



Program for the
51st Annual Meeting
of the
New England
Educational Research Organization
(NEERO)

Reclaiming Educational Research

Sheraton Portsmouth Harborside Hotel
Portsmouth, NH

April 24–26, 2019

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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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The New England Educational Research Organization would like to acknowledge and thank our colleagues who graciously served as strand leaders and reviewers for the 2019 conference. Without their generosity and expertise, this conference would not be possible.

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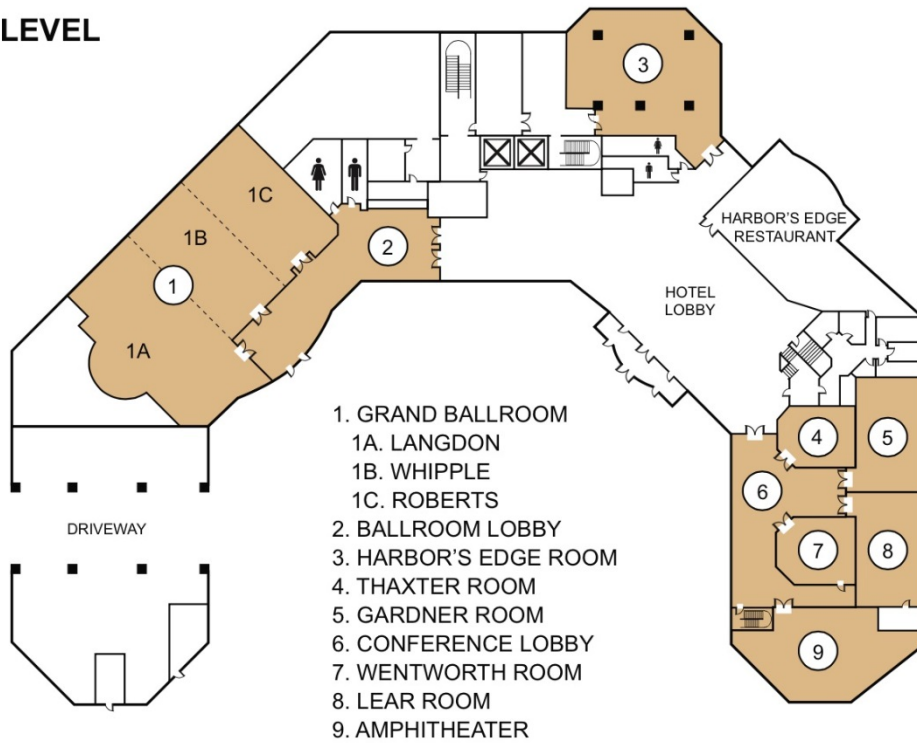
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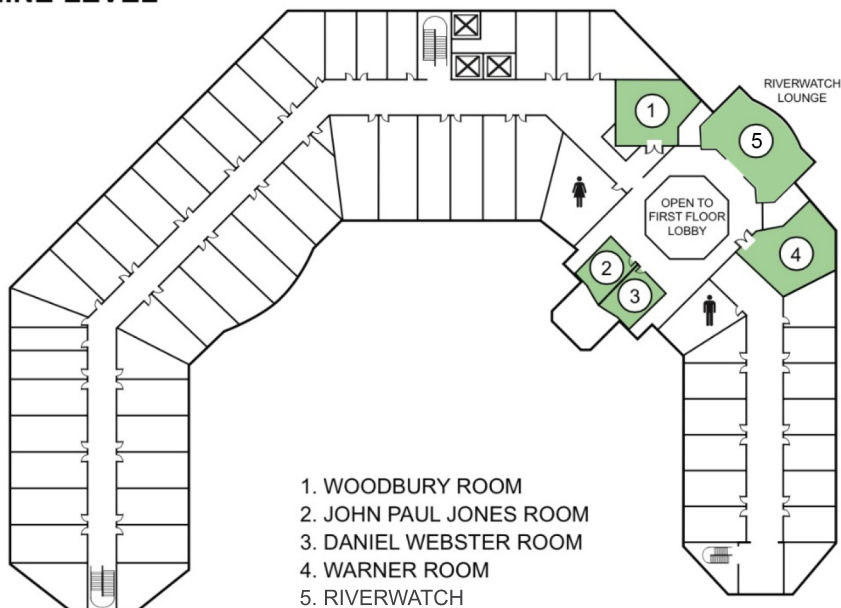
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Portsmouth, New Hampshire

LOBBY LEVEL



MEZZANINE LEVEL



Wednesday, April 24, 2019

11:30am - 4:30pm

NEERO 2019 Conference Registration

Hotel Lobby

NEERO 50th Anniversary Memories

Wentworth

Visit the Wentworth Room and check out memories and memorabilia from the past 50 years of NEERO!

12:15pm - 2:15pm

**Workshop A:
Using Mendeley as a Reference Management Tool for Scholarly Writing**

Gardner

Session Chair: Jeremy Visone, Jess Gregory, & Drey Martone, *Central Connecticut State University, Southern Connecticut State University & College of St. Rose*

In this workshop, participants will learn about Mendeley, a free, reference-management tool. Participants will learn about the benefits of Mendeley, including its ability to serve as a warehouse for reference articles, assist with organizing reference citations, automatically download into the program journal articles and reports accessed online, insert parenthetical citations directly into your writing in Microsoft Word documents, toggle parenthetical citations and reference list entries among reference styles (i.e. APA, Chicago, MLA, etc.), and automatically generate a complete references list in Microsoft Word. Participants will also be shown how to download the appropriate tools from Mendeley.com, and they will be shown how to perform the features listed above to increase their efficiency in scholarly writing and save tremendous amounts of time. For a maximally productive experience, participants are asked to bring: an Internet capable, charged laptop that uses Microsoft Word for word processing and several saved journal articles (as PDFs) that they can access during the presentation for practice.

**Workshop B:
Disseminating Your Dissertation**

Lear

Session Chair: Felice D. Billups, *Johnson & Wales University*

In this workshop, participants will explore the various options for disseminating their dissertation research beyond the realm of the peer-reviewed scholarly journal. Designed for the current doctoral student or recent doctoral graduate, this session examines various ways to share their research including: 1) scholarly and industry-based publications (newsletters, editorials, book reviews, white papers, essays, monographs, book chapters), 2) conference presentations, papers, symposia, 3) webinars and other online presentations, 4) research collaborations with colleagues or research teams, 5) grant opportunities, 6) professional consulting, 7) workshops and professional development presentations, 8) service on doctoral or masters dissertation/theses committees, and 9) teaching opportunities, or serving as guest speakers or lecturers. Participants should bring their dissertation abstract and dissertation reference list, and a list of the professional/research associations with which they currently affiliate (or seek to join). Using this information, participants will develop their own worksheets and leave with a 'plan' for how to maximize the work they accomplished through their doctoral dissertation.

2:30pm - 4:30pm

**Workshop C:
Publishing 101 - 12 Weeks to a Journal Article!**

Lear

Session Chair: Mary Grassetti & Chris Kunkel, *Framingham State University & Rhode Island College*

In this workshop participants will examine the process of academic publishing, from getting started to responding to journal editor 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.

6:00pm - 6:45pm

Fireside Chat with Dr. Marilyn Cochran-Smith

Harbor's Edge

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

Rubovits Award Presentation

Wednesday, April 24, 2019

7:00-8:15pm

Harbor's Edge

Rubovits Award Presentation for Best Paper NEERO 2018 Conference

Teaching in the Mirror Autobiographical Portraits of Interns Learning to Teach

Dr. Bryan Mascio, *University of New Hampshire*

Session Chair: Dr. Amy Ryan, NEERO President

This paper is part of a larger dissertation study, *Learning to Teach: A Mixed-Methods Study of Interns Learning The Skills of Teaching*. The dissertation is grounded in a neo-Piagetian understanding of learning, and takes a mixed methods approach to investigate the process of how teacher interns—in the culminating phase of a comprehensive university-based teacher preparation program—learn the skills of teaching. This paper is a group portrait of three interns whose learning to teach is shaped by each of their own autobiographical journeys. Their narratives reflect on the influence of their personal histories on their developing teaching practice.

8:15pm - 9:00pm

Ice Cream & Sorbet Reception

Harbor's Edge

Following the Rubovits Award presentation, enjoy some ice cream and sorbet. Take time to network and socialize with NEERO conference participants.

Thursday, April 25, 2019

7:30am - 4:00pm

NEERO 2019 Conference Registration

Hotel Lobby

NEERO 50th Anniversary Memories

Wentworth

Visit the Wentworth Room and check out memories and memorabilia from the past 50 years of NEERO!

8:30am - 10:00am

Symposium 1.1

**Identity and Education:
Returning to Erikson 50 Years After Identity, Youth and Crisis**

Amphitheater

Session Chair: Jayson Seaman & Andrew Coppens, *University of New Hampshire*

Identity and Education: Returning to Erikson 50 Years after Identity, Youth and Crisis

Jayson Seaman, *University of New Hampshire*

Andrew Coppens, *University of New Hampshire*

Erin Sharp, *University of New Hampshire*

Fatemeh Hajnaghizadeh, *University of New Hampshire*

Katherine Ginn, *University of New Hampshire*

Bryan Freeland, *University of New Hampshire*

The purpose of this symposium is to examine the continued relevance of Erik Erikson's seminal writings on identity to education and youth development, particularly his most significant book on the topic, *Identity, Youth, and Crisis* (1968). The session includes five papers that will orient attendees to core ideas in Erikson's text, review major traditions of research operating in his legacy, and extend Erikson's ideas in light of other recent scholarship giving greater prominence to the cultural dimensions of his writing.

Symposium 1.2

**Facet Design and Rasch Measurement:
An Innovative Approach to Instrument Development**

Riverwatch

Session Chair: Larry Ludlow, *Boston College*

Facet Design and Rasch Measurement: An Innovative Approach to Instrument Development

Larry Ludlow, *Boston College*

Katy Hogue, *Boston College*

Katherine Reynolds, *Boston College*

Kevin Holbrook, *Boston College*

Maria Baez Cruz, *Boston College*

Claire Chang, *National Institute of Education/Nanyang Technological University*

This symposium focuses an innovative approach to instrument development using the principles of Rasch measurement and facet theory design elements. An overview of the basic approach is provided, followed by presentations of five specific applications of the approach for a diverse array of constructs. Specific constructs include teachers' beliefs/capacity for data use, student perceptions of faculty availability outside of class, teacher-candidate perceptions of their supervisors, school sociocultural integration, and teachers' practices for equity.

Paper 1.1
Analyzing Formal and Informal Education

Gardner

Session Chair: Christine Clayton, *Pace University*

Inclusion and Disability in India: A Study of Special Programs in Delhi and Beyond

Anita Charles, *Bates College*

Priyanka Padhy, *Lady Shri Ram College*

Our study explores the landscape of education in India for children with disabilities. Specifically, we visited 10 specialized programs primarily in Delhi to conduct semi-structured interviews with the directors and principals. An understanding of the contextualized realities in policy and implementation will enable programs in India to offer professional development to faculty and to increase their capacity for inclusion, and will encourage governmental policy-makers to create culturally responsive policies and accountability systems for both access and outcomes. This paper presents key findings from our work, including the social, cultural, political, and religious barriers to inclusion, as well as a discussion of possible ways to work toward greater inclusive practices for children with disabilities.

Would Black Males Readily Say they Need Mentors Who Practice Strategic Mentoring?

Quintin Robinson, *Santa Clara University*

Young Black males living in single parent homes show that in spite of never having a mentor, they understand the value of a responsible same sex mentor who can offer leadership and direction in the development of their lives. In this qualitative study participants offered will-expressed thoughts on what they believed the mentoring relationship should involve, which indicates what Black males think about mentoring and how it can enrich their lives. Participants characterized Unstructured Mentoring as an unclear, jumbled process with no specific agenda, while they described Strategic Mentoring as mentoring with a clear objective. For the mentoring process to be effective it should be a strategic, well organized process that adds value, direction and purpose to the life of the mentee. Black males struggling to move forward in the educational and socially should be associated with deliberate, structured mentoring programs with responsible mentors.

Changes in the Purpose of School Over Time: A Longitudinal Analysis of a Random Sample of Massachusetts High School Mission Statements Over 16 Years

Steven Stemler, *Wesleyan University*

Damian Bebell, *Boston College*

Jordan Legaspi, *Wesleyan University*

Researchers have used mission statements to assess the purpose of schools for over two decades, yet to our knowledge, no study has tracked changes in mission statements over time. Using a truly random sample of 50 high school mission statements in Massachusetts, we examined changes at three time points across 16 years. We found that school mission statements do change over time and do appear to be somewhat influenced by political issues in the moment. For example, in 2006 schools were integrating the concept of data-driven decision making in a way that was not present in 2001. By 2017, a focus on student mental health had entered into mission statements where it was absent before. These and other changes are discussed.

Uncovering the Story of Two Mandarin/ English Two-Way Immersion Programs in the United States

Zhongfeng Tian, *Boston College*

Qianqian Zhang-Wu, *Boston College*

Two-way immersion (TWI) programs are recognized as a promising means of promoting bilingualism, biliteracy and bicultural competence. While Spanish/English TWI programs are far more common than other language combinations, there is increasing interest in Mandarin/English TWI programs. In this qualitative study, we selected two Mandarin/English TWI member schools within a national education network at Boston College to examine their bilingual program model designs and the successes and challenges when implementing those models. Informed by Soltero (2016)'s framework of bilingual model design, we conducted both inductive and deductive coding to analyze data from semi-structured interviews with principals, archived documents, and informal communication with school staff. We found that both schools adopted 50/50 partial immersion model with strict language allocation policy by time, teacher, and classroom. The models were successful because they were subject to change to fit into the local community needs. Meanwhile, there were challenges facing the implementation of program models, such as the lack of Mandarin assessment materials and the pressure to meet the state standards. This study carries important implications for school leaders and administrators to design effective bilingual education models to better serve Chinese/English dual language learners in the United States.

Paper 1.2
Processes and Outcomes of Teacher Education

Lear

Session Chair: Lisa D'Souza, *Assumption College*

Analyzing Barriers, Enabling Inclusive Pedagogy: A Collaborative Autoethnography of a Teacher Residency Program

Beth Fornauf, *University of New Hampshire*

Thomas Higginbotham, *University of New Hampshire*

Kathryn McCurdy, *University of New Hampshire*

Bryan Mascio, *University of New Hampshire*

Emilie Reagan, *University of New Hampshire*

In recent years, Universal Design for Learning (UDL) has gained traction in K-12 and higher education as a framework for dismantling the myth of the “average” learner, and emphasizing student variability (over ability or disability) in schools. Building on this shift, scholars have urged teacher education programs to incorporate UDL into their preservice curricula to prepare future teachers to build and sustain inclusive classrooms. Through collaborative autoethnography, we aim to examine our experiences conceptualizing, operationalizing, and implementing UDL at multiple levels of a rural teacher residency (preparation) program, while foregrounding the personal and professional experiences that inform our work.

The Effectiveness and Impact of Southern Connecticut State University Teacher Preparation Completers in P-12 Student Learning

Angela Lopez-Velasquez, *Southern Connecticut State University*

Laura Bower-Phipps, *Southern Connecticut State University*

Margaret Generali, *Southern Connecticut State University*

This qualitative study investigated how in-service teachers manifest and evaluate their current instructional effectiveness, how they boost their effectiveness utilizing action research, and how the findings can inform the improvement of teacher preparation programs. The study originated from the need of data to satisfy accreditation standards. Four in-service teachers participated by engaging in action research. Findings include how the teachers perceive their own effectiveness, the challenges to their effectiveness, and aspects of their teacher preparation program that can be improved.

Using Co-Teaching to Deconstruct Preservice Teachers' and Instructors' Perceptions of Self-Efficacy, (Dis)ability, and Teacher Roles

Nancy Peck, *Keene State College*

Lance Neeper, *Keene State College*

This session will focus on the implementation of a co-taught early childhood education course on special education. The course was developed to increase awareness and access to special education through a field-based co-taught practicum course. Instructors from general education and special education shared planning and teaching roles to model collaborative practices for future early childhood educators. Data from focus groups, interviews, pre-then-post surveys, and preservice teacher journals will be used to explore preservice teachers': a) understanding of the expectations of their future professional roles, b) self-efficacy in relation to their ability to meet the needs of all students, c) perceptions of children with (dis)abilities, and d) experiences participating in a co-taught course. Instructors will share recommendations and lessons learned from their ongoing experiences.

