



Program for the 45<sup>th</sup> Annual Meeting

of the

New England Educational Research  
Organization (NEERO)

Portsmouth, NH

April 17 – April 19, 2013

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## **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; and
- encourage the application of innovative and sound research and evaluation and methodology.

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Center for Assessment

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2010--2012	Christa Winter, <i>Springfield College</i>
2012--2014	Steve Stemler, <i>Wesleyan University</i>

## **2013 Conference Proposal Reviewers**

The organizers of this year's conference would like to gratefully acknowledge and thank our colleagues who graciously reviewed the proposals submitted for the 2013 conference. Without their generosity, this conference would not be possible.

### **Strand Leaders**

Gary Ackerman, Mount Wachusett Community College, Curriculum and Instruction  
Holly Busier, University of Vermont, Leadership, Policy, and Education Reform  
Karen Case, Hartford College, Leadership, Policy, and Education Reform  
Jennifer S. Cook, Rhode Island College, Teaching and Teacher Education  
Julie Dellamatera, University of Maine, Human Development and Learning  
Kelly Demers, Saint Anselm College, Curriculum and Instruction  
Charlie DePascale, Center for Assessment, Measurement, Assessment, and Evaluation & Research Methods  
Craig Hlavac, Southern Connecticut University, Higher Education  
Aja LaDuke, The College of Saint Rose, Diversity and Sociocultural Issues  
Deb Patterson, Western New England College, Teaching and Teacher Education  
Larry Tinnerman, Indiana State University, Higher Education

### **Reviewers**

Alaejandra Alvarado-Brizuela, Indiana State University  
Bonni Alpert, Western New England University  
J. Andres Ramirez, Rhode Island College  
Anupama Ghattu, Indiana State University  
MaryJo Archambault, Manchester Community College  
Priscilla Armstrong, Muskie School of Public Services  
Gerri August, Rhode Island College  
Tanya Baker, Indiana State University, St. Mary of the Woods College  
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Karen Baldwin, Suffield Public Schools  
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Sarita Belmont, American International College  
Damian Betebenner, Center for Assessment  
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**Reviewers (continued)**

Katherine Dougherty, Pathways to Technology Magnet School  
Jennifer Dunn, Measured Progress  
Jason Farrell, University of Hartford  
Judith Fricke, University of Maine  
Dianna Gahlsdorf Terrell, St. Anselm College  
Rahul Ganguly, University of Southern Queensland (Australia)  
Todd Gazda, Ludlow Public Schools  
Brian Gong, Center for Assessment  
Helen Hendry, Bishop Grosseteste University  
Stefania Izzo, West Haven Public Schools  
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Aubrey Scheopner Torres, EDC  
Tom Schram, UNH  
Karen Shakman, EDC  
Sidney Mitchell, University of Maine  
Jana Silver, Hampshire College  
Jeanne Thomas, Hospital for Special Care, New Britain  
Linda Warren, Western Connecticut State University  
Laura Wasielewski, St. Anselm College  
Huachuan Wen, Indiana University of Pennsylvania  
Jodie Zalk, Massachusetts Department of Elementary and Secondary Ed  
Debra Zavatkay, Northwestern Community College

**45<sup>th</sup> Annual Conference of the  
New England Educational Research Organization (NEERO)  
Portsmouth, New Hampshire  
APRIL 17-19, 2013**

**CONFERENCE SCHEDULE**

**WEDNESDAY, APRIL 17**

11:00	Conference Registration Desk Opens in Conference Lobby
11:00 – 5:00	Conference Registration
12:30 – 4:30	Pre-conference workshops
2:30 – 3:00	Break
7:00 – 8:15	Rubovits Award Presentations and Dessert Reception (All invited)
8:15 – 9:00	Presidential Address (All invited)

**THURSDAY, APRIL 18**

7:30 – 8:15	Continental Breakfast
8:30 – 10:00	Session 1: Concurrent Presentations
10:00 – 10:15	Break
10:15 – 11:45	Session 2: Concurrent Presentations
12:00 – 1:15	Awards Lunch and Business Meeting
1:15 – 2:15	Keynote Presentation
2:15 – 2:30	Break
2:30 – 4:00	Session 3: Concurrent Presentations
4:15 – 5:00	Session 4: Poster Session
5:00 – 7:00	Reception/NEERO Gala

**FRIDAY, APRIL 19**

7:30 – 9:00	Breakfast Buffet and Panel Discussion (Ticket required, Details will be provided prior to the conference)
9:15 – 10:45	Session 5: Concurrent Presentations
10:45 – 11:00	Break
11:00 – 12:30	Session 6: Concurrent Presentations
12:30 – 2:00	Open Board Meeting (All invited)



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Wednesday, 12:30 – 4:30pm

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**PRE-CONFERENCE WORKSHOPS**

12:30-4:30pm Thaxter

**Unpacking the Elusive Grammar of Cultural Capital through Systemic Functional Linguistics**

*J. Andrés Ramírez, Rhode Island College*

12:30-4:30pm Wentworth

**Introduction to In-Depth Interviewing as a Method of Qualitative Research**

*Irv Seidman, University of Massachusetts Amherst*

12:30-2:30pm Lear

**Writing in the Disciplines and Writing-to-Learn: Rethinking the Role of Writing in your Classroom**

*Jennifer Cook, Rhode Island College*

12:30-2:30pm Gardner

**Exploring Data Visualizations through Student Growth Percentiles**

*Damian Betebenner, Center for Assessment*

2:45-4:45pm Lear

**How to Implement ePortfolios for the Promotion of Deep Learning at Little to No Cost**

*Joseph L. Elder and Steven A. Melnick, Alvernia University*

2:45-4:45pm Gardner

**Integrating Arts Across the Curriculum for K-12 & Teacher Education: Theories, Strategies and Application**

*Deb Patterson, Western New England University and Jana Silver, Hampshire College & Western New England University*

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Wednesday, 7:00-8:15pm

Harbor's Edge Room

**DESSERT RECEPTION**

**RUBOVITS AWARD PRESENTATION FOR  
BEST PAPER NEERO 2012 CONFERENCE**

Cinzia Pica-Smith,  
*Assumption College*  
and  
Carmen Veloria,  
*Suffolk University*

**At Risk Means a Minority Kid: Deconstructing Deficit Discourses  
in the Study of Risk in Education and Human Services**

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Wednesday, 8:15-9:00pm

Harbor's Edge Room

**PRESIDENTIAL ADDRESS**

Steve Stemler  
*Wesleyan University*

**NEERO in the 21<sup>st</sup> Century**

**ALL MEMBERS ARE INVITED TO ATTEND**

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Thursday, 8:30-10:00am

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1.1 Symposium

Warner

Changing the Culture: Looking Through the Lens of Inclusion

**Session Chair/Discussant**

*Joseph Madaus, University of Connecticut, (joseph.madaus@uconn.edu)*

**Changing Cultural Attitudes About Inclusion: Exploring a Method to Measure Professional Development Needs**

*Ann Marie Licata, Alvernia University, (annmarie.licata@alvernia.edu)*

**The Impact of Special Education Policy Development on Teacher Preparation Programs: Trends Across America**

*Steven A. Melnick, Pennsylvania State University, (sam7@psu.edu)*

**Assistive Technology: Identifying Professional Development Needs of Private School Teachers**

*Meghan L. Kiley, Wheeler School/Graduate School of Johnson & Wales University, (meghankiley@wheelerschool.com)*

