



Program for the
48th Annual Meeting
of the
New England
Educational Research Organization
(NEERO)

The Sheraton Portsmouth Harborside Hotel
Portsmouth, NH

April 27–29, 2016

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Thank you,
We look Forward to Seeing You Next Year!

2017 Conference Location and Dates:
Sheraton Portsmouth Harborside
Portsmouth, NH
April 5-7, 2017

New England Educational Research Organization

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

Mission

- Provide a Stimulating, Supportive, and Friendly Forum for Presentations
- Identify and Disseminate Successful Practices
- Improve Educational Programs and Supervisory Practices
- Encourage the Application of Innovative and Sound Research and Evaluation And Methodology

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The New England Educational Research Organization would like to acknowledge and thank our colleagues who graciously served as strand leaders and reviewers for the 2016 conference. Without their generosity and expertise, this conference would not be possible.

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Teaching and Teacher Education

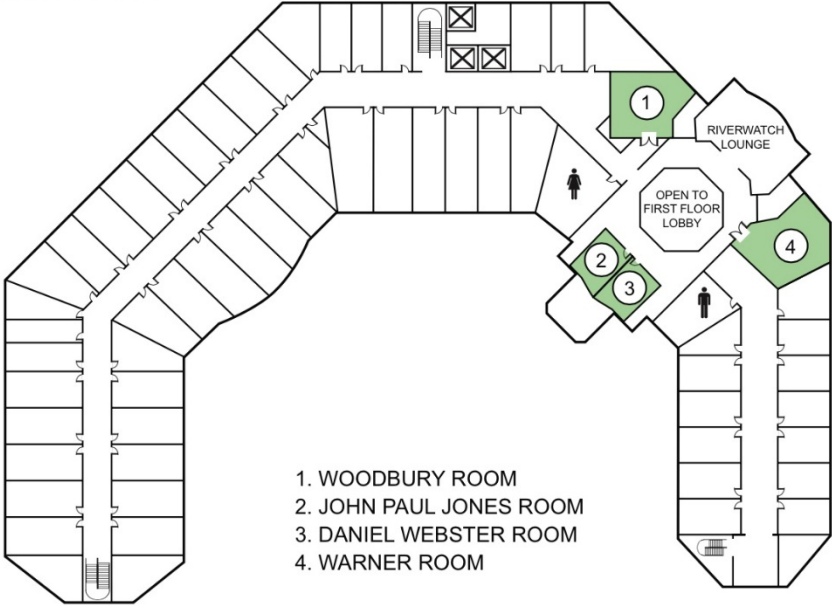
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Thank You for All Your Hard Work and Dedication to NEERO

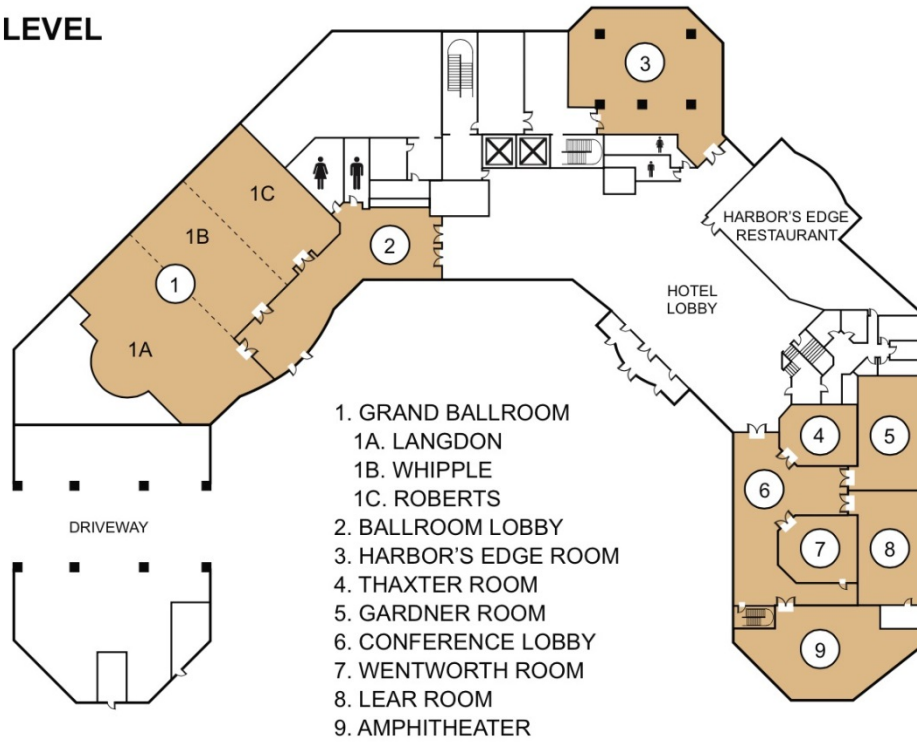
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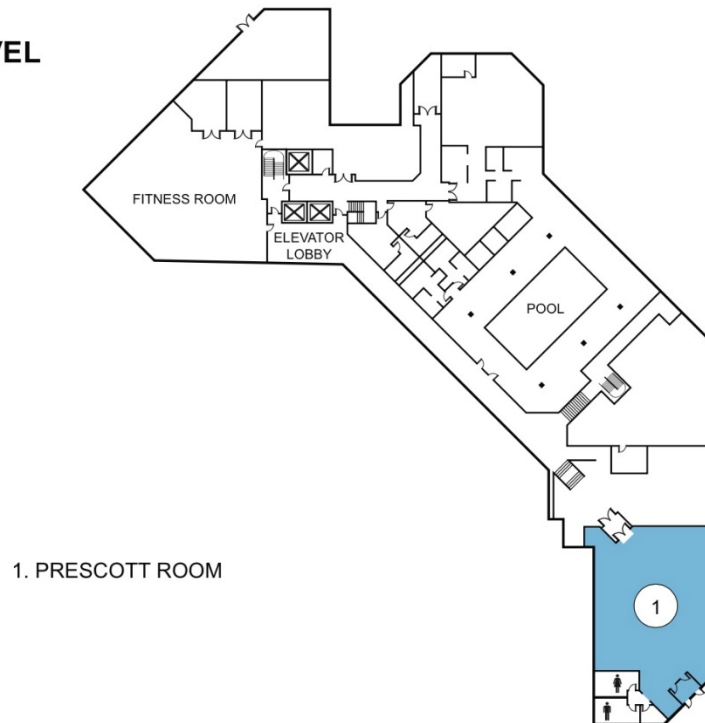
MEZZANINE LEVEL