Practicing What We Teach: Reclaiming the Balance of Portable and Context-Dependent Outcomes in Education Research

Meredith Thompson, *Massachusetts Institute of Technology*

Elizabeth Falck, *Massachusetts Institute of Technology*

In response to the call by practice-based educators (e.g. Grossman et al., 2009; Core Practice Consortium, 2018) for teacher candidates to enact and reflect on teaching during university classes, we have launched a collaborative initiative to create opportunities for preservice teachers to link global ideas about education theory and context-driven goals of pedagogical practice. Through a cross-institutional partnership, we have designed, implemented, and evaluated “practice spaces” or games and simulations aimed at helping novice teachers practice and enact targeted, high leverage teaching practices. This partnership allows us to explore the effect of these practice spaces on preservice teacher preparation across a range of contexts, and helps bridge the gap between data-driven generalizable research and context-driven teaching practice. We use an illustrative example of a digital simulation called Teacher Moments to explore how a practice space adapted to two different contexts creates opportunities to understand convergent themes and divergent experiences across institutions.

Thursday, April 25, 2019

Roundtable 1.1 Reform in Educational Leadership

Woodbury

Policy, Guns, and Alternative Responses to Fear: Stakeholders Fight to be Heard in Connecticut

Tricia Stewart, *Western Connecticut State University*

Erin Birden, *Western Connecticut State University*

This exploratory case study seeks to understand the controversial topic of arming security guards in public schools from the perspective of multiple stakeholders in one Connecticut Regional School District. Chiefly, we are interested in the way that state policies are translated to the local school district and interpreted by school district administration and Board of Education members. More specifically, it is interested understanding the perspectives of the community members whose viewpoints countered the official policy put forth from the school district. The following research questions guided this study: 1.) What is the Connecticut State policy on guns in schools, including for security based school sanctioned purposes? 2.) What was the political and historical conversation that took place around guns in schools in Connecticut? motivation behind the push towards consolidation? 3.) In what way was the arming of security guards as a local policy shared with the regional school district community and how was it received?

Understanding Narratives of Teachers and Education Reform in Media: Current Trends

Kelly Swindlehurst, *Plymouth State University*

This presentation will examine the findings of a qualitative content analysis of recent trends in the portrayal of teachers, schools and education reform in written narratives and popular media. Implications for future research, policy and practice will be discussed.

Getting Better at Getting Better: A Networked Design Development Research Study

Page Tompkins, *Upper Valley Educators Institute*

Christopher Ward, *Upper Valley Educators Institute*

Jennifer Stainton, *Woodstock Union Middle High School*

Schools typically work in isolation and struggle to sustain traction in solving complex problems of teaching and learning. To address this, we brought together teacher leaders from twelve schools to be co-researchers in a networked improvement design development inquiry, which draws heavily on the networked improvement community and design development models of school improvement. These co-researchers designed, led the implementation of, and collected and analyzed data on a school-based intervention to address a common problem of practice related to teaching for deeper learning. As this study is still in process, we expect to find, through a qualitative evaluation of the networked improvement design development process, that teacher leaders increase their capacity to lead school-based improvement efforts and that school-based teams experience both rich collaboration and impatience with the pace and scope of improvement.

Roundtable 1.2 Navigating Educational Systems from the Margins

Woodbury

"I'm Not Just a Guest in this Country": The Life Experiences of Multilingual Students in the United States

Arby Ghemari, *University of Vermont*

Sefakor Komabu-Pomeyie, *University of Vermont*

This qualitative narrative study explores the importance of linguistic diversity in higher education in the United States. Research has shown that teachers need to be well-equipped with strategies to address the learning needs of students with limited proficiency in English. Intercultural sensitivity has been touted as critical for developing positive relationships with multilingual students. This presentation will examine and critique the "single narrative" of a subset of multilingual students from one higher education institution in the Northeast, and unpack assumptions that sometimes stem from the single story. Based on data collected from a set of individual and focus group interviews, the study will examine how students themselves define and discuss intercultural sensitivity as it relates to their learning and to perceptions they have of their teachers. Addressing this year's theme of reclaiming educational research, this study aims to highlight the voices of international students and explore recommendations to support graduate students who are multilingual in higher education in the U.S.

Thursday, April 25, 2019

Do Not Ignore My Voice! A Call to Action by Gender Expansive Youth

Sam Hoyo, *University of Massachusetts Boston*

Gender expansive youth are discriminated against because they do not fit into socially constructed gender binaries. They are unable to fully engage with daily activities as their requests for being called by their preferred name and gender pronoun are widely ignored by school administrators and teachers. They lack a general sense of personal safety and often feel administratively and pedagogically excluded from their dominant heteronormative school culture. As a result, they often decide to leave the educational system out of fear of being physically or emotionally assaulted and injured. It is necessary for schools to become champions for gender expansive youth because without educational support and protection, these students face a greater risk of dropping out or being pushed into the social margins where they are physically and mentally at risk for economic insecurity, homelessness, and imprisonment. This youth participatory action research study advocates for the academic success of gender expansive youth by seeking to understand how gender expansive youth embody damaging educational experiences and to what extent these experiences lead to dropout, resilience, and perseverance. This study's aims to inform education policy and practices to improve the academic outcomes and create more gender-safe learning spaces for all students.

Social Support and Academic Success: What Syrian Refugee Students Have to Say

Ibrahim Karkouti, *The American University in Cairo*

This qualitative, exploratory case study is designed to elicit Syrian refugee students' perceptions regarding the individuals who provide them with the social supports needed for academic success. Semi-structured interviews will be conducted at two public schools in Lebanon with 20 eighth graders. House's (1981) social support framework will guide this study and will serve as the theoretical lens through which data will be collected and analyzed. The findings will reveal the individuals that refugee students consider responsible for specific types of social support needed for their academic success.

An Examination of How Culture Shapes the Understanding of Disability for Parents Who Immigrate to the United States: Digging into the Data

Lisa Langone Berard, *University of Massachusetts, Boston*

Disparity in the identification of educational disabilities among minority populations has been of concern throughout the history of special education in the United States. The literature suggests there is disparity in how parents and teachers conceptualize and incorporate their understandings of disability into the team process, which results in students becoming eligible for special education. I am currently collecting data for my dissertation and hope to participate in a research roundtable to receive feedback on my data analysis. The purpose of my study is to answer the following questions: (1) How do parents and teachers of students who have been designated as having disabilities conceptualize the meaning of educational disability? (2) How might these meanings differ for parents and teachers from different sociocultural backgrounds? (3) How is disproportionality produced within the team process through the interactions of these conceptualizations? Through the lens of the social model of disability and cultural theory, this phenomenological study will draw on parent and teacher interviews to explore understandings of disability and how these interact in the team process to shape outcomes. The findings may have important implications for developing culturally relevant pedagogies in special education procedures and policy.

Making Do: The Lived Experiences of Families Earning Low Incomes

Christopher Trombly, *Southern Connecticut State University*

Many families exist at the edge of poverty – alternately slipping into and emerging from it. Safety nets exist, but are challenging for families to negotiate. Moreover, families already smarting from the injury of economic hardship too often endure the insult of palpable judgment from professionals – including educators – whose role is to support them. This paper presents findings from an investigation of the experiences of three families who earn low incomes. Among the findings are that a great deal of energy and social capital are required of families who labor to make do, and that modest changes in incomes impact families' eligibility to continue receiving available supports – with disproportionate impacts to their quality of life. The findings point to the need for educators to engage compassionately with families whose fiscal circumstances are strained, and to ensure that guidelines for determining eligibility for – and access to – supports are straightforward. Similarly, given the finding that successful navigation of available supports requires individuals to draw upon social capital, another implication of this investigation is that educators should ensure that youngsters – particularly those whose families experience economic uncertainty – are afforded opportunities to cultivate such social capital.

Roundtable 1.3
eLearning and Computer Technologies

Warner

Resurgence of an Integrated Curriculum to Promote STEM Learning and Physical Activity

Patrice Faith Olivar, *University of Massachusetts, Lowell*

Christina Nikitopolous, *University of Massachusetts, Lowell*

This roundtable aims to discuss how to best engage youths in Science, Technology, Engineering, and Math (STEM) learning while increasing their physical activity (PA) levels. Research has shown that engagement in STEM and PA typically declines around the same age – and even more so for females and youths of color. Research, conducted through extensive literature reviews, indicate that an integrated curriculum posits students to understand STEM concepts better due to active participation, hands-on learning, and increased engagement. The application of an integrated curriculum is only emerging in the field of education today; however, the impact for today's youths is paramount. Today's youths are falling behind in international standards for math and science learning – subjects deemed necessary for a technology-driven world. Additionally, the prevalence of obesity in youths is only increasing. The significance of this research targets not only a public health problem but also an academic one. Discussion questions presented to the group include: How can we encourage schools to create an interdisciplinary teaching environment which integrates STEM and physical activity? How can we support teachers to collaborate in this process? And, how can we involve the community to create a sustainable program that benefits all?

The Impact of Education and Culture on the Adoption of e-Learning 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.

Case Study of Urban 4th/5th Grade Teachers and Students Engaged with e-Texts

Christine Woodcock, *American International College*

Sarita Belmont, *American International College*

This qualitative action research project follows a case study format as a means of studying the effect of explicit student and teacher training in specific reading strategies designed for reading with e-texts. Throughout the study, researchers note trends in student reading development and engagement, and shifts in teachers' instructional approaches and attitudes towards how students can benefit from e-texts. The participants are fourth and fifth grade teacher-team and students at an urban elementary school in Springfield, MA. Data sources include student, teacher and parent surveys, interviews, and observation forms. In addition, reading scores are used to disaggregate the data to determine trends of development in specific sub-groups. Preliminary results indicate an increasing agency among teachers and students, along with an enhanced awareness of self-potential, including students taking on roles as technology leaders. Implications will address suggestions for further implementation, including ways of navigating bumps in the road, and ways of providing follow-up and support systems.

Roundtable 1.4
Models to Improve the Interpretation and Use of Large-Scale Assessments

Warner

A Multilevel Modelling Analysis to Investigate the Factors Effecting Turkish Students' Scientific Literacy Performance in PISA 2015

Gulsah Gurkan, *Boston College*

This study examines Turkish students' scientific literacy performance in PISA 2015 and its association with some key variables such as gender, science self-efficacy, and school program of study. The final sample involved 4969 students within 135 schools from Turkey. For the proposed research questions, a cross-sectional two-level multilevel modelling method was used. The results suggested that students' gender and their science self-efficacy as well as school program of study and science specific resources were strong predictors of students' scientific literacy performance. The study also showed that the relationship between students' gender and their scientific literacy performance varied school to school as a function of school science specific resources but this interaction was not found to be significant. Finally, students with medium level science self-efficacy performed differently if they were in 'vocational education' schools compared to 'general education' school. On the other hand, students with high level of science self-efficacy performed as they would in either school programs. Although school-level predictors explained considerable amount of variance in the outcome, the remaining variance was still significant and further research which incorporates additional student and school-level factors in students' performance is needed.

Thursday, April 25, 2019

Developing a Framework to Determine the Value of Technology-Enhanced Items

Sebastian Moncaleano, *Boston College*

For several decades large-scale assessments have relied heavily on selected response and open response items to assess students in an educational setting. Over the last two decades, capitalizing on the proliferation of computer-based assessments, innovative item types have become more prevalent. In particular, technology-enhanced items have expanded their use and have diversified the interactions they employ at a fast rate. Despite the apparent advantages these items provide, there is limited evidence of the added-value they provide to assessments in which they are included. The present paper provides a framework to compare technology-enhanced items with selected response counterparts, in an effort to guide the field as TELs continue to become more common in educational assessments.

Student Growth Percentiles – Reliability, Precision and Uses

Kathleen Flanagan, *Massachusetts Department of Elementary and Secondary Education (DESE)*

Damian Betebenner, *National Center for the Improvement of Educational Assessment*

Robert Lee, *Massachusetts Department of Elementary and Secondary Education (DESE)*

Seema Rathod, *Massachusetts Department of Elementary and Secondary Education (DESE)*

More than two dozen states and a number of multi-state assessment initiatives such as Smarter Balanced and PARCC use SGPs to describe student growth. Some critics have questioned the reliability and precision of SGPs in describing student-level and aggregate-level growth. Using a multi-year dataset that includes student- and group-level data from Massachusetts, this paper presents evidence related to the reliability and validity of SGPs. Reliability evidence includes student- and group-level precision estimates, regression analyses that illustrate the extent to which achievement and growth describe student performance, and year-to-year correlation estimates of group SGPs. Validity evidence focuses on data displays and guidance for using SGPs at the state level, and for students and for groups such as teachers, schools, and districts.

10:15am - 11:45am

Symposium 2.1

Facilitators, Challenges, and Impacts of Implementing K-12 Competency-Based Education

Amphitheater

Session Chair: John Freeman, *Pittsfield School District*

Facilitators, Challenges, and Impacts of Implementing K-12 Competency-Based Education

Bernadette Doykos, *University of Southern Maine*

Carla Evans, *Center for Assessment*

Audrey Rogers, *Southern New Hampshire University*

Aubrey Scheopner Torres, *Saint Anselm College*

Competency-based education (CBE) is a K-12 school reform model intended to shape the structure and culture of schools, as well as the teaching and learning models employed in schools. Competency-based models of education are intended to tailor instruction to students' needs and to support competency-based advancement based on demonstrated mastery of explicit objectives. CBE models have become more widespread, partly as a result of changes to state-level graduation requirement policies. This session presents findings from research on CBE in several different contexts and stages of implementation. The session will include four papers. The first paper examines implementation of Maine's proficiency-based graduation policy. The second paper presents findings of a survey of principals' perceptions of CBE implementation in the Northeast states and the extent to which responses vary in states with more advanced CBE policies. The third paper explores select NH secondary teachers' perspectives on implementing CBE. The fourth paper examines how five NH districts assess student progress in a competency-based model and whether and how this approach works across students. Panel participants will share research on CBE implementation, explore the promise of these approaches for promoting equity, and generate discussion about factors that are likely to facilitate or hinder success.

Thursday, April 25, 2019

Symposium 2.2

Participatory Action Research: An Epistemological Space for Reclamation

Riverwatch

Session Chair: Patricia Krueger-Henney, *University of Massachusetts, Boston*

Participatory Action Research: An Epistemological Space for Reclamation

Samantha Hoyos, *University of Massachusetts Boston*

Jessica Arrendol-Kiely, *University of Massachusetts Boston*

Tara Gully-Hightower, *University of Massachusetts Boston*

Cynthia Massillon, *University of Massachusetts Boston*

Patricia Krueger-Henney, *University of Massachusetts Boston*

This symposium showcases the youth participatory action research (YPAR) of four doctoral students at different stages of both the doctoral journey and the participation action research process. From their conception to their execution, these studies are profoundly informed by the ongoing silencing of young people's direct input in knowledge production and education policy making that shape their daily lives while in school. Guided by various critical social theories, each paper illuminates how YPAR can mindfully and intentionally journey into the epistemological realms of gender nonconforming youth in homophobic, transphobic and heteronormative schooling spaces; the systemic structures of food insecurity among Latina high school youth; the under-representation of unserved students in community college completion rates; and Black and Latinx high school students' lived experiences with the exclusive learning spaces of Advanced Placement courses.

Paper 2.1

College Access and Experiences

Gardner

Session Chair: Jess L. Gregory, *Southern Connecticut State University*

Fostering Civic Engagement through a First-Year Experience for Students Interested in Education

Darrell Hucks, *Keene State College*

Tanya Sturtz, *KSC*

Our role at our institution is to prepare future public-school teachers to meet the demands of an increasingly diverse student population while lacking personal experiences with poverty and diversity. This presentation details the development of civic engagement in two cohorts of first-year education students in a linked-course experience through supplemental opportunities of service-learning and community engagement. 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 for methods or practicum. Data collected, civic engagement portfolio, work samples, and focus group interviews, from the pilot last year was analyzed and will be shared to engage the audience in discussion on civic engagement development and teacher preparation. How the data was used from Year 1 (Fall 2017-Spring 2018) to inform the service-learning projects and community engagement for Year 2 (Fall 2018-Spring 2019) will round out the presentation.

Web-Enabled Microengagement and Improving Linguistically Diverse Community College Student Writing

Edward Lehner, *Bronx Community College, CUNY*

In the context of debates on institutional approaches to community college developmental instruction, this research examines one form of web-enabled formative assessments and presents a case study conducted in a linguistically diverse urban community college. The study was designed to examine the multivariate associations between final class average, total user activity, total user activity in hours, and quiz average as measures of formative assessment and college writing achievement. The results of Pearson correlation analysis indicated 6 significant associations between microengagement, formative assessment, and college writing achievement. Further, microengagement, time on task, and formative assessment predicted 61% of college writing achievement. This study contributes to the conversation on community college writing instruction by demonstrating that employing multiple risk-free formative assessments provides one path toward college writing achievement.

First Generation Students from Rural School Districts: College Access

Tricia Stewart, *Western Connecticut State University*

Nicole DeRonck, *Western Connecticut State University*

David Hill, *Western Connecticut State University*

This qualitative research study seeks to understand the ways that school districts, including Administrators and School Counselors, encourage and support first generation rural students as they select, apply for, and attend 4-year colleges. We are also interested in the ways that Connecticut Universities and 4-Year Colleges actively recruit rural students. Given the low number of rural students that attend college nationally, our work addresses gaps in the literature from both P-12 and higher education perspectives. Additionally, our work will increase communication about rural students and their college experiences across Connecticut, which has powerful ramifications for rural students and institutions.

