

## AERO Conference

October 19, 2005  
Program at a Glance

	Room A	Room B	Room C	Room D
<b>9:00am-10:00am</b>	<b>Plenary Session- David Garcia (ASU)</b>			
<b>10:00am-10:45am</b>	<b>Paper presentation- Bal</b>	<b>Paper presentation- Kurikoske</b>	<b>Paper presentation- Schou</b>	<b>Paper presentation- Ozedmir</b>
<b>10:45am-11:45am</b>	<b>PD-ADE</b>	<b>Symposium- Tate</b>	<b>Symposium- Hunting</b>	<b>PD- Gulchak</b>
<b>11:45am-12:45pm</b>	<b>Lunch- Hosted</b>			
<b>12:45pm-2:15pm</b>	<b>Plenary Session- CTB</b>			
<b>2:15pm-2:30pm</b>	<b>Break</b>			
<b>2:30pm-3:15pm</b>	<b>Paper presentation- Emmanuel</b>	<b>Paper presentation- Hare</b>	<b>Paper presentation- Cameron</b>	<b>Paper presentation- Chen</b>
<b>3:15pm-4:00pm</b>	<b>Paper presentation- Guenther</b>	<b>Paper presentation- Schmitz</b>	<b>Paper presentation- Osborn Popp</b>	<b>Paper presentation- Wilson</b>

### Program Schedule Detail

**9:00am-10:00am**

**Plenary Session- *David Garcia***

**10:00am-10:45am**

**Room A- International trauma interventions for refugee children and adolescents- *Aydin Bal***

This presentation describes interventions in place for refugee youth with posttraumatic stress disorder (PTSD). This presentation describes various levels of interventions designed to help refugee children and adolescents cope with the symptoms of PTSD based on a literature review which includes international empirical studies.

### **Room B- Are Arizona's ELL Student Making Progress? -**

*Anju Kuriakose and Rolanda Bell*

The research intends to examine the overall performance of English Language Learners by exploring the extend to which students are learning English, as well as the amount of growth in meeting Arizona's academic standards as measured by AIMS test. In addition to investigating the performance of students participating in ELL programs, this paper also will examine the academic outcomes of students who no longer participate in these programs.

### **Room C- A comparison of accountability and measure between the US and Denmark- Lotte Schou**

A visiting scholar from the Danish University of Education in the Division of Educational Leadership & Policy Studies (ELPS) at Arizona State University studies school accountability initiatives. This research study evaluates accountability measures and processes including testing in the United States and makes comparative analyses with the accountability programs in Denmark.

### **Room D- Teacher Burnout and Students with Attention Deficit Hyperactivity Disorder- Selda Ozedmir**

This study was designed to explore the difference between the burnout level of teachers of students with ADHD and teachers of non-ADHD students in Turkey. The Turkish version of the Maslach Burnout Inventory was administered to a total of 78 Turkish elementary school teachers. Overall findings revealed that there were no significant differences between the scores of teachers of students with ADHD and teachers of non-ADHD students. Some subscale differences emerged; however, the Personal Accomplishment subscale score of teachers of non-ADHD students was higher than teachers of students with ADHD. The results of this study also indicate that gender was not a main contributor to burnout either in teachers of students with ADHD or teachers of non-ADHD students. Research findings will be discussed and suggestions in regard to educational implications will be provided.

**10:45am-11:45am**

### **Room A- What is new at the Assessment and Research and Evaluation Sections of ADE? Roberta Alley, Robert Franciosi, Frank Brashear, Dr. Charles Bruen, Irene Hunting, Chris Paulino, Dr. Cindy Ziker**

Each panelist will give a short presentation on what is new in his/her area of assessment and accountability. The panelists will then answer questions from the audience. Target audience includes all those interested in AIMS testing, NAEP testing, and state and federal accountability.

### **Room B- The Development of Collaborative K-8 Benchmark Assessments. Patricia Tate, Mary Pistor, Judi Gottschalk, John Doherty, Ewan Brawley, Don Fournier**

This symposium will describe the collaborative development of K-8 reading and mathematics benchmark assessments, customization of an online testing hub using shareware and instructional response to immediate, relevant student data. Through this symposium, the presenters will demonstrate the value of inter-district collaboration to improve instructional practice and student learning.

**Room C- Evaluating educational policy factors that impact AIMS performance.** *Dan Hunting, Nora Coronado, Brian Fergus & Judy Chewning*

The drive for accountability in government means increasing demands for research-based program evaluation. Nowhere is this trend more apparent than in public education, where states are increasingly turning to high-stakes testing in response to demands from both citizenry and the federal government. This panel demonstrates how a single data set can be used to analyze many areas of policy interest.

**Room D- Positive Behavior Support: From Research Epistemology to Classroom Practice-** *Daniel Gulchak, Naomi Schoenfeld*

This session will identify research based classroom management strategies, define PBS at a practitioner level and share specific examples of PBS practices to eliminate common behavior problems/deficits in schools today.

**11:45am-12:45pm**

**Lunch**

**12:45pm-2:15pm**

**Plenary Session- Arizona Linking Study: TerraNova and SAT 9.**

*Bruce Randal, Sr. Research Scientist and Alan Sheinker, National Evaluation Consultant, CTB/McGraw-Hill*

CTB & ADE designed and implemented a study that would create linkages between TerraNova and SAT/9 for Reading, Language, and Math in grades 2-9. The primary purpose of the Fall 2004 Linking Study is to provide a transition from SAT-9 to TerraNova/AIMS (DPA) by describing the relationship between scores on SAT-9 and scores on TerraNova. The results of this study will also provide some insight to help test users make the transition from SAT-9 to TerraNova/AIMS (DPA).

This session will discuss the research design, data collection, sampling techniques, and provide some analysis of the results and focus on the correlations made among the two instruments.

**2:15pm-2:30pm**

**Break**

**2:30pm-3:15pm**

**Room A- Leading the Way in Technology Mentoring: A Formative Evaluation of Educational Leadership Part-time Faculty Attitudes Study Purpose-** *Gary Emmanuel, Mary Dereshiwsky, William Wright*

The goal of the present study was to extend the work of Emanuel, Dereshiwsky and Wright (2004). In this study the authors sought to identify the perceptions of part-time Educational Leadership (EDL) faculty at NAU regarding mentoring and support services. The present study focused the formative evaluation on identifying part-time faculty perceptions of quality of technology mentoring (interactive TV and Web) for application in their educational leadership instruction.

**Room B- Are TPR and TPR Storytelling Effective Language Acquisition Strategies? *Steve Hare***

Research was conducted with beginning level Spanish students to determine if the methods of TPR and TPR Storytelling are more effective more traditional instruction methods for vocabulary acquisition.

**Room C- Evaluation of Glendale Union High School District's Read 180 Program- *Kenneth Cameron***

In June 2004, GUHSD allocated Title I funds to implement the Scholastic Read 180 reading intervention program at seven of its nine schools. The primary focus of the program was to address reading deficiencies among freshman entering the district by delivering differentiated instruction in reading and writing within a small learning community. The purpose of this evaluation was to document the activities, processes and outcomes associated with the Read 180 program during the first year of implementation.

**Room D- Application of Rule-Space Methodology to Taiwanese Eighth- Grade Mathematics Achievement: From Micro Skill Perspectives- *Yi-Hsin Chen***

Under traditional psychometric models, including classical test theory (CTT) and item response theory (IRT) students' learning is reported by a single decontextualized estimate, such as total scores or theta estimates, rather than by substantive information regarding what knowledge or skills students actually possess. This researcher studied the knowledge states most populated by Taiwanese students to determine which cognitive attributes Taiwanese students master or do not master.

**3:15pm- 4:00pm**

**Room A- An Adolescent Literature WebQuest Demonstrating Knowledge Based Lesson Plan- *John J. Guenther***

This article develops a *WebQuest* or hypertext based lesson plan based on adolescent literature and considers the reasons for marrying technology and English education.

**Room B- Evaluation of Creighton Elementary School District's Intensive Standards-Based Math Initiative- *Gina Schmitz and Rosemary Agneessens***

The initiative included implementation of professional learning communities, development of grade level mathematics formative assessments, design and implementation of differentiated staff development opportunities around math, design and implementation of differentiated instruction based on the disaggregation of student formative assessment data every three weeks. The initiative was evaluated by a variety of tools: pre and post survey, peer observation of instructional strategies, learning community documentation, formal administrative evaluations and finally student performance on AIMS.

**Room C- Mathematics and Science Partnerships- *Sharon Osborn Popp, Ron Zambo, Sue Larson, Michael Kelley, Nora Ramirez, Hillary Burns, Lisa Valenzuela, Jan Irvin***

Maricopa County Regional Support Center (RSC) implemented a Mathematics and Science Partnership (MSP) Program to conduct professional development designed to provide mathematics teachers with high quality training in mathematical content knowledge and effective pedagogical strategies, and to impact student achievement in

mathematics. The purpose of this report is to present current findings and discuss plans for the continuation and expansion of the program through academic year 2005-2006.

**Room D The Relationship between Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Oral Fluency and performance on Arizona Instrument to Measure Standards-Dua Purpose Assessment (AIMS DPA)- *John Wilson***

The purpose of this study was to determine whether students in grades 3, 4 and 5 who reach grade level benchmark level of oral reading fluency are likely to meet the reading standard on the 2005 AIMS DPA reading test and conversely, whether students with poorly developed fluency are unlikely to reach the standard.

October 20, 2005  
Program at a Glance

***AERO Business Meeting 4:15-5:00 pm.***

**Program Detail**

**9:00am-10:00am**

**Plenary Session- Carol Peck**

“Lead with Five: Five Investments to Improve Education in Arizona,” is a report commissioned by the Rodel Foundation of Arizona, with support from Greater Phoenix Leadership. The report was initiated to determine what research-based strategies would make significant improvements in Arizona’s public education. Twenty-six business, community and education leaders were convened to produce the report under the leadership of national finance and education researchers, Dr. Allan Odden and Dr. Lawrence Picus.

**10:00am-10:45am**

**Room A- Encountering Disequilibrium: Enacting a Culturally Responsive Curriculum in a Novice Teacher’s Classroom- *Bette Bergeron***

The first year teacher’s experience in a classroom is typically characterized by challenges and frustration. Novice teachers must navigate through an unfamiliar curriculum, establish routines, adapt to a school’s politics, and yet still be held responsible for student’s performance on accountability measures. This paper focuses on this critical first year of teaching while adding the dimension of cultural equilibrium.

***And***

**The Relationship Between Teacher Quality and Teacher Retention Rates- *Seok Kang***

The relationship between teacher quality and teacher retention rates  
Many researchers insist that teacher quality is one of the important elements to determine student achievement. Among many components of teacher quality, such as academic ability, teaching experiences, certification status, professional development, and teacher preparation program, specifically in this paper it will be examined teacher preparation program and professional development with teacher retention rate.

Researcher wants to find out relationship between the two components of teacher quality and teacher retention rate.

**Room B- Designing and Implementing the Virtual Community-** *John Guenther*

This paper reports on an English 6 trait university class, the use of technology in class and applications in their future classrooms.

**Room C-An Analysis of Mapping and Test Reporting Strategies-** *Joe Ryan*

This project was designed to study the features and formats of score reports that make them useful to educators for identifying students' strengths and weakness and for designing, monitoring and adjusting instructional programs. The project included a review of assessment reporting research literature and an analysis of current assessment reporting practices. Field-based educators who are deeply involved in curriculum, instruction, and assessment activities in their schools and school districts participated in two focus groups to provide their insights and suggestions about the substance and formats of various score reporting approaches.

**Room D- Growth Curves Analysis in Contemporary Educational Research-** *Alphonse Damas, Jr*

Research and Evaluation Arizona Department of Education This article describes some application of latent growth curve models (LGM) and hierarchical linear models (HLM) in the analysis of the effects of the No Child Left Behind (NCLB) policy on the academic achievement of Arizona students. This article also offers different examples of how to fit these models to longitudinal data using a variety of software programs and how the same models can be fitted using both structural equation modeling and multilevel software, with nearly identical results.

**10:45am-11:30am**

**Room A- Participation in the Classroom: An analysis of three Chinese Doctoral Students in a Graduate Level Seminar-** *Jingning Zhang*

This study is intended to shed light on classroom instruction and learning (in humanities/social sciences) at U.S. universities where the number of international students is increasing each year. It looks at a very "trivial" aspect of academic activity: Chinese doctoral students' classroom participation. Researchers portrait the process of been socialized into a new academic community as the power struggle. The new community controls over new comers by manipulating access to resources, information, and opportunities whereas new comers strategize, resist, and change and transform the knowledge and practices to fit their own practices and purposes (Li, 2003). This study is interested in further exploring this issue by answering the following research questions: 1) How did the three doctoral students participate and what meanings did they attach to their participation? 2) How was their participation shaped and interactive with their fellow students and the instructor, who constituted their environment in the classroom? 3) How could their classroom participation be framed in their experiences of living in the United States as new comers?

**Room B- Human Reasoning Transcends Computation-** *Inhyun Choi, Chong Ho Yu, Angel Jannasch-Pennell, Samuel DiGangi*

The objective of this paper is to examine the efficacy of various cognitive models and their implications for research on educational psychology and technology. This paper examines the implications of recent mental modeling approach research.

**Room C- Retention Rates Across Freshman Seminar Programs- *Mary Kelly Fry, Dr. Rebecca Pollard Cole***

Research into the correlates of college student retention has investigated student and institutional characteristics, their interventions, and more recently the effects of retention programs. This ongoing study investigates the influences of two different types of freshman seminar programs on retention rates and academic success of first time, full time freshman seminar participants. This presentation reports the preliminary analysis of retention rates between participants and non participants.

**Room D- Poster Sessions**

**Allison Larsen-** Educational equity has been the focus of numerous state and federal laws, including NCLB, which supports outcome-based accountability to assist with closing the achievement gap between groups identified as being at risk for academic underachievement. This poster session will focus on results of a study that evaluated the achievement gap by examining the relationship between ethnicity and achievement, as well as between SES and achievement in Arizona schools.

**Denise Lundberg-** To meet the needs of ESL and Native English Speakers, we must know more about the process, not the product of reading. In the 1960's Goodman and his colleagues were interested in the processes involved in reading, and asserted that miscues could reveal covert cognitive processes. Miscues are observed oral responses from readers that do not match the expected responses of text, which can be analyzed and compared. This analysis can be used to determine which language systems (graphophonic, syntactic, and semantic) that the reader is focusing on. Readers are able to fully comprehend text only if all three cueing systems are properly processed. The purpose of this study was to analyze reading miscues of ESL and Native English Speaking students.

**Christa Lynch-** The objectives of this presentation are to discuss the conceptual and statistical relationship between individual and collective efficacy beliefs in a sample of beginning teachers, and theoretical framework underlying the individual and collective efficacy beliefs of beginning teachers.

**11:30am-1:00pm**

**Lunch- on your own**

**1:00pm-2:00pm**

**Plenary Session- Morrison Institute**

How Arizona Compares: Real Numbers and Hot Topics, 2005  
Which state is wealthiest or healthiest? Which metro is the least stressful to live in? How Arizona Compares: Real Numbers and Hot Topics answers these questions and many, many more. The fifth edition of Arizona Policy Choices and the first reference tool of its kind, How Arizona Compares will show you a different Arizona than you think you know. How Arizona Compares will help you see your state and metro areas in competitive terms and, one hopes, redouble your efforts to make Arizona a more prosperous place.

**2:00pm-2:15pm**

**Break**

**2:15pm-3:15pm**

**Room A- Improving Educational Practice: Lessons from the Arizona System Ready/Child Ready Project-** *Beth Blue Swadener, Ph.D, Alicia Smith, Pradnya Patet, Debarati Narayan, Mark Nagasawa, Claude Enfield, Joy Mills, Andrea Henderson, Joanne Floth, Diana Abel*

The Arizona System Ready Child Ready project emerged in response to the lack of Early Childhood Professional Development opportunities for educators who serve children in high-need communities and Arizona's challenge of finding ways to weave together a more integrated system of early childhood initiatives and collaborative opportunities. Six colleges partnered to create 'learning communities' for Early Childhood practitioners desiring to pursue their degrees in the field.

**Room B- Research Tools from the National Center for Education**

**Statistics-** *Dr. Cindy Ziker*

The results of the 2005 National Assessment of Educational Progress (NAEP) will be released in October for 4<sup>th</sup> and 8<sup>th</sup> grade mathematics and reading. This release will include the launching of new web-based research tools that will be available to the public after the release. The NAEP Data Explore allows researchers to run regression analyses, state to state comparisons, gap analyses, and comparisons in changes among subscales. Graphing, significance testing, and a variety of data displays are made easy with this tool.

This professional development session will provide participants an interactive opportunity to gain familiarity with these tools, in order to produce reports, graphs, and research studies using NAEP data. Interpretation of NAEP data will be discussed, along with other NCES resources for teachers, principals, and policy makers.

**Room C- The Arizona K-8 GeoLiteracy program: Findings and Future Directions-** *Sharon Osborn Popp, Elizabeth Hindem Margarita Jimenez-Silva*

In 2002, the Arizona Geographic Alliance teamed with teachers, professors, assessment specialists, cartographers and programmers to produce a series of K-8 lesson materials that meet Arizona's content standards in reading, writing and geography. This symposium will provide an overview of GeoLiteracy and present the study of its efficacy with current findings.

**Room D- Disproportionality in Special Education-** *Nanci Murry, Kathleen King, Dalia Rostenberg*

This proposed session will examine current research from the field addressing the disproportionate representation of culturally and linguistically diverse students in special education, as well as present a culturally responsive pre-referral intervention approach. Research will be discussed indicating several factors that contribute to such disproportionate representation including: lack of availability of alternative programs, inappropriateness of instruction in general education classrooms, and presence of bias in the referral and decision making processes pertaining to special education eligibility, among others.

**3:15pm-4:00pm**

**Room A- Literacy and Delinquency-** *Derrick Platt*

In exploring the relationship between literacy and delinquency it is important to look at youth at the moment of first incarceration. Past reading studies have focused on juveniles who have been adjudicated several times and incarcerated for extended periods of time (Nelson, Rutherford & Wolford, 1987). The current study, conducted in a large urban detention center, focused on the reading levels of youth that are in the first stages of

delinquent behavior. The study analyzed the relationship between student's age, times detained, police referrals, and reading level. These findings are discussed in relation to designing reading interventions for youth that are first incarcerated in juvenile detention. Promising practices for getting these students involved in reading will be presented to better the opportunities for the juveniles to be successful both within the detention facility and in their public school programs.

**Room B- Spatial and Reasoning Predictors of Learning Lunar Motion-***James Corkins, Vivian Lemanowski*

Twenty-four college freshmen and sophomores in an introductory physics class were given a Lunar Motion Assessment (LMA) within the first week of school prior to any instruction. Two weeks later they were given a Cubic Rotation Test (CRT) and a Surface Development Test (SDT) (both assessing spatial abilities), as well as, a Propositional Logic Test (PLT) and a Scientific Reasoning Test (SRT) (both assessing reasoning ability). After 8 weeks of journaling, moon watches, modeling activities and instruction, students were given the LMA again as a posttest. It was found that only the Surface Development Test, by itself, predicted normalized gain scores on the LMA. Conversely, only reasoning ability (the average score on both reasoning tests) was found to predict LMA normalized gain scores. Spatial ability did not predict LMA normalized gains scores over and above reasoning ability; further, reasoning ability did not predict LMA normalized gains scores over and above spatial ability. Finally, the combination of all of the cognitive measures highly predicted LMA normalized gain scores.

**Room C- Effects of All-day K and Reading First on Kindergarten Performance: 2004-05 Cohort-***Cynthia S McCahon*

The objective of this study was to determine if participation in an all-day kindergarten or Reading First program improved the reading and mathematics performances of kindergarten students.

**Room D- Direct and Collateral Effects of the First Step to Success Program on Turkish Children with Attention Deficit Hyperactivity Disorder-***Selda Ozedmir*

This study evaluated efficacy of the First Step to Success Early Intervention program on improving problem behavior and social behavior in Turkish children with attention deficit hyperactivity disorder and the collateral effects of this intervention on the behaviors of the teacher and the overall classroom environment.

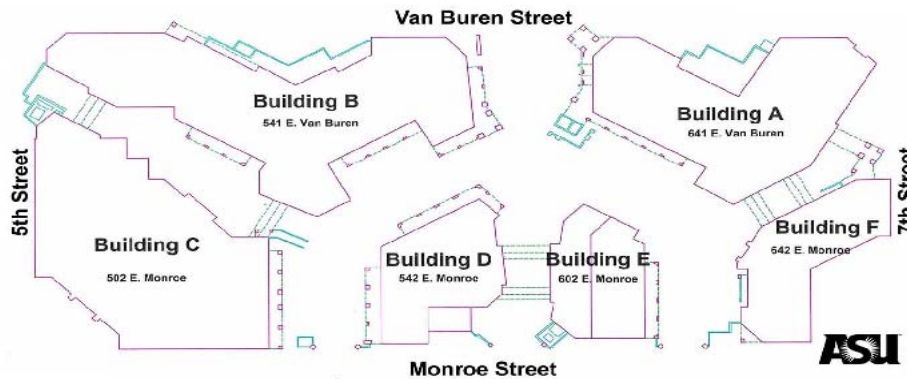
**And**

**Turkish Early Childhood Education-***Mumin Tufan*

In recent years, Turkey has been experiencing social, cultural, and structural changes in the country. Increase in the percentage of well educated people and proportion of working females, decreasing infant mortality rates, migration from rural to urban, and rapid changes in family structures, made early childhood education one of the most important areas in the country. Further, considering the fact that Turkey is a country with a population of about 68 million and 6,7 thousand of the population are under the age of five, the aim of this study appeared as preparing a literature review on historical development, current situation, policy and research in the area of early childhood education for better understanding.

## ASU at Downtown Information

### Map



### Driving Directions

The Downtown Center is conveniently located at Fifth and Monroe streets in downtown Phoenix.

From the East Valley, take I-10 West (Los Angeles) and exit 7th Street south.

From the West Valley, take I-10 east (Tucson) and exit 7th Street south.

From North Phoenix, take the Squaw Peak Parkway (51) south to I-10 West and exit 7th Street south.

### Parking Info

#### WHERE IS PARKING AVAILABLE? IS THERE A FEE ASSOCIATED WITH PARKING?

The Heritage and Science Park garage is the most convenient parking for Downtown Center event participants. The garage is at the southeast corner of **Monroe and 5th streets**.

There are two garage entrances; one is on Monroe Street and another on 5th Street.

Additional parking is available at parking meters along the street. There is no fee for parking in the garage; however, you'll need to bring the parking ticket to the conference to have it validated.