**Administrator Preparation Through the Lens of Current Standards**

*Joseph L. Elder, Alvernia University, (joseph.elder@alvernia.edu)*

1.2 Symposium

Amphitheater

Collaboration Within and Across Communities – A District-wide Case Study of Professional Learning Communities

**Session Chair/Discussant**

*Alison Rheingold, University of New Hampshire, (alison.rheingold@unh.edu)*

Presentation 1: Background and Purpose

Presentation 2: The Research Process - Data Collection and Analysis

Presentation 3: The Findings

Presentation 4: Implications

*Lisa Kuh, University of New Hampshire, (lisa.kuh@unh.edu)*

*Jon VanderEls, Sanborn Regional School District (jvanderels@sau17.org)*

*Brian Blake, Sanborn Regional School District, (bblake@sau17.org)*

*Mark Giuliucci, Sanborn Regional School District*

*Jill Lizier, Sanborn Regional School District*

*Maggie Lubanko, University of New Hampshire (maf94@wildcats.unh.edu)*

1.3 Paper Session

Daniel Webster

Diversity of Perspectives

**Session Chair/Discussant**

*Christine McClure, University of Massachusetts Dartmouth, (drnana49@gmail.com)*

**Community Based Dissertation Research: A Content Analysis**

*Karen Chase, University of Hartford, (kcase@hartford.edu)*

**Effects of Graduate Education: an Analysis Using Theory of Basic Human Values**

*Sahaya Josephine, University of Hartford, (josephine@hartford.edu)*

**Perspectives of Maasai Parents' on Educational Issues Affecting their Children with Visual Impairments**

*Elizabeth Kalu, Indiana University of Pennsylvania, (elizabethkoirrag@yahoo.com)*

*Raphael Biryra, Indiana University of Pennsylvania, (ypsr@iup.edu)*

1.4 Paper Session

Wentworth

Achievement in Multiple Forms

**Session Chair/Discussant**

*Anita Charles, Bates College, (acharles@bates.edu)*

**A Statewide Survey of Response to Instruction Implementation**

*Kelly Swindlehurst, University of Vermont, (kelly.swindlehurst@uvm.edu)*

*Sean Hurley, University of Vermont (kelly.swindlehurst@uvm.edu)*

*Katherine Shepard, University of Vermont, (katharine.shepherd@uvm.edu)*

*George Salembier, University of Vermont (george.salembier@uvm.edu)*

**Academic Integrity: A Millennial Perspective of Students Educated in a High Stakes Environment**

*Larry Tinnerman, Indiana State University, (larry.tinnerman@indstate.edu)*

**Teachers' Perspectives: Factors That Impact Implementation of Integrated Curriculum in K-3 Classrooms**

*Yao Fu, Indiana University of Pennsylvania, (fuyao861122@gmail.com)*

**Teaching Informed by Similarities: A Holistic Approach to Autism Spectrum Disorder Instruction**

*Tess Savage, (tpsavage@uvm.edu)*

1.5 Paper Session

Lear

Approaches to Improvement

**Session Chair/Discussant**

*Richard Glencross, University of Maine, (rglencross64@gmail.com)*

**An Examination of the Data Sharing Procedures of Former Juvenile Offenders Re-enrolling Into Mainstream Public Schools**

*Thomas Richardson, Johnson & Wales University, (airedale93@verizon.net)*

*Robert Gable, Johnson & Wales University, (Robert.Gable@jwu.edu)*

*Thomas DiPaola, Johnson & Wales University, (Thomas.DiPaola@jwu.edu)*

**Multiple Visions: Tensions Within and Around Leading an After School Program**

*Corinne McKamey, Rhode Island College, (cmckamey@ric.edu)*

*Julie Horwitz, Rhode Island College, (jhorwitz@ric.edu)*

*Jesse Masterson, Rhode Island College, (jmasterson\_3233@email.ric.edu)*

*Kayla Burbine, Rhode Island College, (kburbine\_5565@email.ric.edu)*

*Brittany Richer*

**Slow and Steady: Managing the Paradox of Change and Continuity in Urban School Reform**

*Brad Kershner, Boston College, (kershneb@bc.edu)*

1.6 Paper Session

Gardner

Views of Educators

**Session Chair/Discussant**

*Drey Martone, The College of Saint Rose, (martoned@strose.edu)*

**The Effects of Media Framing on Critical Thinking With Implications for Educational Leaders**

*Anne Niccoli, U.S. Coast Guard, (anne.m.niccoli@uscg.mil)*

**Scientific Argumentation and the Beliefs of Teachers in Low and High SES Schools**

*Rebecca Katsh-Singer, Boston College, (katsh@bc.edu)*

*Katherine McNeill, Boston College, (kmcneill@bc.edu)*

*Suzy Loper, Lawrence Hall of Science, (sjloper@berkeley.edu)*

**The Development of a Clinically Rich Residency Model: Year One Outcomes**

*Heather Reynolds, SUNY/Empire State College, (heather.reynolds@esc.edu)*

*Donna Mahar, SUNY/Empire State College, (donna.mahar@esc.edu)*

**A Mixed Methods Study of Mentor Teachers' Perceptions and Experiences in a Teacher Residency Program**

*Emille Reagan, Teachers College, Columbia University, (reagan@tc.columbia.edu)*

*Rachel Roegman, Teachers College, Columbia University, (rroegman@gmail.com)*

*Julia Yu, Teachers College, Columbia University, (yu@tc.edu)*

1.7 Paper Session

Thaxter

Education Measurement

**Session Chair/Discussant**

*Charles DePascale, Center for Assessment, (cdepascale@nciea.org)*

**Charter School Teacher Attitude Towards the Implementation of the Rhode Island Model of the Educator Evaluation System**

*Shayna Fox-Norwitz, Johnson & Wales University, (foxnorwitz@gmail.com)*

**Massachusetts School Classroom Environment Survey (MSCES): Development and Validation of a Rasch-based Instrument to Measure Teacher Practices within Massachusetts' schools.**

*Shelagh Peoples, Dept. of Elementary & Secondary Education, (speoples@doe.mass.edu)*

*Claire Abbott, Dept. of Elementary & Secondary Education, (cabbott@doe.mass.edu)*

*Robert Lee, Dept. of Elementary & Secondary Education, (rlee@doe.mass.edu)*

*Elizabeth Davis, Dept. of Elementary & Secondary Education, (edavis@doe.mass.edu)*

**My Attitudes toward Science (MATS): A Multi-dimension Instrument Measuring Students' Science Attitudes**

*Susan Hillman, University of New England, (shillman@une.edu)*

**Perceptions of Judges toward Rigor of High School Senior Capstone Projects at a Northern RI Charter School**

*Michael Skeldon, Beacon Charter High School for the Arts, (michaelskeldon@aol.com)*

*Ralph Jaspardo, Johnson & Wales University, (rjasparro@jwu.edu)*

1.8 Roundtable Session

Prescott

Table 1

**A Place for Universal Design in Higher Education**

*MaryJo Archambault, University of Hartford, (marchambault@mcc.commnet.edu)*

**Interdisciplinary and Integrative Education in the 21st Century America**

*Katie Warren, University of Massachusetts Dartmouth, (g\_kcabral@umassd.edu)*

**The Effectiveness of SecondLife in Art History Education**

*Yingzhuo Quan, (yquan@sycamores.indstate.edu)*

**Higher Education Tutoring Sessions: A Look at Tutor and Tutee Seating Preferences**

*Tom Neuschafer, Indiana University of Pennsylvania / Jersey Shore Area School District, (t.neuschafer@iup.edu)*

