

NRMERA 2012

“Success for All Students”

Conference Program

30th Annual Conference

October 4-5, 2012

<http://nrmera.org>

The Canyons Resort

Park City, Utah

Thursday October 4, 2012 Schedule Summary

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

Friday October 5, 2012 Schedule Summary

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

Thanks

Executive Board Meetings

Wednesday October 3, 2012

7:00PM- 8:30PM	Executive Board Meeting (The Cabin Boardroom)
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Saturday October 6, 2012

8:30 AM- 10:00 AM	Executive Board Meeting (The Cabin Boardroom)
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Thanks to our Conference Sponsors!

Alpine Testing Solutions

Buros Center for Testing

Meet our Keynote Speaker:
Brian Gong

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



Thursday, October 4th, 2012

Thursday October 4	8:30- 9:15 AM	Kokopelli I
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KEYNOTE SESSION

Welcome and introduction

2012 Keynote Speaker: Brian Gong

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

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

Thursday October 4	9:30- 10:45 AM	White Pine I
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SYMPOSIUM

Discussion with Brian Gong

Come engage in a discussion with Brian and other participants in this session that will be driven by the questions and interests of the participants. Possible topics include: growth models, the “college ready” assessments being developed, challenges to valid teacher evaluation, how research can better inform practice and policy, and some job options for graduate students in addition to higher education.

Thursday October 4	9:30- 10:45 AM	White Pine II
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PAPER SESSION: PREPARING FUTURE TEACHERS

Moderator: Aaron Richmond, *Metropolitan State University of Denver*

Looking to the Future: Preparing Teacher Candidates to Take Up Democratic Education for All Students

Lynnette B. Erickson, Brigham Young University

Amy B. Miner, Brigham Young University

This narrative inquiry chronicles our experiences in a social studies methods course and understandings we gained engaging with our teacher candidates in democratic practices.

Exploring Teacher Educator Knowledge: What Should Preservice Teachers Know as a Result of their Teacher Preparation Program?

Lynnette B. Erickson, Brigham Young University

Stefinee Pinnegar, Brigham Young University

Janet Young, Brigham Young University

This self-study focused on what our collective faculty identify as the knowledge and practices preservice teachers need to be prepared to teach elementary grade students.

Building Teacher Candidate Success through Professional Development ePortfolios

Linda F. Quinn, University of Nevada, Las Vegas

Karen Grove, University of Nevada, Las Vegas

Lois Paretti, University of Nevada, Las Vegas

Elementary teacher education candidate reflection on professional growth through course content and field experiences resulting in successful completion of the program is examined via electronic portfolios.

Thursday October 4	9:30- 10:45 AM	Painted Horse
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PAPER SESSION: ISSUES IN INTERNATIONAL AND PERFORMANCE-BASED ASSESSMENTS

Moderator: Felecia McKinney, *Alpine Testing Solutions*

Success for All Students: Learning and Instruction in Finnish Comprehensive Schools

Cheryl J. Gowie, Siena College

Learning theories and instructional practices behind Finland's high level of achievement on PISA are examined and illustrated with examples from observations in Finnish schools.

A Comparison of TIMSS Scores Using Cognitive Domains

Ryan Nixon, Brigham Young University

Katie Johnson, Brigham Young University

Jeff Young, Brigham Young University

Jacob Zonts, Brigham Young University

Nancy Wentworth, Brigham Young University

Teacher researchers concerned over criticism of US's performance and ranking on international assessments examine what is being measured and what the comparison ranking actually means.

Outside of the Box: Shifting From Traditional to Performance-Based Curriculum and Assessment

Susan C. Sullivan, Montana State University

Jayne Downey, Montana State University

This study followed an alternative high school program as it made a shift from traditional curriculum and instruction to a model that is student-centered and performance-based.

Thursday October 4	9:30- 10:45 AM	Arrowhead
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PAPER SESSION: ISSUES IN COURSE CHOICE, PROGRAM PRIORITIZATION, AND ACCREDITATION

Moderator: Elaine Tuft, *Utah Valley University*

Academic Program Prioritization among Institutions of Higher Education

Anne Milkovich, Montana State University

A pilot study researched higher education institutions that undertook academic program prioritization to identify factors driving this adaptive change and to correlate approaches with outcomes.

Early Start Students: Motivations and Expectations

Rebecca Lyons, Montana State University Billings

Betsy Palmer, Montana State University Bozeman

This qualitative case study explores motivations and experiences of 20 college students who completed early start (Advanced Placement or Dual Credit) courses while in high school.

Occupational Stress for Education Program Directors: An Athletic Training Education Perspective

Suzette Nynas, Montana State University Billings

The responsibilities of educational program directors are numerous. This study found that accreditation is the leading occupational stressor when compared to the other responsibilities for Athletic Training Education Program Directors.

