and learning in blended learning courses.

Distance versus on-campus courses: How do student ratings differ?
Suzanne Young, University of Wyoming
Heather Duncan, University of Wyoming
The purpose of the study was to examine differences in student ratings of distance and on-campus courses.
Development of a Student Applied Research Center
Rita C. McNeil, Idaho State University
Sang Chan, Idaho State University
Hillary Eldredge, Idaho State University
A Student Applied Research Center was created at Idaho State University in which students designed and developed multimedia materials and tutorials for online course delivery. A survey questionnaire was distributed to the 16 students who participated in the founding year to identify their perceptions regarding learning and processes and to solicit recommendations for improvement.

A Randomized Control Group Experiment Investigating the Effects of Inquiry-based Instruction on Retention and Higher-Level Learning
Aaron S. Richmond, Metropolitan State University of Denver
Bethany Fleck, Metropolitan State University of Denver
Travis Heath, Metropolitan State University of Denver
Bryce Skarda, Metropolitan State University of Denver
We sought to investigate the effects of using inquiry-based instruction to enhance retention of higher-level thinking in a psychology course. Results will be discussed.

Exploring Adult Development Frameworks: Self-Study and Inquiry Outcomes for Developing Leaders and Building Student Success
Susan A. Turner, Utah State University
The importance of training instructional leaders in adult development frameworks and reflective inquiry is explored in this self-study review of a graduate course.

One Stop Student Services: A Student Perspective
Cheri Johannes, Montana State University
Presentation of qualitative research which examined what students, on one campus, experienced as a result of the implementation of integrated one stop student enrollment services.
NETWORKING LUNCH

Discussion Topics

Table 1. Research Methodology
Table 2. Curriculum & Instruction
Table 3. Assessment & Measurement
Table 4. Educational Psychology
Table 5. Educational Leadership
Table 6. Information Technology and Education
Table 7. Early Career Guidance
Table 8. English Language Learners
Table 9. Special Education
Table 10. Graduate School
Table 11. TBD
Table 12. TBD
WORKSHOP

Introduction to Propensity Score Matching (Part II: Matching Methods)
Kimberlee Davison, Brigham Young University
Richard R Sudweeks, Brigham Young University
An introduction to the various uses of propensity scores for treatment effect estimation, with emphasis on matching methods.

PAPER SESSION: RESEARCH ON DISTANCE PROGRAMS FOR TEACHERS & ADMINISTRATORS
Moderator: Courtney McKim, University of Wyoming

Success for Out-of-area Student Teachers Through Online Supervision and Peer Discussions: Developing 21st-Century Collaborative and Problem-Solving Skills
Virginia Mohr, Montana State University
Amanda Obery, Montana State University
This study examines the efficacy of using online peer discussions and internet-based, trained supervision to develop 21st century collaborative, problem-solving skills for out-of-area student teachers.

Examination of Doctoral Students’ Perceptions of Graduate Supervision in Distance Programs
Elizabeth A. Erichsen, North Dakota State University
Doris U. Bolliger, University of Wyoming
Colleen Halupa, A. T. Still University
Researchers investigated doctoral students’ perceptions of supervision and satisfaction with graduate supervision. Students at three institutions enrolled in programs delivered via distance participated.

The Scholarship of Teaching & Reaching: Increasing Opportunities for all Students in a Distance Teacher Education Program
Laura S. Foley, Utah State University
Laura M. Zemp, Utah State University
Distance access to quality preparation in teacher certification programs is crucial to solving teacher shortages. This paper aggregates data on the perceptions of preservice teachers and faculty in one distance program.
PAPER SESSION: SUCCESS FOR ALL STUDENTS  
Moderator: David Hvidston, University of Wyoming

Making Response To Intervention Work: A Case Study of One School’s Journal to Implement RTI
Heather Peterson, University of Wyoming
Sharon Von Gunten, Poudre School District
Response to intervention is a promising method of ensuring success for all students, and this case study presents an elementary school’s journey to understand, develop a process, and implement RTI and includes practical advice on how to make RTI work.

