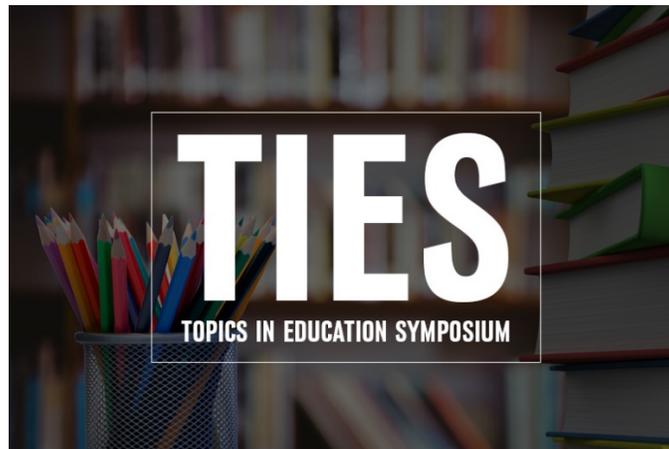


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In collaboration with UNO PDK chapter #0116

November 2, 2017 UNO Milo Bail Student Center

2:30 pm	Check-In, MBSC 3 rd floor commons
3:00 pm	Welcoming comments
3:20 – 3:55 pm	Session ONE concurrent sessions (6 choices)
4:40 – 4:35 pm	Session TWO concurrent sessions (6 choices)
4:40 – 5:00 pm	Poster Gallery Walk, Ballroom 2 nd floor
5:15 pm	Buffet line opens, Ballroom 2 nd floor
6:00 pm	Key Note Speaker, Ballroom 2 nd floor
<p><i>Speaker Melanie Olson will present "The Nebraska Assessment and Accountability System from 1998-2017"</i></p>	
6:30 – 7:05 pm	Session THREE concurrent sessions (6 choices)
7:10 – 7:45 pm	Session FOUR concurrent sessions (6 choices)

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Session ONE Concurrent Sessions - Descriptions

1. Session One Concurrent Sessions: 3:20 - 3:55 pm

Room: 220

Presentation Title:

Creating a Synergistic Environment to Grow Professionals Entering the Field of Education

Presented By: Christina Wilcoxon, Coordinator of Field Experiences and Clinical Practice
University of Nebraska at Omaha

Presentation Abstract: Given the current pressure for educational reform and the implantation of new standards in higher education, a way to bridge theory and practice for teaching candidates is through well developed and supported field experiences. In Fall 2012, 11% (of 157) clinical practice candidates at one Midwestern metropolitan university were in jeopardy of unsuccessfully completing clinical practice. School Districts voiced concerns, placements became difficult, and candidates needed a successful end to their program. As a result, the university worked to revamp the current program and collaborate with districts to find common solutions that benefited all. With the implementation of additional field time and the support of instructional coaches, candidates were provided multiple, supported opportunities to connect theory to practice. Collaboration, clarified expectations and supported field experiences between universities and PK-12 practitioners helped one Midwestern metropolitan university close the gap. This presentation was co-authored with Amanda Steiner, Instructor, University of Nebraska at Omaha.

2. Session One Concurrent Sessions: 3:20 - 3:55 pm

Room: 221

Presentation Title:

Learning to Lead: How Does Experience Impact

Presented By: Kay Keiser, Ed.D., Educational Leadership Department Chair, UNO

Presentation Abstract: Those who lead in education develop their leadership style from the people with whom they interact, the intentional study they do, and the authentic experiences they have, both vicariously and in the field. In this session, a measure of leadership dimensions will be offered to participants for self-reflection. Results from educational leadership candidates will be shared, and discussion will center upon the critical role experience plays in interpersonal growth and ways to maximize opportunities for leadership experience.

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3. Session One Concurrent Sessions: 3:20 - 3:55 pm

Room: Chancellor's Room

Presentation Title:

School-wide Mental and Behavioral Health Screening in Schools: Part 1--Teacher Referrals

Co-Presented By: Brian McKeivitt, Ph.D., Associate Professor, Department of Psychology and Adam Weaver, Ph.D., Assistant Professor, Department of Psychology

Presentation Abstract: Mental and behavioral health screening is vital to enable schools to adequately identify students who may need social and behavioral interventions. This two-part session will introduce attendees to available tools for school-wide screening of students' mental and behavioral health. In Part 1, methods that will be described include teacher referrals and office discipline referrals. Attendees will be encouraged to review their currently-available data and identify if the need for more thorough screening data exists in their schools.

