NEERO

New England Educational Research Organization

Program for the

50th Annual Meeting

of the

New England Educational Research Organization (NEERO)

The Sheraton Portsmouth Harborside Hotel
Portsmouth, NH

May 2–4, 2018

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Thank You!
We look forward to seeing you next year!

2019 Conference Location & Dates:
Sheraton Portsmouth Harborside
Portsmouth, NH
April 24-26, 2019

New England Educational Research Organization

The New England Educational Research Organization (NEERO) is a regional research organization with approximately 200 members from colleges and universities, public and private schools, state and local educational agencies, health and social service agencies, and private education firms. NEERO is a member of the Consortium of State and Regional Educational Research Associations (Consortium/SRERA) and is an Aligned Organization of the American Educational Research Association (AERA).

Mission

• Provide a stimulating, supportive and friendly forum for presentations
• Identify and disseminate successful practices
• Improve educational programs and supervisory practices
• Encourage the application of innovative and sound research and evaluation and methodology

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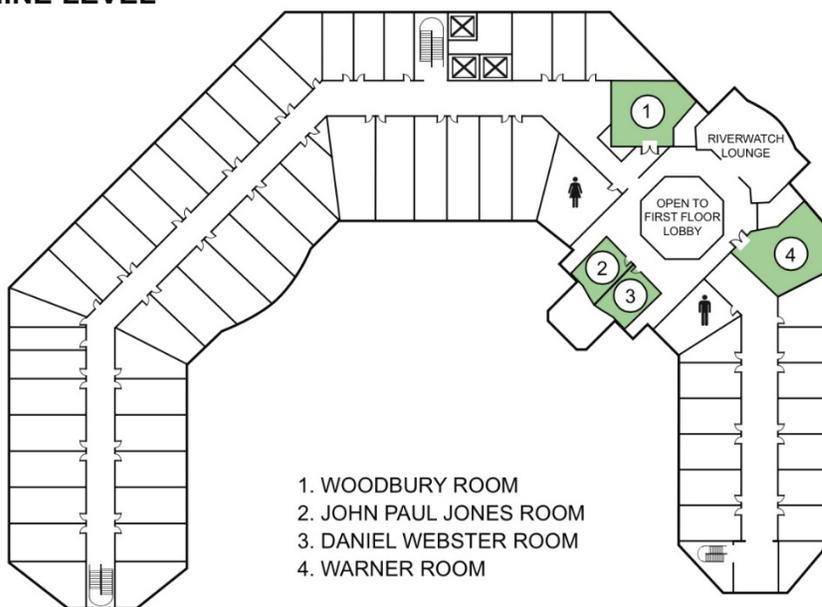Cynthia Reyes, *University of Vermont*

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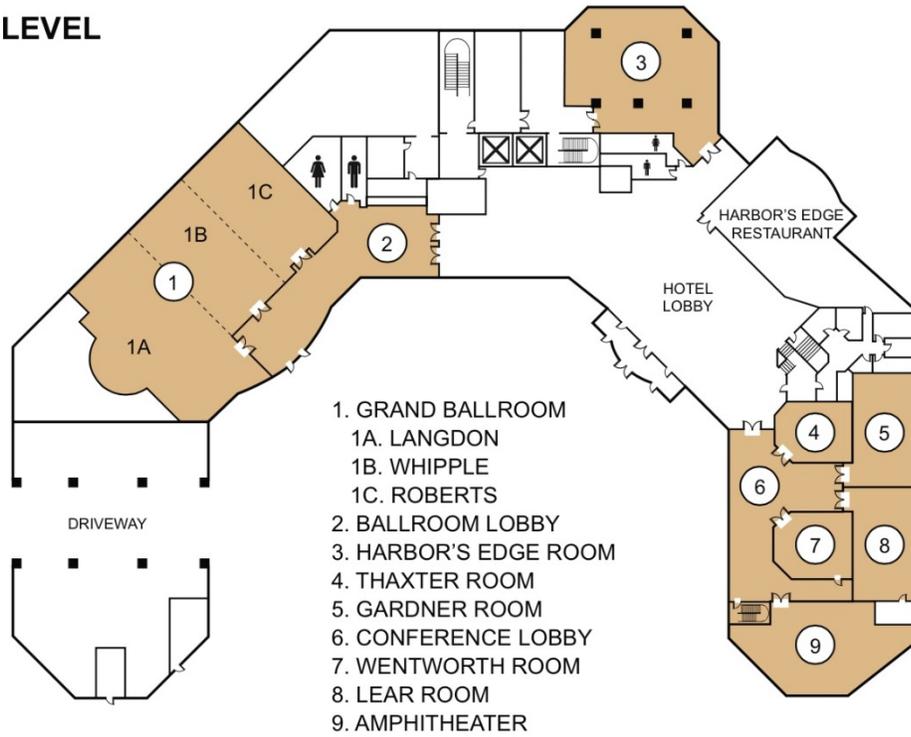Qianqian Zhang-Wu, *Boston College*

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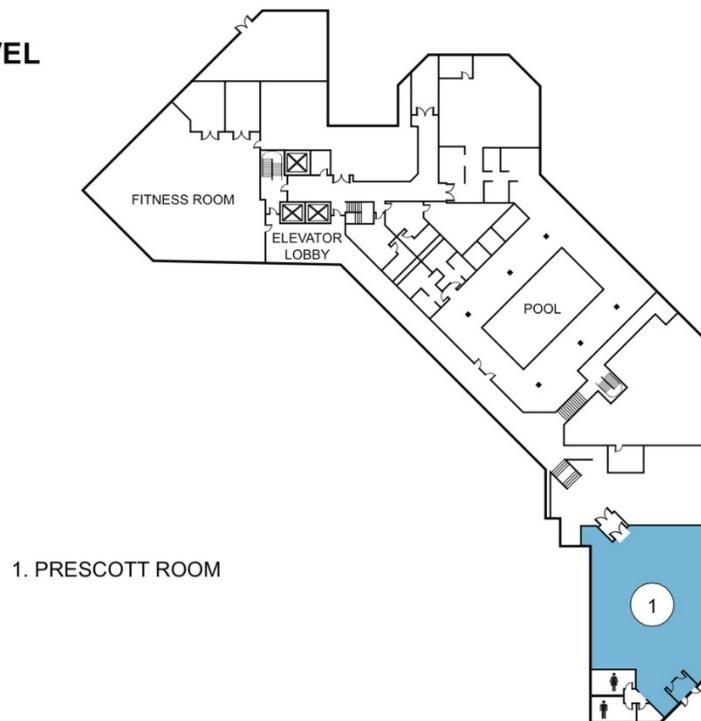
Portsmouth, New Hampshire

MEZZANINE LEVEL

RIVERWATCH LOUNGE

OPEN TO FIRST FLOOR LOBBY

1. WOODBURY ROOM
2. JOHN PAUL JONES ROOM
3. DANIEL WEBSTER ROOM
4. WARNER ROOM

LOBBY LEVEL

1. GRAND BALLROOM
   1A. LANGDON
   1B. WHIPPLE
   1C. ROBERTS
2. BALLROOM LOBBY
3. HARBOR'S EDGE ROOM
4. THAXTER ROOM
5. GARDNER ROOM
6. CONFERENCE LOBBY
7. WENTWORTH ROOM
8. LEAR ROOM
9. AMPHITHEATER

1C
1B
1
1A

DRIVEWAY

HARBOR'S EDGE
RESTAURANT

HOTEL
LOBBY

2

3

4
5
6
7
8
9

LOWER LEVEL

1. PRESCOTT ROOM

FITNESS ROOM

ELEVATOR
LOBBY

POOL

1

Welcome to Portsmouth and NEERO 2018

11:30am - 4:30pm

Registration   **Hotel Lobby**

12:30pm - 2:30pm

Workshop A:
Writing and Submitting a Journal Article in 12 Weeks!   **Lear**

In this workshop participants will examine the process of academic publishing. from getting started to responding to journal decisions. Topics include examining attitudes and beliefs about writing, planning for writing, finding and selecting an appropriate journal, and responding to an editor's decision. Participants are asked to bring in a sample piece of writing (no matter what stage it is in) so that they may begin to examine the piece as a potential future journal article.
Presenters: Dr. Mary Grassetti and Dr. Chris Kunkel

12:30pm - 4:30pm

Workshop B:
Applying a Conceptual Framework for Assessment Literacy with Beginning & Practicing
Educators Introduction to In-Depth Interviewing as a Method of Qualitative Research   **Wentworth**

This workshop is a hands-on introduction to in-depth interviewing as a means of doing qualitative research. The workshop will integrate presentation, discussion, and practice interviewing. We will focus on basic assumptions of a phenomenological approach to interviewing, interviewing technique, and through discussion of the practice interviewing, issues inherent in qualitative research.
Presenter: Dr. Irv Seidman

2:30pm - 4:30pm

Workshop C:
Technology Tools to Facilitate Writing up your Research   **Gardner**

The world of scholarly writing presents many challenges, not the least of which is managing literature sources for use as references. There are various programs on the market to meet this need. However, one of these programs, Mendeley, is completely free and cloud-based, meaning that you can access your library of sources from anywhere in the world! In this workshop, participants will be led through setting up a Mendeley account online and downloading important add-on products, such as Mendeley Desktop, which allows users to maintain their complete libraries on multiple computers and even access them when an Internet connection is not available; Mendeley Web Importer, which allows users to directly download into the program PDF versions of articles and reports found online; and Mendeley Word Citation Plug In, which allows users to, while writing a scholarly work in Word, select references desired and automatically insert parenthetical citations and References list entries. Mendeley has a folder system to organize your sources, and the PDFs of your articles and reports can "live" directly in the program for easy access and interaction, such as highlighting and annotating! Finally, Mendeley saves a tremendous amount of time and effort in appropriately citing sources. Come to learn how this program can make your scholarly writing more efficient!
Presenters: Jess Gregory, Jeremy Visone, and Drey Martone

Wednesday, May 2, 2018

6:00pm - 6:45pm

Fireside Chat & Book Signing with Dr. Sonia Nieto	**Harbor's Edge**

6:30pm - 7:00pm

Ben & Jerry's Ice Cream Sundae Bar!	**Harbor's Edge**

Please join us for a special dessert reception before the Rubovits Award Presentation!

Rubovits Award Presentation

Wednesday, May 2, 2018
7:00-8:15pm
Harbor's Edge

Rubovits Award
Presentation for Best Paper
NEERO 2017 Conference

The Emotions of Leaving Teaching

Aubrey Scheopner Torres, Ph.D.
Assistant Professor
Department of Education, Saint Anselm College

Thursday, May 3, 2018

7:30am - 4:00pm

Registration   **Hotel Lobby**

8:30am - 10:00am

Symposium 1.1:
Teacher Preparation at New Graduate Schools of Education:
Knowledge, Practice and Pedagogy   **Amphitheater**

Session Chair: Marilyn Cochran-Smith, *Boston College*

Teacher Preparation at New Graduate Schools of Education: Knowledge, Practice and Pedagogy

Marilyn Cochran-Smith, *Boston College*
Marisa Olivo, *Boston College*
Andrew Miller, *Boston College*
Juan Gabriel Sanchez, *Boston College*
Molly Cummings Carney, *Boston College*

This session focuses on a controversial innovation intended to relocate teacher preparation at "new graduate schools of education" (nGSEs), which: are unaffiliated with universities, offer pre-professional teacher education for 9-12+ months, endorse new teachers, and grant master's degrees. Most nGSEs are founded by charter school leaders to supply beginning teachers for charter and urban schools. Advocates characterize nGSEs as a dramatic departure from both fast-track entry routes, which they perceive as recruitment not preparation, and "traditional" university programs, which they perceive as overly theoretical and failing to produce effective teachers. The purpose of this session is to present analyses from a cross-case study of teacher preparation at nGSEs conducted by a research team with unprecedented access to multiple nGSE sites. Data sources included: (1) interviews with founders/leaders, administrators/faculty, school mentors, teacher candidates, and graduates; (2) observations of courses, teaching modules, coaching sessions, assessments, fieldwork, etc.; (3) program materials and documents; and (4) institutional data. Findings across studies suggest that these nGSEs employed practice-based pedagogy where academic knowledge is considered in terms of its immediate, practical use, and emphasized effectiveness rather than content-specific methods or critical reflection, thus creating technically proficient implementers but lacked the ability to produce critically reflective practitioners.

Paper 1.1: Research on Social Justice & Advocacy   **Gardner**

Session Chair: Kelly Clark/Keefe, *University of Vermont*

Social Justice And Ordinary Lives For Children With Disabilities: Mothers' Reflections On Advocacy And Leadership

Diana LaRocco, *Goodwin College*
Maggie Court, *Goodwin College*
Samantha Ruggiero, *Goodwin College*

Parents and family members have long played instrumental advocacy roles to ensure that children with disabilities and other special needs have access to services and supports that help them maximize their potential. Mothers are most notably engaged in these advocacy efforts on behalf of their children and families. This paper contains select results of an exploratory interview study designed to capture the lived experience of mothers of children with disabilities and other special needs. The 12 mothers who participated have been prominent in parent-led, family-based advocacy movements for children with disabilities at the state and national level. The interviews centered on participants' reflections on being advocates and leaders in the fields of early intervention, special education, and disability. Emergent themes from the data analysis cluster under three main categories: seeking inclusive and socially just lives, listening to the perspectives of others, and challenging the status quo. The results of this study have the potential to inform parents who want to engage leadership and advocacy. The study also has relevance for professionals who seek to create empowering contexts within which parents can exercise leadership.

How Do Historically Black Colleges and Universities Support the Academic Success of African American Women in Architecture and Stem Degree Programs?

Theodore Sawruk, *University of Hartford*

While some under-served minorities have begun to assume corporate leadership roles within the profession of architecture, their numbers are still less than 10 percent of all licensed or registered architects, while Black Females make up less than 0.2 percent of all licensed architects. Over the last twenty years, there has been some research documenting the struggles of African American women in higher education, and even a few articles related to the lack of women matriculating into science, technology, engineering or math (STEM) fields. This paper proposes to use related literature analysis to explore the ways that historically Black colleges and universities (HBCUs) prepare African Americans, specifically African American women for successful careers in Architecture. It examines the historic legacy of exclusion and the struggle for inclusion by African Americans in higher education. It addresses the impact of race and gender on educational participation. Finally, it considers whether HBCUs offer African American women a sense of agency in meeting their educational needs. The intention is to shed light on the institutional characteristics, the campus climate, and the educational practices that mitigate the barriers that limit the success of African American Women in architectural and related STEM education.

Illuminating The Path of Persistence in Youth Work

Deepa Vasudevan, *Harvard Graduate School of Education*

While emotional burnout and low salaries often lead to early exits from youth work (Yohalem & Pittman, 2006), scarce research explores factors that lead to longer commitments to this field. What experiences, beliefs, and notions of self encourage experienced youth workers to persist in the field? Utilizing narrative inquiry and analysis, I draw on in-depth qualitative interviews with 20 practitioners who have worked in the field for five or more years. These in-depth interviews elicit reflections on practitioners' occupational histories, particularly regarding entry into youth work, key work events, job changes, supports, challenges, and future aspirations (Goodson & Sikes, 2001). Preliminary findings suggest that persistence in youth work is connected to (1) a deep devotion to providing support to vulnerable youth populations (2) strong attachments to community and place of work, (3) organizational and familial support (financial and intellectual), and (4) individual convictions to learn and grow in the work. Through thematic narrative analysis, this study seeks to broaden and deepen understandings of occupational identity in this field, inform funding, policy and organizational practice to foster long-term commitments, and further research inquiry into issues of inequality and status in care-based and educational professions.

Paper 1.2:
Research in Higher Education Instruction and Student Experience within Clinical and Professional Study Programs   Lear

Session Chair: Chrystal George Mwangi, *University of Massachusetts Amherst*

Clinical Instructors' and Doctor of Physical Therapy Students' Reports Regarding Effective Strategies for Teaching and Evaluating Professionalism During the Clinical Education Experience

Bruce Elliott, *MCPHS University*

The process by which Doctor of Physical Therapy (DPT) students develop into "professionals" requires participation in activities that promote professionalism. Secondary to the long hours spent with students, clinical instructors (CI) can address issues related to the acquisition of professionalism. Thus, there is a need to examine the instructional and evaluation methods related to the promotion of professionalism in DPT students during clinical rotations. A comparative examination administered to CI's and DPT students reveals that DPT students have a vague understanding of professionalism while CI's have specific expectations regarding a student's professionalism (Hayward, Noonan, & Shain, 1998). According to Danielson and Cawley (2007), one of the most effective ways a CI can teach professionalism is for the CI to model appropriate professional behavior and impose a consistent zero tolerance policy for unprofessional behaviors. Modeling is regarded as the best method for transferring professional values. It also allows for students to view CIs as mentors. As the demands of the physical therapy profession increase and become more complex, it is important for CIs to understand the importance of their role with students and how they can guide them through the rigors of clinical life (Allen, Eby, Poteet, Lentz, & Lima, 2004).

Retention Interventions In Associate Nursing Programs

Stephanie Wilborne, *University of Hartford*

To ensure an adequate supply of nurses and support efforts to improve student retention in associate degree nursing programs (ADN), community college nursing program faculty and administrators must be guided by previous research findings drawn from comprehensive reviews of the literature (ROL) that have a focus on AND programs. Systematic reviews of retention studies done on associate degree nursing programs are immeasurably important in that similar to other practice professions, teaching and learning should be based on evidenced based research practices that offer recommendations. However, previous ROL done in the area of nursing retention have been completed predominately in the area of nursing baccalaureate programs which have a different sociodemographic makeup than associate degree programs. ADN programs situated in community colleges enroll higher percentages of nontraditional, minority and first-generation students, heightening the need for greater retention.

Paper 1.3:
Critical Cultural Considerations in Higher Education Pedagogy and Extracurricular Activity
Woodbury

Session Chair: Hany Zaky, *Indiana University of Pennsylvania*

Evaluating a Hazing Prevention Training:
Preliminary Results of the We Don't Haze Documentary and Facilitated Discussion

Elizabeth Allan, *University of Maine*
David Kerschner, *University of Maine*

The problem of hazing in educational contexts has been documented in the literature, with 55% of college and 48% of high school students belonging to organizations, clubs, and teams experiencing behaviors meeting the definition of hazing (Allan & Madden, 2008). Like other forms of interpersonal violence, hazing can contribute to an abusive institutional climate and interfere with a positive learning environment for students. Although there is a lack of research-tested hazing prevention methods, strategies translated from areas such as substance abuse and sexual violence prevention may prove promising for nascent areas of prevention science (Langford, 2004; Nation et al., 2003). Our research examines the effectiveness of a hazing prevention training to increase student awareness and knowledge of hazing and hazing prevention strategies on four college campuses. Preliminary results suggest the intervention is successful in shifting student perceptions and attitudes toward hazing, with participants more likely than their peers to have increased understanding of hazing, pro-social attitudes regarding hazing, recognition of the harm hazing can cause, and knowledge of prevention strategies.

Of Pistils and Stamens:
Re/rooting Almira Hart Lincoln Phelps in Botany, Feminist Science Pedagogy, and Ecofeminism

Karen Case, *University of Hartford*

Almira Hart Lincoln Phelps was a nineteenth century American botanist and among the first proponents of science education for women. Despite being widely heralded as the major science educator, educational leader and textbook writer of the time, she has fallen into obscurity. This may be the result of the marginalization of female scientists by depicting them as naturalists and hobbyists. By employing a feminist historiography and this paper provides linkages suggesting that Phelps' work offers insights into feminist science pedagogy, ecofeminism and the decline of botany departments within the academy.

Discover, Develop, Dedicate: Examining Hazing at NCAA Division III Institutions

David Kerschner, *University of Maine*
Elizabeth Allan, *University of Maine*

This research builds upon the work of Allan and Madden (2008) and Hoover (1999), adding to the knowledge base by examining the nature and extent of hazing at 3 NCAA Division III institutions. NCAA Division III institutions have not traditionally been the subject of scholarly inquiry regarding hazing, despite being the largest NCAA division in both number of institutions and athletes. Across all three institutions, 41.7% of athletes experienced hazing, compared to 20.7% of non-athletes. Athletes at these institutions experienced high-risk and abusive hazing behaviors and male athletes were more likely to experience hazing than female athletes. Future researchers should seek to build upon these preliminary findings by examining hazing across institutional type within NCAA Division III and examine factors that may be predictive of hazing experiences.

Paper 1.4:
The Power of Leadership
Wentworth

Session Chair: Gail Prelli, *University of Bridgeport*

Principal Attitude and Definition of Inclusion: The Impact on Student Placement in New Hampshire

Christine Boston, *Plymouth State University*
Clarrisa Uttley, *Plymouth State University*
Kelly Swindlehurst, *Plymouth State University*
Ann Bassett Berry, *Plymouth State University*

Students with educational disabilities are placed into a variety of settings to receive their education. The percentage of students with disabilities being placed in general education classrooms varies across the State of New Hampshire. Educational placement of students appears to be related to the availability of resources and the local district's practice in regard to inclusion rather than being based upon student specific needs (McLeskey, Henry, & Axelrod, 1999). New Hampshire public school principals were recruited to participate in this multilevel mixed methods study. Differences in responses based on principals' geographic or demographic variables were non-significant according to data analysis. Responses indicate that principal attitude toward inclusion is less positive when considering the inclusion of students with disabilities whose behavior or need for support might disrupt the learning of students without disabilities. Implications for practice include community education on the benefits of inclusion for all students and increased professional development specific to inclusion that focuses on practices that would support the inclusion of students whose disabilities manifest in a manner that could disrupt the learning of others.