**Table 2**

**Constructing the Process of Disengagement from Schooling in the Lives of High School Dropouts in Rural Maine**

*Brenda Gammon, University of Maine, (brendagammon@region9school.org)*

**Organizational Sustainability: How Do Organizations Sustain Inclusive Environments for Employees with Developmental Disabilities?**

*Gretchen Nelson, University of Hartford, (grnelson@hartford.edu)*

**One Student, One Teacher, Two Lives**

*Thomas Cottle, Boston University, (tcottle@bu.edu)*

**The Portuguese Quadrangle of Southeastern Massachusetts: A Hidden Identity Dilemma Within the Dropout Scene**

*M. Teresa Mascarenhas, University of Massachusetts Dartmouth, (mmascarenhas@umassd.edu)*

**Table 3**

**Exploring the Relationship Between Emotion, Identity and Student Learning**

*Rebecca Ossorio, University at Albany, (rebeccaoyoga@gmail.com)*

**Going Meta: What Happens When Students Talk About Talk?**

*Al Rudnitsky, Smith College, (arudnits@smith.edu)*

*Malka Coburn, Smith College, (mcoburn@smith.edu)*

*Alyssa Stanek, Smith College, (astanek@smith.edu)*

**Making the Private Public: Examining and Analyzing College Students' PostSecrets**

*Brian Vedder, University of Vermont, (bvedder@uvm.edu)*

*Abigail Papinchak*

*Melanie Schwed*

*Laura Gaudette*

**Exploring the Usage of In-Class Writing Activities in Higher Education Early Childhood/Special Education Pre-Service Teachers' Courses**

*Kelli Paquette, (kpaquett@iup.edu)*



Table 4

**Building by Bridging Self-Efficacy: Reports of Nurses Engaged in a Preceptor Forum**

*Jeanne Thomas, University of Hartford, (jeathomas@hartford.edu)*

**Retention and Attrition of Special Education Teachers in Maine: Why Stay? Why Go?**

*Heather Ball, University of Maine at Machias, (hball@maine.edu)*

**Teacher Identity in Virtual Secondary Schools**

*Linda Fuller, University of Maine, (lfuller@coa.edu)*

**Undergraduate Baccalaureate Nursing Students Reported Experiences in the Application of Learned Theory to Clinical Practice in the Critical Care Setting**

*Linda Warren, (warrenl@wcsu.edu)*

Table 5

**Social Intelligence in Mathematical Discourse: Structure Sense and Specific Instructional Practices**

*Jeffrey Lear, East Stroudsburg University, (jefflear@jefflear.com)*

*Sean Werner, Cabrini College, (werners@whitehallcoplay.org)*

*Mark Flamisch, Whitehall High School, (flamischm@whitehallcoplay.org)*

**Spatial Reasoning in Organic Chemistry From Novice To Expert: The Missing Links**

*Deborah Carlisle, UMass Amherst, (dcarlisle@educ.umass.edu)*

**Communication and Conceptual Understanding in Physics**

*William Barowy, Lesley University, (barowy@lesley.edu)*

**Halting the HIV/AIDS Spread Through the Curriculum By the Year 2015 in the Republic of Congo: Where Do Teachers Stand Today?**

*Goma Mabika, University of Vermont, (gmabika@uvm.edu)*

**South Korean Elementary Teachers' Mathematics Curriculum Knowledge**

*Rina Kim, Boston College, (rina@bc.edu)*

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Thursday, 10:15-11:45am

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2.1 Symposium Warner

Creating Collaborative Educational Research Alliances in the Northeast: Lessons Learned from Year One of the new Regional Educational Laboratory-Northeast and Islands

**Session Chair/Discussant**

*William Marinell, Harvard University*

**Setting a Research Agenda: How the College & Career Readiness Alliance Decided on an Emerging Topic**

*Aubrey Scheopner Torres, Education Development Center, (atorres@edc.org)*

**Kicking off the Work: How the Early Childhood Alliance Approached Recruitment**

*Kyle DeMeo Cook, Education Development Center, (kdemeo@edc.org)*

**Planning for Applied Research Studies: How the Northeast Educator Effectiveness Research Alliance Identifies Data to Plan Future Research Studies**

*Karen Shakman, Education Development Center, (kshakman@edc.org)*

2.2 Symposium Amphitheater

Student Evaluations of Higher and Basic Education Instructors: Three Case Studies

**Session Chair/Discussant**

*Tom Neuschafer, Indiana University of Pennsylvania / Jersey Shore Area School District, (t.neuschafer@iup.edu)*

**Student-Designed Evaluations of Basic Education Teachers**

*Tom Neuschafer, Indiana University of Pennsylvania / Jersey Shore Area School District, (t.neuschafer@iup.edu)*

**Student Evaluations of Higher Education Faculty: Obtaining Representative Feedback**

*Nichol Murray, Indiana University of Pennsylvania / Butler County Community College (VBVJ@iup.edu)*

**Using Student Evaluations to Enhance Online Social, Cognitive, and Teaching Presence**

*Diane Onorato, Indiana University of Pennsylvania / Mercyhurst University, (GBWS@iup.edu)*

2.3 Paper Session

Daniel Webster

Higher Education Aspirations

**Session Chair/Discussant**

*Steve Stemler, Wesleyan University, (sstemler@wesleyan.edu)*

**Developing a Community of Scholars: What Does it Take?**

*Suzanne Buglione, Bristol Community College, (Suzanne.Buglione@bristolcc.edu)*

**International Advancement: An Analysis of Student Perceptions**

*Sahaya Josephine, University of Hartford, (josephine@hartford.edu)*

**The Great Recession: The Changing Career Aspirations of Graduate Students**

*William Koehler, Bay State College, (wkoehler@baystate.edu)*

2.4 Paper Session

Wentworth

The Work of Teachers

**Session Chair/Discussant**

*Drey Martone, The College of Saint Rose (martoned@strose.edu)*

**Inquiry in the Round?: A Qualitative Case Study of Education Rounds in a Residency Program**

*Emille Reagan, Teachers College, Columbia University, (reagan@tc.columbia.edu)*

*Rachel Roegman, Teachers College, Columbia University, (rroegman@gmail.com)*

*A. Lin Goodwin, Teachers College, Columbia University, (alg25@tc.columbia.edu)*

**Teacher Empowerment: Understanding Change Connected to a Small School Partnership**

*Amy Ryan, Boston College, (amy.ryan.2@bc.edu)*

*Andrew Miller, Boston College, (andrew.miller.6@bc.edu)*

*Christine Power, Boston College, (powerce@bc.edu)*

**Do I Stay or Do I Go: The Recruitment and Retention of Alternately Certified Teachers**

*Rebecca Stern, Boston College, (sternra@bc.edu)*

**University within School: A New Model to Re-structure Teacher Education**

*Mustafa Ozcan, Rhode Island College, (mozcan@ric.edu)*

2.5 Paper Session

Lear

Identity and Transition

**Session Chair/Discussant**

*Larry Tinnerman, Indiana State University, (larry.tinnerman@indstate.edu)*

**An Overview of Ethics Instruction in U.S. Intermediate-level Professional Military Education Institutions**

*Tom Gibbons, Indiana U.S. Naval War College, (gibbonst@usnwc.edu)*

**Searching for Heroes: A Critical Examination of Student Responses Following Mandatory Social Justice Training Workshops**

