NERA 2024

Promoting Social Responsibility in Educational Research

55TH ANNUAL MEETING OF THE
NORTHEASTERN EDUCATIONAL RESEARCH ASSOCIATION
TRUMBULL, CT
OCTOBER 8-10, 2024

Program Version: 2.0

WELCOME FROM THE PRESIDENT

Dear Colleagues,

I am delighted to welcome you to the 55th annual Northeastern Educational Association (NERA) conference. The sights and sounds over the three days of this convening represent the hard work and dedication of this year's conference co-chairs, Javier Suárez-Álvarez, Caroline Prendergast, Hannah Smith, and Siyu Wan. Their commitment to delivering a high- quality conference experience has been unwavering since we first met in January 2023. I also am indebted to our committees, Board of Directors, institutional sponsors, proposal reviewers and session chairs and discussants for their contributions in shaping this year's program.

This theme of this year's conference is "**Promoting Social Responsibility in Educational Research**". We will begin Tuesday morning, October 8th with four pre-conference workshops focusing on content development for large scale assessment, conducting educational research within an equity lens, responsible qualitative interview practices, and improving data quality in the context of quantitative research. From that afternoon through the end of the conference on Thursday, October 10th, we are proud to offer a wide array of paper, poster, roundtable, and symposium sessions to choose from on key educational research topics. We have a new strand for this year focusing on applications of AI.

At the Tuesday night dinner, Beverly Leon will speak about "*Evidence-Based Impact: Empowering Diverse Communities through Educational Research and Social Entrepreneurship*". At Wednesday's lunch , Dr. Shaun Nelms, will address "*Leading with Purpose: Empowering School Leaders for Lasting Change"*. Later that evening I will give my Presidential Address entitled, "*Promoting Social Responsibility in Educational Research: The Human Thing to Do*".
This year's conference also features three insightful panel discussions: Fostering Civic Learning in K-12 and Higher Education (Tuesday afternoon), Cultivating Social Responsibility: Amplifying how MSIs Support Students Social and Economic Mobility (Wednesday morning), and Supporting College Students with Children (Wednesday afternoon). Additionally, there will be a workshop on mastering job interviews on Wednesday afternoon. The Graduate Student Issues Committee will host a social before dinner on Tuesday, and the Mentoring Committee will sponsor a similar event on Wednesday. Both evenings will conclude with receptions, including the highlight of Tuesday night, the Three Minute Thesis (3MT) competition.

It has been an honor to serve as your President this year, and I look forward to engaging and learning with each of you during the conference. Thank you for being here, and I hope you have a rewarding experience at NERA 2024. Welcome and please enjoy the conference!

Jonathan Steinberg
NERA President

WELCOME FROM THE CONFERENCE CO-CHAIRS

Welcome to NERA 2024! Join us for the **55th Annual Meeting of the Northeastern Educational Research Association**, where we embark on a transformative journey filled with new ideas, meaningful connections, and opportunities to engage with professionals who will push your boundaries and help you grow. Whether you want to learn, lead, or explore new horizons, this is the place to be. This year's theme is **Promoting Social Responsibility in Educational Research**. Our success as an organization depends on fostering strong, healthy communities of practice, ensuring all stakeholders are heard and represented, and driving positive change in education, research, and society.

The conference begins on **Tuesday, October 8th**, featuring **workshops** selected by NERA members. Topics include Equity and Bias in Educational Research, the latest qualitative and quantitative research methods, and test development. In the afternoon, there will be a panel presentation on Fostering Civic Learning in K-12 and Higher Education. **The Graduate Student Issues Committee (GSIC)** will host its annual social after the workshops and afternoon sessions. During dinner, we will hear from our first keynote speaker, **Beverly Leon**, who will present her talk titled *"Evidence-Based Impact: Empowering Diverse Communities through Educational Research and Social Entrepreneurship."* Following dinner, we will kick off our **Welcome Reception**, including the return of the **Three Minute Thesis (3MT) competition**!

On **Wednesday, October 9th**, the conference continues with a full day of presentations, symposia, roundtable discussions, poster sessions, and social events. We will start the day with a **New Member Breakfast**, set aside specifically for those new to NERA, held next door to the main breakfast area. In the morning, a panel presentation on **cultivating social responsibility with respect to minority-serving institutions (MSIs)**. During lunch, we will welcome our second keynote speaker, **Shaun Nelms**, who will deliver his presentation titled *"Leading with Purpose: Empowering School Leaders for Lasting Change."* The late afternoon brings two more panels: Supporting College Students with Children and "Mastering your Job Interview: Strategies, Pitfalls, and Best Practices from Academia and Industry". We will have **paper, poster, and roundtable** sessions throughout the day, and the The **NERA Mentoring Program** will host their happy hour event just before dinner. Wednesday's dinner will conclude with the **Presidential Address** by NERA 2024 President **Jonathan Steinberg**. We will wrap up the day with the **NERA Presidential Reception**, featuring **Music Bingo and Jeopardy**!

For our final day on **Thursday, October 10th**, we will begin with the **NERA Business Meeting** during breakfast, so plan to join us for important conversations about the association's business. Presentations and roundtable sessions will take place throughout the morning, with all sessions concluding just before noon. A to-go snack will be available as we bid farewell to NERA 2024 and return to our daily lives enriched by the experience.

We hope our efforts to shape this year's conference program provide opportunities to celebrate achievements with old and new colleagues while inspiring attendees to foster positive change in education and society.

Javier Suárez-Álvarez, Caroline Prendergast, Hannah Smith, and Siyu Wan
NERA 2024 Conference Co-Chairs

NERA 2024 SCHEDULE AT A GLANCE

Tuesday	
8:00am – 5:30pm	*Registration Table Open (Foyer)*
9:00am – 10:30am	Workshop: "Less is More:" Responsible Qualitative Interview Practices for More Inclusive and Illuminating Responses
9:00am – 12:00pm	Workshops: • Opening the Black Box: Understanding Content Development for Large Scale Standardized Assessment • Educational Research for Equity: A Workshop on Anti-Bias, Anti-Oppressive Educational Research Practices
10:30am - 12:00pm	Workshop: Data Quality: The More You Know; Key Concepts and Approaches to Ensure Quantitative Research Success
1:30pm – 3:00pm	*Paper Sessions / Symposia*
3:15pm – 4:45pm	*Paper Sessions / Poster Session/ Symposia* Panel: Fostering Civic Learning in K-12 and Higher Education: Perspectives from the Field
5:00pm – 5:45pm	Graduate Student Issues Committee Social (Foyer)
6:00pm – 8:00pm	**Dinner and Tuesday Keynote Address: Beverly Leon (Ballroom)**
8:00pm – 11:00pm	**NERA Welcome Reception (Merritt)**
Wednesday	
8:00am – 5:30am	*Registration Table Open (Foyer)*
7:00am – 8:15am	**Breakfast (Ballroom) & NERA New Member Breakfast (Salon)**
8:15am – 9:45am	*Paper Sessions / Symposia*
10:00am – 11:30am	*Paper Sessions / Symposia* *Panel:* Cultivating Social Responsibility: Amplifying How MSIs Support Students' Social and Economic Mobility
11:30am – 12:45pm	**Lunch and Thursday Keynote Address: Shaun Nelms (Ballroom)**
1:00pm – 2:30pm	*Paper Sessions / Symposia / Roundtables*
2:45pm – 4:15pm	*Paper Sessions / Symposia / Poster Session* *Panel:* Supporting College Students with Children: Data-Driven Insights, National Trends, and Personal Stories Shaping a Future of Opportunity
4:30pm – 6:00pm	*Paper Sessions / Symposia* *Panel:* Mastering your Job Interview: Strategies, Pitfalls, and Best Practices from Academia and Industry Workshop: Tapping into Growth Mindset and Community to Support Students and Beyond
5:45pm – 6:30pm	NERA Mentoring Program Happy Hour (Parallel Post Bar)
6:30pm – 8:30pm	**Dinner and Presidential Address (Ballroom)**
8:30pm – 11:00pm	**NERA Presidential Reception (Merritt)**
Thursday	
8:00am – 10:00am	*Registration Table Open (Foyer)*
7:00am – 8:30am	**Breakfast and NERA Business Meeting (Ballroom)**
8:30am – 10:00am	*Paper Sessions / Symposia/ Roundtables*
10:15am – 11:45am	*Paper Sessions*
11:45an – 12:00pm	**Farewell and To-Go Snack (Ballroom)**

NERA'S MISSION

The mission of the Northeastern Educational Research Association is to encourage and promote educational research by:

• Sponsoring an annual conference at which formal presentations, feedback, and professional interchange about research occurs.
• Promoting the sharing of professional information through publications and other types of communications.
• Encouraging the development of research among junior researchers.
• Helping to increase NERA's visibility with multiple audiences, including graduate students.

NERA welcomes individuals conducting research in all aspects of education including learning, curriculum and instruction, educational policy and administration, measurement, statistics, and research methodology, counseling, human development, social context of education, cultural diversity, special education and rehabilitation, educational assessment, school evaluation, and program development, education in the professions, postsecondary education, teaching and teacher education, technology in education, creative arts in the schools, and others.

STATEMENT ON DIVERSITY

As an elaboration of its general research mission, NERA commits itself to promoting diversity and inclusiveness and to promote activities that foster a diverse community of researchers.

NERA values human and intellectual diversity and is committed to providing a multiplicity of views and perspectives from innumerable types of educational institutions and occupations to enhance research, teaching, and the development of new knowledge. NERA believes that when a variety of backgrounds, experiences, and viewpoints converge, the result is an advanced understanding of research and education.

In addition to expanding the current base of knowledge through new research, NERA seeks individuals that challenge the very ways in which we have traditionally come to understand that knowledge. This challenge may come explicitly through the presentation of new theoretical and methodological explorations, but it may also come organically through mutual engagement of members from different backgrounds, experiences, and occupations who hold different beliefs and perspectives. NERA believes the diversity of its membership leads to the advancement of learning and academic excellence. As such, NERA is committed to the recruitment and retention of members from different educational experiences and backgrounds to achieve this goal.

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We extend our sincere appreciation and gratitude to our generous organizational and institutional sponsors. Without their support, the 55th Annual NERA Conference would not be possible. Information about our sponsors can be found throughout the program.

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NERA AWARDS

THE THOMAS F. DONLON MEMORIAL AWARD FOR DISTINGUISHED MENTORING

The Thomas F. Donlon Award for Distinguished Mentoring was established in 2000 in recognition of Tom's long and valued contributions to NERA, particularly as a mentor to so many colleagues. Since then the award has been presented annually to other NERA members who have demonstrated distinction as mentors of colleagues by guiding them and helping them find productive paths toward developing their careers as educational researchers.

The practice of mentoring in education has been going on for centuries and most of us can name a person who helped us move our careers along by being more than just a friend or colleague. That person may have been an advisor in developing your research agenda or perhaps brought you to NERA for the first time after suggesting that you might be ready for a conference presentation.

THE LEO D. DOHERTY MEMORIAL AWARD FOR OUTSTANDING LEADERSHIP AND SERVICE TO NERA

The Leo D. Doherty Memorial Award is given to a longstanding NERA member who exemplifies the qualities that Leo Doherty brought to NERA members, his colleagues, and students over his career. The award, instituted by the NERA Board of Directors in 1981, honors the memory of Leo Doherty. He was instrumental in the development and growth of NERA as a professional association for educational research. His leadership qualities, which were both ethical and humane, encouraged others to pursue and achieve their goals. Thus, this award is presented to NERA members who have exhibited outstanding leadership and service to our organization.

THE LORNE H. WOOLLATT DISTINGUISHED PAPER AWARD

Educators are encouraged to submit a 15-20 page original research paper on any educational issue of interest for the Lorne H. Woollatt Distinguished Paper Award. The paper must be accepted for and presented at the NERA 2024 conference. There may be single or multiple authors. The submission will be peer reviewed and rated on a thirty-point rubric. The winner(s) will be notified by both email and post in the beginning of January. The author of the winning distinguished paper will receive a stipend of $500 and present at the American Educational Research Association conference in 2025. The Lorne H. Woollatt Award was renamed in 1990 to honor this New York educator who published, The evolution of state-local governmental relationships in New York State (Staff study of the fiscal policy for public education in New York State) in 1948. Woollatt was an active member of NERA.

EDUCATOR-AS-RESEARCHER AWARD

The Educator-as-Researcher Award recipient is a teacher (P-12; i.e., preschool through high school) who has conducted classroom research to modify and improve his or her teaching efforts and instructional effectiveness. The purpose of the award is to encourage teachers to conduct research and to use the findings of that research to inform their own teaching.

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NERA PROPOSAL REVIEWERS

NERA uses a process of blind peer review in order to evaluate each conference submission. Without our volunteer reviewers, *this conference simply would not be possible*. We wish to extend a big **thank you** to all the NERA members that gave their time to review proposals! An extra special thank you to those that reviewed more than their assigned number of proposals or jumped in as emergency reviewers.