4. Session One Concurrent Sessions: 3:20 - 3:55 pm

Room: Council

Presentation Title:

"Hicks", "White Trash" and "Hillbillies": Understanding the changing landscape of rural education and why you should care

Presented By: Jeanne L. Surface, Ed.D. Associate Professor of Educational Leadership, UNO

Presentation Abstract: This presentation will unfold the challenges faced by rural children and why they need more equitable educational opportunities. More than one in four schools in America are rural and nearly one in six children are educated in rural areas. The challenges faced by rural schools are staggering. Early childhood programs may be non-existent as they are in many counties in our own state. The struggle for teachers is exceptionally difficult. In 23 states, a majority of rural children are living in poverty.

5. Session One Concurrent Sessions: 3:20 - 3:55 pm

Room: Dodge A & B

Presentation Title:

Mixed Methods: What, Why, When?

Presented By: Christine Cutucache, Ph.D., Education Researcher in Biology, UNO

Presentation Abstract: This presentation will discuss what Mixed Methods are and how they can be used in a research program. We will discuss why mixed methods are advantageous, and at what times in a school year, research study, or otherwise to deploy them for maximum results. Finally, we will discuss how to use established mixed methods resources, including selection of experimental size, IRB compliance, and execution of a study with coding of subjects

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6. Session One Concurrent Sessions: 3:20 - 3:55 pm

Room: Unmoho

Presentation Title:

Using Decoding Tests in Instructional Decision-Making

Presented By: Amanda M. Kern, Ph.D., Assistant Professor, Special Education Communication Disorders, UNO

Presentation Abstract: This presentation will convey the findings of a study that examined the components of current decoding tests used in instructional decision-making models. The majority of students who struggle in reading experience skill breakdowns at the word level. This presentation will help inform teachers that work with struggling readers on the limitations of diagnostic information available from current decoding tests that are commonly used in practice. In addition, this presentation will assist educators with making informed decisions on test selection and application of test results to their instructional practice.

Session TWO Concurrent Sessions - Descriptions

1. Session Two Concurrent Sessions: 4:00 - 4:35 pm

Room: 220

Presentation Title:

Navigating Leadership: Mentor Teachers Becoming Teacher Leaders

Presented By: Dr. Sandra L. Shillingstad, Professor, Teacher Education UNO & Dr. Sheryl McGlamery, Professor of Science Education & Co-Director of the Office of STEM Education, UNO

Presentation Abstract: The CADRE Project is a nationally recognized induction program designed to assist newly certified teachers with the challenges of entry into the profession of education. This session will describe how a comprehensive school/university partnership examined the teachers who serve as mentors/leaders in a comprehensive induction program. The focus of this session will describe the benefits/rewards, as well as the challenges the of the teacher mentors/leaders (CADRE Associates) who serve multiple roles in the CADRE Project.

2. Session Two Concurrent Sessions: 4:00 - 4:35 pm

Room: 221

Presentation Title:

I have to work with data...now what? Practical tips from a data geek!

Co-Presented By: Wendy Kaiser, Program Assessment and Evaluation Associate at the UNO Service Learning Academy and Meghan Perrin, Masters in Public Administration candidate, UNO

Presentation Abstract: Teachers and other education staff will learn practical tips related to managing, tracking, organizing and presenting data. Participants will hear tips from data professionals who have used data to secure funding, analyze impact, assess outcomes, and tell a

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story. During the session, Kaiser and Perrin will use interactive discussions and activities to present on the following topics: What do we mean by data in a school setting? Why do I need to know how to work with data? Practical Tips, and Common Challenges and Resources.

3. Session Two Concurrent Sessions: 4:00 - 4:35 pm

Room: Chancellor's Room

Presentation Title:

School-wide Mental and Behavioral Health Screening in Schools: Part 2—Behavior Checklists

Presented By: Adam Weaver, Ph.D., Assistant Professor, Department of Psychology, Brian McKeivitt, Ph.D., Associate Professor, Department of Psychology, Patrick Fowler, Graduate Student, and Molly Meyer, Graduate Student

Presentation Abstract: Mental and behavioral health screening is vital to enable schools to adequately identify students who may need social and behavioral interventions. This two-part session will introduce attendees to available tools for school-wide screening of students' mental and behavioral health. In Part 2, published mental health screeners will be reviewed. In addition, attendees will learn about one local school district's approach to developing and using a behavioral health checklist. Attendees of this session will learn about the development of this tool and consider how they may access existing tools or create a tool of their own to meet their school's unique needs.