*Elizabeth Robinson, Suffolk University, (erobinson@suffolk.edu)*

*Carmen Veloria, Suffolk University, (cveloria@suffolk.edu)*

*Tryan McMickens, Suffolk University, (tmc Mickens@suffolk.edu)*

**Student Identity Development in a Public Community College: Shame, Pride, and Reality**

*Laura Beaty, LaGuardia Community College, CUNY, (larabeaty@gmail.com)*

*Mayra Vega, LaGuardia Community College, CUNY, (mayravega1015@gmail.com)*

*Luis Natal, LaGuardia Community College, CUNY, (natalburga78@yahoo.com)*

*Ligdamy Pena, LaGuardia Community College, CUNY, (pht516@gmail.com)*

*Silvia Zigun, LaGuardia Community College, CUNY, (angel\_harket@hotmail.com)*

**The Adaptive Military Transition Theory: Supporting Service Members in Academic Environments**

*Aynsley Diamond, Senior Consultant, Office of Policy and Research for the Board of Regents for Higher Education Connecticut State Colleges & Universities (ajarvis@rocketmail.com)*

2.6 Paper Session

Gardner

Leadership and Politics

**Session Chair/Discussant**

*Karen Case, University of Hartford, (kcase@hartford.edu)*

**Hegemonic Monologues Cloaking Unspoken Dialogues at Olympus Middle School**

*Elizabeth Janson, UMass Dartmouth*

*Carmelia Silva, UMass Dartmouth*

*Soraya de Barros, UMass Dartmouth*

**Perception and Reality: Covert Factors Influencing Emerging Woman's Leadership in the University**

*Maureen Fitzgerald-Riker, Marist College, (maureen.fitzgerald-riker@marist.edu)*

**Exploring the Sustainability of School Improvement**

*Susan Hayes, University of Vermont, (shayes@wested.org)*

*Katharine Shepard, University of Vermont (Katharine.Shepherd@uvm.edu)*

2.7 Paper Session

Thaxter

Pedagogical Issues

**Session Chair/Discussant**

*Deb Patterson, Western New England University, (debbusybee@gmail.com)*

**Approaches to Whole-Class Discussions in High School Science: A Case Study**

*Diane Pimentel, Boston College, (silvadi@bc.edu)*

**Do Graduate Students Working as “Resident Scientists” in the Classroom Impact K-12 Students’ Attitudes Toward Science?**

*Susan Hillman, University of New England, (shillman@une.edu)*

*Kylie Bloodsworth, University of New England, (kbloodsworth@une.edu)*

**A Study of Retired Teachers: Factors that Impacted the Development of their Teaching Practice**

*Kathy Peno, University of Rhode Island, (ktpeno@gmail.com)*

*Elaine Silva Mangiante, University of R.I./Salve Regina University (emangiante@gmail.com)*

**Historical Empathy and Pedagogical Reasoning**

*Jason Endacott, University of Arkansas, (jendacot@uark.edu)*

2.8 Roundtable Session

Prescott

Table 1

**Sustaining Mediocrity in the Classroom: Whose Responsibility is it?**

*Lisa D’Souza, Assumption College, (dsouzalisa@gmail.com)*

**Examining Preservice Teachers' Conceptualization of Diversity and Culturally Responsive Teaching**

*Mary Grassetti, Framingham State University, (mgrassetti@framingham.edu)*

*May Hara, Framingham State University, (mhara@framingham.edu)*

*Silvy Brookby, Framingham State University, (sbrookby@framingham.edu)*

**Response to Intervention: Creating Space in Teacher Preparation Programs for Teacher Candidates to Apply Key Principles and Procedures**

*Cara McDermott-Fasy, Rhode Island College, (cmcdermott@ric.edu)*

**Teacher Preparation in the Context of Policy Pressure: Pre-service Teachers’ Beliefs About Teaching English Language Learners in the Mainstream Classroom**

*May Hara, Framingham State University, (mhara@framingham.edu)*

**Table 2**

**A Mixed-Methods Study: Drop Everything and Write (DEW) Implementation and Implication in Early Childhood Classrooms**

*Kelli Paquette, (kpaquett@iup.edu)*

**A Mixed-Methods Study of Early Intervention Implementation in the Commonwealth of Pennsylvania**

*Janet Mattern, Indiana University of Pennsylvania, (j.a.mattern@iup.edu)*

**Learning Through Language Socialization: A Case Study of Two Four Year Olds**

*Timothy Vetere, Indiana University of Pennsylvania, (THGS@iup.edu)*

*Mary Vetere, Slippery Rock University, (Mary.Vetere@sru.edu)*

**The CARE Program: A Case Study of School-wide Positive Behavior Support and Social-Emotional Learning in a Two-Way Bilingual Elementary School**

*James Cressey, Framingham State University, (jcressey@framingham.edu)*

*Sara Whitcomb, University of Massachusetts Amherst, (swhitcomb@educ.umass.edu)*

*Susan McGilvray-Rivet, Framingham Public Schools, (smcgilvr@framingham.k12.ma.us)*

*Rebecca Morrison, Framingham Public Schools, (rmorrison@framingham.k12.ma.us)*

**When Multicultural Media Sneak into Young Children's Literacy Classroom**

*Jennifer Tsai, Indiana University of Pennsylvania, (CTLN@iup.edu)*

**Table 3**

**Cultivating Leadership Through Teacher Research: The Basis of a Master of Science Program in Teacher Leadership**

*Philip Griswold, University of Maine - Farmington, (pgriswold@maine.edu)*

**Who Leads What: An Examination of Overlapping Responsibilities Among Technology Leaders in Schools**

*Fournier David, University of Maine, (dnd4nyer@gmail.com)*

**Working to Sustain Change: An Examination of Teacher Leadership and its role in Promoting Organizational Learning within three Urban Turnaround Schools**

*Katherine Petta, University of Massachusetts Boston, (katherinpetta@gmail.com)*

*Jack Leonard, University of Massachusetts Boston, (Jack.Leonard@umb.edu)*

**Re-motivating Teachers: The Role of Teacher Leaders in an Era of Reform**

*Mitch Orkin, University of Hartford, (mitch.orkin@gmail.com)*

**Table 4**

**Assessing the Levels of Global-Mindedness and Intercultural Competence: A Quantitative Study of Pre-Service Teachers**

*Qi Cui, Indiana State University, (cuiqi1997@yahoo.com)*

**The Influence of Institutional Philosophy and Structure of Multicultural Education on the Attitudes, Knowledge, Belief, and Skills of Pre-Service Teachers**

*Cybil Moore, Indiana University of Pennsylvania, (LZLD@iup.edu)*

**The Relationship between Prior Learning and Student Teaching Behaviors in the Secondary English Classroom: Research in Progress**