Understanding The Utility of an Integrated Student Support Approach: Administrators' Perspectives

Agnes Chung, *Boston College*
Anna Hamilton, *Boston College*
Una Shannon, *Boston College*
Erin Sibley, *Boston College*
Mary Walsh, *Boston College*

In this study, we employ both qualitative and quantitative methods to understand how a comprehensive student support intervention influences the work of school administrators. Through analyzing open-ended and quantitative survey responses from administrators in nine school districts receiving the intervention, we seek to establish how administrators perceive the influence of integrated student support approaches on their schools and on their professional roles. All data come from an online survey sent to all administrators in schools receiving the intervention in the spring of 2017. Sixty-one of 87 administrators in public schools across six districts, and 29 of 29 administrators in Catholic schools across three districts consented to participation and took part in the survey. Preliminary findings from the qualitative data suggest that the presence of the intervention helps relieve some of the many responsibilities administrators have in their leadership positions. The data also suggest that intervention Coordinators play key intermediary roles in schools, with administrators stating that the intervention allows them to delegate tasks to Coordinators, which frees up their capacity for instructional leadership roles since they are now consulted only when necessary.

School Climate and Academic Performance in New Jersey

Samuel Fancera, *William Paterson University*

Scholars have reported school climate can mitigate the continued strong influence of socioeconomic status on academic achievement and positively influence other school and student outcomes (Berkowitz et. al., 2016; Davis & Warner, 2015; Hopson, Schiller, & Lawson, 2014; Sulak, 2016; Thapa et. al., 2013; Weng & Degol, 2016). The purpose of this study is to examine the relationships between school climate and school growth, to assess the predictive value of indicators of school climate on school growth, and to test a hypothesized model of school growth. The school will serve as the unit of analysis for this quantitative, correlational study. Data analysis will include Pearson product-moment correlation coefficients (r), coefficients of determination (r2), and structural equation modeling to test the research hypotheses. The significance of this work is that it will help guide practitioners to examine their leadership strategies regarding school climate, as well as to assist researchers and policymakers further address school climate with the hope of improving learning for all students.

Principals as Instructional Leaders: An Exploration of the Influence of Adaptive Leadership on Structural and Cultural Change

Anna Noble, *Boston College*

School leaders face a difficult job. They are besieged with challenges to improve student performance, increase teacher capacity, and develop leadership skills to better meet the needs of increasingly diverse student populations. Despite great need, research is currently unable to address how the principal can influence whole system change through both school culture and distributed authority and how those changes, in turn, have an impact at the classroom level. Drawing on the notion of leadership for adaptive change this paper presents a six-year case study of a Catholic school principal and her staff in two different school contexts. This paper delineates adaptive leadership practices related to the strategic planning process, including efforts to impact the sociocultural vision for the school and restructuring the distribution of power. This study suggests that adaptive leadership practices have staying power and represent a logical strategy for leaders seeking to promote adaptive change.

Round Table 1.1:
Collecting Data to Evaluate Impact   Harbor's Edge

Supporting Exercise for Elementary School Students with Autism Spectrum Disorder: Grant Proposal

Christopher Denning, *University of Massachusetts Boston*
Richard Fleming, *University of Massachusetts Boston*

The purpose of this proposal is to develop a grant submission based upon pilot study data to evaluate the feasibility and effectiveness of a community-informed and teacher-delivered physical activity intervention for elementary school students with autism spectrum disorder. Intervention included three components: (a) 10-15 minutes of exercise, (b) 10 minutes of motor development activities, and (c) a 5 minute focused cool down.

Proficiency-based Learning and Math Anxiety

Sara Fergus, *University of Vermont*

This study will analyze the relationship between specific characteristics of the Vermont Public School's classroom and assessment model, Proficiency Based Learning (PBL), and students' anxiety about mathematics. Two middle-level teachers are participating in this study, as well as three students in each classroom, who self-identify themselves as being math anxious. Research is being conducted through a mixed methods approach, which combines likert scaling of students' math anxiety with semi-structured interviews of all teachers and students, as well as classroom observations. The data collection process is currently in progress. Through interviews and observations, classrooms will be coded in terms of which PBL characteristics were emphasized in the classroom, and those results will be compared to the change in math anxiety in students over the course of the school year.

Macro Awareness of School Nursing Scope and Standards of Professional Practice

Stephanie Knutson, *University of Hartford*

National and specialty nursing associations, such as the American Nurses Association and the National Association of School Nurses, have set standards of practice, however, there is little empirical research regarding whether or not practicing registered nurses actually apply nurse specialty scope and standards of practice within their work settings. This quantitative study examines school nursing specialty and seeks to explore novice school nurses' application of the school nursing scope and standards to their practices. The research will employ Benner's (1984) theory of skill acquisition and Schon's (1987) reflective practice theory to examine novice school nurses' reflection on their practice according to the scope and standards of school nursing specialty practice.

Examining Response Rate Outcomes of Two Survey Distribution Methods in a Context of Networked Two-way Language Immersion Schools

Eric Williamson, *Boston College*

This paper compares response rate outcomes for surveys distributed via mail (mail-based surveys, or MBS) or via the Internet (web-based surveys, or WBS) (Sanders, 2012). Staff affiliated with schools participating in a network of two-way language immersion schools (TWI schools; Howard, Sugarman, & Christian, 2003) filled out, and continue to fill out, these surveys. Ongoing results indicate that, contrary to previous research (e.g., Baruch and Holtom, 2008), WBS may provide higher overall survey response rates in a context of networked TWI schools. Response rates by type of question (e.g., demographic and content questions) will also be compared across MBS and WBS. This study contributes an understanding of response rate outcomes of different survey distribution methods in a context of networked TWI schools, a topic about which the literature is relatively scant.

Round Table 1.2:
Service Learning, Mentoring, and Other Programs   Harbor's Edge

The Role Of Accreditation Standards In Curriculum of Two-year and Four-year Hospitality Management Programs in the Outcome of Skills, Job Position, and Employment of Hospitality Management Graduates.

Nicole Buse, *Indiana University of Pennsylvania*

The ultimate goal for students enrolling in a higher education program is to develop skills in order to obtain a career in their field of study. Hospitality Management degrees often come under scrutiny because degree is stereotypically seen as unnecessary. Many hospitality programs have sought to further legitimize their existence by applying for accreditation. Accreditation allows for an outside third party to evaluate the quality of a program and its curriculum. The purpose of this research study is to determine the if there is a significant difference between accredited and non-accredited hospitality graduates, 2 year vs. 4 year hospitality management graduates, 2 year accredited vs. 2 year non-accredited hospitality management graduates, and 4 year accredited vs. 4 year non-accredited hospitality management graduates in relation to the following variables: skills or certifications, job position, and industry employment.

Reflections on a Pilot Service-learning Mentoring Program

Lauren Grenier, *Suffolk University*

Lynne-Marie Shea, *Suffolk University*

Debra Harkins, *Suffolk University*

Etianna Alcius Etienne, *Suffolk University*

Michelle Joella, *Suffold University*

Keynessa Nazaire, *Suffolk University*

Lauren Rauchbauer, *Suffolk University*

Amanda Ricko, *Suffolk University*

Service-learning is a pedagogy utilized by higher education institutions to promote civic engagement as an effort to develop more participatory civic members of our society. While critical to our higher-education institutions, service-learning programs are difficult to employ, especially for faculty members who are novice to this type of pedagogy. In a short three-month term, it can be difficult to provide adequate training and support for the students who are participating in the service. To bridge this gap, we piloted a service-learning mentoring program at a mid-sized Boston university that introduces scaffolded mentoring support for the faculty members who are teaching course and the students who are participating in the service. To aid in the service-learning process, scaffolded mentoring was provided at both the undergraduate and faculty level. In our structured discussion, we will focus on both the successes and challenges of our pilot semester, and discuss how we integrated changes into the program for future development. The intent of this roundtable is to bring discussion about how we can move forward to grow this program; we hope to integrate insight gained from this discussion into future development.

Exploring the Impact of Global Service Learning on the Inter-cultural Competence of Occupational Therapy Students

Sharon McCloskey, *University of Hartford*

As society trends towards increasing diversity, the need for inter-cultural competence has become a significant core competence in the practice of occupational therapy. Many occupational therapy programs offer immersion in another culture as part of the curriculum of professional education. Experiential learning through service learning is hypothesized to positively impact the development of inter-cultural competence. The purpose of this research is to explore the impact of a global service learning experience on graduate occupational therapy students, and the development of inter-cultural competence. The occupational therapy students are from one institution in New England, and the service learning immersive experiences include Guatemala, Haiti, and the Cheyenne River Reservation, South Dakota. Results of this study will inform occupational therapy educators about the development of inter-cultural competence through global service learning, as well as the possible impact of service learning on other variables, such as personal and/or affective outcomes.

Round Table 1.3:
The Intersection of Diversity and Culture in Higher Education   Harbor's Edge

Impact of Parental Involvement in the Latino Community on the Transition to College

Kareem Ayodeji, *University of Hartford*

This mix methods research studied the impact of parental involvement on the Latino student's transition from senior year to college. He study looked at levels and impacts of parental involvement during high school through the college application process. Similar numbers of White, Black, and Latino students intend to attend college when entering high school (Perna & Titus, 2005), yet smaller numbers of Hispanics than the other ethnic groups enroll in an institution of higher education. Using cultural capital as a framework the research sought to explain this phenomenon. One hundred Latino senior students were distributed surveys and ten completed semi-structure interviews. This study uncovered that Latino parents shape college opportunity for their children, but involvement varies based on socioeconomic status.

"Learning to Play The Game": Challenges and Opportunities in Promoting Motivation Across the College Transition

Pei Pei Liu, *Harvard Graduate School of Education*

Four narrative case studies illustrate how 12th-grade English teachers and first-year college writing instructors think about their students' academic motivation and how their classroom practices reflect these understandings. Extant motivational and college transition research often fails to portray the complexity of secondary and postsecondary classrooms as motivational contexts, and of educators as the primary agents shaping those contexts. This study adopts the theoretical framework of "motivational mindsets" and the methodology of portraiture to produce rich case narratives reflecting the complexity inherent in authentic classrooms. My data sources comprise educator interviews, classroom observations, and course documents from two 12th-grade English classes at small public high schools and two first-year writing classes at selective private colleges, with data collection mirroring students' transition from their final semester of high school to their first semester of college over one calendar year. The final portraits will illustrate key themes, challenges, and opportunities that exist in secondary and postsecondary educators' efforts to promote positive motivational mindsets in students. Findings will inform future motivational research as well as professional development efforts to build educators' knowledge and capacity to support students across the critical college transition.

Implications of the Intersectionality between Race and SES on Identity Development at a Liberal Arts College

Caitlin Farrington, *Colby College*

This research examines how microaggressions at the intersection of race and socioeconomic status (SES) impact identity development and college adjustment. Focusing on intersectionality, a less studied identity domain in college adjustment, highlights how microaggressions have complicated effects of undermining students who might not be identified as "at risk" for college difficulties. First, focus group data will expose common themes of classroom and social experiences from white students of lower to middle SES backgrounds. These data, alongside extant research on identity impacts of microaggressions in domains of SES/Race/Ethnicity, will be used to create a survey study assessing explicit attitudes and judgements formed in classroom and social settings regarding students across racial and socioeconomic groups, identifying normative microaggressions that poor white students experience. A final survey will focus on measures of adjustment to college in relation to experiences of microaggressions identified in phase one of this work. Thus, the goal of this work is to explore the identity development interaction between race and SES, providing insights into how different balances in privilege and oppression create unique microenvironments for students that must be considered from transcendent, individual-based perspectives rather than broader, category-based approaches. Individualized support means no one falls through the cracks.

The Impact of Education and Culture on the Adoption of eLearning in Middle East Higher Education

Asmaa Radwan, *Indiana University of Pennsylvania*

eLearning is one of the rising modes of education fields in the Middle East. The political and social changes that are taking place in the Middle East since the beginning of the Gulf War has made eLearning an essential tool for education amid all these difficult scenarios in the region. Review of the literature showed there are pedagogical and cultural factors that impede full utilization of eLearning in the Middle East. The proposed research examines those two factors by using a quantitative research method. Students and teachers will be surveyed simultaneously to identify the pedagogical and cultural obstacles of eLearning.

Round Table 1.4:
Teachers Learning about Students   Harbor's Edge

Portrayal of Terrorism in African Newspapers: A Content Analysis of Newspapers in Two African Countries

Raphael Birya, *Indiana University of Pennsylvania*
Elizabeth Kalu, *Bridge Hospital*

Terrorism has grown in the society with activities occurring daily. The escalation is evidenced by the number and intensity of terrorist activities since 9/11. Countries, institutions, individuals, and property have been a prey to this menace compelling world bodies and governments to respond promptly to either eliminate or restrain the terrorist events. While the perpetration of the activities transpire, media play a core role of covering these events to the public. Research on terrorism indicates that past studies were focused on the motive of such events. This study investigates the portrayal of those events between 2010 and 2014 in two major newspapers of two African countries—Kenya and Nigeria by using content analysis method. Particularly, this research was focused on the prominence accorded to the events in their newspaper coverage, which was measured by the number of articles, number of visuals, the length of the articles, and placement of the articles on the front-pages of the newspapers. In addition, the study also explored similarities and differences in the reporting of the terrorist attacks in newspapers between the two countries. Two theories that included the Agenda-Setting and Framing were utilized to investigate the newspapers' coverage of the events.

School Leaders Supporting White Teachers Instructing White Students about Race in Middle School Grades

Jacquelynne Chase, *Lesley University*

The purpose of this study is to investigate what school leaders (i.e. principals) do to support White teachers who teach multicultural and anti-bias education to predominantly White students at the middle school level. The study presents a review of the theoretical and pedagogical literature in multicultural and anti-bias education (MABE), as well as findings related to the school leader's role in supporting (or not supporting) White teachers who teach White students about race in the middle school grades. The study investigates the following: 1. The definition and description of MABE, its rationale and its benefits: 2. Effective teaching practices in MABE: a review of the literature, including the findings about what works when teaching MABE, especially when one considers the Whiteness of the teacher, the students, or both, concurrently. 3. The school leader's role in the implementation of MABE: an investigation of what has been written about the school leader's role in the implementation of multicultural and anti-bias education. This study provides the foundation for a dissertation research project, which will include phenomenological interviews with a mixture of students, teachers, and principals in middle schools in New England where the teachers and students are either all White or mostly White.

Understanding the Attrition Rates of Diverse Teacher Candidates:
A Study Examining the Unintended Consequences of Social Reproduction

Tonya Johnson, *Bronx Community College, City University of New York*
Edward Lehner, *Bronx Community College, City University of New York*

The National Center for Education Statistics indicated the majority of New York State teachers are disproportionately white, while the student populations grow increasingly diverse. New York has experienced a dramatic increase in the number of diverse students, including a large number of immigrant groups, in nearly all state regions. Research has underscored the need for multilingual, multiethnic, and multiracial teacher candidates to successfully enter the teaching profession, and teacher preparation programs may need to alter practices to accommodate this need. In particular, the bulk of the research highlighted a need for more diverse teaching candidates by expanded recruitment. Much research focused on expanding teaching diversity may reflect the complexities of teacher education career pathways as diverse students are often excluded from future teacher pools. While acknowledging the need for a more diverse teaching force, this paper examines five years of an urban community college's teacher candidate educational outcomes. The empirical data underscores a complicated, and often exclusionary teacher preparation pathway that may inadvertently preclude diverse teacher candidates too early in the career process, and highlights improvements to better influence teacher candidate attrition rates and reduce unintended social reproduction.

10:15am - 11:45am

Symposium 2.1:
Reimagining STEM through theatre:
A Cross-disciplinary Science-theatre Project for Middle School Youth   Amphitheater

Session Chair: Ariella Suchow, *Boston College*

Reimagining Stem through Theatre: A Cross-disciplinary Science-theatre Project for Middle School Youth

Ariella Suchow, *Boston College*
Megan McKinley, *Boston College*
Amy Semerjian, *Boston College*
Mike Barnett, *Boston College*
Helen Zhang, *Boston College*

This symposium aims to share and reflect on how theatre can function as a unique tool to pique youth interest in science in ways that formal learning spaces alone cannot. There is a pressing need within the field of informal science learning to expand conceptions about science and its relationships to other disciplines, specifically through the development of diverse environments traditionally not seen as scientific learning spaces (Bell et al., 2009). In addressing this need, the papers included in this symposium will report the design, implementation, and research outcomes of a science-theatre production for middle school youth, specifically designed for students who are underrepresented in or otherwise disengaged with science.

Symposium 2.2:
Theory into Action: Teaching and Learning Beyond the Classroom Walls   Warner

Session Chair: Elizabeth Robinson, *Suffolk University*

Theory Into Action: Teaching and Learning Beyond the Classroom Walls

Elizabeth Robinson, *Suffolk University*
Cinzia Pica-Smith, *Assumption College*

In this symposium two professors (teaching four different courses) and four groups of students will present projects that manifested their learning of social justice education. Within a reciprocal and participatory teaching and learning approach, we highlight how students made meaning of theory and class content to create powerful action projects. From a class on refugee case management, students will present a two year project in which they created an educational program for the larger campus community. From a class on prevention and interventions with youth, students will present a short documentary film on the experiences of Muslim youth on campus. From a class on the School to Prison Pipeline came a research investigation into the factors that criminalize Latinx youth. From a class on Urban Schooling came a student led campaign to address racism and discrimination on campus. All four of these projects demonstrate social justice theory into action.

Paper 2.1:
Innovations & Technologies in Education   Gardner

Session Chair: Drey Martone, *The College of Saint Rose*

A Quantitative Study of Community Colleges Instructors' Attitudes toward the Use of Web 2.0 for Instructional Purposes.

Thaddaeus Dachille, *Indiana University of Pennsylvania*
Abdulsalami Ibrahim, *Indiana University of Pennsylvania*

Mobile devices are almost universally used by every college student to access online social media, streaming media and to conduct e-commerce (Barkley and Lepp, 2016). This 'mobilization' of the student populous has led to an increased interest by colleges to implement a full-scale teaching style that embraces the integration of web 2.0 for instructional purposes. This paper session will provide researchers with an opportunity to share preliminary findings of a study: A Qualitative Study of Community Colleges Instructors' Attitudes Toward the use of Web 2.0 for Instructional Purposes. Davis, Bargozzi, and Warshaws' (1989) Technology Acceptance Model (TAM) is used as the theoretical framework. TAM provides a conceptual framework on facilitating conditions on the acceptance and use of technology. Data will be collected using an adapted survey instrument (Questionnaire) from a study that was conducted to investigate instructors' attitudes toward the adoption of technology in the university, which will be administered using qualtrics, and the generated data will be analyzed using descriptive and inferential statistical techniques. The researcher are at the stage of Institutional Review Board (IRB) application. The result of the study will inform the design and implementation of incorporating web 2.0 for instructional purposes in the community colleges settings.

Out With the Old? A Comparison Between Multisim and Real-world Digital Circuit Development Curriculum

Oscar Henriquez, *Indiana State University*
Jared Wuerzburger, *Indiana State University*

The purpose of this study is to analyze the difference between using a physical or simulated environment in order to instruct digital circuit laboratories for higher-education engineering technology students. Simulations can provide student learners with "learning by doing" opportunities that are more approachable and feasible in the classroom environment. The curricular outcomes of the learning modules used in this study are feasible in both the physical and simulated environment. Simulations, like the curriculum developed for this study, are more cost effective for the institution and student-centered.

Innovations that Help People: A Secondary School Computer Science Curriculum

Florence Sullivan, *University of Massachusetts Amherst*
Ricardo Poza, *University of Massachusetts Amherst*
Carol Cohen, *University of Massachusetts Amherst*
Ali Söken, *University of Massachusetts Amherst*

Although there is a projected growth of 13.1 percent in computer science and mathematical occupations between 2014 and 2024, the current number of women in these careers is very low. One reason for this underrepresentation is the strong perception that technology and engineering are "male" disciplines (American Association of University Women (AAUW), 2010). Meanwhile, the helping professions (such as healthcare) are more typically associated with women, and indeed many women enter the healthcare profession (citation). The purpose of this study, is to investigate the efficacy of a computer science curriculum for secondary school that seeks to bridge these two fields in order to interest more women in computer science. The curriculum titled "Innovations that Help People," is structured in four real-life problems/projects that involve solving a social/health issue. As students engage in each problem/subject, they will explore different aspects of STEM under the framework of problem based learning (PBL). Our study focuses on the impact of our curriculum on girls' interest in and knowledge of computer science. We utilize pre and post content tests and surveys to examine changes over time. We are also conducting artifact interviews and focus group interviews to examine student content learning and interest more deeply.

