AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

2011 ANNUAL MEETING PROGRAM

INCITING THE

social Imagination

Education
Research
for the
Public Good

APRIL 8-12, 2011
NEW ORLEANS, LOUISIANA

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION
1430 K STREET, NW, SUITE 1200
WASHINGTON, DC 20005
(202) 238-3200
WWW.AERA.NET
ISSN 0163-9676
We are in the midst of a vibrant and troubling education paradox. On the one hand, it is a time of remarkable interest in education, with increased attention to reform policies, unprecedented educational legislation, and money from all sectors devoted to these efforts. In public discourse, education remains foundational to opening up a range of opportunities: to achieve social and economic mobility, to gain and secure employment, and to develop future life skills. Politicians refer to the knowledge society, economists write about the new economy, and the proliferation of innovative technologies demands new forms of learning in an unparalleled knowledge economy. Yet the path or shape that these efforts take is toward technocratic and market-driven solutions to the everyday issues schools, teachers, and students experience. These trends often benefit parents with means who can move their children out of the public education system into private learning settings that they hope are more likely to offer a value-added education for “new times.” At the same time, schools are becoming increasingly segregated, with high teacher attrition rates in many districts.

In his recent book *Why School?* (2009), education researcher Mike Rose argues for the persistent relevance of school and explores how in narrowing their purposes of education, schools have neglected the wider goals of democratic education. In this period of significant social and technological change, there is a place for education research that is oriented not only toward its traditionally valued and enduring purposes but significantly toward public policy and the public good; research that helps us avoid a kind of reductionism, quick fixes, and narrow conceptions of teaching/learning, assessment, curriculum, teacher preparation, and education reform. In a time of extraordinary opportunity, research can enable us to see through the political and polemical tangles and can move us past the current policy impasse toward a new democratic vision of schooling. This will require nothing less than a renewed, creative social imagination.

Our intent is that the 2011 Annual Meeting will stimulate a new dialogue about the contributions that education research can make to the public sphere. As we continue to think about issues of rigor, validity, and elegance of design, we hope that conference submissions will consider the connection to and integration of questions of the public good as a central notion in conceptions of the work we do.
# Table of Contents

Foreword.................................................................................................................................... 3  
2011 Program Committee .......................................................................................................... 4  
Program Highlights.................................................................................................................... 6  
Professional Development and Training Courses ...................................................................... 19  
Division Highlights and Sessions ............................................................................................. 24  
Special Interest Group Sessions ................................................................................................. 39  
AERA Governance Meetings and Events .................................................................................. 58  
Working Groups, Off-Site Visits, and Tours .............................................................................. 60  
Meet Fellows in Education Research.......................................................................................... 61  
Meetings of Affiliated Groups .................................................................................................... 62  
Navigating the Annual Meeting .................................................................................................. 64  
Explanation of Session Formats ................................................................................................. 64  
Meeting Services and Facilities ................................................................................................. 64  
Registration ............................................................................................................................... 64  
Annual Meeting Program and Supplement .............................................................................. 65  
Exhibit Hall ................................................................................................................................. 65  
On Site Services .......................................................................................................................... 65  
Career Center ............................................................................................................................. 66  
Gender Neutral Facilities ............................................................................................................ 66  
Graduate Student Council Resource Center ............................................................................ 66  
Housing and Hotel Information ................................................................................................. 66  
Emergency and Medical Assistance ........................................................................................... 66  
Telephone Numbers .................................................................................................................. 66  
Chronological Listing of Sessions .............................................................................................. 67  
Thursday (Pre-Meeting Events).................................................................................................. 67  
Friday ...................................................................................................................................... 69  
Saturday ................................................................................................................................. 115  
Sunday ................................................................................................................................. 201  
Monday ................................................................................................................................... 268  
Tuesday ............................................................................................................................... 341  
Wednesday (Post-Meeting Events) .......................................................................................... 381  
AERA Governance ..................................................................................................................... 382  
AERA Central Office Staff ......................................................................................................... 384  
Participant Index ....................................................................................................................... 385  
Subject Index ............................................................................................................................ 435  
Directory of Exhibitors ............................................................................................................... 448  
AERA Exhibit Hall Map ............................................................................................................ 449  
Hotel Floor Plans ..................................................................................................................... 450  
New Orleans Hotels Map .......................................................................................................... 457  
Program Advertisements ............................................................................................................ 458  
Meeting Rooms at a Glance ......................................................................................................... 492
Welcome to New Orleans! This city serves as a rich and dynamic context for elaborating this year’s Annual Meeting theme, Inciting the Social Imagination: Education Research for the Public Good. Many considerations have helped to shape our program, but certainly the city’s unique cultural and political history and its distinctive location played important roles. As one example, Hurricane Katrina showed us that cities like New Orleans are spaces in which remarkable resilience and tragedy coexist in ways that make our job as researchers complex and challenging. New Orleans offers us an important space in which to bring to bear the best of what we know about human sciences to address complex social and educational problems that this city and many cities are experiencing in the United States and around the globe.

No single theory, method, or policy can serve as the silver bullet to transform education and to ensure robust learning opportunities for all our nation’s students. Our slate of Presidential sessions and our featured speakers and activities reflect a range of approaches, methods, theoretical orientations, and disciplinary foci all organized around a central goal: to leverage educational research and scholarship to advance the field, to contribute to the knowledge base, and to promote the public good. Our Presidential sessions include, for example, international researchers, scholars from sociology, legal studies, computer and cognitive science, and critical geography, as well as panels of researchers who are at the forefront of education research, policy, and practice. It is our sincere hope that the knowledge-sharing and building that will take place in our sessions, working groups, community tours and events, and the rich conversations across venues and spaces will inspire you to continue the excellent research tradition that characterizes AERA but in ways that advance the public good.

One immediate step toward that end is to contribute to the Make It Right Foundation (www.makeitrightnola.org) housing project in the Lower Ninth Ward. Thus far, members have responded generously with donations toward an “AERA-supported” house. Members can contribute to this effort at registration, either online or in person. Your participation in and contributions to our program have already made this a memorable experience for us. We hope that the 2011 Annual Meeting will be exceptionally memorable and productive for you as well.

Kris Gutiérrez
University of Colorado – Boulder
AERA President

Joanne Larson
University of Rochester
AERA Annual Meeting Program Chair
2011 PROGRAM COMMITTEE
(WITH DIVISION SECTION CHAIRS)

President: Kris D. Gutiérrez, University of Colorado – Boulder
General Program Chair: Joanne Larson, University of Rochester

Division A - Administration, Organization, and Leadership
Chair: Andrea E. Evans, Northern Illinois University
Section 1: Elizabeth Murakami-Ramalho, University of Texas - San Antonio
Section 2: Alex Bowers, University of Texas - San Antonio
Section 3: Kristina Hesbøl, Illinois State University
Section 4: Jonathan Lightfoot, Hofstra University
Section 5: April Peters, University of Georgia

Division B: Curriculum Studies
Chairs: Isabel Núñez, Concordia University; Therese Quinn, School of the Art Institute of Chicago; Erica Meiners, Northeastern Illinois University
Section 1: K. Wayne Yang, University of California, San Diego; Eve Tuck, State University of New York, New Paltz
Section 2: Ming Fang He, Georgia Southern University; Rowena He, Harvard University
Section 3: Jillian Ford, Emory University; Karyn Sandlos, School of the Art Institute of Chicago
Section 4: Jennifer Sandlin, Arizona State University; Jason Michael Lukasik, Chicago Botanic Garden
Section 5: Monica Garcia, California State University San Bernardino; Rubén Gaztambide-Fernández, Ontario Institute for Studies in Education; Pamela J. Konkol, Concordia University
Section 6: Dolores Calderón, University of Utah; Patricia Krueger, City University of New York

Division C: Learning and Instruction
Chair: Christopher Wolters, University of Houston
Section 1: Stephanie Al Otaiba, Florida State University; Carol McDonald Connor, Florida State University
Section 2: Keith C. Barton, Indiana University.
Section 3: Amy Ellis, University of Wisconsin - Madison; Nicole McNeil, University of Notre Dame
Section 4: Fouad Abd-El-Khalick, University of Illinois, Felicia Moore Mensah, Teachers College Columbia University
Section 5: Cindy Hmelo-Silver, Rutgers University; Krista Muis, McGill University
Section 6: Mimi Bong, Korea University; Becky Packard, Mount Holyoke College; Ellen Usher, University of Kentucky
Section 7: Aaron Doering, University of Minnesota; Dale Niederhauser, Iowa State University

Division D: Measurement and Research Methodology
Chair: Terran L. Brown, ETS
Section 1: Terran Brown, ETS; Mary Pitoniak, ETS
Section 2: Jill Adelson, University of Louisville; Laura M. Stapleton, University of Maryland Baltimore County,
Section 3: Ryan Gildersleeve, Iowa State University; Penny A. Pasque, University of Oklahoma

Division E: Counseling and Human Development
Section 1: V. Paul Potat, Boston College
Section 2: James L. Rodriguez, California State University - Fullerton

Division F: History and Historiography
Chair: Roland Sintos Coloma, University of Toronto

Division G: Social Context of Education
Chairs: Elizabeth Kozleski, Arizona State University; María E. Fránquiz, University of Texas - Austin
Section 1: Maria Salazar, University of Denver; Francisco Rios, University of Wyoming
Section 2: Cinthia Salinas, University of Texas - Austin; Kathleen King, University of South Florida
Section 3: Pat Enciso, The Ohio State University; Aydin Bal, University of Wisconsin - Madison
Section 4: Minda Lopez, Texas State University - San Marcos; Angela Arzubiaga, Arizona State University
Section 5: Django Paris, Arizona State University; Jason Irizarry, University of Connecticut

Division H: Research, Evaluation, and Assessment in Schools
Chair: Paul Favaro, Peel District School Board
Section 1: Antoinette (Toni) Stroter, University of Iowa
Section 2: Rosanne Brown, Peel District School Board
Section 3: Jim Flaitz, The University of Louisiana - Lafayette
Section 4: Vickie Cartwright, Orange County Public Schools

Division I: Education in the Professions
Chair: Sara Kim, University of California - Los Angeles

Division J: Postsecondary Education
Chair: Terrell L. Strayhorn, University of Tennessee - Knoxville
Section 1: Tonya N. Saddler, Marywood University; Frank Harris, San Diego State University
Section 2: T. Elon Dancy, II, University of Oklahoma; Rachelle Winkle-Wagner, University of Nebraska
Section 3: Amy Bergerson, University of Utah; Caroline Turner, Arizona State University
Section 4: Ryan Gildersleeve, Iowa State University; Margaret Sallee, University of Tennessee - Knoxville
Section 5: Erik Ness, University of Georgia; David Tandberg, Pennsylvania Department of Education
Section 6: Jenny Lee, University of Arizona; James Earl Davis, Temple University

Division K: Teaching and Teacher Education
Chair: Linda R. McIntyre, South Carolina State University
Section 1: Giselle Ragusa, University of Southern California
Section 2: Jamel Donnor, College of William and Mary; Kmt Shockley, George Mason University
Section 3: Patricia Espiritu Halagao, University of Hawaii; Allyson Tingiango-Cubales, San Francisco State University
Section 4: Maria E. Torres-Guzman, Teachers College, Columbia University; Mariana Saoto-Manning, Teachers College, Columbia University
Section 5: Belinda Bustos Flores, University of Texas, San Antonio; Ellen Riojas Clark, University of Texas, San Antonio
Section 6: Adrienne Dixon, Ohio State University; Kenneth Fasching-Varnes, Edgewood College
AERA wishes to extend our appreciation to all submitters, reviewers, Division program and section chairs, and SIG chairs and program chairs for making the 2011 Annual Meeting a success. Without the hard work, support, and dedication from each of these individuals, who comprise the backbone of the AERA Annual Meeting, participants and attendees would not be able to benefit from the quality of the presentations and richness of the interaction.

A complete listing of the 2011 Program Committee (with Division section chairs) is listed above. A listing of SIG chairs and program chairs may be found on the AERA Annual Meeting website.

A special thank you to all the reviewers who served on expert peer-review panels and contributed importantly to the work of authors and the culmination of a vibrant meeting. A complete listing of all reviewers is available on the AERA Annual Meeting website.

Submitters, Reviewers, and Program Chairs

As part of AERA’s continued effort to improve the delivery and usability of the Annual Meeting Program, the Association is introducing two new electronic communications features this spring: a mobile application (app) and Twitter.

The complete program for registered attendees is featured in electronic and searchable format as the 2011 AERA Annual Meeting Program app, for handheld personal digital assistant (PDA) units such as iPhones, iPads, Blackberries, and smart phones running on the Droid platform. Key functions of the app, supported by Core-Apps, include: Exhibitors, Sessions, Speakers, Social Media, Maps, and a Dashboard that allows attendees to create a personalized schedule. Registrants can download the free app to their mobile device by pointing their mobile browser to http://www.aera.net/mobileapp.htm. Registrants may also access the app on their personal computers via that same URL.

In addition, education researchers can share comments in 140 characters or less about sessions, new research, special events, and much more via the Association’s Twitter account at www.twitter.com/AERA_EdResearch. Sign up online to join this real-time information network and participate in the streaming conversations.
AERA Presidential Address
*Designing Resilient Ecologies: Towards a Human Science of Learning*

**Kris D. Gutiérrez**
University of Colorado-Boulder
Sunday, April 10, 4:05 pm–6:05 pm
New Orleans Marriott, Mardi Gras Ballroom

**AERA Distinguished Lecture**
*Generalizing Across Borders: Policy and the Limits of Educational Science*

**Allan A. J. Luke**
Queensland University of Technology
Friday, April 8, 4:05 pm–5:35 pm
Sheraton, Napoleon Ballroom C3

**Wallace Foundation Distinguished Lecture**
*Toward an Interdisciplinary Understanding of Educational Inequity and Difference: The Case of the Racialization of Ability*

**Alfredo J. Artiles**
Arizona State University
Saturday, April 9, 12:25 pm–1:55 pm
Sheraton, Napoleon Ballroom C3

**Distinguished Contributions to Research in Education Award (2010) Lecture**
*The Tortured History of Reading Comprehension Assessment: Are There Lessons From the Past? Is There Hope for the Future? Will We Ever Get It Right?*

**P. David Pearson**
University of California-Berkeley
Monday, April 11, 12:25 pm–1:55 pm
Sheraton, Napoleon Ballroom C3

**Presidential Session/Opening Plenary Session**
*Who Kidnapped Superman?*

**Diane Ravitch**
New York University
Cosponsored by the Supervision and Instructional Leadership SIG
Friday, April 8, 6:00 pm–7:00 pm
New Orleans Marriott, La Galerie 5
AERA Awards Presentation and Presidential Address

52.010. AERA Awards Presentation and Presidential Address.
Sunday, April 10 - 4:05 pm - 6:05 pm
New Orleans Marriott, Mardi Gras Ballroom
Chair:
   Joanne Larson, University of Rochester
Awards and Presenters:
   Palmer O. Johnson Memorial Award, Maria E. Torres-Guzman, Columbia University
   Review of Research Award, V.P. Franklin, University of California - Riverside
   Relating Research to Practice Award, Robert S. Rueda, University of Southern California
   E.F. Lindquist Award, Edward H. Haertel, Stanford University
   Early Career Award, Vanessa Siddle Walker, Emory University
   Outstanding Book Award, Lynda Stone, University of North Carolina at Chapel Hill
   Committee on Scholars of Color in Education Awards, Tabbye Maria Chavous, University of Michigan
   Distinguished Contributions to Gender Equity in Education Research Award, Kathleen A. Weiler, Tufts University
   Social Justice in Education Award, James Earl Davis, Temple University
   Distinguished Public Service Award, P. David Pearson, University of California - Berkeley
   Presidential Citations, Kris D. Gutierrez, University of Colorado - Boulder
   Distinguished Contributions to Research in Education Award, P. David Pearson, University of California - Berkeley
AERA Presidential Address:
   Designing Resilient Ecologies: Towards a Human Science of Learning
   Kris D. Gutierrez, University of Colorado - Boulder

Graduate Student Council Open Business Meeting and Reception
Graduate Students are strongly encouraged to attend the Open Business Meeting and Reception of the Graduate Student Council to learn more about the GSC work and initiatives.
40.010. Graduate Student Council Open Business Meeting and Reception.
Saturday, April 9 - 6:15 pm - 7:45 pm
Astor Crowne Plaza, St. Charles Ballroom
Chair:
   Annis N. Brown, Michigan State University

AERA Welcomes New Members and First-Time Meeting Attendees
New members and first-time meeting attendees are invited to an orientation session. This session offers an opportunity to learn more about the Association and the benefits of being a member, as well as helpful tips on navigating the Annual Meeting.
30.011. AERA Welcoming Orientation for New Members and First Time Attendees.
Saturday, April 9 - 7:00 pm - 8:00 pm
New Orleans Marriott, Mardi Gras Salon E
Chairs:
   Kris D. Gutierrez, University of Colorado - Boulder
   Arneatha F. Ball, Stanford University
   Felice J. Levine, American Educational Research Association

AERA SIG Open Meeting and Reception for SIG Officers
The SIG Open Meeting and Reception provide an informal forum for current and incoming SIG officers to interact with officers from other SIGs, members of the SIG Executive Committee and AERA Central Office staff. Bring questions and ideas on membership outreach, Annual Meeting planning, and other topics of interest to share.
66.002. AERA SIG Open Meeting and Reception for SIG Officers.
Monday, April 11 - 4:05 pm - 6:05 pm
New Orleans Marriott, La Galerie 1
Chair:
   Sharon H. Ulanoff, California State University - Los Angeles

Joint Social Justice Combined Reception
Preceded by the Social Justice in Education Award Lecture (see next page). Cosponsored by the Affirmative Action Council, Committee on Scholars and Advocates for Gender Equity in Education, Committee on Scholars of Color in Education, and Social Justice Action Committee.
Friday, April 8 - 8:30 pm - 9:30 pm
New Orleans Marriott, La Galerie 3
Chairs:
   Tabbye Maria Chavous, University of Michigan
   James Earl Davis, Temple University
   William H. Watkins, University of Illinois - Chicago
   Kathleen A. Weiler, Tufts University

AERA Open Business Meeting
The AERA Open Business Meeting provides a time for Association members to discuss important issues regarding education research and the work of AERA. Members are encouraged to attend this meeting convened by AERA President Kris D. Gutierrez. Chairs of the AERA Standing Committees will present summary reports on key Committee initiatives and activities undertaken during the current year.
72.001. AERA Open Business Meeting.
Tuesday, April 12 - 8:15 am - 9:45 am
Sheraton, Rhythms Ballroom III
Chairs:
   Kris D. Gutierrez, University of Colorado - Boulder
   Felice J. Levine, American Educational Research Association
Social Justice in Education Award (2011) Lecture
Lesson One - I Would Sing: Social Justice Research and Heeding the Persistent Cry of the Young
William C. Ayers
University of Illinois - Chicago
Friday, April 8, 7:30 pm – 8:30 pm
New Orleans Marriott, La Galerie 2

AERA Distinguished Public Service Award Lecture
From Eisenhower to Obama: Ruminations on a Federal Experience in Education
Emerson J. Elliott
National Council for the Accreditation of Teachers
Sunday, April 10, 10:35 am–12:05 pm
Sheraton, Napoleon Ballroom C3

Intervening to Shape the Future
Yrjö H. Engeström
University of Helsinki
Cosponsored by the Cultural Historical Research SIG
Saturday, April 9, 4:05 pm–6:05 pm
Sheraton, Napoleon Ballroom C1

CLS v. Martinez: The Clash of College Student Organizations and Nondiscrimination Principles in Higher Education
Michael A. Olivas
University of Houston
President, Association of American Law Schools
Cosponsored by the Hispanic Research Issues SIG, the Law and Education SIG, and Division J - Postsecondary Education
Sunday, April 10, 10:35 am–12:05 pm
Sheraton, Napoleon Ballroom D

Rethinking Remedial Education and the Academic-Vocational Divide:
Lessons to Learn About Language, Cognition, and Social Class
Mike Rose
University of California - Los Angeles
Monday, April 11, 12:25 pm–1:55 pm
Sheraton, Napoleon Ballroom A2-A3
Program Highlights

PRESIDENTIAL SESSIONS OF SPECIAL INTEREST

Generations of Exclusion: Mexican Americans and Education in the United States
Cosponsored by the Hispanic Research Issues SIG
Saturday, April 9, 2:15 pm - 3:45 pm
Sheraton, Napoleon Ballroom A2-A3
Mexican American Educational Disadvantages Over Four Generations Since Immigration
Edward Telles, Princeton University
The Inter-Cohort Reproduction of Mexican American Dropouts
Rogelio Saenz, Texas A&M University

On Spatial Grounds: Critical Geography and Education Research for Social Justice
Saturday, April 9, 2:15 pm - 3:45 pm
Sheraton, Napoleon Ballroom B2
Seeking Spatial Justice
Edward Soja, University of California - Los Angeles
Passionate Affinity Spaces and the Public Sphere
James Paul Gee, Arizona State University

Inside the Black Box: Understanding Educational Processes and Mechanisms
Cosponsored by Division D - Measurement and Research Methodology
Sunday, April 10, 12:25 pm - 1:55 pm
Sheraton, Napoleon Ballroom C3
Modeling Mediation: Causes, Markers, and Mechanisms
Stephen W. Raudenbush, University of Chicago
How Can We Use Multi-Site Experiments to Investigate Education Processes and Mechanisms?
Sean F. Reardon, Stanford University

Cultural Dimensions of Informal and Formal Learning: Design-Based and Community-Based Perspectives
Monday, April 11, 10:35 am - 12:05 pm
Sheraton, Napoleon Ballroom B3
Informal Learning in Contributing to a Community
Barbara Rogoff, University of California - Santa Cruz
How and Why Youth Learn Longitudinally Across Diverse Environments
Philip L. Bell, University of Washington
ADDITIONAL PRESIDENTIAL SESSIONS

Friday, April 8


Saturday, April 9


33.011. The Legal and Social Construction of Race: History and the Politics of Latinos in Education. Cosponsored by Division F - History and Historiography. Chair: Ruben Donato; Participants: Mary Romero, Daniel Gilbert Solorzano, Ruben Donato, Dolores Delgado Bernal; Discussant: James D. Anderson


36.011. Building Theoretical and Research Collaborations Among LGBTQ Communities. Chair: Connie North; Participants: Cindy Cruz, Roland Sintos Coloma, Lance Trevor McCready, Karleen Jimenez Pendleton; Discussants: Connie North, Cindy Cruz

36.014. We Have a Charge to Keep: Revisiting the Agenda of the AERA Commission on Research in Black Education (CORIBE), 2000-2010. Chair: Joyce E. King; Participants: Joyce E. King, Annette M. Henry, Etta R. Hollins, Gloria J. Ladson-Billings, Carol D. Lee, William H. Watkins, Bryan McKinley Jones Brayboy, Kristen L. Buras, Adrienne D. Dixon, Zeus Leonardo, Marvin Lynn, Cicreie A. Olatunji, Tara J. Yosso; Discussants: Garrett Albert Duncan, Beverly M. Gordon

Sunday, April 10

47.010. Boundary Crossing: Theorizing and Methodologies for Cultural-Ecological Studies of Learning. Chair: Carol D. Lee; Participants: William F. Tate, Margaret Beale Spencer, Joan Chiao, Stephen W. Raudenbush, Takako Nomi, Carol D. Lee

47.011. Citizenship Education for the Public Good: Diversity, Immigration, and Schooling. Chair: James A. Banks; Participants: James A. Banks, Patricia C. Gandara, Sonia Nieto, Gerard A. Postiglione, Audrey Helen Osler; Discussant: Gloria J. Ladson-Billings

47.012. Ten Years After the National Research Council Report Scientific Research in Education: Renewed Focus on the Public Good. Chairs: Elizabeth A. St. Pierre; Patti A. Lather; Participants: Margaret A. Eisenhart, Robert E. Floden, Angela Valenzuela; Discussant: Michael J. Feuer

48.011. Design Research Exploring Transformative Frameworks for Learning and Education. Chair: Gerhard Fischer; Participants: Gerhard Fischer, Sharon Derry, Daniel R. Zalles, Michael Eisenberg, Alexander Repenning; Discussant: Allan M. Collins


49.012. Maintaining Public Education for the Public Good: A Discussion of the Political and Economic Threats to Higher Education. Cosponsored by Division J - Postsecondary Education. Chair: LeAnn G. Putney; Participants: Arthur Levine, David F. Labaree, Gustavo E. Fischman, Sara Goldrick-Rab; Discussant: William G. Tierney
Monday, April 11


63.010. Powerful Ideas: A Conversation With Researchers and Community Organizers Working Together to Enhance the Public Good. Chair: John S. Rogers; Participants: Lauren Wells, Pauline Lipman, Jitu Brown, Mark R. Warren; Discussant: Shawn A. Ginwright

65.010. Determining the Quality of Teacher Education Programs. Chair: Kenneth Zeichner; Participants: Kenneth Zeichner, Linda Darling-Hammond, Suzanne M. Wilson, Nancy Zimpher; Discussant: Arthur Levine


Tuesday, April 12


75.010. Intersectionality as an Analytical Paradigm: Theory, Research, and Pedagogy. Chair: Roland Sintos Coloma; Participants: Donna L. Deyhle, Lance Trevor McCready, Sofia A. Villenas, Angela Calabrese Barton, Kevin K. Kumashiro

Innovative Approaches to Scholarship

Four evening Presidential sessions will embrace your senses and present research using innovative or nontraditional approaches to scholarship.

26.010. Innovative Approaches to Scholarship I: Slam High. Chair: Bronwen E. Low; Participant: David Smith

41.011. Innovative Approaches to Scholarship II: Listening to the Sounds of Science: Knowledge and Making Sense in Urban Middle Grades Classrooms. Chair: Walter S. Gershon


69.011. Innovative Approaches to Scholarship IV: Living Narratives and Cultural Identities: Creating a Digital Home to Protect and Preserve a Physical One. Participants: Nick Sile, JuliAnna Avila
Featured AERA Sessions on Research and Science Policy

Federal Visions, Aspirations, and Ambitions for Education Statistics
Saturday, April 9, 12:25 pm–1:55 pm
Sheraton, Napoleon Ballroom C1
Lynda T. Carlson, Director, National Center for Science and Engineering Statistics, National Science Foundation

Saturday, April 9, 2:15 pm–3:45 pm
Sheraton, Napoleon Ballroom C1
Howard J. Silver, Executive Director, Consortium of Social Science Associations
Paula R. Skedsvold, Executive Director, Federation of Associations in Behavioral & Brain Sciences
Martha Zaslow, Director, Office for Policy and Communications, Society for Research in Child Development
Gerald E. Sroufe, Director of Government Relations, American Educational Research Association

Federal Priorities for Supporting and Advancing Scientific Research
Sunday, April 10, 12:25 pm–1:55 pm
Sheraton, Napoleon Ballroom B2
John Q. Easton, Director, Institute of Education Sciences, U.S. Department of Education
Joan Ferrini-Mundy, Assistant Director, Education and Human Resources, National Science Foundation
Myron Gutmann, Assistant Director, Social Behavioral and Economic Sciences, National Science Foundation

AERA Report and Recommendations on IES Reauthorization—New Release
Monday, April 11, 2:15 pm–3:45 pm
Sheraton, Napoleon Ballroom B2
Felice J. Levine, American Educational Research Association
Kenji Hakuta, Stanford University
Carl F. Kaestle, Brown University
Camilla P. Benbow, Vanderbilt University
**Program Highlights**

**Education Research Policy, Research Issues, and Research Support**

**Featured Symposia**

**38.015. Protecting the Rights of Participants in Rapidly Evolving Contexts: Aligning the Perspectives of IRBs, Investigators, and Institutions.**
Cosponsored by AERA Division G - Social Context of Education and AERA Ethics Committee.
Saturday, April 9, 4:05 pm - 5:35 pm
Sheraton, Oak Alley
Chairs: Elizabeth Kozleski, Arizona State University; Carolyn D. Herrington, Florida State University; Participants: Patricia C. Gandara, University of California - Los Angeles; Cecilia Rios Aguilar, University of Arizona; Luis C. Moll, University of Arizona; Michael J. Saks, College of Law, Arizona State University; Shirley Laska, University of New Orleans and Center for Hazards Assessment, Response & Technology, UNO
Participants: Myron Gutmann, National Science Foundation; George C. Alter, University of Michigan; Jane Hannaway, The Urban Institute; Sarah-Kathryn McDonald, University of Chicago

**50.013. Are You Seeking a Research Grant? The Current Landscape of Federal Programs and Opportunities.**
Sunday, April 10, 2:15 pm - 3:45 pm
Sheraton, Napoleon Ballroom C1
Chair: Deborah L. Vandell, University of California - Irvine; Participants: Allen Ruby, Institute of Education Sciences, U.S. Department of Education; Janice H. Earle, National Science Foundation; James A. Griffin, National Institute of Child Health and Human Development

**63.014. The Canadian Deans Accord for Education Research and the Potential of Accords in Other Countries.**
Cosponsor: Organization of Institutional Affiliates
Monday, April 11, 12:25 pm - 1:55 pm
Sheraton / Napoleon Ballroom B2
Chair: Gerald E. Sroufe, American Educational Research Association; Participant: Robert J. Tierney, Dean, Faculty of Education and Social Work, The University of Sydney; Discussants: Karen Symms Gallagher, Dean, Rossier School of Education, University of Southern California; Douglas J. Palmer, Dean, Education & Human Development, Texas A&M University; Jane Close Conoley, Gevirtz Graduate School of Education, University of California - Santa Barbara

**Major New NRC Reports**

**49.014. Incentives and Test-based Accountability in Education—The 2011 National Research Council Report and Beyond.**
Sunday, April 10, 12:25 pm - 1:55 pm
Sheraton, Napoleon Ballroom D
Chair: Carolyn D. Herrington, Florida State University; Participants: Michael Hout, National Research Council Committee Chair and University of California - Berkeley; Kevin Lang, National Research Council Committee Member and Department of Economics, Boston University; Brian Stecher, National Research Council Committee Member and RAND Corporation; Discussants: Michael T. Nettes, ETS; Adam Gamoran, University of Wisconsin - Madison

**50.014. Learning Science: Computer Games, Simulations, and Education—Learning from and Building on the 2011 National Research Council Report.**
Sunday, April 10, 2:15 pm - 3:45 pm
Sheraton, Napoleon Ballroom B2
Chair: Eva L. Baker, University of California - Los Angeles; Participants: Ray S. Perez, National Research Council Committee Member and Office of Naval Research; Constance A. Steinkuehler, National Research Council Committee Member and University of Wisconsin - Madison; Discussants: Yasmin B. Kafai, University of Pennsylvania; Barry J. Fishman, University of Michigan

Monday, April 11, 8:15 am - 10:15 am
Sheraton, Napoleon Ballroom B2
Chair and Discussant: Jane Hannaway, Urban Institute; Participants: John R. Warren, NRC-NAEd Committee Member and University of Minnesota; Elaine M. Allensworth, NRC-NAEd Committee Member and Consortium on Chicago School Research at the University of Chicago; Discussants: Henry M. Levin, Teachers College, Columbia University; Robert G. Croninger, University of Maryland - College Park

**Future Directions in STEM Education**

**62.013. Advancement of K-12 Science Education for the Next Decades - Building Quality Education for the S in STEM.**
Monday, April 11, 10:35 am - 12:05 pm
Sheraton, Napoleon Ballroom A2&A3
Chair: Felice J. Levine, American Educational Research Association; Participants: Helen R. Quinn, Chair, Board on Science Education, National Research Council, and Stanford Linear Accelerator Center, Stanford University; Elisa L. Klein, University of Maryland, and 2009-2010 SRCDAAS Science and Technology Policy Fellow, Office of Behavioral and Social Sciences Research (OBSSR), National Institutes of Health; Robert M. Hauser, Division of Behavioral and Social Sciences and Education, National Research Council and University of Wisconsin - Madison; Discussants: Shirley Malcom, American Association for the Advancement of Science; Camilla P. Benbow, Vanderbilt University
International Focus Sessions

Sessions Cosponsored by AERA and the World Education Research Association (WERA)

63.013. Science Education and Building Science Skill in the Crucial Years of Children’s Learning—International Perspectives. Chair: James W. Pellegrino, University of Illinois - Chicago; Participants: Hafiz M. Iqbal, Pakistan Association for Research in Education; Justin Dillon, Kings College, London; Louise Archer, Kings College, London; Jennifer DeWitt, Kings College, London; Jonathan F. Osborne, Stanford University; Beatrice Willis, Kings College, London; Billy Wong, Kings College, London; Marcia Linn, University of California - Berkeley; Discussant: Helen R. Quinn, Chair, Board on Science Education, National Research Council, and Stanford Linear Accelerator Center; Stanford University

66.014. Design and Assessment of Learning-Focused Social Networks: International Perspectives. Chair: Klaus Breuer, Johannes Gutenberg Universität Mainz; Participants: Jan L. Plass, New York University; Ong Kim Lee, National Institute of Education; Eva L. Baker, University of California - Los Angeles; Judith Kalman, Cinvestav; Kyung Sung Kim, Seoul National University of Education; Russell Shilling, Defense Advanced Research Projects Agency

AERA International Relations Committee

22.010. Explaining the Educational Trajectories of Immigrant and Nonimmigrant Youth in Secondary Education in Flanders (Belgium). Chair: Martha A. Montero-Sieburth, University of Amsterdam

34.018. Global Education From Middle School Through Postsecondary Education Settings. Chair: Akinyi Wadende, Texas State University

38.018. Identifying and Working Around the Challenges of Conducting International and Comparative Educational Research. Chair: Martha A. Montero-Sieburth, University of Amsterdam

48.017. Public and Higher Education Policy Challenges Emanating From Global and Domestic Disasters: Lessons and Paradigms From New Orleans Universities. Chair: Kassie Freeman, Southern University - Baton Rouge

50.018. STEM in International Contexts. Chair: Ara Tekian, University of Illinois - Chicago

60.014. Toward a Positive Future. Chair: Tiina Itkonen, California State University - Channel Islands

63.019. Teachers’ Sensitivity, Attitudes, Preparedness, and Practices in Regarding Student Diversity. Chair: Elizabeth Kozleski, Arizona State University

65.017. The Insistence of Transnational Biography: Implications for Both Countries of Binational Movement of Students From the United States to Mexico. Chair: Edmund T. Hamann, University of Nebraska - Lincoln

75.012. Teachers’ Professional Identity. Chair: Annette M. Henry, University of British Columbia

AERA -Wide Sessions on International Topics

49.015. Mentoring Across Professions and National Borders: Initiating a Collaborative Conversation. Chairs: Sarah K. McMahan, Texas Woman’s University; Frances K. Kochan, Auburn University; Participants: Shaza Ezzi, King Abdulaziz University; Guillermo Hernandez, Universidad Autonoma de Aguascalientes; William Y. Wu, Hong Kong Baptist University; Amos Carmeli, Wizmann Institute of Science; Discussants: Joseph T. Pascarelli, University of Portland; Carol A. Mullen, University of North Carolina - Greensboro

62.014. International Benchmarking: Perspectives on Methodology, Rhetoric, and Policy. Chair: Michael J. Feuer, George Washington University; Participants: Moshe Justman, Ben Gurion University; Hans Wagemaker, IEA; James H. Williams, George Washington University; Avital Darmon, The Israel Academy of Sciences and Humanities; Sylvia Schmelkes, Universidad Iberoamericana

International Aligned Organizations

Australian Association for Research in Education

65.019. The Ethical Framing Education Research Practice

British Educational Leadership, Management, and Administration Society

63.020. New Perspectives on Educational Leadership

British Educational Research Association


Canadian Society for the Study of Education

32.018. When Large-Scale Assessment Meets Classroom Assessment: Teachers’ Use of Province-Wide Assessments as Part of Students’ Grades

Commonwealth Council for Educational Administration and Management

32.017. Educational Leadership for the Public Good: Theory and Praxis

Dutch Programme Council for Educational Research

22.012. Development of Teacher Interpersonal Expertise Throughout the Professional Career

Educational Studies Association of Ireland

36.019. Perspectives on Learner Voice in Educational Research: Dynamics and Dilemmas in Understanding and Representing Voice in Research

Flemish Forum for Educational Research


International Academy of Education

34.019. Symposium: Poverty and Education

International Congress for School Effectiveness and School Improvement

49.023. Innovation, Transformation, and Improvement in School Reform: A Challenge to School Effectiveness and School Improvement Research

Netherlands Educational Research Association

60.016. Professional Learning Communities: Needs, Development, and School Policy

Nordic Educational Research Association

33.015. Gender in Education: Nordic Perspectives
### Spotlight on New Orleans

**36.038. Division J Invited Session: Leadership of Higher Education in New Orleans: Institutional Responses to Katrina**
Sponsor: Division J - Postsecondary Education  
Saturday, April 9, 2:15 pm - 3:45 pm  
JW Marriott, Ile de France I  
Participants: Caroline Sotello Viernes Turner, Arizona State University; James Earl Davis, Temple University

**38.014. Freedom Dreaming in the Urban South: Education Research, Public Policy, and the Powers of Imagination.**
Saturday, April 9, 4:05 pm - 5:35 pm  
Sheraton, Rhythms Ballroom II  
Chair and Discussant: Joyce E. King, Georgia State University; Participants: Kristen L. Buras, Emory University; Adrienne D. Dixson, Ohio State University; Sylvia Wynter, Stanford University

**48.026. Critical Inquiry, Disaster, and Hope: New Orleans, Louisiana**
Sunday, April 10, 10:35 am - 12:05 pm  
Doubletree, Madewood A  
Chair: Penny A. Pasque, University of Oklahoma; Participants: Gaile S. Cannella, University of North Texas; Michelle Perez, Southern Illinois University - Carbondale; Andre Perry, Capital One/University of New Orleans Charter Schools; Aaron M. Kutz, University of Alabama; Discussant: R. Evely Gildersleeve, Iowa State University

**48.017. Public and Higher Education Policy Challenges Emanating From Global and Domestic Disasters: Lessons and Paradigms From New Orleans Universities**
Sponsor: International Relations Committee  
Sunday, April 10, 10:35 am - 12:05 pm  
Sheraton, Napoleon Ballroom B1  
Chair and Discussant: Kassie Freeman, Southern University - Baton Rouge; Participants: Loren Blanchard, Xavier University; Monique Guillory, Xavier University; Michael Cunningham, Tulane University; Jeffrey Johnson, Tulane University; Beverly Lindsay, Pennsylvania State University

**60.022. New Orleans School Reform: What’s Happening on the Ground**
Sponsor: Division B - Curriculum Studies  
Monday, April 11, 8:15 am - 10:15 am  
Astor Crowne Plaza, Astor Ballroom III  
Chair: Richard Ayers, University of California - Berkeley; Participants: Raynard Sanders, Research on Reforms; Deirdre Johnson Burel, Orleans Public Education Network; Lateres Morgan, New Orleans parent; Brandon Bigard, New Orleans student

**69.011. Innovative Approaches to Scholarship IV: Living Narratives and Cultural Identities: Creating a Digital Home to Protect and Preserve a Physical One (Presidential Session)**
Monday, April 11, 6:30 pm - 8:00 pm  
Sheraton, Napoleon Ballroom B3  
Participants: JuliAnna Avila, University of North Carolina - Charlotte; Nick Slie, Mondo Bizarro

**74.010. The Women and Children of New Orleans: Five Years Later**
Sponsor: Committee on Scholars and Advocates for Gender Equity in Education  
Tuesday, April 12, 10:35 am - 12:05 pm  
Sheraton, Galleria  
Chair and Discussant: Kassie Freeman, Southern University - Baton Rouge; Participants: Jane Henrici, Institute for Women’s Policy Research; Karen Ann Johnson, University of Utah; Tracie Washington, Louisiana Justice Institute; Karran Harper Royal, Pyramid Community Parent Resource Center

**75.013. When Opportunity Knocks: Dismantling the New Orleans Public School System Post-Katrina**
Sponsor: Social Justice Action Committee  
Tuesday, April 12, 12:25 pm - 1:55 pm  
Sheraton, Napoleon Ballroom C2  
Chair: Damekia Morgan, Families and Friends of Louisiana’s Incarcerated Children (FFLIC); Participants: Raynard Sanders, Research on Reforms; Barbara W. Ferguson, University of New Orleans

---

**Don’t miss ...**

**New Orleans Off-Site Visits and Tours**
Details on page 60.

---

### There’s Still Time to Help Build a New House in New Orleans’s Lower Ninth Ward

Each year, the AERA President selects a deserving nonprofit organization located in the Annual Meeting host city and encourages meeting participants to consider donating to that organization when they register.

For 2011, AERA President Kris Gutiérrez selected the Make It Right Foundation, which is helping to rebuild New Orleans by constructing safe, sustainable, and affordable homes for working families in the city's Lower Ninth Ward, which was devastated by Hurricane Katrina in August 2005. Actor Brad Pitt founded the organization to build 150 affordable, green, high-design homes in this two-square-mile neighborhood that was hardest hit by the storm. More information about Make It Right Foundation is available at http://www.makeitrightnola.org.

Attendees who are interested in supporting AERA’s effort to raise enough funds for the foundation to build an AERA-sponsored house may make a contribution during the Annual Meeting. Special donation forms are available at On-Site Registration, located in the Sheraton, Napoleon Foyer Third Level. Contributions may also be made via the AERA website at http://www.aera.net.

Please join the community of education researchers in lending a hand to make it right for a displaced family in New Orleans.
AERA Standing Committee Sessions

Committee on Scholars and Advocates for Gender Equity in Education
47.013. How Does Gender Matter in Schools? Chair: Barbara J. Thayer-Bacon, The University of Tennessee
48.028. Rethinking Sex and Gender. Chair: Margaret A. Nash, University of California – Riverside
60.013. SAGE Open Business Meeting and Breakfast: A Conversation with James Earl Davis. Chair: Kathleen A. Weiler, Tufts University
66.017. Learning Gender in the Rainbow Nation in the Context of AIDS and Other Social Problems. Chair: Deevia Bhana, University of KwaZulu-Natal

Committee on Scholars of Color in Education
33.014. Analyses of Race, Ethnicity, and Gender in Higher Education. Chair: Maricela Correa-Chavez, Clark University
63.018. Race and Gender Matter: Achievement Processes Among African American Adolescents. Chair: Tabbie Maria Chavous, University of Michigan
72.011. Research on LGBTQ Issues: Perspectives From Diverse Communities. Chair: Kevin K. Kumashiro, University of Illinois - Chicago
78.010. Deconstructing Student Diversity for Schooling Equity: A Critical Discussion of Educational Research to Reinvent Language Policy. Chair: Virginia M. Gonzalez, University of Cincinnati

Communication and Outreach Committee
36.017. Insights from Leading Education Journalists: Making Your Research Relevant to the Public and Policymakers. Chair: Larry McQuillan, American Institutes for Research

Social Justice Action Committee
22.011. The Voices of Diversity: What Students of Diverse Races/Ethnicities and Both Sexes Tell Us About Their College Experiences And Their Perceptions And Observations. Chair: M. Christopher Brown, Fisk University
36.014. We Have a Charge to Keep: Revisiting the Agenda of the Commission on Research in Black Education (CORIBE), 2000-2010. Chair: Joyce E. King, Georgia State University
75.013. When Opportunity Knocks: Dismantling the New Orleans Public School System Post-Katrina. Chair: Damekia Morgan, Families and Friend of Louisiana’s Incarcerated Children (FFLIC)

Important Sessions for Current and Incoming SIG Officers
All current and incoming SIG officers are strongly encouraged to attend one of the three SIG Leadership Orientation sessions and a special Open Meeting and Reception. Join members of the AERA SIG Executive Committee and AERA staff for an informative briefing and discussion on SIG operations, Annual Meeting planning for 2012, and governance-related functions (bylaws, awards, nominations, and elections).

SIG Leadership Orientations:
23.004. Session 1: Friday, April 8, 4:05-5:35 pm
48.003. Session 2: Sunday, April 10, 10:35 am-12:05 pm
63.002. Session 3: Monday, April 11, 12:25-1:55 pm
All sessions are in the Sheraton, Rhythms Ballroom III.

66.002. AERA SIG Open Meeting and Reception for SIG Officers
Monday, April 11, 4:05-6:05 pm
New Orleans Marriott, La Galerie 1

Important Training Sessions
Online Program Management System (All Academic): Demonstration and Training for Program Chairs
Sheraton, Rhythms Ballroom III
36.010. Session 1: Saturday, April 9, 2:15-3:45 pm
48.010. Session 2: Sunday, April 10, 10:35 am - 12:05 pm
62.010. Session 3: Monday, April 11, 10:35 am - 12:05 pm

AERA Web Content Management System Training for Division and SIG Web Managers
Sheraton, Rhythms Ballroom III
32.011. Session 1: Saturday, April 9, 8:15-9:45 am
60.010. Session 2: Monday, April 11, 8:15-9:45 am

AERA Committee Open Meetings
32.001. AERA Committee on Scholars of Color in Education Awards Presentation: Open Meeting. Chair: Tabbie Maria Chavous, University of Michigan
33.003. AERA Social Justice Action Committee: Town Hall. Chair: William H. Watkins, University of Illinois – Chicago
60.013. AERA Committee on Scholars and Advocates for Gender Equity in Education Open Meeting and Breakfast: A Conversation with James Earl Davis. Chair: Kathleen A. Weiler, Tufts University
63.001. AERA Affirmative Action Council: Open Meeting. Chair: James Earl Davis, Temple University

Important Training Sessions
Graduate Student Council Sessions

25.012: Orientation to the Annual Meeting and Networking for Graduate Students and Campus Liaisons
32.015: Graduate Student Networking Opportunity With Special Interest Groups (SIGs)
34.017: GSC Division A Fireside Chat: Imagining a Better Education: The Convergence of Research, Policy, Practice and Participation. Chairs: Carl Byron Keys, Angela Urick
40.010: Graduate Student Council (GSC) Open Business Meeting. Chair: Anis N. Brown
48.016: GSC Division I Fireside Chat: Making the Most of Mentoring in Doctoral Education and Life Beyond. Chairs: Christina M. Cestone, Robert Williams Ellis
49.020: GSC Chair Fireside Chat: Scholars of Color. Chair: Anis N. Brown
49.021: GSC Division F Fireside Chat: Contesting the “His” in History: How to Address Hetero-Patriarchy in Historical Research and Teaching. Chairs: Jessica Clawson, Nashwa Salem
62.017: GSC Chair-Elect Fireside Chat: Race, Place, and Space: Finding Your Niche as a Recent Graduate. Chair: Nicholas Daniel Hartlep
63.017: GSC Division C Fireside Chat: Taking Research to Scale With Paul Cobb. Chairs: Janice Hansen, Yin Wah B. Kreher
65.015: GSC Division D Fireside Chat: Reinforcing the Connection Between Diagnostic Modeling in Educational Research and the Public Interest. Chair: Dubravka Svetina

Important Session for 2012 Annual Meeting Peer Reviewers

After the meeting, check it out!
THE AERA ONLINE PAPER REPOSITORY

All individuals who register for the 2011 Annual Meeting, as well as all AERA members, will have access to this new AERA resource. Each presenter at the 2011 Annual Meeting may elect to upload to the Online Paper Repository full text of the paper presented in New Orleans. Deposited 2011 papers will be accessible to all 2011 registrants. 2011 meeting papers will be made available to registrants a few weeks after the Annual Meeting. The Repository serves as an archive of Annual Meeting presentations for the Association.

For registrants and members, the Repository:
• Offers a new opportunity to have broader access to information presented at the Annual Meeting
• Serves as a reference on current scholarship and research
• Outlines guidelines for citing scholarship presented at the Annual Meeting

For presenters, the Repository:
• Allows sharing of presentations in a new format and reaching a broader audience than those attending the session
• Records in a permanent online archive the full text of the presentations
• Permits addition of presentation notes at any time after the Annual Meeting
• Enables reporting of subsequent publication of the research by allowing future addition of citation information, a journal URL, or a digital object identifier (DOI)

Presenters retain copyright of their full text. If presenters did not opt to participate in the repository before the Annual Meeting, they may upload directly to the repository until May 16. Users of the AERA Online Papers Repository will be informed of appropriate citation and use of repository content.

For more information about participating in and using the repository, visit www.aera.net/repository.
**Journal Talks Sessions**

These roundtables are designed to facilitate communication with journal editors and reviewers, authors, and potential authors. The journals are listed by timeslot and table number.

<table>
<thead>
<tr>
<th>Saturday, April 9</th>
<th>Sunday, April 10</th>
<th>Monday, April 11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10:35 am - 11:55 am</strong></td>
<td><strong>10:35 am - 11:55 am</strong></td>
<td><strong>10:35 am - 11:55 am</strong></td>
</tr>
<tr>
<td>Sheraton Grand Ballroom A</td>
<td>Sheraton Grand Ballroom A</td>
<td>Sheraton Grand Ballroom A</td>
</tr>
<tr>
<td>5. Studying Teacher Education</td>
<td>5. Studying Teacher Education</td>
<td>5. Studying Teacher Education</td>
</tr>
<tr>
<td><strong>12:25pm - 1:55pm</strong></td>
<td><strong>12:25pm - 1:55pm</strong></td>
<td><strong>12:25pm - 1:55pm</strong></td>
</tr>
<tr>
<td>Sheraton Grand Ballroom A</td>
<td>Sheraton Grand Ballroom A</td>
<td>Sheraton Grand Ballroom A</td>
</tr>
<tr>
<td>5. Teacher Education Quarterly</td>
<td>5. Teacher Education Quarterly</td>
<td>5. Teacher Education Quarterly</td>
</tr>
<tr>
<td><strong>2:15pm - 3:45pm</strong></td>
<td><strong>2:15pm - 3:45pm</strong></td>
<td><strong>2:15pm - 3:45pm</strong></td>
</tr>
<tr>
<td>Sheraton Grand Ballroom A</td>
<td>Sheraton Grand Ballroom A</td>
<td>Sheraton Grand Ballroom A</td>
</tr>
<tr>
<td>5. Frontiers in Educational Psychology</td>
<td>5. Frontiers in Educational Psychology</td>
<td>5. Frontiers in Educational Psychology</td>
</tr>
<tr>
<td>12. Intercultural Education</td>
<td>12. Intercultural Education</td>
<td>12. Intercultural Education</td>
</tr>
<tr>
<td><strong>2:15pm - 3:45pm</strong></td>
<td><strong>2:15pm - 3:45pm</strong></td>
<td><strong>2:15pm - 3:45pm</strong></td>
</tr>
<tr>
<td>Sheraton Grand Ballroom B</td>
<td>Sheraton Grand Ballroom B</td>
<td>Sheraton Grand Ballroom B</td>
</tr>
<tr>
<td>3. National Association of Student Affairs Professionals</td>
<td>3. National Association of Student Affairs Professionals</td>
<td>3. National Association of Student Affairs Professionals</td>
</tr>
<tr>
<td>2. Urban Education</td>
<td>2. Urban Education</td>
<td>2. Urban Education</td>
</tr>
<tr>
<td>3. eJournal of Educational Policy</td>
<td>3. eJournal of Educational Policy</td>
<td>3. eJournal of Educational Policy</td>
</tr>
<tr>
<td>4. The Teacher Educator</td>
<td>4. The Teacher Educator</td>
<td>4. The Teacher Educator</td>
</tr>
</tbody>
</table>
The Professional Development and Training Committee has planned a rich program of extended and mini-courses for the 2011 AERA Annual Meeting in New Orleans. The program was crafted based on consideration of more than 70 submissions and a competitive review process. Professional development courses provide training in specific research methods and skills, cover significant research issues in related disciplines, emphasize specialized areas, address professional development issues, focus on research for the improvement of practice, or examine recent methodological and substantive developments in education research.

The extended courses begin on Thursday, April 7, one day before the start of the Annual Meeting. Mini-courses are held Saturday through Monday, April 9–11. For further information on these courses, visit http://www.aera.net. Direct questions about the courses to profdev@aera.net. Tickets for courses may be purchased online during preregistration or on site at Onsite Registration (Sheraton, Napoleon Foyer Third Level).

Below is a summary of all courses throughout the meeting, and the following pages contain course details.

**Extended Courses**

**Thursday, April 7**

- PDC01 - A Gentle Introduction to Hierarchical Linear Modeling
- PDC02 - Diagnostic Measurement: Theory, Methods, and Applications
- PDC03 - Empowerment Evaluation: Tools to Improve Educational Programs and Produce Results
- PDC04 - How To Inform Policymakers: A Strategic Approach For Academics
- PDC05 - Learning Mathematics for Teaching: Instrument Dissemination Workshop
- PDC07 - Psychometrics Behind National Assessment of Educational Progress: Understanding and Analyzing NAEP data
- PDC08 - Sustaining a Research Agenda for Education, Technology, Media, and Students of Color

**Friday, April 8**

- PDC06 - Mixed Data Analysis Techniques: A Comprehensive Step-by-Step Approach

**Mini-Courses**

**Saturday, April 9**

- PDC09 - An Introductory Primer Review of Multivariate Statistics I: Multivariate Significance Tests and MANOVA
- PDC10 - Longitudinal Surveys at the National Center for Education Statistics: High School Longitudinal Study of 2009 (HSLS:09)
- PDC11 - Performatory Research and Inquiry
- PDC12 - Writing an Application for an IES Grant: A Workshop
- PDC13 - Communications 101: Making an Impact With Your Research Through Effective Presentations, Social Media, and Writing
- PDC14 - Developing a Competitive Educational Research Proposal for NSF’s Division of Research on Learning

**Sunday, April 10**

- PDC15 - Protecting Student Data in Electronic Longitudinal Student Data Systems: Understanding the Department of Education’s New Privacy Guidance
- PDC16 - Using NAEP Data on the Web for Educational Policy Research

**Monday, April 11**

- PDC21 - Helping STEM Researchers Strengthen Their Proposals by Integrating K-12 STEM Education Components
- PDC22 - Designing Scenario-Based Assessment Items Using an Evidence-Centered Design Framework
- PDC23 - Using the International Databases from Large-Scale Education Studies for Secondary Analysis

**Extended Courses**

**PDC01: A Gentle Introduction to Hierarchical Linear Modeling**

*Directors:* D. Betsy McCoach, University of Connecticut  
Ann A. O’Connell, Ohio State University

*Date:* Thursday, April 7, 9:00 am–5:00 pm  
*Fee:* $115

*Location:* New Orleans Marriott, La Galerie 6

This course will introduce participants to the fundamentals of hierarchical linear modeling (HLM). The instruction will focus on fundamental concepts and practical applications, with minimal emphasis on statistical theory. In addition to presenting a conceptual overview of HLM, we will utilize two examples to demonstrate the application of HLM within both an organizational and a longitudinal (growth curve) framework. Participants will learn how to analyze two-level multilevel data using both HLM 6 and SPSS, and they will learn to interpret the results of the analyses. Instruction will consist of lecture, demonstrations of the software, and hands-on data analysis opportunities. Students should bring a laptop equipped with SPSS and the student version of HLM, available free from www.ssicentral.com.

**PDC02: Diagnostic Measurement: Theory, Methods, and Applications**

*Directors:* Laine Bradshaw, University of Georgia  
Jonathan Templin, University of Georgia

*Date:* Thursday, April 7, 9:00 am–5:00 pm  
*Fee:* $95

*Location:* New Orleans Marriott, Regent

Diagnostic measurement is an emerging field of psychometrics that focuses on ascertaining actionable information from tests and assessments. This course provides an introduction to the terms, techniques, and common methods used for diagnosing what students know and gives researchers access to information that can be used to help design remediation paths for students needing help in a subject area. The course is taught from a
nontechnical level. Course participants are expected to have only a basic knowledge of statistics and psychometrics to enroll and will gain hands-on experience with all aspects of diagnostic models (from test construction to statistical estimation). Participants should bring a laptop computer.

**PDC03: Empowerment Evaluation: Tools to Improve Educational Programs and Produce Results**  
**Director:** David Fetterman, Fetterman & Associates  
**Date:** Thursday, April 7, 9:00 am–5:00 pm  
**Fee:** $95  
**Location:** New Orleans Marriott, Mardi Gras Salon D  
Empowerment evaluation is designed to help people use evaluation to accomplish their objectives. It is instrumental in the development of new programs, ongoing self-assessment, organizational learning, and accreditation self-studies. The course concepts include critical friend, culture of evidence, community of learners, cycle of reflection and action, and reflective practitioners. Principles include improvement, inclusion, social justice, capacity building, and accountability. The course will prepare participants to conduct or monitor an empowerment evaluation. The course is for evaluators, educators, community organizers, and funders. Potential participants are encouraged to review the following empowerment evaluation websites: http://eevaluation.blogspot.com and http://www.davidfetterman.com/empowermentevaluation.htm.

**PDC04: How to Inform Policy Makers: A Strategic Approach for Academics**  
**Directors:** David R. Garcia, Arizona State University  
Kris Gutiérrez, University of Colorado, Boulder  
**Date:** Thursday, April 7, 9:00 am–5:00 pm  
**Fee:** $115  
**Location:** New Orleans Marriott, Mardi Gras Salon E  
The gap between academic research and the realities of the policy-making process is well documented. Many scholars discuss “what” should be done about these problems, but very few know “how” to engage in the policy-making process. By design, this course will train participants to learn “how” by imparting a set of skills that are outside traditional academic training. Scholars who have engaged in the policy process through professional experience, as well as media experts and lobbyists, will help participants learn how to (1) translate academic research for presentation to multiple audiences, (2) identify and leverage the networks that influence the policy process, and (3) develop a sophisticated understanding of the policy process in order to develop a strategy to engage effectively.

**PDC05: Learning Mathematics for Teaching: Instrument Dissemination Workshop**  
**Directors:** Heather Hill, Harvard University  
Geoffrey Phelps, ETS  
**Date:** Thursday, April 7, 9:00 am–5:00 pm  
**Fee:** $95  
**Location:** New Orleans Marriott, La Galerie 5  
The Learning Mathematics for Teaching (LMT) project develops and disseminates multiple-choice survey measures of mathematical knowledge for teaching (MKT) in the content areas of number concepts and operations, patterns functions in algebra, geometry, rational number, proportional reasoning, and data probability and statistics. These measures are suitable for use with elementary and middle school teachers. This course will provide background information on the development and theory supporting the LMT measures and practical guidance on appropriate use of these measures in research and program evaluation. The course will include a demonstration of the online administration system. It is designed for all researchers investigating teacher knowledge. A basic understanding of statistics is helpful. Course participants are encouraged to review the information and terms of use on the LMT website: http://sitemaker.umich.edu/lmt.

**PDC06: Mixed Data Analysis Techniques: A Comprehensive Step-by-Step Approach**  
**Directors:** Kathleen M. T. Collins, University of Arkansas  
Anthony J. Onwuegbuzie, Sam Houston State University  
**Instructor:** Normand Peladeau, Provalis Research  
Dates: Thursday, April 7, 9:00 am–5:00 pm  
Friday, April 8, 8:00 am–12:00 noon  
Fee: $135  
Location: New Orleans Marriott, La Galerie 3  
The purpose of this 2-day course is to provide a step-by-step guide for selecting and applying quantitative, qualitative, and mixed data-analytic techniques. This interactive course, for new and seasoned researchers, will provide frameworks and heuristics for selecting and applying data-analytic techniques and validating, interpreting, and reporting results of mixed research studies. Presenters also will provide published examples and illustrate applications of statistical software (e.g., SPSS, SAS), qualitative software (e.g., NVivo), and mixed research software (e.g., QDA Miner) that integrate a variety of text analysis and statistical techniques. Finally, the instructors will provide an array of publishing tips and approaches for applying evidence-based standards and guidelines when reporting results and writing a mixed-method research article.

**PDC07: Psychometrics Behind National Assessment of Educational Progress: Understanding and Analyzing NAEP Data**  
**Director:** Emmanuel Sikali, National Center for Education Statistics  
**Instructors:** Enis Dogan, American Institutes for Research  
Andrew Kolstad, National Center for Education Statistics  
**Date:** Thursday, April 7, 9:00 am–5:00 pm  
**Fee:** $95  
**Location:** New Orleans Marriott, La Galerie 4  
The goal of this course is to introduce researchers to the National Assessment of Educational Progress (NAEP) and the AM Statistical Software analysis tool. AM is a free statistical software package for analyzing data from complex samples, especially large-scale assessments. This course will introduce users to the psychometric and sampling design of NAEP. Using the NAEP data file, instructors will introduce several data analysis strategies, including the Marginal Maximum Likelihood approach to compute scale scores, use of sampling weights, and variance estimation procedures.

**PDC08: Sustaining a Research Agenda for Education, Technology, Media, and Students of Color**  
**Directors:** Kevin Clark, George Mason University  
Kim Scott, Arizona State University  
**Date:** Thursday, April 7, 9:00 am–5:00 pm  
**Fee:** $115  
**Location:** New Orleans Marriott, Balcony J  
Organized around three panels of leading scholars, program directors, granting agencies, and policy makers, this course invites practitioners and academics to engage in meaningful pragmatic activities focused on how to create and sustain scholarly work focused on the education of students of color through the use of technology and media. The course will include recommended reading lists for practitioners and scholars; strategies and resources for best practices in creating and sustaining research agendas and programs; the scholarship of under-represented groups in technology and media; and essential elements of writing successful grant proposals to support research, intervention efforts, and/or after-school endeavors that focus on theoretical and practical approaches encouraging more students of color in technology and media.

**Mini-Courses**

**PDC09: An Introductory Primer/Review of Multivariate Statistics I: Multivariate Significance Tests and MANOVA**  
**Director:** Bruce Thompson, Texas A&M University  
**Date:** Saturday, April 9, 8:00 am–12:00 noon  
**Fee:** $50  
**Location:** Hotel Monteleone, La Nouvelle Orleans East  
Only multivariate analyses (e.g., MANOVA, descriptive discriminant analysis, predictive discriminant analysis, canonical correlation analysis, structural equation modeling) consider how all the variables in an analysis interact simultaneously in all possible configurations, and honor a reality “in which the researcher cares about multiple outcomes, in which most
outcomes have multiple causes, and in which most causes have multiple effects” (Thompson, 1986, p. 9). This first of two mini-courses will cover
two commonly used multivariate methods, the four multivariate significance
tests and MANOVA, and will presume as background only that participants
have previously heard about Pearson r and ANOVA. Further information
about the presenter is available at http://www.coe.tamu.edu/~bthompson
(see PDC26 for second course).

PDC10: Longitudinal Surveys at the National Center for Education Statistics: High School Longitudinal Study of 2009 (HSLS:09)

**Directors:** Kristin Flanagan, American Institutes for Research
Laura LoGerfo, National Center for Education Statistics

**Date:** Saturday, April 9, 8:00 am–12:00 noon
**Fee:** $95
**Location:** Hotel Monteleone, La Nouvelle Orleans West

This course will inform researchers about the design, structure, components,
collected data from students, school administrators, school counselors, math
and science teachers, and parents. It is the first National Center for Education
Statistics longitudinal study to begin with a ninth-grade cohort in the fall of
a school year, and it includes a new math test that focuses on algebra skills.
The HSLS:09 cohort will be followed through secondary and postsecondary
experiences to gauge their learning in algebra and to understand their
decision making about courses, college, and careers, especially in science
and math. Participants should have an understanding of statistics and bring
laptop computers to access the public-use data.

PDC11: Performatory Research and Inquiry

**Directors:** Lois Holzman, East Side Institute
Carrie Lobman, Rutgers University
Tony Perone, University of Illinois, Chicago

**Date:** Saturday, April 9, 8:00 am–12:00 noon
**Fee:** $50
**Location:** Hotel Monteleone, Vieux Carre

This course addresses the need for education researchers to develop their
creativity in response to the demands that both public and professional
dialogue are placing on education. New populations of students and new
learning tools require new methods of teaching, teacher education, and
education research, also new attitudes toward and understandings of these
social activities and identities. This course introduces graduate students and
faculty to the performatory model of learning, teaching, and researching that
relates to the process of inquiry as an exercise of social creativity. Participants
learn the fundamentals of performance and improvisation, how to utilize
these skills in creating one’s research persona, and how to generate and/or
research learning environments that are performance based.

PDC12: Writing an Application for an IES Grant: A Workshop

**Director:** Meredith Larson, National Center for Education Research

**Date:** Saturday, April 9, 8:00 am–12:00 noon
**Location:** Hotel Monteleone, Riverview

This course is by application only (see www.aera.net). The course is aimed for
researchers interested in submitting an education research proposal to the National
Science Foundation (NSF) Division of Research on Learning (DRL). The course
will focus on characteristics of DRL’s three major research programs: Research and
Evaluation in Education, Science and Engineering (REESE); Discovery Research
K-12 (DRK-12); and Faculty Early Career Development (CAREER, an NSF-wide
initiative). It will include discussion of the contexts of STEM education research
in NSF; provide an overview of NSF’s proposal review process and merit review
criteria; and examine and discuss cases of competitive proposals. Participants will
prepare in advance of the course for two activities: (1) discussing brief passages from
proposals to demonstrate strengths and weaknesses in addressing the NSF merit
review criteria, and (2) a one-page summary of a research idea to discuss with DRL
Program Officers and other attendees.

PDC13: Communications 101: Making an Impact With Your Research

**Directors:** Ronald Dietel, University of California, Los Angeles
Paul Baker, Wisconsin Center for Education Research

**Date:** Saturday, April 9, 1:00 pm–5:00 pm
**Fee:** $95

This course is by application only (see www.aera.net). The course is aimed for
researchers interested in submitting an education research proposal to the National
Science Foundation (NSF) Division of Research on Learning (DRL). The course
will focus on characteristics of DRL’s three major research programs: Research and
Evaluation in Education, Science and Engineering (REESE); Discovery Research
K-12 (DRK-12); and Faculty Early Career Development (CAREER, an NSF-wide
initiative). It will include discussion of the contexts of STEM education research
in NSF; provide an overview of NSF’s proposal review process and merit review
criteria; and examine and discuss cases of competitive proposals. Participants will
prepare in advance of the course for two activities: (1) discussing brief passages from
proposals to demonstrate strengths and weaknesses in addressing the NSF merit
review criteria, and (2) a one-page summary of a research idea to discuss with DRL
Program Officers and other attendees.

PDC14: Developing a Competitive Educational Research Proposal for NSF’s Division of Research on Learning

**Directors:** Janice Earle, National Science Foundation
Gavin Fulmer, National Science Foundation

**Instructors:** Celeste Pea, National Science Foundation
Kusum Singh, National Science Foundation

**Date:** Saturday, April 9, 1:00 pm–5:00 pm
**Location:** Hotel Monteleone, Vieux Carre

This course is by application only (see www.aera.net). The course is aimed for
researchers interested in submitting an education research proposal to the National
Science Foundation (NSF) Division of Research on Learning (DRL). The course
will focus on characteristics of DRL’s three major research programs: Research and
Evaluation in Education, Science and Engineering (REESE); Discovery Research
K-12 (DRK-12); and Faculty Early Career Development (CAREER, an NSF-wide
initiative). It will include discussion of the contexts of STEM education research
in NSF; provide an overview of NSF’s proposal review process and merit review
criteria; and examine and discuss cases of competitive proposals. Participants will
prepare in advance of the course for two activities: (1) discussing brief passages from
proposals to demonstrate strengths and weaknesses in addressing the NSF merit
review criteria, and (2) a one-page summary of a research idea to discuss with DRL
Program Officers and other attendees.

PDC15: Protecting Student Data in Electronic Longitudinal Student Data Systems: Understanding the Department of Education’s New Privacy Guidance

**Director:** Marilyn Seastrom, National Center for Education Statistics

**Date:** Saturday, April 9, 1:00 pm–5:00 pm
**Fee:** $50

This course will provide participants with an understanding of the
Department of Education’s nonregulatory privacy guidance. The objective of the
guidance is to assist managers and users of Statewide Longitudinal Data
Systems in appropriately balancing the tension between the need to protect
personally identifiable information in education records and the need to meet
reporting requirements and expand education-improvement uses of data in
data education records. This course, led by the author of the privacy guidance,
will provide participants with an understanding of the content of the privacy
guidance, from data governance and stewardship to data use agreements to
data protections in reporting. Participants will receive assistance with tools
developed to support the implementation of the privacy guidance.

PDC16: Using NAEP Data on the Web for Educational Policy Research

**Directors:** Debbie Kline, Educational Testing Service
Cathy Trapani, Educational Testing Service
This course is for researchers interested in National Assessment of Educational Progress (NAEP) data and focuses on using the NAEP Data Explorer Web tool to examine the wealth of assessment data collected since 1990. The course provides hands-on learning and active participation. The participants will be guided through an examination of the data, with emphases on (1) the relationships between student performance and teacher and school characteristics and (2) using NAEP data to augment or confirm other education research findings. Participants will have the opportunity to work independently according to their interests. This course focuses on the 2009 math and reading assessments and the most recent assessments of science and writing. Laptop computers with wireless Internet cards are required.

PDC19: How to Get Published: Guidance From Emerging and Senior Scholars

Directors: Chandra Muller, University of Texas, Austin

Instructors: Sofie Loyens, Sandra Michelle Loughlin, Alexandra List, Panayiota Kendeou, Gregory R. Hancock, Patricia B. Elmore, Emmanuel Sikali, National Center for Education Statistics

Date: Saturday, April 9, 1:00 pm–5:00 pm
Fee: $95
Location: Hotel Monteleone, La Nouvelle Orleans West

This course will provide graduate students and early-career faculty with critical information about how to publish. The course will feature two panels: emerging scholars who have learned how to navigate the complex and demanding publication process successfully, and senior scholars who have acquired expertise in foundational aspects of publication. The course will present an overview of the publishing process, from conceptualizing studies to preparing well-crafted manuscripts and from submission through review and resubmission. Question-and-answer sessions will follow both presentations, by the emerging scholars and the senior scholars. Each participant will be provided with materials, including handouts, work samples, and correspondence that elaborate the important points shared during the session.

PDC21: Helping STEM Researchers Strengthen Their Proposals by Integrating K–12 STEM Education Components

Directors: Jeffrey A. Greene, University of North Carolina, Chapel Hill

Instructors: Elizabeth Gajdzik, Purdue University

Date: Sunday, April 10, 8:00 am–12:00 noon
Fee: $50
Location: Hotel Monteleone, La Nouvelle Orleans West

This course aids education faculty in assisting science, technology, engineering and math (STEM) researchers to incorporate education components within both their research and grant writing, enabling integration of STEM education research in K–12 and competitive grants, such as those within the National Science Foundation (NSF) Faculty Early Career Development program (CAREER). Strategies will be provided for incorporating STEM education research into other fields, which is important for supporting NSF initiatives to build scientific literacy in the nation’s workforce. Methods of faculty recruitment, transfer of education research, and support in the development and assessment process will be included. The course is intended for emergent researchers, continuing researchers, and graduate students.

PDC22: Designing Scenario-Based Assessment Items Using an Evidence-Centered Design Framework

Directors: Genevieve Snow, SRI International

Instructors: Melissa Dyehouse, Purdue University

Date: Monday, April 11, 8:00 am–12:00 noon
Fee: $50
Location: Hotel Monteleone, La Nouvelle Orleans West

This course introduces latent class models, item response models, and related modern psychometric models in a common framework. This framework includes extensions of item response theory (IRT) to multidimensional and multiple population models, and extensions of latent class models to mixture IRT and cognitive diagnosis models. Differences between these models will be explained and related to the appropriate choice of a model for different types of substantial research hypotheses. An overview of models will be followed by practical examples that are analyzed in real time using publicly available software, provided free to session attendees together with example data sets. The intended audience is researchers and graduate students who intend to use these models in their research. The attendees are encouraged to bring their own laptop computers.

PDC23: Using the International Databases From Large-Scale Education Studies for Secondary Analysis

Directors: Diane L. Schallert, University of Texas, Austin

Instructors: Patricia A. Alexander, University of Maryland, College Park

Date: Sunday, April 10, 8:00 am–12:00 noon
Fee: $50
Location: Hotel Monteleone, La Nouvelle Orleans West

This course introduces design patterns under the evidence-centered design framework as a high-level tool to guide the design and development of scenario-based, innovative assessment items. The course includes lecture, discussion, and group activities. Participants will use design patterns to (1) select a scenario topic; (2) identify the focal knowledge, skills, and abilities to be assessed; (3) conceptualize sequential scenes and “item ideas”; and (4) identify sources of construct irrelevant variance that may contribute to students’ poor performance and ways to reduce the variance through task design. Design of constructed-response, technology-enabled, and multiple-choice items will be addressed. The target audience includes graduate students, education researchers, and assessment designers. General knowledge of assessment design and development desired.
PDC24: Data Analysis on Simple Random Samples and NCES Complex Samples Using the R Software

**Director:** Emmanuel Sikali, National Center for Education Statistics

**Date:** Monday, April 11, 8:00 am–12:00 noon

**Fee:** $50

**Location:** Hotel Monteleone, Bonnet Carre

This course will provide an overview of the available international databases for the latest cycles of the studies conducted by the International Association for the Evaluation of Educational Achievement. These are the Progress in International Reading Literacy Study, the Trends in International Mathematics and Science Study, and the International Civic and Citizenship Education Study. The content of the available data and materials in the databases will be reviewed. Studies’ methodological complexities, implications for analysis, and analysis procedures and methods will be presented and discussed in detail. The course provides hands-on training in analyzing data from the Trends in International Mathematics and Science Study, using software (provided by the course organizers) that handles all issues related with the analysis of large-scale assessment data.

PDC25: Accessing and Analyzing High School Transcript Study Data for Inspired Educational Research Purposes

**Directors:** Janis Brown, National Center for Education Statistics
Jennifer Laird, MPR Associates, Inc.
Stephen Roey, Westat

**Instructor:** Robert Perkins, Westat

**Date:** Monday, April 11, 1:00 pm–5:00 pm

**Fee:** $95

**Location:** Hotel Monteleone, Bonnet Carre

This course will provide graduate students, faculty, and researchers with information on how to access and analyze the National Assessment of Educational Progress (NAEP) High School Transcript Study (HSTS) data. Topics covered by this course will include (1) the HSTS survey design; (2) technical issues in the proper use and handling of sampling weights and plausible values; and (3) a discussion and demonstration of current specialized software for accessing and analyzing HSTS data. The course will include extensive demonstrations, independent exercises, and group discussions. A laptop computer with a wireless card is required for full participation.

PDC26: An Introductory Primer/Review of Multivariate Statistics II: Descriptive and Predictive Discriminant Analyses and Canonical Correlation Analysis

**Director:** Bruce Thompson, Texas A&M University

**Date:** Monday, April 11, 1:00 pm–5:00 pm

**Fee:** $50

**Location:** Hotel Monteleone, La Nouvelle Orleans East

Only multivariate analyses (e.g., MANOVA, descriptive discriminant analysis, predictive discriminant analysis, canonical correlation analysis, structural equation modeling) consider how all the variables in an analysis interact simultaneously in all possible configurations, and honor a reality “in which the researcher cares about multiple outcomes, in which most outcomes have multiple causes, and in which most causes have multiple effects” (Thompson, 1986, p. 9). This second of two mini-courses will cover three commonly used multivariate methods, descriptive discriminant analysis, predictive discriminant analysis, and canonical correlation analysis, and will presume as background only that participants have previously heard about Pearson $r$ and ANOVA.

Further information about the presenter is available at http://www.coe.tamu.edu/~bthompson (see PDC09 for first course).

PDC27: Coding Qualitative Data: A Survey of Selected Methods

**Director:** Johnny Saldana, Arizona State University

**Date:** Monday, April 11, 1:00 pm–5:00 pm

**Fee:** $50

**Location:** Hotel Monteleone, La Nouvelle Orleans West

The primary goals of this course are to acquaint participants with sources and methods of coding qualitative data, including factors that influence and affect coding selections, approaches to data analysis, and writing analytic memos. The course will survey seven methods of coding qualitative data, collected from various publications in education and the social sciences. Participants will explore basic coding and recoding principles, apply them to the analysis of qualitative data, and discuss their transfer to relevant future projects. Manual (hard-copy) coding will be emphasized, with a discussion of available CAQDAS (software) for future use. This course is for graduate students in the initial stages of their qualitative research projects and professors teaching courses in qualitative research methods.

PDC28: Using Cognitive Task Analysis to Capture Expert Knowledge and Skills for Research and Instructional Design

**Directors:** Richard E. Clark, University of Southern California
David F. Feldon, University of Virginia
Kenneth A. Yates, University of Southern California

**Date:** Monday, April 11, 1:00 pm–5:00 pm

**Fee:** $50

**Location:** Hotel Monteleone, Queen Anne Ballroom

Experts omit about 70% of the decisions they make when they describe how to perform a complex task. These omissions limit the effectiveness of instruction. This course will introduce participants to cognitive task analysis (CTA), an evidence-based method of capturing complete and accurate descriptions of the knowledge and skills that experts use to perform complex tasks and solve difficult problems. Participants will learn the basic skills needed to perform CTA and how to transfer results into instructional designs and research materials. They will also learn about research on expertise, self-report, and the effectiveness of CTA-based instruction. This interactive course will include demonstrations, practice, and individual feedback appropriate for graduate students, education researchers, and instructional designers new to CTA.

Studying Diversity in Teacher Education: A New AERA Publication

**Sunday, April 10, 2:15 pm - 3:45 pm**
Sheraton, Napoleon Ballroom A2&A3

Chair: Cherry A. Banks, AERA Books Editorial Board Chair and University of Washington - Bothell

Presentation:
Arnetta F. Ball, Stanford University
Cynthia A. Tyson, Ohio State University - Columbus

Discussants:
James G. Cibulka (National Council for Accreditation of Teacher Education)
Sharon P. Robinson (American Association of Colleges for Teachers of Education)
Richard De Lisi (Rutgers University)
Division A
Administration Organization & Leadership

2.010: Division A and Division L: David L. Clark National Graduate Student Seminar in Educational Leadership and Policy (Day 1 of 2, General Session).
2.011: Division A and Division L: David L. Clark National Graduate Student Seminar in Educational Leadership and Policy (Day 1 of 2, Group 1).
2.012: Division A and Division L: David L. Clark National Graduate Student Seminar in Educational Leadership and Policy (Day 1 of 2, Group 2).
2.013: Division A and Division L: David L. Clark National Graduate Student Seminar in Educational Leadership and Policy (Day 1 of 2, Group 3).
2.014: Division A and Division L: David L. Clark National Graduate Student Seminar in Educational Leadership and Policy (Day 1 of 2, Group 4).
8.010: International Study on Successful School Principals Project Sponsored by Division A.
12.010: Division A and Division L: David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Reception and Dinner.
16.010: Barbara L. Jackson Scholars Workshop (Closed Session).
16.012: Division A and Division L: David L. Clark National Graduate Student Seminar in Educational Leadership and Policy (Day 2 of 2, Group 1).
16.013: Division A and Division L: David L. Clark National Graduate Student Seminar in Educational Leadership and Policy (Day 2 of 2, Group 2).
16.014: Division A and Division L: David L. Clark National Graduate Student Seminar in Educational Leadership and Policy (Day 2 of 2, Group 3).
16.015: Division A and Division L: David L. Clark National Graduate Student Seminar in Educational Leadership and Policy (Day 2 of 2, Group 4).
20.045-3: Division A Poster Session.
22.013: A Behavioral Model Approach to Understanding School Culture and Climate.
22.014: African American Principals’ Perspectives on African American Parents, African American Students, and the Principalship.
22.015: Community Stakeholders Engaging Schools to Eliminate Social Class Barriers to Academic Achievement.
22.016: Systemic Effects of Principal and Teacher Leadership.
23.014: Allocating Resources to Improve Teaching and Learning.
23.015: Black Women Scholars on Educational Leadership for the Public Good: Exploring the Intersectionality of Race, Gender, and Leadership in Schools.
23.016: Student Optimism, Cultures of Learning, and Instructional Effectiveness.
32.081-1: Administration and Teaching for Collaboration, Pedagogy, and Capacity.
32.081-2: Administration in Charter, Private, and Market-Based Contexts.
32.081-3: Building Organization and Capacity in Leadership.
32.081-5: Creating School Policies That Value Diverse Students and Communities.
32.081-6: Critical Race Theory and Educational Leadership.
32.081-7: Data-Driven Decision Making From North America to Europe to New Zealand.
32.081-8: Culture, Community, and Context in Leadership.
32.081-9: Distributed Leadership for Student Outcomes: School Achievement and Accountability.
32.081-10: Districts and Reform for Improving Student Achievement.
33.017: Conceptualizing and Measuring Professional Community.
33.018: Leading Schools With High Expectations and High Levels of Support.
34.017: GSC Division A Fireside Chat: Imagining a Better Education: The Convergence of Research, Policy, Practice and Participation.
34.020: Division A Affirmative Action Session: The K-12 Affirmative Action Divide: Bridging Academic and Administrative Communities for Public Education.
36.020: Leadership That Disrupts Inequity.
36.021: Leading and Learning for Agency and Change.
36.022: Organizational Policy, Equity, Data Use, and Achievement.
38.021: Positioning Leadership Development for Equity and Justice.
47.015: Developing Leadership for Inquiry-Based School Reform: Lessons From Scaffolded Apprenticeship Model in New York City and Boston.
47.016: Examining Policy Impacts on Leadership Preparation From Multiple Angles.
47.017: The World Is Flat: A Global Perspective on Leadership School Reform.
48.019: Division A Vice Presidential Session: Grappling With Issues of Quality and Impact in Equity-Oriented Research in Educational Leadership.
49.024: Culture, Identity, and Systems in Leadership Contexts.
49.025: Engaging School Leadership, Community Advocacy, and Research to Address Critical Educational Policy.
49.026: English Language Learning, Special Education, and Technology in Administrative Contexts.
49.085-4: Leading for Learning.
50.019: Contexts for Teacher Leadership and Development.
50.020: Creating Community and School Leadership for Sustainable Reform.
50.021: Dynamics of School Leadership in Domestic and Foreign Contexts.
50.022: Expanding Educational Opportunity for Low-Income and Minority Students Through the International Baccalaureate.
50.023: Transformative Leadership: Improving Policy, Practice, and the Public Good.
53.010: Division A Administration, Organization, and Leadership Business Meeting.
55.010: Division A, Division L, University Council for Educational Administration, University of Texas-Austin, and SAGE Publications Joint Reception.
60.017: From Theory to Intervention: Putting the Distributed Leadership Perspective Into Practice.
60.018: Leadership Efficacy and School Outcomes in the 21st Century.
60.019: Using Data to Lead Change.
62.021: Growing and Retaining Leadership in Schools.
63.072-1: Determining Major Influences of Academic Achievement on Children of Color in Schools.
63.072-2: Diverse Perspectives on Leadership.
63.072-3: Formative Assessment to Support Leadership Development in Middle and High Schools.
63.072-4: Giving Voice to School District Leadership and Student Performance in the Era of Accountability.
63.072-5: How Diverse School Communities Reconcile Cultural Group Bias and Academic Achievement.
63.072-6: Improving Conditions for Learning: The Cleveland Metropolitan School District’s Experience and Its Implications for Educational Equity and the Public Good.
63.072-7: Leadership Distribution, Vision, Culture, and Equity.
63.072-8: Leading Change in Instructional Practice.
63.072-9: Reaching Beyond: Socially Responsible Leadership.
63.072-10: School Improvement at Scale: The Case of New York City.
63.072-11: Succession and Professional Development for School Leadership.
63.072-12: Reform and Administration for School Improvement.
65.020: Exploring the External Factors That Give Context to Schooling and Education.
65.021: Instructional Leadership and Teacher Outcomes for Academic Achievement.
65.022: Leadership Development for Successful Outcomes.
66.018: Indicators of School Leadership, Networks, Succession, and Performance.
66.019: Leadership for Student Engagement, Belonging, and Achievement.
66.020: Organizational Responses to Reform, Accountability, and Policy Across School Levels.
72.012: Reform, Restructuring, and School Improvement.
72.013: Research, Policy, and Practice for Leaders and Leadership.
72.014: School Leadership, Professional Communities, Performance, and Teacher Retention.
74.013: Shifting the Focus From Teaching to Learning.
74.047-11: Institutional Capacity and Systems-Building Efforts.

75.014: Constructing Frameworks for Inquiry on the Professional Development of School Leaders.
75.051-1: Internal and External Dynamics of Capital for K-12 Leaders and Stakeholders.
75.051-2: Leadership Re-Framed: Inquiry Into Cognition, Disposition, and Comparative Policy Contexts.
75.051-3: Strategies for Assessing Leadership Development: From Psychometrics to Performance.
75.051-4: Student Achievement, Characteristics, Participation, and Persistence.
75.051-5: The Impact of Multiple Stakeholders on Student and School Improvement.
75.051-6: The Role of Teacher Leaders in Curriculum and Outcomes.
75.051-7: Women Superintendents: Builders, Menders, and Sustainers.
78.011: Rethinking Schools, Rethinking Leadership.
78.012: Social Justice, School Equities, and Transformational Leadership for Administration.

B Division B Curriculum Studies
7.010: Division B EcoJustice and Environmental Educators in Conversation: Exploring Intersections and Tensions Seminar (Day 1 of 2).
7.011: Division B Educational Research and Activism for Social Justice Seminar (Day 1 of 2).
7.013: Division B Graduate Student Seminar (Day 1 of 2).
7.014: Division B International Curriculum Research Graduate Student Seminar (Day 1 of 2).
7.015: Division B New Faculty Seminar Finding/Creating/Engaging Spaces to Research/Write/Publish (Day 1 of 2).
18.011: Division B Ecocurriculum and Environmental Educators in Conversation: Exploring Intersections and Tensions Seminar (Day 2 of 2).
18.012: Division B Educational Research and Activism for Social Justice Seminar (Day 2 of 2).
18.014: Division B Graduate Student Seminar (Day 2 of 2).
18.015: Division B International Curriculum Research Graduate Student Seminar (Day 2 of 2).
18.016: Division B New Faculty Seminar Finding/Creating/Engaging Spaces to Research/Write/Publish (Day 2 of 2).
20.013: Engaging Youth in Democratic Practices Within Public Spaces.
20.041-10: Liberating Civic Education Curriculum in International/Transnational/Counternational Contexts.
22.017: Art and Image in Curriculum Inquiry.
22.018: Curriculum Studies on the Management of Bodies in Schools and Society.
22.020: Witnessing Indigenous Stories in Film/Painting/Photography/Theater.
23.017: Dear Maxine: Letters From the Unfinished Conversation.
23.018: Placing the Oil Flow, the Earth, in the Curriculum.
32.083-2: Aesthetic as Subject, Object, and Approach.
32.083-3: Civic Education and Liberation in International/Transnational Contexts.
32.083-4: Curriculum of Diasporas/Migrants/Immigrants/Ethnic Minorities: Race, Gender, Class, Language, Culture, Ethnicity, and Place.
32.083-5: Communities, Youth, Schooling, and Democracy.
32.083-6: Community-Based Organizing and Social Justice.
32.083-7: Critical Conversations on Race, Place, and Belongingness in Schools and Communities.
32.083-8: Critical Analysis of Curriculum in and Beyond School Walls.
32.083-9: Curriculum as Contention.
32.083-10: Ecological Inquiry in the Classroom: Promoting Agency Through Understanding Human Connections to Environmental Issues.
33.019: EcoJustice Education: Educating for the Local.
33.021: Visions of New Teachers Danced in Their Heads: Getting Policymakers to Rethink the Role of Veteran Educators in the Age of Teach for America.
34.021: Democracy, Civic Participation, and the Public Good.
34.022: Historical, Theoretical, and Global Perspectives on Higher Education.
34.054: Understandings Emerging Through the Southern Mist: The Curriculum of Place.
34.085-2: Methodology in Curriculum.
34.085-3: Schooling Desire and Civic Education.
36.023: Division B Vice Presidential Address: Diving Into the Wreckage: Working the Cracks/Embracing Contradiction.
38.023: An Invitation to Curriculum Studies.
47.069-5: Deleuzian Perspectives on Youth Practices: Affect, Embodiment, and the Curriculum.
47.069-6: Foundational Perspectives on Schools and Schooling.
47.069-7: Sensing Place: Embodiment and Aesthetics in Ecological Inquiry.
47.069-8: Self and Subjectivity in Curriculum Studies Methodology.
47.069-9: Storying Environmental Selves and Spaces: Ecological Inquiry as a Narrative Pursuit.
47.069-10: Taking Action in Curriculum Across Contexts.
47.069-11: Teacher Theorizing on Curriculum, Part 1.
47.069-12: Theorizing Curriculum Through the Arts.
47.069-13: Unschooling and the i-Commons: How i-Generation Unschoolers Go About Connecting and Learning in the World.
50.024: In Honor of the Late Howard Zinn: AERA Can’t Be “Neutral” on a Moving Train.
50.026: International Hip-Hop Pedagogues: Youth Critiquing and Resisting the Neoliberal Agenda.
60.021: Critical Literacy Across the Curriculum.
62.022: “It’s Not Just Me, We All Do It”: Producing and Reproducing Heteronormativity in Schools.
62.023: Against Romancing the Public: Why Dislodging Neoliberalism Requires a Radical Critique of the Public Sphere.
63.021: Creating a Critical Civics Curriculum: Lessons From the Field.
63.022: Curriculum in Vulnerable Times: International Perspectives.
63.023: Textual Explorations of the Methodologist’s Inner World.
63.055: Students and Communities Organizing for Social Justice in Arizona.
65.023: Critical Approaches to Urban Education.
66.021: Anti-Racist/Anti-Oppressive Education and Activism.
66.050: Inside and Outside the Subject(tivity) of Place: Traversing Social, Cultural, and Psychical Geographies in Educational Research.
66.069-1: Curriculum Interventions, Controversies, and Reforms.
72.015: Prioritizing Student Voice: Integrating Youth Participatory Action Research Into Schools and Classrooms.
72.016: Racialization of Immigrants in Education.
74.014: Naming Our Worlds: Humanizing Pedagogies Through Praxes of Hope.
74.015: Pushing the Boundaries of Research and Practice From the “Margins”: Possibilities for New Epistemologies From Communities of Color.
74.016: Thinking About and Enacting Curriculum in “Frames of War.”
74.023: Constructions of Citizenship as Curriculum History.
74.037: The Role of Language and Culture in the Education of Indigenous Children and Youth.
75.016: Sensing, Placing, and Imagining Our Eco-Selves in an Acquisitive Society: Curriculum Studies and/as Ecological Inquiry.
75.051-13: Preparing Educators to Work Effectively With Indigenous Students, Schools, and Communities.
78.041-1: Historical Perspectives on Schools and Schooling.
78.041-2: Imagining the Landscape of Curriculum for Diasporas, Ethnic Minorities, Transmigrants, and Immigrants.
78.041-3: Indigenizing Curriculum, Transforming Knowledge, and Empowering Communities.
78.041-4: Inciting the Imagination in a Postfoundational Educational Thought.
78.041-5: Issues of Identity and Authority in Teacher Education.
78.041-6: Methodological Innovations in Classroom Research.
78.041-7: Participatory Action and Arts-Based Research and Practice.
78.041-8: Place-ing Research and Activism in Local/Global Contexts.
78.041-9: Reading Multicultural Texts in Culturally Responsive Classrooms.
78.041-10: Research in and With Youth: Filmmaking, Artmaking, and Photovoice.
78.041-11: Revisiting Curricular Programs and Materials.
78.041-12: She/he's on Top (?): Public Pedagogies of Gender and Sexuality.
Division C
Learning and Instruction
5.010: Division C Graduate Student Seminar (Day 1 of 2, Invitation Only).
9.010: Division C New Faculty Mentoring Seminar (Day 1 of 2, Invitation Only).
15.010: Division C New Faculty Mentoring Seminar (Day 2 of 2, Invitation Only).
18.017: Division C Graduate Student Seminar (Day 2 of 2, Invitation Only).
20.042-6: Roundtable: Early Childhood and Success in Mathematics.
20.042-7: Roundtable: Factors Affecting Student Achievement in Mathematics.
22.021: Designing Mathematics Assessments That Are Sensitive to Instruction: An International Approach From the Classroom to Large-Scale Implementation.
22.066-6: International Studies of History and Social Science Education, Ethics, and the Arts.
22.066-7: Linking Home and Schools: Including Nondominant Communities.
22.066-8: Poster Session: Collaborative Learning Environments.
23.020: Jan Hawkins Award Address: Erica Halverson.
23.021: Linking Mathematics Classroom Practices to Student Outcomes.
23.022: Teachers’ Motivation and Well-Being From a Career Stage Perspective.
23.061-4: Poster Session: Effects of Instructional Format on Learning.
23.061-6: Poster Session: Motivation in Learning and Instruction.
32.019: Attitudes and Motivation in Mathematics Education.
32.020: New Learning Environments for Science: Their Implications for Research and Affordances for Supporting Science Inquiry.
32.021: The Role of Educational Psychology in Teacher Education.
32.022: Understanding the Education Trajectories of Young Black Men in New York City: Elementary and Middle School Years.
32.082-2: Roundtable: Student Reasoning in Mathematics.
32.082-3: Supporting Content Learning Through the Melding of Technology and Pedagogy.
32.085-6: Poster Session: Current and Critical Issues in Science Education.
32.085-7: Reading Research for the Public Good: New Perspectives and Diverse Populations.
33.022: Changing Spaces: Creative Approaches to Alternative Education.
33.023: Exploring Domain and Developmental Differences in Epistemic Cognition Using Quantitative and Qualitative Methodologies.
33.024: How to Promote Arithmetic Skills in the Early School Years.
33.025: Navigating and Searching in Hypertext Environments.
33.026: Visualization, Simulations, and Modeling in Science Teaching and Learning.
33.071: Using Questioning and Discussion to Uncover and Advance Students’ Historical Thinking.
33.076-6: Poster Session: The Influence of Teacher and Instructional Factors on Learning Outcomes.
34.024: Exploring the Motivational and Emotional Nexus of Teaching.
34.025: Identity, Perception, and Student Positioning in Mathematics.
34.026: Predictors and Outcomes of Student Engagement in School and Classroom Learning Contexts.
34.027: Sylvia Scribner Award Address: Paul A. Cobb.
34.085-6: Experiencing Learning and Motivation Through the Intersection of Technology and Pedagogy.
36.028: Wikis and Technology Use in Writing and Language Learning.
36.029: Writing Instruction for the Public Good.
36.082-3: Online Learning: The Role of Effective Communication.
36.082-4: Roundtables: Collaborative Learning.
36.082-5: Roundtables: Motivation and Academic Achievement.
36.082-6: Roundtables: The Use of Instructional Tools to Improve Learning Outcomes.
36.085-6: Investigating Ways to Increase Understanding: Insights From Reading Research.
36.085-7: Poster Session: Out of School Learning Environments.
38.024: Assessment to Support Instruction: Advances in Assessing Individual Differences in Reading Performance.
38.025: Exploring Classroom-Based Scientific Argumentation: A Methodological Discussion.
38.027: Improving Educational Computer Game Design.
38.028: Science Education in Urban Settings: Challenges, Approaches, and Successes.
38.029: Teaching With and About Inquiry in Science Classrooms.
38.030: Tracing and Fostering the Development of Historical Thinking: International Experiences.
47.018: Balancing Epistemology and Empowerment: Discussion, Argument, and Dialog Across the Disciplines.
47.019: Debate: Motivation, Learning, and Transfer From Computer Games.
47.020: Inciting Imaginations: New Directions in STEM Education.
47.021: Perspectives on Text Complexity Within the Common Core Standards.
47.022: The Roles of Mathematical Problems in Teacher Professional Development: Opportunities for Learning Mathematics.
47.023: The Use of New Media Technologies in the Design of Intergenerational, Urban Learning Environments.
48.021: Beliefs About the Self, Tasks, and Domains on Academic Achievement.
48.022: Diverse Strategies to Help Students Improve Their Conceptual Understanding and Problem Solving.
48.023: Influence of Teachers’ Knowledge and Beliefs on Instructional Practice.
48.024: Promoting Conceptual Understanding and Thinking Skills of Underserved Children.
48.078-7: Poster Session: Research on Student Science Learning.
48.078-8: The Roles of Technology in Education: An Inside Look at Video Games for Data Visualization.
49.028: Assessing the Cognitive Demands of a Century of Reading Curricula.
49.029: Calibrating Calibration: Conceptualization, Measurement, Calculation, and Context.
49.030: In the Public Good: Supporting a Diverse Professoriate.
49.031: Learning Environments and Teacher Learning.
49.033: Roxana Moreno’s Unique Contributions to the Science of Learning and Instruction.
49.034: Toward a Better Understanding of Text: Research Related to Improving Reading Comprehension.
49.087-9: Poster: Cognitive Processes in Mathematics Education.
50.027: Creating “Spaces”: Shaping Informal Media-, Arts-, Culture-, and Science-Based Learning Environments.
50.028: Developing a Measure of Knowledge for Teaching English Language Arts 4-9.
50.029: Models in Elementary Mathematics Teaching and Learning.
50.031: Thinking Critically About Higher-Order Thinking: New Perspectives on a Familiar Construct.
50.082-8: Poster Session: Learning Environments.
53.011: Division C Learning and Instruction Business Meeting and Reception.
60.023: Enacting Beliefs About Knowledge and Knowing in an Information Age.
60.024: Integrating Science, Literacy, Technology, and Universal Design to Enhance Inquiry-Based Science Learning in Grades 6-8.
60.025: Regulating Emotions: Effects on Social Adjustment and Learning in School.
60.026: Residential Educational Settings and Academic and Non-Academic Outcomes: Implications for Research, Practice, and Policy.
60.027: Trajectories and Persistence in Science for Underrepresented and Minority Students.
60.028: Understanding and Reducing Cognitive Load During Learning.
60.029: Vocabulary Instruction and Intervention: Research Insights.
62.025: A Focus on Online Discourse.
62.027: Designing Technology to Support Collaboration in the Classroom.
62.028: Investigations of Vocabulary Development Among English Language Learners.
63.017: GSC Division C Fireside Chat: Taking Research to Scale With Paul Cobb.
63.024: Let Us Talk: Examine the Relationships Between Classroom Discourse, Vocabulary, and Reading Outcomes.
63.025: Merging Human Creativity and the Power of Technology: Computational Thinking in the K-12 Classroom.
63.026: What Educational Psychologists and Learning Scientists Can Learn From Each Other: A Dialogue.
65.024: Adolescent English Language Learners’ Reading and Writing Development: Multidimensional and Multidisciplinary Insights.
65.025: Designing Effective Instructional Environments.
65.026: Early Cognitive Abilities for Learning Math and Science: Implications for Instruction From the National Science Foundation’s Research and Evaluation on Education in Science and Engineering Program.
65.027: Promoting Science Achievement: Variables and Approaches.
65.044: Innovative Assessments in New Media (Virtual + Games + Mixed-Reality).
66.010: Reading Policy in an Age of Accountability, Cosponsored by the National Conference on Research on Language and Literacy.
66.023: Factors Affecting Students’ Engagement and Achievement in Reading.
66.025: Reading Across Languages: Literacy Development of Chinese-English Bilinguals in the United States, Canada, and Taiwan.
66.026: Research on Teaching and Learning of Social and Historical Issues.
66.027: Using Models in the Classroom: Research Into Practice.
66.071-3: Poster Session: Cognitive and Metacognitive Processes.
72.018: Insights Into Response to Intervention.
72.019: Learning STEM: The Need for Instructional and Motivational Scaffolding.
72.020: Reading and Writing Together: A Cognitively Based Approach to Literacy Assessment.
74.017: Effects of Text Characteristics, Strategy Use, and Motivation on Text Processing.
74.018: Environments to Support Mathematics Learning.
74.019: Examining Student Engagement, Readiness, Accountability, Learning, and Collaboration With Classroom Response Systems.
74.020: Learning With Spatial, Embedded, and Embodied Representations.
74.021: Online Interaction and Learning.
75.018: Principled Design of Simulation-Based Science Assessments.
75.019: Rethinking STEM Content, Access, and Agency for Broad Participation: A Designer/Practitioner Dialogue.
75.052-3: A Roundtable Discussion: Insight Into Beginning Reading Instruction.
75.052-4: Building Reading: Insights From a Round Table Discussion.
75.052-5: Creative Approaches to Learning: Pedagogical Agents and Virtual Worlds.
75.052-6: From iPads to Podcasts: A Look at Social Media and 21st-Century Learning.
75.052-7: From Video Games to Documentaries: A Close Look at Factors Impacting Achievement.
75.052-8: Using Technology for Learning: Looking at Student Outcomes, Sequencing, Transfer, and Web-Based Systems.
75.052-9: Studies of Teachers’ Learning in Social Studies.
75.052-10: Roundtable Session: Science Teachers, Curriculum, and Teaching.
75.052-11: Roundtable Session: Enhancing Science Content Achievement, Knowledge Organization, and Problem Solving.
Division D
Measurement and Research Methodology
16.016: Division D Graduate Student Seminar: “The Social Network” and Other Tips for Transitioning From Graduate Student to Professional.
20.015: Assessment of Learning Progressions.
20.036: Ethics, Reflexivity, and Subjectivity in Qualitative Inquiry.
22.022: Advances in Measurement.
22.023: Communicating Assessment Results to Particular Audiences.
22.024: Division D Exemplary Work From Promising Researchers.
22.025: Issues in Rasch Modeling.
22.026: Tools for Qualitative and Mixed Methods Research in Education.
22.027: Understanding and Evaluating Equating Invariance in Multiple Contexts.
22.065-14: Dimensions of Test Validation.
23.060-1: Analytic Considerations Regarding Non-Normal and Noncontinuous Data.
23.060-2: Applications of Mixed Methods and Qualitative Research.
23.060-3: Building a Better Model for Testlet-Based Data.
23.060-6: To Catch a Cheat, Psychometrically Speaking.
32.023: Concerns and Considerations in Qualitative Inquiry.
32.024: Dimensionality and Model Fit With Item Response Theory.
32.025: Issues in Research Design and Selection Bias in Educational Studies.
33.027: Cognition and Assessment.
33.028: Construct-Irrelevant Sources Affecting Reading Assessments of Students With Disabilities.
33.029: Measurement of Teacher Characteristics.
33.076-2: Diverse Topics in Psychometrics and Educational Measurement.
34.028: Division D Measurement and Research Methodology Luncheon and Business Meeting: Generalizing in Educational Research: An Integrative View on the Quantitative and Qualitative.
34.085-1: Measurement Services SIG Poster Session.
36.030: The Robert L. Linn Distinguished Address.

Division E
Counseling and Human Development
16.017: Division E Graduate Student Preconference Seminar.
16.018: Division E New Faculty Preconference Workshop.
Applications.  
60.032: History and Theory: Disruptions, Bridges, and Achievement Gap.  
53.013: Division F History and Historiography Business Meeting.  
50.033: Indigenous Representations and Educational Development.  
50.024: In Honor of the Late Howard Zinn: AERA Can’t Be Neutral on a Moving Train.  
49.021: GSC Division F Fireside Chat: Contesting the “His” in History: How to Address Hetero-Patriarchy in Historical Research and Teaching.  
47.025: Positive growth and Development: Programs in Coping.  
48.027: Crossing Over: Academic Transitions During Adolescence.  
53.012: Division F Counseling and Human Development Business Meeting.  
62.079-4: Emerging Multicultural Counseling Issues in Education.  
63.072-14: Problematic Adolescent Behavior Across Contexts.  
65.030: Prevention of Bullying, Sexual Harassment, and Dating Violence Among Children and Adolescents.  
66.029: School-Based Bullying and Sexual Violence Perpetration/ Victimization: Research on Gender-Based Attitudes, Disability Status, and Sexual Minority Youth.  
72.024: Family Matters: Parental Influences on Development During Early Childhood.  
74.047-3: Language and Literacy Development in Diverse Settings.  
75.021: Here I Am Again: Adolescent Resiliency Examined Through Multiple Lenses.  

F  
Division F  
History and Historiography  
7.016: Division F History and Theory Institute.  
13.010: Division F Mentoring Seminar: Thriving in Academe (Day 1 of 2).  
17.010: Division F Mentoring Seminar: Thriving in Academe (Day 2 of 2).  
22.028: Education for Organizing, Resistance, and Empowerment.  
23.024: Comparative Studies of Race, Indigeneity, and Nation.  
32.027: Teachers, Plural Memories, and the Social Imagination.  
33.011: The Legal and Social Construction of Race: History and the Politics of Latinos in Education.  
33.031: Reconsidering Historical Narratives and Educational Logics.  
36.031: Values, Governance, and Consumerism in Higher Education.  
38.034: Division F Vice Presidential Address: Taking a Q From Lesbian and Gay History in Education.  
40.013: Division F Vice Presidential Social.  
48.028: Rethinking Sex and Gender.  
49.021: GSC Division F Fireside Chat: Contesting the “His” in History: How to Address Hetero-Patriarchy in Historical Research and Teaching.  
50.024: In Honor of the Late Howard Zinn: AERA Can’t Be “Neutral” on a Moving Train.  
50.033: Indigenous Representations and Educational Development.  
53.013: Division F History and Historiography Business Meeting.  
60.032: History and Theory: Disruptions, Bridges, and Applications.  
62.077-1: Childhood and Its Institutions.  
62.077-2: Higher Education.  
62.077-3: School Teachers and Administrators.  
63.028: Mexican Americans and School Segregation in California, 1903-1943.  
65.031: Desegregation and Its Aftermaths: Transition, Loss, and Accountability.  
66.069-1: Curriculum Interventions, Controversies, and Reforms.  
74.023: Constructions of Citizenship as Curriculum History.  
75.022: Post-World War II Black Education Organizing.  
78.041-1: Historical Perspectives on Schools and Schooling.  

G  
Division G  
Social Context of Education  
3.010: Division G Pre-conference Mentoring Session. Education Scholarship for the Public Good: Challenges and Opportunities of Research to Incite the Social Imagination.  
20.018: Parent and Family Involvement in Diverse Schooling Contexts: Understanding Roles and “Other” Ways of Being in Urban and Immigrant Communities.  
20.043-1: Critical Narratives in Media and Policy.  
20.043-7: Immigrant Schooling Experiences: Teacher, Student, and Program Dynamics.  
20.043-8: Opportunity, Networks, and Identity Among Marginalized Students.  
20.043-10: Putting Inner City Students First: Emergent Findings and Future Possibilities.  
20.043-11: Teaching, Learning, and Assessment Practices in Nested Contexts.  
20.043-12: Telling Our Stories: Race, Gender, Ethnicity, and Identity in Education.  
20.043-13: The (Mis)Education of English Language Learners and Immigrant Youth: Theoretical, Pedagogical, and Curricular Interventions.  
22.030: From the Living Room to the Kitchen Table to the Corner: Creating Critical Counter Spaces in and out of School.  
22.066-4: Alternative Contexts for Thinking About Teaching, Learning, and Coaching.  
23.025: Division G Vice Presidential Address: The Schooling of Disposable Populations in a Wayward Society.  
32.028: Artifactual Literacy for the Public Good: Inciting Meaning Making Through the Artifactual.  
32.030: Challenging Anti-Immigration Discourse and Language and Education Policies in the Southeast: Collaboration Among Teachers, Students, Families, and University Educators.
32.031: Using Cultural Historical Activity Theory to Study the Impact of Educational Policies on Urban, Culturally Diverse Communities.
33.032: Considering Race, Space, Ability, and Segregation in Policy and Practice.
33.033: From the Local to the Global: Language and Multiliteracies Within Latino Families and Schools.
33.074-12: Constructing and Evaluating Biliterate and Bicultural Practices at Home and School.
33.076-4: Family and Schooling in Transnational Social Contexts.
34.010: Race in the Postracial Era: New Directions for Critical Race Theory?
34.031: Defining and Explicating the Knowledge Base in Multicultural Education: The 15-Year Odyssey of the Multicultural Education Series.
34.032: Learning From El Pueblo Mágico: The Mediating Potential of Social Design Experiments for Nondominant Communities.
34.033: The Changing Landscape of Immigrant Education: Forwarding the Perspectives of Immigrant Youth.
34.083-8: Multiracial Identities: Examining the Complexity of Schooling Context.
34.083-9: Who We Are and Who We Can Become: Constructing Teacher Identities.
36.032: Designing Meaningful Spaces for Learning in Math and Technology Instruction.
36.085-4: Learning in Linguistically and Culturally Diverse Learning Contexts Across Subject Areas.
38.015: Protecting the Rights of Participants in Rapidly Evolving Contexts: Aligning the Perspectives of IRBs, Investigators, and Institutions.
38.035: A View of Arizona’s Structured English Immersion: Offering Access or Creating Barriers to Education for English Learners?
38.036: Advances in Social Contexts of Education Interdisciplinary Research Lecture: “We Can’t Get There From Here”: The Meaning and Context of High School Girls’ Engagement in STEM.
38.037: Gender and Math and Science: Breaking Through Boundaries and Constraints.
40.014: Division G Social Context of Education Business Meeting.
43.010: Division K and Division G Joint Reception.
47.027: Making Collaboration the Cornerstone of Linked Learning.
47.028: Multiple Publics, Multiple Voices: Exploring Perspectives on Race and Identity in Urban Schools and Communities.
47.073-5: New Media and Multilingual Youth: Images and Voices for the Public Good.
48.030: Discourses of Immigration and English Education: Imagining Change, Practicing Policy.
48.031: Paying It Forward: Mother Scholars Navigating the Academic Terrain.
49.036: Family Advocacy and Engagement in the Learning Experiences of Students of Color.
49.037: Privilege in Knowledge and Context: Advancing the Study of Elite Education.
49.087-4: Participation in Democratic Society.
50.035: Place, Space, and Community Roles.
50.036: Pushing the Boundaries With Multimodal Pedagogies: Overturning Public and Institutional Notions of an “Autonomous” Literacy Through the Arts.
51.010: Black Education, Environmental Health, and Grassroots Organizing: Testimonies From the Lower Ninth Ward of New Orleans.
60.069-1: Discourse and Inquiry in the Classroom Context.
60.069-2: Forging Out-of-School Partnerships With New and Traditional Immigrants: A Renewed Call for Advocacy and Culturally Relevant Programs.
60.069-3: High School to Military Transitions: Critical Analysis of Militarization in Shaping Postsecondary Opportunities.
60.069-4: Politics and Voices of Immigration, Engagement, and Education.
60.069-5: Politics of Race and Social Inclusion.
60.069-6: Qualitative Studies of Education Policy in Marginalized Student Communities.
60.069-7: Reimagining National Board/Federal Policies.
60.069-8: Reconfiguring School, Family, and Community Connections.
60.069-9: Social Contexts of Schooling in Transnational Perspective.
60.069-10: Teachers and Students Creating Rich Sites of Bi/Multilingual and Bi/Multidialectical Learning.
60.069-11: Teaching and Learning Math in Diverse Learning Contexts.
62.031: Queer of Color Epistemologies and Pedagogies: Redefining Modes of Educational Scholarship.
62.033: Reimagining Bilingual Education Research and Language Policies for the Public Good.
62.034: Remaking and Reimagining Through Culturally Relevant Arts Education.
63.031: Division G Early Career Mentoring Luncheon.
63.032: Postsecondary Experiences for Ethnic Minorities: Examining Race, Class, and Gender.
65.032: Aspirations for the Public Good: Community, University, and Federal Interventions.
65.034: Reimagining Latino “Parent Involvement” Through Ethnographic Film.
66.031: Schools for Self-Determination: Critical Pedagogy and Grassroots Organizing for Educational Sovereignty.
Division H
Research, Evaluation and Assessment in Schools

19.010: Division H Graduate Students/Early Career Mentoring Seminar
Graduate Student Involvement in Division H: Exploring Opportunities for Involvement, Experience, and Mentoring in Research and Assessment.

20.019: Assessment and Instruction of Academic English Language Proficiency for English Language Learners.

20.020: Common Core State Standards Are Here: What Is the Role of Research and Evaluation?

20.021: Supporting the Transition to High School: Evidence From Four Urban Research Consortia.

20.045-2: Evaluating the Effectiveness of Technology Programs and Initiatives.

22.065-1: Examining Literacy and Mathematical Implementation Issues and Challenges.

22.065-2: Investigating Factors Associated With Predicting Improvements in Academic Achievement Among 8th and 9th Grade Students.


22.065-5: The Impact of Thinking Reader Software Program on Grade 6 Reading Vocabulary, Comprehension, Strategies, and Motivation.

22.065-6: Use of Assessment Results in Determining Student Promotion Decisions and School Accountability.


23.026: Assessment of Language and Reading.


30.032: Data Use for Accountability: When Reforms Meet Reality.

30.035: High School to College Transition Programs: A Deeper Look Into the Effectiveness of International Baccalaureate Programs.


32.035: Addressing Data Quality Challenges in Classroom Value-Added Models.


34.034: Does Benchmark Assessment Make a Difference for Teaching and Learning?

34.035: High School to College Transition Programs: A Deeper Look Into the Effectiveness of International Baccalaureate Programs.


36.085-1: Assessment Issues in Schools.

38.039: Division H Vice Presidential Session: Toward Formative Assessments Supporting Learning: Design, Validation, and Mediating Factors.

38.080-2: Bullying, Behavioral Issues, Emotional Struggles, and Other Related Challenges to the Student Learning Environment.

38.080-3: Closing Achievement Gaps Between Subgroups and School Accountability.

38.080-4: Assessing the Influence of Programs to Prepare At-Risk Students for College: Evaluating GEAR UP.


38.080-6: Preparing Preschoolers: Evaluating Literacy and School Readiness Programs.

47.029: How to Build Learning Progressions: Formative Assessment’s Basic Blueprints.
47.030: Organizational Effects of Test-Based School Reforms Within Low- and High-Stakes Educational Environments.
47.073-3: Exploring Effective Programs and Measures for English Language Learners.
48.032: Accountability Systems and Their Effects on School Processes and Student Learning.
**48.033: Division H Vice Presidential Session: Formative Assessment: International Perspectives and Applications.**

49.039: Methods to Improve Teacher Assessment Practices.
49.087-1: Evaluating the Impact of Supportive Programs Designed to Transition Students Through School.
50.037: Effects of Curricular Modifications Based on Principles of Cognitive Science for Middle School Science Curricula.
50.038: Evaluating the Impact of Innovative Educational Programs on Student Outcomes.
50.039: Innovative Research Tools for the Promotion of Equity and Community Engagement in Education.
50.040: Integrating Classroom Assessments Into Balanced State Assessment Systems.
50.041: Division H Research, Evaluation, and Assessment in Schools Business Meeting and Breakfast.
62.018: GSC Division H fireside chat: Reimagining Our Schools: An Exercise in Purposeful and Effective Evaluation.
65.011: Hopes for and Realities of the Assessment Consortia.
65.014: Division H Vice Presidential Session: Through Multiple Lenses: Graduate Student Research in a Global Community of Learners.
65.035: Evaluating the Impact of Program Initiatives for At-Risk Youth.
65.070-3: Understanding Teachers’ and School Leaders’ Perspectives on Educational Programs and Practices.
66.034: Intervening Successfully to Keep All Students on Track to Graduation: The Diplomas Now Model.
74.049-1: Advance Placement and Career Pathway Programs in Secondary Schools.
74.049-2: Assessing College Readiness, Innovation, and Student Growth.
74.049-3: Assessment Usage in an Era of Educator Accountability and Teacher Effectiveness.
74.049-4: Bridging the Gap Between Theory and Educational Practice: Evaluation Studies for School Districts.
74.049-6: Early Warning Indicators: Predictors of High School Dropouts.
74.049-7: Evaluating Leadership, Alternative Teaching, and Social Innovative Programs.
74.049-8: Implementation Evaluation of Professional Development Programs in Mathematics and Science.
74.049-9: Measuring the Effectiveness of Interventions on Mathematics and Science Achievement for K-12 Students.

74.049-10: Narrowing the Curriculum or Improving Instruction? Tying Accountability With Assessment Usage.
74.049-11: The Evolution of an Innovative Assessment Paradigm: From Classroom to an National Science Foundation-Funded Randomized Controlled Trial.
75.018: Principled Design of Simulation-Based Science Assessments.
75.026: Exploring Strategies to Improve Mathematics Achievement Trajectories Using Growth Modeling.
78.022: Using Assessment to Improve Student Outcomes.

**I**

**Division I**

**Education in the Professions**

20.022: Gathering Validity Evidence.
22.031: Building a Better Curriculum.
22.064-10: Implementing Change in the Professions.
23.059-8: Learning in the Professions Across the Life Span.
32.035: The Impact of Bias and Reflection on Clinical Reasoning.
33.076-7: Division I Poster Session.
34.036: Increasing Inclusion in the Professions.
36.037: Becoming Scientists: Practices in Undergraduate Education That Contribute to Degree Completion and Advanced Study in STEM Disciplines.
38.040: Using Simulation to Achieve Standardized, Competency-Based Curricula and Assessments.
40.015: Division I Education in the Professions Business Meeting and Reception: Celebrating 40th Anniversary.
47.031: An Introduction to Research Methods for Education in the Professions.
48.016: GSC Division I Fireside Chat: Making the Most of Mentoring in Doctoral Education and Life Beyond.
48.034: Learning From the Professions: Innovative Designs in Teacher Education That Draw on Preparation for Practice in Other Professions.
49.040: Improving Quality of Care: Measures and Methods.
50.041: Institutional Culture: Social and Environmental Factors.
60.033: Enhancing Learning Through Peer Interaction.
62.037: Examining Cross-Professional Studies.
63.033: The Scholarship of Writing for Publication Workshop.
65.067-11: Methodologies in Professions Education.
66.069-11: Professional Activity, Professional Education.
72.029: Cognitive and Affective Domains in Professions Education.
74.047-13: Cultural Issues in Professional Education.
75.027: Teaching to Learn, Learning to Teach.

**J**

**Division J**

**Postsecondary Education**

6.010: Division J Emerging Scholars Workshop (Day 1, Group 1).
6.011: Division J Emerging Scholars Workshop (Day 1, Group 2).
6.012: Division J Emerging Scholars Workshop (Day 1, Group 3).
14.010: Division J Emerging Scholars Workshop (Day 2, Group 1).
14.011: Division J Emerging Scholars Workshop (Day 2, Group 2).
14.012: Division J Emerging Scholars Workshop (Day 2, Group 3).
20.023: Assessing Community College Student Success in Developmental Education.
20.024: International Approaches to Higher Education Policy and Finance.
34 Division Highlights and Sessions

20.025: Males of Color: College Experiences, Contexts, and Outcomes.

20.045-1: Posters: Division J, Section 5.

22.063-1: Academic Leadership.

22.063-2: Curriculum in Postsecondary Education.

22.063-3: Adult and Nontraditional College Students.

22.063-4: Faculty Roundtable 2: Assessment, Engagement, and Collaboration.

22.063-5: Student Access and the Role of Institutional Image in Recruitment.


22.063-7: Faculty Roundtable 3: Faculty Lives.

22.063-8: Latino/a Student Success in College.


22.063-10: Students’ Success in the STEM Disciplines.

22.063-11: Teaching and Learning in Graduate Education.

22.063-12: Explorations Into the STEM Career Pipeline.


22.063-14: The Community College Transfer Function.

23.028: (Inter)national Contexts and Social Justice.


23.030: Critical Inquiry and Transgressive Methodologies in the Study of Higher Education.

23.031: Higher Education Governance and Accountability.

23.061-1: Postsecondary Student Access and Success.

32.036: Assessing Student Learning, Development, and Outcomes in STEM Education.

32.037: Beyond Simple Public/Private Dichotomies: Higher Education’s Role in Creating Community, Societal, Democratic, and Economic Sustainability.

32.038: Collaboration and Leadership Effectiveness.

32.082-4: Pathways of Minorities and Women Into Postsecondary Science Careers: Interdisciplinary Perspectives.

32.084-2: The Path to College From High School Preparation Programs.

33.037: Classroom Experiences and Self-Reported Gains of College.

33.038: College Classrooms, Teaching, and Student Engagement.

33.039: Division J Graduate Student Session: Funding for Research.

34.037: Into the Imagination: Native Americans in Higher Education.

34.038: Investigating Diverse Student Identities, Study Abroad, and College Experiences.

34.039: Making It From High School Through College: Postsecondary Pipeline Issues.


36.039: Division J Working Group 1.

36.081-1: College Success and Experiences Outside of the Classroom.

36.081-2: Faculty Roundtable 1: Locating Faculty Work.

36.081-3: Higher Education Policy Innovation and Implications.

36.081-4: Linguistic Minority Students’ Access to and Pathways Through College.

36.081-5: Meaning-Making and Self-Understanding.

36.081-6: Organizational Change.


36.081-8: The Role of the Family in Postsecondary Access and Success.

36.081-9: Experiences of Students of Color From a P-20 Perspective.

36.081-10: Racial-ized Experiences in College.


36.081-12: Student Learning From High School Through College.

36.081-13: Teaching Roundtable 1: Cohorts and Communities.


36.084-5: Using Longitudinal Data to Study the Effects of Course-Taking and High School Effectiveness.

38.013: Creating Future Directions for Community Colleges Using Today’s Research.

38.041: Faculty Issues and Practices in Postsecondary Education.

38.042: First-Generation and Low-Income Students’ Access to College.

38.082-8: Dispositions Inclusion in Higher Education Administrative Practice.

40.016: Division J Postsecondary Education Business Meeting and Reception.

47.032: State and Federal Policy and Minority Student Success in Higher Education.

47.073-1: Section 1: College Student Learning and Development Poster Session 2.

47.073-2: Back to the Faculty: Transition From University Department Leadership.


48.035: Race and College Experiences.

48.036: Reliability and Validity of the National Survey of Student Engagement.

48.037: Research on LGBT Issues in Postsecondary Educational Settings.

49.012: Maintaining Public Education for the Public Good: A Discussion of the Political and Economic Threats to Higher Education.

49.041: Community College Student Retention and Outcomes.

49.042: Critical Race Theory and the “Two-Year” College Pipeline.

49.043: Deconstructing Diversity Course Learning: Identifying the Variability Within Diversity Course Research.

49.044: Higher Education Costs.

49.045: Minority Serving Institutions Research Roundtable Luncheon.

49.046: Perspectives on Identity Development and Learning.

49.047: Responding to College Completion Goals: State Strategies and Implications.

49.048: Science and Math Education in Postsecondary Settings.

50.042: Division J Working Group 2.

50.043: Division J, Professional Development Session: Congratulations, You’re Tenured! Now What?

50.044: Student Persistence in Two-Year and Community Colleges.

50.045: Teaching and Learning in the College Classroom.

50.046: Women and Underrepresented Groups in STEM Fields.

60.068-8: Trends, Effects, and Dilemmas Related to Higher Education Enrollment and Finance.
Division K

Teaching and Teacher Education

10.010: Division K New Faculty Preconference Seminar (Day 1 of 2).
11.010: Division K Graduate Student Preconference Seminar (Day 1 of 2).

K Division Highlights and Sessions

60.068-9: Academic and Social Preparation for College.
60.068-10: Women’s Issues and Feminist Scholarship in Higher Education.
60.071-1: Factors Affecting University Faculty’s Motivation to Participate in Performance Assessment.
60.071-2: Poster Session: Faculty, Curriculum, and Teaching.
60.071-3: Research on Gender, Race, and Human Rights in Postsecondary Education.
62.038: Division J Vice Presidential Invited Session: Reimagining Research on Recurring Problems in Higher Education.
62.078-3: Lessons From Managing Diversity: (Re)Visioning Equity on College Campuses.
63.034: Exploring Theoretical Developments in Persistence for College Students of Color.
63.036: Pathways of Success for Students of Color.

63.037: Re-Visioning the Relationship Between Public Policy and Qualitative Research: Perspectives From the Field.
63.036: Division J Working Group 3.
65.037: Division J, Professional Development Session: Preparing for Tenure: Career Support for Advanced Assistant Professors.
65.038: Fostering Success Among Women and Students of Color in the STEM Disciplines.
65.039: Professional Development and Faculty Supports in Postsecondary Education.
65.070-1: Section 1: College Student Learning and Development Poster Session 1.

66.037: How Diversity Affects Student Learning.
66.038: Immigrant and Undocumented College Students.
66.039: Students in Minority-Serving Institutions.
72.030: Education Pipeline Solutions.
72.031: Evaluation and Ethical Leadership.
72.032: The Outcomes of Student Participation in Undergraduate Research.
74.024: Examining Diversity Outcomes of College.
74.025: Faculty and Their Relationship to the University and Other Organizations.
74.026: The College Choice Process for Immigrant Communities in the United States.
75.028: Exploring the Role of Race in Postsecondary Education Research.
75.029: Facilitating Academic Engagement and Learning in Higher Education: Evidence From Four Large-Scale Endeavors.
75.030: Psychological Literacy and Global Citizenship: Why Should Psychology Educators Care?
75.031: The Economic Returns of Higher Education.
78.023: Diversity in American Higher Education: Toward a More Comprehensive Approach.
78.024: Faculty Negotiating Relationships and Identities.
78.025: Promoting College Access.
78.026: Understanding Gender, Representation, and Organizational Context in Higher Education.

11.010: Division K Graduate Student Preconference Seminar (Day 2 of 2).
16.019: Division K Graduate Student Preconference Seminar (Day 2 of 2).
16.020: Division K New Faculty Preconference Seminar (Day 2 of 2).
20.026: Innovation in Access to English: Professional Development for Teachers of English Language Learners.
20.045-4: Constructed Spaces for Educational Access, Equity, and Empowerment.
20.045-5: Cultural and Linguistic Responsiveness in Transformative Communities.
22.045-6: Division K, Section 5 Poster Session.
22.032: Culturally Relevant Pedagogy and Praxis.
22.033: Diversified Teaching Force and Practices.
22.035: Social Justice Pedagogy Through Self-Reflection on Race, Gender, and Class.

22.066-1: Division K Section 6 Poster Session.
22.066-2: Strategic Recruitment in Teacher Education.
23.022: Teachers’ Motivation and Well-Being From a Career Stage Perspective.
23.032: Sociocultural Issues in Teaching STEM Education.
23.034: Teacher Education Policy and Education for the Public Good.
23.035: Understanding African American Student Achievement.
23.059-9: Developing Cultural Competencies for the Classroom.

28.010: Division K Teaching and Teacher Education Off-Site Visit - Community Forum: Constructing and Reconstructing Schools in Times of Crisis.
32.027: Teachers, Plural Memories, and the Social Imagination.
32.039: Case Studies and Culture: Explorations of Teacher Education and Teacher Practice Within Cultural Frames.
32.040: Innovations and Challenges in Integrating Reflective Practice in Preservice Early Childhood, Elementary, and Secondary Teacher Education.
32.041: Investigation of Standards-Based Reform in Math and Science Teaching and Learning in Qatari Elementary Schools.
32.042: Literacies Remixed: Multiliteracies and New Literacies in the Disciplines.
32.043: Mentoring as a Discursive Practice: Encounters Between the Pedagogical, Moral, and Political in Cross-National Settings.
32.044: Pedagogy, Language, Culture, and Reading.
32.082-6: Division K Section 6 Roundtable 2.
32.083-11: The Power of Preservice Teachers’ Race Counter-Stories.
32.084-3: Examining Large-Scale Mentoring and Professional Development Activities.
32.085-1: Division K Section 7 Poster Session.
32.085-2: Division K, Section 5, Poster Session 1.
33.040: Appraising Teacher Education Reform: Through the Eyes of Teacher Education Database.
33.041: Examining Effective Practices That Promote Effective Mentoring and Teacher Learning.
33.043: Teacher Communities in Secondary Education: How Teachers Work and Learn Together.
33.044: The Role of School/University Partnerships in Enhancing Teacher Educator and Preservice Teacher Learning.
33.073-1: Academy for Teacher Excellence: Impacting Teachers’ Lives Through Communities of Practice.
33.076-3: Examining School-University Partnerships in Teacher Education.
33.076-6: Poster Session: The Influence of Teacher and Instructional Factors on Learning Outcomes.
34.024: Exploring the Motivational and Emotional Nexus of Teaching.
34.040: Building Teacher Efficacy and Influencing Student Achievement: Associated Outcomes of a United States-Africa Self-Sustainable Partnership for Creating Culturally Relevant Textbooks.
34.041: Exploring the Possibilities of Online Learning for Future Teachers and Teacher Educators.
34.042: International Approaches to Developing Assessment Capability: Teaching and Teacher Education.
34.043: Recruiting “Global Ambassadors” for the “Public Good”? International Teachers in U.S. Urban Schools.
34.044: Shifting Teacher Beliefs and Practices Toward a Socially Just Model of Teaching: Uncovering Best Practices.
34.045: Teacher Professionalism: Reimagining the Promise and Potential of Education Research Through Schools/University Collaborations.
34.046: Teachers’ Digital Literacies.
34.085-5: Identities: Teachers, Students, and Communities.
36.040: Examining the Perceptions of Mentoring and Induction Programs.
36.041: Facilitating Preservice Teachers’ Competency Through Guided Experience, Observation, and Practice.
36.043: Teachers’ Literacy Practices.
36.044: Teaching Practice and Teachers’ Career Paths.
36.085-3: Innovative STEM Teacher Education and Professional Development.
38.043: Cross-National Perspectives on the Review and Reform of Teacher Education: Ireland, Scotland, Norway, and New Zealand.
38.044: Design Problems in Practice-Focused Teacher Education: Identifying and Teaching High-Leverage Practices.
38.045: Mathematics Teacher Noticing: Seeing Through Teachers’ Eyes.
38.046: Reducing Vulnerability: Responding to the Challenges Confronting Black Males Through the Development of Research-Based Interventions.
38.048: The Effects of Teacher Professional Development on New Science Teachers and Their Students.
40.017: Division K Teaching and Teacher Education Business Meeting: The Social and Political Climate for the Teaching Profession and for Teacher Education.
43.010: Division K and Division G Joint Reception.
47.033: Approaches to Preservice Teacher Education: Examining the Role of Context, Community, and Culture in Teaching and Learning.
47.071-1: Assessment and Licensure Issues in Preservice Teacher Education.
47.071-2: Considering the Multiple Languages in/of Quality Teaching.
47.071-3: Contemporary Topics in Mathematics Education.
47.071-4: Developing Teacher Identity: Innovative Teacher Reflection.
47.071-5: Division K Section 6 Roundtable 3.
47.071-6: Division K Section 6 Roundtable 1.
47.071-7: Dynamics of Preservice Teacher Education.
47.071-8: Remerging Multicultural Education and Language Learning.
47.071-9: Research Methods and Pedagogical Tools.
47.071-10: Teacher Education and Professional Development in STEM.
47.071-11: Teacher Learning and Professionalism.
47.071-12: Technology as Central to 21st-Century Teacher Education.
47.071-13: Teacher Conceptions of Knowledge, Content, and Teaching.
48.039: How Can We Determine Quality in Language Education?
48.041: Teacher Self-Perceptions and Their Guiding Beliefs.
48.042: Toward a Framework for Conceptualizing and Effecting Teacher Entrepreneurial Leadership for Transforming STEM Teaching and Learning.
48.078-4: Innovative Strategies for Enhancing Content Learning and Pedagogical Knowledge in Teacher Education.
48.078-5: Innovative Technologies and Training in Teacher Education.
49.022: GSC Division K Fireside Chat: Culturally Responsive Research Approaches: Distinctive Means of Infusing Silenced Voices.
49.049: Conceptualizing and Studying Teachers’ Curriculum Capacity.
49.050: Identity and Narrative in Teacher Education Research.
49.051: Innovative Approaches to Professional Development.
49.052: Preparing Linguistically Responsive Educators: Challenges and Opportunities in One Teacher Education Program’s Multifaceted Approach.
49.053: The Role of Professional Development in Promoting Teacher Expertise and Student Learning.
49.087-3: Mentoring and Professional Development in the Content Areas.
60.037: Building STEM Centers for Excellence in Educational Innovation.
60.038: Community-Based Early Field Experiences as a Catalyst for Preservice Teacher Development.
60.039: Experimenting to Support and Understand Teachers’ Learning on a Large Scale.
60.040: From Design to Practice: Current Issues in the Development and Use of Multimedia Websites in Teacher Education in the United States and Singapore.
60.041: Moving Social Justice From Research to Policy in Teacher Education.
60.042: Navigating Cultures in Professional Contexts: Do Students, Teachers, and Administrators Value Intercultural Teaching Experiences Similarly?
60.043: Testifying in the 21st Century: Recovering the Voices of Black Educators From the Field of Alternative Certification.
60.044: The Undergraduate Learning Assistant Model: Teachers’ Conceptions and Practices During Induction Years.
60.045: What’s Value-Added Models Got to Do With It? The Quality and Qualities of Instruction of High-Value-Added Model Teachers.
60.067-1: Making Education Matter: Youth, Teachers, Professors, and Community Organizers as Activist-Scholars.
60.071-6: Professional Learning Communities, Trust, and an Examination of Best Practices in Mentoring and Collaborative Activities.
62.047-6: Professional Development to Enhance Teacher and Student Learning.
62.047-7: Professional Development, Curriculum, and Discourse Practices.
62.047-8: Professional Development, Curriculum, and Discourse Practices.
62.047-9: Retention of Quality Teachers Through Mentoring and Induction.
62.047-10: STEM Teacher Development and Associated Practice.
62.047-12: Teachers’ Beliefs and Perceptions.
62.047-14: The Diversity of Literacy.
74.027: Asian American Teachers’ Negotiation of their Racial Identity as Critical Educators.
74.028: Grabbing the Reins: Promising Solutions to Persisting Problems of Practice in Student Teaching Field Experiences.
74.029: Promising Approaches: Quality Teaching and Programs in Early Childhood and Elementary Settings.
74.030: Reflecting on the Dynamics of Raising Minoritized Students’ Achievement Using a “Community of Practice” Framework.
74.031: Students and Research: Cultural Consciousness, Inquiry, and Exploration.
74.032: What Is It About Finland? The Goals and Structures Behind Teacher Education.
74.034: Reflection and Other Forms of Mentoring Support for New Teachers.
74.035: Taking a Closer Look at the Performance Assessment of Preservice Teachers.
75.032: A Cognitive Strategies Approach to Reading and Writing Instruction for Mainstreamed Secondary English Language Learners.
75.033: Building a Relational Learning Community in Professional Development.
75.034: Reflection and Other Forms of Mentoring Support for New Teachers.
75.035: Taking a Closer Look at the Performance Assessment of Preservice Teachers.
78.027: An Examination of Urban Teacher Education and the Public Good.
78.028: Beyond External Accountability: How Teachers of English Language Learners Internally Work to Imagine and Create New Possibilities for Their Students.
78.029: Special Topics and Issues That Impact Attrition and Retention: Power, Community, and Culture.
78.030: Teacher Knowledge and Metacognition in Differing Contexts.

Division L

Educational Policy and Politics
20.027: Assessing the Academic Achievement of English Language Learners: Policy Lessons From California, Arizona, and Utah.
22.037: Horne v. Flores: Impact of the Arizona Educational Equity Project.
23.058-1: A Cross-Cultural Comparison of Educational Governance.
23.058-2: Accommodations Policy for Large-Scale Assessment: What We Know About Implementation at the Local Level.
23.058-4: Advancing Education Reform in a Centralized System: Lessons From Israel.
23.058-5: Choice, Charters, and Branding in New York City.
23.058-7: Cross-National Research on Teacher Policy.
23.058-8: Teacher Characteristics and Practice.
23.058-10: Teacher Qualifications, Professional Development and Supports.
32.046: Cross-National Comparisons of Research on Higher Education Policy.
32.047: Teacher Evaluation.

34.047: Collaborating to Improve Teacher Quality: Insights, Challenges, and Opportunities.
34.048: Developing Capabilities for Instructional Improvement: Motivations, Resources, and Challenges.
36.083-14: Teacher Evaluation and Incentives.
38.049: Cross-National Research on Education Policy and Student Outcomes.
40.018: Division L Educational Policy and Politics Business Meeting.
47.034: Cross-National Research on Teacher Quality and Teacher Labor Markets.
47.035: Environmental Standards and School Curricula: Raising the Bar and Making the Connections.
48.043: Of Cabbage and Kings: Using Observation and Value-Added Measures to Assess English Language Arts Teachers.
48.074-8: Educator Incentive Pay: A Comparative Analysis of Three Large-Scale Reforms.
48.074-9: Fairness, Trust, and Capabilities: Building Blocks for Education Reform.
48.074-10: From Policy to Practice: National, Local, and Individual Student Perspectives on High School Accelerated Coursetaking.
48.074-12: Internal Reactions to External Accountabilities: The Role of Leadership.

49.054: Diverse Approaches to Teacher Performance Assessment and Their Validity Evidence.
49.055: Division L Junior Faculty Mentoring Seminar: Advice From Leading Faculty and Researchers in Education Policy.
49.056: Evaluating Pay-for-Performance: Further Findings From Four Urban Teacher Incentive Fund Evaluations.
49.084-8: The Whole Is Greater Than the Sum of Its Parts.

50.049: From Policy to Practice: An Exploration of Top-Down and Bottom-Up Decisions in Language Education Policy.
50.050: Innovations in the Design and Implementation of School Improvement Networks: Evidence From the Field.
60.046: Policy and Program Effects on School Improvement: Alignment, Practice, and Achievement.
60.047: Where the Buck Stops: District Responses to Accountability Policies.
62.045: Multiple Perspectives on Strategies for and Obstacles to Quality Instruction.
62.046: Resources That Matter for Quality Schooling.
63.043: Lots of Sticks and Not Many Carrots: When Accountability Policies and Procedures Get Tough.
63.045: Teacher Supply and Turnover.
65.042: Issues of Improvement in the Core Content Areas: Mathematics as a Case.
65.069-1: The Opportunities, Mechanisms, and Consequences of Increasing Accountability Demands: An International Perspective.
66.045: District Decision Making.
72.046-1: Equity in Special Education: Analysis of National and International Policies.
72.046-2: Meritocracy, Research, and the Public Good.
72.046-3: Multiple Dimensions of Educational Quality.
72.046-4: Policy Change in International Contexts.
72.046-5: Results From Year 4 of a Comprehensive Evaluation of Denver’s “ProComp” Teacher Compensation Reform.
72.046-6: Scaling up an Ambitious Reform of Teaching and Learning: Evidence From a Large-Scale Randomized Trial.
72.046-7: School Choice and Innovation: What’s Different About Charter Schools?
72.046-8: Teacher Effects.
72.046-9: The Implication of a Restrictive Language Policy on Teacher Preparation and Classroom Practice.
72.046-10: The Value of School Attendance: Research Findings and Policy Implications.
75.037: Transforming Education Under Mayoral Control: The Case of New York City.
75.038: Using Value-Added to Improve Teaching and Learning: Promises and Pitfalls.
SIG-Academic Audit Research in Teacher Education
23.059-5: Program Assessment Using Qualitative, Quantitative, and Mixed Methods: Experiences From Across the Country.
33.046: Using Qualitative, Quantitative, and Mixed Methods in Program Assessment.
40.019: Academic Audit Research in Teacher Education SIG Business Meeting: Designing and Implementing Program Assessment Systems.

SIG-Action Research
22.065-12: Action Research Across Diverse and International Contexts.
36.045: Action Research: Path to Learning in Doctoral Programs and Beyond.
47.036: Learning to Teach and Improve Schools Through Action Research.
49.086-4: Action Research as Teacher Inquiry in Schools: Challenges and Opportunities.
50.081-10: Action Research: Disciplinary Perspectives and Diverse Research Strategies.
60.048: Action Research Works in Many Places: With Creativity, in Participatory Video Research and Non-Western Epistemologies.
63.046: David Teaches Goliath: How One Action Research Center Provokes University and Community Change.
65.070-4: Action Research: Online, With High School Students and With Participants.
68.011: Action Research SIG Business Meeting.
74.049-15: Action Research: Habits of Mind and Teacher Identity.

SIG-Adolescence and Youth Development
32.085-4: Adolescence and Youth Development.
36.046: The Intersection of Culture and Academic Achievement.
40.020: Adolescence and Youth Development SIG Business Meeting.
49.057: Challenges and Solutions in Youth Development and Education.
63.074-6: Adolescence and Youth Development Poster Session.

SIG-Adult Literacy and Adult Education
22.038: Challenges and Opportunities for Adult Learners Pursuing General Educational Development Credentials.
25.013: Adult Literacy and Adult Education SIG Business Meeting.
36.083-1: Resources for Instruction of Adult Learners.
48.074-1: Current Issues in Adult Learning.
60.049: Growth From Adult Participation in Learning.

SIG-Advanced Studies of National Databases
32.048: The Roles of Early Environments and Teacher Quality in Pre-K-Grade 1 Achievement.
56.010: Quantitative SIG Social.

SIG-Advanced Technologies for Learning
33.048: Computing What the Eye Cannot See: Educational Data Mining, Learning Analytics, and Computational Techniques for Detecting and Evaluating Patterns in Learning.
47.037: Diverse Perspectives on Embodied Learning: What’s So Hard to Grasp?
60.050: Educational Uses of Innovative Technologies to Increase STEM Learning.

SIG-Applied Research in Virtual Environments for Learning
32.049: Virtual World and Games Assessments.
49.086-5: Agents and Avatars in Virtual Environments.
50.081-11: Research Into Virtual Worlds for Education.
65.044: Innovative Assessments in New Media (Virtual + Games + Mixed-Reality).

SIG-Arts and Inquiry in the Visual and Performing Arts in Education
32.050: Reimagining Self Through and Beyond Words.
48.077-2: Critically Charged Spaces of Self and Other.
63.047: Social and Artistic Imagining: Verbatim Theater Performance and Youth Engagement.
SIG-Arts and Learning
22.064-11: Intersection of Pedagogy and Practice in and Through the Arts.
32.051: Community Arts: Social Engagement Inside and Outside School.
36.048: Assessing Achievement, Access, and Equality in Arts-in-Education.
47.038: (Re)positioning Learning Through Creative Medias, Literacies, and Modalities.
49.058: Both in and out of the Game: Research With Young Children in Classroom Contexts.
50.052: Creative, Cultural, and Critical Pedagogies for Engagement in the Arts.
53.014: Arts and Learning SIG Business Meeting and Guest Speaker Dr. Liora Besler.
75.052-14: New Perspectives on the Arts and Liberal Arts.

SIG-Arts-Based Educational Research
22.040: Arts-Based Education Research as Incitement, Invitation, and Action: Research From Anthropology, Educational Philosophy, Theater, and Social Foundations.
48.074-2: Cultural and Environmental Issues Utilizing the Arts.

SIG-Associates for Research on Private Education
49.087-7: Private Higher Education.
63.048: If Homeschooling Is So Good, Why Don’t More Educators Promote It?

SIG-Bilingual Education Research
23.059-2: Biliteracy Development and Teaching in and Beyond Classrooms.
25.017: Bilingual Education Research SIG Business Meeting.
34.083-1: Sociocultural Perspectives: Diverse Learners, Teachers, and Parents in Multilingual Contexts.
36.049: Dual Language Programs in Micro and Macro Perspectives: From Pedagogy to School Reform.
38.028: Science Education in Urban Settings: Challenges, Approaches, and Successes.
38.035: A View of Arizona’s Structured English Immersion: Offering Access or Creating Barriers to Education for English Learners?
38.080-9: Culturally Relevant Practices: Teaching, Learning, and Fostering Heritage Languages in Diverse Language Communities.
40.030: Hispanic Research Issues SIG Business Meeting.
47.039: Math and Science Inquiry, Testing, and Access for Multilingual Learners.
48.078-3: Multilingual Education in the Twenty-First Century: Practice, Policy, Theory, and Research: Poster Session I.
49.059: Preparation, Challenges, and Contributions of Bilingual Teachers.
62.049: Race, Class, and Immigration in the Multilingual Experience.
63.074-3: Multilingual Education in the 21st Century: Practice, Policy, Theory, and Research: Poster Session II.
65.067-6: Re-Visioning Classroom Instruction for English Language Learners: Pedagogical Insights From Ethnographic Research.
74.034: Reading Instruction and Development in Linguistically Diverse Classrooms.
75.039: Shifts in Participation and Identities of Latino Students in Computer-Mediated Environments.

SIG-Biographical and Documentary Research
49.060: Documentary Films: The Praxis of a Public Education.
60.071-4: Teacher Experience, Teacher Research: Biographical and Documentary Approaches to Educational Inquiry.
68.014: Biographical and Documentary Research SIG Business Meeting. An Immodest Proposal: Promoting the Discussion of Pornography in Academe and Beyond Through Documentary and Research.
74.035: Of Discipline and Possibility: Traditions and Turns in Biographical and Documentary Research.

SIG-Brain, Neurosciences, and Education
20.029: Educational Neuroscience: Four Exemplary Levels of Analysis.
25.018: Brain, Neurosciences, and Education SIG Business Meeting: Meeting of the Brains.
33.049: Educational Neuroscience: Three Reports From Research Pioneers.
38.052: The Centrality of Task Design and Analysis for Documenting the Neural Basis for Mathematics Learning.

SIG-Business Education & Computer Information Systems Research
65.045: Online Innovation in Business Teaching and Practice.

SIG-Career Development
22.041: Contemporary Contributions to Career Development Research and Practice.
38.081-2: Empowering Youth to Make Successful Career Choices and Transitions.

SIG-Career and Technical Education
33.050: Programs of Study: Multiple Approaches Examining the Implementation of a Federal Policy on Career Preparation.
38.053: Preparing Students for Success in High School and Beyond: High
41 Special Interest Group Sessions

SIG-Classroom Management
20.030: Teacher Management and Teacher Care: Examining Both Dimensions in Classroom Settings.
25.021: Classroom Management: SIG Business Meeting.
33.074-11: Classroom Management: The Influence of Teachers’ Learning and Experience on Management Strategies.
38.055: Classroom Management 2.
47.073-4: Classroom Management.

SIG-Classroom Observation
23.037: Using Classroom Observation to Examine Teaching and Learning in Early Childhood and Elementary Settings.
25.022: Classroom Observation: SIG Business Meeting.

SIG-Cognition and Assessment
23.058-14: Validity Issues in Assessment.
36.052: Principled Assessment Design and Data Analysis for Diagnostic Assessments.
53.018: Cognition and Assessment SIG Business Meeting.

SIG-Communication of Research

SIG-Computer and Internet Applications in Education
33.051: Clearing Technology Integration Hurdles in K-12.
34.051: Creative Conversations and Potential Collaborations Between Educational Technology Labs and Institutes.
38.056: Considerations of Technology-Based Community, Engagement, and Assessment in Education.
49.061: Hot Topics in Computer and Internet Applications for Education.
53.019: Computer and Internet Applications in Education SIG Business Meeting.
60.051: Pedagogical Agent Presence, Appearance, and Agent-Learner Interactions: Current Research and Future Directions.
63.073-4: Considerations in Learning and Researching With Technology.

SIG-Conflict Resolution and Violence Prevention
50.053: New Developments in Conflict Resolution In Schools.
65.067-2: Advances in Conflict Resolution.

SIG-Confluent Education
50.054: Applying Confluent Education to Promote Social Imagination and Public Good.
53.020: Confluent Education SIG Business Meeting With Dr. Bernardo Gallegos as Keynote Speaker.
SIG-Critical Educators for Social Justice
20.041-4: Cross-Cultural Education Studies of Learning, No-Self, and Ethics.
25.023: Confucianism, Taoism, and Education: SIG Business Meeting.
34.052: Creative Tensionality and Dynamic Harmony: Reimagining Curriculum and Pedagogy.

SIG-Constructivist Theory, Research, and Practice
47.069-2: Constructivist Perspectives in Education: From Preschool to Professional Development.
53.021: Constructivist Theory, Research, and Practice: SIG Business Meeting.
63.050: Helping Children Achieve Their Full Potential: Constructivism K-8.
66.049: Supporting Constructivist Practice in Contemporary Learning Environments.

SIG-Cooperative Learning: Theory, Research and Practice
53.022: Cooperative Learning: Theory, Research, and Practice SIG and Conflict Resolution and Violence Prevention SIG Business Meeting.
63.051: Advances in Cooperative Learning.

SIG-Critical Educators for Social Justice
20.041-2: Challenging the Norm: Curriculum, Teacher Resistance, and Special Education.
22.064-4: Critical Examinations of Personal Experiences.
32.053: Working Toward Social Justice Praxis in K-12 Classrooms.
33.074-10: Critical Examination of Intersectionalities in Social Justice Education.
34.053: Critical Examination of Social Justice in Teacher Education.
39.010: “It’s All about the Dollars”: School Reform and the Assault on New Orleans’ Public Schools and Teachers’ Union.
40.023: Critical Educators for Social Justice SIG Business Meeting.
48.046: Uncovering the Complexities of Space, Race, and Praxis in Social Justice Education.
50.079-7: Reimagining Critical Hope: Situated Perspectives Across North-South Contexts.
50.079-8: Reflexive Activism: Challenges of Mentoring Preservice Teachers of Culturally and Linguistically Diverse Students.
60.027: Trajectories and Persistence in Science for Underrepresented and Minority Students.
63.053: Teacher Educators: Using Critical Race Theory as a “Call to Context.”
74.047-8: Critical Pedagogy and Critical Race Theory for the Education of Males From Diverse Backgrounds.
75.040: Marginalized Voices: Working Toward Resistance and Social Justice.

SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education
32.083-13: Equity and Access: Strategic Tools for Race, Class, Gender, and Disability.
33.052: Cutting the Diversity Cake With Critical Race Theory Insight: Three Perspectives on the Role of Diversity in Higher Education.
34.083-12: Critiques of the Examination of Issues Related to Gender, Race, and Class for Academic Success.
48.076-14: Learning and Unlearning Attitudes: Analyses of Anti-Racism in Education.
49.030: In the Public Good: Supporting a Diverse Professoriate.
49.062: Hardly “Postracial”: Challenging Whiteness for (the Public) Good.
53.023: Critical Examination of Race, Ethnicity, Class, and Gender in Education SIG Business Meeting and Guest Speaker.
60.027: Trajectories and Persistence in Science for Underrepresented and Minority Students.
63.053: Teacher Educators: Using Critical Race Theory as a “Call to Context.”
74.047-8: Critical Pedagogy and Critical Race Theory for the Education of Males From Diverse Backgrounds.
78.041-14: Ascribed Characteristics of Race, Ethnicity, Class: Examining Politics and Policy Paradigms for Student Experiences.

SIG-Critical Issues in Curriculum and Cultural Studies
34.054: Understandings Emerging Through the Southern Mist: The Curriculum of Place.
47.072-1: Telling Pictures? Readings of Visual Culture in the Study of Education.

SIG-Critical Perspectives on Early Childhood Education
22.044: Looking Back/Looking “Forward”: Continuing the Dialogue About Critical and Reconceptualist Early Childhood Care and Education.
23.038: Reconceptualizing Methods in Early Childhood Research.
32.054: Rethinking Practice in Early Childhood Education.
33.053: Reconceptualizing Teacher Education Through Policy and Discourse.
34.055: Looking Through an Artistic Lens: Issues and Education in Early Childhood.
36.083-3: Reconceptualizing Teacher Education Research.
47.041: Critical Perspectives: Discussion of International Contexts.
50.079-1: Critical Perspectives on Early Childhood.
53.024: Critical Perspectives on Early Childhood Education SIG Business Meeting.
62.077-1: Childhood and Its Institutions.
62.077-4: Critical Perspectives on Early Childhood Policy and Practice.
65.067-1: Reconceptualizing Research Methods in Early Childhood.
66.069-3: Critical Perspectives on Young Children and Childhood.

SIG-Cultural Historical Research
34.056: Play Is the Thing: Performance Practices That Support Learning and Development Across the Life Span.
36.054: Theorizing and Researching Practice: Touchstones, Challenges, and Approaches.
38.011: Presidential Invited Address: Intervening to Shape the Future.
48.074-4: From Storyboards to Google: New Technologies and the Ways We Teach Now.
50.079-2: Identities and Education: Ways We Are Developing Into Our Teacher and Learner Selves.
53.025: Cultural Historical Research: SIG Business Meeting. Per-Form, Re-Form, Trans-Form: Social Justice and Cultural-Historical Research.
74.048-14: Youth Literacy Practices: Reimagining Learning Across Contexts.

SIG-Democratic Citizenship in Education
25.024: Democratic Citizenship in Education: SIG Business Meeting and Presentation. What Do We Know About the Civic Action of Young People From Disadvantaged Communities?
32.055: Democratic Citizenship in Education Paper Session 1.
36.055: Democratic Citizenship in a Global Age: Whose Values Take Precedence?
47.042: Democratic Citizenship in Education Paper Session 2.

SIG-Design and Technology
23.039: Research-Based Frameworks for Instructional Design Education and Expertise Development.
25.025: Design and Technology SIG Business Meeting.
34.057: Judgment, Perspectives, and Reflection in Instructional Design Learning and Practice.
36.084-1: Digital System Designs for Higher Education.
49.087-5: K-12 and Community-Based Design for Math, Science, and Special Education.

SIG-Dewey Studies
32.056: The Central Concepts of John Dewey’s Thought: Philosophical and Historical Studies.
38.058: The Implications of John Dewey’s Thought for Classroom Practices.
40.024: Dewey Studies SIG Business Meeting and Invited Distinguished Lecture.
47.069-3: Issues in John Dewey’s Educational Thought.
48.047: John Dewey’s Philosophy of Listening.
62.078-4: Dewey and Perspectives on Contemporary Educational Issues.

SIG-Disability Studies in Education
20.041-7: Young Adults and Disability: Reports From the Real World.
32.081-11: Constructing Meaning in Personal, Cultural, and Material Contexts.
33.054: (De)constructing (Dis)ability and Desire in Text and Curriculum.
34.083-5: Creating Disability and Identity in Schools.
36.056: Reflecting (Dis)ability in Professional and Teacher Discourse.
40.025: Disability Studies in Education SIG Business Meeting.
50.056: Valuing a Plurality of Research Methodologies in the Field of Learning Disabilities.

SIG-Districts in Research and Reform
25.026: Districts in Research and Reform SIG Business Meeting: Portfolio Management Models in Urban District Reform.

SIG-Doctoral Education across the Disciplines
22.046: The Influence of Mentors and Advisors on Doctoral Student Success.
32.057: The Influence of Faculty on Doctoral Student Experiences From Admission to Dissertation.
36.057: Program and Curricular Influences on Doctoral Student Development.
47.043: Becoming a Scholar: Writing, Research, and Doctoral Student Identity Development.
49.085-5: Doctoral Education Across the Disciplines SIG Roundtable Session I.
62.077-5: Doctoral Education Across the Disciplines SIG Roundtable Session II.
66.069-4: Doctoral Education Across the Disciplines SIG Roundtable Session III.
68.020: Doctoral Education Across the Disciplines SIG Business Meeting.

SIG-Early Education and Child Development
20.041-13: Adult Roles in Early Childhood Education.
22.047: Children and Teachers Negotiating Schooling in Early Childhood Classrooms.
23.041: Classroom Practice in Early Childhood Education.
32.083-12: Early Childhood Influence on Child Development.
33.074-14: Curriculum in Early Childhood Education.
34.058: Families in Early Childhood Education.
36.058: Interventions in Early Childhood Education.
47.044: Literacy Practices in the Early Childhood Classroom.
48.048: The Impact of Schooling in Early Childhood Education.
49.064: Mathematics and Science in Early Childhood Education.
50.082-7: The Significance of Early Childhood Education.
60.068-14: Issues in Early Childhood Education.
62.077-1: Childhood and Its Institutions.
62.077-14: Literacy Activities for Early Childhood.
65.048: Professional Development in Early Childhood Education.
72.037: Beyond the Developmental Constraints: Exploring Science Learning and Teaching in Early Childhood.
74.036: Understanding Children From Diverse Contexts.
75.041: Early Childhood Vocabulary Learning: From Child Development to Professional Development.

SIG-Education and Philanthropy
32.085-8: Education and Philanthropy Poster Session.
38.059: Education Philanthropy and Education Reform: Approaches to Best Practice.

SIG-Education and Student Development in Cities
53.028: Education and Student Development in Cities SIG Business Meeting.
62.053: Internationalization, Teacher Education, and Student Development in Cities.
65.070-6: Learning to Teach in a Multicultural Classroom.

SIG-Education, Health, and Human Services Linkages
22.048: Ready to Succeed: Linking Education and Child Welfare Data to Improve Outcomes for Foster Youth.
33.074-7: Partnerships for Health and Learning.
38.080-1: Understanding Health in Schools.
48.049: Understanding and Supporting Student Health.

SIG-Educational Change
34.083-6: Systems-Wide Educational Change: Experiences in Teacher Education Programs and School Districts.
38.060: Building Capacity at All Levels for Evidence-Based Decision Making: Models, Processes, and Impacts.
40.026: Educational Change SIG Business Meeting.
49.084-10: Teachers in the Midst of Educational Change.
60.052: Developing and Sustaining Urban Teaching Residencies: How Do We Provide Effective Preparation Experiences and Build Resident Efficacy?

SIG-Educational Statisticians
33.055: Experimental and Quasi- Experimental Designs.
36.059: Significance Testing and Alternatives.
40.027: Educational Statisticians SIG Business Meeting.
47.073-7: Educational Statisticians Poster Session.
49.085-3: Modeling Categorical and Ordinal Outcomes.
56.010: Quantitative SIG Social.

SIG-Environmental Education
32.058: King Cake: Examining Practices and Capacities for Environmental Education in Schools.
33.074-1: Creole Cottage: Environmental Education, Sustainability, and Design.
38.061: Inciting Experience of Environment and Place Through Children’s Literature: Transdisciplinary Research for the Community Good.
48.074-5: How Do We Sustain Educators, Environmentalists, and Students in the Gloomy World of Climate Change?
49.084-1: Using Place-Based Education to Promote STEM Learning and Civic Engagement.
50.079-3: Delta: Environmental Connections and Actions Across Contexts and Cultures.
62.077-6: Parish: Environmental Education Situated, and Compelled, With Implications for Learning and Policy.
68.021: Environmental Education SIG Business Meeting.
72.038: Gulf: Philosophical and Political Challenges to Environmental Education as a Public Good.
75.042: Les Enfants: Experiences of Environment and Community in and out of School.

SIG-Faculty Teaching, Evaluation, and Development
32.085-10: Student Ratings, Perceptions, and Educational Philosophy.
40.028: Faculty Teaching, Evaluation, and Development SIG
Business Meeting and Invited Guests.
49.065: Responding to the Diversity Challenge in Higher Education: Journeying Toward Curricular and Inclusive Teaching.
50.057: Global Perspectives on Professional Development in Higher Education.
65.068-14: Evaluation, Accreditation, Teaching Cultures, and Learning-Centered Teaching.

SIG-Family and Consumer Sciences
62.054: Pedagogic and Curricular Re-ve(a)lations: Seeing Self, Sustainable Farming, Sexual Health, and Service Learning.
68.022: Family and Consumer Sciences SIG Business Meeting.

SIG-Family, School, Community Partnerships
25.028: Family, School, Community Partnerships SIG Business Meeting.
33.056: Engaging the Public in Literacy Education: Examining Partnerships Between Teachers and Communities.
34.083-2: Examining the Effects of Family Outreach and Engagement.
38.080-10: Conceptualizing Effective Partnerships Between Schools and Linguistically Diverse Families of Young Children.
47.045: Family Engagement and Early Childhood Education.
62.055: Family, School, Community Partnerships, and Latino Populations.
65.067-7: Strengthening School-Community Collaboration.
66.054: Family, School, Community Partnerships: Examining the Intersection of Race and Class.

SIG-Fiscal Issues, Policy, and Education Finance
40.029: Fiscal Issues, Policy, and Education Finance SIG Business Meeting.
48.077-1: Special Topics in School Finance.

SIG-Foucault and Education
38.063: Teaching Practices and National Political Projects: The Production of Citizen Subjects.
47.046: Historical Criticism, Pedagogy, and Pleasure: Opening up New Possibilities in Educational Thought and Experience.
53.029: Foucauld and Education SIG Business Meeting.
62.077-7: Disrupting Rationalities: Foucauldian Critiques of Educational Discourse.

SIG-Grassroots Community & Youth Organizing for Education Reform
23.043: Where Research Meets Action: Youth Participatory Action Research as a Model for Youth Organizing and Educational Reform.
33.057: The Futures Project: Understanding the Longitudinal Impact of Engaging Urban Youth as Critical Researchers.
36.083-11: Youth Organizing for Educational Equity and Social Change.
48.050: Community Organizing and Education Reform in an Era of New Power Dynamics and Funding Strategies.
49.066: Grassroots Community and Youth Organizing for Education Reform SIG Business Meeting.
50.079-11: Learning From Youth and Scholar-Activist Participatory Action Research.
51.010: Black Education, Environmental Health, and Grassroots Organizing: Testimonies From the Lower Ninth Ward of New Orleans.
63.055: Students and Communities Organizing for Social Justice in Arizona.

SIG-Hierarchical Linear Modeling
48.051: Analysis of Multilevel Data in Experimental and Quasi-Experimental Designs and Sample Size Requirements for Multilevel Models.
56.010: Quantitative SIG Social.

SIG-Hispanic Research Issues
22.064-2: Unearthing the Experiences of (Non)Immigrant Latina/o Students in Education.
23.044: Revisiting Education in the New Latino Diaspora.
32.084-5: Factors Impacting Latina/o Youth’s Educational Success.
34.059: Pedagogies of Hope Within Climates of Hopelessness.
36.012: Generations of Exclusion: Mexican Americans and Education in the United States.
36.060: Chicano School Failure and Success (3rd Ed.): Chapter Contributors’ Reflections on School Reform.
40.030: Hispanic Research Issues SIG Business Meeting.
48.069: Arizona Educational Equity Project: Examining Experiences of English Learners and Their Teachers.
49.067: Protecting Our Children and Communities: Organizing in Local and National Contexts.
50.058: Reimagining Research Methodologies: Research With(in) Bilingual and Biliterate Communities.
60.068-12: The Need for Critical Hope in Education Through Persistence, Resistance, Respeto, and Caring.
62.077-10: Examining the Engagement of Latinas/os in STEM.
63.028: Mexican Americans and School Segregation in California, 1903-1943.
75.043: Understanding the Disenfranchisement of Latino Males: Contemporary Perspectives on Cultural and Structural Factors.

SIG-Holistic Education
20.032: Creative, Humanely Restorative Community Building Through Holistic Education.
25.029: Holistic Education SIG Business Meeting: How to Incite an Education Revolution, One School at a Time.
33.074-2: Generating Educational Possibility Through Holistic Leadership.
36.061: Reflection, Contemplation, and Other Internal Investigations: Defining, Exploring, Teaching.
49.084-2: Practicing Mindfulness of the Embodied Beings of Teachers and Students.

SIG-Inclusion & Accommodation in Large-Scale Assessment
34.084-6: Design and Implementation of Alternate Assessments.
47.047: Accessibility of Educational Environments: Supporting Students With Special Needs.
63.073-7: Test Accommodation Research: Item Difficulty, Test Accessibility, Policies, and Perceptions.
65.049: Exploring Issues of Scoring Student Performance on Alternate Assessments Based on Alternate Achievement Standards.
65.050: Language Demands of Content Assessments and Validity of Accommodations for English Language Learners.

SIG-Indigenous Peoples of the Americas
22.020: Witnessing Indigenous Stories in Film/Painting/Photography/Theater.
32.059: Global Indigenous Perspectives on Indigenous and Colonizing Education: Lessons From Africa, Canada, and USA.
32.082-5: Hear Their Voices: Indigenous Student Perceptions of Educators’ Efforts to Engage in Culturally Relevant Teaching and Learning.
48.052: Indigenous Education Research: What Have We Learned?
49.068: Decolonizing Methodologies in an Urban Community: Ripple Effects of Community-Based Design Research.
50.033: Indigenous Representations and Educational Development.
50.080-6: Indigenous Education and the Sciences.
65.051: Documenting Constraints and Imagining Opportunities: High-Stakes Testing’s Impact in Indigenous Arizonan and Alaskan Communities.
66.071-2: The Impact of Natural Resource Revenues on First Nations Community Educational Outcomes in Alberta, Canada.
68.024: Indigenous Peoples of the Americas SIG Business Meeting: Indigenizing the Academy.
74.037: The Role of Language and Culture in the Education of Indigenous Children and Youth.
75.051-13: Preparing Educators to Work Effectively With Indigenous Students, Schools, and Communities.

SIG-Indigenous Peoples of the Pacific
38.064: The Politics of Indigenous Theorizing.
48.052: Indigenous Education Research: What Have We Learned?
49.085-2: Breaking Trail in Indigenous Research: Session One.
50.080-6: Indigenous Education and the Sciences.
65.067-14: Breaking Trail in Indigenous Research: Session Three.

SIG-Informal Learning Environments Research
23.051: Learning Science in Out-of-School Time: Research Directions for Generalized Understanding of OST.
33.058: Informal Learning and Sociable Media in Children’s Culture.
38.065: Informal Learning Across Sites and Disciplines: What Do We Know, Where Do We Need to Go.
47.070-2: Media, Museum, and Informal Learning.
50.080-7: Partnerships and Across Site Studies: Informal and Semiformal Learning.
60.071-8: Identity and Learning in Informal Settings.

SIG-Instructional Technology
23.061-3: SIG Instructional Technology: Games and Online Learning Environments.
32.061: Design Considerations in Games and Virtual Environments.
33.026: Visualization, Simulations, and Modeling in Science Teaching and Learning.
33.075-1: SIG Instructional Technology: Games and Online Learning.
33.075-2: SIG Instructional Technology: Pre-service Teacher Education.
34.083-10: Pedagogically Orientated Mobile Learning Research: The Case of Design Research.
36.062: Technology Activities in K-12 Settings.
38.066: Successful Grantsmanship in Instructional Technology: A Panel Discussion.
48.053: Culture and Diversity in Technology Design and Integration.
53.032: Instructional Technology SIG Business Meeting.
60.054: Strategies for Socialization in Online and Blended Learning.
62.057: Scaffolding Students for Problem Solving With Technology.
63.073-2: SIG Instructional Technology: Technology Integration for K-12 Student Success.
65.053: Technology Issues in Higher Education.
66.055: Preservice Teacher Education: Curricula and Tactics.
72.046-12: SIG Instructional Technology: Technology Topics.
74.047-5: SIG Instructional Technology: Developing the Self in Technology-Based Learning.
75.051-11: SIG Instructional Technology: Technology Applications to Health.
78.033: Modeling for Successful Problem Solving and Knowledge Construction.

SIG-International Studies
20.041-1: The Education Impact of International Study.
22.050: International Benchmarking State Performance Standards Using the Programme for International Student Assessment (PISA).
23.059-1: Use of International Statistics.
32.062: Cross-Cultural Research From Six Countries: Comparing Productivity of Academic Olympians With Gifted and Non-Gifted Students.
33.074-9: Education and Gender.
34.060: Students We Share: Mexican-Origin Children and Youth in the 21st Century.
36.082-7: Education and Cultural Values.
36.083-9: Teacher Perceptions and Education Quality.
47.048: Outcomes of Civic and Citizenship Education in International Comparison.
47.070-6: Teachers and the Teaching Profession.
48.054: Issues in the Use of International Data Sets.
50.059: Secondary Reform From the Perspectives of Teachers and Students in Six Countries.
62.077-12: Education and Globalization.
63.057: European Teacher Attitudes Toward Muslim Students.
65.067-4: Examining the Teaching Profession in the United Arab Emirates: Implications for Future Policy and Practice.
72.046-11: Education in East Asia.
74.038: Education and Social Cohesion.
75.044: Education and Economic Development.
78.034: Effectiveness of Higher Education.

SIG-Invitational Learning
23.045: Invitational Learning in Diverse Contexts.

SIG-Ivan Illich
60.055: Dwelling in Uncertain Futures: Illichian Homeplaces Against Utopianism and Nihilism.

SIG-Language and Social Processes
22.064-14: Negotiating Disciplinary, Professional, or Institutional Borders to Build Collaborative Teaching Relationships: A Discourse Perspective.
36.063: Directions in the Semiotic Analysis of Young Children’s Literacy: Back to the Future (With Multimodality).
38.067: Multiple Perspectives on Computer-Mediated Classroom Discussion: Research on Discourse in the New Millennium.
47.070-1: Exploring Student and/or Teacher Discourse in Formal and Informal Education Settings.

SIG-Large Scale Assessment
22.051: A Compilation of Validity Issues Encountered in Large-Scale Assessments.
33.059: How Design Patterns Address Three Pressing Challenges in Large-Scale Assessment.
40.032: Large-Scale Assessment SIG Business Meeting.
Measurement Literacy in This New Era of K-12 Assessment.
48.076-5: Large Scale Assessment SIG Table 1.

SIG-Law and Education
49.084-8: The Whole Is Greater Than the Sum of Its Parts.
65.055: Educator Ethics: A Look at Teacher Professional Responsibility Through Case Law in Four States.
74.039: From the Courtroom to the Schoolhouse: Recent Advancements in School Law and Implications for Leadership.

SIG-Leadership for School Improvement
23.046: Leadership for School Improvement SIG Business Meeting.
48.076-6: Leading for School and Student Success.

SIG-Leadership for Social Justice

SIG-Learning Environments
25.032: Learning Environments SIG Business Meeting.
36.065: SIG Learning Environments Paper Session: Successful Environments for Older and Younger Learners.
SIG-Learning Sciences
33.060: Learning Sciences Perspectives on Math and Science.
48.055: Supporting Computational Thinking Through Games and Game Design.
62.059: Theoretical and Empirical Accounts of Framing in Classroom Interactions.
65.026: Early Cognitive Abilities for Learning Math and Science: Implications For Instruction From the National Science Foundation’s Research and Evaluation on Education in Science and Engineering Program.
66.027: Using Models in the Classroom: Research Into Practice.
72.046-14: Innovations in Methodology in the Learning Sciences.
74.047-9: Discussions of Teaching in the Learning Sciences.
75.019: Rethinking STEM Content, Access, and Agency for Broad Participation: A Designer/Practitioner Dialogue.

SIG-Learning and Teaching in Educational Leadership
22.052: Instructional Teacher Leadership in Action.
25.033: Learning and Teaching in Educational Leadership SIG Business Meeting and Panel Discussion of New Orleans School Administrators.
33.074-8: Leadership Preparation From Early Childhood to Adult Education.
38.080-8: The Landscape of Leadership Preparation.
48.078-1: Learning and Teaching in Educational Leadership.
49.069: “Integrity, Fairness, and in an Ethical Manner”**: Exploring Interstate School Leaders Licensure Consortium Standard 5 as a Leadership Foundation.
50.060: Transferring Learning in Leadership Preparation.

SIG-Literature
36.066: (Trans)cending and Complicating Histories, Identities and Modalities: Literary Texts and Response Practices.
40.034: Literature SIG Business Meeting. Making Spaces for Reading Diverse Literature: Queer and Ally Youth and Adults Reading LGBTQ-Themed Literature.
50.079-4: Critical Perspectives on Texts and Readers Engagement.

SIG-Lives of Teachers
20.041-15: Teachers’ Perceptions of Their Professional Development.
38.068: Life Stories and Teacher Empowerment.
40.035: Lives of Teachers SIG Business Meeting.
47.070-4: Dimensions of Teaching: Teachers’ Lived Experiences and Teachers’ Beliefs.
50.079-15: Career Pathways in Teaching.

SIG-Longitudinal Studies
33.062: From Kindergarten to College: Studies of Elementary and Secondary School Achievement Growth and Postsecondary School Outcomes.
40.036: Longitudinal Studies SIG Business Meeting.

SIG-Marxian Analysis of Society, Schools and Education

SIG-Measurement Services
34.085-1: Measurement Services SIG Poster Session.
53.034: Measurement Services SIG Business Meeting.

SIG-Media, Culture, and Curriculum
22.053: Saints and Sluts: Racialized Pedagogies of the Good Girl/ Bad Girl in Popular Youth Culture.
34.063: A Space for Design: When New Media Technologies Meet Formal Learning Environments.
38.081-3: The Use of Sociocultural Analytic Frameworks in Understanding Virtual Learning Environments.
48.056 Symposium: Evidence-Driven Approaches for Understanding Collaborative Learning in Digitally Mediated, Game-Based Environments.
49.070: Socially Situated Expert Practice in and Around Gaming.
60.069-12: Teachers’ Interactions With New Media Technologies in Their Classrooms.
62.060: Emergent Activities in New Media Environments and Their Relationship to Learning.
66.070-1: Adolescents’ Engagement With Social Media.
68.026: Media, Culture, and Curriculum SIG Business Meeting.
74.047-4: Analyses of Mass Media and Their Place in Education.
75.051-10: Contexts for Studying the Production of Digital Narratives.

SIG-Mentorship and Mentoring Practices
22.054: Mentoring in Academia: Faculty and Doctoral Students.
23.059-6: Mentoring College Students.
33.063: Mentoring At-Risk Youth.
34.083-14: Mentoring Experienced Educators: Theory and Practice.
40.037: Mentorship and Mentoring Practices SIG Business Meeting.
49.071: Mentoring Preservice and Beginning Teachers.
50.082-2: Mentoring in the Workplace.

SIG-Middle-Level Education Research
22.064-6: Concerns and Issues in Young Adolescent Development.
25.035: Middle-Level Education Research SIG Business Meeting.
34.064: The National Project on Middle Level Common Planning Time: Emerging Results From Phase II.
48.076-7: Varying Literacies in Educating Today’s Young Adolescents.
49.072: Middle School Teachers Listen to Students as Part of Professional Development and Teacher Education.
60.056: Leadership, Decision Making, and School Improvement in Middle Level Schools.
SIG-Mixed Methods Research
32.064: Five Years After Katrina: Social Innovation or Rhetoric.
53.035: Mixed Methods Research SIG Business Meeting and Outstanding Mixed Methods Dissertation Award Winner.
66.070-4: Applying Mixed Methods Research to Study Educational Contexts.
78.035: Experiences with Obtaining Grants to Conduct Mixed Methods Research.

SIG-Moral Development and Education
20.041-12: Moral Development and Education SIG, Roundtable Session 1.
33.074-3: Moral Development and Education SIG, Roundtable Session 2.
40.038: Moral Development and Education SIG Business Meeting.

SIG-Motivation in Education
23.049: Teacher Motivation: Why Does It Matter?
23.061-6: Poster Session: Motivation in Learning and Instruction.
32.065: Development and Influences on Student Engagement and Self-Esteem.
34.024: Exploring the Motivational and Emotional Nexus of Teaching.
34.026: Predictors and Outcomes of Student Engagement in School and Classroom Learning Contexts.
34.065: Developments in Interest Theory and Research.
36.070: Motivation and Development: Some Thoughts About the Development of Achievement Motivation and of Theories of Achievement Motivation.
38.082-5: Motivation in Education SIG: Poster Session 1 of 2.
40.039: Motivation in Education SIG Business Meeting.
48.021: Beliefs About the Self, Tasks, and Domains on Academic Achievement.
48.058: Reading, Motivation, and Belonging.
49.087-8: Motivation in Education SIG: Poster Session 2 of 2.
60.025: Regulating Emotions: Effects on Social Adjustment and Learning in School.
60.057: Teacher, Class, and School Effects on Motivations and Achievement.
62.061: New Directions in Achievement Goals and Goal Structures Research.
65.057: Advances in Goal Theory Research.
66.023: Factors Affecting Students’ Engagement and Achievement in Reading.
72.019: Learning STEM: The Need for Instructional and Motivational Scaffolding.
74.017: Effects of Text Characteristics, Strategy Use, and Motivation on Text Processing.

SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice
22.055: Situating “Culture” in Multi-“Cultural” Education.
38.080-13: Ethnic Group Considerations in Multicultural/Multiethnic Education.
47.050: African American Males in Higher Education: Examining Their Experiences in Diverse Contexts.
48.075-1: The Complexities of Diversity: Perspectives and Reflections in Multicultural/Multiethnic Education.
49.073: Unique Discourses in Multicultural/Multiethnic Education.
60.071-7: Multiethnic Considerations for Work-Life Balance: Examining the Literature on Diverse Faculty.
63.059: Indigenous Perspectives on Multicultural Education.
68.027: Multicultural/Multiethnic Education: Theory, Research, and Practice SIG Business Meeting.

SIG-Multiple Intelligences: Theory and Practice
38.069: Multiple Intelligences in Action.
53.036: Multiple Intelligences: Theory and Practice SIG Business Meeting.

SIG-Multiple Linear Regression: The General Linear Model
32.066: Current Methodological Issues in Multiple Linear Regression and the General Linear Model.
53.037: Multiple Linear Regression: The General Linear Model SIG Business Meeting.

SIG-Music Education
33.074-4: Music Education SIG Roundtable.
34.066: Music Education Reform.
36.071: Living and Leading Diverse Musical Communities.
47.073-8: Music Education SIG Poster Session.
49.084-4: Music Education SIG Roundtable II.
50.061: Collaborative Learning Environments in Music Education: Implications for Professional Development.
53.038: Music Education SIG Business Meeting.
62.077-9: Music Education SIG Roundtable III.
78.036: From Music Student to Music Teacher and Beyond.

SIG-NAEP Studies
23.050: Achievement Gap, Construct Irrelevant Variance, Socioeconomic Status, and Background Variables in NAEP and Course-Taking Trends.
48.059: Association of Student Achievement With Background Variables, Engagement, and Motivation.
SIG-Narrative Research
20.044-1: Narrative Research SIG: Teacher Education Structured Poster Session.
23.060-7: Narrative Research SIG Roundtable Session I: Culture, Identity, and Narrative.
33.064: Narrative Research SIG Session: Moving Into the Academy: Using Narrative to Examine Experiences of Marginalization.
34.067: Narrative Research SIG Session: Narratives of Teacher Education: Examining the Experiences of Beginning Teachers.
38.070: Narrative Research SIG Symposium Session: Narrative Inquiries Into Curriculum-Making in Teacher Education.
49.086-1: Narrative Research SIG Roundtable Session II: Changing Contexts, Shifting Identities.
50.081-7: Narrative Research SIG Roundtable Session III: Challenging Mainstream Classroom Standards.
60.058: Narrative Research SIG Session: Exploring Narrative Representations for Qualitative Methodology.
63.061: Narrative Research SIG Session: Acknowledging Student Voice in Curriculum Development.
68.028: Narrative Research SIG Business Meeting.

SIG-Online Teaching and Learning
22.056: Research on Online Discussions.
34.068: Community of Inquiry Research.
47.073-6: Online Teaching and Learning.
50.062: Innovation in Online and Blended Learning.
50.063: Research on Online Teaching and Learning.
53.040: Online Teaching and Learning SIG Business Meeting.
63.074-5: Teaching and Learning Online.

SIG-Organizational Theory
49.084-5: Uses and Discussions of Organizational Theory.
53.041: Organizational Theory SIG Business Meeting.

SIG-Out-of-School Time
23.051: Learning Science in Out-of-School Time: Research Directions for Generalized Understanding of OST.
32.067: Building the Discipline to Support Youth Work Education.
38.065: Informal Learning Across Sites and Disciplines: What Do We Know, Where Do We Need to Go.
47.072-3: The Impact of Out-of-School Programs on Literacy Development, Workplace Learning, and At-Risk Student Success.
50.080-7: Partnerships and Across Site Studies: Informal and Semiformal Learning.

SIG-Paulo Freire
32.068: Problem Posing Immigration Along the Educational Pipeline.
33.075-4: Taking on the Challenge of Paulo Freire in Teacher Education.
34.069: Critical Service Learning as a Revolutionary Pedagogy: A Freirean Perspective on Transforming Society.
47.072-2: Freirean Considerations on Naming and Challenging Injustice.
53.042: Paulo Freire SIG Business Meeting.
66.056: The Urgency of Paulo Freire for K-12 Education.
74.048-10: Reimagining Communities for Learning: Critical Literacies in Uncertain Spaces.

SIG-Peace Education
20.034: Building Understanding in Contextually Responsive Peace Education.
22.064-7: Urban Applications and Praxis Considerations in Peace Education.
32.083-1: Responsive Positioning in Peace Education.
34.070: Anti-Racist Pedagogy in Peace Education: A Call for a Shift in Theoretical Groundings.
38.080-11: International Applications in Higher Education.
48.061: Transforming Traditional Higher Education Paradigms in Postconflict Environments: Four Case Studies.

SIG-Philosophical Studies in Education
20.035: Philosopherizing Teacher Identity and Professional Community.
22.064-1: Modes of Research: Narrative, Perception, and Educational Neuroethics.
33.074-5: Emancipation and Classroom Practices in Rancière, Deleuze, and Freire.
38.071: Absurdity, Boredom, and Gratitude in Education.
49.084-6: Philosopherizing as Educators and the Epistemology of Place.
50.079-5: Subjectivity, Recognition, and Tragic Hope in Education.
62.064: Reverence, Listening, and Humor in Education: Philosophical and Psychological Perspectives.

SIG-Politics of Education
32.070: Crossing Boundaries and Colliding Worlds: The Politics of Prekindergarten Education.
48.062: Local and State Actors Involved in Education Politics and Policymaking.
66.057: The Politics of Sustainable Change in Education.
SIG-Portfolios and Reflection in Teaching and Teacher Education
20.042-4: Portfolios and Reflection as Tools of Professional Growth and Development for In-Service Teachers.
32.071: Fostering Interdisciplinary Learning and Reflectivity in Higher Education: Redesigning Curriculum and Assessments.
38.072: Portfolios and Reflective Practice for Preservice Teachers: Models for Authentic Learning.
40.042: Portfolios and Reflection in Teaching and Teacher Education SIG Business Meeting.

SIG-Postcolonial Studies and Education
36.083-4: Postcolonial Approaches With Students and Teachers.
49.084-7: Postcolonial and Transnational Knowledge Creation.
66.058: Imagining Postcolonial Futures: Implications for Education in a Global Context.

SIG-Problem-Based Education
34.084-4: Using Problem-Based Learning to Teach Science, Technology, Engineering, and Math (STEM) in Higher Education.
48.075-4: Defining Teachers' Perspectives Implementing Problem-Based Learning in K-12 Classrooms.
66.059: Assessing Student Responses in Varied Problem-Based Learning Environments.

SIG-Professional Development School Research
34.084-7: Issues in Professional Development School Networks: Partnerships and Fidelity.
40.043: Professional Development School Research SIG Business Meeting.
47.070-5: School-Based Innovations in Professional Development Schools.
49.074: Teacher Candidates and Mentor Teachers in Professional Development Schools.

SIG-Professional Licensure and Certification
48.077-3: Barriers to and Trends in Professional Certification Throughout the Career.
63.062: Fun With Test Items: Subgroup Construct Stability, Common and Repeated Items, and Item Relevance Factors.
68.043: Test Validity Research and Evaluation SIG and Professional Licensure and Certification SIG Joint Business Meeting.

SIG-Professors of Educational Research
38.081-1: Teaching and Learning From Educational Research Courses.
60.059: Evolving Paradigms in Mixed Methods Research.
68.029: Professors of Educational Research SIG Business Meeting.

SIG-Qualitative Research
20.036: Ethics, Reflexivity, and Subjectivity in Qualitative Inquiry.
22.026: Tools for Qualitative and Mixed Methods Research in Education.
23.053: Qualitative Research in Virtual Spaces.
23.060-2: Applications of Mixed Methods and Qualitative Research.
32.023: Concerns and Considerations in Qualitative Inquiry.
32.081-14: The Practice and Politics of Funded Qualitative Research.
34.071: Philosophically Informed Qualitative Research for the Public Good.
34.083-11: Researcher Roles in Qualitative Research.
38.081-4: Writer Voice and Dialogue in Qualitative Research.
47.051: Duoethnographies of Status, Privilege, and Power: A Political Turn for the Public Good.
48.064: Relational Ethics and Qualitative Research.
49.075: Attributing Causality in Qualitative Research: Viable Option or Inappropriate Aspiration?
50.079-14: Problematizing Reflective Practices in Qualitative Research.
50.081-3: Qualitative Methodology and Change.
60.070-1: Autoethnographic Practices.
62.066: Embodiment, Aesthetics, and Visual Data in Qualitative Research.
62.079-1: Posters From Division D Section Three: Qualitative Research Methods.
66.070-2: Decolonizing Qualitative Methodologies in Cross-Cultural Contexts.
68.030: Qualitative Research SIG Business Meeting and Egon Guba Invited Lecture.
74.047-6: Postmodern Epistemologies in Qualitative Research.
75.020: Qualitative Methods and Democratic Practice in Education.
75.052-1: Emerging Methodologies and Epistemologies in Qualitative Research.

SIG-Queer Studies
38.034: Division F Vice Presidential Address: Taking a Q From Lesbian and Gay History in Education.
47.052: Queer Education in Schools: Experience, Resistance, and Policy.
49.030: In the Public Good: Supporting a Diverse Professoriate.
62.077-13: Listening to Queer Voices.
66.060: Diverse Methodologies for Exploring LGBTQ Issues in Education.
68.031: Queer Studies SIG Business Meeting.
78.037: Queer Positionalities of Teachers, Parents, Youth, and Texts.

SIG-Rasch Measurement
25.039: Rasch Measurement SIG Business Meeting.
36.072: Issues of Rasch Dimensionality, Scaling, and Fit.
38.082-2: Rasch SIG Poster Session.
SIG-Religion and Education
47.053: Teacher Faith and Curriculum in Education.
50.080-4: Diverse Perspectives in Religion and Education.
66.061: Divergent Issues in Religion and Education.
68.032: Religion and Education SIG Business Meeting.

SIG-Research Focus on Black Education
4.018: The Asa G. Hilliard III and Barbara A. Sizemore Research Course on African Americans and Education.
22.028: Education for Organizing, Resistance, and Empowerment.
32.083-14: Challenges and Prospects in Black Higher Education.
33.065: Critical Perspectives on Spirituality, Religion, and the Black Church on Black Educational Outcomes.
47.072-6: Identities and Achievement of Black Students.
49.085-1: Sankofa: Learning From Our Past in Transforming the Future.
55.011: Research Focus on Black Education SIG, Washington University of St. Louis, and Critical Examination of Race, Ethnicity, Class, and Gender in Education SIG Joint Reception.
63.073-6: Social and Cultural Capital and the Academic Success of Black Students.
65.031: Desegregation and Its Aftermaths: Transition, Loss, and Accountability.
72.039: Approaches to Success: Gendered Analysis of African Americans in STEM.
75.022: Post-World War II Black Education Organizing.
75.045: Advancing the Educational Achievement of Black Males.
75.052-2: Strengthening the Pipeline of Highly Qualified Teachers of Black Students.

SIG-Research Focus on Education and Sport
25.040: Research Focus on Education and Sport SIG Business Meeting.
32.073: Reimagining the Possibilities of Research on Education and Sport, Part I.
36.084-4: Reimagining the Possibilities of Research on Education and Sport, Part II.

SIG-Research Use
38.073: Race to Nowhere: A Documentary.
50.082-1: Research Use.
53.045: Research Use SIG Business Meeting.
63.063: Research in the Hands of Teachers and Administrators.

SIG-Research in Global Child Advocacy

SIG-Research in Mathematics Education
22.064-12: SIG/Research in Mathematics Education Roundtable 1: Students.
23.054: Using Argumentation to Investigate Aspects of Teaching Geometry.
32.074: Mathematics Education and Equity.
38.074: Culturally Relevant Mathematics Education.
40.045: Research in Mathematics Education SIG Business Meeting.
48.078-6: SIG/Research in Mathematics Education Poster Session 1.
49.076: SIG/Research in Mathematics Education Roundtable 2: Teachers.
50.065: Student Mathematical Knowledge.
60.070-4: SIG/Research in Mathematics Education Roundtable 3: Understanding.
62.067: Teacher Mathematical and Pedagogical Knowledge.
66.062: Curricular Effects on Mathematics Learning and Teaching.
72.040: Science Content Versus Mathematical Structures in the Elementary Grades.
74.047-7: SIG/Research in Mathematics Education Roundtable 5: Teacher Education.
75.019: Rethinking STEM Content, Access, and Agency for Broad Participation: A Designer/Practitioner Dialogue.
75.046: Extending, Expanding, and Applying the Construct of Mathematical Knowledge for Teaching.

SIG-Research in Reading and Literacy
22.065-10: Aspects of Geographical Space, Culture, and Gender That Influence Reading.
23.060-8: Developing Exemplary Teachers of Reading.
32.075: The Intersection of Theory and Practice in Effective Professional Development Literacy Practices.
47.054: Reading Researchers in Search of Common Ground: The Expert Study Revisited.
48.067: How Talk and Attention to Text Influence Reading Processes.
50.081-8: Learners With Development Disabilities, Struggling Readers, and Diverse Students Receive Support in Literacy.
53.046: Research in Reading and Literacy SIG Business Meeting.
62.068: Factors That Influence Reading Processes.
63.074-1: Measures of Reading Development.
66.023: Factors Affecting Students’ Engagement and Achievement in Reading.
74.017: Effects of Text Characteristics, Strategy Use, and Motivation on Text Processing.
74.049-12: Meaning-Making From Texts.
75.047: Factors That Influence English as a Second Language Learners’ Reading Development.

SIG-Research in Social Studies Education
20.042-2: Civic and Citizenship Education in Three Political-Geographic Regions.
22.058: Democratic Education: Cultures, Contexts, and Implications.
22.066-6: International Studies of History and Social Science Education, Ethics, and the Arts.
23.058-12: Critical Approaches to History Education.
32.076: Multiculturalism and Identity in Social Studies Education.
34.083-13: Ethics and Social Studies Education.
38.082-6: Social Studies Education.
47.055: Supporting Students’ Intellectual Engagement in Social Studies: Cases of Teacher Capacity and Teacher Learning.
50.066: Civic Education.
53.047: Research in Social Studies Education SIG Business Meeting.
60.060: Reform/Practice in Social Studies Education.
62.077-15: Teacher Education and Elementary Social Studies.
66.026: Research on Teaching and Learning of Social and Historical Issues.
74.041: The Challenge of the Documentary in Democratic and Social Studies Education.
78.041-15: Teacher Education and the Social Studies.

SIG-Research on Evaluation
34.072: Research on Mixed Methods Approaches to Addressing Generalization and Transferability in Evaluations in Rural Contexts.
40.046: Research on Evaluation SIG Business Meeting.
50.067: Evaluating Multiple Indicators of Teacher Effectiveness: Toward a Robust Teacher Evaluation System.

SIG-Research on Giftedness and Talent
23.059-3: Research on Giftedness, Creativity, and Talent SIG Roundtable I.
34.073: New and Creative Perspectives on Giftedness, Creativity, and Talent in Education.
36.073: Translating Insights From Psychology and Neuroscience to Gifted Education.
47.056: Gifted Education Programming and Instruction.
49.087-2: Research on Giftedness, Creativity, and Talent SIG Poster Session.
53.048: Research on Giftedness, Creativity, and Talent SIG Business Meeting. Reflections From Gifted, Creative Performing Artists: Implications for Research and Practice.
62.069: Cross-Cultural Studies in Gifted and Talented Education.
65.067-8: Research on Giftedness, Creativity, and Talent SIG Roundtable II.
74.042: Instrumentation and Identification in Gifted and Talented Education.

SIG-Research on Learning and Instruction in Physical Education
23.055: Student Knowledge, Interests, and Attitudes.
25.041: Research on Learning and Instruction in Physical Education SIG Business Meeting.
38.075: Transitioning From Student to Physical Educator: Are Graduates Ready to Meet the Needs of Today’s Inactive Students?
47.072-5: Roundtables in Research on Learning and Instruction in Physical Education, Part 2.

SIG-Research on Teacher Induction
32.081-12: From Preservice to Early Exit: Unique Perspectives on Induction Experiences.
38.076: Impacting the Work, Perceptions, and Retention of New Mathematics Teachers Through Professional Development: Research/Implications.
53.049: Research on Teacher Induction SIG Business Meeting and Invited Presentation.

SIG-Research on Women and Education
23.060-10: Gender Equity and Women in Educational Leadership.
25.042: Research on Women and Education SIG Business Meeting, Reception, and Willystine Goodsell Award Address.
48.028: Rethinking Sex and Gender.
49.086-3: STEM Gender Stereotypes.
50.081-9: Gender Equity in Teaching and Learning.

SIG-Research on the Education of Asian and Pacific Americans
47.057: Specters of Colonialism, Embodiments of Hope: Critical Perspectives on Asian American Educational Experiences.
60.061: Issues of Culture and Identity Among Asian and Pacific American Students.

SIG-Research on the Education of Deaf Persons
66.064: Advances and Innovations in Deaf Education Research: Multiple Viewpoints.
68.034: Research on the Education of Deaf Persons SIG Business Meeting.

SIG-Research on the Superintendency
49.077: The Superintendency and School Board Governance.
53.050: Research on the Superintendency SIG Business Meeting.
65.067-10: Superintendent Preparation and Practice.

SIG-Research, Education, Information and School Libraries

SIG-Rural Education
47.058: Current Issues in Rural Education.
Special Interest Group Sessions

SIG-School/University Collaborative Research
34.074: All in This Together: Using a Multi-Agency Data Source to Improve Schools, Programs, and Policy.
40.050: School/University Collaborative Research SIG Business Meeting.
49.078: Inquiry Into School University Collaboration: Domestic and International Perspectives.

SIG-Science Teaching and Learning
20.041-14: Investigations of Students' Learning of Science Concepts.
22.059: The Dynamics of Teacher Professional Growth.
23.058-11: Various Approaches to Promote Reflection and Teacher Professional Development.
32.077: Understanding the Experiences of Students and Teachers in Multiple Contexts.
33.026: Visualization, Simulations, and Modeling in Science Teaching and Learning.
33.066: Diversity and Bias.
36.075: Supporting Student Learning in Early Childhood.
38.025: Exploring Classroom-Based Scientific Argumentation: A Methodological Discussion.
38.029: Teaching With and About Inquiry in Science Classrooms.
47.062: Teacher Identity and Growth.
48.068: Language in the Science Classroom.
49.084-11: Teachers, Scientists, Partnerships, and Teacher Growth.
60.027: Trajectories and Persistence in Science for Underrepresented and Minority Students.
63.065: The Impact of Partnerships on Students and Teachers.
65.027: Promoting Science Achievement: Variables and Approaches.
66.027: Using Models in the Classroom: Research Into Practice.
66.069-14: International Perspectives on Science Education.
68.037: Science Teaching and Learning SIG Business Meeting.
72.019: Learning STEM: The Need for Instructional and Motivational Scaffolding.
74.043: Toward Culturally and Socially Relevant Science Education.
75.049: Effective Science Teaching for English Language Learners.

SIG-School Turnaround and Reform
22.064-8: Multiple Perspectives on Turning Around Schools: Building Capacity, Engaging Students, and Leader Autonomy.
40.049: School Turnaround and Reform SIG Business Meeting and Presentation by Dr. Joe Johnson.
47.061: Boon or Bust? Taking Stock of Urban High School Turnaround in Texas Districts.

SIG-Safe Schools and Communities
22.066-5: Safe Schools and Communities Poster Session.
23.059-10: Approaches to Making Schools Safer.
34.084-2: Engaging Perspectives on School Violence.
40.048: Safe Schools and Communities SIG Business Meeting Featuring Contributors to Educational Researcher’s Special Issue on School Safety and Violence Prevention.
47.059: Safety and Security in Schools.
50.069: Bullying, Victimization, and Peer Relationships in Schools.

SIG-School Choice
34.084-1: Exploring School Choice in Local Contexts.
50.070: Possibilities and Limitations of School Choice.

SIG-School Community, Climate, and Culture
47.060: The Organizational Climate Index in Schools.
60.071-5: An Analysis of Educator Experiences With Merit-Based Pay.
62.079-3: Exploring the Classroom Climate.
68.035: School Community, Climate, and Culture SIG Business Meeting.
72.043: Successful Academic Environments.
75.048: Classroom Climate, Student Connections, and Outcomes.

SIG-School Effectiveness and School Improvement
47.069-4: Parent Involvement, School Environment, and School Assistance.
50.079-12: Methodological Challenges and Advances in Educational Effectiveness Research.
53.053: School Effectiveness and School Improvement SIG Business Meeting.
62.070: Effective Teachers and Classrooms.
66.069-8: Value-Added Models in Research on Educational Effectiveness.

SIG-School Indicators, Profiles, and Accountability
65.060: Using Data to Understand or Predict Student Outcomes.
68.036: School Indicators, Profiles, and Accountability SIG Business Meeting.

SIG-Second Language Research
32.068: Problem Posing Immigration Along the Educational Pipeline.
34.075: Academic Practice of Adult English Language Learners and In- and Preservice Teachers.
48.069: Arizona Educational Equity Project: Examining Experiences of English Learners and Their Teachers.
60.062: Learning World Languages and Literacies: Research on Learners’ Selection.
65.061: Perspectives on Academic Language and Its Role in Content and Language Standards.

SIG-Self-Study of Teacher Education Practices
20.042-1: Theorizing Self-Study.
22.060: Understanding the Complexity of Becoming a Teacher Educator.
32.081-15: Collaboration and Collaborative Self-Study.
33.067: The Process of Becoming a Teacher Educator.
36.083-8: Critical Friends as Integral to Self-Study.
38.080-7: Self-Study of Science Teacher Education.
50.071: Ethical Issues in Self-Study Relationships.
60.063: Teacher Educators as Researchers: What to Do When Roles Do Not Fit?
63.066: Self-Study of Teacher Education: So What!
65.067-3: Using Evaluations and Ratings to Improve Teaching.

SIG-Semiotics in Education
63.067: Signs in Education: Semiotics in Action.
68.038: Semiotics in Education SIG Business Meeting.

SIG-Service-Learning & Experiential Education
38.077: Service Learning for Social Justice.
40.051: Service-Learning and Experiential Education SIG Business Meeting: The Journal of Research on Service Learning and Teacher Education.
49.079: Service Learning as Pedagogy.
50.082-4: Service Learning: Furthering Our Understanding.
60.070-2: Developing a Voice: An Exploration of Youth Community Engagement, Service, and Activism.
62.072: Service Learning for Civic Engagement.

SIG-Social and Emotional Learning
32.084-1: Assessing Competencies and Correlates of Child and Youth Social and Emotional Learning.
34.076: Social and Emotional Learning SIG Business Meeting and Reception. Policy and Practice: An Address by Congressman Tim Ryan (D-Ohio).
38.078: Going to Scale With Social and Emotional Learning.

SIG-Social and Emotional Learning SIG Business Meeting.
60.064: Testing a Universal Screening Tool to Measure Student Social-Emotional Competence for Practicality, Reliability, and Validity.
62.073: Expansive and Sustainable Learning for Youth With the Six Seconds Emotional Intelligence Assessment - Youth Version (SEI-YV).
72.045: Alternative Approaches to Assessment and Measurement of Social-Emotional Characteristics.
74.047-10: School-Level Social and Emotional Learning Programming and Practice: Development and Implementation.
78.042-2: Social and Emotional Learning Program Outcome Studies.

SIG-Sociology of Education
33.074-6: The Innovative Use of Case Studies to Examine Recent Changes in Public Education.
50.079-6: The Impact of Friends, Family, and Other Forms of Capital on Educational Achievement and Attainment.
60.065: Sociology and Stratification in Math and Science Curricula, Instruction, Coursetaking, and Educational Trajectories.
68.039: Sociology of Education SIG Business Meeting and Reception.
74.044: Toward a Better Understanding of High School Dropouts and Other Not-So-College-Bound Students.
78.038: The Dynamics of Race and Social Class in the Culture and Context of Schooling.

SIG-Special Education Research
20.040: Findings From Analyses of Large-Scale Datasets and Their Implications for Special Education Policy and Practice.
22.064-3: Family Involvement and Special Education.
33.068: Disproportionate Representation in Special Education.
33.069: Perspectives on Teacher Education for Students with Special Needs.
34.077: Evidence-Based Interventions for Primary Grade Students at Risk for Mathematics Difficulties.
36.076: Emerging Research Perspectives on Family Adaptation to Child Disability.
47.063: Reading Instruction for Students With Disabilities.
49.081: Assessments and Interventions Designed to Help Students With Mathematics Disabilities.
50.072: Cognitive, Behavioral, and Classroom Factors Related to Mathematics Disabilities.
53.056: Special Education Research SIG Business Meeting.
60.068-13: Inclusionary Practices in Special Education.
63.074-2: Findings From Special Education Research.
65.063: Findings From Research on Children and Youth With Autism.
66.069-5: Increasing Supports for Special Education Children and Youth.
74.045: Special Education and English Language Learners.
75.051-8: Special Education Observation and Evaluation Studies.
78.039: Supply and Demand in Special Education: Findings From the Special Education Faculty Needs Assessment Project.
SIG-Spirituality & Education
40.052: Spirituality and Education SIG Business Meeting. Invited Panel and Discussion.
47.064: Spirituality and Education sig: Paper Session.
49.084-3: Spirituality and Education sig: Roundtable Papers.

SIG-Stress and Coping in Education
25.043: Stress and Coping in Education SIG Business Meeting.
34.026: Predictors and Outcomes of Student Engagement in School and Classroom Learning Contexts.
34.084-5: Stress and Coping in Education Paper Discussions.

SIG-Structural Equation Modeling
56.010: Quantitative SIG Social.
63.068: Longitudinal Data Analysis and Mixture Models in Structural Equation Modeling.

SIG-Studying and Self-Regulated Learning
34.084-3: Using Self-Regulatory Processes and Strategies to Enhance Academic Learning.
47.066: Honoring Barry J. Zimmerman: His Achievements as an Educator, Collaborator, and Theorist.
65.064: Trends and Innovations in Self-Regulation Assessment.

SIG-Supervision and Instructional Leadership
24.010: Opening Plenary Session: Who Kidnapped Superman?
50.073: Supervision of Instruction: Studies on Perspective and Viewpoint.
66.065: Teacher Evaluation as a National Reform Strategy for the “Highly Effective Teacher”: What’s Complicated in This Picture?
68.040: Supervision and Instructional Leadership SIG Business Meeting. Racing to the Top: A Panel Discussion on the State of Supervisory Practice in Public Schools.

SIG-Survey Research in Education
50.074: Scale Construction and Measurement Invariance in Survey Research.

SIG-Technology as an Agent of Change in Teaching and Learning
22.061: K-12 Online Learning.
23.057: Laptops in Preservice Teacher Education.
25.044: Technology as an Agent of Change in Teaching and Learning SIG Business Meeting.
33.072: Larger Scale Studies of Technology in K-12 and Postsecondary Education.
36.078: Research on Technology and Preservice Teacher Education.
47.069-14: Games and Devices in Teaching and Learning.
48.077-4: Analyzing and Assessing Teacher Knowledge and Practice.
50.076: Technology as an Agent for Change in Rethinking the Design and Delivery of Assessments for All Students.
60.070-6: Social Tools in Technology and Learning.
63.070: Research on Technology Integration Professional Development.
65.070-5: Technology as an Agent of Change in Teaching and Learning Poster Session.

SIG-Technology, Instruction, Cognition & Learning
32.084-4: Technology, Instruction, Cognition and Learning Roundtable 1: Computational Thinking: Progress in Defining, Supporting, and Measuring Computational Thinking in Projects Funded by the National Science Foundation’s Division of Research on Learning.
36.079: Technology, Instruction, Cognition and Learning 1: Accelerating the Development of Expertise in Classroom Teaching.
48.022: Diverse Strategies to Help Students Improve Their Conceptual Understanding and Problem Solving.

SIG-Test Validity Research and Evaluation
48.072: Validity Research on College and Graduate School Admission Tests.
68.043: Test Validity Research and Evaluation SIG and Professional Licensure and Certification SIG Joint Business Meeting.
74.046: Test Validity for English Language Learners and Special Populations.

SIG-Tracking and Detracking
32.079: Unexpected Inequities: Tracking and Detracking Student Opportunities to Survive and Thrive in Schools.
68.044: Tracking and Detracking SIG Business Meeting.

SIG-Urban Learning, Teaching, and Research
33.076-1: Current Issues in Urban Learning, Teaching, and Research.
34.083-3: Critical Perspectives on Urban Teaching and Learning: Four Projects in One Urban College of Education.
38.028: Science Education in Urban Settings: Challenges, Approaches, and Successes.
40.056: Urban Learning, Teaching, and Research SIG Business Meeting.
60.066: New Teachers in the Urban Context.
63.071: Lessons From an Urban Teacher Residency: Teacher and Student Learning.
66.069-6: The Urban Teacher and Unique Challenges.
75.050: Quality Education as a Constitutional Right: Creating a Grassroots Movement to Transform Public Schools.
78.040: Science Education in the Urban Context.

SIG-Vocabulary
32.085-5: Learning Frameworks for Vocabulary Acquisition.
34.081: How Diversity, Context, and Content Impact Vocabulary Learning and Vocabulary Instruction.
40.057: Vocabulary SIG Business Meeting.

SIG-Workplace Learning
22.062: Developing Human Resources for the Workplace: Mentoring, Apprenticeships, Internships, and Other Learning.
32.080: Workplace Learning Paper Session 2.
34.085-7: Workplace Learning Paper Session.
50.077: Workplace Learning Paper Session 3.

SIG-Writing and Literacies
33.075-3: Seeing Literacies: Connecting the Written Word and Visual Modalities.
34.082: Critical and New Literacies Within the University: Exploring Multiple Literacy Practices of Students and Faculty.
36.080: Writing Spaces: Recontextualizing Literacies Across Multiple Dimensions.
38.080-12: Literacies at Work and Play: Adolescent and Young Adult Writing in Multiple Contexts.
40.058: Writing and Literacies SIG Business Meeting.
47.068: The Future of Critical Literacies in U.S. Schools.
47.073-5: New Media and Multilingual Youth: Images and Voices for the Public Good.
48.073: Rethinking Assessment in an Age of New, Participatory, and Multimodal Adolescent Literacies.
50.078: A National Study of Writing Instruction in Typical and High-Performing Schools.
63.073-3: Learning, Culture, and Citizenship: Exploring the Literacies of Immigrant Youth.
66.069-12: Agency and Intentionality in the Literacy Practices of Adult Learners.
78.042-1: Writing and the Development of Teachers as Learners.
AERA GOVERNANCE
MEETINGS AND EVENTS

16.001: AERA Research Advisory Committee: Closed Meeting. New Orleans Marriott, Balcony L; Friday, 8:00 am to 12:00 pm
16.002: AERA Social Justice Action Committee: Closed Meeting. New Orleans Marriott, Balcony L; Friday, 8:00 am to 12:00 pm

20.001: AERA 2010-2011 Council Meeting. New Orleans Marriott, Balconies I; Friday, 12:00 pm to 3:45 pm

23.001: AERA Committee on Scholars of Color in Education: Closed Meeting. New Orleans Marriott, Bacchus; Friday, 4:05 pm to 6:05 pm

58.002: AERA Research Advisory Committee: Closed Meeting. New Orleans Marriott, Balconies MN; Saturday, 8:15 am to 9:45 am

58.003: AERA Journal Publications Committee and Journal Editors: Closed Meeting. New Orleans Marriott, Balconies MN; Friday, 4:05 pm to 5:35 pm

23.004: SIG Leadership Orientation: Session 1. Sheraton, Rhythms Ballroom III; Friday, 4:05 pm to 5:35 pm

25.001: AERA Publications Committee Reception: Invitation Only. New Orleans Marriott, La Galerie 6; Friday, 6:15 pm to 7:45 pm

32.001: AERA Committee on Scholars of Color in Education Awards Presentation: Open Meeting. New Orleans Marriott, La Galerie 1; Saturday, 8:15 am to 9:45 am

32.002: Review of Research in Education (2013): Closed Editorial Board Meeting. New Orleans Marriott, Bacchus; Saturday, 8:15 am to 9:45 am

33.001: AERA Ad Hoc International Representatives: Closed Meeting. New Orleans Marriott, Bacchus; Saturday, 10:35 am to 12:05 pm

33.002: AERA Fellows Committee: Closed Meeting. New Orleans Marriott, Regent; Saturday, 10:35 am to 12:05 pm

33.003: AERA Social Justice Action Committee: Open Meeting. Sheraton, Rhythms Ballroom III; Saturday, 10:35 am to 12:05 pm

34.001: American Educational Research Journal (Teaching, Learning, and Human Development): Closed Editorial Board Meeting. New Orleans Marriott, Bacchus; Saturday, 12:25 pm to 1:55 pm

34.002: Organization of Institutional Affiliates (OIA) Executive Committee: Closed Meeting. New Orleans Marriott, Regent; Saturday, 12:25 pm to 1:55 pm

36.001: Review of Research in Education (2012): Closed Editorial Board Meeting. New Orleans Marriott, Balconies MN; Saturday, 2:15 pm to 3:45 pm

38.001: Educational Evaluation and Policy Analysis: Closed Editorial Board Meeting. New Orleans Marriott, Regent; Saturday, 4:05 pm to 5:05 pm

38.002: Journal of Educational and Behavioral Statistics: Closed Editorial Board Meeting. New Orleans Marriott, Balconies MN; Saturday, 4:05 pm to 5:05 pm

40.001: American Educational Research Journal (Social and Institutional Analysis): Closed Editorial Board Meeting. New Orleans Marriott, Balconies MN; Saturday, 6:15 pm to 7:45 pm

47.001: AERA Affirmative Action Council: Closed Meeting. New Orleans Marriott, Bacchus; Sunday, 8:15 am to 9:45 am

47.002: AERA Graduate Student Council: Closed Meeting. New Orleans Marriott, Balconies MN; Sunday, 8:15 am to 9:45 am

47.003: AERA Journal Publications Committee: Closed Meeting. New Orleans Marriott, Balconies IJ; Sunday, 8:15 am to 10:15 am

47.004: AERA SIG Executive Committee: Closed Meeting. New Orleans Marriott, Iberville; Sunday, 8:15 am to 10:15 am

48.001: AERA Journal Publications Committee: Open Meeting. Sheraton, Napoleon Ballroom C1; Sunday, 10:35 am to 12:05 pm

48.002: AERA Professional Development and Training Committee: Closed Meeting. New Orleans Marriott, Bacchus; Sunday, 10:35 am to 12:05 pm

48.003: SIG Leadership Orientation: Session 2. Sheraton, Rhythms Ballroom III; Sunday, 10:35 am to 12:05 pm

49.001: AERA Committee on Scholars and Advocates for Gender Equity in Education: Closed Meeting. New Orleans Marriott, Bacchus; Sunday, 12:25 pm to 1:55 pm

50.001: Handbook of Research on Teaching Editorial Advisory Board: Closed Meeting. New Orleans Marriott, Balconies IJ; Sunday, 2:15 pm to 3:45 pm

58.001: AERA Government Relations Committee: Closed Meeting. New Orleans Marriott, Iberville; Monday, 7:30 am to 10:15 am

58.002: AERA Research Advisory Committee: Closed Meeting. New Orleans Marriott, Bacchus; Monday, 7:30 am to 10:15 am

60.001: AERA Communications and Outreach Committee: Closed Meeting. Sheraton, Estherwood; Monday, 8:15 am to 9:45 am

60.002: Annual Meeting Policies and Procedures Committee: Closed Meeting. New Orleans Marriott, Regent; Monday, 8:15 am to 10:15 am

61.001: AERA Grants Program Governing Board: Closed Meeting. New Orleans Marriott, Balcony K; Monday, 9:15 am to 6:05 pm

62.002: Journal of Educational and Behavioral Statistics: Closed Management Committee Meeting. New Orleans Marriott, Bacchus; Monday, 10:35 am to 12:05 pm

63.001: AERA Affirmative Action Council: Open Meeting. Sheraton, Napoleon Ballroom C1; Monday, 12:25 pm to 1:55 pm

63.002: SIG Leadership Orientation: Session 3. Sheraton, Rhythms Ballroom III; Monday, 12:25 pm to 1:55 pm

63.003: AERA Books Editorial Board: Closed Meeting. New Orleans Marriott, Regent; Monday, 12:25 pm to 1:55 pm

65.001: AERA Technology Committee: Closed Meeting. New Orleans Marriott, Bacchus; Monday, 2:15 pm to 3:45 pm

66.001: AERA International Relations Committee: Closed Meeting. New Orleans Marriott, Regent; Monday, 4:05 pm to 6:05 pm

66.002: AERA SIG Open Meeting and Reception for SIG Officers. New Orleans Marriott, La Galerie 1; Monday, 4:05 pm to 6:05 pm
Congratulations to the AERA 2011 Fellows

AERA extends its congratulations to the 2011 class of AERA Fellows. These Fellows will be inducted into the AERA Fellows Program on Saturday, April 9, 8:15 am – 10:15 am, at the AERA Fellows Invitation Only Breakfast. The AERA Fellows Program was established by AERA Council in 2007 to honor education researchers with substantial research accomplishments, to convey the Association’s commitment to excellence in research, and to enable the next generation of emerging scholars to appreciate the value of sustained achievements in research and the breadth of scholarship worthy of recognition. The Program is intended to recognize excellence in research and be inclusive of the scholarship that constitutes and enriches education research as an interdisciplinary field.

Michael Apple, University of Wisconsin - Madison
W. Steven Barnett, Rutgers University
Muriel Bebeau, University of Minnesota
Estela Bensimon, University of Southern California
David Bloome, The Ohio State University
Dominic Brewer, University of Southern California
Cheryl Craig, University of Houston
Christopher Dede, Harvard University
Mary Futrell, The George Washington University
Patricia Gandara, University of California - Los Angeles
David Hansen, Teachers College, Columbia University
Elfrieda Hiebert, University of California - Berkeley
Sylvia Hurtado, University of California - Los Angeles
Jonathan Jansen, University of the Free State
Mary Kennedy, Michigan State University

Carol Lee, Northwestern University
Henry Levin, Teachers College, Columbia University
Barbara Means, SRI International
Anna Neumann, Teachers College, Columbia University
Sonia Nieto, University of Massachusetts - Amherst
Michael Olivas, University of Houston
Randall Penfield, University of Miami
Robert Pianta, University of Virginia
Viviane Robinson, University of Auckland
Karen Seashore Louis, University of Minnesota
Walter Secada, University of Miami
William Tate, Washington University in St. Louis
John Tippeconnic, Arizona State University
Theo Wubbels, Utrecht University
Steven Yussen, University of Minnesota - Twin Cities
Bruno Zumbo, University of British Columbia
WORKING GROUPS, OFF-SITE VISITS, AND TOURS

Working Groups

Working groups provide opportunities for small groups of attendees to meet throughout the Annual Meeting to discuss a strand of inquiry of mutual interest related to the meeting theme. Each group will meet once before an anchor Presidential session to develop a mini-program of study that will include a strand of sessions they may wish to attend (together or separately) as the basis of their discussions. Below are the 2011 Working Groups and their chairs who will initiate the conversations at the first meeting. Each group has a maximum of 20 attendees who signed up on a first-come, first-served basis prior to the Annual Meeting and who will attend both group meetings.

Beyond New London: Literacy Learning and the Design of Social Futures. Chairs: William Cope, University of Illinois - Urbana-Champaign; Mary Kalantzis, University of Illinois - Urbana-Champaign
Closed Meeting 1: Friday, April 8, 2:15 pm - 3:45 pm, Sheraton, Napoleon Ballroom C1, Third Level
Closed Meeting 2: Tuesday, April 12, 10:35 am - 12:05 pm, Sheraton, Grand Ballroom B, Fifth Level

Closed Meeting 1: Friday, April 8, 4:05 pm - 5:35 pm, Sheraton, Salon 824, Eighth Level
Closed Meeting 2: Sunday, April 10, 2:15 pm - 3:45 pm, Sheraton, Salon 828, Eighth Level

Building Theoretical and Research Collaborations Among LGBTQ Communities. Chairs: Edward Brockenbrough, University of Rochester; Cindy Cruz, University of California - Santa Cruz
Closed Meeting 1: Friday, April 8, 4:05 pm - 5:35 pm, New Orleans Marriott, Iberville, Fourth Level
Closed Meeting 2: Monday, April 11, 2:15 pm - 3:45 pm, Sheraton, Grand Ballroom B, Fifth Level

Citizenship Education for the Public Good: Diversity, Immigration, and Schooling. Chair: Angela E. Arzubiaga, Arizona State University
Closed Meeting 1: Saturday, April 9, 4:05 pm - 5:35 pm, Sheraton, Grand Ballroom B, Fifth Level
Closed Meeting 2: Tuesday, April 12, 10:35 am - 12:05 pm, Sheraton, Grand Ballroom B, Fifth Level

Closed Meeting 1: Friday, April 8, 2:15 pm - 3:45 pm, Sheraton, Napoleon Ballroom C1, Third Level
Closed Meeting 2: Monday, April 11, 12:25 pm - 1:55 pm, Sheraton, Salon 824, Eighth Level

Interest Driven Learning and Participatory Democracy: A 21st-Century Agenda for Technology and Education. Chair: Kyle A. Peppler, Indiana University - Bloomington
Closed Meeting 1: Friday, April 8, 2:15 pm - 3:45 pm, Sheraton, Napoleon Ballroom C1, Third Level
Closed Meeting 2: Monday, April 11, 2:15 pm - 3:45 pm, Sheraton, Grand Ballroom B, Fifth Level

Intervening to Shape the Future. Chairs: Kevin O’Connor, University of Colorado – Boulder; William R. Penuel, SRI International
Closed Meeting 1: Friday, April 8, 4:05 pm - 5:35 pm, Sheraton, Salon 828, Eighth Level
Closed Meeting 2: Monday, April 11, 2:15 pm - 3:45 pm, Sheraton, Grand Ballroom B, Fifth Level

The Legal and Social Construction of Race: History and the Politics of Latinos in Education. Chairs: James D. Anderson, University of Illinois - Urbana-Champaign; Ruben Donato, University of Colorado – Boulder
Closed Meeting 1: Friday, April 8, 2:15 pm - 3:45 pm, Sheraton, Salon 824, Eighth Level
Closed Meeting 2: Monday, April 11, 10:35 am - 12:05 pm, Sheraton, Salon 824, Eighth Level

Measuring and Developing Teacher Effectiveness: An Assessment of Research, Policy, and Practice. Chair: Barnett Berry, Center for Teaching Quality
Closed Meeting 1: Saturday, April 9, 4:05 pm - 5:35 pm, Sheraton, Grand Ballroom B, Fifth Level
Closed Meeting 2: Sunday, April 10, 2:15 pm - 3:45 pm, Sheraton, Salon 828, Eighth Level

Closed Meeting 1: Saturday, April 9, 10:35 am - 12:05 pm, Sheraton, Salon 824, Eighth Level
Closed Meeting 2: Sunday, April 10, 12:25 pm - 1:55 pm, Sheraton, Salon 828, Eighth Level

Off-Site Visits

Attendees interested in participating in the following Off-Site Visits can register onsite at the AERA Registration located at the Sheraton, Napoleon Foyer, Third Level.

1.010. Community Service Project Sponsored by the Graduate Student Council in Partnership With the New Orleans Area Habitat for Humanity. Graduate Student Council. (Sold Out)
Thursday, April 7: 7:00 am - 4:00 pm
New Orleans Area Habitat for Humanity

28.010. Division K Teaching and Teacher Education Off-Site Visit-Community Forum: Constructing and Reconstructing Schools in Times of Crisis. Division K – Teaching and Teacher Education.
Friday, April 8: 8:00 pm - 11:00 pm
Location: ASHE Cultural Arts Center, 1712 Oretha Castle Haley Blvd.

April 10: 4:00 pm - 7:00 pm
Location: Martin Luther King School for Science and Technology, 1617 Caffin Avenue

Tours

AERA is pleased to offer meeting attendees a selection of tours. Space is limited for these tours. Attendees wishing to register for tours can visit the registration area in the Sheraton, Napoleon Foyer, Third Level. Tours are listed below in day and time order. All tours will depart the Sheraton at the start time of the tour and return to the Sheraton at the end time of the tour.

TOUR1. Rebuilding New Orleans with the Make It Right Foundation
Friday, April 8, 1:30 pm - 5:30 pm

TOUR2. Rebuilding New Orleans with the Make It Right Foundation
Saturday, April 9, 8:30 am - 12:30 pm

TOUR3. New Orleans Past and Present: A River Runs through It
Saturday, April 9, 1:30 pm - 5:30 pm

TOUR4. Louisiana Swamp Tour
Sunday, April 10, 9:00 am - 1:00 pm

TOUR5. French Quarter Facets Walking Tour
Monday, April 11, 8:30 am - 12:30 pm

TOUR6. New Orleans Past and Present: A River Runs through It
Monday, April 11, 1:30 pm - 5:30 pm

Don’t miss …
Coffee and Conversation With Incoming President Arnetha Ball
Monday, April 11, 7:00 am - 8:00 am
Sheraton, Grand Ballroom B
MEET FELLOWS IN EDUCATION RESEARCH

Excellence in Education Research: Early Career Scholars and Their Work  
Highlighting fellows' research from  
AERA Grants Program  
AERA-ETS Fellowship Program in Measurement and Education Research  
IES Postdoctoral Research Training Program in the Education Sciences  
National Academy of Education/Spencer Postdoctoral Fellowship Program  
National Association of Holmes Scholars Alumni  
New Connections: Increasing Diversity of Robert Wood Johnson Foundation Programming  

Program remarks by  
George L. Wimberly, Director  
Social Justice and Professional Development  
American Educational Research Association  
Kris D. Gutiérrez, President  
American Educational Research Association  
University of Colorado - Boulder  
Courtney A. Bell, Research Scientist  
Educational Testing Service  
Edward H. Haertel, NAEd Vice President and Stanford University  

Saturday, April 9, 2011  
4:05 pm - 6:05 pm  
New Orleans Marriott  
Mardi Gras Salon DE

Promising Scholarship in Education: Dissertation Fellows and Their Research  
Highlighting fellows' research from  
AERA Grants Program  
AERA Minority Dissertation Fellowship in Education Research  
IES Predoctoral Interdisciplinary Research Training Program in the Education Sciences  
National Association of Holmes Scholars Alumni  
Supported and cosponsored by the American Institutes for Research  

Program remarks by  
George L. Wimberly, Director  
Social Justice and Professional Development  
American Educational Research Association  
William H. Schmidt, Chair  
AERA Grants Program  
Michigan State University  
David Myers, President  
American Institutes for Research  

Monday, April 11, 2011  
4:05 pm - 6:05 pm  
New Orleans Marriott  
Mardi Gras Salon DE
MEETINGS OF AFFILIATED GROUPS

American Educational Studies Association Mid-Year Executive Council Meeting, Saturday, April 9, 8:00am-12:00pm, New Orleans Marriott, Balcony L, Fourth Level

American Institutes for Research Reception, Sunday, April 10, 6:30pm-8:30pm, Sheraton, Grand Ballroom A, Fifth Level

American Psychological Association (APA) Division 15 Executive Committee Meeting, Friday, April 8, 6:00pm-9:00pm, New Orleans Marriott, Balconies II, Fourth Level

Arizona Colleges of Education Reception, Sunday, April 10, 7:00pm-9:00pm, Doubletree, Crescent Ballroom, 16th Level

Arts Based Educational Research SIG - Methodologies: Investigating Adjacent Possibilities for Research, Publishing and Dissemination, Thursday, April 7, 1:00pm-5:00pm, New Orleans Marriott, Balcony L, Fourth Level

Ball State University, Indiana State University, and Purdue University Joint Reception, Saturday, April 9, 7:00pm-9:00pm, New Orleans Marriott, La Galerie 3, Second Level

Boston College Lynch School Reception, Sunday, April 10, 7:00pm-8:15pm, New Orleans Marriott, La Galerie 5, Second Level

Breaking Barriers II/The Journal of Negro Education and The Congressional Black Caucus Foundation Panel Session, Friday, April 8, 8:30pm - 6:00pm, Sheraton, Grand Chenier, Fifth Level

Breaking Barriers II/The Journal of Negro Education and The Congressional Black Caucus Foundation Reception, Friday, April 8, 6:00pm-7:30pm, Sheraton, Grand Ballroom B, Fifth Level

Cengage Learning Focus Group, Saturday, April 9, 8:00am-5:00pm, New Orleans Marriott, Boardroom, First Level

Center for Assessment Board Meeting, Thursday, April 7, 8:00am-5:00pm, New Orleans Marriott, Boardroom, First Level

Chapman University 150th Anniversary Reception, Saturday, April 9, 8:00pm-10:00pm, New Orleans Marriott, Balconies IJ, Fourth Level

Chinese American Educational Research and Development Association (CAERDA) Annual Conference (Day 1 of 2, Breakout Group 1), Thursday, April 7, 6:30am-7:00pm, New Orleans Marriott, Preservation Hall Studio 6, Second Level

Chinese American Educational Research and Development Association (CAERDA) Annual Conference (Day 1 of 2, Breakout Group 2), Thursday, April 7, 6:30am-7:00pm, New Orleans Marriott, Preservation Hall Studio 7, Second Level

Chinese American Educational Research and Development Association (CAERDA) Annual Conference (Day 1 of 2, Breakout Group 3), Thursday, April 7, 6:30am-7:00pm, New Orleans Marriott, Preservation Hall Studio 9, Second Level

Chinese American Educational Research and Development Association (CAERDA) Annual Conference (Day 2 of 2, Breakout Group 1), Friday, April 8, 7:30am-2:00pm, New Orleans Marriott, Preservation Hall Studio 6, Second Level

Chinese American Educational Research and Development Association (CAERDA) Annual Conference (Day 2 of 2, Breakout Group 2), Friday, April 8, 7:30am-2:00pm, New Orleans Marriott, Preservation Hall Studio 7, Second Level

Chinese American Educational Research and Development Association (CAERDA) Annual Conference (Day 2 of 2, Breakout Group 3), Friday, April 8, 7:30am-2:00pm, New Orleans Marriott, Preservation Hall Studio 9, Second Level

College and University Faculty Assembly (CUFRA) Business Meeting, Sunday, April 10, 8:00am-12:00pm, Sheraton, Salon 828, Eighth Level

Consortium for Cross-Cultural Research in Education Seminar, Saturday, April 9, 1:00pm-5:00pm, Astor Crowne Plaza, Iberville, Second Level Mezzanine

Consortium of State and Regional Educational Research Associations Business Meeting and Reception, Friday, April 8, 6:15pm-7:45pm, New Orleans Marriott, Preservation Hall Studio 10, Second Level

Dean’s Reception, The Graduate School of Education and Human Development, The George Washington University, Sunday, April 10, 6:30pm-8:30pm, New Orleans Marriott, Preservation Hall Studio 2, Second Level

Directors of Research and Evaluation (DRE) Annual Meeting, Thursday, April 7, 12:00pm-4:00pm, New Orleans Marriott, Balcony K, Fourth Level

Directors of Research and Evaluation (DRE) Seminar, Saturday, April 9, 6:15pm-7:45pm, JW Marriott, St. Jerome, Third Level

Duquesne University Carnegie Project on the Education Doctorate Consortium Closed Meeting, Saturday, April 9, 9:00am-3:00pm, New Orleans Marriott, St. Charles, 41st Level

Education and Urban Society Editorial Board Meeting - SAGE Publications, Monday, April 11, 7:30am-9:00am, JW Marriott, St. Claude, Third Level

Elsevier Ltd. Teaching and Teacher Education - Editorial Board Meeting, Friday, April 8, 4:00pm - 6:00pm, JW Marriott, St. Jerome, Third Level

Emerald Group Publishing Ltd. Editor Meeting, Sunday, April 10, 8:00am-12:00pm, Astor Crowne Plaza, Grand Ballroom B, Second Level

ETS Recruitment Breakfast, Monday, April 11, 8:00am-10:30am, JW Marriott, Ile de France III, Third Level

Harvard Graduate School of Education Reception, Sunday, April 10, 7:00pm-9:00pm, Arnaud’s Restaurant, 813 Rue Bienville New Orleans.

Holland Happening: Netherlands Educational Research Association Reception, Saturday, April 9, 7:00pm-9:00pm, Hotel Monteleine, Riverview, 16th Level

Holistic Education SIG: Embodying and Enacting Social Imagination - A Playshop, Friday, April 8, 8:00am-11:45am, Sheraton, Estherwood, Fourth Level

Indiana University School of Education Reception, Sunday, April 10, 7:00pm-9:00pm, Sheraton, Rhythms Ballroom II, Second Level

John Dewey Society Annual Lecture, Friday, April 8, 4:15pm-6:15pm, Sheraton, Napoleon Ballroom D, Third Level

John Dewey Society Annual Reception, Friday, April 8, 6:30pm-8:30pm, Sheraton, Rhythms Ballroom I&II, Second Level

John Dewey Society Business Meeting, Friday, April 8, 12:00pm-1:45pm, Sheraton, Napoleon Ballroom D, Third Level

John Dewey Society Symposium, Friday, April 8, 2:00pm-4:00pm, Sheraton, Napoleon Ballroom D, Third Level

John Wiley & Sons Inc. Science Education Reviewer’s Reception - By Invitation Only, Saturday, April 9, 9:00pm-11:00pm, New Orleans Marriott, Preservation Hall Studio 7, Second Level
Journal of Educational Administration Editorial Board Annual Meeting, Saturday, April 9, 6:15pm-7:45pm, New Orleans Marriott, Balcony K, Fourth Level

Korean-American Educational Researchers Association Workshop and Business Meeting, Monday, April 11, 6:00pm-10:00pm, New Orleans Marriott, Preservation Hall Studio 2, Second Level

Learning and Teaching in Educational Leadership SIG Taskforce on Evaluating Leadership Preparation Programs Workgroups, Friday, April 8, 8:00am-10:00am, New Orleans Marriott, Balcony K, Fourth Level

Lives of Teachers SIG’s Michael Huberman Outstanding Scholarship on the Lives of Teachers Award: Presenting the 2011 Recipient, Christopher Day, Monday, April 11, 4:05pm-6:05pm, New Orleans Marriott, Preservation Hall Studio 2, Second Level

Loyola University, Chicago, American Jesuit Colleges and Universities (AJCU) Reception, Friday, April 8, 7:00pm-9:00pm, New Orleans Marriott, Preservation Hall Studio 8, Second Level

Michigan State University College of Education Reception, Friday, April 8, 8:30pm-11:55pm, Sheraton, Armstrong, Eighth Level

National Association of Holmes Scholars Alumni (NAHSA) Mentoring Seminar, Thursday, April 7, 8:00am-5:00pm, New Orleans Marriott, Bacchus, Fourth Level

National Association of Test Directors Breakfast and Business Meeting, Friday, April 8, 7:00am-2:00pm, Doubletree, Crescent Ballroom, 16th Level

New York University Steinhardt School of Culture, Education and Human Development Reception at AERA, Sunday, April 10, 6:00pm-8:00pm, Doubletree, International Ballroom, 16th Level

North Carolina State University College of Education & The William & Ida Friday Institute for Educational Innovation Reception, Saturday, April 9, 7:00pm-8:30pm, Sheraton, Bayside A, Fourth Level

Penn State University College of Education Reception, Saturday, April 9, 6:00pm-8:00pm, New Orleans Marriott, Preservation Hall Studio 8, Second Level

Professors of Curriculum 2011 Meeting, Saturday, April 9, 8:00am-12:00pm, Sheraton, Waterbury, Second Level

Promoting Diverse Early- and Mid-Career Scholars Through the RWJF New Connections Program, Saturday, April 9, 2:15pm-3:45pm, New Orleans Marriott, Preservation Hall Studio 8, Second Level

Research on Women and Education Board Meeting, Friday, April 8, 8:00am-12:00pm, Astor Crowne Plaza, St. Ann, Second Level Mezzanine

Rutledge Reception, Sunday, April 10, 7:00pm-8:30pm, New Orleans Marriott, La Galerie 2, Second Level

Rutgers University Graduate School of Education Reception, Saturday, April 9, 7:00pm-9:00pm, Sheraton, Napoleon Ballroom D, Third Level

SAGE Reception for Authors and Editors, Sunday, April 10, 7:00pm-9:00pm, Sheraton, Grand Ballroom D, Fifth Level

Society for the Study of Curriculum History (SSCH) Annual Meeting (Day 1 of 2), Thursday, April 7, 8:00am-5:00pm, New Orleans Marriott, Iberville, Fourth Level

Society for the Study of Curriculum History (SSCH) Annual Meeting (Day 2 of 2), Friday, April 8, 8:00am-12:00pm, New Orleans Marriott, Iberville, Fourth Level

Society of Professors of Education Annual Meeting, Saturday, April 9, 12:00pm-4:00pm, New Orleans Marriott, Iberville, Fourth Level

Springer Reception, Saturday, April 9, 7:00pm-9:00pm, New Orleans Marriott, Preservation Hall Studio 2, Second Level

Stanford School of Education Reception, Sunday, April 10, 8:00pm-10:00pm, Hotel Monteleone, Riverview, 16th Level

StudioCode Workshop, Saturday, April 9, 3:00pm-6:00pm, Sheraton, Salon 828, Eighth Level

Teach For America Alumni in Academia Reception, Monday, April 11, 5:00pm-7:00pm, New Orleans Marriott, Balconies MN, Fourth Level

Teachers College Reception at AERA, Sunday, April 10, 7:00pm-9:00pm, Antoine’s Restaurant, 713 Rue Saint Louis New Orleans, LA 70130

Teachers College Record Editorial Board, Sunday, April 10, 8:00am-10:00am, Astor Crowne Plaza, Bourbon, Second Level Mezzanine

Temple University College of Education Reception. Sunday, April 10, 7:00pm-9:30pm, New Orleans Marriott, La Galerie 3, Second Level.

Texas A&M University College of Education and Human Development Former Students and Friends Reception, Sunday, April 10, 7:00pm-9:00pm, New Orleans Marriott, La Galerie 6, Second Level

Universitas 21 Deans of Education Board Meeting, Friday, April 8, 8:00am-12:00pm, Astor Crowne Plaza, Burgundy, Second Level Mezzanine

University of California Schools of Education Reception, Saturday, April 9, 7:00pm-9:00pm, Astor Crowne Plaza, Iberville, Second Level Mezzanine

University of California, Berkeley, Graduate School of Education Reception, Sunday, April 10, 6:00pm-8:00pm, Hotel Monteleone, La Nouvelle Orleans East, Mezzanine Level

University of California, Los Angeles, Reception, Saturday, April 9, 7:00pm-10:00pm, Hotel Monteleone, La Nouvelle Orleans, Mezzanine Level

University of Colorado, Boulder, Reception, Friday, April 8, 7:00pm-9:00pm, Hard Rock Café New Orleans, 418 North Peters Street New Orleans, LA 70130

University of Georgia College of Education Reception, Saturday, April 9, 7:00pm-9:00pm, New Orleans Marriott, La Galerie 1, Second Level

University of Illinois, Urbana-Champaign, College of Education Reception, Saturday, April 9, 7:00pm-9:00pm, Sheraton, Gallery, First Level

University of Kansas/Kansas State University Reception, Saturday, April 9, 7:00pm-9:00pm, Astor Crowne Plaza, Grand Ballroom A, Second Level

University of Maryland College of Education Reception, Sunday, April 10, 7:00pm-9:00pm, New Orleans Marriott, La Galerie 1, Second Level

University of Massachusetts, Amherst, Reception, Monday, April 11, 7:00pm-8:30pm, Sheraton, Grand Ballroom B, Fifth Level

University of Pennsylvania Graduate School of Education Reception, Friday, April 8, 6:00pm-8:00pm, House of Blues - New Orleans, 225 Decatur Street, New Orleans, Parish Room

University of Wisconsin-Madison/Institute of Education London/University of Toronto Joint Alumni Reception, Saturday, April 9, 7:00pm-9:00pm, InterContinental New Orleans, La Salle Ballroom A, Third Level

Urban Education Editorial Board Meeting - SAGE Publications, Saturday, April 9, 7:00am-8:30am, New Orleans Marriott, Regent, Fourth Level

WestEd AERA Reception, Saturday, April 9, 7:00pm-9:00pm, Sheraton, Grand Ballroom D, Fifth Level

World-Class Instructional Design and Assessment Consortium/Madison Academic Language Working Group Meeting, Friday, April 8, 4:30pm-6:00pm, New Orleans Marriott, Boardroom, First Level.
Exploration of Session Formats

**Business Meeting**
Format: All Divisions and SIGs must hold a business meeting to conduct the business of their unit. In addition, some units may choose to present awards or feature an invited speaker during the business meeting.

**Demonstration/Performance**
Format: Demonstration/Performance sessions are directed to using, showing, or illustrating a particular technique, tool, or method in order to convey the value of the approach for research or to illustrate or present understandings or findings through such a method.

**Off-Site Visit**
Format: Off-site visits offer participants site-specific learning, such as observation of a school in session. This format takes advantage of the unique attributes of the city in which the Annual Meeting is occurring and connects researchers with concrete examples of relevant work. Visits are to be spent at a site other than the meeting rooms, such as a school, museum, science lab, or community agency.

**Paper Session**
Format: In paper sessions, authors present abbreviated versions of their papers, followed by comments/critique, if there is a discussant, and audience discussion. A typical structure for a session with four or five papers is approximately 5 minutes for the chair’s introduction to the session, 10 minutes per author presentation, 20 minutes of critique, and 15 minutes of discussion. Session chairs may adjust the timing based on the number of presentations and discussants scheduled for the session. Individuals must be attentive to the time allocation for presenting their work in paper sessions. In the case of multiple-authored papers, more than one person may present, but multiple presenters are urged to be attentive to the total time available to them and to take steps to ensure that more than one speaker does not detract from the overall presentation of the work or others presenting their work.

**Poster Session**
Format: Poster sessions combine the graphic display of materials with the opportunity for individualized, informal discussion of the research throughout a 90-minute session. Individual presenters set up displays representing their papers in a large area with other presenters. Each poster session has roughly (70) posters.

**Roundtable Session**
Format: Roundtable sessions allow maximum interaction among presenters and with attendees. Each table has three to five researchers of accepted papers clustered around shared interests. Roundtable at a roundtable session has a designated Chair knowledgeable about the research area, to facilitate interaction and participation. Because the emphasis is on interaction, there will be no discussants. Each roundtable session is scheduled for a 90-minute timeslot. Each roundtable session has approximately 15 roundtables.

**Symposium**
Format: A symposium provides an opportunity to examine specific research issues, problems, or topics from a variety of perspectives. Symposia may present alternative solutions, interpretations, or contrasting points of view on a specified subject or in relation to a common theme. Symposia may also use a panel discussion format targeted at a clearly delineated research issue or idea. Symposia may also be quite interactive where a large portion of the session is devoted to activities such as discussion among the presenters and discussants, questions and discussion among all those present at the session, or small-group interaction.

**Structured Poster Session**
Format: These sessions begin with attendees viewing poster presentations, then moves into brief oral presentations to the audience gathered as a group followed by direct discussion with poster presenters. Posters are conceptually linked in terms of education research issues, problems, settings, methods, analytic questions, or themes.

**Working Group Roundtable**
Format: Working group roundtables encourage substantive exchange and interaction among researchers working on a common set of research issues, problems, or themes. Participants in these sessions discuss areas that are cross-cutting, where there are shared research problems or issues that would benefit from cooperation and exchange, or where researchers with complementary interests would benefit from new, synergistic discussions.

**Workshop**
Format: Workshops provide an opportunity to exchange information or work on a common problem, project, or shared interest. Presentations are brief, allowing adequate time for reflective discussion and interaction. Didactic presentations are limited, and learning by doing occupies most of the session.

Meeting Services and Facilities

Registration

It is the policy of AERA that all persons, including participants who plan to attend one or more sessions at the 2011 AERA Annual Meeting & Exhibition, are required to register. Registration is not transferable.

Badges should be worn at all times, not only as a courtesy to other registrants but also as an indication that registration has been completed before participation in any scheduled event. Badges must be worn to gain admission to the Exhibit Hall and Career Center. In addition, badge wearing is monitored at selected sessions.

2011 On-Site Registration Fees:
- AERA Member: $205
- AERA Student Member: $115
- Non-Member: $320
- Non-Member Student: $145
- Guest: $60
- AERA & NCME: $370
- Student Member AERA & NCME: $170
- Non-member Student AERA & NCME: $245

On-site registration will take place at the Sheraton, Napoleon Foyer, Third Level. Hours are:
- Thursday, April 7, 4:00 p.m.–7:00 p.m.
- Friday, April 8, 8:00 a.m.–6:00 p.m.
- Saturday, April 9, 8:00 a.m.–6:00 p.m.
- Sunday, April 10, 8:00 a.m.–6:00 p.m.
- Monday, April 11, 8:00 a.m.–6:00 p.m.
- Tuesday, April 12, 8:00 a.m.–11:00 a.m.

Refunds
AERA regrets that refunds for registration, tours, and Professional Development courses cannot be made after February 25, 2011. It is the policy of AERA that registration is not transferable.

Non-members
Non-members, who have not preregistered, may register at the Non-member On-site Registration rates above. Non-members who wish to become AERA members may register at the member rates if a membership application and dues payment accompany the registration on-site.

Guest Registration
Guest registration is designed for the spouse, partner, or family members of the registrant. Guests may visit the exhibits and attend the sessions in which
the registrant is presenting. Guest registration is not applicable for professionals (including students) in the field of education research who will be attending sessions or presenting papers. Guest registration must be included as part of the registration of another individual. Only one guest registration is allowed per registrant. Guest badges will not include the guest’s institutional affiliation and “Guest” will be clearly noted on the badge.

Name Badges
Registrants must pick up their badges onsite at the Onsite Registration area located at the Sheraton, Napoleon Foyer, Third Level. Badges should be worn at all times. There is a $5 replacement fee for lost badges.

The National Council on Measurement in Education (NCME)
NCME is a professional organization that holds its Annual Meeting from April 7 – 11 at the Westin New Orleans Canal Place in conjunction with that of AERA. For additional information on the NCME meeting, please visit their web site at: www.ncme.org

Annual Meeting Program and Supplement
Annual Meeting Program Books
The official AERA Annual Meeting Printed Program, containing a complete list of the 2011 AERA Annual Meeting sessions and events, is available to all registered attendees at the Annual Meeting. Programs may be picked up starting Thursday, April 7 at Onsite Registration at the Sheraton. There is a charge of $15 for additional or replacement copies of the program. An online downloadable program is also available, as well as a mobile app.

Annual Meeting Program on the Internet
The 2011 AERA Annual Meeting Program in PDF and online searchable formats is available on the AERA website (www.aera.net). For complete up-to-date program information, please access the online program.

Annual Meeting Program Mobile Application
The 2011 AERA Annual Meeting Program mobile app provides attendees comprehensive information on the meeting including session times and locations, presenter names, affiliations and paper titles, and an exhibitor listing and exhibit hall map. The mobile app contains current information including all of the late changes listed in the Program Supplement. Most functionality of the native mobile app is accessible, even when there is no constant Wi-Fi, 3G or Web connection. The mobile app is compatible with the iPhone, iPad, iPod Touch, Android and BlackBerry devices and available for all other web browser-enabled phones, as well as PCs, through a web-based platform version. It can be downloaded for free by pointing a mobile browser to http://www.aera.net/mobileapp.htm. It can also be downloaded to a PC by accessing http://m.core-apps.com/aeraaam2011.

Annual Meeting Program Supplement
The Program Supplement contains important late changes, additions, and corrections which were not included in the printed Annual Meeting Program. Please pick up the Program Supplement at the On-site Registration area located at the Sheraton.

Exhibit Hall
AERA is pleased to welcome new and returning exhibitors to the 2011 AERA Annual Meeting. All registrants are encouraged to visit the AERA Exhibit located at the New Orleans Marriott, Grand Ballroom, Third Level. The AERA Exhibit Hall will be open April 9-11 during the following hours:

Saturday, April 9 9:00 am – 6:00 pm
Sunday, April 10 9:00 am – 4:00 pm
Monday, April 11 9:00 am – 5:00 pm
A directory of exhibitors is provided in the back of this program on page 448.

On Site Services
AERA Headquarters Office
The AERA Headquarters Office is located in the Sheraton, Maurepas, Third Level. It is open Friday - Monday, 9:00 a.m. – 6:30 p.m. and Tuesday, 9:00 a.m. – 12:00 p.m. The Headquarters Office phone number is 504-595-5561.

Press Office
The AERA Press Office is located in the Sheraton, Nottoway, Fourth Level. The Press Office phone number is 504-681-5440.

Help Service Desk
The Help Service Desk, located in the AERA Registration Area at the Sheraton, Napoleon Foyer, Third Level, enables attendees to join the Association and obtain information about the Association and the Annual Meeting. The Help Service Desk is open during registration hours.

Community Seating Area
Community seating areas are available in the New Orleans Marriott, Grand Ballroom Foyer, Third Level, and the Sheraton, Grand Ballroom AB Foyer, Fifth Level. These areas offer a place to sit and relax in between sessions, have a coffee or a quick bite, network with colleagues, and prepare for your next session.

Internet Availability at Hotels
Wireless internet access is available to attendees in the lobby and public areas of the hotels where sessions are being held. Please see below for internet access information at each hotel, as some hotels provide complimentary internet access and some charge a fee. Internet is available in the meeting rooms at the following hotels.

- **Astor Crowne Plaza:** Free wireless in lobby for hotel and non-hotel guests.
- **DoubleTree:** Free wireless in lobby for hotel and non-hotel guests. Access is also available, although reliability varies depending on the number of users and specific location, in the 2nd floor meeting rooms.
- **Hotel Monteleone:** Hotel guests and non-hotel guests can purchase wireless for $9.95 for 24 hours for access throughout the hotel including the meeting rooms.
- **JW Marriott:** Free wireless in lobby for hotel and non-hotel guests.
- **New Orleans Marriott:** Free wireless for all attendees at the Cyber Café located in the Grand Ballroom Foyer, Third Level. There will also be laptop computers provided at the Cyber Café for use by attendees. Free wireless for hotel and non-hotel guests in the public space and the meeting rooms on the second, third and fourth levels.
- **Sheraton:** Free wireless in lobby for hotel guests only. Non-hotel guests can purchase wireless, accessible in the lobby area only, for $6.95 - $16.00 depending on speed for a 24-hour period.

Child Care Center
Services for child care will be provided by KiddieCorp for children of all ages, from infants to adolescents, at the Sheraton, Rooms 817, 821, 825 and 829, Eighth Level. The Child Care Center’s experienced staff includes an on-site supervisor. KiddieCorp is licensed, bonded, and insured. Nutritious snacks and beverages along with age-appropriate toys, games, movies, and cartoons are provided. Ratios of staff to children are 1 to 2 for infants, 1 to 3 for toddlers, and 1 to 5 for school-age children. The fee for this service is $10 per hour per child.

The Child Care Center is open from 11:30 a.m. to 6:15 p.m. on the first day of the Annual Meeting (Friday, April 8), and from 8:00 a.m. to 6:15 p.m. on subsequent days except for the last day (Tuesday, April 12), when it closes at 3:45 p.m. To ensure that the center is properly staffed and to facilitate planning of games and other activities for the children, advance registration is required. On-site registration at the Child Care Center may be possible, at a slightly higher cost, if space is available.

Resources for Registrants with Disabilities
AERA is committed to offering an accessible environment for persons with disabilities. The Association strives to support persons with special needs while they are attending the Annual Meeting. Attendees generally need to request special arrangements at the time of pre-registration. An Accessibility Services Desk is located in the On-site Registration Hall at the Sheraton, Napoleon Foyer, Third Level. The phone number for the Accessibility Services Desk is 504-681-5426. Registrants needing special services such as readers’ escorts, sign language interpretation, or wheelchair repairs are strongly encouraged to visit or contact the Accessibility Services Desk.
During the Annual Meeting, persons with disabilities who desire a quiet place to rest or prepare for a presentation may visit the AERA Comfort Rooms located at Sheraton, Rampart, Fifth Level, and the New Orleans Marriott, Audubon, Fifth Level. The telephone number for the Sheraton comfort room is 504-595-5560. The comfort rooms are open during the following hours:

Friday, April 8, 12:00 p.m. – 6:00 p.m.
Saturday through Monday, April 9-11, 8:00 a.m. – 6:00 p.m.
Tuesday, April 12, 8:00 a.m. – 12:00 p.m.

AERA is pleased to provide special van service for registrants with disabilities during the 2011 Annual Meeting. Detailed information may be obtained from the Accessibility Services Desk. The van service stops at the following locations: Astor Crowne Plaza, DoubleTree, Hotel Monteleone, JW Marriott, New Orleans Marriott, and Sheraton. Shuttles will depart every thirty minutes. AERA signs are posted at all boarding sites identifying the location as an AERA Access Shuttle pick-up and drop-off site. Accessibility van service operates during the following hours:

Friday 11:30 am – 6:30 pm.
Saturday 7:30 am – 6:30 pm
Sunday 7:30 am – 6:30 pm
Monday 7:30 am – 6:30 pm
Tuesday 7:30 am – 4:30 pm

Career Center

The AERA Career Center is located in the Astor Crowne Plaza, Grand Ballroom CD, Second Level. Hours of operation are Saturday and Sunday April 9-10 from 9:00 a.m. – 5:00 p.m. and Monday, April 11 from 8:00 a.m. – 4:00 p.m. Job seekers and employers may register onsite at the Career Center for a nominal fee. Stop by to register and meet with your perspective employers or employees during this unique event.

Gender Neutral Facilities

The American Educational Research Association is committed to making the meeting welcoming to all of our community. Gender neutral bathrooms are an important part of making the AERA Annual Meeting more inclusive. Gender neutral bathrooms are available in the New Orleans Marriott and Sheraton hotels and include visual signage on the door as a Gender Neutral Bathroom:

All Genders Welcome. The bathroom in the New Orleans Marriott is located on the first level and the bathroom in the Sheraton is located on the eighth level.

Graduate Student Council Resource Center

The Resource Center is open Friday from 12:00 p.m. – 6:00 p.m. and Saturday to Monday from 10:00 a.m. – 6:00 p.m. in the Astor Crowne Plaza, St. Charles, First Level. All graduate students are welcome to visit throughout the meeting.

Housing and Hotel Information

Meeting Facilities

This year, the headquarter facilities are the Astor Crowne Plaza, DoubleTree, Hotel Monteleone, JW Marriott, New Orleans Marriott, and Sheraton. Please check the text of the Annual Meeting Program for exact locations of all 2011 AERA Annual Meeting activities.

Hotels (numbers refer to location on map provided on page 457 of this Program)

*1. Astor Crowne Plaza (504-962-0500): 739 Canal St
2. Chateau Bourbon (504-586-0800): 800 Iberville St
3. Courtyard by Marriott Downtown (504-581-9005): 124 St. Charles Ave
*4. Doubletree Hotel New Orleans (504-581-1300): 300 Canal St
5. Drury Inn and Suites New Orleans (504-529-7800): 820 Poydras St
6. Hampton Inn & Suites Convention Center (504-566-9990): 1201 Convention Center Blvd

*7. Hampton Inn Downtown/French Quarter (504-529-9990): 226 Carondelet St
8. Hilton Garden Inn Convention Center (504-525-0044): 1001 S. Peters St
9. Holiday Inn New Orleans French Quarter (504-529-7211): 124 Royal St
*10. Hotel Monteleone (504-523-3341): 214 Royal St
11. InterContinental New Orleans (504-525-5566): 444 St. Charles Ave
*12. JW Marriott New Orleans (504-525-6500): 614 Canal St
13. La Quinta Inn & Suites Downtown (504-598-9977): 301 Camp St
14. New Orleans Marriott (Co-Headquarters) (504-581-1000): 555 Canal St
15. Omni Royal Crescent Hotel (504-527-0006): 535 Gravier St
16. Omni Royal Orleans (504-586-5333): 621 St. Louis St
17. Renaissance Pere Marquette Hotel (504-525-1111): 817 Common St
18. Roosevelt New Orleans (504-648-1200): 123 Baronne St
19. Royal Sonesta (504-586-0300): 300 Bourbon St
20. Sheraton New Orleans (Co-Headquarters) (504-525-2500): 500 Canal St
21. Staybridge Suites Hotel (504-571-1818): 501 Tchoupitoulas St
22. The Whitney Wyndham (504-581-4222): 610 Poydras St
23. W New Orleans (504-525-9444): 333 Poydras St
24. Westin New Orleans Canal Place (504-566-7006): 100 Rue Iberville
25. Wyndham Riverfront Hotel (504-524-8200): 701 Convention Center Blvd

*Sessions will be held at these hotels as well as the Co-headquarter properties.

Additional hotels at the airport and Metairie are the Crowne Plaza New Orleans Airport (504-469-4915) located at 2829 Williams Blvd., DoubleTree by Hilton Hotel New Orleans Airport (504-467-3111) located at 2150 Veterans Memorial Blvd., Ramada Metairie (504-835-4141) located at 2713 North Causeway Blvd., and Sheraton Metairie (504-837-6707) located at 4 Galleria Blvd. Complimentary transportation is provided from Friday, April 8th until Tuesday, April 12 on a complimentary basis to and from the Sheraton, one of the headquarter hotels located downtown at 500 Canal Street. Complete schedules are available at each of the hotels and at the housing services desk in on-site registration. Transportation is based on availability and is offered to guests on a first-come first-served basis.

Changes or Cancellations in Hotel Reservation

For changes and cancellations of hotel reservations, please contact the hotel directly. Hotel reservation cancellations made within 72 hours of arrival forfeit all deposits. For on-site assistance please visit the Housing Bureau’s booth located in the Sheraton, Sheraton, Napoleon Foyer, Third Level.

Emergency and Medical Assistance

If medical assistance is required at your hotel, please contact the operator, by dialing “0” from your hotel room or any hotel house phone. The hotel can provide the names of physicians on call, or get you emergency assistance.

From any location, the citywide emergency telephone number is 911. The nearest hospital emergency room, to the meeting hotels, is the Tulane University Hospital and Clinic - 127 Elk Place New Orleans, LA 70112, (504) 988-5525.

The closest Urgent Care is New Orleans Urgent Care - 900 Magazine Street, New Orleans, LA 70112, (504) 988-5525.

The nearest hospital emergency room, to the meeting hotels, is the Tulane University Hospital and Clinic - 127 Elk Place New Orleans, LA 70112, (504) 988-5525.

The closest Urgent Care is New Orleans Urgent Care - 900 Magazine Street, New Orleans, LA 70112, (504) 988-5525.

The closest Urgent Care is New Orleans Urgent Care - 900 Magazine Street, New Orleans, LA 70112, (504) 988-5525.

Telephone Numbers

The following telephone numbers in the New Orleans area may prove useful and helpful during your conference stay:

Emergency Service (for police, fire, ambulance) no area code required. .........................................................911
Visitor Information Center ..................................................504-566-5011
Louis Armstrong New Orleans International Airport
Ground Transportation ..................................................1-866-596-2222
New Orleans Police Department with non-emergencies ..................................................504-821-2222
PROGRAM SCHEDULE

Thursday, 7:00 am  

Committee Sessions

1.010. Community Service Project Sponsored by the Graduate Student Council in Partnership With the New Orleans Area Habitat for Humanity.
Graduate Student Council; Off-Site Visit
New Orleans Area Habitat for Humanity, NOAHH
7:00 am to 4:00 pm
Visit Leaders:
Robin Harris, Michigan State University
Patrick Bell, Tulane University
Sarah Leah Santillanes, University of New Mexico
Alicia M. Trotman, Michigan State University
John R. Walcott, Michigan State University

Thursday, 8:00 am  

Division Sessions

2.010. Division A and Division L: David L. Clark National Graduate Student Seminar in Educational Leadership and Policy (Day 1 of 2, General Session). Division A - Administration Organization & Leadership; Graduate Student Seminar
Sheraton, Third Level, Napoleon Ballroom B3
8:00 am to 5:00 pm

2.011. Division A and Division L: David L. Clark National Graduate Student Seminar in Educational Leadership and Policy (Day 1 of 2, Group 1). Division A - Administration Organization & Leadership; Graduate Student Seminar
Sheraton, Eighth Level, Salon 816
8:00 am to 5:00 pm

2.012. Division A and Division L: David L. Clark National Graduate Student Seminar in Educational Leadership and Policy (Day 1 of 2, Group 2). Division A - Administration Organization & Leadership; Graduate Student Seminar
Sheraton, Eighth Level, Salon 820
8:00 am to 5:00 pm

2.013. Division A and Division L: David L. Clark National Graduate Student Seminar in Educational Leadership and Policy (Day 1 of 2, Group 3). Division A - Administration Organization & Leadership; Graduate Student Seminar
Sheraton, Eighth Level, Salon 824
8:00 am to 5:00 pm

2.014. Division A and Division L: David L. Clark National Graduate Student Seminar in Educational Leadership and Policy (Day 1 of 2, Group 4). Division A - Administration Organization & Leadership; Graduate Student Seminar
Sheraton, Eighth Level, Salon 828
8:00 am to 5:00 pm

Thursday, 8:30 am  

Division Sessions

3.010. Division G Pre-conference Mentoring Session. Education Scholarship for the Public Good: Challenges and Opportunities of Research to Incite the Social Imagination. Division G - Social Context of Education; Mentoring Session
New Orleans Marriott, Second Level, Preservation Hall Studio 2
8:30 am to 4:30 pm
Chairs:
Marta P Ballestrero, Loyola Marymount University
Inmaculada Maria Garcia Sanchez, Temple University

Thursday, 9:00 am  

Professional Development Courses

4.010. A Gentle Introduction to Hierarchical Linear Modeling. Professional Development and Training Committee; Professional Development Course
New Orleans Marriott, Second Level, La Galerie 6
9:00 am to 5:00 pm
Director:
D. Betsy Mccooch, University of Connecticut
Instructor:
Ann A. O’Connell, The Ohio State University

4.011. Diagnostic Measurement: Theory, Methods, and Applications. Professional Development and Training Committee; Professional Development Course
New Orleans Marriott, Fourth Level, Regent
9:00 am to 5:00 pm
Director:
Jonathan Templin, University of Georgia
Instructor:
Laine Percew Bradshaw, University of Georgia

4.012. Empowerment Evaluation: Tools to Improve Educational Programs and Produce Results. Professional Development and Training Committee; Professional Development Course
New Orleans Marriott, Third Level, Mardi Gras Salon D
9:00 am to 5:00 pm
Director:
David M. Fetterman, Fetterman and Associates

4.013. How to Inform Policymakers: A Strategic Approach for Academics. Professional Development and Training Committee; Professional Development Course
New Orleans Marriott, Third Level, Mardi Gras Salon E
9:00 am to 5:00 pm
Directors:
David R. Garcia, Arizona State University
Kris D. Gutiérrez, University of Colorado - Boulder
Instructor:
David Johns, U.S. Senate HELP Committee

4.014. Learning Mathematics for Teaching: Instrument Dissemination Workshop. Professional Development and Training Committee; Professional Development Course
New Orleans Marriott, Second Level, La Galerie 5
9:00 am to 5:00 pm
Directors:
Heather C. Hill, Harvard University
Geoffrey C. Phelps, ETS

4.015. Mixed Data-Analysis Techniques: A Comprehensive Step-by-Step Approach (Day 1). Professional Development and Training Committee; Professional Development Course
New Orleans Marriott, Second Level, La Galerie 3
9:00 am to 5:00 pm
Directors:
Kathleen M.T. Collins, University of Arkansas
Anthony J. Onwueguzie, Sam Houston State University
Instructor:
Normand Peladeau, Provalis Research

4.016. Psychometrics Behind National Assessment of Educational Progress: Understanding and Analyzing NAEP Data. Professional Development and Training Committee; Professional Development Course
New Orleans Marriott, Second Level, La Galerie 4
9:00 am to 5:00 pm
Director:
Emmanuel Sikali, U.S. Department of Education
Thursday Morning, April 7, 2011

4.017. Sustaining a Research Agenda for Education, Technology, Media, and Students of Color. Professional Development and Training Committee; Professional Development Course
New Orleans Marriott, Fourth Level, Balcony J
9:00 am to 5:00 pm

4.018. The Asa G. Hilliard III and Barbara A. Sizemore Research Course on African Americans and Education. SIG-Research Focus on Black Education; Invited Session
New Orleans Marriott, Fourth Level, Balcony I
9:00 am to 6:00 pm

SIG Sessions

5.010. Division C Graduate Student Seminar (Day 1 of 2, Invitation Only).
Division C - Learning and Instruction; Graduate Student Seminar
Sheraton, Third Level, Napoleon Ballroom C1
10:00 am to 6:00 pm
Chair: Jennifer G. Cromley, Temple University
Participants:
Jonathan David Bostic, University of Florida
Jennifer Richardson McGee, University of North Carolina - Charlotte

6.010. Division J Emerging Scholars Workshop (Day 1, Group 1). Division J - Postsecondary Education; Mentoring Session
Sheraton, Fourth Level, Oak Alley
12:00 pm to 7:00 pm

6.011. Division J Emerging Scholars Workshop (Day 1, Group 2). Division J - Postsecondary Education; Mentoring Session
Sheraton, Fourth Level, Bayside A
12:00 pm to 7:00 pm

6.012. Division J Emerging Scholars Workshop (Day 1, Group 3). Division J - Postsecondary Education; Mentoring Session
Sheraton, Fourth Level, Bayside C
12:00 pm to 7:00 pm

7.012. Division B Graduate Student Alumni Seminar on Critical Race Theory, Critical Latina/o Theory, and Feminist Pedagogy (Day 1 of 2). Division B - Curriculum Studies; Graduate Student Seminar
New Orleans Marriott, Third Level, Mardi Gras Salon C
1:00 pm to 5:00 pm

7.013. Division B Graduate Student Seminar (Day 1 of 2). Division B - Curriculum Studies; Graduate Student Seminar
New Orleans Marriott, Second Level, Preservation Hall Studio 8
1:00 pm to 5:00 pm

7.014. Division B International Curriculum Research Graduate Student Seminar (Day 1 of 2). Division B - Curriculum Studies; Graduate Student Seminar
New Orleans Marriott, Second Level, Preservation Hall Studio 1
1:00 pm to 5:00 pm

7.015. Division B New Faculty Seminar Finding/Creating/Engaging Spaces to Research/Write/Publish (Day 1 of 2). Division B - Curriculum Studies; Mentoring Session
New Orleans Marriott, Second Level, Preservation Hall Studio 10
1:00 pm to 5:00 pm

7.016. Division F History and Theory Institute. Division F - History and Historiography; Seminar
Sheraton, Fourth Level, Bayside B
1:00 pm to 5:00 pm
Chair: Jackie M. Blount, The Ohio State University
Participants:
Patti A. Lather, The Ohio State University
Catherine A. Lugg, Rutgers University
Lucy E. Bailey, Oklahoma State University
Jackie M. Blount, The Ohio State University

8.010. International Study on Successful School Principals Project Sponsored by Division A. Division A - Administration Organization & Leadership; Seminar
Sheraton, Fourth Level, Edgewood
2:00 pm to 5:00 pm

9.010. Division C New Faculty Mentoring Seminar (Day 1 of 2, Invitation Only).
Division C - Learning and Instruction; Mentoring Session
Sheraton, Third Level, Napoleon Ballroom C3
3:00 pm to 6:30 pm

10.010. Division K New Faculty Preconference Seminar (Day 1 of 2). Division K - Teaching and Teacher Education; Mentoring Session
New Orleans Marriott, Second Level, Preservation Hall Studio 3
4:00 pm to 9:00 pm
Chairs: Kimberly A. White-Smith, Chapman University
Jeremy N. Price, Montclair State University
Participant:
Rich Milner, Vanderbilt University

11.010. Division K Graduate Student Preconference Seminar (Day 1 of 2).
Division K - Teaching and Teacher Education; Graduate Student Seminar
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thursday, 5:45 pm</strong></td>
<td>Division Sessions</td>
</tr>
<tr>
<td>12.010.</td>
<td>Division A and Division L: David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Reception and Dinner. Division A - Administration Organization &amp; Leadership; Graduate Student Seminar</td>
</tr>
<tr>
<td></td>
<td>Sheraton, Third Level, Napoleon Ballroom B3</td>
</tr>
<tr>
<td></td>
<td>5:45 pm to 8:30 pm</td>
</tr>
<tr>
<td><strong>Thursday, 6:00 pm</strong></td>
<td>Division Sessions</td>
</tr>
<tr>
<td>13.010.</td>
<td>Division F Mentoring Seminar: Thriving in Academe (Day 1 of 2).</td>
</tr>
<tr>
<td></td>
<td>Division F - History and Historiography; Mentoring Session</td>
</tr>
<tr>
<td></td>
<td>Sheraton, Fourth Level, Bayside B</td>
</tr>
<tr>
<td></td>
<td>6:00 pm to 9:00 pm</td>
</tr>
<tr>
<td></td>
<td>Chair: Margaret A. Nash, University of California - Riverside</td>
</tr>
<tr>
<td><strong>Friday, 7:00 am</strong></td>
<td>Division Sessions</td>
</tr>
<tr>
<td>14.010.</td>
<td>Division J Emerging Scholars Workshop (Day 2, Group 1).</td>
</tr>
<tr>
<td></td>
<td>Division J - Postsecondary Education; Mentoring Session</td>
</tr>
<tr>
<td></td>
<td>Sheraton, Fourth Level, Oak Alley</td>
</tr>
<tr>
<td></td>
<td>7:00 am to 11:30 am</td>
</tr>
<tr>
<td>14.011.</td>
<td>Division J Emerging Scholars Workshop (Day 2, Group 2).</td>
</tr>
<tr>
<td></td>
<td>Division J - Postsecondary Education; Mentoring Session</td>
</tr>
<tr>
<td></td>
<td>Sheraton, Fourth Level, Bayside A</td>
</tr>
<tr>
<td></td>
<td>7:00 am to 11:30 am</td>
</tr>
<tr>
<td>14.012.</td>
<td>Division J Emerging Scholars Workshop (Day 2, Group 3).</td>
</tr>
<tr>
<td></td>
<td>Division J - Postsecondary Education; Mentoring Session</td>
</tr>
<tr>
<td></td>
<td>Sheraton, Fourth Level, Bayside C</td>
</tr>
<tr>
<td></td>
<td>7:00 am to 11:30 am</td>
</tr>
<tr>
<td><strong>Friday, 7:30 am</strong></td>
<td>Division Sessions</td>
</tr>
<tr>
<td>15.010.</td>
<td>Division C New Faculty Mentoring Seminar (Day 2 of 2, Invitation Only).</td>
</tr>
<tr>
<td></td>
<td>Division C - Learning and Instruction; Mentoring Session</td>
</tr>
<tr>
<td></td>
<td>Sheraton, Third Level, Napoleon Ballroom C3</td>
</tr>
<tr>
<td></td>
<td>7:30 am to 12:00 pm</td>
</tr>
<tr>
<td><strong>Friday, 8:00 am</strong></td>
<td>Governance Meetings and Events</td>
</tr>
<tr>
<td>16.001.</td>
<td>AERA Research Advisory Committee: Closed Meeting 1. AERA Governance; Governance Session</td>
</tr>
<tr>
<td></td>
<td>New Orleans Marriott, Fourth Level, Balcony L</td>
</tr>
<tr>
<td></td>
<td>8:00 am to 12:00 pm</td>
</tr>
<tr>
<td></td>
<td>Chair: Deborah L. Vandell, University of California - Irvine</td>
</tr>
<tr>
<td>16.002.</td>
<td>AERA Social Justice Action Committee: Closed Meeting 1. AERA Governance; Governance Session</td>
</tr>
<tr>
<td></td>
<td>New Orleans Marriott, Fourth Level, Bacchus</td>
</tr>
<tr>
<td></td>
<td>8:00 am to 12:00 pm</td>
</tr>
<tr>
<td><strong>Division Sessions</strong></td>
<td></td>
</tr>
<tr>
<td>16.010.</td>
<td>Barbara L. Jackson Scholars Workshop (Closed Session). Division A - Administration Organization &amp; Leadership; Seminar</td>
</tr>
<tr>
<td></td>
<td>Sheraton, Fifth Level, Grand Ballroom E</td>
</tr>
<tr>
<td></td>
<td>8:00 am to 12:00 pm</td>
</tr>
<tr>
<td>16.011.</td>
<td>Division A and Division L: David L. Clark National Graduate Student Seminar in Educational Leadership and Policy (Day 2 of 2, General Session). Division A - Administration Organization &amp; Leadership; Graduate Student Seminar</td>
</tr>
<tr>
<td></td>
<td>Sheraton, Third Level, Napoleon Ballroom B3</td>
</tr>
<tr>
<td></td>
<td>8:00 am to 12:00 pm</td>
</tr>
<tr>
<td>16.012.</td>
<td>Division A and Division L: David L. Clark National Graduate Student Seminar in Educational Leadership and Policy (Day 2 of 2, Group 1). Division A - Administration Organization &amp; Leadership; Graduate Student Seminar</td>
</tr>
<tr>
<td></td>
<td>Sheraton, Eighth Level, Salon 816</td>
</tr>
<tr>
<td></td>
<td>8:00 am to 12:00 pm</td>
</tr>
<tr>
<td>16.013.</td>
<td>Division A and Division L: David L. Clark National Graduate Student Seminar in Educational Leadership and Policy (Day 2 of 2, Group 2). Division A - Administration Organization &amp; Leadership; Graduate Student Seminar</td>
</tr>
<tr>
<td></td>
<td>Sheraton, Eighth Level, Salon 820</td>
</tr>
<tr>
<td></td>
<td>8:00 am to 12:00 pm</td>
</tr>
<tr>
<td>16.014.</td>
<td>Division A and Division L: David L. Clark National Graduate Student Seminar in Educational Leadership and Policy (Day 2 of 2, Group 3). Division A - Administration Organization &amp; Leadership; Graduate Student Seminar</td>
</tr>
<tr>
<td></td>
<td>Sheraton, Eighth Level, Salon 824</td>
</tr>
<tr>
<td></td>
<td>8:00 am to 12:00 pm</td>
</tr>
<tr>
<td>16.015.</td>
<td>Division A and Division L: David L. Clark National Graduate Student Seminar in Educational Leadership and Policy (Day 2 of 2, Group 4). Division A - Administration Organization &amp; Leadership; Graduate Student Seminar</td>
</tr>
<tr>
<td></td>
<td>Sheraton, Eighth Level, Salon 828</td>
</tr>
<tr>
<td></td>
<td>8:00 am to 12:00 pm</td>
</tr>
<tr>
<td>16.016.</td>
<td>Division D Graduate Student Seminar: “The Social Network” and Other Tips for Transitioning From Graduate Student to Professional. Division D - Measurement and Research Methodology; Graduate Student Seminar</td>
</tr>
<tr>
<td></td>
<td>Doubletree, 16th Level, International Ballroom</td>
</tr>
<tr>
<td></td>
<td>8:00 am to 11:00 am</td>
</tr>
<tr>
<td>16.017.</td>
<td>Division E Graduate Student Preconference Seminar. Division E - Counseling and Human Development; Graduate Student Seminar</td>
</tr>
<tr>
<td></td>
<td>New Orleans Marriott, Second Level, La Galerie 1</td>
</tr>
<tr>
<td></td>
<td>8:00 am to 11:50 am</td>
</tr>
<tr>
<td>16.018.</td>
<td>Division E New Faculty Preconference Workshop. Division E - Counseling and Human Development; Mentoring Session</td>
</tr>
<tr>
<td></td>
<td>New Orleans Marriott, Second Level, La Galerie 4</td>
</tr>
<tr>
<td></td>
<td>8:00 am to 11:50 am</td>
</tr>
<tr>
<td>16.019.</td>
<td>Division K Graduate Student Preconference Seminar (Day 2 of 2). Division K - Teaching and Teacher Education; Graduate Student Seminar</td>
</tr>
<tr>
<td></td>
<td>New Orleans Marriott, Second Level, Preservation Hall Studio 4</td>
</tr>
<tr>
<td></td>
<td>8:00 am to 11:45 am</td>
</tr>
<tr>
<td></td>
<td>Chair: Susan E. Noffke, University of Illinois - Urbana-Champaign</td>
</tr>
<tr>
<td>16.020.</td>
<td>Division K New Faculty Preconference Seminar (Day 2 of 2). Division K - Teaching and Teacher Education; Mentoring Session</td>
</tr>
<tr>
<td></td>
<td>New Orleans Marriott, Second Level, Preservation Hall Studio 3</td>
</tr>
<tr>
<td></td>
<td>8:00 am to 11:45 am</td>
</tr>
</tbody>
</table>
Friday, 8:30 am

Division Sessions

17.010. Division F Mentoring Seminar: Thriving in Academe (Day 2 of 2).  
Division F - History and Historiography; Mentoring Session  
Sheraton, Fourth Level, Bayside B  
8:30 am to 11:30 am  
Chair: Margaret A. Nash, University of California - Riverside

Friday, 9:00 am

Professional Development Courses

Professional Development and Training Committee; Professional Development Course  
New Orleans Marriott, Second Level, La Galerie 3  
9:00 am to 5:00 pm  
Directors: Kathleen M.T. Collins, University of Arkansas  
Anthony J. Onwuegbuzie, Sam Houston State University  
Instructor: Normand Peladeau, Provalis Research

Friday, 10:00 am

Division Sessions

19.010. Division II Graduate Students/Early Career Mentoring Seminar.  
Graduate Student Involvement in Division H: Exploring Opportunities for Involvement, Experience, and Mentoring in Research and Assessment, Division H - Research, Evaluation and Assessment in Schools; Graduate Student Seminar  
Sheraton, Fourth Level, Edgewood  
10:00 am to 12:00 pm

Friday, 12:00 pm

Governance Meetings and Events

20.001. AERA 2010-2011 Council Meeting, AERA Governance; Governance Session  
New Orleans Marriott, Fourth Level, Balconies IJ  
12:00 pm to 3:45 pm  
Chair: Kris D. Gutiérrez, University of Colorado - Boulder

AERA Related Activities

20.010. AERA Council of Editors: Closed Business Meeting, AERA Related Activities; Board Meeting  
New Orleans Marriott, Fourth Level, Balconies MN  
12:00 pm to 2:00 pm  
Chair: Todd Reitzel, American Educational Research Association

Presidential Sessions

Presidential Session; Invited Session  
Sheraton, Third Level, Napoleon Ballroom C2  
12:00 pm to 1:30 pm  
Chairs: Kevin G. Welner, University of Colorado - Boulder  
Prudence L. Carter, Stanford University  
Participants:  
School Culture and How Schooling Is Organized. Angela Valenzuela, University of Texas - Austin  
The Education Debt and Accumulated Disadvantages. Gloria J. Ladson-Billings, University of Wisconsin - Madison  
Separate Does Not Make Equal: The Consequences of Housing and School Segregation. Gary A. Orfield, University of California - Los Angeles  
Enhancing a Nation’s Democracy Through Equitable Schools. Michele S. Moses, University of Colorado - Boulder; John S. Rogers, University of California - Los Angeles

Committee Sessions

Graduate Student Council Cosponsored by Division J - Postsecondary Education; Fireside Chat  
JW Marriott, Third Level, Frontenac  
12:00 pm to 1:30 pm  
Chairs: Bryan Gopaul, OISE/University of Toronto  
Lauren Theresa Schudde, University of Wisconsin - Madison  
Participants:
Division Sessions

20.013. Engaging Youth in Democratic Practices Within Public Spaces. Division B - Curriculum Studies; Paper Session
Astor Crown Plaza, Second Level Mezzanine, Bienville
12:00 pm to 2:00 pm
Chair: Matthew Wappett, University of Idaho
Participants:
A Place Called School: Students’ Negotiations of Schooling Within a Discourse of Democracy. Sandra Schmidt, University of South Carolina
Historical Consciousness in “Postwar” Guatemala: Official Narratives in Unofficial Spaces. Michelle Jannette Bellino, Harvard University
National Student Protest for Educational Equity in Chile: A Case Study of Public Pedagogy and Its Influence in a Chilean Secondary School. Michael Patrick O’Malley, Texas State University - San Marcos; Sarah W. Nelson, Texas State University - San Marcos; Israel Aguilar, Texas State University - San Marcos; Juan Manuel Nino, Texas State University - San Marcos; Jason Alman, Texas State University - San Marcos
Writing That Binds: How Spoken Word Offers a Platform for Organized Youth Civic Agency in the Watts Youth Collective. Laurence A. Tan, 122nd Street Elementary School, Los Angeles
High School Students’ Perspectives on Mathematics as a Tool for Social Inquiry. Christiana Breslaw, Northeastern Illinois University
Discussant: Teresa J. Rishel, Kent State University

20.014. Toward a Grounded Pedagogy of Youth Civic Agency: A Comparative Analysis of Four Projects. Division B - Curriculum Studies; Symposium
Astor Crown Plaza, Second Level, Astor Ballroom III
12:00 pm to 2:00 pm
Chair: Leticia Alvarez Gutierrez, University of Utah
Participants:
Civic Agency in the Council of Youth Research. Nicole Mira, University of California - Los Angeles; Ernest D. Morrell, University of California - Los Angeles; D’Artagnan Scozzi, University of California - Los Angeles; Melanie Bertrand, University of California - Los Angeles; Antonio Garcia, University of California - Los Angeles; Antonio Nieves Martinez, University of California - Los Angeles
Civic Agency in the Watts Youth Collective. Lauren K. Tan, 122nd Street Elementary School, Los Angeles
Civic Agency in the Mentor/Mentee Project. Benji Chang, University of California - Los Angeles
Civic Agency in the PIN@y Educational Partnerships. Allyson Tintiangco-Cubales, San Francisco State University; Arlene Sudaria Daus-Magbuh, San Francisco State University; Roderick Daus-Magbuh, University of San Francisco; Henry Francisco, San Francisco State University
Discussant: K. Wayne Yang, University of California - San Diego

20.015. Assessment of Learning Progressions. Division D - Measurement and Research Methodology; Paper Session
Doubleree, Second Level, Madwood A
12:00 pm to 1:30 pm
Chair: Kristen L. Huff, Regents Research Fund
Participants:
Dynamic Bayesian Inference Networks and Hidden Markov Models for Modeling Learning Progressions Over Multiple Time Points. Youngyoung Choi, University of Maryland; Robert J. Mislevy, ETS; Kristen E. Dicerbo, Independent Researcher
Measuring Learning Progressions Using Bayesian Modeling in Complex Assessments. Daisy Wise Rutstein, University of Maryland - College Park; Robert J. Mislevy, ETS
Quantitative Structural Representations of Cognitive Tasks for Both Learning and Assessment in Complex Cognitive Environments. Zhikong Zhang, University of Texas - Brownsville; Jingyan Lu, University of Hong Kong
The Reliability and Validity of Items in Different Formats in Assessing K-12 Students’ Learning Progression of Carbon Cycling. Jing Chen, Michigan State University; Charles W. Anderson, Michigan State University
Discussant: Derek C. Briggs, University of Colorado

20.016. Cultural, Ethnic, and Gender Issues in Psychological Measurement. Division E - Counseling and Human Development; Paper Session
Astor Crown Plaza, Second Level, Astor Ballroom I
12:00 pm to 1:30 pm
Chair: Cynthia Hudley, University of California - Santa Barbara
Participants:
Examining the Problem of Cultural Validity in Psychological Measures: The Case of the Rosenberg Self-Esteem Scale and Implications for Practice. Pedro R. Portes, University of Georgia
Exploring the Face and Predictive Validity of Student Engagement Profiles. Michael A. Lawson, Binghamton University - SUNY; Katherine E. Mayyn, University of California - Davis
The Parental Bonding Instrument: Investigating Method Effects With Negatively Worded Items and Testing of Factorial Invariance Between Gender Equivalence. Wen-Juo Lo, University of Arkansas; Yi-Hsin Chen, University of South Florida; Ann Khojasteh, University of Arkansas
Validation of Goal Orientation Measure in Pattern of Adaptive Learning Scales (PALS) Among Latino Adolescents in a College Outreach Program. Nida Rinthapol, University of California - Santa Barbara; Richard P. Duran, University of California - Santa Barbara
Discussant: Theresa A. Thoroldsen, University of Illinois - Chicago

20.017. Historians of Education: A Transnational Dialogue. Division F - History and Historiography; Symposium
JW Marriott, Third Level, Ile de France II
12:00 pm to 2:00 pm
Chair: Thomas S. Popkewitz, University of Wisconsin
Participants:
The History of Education in Early 20th-Century American Teacher Education: The Loss of Historical Imagination. Antonio Lazon, University of Granada; Miguel Pereyra, University of Granada; Mónica Torres, University of Granada
From Pupil to Artist: Inventiveness, Status, and Heritage in the History of Art Education in Portugal (1780-1983). Jorge Ramos Do O, University of Lisbon
Mirror, Mirror, Who Is More Modern Than I? The Same Question Coming From Several Easts and Wests (Brazil, Turkey, and United States). Miriam Jorge Warde, Universidade Estadual Paulista
Global Isomorphism and Cultural Idiosyncrasies: Prospects of a New School History. Daniel Trehby, University of Luxembourg
Research Toward Authenticity: Narratives and Interpretations in Chinese Traditional Historiography. Zongjie Wu, Zhejiang University
Discussant: David F. Labaree, Stanford University; Barry M. Franklin, Utah State University

20.018. Parent and Family Involvement in Diverse Schooling Contexts: Understanding Roles and “Other” Ways of Being in Urban and Immigrant Communities. Division G - Social Context of Education; Paper Session
New Orleans Marriott, Second Level, La Galerie 5
12:00 pm to 2:00 pm
Chair: Natasha Flowers, Indiana University/Purdue University at Indianapolis
Participants:
Mediating Roles of Parental Support and Aspiration in Effects of Socioeconomic Status (SES) on Students’ Academic Achievement. Xiaoyan Sun, The Chinese University of Hong Kong; Kit-Tai Hau, The Chinese University of Hong Kong; Xiaoxi Li, Peking University; Yiqun Guan, Peking University
Parental Involvement in a Minority-Serving Urban School as a Function of Parental Educational Level. Anjoo Sikka, University of Houston - Downtown; Carol Ciampi, Houston Independent School District, Texas
Parenting Performativity Possibilities: Gendered Effects of Parenting on Developed Achievement. Ezekiel J. Dixon-Roman, University of Pennsylvania; Julianne Oothout, University of Pennsylvania
20.019. Assessment and Instruction of Academic English Language Proficiency for English Language Learners. Division H - Research, Evaluation, and Assessment in Schools; Symposium Doubletree, Second Level, Rosedown A 12:00 pm to 1:30 pm Chair: Mikiyung Kim Wolf, ETS Participants: Investigating the Constructs of English Language Proficiency Assessments and English Language Learner Students’ Performance on the Assessments. Mikiyung Kim Wolf, ETS; Yuan Wang, ETS; Steven L. Holtzman, ETS How English Language Proficiency Assessments Manifest Growth. H. Gary Cook, University of Wisconsin Teacher Perspectives on Making Academic Language Accessible to English Language Learners (ELLs). Sultan Turkan, ETS Developing a Defensible Foundation for English Language Proficiency Assessment: Challenges and Concerns With Academic Language Constructs. Alison Bailey, University of California - Los Angeles; Margaret Heritage, University of California - Los Angeles Discussant: Sarah McManus, North Carolina Department of Public Instruction


Discussant: Scott Norton, Louisiana State Department of Education


Discussants: Paul D. Gore, Consortium on Chicago School Research James J. Kemple, New York University Sheraton, Second Level, Rhythms Ballroom II 12:00 pm to 2:00 pm Chair: Sheila W. Charvat, Louisiana State University - Health Sciences Center Participants: The Nursing Student Self-Efficacy Scale: Development Using Item Response Theory. Glenda Simmont Stump, Arizona State University Applying the Bookmark Method to Medical Education: Standard-Setting for an Aseptic Technique Station. Monica L. Lyssy, University of Michigan; Larry D. Gruppen, University of Michigan; Paula T. Ross, University of Michigan Scores Gains on Performance Tests for Repeat Examinees: An Evaluation of Construct and Criterion-Related Evidence. Mark R. Raymond, National Board of Medical Examiners; Nilefer Kathrnan, National Board of Medical Examiners; Kimberly A. Swygert, National Board of Medical Examiners; Kevin Balog, National Board of Medical Examiners Effect of Postgraduate Training on the United States Medical Licensing Examination (USMLE®) Step 3® Examination Computer-Based Case Simulation (CCS) Component. Richard A. Feinberg, National Board of Medical Examiners; Kimberly A. Swygert, National Board of Medical Examiners; Steven Arthur Haist, National Board of Medical Examiners; Gerard F. Dillen, National Board of Medical Examiners; Constance T. Murray, National Board of Medical Examiners Modeling Relationships Between Preadmission Achievement and Clinical Skills Performance on a Medical Licensure Examination. Gina Pugliano, National Board of Osteopathic Medical Examiners; William L. Roberts, National Board of Osteopathic Medical Examiners; Erik Langenaau, National Board of Osteopathic Medical Examiners; John R. Boulet, Educational Commission for Foreign Medical Graduates; Tom Levitan, American Association of Colleges of Osteopathic Medicine

The Impact of Intelligence, Educative, and Reproductive Ability, on Objective Structured Clinical Exam (OSCE) Performance. Paul F. Wimmers, University of California - Los Angeles; Guido F. Schane, University of Texas - Houston Discussant: Andre E. De Champlain, National Board of Osteopathic Medical Examiners

20.023. Assessing Community College Student Success in Developmental Education. Division J - Postsecondary Education; Paper Session JW Marriott, Third Level, Orleans 12:00 pm to 1:30 pm Chair: Hugo Alberto Garcia, Claremont Graduate University Participants: A Report on Interventions in Developmental Mathematics Courses for Underprepared Hispanic Students in Higher Education. Olga M. Ramirez, University of Texas - Pan American; Xiaohui Wang, University of Texas - Pan American; Karen M. Watt, University of Texas - Pan American Reading and Writing Intervention for College Developmental Education Students. Dolores Perin, Teachers College, Columbia University; Rachel Julia Hare, Teachers College, Columbia University Summation Strategies for College Developmental Readers. Bettina Murray, John Jay College of Criminal Justice - CUNY The Role of Students’ Self-Efficacy in Developmental Mathematics Across Ethnicity. Linda Reichwein Zientek, Sam Houston State University; Carlton Jung Fong, University of Texas - Austin; Zeynep Ebru Yektiner; Julie M. Phelps, Valencia College Learning Commons Services Assessment: A Qualitative Inquiry Into Students’ Views of Library Services at a Community College. Brenda S. Cole, South Texas College; Monica J. Alanz, South Texas College & University of Texas - San Antonio; Fernando Chapa, South Texas College

Discussant: Victor Saenz, University of Texas - Austin

20.024. International Approaches to Higher Education Policy and Finance. Division J - Postsecondary Education; Paper Session JW Marriott, Third Level, Orleans 12:00 pm to 1:30 pm Chair: Jorge Enrique Delgado, University of Pittsburgh Participants: Cost-Sharing at Community Colleges in the United States and South Africa. Jenna Cullinan, The University of Texas at Austin International Conceptualizations of Tuition Fees. Deanna L. Rexo, Simon Fraser University; Michelle Johanna Nilson, Simon Fraser University Private Postsecondary Education Above the 49th Parallel: A Pan-Canadian
Comparative Case Study. Michelle E. Pidgeon, Simon Fraser University; Michelle Johanna Nilson, Simon Fraser University. The Impact of Undergraduate Enrollment Expansion: Issues Emerged From a Case Study on a Key University in China. Jingming Zhang, Arizona State University. Discussant: Gabriela Judith Silvestre, Saint Cloud State University.


20.027. Assessing the Academic Achievement of English Language Learners: Policy Lessons From California, Arizona, and Utah. Division L - Educational Policy and Politics; Symposium. Sheraton, Fifth Level, Grand Couteau. 12:00 pm to 1:30 pm. Chair: Ok-Choon Park, U.S. Department of Education. Participants: Assessing English Learner Achievement: Pass-Fail Status on Arizona’s Language and Content Tests Over 2 Years. Eric Haas, WestEd. Accommodations for English Learner Students: The Effect of Linguistic Modification of Math Test Item Sets. Edynn Sato, WestEd; Stanley N. Rabinovitz, WestEd; Carole J. Gallagher, WestEd; Chun-Wei (Kevin) Huang, WestEd. Progress of English Learners on the California English Language Development Test (CELDT), California’s English Proficiency Exam. Robert T. Linquanti, WestEd; Eric W. Crane, WestEd. English Learner Performance Patterns on the Utah Academic Language Proficiency Assessment (UALPA) and the Utah Performance Assessment System for Students (U-PASS), Utah’s Language Proficiency and Academic Content Tests. Eric W. Crane, WestEd; Vanessa Barrat, WestEd. Discussant: Jamal Abedi, University of California - Davis.


SIG Sessions


20.030. Teacher Management and Teacher Care: Examining Both Dimensions in Classroom Settings. SIG: Classroom Management; Symposium. Sheraton, Second Level, Rhythms Ballroom I. 12:00 pm to 2:00 pm. Chair: Joan M.T. Walker, Pace University. Participants: Exploring the Nature of Teacher Warmth and Demand in Early Teacher-Child Relationships. Heather A. Davis, North Carolina State University; Megan Gableman, North Carolina State University; Rickieh Wigfield, North Carolina State University.
Convergence and Divergence Between Students’ and Teachers’ Perceptions of Control and Care in Classroom Settings. Mieke Brekelmans, Utrecht University; Perry den Brok, Eindhoven University of Technology; Tim Mainhard, Utrecht University; Theo Wubben, Utrecht University.

Classroom Emotional Climate and Student Conduct. Marc A. Brackett, Yale University; Susan E. Rivers, Yale University; Maria Regina Reyes, Yale University; Peter Salovey, Yale University.


The Longitudinal Impact of a Universal School-Based Social-Emotional and Literacy Intervention on Teachers’ Affective Experiences and Classroom Practices. Joshua L. Brown, Fordham University; Stephanie Margaret Jones, Harvard University; Catalina Torrente, New York University; Lawrence Aber, New York University.

Discussant: Andrew J. Martin, The University of Sydney

20.031. Disrupting Colonizing Curricular Practices: Culture, Place, Politics, and Pedagogy. SIG-Critical Issues in Curriculum and Cultural Studies Cosponsored by Division B - Curriculum Studies; Paper Session Astor Crowne Plaza, Second Level Mezzanine, Iberville 12:00 pm to 2:00 pm

Chair: Jake Burdick, Arizona State University

Participants:

Bootleggers and Curricular Contrabandistas: A Border Educorrido. Laura M. Jewett, University of Texas - Brownsville


Museum in a Book: Teaching Culture Through Decolonizing, Arts-Based Methodologies. Sharon Chappell, California State University - Fullerton

The Preparation of Subjectivity for Globality: Curriculum, Cultural History, and the Map. Bernadette M. Baker, University of Wisconsin

“A Perverse Kind of Sense”: Urban Spaces, Ghetto Places, and the Discourse of School Shootings. Abraham Paul Deleon, University of Texas - San Antonio

La Lengua que Resiste: Language as a Source of Wealth and Resistance. Karla Cristina Perez, University of California - Los Angeles

Discussant: Nina Asher, Louisiana State University

20.032. Creative, Humanely Restorative Community Building Through Holistic Education. SIG-Holistic Education; Paper Session JW Marriott, Third Level, Ile de France I 12:00 pm to 2:00 pm

Chair: Bruce J. Novak, Truman College

Participants:

Nga Toi Māori Arts Education: The Interrelatedness of Understanding, Doing, and Being in Teacher Professional Development. Rawiri H Hidele, Victoria University of Wellington, New Zealand

Holistic/Restorative Learning Through Copoiesis. Barbara A. Bickel, Southern Illinois University - Carbondale; Medwyn McConachy, Independent Scholar

Making a Difference by Embracing Cooperative Learning Practices in an Alternate Setting: Inciting the Social Imagination. Michael Dominic Dyson, Monash University; Margaret M. Plunkett, Monash University; Ben Dyson, University of Auckland

Cooperative Learning + Multiple Intelligences = Educating the Whole Child for the 21st Century. Michelle L. Tichy, University of Northern Iowa; Michael Skilvington, University of Wisconsin - Oshkosh

A Theoretical Framework for Clarifying Teaching With a Spiritual Perspective and a Holistic Philosophy. Robert H. London, California State University - San Bernardino

Constructive Postmodernism, Spirituality, and Education. Brett G. Grant, University of Illinois - Urbana-Champaign

Discussant: Dan W. Rea, Georgia Southern University

20.033. Promoting Transformative Educational Leadership Through a Critical Analysis of the Obama Administration’s Educational Agenda. SIG-Leadership for Social Justice; Symposium Sheraton, Second Level, Rhythms Ballroom III 12:00 pm to 2:00 pm

Chair: Bradley J. Porfiro, Lewis University

Participants:

“You’re a Whole New Generation”: Barack Obama, Youth Culture, and the Hermeneutics of Refusal. Kip Kline, Lewis University

It Was There All Along: The Obama Administration and the Persistence of Neoliberal Education Policy. Rebecca A. Goldstein, Montclair State University; Alexandra Perry, Montclair State University; Nataly Chesky, Montclair State University

Whose Schools Are These Anyway? American Dream or Nightmare? Countering the Corporate Takeover of Schools in California. Roberta Abigail, San José State University

On the Origin of Performance Pay and Obama’s “Blueprint” for Education. Mark J. Garrison, D’Youville College

Creating Community Engagement: A Plan for a Different Accountability in the Post-No-Child-Left-Behind Era. Paul G. Theobald, Buffalo State College - SUNY; Amanda J. Wagle, Empire State College - SUNY

Discussants: Paul R. Carr, Lakehead University; Heather Hickman, Lewis University

20.034. Building Understanding in Contextually Responsive Peace Education. SIG-Peace Education; Paper Session Sheraton, Fourth Level, Gallier 12:00 pm to 1:30 pm

Chair: Edyth J. Wheeler, Towson University

Participants:

What Does Peace Mean? Kindergarteners Share Ideas. Cynthia S. Sunal, The University of Alabama; Lynn A. Kelley, University of West Alabama; Dennis W. Sunal, The University of Alabama

Pieces for Peace: Using Improvment to Build Musical and Cross-Cultural Understanding. Michael Downtown, Indiana University; Kylie A. Poppler, Indiana University - Bloomington

Uganda’s Road to Peace: Using Video Games to Teach Complex Values. Sasa A. Barab, Indiana University; Patrick K. Petijohn, Indiana University; Asmalina Saleh, Indiana University - Bloomington; Brenden Sewell, Indiana University; Matthew Haselton, Indiana University

Creating a Hopeful Future Through Community-Based Peace-Building in Burundi and Sierra Leone. Elealie Ndira-Ouedraogo, George Mason University; Patricia A. Maulden, George Mason University

Discussant: Blythe F. Hintz, The College of New Jersey

20.035. Philosophizing Teacher Identity and Professional Community. SIG-Philosophical Studies in Education; Paper Session JW Marriott, Third Level, Ile de France III 12:00 pm to 1:30 pm

Chair: Donald Blumenfeld-Jones, Arizona State University

Participants:

Inviting Ethos: Challenging the Predictable to Imagine the Possible for Professional Community. Pamela J. Konkol, Concordia University

Maxine Greene and the Quest in Our Times: A Teacher Educator’s Reflections on Imaginative Praxis for Democratic Education. Jo Victoria Goodman, The Pennsylvania State University - Harrisburg

Philosophy to Practice: The Value of Arendtian Ideas in the Examination of Teacher Stories of Uncertainty. Carrie Ann Barnes Rogers, Western Carolina University

Discussant: Kathryn A. Hytten, Southern Illinois University

20.036. Ethics, Reflexivity, and Subjectivity in Qualitative Inquiry. SIG-Qualitative Research Cosponsored by Division D - Measurement and Research Methodology; Paper Session Astor Crowne Plaza, Second Level, Astor Ballroom II 12:00 pm to 1:30 pm

Chair: Jennifer R. Wolgemuth, Charles Darwin University

Participants:

Exploring Power in Written Texts Through Multiple Analytic Texts. Corrine M. Wikens, Northern Illinois University

Feminist Relational Materialism and Diffractive Methodology: Re-Envisioning
20.037. Diagram, Gesture, and Agency: Theorizing Embodiment in the Mathematics Classroom. SIG-Research in Mathematics Education; Symposium
New Orleans Marriott, Second Level, La Galerie 6
12:00 pm to 1:30 pm
Chair: Elizabeth De Freitas, Adelphi University

Participants:
Where Diagrams and Gestures Intersect: Mathematical Agency and the Virtual. Elizabeth De Freitas, Adelphi University; Nathalie Sinclair, Simon Fraser University
Multimodality and Mathematics. Kay O’Halloran, National University of Singapore
Dawning of Signs, Emergence of (Symbolic) Gestures: Contributions to Mathematics Education Research From Nonintentional Phenomenology. Wolff-Michael Roth, University of Victoria
Performing Mathematics in the Classroom. Brian Rotman, The Ohio State University

Discussant: Nathalie Sinclair, Simon Fraser University

20.038. The Role of Imagination in the Multiliteracies of the 21st Century. SIG-Research in Reading and Literacy; Symposium
Doubletree, Second Level, Nottoway
12:00 pm to 1:30 pm
Chair: Rosalind Horowitz, University of Texas - San Antonio

Participants:
The Role of Imagination in the Multiliteracies of the 21st Century. Nancy-J. Nelson, University of North Texas; Rosalind Horowitz, University of Texas - San Antonio; Kieran Egan, Simon Fraser University; Gadi Alexander, Ben-Gurion University of the Negev
Lamps, Mirrors, and the Imagination: Relevance to Literacy Research? Nancy-J. Nelson, University of North Texas
How Speech Propels and Informs the Imagination of the Literate Mind. Rosalind Horowitz, University of Texas - San Antonio
Using Students’ Imaginative Toolkits in Learning. Kieran Egan, Simon Fraser University
How Can Educators and Literacy Experts Harness the Imagination to Meet the Challenge of Multiliterate Environments? Gadi Alexander, Ben-Gurion University of the Negev

Discussant: Kieran Egan, Simon Fraser University

20.039. Identifying School Turnaround and Leading the Process Through Principal Leadership, External Support, and Redesign. SIG-School Turnaround and Reform; Paper Session
Sheraton, Fourth Level, Southdown
12:00 pm to 2:00 pm
Chair: Joseph Radding, California Department of Education

Participants:
A Statistical Approach to Identifying Schools Demonstrating Substantial Improvement in Student Learning. Coby Meyers, American Institutes for Research; Chris A. Condon, Learning Point Associates; James J. Lindsay, Learning Point Associates; Thinmei Wan, Learning Point Associates
Leadership Practices and Processes in Turnaround Schools. Kathleen M. Hickey, Governors State University
Supporting School Turnaround: How School Stakeholders Engage With External Support Providers. Kerstin A. Carlson Le Floc’h, American Institutes for Research; Andrea Boyle, American Institutes for Research; Susan Bowles
Therriault, American Institutes for Research; Molly Beth Ahend, American Institutes for Research
Keeping Students in School: Impact of a High School Reform Model on Students’ Enrollment and Progression in School. Julie A. Edmunds, University of North Carolina - Greensboro; Larry Bernstein, RTI International; Faith Unlu, Abt Associates Inc.; Elizabeth J. Glennie, RTI International; Nina Arshavsky, University of North Carolina - Greensboro

Discussant: John Christopher Fischetti, University of North Carolina - Wilmington

20.040. Findings From Analyses of Large-Scale Datasets and Their Implications for Special Education Policy and Practice. SIG-Special Education Research; Paper Session
Sheraton, Fourth Level, Oakley
12:00 pm to 2:00 pm
Chair: William J. Calderhead, University of Kentucky

Participants:
Predictors of Dropout Among Students With Disabilities in the National Longitudinal and Transitional Study 2 (NLTS2). Mark S. Zablocki, University of Maryland
The Achievement Gap for Lower and Upper Grades: “Mind the Gap” for Students With Disabilities. Robini Sen, University of Connecticut; Mary E. Yakimowksi, University of Connecticut; Michael N. Faggella-Luby, University of Connecticut; Michael P. Alfano, University of Connecticut
A Propensity Score Matching Analysis of the Effects of Inclusive Special Education Services. John M. Weathers, University of Colorado - Colorado Springs; Hsin-Yuan Hsu, National Taiwan Normal University; Nianbo Dong, Vanderbilt University; Sandra S. Moogher, University of Colorado
Improving Academic, Social, and Behavior Outcomes in Students With Emotional Disturbances Through the Enhancement of Self-Confidence. Xin Wei, SRI International
An Analysis of the Effect of Performance Pay for Teachers on Special Education Student Group Achievement in Mathematics and Reading. Suhoon Hong, University of Minnesota; Ji Hoon Ryoo, University of Nebraska; William M. Bart, University of Minnesota
Does Subgroup Policy in No Child Left Behind Improve Achievement of Students With Disabilities? A Regression Discontinuity Design. Xin Wei, SRI International

Division and SIG Roundtables

20.041. Roundtable Session 1; Roundtable Session

20.041-1. The Education Impact of International Study. SIG-International Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
12:00 pm to 1:30 pm
Chair: Brooks A. Rosenquist, Vanderbilt University

Participants:
Bringing the World to U.S. Classrooms: The Impact of an International Teacher Exchange Program. Susan G. Covalle-Hall, The University of Akron; Sandra Spickard, The University of Akron; Maria Adamowicz-Harasz, The University of Akron; Susan A. Wunder, University of Nebraska - Lincoln; Aleidine J. Mueller, University of Nebraska - Lincoln; Slava Sidorchina, The University of Akron
Cross-Border Higher Education Program: Similar Rhetoric and Different Perceptions. Yiyan Jie, University of Minnesota
Developing Preservice Teachers’ Cultural Sensibility Through Study Abroad Experiences. E. David Wong, Michigan State University; Robin Harris, Michigan State University
“Early Study Abroad” Korean Youth in a University Town of U.S. Midwest. Sohyun An, Augustana College
The Impact of International Internships on Preservice Teacher Personal and Professional Development. Kari Knutson Miller, California State University - Fullerton; Amber Michelle Gonzalez, University of California - Santa Barbara
20.041-2. Challenging the Norm: Curriculum, Teacher Resistance, and Special Education. SIG-Critical Educators for Social Justice; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
12:00 pm to 1:30 pm
Chair:
Sonia Jessie Alemama-Nimoh, Gustavus Adolphus College
Participants:
Social Justice and Diversity in Connecticut Public Schools. Ellen M. Retelle, Central Connecticut State University
The Missing Modes of Language Arts: Using Critical Literacy to Enact a Comprehensive English Language Arts (ELA) Program. Delane Ann Bender-Slack, Xavier University; Teresa Yoang, Xavier University
“I Feel Like a Second-Class Citizen”: A Case Study of School Choice, School Culture, and Social Justice. Darren E. Land, University of Calgary; David A. Ball, Calgary Board of Education

20.041-3. Teachers Use of Classroom Assessment. SIG-Classroom Assessment;
Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
12:00 pm to 1:30 pm
Chair:
Jeffrey S. Beaudry, University of Southern Maine
Participants:
“Flying Blind”: An Exploration of Beginning Science Teachers’ Encroachment of Formative Assessment Practices. Erin Marie Furtak, University of Colorado - Boulder; Deborah Morrison, University of Colorado
Formative Assessment in the Elementary Classroom and Its Impact on Higher-Order Thinking. Beverly Ann Fitzpatrick, Memorial University, Newfoundland; Henry W. Schulz, Memorial University, Newfoundland
Structured Teaching and Formative Assessment to Develop Critical Thinking in Elementary School Students. Henry W. Schulz, Memorial University, Newfoundland; Beverly Ann Fitzpatrick, Memorial University, Newfoundland
Teachers’ Instructional Use of Student Assessment Data. Nancy R. Hoover, Virginia Commonwealth University; Lisa M. Abrams, Virginia Commonwealth University

20.041-4. Cross-Cultural Education Studies of Learning, No-Self, and Ethics. SIG-Confucianism, Taoism, and Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
12:00 pm to 1:30 pm
Chair:
Tianlong Yu, Southern Illinois University - Edwardsville
Participants:
Lévinas, No-Self, and Education. Guoping Zhao, Oklahoma State University
U.S. and Chinese Teachers’ Conceptions of Learning Process: An Analysis From Confucianism, Individualism, and Behaviorism. Lingyi Meng, The Pennsylvania State University; David Kirshner, Louisiana State University
The Dualism of “Superior Man” Versus “ Inferior Man” in Confucian Ethics. Tianlong Yu, Southern Illinois University - Edwardsville; Hongbo Yu, Shandong Normal University
Understanding Confucius’ Perspective on Book Learning: An Analysis of the Analects. Lijing Tao, College of Staten Island - CUNY; Gawo Qin, Lehman College - CUNY; Weihe Xu, Huzhou Normal University, China

20.041-5. Democratic Citizenship in Education Paper Discussion Session. SIG-
Democratic Citizenship in Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
12:00 pm to 1:30 pm
Chair:
James M. Mitchell, California State University - East Bay
Participants:
Capabilities and Special Education Policy: Promoting Full Citizenship for Students With Disabilities. Michael Wilson, Teachers College, Columbia University; Katherine Gordon, Teachers College, Columbia University
Citizens After Crisis: How Two College Students’ Memories of 9/11 Shaped Their Notions of Citizenship. Elizabeth Almond Bellows, University of Texas
Citizenship in the History Classroom: Canadian and U.S. Teachers’ Perspectives on the “Good Citizen.” Lisa Y. Faden, University of Western Ontario
Teacher Education, Hope, and Responsibility in South Africa: The Case of Stellenbosch University. Yusuf Waghi, Stellenbosch University; Adel Engelbrecht, Stellenbosch University
Toward Democracy: Teaching Democracy in the Context of Nondemocracy. Min Yu, University of Wisconsin - Madison; Christopher B. Crowley, University of Wisconsin - Madison

20.041-6. The Construction of Racial/Ethnic Disproportionality in Special Education. SIG-Disability Studies in Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
12:00 pm to 1:30 pm
Chair:
Pedro A. Noguera, New York University
Participants:
Legacies of Dress and Race: Containing Difference and Creating Norms. Beth A. Ferri, Syracuse University; David J. Connor, Hunter College - CUNY
Special Education and the State: Using Formal Legal Compliance to Address Disproportionality. Catherine Voight-Squires, New York University
How Systems Construct Ability and Create Disproportionality. Elizabeth Kelleski, Arizona State University

20.041-7. Young Adults and Disability: Reports From the Real World. SIG-
Disability Studies in Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
12:00 pm to 1:30 pm
Chair:
Christine Elaine Ashby, Syracuse University
Participants:
Ethics, Participatory Media, and People With Disabilities. Kathleen Caroline Sitter, University of Calgary
Hitting the Reset Button on Education: Student Reports From College. Maria C. Paezowsky, University of Massachusetts
New Kind of First-Generation College Student: Higher Education for Individuals Who Use Facilitated Communication. Christine Elaine Ashby, Syracuse University; Julie N. Caulton-Theoharis, Syracuse University

20.041-8. Pursuing Sustainable Change: How Community, Participatory Democracy, and Trust Define School Reform in Varying Contexts. SIG-
Educational Change; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
12:00 pm to 1:30 pm
Chair:
Jan Robertson, Independent Scholar
Participants:
Tools and Social Arrangements for Sustainable Curricular Change in Diverse Settings. Allison Skerrett, University of Texas - Austin
Between Participatory-Collectivist Change and Bureaucracy. Paul Chung, Boston College
Latino Family Involvement and Participatory Democracy During the College Predisposition Phase. Michelle A. Reisch, Boston College
The Impact of Educational Change on Conventional High Schooling. Kristin L. Kew, New Mexico State University

Sheraton, Fifth Level, Grand Ballroom A
12:00 pm to 1:30 pm
Chair:
Emma H. Fuentes, University of San Francisco
Participants:
Preparing for Post-Independence Development in South Sudan. Tarenejot Kaur Kang, University of Illinois - Urbana-Champaign
Risk and Resilience in the Peruvian Amazon: Women, Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome (HIV/AIDS), and Gender Relations. Yasmin Lalani, OISE/University of Toronto
The Black Entertainment Television (BET) Connection: Global Hegemony as Experienced in the Life Histories of Krio Youth in Belize City. Calvin Centae Richards, Arizona State University
Extending Discourse on Social Justice Through the Lens of Human Rights Education Praxis. Andrea McEvoy Spero, University of San Francisco; Jessie Blandell, University of San Francisco; Paige Hersey, Michelle Teey, University of San Francisco
20.041.10. Liberating Civic Education Curriculum in International/Transnational/Counternational Contexts. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
12:00 pm to 1:30 pm
Chair: Rowena Xiaoqing He, Harvard University
Participants:
- Using Geospatial Technology to Enhance Elementary Students’ Global Citizenship. Eui-Kyung Shin, Northern Illinois University
- Empowerment or Disempowerment: Civic Education in China and the United States Under Discourses of Globalization. Steven Paul Camcian, Utah State University
- Producing the Global Citizen: Controversialism in Multicultural Education and Neo-Nationalism in Korea’s Curriculum Reform. Ji-Hye Kim, University of Wisconsin - Madison

20.041-11. Thinking in, About, and Through Science. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
12:00 pm to 1:30 pm
Chair: Kathryn Michele Kasper, University of Iowa
Participants:
- A Scientific Approach to the Incorporation of Body-Mind Practices in Western Education. Oren Ergas, The Hebrew University of Jerusalem
- An Historical Examination of Philosophical Conceptions of the Nature of Science: Implications for Science Teaching. Deidre B. Sessions, California State University - Sacramento
- Modes of Enunciation in Science Classrooms: Visible Inscription and Conceptual Understanding in a Photosynthesis Curriculum. Brett W. Merritt, Michigan State University; Lynn Fendler, Michigan State University

20.041-12. Moral Development and Education SIG, Roundtable Session 1. SIG-Moral Development and Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
12:00 pm to 1:30 pm
Chair: Mariam Orkodashvi, Vanderbilt University
Participants:
- Exploring the Judgment-Action Gap: College Students and Academic Dishonesty. Lori J. Odafson, University of Nevada - Las Vegas
- Measuring College Students’ Perceptions and Attitudes Toward Anti-Plagiarism Tools and Their Behaviors, Beliefs, and Moral Judgment Regarding Plagiarism. Aaron Kim, Florida State University; Jean-Marc Wise, Florida State University
- Ethical Complexities in the Virtual World: Teacher Perspectives of Information and Communication Technologies-Based Dilemmas. Shawn Lennie, OISE/University of Toronto

20.041-13. Adult Roles in Early Childhood Education. SIG-Early Education and Child Development; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
12:00 pm to 1:30 pm
Chair: Ida Rose Flores, Arizona State University
Participants:
- Collaboration and Pedagogical Documentation: Implications for Contemporary Teacher Learning and Development in Early Childhood Education. Alice C.Y. Wong, OISE/University of Toronto
- Exploring the Connections Between Early Childhood Teacher Job Stress and Social Supports Using Eco-Maps. Ashley Diane Romero, Louisiana State University; Jennifer Jo Baumgartner, Louisiana State University - Baton Rouge
- Preschool Teacher’s Language Use During Dramatic Play. Sohyun Han, University of Delaware; Carol Yudich, University of Delaware; Myae Han, University of Delaware; Martha J. Buell, University of Delaware

Sheraton, Fifth Level, Grand Ballroom A
12:00 pm to 1:30 pm
Chair: Marilyn Stains, University of Massachusetts - Boston
Participants:
- Cognitive Constraints Imposed on Mental Models of Diffusion: A Cross-Sectional Study. Marilyn Stains, University of Massachusetts - Boston; Hannah Sevian, National Science Foundation
- Enhancing Metacognition Related to Chemistry Learning: Students’ Conscious Triangulation of Macroscopic, Molecular, and Symbolic Representations. Gregory P. Thomas, University of Alberta; David Anderson, The University of British Columbia
- Impact on Learning Using a Representational Approach to Teaching Quantum Physics. Bruce G. Waldrup, Monash University

20.041-15. Teachers’ Perceptions of Their Professional Development. SIG-Lives of Teachers; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
12:00 pm to 1:30 pm
Chair: Ronald Beebe, University of Houston - Downtown
Participants:
- Professional Development Practices at the Mission Hill School. Matthew David Knoester, University of Evansville
- Supervising a Student Teacher: The Impact on the Cooperating Teacher’s Professional Development. Jo-Anne Mecca, New Jersey City University; Muriel K. Rand, New Jersey City University

20.041-16. Roundtable: Learning Progressions and Learning Trajectories. Division C - Learning and Instruction; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
12:00 pm to 1:30 pm
Chair: William R. Penuel, SRI International
Participants:
- Diagnostic Assessment for Learning Trajectories: Directions, Challenges, Redirections, and Opportunities. William R. Penuel, SRI International; Jere Confrey, North Carolina State University; Alan Maloney, North Carolina State University; Andre A. Rupp, University of Maryland
- Learning Trajectories as Instructional Guides. P. Holt Wilson, University of North Carolina - Greensboro

20.042. Roundtable Session 2; Roundtable Session

20.042-1. Theorizing Self-Study. SIG-Self-Study of Teacher Education Practices; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom B
12:00 pm to 1:30 pm
Chair: Martha A. Allexsaht-Snider, University of Georgia
Participants:
- On the Necessity for Social Imagination: A Self-Study Reveals Why It is Essential. Mary P. Manke, University of Wisconsin - River Falls
- Pedagogical Inquiry: Beginning, Continuing, and Recreating With the Deep Fires. Hafdis Gudjonsdottir, University of Iceland; Mary C. Dolman, Victoria University, Australia
- The Self of Self-Study. Shlomo Back, Kaye College of Education

20.042-2. Civic and Citizenship Education in Three Political-Geographic Regions. SIG-Research in Social Studies Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom B
12:00 pm to 1:30 pm
20.042-3. Issues Associated With Technology in Teaching and Learning. SIG-Technology as an Agent of Change in Teaching and Learning; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom B
12:00 pm to 1:30 pm

Chair: Christine M. Greenhow, University of Maryland - College Park
Participants:
Degree of Digital Equity in Schools by Race and Socioeconomic Characteristics. Gloria Gonzales Dholakia, University of Texas - Austin; Joan E. Hughes, University of Texas - Austin; Michelle Faliks Read, University of Texas - Austin
Three-Year Analysis of Teacher Digital Literacies in a Networked Teaching and Learning Environment. Pamela L. Whitehouse, West Virginia University; Rachael Lynn Horst, West Virginia University
Teaching, Learning, and Being in Online Environments: Through the Lens of Self-Regulation. Kelly F. Glassett, Southern Illinois University
1st-Century Learning Skills Used in an Elementary Mathematics Specialist Training Program. Beth Ros, Texas State University - San Marcos

20.042-4. Portfolios and Reflection as Tools of Professional Growth and Development for In-Service Teachers. SIG-Portfolios and Reflection in Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom B
12:00 pm to 1:30 pm

Chair: Barbara Rae Peterson, Austin Peay State University
Participants:
A Case Study Examining the Impact of an E-Folio Implementation on High School Teachers. Clare Ryan Kilbane, Otterbein College; Natalie B. Milman, The George Washington University; Sandra Paxton, eTech Ohio
Understanding Advanced Professional Development of Early Career and Experienced Teachers Through Program Portfolios. Rebecca K. Fox, George Mason University; Charles Stephen White, George Mason University; Leah Schoenberg Maccio, George Mason University; Jie Tian, George Mason University
Using E-Portfolio as a Portrait of Growth Through Inquiry in an In-Service Chemistry Education Program. Wesley Pitts, Lehman College - CUNY; Rachel Baggirello, Drexel University
Using the Critical Incident Technique to Frame Teacher Reflection: A Promising Approach to Foster Resilience. Mylene Leroux, University of Quebec, Outaouais; Manon Theoret, University of Montreal
Breaking Boundaries: Innovative Steps to Pedagogical Approaches at the Cutting Edge of Learning, Teaching, and Assessment: Developing Economies to Sustain Teacher Employability. John Connell, Lehigh Metropolitan University

Division C - Learning and Instruction; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom B
12:00 pm to 1:30 pm

Chair: Kristie Jones Newton, Temple University
Participants:
Mathematics Across Cultures: Teacher-Facilitated Horizontal Discourse in Chinese and U.S. Mathematics Lessons. Shuai Wang, University of Illinois - Urbana-Champaign; Leigh Ann Mingle, University of Illinois; Marc O. McConney, University of Illinois - Urbana-Champaign; Michelle Perry, University of Illinois
Mechanisms of Effective Implementation of Classroom Connectivity in Algebra I Classrooms. Stephen J. Pape, University of Florida; Karen E. Irving, The Ohio State University; Sharilyn K. Owens, Appalachian State University; Melissa D. Shirley, University of Louisville; Clare Valerie Bell, University of Missouri - Kansas City; Jonathan David Bostic, University of Florida; Soon C. Lee, The Ohio State University; Douglas Owens, The Ohio State University
Reflections and Perceptions: Preservice Mathematics Teachers' Experiences With Problem Posing and Problem Solving. Kristie Jones Newton, Temple University; Angela Shilton, Temple University
Supporting Students' Conceptual Learning Through Mathematical Discussions and Individual Assistance. Christine U. Faust, University of Zürich; Kurt Reusser, University of Zürich; Sandra Biaggli, University of Zürich
Sheraton, Fifth Level, Grand Ballroom D
12:00 pm to 1:30 pm
Chair: Django Paris, Arizona State University
Participants:
Culturally Competent Research With Children: Implications for the Public Good. Mary M. Chitoorcan, Saint Louis University
Decolonizing Scholarship in Reservation Border Towns Through Community-Centered Participatory Research. Christine Rogers, Montana State University
Exposing the Explanatory Possibilities of Critical Race Theory (CRT) and Latino Critical Race Theory (LatCrit) as Theoretical Frameworks in Latina/o Educational Research. Isaura Betzabe Pulido, Illinois State University
Research as Praxis in English as a Second Language (ESL) Teacher Education. Elizabeth Anne Robinson, University of Massachusetts - Amherst

Sheraton, Fifth Level, Grand Ballroom D
12:00 pm to 1:30 pm
Chair: Ariana Mangual Figueroa, Rutgers University
Participants:
A Road Not Taken With School Desegregation. George W. Noblit, University of North Carolina
Education for Inequality: An Imminent Critique of School Choice. Jake Cornett, The University of Kansas
The Dynamics of Metropolitan School District Segregation and Fragmentation: A Longitudinal Time-Lag Analysis. Kori James Stroub, University of Texas - Austin; Meredith Paige Richards, University of Texas - Austin
The (Dis)Inclusion of Latinos From Spanish Programs in Utah’s Dual Immersion Boom. Garrett Delavan, University of Utah; Juan Andres Freire, University of Utah; Veronica E. Valdez, University of Utah

Sheraton, Fifth Level, Grand Ballroom D
12:00 pm to 1:30 pm
Chair: Ning Rui, Research for Better Schools
Participants:
Sisyphus’s Boulder: The Shifting Politics and Professional Culture of an Urban School District. Camila Royal, Temple University
Wedge: Chinese American Political Activism and the Desegregation of San Francisco Schools, 1987-1999. Rand Quinn, Stanford University
When Opposites Attract: Unions, Universities, and Urban School Districts Collaborating to Create Comprehensive School Reform Policy. Larisa Warhol, Arizona State University; Ansys P. Mayer, University of Connecticut; Casey D. Cobb, University of Connecticut, Morgan L. Donaldson, University of Connecticut; Jason G. Irizarry, University of Connecticut

20.043-5. Identity and Ethnicity/Race: An Examination of Experiences and Reflections. Division G - Social Context of Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:00 pm to 1:30 pm
Chair: Rwanda Garth McCallough, Loyola University Chicago
Participants:
In Their Own Words: School Experiences and Social Relationships of Urban Youth. Desiree Vega, The Ohio State University; James L. Moore, The Ohio State University

Sheraton, Fifth Level, Grand Ballroom D
12:00 pm to 1:30 pm
Chair: Floyd Cobb, University of Denver
Participants:
Contending With Legacy: Stereotype Threat, Racial Identity, and School Culture. Aisha Nomi Toney, California Charter Schools Association
The Other Half Hasn’t Been Told: Special Educators, African American Males, and Their Success in Special Education. Brian L. Wright, TERC, Inc.; Felicity A. Crawford, Wheelock College
Examining Successful Advanced Placement English Teachers of High-Achieving African American Males in Low-Income Urban Areas. Stanley Johnson, Jr., University of California - Los Angeles

Sheraton, Fifth Level, Grand Ballroom D
12:00 pm to 1:30 pm
Chair: Samantha Paredes Scribner, Indiana University - Indianapolis
Participants:
Acculturative Stress and Coping of High-Achieving Koreans in the United States. Diane Sooyoung Lee, Stanford University; Amado M. Padilla, Stanford University
Supporting Immigrant Adolescent Students’ Success: Power of Teachers. Jennifer Scaturo Watkinson, Loyola University Maryland; Afra Ahmed Hersi, Loyola University Maryland
Fragmented Lives and Social Integration: Refugee High School Students’ Struggle for Acceptance. Franco Zengaro, University of West Florida; Mohamed Ali, Middle Tennessee State University; Salfy Zengaro, The University of Alabama
Spoken Word Poetry, Cultural Hybridity, and Pedagogy: Educational Insights From a Hmong Immigrant Emcee. Bic H. Ngo, University of Minnesota

Sheraton, Fifth Level, Grand Ballroom D
12:00 pm to 1:30 pm
Chair: Tambra O. Jackson, University of South Carolina
Participants:
Children of Promise: Immigrant Haitian Parents’ Aspirations for their Children. Marguerite Mahotiere, University of Miami; Nenohana Cone, Northern Kentucky University; Odhwee Lee, University of Miami
Coethnic Networks as Sources of Educational Social Capital for Korean Immigrant Parents. Wonsoon Park, University of Texas - Austin; Tara Leigh Sands, University of Rochester; Melissa Raucci, University of Rochester; Stephanie J. Waterman, University of Rochester
Strengthening Educational Opportunities for Latino English Language Learners: What Matters in School and Community Contexts. Betty Jane Alford, Stephen F Austin State University; Mary Catherine Nino, Stephen F Austin State University
Informal Learning Among Street Youth: Identity Positions, Alternate Pedagogies, New Literacies, and Public Life. Theresa Rogers, The University of British Columbia; Amanda Wager, The University of British Columbia; Sara Schrader, The University of British Columbia; Chelsey Hauge, The University of British Columbia
Sheraton, Fifth Level, Grand Ballroom D
12:00 pm to 1:30 pm
Chair: Erica K. Yamamura, Seattle University
Participants:
A Meta-Analysis: The Effects of Programs of Parental Involvement on Elementary Children's Achievement. William H. Jaynes, California State University - Long Beach
Parenting, Identity, and Education From Over There: Creating a Neighborhood School. Ashlea Hitchcock, Boys & Girls Clubs
Privilege, Voice, and Parent Diversity: Changes in a Southern New Immigration Community. Myriam Casimir, California State Polytechnic University, Pomona
“They Are Like a Bridge”: Low-Income Immigrant Parents Achieving Information, Access, and Advocacy. Nga-Wing Angela Wong, The University of Alaska - Fairbanks

20.043-10. Putting Inner City Students First: Emergent Findings and Future Possibilities. Division G - Social Context of Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:00 pm to 1:30 pm
Chair: Kathleen M. Gallagher, OISE/University of Toronto
Participants:
Performing Policy: Critical Multicultural Education in a Diverse Classroom. Dominique Riviere, OISE/University of Toronto
PLAY (Place, Activity, Youth) Geographies in the Model School. Caroline Ann Fiasco, University of Toronto

Sheraton, Fifth Level, Grand Ballroom D
12:00 pm to 1:30 pm
Chair: Jennifer Elizabeth Jefferson, University of Texas - Austin
Participants:
Arts as Integrated Inquiry: Constructing New Approaches to Curriculum. Elizabeth Hallmark, University of Rochester
From a Mouse to an Elephant: Perspectives of U.S. Policies in the Canadian Curriculum. Timothy G. Cashman, University of Texas - El Paso; Benjamin McDermott, University of Texas at El Paso
Participation as Relational Process: Unpacking Involvement in Social Action and Community Service. Jeffrey N. Jones, Western Michigan University; Joshua H. Bench, Western Michigan University; Bethany L. Warnau; Western Michigan University
Leveraging the Social Presence Model in Online Learning Environments. Aimee Whiteside, University of Minnesota - Twin Cities; Amy E. Garrett Dikkers, University of North Carolina - Wilmington
Nested Contexts That Shape Assessment for Learning: School-Based Professional Learning Community and Classroom Culture. Menacha Birenbaum, Tel Aviv University; Helena Kimron, Tel Aviv University

20.043-12. Telling Our Stories: Race, Gender, Ethnicity, and Identity in Education. Division G - Social Context of Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:00 pm to 1:30 pm
Chair: Heather J. Bruce, Whittier College
Participants:
Undergraduate Students' Participation in Oral History Study. Arda J. Mekonnen, University of California - Los Angeles; Doris Kathy Mekonnen, University of California - Los Angeles
Gendered Mobilities: Exploring Rural Girls' Contradictory Narratives of Future Success. Kate Cairns, OISE/University of Toronto
Her Story/Our Stories: Sustaining Purposeful Teachers. Della R. Leavitt, University of Illinois - Chicago; Erin N. Washington, Chicago Public Schools

20.043-13. The (Mis)Education of English Language Learners and Immigrant Youth: Theoretical, Pedagogical, and Curricular Interventions. Division G - Social Context of Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:00 pm to 1:30 pm
Chair: Roland Sintos Coloma, OISE/University of Toronto
Participants:
Negotiating Domination and Resistance: English Language Learners and Foucault’s Care of the Self in English-Only Educational Contexts. Jennifer M. Bondy, Miami University
Performing Resistance: Reinterpreting the School Rituals of Immigrant Students. Lauren B. Isaac, Miami University
Teachers’ Concern for Students in Immigrant Families. Anthony A. Peguero, Miami University
Reimagining Teacher Preparation: Teaching English Language Learners Is Every Teacher’s Job. Amy Fisher Young, Miami University

Division and SIG Posters

20.044. Narrative Research SIG: Teacher Education Structured Poster Session; Poster Session

20.044-1. Narrative Research SIG: Teacher Education Structured Poster Session, SIG-Narrative Research; Poster Session
Sheraton, Fifth Level, Grand Ballroom D
12:00 pm to 1:30 pm
Chair: Simmee Chung, University of Alberta
Posters:
1. Student Teachers’ Experiences of Writing in the Spaces Between Becoming and Being a Teacher. James G. Deegan, Mary Immaculate College; Anne Bernadette O’Byrne, Mary Immaculate College
2. Reflections on “Perceptions of Beginning Teachers, Their Mentors, and Administrator Regarding Preservice Music Teacher Preparation”: Ten Years Later. Colleen M. Conway, University of Michigan

4. Tackling the Abstruse Nature of Reflection for Future Teachers of English Language Learners. Angela Lopez Pedrana, University of Houston - Downtown

5. Doris’s Story: Why We Need to Care About Older Struggling Readers Too. Denise L. McLurkin, City College of New York - CUNY

6. Two Stories About the Reform of Elementary Education in Brazilian Public Schools. Cristiano Cordélio Camargo, Federal University of Sao Carlos & Federal Institute of South Minas Gerais; Maria Da Graça N. Mezzamiti, Presbyterian University Mackenzie and Federal University of Sao Carlos; Maria Luiza Terra Podesta, Dalila Guli Elementary School

7. Embedding Narratives of Practice in Action Research: Provocaciones as Story. Cathy K. Zee, Lusell College, Carole E. Walker, Texas A&M University Commerce

Discussants:
M. Shaun Murphy, University of Saskatchewan
Janice Huber, University of Regina

20.045. Poster Session 1: Poster Session

20.045-1. Posters: Division J, Section 5. Division J - Postsecondary Education;
Poster Session Sheraton, Fifth Level, Grand Ballroom C 12:00 pm to 1:30 pm

Posters:
1. Building Green on Campus: Planning for Environmental Sustainability. Shannon M. Chance, Hampton University/Architecture

2. Cumulative Debt Levels Differences for Undergraduate Students as a Function of Familial or Credit Characteristics. Kristy Vienne, Sam Houston State University, John R. Slate, Sam Houston State University

3. Does Admission Translate Into Enrollment? A Medical School Case Study. Manuel S. Gonzalez Canche, The University of Arizona; Brendan Cantwell, University of Georgia; Jeffrey F. Milem, The University of Arizona

4. Impacts of the Economic Crisis on Post-Compulsory Education: Reviewing the International Evidence to Date. Bilal Barakat, Vienna Institute of Demography

5. Policy Implications of a Geographically Based Classification of America’s 266 Public Master’s Colleges and Universities. John Clinton Kinkead, Dalton State College; Stephen Katsinas, The University of Alabama

6. What Happens to State Student Aid Funding During Recessions and Why? William M. Zmota, University of Washington; Shannon Matson, University of Washington

7. Transfer Opportunities and Challenges: A Technical College’s Role in Vertical Transfer. Megan Michaelene Chase, University of Southern California; Loni Bordoloi Pazich, New York University

8. Diminishing Barriers to College Readiness in a Florida Region: An Exploratory Qualitative Study. Kimberly Sessions Brown, University of West Florida; David E. Hardy, The University of Alabama


20.045-2. Evaluating the Effectiveness of Technology Programs and Initiatives. Division HI - Research, Evaluation and Assessment in Schools; Poster Session Sheraton, Fifth Level, Grand Ballroom C 12:00 pm to 1:30 pm

Posters:
10. Evaluating the Effectiveness of the Time to Know Program. Brianna M. Scott, Rockman et al; Saul Rockman, Rockman et al; Colleen Kausinen, University of Michigan; Kristin M. Bass, Rockman et al

11. Effects of Technology Integration in K-12: Evaluating Longitudinal Outcomes for Students and Teachers. Megan Townsend, North Carolina State University; Melinda J. Mollette, North Carolina State University; Amy Overbay, North Carolina State University

12. Assessing the Impact of Professional Development to Support Content Area Teachers’ Knowledge and Instructional Needs in Reading. Vicky I. Zygouris-Coe, University of Central Florida; Bonnie Swan, University of Central Florida

13. Measuring the Effectiveness of a One-to-One Laptop Initiative in a Rural School District. Judy L. Lambert, University of Toledo; Yi Gong, Keene State College

14. Educational Technology Programs: Lessons Learned in Implementing K-12 Rigorous Evaluations. Kelly Wilson, Indiana University; Courtney Brown, Indiana University; Jonathan A. Plucker, Indiana University


20.045-3. Division A Poster Session. Division A - Administration Organization & Leadership; Poster Session Sheraton, Fifth Level, Grand Ballroom C 12:00 pm to 1:30 pm

Posters:
16. Career Academy Model Replication: A Descriptive Study of the Georgia Central Educational Center Model. Amy Lynn Detgen, Academy for Educational Development; Corinne Alfeld, Academy for Educational Development

17. Collaborative Inquiry for Equity: What Is the Leader’s Role? Peg Winkelman, California State University - East Bay; Michelle P. Collay, California State University - East Bay; Ginny V. Lee, California State University - East Bay

18. Does Teacher Absence Reflect Work Shirking? A Cross-cultural Study of Temporal Absence Trends. Zehava Rosenblatt, University of Haifa; Ari Shriom, Tel Aviv University; Orly Lishchinsky Shapiro, University of Haifa

19. Exploring School-Specific Context and Bullying Data: Informing Practice With Evidence. Shannon Pignato, Auburn University; Ellen H. Reames, Auburn University

20. Is There an Opportunity Cost Associated With School Improvement Efforts? Adam V. Multese, Indiana University; Craig Dennis Hochbein, University of Louisville

21. Laying the Foundation for Distributed Instructional Leadership in Urban High Schools: Transforming the Work of Department Chairs and Principals. Paul V. Breodes, University of Wisconsin - Madison, Carolyn Kelley, University of Wisconsin

22. Learning Organization in Thai Primary Schools: Perceptions of Teachers and Principals. Pongsombat Srisai, Kamchatnongpongkuead School

23. Numbercy Lead Teachers as Boundary Spanners in Elementary School Settings. Linda Boone, Victoria University of Wellington; Joanna Higgins, Victoria University of Wellington - New Zealand


25. Teachers’ Job Satisfaction by Their Teaching Grade Levels. Hoeja Kim, Trident University International; Kutt R. Square-Johnson, Wilmer Academy

26. The Principal Perspective Toward K-12 Physical Education. Mark Urtel, Indiana University/Purdue University at Indianapolis


28. The Relationship between Democratic Belief and Motivation Toward Participation in School Governance in Teachers. Chun-Wen Lin, National PingTung University of Science and Technology

29. Using an Integrated Economic and Organizational Model to Understand New Teacher Mobility, Attrition, and Retention. Shaqui Wu, University of Hawaii; Stacey Butler Roberts, University of Hawaii - Manoa

30. What Principals Want to Know About Special Education. Janne Siegel Robertson, University of North Carolina - Wilmington; Jaime Dereta Christensen, Spectrum Academy; Laura Baylot Casey, The University of Memphis; Robert Lee Williamson, Bowling Green State University; Clinton Smith, Shelby County Schools

20.045-4. Constructed Spaces for Educational Access, Equity, and Empowerment. Division K - Teaching and Teacher Education; Poster Session Sheraton, Fifth Level, Grand Ballroom C 12:00 pm to 1:30 pm

Posters:
31. e-Aorangi Mäori Model for e-Education. Sherly Lee Ferguson, Te Whare Whananga o Awanuiārangi

32. Digital Storytelling in Bhutan: Bridging the Digital Divide in a Rural Community School. Khendu Gyabak, University of Texas - El Paso; Heriberto Godina, University of Texas - El Paso, Brian H. Giza, University of Texas - El Paso

33. Digital Citizenship: An Empirical Study of Student Awareness. Thanh Truc Thi Nguyen, University of Hawaii - Manoa, Heather M. DeWoody, University of Hawaii; Peter M. Ayala, University of Hawaii

35. The Role of the Parent Advocate in Education: A Grounded Theory Approach. Kim F. Fields, University of Southern California
36. The Impact of the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program on School Performance in Third, Fifth, Seventh, and Ninth Grades. Amber L. Brown, University of Texas - Arlington; Josh Lee, University of Texas - Arlington

37. Empowering Adolescents: A Multiple Case Study of U.S. Montessori High Schools. Wendy J. LaRue, Odyssey Montessori

20.045-5. Cultural and Linguistic Responsiveness in Transformative Communities. Division K - Teaching and Teacher Education; Poster Session Sheraton, Fifth Level, Grand Ballroom C
12:00 pm to 1:30 pm

Posters:

38. A National Survey of Programs: How Well Are Early Childhood Teachers Being Prepared to Teach Divergent Thinking and Creativity? Cynthia L. Williams, Texas Christian University; Ruth Davis, University of Texas - Arlington; Jimmly K. Byrd, University of North Texas

39. A Powerful Glimpse From Around the Table: Student Perceptions of Involvement in a Transdisciplinary Course. Kathryn L. Scorgie, Azusa Pacific University

40. Beliefs and Practices of Chinese Language Teaching in K-12 Classrooms in the United States: The Case of Southern California. Cham Lu, Loyola Marymount University; Magdy Lavandez, Loyola Marymount University

41. Examining Culturally Responsive Teaching Self-Efficacy in a Preservice Social Studies Education Course. Paul G. Flachet, University of North Carolina - Charlotte; Tehia V. Starker, University of North Carolina - Charlotte; Bethany Lyn Salyers, University of North Carolina - Charlotte

42. Initial Teacher Education: It’s More Than Pedagogy: Student Teachers’ Perceptions of Issues and Opportunities Arising From Course Structure. Linda Mary Hogg, Victoria University of Wellington; Anne Speirs Yates, Victoria University of Wellington, New Zealand

43. Inventing What We Desire: Designing Spaces For Reimagining Teaching and Learning “In These Times”. Mary Frances (Molly) Buckley, University of Pennsylvania; Heather Rosland Burchell, University of Pennsylvania; Sarah Reed Hobson, University of Pennsylvania; Katherine Emily Bartow Jacobs, University of Pennsylvania; Susan L. Lytle, University of Pennsylvania; Jie Yie Park, Bard College; Kathleen Riley, Jessica Whitehead, University of Delaware

44. Investigating Changes in Student Belief Structures While Majoring in Teacher Education. Sean Michael Lennon, Valdosta State University; Jeffrey Byford, The University of Memphis

45. Joining Forces: How Counselor and Teacher Educators Are Preparing Teachers to Work With Diverse Populations. Blaire Cholewa, Keen University; Ellen Amateau, University of Florida

46. Learning to Teach About the World: A Case Study of African American Preservice Social Science Teachers. Guichuan Zeng, Kenesaw State University

47. Multicultural Service Learning and Preservice Teachers’ Career Preferences: Assessing Effects of Race and Class Boundaries. Dorothea M. Anagnostopoulos, Michigan State University; Shih-Pei Chang, Michigan State University; Hildo Omae, Strathmore University

48. Preservice Teachers: Does Cultural Responsiveness Affect Anticipated Self-Determination to Teach in Specific Settings? Michelle L. Cox, University of Oklahoma


50. Student Teaching and the Challenge of Difficult-to-Staff Schools. Matthew A. Shirvell, Northwestern University; Michelle Reininger, Northwestern University

51. The Retention and Success of Underrepresented Groups in a Bachelor of Education Program. Pamela Millward, The University of Auckland

20.045-6. Division K, Section 5 Poster Session. Division K - Teaching and Teacher Education; Poster Session Sheraton, Fifth Level, Grand Ballroom C
12:00 pm to 1:30 pm

Poster:


Friday, 2:00 pm

AERA Related Activities

21.010. Undergraduate Student Education Research Training Workshop: Closed Session. AERA Related Activities; Invited Session Sheraton, Second Level, Rhythms Ballroom II
2:00 pm to 7:00 pm

Friday, 2:15 pm

Committee Sessions

22.010. Explaining the Educational Trajectories of Immigrant and Nonimmigrant Youth in Secondary Education in Flanders (Belgium). International Relations Committee; Invited Session Sheraton, Second Level, Rhythms Ballroom II
2:15 pm to 3:45 pm

Chair: Martha A. Montero-Sieburth, University of Amsterdam

Participants:
The Educational Trajectories of Immigrant and Nonimmigrant Youth Project in Secondary Education in Flanders, Belgium. Christine Timmerman, University of Antwerp

The Development of Theoretical and Methodological Procedures for the Educational Youth Trajectories Research Project During the Past 2 Years. Noel Chay, University of Antwerp

Preliminary Results of the Ethnographic School Research of the Youth Trajectories Research Project. Reinhilde Pulinx, University of Ghent, Belgium

Survey Methodology and Results of the Youth Trajectories Research Project. Johan Wets, Katholieke Universiteit Leuven

Preliminary Results of the Community Ethnography Including Polish, Chinese, Moroccan, and Turkish Immigrants in the Educational Youth Trajectories Research Project. Edith Piequeray, University of Antwerp; Sarah Braeye, Catholic University of Leuven, Belgium

Discussant: Frederick D. Erickson, University of California - Los Angeles

22.011. The Voices of Diversity: What Students of Diverse Races/Ethnicities and Both Sexes Tell Us About Their College Experiences And Their Perceptions And Observations. Social Justice Action Committee; Invited Session Sheraton, Third Level, Napoleon Ballroom C2
2:15 pm to 3:45 pm

Chair: M. Christopher Brown, Fisk University

Participants:
Michael T. Nettes, ETS
Catherine M. Millet, ETS
Paula Caplan, Harvard University
Charlotte Hardin, Missouri State University

Discussant: William T. Trent, University of Illinois - Urbana-Champaign

International Organization Sessions

2:15 pm to 3:45 pm

Participants:
Development of Teacher Interpersonal Expertise: A Conceptual Framework. Mieke Brekelmans, Utrecht University; Jan Van Tardwijk, Utrecht University; Perry den Brok, Eindhoven University of Technology; Theo Wubbels, Utrecht University

Teacher Interpersonal Knowledge: Comparing Different Phases of the Career. Luce Claessens, Leiden University; Jan Van Tardwijk, Utrecht University; Perry den Brok, Eindhoven University of Technology; Theo Wubbels, Utrecht University; Nico Verloop, Leiden University

Teacher Interpersonal Behavior: A Contrasting Case Study. Heleen Pennings, Utrecht University; Jan Van Tardwijk, Utrecht University; Jan D.H.M. Vermaas, Utrecht University; Mieke Brekelmans, Utrecht University
The Importance of the Teacher-Student Interpersonal Relationship in Teachers’ Professional Identity: Role Perceptions Related to Self- and Ideal Perceptions. Anna Van der Want, Eindhoven University of Technology, Perry den Brok, Eindhoven University of Technology, Douwe Beijaard, Eindhoven University of Technology; Mieke Brekelmans, Utrecht University

Division Sessions

22.013. A Behavioral Model Approach to Understanding School Culture and Climate. Division A - Administration Organization & Leadership; Paper Session
Sheraton, Fourth Level, Edgewood
2:15 pm to 3:45 pm
Chair: Moussni Mukherjee, University of Illinois - Urbana-Champaign
Participants:
Race and Culture in a Diverse School: A Study of Differences in Perceptions and Efficacy. Elizabeth Butler, University of Southern California; Michelle M. Ricouvente, University of Southern California
Parental Involvement, Public Schools, and the Theory of Planned Behavior. Deborah Haligian Bracke, Augustana College; Dan P. Corts, Augustana College
School Climate and Student Behavioral and Academic Outcomes: An Analysis of U.S. Trends in International Mathematics and Science Study (TIMSS) Data Using Structural Equation Modeling. Tiedan Huang; Floyd D. Beachum, Lehigh University; George White, Lehigh University
School Culture and Academic Reform: Teachers' Perceptions of the Effects of an International Baccalaureate Diploma Program. Victoria Crowell, Duval County Public Schools; Elinor A. Scheurer, University of North Florida
Critical Change for the Greater Good: Multicultural Dimensions of Educational Leadership. Lorri Michelle Johnson Santamarina, California State University - San Marcos; Andres Peter Santamarina, Fallbrook Union Elementary School District

22.014. African American Principals' Perspectives on African American Parents, African American Students, and the Principalship. Division A - Administration Organization & Leadership; Symposium
Sheraton, Fourth Level, Bayside B
2:15 pm to 3:45 pm
Participants:
An African American Principal’s Perspective on African American Student Engagement: Findings From Research and Practice. Dwayne E. Evans, University of Illinois - Chicago
Creating Spaces for Urban Youth: The Emergence of Culturally Relevant (Hip-Hop) Pedagogy and Implications for School Leadership. Muhammad Khalfi, University of Texas - San Antonio
Do African American Principals Feel Up to the Job? Some Perspectives on African American Principal Self-Efficacy. Andrea E. Evans, Southern Illinois University - Carbondale

22.015. Community Stakeholders Engaging Schools to Eliminate Social Class Barriers to Academic Achievement. Division A - Administration Organization & Leadership; Paper Session
Sheraton, Fourth Level, Oakley
2:15 pm to 3:45 pm
Chair: Wanda B. Coneal, North Carolina Central University
Participants:
Collective Trust and Student Achievement in High-Poverty Elementary Schools. Curt M. Adams, University of Oklahoma; Patrick B. Forsyth, University of Oklahoma
Collaborative Community Research Solutions in Malelelu District in South Africa. Thembi Constance Ndlalane, Okayama University
Factors in the Academic Achievement of Migrant Students. Linda S. Evans, University of South Florida; Ann Cranston-Gingras, University of South Florida; Ruth Ban, Barry University; Ray Meloeco, ESCORT/Tampa, Georgina Rivera-Singleton, University of South Florida
In Between “Decent” and “Street”: How Urban Violence Structures Male Peer Ties and Its Impact on Educational Outcomes. Maria G. Rendon, Harvard University

22.016. Systemic Effects of Principal and Teacher Leadership. Division A - Administration Organization & Leadership; Paper Session
Sheraton, Fourth Level, Bayside A
2:15 pm to 3:45 pm
Chair: Heather Zavodyk, University of Texas
Participants:
How Is Teachers’ and Principals’ Power Related: Findings From a National Study. Jiangang Xia, Western Michigan University; Jianping Shen, Western Michigan University
The Effect of Principals’ Technological Leadership in Taiwanese Elementary Schools: A Test of the Mediated-Effects Model. H-Hwa Chang, National Chengchi University, Taiwan; Cheng-Mei Hsu, China University of Technology; F-Tsai Chang, Walong Elementary School in Hsinchu County
The Effects of Principal Leadership on High School Classroom Instruction and Student Learning. James Sebastian, Consortium on Chicago School Research
Why Teachers Leave and What Administrators Can Do About It. Donna A. Breault, Northern Kentucky University; Rick A. Breault, Northern Kentucky University; Gerald Milton Eakas, Georgia Professional Standards Commission

22.017. Art and Image in Curriculum Inquiry. Division B - Curriculum Studies; Paper Session
Astor Crowne Plaza, Second Level, Astor Ballroom III
2:15 pm to 3:45 pm
Chair: Leonie Pihama, Moari and Indigenous Analysis Ltd.
Participants:
Documentary as Method: New Possibilities for Teaching, Learning, and Curriculum Inquiry. Jeffery M. Frank, Teachers College, Columbia University; Erin Murphy, Teachers College
Enlivening the Methodological Imagination in Research on the Emotional World of Sexuality and Sex Education. Karen E. Sandlos, School of the Art Institute of Chicago
Reimagination of Language-Based and Visual Literacies With the Bluest Eye. Allan Jonathan Eakle, Johns Hopkins University
Exposing the Ephemeral: Nonrepresentational Analyses of Contemporary Theater Practices in Education. Mia Perry, The University of British Columbia

Discussant: Bello Usman Amsami, University of Maiduguri

22.018. Curriculum Studies on the Management of Bodies in Schools and Society. Division B - Curriculum Studies; Paper Session
Astor Crowne Plaza, Second Level Mezzanine, Bierville
2:15 pm to 3:45 pm
Chair: Nikola Hobbel, Humboldt State University
Participants:
Of Ghosts and Ghetto Politics: When Disability and “Other” Bodies Matter. Nirmala Erevelles, The University of Alabama
The Correctional Classroom as a Site of Multiple Fantasies. Rachel Oppenheim, Antioch University Seattle
Toward a Research Agenda for the other Pipeline: Schooling, Curriculum, and the Military. Gary J. Anderson, New York University; Robin Ann Gonzalez, Teachers College, Columbia University
Under Lock and Key: Student and Teacher Perspectives on the Curriculum of School Security. Horace R. Hall, DePaul University

Discussant: Lance Trevor McCready, OISE/University of Toronto

83Friday Afternoon, April 8, 2011

22.019. What Remains: Curricular Excursions Into Unlikely Places of Learning. Division B - Curriculum Studies; Symposium
Astor Crowne Plaza, Second Level Mezzanine, Bierville
2:15 pm to 3:45 pm
Chair: Lisa Farley, York University
Participants:
“I Just Have to Tell You...”: Curricular Inquiries Into Students’ Disclosures. Aparna Mishra Tarc
Thinking With Negative Capability: Curricular Narratives of About Violence. Sara Matthews, Wilfred Laurier University
“The Gleaners and I”: Notes on a Curriculum of Invention. Rm Kennedy, York University
The Reluctant Pilgrim: On Place, Memory, and Learning After Historical Loss. 
Lisa Farley, York University

22.020. Witnessing Indigenous Stories in Film/Painting/Photography/Theater. 
Division B - Curriculum Studies Cosponsored by SIG-Indigenous Peoples of the Americas; Symposium 
Astor Crowne Plaza, Second Level, Astor Ballroom I 
2:15 pm to 3:45 pm 
Chair: 
Judy M. Iseke, Lakehead University 
Participants: 
Indigenous Cultural Traditions in Digital Technologies of Film/Media. Judy M. Iseke, Lakehead University 
Reimaging Catlin and Curtis: Native “Footprints,” Stories, and Images Upon the Land. Kathleen J. Martin, California Polytechnic State University - San Luis 
Storying History: Popular Theater and the Historical. Sandra J. Wolf, Lakehead University 
The Anishinaabe Riviera on Lake Superior. Mark Aquash, The University of British Columbia 
Discussant: 
Christine E. Sletter, California State University - Monterey Bay

22.021. Designing Mathematics Assessments That Are Sensitive to Instruction: 
An International Approach From the Classroom to Large-Scale Implementation. Division C - Learning and Instruction; Symposium 
New Orleans Marriott, Fourth Level, Regent 
2:15 pm to 3:45 pm 
Chair: 
Guadalupe Carmona, University of Texas - Austin 
Participants: 
What Does It Mean for Mathematics Tests to Be Insensitive to Instruction? 
Walter M. Stroup, University of Texas - Austin 
Computer Modeling of the Instructionally Insensitive Nature of the Texas Assessment of Knowledge and Skills (TAKS) Exam. Vinh Pham, Landmark College 
A Longitudinal Study to Investigate Changes in Students’ Mathematics Scores in Texas. Guadalupe Carmona, University of Texas - Austin; Gladys Krause, University of Texas - Austin; Monica Monroy, University of Texas - Austin; Cynthia Lima, University of Texas - Austin; Maria-Antonieta Avila, University of Texas - Austin; Adem Ekmecki, University of Texas - Austin 
How You Look at It: Multiple Views of a Generative Data Set. Sarah M. Davis, National Institute of Education, Singapore 
Discussant: 
Maria Trigueros, Instituto Tecnologico Autonomo de Mexico

22.022. Advances in Measurement. Division D - Measurement and Research Methodology; Paper Session 
Doubletree, Second Level, Rosedown B 
2:15 pm to 3:45 pm 
Chair: 
Pamela L. Paek, National Center for the Improvement of Educational Assessment, Inc. 
Participants: 
Disattenuation of Negative Bias in Effect Size and Power Estimation Due to Fallible Measurement. Liishling Leigh Wang, University of Cincinnati; Shuyan Sun, University of Cincinnati; Aaron Profit, God’s Bible School and College; Robert J. Sues, University of Cincinnati 
Improved Conditional Covariance-Based Subtest Selection for Polytomous Item DMTTEST. Tan Li, University of South Carolina; Brian T. Habing, University of South Carolina; Louis A. Rousson, Measured Progress 
Evaluating the Performance of Parametric and Nonparametric Procedures of Constructing Confidence Interval for Coefficient Alpha: A Simulation Study. Ying Cui, University of Alberta; Johnson Li, University of Alberta 
Discussant: 
Andre F. De Champlain, National Board of Osteopathic Medical Examiners

22.023. Communicating Assessment Results to Particular Audiences. Division D - Measurement and Research Methodology; Symposium 
Doubletree, Second Level, Rosedown A 
2:15 pm to 3:45 pm 
Chair: 
Diego Zapata-Rivera, ETS 
Participants: 
Next Steps in Improvements to Student Score Reporting: Emerging Methodologies and Evaluative Criteria. Ronald K. Hambleton, University of Massachusetts - Amherst; April L. Zentzky, University of Massachusetts - Amherst 
Exploring Teachers’ Understanding and Use of Assessment Results. Diego Zapata-Rivera, ETS; Waverely VanWinkle, ETS; Rebecca Zwick, ETS 
Question-Based Reports for Policymakers. Waverely VanWinkle, ETS; Margaret Vezzu, ETS; Diego Zapata-Rivera, ETS 
Designing and Evaluating an Interactive Score Report for Students. Margaret Vezzu, ETS; Waverely VanWinkle, ETS; Diego Zapata-Rivera, ETS 
Developing and Evaluating Score Reports for a Diagnostic Mathematics Assessment. Mary Rodota Roberts, University of Alberta; Mark J. Gierl, University of Alberta; Renate Taylor-Mayeau, Alberta Education 
Discussants: 
Howard Wainer, National Board of Medical Examiners 
Richard E. Mayer, University of California - Santa Barbara

22.024. Division D Exemplary Work From Promising Researchers. Division D - Measurement and Research Methodology; Invited Session 
Doubletree, Second Level, Madewood A 
2:15 pm to 3:45 pm 
Chair: 
Dhurvraka Svetina, Arizona State University 
Participants: 
Sarah Hansen, University of Minnesota 
April Gadyarch, Carnegie Mellon University 
Harwook Yoo, University of Massachusetts - Amherst 
Oksana Babenko, University of Alberta 
Discussants: 
Aaron M. Kantz, The University of Alabama 
Andrew H. Oranje, ETS 
Haritharan Swaminathan, University of Connecticut

22.025. Issues in Rasch Modeling. Division D - Measurement and Research Methodology; Symposium 
a Doubletree, Second Level, Shadows 
2:15 pm to 3:45 pm 
Chair: 
Alvaro J. Arce, Pearson 
Participants: 
A Multilevel Rasch Mixture Testlet Model. Hong Jiao, University of Maryland; Matthias Von Davier, ETS; Akhito Kamata, University of Oregon; Ying-Fang Chen, University of Maryland - College Park 
A Rasch Model for Item Calibration Using Clustered Samples of Examinees. Yeow Meng Thum, Northwest Evaluation Association; Shudong Wang, Northwest Evaluation Association 
Confirmatory Mixture Rasch Models. John T. Willis, University of North Carolina - Greensboro 
Investigation of Precision in Rasch Difficulty Estimation. Mike McGill; Edward W. Wolfe, Pearson 
Random Item Rasch Models in Small-Scale Educational and Psychological Experiments. Feifei Ye, University of Pittsburgh; Qun Guan, University of Pittsburgh 
Discussant: 
George Engelhard, Emory University

22.026. Tools for Qualitative and Mixed Methods Research in Education. 
Division D - Measurement and Research Methodology Cosponsored by SIG-Qualitative Research; Paper Session 
Astor Crowne Plaza, Second Level Mezzanine, Toulouse B 
2:15 pm to 3:45 pm 
Chair: 
Kip Austin Hinton, University of California - Los Angeles 
Participants:

Discussant: Theresa Y. Austin, University of Massachusetts - Amherst


Discussant: Deborah J. Harris, ACT, Inc.


Discussant: Linda M. Perkins, Claremont Graduate University


Discussant: Kimberly A. Scott, Arizona State University


Discussant: Marc Lamont Hill, Teachers College, Columbia University

22.031. Building a Better Curriculum. Division I - Education in the Professions; Paper Session Astor Crowne Plaza, Second Level Mezzanine, St. Louis 2:15 pm to 3:45 pm Chair: Katherine M. Edmondson, Cornell University Participants: Assessing Competency: Using Evidence-Based Decision Making During Development and Piloting of an Innovative Program. Cheryl-Anne Nadine Poth, University of Alberta; Shelley Paige Ross, University of Alberta; Chiara Papile, University of Alberta; Rebecca Georgis, University of Alberta Lessons Learned About Medical School Curricular Integration: Perceptions of Curriculum Leaders, Teaching Faculty, Students, and Staff. Stephanie D. Sutherland, University of Ottawa; Genevieve Moineau, University of Ottawa; John Leddy, University of Ottawa; Stanley John Hamstra, University of Ottawa Assessing a Writing Across the Curriculum (WAC) Initiative: Making Analysis Meaningful for All Disciplines. Jennifer M. Good, Auburn University; Kelly Birchfield, Auburn University; Kevin Osborne, Sandhills Community College

Discussant: Ilene B. Harris, University of Illinois - Chicago


Discussant: Ebony Elizabeth Thomas, Wayne State University

22.033. Diversified Teaching Force and Practices. Division K - Teaching and Teacher Education; Paper Session
New Orleans Marriott, Second Level, La Galerie 1
2:15 pm to 3:45 pm

Chair: Martha A. Adler, University of Michigan - Dearborn

Participants:
- Interrogating the Transformative Promise: Singaporean Teachers’ Perspectives of Diversity and Multicultural Education. Theresa Alviar Martin, National Institute of Education; Li-Ching Ho, National Institute of Education, Nanyang Technological University, Singapore
- Preparing a Diverse Early Childhood Workforce. Karin H. Spencer; The George Washington University; Lorelei Emma; The George Washington University
- Race and Role Modeling: The Divergent Perspectives of Black, Latino, and White Male Teachers. Edward Brokenshaw, University of Rochester
- Understanding Teachers’ Assessment Practice in Linguistically and Culturally Diverse Classrooms. Anne M. Marshall, University of Illinois - Chicago; Lisa Hendon, University of Illinois - Chicago; Gabriela Groza, University of Illinois at Chicago; Frances Amurao, University of Illinois at Chicago

22.034. Early Childhood: Examining Effective Mentoring and Professional Development Practices, Division K - Teaching and Teacher Education; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 4
2:15 pm to 3:45 pm

Chair: Patricia Hoffman Miller, Prairie View A&M University

Participants:
- A Case Study of Teachers’ Situated Professional Learning Through the Targeted Reading Intervention. Steven J. Amendam, North Carolina State University
- Developing Head Start Teachers’ Intentional Teaching Practices. Julie K. Kidd; George Mason University; Susan Burns; George Mason University; Ilham Nassar; George Mason University; Mona Assaf; George Mason University; Raymond Shorter; George Mason University
- Early Childhood Education Provider Professional and Educational Attainment During Participation in a Workforce Development Program. Vanessa Barrat, WestEd; Laura Jaeger, WestEd; Melissa E. White, WestEd
- The Efficacy of a Classroom-Wide Model for Promoting Social-Emotional Development and Preventing Challenging Behavior. Mary Louise Hemmeter; Vanderbilt University; Patricia A. Snyder, University of Florida; Lise Fox, University of South Florida
- Unpacking Coaching to Support Implementation of Multicomponent Interventions for Early Childhood Practitioners. Crystal Dawn Crowe, University of Florida; Kathleen Artman, The Ohio State University; Jessie Morris; Vanderbilt University; Tara McLaughlin, University of Florida

Discusant: Joseph C. Ciechalski, East Carolina University

22.035. Social Justice Pedagogy Through Self-Reflection on Race, Gender, and Class, Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 8
2:15 pm to 3:45 pm

Chair: Rhoda Freelon, University of California - Los Angeles

Participants:
- Social Imaginings Within an Urban School Context: How Teachers Negotiate Spaces of Learning Amidst a Maelsom. Arlene Ford, University of California - Los Angeles
- Understanding the Spatial Context of Preservice Teachers and Writing Instruction: Movement From Disbelief to Belief. Lanette Jimerson, University of California - Berkeley
- Mesoamerican/as: The (R)Evolution of Latina/o Identity in the United States With Implications for Urban Schooling. Cuevoconcochil Dianna Moreno, University of California - Los Angeles
- Responses to “Guess Who’s Coming to Class?”: The Reflections of Preservice Candidates Taught by a Black Male Teacher Educator (BMTE). Jonathan Andrew Carroll, University of California - Los Angeles

Discusant: David O. Stovall, University of Illinois - Chicago

22.036. Civic Engagement and School Decision Making, Division L - Educational Policy and Politics; Invited Session
Sheraton, Fifth Level, Grand Couteau
2:15 pm to 3:45 pm

Participants:
- New York City School Closing Public Hearings: A Public Sphere or Missed Opportunity for Public Deliberation? Liza Pappas, The Graduate Center - CUNY
- Building a Dispersed Network of Influence: Community Efforts to Expand Opportunities for American Indian Students. Charles L. Howell; Northern Illinois University; Boyd Lee Bradbury, Minnesota State University - Moorhead

Discusant: Robert A. Rider, University of Tennessee

SIG Sessions

22.038. Challenges and Opportunities for Adult Learners Pursuing General Educational Development Credentials, SIG-Adult Literacy and Adult Education; Paper Session
JW Marriott, Third Level, Orleans
2:15 pm to 3:45 pm

Chair: Joni Marie Schwartz, Kingsborough Community College - CUNY

Participants:
- Crossing the Bridge: General Educational Development (GED) Credentials and Postsecondary Educational Outcomes, Year 1 Report. Margaret B. Patterson, American Council on Education; GED Testing Service; Jezhi Zhang, American Council on Education; Wei Song, American Council on Education; Anne Guison-Dowdy, American Council on Education
- General Educational Development (GED) Preparation Through Distance Learning in Rural Pennsylvania. Esther Prioz, The Pennsylvania State University; Brendaly Elizabeth Drayton, The Pennsylvania State University; Cathy Kassab, By the Numbers; Ramazan Guner, The Pennsylvania State University
- General Educational Development (GED) Readiness and the Official Practice Test. Barbara Sparks, Literacy Assistance Center; Shannon Nicole Allen, The Graduate Center - CUNY

Discusant: M. Cecil Smith, Northern Illinois University
22.039. Advanced Technology for Supporting and Assessing Student Learning. SIG-Advanced Technologies for Learning; Paper Session
Astor Crowne Plaza, Second Level Mezzanine, Toulouse A
2:15 pm to 3:45 pm
Chair: Victor R. Lee, Utah State University
Participants:
- Do Differences in Student’s Exploration Behavior Lead to Differences in Domain Learning or Inquiry Skills? Matt Bachmann, Worcester Polytechnic Institute; Janice D. Gobert, Worcester Polytechnic Institute; Joseph Beck, Worcester Polytechnic Institute
- Instrumenting an Educational Math Game to Gain Insight Into Math Proficiencies. Jody S. Underwood, Pragmatic Solutions; Ram Kumar, New York University Polytechnic University; Stacy Kruse, Pragmatic Solutions, Inc.
- Source Engagements: An Online History Community’s Pursuit of Historical Knowledge. Jolie Christine Matthews, Stanford University
Discussants:
- Scott Solberg, University of Wisconsin - Madison
- Tova Most, Tel Aviv University
- Hanoch Flum, Ben-Gurion University of the Negev
- V. Scott Solberg, University of Wisconsin - Madison; David Causal, University of Wisconsin - Madison
Discusssant: Thomas C. Reeves, University of Georgia

22.040. Arts-Based Education Research as Incitement, Invitation, and Action: Research From Anthropology, Educational Philosophy, Theater, and Social Foundations. SIG-Arts-Based Educational Research; Symposium
JW Marriott, Third Level, Maurepas
2:15 pm to 3:45 pm
Chair: Nancy M. Ares, University of Rochester
Participants:
- The Adolescent Voice in Ethnodrama. Johnny Saldana, Arizona State University
- Méconnaissance, Metastasized: Black (Female) Canaries in the Academic Oven. Signithia Fordham, University of Rochester
- The Surprising Distance Between Two Points. Audrey Thompson, University of Utah
- Centering the Lives of Residents in a Community Change Initiative. Nancy M. Ares, University of Rochester
Discussant: Johnny Saldana, Arizona State University

22.041. Contemporary Contributions to Career Development Research and Practice. SIG-Career Development; Paper Session
Astor Crowne Plaza, Second Level Mezzanine, Bourbon
2:15 pm to 3:45 pm
Chair: Kimberly A.S. Howard, University of Wisconsin - Madison
Participants:
- Student Career Education: A Model of Collaboration to Prepare Youth for the World of Work. June Watters Gotthberg, Western Michigan University; Paula D. Kohler, Western Michigan University
- Predicting Science Career Interests of 10th-Grade Students: The Role of Gender, Socioeconomic Status, and Race/Ethnicity. Aaron H. Carlstrom, Kansas State University; Kimberly A.S. Howard, University of Wisconsin - Madison; V. Scott Solberg, University of Wisconsin - Madison; David Causal, University of Wisconsin - Madison
- Adolescents’ Work and Future Perceptions of Male and Female Young Adults. Rachel Gali Cazamor, Tel Aviv University; Hamosh Flum, Ben-Gurion University of the Negev; Tova Most, Tel Aviv University; Yssrail Rich, Bari-Ilan University
- Investigating the Role of Social Emotional Learning Indicators on Career Decision-Making Difficulties. V. Scott Solberg, University of Wisconsin - Madison; Stephen Gresham, University of Wisconsin - Madison; Esther CL Tan, Singapore Ministry of Education; Beatrice Cho, Singapore Ministry of Education; Hwee Chin Lim, Ministry of Education, Singapore

22.042. Using Evidence of Student Cognition in Assessment Design: Applications of Cognitive Interviews. SIG-Cognition and Assessment; Symposium
Sheraton, Fourth Level, Oak Alley
2:15 pm to 3:45 pm
Chair: Maureen Ewing, The College Board
Participants:
- Cognitive Interviews of English Language Learners and Students With Disabilities and Features Contributing to Item Difficulty: Implications for Item and Test Design. Edynn Sato, WestEd
- Evidence From Think-Aloud Protocols About the Validity of Inferences From Item Response Demands Coding Frameworks. Steve Ferrara, CTB/McGraw-Hill; Jing Chen, Michigan State University
- Investigating the Accuracy, Consistency, and Quality of Students’ Verbal Reports in a Large-Scale Assessment of Mathematics. Jacqueline P. Leighton, University of Alberta

22.043. Abolishing Whiteness for the Public Good: A Critical Analysis of Whiteness Studies. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 1
2:15 pm to 3:45 pm
Chair: Zeus Leonardo, University of California - Berkeley
Participants:
- From Sadomasochism to Humanization: Toward an Abolitionist Theory of White Guilt. Ricky Lee Allen, University of New Mexico
- No Truth and Reconciliation Without Justice: A Call for Abolitionist Praxis. Matt Horton, University of California - Berkeley
- White “Supremacy” and Me: The Making and Breaking of Race(sm). Vajra M. Watson, University of California - Davis
Discussant: Mark R. Warren, Harvard University

22.044. Looking Back/Looking “Forward”: Continuing the Dialogue About Critical and Reconceptualist Early Childhood Care and Education. SIG-Critical Perspectives on Early Childhood Education; Symposium
JW Marriott, Third Level, Rosalie
2:15 pm to 3:45 pm
Chair: Marianne N. Bloch, University of Wisconsin - Madison
Participants:
- Continued Critical Reconceptualizations of Early Childhood Curriculum: Colonialist Histories and Countering Neoliberal “Models.” Galile S. Cannella, University of North Texas; Radhika Viruru, Qatar University; Michelle Perez, Southern Illinois University - Carbondale
- Critical Reconceptualizations of Early Childhood Curriculum, Theory, and Pedagogy: New Governmentalities and (Im)Possible but Rhizomatic Openings. Marianne N. Bloch, University of Wisconsin - Madison; l-Fang Lee, The Hong Kong Institute of Education; Devorah I. Kennedy, University of New Mexico; Sabahil Bilgi, Abant Izzet Baysal University, Turkey
- Navigating Early Childhood Policy and Practice: Reconceptualizations and Glocalization. Mark Kettering Nagasawa, Arizona State University; Beth Blue Swader, Arizona State University
Discusssants:
- Theodora A Lightfoot, National-Louis University
- Janice A. Jipson, National-Louis University

22.045. Redefining Science, Redefining Selves: Youth’s Identity Development in Agentic Environments. SIG-Cultural Historical Research; Structured Poster Session
New Orleans Marriott, Third Level, Mardi Gras Salon FGH
2:15 pm to 3:45 pm
Chair: Kevin O’Connor, University of Colorado - Boulder
Participants:
22.047. Children and Teachers Negotiating Schooling in Early Childhood

Participants:
Chair: April L. Luehmann, University of Rochester, Joseph A. Henderson, University of Rochester

2. Exploring the Scope and Limits of Agency in the Figured Worlds of School Science Learning: A Longitudinal Study of Students’ Identities. Heidi Carlone, University of North Carolina - Greensboro; Julia Kimmel, University of North Carolina - Greensboro; Cassi B. Lowder, University of North Carolina - Greensboro; Jean Rockford, University of North Carolina - Greensboro; Catherine Scott, University of North Carolina - Greensboro


4. Building an Environment to Engage Young People in Becoming Science Journalists. Joseph L. Polman, University of Missouri - St. Louis

5. The Role of Adult Mentors From Diverse Backgrounds in Engaging Youth in an After-School Science Apprenticeship Program: Implications for Broadening/Deepening Participation in Science. Shelley Stromholt, University of Washington; Deana Scipio, University of Washington; Andrew W. Souse, University of Washington; Philip L. Bell, University of Washington

6. Becoming a Make-a-Difference Expert: Authoring an Agentic Science Identity Through Traversing Three Environments: School Science, Community Science Club, and Home. Edna Tan, Michigan State University; Angela Calabrese Barton, Michigan State University; Shari Levine Rose, Michigan State University


8. Performance of Identity and Construction of Place in Environmental Justice Education. Carrie T. Tsou, University of Washington - Bothell; Philip L. Bell, University of Washington

9. Exploring Trajectories of “Becoming” in Science Through Inquiry-Based Learning Opportunities. Tammie Vicientainer, University of California - Berkeley; Bernadette S. Chi, University of California - Berkeley

Discussant: Nahidah Saad Nasir, University of California - Berkeley

22.046. The Influence of Mentors and Advisors on Doctoral Student Success. SIG-Doctoral Education across the Disciplines; Paper Session

Chair: Karri A. Holley, The University of Alabama

Participants:
Graduate Student Expectations About Mentoring: What Are the Characteristics and Outcomes Desired? Craig Anne Heflinger, Vanderbilt University; Christopher J. Trollo, Peabody College/ Vanderbilt University

Talking Back: Mentoring Experiences of African American Female Doctoral Students. Sean Robinson, Argosy University

The Highly Productive Doctoral Adviser: Lessons to Be Learned. Margaret Mary Kiley, Australian National University

The Cross-Race Doctoral Advising Relationship: Examining the Role of Race Between Black Doctoral Protégés and Their White Faculty Advisors. Marco J. Barker, Louisiana State University - Baton Rouge

22.047. Children and Teachers Negotiating Schooling in Early Childhood Classrooms. SIG-Early Education and Child Development; Paper Session

Chair: Beverly Lynn Alford, Texas A&M University - College Station

Participants:
Adaptation to Kindergarten in Taiwan by Children of Transnational-Marriage Families: Views of Their Kindergarten Teachers. Ya-Chin Lin, University of Minnesota - Twin Cities

Building Self-Regulatory Capacity in Young Children: The Role of Play in the Early Childhood Curriculum. Linda R. Kroll, Mills College

Children’s Perspectives of Transition to School. Johanna Einarsdottir, University of Iceland

Preschool Teachers as the Mediator: Student-Teacher Interactions With Black Males Who Exhibit “Externalizing” Behavior. Patricia Nunley, Mills College

The Effects of Disruption on Academic Task Performance in Kindergarteners. Lindsay H. Bell, University of Michigan; Frederick J. Morrison, University of Michigan

22.048. Ready to Succeed: Linking Education and Child Welfare Data to Improve Outcomes for Foster Youth. SIG-Education, Health, and Human Services Linkages; Symposium

Chair: Jordan E. Horowitz, California Partnership for Achieving Student Success

Participants:
Ready to Succeed: Background and Methods. Lauren Davis Sosenko, California Partnership for Achieving Student Success

Ready to Succeed: K-12 Findings. Kristine Frerer, University of California - Berkeley

Ready to Succeed: Postsecondary Findings. Nathan M. Pellegrin, California State University

Discussant: Jordan E. Horowitz, California Partnership for Achieving Student Success

22.049. Rewind and Reimagine: Using Video as Unfiltered Evidence of Parental Participation in School Mathematics. SIG-Family, School, Community Partnerships; Demonstration/Performance

Chair: Enrique G. Murrillo, California State University - San Bernardino

Participants:
Dialogues in Proximity: A Video Documentary of Mothers, Students, and Teacher’s Conversations Around Problem Solving. Higinio Dominguez, Texas State University

Mexican Mothers’ Reflections on Their Dialogues in Proximity: Revisiting Dialogic Interspaces. Carlos Alfonso Lopez Leiva, University of Illinois - Chicago

Family Involvement in Mathematics Education: Spaces for Participation. Javier Deez-Palomar, Autonomous University of Barcelona; Marta Civil, The University of Arizona; Silvia Molina Roldán, Universitat Rovira i Virgili

22.050. International Benchmarking State Performance Standards Using the Programme for International Student Assessment (PISA). SIG-International Studies; Symposium

Chair: Joseph L. Willhoft, Washington State Office of Superintendent of Public Instruction

Participants:
Statistical Basis for International Benchmarking by Linking State Tests to the Program for International Student Assessment (PISA). Gary W. Phillips, American Institutes for Research

International Benchmarking in Delaware. Liru Zhang, Delaware Department of Education

International Benchmarking in Hawaii. Patricia Podevin Reiss, Hawaii Department of Education

International Benchmarking in Oregon. Tony Alpert, Oregon Department of Education

Discussant: Michael J. Feuer, The George Washington University

22.051. A Compilation of Validity Issues Encountered in Large-Scale Assessments. SIG-Large Scale Assessment; Paper Session

Chair: Jennifer L. Dunn, Measured Progress

Participants:
School Effect on the Differential Item Functioning Detection in Large-Scale Assessments. Xiaoshu Zhu, University of Maryland - College Park; Jing Gao, University of Maryland University College; Andre A. Rupp, University of Maryland

The Influence of Choice on Large-Scale Accessible Reading Assessments. Catherine M. Kelly, St. Catherine University; St. Paul; Megan C. Mahowald, University of Minnesota - Twin Cities; Deborah R. Dillon, University of Minnesota - Twin Cities; David G. O'Brien, University of Minnesota

Missing Response Patterns in Large-Scale Assessments: A Case Study of the Ontario Secondary School Literacy Test. Jingyang Zhang, OISE/University of Toronto; Ruth A. Childs, OISE/University of Toronto

Students’ Attitudes Toward Large-Scale Testing for Institutional Accountability Mandates: Developing a Measure. Anna Zilberberg, James Madison
22.052. Instructional Teacher Leadership in Action. SIG-Learning and Teaching in Educational Leadership; Demonstration/Performance Session. Sheraton, Fourth Level, Gallier. 2:15 pm to 3:45 pm.

Chair: Melinda M. Mangin, Michigan State University.
Participants: Lisa Weems, Miami University; Sara Ray Stoelinga, University of Chicago; Cynthia L. Carver, Oakland University; Rachele Andrea DiMeglio, Michigan State University; Morgan L. Donaldson, University of Connecticut; Casey D. Cobb, University of Connecticut; Anysia P. Mayer, University of Connecticut.


Chair: Lisa Weems, Miami University.

Discussant: Annette M. Henry, The University of British Columbia.

22.054. Mentoring in Academia: Faculty and Doctoral Students. SIG-Mentorship and Mentoring Practices: Paper Session Sheraton, Eighth Level, Salon 816. 2:15 pm to 3:45 pm.

Chair: Aram Ayalon, Central Connecticut State University.


22.055. Situating “Culture” in Multi-“Cultural” Education. SIG-Multicultural/ Multietnic Education: Theory, Research, and Practice: Paper Session New Orleans Marriott, Third Level, Mardi Gras Salon B. 2:15 pm to 3:45 pm.

Chair: Joseph E. Flynn, Northern Illinois University.

Discussant: Deanna Lynn Morgan, The College Board.
Korean Education. Lena Lee, Miami University
Democratic Education Curriculum Development Between the Colonizer and the Colonized: Complexities, Contradictions, Challenges, and Possibilities of Global Alliances. Steven Paul Camicia, Utah State University; Alfredo Bayon, Southern Leyte State University

Discussant: Barry M. Franklin, Utah State University

22.059. The Dynamics of Teacher Professional Growth. SIG-Science Teaching and Learning; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 2
2:15 pm to 3:45 pm
Chair: David S. Lustick, University of Massachusetts - Lowell
Participants:
Do Different Contexts Invoke Different Epistemologies? A Critique of Research Methods Used for Studying Personal Epistemologies. Loucas T. Lonca, European University, Cyprus; Dora Tsall, University of Cyprus; Michalis P. Michaelides, European University, Cyprus; Zacharias C. Zacharia, University of Cyprus
Impact of Teachers' Physics Content Knowledge on Students’ Achievement in Elementary School: A Video Study. Anna K. Oleh; University Duisburg-Essen; Hans E. Fischer; University Duisburg-Essen
Inciting Innovation in Math and Science Teaching Through Meaningful Content Integration: Developing Teachers’ Content and Pedagogical Knowledge. Zonaida Aguira-Munoz, Texas Tech University; Shirley M. Maseton, Texas Tech University; Rebecca Ortiz, Texas Tech University; David Lamp, Texas Tech University; Brock Williams, Texas Tech University
Socio-Transformative Constructivism and Collaborative Planning/Assessment With Concept Maps. Alberto J. Rodriguez, San Diego State University
Preservice Elementary Teachers’ Conceptions of Inquiry: Do They Portray Scientific Inquiry in the National Science Education Standards? Youngjin Song, University of Northern Colorado; Nam-Hwa Kang, Oregon State University; Teresa M. Higgins, University of Northern Colorado

Discussant: Kenneth G. Tobin, The Graduate Center - CUNY

22.060. Understanding the Complexity of Becoming a Teacher Educator. SIG- Self-Study of Teacher Education Practices; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 10
2:15 pm to 3:45 pm
Chair: Anastasia P. Samaras, George Mason University
Participants:
Developing a Distinct Pedagogy of Teacher Education. Shawn M. Bullock, University of Ontario Institute of Technology
Negotiating Professional and Personal Identities as New Faculty Members. Judy Joy Williams, Monash University
Exploring and Forming Networks of Support, Collaboration, and Critique. Jason K. Ritter, Duquesne University

Discussant: Nathan D. Brubaker, James Madison University

22.061. K-12 Online Learning. SIG-Technology as an Agent of Change in Teaching and Learning; Invited Session
New Orleans Marriott, Third Level, Mardi Gras Salon A
2:15 pm to 3:45 pm
Chair: Kara M. Dawson, University of Florida
Discussant: Richard E. Ferlig, Kent State University

22.062. Developing Human Resources for the Workplace: Mentoring, Apprenticeships, Internships, and Other Learning. SIG-Workplace Learning; Paper Session
New Orleans Marriott, Third Level, Mardi Gras Salon C
2:15 pm to 3:45 pm
Chair: Martin Mulder, Wageningen University
Participants:
A Restricted “Apprenticeship”: The Work-Based Learning of Trainee Teachers in English Colleges of Further Education. Kevin Orr; University of Huddersfield; Robin Simmons, University of Huddersfield
Mentor/Protégé Role-Based Preferences for Reciprocal Development: A Choice Between Traditional and Relational High-Quality Mentoring. Rajaishi Ghosh, Drexel University
The Role of Vocational Habits in an Alberta Youth Internship Program. Laura Autumn Servage; University of Alberta; Alison Taylor, University of Alberta
The Value of Work Experience in Outcomes for Students: An Investigation Into the Importance of Work Experience in the Lives of Undergraduates and Postgraduate Job Seekers. Angela Shaw, University of Hull
Improvisational Coactions in the Workplace Training Classroom. Lyndon C. Martin, York University; Jo M. Towers, University of Calgary

Discussant: Bridget N. O’Connor, New York University

Division and SIG Roundtables

22.063. Roundtable Session 4; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chair: John P. Murray; California State University - Long Beach
Participants:
Boards as Principals, Presidents as Agents? Examining the Governance Relationship. Eve Marie Proper, Vanderbilt University
Developing Tomorrow’s Leaders Today: Leadership Development Programs at Three North Carolina Community Colleges. Paul Knott, Asheville Buncombe Technical Community College; Ann Elizabeth Alexander, Western Carolina University
Understanding Academic Leadership. Almenouh Saryan, McGill University; Dawit Asrat Getachew, McGill University; Enguida Hailaye Gebre, McGill University

22.063-1. Academic Leadership. Division J - Postsecondary Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chair: Jamillah M.A. Grant, Northcentral University
Participants:
Engineering Broad Thinkers: The Effects of Curricular Emphases and Instructional Practices on Undergraduate Interdisciplinary Skills. David B. Knight, The Pennsylvania State University
Entrepreneurship Education Programs and Implementations in China. Ying Xiang, University of Maryland; Cheng Chiau Qian, Guangxi University; Peter Yee Han Joong, University of the West Indies
Grant Writing Courses: Are They Preparing Graduate Students to Consider the Power of Their Proposals? David Bonner; University of North Texas; Bridget A. Walsh, University of Nevada - Reno; Kim Nimor, University of North Texas

22.063-2. Curriculum in Postsecondary Education. Division J - Postsecondary Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chair: Hugo Alberto Garcia, Claremont Graduate University
Participants:
A Current Look at Nontraditional Postsecondary Students: Field of Study and Institution Type. Melissa Cominoloe; Nicole McDermott Tate, North Carolina State University; Elizabeth J. Glennie, RTI International
Educational Pathways: Experiences of Adult Undergraduates Returning to the Pipeline. Chera D. Reid, New York University; Frances K. Stage, New York University; Halima Leak, New York University
Adult Learners’ Sense-Making on Academic Success in College; A View From Three Urban Community Institutions. Mary Ziskin, Indiana University; Desiree Danielle Zenguera, Indiana University - Bloomington; Vasti Torres, Indiana University

22.063-3. Adult and Nontraditional College Students. Division J - Postsecondary Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chair: Hugo Alberto Garcia, Claremont Graduate University
Participants:
A Current Look at Nontraditional Postsecondary Students: Field of Study and Institution Type. Melissa Cominoloe; Nicole McDermott Tate, North Carolina State University; Elizabeth J. Glennie, RTI International
Educational Pathways: Experiences of Adult Undergraduates Returning to the Pipeline. Chera D. Reid, New York University; Frances K. Stage, New York University; Halima Leak, New York University
Adult Learners’ Sense-Making on Academic Success in College; A View From Three Urban Community Institutions. Mary Ziskin, Indiana University; Desiree Danielle Zenguera, Indiana University - Bloomington; Vasti Torres, Indiana University

22.063-4. Faculty Roundtable 2: Assessment, Engagement, and Collaboration. Division J - Postsecondary Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chair:
Friday Afternoon, April 8, 2011

22.063-5. Student Access and the Role of Institutional Image in Recruitment. Division J - Postsecondary Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 2:15 pm to 3:45 pm Chair: Phyllis George, Jackson State University Participants: Branding Access: Using Financial Aid to Foster Institutional Image. Michael S. Harris, The University of Alabama; Bradley Barnes The Role of Undergraduates at an "Entrepreneurial University": A Case Study of Rowan University. Michael W Klein, New York University Understanding the Behaviors of Stealth Applicants in the College Search Process. Stephanie Dupaul, Southern Methodist University; Michael S. Harris, The University of Alabama

22.063-6. Topics of Organizational Culture, Learning, and Social Justice in Higher Education Research. Division J - Postsecondary Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 2:15 pm to 3:45 pm Chair: Karen P. Macbeth, The Ohio State University Participants: A Deweyan Perspective on Community College Institutional Accountability. Clifford P. Harbour, University of Wyoming Development of New Measures of Change, Self-Efficacy Beliefs, and Organizational Culture in Higher Education. Chael D. Elliott, CDE Research Associates, Inc.; Kadar Demir, Georgia State University; Lisa M. Martin-Hansen, Georgia State University; Judy Awong-Taylor, Board of Regents of the University System of Georgia; Nancy Vandergrift, University of Georgia Responding to Cultural Scripts for Learning: Addressing International Pedagogies Meaningfully. Thushari Welikala, Nottingham university Undergraduate Research Writing Students' Exploration of Issues of Diversity and Social Justice. Gloria Park, Indiana University of Pennsylvania Who’s Defining the Public Good: Universities in a Local, Knowledge-Based Economy. Tami L. Moore, Oklahoma State University; Melanie Wilderman, Oklahoma State University; Joshua M. Krawczyk, Oklahoma State University; Boozer Appleman, Oklahoma State University

22.063-7. Faculty Roundtable 3: Faculty Lives. Division J - Postsecondary Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 2:15 pm to 3:45 pm Chair: Amanda M. Blakewood, University of Tennessee Participants: Knowledge Mobilization Practices of Educational Researchers in Canada. Robyn Read, OISE/University of Toronto; Amanda Cooper, OISE/University of Toronto; Joelle Rodway-Macri, OISE/University of Toronto Living on the Intellectual Continuum: A Reflexive Interrogation of Scholarly Life. Leslie D. Gonzales, Clemson University; James W. Satterfield, Clemson University Postsecondary Faculty and the Politics of Tenure. Janet H. Lawrence, University of Michigan; Molly Christina Ott, University of Michigan; Sergio Celsi, University of Michigan Privacy in the Online Classroom: Faculty Views of a Safe Work Environment. Lauryl A. Lefebvre, The University of Memphis

22.063-8. Latino/a Student Success in College. Division J - Postsecondary Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 2:15 pm to 3:45 pm Chair: Maricela Oliva, University of Texas - San Antonio Participants: Latino/a Undergraduates’ Sense of Belonging: Mi Casa Es Su Casa … Or Is It? Sonia Esquivel, Kansas State University; Kay Ann Taylor, Kansas State University Latino Educational Attainment in College: Impact of Social Capital. William Watson, San Francisco State University Voices of Success: Understanding the Factors That Shaped the P-20 Trajectories of Academically Successful Latinos/as. Daisy Denise Alfaia, University of Washington

22.063-9. Student Identity Development and Performance. Division J - Postsecondary Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 2:15 pm to 3:45 pm Chair: Heather J. Bruce, Whittier College Participants: Effects of Collective Racial Esteem on African American Male College Student Involvement. Fernside Crawford, PhD, University of Louisville; Michael Anthony, University of Louisville Intercultural Competence and Student Engagement Among Community College Students. Stacey L. Edmonson, Sam Houston State University; Rebecca McBride Bustamante, Sam Houston State University; Rebecca L. Riley, Kingwood College, Lonestar Community College District The Relationship Between Spirituality and Sexual Identity Among Lesbian and Gay Undergraduate Students: A Qualitative Analysis. Danielle Marie Johnson, University at Buffalo - SUNY

22.063-10. Students’ Success in the STEM Disciplines. Division J - Postsecondary Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 2:15 pm to 3:45 pm Chair: Michelle A. Maher, University of South Carolina Participants: Examining Access and Persistence in the Science, Technology, Engineering, and Mathematics Fields for Students With Learning Disabilities. Jennifer Bell, The University of Arizona; Heather Haeger, The University of Arizona; Heather Metcalf, The University of Arizona Examining the Gender Gap in Science, Technology, Engineering, and Mathematics Persistence: The Role of Sample Selection and College Grades. Barbara Anne King, University of Texas - Austin An Inquiry Into the Goal Commitment of Science, Technology, Engineering, and Mathematics (STEM) Graduate Students. Melissa D. Hurst, University of South Carolina; Michelle A. Maher, University of South Carolina

22.063-11. Teaching and Learning in Graduate Education. Division J - Postsecondary Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 2:15 pm to 3:45 pm Participants: Facing 21st-Century Challenges Head-On: Reforming Graduate Education With Scholarly Engagement. Kandace M. Knudson, University of California - Davis; Joyce Gutstein, University of California - Davis The Effects of Undergraduate Research Experiences on Students’ Aspirations for Research Careers and Graduate Education. Dake Zhang, Purdue University; Omolola Adegboyin, Purdue University; Lauren Carlton Parker, Purdue University; Amy L. Childress, Purdue University; Wilella Burgess, Purdue University The Impact of Undergraduate Research Experience on a Performance-Based Measure of Science, Technology, Engineering, and Mathematics (STEM) Graduate Students’ Research Skills. Joanna Angelina Gilmore, University of South Carolina; Michelle Vieyra, University of South Carolina - Aiken; Brixia Crotwell Timmerman, University of South Carolina What Happens When the Apprentice Is Also the Master? A Qualitative Analysis of Graduate Students as Both Apprentice and Master Trainers in a Cognitive Apprenticeship Model. Bridget Lee, University of Texas - Austin; Stephanie W. Cashon, University of Texas - Austin; Kathryn Dunson, University of Texas - Austin

22.063-12. Explorations Into the STEM Career Pipeline. Division J - Postsecondary Education; Roundtable Session
22.063-13. Examining the Context of Teaching and Learning. Division J - Postsecondary Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chair: Karin Ann Lewis, University of Kentucky
Participants:
Realigning Current Practices and Policy: Defining Science, Technology, Engineering, and Mathematics (STEM) Student Success Literacy for Successful Transfer in STEM Fields. Soko S. Sutow, Iowa State University; Jaime R. Lester, George Mason University
Failure to Persist at Career Entry: Leak at the End of the Science, Technology, Engineering, and Mathematics Educational Pipeline. Gina Ann Garcia, University of California - Los Angeles; Dan Merson, The Pennsylvania State University; Joana Musial-Demurat, University at Albany - SUNY; Christina Turner, Gonzaga University; Lisa Weltzer-Ward, Kaplan University, Walden University; Hui-Jeong Woo, Loyola Marymount University
Filling the Pipeline for Computational Sciences: Career Development Implications for Students in STEM-Specific Fields. Deborah Worley, University of North Dakota; Amy E. Wells-Dolan, The University of Mississippi; Ayana Miled Johnson, The University of Mississippi

22.064-1. Modes of Research: Narrative, Perception, and Educational Neuroethics. SIG-Philosophical Studies in Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm
Chair: Craig A. Cunningham, National-Louis University
Participants:
Rationale in Support of an Educational Neuroethics. Helene Lalancette, Simon Fraser University; Stephen R. Campbell, Simon Fraser University
The Philosophy of Narrative Research in Education. Gailit Caduri, Haifa University, Israel
Seeing the Possible: Sensitive Perception as a Tool for Educational Research. Ariana Stokas, Bard College

22.064-2. Unearthing the Experiences of (Non)Immigrant Latina/o Students in Education. SIG-Hispanic Research Issues; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm
Chair: Mary Carol Combs, The University of Arizona
Participants:
Achieving the Dream, Facing Reality: Experiences of Undocumented Latina/o Graduate Students. Argelia Lara, University of California - Los Angeles
Undocumented Participants: Protection and Ethics in a Time of Fear. Bernadette Marie Mykal Mendoza-Brady, University of Northern Colorado; Maria K.E. Lahnman, University of Northern Colorado; Katrina L. Rodriguez, University of Northern Colorado; Jana Schwartz, University of Northern Colorado
"Son Menos Mexicanos (They’re Less Mexican)". U.S. Migrant Students in Mexican Schools. Nadeen T. Ruiz, California State University - Sacramento

22.064-3. Family Involvement and Special Education. SIG-Special Education Research; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm
Chair: William J. Calderhead, University of Kentucky
Participants:
Academic Expectations and Values as Associated With Parental Treatment Choices for Children With Attention Deficit Hyperactivity Disorder. Lucy M. Barnard-Brak, Baylor University; Tracey Nicole Salak, Baylor University
Meaning of Parental Involvement in Inclusive Physical Education for Students With Developmental Disabilities: Parents’ Perspectives. Jihoun An, Texas State University - San Marcos; Samuel R. Hodge, The Ohio State University; Sookyoung Shin, The University of Kansas
Mothers’ and Adolescents’ Perceptions of Family Environment and Social-Emotional Functioning. Marjorie Montagne, University of Miami; Wendy Morrison Cavendish, University of Miami; Craig K. Enders, Arizona State University
The Relationship Among Family Support of Goal Orientation, School Efforts to Facilitate Student Involvement, and Self-Determination. Wendy Morrison Cavendish, University of Miami; Ray Rodriguez, University of Miami
An Examination of the Individualized Education Program Process in a Secondary Inclusive Setting: A Collective Systems Perspective. Laura E. Bray, University of Pittsburgh; Jennifer L. Russell, University of Pittsburgh

22.064-4. Critical Examinations of Personal Experiences. SIG-Critical Educators for Social Justice; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm
Chair: Amy Denise Mulholland, University of Houston
Participants:
On Spirituality and Social Justice. Sheryl Conrad Cozart, George Mason University; Gretchen Ginsv  Genovett, Duquesne University
Silence No More: A Transformative Transcendental Phenomenology of the Teen Mothers’ Collegiate Experiences in the Rural Southeast. Angela M. Rogers, University of South Florida
The Internal Power of Chicanas/Latinas Students. Mariolis Oriana Ruiz, New Mexico State University; Lilia Chavez, University of San Francisco
22.064-5. Materialistic Readings, Higher Education, and Imperialism Through Technology. SIG-Maranthian Analysis of Society, Schools and Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm
Chair: Rebecca A. Robles-Pina, Sam Houston State University
Participants:
- Joseph F. Johnson, San Diego State University
- Masters Sorber, The Pennsylvania State University
- Struggles in Semiotic Landscapes and Reading Between Images: Marketing Imperialism Through Technology. Joao J. Rosa, University of Massachusetts-Dartmouth
- The Family: Conservative, Psychonautical, Anarchist, and Materialist Readings. Faith A. Agostinone, Aurora University

22.064-6. Concerns and Issues in Young Adolescent Development. SIG-Middle-Level Education Research; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm
Chair: Nan Bahr, Queenslend University of Technology
Participants:
- Reimagining Research at the Middle Level: Drop-Outs and Sanitary Pads in Rwanda: Implications for the United States. Kathleen Mah, William Paterson University
- African American Young Adolescent Girls’ Negotiation of Identities In and Out of School. Lisa Harrison, Ohio University
- Toward a Motivation Model Based on Middle School Students’ Voices. Erika D. Daniels, California State University - San Marcos
- Understanding the Interplay Between Adolescent Needs and School Structures During the Middle to High School Transition. Cheryl Rose Ederbrock, University of South Florida; Sarah M. Kiefer, University of South Florida
- You’re Not the Boss of Me! Seven Middle School Girls Move Toward Being Enough. Hilary E. Hughes, University of Georgia

22.064-7. Urban Applications and Praxis Considerations in Peace Education. SIG-Peace Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm
Chair: Cheryl Duckworth, Nova Southeastern Univ.
Participants:
- Urban Teaching: A Place for Peace Education. Sugriya Baily, George Mason University; Beverly D. Shaklee, Kent State University
- Starting Small: Child Guidance Approach to Educating for Peace. Linda Pickett, University of Michigan - Flint
- Toward Comprehensive Peace Education Praxis for Sustainability. Edward J. Brunmeier, James Madison University

22.064-8. Multiple Perspectives on Turning Around Schools: Building Capacity, Engaging Students, and Leader Autonomy. SIG-School Turnaround and Reform; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm
Chair: Joseph F. Johnson, San Diego State University
Participants:
- Assessing School Capacity to Implement and Sustain Effective School-Level Transformation Practices. Eric Barel, Partners in School Innovation; Derek S. Mitchell, Partners In School Innovation
- Early College High Schools: Meeting the Core Principles. Jill Bradley-Levine, University of Indianapolis
- Engagement in Early College: Mediating Academic Achievement. Dana Nowell, University of Virginia
- Being at a New School: Students’ Lived Experience in a Turnaround School. Jennifer D. Olson, University of Illinois - Chicago
- Making A’s: Principals’ Perceived Autonomy in an Era of Accountability and Achievement. April L. Peters, University of Georgia; Sheneke M. Williams, University of Georgia

22.064-9. Career Counseling and Retention Issues for Underrepresented Students. Division E - Counseling and Human Development; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm
Chair: Rebecca A. Robles-Pina, Sam Houston State University
Participants:
- “You Know There’s Just So Much That We Can Do”: Counselors’ Perceptions of the College Choice Process of Mexican American Students. Melissa Ann Martinez, University of Texas - Austin
- Factors Limiting College Opportunity for Aspiring First-Generation College Students and Impact of School Counselor Interventions. Jacqueline Breau Broussard, Armstrong Middle School; Dianne F. Olivier, University of Louisiana - Lafayette
- Outcomes of Career Counseling for First-Year College Students. Julia Panke Makela, University of Illinois - Urbana-Champaign; Debra D. Bragg, University of Illinois - Urbana-Champaign
- Unique Characteristics of First-in-Family Aspiring College Students: Identifying Targeted Areas for Intervention. Molly Gordon, University of Minnesota - Twin Cities; Angie J. Pohl, University of Minnesota; Monica Jacob, University of Minnesota; Sandra L. Christenson, University of Minnesota

22.064-10. Implementing Change in the Professions. Division I - Education in the Professions; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm
Chair: Sara Kim, University of California - Los Angeles
Participants:
- Evaluation of a Professional School Recruitment Program and Its Impact on Diversity. Alicia Ayodele, University of Minnesota; Doneka R. Scott, University of Minnesota
- Understanding Change and Innovation in Dental School Curriculum From 1995 to 2009. Eugene L. Anderson, American Dental Education Association; N. Karl Haden, Academy for Academic Leadership; Karen Novak, University of Kentucky; Gloria Gonzalez, American Dental Education Association

22.064-11. Intersection of Pedagogy and Practice in and Through the Arts. SIG-Arts and Learning; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm
Chair: Robin A. Mello, University of Wisconsin - Milwaukee
Participants:
- Signature Pedagogies in the Arts: Research for the Public Good. Libby G. Cohen, National Institute of Education; Liang See Tan, Myra Bascul, National Institute of Education; Heather Kvill, National Institute of Education; Daphna Kehila, National Institute of Education; Xueyan Yang, National Institute of Education
- Arts Integration: The Intersection of Public and Traditional School Pedagogy. Debbie Randolph, University of North Carolina; Jesica E. Speed, University of North Carolina - Chapel Hill
- Arts-Centered Inquiry: Reimaging Arts in Education as Pragmatic Instrumentalism. LeAnn Logsdon, Georgia State University

22.064-12. SIG/Research in Mathematics Education Roundtable 1: Students. SIG-Research in Mathematics Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm
Chair: Cheng-Yao Lin, Southern Illinois University - Carbondale
Participants:
22.064-13. Bridging the Research/Policymaking Gap: Handling Down the Lessons of Lived Experience. Division L - Educational Policy and Politics; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm
Chair: David R. Garcia, Arizona State University
Participants:
Building a Bridge Over the Research/Policymaking Gap: Academics in the Role of Research Intermediary. Emily Rydel Genovese, Arizona State University; Stacey Long-Genovese, Arizona State University; David R. Garcia, Arizona State University
Building a Bridge Over the Research/Policymaking Gap: Academics in the Role of Research Intermediary. Emily Rydel Ackman, Arizona State University; Stacey Long-Genovese, Arizona State University; David R. Garcia, Arizona State University
Building a Bridge Over the Research/Policymaking Gap: Academics in the Role of Research Intermediary. Emily Rydel Ackman, Arizona State University; Stacey Long-Genovese, Arizona State University; David R. Garcia, Arizona State University

22.064-14. Negotiating Disciplinary, Professional, or Institutional Borders to Build Collaborative Teaching Relationships: A Discourse Perspective. SIG-Language and Social Processes; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm
Chair: Louise B. Jennings, Colorado State University
Participants:
On-Site and Online Instructors Discursively Constructing Roles and Relationships in a Hybrid Course. Roseanne Macias, University of California - Santa Barbara; Terry Ingleso-Sinicrope, University of California - Santa Barbara
Negotiating a Co-Expertise Collaborative Teaching Relationship Between a Classroom Teacher and a University Researcher. Beth V. Yager, University of California - Santa Barbara; Phoebe Hirsch-Dubin, University of California - Santa Barbara; Jill Brody, Mesa Unified School District

22.065. Roundtable Session 6; Roundtable Session
22.065-1. Examining Literacy and Mathematical Implementation Issues and Challenges. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session Doubletree, 16th Level, International Ballroom
2:15 pm to 3:45 pm
Chair: Mary M. Chittooran, Saint Louis University
Participants:
Evaluation of the Grade 7 Pre-Algebra Benchmark Exams. Mei-Hui Wang, Anne Arundel County Public Schools, Maryland; Adam Milan, Anne Arundel County Public Schools, Maryland; Beverly Gayle Fish, Anne Arundel County Public Schools, Maryland
Examining Teachers’ Practices Providing Written Feedback in Mathematics Problem-Solving Classes. Edith Guimer, Northwest Regional Educational Laboratory; Karen A. Marrongelle, Portland State University
Measuring Fidelity of Implementation: Methodological and Conceptual Issues and Challenges. Ellen Osmundson, University of California - Los Angeles; Cathy Ringstaff, WestEd; JoAn L. Herman, University of California - Los Angeles; Yianyun Dai, University of California - Los Angeles; Mike Timms, WestEd
A Framework for Assessing Intellectual Authenticity in Literacy and Uses for Teacher Professional Development. Matthew R. Hanson, University of Illinois - Urbana-Champaign; Lizanne DeStefano, University of Illinois; Susan McMahon, National-Louis University; Elisa Mustari Fiedler, University of Illinois - Urbana-Champaign
Assessment and Teaching of Mathematics for 21st-Century Learning. Kwok Wai Loo, Nanang Technological University; Kim H. Koh, Nanang Technological University, Singapore; Yean Bee Lee, Nanang Technological University; Shui Chua, National Institute of Education, Singapore

22.065-2. Investigating Factors Associated With Predicting Improvements in Academic Achievement Among 8th and 9th Grade Students. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session Doubletree, 16th Level, International Ballroom
2:15 pm to 3:45 pm
Chair: Jana Z. Snow, University of California - Berkeley
Participants:
A Day in the Life of Delaware’s Ninth Graders. Joan L. Buttram, University of Delaware
Exploring Relationships Among School Relatedness, Parental Advisement, and Eighth-Grade Academic Achievement. Ying Hong Jiang, Azusa Pacific University; Patricia J. Bonner, Azusa Pacific University; Jenny Y.P. Yau, Azusa Pacific University
Testing the Effects of Independent Silent Reading and Computer-Based Cognitive Tools in Secondary Students. Joshua A. Cuevas, Georgia State University; Roxanne L. Russell, University of Phoenix Online; Miles Anthony Irving, Georgia State University
The Forgotten Middle: Who Are They? Dale Whittington, Shaker Heights City School District

2:15 pm to 3:45 pm
Chair: John R. Slate, Sam Houston State University
Participants:
Investigation of Reading Achievement Growth Over Academic and Summer Periods. Tamminie S. Dickerson, University of South Carolina - Columbia; Diane M. Mourad, University of South Carolina; John Robert May, University of South Carolina; Heather Bennett, University of South Carolina
Mining Black Diamonds: Improving Reading Achievement in K-3 Appalachian Ohio Schools by Applying Scientifically Based Reading Research (SBRR) Principles. James A. Salzman, Ohio University; David O. Newman, Cleveland State University; Sharon L. Reynolds, Ohio University
Reading on Grade Level and College Attendance: A Longitudinal Analysis of Third-Grade Students in Chicago in 1996-97 and Their Future Educational Outcomes. Joy Lesnick, University of Chicago; Julia A. Gwynee, University of Chicago; Robert M. Goerge, University of Chicago; Cheryl Smithgall, University of Chicago
A Multisite Randomized Control Trial to Examine the Impact of ABRACADABRA on Indigenous Early Literacy in Australia. Janet Helmer, Charles Darwin University; Jennifer R. Wolgemuth, Charles Darwin University; Christine Bottrell, Charles Darwin University; Helen Harper, Charles Darwin University; Tess Lea, The Northern Institute - Charles Darwin University

22.065-4. Teacher Practices With At-Risk, Culturally, and Linguistically Different Students in Secondary Schools. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session Doubletree, 16th Level, International Ballroom
2:15 pm to 3:45 pm
Chair: Kymdra Violetta Middkelet, Howard University
Participants:
Culturally Responsive Instruction: Teacher Practices and Beliefs in Culturally and Linguistically Diverse Schools. Elizabeth C. Rightmyer Education / Research Consultants; Tiffany Renee Wheeler, Transylvania University
The Formative Assessment of Academic Language and Science Learning
22.065-5. The Impact of Thinking Reader Software Program on Grade 6 Reading Vocabulary, Comprehension, Strategies, and Motivation. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Doubletree, 16th Level, International Ballroom
2:15 pm to 3:45 pm
Chair: Katherine E. Culp, Education Development Center, Inc.
Participants:
Study of the Thinking Reader Software Program: Study Design and Methodology. Teresa Garcia Duncan, ICF International; Kathryn V. Drummond, American Institutes for Research
Study of the Thinking Reader Software Program: Description of the Intervention and Implementation. Kathryn V. Drummond, American Institutes for Research; Courtney C. Zunich, Collier County Public Schools; Lindsay Fryer, American Institutes for Research
Study of the Thinking Reader Software Program: Analytical Strategy and Student Achievement Findings. Marjorie Chinen, American Institutes for Research; H. Ray Miller, University of Pittsburgh

22.065-6. Use of Assessment Results in Determining Student Promotion Decisions and School Accountability. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Doubletree, 16th Level, International Ballroom
2:15 pm to 3:45 pm
Chair: Rosanne B. Brown, Peel District School Board
Participants:
Raising All Ships: The Effect of Retesting on School Accountability Results and Achievement Gaps. Bradley J. McMillen, Wake County Public Schools, North Carolina; Brian K. Summer, Wake County Public Schools, NC
Test-Based Promotion From a Bourdieuian Perspective: How One Graduate Student Chose a Theoretical Framework. Andrew Huddleston, University of Georgia
Teacher and Student Perceptions of Accommodations for English Language Learners (ELLs) on Math Assessments: Do They Add Up? Nichole Rivera, University of California - Los Angeles; Jenny C. Kao, Teachers College, Columbia University; Sandy Chang, University of California - Los Angeles; Noelle Griffin, University of California - Los Angeles

Doubletree, 16th Level, International Ballroom
2:15 pm to 3:45 pm
Chair: Winona M. Burt, University of Houston - Clear Lake
Participants:
Development and Validation of the Interest-in-the-Arts Questionnaire. Paul R. Brandom, University of Hawaii - Manoa; Brian E. Lawton, University of Hawaii - Manoa
The Importance of Data Validity and Reliability in Program Evaluation. Laura M. Holiain, REL-Appalachia at CNA; Linda Cavalluzzo, CNA Education
Validating Learning Walks as a Tool for Research. Brett D. Campbell, Clark County School District

Doubletree, 16th Level, International Ballroom
2:15 pm to 3:45 pm
Chair: Cris Price, Abt Associates Inc.
Participants:
Implementation and Impact of the Ohio Department of Youth Services Striving Readers Project. William Loadman, The Ohio State University
Implementation and Impact of the Mid-South Striving Readers Project. Debra J. Coffey, Research for Better Schools
Implementation and Impact of the Newark, New Jersey, Striving Readers Project. Jennifer A. Hamilton, Westat
Implementation and Impact of the Springfield-Chicopee, Massachusetts, Striving Readers Project. Kimberley Sprague, The Education Alliance at Brown University
Implementation and Impact of the Portland, Oregon, Striving Readers Project: Examining the Relationship Between Implementation and Impact. Bonnie Fiddes, RMC

Doubletree, 16th Level, International Ballroom
2:15 pm to 3:45 pm
Chair: Craig L. Esposito, University of Connecticut
Participants:
A Case for “Ma and Pa” Charter Schools. Nina K. Buchanan, University of Hawaii - Hilo; Heather Nakamura, West Hawaii Explorations Academy PCS; Curtis Maruoka, West Hawaii Explorations Academy PCS

22.065-10. Aspects of Geographical Space, Culture, and Gender That Influence Reading. SIG-Research in Reading and Literacy; Roundtable Session
Doubletree, 16th Level, International Ballroom
2:15 pm to 3:45 pm
Chair: Rosalind Horowitz, University of Texas - San Antonio
Participants:
Border Crossings: The Significance of Borders as Represented in Literature for Transnational Youth. Rosalind Horowitz, University of Texas - San Antonio; Michelle Olivera Dart, University of Texas - San Antonio; Monica Rae Jazzlewski, University of Texas - San Antonio
Proof That “Anything Is Possible”: Beyond Raced and Gendered Understandings of Textual Connection. Katherine M. Sciurba, New York University
Factors Related to Students’ Attitudes Toward Reading in Italy. Fabio Alivernini, INVALSI; Sara Manganelli, INVALSI; Ines Di Leo, INVALSI; Bruno Losito, Third University of Rome

22.065-11. School-University Collaboration: Transforming Cultures and Practices. SIG-School/University Collaborative Research; Roundtable Session
Doubletree, 16th Level, International Ballroom
2:15 pm to 3:45 pm
Chair: Tatiana Joseph, University of Wisconsin - Milwaukee
Participants:
What's Next? A Collaborative, Appreciative Inquiry-Based Approach to Enhancing Principals’ Learning-Centered Leadership. Robert Martin Reardon, Virginia Commonwealth University
Transforming an Organization’s Culture: A Collaborative Research Partnership Using Appreciative Inquiry. Raymond L. Calabrese, The Ohio State University; Erik Cohen, The Ohio State University
An Unusually Effective School/University Collaborative Program. David Reynolds, University of Plymouth; Linda La Velle, University of Plymouth
Urban Elementary Teachers as Novice Lesson Study Practitioners: Timing Is Everything. Sharon Dogter, Syracuse University; Vicki McQuitty

22.065-12. Action Research Across Diverse and International Contexts. SIG-Action Research; Roundtable Session
Doubletree, 16th Level, International Ballroom
2:15 pm to 3:45 pm
Chair: Adam Rubin, New Visions for Public Schools
Participants:
Playing the Game: Strategies for Inclusion, Cultural Production, and Social
Doubletree, 16th Level, International Ballroom
2:15 pm to 3:45 pm
Chair: Christopher Rhoads, Northwestern University
Participants:
Generalizability of Results From Randomized Trials: Using Moderator Analyses to Investigate Heterogeneity of Effects. Andrew P. Jaciw, Empirical Education Inc.
Improving the External Validity of Randomized Experiments Using Propensity Score Matching. Laura Elizabeth Tipton, Northwestern University
Should Auxiliary Independent Variables Be Included in Models During Analyses? Perspective From Sample Size. Xiaoxu Li, The Chinese University of Hong Kong; Xiaoyan Sun, The Chinese University of Hong Kong

22.065-14. Dimensions of Test Validation. Division D - Measurement and Research Methodology; Roundtable Session
Doubletree, 16th Level, International Ballroom
2:15 pm to 3:45 pm
Chair: Joy L. Matthews-Lopez, National Association of Boards of Pharmacy
Participants:
Brief Alignment: Important Questions to Ask (and Answer) to Evaluate Content Validity. Stephen G. Sireci, University of Massachusetts - Amherst; Jason A. Schweid, University of Massachusetts
Readability of Credentialing-Examination Materials: The Creation, Calibration, and Validation of an Appropriate Measurement Model. Barbara A. Badgett, University of Nevada - Las Vegas; Alice J. Corkill, University of Nevada - Las Vegas
The Need for Documenting Validation Transactions: A Qualitative Component of the Testing Validation Process. Charles Secokly, County College of Morris - New Jersey; Ellen Wenlind, Northern Essex Community College; Brian Dentson, Champlain Regional College
Think-Aloud Protocols: Methodology for Characterizing Cognitive Reading Skill and Test Validation. Maryam Wagner, OISE/University of Toronto; Emnice Eunhee Jang, University of Toronto
Triangulating Validity Evidence: Classroom Discussions, Written Assessments, and Cognitive Interviews. Kristen Ooroarte Barmester, University of California - Berkeley

Doubletree, 16th Level, International Ballroom
2:15 pm to 3:45 pm
Chair: Candace D. Mueller, Questar Assessment, Inc.
Participants:
Common Item Selection in Multidimensional Item Response Theory (MIRT) Vertical Scaling Under Unbalanced Content Designs. Yang Lu, Michigan State University; Mark D. Reckase, Michigan State University
Establishing Validity Evidence to Assess College Readiness Through a Vertical Scale. Katherine Fargo, University of Iowa; Anthony D. Fina, University of Iowa; Catherine Welch, University of Iowa
Exploring Unidimensional Proficiency Classification Accuracy From Multidimensional Data in a Vertical Scaling Context. Marc Howard Kroopnick, Association of American Medical Colleges; Robert J. Mitroff, ETS

Doubletree, 16th Level, International Ballroom
2:15 pm to 3:45 pm
Chair: Shungwon Ro, Kenexa
Participants:
A Comparison of Standard Item Response Theory and Effort-Moderated Item Response Theory Models in Test Evaluation for Speeded Test. Ming Lei, The College Board
Context Effects on Item Parameters and Scale Score Estimation. Bruce F. Randel, McREL; Seung W. Choi, Northwestern University; Michelle LD Barnett, CTB/McGraw-Hill; Dong-In Kim, CTB/McGraw-Hill
The Effect of Altering Correct Response Location. Tianhua Pan, Pearson; Donald G. Meagher, Pearson

Division and SIG Posters

22.066. Poster Session 2; Poster Session

22.066-1. Division K Section 6 Poster Session. Division K - Teaching and Teacher Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
2:15 pm to 3:45 pm
Posters:
2. Examining the Ineffectiveness of Preparing of Culturally Responsive Teachers Within Educational Psychology Courses. Tehila F. Starker, University of North Carolina - Charlotte; Kaman Otinga Sivatu, Texas Tech University
3. Exploring the Tensions Between Multicultural Education and Developmentally Appropriate Practice in Early Childhood Education. Caryn C. Park, Tufts University
5. How Can Educators Effectively Support Undocumented Students? Exploring the Perspectives of Undocumented Latino Youth. Ruta Catherine Tracy, University of Colorado - Boulder; Emily Wester Love, University of Colorado - Boulder
6. Korean Parents’ Experiences and Satisfactions With Their Children’s Education at Schools. Jeesean Jung, Ohio University - Athens; Seungho Moon, Teachers College, Columbia University; Sooonee Bang, Teachers College, Columbia University; Kyee Yum Kwon, Teachers College, Columbia University; Younjeong Suh, Teachers College, Columbia University
7. Losers to Winners: An Investigation of the Co-Construction of School Identities in a Professional Development School. Darby Claire Delane, University of Florida; Elizabeth Bondy, University of Florida
8. Mathematics and Social Justice: A Literacy Connection. Dana L. Hegerman, University of Wisconsin - Madison; Anita A. Wager, University of Wisconsin
9. Mentoring: The Under-Explored Link to Social Justice in Teacher Education. Renee Spence, The Ohio State University
11. Preparing White Educators to Enact Critical Multiculturalism in Nondominant School Communities Through Mindfulness. Barbara J. Drey, University of Colorado - Denver; Peggy Hickman, Arcadia University
12. Should One Size Fit All? Rural Colleges of Education and the National Council for Accreditation of Teacher Education (NCATE) Diversity Standard. Debra A. Mirefety, Western Illinois University; Sharon Stevens, Western Illinois University
14. The Relationship Between Attributions of Cultural Awareness and Cultural Competence Among Preserve Teachers. Yan Yang, University of Texas - Brownsville
15. There Is a Need, But How Do We Meet It? Examining Multicultural Education Classes. Brandelyn L. Tisdall, Northern Kentucky University; Bettina L. Love, Northern Kentucky University
16. Toward Cultural and Linguistic Diversity in Early Childhood Teacher Preparation. Young-Hee Park, Florida State University; Sung-On Hwang, Florida State University

22.066-2. Strategic Recruitment in Teacher Education. Division K - Teaching and Teacher Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
2:15 pm to 3:45 pm
22.066-3. Adult Issues in Education—Lifelong Learning. Division G - Social Context of Education; Poster Session Sheraton, Fifth Level, Grand Ballroom C 2:15 pm to 3:45 pm Posters:
23. Policy-Driven for Lifelong Learning and Its Effects: Experiences of Working Adults in Taiwan. Tianfang Chang, National Chinese University; Sung-Po Liu, National Chi Nan University; Taiwan
24. The Medium, the Message, and the Educator: Baudrillard and Adult Education. Beth Martin, North Carolina State University

22.066-4. Alternative Contexts for Thinking About Teaching, Learning, and Coaching. Division G - Social Context of Education; Poster Session Sheraton, Fifth Level, Grand Ballroom C 2:15 pm to 3:45 pm Posters:
25. Figured Worlds of Technology Use: Technology, Identity, and Information Technology Support in a Public Law School. Matthew Lessem, University of Colorado
27. Quest for the Coaching Sorority in the Rural South. Alan Brown, The University of Alabama

22.066-5. Safe Schools and Communities Poster Session. SIG-Safe Schools and Communities; Poster Session Sheraton, Fifth Level, Grand Ballroom C 2:15 pm to 3:45 pm Poster:
28. Effects of an Educational Video on the Measurement of Bullying by Self-Report. Michael Baly, University of Virginia; Deswey G. Cornell, University of Virginia

22.066-6. International Studies of History and Social Science Education, Ethics, and the Arts. Division C - Learning and Instruction; Poster Session Sheraton, Fifth Level, Grand Ballroom C 2:15 pm to 3:45 pm Posters:
29. Interest and Attitude: Do They Influence Students' Learning on Bioethical Dilemmas? Hennke Katharina Schmidt, GRK 1195, University of Goettingen; Martin Rothganger, University of Vienna; Dietmar Grabe, University of Vechta
30. National Identity Formation in Secondary Social Studies Textbooks in Taiwan. Phone-Mei Chou, National Taipei University of Education
31. The Connection Between Students’ Ideas of History and Their Attitudes to Historical Learning. Yi-Mei Hsiao
32. Imagination and Imagination in the Children’s Drawing. Yanjie Yang; Yijing Wang, Beijing Normal University, China
33. Investigating the Historical Empathy of Students at a Secondary School: In What Ways Does Teaching Make a Difference? Martin Charles Davison, Parkuranga College
34. The Influence of Pedagogical Content Knowledge on Advanced Placement Psychology Teachers’ Instruction. Michael Koppish, University of Wisconsin-Madison

22.066-7. Linking Home and Schools: Including Nondominant Communities. Division C - Learning and Instruction; Poster Session Sheraton, Fifth Level, Grand Ballroom C 2:15 pm to 3:45 pm Posters:
35. A Longitudinal Study of Children’s Science Explanation Writing Development. Carol A. Donovan, The University of Alabama; Laura B. Smolkin, University of Virginia
36. Assessing Early Language and Literacy Skills: Revisiting the Teacher Rating of Oral Language and Literacy. Jiyou Han, University of Georgia; So Mi Kim
37. Bidialectal African American Adolescents’ Views on Code-Switching in English Language Arts Classes. Amanda J. Godfrey, University of Pittsburgh; Allison Escher, University of Pittsburgh
38. Deictic, Chronotopic, Transitory: Examining the Nature of Literacy in a Digitally Enhanced Fourth-Grade Classroom. Elizabeth A. Baker, University of Missouri
39. Effects of a Teacher Training on the Efficacy of Curriculum-Based Measurement (CBM). Natalie Foerster, University of Münster; Elmar Souvignier, University of Münster
40. Emergent Literacy Skill Development in Children Attending Head Start: Using Exirextual Input With Alphabet Books. Autumn B. Wyant, University of Notre Dame; Sara P. Godshall, University of Notre Dame; Mary Wagner Fubs, University of Notre Dame; Jeanne Day, University of Notre Dame
41. How Effective Are Family Literacy Programs? Results of a Meta-Analysis. Nelle McElvany, Technical University of Dortmund; Roel Van Steensel, University of Amsterdam; Stephanie Herppich, University of Kiel; Jeanne J.H. Karvers, Tilburg University
42. Influence of Oral Discussion on MetaDiscourse in Reflective Essays. Beata M. Latawiec, University of Illinois - Urbana-Champaign; Richard C. Anderson, University of Illinois - Urbana-Champaign
43. Preschool Teacher Study Groups: Collaborative Professional Development in Early Literacy. Linda Michele Platas, University of California - Berkeley; Anne E. Cunningham, University of California - Berkeley; Sarah G. Wheeler, University of California - Berkeley; Kelly E. Boyle, University of California - Berkeley
44. Using Concept Mapping and Intentional Teaching to Develop Young Children’s Knowledge and Vocabulary About Plants. Janice Hunter, University of North Florida; Stephanie Wehrly, University of North Florida; Heather Monroe-Ossi, University of North Florida; Cheryl A. Fountain, University of North Florida
45. Word Learning and Decodable Texts: Problems for Struggling Early Readers. Rick Chun Frey, University of California - Berkeley
### Friday Afternoon, April 8, 2011

#### Governance Meetings and Events

**23.001. AERA Committee on Scholars of Color in Education: Closed Meeting.**
AERA Governance; Governance Session
New Orleans Marriott, Fourth Level, Bacchus
4:05 pm to 6:05 pm
Chair:
Tahbye Maria Chavous, University of Michigan

**23.002. AERA Ethics Committee: Closed Meeting.**
AERA Governance; Governance Session
New Orleans Marriott, Fourth Level, Balcony L
4:05 pm to 6:05 pm
Chair:
Carolyn D. Herrington, Florida State University

**23.003. AERA Journal Publications Committee and Journal Editors: Closed Meeting.**
AERA Governance; Governance Session
New Orleans Marriott, Fourth Level, Balconies MN
4:05 pm to 5:35 pm
Chair:
Russell W. Rumberger, University of California - Santa Barbara

**23.004. SIG Leadership Orientation: Session 1.**
AERA Governance; Governance Session
Sheraton, Second Level, Rhythms Ballroom III
4:05 pm to 5:35 pm
Chair:
Sharon H. Ulanoff, California State University - Los Angeles

#### Presidential Sessions

**23.010. AERA Distinguished Lecture: Allan A.J. Luke.**
Presidential Session; Invited Session
Sheraton, Third Level, Napoleon Ballroom C3
4:05 pm to 5:35 pm
Chair:
Kris D. Gutiérrez, University of Colorado - Boulder
Speaker:
Generalizing Across Borders: Policy and the Limits of Educational Science.
Allan A.J. Luke, Queensland University of Technology

**23.011. Interest-Driven Learning and Participatory Democracy: A 21st-Century Agenda for Technology and Education.**
Presidential Session; Invited Session
Sheraton, Third Level, Napoleon Ballroom C2
4:05 pm to 6:05 pm
Chair:
Constance Yowell, J.D. & C.T. Macarthur Foundation
Participants:
Connected Learning and Participation in a Networked Age. Mizuko Ito, University of California - Irvine
Creating Hybrid Online/Face-to-Face Spaces to Support Anytime/Anywhere Learning. Nichole D. Pinkard, DePaul University
The Internet and Activism: Taking the Long View. Ethan Zuckerman, Harvard University
Discussant:
Elyse A. Eidman-Aadahl, University of California - Berkeley

#### AERA Sessions

**23.012. Triennial Travesties of 2011.**
AERA Sessions; Invited Session
Sheraton, Third Level, Napoleon Ballroom B
4:05 pm to 6:05 pm
Chair:
W. James Popham, University of California - Los Angeles
Participants:
Foucault Gumbo, Jeffrey K. Smith, University of Otago; Lisa F. Smith, University of Oklahoma

Medley: Academic Recession Rag-Charter Petitioner Blues. William G. Wraga, University of Georgia
Passivity Foregone: How to Recruit Assessment Professionals. W. James Popham, University of California - Los Angeles
The Messickists. Gilbert N. Andrade, Connecticut State Department of Education; Robert Cook, University of Massachusetts - Amherst; Katrina Crotts, University of Massachusetts - Amherst; Mary Pitoniak, ETS; Stephen G. Srecli, University of Massachusetts - Amherst; Florence R. Sullivan, University of Massachusetts - Amherst

**Committee Sessions**

**23.013. A Fireside Chat: Telling Queer and Gendered Stories.**
Committee on Scholars and Advocates for Gender Equity in Education; Invited Session
Sheraton, Fourth Level, Oak Alley
4:05 pm to 5:35 pm
Invited Guests:
Kevin K. Kumashiro, University of Illinois - Chicago
Sofia A. Villenas, Cornell University

**Division Sessions**

**23.014. Allocating Resources to Improve Teaching and Learning.**
Division A - Administration Organization & Leadership; Paper Session
Sheraton, Fourth Level, Bayside B
4:05 pm to 5:35 pm
Chair:
Bob L. Johnson, Jr., University of Utah
Participants:
A Study of Female Central Office Administrators and their Aspirations to the Superintendency. Ava J. Muñoz, University of Texas - Arlington; Anita M. Pankake, University of Texas - Pan American; Shirley J. Mills, University of Texas - Pan American; Marie F. Simonsen, University of Texas - Pan American; Elizabeth T. Morakami-Ramalho, University of Texas - San Antonio; Jessica G. Land, University of Texas - San Antonio
Lean Management in a K-12 School District: A Case Study. Beverly Brown, Oakland University
School Improvement via a Distributed Leadership Team: A Micropolitical Perspective. Julie K. Shepherd, University of Iowa
Discussant:
Christopher A. Thorn, University of Wisconsin - Madison

**23.015. Black Women Scholars on Educational Leadership for the Public Good: Exploring the Intersectionality of Race, Gender, and Leadership in Schools.**
Division A - Administration Organization & Leadership; Symposium
Sheraton, Fourth Level, Edgewood
4:05 pm to 5:35 pm
Chair:
Linda C. Tillman, University of North Carolina - Chapel Hill
Participants:
Examining Race, Gender, and Organizational Structure Through Narrative Methodology: Black Female Leadership Narratives on Transformational and Transactional Leadership. April L. Peters, University of Connecticut
School Improvement via a Distributed Leadership Team: A Micropolitical Perspective. Julie K. Shepherd, University of Iowa
Discussant:
Christopher A. Thorn, University of Wisconsin - Madison
University of Wisconsin - Milwaukee
Blurring the Lines of Race and Gender in Leadership: A Black Woman Scholar’s Reflections on Intersectionality in Educational Leadership. Patrice A. McClellan, Louvadae College

Discussant:
Sonya Douglass Horsford, University of Nevada - Las Vegas

23.016. Student Optimism, Cultures of Learning, and Instructional Effectiveness. Division A - Administration Organization & Leadership; Paper Session Sheraton, Fourth Level, Bayside A 4:05 pm to 5:35 pm
Chair: Jimmy K. Byrd, University of North Texas
Participants:
Establishing a Culture of Learning: Implementing Literacy Strategies Within a Professional Learning Community. James E. Gray, Berea Parish School System; Diane F. Olivier, University of Louisiana - Lafayette
School Instructional Effectiveness and Student Learning in Math: Investigating a Nonlinear Model of School Improvement. Ronald H. Heck, University of Hawaii - Manoa
Student Academic Optimism: Confirming a Construct. Curt M. Adams, University of Oklahoma; Patrick B. Forsyth, University of Oklahoma
The Effects of Academic Optimism on Elementary Reading Scores. Raymond Bevel, Madison County Schools; Roxanne M. Mitchell, The University of Alabama

Discussant:
Jimmy K. Byrd, University of North Texas

23.017. Dear Maxine: Letters From the Unfinished Conversation. Division B - Curriculum Studies; Symposium Astor Crowne Plaza, Second Level, Astor Ballroom III 4:05 pm to 6:05 pm
Chair: Robert Lewis Lake, Georgia Southern University
Participants:
Imagining the Possible. Mike Rose, University of California - Los Angeles
Maxine Greene: Ever My Teacher. Martha Barry McKenna, Lesley University
Breaking Through the Crust. Wend R. Kohli, Fairfield University
A Letter of Reply to Those Who Are Not Yet. Maxine Greene, Teachers College, Columbia University

Discussants:
Sonya Nieto, University of Massachusetts - Amherst; William H. Schubert, University of Illinois - Chicago; James M. Giarelli, Rutgers Graduate School of Education

23.018. Placing the Oil Flow, the Earth, in the Curriculum. Division B - Curriculum Studies; Symposium Astor Crowne Plaza, Second Level, Astor Ballroom I 4:05 pm to 5:35 pm
Chairs: Mark Kiesling, Michigan State University; Crystal T.Laura, University of Illinois - Chicago
Participants:
Going Beyond “Happy” Globalization. Nina Asher, Louisiana State University; Lessons From Disasters. Nel Noddings, Stanford University; When Oil Meets Water: Anticipating Our Environmental Future Through Time-Space. Marcia McKenzie, University of Saskatchewan
Using the Gulf Oil Flow to Engage Students in Science and Citizenship. Troy D. Sadler, University of Florida
BP Oil Spill: A Middle School Mathematics Unit. Anne M. Marshall, University of Illinois - Chicago

Discussant:
William C. Ayers, University of Illinois - Chicago

23.019. School Office, Classroom, and Field Confessions: Ritual Practices, Cloistered Pedagogical Performances, and Poignant Philosophical Concerns. Division B - Curriculum Studies; Symposium Astor Crowne Plaza, Second Level Mezzanine, Bienvenue 4:05 pm to 5:35 pm
Chair: Virginia Ann Worley, Oklahoma State University
Participants:
Exiting Confessional Cloisters, Entering Inquiry, Agency, and Self-Creation. Susan Birden, Buffalo State College - SUNY
From Cloistered Confessors to Open Gardens: Classroom Places Cultivating Self- and Community Creation, Interaction, and Action. Virginia Ann Worley, Oklahoma State University
An Ethical Revolution Shrouded in Sheep’s Clothing: Troubling Qualitative Inquiry and the Press to Confess. Stacy Otto, Illinois State University

Discussant:
David T. Hansen, Teachers College, Columbia University

23.020. Jan Hawkins Award Address: Erica Halverson. Division C - Learning and Instruction; Invited Session New Orleans Marriott, Second Level, Preservation Hall Studio 7 4:05 pm to 5:35 pm
Chair: Margaret M. Riel, Pepperdine University
Participant:
Erica Rosenfeld Halverson, University of Wisconsin - Madison

23.021. Linking Mathematics Classroom Practices to Student Outcomes. Division C - Learning and Instruction; Symposium New Orleans Marriott, Second Level, Preservation Hall Studio 9 4:05 pm to 6:05 pm
Chair: Robert E. Floden, Michigan State University
Participants:
Empirical Research to Link Classroom Practices to Student Mathematics Learning: Challenges and Solutions. Robert E. Floden, Michigan State University; Alan H. Schoenfeld, University of California - Berkeley; Danielle Dawn Champney, University of California - Berkeley; Duanghathai Katwibun, Oregon State University; Hee-Jeong Kim, University of California - Berkeley; Jeri Lynn Lepak, Mariana Levin, University of California - Berkeley; Nicole L. Louis, University of California - Berkeley; Sarah Nix, University of California - Berkeley; Daniel Reinholz, University of California - Berkeley; Jose Sanchez, University of California - Berkeley; Kimberly Seashore, University of California - Berkeley; Niral Shah, University of California - Berkeley; Jamie Wernet, Michigan State University
Toward an Understanding of Classroom Context and Student Learning of Algebra. Drew H. Gitomer, ETS; Courtney A. Bell, ETS; Bridget Kathleen Hamre, University of Virginia; Robert Pianta, University of Virginia; Daniel McCaffrey, RAND
Identifying Meaningful Aspects of Mathematics Instruction. Melissa D. Boston, Duquesne University; Glenn Colby, Vanderbilt University
Capturing What Counts: Classroom Practices That Lead to Robust Understanding of Algebra. Daniel Reinholz, University of California - Berkeley; Mariana Levin, University of California - Berkeley; Hee-Jeong Kim, University of California - Berkeley; Danielle Dawn Champney, University of California - Berkeley; Robert E. Floden, Michigan State University; Duanghathai Katwibun, Oregon State University; Jeri Lynn Lepak, Nicole Louis, University of California - Berkeley; Sarah Nix, University of California - Berkeley; Jose Sanchez, University of California - Berkeley; Alan H. Schoenfeld, University of California - Berkeley; Kimberly Seashore, University of California - Berkeley; Niral Shah, University of California - Berkeley; Jamie Wernet, Michigan State University
Measuring Middle-School Students’ Robust Understanding of Mathematics. Jeri Lynn Lepak; Kimberly Seashore, University of California - Berkeley; Daniel Reinholz, University of California - Berkeley; Sarah Nix, University of California - Berkeley; Danielle Dawn Champney, University of California - Berkeley; Robert E. Floden, Michigan State University; Duanghathai Katwibun, Oregon State University; Hee-Jeong Kim, University of California - Berkeley; Mariana Levin, University of California - Berkeley; Nicole Louis, University of California - Berkeley; Jose Sanchez, University of California - Berkeley; Alan H. Schoenfeld, University of California - Berkeley; Niral Shah, University of California - Berkeley; Jamie Wernet, Michigan State University
23.022. Teachers’ Motivation and Well-Being From a Career Stage Perspective. 
Division C - Learning and Instruction Cospersonored by Division K - Teaching 
and Teacher Education; Symposium 
New Orleans Marriott, Second Level, La Galerie 4 
4:05 pm to 5:35 pm 
Chair: 
Nancy E. Perry, The University of British Columbia 
Participants: 
Can Teaching Students to Self-Regulate Learning Enhance Motivation 
for Teaching and Well-Being in Student Teachers? Nancy E. Perry, The 
University of British Columbia; Rebecca J. Collie, The University of British 
Columbia 
Weekly Motivation and Job Stress of Preservice Teachers During the Final 
Teaching. Rob Klassen, University of Alberta; Lindsey Krawchuk, University 
of Alberta; Warwisa Hamok, University of Alberta; Rosemary Y. Foster; 
University of Alberta 
School Climate and Social and Emotional Learning: Predictors of Early Career 
Teacher Well-Being and Efficacy. Rebecca J. Collie, The University of British 
Columbia; Nancy E. Perry, The University of British Columbia 
The Other Side of Teacher Motivation. Judith A. MacCallum, Murdoch 
University; Veronica Morcom, Murdoch University 
Discussant: 
Anita Elizabeth Woolfolk Hoy, The Ohio State University 

23.023. Research on Linking the Moral, Social, and Political in Human 
Development. Division E - Counseling and Human Development; 
Symposium 
Astor Crowne Plaza, Second Level, Grand Ballroom A 
4:05 pm to 5:35 pm 
Chair: 
Wiel M. Veugelers, University of Amsterdam 
Participants: 
Racism and Ostracism in the School Atmosphere: The Choices and Justifications 
of Adolescents to Deal With Critical Incidents. Robert L. Selman, Harvard 
University; Dennis Barr; Facing History and Ourselves; Janet Kwok; Harvard 
University 
Rasch-Based Proficiency Levels as Mixture of Both Civic and Moral 
Knowledge and Thinking. Fritz K. Oser, University of Fribourg; Horst 
Bieckermann, University of Freiburg 
Finnish Teachers’ and Students’ Views on Holistic School Pedagogy. Käsi A. 
Tiirri, University of Helsinki 
Moral Education and Character Education: Their Relationship and Roles in 
Citizenship Education. Wolfgang Althof; University of Missouri - St. Louis; 
Marvin W. Berkowitz, University of Missouri - St. Louis 
Moral and Citizenship Education in Theory and Practice: The Case of the 
Netherlands. Wiel M. Veugelers, University of Amsterdam 
Discussant: 
Joel Westheimer, University of Ottawa 

23.024. Comparative Studies of Race, Indigeneity, and Nation. Division F - 
History and Historiography; Paper Session 
JW Marriott, Third Level, Ile de France II 
4:05 pm to 5:35 pm 
Chair: 
AI Angulo, Winthrop University 
Participants: 
Staggered Inequalities, Porous Opportunities, and Impermeable Boundaries: 
Toward a Comparative Framework for African American and Mexican 
American Educational History. Victoria M. MacDonald, University of 
Maryland - College Park; Roderick LaMar Carey, University of Maryland - 
College Park 
Education, Captivity, and Indigenous Slavery in New Mexico: Genizas, and 
Their Coyote Descendants. Bernardo P. Gallegos, National University 
A Brief Social History of Ideas Pertaining to Child Care in France and in the 
United States. Kaspar Burger, University of Freiburg 
Discussant: 
Eileen H. Tamura, University of Hawaii - Manoa 

23.025. Division G Vice Presidential Address: The Schooling of Disposable 
Populations in a Wayward Society. Division G - Social Context of 
Education; Invited Session 
New Orleans Marriott, Second Level, La Galerie 2 
4:05 pm to 5:35 pm 
Chair: 
Alfredo J. Arilles, Arizona State University 
Speaker: 
The Schooling of Disposable Populations in a Wayward Society. Garrett Albert 
Duncan, Washington University in St. Louis 
Discussants: 
Antonia Darder, University of Illinois 
Vanessa Siddle Walker, Emory University 

23.026. Assessment of Language and Reading. Division H - Research, Evaluation 
and Assessment in Schools; Paper Session 
Doubletree, Second Level, Rosedown A 
4:05 pm to 5:35 pm 
Chair: 
Shungwon Ro, Kenexa 
Participants: 
Using the Rasch Model to Develop a Screening Measure for At-Risk and 
Advanced Beginning Readers to Enhance Response-to-Intervention 
Frameworks. Amy Weisenburgh - Snyder, University of Texas - Austin; Lynn 
Chen, University of Texas - Austin; Barbara G. Dodd, University of Texas - Austin 
Assessment of Emerging Reading Skills in Young Native Speakers and 
Language Learners. Thao Duong, University of California - Berkeley; P. 
David Pearson, University of California - Berkeley; Patti Price, PPrice, 
Speech and Language Technology 
Examining Validity and Accommodations for English Language Learners in 
Content Area Exams: Implications for Research and Practice. Margaretta 
Huerta, Texas A&M University 
Comparing Students’ Reading Comprehension Achievement Along Different 
Text Types in Paper-Based and Computerized Environment. Kristinna R. Toth, 
University of Szeged, Agnes Hodi, University of Szeged 
Examining Growth in Critical Reading in High School: An Analysis of the 
Interactions of Gender, Race, and School Characteristics. George Anthony 
Benners, Fordham University; Howard T. Evison, City University of New York 

23.027. Content Analysis in Program Evaluation: Methods, Software, and 
Impact on Program Development. Division H - Research, Evaluation and 
Assessment in Schools; Symposium 
Doubletree, Second Level, Madewood B 
4:05 pm to 5:35 pm 
Chair: 
Tara Marie Pearsall, Savannah College of Art and Design 
Participants: 
Using Content Analysis for Program Evaluation: An Overview and Examination 
of Current Issues. Joanna Angelina Gilmore, University of South Carolina 
The Use of Content Analysis in the Evaluation of South Carolina’s Reading 
First Initiative. Sarah J. Gareau, Lenoir Rhyne University; Diana Luminita 
Mindrila, University of South Carolina; Kassie Mae Miller, University of South 
Carolina 
Using Content Analysis to Evaluate the Teaching American History Project. 
Jennifer May, University of South Carolina 
Content Analysis Within the Evaluation of Advanced Math in Middle Schools. 
Brandon Loudermill, Richland School District Two 

23.028. (Intern)national Contexts and Social Justice. Division J - Postsecondary 
Education; Paper Session 
JW Marriott, Third Level, Conde 
4:05 pm to 5:35 pm 
Chair: 
Pamela Felder, Morgan State University 
Participants: 
Student Affairs Professionals in a Social Justice Education Course: Effects 
of Narrative on Transformative Learning. Kristina Isabel Lizardy-Haji, 
University of Colorado - Colorado Springs 
The Elusive Goal: Early Study-Abroad Korean College Students in the Midwest. 
Yoon K. Pak, University of Illinois - Urbana-Champaign; Eunhyun Kim, 
University of Illinois; Hee Young Choi, University of Illinois 
Chinese Student and University Program Outcomes of the Sino American 
Dual Degree 1 + 2 + 1 Program. Susan D. Lonergan, Northern Arizona
23.029. Academic Performance and Self-Efficacy. Division J - Postsecondary Education; Paper Session
JW Marriott, Third Level, Frontenac
4:05 pm to 5:35 pm
Chair: Jill D. Salisbury-Glennon, Auburn University
Participants:
- Educational Persistence: Self-Efficacy and Topics in a Course Orientation Course. Susan A. Brewer, University of Phoenix; Afe Incedog Ozcak, University of Phoenix
- Physical Activity and Self-Regulatory Capabilities: Examining Relationships With Academic Self-Efficacy and Academic Outcomes. Nicole Judith Gilinsky, Texas Tech University; Kent Griffin, Texas Tech University
- The Influence of Course on Intentions to Innovate Among Undergraduate Students. Matt Mayhew, New York University; Jeffrey S. Simonoff, New York University; Batia Wiesenfeld, New York University; William J. Baumol, New York University; Michael W. Klein, New York University
Discussant: Wanda B. Coneal, North Carolina Central University

23.030. Critical Inquiry and Transgressive Methodologies in the Study of Higher Education. Division J - Postsecondary Education; Invited Session
JW Marriott, Third Level, Ile de France I
4:05 pm to 5:35 pm
Chairs: R. Evely Gildersleeve, Iowa State University; Aaron M. Kuntz, The University of Alabama
Participants:
- Nana Osei-Kofi, Iowa State University
- Susan Talburt, Georgia State University
- Octavio Villalpando, University of Utah
Discussants:
- Aaron M. Kuntz, The University of Alabama
- R. Evely Gildersleeve, Iowa State University

23.031. Higher Education Governance and Accountability. Division J - Postsecondary Education; Paper Session
JW Marriott, Third Level, Orleans
4:05 pm to 5:35 pm
Chair: Hugo Alberto Garcia, Claremont Graduate University
Participants:
- For-Profit Universities and “the Public Good”: Oxymoron or Shining Example. Guéllert C. Hentschke, University of Southern California; William G. Tierney, University of Southern California; Gisele Ragusa, University of Southern California
- State Constitutions and Higher Education: An Inventory and Directions for Future Research. Erik C. Ness, University of Georgia; Heidi Leming, University of Georgia
- The Rhetoric of Accountability and the Government of Education. Tatiana Sisipityna, The Ohio State University
Discussant: David E. Hardy, The University of Alabama

23.032. Sociocultural Issues in Teaching STEM Education. Division K - Teaching and Teacher Education; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 4
4:05 pm to 6:05 pm
Chair: Mary Theresa Grussetti, Framingham State University
Participants:
- Prepare and Support Computer Science Teachers: Understanding Computer Science Teachers’ Professional Identity. Lijun Ni, Georgia Institute of Technology; Mark J. Guzdial, Georgia Institute of Technology
- Student-Teachers’ Research-Informed Actions to Address Socio-Scientific Issues. John Lawrence Bereza, OISE/University of Toronto; Erin Sperling, OISE/University of Toronto
- Teacher Change in Elementary Science Instruction With English Language Learners. Jaime Muñoz-Rivera, University of Miami; Okhee Lee, University of Miami
- Teacher Transformation Through the Long-term Dialogue of Three Inquiry-Oriented Teaching Cultures. Mohammad A. Bashir, University of Iowa; Brian Hand, University of Iowa
Discussant: Carla R. Monroe, Alliance Group International
23.036. Using Teacher Social Network Data to Study Teacher Learning Through Interactions. Division K - Teaching and Teacher Education; Symposium New Orleans Marriott, Second Level, Preservation Hall Studio 1 4:05 pm to 5:35 pm

Chair: Thomas M. Smith, Vanderbilt University

Participants:
- Peer’s Influence on Teachers’ Mathematical Knowledge for Teaching and Instructional Practices. Min Sun, Michigan State University; Kenneth A. Frank, Michigan State University
- Investigating School and District-Level Factors That Influence Teachers’ Learning Opportunities Through Interactions. Anne Louise Garrison, Vanderbilt University; Thomas M. Smith, Vanderbilt University; Paul A. Cobb, Vanderbilt University; Sarah Elizabeth Green, Vanderbilt University
- Teacher Networks and the Role of the Mathematics Coach: How Institutional Factors Influence Coach Centrality. Lynsey K. Gibbons, Vanderbilt University; Anne Louise Garrison, Vanderbilt University; Paul A. Cobb, Vanderbilt University
- A Case Study Analysis of Mathematics Coaches Providing High-Quality Learning Opportunities to Teachers. Lynsey K. Gibbons, Vanderbilt University

Discussant: Cynthia E. Cohany, University of California - Berkeley

SIG Sessions

23.037. Using Classroom Observation to Examine Teaching and Learning in Early Childhood and Elementary Settings. SIG-Classroom Observation; Paper Session Sheraton, Fifth Level, Grand Couteau 4:05 pm to 5:35 pm

Chair: Susana Elena Franco-Fuenmayor, Texas A&M University

Participants:
- Observations of Bilingual Preschool Teachers’ Shared Book Reading Practices After Curriculum Implementation, Professional Development, and Instructional Cues. Sharolyn D. Pollard-Durodola, Texas A&M University; Jorge E. Gonzalez, Texas A&M University; Deborah C. Simmons, Texas A&M University; Aaron B. Taylor, Texas A&M University; Matthew J. Davis, Texas A&M University - College Station; Leslie Simmons, Texas A&M University; Miranda Nava-Walichowski, Texas A&M University
- Systematic Classroom Observation in the Early Childhood Setting From a Student, Teacher, and Classroom Perspective. Beverly Lynn Alford, Texas A&M University - College Station; Yolanda N. Padron, Texas A&M University; Kayla Braelid Rollins, Texas A&M University; Hersh C. Wizman, Texas A&M University
- Using Classroom Observation to Investigate Productive Student Participation in Higher and Lower Performing Qatari Schools. Stephanie L. Knight, The Pennsylvania State University; Dawn R. Parker, Texas A&M University

Discussant: Kip T. Tellez, University of California - Santa Cruz

23.038. Reconceptualizing Methods in Early Childhood Research. SIG-Critical Perspectives on Early Childhood Education; Paper Session JW Marriott, Third Level, Rosalie 4:05 pm to 5:35 pm

Chair: Ginger LuAnne Zierdt, Minnesota State University - Mankato

Participants:
- Imagining Dual Language Education With Young Children: Language Identities and Community Cultural Wealth. Mindi M. Lopez, Texas State University - San Marcos
- Playing With Power: Teacher Action Research in a Toddler Classroom. Emmauelle Fincham, Teachers College, Columbia University
- Reading a Decade of the Journal of Early Childhood Literacy: A Chronotope of Inquiry Perspective. Angela Kinsey, University of Cincinnati; Jory J. Bruss, University of Cincinnati
- Researching With Children: Young Children’s Consideration of Their Research Rights. Susan B. Dockett, Charles Sturt University; Robert Perry, Charles Sturt University
- Responsible Thinking: An Essential Component of Dialogical Critical Thinking: Exploratory Study With Pupils Aged 4 to 16 Years. Marie-France Daniel, Universite De Montreal; Mathieu Gagnon, Universite Du Quebec a Chicoutimi

Discussant: Ginger LuAnne Zierdt, Minnesota State University - Mankato

23.039. Research-Based Frameworks for Instructional Design Education and Expertise Development. SIG-Design and Technology; Paper Session Astor Crown Plaza, Second Level Mezzanine, Toulouse A 4:05 pm to 5:35 pm

Chair: Thomas C. Reeves, University of Georgia

Participants:
- Adapting Studio-Based Learning Across Design Disciplines: Research-Based Guidelines for Effective Practice. Katherine S. Cenanno, Virginia Polytechnic Institute and State University; Brigitte C. Scott, Virginia Polytechnic Institute and State University; Mitzi Vernon, Virginia Polytechnic Institute and State University; Margaret McCormagh, Virginia Polytechnic Institute and State University; Sarah Douglas, University of Oregon - Eugene; Talya Reimer, University of Montana
- Dynamics of Individual, Instructional, and Environmental Factors in the Development of Instructional Design Expertise. Patricia L. Hasbrouck, University of Oklahoma; Sherry L. Kollmann, University of Oklahoma
- Exploring Novice Designers’ Reflective Thinking and Its Relationship With Design Performance. Yi-Chan Hong, University of Georgia; Ilsein Choi, University of Georgia
- Framing an Integrative Curriculum Framework for Further Development of Design Education in Universities Through Education Research. Ehsan S.Y. Soto, The Hong Kong Institute of Education
- The Civic-Minded Instructional Designer: A Conceptual Framework for Instructional Design and Technology Education. Farrah Dina Yassou, Iowa State University; Ana-Paule Corruccia, Iowa State University

Discussant: Wayne A. Nelson, Southern Illinois University - Edwardsville


Chair: Kathleen M. Collins, The Pennsylvania State University

Participants:
- A Call to Action as Public Intellectuals: Influencing President Obama’s Proposed Educational Reforms. Mary Elizabeth McNeil, Chapman University; Ann I. Nevin, Arizona State University
- A Change Will Do You Good: How Public Policy May (Eventually) Shape the Way We View Least Restrictive Environment. Gina Marlene Garner, Aquinas College

Discussant: Matthew Wappett, University of Idaho

23.041. Classroom Practice in Early Childhood Education. SIG-Early Education and Child Development; Paper Session New Orleans Marriott, Second Level, Preservation Hall Studio 5 4:05 pm to 5:35 pm

Chair: Debora B. Woneski, University of Wisconsin - Milwaukee

Participants:
- Classroom Predictors of Executive Function Growth in Kindergarteners. Lindsay H. Bell, University of Michigan; Frederick J. Morrison, University of Michigan
- Early Childhood Educators’ Construction and Implementation of Strategies for Emotional Scaffolding. Mi-Hwa Park, Murray State University
- Instructional Conversations in Preschool Classrooms: Educators’ Use of Dialogic Instruction With 2- to 5-Year-Olds. Lois A. Yamauchi, University of Hawaii - Manoa; Seongah Im, University of Hawaii; Lauren K. Mark, University of Hawaii - Manoa
Is Music an Active Developmental Tool or Simply a Supplement? Early Childhood Preservice Teachers’ Beliefs About Music and Factors on Beliefs. 
Hoe Kyoung Kim, Tomson University

Reconceptualizing Artistic Practice in Early Childhood: The Young Child, an Everyday Artist. Dana Frantz Bentley, Teachers College, Columbia University

23.042. Approaches to Evaluating Research Impact for Educational Change: International Evidence About Possibilities and Challenges. SIG-Educational Change; Symposium
Sheraton, Fourth Level, Bayside C
4:05 pm to 5:35 pm
Chair: Lorna M. Earl, Aporia Consulting Ltd.
Participants: 
Evidence for a Change: Persuasion and Precision in Education Strategies. Carol Campbell, Stanford University; David Fulford, Ontario Ministry of Education; Raymond Thelberge, Ontario Ministry of Education
Exploring the Impact of Research Use in Public Sector Leadership Development Programs and Projects: English Cases. Louise Stoll, Institute of Education - London
Knowledge Mobilization Intermediaries in Education: A Multiple Case Study Analysis. Amanda Cooper, OISE/University of Toronto

Discussants:
Ann Lieberman, Stanford University
Lorna M. Earl, Aporia Consulting Ltd.

23.043. Where Research Meets Action: Youth Participatory Action Research as a Model for Youth Organizing and Educational Reform. SIG-Grassroots Community & Youth Organizing for Education Reform; Symposium
Sheraton, Eighth Level, Salon 816
4:05 pm to 5:35 pm
Chair: Kavitha Mediratta, The Atlantic Philanthropies
Participants: 
Learning Through Change: The Possibilities of Youth Participatory Action Research and Youth Organizing. Laura K. Collet, University of Pennsylvania
Movement Lawyering for Educational Justice. Jim Freeman, Advancement Project
Youth Action Research: A Foundation for Organizing. Youth United for Change Youth, Youth United for Change
“Professionals” Take the Back Seat: The Role of the Education Researcher in Youth Participatory Action Research. Rebecca Reimann Moore, Research for Action; Deborah A. Good, Research for Action

Discussant:
Kavitha Mediratta, The Atlantic Philanthropies

23.044. Revisiting Education in the New Latino Diaspora. SIG-Hispanic Research Issues; Structured Poster Session
New Orleans Marriott, Third Level, Mardi Gras Salon FGH
4:05 pm to 5:35 pm
Chair: Edmund T. Hamann, University of Nebraska - Lincoln
Participants: 
1. State Education Policy and Teacher Capacity in Wisconsin’s New Latino Diaspora. Rebecca Jane Lowenhaupt, Northwestern University
2. Subtractive Schooling in a “Low-Incidence” New Latino Diaspora (NLD) School. Erika Bruening, University of Nebraska - Lincoln
3. The First Immigrant: Family and Social Capital in the New Latino Diaspora. Carlos Martinez, University of Pennsylvania; Stanton Wortham, University of Pennsylvania; Kathy Lee, University of Pennsylvania
4. The Secret Minority of the New Latino/a Diaspora. Stephanie A. Flores-Koulish, Loyola University Maryland
5. The 3 Rs: Rhetoric, Recruitment, and Retention. Socorro Herrera, Kansas State University; Melissa Ann Holmes, Kansas State University
6. Early Childhood Education Within the New Latina(o) Diaspora. Jennifer Keys Adair, University of Texas - Austin
9. Defined by Language: The Role of Foreign Language Departments in Latino Education in Southeastern New Diaspora Communities. Linda Harkins, University of Georgia; Soria Elizabeth Colomer, University of Georgia

Discussant:
Enrique G. Murillo, California State University - San Bernardino

23.045. Invitational Learning in Diverse Contexts. SIG-Invitational Learning; Paper Session
New Orleans Marriott, Third Level, Mardi Gras Salon C
4:05 pm to 5:35 pm
Chair: Kathleen F. Berg, University of Hawaii
Participants: 
One Classroom at a Time: Preservice Teachers Tell Their Stories to Create Agency and Change. Laura A. Mitchell, University of Houston - Downtown
First Step to Success in Hawaii Preschools. Jean Johnson, University of Hawaii - Manoa; Naomi Rombooa Tanaka, University of Hawaii - Manoa; Susan Mrazek, University of Hawaii - Manoa; Ramilo Largo, University of Hawaii - Manoa; Armeanicke Golly, University of Oregon
Inviting Calm Within: Neurology, Attention Deficit Hyperactivity Disorder (ADHD), and Mindfulness. Phillip S. Riner, University of North Florida

Changes That Stick: The Role of Sustaining Forces. Joyce Langenegger, Blinn College
An Invitation to Community: Developing the Capacity for Meaningful Connections Between Learning and Living. Kay Fukuda, University of Hawaii - Manoa; Tina Lopez, University of Hawaii - Manoa; Kellen Smith, Hawaii Department of Education; Jaclyn Wills, Hawaii Department of Education; Kristin Risberg, Hawaii Department of Education; Eugene Pascaul, Hawaii Department of Education; Noelle Pezzi, Hawaii Department of Education

Discussant:
Joseph C. Cicchudski, East Carolina University

23.046. Leadership for School Improvement SIG Business Meeting. SIG-Leadership for School Improvement; Business Meeting
Sheraton, Eighth Level, Salon 820
4:05 pm to 5:35 pm
Chair: Bonnie Carol Fisarelli, North Carolina State University
Participants: 
Karen Sarno Crum, Old Dominion University
Shelby A. Conner, University of Illinois - Chicago
William C. Frick, University of Oklahoma
Susan Korach, University of Denver

Sheraton, Fourth Level, Southdown
4:05 pm to 6:05 pm
Chair: Gary L. Anderson, New York University
Participants: 
Building Bridges Between Urban Schools and Urban Communities: Preparing Preservice Principals for Social Justice Through Community Inquiry. Elizabeth Jane Alvarado, University of California - Los Angeles; Robert Cooper, University of California - Los Angeles
Creating Social Justice Leaders: Building Bridges Through a Catalytic Perspective. Christa A. Boske, Kent State University
Knuckling Under? School Superintendents and Accountability-Based Educational Reform. Abra N. Feuerstein, Bucknell University
School Disciplinary Outcomes of Students’ Insubordination: Educationally Disadvantaged Status, Race, and Poverty. Seunghee Han, University of Missouri - Columbia; Soong-Joum Won, University of Missouri
Social Justice Leadership and Institutional Culture of Care. Moses Ezuhkw Chikwe, University of California - Los Angeles; Robert Cooper, University of California - Los Angeles

The Experiences of Young African American Women Principals. Tanya Roane, Virginia Commonwealth University; Whitney H. Sherman, Virginia Commonwealth University
23.048. SIG Learning Environments Paper Session: The Role of Teachers and Teaching in the Learning Environment. SIG-Learning Environments; Paper Session
New Orleans Marriott, Third Level, Mardi Gras Salon B
4:05 pm to 5:35 pm
Chair:
Janet E. Alleman, Michigan State University
Participants:
Modeling Teacher-Student Interpersonal Relationships and Academic Motivation Within One School Year: Developmental Changes and Link. Radwan M. Mouzana, University of Groningen; Marie-Christine J. Opdenakker, University of Groningen; Roel J. Bosker, University of Groningen
Stimulating Student Teachers’ Development Toward Meaning-Oriented Learning and Deliberate Practice in a Complex Learning Environment. Maudje Edendijk, University of Twente; Larike Bronkhorst; Paulien C. Meijer, Utrecht University; Mieke Brekelmans, Utrecht University; Bob Koster, Utrecht University; Jan D.H.M. Vermunt, Utrecht University
Teacher Action Research: Use of a New Learning Environment Questionnaire. Jill M. Aldridge, Curtin University of Technology; Barry J. Fraser, Curtin University of Technology; Lisa Marie Bell, Curtin University of Technology
The Model of Interpersonal Teacher Behavior: A Qualitative Cross-Cultural Validation Within the Greek Elementary Education Context. Kyriakos S. Charalampous, Democritus University of Thrace; Constantinos M. Kokkinos, Democritus University of Thrace
The Teacher Behavior Questionnaire: Facilitating Interventions for Student Success. Don Wooldridge, Kathleen Mortiz Rudaill, University of Louisville; Annie C. Bjorg, University of Louisville; Patrick Pössed, University of Technology
Discussant:
Kent Alan Divoll, University of Houston - Clear Lake

23.049. Teacher Motivation: Why Does It Matter? SIG-Motivation in Education; Symposium
4:05 pm to 5:35 pm
Chair:
Stuart A. Karabenick, University of Michigan
Participants:
Strivings to Connect and Strivings to Avoid Conflict With Students: Extension of an Achievement Goal Approach to Teacher Motivation. Ruth Butler, Hebrew University of Jerusalem, Israel
Motivation to Become a Teacher, Teacher Responsibility, and Implications for Mastery and Performance Approaches to Instruction. Fani Lauermann, University of Michigan; Stuart A. Karabenick, University of Michigan
Teaching Interest and School Characteristics: Examining Links to Student Achievement. Chris S. Hultleman, James Madison University; Matthew G. Springer, Vanderbilt University; Ryan Balch, Vanderbilt University
Possibilities of Possible Selves Theory for Teachers: Implications for Beginning Teachers’ Psychological Well-Being, Work Engagement, and Teaching Style. Paul W. Richardson, Monash University; Helen M.G. Watt, Monash University
Discussant:
Julianne C. Turner, University of Notre Dame

23.050. Achievement Gap, Construct Irrelevant Variance, Socioeconomic Status, and Background Variables in NAEP and Course-Taking Trends. SIG-NAEP Studies; Paper Session
4:05 pm to 6:05 pm
Chair:
Cadelle Hemphill, American Institutes for Research
Participants:
Mind the Gaps: States, Race, and Income. Gregory J. Marchant, Ball State University; Sharon E. Paulson, Ball State University
Deciphering Socioeconomic Status: Understanding the Association Between SES and Student Background Variables in the National Assessment of Educational Progress. Burhan Ogut, American Institutes for Research; Salvador Rivas, University of Luxembourg
Discussant:
Rolf K. Blank, Council of Chief State School Officers

23.051. Learning Science in Out-of-School Time: Research Directions for Generalized Understanding of OST. SIG-Out-of-School Time; Symposium
4:05 pm to 6:05 pm
Chair:
Larry E. Suter, National Science Foundation
Participants:
Effect of Problem-Based Learning on Knowledge Retention and Comprehension. Sofie Lovens, Erasmus University Rotterdam, Netherlands; Remy M. Rikers, Erasmus University Rotterdam, Netherlands; Henk G. Schmidt, Erasmus University Rotterdam, Netherlands
A Longitudinal Perspective on Problem Solving: Cognitive and Methodological Reﬂections. Dirk Jentlehauer, University of Freiburg
Assessing Problem-Solving Performance: From a Collective Cognition Perspective. Woei Hung, University of North Dakota
Developing Valid Assessment Methods and Scoring Rubrics to Measure Ill-Structured Problem-Solving Performance. Xun Ge, University of Oklahoma; Loukas G. Plаксas, University of Oklahoma; Deniz Eseryel, University of Oklahoma
Use of Trace Methods to Assess Information Problem-Solving Skills. Mingming Zhou, Nanyang Technological University; Xun Ge, University of Oklahoma
Alternative Assessment Strategies for Complex Problem Solving in Game-Based Learning Environments. Deniz Eseryel, University of Oklahoma; Dirk Jentlehauer, University of Freiburg; Xun Ge, University of Oklahoma
Discussant:
J. Michael Spector, University of Georgia

23.052. Assessing Complex Problem Solving: Theories, Methods, and Tools. SIG-Problem-Based Education; Symposium
4:05 pm to 6:05 pm
Chair:
Xun Ge, University of Oklahoma
Deniz Eseryel, University of Oklahoma
Participants:
Effects of Problem-Based Learning on Knowledge Retention and Comprehension. Sofie Lovens, Erasmus University Rotterdam, Netherlands; Remy M. Rikers, Erasmus University Rotterdam, Netherlands; Henk G. Schmidt, Erasmus University Rotterdam, Netherlands
Assessing Problem-Solving Performance: From a Collective Cognition Perspective. Woei Hung, University of North Dakota
Using Trace Methods to Assess Information Problem-Solving Skills. Mingming Zhou, Nanyang Technological University; Xun Ge, University of Oklahoma
Alternative Assessment Strategies for Complex Problem Solving in Game-Based Learning Environments. Deniz Eseryel, University of Oklahoma; Dirk Jentlehauer, University of Freiburg; Xun Ge, University of Oklahoma
Discussant:
J. Michael Spector, University of Georgia

23.053. Qualitative Research in Virtual Spaces. SIG-Qualitative Research; Symposium
4:05 pm to 6:05 pm
Chair:
Jonathan D. Mathis, University of Southern California
Participants:
Cyber-Ethnography and the Study of Online Culture: Potential for Educational Research. Cecilia Huynh Sam, University of Southern California
Friending a Participant: Qualitative Data Collection and Social Network Sites. Ronald Edward Hallert, University of the Pacific
The Use of Metaphor Analysis to Investigate the Online Academic Literacies of First-Generation, Remedial Writers Involved in a Summer Bridge Program. Stefani Robin Relles, University of Southern California
Behind the Virtual Interview: Perceptions of the Interviewee. Jonathan D. Mathis, University of Southern California
Discussant:
Yvonna S. Lincoln, Texas A&M University - College Station
Chair: AnnaMarie Conner, University of Georgia
Participants:
A Student Teacher’s Role in Supporting Collective Argumentation in a Geometry Unit. AnnaMarie Conner, University of Georgia; Brian W. Gleason, University of Georgia; Laura Singletary, University of Georgia; Patty Wagner, University of Georgia
A Comparison of Middle School Students’ Mathematical Arguments in Technological and Nontechnological Environments. Ryan C. Smith, University of Georgia
A Student Teacher’s Support for Argumentation in the Presence of Proof in Geometry. AnnaMarie Conner, University of Georgia
Discusant: Rose M. Zbiek, The Pennsylvania State University

23.055. Student Knowledge, Interests, and Attitudes. SIG-Research on Learning and Instruction in Physical Education; Paper Session
Chair: Mara L. Manson, Adelphi University
Participants:
Effect of Task Cognitive Demand on Situational Interest and Performance: A Mixed Method Study. Xihe Zha, Old Dominion University
Exploring South Asian, Muslim Girls’ Physical Education Experiences Using Narratives: Centralizing Difference in Feminist Thought. Annette Stride, Leeds Metropolitan University
Constructing Cardiovascular Fitness Knowledge in a Constructivist Physical Education Curriculum. Tan Zhang, University of North Carolina - Greensboro; Senlin Chen, University of North Carolina - Greensboro; Arg Chen, University of North Carolina - Greensboro; Catherine D. Ennis, University of North Carolina - Greensboro
“Scrapping Popular Physical Culture”: Developing Different Kinds of Dialogue With Young People in Physical Education. Eimear Enright, University of Limerick; Mary O’Sullivan, University of Limerick
Discusant: Melinda A. Solomon, Louisiana State University

23.056. Positive Psychology: The Contribution of Personality and Coping. SIG-Stress and Coping in Education Cosponsored by Division E - Counseling and Human Development; Symposium
Chair: Erica Frydenberg, University of Melbourne
Participants:
The Contribution of Self-Concept in Coping With the Stress of School Retention. Rebecca A. Robles-Pina, Sam Houston State University; Dianne Reed, Sam Houston State University
Big 5 Personality Traits, Coping Mechanisms, and College Grade Point Average. Gretchen Maria Reeyt, California State University - East Bay
The Relationship Between Positive Adaptation During the Transition to Adulthood and Educational Experiences, Temperament, and Personality. Erica Frydenberg, University of Melbourne, Ann Sanson, University of Melbourne
Personality Traits, Preventive Coping, and Self-Care in Counselor Training. Mindy M. Markle, University of Texas - Austin; Christopher J. McCarthy, University of Texas - Austin
The Importance of Positive and Emotional Regulation in Extinguishing Teacher Burnout. Russell L. Carson, Louisiana State University; Thomas J. Tompkin, Purdue University; Howard M. Weiss, Purdue University; Stefanie Plument, Purdue University
Discusant: Richard G. Lambert, University of North Carolina - Charlotte

23.057. Laptops in Preservice Teacher Education. SIG-Technology as an Agent of Change in Teaching and Learning; Invited Session
Chair: Joan E. Hughes, University of Texas - Austin
Participants:
23.056. Positive Psychology: The Contribution of Personality and Coping. SIG-Stress and Coping in Education; Symposium
Chair: Erica Frydenberg, University of Melbourne
Participants:
The Contribution of Self-Concept in Coping With the Stress of School Retention. Rebecca A. Robles-Pina, Sam Houston State University; Dianne Reed, Sam Houston State University
Big 5 Personality Traits, Coping Mechanisms, and College Grade Point Average. Gretchen Maria Reeyt, California State University - East Bay
The Relationship Between Positive Adaptation During the Transition to Adulthood and Educational Experiences, Temperament, and Personality. Erica Frydenberg, University of Melbourne, Ann Sanson, University of Melbourne
Personality Traits, Preventive Coping, and Self-Care in Counselor Training. Mindy M. Markle, University of Texas - Austin; Christopher J. McCarthy, University of Texas - Austin
The Importance of Positive and Emotional Regulation in Extinguishing Teacher Burnout. Russell L. Carson, Louisiana State University; Thomas J. Tompkin, Purdue University; Howard M. Weiss, Purdue University; Stefanie Plument, Purdue University
Discusant: Richard G. Lambert, University of North Carolina - Charlotte

23.058-1. A Cross-Cultural Comparison of Educational Governance. Division L - Educational Policy and Politics; Roundtable Session
Chair: Tamara V. Young, North Carolina State University
Participants:
Ambiguous Educational Policy Discourse and Social Justice: Stories of Founding Principals of Israel’s “Charter-Type Schools”. Gadi Bialik, Tel Aviv University
Enforcing Legislation Through the Supervision of the Public: The Governance of Educational Policy in Taiwan. Lung-Ying Lu, University of Edinburgh
Standards-Based Educational Reform in Federal Political Systems: The United States and Australia Compared. Louise Watson, University of Canberra Australia; Patricia Burch, University of Southern California
Who Deserves Good Schools? Cultural Categories of Worth and Education Reform. Julie Swando, Indiana University; Emily Meanwell, Indiana University
The Role of Civil Society in Educational Interventions in Postconflict Societies. Shabnam Koirala-Azar, University of San Francisco; Brad Demetrius Washington, University of California - Berkeley
Discusant: Patricia Burch, University of Southern California

23.058-2. Accommodations Policy for Large-Scale Assessment: What We Know About Implementation at the Local Level. Division L - Educational Policy and Politics; Roundtable Session
Chair: Candace Baker, Texas A&M International University
Participants:
National Assessment of Educational Progress (NAEP) 2008 Grade 4 Inclusion Block Study. Lianne DeStefano, University of Illinois
Teachers and Test Accommodations: A Research-Based Professional Development Framework. Lindy L. Crawford, Texas Christian University
Using Data to Support Teachers’ Accommodation Decision Making. Leanne R. Ketterlin-Geller, Southern Methodist University
Individualized Education Program (IEP) Accommodation Policy in Practice: Implications for Technical Considerations. Lynn Michelle Hammer, Texas A&M International University; Candace Baker, Texas A&M International University

23.058-3. Addressing Equity Issues in Urban School Districts. Division L - Educational Policy and Politics; Roundtable Session
Chair: Michael A. Gottfried, RAND Corporation
Participants:
Using an Equity Framework to Evaluate Intradistrict Allocation of Resources. Stephanie Levin, University of Pennsylvania

23.058-4. Advancing Education Reform in a Centralized System: Lessons From Israel. Division L - Educational Policy and Politics; Roundtable Session
Chair: Michael J. Feuer, The George Washington University
Participants:
System Leadership as a Collaborative Endeavor: The Case of Two Districts in Israel. Gal Yechezkel Fisher, Aveney Rosha National Institute for School Leadership; Flor Haymann, School Leadership Institute
The Role of School Principals in the Implementation of an Educational Reform. Yair Berson, University of Haifa; Rima’a Daas, University of Haifa
Does Decentralization Equal Resegregation? The Fantastic Legal Mess in Israel’s Education Policy. Dan Gibton, Tel Aviv University

Division and SIG Roundtables
23.058-5. Choice, charters, and branding in New York City. Division L - Educational Policy and Politics; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 4:05 pm to 5:35 pm Chair: Catherine C. DiMartino, Hofstra University

Participants:
Charter and school choice in New York City’s United Federation of Teachers: A rational or ideological choice? Christina Collins, United Federation of Teachers

23.058-6. Cross-National Issues in Education Policy and Student Outcomes. Division L - Educational Policy and Politics; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 4:05 pm to 5:35 pm Chair: Jane Ann Beebe, The University of Akron

Participants:
Differences in Academic Outcomes Between Vocational and Academic Education in Chile. Mauricio Farias Arenas, Stanford University; Rafael Carrasco, Stanford University
Evaluating Beijing’s Migrants: A Profile of the Weakest Link in China’s Education System. Fang Lai, Stanford University

23.058-7. Cross-National Research on Teacher Policy. Division L - Educational Policy and Politics; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 4:05 pm to 5:35 pm Chair: Nadeem Ahmad Khan, University of Nottingham

Participants:
Global Education in American and Australian Teacher Preparation: A Comparison of Policy, Perception, and Practice. Moty M. Kirby, University of Canberra; Elizabeth Outlaw Crawford, Armstrong Atlantic Atlantic; State University
Public Policy’s Third Lever: International Research on Innovative Teaching and Learning. Maria Langworthy; Langworthy Research
Teacher and School Correlates of Moonlighting: A Multilevel Study of Teachers in Mexico. Anabelle Retta, Florida State University; William Joshua Rew; Florida State University; Laura B. Lang, Florida State University; Thomas F. Luschei, Claremont Graduate University
Teacher Construction and Marshalling of Resources in Complex Curriculum Policy Areas: An Example From the United Kingdom. James Charles Conway, University of Glasgow; David Charles Athanasiou Landie, University of Glasgow

23.058-8. Teacher Characteristics and Practice. Division L - Educational Policy and Politics; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 4:05 pm to 5:35 pm Chair: Circe L. Stumbo, West Wind Education Policy, Inc.

Participants:
Effects of Teacher Credentials, Coursework, and Certification on Student Achievement in Math and Reading in Kindergarten: An Early Childhood Longitudinal Study Kindergarten Cohort (ECLS-K) Study. James A. Leak, University of California - Irvine; George Farkas, University of California - Irvine

Influence of Teachers’ Instructional Practices on First Graders’ Reading Achievement. Laura Lee Neergaard, Vanderbilt University
Teacher Certification and Student Achievement: An Analysis Using the Education Longitudinal Study of 2002. Courtney Preston, Vanderbilt University

23.058-9. Teacher Effectiveness: Policy and Practice. Division L - Educational Policy and Politics; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 4:05 pm to 5:35 pm Chair: Robert Rothman, Alliance for Excellent Education

Participants:
Shelter in a Storm: The Value of Policy Stability and Continuity for Developing Teachers. Laura Autumn Servage, University of Alberta; Jean-Claude Couture, Alberta Teachers’ Association
The Impact of No Child Left Behind on Teachers: A Capocophon of Voices. Vicki S. Collet, University at Buffalo - SUNY; Linda L. Norris, University at Buffalo - SUNY
The Impact of Online Professional Development on the Race/Class Achievement Gap in Mathematics. Sheryllyn Trisha Dash, Boston College

23.058-10. Teacher Qualifications, Professional Development and Supports. Division L - Educational Policy and Politics; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 4:05 pm to 5:35 pm Chair: Maria Perez, Stanford University

Participants:
Examining Beginning Mathematics Teachers’ Formal and Informal Mentoring. Eric D. Hochberg, University of Pennsylvania; Laura M. Desimone, University of Pennsylvania; Morgan S. Polkoff, University of Southern California; Andrew C. Porter, University of Pennsylvania; Kristin L. Megraver, Vanderbilt University
Examining Factors Facilitating Inquiry-Based Teaching in Science. Nainen Tang; Chia-Lin Tsai, University of Missouri; Yan Zhao, Boston College
Teacher Influence on Students’ Motivation to Learn Math: Variability and Links to Achievement. Erik Raczek, University of California - Irvine; Thurston Domina, University of California - Irvine; Greg Duncan, University of California - Irvine

23.058-11. Various Approaches to Promote Reflection and Teacher Professional Development. SIG-Science Teaching and Learning; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 4:05 pm to 5:35 pm Chair: Sonya N. Martin, Drexel University

Participants:
Applying Theory to Practice: Video Analysis and Cogenerative Dialogues as Reflective Tools for Preservice Teachers. Sonya N. Martin, Drexel University; Christina Siry, University of Luxembourg
Are There Benefits to Pedagogical Discontentment? A 2-Year Study Exploring Its Link to Rural Science and Mathematics Teachers’ Changes in Practices. Margaret R. Blanchard, North Carolina State University; Jason W. Osborne, North Carolina State University; Jennifer L. Albert, North Carolina State University
Chemistry Teachers’ Reflective Practices: Written Journal Entries Versus Video Analysis Tool (VAT). Yaoqin Song, University of Northern Colorado; J. Steve Oliver, University of Georgia
Learning From Peer Coaching: The Change of a Science Teacher’s Understandings of Inquiry Teaching. Jon Yi Chen, National Chiayi University
Revising Teacher Candidates’ Views of Science and Self: Can Accounts From the History of Science Help? Brian Ellis Levithwaite, University of Manitoba; Robert D. Renaud, University of Manitoba, John Murray, University of Manitoba; Richard Hechter, University of Manitoba

23.058-12. Critical Approaches to History Education. SIG-Research in Social Studies Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 4:05 pm to 5:35 pm Chair: Maia G. Sheppard, The George Washington University

Participants:
A Longitudinal Study of Learning to Teach History as Interpretation. Christopher C. Martell, Boston University

Illustrated Cases for Situated Historical Thinking: Understanding Preservice Social Science Teachers’ Habits of the Mind. Courtney C. Bentley, University of Montevallo; Scott Waring, University of Central Florida

Enacting Critical Historical Thinking: Decision Making Among Novice Secondary Social Studies Teachers. Brooke Blevins, University of Texas; Cinthia S. Salinas, University of Texas - Austin

23.058-13. Negotiating Educators, Parents, and the Print Media to Find Voice and Combat Stereotypes. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 4:05 pm to 5:35 pm
Chair: Judson Crandall Laughter, University of Tennessee - Knoxville
Participants:

Boys Are Like Puppies, Girls Aim to Please: How Teachers’ Attributions and Associations Lead to Gender Stereotypes. Tasha Anastasia Riley, The University of British Columbia

Finding a Voice Through Storytelling: Perspectives of Homeless Parents on Life, School, and Literacy. Minjung Kim, University of Massachusetts - Lowell; Shanna Thompson, University of Massachusetts - Lowell; Jose Orlando Torres, University of Massachusetts - Lowell

Read Between the Lines: Analyzing Black-Latina/o Student Conflict in Mainstream Print Media. Liliana Alonso, University of California - Los Angeles; Michaela Jeanette Mares López, University of California - Los Angeles


“I’m] Hispanic and Anglo [Though] I Don’t Really Look That Hispanic”: Young Men Negotiating the Dynamics of Phenotype and Racial and Ethnic Identities at a New Mexico High School. Chalane E. Lechuga, University of New Mexico

23.058-14. Validity Issues in Assessment. SIG-Cognition and Assessment; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 4:05 pm to 5:35 pm
Chair: Shauna J. Sweet, University of Maryland
Participants:

Assessing Conceptual Knowledge Through Similarity Ratings. Joerg Michael Grossschedl, IPN-Leibniz-Institute for Science and Mathematics Education; Uwe Harms, IPN-Leibniz-Institute for Science and Mathematics Education
Assessing the Relationship Between Executive Functioning and Reading Comprehension: Key to the Fourth-Grade Slump? Richard F. Brummer; University of South Florida; Danielle V. Dennis, University of South Florida

Examining the Role of Metacognition in Changing Answers on Multiple-Choice Tests. Elena C. Papapanagiotou, University of Nicosia; Agnì Stylianou-Georgiou, University of Nicosia
Examining a Universally Designed Curriculum-Based Measure in Mathematics. Cheng-Fei Lai, University of Oregon; Elisa Jangmochian, University of Oregon; Julie Alonso, University of Oregon; Gerald A. Tindal, University of Oregon

Modeling the Development of Multidimensional Skill Profiles in Epistemic Games: A Simulation-Based Investigation of a Novel Analytic Method. Andre A. Rupp, University of Maryland; Shauna J. Sweet, University of Maryland; David W. Shaffer, University of Wisconsin

23.058-15. Using Virtual Worlds for Teaching and Learning. SIG-Applied Research in Virtual Environments for Learning; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 4:05 pm to 5:35 pm
Chair: Dennis Beck, University of Arkansas
Participants:

Learning Complex Causality in Ecosystems via a Multiuser Virtual Environment. Shari J. Metcalf, Harvard University; Michael Shane Tutwiler, Harvard University; Amy M. Kamarainen, Harvard University; Tina A. Grozter, Harvard University; Chris J. Dede, Harvard University

A Case Study of Three-Dimensional Immersive Learning Strategies. C. Candace Chou, University of St. Thomas; Rama Kaye Hart, University of St. Thomas

Collaborative Scientific Inquiry in Arcadia: A Massively Multiplayer Online Gaming Environment on Blue Mars. Jodi Ashell-Clarke, TERC; Teon Edwards, TERC; James L. Larsen, TERC; Elizabeth Rowe, TERC; Elisabeth Sylvan, TERC; Jim Hewitt, OISE/University of Toronto

Visual Signaling in Virtual World-Based Assessments: The Situated Assessment Using Virtual Environments for Science (SAVE Science) Project. Brian C. Nelson, Arizona State University; Younsu Kim, Arizona State University; Cecile M. Foshee, Arizona State University

23.059. Roundtable Session 8; Roundtable Session

23.059-1. Use of International Statistics. SIG-International Studies; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 4:05 pm to 5:35 pm
Chair: Chad Robert Lykins, University of Hong Kong
Participants:

Relationship Between Teacher Efficacy and Student Achievement in Number Understoding: Analysis of the Trends in International Mathematics and Science Study (TIMSS) 2007 Data. Qingmin Shi, University of Nevada - Las Vegas; Jian Wang, University of Nevada - Las Vegas; Shuao Zhang, University of Nevada - Las Vegas

International Differences in Dropout and Inequality. Stephen P. Lamh, University of Melbourne; Efird Markussen, NIFU STEPS Norwegian Institute for Studies in Innovation, Research and Education

International Education Statistics in Context: Shifting Historical Paradigms for the Collection and Use of International Education Data and Indicators. Brooks A. Rosenquist, Vanderbilt University

Mathematics Achievement and Self-Concept Relations Across 16 Countries: A Higher Level Big-Fish-Little-Pond Effect? Anna W. Cesa, University of Michigan; Kai S. Cortina, University of Michigan; Kevin F. Miller, University of Michigan

23.059-2. Biliteracy Development and Teaching in and Beyond Classrooms. SIG-Bilingual Education Research; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 4:05 pm to 5:35 pm
Chair: Gisela Ernst-Slavit, Washington State University
Participants:

Examining the Fidelity of Implementation of a Biliteracy Intervention in Two Third-Grade Classrooms. Wendy Sparrow, University of Colorado - Boulder
Training Teachers to Evaluate Emerging Bilingual Students’ Biliterate Writing. Sandra Adriana Butvilofsky, University of Colorado - Boulder; Wendy Sparrow, University of Colorado - Boulder

Rethinking Literacy Development of Bilingual Students With Special Needs: Challenges and Hope. Pierre W. Orels, New Mexico State University

Understanding the Importance of Sociocultural Factors for the Biliteracy Development of Two Hispanic First Graders. Angela Maria Lopez-Velasquez, University of Connecticut; Georgia E. Garcia, University of Illinois - Urbana-Champaign

23.059-3. Research on Giftedness, Creativity, and Talent SIG Roundtable I. SIG-Research on Giftedness and Talent; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 4:05 pm to 5:35 pm
Chair: Cheryl M. Adams, Ball State University
Participants:

Gender Differences in Domain-General and Domain-Specific Creative Thinking Abilities. Eunsook Hong, University of Nevada - Las Vegas; Yan Peng, University of Nevada - Las Vegas; Junbin Wu, Guangzhou No. 5 High School
How Mothers Perceive That They Make Educational Decisions for Their Identified Gifted Children. Shari Orders, University of Ottawa

Parenting Style, Perfectionism, and Creativity in High-Ability Young Adults. Angie L. Miller, Indiana University; Kristie Speirs-Neumeister; Ball State University

23.059-4. Second Language Research SIG Roundtable 3; Examining Language Learning and Proficiency Evaluation Instruments. SIG-Second Language Research; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D
23.059-5. Program Assessment Using Qualitative, Quantitative, and Mixed Methods: Experiences From Across the Country, SIG-Academic Audit Research in Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
4:05 pm to 5:35 pm
Chair: Barbara L. Bales, University of Wisconsin - Milwaukee
Participants:
The Relationship of Candidate Subject-Matter Knowledge and Clinical Experience Assessments; James B. Carroll, University of Portland; Jacqueline C. Waggoner, University of Portland
Is Critical Thinking a Predictor of Success on the Texas Pedagogy and Professional Responsibilities EC-12 Test? Mohammed Mustafa Saleem, West Texas A&M University; Robin Lea Capt, West Texas A&M University
Using Student Voice and Qualitative Methods for Program Assessment; Dianne L. Ferguson, Chapman University; Donald N. Cardinal, Chapman University
Getting Inside Outcomes of a Teacher Education Program; Cecelia E. Trangh, Long Island University - Brooklyn; Jessica Trubek, Long Island University - Brooklyn
Candidate Reflection and Program Evaluation; James B. Carroll, University of Portland; Jacqueline C. Waggoner, University of Portland; Hillary Mek, University of Portland; Bruce N. Weitzel, University of Portland

23.059-6. Mentoring College Students, SIG-Mentorship and Mentoring Practices; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
4:05 pm to 5:35 pm
Chair: Helenrose Fives, Montclair State University
Participants:
Mentoring: Impact on the Undergraduate Science Researcher; Courtney Brown, Indiana University; Christina Russell, Indiana University
Transfer From Community College to 4-Year College: A Longitudinal Study of Mentoring; Becky Wai-Ling Packard, Mount Holyoke College
Teacher-Student Collaboration on Designing Instructional Multimedia Materials: A Case Study of Wenzao Ursuline College of Languages; Ting Wang, Nova Southeastern University; Ya-chen Kao, Wenzao Ursuline College of Languages

Sheraton, Fifth Level, Grand Ballroom D
4:05 pm to 5:35 pm
Chair: Laurence B. Boggress, Miami University
Participants:
From “At-Risk” to “Disconnected”: The Youth Polity From 1973-2008; Rachel Julia Hare, Teachers College, Columbia University
The Role of Policy Entrepreneurs in Pain and Loss Activism; Tina Ikonen, California State University - Channel Islands; Robert K. Ream, University of California - Riverside
“The Outliers”: States’ Adoption of Broad-Based Merit Aid Policies Outside of the Southeastern United States; William Kyle Ingle, Bowling Green State University; RuthAnn Petroff, Bowling Green State University

23.059-8. Learning in the Professions Across the Life Span, Division I - Education in the Professions; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
4:05 pm to 5:35 pm
Chair: Kimberly A. Swygert, National Board of Medical Examiners
Participants:
Crashing the Gate: Identifying Alternative Measures of Student Learning in Introductory Science, Technology, Engineering, and Mathematics Courses; Kevin Eagan, University of California - Los Angeles; Sylvia Hurtado, University of California - Los Angeles; Felisha Herrera, University of California - Los Angeles
Participatory Game Design to Teach First-Year Engineering Students Career-Relevant Competencies; Angela Van Barneweld, Purdue University; Kevin Berkopos, Purdue University; Jea Hong Choi, University of Georgia; Peggy A. Ermer, Purdue University; Jun Fang, Purdue University; Belen Garcia de Hurtado, Purdue University; Constance A. Harris, Purdue University; Youngmi Lee, Purdue University; Wei Liu, Purdue University; Celia (Rui) Pan, Purdue University; Johannes Strobel, Purdue University; Nicole R. Weber, Purdue University; Ji Hyun Yu, Purdue University
The Desire to Learn: Learning Across Generations. Lillie R. Albert, Boston College; Peiyun Zhou, Boston College

23.059-9. Developing Cultural Competencies for the Classroom, Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
4:05 pm to 5:35 pm
Chair: Mark Helmsing, Michigan State University
Participants:
Caring and Collaboration Across Race Lines in One Post-Katrina, New Orleans Charter School; Jenny Gordon, Binghamton University - SUNY Cultural Socialization Process of Effective Educators of Students of Color in an Elementary School District; Patricia May Henry, Cypress Fairbanks ISD; Norvellia P. Carter, Texas A&M University
Relating Teacher Identity to Teaching Practice: Case Studies of African American Mathematics Teachers of Students of Color; Ann R. Edwards, University of Maryland; Carolina Alejandra Napp-Avellu, University of Maryland - College Park; Nancy Tseng, University of Maryland
Understanding the Capacity of African American Teachers to Teach Students Within and Outside of Their Racial Group. Bethany Brent, University of Wisconsin - Madison

23.059-10. Approaches to Making Schools Safer, SIG-Safe Schools and Communities; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
4:05 pm to 5:35 pm
Chair: Ivan E. Watts, Auburn University
Participants:
Exploring the Relationship Between Ontario’s Safe Schools Legislation and Black Male Caribbean Students. Alicka Hassan-Kelly, Queen’s University School Crime and Students’ Absence From School. Xiao (Art) Peng, Vanderbilt University
Student Threat Assessment as an Alternative to Zero-Tolerance Disciplinary Policies. Dewey G. Cornell, University of Virginia; Xiao Fan, University of Virginia; Anne Gregory, Rutgers University

23.059-11. Artist-Teachers and Teacher-Researchers: Evolving of Professional Identities Through Arts Instruction, SIG-Arts and Learning; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
4:05 pm to 5:35 pm
Chair: Tracie E. Costantino, University of Georgia
Participants:
Teachers as Researchers and Action Research in the Music Classroom. Collene M. Conway, University of Michigan; Scott Nathan Edgar, University of Michigan; Erin Hansen, University of Michigan; C. Michael Palmer, University of Michigan
Fostering Commitment to Arts Education Through Service Learning. Ellen Burke, Millsaps College; Lisa McManus, Millsaps College; Stacy L. DeZutter, Millsaps College; Katherine Lawrence, Millsaps College; Lindsay Wehr, Millsaps College; Janet Wyeth, Millsaps College; Kaitlin Short, Millsaps College

Sheraton, Fifth Level, Grand Ballroom D
4:05 pm to 5:35 pm
Chair: Kimberly Anne Powell, The Pennsylvania State University
Participants:
Dancing Through the Curriculum. Eeva Helena Antilla, Theatre Academy, Finland
The Body Critical: Understanding the Role of the Teacher’s Body in Arts Integration. Alisha White, Georgia State University; Michelle Zoss, Georgia State University

23.060. Roundtable Session 9: Roundtable Session

23.060-1. Analytic Considerations Regarding Non-Normal and Noncontinuous Data. Division D - Measurement and Research Methodology, Roundtable Session; Doubletree, 16th Level, International Ballroom
4:05 pm to 5:35 pm
Chair: William Holmes Finch, Ball State University
Participants: A Comparison of Alternative Methods for Prediction of Categorical Data: A Monte Carlo Simulation Study. Jocelyn E. Holden, Ball State University; William Holmes Finch, Ball State University; Jiro Asuncion, University of Canterbury; Alexander Reiss, University of Washington
Confirmatory Factor Analysis Models With Non-Normal Factor and Error Scores. Xinya Liang, Florida State University; Haitian Wu, Florida State University; Yanyan Yang, Florida State University; Muhammad Jamil, University of Arizona
The Effect of Discretization of Continuous Data: Principal Component Analysis Versus Dual Scaling. Se-Kang Kim, Fordham University

23.060-2. Applications of Mixed Methods and Qualitative Research. Division D - Measurement and Research Methodology Cosponsored by SIG-Qualitative Research; Roundtable Session Doubletree, 16th Level, International Ballroom
4:05 pm to 5:35 pm
Chair: Leonie Pihama, Maori and Indigenous Analysis Ltd.
Participants: Advancing Educational Research Through A Knowledge Discovery in Data (KDD) Model. Samira ElAtia, University of Alberta; Ahmed Hammad, University of Alberta; Donald Ipperciel, University of Alberta

23.060-3. Building a Better Model for Testlet-Based Data. Division D - Measurement and Research Methodology; Roundtable Session Doubletree, 16th Level, International Ballroom
4:05 pm to 5:35 pm
Chair: Shudong Wang, Northwest Evaluation Association
Participants: A General Framework for Dual Clustering in Item Response Theory Modeling. Hong Jiao, University of Maryland; Robert J. Mislevy, ETS
An Item Response Model for Testlet-Based Rating Scale Items. Wen-Chung Wang, The Hong Kong Institute of Education; Xuclan Qiu, The Hong Kong Institute of Education

23.060-4. Finding Value in Aggregated Scores and Subscores. Division D - Measurement and Research Methodology; Roundtable Session Doubletree, 16th Level, International Ballroom
4:05 pm to 5:35 pm
Chair: John T. Willse, University of North Carolina - Greensboro
Participants: A Comparison of Score Aggregation Methods on Simulated Test Data. Jianbin Fu, ETS
Design a Test to Enhance Desired Uses of Subscores. Shuqin Tao, Data Recognition Corporation; John N. Denbleyker, University of Iowa
Profile Reporting: Methods for Determining the Value of Subscale Scores Over the Total Score. Oksana Babenko, University of Alberta; Hollis Lai, University of Alberta

4:05 pm to 5:35 pm
Chair: Benjamin Kelcey, Wayne State University
Participants: Estimating and Testing Value-Added Models of Student Achievement. Cassandra M. Guarino, Michigan State University; Mark D. Reckase, Michigan State University; Jeffrey Wooldridge, Michigan State University
The Effects of Cross-Classified Model Misspecification on Value-Added, Growth Models With Improper Covariance Structures. Laura H. Daniel, University of Pittsburgh
The Impact of Latent Variable Outcomes on Value-Added Models of Intervention Efficacy. Leslie Hawley Shaw, University of Nebraska - Lincoln; James A. Bovaird, University of Nebraska - Lincoln

23.060-6. To Catch a Cheat, Psychometrically Speaking. Division D - Measurement and Research Methodology; Roundtable Session Doubletree, 16th Level, International Ballroom
4:05 pm to 5:35 pm
Chair: Paul D. Nichols, Pearson
Participants: Application of Statistical Methods to Detect Aberrant Response Patterns. Yadong Zhang, American Board of Internal Medicine; Renbang Zhu, American Board of Internal Medicine
Detecting Exposed Test Items With Moving Averages of Standardized Item Residuals in Response Times. Feiming Li, NBOME
The Effects of Answer Copying on the Ability Level Estimates of Cheater Examinees in Answer-Copying Pairs. Cengiz Zopluoglu, University of Minnesota; Ernest C. Davenport, Jr., University of Minnesota

23.060-7. Narrative Research SIG Roundtable Session I: Culture, Identity, and Narrative. SIG-Narrative Research; Roundtable Session Doubletree, 16th Level, International Ballroom
4:05 pm to 5:35 pm
Chair: Jennifer R. Wilgemuth, Charles Darwin University
Participants: Peace Corps Then, University Faculty Now: Rediscovering Ourselves as Teachers and Learners in Rwanda. Kathleen Mulu, William Paterson University; Kelly McNeal, William Paterson University
Lost China People, Bak Kwei, and Bus Connections: Considerations When Leaving “Chinatown” in Victoria, British Columbia, Canada, 1952. Heather Slye McLeod, Memorial University, Newfoundland
Exploring Cultural Identity and Cultural Difference: A Narrative Reflection. Leilani Sabzalian, University of Oregon

23.060-8. Developing Exemplary Teachers of Reading. SIG-Research in Reading and Literacy; Roundtable Session Doubletree, 16th Level, International Ballroom
4:05 pm to 5:35 pm
Chair: Catherine M. Kelly, St. Catherine University; St. Paul
Participants: The Impact of a Yearlong Teacher Literacy Professional Development: Impact on Beliefs, Instruction, and Student Achievement. Sherry W Powers, Western Kentucky University; Angela J. Cox, Georgetown College; Antony D. Norman, Western Kentucky University; Cassie F. Zippay, Western Kentucky University; Miriam Elizabeth Sroder, Western Kentucky University
Walking the Talk: Supporting Teachers’ Growth With Differentiated Professional Learning. Arlene Grierson, Nipissing University
The Transition to Teaching Reading: Knowledge and Beliefs in Practice. Catherine M. Kelly, St. Catherine University; St. Paul

Division and SIG Posters

23.060-13. Improving Equating Results Under Less Than Optimal Conditions. Division D - Measurement and Research Methodology; Roundtable Session Doubletree, 16th Level, International Ballroom 4:05 pm to 5:35 pm
Chair: Andrew J. Kolstad, National Center for Education Statistics
Participants:
Investigating the Effect of Differential Item Functioning (DIF) in Common-Item Nonequivalent Group Equating Design. Tian Song, Pearson
Several Issues in Reducing Errors of Linking and Equating at All Ability Levels for State Large-Scale High-Stakes K-12 Assessments. Haiyan Lin, University of Illinois - Urbana-Champaign; Hua-Hua Chang, University of Illinois - Urbana-Champaign

23.060. Poster Session 3; Poster Session

23.060-1. Postsecondary Student Access and Success. Division J - Postsecondary Education; Poster Session Sheraton, Fifth Level, Grand Ballroom C 4:05 pm to 5:35 pm
Posters:
1. Assisting Students in Reaching Their Postsecondary Goals: A Case Study of a Campus Undocumented Student Support Group. Lisa DeAnn Garcia, University of Southern California
2. Building Community, Building Futures: The Relationship of Community Service to Employment-Related Outcomes. Hiroto Osakura, University of California - Los Angeles; Wen Qi, Indiana University; Elayne Reiss, University of Central Florida; Jim Lenio, Walden University
3. Changes in Race/Ethnic Enrollment Patterns by Level and Control of Institution. Mark J. Garrison, D'Youville College; Bonnie K. Fox Garry, D'Youville College
4. Community College Retention of Limited English Proficient and Non-Limited English Proficient Hispanic Students: Demographic and Academic Predictors. Carlson Jing Fong, University of Texas - Austin; Jaimie Meredith Krusze, University of Texas - Austin; Claire Ellen Weinstein, University of Texas; Taylor Wayne Acee, Texas State University - San Marcos
5. Exploring Attributional and Cultural Predictors of Collegiate Success. Cody Brent Cox, University of Texas - Brownsville; Yan Yang, University of Texas - Brownsville
7. Inspiring Adult Students in Life Transitions Through Innovative, Cross-Discipline Pedagogy. Marion J. Neilth, Lesley University
8. Longitudinal Data Analysis With Latent Growth Modeling: An Introduction and Illustration for Higher Education Researchers. Rebecca D. Blanchard, Baystate Medical Center and Tufts University; Timothy R. Konold, University of Virginia
9. Systemic Change in the Production of Science, Technology, Engineering, and Mathematics (STEM): A Case Study of Change at an Historically Black College & University (HBCU). Eugene Kennedy; Louisiana State University; James A. Anderson, South Carolina State University
11. Using the National Science Foundation's Scientists and Engineers Statistical Data System (SESTAT) System to Examine Postsecondary Indicators of Success Among Science, Technology, Engineering, and Mathematics (STEM) Graduates of Color. Tajaya Ransom, University of Pennsylvania
12. Underrepresented Students in Science, Technology, Engineering, and Mathematics (STEM): An Examination of Campus Climate. Blanca Rincon, University of Illinois - Urbana-Champaign; Casey E. George-Jackson, University of Illinois - Urbana-Champaign
13. The Perceptions of New First-Time Freshmen as a Predictor of Student Retention. Susana Maria Santos, Claremont Graduate University; Lisa...
Bortman, Whittier College

14. The Relationship Between Military Service and Associate’s Degree Attainment. Monica Christina Esqueda, University of Southern California; Darnell G. Cole, University of Southern California

23.061-2. Exploring Self-Study of Teacher Education Practices. SIG-Self-Study of Teacher Education Practices; Poster Session Sheraton, Fifth Level, Grand Ballroom C 4:05 pm to 5:35 pm Posters:

15. Framing the Tensions Related to Teaching “Integrated” Mathematics Education Modules to Preservice Teachers. Mohammad Faiez Gierdien, Stellenbosch University


17. Advancing Doctoral Pedagogy: A Third-Year Follow-Up on a New Professional Doctorate Program in Education. Barbara A. Henderson, San Francisco State University; Helen H. Hyun, San Francisco State University; Lizbet Simmons, University of California - Berkeley

18. Self-Study of Support Needed by a Teacher Education Administrator Leading the Development of New Programs. Deborah Roose, Oberlin College

19. So It’s Not All About Me? Connecting the Personal and Professional in Teacher Education. Monica Eileen McGlynn-Stewart, University of Toronto


23.061-3. SIG Instructional Technology; Games and Online Learning Environments. SIG-Instructional Technology; Poster Session Sheraton, Fifth Level, Grand Ballroom C 4:05 pm to 5:35 pm Posters:

21. An Assessment of Knowledge Construction in an Online Discussion Forum: The Relationship Between Content Analysis and Social Network Immersion. Vasa Buraphadeja, Assumption University of Thailand

22. Designing an Electronic Educational Game to Facilitate Imagination and Flow. Douglas Williams, University of Louisiana - Lafayette; Yulin Ma, University of Louisiana - Lafayette; Louise Prejean, University of Louisiana - Lafayette

23. Different Identity Revelation Modes in an Online Peer-Assessment Learning Environment. Fu-Yun Yu, National Cheng Kung University; Chao-Ping Wu, TamKang University

24. Investigation of Factors Contributing to the Success of Digital Game-Based Learning. Sangwon Chung, Texas Tech University; Jongul Cheon, Texas Tech University; Heejin Son, Texas Tech University

25. Online Group Configuration Strategies. Mengchu Qiu, Northern State University

26. Video Games in the Classroom: Pre- and In-Service Teachers’ Perceptions of Games in the K-12 Classroom. Raymond Pastore, University of North Carolina - Wilmington; David A. Falbo, Delaware State University

23.061-4. Poster Session: Effects of Instructional Format on Learning. Division C - Learning and Instruction; Poster Session Sheraton, Fifth Level, Grand Ballroom C 4:05 pm to 5:35 pm Posters:

27. Assessment Practices in Catalanian Higher Education System: Focus on Competencies. Elena Cano, Universitat de Barcelona; Georgeta Ion, University of Bucharest

28. Diversity in Communities of Learning: Do Hierarchical Positions Affect Individuals’ Activity and Performance? Martin Rehm, Maastricht University; Wim H. Gijselaers, Maastricht University; Mien Segers, University Maastricht

29. Chronotopic Analysis of Learners’ Agency Work in Dialogic Interaction. Kristiina P. Kumpulainen, National Board of Education; Lasse Lipponen, University of Helsinki

30. Effects of Presentation Format on Data Analysis Tasks. Jeremy Sydik, University of Nebraska - Lincoln; Christie A. Horn, University of Nebraska - Lincoln

31. Examining the Psychometric Properties of RAT-Chinese Version With Rasch Model. Su Pin Hung, National Taiwan Normal University; Po Song HAUNG, National Taiwan Normal University; Hseuh-Chi chen, National Taiwan Normal University

32. Evaluating the Efficacy of Enhanced Anchored Instruction for Middle School Students With Learning Disabilities in Math. Brian A. Botte, University of Kentucky; Xin Ma, University of Kentucky; Michael Tolan, University of Kentucky; Allan S. Cohen, University of Georgia; Sun-Joo Cho, Vanderbilt University

33. Factorial Invariance of an Integrated Sense of Classroom Community Scale Among Face-to-Face and Online Undergraduate Students. Yoonsung Cho, Oklahoma State University; John David Hathcoat, Oklahoma State University; Susan mathews, Oklahoma State University; Hyeyoung Bang, Bowling Green State University; Stacey L. Bridges, Oklahoma State University

34. How Does the Use of Instructions Affect Learning of Procedural Tasks? Elsa Eiriksdottir. Georgia Institute of Technology; Richard Catrambone, Georgia Institute of Technology

35. Observational Learning Through Story Events. April Scott

36. The Effects of a Questioning-While-Reading Intervention on the Eye Movements of Struggling Adolescent Readers. Virginia E. Clinton, University of Minnesota; Catherine M. Bohn-Gettler, Wichita State University; Kristen L. McMaster, University of Minnesota; Panayiota Kendeou, Neopolis University Pafos; Paul Vandenberg, University of Minnesota; David Rapp, Northwestern University

37. The Role of Compensatory Scaffolds for Inquiry Learning in Narrative-Centered Learning Environments. Lucy Shores, North Carolina State University; John L. Niefeld, North Carolina State University

38. The Influences of Adaptive Instruction on the Study Process. So Mi Kim; Seung Won Park, University of Georgia

39. The Role of Spontaneous Speech and Gestures in Improving Comprehension. Sarah Ann Meyer, University of California - Los Angeles; Jean E. Fox Tree, University of California - Santa Cruz

40. The Use of Narrative: Gender Differences and Implications for Motivation and Learning in a Game. Sarah Jay Bittick, University of California - Los Angeles


23.061-5. Applied Research in Secondary Public Schools. Division H - Research, Evaluation and Assessment in Schools; Poster Session Sheraton, Fifth Level, Grand Ballroom C 4:05 pm to 5:35 pm Posters:

42. An Analysis of Literacy Instruction in Schools With High Levels of Proficiency in Reading/Language Arts. James Herman, Tennessee Department of Education; Anna W. Grehan, Education Research Group; Sharan L. Chappell, The University of Memphis

43. Be Careful What You Wish for: Lessons Learned From Conducting a Statewide Readiness Study. Billie J. Erz, Arizona State University; Robert A. Horn, Northern Arizona University; Jennifer L. Prior, Northern Arizona University; Nancy J. Perry, Arizona State University; David B. Yaden, The University of Arizona; Ronald W. Marx, The University of Arizona

44. Getting Kids to Understand Evolution: First-Year Implementation Results. Camelia V. Rosca, Boston College; Laura M. O’Dwyer, Boston College

45. Isolating the Effects of Teacher Communication With Parents and Students: Results From a Randomized Field Experiment. Matthew A. Kraft, Harvard University; Shawn Michael Dougherty, Harvard University

46. The Impact on Student Achievement of the 6+1 Trait Writing Model. Richard H. Smiley, Education Northwest; Michael T. Coe; Vicki M. Nishioka, Northwest Regional Laboratory; Makoto Hanita, Education Northwest

47. School Connectedness Among Youth in Residential Treatment: A Comparison of Traditional and Alternative School Experiences. Amanda B. Nickerson, University at Albany - SUNY; Laura Moon Hopson, University at Albany - SUNY; Camelia Steinske, University at Albany - SUNY

48. The Effects of Literacy Coaching on the Reading Achievement of Struggling Adolescent Readers. Kouider Mokhtari, Iowa State University; Carla Reichard, Iowa State University; Katie Gustafson, Ames High School; Beth Beschoner, Iowa State University

49. Identifying Middle School Factors Associated With Students’ Attainment of Credits in Core Courses During Grade 9. Yasuki Rethinam, Montgomery County Public Schools, Maryland

23.061-6. Poster Session: Motivation in Learning and Instruction. Division C - Learning and Instruction Cosponsored by SIG-Motivation in Education; Poster Session
24.010. Opening Plenary Session: Who Kidnapped Superman? Presidential Session Cosponsored by SIG-Supervision and Instructional Leadership; Invited Session

New Orleans Marriott, Second Level, La Galerie 5
6:00 pm to 7:00 pm

Chair: Kris D. Gutiérrez, University of Colorado - Boulder
Speaker: Diane Ravitch, New York University
25.015. Advanced Technologies for Learning SIG and Learning Sciences SIG Business Meeting. SIG-Advanced Technologies for Learning; Business Meeting
Astor Crowne Plaza, Second Level, Astor Ballroom I
6:15 pm to 8:15 pm
Chair: Debra L. Hahn-Vaughn, University of Central Florida
Participants:
Brit Wilkenfeld, Denver Public Schools
Marilyn M. Saxstrom, National Center for Education Statistics
Jennifer E. Park, National Institute for Child Health and Human Development
Jerry West, Mathematica Policy Research, Inc

25.016. Arts-Based Educational Research SIG Business Meeting. SIG-Arts-Based Educational Research; Business Meeting
JW Marriott, Third Level, Ile de France III
6:15 pm to 8:15 pm
Chair: Anniina Suominen Goyas, Florida State University

25.017. Bilingual Education Research SIG Business Meeting. SIG-Bilingual Education Research; Business Meeting
Sheraton, Fourth Level, Oak Alley
6:15 pm to 8:15 pm
Chair: Jeffrey W. Gilger, Purdue University
Participants:
Jennifer R. Henig, Teachers College, Columbia University
Kyo Yamashiro, L.A. Educational Research Consortium

25.018. Brain, Neurosciences, and Education SIG Business Meeting: Meeting of the Brains. SIG-Brain, Neurosciences, and Education; Business Meeting
Astor Crowne Plaza, Second Level Mezzanine, Bienville
6:15 pm to 7:45 pm
Chair: V. Scott Solberg, University of Wisconsin - Madison
Participants:
Self and Career Development as Cultural Constructions: A Foucauldian Perspective. Graham B. Stead, Cleveland State University; Terri M. Bakker; University of Pretoria
Dreams and Possibilities: Education and Career Guidance (ECG) Portal for Primary 5-6 Students in Singapore. Stanley Kwelt; Hwee Chin Lin; Ministry of Education, Singapore

25.019. Career Development SIG Business Meeting and Discussion: Emerging Issues in Career Development Theory, Research, and Practice. SIG-Career Development; Business Meeting
Astor Crowne Plaza, Second Level, Astor Ballroom II
6:15 pm to 7:45 pm
Chair: V. Scott Solberg, University of Wisconsin - Madison
Participants:
Self and Career Development as Cultural Constructions: A Foucauldian Perspective. Graham B. Stead, Cleveland State University; Terri M. Bakker; University of Pretoria
Dreams and Possibilities: Education and Career Guidance (ECG) Portal for Primary 5-6 Students in Singapore. Stanley Kwelt; Hwee Chin Lin; Ministry of Education, Singapore

Astor Crowne Plaza, Second Level, Astor Ballroom III
6:15 pm to 8:15 pm
Chair: Bernard P. Ricca, Saint John Fisher College
Participants:
William E. Doll, Louisiana State University
Deborah Osberg, University of Exeter

25.021. Classroom Management: SIG Business Meeting. SIG-Classroom Management; Business Meeting
Sheraton, Fourth Level, Oakley
6:15 pm to 7:45 pm

25.022. Classroom Observation: SIG Business Meeting. SIG-Classroom Observation; Business Meeting
Sheraton, Fifth Level, Grand Couteau
6:15 pm to 7:45 pm

25.023. Confucianism, Taoism, and Education: SIG Business Meeting. SIG-Confucianism, Taoism, and Education; Business Meeting
Sheraton, Fifth Level, Grand Chenier
6:15 pm to 7:45 pm
Participant: Bridging East and West in the Contexts of Educational Changes. Jing Lin, University of Maryland - College Park; Ai Zhang, Richard Stockton College of New Jersey; Fengqiao Yan, Peking University

25.024. Democratic Citizenship in Education: SIG Business Meeting and Presentation. What Do We Know About the Civic Action of Young People From Disadvantaged Communities? SIG-Democratic Citizenship in Education; Business Meeting
Sheraton, Fourth Level, Bayside B
6:15 pm to 7:45 pm
Chair: Hily Cremin, University of Cambridge

25.025. Design and Technology SIG Business Meeting. SIG-Design and Technology; Business Meeting
Astor Crowne Plaza, Second Level, Astor Ballroom III
6:15 pm to 7:45 pm
Chair: David A. Gunson, The Pennsylvania State University
Kyo Yamashiro, L.A. Educational Research Consortium
Participants:
Jeffrey R. Henig, Teachers College, Columbia University
Katrina E. Bullock, Montclair State University

25.026. Districts in Research and Reform SIG Business Meeting: Portfolio Management Models in Urban District Reform. SIG-Districts in Research and Reform; Business Meeting
Doubletree, Second Level, Nottoway
6:15 pm to 7:45 pm
Chairs:
David A. Gunson, The Pennsylvania State University
Kyo Yamashiro, L.A. Educational Research Consortium

25.027. Education, Health, and Human Service Linkages SIG Business Meeting. SIG-Education, Health, and Human Services Linkages; Business Meeting
JW Marriott, Third Level, Frontenac
6:15 pm to 7:45 pm
Participant: Interprofessional Teaching and Learning: Of(a) Course! Twyla L. Salm, University of Regina

25.028. Family, School, Community Partnerships SIG Business Meeting. SIG-Family, School, Community Partnerships; Business Meeting
Sheraton, Fourth Level, Southdown
6:15 pm to 7:45 pm

25.029. Holistic Education SIG Business Meeting: How to Incite an Education Revolution, One School at a Time. SIG-Holistic Education; Business Meeting
JW Marriott, Third Level, Ile de France I
6:15 pm to 8:15 pm
Chair: Michelle L. Tichy, University of Northern Iowa
Participants:
Searching For and Then Fighting for the Changes We Need in Schools. William C. Ayers, University of Illinois - Chicago

25.030. Invitational Learning SIG Business Meeting. Inviting Students to Learn: 100 Tips. SIG-Invitational Learning; Business Meeting
New Orleans Marriott, Third Level, Mardi Gras Salon B
6:15 pm to 7:45 pm
Chair: Kay Hensler Phelps, School District Re-1
25.032. Learning Environments SIG Business Meeting, SIG-Learning Environments; Business Meeting  
New Orleans Marriott, Second Level, La Galerie 1  
6:15 pm to 7:45 pm

Chair:  
Penny A. Bishop, The University of Vermont

Participants:  
Tricia Browne-Ferrigno, University of Kentucky  
Liz Hollingsworth, University of Iowa  
Meredith L. Moundford, Florida Atlantic University  
Stacey L. Edmonson, Sam Houston State University  
Karen Sanzo Crum, Old Dominion University  
Beverly J. Irby, Sam Houston State University  
Augustina Reyes, University of Houston  
Julie K. Shepherd, University of Iowa  
William R. Black, University of South Florida  
Eleanor E. Drago-Severson, Teachers College, Columbia University  
Scott C. Bauer, George Mason University

25.034. Marxian Analysis of Society, Schools, and Education SIG Business Meeting: The Neoliberal Restructuring of Cities, Education Policy, and Possibilities for Social Transformation Through a Marxist Lens. SIG-Marxian Analysis of Society, Schools and Education; Business Meeting  
Sheraton, Fourth Level, Edgewood  
6:15 pm to 7:45 pm

Chairs:  
Sheila L. Macrine, University of New Haven  
Joao Menelau Paraskeva, University of Massachusetts

Participants:  
The Neoliberal Restructuring of Cities, Education Policy, and Possibilities for Social Transformation Through a Marxist Lens.  
Antonia Darder, University of California - Los Angeles; Pauline Lipman, University of Illinois - Chicago; David W. Hursh, University of Rochester; Sangeeta G. Kamat, University of Massachusetts; Thomas C. Pedroni, Oakland University; Peter L. McLaren, University of California - Los Angeles; Vicki Macris, University of Alberta

25.035. Middle-Level Education Research SIG Business Meeting, SIG-Middle-Level Education Research; Business Meeting  
Sheraton, Second Level, Rhythms Ballroom III  
6:15 pm to 7:45 pm

Chair:  
Penny A. Bishop, The University of Vermont

25.036. Philosophical Studies in Education SIG Business Meeting and Distinguished Lecturer  
Chair:  
Gert Biesta: “Philosophy of Education for the Public Good: Five Challenges and An Agenda.” SIG-Philosophical Studies in Education; Business Meeting  
PJ Marriott, Third Level, Maurepas  
6:15 pm to 8:15 pm

Chair:  
Craig A. Cunningham, National-Louis University

Participants:  
Charles Bingham, Simon Fraser University  
Doris A. Santoro, Bowdoin College  
Mark E. Jonas, University of Wisconsin - Whitewater

25.037. Politics of Education SIG Business Meeting, SIG-Politics of Education; Business Meeting

25.038. Problem-Based Education SIG Business Meeting, Next Generation Assessments & PBL: A Discussion with Joan Herman. SIG-Problem-Based Education; Business Meeting  
Astor Crowne Plaza, Second Level Mezzanine, Bourbon  
6:15 pm to 7:45 pm

25.039. Rasch Measurement SIG Business Meeting, SIG-Rasch Measurement; Business Meeting  
Doubletree, Second Level, Rosedown B  
6:15 pm to 7:45 pm

25.040. Research Focus on Education and Sport SIG Business Meeting, SIG-Research Focus on Education and Sport; Business Meeting  
New Orleans Marriott, Third Level, Mardi Gras Salon A  
6:15 pm to 7:45 pm

25.041. Research on Learning and Instruction in Physical Education SIG Business Meeting, SIG-Research on Learning and Instruction in Physical Education; Business Meeting  
Astor Crowne Plaza, Second Level Mezzanine, Toulouse B  
6:15 pm to 8:15 pm

25.042. Research on Women and Education SIG Business Meeting, Reception, and Willystine Goodsell Award Address. SIG-Research on Women and Education; Business Meeting  
Doubletree, Second Level, Shadows  
6:15 pm to 8:15 pm

25.043. Stress and Coping in Education SIG Business Meeting, SIG-Stress and Coping in Education; Business Meeting  
Astor Crowne Plaza, Second Level Mezzanine, St. Louis  
6:15 pm to 8:15 pm

Chair:  
Donetta J. Cothran, Indiana University

Participants:  
Understanding Protective Factors Between Bullying Victimization and Psychological Outcomes. Dorothy L. Espelage, University of Illinois

Participants:  
Russell L. Carson, Louisiana State University  
Julie P. Combs, Sam Houston State University

25.044. Technology as an Agent of Change in Teaching and Learning SIG Business Meeting, SIG-Technology as an Agent of Change in Teaching and Learning; Business Meeting  
New Orleans Marriott, Second Level, Preservation Hall Studio 9  
6:15 pm to 7:45 pm

Chair:  
Natalie B. Milman, The George Washington University

Participants:  
Karen Cator, U.S. Department of Education

25.045. Workplace Learning SIG Business Meeting, SIG-Workplace Learning; Business Meeting  
New Orleans Marriott, Second Level, Preservation Hall Studio 3  
6:15 pm to 7:45 pm

Chair:  
James E. Bartlett, North Carolina State University
115
Saturday Morning, April 9, 2011
Participant:
David Smith, Careful Media

Friday, 7:30 pm

AERA Sessions

AERA Sessions; Invited Session
New Orleans Marriott, Second Level, La Galerie 2
7:30 pm to 8:30 pm
Welcome:
William H. Watkins, University of Illinois - Chicago
Introduction of Awardee:
James Earl Davis, Temple University
Award Recipient and Speaker:
Lesson One - I Would Sing: Social Justice Research and Heeding the Persistent Cry of the Young. William C. Ayers, University of Illinois - Chicago

Friday, 8:00 pm

Division Sessions

28.010. Division K Teaching and Teacher Education Off-Site Visit - Community Forum: Constructing and Reconstructing Schools in Times of Crisis.
Division K - Teaching and Teacher Education; Off-Site Visit
ASHÉ Cultural Arts Center, 1712 Oretha C. Haley Boulevard, New Orleans
8:00 pm to 11:00 pm
Visit Leader:
Linda R. McIntyre, South Carolina State University
Participants:
Peter C. Murrell, Loyola College
Linda C. Tillman, University of North Carolina - Chapel Hill

Friday, 8:30 pm

AERA Related Activities

29.010. Joint Social Justice Combined Reception. AERA Related Activities; Reception
New Orleans Marriott, Second Level, La Galerie 3
8:30 pm to 9:30 pm
Chairs:
William H. Watkins, University of Illinois - Chicago
Tabbye Maria Chavous, University of Michigan
Kathleen A. Weiler, Tufts University

Saturday, 7:00 am

AERA Related Activities

30.010. Undergraduate Student Education Research Training Workshop Early Bird Breakfast: Invitation Only (Day 1 of 2). AERA Related Activities; Invitation Session
New Orleans Marriott, Fourth Level, Balcony K
7:00 am to 8:00 am
Chairs:
Felice J. Levine, Executive Director, American Educational Research Association
Kris D. Gutiérrez, AERA President and University of Colorado - Boulder
Arnetta F. Bull, AERA President-elect and Stanford University

Saturday, 8:00 am

Professional Development Courses

31.010. An Introductory Primer/Review of Multivariate Statistics I: Multivariate Significance Tests and MANOVA. Professional Development and Training Committee; Professional Development Course
Hotel Monteleone, Mezzanine Level, La Nouvelle Orleans East
8:00 am to 12:00 pm
Director:
Bruce Thompson, Texas A&M University - College Station

31.011. Longitudinal Surveys at the National Center for Education Statistics: High School Longitudinal Study of 2009 (HSLS:09). Professional Development and Training Committee; Professional Development Course
Hotel Monteleone, Mezzanine Level, La Nouvelle Orleans West
8:00 am to 12:00 pm
Directors:
Kristin Flanagan, American Institutes for Research
Laura F. LoGerfo, Department of Education

Saturday, 8:15 am

Governance Meetings and Events

32.001. AERA Committee on Scholars of Color in Education Awards Presentation and Open Meeting. AERA Governance; Governance Session
New Orleans Marriott, Second Level, La Galerie 1
8:15 am to 9:45 am
Chair:
Tabbye Maria Chavous, University of Michigan

32.002. Review of Research in Education (2013): Closed Editorial Board Meeting. AERA Governance; Governance Session
New Orleans Marriott, Fourth Level, Bacchus
8:15 am to 9:45 am
Chairs:
Jamal Abedi, University of California - Davis
Christian J. Faltis, University of California - Davis

Saturday, 8:15 am

AERA Related Activities

32.010. AERA Fellows Breakfast: Invitation Only. AERA Related Activities; Governance Session
New Orleans Marriott, Third Level, Mardi Gras Salon DE
8:15 am to 10:15 am
Chair:
Margaret Beale Spencer, University of Chicago

32.011. AERA Web Content Management System Training for Division and SIG Web Managers: Session 1. AERA Related Activities; Workshop
Sheraton, Second Level, Rhythms Ballroom III
8:15 am to 9:45 am

Presidental Sessions

32.012. Beyond New London: Literacy Learning and the Design of Social Futures. Presidential Session; Invited Session

Sheraton, Third Level, Napoleon Ballroom C2
8:15 am to 10:15 am

Chair:
William R. Penuel, SRI International

Participants:
The New London Agenda in Retrospect. Mary Kalantzis, University of Illinois - Urbana-Champaign
Language and Learning and Digital Media. James Paul Gee, Arizona State University
Appropriating Students’ Multilingual Strengths and Multimodal Interests as Resources For Learning. Courtney B. Cazden, Harvard University; Gail Cawkwell, University of Waikato, New Zealand
Multiliteracies in Australia: Educational and Economic Reforms? Allan A.J. Lake, Queensland University of Technology
Teacher Orchestration of Talk in a Pedagogy of Multiliteracies. Sarah Michaels, Clark University; Catherine O’Connor, Boston University; Richard Sohmer, Investigators Club
Future Agendas for Multiliteracies. William Cope, University of Illinois - Urbana-Champaign

Discussant:
Brian V. Street, Kings College, London

32.013. Developing and Testing Theories of Implementation: Conducting Research With Educational Systems. Presidential Session; Invited Session

Sheraton, Third Level, Napoleon Ballroom A2&A3
8:15 am to 10:15 am

Chair:
William R. Penuel, SRI International

Participants:
Developing the Area of Design-Based Implementation Research. William R. Penuel, SRI International
The Strategic Education Research Partnership: A Use-Inspired Model for Designing for Improvement at Scale. Suzanne Donovan, SERP Institute
Conducting Design Research at the District Level. Paul A. Cobb, Vanderbilt University; Erin Craig Henrick, Vanderbilt University; Chuck Hunter, Vanderbilt University
Improving Community College Developmental Mathematics at Scale. Anthony S. Bryk, Carnegie Foundation for the Advancement of Teaching; Alicia Grunow, Stanford University; Louis M. Gomez, University of Pittsburgh
The Youth Data Archive: Building Complementary Indicator Systems for Improving Youth Outcomes in Communities. Milbrey W. McLaughlin, Stanford University

Discusants:
William R. Penuel, SRI International
Nora H. Sabelli, SRI International
Barry J. Fishman, University of Michigan

32.014. Education Research for the Public Good: Shaping State and Federal Policies for English Language Learners. Presidential Session; Invited Session

Sheraton, Third Level, Napoleon Ballroom B3
8:15 am to 10:15 am

Chairs:
Diane L. August, Center for Applied Linguistics
Megan Hopkins, University of California - Los Angeles

Participants:
Fostering Meaningful Accountability for English Language Learners: What Will It Take? Robert T. Linquanti, WestEd; Kenji Hakuta, Stanford University; David Johns, U.S. Senate HELP Committee


Research in the Service of Policy: The Arizona Case. Patricia C. Gandara, University of California - Los Angeles; Kevin G. Weimer, University of Colorado - Boulder

Implementing the Common Core for English Language Learners. Diane L. August, Center for Applied Linguistics; Gabriela J. Uro, Council of Great City Schools

Committee Sessions

32.015. Graduate Student Networking Opportunity With Special Interest Groups (SIGs). Graduate Student Council; Invited Session

Astor Crowne Plaza, Lobby Level, St. Charles Ballroom
8:15 am to 9:45 am

Chair:
Annis N. Brown, Michigan State University

Participants:
Vincent A. Anfara, University of Tennessee
Deborah A. Ceglovsky, Ball State University
Geni Cowan, California State University - Sacramento
Stefinee E. Pinneger, Brigham Young University
LeAnn G. Putney, University of Nevada - Las Vegas
Sharon H. Ulano, California State University - Los Angeles

International and State-Regional Organization Sessions

32.016. Consortium of State and Regional Educational Research Associations

Paper Session 1. Consortium of State and Regional Educational Research Associations; Invited Session

Sheraton, Third Level, Napoleon Ballroom C1
8:15 am to 10:15 am

Chair:
Keith M. Kershner, Research for Better Schools

Participants:
California Educational Research Association - Factors Associated with Academic Achievement of Academically Talented Students: A Comparison of Four Ethnic Groups. Hae-Seong Park, Azusa Pacific University
Virginia Educational Research Association - Associations of Pre-service Teachers’ Performance, Personality, and Beliefs with Teacher Self-Efficacy at Program Completion. Faizah M. Jamil, University of Virginia; Jason Downer, University of Virginia; Robert Pianta, University of Virginia
Southeastern Association for Community College Research - An Evaluation of Instructor Qualifications for Teaching Dual Enrollment Classes. Barbara Abdulkarim, George Mason University

Discussant:
Douglas J. Simpson, Texas Tech University


Commonwealth Council for Educational Administration and Management; Invited Session

Sheraton, Third Level, Napoleon Ballroom B2
8:15 am to 10:15 am

Chair:
Petros A. Pashiardis, Open University of Cyprus

Participants:
Contexts for Successful Principalship: Phases of School Improvement and Layering of Leadership. Christopher W. Day, University of Nottingham
A Research-Led Evaluation to Enhance the Preparation of School Leaders to Deliver Education for the Public Good in Trinidad and Tobago. Fredly Edna James, University of the West Indies; June Marilyn George, University of the West Indies; Susan Herbert, University of the West Indies
Exploring the Relationship Among School Principals’ Epistemological Beliefs, Context, and Leadership Practices. Petros A. Pashiardis, Open University of Cyprus; Stefan Brauckmann, DIPF; Panayiotis Kendeou, Neapolis University Pafos
Managing the Good: Developing Diversity, Learning Leadership, and Professional Praxis in the Educational Community. Steve Rayner, Oxford Brooks University

The Views of Cyprus Primary School Principals Regarding the Necessity and
Feasibility of Undertaking Initiatives for School Improvement. Christodoula Moustaka-Tsiolakki, Open University of Cyprus; Andreas Tsiakkirios, Open University, Cyprus

32.018. When Large-Scale Assessment Meets Classroom Assessment: Teachers’ Use of Province-Wide Assessments as Part of Students’ Grades. Canadian Society for the Study of Education; Invited Session Sheraton, Third Level, Napoleon Ballroom D
8:15 am to 10:15 am
Chairs: Martha J. Koch, University of Ottawa
Christina Van Barneveld, Lakehead University
Participants: Teachers’ Determination of Final Grades Using Large-Scale Assessments: Policy Implications. Marian Fishel, Department of Education, Government of Newfoundland and Labrador
Large-Scale Assessment Results and Final Grades: The Ten Percent Rule and Other Teacher Practices. Tess Miller, Queen’s University
One Test, Two Scores: Dilemmas Emerging From Teachers’ Use of a Large-Scale Mathematics Assessment as Part of Students’ Grades. Martha J. Koch, University of Ottawa
The Rights and Responsibilities of Test Takers When Some Parts of a Large-Scale Test Count Toward Class Marks. Christina Van Barneveld, Lakehead University; Karicann Brinson, Lakehead University
Teachers’ Use of Large-Scale Assessment Results in Ontario: Grading Issues and Policies. Marielle Simon, University of Ottawa; Christina Van Barneveld, Lakehead University; Sherry King, Lakehead University; Catherine Naden, University of Ottawa
Discussant: Don A. Klinger, Queen’s University at Kingston

Division Sessions

32.019. Attitudes and Motivation in Mathematics Education. Division C - Learning and Instruction; Paper Session
Hotel Monteleone, Mezzanine Level, Orleans
8:15 am to 10:15 am
Chair: Julianne C. Turner, University of Notre Dame
Participants: Achievement Goal Orientation of Community College Mathematics Students and the Misalignment of Instructors’ Perceptions. Ilmna M. Mesa, University of Michigan
Can a Pedagogical Agent Help Reduce Mathematics Anxiety? Quan Wei, Utah State University; Yanghee Kim, Utah State University
Factorial Validity of the Scores From the Trends in International Mathematics and Science Study (TIMSS) 2007 Mathematics Attitude Scale. Namok Choi, University of Louisville; Sarah Bush, University of Louisville; Amy English Hunter, University of Louisville; Tim Truitt, University of Louisville
The Gender Confidence Gap in Junior High School Mathematics: Gender Differences in Student Belief-Achievement Relationships. John A. Ross, OISE/University of Toronto; Catherine D. Bruce, Trent University
Discussant: Nicole M. Else-Quest, Villanova University

32.020. New Learning Environments for Science: Their Implications for Research and Affordances for Supporting Science Inquiry. Division C - Learning and Instruction; Structured Poster Session
New Orleans Marriott, Third Level, Mardi Gras Salon FGH
8:15 am to 9:45 am
Chair: Janice D. Gobert, Worcester Polytechnic Institute
2. Enabling Teachers to Become Effective Moderators While Moderating Multiple E-Discussions. Astrid Wichmann, Ruhr University Bochum; Adam Giemza, University Duisburg-Essen; Urich Hoppe, University Duisburg-Essen; Bruce McLaren, Carnegie Mellon University
3. Using Bioworld to Enhance Learning While Performing an Authentic Inquiry-Based Task in Medicine. Susanne P. Lapose, McGill University; Laura Naimsmith, McGill University; Eric G. Poitras, McGill University; Ilan Cra-Panesso, McGill University; Yuan-Jun Hong, McGill University; John Ranellucci, McGill University; Jeffrey Wiseman, McGill University
5. Scripting for Collaborative Online Learning (S-COL): Adaptive Support for Learning on Top of Diverse Web Content. Karsten Siegmann, University of Munich; Christof Wecker, University of Munich; Ingo Kollar, University of Munich; Frank Fischer, University of Munich
6. Investigating How Graphical and Textual Computer-Based Programming Environments Support Student Inquiry in Science During Modeling. Zacharias C. Zacharia, University of Cyprus; Loucas T. Louca, European University, Cyprus
7. A Knowledge Community and Inquiry Model for Secondary Science. James D. Stolla, University of Toronto; Vanessa L. Peter, University of Michigan; Hedieh Najafi, OISE/University of Toronto
Discussant: Cindy E. Hmoeti-Silver, Rutgers University

32.021. The Role of Educational Psychology in Teacher Education. Division C - Learning and Instruction; Invited Session
Hotel Monteleone, Ground Level, Royal Ballroom
8:15 am to 9:45 am
Chairs: Helen Patrick, Purdue University; Lynley H. Anderman, The Ohio State University
Participants: James G. Cibulka, National Council for Accreditation of Teacher Education; Eta R. Hollins, University of Missouri - Kansas City; Ronald W. Marx, The University of Arizona; Susan B. Nolan, University of Washington; Anita Elizabeth Woolfolk Hoy, The Ohio State University
Discussant: Don A. Klinger, Queen’s University at Kingston

32.022. Understanding the Education Trajectories of Young Black Men in New York City: Elementary and Middle School Years. Division C - Learning and Instruction; Symposium
Hotel Monteleone, Mezzanine Level, Iberville
8:15 am to 10:15 am
Chairs: Ronald Mincy, Columbia University; Pedro A. Noguera, New York University
Discussant: Nicole Sharpe, Black Male Donor Collaborative

32.023. Concerns and Considerations in Qualitative Inquiry. Division D - Measurement and Research Methodology Cosponsored by SIG-Qualitative Research; Paper Session
Doubletree, Second Level, Madewood A
8:15 am to 9:45 am
Chair: Ana Lucia Cruz, Saint Louis Community College at Meramec
University
Participatory Design Research in Building Community Through Telecollaboration (BCT) Project. Gyeong Mi Heo, McGill University; Alain Bentejac, McGill University

Transparency in Transcribing Interview Records: Making Visible Theoretical Bases for Inciting Dialogues Across Perspectives. Audra Shakauskaitė, University of Texas - Brownsville

Discussant:
Aaron M. Kantz, The University of Alabama

32.024. Dimensionality and Model Fit With Item Response Theory, Division D - Measurement and Research Methodology; Paper Session
Doubletree, Second Level, Rosedown B
8:15 am to 9:45 am

Chair:
Chien-Lin Yang, American Dental Association

Participants:
A Determinant-Based Measure for Determining the Number of Dimensions Present. Jessalyn Smith, CTB/McGraw Hill
Comparison of Posterior Predictive Model Checking (PPMC) Using Expectation Maximization plus Expectation (EM+E) Method Versus Markov Chain Monte Carlo (MCMC). Leslie A. Hendrix, University of South Carolina; Brian T. Habing, University of South Carolina
Consistency of Dimensionality and Content Structure Analysis Across Different Methods and Samples. Yu Fang, ACT, Inc.
Dimensionality in Extended Constructed Response Items With Local Dependence. Yongsung Lee, University of California - Berkeley; Junnie Choi, University of California - Berkeley; Karen L. Draney, University of California - Berkeley; Hyo Jeong Shin, University of California - Berkeley
Parametric Bootstrap Versus Computationally Fast Posterior Predictive Model Checking (PPMC) for Item Response Theory Model Fit. Leslie A. Hendrix, University of South Carolina; Brian T. Habing, University of South Carolina

Discussant:
Barbara G. Dodd, University of Texas - Austin

32.025. Issues in Research Design and Selection Bias in Educational Studies, Division D - Measurement and Research Methodology; Paper Session
Doubletree, Second Level, Shadows
8:15 am to 9:45 am

Chair:
Ginger Stoker, SRI International

Participants:
A Simulated Comparison of Bias Reduction Rates for Matching Through Latent Variable Versus Matching Through Surrogate Variables With Measurement Errors. Qiu Wang, Purdue University; Kimberly S. Maier, Michigan State University; Richard T. Houang, Michigan State University
Bayesian Approaches to Propensity Score Analysis. Jianhui Chen, University of Wisconsin - Madison; David Kaplan, University of Wisconsin - Madison
Propensity Score Matching Within Versus Across Schools. Benjamin Kelcey, Wayne State University

Discussant:
Debbie L. Hahn-Vaughn, University of Central Florida

32.026. Thinking Outside the Box: Which Student Supports Are Necessary in High-Expectation High-Need Schools? Division E - Counseling and Human Development; Symposium
Astor Crowne Plaza, Second Level, Astor Ballroom II
8:15 am to 9:45 am

Chair:
Kristen E. Vogt, University of Maryland

Participants:
A Model of Student Supports in “High-Expectation” Secondary Settings. Rhona S. Weinstein, University of California - Berkeley; Leo White, University of California - Berkeley
Principals’ Perspectives on Critical Student Supports: Case Study of Student Support Resources and Practices in an Early College Network. Andrea Venezia, WestEd; Laura Jaeger, WestEd
A Comprehensive Support Structure for Early-College Secondary Students: Case Study of the University of California-Berkeley’s California College Preparatory Academy Early College High School. Megan Reed, California College Preparatory Academy

Discussant:
Katherine L. Hughes, Teachers College, Columbia University

32.027. Teachers, Plural Memories, and the Social Imagination, Division F - History and Historiography Cpnsorsoned by Division K - Teaching and Teacher Education; Symposium
JW Marriott, Third Level, Ile de France II
8:15 am to 9:45 am

Chair:
Kate B. Rousmmaniere, Miami University

Participants:
Visioning Teachers and the Good Society: Inclusion and Exclusion Among Asian Americans. Eileen H. Tamura, University of Hawaii - Manoa
Los Mireles and the Historical Restoration of the Mexican American Teacher in South Texas. Laura Munoz, Texas A&M University - Corpus Christi
Gendered Histories: The Contested Terrain of Media Technologies in Education. Kari Debi, OISE/University of Toronto
Betsey Holmes’s School: Place, Memory, and the Creation of a Common Past. Kathleen A. Weiler, Tufts University

Discussant:
Kate B. Rousmmaniere, Miami University

32.028. Artifactual Literacy for the Public Good: Inciting Meaning Making Through the Artifactual, Division G - Social Context of Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 10
8:15 am to 10:15 am

Chair:
Jennifer Rowsew, Brock University

Participants:
Artifacts as Strategies of Selfhood: An Exploration of Male Immigrant Adolescents’ Identity-Making Practices. Cheryl A. McLean, Rutgers University
Young Children’s Engagement With Material Objects in Contrasting Learning Contexts: An Ecological Perspective. Sue Mary Nichols, University of South Australia
Relations of Place and Time in the Artifactual Literacies of Urban Youth. Valerie E. Kinloch, The Ohio State University
Materializing Literacies: Seeing Literacies as Artifactual in Home Settings. Kate Pahl, University of Sheffield

Discussant:
Lalitha M. Vasudevan, Teachers College, Columbia University

New Orleans Marriott, Second Level, La Galerie 4
8:15 am to 9:45 am

Chair:
Lisa Weems, Miami University

Participants:
Toni Cade Bambara and the Psychic Economy of Black Girls. Ruth Nicole Brown, University of Illinois - Urbana-Champaign
Sweetheart, We Are Sure We Want to Be Well: Quests for Wholeness. Dorell Maurice Callie, University of Illinois - Urbana-Champaign
Why You Tryna Silence Her Body? The Role of Education in Shaping the Black Female Body. Dominique Hill, University of Illinois - Urbana-Champaign
Loud Silence: Performing the Research Interview, Listening to Black Women’s Stories From the Academy and Beyond. Chamara J. Kwakye, University of Illinois - Urbana-Champaign

New Orleans Marriott, Second Level, La Galerie 6
8:15 am to 10:15 am

Chairs:
Ruth Harman, University of Georgia
Martha A. Allexsaht-Snider, University of Georgia
32.033. Measuring Student Growth: New Advances and Major Challenges in the State Assessment Consortia Initiatives. Division H - Research, Evaluation and Assessment in Schools; Symposium Sheraton, Third Level, Napoleon Ballroom C3
8:15 am to 10:15 am
Chair: Pascal D. Forgione, Center for K12 Assessment & Performance Management
Participants: An Overview of the Partnership for Assessment of Readiness for College and Careers (PARRC) and SMARTER Balanced Assessment Consortium (SBAC) Assessment Consortia Plans. Nancy Doorey, Center for K-12 Assessment & Performance Management
A Psychometrician’s Perspective on Consortia Approaches to Measuring Student Growth. Damian W. Betehunen, National Center for the Improvement of Educational Assessment, Inc.
A Statistician’s Perspective on Consortia Approaches to Measuring Student Growth. Robert L. Linn, University of Colorado - Boulder
A Cognitive Scientist’s Perspective on Consortia Approaches to Measuring Student Growth. James W. Pellegrino, University of Illinois - Chicago
Discussions: Mitchell D. Chester, Ohio Department of Education
Michael T. Kane, ETS
Shuel Sarosky, New York City Department of Education

32.034. Quantitative Approaches to the Evaluation of Literacy Interventions for Elementary and Secondary Students. Division H - Research, Evaluation and Assessment in Schools; Paper Session Doubletree, Second Level, Rosedown A
8:15 am to 9:45 am
Chair: Anne Hafner, California State University - Los Angeles
Participants: The Impact of READ 180 on the Literacy Skills of Students With Disabilities. Allison D’Amour Meisch, Westat; Amy Falk Smith, University of California - Davis; Jennifer A. Hamilton, Westat
An Empirical Evaluation of the Leveled Literacy Intervention Program’s Impact on K-2 Literacy Achievement. Carolyn Ransford-Kaldon, The University of Memphis; Cristin L. Ross, The University of Memphis; E. Sutton Flynt, The University of Memphis
A Randomized Controlled Trial Evaluation of a School-Based Volunteer Tutoring Program. Sarah Miller, Centre for Effective Education; Paul Connolly, Queen’s University - Belfast
Does Read Right Put Adolescents on the Right Path? Results From a Multisite Randomized Controlled Trial. Caitlin Scott, Education Northwest; Theresa Deussen, Education Northwest, Makoto Hanita, Education Northwest
Relationship Between Literacy Program Implementation and Student Achievement. Tomonori Ishikawa, University of South Carolina; Tammiee S. Dickenson, University of South Carolina - Columbia; Sarah J. Gareau, Lenoir Rhyne University; Diane M. Monrad, University of South Carolina; Heather Bennett, University of South Carolina; Diana Luninita Mindrila, University of South Carolina
Discussions: Vickie L. Cartwright, Orange County Public School

32.035. The Impact of Bias and Reflection on Clinical Reasoning. Division I - Education in the Professions; Symposium Astor Crowne Plaza, Second Level, Astor Ballroom III
8:15 am to 9:45 am
Chair: Remy M. Rikers, Erasmus University Rotterdam, Netherlands
Participants: The Influence of Medical Students’ Self-Explanations on Diagnostic Performance. Martine G. Chamberland, University of Sherbrooke; Christina St-Onge, Université de Sherbrooke; Linda Bergeron, Université de Sherbrooke; Annick Bougeret, Université de Sherbrooke
Explicitation Interview: A Guided Reflexivity Activity to Support Medical Students’ Expertise Development. Annick Bougeret, Université de Sherbrooke; Martine G. Chamberland, University of Sherbrooke; Jacques Tardif, University of Sherbrooke
Confirmation Bias in Medical Decision Making. Kees van den den Borgh, Erasmus University Rotterdam, Netherlands; Silvia Mamede, Erasmus University Rotterdam, Netherlands; Henk G. Schmidt, Erasmus University Rotterdam, Netherlands; Remy M. Rikers, Erasmus University Rotterdam, Netherlands
Discussions: Festina Lente, Erasmus University Rotterdam, Netherlands; Patrick M. Clancy, Erasmus University Rotterdam, Netherlands; Alice K. C. van den Heede, Erasmus University Rotterdam, Netherlands; Marcello F. C. van den Heede, Erasmus University Rotterdam, Netherlands; Shao Yuan Yu, Erasmus University Rotterdam, Netherlands; Remy M. Rikers, Erasmus University Rotterdam, Netherlands

Participants:
Immigration, Language, and the Politics of Public Education in Gainesville, Georgia, 1980-2010. Tone Carl Olson, University of Georgia
The Schools and International Migrant Kids: Continuities and Discontinuities in Integrating Mexican Immigrant Children into Southern Society. Victor Zuniga, Universidad de Monterrey; Rubén Hernández-León, University of California - Los Angeles
Transitivity in the Media: The Discursive Construction of Two Immigrant Groups. Charles Allen Lynn, University of Georgia
Tensions in New Latino Communities: A Latina Teacher as a Centripetal Force of Authoritative Discourses. Soria Elizabeth Colon; University of Georgia
Critical Participatory Practices in a Middle School English as a Second Language Classroom: Latina Girls Speak Out for Undocumented Latino Communities. Ruth Harman, University of Georgia; Kinga Varga-Dobai, University of Georgia; Kelli Bivins, Clarke County School District, Georgia
Who Knows, How, and for What Purposes? Steps-to-College Programs for Latino/a Middle and High School Students, Their Families, and Their Teachers. Martha A. Allessault-Snider, University of Georgia; Cory A. Buxton, University of Georgia; Paula Jean Mellom, University of Georgia; Carlos Rivera, University of Georgia
Discussant: Maria E. Franquitz, University of Texas - Austin

32.031. Using Cultural Historical Activity Theory to Study the Impact of Educational Policies on Urban, Culturally Diverse Communities. Division G - Social Context of Education; Symposium New Orleans Marriott, Third Level, Mardi Gras Salon C
8:15 am to 9:45 am
Chair: Kerri A. Ulucci, Roger Williams University
Participants: Undocumented Immigrant Students in Policy and Discourse: College Access and In-State Resident Tuition Policies. R. Evely Gilsderrvleeve, Iowa State University
Structure, Agency, and Hybridity in the Classroom: Using Cultural-Historical Activity Theory to Explore the Local Impact of Statewide Restrictive Language Policy. Ramon Antonio Martinez, University of Texas - Austin
From the White House Garden to an Urban Wall Garden: Using Cultural Historical Activity Theory (CHAT) to Study the Local Impact of Michelle Obama’s Health Education Policy Initiative. Althea Scott Nixon, University of Southern California
"Just Like I Told You, You Must Learn!" Pedagogy, Discursive Interactions, and Limited Learning Engagement. Jeovn D. Hunter
"It Ain’t Where Ya From, It’s Where Ya At": Building a More Dynamic Approach to Race and Culture in Teacher Preparation Programs Through Critical CHAT Perspectives. Benji Chang, University of California - Los Angeles

32.032. Data Use for Accountability: When Reforms Meet Reality. Division H - Research, Evaluation and Assessment in Schools; Symposium Doubletree, Second Level, Madewood B
8:15 am to 9:45 am
Chair: Anne Sontag Karch, University of Wisconsin - Madison
Participants: A Human Factors Engineering Framework for Effective Data Use in Education Reform and Accountability. Sara Kraemer, University of Wisconsin - Madison
Data Use in Schools. Catherine Pantch, University of Wisconsin; Rachel Lander, WCER
Applying Performance Management Framework to Data Use Professional Development. Peter James Witham, University of Wisconsin
Who Are You Going to Believe, Me or Your Lying Eyes? Mary Elizabeth (Beth) Graue, University of Wisconsin - Madison; Katherine Kresin Delaney, University of Wisconsin - Madison; Anne Sontag Karch, University of Wisconsin - Madison; Cynthia Lorena Romero, University of Wisconsin - Madison
Measures of Quality: The Relationships Between Teacher Value Added and Classroom Quality. Mary Elizabeth (Beth) Graue, University of Wisconsin - Madison; Nandita Ganade, WCER; Katherine Kresin Delaney, University of Wisconsin - Madison; Anne Sontag Karch, University of Wisconsin - Madison; Cynthia Lorena Romero, University of Wisconsin - Madison
Discussant: Audrey Amrwin-Beardsley, Arizona State University

Saturday Morning, April 9, 2011
119
Wikipedia Causes Doctors to Misdiagnose Clinical Cases. Henk G. Schmidt, Erasmus University Rotterdam, Netherlands; Silvia Mamede, Erasmus University Rotterdam, Netherlands; Tamara Van Gog, Erasmus University Rotterdam, Netherlands; Kees van den Berg, Erasmus University Rotterdam, Netherlands; Romy M. Rikers, Erasmus University Rotterdam, Netherlands

Discussant: Fred Paas, Erasmus University Rotterdam, Netherlands

32.036. Assessing Student Learning, Development, and Outcomes in STEM Education. Division J - Postsecondary Education; Paper Session

JW Marriott, Third Level, Conde 8:15 am to 9:45 am

Chair: Elizabeth W. Brooks, Kent State University


Bridging the Gap: An Exploration of Tensions Between Pedagogical Reforms and Science, Technology, Engineering, and Mathematics Students’ Learning Needs. Emily Tanscend-Brice Agbeneyega, Temple University; Erin McNamara Horvat, Temple University; Anthony C. Perez, Temple University; Jennifer G. Cromley, Temple University; Ingelle Townsend, Temple University; Lillian Raja, Temple University

Considering the Role of Gender in Developing a Science Identity: Undergraduate Students in Science, Technology, Engineering, and Mathematics Fields at Large, Public, Research Universities. Montrischia Money Williams, University of Illinois - Urbana-Champaign; Casey E. George-Jackson, University of Illinois - Urbana-Champaign; Lorenzo DuBois Baber, University of Illinois; William T. Trent, University of Illinois - Urbana-Champaign

Learning, Retention, and Forgetting in University Physics. Eleanor C. Sayre, Wabash College; Scott V. Franklin, Rochester Institute of Technology

Discussant: Lois Callan Trantert; Northwestern University

32.037. Beyond Simple Public/Private Dichotomies: Higher Education’s Role in Creating Community, Societal, Democratic, and Economic Sustainability. Division J - Postsecondary Education; Symposium

JW Marriott, Third Level, Frontenae 8:15 am to 10:15 am

Chair: John Burkhardt, University of Michigan

Participants: A Center for the Public Good. John Burkhardt, University of Michigan; Elizabeth Hudson, University of Michigan

Leading and Supporting the Public Good. Judith A. Ramaley, Winona State University; Alice Diebel, The Charles F. Kettering Foundation

Researching, Teaching, and Partnering for the Public Good. Matthew Hartley, University of Pennsylvania; Magdalena Martinez, University of Michigan; Penny A. Pasque, University of Oklahoma; Edith Fernandez, Nevada System of Higher Education

32.038. Collaboration and Leadership Effectiveness. Division J - Postsecondary Education; Paper Session

JW Marriott, Third Level, Maurepas 8:15 am to 9:45 am

Chair: Tatiana Susiptosyna, The Ohio State University

Participants: Fostering Organizational Collaboration in Higher Education Institutions: Examining Structure, Culture, and Agency. Claudia Salguero, University of California - Los Angeles; Jan R. Dee, University of Massachusetts - Boston

Stories of Generational Leadership: Female Higher Education Administrators’ Voices. Colette M. Taylor, Texas Tech University; Erika Marie Langill Warnick, Texas Tech University

The Manifestations and Implications of Administrative Academic Capitalism: A Multiple Case Study of Three Student Affairs Organizations. Rozana Carducci, University of Missouri - Columbia

Understanding the Mentoring Relationships That Support New Academic Administrators in Higher Education Institutions. Marguerite McLellan, Salem State College; Jay R. Dee, University of Massachusetts - Boston

Unpacking Leader Effectiveness: Exploring Gender, Institutional Type, and Other Common Predictors. Mary Edna Antonaros, University of Michigan; Carol Hamdouch, Siena Heights University; Stephen R. Ball, Louisiana College

Discussant: Paula M. Short, Tennessee Board of Regents

32.039. Case Studies and Culture: Explorations of Teacher Education and Teacher Practice Within Cultural Frames. Division K - Teaching and Teacher Education; Paper Session

New Orleans Marriott, Second Level, Preservation Hall Studio 4 8:15 am to 10:15 am

Chair: Cory T. Brown, The Ohio State University

Participants: A 3-Year Teacher’s Response to Teaching Science in a Culturally Relevant Way: An Ethnographic Case Study. Stefania (Stefanie) Macaluso, Teachers College, Columbia University; Christopher Endin, Teachers College, Columbia University

Exploring the Cultural Consciousness of Preservice Teachers Through Autobiographical Journaling During an Initial Field Experience. Wanda G. Lastrapes, University of North Florida; Melko Negishi, University of North Florida

Looking Within: Further Delineating a Framework of Teacher Critical Reflection as an Agent of Change. Kathryn Brooks, Butler University; Katya A. Karathamas, San José State University

Eclectic Case Pedagogy: A Critical Approach to Sociocultural Knowledge in Teacher Education. Keffrellyn D. Brown, University of Texas - Austin; Amelia M. Kraehe, University of Texas - Austin

Discussant: Jeannine E. Dingus-Eason, Saint John Fisher College

32.040. Innovations and Challenges in Integrating Reflective Practice in Preservice Early Childhood, Elementary, and Secondary Teacher Education. Division K - Teaching and Teacher Education; Symposium

New Orleans Marriott, Second Level, La Galerie 2 8:15 am to 9:45 am

Chair: Abigail M. Jewkes, Hunter College - CUNY

Participants: The Role of Technology in Reflective Practice. Anne Renee Tapp, Saginaw Valley State University; Debra L. Lively, Saginaw Valley State University

Implementing and Assessing a Reflective Teaching Framework With Early Childhood Teacher Candidates. Abigail M. Jewkes, Hunter College - CUNY

Novice Versus Expert: Beautiful Dreams in Prospective Teachers’ Reflections. Katrina Liu, University of Wisconsin - Madison

The Role of Personal, Professional, and Policy Goals in Developing Reflective Practice: Leveraging Professional Development Plans in Teacher Education. Douglas B. Larkin, Montclair State University

Discussant: Frances O. Rust, University of Pennsylvania

32.041. Investigation of Standards-Based Reform in Math and Science Teaching and Learning in Qatari Elementary Schools. Division K - Teaching and Teacher Education; Symposium

New Orleans Marriott, Second Level, Preservation Hall Studio 3 8:15 am to 9:45 am

Chairs: Douglas J. Palmer, Texas A&M University; R. Malatesha Joshi, Texas A&M University

Participants: Part I: Overview and Background-Education for a New Era Reform Elements. Douglas J. Palmer, Texas A&M University; Hessa Mohammed Sadig, Qatar University

Conditions for Student-Centered Teaching and Learning: Relationship Between Classroom Processes and School Achievement of Curriculum Standards. Stephanie L. Knight, The Pennsylvania State University; Atmame Ikhlef, Qatar University

Investigating the Relationship Between Student Problem Solving and Self-Regulated Learning and Teacher Efficacy. Atmame Ikhlef, Qatar University; Stephanie L. Knight, The Pennsylvania State University

Relationship Between Teachers’ Perceptions of Instruction for Student-Centered Learning and Observed Behaviors. David R. Parker, Texas A&M University; R. Malatesha Joshi, Texas A&M University; Stephanie L. Knight, The Pennsylvania State University
Efficacy of Normative English Speaking Teachers in Qatar Independent Schools in Relation to Perceived English Language Proficiency. Zohreh R. Esfandi, Texas A&M University - College Station; R. Malekesho Jasti, Texas A&M University

Discussant: Donna L. Wiseman, University of Maryland

32.042. Literacies Remixed: Multiliteracies and New Literacies in the Disciplines. Division K - Teaching and Teacher Education; Working Group Roundtable
New Orleans Marriott, Fourth Level, Balconies IJ
8:15 am to 9:45 am

Chair: Michael Manderino, University of Illinois - Chicago
Participents:
Graphical Novels in the Discipline of History: An Analysis of Primary Sources in Traditional Text and Graphic Novel Formats. William Boerma-Brillen, Trinity Christian College
The Transformative Possibilities of Hip-Hop in the Classrooms. Jung E. Kim, Lewis University
Social Networking as Discursive Practice: Developing Disciplinary Literacy in History. Michael Manderino, University of Illinois - Chicago

32.043. Mentoring as a Discursive Practice: Encounters Between the Pedagogical, Moral, and Political in Cross-National Settings. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, La Galerie S
8:15 am to 9:45 am

Chair: Lily Orland-Barak, Haifa University
Participents:
Mentoring as a Discursive Practice Rooted in Moral Stances. Lily Orland-Barak, Haifa University; Ayelet Becher, Haifa University, Israel; Roseanne Kheir, Haifa University, Israel
Preserving Teachers' Inquiry in Field Placement Classrooms of Culturally and Linguistically Diverse Learners. Steven Z. Atha, Universtiy of California - Davis
Managing Identity as a Discursive Practice in Master Teachers' Work as Professional Developers. Carmen Montecinos, Universidad Catolica de Valparaiso, Chile; Javier Campos, Pontificia Universidad Catolica de Valparaiso; Claudia Carreno, Pontificia Universidad Catolica de Valparaiso; Rosario Dominguez, Pontificia Universidad Catolica de Valparaiso; Mauricio Pino, Pontificia Universidad Catolica de Valparaiso

Discussant: Geert Kelchtermans, University of Leuven

32.044. Pedagogy, Language, Culture, and Reading. Division K - Teaching and Teacher Education; Paper Session
Sheraton, Fourth Level, Oak Alley
8:15 am to 10:15 am

Participents:
Chinese Heritage Language Teachers' Perspectives on Chinese Culture Integration and Culturally Relevant Pedagogy. Hsu-Pai Wu, University of Texas - Austin
Culturally Responsive Pedagogy Across the Teacher Education Spectrum. Vanessa Diane Dodo Seriki, The Ohio State University; Cleveland Hayes, University of La Verne; Kenneth James Fasching-Barnes, Edgewood College
Growth in Knowledge of Subject Content and Pedagogy Over the First 6 Years: A Study of 22 Elementary Teachers. Clare Kosnik, University of Toronto; Clive M. Beck, OISE/University of Toronto; Tom Fletcher; OISE/University of Toronto; Judy Cadfield, OISE/University of Toronto; Tiffany Grace Harris, OISE/University of Toronto; Helen V. MacKonald, OISE/University of Toronto; Judy Blaney, OISE/University of Toronto
Why Read-Aloud Discussions Are Important in an Era of Narrowed Curriculum. Jo Worth, University of Texas - Austin; Katherine Lynette Chamberlain, University of Texas - Austin; Katie Peterson, University of Texas - Austin; aron Sharp, University of Texas - Austin; Pei-Yu Shih, University of Texas - Austin

Discussant: Rosalyn L. Lehman, University of Wisconsin - Milwaukee

32.045. Teacher Candidates Learning to Anticipate, Elicit, Interpret, and Facilitate Student Thinking: High-Leverage Practices for Teaching. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 8
8:15 am to 9:45 am

Chair: Pamela A. Moss, University of Michigan
Participants:
Planning and Teaching Social Studies Lessons: Teacher Candidates’ Anticipation and Elicitation of Student Thinking. Lauren McArthur Harris, University of Michigan; Cathy Michele Johnson, University of Michigan; Melissa Shull, University of Michigan
Learning to Support Student Thinking in the Context of Text-Based Discussions. Annmarie S. Palincsar, University of Michigan; Linda L. Kucan, University of Pittsburgh
Elementary Teacher Candidates’ Engagement With Student Thinking When Planning Science Lessons. Elizabeth A. Davis, University of Michigan; Michele Nelson, University of Michigan
Eliciting and Interpreting Students’ Mathematical Thinking to Support Subsequent Teaching. Laurie Sleep, University of Michigan; Timothy A. Boerst, University of Michigan; Merrie L. Blank, University of Michigan; Pamela A. Moss, University of Michigan

Discussant: Richard Lehrer, Vanderbilt University

32.046. Cross-National Comparisons of Research on Higher Education Policy. Division L - Educational Policy and Politics; Paper Session
Sheraton, Fifth Level, Grand Couteau
8:15 am to 10:15 am

Chair: Elise S. Langen, University of Georgia - Macon State College
Participants:
General High School Students’ Choice of Track and Future College Major in South Korea: An Explanatory Analysis. Sunhee Paik, Michigan State University; Woonjong Shin, College Quality and Financial Aid Distribution in China. Po Yang, Peking University
Why Would More and More Korean Women Like to Invest in Higher Education? Jungjoon Ihm, Department of Education
The Impact of Female Sports Participation on College Attainment: Recent Evidence From the Education Longitudinal Study of 2002 (ELS: 2002). Katie H. Buckley, Harvard University
The General-Equilibrium Effects of the College Enrollments Expansion on the Labor Market, Education Inequality, and Income Inequality. Biazhun Wu, Tsinghua University

Discussant: Xiaoxuan Li, University of California - Los Angeles

32.047. Teacher Evaluation. Division L - Educational Policy and Politics; Paper Session
Sheraton, Fifth Level, Grand Chenier
8:15 am to 10:15 am

Chair: Circe L. Stumbo, West Wind Education Policy, Inc.
Participants:
An Evaluation of a District Pay-for-Performance Program in Texas. Ryan Balch, Vanderbilt University; Matthew G. Springer, Vanderbilt University
Teacher Effectiveness Research and the Spectacle of Effectiveness Policy. Rachael Gabriel, University of Tennessee; Richard L. Allington, University of Tennessee
Value-Added Teacher Estimates as Part of Teacher Evaluations: Exploring Properties of Value-Added Scores From a Psychometric Perspective. Nicole B. Kersting, The University of Arizona; Kilchan Choi, University of California - Los Angeles; James W. Stigler, University of California - Los Angeles
Teacher Effects on Student Achievement: A Meta-Analysis of the Proportion of Variance Between Classrooms. Rebecca Joan Cohen Luckin, University of California - Los Angeles; Jose Felipe Martinez, University of California - Los Angeles

Discussant: Morgan S. Polkoff, University of Southern California
**SIG Sessions**

32.048. **The Roles of Early Environments and Teacher Quality in Pre-K-Grade 1 Achievement.** SIG-Advanced Studies of National Databases; Paper Session Sheraton, Eighth Level, Salon 816 8:15 am to 9:45 am Chair: Larry R. Price, Texas State University - San Marcos Participants: Pre-Academic Experiences, Socioemotional Behaviors, and Children’s Reading Growth. Isabelle Chang, Temple University Effect of Quality of Early Education Environments at 2 Years on Emergent Literacy at Preschool. Decanne W. Swan, Emory University Teachers Effects and Minority Learning Gaps in the Early Grades. Gregory J. Palardy, University of California - Riverside Discussant: John F. Cronin, Northwest Evaluation Association

32.049. **Virtual World and Games Assessments.** SIG-Applied Research in Virtual Environments for Learning; Paper Session Sheraton, Third Level, Napoleon Ballroom B1 8:15 am to 9:45 am Chair: Sahine Karine Lawless-Relfoj, San Diego State University Participants: A Framework for Designing Assessment Activities for Virtual Worlds. Michael Charles Mayrath, Harvard University; Jody E. Clarke-Midura, Harvard University; Chris J. Dede, Harvard University; Jillianne Code, Harvard University Effects of Reading-While-Listening Affordance on Students’ Hypotheses Developed in an Inquiry-Based Virtual Environment Assessment. David Michael Majercik, Temple University; Catherine C. Schiffer, Temple University; Angela Shelton, Temple University; Diane Jax Ketelhut, Temple University Scaling Transformational Disruptive Technologies. Patrick K. Pettyjohn, Indiana University; Sasha A. Barah, Indiana University; Amdalina Saleh, Indiana University - Bloomington Validating Embedded Assessment Strategies in Game-Based Learning Environments: An Expert-Novice Study. Kurt D. Squier, University of Wisconsin - Madison; Matthew Gaydos, University of Wisconsin - Madison; Ben Devane, University of Florida Discussant: Brian C. Nelson, Arizona State University


32.051. **Community Arts: Social Engagement Inside and Outside School.** SIG-Arts and Learning; Paper Session Astor Crowne Plaza, Second Level Mezzanine, Bienville 8:15 am to 9:45 am Chair: J. David Betts, The University of Arizona Participants: Teaching in Places: Embodying Local Knowledge, Community, and Emergent Curriculum in Preservice Art Education. Kimberly Anne Powell, The Pennsylvania State University; Lisa Lajevic, The College of New Jersey Encounters With Difference: Community-Based New Media Programs and Practices. Kit M. Grauer, The University of British Columbia; Juan Carlos Castro, University of Illinois - Urbana-Champaign; Anita Sinner, Concordia University Children’s Conversations About Art: Practices Inside and Outside the Classroom. Rut Martinez Borda, University of Alcalá; Pilar Lacasa, University of Alcalá; Sara Cortés, University of Alcalá; Mirian Checa Romero, University of Alcalá; Gloria Nogueiras, University of Alcalá; María Ruth García-Pernía, University of Alcalá Culture-Based Arts Integration: An Examination of Carefully Developed Space Where Art and Culture Merge. Kelly A. Hrenko, University of Southern Maine Artmaking to Prepare for Social Justice-Oriented Work. Christa A. Boske, Kent State University Discussant: J. David Betts, The University of Arizona


32.054. **Rethinking Practice in Early Childhood Education.** SIG-Critical Perspectives on Early Childhood Education; Paper Session JW Marriott, Third Level, Rosalie 8:15 am to 9:45 am Chair: Beth Blue Swadener, Arizona State University Participants: “Are You Spying on Us?” Engaging Children as Agentive Researchers.
32.055. Democratic Citizenship in Education Paper Session I. SIG-Democratic Citizenship in Education; Paper Session
Sheraton, Second Level, Rhythms Ballroom I
8:15 am to 10:15 am
Chair: James M. Mitchell, California State University - East Bay
Participants:
Citizenship Competences of Students in Primary and Secondary Education in the Netherlands. Gauske Ledoux, University of Amsterdam; Femke Geijsel, University of Amsterdam; Geert Ten Dam, University of Amsterdam; Rene Reumerman, University of Amsterdam
Building Knowledge, Capacity, and Efficacy in the Words of Youth. Pamela J. Gordon, Harvard University
Educating for Global Citizenship: Teachers’ Understandings and Pedagogical Practices in Three Canadian Metropolitan Regions. Nadya Alexandra Weber, OISE/University of Toronto; Angela Mary MacDonald, OISE/University of Toronto; Mark Evans, OISE/University of Toronto; Leigh-Anne Ingram
Fostering Political Efficacy Through Civic Advocacy Projects. Brett Miller Levy, University of Michigan
Inciting Civic Imagination Through Action: An Evaluation of Generation Citizen. Allison Klekouf Cohen, University of California - Berkeley; Alexander Pope, Teachers College, Columbia University; Laurel Stolte, Harvard University; Scott Warren, Generation Citizen
Negotiating Global Citizenship in the Social Studies Classroom. Anatoli Rapoport, Purdue University

32.056. The Central Concepts of John Dewey’s Thought: Philosophical and Historical Studies. SIG-Dewey Studies; Paper Session
Sheraton, Fourth Level, Gallier
8:15 am to 10:15 am
Chair: Carolyn Logue Berrunato, Saint Joseph’s University
Participants:
On Games: John Dewey Versus the Free Schools Movement. Aaron M. Schutt, University of Wisconsin - Milwaukee
Common Ground with a Common Faith: Dewey’s Idea of the “Religious” and Spirituality in Education. Bradley Baurain, University of Nebraska - Lincoln
Dewey on Morality, Growth, and an Essential Sort of Happiness. Susan Jean Mayer, Brandeis University
The Question of Ends in Dewey’s Educational Thought. Roudy Hildreth, Southern Illinois University - Carbondale
AchievingPublics: Public Formation on Behalf of Education Reform. Kathleen Kight-Abowitz, Miami University
Discussant:
Stefan Thomas Hopmann, University of Vienna

32.057. The Influence of Faculty on Doctoral Student Experiences From Admission to Dissertation. SIG-Doctoral Education across the Disciplines; Paper Session
 JW Marriott, Third Level, Orleans
8:15 am to 9:45 am
Chair: Mariam Orkodashvili, Vanderbilt University
Participants:
Doctoral Admits’ Institution Choice: Student Experiences Versus Faculty and Staff Perceptions. Samuel Henry Bersola, University of California - Los Angeles; Ellen Bara Stolenberg, University of California - Los Angeles; Kevin John Fornacht, University of California - Los Angeles; Janice Love, University of California - Los Angeles
Reducing Cultures of Neglect: The Potential of Structural Pedagogies of Care. Lynn McAlpine, McGill University; Didi Spencer, University of Oxford
Rethororizing Doctoral Advising as Professional Work. Christine M. Halse, University of Western Sydney; Jane Mafroy, University of Western Sydney
Examining Ph.D. and Research Master’s Dissertations. Sid F. Bourke, University of Newcastle, Allison Patricia Hollbrook, University of Newcastle

32.058. King Cake: Examining Practices and Capacities for Environmental Education in Schools. SIG-Environmental Education; Paper Session
JW Marriott, Third Level, Ile de France III
8:15 am to 10:15 am
Chair: Robert B. Stevenson, James Cook University
Participants:
Green School Certificate in Israel: Social Predictors of Early Adoption. Oren Pizmony Levy, Indiana University; Dafna Gun, Society for the Protection of Nature in Israel
Researching Hong Kong’s Environmental Campaign Committee’s Programs for Greening Schools: Programs for the Public Good? Janette E. Gough, RMIT University; Noel Gough, La Trobe University; Eric Po Keung Tang, The Hong Kong Institute of Education
Sustaining Environmental Education: How Expeditionary Learning Supports Teachers in Tackling Science in Classroom Practice. Meg A. Riordan, Expeditionary Learning Schools Outward Bound; Emily J. Klein, Montclair State University
The Process of Conservation Photography: Collaborations With Environmental Education. Bruce Evan Farnsworth, University of North Dakota
Towards a Theory of Teacher Agency in Community-Based Studies. Robert Couder, Missouri Botanical Garden; Rachel Becker-Klein, PEER Associates

New Orleans Marriott, Second Level, La Galerie 3
8:15 am to 10:15 am
Chairs: Judy M. Iske, Lakehead University; Bekisziewe S. Ndiname, University of Illinois - Urbana-Champaign
Participants:
Indigenous Narratives of Recovery and Educational Choice From Canada and Postapartheid South Africa. Judy M. Iske, Lakehead University; Bekisziewe S. Ndiname, University of Illinois - Urbana-Champaign
Revisiting the Question of the “Indigenous”. George J. Del, OISE/University of Toronto
History Keeps You Going: Cultural Integrity, Sovereignty, and New Mexico History. Glonahah M. Martinez, University of New Mexico
African Indigenous Knowledge: A Decolonizing Educational Project. Njoki N. Mwai, University of Toronto
“I Had a Rough Past, but Things Are Getting Better for Sure!” Aboriginal Youth and Schooling. Susan Dion, York University
Discussant:
Jo-Ann Archibald, The University of British Columbia

32.060. The Politics of Indigenous Schooling. SIG-Indigenous Peoples of the Pacific; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 7
8:15 am to 10:15 am
Chair: Katrina Kapauanokalaokea Oliveira, University of Hawaii
Participants:
I Mua Nō Ka ‘Ulu: Designing New Books to Foster Development of Hawaiian Language and Literacy. Sam L. Warner, University of Hawaii - Manoa
Living With/in a Pacific Paradox: Colonialism and Cultural Relevancy in Indigenous Classrooms. Marylin G. Low, Pacific Resources for Education and Learning; Hilda Heine, Pacific Resources for Education and Learning
New Voices: Successful Schooling for Maori Students in the 21st Century in Aotearoa New Zealand: Issues, Challenges, and Solutions. Paul Whiteman, University of Waikato
Preparing Nishanwbe Aski Teachers to Teach Through Language and Culture.
32.061. Design Considerations in Games and Virtual Environments. SIG-Instructional Technology; Paper Session
Astor Crowne Plaza, Second Level, Grand Ballroom A
8:15 am to 10:15 am
Chair: Wan-Lin Yang, University of Wisconsin - Madison
Participants:
Annette Wong, University of Hawaii - Manoa
Robert Lopes, University of Hawaii - Manoa

32.062. Cross-Cultural Research From Six Countries: Comparing Productivity of Academic Olympians With Gifted and Non-Gifted Students. SIG-International Studies; Symposium
Sheraton, Fourth Level, Bayside C
8:15 am to 10:15 am
Chair: Kurt A. Heller, Ludwig Maximilian University of Munich
Participants:
James R. Campbell, Saint John’s University

32.063. Issues in College Testing and Assessment. SIG-Measurement Services; Paper Session
Sheraton, Eighth Level, Salon 820
8:15 am to 9:45 am
Chair: James A. Wollock, University of Wisconsin - Madison
Participants:
Rajat Chaudhur, Theodore Wayne Frick, Indiana University
Enhancing Response Rates Amidst Survey Fatigue: The Impact of Personalized Web Survey Video Invitations.
Kirsten Thompson, Brigham Young University
Steve Wygant, Brigham Young University
Danny R. Olsen, Brigham Young University
Jeffrey Keith, Brigham Young University
Examining the National Survey of Student Engagement (NSSE) Questionnaire Items. Nila Yildirim, Syracuse University
An Investigation of Scholastic Assessment Test Mathematics Item Characteristics and Their Validity for Predicting College Performance and Major. Jennifer L. Kohrin, The College Board
YoungKyoung Kim, The College Board
Paul R. Sackett, University of Minnesota
Reducing Systematic Errors in College Grade Predictions Using an Index of High School Socioeconomic Status. Rebecca Zwick,ETS; Igor Himelfarb, University of California - Santa Barbara

32.064. Five Years After Katrina: Social Innovation or Rhetoric. SIG-Mixed Methods Research; Symposium
Sheraton, Fourth Level, Edgewood
8:15 am to 9:45 am
Chair: Abbas Tashakkori, University of North Texas
Participants:
Shared Language: Barriers to Understanding in Post-Katrina New Orleans. Lauren Bierbaum, Greater New Orleans Afterschool Partnership
Calling for Mixed Methods Studies of Post-Katrina Educational Reform in New Orleans: Combining the Emic and Etic Perspectives. Abbas Tashakkori, University of North Texas; Charles B. Teddie, Louisiana State University; Jennifer C. Greene, University of Illinois - Urbana-Champaign
Mr. Gettridge, the Camera, and Me: Video Action Research and Pedagogy in New Orleans Post-Katrina. Maria K. Lovett, Florida International University
Assessing School Reform Post Katrina: The Advantages of School-Level and Macro-Level Data. Luis Miron, Loyola University New Orleans; Gary A. Orfield, University of California - Los Angeles

32.065. Development and Influences on Student Engagement and Self-Esteem. SIG-Motivation in Education; Paper Session
New Orleans Marriott, Third Level, Mardi Gras Salon A
8:15 am to 9:45 am
Chair: Anne Marie M. Conley, University of California - Irvine
Participants:
Individual Differences in the Intra-Individual Relationship Between Task-Specific Perceptions and Emotional Engagement. Ayumi Tanaka, Doshisha University; Kuo Murayama, University of Munich
A Person-Centered Investigation of Academic Motivation, Performance, and Engagement in a High School Setting. Stephanie V. Wommington, Reed College; Jennifer Henderlong Corpus, Reed College
Predicting Growth Trajectories of Self-Esteem Around Transition to College: Impact of Changes in Achievement Goal. Sangok Serena Shim, Ball State University; Allison M. Ryan, University of Illinois - Urbana-Champaign; Cen Audrey Wang, Ball State University
Middle School Students’ School Engagement. Ting-Ling Sha, Alief Independent School District; Shirley L. Yu, University of Houston; Christopher A. Wolters, University of Houston

32.066. Current Methodological Issues in Multiple Linear Regression and the General Linear Model. SIG-Multiple Linear Regression: The General Linear Model; Paper Session
Hotel Monteleone, Mezzanine Level, Bonnet Carre
8:15 am to 9:45 am
Chair: Matthew Newman Gaertner, University of Colorado - Boulder
Participants:
Comparing Cross-Validated Classification Accuracies for Alternate Predictor Variable-Weighting Algorithms. Mary G. Lieberman, Florida Atlantic University; John D. Morris, Florida Atlantic University
Improving the Accuracy of Parameter Estimation of Proportional Hazards Regression With Kernel Resampling. Haiyan Bai, University of Central Florida
Predicting Intelligence Using Alternative Models to Regression. Mei Chang, Ball State University; William Holmes Finch, Ball State University; Andrew S. Davis, Ball State University
Unbalanced Sampling Effect on the Power at Level-1 in the Random Coefficient
32.067. Building the Discipline to Support Youth Work Education. SIG-Out-of-School Time; Symposium
Astor Crowne Plaza, Second Level Mezzanine, Toulouse A
8:15 am to 10:15 am
Chair: Dana R. Fisco, York College - CUNY
Participants:
On Becoming an Academic Profession. Dana R. Fisco, York College - CUNY
Youth Work Education at a Community College: Lessons Learned. Pete Watkins, Community College of Philadelphia
Youth Work Education in Australia. Judith Bessant, RMIT University
Building an Informed Curriculum. Ross R. Velave Rohoi, University of Minnesota
Putting Our Questions at the Center: Practitioner Research as a Field-Building Enterprise. Sara L. Hill, National Institute on Out-of-School Time; Joyce Camara Langford Connolly, University of Wisconsin - Madison
Discussant: Isadore Newman, Florida International University

32.068. Problem Posing Immigration Along the Educational Pipeline. SIG-Paulo Freire Cosponsored by SIG-Second Language Research; Symposium
Astor Crowne Plaza, Second Level Mezzanine, St. Ann
8:15 am to 9:45 am
Chair: Ricardo Elias Ortega, University of California - Santa Barbara
Participants:
Fronteras de Nuestra Educación Indocumentada: Pedagogies of Migration. Corina Benavides Lopez, University of California - Los Angeles
Higher Education Access for Undocumented Students: Policy Lessons From the Educational Experiences of Formerly Undocumented College Graduates. William Perez, Claremont Graduate University
The Politics of Citizenship After 9/11. Binaya Sabed, The Ohio State University
Conscientización in the Somali Diaspora: Negotiating Language, Identity, and Education in a New Land. Martha Bigelow, University of Minnesota
Discussant: Octavio Villalpando, University of Utah

Charlie Brown's Teacher, Meet Claudia Ruitenberg, SIG-Philosophical Studies in Education; Workshop
JW Marriott, Third Level, St. Jerome
8:15 am to 9:45 am
Participants:
Karen Fiorini, Simon Fraser University
Stacey Makortoff, Simon Fraser University
Bhuvinder Singh Vaid, Simon Fraser University

32.070. Crossing Boundaries and Colliding Worlds: The Politics of Prekindergarten Education. SIG-Politics of Education; Symposium
Sheraton, Fourth Level, Southdown
8:15 am to 10:15 am
Chairs:
John W. Sipple, Cornell University
Carolyn A. Brown, Fordham University
Participants:
Crossing Boundaries and Colliding Worlds: The Policies and Political Tensions. John W. Sipple, Cornell University; Lisa McCabe, Cornell University
Have We Been Here Before? Lessons Learned From a Micro-History of the Policy Development of Universal Kindergarten. Curtis Anthony Brewer, Clemson University; John W. Gasko, Hofstra University
The Federal Role in Early Childhood Education: Evolution in the Goals, Governance, and Policy Instruments of Project Head Start. Phyllis Marie Kalbfleisch, Florida State University; Lora A. Cohen-Vogel, Florida State University; Sarah R. Grass, Children’s Forum
Did the No Child Left Behind Act Miss the Mark? Assessing the Potential Benefits From an Accountability System for Early Childhood Education. Larry Miller, Rutgers University
The Rush Toward Universal Public Pre-K: A Media Analysis. Carolyn A. Brown, Fordham University

32.071. Fostering Interdisciplinary Learning and Reflectivity in Higher Education: Redesigning Curriculum and Assessments. SIG-Portfolios and Reflection in Teaching and Teacher Education; Workshop
New Orleans Marriott, Second Level, Presentation Hall Studio 5
8:15 am to 9:45 am

Hotel Monteleone, Mezzanine Level, Bienville
8:15 am to 9:45 am
Chair: Jane E. Neapolitan, Towson University
Participants:
Impacts on Teacher Education. Sharon Castle, George Mason University
Impacts on Professional Development. James F. Nolan, The Pennsylvania State University
Impacts on Student Learning. Pia I. Wong, California State University - Sacramento; Ronald D. Glass, University of California - Santa Cruz
Measuring the Effectiveness of Professional Development Schools (PDS). A. Lin Goodwin, Teachers College, Columbia University
Discussant: David H. Cooper, Elon University

32.073. Reimagining the Possibilities of Research on Education and Sport, Part I. SIG-Research Focus on Education and Sport; Paper Session
New Orleans Marriott, Second Level, Presentation Hall Studio 2
8:15 am to 10:15 am
Chair: Ronald D. Flowers, Eastern Michigan University
Participants:
A Perpetual (Un)Balancing Act: The Role of an Athletic Organization in Shaping Student-Athlete Identities. Uma Madhure Jayakumar, University of San Francisco; Eddie Comeaux, University of Kentucky
Viewing Female College Athlete Transition Through the Lens of Ambiguous Loss Theory. Eric Archer, Valdosta State University
Sense of Belonging and Burnout Among First-Year Student-Athletes. Danielle D. Fearon, Baylor University; Lucy M. Barnard-Bruk, Baylor University; Eric L. Robinson, Baylor University; Flint Harris, Baylor University
 Comparing Academic Performance With Revenue Distribution of National Collegiate Athletic Association (NCAA) Division I Men’s Basketball Tournament Championship. Scott Hirko, Central Michigan University/ Michigan State University
Discussant: Brian Todd Geary, University of Southern Mississippi

32.074. Mathematics Education and Equity. SIG-Research in Mathematics Education; Paper Session
New Orleans Marriott, Second Level, Presentation Hall Studio 6
8:15 am to 10:15 am
Chair: Brian R. Lawler, California State University - San Marcos
Participants:
A Comparative Study of White and Asian American Students’ Orientations Toward Schooling: A Focus on 12th Graders’ Mathematics Achievement. Senfeng Liang, University of Maryland
Mathematically High-Achieving African American Youth: Looking Outside In. Andrea L. Tyler, University of Dayton; Ebony Omotola McGee, University of Chicago
Teaching Practices That Support Mathematical Discussions With Latina/o Students. William Carl Zahnert, University of California - Santa Cruz; Griselda Marlene Velazquez, University of California - Santa Cruz; Judit N. Moschovkikh, University of California - Santa Cruz; Philip J. Vahay, SRI International; Teresa Lara-Meloy, Education Development Center, Inc.
32.075. The Intersection of Theory and Practice in Effective Professional Development Literacy Practices. SIG-Research in Reading and Literacy; Symposium Doubletree, 16th Level, Crescent Ballroom 8:15 am to 10:15 am


32.077. Understanding the Experiences of Students and Teachers in Multiple Contexts. SIG-Science Teaching and Learning; Paper Session New Orleans Marriott, Second Level, Presentation Hall Studio 9 8:15 am to 9:45 am Chair: Katie Birkich, University of Florida Participants: Career-Focused Field Trips as Experienced by At-Risk Rural High School Students. Tommey Hutson, Baylor University Highs and Lows in Using Auto-Driven Photo Elicitation as Data When Researching Urban Children and Earth Science. Katie Birkich, University of Florida Middle School Students’ Identity Negotiations Regarding Science and Engineering. Roxanne M Hughes, Florida State University; Kristen Joy Molyneaux, University of Wisconsin - Madison; Patricia J. Dixon, Florida State University Parents’ Views of Science Fair Participation by Their Children. G. Michael Bowen, Mount Saint Vincent University; John Lawrence Benze, OISE/University of Toronto; Dianne Fraser, Mount Saint Vincent University; Katherine Sandra Bellomo, OISE/University of Toronto Science Education Reform in Context: An Exploration of Personal Agency Beliefs Among Urban Elementary Teachers. Jessica Gale, Emory University Discussant: Randy Yerrick, San Diego State University


32.079. Unexpected Inequities: Tracking and Detracking Student Opportunities to Survive and Thrive in Schools. SIG-Tracking and Detracking; Paper Session Doubletree, Second Level, Nottoway 8:15 am to 9:45 am Chairs: Colette Nkoyi Cann, Vassar College Donna Marie Harris, University of Rochester Participants: The Impact of Tracking on Student Achievement: A Multilevel Growth Model. Carrie Livingston, Evanston Township High School On the Wrong Track: How Tracking Is Associated With Becoming a High School Dropout. Jacob Safe Wolhow, Central Connecticut State University; Luke S. Duesbery, San Diego State University; Angela Urick, University of Texas - San Antonio Unintended Outcomes: Sociodemographic Diversity, Within-School Stratification, and Access to Middle-Level Arts Curricula. Bret P. Smith, Central Washington University; Adria R. Hoffman, University of Southern Mississippi Discussant: Takako Nomi, University of Chicago


Division and SIG Roundtables

32.081. Roundtable Session 10; Roundtable Session

Participants:
Chair: Frances K. Kochan, Auburn University

Collaborative Knowledge Construction Through Teachers’ Pedagogical Conversations at Professional Meetings in School-Based Professional Learning Communities. Rinat Shahaf - Barzilay, Tel Aviv University
Diversity, Social Networks, and Trust Among Teachers. Kaleen Healey, Northwestern University

Division A - Administration Organization & Leadership; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: Michelle B. Nayfack, American Institutes for Research
Participants:
Disruptions, Legitimacy, and Personal Relationships: Making Sense of the University Environment in Postapartheid South Africa. Yasmine Dominguez-Whithead, University of the Witwatersrand
Is Administration Leader in Charter Schools? Resource Allocation in Charter and Traditional Public Schools. David D. Arsen, Michigan State University; Yongmei Ni, University of Utah
Leading Schools in the Quasi-Market: Head Teachers in Post-Communist Romania. Ana-Cristina Popescu, University of Manchester
Out of the Debate and Into the Schools: Comparing Practices and Strategies in Traditional, Pilot and Charter Schools in the City of Boston. Susan Bowles Therriault, American Institutes for Research; Allison Gruner Gandhi, American Institutes for Research
The Privatization of One Public School in China: Conflicts and Barriers. Jingjing Fan, The University of Arizona

Division A - Administration Organization & Leadership; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: Justina Osato Osa, Virginia State University
Participants:
An Examination of the Relationship of Emotional Intelligence to Balanced Leadership Responsibilities in Principals’ Effectiveness. Suzy Cuthbert, Southwest Professional Development Center; Barbara Nell Martin, University of Central Missouri
Building Organization/Instructional Capacity: District Leadership Teams Converting Research Knowledge to Action via a Professional Learning Model. Linda Hauser, California State University - Fresno
Teachers’ Organizational Commitment: Examining the Mediating Effects of Distributed Leadership. Hester Hulpia, Ghent University, Belgium; Geert Devos, Ghent University, Belgium
The Relationship Between the Leadership Styles of Principal and Teacher’s Job Performance. Lene W. Roadey, Prairie View A&M University; Valerie A. Brown, Howard University

Division A - Administration Organization & Leadership; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chairs: Matthew C. Militello, North Carolina State University
Christopher A. Janson, University of North Florida
Participants:
Learning and Living: Into Collective Leadership. Maenette K.P. Benham, University of Hawaii - Manoa; Matthew C. Militello, North Carolina State University
Understanding Community Change and the Role of Leadership. Dale Nienow, Center for Ethical Leadership; Kweli Rollins, Institute for Educational Leadership
Social Advocacy and Community Change: Relationships, Resistance, and Revolution. Francisco Guajardo, University of Texas - Pan American; Miguel Angel Guajardo, Texas State University - San Marcos
Evaluating Collective Leadership for Community Change. Maenette K.P. Benham, University of Hawaii - Manoa; Matthew C. Militello, North Carolina State University; Miguel Angel Guajardo, Texas State University - San Marcos

32.081-5. Creating School Policies That Value Diverse Students and Communities.
Division A - Administration Organization & Leadership; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: Paula Frederica Hunt, Purdue University Calumet
Participants:
Defining and Determining School Implementation of Professional Learning Community Concepts. Courtney Stewart, Minnesota State University - Mankato; Joseph L. Matthews, Utah State University; Ellen J. Williams, Brigham Young University
Protecting the Constitutional First Amendment Rights of Elementary, Secondary, and College Students in Education: A New Conceptual Model for a Persistent Dilemma. Kevin Collins, Claremont Graduate University; Edith Pomposo, Independent Educational Consultant
School Integration in Twin Cities Metro Area Interdistrict Collaboratives: Implementation and Interpretation of the Minnesota State Desegregation/Integration Rule. Allison Matthews, University of Minnesota
Workplace Incivility in the Context of Schools. Thomas G. Reio, Florida International University; Stephanie M. Reio, University of Louisville

Division A - Administration Organization & Leadership; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: Rebecca Burciaga, University of California - Davis
Participants:
Creating Critical Spaces for Youth Voices. Tyson E.J. Marsh, Iowa State University
Reframing the High School to College Transition Process for African-American Students. Ijeoma A. Amah, University of Texas - Arlington
The Role of Race and Gender in Community College Transfer Readiness. Dimpal Jain, University of the Pacific
Urban Teacher and Educational Leadership Pipeline. Christopher B. Knaus, California State University - East Bay

32.081-7. Data-Driven Decision Making From North America to Europe to New Zealand.
Division A - Administration Organization & Leadership; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: Peter Van Petegem, University of Antwerp
Participants:
The United States: Do District Data Use Practices Have an Impact on Schools? Karen R. Seashore, University of Minnesota; Moosung Lee, The Hong Kong Institute of Education
Flanders (Belgium): Explaining Differences in Teachers’ Data Use by Looking at School Characteristics. Jan Vanhoof, Antwerp University, Belgium; Peter Van Petegem, University of Antwerp; Goedele Verhaeghe, Ghent University, Belgium
The Netherlands: Data Use in Collaborative Data Teams: Promoting and Hindering Factors. Kim Schildkamp, University of Twente; Adam Handelzalts, University of Twente
Canada: Toward a Culture of Inquiry: Implementing a Cross-School Learning Network. Steven Katz, OISE/University of Toronto; Lisa Ain Dack, OISE/University of Toronto; Lorna M. Earl, Aporia Consulting Ltd.
New Zealand: Inquiry Matters: Data Discussions to Raise Student Achievement.
Mai Kain Lai, Woolf Fisher Research Centre, The University of Auckland;
Stuart Monaunghton, University of Auckland, New Zealand

32.081-8. Culture, Community, and Context in Leadership. Division A -
Administration Organization & Leadership; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: Brian Robert Beabout, The University of New Orleans
District and Principal Leadership for Family and Community Engagement in Schools. Mavis G. Sanders, Johns Hopkins University.
Giving Voice, Listening, and Involving Stakeholders in Decision Making: Superintendents’ and Principals’ Perspective. Debra J. Touchton, Stetson University; Michele Acker-Hoevars, Washington State University; Rosemary Taylor, University of Central Florida.
The Burden of Power in Leading Professional Learning Communities. Stacy Agee Szczesiul, Harvard University; James H. Nehring, University of Massachusetts - Lowell.

32.081-9. Distributed Leadership for Student Outcomes: School Achievement and Accountability. Division A - Administration Organization & Leadership; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: Jennifer Pesavento-Conway, University of California - San Diego
Participants: Assistant Principals: Firefighters or Instructional Leaders in Today’s Accountability-Oriented Environment? Qian Sun, University at Buffalo - SUNY
Distributed Leadership Effects on Safe-Caring Schools. Bruce L. Sheppard, Memorial University, Newfoundland, David Dibbon, Memorial University, Newfoundland.

32.081-10. Districts and Reform for Improving Student Achievement. Division A - Administration Organization & Leadership; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: Muhammad Khalifa, University of Texas - San Antonio
Participants: Defining Community and Describing Partnering: The Case of a Rural School in a Nonrural District. Hope Castro, Skidmore College.
Growing School Autonomy in Urban Districts as Part of a Collaborative School Improvement Initiative. Anysia P. Mayer, University of Connecticut; Larissa Warhol, Arizona State University; Casey D. Cobb, University of Connecticut; Morgan L. Donaldson, University of Connecticut.
Role of School District Organization in Coordinating Reading Instruction. Rokhsareh Kohansal, University of California - Berkeley; P. David Pearson, University of California - Berkeley.
Universal Postsecondary Scholarships as a Model for Reforming Urban School Districts. Gary J. Miron, Western Michigan University; Jeffrey N. Jones, Western Michigan University; Allison J. Kelaher Young, Western Michigan University.

32.081-11. Constructing Meaning in Personal, Cultural, and Material Contexts. SIG-Disability Studies in Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: Erin McCloskey, Vassar College
Understanding Disabilities and Special Education in an Amish Community. Tida Tulpan, University of Wisconsin - Madison; Kimber L. Wilkerson, University of Wisconsin.

32.081-12. From Preservice to Early Exit: Unique Perspectives on Induction Experiences. SIG-Research on Teacher Induction; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: Kathleen Topolka Jorissen, Western Carolina University
Experiences of Elementary Preservice Teachers in an Urban Summer Enrichment Program. Andrea M. Green, University of South Alabama; Andrea M. Kent, University of South Alabama; Edward L. Shane, University of South Alabama; Joel P. Lewis, University of South Alabama; Monica Renee Hunter, University of South Alabama; Paige V. Baggett, University of South Alabama; Phillip Feldman, University of South Alabama.
Taxonomy of Beginning Science Teacher Challenges: The Importance of Content-Specific Induction. Joel D. Donna, University of Minnesota; Gillian Roehrig, University of Minnesota.
Teaching Intentionality to Preservice Teachers in Early Childhood Education. Bhum Nassar, George Mason University; Julie K. Kidd, George Mason University.

Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: Josh Ode, Saginaw Valley State University
Participants: A Year on the East Side: Impact and Change of Federal Education Policies in Saginaw, Michigan. David M. Callejo Perez, Saginaw Valley State University; Josh Ode, Saginaw Valley State University; David A. Cline, Saginaw Valley State University; Trent Mosley, Saginaw Public Schools; Priscilla Archa-Roby, Saginaw Public Schools; Dorothy Millar, Saginaw Valley State University; Gary Brasseur, Delta College.
Health and Wellness Stewardship: A New Approach to Student and Faculty Research for Sustainable Development in an Urban Community. Josh Ode, Saginaw Valley State University; Jeremy Knouse, Saginaw Valley State University.
Policy Development and Sustainability: Maximizing Resources Through Collaboration and Managed Change. David M. Callejo Perez, Saginaw Valley State University; Dorothy Millar, Saginaw Valley State University; Trent Mosley, Saginaw Public Schools.

32.081-14. The Practice and Politics of Funded Qualitative Research. SIG-Qualitative Research; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: Coleen M. Conway, University of Michigan
Participants: Cosmopolitan Analysis: Political Theory as an Analysis Tool for Examining Citizenship Education Policy and Practice. Debara Hinderliter Ortloff, University of Houston - Clear Lake.
Qualitative Methodology for the Public Good: A Taxonomy for the Federal Rulermaking Process. Kami M. Patrizio, Towson University; Kenneth M. Becker, United States Department of Agriculture

The Effects of Focus Groups Methods: Face-to-Face Versus Telephone in a National Study of a Federally Funded Technical Assistance and Dissemination Center. June Waters Goethob, Western Michigan University

32.081-15. Collaboration and Collaborative Self-Study. SIG-Self-Study of Teacher Education Practices; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: Jay Willicum Brandenberger, University of Notre Dame
Participants:
Exploring Self in Community: The Value of Collaboration and Communities of Practice for Teacher Educators. Alexander Cuenca, University of Georgia
Revisiting a Teaching Partnership. Patricia E. Calderwood, Fairfield University
Unpacking the Notion of Building Relationships in Educational Contexts through Collaborative Self-Study. Lynn A. Thomas, Université de Sherbrooke; Amanda K. Berry, Monash University

32.081-16. Roundtable Session: Lenses on Negotiating Access to Science Teaching and Learning. Division C - Learning and Instruction Cosponsored by SIG-Science Teaching and Learning; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: Alan Ko-fai Szeto, Purdue University Calumet
Participants:
Making Connections Between Science and Equity: A Motivation to Teach Science in Elementary Grades. Grinnell Smith, San José State University; Collette Rubin, San José State University
Modeling Students’ Science Literacy Using Family Resources, Student Motivation, and School Characteristics: A Hierarchical Linear Exploration. Sai Huang, The Ohio State University
Negotiating Meaning Across Communities in the Science Curriculum. Jeremy Forest Price, Boston College; Katherine L. McNeill, Boston College
Perceived Competence and Subjective Experience of Ninth Graders Versus Other High School Students in Science. Jennifer A. Schmidt, Northern Illinois University; Lee Shumow, Northern Illinois University
Reading in High School Science: Teachers’ Instructional Support and Students’ Responses to In-Class Reading Assignments. M. Cecil Smith, Northern Illinois University; Solanda Ochoa-Angino, Northern Illinois University

32.082. Roundtable Session 11; Roundtable Session

32.082-1. Roundtable: Early Childhood Mathematics Learning. Division C - Learning and Instruction; Roundtable Session Sheraton, Fifth Level, Grand Ballroom B
8:15 am to 9:45 am
Chair: Hengameh Kermani, University of North Carolina
Participants:
Math Learning in Kindergarten: Effects of Teaching Real Life Mathematics. Xingwu Pan, University of Michigan
Teaching Students What They Already Know? The Misalignment Between Mathematics Instructional Content and Student Knowledge in Kindergarten. Mimi Engel, Vanderbilt University; Amy Claessens, Northwestern University
The Effects of Mathematics Computer Math Games on Prekindergartners’ Learning of Number Sense: Exploring the Significance of Teacher Facilitation. Hengameh Kermani, University of North Carolina

32.082-2. Roundtable: Student Reasoning in Mathematics. Division C - Learning and Instruction; Roundtable Session Sheraton, Fifth Level, Grand Ballroom B
8:15 am to 9:45 am
Chair: Jessica Pierson Bishop, San Diego State University
Participants:
An Investigation of Negative-Number Reasoning: The Case of Violet. Jessica Pierson Bishop, San Diego State University; Lisa L. Lamb, San Diego State University; Randolph A. Philipp, San Diego State University; Bonnie Schuppelle, San Diego State University; Ian Whitacre, San Diego State University
Developing a Qualitative Geometry From the Conceptions of Young Children. Steven Greenstein, University of the Virgin Islands
Teaching-in-Context: Equivalence in the Elementary School. Sean F. Delaney, Colaiste Mhuire, Marino Institute of Education

32.082-3. Supporting Content Learning Through the Melding of Technology and Pedagogy. Division C - Learning and Instruction; Roundtable Session Sheraton, Fifth Level, Grand Ballroom B
8:15 am to 9:45 am
Chair: Joe Ann Hinrichs, Walden University
Participants:
Using Internet Reciprocal Teaching in a Middle School Science Classroom. Jamie Cowell, Clemson University; Sarah Hunt-Barron, Clemson University; David F. Reinking, Clemson University
Presentation: Design Effects on Learning From Online Geographic Maps. David P. White, Texas Tech University; Steven M. Crooks, Texas Tech University; Khadija Baerim, Texas Tech University; Chenying Wang, Texas Tech University; Raymond Flores, Texas Tech University
The Teacher as Digital Game Designer: Learning in a Participatory Culture. Qing Li, University of Calgary
Blogging as a Learning Support During Internship. Samuel Kai Wah Chu, The University of Hong Kong; Carol K. Chan, University of Hong Kong

32.082-4. Pathways of Minorities and Women Into Postsecondary Science Careers: Interdisciplinary Perspectives. Division J - Postsecondary Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom B
8:15 am to 9:45 am
Chair: Janice H. Earle, National Science Foundation
Participants:
The International Baccalaureate Program in Florida: Access and Enrollment for Historically Underserved Students. Becky A. Smerson, Quill Research Associates, LLC; ReginaS. Lee, University of South Florida; Aimee Eden, University of South Florida; Patricia Rodriguez De Gil, University of South Florida
Has the Expansion of Public School Choice Enhanced the Preparedness of Black Youth for Science, Technology, Engineering, and Mathematics (STEM) Careers? Lara Cristina Perez-Felkner, University of Chicago; Eric Hedberg, University of Chicago; Barbara L. Schneider, Michigan State University
Investigating Factors Contributing to Underrepresented Minority Students’ Academic Achievement in First-Semester Organic Chemistry. Enrique Lopez, Stanford University; Kirthaiga Nandagopal, Stanford University; Evan Sau, Stanford University; Richard J. Shavelson, Stanford University
Implicit Predictors of Engineering Persistence. Frederick L. Smyth, University of Virginia; Brian Nosek, University of Virginia

32.082-5. Hear Their Voices: Indigenous Student Perceptions of Educators’ Efforts to Engage in Culturally Relevant Teaching and Learning. SIG-Indigenous Peoples of the Americas; Roundtable Session Sheraton, Fifth Level, Grand Ballroom B
8:15 am to 9:45 am
Chair: Stephanie J. Waterman, University of Rochester
Participants:
Honoring Stories: Shifting Indigenous Knowledge From the Margins to the Center. Christine Keller Lemley, Northern Arizona University; Tiffany Lee, Northern Arizona University
Native Children’s Perceptions of Teachers. Marie A. Siraguoe
“She Can Bother Me, and That’s Because She Cares”: What Inuit Students Say About Teaching and Their Learning. Brian Ellis Lewthwaite, University of Manitoba; Robert D. Renaud, University of Manitoba; Barbara McMillan, University of Manitoba; Rebecca Haimov, Quillag School
When Culturally Based Teaching Makes Things Worse: The Case of a Young White Teacher in Alaska.
Melissa S. Kagle,
Colgate University

32.082-6. Division K Section 6 Roundtable 2. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom B
8:15 am to 9:45 am

Chair:
Shiv Raj Desai,
The Ohio State University

Participants:
“The United States Is America?”: English Language Learners’ Reflections on READ 180 Materials.
Chiu-Hui Wu,
Wenzao Ursuline College of Languages, Taiwan, Republic of China

Elizabeth Bondy,
University of Florida
Lauren Trupp,
University of Florida
Deborah Alvarez Caron,
University of Florida
Jessica Clason,
University of Florida
Eylee L. Hamacher,
University of Florida
Desirae Eva Krell,
University of Florida
Katrina Graham Short,
University of Florida
Christine Marie White,
University of North Florida
Mueen A. Zafar,
University of Florida

Lisa M. Korteweg,
Lakehead University
Cynthia C. Nicol,
The University of British Columbia

Linda Laidlaw,
University of Alberta
Suzanna So-Har Wong,
University of Alberta

Claiming the Cultural Space of the Classroom: Issues of Ethics and Social Justice.
David Kirshner,
Louisiana State University

32.083. Roundtable Session 12; Roundtable Session

32.083-1. Responsive Positioning in Peace Education. SIG-Peace Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am

Chair:
Linda Pickett,
University of Michigan - Flint

Participants:
“Our World Cracked Open”: Positioning of Educators During 9/11.
Jennifer Job,
University of North Carolina - Chapel Hill

Teaching the Holocaust in American Islamic Schools.
Michael K. Thomas,
University of Wisconsin - Madison
Rohary Nayan,
University of Wisconsin - Madison

Teaching Peace and Justice: Is Pedagogy of Discomfort a Necessary Evil?
Claire McGlynn,
School of Education
Michalinos Zembylas,
Open University, Cyprus

Rosemary A. Blanchard,
California State University - Sacramento

32.083-2. Aesthetic as Subject, Object, and Approach. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am

Chair:
Jennifer L. Deets,
Independent Scholar

Participants:
Looking at Images: Children’s Ways of Seeing.
Debora Joy Nodelman,
Chapman University

Lessons From a Barn in Hampshire: Care, Art, and Wonder.
Kevin M. Cloninger,
Anthropedia Foundation

Confronting Standards With an Aesthetic Approach to Education: A Poetic Response to Reductionism.
Laura Blythe Liu,
The George Washington University

The Use of Drawings to Access Lecturers’ Conceptions of Research: An Added Value?
Wendy Schouteden,
Catholic University of Leuven, Belgium
An Verburgh,
University of Leuven
Jan M. Elen,
Catholic University of Leuven

(Im)Possibilities of Aesthetics and Narrative Inquiry: Writing and Walking With(in) the Sculptures of Richard Serra.
Heather J. Pinedo-Burns,
Teachers College, Columbia University

32.083-3. Civic Education and Liberation in International/Transnational Contexts. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am

Chair:
Luke Terra,
Stanford University

Participants:
Pedagogies of War: Portrayal of War in U.S. American History Textbooks Since World War II.
James H. Williams,
The George Washington University

Reconciling With the Past: A Content Analysis of History and Civics Textbooks in Northern Ireland.
Karen M. Gound,
University of Washington - Bothell

Rethinking the Issues of Diaspora Identity and Cultural Politics: Transnational Interventions to Multicultural Education.
Jungah Kim,
Teachers College, Columbia University
En-Shu Robin Liao,
SUNY - College at Fredonia

The White, The Broken.
Zachary A. Casey,
University of Minnesota

32.083-4. Curriculum of Diasporas/Migrants/Immigrants/Ethnic Minorities: Race, Gender, Class, Language, Culture, Ethnicity, and Place. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am

Chair:
Candace M. Schlein,
University of Missouri - Kansas City

Participants:
Chinese Academic Migrants Performing the “Model Minority”: The Cultural Production of a Suburban Diaspora.
Jiaping Xu,
Syracuse University

Engishes: Talking and Drawing Relations to the Standard in Their Eyes Were Watching God.
Sally F. Maxwell,
University of Pennsylvania

Examining Education Students’ Experiences of Research Curriculum.
Elaine Chan,
University of Nebraska - Lincoln

Homogeneous Versus Hybrid: Discourses on Japanese Language Education for Foreigners.
Jie Qi,
Waseda University
Sheng Ping Zhang,
Meijo University

Inciting Curriculum Change From the Lived Experiences of Cross-Border Education.
Yahum Zhou,
University of Missouri - Kansas City
Youfu Wei,
University of Missouri

32.083-5. Communities, Youth, Schooling, and Democracy. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am

Chair:
Richard A. Diem,
University of Texas - San Antonio

Participants:
Community Schools: A New Form of Schooling.
Eloisa Maria Rodriguez,
Purdue University

Digital Shifts in Civic Education: Youth Apprenticeship to Civic Action in a Community-Based Program.
Jill A. Aguilar,
California State University - Dominguez Hills
Shifra Teitelbaum,
YouTHink

Pushing the Boundaries: What Six Youth Organizers Have to Teach Us About Civic Engagement.
Meredith Mira,
Harvard University

32.083-6. Community-Based Organizing and Social Justice. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am

Chair:
Sheri Ann Dorn-Giarmoleo,
Claremont Graduate University

Participants:
“A Broader Sense of “We””: Interfaith Community Organizing and Civic Education.
Connie Kyung-Hwa Chung,
Harvard University

Exploring Local Civic Citizenship Surrounding the Huntington Park No Se Vende! Campaign.
Chaebong Nam,
University of Illinois - Urbana-Champaign

Nga-Wing Anjela Wong,
The University of Alaska - Fairbanks

32.083-7. Critical Conversations on Race, Place, and Belongingness in Schools and Communities. Division B - Curriculum Studies; Roundtable Session
32.083-11. The Power of Preservice Teachers’ Race Counter-Stories. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair: Patricia Del Carmen Quijada, University of Texas - San Antonio
Participants: Counterstories of Strength: Culturally Responsive Pedagogy and Teacher Candidates of Color. Coura Gist, City College of New York - CUNY
Adding Race to the Mix in Teacher Education: Crossing the Line Into Forbidden Territory. Marga Madhuri, University of La Verne, Erica Landmann-Johnsey, University of La Verne, Nancy T. Walker, University of La Verne. Preservice Teachers’ Counter-Narrative (Re-)Constructions of Youth of Color in Young Adult Literature. Wendy J. Gleem, University of Connecticut.
“I Never Knew How Big of a Deal My Skin Color Could Be”: Examining How a Biracial Teacher Candidate Constructed His Teacher Identities. Amy Vetter, University of North Carolina - Greensboro; Jeanie Reynolds, University of North Carolina - Greensboro
Diversity and Dualism: A Marriage Made in Hell? Sandra Prohm, Aurora University; Jerald A. Thomas, Aurora University; Joan L. Fee, Aurora University; Kathleen Bradley, Aurora University

32.083-12. Early Childhood Influence on Child Development. SIG-Early Education and Child Development; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair: Dana Frantz Bentley, Teachers College, Columbia University
Participants: A Comparison of Achievement Gains of Full-Day and Half-Day Kindergarten Students. Charles S. Hausman, Eastern Kentucky University; Carol W. Patrick, Eastern Kentucky University; Kristie J.R. Phillips, Brigham Young University
A Cross-Sectoral Partnership: A Readiness Program for At-Risk Nursery and Kindergarten Children. Donna Cossey Haynes, University of Winnipeg
Pedagogical Approaches in Head Start Classrooms. Reva M. Fish, Buffalo State College - SUNY; Adena F. Sexton, University at Buffalo - SUNY.
Reaching, Retaining, and Meeting the Needs of Rural Families: The Parents as Teachers Program. Jill Ann Smith, University of Missouri - Columbia; Peggy L. Placier, University of Missouri; Nancy Y. Kruping, University of Missouri - Columbia.
The Differential Effects of Head Start: Evidence From Virginia. Marcia A. Invernizzi, University of Virginia; Francis Howard Lin Huang, University of Virginia.

32.083-13. Equity and Access: Strategic Tools for Race, Class, Gender, and Disability. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair: Mary E. Earick, Plymouth State University
Participants: Access and Denial: Political Race Research to Uncover Institutional Racism and Promote Counterpractice in Schools. Benjamin Blaisdell, East Carolina University
Advanced Placement Teachers’ Perceptions and Beliefs as Measured by the Cultural Awareness and Beliefs Inventory (CABI) in Three Urban High Schools and their Relationship With Success on College Board Advanced Placement Exams. Jyoti Malhan, Texas A&M University; Norvellia P. Carter, Texas A&M University.
Critical Race Theory as a Strategic Tool for Improving Racial Equity School Change Efforts. Sabrina Zirkel, Mills College
Disguising Inequity: Transposition and the Intersection of Race, Class, Gender, and Disability in Education. Gregg D. Beratan, Institute of Education - London

32.083-14. Challenges and Prospects in Black Higher Education. SIG-Research Focus on Black Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair: John Michael Lee, Jr., The College Board
Participants:
Doing Race in Different Places: Black Racial Cohesion on Black and White College Campuses. Keisha L. Bentley, University of Texas - Austin; Collette Chapman, University of Texas - Austin
Helping Bust the Myth: Understanding Endowment Management at Public Historically Black Colleges and Universities. Noah Daniel Dreznner, University of Maryland - College Park; Anubha Gupta, University of Maryland
Racial Inequality, Wealth, and the College Financing Strategies of African Americans. Lindsey Malcom, University of California - Riverside; Sarah M. Ryan, University of California - Riverside
The Invisible Black Athlete. Albert Y. Bumpers, University of Texas - Austin; Louis Harrison, University of Texas - Austin

32.083-15. Teacher Research: Critical Literacy and Teacher Inquiry. SIG-Teacher as Researcher; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair: Stacia M. Stripling, George Mason University
Participants: Critical Literacy in the Classroom Community. Minxi Odedra, Prince William County Public Schools
Infusing Critical Literacy Into a Third Grade Classroom. Emily Parker, George Mason University
Talking Back to Texts of Teaching: Inquiry as Transformative Professional Development for Second-Year Teach For America Teachers. Marsha R. Pincus, University of Pennsylvania

32.084. Roundtable Session 13; Roundtable Session

32.084-1. Assessing Competencies and Correlates of Child and Youth Social and Emotional Learning. SIG-Social and Emotional Learning; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
8:15 am to 9:45 am
Chair: Patricia A. Jennings, The Pennsylvania State University
Participants: Relationships Between Family, School, and Community Assets and Well-Being in Middle Childhood: A Populations-Level Study. Martin Guhn, The University of British Columbia
Kim A. Schonert-Reichl, The University of British Columbia; Shelley C. Hymel, The University of British Columbia; Clyde Hertzman, The University of British Columbia; Dan Marriott, Vancouver School Board; Jeff Calbick, United Way of the Lower Mainland; Anne Gadmann, Harvard University; Lisa Sweis, The University of British Columbia; Anthony Smith, The University of British Columbia; Brenda Burroughs, Vancouver School Board; Lisa Pedrini, Vancouver School District; Jennifer Harvey, The University of British Columbia; Eva Oberle, The University of British Columbia

32.084-2. The Path to College From High School Preparation Programs. Division J - Postsecondary Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
8:15 am to 9:45 am
Chair: Susan A. Dumas, Louisiana State University
Participants: College Readiness to Be Engaged. James S. Cole, Indiana University; Wen Qi, Indiana University
Examining the Role of Advanced Placement Exam Participation in Two- and Four-Year College Enrollment. Michael Chajeski, Fordham University; Krista D. Mattern, The College Board; Emily J. Shaw, The College Board
A Longitudinal Analysis of Student and School Diversity in the International Baccalaureate (IB) Diploma Program in the United States. Henry May, University of Pennsylvania; Laura W. Perna, University of Pennsylvania

32.084-3. Examining Large-Scale Mentoring and Professional Development Activities. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
8:15 am to 9:45 am
Chair: John J. Hall, University of California - Berkeley
Participants: International Researchers’ Views of Their Countries’ Teacher Induction Programs: Global Research With the Researchers. Ann L. Wood, California State University - Los Angeles
Successfully Supporting Access to High-Quality Professional Development for Teachers: A Four-State Study. Ann C. Jaquith, Stanford University; Dan Mindich, Stanford University; Ruth Chung Wei, Stanford University; Linda Darling-Hammond, Stanford University
A Regional Professional Development Program for Computing Teachers: The Disciplinary Commons for Computing Educators. Lijian Li, Georgia Institute of Technology; Allison Elliott Tesv, Georgia Institute of Technology; Mark J. Gazdik, Georgia Institute of Technology; Tom McKlin, Georgia Institute of Technology
Unpacking Effective Professional Development: Linking Professional Development to Student Achievement. Adrienne Ann G. Smith, University of North Carolina - Chapel Hill; David C. Kershaw, Carolina Institute for Public Policy
Uncovering Perceptions of the Induction and Mentoring Experience: Developing a Measure That Works. Frances Langton, Auckland University; Daniel Dinmore, University of Maryland; Patricia A. Alexander, University of Maryland

32.084-4. Technology, Instruction, Cognition and Learning Roundtable 1: Computational Thinking: Progress in Defining, Supporting, and Measuring Computational Thinking in Projects Funded by the National Science Foundation’s Division of Research on Learning, SIG-Technology, Instruction, Cognition & Learning; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
8:15 am to 9:45 am
Chair: Joyce Malyn-Smith, Education Development Center, Inc.
Participants: Progress Toward Defining Computational Thinking in the K-12 Experience. Joyce Malyn-Smith, Education Development Center, Inc.
Computing MATTERS (Mentoring Academic Transitions Through Experiences in Research and Service): Pathways to Cyberinfrastructure. Robert Panoff, Shodor and the National Computational Science Institute
Strategies for Engaging Middle School Students in Computational Thinking. Jill Denner; Education, Training, and Research Associates; Linda L. Werner, University of California - Santa Cruz; Shannon Camp, ETR Associates
Fostering Computational Thinking Through Modeling and Simulation. Irene Lee, Santa Fe Institute
Measuring Computational Thinking. Alexander Repenning, University of Colorado - Boulder

32.084-5. Factors Impacting Latina/o Youth’s Educational Success. SIG-Hispanic Research Issues; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
8:15 am to 9:45 am
Chair: Reynaldo Reyes, III, University of Texas - El Paso
Participants: Meeting the Needs of Adolescent Heritage Language Learners: Spanish Teachers’ Perceptions and Pedagogical Practices. Lynwood John Randolph, University of North Carolina - Chapel Hill
School Engagement Among Immigrant and Nonimmigrant Youth: Mexican Descent Youth in a California High School. Lilia Margarita Tanakeyovna, University of California - Irvine
Language Learning and Academic Pathways: Innovative Community College Practices for U.S.-Educated Language Minority Students. Amanda Kibler, University of Virginia; George C. Bunch, University of California - Santa Cruz; Ann K. Endris, University of California - Santa Cruz
The College Trajectories of English Language Learner Identified Youth: An Analysis of Postsecondary Outcomes in Texas. Stella M. Flores, Vanderbilt University

Division and SIG Posters

32.085. Poster Session 4; Poster Session
32.085-1. Division K Section 7 Poster Session. Division K - Teaching and Teacher Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
8:15 am to 9:45 am

Posters:
2. Addressing the Needs of English Language Learners Through Professional Development for Content Faculty and Secondary Teacher Candidates Within a University-Wide Program. Susan Gomez-Zwiep, California State University - Long Beach; Huong T. Nguyen, California State University - Long Beach; Babette M. Benken, California State University - Long Beach; Karen Hakim-Batt, California State University - Long Beach.

32.085-2. Division K, Section 5. Poster Session 1. Division K - Teaching and Teacher Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
8:15 am to 9:45 am

Posters:
3. Examining Two Middle School Social Studies Teachers' Collaborative Relationship. Lorrei K. DeCamillo, Canisius College, Jill M. Gradwell, Buffalo State College - SUNY
4. Successful Teachers of English Learners: What Are the Knowledge and Skills That Undergird Their Classroom Practices? Icchel Samson, Stanford University
5. Teaching Students With Disabilities Efficacy Survey: Expanding Use of the Tool to Practicing Teachers. Kathryn M. Kirkpatrick, The Ohio State University; Heather Sae Dawson, The Ohio State University; Yujin Chang, The Ohio State University; Bradley Bethel, The Ohio State University; Stephanie Levitt, The University of Arizona.

32.085-3. Examining Self-Regulatory Predictors of Academic Success: Behavior, Cognition, and Affect. SIG-Studying and Self-Regulated Learning; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
8:15 am to 9:45 am

Posters:
6. Investigating University Students’ Emotional Experiences Related to Their Studying Goals. Elizabeth Ann Webster, University of Victoria; Allyson F. Hadwin, University of Victoria
7. School Goal Structure and Competence as Mediators of the Relationships Between Personality and Strategy Use. Hyun Soon Ahn, Korea University; Soon Koo Kwon, Korea University; Heeyun Kim, Korea University
8. Within the Pipeline: Self-Regulated Learning and Academic Achievement Among College Students in Science Courses. Maria K. DiBenedetto, Baruch College - CUNY; Hefer Bembenutty, Queens College - CUNY

32.085-4. Adolescence and Youth Development. SIG-Adolescence and Youth Development; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
8:15 am to 9:45 am

Posters:
9. Adolescents’ Participation in Extracurricular Activities and Their Academic, Social, and Emotional Development. Jill T. Waldow, American Institutes for Research; Cameron McPhee, American Institutes for Research
10. Bystander Roles in Bullying and Cyberbullying in Adolescence. Heather J. McCuaig Edge, Queen's University
11. Cyberbullying: What Are the Psychological Profiles of Bullies, Victims, and Bully-Victims? Ikuko Aoyama, Queens College - CUNY; Alanna H. Chu, Brown University
13. Finding and Seeking Purpose: Sources and Types of Social Support in Middle School. Jenni Menon Mariano, University of South Florida
15. Teachers’ Perspectives on Adolescents’ Self-Determination and Citizenship Preparation. Leasa A. Martin, The University of Akron; Lindsey M. Morehouse, The University of Akron; Alfred W. Davio, The University of Akron; Glenn P. Lauzon, The University of Akron
16. Teens for Literacy-Empowering the Dismempowered. Eileen Diamond, Miami University
17. Understanding Adolescents’ Informal Self-Regulated Learning Online. Kristen Marie Kerechuk, Michigan State University; Panyia Mohra, Michigan State University
19. Young Adult Health Consequences of Child and Teen Bullying. Joseph Michael Gasper, Western Michigan University

32.085-5. Learning Frameworks for Vocabulary Acquisition. SIG-Vocabulary; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
8:15 am to 9:45 am

Posters:
20. Orthographic Transparency Ratings for Spanish-English Cognates. Jose A. Montelongo, California Polytechnic State University - San Luis; Arita C. Hernandez, California Polytechnic State University - San Luis
21. Promising Connections: Play, Multimodality, and Bilingualism in Learning Connectives at School. Paola Uccelli, Harvard University; Christopher Daniel Barr, University of Houston; Prame Rosenthal, Harvard University

32.085-6. Poster Session: Current and Critical Issues in Science Education. Division C - Learning and Instruction; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
8:15 am to 9:45 am

Posters:
22. A Multilevel Analysis of a Science Curriculum Unit for a Diverse Student Population in “Ability-Grouped” Classrooms. Vasuki Rethinam, Montgomery County Public Schools, Maryland; Sharon J. Lynch, The George Washington University
24. And the Achievement Gap Continues: Ethnic Differences in Science. Veronica G. Viji, Sam Houston State University; John R. Slate, Sam Houston State University; Julie P. Combs, Sam Houston State University
25. Assessing the Decision and Review Outcomes of Preliminary Proposals to Select National Science Foundation Programs. Gavin W. Fulmer, National Science Foundation; Gerhard L. Salingar, National Science Foundation; Immanuel V. Young, National Science Foundation; Erin E. McDougal, National Science Foundation
26. Comparing the Matter and Interactions Curriculum With a Traditional Physics Curriculum: A Think-Aloud Study. Keith R. Bujak, Georgia Institute of Technology; Richard Catrambone, Georgia Institute of Technology; Marcos D. Caballero, Georgia Institute of Technology; M. Jack Marr; Georgia Institute of Technology; Michael F. Schatz, Georgia Institute of Technology; Matthew A. Kohlmyer, Georgia Institute of Technology
27. Context-Effects and Their Influences on Students’ Situational Interest and Achievement. Eva Kolbäch, University Duisburg-Essen; Elke Sunfleth, University Duisburg-Essen
29. Gender Differences in the Participation of Undergraduate Research Experiences in Science, Technology, Engineering, and Mathematics (STEM). Joseph A. Harsh, Indiana University; Adam I. Maltese, Indiana University; Robert H. Tai, University of Virginia
31. Process Skills as a Bridge to the Nature of Science: Developing Preservation Science Teachers’ Conceptions. Bridget K. Malvey, University of Virginia; Jennifer L. Maeng, University of Virginia; Randy L. Bell, University of Virginia
32. Qualitative Analysis of Many Teachers’ Enactment of a Highly Developed and Specified Project-Based Curriculum in Urban Settings. Tobi Kempler Rogat, Rutgers University; Phyllis C. Blumenfeld, University of Michigan; Elizabeth B. Moje, University of Michigan; Lecath M. Sutherland, University of Michigan
33. Transforming Argumentation Norms Into Epistemic Understanding of Science. Sina Ryu, University of California - Los Angeles; William A. Sandvik, University of California - Los Angeles
32.085-7. Reading Research for the Public Good: New Perspectives and Diverse Populations. Division C - Learning and Instruction; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
8:15 am to 9:45 am

Posters:
34. Cognitive Reorganization During Early Literacy Development: A Comparison of Spanish-Speaking and English-Speaking Children. George A. Kamberolis, University of Wyoming; Melanie Reaves, University of Wyoming; Hai Yuen Chan, University of Wyoming
35. Developing Written Narrative Skills in Normally Achieving and Low-Achieving Students Using Podcasting Technologies. Ofra Alikin, Concordia University; Richard F. Schmidt, Concordia University; Philip C.Abrami, Concordia University; Robert M. Bernard, Concordia University
36. Literacy and Virtual Worlds: An Empirical Assessment of Reading in the Context of Online Games. Constanze A. Steinkuehler, University of Wisconsin - Madison; Catherine F. Compton-Lilly, University of Wisconsin - Madison; Elizabeth M. King, University of Wisconsin - Madison
37. Looking Across the Curriculum to Develop Oral Language Skills With Preschool Students. Julie Herring, The University of Alabama; Charlotte Anne Mundy, The University of Alabama; Julianne Maner Coleman, The University of Alabama
38. Nurturing Young Students’ Writing Knowledge and Self-Regulation: The Effects of Self-Regulated Strategy Development. Sharon Zander, Virginia Commonwealth University; Secondary Level. Katrina Bochme, University Duisburg-Essen; Stefan Schifolphovski, Humboldt University, Berlin
39. The Development of Reading Literacy in Elementary School Students With Immigrant Backgrounds: Results From a Longitudinal Study. Rebecca Miriam Hartmaw, Institut für Schulentwicklungsforschung; Neli McElvany, Technical University of Dortmund; Michael Becker; Max Planck Institute for Human Development
40. The Effect of Two Enhancement Techniques on Second Language (L2) Incidental Vocabulary Gain and Retention. Aiping Zhao, Shandong University; Ying Guo, The Ohio State University
41. The Effects of Phonological Awareness on Bilingual/English as a Second Language Students’ Early Literacy Development. Fei Zhao, The University of Kansas; Neal M. Kingston, The University of Kansas
42. The Effects of Teaching Summarizing Skills to Taiwanese Students of Different Reading Abilities in Grade 5. I-Chung Lu, National Pingtung University of Education, Taiwan
43. Young Children’s Literacy Gains in a Bilingual Family Literacy Program in Canada. Jing Zhang, Buffalo State College - SUNY
44. A Longitudinal Analysis of the Relationship Between Fluency and Comprehension in Second Graders. Stephanie Lat, University of Georgia; Rebekah Benjamin, University of Georgia
45. Effective Literacy Instruction for Latino English Language Learners: Does Quantity Really Mean Quality? Valérie Perry, University of California - Riverside; Kenisha Williams, University of California - Riverside
46. Influence of the Home Literacy Environment on Pre-Kindergarten Children’s Emergent Literacy Skills. Jian Han, University of Georgia; Stacey M. Neuharth-Pritchett, University of Georgia
47. Reciprocal Effects of Spelling and Reading Comprehension in the First Language. Michaela Koeller, University of Kiel; Jens Moeller, University of Kiel; Olaf Koeller, Leibniz Institute for Science and Mathematics Education

32.085-8. Education and Philanthropy Poster Session. SIG-Education and Philanthropy; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
8:15 am to 9:45 am

Poster:
49. Evaluating Patterns in Young Alumni Giving Using Social Networking Analysis. Kathryn Shirley Akers, University of Kentucky; J. Travis McDearmon, University of Kentucky

32.085-9. Current Issues in Cooperative Learning, SIG-Cooperative Learning: Theory, Research and Practice; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
8:15 am to 9:45 am

Posters:
50. Cooperative Learning, Democratic Classrooms, and the Importance of Providing Voice and Choice: Can We Really Create Democratic University Classrooms? Kimberly M. Williams, Plymouth State University; Khuram Hussain, Hobart and William Smith Colleges
51. Identity Salience and Collaborative Learning: A Mixed-Methods Study. Feihong Wang, Virginia Polytechnic Institute and State University; John K. Burton, Virginia Polytechnic Institute and State University
52. Learning From Cases. Angela M. O’Donnell, Rutgers University
53. When Fibonacci Met Pythagoras: Cooperative Learning in an Enrichment Class for Gifted Students. Hartono H. Tjoe, Teachers College, Columbia University; Young Mee Oh, Teachers College, Columbia University

32.085-10. Student Ratings, Perceptions, and Educational Philosophy. SIG-Faculty Teaching, Evaluation, and Development; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
8:15 am to 9:45 am

Posters:
54. Is There Student Racial or Gender Bias in Professor Perception and Course Selection? Jeanette Mendez, Oklahoma State University; Jesse Perez Mendez, Oklahoma State University
55. Liberal Education Within Cosmopolitan Classrooms. Liza Ann Bollitzer, Teachers College, Columbia University
56. Student Ratings of Instruction in Online Versus Face-to-Face Courses. Stephen L. Benton, The IDEA Center; Russell Webster, Kansas State University; Amy Gross, The IDEA Center; William H. Pallett, Individual Development and Educational Assessment Center

Saturday, 10:35 am

Goverance Meetings and Events

33.001. AERA Ad Hoc International Representatives: Closed Meeting. AERA Governance; Governance Session
New Orleans Marriott, Fourth Level, Bacchus
10:35 am to 12:05 pm
Chair: Phoebe H. Stevenson, American Educational Research Association

33.002. AERA Fellows Committee: Closed Meeting. AERA Governance; Governance Session
New Orleans Marriott, Fourth Level, Regent
10:35 am to 12:05 pm
Chair: Margaret Beale Spencer, University of Chicago

33.003. AERA Social Justice Action Committee: Open Meeting. AERA Governance; Governance Session
Sheraton, Second Level, Rhythms Ballroom III
10:35 am to 12:05 pm
Chair: William H. Watkins, University of Illinois - Chicago

Presidential Sessions

Sheraton, Third Level, Napoleon Ballroom C3
10:35 am to 12:05 pm
Chair: Barbara M. Means, SRI International
Participants:
What Is the National Educational Technology Plan, and How Is the 2010 Plan Different From Prior Plans? Barry J. Fishman, University of Michigan
New Visions of Assessment in the National Educational Technology Plan: Moving From Taking Inventory to Measuring What Matters. James W. Pellegrino, University of Illinois - Chicago; Chris J. Dede, Harvard University
Grand Challenges for Education: How the National Educational Technology Plan Encourages Research and Development. Roy D. Pea, Stanford University
Discussions: Karen Cator, U.S. Department of Education
33.011. The Legal and Social Construction of Race: History and the Politics of Latinos in Education. Presidential Session Cosponsored by Division F - History and Historiography; Invited Session

Sheraton, Third Level, Napoleon Ballroom B3
10:35 am to 12:05 pm

Chair:
Ruben Donato, University of Colorado - Boulder

Participants:
State Violence in Immigration Law Enforcement and the Racial Construction of Latino Students as Potential Economic and Security Threats. Mary Romero, Arizona State University
Using Critical Race Theory to Examine Everyday and Historical Racism in the Latina and Latino Community. Daniel Gilbert Solorzano, University of California - Los Angeles
Presumed “White”: Mexican Americans and the Politics of De Jure and De Facto Segregation. Ruben Donato, University of Colorado - Boulder
Moving Between Legal Citizenship and Cultural Citizenship: Latinas/os in Utah and Arizona. Dolores Delgado Bernal, University of Utah

Discussant:
James D. Anderson, University of Illinois - Urbana-Champaign

AERA Sessions

33.012. Meet Journal Editors: Journal Talks 1. AERA Sessions; Invited Roundtable
Sheraton, Fifth Level, Grand Ballroom A
10:35 am to 12:05 pm

Participants:
1. International Journal of Education & the Arts.
   Chair: Vicki L. Schmitt, Logan-Rogersville Schools

2. Vocations & Learning.
   Chair: Peter H. Adamy, University of Georgia

   Chair: Cheryl Ann Yuen, University of Toronto

   Chair: Bernadette Ohmer, Western Carolina University

5. Educational Media International.
   Chair: Greg Hickman, Arizona State University

   Chair: Elizabeth Russell, University of Washington - Seattle

7. Middle Grades Research Journal.
   Chair: David A. Birney, University of North Carolina - Greensboro

   Chair: Rebecca A. Robles-Pina, San Diego State University

   Chair: Christopher L. Taylor, University of Southern California

    Chair: Amanda K. Berry, Monash University

11. Journal of Teacher Education.
    Chair: John D. Conley, University of Kentucky

12. Contemporary Issues in Education.
    Chair: Peter H. Adamy, University of Georgia

    Chair: Martin M. Valcke, Ghent University, Belgium

    Chair: Frank C. Worrell, University of California - Los Angeles

    Chair: Christian J. Faltis, University of California - Davis

    Chair: Erik De Corte, University of Leuven

33.013. Meet Journal Editors: Journal Talks 2. AERA Sessions; Invited Roundtable
Sheraton, Fifth Level, Grand Ballroom B
10:35 am to 12:05 pm

Participants:
1. Vocations & Learning.
   Chair: Bernadette Ohmer

2. The New Educator.
   Chair: Beverly Falk, City College of New York - CUNY

   Chair: Cathy Nutbrown, University of Sheffield

4. Educational Media International. Chairalambos Varasidas, University of Nicosia

5. Teacher Education Quarterly.
   Chair: Christian J. Faltis, University of California - Davis

6. Mentoring & Tutoring.
   Chair: Carol A. Mullen, University of North Carolina - Greensboro

   Chair: Allan A.J. Luke, Queensland University of Technology

Committee Sessions

33.014. Analyses of Race, Ethnicity, and Gender in Higher Education. Committee on Scholars of Color in Education; Paper Session
Sheraton, Third Level, Napoleon Ballroom C1
10:35 am to 12:05 pm

Chair:
Maricela Correa-Chavez, Clark University

Participants:
Canada’s Multiculturalism Policy and the Experiences of African Canadians in Higher Education. Alana C. Butler, Cornell University
Inciting Access and Equity: The Self-Efficacy of Tenure Black Women Faculty. B. Afeni McNeely Cobham, University of Denver
Paving Postsecondary Education Pathways for Students of Color: Individual and Institutional Responsibilities. Nicole E. Holland, Northwestern University


International Organization Sessions

33.015. Gender in Education: Nordic Perspectives. Nordic Educational Research Association; Invited Session
Sheraton, Third Level, Napoleon Ballroom B1
10:35 am to 12:05 pm

Chair:
Elisabeth Bjørnstad, Oslo University College

Participants:
Construction of Gender Through Bodily Interaction Among Teenagers in Finnish Classroom Interaction. Liisa Tainio, University of Helsinki
Gender Constructions in Children’s Verbal and Bodily Interactions. Yva Odenbring, University of Boras
Discourses on Gender, Class and Ethnicity in Finnish Post Compulsory Education Since the 70s: Changes or Stability? Tarja Palmu, University of Helsinki; Sirpa Lappalainen, University of Helsinki; Elina Lohelma, University of Helsinki

Gender Awareness in Research on Teacher Education. Jukka Lehtonen, University of Helsinki

Sheraton, Third Level, Napoleon Ballroom D
10:35 am to 12:05 pm

Chairs:
Martin M. Valcke, Ghent University, Belgium

Participants:
Teacher’s Emphasis on and Students’ Acquisition of Heuristic and Metacognitive Skills in the Mathematics Classroom: A Dual Case Study. Fien Depaepe, University of Leuven; Erik De Corte, University of Leuven; Lieven Verschaffel, University of Leuven

Does the Present Mathematics Curriculum Effectively Promote Children’s Acquisition of Clock Reading? Else Burny, Ghent University, Belgium; Ningning ZHAO, University of Gent; Amnecia Desoete, Gent

A Wizard at Mathematics as Teacher? A Study into the Knowledge of Fractions of Student-Teachers. Hendrik Richard Kamil Van Steenbrugge, Ghent University, Belgium; Martin M. Valcke, Ghent University, Belgium

The Relationship Between Numerical Facility and Mathematics Skills by Comparing Performance of Primary School Students in Flanders and China:
Division Sessions


33.019. EcoJustice Education: Educating for the Local. Division B - Curriculum Studies; Symposium Astor Crowne Plaza, Second Level, Astor Ballroom II 10:35 am to 12:05 pm Chair: John Joseph Lapinacci, Eastern Michigan University Participants: EcoJustice Education and Local Activism: Teacher Education That is Situational, Local, and In Support of Living Systems, John Joseph Lapinacci, Eastern Michigan University Ecojustice and Thick Description: A Practice to Develop Local Community Power, Kurt Love, Central Connecticut State University Ecojustice and Aesthetic Education: Unmasking Teacher Identity, Imagination, and Transformational Practice, Joss French, Central Connecticut State University; Barbara Ann Clark, Central Connecticut State University Indigenizing Curriculum: Transforming Environmental Education, Andrejs Kuhnieks, York University; Kelly A. Young, Trent University; Dan Longboat, Trent University Discussant: Rebecca Martusewicz, Eastern Michigan University

33.020. Ethics and International Curriculum Work: The Challenges of Culture and Context. Division B - Curriculum Studies; Symposium Astor Crowne Plaza, Second Level, Astor Ballroom I 10:35 am to 12:05 pm Chair: Terence C. Mason, Indiana University Participants: Democratic Education Curriculum Development Between the Colonizer and the Colonized: Complexities, Contradictions, Challenges, and Possibilities of Global Alliances, Steven Paul Camicia, Utah State University; Alfredo Bayon, Southern Loeve University “I Saw It With My Own Eyes”: The Knowledge-Constructing Process in the Course of International Exchanges of Educators, Anatoli Rapoport, Purdue University Ethics and Curriculum in Traveling Without Moving: Using Videoconferencing to Facilitate Dialogue Between Preservice Teachers in Two Nations, Nikoletta Christodoulou, Frederick University; Walter S. Gershon, Kent State University From Text to Pretext: An Ethical Turn in Curriculum Work, Dalene M. Swanson, The University of British Columbia; Jean Francois Meheux, McGill University; Steven Khan, The University of British Columbia Contesting Global Neoliberalism and Creating Alternative Futures, David W. Hursh, University of Rochester; Joseph A. Henderson, University of Rochester Discussant: Robert James Helfenbein, Indiana University/Purdue University at Indianapolis

33.021. Visions of New Teachers Danced in Their Heads: Getting Policymakers to Rethink the Role of Veteran Educators in the Age of Teach for America. Division B - Curriculum Studies; Symposium Astor Crowne Plaza, Second Level, Grand Ballroom A 10:35 am to 12:05 pm Chairs: Kristen L. Buras, Emory University Joyce E. King, Georgia State University Participants: Panel Member, Kristen L. Buras, Emory University Panel Member, Joyce E. King, Georgia State University Panel Member, Kevin K. Kamashiro, University of Illinois - Chicago Panel Member, Kenneth J. Saltman, DePaul University Panel Member, Janelle T. Scott, University of California - Berkeley Discussant: Carol D. Lee, Northwestern University

33.022. Changing Spaces: Creative Approaches to Alternative Education. Division C - Learning and Instruction; Invited Session Hotel Monteleone, Mezzanine Level, Bienville 10:35 am to 12:05 pm Chair: Sarah Kozel Silverman, See Forever Foundation Participants: Reclaiming and Redefining the “Village”: Homeschooling Among Black Families, Cheryl A. Fields-Smith, University of Georgia Reframing Retention: Mentoring and Leadership Development in the University of Washington, Bothell (UWB) Dream Project., Jane A. Van Giden, University of Washington - Bothell Narrative Inquiry Into (Re)Imagining Alternative Schools: A Case Study of Kevin Gonzales, Jeong-Hee Kim, Kansas State University The Bus Ride Back: How Service-Learning Creates Alternative Spaces for Learning, Jerusha Osberg Conner, Villanova University; Ariel Presley, Villanova; Alice Lesnick, Bryn Mawr College Discussant: Meca R. Williams-Johnson, Georgia Southern University

33.023. Exploring Domain and Developmental Differences in Epistemic Cognition Using Quantitative and Qualitative Methodologies. Division C - Learning and Instruction; Symposium Hotel Monteleone, Mezzanine Level, Iberville 10:35 am to 12:05 pm Chair: Elmar Stahl, University of Freiburg Participants: Epistemic Cognition Across Age Groups and Domains, Lisa D. Bendixen, University of Nevada - Las Vegas; Laura M. Zemp, University of Nevada - Las Vegas; Jennifer Keller-Johnson, University of Northern Colorado; Denise Lynne Witons, The University of Memphis; Florian C. Feucht, University of Toledo Adolescent Epistemological Development: Domain Differences in History and Science, Barbara K. Hofer, Middlebury College; Amber Harris, Middlebury...
Comparing the Epistemic Understandings of Biology and History Students in Various Domains. Michael P. Weinstock, Ben-Gurion University of the Negev; Iris E. Tabak, Ben-Gurion University of the Negev

A Qualitative Investigation of Domain and Developmental Differences in Epistemic and Ontological Cognition. Jeffrey A. Greene, University of North Carolina; Seung Yu, University of North Carolina

Discussant: Patricia A. Alexander, University of Maryland

33.024. How to Promote Arithmetic Skills in the Early School Years. Division C - Learning and Instruction; Paper Session
Hotel Monteleone, Mezzanine Level, Orleans
10:35 am to 12:05 pm
Chair: Lucia M. Flevares, The Ohio State University

Participants:
Cognitive Processes That Mediate the Relationship Between Working Memory and Children’s Arithmetic Calculation. Derek H. Berg, Queen’s University
Developing a Concept of Place Value: Changes in Children’s Multi-Digit Number Representations and Arithmetic Strategies. John Jirair Jabagchourian, San Jose State University; Yukari Okamoto, University of California - Santa Barbara
Fostering First-Graders’ Fluency With Basic Addition Combinations. Yukari Okamoto, University of California - Santa Barbara

Discussant: Annette Langer, University of Illinois

33.025. Navigating and Searching in Hypertext Environments. Division C - Learning and Instruction; Paper Session
Hotel Monteleone, Mezzanine Level, Orleans
10:35 am to 12:05 pm
Chair: Karen P. Swan, University of Illinois - Springfield

Participants:
Open Web Searching and Learning: How Well Do 12 Adolescents Solve Health-Related Problems Online? Paul Morsink, Michigan State University; Jinjie Zheng, Utah State University; Douglas K. Hartman, Michigan State University
Hypertext Navigation in a Design-Based Physics Curriculum. Sarah Sullivan, University of Wisconsin - Madison; Sadhana Pantumhekar, University of Wisconsin

Discussant: Michael J. Jacobson, The University of Sydney

33.026. Visualization, Simulations, and Modeling in Science Teaching and Learning. Division C - Learning and Instruction; Cosponsored by SIG-Science Teaching and Learning, SIG-Instructional Technology; Paper Session
New Orleans Marriott, Second Level, La Galerie 3
10:35 am to 12:05 pm
Chair: Lisa Finkel, Portland State University

Participants:
Enhance Chemistry Learning With Visualizations: Drawing, Selection, or Critique? Zhihui Zhang, University of California - Berkeley
Developing Narrative Scaffolds for Use Within Multimedia Chemistry Simulations: Challenges and Possibilities. Catherine E. Milne, New York University; Jan L. Plass, New York University; Bruce Douglas Homer, The Graduate Center - CUNY; Ruth N. Schwartz, New York University; Trace Jordan, New York University; Mahina Khan, New York University; Dixie Ching, New York University; Yoo Kyung Chang, New York University
Modeling-Based Curriculum and Instruction in the Undergraduate Classroom: Engagement of Students as Communities of Scientists. Sarah Jean Adham, University of Wisconsin - Madison; Sara Bonomna-Gearhart, University of Kentucky; David Little, University of Kentucky; Andrew Bonomna-Gearhart, University of Kentucky
Visualizing Energy Transformation at the Molecular Level: Promoting Middle School Students’ Understanding of Energy in Photosynthesis. Khyran (Kelly) Ryoo, University of California - Berkeley; Marcia Linn, University of California - Berkeley

33.027. Cognition and Assessment. Division D - Measurement and Research Methodology; Paper Session
Doubletree, Second Level, Rosedown B
10:35 am to 12:05 pm
Chair: Andre A. Rupp, University of Maryland

Participants:
A Systematic Review of Cognitive Diagnostic Assessment and Modeling Through Concept Mapping. Jingshun Zhang, OISE/University of Toronto; Eunice Eunhee Jang, University of Toronto; Saad Chaahine, University of Toronto
Dimensionality Analysis of Cognitively Based Assessment of, for, and as Learning (CBAL) Grade 8 Writing Tests. Jiabin Fu, ETS; Harwook Yoo, University of Massachusetts - Amherst; Paul Deane, ETS
Item Fit Analysis for Determinative Input, Noisy-And (DNA) Model. Chun Wang, University of Illinois - Urbana-Champaign; Zhao Shu, University of North Carolina - Greensboro; Hua-Hua Chang, University of Illinois - Urbana-Champaign
Measuring Geometric Measurement Ability and Misconception With a Single Scale. Jessica Masters, Boston College; Lauren Chapman, Boston College

Discussant: Joanna Sandra Gorin, Arizona State University

33.028. Construct-Irrelevant Sources Affecting Reading Assessments of Students With Disabilities. Division D - Measurement and Research Methodology; Structured Poster Session
New Orleans Marriott, Third Level, Mardi Gras Salon FGH
10:35 am to 12:05 pm
Chair: Martha L. Thurlow, University of Minnesota

Participants:
1. Discriminant Analysis Approaches in Determining Construct-Irrelevant Sources. Jamal Abedi, University of California - Davis; Thomas Shirley, University of California - Davis
2. The Role of Cognitive Features in Reading Assessments for Students With Disabilities. Jenny C. Kao, Teachers College, Columbia University
3. Differential Item Functioning (DIF) Approaches in Determining Construct-Irrelevant Sources. Seth Leon, University of California - Los Angeles
4. The Role of Linguistic and Textual Features. Robert Bayley, University of California - Davis; Kimberly Mundhenk, University of California - Davis
5. Standardized Assessment Accommodations Used Across the Nation for Students With Disabilities. Nancy A. Evers, University of California - Davis

Discussant: Martha L. Thurlow, University of Minnesota

33.029. Measurement of Teacher Characteristics. Division D - Measurement and Research Methodology; Paper Session
Doubletree, 16th Level, Crescent Ballroom
10:35 am to 12:05 pm
Chair: Jose Felipe Martinez, University of California - Los Angeles

Participants:
Development and Psychometric Properties of the Online Teaching Self-Efficacy Inventory. Kevin Patrick Gosselin, University of Texas - Tyler
Development of a Measure of Attributes of Successful K-16 Learning Communities. Charles E. Martin, Georgia College & State University
Elementary Teachers’ Knowledge and Self-Efficacy for Measurement Concepts. Brian F. French, Washington State University; Chad M. Gotch, Washington State University
Using Delphi Methodology to Design Assessments of Teachers’ Pedagogical Content Knowledge. Aguida G. Manizade, Radford University; Margie Mason, College of William and Mary

Discussant: Drew H. Gitomer, ETS
33.030. Diversity Matters: Perspectives on Closing the Achievement Gap.
Division E - Counseling and Human Development; Symposium
Astor Crowne Plaza, Second Level Mezzanine, Bourbon
10:35 am to 12:05 pm
Chair: Carol A. Dahir, New York Institute of Technology
Participants:
- School Counselors’ Perceptions of Asian Indian Students. Sejal Parikh, University of North Florida
- Dreams of Success: The Academic Motivations of African American Secondary Students in Urban Schools. Christopher A. Janson, University of North Florida
High Ability as a Diversity Issue: Perspectives of School Counselors on Acceleration. Tarrell Awe Agahe Portman, University of Iowa
Increasing Cultural Competence to Support Diverse Student Populations. Carol A. Dahir, New York Institute of Technology; Carolyn B. Stone, University of North Florida

33.031. Reconsidering Historical Narratives and Educational Logics. Division F - History and Historiography; Paper Session
JW Marriott, Third Level, Ile de France II
10:35 am to 12:05 pm
Chair: Caroline M. Eick, Mount Saint Mary’s University
Participants:
- Reconciling Fact and Truth: Collective Memory and the Construction of the Gibbs School Founding Narrative. Linda Mizell, University of Colorado - Boulder
- Using Policy Genealogy to Understand Contemporary Political Discourse and Stakeholder Decision Making. Mark A. Gooden, University of Texas - Austin; Katherine Camins Mansfield, University of Texas - Austin; Mariah D. Wade, University of Texas - Austin
- The Penetration of Technocratic Logic into the Educational Field: Rationalizing Schooling From the Progressives to the Present. Jit Miehta, Harvard University
Discussant: Linda M. Eisenmann, Wheaton College

New Orleans Marriott, Second Level, La Galerie 4
10:35 am to 12:05 pm
Chair: Marta P. Balodan, Loyola Marymount University
Participants:
- Segregating Mobilities and the Politics of Educational Disappearance: Segregation Across Race and Disability. Jan K. Nespor, The Ohio State University; David Hicks, Virginia Polytechnic Institute and State University
- Forced to Choose: School Choice, Equity, and the Spatial Production of Exclusion. Christina Convertino, The University of Arizona
- Toward a Theory of Integrateable Schools: City Parents and School Choice. David E. Kirkland, New York University
- “Hella Ghettos!”: Constructions of the Ghetto Space, Subject, and School in Youth Discourse. Kenzo K. Sung, University of California - Berkeley

33.033. From the Local to the Global: Language and Multiliteracies Within Latino Families and Schools. Division G - Social Context of Education; Symposium
New Orleans Marriott, Second Level, La Galerie 6
10:35 am to 12:05 pm
Chair: Regina Cortina, Teachers College, Columbia University
Participants:
- New Evidence on the Value of Dual Language Programs: The Case of Northern Manhattan Schools. Regina Cortina, Teachers College, Columbia University
- Language, Identity, and Immigrant Integration: The Experiences of Latin American Immigrants in a New York City-Based English Literacy and Civics Education Program. Dina A. Lopez, Teachers College, Columbia University
- So Close Yet So Far: Home and School Education of Latino Transnational Families of Diverse Social Class. Catalina Crespo, University at Buffalo - SUNY
- Spelling it Out: The New York State Spanish Spelling Bee and Transnational Literacy Practices. Carmina Makar, Teachers College

Discussion:
- Patricia C. Gandara, University of California - Los Angeles
- Norma E. Gonzalez, The University of Arizona
- Arie J. van der Ploeg, Learning Points Associates

New Orleans Marriott, Second Level, Preservation Hall Studio 10
10:35 am to 12:05 pm
Chair: Norma E. Gonzalez, The University of Arizona
Participants:
- False Oppositions and Shared Language Ideologies in the Bilingual Education Policy Debate. Nelson Flores, The Graduate Center - CUNY
- Disciplinary and Disciplining Schoolwork: Educational Transitions in an Urban, Multilingual Classroom. Jorge L. Sois, University of California - Santa Cruz
- “All That We’ve Suffered and All That We’ve Gained Would Be Lost” If He Forgets His English: Language Ideologies in Mixed-Status Mexican Families. Ariana Manguel Figueroa, Rutgers University

Discussion:
- Norma E. Gonzalez, The University of Arizona

33.035. Addressing Data Quality Challenges in Classroom Value-Added Models. Division H - Research, Evaluation and Assessment in Schools; Symposium
Doubletree, Second Level, Rosedown A
10:35 am to 12:05 pm
Chair: Arie J. Van der Ploeg, Learning Point Associates
Participants:
- Student-Teacher Assignment in K-8 Schools: Implications for Classroom Value-Added Productivity Measures. Sara Kraemer, University of Wisconsin - Madison; Robert H. Meyer, University of Wisconsin - Madison
- Data Quality and the Demands of a New Policy Agenda. Christopher A. Thorn, University of Wisconsin - Madison

Discussion:
- Derek S. Mitchell, Partners In School Innovation

Doubletree, Second Level, Woodrow A
10:35 am to 12:05 pm
Chair: Shalpur Mokarvesi, Montgomery County Public Schools - MD
Participants:
- David M. Fetterman, Fetterman and Associates
- Paul Favaro, Peel District School Board
- Sambul Malik, University of Ottawa

Discussant:
- Joseph McCrary, WestEd

33.037. Classroom Experiences and Self-Reported Gains of College. Division J - Postsecondary Education; Paper Session
JW Marriott, Third Level, Maurepas
10:35 am to 12:05 pm
Chair: Laura Reynolds-Keefer, University of Michigan - Dearborn
Participants:
- Student Engagement and the College Experience in Hospitality Management. Michael L. Wray, Metropolitan State College of Denver; Jeffrey Miller, Colorado State University; Ellen A. Stevens, University of Colorado - Denver; John Diemhart, Metropolitan State College of Denver
- Inflated Expectations: An Empirical Study on College Students’ Academic...
Entitlement Beliefs. Shane T. Warren, Mississippi State University; Anastasia D. Elder, Mississippi State University
How Undergraduates Are Affected by Participation in Demonstrations. J. Patrick Biddle, Valdosta State University; Kristina M. Cragg, Valdosta State University

Now What? The Impact of a Course on Vocational Discovery on Postsecondary Students' Capacity to Envision the Authentic Life. Lindsay Oishi; Matthew J. Bundick, The Pennsylvania State University; Dave J. Evans, Stanford University

Do Virtual Students Dream of Electric Professors? Student Experiences With Online Learning. Claire Howell Major; The University of Alabama; Stephanie J. Blackmon, The University of Alabama

Discussant: Phillips George, Jackson State University

33.038. College Classrooms, Teaching, and Student Engagement. Division J - Postsecondary Education; Paper Session
JW Marriott, Third Level, Conde
10:35 am to 12:05 pm

Chair: Shannon M. Calderone, University of California - Los Angeles
Participants:
Faculty Social Origins, Productivity, and Institutional Type: Reexamining Historical Data. Jan Vander Putten, University of Arkansas - Little Rock
Silence in the Classroom: A Strategic Choice? Yuan Zhang, Syracuse University
Social Norms and Their Relationship to Undergraduate Teaching. Craig D. Anderson, University of Wisconsin - Madison; Matthew Tadashi Hora, University of Wisconsin - Madison; Joseph J. Ferrare, University of Wisconsin - Madison
Understanding Evidence-Based Improvement in Higher Education: The Case of Student Engagement. Alexander C. McCormick, Indiana University - Bloomington; Jillian L. Kinzie, Indiana University; Ali Korkmaz, Indiana University - Bloomington

Discussant: Jeffery P. Bieber, University of Kentucky

33.039. Division J Graduate Student Session: Funding for Research. Division J - Postsecondary Education; Invited Session
JW Marriott, Third Level, Ile de France I
10:35 am to 12:05 pm

Chairs:
Lauren Theresa Schudde, University of Wisconsin - Madison
Bryan Gopad, OISE/University of Toronto

Participants:
Stephen L. DesJardins, University of Michigan
Sarah Goldrick-Rab, University of Wisconsin - Madison
Frankie Santos Lauman, Iowa State University
William G. Tierney, University of Southern California

33.040. Appraising Teacher Education Reform: Through the Eyes of Teacher Education Database. Division K - Teaching and Teacher Education; Invited Session
New Orleans Marriott, Second Level, Preservation Hall Studio 4
10:35 am to 12:05 pm

Chair: Sharon S. Chen, Planada School District

Participants:
Teacher Education Reform: For the Better or for the Worse. Sharon S. Chen, Planada School District
On the Success of Failure: Examining the Failing Promises of Market-Driven Teacher Education Reform. Jai-Li Huang, National Taiwan Normal University; Li-yan Wang, National Taiwan Normal University
An Inquiry Into the Teaching Motivations and Graduate Destination of Teacher Candidates in Taiwan. Ping-Huang Chang, National Kaohsiung Normal University
A Study on the Perceptions of Teaching Abilities of Teachers From Different Channels of Teacher Education in Taiwan. Jai-Li Huang, National Taiwan Normal University

Discussant: Ettie R. Hollins, University of Missouri - Kansas City

33.041. Examining Effective Practices That Promote Effective Mentoring and Teacher Learning. Division K - Teaching and Teacher Education; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 3
10:35 am to 12:05 pm

Chair: Mark K. Warford, Buffalo State College - SUNY
Participants:
Rethinking Preservice Teacher Mentoring: Professional Development School (PDS) or Non-PDS? Michael Koptish, University of Wisconsin - Madison; Peter Michael Miller, University of Wisconsin - Madison; Rebecca Jane Lowenhaupt, Northwestern University
Teacher Development in Independent Schools: The Gap Between Effective Professional Learning and Reality. John M. Murray, Auburn University
Examining Teacher Learning on Three Planes of Analysis. Susanna M. Steeg, Arizona State University
Exploring Preservice and Practicing Social Studies Teachers’ Concepts of Pedagogical Autonomy. Kevin W. Mouwissen, University of Rochester
Teachers’ Experiences Developing an Innovative Science Program: A Look at Self-Determined and Self-Directed Professional Growth. Essie Lom, University of New Brunswick; Karen S. Sullenger, University of New Brunswick

Discussant: Caroline Clark O’Brien, University of North Texas

33.042. Professors in Residence: A New Paradigm for Teacher Education in the 21st Century. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 7
10:35 am to 12:05 pm

Chair: Philip Emery Poekert, University of Florida
Participants:
Foundational Work: Scholarship on Professors-in-Residence. Tanetha Jamay Groiland, University of Florida; Carolyn Voncannon Spillman, University of Florida
A Look at the Role of Professor in Residence. Sylvia Boynton, University of Florida; Mogli Castaneda, University of Florida
Day In, Day Out: The Work of the Professor in Residence. Raquel Rosa Diaz, University of Florida; Philip Emery Poekert, University of Florida

Discussant: Diane Yendol-Hoppey, University of South Florida

33.043. Teacher Communities in Secondary Education: How Teachers Work and Learn Together. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, La Galerie 2
10:35 am to 12:05 pm

Chair: Nico Verloop, Leiden University
Participants:
Optimizing Communities in Teacher Education. Marjolein Dobber, Leiden University; Sanne Akkerman, Utrecht University; Nico Verloop, Leiden University; Jan D.H.M. Vermunt, Utrecht University
Community Development in School-University Partnerships. J. Beishuizen, University of Amsterdam; Rick de Graaff, Jos J. Beishuizen, University of Amsterdam; Albert Pilot, Utrecht University
Fostering Community Development of Teacher Teams. Patricia Brouwer, Utrecht University; Mike Brekelmans, Utrecht University; Lock F.M. Nieuwenhuis, IVA, University of Tilburg; Peter R. Simons, Utrecht University
Teacher Communities Across Professional Settings for Learning and Work. Wilfried Admiraal, University of Amsterdam; Sanne Akkerman, Utrecht University; Ditte Lockhorst, Oberon Utrecht

Discussant: Judith Warren Little, University of California - Berkeley

33.044. The Role of School/University Partnerships in Enhancing Teacher Educator and Preservice Teacher Learning. Division K - Teaching and Teacher Education; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 8
10:35 am to 12:05 pm

Chair: Sherryl B. Graves, Hunter College - CUNY
Participants:
A Framework for Educational Equity: Reconceptualizing Effectiveness in Teacher Preparation. Maria de Carmen Salazar, University of Denver; Jill Harvieux Palmer, Denver Public Schools; Susan Korach, University of Denver
Aspects of School-University Research Networks That Play a Role in...
Developing, Sharing, and Using Knowledge Based on Teacher Research. 
Frank Cornelissen, Eindhoven School of Education; Jacqueline Van Swet, Fontys University of Applied Sciences, Netherlands; Donnie Bejaard, Eindhoven University of Technology, Theo C.M. Bergen, Radboud University, Nijmegen

Challenge and Benefit Interaction in Urban School-University Collaboration: An Examination of School Stakeholders’ Perspectives. Jill Virginia Jeffery, New York University; Jody Nicole Polleck, Hunter College - CUNY

Navigating the Terrain of Third Space: Tensions With/In Relationships in School-University Partnerships. Susan D. Martin, Boise State University; Jennifer L. Snow, Boise State University; Cheryl A. Torrez, University of New Mexico

Discussant: Mary E. Dilworth, National Board for Professional Teaching Standards

Sheraton, Second Level, Rhythms Ballroom I
10:35 am to 12:05 pm
Chair: William A. Firestone, Rutgers University
Participants:
- Standards and Assessment: A 50-Year Perspective. David K. Cohen, University of Michigan
- Equity, Desegregation, and Resegregation: A 50-Year Perspective. Gary A. Orfield, University of California - Los Angeles
- Special Education: A 50-Year Perspective. Thomas Hecht, Harvard University
- Teacher Education: A 50-Year Perspective. Linda Darling-Hammond, Stanford University

SIG Sessions

33.046. Using Qualitative, Quantitative, and Mixed Methods in Program Assessment. SIG-Academic Audit Research in Teacher Education; Symposium
Sheraton, Fifth Level, Grand Chenier
10:35 am to 12:05 pm
Chair: Marilyn Cochran-Smith, Boston College
Participants:
- Capitalizing on Qualitative, Quantitative, and Mixed-Methods Research in Program Assessment. Sarah Enterline, Boston College
- Examining Undergraduate Teacher Candidates’ Experiences, Perceptions, and Beliefs About Teaching for Social Justice. Emile N. Mitescu Reagun, Boston College
- Uncovering Troubling Issues of Institutionalized Racism and Linguicism in Teacher Preparation and Beyond. Kara Mitchell, University of Colorado - Denver
- Using Qualitative and Quantitative Methods to Assess Learning Outcomes in a Social Justice-Oriented Teacher Education Program. Ann Marie Gleeson, Boston College

Discussant: Ana Maria Villegas, Montclair State University

Doubletree, Second Level, Shadows
10:35 am to 12:05 pm
Chair: Margaret M. Riel, Pepperdine University
Participants:
- Meta-Analysis of the Outcomes of Action Research. Margaret M. Riel, Pepperdine University; Jack Whitehead, Liverpool Hope University
- The Art of Possibility: Creating More Successful Learners. Anne Smith, Arapahoe High School
- Development On-Demand: Media and Harmony in Corporate Education. Jason N. Melillo, Pepperdine University
- Building Thriving Communities of Practice With Social Learning Technologies. Dan Wood, Intuit

Discussant: Jack Whitehead, Liverpool Hope University

33.048. Computing What the Eye Cannot See: Educational Data Mining, Learning Analytics, and Computational Techniques for Detecting and Evaluating Patterns in Learning. SIG-Advanced Technologies for Learning; Symposium
Astor Crowne Plaza, Second Level Mezzanine, St. Louis
10:35 am to 12:05 pm
Chair: Paulo Blikstein, Stanford University
Participants:
- Using Online Log Data to Analyze Group Learning. Spiro Maroulis, Northwestern University
- Learning Analytics: Assessing Constructionist Learning Using Machine Learning. Paolo Blikstein, Stanford University; Marcelo Worsley, Stanford University
- Clusters and Patterns of Novice Programmers. Matthew W. Berland, University of Texas - San Antonio; Taylor Martin, University of Texas - Austin

Discussant: Bruce L. Sherin, Northwestern University

33.049. Educational Neuroscience: Three Reports From Research Pioneers. SIG-Brain, Neurosciences, and Education; Invited Session
Astor Crowne Plaza, Second Level Mezzanine, Toulouse B
10:35 am to 12:05 pm
Chair: George G. Hruby, University of Kentucky
Participants:
- The View from Pittsburgh: Consolidating Progress from Neuroscience on Reading. Charles Perfetti, University of Pittsburgh
- The View From Nashville: Neuroimaging Approaches to Understanding the Emergence of Early Elementary School Math Skills. Bruce McCandliss, Sackler Institute - Weill Cornell Medical College

33.050. Programs of Study: Multiple Approaches Examining the Implementation of a Federal Policy on Career Preparation. SIG-Career and Technical Education; Symposium
Astor Crowne Plaza, Second Level Mezzanine, St. Ann
10:35 am to 12:05 pm
Chair: Morgan V. Lewis, Lewis Group
Participants:
- Programs of Study: Early Findings From the Student Perspective. Corinne Afield, Academy for Educational Development; Shari Bhattacharya, Academy for Educational Development
- Do Career and Technical Education Programs of Study Improve Student Achievement? An Experimental Study. Marisa E. Castellano, University of Louisville; Kirsten Ewart Sandell, University of Louisville; Laura Overman, University of Louisville
- A Longitudinal Study of the South Carolina Personal Pathways to Success Initiative. Cathy Hammond, Clemson University; Sam Drew, Clemson University; Cairen Walton, Clemson University; Julia Sharp, Clemson University; Catherine Mohley, Clemson University; Samuel C. Stringfield, University of Louisville; Natalie Kostine Stipanovic, University of Louisville

Discussant: James J. Kemple, New York University

33.051. Clearing Technology Integration Hurdles in K-12. SIG-Computer and Internet Applications in Education; Paper Session
Astor Crowne Plaza, Second Level Mezzanine, Toulouse A
10:35 am to 12:05 pm
Chair: Cassandra Schurber, University of Minnesota
Participants:
- An Ecological Case Study of Two Middle Schools’ Technology Integration. Michelle Fults Read, University of Texas - Austin; Sara Jolly Jones, University of Texas - Austin; Joan E. Hughes, University of Texas - Austin; Gloria Gonzalez Dholakia, University of Texas - Austin
- Distributed Leadership and Student Use of Computer Technology in Support of Their In-School Learning: Investigating the Connections. Bruce L. Shepard,
33.052. Cutting the Diversity Cake With Critical Race Theory Insight: Three Perspectives on the Role of Diversity in Higher Education. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium New Orleans Marriott, Second Level, Preservation Hall Studio 6

10:35 am to 12:05 pm

Chair: Mark Giles, Miami University

Participants:
- Cutting the Diversity Cake With Critical Race Theory Insight: Three Perspectives on the Role of Diversity in Higher Education. Mark Giles, Miami University; Chatney Walton, University of Tennessee; Tracia Nkole Cloud, University of Tennessee; Robin L. Hughes, Indiana University - Indianapolis; Darrell Cleveland, Richard Stockton College
- Black Leadership, Black Students, Black Spirituality, and Diversity in Higher Education. Mark Giles, Miami University
- A View From the Ebony Towers. Chatney Walton, University of Tennessee

Analyzing Higher Educational Policy at Predominantly White Institutions.

33.053. Reconceptualizing Teacher Education Through Policy and Discourse. SIG-Critical Perspectives on Early Childhood Education; Paper Session

JW Marriott, Third Level, Rosalie

10:35 am to 12:05 pm

Chair: Jennifer Keys Adair, University of Texas - Austin

Participants:
- For the Public Good or Children’s Well-Being? The “New” Purpose of Early Care and Education. Abigail M. Jewkes, Hunter College - CUNY; Ruth A. Piker, California State University - Long Beach
- Post-Foundation Perspectives on Developing Leadership Within Early Childhood Education: Examining Pedagogical Strategies for Resistance and Change. Julie M. Nicholson, Mills College; Linda R. Kroll, Mills College; Lea Austin, Mills College
- The Genealogy of Discourses in Early Childhood Education and the Reimagination for the Public Good. Kyungwha Lee, University of Georgia; Joeeun Oh, University of Georgia; Eun-Ae Son, University of Georgia
- The Sexualization of Children in Contemporary Media: Tolerance and Intolerance. Susan J. Griëshaber, Queensland University of Technology
- “I Never Realized...”: Confronting Issues of Race and Racism With Early Childhood Education Majors. Christy Terrell-Corbin, University of Maryland - College Park; Meryl Yoches, University of Maryland - College Park; Jeanne Gablrecht, University of Maryland
- “It Was Never Really Talked About”: A Qualitative Inquiry Into Understanding Early Childhood Teachers’ Preparation and Classroom Practices With Children From Culturally Diverse Backgrounds. Victoria Lynn Kintner-Duffy, University of North Carolina - Greensboro; Catherine Scott-Little, University of North Carolina - Greensboro; Rosemarie Vandell, North Carolina Agricultural and Technical State University

Discussant: Jennifer Keys Adair, University of Texas - Austin

33.054. (De)constructing Disability and Desire in Text and Curriculum. SIG-Disability Studies in Education; Paper Session

Sheraton, Fourth Level, Galleri

10:35 am to 12:05 pm

Chairs:
- Philip M. Ferguson, Chapman University
- Linda P. Ware, SUNY - College at Geneseo

Participants:
- Deconstructing Images of Disabilities in Children’s Literature. Donna Sayers Adomut, Indiana University
- Enabling Sexual Subjects: Desire, Disability, and Deviance in the Sexuality Curriculum. Nirmala Erelles, The University of Alabama
- Family Portraits: Past and Present Representations of Parents in Special Education Text Books. Philip M. Ferguson, Chapman University; Dianne L. Ferguson, Chapman University
- Xenocide and the Speed of Dark: Medical and Social Models of Disability. Katrina Arndt, Saint John Fisher College

Discussant: Beth A. Ferri, Syracuse University

33.055. Experimental and Quasi-Experimental Designs. SIG-Educational Statisticians; Paper Session

Hotel Monteleone, Mezzanine Level, Bonnet Carre

10:35 am to 12:05 pm

Chair: Haiyan Bai, University of Central Florida

Participants:
- Dual Matching on Hierarchically Structured Data: A Simulation Study. Qiu Wang, Purdue University; Richard T. Houang, Michigan State University; Kimberly S. Maier, Michigan State University
- Investigating the Accuracy of Three Estimation Methods for Regression Discontinuity Design. Shayan Sun, University of Cincinnati; Wei Pan, University of Cincinnati
- Repercussions for Covariate Selection Procedures and Missing Data Handling Mechanisms With Missing Covariate Data. Christopher M. Swoboda, University of Wisconsin - Madison; Amy K. Atwood, University of Wisconsin - Madison; Ronald C. Serlin, University of Wisconsin - Madison
- Screening Tests for Determining Group Equivalence: Limitations and Alternatives. Amy K. Atwood, University of Wisconsin - Madison; Sara T. Kover, University of Wisconsin - Madison; Ronald C. Serlin, University of Wisconsin - Madison
- The Selection of Covariates Under Realistic, Less-Than-Ideal Conditions. Amy K. Atwood, University of Wisconsin - Madison; Christopher M. Swoboda, University of Wisconsin - Madison; Ronald C. Serlin, University of Wisconsin - Madison

Discussant: T. Mark Beasley, The University of Alabama - Birmingham

33.056. Engaging the Public in Literacy Education: Examining Partnerships Between Teachers and Communities. SIG-Family, School, Community Partnerships; Symposium

Sheraton, Second Level, Rhythms Ballroom II

10:35 am to 12:05 pm

Chair: Megan Madigan Peercy, University of Maryland

Participants:
- Learning From Each Other: Communities of Practice Interact to Support English Language Learner Literacy. Megan Madigan Peercy, University of Maryland; Melissa E. Martin-Beltran, University of Maryland - College Park; Shannon Daniel, University of Maryland
- Supporting Family Literacy: Possibilities for Educators Across Time. Catherine E. Compton-Lilly, University of Wisconsin - Madison
- Beginning Teachers’ Visions of Working With Culturally Diverse Families. Jennifer Danridge Turner, University of Maryland - College Park
- Engaging in Teacher Research to Develop Closer Home-School Partnerships in Secondary Schools. Margo Elisabeth Dellicarpini, Lehman College - CUNY

Discussant: Flora Y. Rodriguez-Brown, University of Illinois - Chicago

33.057. The Futures Project: Understanding the Longitudinal Impact of Engaging Urban Youth as Critical Researchers. SIG-Grassroots Community & Youth Organizing for Education Reform; Symposium

Sheraton, Fourth Level, Oak Alley

10:35 am to 12:05 pm

Chair: Jean Y. Wing, Oakland Unified School District

Participants:
- Futures Revisited: Critical Research as a Means of Collective and Individual Empowerment for Urban Youth. Anthony Collatos, Pepperdine University
- Balancing Critical Consciousness and Social Reality: Maintaining Aspirations After High School. Eduardo Choca, University of California - Los Angeles,
Rigo Quintana, Institute for Democracy, Education, and Access; Nallely Gutierrez, League of United Latin American Citizens

Futures as a Navigational Tool Through the Undocumented Pipeline. Alejandro Nano, University of California - Los Angeles; Mayneth Hernandez, University of California - Los Angeles

“I Don’t Want to Become Another Statistic”: The Pursuit of Undergraduate! Graduate School for Community Empowerment. Ebony Chehvee Cain, University of California - Los Angeles; Veronica Casillas, California State University - Northridge; Tanea Chanelle McNeal, University of California - Los Angeles

33.058. Informal Learning and Sociable Media in Children’s Culture. SIG- Informal Learning Environments Research; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 5 10:35 am to 12:05 pm
Chair: Megan Bole, University of Toronto
Participants:
The Young Child as Hacker: Millennials in Sociable Media. Jason D. Nolan, Ryerson University
Learning in Liminal Spaces: Qualitative Inquiry Into Experiences of Digital Natives. Jakari Seho, York University
Do It Yourself as Inclusive Social Technology for Young Children. Alison L. Gaston, Ryerson University, Canada
Privacy, Autonomy, and Commodification in Social Media for Young Children. Alex Bal, Ryerson University
Engaging the Youngest Museum Visitors: Virtual Art Learning Environments. Angela L. Eckhoff, Clemson University
Kindergarten Students’ Everyday Science Experiences and Their Conceptions of Science: Two Case Studies. Tiffany R. Lee, University of Washington

33.059. How Design Patterns Address Three Pressing Challenges in Large-Scale Assessment. SIG-Large Scale Assessment; Symposium
Sheraton, Fifth Level, Grand Couteau 10:35 am to 12:05 pm
Chair: Geneva D. Haertel, SRI International
Participants:
The Critical Role of Design Patterns in Large-Scale Assessment. Robert J. Moleyey, ETS; Geneva D. Haertel, SRI International
Design Patterns to Support Storyboards and Scenario-Based, Innovative Item Types. Eric B. Snow, SRI International; Dennis Felixson, Pearson; Paul D. Nichols, Pearson; Mengyu Feng, Worcester Polytechnic Institute
How Design Patterns Integrate Universal Design for Learning (UDL) Into Assessments for Students With Disabilities. Elizabeth Murray, Center for Applied Special Technology; Renee Cameto, SRI International
Design Patterns Based on a Cognitive Perspective on Learning. Louise G. Tarwell, SRI International
Discussant: Irwin R. Katz, ETS

33.060. Learning Sciences Perspectives on Math and Science. SIG-Learning Sciences; Paper Session
New Orleans Marriott, Third Level, Mardi Gras Salon B 10:35 am to 12:05 pm
Chair: Vanessa Suihla, University of California - Berkeley
Participants:
Examining Changes in Students’ Coordination of Verbal and Pictorial Chemical Representations in Response to Instruction. Lama Ziad Jaber, University of Maryland - College Park; Jason C. Yip, University of Maryland - College Park; Mike Steff, University of Illinois - Chicago
Training Selective Strategy Use for Spatial Problem Solving in Science. Mike Steff, University of Illinois - Chicago; Bonnie L. Dixon, University of Maryland - College Park; Minjung Ryu, University of Maryland - College Park; Bryna Clover, University of Maryland - College Park; Mary Hogarty, University of California - Santa Barbara
The Interactional Role of Kindergarten and First-Grade Students’ Representational Practices in Science Class. Joshua Adam Danish, Indiana University; David Phelps, Indiana University
Robotics and Engineering for Middle and High School Students to Develop Computational Thinking. Shuchi Grover, Stanford University
Hooks and Shifts in Instrumented Mathematics Learning. Jose Francisco Gutierrez, University of California - Berkeley; Rosa G. Lee, University of California - Santa Cruz; Dragan Trunic, University of California - Berkeley; Dor Abrahamson, University of California - Berkeley
Discussant: Vanessa Suihla, University of California - Berkeley

33.061. A Holistic Examination Across the Teaching Continuum: Five Studies About Teachers, Teaching, and Teacher Learning. SIG-Lives of Teachers; Symposium
New Orleans Marriott, Second Level, La Galerie 10:35 am to 12:05 pm
Chair: Brad Olsen, University of California - Santa Cruz
Participants:
Recruiting Math Teachers for “High-Need” Schools. Dena Marie Sexton, University of California - Santa Cruz
Ontogenesis: What Teacher Preparation Can Learn From the Innate Human Nature of Teaching. Kip T. Telles, University of California - Santa Cruz
Change(d) Agents: New Teachers of Color in a Double Bind in High-Need Schools. Betty Achinstein, University of California - Santa Cruz; Rodney T. Ogawa, University of California - Santa Cruz
The Complexity of Teaching, and How That Affects Teachers’ Lives and Work. Brad Olsen, University of California - Santa Cruz
New Traditions for Teacher Formation: Lessons From Social Justice Professional Development Schools. Ronald D. Glass, University of California - Santa Cruz; Pia I. Wong, California State University - Sacramento
Discussant: Luis Alberto Huerta, Teachers College, Columbia University

33.062. From Kindergarten to College: Studies of Elementary and Secondary School Achievement Growth and Postsecondary School Outcomes. SIG-Longitudinal Studies; Paper Session
Sheraton, Eighth Level, Salon 816 10:35 am to 12:05 pm
Chair: Peter H. Siegel, RTI International
Participants:
An Application of Convention Growth Curve Model and Growth Mixture Model to the Early Childhood Longitudinal Study (ECLS-K) Data. Ji Lu, University of Wisconsin
A Hierarchical Examination of the Immigrant Achievement Gap: The Additional Explanatory Power of Nationality and Educational Selectivity Over Traditional Explorations of Race and Socioeconomic Status. Kathryn Simms, Old Dominion University
Thinking Longitudinally: Participation and Completion of Postsecondary Education. Kathleen S. Brown, University of Missouri - St. Louis; David A. Small, Illinois Education Research Council; Eric J. Lichtenberger, Southern Illinois University - Edwardsville
Discussant: Jerry West, Mathematica Policy Research, Inc

33.063. Mentoring At-Risk Youth. SIG-Mentorship and Mentoring Practices; Paper Session
Sheraton, Eighth Level, Salon 820 10:35 am to 12:05 pm
Chair: Colette E. Patt, University of California - Berkeley
Participants:
Mentoring At-Risk High School Students Using Goal Achievement Motivational Theory and Preservice University Students. Beth Boz, Texas State University - San Marcos
Mentoring in the Lives of Sexual Minority Youth. Dominique E. Johnson, Ramapo College of New Jersey; Billie Giaco, University of Massachusetts - Boston
Preservice Teachers’ Perceptions About Mentoring At-Risk Adolescents: Initiating Opportunities to Enhance Pedagogical Knowledge. Ruben Garza, Texas State University - San Marcos
Successful Teacher-as-a-Youth-Mentor Programs: A Cross-Cultural Case
33.064. Narrative Research SIG Session: Moving Into the Academy: Using Narrative to Examine Experiences of Marginalization. SIG-Narrative Research; Paper Session
Doubletree, Second Level, Nottoway
10:35 am to 12:05 pm
Chair:
Samer Seiki, University of California - Davis
Participants:
Stories From the Margins: Narratives of Homeless Youth. Jarrett Gupton, University of Minnesota
Possibilities of Curricular Contextual Crossings for Improving Marginalized Students’ School Lives. Candace M. Schlein, University of Missouri - Kansas City; Barbara Gari, SUNY - College at Oswego
Whose Narrative Is This? Tensions Surrounding the Validity of the Student Voice in Elementary School. Jill Michelle Manning, Los Angeles Unified School District, California
“Diversity” or Social Justice: Implications for Centering the Work of Social Justice in Higher Education. Kirsten T. Edwards, Louisiana State University; Alicia D. Nance, Louisiana State University; Jennifer Loftin, Louisiana State University; Kyle N. Boone, Louisiana State University; Shaina Risser, Louisiana State University; YahrNahKeShah Smith Smith, Louisiana State University
Finding our Way: Narrative Journeys of Doctoral Students. Rhonda Suzanne Filipan, Kent State University; Sandra M.D. Jack-Mall, University of Alberta; Gayle Curtis, Houston Independent School District, Texas; Lynnette Drwedger-Emms, University of Saskatchewan; Della R. Leavitt, University of Illinois - Chicago; Jennifer C. Nelson, University of Nebraska - Lincoln; Donna J. Reid, University of Houston; Samer Seiki, University of California - Davis
Discusants:
Stefinee E. Finnegan, Brigham Young University
Mary Lynn Hamilton, The University of Kansas

33.065. Critical Perspectives on Spirituality, Religion, and the Black Church on Black Educational Outcomes. SIG-Research Focus on Black Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 9
10:35 am to 12:05 pm
Chair:
Roland W. Mitchell, Louisiana State University
Participants:
A New Kind of Care: Pastoral Care as Social Justice in Schools. Noelle Witherspoon Arnold, University of Missouri - Columbia
The Influence of Religiosity on an African American School Leader’s Perspective on Lesbian, Gay, Bisexual, and Transgendered Students. Latish Cherie Reed, University of Wisconsin - Milwaukee
Community Uplift Theory: Integrating Spirituality for Educational Leadership in Urban Schools. Carol Raphael McCray, Fordham University; Floyd D. Beachum, Lehigh University
Discusants:
Roland W. Mitchell, Louisiana State University

33.066. Diversity and Bias. SIG-Science Teaching and Learning; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 2
10:35 am to 12:05 pm
Chair:
Xiufeng Liu, University at Buffalo - SUNY
Participants:
A Theoretical Framework for Critical and Epammacial Science and Technology Education. John Lawrence Benze, OISE/University of Toronto; Steve J. Allep, York University; Erin Sperling, OISE/University of Toronto
Argumentation in a Public School’s Single-Sex Science Classes: Unequal Learning Experiences. Howard M. Gasser, Bryn Mawr College
Falsehoods and Fallacies: Differences in Middle School Science Achievement.

33.067. The Process of Becoming a Teacher Educator. SIG-Self-Study of Teacher Education Practices; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 1
10:35 am to 12:05 pm
Chair:
Anastasia P. Samaras, George Mason University
Participants:
Transitioning From Graduate Student to Teacher Educator: Fostering Professional Preparedness Within a Collaborative Learning Community. Lydia Momena, OISE/University of Toronto; Angela Macdonald, OISE/University of Toronto; Jageet Kaur Gill, OISE/University of Toronto; Clare Kosnik, University of Toronto
On the Affective Challenges of Developing a Pedagogy of Teacher Education. Jason K. Ritter, Duquesne University
Critical Moments in Negotiating Authority: Perspectives of Two Teacher Educators. Nathan D. Brubaker, James Madison University; Thomas A. Grigg, University of Northern Colorado
The Quest for Professional Identity: Collaborative Self-Study as a Context for Sensemaking for Beginning Teacher Educators. Ellen Bullock, Towson University; Kami M. Patrizio, Towson University
Discusants:
Linda M. Fitzgerald, University of Northern Iowa

33.068. Disproportionate Representation in Special Education. SIG-Special Education Research; Paper Session
Sheraton, Fourth Level, Southdown
10:35 am to 12:05 pm
Chair:
Delak K. Singh, Eastern Connecticut State University
Participants:
Racial Disparities in Early Childhood Special Education. Amanda L. Sullivan, Arizona State University; Miranda Kucera, Arizona State University
Barriers to the Identification of Gifted Children From Economically Disadvantaged and Limited English-Proficient Backgrounds. Thomas Gerald Ryan, Nipissing University
Delayed Special Education Placement for Learning Disability Among Children of Immigrants. Jacob Hibel, Purdue University; Andreza J. Jasper, Purdue University

33.069. Perspectives on Teacher Education for Students with Special Needs. SIG-Special Education Research; Paper Session
Sheraton, Fourth Level, Bayside B
10:35 am to 12:05 pm
Chair:
Paul L. Morgan, The Pennsylvania State University
Participants:
Perceptions of Disability and Special Education From a Special School and Teacher Training College in Rural Tanzania. Yvonne Nguyen Bui, University of San Francisco
Perspectives of Preservice Teachers on Inclusion of Children With Developmental Disabilities: A Mixed-Methods Study. Nancy L. Hutchinson, Queen’s University; Patricia Mynn, Queen’s University; Michelle Villeneuve, Queen’s University; Suzanne Armer, Queen’s University; Jenn Dods, Queen’s University; CJ Dalton, Queen’s University; Angela Pyle, Queen’s University
Perspectives on Building and Maintaining a Career in Higher Education: Special
33.070. Teacher Research: Interrogating Inquiry and “Best Practices” in K-12 Settings, SIG-Teacher as Researcher; Paper Session
New Orleans Marriott, Third Level, Mardi Gras Salon C
10:35 am to 12:05 pm
Chair: Nathaniel Uriah Weber, University of Texas - Austin
Participants:
Neal Strudler, University of Nevada - Las Vegas

33.071. Using Questioning and Discussion to Uncover and Advance Students’ Historical Thinking, SIG-Teaching History Co-sponsored by Division C - Learning and Instruction; Paper Session
JW Marriott, Third Level, St. Jerome
10:35 am to 12:05 pm
Chair: Simone Schweber, University of Wisconsin - Madison
Participants:
Mindy L. Crain-Dorough, Southeastern Louisiana University
Joseph L. Polman, University of Missouri - St. Louis
Bernadette Van Hout-Wolters, University of Amsterdam

33.072. Larger Scale Studies of Technology in K-12 and Postsecondary Education, SIG-Technology as an Agent of Change in Teaching and Learning; Paper Session
New Orleans Marriott, Third Level, Mardi Gras Salon A
10:35 am to 12:05 pm
Chair: Debra R. Sprague, George Mason University
Participants:
\[\text{Participants details...}\]

Division and SIG Roundtables

33.073. Academy for Teacher Excellence: Impacting Teachers’ Lives Through Communities of Practice; Roundtable Session
New Orleans Marriott, Fourth Level, Balcony K
10:35 am to 12:05 pm
Chair: Belinda Bustos Flores, University of Texas - San Antonio
Participants: (details)

33.074. Roundtable Session 14; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm
Chair: Julie C. Cwicli, University of Southern Mississippi - Gulf Coast
Participants: (details)
33.074-4. Music Education SIG Roundtable. SIG-Music Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm
Chair: William I. Bauer, Case Western Reserve University
Participants:
The Gap Between What You Know and What You Think You Know. Jinyoung Kim, College of Staten Island - CUNY; Seung Yeon Lee, Ewha Womans University; Sahyun Kwon, Ewha Womans University; Seonmi Park, Hyejeon college
Expanding Musical Identities for Music Educators: The Perspectives of Music Educators With Nontraditional Backgrounds. Rhoda J. Bernard, Boston Conservatory
Traditional and Nontraditional Values and Expectations in Music Education: Evolving Perceptions of Importance. Joshua Alexander Russell, University of Hartford; Dale Misenhelter, University of Arkansas
An Examination of Principals’ and Entry-Year Music Teachers’ Perceived Interactions. Scott Nathan Edgar, University of Michigan

33.074-5. Emancipation and Classroom Practices in Rancière, Deleuze, and Freire. SIG-Philosophical Studies in Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm
Chair: Kathryn A. Hyten, Southern Illinois University
Participants:
Jacques Rancière: Education, Truth, Emancipation. Charles Bingham, Simon Fraser University; Gert J.B. Biesta, University of Stirling
Problem to Be Solved or Opinion of an Intellect? Freire and Rancière Discuss Emancipatory Education. Sarah Jane Galloway, Stirling Institute of Education
Mapping Subjectivity Across the Classroom: Deleuzian Perspectives on Individuation and Becoming. Elizabeth De Freitas, Adelphi University

33.074-6. The Innovative Use of Case Studies to Examine Recent Changes in Public Education. SIG-Sociology of Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm
Chair: Brian V. Carolan, Montclair State University
Participants:
Class, Race, and Migration to Educational Opportunity in South Africa’s First Decade of Transition. Lori Diana Hill, University of Michigan
Disrupting Bureaucracy and the Public Good: The Exploration of a Case Study to Renegotiate the Social Contract Between State and Citizenship. Randall P. Clements, University of Southern California
Race, Social Class, and Pedagogy: An Analysis of Differing Pedagogical Models in Two Low-Income African American Preschools. Stephanie C. Smith, Rutgers University; Alan R. Sadovnik, Rutgers University
Schools for Social Mobility: What It Takes for Kids to Succeed in High-Achieving Schools. Floyd M. Hammack, New York University

33.074-7. Partnerships for Health and Learning. SIG-Education, Health, and Human Services Linkages; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm
Chair: Sheila Rae Goodwin, Winston Salem State University
Participants:
Evaluating a Model of School-Based Services: An Interdisciplinary Community-University Collaboration. Elizabeth McKendry Anderson, Binghamton University - SUNY; Laura Brounstein, Binghamton University
Factors in Access to Education and Health Services for Children With Special Health Care Needs. Katherine T. Ratcliffe, University of Hawaii
The Impact of Partnerships Between Universities and Local Health Departments on Emergency Preparedness. Gregory C. Smothers, Jackson State University; Walter Andre Brown, Jackson State University

33.074-8. Leadership Preparation From Early Childhood to Adult Education. SIG-Leading and Teaching in Educational Leadership; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm
Chair: Matthew C. Miltiello, North Carolina State University
Participants:
An Innovative Leadership Development Program for Early Childhood Education: Creating Agents for Change. Carolyn Mcclure Elverendi, University of Denver; Wendy Bickford Allen, Clayton Early Learning
Curriculum Is Foundational for Developing Educational Leadership Programs for the Public Good. Daniel Reyes-Guerra, Florida Atlantic University; Ira E. Bogotch, Florida Atlantic University
Learning and Leading for Growth: Preparing Leaders to Support Adult Development in Our Schools. Eleanor E. Drago-Severson, Teachers College, Columbia University; Jessica Blum, Teachers College, Columbia University; Anila Asghar, Johns Hopkins University

33.074-9. Education and Gender. SIG-International Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm
Chair: Brooks A. Rosenquist, Vanderbilt University
Participants:
Women of K-12 Educational Leadership in Afghanistan: Progress, Successes, and Challenges. Elizabeth C. Reilly, Loyola Marymount University
Tusene: The Voice for Marginalized Girls in a Center of Excellence in Kenya. Kennedy Ongaga, University of North Carolina - Wilmington; Mary Ombonga
Father Involvement in China: An Item Response Theory Modeling Approach. Huijin Chen, University of Missouri; Xinyin Huang, Suzhou University; Ze Wang, University of Missouri; Wenjing Tu, Suzhou University
Gender Equity Progress in China: Similarities and Differences in Three Generations of Women. Linda Serra Hagedorn, Iowa State University; Yi Zhang, Iowa State University

33.074-10. Critical Examination of Intersectionalities in Social Justice Education. SIG-Critical Educators for Social Justice; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm
Chair: Christopher B. Knaus, California State University - East Bay
Participants:
Bridging the Binaries of Female/Male, Brown/White, Muslim-Born/Convert, and the Development of a Culturally Responsive Research Methodology. Dina M. Eletreby, Chapman University
The Power of the Artifact: The Effect of Standardized Education on Social Justice Teaching. Connie Lynn White, California State University - Northridge; Geraldine Suzanne Van de Kleut, Brock University
Using a Social Justice Service-Learning Field Experience to Strengthen the Argument for Social Foundations Coursework. Bari E. Tinkler, The University of Vermont; C. Lynne Hawkins, Shepherd University; Elizabeth Miller; Independent Scholar

33.074-11. Classroom Management: The Influence of Teachers’ Learning and Experience on Management Strategies. SIG-Classroom Management; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm
Chair: Wen-Tong Chung, Arizona State University
Participants:
Classroom Management and Student Achievement: Patterns for Using a Prosocial Approach to Classroom Management. Jerome Freiberg, University of Houston
Do “Years of Experience” and “Gender” of Teachers Play an Important Role in Elementary School Teachers’ Classroom Management Approaches? Zafer Unal, University of South Florida - St. Petersburg; Aslihan Unal, University of South Florida - St. Petersburg
Sustaining Professional Development Through Ongoing Learning: Doing Good Work and Good With the Work. Philip John Riley, Monash University; Andrea Marlene Gallant, Deakin University; Ramon Lewis, Latrobe University
33.074-12. Constructing and Evaluating Biliterate and Bicultural Practices at Home and School. Division G - Social Context of Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm
Chair: Ana Gil-Garcia, Northeastern Illinois University
Participants:
Educando a Nuestros Hijos: Latino Parents Promoting Biliteracy in the Home. Anissa Wicktor Lynch, University of Texas - Austin; Guadalupe Dominguez Chavez, University of Texas - Austin; Christian Ellen Zuniga, University of Texas - Austin
Mexican-Heritage Father-Child Literacy Practices: An Ecocultural Case Study. Shihani Burrows-Goodwill, University of California - San Diego
Parental Language Ideology in Multilingual Taiwan. Yiling Chen, Nanhu University, John Anthony Lowe, University of Bath
Raising Children Bilingual in Japan: Challenges Faced by a Vietnamese and a Peruvian Family. Yukiyo Miyamoto Calaltibano, University of California - Berkeley; Mitsuyo Sakamoto, Sophia University; Sachie Miyazaki, Sophia Junior College
The Benefits of Speaking Spanish at Home for High School Graduation. Maria Estela Zarate, University of California - Irvine; Claudia G. Pineda, University of California - Irvine

33.074-13. The Use of Digital Media for Equity and Social Justice in Schooling. SIG-Media, Culture, and Curriculum; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm
Chair: Joseph E. Flynn, Northern Illinois University
Participants:
Incorporating Audio and Video Reflections to Promote Social Justice and Equity-Oriented Work in Schools. Christa A. Boske, Kent State University
Producers and Consumers of Power: Virtual Imagination and Social Control. Sandra Scharnoff Abrams, Saint John’s University; Jennifer Rosswell, Brock University
Promoting Digital Citizenship in the Middle School Classroom: Teachers’ Messages About Responsible Conduct Online. Katie E. Davis, Harvard University

33.074-14. Curriculum in Early Childhood Education. SIG-Early Education and Child Development; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm
Chair: John A. Satterby, University of Texas - Brownsville
Participants:
Assessing the Difficulty Level of Math Board Games for Young Children. Sally C. Moosawa, University of Cincinnati
Early Childhood Educators’ Knowledge in Relation to their Developmentally Appropriate Practices. Nathalie Di Francesco, Sheridan Institute of Technology & Advanced Learning
How Do Preschool Teachers and Administrators Perceive the Benefits of California’s Desired Result System? Farahnaz Khaleghi, California State University - Long Beach; Jyotsna Pattnaik, California State University - Long Beach
Multimodal Analysis of the Effects of Social Constraints and Manipulative Presentation Format on Pre-Kindergarten Students. Elisabeth Marie Drechsel, Virginia Polytechnic Institute and State University; Michael A. Evans, Virginia Polytechnic Institute and State University; Elliot Freenstra, University of Chicago; David McNeill, University of Chicago
Validity of the Bracken Basic Concept Scale—Revised. Lori C. Bland, College of William and Mary; Mihyeon Kim, College of William and Mary

33.074-15. Exploring Language(s): Ideologies, Policies, and Choices. SIG-Language and Social Processes; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm
Chair: LeAnn G. Putney, University of Nevada - Las Vegas
Participants:
Education Language Policy Process in Multilingual Societies: Pushing the Frontiers of Language Policy Research. Desmond I. Odogu, Loyola University Chicago
Languages and the Value They Have: Reflections From Educational Biographies in Higher Education in South Africa. Brenda Lena Leibowitz, Stellenbosch University

33.075-1. SIG Instructional Technology: Games and Online Learning. SIG-Instructional Technology; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
10:35 am to 12:05 pm
Chair: Charles Brent Hodges, Georgia Southern University
Participants:
Emerging Trends in Digital Citizenship in Preservice Teacher Education. Gayle Y. Thieman, Portland State University
Learning Assessment in the Diffusion Simulation Game. Miguel Lara, Indiana University; Jake Warren Enfield, Indiana University; Rodney D. Myers, Indiana University; Theodore Wayne Frick, Indiana University
Messages About How Students Are Supposed to Research: Students Speak Up. Y. Thieman, Portland State University

33.075-2. SIG Instructional Technology: Preservice Teacher Education. SIG-Instructional Technology; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
10:35 am to 12:05 pm
Chair: Jung Won Ha, Auburn University
Participants:
Developing Professionalism Through Applied Practice and Reflection in a Preservice Technology Integration Course. Shadow William Jon Arnfield, Northern Arizona University; J. Michael Blocher, Northern Arizona University; Laura Esthela Sojo-Montes, Northern Arizona University
Incorporating Audio and Video Reflections to Promote Social Justice and Equity-Oriented Work in Schools. Christa A. Boske, Kent State University

33.075-3. Seeing Literacies: Connecting the Written Word and Visual Modalities. SIG-Writing and Literacies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
10:35 am to 12:05 pm
Chair: Kevin M. Leander, Vanderbilt University
Participants:
Student Uses of Visual Composing Resources in Multimodal Literacy Processes. Jason Paul Ranker, Portland State University
Visual Hooks in Writing: Children’s Ways With Images for Seeing Words. S. Rebecca Leigh, Oakland University
Children as Multimodal Composers: A Case Study of Three Second-Graders’ Digital Comic Texts Creation. Ting Yuan, Teachers College, Columbia University; Jasmine Hughes, Harlem Children’s Zone, Promise Academy

33.075-4. Taking on the Challenge of Paulo Freire in Teacher Education. SIG-Paulo Freire; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
10:35 am to 12:05 pm
Chair: Christine Clark, University of Nevada - Las Vegas
Participants:
Cultures in the Making: An Examination of the Ethical and Methodological Implications of Collaborative Research. Carolyne Als-Khan, The Graduate Center - CUNY; Christina Siry, University of Luxembourg; Mark L. Zuss, Lehman College - CUNY
Messages About How Students Are Supposed to Research: Students Speak Up.
Sheraton, Fifth Level, Grand Ballroom E
10:35 am to 12:05 pm
Chair: Bettina Dahl Soendergaard, Aarhus University
Participants:
Examining the Effectiveness of the California After School Safety and Enrichment for Teens (ASSETs) Programs. Denise Huang, University of California - Los Angeles
“People Like Us Back Then...”: Releasing the Social Imagination Through Inclusive Out-of-School Time Practices. Anne Bernadette O’Byrne, Mary Immaculate College; Ann Mary Higgins, Mary Immaculate College

33.076-6. Roundtables in Research and Learning in Instruction in Physical Education, Part 1. SIG-Research on Learning and Instruction in Physical Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
10:35 am to 12:05 pm
Chair: Russell L. Carson, Louisiana State University
Participants:
A Case for Using Response to Intervention to Address Childhood Obesity. Brian D. Dueneshauer, University of Texas; Xiaofan D. Keating, University of Texas; Dolly Lambdin, University of Texas - Austin
Student-Designed Games: What We Know to Date and an Agenda for Future Research. Ashley Casey, University of Bedfordshire; Peter A. Hastie, Auburn University; Ben Dyson, University of Auckland
Upper Elementary School Students Attitudes Toward Physical Education. Sharon R. Phillips, Teachers College, Columbia University; Stephen Silverman, Teachers College, Columbia University
Using Expectancy-Value Model to Examine Students’ Physical Activity Engagement and Cardiovascular Fitness in Physical Education. Xiangli Gu, Louisiana State University - Baton Rouge; Tao Zhang, University of North Texas; Melinda A. Solomon, Louisiana State University

33.076-7. How to Attract, Retain, and Promote Qualified and Committed Teachers? Insights Into Motivation and Emotion. SIG-Motivation in Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
10:35 am to 12:05 pm
Chair: Esther T. Canrinus, University of Groningen
Participants:
Engaged and Committed, What Motivates These Teachers? Marjon Fokkens-Bruinisma; Esther T. Canrinus, University of Groningen
Relational Analysis of Prospective Teachers’ Interests in Teaching, Professional Plans, and Career Choice Satisfaction. Altea Eren, Abant Izzet Baysal University
Changes in Student Teachers’ Job Motivation: A Qualitative Study. Isabel Rots, Ghent University, Belgium; Geert Kelchtermans, University of Leuven; Antonia Aelterman, Ghent University, Belgium
Exploring Relationships Between Teacher Emotions and Teaching Quality. Anne

Division and SIG Posters

33.076. Poster Session 5: Poster Session

33.076-1. Current Issues in Urban Learning, Teaching, and Research. SIG-Urban Learning, Teaching, and Research; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
10:35 am to 12:05 pm
Posters:
1. Literacy Support for Below-Grade-Level Readers in a High-Poverty, Urban School District: Developing and Sustaining Programs. Martha A. Adler, University of Michigan - Dearborn
2. Exploring and Understanding Non-Researching Hip-Hop-Based Language Arts Educators in Urban Public High Schools. H. Bernard Hall, Temple University
3. Lessons Learned From Struggling Reading Students About Culturally Responsive Pedagogy: An Action Research Study. Diederik H. Houchen, University of Florida
4. Teachers Who Engage Students in Poverty. Geoff Mans, University of Western Sydney
5. Teaching Is One-Tenth of the Job: Teaching in an Urban High School During Recessionary Times. Robert Weldon Simmons, Loyola University Maryland; Robert D. Carpenter, Eastern Michigan University
7. Viewing U.S. Urban Education From a Prototype Perspective (Contrasted With Rural Education’s Prototypic Features). Rodney K. Goodyear, University of Redlands; Terence J.G. Tracey, Arizona State University; Charles D. Calbourn, Arizona State University; James W. Lichtenberg, The University of Kansas; Bruce E. Wampold, University of Wisconsin; Matthew Gutierrez, University of Redlands

33.076-2. Diverse Topics in Psychometrics and Educational Measurement. Division D - Measurement and Research Methodology; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
10:35 am to 12:05 pm
Posters:
10. Identifying and Validating Cognitive Profile Patterns on the Woodcock-Johnson Psychotechnical Battery-Revised (WJ-R) Clinical Database. Chi-Keung Chan, Minneapolis Public Schools, Minnesota; Mark L. Davison, University of Minnesota, Ernest C. Davenport, Jr., University of Minnesota
11. Item Response Theory Parameter Estimation and Scaling When Linking a Mixed-Format Test to a Multiple-Choice Test. Tianti Li, ACT, Inc.; Jong-Pil Kim, ACT, Inc.
12. Item Response Theory True-Score Equating for Tests Composed of Testlets: A Comparison of Bifactor Model, Testlet Model, Two-Parameter (2PL) IRT Model, and Generalized Partial Credit Model. Wei He, Northwest Evaluation Association; Edward W. Wolfe, Pearson; Feifei Li, University of Pennsylvania; Shufang Shi, SUNY - College at Cortland
13. Linear Programming Modeling Using the Derivative Objective Function for Automated Test Assembly. Ryoonggun Park, University of Texas - Austin; Jiseon Kim, University of Washington; Hyewon Chung, John Jay College of Criminal Justice - CUNY; Barbara G. Dodd, University of Texas - Austin
14. Maximizing the Alignment Between Automated Test Complexity Classifications and Targeted Text Complexity Standards. Kathleen M. Sheehan, ETS; Irene Kostin, ETS; Yoko Futagi, ETS
17. Robust Methods for Automated Test Assembly. Bernard P. Veldkamp, University of Twente
18. Simulation Model for Complex Structure Exams. Elizabeth Dianne Johnson,
The College of New Jersey; Brian T. Habing, University of South Carolina
19. The Use of Illustrations in Large-Scale Science Assessment: A Comparative Study. Chao Wang, University of Colorado - Boulder; Guillermo Solano-Floros, University of Colorado - Boulder
20. Validating the Teachers’ Conceptions of Assessment-III Scale in Canadian Preservice Teachers. Lia Marie Daniels, University of Alberta; Cheryl-Anne Nadine Poth, University of Alberta

33.076-3. Examining School-University Partnerships in Teacher Education. Division K - Teaching and Teacher Education; Poster Session Sheraton, Fifth Level, Grand Ballroom C 10:35 am to 12:05 pm Posters:
22. Rethinking District-University Partnerships: Working From the Inside Out. Audra Amaudin-Beardley, Arizona State University; Joshua H. Barnett, Arizona State University
23. When Worlds Collide: A Case Study of Collaboration Between University and School. Sahrina Marsh, University of Houston; Cameron S. White, University of Houston
25. Teacher Education Program and the Training of Human Resources for Cram Schools. Meng Chien, National Dong Hwa University; Wen-Fu Pan, National Dong Hwa University

33.076-4. Family and Schooling in Transnational Social Contexts. Division G - Social Context of Education; Poster Session Sheraton, Fifth Level, Grand Ballroom C 10:35 am to 12:05 pm Posters:
26. Migrant Families in Ireland: Activating Capitals - Interaction between Home and School. Merike Darmody, The Economic and Social Research Institute; Selma M. McCoy, Economic and Social Research Institute
27. Parents’ Voice: Roles and Practices in Relation to Their Children’s Homework. Qian Fan, University of Illinois - Chicago

33.076-5. SIG Learning Environments Poster Session: Contemporary Research on Learning Environments. SIG-Learning Environments; Poster Session Sheraton, Fifth Level, Grand Ballroom C 10:35 am to 12:05 pm Posters:
30. Development of a Questionnaire to Assess Students’ Views of School Climate. Jill M. Aldridge, Curtin University of Technology; Barry J. Fraser, Curtin University of Technology; Kate G. Alla’s, Curtin University of Technology
31. Different Interpretations of Types of Communication With Children Labeled With Autism in the United States and South Korea. Keonhee Kim, Daegu University; Myna German, Delaware State University; Hwa Lee, Bradley University; Hyoshin Lee, Daegu University; Yanehee Shin, Daegu University
32. Effectiveness of Student Response Systems in Terms of Learning Environment, Attitudes, and Achievement. Stephen Cohn, Curtin University of Technology; Barry J. Fraser, Curtin University of Technology
33. Grade-Level and Gender Differences in Learning Environment and Student Attitudes in Primary Science Classrooms in Singapore. Jarina Peer, Curtin University of Technology; Barry J. Fraser, Curtin University of Technology
34. PLACES (Place-Based Learning and Constructivist Environment Survey) and SPACES (Structural, Physical and Campus Environment Survey): Place-Based Learning and Physical Learning Environments. David B. Zandvliet, Simon Fraser University; Carlos Gustavo A. Ormond, Simon Fraser University
35. The Shape of Disruption: Student Independence in the Fifth-Grade Classroom. Gerald Phillip Ardito, Pace University/Pierre Van Cortlandt Middle School
36. Relative Effectiveness of Alternative Sequencing of Middle-School Science Curriculum in Terms of Classroom Learning Environment and Student Attitudes. Christopher Sean Long, Curtin University of Technology; Barry J. Fraser, Curtin University of Technology

33.076-6. Poster Session: The Influence of Teacher and Instructional Factors on Learning Outcomes. Division C - Learning and Instruction Cosponsored by Division K - Teaching and Teacher Education; Poster Session Sheraton, Fifth Level, Grand Ballroom C 10:35 am to 12:05 pm Posters:
37. A Longitudinal Study of Teacher Identity Development: Understanding Ongoing Motivation to Teach. Ji Yeon Hong, University of Oklahoma; Barbara A. Greene, University of Oklahoma
38. A Meta-Analysis on Teacher Judgment Accuracy. Ana Sued-Kamp, University of Kiel; Johanna Kaiser, Christian-Albrechts-University of Kiel; Jens Moeller, University of Kiel
39. Can Teachers Evaluate Relationships With Their Students? Jong-Baeg Kim, Hongik University; Junyeop Kim, Hongik University
40. Continuing the Exploration of Knowledge Beliefs and Implicit Theories: A Study of Practicing Teachers’ Beliefs About Pedagogical Knowledge and Teaching Ability. Michelle M. Buehl, George Mason University; Helenrose Fives, Montclair State University
41. Emotions When Teaching About Human-Induced Climate Change. Douglas Lombard, University of Nevada - Las Vegas; Gale M. Sinatra, University of Nevada - Las Vegas
42. Fostering Critical Awareness of Teachers’ Epistemological and Ontological Beliefs. Gregory John Schrauf, University of Nevada - Las Vegas; Lori J. Olafson, University of Nevada - Las Vegas; Michelle L. Vander Velde, California State University - Fullerton
43. Fostering of Inquiry Teaching Practices: The Role of Reﬂections and Peer Exchange. Cheryl Ann Madeira, OISE/University of Toronto; James D. Slotta, University of Toronto
44. Moving Beyond the Homework Debate. Janet E. Alleman, Michigan State University; Benjamin C. Botwinski, Michigan State University; Barbara Knighton, Teacher
45. Pedagogical P-Prims: Insights Into the Shape of Teachers’ Intuitive Mental Resources for Educational Design and Action. Lina Markanskaite, The University of Sydney; Peter Michael Goodyear, The University of Sydney
46. Relationship Discordance and Valence: How Teachers and Students View Their Relationships With Each Other. Maureen Brinkworth, Harvard University; Anna D. Harris, Harvard University; Rebecca Zazove, U.S. Department of Education; Hunter Gehlbach, Harvard University
47. Social Perspective Taking as a Potential Facilitator of Teacher-Student Relationships. Hunter Gehlbach, Harvard University; Maureen Brinkworth, Harvard University; Anna D. Harris, Harvard University; Rebecca Zazove, U.S. Department of Education
48. Teacher Education Candidates’ Self-Regulated Learning and Their Understanding of SRL in Practice. Devon C. Buzza, Wilfrid Laurier University; Canada; Trina Allinotte
49. The Effect of Nonverbal Mirroring on Teacher-Student Rapport. Jinyuan Zhou, Binghamton University - SUNY; Wei Guo, Beijing University of Technology
50. The Effects of Perceptions on Good Instruction on Course Satisfaction and Academic Achievement. Yeonhee So, Kyungnam University

33.076-7. Division I Poster Session. Division I - Education in the Professions; Poster Session Sheraton, Fifth Level, Grand Ballroom C 10:35 am to 12:05 pm Posters:
51. Creating a Sustainable Professional Network of K-16 Science Faculty. David Moe, University System of Maryland; Nancy S. Shapiro, University of Maryland
52. Enhancing the Capability of Professional Skills Assessment in Engineering Education: An Application of Generalizability Theory. Mo Zhang, Washington State University; Ashley Aker Kranov, Washington State University
53. Mapping the Development Trajectory of Evidence-Based Practice Behaviors: A Cross-Sectional Study of Occupational Therapy Students and Experienced Clinicians. Aliki Thomas, McGill University; Alenoush Saroyan, McGill University
55. Potholes, Bridges, and Skyscrapers: Examining a Civil and Environmental
Engineering Program During Curricular Reform. Maureen M. Doyle-Neumann, The University of Vermont, Sandra Ann Latham, The University of Vermont, Nancy Hayden, The University of Vermont, Maureen Fitzgerald-Riker, UVM

56. Reducing Turnover: Results and Analysis From 10 Years of Registered Nurse (RN) Residency Data. Sean Francis Early, Versant LLC; Beth Ulrich, Versant, LLC

57. To What Extent Is Response Speed a Factor on the American Board of Family Medicine In-Training Examination? Kenneth Royal, American Board of Family Medicine; Thomas R. O’Neill, American Board of Family Medicine; Kathryn Shirley Aker, University of Kentucky

58. Toward and Integrated Model of Case-Based Learning in Health Education. Genevieve Gauthier, McGill University; Jeanine Conway, University of Minnesota; Richard William Brown, University of Minnesota; Suzanne P. Lajoie, McGill University; Solange Richard, McGill University; Jeffrey Wiseman, McGill University

59. Evolving Simulation in a Fundamentals of Nursing Course: The Nursing Education Simulation Framework. Maura C. Schlairet, Valdosta State University

Saturday, 12:25 pm

Governance Meetings and Events

34.001. American Educational Research Journal (Teaching, Learning, and Human Development): Closed Editorial Board Meeting. AERA Governance; Governance Session
New Orleans Marriott, Fourth Level, Balconies MN
12:25 pm to 1:55 pm
Chairs:
Arlette I. Willis, University of Illinois - Urbana-Champaign
Violet J. Harris, University of Illinois - Urbana-Champaign

34.002. Organization of Institutional Affiliates (OIA) Executive Committee: Closed Meeting. AERA Governance; Governance Session
New Orleans Marriott, Fourth Level, Regent
12:25 pm to 1:55 pm
Chair:
Douglas J. Palmer, Texas A&M University

Presidential Sessions

Sheraton, Third Level, Napoleon Ballroom A2&A3
12:25 pm to 1:55 pm
Chair:
Gloria J. Ladson-Billings, University of Wisconsin - Madison
Participants:
Recovering Racial/Ethnic Identities in the Age of Obama. Margaret Montoya, University of New Mexico
Racial Categories, the Department of Education, and the Continuing Problem of Educational Inequality. Gerald Torres, University of Texas - Austin
Discussants:
Gloria J. Ladson-Billings, University of Wisconsin - Madison
William F. Tate, Washington University in St. Louis

Sheraton, Third Level, Napoleon Ballroom B1
12:25 pm to 1:55 pm
Chair:
Sharon Nelson-Barber, Pacific Resources for Education & Learning

Participants:
Imperialism, History, Writing, and Theory. Graham H. Smith, Te Whare Rangi o Awanuiārangi
When the Children of Our Fathers Push Back: Self-Determination and the Politics of Indigenous Research. Lainaina Wong, Kingdom of Hawaii
Red Pedagogy: Native American Social and Political Thought. Sandy M. Grande, Connecticut College
Understanding and Conducting Research: The AERA Experience. Geni Cowan, California State University - Sacramento
Discussants:
Sharon Nelson-Barber, Pacific Resources for Education & Learning
Margaret J. Maaka, University of Hawai‘i - Manoa

34.012. The Wallace Foundation Distinguished Lecture: Alfredo J. Artiles. Presidential Session; Invited Session
Sheraton, Third Level, Napoleon Ballroom C3
12:25 pm to 1:55 pm
Chair:
Kris D. Gutiérrez, University of Colorado - Boulder
Speaker:
Toward an Interdisciplinary Understanding of Educational Inequality and Difference: The Case of the Racialization of Ability. Alfredo J. Artiles, Arizona State University

AERA Sessions

34.013. Federal Visions, Aspirations, and Ambitions for Education Statistics. AERA Sessions; Invited Session
Sheraton, Third Level, Napoleon Ballroom C1
12:25 pm to 1:55 pm
Chair:
Stephen W. Raudenbush, University of Chicago
Participants:
Lynda T. Carlson, Director, National Center for Science and Engineering Statistics, National Science Foundation
Discussant:
Michael T. Nettles, ETS

34.014. Meet Journal Editors: Journal Talks. AERA Sessions; Invited Roundtable
Sheraton, Fifth Level, Grand Ballroom A
12:25 pm to 1:55 pm
Participants:
1. Educational Psychology Review. Daniel H. Robinson, University of Texas
2. Journal of Moral Education. Daniel A. Laitsch, Simon Fraser University; Penelope M. Earley; George Mason University; Nancy Modrak, ASCD
5. International Journal of Leadership in Education. Duncan Waite, Texas State University - San Marcos
7. International Journal of Education Policy and Leadership. Daniel A. Laitsch, Simon Fraser University; Penelope M. Earley; George Mason University; Nancy Modrak, ASCD
9. Journal of School Leadership. Jeffrey S. Brooks, University of Missouri; Anthony H. Normore, California State University - Dominguez Hills; Autumn K. Tooms, Kent State University; Gaetane Jean-Marie, University of Oklahoma
34.015. Meet Journal Editors: Journal Talks 4. AERA Sessions; Invited Roundtable. Sheraton, Fifth Level, Grand Ballroom B 12:25 pm to 1:55 pm
Participants:
1. Journal of Computing in Higher Education. Gary R. Morrison, Old Dominion University
2. Ethnography and Education. Geoffrey Walford, University of Oxford
3. Educational and Psychological Measurement. George A. Marcoulides, University of California - Riverside
4. Management in Education. Howard Stevenson, University of Lincoln
5. Educational Administration Quarterly. Linda E. Sklir, Texas A&M University; Amanda Rolle, Texas A & M University; Merlissa Alfred, Texas A&M University

34.016. Constructing, Policing, and Investing in Adolescent Girls. Committee on Scholars and Advocates for Gender Equity in Education; Paper Session Sheraton, Third Level, Napoleon Ballroom D 12:25 pm to 1:55 pm
Chair: Hannah M. Tavares, University of Hawaii - Manoa
Participants: Becoming a Good Female Citizen in America: A Case Study of a Teenage Girl’s Participation in an Abstinence-Only-Until-Marriage (AOUM) Program. Kaori Miyazawa, Gettysburg College
Maintaining Heteronormativity and Silencing Sex Through a Public School’s Single-Sex Classes. Howard M. Glasser, Bryn Mawr College
The Tendrils of Dating Roles in At-Risk Adolescent Girls’ Gender Identities. Melillene K. Lesley, Texas Tech University; Heather M. Kelley, Texas Tech University
Discussant: Hannah M. Tavares, University of Hawaii - Manoa

34.017. GSC Division A Fireside Chat: Imagining a Better Education: The Convergence of Research, Policy, Practice and Participation. Graduate Student Council Cosponsored by Division A - Administration Organization & Leadership; Fireside Chat Sheraton, Fourth Level, Bayside C 12:25 pm to 1:55 pm
Chairs: Carl Byron Keys, University of Virginia Angela Urich, University of Texas - San Antonio
Participants: Floyd D. Beachum, Lehigh University
Ursula Casanova, Arizona State University; Retired
Gerardo R. Lopez, Indiana University
George Theoharis, Syracuse University
Julian Vasquez Heilig, University of Texas - Austin

34.018. Global Education From Middle School Through Postsecondary Education Settings. International Relations Committee; Paper Session Sheraton, Third Level, Napoleon Ballroom C2 12:25 pm to 1:55 pm
Chair: Akinyi Wiaonde, Texas State University
Participants: A Critical Theoretical Mosaic to Frame International Student Experiences and Perspectives. Divya Narendra Bheda, University of Oregon
Educating for Citizenship in Quasi-Federal Wales: What Can We Learn From England and the United States? Claire Elizabeth Crawford, Cardiff University; Hilary Cremin, University of Cambridge
Global Citizenship in Two State-Sponsored International Baccalaureate Programs: Teacher and Student Understandings. Laura Jeanne Quaynoe Emyor University

34.019. Symposium: Poverty and Education. International Academy of Education; Invited Session Sheraton, Fourth Level, Gallier 1:25 pm to 1:55 pm
Chair: Carol D. Lee, Northwestern University
Participants: Overcoming the Apartheid Legacy: Education for the Poor in South Africa. Servaas Van Der Berg, University of Stellenbosch
Indigenous Peoples And Causes Of Educational Poverty In Mexico. Sylvia Schmelkes, Universidad Iberoamericana
The Effects Of Inequality And Poverty On School Effects In The USA. David C. Berliner, Arizona State University
Discussant: Carol D. Lee, Northwestern University

34.020. Division A Affirmative Action Session: The K-12 Affirmative Action Divide: Bridging Academic and Administrative Communities for Public Education. Division A - Administration Organization & Leadership; Invited Session Sheraton, Fourth Level, Bayside A 12:25 pm to 1:55 pm
Chair: RoSana D. Bartee, The University of Mississippi
Participants: William T. Trent, University of Illinois - Urbana-Champaign
M. Christopher Brown, Ford University
John Jackson, Schott Foundation
Madeline M. Hoffner, Wisconsin Center for Education Research

34.021. Democracy, Civic Participation, and the Public Good. Division B - Curriculum Studies; Paper Session Astor Crowne Plaza, Second Level, Astor Ballroom I 12:25 pm to 1:55 pm
Chair: Dara Soljaga, Concordia University - Chicago
Participants: Casting New Light: Creating a Historically and Theoretically Informed Curricular Consciousness in Canada’s Atlantic Region. Greg William O’Leary, Memorial University
Democratic Knowledge Production: A Challenge for Curriculum Theory, Development, and Practice. G. Thomas Fox, National-Louis University; Bradley Greenspan, Niles North High School
Educating for Democracy? The Quantitative Literacy Illusion. Anker Willard Erickson, University of Michigan
Discussant: Charles Tocci, National-Louis University

34.022. Historical, Theoretical, and Global Perspectives on Higher Education. Division B - Curriculum Studies; Paper Session Astor Crowne Plaza, Second Level Mezzanine, Bienville 12:25 pm to 1:55 pm
Chair: Joseph E. Flynn, Northern Illinois University
Participants: “Seize the Space!” Cosmopolitanism, Globalization, and the Production of Space in the International Study Tour. Aaron Thomas Bodle, Michigan State University
Leonard V. Koos, John Dewey, and the American Junior College. Clifford P. Harbour, University of Wyoming
Practical Knowledge Meets Academia. Agneta Linne, Örebro University, Sweden
Boel Englund, Stockholm University; Eva Eliasson, Stockholm University; Amelia Heldberg, Uppsala University; Britt Tellgren, Örebro University; Birgitta Sandström, Stockholm University
Suppressions and Disavowals in Discourses of Institutionalized Academic Knowledge: The Appearance and Disappearance of Affect, Politics, and Methodology. Claudia Lapping, Institute of Education - London; Alex Moore, Institute of Education - London
Discussant: Gert J.J. Biesta, University of Stirling

Committee Sessions

Division Sessions
34.023. Children’s Invented Representations as Tools for Developing Understanding in Science and Engineering: A Symposium. Division C - Learning and Instruction Cosponsored by SIG-Science Teaching and Learning; Symposium Hotel Monteleone, Mezzanine Level, Bienville 12:25 pm to 1:55 pm

Chair:
Bryan A. Brown, Stanford University

Participants:
Young Children’s Invented and Conventional Representations of Motion. Jason Kahn, Tufts University
Exploring How First-Grade Students Planning via Drawing Impacts Their Engineering Design Solutions. Meredith Desiree Portmore, Tufts University
The Relationship Between Multiple Representations and Students’ Developing Explanations of Air. Brian E. Gravel, Tufts University
“They Say Sound Waves, They Don’t Say Sound Arrows”: Floyd’s Invented Representations of Sound Transmission. Christopher George Wright, Tufts University

Discussant:
Ricardo Nemirovsky, San Diego State University

34.024. Exploring the Motivational and Emotional Nexus of Teaching. Division C - Learning and Instruction Cosponsored by Division K - Teaching and Teacher Education, SIG-Motivation in Education; Symposium Hotel Monteleone, Ground Level, Royal Ballroom 12:25 pm to 1:55 pm

Chair:
Mecca R. Williams-Johnson, Georgia Southern University

Participants:
Teachers’ Emotional Display Rules, Emotional Experiences, and Motivation to Teach. Paul A. Schutz, University of Texas - San Antonio
Motivational Antecedents of Early Career Teachers’ Emotional Health and Teaching Behaviors. Helen M.G. Watt, Monash University; Paul W. Richardson, Monash University
An Ecological Examination of Teachers’ Emotions in the School Context. Dionne Imdera Cross, Indiana University; J.Yeon Hong, University of Oklahoma
A Situative Account of Changes in Novice Teachers’ Thinking About Student Motivation. Susan B. Nolen, University of Washington; Chris Ward, University of Washington; Gavin Peter Tierney, University of Washington; Susan E. Cooper, University of Washington; Kendall Becherer, University of Washington

Discussant:
Anita Elizabeth Woolfolk Hoy, The Ohio State University

34.025. Identity, Perception, and Student Positioning in Mathematics. Division C - Learning and Instruction; Paper Session Hotel Monteleone, Mezzanine Level, Orleans 12:25 pm to 1:55 pm

Chair:
Joi A. Spencer, University of San Diego

Participants:
“Math Is an Adventure”: A Narrative Study of Mathematical Identity in Struggling Eighth-Grade Students. Pamela Edwards Johnson, University of Hawaii
After-School Versus Regular-School Math: Urban Male Students’ Peer Networks and Their Effects on Mathematics Outcomes. Nathan Napoleon Alexander, Teachers College, Columbia University; Erica Walker, Teachers College, Columbia University
What Makes Me Smart? Student Positioning in High School Mathematics. Teresa Kathleen Dunleavy, University of Washington
Why Won’t I'dit Learn Fractions? On Learning Mathematics as Interplay Between Mathematizing and Identifying. Einat Heyd-Metzuyanim, University of Haifa

Discussant:
Victoria M. Hand, University of Colorado - Boulder

34.026. Predictors and Outcomes of Student Engagement in School and Classroom Learning Contexts. Division C - Learning and Instruction Cosponsored by SIG-Stress and Coping in Education, SIG-Motivation in Education; Paper Session Hotel Monteleone, Mezzanine Level, Iberville 12:25 pm to 1:55 pm

Chair:
Sharon L. Nichols, University of Texas - San Antonio

Participants:
Longitudinal Trajectories of Three Dimensions of School Engagement During Adolescence. Ming-Te Wang, Harvard University; Jacqueline Eccles, University of Michigan
Self-Efficacy, Intrinsic Value, Educational Expectations, and High School Dropout: A Mediation Analysis. Weihua Fan, University of Houston
Including Psychological Precursors in Models of Student Engagement and Dropout: A Structural Equation Model. Susan Rotermand, University of California - Santa Barbara; Russell W. Rumberger, University of California - Santa Barbara
Longitudinal Test of Self-Determination Theory in a School Context. Hyungsim Jang, Inha University; Eunjoo Kim, Yonsei University; Johnmarshall Reeve, Korea University
Perceptions of Peers’ Task Values and Motivation for Choosing Enhanced Subjects in High School. Rachel H. Meyer, Temple University; Anthony C. Perez, Temple University; Melissa Karakus, Temple University; Avi Kaplan, Temple University

Discussant:
Theresa A. Thorkildsen, University of Illinois - Chicago

34.027. Sylvia Scribner Award Address: Paul A. Cobb. Division C - Learning and Instruction; Invited Session New Orleans Marriott, Second Level, La Galerie 3 12:25 pm to 1:55 pm

Chair:
Daniel T. Hickey, Indiana University

Participant:
Reconceptualizing Educational Policies as Designs for Supporting Learning. Paul A. Cobb, Vanderbilt University; Kara J. Jackson, McGill University

Participant:
Paul A. Cobb, Vanderbilt University

34.028. Division D Measurement and Research Methodology Luncheon and Business Meeting: Generalizing in Educational Research: An Integrative View on the Quantitative and Qualitative. Division D - Measurement and Research Methodology; Business Meeting Doubletree, 16th Level, International Ballroom 12:25 pm to 1:55 pm

Chair:
Barbara G. Dodd, University of Texas - Austin

Participants:
Kadriye A. Ercikan, The University of British Columbia
Wolfgang Roth, University of Victoria

34.029. The African American Integration and Catholic Education in Louisiana 1727-1975. Division F - History and Historiography Cosponsored by SIG-Research Focus on Black Education and SIG-Religion and Education, SIG-Catholic Education; Symposium JW Marriott, Third Level, Ile de France II 12:25 pm to 1:55 pm

Chair:
James D. Anderson, University of Illinois - Urbana-Champaign

Participants:
Creating a New Eden: The Ursuline Mission of Spiritual Universalism in French Colonial Louisiana. Petra Mauro Hendry, Louisiana State University
Reimagining Educational Space Through the Past: The Patterns and Practices of Black Catholic Women’s Sponsorship of Literacy in Antebellum New Orleans. Donna Marie Porche-Frilot, Baton Rouge Community College
Medard Hilaire Nelson and the Role of Lay Male Activist in Catholic Creole Louisiana. Jari Christopher Honora, Tulane University
Black Catholics, Integration, and School Closures in Central Louisiana. Katrina M. Sanders, University of Iowa

Discussant:
Emile Gagnon Leuas, Archdiocese of New Orleans


Chair:
Francisco A. Rico, University of Wyoming

Participants:
“There’s a Problem, and We’ve Got to Face It”: How Staff Members Wrestled with Race in an Urban High School. Jennifer Buehler, Saint Louis University

Addressing the Hidden Barriers Between Professional Development Training and Classroom Implementation of Culturally Responsive Teaching. Laura Kate Corlew, University of Hawaii - Manoa; Leslee Lopez, University of Hawaii; Kiriho Takahashi, University of Hawaii; Robert Stodden, University of Hawaii - Manoa

Participatory Action Research as a Professional Learning Context: Teaching for Social Change in Mathematics. Beverly A. Carrell, University of Toronto

Understanding the Design Research Process: The Evolution of a Professional Development Program in Indian Schools. Susan McKenney, University of Twente; Harini Raval, University of Twente; Jules M. Pieters, University of Twente; The Netherlands

Discussant:
Tambra O. Jackson, University of South Carolina

34.031. Defining and Explicating the Knowledge Base in Multicultural Education: The 15-Year Odyssey of the Multicultural Education Series. Division G - Social Context of Education; Symposium Sheraton, Third Level, Napoleon Ballroom B2 12:25 pm to 1:55 pm

Chair:
James A. Banks, University of Washington

Participants:
The Flat World and Education: How America’s Commitment to Equity Will Determine Our Future. Linda Darling-Hammond, Stanford University
The Historical Foundations of Multicultural Education. Cherry A. Banks, University of Washington - Bothell
Learning and Not Learning English: Latino Students in American Schools. Guadalupe Valdes, Stanford University
Unstandardizing Curriculum: Multicultural Teaching in the Standards-Based Classroom. Christine E. Sleeter, California State University - Monterey Bay
Why Race and Culture Matter in Schools: Closing the Achievement Gap in America’s Classrooms. Tyrene C. Howard, University of California - Los Angeles

Discussant:
Margaret S. Crocco, Columbia University


Chair:
Annie Allan, University of Colorado - Boulder

Participants:
Understanding Shifts in Undergraduate Learning: Boundary Crossing as a Meditational Tool. Elizabeth Mendoza, University of Colorado - Boulder
El Pueblo Mágico: An Innovative Environment for Social and Emotional Learning for Dual Language Learners. Daisy Merrill Pierce, University of Colorado
Learning About Designing: Designing for a Robust Teacher Education. Makevick Selmand, University of Colorado - Boulder

Discussant:
A. Susan Jurow, University of Colorado - Boulder

34.033. The Changing Landscape of Immigrant Education: Forwarding the Perspectives of Immigrant Youth. Division G - Social Context of Education; Symposium New Orleans Marriott, Second Level, La Galerie 6 12:25 pm to 1:55 pm

Chair:
Maria E. Torres-Gizman, Teachers College, Columbia University

Participants:
Immigration in the Crossfire: A Comparison of Immigrant and U.S.-Born Students’ Perspectives. Tatjana Kley, City College of New York - CUNY
Youth Participatory Action Research by/With/on/for Immigrant Adolescents. Daniel R. Walsh, The Graduate Center - CUNY
Schools as a La Nueva Frontera: Immigrant Youth and Their Struggle for Equal Education. Jason G. Itrazary, University of Connecticut
Unaccompanied Mexican Immigrant Youth: Educational Views and Practices. Isabel Martinez, Teachers College, Columbia University

34.034. Does Benchmark Assessment Make a Difference for Teaching and Learning? Division H - Research, Evaluation and Assessment in Schools; Symposium Sheraton, Second Level, Madewood B 12:25 pm to 1:55 pm

Chair:
Linda A. Bond, CTB/McGraw-Hill

Participants:
The Indiana Acuity Efficacy Study: Year 2 Results and Implications. Terry Spradin, Indiana University Center for Evaluation and Education Policy
Two-Year Effects of a Benchmark Assessment System on Student Achievement. Jeff Wayman, University of Texas - Austin; Joseph M. O’Reilly, Mesa Public Schools; Shuma Michelle Shao, Harvard Strategic Data Project; Vincent Cho, University of Texas - Austin
Acuity and Growth on the Georgia Criterion-Referenced Competency Tests: A Quasi-Experimental Study. Daniel M. Lewis, CTB/McGraw-Hill; Cephass Jackson, Clayton County Public Schools

Discussant:
Gregory J. Cizik, University of North Carolina - Chapel Hill

34.035. High School to College Transition Programs: A Deeper Look Into the Effectiveness of International Baccalaureate Programs. Division H - Research, Evaluation and Assessment in Schools; Paper Session Doubletree, Second Level, Rosedown A 12:25 pm to 1:55 pm

Chair:
Nancy R. Bueken, Wake County Public Schools, North Carolina

Participants:
College Readiness: Identifying and Improving. Sean W. Mulvenon, University of Arkansas; Clay S. Johnson, University of Arkansas; Bonni Behrend, University of Arkansas
Early College Seminar: Supporting High School Students Undertaking College Coursework. Claudia Hinds, Teachers College, Columbia University; Jennifer Kim, Teachers College
Student Engagement and International Baccalaureate: Measuring the Social, Emotional, and Academic Engagement of IB Students. Matthew Scott Johnson, Teachers College, Columbia University; Michael Dean, International Baccalaureate
Postsecondary Transition and the International Baccalaureate Program: The Preparation of Urban International Baccalaureate Students for the Transition to College. David Wilson Johnson, University of Chicago; Nicole O. Williams, University of Chicago; Y. Kafi Moragne-Patterson, University of Chicago

Discussant:
Ray Fenton, Fenton Research, Retired

34.036. Increasing Inclusion in the Professions. Division I - Education in the Professions; Paper Session Astor Crowne Plaza, Second Level Mezzanine, Bourbon 12:25 pm to 1:55 pm

Chair:
Ara Tekian, University of Illinois - Chicago

Participants:
Impact of a Short Course on Transitioning of Disadvantaged and Underrepresented Minority Students to Medical School. Sally Krause, University of California - Los Angeles
Gender Differences in Performance on the Step 2 Clinical Skills Data Gathering (DG) and Patient Note (PN) Components. Kimberly A. Swoogert, National Board of Medical Examiners; Eric S. Muller, National Board of Medical Examiners; Marta van Zanten, Foundation for Advancement of International Medical Education and Research; Ann Jobe, Clinical Skills Evaluation Collaboration; Steven Arthur Haist, National Board of Medical Examiners
Academic Performance Among Diverse Groups of Medical Students. Ming Lee, University of California - Los Angeles; Cha-Chi Fung, University of California - Los Angeles
Maintaining Initial Interests: Developing Science, Technology, Engineering, and Mathematics (STEM) Career Aspirations Among Underrepresented Racial Minority Students. Felisha Herrera, University of California - Los Angeles; Sylvia Hurtado, University of California - Los Angeles

Why Are There So Few of Us? Counterstories From Women of Color in Faculty Governance Roles. Nuni Mendez-Reis, San José State University; Mei-Yan Lu, San José State University; Maria Eugenia Matute-Bianchi, San José State University
34.037. Into the Imagination: Native Americans in Higher Education. Division J - Postsecondary Education; Symposium
JW Marriott, Third Level, Frontenac
12:25 pm to 1:55 pm
Chair:
Susan C. Faircloth, The Pennsylvania State University
Participants:
Discussant:
Danette W. McKinley, Foundation for Advancement of International Medical Education and Research

34.038. Investigating Diverse Student Identities, Study Abroad, and College Experiences. Division J - Postsecondary Education; Paper Session
JW Marriott, Third Level, Conde
12:25 pm to 1:55 pm
Chair:
Raul Leon, University of Southern Mississippi
Participants:
Discussant:
Dannielle Terrance, The Ohio State University

34.039. Making It From High School Through College: Postsecondary Pipeline Issues. Division J - Postsecondary Education; Paper Session
JW Marriott, Third Level, Maurepas
12:25 pm to 1:55 pm
Chair:
Nathan J. Daum-Barnett, University of Buffalo - SUNY
Participants:
Discussant:
Susan A. Dumais, Louisiana State University

34.040. Building Teacher Efficacy and Influencing Student Achievement: Associated Outcomes of a United States-Africa Self-Sustainable Partnership for Creating Culturally Relevant Textbooks. Division K - Teaching and Teacher Education; Invited Session
New Orleans Marriott, Second Level, La Galerie 1
12:25 pm to 1:55 pm
Chair:
Linda R. McIntyre, South Carolina State University
Participants:
Discussant:
Lamin Drammeh, South Carolina State University

34.041. Exploring the Possibilities of Online Learning for Future Teachers and Teacher Educators. Division K - Teaching and Teacher Education; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 4
12:25 pm to 1:55 pm
Chair:
Paula Frederica Hunt, Purdue University Calumet
Participants:
Discussant:
Kenneth Zeichner, University of Washington

34.042. International Approaches to Developing Assessment Capability: Teaching and Teacher Education. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 8
12:25 pm to 1:55 pm
Chair:
Lorna M. Earl, Aporia Consulting Ltd.
Participants:
Discussant:
Dylan R. Wiliam, Institute of Education - London

34.043. Recruiting “Global Ambassadors” for the “Public Good”? International Teachers in U.S. Urban Schools. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 3
12:25 pm to 1:55 pm
Chair:
34.044. Shifting Teacher Beliefs and Practices Toward a Socially Just Model of Teaching: Uncovering Best Practices. Division K - Teaching and Teacher Education; Structured Poster Session
New Orleans Marriott, Third Level, Mardi Gras Salon FGH
12:25 pm to 1:55 pm
Chair: Suzanne C. Arnold, University of Colorado - Denver
Participants:
1. Using Four Levels of Evaluation to Inform Teacher Education Program Redesign. Shelley Zion, University of Colorado - Denver
2. Mapping the Gaps: Redesigning a Teacher Education Program to Prepare Teachers for Urban Schools. Hannah Withrow, University of Colorado - Denver
3. Changing Teacher Beliefs Through a Social Justice Teacher Education Model: Analysis of Teacher Intercultural Competence. Suzanne C. Arnold, University of Colorado - Denver
5. Uncovering Teacher Perceptions and Efficacy in Working With Students, Families, and Communities. Antwan Jefferson, University of Colorado - Denver
7. Ecology of a Pilot Study: Program Development Outside the Box. Honorine D. Nocon, University of Colorado - Denver
8. Collaboratively Redesigning Professional Development School Internship Experiences to Prepare Urban Community Teachers. Cindy Gutierrez, University of Colorado - Denver
Discussant: Wanda J. Blanchett, University of Missouri - Kansas City

34.045. Teacher Professionalism: Reimagining the Promise and Potential of Education Research Through Schools/University Collaborations. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 7
12:25 pm to 1:55 pm
Chair: Vivienne Marie Baumfield, University of Glasgow
Participants:
A Different Way of Thinking About Work: The Challenges and Opportunities of School-University Research Partnerships. Colleen Marie-Julie McLaughlin, University of Cambridge; Vivienne Marie Baumfield, University of Glasgow; Lori Beckett, Leeds Metropolitan University
The Slippery Slope to Efficiency? An Australian Perspective on School/University Partnerships for Teacher Professional Learning. Nicole Mockler, University of Newcastle
New Leads: Redesigning Roles and Responsibilities in School/University Partnerships in Teacher Education in the United States. Patricia A. Wisley, University of Washington
Practice and Experience: Classroom Teachers’ Perspectives on Leadership. Robert Martin Reardon, Virginia Commonwealth University
Discussant: Ann Lieberman, Stanford University

34.046. Teachers’ Digital Literacies. Division K - Teaching and Teacher Education; Paper Session
New Orleans Marriott, Second Level, La Galerie 2
12:25 pm to 1:55 pm
Chair: Alyssa Hadley Dunn, Emory University
Participants:
Examining Preservice Special Education Teachers’ Perceptions of Disability Through Online Collaboration and Digital Case Studies. Gravity Goldberg, Iona College; Marlene Zukerski, Iona College
Examining Teachers’ Personal and Professional Use of Facebook: Recommendations for Teacher Education Programming. Juliet E. Hart, Arizona State University; Trisha Denise Steinbrecher, Vanderbilt University
Who Are They Talking To? Student Social Networks as Actionable Data for Teachers. Peter Samuellson Wardrip, University of Pittsburgh; Louis M. Gomez, University of Pittsburgh

SIG Sessions

34.049. Complexity in Thinking, Conversation, Knowledge, and Democracy. SIG: Chaos & Complexity Theories; Paper Session
Astor Crowne Plaza, Second Level, Astor Ballroom II
12:25 pm to 1:55 pm
Chair: Leonard J. Waks, Temple University
Participants:
Authoritative Knowledge, Higher Education, and Democracy. Deborah Osberg, University of Exeter
Complex Conversations: Rigorous, Relevant, Rich, and Relational Moments of Learning. Sarah Smitherman Pratt; Donna Truett
The Promise of New Thinking in Complexity for Education. Ton Jorg, Utrecht University
Doubletree, Second Level, Madewood A
12:25 pm to 1:55 pm
Chair: Zorka Karanxha, University of South Florida
Participants:
Taking Stock of a Decade of Charter School Research: Trends, Limitations, and Gaps in Research. Joanna R. Smith, University of Southern California; Priscilla Wohlstetter, University of Southern California; Caitlin Farrell, University of Southern California; Michelle B. Nafyack, American Institutes for Research
Researching Effective Schools: Analysis of Site-Based Leadership in Four Boston Charter Public Schools. Paul Hays, City on a Hill Public Charter School
Discussant: Robert A. Fox, University of Hawaii

34.051. Creative Conversations and Potential Collaborations Between Educational Technology Labs and Institutes. SIG-Computer and Internet Applications in Education; Working Group Roundtable
New Orleans Marriott, Fourth Level, Balconies II
12:25 pm to 1:55 pm
Chair: Cassandra Scharber, University of Minnesota
Participants:
Learning Technologies Media Lab (LTML). Cassandra Scharber, University of Minnesota; Aaron Doering, University of Minnesota; Charles DeVaughn Miller, University of Minnesota
The Learning and Performance Support Laboratory (LPSL). Michael J. Hamman, University of Georgia; J. Michael Spector, University of Georgia

34.052. Creative Tensionality and Dynamic Harmony: Reimagining Curriculum and Pedagogy. SIG-Confucianism, Taoism, and Education; Symposium
Sheraton, Fourth Level, Oak Alley
12:25 pm to 1:55 pm
Chair: Xin Li, California State University - Long Beach
Participants:
Let a Hundred Schools of Thought Contend: A Plea for Irenic Dissonance. Shirley R. Steinberg, McGill University
Forgiveness, Resentment, and Facade in the South. William M. Reynolds, Georgia Southern University
The Politics of Politeness: Resistance to Social Justice Education in the South. Sabrina N. Ross, University of North Carolina - Greensboro
Walking With James Meredith: A Personal Journey of Identity at Ole Miss. David M. Callejo Perez, Saginaw Valley State University
Memory, Metaphor, Place, and Story: (Un)abstracting Social Imagination. Robert Lewis Lake, Georgia Southern University
Discussant: Ming Fang He, Georgia Southern University

34.053. Critical Examination of Social Justice in Teacher Education. SIG-Critical Educators for Social Justice; Paper Session
Sheraton, Second Level, Rhythms Ballroom II
12:25 pm to 1:55 pm
Chair: Denise Eger-Kuehne, Louisiana State University
Participants:
Positioning Matters: A Study of Two Preservice Language Arts Teachers’ Attempts to Enact Culturally Responsive Practice in the Figured Worlds of Schools. Jane Marie Saunders, Texas State University - San Marcos
Putting Critical Pedagogy Into Practice: Critical Racial Consciousness for Preservice Teacher Education. Cynthia Gordon, Harvard University
Teacher Activists: Blurring the Lines and Building the Collective. Keith C. Catone, Harvard University
Understanding the Meaning of Social Justice for Teachers in Australia. Hermen Cuervo, The University of Melbourne
Men of Color Practicing Radical Pedagogy in Predominantly White Classrooms. Dalia Rodriguez, Syracuse University; Afriz Boshene, Syracuse University; Julian T. Anesi, Syracuse University; Nicole Chantelle Howell, Syracuse University

34.054. Understandings Emerging Through the Southern Mist: The Curriculum of Place. SIG-Critical Issues in Curriculum and Cultural Studies Cosponzoned by Division B - Curriculum Studies; Symposium
Astor Crowne Plaza, Second Level Mezzanine, St. Louis
12:25 pm to 1:55 pm
Chair: William H. Schubert, University of Illinois - Chicago
Participants:
Exploring the Southern Ghosts: A Bricolage of Literature. Shirley R. Steinberg, McGill University
Contextual Worlds of Child Art: Experiencing Multiple Literacies Through Images. Marni Binder, Ryeerson University
Imagining Heteronormative Classrooms as Otherwise: Lesbian, Gay, Bisexual, Transgendered, and Transsexed (LGBTI) Adults and Their Early Childhood Experiences. Jeanne Marie Iorio, University of Hawaii; Andrew Reilly, University of Hawaii; Loriena Yancura, University of Hawaii; John Patrick Onesta, University of Hawaii
Immigrant Children’s Drawing as a Sociocultural Exploration: Rethinking the Visual Representations of Immigrant Children. Keon-Ryeong Park
Letting Imagination Run Free: Developing Empathy in Steiner Kindergartens. Sue Waite, University of Plymouth; Sarah Rees, University of Plymouth
Transactional With Literature: Using Book Groups to Increase Social Awareness in Early Childhood Professionals. Diana Jean Durbin, Winthrop University
Discussant: Jeanne Marie Iorio, University of Hawaii

34.055. Looking Through an Artistic Lens: Issues and Education in Early Childhood. SIG-Critical Perspectives on Early Childhood Education; Paper Session
JW Marriott, Third Level, Rosalie
12:25 pm to 1:55 pm
Chair: Jeanne Marie Iorio, University of Hawaii
Participants:
A Photographic Analysis of Young Children’s Cultural Practices. An Chih Cheng, DePaul University
Contextual Worlds of Child Art: Experiencing Multiple Literacies Through Images. Marni Binder, Ryerson University
Imagining Heteronormative Classrooms as Otherwise: Lesbian, Gay, Bisexual, Transgendered, and Transsexed (LGBTI) Adults and Their Early Childhood Experiences. Jeanne Marie Iorio, University of Hawaii; Andrew Reilly, University of Hawaii; Loriena Yancura, University of Hawaii; John Patrick Onesta, University of Hawaii
Immigrant Children’s Drawing as a Sociocultural Exploration: Rethinking the Visual Representations of Immigrant Children. Keon-Ryeong Park
Letting Imagination Run Free: Developing Empathy in Steiner Kindergartens. Sue Waite, University of Plymouth; Sarah Rees, University of Plymouth
Transactional With Literature: Using Book Groups to Increase Social Awareness in Early Childhood Professionals. Diana Jean Durbin, Winthrop University
Discussant: Jeanne Marie Iorio, University of Hawaii

34.056. Play Is the Thing: Performance Practices That Support Learning and Development Across the Life Span. SIG-Cultural Historical Research; Symposium
JW Marriott, Third Level, Orleans
12:25 pm to 1:55 pm
Chairs: Carrie L. Lobman, Rutgers University; Barbara O’Neill, Brooklyn College - CUNY
Participants:
Critical Performative Pedagogy in Urban Teacher Education: A Heteroglossia of Voices? Ruth Harman, University of Georgia; Kristen Clyde French, Western Washington University
Creative Drama Intervention and Students’ Professional Growth. Mildred Briedyke, Kajaani University Consortium, University of Oulu, Pentti Hakkarainen, University of Oulu
Distributed Creativity in a Teen Theater Group. Stacy L. DeZutter, Millsaps College
Play as a Staging Ground for Performance and Life. Sally Bailey, Kansas State University
Playworlds: An Art of Development. Ana Marjanovic-Shane, Chestnut Hill College; Beth Forholt, Brooklyn College - CUNY; Kiyotaka Miyazaki, Waseda University, Japan; Monica Elisabeth Nilsson, Blekinge Institute of
34.057. Judgment, Perspectives, and Reflection in Instructional Design Learning and Practice. SIG-Design and Technology; Paper Session 
Astor Crowne Plaza, Second Level Mezzanine, St. Ann 
12:25 pm to 1:55 pm 
Chair: Elizabeth C. Harris, University of Wisconsin - Madison 
Participants: 
ADDIE (Analysis, Design, Development, Implementation, and Evaluation): 
Perspectives in Transition. Elizabeth Boling, Indiana University; Wylie V. Easterling, Indiana University; Patricia L. Hardre, University of Oklahoma; Craig D. Howard, Indiana University - Bloomington; Tiffany Anne Roman, Indiana University 
Evaluating Instructional Design: A Seasoned Cohort Reflects on Its Graduate Experience. Debby Kelk, University of Texas - Austin 
How Is Development of Design Judgement Addressed in Instructional Design Education? Perspectives From Instructors, Students, and Practicing Instructional Designers. Nilufer Korkmaz, Indiana University; Elizabeth Boling, Indiana University 
Instructional Design Heuristics. Cindy S. York, Armstrong Atlantic State University; Peggy A. Ertmer, Purdue University 
“Getting Tested”: Diagnosing Learning and Engagement in Epidemic: Self-Care for Crisis. Nicholas Taylor; York University; Jennifer Jenson, York University; Suzanne de Castell, Simon Fraser University 
Discussant: Vanessa Sibila, University of California - Berkeley 

34.058. Families in Early Childhood Education. SIG-Early Education and Child Development; Paper Session 
New Orleans Marriott, Second Level, Preservation Hall Studio 5 
12:25 pm to 1:55 pm 
Chair: Virginia C. Shipman, University of New Mexico 
Participants: 
Literacy at Home in a Web 2.0 World: What Literacy Materials and Experiences Do Families Provide Preschoolers? Ji Eun Kim, The University of British Columbia 
Multilevel Latent Profile Analysis of Family Involvement and School Readiness for a Nationally Representative Head Start Sample. Rebecca Jane Bulotsky-Shearer, University of Miami; Xiadui Wen, National-Louis University; Ann-Marie Faria, American Institutes for Research; Debbie L. Hahn-Yaghn, University of Central Florida; Jon Korfelmeier, Erikson Institute 
Why Is Child-Care Subsidy Use So Low? Parents’ Views on Supports and Impediments to Obtaining Child-Care Subsidies in One State. Meryl Yoches, University of Maryland - College Park; Elisa L. Klein, University of Maryland, and 2009-2010 SRCD/AASS Science and Technology Policy Fellow, Office of Behavioral and Social Sciences Research (OBSSR), National Institutes of Health 

34.059. Pedagogies of Hope Within Climates of Hopelessness. SIG-Hispanic Research Issues; Symposium 
Sheraton, Fourth Level, Edgewood 
12:25 pm to 1:55 pm 
Chair: Norma E. Gonzalez, The University of Arizona 
Participants: 
Teaching and Learning in the Age of Accountability: The Significance of a Funds of Knowledge Orientation in Bilingual Classrooms. Joel E. Dvorin, University of Texas - El Paso 
The Pedagogical Toolkit of an Activist Chicana Bilingual Education Teacher. Linda Guardia Jackson, University of Texas - San Antonio 
Learning in the Third Space: Pedagogies of Hope and Resistance in a Kindergarten Structured English Immersion Classroom. Mary Carol Combs, The University of Arizona 
Seeking Pedagogies of Hope in a Texas Border Colonia. Lee A. Murillo, University of Texas - Pan American; Patrick Henry Smith, University of Texas - El Paso 
Discussant: Louis C. Moll, The University of Arizona 

34.060. Students We Share: Mexican-Origin Children and Youth in the 21st Century. SIG-International Studies; Symposium 
Sheraton, Eighth Level, Salon 820 
12:25 pm to 1:55 pm 
Chair: Patricia C. Gandara, University of California - Los Angeles 
Participants: 
Students We Share: Mexican-Origin Children and Youth in the 21st Century. Patricia C. Gandara, University of California - Los Angeles 
Primary and Secondary Educational Institutions: A Cross-National Comparison. Regina Cortina, Teachers College, Columbia University 
Comparative Research of Mexican-Origin Youth. Adam Samuel Winslow, Sawyer, Bard College 
Policy Options and College Access Among Mexican-Origin Students in the United States. Stella M Flores, Vanderbilt University 
Rural Education: Student Learning and Social Inequality in Mexico. Ernesto Treviño, Universidad Diego Portales 
Finding “Synergy”: Student Learning for Mexican-Origin Children and Youth. Bryant T. Jensen, Bard College 

New Orleans Marriott, Second Level, Preservation Hall Studio 1 
12:25 pm to 1:55 pm 
Chair: Azure Janee Stewart, University of California - Santa Barbara 
Participants: 
The Making of a Researcher. Damian Corbin Jenkins, Pepperdine University “This Is Not a Survey of Works”: An Emerging Scholar’s Reflective and Recursive Study of Music and Arts Education. Azure Janee Stewart, University of California - Santa Barbara 
One Student’s Graduate Experience: Shifting Angles of Vision Between Professional Identities. Vivian Lee Rhone, University of California - Santa Barbara 
Studying Race as Discursively Constructed: Maintaining the Theoretical Coherence of a Researcher’s Logic of Inquiry. Amy Carpenter Ford, Central Michigan University 
What’s Happening Here? Learning to Develop an Interactional Reflexive/Responsive Approach in Research Inquiry. Ravy S. Luo, University of California - Santa Barbara 
Discussant: Judith L. Green, University of California - Santa Barbara 

34.062. Producing Selves: The Analytical Utility of Theorizing About Identities Across Spaces, Narratives, Activities, and Time. SIG-Learning Sciences; Symposium 
New Orleans Marriott, Third Level, Mardi Gras Salon B 
12:25 pm to 1:55 pm 
Chair: Melissa Sunshine Cook, University of California - Los Angeles 
Participants: 
Shifting Frames: Identity Co-Construction, Resistance, and Renegotiation Among Teachers as Online Learners and Novice Bloggers. Cynthia Carter Ching, University of California - Davis 
The Identity-Related Consequences of a Cultural Model of Scientific Scholarship and Individuals’ Appropriations of It. Melissa Sunshine Cook, University of California - Los Angeles 
Layers, Timescales, and Trajectories: A Game-Based Learning Community as a Nexus of Identification. Ben Devane, University of Florida 
Identities in Practice, Self-Narratives, and Others’ Narratives: A Three-Pronged Strategy to Understand Interacting Trajectories of Identification Across Social Settings. Deborah A. Fields, University of Pennsylvania 
Discussant: Stanton Wortham, University of Pennsylvania
34.063. A Space for Design: When New Media Technologies Meet Formal Learning Environments. SIG-Media, Culture, and Curriculum; Paper Session 12:25 pm to 1:55 pm

Chair: Julie K. Horton, Argosy University

Participants:
- Why Video Games Are Not Teacher-Proof: The Central Role of the Teacher
  - Julie K. Horton, Argosy University
- Constructionist Game-Making Learning Environments
  - Christine M. Greenhow, University of Maryland - College Park
- Designing Possibility Spaces: Using the Sims2 as a Sandbox to Explore Possible Selves With At-Risk Teenage Males
  - K. Ann Renninger, Swarthmore College
- Linking Neuroscientific Research to Interest Research: Theoretical and Self-Regulatory Trade-Offs When Learning Online: Interested Engagement
  - Suzanne E. Hidi, University of Toronto
- Why Video Games Are Not Teacher-Proof: The Central Role of the Teacher
  - Julie K. Horton, Argosy University

Discussant:
- Why Video Games Are Not Teacher-Proof: The Central Role of the Teacher
  - Patrick Schmidt

Participants:
- Why Video Games Are Not Teacher-Proof: The Central Role of the Teacher
  - Julie K. Horton, Argosy University
- Designing Possibility Spaces: Using the Sims2 as a Sandbox to Explore Possible Selves With At-Risk Teenage Males
  - K. Ann Renninger, Swarthmore College
- Linking Neuroscientific Research to Interest Research: Theoretical and Self-Regulatory Trade-Offs When Learning Online: Interested Engagement
  - Suzanne E. Hidi, University of Toronto
- Why Video Games Are Not Teacher-Proof: The Central Role of the Teacher
  - Patrick Schmidt

34.064. The National Project on Middle Level Common Planning Time: Emerging Results From Phase II. SIG-Middle-Level Education Research; Paper Session 12:25 pm to 1:55 pm

Chair: Steven B. Mertens, Illinois State University

Participants:
- Overview of the Middle-Level Education Research SIG’s National Project on Middle Level Common Planning Time
  - Steven B. Mertens, Illinois State University
- Nancy Flowers, University of Illinois
  - Vincent A. Anfara, University of Tennessee
- Micki M. Caskey, Portland State University
- Nancy Flowers, University of Illinois
- Vincent A. Anfara, University of Tennessee
- Micki M. Caskey, Portland State University
- Nancy Flowers, University of Illinois
- Vincent A. Anfara, University of Tennessee
- Micki M. Caskey, Portland State University
- Nancy Flowers, University of Illinois
- Vincent A. Anfara, University of Tennessee
- Micki M. Caskey, Portland State University
- Nancy Flowers, University of Illinois
- Vincent A. Anfara, University of Tennessee
- Micki M. Caskey, Portland State University
- Nancy Flowers, University of Illinois
- Vincent A. Anfara, University of Tennessee
- Micki M. Caskey, Portland State University
- Nancy Flowers, University of Illinois
- Vincent A. Anfara, University of Tennessee
- Micki M. Caskey, Portland State University

34.065. Developments in Interest Theory and Research. SIG-Motivation in Education; Symposium 12:25 pm to 1:55 pm

Chair: Paul A. O’Keefe, New York University

Participants:
- Gender Differences in Students’ Math and Language Arts Interest: The Role of Students’ Gender Stereotypes
  - Isabelle Plante, University of Montreal
- Interest and the Optimization of Self-Regulatory Resources
  - Paul A. O’Keefe, New York University
- Self-Regulatory Trade-Offs When Learning Online: Interested Engagement Can Hurt AND Help
  - Lisa Linnenbrink-Garcia, Duke University
- Linking Neuroscientific Research to Interest Research: Theoretical and Empirical Considerations
  - K. Ann Renninger, Swarthmore College

Discussant: K. Ann Renninger, Swarthmore College

34.066. Music Education Reform. SIG-Music Education; Paper Session 12:25 pm to 1:55 pm

Chair: Peter Whitteman, Macquarie University

Participants:
- Nongovernmental Organizations and Music Education: Changing Paradigms
  - Patrick Schmidt
- Music Education and School Choice Reform: Music Programs in New York City Charter Schools
  - Kenneth Elpus, Northwestern University

Discussant: James R. Austin, University of Colorado

34.067. Narrative Research SIG Session: Narratives of Teacher Education: Examining the Experiences of Beginning Teachers. SIG-Narrative Research; Paper Session 12:25 pm to 1:55 pm

Chair: Jennifer Christine Nelson, University of Nebraska - Lincoln

Participants:
- Tensions in Early Career Teachers’ Stories to Live by: Identity Making in Conflicting and Competing Stories
  - M. Shaun Murphy, University of Saskatchewan
- Inciting the Moral Imagination of Preservice Teachers: “50/50, Nothing You Can Do About It”: A Narrative About Teacher Effectiveness
  - Cara McDermott-Fay, Rhode Island College
- Narrative Identity Construction as Urban Teacher Education Practice and Research
  - Marini Calette Lee, Eastern Michigan University
- Examining the Experiences of Beginning Teachers
  - J. B. Arbaugh, University of Wisconsin - Oshkosh

Discussant: Vicki Ross, Northern Arizona University

34.068. Community of Inquiry Research. SIG-Online Teaching and Learning; Paper Session 12:25 pm to 1:55 pm

Chair: Karen P. Swan, University of Illinois - Springfield

Participants:
- Integrating Biglan’s (1973) Typology and the Community of Inquiry (CoI) Framework: An Exploratory Study
  - J. B. Arbaugh, University of Wisconsin - Oshkosh
- Examining the Experiences of Beginning Teachers
  - J. B. Arbaugh, University of Wisconsin - Oshkosh
- Developing a Content Analysis Approach to Measuring Student Engagement in Constructionist Game-Making Learning Environments
  - Rebecca Reynolds, Rutgers University
- Inciting the Moral Imagination of Preservice Teachers
  - J. B. Arbaugh, University of Wisconsin - Oshkosh

Discussant: Elaine Chan, University of Nebraska - Lincoln

34.069. Critical Service Learning as a Revolutionary Pedagogy: A Freirean Perspective on Transforming Society. SIG-Paulo Freire; Symposium 12:25 pm to 1:55 pm

Chair: Bradley J. Portillo, Lewis University
34.070. Anti-Racist Pedagogy in Peace Education: A Call for a Shift in Theoretical Groundings. SIG-Peace Education; Symposium
Sheraton, Eighth Level, Salon 816
12:25 pm to 1:55 pm
Chair:
Dr. Eric Jackson, Northern Kentucky University
Participants:
Resistance to Anti-Racist Curriculum: Diversity Management Versus Diversity Education. Karla Gacasan, University of Cincinnati
The Proliferation of Confederate Memorabilia: Racist or Rebel? Kelli Marie Jette, University of Cincinnati
Isolation, Marginalization, and Institutional Racism: A History of Africana Studies. Nzingha DaRilla, University of Cincinnati
Isolation and Marginalization in Women and Gender Studies. Jacqueline D. Daugherty, University of Cincinnati
Discussant:
Susan Francis Carson, Grand Valley State University

34.071. Philosophically Informed Qualitative Research for the Public Good. SIG-Qualitative Research; Symposium
Astor Crowne Plaza, Second Level, Astor Ballroom III
12:25 pm to 1:55 pm
Chair:
Mark D. Vagle, University of Georgia
Participants:
Postmodern Qualitative Research. Elizabeth A. St. Pierre, University of Georgia
Living as an “Intentional Philosopher” in Phenomenological Research. Mark D. Vagle, University of Georgia
Surfacing What Counts as “The Public Good” With Philosophical Hermeneutic Research. Melissa Freeman, University of Georgia
A Pragmatic Sensibility for Educational Research. Thomas A. Schwandt, University of Illinois - Urbana-Champaign
Discussant:
Patti A. Lather, The Ohio State University

34.072. Research on Mixed Methods Approaches to Addressing Generalization and Transferability in Evaluations in Rural Contexts. SIG-Research on Evaluation; Symposium
Doubletree, Second Level, Nottoway
12:25 pm to 1:55 pm
Chair:
John Maddaus, University of Maine
Participants:
What Qualifies as Scalability and Sustainability of School Reform in Rural Schools? Evaluating the Role of “Ownership”. Sharon A. Brown, Cleveland State University; James A. Saltman, Ohio University
Deconstructing Best Practice: An Examination of What Is “Best” in the Discourse Surrounding Rural Schooling. Paul G. Theobald, Buffalo State College - SUNY; Craig B. Howley, Ohio University

34.073. New and Creative Perspectives on Giftedness, Creativity, and Talent in Education. SIG-Research on Giftedness and Talent; Paper Session
Sheraton, Fifth Level, Grand Couteau
12:25 pm to 1:55 pm
Chair:
Bonnie L. Crumond, University of Georgia
Participants:
Comparing Teachers’, Parents’, and Gifted Underachieving Students’ Personal Perceptions of Factors Associated With Student Achievement. DeL. Siegle, University of Connecticut; Lisa DaVita Rubenstein, University of Connecticut; D. Betsy McCooch, University of Connecticut
High-Ability Students’ Time Spent Outside the Classroom. Matthew C. Makel, Duke University; Ian Li, DePaul University; Martha Putalacz, Duke University; Jon Wai, Duke University
Teaching Between the Lines: An Examination of Teachers’ Perceptions of Creativity. Lisa DaVita Rubenstein, University of Connecticut; John Ehlender, University of Connecticut
Creativity and Mental Illnesses: A Meta-Analytic Review. Selcuk Acar, University of Georgia; Nur Cayirlioglu, University of Georgia
Discussant:
Jonathan A. Plucker, Indiana University

34.074. All in This Together: Using a Multi-Agency Data Source to Improve Schools, Programs, and Policy. SIG-School/University Collaborative Research; Symposium
Doubletree, 16th Level, Crescent Ballroom
12:25 pm to 1:55 pm
Chair:
Mylre M. McLaughlin, Stanford University
Participants:
University, Schools, and Multiple Agencies Sharing Data to Inform Community-Wide Action. Ingrid Nelson, Stanford University; Karen Strobel, Stanford University; Amy Gerstein, Noyce Foundation
Understanding Educational Outcomes for Preschool for All Participants. Nora Mallonee, Stanford University; Monika Sanchez, Stanford University; Rebecca A. London, Stanford University
Service Synergy: Evaluating the Cumulative Effects of Community School Services. Sebastian Castrechini, Stanford University; Rebecca A. London, Stanford University
Linking Adaptive Motivational Beliefs to Effective Motivational Practices in Low-Income Middle School Classrooms. Karen Strobel, Stanford University; Sarah B. Miles, Stanford University; Ingrid Nelson, Stanford University; Allyson Yuen, Whittier College
Discussant:
Curt M. Adams, University of Oklahoma

34.075. Academic Practice of Adult English Language Learners and In- and Preservice Teachers. SIG-Second Language Research; Paper Session
Sheraton, Second Level, Rhythms Ballroom III
12:25 pm to 1:55 pm
Chair:
Kristen C. Wilcox, University at Albany - SUNY
Participants:
Perceptions of English Skills Development: Comparisons Between Vietnamese College Students From the City and Rural Areas. Huong T. Nguyen, California State University - Long Beach; Hiromi Masunaga, California State University - Long Beach
Metacognition and Genre Awareness in Second Language (L2) Academic Reading and Writing. Raffaella Negrotti, Stockholm University; Maria Kateeva, Stockholm University
34.076. Social and Emotional Learning SIG Business Meeting and Reception. Policy and Practice: An Address by Congressman Tim Ryan (D-Ohio). SIG-Social and Emotional Learning; Business Meeting Sheraton, Third Level, Napoleon Ballroom B3 12:25 pm to 3:00 pm Chair: Patricia A. Jennings, The Pennsylvania State University

34.077. Evidence-Based Interventions for Primary Grade Students at Risk for Mathematics Difficulties. SIG-Special Education Research; Symposium Sheraton, Fourth Level, Southdown 12:25 pm to 1:55 pm Chair: Diane Pedrotty Bryant, University of Texas - Austin Participants: ROOTS: Efficacy of a Kindergarten Mathematics Intervention Program. Scott K. Baker, Pacific Institutes for Research Effects of an Early Intervention for Second Grade Students at Risk for Mathematics Difficulties. Brian R. Bryant, University of Texas - Austin; Diane Pedrotty Bryant, University of Texas - Austin Improving Problem-Solving Performance of Students With Mathematics Difficulties. Asha K. Jitendra, University of Minnesota Discussant: Marjorie Montague, University of Miami


34.080. Technology in Teaching and Learning: Innovative Strategies Requiring Social Participation. SIG-Technology as an Agent of Change in Teaching and Learning; Paper Session New Orleans Marriott, Third Level, Mardi Gras Salon A 12:25 pm to 1:55 pm Chair: Joan E. Hughes, University of Texas - Austin Participants: Evaluating the Use of Blogging as Literature Discussion Within a Social Networking Site. Amy Carter Hutchison, Iowa State University; Wei Wang, Iowa State University Exploring How Students Use Web 2.0 Technologies to Support Group Work, Outside of Class Time. Norman Davis Vaughan, Mount Royal University; James Zimmer, Mount Royal University; Todd Nickle, Mount Royal University; Jim Silvis, Mount Royal University Implementing a Social-Virtual Curriculum: Develop Social-Educational Leaders. Nikleia Eteokleous, Frederick University Student Agency and the Ethical Responsibility of Media Creation. Jessica K. Parker, Sonoma State University Discussant: Lynne Schrum, George Mason University

34.081. How Diversity, Context, and Content Impact Vocabulary Learning and Vocabulary Instruction. SIG-Vocabulary; Paper Session New Orleans Marriott, Second Level, La Galerie 5 12:25 pm to 1:55 pm Chair: Beth C. Rubin, Rutgers University Participants: Contributions of Morphological Awareness to English Reading Comprehension: Do They Differ by Language Background? Michael J. Kieffer, Teachers College, Columbia University; Nonie K. Lesaux, Harvard University Teachers’ Vocabulary Instruction and Word Meaning Interactions in High-Poverty Schools. Joanne F. Carlisle, University of Michigan; Daniel Berebitsky, Vanderbilt University; Benjamin Kelcey, Wayne State University The Effects of Language-Enriched Science Instruction on Primary Grade Children’s Scientific Vocabulary Knowledge. Sheryl L. Honig, Northern Illinois University Vocabulary Assessment in Early Childhood: Does Test Format Impact Children’s Expressions of Word Knowledge? Tanya M. Christ, Oakland University; Ashelin R. Currie, Oakland University; James F. Cipielewski, Oakland University

34.082. Critical and New Literacies Within the University: Exploring Multiple Literacy Practices of Students and Faculty. SIG-Writing and Literacies; Symposium Astor Crowne Plaza, Second Level Mezzanine, Toulouse A 12:25 pm to 1:55 pm Chair: Sarah Lohnes Watulak, Towson University Participants: Beyond Technology Skills: Toward a Framework for Critical Digital Literacies in Preservice Technology Education. Sarah Lohnes Watulak, Towson University; Charles K. Kinzer, Teachers College, Columbia University Mapping the Linguistic and Semiotic Resources of College Freshmen. Gloria E. Jacobs, Saint John Fisher College Through a New Lens: Examining Instructor Beliefs About Literacy and Technology Via New Literacies. Dana J. Wilber, Montclair State University Discussant: Gay Merchant, Sheffield Hallam University

34.083. Roundtable Session 16; Roundtable Session

34.083-1. Sociocultural Perspectives: Diverse Learners, Teachers, and Parents in Multilingual Contexts. SIG-Bilingual Education Research; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 12:25 pm to 1:55 pm Chair: Reynaldo Reyes, III, University of Texas - El Paso Participants: Examining the Professional Development Experiences and Knowledge of
34.083-2. Examining the Effects of Family Outreach and Engagement. SIG-Family, School, Community Partnerships; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm
Chair: Pandwe Aletia Gibson, Claremont Graduate University
Participants:
Are Fathers, Father Involvement the Protective Factors of School and/or Course Failure? An Investigation of Adolescents With Six Different Father Groups.
Haiqin Chen, University of Missouri; Stephen D. Whitney, University of Missouri - Columbia; Ze Wang, University of Missouri; Jie Zhang, University of Missouri
Diffential Influence of Home- and School-Based Parental Involvement: Multilevel and Multi-Ethnic Group Analysis. San Ah Lim, University of California - Santa Barbara
Effects of Parent-Student Pre-Algebra Workshops in the Lowest Achieving California School District in Mathematics on Parents, Students, and the School. Diana B. Huint-Michael, Pepperdine University
Family Involvement in Children’s Schooling: A Large Metropolitan School District Perspective. Wendui Yuan, Fort Worth Independent School District, Texas
School Influences on Parent Involvement in Title I Middle Schools. Marya Whitaker, Vanderbilt University; Kathleen V. Hooper-Demsey, Vanderbilt University
Fieldwork: A Space of Commitment and Quandary. Anne M. Galletta, Cleveland State University

34.083-3. Critical Perspectives on Urban Teaching and Learning: Four Projects in One Urban College of Education. SIG-Urban Learning, Teaching, and Research; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm
Chair: Mary K. Gove, Cleveland State University
Participants:
Exploring Diversity: Lessons Learned From an Education Faculty Self-Study Group in an Urban College of Education. Grace H.C. Huang, Cleveland State University
Supporting Culturally Responsive Practices for Nurturing Expanded Critical Literacy. Kristine Lynn Still, Cleveland State University; Mary K. Gove, Cleveland State University
Reconceptualizing Home Visits: Prospective Teachers Learning From Home and Community Engagements. Dinah Volk, Cleveland State University
Fieldwork: A Space of Commitment and Quandary. Anne M. Galletta, Cleveland State University

34.083-4. Teachers’ and Students’ Views on Assessment. SIG-Classroom Assessment; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm
Chair: Mary E. Yakimowski, University of Connecticut
Participants:
Judging Instructionally Sensitive Assessment: Teachers’ and Students’ Perspectives. Kellie Wills, University of Washington; Deanna J. Sands, University of Colorado - Denver; Maria Araceli Ruiz-Primo, University of Colorado - Denver; Min Li, University of Washington
Level of Schooling Effects on Student Conceptions of Assessment: The Impact of High-Stakes Assessments on Secondary Students’ Beliefs. Gavin T. Brown, The Hong Kong Institute of Education; Lois Ruth Harris, University of Auckland
Teachers’ Beliefs of Standardized Testing and Formative Assessment Classroom Practices. Diane Lawrence Lowry, The University of Mississippi; Kaye Pepper, The University of Mississippi
34.083-5. Creating Disability and Identity in Schools. SIG-Disability Studies in Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm
Chair: Beth R. Handler, University of Louisiana - Lafayette
Participants:
From Collective Fates to Individuated Futures: Remaking Educational Futures for Children With Significant Disabilities. David Hicks, Virginia Polytechnic Institute and State University; Jan K. Nespor, The Ohio State University
Origins of Emotional Disturbance: Conclusions of the Joint Commission on Mental Health of Children. Beth R. Handler, University of Louisiana - Lafayette
Passing as Literate: Gender, Dyslexia, and the Shaping of Identities. Ellen Burns Hurst, Georgia State University
The High School Course-Taking of Students Identified With Learning Disabilities. Dana Renee Shifrer, University of Texas - Austin; Chandra Muller, University of Texas - Austin; Rebecca M. Callahan, University of Texas - Austin

34.083-6. Systems-Wide Educational Change: Experiences in Teacher Education Programs and School Districts. SIG-Educational Change; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm
Chair: Stefan Thomas Hopmann, University of Vienna
Participants:
Competence-Based Teacher Education: Governmental Illusion or Perceived Reality? Katrien Struyven, Katholieke Universiteit Leuven; Marijke De Meyst, Katholieke Universiteit Leuven
Scaling Up Learning Networks: District-Wide Implementation. Lisa Ain Dack, OISE/University of Toronto; Steven Kett, OISE/University of Toronto; Robert Dunn, York Region District School Board
Factors Affecting the Initial Implementation of the Curriculum Reform in Hong Kong: Key Findings From a Large-Scale Survey Study. Alan Cheung, Johns Hopkins University

34.083-7. Politics of Language: The Policy Consequences of How the Issues Are Defined and Framed. SIG-Politics of Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm
Chair: La Tara D. Osborne-Lampkin, University of North Florida
Participants:
Expectation Imagery in Metaphor Scenarios of Innovation in Media Accounts of i3 Education Policy Formation. Hamme B. Mawhinney, University of Maryland - College Park
Obama and Educational Language. Thomas C. Wilson, Chapman University; Mariisol Rezach, Chapman University
"You Are the Bad Guys": Media Portrayal of School District Adherence to Florida’s Grade Retention Policy. Danielle V. Dennis, University of South Florida; Diane C. Kroeger, University of South Florida

Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm
Chair: Shahnaz Alidina, Doctral Student
Participants:
Examining the Role of Social Context in Identity Construction of Minority Youth. Dan Ciu, University of Alberta
Racial Socialization in Cross-Racial Families. Cyndy R. Snyder, University of California - Berkeley
Reflections of a Racial Queer: Introducing a New Conceptual Framework From Which to Study Multiraciality. Aurora Chang, Beloit College
Students of Color Surviving Majority White Multiracial School Contexts: A Critical Race Theory (CRT) Analysis of Student Identity. Thandeka K. Chapman, University of Wisconsin - Milwaukee; Tatiana Joseph, University of Wisconsin - Milwaukee; May Yang, University of Wisconsin - Milwaukee; Nicholas Daniel Hurtle, University of Wisconsin - Milwaukee
34.083-9. Who We Are and Who We Can Become: Constructing Teacher Identities. Division G - Social Context of Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 12:25 pm to 1:55 pm
Chair: Katie Brkich, University of Florida
Participants: Constructing Culturally Responsive Teacher Identities. Christina M. Tschida, East Carolina University Teachers’ and Students’ Negotiation of Middle-Class White Womanhood in Racially, Ethnically, and Linguistically Diverse Low-Income Classrooms. Irene H. Yoon, University of Washington Writing Identity and Writers’ Workshop: A Future Teacher and Teacher Educator Critically Reflect. Cynthia B. Leung, University of South Florida - St. Petersburg At Home in the Academy: Latina Faculty Counterstories and Resistances. Maricela Oliva, University of Texas - San Antonio; Marieda Aime Rodriguez, University of Texas - San Antonio; Iliana Manis, University of Texas - San Antonio; Patricia Del Carmen Quijada, University of Texas - San Antonio Mentoring Relationships as a Learning Opportunity for Teachers. Alicia Walker; Texas State University - San Marcos; Benjamin Paul Kramer; University of Texas Elementary School

34.083-10. Pedagogically Orientated Mobile Learning Research: The Case of Design Research. SIG-Instructional Technology; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 12:25 pm to 1:55 pm
Chair: Norbert Pachler, Institute of Education - London

34.083-11. Researcher Roles in Qualitative Research. SIG-Qualitative Research; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 12:25 pm to 1:55 pm
Chair: Amy Elizabeth Stich, University at Buffalo - SUNY
Participants: The Research Interview as Form (Over Method). Sophia Sarigiannides, Westfield State University Researching as Critical Friends: The Need to Create New Social Arrangements for Sustainable Learning Across School Settings. Tsaiaca Axelrod, Teachers College, Columbia University; Lorraine Theresa Falchi, Teachers College, Columbia University

34.083-12. Critiques of the Examination of Issues Related to Gender, Race, and Class for Academic Success. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 12:25 pm to 1:55 pm
Chair: Margaret M. Ferrara, University of Nevada - Reno
Participants: Examination of Factors That Encouraged or Impeded Muslim Women Wearing Hijab From Advancing in Higher Education Leadership Positions. Victoria Holliswell, Metropolitan Community College - Blue Valley; Barbara Nell Martin, University of Central Missouri; Linda M. Bigby, University of Central Missouri Life Stories of the Double Bind: Women of Color in Science and Engineering. Irene Anastasia Liefszitz, Harvard University; Maria Mia Ong, TERC; Apriel K. Hodas, CNA Corporation; Lily Ko, TERC The Stories They Tell: Picture Books Constructing Gender. Lori Ann Prior, University of Texas - San Antonio; Angeli Willson; Audrey M. Dentith, University of Texas - San Antonio “You Expect Me to Be That Way?” Academically Successful African American Women Critiques of Stereotypical Views of Black Femininity. Christina S. Haynes, The Ohio State University

34.083-13. Ethics and Social Studies Education. SIG-Research in Social Studies Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 12:25 pm to 1:55 pm
Chair: Eric Friedman, Adelphi University

34.083-14. Mentoring Experienced Educators: Theory and Practice. SIG-Mentorship and Mentoring Practices; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 12:25 pm to 1:55 pm
Chair: Frances K. Kochan, Auburn University
Participants: Mentoring Frameworks for Educational Theory and Practice That Foster the Public Good. Carol A. Mullen, University of North Carolina - Greensboro An Examination of Leadership Coaches’ Perspectives on Working With Novice Versus Experienced School Principals. Chad Lochmiller, Washington State University; Michael Silver, Seattle University Interdisciplinary Mentoring: A Multiple Case Study of Scientist-Teacher Partnerships. Jerine Peggy, University of Alberta; Lori Ann Friesen, University of Alberta; Barbara C. Williams, University of Idaho; Paul Allan, University of Idaho Teachers Leading Teachers: Mentoring Science and Math Teacher Leaders. Andrea M. Kent, University of South Alabama; Andre M. Green, University of South Alabama; Phillip Feldman, University of South Alabama Toward a Vision of Leading Rigorous Discussions: Mentor Participation in a University/School Induction Program. Randi N. Stanulis, Michigan State University; Susan Brownly, Michigan State University

34.084. Roundtable Session 17; Roundtable Session

34.084-1. Exploring School Choice in Local Contexts. SIG-School Choice; Roundtable Session Sheraton, Fifth Level, Grand Ballroom E 12:25 pm to 1:55 pm
Chair: Kristen L. Davidson, University of Colorado - Boulder

34.084-2. Engaging Perspectives on School Violence. SIG-Safe Schools and Communities; Roundtable Session Sheraton, Fifth Level, Grand Ballroom E 12:25 pm to 1:55 pm
Chair: Billy Rhodes, University of North Carolina - Chapel Hill Participants: Altruism and Malevolence, Comity and Ill Will: An Exploration of Bystander Responses. Dyan Whitlow Underhill, University of Denver Excluded Students’ Experiences With In-School Suspension. Katherine Rene
34.084-3. Using Self-Regulatory Processes and Strategies to Enhance Academic Learning, SIG-Studying and Self-Regulated Learning; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
12:25 pm to 1:55 pm
Chair: Jill D. Salisbury-Glennon, Auburn University
Participants:
Fitting Facts Into the Face-Name Mnemonic Method. Russell N. Carney; Missouri State University; Joel R. Levin, The University of Arizona; Billy J. Myers, Missouri State University; Kathleen M. Warren, Missouri State University
The Effect of Self-Regulated Learning and Prior Knowledge on Knowledge Construction in Computer-Based Learning Environments. Matthew L. Bernacki, University of Pittsburgh; James P. Byrnes, Temple University; Jennifer G. Cromley, Temple University
The Matrix Unleashed: An Investigation of Matrix Review Across Three Dimensions. Dharmannanda Jairam, The Pennsylvania State University; Kenneth A. Kiewra, University of Nebraska; Douglas F. Kaufman, University of Nebraska - Lincoln; Ruomeng Zhao, University of Nebraska - Lincoln
Assessing Conceptual Change While Solving Ill-Structured Problems in Evolutionary Biology. Xianhui Wang, University of Missouri - Columbia; Nan Ding, University of Missouri - Columbia

34.084-4. Using Problem-Based Learning to Teach Science, Technology, Engineering, and Math (STEM) in Higher Education, SIG-Problem-Based Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
12:25 pm to 1:55 pm
Chair: Brian R. Belland, Utah State University
Participants:
Learning From Case Studies in an Undergraduate Engineering Course. Aman Yadro, Purdue University; Dipendra R. Sabedi, American Institutes for Research
“We Kind of Got Pushed Off Into the Deep End”: Problem-Based Learning in Undergraduate Engineering. Holly R. Henry, University of Missouri; David H. Jonassen, University of Missouri; Sanjeev Khanna, University of Missouri; Robert A. Winholtz, University of Missouri
Assessing Conceptual Change While Solving Ill-Structured Problems in Evolutionary Biology. Xianhui Wang, University of Missouri - Columbia; Nan Ding, University of Missouri - Columbia

34.084-5. Stress and Coping in Education Paper Discussions, SIG-Stress and Coping in Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
12:25 pm to 1:55 pm
Chair: Kun Yan, Tsinghua University
Participants:
Cognitive Intervention for Stress in Adolescents: Does It Help Their Self-Esteem? Zosanuwa R. Szabo, Marist College; Mikhai Marian, University of Oviedo
Adolescent Hurricane Narratives and Writing After Katrina. Deborah Marie Alvarez, University of Delaware
Chinese Teachers’ Turnover Intention and Its Relations to Job Stress and Satisfaction. Shujie Liu, University of Southern Mississippi; Anthony J. Onwuemeka, Sam Houston State University
Recently Tenured, Emotionally Exhausted: The Career Stage-Burnout Nexus. Arnold Edward Dodge, Long Island University - C.W. Post Campus; Russell L. Carson, Louisiana State University; Maria Regina Reyes, Yale University; Marc A. Brackett, Yale University
Hope as a Teacher Retention Strategy: Insider Perspectives for What Sustains Commitment. Anita C. Levine, Kent State University

34.084-6. Design and Implementation of Alternate Assessments, SIG-Inclusion & Accommodation in Large-Scale Assessment; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
12:25 pm to 1:55 pm
Chair: Meeghan Karvonen, Western Carolina University
Participants:
Increasing Access to Grade-Level Standards for Students With Significant Cognitive Disabilities: Application of Evidence-Centered Design to Alternate Assessments in Mathematics. Renee Cameto, SRI International
Innovations and Trends in Test Design for the Alternate Assessment Based on Modified Achievement Standards (AA-MAS). Jennifer R. Hodgson, University of Minnesota; Sheryl S. Lazarus, University of Minnesota; Martha L. Thelow, University of Minnesota
Evidence-Centered Design (ECD): A Pilot Study Across Three States: Alternate Assessment-Alternate Achievement Standards. Patricia John Almond, University of Oregon; Kavita L. Sreeratan, SRI International; Katherine M. Nagle, SRI International; Renee Cameto, SRI International; Genevra D. Haertel, SRI International; Angela Heydel DeBarger, SRI International; Kathryn L. Morrison, University of California - Los Angeles; Reina Fujii, SRI International
Teacher Perspectives: School-Level Implementation of Alternate Assessments for Students With Significant Cognitive Disabilities. Renee Cameto, SRI International; Katherine M. Nagle, SRI International; Anne-Marie Knokey, SRI International
Education for Citizenship in Small Learning Communities: Kristal Leah Curry, Coastal Carolina University

6. The Tricky Work of Schooling Desire: Critically Examining Students’ Desire to Succeed in Literacy Classrooms. Stavroula Kontovourki, European University, Cyprus; Marjorie Siegel, Teachers College, Columbia University

34.085-4. Division E Human Development Poster Session. Division E - Counseling and Human Development; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
12:25 pm to 1:55 pm
Posters:

7. Adolescent Males: School, Coping, and Possible Selves. Gregory Seaton, The College of New Jersey


9. Children’s Activities in the After-School Hours Across Cultural Settings: The Impact of Structure. Temi Bidjerano, Furman University; Joan Newman, University at Albany - SUNY


11. Examining the Academic Achievement of Latino Adolescents: The Role of Peer and Parental Influences. Jamalia Blake, Texas A&M University; Alicia Dupersang, Texas A&M University; D'naqua Hayes, University of North Texas


14. Five After-School Activities and Adolescents’ Educational Achievement and Well-Being: An Exploration on Gender Differences. Su-Yen Chen, National Tsing Hua University; Luo Lu, National Taiwan University

15. Fostering Respect for Sexual Diversity: Social and Emotional Health Among Sexual-Minority Youth. Chiaki Konishi, The University of British Columbia; Elizabeth Szewczyk, The University of British Columbia; Annie Smith, McCreary Centre Society

16. Gender Differences in the Educational Aspirations of Rural Youth. Judith L. Meece, University of North Carolina; Soo-Yong Byun, University of North Carolina - Chapel Hill; Matthew J. Irvis, University of North Carolina - Chapel Hill; Thomas W. Farmer, The Pennsylvania State University; Karyl Jacqueline Shand Askew, University of North Carolina; Bryan C. Hutchins, Center for Developmental Science

17. Intercultural Encounters: Immigrant Communities, Schools, and the Social Imagination. Carol Korn-Bursztyn, Brooklyn College - CUNY; Alberto Marcou Bursztyn, Brooklyn College - CUNY

18. Parenting and Peer Relations in Northern Taiwan: A 5-Year Longitudinal Study. Yi-Ping Hsieh, Kaohsiung Medical University; Anne Hopkins Stright, Indiana University; Lee-Lan Yen, National Taiwan University

19. School Belonging and Trajectories of Depressive Symptoms Across Adolescence and Young Adulthood. Fred Danner, University of Kentucky


21. Young Children’s Social Skills Development: A Longitudinal Analysis of Developmental Trajectories and Environmental Influence. Xiaoan Liu, University at Buffalo - SUNY

34.085-5. Identities: Teachers, Students, and Communities. Division K - Teaching and Teacher Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
12:25 pm to 1:55 pm
Posters:

“‘To Be or Not to Be?’ A Four-Year Case Study of Concurrent Education Student-Teacher Participants. Lorenzo Cherubini, Brock University

23. An Integrative Model of New Teachers’ Confirmation and Renegotiation of Professional Identity. Fanni Liu Coward, Texas Tech University; Doug D. Hamman, Texas Tech University; Matthew C. Lambert, Texas Tech University; Leah Johnson, Texas Tech University; John Indiatii, Texas Tech University; Li Zhou, Texas Tech University

24. Autobiography, Disclosure, and Engaged Pedagogy: Toward a Practical Discussion on Teaching Foundations in Teacher Education Programs. James C. Jupp, Arkansas State University; Jennifer L. Milam, The University of Akron; Mei W. Hoyt, Oklahoma State University; Mitzi Kaufman, Sam Houston Resources Development Center; Korea; Matthew Grumbine, Texas A&M University; Michael Patrick O’Malley, Texas State University; Sam Marcos; Booker Stephen Carpenter, II. The Pennsylvania State University; Patrick Slattery; Texas A&M University


26. Equipping Teacher Candidate’s With Cultural Tools: Reflecting on Cultural Identity and Working toward Cultural Competence. Helen Mele Robinson, College of Staten Island - CUNY


28. How New Teachers Regulate Learning to Teach: The Role of Possible Selves. Doug D. Hamman, Texas Tech University; Fanni Liu Coward, Texas Tech University; Leah Johnson, Texas Tech University; Matthew C. Lambert, Texas Tech University; Li Zhou, Texas Tech University; John Indiatii, Texas Tech University

29. Opportunities to Develop Adaptive Teaching Expertise During Student-Teaching Conferences. Elizabeth Gayle Soslau, University of Delaware

30. Projecting Ourselves as Future Teachers: What Preservice Teachers Reveal Through Reflective Writing. SoonAh Lee, University of Texas - Austin; Hyunjin Kim, University of Texas - Austin; Diane L. Schuller, University of Texas - Austin

31. Self-Efficacy, Pupil Learning, and Teaching for Social Justice: Practitioner Inquiry and Cultivating a Sense of Agency in Teacher Candidates. Matthew James Welch, Boston College; Matthew Alan Cannady, Boston College; Patrick J. McQuillan, Boston College

32. Social Studies Student Teachers’ Development of Historical Inquiry Pedagogy. Brett Miller Levy, University of Michigan

33. Student Teachers in High-Poverty Elementary Schools: Lessons Learned Through Dialogue journaling. H. Sophia Han, University of South Florida

34. Teacher Candidates’ Dispositions: Developing a Social Justice Consciousness and Conscience. Donnell Lakishka Roseboro, University of North Carolina - Wilmington; Michele A. Parker, University of North Carolina - Wilmington; Robert W. Smith, University of North Carolina - Wilmington; Scott R. Imig, University of North Carolina - Wilmington


36. Universally Designed Lessons: Teacher Candidates Thinking and Experiences. Mary E. McGuire-Schwart, Rhode Island College


34.085-6. Experiencing Learning and Motivation Through the Intersection of Technology and Pedagogy. Division C - Learning and Instruction; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
12:25 pm to 1:55 pm
Posters:


40. Ecosystem Science Learning via Multi-User Virtual Environments. Shari J. Metcalf, Harvard University; Amy M. Kamarainen, Harvard University; Tina A. Grozter, Harvard University; Chris J. Dede, Harvard University

41. Effects of Gesture and Voice on Online Learning With Animated Pedagogical Agents. Charles Scott DaPrá, University of California - Santa Barbara; Richard E. Mayer, University of California - Santa Barbara

42. Exploring Personal Transportation Costs Through a Virtual World-Based Simulation: The Postopolis Project. Andre R. Denham, Arizona State University; Lijia Lin, Arizona State University; Benjamin Eric Erdslund, California State University - Monterey Bay; Brian C. Nelson, Arizona State University; Kent Slack, Arizona State University

43. Identifying Affordances and Barriers to Student-Centered, Collaborative Learning in the Integration of Interactive Whiteboard Technology. Chavez Navarrete, University of Texas - Austin

44. Investigating the Efficacy of Integrating a Classroom Instructional Strategy Within a Video Game Environment. Andre R. Denham, Arizona State
University; Brian C. Nelson, Arizona State University

45. Motivational Multimedia: Examining Students' Learning and Motivation as They Use a Multimedia Enriched Learning Environment. Min Liu, University of Texas - Austin; Justin Olmanson, University of Texas - Austin; Lucas Horton, University of Texas - Austin; Paul Toprac

46. Pedagogy and Effects of Technology on Student Learning in Middle and High Schools: A Literature Review. Trish Baudoin, Louisiana State University; Michael B. Dettinger, Louisiana State University; Tom Elderinghoff, Louisiana State University; Neal Hebert, Louisiana State University

47. Posture as an Indicator of Engagement in Handheld and Laptop Game-Play. Jennifer R. Case, The Graduate Center - CUNY; Charles D. Hendee, New York University; Elizabeth Heyward, New York University; Windows Buriset, Arizona State University; Jay Verkuilen, The Graduate Center - CUNY; Bruce Douglas Homer, The Graduate Center - CUNY; Ken Perlis, New York University; Jan L. Plass, New York University

48. Stylized Verses Simplified Graphics: Differences in Viewers' Perception of Simulated Actions in Instructional Vignettes. Michelle Simms, Texas A&M University; Dennie L. Smith, Texas A&M University; Tim McLaughlin, Texas A&M University; Irving A. Brown, Texas A&M University

49. The Effects of Animated Concept Maps on Transfer of Learning. Paul Toprac, North Carolina State University; Nancy C. Trapani, ETS; Debra Kline, ETS

50. Theory-Driven Design of Metacognitive Tools in History Education: A Top-Down and Bottom-Up Approach. Eric G. Pietras, McGill University; Susanne P. Lajoie, McGill University; Yuan-Jin Hong, McGill University

51. Virtual Manipulatives and Fractions: A Review of the Literature and a Demonstration and Training for Program Chairs: Open Session 1. Pamela B. Howze, North Carolina State University; Rick Peacor, All Academic Inc.

36.010. Communications 101: Making an Impact With Your Research Through Effective Presentations, Social Media, and Writing. Professional Development and Training Committee; Professional Development Course Hotel Monteleone, 16th Level, Riverview

Director: Ronald J. Dietel, University of California - Los Angeles

Instructors:
Paul Alan Baker, Wisconsin Center for Education Research
Barbara McKenna, University of California - Santa Cruz

36.011. Developing a Competitive Educational Research Proposal for the National Science Foundation's Division of Research on Learning. Professional Development and Training Committee; Professional Development Course Hotel Monteleone, 17th Level, Vieux Carre

Director: Gavin W. Fisher, National Science Foundation

Instructors:
Kasum Singh, Virginia Polytechnic Institute and State University
Celestine H. Pea, National Science Foundation

35.012. Protecting Student Data in Electronic Longitudinal Student Data Systems: Understanding the Department of Education’s New Privacy Guidance. Professional Development and Training Committee; Professional Development Course Hotel Monteleone, Mezzanine Level, La Nouvelle Orleans East

1:00 pm to 5:00 pm

Director: Marilyn M. Seastrom, National Center for Education Statistics

35.013. Using National Assessment for Educational Progress Data on the Web for Educational Policy Research. Professional Development and Training Committee; Professional Development Course Hotel Monteleone, Mezzanine Level, La Nouvelle Orleans West

1:00 pm to 5:00 pm

Directors: Debra Kline, ETS
Catherine S. Tropani, ETS
Emmanuel Sikali, U.S. Department of Education

Saturday, 2:15 pm

Governance Meetings and Events

36.001. Review of Research in Education (2012): Closed Editorial Board Meeting. AERA Governance; Governance Session New Orleans Marriott, Fourth Level, Balconies MN

2:15 pm to 3:45 pm

Chairs: Kathryn M. Borman, University of South Florida
David R. Garcia, Arizona State University
Arnold B. Danzig, Arizona State University

AERA Related Activities

36.010. Online Annual Meeting Program System (All Academic): Demonstration and Training for Program Chairs: Open Session 1. AERA Related Activities; Workshop Sheraton, Second Level, Rhythms Ballroom III

2:15 pm to 3:45 pm

Chair: Rick Peacor, All Academic Inc.

Presidential Sessions

36.011. Building Theoretical and Research Collaborations Among LGBTQ Communities. Presidential Session; Invited Session Sheraton, Third Level, Napoleon Ballroom B1

2:15 pm to 3:45 pm

Chair: Connie North, University of Maryland - College Park

Participants:
LGBTQ Youth, Race, and Intersectionality in Education Research. Cindy Cruz, University of California - Santa Cruz
Ang Ladlad: Queer Politics from the Global South. Roland Santos Coloma, OISE/University of Toronto
Queer Perspectives on Mentoring Caribbean/African/Black Male Youth. Lance Trevor McCready, OISE/University of Toronto
Tomboy Tales: Rural Visions. Karleen Jimenez Pendleton, Trent University

Discussants:
Connie North, University of Maryland - College Park
Cindy Cruz, University of California - Santa Cruz


2:15 pm to 3:45 pm

Chair:

Sheraton, Third Level, Napoleon Ballroom B2

Chair: Joanne C. Larson, University of Rochester
Participants:
Seeking Spatial Justice. Edward Soja, University of California - Los Angeles
Passionate Affinity Spaces and the Public Sphere. James Paul Gee, Arizona State University
Discussants: Kevin M. Leander, Vanderbilt University

36.014. We Have a Charge to Keep: Revisiting the Agenda of the AERA Commission on Research in Black Education (CORIBE), 2000-2010. Presidential Session; Symposium

New Orleans Marriott, Second Level, La Galerie 6

Chair: Joyce E. King, Georgia State University
Participants:
Panel I: Seniors Scholars. Joyce E. King, Georgia State University; Annette M. Henry, The University of British Columbia; Euna R. Hollins, University of Missouri - Kansas City; Gloria J. Lashon-Billings, University of Wisconsin - Madison; Carol D. Lee, Northwestern University; William H. Watkins, University of Illinois - Chicago
Panel II: Early Career Scholars. Bryan McKinley Jones Brayboy, Arizona State University; Kristen L. Burau, Emory University; Adrienne D. Dixon, The Ohio State University; Zeus Leonardo, University of California - Berkeley; Marvin Lynn, University of Illinois - Chicago; Cirecie A. Olatunji, University of Florida; Tara J. Yosso, University of California - Santa Barbara

Discussants: Garrett Albert Duncan, Washington University in St. Louis; Beverly M. Gordon, The Ohio State University

Discussants: Garrett Albert Duncan, Washington University in St. Louis; Beverly M. Gordon, The Ohio State University


Sheraton, Third Level, Napoleon Ballroom C1

Chair: Felice J. Levine, American Educational Research Association
Participants:
Howard J. Silver, Executive Director, Consortium of Social Science Associations
Paula R. Skedsvold, Executive Director, Federation of Associations in Behavioral & Brain Sciences
Martha Zaslow, Office for Policy and Communications, Society for Research in Child Development
Gerald E. Strope, Director of Government Relations, American Educational Research Association

36.016. GSC Division E Fireside Chat: Make Me Marketable: How Can I Reimagine the Promise and Potential of Education Research? Graduate Student Council Cospodored by Division E - Counseling and Human Development; Fireside Chat

Astor Crowne Plaza, Second Level Mezzanine, Bienville

Chair: Shadi Roshandel, University of California - Santa Barbara
Joni Lewis, University of Illinois - Urbana-Champaign
Participants:
Dorothy L. Espelage, University of Illinois
Cynthia Hudley, University of California - Santa Barbara
Sarah M. Kirr, University of South Florida
Paul Potock, Boston College
James L. Rodriguez, California State University - Fullerton

36.017. Insights from Leading Education Journalists: Making Your Research Relevant to the Public and Policymakers. Communication and Outreach Committee; Invited Session

Sheraton, Fifth Level, Grand Couteau

Chair: Larry McQuillan, American Institutes for Research
Participants:
Scott Aschik, InsideHigherEd.com
Sarah Dockery Sparks, Education Week
Sarah Carey, New Orleans Times-Picayune
Greg Toppo, USA Today


Astor Crowne Plaza, Second Level Mezzanine, Bienville

Chair: Annis N. Brown, Michigan State University
Participants:
Kristin Cipollone, University at Buffalo - SUNY
Heather Jenkins, University of Buffalo - SUNY
Candice Bocca, Harvard University
Soojin Susan Oh, Harvard University

Discussants:
Lois Weis, University at Buffalo - SUNY
Jaeyoung Lee, University at Buffalo - SUNY

International Organization Sessions

36.019. Perspectives on Learner Voice in Educational Research: Dynamics and Dilemmas in Understanding and Representing Voice in Research. Educational Studies Association of Ireland; Invited Session

Sheraton, Third Level, Napoleon Ballroom D

Chair: Paul F. Conway, University College Cork, Ireland
Participants:
No Need for Mayonnaise? High Stakes Testing and Student Perspectives on Teaching and Learning. Emer C. Smyth, Economic and Social Research Institute
Intergenerational Learning as a Perspective on Learner Voice in Educational Research. Gerry McNamara, Dublin City University; Joe O’Hara, Dublin City University; Trudy Bridg C corrigan, Dublin City University; Tim Murphy, Leeds Metropolitan University
Engaging Unheard Voices in Teaching, Learning and Research Processes - Opportunities and Challenges. Josephine Boland, National University of Ireland, Galway; Elaine Keane, National University of Ireland, Galway; Brendan Gallagher, National University of Ireland, Galway
The Concept of Voice in Curriculum Development and Debate: The Case of the Exploring Masculinities Programme. Orli McCormack, University of Limerick; James P. Gleeson, University of Limerick
Discussants: James G. Deegan, Mary Immaculate College

Division Sessions

36.020. Leadership That Disrupts Inequity. Division A - Administration Organization & Leadership; Paper Session
Sheraton, Fourth Level, Bayside A
2:15 pm to 3:45 pm
Chair: Jim Scheurich, Texas A&M University
Participants:
Education, Leadership, and Accountability: Why Do Students of Color Need Educational Cultural Negotiators? Laurence J. Parker, University of Utah; April Michelle Warren-Grice, University of Illinois - Urbana-Champaign

How Policy Changes Outcomes: A Case Study of a School Detracking Reform Initiative. Frances R. Spielhagen, Mount Saint Mary’s College

Nine Minnesota Schools Outperforming Their Demographics. Anne P. Dahlman, Minnesota State University; Candace Raskin, Minnesota State University - Mankato; Ginger Lachme Zierdt, Minnesota State University - Mankato; Courtney Stewart, Minnesota State University - Mankato; Jean M. Haar, Minnesota State University - Mankato

Effects of Student Misbehavior on Academic Achievement and College Enrollment...James Ellis, University of Michigan; Sergio Celis, University of Michigan

Discussant:
Jim Scheurich, Texas A&M University

36.021. Leading and Learning for Agency and Change. Division A - Administration Organization & Leadership; Paper Session
Sheraton, Fourth Level, Bayside B
2:15 pm to 3:45 pm
Chair: Kathleen Topolka Jorissen, Western Carolina University
Participants:
Interpretations of Leadership: Situating Agency Within Organizational Perspectives. Ginny F. Lee, California State University - East Bay; Michelle P. Collay, California State University - East Bay; Peg Winkelmann, California State University - East Bay

Preparing School Leaders to Be Change-Agents: Lessons Learned From Three Entrepreneurial Educational Leaders. Constance Flahive Smith, University of Rochester; Raffaela Borasi, University of Rochester; Judith Forzi, University of Rochester; Frederic C. Jefferson, University of Rochester

Hispanic Women in Educational Leadership: Politics, Culture, and Leadership Development. Rosita Lopez, Northern Illinois University

Learning for Leadership: The Impact of Professional Development of School Leaders. Stephan Gerhard Huber, Institute for the Management & Economics of Education; Guri Skedsmo, University of Oslo

36.022. Organizational Policy, Equity, Data Use, and Achievement. Division A - Administration Organization & Leadership; Paper Session
Sheraton, Second Level, Rhythms Ballroom I
2:15 pm to 3:45 pm
Chair: Gary L. Anderson, New York University
Participants:
Accountability Policies, Organizational Climate, and Organizational Learning. Kara S. Finnigan, University of Rochester; Alan J. Daly, University of California - San Diego

Does Collaboration Facilitate Data Use in Schools? Jonathan A. Supovitz, University of Pennsylvania; Katrina Morrison, University of Pennsylvania

Examining District Policy and the Impact on Equity and Inclusion: School Enrollment, Special Education, Segregation, and Achievement. George Theoharis, Syracuse University; Stephen Hoffman, Harvard University; Julie N. Causton-Theoharis, Syracuse University; Danielle M. Cowley, Syracuse University

Organizational Considerations in Educational Data Use. Jeff Wayman, University of Texas - Austin; Jo Beth Jimerson, University of Texas - Austin; Vincent Cho, University of Texas - Austin

Discussant: Gary L. Anderson, New York University

36.023. Division B Vice Presidential Address: Diving Into the Wreckage: Working the Cracks/Embracing Contradiction. Division B - Curriculum Studies; Invited Session
Astor Crowne Plaza, Second Level, Astor Ballroom III
2:15 pm to 3:45 pm
Speaker: Diving Into the Wreckage: Working the Cracks/Embracing Contradiction. William C. Ayers, University of Illinois - Chicago

36.024. New Perspectives, New Reflections: An International Dialogue on the Use of Video in Teacher Education. Division C - Learning and Instruction; Working Group Roundtable
New Orleans Marriott, Fourth Level, Balconies IJ
2:15 pm to 3:45 pm
Chair: Diane L. Schullert, University of Texas - Austin
Participants:
Using Digital Video in Teacher Education: What We Know, Think We Know, and Don’t Know? Pete Sørensen, University of Nottingham; Len Newton, University of Nottingham; Mary Bailey, University of Nottingham

Using Cases From Teachers’ Own Classrooms Toward Equitable Practices in Literacy. Melissa Mosley, University of Texas - Austin; Detra Price-Dennis, University of Texas - Austin

More Questions Than Answers: Reflecting on Attempts to Use Video for Teacher Development. Richard Pemberton, University of Nottingham

Why Ask, “What’s a Case?”: Codesigning Video-Case Learning Tools in the YouTube Era. Karen French, University of Texas - Austin; Diane L. Schullert, University of Texas - Austin; Royce Kimmons, University of Texas - Austin

36.025. Personal Epistemology: Its Nature and Its Role in Specific Learning Contexts. Division C - Learning and Instruction; Paper Session
Hotel Monteleone, Mezzanine Level, Iberville
2:15 pm to 3:45 pm
Chair: Nathaniel J.S. Brown, Indiana University - Bloomington
Participants:
Expert Disagreement and Epistemic Commitment. Lake Andrew Buckland, Rutgers University; Andrew Harwitz, Rutgers University; Clark A. Chin, Rutgers University

Incorporating Task and Context Into Framing Portraits of Personal Epistemologies. Liliana Maggioli, University of Maryland - College Park; Emily W. Fox, University of Maryland; Patricia A. Alexander, University of Maryland


Developing Explicit Understanding of Probabilistic Causation: Patterns and Variation in Young Children’s Reasoning. Tina A. Grozter, Harvard University; Leslie Duhaylongsod, Harvard University

Discussant: David Kirshner, Louisiana State University

36.026. Progress in Learning Science Through Technology-Enhanced Models. Division C - Learning and Instruction; Structured Poster Session
New Orleans Marriott, Third Level, Mari Gras Salon FGH
2:15 pm to 3:45 pm
Chairs:
Marcia Lim, University of California - Berkeley
Yael Kali, Technion - Israel Institute of Technology
Participants:
1. Supporting Student Understanding of Projectile and Orbital Motion With Dynamic Models. Jennifer King Chen, University of California - Berkeley; Robert F. Tinke, Concord Consortium; Kevin McElhaney, University of California - Berkeley

2. Model-Based Thinking in the Scaffolding Understanding by Redesigning Games for Education (SURGE). Douglas B. Clark, Vanderbilt University; Brian C. Nelson, Arizona State University; Cynthia M. D’Angelo, Arizona State University; Mario Manuel Martinez-Garza, Vanderbilt University; Kent Slack, Arizona State University

3. Eliciting and Enhancing Model-Based Reasoning in Earth Science With Classroom Network Technologies. Angela Haydel DeBarger, SRI International; William R. Peniel, SRI International; Christopher J. Harris, SRI International; Yves Beaucin, Farrell B Howell

4. Integrating Genotype and Phenotype Ideas Through Model-Based Inquiry and Critique-Focused Concept Mapping. Beat Adrian Schwendimann, University of California - Berkeley


6. Supporting Students’ Learning of Genetics Utilizing an Online Visualizations-Based Genetics Unit. Michelle Williams, Michigan State University; Joi Merritt, University of Michigan

Discussant: Frank Fischer, University of Munich
36.027. Role of Strategy Use and Metacognition in the Development of Mathematics Problem Solving. Division C - Learning and Instruction; Paper Session
Hotel Monteleone, Mezzanine Level, Orleans
2:15 pm to 3:45 pm
Chair: Julie L. Booth, Temple University
Participants:
Children’s Strategies for Solving Mathematical Problems: Analyses Within an Experimental Evaluation of an Early Mathematics Curriculum. Douglas H. Clements, University at Buffalo - SUNY; Julie Sarama, University at buffalo - SUNY; Christopher B. Wolfe, University at Buffalo - SUNY; Mary Elaine Splitt, University at Buffalo - SUNY
Examining the Context-Specific Nature of Metacognition in Mathematics Problem Solving. Adena Elizabeth Young, University of California - Berkeley
Self-Explanation Prompts Are Less Beneficial if Students Know More. Marci S. DeCaro, Vanderbilt University; Bethany Rittle-Johnson, Vanderbilt University
Discussant: Julie L. Booth, Temple University

36.028. Wikis and Technology Use in Writing and Language Learning. Division C - Learning and Instruction; Paper Session
Hotel Monteleone, Mezzanine Level, Bienville
2:15 pm to 3:45 pm
Chair: Dale S. Niederhauser, Iowa State University
Participants:
The State of Wiki Usage in U.S. K-12 Schools. B. Justin Fire Reich, Harvard University; Richard J. Murnane, Harvard University; John B. Willett, Harvard University
Just That They’d Followed the Directions”: Comparing Wiki Assessment Criteria and 21st-Century Skill Domains. B. Justin Fire Reich, Harvard University; Michael Shane Tutwiler, Harvard University; Richard J. Murnane, Harvard University; John B. Willett, Harvard University
Using Podcasting Technologies and Cooperative Retelling to Develop Written Narrative Skills in Children. Ofra Aslan, Concordia University; Richard F. Schmid, Concordia University; Philip C. Abrami, Concordia University; Robert M. Bernard, Concordia University
Technology Uses in Creating Second Language (L2) Learning Environments: When Learners Are Creators. Gaoming Zhang, University of Indianapolis; Yong Zhao, Michigan State University

36.029. Writing Instruction for the Public Good. Division C - Learning and Instruction; Paper Session
Hotel Monteleone, Ground Level, Royal Ballroom
2:15 pm to 3:45 pm
Chair: Steve Graham, Vanderbilt University
Participants:
Adolescents’ Disciplinary Use of Evidence, Argumentative Strategies, and Organizational Structure in Historical Essays. Susan De La Paz, University of Maryland; Ralph P. Ferretti, University of Delaware; Daniel Wissinger, University of Maryland; Laura S. Yee, University of Maryland
Comparing the Effects of Various Writing Activities on Reading Comprehension: A Series of Meta-Analyses. Amy Gillespie, Vanderbilt University; Michael Hebert, Vanderbilt University; Steve Graham, Vanderbilt University
Improving Quick Writing Performance of Middle School Struggling Learners. Linda H. Mason, The Pennsylvania State University; Shawn Dutcher, The Pennsylvania State University
The Relationship Between Adolescents’ Out-of-School Digital Literacy Practices and School Reading Achievement. Julie E. Learned, University of Michigan; Consuelo Juliette Morales, University of Michigan

36.030. The Robert L. Linn Distinguished Address. Division D - Measurement and Research Methodology; Invited Session
Doubletree, Second Level, Madewood A
2:15 pm to 3:45 pm
Chair: Robert J. Mislevy, ETS
Participants:
Using “Replacement Units” to Link Assessment With Instruction and Enable Research and Professional Development. Lorrie A. Shepard, University of Colorado - Boulder
Discussants:
James W. Pellegrino, University of Illinois - Chicago
Joan Ferrini-Mundy, National Science Foundation

36.031. Values, Governance, and Consumerism in Higher Education. Division F - History and Historiography; Paper Session
 JW Marriott, Third Level, Ile de France II
2:15 pm to 3:45 pm
Chair: Mark Giles, Miami University
Participants:
A 25-Year History of the American Association of University Professors’ Perspective on Shared Governance at Historically Black Colleges and Universities. Marybeth Guzman, University of Pennsylvania; Adriel Adon Hilton, Upper Iowa University
Discussant: Timothy Reese Cain, University of Illinois - Urbana-Champaign

36.032. Designing Meaningful Spaces for Learning in Math and Technology Instruction. Division G - Social Context of Education; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 10
2:15 pm to 3:45 pm
Chair: Della R. Leavitt, University of Illinois - Chicago
Participants:
Innovations in Teaching and Learning: It’s Not Just About the Technology. Donna DeGennaro, University of Massachusetts - Boston; Tricia M. Kress, University of Massachusetts - Boston; Patricia C. Paugh, University of Massachusetts - Boston
Digital Youth In Digital Schools: Adolescents’ Literacy and Learning. Mary Frances (Molly) Buckley, University of Pennsylvania
An Online Survey of Advantages and Disadvantages of Using WebQuests in Classroom Instruction. Cynthia B. Leung, University of South Florida - St. Petersburg; Zafer Unal, University of South Florida - St. Petersburg
Effect of Fish-Pond-Composition on Students’ Math Achievement. Jui-Li Huang, National Taiwan Normal University; Chi-Ning Chang, National Taiwan Normal University; Giao Sau, Michigan State University
The Mathematics of Tithing: A Study of Religious Giving and Mathematical Development. Edd V. Taylor, Northwestern University

New Orleans Marriott, Second Level, La Galerie 3
2:15 pm to 3:45 pm
Chair: Django Paris, Arizona State University
Participants:
Hearing the Voices of Silence: A Closer Look at the Rhetorics of Silence Among Native American Students. Timothy Jose San Pedro, Arizona State University
“We Walk at 11 a.m.”: Praxis, Possibility, and the Written Word Among Mexican American and African American Youth in the Face of Arizona’s SB1070. Django Paris, Arizona State University
Discussant: Teresa L. McCarty, Arizona State University

2:15 pm to 3:45 pm
Chair: Karen Burstein, Southwest Institute for Families and Children
Participants:
- A Design Study of an E-Book Instructional Model in Early Literacy: Findings on Functionality and Usability in the Preschool Classroom. Kathleen A. Roskos, John Carroll University
- Multimedia Storybooks: Suitable for Children With Specific Language Impairment (SLI). Daisy Smeets, University of Leiden
Discussant: Adriana G. Bas, University of Leiden

2:15 pm to 3:45 pm
Chair: Ray Fenton, FentonResearch, Retired
Participants:
- Evaluating Student Teacher Linkage Data in Teacher Incentive Fund Sites: Acquisition, Verification, and System Development. Peter James Witham, University of Wisconsin; Jeff G. Watson, University of Wisconsin - Madison; Timothy St. Louis, University of Wisconsin
- Quasi-Experimental Multiple-Baseline Designs as Frameworks for Selecting Instructional Interventions: Alternatives to Randomized Field Trials. Michael R. Vida, East Carolina University; Nancy Romance, Florida Atlantic University; Theodore Stefan Kaniuka, Fayetteville State University
- An Effective Framework to Guide the Planning, Implementation, and Assessment of Service-Learning Programs: The Context, Input, Process, and Product (CIPP) Evaluation Model. Guili Zhang, East Carolina University; Nancy C D Zeller, East Carolina University; Robin Griffith, East Carolina University; Debbie Metcalf, East Carolina University; Jennifer Williams, East Carolina University; Christine M. Shea, East Carolina University; Katherine Misulis, East Carolina University
Discussant: Lihshing Leigh Wang, University of Cincinnati

36.037. Becoming Scientists: Practices in Undergraduate Education That Contribute to Degree Completion and Advanced Study in STEM Disciplines. Division I - Education in the Professions; Invited Session Astor Crowne Plaza, Second Level, Astor Ballroom I
2:15 pm to 3:45 pm
Chair: Mitchell J. Chang, University of California - Los Angeles
Participants:
- Opening Eyes in the Back of Our Heads: Changing Teachers’ Views of Children Through Observation. Josh Thompson, Texas A&M University - Commerce
- Examining Scaffolding to Promote Teacher Candidates’ Acquisition of Research-Based Instructional Models. Bonnie Leah Uiley, University of Colorado - Denver
- Teacher Professional Development That Works: Evaluation of a Teacher Research Academy Partnership Model. Nicole Blalock-Moore, University of California - Davis; Kimberly Mundhenk, University of California - Davis
Discussant: Pia I. Wong, California State University - Sacramento

36.038. Division J Invited Session: Leadership of Higher Education in New Orleans: Institutional Responses to Katrina. Division J - Postsecondary Education; Invited Session JW Marriott, Third Level, Ile de France I
2:15 pm to 3:45 pm
Participants:
36.043. Teachers’ Literacy Practices. Division K - Teaching and Teacher Education; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 7
2:15 pm to 3:45 pm
Chair: Becky M. Atkinson, The University of Alabama
Participants:
Exploring Teachers’ Literacy Lives: How Teachers’ Childhood Literacy Experiences Influence Their Literacy Teaching. Monica Eileen McGlynn-Stewart, University of Toronto; Tiffany Grace Harris, OISE/University of Toronto; Shelley Murphy, OISE/University of Toronto
Exploring the Implications of Professional Identity Orientations on Teacher Practice Among Beginning English Teachers. Bettina Hsieh, University of California - Berkeley
Teacher Decision Making in Reading Instruction: Liberties and Mandates. Michelle R. Ciminielli, Niagara University
The Development of Teacher Efficacy in a Dual-Role Literacy Coaching Position. Susan Chambers Cantrell, University of Kentucky; Janice F. Almasi, University of Kentucky; Janis Carter, University of Kentucky; Margaret Rintamaki, University of Kentucky

36.044. Teaching Practice and Teachers’ Career Paths. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, La Galerie 5
2:15 pm to 3:45 pm
Chair: Marilyn Cochran-Smith, Boston College
Participants:
Teacher Education, Practice, and Retention: A Cross-Genre Review of Recent Literature. Marilyn Cochran-Smith, Boston College; Matthew Alan Cannady, Boston College; Kirstin Petola McEachern, Boston College; Peter Piazza, Boston College; Christine Power, Boston College; Amy Ryan, Boston College
Statistical Modeling of Duration of Time in Teaching. Larry H. Ludlow, Boston College; Joseph J. Pedullia, Boston College; Stephanie Chappe, Boston College; Apryl Holder, Boston College; Sarah Enterline, Boston College; Matthew Alan Cannady, Boston College; Deborah Parker, Boston College; Tracy McMahon, Boston College
Teaching Practice and Early Career Decisions: Findings from a Longitudinal Cross-Case Study. Patrick J. McQuillan, Boston College; Joan Barnatt, Elon University; Lisa Andris D’Souza, Assumption College; Cindy M. Jong, Virginia Commonwealth University; Karen L. Shukman, Boston College; Dianna L. Gahlsdorf Terrell, Colby-Sawyer College; Kara Mitchell, University of Colorado - Denver; Am Marie Gleeson, Boston College
Teaching Practice and Teacher Retention: Policy Implications of Mixed-Methods Research. Joseph J. Pedullia, Boston College; Marilyn Cochran-Smith, Boston College; Larry H. Ludlow, Boston College; Patrick J. McQuillan, Boston College; Am Marie Gleeson, Boston College; Apryl Holder, Boston College; Emilie N. Mitescu Reagan, Boston College; Dianna L. Gahlsdorf Terrell, Colby-Sawyer College
Discussant: Linda Darling-Hammond, Stanford University

SIG Sessions

36.045. Action Research: Path to Learning in Doctoral Programs and Beyond. SIG-Action Research; Paper Session
Doubltree, Second Level, Nottaway
2:15 pm to 3:45 pm
Chair: Lomnie L. Rowell, University of San Diego
Participants:
Action Pedagogy: Faculty-Driven Community College Developmental Education Research Using New Social Science. Diana Woolf, Knowledge in the Public Interest
Integrating Concept Mapping Into a Program Evaluation Course: A Postsecondary Action Research Investigation. Reagan Curtis, West Virginia University; Philip Kontor Ada, West Virginia University; Sean Fitzpatrick, West Virginia University, Alessandro Quartaroli, West Virginia University
Using Action Research in the Educational Doctorate as Signature Pedagogy and Capstone Experience to Develop Stewards of Practice. Dehby M. Zambo, Arizona State University
Supporting Teacher Action Research and the Research Preparation of Doctoral Students in the Context of a University-School Partnership. Joanne M. Arthur, Kent State University; Tricia Niez, Kent State University; Felicia Black, Kent State University; Jeannette Grosbrom, Lakeland Community College; Sarah Koebley, Kent State University; David R. Loe, Kent State University; Katherine O’Brien, Kent State University
Transforming Educational Knowledge Through Making Explicit the Embodied Knowledge of Educators for the Public Good. Jacqueline D. Delong, Brock University; Jack Whitehead, Liverpool Hope University
Discussant: Gail A. Ziemian, Aurora University

36.046. The Intersection of Culture and Academic Achievement. SIG-Adolescence and Youth Development; Paper Session
New Orleans Marriott, Third Level, Mardi Gras Salon B
2:15 pm to 3:45 pm
Chair: David A. Bergin, University of Missouri
Participants:
Academic Self-Concept and Possible Selves of High-Ability African American Males Attending a Specialized School. Andrea Frazier, Columbus State University
Cultural Influences on the Ratings of Behavioral Problems, Emotional Problems, and School Adjustment for Korean and Korean American Adolescents. Shin-Il Han, Songkunkwan University; Adrian Woo-Jung, California State University; Kristin Kay Stang, California State University - Fullerton; Doreen Ferko, California Baptist University
Exposure to Violence and Academic Self-Efficacy Beliefs: Moderating Roles of Cultural-Ecological Factors. Sherreta T. Barnes, University of Michigan; Tahbye Maria Chavous, University of Michigan; Marc Zimmerman, University of Michigan
Native American Students’ Perspectives on the United States Pledge of Allegiance. Leisa A. Martin, The University of Akron; Glenn P. Lazen, The University of Akron

36.047. Advanced Technologies for Communication and Learning. SIG-Advanced Technologies for Learning; Paper Session
Astor Crowne Plaza, Second Level Mezzanine, St. Louis
2:15 pm to 3:45 pm
Chair: Jody S. Underwood, Pragmatic Solutions
Participants:
Designing for Multimodal Literacy in Virtual Worlds. Florence R. Sullivan, University of Massachusetts - Amherst; K.C. Nat Turner, University of Massachusetts - Amherst
Enhancing the Quality of Asynchronous Online Discussion Through the Design of Discussion Environments. Fei Gao, Ohio University
Modeling Teacher Ratings of Online Resources: A Human-Machine Approach to Quality. Mimi M. Becker, Utah State University; Heather Leary, Utah State University; Andrew Walker, Utah State University; Anne Diekema, Utah State University; Philipp Wetzler, University of Colorado; Tamara Sumner, University of Colorado; James H. Martin, University of Colorado
Toward the Development of Learning Analytics: Student Speech as an Automatic and Natural Form of Assessment. Marcelo Worsley, Stanford University; Paulo Blikstein, Stanford University
Discussant: Chrystalla Mouza, University of Delaware

36.048. Assessing Achievement, Access, and Equality in Arts-in-Education. SIG-Arts and Learning; Paper Session
Astor Crowne Plaza, Second Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chair: Zach Kelehear, University of South Carolina
Using the Arts to Improve Achievement, Character and Engagement for Economically Disadvantaged Students. Melinda J. Mollette, North Carolina State University; Pam Millice, ArtsNOW Learning Value-Added Public Education: The Arts Magnet High School. Dianne Crum Danwood, University of North Florida
Arts Bridge the Gap: Equal Access to Education Through Interdisciplinary, Arts-Based Curricula in Primary Schools for the Socially Disadvantaged. Andrea Karpati, Eotvos Lorand University
Multiple Pathways in the Arts: A New York City Case Study. Cindy Maguire, Adelphi University; Jacob Mishook, Brown University
Discussant: Gene R. Diaz, Lesley University

36.049. Dual Language Programs in Micro and Macro Perspectives: From Pedagogy to School Reform. SIG-Bilingual Education Research; Paper Session
Sheraton, Fourth Level, Oak Alley
2:15 pm to 3:45 pm
Chair: Nelida Matos, University of Massachusetts - Amherst
Participants: Exploring Bilingual Pedagogies in Dual Language Early Childhood Classrooms. Mheida Gort, University of Miami; Ryan W. Pontier, University of Miami; Sabrina Francesca Sembiane, University of Miami
Impact of Two-Way Dual Immersion Programs on English-Dominant Latino Students’ Attitudes. Nicholas C. Block, Montebello Unified School District, California State University - Long Beach
Misinterpreting School Reform: The Dissolution of a Dual Immersion Bilingual Program in an Urban School. Anyssa P. Mayer, University of Connecticut; Larisa Warhol, Arizona State University; Jason G. Irizarry, University of Connecticut
The Correlates of Effective Schools in Two Dual-Language Schools. Neda Goertlitz Ramirez, University of Texas - San Antonio
Discussant: Ester J. Dejong, University of Florida

36.050. Examining Critical Issues in the Contemporary Catholic High School. SIG-Catholic Education; Paper Session
JW Marriott, Third Level, Orleans
2:15 pm to 3:45 pm
Chair: Mickey Fenzel, Loyola University Maryland
Participants: And We Too Shall Be “Men For Others”: The Experiences of African American Males From an Urban Community at a Jesuit High School. Robert Weldon Simmons, Loyola University Maryland
Leadership and Service for the Common Good: Exploring the Catholic Female Single-Sex High School. Jill Patricia Bickett, Loyola Marymount University
The Post-Katrina Volunteer Experience: A Case Study of Catholic High School Students From Northeast Ohio. Jessie Guiddy Boguski, Cleveland State University

36.051. Classroom Assessment in Mathematics: Impact on Instruction and Learning. SIG-Classroom Assessment; Paper Session
Sheraton, Fourth Level, Southdown
2:15 pm to 3:45 pm
Chair: Constance Elizabeth Brooks, Bowie State University
Participants: Classroom Assessment for Student Learning: Impact on Elementary School Mathematics. Andrea D. Beesley, McREL; Bruce F. Randel, McREL; Tedra Fasendeiro Clark, McREL
Identifying Effective Feedback Practices on Student Learning of Mathematics: A Literature Synthesis. Min Li, University of Washington; Maria Araceli Ruiz-Primo, University of Colorado - Denver; Yue Yin, University of Illinois - Chicago; Andrew E. Morazoa, University of Washington
Mathematics Assessments in Middle School: A Cross-Cultural Study. Ram Green, Texas Tech University; Harmon Ye, University of Houston; Shu-Ling Lai, Ling Tung University; Chin-Mei Lin, Ling Tung University
Formative Assessment Skills in Teaching Algebra: The Role of Training, Experience, and Beliefs about Learning. Sarah M. Bonner, Hunter College - CUNY
Discussant: Susan K. Green, Winthrop University

36.052. Principled Assessment Design and Data Analysis for Diagnostic Assessments. SIG-Cognition and Assessment; Paper Session
Astor Crowne Plaza, Second Level, Grand Ballroom B
2:15 pm to 3:45 pm
Chair: Andre A. Rupp, University of Maryland
Participants: Expanding the Model of Item Writing Expertise: Cognitive Processes and Requisite Knowledge Structures. Dennis Fullerton, Pearson; Paul D. Nichols, Pearson; Eric B. Snow, SRI International
Identifying and Measuring the Cognitive Components of a Mathematics Achievement Test. Megan Elyse Lutz, Georgia Tech; Susan Embretson, Georgia Institute of Technology; John Poggi, The University of Kansas
Diagnostic Learning Progressions Framework: Developing a Universally Designed Formative and Summative Classroom Assessment System for Students With Mathematics Learning Disabilities. Kavita L. Seeratan, SRI International; Karen L. Draney, University of California - Berkeley; Mark R. Wilson, University of California - Berkeley; Geneva D. Haertel, SRI International; Elizabeth Murray, Center for Applied Special Technology; Jesse Blackorby, SRI International
Design of a Domain-Specific Assessment for College Learning of Schematic Understandings and Model-Based Reasoning in Biology and Economics. Lawrence P. Gallagher, SRI International; Louise G. Yarnall, SRI International; Geneva D. Haertel, SRI International; Yukie Toyama, SRI International; Patrik Lundh, SRI International
A Computational Framework for the Assessment and Instruction of Complex Tasks in Educational Games and Simulations. Markus R. Iseli, University of California - Los Angeles; Richard A. Wainw, University of California - Los Angeles; Barbara Ann Jones, University of California - Los Angeles
The Feasibility of Using Cluster Analysis to Examine Log Data From Educational Video Games. Deirdre Song Kore, University of California - Los Angeles; Gregory K.W. Chang, University of California - Los Angeles
Discussant: Derek C. Briggs, University of Colorado

36.053. Detournement as Praxis: Challenging Popular Representations of Race and Ethnicity. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 1
2:15 pm to 3:45 pm
Chair: James Trier, University of North Carolina - Chapel Hill
Participants: Detournement as Theorized by Guy Debord and the Situationists. James Trier, University of North Carolina - Chapel Hill
Detournement as Pedagogy: Challenging Hollywood’s Indian. Lee M. Adcock, University of North Carolina - Chapel Hill
Avatar’s White Savior Detourned: Engaging in a Pedagogy of Whiteness Through Popular Film. Amy Hahn Senta, University of North Carolina - Chapel Hill
Blinded Writers: How Freedom Writers Failed to Recognize the Community History of 150 Students. Anna Lea Todd, University of North Carolina - Chapel Hill

36.054. Theorizing and Researching Practice: Touchstones, Challenges, and Approaches. SIG-Cultural Historical Research; Symposium
JW Marriott, Third Level, Mauraqas
2:15 pm to 3:45 pm
Chair:


36.057. Program and Curricular Influences on Doctoral Student Development. SIG-Doctoral Education across the Disciplines; Paper Session JW Marriott, Third Level, Conde 2:15 pm to 3:45 pm Chair: Matthew Newman Gaertner, University of Colorado - Boulder Participants: International Diversity and Student Engagement in Graduate Engineering Research Groups. Erin D. Creak, Virginia Polytechnic Institute and State University Preliminary Impact of a Professional Practice Doctorate on Students’ Professional Growth. Swapan Kumar, University of Florida; Cathy Cavanaugh, University of Florida; Erik W. Black, University of Florida; Kara M. Davson, University of Florida; Christopher Davis Sesmans, University of Florida More Than Just a Brain: Exploring the Emotions in Doctoral Learning. Sara Cotterall, Macquarie University, Sydney, Australia Threshold Concepts and Conceptual Change in Dutch PhD Students. Marjolein Torenbeek, University of Groningen; Marjolijn Fokkens-Brauwsma

36.058. Interventions in Early Childhood Education. SIG-Early Education and Child Development; Paper Session New Orleans Marriott, Second Level, Preservation Hall Studio 5 2:15 pm to 3:45 pm Chair: Debra J. Ackerman, National Institute for Early Education Research Participants: Effects of Quality Improvement System on Early Childhood Education Sites. Jianping Shen, Western Michigan University; Xin Ma, University of Kentucky; Amy L. Kovanagh, Ferris State University; Xuejin Lu, Children’s Services Council of Palm Beach County - Florida; Karen Brandt, Children’s Services Council of Palm Beach County; Jeffrey Scott Goodman, Children’s Services Council of Palm Beach County; Lance Till, Children’s Services Council of Palm Beach County; Grace Watson, Children’s Services Council of Palm Beach County Evaluation of the German Model Program Kindergarten der Zukunft in Bayern - KiDZ (Kindergarten of the Future in Bavaria). Hans-Guent Rossbach, University of Bamberg; Ulrike Freund, University of Bamberg; Jutta Sechtig, University of Bamberg; Yvonne Andrus, University of Bamberg Examining the Quality of Part-Day and Full-Day Kindergartens in Looking at Children’s Academic Outcomes. Jennifer A. Yu, University of Delaware; Myae Han, University of Delaware; Martha J. Buell, University of Delaware Preparing Teachers of Young Children: Key Stakeholders’ Understanding, Support, and Enactment of an Interdisciplinary Curriculum Approach. Lucinda G. Heimer, Wheelock College; Jeff Winokur, Wheelock College The Differential Effects of Preschool: Evaluating the Virginia Preschool Initiative Using Hierarchical Logistic Regression. Francis Howard Lim Huang, University of Virginia; Marcia A. Invernizzi, University of Virginia; Allison Drake, University of Virginia

36.059. Significance Testing and Alternatives. SIG-Educational Statisticians; Paper Session Sheraton, Eighth Level, Salon 820 2:15 pm to 3:45 pm Chair: William Holmes Finch, Ball State University Participants: A Taxonomy of Effect Size Measures for Between- and Within-Subjects Designs. Chao-Ying J. Peng, Indiana University; Li-Ting Chen, Indiana University; Hsi-Min Chiarg Power Comparisons for Impact Studies of a Reading Program via Monte Carlo Simulation. Jing Zhu, The Ohio State University; William Loadman, The Ohio State University; Ayes G. Dcosta, The Ohio State University; Richard G. Lomax, The Ohio State University Type I Error Rates and Power of Multiple Hypothesis Testing Procedures in Factorial Analysis of Variance. Qian An, Ohio University; Deyu Xu, Ohio University; Gordon P. Brooks, Ohio University Significance Testing in Structural Equation Modeling: Toward Incorporating Parameter Dependencies Into Multiple Test Procedures. Carrie E. Smith, York University; Robert A. Cribbie, York University, Canada Using Bayes’ Theorem to Interpret the Results of Null Hypothesis Tests. Kimberlee Callister Davison, Brigham Young University; Richard R. Sudweeks, Brigham Young University Discussant: Rhonda K. Kovachuk, Southern Illinois University - Carbondale

36.061. Reflection, Contemplation, and Other Internal Investigations: Defining, Exploring, Teaching, SIG-Holistic Education; Symposium
JW Marriott, Third Level, Frontena
2:15 pm to 3:45 pm
Chair: Anne McCrory Sullivan, National-Louis University
Participants:
Whole Teacher in a Fragmented World. Karen F. Tandrew, National-Louis University
The Role and Nature of Reflection in the National Board for Professional Teaching Standards. Suzanne Martinez, National-Louis University
Internal Investigations: Training Cops to Look Inward to Keep Them Alive Undercover. Sara K. Schneider, National-Louis University
Contemplation on Their Art: Teachers Affirming Wisdom and Spirit in Their Practice. Joseph Charles Fischer, National-Louis University
Discussant: Michelle L. Tichy, University of Northern Iowa

36.062. Technology Activities in K-12 Settings, SIG-Instructional Technology; Paper Session
Astor Crowne Plaza, Second Level Mezzanine, Toulouse B
2:15 pm to 3:45 pm
Chair: Jamillah M.A. Grant, Northcentral University
Participants:
Classroom Implementations of Technology-Enhanced Inquiry: A Multiple Case Study. Minchi C. Kim, Purdue University; Peggy A. Ermer, Purdue University; Sarah Freemyer, