26th Annual NRMERA Conference

Responding to Changes in the Educational Landscape: Policy, Pedagogy, and Research

Lake Tahoe

Mont Bleu Resort

Lake Tahoe, Nevada

October 9-11, 2008

Northern Rocky Mountain Educational Research Association

Mission

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

Historical Review

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

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

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

Objectives

The objectives of this association shall be:

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

President's Message

Northern Rocky Mountain Educational Research Association

Dear Colleagues,

Welcome to Lake Tahoe, Nevada for the 26th Annual Meeting of the Northern Rocky Mountain Educational Research Association (NRMERA). As we have been preparing for the conference this year (#13 for me), I have often reflected on how membership in NRMERA has provided me with ongoing encouragement and support in my evolution from entomologist to educator. The organization through its annual conferences and publications provides a trusting atmosphere and responsive forum for education researchers to question, explore, and disseminate new ideas and questions impacting education across our region.

The theme for the 2008 conference, *Responding to Changes in the Educational Landscape: Policy, Pedagogy, and Research*, was chosen in part to support the mission of NRMERA to "encourage quality educational research and promote the application of such research in public schools." It was also chosen because at the Nevada Department of Education, I work every day at the intersection of Policy, Pedagogy, and Research. The implementation of the national education policy set forth in "No Child Left Behind" requires that pedagogy be based in research, and focuses attention on the challenges of bringing these educational activities on to a single trajectory, in place of the current system where they only occasionally cross paths. Too often policies requiring research-based changes in the educational system are surrounded by other policies that impede or prevent the research required to support the needed changes. Responding to policy driven changes in the educational landscape will require clear communication of research results and ongoing reflective dialogue within the community of learners. I hope that the 2008 conference can expand the dialogue between policy makers and educational researchers to facilitate and support changes in teaching and learning as we move on in to the 21st century.

I want to extend a special thanks to individuals who have made this year's conference possible. Greg Schraw and Lori Olafson from the University of Nevada, Las Vegas have done an exceptional job as our program co-chairs. Shannon Taylor and Rod Case from the University of Nevada, Reno helped with the local arrangements. Robert Spies from the University of Nebraska, Lincoln coordinated membership and registration for the conference. Barbara Schroeder, our webmaster from Boise State University, has been instrumental in updating the organization's homepage and made it possible for us to offer electronic registration and payment for this year's conference. Thanks also go out to Measured Progress, Inc, Alpine Assessments, The Buros Center for Testing, and Education 2000, for their sponsorship of the conference, including the president's reception.

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

Richard N. Vineyard

About our Keynote Speaker

R. Burke Johnson, Ph.D., is a research methodologist. He is a Professor in the Department of Professional Studies, at the University of South Alabama. He holds three masters degrees (psychology, sociology, and public administration). His Ph.D. is from the REMS Program (Research, Evaluation, Measurement, and Statistics) in the College of Education at the University of Georgia. He is first author of *Educational Research: Quantitative, Qualitative, and Mixed Approaches*, which is currently in its third edition (2008). He is author or coauthor of numerous articles and chapters and has published in journals such as the Educational Researcher, Journal of Mixed Methods Research, Journal of Educational Psychology, Evaluation Review, and Evaluation and Program Planning. He was the guest editor of a special issue on mixed methods research in the journal Research in the Schools (available online at http://www.msera.org/rits_131.htm). Burke is currently focusing his efforts in the areas of mixed methods research and the philosophy of social science. He is an Associate Editor of the Journal of Mixed Methods Research.

Wednesday, October 8th

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

Thursday, October 9th

Keynote Session **8:30-9:15**

Executive Board Meeting ***Meet in Lobby***
Opening Session Cosmopolitan A

Welcome to the conference and introduction of keynote speaker
Richard Vineyard, *Nevada Department of Education*

2008 Keynote Speaker: Burke Johnson
The History and Philosophy of Mixed Methods Research

Symposium Session 1 **9:30-10:45**
Cosmopolitan A

Mirror, Mirror on the Wall: Is My Doctoral Program the Fairest of them All?
Tammy V. Abernathy, University of Nevada, Reno
Ginny Beck, University of Nevada, Reno
Kristen DeRaad, University of Nevada, Reno
Anne Nathan, University of Nevada, Reno
Rebecca Carter-Steele, University of Nevada, Reno
Elena Whittier, University of Nevada, Reno
Carrie Helweg, University of Nevada, Reno
Michelle Hinkson, University of Nevada, Reno
Lois Furno, University of Nevada, Reno

This symposium will disseminate Year 2 Reflective Self-evaluation data from the Lead-RR doctoral program and contrast the results with the experiences of traditional doctoral students.

Paper Session 1 **9:30-10:45**
Research and Practice in STEM Metropolitan A

Chair: Kendall Hartley, *University of Nevada, Las Vegas*

K-12 engineering education program: Helping high school juniors and seniors explore STEM careers
Jacque Ewing-Taylor, *University of Nevada, Reno*
Pamela Cantrell, *Brigham Young University*

The K-12 Engineering Education Programs (KEEP) Seminar Series attracted 130 students eight weekly sessions where they engaged with presenters from the STEM fields. This paper presents the result of this project.

