MESA Department, Boston College

2018 AERA

MESA at AERA
Measurement, Evaluation, Statistics, and Assessment

Boston College

2018 AERA Annual Meeting & Exhibition

New York, NY
Friday, April 13 - Tuesday, April 17

2018 AERA
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Program Mission Statement

Drawing on the Lynch School aspiration to “enhance the human condition, to expand the human imagination, and to make the world more just”...

The mission of the MESA program is to...

- **Contribute to**: national and international efforts to solve critical educational and human problems in a diverse global community...
- **Educate**: the next generation of scholars and practitioners who will engage in reflective social inquiry...
- **Foster**: meaningful scholarly inquiry into both theoretical and applied aspects of social systems...
- **Advance**: creative approaches to important measurement, evaluation, and research problems in educational and other social science fields...
- **Provide students with**: the necessary theoretical and applied skills and experience to become research and evaluation leaders in their professional fields...
- **Prepare students to**: make original and substantive contributions to the fields of measurement, evaluation, and statistics...

In service of this mission...

- The MESA program is committed to: ...high quality, rigorous, collaborative, and equity-minded research, teaching, and mentoring...
- The MESA program trains students in: ...state-of-the-art statistical, research, and evaluation methods...
- Students in MESA develop expertise in: ...research methodology, measurement, evaluation, and applied statistics...
- MESA faculty members have expertise in: ...classroom and large-scale assessment, measurement and item response theory, factor analysis and structural equation modeling, categorical data analysis, multilevel modeling, generalized linear models, program evaluation, psychometrics, etc.
- Graduates of the MESA program find employment in: colleges, universities, research centers, testing agencies, school systems, ministries of education and other government agencies, and industry...

**Students completing the doctoral/masters degree are capable of**: conducting independent research and evaluation, constructing measurement instruments, analyzing and interpreting quantitative and qualitative data, and contributing to the theory of research and evaluation methodology...

**For more information, visit MESA.**

Dr. Larry Ludlow, larry.ludlow@bc.edu
Jillian Gomolka, jillian.gomolka@bc.edu
Campion Hall, Room 336
617-552-2072
The Center for the Study of Testing, Evaluation, and Educational Policy (CSTEPP)
CSTEPP conducts its work on both small and large scales, working with individual schools, districts, states, as well as countries to advance educational testing practices and policy, and to improve the quality and fairness of education.

The TIMSS and PIRLS International Study Center
Located at Boston College’s Lynch School of Education, IEA’s TIMSS & PIRLS International Study Center conducts regular international comparative assessments of student achievement in mathematics and science (TIMSS) and in reading (PIRLS) in more than 60 countries. TIMSS (the Trends in International Mathematics and Science Study) and PIRLS (the Progress in International Reading Literacy Study) together comprise the core cycle of studies for IEA – the International Association for the Evaluation of Educational Achievement. Headquartered in Amsterdam and with a major data processing and research center in Hamburg, IEA has been conducting international comparative studies of student achievement since 1959.

TIMSS and PIRLS enable participating countries to make evidence-based decisions for improving educational policy. Some of the ways governments and ministries use TIMSS and PIRLS results include:
- Measuring the effectiveness of their educational systems in a global context
- Identifying gaps in learning resources and opportunities
- Pinpointing any areas of weakness and stimulating curriculum reform
- Measuring the impact of new educational initiatives
- Training researchers and teachers in assessment and evaluation
TIMSS and PIRLS also collect extensive data about the contextual factors that affect learning, including school resources, student attitudes, instructional practices, and support at home. This information can be examined in relation to achievement to explore factors that contribute to academic success.
MESA Faculty Research Interests

Dr. Henry Braun, Boisi Professor and Director of CSTEEP
- How testing and accountability affects students and teachers in schools
- How data in Large Scale International Assessments are used in national and foreign education policy
- Higher education outcomes

Dr. Larry Ludlow, Department Chair and Professor
- Development of Rasch model scenario-based scales: A novel way to construct authentic assessments of psychological variables
- Longitudinal trends in student ratings of instruction
- Measuring changes in social network structures

Dr. Zhushan “Mandy” Li, Associate Professor
- Psychometrics and educational research methods, including categorical data analysis, latent variable modeling, and educational measurement issues

Dr. Nathaniel Brown, Associate Research Professor
- Rethinking assessment and grading practices to foster a growth mindset and a formative classroom culture
- Developing roadmaps for learning that put important milestones within reach of every student
- Applying mixed methods research to support theory building in the social sciences
MESA Faculty Research Interests