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LOCATION

All Events for the NERA 2024 conference take place at Trumbull Marriott Merritt Parkway Hotel in Trumbull, Connecticut:
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REGISTRATION

The NERA 2024 registration desk will be located in the Marriott's lobby area conference foyer. There will be signs and a map at the front of the hotel to direct attendees to registration.

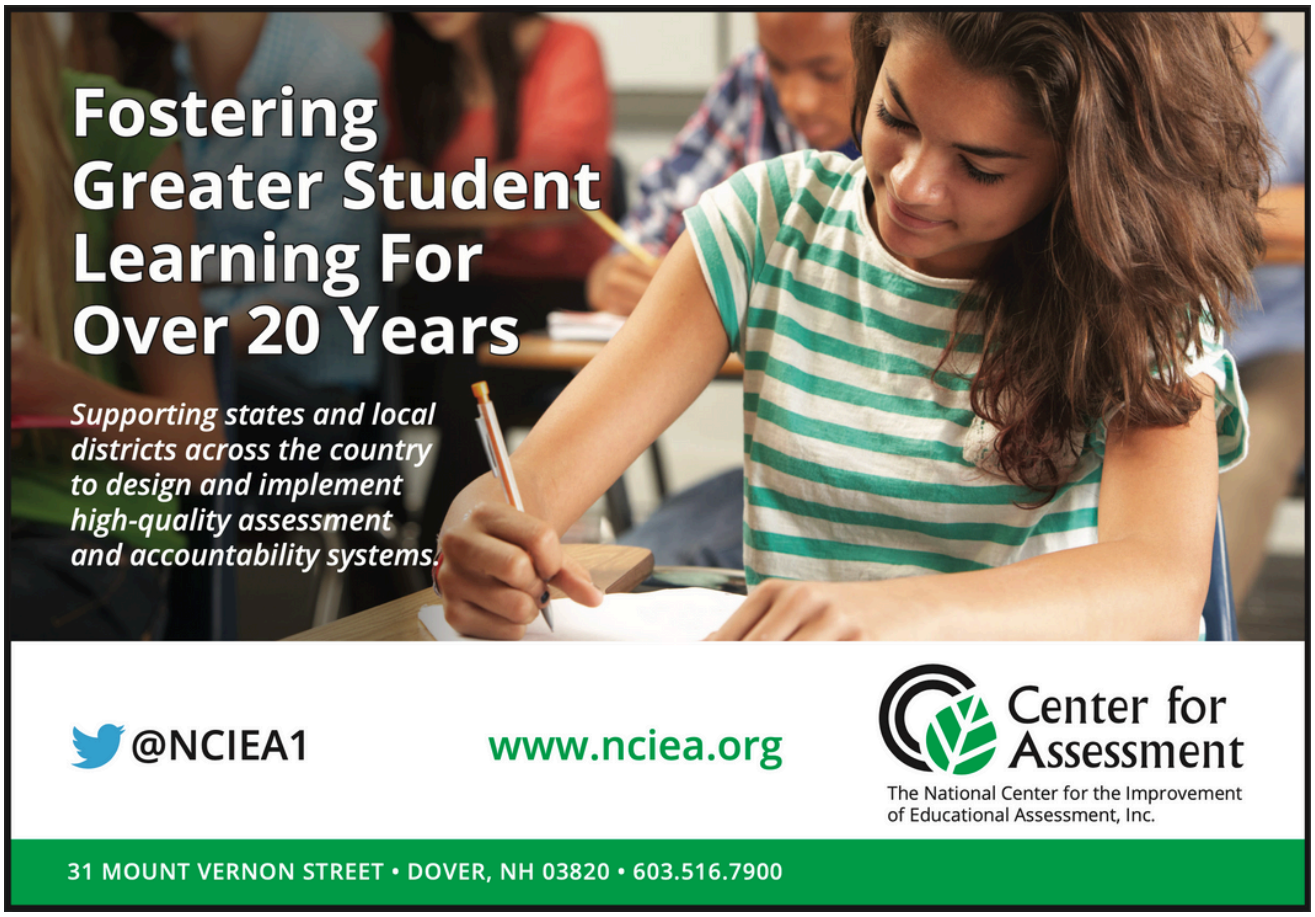
Registration will be open the following times:
Tuesday, October 8th: 8:00 am - 5:30 pm
Wednesday, October 9th: 8:00 am - 5:30 pm
Thursday, October 10th: 8:00 am - 10:00 am

CONFERENCE MEALS

NERA attendees typically dine together Tuesday evening through Thursday breakfast. All meals are included with conference registration. The last session ends on Thursday at 11:45am, at which time to-go snacks will be available in the main ballroom.

BUSINESS CENTER

The hotel's business center is located on the main floor in the library area.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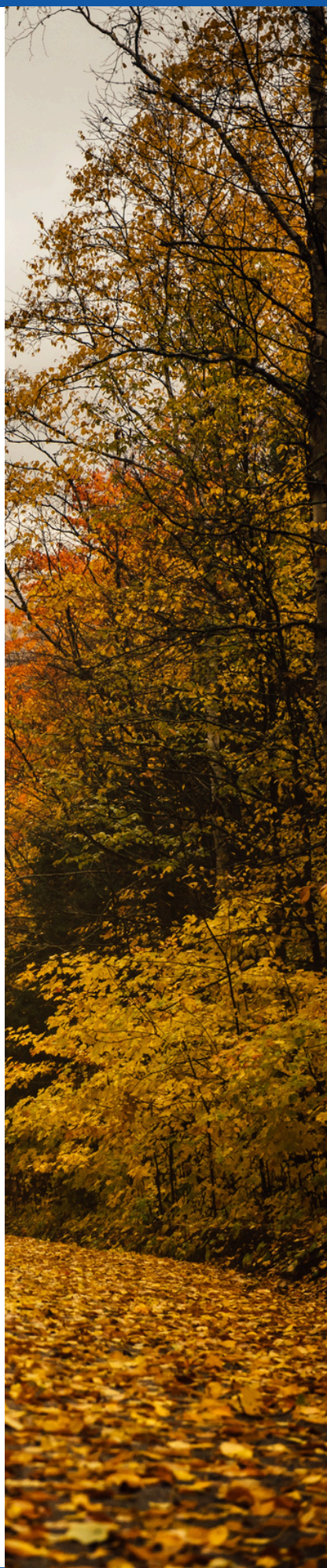

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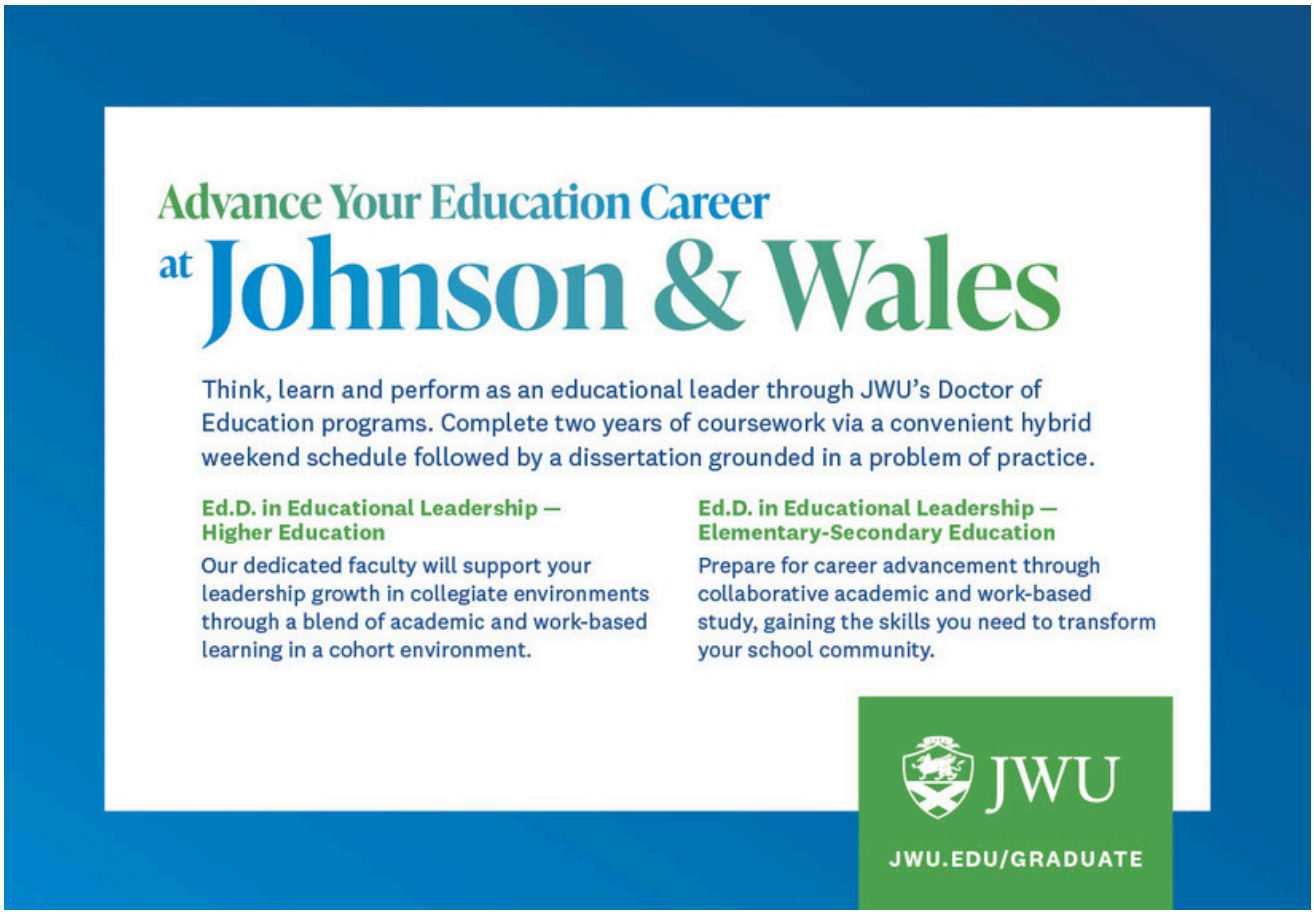
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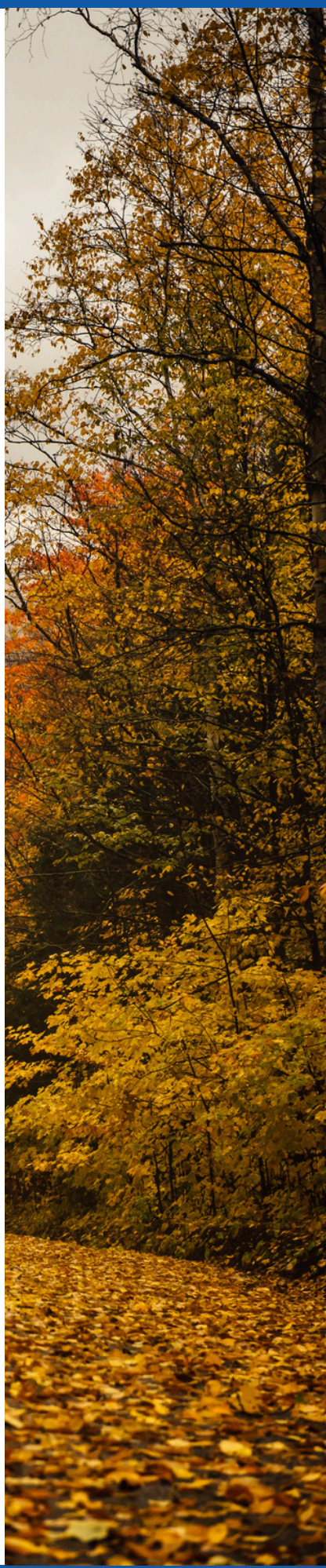

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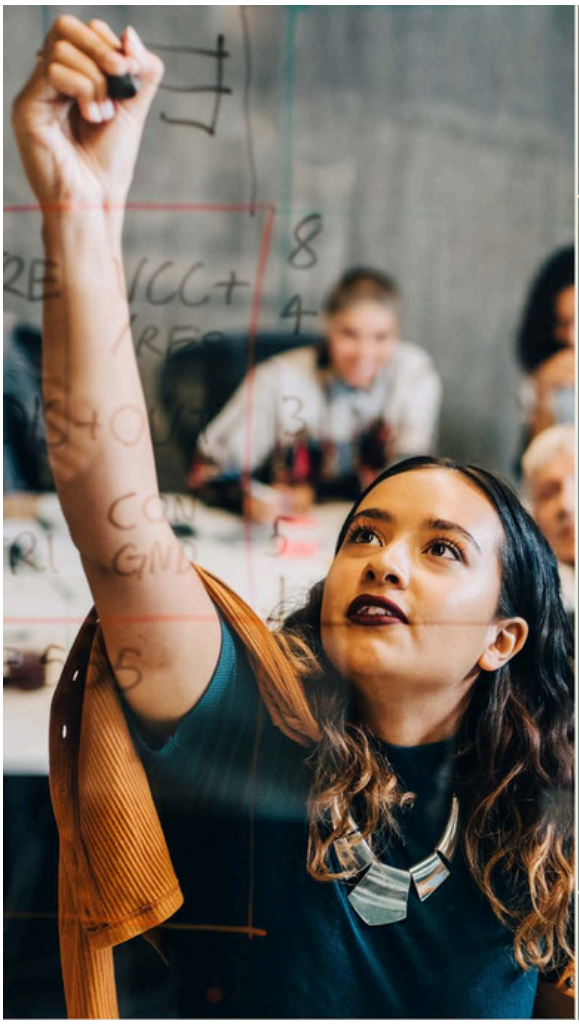