Meta-analysis of studies correlating spatial ability to academic achievement in STEM courses
Mark Smith, *Utah State University*

A meta-analysis of recent studies that investigated the correlation of a student's spatial ability to their academic achievement in Science, Technology, Engineering, and Mathematics courses

Panel Session 1 **9:30-10:45**
Metropolitan B

Chair: Richard Vineyard, *Nevada State Department of Education*

Educational Policy and Educational Research: a view from the Superintendent's Office.

Dr. Keith Rheault, Nevada Superintendent of Public Instruction 2004-present
Dr. Jack McLaughlin, Nevada Superintendent of Public Instruction, 2001-2004
Dr. Joe Tafoya, Superintendant Department of Defense Office of Education Activity

This panel will offer a discussion of how state level education agencies can work better together with education researchers to identify areas of need for research that states can facilitate and support.

Paper Session 1 **9:30-10:45**
New Directions in Models Metropolitan C

Chair: Darcy Jack, *Boise State University*

Evaluating the efficacy of a new data augmentation technique for improving IRT item parameter estimates with small sample sizes

Brett P. Foley, *University of Nebraska-Lincoln, Buros Center for Testing*

This study evaluates the efficacy of a new data augmentation technique to improve the estimation of item response theory item parameters with small sample sizes.

The tri-part model of human learning

Fred Kuch, *University of Nevada, Las Vegas*
Keith Zvoch, *University of Oregon*
Rob Mattson, *University of Nevada, Las Vegas*

An expanded model of human learning mechanisms is presented that is comprised of innate, automatized, and conscious parts.

Paper Session 1 **9:30-10:45**
Validity Studies Metropolitan D
Session Chair: Gregg Schraw, *University of Nevada, Las Vegas*

Improving teacher efficacy for assessment in through instruction

Brett Campbell, *University of Nevada, Las Vegas*

This paper focuses on the development and validation of teacher efficacy for assessment scales and whether efficacy increases during a one-semester course devoted to classroom assessment principles.

Validity Evidence for the Community of Inquiry Framework Survey Instrument

Art Bangert, Montana State University

Exploratory and confirmatory analysis of responses from 1173 online students will be presented as validity evidence for the Community of Inquiry Framework Survey.

Workshop 1 **11:00- 12:15**
Workshop Cosmopolitan A

Epistemic Profiling: Making the case for mixed-methodology in a personal epistemology investigation

Denise L. Winsor, *University of Memphis*
Lisa D. Bendixen, *University of Nevada, Las Vegas*
Florian Haerle, *University of Toledo, Ohio*
Laura Zemp, *University of Nevada, Las Vegas*
Jennifer Keller, *University of Nevada, Las Vegas*
Alex Spatariu, *University of Nevada, Las Vegas*

The study investigates 54 preservice teacher's personal epistemology in science and English using mixed-methods. The study includes multiple surveys and interactive concept mapping.

Paper Session 2 **11:00- 12:15**
Research in Alternative Environments Metropolitan A

Chair: Aaron Richmond, *Metropolitan State College of Denver*

Perspectives on an Arts Magnet School
Denise Robles-Torres, *Portland State University*
A phenomenological approach using three in-depth interviews was used to describe the school experiences of five, sixth grade children in an Oregon arts magnet school.

A comparison of student attitudes toward science in regular district public schools and a science based charter school
Michael Robinson, *University of Nevada, Reno*
Megan Edgar, *University of Nevada, Reno*
Charter school science students compared to science students in regular high schools in the same district are expected to show more positive attitudes toward science.

Paper Session 2 **11:00- 12:15**
Improving Student Learning Metropolitan B

Chair: Cynthia Howell, *Black Hills State University*

Implementing professional development using a design research approach: Impact on student learning and teacher knowledge
Teruni Lamberg, *University of Nevada, Reno*
Robert J. Quinn, *University of Nevada, Reno*
Sudi Balimuttajjo, *University of Nevada, Reno*
A model for professional development involving a design research approach and its impact on student learning and teacher knowledge.

Extending the classroom: Exploring experiential learning
Gail Ingwalson, *University of North Dakota*
This study explores the use of experiential learning environments as a means for developing curriculum for high-achieving students that is challenging, relevant, integrative, and exploratory.

Assisting Crystal with academic success
Nancy Hamilton, *University of Nevada, Las Vegas*
This case study explored the link between pedagogy and course grades of a student with Attention Deficit/Hyperactivity Disorder.

Paper Session 2 **11:00- 12:15**
Teacher Education and Professional Development Metropolitan C

Chair: Chad Buckendahl, *Alpine Testing Solutions*

Parent involvement at the pre-service level: The power in using a systematic professional development approach
Margaret M. Ferrara, *University of Nevada, Reno*
Mary Sedgwick, *University of Nevada, Reno*
Nancy Hall, *University of Nevada, Reno*
Impact of parent involvement training from a three-semester data driven approach that incorporates modules and seminars during the benchmarks phases of a preservice teacher's preparation.

The positioning of scientists, science teacher educators, and teachers in a science professional development program

Pamela Cantrell, *Brigham Young University*

Leigh Smith, *Brigham Young University*

The science plus model for professional development is presented in the context of how participants and staff were positioned for learning as an indicator of program effectiveness.

Paper Session 2 **11:00- 12:15**

Professional Development in Schools Metropolitan D

Professional Development in Schools

Chair: William M. Young, *University of Nevada, Las Vegas*

Teachers or technicians?: An examination of one district's program -based professional development

Judith Dunkerly, *University of Nevada, Las Vegas*

Critical discourse analysis within an interactional ethnography framework is used to examine the literacy professional development catalog of the nation's fifth largest school district.