*Tami Fagan, University of Hartford, (Tfagan@usj.edu)*

**What Factors Influence College Student Justice-Oriented Citizenship Attitudes**

*Joshua Littenberg-Tobias, Boston College, (jstobias08@gmail.com)*

**Table 5**

**Developing an Environmental Sciences Magnet School Using an Ecojustice Framework**

*Kurt Love, Central Connecticut State University, (drkurtlove@gmail.com)*

*Joss French, Central Connecticut State University, (frenchjaj@ccsu.edu)*

**Gender Gap in Science and Engineering: An Analysis of Chilean High School Graduates**

*Fernanda Gandara, UMass Amherst, (mgandara@educ.umass.edu)*

*Monica Silva, Pontificia Universidad Catolica de Chile, (msilvara@uc.cl)*

**An Environmentally Engineered Masters Science Teacher Program Redesign to Include the Silent Es in STeM**

*Nicole Weber, Lesley University, (nweber@lesley.edu)*

*Heather Tillberg-Webb, Lesley Universtiy, (htillber@lesley.edu)*

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Thursday, 12:00 – 1:15pm

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Ballroom

**AWARDS LUNCHEON  
and  
BUSINESS MEETING**

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Thursday, 1:15 – 2:15pm

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Ballroom

**KEYNOTE PRESENTATION**

*Brooke Hauser*

**Learning America: Education, Equity, and the Immigrant Experience**



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Thursday, 2:30 – 4:00pm

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3.1 Symposium

Amphitheater

Inquiry and the Aspiring Teacher Educator

**Session Chair/Discussant**

*Marilyn Cochran-Smith, Boston College, (cochrans@bc.edu)*

**Becoming a Teacher Educator: Struggles, Possibilities, and Identities**

*M. Beatriz Fernández-Cofré, Boston College, (maria.fernandez.5@bc.edu)*

**Learning to be (Dis)content: Becoming a Teacher Educator through Inquiry**

*Laura Chávez-Moreno, Boston College, (laura.chavez-moreno@bc.edu)*

**Questions and Tensions in Preservice Teacher Inquiry**

*Keridan Doyle, Boston College, (keridan.doyle@bc.edu)*

**Being a White Male Teacher Educator: Negotiating Race and Gender within Perspective, Pedagogy, and Curriculum**

*Andrew Miller, Boston College, (andrew.miller.6@bc.edu)*

**Inquiry into My Learning as a Teacher Educator in Korea: Coping with Tensions in Korean and American Contexts**

*Jina Ro, Boston College (jina.ro@bc.edu)*

3.2 Symposium

Roberts

Globalization in Schools of Education: Reflections from the International Leaders in Education Program

**Session Chair/Discussant**

*Aja LaDuke, The College of Saint Rose, (ladukea@strose.edu)*

*Mark Malisa, The College of Saint Rose, (malisam@strose.edu)*

**Introduction to the International Leaders in Education Program (ILEP)**

*Aja LaDuke, The College of Saint Rose, (ladukea@strose.edu)*

*Mark Malisa, The College of Saint Rose, (malisam@strose.edu)*

**Participating in a Customized Academic Seminar and Completing a Professional Development Module**

*Poonam Sharma (India) and Doaa Hamed Elsherbiny (Egypt), ILEP*

**Graduate Study at an American College**

*Lenir daSilva Fernandes (Brazil), Brahim Elouafi (Morocco), and Vivian N. Maikweki (Kenya), ILEP*

**Learning and Leading with Technology**

*Rizqi Khoirunnisa (Indonesia) and Hossam M. Owaidat (Egypt), ILEP*

**Lessons from the Field: Perspectives on Secondary Education in the U.S.**

*Phoebe A. Nabwami (Uganda), John K. Gichinga (Kenya), and Wiwied Sartawi (Indonesia), ILEP*

**The Role of Campus and Cultural Activities**

*Khadiga M. Gaber (Egypt), William Pincerno (Brazil), and Specioza Mbabazi (Uganda), ILEP*

**Implications of Globalization for K-12 and Higher Education**

*Sunil C. Jakhmola (India) and Meriem Lahrizi (Morocco), ILEP*

3.3 Paper Session

Woodbury

Achievement and Behavior

**Session Chair/Discussant**

*Elizabeth Robinson, Suffolk University, (erobinson@suffolk.edu)*

**College-Ready Urban Black, Hispanic, and Biracial Students: Why Are They Not Applying to College?**

*DeLois Lindsey, Johnson & Wales University, (lindsey@hartford.edu)*

*Robert Gable, Johnson & Wales University, (Robert.Gable@jwu.edu)*

**Cyberbullying and Middle School Students Internet Behavior and Perceptions of Internet Risk**

*Tonianne Napolitano, Johnson & Wales University, (tonianne12@yahoo.com)*

**Variance in State Exit Examination Policy: An Analysis of State Education Governance Structure and Partisanship**

*Avery Newton, College of William and Mary, (avery.d.newton@gmail.com)*

**We Are Here: High Achieving Rural African American Adolescents**

*Detris Honora Adelabu, Wheelock College, (dadelabu@wheelock.edu)*

3.4 Paper Session

Thaxter

Mixed Methods Research

**Session Chair/Discussant**

*Emilie Reagan, Teachers College, Columbia University, (reagan@tc.columbia.edu)*

**Cognitive, Affective, and Behavioral Correlates of Student Success at an Independent High School**

*Meghan Kiley, The Wheeler School, Johnson & Wales University, (meghankiley@wheelerschool.org)*

*Robert Gable, Johnson & Wales University, (Robert.Gable@jwu.edu)*

**Construct Validity: An Illustration of Examining Evidence Based on Relationships to Other Variables Using Correlation, Multiple Regression and Discriminant Function Analysis**

*Robert Gable, Johnson & Wales University, (Robert.Gable@jwu.edu)*

**Transforming Equity-Oriented Leaders: Principal Residency Network Program Evaluation**

*Felice Billups, Johnson & Wales University, (FBillups@jwu.edu)*

*Donna Braun, Johnson & Wales University, (DBraun@jwu.edu)*

*Robert Gable, Johnson & Wales University, (Robert.Gable@jwu.edu)*

**The Quality of Science Assessments: Impact on Urban Elementary Teachers' Instructional Planning for Reform-Based Science**

*Elaine Silva Mangiante, University of Rhode Island, (emangiante@gmail.com)*

3.5 Paper Session

Wentworth

Virtual Learning

**Session Chair/Discussant**

*William Koehler, Bay State College, (wkoehler@baystate.edu)*

**A Descriptive Study of Pedagogical Characteristics of Online Versus Face-to-Face Teaching Methods in a Secondary Blended Learning Environment**

*Kerri Ruck, East Stroudsburg University, (kerriruck97@gmail.com)*

**Changing Art Perspectives and Practice in an Online Environment**

*Jana Silver, Hampshire College, (jsilver@hampshire.edu)*

*Deb Patterson, Western New England University, (deb.patterson@wne.edu)*

**Global Connections through Technology: The Teacher's Approach to Technology Integration and Application in the Social Studies' Classroom**