LOBBY LEVEL



LOWER LEVEL



Welcome to Portsmouth & NEERO 2016

Wednesday, April 27, 2016

Registration (11:30am-5:00pm)	Hotel Lobby
Preconference Workshops	
12:30-4:30pm	Wentworth
Introduction to In-Depth Interviewing as a Method of Qualitative Research Irv Seidman This popular workshop is designed to introduce participants to the process of in-depth interviewing as a method for engaging in qualitative research.	
12:30-2:15pm	Thaxter
Writing a Journal Article in 12 Weeks Mary Grasseti, <i>Framingham State University</i> Chris Kunkel, <i>Rhode Island University</i> This workshop will examine the process of writing journal articles from getting started to selecting appropriate journals.	
12:30-2:15pm	Gardner
I Need to Do What? Developing the Craft of Teaching in Higher Education Jess Gregory, <i>Southern Connecticut University</i> In this workshop participants will examine the craft of teaching in higher education.	
2:30-4:30pm	Lear
Mapping the Territory Ahead: Understanding and Using Conceptual Frameworks to Guide Educational Research Kelly Clarke-Keefe, <i>University of Vermont</i> In this workshop participants will examine how conceptual frameworks can guide educational research.	

Rubovits Award Presentation & Dessert Reception

Wednesday, April 27,
7:00-8:15pm
Harbor's Edge

Rubovits Award
Presentation for Best Paper;
NEERO 2015 Conference

Social Support and Community College
Student Academic Persistence

Debra A. Zavatka, Ed.D.,
Northwestern Connecticut Community College

Thursday, April 28, 2016

SESSION 1
(8:30-10:00am)

Symposium 1.1

Amphitheater

How Can School Communities Become “Trauma Sensitive”?

Invited Session Chair/Discussant

Jack Gillette, *Dean of the Graduate School of Education, Lesley University*

Presentation 1: Trauma’s Impact on Learning: A Review of the Literature

Joe Ristuccia, *Independent Consultant*

Presentation 2: Results of Trauma Sensitivity on School Environments

Sal Terrasi, *Brockton Public School*

Presentation 3: Advocating for an Inquiry Process to Create Trauma Sensitive Schools

Ann Eisner, *TLPI*

Presentation 4: Shifting Perspectives of Trauma Sensitivity through Master Level Course Work

Patricia Crain de Galarce, *Lesley University*

Symposium 1.2

Wentworth

Implications of Personalization and Ubiquitous Learning for Middle Grades Education

Session Chair/Discussant

Larry Tinnerman, *Indiana State University*

Presentation 1: Introduction: The Middle Grades Concept and Emerging Reforms

John Downes, *University of Vermont*

Presentation 2: Responsive and Ubiquitous Learning: Updating the Middle Grades Concept

Penny Bishop, *University of Vermont*

Presentation 3: Challenging the Middle Schooling Narrative: Examples from the Field

Scott Thompson, *University of Vermont*

Susan Hennessey, *University of Vermont*

Presentation 4: Implications for Teacher Preparation and Professional Development

James Nagle & Rachel Mark, *University of Vermont*

Presentation 5: Implications for Middle Grades Research

Mark Olofson, *University of Vermont*

Life Legeros, *University of Vermont*

Paper Session 1.1

Thaxter

Diversity, Equity, and Inclusion in Higher Education and Teacher Training

Session Chair/Discussant

Kerri Ullucci, *Roger Williams University*

A Pilot Study: An Assessment of the Academic Supports Provided to Black Female Students in Undergraduate, Pre-professional Architecture Programs

Theodore Sawruk, *University of Hartford*

Addressing Diversity in Mainstream Classrooms: Putting Culturally and Linguistically Responsive Teaching into Practice

Qianqian Zhang-Wu, *Boston College*

Thursday, April 28, 2016

The #FergusonSyllabus: Pedagogies of Possibility in Public Space

Sara Clarke-Vivier, *University of New Hampshire*

Shay Cassily, *University of New Hampshire*

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

Jane Perkins, *Johnson & Wales University*

Robert Gable, *Johnson & Wales University*

Paper Session 1.2

Gardner

Policy and Practice

Session Chair/Discussant

Douglas Gagnon, *Carsey School of Public Policy, UNH*

Constructing Student Achievement: Discourses of High School Policy Documents

Lisa Plume Hallen, *Winslow High School*

Structural Violence and Sensemaking: The Impact of and Implications for Disciplinary Policy and Practice

Leigh Higgins, *The Community Foundation for Greater New Haven & Southern CT State University*

State Policy Responses to Ensuring Excellent Educators in Rural Schools

Douglas Gagnon, *Carsey School of Public Policy, UNH*

Marybeth Mattingly, *Carsey School of Public Policy, UNH*

Paper Session 1.3

Lear

Professional Development in Teaching and Learning

Session Chair/Discussant

Jessica Pawlik-York, *Post University*

Let It Go: A Journey Toward Elementary Student-Driven Media Production Aligned with the CCSS

Yonty Friesem, *Central Connecticut State University*

Brien Jennings, *Narragansett Elementary School*

Carol Prest, *Narragansett Elementary School*

The Impact of Long-Term Embedded Professional Development on Teacher Practice

Justin Boucher, *New Haven Public Schools/Southern Connecticut State University*

Using Educator Characteristics on Attitudes Toward Inclusion to Drive Professional Development.

Jess Gregory, *Southern Connecticut State University*

Baker Michelle, *Southern Connecticut State University*

Amy Fedigan, *Southern Connecticut State University*

Tisha McCoy, *Southern Connecticut State University*

Paper Session 1.4

Harbor's Edge

Grit, Mindfulness, and the Development of Non-cognitive Skills

Session Chair/Discussant

Hilary Swank, *Plymouth State University*

A Sociomaterial Critique of School-Based Mindfulness: Attuning to Crisscross Applesauce, Becoming-Dolphin, Train Breathing and other forms of Somatic Agency in the K-5 Classroom

Kelly Clark/Keefe, *University of Vermont*

Teaching the Character Competencies of Growth Mindset and Grit to Increase the Level of Student Motivation in the Classroom

