About NRMERA

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

Historical Review
NRMERA was established in 1982 to serve as a vehicle for dissemination of research conducted by faculty and graduate 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 is held in a variety of locations across the constituents’ states.

Objectives
The objectives of this association shall be:

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

NRMERA Colleagues and Friends,

On behalf of the Executive Board of the Northern Rocky Mountain Educational Research Association (NRMERA), welcome to 37th annual conference in the mile high city. This year’s conference theme is “Ed Research 3.0: Qual, Quan, and Mixed.” This theme invites researchers to share their educational research and think about the role of the various research methods in advancing their respective field. Dr. Burke Johnson, a social-science/educational research methodologist is our keynote speaker. As a leader in mixed methods research he will be speaking about how to construct a mixed methods research design.

Having been a part of NRMERA for 10 years I value the friendships and connections I have made. I started out as a graduate student not knowing what to expect and I could not have picked a better organization to be a part of. I am happy to continue the support of graduate students. NRMERA has always valued the involvement of graduate students and I hope all members will continue welcoming and encouraging new and existing graduate students. They are the future of NRMERA.

Since joining NRMERA I have had the opportunity to serve as a Wyoming Representative, President-elect, and now President. I am extremely grateful for the support I have received from members and the board along the way. This year I really thank the executive board for their help in securing sponsorships, spreading the word, and reviewing award nominations. A special thanks to Suzanne Young. This conference would not be happening without her help. She has spent countless hours making this conference the best yet. Her wisdom and insight throughout the process is greatly appreciated. I also want to thank Tara Beziat who has received emails from me at all hours of the night. She has helped with all things financial, keeping us on track so NRMERA can continue to be great. There are many more who have offered support and advice this past year and I thank each and every one. This conference would not have happened without your amazing support.

Enjoy the conference and your time in Denver! Remember to reconnect with old friends and create new friendships. NRMERA is a great organization where friendships truly last a lifetime. If I can do anything to make your time better please let me know.

Sincerely,
Courtney McKim
2018-2019 NRMERA President
A Special Thanks to Our Sponsors
We Couldn’t Do This Without You!

College of Education
University of Wyoming

Peru State College

Beverley Taylor Sorenson
College of Education and Human Development
Southern Utah University

College of Education
University of Colorado Colorado Springs
The College of Education is committed to excellence in education. Courses challenge students to think critically, and our teacher residency placements throughout the state of Wyoming for undergraduate students along with research and internship opportunities for graduate students provide the framework for helping students become the educators and professionals of tomorrow.
Peru State College is proud of its rich 150-year history providing educational and professional leadership. Because today’s educators, executives and community leaders must work across organizational boundaries, Peru’s two online masters options, Master of Science in Education – Curriculum & Instruction and Master of Science in Organizational Management - Entrepreneurial & Economic Development, provide students with a transformational education experience, fostering new professional and intellectual perspectives.
The Beverley Taylor Sorenson College of Education and Human Development views its primary mission as advancing education, human performance, and family development through knowledge, compassion, and action. The College seeks to prepare and develop dynamic, professional educators, administrators, leaders, and career specialists who constantly search for truth and excellence through effective practice, collaboration, and scholarship.
Seeking to change the world through education? The College of Education at UCCS is a CAEP and CACREP accredited comprehensive college, offering degrees across three academic departments (Counseling and Human Services; Leadership, Research, and Foundations; and Teaching and Learning). We serve our region by offering Bachelor’s, Master’s, and Doctoral degrees in diverse fields, as well as professional certificates. If you are interested in learning more about becoming a teacher, school counselor, mental health professional, human services provider, school or district leader, educational policy maker, or educational advocate, the College of Education is the right place for you! For further information, please contact the College of Education’s Student Resource Office at 719-255-4996 or education@uccs.edu, M – F, between 8 AM – 5 PM (MST), #UCCSFuelsSuccess #CUatThePeak
KEYNOTE ADDRESS: How to construct a mixed methods research design

Dr. Burke Johnson
Professor, Department of Professional Studies
University of South Alabama

Burke Johnson is a professor in the Professional Studies Department at the University of South Alabama. His PhD is from the REMS (research, evaluation, measurement, and statistics) program in the College of Education at the University of Georgia. He also has graduate degrees in psychology, sociology, and public administration, which have provided him with a multidisciplinary perspective on research methodology. Dr. Johnson is a social-science/educational-research methodologist. This means that he writes about research methodology in all of its aspects. He was guest editor for a special issue of Research in the Schools focusing on mixed research and completed a similar guest editorship for the American Behavioral Scientist. He was an associate editor of the Journal of Mixed Methods Research in its early years. Burke is first author of Educational Research: Quantitative, Qualitative, and Mixed Approaches (Sage, 2014, 5th edition); second author of Research Methods, Design, and Analysis (Pearson, 2014, 12th edition); second author of The SAGE Dictionary of Statistics and Methodology (2015); coeditor (with Sharlene Hesse-Biber) of The Oxford Handbook of Multimethod and Mixed Methods Research Inquiry (2015); coeditor (with Paul Vogt) of Correlation and Regression Analysis (2012); and associate editor of The SAGE Glossary of the Social and Behavioral Sciences (2009). Dr. Johnson’s outreach also extends nationally and internationally. One outreach role is Executive Director of the Mixed Methods International Research Association (MMIRA). Dr. Johnson also was one of a small group of founding members of the Mixed Methods International Research Association (MMIRA) in 2013.
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| Wednesday, October 9th | **Board Meeting**
6:30pm – 7:30pm  Larimer Boardroom |
|               | Executive Board Meeting
7:30pm – 8:30pm  Centennial President's Reception |
| Thursday, October 10th | **Symposium**
8:15am – 9:30am  Colorado Awards Banquet – mail and bush, 4700 Cherry Creek Dr. S, Denver, Colorado 80246 |
|               | **Symposium**
9:45am – 11:00am  Colorado Paper Session – Eggcetera
11:15am – 1:30pm  Colorado Paper Session – Centennial Roundtables – Learn at Lunch
1:45pm – 3:00pm  Colorado Paper Session – Cherry Creek Symposia
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Wednesday, October 9, 2019

Evening

6:30-7:30pm
Larimer Boardroom
Executive Board Meeting

7:30-8:30pm
Centennial
President’s Reception
(appetizers and desserts)

Thursday, October 10, 2019

8:15-9:30am
Colorado
Breakfast and Key Note

Thursday, October 10, 2019

9:45-11:00am
Paper Sessions and Symposia

_Paper Session #1, Eggcetera_

*Using Technology in the Classroom, Session Chair William Cain*

**Case Study: Using Simple FOI to Improve Frequency of Enactment for Student-led Group Interventions**
William Cain; University of Wyoming

This case study describes how analysis of a simple measure of fidelity of implementation – frequency - was used to enhance the design and implementation of a student-led intervention. Using FOI measures with students and teachers in-situ can potentially help raise the quality of implementation and assessment of pedagogical interventions.