Making Decisions About Academic Trajectories: A Qualitative Study of Social Studies Teachers' Course Recommendation Practices

Philip E. Bernhardt, Metropolitan State University of Denver

Through a case study of three social studies teachers working in one public high school, this paper examines dynamics central to the course recommendation process.

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

Intercultural Faculty Teaching, Student Learning and Interdisciplinary Curriculum Studies

Michael Brody, Montana State University

Arthur Bangert, Montana State University

Christine Rogers, Montana State University

Elizabeth Redman, Montana State University

Susan Benne, Montana State University

Catherine Johnson, Montana State University

John Johnson, Montana State University

This symposium reports the results of several qualitative studies conducted by an interdisciplinary team of researchers investigating the experiences of Montana State University faculty, undergraduate and graduate students in Krokphra Secondary School and Nakhon Sawan Rajabhat University, Thailand (2012).

Thursday October 4	11:00 AM – 12:15 PM	White Pine II
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PAPER SESSION: MENTORING AND MODELING FOR NEW TEACHERS

Moderator: Wendy Chaido, *University of Colorado, Boulder*

Mentoring at Each Stage of New Teacher Development

Janet L. Losser, Brigham Young University

Teresa Leavitt, Brigham Young University

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

Modeling Loving Teaching While Implementing a Pedagogy of Discomfort: Stories

Ramona Maile Cutri, Brigham Young University

Erin Whiting, Brigham Young University

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

Forming True Partnerships: Working with Cooperating Teachers to Prepare Future Teachers

Byran B. Korth, Brigham Young University

Janet Losser, Brigham Young University

Angela Baum, University of South Carolina

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

Positioning Self and Other: Mentors and Novice Teachers in a Mentoring Relationship

Tiffanie Miley, Nebo School District

Janet R. Young, Brigham Young University

Using positioning theory as a lens, this multiple-case study examines mentoring relationships of two mentors, each working with two beginning teachers in junior high school settings.

Thursday October 4	11:00 AM – 12:15 PM	Painted Horse
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PAPER SESSION: EVALUATING STATISTICS AND INSTRUMENTS

Moderator: Athena Kennedy, *University of Wyoming*

Conditions Producing Bias in Three Measures of Monitoring Accuracy

Fred Kuch, UNLV

Gregg Schraw, UNLV

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

Factors Underlying Calibration Accuracy

Gregg Schraw, UNLV

Fred Kuch, UNLV

Antonio Gutierrez, UNLV

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

Some Themes Underlying the KIS Index of Success

Fred Kuch, UNLV

LeAnn Putney, UNLV

Gene Hall, UNLV

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

Thursday October 4	11:00 AM – 12:15 PM	Arrowhead
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PAPER SESSION: RESEARCH ON PRINCIPALS' PERCEPTIONS

Moderator: Marla Mastin, *Minnesota State University, Mankato*

Principal Perceptions regarding Critical Elements in the Evaluation Process

David Hvidston, University of Wyoming

Bret Range, University of Wyoming

Courtney McKim, University of Wyoming

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

Elementary Principals' Views about Struggling Students and Grade Retention

Bret Range, University of Wyoming

Suzie Young, University of Wyoming

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

What Makes a Transformational Leader?

Steve Nash, Montana State University

Arthur Bangert, Montana State University

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

Thursday October 4	12:30- 1:45 PM	Kokopelli I
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LEARN AT LUNCH

Table 1: A Ship Without a Rudder: Navigating the Waters of Your First Ethics Review Committee

Aaron S. Richmond, Metropolitan State University of Denver

Table 2: The Ethical Use Of Audio-Visual Equipment For Collecting Ethnographic Data

Betsy Palmer, Montana State University

Table 3: Paper Folding and Math - STEM Fun Research

Marla Mastin, Minnesota State University

Mary Mastin, Minnesota State University

Table 4: Developing Prototype Principal Evaluation Instruments

Rebecca L Norman Dvorak, Human Resources Research Organization (HumRRO)

Sheila Schultz, Human Resources Research Organization (HumRRO)

Thisie Schisler-Do, Human Resources Research Organization (HumRRO)

Table 5: An A-theoretical View of the Use of Theoretical Perspective in Research

Shanon Taylor, University of Nevada Reno

Tammy Abernathy, University of Nevada Reno

Anna Treacy, University of Nevada Reno

Table 6: Mindfulness, Meditation, & Morphic Resonance: Creating an Agenda for Future Educational Research

Deborah Byrnes, Utah State University

Table 7: Graduate Student Issues: Time Management and Life Balance

Athena Kennedy, University of Wyoming

Thursday October 4	2:00- 3:15 PM	White Pine I
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WORKSHOP

Introduction to Propensity Score Matching (Part I: Theory and Study Design)

Richard R Sudweeks, Brigham Young University

Kimberlee Davison, Brigham Young University

An introduction to the theory and potential uses for propensity score matching in educational research, emphasizing simple study design.