Austin Garofalo, *New England College*

The Impact of After School Programs on Non-Cognitive Skills

Hilary Swank, *Plymouth State University*

Paper Session 1.5

John Paul Jones

Kim Fries Award Presentation

Presentation by Cinzia Pica-Smith, the 2016 Kim Fries Award Winner

Invited Chair

Drey Martone, *The College of Saint Rose*

Roundtable 1.1

Prescott

Early Career Teachers

Session Chair

Jessica Smagler, *Teachers College, Columbia University*

Supporting Early Career Teacher Learning

Kathryn McCurdy, *University of New Hampshire*

Teachers' Self-Regulation of Practices in the Era of Accountability

Denise LaFrance, *Fitchburg State University*

The Effects of Teaching Load on New Teacher Attrition

Jessica Smagler, *Teachers College, Columbia University*

Brandie Waid, *Teachers College, Columbia University*

Laura Vernikoff, *Teachers College, Columbia University*

Roundtable 1.2

Prescott

Social Justice Approaches to Student Success

Session Chair

Diana Gonzalez, *The University of Vermont*

Connecting with Literature: Factors in Reading Choices of Biracial Elementary School Students

Carolyn Obel-Omia, *Rhode Island College*

Exploring the Experience of Participants in a Training of Trainers for a Social Justice Workshop

Diana Gonzalez, *The University of Vermont*

Thinking About Relationships with Black Boys: Why Strategic Mentoring Matters

Quintin Robinson, *Southern Connecticut State University*

Shamel Lewis, *Southern Connecticut State University*

Roundtable 1.3

Prescott

Strategic Support Systems for Student Success

Session Chair

Quintin Robinson, *Southern Connecticut State University*

Developing Perspective: Using Visual Methods to Unveil Hegemonic Practices in Physical Education

Jeff Heath, *Rhode Island College/University of Rhode Island*

Differentiated Effects of Nonverbal Immediacy on Students in Poverty

Barbara Moody, *Husson University*

Gay/Straight Alliances and U.S. High Schools: Do They Decrease LGBT High School Drop-out Rates?

Diana Miller, *Indiana University of Pennsylvania*

Roundtable 1.4
Practicum Experiences

Prescott

Session Chair

Gwyneth Price, *Edinboro University*

An Explanatory Case Study of Co-teaching as a Student Teaching Method

Karen Capraro, *Rhode Island College*

Bullying: A Barrier for Secondary Students in Special Education

Nicole Olbrish, *Indiana University of Pennsylvania*

Changing the Ecological Balance in the Student Teaching Experience

Marie Lynch, *Rhode Island College*

Linda Capalbo, *Rhode Island College*

Only the Best! Ensuring High Quality Mentors for Candidates

Gwyneth Price, *Edinboro University*

John Ziegler, *Edinboro University*

Break (10:00-10:15am)

Hotel Lobby

Thursday, April 28, 2016

Session 2
(10:15-11:45am)

Symposium 2.1

Amphitheater

**The Possibilities and Limits of Teacher Candidates Performance Assessment
Across Three Northeast States**

Invited Chair

Tom Schram, *University of New Hampshire*

Invited Discussant:

Drey Martone, *The College of Saint Rose*

Presentation 1: Voices from Student Teachers in New York: The Persistence of a Subtractive Experience of the edTPA as a Licensure Exam for Initial Certification

Christine Clayton, *Pace University*

Presentation 2: The edTPA Pilot and the Evolution of a Pre-service Performance Assessment for Massachusetts Teachers (2010-2014)

Patricia Paugh, *University of Massachusetts, Boston*

Kristen Wendell, *University of Massachusetts, Boston*

Michael Gilbert, *University of Massachusetts, Boston*

Christine Power, *Boston College*

Presentation 3: A Localized policy Framework: Collaboration Toward a New Hampshire Teacher Candidate Performance Assessment

Emilie Mitescu Reagan, *University of New Hampshire*

Dianna Ghaldsdorf Terrell, *Saint Anselm College*

Audrey Rogers, *Southern New Hampshire University*

Tom Schram, *University of New Hampshire*

Page Tompkins, *Upper Valley Educators Institute*

Chris Ward, *Upper Valley Educators Institute*

Megan Birch, *Plymouth State University*

Symposium 2.2

Harbors Edge

Beyond Theory: Applied Validity Studies for the 21st Century

Session Chair/Discussant

Charles DePascale, *Center for Assessment (NCIEA)*

Presentation 1: Validation Frameworks for Evaluating 21st-Century Assessments: Francis Rick

Yooyoung Park, *University of Massachusetts, Amherst*

Ella Banda, *University of Massachusetts, Amherst*

Stephen G. Sireci, *University of Massachusetts, Amherst*

Presentation 2: A Comparison of Validity Arguments Across Three High School Equivalency Tests

Ella Banda, *University of Massachusetts, Amherst*

Yooyoung Park, *University of Massachusetts, Amherst*

Francis Rick, *University of Massachusetts, Amherst*

Stephen G. Sireci, *University of Massachusetts, Amherst*

Presentation 3: Evaluating a Measure of Educational Culture Using Validity Evidence Based on Internal Structure

Duy N. Pham, *University of Massachusetts, Amherst*

Jennifer Randall, *University of Massachusetts, Amherst*

Presentation 4: Using Differential Item Functioning Procedures to Evaluate Performance Differences on Technology-Enhanced items

Hongyu Diao, *University of Massachusetts, Amherst*

Stephen G. Sireci, *University of Massachusetts, Amherst*

Thursday, April 28, 2016

Presenton 5: Evaluating Differential Item Functioning Across Men and Women on a Multistage-Adaptive Test

Hyunjoo Jung, *University of Massachusetts, Amherst*
Scott Monroe, *University of Massachusetts, Amherst*
Stephen G. Sireci, *University of Massachusetts, Amherst*

Presentation 6: Linking TIMSS and NAEP Assessments to Evaluate International Trends in Achievement

Hwanggyu Lim, *University of Massachusetts, Amherst*
Stephen G. Sireci, *University of Massachusetts, Amherst*

Paper Session 2.1

Gardner

Teacher Learning and School Communities

Session Chair/Discussant

Denise LaFrance, *Fitchburg State University*

Teaching Citizens: Using HLM to Explore the Relationships Between Teacher Professional Learning, Interactive Civics Instruction, and Student Civic Knowledge

Joshua Littenberg-Tobias, *Center for Collaborative Education*

Supporting the English Language Development of Dual Language Learners: A School-University Partnership

Ana Solano-Campos, *University of Massachusetts, Boston*
Lianna Pizzo, *University of Massachusetts, Boston*