Dr. Ina Mullis, TIMSS & PIRLS Executive Director and Professor

- Designing and implementing large-scale assessment methods in international and national contexts
- Directing the TIMSS & PIRLS international assessments in more than 60 countries around the world
- Using large-scale international assessment data to improve teaching and learning

Dr. Michael Russell, Professor

- Innovative uses of computer-based technologies and applications of Universal Design to enhance educational testing and assessment
- Large-scale assessment and test design; computer-based testing
- Validity theory and history of educational measurement

Dr. Laura O’Dwyer, Professor

Examining the predictors of student achievement and performance, and designing and conducting research studies in the field to examine the impact of educational treatments and interventions.

Dr. Emily Gates, Assistant Professor

- STEM Teaching & Learning
- School-University Partnerships, Course Reforms, Educational Technology
- Health Education, Teacher Education, Professional Training
- Applications of Systems Thinking and Systems Approaches, Use of Multiple and Mixed Methods, Evaluation-Specific Methodologies
The 2018 program theme calls us to confront the struggles for public education, considering the times in which we are living, the historical arcs that shape our present(s), and the roles we can play in the fight for justice. Public education has the potential to be a central pillar of democracy and to foster civil deliberation. It is essential to democratic government, which both depends on and makes possible respect for diversity, justice, and human dignity. It has a crucial role to play in our divided world, bringing communities together to build an inclusive formation of “we the people.”

Although public education’s possibilities inspire us, they are elusive. As researchers and practitioners, we have a special responsibility to make possible what often seems impossible about the dreams for public education. We must build knowledge to support the quest for equitable educational opportunity. We must (re)imagine and contribute to developing what public education can and must be for today’s children, their families, and communities, and for the billions who will be inheritors of this earth. Ours is a theme of criticism and debate, but also of celebration and hope, and above all, of understanding and action.
Disciplined and diverse scholarship is crucial for this agenda. We must generate and learn from a wide range of research, including empirical, philosophical, critical, and historical analyses. We must include a broad variety of voices, evidence, sources, and perspectives to inform our deliberations. And we must apply these diverse methods, methodologies, and epistemologies to a host of pressing questions: What is and should be the relationship between “publicness,” educational opportunity, place, and democracy? What and who constitutes the public, and how does that vary in education systems around the globe and diverse epistemologies within those systems? For whom, when, where, how, and why has public education been established? When and for whom has it succeeded, failed, or been reinvented? What explains the recurrent quest for common ground, from the inception of common schools in the 19th century to desegregation in the mid-20th century, to the Common Core in the 21st? And why has resistance to this quest been necessary in some cases and oppressive in others?

Introspection is also essential in the development of knowledge and evidence about public education; we must ask questions also about how education research can recognize the perspectives and knowledge of historically marginalized peoples. We must ask how we can advance the tools and methods of our fields to create new forms of rigor and discipline, new kinds of tools and evidence, and thus, ultimately new knowledge. We must learn from scholars who examine the histories of the struggles for and over public education from diverse standpoints. What have scholars learned from their own first-person experiences? How are the voices and efforts of those in communities and schools connected to the generation of knowledge? These questions invite us to hear wrenching truths, critical perspectives, and dissent. They also invite us to learn from triumphs and possibilities and to see and realize the seemingly impossible.
Our Annual Meeting will take place in New York City, a fitting site for our focus on public education. New York represents the composite nature of our society, with its histories of struggle to form a union of diverse peoples. Before Dutch, British, and French settlers arrived and appropriated it, Manhattan was (as it continues to be) Lenni Lenape land. It is the gateway through which immigrants from many lands have entered the United States, some displaced and fleeing hatred and persecution, some seeking opportunity. In the 20th century, New York was a destination for the migration of Black people from the South and the landing for thousands from Latin America. It was home to the Harlem Renaissance and the Black Arts Movement. At City College of New York, open access higher education first thrived in the mid-19th century. Comprising islands, waterways, and estuaries, New York is one of the frontlines for the impacts of climate change and people’s fights against environmental racism. New York represents hope in new possibilities and renewals, as well as loss—of culture, land, nation, and names. New York is at once connection and separation, crowdedness and isolation, gentrification and neighborhoods, poverty and wealth. It is beautiful patchworks of culture and language, of experimentation and activism.