Replacing Chairs with Stability Balls in the Second Grade Classroom
Amanda Eller, Northwest Nazarene University
This research determined the academic and behavioral effects of trading classroom chairs for stability balls in a second grade classroom for a period of eight weeks.

Success for Students on Academic Probation
Loretta A. Zost, Peru State College
Students on academic probation are at a greater risk of not graduating from college than their peers. This presentation focuses on building their resiliency.
POSTER SESSION
Moderator: Brett Foley, Alpine Testing Solutions

The Integration of Science and English Language Arts: Elementary Educator's Thoughts and Descriptions
Gus Nollmeyer, Montana State University

Finding a Balance Between Observing and Facilitating Online Discussions
Barbara J. Frye, University of Colorado Colorado Springs
Leslie T. Grant, University of Colorado Colorado Springs

Examining Pre-service Teachers' Perceptions about the Role of Technology and Literacy
Monica S. Yoo, University of Colorado Colorado Springs
Barbara J. Frye, University of Colorado Colorado Springs

The Effects of Small Group Math Intervention on Student Achievement
Adam Johnson, Northwest Nazarene University

The Development and Validation of an Educator Preparation Exit Survey (Phases I & II)
Monica Wong-Ratcliff, Texas A&M University-Kingsville

Examining the Relationship between the Value, Usefulness, and Anxiety of Statistics in Undergraduates
Courtney McKim, University of Wyoming

Every Student is a Diverse Learner
Victoria Lee Simpson, University of Wyoming

A mixed Methods Study of Preservice Teachers' Perceptions of Students with Emotional and Behavioral Disorders in General Education Classrooms
Oluwole A. Ilesanmi, University of New Mexico
Fostering Reflective Awareness of Teachers Beliefs and Practices
Gregory Schraw, UNLV
Lori Olafson, UNLV
Michelle Vanderveldt, Cal. State, Fullerton
We examined change in teacher beliefs using pre-posttest surveys and end-of-semester interviews. Results indicated that approximately 63% of participants had consistent beliefs, but that reflective activities enhanced teaching practices.

Success for All: Elementary Preservice Teachers' Beliefs about Teaching Children Placed At-Risk
Jayne Downey, Montana State University
This study examines pre-service teachers' understandings of the construct of resilience and explores their ideas of the effectiveness of instructional strategies to foster children's academic success.

Pre-service Teachers' Beliefs Surrounding Cyberbullying - A Case Study
Cristina Salinas, University of Las Vegas, Nevada
Marissa Owens, University of Las Vegas, Nevada
Lori Olafson, University of Las Vegas, Nevada
Karen Grove, University of Las Vegas, Nevada
The aim of this study was to determine pre-service teachers' beliefs surrounding cyberbullying. The results found determined that pre-service teachers do have a clear understanding of what cyberbullying is and this effects their teaching.

Discovering student and instructor perceptions of trust-building in online courses
Mary Alice Bruce, University of Wyoming
Suzanne Young, University of Wyoming
Athena Kennedy, University of Wyoming
The purpose of the study was to examine student and instructor perceptions of trust building in online courses.
PAPER SESSION: LITERACY RESEARCH
Moderator: Bill Young, Oglala Lakota College

Exploring Literacy through the Lens of Attachment Theory: A Review of Connective Literature
Melanie Reaves, University of Wyoming
This review of literature explores the links between attachment theory and literacy learning. Researchers have found that children with secure attachments have greater success in school. Yet less is known about the role that children's attachments to texts and other cultural artifacts serves in early literacy learning.

How Much Does a Reading Clinic Benefit Struggling Readers?
Linda K. Lilienthal, Midwestern State University
Using document analysis of existing clinic case files, the researcher examined the reading improvement of seven children who attended a university-based reading clinic for three or more semesters.

Students Succeeding: The Literacy Practices Of One Rural American School
Anne E. Gregory, Boise State University
Mary Ann Cahill, Boise State University
This paper presents findings from two years of a multi-year project investigating a rural, American elementary school's efforts to transform literacy practices.

CONFERENCE BANQUET
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 2013 conference will be in Jackson.