Paper Session 2.2

Warner

Research on Teachers

Session Chair/Discussant

Deb Patterson, *Western New England University*

Between Belief and Action: Teachers' Negotiated and Enacted Beliefs about Multicultural Science Teaching

Hannah Kye, *Teachers College, Columbia University*

From Me to We? Exploring teachers' shifts toward collective collaboration

Rachel Schiera, *Indiana University of Pennsylvania*

Should I Stay or Should I Go? Teachers' Career Life Stories in Juvenile Corrections Schools

Kristin Murphy, *University of Massachusetts, Boston*

Supporting an Understanding of Mathematics Teacher Educators: Identifying Shared Beliefs and Ways of Enacting Their Craft

Joseph Rino, *Plymouth State University*

Paper Session 2.3

Thaxter

English Language Learning and Literacy

Session Chair/Discussant

Cinzia Pica-Smith, *Assumption College*

When Words Do Not Work: Exploring Preservice Teachers' Confidence in Teaching Reading to English Learners in the Primary Grades

Christina Pavlak, *Quinnipiac University*
Monica Cavender, *Quinnipiac University*

Learning to Teach Bilingual Students: (Dis)Connections between Coursework and Field Experiences

Meredith Moore, *Boston College*

Novice Critical Literacy Teachers Bridging the Theory/Practice Gap

Kelly DeLuca, *Teachers College, Columbia University*

Three methods for Critical Examination of Preparing All Teachers to Work with English Language Learners

Elizabeth Robinson, *Suffolk University*

Paper Session 2.4
Teacher Learning and Faculty Development

Lear

Session Chair/Discussant

Aja LaDuke, *The College of Saint Rose*

Investigating a Framework for Understanding Residency Content Coaching in an Urban Teacher Residency Program

Kathryn Sillman, *Boston College*

The Poetic Humanity of Teacher Education

Suzanne Pratt, *Teachers College, Columbia University*

A. Lin Goodwin, *Teachers College, Columbia University*

Crystal Chen, *Teachers College, Columbia University*

Supporting a Learner-Centered Teaching Commitment: The Role of the Private Liberal Arts College in Faculty Learning

Emilie Clucas, *Graduate Research Fellow, Endicott College*

Paper Session 2.5
Assessments: Evaluating Effectiveness

Woodbury

Session Chair/Discussant

Tom Neuschafer, *Indiana University of PA/Jersey Shore Area School District*

Are We the Average? Comparing College Preparedness Data Collected from Local High School Graduates with National Data

Judith Martin, *Independent Researcher*

Connected or Disconnected? A Comparative Study of International Students' Technology Use in the U.S. and their Home Countries

Abdulsalami Ibrahim, *Indiana University of Pennsylvania*

Crystal Machado, *Indiana University of Pennsylvania*

International Tests of English: Alignment Between What is Tested and What is Evaluated

Thilagha Jagaiah, *University of Connecticut*

Natalie Olinghouse, *University of Connecticut*

Andrew Petsche, *University of Connecticut*

Joshua Wilson, *University of Delaware*

Kelly Stewart, *Minneapolis Public Schools*

Roundtable 2.1
Instructional Strategies

Prescott

Session Chair

Meagan Shedd, *Plymouth State University*

Facilitating EFL Learners' English Learning through Guided Reciprocal Questioning

Yan Dai, *The College of Saint Rose*

James Allen, *The College of Saint Rose*

Developing Future Citizens of America: Repositioning Social Studies Education in an Era of Accountability

Lisa D'Souza, *Assumption College*

Meagan Kullberg, *Assumption College*

Teaching conflict: An instructional strategy to help students to better understand social problems

Frank Corbett, Jr, *Indiana University of Pennsylvania*

Elizabeth DeThomas, *Indiana University of Pennsylvania*

Tricia Shelton, *Indiana University of Pennsylvania*

That's Not Me: Content Analysis of Children's Picture Books for Pediatric Cancer Patients

Meagan Shedd, *Plymouth State University*

Roundtable 2.2
Language, Reading, Special Education and Teacher Beliefs

Prescott

Session Chair

Chris Bacon, *Boston College*

Reading fluency: Theorizing a Concept Rooted in Positivism

Edward Lehner, *Bronx Community College*

Jean Shaddai, *Bronx Community College*

Preparing Effective Educators: The Impact of Special Education Coursework on Pre-Service Teacher Belief and Skill

Kelly Swindlehurst, *Plymouth State University*

Education and Working Life: Non-Native Speakers' Problem-Solving Skills (PSL) in Technology-Rich Environments (TRE)

Shiya Yi, *Boston College*

Language Ideologies: A Mixed Methods Study of Teacher Beliefs throughout a Course on Teaching English Language Learners

Chris Bacon, *Boston College*

Roundtable 2.3
Communities, Leadership, Learning, and Families

Prescott

Session Chair

Bridget Pinsonneault, *University of Massachusetts, Amherst*

Educators' Competence and Confidence in Working with Families in Early Intervention: The Influence of Professional Preparation in Early Childhood Special Education

Erika Baril, *University of New Hampshire, Durham*

Leslie Couse, *University of New Hampshire, Durham*

Eun Kyeong Cho, *University of New Hampshire, Durham*

Improving Student Success through Building a Community-Wide Leadership Team

Olcay Yavuz, *Southern Connecticut State University*

Sousan Arafah, *Southern Connecticut State University*

Gladys Labas, *Southern Connecticut State University*

Todd Verdi, *Slade Middle School*

Does Enhancing Learner Input Aide in the Acquisition of Clitics for Spanish Second Language Learners?