Thursday, April 25, 2019

IT-3D: Enabling Remote Experiential Learning via Virtual Reality

Jared Wuerzburger, *Indiana State University*

Oscar Henriquez, *Indiana State University*

The goal of this research is to contribute to the growth and development of future generations of scientists, engineers, and technologists through educational materials delivered primarily through virtual reality stereoscopic three-dimensional environments. Stereoscopic 3D (S3D) is a media technique utilized to create a sense of depth in a stationary or moving image video (Price, Lee, & Malatesta, 2014). The curricular materials will be distributed by experiential learning activities utilizing a virtual reality laboratory environment developed to allow students to virtually simulate computer infrastructure design and implementation, networking systems, applicable to a variety of enterprise operations and automated control systems used in manufacturing, utilities, or infrastructure operations. The students will use virtual reality hardware to gain real-world virtual hands-on experiences that can be delivered remotely or in the traditional classroom environment.

Paper 2.2 Supporting STEM Educators

Lear

Session Chair: Karen Robbie, *University of Maine*

Reported Impact of a Mathematics Course's Focus on Pedagogical Content Knowledge on Three First-Year Teachers

Nicole Hersey, *University of Rhode Island*

2019 Schmitt Award Winner

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). This paper will focus on a subset of data collected regarding PCK development of beginning secondary mathematics teachers. In this paper presentation, I will explore the development of the PCK Inventory Instrument as well as and teachers' responses to the various tasks aligned to domains of PCK (Ball, Thames, & Phelps, 2008). In addition, I will focus specifically on how the coursework of candidates' teacher preparation program impacted the reported development of their PCK both as pre-service and as first-year teachers. Tasks on the PCK Inventory Instrument will be examined. Lastly, implications for preparation programs will be proposed and connected to findings from this study.

A Teacher-Led Professional Learning Community: Elementary and Secondary Teachers Inquiring Together about Science Teaching

Leana Peltier, *Sleepy Hollow High School*

Christine Clayton, *Pace University*

Prevailing research suggests that job-embedded and ongoing professional development has better results to improve the experience of teachers so they can impact student learning (Crawford et al., 2014). Professional learning communities (PLC) embody this viewpoint and hold many well-documented benefits for teaching and learning (Akerson, Cullen, & Hanson, 2009). This exploratory study examines perceptions of K-12 teachers who participated in a teacher-led, vertically aligned PLC focused on integrating inquiry and Next Generation Science Standards (NGSS). Using Lave and Wenger's (1991) ideas regarding situated and social learning and Wenger's (1998) later work on the relationship of identity development in communities of practice, we examine how the experience shaped self-reported practice and identities of these teachers in thinking about themselves as science teachers and inquirers. We also consider implications for not only these teachers but for the district when a vertically-aligned and discipline-based PLC is utilized for professional learning.

Teacher Candidates' Adaptive Expertise in Mathematics Teaching as Demonstrated in Teacher Candidate Assessment of Performance

Diana Sherman, *Saint Anselm College*

This paper analyzed elementary teacher candidates' adaptive expertise in mathematics teaching as demonstrated in their Teacher Candidate Assessment of Performance (TCAP). Adaptive expertise was specifically evaluated based on the instances eliciting student thinking as found in these teacher candidates' plans and teaching enactments. Two cohorts of teacher candidates were compared, where one cohort (the control group) took a generic mathematics methods course without any specific instruction around eliciting student thinking as a means to develop adaptive expertise. A second cohort (the treatment group) took a newly developed mathematics methods for teaching course that included exposure to the practice of eliciting student thinking through course readings, video records of practice, teaching rehearsals and feedback given on lesson plans and assignments. The treatment group was additionally required to use a lesson planning template that specified the identification of student misconceptions, which often form the basis for teachers' elicitations of student thinking. Comparative analysis determined that the treatment group did in fact display more eliciting practice during mathematics instruction than their control group peers and as a whole, the treatment group's lesson plans included more scripted eliciting questions than the control group's plans.

Thursday, April 25, 2019

Addressing the Needs of Beginning STEM Teachers

Anne Seitsinger, Alan Shawn, *Feinstein College of Education and Professional Studies*

A continued need exists for highly-qualified teachers, especially in mathematics and science in high-needs schools (HNS). Nationally-sponsored efforts such as NSF's Robert Noyce Teacher Scholarship Program support IHE trying to attract and support STEM teacher candidates to work in HNS. This mixed-methods study uses a survey and candidate interviews to understand the experiences and needs of first-year teachers/inductees who successfully completed a Noyce-sponsored teacher preparation program and are now teaching full time in a HNS. Inductees indicate aspects of teaching to be considered as we continue to support these candidates. Concerns include access to mentoring, the challenging nature of addressing students' needs, and access to high quality curriculum and technology.

Roundtable 2.1

Considering Connections among Values, Beliefs, and Actions in the Design and Interpretation of Educational Evaluations

Woodbury

Identifying Values and Making Value Judgments in Evaluation: A Review of Methods

Emily Gates, *Boston College*

Eric Williamson, *Boston College*

Sebastian Moncaleano, *Boston College*

Evaluation is broadly defined as the determination of the merit, worth, or significance of an intervention (Scriven, 1991). To make such a determination, evaluations incorporate values of those involved in and affected by an intervention (i.e. values inquiry) and utilize these values in conjunction with evidence to make conclusions about the intervention's value (i.e. valuing). This study is a critical, integrative review that identifies, selects, and analyzes methods for values inquiry and valuing. Results from this review will inform how those evaluating educational interventions can use these methods to incorporate a plurality of values and render democratically defensible evaluations.

From Student to Citizen: Does Civic Knowledge Lead to Civic Action?

Steven Stemler, *Wesleyan University*

Rachel Kantor, *Wesleyan University*

Schools have long understood the important role they play in developing students into democratic citizens. However, despite widespread agreement regarding the importance of developing citizens, there is less agreement as to how to evaluate the civic development of students. Recent policy proposals put forth by many states suggest requiring the use of the 100-item multiple choice US naturalization exam given to immigrants aspiring to be US citizens. This approach assumes that knowledge will ultimately influence civic behavior; an empirically testable assumption that, to our knowledge, has not been systematically examined in the context of schools. Therefore, the purpose of this project was to empirically examine the relationship between students' civic knowledge, behaviors, and attitudes. In addition, we asked each of the 487 participants to draw a picture of what citizenship meant to them. The results revealed a weak correlation between civic knowledge and behavior ($r = .10$, $p = .05$) but showed that civic behaviors were the only significant predictor of teachers ratings of students' civic development. Further, the drawings revealed that students define citizenship in systematically different ways, with some focusing on interpersonal elements such as helping behaviors, others focusing on school engagement, and still others focusing on community engagement.

Qualitative Methods, Triangulation, and Teacher Beliefs: Opportunities and Challenges

Elizabeth Yanoff, *The College of Saint Rose*

Paul Groff Jr., *The College of Saint Rose*

Numerous studies have examined preservice teachers' beliefs, but the process is fraught with complications as qualitative researchers navigate the complexities of identifying beliefs and negotiate the intersection of beliefs with action. In this roundtable, we will present findings from a study of the beliefs of first year, preservice, early childhood special education teachers and demonstrate the possibilities and limits of qualitative content analysis for this research. We will discuss how researchers can triangulate data and purposefully choose qualitative methods to analyze beliefs as NEERO and others consider how to position teacher researchers to "reclaim educational research".

An Intelligence-Based Approach to Evaluating Project Management Education: Using Sternberg's Triarchic Model of Successful Intelligence to Explore Project Manager Perceptions of Their Education

Glenn Knight, *University of Hartford*

This exploratory qualitative research study will examine what project managers located in Connecticut report regarding how the current project management curriculum addresses the Triarchic Intelligences as defined by Sternberg in 1989. The Project Management Institute (PMI), a licensing body founded in 1969 with the purpose of advancing careers, improving organizational success, and maturing the profession of project management, states that through the decade ending in 2020, 15.7 million new project management roles will be created. In the United States alone, the profession is expected to grow by US \$6.61 trillion, (PMI, 2013). Yet, PMI (2017) reports that organizations are wasting an average of \$97 million for every \$1 billion invested, due to poor project performance. Sternberg's Triarchic Theory of Successful Intelligence (1997) was chosen as a theoretical framework for this study because it aligns with key skill sets in project management. Semi-structured interviews will be conducted with working Project Managers in the Hartford, CT area to develop greater understanding of their project management education and the challenges they face as project managers.

Empowering and Engaging Preservice Teachers to Be Confident and Competent Science Teachers

Laurie Link, *Fitchburg State University*

Karen DeAngelis, *Fitchburg State University*

The purpose of this study is to explore the existing attitudes of preservice elementary and special education teachers in the teaching of science. It is important to measure the beliefs that preservice teachers have towards their efficacy to teach science in order to design effective methods courses in science, technology, and engineering. Reading about science is not science. Teacher candidates need to be provided with models of effective pedagogical practices in inquiry-based instruction by both their professors and supervising practitioners in the field. Students need to learn how to think, act and communicate as scientists. Opportunities need to be provided for preservice teachers to engage in the practices and content of science in a manner that allows them to feel confident in their teaching. Optimal practices consist of improved pedagogy and content courses, as well as the development of strong partnerships with mentor teachers in district schools. This shift in learning could create more empowered and engaged teacher candidates who become confident and competent science teachers.

Following Fischer's Lead – Application of Neo-Piagetian Theory to Educational Practice and Research

Bryan Mascio, *University of New Hampshire*

Learning is not simple or straightforward. Dynamic Skill Theory (DST)—a neo-Piagetian theory of human development (Fischer, 1980; Fischer & Bidell, 2006)—reveals that learning occurs through multiple pathways, is dynamic and context-dependent, and relies on the building of complexity of thinking. Because this is true for students in school, teachers must use approaches that truly support the complex and dynamic system of student learning. Because it is equally true for teachers as they learn those approaches, researchers must shift their practices to authentically and rigorously study the complex and dynamic system of teacher learning. The purpose of this paper is to extend DST's understanding of learning to educational practice and research, providing both theoretical grounding and concrete recommendations for both teachers and researchers.

Portraits of Teachers' Social-Emotional Learning Beliefs and Actions

Carolyn Ruth, *Indiana University of Pennsylvania*

Recent research has indicated a greater understanding of the level to which social-emotional issues impact student success and academic growth in the classroom. Both inservice and preservice teachers need to be prepared to meet the social-emotional needs of their students and guide them to be self-governing. While increasing numbers of school districts are beginning to address these issues, preservice teacher programs have been slower to include social-emotional learning (SEL). This qualitative study will examine what teachers are already doing in the classroom to address SEL needs and how that can translate to future professional development and preservice teacher education.

Roundtable 2.3

Innovative Ways to Engage Students: Art, Animals, and Academic Time

Warner

Expanded Learning Time Effects on Academic Learning Time (ALT) in Elementary School Settings

Dawn Martorelli, *Southern Connecticut State University*

Sousan Arafeh, Ph.D., *Southern Connecticut State University*

The expanded learning time initiative (ELT) was launched to combat a decline in student academic performance within the United States. This qualitative study will explore the effects of ELT on academic learning time (ALT) in one urban school district in Connecticut. This research study will gather data based on teachers' perspectives and experiences of their ability to successfully deliver academic learning within an ELT initiative within two schools to determine the factors that hinder and enhance academic learning time. Anticipated findings are presumed that factors that hinder ALT will overshadow those that enhance ALT. The information from this study could be used as a resource to educators who work in ELT schools, allowing them to anticipate and come up with solutions so that they themselves will have more opportunities to teach. It should also help policymakers better understand what is and is not working in classroom settings so that policies related to classroom and school day instructional time are data-driven and context appropriate.

Animal Assisted Assessment: Classroom Pets Helping Educators Assess Student Learning Outcomes and Behavioral Development

Clarissa Uttley, *Plymouth State University*

The number of animals serving as classroom pets, or as learning supports in educational settings, is increasing across all grade levels. Many educators include animals in the classroom as a method to teach particular concepts (lifecycle, bio-mechanics) or themes (farms, conservation). This paper presentation will help educators determine how classroom pets can also be included when assessing children in developmental and academic growth.

Arts Integration: Teacher Snap Shots

Michael Vetere III, *Illinois State University*

Mary T Vetere, *Slippery Rock University*

This research roundtable presentation aims to reveal how early childhood educators view and integrate the arts in their classrooms. Through case study research methods and analysis, preliminary results from interviews and observations of educators in diverse settings will be shared. The intent of this study in progress is to add to the body of literature about best practice and highlight the status of arts integration in education.

Roundtable 2.4

Supporting All Learners

Warner

Considering Diversity in L2 Curriculum Planning

Sheri Dion, *University of New Hampshire*

This paper intends to explore how second language (L2) teachers might integrate and advance diversity discussions in language instruction. Buoyed by a narrative inquiry involving 17 L2 teachers at one independent secondary school, this discourse investigates how teachers' perceptions and ways of addressing diversity instantiates authentic practice in their teaching. Supporting this study, Lawrence Blum's (2012) and Paulo Freire's (2000) theoretical lenses will further examine how diversity might be approached in L2 education. In this view, Geneva Gay's (2013) culturally responsive teaching is recast, integrating cultural, racial, and ethnic diversity in L2 curricula. Next, the tension between content and the role of the L2 teacher in diversity discussions will be analyzed, accompanied by a brief discussion of empirical studies. Within the purview of teaching with diversity in L2 teaching, it was found that available research fails to address how these aspects might be expanded theoretically in the present political landscape.

Teaching Trauma and Resilience through Literature: A Pilot Study Using Khaled Hosseini's "Kite Runner"

Sherry Pineau Brown, *University of Maine*

The purpose of the research in progress titled "Teaching Trauma and Resilience through Literature: A Pilot Study Using Khaled Hosseini's Kite Runner", is to help inform the researcher's future dissertation study which will be creating a protocol that can be used to teach the concepts of trauma and resiliency to students. Data will be provided from two interviews with a teacher participant which will be audio recorded and transcribed, a video recording of the class' final discussion which will also be transcribed, a teacher reflection journal, student trauma and resilience factor tracking charts, and responses from final student writing prompts. At the time of the conference, the data collection of the study will have just been completed, the data analysis from the teacher interviews should be completed, and other data analysis will be in the preliminary stages. With so many schools becoming trauma-informed the protocol informed by this study may be an effective tool to teach the concepts of trauma and resilience to students in a non-threatening way and should be able to be used in most English Language Arts classrooms. Students may also learn to transfer knowledge of the concepts, hopefully helping them to build their own resilience.

Thursday, April 25, 2019

Section 504 Policy Prospectus

Jason Hegenauer, *University of Hartford*

Anne Bramlage, *University of Hartford*

For forty-five years, Section 504 has enabled countless people to pursue an education; however, in the world of higher education, the policy has experienced limited success due to inadequate funds and generalized processes. Strict criteria for qualification fear of exclusion and being identified as different, poor self-advocacy experience, and general lack information on most college campuses causes many students to forego even seeking accommodations for their specific disabilities. All too often, students forego even seeking the accommodations they are entitled to because of the complicated jungle of bureaucratic hoops they must jump through every semester. Those who do receive and decide to utilize the accommodations provided for by their schools work with generalized one-fits-all solutions such as extra time on a test and copies of lecture notes. New methods must be explored as the number of students with disabilities in higher education continues to grow, and large scale cultural change needs to occur regarding the understanding and acceptance of students with disabilities.

Cognition Meets Practice in Foreign Language Classrooms

Stephanie Sanzo, *University of Hartford*

Despite the fact that students learn languages in classrooms all over the world, there is “no widely accepted theory of language learning nor a solid theoretical base for classroom practice” (Long, 1998). In this proposal, a short history of language teaching theory will first be outlined, as well as a description of communicative language teaching, the prevalent teaching method in foreign language classrooms. The benefits of communicative language teaching on student learning and motivation will be explored, as well as the factors in its implementation. Teachers’ roles will surface quite prominently as a factor in implementation, and so teachers’ cognition, or what they know, believe, and think, will also be explored. The purpose of this study is to understand how implementation and cognition interact, or how language teachers’ cognition shapes their views of communicative language teaching. In this qualitative study, foreign language teachers at secondary high schools will be asked in semi-structured interviews about what they know, believe and think about communicative language teaching. Interview questions will be guided by Canale and Swain’s (1980) framework.

