



IOWA EDUCATIONAL RESEARCH
& EVALUATION ASSOCIATION

IOWA EDUCATIONAL RESEARCH AND EVALUATION ASSOCIATION

2004 ANNUAL CONFERENCE

**SUPPORTING PROFESSIONAL
DEVELOPMENT IN IOWA THROUGH
COLLABORATION AND RESEARCH**

DECEMBER 10, 2004
FIVE SULLIVAN BROTHERS CONVENTION CENTER
WATERLOO, IOWA

WELCOME

WELCOME FROM THE IEREA PRESIDENT AND CONFERENCE PLANNING CHAIR

Welcome to Waterloo! This year the Iowa Educational Research and Evaluation Association's annual conference takes a closer look at recent trends in the design and evaluation of professional development and their significance for educators and researchers. In our morning sessions, two local, large-scale professional development projects: "Bringing History Home" and "Project SMILE (Science, Math, Inquiry Learning Enhancement)" will be featured. Both projects provide interesting insights into how to support and provide evidence of teacher learning and exemplify the long-term collaborative relationships between schools, AEAs, and universities necessary to carry-out high-quality professional development successfully.

In the afternoon, our keynote speaker Margaret Eisenhart, in her presentation entitled "Hammers and Saws for the Improvement of Education Research", will elaborate on the debates surrounding "scientifically-based" research and its relationship to educational improvement. This discussion should be of interest not only to those who conduct and fund educational research, but also to those who design professional development that is informed by research.

And as has become a popular tradition at our conference, we will showcase the latest in educational research from across the state with morning and afternoon poster sessions. The conference will end with the presentation of the IEREA Distinguished Research Award, given to the poster presentation deemed most meritorious by our panel of expert reviewers.

On behalf of the IEREA conference planning committee and Executive Council, we hope you find this year's conference informative and enjoyable.

Sincerely

Flo Hamrick, President IEREA

Anthony Gabriele, Conference Planning Chair

The IEREA Council would like to thank and acknowledge the hard work and dedication of the following individuals who helped review and select this year's poster presenters:

- Deborah Kilgore, Iowa State University
- R. Darrell Peterson, Iowa State University
- Jon Twing, Pearson Educational Measurement
- Kris Waltman, University of Iowa
- Xiaoping Wang, Iowa Department of Education
- LyAnn Western, University of Northern Iowa

CONFERENCE SCHEDULE

8:00-9:00 a.m.

REGISTRATION:

Mike Szymczuk, Treasurer IEREA

9:00-9:10 a.m.

WELCOMING REMARKS:

Flo Hamrick, President IEREA
Jon Twing, V.P. Test and Measurement Services,
Pearson Educational Measurement

9:10-9:30 a.m.

OPENING REMARKS:

Jeffrey Cornett, Dean of the College of Education, University of Northern Iowa
Presiding: Anthony Gabriele, IEREA Conference Planning Chair

9:30-10:15 a.m.

HIGHLIGHTED PROJECT: "BRINGING HISTORY HOME"

Room 23

Presiding: Kris Waltman, University of Iowa

Panelists: Elise Fillpot, Washington Community School District
Don Yarbrough, University of Iowa
Julie Kearney, University of Iowa
Kim Heckart, Washington Community School District

Bringing History Home (BHH) is a professional and curriculum development project for Kindergarten through the 6th grades, funded by a U.S. Department of Education Teaching American History grant. The project, which offers a response to the widespread absence of sequential K-6 history curricula in U.S. classrooms, began in October 2001 and continues through October 2004. The BHH curriculum units are based on primary sources and trade book readings, and are available for public use and non-profit reproduction via the internet site <http://www.bringinghistoryhome.org>.

10:15-11:15 a.m.

POSTER SESSION I

2nd Floor Hallway

The Status of Early Field Experience in Agricultural Education: A National Descriptive Study

Michael S. Retallick & Greg Miller, Iowa State University

Abstract: This study describes early field experience (EFE) in agricultural teacher education programs nationally using a descriptive census research design. Data from this study can serve as a benchmark for future planning, implementation, and evaluation of EFE not only in agricultural education but also in the broader context of teacher education.