Bridget Pinsonneault, *University of Massachusetts, Amherst*

Roundtable 2.4
Research and Practice in Higher Education

Prescott

Session Chair

Felice Billups, *Johnson & Wales University*

TA Boot Camp Program Evaluation Research

Catherine Snyder, *Clarkson University Dept. of Education*

John Dejoy, *Clarkson University Dept. of Business*

Seema Rivera, *Clarkson University Dept. of Education*

Dietetics Professors as Interdisciplinary Researchers: A Phenomenological Study of Identity Exploration

Cassandra Strawser, *Indiana University of Pennsylvania*

The Dissertation in Practice for the Professional Education Doctorate

Felice Billups, *Johnson & Wales University*

Roundtable 2.5
Teacher Identity and Cultural Factors

Prescott

Session Chair

C. Jennifer Tsai, *Indiana University of Pennsylvania*

Understanding pre-service teachers' formal and informal preparation to teach about religion in the secondary social studies classroom

Kate Soules, *Lynch School of Education, Boston College*

Culturally Responsive Teaching Empowers Minority Education Professors in Predominately White Pennsylvanian Universities

C. Jennifer Tsai, *Indiana University of Pennsylvania*

Early Childhood Teachers' Reports of Approaches and Strategies Used in Addressing Challenging Child Behaviors

Linda (Lynn) Wiener, *University of Hartford*

Thursday, April 28
Ballroom

Awards Luncheon & Business Meeting
(12:00-1:15pm)

Keynote Address
(1:15-2:15pm)

Two States' Perspectives on the
Every Student Succeeds Act

Mary Ann Snider,
*Chief of Educator Quality and Instructional Effectiveness,
Rhode Island Department of Education*

Paul Leather,
*Deputy Commissioner,
New Hampshire Department of Education*

Attention Graduate Students:

Make sure to attend the luncheon on Thursday to be entered into the 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 28, 2016

Session 3 (2:30-4:00pm)

Symposium 3.1 **Pedagogical Possibilities for Quality Teacher Preparation in an Urban Teacher Residency Programs**

Amphitheater

Session Chair/Discussant

Cinzia Pica-Smith, *Assumption College*

Presentation 1: Articulations on Teaching for Social Justice: A Longitudinal Study from Residency to Practice

Crystal Chen, *Teachers College, Columbia University*

Emilie Reagan, *University of New Hampshire*

Laura Vernikoff, *Teachers College, Columbia University*

A. Lin Goodwin, *Teachers College, Columbia University*

Presentation 2: "A Natural Connection": A Case study of Urban Inhabitants Who Become Urban Teachers

Laura Vernikoff, *Teachers College, Columbia University*

A. Lin Goodwin, *Teachers College, Columbia University*

Colleen Horn, *Teachers College, Columbia University*

Sibel Akin, *Middle East Technical University*

Presentation 3: Preparing Highly Qualified Teachers: An Evaluation of a Teacher Residency Program

Sibel Akin, *Middle East Technical University,*

Colleen Horn, *Teachers College, Columbia University,*

A. Lin Goodwin, *Teachers College, Columbia University.*

Symposium 3.2 **Developing Undergraduate Education Majors as Inquiry Scholars**

Lear

Session Chair/Discussant

Thomas Bennet, *Franklin Pierce University*

Presentation 1: The Inquiry Scholars Model

Dr. Lynn A. Murray-Chandler, *Southern New Hampshire University*

Presentation 2: Stages of Inquiry in Undergraduate Assessment Work

Rebecca Killin, *Southern New Hampshire University*

Presentation 3: Challenges of Teamwork in Undergraduate Research

Jacqueline Capobianco, *Southern New Hampshire University*

Presentation 4: Political Implications of Doing Assessment Work as Undergraduates

Meaghan Blaisdell, *Southern New Hampshire University*

Presentation 5: How Preparing Undergraduates In a PLC Model Can Inform Future Teaching

Elizabeth Caswell, *Southern New Hampshire University*

Paper Session 3.1 **Using School Data**

Thaxter

Session Chair/Discussant

Robert Michaud, *University of Massachusetts Lowell/Andover Public Schools*

Restraint and Seclusion of Students with a Disability: Trends and Implications in US School Districts

Douglas Gagnon, *Carsey School of Public Policy, UNH*

Marybeth Mattingly, *Carsey School of Public Policy, UNH*

Vincent Connelly, *University of New Hampshire*

School Location and Teacher Supply: Understanding the Distribution of Teacher Effects

Gagnon Douglas, *University of New Hampshire*

Thursday, April 28, 2016

The Impact of District Determined Measures on a Data Team's Collaboration

Robert Michaud, *University of Massachusetts Lowell/Andover Public Schools*

The Impact of Proximity And Transience on the Collaborative Efforts of a Data Team

Robert Michaud, *University of Massachusetts Lowell/Andover Public Schools*

Paper Session 3.2
Teaching and Technology

Gardner

Session Chair/Discussant

Alexandra Lauterbach, *University of Massachusetts Amherst*

Blogging in Teacher Education: Can it Impact Pre-Service Teacher Readiness and Engagement?

Kelly Swindlehurst, *Plymouth State University*

Building Teacher Capacity for Pedagogical Change through Online Professional Learning Networks

Anna Noble, *Boston College*

Patrick McQuillan, *Boston College*

Shanéé Wangia, *Boston College*

Kate Soules, *Boston College*

The Application of Technology Acceptance to Educational Design

Gary Ackerman, *Rivendell Academy & Mount Wachusett Community College*

Paper Session 3.3

Woodbury

**The Students' Languages, Identities, and Communities:
How Does Discourse Shape Our Thinking?**

Session Chair/Discussant

Quintin Robinson, *Southern Connecticut State University*

Teaching Pre-Service Teachers about Poverty: Possibilities and Pitfalls

Kerri Ullucci, *Roger Williams University*

Tyrone Howard, *University of California, Los Angeles*

English is My Only Weapon: Youth Perceptions of 'English Fever' in South Korea

Chris Bacon, *Boston College*

His Profile Would Not Match: The Discursive Construction of the Continuum of Alternative Placements

Erin McCloskey, *Vassar College*

Paper Session 3.4

Wentworth

Mathematics and Technology: Issues and Challenges in the Classroom

Session Chair/Discussant

Camelia Rosca, *Northwestern University*

Student Difficulties in Second Semester Calculus

David Earls, *University of New Hampshire*

Eyob Demeke, *University of New Hampshire*

Team Teaching in Information Technology: The Impact of Collaborative Teaching on Lecture and Laboratory Curriculum

Jared Wuerzburger, *Indiana State University*

Oscar Henriquez, *Indiana State University*

Why Do Mathematicians Present Proofs?

Eyob Demeke, *University of New Hampshire*

David Earls, *University of New Hampshire*

Roundtable 3.1
Student Retention, Persistence, and Success in Higher Education

Harbor's Edge

Session Chair

Lorie Woodson, *University of Hartford*

Formerly Incarcerated Community College Students: Barriers to Academic Learning

Miah Dreger, *University of Hartford*

Psychological Capital and First-Year Experience Courses

Alexander Katz, *University of Hartford*

Student Engagement as a Strategic Tool for Student Success and Retention

Jiss Mathew, *Indiana State University*

Teaching for Persistence of Women in STEM

Lorie Woodson, *University of Hartford*

Roundtable 3.2
Online Learning and Student Success

Harbor's Edge

Session Chair

William Vasbinder, *Fisher College*

Graduate Students' Collaborative Learning Experiences in Online Environment

Wenxi Schwab, *Indiana University of Pennsylvania*

Pamela Anderson, *Indiana University of Pennsylvania*

Charnikarnda Komarakul Na Nagara, *Indiana University of Pennsylvania*

Instructors' Attitudes toward Integration and Utilization of Computer and Web-Based Technology into Teaching in Nigeria's Teacher Preparation Colleges.