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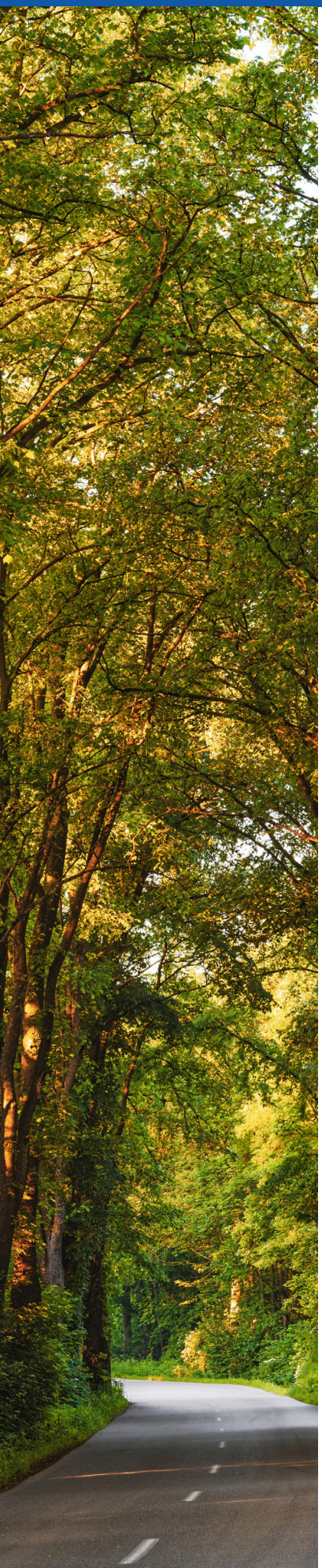

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College of Education

NERA 2024 KEYNOTE SPEAKERS

NERA 2024 Conference
KEYNOTE SPEAKER

Tuesday @7pm
October 8th, 2024

Marriott Shelton
Trumbull, CT

Beverly Leon
CEO of Local Civics,
New York

See page 29-30 for more information.

NERA 2024 Conference
KEYNOTE SPEAKER

Wednesday @12pm
October 9th, 2024

Marriott Shelton
Trumbull, CT

Shaun Nelms
Vice President of Community Partnerships, University of Rochester

See page 37 for more information.

TUESDAY, OCT 8
DAY 1

NERA

9:00 - 10:30

Merritt North

"Less is More:" Responsible Qualitative Interview Practices for More Inclusive and Illuminating Responses

WORKSHOP

Kai Fuentes, Ebony Marketing Systems

The "Less is More" approach to responsible and respectful qualitative interviewing has been proven to yield more illuminating responses by respectful inclusion of those being interviewed. This approach shifts the power rightfully from the interviewer to the interviewee. In particular, the "Less is More" approach is valuable when dealing with broad topics which traditionally create exhaustive and exhausting discussion guides and sensitive topics. Sensitive topics may be those previously identified in previous research as sensitive or that individual interviewees may reveal in the interview as being a sensitive topic to them even if not a sensitive topic across the total sample.

9:00 - 12:00

Boston/Concord

Opening the Black Box: Understanding Content Development for Large Scale Standardized Assessment

WORKSHOP

Marjorie Wine, *ATLAS, The University of Kansas*; Alexander Hoffman, *AleDev Research & Consulting*

Recently, the estimable Kristen Huff stated publicly that she would not hire psychometricians who do not know how the business works or how the product is made. Educational measurement data come from the tests that content development professionals (CDPs) produce, and innovative test designs are implemented through CDPs' work. This workshop digs into the content development workflow, the largely unexamined nature of content development work and the principles that underly it. It is aimed at educational measurement graduate students and faculty, and may interest educational measurement professionals who do not work in content development. All curious educators are welcome.

9:00 - 12:00

Salon EFG

Educational Research for Equity: A Workshop on Anti-Bias, Anti-Oppressive Educational Research Practices

WORKSHOP

Detris Honora Adelabu, Pooja Aradhya, Rohan R. Arcot, Adine A. DeLeon, & K'Nadja Sims, *Boston University*

Even the Rat was White: A Historical View of Psychology was an early rallying call to challenge inequities in research (Guthrie, 1976). Nearly 50 years later research inequities persist and hinder progress toward improving educational outcomes for all students. In this workshop, interactive small group activities will encourage participants to collaborate, share ideas, and co-create practical solutions to inclusive, equity focused research. Participants will leave with an outline for a positionality statement, a tool to assess and combat research bias, a curated reference list, and a strategy to leverage their research for educational change.

TUESDAY, OCT 8
DAY 1

NERA

10:30 - 12:00 *Merritt South*

Data Quality: The More You Know; Key Concepts and Approaches to Ensure Quantitative Research Success

WORKSHOP
AJ Keirans, *Good Human Partners*

Explore essential strategies for ensuring data quality in quantitative market research. Learn techniques to identify and address common data issues, improve accuracy, and enhance the reliability of your research findings. This workshop provides practical insights and actionable steps to optimize data quality throughout the research process, from data collection to analysis and interpretation. Gain valuable skills to elevate the credibility and effectiveness of your quantitative market research endeavors. Together we will look at the current landscape, technologies available and best practices to ensure confidence as well as data integrity and stability for your research.

1:30 - 3:00 *Montpelier*

Harmonizing Horizons: Incorporating User Voices to Elevate Assessment Development and Support

SYMPOSIUM
Discussant: April Zenisky, *University of Massachusetts Amherst, Center for Educational Assessment*
Chair: Tram-Anh Tran Nguyen, *University of Massachusetts Amherst*

Presenters: Jennifer Lewis; Kathryn Tremblay; Maura Maxfield; April Zenisky; Tram-Anh Tran Nguyen, *University of Massachusetts Amherst*

The use of principles of co-design to develop assessments has gained recent popularity. A driving consideration for co-design is ensuring the voices of all stakeholders are represented throughout the test development process. This symposium presents three examples of including stakeholders throughout various phases of test development and maintenance.

Inclusive Test Development: Enhancing English Language Proficiency Assessments through User Engagement

Voices in Action: Collaborative Development of Assessment Supports for Adult Education Practitioners

Action Orientated Alignment: An Interpretation and Use-focused Approach to Results Report Design

1:30 - 3:00

Providence

Investigation of Factors Affecting Students' Disengagement in Low-stakes Assessment

SYMPOSIUM
Discussant: Matthew Madison, *University of Georgia*
Chair: Yu Bao, *James Madison University*

Presenters: Yu Bao, *James Madison University*; Brian Leventhal, *James Madison University*; Matthew Madison, *University of Georgia;* Jonathan Henriques, *James Madison University*; Jack Gilmore, *James Madison University*; Katarina Schaefer, *James Madison University*; Sara Finney, *James Madison University*; Juste Mehou, *James Madison University*; Josiah Hunsberger, *James Madison University*.

The symposium presents four studies that investigate the determinants of student disengagement in low-stakes assessments, examining the effects of the time-of-day tests administered, test progression, and examinee demographics. The findings provide valuable guidance for test administration and improving the validity of scores affected by low motivation.

Time of Day's Influence on Engagement and Performance for a University Low Stakes Assessment

Who is Testing at 3am? Profiles of College Students Who Take Low-Stakes Tests at Different Times of Day

Identifying Patterns of Disengagement in a Low-Stakes Assessment

Examinee-Level Predictors of Disengagement in International Assessments

1:30 - 3:00 — Hartford

Supporting Equity and Diversity in the Classroom

PAPER SESSION
Discussant: LaToya Parker, *Howard University*
Chair: Laura Lambert, *James Madison University*

Building Belonging and Resilience to Hate in U.S Classrooms
Vik Joshi, Shaune Marx & Amra Sabic-El-Rayess
Columbia University

In this interactive presentation, participants will have an opportunity to learn about the work of Columbia University (Teachers College) professor, author, researcher, and survivor of the Bosnian Genocide, Dr. Amra Sabic El-Rayess. To build belonging and resilience to hate, Dr. Sabic-El-Rayess and her team have developed an innovative, multimodal training and experiential learning program called Project Belonging, designed to empower students to become changemakers who unify communities through the cultivation of belonging and resilience to hate. This Program has been supported an Innovation Grant by the Department of Homeland Security. No expected prior knowledge is required.

Lift Every Black Voice and Shatter the Glass with an Inclusive CRE Music Education
Tania Nicole Sutherland & Jeffrey Vance
University of Bridgeport

This research investigates the history of European music and its influence on the development of music education in the United States of America. It also challenges curriculum authors to write culturally responsive curricula for practitioners to meet the needs of inner marginalized populations.

3:15 - 4:45 — Boston

Research and Practice in the LGBTQIA+ Community

PAPER SESSION
Discussant: April Zenisky, *University of Massachusetts Amherst*
Chair: Caroline Prendergast, *The American Board of Surgery*

School Board Policies in a 'Blue' Northeast State: An Analysis of Support for Transgender Students
Wendy Jean Sonstrom, *LEARN*

Public school boards face cultural and political influences surrounding issues concerning transgender and gender non-conforming students. This research is a case study of public districts' policies in one Northeast state and the evidence of support within the context of the new in 2024 state guidance and Title IX final rule.

Standing for Justice: Connecticut Communities Confront Racial and LGBTQ+ Book Challenges
Tricia Stewart, Marigrace Walker & Kaitlyn Kakadeles
Western Connecticut State University

This qualitative study critically examines censorship and book challenges in Connecticut and the organizations that worked against banning books. This paper is part of a larger study but focuses specifically on three communities through in-depth case studies to highlight the ways that book challenges came to light and were addressed.

3:15 - 4:45 Providence

Humanizing the Higher Education Employee Experience through Research and Scholarship

SYMPOSIUM
Discussant: Sousan Arafeh, *Southern Connecticut State University*
Chair: Diane Ariza

Presenters: Kelvin Rutledge, Patricia Gagliardi & Daisy Torres-Baez
Southern Connecticut State University

This symposium discusses equity-minded research practices to improve and humanize the employee experience within higher education institutions. Through three presentations, the session will discuss how the practice-theory-practice educational model led to distinct positives and challenges within an institutional environment and how emerging research can aid in social responsibility.

Implementing Inclusive Supervision for Pregnant Employees through the COVID-19 Pandemic: An Autoethnographic Study

Applying and Utilizing Restorative Practices to Improve the Higher Education Employee Experience

Adapting the Cultural Consciousness Matrix as a Framework to Improve the Employee Experience: A Case Study Analysis

3:15 - 4:45 Merritt South

Fostering Civic Learning in K-12 and Higher Education: Perspectives from the Field

PANEL
Moderator: Laura Hamilton, *American Institutes for Research*

Beverly Leon, *Local Civics*; Dena Pastor, *James Madison University*; Elyse Alter, *Sphere Education Initiatives*; Miriam Bart, *Maryland State Department of Education*

Educational institutions at both the K-12 and postsecondary levels have numerous responsibilities. In addition to ensuring that young people are prepared to pursue continuing education and succeed in the workplace, educational institutions, and the educators who work in them, also play a critical role in fostering civic learning. Current civic-learning frameworks incorporate a variety of skills, knowledge, and dispositions necessary for effective civic engagement, such as digital information literacy and social perspective-taking. The need for high-quality, equitable civic-learning opportunities is clear, especially in light of the partisanship, misinformation, and distrust in institutions that have been evident in the months preceding the upcoming Presidential election. In this interactive session, experts in a variety of contexts will discuss how they collaborate with institutions, educators, and young people to promote and assess civic learning and engagement opportunities. A moderator will pose questions to the panelists and will facilitate a conversation with audience members.

3:15 - 4:45 *Ballroom*

Challenges and Exploration in K-12 Education & Innovations in Technology

POSTER SESSION
Chair: Christian Mathews, *Central Jersey College Prep Charter School;* Francis O'Donnell , *NBME*

Using Student Questionnaires to Estimate School Climate and Social Emotional Competency in Massachusetts Public Schools
Brendan Longe, *Department of Elementary and Secondary Education*

Presentation of two student questionnaires administered by the Department of Elementary and Secondary Education: the Views of Climate and Learning (VOCAL) and the Social Emotional Learning Indicator System (SELIS). Current practices and validity evidence for uses of these measures presented along with resources for public data access and future plans.