Poster Session I (continued)

10:15-11:15 a.m.
2nd Floor Hallway

Turkish Students' Understanding of the Nature of Science

Cuneyt Ulu, Deniz Lisesi Komutanligi (Istanbul, Turkey), Recai Akkus, Murat Gunel, & Michael Clough, Iowa State University

Abstract: As a field of study, the NOS seeks to describe the basic structure of science, what science is, how science works, how scientists operate and how science and society interact (Clough, 2000). A two-stage survey was administrated to analyze Turkish students' understanding of Nature of Science using the VOSTS instrument (Aikenhead & Ryan, 1992).

Preservice Teachers' Beliefs about Assessment

Elana Joram, Anthony J. Gabriele, & John Henning, University of Northern Iowa

Abstract: The purpose of this study was to add to a growing body of literature by examining the beliefs of preservice teachers about assessment using targeted questions about a variety of issues relevant to this topic. We anticipate that our results will contribute to constructing a more accurate picture of preservice teachers' beliefs about assessment, and that this, in turn, will help teacher educators develop more effective instruction on this topic.

*Mid-career Faculty Involvement in Learning Communities:
An Exploration of Outcomes and Vitality*

Shari L. Ellertson, Iowa State University

Abstract: This qualitative study examined mid-career faculty members' involvement in learning communities to discover outcomes of their participation and to explore the degree to which the construct of vitality can appropriately illuminate their experiences. Findings indicated that learning communities provide an environment that fosters both mid-career faculty development and faculty vitality.

*Learning to Teach in the Context of a School-University
Partnership: A Portrait of an Intern*

Linda Armstrong, Graceland University

Abstract: Using Lave and Wenger's (1991) community of practice as a framework to investigate teacher identity as participation, this poster documents how an elementary preservice teacher constructed teacher identities during an action research inquiry within the context of a Professional Development School (PDS).

*Preparing America's Future: What Can Be Learned from the
German Vocational Education System?*

Nanci L. Shaw, Iowa State University

Abstract: This qualitative study explores factors contributing to the success of Germany's highly differentiated and separate vocational education system from the perspective of school administrators in Berlin, Germany. Results indicate that high expectations, partnerships, and leadership, with no separation in status between the vocational and the academic, are the most essential factors.

Poster Session I (continued)

10:15-11:15 a.m.

2nd Floor Hallway

The Impact of Annotations on Essay Scoring

Paul Nichols, Pearson Educational Measurement

Abstract: This study examined the impact of annotation training and assigning annotations on holistic scoring. Training readers had no meaningful impact on reliability, validity or rate of essay scoring. Actually applying annotations had no meaningful impact on reliability or validity but did impact rate of scoring, increasing scoring time 42%.

Factors that Influence Retention and Graduation: How to Keep 'Em and Complete 'Em

Darin Wohlgemuth, Don Whalen, Julia Sullivan, Carolyn Nading, Mack Shelley, & Yongyi (Rebecca) Wang, Iowa State University

Abstract: This study offers interpretations of the results from the statistical analysis of a cohort of Fall 1996 undergraduates. A logistic regression model was used to predict individual student outcomes of retention for each of four years, and the outcome of graduation at the end of years four, five, and six.

School Counselors' Practices Regarding Students' Self-injurious Behaviors: A Summary and Implications for Practice

Susan Roberts-Dobie, University of Northern Iowa & Rebecca J. Donatelle, Oregon State University

Abstract: The study's purpose was to examine counselors' practices related to students' self-injurious behaviors and their preparation for working with this population. Findings suggest that counselors feel they are the appropriate person in the school to work with self-injurers, but need training to identify self-injurers and refer them to appropriate resources.

Evaluating High School Students as Research Interns

M.L. Feldmann, Iowa State University

Abstract: Research has shown that the traditional sequence of biology, chemistry, and physics in U.S. high schools may be at the root of poor student performance in college (Mervis, 1998). This evaluation considered the opportunities provided to high school students through supplemental learning in college laboratories before attending college.