*Therese Ajtum-Roberts, Northeastern University, (t.roberts@neu.edu)*

**Tweeting, Pinning, and Chatting: Adult Students' Preferences in a Virtual World**

*Jill Buban, Post University/Lesley University, (JBuban@Post.edu)*

3.6 Paper Session

Lear

Inquiry Exploration

**Session Chair/Discussant**

*Heather Ball, University of Maine at Machias, (hball@maine.edu)*

**Parent Leadership and Community Inquiry: Research in Action**

*Erin Kenney, University of Hartford, (erin.kenney@hotmail.com)*

*Paige Bray, University of Hartford, (bray@hartford.edu)*

**Singing the Rests: Locating Two White Teachers' Constructions of Race within a Critical Ethnographic Study**

*Kelly E. Demers, Saint Anselm College, (kdemers@anselm.edu)*

**The Experience of Adolescent Refugees in a Visual Arts Classroom**

*Ellen Montgomery, University of Vermont, (ellenrows@yahoo.com)*

3.7 Paper Session

Gardner

International Perspectives

**Session Chair/Discussant**

*Christa Winter, Springfield College, (cwinter@springfieldcollege.edu)*

**Education for Global Citizenship: Exploring Teacher and Student Experiences**

*Christina Rheaume, University of Connecticut*

*Natalie Curran, University of Connecticut*

*Kerri Fenton, University of Connecticut*

*Jillian Zabrocky, University of Connecticut*

**Exploring Language Anxiety in the Second Language (L2) Academic Context for Chinese International Students in U.S. Universities**

*Qing Zhao, University of Massachusetts Lowell, (Qing\_Zhao@uml.edu)*

*Elizabeth Bifuh-Ambe, University of Massachusetts Lowell, (Elizabeth\_Ambe@uml.edu)*

**International Students and Service Learning**

*Sahaya Josephine, University of Hartford, (josephine@hartford.edu)*

**Perceptions and Practices of Elementary Teachers Educating Linguistically Diverse Students**

*Renee Greenfield, University of Hartford, (rgreenfie@hartford.edu)*

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Thursday, 4:15 – 5:00pm

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4.1 Posters

Prescott

**4.1.1**

**Building Preservice STEM Teachers' Identity through Professional Discourse in a Journal Club**

*Karen Tallman, University of Massachusetts Amherst, (kmtallman@comcast.net)*

**4.1.2**

**Case Study: Gerontological Content Inclusion in Associate Degree Nursing Programs**

*Leslie Harris, University of Hartford, (teachoppt@att.net)*

**4.1.3**

**Effectiveness of Multisyllabic Interventions for Struggling Readers**

*Natalia Kierul, Boston University, (nkierul@bu.edu)*

*Devin Kearns, Boston University, (kearnsdm@bu.edu)*

**4.1.4**

**Examining the Effectiveness of Services Provided to Iraqi and Afghan War Veterans as They Transition Back to Civilian Life.**

*Stephanie Parente, University of Vermont, (sparente@uvm.edu)*

**4.1.5**

**Exploring the Role of Social Workers in the Lives of Families who have a Child with a Developmental Disability**

*Maura Satti*

**4.1.6**

**From Diagnosis to Intervention: Charting the Path with Families of Young Children with Autism Spectrum Disorder**

*Scott Tyner, Assumption College, (styner@assumption.edu)*

**4.1.7**

**How Pre-Service Teachers Plan, Teach, and Reflect Using the Universal Design for Learning Framework**

*Kavita Venkatesh, Boston College, (venkatek@bc.edu)*

**4.1.8**

**Impact of an Undergraduate Course on Pre-Service Teachers' Attitudes about Students with Disabilities**

*Kelly Swindlehurst, University of Vermont, (kelly.swindlehurst@uvm.edu)*

*George Salembier, University of Vermont, (george.salembier@uvm.edu)*

*Katharine Shepherd, University of Vermont, (katharine.shepherd@uvm.edu)*

**4.1.9**

**Implementation of RtI for Mathematics: Findings from a Statewide Survey**

*Erin Donovan, University of Vermont, (edonovan@uvm.edu)*

*Katharine Shepherd, University of Vermont, (katharine.shepherd@uvm.edu)*

**4.1.10**

**Implementing Practices to Construct an Active Female Voice in Higher Education**

*Tammy Halstead, Franklin & Marshall College, East Stroudsburg University,*

*(tammy.halstead@fandm.edu)*

*Kelly McKenzie, East Stroudsburg University, (kmckenzie@po-box.esu.edu)*

**4.1.11**

**Refugee Perceptions of Higher Education in the United States**

*Jeff Bukowski, University of Vermont, (Jeff.Bukowski@uvm.edu)*

**4.1.12**

**Studio Art Professors: Understanding the Balance Between University Responsibilities and Creating Art**

*Harrison McCandless, University of Vermont*

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Thursday, 5:00-7:00pm

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Prescott

**NEERO GALA**

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Friday, 7:30 – 9:00am

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Prescott

**BUFFET BREAKFAST and  
DISTINGUISHED PANEL BREAKFAST SESSION**

**(Ticket Required, Details will be provided prior to the conference)**

**Connecting Educational Policy and Research**

*Casey Cobb, Neag School of Education, University of Connecticut*

*Dianna Reagan, Principal of Eagle Elementary School, Bethlehem, NY*

*Karen Shakman, Education Development Center*

*Moderator: Charlie DePascale, Center for Assessment*

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 Friday, 9:15-10:45am
 

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## 5.1 Symposium

Daniel Webster

## Rasch Measurement Symposium 1

## 5.2 Symposium

Langdon

Balancing on the Edge of Chaos: Supporting and Challenging Early-Career Principals

**Session Chair/Discussant***Thomas Schram, University of New Hampshire, (Tom.Schram@unh.edu)**Todd DeMitchell, University of New Hampshire, (Todd.DeMitchell@unh.edu)***When and How do Systems Change?: Using Complexity Theory to Conceptualize Educational Change***Patrick McQuillan, Boston College, (mcquilpa@bc.edu)***Balancing Challenge and Support: A Study of Dynamic Principal Leadership***Brad Kershner, Boston College, (brad\_kershner@hotmail.com)***Change Through Disequilibrium: A Three-Sector Experience***Valerie Spencer, Boston College, (valeriespencer1@gmail.com)***Distributing Leadership, Tightening the Network***Kavita Venkatesh, Boston College, (venkatek@gmail.com)*

## 5.3 Symposium

Roberts

Learning and Development in Community College: A Vygotskian Approach to Challenges and Alternatives to Integrating Academic and Student Services

**Session Chair/Discussant***Dušana Podlucka, The Graduate Center-CUNY, (dusana456@gmail.com)***The Potential of Vygotskian Cultural-Historical Theory to Integrating Learning and Development in Higher Education***Eduardo Vianna, LaGuardia Community College-CUNY, (evianna@lagcc.cuny.edu)***Dis/Abling Autistic Students Learning in College***Dušana Podlucka, The Graduate Center-CUNY, (dusana456@gmail.com)***Critical Theoretical Learning and the Method of PALC***Naja Berg Hougaard, The Graduate Center-CUNY, (nhougaard@gc.cuny.edu)**Mike Rifino, Hunter College-CUNY, (michael.rifino@me.com)***Promoting Synergistic Links Between Learning and Activism***Francisco Medina, Hunter College-CUNY, (favm360@gmail.com)**Keiko Matsuura, Hunter College-CUNY, (keikom61@ymail.com)*