Abdulsalami Ibrahim, *Indiana University of Pennsylvania*

Online Course Pricing in Public Higher Educational Institutions

Shouhong Wang, *University of Massachusetts Dartmouth*

Student Perceptions of Hybrid Courses

William Vasbinder, *Fisher College*

Janet Kuser, *Fisher College*

Roundtable 3.3
Contemporary Issues on Community Colleges, Tutoring, and Student Success

Harbor's Edge

Session Chairs

Tom Neuschafer, *Indiana University of Pennsylvania/Jersey Shore Area School District*

Contemporary Private Foundations and Community Colleges: Relationships, Shifts, and Implications

Roosevelt Charles, *University of Hartford*

Investigating Predictors of Academic Success in a Foundational Business Mathematics Course

Brooke D'Aloisio, *University of Rhode Island*

For-Profit Colleges and Community Colleges: Histories, Comparisons, Criticisms, Trends, and Inter-Sector Lessons

Matthew Hodgman, *University of Hartford*

Effective Higher Education Tutoring: A Literature Review and Guide for Future Research

Tom Neuschafer, *Indiana University of Pennsylvania/Jersey Shore Area School District*

Break (4:00-4:15pm)

Hotel Lobby

Thursday, April 28, 2016

Session 4: Posters (4:15-5:00pm)

Poster Sessions

Prescott

Crafting a Signature Integrated Yearlong Internship for Dual Endorsement Candidates

Colby Kervick, *University of Vermont*

Emma Jenkins, *University of Vermont*

The Relationship Between Teacher Knowledge, Teacher Practice, and Student Learning in a Professional Development for Inclusive Secondary Science Classrooms

Alexandra Lauterbach, *University of Massachusetts Amherst*

Amber Benedict, *University of Florida*

Ayse Yakut, *University of Massachusetts Amherst*

Observing the Zone of Proximal Development among Students in a Primary Classroom

Lori Jiava, *SUNY Empire State College*

Elizabeth Bradley, *SUNY Empire State College*

How Many Skills Do Decoding Assessments Measure? Implications for Instructional Practice

Amanda Kern, *University of Massachusetts-Amherst*

Michelle Hosp, *University of Massachusetts-Amherst*

John Hosp, *University of Massachusetts-Amherst*

Board Games in the Classroom

Thaddaeus Dachille, *Indiana University of Pennsylvania*

The Listening Guide: A How-To Approach on Ways to Promote Educational Democracy

Christine Woodcock, *Northwestern Connecticut Community College*

How are the Topics of Sport, Exercise, and Physical Activity Represented in School Psychology Literature?

Scott Greenspan, *University of Massachusetts Amherst*

Sarah Fefer, *University of Massachusetts Amherst*

Online Intercultural Communication as "Tour Guides": A Case Study of an English Dominant Class Activity between a US and Korean Elementary School Class

Soojin Kim, *Boston College*

Using iPads With Elementary Students With Autism Transitioning in General Education Classrooms

Kimberly Bean, *Southern Connecticut State University*

An Investigation of the Impact of Professional Development on Elementary Science Teachers' Confidence and Student Engagement

Susan Erickson, *Regis College*

The Impact of Next Generation Science Standards (NGSS) Professional Development on the Self-Efficacy of Science Teachers

Somi Akella, *Southern Connecticut State University*

Thursday, April 28, 2016

Leadership and Mission: Understanding the Relationship among Leadership Orientations and Mission Perception of Executive Administrators in Catholic Higher Education

Mark Harrington, *Regis College*

A Comparison of the IELTS and TOEFL Writing Tasks and Evaluation Criteria

Deborah Howard, *The University of Connecticut*

Natalie Olinghouse, *The University of Connecticut*

Thilagha Jagaiah, *The University of Connecticut*

Joshua Wilson, *The University of Delaware*

Gary Troia, *Michigan State University*

A Critical Investigation of Teaching and Learning to Improve School Climate

Laura Linck, *University of Massachusetts Amherst*

NEERO Gala (5:00-7:00pm)

Prescott

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

Friday, April 29, 2016

Breakfast Panel Discussion (7:30-9:00am)
Discussing Teacher Evaluation - Successes, Concerns, and Next Steps

Harbor's Edge

Session Chair/Discussant

Charles DePascale, *Center for Assessment (NCIEA)*

Panelists

Deborah Shea, *Associate Professor, Educational Leadership, Esteves School of Education, The Sage Colleges*

Katie Yezzi, *Associate Managing Director of Uncommon Schools*

Lisa M. Foehr, *Director, Educator Quality and Certification, Rhode Island Department of Education*

Session 5
(9:15-10:45am)

Symposium 5.1

Amphitheater

Teacher Educators for Inquiry as Stance (TEFIAS): Examples from Our Inquiry Community

Invited Chair/Discussant

Pat Paugh, *University of Massachusetts Boston*

Presentation 1: Using Protocols to Guide Inquiry: An Interactive Example

Megina Baker, *Boston College*

Michael O'Connor, *Boston College*

Presentation 2: Disequilibrium: Examining Issues of Vulnerability in the Inquiry Community

Shaneé Wangia, *Boston College*

Presentation 3: Problematizing Teacher Educators' Goals for Teacher Candidates

Renata Love Jones, *Boston College*

Symposium 5.2

Wentworth

Internship Learning Experiences at Endicott College: Assessing Student Perspectives

Session Chair/Discussant

Carmen Veloria, *Suffolk University*

Presentation 1: Student Perceptions Matter: Semester Internship Learning in Social Sciences at Endicott College

Emilie Clucas, *Graduate Research Fellow*

Presentation 2: A Study of the Endicott College Internship Experience

Carol Baldassari, *Program Evaluation and Research Group*

Judah Leblang, *Program Evaluation and Research Group*

Paper Session 5.1

John Paul Jones

Information and Approaches that Improve the Learning Environment

Session Chair/Discussant

Thaddaeus Dachille, *Indiana University of Pennsylvania*

Enhancing Students' Statistical Competence: Implications for Education in Professional Disciplines