NEERO 2019

Awards Luncheon & Business Meeting

Thursday, April 25, 2019

12:00 - 1:15pm

Ballroom

*All NEERO 2019 conference attendees are welcome to the
NEERO Awards Luncheon and Business Meeting.*

NEERO 2019 Keynote Address

Reclaiming Accountability in Teacher Education:
Now More than Ever

1:15 - 2:15pm

Ballroom

Dr. Marilyn Cochran-Smith, *Boston College*

For the last two decades, much of the discourse regarding teacher education has assumed that “holding teacher education accountable” will boost the quality of teacher education programs, thus enhancing teacher quality and ensuring both individual prosperity and the economic health of the nation. Consistent with the 2019 NEERO theme and with the occasion of NEERO’s 50th anniversary, this keynote address will argue that we need to reclaim accountability in teacher education. The presentation will be organized around four key questions with regard to teacher education accountability: (1) Where are we? (2) How did we get here? (3) Where else could we be? and, (4) Can we get there? To answer the first question, the keynote will offer both a conceptual and an empirical analysis of current accountability policies and practices in teacher education.

To answer the second question, the presentation will examine major policy, political, and professional developments that have historically contributed to the emergence of the dominant accountability paradigm in teacher education. In terms of the third and fourth questions, the presentation will argue that we should not reject accountability, but reclaim it for the democratic project, informed by promising practices in the U.S. and elsewhere.

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.

Thursday, April 25, 2019

2:30pm - 4:00pm

**Kim Fries Award Presentation:
Dr. Lisa D'Souza, Assumption College**

Riverwatch

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

Established in 2012 in memory of Dr. Kim Fries, the purpose of this award is to recognize the work of NEERO members who have demonstrated distinction in the early part of their professional careers. This award honors contributing members of NEERO for at least five (not necessarily consecutive) years who have demonstrated distinction within the first decade following receipt of their doctoral degree.

**Symposium 3.1
Multiple Perspectives of Mentoring in an EdD Summer Cohort Model**

Amphitheater

Session Chair: *Clarissa Uttley, Plymouth State University*

Multiple Perspectives of Mentoring in an EdD Summer Cohort Model

Clarissa Uttley, Plymouth State University

Christopher Benedetti, Plymouth State University

Christie Sweeney, Plymouth State University

Jennifer Blake, Plymouth State University/St. Johnsbury Elementary School

Alison Roberts, Plymouth State University/Newfound Area School District

Sandra MacDonald, Plymouth State University/SAU #16

Multiple Perspectives of Mentoring in an EdD Summer Cohort Model This symposium presents a wide array of perspectives of roles in an EdD summer cohort program. Hear from faculty, current students, and recent graduates who share their experiences as mentors and mentees. Topics include mentoring across long distances (countries and time zones), mentoring working professionals, peer mentoring, and transitioning from a mentee to a mentor. Research on mentoring adults, human development theories, and education reform will be included throughout the symposium presentations.

**Paper 3.1
Problematizing Graduate Programs**

Gardner

Session Chair: *Tricia Stewart, Western Connecticut State University*

“Unfolding the Tent”:

A Metaphor Analysis of Dissertations Written on Educational Reform at an Elite Private University

Karen Case, University of Hartford

Metaphoric conceptualizations can be thought, spoken or written down and act as cognitive tools by which an individual's conceptualizations of abstract concepts are made via the employment of dissimilar items. This research employed the qualitative technique of the Metaphoric Identification Procedure (MIP) (PraggeJaz Group, 2007) to examine the metaphor use of educational reform embedded in doctoral students' dissertations written at an elite private university. Metaphors shape the dissertation advisor's "advice," the burgeoning scholar's impressions of educational reform, and may well impact researchers and educational leaders who follow these findings in pursuit of change. The illumination of the metaphors of educational reform has the potential to guide advisors in the careful reading of their students' narratives as well as reclaim research on educational reform.

The Socialization of a Majority-Minority Doctoral Cohort: A Narrative Inquiry Study

Gene Corbin, University of Massachusetts, Boston

Cynthia Orellana, University of Massachusetts, Boston

Julia Golden, University of Massachusetts, Boston

Karl Bell, University of Massachusetts, Boston

Kaitlyn Siner-Cappas, University of Massachusetts, Boston

Melisa Alves, University of Massachusetts, Boston

Anu Meacham, University of Massachusetts, Boston

This paper explores how the lived experiences and early socialization of a majority-minority cohort of twelve students' in a doctoral program have influenced aspirations for doctoral studies. Findings from a narrative inquiry study that followed the consensual qualitative research (CQR) method show that participants view relationships with family and community, commitment to social justice and equity, and reflection on identity formation as key factors in the students' pursuit of a doctoral degree in a cohort-based program. The majority-minority model creates a space centered in social justice, equity, and identity which undergirds students' socialization and disrupts the dominant narrative on doctoral education by illustrating that all individuals can be empowered to become scholar-practitioners. This study has implications for education research and practice.

Thursday, April 25, 2019

International Students' Experiences Transitioning into the Teaching and Counseling Fields

Catherine Faircloth, *Boston University*

Stephanie Garrone-Shufran, *Merrimack College*

International student enrollment in Master's programs in the United States has led to increased research into these scholars' adjustment experiences. Still, there are relatively few studies investigating how international graduate students make sense of their experiences in education and counseling programs, fields that require a great deal of cultural, linguistic, and practical competence. This research describes the experiences of Aloki (India), Yue (China), Jing (China), and Xia (China) in the school of education at an American university. Three in-depth interviews were conducted with each woman. Grounded theory, narrative methods, and Schlossberg's (1981) transition model were used to interpret and present the results. Aloki made use of support in the teaching program but experienced setbacks and delays as she completed her degree. Yue struggled in her field experiences and ultimately left the teaching program. Jing flourished in a mental health counseling program that offered low-stakes career preparation opportunities. Xia steeled herself for the difficulties she believed she would face in her fieldwork experiences. The findings point to both programmatic and personal factors that shaped the women's experiences, suggesting that universities should assess the needs of international Master's students and offer services that minimize linguistic and cultural barriers within their programs.

Paper 3.2

Brave New World: Technology to Climate Change

Lear

Session Chair: Matthew Speno, *University of New England*

Re-active: A Focus on Emerging Technology in Science Classrooms

Semiha Gun-Yildiz, *University of Massachusetts. Dartmouth*

Stephen Witzig, *University of Massachusetts. Dartmouth*

This study focuses on understanding how emerging technologies are being used by science teachers in practice. This study contributes to the value of using emerging technology by empirically examining high school science teachers' practices to support student engagement in science classrooms through emerging technologies as scaffolding tools, along with the scaffold that comes from teacher guidance. The purpose of this ethnography is to explore in what ways high school science teachers use emerging technology in their classrooms to engage students in their learning of science, and also whether they can be characterized as ones who desire technology other than the Internet and computers, and are less motivated in the textbook-based science learning that lacks the integration of emerging technology. At this stage in the research, emerging technology will be generally defined as different from traditional technological tools such as Power-Points or iPads. These study found that these teachers do not think that technology alone is the best way to promote science understanding; they believe that teachers' guidance should be there along with technological guidance. Also, synergy and technological literacy makes differences in terms of allowing an engaging environment so students have a chance to make ideas in their science classrooms.

Effects of Mobile Apps on Second Language Learning

Feroze Kasi, *Indiana University of Pennsylvania*

Apps particularly mobile Apps are effective and auspicious tools for second language learners to learn the target language anywhere, anytime, at their own pace and at their convenience. However, it has received little attention from both the teachers and the learners. Given the current demand for second language learning in this globalized and digitized world, researchers and educators alike are searching for ways to incorporate the use of Apps in second language teaching and learning. Apps, which are mostly compatible with portable devices, have countless advantages in addressing the needs of today's digital native generation of second language learners. Interestingly, Apps-based teaching and learning produce positive results in the areas of language learning such as vocabulary, pronunciation, writing, and all the other language skills.

Grief, Loss and Climate Change Beliefs among Undergraduates

Deborah McMakin, *Framingham State University*

Vandana Singh, *Framingham State University*

Climate pedagogy is a new field that is developing fast, prompted in part by the urgency of the climate crisis. In addition to a call for attending to the role of emotions in teaching and learning about climate change, as well as the role of affect in risk perception, scientists have likened the public's range of emotional and cognitive responses to climate change to stages of grief as outlined by Kubler-Ross (1972). Utilizing a mixed method design, this case study explores 10 undergraduates' and an instructor's affective and emotional responses to learning and teaching about climate change in the context of a semester long physics course. Participants' affective responses to climate change during the second half of the semester were measured before and after a unit on climate change. All participants believed climate change and endorsed negative emotional reactions. Implications for teaching that acknowledge students' negative emotions and foster engagement and advocacy are discussed.

Thursday, April 25, 2019

A Qualitative Study of Community Colleges Instructors' Attitudes Toward the Use of Web 2.0 for Instructional Purposes

Thaddaeus C. Dachille, *Indiana University of Pennsylvania*

Abdulsalami Ibrahim, *Indiana University of Pennsylvania*

Abstract Mobile devices are almost universally used by every college student to access online social media, streaming media and to conduct e-commerce. It is recognized that, learning has a strong social component and that this learning is often situated in our relationships. On today's college campus, due to the advent of new technologies, students are exposed to different types of web 2.0 and social media tools in almost every aspect of daily life. In spite of the rapid increase in the availability of web 2.0 and social media usage by the students at various levels of education, educators have been reluctant to adopt these tools and a majority of them show a lack of interest in embracing these advancements for teaching purposes. The aim of this quantitative research study is to explore community colleges instructor's attitudes toward the use of web 2.0 and social media tools for instructional purposes.

Roundtable 3.1 Meeting the Needs of All in Leadership

Woodbury

Evidence of Trauma-Informed Practices within the IEPs of System-Involved Children

Patricia Buxton, *University of Bridgeport*

The purpose of this investigation is to develop a conceptual framework of systems level practices that collaborative teams can apply when developing high-quality Individual Education Programs (IEPs) for system-involved students with disabilities. Specifically, the project will determine if a relationship exists between the trauma-sensitive practices incorporated into the IEPs of system-involved students and student social, emotional, and behavioral outcomes. Connecticut will serve as the location for the study, and the K-12 systems-involved student sample will be randomly drawn from across the state. Using the State Education Resource Center IEP Rubric it is expected that no more than 300 IEPs will be examined in this study. The State Education Resource Center (SERC) Rubric measures quality IEP development in the following four categories: present levels of performance; levels of support; IEP goals and objectives; and types of support and placement. The study proposes the retrospective chart review research methodology advocated by Gearing, Mian, Barber, and Ickowicz (2006). Statistical analysis using multiple regression will be used to determine if a relationship exists between overall IEP quality, presence of trauma-informed practices within each quality indicator and positive student outcomes.

Principals Supporting White Teachers Instructing White Students about Race in Middle Grades

Jacquelynne Chase, *Lesley University & Springfield College*

This study first investigates the urgency and prioritization that principals bring to their role in expanding multicultural understandings. This will give clarity as to whether principals see multiculturalism as important within their school. Then, principals are asked to report what they are currently doing to address multicultural understandings. Information about what is occurring will also give insight into what is not occurring, which could be just as valuable. Finally, the study investigates what supports and/or hinders the principal in expanding multicultural understandings in predominantly White, rural, middle school grades. The study illuminates the support that principals give and receive and also inquires as to what is missing that limits the potential of the expansion of the multiculturalism. The three guiding research questions are: 1. To what degree do principals consider it a priority to expand multicultural understandings in predominantly White, rural, middle school grades? 2. What do principals report they are doing to expand multicultural understandings in predominantly White, rural, middle school grades? 3. What do principals report are factors and conditions that inhibit and support their efforts to expand multicultural understandings in predominantly White, rural, middle school grades?

Relating Dimensionally: A Framework for Restorative Due Process

Mika Moore, *University of Vermont*

When an IEP team encounters an impassable conflict, they enter into procedural due process as stipulated by IDEA. However, due process does not build in harm reduction measures or opportunities for healing. Restorative Practices (RP) holds promise as a tiered model to build trust and address conflict in IEP teams. This case study implements Relating Dimensionally, a framework of due process married with the framework of RP to equalize the power of all stakeholders on IEP teams. Research questions include: What opportunities and challenges does the framework of Relating Dimensionally present for family-professional-partnership? How are restorative approaches experienced by special educators and families? Initial findings and implications for alternative dispute resolution processes will be discussed.

An International Comparative Study: Exploring Students' Academic, Social Emotional, College and Career Readiness Needs

Olcay Yavuz, *Southern Connecticut State University*

The purpose of this international comparative study is to examine American and Turkish students' opinions on their academic, social emotional as well as college and career readiness needs. Results indicated that there were measurable similarities and differences between American and Turkish students' perceptions related to their mindsets and behaviors for achieving their college and career goals. The findings also revealed that the academic achievement has a statistically significant effect on the students' perceptions. By identifying perceived academic, social emotional and college and career needs of students, school leaders and counselors might be better equipped to design and deliver a targeted and comprehensive counseling programs. The results and discussions also provide K-12 schools with valuable information to improve student achievement and school effectiveness through revising and improving their college and career counseling services.

Roundtable 3.2
Looking Beyond Academics in Higher Education

Woodbury

Determining the Financial Literacy of Undergraduate Students: Employing Behavioral Finance to Examine the Perceptions of Financial Aid Officers

Gladys Colon-Lawson, *University of Hartford*

Financial literacy and behavioral finance impact the financial decisions that people make. It is important in economics, money management and securing financial outcomes. College students are in a vulnerable position in life because they are becoming less dependent on their parents, are making important decisions on their own, while simultaneously are likely to take on large amounts of debt with student loans. Some factors impacting those decisions may vary from overconfidence, availability bias, the illusion of control, risk aversion, and cognitive dissonance. Financial literacy is a critical skill that everyone needs to exercise and execute better financial decisions to secure healthier financial outcomes. This study will examine what financial aid officers' report regarding undergraduate students' financial literacy, through the lens of behavioral finance. The role of the Office of Financial Aid at any institution is to provide the tools and resources the student needs to make important financial decisions, specifically when borrowing student loans, however, limited research has explored financial aid officers' reports regarding undergraduate financial literacy from the perspective of behavioral finance.

Identifying with Athletics or Academics? Academic Major Choices of Collegiate Student-Athletes

Elizabeth Shiring, *Indiana University of Pennsylvania*

Being a student-athlete means sacrifices have to be made in regards to the overall college experience. Unfortunately, one of these sacrifices may include academics (Huml, Svensson, & Hancock, 2017). Instead of choosing classes student-athletes are interested in, they select majors that are compatible with their sport schedule (Navarro, 2015). Some reasons student-athletes select particular majors include: advisement from their coaches or academic advisors, interest in the academic program, the academic program is flexible, or the faculty members are lenient in class attendance and making up coursework (Bell, 2009; Huml, Hancock, & Bergman, 2014; Jayakumar & Comeaux, 2016). This study will evaluate the reasons why second year collegiate student-athletes decide to enroll in particular academic majors.

Higher Education, Mental Health, and Excellence: The Challenges of Negotiating Equity

Amélie C. Gubbels, *Lynch School of Education, Boston College*

Serious Mental Illness (SMI) does not preclude achievement; paradoxically, it often seems to accompany astounding achievements. What is unexpected is the limited research being done on students with SMI; how can institutions of higher education support these students in order to provide access to an equitable education? This research's purpose is to analyze students, administrators, and faculty interactions, the meanings they make of them, and their decision-making processes when they negotiate educational accommodations. In addition to increasing our understanding of how accessible education is negotiated within the higher education setting, the study seeks to examine instances when negotiation for accommodations prompts institutional changes.

Roundtable 3.3
Professional Learning

Warner

Reimagining the Ed.D. Dissertation

Felice Billups, *Johnson & Wales University*

This multiphase qualitative descriptive study will explore the role, scope, purpose, and relevance of the professional education dissertation (Ed.D.) using three data sources: 1) Ed.D. faculty (N=6) perceptions of the role, purpose, and relevance of the education doctorate dissertation; 2) document analysis of extant literature (N=TBD) on repositioning the Ed.D. dissertation as a capstone project, and 3) recent Ed.D. graduate (N=10) perceptions of the ways in which the Ed.D. dissertation could be redesigned to capture the scholar-practitioner research experience and professional applications in the field. Phase I is scheduled to begin in December, 2018, and Phase II and III will follow in the winter of 2019. Results are intended to inform Ed.D. faculty and administrators about the ways in which the dissertation project might be redesigned to assist Ed.D. graduates apply their research to effect change in educational settings.

Finding Out How Graduates of a Transformative Leadership Ed.D. Influence Stakeholders with their Research

Michelle Collay, *University of New England*

Erin Connor, *University of New England*

In a follow up study of recent graduates of an Ed.D in Educational Leadership graduates identified knowledge development, having greater credibility with colleagues, and the value of having the credential as important outcomes. The focus of the next stage of program evaluation is the potential and observed influence of applied research by program graduates on the stakeholders they identified throughout their proposal development, during their data collection, and at the end of their formal program (Auerbach, 2011). Program evaluators for an Ed.D program designed to support transformative leaders in achieving their workplace leadership goals are documenting the types and scope of stakeholders benefiting from research conducted by program graduates. Our graduates are using their education "as a powerful tool for social change" as well as to guide and inform their own personal and professional development (Burgess & Wellington, 2010). We will bring a "class set" of Stakeholder Briefs to the Round Table, invite attendees to read through 2 or 3, think about potential ways to document the types of stakeholders identified, and invite recommendations about approaches to content analysis and dissemination of both the curriculum and the findings in the Briefs.