4. Session Two Concurrent Sessions: 4:00 - 4:35 pm

Room: Council

Presentation Title: *NWEA MAP Growth*

Presented By: Jenna Gifford, Senior Account Manager, NWEA

Presentation Abstract: <coming soon>

5. Session Two Concurrent Sessions: 4:00 - 4:35 pm

Room: Dodge A & B

Presentation Title:

Improved Classroom Outcomes with an E-Mailed 'Grade Nudge'

Presented By: Dustin White, Ph.D. & Ben Smith, Ph.D., Education Researchers in Economics, UNO

Presentation Abstract: Social scientists have long known that providing information at the moment a person is making a decision can result in better outcomes. People eat healthier foods when provided calorie information, hospital patients show up for follow-up appointments when reminded by SMS, and people enroll in savings programs when reminded by email. Would the same be true of students? In this randomized trial, we show that students perform statistically better when sent a

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'grade nudge' over email approximately a week before an assignment is due. This grade nudge tells the student the impact of the assignment on their overall grade conditional on assuming that they do well on the assignment, that they do poorly on the assignment, or that they don't do the assignment at all. Our software allows any instructor to implement the grade nudge in their classroom with minimal effort and no cost.

6. Session Two Concurrent Sessions: 4:00 - 4:35 pm

Room: Unmoho

Presentation Title:

Professional Learning On-Demand

Presented By: Robbie Jensen, Blended Learning Coordinator ESU #3 and Laurie Kerr, Blended Learning Specialist ESU #3

Presentation Abstract: Teacher time for professional learning is finite! Come experience how Nebraska's Educational Service Unit #3 has been responding to district's professional learning needs by creating interactive, on demand online learning opportunities to engage teachers, foster professional discussion and expand content knowledge, in a plan time or less!

Session THREE Concurrent Sessions - Descriptions

1. Session Three Concurrent Sessions: 6:30 - 7:05 pm

Room: 220

Presentation Title:

Does Nebraska Need a Statewide Civics Assessment? How Do Nebraska Teachers Answer This and Many Other Questions about the Status of Social Studies in Nebraska?

Co-Presented By: Connie Schaffer, Associate Professor, Teacher Education Department., UNO and Jamie Wagner, Assistant Professor & UNO Center of Economic Education Director

Presentation Abstract: Currently, Nebraska does not have a statewide PK-12 social studies assessment. However, in the 2017 Nebraska Unicameral, legislators considered several proposals to establish a statewide civics assessment. Of those who supported a social studies assessment, some proposed using the US Naturalization Test while others advocated for district-created examinations, project-based assessments, or service requirements. Researchers, in collaboration with the Nebraska Department of Education, surveyed hundreds of teachers at the elementary, middle, and high school levels to determine their support of a statewide civics assessment as well as other topics related to the status of social studies instruction in Nebraska. Presenters will share survey results related to PK-12 teachers' perceptions of Nebraska Social Studies Standards, instructional time allocated to social studies, types of instructional methods used to teach social studies, and the amount and types of professional development related to social studies instruction.

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2. Session Three Concurrent Sessions: 6:30 - 7:05 pm

Room: 221

Presentation Title:

***Nebraska Collegiate Methods Professors' Perceptions of the Next
Generation Science Standards: A Semi-Structured Interview Approach***

Presented By: Dr. Ashley Rasmussen, Teacher, Elkhorn High School

Presentation Abstract: This study utilized a semi-structured interview approach to identify how college methods professors in Nebraska are engaging pre-service K-12 teachers with the Next Generation Science Standards and to determine if this information is being carried over to Nebraska K-12 classrooms. The study attempted to address these items by answering the following research questions. First, what level of exposure and knowledge do methods professor have with regard to NGSS, and what are their perceptions? Second, what specific instructional strategies are college professors implementing to inform pre-service teachers about NGSS? Finally, are methods professors observing the three dimensions of NGSS carry over into the classroom during their students' field experiences? Nine science methods professors were interviewed from across the state of Nebraska. The interviews were transcribed and analyzed for common themes in responses, and those themes were then used to answer the three research questions that were posed by the study. There were five themes identified from the research. Those themes included lack of NGSS-specific professional development for methods professors, confusion surrounding the cross-cutting concepts dimension, instructional impacts of NGSS, including more hands-on science occurring in the classroom and greater science emphasis at the elementary level, limited instructional strategies being utilized, and finally, the influence of cooperating teachers on field experience observations.