An Exploration of the Roles of Paraprofessionals in Secondary Schools
Lisa Daigle & Marcia A. B. Delcourt, *Western Connecticut State University*

Paraeducators are key school personnel, however, their roles are often poorly defined, and their contributions undervalued. This case study captures the voices of these professionals, providing a description of their roles and classroom experiences as well as recommendations for addressing their needs, such as improving the professional development they receive.

An Examination of Treatment Fidelity and Transfer of Strategies in a Cross-age Dialogic Reading Intervention
Estela Baka, Glen Diaz, Cassie Nemec, Eliana Tolentino, Cheryl Durwin & Dina Moore
Southern Connecticut State University

This study examines the treatment fidelity (frequency with which an intervention is applied reliably), of a cross-age dialogic reading intervention involving training older at-risk readers who then read to younger at-risk readers. We found that treatment fidelity is consistent from training to intervention with better results in near transfer situations.

Quantitative Correlation of Health Literacy and Socioeconomic Factors Among NJ High School Students Using the HLS19-Q12
Aabir Banerjee, Central Jersey College Prep Charter School

Study performed quantitative correlational cross-sectional analysis of health literacy (HL) and socioeconomic factors among 43 New Jersey (NJ) High School students using HLS19-Q12. No correlation was found, but median HL score was below proficient. To improve HL proficiency, HL education programs should be established across NJ high schools.

Test Frequency in Charter Schools' Effect on AP Students' Levels of Burnout
Adam Azim, Central Jersey College Prep Charter School

The researcher wrote a paper based on a mixed-method study that was conducted. The study looked into test frequency's role in the burnout rate of AP charter students. It also only surveyed charter school students in high school.

Qualitatively Evaluating the Role of Programming Experience in Student Understanding of Computational Thinking
Madison Wells, *Assumption University*; Nellie Rushton, *Stanford University*; Luisa Perez Lacera, *Worcester Polytechnic Institute*; Hannah Smith, *Assumption University*

Computational thinking (CT) is ambiguous, with no agreed-upon definition. Access to CT is not widespread; often available only in computer science classes, despite being applicable to all subject areas. We explore student perceptions of CT based on programming experience. Students identified CT similarly but reasoned very differently about it.

Digital Narratives: Exploring Black Youth's Perception of Education through Social Media
Brianca Wright, *Howard University*

This study employs content analysis of Instagram posts to explore Black youths' perceptions of education. Drawing on Critical Race Theory, it highlights the importance of innovative methodologies in understanding and addressing contemporary youth experiences, finding innovative ways to approach chronic absenteeism and empowering them to advocate for change.

Identifying the Correlation between Financial Literacy and Social Media
Anay Choudhar, *Central Jersey College Prep Charter School*

Quantitative correlational study performed between social media usage and financial literacy rates using custom DECA questionnaire. Correlation was found, with strong correlation and high statistical significance. To improve financial literacy rates, social media can be a great source of learning.

An Unexpected Educational Assistant: Using GPT-4 to Generate Response-Specific Elaboration Feedback for Students and Parents
Miles Baldwin

GPT-4 is used to generate two forms of response-specific feedback for multiple-choice questions-student feedback and parent/caregiver feedback-and its accuracy and effectiveness is evaluated with a small study. Results suggest that AI can make important contributions to feedback generation and that the approach taken in this study shows promise.

How students are using AI tools and the impact on their student life
Hoa Dang, *Delta Global School*; Duy Pham, *University of Massachusetts Amherst*

We surveyed middle and high school students about their usage of AI to support their schoolwork and its impact on their student life. We found that 52% of 297 participants mentioned they used AI to look for information. Notably, 78% of them indicated that their sleeping habits stayed the same.

Exploring Factors Related to College Student Mental Health and Access to Resources
Claire Thomassen & Hannah Smith, *Assumption University*

College students are undergoing a mental health crisis. We explore how factors including employment, major, and extracurricular activities relate to mental health. We will use a qualitative approach to uncover students' strategies to support their mental health, their awareness and use of resources, and mental health supports on their campuses.

5:00 - 5:45 *Ballroom Foyer*

Graduate Student Issues Committee Social

Take the opportunity to grab a snack and connect with other NERA graduate students in this social session sponsored by the GSIC.

6:00 - 8:00 *Ballroom*

Dinner & Invited Keynote Address by Beverly Leon: Evidence-Based Impact: Empowering Diverse Communities through Educational Research and Social Entrepreneurship

PLENARY SESSION

This keynote session explores how prioritizing social responsibility can lead to more sustainable, equitable, and impactful outcomes for both research and entrepreneurship. It will outline strategies to increase collaboration among academic institutions, community organizations, and mission-driven ventures. Drawing upon personal experience and case studies, the presentation highlights the crucial role of rigorous academic inquiry in shaping both mission and methodology for social entrepreneurs. Educational researchers will leave the session inspired to investigate the broader societal implications of their work. By showcasing the potential for research to lead the way toward meaningful social change, this session aims to ignite a dialogue on the future of engaged scholarship and its pivotal role in addressing complex social issues in a rapidly-changing world.

(Sessions details continued on next page)

TUESDAY, OCT 8
DAY 1

Beverly Leon is a social entrepreneur and the Founder of Local Civics, an edtech company that streamlines civics, college and career education for K-12 students. As a former professional soccer player, she brings over 10 years of experience as a youth educator and coach. Beverly was inspired to launch Local Civics from her graduate research on youth disconnection and civic engagement. Through her work at Local Civics, she aims to transform how young people engage in our communities, creating accessible onramps into our civic life.

Local Civics works across 10+ states and partners with 75+ schools and K-12 districts to bring this community-connected and inquiry-based learning to life for 15,000+ students. Her work has been recognized by Columbia University's Tamer Institute for Social Enterprise, funded by NewSchools Venture Fund and Google for Startups, and also featured on NPR's How I Built This with Guy Raz. She holds a BA and MBA from Columbia University and an MSc in Social Policy from the University of Oxford, with a focus on education and labor markets.

8:00 - 11:00 *Merritt*

NERA Welcome Reception and 3MT Competition

SOCIAL

Keep the excitement going at our welcome reception where you can catch up with old friends and meet new NERA colleagues. We are bringing back the fan favorite from last year - the Three Minute Thesis (3MT) competition! The academic competition focuses on fostering effective presentation and communication skills. Participants have three minutes to explain the breadth and significance of their research project to a non-specialist audience. Come watch and support our graduate student competitors!

WEDNESDAY, OCT 9
DAY 2

NERA

7:00 - 8:15 — Salon EFG

New Member Breakfast

SOCIAL

If you are new or new-ish to NERA and would like to meet others in our amazing organization, please join us for breakfast/coffee before starting your day on Thursday. You're welcome to drop in and ask questions about NERA and connect with new and seasoned members.

Grab breakfast in the main ballroom and join us in Salon EFG!

7:00 - 8:15 — Main Ballroom

Breakfast

Join us for breakfast in the main ballroom to fuel up for an exciting day full of sessions!

8:15 - 9:45 — Hartford

Educational Research Methods

PAPER SESSION
Discussant: Sarah Ferguson, *Rowan University*
Chair: Dukjae Lee, *University of Virginia*

Comparing Disengagement Indices: Self-Report or Time-on-Task
Kelsey Nason & Christine DeMars
James Madison University

Four disengagement indices were applied to three cognitive, low-stakes assessments administered at a large, public university. Two techniques were based on self-report measures while the other two were based in time spent testing. Methods are compared and un/filtered scores are examined. Recommendations for future practice are discussed.

(Sessions details continued on next page)

Federal Lobbying: A Mixed-Methods Study of HBCU Doctoral Universities' Strategies and Outcomes
LaToya Parker
Howard University

This mixed-methods study explores federal lobbying strategies, motivations, and outcomes of 14 HBCU doctoral universities (2008-2023) amidst historical disparities. Employing interest convergence theory, it investigates how HBCUs navigate lobbying to secure equitable funding and advance institutional interests, offering insights for fostering equity in higher education policy.

Predicting Student Dropout in Higher Education Using Regression Analysis
Jungwon Kyung & Craig Wells
University of Massachusetts Amherst

This study employs logistic regression to identify key factors influencing student dropout in higher education. Analyzing 4424 student records, it highlights the impact of age, qualifications, scholarships, course choice, tuition status, and grades. Results aim to inform targeted interventions, enhance retention strategies, and support student success.

Regression Discontinuity Designs Within a Latent Variable Framework: Measurement Considerations of the Treatment Effect
Sarah Hammami & James Bovaird
University of Nebraska-Lincoln

This study explores the multiplicative effect of a) loading magnitude, b) number of indicators, and c) sample size on the Type 1 error rate, relative bias, and power of the treatment effect in regression discontinuity designs when the outcome is framed within a structural equation modeling framework.

8:15 - 9:45 Augusta

Course Placement: A Giant Elephant of Validity

SYMPOSIUM
Chair: Andrea Pope, *DIA Higher Education Collaborators*
Discussant: Thanos Patelis, *University of Kansas*

Presenters: Ross Markle, *DIA Higher Education Collaborators*; Jessica Johnson, *University of Nebraska - Lincoln*, *Buros Center for Testing*; Kurt Geisinger, *Buros Center for Testing*, *University of Nebraska-Lincoln*; Thanos Patelis, *University of Kansas;* Andrea Pope; *DIA Higher Education Collaborators*

More college students take course placement exams every year than do selective admissions tests, yet most researchers know little about the validity challenges that plague this space. This session will review existing work and provide promising future directions for both research and practice.

8:15 - 9:45 Boston

Educational Innovations in Occupational Therapy: Enhancing Life Skills and Performance through Diverse Interventions

SYMPOSIUM
Chair: Henry Johnson, *New England Institute of Technology*
Discussant: Shelby Perry, *New England Institute of Technology*

Presenters: Henry Johnson, *New England Institute of Technology*; Patricia McGee, *New England Institute of Technology*; Kayla Wolf, *Northshore Community College;* Shelby Perry, *New England Institute of Technology*.

Exploring innovative occupational therapy educational interventions, this symposium session highlights life skills enhancement for homeless women, technological advancements in therapy, and the evolution of therapeutic relationships. It showcases studies on occupational therapy's impact on social inclusion, patient engagement, and educational advancements in therapeutic practices.

Integrating Business Education into a Doctoral Occupational Therapy Program

Occupational Therapy Life Skills Program for Women Experiencing Homelessness

Student outcomes and perceptions of the effectiveness of Kahoots! in occupational therapy lecture classrooms

8:15 - 9:45 *Providence*

Exploring the Potential and Challenges of Using Artificial Intelligence in Item Generation for the Adult Skills Assessment

SYMPOSIUM
Chair: Duy Pham, *University of Massachusetts Amherst*
Discussant: Andrew Jones, *American Board of Surgery*

Presenters: Fernando Mena Serrano, Duy Pham, Ketan, Eduardo Crespo Cruz, Lian Duan & Stephen Sireci, *University of Massachusetts Amherst*; Victoria Yaneva, *National Board of Medical Examiners*

This symposium reports findings on using AI tools (ChatGPT-4, Gemini, Latimer, and Copilot) to generate numeracy and literacy items for adult education assessments. Findings highlight the promise and challenges of AI-generated content, the need of human oversight, and ChatGPT-4 being the most reliable tool overall.

Generating Numeracy items with ChatGPT-4 for the Adult Skills Assessment Program: Opportunities and limitations

Leveraging ChatGPT-4 for culturally responsive literacy assessment

Large Language Models for Item Generation: Comparing ChatGPT-4, Gemini, Latimer, and Copilot

How to assure quality of items generated by AI: Using a checklist and keeping humans in the loop

10:00 - 11:30 *Merritt North*

Applications of AI

PAPER SESSION
Discussant: Catherine Manly, *Fairleigh Dickinson University*
Chair: Jungwon Kyung, *University of Massachusetts Amherst*

AI Analysis of Generative AI Content: Case of Mathematics Lesson Content for use in Elementary Education
Trek Martin & Yasemin Gulbahar
Columbia University Teachers College

The purpose of this study is to reveal the effectiveness of Gen AI support for shaping teachers' pedagogical practices through examining lesson plans generated by AI to reach particular patterns in prompts which lead to better lesson plans that aligns with the curriculum.

Prompt Engineering for Binary Response Item Generation Using ChatGPT
Sergio Araneda, *Caveon;* Kimberly Colvin, *University at Albany, SUNY;* Francis O'Donnell, *National Board of Medical Examiners;* Frank Palladero, *Cognia;* Craig Wells, *University of Massachusetts, Amherst*

This study investigates how different prompts impact the quality of True-False items generated by ChatGPT for a statistics course. Results from SME ratings and two-way ANOVAs indicate prompt engineering significantly affects item quality. Diverse prompt strategies are essential when using AI for binary response item creation.