Thursday, April 25, 2019

Educators' Experiences with Professional Learning of Project Based Teaching Strategies

Kelly Conn, Ph.D., *Northeastern University*

Deb Jencunas, *Northeastern University*

Oscar Santos, Ed.D., *Cathedral High School*

Lydia R. Young, Ph.D., *Northeastern University*

Experiential Learning, including Project Based Learning, has been documented to be an effective pedagogy for promoting deeper learning, fostering student engagement, and ultimately closing the opportunity gap for underserved students. However, many educators are not familiar with best practice strategies for Project Based Teaching and therefore need themselves to become adult learners to begin the process of pedagogical transformation. If we were better able to understand the lived experiences of educators who are actively engaging in their own learning and the supports they need to access and apply new pedagogical strategies in the classroom, then we might be able to support other educators who are engaging in a process of professional learning to transform their practice. Therefore, the purpose of this exploratory case study is to understand the lived experience of educators with professional learning aimed at developing efficacy and capacity for Project Based Teaching. Using the theoretical frameworks of Andragogy and Self-Directed Learning, this study seeks to answer the following research question: How do educators at an urban, independent, faith-based school in the Northeastern United States describe their experiences with professional learning aimed at developing their efficacy and capacity for Project Based Teaching?

Instructional Coach Perceptions of the Coaching Role that Empower Improved Teaching Methods: A Qualitative Approach

Nicole Cramer, *Indiana University of Pennsylvania*

The purpose of this research study was to examine instructional coaches perceptions of the coaching role that empower improved teaching methods. Much of the research presents the outcomes of instructional coaching; however, fails to identify the factors, from the instructional coach or teacher perspective, that contribute to improved methods and practices. This study seeks to fill this gap in the research. The participants in this study include instructional coaches and teachers employed in public schools within the Intermediate Unit 8 region of Western Pennsylvania. Through surveys and semi-structured interviews, the researcher will collect data with the goal of identifying coaching approaches that lead to teacher empowerment.

Roundtable 3.4 Using Data to Inform Practice

Warner

Using Strategic Discourse for Building Understanding in Elementary Mathematics: What Do Teachers and Students Think?

Mary Coakley, *University Of Massachusetts, Amherst/Grafton Public Schools*

Research suggests a need for structural changes to provide opportunities for students to develop more autonomy and authority in the mathematics classroom (Cuban, 2013). Implementing instructional practices that include the use of discourse practices to assist students in communicating mathematical thinking is crucial. The purpose of this descriptive case study is to identify the types of discourse practices used by two elementary teachers and their students as they solve problems together in mathematics. A variety of research methods were utilized to analyze and describe the discourse practices used by students and teachers. In addition, data was collected to gather perceptions about these practices among participants. The findings suggest that when teachers assumed a less dominant role in the learning process, students elevated their involvement. This heightened involvement resulted in students developing mathematical authority while engaging in discussions about the mathematical thinking used to solve problems. Teachers and students utilized a set of discourse practices to encourage students to engage and develop mathematical thinking. Few discourse practices were used to build critical thinking. A model for implementing a greater repertoire of talk moves to extend student thinking beyond practice toward the critical investigation of mathematics will be shared.

Exercise and Motor Development for Elementary School Students with Autism Spectrum Disorder: Grant Proposal

Christopher Denning, *University of Massachusetts, Boston*

Richard Fleming, *University of Massachusetts, Boston*

Children with autism spectrum disorder (ASD) are less active than their typically developing peers, have delays in motor development, and experience limited opportunities to engage in physical activity or exercise through play or organized sports due to social and behavioral concerns. Recent research indicates that increased physical activity has multiple benefits, including increased physical fitness (muscular endurance and strength), improvements in academic behaviors (time on task, accurate academic responding, and vocabulary), and improvements in challenging behavior (fewer disruptions, self-stimulatory behavior, aggression, self-injury). Based upon our work in schools which has been guided by recent research on motor and social development, it is clear that physical activity (PA) programs for children with ASD should include: (a) moderate to vigorous aerobic exercise, (b) activities and exercises that promote motor development, and (c) cool down/meditation. The purpose of the research proposal will be to evaluate the feasibility and effectiveness of a community-informed and teacher-delivered PA intervention for improving activity levels, motor development, and classroom behaviors for young children with ASD. Classroom teachers and school administrators will be involved in the development of the intervention protocol prior to and after implementation in areas such as selection of appropriate activities, space use, scheduling and adaptations/modifications.

Thursday, April 25, 2019

An Action Research Study of the Implementation of a Bring Your Own Device (BYOD) Program in an Elementary School.

Lynda Thompson, *Henry Barnard School at Rhode Island College*

This action research study will explore the advantages and disadvantages of implementing a Bring Your Own Device (BYOD) policy into an elementary classroom. The use of technology in elementary classrooms has become an essential component as educators strive to meet the goal of preparing students for the 21st century. (Carey, 2015; Beach, 2014; Rideout, Foehr, & Roberts 2010). Utilizing devices to differentiate instruction, encourage independent student research, and the consistent practice of mathematical skills has become crucial in supporting students academically and preparing them for our ever-growing tech-dependent society. The lack of dependable technological devices hinders the practice of both independence as well as collaborative learning for students and teachers alike. Classroom-supplied devices such as netbooks that will not hold a charge or those that cannot connect to wifi due to batteries dropping out off the back, do not offer the required access necessary in establishing a successful learning environment. Mark Stevens (2011) submits that twenty-first century learners are entering classrooms that are ill-equipped with obsolete technology. In my own personal experience, the netbooks ordered for classrooms back in 2013 are simply inadequate for today's learners.

4:15pm - 5:00pm

Session 4: NEERO General Poster Session and Undergraduate Poster Forum

Ballroom

Diversifying the Teaching Force through Affirming Sexual and Gender Diversity within Schools of Education

Laura Bower-Phipps, *Southern Connecticut State University*

Kathleen Bower-Phipps, *Southern Connecticut State University*

Despite decades worth of calls to diversify the teaching profession, efforts to recruit teachers have focused on ethnicity and language to the exclusion of sexual orientation and gender identity. As a first step in intentionally recruiting lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) teachers, this study explores the experiences, perspectives, and attitudes of current and future school-based professionals who are LGBTQIA and currently enrolled in professional programs within a school of education. Findings of the study are being used education develop plans for intentionally recruiting LGBTQIA to teacher education programs.

Reference Management Software: The Strengths and Weaknesses of 4 Top Chosen Systems

Shannon Burch, *Indiana University of Pennsylvania*

Carolyn Ruth, *Indiana University of Pennsylvania*

Beth Jackson, *Indiana University of Pennsylvania*

Lisa Surkovich, *Indiana University of Pennsylvania*

Electronic reference management systems are used by a large number of researchers. Researchers tend to choose a system from advice given by colleagues (Francese, 2013). This report will examine four major electronic reference management systems. There are several key aspects or features of these systems important to researchers that will be reviewed in this report. These aspects or features include creation of references, portability, collaboration abilities, on and offline availability, and importing of references (Ivey & Crum, 2018). The concerns for choosing a system include economic concerns, lack of training, and time factors (Francese, 2013). A thorough investigation and synthesis of the current research and an analysis of the systems requirements and features will give a good understanding of which systems may be most beneficial to researchers, and a poster presentation of these systems will allow for a quick guide for making a well-informed choice.

Mapping the Relationship Between Socioeconomic Status and the Academic Achievement of Students with Disabilities

Shannon Crowley, *Boston College*

So Yoon Kim, *Boston College*

Dave Beutel, *Newton Public Schools*

Kristen Bottema-Beutel, *Boston College*

The enactment of the No Child Left Behind Act (2002) led to over a decade of research and advocacy efforts to encourage the educational success of all students. Prior research aimed to analyze the relationships between district-level characteristics and the academic achievement of students with disabilities. We used Massachusetts state-level data to address whether there is a relationship between socioeconomic status (SES) and performance on state examinations for students with disabilities in relation to their typically developing peers. Through regression and mapping analyses, we concluded that there is a negative relationship between SES and academic performance. Furthermore, the maps provided a visual representation of geographic trends, and revealed school districts that do not correspond to the results of the regression. The use of maps, in addition to statistical analyses, can be a helpful tool for policymakers and administrators to visualize geographic differences in educational performance across the state.

Thursday, April 25, 2019

Pre-Service Teacher Candidates' Mental Health Literacy: The Efficacy of the Youth Mental Health First Aid Curriculum

Meghan Ferraro, *Edinboro University*

Mary Nientimp, *Edinboro University*

Cristin Ketley, *Clarion University*

In today's society, the increase in mental health conditions, the negative stigma associated with mental illness, and lack of knowledge about mental health calls for instructional programs and trainings to increase awareness to decrease stigma and increase knowledge. The Youth Mental Health First Aid (YMHFA) curriculum is a training program that addresses mental health issues related to youth, reviews typical adolescent development, and teaches a plan for engaging with youth in crisis and non-crisis situations. This study evaluated the effectiveness of the Youth Mental Health First Aid (YMHFA) curriculum for increasing pre-service teacher candidates' knowledge about mental health illness. In addition, it assessed participants' attitudes and behaviors related to mental health pre- and post-treatment.

Identity Development as an Educational Purpose: How Culture Affects Identity Development in Adolescents

Fatemeh Hajnaghizadeh, *University of New Hampshire*

Every parent and teacher needs to ask the question «What are schools for? ». They are not, of course, the only institutions with purposes that we should question, but they are a special case. I believe that education needs to help children to find the best within them and form their identities first and foremost. I'll give every other purpose a second priority. Most of "identity development" studies are conducted by white, middle-class, protestant male scholars of the northern European descent. I believe that to help adolescents from different cultures to get to know themselves, identify their potentials and find meaning to their lives we need culture-based research on identity development.

Dialogic Reading and Mixed Reality Simulations to Facilitate Social and Emotional Learning in Young Children

Kristin Murphy, *University of Massachusetts, Boston*

Amy Cook, *University of Massachusetts, Boston*

Anna Whitehouse, *University of Massachusetts, Boston*

Alexis Ervin, *University of Massachusetts, Boston*

Anastasiia Iun, *University of Massachusetts, Boston*

Michelle Ashley, *University of Massachusetts, Boston*

The purpose of this poster presentation will be to share our preliminary findings using dialogic reading alongside mixed reality simulations as part of a social-emotional learning curriculum in an after-school program for children in grades K-2 to foster acquisition of competencies including positive peer feedback, positive communication, and problem solving. Our guiding research questions are:

- (a) Does the curriculum intervention increase use of SEL competencies among children in grades K-2 in an after-school program;
- (b) Does the use of mixed reality simulations combined with the curriculum intervention increase use of SEL competencies among children in grades K-2 in an after-school program more than the curriculum intervention alone?

Assessing it Write: Evaluating Reliability of a Set of Common Core Aligned Writing Rubrics

Olivia Phillips, *Stonehill College*

Mariellen Hardy, *Stonehill College*

Margaret Pierce, *Stonehill College*

There are several Common Core State Standard (CCSS) aligned rubrics that teachers across districts use to assess their students' narrative, argument, and informational writing. However, the grade to grade distinctions in writing feature development in the CCSS are vague, making reliable use of the rubrics problematic. Our research team has created a new set of CCSS-aligned writing rubrics (for narrative and argument writing) with improved specificity of grade level writing features. Aligned with the CCSS, both rubrics characterize grade level expectations for writing along six content features. To evaluate the reliability of the rubrics, we collected two writing samples from 361 students in grades two through five. Each writing sample was scored independently by two researchers. Our data indicate that rubric scores are satisfactorily reliable. Results also suggest that the elementary students in our sample are increasingly below grade level targets in narrative and argument writing as they progress through elementary school.

Associations Among Observed Social and Emotional Behavior, Teacher-Child Interaction, and Child Care Quality in Preschool Classrooms

Jonghee Shim, *University of New Hampshire*

The purpose of this study was to examine associations among children's social and emotional competence, teacher-child interaction, teacher-child relationship, and the quality of environments children experience (child care quality) in preschool classrooms. Ninety-four preschool children (45 boys) and 25 teachers from 14 preschool classrooms at Head Start and private child care centers in a mid-sized city in a Southeastern state participated in this study. Children were video-recorded for 10 minutes on each of 2 separate days during free play, small group time, and large-group activities. Lead teachers completed 2 questionnaires on children's social competence and teacher-child relationships. A global measure of quality was utilized, and teacher behavior was assessed. Findings and limitations are discussed in terms of implications for policy and practice in early childhood programs.

Friday, April 26, 2019

Advanced Undergraduate Students with Dyslexia: Perceptions of Social Supports that Buffer College-Related Stress and Facilitate Academic Success

Carmela Smith, *Southern Connecticut State University*

This research study answers the question, what are the perceptions of advanced undergraduate students with dyslexia regarding the types and sources of social support that buffer college-related stress and facilitate academic success? Hence this article reports on a mixed method exploratory study of the social supports and networks of students with dyslexia in a public college setting in the New England area. Overall, college students in the sample experience stressors from day-to-day college life, assessment in college courses, balancing coursework and self-care, balancing coursework and personal responsibilities, and daily hassles. Participants also have co-occurring disorders including anxiety, depression, attention deficit hyperactive disorder that compounds a college student with dyslexia's ability to cope with the stressors of college. Students with dyslexia are under-represented in universities, a fact that should be of concern to societies that value social justice. Recommendations for college students with dyslexia, college administrators, and university faculty are offered.

Classroom Practices that Influence Persistence of Women in STEM: A Case Study

Lorie Woodson, *Springfield College*

This study explored and described women's perceptions of faculty classroom practices, and whether and how those practices influenced their decisions to persist in science, technology, engineering, and mathematics (STEM) disciplines. Qualitative data were collected via interviews with seven women participants in STEM disciplines at a single University in the Northeastern United States. Data were analyzed using Chickering and Gamson's (1987) seven principles of good practice in undergraduate education to evaluate participants' reports of their experiences with faculty practices in the classroom. Overall, the participants in this study revealed that the kind and quality of student-faculty interactions resulting from the pedagogical choices faculty used in the classroom greatly impacted students' perceptions of faculty approachability. The perceived approachability of faculty subsequently impacted participants' out of classroom experiences with both faculty and peers; which had the potential to influence their decisions regarding persistence in STEM disciplines. Recommendations for practice include faculty and institutional emphasis on developing effective classroom teaching practices that develop positive student-faculty interactions in the classroom. Recommendations for future research include exploration of the impact of racial diversity on student-faculty interactions in the classroom for women in STEM disciplines.

Teacher Preparation for Restorative Practices at the University of Vermont

Katie Bedell, *University of Vermont*

Restorative practices (RP) are emerging throughout the country as a community-based alternative to zero-tolerance disciplinary strategies. For example, instead of suspending a student for misbehavior, RP would involve an open discussion with the student about what happened and why, with the goal of repairing the harm done to the relationship between student and teacher, student and student, student and classroom, and so on. RP helps establish a welcoming, rather than punishing, atmosphere for students. This can ultimately help to diminish the phenomenon of the school-to-prison pipeline. Developing and maintaining these practices is of utmost importance to make schools as inclusive as possible of all learners. The Teacher Education program at the University of Vermont (UVM) is in its early stages of implementing RP both in curricula for future teachers to learn and in undergraduate classroom experiences. How can it further improve this integration? By interviewing local RP experts, the skills and dispositions teachers need to implement and maintain RP were identified, and then used to compare to data gained in interviews with UVM Teacher Education faculty. This research will help determine where UVM can help future teachers to more deeply understand RP and, ultimately, better meet their students' needs.

Food for Thought: Do Carbohydrates Effect Our Cognitive Functioning?

Haleigh Bassett, *Bay Path University*

This research is influenced by the works of Makris, Darcey, Rosenbaum, Komaroff, Vander Veaur, Collins, Klein, Wyatt & Foster who discovered that brain functioning tasks which involved memory decreased, but attention-vigilance tasks increased after three weeks of restricting carbs to 20 grams a day. My study is to discover if the restriction of carbohydrates to 50 grams or less per day, affects brain functioning. The importance of this research is to determine if restrictive diets positively support brain functioning or negatively affect it. This knowledge may help contribute to a person's choice in diet for their body and brain, leading to an overall better quality of life (QOL).