Staff development in an era of educational reform: Responding to RTI

Kristen A. DeRaad, *University of Nevada, Reno*

This study examines professional development at one elementary school site from the perspective of general education teachers during initial district implementation of Response to Intervention.

Impact of instructional facilitators in schools: Evaluation of an ongoing project

Suzanne Young, *University of Wyoming*

Leslie Rush, *University of Wyoming*

Anne LaPlante, *Natrona County School District*

This study assessed the effectiveness of using instructional facilitators in a Wyoming school district. Findings showed some promising changes in teacher practice.

Learn at Lunch Roundtables **12:30- 1:45**

Learn at Lunch Roundtables Cosmopolitan A

Table 1 - Multisensory information boosts numerical matching abilities in young children

Ellie Mendez, *Utah State University*

Kerry Jordan, *Utah State University*

Using mathematical cognition as a model, our research study found that multisensory information facilitates learning in young children.

Table 2 - Teachers' perspectives on mathematics instruction for gifted/talented students

Abraham Ayebo, University of Nevada, Reno

Lynda Wiest, University of Nevada, Reno

This interview research reports three education specialists' perspectives on effective mathematics instruction for gifted/talented students as a whole and by gender and race/ethnicity.

Table 3 - Alternative assessment options for identifying students who are culturally and linguistically diverse who have disabilities

Elena Whittier, *University of Nevada, Reno*

This roundtable will discuss alternative assessment options appropriate for identifying students who are culturally and linguistically diverse who have disabilities.

Table 4 - Developing professional dispositions: Beginning k-5 teachers' perspectives

Deborah Obara University of Nevada, Las Vegas

Lori Olafson, University of Nevada, Las Vegas

Linda Quinn, University of Nevada, Las Vegas

Professional dispositions can predict how classroom teachers enact their skills and knowledge. This case study of 30 beginning teachers explores the process of disposition development.

Table 5: Transitions in reading: Environmental forces shaping our conceptions of reading in the last century

Stan Harward, Utah Valley University
Linda Peirce, Utah Valley University
Timothy Morrison, Brigham Young University

The field of reading has undergone perpetual transformations. Using a 100-year timeline poster, the group will discuss forces outside of education, which influenced many changes.

Table 6: Drawing cultures: Insight and seeing

Laura Smith Fillmore, *University of Nevada, Reno*

Strategies for diversity education from a three-year qualitative study incorporating identity, history, critique and community in a high school fine arts classroom.

Table 7: Apwoyo Matek! Lessons learned from the Acholi

Philip Kelly, *Boise State University*

Autobiographical reflections based upon the author's experiences teaching Acholi students in northern Uganda. Topics addressed include ethnocentrism, democratic deliberation, oppression, and human nobility.

Table 8: United States Supreme Court decisions that have shaped k-12 education in America 1972-2008

Kelly Benson, *Central Washington University*
Donald Wattam, *University of Idaho*

A multi-level outcomes and comparative analysis of k-12 public education litigation at the United States Supreme Court level.

Table 9: Why students struggle In undergraduate remedial mathematics classes

Frank Amankonah, *University of Nevada, Reno*
Lynda Wiest, *University of Nevada, Reno*

This interview research provides student and instructor perspectives on student performance and dispositions in remedial undergraduate mathematics courses with recommendations for improving this educative experience.

Table 10: Predictive validity in gifted education: An examination of Raven's progressive matrices

Jenna Porter, *University of California, Davis*

This study extends beyond the comparison of mean differences between groups to examine the predictive validity of raven's progressive matrices (1938) in gifted identification.

Table 11: Increasing student success in ninth grade mathematics as a means for increasing success towards high school completion: A mixed methods research study

Wendy Chiado, *University of Colorado Denver*

This paper addresses a proposed mixed methods dissertation study into the relationship between high school student algebra performance and high school completion.

Table 12: Considering the AP Program: Is it worth it?

Tracy Wilson, *University of Nevada, Reno*

This study investigates the quality of the advanced placement program (AP) through a comparison of syllabi from AP courses, traditional high school courses, and introductory college level courses.

Table 13: Engagement vs. ennui – Changing the E in student learning

Susan Williams, *Washoe County School District*
Margaret Ferrara, *University of Nevada, Reno*

Research outcomes on the use of a classroom management observation instrument that focuses on student behavior and achievement paired with data-driven coaching techniques.

Table 14: Overcoming mnemonophobia through a practical example

Russell Carney, *Missouri State University*

Joel Levin, *University of Arizona*
Suzanne Long, *Missouri State University*
Undergraduates used either a *repetition strategy* or the *keyword method* to learn psychological terms. We examined immediate recall, categorization, and backward recall. Mnemonics prevailed.

Table 15: NCLB, teacher stress, student motivation, and classroom management
Patricia Kyle, *Southern Oregon University*
Lawrence Rogien, *Boise State University*
This session is intended for university supervisors and teacher educators. The topic focuses around a question: has the focus on academics and testing from NCLB precipitated an increase in classroom management problems?