**The Impact of Education Technology on Student Critical Thinking Skills: A literature Review**
Mohsen Alzahrani; University of Denver

Through a review of existing research on the topic, this paper investigates the effect of using educational technology on students’ critical thinking skills. The review reveals that integrating educational technology in the classroom improves students’ critical thinking skills.
Taking Better Advantage of the Computer for In-Class Electronic Course Evaluations
Fred Kuch; University of Nevada, Las Vegas
Robin Roberts; Instructme, Ltd.

The purpose of this study was to determine if sending an evaluator into a face-to-face class to oversee the completion of electronic course evaluations would improve response rates. Results indicated that response rates increased significantly. It was also noted that this approach creates other, new evaluation options.

Paper Session #2, Centennial
Community and Service Learning, Session Chair Carolyn Casale

Community Partnerships
Carolyn Casale; Adams State University

This community research is on high school students’ perception of community service through an intergenerational university-high school-elementary school partnership. This is a qualitative study. The findings indicate these students were highly motivated to complete and read their community themed book to the younger children in their community.

Student Perceptions of a Service-Learning Course
Kyle Ryan; Peru State College
Danae Dinkel; University of Nebraska, Omaha
Shane Warehime; University of Nebraska, Omaha
Olivia Welch; Peru State College
Julia Zurek; Peru State College
Kelsi Leininger; Peru State College
Kaitlyn McNeil; Peru State College

High impact practices have been shown to be beneficial with regards to retention and graduation rates for undergraduate students. This study seeks to examine the perceptions of undergraduate students who chose to enroll in a grant funded course yet chose to not participate in the high impact service learning offering.

Preservice Teachers Explanations of Box Plots — Graphical Literacy in STEM
Linda Hutchison; University of Wyoming

This study explored through interviews: 1) how secondary preservice teachers in STEM disciplines access content and construct meaning as they read box plots using Serafini’s (2012) reader-viewers roles as a framework and 2) which preservice STEM teacher’s initial conceptions of box plots were consistent with misconception research.
**Paper Session #3, Cherry Creek**  
*Critical Pedagogy and Play, Session Chair Mia Williams*

**Studying Game Design as a Critical Pedagogy through Mixed Methods**  
Mia Williams; University of Wyoming  
Letha Mellman; University of Northern Colorado  
Matthew Farber; University of Northern Colorado

Through mixed-method design, this study describes relationships between game design and teens’ awareness and self-expression around the impact of systems on their lived-experiences. This paper specifically discusses the design, data collection, and analysis of game design artifacts as well as results related to implementing game design as a critical pedagogy.

**Children Ages 6-12 Learning Optical Spatial Reasoning During Educational Video Game Play: An ERP Study Examining the Role of Cognitive Load**  
Joseph Schroer; University of Wyoming

This talk will provide an introduction into the area of Optical Spatial Reasoning, and will examine cognitive correlates through an ERP analysis of children’s video game play. The discussion and conclusions will center on the concept of naïve optics. Implications supporting children’s optical spatial play will also be discussed.

**It's Not Just Child's Play**  
Sara K. Moon-Seo; Rogers State University  
Sonya E. Munsell; Rogers State University

This study explored parents’ perspectives on children’s play. Positive and negative aspects of play were categorized as themes with detailed sub-categories through semi-structured interview of parents. Play was regarded as a positive tool for school curriculum and activities, but too much and rough play were considered negative consequences of play.

**Symposium #1, Larimer Boardroom**

**Conducting a Mock Faculty Panel Interview**  
Darolyn Seay; Peru State College  
Robert Ingram; Peru State College

This research is focused on clarifying the responsibility of the institutions preparing teacher candidates. The purpose was to develop candidates who possess dispositions so that they will be successful in the classroom. This presentation will include a mock panel interview including four undergraduate teacher candidates as the participants along with two associate professors.
Thursday, October 10, 2010
11:15-12:30pm

Paper Sessions and Symposia

Paper Session #4, Eggcetera
Technology-rich Environments, Session Chair Doris Bolliger

Smartphone Use in Outdoor Education: A Question of Activity Progression and Place
Doris Bolliger; Old Dominion University
Dan McCoy; University of Wyoming
Trina Kilty; University of Wyoming
Craig E. Shepherd; University of Memphis

This study examined the perceptions of 151 outdoor educators regarding appropriate student smartphone use during various activity stages. Results suggested that most outdoor educators dislike smartphone use outside of travel to and from events. Significant differences in responses were found based on gender, age, and years of teaching experience.

Design Thinking, Ethnography, and the Red Team Approach to Involving Undergraduate Students in Research
Kyle Ryan; Peru State College
Julia Zurek; Peru State College
Kelsi Leininger; Peru State College
Kaitlyn McNeil; Peru State College
Olivia Welch; Peru State College

Many institutions of higher education are emphasizing High-Impact Practices (HIP) that include student research and Living Learning Communities. The current study explores the use of Design Thinking, ethnography, and Red Teaming with undergraduate students to create and implement an Honors course as well as the creation of a student-run business.

Perceptions of Pre-service Teachers Concerning Their Future Roles in Technology-Integrated Educational Environment
Dalal Alrmuny; University of Northern Colorado
Jeff Carter; University of Northern Colorado
Randy Larkins; University of Northern Colorado

This study explores pre-service teachers’ perceptions concerning their future roles in technology-integrated educational environment. A qualitative phenomenological study was used to analyze input from in-depth interviews with pre-service teachers who are currently enrolled in a teacher preparation undergraduate program at a higher education institute.
**Paper Session #5, Centennial**  
*Teacher Competences, Session Chair Jessica Lerner*

**Beginning Teacher Competencies in High-Poverty Schools: A Delphi Study**  
Jessica Lerner; University of Denver  
Garrett Roberts; University of Denver  
Kathy Green; University of Denver  
Jeanine Coleman; University of Denver

This study investigated consensus among expert educators on the importance and difficulty of various teaching competencies for beginning teachers and for those in low-income schools. Results indicate broad consensus with some exceptions. Experts rated many competencies more difficult and more important in low-incomes schools. Implications for teacher training are discussed.

**Accurate, Age-Appropriate, and Sensitive: Reconsidering How to Teach the Utah Studies Fourth Grade Core**  
Emma Mecham; Utah State University  
Eric Newell; Utah State University  
Shannon Rhodes; Utah State University

This session articulates the work of a team of researchers and practitioners who worked to present fourth grade students with a more complex understanding of the history of Utah settlement than that represented in traditional texts and teaching practices, which highlight the experience of pioneers and federal troops as dominant.

**A Content Analysis of Coaching Novice Teachers**  
Michelle Arroyo; University of Nevada, Las Vegas  
Linda Quinn; University of Nevada, Las Vegas  
Lois Paretti; University of Nevada, Las Vegas  
Jane McCarthy; University of Nevada, Las Vegas

Coaching logs from 11 experienced teachers are analyzed to examine novice teachers’ reaction to non-evaluative visits to their classrooms by experienced teachers. Data from the logs were organized into two general themes and seven categories related to instruction and management identifying differences between the new teachers’ and coaches’ concerns.

**Paper Session #6, Cherry Creek**  
*Student Success Factors, Session Chair Paris Ryan*

**How Race Can Impact Our Writing Self-Efficacy in College Composition**  
Paris Ryan; San Diego and Southwestern Community College Districts

This study focused on how race impacts a student’s perception and success in a community college composition course. The purpose was to uncover the factors that led to successful writers with a focus in self-efficacy and writing. The study used a quantitative research method to analyze the research question.
Prestige, Status, Esteem, and the Teacher Shortage
Scott Klimek; University of North Dakota

The study measured the effects that the perceptions of teaching’s prestige, status, and esteem had on 1,127 high school senior and college undergraduate teaching considerations. Results indicated that perceptions of teaching’s status may encourage teaching considerations, but the perceptions of esteem may produce opposite effects.

Symposium #2, Larimer Boardroom

Photovoice: An Innovative Qualitative Method in Research and Classroom Teaching
Lori O’Malley; Rogers State University
Sonya Munsell; Rogers State University

This symposium is designed to explore and explain several applications of Photovoice, a qualitative research method. Session leaders will review published research done utilizing the method as well as ways to use the method in research methods courses as well as other, non-research related courses.

Thursday, October 10, 2019
12:30 -1:30pm
Colorado
Roundtables – Learn at Lunch

Table #1
Ethnographic Study of Restorative Justice in Schools
Margie Massey; Colorado State University, Pueblo
Lynn Knight; Colorado State University, Pueblo
Tim Peters; Colorado State University, Pueblo
Jenny Piazza; Colorado State University, Pueblo
Pam Richmond; Colorado State University, Pueblo

This ethnographic research study on restorative justice in schools examines the effects of cannabis on K-12 students and the implementation of restorative practices as alternative to the zero tolerance policy currently utilized in Districts 60 and 70 schools in Pueblo, Colorado.

Table #2
Wearing Different “Hats”: Using Notebooks to Support Preservice Teachers’ Thinking as Students and as Teachers
Ingrid Carter; Metropolitan State University of Denver
Sarah Schliemann; Metropolitan State University of Denver
Valarie Akerson; Indiana University, Bloomington

This presentation will share how author1 used notebooks in an elementary methods course to facilitate preservice teachers’ thinking about teaching from two viewpoints: the student (learner) and the teacher. We believe this approach to making this distinction explicit can be used by methods instructors across grade levels and content areas.
Table #3
Graduate School is about Thriving, Not Merely Surviving
Aaron Richmond; Metropolitan State University of Denver
Tara Beziat; Auburn University, Montgomery

Graduate school requires and immense about of implicit knowledge to succeed. We will discuss specific situations to avoid during graduate school and specific strategies to implement in order to thrive during graduate school.

Table #4
Hope, Self-Efficacy, and Professional Identity: Characteristics and Beliefs of Preservice and Novice K-12 Teachers
Suzanne Jones; Utah State University
LeAnn Putney; University of Nevada, Las Vegas

We examined teacher characteristics of hope, self-efficacy, and professional identity as factors that play an influential role on novice K-12 teachers. The mixed methods study was conducted using online surveys and individual interviews. Findings indicate hope, efficacy, and professional identity develop over time, and at different levels of teaching experience.

Table #5
Sharing Experiences Using Crowd-Sourcing for Data Collection & Analysis in Education Research
Geeta Verma; University of Colorado, Denver
Madhavi Tandon; University of Colorado, Denver
Courtney Vidacovich Donovan; University of Colorado, Denver

The purpose of this roundtable presentation is to provide attendees with a deeper understanding of using two crowdsourcing platforms (Qualtrics and Amazon Mturks) to collect and analyze data. The presenters aim to explain the benefits and challenges, appropriate research situations, and advice stemming from our experiences with two research projects, one qualitative and one quantitative.

Table #6
Developing an Environmental and Sustainability Education Micro-credential
Gustave Nollmeyer; Eastern Washington University
Kathryn Baldwin; Eastern Washington University
Jackie Coomes; Eastern Washington University
Bo Idsardi; Eastern Washington University
Esteban Rodriguez-Marek; Eastern Washington University

Preparing the next generation of STEM teachers to integrate environmental and sustainability education (ESE) into their lessons is critical. Building on the work of a state-wide NSF funded effort, we are developing an ESE micro-credential for preservice STEM teachers focused on ESE content, processes, context, and perspectives.
Table #7
Not a Month. Not a Class: Making Teacher Preparation Truly Multicultural
Tara Beziat; Auburn University, Montgomery

The purpose of this learn-at-lunch session is to discuss if teacher preparation programs are integrating multicultural education in their courses and programs. We will also discuss the problem of only having a multicultural class and not integrating culture and diversity into all courses. Finally, we will explore best practices of how to model for pre-service teachers’ anti-racist education.

Table #8
Teaching Mixed Methods Research
Shanon Taylor, University of Nevada, Reno
Courtney McKim, University of Wyoming

The researchers will lead a roundtable conversation about different approaches to facilitating teaching and learning in mixed methods research courses. Researchers will share their experiences, building on the extensive guidance of others in the field.

Thursday, October 10, 2019
1:45-3:00pm
Paper Sessions and Symposiums

Paper Session #7, Eggcetera
Staying in the Classroom, Session Chair Suzanne Beasterfield

Why We Stay: What Keeps Teachers in the Classroom
Suzanne Beasterfield; Idaho State University

This session will report on a study looking at factors that keep K-12 teachers in the profession despite a myriad of pressures and many peers leaving.

To Stay or Leave? Understanding Faculty’s Motivation to Stay or Change Institutions
Chen Zong; University of Colorado, Denver
Andrea Giron Mathern; University of Colorado, Denver
Nancy Leech; University of Colorado, Denver
Alan Davis; University of Colorado, Denver

This survey study was to understand education faculty’s motivational forces to stay or leave an institution. Three models were tested with confirmatory factor analysis, and the model with four factors had the best fit. The findings indicate that education faculty had high motivation levels to stay in their institutions.
What Keeps Faculty in Higher Education Settings: Measuring Occupational Commitment
Miriam Cummings; University of Colorado, Denver
Joe Spotts; University of Colorado, Denver
Nancy Leech; University of Colorado, Denver

Occupational commitment has been studied for workers in many fields, but never with higher education faculty. Confirmatory factor analysis determined that a four-factor model of occupational commitment fit better with faculty than a three-factor model. Means comparison found that faculty scored higher than workers in other fields on three factors.

Paper Session #8, Centennial
Classroom Assessment, Session Chair Darcie Christensen

An Exploration of Engineering Student Effort: Correlations to Exam Performance
Darcie Christensen; Utah State University
Cynthia Rigby; Utah State University
Idalis Villanueva; Utah State University
Jenefer Husman; Oregon State University

The exploratory study seeks to understand how effort during an exam influences student’s performance on an exam. Relationships with exam question difficulty is also assessed.

Assessing 21st Century Skills
Kathleen Proud; Eastern Washington University

This research is about assessing 21st Century Skills in the CTE classroom using detailed rubrics. These rubrics were created using research, feedback from community members, and the Partnership for 21st Century Skills. The rubrics offer specific points that students and teachers use together when examining performance throughout the school year.

The School Performance Framework: What is Really Being Measured?
Kaitlin Mork; University of Colorado, Boulder

School Performance Framework (SPF) ratings are calculated using a complex scoring scheme involving disaggregation and weighting. In this paper, analyses are conducted to investigate how well a simpler model predicts SPF ratings, as well as whether demographic variables are predictive of SPF ratings above and beyond achievement indicators.

Paper Session #9, Cherry Creek
Change and Reflection, Session Chair Peter Wiens

Examining Student Teacher Reflection Using Video-Based, Structured Reflection Procedures
Peter Wiens; University of Nevada, Las Vegas
Leona Calkins; University of Nevada, Las Vegas
Lois Paretti; University of Nevada, Las Vegas
Linda Quinn; University of Nevada, Las Vegas
Teacher preparation programs around the world have adopted the use of video-based reflection. One program initiated a comprehensive video-based reflection program for preservice teachers in all field placements. This study examines the reflective and instructional practices of student teachers and attempts to understand how these practices may develop throughout experience.

**Following the Journey Map: A Phenomenological Case Study of the Transformative Change of an Elementary Lab School**
Laura Reina; Utah State University
Courtney Stewart; Utah State University

Schools are faced with increasing pressures to improve the educational system; however, efforts have varied widely and produced inconsistent results. One school utilized a systematic change process, led by a transformational leader and guided by a “journey map” to navigate their progress. This study described the steps taken by a school as they moved from a failing status to highly successful.

**The Concerns-Based Adoption Model and Strategic Plan Evaluation: Multiple Methodologies to Understand Complex Change**
Kate Olson; Jeffco Public Schools
Katie Lannan; Jeffco Public Schools
John Cumming; Jeffco Public Schools
Heather MacGillivary; Jeffco Public Schools
Kevin Richards; Jeffco Public Schools

This study explores the use of change science processes to evaluate the implementation of a strategic plan in a large school district. The multiple methodologies present in this model enables a more robust understanding of perceptions and behaviors associated with complex initiatives and provides actionable steps to support continuous improvement.

**Symposium #3, Larimer Boardroom**

**Using Multiple Qualitative Analytic Tools to Uncover Meaning: Narrative Analysis**
Stefinee Pinnegar; Brigham Young University
Ramona Cutri; Brigham Young University
Elizabeth Bowers; Brigham Young University
Rylee Carling, Brigham Young University
Helen Colby; Brigham Young University
Chelsea Cole, Brigham Young University
Angenette Imbler; Brigham Young University

This symposium examines the impact of using multiple analytic strategies to develop understandings from qualitative data. Presenters will present three analyses of narratives of critical events in the development of teacher identity. From a post qualitative orientation, we will consider using multiple analytic tools in developing research findings.
Paper Session #10, Eggcetera
Pre-service Teacher Preparation, Session Chair Katie Anderson-Pence

Examining the Effect of Coaching on Pre-service Teachers’ Student-centered Instruction
Katie Anderson-Pence; University of Colorado Colorado Springs
Leslie Grant; University of Colorado Colorado Springs
Monica Yoo; University of Colorado Colorado Springs

In this session, we will share the initial results of a study that examined the influence of coaching on pre-service teachers’ ability to design and deliver student-centered instruction, particularly in relation to diverse learning populations. Lessons learned and the impact on teacher preparation programs will be discussed.

Pre-Service Teachers Engaged in Civic Engagement Activities through the Lens of Differentiation and Diversity Pedagogies
Leilani Nautu; Southern Utah University

This study was conducted to determine if future teachers’ perspectives about Civic Engagement evolved after applying the following pedagogies to their planning/instruction: Culturally Responsive Teaching/Experiential Learning, Social Justice Education/Community Engaged Learning (Service Learning), and Place-Based Education/Inquiry Based learning. Reflections and lesson plans were analyzed for themes related to Civic Engagement.

The Perception of Preservice Student Teachers in Their Reflection of Teacher Observation
Keron Wu; Brigham Young University
Stefinee Pinneger; Brigham Young University
Lisa McLachlan; Brigham Young University

This study explored what teaching practices and qualities the preservice student teachers (PSTs) saw in their teacher observation. We examined PSTs’ reflections to identify what they noticed. Content analysis was used and patterns of their perception emerge providing teacher knowledge that can be leveraged in teacher education.
A Cross-National Comparison of Two Mathematics Curricula Taught for Elementary School Gifted Students
Sultan M. Almughyirah; University of Wyoming
Scott Chamberlin; University of Wyoming

Two mathematics curricula designed for elementary gifted students, Saudi Advanced Curriculum and American Project M-Cubed, were compared to ascertain which consists of the highest cognitive demanding tasks that challenge the learning experiences of students in mathematics classrooms. Results revealed that M-Cubed curriculum included more cognitive challenging tasks than Saudi curriculum.

Inclusive Pathways to Gifted Education: Examining Gifted Referral Process
Melissa Durtschi; Navigating Education

This study was conducted through the University of Colorado, Denver, and explored the affect race had on gifted referrals at the 90th and 95th percentiles, based on the Cognitive Abilities Test 7 (CogAT 7) and the significance of difference between racial groups. Recommendations are addressed to narrow the excellence gap and underrepresentation of diverse populations.

Relationship Building Across Transcultural Lines for Transformation in Teachers' Identities and Classroom Practices
Jean Kirshner; Colorado State University
George Kamberelis; Western Colorado University

This participatory action research involved Belizean and American educators. First, we describe early focus on resources and teaching strategies. Next, we discuss shifting to a more collaborative approach. We then explain how intentional engagement in Freirean dialogue, sharing life stories and sharing lifeworlds led to transformations in identities and practices. Finally, we discuss relevance of our work for transcultural professional development work.

Bilingual and Native English-speaking Para-educators: What They Share
Rod Case; University of Nevada, Reno
Shawn Pennel; University of Nevada, Reno

This presentation reports on findings from a semester-long study of bilingual and native English-speaking para-educators in a professional development course. Qualitative data revealed neither group drew on their ‘linguistic funds of knowledge’ during online activities but did so and in different ways in interviews. Both groups have much to offer.
Examining Differences in Preservice and Inservice Teachers’ Levels of Digital Citizenship
Catherine Bacos; University of Nevada, Las Vegas
Peter Wiens; University of Nevada, Las Vegas
Karen Grove; University of Nevada, Las Vegas

Few studies have investigated how digital citizenship is a multidimensional and complex concept. To address this gap, this paper examines differences in preservice and inservice teachers’ levels of digital citizenship using a five-factor model to understand how digital citizens transition from one level to another.

Teacher-coach Comparative Case Study of Two Rural, Low Wealth Middle Schools Who Implemented After-school Stem Clubs
Kylie Swanson; University of Colorado Colorado Springs
Meg Blanchard; North Carolina State University

This study investigated two teacher-coach teams’ beliefs and practices using the Dimensions of Success observation tool. Bandura’s Social Cognitive Theory guided analyses. Findings suggest that it was necessary for two T-Coches who both valued a dimension (e.g., reflection, STEM content learning) and were properly prepared to ensure a dimension would be rated as acceptable.

Symposium #4, Larimer Boardroom

Have you Delphi’d? Using Group Consensus in Educational Research
Faye Haggar; University of Nebraska Medical Center
William Young; Oglala Lakota College

The aim of this symposium is to familiarize educational researchers with the Delphi method of research. Harnessing the strength of group decision-making through a skillfully managed process, this technique can be described as a method used to obtain the most reliable consensus opinion of a group of experts.

Thursday, October 10, 2019
5:00-6:00pm
Colorado
Poster Sessions

Poster #1
Innovative Educators in Health Sciences: A Deeper Dive with Delphi
Faye Haggar; University of Nebraska Medical Center
William Young; Oglala Lakota College
Linda Love; University of Nebraska Medical Center

The purpose of this study was to build a better understanding of innovative teaching in the health sciences by obtaining consensus from selected experts in the field by identifying characteristics and teaching strategies used by innovative health science educators, and describing the academic factors of culture/climate that support them.
Poster #2
The Cat in the Hat Can't Understand That!—Colorado's Procedural Safeguard Notice
Brenna Aversano; University of Colorado, Denver

There is a need to examine Colorado’s special education Procedural Safeguard Notice for its adherence to recommended guidelines for readability, document design, and comprehension. In accordance with IDEA, this notice is the only information of rights to which parents are legally entitled. If it is not well-designed and comprehensible to all parents then those without additional support face a significant, inequitable, and uphill battle in their efforts to obtain information.

Poster #3
Mindset Progression and Intellectual Growth of Students in One Principal Preparation Program in Colorado
Brian Coppess; Western Colorado University

A unique feature of this study of a principal preparation program is the researcher’s method of examining students’ reflections and evaluations of the preparation program while they were participating in it. Through the examination of the data, the researcher found that the program met the criteria of a quality principal preparation program established by current research.

Poster #4
Culturally Relevant Pedagogy as an Intervention for Quantitative Student Academic Outcomes: A Systematic Review of Literature
Taryn Robertson; University of Denver
Grant Goble; University of Denver
Jacklyn Van Ooyik; University of Denver
Garrett Roberts; University of Denver

This review sought to answer the following research question: What is the effect of culturally relevant teaching approaches on student academic outcomes? This systematic review identified quantitative studies with culturally relevant instruction delivered to k-12 students. Studies needed to be peer-reviewed, include academic outcomes (e.g., improvement on benchmark tests, reading scores, math quiz grades), be based in the United States and published from 1998 to 2018. Nine studies were identified. Findings suggest that there is a need for more research at the high school level; attendance was improved across among students in participating classes, and studies found statistically significant gains in math, reading, and history outcomes.

Poster #5
Examining Stretch and Review Activities in the College Classroom Using Mixed Methods
Michael Rhoads; Metropolitan State University of Denver

College student perceptions of stretch and review activities were assessed. Stretch and review activities involve having students review course content in pairs while completing stretches. A repeated measure ANOVA was used to analyze the quantitative data while a phenomenological approach was used to identify emergent themes for the qualitative analysis.
Poster #6
Effects on Student Outcomes and Participation in Theatre Arts: A Research Synthesis
Grant Goble; University of Denver
Jacklyn Van Ooyik; University of Denver
Taryn Robertson; University of Denver
Garrett Roberts; University of Denver

The purpose of this synthesis was to identify the extent to which a relationship exists between participation in a theatre arts program and student outcomes for students K-12. Results found theatre arts programs were positively related to self-beliefs, provide positive outcome experiences, foster student development, and increase interpersonal and social skills. Students may benefit from the experiences of participation in a theatre arts program through the creative process and increase student self-beliefs.

Poster #7
Missing Data and Bias in Population Parameter Estimation
Lin Ma; University of Denver
Kathy Green; University of Denver

This study addressed item nonresponse, with a focus on multiple imputation (MI) and maximum likelihood (ML). Based on simulated data with four different proportions of missingness (10-40%), the researcher compared the bias found with MI and ML. Differences between these two techniques in bias in parameter estimation are summarized.

Poster #8
Developing a Mixed-method Survey to Explore Hidden Curriculum in Engineering Education
Idalis Villanueva; Utah State University
Laura Gelles; Utah State University
Kate Youmans; Utah State University
Marialuisa Di Stefano; University of Massachusetts, Amherst

This study introduces the development and validation of the first mixed-method vignette survey to study hidden curriculum (HC) in an engineering context. HC consists implicit messages and cues that can deter underrepresented individuals from succeeding in fields like science, technology, engineering, and math (STEM).

Poster #9
LURI: A Listening Comprehension Measure for Preschool Children
Rebecca Knoph; University of Oslo (Norway)
Åste Hagen; University of Oslo (Norway)

The current study examines a new listening comprehension test for preschool children. The test contains 10 short stories and 3-5 questions per story (total 36 questions) read by an adult. We test the psychometric properties of the measure in a sample of 289 Norwegian preschoolers at risk for language problems.
Poster #10
Professionalism in Engineering Prototyping Centers: An Exploratory Study
Kate Youmans; Utah State University
Idalis Villanueva; Utah State University
Ruth Campos; Utah State University
Lucy Campos; Utah State University
Jana Bouwma-Gearhart; Oregon State University
Louis Nadelson; University of Central Arkansas
Cindy Lenhart; Oregon State University

In engineering, prototyping centers and similar spaces (e.g., makerspaces) have recently gained popularity. Yet, little is known on how these spaces promote the professional formation of engineering students. This exploratory study will expand upon findings from one site whose interviews were used to inform this aspect of engineering student development.

Poster #11
A Factor Analysis of Word Features: Are Academic Words Different?
Rebecca Knoph; University of Oslo (Norway)
Joshua Lawrence; University of Oslo (Norway)

The current study replicates two previous factor structures for word features (e.g. word frequency and length), but focuses specifically on the structure for academic vocabulary. These words followed a similar but not identical factor structure to words in general. Use of the factor structure can reduce suppression between multicollinear variables.

Poster #12
What’s in a Word? The Impact of Word Features on Item Difficulty
Rebecca Knoph; University of Oslo (Norway)
Joshua Lawrence; University of Oslo (Norway)

This study used multiple linear regression to determine the predictability of item difficulty on three types of items (hypernyms, topical associates, and definitions) given specific features of the target words (complexity, diversity, proximity, frequency, and polysemy). We found a trend in which features tend to be related to item difficulty.

Poster #13
Identifying Discrepancies between Student Technology Expectations and Current Resources
Lisa Parriott; Peru State College
Sheri Grotrian; Peru State College
Brad Griffin; Peru State College
Rozlyn Cole; Peru State College
Sara Granfors; Peru State College
Ashli Becker; Peru State College

This paper is an investigation into technologies needed by students to support academic success by examining the technology students own, expect, and need to successfully participate in academic courses. Results identify resources necessary for colleges to fund in order to provide equitable learning for students of all socioeconomic levels.
Poster #14
Baseline Systems Thinking Skills in an Elementary Teacher Preparation Program
Kathryn Baldwin; Eastern Washington University
Gustave Nollmeyer; Eastern Washington University

Given the importance of systems thinking in elementary science classrooms, we seek to determine baseline systems thinking skills held by preservice elementary teachers upon entering science methods. Knowing preservice teachers’ baseline system thinking skills, we can make a strategic effort to enhance systems thinking within teacher preparation programs.

Poster #15
How College Students and Faculty View Use of Southern Dialect When Sustaining Academic Achievement
Dacia Randolph; University of Nevada, Reno

This phenomenological study examined how the use of Southern dialect, in collegiate academic environments, has impacted five African Americans. Level of education, variations of Southern dialect, acceptance/non-acceptance of Southern dialect, and Southern culture were the emergent themes were supported by the application of critical race theory.

Poster #16
Our Artifacts—Our Stories: A Duo-ethnography through Multimodal Reflexive Memoirs
Melanie Reaves; Montana State University, Billings
Karen Ventura-Kalen; University of Wyoming

In this duoethnography, we used art-based multimodal reflexive memoir to explore how our histories surge into our current beliefs, assumptions, and practices as teachers/researchers. We gained critical insights through collaborative creative reflexivity.

Poster #17
Cultural Border Crossing in Science Education: Being White Teaching American Indian Culture through Science
Amanda Obery; Montana State University, Billings

While teachers are tasked with including Native American culture when teaching science, barriers exist such as little knowledge of Indigenous cultures combined with low efficacy for teaching science. Teacher preparation programs are a starting point to building essential understandings of Native culture and how to include it when teaching science.

Thursday, October 10, 2019
6:30-8pm
Colorado Awards Banquet

Thursday, October 10, 2019
Starting at 8pm
Bull and Bush, 4700 Cherry Creek Dr. S, Denver, CO 80246
Graduate Student Social
Paper Session #13, Eggcetera
Critical Thinking in Case Studies, Session Chair Philip Bernhardt

Teaching Pre-Service Educators to Construct Self-Generated Case Studies to Increase Critical Thinking
Philip Bernhardt; Metropolitan State University of Denver
Aaron Richmond; Metropolitan State University of Denver

In this presentation, we will describe how teacher candidates can enhance their critical thinking by learning how to create student-generated case studies (SGCS). We will discuss why SGCS are effective in promoting critical thinking and share example case studies as well as the protocol for developing these instructional tools.

What Content Areas are Represented? Expository Texts in Early Childhood Classrooms
Kathryn L. MacKay; Brigham Young University
Grace DeBalzo; Brigham Young University
Michaela Bates; Brigham Young University

Using an existing database containing the titles of the expository books in twenty-three first-grade classroom libraries, researchers coded each book according to content-area (e.g., science, math) and subject matter within content areas (e.g., life science, physical science). Preliminary results indicate that these libraries largely contain science-related texts.

Qualitative Comparative Analysis in Educational Policy Research: Procedures, Processes, and Possibilities
Andrea Bingham; University of Colorado Colorado Springs
Sean Dean; University of Colorado Colorado Springs
Jessica Castillo; University of Colorado Colorado Springs

Qualitative Comparative Analysis (QCA) is a method of qualitative research that we argue can help answer questions about practices and outcomes in specific contexts. We contend that QCA has the potential to be of use to educational researchers in investigating complex problems of cause and effect using qualitative data.

Paper Session #14, Centennial
Community Colleges, Session Chair Breann Lamborn

Advising Low-Income Community College Students in the Era of Performance-Based Funding
Breann Lamborn; University of North Dakota

Academic advisers in Idaho, Nebraska, and Wyoming were surveyed for knowledge and behaviors regarding academic challenges low-SES students face, and how performance-based funding messages are presented in their institutions. Results indicated that academic advisers demonstrated knowledge and behaviors that support low-SES students, but also embodied funding messages that impact advising.
Disparities in Advanced Placement and Concurrent Enrollment Offerings by Wealth and Location: Evidence from Colorado
Marah Guzman; University of Colorado Colorado Springs
Grant Clayton; University of Colorado Colorado Springs

Using statewide Colorado data for academic years 2013 and 2014, we analyzed the probability of high schools offering Advanced Placement (AP) and Concurrent Enrollment (CE) courses based on a vector of school characteristics. We found significant and large disparities in course offerings based on wealth and rurality.

Dual Credit Financing: Friend or Foe?
Kathryn Starkey; University of Colorado Colorado Springs

Funding models surrounding dual credit programming for high school students lack depth of scholarship. As a result, through a social constructivist lens utilizing phenomenological research methods, the current qualitative study sought to understand the experiences of students paying for their dual credit coursework to help build upon the literature base.

Paper Session #15, Cherry Creek
Young Children’s Understandings, Session Chair Sue Ahrendt

School and University Collaboration: Working Together to Enhance Children's Understanding of Fractions
Sue Ahrendt; Metropolitan State University of Denver

This teaching experiment featured a partnership between an urban school and a research group. It included several key components: focus on fractions, professional development, debriefing sessions to improve curriculum/pedagogy, and collaborative teaching. Outcomes: student achievement, curriculum revision, increased pedagogical content knowledge, and a positive relationship that continued beyond this project.

I Wish Their Teachers’ Could See This! Perceptions of Organizers of an Afterschool Reading Clinic
Ann Van Wig; Eastern Washington University
Ashley Lepisi; Eastern Washington University

The purpose of this project was to gather perceptions of organizers involved in the creating and the implementation of an afterschool reading clinic. This reading clinic was a coordinated effort between a school district and a teaching university. Stakeholder views are critical in program evaluation.

Meaningful Literacy Tutoring through Minecraft, Legos, and Pokémon
Melanie Reaves; Montana State University
Joan Zyhowski; Lac du Flambeau Public School

Over 20 tutoring sessions, seven-year-old Alex and his tutor, Jessica, engaged in meaningful literate activity foregrounding his interests in Minecraft, Legos, and Pokémon. Results of our qualitative study using microgenetic analysis demonstrate the need for less focus on prescribed literacy intervention and more attention to students’ authentic needs for meaning-making.
**Paper Session #16, Larimer Boardroom**  
*Epistemic Beliefs, Session Chair Lori Olafson*

**Conservatism as a Belief System**  
Lori Olafson; University of Nevada, Las Vegas  
Lisa Bendixen; University of Nevada, Las Vegas

This mixed methods study explored the psychological correlates of perceptions of society and right-wing authoritarianism. We found that individuals high in right-wing authoritarianism tended to show a perception of the world as threatening and were more fearful than those low in right-wing authoritarianism.

**How Do Pre-service Teachers Trust What They Know? Understanding Science Epistemic Beliefs**  
Cara Tarullo; University of Wyoming

Little is known about how pre-service teachers develop science epistemic beliefs. In this narrative inquiry, two undergraduate elementary education majors shared life stories on how they determined valuable knowledge. It was found that family values, personal experiences, and education all played a role in the development of epistemic beliefs.

**Non-formal Science Inquiry: Comparing Learning Outcomes from Field Inquiry, Citizen Science, and Adventure Experiences**  
Kevin Krasnow; Teton Science Schools  
Clare Gunshenan; University of Wyoming  
Ana Houseal; University of Wyoming  
Allison Cross; University of Wyoming  
Mike Szydlowski; Columbia School District, MO

This study seeks to compare the efficacy of three non-formal science pedagogies in student learning outcomes in three domains. Pedagogical approaches with increased student centeredness resulted in increased student growth in attitudes and self-efficacy. Those treatments that involved greater engagement in the process of science showed greater student growth in understanding of the NOS.

*Friday, October 11, 2019  
11:15-12:30pm  
Paper Sessions and Symposiums*

**Paper Session #17, Eggcetera**  
*School Leadership, Session Chair William “Toby” Holmes*

**Wyoming Principals Perceptions of Superintendent Motivating Language**  
William “Toby” Holmes; University of Wyoming  
Michele Parker; University of North Carolina, Wilmington

The current study explored the principal perceptions of superintendent talk in the state of Wyoming Principals through the lens of Motivating Language Theory. The results of this study found Superintendents used Motivating Language and the antecedents of Goodwill, Competence, and Behavioral Integrity to effectively orally communicate.
School Leaders’ Supports for Instructional Improvement in Mathematics: A Qualitative Meta-Synthesis
Jacklyn VanOoyik; University of Denver
Grant Goble; University of Denver
Taryn Robertson; University of Denver
Garrett Roberts; University of Denver

Both administrators and mathematics leaders play a critical role in the instructional improvement of teachers in schools. The purpose of this qualitative meta-synthesis is to investigate the current research on the role that school leaders play in the instructional improvement of mathematics. Using a systematic search, thirteen articles were identified.

Understanding Principals’ Perspectives of Community Engagement in Colorado
Sarah Cooksey; University of Colorado Colorado Springs
Adric Arndt; University of Colorado Colorado Springs
Desiree Lovato; University of Colorado Colorado Springs
Sylvia Mendez; University of Colorado Colorado Springs

This study provides insight into the perspectives of Colorado principals and assistant principals regarding community engagement in their schools. The findings of this study are supported by the Annenberg Institute’s (1998) Public Engagement Initiatives, in that community engagement requires a mutual commitment by all stakeholders, shared goals, and a community of trust.

Paper Session #18, Centennial
Academic Misconduct, Session Chair Bob Ives

Your University Students Are Cheating More Than You Think They Are. Why?
Bob Ives; University of Nevada, Reno

Anonymous survey responses from about 3000 university students in three countries are analyzed to better understand why students engage in academic misconduct (including plagiarism and cheating). The results are discussed in terms of causality as well as how they might apply to programs to reduce academic misconduct.

Preliminary Findings from a Pilot intervention to Address Academic Misconduct among First Year College Students
Jed Locquiao; University of Nevada, Reno
Bob Ives; University of Nevada, Reno

The presentation shares findings from implementing a pilot intervention that addressed academic misconduct within a single public HEI. The participants involved incoming first year students. The pilot collected data on students’ knowledge of academic misconduct before and after intervention. Results add to research literature on HEI response to academic misconduct.
College Students’ Perceptions of Visible and Hidden Disabilities
Lindsay Diamond; University of Nevada, Reno
Lindsey Hogue; University of Nevada, Reno
Lindsey Batavia; University of Nevada, Reno

The current study investigated students’ perceptions regarding the impact of visible and hidden disabilities. Using a Q-sort technique, students arranged images in order from 10 to 1, with 10 representing an individual, “most impacted by their disability,” and 1 representing, “least impacted.” Results and implications will be shared.

Paper Session #19, Cherry Creek
First Year College Students, Session Chair Lori Howe

With Arms Raised to the Sky, An Existential Phenomenology: First-Year Honors Students Living with Mental Illness
Lori Howe; University of Wyoming

This existential, hermeneutical phenomenology employs interviews and poetry to help illuminate the essence of experience for first-year college Honors students living with mental illness. Results may offer faculty, advisors, and all who support this population a more authentic understanding of how to improve course design and resources to meet their needs.

Assessing Clinical Factor Contributions to Idaho's Higher Education Crises
Rachel Hulse; Idaho State University

This study provides compelling evidence that the declining physical and mental health of higher education freshmen students significantly correlates with attrition choices and decreased academic success. An innovative methodology is presented that combines clinical bloodwork monitoring with longitudinal survey-based data to better identify freshman retention risk factors.

Evaluating Wellness Instruction for Student Veterans at a Medium Sized Institution in the West
Phillip Morris; University of Colorado Colorado Springs
Dick Carpenter; University of Colorado Colorado Springs
Freddie Rodriguez; University of Colorado Colorado Springs
Astrid Monar; United States Air Force Academy

This study examines the effectiveness of wellness and stigma reduction efforts in a first year seminar for student veterans at a medium sized university. This classroom/instructional approach aimed to impact help-seeking and mental health stigma through assessing pre- and post-test scores measuring mental health constructs. The sample of students included 107 student veterans enrolled in four sections of a semester-long first year seminar course.
Table #1
Exploring Self-efficacy in Mathematics Learning; The Road to the Joy and Power of Mathematics?
Jennifer Rodin; Oglala Lakota College and University of Wyoming

Strategies for improving the teaching and learning of mathematics have been explored and discussed for decades. Improvements in student performance, persistence, success, and satisfaction have not been as prevalent as we might hope, especially for many students of color, and students of lower socioeconomic status. Mathematical thinking is an undeniable attribute of being human, but where is the joy? Student self-efficacy in mathematics will be defined and explored as a potentially important construct in the mathematics learning, especially for underrepresented populations, and multiple perspectives of math success will be examined, to uncover inconsistencies in mathematics teaching and learning in the United States. Additional mathematics learning constructs and their interrelationships will be discussed, while maintaining a steady focus on joy.

Table #2
Formative Experiments in Educational Research
K. Lea Priestley; Utah State University

Formative experiments are a relatively new form of action research that employs mixed methods to achieve a pedagogical goal, not answer research questions. This roundtable will discuss using a formative experiment framework to conduct educational research.

Table #3
How to Write a Successful Book Proposal
Aaron Richmond; Metropolitan State University of Denver
William Young; Oglala Lakota College

In this presentation, two seasoned researchers will discuss the strategies on how to write your first book proposal. We will discuss the pros, cons, common errors, pitfalls, and the implicit knowledge required to acquire a successful book contract.

Table #4
Translating Educational Research to Practice: Building Your Teacher Toolbox
Tara Beziat; Auburn University, Montgomery
Toutoule Ntoya; Pivot-ED
Aaron Richmond; Metropolitan State University of Denver

The purpose of this session is to foster a discussion about the concept of translational research and its current use in the education field. We will also examine the mistranslation of educational research in classroom practices as well as opportunities to promote collaborations between classroom teachers and researchers, so a true “bidirectional” process occurs.
Table #5
Homeschooling Gifted Learners: A Literature Review
Holly Roof; University of Denver

This literature review explores the topics of education of gifted learners, human needs for optimal psycho/social growth, parental involvement in the education of children, home school as a viable educational option, and finally, home schooling of gifted learners.

Table #6
Learning Molecular Chemistry by Using Virtual Reality to Visualize the Invisible
Mia Kim Williams; University of Wyoming
Dalal Alrmuny; University of Northern Colorado
Corina Brown; University of Northern Colorado

Researcher-developed virtual reality program supports students’ development of visualization skills and understanding chemical phenomenon. This study explores the utility of VR for developing visual literacy. It shares education students’ perspectives about VR as an instructional tool. Through mixed-method design it provides insight into the program and its bearing on learning.

Table #7
Traditional Student Teaching vs. Emergency Hiring: Retention Impact
Amanda Eller; Idaho State University, Twin Falls
Emma Wood; Idaho State University
Amy Slack; Idaho State University
Suzanne Beasterfield; Idaho State University

This learn-at-lunch focuses on a university’s modified policies that allow student teachers to be hired as teachers-of-record to help address the state’s teacher shortage. The researchers will discuss the informally-noted impacts of this practice and the research design being formulated to explore impacts on retention and efficacy.

Friday, October 11, 2019
1:45-3:00pm
Paper Sessions and Symposiums

Paper Session #20, Eggcetera
Restorative Justice & Prison Research, Session Chair Sarah Cooksey

Theory for the Decarceration of Colorado Utilizing Education and Early Intervention
Sarah Cooksey; University of Colorado Colorado Springs

A theory for reducing Colorado’s prison population utilizing education and early intervention developed through interviews with relevant stake holders. The theory works to suppress the obstacles for current prisoners, allowing them greater opportunity upon release and creating a savings in future recidivism rates. The savings should be reinvested into preventative measures to reduce future prison populations and to ensure more crime-free communities.
The Future of School Social Work: Providing Leadership Through Restorative Justice Coordination
Malcolm Scott; Abilene Christian University
Bree Jones; Restorative Justice Education
Tom Cavanagh; Colorado State University
Patricia Vigil; Colorado State University

Social workers have been interested in restorative justice for several years. However, regarding social workers in schools, there is limited research. The purpose of this study is to explore how social workers can be trained to advocate for and lead the implementation of restorative justice principles and practices in educational settings.

Grab Their Attention with Data Visualization
Holly Roof; University of Denver

Learn the science and skills for designing impactful graphs that maximize audience understanding of your research and cement your results in their memories.

Paper Session #21, Centennial
Special Education, Session Chair Barbara Hickman

Results Driven Accountability: The Continuing Search for Scalable Equity in Special Education
Barbara Hickman; University of Wyoming

Despite modifications to regulations, outcomes for students with disabilities lags behind that of regular education peers. Results-Driven Accountability was initiated to improve the efficacy of Special Education programs and the indicators used to measure progress. This paper traces data that led to this change and challenges in the implementation process.

Policy Analysis: What Caseloads Tell us about Special Education
Lindsey Hogue; University of Nevada, Reno
Shanon Taylor; University of Nevada, Reno

This study examined each state’s special education policies to determine which states have policies about caseloads and how the policies differ. Caseloads are important because they are linked to causes of burnout in special education teachers. Implications for the field will be discussed.

Perceptions of and Readiness for RTI Implementation in a P-12 School District
Donita Torres; Eastern Washington University
Lindsay Polk; Oregon Trail School District

This qualitative study collected teacher perceptions and understandings regarding the implementation of a district-wide RTI model. Several themes surfaced, including teacher concern for professional development, doubt of effectiveness, and the role of leadership. The study provides insight for researchers and leaders regarding program implementation and recommends similar follow-up studies.
Research Coursework in Special Education Doctoral Studies: A Mixed Bag?
Shanon Taylor; University of Nevada, Reno
Tammy Abernathy; University of Nevada, Reno
Sharon Goldrup; University of Nevada, Reno
The need for rigorous and widespread special education doctoral education to prepare future faculty to alleviate the special education teacher shortage has been acknowledged for decades. But how consistent are the research expectations across doctoral programs? This study examines the research requirements of special education doctoral programs across the country.

Paper Session #22, Cherry Creek
Indian Education & TCUs, Session Chair William Young

Wayáwawicakiya (Teacher): Non-Native Teacher’s Experiences in a State Required Indian Education Course
William Young; Oglala Lakota College
Ann Ellsworth; Montana State University

Native American students in the United States experience an undervalued education. This study examines teacher preparation and the realities of education in Indian Country. The Investigator uses the lens of teacher reflections to interpret how new to service teachers view Indian Studies for Education.

Non-Native Faculty Reflections and Experiences Teaching at Tribal Colleges and Universities
Ahmed Al-Asfour; Oglala Lakota College
Jennifer Rodin; Oglala Lakota College and University of Wyoming

Two faculty members, who are not Native Americans, but have taught at a tribal college will provide a reflection based on their experiences working at a tribal college for more than twenty years. The goal is to share with other faculty members’ strategies for success teaching Native American students in higher education in a culturally-sense environment.

Symposium #6, Larimer Boardroom

Exploring the Use of Narrative in Uncovering Identity Formation as Teachers Become Teacher Educators
Kathy MacKay; Brigham Young University
Cecilia Pincock; Brigham Young University
Stefinee Pinnegar; Brigham Young University
Eliza Pinnegar; Learning Adventures

Classroom teachers, as mentors or clinical faculty are important in teaching teachers (Thomas, 2017); yet little work has been done to explore how their beliefs, knowledge, practice and identity shift when they become teacher educators. This symposium explores methods for using stories as data to examine this shift.

Friday, October 11, 2019
3:15-4:15pm
Larimer Boardroom
Executive Board Meeting
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Congratulations to our 2018 Award Winners
Exemplary Service Award: Shanon Taylor
Early Career Award: Amanda Eller
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Distinguished Paper: Idalis Villanueva, Marialuisa Di Stefano, Laura Gelles, & Katherine Youmans
## NRMERA 2019 Presenters

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