Bridging the Achievement Gap through Family-Professional Partnership: Project RAFT

Kaila Carson, *The University of Vermont*

A significant achievement gap exists in our current educational system between children who are from refugee families and children who are not. This achievement gap can be largely attributed to the lack of partnership within familial and professional relationships. This study seeks to understand the results of using the tool, "Project RAFT," to improve family-professional relationships within the child's education. This study will use a qualitative approach to gather data from interviews with participants to analyze the effectiveness of the implementation of this tool. This study is still in progress, however, our anticipated results are that the family will emphasize how difficult it is to be in communication with the child's teachers. The implications of this study have the potential to be monumental as these results can be expanded and this tool can be shared with a plethora of other educators and families experiencing the same difficulties.

Thursday, April 25, 2019

Characteristics of Proficiency Based Learning that Can Alleviate Math Anxiety

Sara Fergus, *University of Vermont*

The present study analyzed the relationship between specific characteristics of the Vermont Public School's classroom and assessment model, Proficiency Based Learning (PBL), and students' anxiety about mathematics. The characteristics analyzed were reassessment, strong assessment, clear learning objectives, effective feedback, and reflection. Two middle-level teachers participated in this study, as well as three students in each classroom. Students participating self-identified as being math anxious. Research was conducted through interviews of students and teachers, in-class artifacts, and class observations. Through interviews and observations, this study found that students with math anxiety benefit the most from reassessment. They also benefit from effective feedback and clear learning objectives, particularly when present simultaneously. It was also found that the PBL grading system was generally beneficial to students with math anxiety.

Teaching It Write: Interpreting Teacher Perceptions into Revisions of Writing Enrichment Curriculum

Mariellen Hardy, *Stonehill College*

Olivia Phillips, *Stonehill College*

The release of the Common Core State Standards (CCSS) for ELA provided ambitious targets for the development of narrative, argument, and informational writing across the K-12 grade band, necessitating broad revision of writing curricula aiming for alignment with the CCSS. Previous research has highlighted the inadequacy of writing programs implemented broadly across CCSS states (Hall, Hutchison, & White, 2015). In response, we have been developing curriculum units of study for argument and narrative writing meant to 1) better reflect the CCSS writing standards, and 2) differentiate the individual needs of a broader range of students. In support thereof, we consulted the Common Core Standards of Writing, Lucy Calkins Units of Study for Teaching Writing, and research on effective writing instruction for special populations of learners. This study was meant to provide additional guidance for revision of our curricula, by surveying elementary school teachers on the adequacy of their writing curricula. Our survey examined teachers' perceptions of their curriculum and their professional development. The data assessed how prepared teachers were to instruct students a sophisticated style of writing. We hope to draw conclusions from the results that will inform substantive and useful revisions to our units of study.

Understanding Family-Professional Partnerships: Bridging the Gap Between Refugee Families and Educators with Project RAFT

Jordan Kerr, *University of Vermont*

This research is looking to understand the nuances of the gap in family-professional partnership within the refugee population and how this relates to the achievement gap. The goal of this research project is to determine what can be done to improve family-professional partnerships to alleviate the achievement gap through the use of project RAFT (Relationships among teachers and families). Participants include a total of 9 teachers, 3 liaisons, and 12 families. They will be interviewed along the various points of implementation of RAFT in order to collect data on the success of the partnership. The results are in progress, however it is expected to find information about what can be done to better improve these partnerships to be more efficient as well as effective for all members involved.

Social Work with Undocumented Latina Immigrants who Have Survived Domestic Violence: Analyzing Barriers to Resources and Effective Practice from a Strengths-based, Multicultural Sensitivity Lens

Meghan Letizia, *University of Vermont*

There is significant evidence that Latina immigrants experience similar gender violence victimization rates—undocumented immigrants, however, access resources at a significantly lower rate than documented immigrants ($p = .05$) (Zadnik, Sabina, & Cuevas, 2016). This begins to highlight the prevalence of gender-based violence, specifically domestic violence, against Latina women immigrating into the United States. Harsh immigration laws inhibit women's ability to safely enter the United States, as well as their ability to comfortably access resources once in the U.S. Given the particular fear of deportation facing undocumented Latina women, amongst numerous other barriers, most are forced into silence about their violent experiences and unable to connect with valuable supports. The central question of my research is as follows: How can social workers utilize a Strengths based, Multicultural Sensitivity approach to effectively connect undocumented Latina immigrants to domestic violence support and resources? I will utilize a background in social work theory and extensive feminist literature on barriers facing this population to approach these issues from these specific social work perspectives to offer insight for social workers in a newly synthesized way.

Relationships between Types of Video Content and Student Interactions in Online Courses

Gabrielle Marvez, *Massachusetts Institute of Technology*

Jessie Feng, *Wellesley College*

Josh Littenberg-Tobias, *Massachusetts Institute of Technology*

It is important to examine the kinds of videos and their content video creators post for students to utilize in their classes. Although some courses record in-person lectures, others develop new content, including demonstrations of how to progress through a problem, lecturing, embedded multimedia graphics, and recorded laboratory demonstrations. These videos may follow a certain pattern, such as intro, lecture, worked example, and then multi-media content. Assessing the frequency at which video creators utilize certain elements can be used to create more engaging content when compared with student viewing time and re-visits to the video. Additionally, data that examines where students pause or go back in the videos can help researchers pinpoint elements that are associated with student interactions.

Thursday, April 25, 2019

Assessing the Impact of Teaching Modules on Attachment and Attachment-Related Behaviors in Children with Traumatic Histories

Alexander Reppond, *University of Maine*

I plan to use data gathered from my research project to assess the impact that six teaching 'modules, have had on attachment or attachment-related behavior between a caregiver and their children who have experienced trauma. The population from which the data will be taken will be the caregivers at the Child Rescue Center in Sierra Leone. The data will be collected using a survey that combines both qualitative and quantitative elements. This survey will assess the effectiveness of using educational modules on the population in regards to attachment. It will look at whether the modules helped the caregivers learn about and better respond to their child who has experienced trauma. It will also assess whether or not the caregiver feels more comfortable in rearing the child after learning from the modules. Finally, it will look at whether the modules are a viable strategy going forward in regards to parenting overall and what alterations can be made to improve the modules, if any.

Student Engagement in Mathematics: Comparing Teachers' Beliefs and Practices in Finland and the United States at the Middle School Level

Rachel Slimovitch, *University of Vermont*

The United States is struggling with a low level of student engagement in mathematics. This study aimed to investigate student engagement from Finnish and American middle level teachers' perspectives, with the goal of broadening our understanding of what teachers think and do about engagement in mathematics. Three American teachers and two Finnish teachers were interviewed about their beliefs and practices surrounding student engagement in their mathematics classrooms. This study explored the ways the teachers conceptualize engagement and strategies they use in the classroom to increase engagement. The findings indicate that teachers' beliefs about engagement have a profound impact on the strategies they use to engage students. Additionally, the Finnish teachers interviewed had a different conception of engagement than the American teachers who participated in this study. The results of this study give teachers a wider range of conceptualizations and strategies for engagement in mathematics.

You Are What You Eat: Food and Ethnic Identity

Grace Wang, *Colby College*

Tarja Raag, *Colby College*

Food and ethnic identity are common research topics, but the relationship between the two is not clearly understood. However, interactions involving food have the potential to create "contact" (awareness) with one's identity, such as one's ethnic identity. The present study will examine how eating one's ethnic foods will contribute to his/her strength of ethnic identity and sense of belonging in an environment, where individuals' identities are in contact with other identities. The first part of the study was a focus group that addressed how food strengthens ethnic identity and triggers identity exploration. The following themes emerged and will be used in a future study: Food and identity exploration, Context and food, Authenticity of food, and Enjoyment of food. The second part of the study will be a quantitative survey utilizing the pre-determined themes from the focus group. This Study will be conducted in Winter 2019 to Spring 2019.

NEERO 50th Anniversary Social

Thursday, April 25, 2019

5:00-7:00pm

Ballroom

Celebration, Appetizers, & Conversation

Please join the NEERO Board for the NEERO 50th Anniversary Social which will include a complimentary cocktail and light appetizer celebration. Additionally, the President of NEERO, Dr. Amy Ryan, will be presenting the Ambassador Award to members of NEERO who have supported the organization over the years.

Friday, April 26, 2019

7:30am - 4:00pm

NEERO 2019 Conference Registration

Hotel Lobby

NEERO 50th Anniversary Memories

Wentworth

Visit the Wentworth Room and check out memories and memorabilia from the past 50 years of NEERO.

7:30am - 9:00am

NEERO Breakfast and Distinguished Speaker: Dr. Mark Nicholas

Ballroom

Session Chair: Charles DePascale, *National Center for the Improvement of Educational Assessment*

Reclaiming the Narrative on the Value of Education through Research and Assessment

Dr. Mark C. Nicholas, *Executive Director for Institutional Assessment and Accreditation, Framingham State University*

Dr. Nicholas will discuss the deficit narrative that surrounds our practice, how we can know the value we add to students as a result of attending college, and how we can communicate our story to counter existing narratives.

9:15am - 10:45am

Symposium 5.1

Understanding Curriculum Controversies: Now More Than Ever

Amphitheater

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

Understanding Curriculum Controversies: Now More than Ever

Reid Jewett Smith, *Boston College*

Jeremy Alexander, *Boston College*

Michelle McElwaine, *Boston College*

Jennifer McGrew, *Boston College*

Chris Asante, *Boston College*

This symposium has two objectives: to examine and unpack five contemporary curriculum controversies and to link individual controversies in order to consider how curriculum controversies are constructed and how they can be deconstructed using a set of conceptual ideas and analytic tools. As such, the proposed symposium is based on a broad definition of curriculum, including both its explicit and implicit aspects, its hidden messages, and the broader policy and political agendas to which it is attached. The five controversies analyze (1) 'teaching Trump' after the 2016 election (2) the Arizona ethnic studies ban (3) teaching anthropogenic climate change as a 'settled science,' (Hess, 2009) (4) the place of Black History Month in the curriculum, and (5) America's school voucher programs. The papers use three interrelated theoretical frameworks and analytic tools to unpack the curriculum controversies: critical curriculum theory (Apple, 2006; van Dijk, 2006; Castenell & Pinar, 1993), democratic education theory (Gutmann, 1987; Hess, 2009; Westheimer & Kahne, 2004), and frame theory/frame analysis based on communications theory (Fischer & Forester, 1993; Snow & Benford, 1988; Stone, 1997).

Symposium 5.2

Rasch Measurement Workshop I

Riverwatch

Session Chair: Larry Ludlow, *Boston College*

This Rasch measurement workshop consists of final term papers written for the Boston College ERME 8669 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
Developing and Teaching Literacy Skills

Gardner

Session Chair: Deborah McMakin, *Framingham State University*

The Impact of Co-teaching on Pedagogical Approaches and Student Conceptual Understanding in a Graduate, Adolescent Literacy Course

Patricia N. Eckardt, *Molloy College*

This hypothesis-generating research study sought to provide further insight into the impact of co-teaching experiences on pedagogical approaches and student conceptual understanding in a graduate, adolescent literacy course. Two professors and 21 students participated in this qualitative study. Collected over the course of a semester, data included student reflections, instructor field notes, and lesson plan rubrics. Four categories emerged from the data analysis: (a) reliability, (b) perspectives, (c) teacher support, and (d) pedagogy. Results indicate co-teaching, coupled with situated learning, solidified student conceptual understanding. It is evidenced that co-teaching is a powerful motivator for acquiring new knowledge when grounded in the theory of situated learning.

Learning about Teaching Critical Literacy from Reading ILA's and NCTE's Professional Journals

Kathleen Gormley, *Sage Colleges*

Peter McDermott, *Pace University*

Professional literacy journals serve as an important source of information for teachers to maintain their knowledge of educational theories and classroom practices. In this study we examined what teachers would learn about teaching critical literacy from reading major journals in literacy education. Unlike other studies that broadly examined broad topics and themes appearing in literacy journals, we focused on manuscripts pertaining to critical literacy and how the topic could be taught in the elementary grades. Content analysis served as our research method. We examined all volumes of *The Reading Teacher* and *Language Arts* between the years 2011 and 2018. The protocol consisted of using electronic search engines for identifying manuscripts with “critical” and “literacy” in their titles or abstracts. We discovered 19 manuscripts meeting these criteria, and the manuscripts clustered into four categories: (1) using critical literacy to teach about diversity and multiculturalism, (2) using critical literacy for teaching children’s literature; (3) applying critical literacy with social media and digital literacies; and (4) integrating critical literacy with drama. The importance of our study is that we identify and discuss what teachers might learn about teaching critical literacy from reading these professional journals.

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

Jane Perkins, *Johnson & Wales University*

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. 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.

Multisensory Touch-Typing and Its Impact on Developing Literacy Skills

Matthew Speno, *University of New England*

An important indicator of the foundational success of educational institutions and the performance achievement is the acquisition of basic literacy skills that impact spelling, reading and writing. In a more traditional schools of the 20th century, handwriting was the preferred mode of input when learning and applying literacy skills. In the post-industrial, 21st century digital world, use of the computer keyboard is the preferred mode of input for our schools. Seen as an inevitable measure of “progress,” understanding if learning how to touch-type can improve literacy skills is needed. This study investigates the efficacy a multisensory touch-typing has on improving literacy skills in middle school learners with lagging literacy skills. The study group included six learners who attend a rural middle school. The study took place over 5 weeks with sessions occurring twice a week. Data were collected through informal and formal assessments, surveys, discussions and hands-on activities. Data analysis and interpretation indicate a multisensory approach to teaching touch-typing has a positive impact on improved literacy skills, self-esteem and perception as a capable learner. Data also suggests that this approach to teaching literacy skills has a positive impact on which could be a starting point for further research.

Paper 5.2
Teacher Learning, Collaboration, and Inquiry

Lear

Session Chair: Todd DeMitchell, *University of New Hampshire*

An Examination of Administrative Implementation of an Elementary School MTSS Problem Solving Team

Nicole Carter, *University of Vermont*

This cross-case study was designed to describe the experience of school administrators implementing a Multi-Tiered System of Support's Problem-Solving Team (MTSS-PST). The MTSS-PST is one component of this complex educational policy to organize student learning data to identify problems, apply solutions, and evaluate progress towards grade level learning outcomes (Cook, Burns, Browning-Wright, & Gresham, 2010; Eagle et al., 2015; Gamm et al., 2012; Tilly, 2008). MTSS-PST is complex educational policy that is contingent upon, and situated by, the interactions between the people, policy, and place where implementation occurs (Honig, 2006). Analysis revealed: (a) MTSS-PST implementation is understood by building-level administrators as an essential component in the reduction of special education referrals; (b) Administrator's MTSS-PST implementation is focused on reorganizing how the support team sorts students; (c) Implementation decision-making is influenced by the simultaneous feeling of relief and burden from early positive changes and a lack of resources. Analysis also revealed more than 70 interactions between people, policy, and place and an implementation process rooted in a transactional approach to change focused on meeting districtwide objectives to increase the efficiency and efficacy of the school's teaching and learning services with no reference to the transformative potential cited in the research literature.

Conceptualizing Inquiry Outcomes Across the Content Area: Exploring the Work of Teacher Inquirers with their Secondary Students

Christine Clayton, *Pace University*

Jim Kilbane, *Cleveland State University*

This study examines multiple years of teacher work samples produced during a professional development program to clarify the inquiry outcomes identified by participants. The paper uses a schema derived from research (Levy, Thomas, Drago & Rex, 2013; Saunders-Stewart, Gyles, and Shore, 2012) to identify three primary categories of inquiry outcomes as engagement, as means to develop content and skills, and as an end in itself (Authors, 2014). In conjunction also with frameworks that characterize student inquiry (Bonnstetter, 1998; McDonald & Songer, 2008), the analysis categorizes inquiry outcomes with a particular analysis of those identified as inquiry as ends. Results articulate descriptors to clarify inquiry outcomes in order to improve professional learning and research to evaluate such efforts.

Fostering Effective Teacher Collaboration in Grade Level Teams at Elementary Schools

Joan Orvick, *Santa Clara University*

Quintin Robinson, *Santa Clara University*

Collaboration is a widely accepted practice in the business world, and there are many effective methods used in business that could be used in school settings. Yet these strategies have not reached most educational setting, specifically the work in grade level teams at elementary schools. This study highlights the need for effective collaboration in grade level teams at XYZ elementary school, and studies how teachers can resist isolation in the workplace through effective leadership that offers proven collaboration strategies. There are many resources that encourage collaboration, that include technology and designated time for teachers to work, but these do not yield consistent positive results. This study focuses on specific reasons why teachers work in isolation, and highlight effective strategies that can be used to foster teacher collaboration in grade level teams to improve school success for all students.

Using Action Research to Drive System Level Change

Jennifer Sinal Swingler, *University of Bridgeport*

The paper examines action research as a professional learning tool to drive system level change through targeted, meaningful professional development. Too often professional learning and system level change live in isolation, lacking coherence and a clear through line. Creating a system for improvement through action research anchored in meaningful professional development promotes alignment between system level goals, building level goals, and most importantly stronger teaching practices for students.