Thursday October 4	2:00- 3:15 PM	White Pine II
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PAPER SESSION: UNIVERSITY/PUBLIC SCHOOL/COMMUNITY PARTNERSHIPS

Moderator: **Kate Muir Welsh**, *University of Wyoming*

University-Public School Partnerships with Focus

Paul Wangemann, Brigham Young University

Steven Baugh, Brigham Young University

This study reports on the efforts of senior leaders in a university-public school partnership to determine the nature and source of its core ideology.

The Effects of J-Term High School Internships

Felecia McKinney, Alpine Testing Solutions

Hillary Soens, TESC

Kara Hefley, TESC

This study sought to understand the effects of community-based internships completed by students during J-Term in the junior and senior years at Tacoma School of the Arts (SOTA).

Connecting practice, research and theory through a university-public school partnership

Nancy Wentworth, Brigham Young University

Lynnette Erickson, Brigham Young University

This presentation will discuss how a university-public school partnership explored the connection of theory and practice through the development of clinical experience for teacher candidates.

Thursday October 4	2:00- 3:15 PM	Painted Horse
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PAPER SESSION: VALIDITY RESEARCH IN IN STATE ACCOUNTABILITY SYSTEMS

Moderator: Courtney McKim, *University of Wyoming*

"All Models Are Wrong But Some Are Useful": The Changing Model For School Classification From AYP To Growth And Beyond

Richard N. Vineyard, Nevada Department of Education

This study will examine reliability and stability of school classification decisions using student growth, compared to classifications made using status measures and classifications made using multiple data sources.

Integrating the Common Core State Standards into Classroom Instruction through Idaho Total Instructional Alignment

Chuck Zimmerly, Idaho State University

Sue Jenkins, Idaho State University

Jack Agamba, Idaho State University

This paper presents the results of a Wilcoxon signed-rank test with a Bonferonni correction research study on the validation of utilizing a model template developed by the Idaho Total Instructional Alignment professional development initiative to facilitate a state wide K-12 implementation of the common core state standards.

A Validation Framework for the Inclusion of Growth in State Accountability Systems

Anne Davidson, Alpine Testing Solutions

Richard Vineyard, Nevada Department of Education

A framework for identifying and evaluating validity evidence related to growth scores is presented and applied using one state school accountability example.

Thursday October 4	2:00- 3:15 PM	Arrowhead
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PAPER SESSION: ISSUES IN TEACHER AND PRINCIPAL PREPARATION

Moderator: David Hvidston, *University of Wyoming*

Fostering Success in Beginning Rural Special Education Teachers

Greg Zost, Peru State College

Retention of rural special education teachers is a dilemma for many school districts. Finding the right prospective candidates and then cultivating them with a supportive environment may be part of the answer to addressing the high turnover rate.

Using iPads in Teacher Education: Lessons Learned and Relearned

Vessela Ilieva, Utah Valley University

Mi Ok Kang, Utah Valley University

Mary Sowder, Utah Valley University

Sandy Jay, Utah Valley University

This mixed methods study investigated the impact of iPad use on pre-service teachers' learning about teaching and on their developing instructional practice.

Self-Efficacy and Mastering Relationships In Education Leadership Programs

Tena M. Versland, Montana State University

The importance of relationship building for principal self-efficacy and leader success can also be linked to a school's collective efficacy. This study discusses how preparation program faculty can purposefully design experiences which develop aspiring principal self-efficacy for relationship and capacity building.

Investigating the Effectiveness of a Formal Principals' Mentoring Program

Kareen Bangert, Montana State University

Art Bangert, Montana State University

This study was undertaken to examine the relationships between the formal principal mentoring program characteristics and participants perceived program effectiveness. The Program characteristics examined included training prior to mentoring, input into the mentoring process, mentor commitment and program understanding.

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

Facilitating Success for ALL Students via Focused Teacher Reflections: Desired Practices v. Current Realities

Walter S. Polka, Niagara University

William Young, Oglala Lakota College

The results of seven different research studies conducted in Georgia (2007 & 2010), New York (2012 & 2010), South Dakota (2012), Texas (2011), and Virginia (2010) will be analyzed in terms of teacher reflections to differentiate instruction.

Thursday October 4	3:30- 4:45 PM	White Pine II
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INTERACTIVE SYMPOSIUM

Metacognition: Basic and Applied Implications for the Classroom

Aaron S. Richmond, Metropolitan State University of Denver

Chris Was, Kent State University

Francis X. Smith, University of Iowa

Randy Isaacson, Indiana University

In this symposium we will discuss four separate studies in the context of both basic and applied implications for the use of metacognition research in the k-higher education classrooms.