The Impact of Stereoscopic Three-dimensional Learning Strategy on Undergraduate Technology Students' Procedural Learning in Information Technology

Jared Wuerzburger, *Indiana State University*

The purpose of this study was to investigate the efficacy of stereoscopic three-dimensional strategies on long-term and short-term memory performance, as compared to traditional two-dimensional media strategies on undergraduate technology students learning information technology. A sample of 98 students from Indiana State University participated in this study. The stereoscopic three-dimensional and two-dimensional films were identical, besides the added depth cues that were provided in the stereoscopic three-dimensional instruction. In addition, both the control and experimental groups received their instruction via the Google Cardboard VR viewer, which was powered by the participant's mobile phone. No significant differences in participant's immediate posttest scores were found between the instructional strategies of stereoscopic three-dimensional visualizations (M = 22.09, SD = 9.51) and two-dimensional visualizations (M = 20.10, SD = 10.75), as measured by the content-related immediate posttest using an independent t test, t(80) = .887, p = .378 (two tailed). The content-related delayed posttest found no statistically significant difference in participant's delayed posttest scores between the instructional strategies of stereoscopic three-dimensional visualizations (M = 18.11, SD = 8.84) and two-dimensional visualizations (M = 16.87, SD = 12.17), t(25.04) = .330, p = .378 (two tailed).

Paper 2.2:
Preservice Preparation   Lear

Session Chair: Susan Sturm, *State University of New York Fredonia*

The Relationship of Female Teacher Education Students' Perfectionism and Self-compassion During Clinical Experiences

Karen Case, *University of Hartford*
Peter Oliver, *University of Hartford*
Shetal Sood, *University of Hartford*

The relationship of female teacher education students' perfectionism and self-compassion during clinical experiences Paper Proposal for the New England Educational Research Organization May 2018 This study examines the relationship of perfectionism and self-compassion levels of female teacher education students (FTES) engaged in clinical experiences ranging from field work, practicum to student teaching. Stress levels have been identified in teacher education students during field experience (Harris, 2015), and student teaching (Costin, Fogarty, & Yarrow, 1992). Clinical experiences may further increase stress and the perfectionist characteristics of female teacher education students. In studies related to negative or unpleasant life events, it was found that self-compassion serves as a buffer to stressful life events (Leary, Tate, Adams, Allen, & Hancock, 2007). Self-compassion is an extension of self -kindness and understanding, and is concerned with viewing one's experiences as commonly relatable as well as accepting challenging emotions without over-identification (Neff, 2003, p.224). Two survey instruments, the Self-Compassion Scale-Short Form (SCS_SF) (Neff, 2003) and the Hewitt-Flett Perfectionism Scale-MPS (1990) served as data collection tools.

Using Cross-disciplinary Teaching to Prepare Early Care and Education Professionals

Tonya Glantz, *Institute for Education in Healthcare, Rhode Island College*
Leslie Sevey, *Rhode Island College*

This study seeks to inform teacher preparation by investigating the impact of an Early Childhood Education (ECED) and Social Work (SW) hybrid course on student perceptions of early childhood professional identity and roles. Historically, ECED programs were pedagogically oriented with little to no attention regarding ECED in relation to systems and external partners. In order to understand and respond to the needs of young children, ECED students need to be prepared to support healthy child development and school success by building and leveraging relationships with key stakeholders (caretakers/families, public/private systems, physical health/behavioral health organizations, etc.). In addition to being aware of these cross-system contexts, ECED students need to learn to navigate different systems in partnership with families to support the healthy development of young children. In response to these critical issues, a hybrid course was developed to offer an expanded approach to teacher preparation. This study utilizes a qualitative methodology informed by students' written and visual assignments. The analysis of pre- and post-narrative essays and class artifacts documents the transformation of students' perceptions as they expand beyond a teacher-child context to one that embraces the multifaceted role of the ECED professional and importance of critical partnerships, with emphasis on caretakers/families.

Early Childhood and Elementary Education Teacher Preparation in Mathematics: Unexplainable Variation

Diane Silva Pimentel, *Brown University*

This study investigated the variation that exists in Early Childhood (EC) and Elementary teacher preparation programs (TPPs) of the Northeast region of the United States in mathematics in both the undergraduate and graduate levels. Ninety-five (95) institutions were part of this study. At all levels, there was great variation in approaches to mathematics methods. Mathematics specific methods courses were more common at the elementary level, while at the EC level, mathematics pedagogical preparation was more likely to be integrated with other disciplines. In terms of preparation in content knowledge, undergraduate programs and 4+1 programs, that included an undergraduate and graduate component, were more likely to require pre-service teachers complete minimum requirements in mathematics. Some programs provided courses for educators focused on such concepts as numeracy, algebra, geometry, and statistics while others specified only the requirement of core mathematics courses like college algebra and calculus. Graduate programs did not typically reference preparation in mathematics content. It is important to consider how this variation might impact student foundational knowledge in mathematics.

Evaluating Pre-service Teachers' Use of Technology: Operationalizing TPACK

Marcy Zipke, *Providence College*
Jeanne Ingle, *Bridgewater State University*

Teacher educators who are considering the best means of preparing pre-service teachers for teaching with technology often reference the TPACK model (Mishra & Koehler, 2006). In this paper, we assess the utility of employing the SAMR model (Puentedura, 2006) to review pre-service teacher products, as a means of operationalizing TPACK for teacher educators. As part of a larger study on the efficacy of instructor modeling of technology, pre-service teachers were encouraged to teach with technology. Student products that included planning or reflecting on the use technology in an elementary classroom were collected and analyzed according to the SAMR model. It was found that the majority of the lessons fell "below the line" on the SAMR model. It is argued this limited vision for technology resources is most likely due to the pre-service teachers' limited experience in the classroom and represents their immature understanding of TPACK.

Paper 2.3:
Toward an Understanding of Differences, Empathy, and Family in Human Development
Woodbury

Session Chair: Edward Lehner, *Bronx Community College and City University of New York*

The Influence of Family and Peer Relationships on Post-secondary Participation among Rural Maine Students

Patrick Cheek, *University of Maine*
Kathleen Gillon, *University of Maine*

The goal of this study is to explore the role family relationships have in the university participation of rural students in Maine. It examines how family relationships shape decisions for rural students who pursue a university education, and how these relationships influence rural students' persistence once they begin a university education. This study is qualitative by design and consists of a sample of 10 individuals who are pursuing a university education and self-identify as having a rural identity. Key factors relating to post-secondary persistence include rural identity, family relationships, and high school cohorts.

Change Over Time: Exploring Behavior and Identity In White Middle Class Adolescent Girls Six Years Later

Joann Stemmermann

This ethnographically oriented study follows up six years after investigating a group of seven white middle class adolescent girls in a rural town in the Northeast to explore how gender expectations shaped their lives. The goal of this follow up study is to add to the original data, as well as, look at how the study participants' experiences have "changed over time" in order to gain new perspectives that will deepen research interpretations and provide a longer lens from which to better understand the lives of girls. This inquiry is embedded in a critical feminist perspective and research on adolescent girls vulnerabilities (Brown & Gilligan, 1992; Sadker & Sadker, 1994; Yanay, 2004; Simmons, 2002; Tolman, 2002, Machoian, 2005 and agentic capabilities (Harter, Waters, Whitesell, and Kastelic, 1998; Simmons, 2002; Kindlon, 2007). The primary research question that guides this study is: In what ways have these girls' social actions and identities changed or remained constant? Using data from five of the original study participants, and drawing upon feminist developmental theories and sociocultural theories, this study aims to further illuminate the life trajectories of girls becoming young adults and how their behaviors and identities transform at different junctures of their lives.

Mothers of Children with Dyslexia Share Their Stories of Living with the Protection and "in-betweenness" of Disability

Christine Woodcock, *American International College*

In order to shed personalized light upon some of the confusions surrounding dyslexia, the current study draws upon critical disability studies to share the stories of mothers with children with dyslexia. A small yet heterogeneous sample of five mothers participated in interviews. Using interpretative phenomenological analysis, results illustrated that the children inhabited an "in-betweenness" in their disability in the ways dyslexia was less visual and therefore misunderstood. Likewise, the children presented a great deal of resistance in their learning, which was later understood as a way of protecting themselves. Educational implications include suggestions for negotiating the "in-betweenness" of disability, as well as strategies for navigating resistance in learning. This study emphasizes the need for more participatory research that involves students with dyslexia, and their parents.

Paper 2.4:
Exploring the Professional Needs, Complexities, and Cases of Teachers and Technicians
Wentworth

Session Chair: Christopher Denning, *University of Massachusetts Boston*

Exploring the Academic and Professional Needs of Educational Technicians in Maine

Cynthia Dean, *University of Maine at Augusta*
Timothy Surrette, *University of Maine at Augusta*
Patricia Clark, *University of Maine at Augusta*

Several research studies indicate paraprofessional educators (educational technicians) are not receiving adequate professional training prior to working in schools. The purpose of this study was to investigate how special education administrators, classroom teachers, and educational technicians perceive the professional and educational needs of current or aspiring educational technicians. Data sources included a questionnaire and focus group interviews conducted with each participant group. Descriptive statistics were utilized to analyze questionnaire results and a constant comparison analytical framework was applied to interview transcripts to identify emergent themes and patterns. The study's preliminary findings highlight the need for institutes of higher education to develop well-structured programs of study that provide educational technicians foundational knowledge and skills related to: (1) managing student behavior, (2) content specific strategies for teaching mathematics and reading, and (3) legal and ethical responsibilities educational technicians have to their students. Additionally, the findings indicate the need for K-12 schools in Maine to provide their educational technicians opportunities to access and professionally develop within school-based communities of practice.

Mindfulness and Gratitude as Professional Development: A Collaborative Autoethnographic Study

Samantha Gati-Tisi, *Western Connecticut State University*
Parvin Taraz, *Western Connecticut State University*
Erin Birden, *Western Connecticut State University*
Aimee Clavette, *Western Connecticut State University*

This autoethnographic study explored the experiences of P-12 educators, who were versed in the use of mindfulness and gratitude in the classroom and the workshops they facilitated for other educators. When presenting on mindfulness and gratitude, participant-researchers found themselves better able to facilitate a variety of strategies in a hands-on style when synergistically working together as a group. The results of this study have significant implications for education as there is an increasing interest in Social Emotional Learning. Instructional leaders can consider the findings of this research when seeking to cultivate a school culture that values and practices mindfulness and gratitude in and out of the classroom.

Conceptualizing Collaborative Inquiry: Cases of Teacher Leaders Inquiring with Students

Jim Kilbane, *Cleveland State University*
Christine Clayton, *Pace University*

This paper examines the changing perspective and practice of teachers who inquire into their use of student inquiry as a pedagogical tool. We examined multiple years of documents from a professional development program for five teacher leaders to articulate the descriptors for a framework that describes the development of teachers as collaborative inquirers.

The Complexity of Teacher Learning: Individual Learning through Collective Professional Development

Meredith Moore, *Boston College*

Despite the general consensus about what constitutes "high quality" professional development, little is actually known about how teachers learn through PD and why this learning varies. This study sheds led on teachers' learning processes by exploring two teachers' coevolving participation in professional development activities and classroom instruction, over the course of a year, in the context of a particular school. Using complexity theory, the study explored how three complex systems (the teacher, the professional development, and the school) interacted and combined to influence the teachers' learning. Qualitative case study methods were used to explore the changes in two teachers' learning systems. The research had two major findings. 1) The teachers' learning was greatly influenced by the conditions within and interactions between the teacher, school, and professional development systems. 2) Professional development was not the determining factor in teacher learning that it is commonly assumed to be; while PD activities helped to trigger changes for one teacher, the PD was only one of multiple, complex, and contingent factors that led to learning. Implications for the design and facilitation of professional development experiences that better promote teacher learning are shared.

Paper 2.5:
Kim Fries Award Presentation   Thaxter

Session Chair: Dr. Mary Grassetti, *President of NEERO*

Presentation by Dr. Carmen N. Veloria Suffolk University, the 2018 Kim Fries Award Winner.

Round Table 2.1:
Academic Instruction & Student Support   Harbor's Edge

The Diffusion of Educational Technology as an Instructional Tool: A Case Study within a Single Sex Postsecondary Educational Institution in Saudi Arabia

Dalal Alshammari, *University of Hartford*

This qualitative case study seeks to examine the barriers to the adoption of technology from the perspective of Saudi Arabian female faculty in a single sex postsecondary education institution in Saudi Arabia. It will employ Rogers's (2003) theory of diffusion of innovation as a conceptual framework. Fifteen full-time and part-time female faculty members in an education department will be interviewed. Barriers include lack of training, time, technical and infrastructure supports. To encourage female faculty to become effective users of educational technologies in higher education institutions in Saudi Arabia, educational leaders should develop strategies to minimize and overcome internal and external barriers.

The Social Supports Male Nursing Students Utilized to Buffer Barriers in Associate Degree Nursing Programs and their Faculties' Perceptions of Male Nursing Student Barriers

John Lagosz, *University of Hartford*

The recruitment and retention of men in the nursing field are essential to fill current and projected nursing shortages, maintain workforce diversity, and provide alternative care paradigms to growing diverse patient populations (NLN, 2016). Despite the need for more men in the profession, higher education, more specifically associate degree nursing programs, need to play a vital role in the retention and promotion of men to the nursing profession. Men encounter barriers that prevent successful integration and completion of their primary nursing education (Bell-Scriber, 2008; O'Lynn, 2004) and ultimately leads to high attrition rates (Anthony, 2006; Mulholland, Anionwu, Atkins, Tappern, & Franks, 2008). The aim of this mixed-methods study is to examine reports of last-semester male nursing students regarding the social supports that contributed to their success in associate degree nursing programs. A secondary purpose is to examine associate degree nursing faculties' knowledge of the barriers facing males in associate degree nursing programs. Results from this study could yield beneficial data that will provide strategies for male nursing students to buffer gender barriers in nursing education. Additionally, results from this study could provide insight to associate degree faculties' knowledge of male student nurse barriers.

Examining University Responses to the DACA Rescission: A Critical Discourse Analysis

Chrystal George Mwangi, *University of Massachusetts Amherst*
Sadaf Latafat, *University of Massachusetts Amherst*
Costin Thampikutty, *University of Massachusetts Amherst*
Julie Van, *University of Massachusetts Amherst*

In this study, we analyze communication from university leaders responding to the rescission of the Deferred Action for Childhood Arrivals (DACA) program. The research questions guiding our inquiry are: (1) what discourses are present in these responses regarding undocumented students and their belongingness on U.S. college campuses? (2) what discourses are present regarding the role of U.S. higher education in the immigration policy agenda? (3) how do these responses connect to or conflict with broader higher education discourses on diversity, equity, and inclusion? We utilize a critical paradigm and Ahmed's (2012) concept of "institutional speech acts" to shape our inquiry. Using critical discourse analysis we examined 139 publicly available emails and memos from top-ranking campus leaders written to their university members (e.g., students, faculty, staff) in response to the DACA rescission. Initial findings demonstrate patterns such as explicit descriptions of campus resources available to undocumented students, clarification of campus policies, and connections drawn to the university's mission and goals for diversity. Yet, responses generally described their position only inasmuch as it aligned with previously espoused institutional values and resources or complied with the law, which can reify the status quo.

Identifying Variables that Affect the Academic Success of Student-athletes

Elizabeth Shiring, *Indiana University of Pennsylvania*

Research shows that grade point average, athletic scholarships (Milton, Freeman, & Williamson, 2012), individual sports versus team sports (Bolen, Thomas, Ricks, & Reid, 2012), and choosing a college major (Kulics & Kornspan, 2015) affect student-athletes academically. According to Chen, Mason, Middleton, and Salazar (2013) researchers cannot agree upon which specific variables to use in order to predict or ensure student-athletes' academic success. This quantitative research study attempts to identify specific variables that may aid in the success of student-athletes.

Round Table 2.2:
The Impact of Technology in Educational Settings:
Educational Technology, Social Media and Laptops   Harbor's Edge

The Plausibility of Using Social Media in Higher Education

Nahla Abousamra, *Indiana University of Pennsylvania*

The use of social media in higher education has become a notable learning and teaching tool in higher education settings. The literature has tackled the effectiveness of social media use in higher education and its impact on the performance of students within the academic context. This roundtable discussion will draw upon the review of the literature about social media in higher education in terms of the differences in perceptions between the instructors and students in using social media in class. Based on the positive perception of students toward social media use and a chance to achieve higher performance (Burbules, 2016), this research project investigates the possibility of extensively nesting social media into classroom mechanics and building rapport to increase students' motivation especially for those who are not motivated about the course content. Because the independent variable in the proposed research is mainly abstract (i.e. motivation), the researcher adopts a quasi-experimental design. While testing the variable, the pre-selection process will not be random. Interviewing the teacher gives insights about students who are not motivated about the course content. Then, the experiment will deliberately divide students into two groups: motivated and unmotivated.

The Technology Effect on the Redesign of Undergraduate Developmental Mathematics

Beth Jackson, *Indiana University of Pennsylvania*

Redesigning undergraduate developmental mathematics courses has been a topic of concern for decades as evidenced by research (Ariovich & Walker, 2014; Bonham & Boylan, 2011; Cafarella, 2016; Scott, 2016; Thiel, Peterman, & Brown, 2008; Witkowsky, 2008). Administrators and educators are continually searching for ways to enhance developmental mathematics courses that serve as a foundation for the students to reach their educational goals. In the redesign of developmental mathematics, technology has become a powerful tool. Technology has been incorporated in multiple ways to engage students and enhance their educational experiences. Specifically, the emporium model has been the focus of several redesign efforts in developmental mathematics. The purpose of this study is to identify and understand the potential strengths and weaknesses of the use of the emporium model for remedial mathematics courses at a north-western Pennsylvania state university.

Phase One Results: Perceptions of Effects of One-to-one Laptop Initiatives on 21st Century Skills

Rachel Schiera, *Indiana University of Pennsylvania*

This two-phase, in-progress study examines the relationship between the presence of a one-to-one laptop initiative in high schools and stakeholders' perceived levels of 21st century skill attainment. Through in-school observations, student focus group interviews, and one-on-one teacher interviews, characteristics will be identified that suggest technology- and non-technology related elements contributing to 21st century skill development in America's public high schools. During the roundtable, the researcher hopes to share preliminary results of the qualitative phase of the study. In addition, the researcher will seek feedback from individuals on potential items that will be included on the developed survey instrument. Finally, the researcher hopes to connect with others doing studies on classroom technology and associated assessment in order to build general knowledge about this growing area of interest.

Round Table 2.3:
Attitudes in Teacher Education   Harbor's Edge

White Privilege and Campus Racism: One is Needed to Combat the Other

Frank Corbett Jr, *Indiana University of Pennsylvania*
Jessica Attardo-Maryott, *Athens Area School District*
Ingrid Everett, *Indiana University of Pennsylvania*

The study is the first half of a research project we are starting this year to be presented as a Roundtable Session at the 2018 NEERO Annual Conference. It is predicated on the increase in the number of racist incidents (violent and non-violent) that have taken place on college campuses since November 8th of 2016. While we make no attempt to lay blame on any person or political party, many of these violent incidences seem to have their roots in the rhetoric fanned during President Trump's Campaign Rallies. While there can be no denial these incidents exist, it may be that white privilege has prevented these students from being aware of campus racism. This two-part study seeks 1) to determine if White college students have an awareness of these racist incidents on their campus; and, 2) to determine if these students believe they bear some responsibility to combat campus racism.

The Impact of Experience and Training: Teachers' Attitudes towards Inclusion

Emru Kiydal, *Southern Connecticut State University*

The purpose of this study was to examine whether teachers' knowledge, attitudes and perceived abilities (i.e., their sense of efficacy) toward working with students with learning disabilities was influenced by Experience and in service Training. In service teachers were asked to voluntarily participate in a survey of Demographic Information, an Attitudes Questionnaire, the Inclusion Survey, and the Teacher Sense of Efficacy Scale. All of these were combined into one single survey instrument and delivered online. This study was conducted in urban, suburb and rural school districts located in southern Ohio. 155 elementary teachers responded the survey. Elementary inclusion teachers were asked to voluntarily participate in a survey of Demographic Information and the Inclusion Survey, and the short version of the Teacher Sense of Efficacy Scale. All of these were combined into one single survey instrument and delivered online.

Beyond "Thinking about Teaching": Examining What It Means Be A (critical) Reflective Practitioner

Margaret Clark, *University of Hartford*
Rebecca Buchanan, *University of Maine*

This paper presents the work of two new teacher educators who have spent one academic year analyzing what it means to be a reflective practitioner in higher education and how to promote such practice for our students, pre-service teachers. Together, we will discuss the challenges to such work and how we can get beyond just "thinking about teaching".

Fostering Civic Engagement in First-year Education Students through a Service-learning Project.

Tanya Sturtz, *Keene State College*
Darrell Hucks, *Keene State College*
Patrick Hickey, *Keene State College*
Lance Neeper, *Keene State College*
Jenna Gray, *Keene State College*
Stephanie Ryder, *Keene State College*

This presentation details the evolution of civic engagement in first-year education majors through the addition of a service-learning project in a first-year linked-course experience. In the United States, students in public schools are becoming increasingly diverse while teacher demographics remain constant. Teacher preparation programs need to create opportunities for pre-service teachers to engage and to connect with families and communities during their first two years before they have methods and practicum experiences. Service-learning and community engagement are intentional practices teacher preparation programs can use to expose students to factors affecting children, families, and communities before they enter a classroom. To facilitate the discussion on service-learning, civic engagement, and teacher preparation, we will share our analysis of the focus group interviews with both students and community members, civic engagement portfolios, student reflections from their service-learning experiences, and service-learning autobiographies that detail their past community engagement.