Roundtable 5.1
Partnerships and Practice-Based Approaches

Woodbury

Teacher Candidate Development: Collaborative Practices and Dispositions

Marie Lynch, *Rhode Island College*

Linda Capalbo, *Rhode Island College*

Elementary and Special Education faculty at a Northeast institution reorganized their teacher preparation program(s) into a sequential cohort-based undergraduate program (CADRE) that culminates in an approximate full academic-year apprenticeship experience. One of the positive outcomes has been the extent to which the candidates have used their programmatic experiences (e.g. courses and field experiences in a cohort-based model) to develop collaborative relationships with other teacher candidates and college faculty. This presentation offers a retrospective on the nature and scope of collaborative relationships that developed between and among teacher candidates and their college supervisors/seminar instructors from 2016–2018 academic years. The authors will survey recent graduates about their views and experiences with respect to collaboration opportunities and the quality of those experiences.

Mixed Reality Simulations as a Performance-Based Assessment Tool for Urban Preservice Special Educators

Kristin Murphy, *University of Massachusetts Boston*

Morgan Russell, *Mursion, Inc.*

Marthalaney Promouzas, *University of Massachusetts, Boston*

Meghan McNamara, *University of Massachusetts, Boston*

Tristen Houlihan, *University of Massachusetts, Boston*

Preservice teachers need active learning opportunities to practice teaching through structured, scaffolded, and supervised experiences across their preparation programs. While students should be engaging in frequent practice opportunities across their entire teacher preparation program, the experience of many teacher candidates is that there are limited connections to the field during their programs before their internship. Mixed-reality simulations provide an active opportunity for preservice teachers to interact with avatars, i.e. computer animated characters controlled by humans, in order to practice newly learned behaviors expected in their future careers. The use of MRS is an increasingly popular approach in teacher preparation as a vehicle for making the shift from theoretical instruction to engaging in practice-based teacher education; thus, allowing preservice teachers to engage in approximations of practice. The purpose of this study was to explore the experiences of preservice special educators at the undergraduate and graduate level who participated in performance-based assessments focused upon teaching in a mixed reality classroom that included an avatar with diverse learning needs as part of their clinical teaching methods coursework.

The Nature of Institutions of Higher Education-School Partnerships: A Deeper Dive

Laura Wasielewski, *Saint Anselm College*

Megan Birch, *Plymouth State University*

Stephen Bigaj, *Keene State College*

Vincent Connelly, *University of New Hampshire*

The purpose of this research study is to continue our examination of the scope and sequence of clinical experiences in our educator preparation programs' curricula and understand the nature and strength of the relationships between teacher preparation programs and P-12 schools in the state. Our research team completed an initial study in which we composed and conducted a statewide survey to examine existing clinical practices and to understand the nature and strength of the relationships between initial teacher preparation programs and schools. All IHEs were asked to participate in a follow-up interview designed to extend our understanding of your survey responses interested in learning more about your programs' experiences, ideas, and goals.

A Multiple Case Study Investigation into Elementary Schools Located in Opioid Crisis Regions of the Northeast

Kathryn Welby, *Merrimack College*

As every community continues to battle the current opioid crisis, children born addicted to opioids and children living in a home devastated by opioids will be in classrooms across the country. Children exposed to drug addictions or born addicted to opioids may have cognitive, social-emotional, and behavioral needs all teachers will be responsible for accommodating. The goal of this research is to investigate three elementary schools located in the opioid crisis regions of the Northeast. Investigations will be explored in three states, and the research will examine the differences in programs, experiences of teachers, and the impact on special education in the three schools. The objective of this study is to understand the impact this epidemic has on the classroom, teachers, and special education services using survey, interviews, documents, and archival data. All teachers should be prepared and educated on the educational and social-emotional needs of children traumatized by the devastation of the opioid epidemic.

Roundtable 5.2
Pedagogies in Higher Education

Woodbury

An Examination of Higher Education Instructor Pedagogical Training

Argyro Armstrong, *University of Massachusetts, Lowell*

This paper presents a metasynthesis of existing literature that highlights the lack of pedagogical training for higher education faculty. Educators teaching in higher education institutions often do not take a single pedagogical teaching methods course before beginning to teach unlike their K-12 colleagues whose programs include mandatory practicums and student teaching. Throughout the literature many have examined the issue from a social cognitive theoretical standpoint revealing that incorporating pedagogical principles into teaching reforms uncovers hidden and unacknowledged obstacles surrounding instructor efficacy. Factors investigated in this review include the benefits to student outcomes when faculty incorporate pedagogical principles into their lesson plans, challenges and barriers as well as faculty perceptions. The literature's findings reflect that the process of requesting higher education faculty to shift their methods to ones built on a cognitive pedagogical base takes time, incentives, and more research.

Undergraduate Students' Perceptions of Blackboard as an Instructional Technology that Engages them at a State University

Lloyd Weir, *University of Hartford*

Blackboard (BB) aids students in accessing course materials, grades and acts as a collaborative tool between faculty and student, and among students by providing instructors with access to a powerful web-based instructional platform. The purpose of this exploratory qualitative case study is to examine what undergraduate economic students report regarding how blackboard as an instructional technology engages them at a state university. The research will by use a conceptual framework by Fredricks, Blumenfeld, and Paris (2004) and the three dimensions of student engagement, namely, behavioral, affective and cognitive engagement.

Undergraduate College Students' Academic Engagement: Utilizing Experiential Learning for Transformative Learning Endorsement

Hany Zaky, *Indiana University of Pennsylvania*

The most influential element in any educational system is to develop high-quality learners to effectively participate in their community. The body of research ascertains that experiential learning develops the learners' transferable skills such as communication, responsibility, and social qualifications. There is a push towards impeding experiential learning as a required approach in curricula. The awareness of one's community issues and environment becomes increasingly important for ensuring stability and sustainability of each community development. Thence, internship program is an important study field in the vein of adult education. This round table session will discuss the factors that influence the undergraduate college students' perceptions regarding the integration of internship courses in their college curricula. The current study will be conducted in a local state university in western Pennsylvania during the 2019-2020 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-method study. Interviews will be conducted and based on the analysis a survey will be created to implement with a larger sample (require the IRB approval). Roundtable participants will discuss the factors that could shape the undergraduates' perceptions and suggest categories for the interview design.

Roundtable 5.3
Human Development Practice-Based Approaches

Warner

An Explanatory Study of the Implication of Parenting Styles on Bullying Control among Children

Abdulsalami Ibrahim, *Indiana University of Pennsylvania*

Nicole Buse, *Indiana University of Pennsylvania*

Parenting style is the pattern of behaviors that a parent uses to nurture and guide his or her children. Through the process of socialization, parents in most cases, influence the moral development of their children. They do so by exerting control in the internalization process, thereby influencing their children's social behavior, norms, values and social cohesion. The researchers will share with conference attendees the results of the study that investigate the implication of parenting styles on bullying control among children. Among other things, educational implication of the study would be raised and discussed with the attendees.

Transition Dreams of Young Adults with Autism

Lori Noto, *University of Bridgeport*

The passage from youth to adulthood is a complicated adjustment. Transition programs are critical given that many young adults with disabilities do not attain the level of success of their non-disabled peers. This qualitative research was conducted with 18-21 year old youth to determine their dreams for their future and to gather information to assist them in obtaining their goals.

Friday, April 26, 2019

Working for Teens: Developing Decision-Making Skills in Adolescence

Tricia Shelton, *Indiana University of Pennsylvania*

Judy Cameron, *University of Pittsburgh*

Working for Teens: Developing Decision-Making Skills in Adolescence Students must develop critical thinking and problem-solving skills to navigate life effectively. However, high stakes testing in contemporary schools, has limited adolescent exposure to higher-order thinking tasks within the classroom. As a result, youth struggle to develop and use complex thinking skills in daily roles and responsibilities. Competencies with decision-making, in particular, suffer significantly. Not only do adolescents lack effective strategies to make decisions successfully, but also, they fail to recognize the decision-making process in action. Unsurprisingly, the dire consequences of poor choices can be devastating in both the long and short term. Working for Kids: Building Skills™ is a community-based education program that teaches the fundamentals of brain development. Through the implementation of a series of activity modules, this study seeks to examine how students respond to direct instruction of decision-making strategies. Students will be taught skills through both traditional instruction and online application gaming. Following, student gains in their articulation of decision-making strategies and processes will be examined.

Roundtable 5.4

Reshaping Classroom Culture through Disruption and Subverting Modern Underpinnings in Critical Pedagogies

Warner

A Reflective Discussion of Critical Literacy

Lyndsey Benharris, *Fitchburg State University*

Katharine Covino, *Fitchburg State University*

In this current pilot study, the researchers have engaged teacher candidates in the practice of critical literacy. In order to create this critical literacy milieu, the researchers have been working to create a more full-integrated campus/community research project aligning the work of students and instructors at a local university with the work of students and instructors at a local early childhood school. Specifically, we investigated the intersection of critical literacy, cultural competency, diversity, and inclusivity in a diverse, urban, early childhood classroom. Critical literacy encourages teachers to guide and learn with students to see the world in news ways by a) acknowledging and valuing different voices, viewpoints, and perspectives (Feiner & Roberts, 1995; McDaniel, 2004; Ralfe, 2009; Weedon, 1997), b) looking beneath the surface and engaging in a deeper, more evaluative reading of texts and discourse (McDaniel, 2004; Woodcock, 2010), and c) examining issues of power, privilege, and marginalization at work in schools and society (Kucer, 2009; Vasques, 2000).

A Professional Development eWorkshop on Race and Education:

An Echo Chamber for Like-Minded Educators, or an Effective Tool for Transformative Professional Learning?

Kelly Demers, *Saint Anselm College*

Kara Michtell Viesca, *University of Nebraska, Lincoln*

The purpose of this study is to investigate what happens when K-12 educators engage in a collaborate online professional development eWorkshop that focuses on race and education. The researchers are particularly concerned with the ways in which participants' ideological stances regarding race are or are not disrupted by the participation in this eWorkshop. Data, which includes participant discussion threads, eWorkshop artifacts, and the results of a demographic survey of participants, will be analyzed through a process of qualitative analytic induction influenced by the work of Erickson (1986) and Bogdan and Bilken (1998).

A Bridge to Critical Outcomes: Service-Learning Mentoring as a Means to Transform Service-Learning

Lauren Grenier, *Suffolk University*

Lynne-Marie Shea, *Suffolk University*

Alex Schirripa, *Suffolk University*

Nicole Lentini, *Suffolk University*

Alejandro Viquez-Salas, *Suffolk University*

Joselena Vasquez, *Suffolk University*

Vanessa Mariluz, *Suffolk University*

Debra Harkins, *Suffolk University*

Service-learning is a pedagogical approach that creates space for students to critically reflect on community service within an academic course of study. This fusion of community service and experiential learning aims to encourage socially minded and actively engaged citizens, promoting mutual goals for students and the community through the academic lens of civic responsibility and critical reflection (Harkins, 2018). In response to the difficulty of engaging students in critical service-learning, we developed a scaffolded mentoring program at a mid-sized urban university designed to bring mentors into service-learning classrooms. Based on a peer-to-peer mentoring model, undergraduate students with experience in service-learning mentor service-learners as they work with the community, opening a new space for critical reflection and increasing the service-learners' civic engagement attitudes. This discussion will consist of peer mentors, who after having participated in their own service-learning courses are working to support new service-learners. In our structured roundtable discussion, mentors will share their experiences as undergraduate students who participated as experienced service-learners and took on a mentoring role. The intent of this roundtable is to share both the preliminary successes and challenges of the mentoring program, and to support undergraduate students in having a voice in the program development.

Friday, April 26, 2019

Reclaiming Hegemony: Excavating Critical Pedagogy Tactics in the Anti-Racism Classroom through Collaborative Self-Study

Elsa Wiehe, *Independent Scholar*

Kathy McDonough, *Independent Researcher*

This paper brings together two practitioner perspectives on ways of teaching criticality in the anti-racist classroom, showcasing stories that both challenge and add to common ways of supporting critical consciousness in critical pedagogy. The predominant theory of change that informs anti-racist educational practice has typically posited teachers and students as rational agents able to deliver and absorb critical content through democratic dialogue in safe spaces. This study traces the uncommon, surprising, and oft overlooked processes that subvert the modernist underpinnings of critical pedagogies. We ask: What are the neglected instructor strategies that serve to build criticality in the classroom? How do these elements tactically reshape classroom culture? Using collaborative self-study of our own educational space as a methodology and supported by the Gramscian concept of hegemony, the study shows that building criticality is a cultural struggle within the classroom that uses not only conventional tools such as dialogue and safety, but also interstitial tactics of emotion and positioning among others. The study is particularly significant to teacher educators and social justice instructors as it excavates instructional processes that are often under-theorized.

11:00am - 12:30pm

NEERO Board Information Session

Thaxter

Session Chair: Amy Ryan, *NEERO President*

Are you interested in becoming more involved with NEERO?

Would you like help with the review process?

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

If you have answered yes to any of these questions, please join us for an information session to discuss ways to get more involved in NEERO, along with suggestions for next year's conference. Graduate students are encouraged to attend!

Symposium 6.1

Seeking Social Change through Service-Learning in Higher Education

Amphitheater

Session Chair: Debra Harkins, *Suffolk University*

Seeking Social Change through Service-Learning in Higher Education

Elizabeth Robinson, *Suffolk University*

Cynthia Irizarry, *Suffolk University*

Pat Hogan, *Suffolk University*

Jessica Mak, *Suffolk University*

Camille Weiss, *Suffolk University*

Narratives that define the purpose of higher education have increasingly embraced a market oriented approach. By embracing the language of industry and individualism, higher education has moved away from the idea that colleges and universities are embedded in communities and are uniquely positioned to civically engage with their communities. The purpose of this symposium is to offer a case study of a faculty led learning community that seeks to address community needs in an urban environment through academic service learning courses. This symposium has two objectives. First, we will discuss how this faculty development program provides support for educators who teach across the curriculum. Presenters will describe their service-learning initiatives and ways in which they assess student learning. The second objective is to discuss the value of SoTL research in raising awareness among university stakeholders.

Symposium 6.2

Rasch Measurement Workshop II

Riverwatch

Session Chair: Larry Ludlow, *Boston College*

This Rasch measurement workshop consists of final term papers written for the Boston College ERME 8669 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.

Friday, April 26, 2019

Paper 6.1
Organizational Leadership and Decision-Making

Gardner

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

Exploring Systems-Level Family Engagement Practices Across Elementary and PK-8 Schools

Lauren Brodsky, *University of Massachusetts, Boston*

Amy Cook, *University of Massachusetts, Boston*

Alexis Ervin, *University of Massachusetts, Boston*

Anastasiia Iun, *University of Massachusetts, Boston*

Family engagement has been recognized as a recommended systems-level service for schools. By combining efforts, families and schools can work together to better support students' personal and academic growth. Within schools, implementation of social-emotional learning (SEL) and school-wide positive behavioral interventions and supports (SW-PBIS) has also been associated with improvements in student academic achievement and behavioral outcomes. However, the literature about family engagement within these two practices is limited. This presentation will explore family engagement practices and strategies from the perspective of school psychologists within schools in an urban district that implements both SEL curricula and SW-PBIS as a part of a broader MTSS framework. Results from the qualitative study will be explained as well as recommendations for further family engagement at these schools and other schools in the urban school district.

French and Raven vs. Follet, Shifting Leadership Models Require Different Conceptualizations of Power

Jess L. Gregory, *Southern Connecticut State University*

Connecticut's System for Educator Evaluation and Development, SEED, assumes a preexisting trusting and professional relationship between the evaluator and the individual being evaluated, therefore the dynamics of power impact these relationships of trust and influence the degree to which SEED can drive school improvement. By applying French and Raven's (1959) and Follett's (1924) models of power to interview data, this research explored the experiences of both urban and suburban teachers and administrators with the SEED model. The interview data show differences in the experiences of individuals based on both role and setting. Additionally, the Follettian model of power aligns better than French and Raven's with distributed models of leadership.

Gaps in Confidence to Lead: Principal Preparation Students Call for More Training in Special Education

Elisabeth Krimbill, *Texas A&M University, San Antonio*

Maureen Fox, *Sacred Heart University*

This phenomenological study examines the lived experiences of students enrolled in two university graduate classes in education law. Although the students are separated by over fifteen hundred miles, and are demographically very different, they are united through commonalities of commitment as school leaders to creating the best education environment for all of their students and provide support for their teachers despite the increasing legal and ethical challenges in the educational system. The information gained from this study is important for designing Educational Leadership programs to better prepare their rising administrators to fulfill their commitment to provide the best educational opportunities to all students.

**The Role of Proactive Behaviors in the Organizational Socialization of K-12 Principals:
A Sequential Mixed Methods Design**

Thomas Nobili, *University of Bridgeport*

An employee being successfully socialized into an organization and their role in particular is associated with overall individual and organizational success. Moreover, newcomer proactivity as an individual socialization tactic has been shown to contribute to increased newcomer learning. The process of principals being effectively socialized into the role is worthy of investigation as they are an essential component of the school improvement process. This mixed methods study examined the proactive role principals play in facilitating their own organizational socialization using a never before tested four theory framework as its conceptual foundation. Phase I of the research utilized data collected from two quantitative questionnaires designed to elicit the information seeking behaviors of principals as well as how they perceived the information they obtained to enhance their overall knowledge base. Phase II of the study used interview data, which provided insight into how principals made sense of their individual socialization experiences. Findings showed principals play an active role in their socialization, which is motivated by great amounts of uncertainty and a need to belong. Moreover, they utilize multiple forms of proactive behaviors through engaging in social exchanges in an effort to fashion a positive social identity within the organization.

Paper 6.2
Teacher Candidate Development and Assessment

Lear

Session Chair: Meredith Thompson, *Massachusetts Institute of Technology*

Assessing Dimensions of Teacher Candidates' Cultural Intelligence

Lisa D'Souza, *Assumption College*

Joan Barnatt, *Elon University*

Ann Marie Gleeson, *Massachusetts Department of Elementary and Secondary Schools*

Our purpose in undertaking this research was to gather data that might lead to targeted support for intercultural competence in teacher preparation. This mixed-method study examined survey and interview data reflecting teacher candidates' beliefs about cultural intelligence prior to student teaching, and again, after the first year of teaching. The survey data analyzed the extent to which teacher candidates demonstrate intercultural competence, as operationalized by performance on the Cultural Intelligence Survey (CQS) (Ang, et al., 2007) which identifies four areas of strength or weakness: Metacognition, Cognition, Motivation, and Behavior. Broadly, participants reported being aware of cultural differences and highly motivated to interact with those from other cultures. However, participants reported less confidence in their ability to adapt behavior in intercultural interactions. The qualitative data provided support for understanding how particular program elements were important in influencing intercultural competence along a developmental trajectory of learning. 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 cited as influential.

How Prepared Do Teachers Feel to Work with English Learners with and without Disabilities?

Kara Faraclas, *Southern Connecticut State University*

Angela Lopez-Velasquez, *Southern Connecticut State University*

This exploratory study employed a mixed methods survey research design to examine regular and special education teachers' perceptions about their preparation to work with English Learners with and without disabilities. Data were collected through a researcher-created survey administered to teachers in several school districts in the state of Connecticut. Findings provide baseline data and insight about teachers' confidence in their ability to identify, assess and differentiate instruction for English learners with and without disabilities. Implications for teacher education and current practices are discussed.

Teacher Candidate Disposition: A Framework for Unpacking and Supporting Intellectual, Cultural, and Moral Dispositions

Lakshmi Frechette, *University of Hartford*

Teacher education programs today are facing challenges regarding conceptualizing, developing, and assessing the dispositions of teacher candidates (Freeman, 2007; Johnson, 2008; O'Neill, Hansen, & Lewis, 2014; Schussler, Stooksberry, & Bercaw, 2010; Thorton, 2006). In much of the extant literature, dispositions are critical to the development of high quality teacher candidates (Baum & Swick, 2007; Dewey, 1933; Hindin & Mueller, 2016; Schussler et al., 2010). Many scholars identify teaching dispositions as one's ability to transform knowledge and skill sets into actionable behaviors that are sensitive to, and effective for, a community of learners (Dewey, 1933; Johnston et al., 2011; Ritchhart, 2001; Thorton, 2006). The purpose of this research study was to examine the dispositions of junior-level teacher education candidates as related to gaps experienced amid ability and action to engage parents in supporting their children's public education. The inquiry pursued the construct of teacher candidates' dispositions in action through the lens of parent engagement in public education. Examining junior-level teacher candidates' dispositions on parent engagement and the gaps they experience to operationalize engaging parents in supporting their children's education identified ways to address dispositions in general, while strengthening teacher training on building parent partnerships.

Learning, Teaching, and Learning to Teach – A Portrait of a Student Teacher's Development, and the Importance of Knowing One's Self

Bryan Mascio, *University of New Hampshire*

This portrait's narrative takes place on a single day in the fall of Katie's year-long dual-certification (special education and elementary education) internship, examining the complexities of learning, teaching, and learning to teach – while revealing the parallels between these processes. Teachers, and those becoming teachers, are commonly told to have a pure focus on students—but teaching is an interactional relationship that requires understanding the role of self, as well. In Katie's case, this manifests as she is expected to further develop the complex skills of teaching; these skills cannot be learned by rote—the method she is accustomed to as a learner—and the process to develop them is slow and frustrating. Using a recent framework of teachers' "awarenesses" (Rodriguez & Mascio, 2018), this portrait is a valuable example of a teacher's "student self" having important implications for her "teacher self", potentially impeding her development as a teacher.

Friday, April 26, 2019

The Development of Classroom Management Practices and Philosophies as Pre-Service Teachers Become Teachers of Record

Karen Robbie, *University of Maine*

Rebecca Buchanan, *University of Maine*

Preservice teachers begin their career as students in a teacher preparation program where they are introduced to educational theory and evidence-based practices through their coursework. As they move into field experiences, the potential exists to make learned concepts more concrete, meaningful and practical. However, rather than engaging in critical reflection while bridging their process from theory to practice, the pre-service teacher often experiences a disconnect between what they have learned in their teacher preparation program and the reality of classroom teaching. Preliminary results of this study indicate that when beginning teachers develop their classroom management practices and belief systems, they are likely to imitate the practices of their mentor teacher, regardless of what they learned in their teacher preparation program or what ideals and vision they personally espoused for their classroom. We suggest that programs reframe the relationship between cooperating teachers, pre-service teachers, and teacher supervisors, centering the complexity and tensions between different approaches and creating space for inquiry, discussion, and practice so new teachers enter the field prepared to support students, establish positive classroom and school climates and utilize evidence-based classroom management practices.

Roundtable 6.1

Leadership: A Closer Look at Implementing Practices

Woodbury

Social Media in Public Schools: Educational Imperatives and Truth-Telling

Tricia Stewart, *Western Connecticut State University*

Samantha Gati-Tisi, *Western Connecticut State University*

Educational communities face many challenges, one of which is keeping up with technological advances. While this is often thought of in terms of the financial costs associated with supporting the infrastructure and cost of utilizing technology, a reality is that digital social media encompasses both technological and communication challenges. Social media has a variety of platforms and applications (Apps) that are available. The pace of change with social media is one of the reasons that it is important for school district administrators to create policies for what types of social media can be used by students on school equipment and in what capacities. However, school administrators don't get to control social media writ large in a one directional fashion. Instead, any school district stakeholder (parents, students, community members) can utilize social media at any time to express their views on school district related issues through forums such as Facebook/Facebook Messenger, Twitter, LinkedIn, Google+, Snapchat, blogs, and website pages. Our study considers recent research on social media and public schools, data on social media in schools in Connecticut, and makes recommendations for school administrators who engage in social media practices.

Actions on Open Educational Resources

Shouhong Wang, *University of Massachusetts Dartmouth*

Open educational resources (OERs) are growing over the past decade. While OERs can make educational resources widely available to all students and educators for free, OERs are still untried by the majority of instructors, and have not significantly affected on higher education. This presentation reports an ongoing action research project of OERs adoption. It discusses the importance and challenges of OERs in higher education, develops a theoretical framework of the action research project based on literature review, and explains the three levels of OERs participation: partial adoption of OERs for a course, full-scale adoption of OERs for a course, and involvement in communities of practice of OERs for a course. The presentation describes the roadmap of OERs adoption, presents the findings based on information collected and analyzed through the action research project, and discusses further reflection.

Using Tools & Building Evidence: How Districts Construct Meaning out of ESSA's Evidence Requirements

Lauren Yoshizawa, *Harvard Graduate School of Education*

ESSA includes new requirements for states and districts to implement interventions backed by research evidence. The 2018-19 academic year represents many districts' first experience with the new processes and tools developed by their states in response to ESSA. In this study, I focus on one district in each of two states implementing different interpretations of the ESSA evidence requirements, with the aim of building grounded theory capturing districts' initial interpretations and understandings of their SEA's trainings and materials.

Roundtable 6.2
Motivation and Dispositions in Teacher Education

Woodbury

Using Grading Contracts to Promote Self-Efficacy

Julie DellaMattera, *University of Maine*

Patrick Cheek, *University of Maine*

The goal of this ongoing exploratory study is to investigate the use of grade contracts in undergraduate courses and their influence on students' self-efficacy. It explores students' perceptions of contract grading systems, the effectiveness of supplemental aids such as rubrics and their influence on students' perceptions of grade contracts, and determines if the implementation of grade contracts improves students' perceived sense of self-efficacy. Initial findings utilizing survey data show that students favor the use of grade contracts. Grade contracts increase students' investment in their learning, and additional aids such as rubrics combat initial confusion regarding this alternative grading system. Implications for education are discussed.

**Selecting Special Education as a Career:
A Qualitative Study of Motivating Factors for Special Education Teachers**

Jennifer Duffy, *Bay Path University*

Liz Fleming, *Bay Path University*

Teacher shortage in special education is an American educational problem. Due to the implementation of The No Child Left Behind Act (2001) and The Individuals with Disabilities Education Improvement Act (2004), more students are requiring additional services and the historic challenge of hiring certified special education teachers has been intensified with the profession's increasing demand of positions to fill. The purpose of this study was to explore personal, academic, and professional motivations that lead to the selection of special education as a career choice. This research investigation examined the factors that were most instrumental in influencing applicants to select special education as a career choice. Over one hundred de-identified graduate school applications to Bay Path University's Graduate Special Education Programs from 2014- 2017 were qualitatively analyzed. Grounded coding was used to discover themes that emerged in applicants' admissions essays explaining why he/she was pursuing a career in special education. The central themes that were most influential in applicants' selection of special education as a career trajectory were (a) Personal/familial connections to disability, (b) Meaningful paraprofessional experiences working with disabled children, (c) Aptitudes for teaching. Implications from these findings lead to recruitment strategies for teachers into the field of special education.

It's Not One or the Other: Working with Teacher Candidates to Improve Explicit Reading and Writing Intervention with Multicultural Literature

Louise Shaw, *Southern Connecticut State University*

Regine Randall, *Southern Connecticut State University*

Laura Reynolds, *Southern Connecticut State University*

Children with reading difficulties or disabilities often miss out on opportunities for authentic and meaningful transaction with literature, a key component of reading engagement. Continued motivation is vital so that students maintain stamina and interest throughout long-term intervention. This presentation examines how teacher candidates enrolled in a reading certification program expanded their ideas about the value of integrating multicultural literature into skills-based, explicit literacy instruction. Using diverse texts with social justice themes or those that credibly depicted students' lives, interests, and experiences, candidates saw improved student engagement during explicit instruction. Candidates were better able to design intervention focused on student engagement and opportunities for authentic transaction with text while also improving students' basic skills in phonemic awareness, phonics, fluency, comprehension, and response.

Roundtable 6.3
Addressing Questions of Race and Equity in Higher Education

Warner

Stand Against Racism: How Did We Get Here?

Frank Corbett Jr, *Indiana University of Pennsylvania*

Trish Shelton, *Indiana University of Pennsylvania*

Elizabeth Shiring, *Indiana University of Pennsylvania*

Daniel Wissinger, *Indiana University of Pennsylvania*

The first half of this study was predicated on the increase in the number of racist incidents (violent and non-violent) on college campuses with greater frequency since November 8th of 2016. We make no attempt to lay blame on any person or political party though many of these violent incidences can be traced back to the rhetoric of President Trump in his Rallies. Nowhere has this been more apparent than his current rallies leading up to the 2018 mid-term Elections. Several nights ago, at his rally, he commented, "A man who can body-slam somebody is MY GUY" while acting out the maneuver in reference to a news reporter being slammed to the floor. While there can be no denial racist incidents are often motivated by the President, there can be little doubt that the desire to follow through with a violent action almost certainly lay dormant by his followers while waiting to be activated. Part II of this study seeks 1) to determine the extent to which White college students participate in racist incidents on campus, 2) and, to determine if anti-racist events like Stand Against Racism will help to explain how we got to this point on college campuses.

Friday, April 26, 2019

Black Male Persistence in a Community College Manufacturing Certificate Program

Marisa Rubera, *University of Hartford*

This exploratory qualitative case study examines Black male students' experiences regarding their persistence in a manufacturing program at a predominantly white northeastern community college. The research applies Harper's Anti-Deficit Framework (Harper, 2010). Twelve students will be selected in their second and third semester. Lower performing Black male students who communicate regularly with their instructors and ask for help when needed are more likely to persist than those who do not communicate with their instructors (Wood, 2011).

Strengths from the Margin:

Foster Care Alumni and Academic Behavioral Achievement for Undergraduate Degree Completion

Rob Thornton, *University of Hartford*

An average of 20,000 older adolescents age out of foster care into adulthood each year and roughly 4,000 attend postsecondary institutions. Unfortunately, foster care alumni (FCA) in higher education historically have lower enrollment, retention, and graduation rates. Between 2% and 9% graduate attain a college degree. Despite lower graduation rates, FCA are still successful in college. This research will examine what FCA report regarding their behavioral achievement in completing an undergraduate degree. For the purpose of this study, behavioral achievement has been defined as academic success. Derived from the Theory of Planned Behavior (TPB), behavioral achievement is comprised of intention and ability. This research will examine whether FCA attitudes, normative beliefs, and perceived behavioral controls are indicative to academic success. FCA are a hidden and marginalized population in postsecondary institutions. This research represents a chance to encapsulate their voice regarding their academic achievement on college campuses, and positively frame FCA abilities to navigate the campus environment and achieve academic success. Illuminating the experiences of FCA may provide valuable and needed insights into how those in postsecondary institutions can provide supports and ascertain FCA strengths visible from the margin.

Roundtable 6.4

Supporting Teaching by Developing Cultural Competency

Warner

Improving Diverse Teacher Candidates' Retention Rates

Tonya Johnson, *Bronx Community College, CUNY*

Edward Lehner, *Bronx Community College, CUNY*

The National Center for Education Statistics indicated most of New York State teachers remain disproportionately White even while student populations grow increasingly diverse. New York has experienced a dramatic increase in the number of diverse students, including many immigrant groups, in nearly all regions of the state. 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. The bulk of this research highlighted the need to recruit more diverse teaching candidates, yet the supposition is that these recruited cohorts would remain in the profession. Much research focused on expanding teaching diversity does not sufficiently reflect the complexities of how diverse teacher education career pathway cohorts are often excluded from future teacher pools. While acknowledging the need for a more diverse teaching force, this work 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 early in the process, if inadvertently, preclude diverse teacher candidates from continuing, and we highlight improvements to ameliorate teacher candidate attrition rates and reduce unintended social reproduction.

The Cultural Competency of Middle School Mathematics Educators

Ralph Minaya, *Hartford Public Schools*

Diversity in the K-8 public school systems is increasing at a fast pace and, now more than ever, it is required that math educators understand students' cultural background, so they can fulfill the math literacy needs of the student. However, urban middle school oftentimes neglect teachers' cultural competency, especially in the Science, Technology, Engineering, and Mathematics (STEM) subjects. This study examines the reports of education professionals "of color" regarding the cultural competencies (cultural awareness, cultural skills, cultural knowledge, and cultural behavior) needed to teach middle school mathematics. This exploratory qualitative study seeks to examine the reports of STEM professionals of "color" regarding the cultural competency of middle school math teachers.

Friday, April 26, 2019

Place-based Pedagogical Content Knowledge: Teaching From, In, and for New York City

Laura Vernikoff, *Touro College*

Colleen Horn, *Marino Institute of Education*

A. Lin Goodwin, *University of Hong Kong*

Urban teaching is frequently constructed as being uniquely difficult and undesirable, but individuals who have deep understanding of and affective ties to urban schools, through their experiences as urban public school students, are more likely to want to work in urban schools (Boyd, Lankford, Loeb, & Wyckoff, 2005). Further, these individuals bring place-based funds of knowledge to pre-service teacher education programs, including multicultural capital and an understanding of how to navigate complex bureaucratic and political systems in order to take advantage of the many resources that cities offer (Authors, 2018). However, there is little existing research on how these teachers leverage those funds of knowledge to promote student learning as teachers of record, leading to a lack of clarity about what actually distinguishes “urban” teaching from other types of teaching (e.g. Milner, 2012). This study suggests that these urban-to-urban teachers draw upon their place-based funds of knowledge, and also benefit from continued place-based support, from pre- to in-service teaching, in their urban teaching careers.

We look forward to seeing you next year!

2020 Conference Location & Dates:
Sheraton Portsmouth Harborside
Portsmouth, NH
May 6–8, 2020