Using Artificial Intelligence to Scale Multiple-Choice Math Items
Wanyong Feng, Peter Tran, Stephen Sireci, William McNichols, and Andrew Lan
University of Massachusetts Amherst

Test items are typically scaled by administering them to students and then calibrating them based on students' performance. In this study, we calibrate items according to their content features using AI. The approach shows promise and better matches testing purpose with the scaling model.

10:00 - 11:30 *Montpelier*

Assessment In-Context: Building Measures at the Intersection of Research, Psychometrics, and Use

SYMPOSIUM
Chair: Andrea Pope, *DIA Higher Education Collaborators*
Discussant: Kurt Geisinger, *Buros Center for Testing, University of Nebraska-Lincoln*

Presenters: Ross Markle, *DIA Higher Education Collaborators*; Laura Ann Lambert, *James Madison University*; Riley Herr, *James Madison University*; Andrea Pope, *DIA Higher Education Collaborators*; Kurt Geisinger, *Buros Center for Testing, University of Nebraska-Lincoln*

Methods do not live in isolation. While educational researchers often make recommendations based on psychometric processes, practical limitations, theoretical implications, and a host of other factors can affect the final choices in assessment development. This session integrates three technical proposals and provides a framework for guiding practical decisions.

10:00 - 11:30 — *Merritt South*

Cultivating Social Responsibility: Amplifying How MSIs Support Students' Social and Economic Mobility

PANEL
Moderator: Laura Lara-Brady, *WestEd*

Kyndra V. Middleton, *Howard University*; Andrés Castro Samayoa, *Boston College*; Claude Tameze, *Lincoln University*

This session explores the unique cultural landscapes of Minority Serving Institutions (MSIs) and how they foster social and economic mobility. Scholars will discuss how MSIs' institutional missions and practices shape research agendas that not only respond to, but also actively promote, inclusive learning practices leading to enhanced social and economic mobility for their students. Leveraging their educational background and experiences, presenters will illuminate the pivotal role MSIs play in advancing socially responsible educational outcomes. Join us for a critical examination of culture as both a catalyst and a compass for ethical research at MSIs.

10:00 - 11:30 — *Augusta*

Educator-As-Researcher

PAPER SESSION
Discussant: Sherri Richardson, *Stockton University*
Chair: Almut Zieher, *Yale University*

Perceptions of Students of Color Enrolled in a Pre-Service Teacher Education Program
Jessica Coronel, Marcia Delcourt, Jody Piro, Katherine Roe, and Marsha Daria
Western Connecticut State University

Schools need more teachers of color to reflect the faces and cultures of our students. Twenty pre-service education students of color provided their insights, producing five themes: personal characteristics, career motivators, program pros, career deterrents, and recommendations. These results include suggestions to recruit, support, and retain these students.

WEDNESDAY, OCT 9
DAY 2

NERA

11:30 - 12:45

Ballroom

Lunch & Invited Keynote Address by Dr. Shaun Nelms: Leading with Purpose: Empowering School Leaders for Lasting Change

PLENARY SESSION

This session provides education leaders with practical strategies for implementing distributed leadership models that prioritize equity and empower school teams to address the needs of their communities. Participants will explore the critical role of distributed leadership in transforming school systems while tackling issues of inequity. The session highlights the importance of involving diverse stakeholders in decision-making and offers actionable methods for building trust, fostering collaboration, and creating a shared vision. Designed for education leaders committed to equity and inclusion, this session serves as a valuable resource for those looking to drive meaningful change within their schools.

Dr. Shaun Nelms is a distinguished author and a prominent figure in education and leadership development. He is Currently serving as the Vice President for Community Partnerships at the University of Rochester. In this new role, Dr. Nelms will be responsible for developing an actionable plan for cultivating and stewarding productive collaborations in support of the University's new strategic plan. Dr. Nelms is known for his groundbreaking contributions to education transformation. Notably, he led the transformation of the lowest-performing school in New York State's most challenged school, East Upper and Lower Schools, as its superintendent. Under Dr. Nelms' visionary leadership, the graduation rate soared from 29% to an impressive 85% in just eight years, a testament to his innovative school transformation model. This dramatic increase in graduation rates was a testament to Dr. Nelms' groundbreaking research, which served as the cornerstone for reshaping the leadership structure and dynamics of the East Schools, propelling them to newfound heights of success and achievement.

This achievement earned him the prestigious role of the inaugural William and Sheila Konar Director for the Center for Urban Education Success (CUES) at the University of Rochester's Warner School of Education and Human Development, where he continues to lead efforts to improve educational systems nationally.

Dr. Nelms is also the CEO of the Nelms Consulting Group. He provides expert guidance on administrative leadership structures and systems, reinforcing his reputation as a sought-after authority in leadership development.

Dr. Shaun Nelms is a dedicated education visionary known for his transformative contributions and unwavering commitment to reshaping educational institutions and leadership practices. His pioneering work has had a lasting impact on education and promises to shape the future of educational transformation and leadership development for years to come.

1:00 - 2:30 *Providence*

Decolonizing Higher Education: Pivoting Toward the Greater Good

SYMPOSIUM
Chair: Detris Honora Adelabu, *Boston University Wheelock College of Education & Human Development*
Discussant: Felicity Crawford, *Boston University Wheelock College of Education & Human Development*

Presenters: Detris Honora Adelabu, *Boston University Wheelock College of Education & Human Development;* Linda Banks Santilli, *Boston University Wheelock College of Education & Human Development;* Jerry Whitemore, *Boston University Wheelock College of Education & Human Development;* Felicity Crawford, *Boston University Wheelock College of Education & Human Development;* Adine DeLeon, *Boston University Wheelock College of Education & Human Development;* K'Nadja Sims, *Boston University Wheelock College of Education & Human Development*

Higher education institutions continue to exclude significant portions of the U.S. population. Presenters will provide concrete strategies and real-world examples that educators can take back to their home institutions to implement decolonizing institutional practices, policies, and curricula.

1:00 - 2:30 *Salon EFG*

Exam Development, Mindsets & Perspectives, Technology & Innovation, and Assessing Key Outcomes

ROUNDTABLE SESSION
Chair: Beth Perkins, *American Association of Colleges and Universities*

Table 1: Exam Development

A Closer Examination of Item Writers' Characteristics
Kyndra Middleton, *Howard University &* Ferdinand "Banji" Kumolalo, *Morgan State University*

The current study lays the foundation for the need to pay closer attention to the item writing process in standardized testing and more specifically to the item writers themselves. Results will examine the relationship between item writer characteristics, self-perception, and personality.

(Sessions details continued on next page)

Trends in Reliability Analysis of Educational and Psychological Tests: An Analysis of Buros Test Reviews
Kurt Geisinger & Sarah Hammami
Buros Center for Testing, University of Nebraska-Lincoln

This paper explores the various approaches to the estimation of test reliability over fifty years of published tests in education and psychology. It reviews the various ways that reliability is generally assessed. It tracks the different approaches at four times using reviews of the measures in the Mental Measurements Yearbooks.

Table 2: RTD Task Models

RTD Task Models: Principles, Originating Problems, Purposes and Design
Marjorie Wine, *Accessible Teaching, Learning, and Assessment Systems (ATLAS), University of Kansas;* Alexander M. Hoffman, *AleDev Research & Consulting*

This paper traces the scant literature on ECD task models to identify both themes and underlying perspectives and assumptions that motivated those descriptions and examples. It then explains how RTD core principles motivate its different approach to task models to address practical problems of content development work. Its fnal portion goes through the sections/elements of third generation RTD task models, explaining the importance of each.

Recognizing Targeted Cognition: Deliberative Practice in Unpacking NGSS-based Alternative Science Standards
Christy Glore, Cara Olson-Rickel, Caroline Christian Sloan & Shari Tolan
University of Kansas/ATLAS

ATLAS started developing new NGSS-based learning standards in 2021 for the DLM Assessment System, which then required developing new RTD task models. is paper explores the science team's iterative and collaborative process to unpack (Author & Author, 2022) the new, three-dimensional science standards as part of the task model development process. It provides candid insight into the CDP's intellectual, social, and emotional experiences—including both the challenges they experienced, and their responses to those challenges.

RTD Task Model Conjectures: Initial Lessons from a 5th Grade Mathematics Assessment
David Whitcomb, *University of Kansas/ATLAS*; Alexander M. Hoffman, *AleDev Research & Consulting*

In 2022, ATLAS developed a pilot assessment with a large midwestern state for 5th grade mathematics focusing on high leverage standards for through-course test design. is project included developing third generation RTD task models. is paper explores how the effort to develop and them to use those task models impacted three different stakeholders in assessment development: representatives from the client (i.e., the state department of education), CDPs at the test development vendor, and item writers (i.e., contractors who contribute rough drafts of items).

Table 3: Mindsets and Perspectives

Follettian Power, Outward Mindset, and Educator Demoralization: They fit together, can they be teased apart?

Jess Gregory, *Southern Connecticut State University*

The constructs of power, as conceived by Follett, outward mindset, and educator demoralization fit together, but it is unclear whether they can be unentangled to be measured as separate constructs. This paper explores the three constructs and highlights how the ideas intersect, and the challenges in extricating them.

Effects of the JumpStart Service-Learning Experience on Leadership Skills Among University Student AmeriCorp Volunteers

Susan Brand-Secher, *University of Rhode Island;* Kaitlin Lambert Donahue, *Bridgewater State University;* Hyunjin Kim, *University of Rhode Island*

This study explored cross-discipline university students' motivation to become National JumpStart Preschool Program's literacy volunteers. It also examined the relationship between volunteers' participation in the program and their leadership skills development. It compared a local university's findings with National findings.

Table 4: Technology and Innovation

The Impact of Virtual Math Games on Student Achievement in Mathematics and Student Engagement in the Classroom

Amanda A. Peterson, Marcia A. B. Delcourt, Kristy Zaleta, Harry Rosvally
Western Connecticut State University

Game-based learning (GBL) uses video games to engage learners in a user-friendly environment. This quasi-experimental study with GBL and non-GBL access included 230 middle school students from an urban school district. GBL users played the game Prodigy to enhance mathematics skills. Significant outcomes were found regarding gender and emotional engagement.

Leveraging AI in the Statistics Classroom: Integrating ChatGPT to Promote GAISE Guidelines

Emily Rostkowski, *University of Connecticut*; Nellie Rushton, *Stanford University;* Stacy Shaw, *Worcester Polytechnic Institute*; Hannah Smith, *Assumption University*

As the demand for statistical literacy grows, an engaging statistics classroom experience is imperative. ChatGPT will be introduced as a tool to enhance statistics curricula and support lesson planning, offering example prompts to help teachers better implement real-world connections to engage and interest students following the American Statistical Association's recommendations.

Table 5: Assessing Key Outcomes

Inferential Analysis of Relationships between Postsecondary Earnings and Mobility and Demographics using National Institutional Data
Moira Chiong, *Massachusetts Dept. of Higher Education*

This study performs an inferential analysis of the relationship between earnings and mobility and demographics (race/ethnicity, gender, age, Pell status) across sectors (control and level). Specifically, it serves to expand the literature on postsecondary outcomes, with policy ramifications for students of color, females, low-income and non-traditional students.

Student Teaching Licensure Portfolios and Stress
Maureen Neumann, Matt Chandler, and Juliet Halladay
University of Vermont

The purpose of the study is to examine preservice teachers' experiences with completing a K-6 state teacher certification licensure portfolio, understand their stress levels while creating the portfolio, and the effects of the portfolio post-graduation on classroom teaching practices.

1:00 - 2:30 *Merritt North*

Ethics and Critiques

PAPER SESSION
Discussant: John Chick, *University of Bridgeport*
Chair: Tram-Anh Tran Nguyen, *University of Massachusetts Amherst*

Engaging and Representing All Stakeholders in Education Policy Research
Ketrina Childs

Policy development and implementation processes include many individuals with varying viewpoints; therefore, when conducting policy analyses, researchers should incorporate the voices of all stakeholders involved in the education policy process. This paper offers methods for mitigating researcher bias to represent diverse stakeholders' voices during policy analysis accurately.

Quantitative Methods and Harm: A Call for Apology in Educational Research
Sarah Ferguson, *Rowan University;* Eshe Price

Quantitative methods have historically ignored debates about epistemological tension and argued that quantitative research is both objective and neutral. This methods paper calls for a shift in this practice, acknowledging the historical harms that have been enacted and engaging ethical practices and social justice theory to call for change.