Round Table 2.4:
Leadership Practices   Harbor's Edge

An Explication of Leadership for Adaptive Change

Patrick McQuillan, *Boston College*
Brad Kershner, *Boston College*
Reid Jewett Smith, *Boston College*

Every day, urban schools struggle, often with little success. This reality reveals itself in varied ways: the enduring achievement gap (Rothstein, 2004); a drop out rate that exceeds nearly one million students annually (Hemmings, 2012); and turnover rates among urban teachers, principals, and superintendents which preclude many schools and school systems from generating any sense of community or consistent student achievement (Hargreaves & Fink, 2006). Yet studies show urban school leaders can make a difference; indeed, they may represent the most compelling leverage point for creating a more equitable educational system. With these challenges and possibilities in view, the Lynch Leadership Academy (LLA) aims to enhance the lives of urban children and families by strengthening the leadership capacity of urban K 12 principals from Catholic, Charter and District schools. To explicate the systemic dynamics of the LLA experience, we assess the efforts of one LLA participant, Helen Matthews, principal of St. Catherine's Elementary School, to promote a central LLA tenet: leadership for adaptive change. In doing so, we draw on the complex adaptive system metaphor—describing how Matthews generated instructional innovation and change by distributing leadership and authority to promote a common school vision centered on shared pedagogical and curricular practices.

Cutting Trail: Preparing Accreditation Reports as Standards are Developed

Gail Prelli, *University of Bridgeport*

Universities and colleges seeking National Recognition are required to present evidence showing that the programs met the expectations established for their programs by National and State Standards established. Timing can present challenges as standards change. This proposal outlines the challenges of preparing an accreditation report while standards were being reviewed and revised. In 2015, the Professional Standards for Educational Leaders (PSEL) were developed that would replace the ISLLC Standards currently used. The same year, the NPBEA formed a committee to develop standards that aligned to PSEL that would provide greater detail of performance expectations to be used to guide program design and accreditation. In December of 2015 this committee developed the National Educational Leadership Preparation (NELP) Standards replacing the ELCC standards. These standards were projected for adoption in the summer of 2017 but the latest date for adoption has been set for January of 2018. These are the standards that will be used to review educational leadership programs through the (CAEP) advanced program review process and the standards used to enhance the existing educational leadership program. The roundtable discussion will provide the steps of the process and discuss the ways in which the process has enhanced the program.

Competency Education: Examining Longitudinal Implementation Efforts in New Hampshire

Aubrey Scheopner Torres, *Saint Anselm College*

Kirstin Catyb, *Saint Anselm College*

Competency education, a K-12 reform aimed to ensure that all students meet high expectations, requires that students demonstrate mastery of competencies to advance and earn credit, typically through assessments where students apply knowledge. Students receive more time and possibly personalized instruction to demonstrate mastery if needed (e.g., Le, Wolfe, & Steinberg, 2014). This reform demands significant changes to traditional practices, including scheduling and grading. This qualitative case study describes how two districts in New Hampshire implemented competency education in their districts. Findings reveal that despite over 10 years of progress at each site, the reform had not been fully implemented due to hurdles, including inertia, technical issues, normative beliefs, and policies. Adopting new grading practices and maintaining momentum with implementation despite significant educator turnover were identified as challenges in both districts.

Communities of Practice: A Strategy of Open Educational Resources

Shouhong Wang, *University of Massachusetts Dartmouth*

Open educational resources (OER) have been initiated longer than a decade ago. While OER can make educational resources widely available to all students and educators for free, OER have not provided a significant quantity of high-quality open access textbooks for higher education, and have not demonstrated a noteworthy impact on textbook prices in the higher education sector. The proposed action research project will conduct a case study to investigate how course-based communities of practice (CoP) can be a strategic approach to sustainable OER. Issues related to course-based CoP for OER will be analyzed based on the case study.

Thursday, May 3, 2018

Awards Luncheon
& Business Meeting

Thursday, May 3, 2018
12:00 -1:15pm
Ballroom

Keynote Address

1:15 - 2:15pm
Ballroom

Dr. Sonia Nieto
Professor Emerita, University of Massachusetts Amherst

Dr. Sonia Nieto has devoted her professional life to questions of diversity, equity, and social justice in education. With research focusing on multicultural education, teacher education, and the education of students of culturally and linguistically diverse backgrounds, she has written or edited eleven books and dozens of book chapters and journal articles, as well as a memoir, Brooklyn Dreams: My Life in Public Education. Her classic text, Affirming Diversity: The Sociopolitical Context of Multicultural Education is now in its 7th edition (the 5th-7th editions co-authored with her friend and colleague Patty Bode). The first edition (1992) was selected for the Museum of Education Readers' Guide as one of the 100 books that helped define the field of education in the 20th century. She has been profiled in Inside the Academy http://insidetheacademy.asu.edu/sonia-nieto Dr. Nieto has received numerous awards for her scholarly work, activism, and advocacy, including 8 honorary doctorates. Elected as a Laureate of Kappa Delta Pi and a Fellow of AERA (both in 2011), in 2015 she was elected a member of the National Academy of Education. She is currently working on a book about teaching with her daughter, Alicia López, also a teacher.

Attention Graduate Students:

Make sure to attend the luncheon on Thursday to be entered into Frank Corbett's Graduate Student Five for Fifty Award. Five graduate students in attendance will be awarded cash! You must be in attendance to accept the award.

2:30pm - 4:00pm

Symposium 3.1:
Transformational Professional Development in Universal Design for Learning:
Reflections on Faculty Practice   Amphitheater

Transformational Professional Development in Universal Design for Learning: Reflections on Faculty Practice

Paula Dowd, *Goodwin College*
Diana LaRocco, *Goodwin College*
John Kania, *Goodwin College*
Kim Myers, *Goodwin College*
Dana Sheehan, *Goodwin College*
Kieasha Goods, *Goodwin College*

In this symposium, faculty members representing four areas of study (i.e., Criminal Justice, English, Mathematics, Public Health) will reflect on how their participation in long-term job embedded professional development focused on the implementation of Universal Design for Learning has changed their teaching practice. Grounded in the research on effective professional learning, the grant-funded program in which they participated was expressly designed to (a) increase participants' knowledge and skills related to the implementation of Universal Design for Learning, (b) create a local model of professional development that would effectively meet the students' needs, and (c) increase student engagement and mastery of course-level student-learning outcomes. The symposium will begin with a brief presentation of key features of effective professional development and an introduction to the principles of Universal Design for Learning. Then, faculty members will describe (a) what motivated them to engage in the program, (b) what their teaching looked like at entry into the program, (c) the changes they made in their teaching, (d) their perceptions of students' and colleagues reactions/responses to these changes, and (e) where they hope to take their teaching in the future.

Symposium 3.2:
Alongside Community: Socially Just and Culturally Responsive Service-learning   Warner

Session Chair: Debra Harkins, *Suffolk Universisty*

Alongside Community: Socially Just and Culturally Responsive Service-learning

Debra Harkins, *Suffolk Universisty*

Our symposium will present ideas on how to work with students taking a college course that requires community service using a social justice and culturally sensitive approach. We will share our ideas on how to give students the tools needed to engage in empowering-focused helping while working within urban communities with less resources. We include our perspectives on social identity theories and socio-political awareness; our use of action-based methods and community interventions, as well as the practical skills needed to engage in socially responsible helping within communities with less social power. Service-learning involves ongoing, continual critical reflection of academic knowledge along with service experience to and from the community and classroom. We will explore the knowledge and ideas needed to bridge the gap between academic knowledge and practical services for students working within communities in need. We will provide some frameworks to increase meaningful links between course content, pedagogy, and citizenship that easily integrate into service learning courses. Symposium speakers will discuss cultural sensitivity, gender, sexual orientation, education and environmental justice with the goal of expanding knowledge and ideas for working with and critically reflecting on the process of helping within and across diverse communities.

Paper 3.1:
Global Perspectives in Teaching and Learning   Woodbury

Session Chair: Denise LaFrance, *Fitchburg State University*

Reconceptualizing Memory and Imagination to Engender Epistemological Freedom:
Honoring Indigenous and Expressive Arts Philosophies in Educational Research

Kelly Clark/Keefe, *University of Vermont*

This writing argues that linking memory studies to educational studies needs to consider how memory functions at the interstices of the somatic, natural, and cultural realms. The idea is forwarded that we need methods that work with this interconnectivity and the dynamic images, sensations, stories; i.e. the memories, it produces. Epistemologies and methodologies that reinstall anthropocentrism and over-essentialized views of what it means to be human simply won't do. Drawing on posthumanist and indigenous philosophies that view the inextricable relations between minds, bodies, and the material world, the author argues the use of expressive arts-based inquiry approaches to doing memory work in the study of educational worlds. The work's significance is its joining with other scholar's calls and contributions to theories and practices that sensitize researchers, students, and teachers to diverse epistemologies and methodologies, especially those of historically marginalized groups, indigenous peoples, women, people of color, and people with disabilities.

Improving Empathy and Environmental Concern in Lower Elementary Classes in China trough Humane Education

William Ellery Samuels, *College of Staten Island and City University of New York*

Humane education programs—in which animals and the environment are used to nurture kindness, empathy, etc.—are ubiquitous but under-studied staples in many countries, both in the Western Hemisphere and increasingly in the Eastern. We investigated the effectiveness one such program conducted in China to promote both empathy and environmental concern among first-grade students. All classes at a given school either did (experimental) or did not (control) participate in the program for an entire academic year. Participating in the program had a significant effect on both empathy and overall environmental concern; several sub-areas of environmental concern were also significantly affected these results contribute to our understanding of humane education and the role it can play to help children's development.

Promoting Intercultural Competence:
A Pilot Study Describing the Impact of a German Fulbright Commission Program

Blair Izard, *University of Connecticut*
David Moss, *University of Connecticut*
Doug Kaufman, *University of Connecticut*

More than one million refugees entered Germany in 2015, and thousands more in 2016. Of the large number of refugees, approximately 325,000 were children (Matthijs, 2016). Consequently, German schools are in crisis mode – in the modern era at such a scale, teachers across Germany have not encountered such cultural and linguistic diversity in their classrooms. A program to support German teachers is a German-American Fulbright program, a collaboration between nations, hosted by the University of Connecticut. The program hosts fifteen German teacher leaders for two-weeks with the purpose of learning about diversity in U.S. education and acquiring instructional and leadership strategies to take home. This pilot study explores and describes the design and effectiveness of the program.

Literacy Coaches In Sierra Leone Write about What's Important in their Lives

Peter McDermott, *Pace University*
Nancy Allen, *Independent Consultant*

We describe a teacher inquiry project that took place in a rural region of Sierra Leone. Using Margaret Wise Brown's, The Important Book, as a mentor text, 25 literacy educators wrote about what was important in their lives. Our findings revealed that the literacy coaches discovered how mentor texts can be used to teach writing in their rural schools, and we learned some of their shared beliefs about what was important in their lives, which would allow us to better understand them and their responses to our lessons. This inquiry project contributes to our understanding of the research about the use of mentor texts and the applicability of the strategy for teaching literacy in developing countries, such as Sierra Leone.

Interculturalism in Italian Multiethnic Schools: Teachers' Reflections, Construction and Implementation

Cinzia Pica-Smith, *Assumption College*
Rina Contini, *University of Chieti Pescara*

This qualitative research study on educators' conceptualization, reflections, meaning-making, and implementation of interculturalism and intercultural praxis, seeks to address the current debate regarding the gap between the theoretical conceptualization and policies of interculturalism, and its translation into actual educational practices in schools. The criticism of the framework is that it is often too abstract and ambiguous. We found that the ambiguity and abstract nature of the framework was reflected in the teachers' reported practice of intercultural education. Therefore, this dynamic needs to be addressed as it is at the center of much of the criticism on interculturalism.

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William Ellery Samuels, *College of Staten Island and City University of New York*

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Paper 3.2:
Literacies & Learners   Lear

Session Chair: Deb Patterson, *Western New England University*

Youths' Writing Processes when Composing in Digital Environments

Bethany Silva, *University of New Hampshire*

Theories of writing process have long informed the teaching of writing in schools. With the advent of new digital technologies, the authorial stances, tools, and products of writing have changed dramatically. This paper, a part of a larger study, closely examines the composing practices of three youth as they create both in genres with which they are familiar and in a digital environment that is new to them. Through observations of and with the youth, this study documents the differences and similarities in the ways these particular youths approach writing in different environments. Findings indicate that the youth used familiar processes, engaged with new processes, and faced barriers to composing that were unique to composing in a digital environment.

Pre-service Elementary Teachers' Lived Experiences: How Teacher Candidates Perceive their Own Teaching of Literacy

Susan Sturm, *State University of New York Fredonia*

This qualitative study explored the perceptions of eight pre-service teachers at a small, comprehensive university in Western New York. Specifically examined were participants' understandings of teaching Common Core-aligned English language arts (ELA) and their feelings about becoming teachers, in general, and teachers of literacy, specifically, amid the current era of accountability. Phenomenological methods were used to interview participants and analyze data for significant statements made by all eight pre-service teachers involved. Major themes to emerge include that pre-service teachers felt well-prepared to design ELA lessons but unprepared to develop an ELA curriculum; they were unaware of the political implications of literacy curriculum development and what this work entails; and they were anxious and excited about becoming teachers during a time of great educational change. These findings can illuminate some of the tensions, successes, and challenges that pre-service teachers face, and may help teacher educators to tailor instruction to meet both the academic and the socio-political needs of their students at a time when enrollment numbers in teacher education programs are at historic lows.

Exploring Primary Students' Unique Perspectives Specific to Reading Intervention Occurring at a Thematic Summer Camp: A Qualitative Case Study

Joy Erickson, *University of New Hampshire*

It is well established that motivation for reading generally declines as children progress through school. Furthermore, although there is an abundance of empirical studies investigating the reading motivation of older children in a variety of ways and situations, much less research has been conducted with younger children. No studies have directly investigated how young children (K-2) perceive reading intervention services occurring within a school sponsored camp setting. Given that students' perceptions of school experiences shape their developing reading motivation and motivation impacts achievement (Eccles, 2005), it is imperative that we address this gap in the literature. This project takes up this important work by employing a qualitative case study design comprised largely of ethnographic and participatory methods to explore students' perceptions of the advantages and disadvantages associated with involvement in the intervention program and camp in general. Additionally, students' perceptions are compared to researcher and teacher reflections specific to students' general engagement during intervention sessions. Together these data sources are combined to infer how camp and the small group reading intervention in particular, are influencing individual students' developing reading motivation.

Analysis of Syntactic Complexity and its Relationship to Writing Quality in Argumentative Essays

Thilagha Jagaiah, *University of Hartford*

Syntactic complexity has been recognized as an important construct in writing by numerous studies. However, most previous studies that examined syntactic complexity measures (SCMs) resulted in inconsistent and inconclusive results. This study addressed these gaps by using a large sample size (1,029 eighth-grade argumentative essays), an automated scoring method (Coh-Metrix), and grouping the SCMs into four hypothesized latent variables (sentence pattern, sentence length, sentence connector, sentence sophistication), and using Confirmatory Factor Analysis (CFA) to test the fit. The four latent variables were then used as input predictor variables together with a student-type indicator (at-risk and not-at-risk) variable to examine the relationship with writing scores using a multiple linear regression (MLR) model. The findings indicated a positive relationship between each of the four latent variables and writing quality, and it varied significantly by student type. The findings have important implications for methodology, writing assessment, and writing instructions on sentence-construction skills.

Making Meaning of Middle School Reading Intervention in the ELA Instructional Block: Team Teaching Action Research

Jennifer Sinal Swingler, *University of Bridgeport*

The paper examines an alternative approach to deliver reading intervention to middle school students in a team teaching approach. Too often reading intervention is delivered in isolation of core instruction and not within the context of the language arts content area. Creating opportunities for teachers to collaborate and deliver complementary instruction promotes alignment between instruction and intended outcomes for adolescent readers. Additionally this paper further explores how changes to the curriculum and instructional model encourages change to intervention models that promote communication and cohesion between ELA teachers and reading teachers. This paper intends to examine an alternative approach to deliver reading intervention through supplemental instruction using a team teaching (co-teaching) push in support mode for middle school students. This instructional model is delivered with both a language arts teacher and a reading teacher during an extended instructional block.

Paper 3.3:
Performance and Problem Solving in Teaching   Wentworth

Session Chair: Karen Case, *University of Hartford*

Preparing Teachers for School Tragedy: Reading, Writing, & Lockdown

Jane Perkins, *Johnson & Wales University*

Since the Sandy Hook incident, 17 school-associated violent deaths have been reported between December 15, 2012, and November 14, 2013 (Nicoletti, 2012). Five of the seven deadliest school massacres have occurred in the last 15 years (Nicoletti, 2012). This mixed method explanatory, sequential design began with a quantitative online questionnaire and assessed the perceptions of crisis preparedness of 307 Rhode Island teachers. Survey data were enhanced using qualitative data gathered from focus groups. Three research questions guided the study: 1) To what extent do RI teachers feel prepared for a major school crisis? 2) Is there a significant relationship between teachers' preparation for a school crisis and the following demographic variables: grade level taught, years of teaching experience, and urbanicity? 3) What are the teachers' perceptions of the effectiveness of school emergency drills to enhance preparedness for a school crisis? Perceptions of school crisis preparedness were examined using survey data. Patterns and themes in the perceptions of emergency preparedness emerged Barriers affecting teachers' confidence in current safety plans were also identified. Implications for collaborative efforts that include school and community involvement could result in a coherent plan development. Strategies to improve communication, plan development, and confidence are discussed.

Learning to Teach as Performance

Rebecca Buchanan, *University of Maine*

Practice Based Teacher Education (Ball & Forzani, 2009; Berry, Montgomery, & Snyder, 2008; Darling-Hammond, 2010; Grossman, 2010; Rust, 2010; Zeichner, 2010) has become central to teacher education reform and redesign in both traditional and alternatively designed programs. This study investigates how pre-service teachers learn in two different social justice oriented, practice-based teacher education programs – one university recommending and the other a district-based residency program. Through an ecological examination of the experiences of eight focal participants, I found that the practice based structure and its reliance on apprenticeship emphasized the performance aspects of teaching at the expense of the less visible cognitive, emotional, and relational aspects of teaching.

Nothing Exists Alone: How Interns Learn to Problem-solve in The Complex System of their Classroom

Bryan Mascio, *Harvard Graduate School of Education*

Like a natural ecosystem, classrooms are complex systems with numerous elements and agents that interact at different levels of the system, in dynamic and non-linear ways. As such, while learning difficulties and behavioral problems may be easily observable, they emerge from far more complex and less easily understood processes. Thus, problem solving in this context requires teachers to overcome default assumptions—such as restricting to spatially and temporally proximal, and obvious information—as well as use a cognitive lens to interpret the thoughts, feelings, motivations, and learning involved. The aim of this study is to further investigate the dynamic relationship of those two skills, in the context of a full-year internship that concludes a comprehensive university-based teacher preparation program. Multiple times during the year, interns were asked to share their thinking in regards to a recent classroom problem. The factors shared in their descriptions were each separately coded for 1) whether they overcome the default assumptions that inhibit understanding the classroom as a complex system, and 2) how they use a cognitive lens. State space grids were then used to examine the dynamic relationship between the two skills, and their joint development throughout the internship.

"That's What We're Here to Talk About": The Possibilities of Critical Learning Communities for Student Teachers

May Hara, *Framingham State University*

The relationship between educational policy and teachers' professional practice is well documented (Coburn, 2001; Spillane et al., 2002). Though teachers have a limited role in the design and creation of educational policy, they are central actors in its implementation (Knapp et al, 1998; Lipsky, 1980). Little is known, however, about the relationship between the newest members of the teaching profession-- teacher candidates--and the policies they will soon encounter and be expected to implement. In fact, the limited research on teacher candidates and educational policy suggests that teacher education programs provide little to no professional training around policy work (Heineke, et al, 2015). Given the growing constraints on teacher education in this era of heightened accountability, much remains to be learned about opportunities for teacher candidates to discuss, reflect upon, and interpret policy matters relevant to their professional experiences. To that end, this paper in progress emerges from a larger study about teacher candidates, and specifically student teachers' experiences with policy. The objectives of this paper are to explore the possibilities of teacher candidate learning communities as a means of challenging and expanding existing paradigms of teacher professional knowledge.

Paper 3.4:
Reform Efforts and Perspective in Research and Experiences   Gardner

Session Chair: Christine Clayton, *Pace University*

Constructing A Conceptual Framework:
Mapping the Relationship Between Racial Ideology and Teaching Practice

Kelly Demers, *Saint Anselm College*

The purpose of this article is to describe how a qualitative researcher constructed a conceptual framework. This framework arose from a two-case, critical ethnographic study. It provided the researcher with an analytic tool for interpreting how the ideological assumptions of two White elementary teachers shaped their constructions of race and what these constructions meant in terms of each participant's teaching practice. Included in this piece is a summary of the study from which the framework emerged, as well as a description of theoretical and conceptual work that served as its structural foundation. Following is a detailed description each dimension of the framework, and an example of how these dimensions helped answer the research questions driving the study for one of the two cases. The article concludes with a discussion of next steps for the continued development of this framework.

Engaging Adolescents in Youth Participatory Action Research and Restorative Practices to
Inform School Reform Efforts

Colby Kervick, *University of Vermont*
Mika Moore, *University of Vermont*
Lance Smith, *University of Vermont*
Bernice Garnett, *University of Vermont*
Tracy Ballysingh, *University of Vermont*

Many high schools are embracing implementation of restorative practices in order to improve school climate and decrease suspension rates. Furthermore, Youth Participatory Action Research (YPAR) is gaining traction as a methodology for engaging adolescents in community improvement and school reform. This paper presentation will describe how a service learning course, involving graduate students and public high school students, utilized selected tools and methodology from restorative practices and YPAR in order to foster student voice and create an opportunity for adolescents to become change agents within their school. The presentation will outline the pedagogical approach and offer insight into the way in which a university collaborated with a public high school to include youth in school reform efforts.

Moving Toward a Reform Perspective in Mathematics Education:
The Learning Experiences of Five Special Educators

Joseph Rino, *Plymouth State University*
Damon Bahr, *Brigham Young University*
Eula Monroe, *Brigham Young University*

The current study examined the extent and nature of the movement of 5 special educators toward or away from a reform perspective in mathematics education. It was embedded in a 2-year professional development program that involved these special educators alongside 16 general classroom teachers. Artifacts from this 2-year experience were quantitatively and qualitatively analyzed in order to identify patterns, or lack thereof, of change that was specific to the special educators. By examining overall movement in regard to general reform-mindedness, as well as movement specific to the beliefs, knowledge, and practices of the participants, we were able to differentiate between experiences of those participants who demonstrated clear movement toward a reform-oriented perspective and those whose movement was more complex. In this presentation we will use the quantitative analysis to describe the extent of the movement the participants experienced and then we will use the qualitative analysis to better understand the nature of the movement and how it differed among the participants. We will then discuss broader implications to the field, especially in regard to the specific needs of special educators seeking to adopt a reform perspective in elementary mathematics.

Round Table 3.1:
Human Development: Childhood Learning Experiences and Development   Harbor's Edge

Defining Our Work: The Knowledge & Skills of the Early Childhood Workforce

Margaret Clark, *University of Hartford*
Paige Bray, *University of Hartford*
Lynn Johnson, *Connecticut Office of Early Childhood*
Deborah Adams, *Connecticut Office of Early Childhood*

For this Roundtable Presentation, a research team proposes to present the emerging findings and initial data collection from a study that is focusing on the connection between (1) the shared knowledge and skills across multiple early childhood roles and (2) the construction of a professional identity in the early childhood workforce. In our study, we are asking: What skills, knowledge and dispositions are required to provide high quality care to young children? And how do our personal experiences in the workforce and our professional identities, relate to that core set of competencies?

Scientists' Experiences of Transformative Awe

Megan Cuzzolino, *Harvard Graduate School of Education*

Awe is classified as an epistemic emotion – that is, an emotion that plays a critical role in the process of knowledge acquisition (Morton, 2010). Recent findings from psychology suggest that introducing the emotion of awe in the context of science education may help orient learners to the broader natural systems of which they are a part, and may even encourage individuals to consider how their actions impact those systems. However, the existing research is primarily laboratory-based and domain general, which limits the extent to which we can infer concrete implications for authentic science learning contexts. This qualitative interview study, currently in progress, builds on prior literature by investigating the nature of authentic awe experiences through the disciplinary lens of scientific learning and discovery. In this study, I interview professional scientists (n=12-15) about their experiences of awe in the context of their field of expertise. The conceptual framework of transformative engagement is used to investigate the extent to which scientists' awe experiences have a meaningful impact on their perspectives and/or behaviors beyond the initial context of the experience.

Child Victims of Maltreatment: Typical Development and Kindergarten Readiness

Carolyn Ruth, *Indiana University of Pennsylvania*

Children who have been maltreated (those who have been neglected or abused) are overrepresented in special education throughout the K-12 spectrum and are not getting the help they need. The trauma they have experienced in their early childhood years often leaves them with a developmental deficit, particularly in the areas of language development and social-emotional development: the two domains most critical to and indicative of kindergarten readiness and future school success. An extra year of funded preschool could offer a non-invasive intervention for these children to gain ground in their early childhood development and to be fully prepared to start school. Research continues to show the pervasive effects of trauma on all developmental domains, which has a significant impact on the readiness for kindergarten of maltreated and Children and Youth Services (CYS)-involved children. Researchers and those who advocate for these children must begin to address their needs through more concentrated and intensive studies of interventions and a better understanding of how their life experiences impact their ability to learn.

Round Table 3.2:
Instructional and Curricular Methods to Engage Students across
Ages and Grade Levels   Harbor's Edge

Supporting Teachers to Change their Instructional Approach to Teaching

Joyce Bowen, *Boston Public Schools*
Nicole Guttenberg, *Boston Public Schools*
Courtney Wilkes, *Boston Public Schools*

In response to an increase in schools designated underperforming and/or in turnaround, an urban district created the Academic Response Team (ART), an in-house residency model designed to provide intensive, targeted instructional support and to accelerate student achievement. Established in 2014, ART is comprised of curriculum experts in the core content areas and organized into cross-content teams. As a strategically built unit, ART utilized a collaborative mixed methods approach to develop a way to support school learning communities with the implementation of sustainable, research-based teaching practices and then assess their progress. Qualitative and quantitative data collection and analysis are used to support each level of work within the school. The ART teams collaborate with schools to identify a problem of practice, and co-plan a course of strategic support. During each team's twelve-week residency, ART members use data to guide teams of teachers in pedagogical inquiry, lesson study and effective instructional practice. In this piece, ART will introduce participants to ART's process of data-informed strategic planning for teacher collaboration, ART's praxis-based approach to collaborative inquiry, ART's approach to professional development (including building schools' capacity to lead their own), and ART's use of team-effectiveness tools.

Infusing Integrated STEM into the Elementary Classroom

Drey Martone, *The College of Saint Rose*

Many schools teach different subjects as silos of information. In an elementary classroom we have the capability to easily make connections across curricula but teachers do not always have the expertise in different content areas to develop those concepts. This study sought to understand how schools infuse an integrated approach to Science, Technology, Engineering, and Math (STEM) within the elementary school day. The study analyzed the work of different schools and districts to determine the structural supports, curriculum materials, and teacher supports that were in place. Findings hope to compare and contrast different approaches and synthesize the different supports that are in place. Implications of this research will be an initial understanding that can guide teacher and principal decisions as they work with STEM in the elementary classroom.

Developing the Experiential-based Instruction to Promote Adult Learners' Transfer of Learning

Chanikarnda Komarakul Na Nagara, *Indiana University of Pennsylvania*

"Learning is the process whereby knowledge is created through the transformation of experience." (Kolb, 1984, p. 38) Adults do learn from their experiences (Kolb, 1984). In adult education, educators have significantly played a role to shape learners' experiences and engage them in the continuous learning. It is important to provide the adult learners quality educational experiences and reflective practices that connect to their real life, needs, commitments, and goals. Instructional methods should focus on the process of learning and critical problem-solving rather than the instructors' teaching preferences. Experiential-based instruction helps promote the learners' "facilitation of learning" (Knowles, 2011, p.72), transformation of knowledge, and real-world problem-solving in atypical circumstances.

Academically Engaging Recruit Firefighters during Recruit School at the Connecticut Fire Academy.

William Perez, *University of Hartford*

Abstract The problem is that there is a decrease in the academic performance of recruit firefighters at a fire academy located in New England. This has been noted by state leadership and by fire academy educators (W. Smith, personal communication, August 15, 2017). The purpose of this study is to examine what recruit firefighters at a State Fire Academy report regarding the instructional strategies that academically engaged them. This study will utilize a mixed-method design. In-depth interviews and student engagement surveys serve as data collection strategies. Interviews will be conducted with twelve recruit firefighters. A large research gap exists regarding United States fire academies in general. Much of the body of knowledge of the fire service is based on consensus and experience, neither of which is considered a scientifically sound methodology (Clark, 1993). Such a dearth of research is troubling, given citizens' dependence on firefighters and first responders. It requires months of physical preparation and testing to be hired by municipalities as a firefighter. Recruit firefighter candidates who fail the program not only must leave the program, but will be terminated by the respective municipalities that hire them. This carries a cost burden and has serious career consequences.

EDOC Method for Professional and Career Based University Lab Instruction

Jeffrey Santicola, *Indiana University of Pennsylvania*
Michael Groman, *Indiana University of Pennsylvania/Saint Francis University*

Abstract Using the Explain, Demonstrate, Observe and Critique (EDOC) Method for professional and career based lab instruction: Ensuring active learning within the university curriculum Profession oriented lab instruction is an integral portion of career driven programs, however, texts and literature is limited regarding best laboratory teaching practices. This research study was developed in response to a discussion during a curriculum and instruction doctoral classroom lecture. The materials to support the lecture topic lacked data which supported laboratory components specifically related to professional and career based university curriculums. Following completion of Institutional Review Board approval, a five point Likert scale survey will be completed by students to obtain information pertaining to their perception of the use of the explain, demonstrate, observe and critique (EDOC) method for professional and career based lab instruction. A poster presentation will highlight techniques used within two separate fields of study, physical therapy and culinary arts, for the purpose of discussing application similarities and differences.

Round Table 3.3:
Teachers Learning about Students   Harbor's Edge

"Cuz He Has Empathy for those Little Peoples":
A Study of the Development of Empathy and Activism in 3rd Grade Students

Margaret Gish, *University of Vermont*

In today's world of increasing anthropogenic climatic changes in which children are spending more and more time indoors, it is vital that children develop an empathy for and activism towards the earth. One way to develop this empathy and activism is through education, especially using the arts. Some recent research has looked into how engaging in theatre allows students to develop deeper empathy and increases a student's likelihood of acting, however these two themes have rarely been studied together. In this qualitative research project 3rd grade students participated in an environmental play, while the researcher observed what changed about their perceptions of empathy and activism through interviews and surveys. These 3rd grade students went to school in a high, poverty urban VT environment. The data is currently being coded but it is already clear that students learned a lot from the experience. Many students initially thought of activism as being active physically, a perception, which seemed to have changed somewhat after the play. After the play many students were able to gain a deeper understanding of empathy and articulate that it is being able to put yourself in another person's shoes. More in depth results are currently being tabulated.

Transcribing a Conversation:
What Preservice Teachers Learn about Young Children's Conversation Skills as Well as their Own.

Evelyn O'Connnor, *Adelphi University*

Sherri Horner, *Bowling Green State University*

Karen Steuerwalt, *Queens College, City University of New York*

Literacy is composed of three main components: reading, writing, and oral language. Typically, preservice teachers do not realize that oral language as a key area of literacy development that needs to be addressed in the classroom. Teachers need to be aware that in order for young children's language to develop over time teachers should be mindful of not only of typically language patterns but how their interactions with children can help shape and support this development. Having teachers record and transcribe a conversation with a young child should enable them to examine closely the language patterns of a young child as well as their own conversational style while interacting with the child. An examination of what 52 preservice teachers' reflections on their learning from this assignment will be discussed.

Utilizing Digital Storytelling as a Way to Understand the Complexities of the Transmigration Experience

Elizabeth Tonogbanua, *Boston Public Schools*

This qualitative interpretive study explored how former newcomer English Language Learners (ELLs) in Boston Public Schools (BPS) made sense of their transmigration experiences. This study filled a gap on transmigration experiences in the context of English-only learning environments, with a particular orientation toward the value of students' home languages, and in turn, cultures within an urban school setting. My conceptual framework drew from the following four areas: general educators and their urban students; cultural relevance in urban education; identity; and school adjustment. The overarching research question was: How do former newcomer ELLs make sense of their transmigration experiences through a digital storytelling project? I used a combination of methods: interviews, participant observations, photography, digital storytelling to gather and analyze artifacts for themes. Adding to the body of immigration literature on how newcomers fare, implications include the role of language in social integration, ways of understanding teacher preparation and preparedness, and the utility of digital storytelling. I proposed future directions of research on how ESL teachers and administrators can enhance their professional practice of meeting ELLs' needs in their new setting and how the role of race impacts one's transmigration experience.

Round Table 3.4:
International Teachers & Students   Harbor's Edge

Silenced Dialogue And Safe Haven Among International Students.

Osamah Alawwad, *Indiana University of Pennsylvania*

Nowadays, academic settings are filled with newcomers from all over the world and most of them need to acquire the language and at the same time seek to learn other academic subjects. One of the challenges that deserves to be taken into consideration by teachers is to know how to communicate with international students who are struggling with the language. Fear of criticism and unpredictable feedback from teachers or even peers can extinguish students' motivation and reduce their desire to learn. One of the main obstacles for international students is language acquisition. They require more time, extra work, and extreme patience in school settings. Consequently, some international students prefer to be silent for fear of being embarrassed in front of a bunch of strangers. Silence is the safe haven and the easiest way to escape from being criticized or of being unable to remember the right response under the tension of speaking and the stress of evaluation. Students who have been silenced and hide themselves from others need to have a safe environment in which they can be heard. Teachers' encouragement to less vocal students can help grow their confidence and allow them to flourish.

Pragmatics In Practice: International Teachers Unlocking The Rules Of Dialogue

Joan Barnatt, *Elon University*

Lisa D'Souza, *Assumption College*

Ann Marie Gleeson, *Primary Source*

Kara Viesca, *University of Nebraska, Lincoln*

This study explores the professional practice of twelve international teachers, native speakers of a language other than English, teaching in U.S public schools. Across the nation, thousands of teaching positions in world language instruction, English as a Second Language, and duel language programs are filled by native speakers who immigrate for short periods of time to gain teaching and language proficiency, as well as international travel experience (Barber, 2003). This mixed-methods study, part of a larger project addressing cultural awareness, utilized data from the Cultural Intelligence Scale (Ang & van Dyne, 2008) and one-hour semi-structured face-to-face interviews. Preliminary analyses offer evidence of particular awareness of pragmatics as a critical part of language instruction, influenced by their own experiences in personal and professional interactions as educators. Pragmatics, here addressing conversational management, speech acts, and sociolinguistic awareness, is an often-overlooked area of language acquisition (Glaser, 2013). Participants indicate their own limited preparation in this area, as well as the need to respond to differing cultural language pragmatics, influenced classroom teaching practice in favor of explicit instruction. Implications for preparation, support of international teachers, and programmatic outcomes are discussed.

An Outsider from Within: An Autoenthography of an International Teaching Assistant

Ming-Tso Chien, *University of Maine*

International teaching assistants in the United States higher education play an important role in assisting their faculty and working with undergraduate students. Most research has been conducted by researchers who are not international teaching assistants themselves and has focused on the aspects of English competence and teaching skills. This autoethnographic study aims to provide insights from an international teaching assistant by exploring his experiences and perceptions as well as the challenges while teaching an undergraduate multicultural education class in a state higher education institution. With the Feminist Standpoint Theory as a framework, the author critically examines his identity as a racial and linguistic minority in a class where students are mostly White and speak English as their native language. The results of this study have the potential to bridge a gap in current research about international teaching assistants and to contribute to future training programs designed for international teaching assistants.

4:15pm - 5:00pm

Poster Session 4   Ballroom

More than Mere Words: The Sources and Tools for Collecting Qualitative Data

Felice Billups, *Johnson & Wales University*

What are the sources of qualitative data and how do researchers identify the appropriate tools to collect that data? This poster presentation will illustrate the sources of qualitative data (words, pictures, documents, artifacts, behaviors, settings, cultural markings, and written journals/text) and the instrumentation used to collect these data. Many new qualitative researchers believe that participants' words are the only source for qualitative data and that interviews and focus groups are the only way to capture those words. This presentation will attempt to dispel those perceptions by diagramming the rich, varied sources of qualitative data and the various tools which researchers might use to maximize this research approach. The poster will highlight the sequence of data sources to tools to data collection strategies common to most qualitative methods. A handout sheet summarizing this presentation will accompany the poster presentation.

Exercise Program for Elementary School Students with Autism Spectrum Disorder: Pilot Study

Christopher Denning, *University of Massachusetts Boston*
Fleming Richard, *University of MassachusettsBoston*

The purpose of this pilot study was to evaluate the feasibility and effectiveness of a community-informed and teacher-delivered physical activity intervention for elementary school students with autism spectrum disorder. The intervention protocol included three components: (a) 10-15 minutes of exercise, (b) 10 minutes of motor development activities, and (c) a 5 minute focused cool down. Results and impacts on future research will be discussed.

A Comparison of Borderline Student Performance and Cut Scores Obtained through Popular Standard Setting Methods

Charles DePascale, *Center for Assessment (NCIEA)*

Establishing performance standards is a critical step in the development and implementation of large-scale state assessment programs. In most cases, states employ one of several commonly used judgment-based standard setting procedures to determine the student scores on the test that define performance at the borderline between adjacent performance levels; that is the performance level cut scores. Research has shown that the cut scores can vary based on the standard setting method used. Little research has examined the relationship between the cut scores established and the actual performance of students defined as "borderline students" during the standard setting process. In this simulation study, "borderline student" performance is compared to the cut scores established by three popular standard setting methods (the Bookmark ™ method, the Modified Angoff method, and the Modified Yes/No method) under two different test designs (test with items clustered near the cut score, tests with items distributed across the performance continuum).

Using Program Improvement to Improve Student Satisfaction through Attention to Servqual

Jess Gregory, *Southern Connecticut State University*

With increasing competition for students and shrinking budgets, programs and institutions rely more heavily on word-of-mouth to not only bolster a reputation, but also to positively influence application and enrollment figures. To capitalize on word-of-mouth advertising, students must hold a positive view of the program or institution, dissatisfied students can actively damage the image. The SERVQUAL and ADDIE models guide this project that uses historical documentation to drive a program improvement effort and then evaluate its implementation. While institutions of higher learning may not wish to apply market force models such as SERVQUAL to graduate school, SERVQUAL operationalizes student satisfaction in actionable terms. If perceived service quality, and student satisfaction, are a function of the gap that exists between the expectation that a student holds and the perceived experience of that student, then programs can adjust their practices to both influence student expectations and change the experiences student have in the program. The programmatic change studied in this project sought to address both aspects of program improvement, and produced some positive results.

Computer Simulations:
Useful Tools to Improve Students' Collaborative and Critical Thinking Skills at All Educational Levels

Michael Groman, *Indiana University of Pennsylvania/Saint Francis University*
Richard Yeager, *Indiana University of Pennsylvania/Northern Cambria School District*

The use of computer simulations for instruction have been incorporated across the learning spectrum for years (Hirumi, 2010; Wu, Yan, Kao, Wang, & Wu, 2016; Pruet, Ang, & Farzin, 2016). The incorporation of high-fidelity human simulation models and computer simulations provide students opportunities to experience real-world situations in a controlled and less stressful environment. This implementation allows for improving reflection opportunities, adjusting procedures, and providing timely feedback. This study will evaluate the effects of computer simulations on collaborative learning and critical thinking at the secondary and graduate school levels. The purpose of this poster presentation is to capture the experiences of the instructors, while implementing collaborative learning and critical thinking into their curriculum with computer simulations. Action research is the primary method of data collection; the instructors integrated computer simulation exercises and previous student feedback to enhance current instruction. In addition to student exit surveys, the study will employ teacher observation, instructor reflections on teaching methods, formative and summative assessments to gauge the collaborative and critical thinking skills utilized during the simulations. Instructors will reflect on methods of developing critical thinking and collaboration based on their experiences in the classroom, supported by recent research.

Internships and Career Readiness in the Health and Human Services Sector

Lauren Haley, *University of New Hampshire*

This study focused on the development of career readiness competencies across health and human services (HHS) majors/industries from both the student intern and employer (internship supervisor) perspectives. Participants were asked to weigh the essential need of each of the eight NACE competencies (critical thinking/problem solving, oral/written communications, teamwork/collaboration, digital technology, leadership, professionalism/work ethic, career management, and global/intercultural fluency) to success in a variety of HHS industries, as well as the students' development of those competencies throughout the internship experience. Considering the presently high and increasing demand that's projected for the health care and social assistance sector, it is important to know whether or not this need will be met with a competent workforce and the extent to which internships played a significant role in the students' competency development. Results of this study indicate that internships are a critical component of the higher education experience, an essential element in students' development of career readiness skills, and a prerequisite for education-industry partnerships for closing the skills gap.

Responding to The Need: Listening to Interdisciplinary Service Providers Discuss Strategies and Needs for Supporting Refugee Families Whose Children Require Intensive Support

Colby Kervick, *University of Vermont*
Shana Haines, *University of Vermont*
Cynthia Reyes, *University of Vermont*
Katharine Shepherd, *University of Vermont*
Maria Gordon, *University of Vermont*
Mika Moore, *University of Vermont*

This poster presents findings from a qualitative community-based action research study conducted by interdisciplinary professionals to identify critical areas of need for supporting refugee families whose children have intensive support needs. Recommendations focus on the need for maximizing resources and increasing collaboration through culturally responsive coordination of information, services and interventions. Furthermore, the poster will highlight the research process in engaging interdisciplinary service providers in community conversations around improving collaborative efforts to effectively support families.