5.4 Symposium

Woodbury

Successful Community-Based Collaborations: Intersection of Theory and Practice

**Session Chair/Discussant**

*Anita Charles, Bates College, (acharles@bates.edu)*

**Community-Based Learning in Higher Education**

*Ellen Alcorn, Bates College, (ealcorn@bates.edu)*

**College Student Mentoring of Children in Rural Maine**

*Ell Fanus, Portland (ME) Public Schools, (efanus@rsu16.org)*

**Special Education and Place-Based Learning**

*Carla Gill, Lewiston (ME) Public Schools, (cgill@lewistonpublicschools.org)*

*Taegan Williams '13, Bates College*

5.5 Paper Session

Lear

Teaching Practice

**Session Chair/Discussant**

*Kelly Demers, Saint Anselm College, (kdemers@anselm.edu)*

**Exploring Power: An Examination of Social Privilege and Social Capital of Future Educators**

*Julia Zoino-Jeannetti, Framingham State University, (jzoinojeannetti@framingham.edu)*

*Melissa Pearrow, University of Massachusetts, Boston, (melissa.pearrow@umb.edu)*

*Angela Couse, University of Massachusetts Boston, (ajx35@yahoo.com)*

*John Hite, University of Massachusetts Boston, (jfhite@gmail.com)*

**Urban Portfolio School Districts and Teachers' Negotiated Curriculum**

*Melissa Wlodarczyk Hickey, Hartford Public Schools, (thickey01@snet.net)*

*Karen Case, University of Hartford, (kcase@hartford.edu)*

**Professional Learning Communities: Insights from International Research**

*Shawn Savage, Boston College, (shawn.savage@bc.edu)*

**International Students' Information Literacy; an Analysis Using Competency Standards**

*Sahaya Josephine, University of Hartford, (Josephine@hartford.edu)*

**What's the Role of Research in RETELL?: Case Studies of ESL Teachers' Engagement with Research**

*Elizabeth Robinson, Suffolk University, (erobinson@suffolk.edu)*

## 5.6 Paper Session

Warner

## Teacher Growth

**Session Chair/Discussant**

*Mary Grassetti, Framingham State University, (mgrassetti@framingham.edu)*

**A Comparison of Principals' and Teachers' Concerns During Curriculum Innovation in Cyprus' Elementary Schools**

*Georgina Tsangaridou, Southern Connecticut State University, (tsangaridol1@southernct.edu)*

*William Diffley, Southern Connecticut State University, (diffleyw1@southernct.edu)*

**Connecticut's New Teacher Evaluation Process: School Personnel's Concerns and Opinions**

*Deborah Wheeler, University of Hartford, (wheelerd@litchfieldschools.org)*

*Diane LaRocco, University of Hartford, (dlarocco@hartford.edu)*

**Leading Change Through Professional Development**

*Shawn Burns, Johnson & Wales University, (shawnwburns@gmail.com)*

**Prevalence of Beginning Teachers as One Indicator of School Quality: Exploring the Proportion of Beginning Teachers across Poverty, Race, and Urbanicity in the United States.**

*Douglas Gagnon, University of New Hampshire, (douglas.jude.gagnon@gmail.com)*

*Marybeth Mattingly, University of New Hampshire, (Beth.Mattingly@unh.edu)*

## 5.7 Roundtable Session

Prescott

## Table 1

**Illusion or Reality: Doctoral Students' Perceptions of Male vs. Female Nurturing**

*Frank Corbett, Jr., Indiana University of Pennsylvania, (FCorbett@iup.edu)*

*Lisa D'Souza, Assumption College, (ldsouza@assumption.edu)*

**"How Will I Ever Get Through This?" Issues Influencing Retention in Doctoral Programs**

*Virginia Reiner, East Stroudsburg University, (vreiner@po-box.esu.edu)*

*Steve LoCascio, New Jersey City University, (slocascio@njcu.edu)*

**Jumping into the Abyss: Life After the Doctorate**

*Felice Billups, Johnson & Wales University, (fbillups@jwu.edu)*

**Rethinking Doctoral Education Praxis: Preparing Doctoral Students for Educational Leadership**

*Peter Madonia, Southern Connecticut State University, (madoniap1@southernct.edu)*

*Mary Jo Kramer, Southern Connecticut State University, (Kramermj@optonline.net)*

Table 2

**A Matter of Mattering: Adjunct Faculty in University Distance Learning Programs**

*Randi Petersen, University of Hartford, (rpetersen@hartford.edu)*

**Faculty Development in Interactive Media: An Exploration of Faculty Learning, Pedagogy and Transformational Change**

*Paula Quenoy, Southern Connecticut State University, (quenoypl@owls.southernct.edu)*

**Policy Disconnect: Legislative Intent Versus Implementation in Educational Reform**

*Todd Gaza, University of Hartford, (toddhg627@gmail.com)*

Table 3

**The Effects of the Common Core English/Language Rubric on Higher Education**

*Christine McClure, University of Massachusetts Dartmouth, (drnana49@gmail.com)*

**The Rhode Island Teacher Evaluation Model: A Quality Comparison of Evaluation Feedback**

*Pamela Thompson, (pthompson@jwu.edu)*

*Thomas DiPaolo, (Thomas.DiPaola@jwu.edu)*

**Understanding Assessment & Accountability Policy Influences on Leadership Decisions to Improve Curriculum and Instruction**

*Richard Glencross, University of Maine, (rglencross64@gmail.com)*

**Using Interim Assessment Data to Inform Instruction**

*Drey Martone, The College of Saint Rose, (martoned@strose.edu)*

*Dianna Reagan, Eagle Elementary School, (dreagan@bcsd.neric.org)*

*Gayle Reed, Eagle Elementary School, (greed@bcsd.neric.org)*

*Marguerite Lodico, The College of Saint Rose, (lodicom@strose.edu)*

*Kathy Voetgle, The College of Saint Rose, (voetgle@strose.edu)*

*Paul Nooney, The College of Saint Rose, (nooneypa@gmail.com)*

Table 4

**Effectively Integrating Facebook into the Classroom**

*Tom Neuschafer, Indiana University of Pennsylvania / Jersey Shore Area School District, (t.neuschafer@iup.edu)*

**Teaching for Understanding: Integrating Web 2.0 Tools into Secondary School Curriculum**

*Cavwell Edwards, Indiana University of Pennsylvania, (c.r.edwards@iup.edu)*

**Virtual Supervision Research Project**

*Catherine Snyder, Union Graduate College, (snyderc@uniongraduatecollege.edu)*

*Henry St. Maurice, University of Wisconsin*

*Perry Cook, University of Wisconsin, St. Paul*

*Muriel Simms, University of Wisconsin, Edgewood*

*Ahmad Sultan, Victory Academy Charter School*

*Michael Tucker, Marion High School*

*Pat Marinac, University of Wisconsin, St. Paul*

**Secondary School Teachers' Perceptions of Job-Embedded Professional Development and their Understandings of Adult Learning**