1:00 - 2:30

Boston

Measurement and Psychometrics

PAPER SESSION
Discussant: April Zenisky, *University of Massachusetts Amherst*
Chair: Maura Maxfield, *University of Massachusetts Amherst*

Evaluating the efficacy of the IRTree model for Disengagement
Josiah Hunsberger, Brian Leventhal
James Madison University

The validity of score interpretations from low-stakes tests is plagued by low examinee engagement. Recently a promising IRTree model was proposed to adjust ability estimates for disengagement, with a noted need for critical evaluation. We conducted a comprehensive simulation study to investigate the accuracy of parameter estimates under varying conditions.

Measuring Individual's Growth between Non-equated Tests
Tzu-Chun Kuo, Nina Deng
Kaplan North America

When exams scores have not been made comparable, two IRT approaches can be considered to measure individual's growth: an equating method or a multidimensional modeling approach. This study compared these two approaches for measuring growth via a simulation study. Various test conditions, including sample size and test lengths, were considered.

Predicting Differential Item Functioning from Item Metadata
Eduardo J. Crespo Cruz, Archangel Gundula, Javier Suárez Alvarez, and Stephen G. Sireci
University of Massachusetts, Amherst

We employed regression models to investigate the degree to which item metadata is associated with differential item functioning (DIF). Our preliminary findings indicate that items with higher discrimination and difficulty parameters were significant predictors. This suggests a potential for item metadata to improve the fairness and validity of educational assessments.

The Effect of Answer Change on CAT Score Estimation
Jingyu Liu & Nina Deng
Kaplan

In this study simulation studies are conducted to evaluate the impacts of answer change on item selection and final theta score estimation in CAT test administration.

2:45 - 4:15 Boston

Classroom Applications of Generative AI Across Educational Settings

SYMPOSIUM
Discussant/Chair: Joanne Jasmine, *University of Massachusetts Amherst*

Presenters: Lorin Hannah; Jamie Mahr; Ellina Chernobilsky, *Caldwell University*

This symposium explores how generative AI, a type of AI that creates new content, can personalize learning for students of all ages. Presentations will discuss how teachers, researchers, and students can use generative AI in classrooms and potential challenges and solutions.

Generative AI in a Middle School English Language Arts Classroom (K-12)

AI Use in a Graduate Research Course

Student Perspective on Using AI in a Graduate Program

2:45 - 4:15 Hartford

Community and Culture

PAPER SESSION
Discussant: Shu Chen-Worley, *Touro University*
Chair: LaToya Parker, *Howard University*

Community Hoarding: Defining and Examining A Community Engagement Phenomenon
Sousan Arafeh and Kelvin Rutledge
Southern Connecticut State University

Community engagement is central to higher education's public mission. 'Community hoarding' is an unrecognized community engagement phenomenon with ethical and social responsibility implications for HE. This paper conceptualizes and explores 'community hoarding,' the intents and rationales behind it, and implications for ethical policy and practice regarding HE community engagement.

(Sessions details continued on next page)

Language and Culture Immersion Study Abroad
Lilliam Malave and Yueqiu Zhang
University at Buffalo

This case study examined to the extent that participation in a foreign/second language and culture immersion program enabled the participants to increase their second language proficiency, acquire culture content knowledge, influence their self-transformation, and use knowledge of the new culture and language to contribute to their respective educational settings.

Sustainable Learning Organizations through the Use of Community of Practice Principles
Eleanor Abrams, *University of Massachusetts Lowell*

This paper examines how incorporating Communities of Practice (CoPs) principles can enhance the sustainability of learning organizations. Two case studies illustrate how utilizing situated learning theory positively impacts alumni engagement, role progression, continuous recruitment, and training, ensuring the long-term success and vitality of these learning organizations.

Why Do Some Women Choose STEM Majors?
Betul Iscan, *University of Massachusetts, Amherst*

This study investigates the factors influencing women's decisions to pursue STEM majors with high-income potential using the HSLS:09 dataset. Chi-square and logistic regression analyses reveal that high expectation of success in math and interest in high-salary jobs correlate with choosing STEM, while societal contributions and work-life balance favor non-STEM choices.

2:45 - 4:15 *Ballroom*

DEI, Fairness, and Supporting Success in Education

POSTER SESSION
Chairs: Aaron Myers, *American Board of Internal Medicine;* Barbara Helms, *Freelance Editor*

Projected In-demand Industries and Occupations for Adult Learners
Aria Immanuel, *University of Massachusetts Amherst;* Maria Elena Oliveri, *Purdue University*

We used the U.S. Bureau of Labor Statistics and Occupational Information Network databases to identify in-demand occupations for adult learners to focus test development improvements for those learners. Our findings showed these industries are personal care/social services; healthcare practitioners; technical, healthcare support; and computer and mathematical industries.

Characteristics of Award-Winning Superintendents: Their Stories of Leadership
Kaitlyn Kakadeles and Marcia Delcourt
Western Connecticut State University

More than ever, there is a need for inspired school district leadership. This qualitative case study will include 10 school superintendents who won an award for their outstanding contributions. The results of this study provide suggestions to guide both aspiring and current leaders to enhance their leadership potential and effectiveness.

Check Yourself and Your School Leadership! Developing and Testing A Culturally Responsive School Leadership Checklist
Colin Hogan, *New Haven Public Schools*

This ongoing study examines how principals can integrate culturally responsive school leadership (CRSL) through every aspect of their leadership responsibilities through a checklist that references how to view every situation throughout their day applying CRSL.

Teacher Preparation Programs for Successful Implementation of Universal Design for Learning Principles
Sarah Dubin, *Rowan University*

This integrative review paper analyzes studies of how universities have attempted to incorporate Universal Design for Learning principles and guidelines into their teacher preparation programs. It seeks to establish which teaching methods were considered successful, how that success was measured, and what persistent barriers were identified.

Testing the Relationship Between Per-Pupil Expenditures and Demonstrated Mastery Across Biology and Literature
Nina Braum-Bharti, *Germantown Friends School*

Because inquiry-based, resource intensive Biology courses are more costly than Literature classes, a relationship between district-wide per-pupil expenditure and performance differences between Pennsylvania's Keystone Biology and Literature exams is hypothesized. Analyses reveal a small but significant effect, with higher expenditures associated with smaller gaps in mastery between Biology and Literature.

Time Literacy: Investigating Academic Support for Undergraduates that Includes Student Well-being
Darrell Earnest and Yuhwa Hong
University of Massachusetts, Amherst

We explore an intervention designed to support time literacy, defined as the one's capacity to reason about time in relation to one's priorities, commitments, resources, and needs. We share details of an exploratory intervention with 16 undergraduates (both neurotypical and neurodivergent) designed to support academic progress and overall well-being.

Should We Care About Non-Uniform Differential Item Functioning (DIF)?
Archangel Gundula, Eduardo J. Crespo Cruz, Javier Suárez Alvarez, and Stephen G. Sireci
University of Massachusetts, Amherst

Since its introduction in 1993, non-uniform Differential Item Functioning (DIF) has improved item analysis by revealing biases that vary with proficiency levels. Using logistic regression, this study examines reading and math items to emphasize the insights of non-uniform DIF, which impacts examinees differently across ability levels.

Analyzing Gender-Based Biases in Educational Assessments: A Differential Item Functioning (DIF) Study
Jungwon Kyung and Craig Wells
University of Massachusetts, Amherst

This study examines gender-based biases in a standardized educational assessment through Differential Item Functioning (DIF) analysis. Using the 2PL IRT model, the analysis identifies items that function differently for male and female test-takers, ensuring fairness and validity. This research contributes to advancing equity and social responsibility in educational assessment.

HBCUs: Why They Matter to Students, Educators, and Especially High Education
Zakiyyah Ali, *Howard University*

This study offers a qualitative historical analysis to develop an undergraduate course on HBCUs' significance. It explores how HBCUs adapted leadership and curricula during WWII to boost student success in STEM career preparation, highlighting HBCUs' crucial yet under appreciated contributions to higher education and STEM training.

Perceived enablers and barriers of student veterans in higher education
John Chick, *University of Bridgeport*

The scoping literature review examines the complex transition military veterans undertake upon their discharge and pursuit of post-secondary education. As an increased number of veterans transition to civilian life, the rise in the number of veterans pursuing postsecondary education underscores the importance of analyzing the barriers and enablers veterans encounter.

The Influence Of All Support Systems On Stress Levels Of Law Students
Alisha Mehta, *Central Jersey College Prep Charter School*

Law students encounter daily mental health issues. To better explore how support systems affect law students' burnout rates, a mixed strategy was used. A survey was administered first, followed by a semi-structured interview. According to the study's findings, the tough curriculum has a significant impact on stress levels.

Academic Self-Perceptions of First-Generation College Students
David Ciskowski and Marcia A. B. Delcourt
Western Connecticut State University

First-generation college students make up nearly one-third of the population of undergraduates in the U.S., yet 33% of these students leave college within their first three years. By examining the self-perceptions of this population, this study will contribute to current discussions on how to best support these coeds.

2:45 - 4:15

Merritt South

Supporting College Students with Children: Data-Driven Insights, National Trends, and Personal Stories Shaping a Future of Opportunity

PANEL
Moderator: Haley Myers Dillon, *California State University-Sacramento*

Miriam Cullimore, *Minnesota Office of Higher Education*; Brittani Williams, *Generation Hope*; Megan Brown, *University of Texas-San Antonio*

Supporting parenting students in higher education is crucial due to the unique challenges they face, such as balancing academic demands with caregiving responsibilities, financial stress, and limited access to affordable childcare. These obstacles often extend their degree completion timelines and impact their overall success. Join a conversation on supporting parenting students in higher education, featuring a panel of national experts. The panel will address these core issues, offering strategies to create family-friendly campuses that provide better support systems. Speakers include Dr. Brittani Williams, a former parenting student and Director of Advocacy, Policy, and Research at Generation Hope (a national nonprofit supporting student-parents through degree completion and economic mobility with a 2-generational approach); Miriam Cullimore, Student-Parent and Family Coordinator at Minnesota's Office of Higher Education; and Megan Brown, current parenting student and neuroscience major at the University of Texas at San Antonio. In this interactive 90-minute panel, audience members will contribute to creating a vision for family-friendly campuses. The discussion will be facilitated by Dr. Haley Myers Dillon, Assistant Vice President for Retention Programs & Cultural Academic Resource Centers at California State University, Sacramento, whose research focuses on the degree completion timelines of parenting students.

2:45 - 4:15

Salon EFG

Promoting Social Responsibility In and Through Educational Assessment and Measurement

SYMPOSIUM
Chair: Ellen Forte, *edCount*
Discussant: Ellen Forte, *edCount*

Charles DePascale, *Psychometric Confections, LLC;* Kristen Huff, *Curriculum Associates;* April Zenisky, *University of Massachusetts, Amherst*

Authors of four chapters in the upcoming 5th edition of Educational Measurement discuss how the field must prepare to meet its responsibility to support culturally relevant and sustaining assessment, and how this must be reflected in the joint Standards and inform future revisions to federal and state laws.

(Sessions details continued on next page)

The History of Educational Measurement

Designing and Developing Educational Assessments

Reporting Scores and Other Results

Assessment to Inform Teaching and Learning

4:30 - 6:00 *Concord*

Diversity, Equity and Inclusion in Education

PAPER SESSION
Discussant: Debra Stern, *Amani Public Charter School*
Chair: Dukjae Lee, *University of Virginia*

Assessing the Impact of Professional Learning Communities on Teacher Enactment of Culturally-Responsive Computer Science
Injila Rasul, Rebecca Woodland, and Fernando Mena Serrano
University of Massachusetts Amherst

CSforALL is an NSF-sponsored Research-Practice-Partnership (RPP) between the University of Massachusetts and the Springfield Public School District (SPS). CSforALL aims to disseminate a culturally-responsive Computer Science (CS) curriculum throughout SPS elementary grades. We examined the quality and effects of teacher Professional Learning Communities (PLCs) aimed at improving culturally-responsive CS pedagogy.

The Experience of Female Faculty Working to Obtain Full Professor at Striving Institution
Maureen Neumann and Cris Mayo
University of Vermont

This case study examined the experiences of eight tenured female faculty members at universities that are striving to elevate their current Carnegie classification (e.g., from R2 to R1 status). Findings show participants got mired in departmental administrative and service duties, and the shift to R1 research requirements left them behind.

The Relationship Between Out-of-School Suspension Rates, Teacher and Principal Characteristics, and Academic Achievement
Kyndra Middleton
Howard University

The current study sought to examine the relationship between out-of-school suspension (OSS), race, and academic achievement, inclusive of graduation rates. The results of the study further confirm more needs to be done related to discipline policies so schools can be more proactive instead of reactive for disciplinary infractions.