Struggles for public education are embedded in stories from around the globe. Respecting the particularities of cultures, times, and places, how can we learn sensitively from one another’s contemporary experiences and histories? How can we contribute to building the necessary wisdom, commitment, and capacity for meeting the challenges of public education? At the 2018 Annual Meeting, we will come together to share insights and analyses of efforts past and present, which make the impossibility of public education possible. We ask of the AERA community to hope radically, imagine creatively, and act inspirationally to build knowledge and take enlightened next steps for public education.
2018 Annual Meeting Exhibitor List

AAAS Science & Technology Fellowships  AERA Division H  American Institutes for Research

American Psychological Association  ATLAS.ti Americas  Beacon Press  Bloomsbury  Brill

Center for Education Policy Research  COE, Inc.  Dedoose/SCRC  Elsevier B.V.  Frontiers  GTCOM

Guilford Press  Harvard Education Publishing Group  Harvard University Press  ICPSR  IEA Hamburg

IGI Global  IMPAQ International  Information Age Publishing  IntegReview IRB  The New Press

Leibniz Institute for Educational Trajectories  Louisiana State University  MIT Press  Multilingual Matters

Myers Education Press  National Center for Education Statistics  National Institute of Education, Singapore

NORC at the University of Chicago  OECD  Oxford University Press  Palgrave Macmillan  Pearson

Penguin Random House  Peter Lang Publishing  Provalis Research  Rethinking Schools


SAGE Publishing  Springer  StataCorp LLC  Stylus Publishing  SUNY Press  Teachers College Press

Tourism Toronto  University of Chicago Press  University of Minnesota Press  University of Toronto Press

MESA Participants (NCME included)

Current MESA Students
Maria Baez Cruz, PhD student  
Gulsah Gurkan, PhD student  
Jing Jiang, PhD student  
Katherine Reynolds, PhD student  
Amy Semerjian, PhD student  
Tong Shen, PhD student  
Kaitlyn Tuthill, PhD student  
Eric Williamson, MEd student  
Shiya Yi, PhD student

MESA Faculty
Dr. Henry Braun  
Dr. Zhushan Mandy Li  
Dr. Larry Ludlow

Alumni
Dr. Lisa Abrams  
Dr. Bercem Akbayin  
Dr. Wen-Chia Claire Chang  
Dr. Kyle DeMeo Cook  
Dr. Katie Drucker  
Dr. Ebru Erberber  
Dr. Lisa Famularo  
Dr. Kathleen Flanagan  
Dr. Martin Hooper  
Dr. John Poggio  
Dr. Todd Reeves  
Dr. Steven Stemler  
Dr. Joshua Littenberg-Tobias  
Dr. Yang Caroline Wang
MESA Participants

N.B. Some presenters are through NCME. Their Program booklet can be found here, by downloading information in the upper right corner.

Friday, April 13
9:00-5:00pm
Dr. Henry Braun: Assessing Student Learning Outcomes in Higher Education. Affiliated Group Meeting of the KoKoHs Program and International Perspectives (Warwick New York, Second Floor, Kent Room)

12:00-1:30pm
Dr. Ebru Erberber: Beyond the Average: Gender Gaps in International Mathematics and Science Achievement Along the Performance Distribution (New York Hilton Midtown, Third Floor, Trianon Ballroom)

Dr. Yang Caroline Wang: Measuring Students' Social-Emotional Learning Among California's CORE Districts: An Item Response Theory Modeling Approach (Crown Plaza Times Square, Fifth Floor, Room 509/510)

2:15-3:45pm
Dr. Lisa Famularo: Leveraging the Outdoors as an Informal Learning Environment to Bridge Gaps in Formal Science Instruction (Millennium Broadway New York Times Square, Sixth Floor, Room 6.01)

Saturday, April 14
8:15-9:45am
Dr. Lisa Abrams: Understanding Teacher Development in an Urban Residency Program (Sheraton New York Times Square, Second Floor, Empire Ballroom East)

Dr. Todd Reeves: Online Interventions to Promote Teacher Data-Driven Decision Making: Optimizing Design to Maximize Impact (New York Hilton Midtown, Third Floor, Americas Hall 1-2 - Exhibit Hall)

10:35am-12:05pm
Dr. Henry Braun: How Long Is the Shadow? Relationships of Family Background to Adult Outcomes: Results From the Program for the International Assessment of Adult Competencies (New York Hilton Midtown, Fourth Floor, Harlem Suite)
12:25—1:55pm

**Dr. Lisa Famularo:** Designing Diagnostic Inventories of Cognition in Education (New York Marriott Marquis, Fifth Floor, Carnegie)

**Eric Williamson:** Strength in Numbers: A Qualitative Study of the Cohort Experience of a Catholic School Leadership Development Program (New York Marriott Marquis, Fifth Floor, Belasco)