Thursday October 4	3:30- 4:45 PM	Painted Horse
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PAPER SESSION: TECHNOLOGY IN TEACHING AND EDUCATION RESEARCH

Moderator: **Greg Zost**, *Peru State College*

Using Video in Research into Teaching and Learning: Issues of Selection, Analysis, Technology, and Ethics

Mary J. Leonard, Montana State University

Sharon J. Derry, University of Wisconsin-Madison

As a data collection tool, video is flexible and powerful, yet it introduces new considerations in issues of selection, analysis, technology, and ethics in education research.

Perceptions of Technology Assistant Roles

Bret J. Sorensen, University of Wyoming

Craig Shepherd, University of Wyoming

Bret Range, University of Wyoming

A research study into the background, experiences, training, technology integration support, and professional development (formal and informal) of technology assistants in a K-12 district.

More Than Playing A Videogame: The Impact of MMORPGs On L2 Communicative

Tahani Aldosemani, University of Wyoming

A case study that investigated the improvement of an English Language

Learner's communicative skills as an outcome of playing through MMORPGs over an extended period of time.

Reframing the Course Assignment: Using Game Theory to Expand Informal Learning

David Des Armier, Jr., University of Wyoming

Craig Shepherd, University of Wyoming

Stan Skrabut, University of Wyoming

This study examines whether reframing assignments around gaming principles affects student motivation and promotes informal, extracurricular activities related to assignment goals.

Thursday October 4	3:30- 4:45 PM	Arrowhead
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PAPER SESSION: ISSUES IN STATISTICS AND MEASUREMENT

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

The Sensitivity of Context-Dependent Teacher Effect Estimates to Hidden Bias

Kimberlee Callister Davison, Brigham Young University

The study develops and tests a methodology for estimating the sensitivity of statistical teacher quality estimates to unmeasured student-level variables that create bias.

Item Response Theory in the Secondary Classroom: What Rasch Modeling Can Reveal About Teachers, Students, and Tests

T. Jared Robinson, Brigham Young University

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

Descriptive and Psychometric Analysis of the Alberta Assessment Model

TJ Bliss, Brigham Young University

Holt Zaugg, Brigham Young University

Dan Allen, Brigham Young University

Richard Sudweeks, Brigham Young University

This study describes the model Alberta Assessment uses to create, administer and score diploma exams.

An Examination of the Validity of Adler and Adler's Stages of Doctoral Study

Tammy Abernathy, University of Nevada

Shanon Taylor, University of Nevada

The purpose of this presentation is to disseminate data to support the construct validity of Adler and Adler's (2005) model describing the stages of doctoral study.

Thursday October 4	5:30 PM – 7:30 PM	The Cabin I & II
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PRESIDENT'S RECEPTION

Join us this evening for appetizers and drinks.

Thursday October 4	7:30 PM – 9:30 PM	Alpine House
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NRMERA GRADUATE STUDENT SOCIAL

Network with and socialize with fellow grad students!

Friday, October 5th

Friday October 5	8:30- 9:15 AM	Teton
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BUSINESS MEETING & STATE CAUCUSES

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

Friday October 5	9:30- 10:45 AM	White Pine I
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WORKSHOP

Introduction to Open Educational Resources: Learning Materials for All Students

TJ Bliss, Brigham Young University

David Wiley, Brigham Young University

John Hilton III, Brigham Young University

Open Educational Resources (OER) are materials, including textbooks and courseware, that educators can legally reuse, revise, remix, and redistribute to dramatically reduce the cost of education. This workshop will provide an introduction to the OER movement and help practitioners find and learn how to use OER in real educational settings.

Friday October 5

9:30- 10:45 AM

White Pine II

PAPER SESSION: CURRICULUM INTEGRATION AND AUTHENTIC INSTRUCTION

Moderator: Leslie Rush, *University of Wyoming*

Definitions of Integration in the Primary Grades

Jeanne Prestwich, Brigham Young University

Kendra Hall-Kenyon, Brigham Young University

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

Why Teachers Do and Do Not Engage Students In Writing: Conversations with Teachers

Stan V. Harward, Utah Valley University

Nancy L. Peterson, Utah Valley University

Susan Simmerman, Utah Valley University

Linda Pierce, Utah Valley University

Timothy Morrison, Brigham Young University

Brad Wilcox, Brigham Young University

Byran Korth, Brigham Young University

Jill Shumway, Brigham Young University

Monica Thomas Billen, Brigham Young University

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

Problematizing the Integrated Unit for Elementary Grades: Challenges and Opportunities for Disciplinary Literacy

T. Jared Robinson, Brigham Young University

Jennifer J. Wimmer, Brigham Young University

Roni Jo Draper, Brigham Young University

The purpose of this study is to examine the descriptions of integrated units offered in commonly-used literacy methods textbooks to investigate the challenges and opportunities that each of these models present for disciplinary participation.

Friday October 5	9:30- 10:45 AM	Painted Horse
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PAPER SESSION: RESEARCH ON NATIVE AMERICAN STUDENTS, ELLS, AND SWD

Moderator: **Shanon Taylor**, *University of Nevada, Reno*

The Obstacles Immigrant Parents of Children with Disabilities Encounter When Seeking Involvement in Their Children's Education: A Qualitative Study

Oluwole A. Ilesanmi, University of New Mexico

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

Teacher Take-up of ELL Professional Development

Johanna Boone, Brigham Young University

Stefinee Pinnegar, Brigham Young University

Ramona Maile Cutri, Brigham Young University

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

"Eating Cheetos, Maybe That's My Culture": A Mixed-Methods Approach To Give Voice To Diverse Populations

William M. Young, Oglala Lakota College

LeAnn Putney, UNLV

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

Friday October 5	9:30- 10:45 AM	Arrowhead
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PAPER SESSION: MATH AND STATISTICS EDUCATION

Moderator: **Aaron Richmond**, *Metropolitan State University of Denver*

Mathematics and language: Is there a communication gap?

Franziska Peterson, University of Wyoming

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

Understanding Graduate Students' Perceptions of Statistics

Courtney McKim, University of Wyoming

Suzie Young, University of Wyoming

Jennifer Weatherford, University of Wyoming

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

Mathematics Education for Teachers: Differing Contexts, Similar Goals

Eula Ewing Monroe, Brigham Young University

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

Friday October 5	11:00 AM- 12:15 PM	White Pine I
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WORKSHOP

Effective Strategies for Actively Engaging Students in Course Readings

Melanie Reaves, University of Wyoming

Jessica Ford, University of Wyoming

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

Friday October 5	11:00 AM- 12:15 PM	White Pine II
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PAPER SESSION: MATH AND SCIENCE EDUCATION ISSUES

Moderator: Wendy Chaido, *University of Colorado, Boulder*

Survey Measuring Elementary Teacher's Implementation of Standards-Based Mathematics

Teaching: A Psychometric Analysis

Damon Bahr, Brigham Young University

Eula Monroe, Brigham Young University

Nancy Wentworth, Brigham Young University

Richard Sudweeks, Brigham Young University

Joseph Rino, Brigham Young University

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

Community, Engagement & Mobile Technology Use in an Online Science Course

Athena Kennedy, University of Wyoming

Suzie Young, University of Wyoming

Mary Alice Bruce, University of Wyoming

Differences in students' mobile technology use in an online science course, and possible influences on student perceptions of community and engagement were studied. Additionally, how students were using mobile technology in the online course was examined in this study.

Friday October 5

11:00 AM- 12:15 PM

Painted Horse

PAPER SESSION: FACULTY AND STUDENT PERCEPTIONS OF DISTANCE EDUCATION PROGRAMS

Moderator: Greg Zost, *Peru State College*

Faculty Satisfaction and Student Outcomes in the Online Learning Environment

Gail Niklason, Weber State University

A survey measuring faculty satisfaction with the online learning environment was delivered to all online faculty at a public institution in northern Utah. Those results were combined with the rate of student success in the online courses of the responding faculty to yield some interesting correlations and results.

Rigor in Graduate Courses: Exploring Student Perceptions

David Hvidston, University of Wyoming

Heather E. Duncan, University of Wyoming

Bret Range, University of Wyoming

The purpose of this study is to explore the perceptions of graduate students regarding academic rigor and learning in blended learning courses.

Distance versus on-campus courses: How do student ratings differ?

Suzanne Young, University of Wyoming

Heather Duncan, University of Wyoming

The purpose of the study was to examine differences in student ratings of distance and on-campus courses.

Friday October 5

11:00 AM- 12:15 PM

Arrowhead

PAPER SESSION: HIGHER EDUCATION RESEARCHModerator: **Bill Young**, *Oglala Lakota College***Development of a Student Applied Research Center**

Rita C. McNeil, Idaho State University

Sang Chan, Idaho State University

Hillary Eldredge, Idaho State University

A Student Applied Research Center was created at Idaho State University in which students designed and developed multimedia materials and tutorials for online course delivery. A survey questionnaire was distributed to the 16 students who participated in the founding year to identify their perceptions regarding learning and processes and to solicit recommendations for improvement.

A Randomized Control Group Experiment Investigating the Effects of Inquiry-based Instruction on Retention and Higher-Level Learning

Aaron S. Richmond, Metropolitan State University of Denver

Bethany Fleck, Metropolitan State University of Denver

Travis Heath, Metropolitan State University of Denver

Bryce Skarda, Metropolitan State University of Denver

We sought to investigate the effects of using inquiry-based instruction to enhance retention of higher-level thinking in a psychology course. Results will be discussed.

Exploring Adult Development Frameworks: Self-Study and Inquiry Outcomes for Developing Leaders and Building Student Success

Susan A. Turner, Utah State University

The importance of training instructional leaders in adult development frameworks and reflective inquiry is explored in this self-study review of a graduate course.

One Stop Student Services: A Student Perspective

Cheri Johannes, Montana State University

Presentation of qualitative research which examined what students, on one campus, experienced as a result of the implementation of integrated one stop student enrollment services.

Friday, October 5	12:30- 1:45 PM	Kokopelli I
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NETWORKING LUNCH

Discussion Topics

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

Friday October 5	2:00 PM- 3:15 PM	White Pine I
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WORKSHOP

Introduction to Propensity Score Matching (Part II: Matching Methods)

Kimberlee Davison, Brigham Young University

Richard R Sudweeks, Brigham Young University

An introduction to the various uses of propensity scores for treatment effect estimation, with emphasis on matching methods.

Friday October 5	2:00 PM- 3:15 PM	White Pine II
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PAPER SESSION: RESEARCH ON DISTANCE PROGRAMS FOR TEACHERS & ADMINISTRATORS

Moderator: Courtney McKim, *University of Wyoming*

Success for Out-of-area Student Teachers Through Online Supervision and Peer Discussions: Developing 21st-Century Collaborative and Problem-Solving Skills

Virginia Mohr, Montana State University

Amanda Obery, Montana State University

This study examines the efficacy of using online peer discussions and internet-based, trained supervision to develop 21st century collaborative, problem-solving skills for out-of-area student teachers.

Examination of Doctoral Students' Perceptions of Graduate Supervision in Distance Programs

Elizabeth A. Erichsen, North Dakota State University

Doris U. Bolliger, University of Wyoming

Colleen Halupa, A. T. Still University

Researchers investigated doctoral students' perceptions of supervision and satisfaction with graduate supervision. Students at three institutions enrolled in programs delivered via distance participated.

The Scholarship of Teaching & Reaching: Increasing Opportunities for all Students in a Distance Teacher Education Program

Laura S. Foley, Utah State University

Laura M. Zemp, Utah State University

Distance access to quality preparation in teacher certification programs is crucial to solving teacher shortages.

This paper aggregates data on the perceptions of preservice teachers and faculty in one distance program.

Friday October 5	2:00 PM- 3:15 PM	Painted Horse
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PAPER SESSION: SUCCESS FOR ALL STUDENTS

Moderator: David Hvidston, *University of Wyoming*

Making Response To Intervention Work: A Case Study of One School's Journey to Implement RTI

Heather Peterson, University of Wyoming

Sharon Von Gunten, Poudre School District

Response to intervention is a promising method of ensuring success for all students, and this case study presents an elementary school's journey to understand, develop a process, and implement RTI and includes practical advice on how to make RTI work.

Replacing Chairs with Stability Balls in the Second Grade Classroom

Amanda Eller, Northwest Nazarene University

This research determined the academic and behavioral effects of trading classroom chairs for stability balls in a second grade classroom for a period of eight weeks.

Success for Students on Academic Probation

Loretta A. Zost, Peru State College

Students on academic probation are at a greater risk of not graduating from college than their peers. This presentation focuses on building their resiliency.

Friday October 5	3:30- 4:45 PM	Kokopelli I
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POSTER SESSION

Moderator: Brett Foley, *Alpine Testing Solutions*

The Integration of Science and English Language Arts: Elementary Educator's Thoughts and Descriptions

Gus Nollmeyer, Montana State University

Finding a Balance Between Observing and Facilitating Online Discussions

Barbara J. Frye, University of Colorado Colorado Springs

Leslie T. Grant, University of Colorado Colorado Springs

Examining Pre-service Teachers' Perceptions about the Role of Technology and Literacy

Monica S. Yoo, University of Colorado Colorado Springs

Barbara J. Frye, University of Colorado Colorado Springs

The Effects of Small Group Math Intervention on Student Achievement

Adam Johnson, Northwest Nazarene University

The Development and Validation of an Educator Preparation Exit Survey (Phases I & II)

Monica Wong-Ratcliff, Texas A&M University-Kingsville

Examining the Relationship between the Value, Usefulness, and Anxiety of Statistics in Undergraduates

Courtney McKim, University of Wyoming

Every Student is a Diverse Learner

Victoria Lee Simpson, University of Wyoming

A mixed Methods Study of Preservice Teachers' Perceptions of Students with Emotional and Behavioral Disorders in General Education Classrooms

Oluwole A. Ilesanmi, University of New Mexico

Friday October 5	3:30- 4:45 PM	White Pine I
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PAPER SESSION: RESEARCH ON TEACHERS' PERCEPTIONS

Moderator: Elaine Tuft, *Utah Valley University*

Fostering Reflective Awareness of Teachers Beliefs and Practices

Gregory Schraw, UNLV

Lori Olafson, UNLV

Michelle Vanderveldt, Cal. State, Fullerton

We examined change in teacher beliefs using pre-posttest surveys and end-of-semester interviews. Results indicated that approximately 63% of participants had consistent beliefs, but that reflective activities enhanced teaching practices.

Success for All: Elementary Preservice Teachers' Beliefs about Teaching Children Placed At-Risk

Jayne Downey, Montana State University

This study examines pre-service teachers' understandings of the construct of resilience and explores their ideas of the effectiveness of instructional strategies to foster children's academic success.

Pre-service Teachers' Beliefs Surrounding Cyberbullying - A Case Study

Cristina Salinas, University of Las Vegas, Nevada

Marissa Owens, University of Las Vegas, Nevada

Lori Olafson, University of Las Vegas, Nevada

Karen Grove, University of Las Vegas, Nevada

The aim of this study was to determine pre-service teachers' beliefs surrounding cyberbullying. The results found determined that pre-service teachers do have a clear understanding of what cyberbullying is and this effects their teaching.

Discovering student and instructor perceptions of trust-building in online courses

Mary Alice Bruce, University of Wyoming

Suzanne Young, University of Wyoming

Athena Kennedy, University of Wyoming

The purpose of the study was to examine student and instructor perceptions of trust building in online courses.

Friday October 5	3:30 PM- 4:45 PM	White Pine II
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PAPER SESSION: LITERACY RESEARCH

Moderator: **Bill Young**, *Oglala Lakota College*

Exploring Literacy through the Lens of Attachment Theory: A Review of Connective Literature

Melanie Reaves, University of Wyoming

This review of literature explores the links between attachment theory and literacy learning. Researchers have found that children with secure attachments have greater success in school. Yet less is known about the role that children's attachments to texts and other cultural artifacts serves in early literacy learning.

How Much Does a Reading Clinic Benefit Struggling Readers?

Linda K. Lilienthal, Midwestern State University

Using document analysis of existing clinic case files, the researcher examined the reading improvement of seven children who attended a university-based reading clinic for three or more semesters.

Students Succeeding: The Literacy Practices Of One Rural American School

Anne E. Gregory, Boise State University

Mary Ann Cahill, Boise State University

This paper presents findings from two years of a multi-year project investigating a rural, American elementary school's efforts to transform literacy practices.

Friday October 5	6 PM – 8 PM	Kokopelli II
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CONFERENCE BANQUET

Northern Rocky Mountain Educational Research Association

Mission

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

Historical Review

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

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

Every fall, NRMERA holds its annual conference. The conference rotates between the constituents state on a bi-annual schedule with Jackson, WY, serving as the conference home base during odd-numbered years. The 2013 conference will be in Jackson.

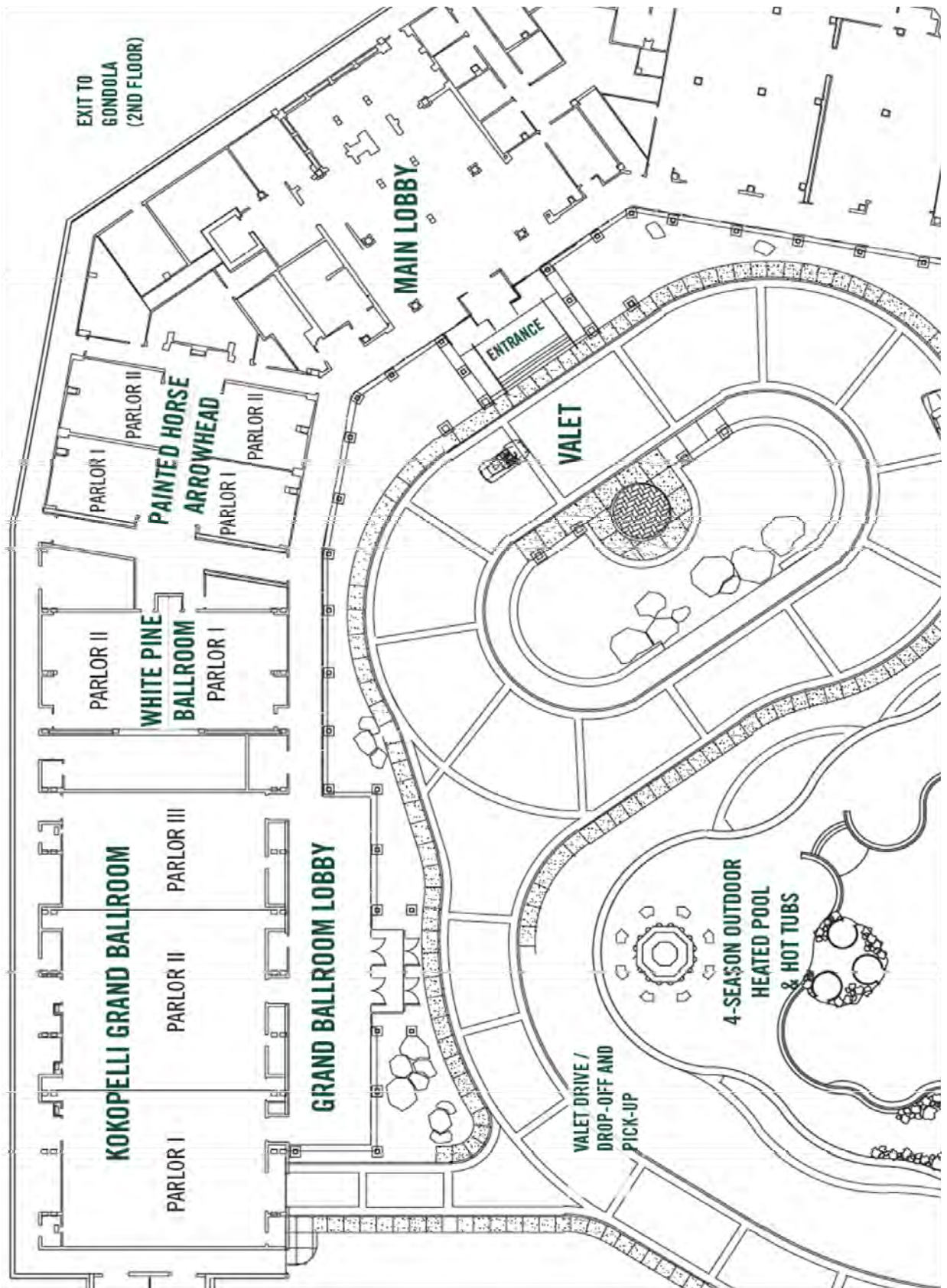
Objectives

The objectives of this association shall be:

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

NRMERA Past-Presidents

2010 – 2011	Pam Cantrell
2009 – 2010	Art Bangert
2008 – 2009	Suzie Young
2007 – 2008	Richard Vineyard
2006 – 2007	Chad Buckendahl
2005 – 2006	Michael Brunn
2004 – 2005	Tammy Abernathy
2003 – 2004	Gail Ingwalson
2002 – 2003	Nancy Wentworth
2001 – 2002	Larry Rogien
2000 – 2001	Ray Wong
1999 – 2000	Marian McKenna
1998 – 1999	Gary Alexander
1997 – 1998	Shannon Butler
1996 – 1997	Missy Parker
1995 – 1996	Mary Lou Fuller
1994 – 1995	Janice Fauske
1993 – 1994	Gene Burns
1992 – 1993	Charlotte Farr
1991 – 1992	Steve Dempsey
1990 – 1991	Hank Slotnik
1989 – 1990	Joe Stepans
1988 – 1989	Mark Clark
1987 – 1988	Carl Edeburn
1986 – 1987	Diane Peters
1985 – 1986	Gary Render
1984 – 1985	Amy Driscoll
1983 – 1984	Wayne Lanning



BUROS

CENTER FOR TESTING

BIG ISSUES IN TESTING CONFERENCE

IMPROVING ADMISSIONS AND LEARNING IN HIGHER EDUCATION

BUROS CENTER FOR TESTING | UNIVERSITY OF NEBRASKA-LINCOLN
MARCH 28-29TH, 2013 IN LINCOLN, NE

Buros Center for Testing is sponsoring a conference on testing issues in higher education. The conference will highlight research and insights regarding the current state of admissions and learning assessment at both the undergraduate and graduate level. Issues to be discussed include the extent to which testing and assessment produces desired result or

effect, influence of the context in which assessment occurs, implications for special and minority populations, lessons higher education can learn from K-12 assessment for accountability, and challenges to thinking about in the future of testing and assessment for admissions and learning.

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

Registration for attending in-person or via webcast will be available Nov/Dec 2012.

For more information visit <http://buros.org/big-issues-testing>



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