4:30 - 6:00 *Montpelier*

Evaluating Measurement Equivalence: Demonstrating Different Approaches

SYMPOSIUM
Chair: Sara Finney, *James Madison University*
Discussant: Bo Bashkov, *IXL Learning*

Autumn Wild, Riley Herr, Mason Jones, and Sara Finney, *James Madison University;*
Bo Bashkov, *IXL Learning*

Three studies were conducted in which various methods of assessing measurement equivalence were applied. Traditional structural equation modeling methods are utilized with mixed results on non-cognitive measures. The session concludes with the introduction of a different method in assessing measurement equivalence, which is applied and compared to traditional methods.

Examining the Psychometric Properties of ISSAQ-SS Subscales and Testing Measurement Invariance Across First-Generation Status

Measuring Alumni Career Outcomes: Examining the Factor Structure of the NACM and Testing Measurement Invariance Across First-Generation Status

Beyond the Multiple Group Model: Utilizing Moderated Nonlinear Factor Analysis to Explore Measurement Invariance

4:30 - 6:00 *Augusta*

Focus on Educators

PAPER SESSION
Discussant: Marcia Delcourt, *Western Connecticut State University*
Chair: Steven Holtzman, *Defense Testing and Assessment Center*

Defining Our Own Wellness: Educators' Views of Self-Efficacy, Self-Autonomy, and Shared Leadership on Wellness
Jessica Murray, *Montpelier Roxbury Public Schools*

Social Cognitive Theory and Social Ecology are leveraged to explore how the society, community, and individual levels interact within the school ecosystem to influence how educators experience wellness. Educator self-efficacy and self-autonomy, along with shared leadership, are explored as methods of increasing educator wellness across the school ecosystem.

Parent, Teacher, and Leadership Perceptions of Inclusive Special Education
Jordan McCaw and Rebecca Natow
Massapequa Public Schools

This case study examined the perceptions of special education inclusion held by different groups of participants, parents, teachers, and leaders, within a single school district. Inclusion was mostly viewed as dependent on student needs; however, distinct patterns existed regarding each group's perceptions that were informed by their experiences.

Structural Influence of Both Administrative and Individual Function on Teacher Self-Efficacy and Instructional Practice
Bohdan Christian
Stockton University

The analysis, uniquely conducted through a 'pooled coupling' methodology, delves into the influence of group leadership and individual teacher actions on teacher self-efficacy and classroom practice. The findings shed light on the intricate dynamics of leadership and personal actions in shaping classroom practice.

4:30 - 6:00 *Hartford*

Tapping into Growth Mindset and Community to Support Students and Beyond

WORKSHOP
Rochelle Mitlak, *University of Bridgeport*
Jess Gregory, *Southern Connecticut State University;*
Henry Johnson, Matthew Lepore, Megan Kashuba, and Spencer McClure; *New England Institute of Technology*

Students catch feelings during their research journey, this is normal, but how can faculty support students in developing the mindset and creating the sense of community that supports innovation and risk taking. Students (and others) who more consistently adopt a growth mindset persevere when facing challenges, but many of us in academia are successful even with a fixed mindset. We can develop our growth mindset and foster that in our students to make them less susceptible to getting derailed by setbacks. This session will focus on community building and fostering growth mindset in ourselves and in our classrooms.

NERA

4:30 - 6:00 *Merritt South*

Mastering your Job Interview: Strategies, Pitfalls, and Best Practices from Academia and Industry

PANEL
Ross Markle, *DIA Higher Education Collaborators*; Matthew J. Madison, *University of Georgia;* Yu Bao, *James Madison University;* Tabitha Bellamy, *New Jersey Department of Education*

Interviewing for a job can be a daunting task for graduate students or early career individuals with limited experience. This panel, composed of experienced professionals in academia and industry, will discuss the art and science of job interviews. More specifically, panel members will discuss preparing for interviews, virtual and on-site interviews, and standard interview types in academic and industry settings. After this panel session, attendees will be knowledgeable about the interview process in academic and industry settings, and understand steps to take to increase the likelihood of receiving an offer. This panel will be relevant to graduate students and early career professionals with limited interview experience.

5:45 - 6:30 *Parallel Post*

NERA Mentoring Program Happy Hour

SOCIAL

A key part of every NERA conference, the mentoring program provides graduate students with the opportunity to meet with professionals in the field. Mentors can provide individualized feedback on research projects and/or dissertations, as well as provide guidance during the conference. If you are a part of the NERA mentoring program, this is your chance to meet your mentor/mentee face-to-face. If you are not a part of the program, consider signing up for the upcoming year.

WEDNESDAY, OCT 9
DAY 2

6:30 - 8:30 *Ballroom*

Dinner and Presidential Address by NERA 2024 President Jonathan Steinberg:
Promoting Social Responsibility in Educational Research:
The Human Thing to Do

PLENARY SESSION

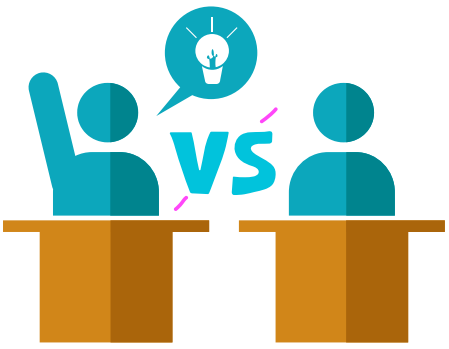
In providing the concept for this year's conference theme, it was natural for me to title this address based on a movie quote that I found impactful. During my talk, you will hear why I chose it. I will do so by drawing from my personal interests and 25 years of professional experience, to discuss the inspiration for some of the conference's featured sessions. I will also provide a recap of highlights and accomplishments from this year with an eye on how we can move forward together as an organization.

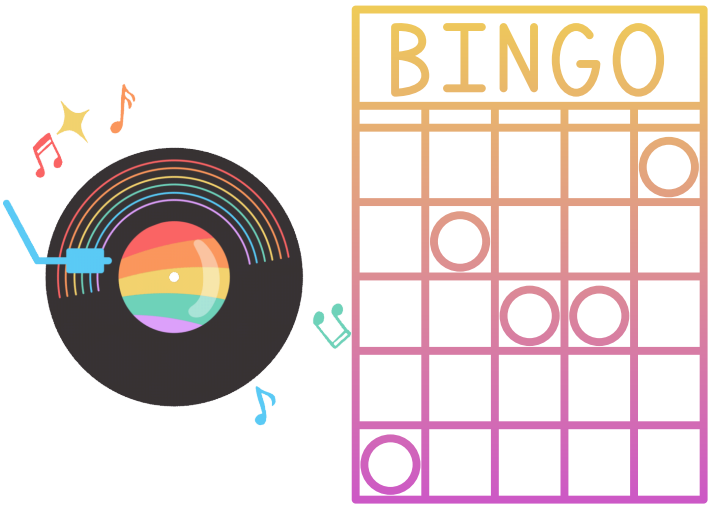
8:30 - 11:00 *Merritt*

NERA Presidential Reception - Featuring Music Bingo & Jeopardy

SOCIAL

Join us for another fun social event! Research shows that play is beneficial for adults too! Come play a few rounds of music bingo and Jeopardy to compete with colleagues, win fun prizes and enjoy some time to play!





THURSDAY, OCT 10
DAY 3

NERA

7:00 - 8:30 *Ballroom*

Breakfast and NERA Business Meeting - All are welcome and encouraged to attend!

Join us for breakfast (starting at 7:00) and the NERA business meeting (starting at 7:30) in the ballroom.

8:30 - 10:00 *Augusta*

Equity and Diversity in Educational Research and Assessment

PAPER SESSION
Discussant: Tricia Stewart, *Western Connecticut State University*
Chair: Jocelyn Auerbach Klein, *Rowan University*

Coloring Outside the Lines: Applications of Arts-Based Qualitative Research to Support Culturally Sustaining Practice in Schools
Christy Whittlesey, *University of Massachusetts Lowell*; Melissa LaBeaume, *Auburn Public Schools*; Nicole Shepardson, *University of Massachusetts Lowell*

Presenters will describe and share segments of three research projects that took place at the intersection of their experiences engaging in arts-based qualitative research (ABR) and their roles as K-12 school administrators. These projects, rooted in critical theory and the work of Freire, Dewey, Eisner, and Ladson-Billings, incorporate a variety of ABR methodologies including drawing and graphic elicitation, photovoice, and performance ethnography. Workshop participants will be invited to "doodle" throughout the interactive workshop as an embodied tool for understanding grounded in arts-based approaches as they consider possibilities for applying ABR to support culturally sustaining practice within educational and community settings.

Culturally Responsive Pedagogy an Empirical Means for Promoting Social Responsibility in Educational Research
Gregory Gershowitz

Stakeholders are increasingly responsible for preparing students to be college and/or career ready by supporting students in developing proficiency of skills in literacy. Students need to be financially, culturally, media, and information literate to successfully navigate their personal and professional environments. Culturally responsive pedagogies can potentially impact students' intrinsic motivation to learn. Workshop attendees will leave with a clear, tangible, and working understanding of cultural responsibility as a strategy for teaching and reflection.

8:30 - 10:00

Salon EFG

Research Methods, Leadership, Community, and Student Support

ROUNDTABLE SESSION
Chair: Kelsey Nason, *James Madison University*

Table 1: Research Methods

Researcher Positionality in the Self-Study of Teacher Education Practices: Towards Methodological Allyship
Adrian D. Martin, *New Jersey City University*

This theoretical inquiry explores the accounting of researcher positionality in the self-study of teacher education practices. Conceptually grounded in critical consciousness, empirical literature was reviewed. Findings suggest an imperative for deliberative consideration of researcher positionality as an intersectional phenomenon and part of the research process on inquiry of professional practice.

***I*dentifying the Correlation between Demographic Indicators and Digital Financial Literacy Amongst Teens**
Nehal Bajaj, University of Pennsylvania: The Wharton School of Business

An explanatory mixed-method sequential study with a two-phase design was directed at a diverse sample of teens in suburban high schools in NJ to measure the cultural and racial differences in their aptitude and understanding of digital financial literacy initially, through a certified exam followed up with a semi-structured interview.

Investigating Adult Education ESL Family Literacy Programming Experiences
Rick Raucci, Danbury & Milford Board of Education

This phenomenological qualitative study investigated the lived experiences of participants in an adult education family literacy program with a focus on English as a second language. The research was conducted in adult education family literacy programs, with data collected through semi-structured interviews and analyzed for thematic coding.

Table 2: Leadership

Assessing the Servingness of Public Two-Year Predominantly Black Institutions on Black Student Transfer
Allyson Clarke, *Howard University*

Predominantly Black Institutions (PBI) must recognize their role in serving Black students. This paper assesses ways in which PBIs, existing and emerging, can enforce statewide policies and best practices to eliminate or reduce the challenges Black students encounter when reaching beyond initial degree goals to advance their careers.

Building Bridges in Business Education: Designing an Inclusive MBA Program through Stakeholder-Centric Action Research
Henry Johnson, Megan Kashuba, Matthew Lepore, Spencer McClure, Shelby Perry
New England Institute of Technology

This roundtable session focuses on a new collaborative design of an MBA program at New England Institute of Technology, focusing on inclusivity and social impact (double bottom line approach).

Table 3: Community

Can you teach my CommUNITY?
Jasmine Johnson, *The College Board*

Nothing is consistent but change, and that yields true to the educational landscape in the United States of America. This proposal seeks to examine whether school administrators and teachers felt equipped to implement culturally relevant teaching practices in their urban classrooms and school environments and CRT impact on educational practices.

The Impact of Affinity Groups in Educational Measurement Analyzing the Contributions of 'Women in Measurement'
Jungwon Kyung and Craig Wells
University of Massachusetts Amherst

This study assesses the 'Women in Measurement' affinity group's role in promoting gender and racial equity in educational measurement through a systematic literature review. It aims to inform policymaking and enhance program development by evaluating the group's effectiveness in advancing equity goals.

The Impact of Redlining and Educational Policy in the United States and New Haven, Connecticut
Megan Mancarella and Nicole Madu
Southern Connecticut State University

This paper reflects in-progress research regarding the effects of redlining on educational policy within the United States generally and New Haven, Connecticut specifically. To explore this topic, the research will consist of archival research within the New Haven Mayoral Papers and the evaluation of relevant literature.

(Sessions details continued on next page)

Table 4: Supporting Students

Self-stigma, emotional intelligence, and help-seeking attitudes towards mental health in college students
Jolina Halloran, *Fairleigh Dickinson University*

This quantitative study explores the impact of emotional intelligence on self-stigma and help-seeking attitudes towards mental health among college students, aiming to identify barriers and facilitators to mental health services in higher education settings. It utilizes the Social and Emotional Learning (SEL) framework to guide its examination and potential interventions.

Closing the College Entrance Exam Gap in Writing for Black High School Students in California
Nailah Harvey, *Howard University*

K12 high school teachers are tasked with the role of providing academic support and safe learning environments to students to prepare them for higher education. Even still, there is a large number of high school students in Title 1 schools who are unprepared for college-level work, specifically English courses.