**Shiya Yi:** Implementing the National Standards in Catholic Schools: Power and Promise (New York Marriott Marquis, Fifth Floor, Belasco)

**Dr. Henry Braun, Gulsah Gurkan:** Testing Dynamic Complementarity in Educational Opportunities to Accumulate Relevant Human Capital (Gershwin I, Graduate Student Research Session, C10)

2:15—3:45pm

**Dr. Kyle DeMeo Cook:** Is Parent-Teacher Cooperation in the First Year of School Associated With Children's Functioning? (New York Marriott Marquis, Fifth Floor, Westside Ballroom Salon 4)

4:05-5:35pm

**Dr. Larry Ludlow:** Addressing Autocorrelation in Time Series (Millennium Broadway New York Times Square, Third Floor, Room 3.04-3.05)

Sunday, April 15

8:15-9:45am

**Dr. Larry Ludlow, Katherine Reynolds:** Do Office Hours Matter? Examining Perceptions of Faculty Availability Outside Class Using Course Evaluations (Sheraton New York Times Square, Second Floor, Metropolitan East Room)

10:35am-12:05pm

**Dr. Henry Braun:** National Academy of Education Report on Methods and Policy Uses of International Large-Scale Assessments (New York Hilton Midtown, Second Floor, Nassau Room West)

**Dr. Kathleen Flanagan:** Exploring Properties, Issues, and Solutions with Estimating Student- and Aggregate-Level Growth Measure (Westin Times Square, Plymouth)
Dr. Martin Hooper: Examining Subpopulation Trends Through the Pseudo-Panel Approach: A Methodology for Analyzing Large-Scale Assessment Data (New York Hilton Midtown, Fourth Floor, East Suite)

Dr. Zhushan Mandy Li, Jing Jiang: Modeling Differential Item Functioning Using Generalized Linear and Nonlinear Mixed Models (New York Marriott Marquis, Seventh Floor, Astor Ballroom)

2:45-4:15pm

Dr. Lisa Abrams: A Mixed Methods Approach to Quality and Content Analysis of Reflective Logs (New York Marriott Marquis, Eighth Floor, Manhattan Ballroom)

4:35-6:05pm

Dr. Yang Caroline Wang: IRT Mixture Model for Rating Scale Confusion Associated with Negatively Worded Items (Manhattan, Individual Presentations, H8)

Monday, April 16

8:15-9:45am

Dr. Henry Braun: Educational Evaluation and Policy Analysis Closed Editorial Board Meeting (Sheraton New York Times Square, Second Floor, Central Park West Room)

8:15-10:15am

Dr. Yang Caroline Wang: Incorporating collateral information for reporting scores of social-emotional learning measures (Plymouth, Individual Presentations, I7)

10:35am-12:05pm

Dr. John Poggio: Consequential Validation: Where are we after 25 Years of Effort? (Ambassador II, Individual Presentations, J9)

12:25-1:55pm

Dr. Lisa Abrams: The Influence of Data Use Process and School-Level Factors on Teachers' Data Literacy (New York Hilton Midtown, Fourth Floor, New York Suite)

Amy Semerjian: Practical Measurement Methods for Short Interventions and What to Ask of Measurement Specialists (New York Hilton Midtown, Third Floor, Americas Hall 1-2 - Exhibit Hall)
2:15-3:45pm

Dr. Henry Braun: Value-Added Evaluation of Teacher Preparation Programs: Sensitivity of Rankings to Model Specification (New York Hilton Midtown, Third Floor, Rendezvous Trianon)

Dr. Larry Ludlow: The Community Readiness and Participation Scenario Scale: Unidimensional or Multidimensional? (New York Marriott Marquis, Eighth Floor, Manhattan Ballroom)

Dr. Zhushan Mandy Li: Power Formulas for Lord’s Wald Test for Uniform and Non-Uniform Differential Item Functioning (New York Hilton Midtown, Third Floor, Americas Hall 1-2 - Exhibit Hall)

Dr. Zhushan Mandy Li: A Theoretical Power Formula for Crossing SIBTEST (Manhattan, Individual Presentations, D8)

Dr. John Poggio: Instructional Equivalence via Distractor Analysis: Examining International Assessments (Gershwin I, Individual Presentations, L10)

Tong Shen: The Community Readiness and Participation Scenario Scale: Unidimensional or Multidimensional? (New York Marriott Marquis, Eighth Floor, Manhattan Ballroom)