3. Session Three Concurrent Sessions: 6:30 - 7:05 pm

Room: Chancellor's Room

Presentation Title:

MOEC: Reorganizing for Impact

Presented By: Dr. Martha Bruckner, Executive Director of Collective Impact Initiative, MOEC

Presentation Abstract: The Metropolitan Omaha Educational Consortium was created in 1988 to bring UNO and local school district representatives together to best serve PK-12 students. MOEC has developed and implemented over 60 projects and initiatives and has three ongoing signature programs (Mentor Project, Teacher Academy Project, and CADRE). In 2016, the MOEC Executive Steering Committee, joined by community college leaders and supported by community representatives, designed a new strategic achievement plan dedicated to ensuring all students in our area receive an exceptional education from birth to career. This presentation will outline the

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goals, priorities, and metrics that will help guide our work and assess our progress. MOEC Executive Director of Collective Impact Initiative Martha Bruckner will present the information.

4. Session Three Concurrent Sessions: 6:30 - 7:05 pm

Room: Council

Presentation Title:

How to publish in The Journal of Curriculum, Teaching, Learning, and Leadership in Education (CTLLE Journal)

Presented By: Dr. Bridget Franks, Associate Professor, Teacher Education, UNO and Dr. Elliott Ostler, Professor, Educational Leadership, UNO

Presentation Abstract: *The Journal of Curriculum, Teaching, Learning, and Leadership in Education* is an online open access journal published in the College of Education at the University of Nebraska at Omaha by DigitalCommons@UNO. Manuscripts that qualify for publication in the journal will include, but not necessarily be limited to the following: • Innovative instructional ideas • Research findings • Essays on educational topics • Editorials on contemporary educational issues • Descriptions of innovative curriculum and teaching materials • Descriptions of innovations and inventions • Reviews of education-related materials, books, and websites We invite all those with an interest in advancing education to submit manuscripts that have the potential to inspire thinking, demonstrate innovative techniques, highlight innovative technologies, or otherwise improve the quality of education topics delivered to our future teachers, educators, and educational leaders

5. Session Three Concurrent Sessions: 6:30 - 7:05 pm

Room: Dodge A & B

Presentation Title:

Closing the Loop: How cognitive science can guide pedagogical development and how applied classroom research can guide cognitive science theory

Presented By: Maya Khanna, Ph.D., Education Researcher in Psychology, Creighton

Presentation Abstract: In this discussion, I will review recent examinations of the testing effect (e.g., McDaniel et al., 2011), in which it has been shown that using quizzing can boost student performance more than repeated study. I will also review how various aspects of the testing effect should be considered when instructors decide how to implement it in their courses. In particular, I will review how quiz anxiety can moderate the testing effect (e.g., Khanna, 2015), and how the efficacy of repeated quizzing depends upon course structure (e.g., Khanna & Cortese, 2016). In addition, I will discuss how current work suggests using a pretest at the beginning of a course can enhance acquisition of not only material covered on that pretest, but also material not queried in the pretest (e.g., Brabec & Khanna, in prep). Finally, I will discuss how these findings can inform theories of learning and memory in cognitive science.

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6. Session Three Concurrent Sessions: 6:30 - 7:05 pm

Room: Unmoho

Presentation Title:

Traditional vs. Blended: Exploring Different Methods of Delivering Instruction

Presented By: Lynn Spady, Ed.D., Excellence in Youth Coordinator at Westside Community Schools

Presentation Abstract: In order to keep up with the demands of a workforce that requires critical thinking, creativity, and collaboration, students have to be at the center of their learning journey and play an active role throughout the process. This requires breaking away from the traditional model of education where teachers are the sole transmitter of information and learning is confined to 42-minute time blocks Monday through Friday. Varying the way in which students access and learn content has the potential to transform educational landscapes in terms of quality and cost.

Session FOUR Concurrent Sessions - Descriptions

1. Session Four Concurrent Sessions: 7:10 - 7:45 pm

Room: 220

Presentation Title:

Leading Mathematically: A District-University Partnership to Increase the Instructional Leadership of Principals During Curriculum Reform

Co-Presented By: Kelly Gomez Johnson, Ed.D., Assistant Professor of Teacher Education, UNO, Matthew Scott, K-5 Mathematics Curriculum, Instruction, and Intervention Specialist, Millard Public Schools, Colleen Ballard, Elementary Principal Millard Public Schools, and Tara Fabian Elementary Principal Millard Public Schools

Presentation Abstract: Districts are looking for sustainable and reliable protocols for implementing new curricula. K-12 mathematics reform is challenging previous teaching and learning practices, philosophies, and classroom structures, but also the leadership responsibilities of principals hoping to enact change. Decades of research support that strong principal leadership is a pivotal component in the school improvement process. The presentation will highlight a district/university partnership model which investigated the impact of district-led professional development (PD) for elementary principals during a time of curriculum reform. The district of focus desired for principals to both manage and lead mathematics change to best meet the needs of their students and staff. Specifically, principals engaged in reflective dialogue through monthly assignments, classroom walk-through observations, and instructional rounds designed to build their instructional leadership capacity. Building principals, district curriculum leaders, and university faculty will collaboratively share examples of PD opportunities and protocols, experiences, and research findings during an initial mathematics curriculum implementation year.