*Jessica Fitzgerald, University of Hartford, (bonvj001@hartfordschools.org)*

**Teaching in Urban Schools: What Matters to Pre-service Teachers?**

*Yong Yu, SUNY Plattsburgh, (yyu001@plattsburgh.edu)*

*George Beiger, Indiana University of Pennsylvania, (grbieger@iup.edu)*

**Table 5**

**Common Core State Standards for Mathematics: An Analysis**

*Amanda Auger, University of Vermont, (aauger@uvm.edu)*

**Artist Social Commentary in Visual Culture and Application to Art Education**

*Amanda Cabral, UMass Dartmouth, (U\_A2Cabral@umassd.edu)*

**Employing Elder Young Mothers' Wisdom: Developing a Curriculum of Social Supports for College Bound Teen Mothers**

*Jennifer Hernandez, University of Hartford, (jenniferhernandez@cox.net)*

**Examining the Role of Common Core, WIDA and PA State Standards in ESL Programs: A Case for Rigor in ESL Instruction**

*Jennifer Depto, Indiana University of Pennsylvania, (tzzgf@iup.edu)*

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 Friday, 11:00-12:30pm
 

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## 6.1 Symposium

Daniel Webster

**Rasch Measurement Symposium 2**

## 6.2 Symposium

Prescott

**Implementing the Teacher Performance Assessment in Massachusetts**
**Session Chairs/Discussant**

*Marilyn Cochran-Smith, Lynch School of Education, Boston College, (cochrans@bc.edu)*

*Elizabeth Losee, Massachusetts Department of Elementary & Secondary Education, (ELosee@doe.mass.edu)*

*Margaret Regan, Massachusetts Department of Elementary & Secondary Education, (mregan@doe.mass.edu)*

**Implementing the Teacher Performance Assessment: Challenges, Lessons, & Next Steps**

*Amy Ryan, Boston College, (amy.ryan.2@bc.edu)*

*Sarah Enterline, K12 Insight, (senterline@k12insight.com)*

*Keridan Doyle, Boston College, (keridan.doyle@bc.edu)*

*Andrew Miller, Boston College, (andrew.miller.6@bc.edu)*

**How Pre-Service Secondary Education Teachers in an Immersion Program Know, Learn, and Use Academic Language Knowledge in their Reflection on Planning, Teaching, and Assessment through a TPA-Integrated Course**

*Erik Sussbauer, University of Massachusetts Amherst, (esussbauer@gmail.com)*

*Ruth-Ellen Verock-O'Loughlin, (University of Massachusetts Amherst, ruth-ellen@educ.umass.edu)*

**What are the Affordances and Constraints of the TPA for Candidate and Faculty Learning in an Urban-Focused Public Teacher Education Program?**

*Patricia C. Paugh, University of Massachusetts Boston, (patricia.paugh@umb.edu)*

*Kristen Wendell, University of Massachusetts Boston, (Kristen.Wendell@umb.edu)*

*Michael Gilbert, University of Massachusetts Boston, (Mike.Gilbert@umb.edu)*

*Laura E. Vanderberg, University of Massachusetts Boston, (Laura.Vanderberg@umb.edu)*

**Using the TPA to Bridge University Coursework to Practical Experiences: Lessons Learned from an Urban, Technology-Rich Alternative Certification Program**

*Tyra Lopes Mendes, University of Massachusetts Dartmouth, (tlopes@umassd.edu)*

**Comparing the TPA and the Renaissance Group's Teacher Work Sample**

*Anita Greenwood, University of Massachusetts Lowell, (Anita\_Greenwood@uml.edu)*

*Vera Ossen, University of Massachusetts Lowell, (Vera\_Ossen@uml.edu)*

6.3 Symposium

Roberts

Student Engagement and Digital Technologies

**Session Chair**

*Penny Bishop, University of Vermont, (pbishop@uvm.edu)*

**Session Discussant**

*Emily Howe, University of Vermont, (ehowe@uvm.edu)*

**The Effects of Game Play and Collaboration on Student Engagement**

*Carmen Smith, University of Vermont, (carmen.smith@uvm.edu)*

*Lisa Watts Natkin, University of Vermont, (Lisa.Natkin@uvm.edu)*

**What Video Games Teach Us About Engagement: Using Research on Multisensory Interactions to Inform Instructional Design Practices**

*Laurie Gelles, University of Vermont, (laurie.gelles@uvm.edu)*

**The Impact of Technology on Student Engagement in a Middle School Classroom**

*Meredith Swallow, University of Vermont, (meredithjcs@yahoo.com)*

6.4 Symposium

Woodbury

Listening to the Voices of Families: Multiple Perspectives on Collaboration

**Session Chair/Discussant**

*Colby Kervick, University of Vermont, (ckervick@uvm.edu)*

**Constructing a Seat at the Table: Parents' Perceptions of Collaboration with Schools**

*Colby Kervick, University of Vermont, (ckervick@uvm.edu)*

**Enhancing Parent Leadership and Collaboration: Results of a Five year Study Combining a Curriculum in Leadership and Collaboration with Internship Experiences**

*Katharine Shepherd, University of Vermont, (katharine.shepherd@uvm.edu)*

**Collaboration with Culturally and Linguistically Diverse Families During IEP Meetings: Lessons from Cultural Liaisons**

*Jennifer Hurley, University of Vermont, (jennifer.hurley@uvm.edu)*

## 6.5 Paper Session

Lear

Math, Science, Literacy, and Teaching

**Session Chair/Discussant***Mary Grassetti, Framingham State University, (mgrassetti@framingham.edu)***Increasing Teacher Self-Efficacy for Math and Science: An Action Research Study of Graduate Education Students***Maria Boeke Mongillo, The College of New Rochelle, (mmongillo@cnr.edu)***Inviting Teacher Candidates into Book Talks: Supporting a Culture of Life Long Reading***Sally Smith, Hofstra University, (sally.a.smith@hofstra.edu)**Janine Bixler, Mount Saint Mary College, (Janine.Bixler@msmc.edu)**Susan Henderson, Cocker College, (shenderson@coker.edu)***The Three Ring Circus of Teaching: An Interplay of Confusion, Tensions, and Possibilities***Carmen Veloria, Suffolk University**Tryan McMickens, Suffolk University*

## 6.6 Paper Session

Warner

Pre-Service Thoughts and Questions

**Session Chair/Discussant***Jill Buban, Post University/Lesley University, (JBuban@Post.edu)***Preparing Social Justice Teachers: A Frame Analysis of the Current Research***Brian Herrmann, Boston College, (herrmaba@bc.edu)***Locating Ourselves: A Reflection on Students' Developing Reflexivity in Social Work Research***Ashley Davis, Wheelock College, (adavis@wheelock.edu)**Sarah Perlman, Wheelock College, (sperlman@wheelock.edu)**Chelsey Valentine, Wheelock College, (cvalentine@wheelock.edu)***Preparing Preservice Teachers of Color: A Review of Empirical Research***Laura Chávez-Moreno, Boston College, (Laura.Chavez-Moreno@bc.edu)*

6.7 Paper Session

Langdon

Skills and Voice Expression

**Session Chair/Discussant**

*Peter Madonia, Southern CT State University, (madoniap1@southernct.edu)*

**Beyond Test Preparation, Study Skills Use in University Freshmen**

*Jess Gregory, Southern Connecticut State University, (gregoryj2@southernct.edu)*

**The College Experience of Commuter Students and the Concepts of Place and Space**

*Marissa Weiss, Rhode Island College/University of Rhode Island, (mweiss@ric.edu)*

**The Privilege and the Challenge: Storytelling and the Ed.D. Experience**

*Felice Billups, Johnson & Wales University, (fbillups@jwu.edu)*

**Veteran Friendliness: Giving Student Veterans a Voice**

*David Vacchi, University of Massachusetts-Amherst, (dvacchi@acad.umass.edu)*

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Friday, 12:30-2:00pm

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Prescott

**NEERO OPEN BOARD MEETING**  
ALL MEMBERS ARE INVITED TO ATTEND



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