Bayesian Propensity Score Analysis with Missing Data in Educational Research

Jordan Lawson, *Boston College*
Laura O'Dwyer, *Boston College*
Mary Walsh, *Boston College*

Abstract: The objective of this methodological research is to demonstrate a novel way of analyzing data that may strengthen the ability to make causal inferences from non-experimental designs. The approach extends prior work (Kaplan and Chen, 2012) and presents a new method for applying Bayesian Propensity Analysis (BPSA) to handle missing data via multiple imputation. Prior research on Bayesian propensity score methods has only considered situations in which data are complete or only a single data set is generated in the imputation process. However, most approaches to missing data in observational and quasi-experimental studies impute multiple data sets. The authors first develop and present a theoretical framework for how to conduct Bayesian Propensity Score Analysis with multiply imputed data, outlining the methodological approach and necessary details. A case study illustration of the approach using student achievement data will be provided by applying the method to an educational data set with a considerable amount of missing data. The propensity score model, covariate balance indices, and outcomes model will be presented and summarized. The proposed approach may lead to improved estimation of intervention treatment effects in quasi-experimental research.

A Review of the Literature:
What Does Research on Teaching Say About Teachers' Beliefs and Attitudes toward English Language Learners?

So Lim Kim, *Boston College*

Depending on teachers' attitudes toward English Language Learners (ELLs) and students' academic abilities, the quality of education and learning opportunities for ELLs can vary. In order to encompass various aspects of this topic, this literature review begins with the following research question, "what does the research on teaching say about teachers' beliefs and attitudes toward ELLs?" The purpose and objectives of this review is to discuss the findings of 25 studies that focuses on the same topic to demonstrate what research on teaching says about teachers' beliefs and attitudes related to teaching ELLs as well as to provide important information to teachers, teacher educators, school principals, and policymakers on how to enhance teachers' beliefs and attitudes toward ELLs in order to improve the quality of education and learning opportunities for ELLs. The findings suggest that negative teachers' beliefs and attitudes exist, however, it is possible to change the negative beliefs and attitudes to positive through various intervention projects. This review provides important information to teachers, teacher educators, education policy makers, and school administrators on how to enhance teachers' beliefs and attitudes to increase the quality of education and learning opportunities for ELLs.

Funding Education with Science (and, Admittedly, a Lot of Math)

Edward Lehner, *Bronx Community College, City University of New York*
John Ziegler, *Bronx Community College, City University of New York*

Educational funding within the academy is an often complicated affair involving disparate and competing interests. Private universities, for instance, are vastly outpacing public institutions in garnering large, prestigious grants. Inequities also extend to the kinds of research funded, with government, corporate, and even military interests privileging certain types of inquiry. This work proposes an innovative type of research fund using cryptocurrencies, a fast-growing asset class. Although not a total funding solution, staking coins, specifically, can be strategically invested in to yield compound interest. These coins use masternode technologies to collateralize the network and speed transaction pace. Additionally, these staking coins pay dividends to masternode holders, so an institution that purchases these types of central hubs could potentially engage in a lucrative form of dividend reinvestment. Using cryptocurrencies as a new funding stream, it is possible that simply garnering large amounts of capital and creating a nonprofit institute could also be the future of funding scientific research. KEY WOR

Considering Kindergarteners' Perspectives on Help to Enhance Peer Mediation

Caitlin Malloy, *Boston College*

Research has shown peer-mediated learning strategies and interventions to be effective for improving a number of student outcomes. Although such practices make use of peers as classroom supports, these peers are usually expected to help their classmates in ways that have been determined by adults. Incorporating children's views of helpfulness into the design of peer-mediated practices could make peer assistance even more effective; however, little is known about how children perceive help as it naturally unfolds in classrooms. To better understand children's views, I conducted ethnographic interviews in which 17 members of a diverse, inclusive kindergarten class drew and discussed occurrences of peer help at school. A grounded theory of help through the eyes of kindergarten students emerged from the data. The theory highlights important distinctions in children's perspectives on the provision and reception of help. It also illustrates how kindergartners view the independent completion of tasks as a valuable form of self-help. This work draws attention to ways that children's perspectives can be useful for enhancing classroom practices involving peer mediation.

Examining the State of the Art of Technology-enhanced Items Employed by K-12 Testing Programs

Sebastian Moncaleano, *Boston College*
Michael Russell, *Boston College*

This paper presents findings from a descriptive study that examines current practices regarding the use of technology-enhanced items by operational K-12 testing programs worldwide. The paper aims to inform the field about current practice and the measurement utility of the current use of technology-enhanced items. The primary focus of utility in this analysis is the impact that the use of technology-enhanced items has on the fidelity with which the technology-enhanced response interaction employed by the item represents the targeted construct. The authors provides insight into the different types of technology-enhanced items that are being used by today's testing programs. Furthermore, the focus on construct fidelity provides insight into the types of technology-enhanced items that are likely to enhance measurement as well as those types that have little impact on measurement value. The findings should encourage the field to continue use of technology-enhanced item types that are content-area specific and be cautious with use of more generic item types (e.g. drag-and-drop).

Family Engagement Practices and Perceptions in an Urban School District

Alicia Morgan, *Southern Connecticut State University*
Laura Bower-Phipps, *Southern Connecticut State University*
Adam Goldberg, *Southern Connecticut State University*

Family engagement in elementary education settings benefits students, families, schools, and teachers. It is important that schools and teachers consider how best to engage students' families. This study used publically available data from the New Haven Public Schools (NHPS) website to analyze communication levels and family involvement in elementary schools in New Haven, Connecticut. Data included results from school climate surveys completed by teachers and parents across 28 elementary schools in the NHPS system. Using quantitative analysis, four hypotheses related to perceptions of family engagement, communication, and attendance at parent-teacher conferences and other school events were tested. Results indicated that the number or quantity of opportunities for family involvement did not correlate with family participation at general involvement events at the school; however, opportunities for involvement did have a positive correlation with attendance or participation in parent-teacher conferences. There was also a positive correlation between parents' ease of attending meetings and their attending at least one parent-conference. Finally, there was no correlation between parents' perception of frequency of teachers' communication with them and their perception of the quality of communication. These results have implications for teachers and schools as they structure communication with families and opportunities for family involvement.

Developing a Cross-cultural Scale of Teacher Willingness to Adopt Technology Using an Image-based Assessment

Frank Padellaro, *University of Massachusetts*
Amanda Gorham, *University of Massachusetts*

Anyone using Facebook of late will have noticed the increased popularity of quizzes used to predict everything from a respondent's education level to their region of residence, often simply by clicking or swiping a photo. The validity of these specific examples aside, a primarily visual assessment has significant advantages. It can help eliminate construct-irrelevant information such as reading ability and work across language or cultural barriers. For that reason, there is greater scientific interest than ever in visual assessment (Keller, L., Keller, R., Nering, M., 2017). This paper presents the development of a visual assessment of willingness to adopt technology using only line drawings that can help administrators and educators assess the potential resistance or acceptance students, teachers and parents may have to the adoption of new technology in learning, teaching or other settings.

Applying the Addie Model in a Learning Management System: A Quantitative Study of the Impact on Student Achievement in Online Classes Delivered through Blackboard

Yingzhuo Quan, *Indiana State University*

The learning management system (LMS) is becoming the most popular technology chosen for higher education. Current studies mostly focus on LMS selection, implementation, and perceptions of students and faculties. With regard to this situation, this research will conduct in-depth study to investigate the methods to improve teaching and learning on LMS. Specifically, this research will find if the ADDIE model is an effective way to improve learning in online courses that are delivered through Blackboard Learn (Blackboard). In addition, the research will test student perceptions of the online class with Technology Acceptance Model survey.

Rel-nei Teacher Preparation Research Alliance: Building Capacity to Understand and Use Data, Evidence, and Research

Karen Shakman, *Education Development Center*
Susan Mundry, *Learning Innovations and WestEd*

Despite consensus on the important role of teachers in students' academic success, rigorous empirical research about the most effective way to prepare teachers is limited. What is lacking is research on what program design components work, how well, for whom, and in what context. Driven by the needs of the field, the federally funded Regional Education Laboratory Northeast and Islands (RELNEI) initiated the Teacher Preparation Research Alliance in January 2017. The Alliance is composed of state education agencies, institutions of higher education, and alternative teacher preparation pathway providers, and is designed to enhance the capacity of members of the group to use data, research, and evidence to support high quality teacher preparation. We will discuss the TPRA's research agenda and a specific project in NH to support the development of a data catalog on teacher preparation. A data catalog provides a list of data elements (these are specific data such as teacher evaluation ratings or teacher candidate field placements) and their key characteristics, such as years of available data, information about linking data with one another, changes to data elements across years, and specific fields or values. Importantly the information is collated and organized according to empirical research constructs.

A Capacity-building Workshop to Prepare for Capacity-building Peer Coaching

Lee Anna Stirling, *University of New England*

A Capacity-Building Workshop to Prepare for Capacity-Building Peer Coaching Abstract Public school teachers and a teaching principal in a small, rural, high poverty public elementary school participated in a workshop to introduce them to a capacity building peer coaching model and prepare them to engage in peer coaching as coaches and coaching recipients. The workshop was developed and led by the researcher and uses a process aligned with the same capacity building principles as the peer coaching model itself. General principles that guide both the peer coaching framework and the workshop are: focus on best learning for students and forward a culture of professional inquiry and collaboration while empowering teachers to take charge of their professional growth by honoring their wisdom, emotions, knowledge, and abilities.

Using Canonical Correlation to Explore the Relationship Between Social-emotional Learning and Academic Achievement

Salvatore Terrasi, *Lesley University*

Abstract: Using Canonical Correlation to Explore the Relationship Between Social-Emotional Learning and Academic Achievement This study used canonical correlation analysis [CCA] to explore the relationship between social-emotional learning [SEL] and school-related variables. More specifically, as part of a larger study to investigate the effect of a mindfulness intervention on a sample of elementary school children, a set of 8 social-emotional scales from the Devereux Student Strengths Assessment and two measures of academic achievement from a computer adaptive assessment in ELA and Math, along with a measure of absence from school, were analyzed using CCA. Results yielded one function that was statistically significant (Wilk's lambda = .302; p<.001), with a canonical correlation of .755, indicating a shared variance of 57% between the academic and SEL variates. Large structure coefficients were obtained for ELA (.91) and Math (,98) for the academic variate, and for Goal-Directed Behavior, Social Awareness, Decision-Making, Relationship Skills, and Self-Awareness on the SEL variate (coefficients ranged from .48 to .67). The proportion of variance for the full model, (i.e., the amount of shared variance across all functions) was .698. Implication for educators and policy makers are discussed.

Research on Macro-level Educational Policies on Bilingualism and Bilingual Education in the Post-proposition 227 Era: A Review of the Literature

Qianqian Zhang-Wu, *Boston College*

Bilingual education has long been controversial in American K-12 education. While it is blamed by some (e.g., Lopez & Mora, 1997; Unz, 1997) for language-minority students' low academic performance and poor future career potential, it is welcomed by others (e.g., Krashen, 1999; Ovando, 2003) as a way to challenge the one-size-fits-all English-only policy and benefit bilingual learners' content-area learning. Following the passage of Proposition 227 in California, several states---including Arizona, Colorado, and Massachusetts---have used legislation to sweep bilingual education out of public school classrooms. However, in July 2017, fifteen years after the passage of the anti-bilingual education act Question 2 (2002), Massachusetts lawmakers reconsidered the possibility of allowing bilingual education back into public schools (Vaznis, 2017). Why did such conflicting events happen? Is bilingual education benefiting or hurting language-minority students? Through careful analysis of a pool of 34 studies, this literature review aims to find answers to what research on macro-level educational policies says about bilingualism and bilingual education in the post-Proposition 227 era. Findings of this review address the deep-rooted reasons for the mismatch in discourses between politicians and educators, and shed light on how to support bilingual students' learning and well-being under the anti-bilingual education policies.

5:00pm - 7:00pm

NEERO Social Gathering   Ballroom

Please join the NEERO board for a complimentary cocktail and light appetizer reception. Additionally, the President of NEERO, Dr. Mary Grassetti, will be presenting the Ambassador Award to members of NEERO who have supported the organization over the years.

7:00am - 11:00am

Registration   **Hotel Lobby**

7:30am - 9:00am

Distinguished Panel Discussion:
The Joys and Challenges of Teaching Today   **Prescott**

The 2018 NEERO Friday Breakfast – Distinguished Panel Discussion will address the topic, the Joys and Challenges of Teaching Today. Moderated by Rubovits Award winner Aubrey Scheopner Torres, panelists will discuss the joys and challenges of life as a teacher today and ways that educational research can or has helped them in their work. The Distinguished Panel discussion is one of the two plenary sessions held during the annual NEERO conference. Instituted in 2010, the purpose of the session is to explore a timely topic of critical interest to our research community from a variety of perspectives. Panelists have included educational researchers and evaluators from universities and nonprofit organizations, school and district educators, and state policy makers.

Moderator: Aubrey Scheopner Torres, *St. Anselm College*

Panelists: Lisa D'Souza, *Assumption College*, Bryan Mascio, *Harvard Graduate School of Education* and Yasmina Thomas, *Barrington Public Schools*

9:15am - 10:45am

Symposium 5.1:
Challenges of Service-learning in Higher-education   **Warner**

Session Chair: Debra Harkins, *Suffolk University*

Challenges of Service-learning in Higher-education

Debra Harkins , *Suffolk University*
Elizabeth Robinson, *Suffolk University*
Cynthia Irizarry, *Suffolk University*
Jennifer Fuschel , *Suffolk University*
Wyatt Bonikowski, *Suffolk University*

Many university presidents, provosts, and upper administrators support and recognize that higher education needs to engage students in local communities and envision service-learning as a powerful means to create this reality. The goal of both service-learning and institutions of higher education is to help students become transformational citizens, who deeply question and try to change unjust and ineffective social systems. While studies of this type of community engagement provides extensive benefits for students, faculty, universities, and the local community, service-learning is not easy to do nor sustain. With the demonstrated value and benefit of service-learning, this pedagogy should be growing and gaining recognition at institutions of higher education. Unfortunately, this is not the case. Benefits of service-learning can only happen if all stakeholders fully commit their time and energy to: a) carefully structured academic courses; b) well-developed and sustainable community partnerships; and c) ensuring institutional support for service learning-focused faculty. Our critical reflective practice within faculty mentoring provided us with an opportunity to reflect on the challenges of implementing service-learning within the current structure of higher education. This symposium provides lessons learned on the challenges of engaging in service-learning with misaligned institutional structures of higher education and many community partners.

Symposium 5.2:
Rasch Measurement Workshop I   **Amphitheater**

Session Chair: Ludlow Larry, *Boston College*
Ludlow Larry, *NEERO*

This Rasch measurement workshop consists of final term papers written for the Boston College ERME8669 Psychometric Theory: Classical Test Theory and Rasch Models course, projects initiated by individual students and alums, and dissertation proposals and in-progress dissertations. The purpose is to explore the development and analysis of instruments (i.e. scales, tests, assessments) constructed according to the principles of Rasch measurement. The presentations are intended to be interactive with audience participation. No prior experience or exposure to Rasch (or Item Response Theory) methodology is required.

Paper 5.1:
Partnership, Placement & Policy   Gardner

Session Chair: Tamara Shattuck, *Western New England University*

Placing Teachers: Review of the Literature on Rural Teacher Education

Emilie Reagan, *University of New Hampshire*
Kathryn McCurdy, *University of New Hampshire*
Daniel Lord, *University of New Hampshire*
Beth Fornauf, *University of New Hampshire*
Vincent Connelly, *University of New Hampshire*
Thomas Schram, *University of New Hampshire*
Elyse Hambacher, *University of New Hampshire*
Thomas Higginbotham, *University of New Hampshire*
Ann Spencer, *University of New Hampshire*

Renewed interest in rural education has afforded new opportunities for research and practice that supports the recruitment, preparation, and support of high quality teachers. However, there is a paucity of recent syntheses that examine the research on teacher education for rural schools and communities. In this paper, we review the literature on rural teacher education from 2007 – 2017. In doing so, we seek to address the following research question: What does the literature say about the recruitment, preparation, and support of teachers for rural schools and communities? We frame our review of the literature with an orientation toward place-based pedagogy, and we highlight the need for integrated, place-based teacher education for rural schools and communities.

Understanding the Current Early Childhood Workforce:
A Qualitative Study of Participants of an Alternative Bachelor's Degree Program

Leslie Sevey, *Rhode Island College*
Susan Zoll, *Rhode Island College*
Karen Castagno, *Rhode Island College*
Christiane Lambert, *Rhode Island College*

This presentation will provide participants with an overview of a project that was designed to support members of the early childhood workforce who were currently working in the field to move towards the completion of a bachelor's degree and early childhood teacher certification. The symposium will share the original vision for the project and the realities that were faced in designing and implementing a program for non-traditional students. Three papers will be presented that each explore one aspect of the project including the vision and original development of the project including the history and stakeholders involved in the project; the realities faced by the first cohort of candidates to enter the program including identification of challenges faced by non-traditional students to enter or re-enter higher education; the design and evolution of student supports systems within an IHE; and finally the lessons learned from the project and the impact on the first cohort of candidates.

A Conceptual Framework for Clinical Practice and School-university Partnerships within a State Context

Laura Wasielewski, *Saint Anselm College*
Megan Birch, *Plymouth State University*
Vincent Connelly, *University of New Hampshire*
Stephen Bigaj, *Keene State College*

Our research examines the scope and sequence of clinical experiences in teacher preparation programs and seeks to understand the nature and strength of the relationships between our programs and P-12 schools in New Hampshire. Our results show a range of curricular practices and a continuum of school-university relationships.

Paper 5.2:
Teachers Leading through Change
Lear

Session Chair: Kelly Clark/Keefe, *University of Vermont*

Pragmatic Ways for Harnessing Teacher Professional Capital in Change Approaches

Frank Daniello, *Lesley University*

Many high-performing nations like Finland and Singapore harness educators' professional capital in the change process. Professional capital is a combined function of human capital, social capital, and decisional capital. This presentation connects theory with practice by describing ways for change agents to use teachers' professional capital in reforms. Practices for capitalizing on teachers' expertise and knowhow include fostering teacher ownership, providing teacher support and validation, promoting professionalism, offering collaboration, and giving ongoing professional development. They come from a study investigating teachers' self-reported reasons for being intrinsically invested in a successful multiple-year school-university partnership. Data came from twenty-seven semi-structured interviews with twenty-three teachers. These practices are of significance because they give change agents pragmatic ways for engaging teachers in the change process through capitalizing on their expertise and knowhow. Education change approaches that utilize teachers' human capital, social capital, and decisional capital will likely bring about reforms that better support student learning and that are sustainable and adaptable.

Transformative Tensions for Critical Literacies:
Rethinking Equity & Justice in Sheltered English Immersion Courses for Pre-service Teachers

Andrew Habana Hafner, *Westfield State University*
Floris Wilma Ortiz-Marrero, *Westfield State University*

This paper presents findings of theory-practice research over four years on the state-mandated Sheltered English Immersion (SEI) course at a state university teacher licensure program. This paper explores how instructional opportunities for critical dialogue have shaped pre-service teacher candidates' understandings of effective practices for ELLs. Data analysis of Year 3-4 student texts has contributed to refining a metacognitive lens (Figure 2) on sociocultural framework of language learning (Figure 1) that guides teaching and learning in the SEI course. We propose that need to interpret the SEI course from a critical lens in order to disrupt deficit perspectives that drive ELL policy & practice. Implications critique tendencies of accumulating strategies toward understanding sociopolitical inequity in our perspectives and practices for ELLs.

Small Town Identity and Rural School Consolidation: Thoughts on Increasing Sustainability

Tricia Stewart, *Western Connecticut State University*
Nicole DeRonck, *Western Connecticut State University*
Douglas M. Coates, *Western Connecticut State University*

This qualitative case study sought to understand rural school district consolidation in New York State from the perspective of participants who live in rural towns that merged school districts. Specifically, it was interested in the recommendations they have for other areas that are considering school district mergers, given the emphasis that the Governor and his staff has put on this as an educational reform initiative. While most participants support the merged school, districts given shrinking enrollments in the counties understudy, a surprising finding is that even those in the smaller communities, which have lost the most in terms of costs and resources, support mergers. However, this is with the caveat that more can be done to help each town retain its identity and remain viable as a community. Additionally, more can be done to better facilitate each individual district truly merging into one new district that encompasses both communities. Our work is unique in because it is less interested in some of the standard areas that deal with efficiency through school consolidation and is more interested in issues of community sustainability and the future of rural areas.