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2. Session Four Concurrent Sessions: 7:10 - 7:45 pm

Room: 221

Presentation Title:

***District-Created Response to Intervention in High School Mathematics:
A Program Evaluation Integrating Social Cognitive Theory***

Presented By: Dr. Elizabeth Wessling, Instructor Marketing & Entrepreneurship, Business Administration, UNO

Presentation Abstract: A summative program evaluation was conducted of the Math Labs in a high school in Eastern Nebraska that educates approximately 1600 students, examining MAP data and the effects of students' personal, behavioral, and environmental influences on the learning process. A theory based approach was used to verify the effectiveness of Albert Bandura's social cognitive theory within the instructional intervention(s) of the RtI process utilized by the Math Lab teacher to help meet the needs of each student.

3. Session Four Concurrent Sessions: 7:10 - 7:45 pm

Room: Chancellor's Room

Presentation Title:

ACT Condition of College and Career Readiness Report

Presented By: April Hansen, Senior State Lead, ACT

Presentation Abstract: Each year, ACT produces the Condition of College and Career Readiness Report and State Graduating Class Profile Report. This session will cover these 2 reports for Nebraska, note trends, and discuss how schools can use their own specific class profile reports for curricular improvement.

4. Session Four Concurrent Sessions: 7:10 - 7:45 pm

Room: Council

Presentation Title:

Exploration and Meaningful Play Experiences for Zoo Visitors

Presented By: Anne Karabon, Ph.D., Assistant Professor- Early Childhood and STEM Education, UNO

Presentation Abstract: Children's experiences when visiting zoos and museums spaces has evolved over time. The idea of designing environments that support cognitive, physical, and social emotional development of young people has become more prominent in public community institutions. Increased popularization of hands-on, inquiry-based learning for young children has raised attention of exhibit designers to attend to the need for visitor exploration. In the summer of 2017, the Henry Doorly Zoo opened a new exhibit, Children's Adventure Trails, that is intended to be just that. This

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area includes side by side interactions with animals, non-directive paths, nature exploration, and climbing structures intended to promote children to self-select where and how to play. Our qualitative study examines the roles children and caregivers take when in this new adventure area and how the exhibit promotes cognitive, physical, and social emotional development through meaningful play experiences. This session was co-authored with Amanda Steiner, Instructor-College of Education at UNO.

5. Session Four Concurrent Sessions: 7:10 - 7:45 pm

Room: Dodge A & B

Presentation Title:

Beyond the Pre- and Post-Test Assessment Procedure

Presented By: Chris Decker, Ph.D. & Ben Smith, Ph.D., Education Researchers in Economics, UNO

Presentation Abstract: In this talk we present an alternative approach that disaggregates the pre- and post-test data into four adjusted-for-guessing learning types: positive, negative, zero, and retained learning. Since at least the 1960's using a pre- and post-test delta has been the accepted protocol to assess learning outcomes. While the pre- and post-test delta controls for the incoming knowledge of the students, it mixes students who learned the material with those that forgot. Further, the delta is biased due to student guessing. The presented disaggregation technique results in superior measurements as it separates learning types and controls for guessing. A statistical test and software are provided such that teachers and administrators at any level can disaggregate their test data and distinguish true change from statistical noise.

6. Session Four Concurrent Sessions: 7:10 - 7:45 pm

Room: Unmoho

Presentation Title:

Assessing Inquiry Knowledge and the Use of Strategic Competence by Pre-service Elementary Science Teachers

Co-Presented By: Dr. Sheryl McGlamery, Professor of Science Education & Co-Director of the Office of STEM Education, UNO and Dr. Vicki Lentfer, Instructor Teacher Education, UNO

Presentation Abstract: This study is a mixed design research project that describes the efforts of researchers to assess the understandings of pre-service elementary teachers regarding their role and use of inquiry and strategic competence in science teaching and learning. The pre-service elementary teachers were given multiple exposures to inquiry activities, and field teaching opportunities using inquiry with opportunities to pursue strategic competence in experimentation and problem solving. The findings support the use of inquiry labs and shows how field experience is valuable in helping build an understanding of inquiry and strategic competence.