Perception of Family Involvement in Reading Development of Elementary-Age African American Children in a School in a Midsize Midwest Community: Family, Child, & Teacher Comparison

Shadrack Gabriel Msengi, University of Northern Iowa

Abstract: The purpose of the study was to investigate family involvement in reading development of elementary school-age African American children as perceived by the child, the teacher, and the family. Basically, emphasis was given to what the family believed, said, and practiced. The extents to which the family, the child, and the teacher perceive that families are effective in benefiting their children in reading development are examined.

Poster Session I (continued)

10:15-11:15 a.m.
2nd Floor Hallway

The Standards Movement and School Equality: How Good is the Common Good?

Shelley Counsell & Sue L. Pettit, University of Northern Iowa

Abstract: Historically, public schools have struggled to provide an education for the *common good* of all learners, due to ranking, labeling, and tracking practices (Apple, 1990). An examination of the *standards movement* based on *meritocratic ideology* reveals how these same social and academic inequalities are further perpetuated by high-stakes accountability systems.

A Reading Tutor's Search for the 'Right' Discourse

David Landis, University of Northern Iowa

Abstract: This paper discusses how one tutor utilized language as a means of teaching reading lessons and demonstrating accountability for her student's progress. It examines tutor-student discourse in order to understand how the tutor tried to assist her student.

Scaling and Succession in School Reform Efforts

Thomas L. Alsbury, Nanci Shaw, & Brian Hand, Iowa State University

Abstract: This study provides updated results on a multiyear district-wide systems analysis of leadership reform variables necessary for sustainable change. This qualitative study investigated one district's implementation of a particular innovative science instructional project. The study resulted in identifying key system-wide leadership variables necessary for scaling and succession in reform programs.

Narratives From the Front Line: Changes in Teachers' Use of Technology

Denise Lindstrom & Dale S. Niederhauser, Iowa State University, & Johannes Strobel, University of Missouri

Abstract: Teachers have not typically used technology effectively with their students. The need to guide teachers in technology integration practice that is more consistent with constructivist pedagogy has prompted the development of standards. Interviews with teachers were conducted in order to determine if current technology integration practice reflects these standards.

11:15-12:00 a.m.
Room 23

HIGHLIGHTED PROJECT: "PROJECT SMILE (SCIENCE, MATH INQUIRY LEARNING ENHANCEMENT)"

Presiding: Kay Forsythe, Prairie Lakes AEA

Panelists: John Dunkhase, University of Iowa

Don Yarbrough, University of Iowa

Julie Kearney, University of Iowa

The purpose of Project SMILE (Science, Math Inquiry Learning Enhancement) is to improve student achievement in mathematics and science by focusing on improving teaching and learning practices in grades 5-8. This collaborative project which includes The Science Education Center at the University of Iowa, Grant Wood Area Education Agency (GWAEA) and five Iowa school districts, received a grant through the Title IIA program to fund activities to promote high quality professional development. These activities include: (1) An intensive summer workshop for 38 teachers and 7 administrators on inquiry

methodology and use of hands-on, NSES/NCTM-endorsed curriculum materials; (2) An ongoing Lesson-Study Group process at each participating school throughout the academic year; (3) Onsite classroom implementation assistance from GVWAEA and UI staff and faculty throughout the academic year; (4) Ongoing Seminars throughout the year for additional content knowledge and teacher sharing of lessons learned; and (5) A one-day symposium to share project findings with educators across Iowa.

12:00-1:30 p.m.
Room 21

LUNCHEON/KEYNOTE: "HAMMERS AND SAWS FOR THE IMPROVEMENT OF EDUCATION RESEARCH"

Keynote Speaker, Margaret Eisenhart, University of Colorado, Boulder
Presiding: Flo Hamrick, President IEREA

Despite objections from prominent methodologists (e.g., Campbell, 1984; Cook, 1998; McCall & Green, 2004) and national organizations (American Educational Research Association, 2003; National Research Council, (2002), key policy makers in the federal government continue to push for experimental designs primarily, exclusively, or unquestioningly. Educational scholars and researchers must counter this agenda, not by revisiting tired debates, e.g., qualitative vs. quantitative research, but by underscoring the need for and value of multiple and integrated research designs and methods in education. To be sure, educational scholars and researchers have a range of views on this topic. Regarding the particulars of design preferences and methodological choices, researchers in different camps agree with each other on very little. But they do agree on one thing: Research designs and methods should be chosen for the likelihood of providing answers to the questions being asked. When scholars and researchers with such diverse views agree on something, it seems prudent to pay attention. This is the topic I take up here. I will discuss, in turn, current rationales for more experimental, more scientifically based, more intention-oriented, and more practically-oriented research in education and their necessary interdependence.

1:30-2:30 p.m.

2nd Floor Hallway

POSTER SESSION II

From Success to Survival: The Impact of Florida's Third Grade High-Stakes Testing on Teachers and Students

Shelly Counsell, University of Northern Iowa

Abstract: Using data collected through teacher questionnaires and phone interviews, the impact of high-stakes testing on learning and instruction was examined with lifeworld and systemsworld perspectives. Results indicated the following: narrowing of curricula; eliminating individualization; emphasizing test preparation; increasing stress and anxiety; and difficulties recruiting/retaining third grade teachers.

Poster Session II (continued)

1:30-2:30 p.m.
2nd Floor Hallway

Professional Development for School Administrators: Initial Findings of the Iowa Mentoring/Induction Program for Novice Principals and Superintendents

Thomas L. Alsbury, Iowa State University
Donald L. Hackmann, University of Illinois

Abstract: The Iowa Mentor and Induction Program (2002-03) included 62 first-year principal/superintendent mentors/mentees. Surveys indicated differences in overall program satisfaction, as well as role uncertainty between mentor and mentees, especially in same versus mixed gender teams. Recommendations included providing more structured role definition and a new approach to mentor/mentee team selections.

Impact of Computer Assisted Instruction on Student Achievement and Attitude

Kristi Holz Edwards & Greg Miller, Iowa State University

Abstract: This study sought to determine differences in achievement and attitudes of junior high exploratory agricultural education students when using traditional and computer-assisted instruction. Post test achievement was higher for students receiving computer-assisted instruction than for students receiving traditional methods. No significance attitude differences were noted between the groups.

A Dialogue between "Strangers" – a Process Analysis of Peace-making Among International Students from Societies in Conflict, Studying at a U.S. Institution of Higher Education

Shantha J.R. Pieris, Iowa State University

Abstract: Universities in America enroll a high proportion of International students—many from societies in conflict who have never met "the other" in their domestic conflicts. We will examine how a "conflict transformation" workshop for international students from such societies promotes understanding. Use of American students as facilitators is discussed.

Evaluation of the Iowa Behavioral Alliance: SWIS, PBS, RISE, and aeLou

Robin Galloway & Mack Shelley, Iowa State University

Abstract: The Iowa Behavioral Alliance's K-12 positive behavior support, dropout prevention, and mental health efforts are being evaluated by Iowa State University's Research Institute for Studies in Education and 4-H Youth Development. Program accountability, effectiveness, impact, organizational context, and unanticipated outcomes are assessed using School-Wide Information System data.

Scaffolding of Literacy Opportunities (Classroom Understanding) for Young Children with Communication Delays in the Inclusive Preschool

Jodi Meyer-Mork, University of Northern Iowa

Abstract: This study investigates how one teacher supports the participation and learning of young children with disabilities in her preschool classroom. The focus is on children's involvement in literacy events, using a broad definition of literacy. The teacher supports children's understanding within the classroom setting by using multiple symbols systems.

Poster Session II (continued)

1:30-2:30 p.m.
2nd Floor Hallway

The Effect of a Schema-based Learning System in the Interior Design Studio

Lori A. Brunner, Iowa State University

Abstract: This study was an explanatory cause/effect longitudinal study involving two separate design projects in a freshmen interior design studio course at a midwestern university. The purpose of this study was to measure the impact and effectiveness of a conceptual advanced organizer, a database/analysis card model, in the design studio.

Bridging the Data Analysis Gap: A University and District's Collaborative Partnership

Vickie Trent & John Henning, University of Northern Iowa

Abstract: A teacher leadership program designed to have an impact on student achievement evolved from a unique partnership between a university and an urban district. This session focuses on program evaluation data gathered from principal interviews, participant surveys and action research projects involving analysis of student achievement data and interventions.

Schooling as Defined by Mothers with Young Children

Rebecca Pitkin, Iowa State University

Abstract: Women in multiple roles as mothers of young children and students face multiple challenges and barriers. The personality traits of optimism, motivation, and caring contribute to their success. Teacher education programs that train these students should examine their present programs to insure that this adult learner population is effectively served.

Articulating a Program Theory in the Context of Program Evaluation of the Cooperative State Research, Education, and Extension Service (CSREES) Higher Education Challenge (HEC) Grants Competitive Program as perceived and experienced by stakeholders

Lynn Jones & Elena Polush, Iowa State University

Abstract: Articulating Program Theory is one of the approaches to obtain better knowledge of how a particular program performs and what causes its intended and unintended outcomes. Program evaluation becomes especially challenging in a functionally integrated agency. The study demonstrates the importance of articulating program theory in planning and implementing evaluation.

Formative Assessment of Teaching Candidates' Dispositions: The Notification of Concern

Merrie Schroeder, Becky Hawbaker, Barry Wilson, & Robert Boody, University of Northern Iowa

Abstract: The study describes the redesign of the Notification of Concern (NOC) assessment tool. The NOC provides one way of collecting data on teacher candidate dispositions. Such assessment is required by state and professional accreditation. Description of the NOC process and procedures and results of pilot testing will be presented.

Poster Session II (continued)

1:30-2:30 p.m.
2nd Floor Hallway

Learning Communities Transform Elementary Majors into Elementary Teachers

Sally R. Beisser, Drake University

Abstract: In a two-year study of a learning community involving a teacher education program and two districts, education majors learned "about" teaching "from" teachers. The collaboration deepened the definition of "teacher" revealing that skills learned in a field-based learning community increased competence of new teachers and efficacy of participating classroom teachers.

Revisiting the Item Format Question: Can the Multiple Choice Format Meet the Demand for Monitoring Higher Order Skills

Andrew J. Poggio, University of Iowa

Abstract: Provisions in the NCLB legislation call for assessment of learning that requires students to demonstrate higher order skills within a content area. The current investigation explores the extent to which the selected response item format requires student responses at a variety of cognitive complexity levels on a state reading assessment.

Assessing the Effectiveness of Science Reasoning Courses: How Do We Know if They "Got It"?

Lynette McGregor, Wartburg College

Abstract: One college's beginning efforts to assess the science courses designed to meet graduation requirement for science reasoning. The specific assignments that have been developed, the various means used to assess the goals, and some preliminary results are presented.

Implementing the No Child Left Behind Legislation in the Mathematics Classroom: Stories from the field

Comfort Akwaji, Iowa State University

Abstract: There have been many reports about what the No Child Left Behind Legislation (NCLB) means to teachers. However, no specific real life accounts of experiences or stories from teachers themselves have been documented in the area of mathematics. This investigation is an interpretive case study of how three elementary teachers operationalized the mandates of the NCLB in their mathematics classrooms.

2:30-3:15 p.m.

BREAKOUT SESSIONS

Room 24

BRINGING HISTORY HOME

Presiding: Lee Halverson, Heartland AEA

Panelists: Elise Fillpot, Washington Community School District

Julie Kearney, University of Iowa

Kim Heckart, Washington Community School District

Room 25

SMILE

Presiding: Anthony Gabriele, University of Northern Iowa

Panelists: John Dunkhase, University of Iowa

Don Yarbrough, University of Iowa

Room 23

MARGARET EISENHART

Presiding: Jim Janssen, Waverly-Shell Rock Community Schools

3:15-3:30 p.m.

CLOSING REMARKS

Tom Andre, Iowa State University

Presiding: Anthony Gabriele, IEREA Conference Planning Chair

3:30-3:45 p.m.

PRESENTATION OF 2004 IEREA DISTINGUISHED
RESEARCH AWARD

Jon Twing, Pearson Educational Measurement

Deborah Kilgore, Iowa State University

3:45-4:15 p.m.

BUSINESS MEETING

IEREA

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