Symposium Session 2 **2:00- 3:15**
Symposium Session Cosmopolitan A

Facilitating state-wide systems change using an evidenced-based innovation and research-based implementation evaluation methodologies
Gene Hall, *University of Nevada, Las Vegas*
Rorie Fitzpatrick, *Nevada State Department of Education*
Jane Splean, *Nevada State Department of Education*
Edward Caffarella, *Nevada State Department of Education*
Research-based measures are being used to facilitate and evaluate an evidence-based response to intervention (RTI) innovation being implemented state-wide through a systematic change process.

Workshop 2 **2:00- 3:15**
Workshop Metropolitan A

Creativity in problem solving
Lester Tanaka, *College of Southern Nevada*
Hands-on workshop on practical tools and techniques that have helped students think outside the box. Emphasis on across domain applications

Paper Session 3 **2:00- 3:15**
Teacher Education: Student learning Metropolitan B

Chair: Louis Nadelson, *Boise State University*

Student learning samples (SLS): Performance assessments that predict student teachers' future success
Ginny Beck, *University of Nevada, Reno*
Tammy Abernathy, *University of Nevada, Reno*
This session showcases the SLS, a part of student teaching at our university. We will present case studies showing how the SLS predicts future teacher success.

Developing classroom management skills and knowledge through distance education.
Linda F. Quinn, *University of Nevada, Las Vegas*
Karen Grove, *University of Nevada, Las Vegas*
Twenty teacher education candidates demonstrate ways on-line dialogue and assignments provide a conduit for constructing knowledge of educational theory and practice in classroom management.

Change education, change the world: Examining civic knowledge, skills, and dispositions
Michelle Vander Veldt, *California State University Fullerton*
Jennifer Ponder, *California State University Fullerton*
Gennell Dawn Lewis-Ferrell, *Christian Brothers University*
This study examined the content and practices, and attitudes and beliefs held by teachers prior to and upon completion of a graduate social studies course.

Paper Session 3 **2:00- 3:15**
Research in Middle School and High School Metropolitan C

The high school male student and leadership – A thing of the past?
Margaret Mary Ferrara, *University of Nevada, Reno*
Brittany Russell, *University of Nevada, Reno*
Females assume leadership positions in high schools (3:1 ratio). Is this a crisis? A developmental phenomena? This study considers timely adolescent gender and leadership issues.

Middleschooler's perceptions of middle school and leadership
Milan Jelenic, *University of Nevada, Las Vegas*
Tarryn McGhie, *University of Nevada, Las Vegas*
Connie Malin, *Innovations International Charter School of Nevada*
This research proposes to identify birth order effects on adolescent behavior, cognition, academic achievement, student perceptions and leadership qualities.

Thru The Lenz: Participatory Action Research with High School Students
Kristin Goessling, *Lewis and Clark Graduate School of Education and Counseling*
Adam York, *Lewis and Clark Graduate School of Education and Counseling*
Carol Doyle, *Lewis and Clark Graduate School of Education and Counseling*
"Thru the Lenz", a photo research project where high school students, partnering with graduate students, captured the reality of their lives and community through pictures.

Paper Session 3 **2:00- 3:15**
Research in K-12 Mathematics Education Metropolitan D

Chair: Teruni Lamberg, *University of Nevada, Reno*

What the stakeholders see: A study of "successful" mathematics students
A.J. Wallin, *University of Idaho*
This Study is a qualitative exploration of various stakeholders' definitions of what makes a successful mathematics student, furthering our understanding of policy and pedagogy development.

Can using robots in the elementary classroom influence students' interest and competence in mathematics and science?
Elaine A. Tuft, *Utah Valley University*
This presentation describes a study looking at the effectiveness and possibilities of teaching mathematics and science by using robots in a 4th-grade classroom.

Workshop 3 **3:30- 4:45**
Workshop Metropolitan A

Implementing depth of knowledge in state testing
David Brancamp, *Nevada State Department of Education*
An overview of changes to the cognitive designations of the Nevada State Tests based on the work of Norm Webb relating to depth of knowledge.

Paper Session 4 **3:30- 4:45**
Teachers' Beliefs About Students Metropolitan A

Teacher Beliefs

Chair: Denise Winsor, *University of Memphis*

Teachers' first impressions of students who are gifted and learning disabled

Wendy Chiado, *University of Colorado Denver*

This study used scenarios and semi-structured interviews to identify and highlight trends in educator first impressions of twice-exceptional secondary students who experience difficulties in school.

A comparison of beliefs between science and mathematics teachers from Ghana and Uganda

Balimuttajjo Sudi, *University of Nevada, Reno*

Charles Assush, *University of Nevada, Reno*

The study reports the differences in beliefs teachers hold from Ghana and Uganda regarding teaching of mathematics and science as revealed by a 14-item questionnaire.

Paper Session 4 **3:30- 4:45**

Symposium Metropolitan C

Pros, Cons, and Future Directions of Single-Sex Education: Voices from the Field

Lynda R. Wiest, *University of Nevada, Reno*

Heather Crawford, *University of Nevada, Reno*

Margaret Ferrara, *University of Nevada, Reno*

Roger Cheney *Washoe County School District*

Dori Jensen *Washoe County School District*

James Studer, *Washoe County School District*

K-12 and postsecondary education professionals will provide research and practice perspectives on single-sex education, including pros, cons, promises, policy implications, and future directions.

Paper Session 4 **3:30- 4:45**

Technology in the Schools Metropolitan D

Chair: Nancy Hamilton, *University of Nevada, Las Vegas*

A Montana superintendent's mental model on the role of technology in schools

William Ruff, *Montana State University*

This study describes assumptions of a superintendent with a strong reputation in technology integration regarding technology use to facilitate learning and efficiency in schools.

Teacher collaboration and technology support

Kendall Hartley, *University of Nevada, Las Vegas*

Neal Strudler, *University of Nevada, Las Vegas*

This study looks at the prevalence of teacher collaboration and how that collaboration varies by level as well as the degree to which it is supported by technology.

Analysis of asynchronous discourse

David A. Thomas, *University of Nevada, Reno*

Cleb Maddux, *University of Nevada, Reno*

In communicating with one another in asynchronous discussions, students create implicit networks of relations. This paper discusses methodologies and technologies for analyzing these emergent networks.

Friday, October 10th

Business and State Meetings **8:30-9:15**
Opening Session Cosmopolitan A

All NRMERA members are encouraged to attend.

Symposium Session 3 **9:30-10:45**
Symposium Session Cosmopolitan A

A Novel Approach to Teaching and Learning Advanced Qualitative Research Methods
Sherry Marx, *Utah State University*
Leah Welte, *Utah State University*
Ronda Bickmore, *Utah State University*
Kelley O'Reilly, *Utah State University*
These papers exemplify the ways a novel, apprenticeship approach to Advanced Qualitative Research Methods influences each student in the compilation of their research project.

Paper Session 5 **9:30-10:45**
Environmental Education Metropolitan A

Chair: Gregg Schraw, *University of Nevada, Las Vegas*

Development and validation of an instrument to measure nature deficit disorder attitudes
Larry Letourneau, *University of Nevada, Las Vegas*
This presentation will review the plan for the development and validation of a pen-and-paper instrument to measure the presence of attitudes indicative of Nature Deficit Disorder (NDD).

Student Successes in an Environmental Education Program
Michelle Weibel, *University of Nevada, Las Vegas*
Daphne Sewing, *University of Nevada, Las Vegas*
Lori Olafson, *University of Nevada, Las Vegas*
Gregory Schraw, *University of Nevada, Las Vegas*
Students in grades 4 - 7 participated in hands-on science experiences at Lake Mead. Pre and post data were collected, and findings revealed that student knowledge, attitudes, and skills increased substantially as a result of participating in these field trips.

Paper Session 5 **9:30-10:45**
Multicultural Education Metropolitan B

Chair: Pamela Cantrell, *Brigham Young University*

Ethical obligations of school leaders to promote multicultural education: A case study
Kathy Canfield-Davis, *University of Idaho, Coeur d'Alene*
This case study examines the nexus between educational leaders' commitment to multicultural education and ethical obligations to promote it.

Democratic education in the bush: Secondary schooling in northern Uganda
Philip P. Kelly, *Boise State University*
An examination of secondary schooling in northern Uganda as a flawed instrument of democratization in a war-torn region of a "democratic" country.

Pre-service teachers' perspectives on culturally responsive teaching

Eleni Oikonomidoy, *University of Nevada, Reno*

This presentation, which is based on content analysis of pre-service teachers' narratives, will examine their views on key elements of culturally responsive teaching.

Paper Session 5 **9:30-10:45**
Topics in Educational Administration Metropolitan C

Session Chair: Tammy Abernathy, *University of Nevada, Reno*

Oral history interviews in graduate-level instruction: An innovative approach

Patrick W. Carlton, *University of Nevada, Las Vegas*
James R. Crawford, *University of Nevada, Las Vegas*

The investigators conducted a population survey of UNLV graduate student reactions to the employment of Oral History Interviews as an instructional modality.

Gubernatorial rhetoric, educational policy, and the purpose of education

Dick M. Carpenter II, *University of Colorado, Colorado Springs*
Haning Hughes, *University of Colorado, Colorado Springs*

Beliefs about the purpose of education drive policy leaders' decision about education. This research examines how state governors define education's purpose and discusses implications.

Paper Session 5 **9:30-10:45**
Research in College Mathematics and Statistics Metropolitan D

Session Chair: Lori Olafson, *University of Nevada, Las Vegas*

Undergraduate students' perspectives on college mathematics courses

Michael D. Dornoo, *University of Nevada, Reno*
Lynda R. Wiest *University of Nevada, Reno*

This study reports undergraduate students' perspectives on college mathematics courses collectively and by race/ethnicity and gender. Conclusions include suggestions for improving undergraduate mathematics courses.

Part 1. Statistics for the terrified: Using student data to inform instruction in master's statistics –academic and personal emphasis

Lawrence R. Rogien, *Boise State University*
Stephen Mountjoy, *Northwest Nazarene University*

Many students are terrified at entering a research course. This study examined the academic and spiritual in adult learners in a graduate level statistic course.

Part 2. Statistics for the terrified 2: Using student data to inform instruction in master's statistics –academic and personal emphasis

Stephen Mountjoy, *Northwest Nazarene University*
Lawrence R. Rogien, *Boise State University*

Many students are terrified at entering a research course. This study examined the academic and spiritual in adult learners in a graduate level statistic course.

Workshop 4 **11:00- 12:15**
Workshop 4 Cosmopolitan A

Chair: Gregg Schraw, *University of Nevada, Las Vegas*

Issues in Mixed Methods Research

Burke Johnson, *University of South Alabama*

Paper Session 6 **11:00- 12:15**
School Administrator Practices Metropolitan A

Chair: Rob Spies, *University of Nebraska, Lincoln*

Developing relational trust between teachers and administrators in elementary schools through a consensus process
Michael K. Redburn, *Montana State University*
This study explored the relationship between specific consensus strategies and the development of relational trust in elementary schools.

The relationship between principal preparation programs and the development of principal self efficacy
Joanne Erickson, *Montana State University*
Tena Versland, *Livingston Public Schools*
This mixed-methods study examined the relationship between principal preparation programs and self-efficacy beliefs of practicing principals in Montana

Paper Session 6 **11:00- 12:15**
Student Cognitive Processes Metropolitan B

Chair: Fred Kuch, *University of Nevada, Las Vegas*

Investigating students' proportional reasoning strategies
Heather Clark, *University of Nevada, Reno*
Teruni Lamberg**,** *University of Nevada, Reno*
This study examined how students solve problems that involve proportional reasoning. Students' approaches to solving proportional reasoning problems involving well-chunked measures were investigated.

Differential calibration in response to feedback as a function of development
Brett Cambell, *University of Nevada, Las Vegas*
Our purpose was to investigate how children a different grade levels react to item-by-item feedback.

Paper Session 6 **11:00- 12:15**
Theory and Practice in Literacy Education Metropolitan C

Chair: Wendy Chiado, *University of Colorado Denver*

Reading content knowledge: What do teachers need to know and how can we assess their knowledge?
Linda Kay Plourd Lilienthal, *Midwestern State University*
The purpose of the study was to develop a definition of reading and an informal test of teachers' reading content knowledge

Connecting literacy assessment to curriculum: Making teaching intentional
Tracy Sermon, *Utah Valley University*
Genan Anderson**,** *Utah Valley University*
Training pre-service teacher candidates to create literacy rich early childhood classrooms and effectively document children's literacy skills.

Literacy Research in these new and cosmopolitan times
Helen Harper, *University of Nevada, Las Vegas*
Thomas Bean, *University of Nevada, Las Vegas*
In this presentation we will discuss what the current discourse on and experience of cosmopolitan means for literacy research now and for the foreseeable future.

Hot Topics Lunch Roundtables **12:30- 1:45**
Hot Topics Lunch Roundtables Cosmopolitan A

Table 1 – So you want to write a textbook: Part II
Gene Hall, *University of Nevada, Las Vegas*
Linda Quinn, *University of Nevada, Las Vegas*

Table 2 – Becoming a reviewer for the mental measurements yearbook
Rob Spies, *University of Nebraska, Lincoln*

Table 3 – Applying for your first academic position
Gale Sinatra, *University of Nevada, Las Vegas*

Table 4 – Publishing in the Journal of Adolescent and Adult Literacy: Advice from the editors
Helen Harper, *University of Nevada, Las Vegas*
Tom Bean, *University of Nevada, Las Vegas*

Table 5: Publishing in The Researcher: Preparing manuscripts
Lawrence Rogien, *Boise State University*

Table 6: New directions in technology integration in higher education
Karen Grove, *University of Nevada, Las Vegas*

Table 7: Surviving the first six weeks as a new Assistant Professor
Denise Winsor: *University of Memphis*

Table 8: Developing international collaborations
Wendy Hoskins, *University of Nevada,,, Las Vegas*

Table 9: Opportunities in educational assessment
Chad Buckendahl, *Alpine Testing Solutions*

Table 10: Mentoring Doctoral students
Tammy Abernethy, *University of Nevada*

Table 11: New directions in counselor education
Randy Astramovich, *University of Nevada Las Vegas*

Symposium Session 5 **2:00- 4:45**
Cosmopolitan A

The empowerment school study: Preliminary findings
Fred Kuch, *University of Nevada, Las Vegas*
Ralph E. Reynolds, *University of Nevada Las Vegas*
Marcus Lee Johnson, *University of Nevada, Las Vegas*
Ordene V. Edwards, *University of Nevada, Las Vegas*
Nancy Hamilton, *University of Nevada, Las Vegas*
Vivian Surwill, *University of Nevada, Las Vegas*
Amy Colgin, *University of Nevada, Las Vegas*
Bob Parker, *University of Nevada Las, Vegas*
A project to study the effects of implementing the empowerment school model in a large southwestern school district will be described.

Gathering data from teachers in the empowerment school study
Fred Kuch, *University of Nevada, Las Vegas*
Nancy Hamilton, *University of Nevada, Las Vegas*
Amy Colgin, *University of Nevada, Las Vegas*

This presentation discusses why and how instruments were developed and administered to gather data from teachers in the Empowerment school study.

The southwestern empowerment school model

Marcus Lee Johnson, *University of Nevada, Las Vegas*
Ordene V. Edwards, *University of Nevada, Las Vegas*
Ralph E. Reynolds, *University of Nevada, Las Vegas*

A logic map was utilized to construct the southwestern Empowerment School model. It presumes that school and leadership autonomy may lead to improved student achievement.

Gathering data from parents in the empowerment school study

Marcus Lee Johnson, *University of Nevada, Las Vegas*
Fred Kuch, *University of Nevada, Las Vegas*
Ralph E. Reynolds, *University of Nevada, Las Vegas*

This presentation discusses why and how instruments were developed and administered to gather data from parents in the Empowerment school study.

Examining the relationship between teachers and principals concerns profiles about implementation of an empowerment school model

Ordene V. Edwards, *University of Nevada, Las Vegas*
Gene Hall, *University of Nevada, Las Vegas*

A study was conducted to examine the relationship between teachers and principals concerns about implementation of an empowerment program in their schools.

Mixed Methods in Evaluation of School-Based Projects

Vivian Surwill, *University of Nevada, Las Vegas*
Nancy Hamilton, *University of Nevada, Las Vegas*
Ralph E. Reynolds, *University of Nevada, Las Vegas*
Gwen Marchand, *University of Nevada, Las Vegas*
Michael, Perillo, *University of Nevada, Las Vegas*

In this paper, we discuss the use of mixed methods as a way in which to triangulate information in program evaluation.

Workshop 5 **2:00- 3:45**
Metropolitan B

Toto, we're not in Kansas, anymore

Kathy Canfield-Davis, *University of Idaho at Coeur d' Alene*
AJ Wallin, *University of Idaho at Coeur d' Alene*
Don Wattam, *University of Idaho at Coeur d' Alene*

Learning to teach in an online environment can be challenging. This interactive workshop will allow participants to explore ways of strengthening online teaching pedagogy. This interactive workshop will allow participants to explore ways of strengthening online teaching skills, and provide tips on how to encourage substantive dialogue and participation from students.

Paper Session 7 **2:00- 3:45**
Student Learning in Mathematics and Science Metropolitan A

Chair: Art Bangert, *University of Montana*

An investigation of the relationship between cognitive load theory and young children's mathematical learning

Catherine A. Kelly, *University of Colorado at Colorado Springs*

This study investigated the relationship of cognitive load theory and use of manipulatives, technology, and teacher effectiveness and pedagogy on young children's mathematics learning.

What are the motivational and metacognitive predicators of mnemonic use? A focus on eighth grade science students

Aaron S. Richmond, *Metropolitan State College of Denver*
Michael Klapp, *Washoe County School District*
Rhoda Cummings, *University of Nevada, Reno*

This study investigated whether metacognitive factors would predict an eighth-graders ability to learn a mnemonic. Results suggest that metacognitive beliefs are factors.

A Team Effort Teaching Standards Based Evolution Concepts to Elementary School Students

Louis Nadelson, *Boise State University*

This collaborative investigation designed standards based hands on activities and taught evolutionary biology concepts to elementary students. Data includes drawing and photos of student products.

Paper Session 7 **2:00- 3:45**
Improving Classroom Learning Communities Metropolitan C

Chair: Robert Spies, *University of Nebraska at Lincoln*

Components for classroom community-building: Caring, connectedness, and cooperation

Leah Welte, *Utah State University*
Sherry Marx, *Utah State University*

Creating a community of learners is essential for success in orchestrating a classroom. The components can be readily understood and implemented by novices or experienced teachers.

Measuring the Effects of Small Learning Communities

Sandra S. Meagher, *University of Colorado, Colorado Springs*
Jaime McMullen-Garcia, *University of Colorado, Colorado Springs*
Dick Carpenter, *University of Colorado, Colorado Springs*

This research incorporates a mixed-methods approach to evaluate the effect of small learning communities within two sub-urban high schools.

Early Start Student Teaching: Learning How to Create a Nurturing Learning Environment

Tadd Farmer, *Brigham Young University*
Nancy Wentworth, *Brigham Young University*

This study evaluates how student teachers learn to establish nurturing learning environments by starting the first day of school rather than with the university calendar.

Paper Session 7 **2:00- 3:45**
American Indian Education Metropolitan D

Chair: Michelle VanderVeldt, *California State University Fullerton*

What is "success" for graduates: The relationship of culture for teaching American Indian students

William M. Young, University of Nevada, Las Vegas

Through an investigation of recent high school graduates this proposal seeks to answer the question what is "success" in the teaching of Native American students.

Differing cultural mindsets on the selection and preparation of leaders: A barrier to Native American educators

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

Investigation Native American principal preparation, researchers found that a culturally-based reluctance to assume teacher leadership roles was perceived by current school leaders as a lack of readiness.

NCLB: Unintended (?) consequences for American Indian children

Beverly Klug, *Idaho State University*

This presentation will explore results of a case study focusing on one public school serving American Indian students on a reservation in the intermountain west.

Paper Session 8 **3:30- 4:45**
Student Achievement Outcomes Metropolitan A

Chair: Suzanne Young, *University of Wyoming*

Advancement Via Individual Determination (AVID) Evaluation Study
Gwen Marchand, *University of Nevada, Las Vegas*
Ordene Edwards, *University of Nevada, Las Vegas*
Outcome and implementation evaluations of AVID were conducted in a southwestern school district. Results showed positive outcomes for AVID students and site variation in implementation.

Best practices show down: Concept teaching or direct instruction?
Alina Jensen, *Borah High School/Boise State University*
Lawrence Rogien, *Boise State University*
Direct instruction is recommended by NCLB literature as best practice for increasing achievement test scores. This ongoing research indicates the concept teaching/learning may be superior.