Objectives

The objectives of this association shall be:

- To establish a responsive forum for conducting educational research in the northern Rocky Mountain region of the United States as well as other regions with similar rural and/or remote challenges to conducting educational research.
- To promote a trusting atmosphere where graduate students have the opportunity to conduct and disseminate educational research.
- To promote a trusting atmosphere where public school personnel have the opportunity to conduct and disseminate educational research.
- To provide for the equal and collegial interaction of educational researchers among themselves and other interested professionals without regard to formal educational recognition, or attained, rank, title, or any accomplishment.
- To establish an effective communication system for the dissemination of educational research activity and opportunity in the northern Rocky Mountain region.
- To facilitate effective communication among the Rocky Mountain region.
NRMERA Past-Presidents

2010 – 2011 Pam Cantrell
2009 – 2010 Art Bangert
2008 – 2009 Suzie Young
2007 – 2008 Richard Vineyard
2006 – 2007 Chad Buckendahl
2005 – 2006 Michael Brunn
2004 – 2005 Tammy Abernathy
2003 – 2004 Gail Ingwalson
2002 – 2003 Nancy Wentworth
2001 – 2002 Larry Rogien
2000 – 2001 Ray Wong
1999 – 2000 Marian McKenna
1998 – 1999 Gary Alexander
1997 – 1998 Shannon Butler
1996 – 1997 Missy Parker
1995 – 1996 Mary Lou Fuller
1994 – 1995 Janice Fauske
1993 – 1994 Gene Burns
1992 – 1993 Charlotte Farr
1991 – 1992 Steve Dempsey
1990 – 1991 Hank Slotnik
1989 – 1990 Joe Stepans
1988 – 1989 Mark Clark
1987 – 1988 Carl Edeburn
1986 – 1987 Diane Peters
1985 – 1986 Gary Render
1984 – 1985 Amy Driscoll
1983 – 1984 Wayne Lanning
Buros Center for Testing is sponsoring a conference on testing issues in higher education. The conference will highlight research and insights regarding the current state of admissions and learning assessment at both the undergraduate and graduate level. Issues to be discussed include the extent to which testing and assessment produces desired result or effect, influence of the context in which assessment occurs, implications for special and minority populations, lessons higher education can learn from K-12 assessment for accountability, and challenges to thinking about in the future of testing and assessment for admissions and learning.

**PRESENTERS**

<table>
<thead>
<tr>
<th>NEAL SCHMITT</th>
<th>Michigan State University</th>
<th>TOPICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MICHAEL RODRIGUE</td>
<td>University of Minnesota</td>
<td>Trends in Graduate Admissions Measures</td>
</tr>
<tr>
<td>KURT F. GEISINGER</td>
<td>University of Nebraska–Lincoln</td>
<td>Future of Cognitive Admissions Tests</td>
</tr>
<tr>
<td>JAMES JACKSON</td>
<td>University of Michigan</td>
<td>Admission &amp; Selection of Minority Students</td>
</tr>
<tr>
<td>JAMES WOLLACK</td>
<td>University of Wisconsin</td>
<td>College Placement Testing</td>
</tr>
<tr>
<td>MARTHA THURLOW</td>
<td>University of Minnesota</td>
<td>Testing Students with Disabilities</td>
</tr>
<tr>
<td>VICTOR BORDEN</td>
<td>Indiana University</td>
<td>Validity &amp; Accountability in Higher Education</td>
</tr>
<tr>
<td>KATHERINE RYAN</td>
<td>University of Illinois – Urbana/Champaign</td>
<td>Accountability: Lessons K-12</td>
</tr>
<tr>
<td>EDWARD ROEBER</td>
<td>University of Wisconsin</td>
<td>Assessment System Design for Improvement</td>
</tr>
</tbody>
</table>

Registration for attending in-person or via webcast will be available Nov/Dec 2012. For more information visit http://buros.org/big-issues-testing
Congratulations on 30 Years of Excellence

NRMERA!

Test Development • Psychometrics
Data Management

Visit us at AlpineTesting.com