Primary Education in Nigeria: A case Study of the Global Mandate on Inclusive Education
Olusola Ogundola, *Rowan University*

In this study, my goal is to develop a framework with valuable contributions to inclusive education policy and practice in Nigeria. Through this framework, I will utilize Indigenous epistemologies on inclusion to explore the potential for transnational collaboration to deconstruct the hegemony inherent in a global notion of inclusion.

8:30 - 10:00 *Boston/Concord*

Various Perspectives and Examples of Principled Approaches to Test Development

SYMPOSIUM
Chair: Thanos Patelis, *University of Kansas*
Discussant: Andrew Wiley, *ACS Ventures*

Thanos Patelis, Charles Pittack, Courtney Castle, *University of Kansas*; Andrew Wiley, *ACS Ventures*

This session is a collection of presentations and a discussion that offers various perspectives and examples in the use of principled approaches to test development in higher education. Three perspectives and examples of using principled approaches in test development will be provided and one discussion giving food-for-thought to practitioners.

10:15 - 11:45

Providence

Language and Learning

PAPER SESSION

Discussant: Zakiyyah Ali, *Howard University*
Chair: Sarah Ferguson, *Rowan University*

Argument-Based Approach to Validation of a Curriculum-Based Measure of Reading Comprehension
Adam Lekwa and Christian Mathews, *Central Jersey College Prep Charter School*

In this session we introduce Sentence Order Fluency (SOF), a novel approach to curriculum-based measurement of reading comprehension. Specifically, we review a set of arguments implied by the intended interpretations and uses of SOF scores, and review evidence from two pilot studies in support of these arguments.

Creating a Learner-Centered EFL Speaking Classroom: Teachers' Roles and Implementation Challenges
Tram-Anh Tran Nguyen, *University of Massachusetts Amherst*

This study explores teachers' perceptions of their roles in learner-centered EFL speaking classes, their teaching practices, and the challenges they face in implementing these roles.

Supporting Struggling Readers in Digital Instruction: Audio Support Features as Instructional Tools
Sebastian Moncaleano and Fusun Sahin
Curriculum Associates

We examined how much 6th-grade students used audio support in reading comprehension digital lessons as an instructional support tool and its potential impact on learning outcomes. Audio support usage assisting reading comprehension instruction was found to be associated with higher likelihood of lesson success, particularly for Below-level Readers.

10:15 - 11:45 — Augusta

Social and Emotional Learning

PAPER SESSION

Discussant: Almut Zieher, *Yale University*
Chair: Autumn Wild, *James Madison University*

Emotional Intelligence and Contemporary School Leaders
April Clark, *University of Bridgeport*

This study used a non-experimental and correlational design, to discriminate between emotional intelligence (EI) of Generation X and Millennial school principals. The Mayer-Salovey-Caruso-Emotional-Intelligence-Test measured EI of 86 school principals. Data analysis included four categories of EI. Millennials showed higher EI and understanding and management of emotions than Generation X.

The Impact of 'No Place for Hate' on School Climate: A Transformative Program Evaluation
Jocelyn Auerbach Klein, *Cherry Hill Public Schools*

The purpose of this transformative program evaluation was to explore the change that resulted from the Anti-Defamation League's (ADL) No Place for Hate (NPFH) program, with specific attention on school climate and cultural identity at a suburban, Title I high school.

Understanding Social Emotional Learning in the High School Classroom
Olivia Vandoros and Samantha Goldman
Assumption University

Social Emotional Learning (SEL) is critical for students of all ages, but most programs are geared towards younger students. For this project, eight high school teachers were interviewed to understand SEL implementation in high school classrooms. Four main themes were identified and an aligned teacher toolkit was developed.

11:45 — Ballroom

Farewell and To-Go Snacks

NERA 2024 SCHEDULE

Tuesday, October 8

	Ballroom Foyer	Main Ballroom	Augusta	Boston + Concord	Hartford	Montpelier	Providence	Merritt North	Merritt South	Salon EFG
8:00 – 9am	Registration 8:00am-5:30pm		NERA Board Meeting							
9 – 10:30am				Workshop: Opening the Black Box: Understanding Content Development for Large Scale Standardized Assessment				Workshop: "Less is More": Responsible Qualitative Interview Practices for More Inclusive and Illuminating Responses		Workshop: Educational Research for Equity: A Workshop on Anti-Bias, Anti-Oppressive Educational Research Practices
10:30am – 12pm									Workshop: Data Quality: The More You Know; Key Concepts and Approaches to Ensure Quantitative Research Success	
12-1:30pm		Lunch on your own								
1:30 – 3pm					Paper Session: Supporting Equity and Diversity in the Classroom	Symposium: Harmonizing Horizons: Incorporating User Voices to Elevate Assessment Development and Support	Symposium: Investigation of Factors Affecting Students' Disengagement in Low-stakes Assessment			
3:15 – 4:45pm		Poster Session: Challenges and Exploration in K-12 Education & Innovations in Technology		Paper Session: Research and Practice in the LGBTQIA+ Community			Symposium: Humanizing the Higher Education Employee Experience through Research and Scholarship		Panel: Fostering Civic Learning in K-12 and Higher Education: Perspectives from the Field	
4:45-5pm		Break								
5 – 5:45pm	GSIC Social (Ballroom Foyer)									
6– 8pm	Dinner and Keynote Address by Beverly Leon: Evidence-Based Impact: Empowering Diverse Communities through Educational Research and Social Entrepreneurship (Main Ballroom)									
8 – 11pm	NERA Welcome Reception feat. The 3MT Competition (Merritt)									

Paper Session	Symposium	Poster Session	Roundtables	Workshop	Panel	GSIC

NERA 2024 SCHEDULE

Wednesday, October 9

	Ballroom Foyer	Main Ballroom	Augusta	Boston + Concord	Hartford	Montpelier	Providence	Merritt North	Merritt South	Salon EFG
7-8:15am	Registration 8:00am-5:30pm	Breakfast (Ballroom)- New Member Breakfast (Salon/EFG)								
8:15- 9:45am			Symposium: Course Placement: A Giant Elephant of Validity	Symposium: Educational Innovations in Occupational Therapy: Enhancing Life Skills and Performance through Diverse Interventions	Paper Session: Educational Research Methods		Symposium: Exploring the potential and challenges of using artificial intelligence in item generation for the Adult Skills Assessment			
9:45-10am		Break								
10-11:30am			Paper Session: Educator-As-Researcher			Symposium: Assessment In-Context: Building Measures at the Intersection of Research, Psychometrics, and Use		Paper Session: Applications of AI	Panel: Cultivating Social Responsibility: Amplifying How MSIs Support Students' Social and Economic Mobility	
11:30am-12:45pm		Lunch and Thursday Keynote Address by Dr. Shaun Nelms (Ballroom): Leading with Purpose: Empowering School Leaders for Lasting Change								
1-2:30pm				Paper Session: Measurement and Psychometrics			Symposium: Decolonizing Higher Education: Pivoting Toward the Greater Good	Paper Session: Ethics and Critiques		Roundtable: Exam Development, Mindsets & Perspectives, Technology & Innovation, and Assessing Key Outcomes
2:30-2:45pm		Break								
2:45 – 4:15pm		Poster: DEI, Fairness, and Supporting Success in Education		Symposium: Classroom Applications of Generative AI Across Educational Settings	Paper Session: Community and Culture				Panel: Supporting College Students with Children: Data-Driven Insights, National Trends, and Personal Stories Shaping a Future of Opportunity	Symposium: Promoting Social Responsibility in and Through Educational Assessment and Measurement
4:15- 4:30pm		Break								
4:30 – 6pm			Paper session: Focus on Educators	Paper session: Diversity, Equity and Inclusion in Education	Workshop: Tapping into Growth Mindset and Community to Support Students and Beyond	Symposium: Evaluating Measurement Equivalence: Demonstrating Different Approaches			Panel: Mastering your Job Interview: Strategies, Pitfalls, and Best Practices from Academia and Industry	
5:45- 6:30pm	NERA Mentoring Program Happy Hour (Parallel Post Bar)									
6:30 – 8:30pm	Dinner and Presidential Address (Ballroom)									
8:30-11pm	NERA Presidential Reception (Merritt)									

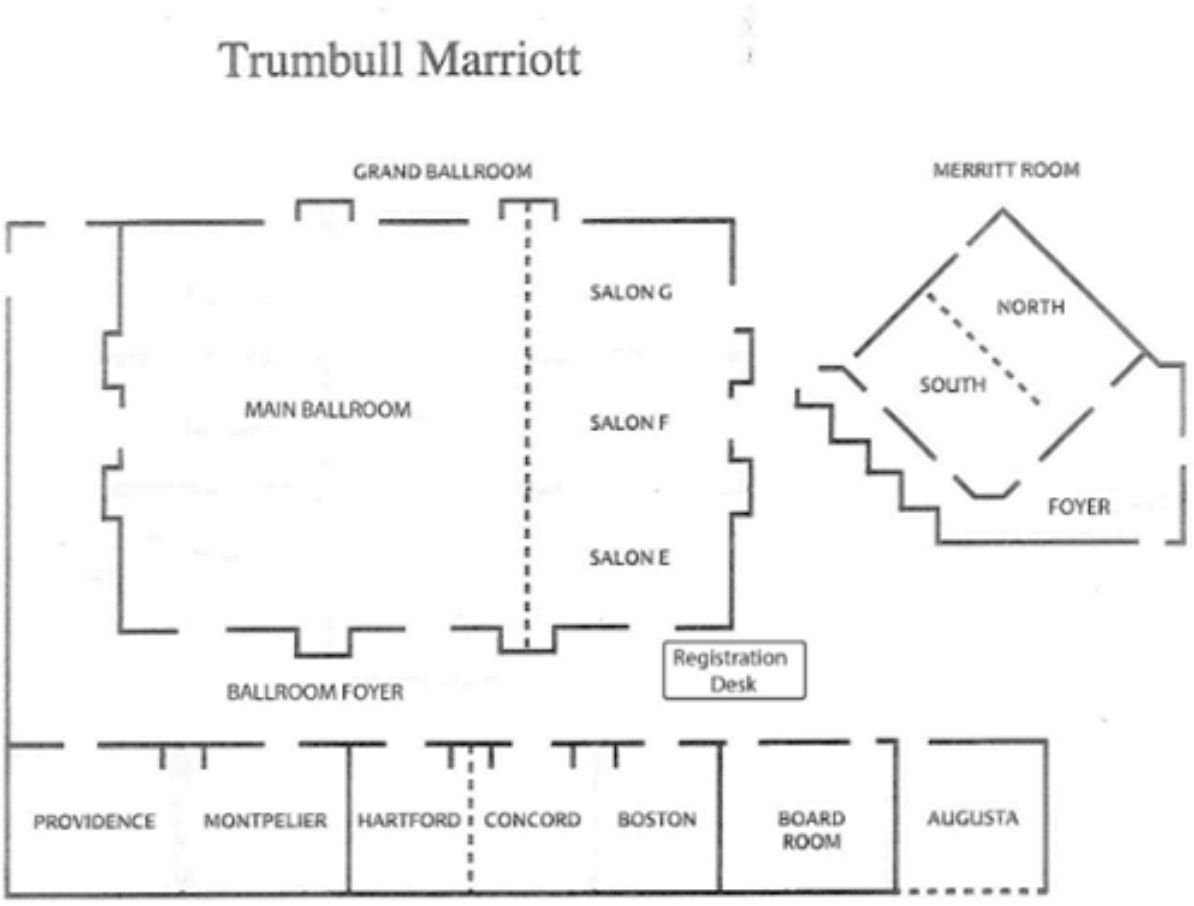
Paper Session	Symposium	Poster Session	Roundtables	Workshop	Panel	GSIC

NERA 2024 SCHEDULE

Thursday, October 10									
	Ballroom Foyer	Augusta	Boston + Concord	Hartford	Montpelier	Providence	Merritt North	Merritt South	Salon EFG
7-8:30am	Registration 8 - 10 am	Breakfast and NERA Business Meeting (Ballroom)							
8:30- 10am		Paper Session: Equity and Diversity in Educational Research and Assessment	Symposium: Various Perspectives and Examples of Principled Approaches to Test Development						Roundtable: Research Methods, Leadership, Community, and Student Support
10-10:15am	Break								
10:15-11:45am		Paper Session: Social and Emotional Learning				Paper Session: Language and Learning			
11:45am-12:00pm	Farewell and To-Go Snack (Ballroom)								

Paper Session	Symposium	Poster Session	Roundtables	Workshop	Panel	GSIC

HOTEL MAP


Trumbull Marriott
GRAND BALLROOM
MERRITT ROOM
SALON G
NORTH
SOUTH
MAIN BALLROOM
SALON F
FOYER
SALON E
Registration Desk
BALLROOM FOYER
PROVIDENCE
MONTPELIER
HARTFORD
CONCORD
BOSTON
BOARD ROOM
AUGUSTA