Paper 5.3:
Quantitative Approaches to Understanding and Improving Practice   Woodbury

Session Chair: *Nathan Dadey*

Exploring The Dimensionality Of Teachers' Self-perceived Performance Assessment Literacy

Michael P. Kelly, *The Center for Collaborative Education/Boston College*
Richard Feistman, *The Center for Collaborative Education/Boston College*
Emily Dodge, *The Center for Collaborative Education/Boston College*
Andresse St. Rose, *The Center for Collaborative Education/Boston College*
Josh Littenberg-Tobias, *The New Teacher Project*

There is a long history of performance assessment use within classrooms across the United States in a variety of forms (e.g., project based learning, quality performance tasks). Despite the use of performance assessments by educators, the great deal of theory written about the value of this type of assessment by researchers, and the investments made into the implementation of these assessments within schools and districts, the field has yet to develop and test a theoretically sound and statistically supported measure of performance assessment literacy in educators. This study utilized existing theory on performance assessment to design an instrument that assesses teachers' perceptions of their performance assessment literacy, then tested the reliability and dimensionality of the instrument using exploratory factor analysis on a sample of 242 educators, mostly working in New England schools. Findings indicated that the instrument did accurately measure a single factor, Performance Assessment Literacy; however, the conceptualization of the dimensions within the larger factor requires further study.

Predicting GPAS with Executive Functioning Assessed by Adolescent Students themselves and by their Teachers

William Ellery Samuels, *College of Staten Island/CUNY*
Sheldon Blackman, *John W. Lavelle Preparatory Charter School*
Stanley Sacks, *National Development and Research Institutes, Inc.*
JoAnn Sacks, *National Development and Research Institutes, Inc.*
Nelly Tournaki, *College of Staten Island/CUNY*
Kenneth Byalin, *John W. Lavelle Preparatory Charter School*

We examined the predictive validity of executive functioning on academic performance by asking teachers to complete the Behavior Rating Inventory of Executive Function (BRIEF)–Teacher Form for their students at the end of each academic year while also asking those same students to complete the BRIEF–Self Report about themselves; scores were then linked with students' academic and demographic data. Both teacher and student scores significantly contributed to models predicting overall GPA while controlling for students' gender, IEPs, and eligibility for free/reduced lunches. Teacher scores led to beter-fitting models than student scores, but student scores contributed unique information to the prediction of GPAs. Students' abilities to monitor their behavior showed some promise as a moderator for the predictiveness of student scores.

Round Table 5.1:
Professional Development: Growth, Challenges, Perspectives and Planning   Harbor's Edge

Research Methods Applied to School Planning

Gary Ackerman, *Windsor School*

Education is accurately described as user-based research as productive research leads to both greater understanding of the phenomena and to improved interventions. Further, practice generates productive research agendas and research informs practice. In this paper, several school leaders who adopted planning processes grounded in educational design research are described.

Consultation Speech Services in Schools: A Mix Methods Study of Professional Prospective

Shannon Burch, *Indiana University of Pennsylvania*

Abstract Inclusive speech and language support services are desired by many professionals in the public school system (Adamczyk, D.F et al., 2010). Although this desire maybe true, this approach to intervention is not often utilized by speech language pathologists (SLPs) (ASHA, 2016). The purpose of this study is to learn the perspectives of SLPs and teachers regarding the plausibility and efficiency of this model by examining the specific dynamics of the consultation area of inclusion services. Data will be collected from both SLPs and teachers by using surveys, interviews, and notes taken on this approach. The results are intended to provide evidence for the existing knowledge of this approach, the views of the professionals, successes and failures noted by professionals, and any experienced and/or perceived barriers to this approach. It is believed that the information gathered in this report will aim to assist in developing a better understanding and necessary support for the consultative approach to intervention.

Pre-service Teachers' Approaches to Professional Development for Diversity: Challenges and Implications

Feroze Kasi, *Indian University of Pennsylvania*

This study is intended to investigate the pre-service teachers' approaches to professional development for diversity. The aim of professional development for diversity is to prepare teachers to facilitate culturally diverse learners to thrive. This research study was initiated in a doctoral course last Spring at a university in Western Pennsylvania. There were a series of debates on teachers' readiness to deal with ethnocentrism and diversity simultaneously. Highly emotional but sophisticated reactions for and against the topic were observed from the fellow cohorts. Considering the importance of the topic, this study intends to investigate it further to contribute to the field of teacher professional development for diversity. Qualitative research method will be used to provide open forum to the research participants to express their views freely. Based on the existing literature in the field, an open-ended interview protocol will be developed to meet this end. The participants of the roundtable will discuss the topic in depth to increase overall understanding and provide insight in developing the interview protocol.

Promoting Growth in Teachers through Mentors and Networks

Todd McKinley, *University of Maine*

Leadership models focus mainly on the context of a school or district to foster professional development and to transform instructional practices. Professional learning communities, whole-faculty study groups, critical friends groups, and distributed leadership are situated within the school, thereby tying teacher growth to the needs and goals of the school. Likewise, professional growth and evaluation system limit teachers to setting goals and measuring change within the school, often basing progress on standardized measures of student achievement. This proposed study intends to examine other models of professional growth, through mentoring and networking in local, state, and national organizations.

Round Table 5.2:
Exploring Impacts on Students Outcomes   Harbor's Edge

The Potential Impact of Course Scheduling on the Graduation Rates of Undergraduate Architecture Students

Jason Hegenauer, *University of Hartford Department of Architecture*

Recent literature relays that a lack of consideration regarding course may have a negative impact on graduation rates (Pazich, 2017; Van Noy, 2016). Academic scheduling is a large undertaking for faculty members. The curriculum, sequencing of classes, availability of space, and faculty course loads must all be taken into consideration (Plainspoken, 2017). Similarly, students choosing their courses each semester must consider many of the same factors in conjunction with obligations of their own personal lives. Architecture students, in particular, have abnormally long time periods in classes as compared to other majors. This adds further complexities to course scheduling and curriculum tracking. This pilot study seeks to ascertain whether graduation rates of architecture students enrolled in undergraduate programs are affected by course scheduling.

A Study of Faculty Experiences in Advising Thesis and Non-thesis Doctoral Students
Conducting Dissertation Research

Abdulsalami Ibrahim, *Indiana University of Pennsylvania*
Frank Corbett, Jr., *Indiana University of Pennsylvania*

Faculty experience with doctoral students at dissertation level varies. Some faculty indicated a satisfactory experience while dealing with their advisees, while other faculty indicated unsatisfactory and negative experience with their advisees. In the United States, only 5-10% of graduate students take thesis option in their Master's degree. This, therefore, limit their ability to learn about research before their doctoral program, except those that majors in the research field. There is the absence of a large body of empirical studies that examine faculty experience in advising novice doctoral students conducting dissertation research. This study is designed to provide a research-based literature form faculty perspective on their experiences in advising novice doctoral students conducting a dissertation research. What challenge they faced and how did they overcome them. An open-ended survey would be designed and used to generate data. In this roundtable session, the participants would be engaged in a discussion, and researchers would seek feedback on the general conduct of this research.

Measuring Students' Perceptions of Faculty Availability Outside of Class

Katherine Reynolds, *Boston College*

The purpose of this research is to develop an instrument measuring university students' perceptions of faculty availability outside of class. Although it has been demonstrated that out-of-class interaction between students and faculty is generally beneficial, there is not a consistent definition of availability applied throughout existing literature. This instrument is intended to be a step towards arriving at such a definition. As this research is in its early stages, there are no current results. The goal of participation in this roundtable session is to solicit feedback regarding definition of the availability construct.

Round Table 5.3:
Policy Matters
Harbor's Edge

Does the First-year Matter? Cultural Intelligence and the Classroom Experience

D'Souza Lisa, *Assumption College*
Joan Barnatt, *Elon University*
Ann Marie Gleeson, *Primary Source*
Kara Viesca, *University of Nebraska Lincoln*

This qualitative study examines interview data reflecting teacher candidates' beliefs about cultural intelligence prior to student teaching, and again, after their first year of teaching. The study builds off a quantitative study which utilized the Cultural Intelligence Survey (CQS) (Ang, van Dyne, Koh, Ng, Templer, Tay, & Chandrasekar, 2007; Ang & Van Dyne, 2015) to identify areas of strength or weakness in four areas: Metacognition, Cognition, Motivation and Behavior. The intent of both studies was to gather data that might lead to targeted support for intercultural competence in teacher preparation. The qualitative data provided support for understanding how particular program elements were important in influencing intercultural competence along a developmental trajectory of learning. The common element in the experiences shared in the interviews was engagement and interactions that pressed participants to negotiate through uncertain territory; teaching in a diverse classroom or interacting with locals in a location where language and culture were unfamiliar. Collectively, the data underscored the importance of domestic diversity in providing opportunities for supporting intercultural competence and making connections to teaching and learning explicit. Tutoring programs, community-based afterschool programs, practicum and/or teaching placements in diverse classrooms, and service learning experiences were often cited as influential.

Choosing to Stay: A Mixed Methods Study of Why Teachers Stay in Education

Lisa Surkovich, *Indiana University of Pennsylvania*

The issue of beginning teachers leaving the profession within the first few years of their careers represents a global problem. This study will focus on interventions that can be implemented at the undergraduate level and within school systems to impact teacher education and professional development in order to improve teacher satisfaction and increase the number of teachers who will stay in education. While there have been numerous research studies conducted on reasons teachers leave education, this study strives to address the additional question of influences, personal attributes, and coping skills that support teachers staying. This information will be valuable in contributing to teacher education programs at universities and in developing teacher support programs within school districts. Additional supports and programs need to be developed if the wave of teachers moving out of education is to be slowed. A survey instrument will be developed to identify intrinsic and extrinsic factors which have influenced teachers who have sustained careers in education of twenty or more years. A randomized group of veteran teachers surveyed will also be interviewed to add key information to the study. Roundtable participants will discuss their own teaching philosophies and provide input for the enrichment of the research.

The Opioid Epidemic and The Impact on Special Education

Kathryn Welby

This roundtable research proposal will investigate the history of the opioid epidemic, current trends in opioid abuse, and the developmental and educational needs of children directly born into this epidemic. Based on the review of the literature, children impacted by the opioid epidemic will have special education needs in classrooms across the country. Based on the evidence and the analysis of trends, New England will have a significant number of children in their schools born into this epidemic. With the increasing trends of children born into this growing epidemic, there is an increased need for awareness and instruction on the special education requirements these children will need to be successful in classrooms across the country. The opioid epidemic will impact schools and education everywhere. Based on the literature and analysis of current trends, New England schools will be significantly affected by the opioid epidemic. Specifically, the increase of children requiring special education services as a result of this epidemic will be on the rise. My research is to look into the school systems to find out the level of preparedness of the districts as a result of the ramifications of this horrible epidemic.

Round Table 5.4:
Preparing Teachers, Students, and Counselors for a Diverse Workforce   Harbor's Edge

Diverse Workforce in the Counseling Profession: Exploring Public Perception

Monica Darcy, *Rhode Island College*
Julio Tavarez, *Rhode Island College*
Erin Blackmer, *Rhode Island College*

The mental health counseling workforce does not adequately represent the population it serves. Racial minorities account for only 10.3% of counselors according to Mental Health United States, 2010 (SAMHSA,2012). It is crucial we improve recruitment and retention efforts of students from diverse backgrounds so we have a workforce that represents the population it serves. An imperative in the counseling profession is to engage in advocacy to advance understanding of the profession. Higher education must attend to diversity and inclusion for members of all cultures to feel represented and welcomed in the profession's learning environment. Members of our graduate counseling program are exploring strategies that increase understanding of counseling and mental health counseling as a profession. Our goal is to promote interest and inclusion of undergraduate students interested in being mental health counselors. We will investigate our ideas for campus activities to facilitate professional exploration of counseling in approachable, welcoming settings. Presenters will engage audience input to inform these efforts.

Teaching While White: Power, Privilege and Gender in the Classroom.

Heather Eagan, *University of Vermont*
Holly-Lynn Busier, *University of Vermont*

Race and racism can be difficult topics to address in the classroom and current political realities have made this even more treacherous. We are exploring how our identities as white women teaching about race and racism at a predominantly white university impact classroom dynamics. Our class is a large survey class composed of students from a variety of demographics who all have widely varying levels of familiarity with the concepts that we present in class. As educators, we work to model civil discourse within the classroom, especially around contentious issues. We are specifically examining how our identities and narratives impact this discourse. We are also analyzing ways in which the current political atmosphere seems to be shifting the tenor of our classroom conversations in ways that seem to hamper students' ability to grapple with the material.

Mental Health in Elementary Schools: A Mindfulness Approach

Alexis Kelly, *University of Vermont*

This project addresses the need for more comprehensive and effective mental health education for elementary school students in our country. As time goes on, the stigma associated with mental illnesses is unfortunately continuing to increase. In my eyes, it is in the earliest years of education that we can really begin to change this by providing students with the tools they need to take care of themselves and reach out for help when they need it. I began by reading a variety of recent research about how to best teach students what mental health and mental illness are and how to best educate students about how their minds function. Much of this research points directly at mindfulness. Therefore I chose to conduct interviews with people who are involved with mindfulness and mindfulness education as well as mental health education. Through my reading and interviews I have developed and compiled a variety of resources for educators to bring into their classrooms. These include lesson plans, recommendations for how to integrate mental health and mindfulness education into other curricular aspects, writing prompts, hands-on activities, helpful videos, music recommendations, and a booklist for teachers and other school professionals.

The "Lifegraph Journal": Understanding How Students Engage Self-reflection In A Diversity-required Undergraduate University Course

Cynthia Reyes, *University of Vermont*
Winnie Looby, *University of Vermont*
Steven Netcoh, *University of Vermont*
Elsa Richter, *University of Vermont*
Rebecca Haslam, *University of Vermont*

Reflection related to issues of race, diversity, and social justice is important to develop in prospective teachers, but the discussion on what constitutes nuanced self-reflection still requires thoughtful analysis. Given that the quality of critical reflection is still considered important to helping students develop cultural competency skills, the purpose of this qualitative case study is to examine how a class of university undergraduates used a journal organizer called the Lifegraph Journal to develop critical and introspective thinking around issues related to race and racism in the U.S. The co-investigators collected student Lifegraph journals and shorter reflection pieces throughout the semester from 113 mostly first-year undergraduate students. A total of 1,356 journal reflections was collected during the 12 weeks. We will discuss preliminary findings from this pilot study during the research roundtable. We hope to use these findings to illuminate and identify more nuanced introspective reflection that potentially occur in a diversity-required course.

Round Table 5.5:
Leadership Research: Focusing on Unique Subgroups   Harbor's Edge

Reentry Mothers on Campus: Student Barriers and Implications for Practice

Lakshmi Frechette, *University of Hartford*

The inclusion of mothers resuming higher education goals after child rearing begs focus to a wide variety of complexities that highlight student barriers and provide implications for best practice in postsecondary teaching, learning, and leadership. Yet research on reentry student mothers in higher education has finite studies limited to areas of motivating factors for returning to campus, obstacles endured, and rates of program completion. There is a lack of empirical research on the developmental needs of mothers returning to higher education, and reentry mothers have student needs that differ from undergraduate and graduate learners. A review of the literature suggests higher education programming does not effectively address the marginalization, isolation, and displacement reentry mothers indicate they experience as students in higher education. This research report synthesizes the literature on reentry mothers in higher education to posit the situational, institutional, and dispositional barriers reentry mothers face as nontraditional students in higher education. Examining the three-pronged barriers that exist for reentry mothers in postsecondary learning may assist higher educational leaders to shape a course of action that seeks to break down situational, institutional, and dispositional impediments on postsecondary campuses, as well as bridge higher education support systems for this unique student population.

Catholic School Principals Reports Regarding Leadership and Spiritual Responsibilities, Professional Development Following the New Evangelization.

Louis Howe, *University of Hartford*

Catholic School Principals reports regarding leadership and spiritual responsibilities, professional development following the New Evangelization. Paper Proposal Submitted to the NEERO Annual Conference 2018 The Catholic Church is calling on principals to take on catechetical and spiritual leadership roles to lead their school as envisioned by Pope Francis and the New Evangelization (Spesia, 2016). With the lack of clergy or members of the religious community assuming leadership roles in Catholic schools, the role of principal has changed and become more demanding over the years (Boyle, Haller, & Hunt, 2016; Holter & Frabutt, 2012; Morten & Lawler, 2016; Nuzzi, James, & Frabutt, 2012). Using Ciriello's (1994) framework, the role of Catholic school principal is broken down into three leadership areas: educational, managerial, and spiritual. With the added responsibilities placed on Catholic school principals and Pope Francis' New Evangelization directive, the key question of this research concerns whether principals feel they have the professional development opportunities necessary to fulfill their vocation. The results of this study could help the Archdiocese in an urban setting in New England identify the strengths and weaknesses of their professional development program for principals.

Law Enforcement Leadership and the Management of Traumatic Incident Stress among Police Officers

Eric Murray, *University of Hartford*

Law enforcement has been recognized as one of the most stressful occupations in the United States. Police officers are first responders to potentially stressful situations, their ability to successfully manage stress is critical not only to their own mental health but to the safety of society as a whole (Patterson, Chung & Swan, 2012). Traumatic events can generate major repercussions impacting psychosocial and occupational functioning (Marchand et al., 2015). Psychological capital (PsyCap) contains the domains of hope, efficacy, resilience, and optimism. PsyCap will be used as the theoretical framework for this research. The purpose of this action research study is to examine what law enforcement leaders report regarding the strategies and best practices they use for police officers who are at risk of, or experiencing stress due to an incident during an officer's pretraumatic, peritraumatic, and posttraumatic period. This action research study will be conducted via a focus group with fifteen law enforcement leaders from various sized local and state police agencies, located in Connecticut and Massachusetts. Focus group and individual interviews will be used to ascertain current and potential best practices regarding the PsyCap strategies they use for officers' pretraumatic, peritraumatic, and posttraumatic events.

11:00am - 12:30pm

Symposium 6.1:
Rasch Measurement Workshop II   Amphitheater

Larry Ludlow, *Boston College*

NEERO Rasch Measurement Workshop Proposal This Rasch measurement workshop consists of final term papers written for the Boston College ERME8669 Psychometric Theory: Classical Test Theory and Rasch Models course, projects initiated by individual students and alums, and dissertation proposals and in-progress dissertations. The purpose is to explore the development and analysis of instruments (i.e. scales, tests, assessments) constructed according to the principles of Rasch measurement. The presentations are intended to be interactive with audience participation. No prior experience or exposure to Rasch (or Item Response Theory) methodology is required.

Symposium 6.2:
Teacher Retention: An Examination of Models that Work Co-Creating a Community of Agentive Learners in a Community College through Problem-Posing Education at the Intersection of Identity Development and Social Transformation   Warner

Session Chair: Andrew Coppens, *University of New Hampshire*

Co-creating a Community of Agentive Learners in a Community College through Problem-posing Education at the Intersection of Identity Development and Social Transformation

Mike Rifino, *The Graduate Center, City College of New York*
Eduardo Vianna, *LaGuardia Community College, City College of New York*
Franscisco Medina, *The Graduate Center, City College of New York*
Araminta Poole , *LaGuardia Community College, City College of New York*
Trisha Chase, *LaGuardia Community College, City College of New York*
Sukhrob Abdushukurov, *LaGuardia Community College, City College of New York*
Thiago Lucena, *Hunter College, City College of New York*
Lucia Dikaczova, *City College of New York, City College of New York*

This symposium seeks to contribute to the debate on transformative education by advancing notions of agentive learning at the intersection of identity development. Drawing on the implementation of a collaborative inquiry project within the peer-based co-curricular program in a community college, this symposium suggests an alternative model of transformative education predicated on the synergistic links of student agency and identity development to address the plight of community college students. Building on cultural-historical activity theory (Leontiev, 1978; Vygotsky, 1978) expanded by the transformative activist stance (Stetsenko, 2008, 2016), the authors discuss problem-posing pedagogy and identity development as mutually constitutive processes that both depend on and foster students positioning themselves vis-a-vis ongoing collaborative practices and finding one's own stake in them (Stetsenko, 2016). Contrary to extant accounts of transformative education, our contention is that striving toward transforming higher education starts with co-creating with and for students the sites and the tools of transformative practices. The papers provide examples of how to co-construct educational practices in college wherein students are encouraged to engage in critical-theoretical learning thus providing them with the tools to locate themselves within the history of their community practices while envisioning and enacting what they believe ought to be changed.

Paper 6.1:
Impacts on Teacher Development   Gardner

Session Chair: Rebecca Buchanan, *University of Maine*

Teaching In The Mirror – Autobiographical Portraits Of Interns Learning To Teach

Bryan Mascio, *Harvard Graduate School of Education*

Those who are becoming teachers are not empty vessels to be filled by their teacher preparation programs – they are well-formed human beings with rich histories and vibrant sociocultural contexts. Their lived experiences inform how they interpret their coursework, apply it to practice, and understand teaching situations. If teacher educators can understand their students in this way, they can better structure curriculum and support their development. These in-depth portraits of teacher-interns – based on two years of observation, interviews and artifact analysis – help illuminate the dynamic and socially-grounded process of learning to teach.

Knowledge of Learners in Context: Teacher Candidate Performance Assessment and Novice Teacher Learning

Emilie Reagan, *University of New Hampshire*
Kathryn McCurdy, *University of New Hampshire*
Megan Birch, *Plymouth State University*
Audrey Rogers, *Southern New Hampshire University*
Diana Sherman, *St. Anselm College*
Dianna Gahlsdorf Terrell, *St. Anselm College*

In the field of teacher preparation, there have been resounding calls for teacher candidate performance assessments that reflect the complexity of teaching and learning and have the capacity to assess preservice teachers' practice in context. However, there is limited research on how these assessments facilitate and support novice teacher learning and practice. In this study, we explore how a statewide teacher candidate performance assessment elicits preservice and novice teachers' knowledge of learners in context. Drawing on multiple data sources, we analyze the specific knowledge assessed in the performance assessment, and we examine how teachers take up their knowledge of learners in context during preservice teacher preparation and in the first year of teaching.

The Benefits of Providing Novice Teachers Access to Community Resources

Tamara Shattuck, *Western New England University*

Cultural institutions have the capacity to provide teachers with material resources for curriculum use in the classroom, professional support through connection to professional learning communities, promotion of self-confidence in teaching, and gains in subject content knowledge. There is building evidence that these types of support systems help novice teachers (i.e., teachers in their first three year of teaching), however many teachers do not have access to such support. This descriptive study explores the inclusion of cultural institutions as partners in novice teacher support programs though the investigation of the Teacher Pass Program (TPP- pseudonym), which provides novice teachers access to 22 local cultural institutions. In this paper I address findings around the benefits of integrating cultural institutions into support services through two research questions. 1) How do teachers use TPP benefits? 2) Do teachers who participate in the TPP incorporate cultural institution resources in their teaching practices? Findings indicate that participants were mostly using the TPP program for personal reasons. However, through personal use teachers were able to connect to the community in which they taught, and felt valued as professionals. Several teachers identified this connection as a reason to stay and continue teaching in an urban school district.

Increasing Teacher Knowledge and Skills in Post-secondary Transition

Kelly Swindlehurst, *Plymouth State University*
Ann Berry, *Plymouth State University*

The purpose of this research was to examine the impact of intentional pre-service teacher preparation around transition to adulthood for students with disabilities on pre-service teacher perception of their skills and confidence. Researchers used survey research methods in a pre-post format to answer the research question. Preliminary results suggest that intentional preparation around transition competencies has the potential to impact pre-service teachers' and understandings.

Paper 6.2:
Investigating College Student Access, Academic Support and Retention   Lear

Session Chair: Jason Hegenauer, *University of Hartford Department of Architecture*

Best Practices in Advising and Mentoring Undergraduate and Graduate Students

Elizabeth Bradley, *State University of New York Empire State College*
Ashley Hoogkamp, *State University of New York Empire State College*

Mentoring is a cornerstone of the student experience at many colleges and universities. Research shows that students thrive when they have a personal connection, guidance, and support from at least one campus faculty or staff member. Yet, questions about the most effective practices remain. This session will report on research conducted on best practices in mentoring. Students and faculty at a state college were surveyed on their mentoring experiences and the impact of factors such as academic preparedness, career and academic goals, mentoring expectations and needs, mode of mentoring, and faculty teaching loads will be explored. Session attendees will learn about best practices in mentoring, including practical strategies to implement with their own students.

Investigating Parenting Style and College Student Grit

Kelly Dunn, *Johnson & Wales University*

Parents today are extremely involved in the lives of their college students. Research has explored how parenting style affects college student success outcomes such as academic achievement, transition, and wellness. Grit, defined as passion and perseverance for long-term goals, has been linked to college student success; however, little research investigates the relationship between parenting style and college student grit. This paper addresses the results of a quantitative, correlational study that measured the relationship between parenting style and grit. Results demonstrated a significant positive relationship between authoritative parenting style and grit, a non-significant negative relationship between permissive parenting style and grit, and no relationship between authoritarian parenting style and grit.

Examining the Complexity of Family:
Professional Partnerships between Refugee Families and their Children's Teachers

Shana Haines, *University of Vermont*
Cynthia Reyes, *University of Vermont*
Hemant Tamang-Ghising, *University of Vermont*
Ashraf Alamatouri, *University of Vermont*

Through this qualitative study involving ten adolescent refugee students, their families, their teachers, and other educational staff with whom the family interacts, we holistically examined family-professional partnership practice within local school districts that serve refugee students as well as the perspectives about family-professional partnership of refugee families, their children, their children's teachers, multilingual liaisons, and administrators. Adopting an ecological perspective (Bronfenbrenner, 1986), we sought to understand (a) educational practice on partnering with refugee families with adolescent students; (b) refugee families' perceptions and practices for partnering with their children's teachers; and (c) educational professionals' perceptions and practices for partnering with their students' families. Our findings include: a) teachers and refugee families both have good intentions for helping children from refugee families succeed in school but make assumptions that negatively affect their collaborative relationship; b) families need to navigate literacy needs in order to understand what is happening at school; c) direct communication seems to be arbitrary instead of systematic; d) technology causes an added layer of opacity in communication between families and teachers; and e) families and teachers have starkly different perceptions about students' achievement. Implications of this research will be discussed.

Factors Impacting Student Attrition in Online Higher Education

Jessica Pawlik-York, *Post University*

Using the Factors Impacting Student Attrition (FISA) Survey, this study sought to determine the factors of attrition for students enrolled in online programs at a 4 year, private University. The sample included a population of over 25,000 students who had enrolled in an online 3 credit course regardless of continuation or completion over the past 3 academic years. Qualitative data from the scaled items on the survey were analyzed using regression analysis to determine significance, while qualitative data were coded and analyzed. Results of this study not only identify the factors that impact student attrition at this University but suggest a clear path to remediate such factors.

Service-learning Participation and College Engagement among Low-income Undergraduates

Kim Stevens, *Harvard Graduate School of Education*

This study investigates how service-learning programs may serve as useful contexts to support the engagement and retention of low-income undergraduates. Study research questions explore how service-learning participation impacts low-income college students' identity development, future goal formation, and overall undergraduate experience. Interview data for the study were collected from low-income undergraduates who participated in the Reflection in Service Experience (RISE) service-learning program. Data were analyzed using Interpretative Phenomenological Analysis (IPA) techniques. Study findings suggest that RISE functioned as a site where low-income students developed a sense of connection with peers, expanded their professional skills and goals, and cultivated a sense of financial stability, which led them to feel further engaged in college.

Paper 6.3:
Programs, Policies, and Opportunities for Improvement   Woodbury

Session Chair: Rachel Schiera, *Indiana University of Pennsylvania*

Investigating The Implementation Of K-12 Competency-based Education In The Northeast States

Carla Evans, *University of New Hampshire*
Suzanne Graham, *University of New Hampshire*
Melissa Lefebvre, *University of New Hampshire*

Competency-based education (CBE) has once again caught the eye of reformers looking to reshape educational systems to promote equity and increase the quality of education. This exploratory study examines whether and how the essential elements of CBE have been implemented in the seven Northeast states and the extent to which there is variation in implementation between states with different CBE policy affordances and constraints. This study uses data from 413 principals who completed the CBE Implementation Survey for Principals during the summer of 2017. Descriptive statistics and one-way ANOVA were used to examine composite item responses by state and whether responses varied between states. Results suggest that competency-based practices that are the most similar to current practices are reported more (professional learning communities and student support services) and competency-based practices that diverge from current practices are reported less (flexible pacing and flexible assessment of student learning). There were statistically significant differences between states with "advanced" and non-existent CBE policies on three competency-based practices. Implications for research, policy, and practice are discussed.

For Some and for All: Subgroup Entitlements and Daily Opportunity Provision in Segregated Schools

Rachel Garver, *Montclair State University*

Research on the implementation of IDEA and Title III is focused on outcomes for the targeted students—students with disabilities (SWDs) and English learners (ELs). I broaden this literature by asking how subgroup entitlements shape the education of general education students, a particularly important inquiry in high-poverty, low-performing schools where most students require intensive supports. Drawing on an ethnographic study of a high-poverty, racially and economically segregated middle school, I show various ways that subgroup entitlements structured daily opportunity provision for all students: 1) The administration designed academic programs to comply with IDEA and Title III, and the placement of SWDs and ELs took priority in the logic behind student assignment to classes. 2) Academic programs organized around the demands of Title III and IDEA became stable tracks and offered students distinct conditions for learning in terms of the speed, content, and methods of instruction. 3) Departments established to meet Title III and IDEA compliance demands fragmented the school's organizational structure and inhibited coordination and collaboration. 4) Subgroup entitlements exposed the school to increased oversight from the district and put it at heightened risk for a citation. 5) Subgroup-specific resources, such as funding, were shared with general education students.

21st Century After School Programs as an Academic Intervention for Elementary School Students Attending High Poverty Schools: The Impact of Program Attendance Over Time

Jennifer Scarpati, *University of New Hampshire/Nashua School District*

In America, millions of children living in poverty score lower on assessments of math and reading achievement than their more affluent peers. The federal government budgets money each year towards interventions to raise the achievement of students living in poverty. 21st Century after school programs have received billions of dollars over the past 20 years towards this goal. This secondary analysis of students attending diverse, high poverty elementary schools examines the impact of participation and dosage over time in the 21st Century program on math and reading achievement. Students' participation and days of program attendance are studied over a five year period. Multi-level models for change is used to to predict achievement over time for low dosage and high dosage participants, as well as non-participants. Results were seen for reading achievement, but not for math. School of attendance was a significant predictor of academic achievement over time for reading and math.

Learning To Teach Language For Justice From A Translanguaging Orientation

Elizabeth Robinson, *Suffolk University*
Zhongfeng Tian, *Boston College*
Elie Crief, *Suffolk University*

This exploration of translanguaging takes place in unprecedented times in the United States. It is crucial through education to build inclusivity and understanding rather than intolerance and discrimination. As academics, teachers, and students, we believe that translanguaging, a teaching theory and approach that uses all students' cultural and linguistic repertoires in learning, provides the theoretical and pedagogical tools to create compassionate and transformative classrooms. This qualitative collaborative research study looks at how implementing translanguaging in a TESOL (Teaching English to Speakers of Other Languages) course impacts students. We analyze course assignments for how students' understandings of language, culture and power are impacted by engaging translanguaging as theory. Also, we analyze videos of microteaching scenarios to determine how students use translanguaging as a pedagogy. Preliminary findings demonstrate the challenges of teaching and learning this multifaceted approach. However, we see promise for shifting future teachers' stances towards inclusivity and teaching for justice.

Round Table 6.1:
Assessment & Student Outcomes   Harbor's Edge

Understanding the Measurement Value of Technology-enhanced Items

Sebastian Moncaleano, *Boston College*

Computer-based tests are becoming ubiquitous in the educational testing field. Furthermore, testing programs that deliver tests electronically are continuously developing technology-enhanced items that allow test takers to interact with answer spaces that intend to assess constructs in a more valid way than traditional selected response or alphanumeric entry items. Nonetheless, not all technology-enhanced items fulfill their mission to assess more authentically their constructs. This paper seeks to understand how different are low fidelity technology-enhanced items are different from traditional selected response. This with the objective of developing guidelines for future development of technology enhanced items.

Assessing and Fulfilling Need for Writing Instruction for New Us International Graduate Students in Education

Nicole Roussos, *Boston College*

This study seeks to establish a knowledge base concerning new international students' educational needs in a graduate school of education, specifically in US academic writing conventions. This need is emerging as more students from diverse cultural origins are seeking their first US degree in US graduate programs. First-time international students seek support from this university's academic support system specifically for guidance in APA style, and the structure of literature reviews, and research papers. Using qualitative methods, this study will address the following research questions: 1. What do first-time international students need in terms of writing support as they gain cognitive academic language proficiency? Are these needs significantly different from the needs of new US graduate students and international students who have already completed a US bachelor's or master's degree? How? 2. How is this need best fulfilled by the university, specifically by the graduate school in which these students are enrolled? 3. How can one-year academic programs best support first-time international students with developing cognitive academic language proficiency in English, who will not be staying in the US after completion?

Assessment, College Writing Achievement, and Understanding Student Engagement

John Ziegler, *Bronx Community College, City University of New York*
Edward Lehner, *Bronx Community College, City University of New York*

Set in a freshman composition course using Blackboard for all assessments, this study investigated whether there is a relationship among formative assessment variables related to the development of college writing skills. The study's population was linguistically diverse students enrolled in a community college in a large northeastern city. The research design employed a multivariate data analytic framework to examine associations and predictive relationships among final class average, total user activity, total user activity in hours, and final quiz average as measures of formative assessment and college writing achievement. Results of Pearson correlation analysis indicated six significant associations among microengagement, formative assessment, and college writing achievement. One significant regression model resulted where microengagement, time on task, and formative assessment predicted 57% of college writing achievement.

An Investigation of Pre-service Teachers' Perceptions of the Factors that Influence Integration of Outdoor Education

Hany Zaky, *Indiana University of Pennsylvania*

After conversing with pre-service teachers about the benefits of engaging students in relevant learning experiences through a more physically active-field based approach, pre-service teachers were hesitant. Egregiously, the response degenerated the practice of outdoor education based on some personal experience. This round table session will discuss an investigation of the factors that influence the pre-service teachers' practice of outdoor education. The current study will be conducted with IUP pre-service teachers during the 2018-2019 school year. The participants in this study will be asked to provide their opinions. Kolb's Theory will serve as the theoretical framework for this exploratory mixed-methods study. Initially, interviews will be conducted, and based on the analysis a survey will be created to implement with a larger sample (require the IRB approval). This study attempts to determine what shapes the participants' awareness of outdoor education. Roundtable participants will discuss the factors that could shape the pre-service teachers' perceptions and suggest categories for the interview design. Keywords Outdoor Education, Pre-service teachers- Teaching awareness

Round Table 6.2
Leadership & Families in Teacher Education   Harbor's Edge

The Status of Leadership Training in New Hampshire Early Childhood Higher Education Programs

Eun Kyeong Cho, *University of New Hampshire*
Carrie Portrie, *University of New Hampshire*

Leadership research in the early childhood (EC) field has become more visible since the early 1990s. However, it is still a relatively new concept, and research is scarce on leadership training in institutions of higher education (IHEs). The study is to examine the status of leadership training provided by EC programs in New Hampshire IHEs that offer EC degrees and/or professional certifications. A list of IHEs offering EC degrees or certificates was generated. Content and word of the documents (i.e., program description, course listings, and course descriptions) available on each IHE's website were analyzed. Course titles and descriptions containing words such as "advocacy," "leadership," "administration," and "management" were selected as leadership-related courses. Initial data were analyzed by the number, title, focus, and requirement status (required vs. elective) of the course(s). Two broad categories were used in initial analysis, one based on "traditional" view of leadership (e.g., administrative focus) and the other based on "contemporary" (or expanded) view of leadership (e.g., advocacy focus). Preliminary analysis of the data indicated that the importance of developing leadership competence focusing on a broader view of leadership (beyond narrow definition focusing on administrative dimension of leadership) has not been sufficiently recognized in the EC field.

Parent Engagement: Examining the Role of Teacher Education

Lakshmi Frechette, *University of Hartford*

The impact of parent engagement in children's learning evidences exponential gains in K-12 student achievement. Yet theoretical foundations, field experiences, and a rigorous curriculum to shape the dispositions and efficacy of teacher candidates to engage parents in their children's public schooling seem to be lacking in teacher education programs. Examining this gap between preparation and practice as experienced by novice teachers may begin to shape best practice in teacher education to benefit future parent-teacher relationships. Instructional pedagogy in teacher education that inculcates parent partnerships beyond a peripheral front may advance the knowledge and skill-set novice teachers will need to influence parent partnerships. This research explores the reports of novice elementary teachers regarding their instructional experiences received in teacher education as related to scaffolding professional dispositions and efficacy to engage parents in their children's public schooling. Qualitative data synthesized through transcribed interviews and open-ended survey queries will provide the point of orientation to the study. Literature supporting the identified themes and subthemes of the study unite research theory and practice. Implications for practice may undergird ways to strengthen teacher education and move teacher candidates forward with greater efficacy to engage parents in their children's school experiences.

Development Of A Survey Instrument To Understand Public School Administrators' Teacher Quality Needs

Brett Tozer, *Urbana University*

The purpose of this roundtable presentation is to share a preliminary survey instrument which was designed to help understand public school principals' and superintendents' teacher needs to supply their students with a high-quality educational experience. The theoretical frameworks and research goals will be presented to attendees. The presenter encourages feedback and suggestions in relation to question construction, reliability improvement, and data coding.

Round Table 6.3:
Teacher Self-Regulation and Self Efficacy   Harbor's Edge

Culturally Responsive Teacher Self-efficacy: Exploring Early Childhood Teacher Preparation

Ingrid Everett, *Indiana University of Pennsylvania*

According to The State of Racial Diversity in the Educator Workforce, teacher racial diversity is not keeping pace with rapidly expanding student of color populations (2016). Whilst teacher quality is considered the greatest positive influence on student outcomes (NCLB, 2001), optimum outcomes ocurr when students also see themselves reflected in their teachers (Khalifa, Gooden & Davis, 2016). The foundational importance of early childhood education requires further inquiry into meeting the needs of students of color in the early grades. Until teacher populations mirror the increasingly diverse student body, avenues must be explored with immediacy to meet racially and culturally diverse student needs. Further reinforcing the use of Culturally Responsive Teaching (CRT) in early childhood education teacher preparation programs may be one such resource. This mixed method study seeks to compare culturally responsive teacher self-efficacy between primary certification areas across three rural state university teacher preparation programs. Comparison of self-efficacy in culturally responsive teaching may inform curricular change in early childhood teacher preparation by answering the following: 1) What differences in CRT self-efficacy are reported between pre-service teacher populations? 2) What elements of teacher preparation were reported to facilitate CRT self-efficacy?

Building Community for Democratic Education:
Communicating Unity Through Critical Language Pedagogies for Pre-service Teachers

Andrew Habana Hafner, *Westfield State University*

This paper shares findings from praxis research on the concept of Comm.Unity (communication + unity) implemented in pre-service undergraduate courses as a lens for building a positive, shared, and dialogic space for ELLs. The paper focuses on theory-practice research in second language theory and pedagogy courses on ELLs in a predominantly white institution, focusing on integration of the critical pedagogical construct of Comm.Unity as a lens for transformative education for ELLs. Data collection includes student texts, instructional materials, and classroom dialogue. Findings from critical discourse analysis of student texts show understandings of building Comm.Unity through a critical attention to language, discourse, and power in curriculum and pedagogy in order to address third space tensions for ELLs in an anti-immigrant era and narrowing school policy contexts.

Exploring Self-regulation in Novice Teachers: A Dissertation Proposal

Jessica Lototski, *University of Connecticut*

This study aims to explore self-regulation in novice teachers. Research of this concept in the context of k-12 education, post-secondary education, and in the field of teaching provided the foundation for a pilot study. The researcher designed a 22-item self-report survey with feedback from content experts, disseminated the survey to 93 participants, and analyzed the initial data. Results from an exploratory factor analysis and reliability analysis revealed necessary changes. The presentation will focus on steps for future research. The researcher is looking for feedback related to the proposed methods through a roundtable presentation.

Round Table 6.4:
Exploring Secondary Educators' Perceptions of Teaching   Harbor's Edge

Secondary English Teachers' Perceptions of Critical Thinking Instructional Methods

Pamela Anderson, *Indiana University of Pennsylvania*

The National Research Council's (NRC) Committee on Defining Deeper Learning and 21st Century Skills (National Research Council, 2013) determined that critical thinking is contained within one of three competency clusters associated with 21st Century skills. Deeper learning is an individual process in which the learner extracts knowledge in one situation and transfers it to a new situation. Critical thinking skills are essential for 21st-century teaching and learning. The purpose of critical thinking instruction is to help students initiate reflection, develop effective communication skills, and build analytical skills applicable to real-world problem solving (Helterbran & Strahler, 2013). Paul & Elder (2011) stated that critical thinking is the manner of thinking about subject content in which the student enhances the quality of thinking by analyzing, assessing, and reconstructing it. This study will identify definitions of critical thinking, perceptions of the instructional methods that educators consider, and the confidence level that educators possess concerning critical thinking skills and pedagogy in secondary education classrooms.

Investigating Beginning Secondary Mathematics Teachers' Perceptions and Development of Their PCK

Nicole Hersey, *University of Rhode Island*

Research reveals how important teacher preparation is for numerous reasons. One area that needs more investigation is the role of preparation programs on teachers' ability to teach mathematics. Similarly, there is a need to understand what experiences and factors influence PCK development and how it develops over the first year(s) of teaching. Teacher educators need to be more informed about what specialized knowledge teachers need in order to better prepare pre-service teachers for their transition into the profession (Cummings, 2010). The purpose of this study is to investigate the development of beginning secondary mathematics teachers' pedagogical content knowledge (PCK) about teaching and learning mathematics over the course of the first year of teaching. A qualitative design utilizing a PCK inventory, interviews, observations, and a survey provide data for understanding of how secondary mathematics teacher develop their PCK and their perceptions of their development. The dates for data collection were selected at transition points in the teacher preparation program experience and work experience. This study will highlight areas of need within the curriculum, programs, and professional development. These changes will hopefully lead to better preparation of future mathematics teachers who will be equipped for the transition into the teaching profession.

12:30pm - 1:30pm

NEERO 2019 Conference Planning Session & Board Meeting   Harbor's Edge

Session Chair: Dr. Amy Ryan, *NEERO President 2019*

Are you interested in becoming more involved with NEERO?

Would you like to serve as a state representative or a help review proposals?

Do you have ideas on how we can continue to improve the NEERO conference?

If you have answered yes to any of these question, please join us for an after the conference debrief session and board meeting where we will discuss what went well this year, ways to get more involved in NEERO, and ideas and possibilities for next year's conference. Looking forward to seeing you all after the conference!