Paper Session 8 **3:30- 4:45**
Research in Literacy Metropolitan B

Chair: Pamela Cantrell, *Brigham Young University*

A non-urban investigation of monolingual Spanish-speaking parents' negotiation of language and culture with their children's schools
Ronda Bickmore, *Utah State University*
Latino school populations are increasing in non-urban areas. This study investigates how Latino parents in this setting negotiate language and culture with their children's schools.

Semantic and orthographic knowledge of academic words among adolescent English language learners and low-SES students
Dianna Townsend, *University of Nevada, Reno*
Amy Burton, *University of Nevada, Reno*
J-Lynn Van Pelt, *University of Nevada, Reno*
The current study was designed to examine the semantic and orthographic knowledge of academic vocabulary words among adolescents labeled as ELL and low-SES.

Bridging communities to inform a culturally responsive pedagogy for pre-service teachers through *Destination Literacy,* a volunteer community literacy project
Peggy Laughlin, *University of Wyoming*
A qualitative study investigating preservice teacher development through participation in voluntary, community-based literacy activities. Data gathered from focus groups reveal themes of learning about families, culturally responsive pedagogy, and self knowledge of developing as professionals.

Paper Session 8 **3:30- 4:45**
Teacher Education: Field Experiences Metropolitan C

Chair: William M. Young, *University of Nevada, Las Vegas*

Linking Theory and Practice: Prospective Teachers' Learning in Two Different Early Field Experiences
Jayne A. Downey, *Montana State University*
This study examined the differences in learning outcomes between prospective teachers placed in a classroom-based field experience and those placed in a community-based field.

Action Research: Developing Reflection during Student Teaching

Nancy Wentworth, *Brigham Young University*
Lynette Erickson, *Brigham Young University*
This study evaluates the impact of action research projects on the reflection and growth of student teachers during their student teaching experience.

The Relationships between Teacher Educators' Beliefs and Their Students' Beliefs
Michelle Vander Veldt,
Lori Olafson, University of Nevada, Las Vegas
Gregory Schraw, University of Nevada, Las Vegas
The purpose of this research was to examine the epistemological beliefs of teacher educators in relation to the beliefs of their students.

Paper Session 8 **3:30- 4:45**
Research with Special Populations Metropolitan D

Chair: Lawrence Rogien, *Boise State University*

Do you hear what I hear? A qualitative study of sound-field amplification with students who are hard of hearing or have auditory processing disorders in general education classes
Lois Furno, *University of Nevada, Reno*
This is a study of the opinions, attitudes, and practices of four students who have hearing impairment or auditory processing disorders in general education classrooms.

Teachers' comments among Generation 1.5 students, international students and basic writers
Rod Case, *University of Nevada, Reno*
Wei Xu, *University of Nevada, Reno*
Christopher Koch, *University of Nevada, Reno*
This study is an examination of teacher feedback among Generation 1.5 students, international student and basic writers

Closing Banquet **6:00**
Closing Banquet Cosmopolitan A

Saturday, October 11th

Executive Board Meeting ***Meet in Lobby***
All Executive Board Members and Past Presidents are invited to attend.

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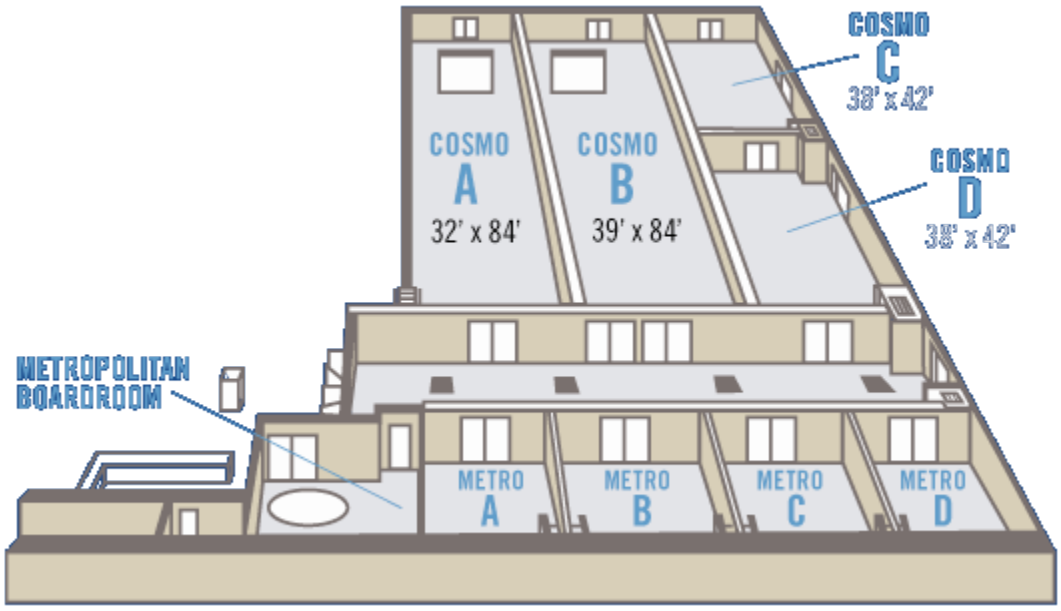
MONTBLEU CONVENTION CENTER FLOOR PLAN



Opening session, lunch sessions and meals in Cosmopolitan C&D

All paper presentations in Metropolitan A, B, C, D, and Cosmopolitan C&D