Ashley Davis, *Wheelock College*

Rebecca Mirick, *Salem State University*

Friday, April 29, 2016

Enhancing Early Learning Environments: Effective Integration of MultiTouch devices in the Documentation and Development of Instruction

Laurie Gelles, *The University of Vermont*

Introducing a System of Universal Screening and Targeted Interventions for Social-Emotional and Behavioral Support

James Cressey, *Framingham State University*

Susannah Hansen, *Framingham Public Schools*

Megan Gage, *Framingham Public Schools*

Paper Session 5.2
Examining Fairness of Measurement

Webster

Session Chair/Discussant

Christine Woodcock, *Northwestern CT Community College*

Cross-Cultural Validity of the Assessment Confidence Questionnaire

Susan Gracia, *Rhode Island College*

Effects of Anchor Selection Strategies with the Presence of DIF for Pseudo-Guessing Parameters

Jing Jiang, *Boston College*

Zhushan Li, *Boston College*

Taking the P out of Positivism and the T out of Theory: Proposing an Alternative Epistemological and Methodological Model to the Dominant Models of Reading Research

Edward Lehner, *Bronx Community College*

Paper Session 5.3
Program, Climate, and Change

Lear

Session Chair/Discussant

Julie DellaMattera, *University of Maine*

Leadership for Adaptive Change among Catholic School Principals

Anna Noble, *Boston College*

Patrick McQuillan, *Boston College*

Exploring the Impacts of High School Programs on Underrepresented Urban Students' College Persistence

Olcay Yavuz, *Southern CT State University*

Assessing the School Climate for Creativity

Jasmina Ferizovic, *Southern Connecticut State University*

How Willing are Schools to "Be Disturbed?" Inviting Students as Partners into School Evaluation for Continuous Improvement

Catharine Biddle, *University of Maine*

Paper Session 5.4
Leadership, Scholars, and Organizational Culture

Woodbury

Session Chair/Discussant

Kelly Swindlehurst, *Plymouth State University*

A Safe Haven Shattered

Felice Billups, *Johnson & Wales University*

Evaluating the Effectiveness of a Leadership Program through Student Perceptions: How the Student Leadership Practices Inventory Assesses and Informs Practice

Gail Prelli, *University of Bridgeport*

Friday, April 29, 2016

Kids Teaching Kids: The Junior Inquiry Scholars

Thomas Bennett, *Franklin Pierce University*

Leila Jabbour, *Franklin Pierce University*

Zan Walker-Goncalves, *Franklin Pierce University*

Lynn Murray-Chandler, *Southern New Hampshire University*

Roundtable 5.1
From Adolescent to Adulthood

Prescott

Session Chair

Emily Seifert, *University of Vermont*

An Exploration into the Potential Career Effects from High School Mathematics Experiences: From Where Does Career Choice STEM?

Elizabeth DeThomas, *Indiana University of Pennsylvania*

An Exploration of How Public Schools Help to Prevent Delinquency and Facilitate Post-Incarceration School Reentry.

Michelle Kelly-Baker, *Southern Connecticut State University*

Exploring the Impact of Food Insecurity on Academic Achievement and Identity Formation in Adolescence

Eleanor Kane, *University of New Hampshire*

Jayson Seaman, *University of New Hampshire*

The Effectiveness of Montessori Practices with Nursing Home Residents with Dementia

Emily Seifert, *University of Vermont*

Roundtable 5.2
Professional Development, Evaluation, and Change

Prescott

Session Chair

Julie Labbadia, *Fairfield University*

A School Coach's Role in School Change Initiatives

Katie Thompson, *University of Maine*

Exploring Teacher Reported Stress and the Connecticut SEED (System for Educator Evaluation and Development) Model.

Dawn Fitzpatrick-Hanna, *Southern Connecticut State University*

Jess L. Gregory, *Southern Connecticut State University*

From Preservice to Practice, New Leaders in Transition: Avoiding Doing What Doesn't Work?

Peter Madonia, *Southern Connecticut State University*

Student-Led Teacher Professional Development: Examining Teacher Perceptions of Classroom Discussions on Racism and the Black Lives Matter Movement

Julie Labbadia, *Fairfield University*

Lauren Chicoski, *Southern Connecticut State University*

Roundtable 5.3
Equity and Diversity in Special Education

Prescott

Session Chair

Demetria Hayman, *University of Vermont*

Perspectives Analysis of Inclusion in Early Childhood Education: An Emerging Study

Carrie Portrie, *University of New Hampshire*

Reading Autism: Developing an Appraisal System to Evaluate ASD Children's Literature

Tricia Shelton, *Indiana University of Pennsylvania*

Special Education Preservice Teachers' Changes in Self-Efficacy to Serve Culturally and Linguistically Diverse Students While Completing their Field Experiences

Raymond Ostendorf, *Western New England University*

Transitional Services for Young Adults with Autism

Demetria Hayman, *University of Vermont*

Roundtable 5.4
Historical and Current Practice Trends in Education

Prescott

Session Chair

Patrick Womac, *University of Maine*

Historical Education through Imagery

Andrea Rector, *Indiana State University*

Proficiency-Based Education in Maine—Where do we stand?

Karen Kusiak, *Colby College*

Banghyun Lee, *Colby College*

Kellen McDonnell, *Colby College*

Emily Sapoch, *Colby College*

The Opportunities and Challenges in Distance Education: A Review of Adult Learners' Distance Education Experiences

Wenxi Yang, *Indiana University of Pennsylvania*

Chanikarnda Komarakul Na Nagara, *Indiana University of Pennsylvania*

Pam Anderson, *Indiana University of Pennsylvania*

The Declining Status of Geography Curriculum and Instruction: A Multi-national Case Study

Patrick Womac, *University of Maine*

Break (10:45-11:00am)

Hotel Lobby

Friday, April 29, 2016

Session 6
(11:00am-12:30pm)

Symposium 6.1

Amphitheater

**Beyond the Bubble Test: A Progress Report on Year One of New Hampshire
Performance Assessment Competency Education Pilot Accountability Project 2014-2015**

Session Chair/Discussant

Charles DePascale, *Center for Assessment (NCIEA)*

Presentation 1: Investigating the Commitment, Collaboration, and Capacity of District Leadership and Personnel