4:05-5:35pm

Dr. Kyle DeMeo Cook: Transitioning Across Systems: Head Start Coordination With Elementary Schools to Enhance Children’s Success in Kindergarten (Crown Plaza Times Square, Lobby Level, Act I-II Room)

4:05-6:05pm

Dr. Bercem Akbayin: Understanding by Design and the National Impact of SpringBoard on College Readiness (New York Marriott Marquis, Seventh Floor, Empire/Hudson Room)

Dr. Zhushan Mandy Li, Jing Jiang: A Regularization Procedure to Detect DIF using Generalized Linear Mixed Models (Manhattan, Individual Presentations, M8)
Tuesday, April 17

8:15-9:45am
Dr. Katie Drucker: Power in Numbers: Coaching Principals to Lead Teams (Park Central Hotel New York, Mezzanine Level, Times Square)

2:15-3:45pm
Dr. Larry Ludlow, Maria Baez Cruz: The Measurement of Sociocultural Integration in Schools With Culturally and Linguistically Diverse Student Populations (Sheraton New York Times Square, Second Floor, Metropolitan West Room)

Dr. Steve Stemler: A Cross-Cultural Study of High School Teachers’ Tacit Knowledge of Interpersonal Skills (Sheraton New York Times Square, Second Floor, Metropolitan East Room)

Dr. Joshua Littenberg-Tobias: Swipe Right for CS: Measuring Teacher Bias about Recruitment into Computer Science (Sheraton New York Times Square, Second Floor, Central Park East Room)

Dean Stanton Wortham invites you to the Boston College Lynch School of Education AERA Reception

RSVP
Sat, April 14, 2018
6:00 to 8:00pm
Robert Restaurant,
2 Columbus Circle,
New York, NY 10019
Sampling of MESA network SIGs

- Catholic Education SIG
- Data-Driven Decision Making in Education SIG #179
- Rasch Measurement SIG
- Data-Driven Decision Making in Education SIG
  - Division H; Classroom Assessment SIG
- Technology as an Agent of Change in Teaching and Learning
  - Bilingual Education SIG
  - Research Use SIG #100
  - Large-Scale Assessment SIG #141
  - Mixed Methods Research SIG #158

Recent Conferences Attended

Dr. Wen-Chia (Claire) Chang, PhD Alum: International Objective Measurement Workshop (IOMW) - "Measuring Teachers‘ Enactment of Practice for Equity: A Rasch Model and Facet Theory-based Approach"

Amy Semerjian, PhD student: NARST 2018, RISTA 2018 (Rhode Island Science Teachers' Association), ICLS 2018 (International Conference of the Learning Sciences)

Sampling of Recent MESA Publications


New York Welcomes AERA

While in NYC, you may want to check out Broadway, go all the way up to 102nd floor in the Empire State Building, visit the Metropolitan Museum of Art, or take a walk in Central Park.
Dining in NYC

Bengal Tiger Indian Food
58 W 56th St, New York, NY 10019

Topaz Noodle Bar
129 W 56th St, New York, NY

Black Tap Craft Burger & Beers
529 Broome St, New York, NY 10013

The Smith
1900 Broadway, New York, NY 10023

Blossom on Columbus  (Vegan)
507 Columbus Ave, New York, NY 10024
Desserts in NYC

Levain Bakery
167 W 74th St, New York, NY 10023

Bibble & Sip
253 W 51st St
New York, NY 10019

The Doughnut Project
912 7th Ave
New York, NY 10019

Frisson Espresso
326 W 47th St
New York, NY 10036
NYC Manhattan Map

For more information, click here.
Manhattan Subway Map

For more information, click [here](#).
To the MESA community,

We hope you found this booklet valuable in terms of navigating the AERA and NCME conferences. We appreciate you providing us with your presentation information—and of course your personal and professional updates throughout the years!

Thank you to Dr. Katie Trong Drucker, MESA PhD alum, for coordinating the MESA dinner this weekend.

Lastly, I’d like to express gratitude to our undergraduate research assistant, Mi Jin Park, for creating the bulk of this booklet.

~Jillian Gomolka, MESA Department

Join our MESA Linkedin Group!

Click the link above to join our professional networking group exclusively for current students, alumni and faculty of the Measurement, Evaluation, Statistics, and Assessment (MESA) program at Boston College.

The purpose of this group is to discuss current research trends, seek advice within your profession, share personal and professional accomplishments, receive reminders of MESA Department events, and more!

This booklet was compiled by Mi Jin Park, MESA undergraduate research assistant.