Carla M. Evans, *University of New Hampshire*

Presentation 2: Reviewing Performance Assessments and Determining their Quality

Jeri Thompson, *Center for Assessment*

Presentation 3: Analyzing the Technical Quality of Reported Scores

Susan Lyons, *Center for Assessment*

Scott Marion, *Center for Assessment*

Symposium 6.2

Wentworth

Crafting a Culture of Collaboration in Higher Education

Session Chair/Discussant

Darrell Hucks, *Keene State College (dhucks@keene.edu)*

Presentation 1: Doing the Work: Literacy Enrichment as Catalyst to Change in Higher Education

Darell Hucks, *Keene State College*

Tanya Sturtz, *Keene State College*

Presentation 2: Staying the Course: Navigating Curriculum Changes When the Tides Resist the Turn

Kim Bohannon, *Keene State College*

Nancy Peck, *Keene State College*

Presentation 3: Enhancing the Curriculum: Creating Authentic Learning Experiences for Preservice Teachers

Patrick Hicky, *Keene State College*

John Sturtz, *Keene State College*

Symposium 6.3

John Paul Jones

Rasch Measurement

Session Chair/Discussant

Kelsey Klein, *Boston College*

Students from the Psychometrics Theory I class at Boston College present applications of the Rasch Model

Paper Session 6.1
Analyzing Curriculum in Content Areas

Lear

Session Chair/Discussant

Joshua Littenberg, *Tobias Center for Collaborative Education*

How the Creative Arts are Excluded from Contracted Curricula for Teaching the Common Core Language Arts Standards

Peter McDermott, *Pace University*

Kathleen Gormley, *The Sage Colleges*

Using Complex Informational Texts to Build Reading Skills and Content Knowledge in a Kindergarten Classroom

Juliet Halladay, *University of Vermont*

Kathryn Maitland, *University of Vermont*

An historical analysis of traditional arithmetic in school mathematics textbooks, 1904-2000

Hilary Swank, *Plymouth State University*

Paper Session 6.2
Preservice Teaching

Woodbury

Session Chair/Discussant

Christine Kunkel, *Rhode Island College*

Assessment of Pre-Service Teachers' Dispositions: From Instrument Design to Implementation

Elizabeth Bradley, *SUNY Empire State College*

Patricia Isaac, *SUNY Empire State College*

Joseph King, *SUNY Empire State College*

Data Driven Case Studies: Using Program Specific Data to Develop Case Studies for Pre-Service Teacher Education

Heather Reynolds, *SUNY/Empire State College*

Emergent Integration: Coach Roles in Bridging Coursework and Fieldwork in Effective, Clinically Focused Teacher Certification Programs

R. Page Tompkins, *Upper Valley Educators Institute (UVEI)*

Evaluating the Strengths and Challenges of Museum Based Fieldwork Experiences for Pre-Service Teachers: Three Educators' Reflections

Sara Clarke-Vivier, *University of New Hampshire*

Johnson Whippie, *University of New Hampshire*

Kayla Granoff, *NH SAU #53-Pembroke*

Paper Session 6.3
Examining Language and Heritage

Webster

Session Chair/Discussant

Emilie Clucas, *Endicott College*

A Critical Approach to ESL in Higher Education

Sarah Jusseaume, *University of New Hampshire*

College Choice Process of Immigrant Students of Polish Heritage

Lisa Wisniewski, *University of Hartford*

Faculty Engagement: Multicultural Students' Perceptions of Faculty Engagement in a New England Institution of Higher Education

Patricio V. Jorge, *Johnson and Wales University*

Robert K. Gable, *Johnson and Wales University*

Roundtable 6.1

Prescott

Evaluating New Methods and Ideas in Educational Practice

Session Chair

Denise LaFrance, *Fitchburg State University*

Clinical Instructor Mentoring of Professionalism in Physical Therapy Clinical Education

Bruce Elliott, *MCPHS University*

Digital Story Time for Preschoolers: Utilizing Electronic Shared Reading to Enhance Listening Comprehension and Review the Alphabet

C. Jennifer Tsai, *Indiana University of Pennsylvania*

Using a Math App Rating Scale for Educators

Denise LaFrance, *Fitchburg State University*

Kathleen Lambe, *Fitchburg State University*

Roundtable 6.2

Prescott

Community, Policy, and Change

Session Chair

Brett Tozer, *Indiana University of Pennsylvania*

Contested territory: Education Standards as a Policy Proxy War

Sheldon Watson, *Central Connecticut State University*

School Closure and Its Impact on Maine Rural Communities

Kathy Harris-Smedberg, *RSU 18*

Transforming Rural Experience in Education

Ashley Blanchard, *University of Maine*

Ian Mette, *University of Maine*

Catharine Biddle, *University of Maine*

Richard Ackerman, *University of Maine*

John Maddaus, *University of Maine*

Understanding the Relationship Between the Use of Criminal Background Clearances and the Incidences of Educator Misconduct in the Commonwealth of Pennsylvania.

Brett Tozer, *Indiana University of Pennsylvania*

Roundtable 6.3

Prescott

Teacher Identity

Session Chair

Jenna Morvay, *Teachers College, Columbia University*

Novice Early Childhood Educators Reports of Self-Efficacy in Classroom Management

Jessica Ben-David, *University of Hartford*

Assessing Cultural Competence: Understandings of Teacher Cultural Intelligence

Joan Barnatt, *Elon University*

Ann Marie Gleeson, *Primary Source*

Lisa D'Souza, *Assumption College*

Kara Viesca, *UC Denver*

The White Female Urban Teacher: A Fiction of Self-Sacrifice

Jennifer Dauphinais, *Teachers College, Columbia University*

Jenna Morvay, *Teachers College, Columbia University*

Friday, April 29, 2016

NEERO 2017 Conference Planning Session & Board Meeting

Prescott

(12:30-1:30pm)

- **Are you interested in getting more involved with NEERO?**
- **Would you like to become a board member but don't know how?**
- **Do you have ideas for making the conference even better than it already is?**
- **How about ideas on ways to promote NEERO?**
- **Do you have an idea for a theme for next year's conference?**

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

Notes

Please Don't Forget to
Submit your Session Feedback

Scan the QR Code below to Go to the Website
and Enter Your Feedback for Each Session You have Attended.



Or Type

www.surveymonkey.com/s/NEERO_Feedback

Thank you,
We look Forward to Seeing You Next Year!

2017 Conference Location and Dates:
Sheraton Portsmouth Harborside
Portsmouth, NH
April 5-7, 2017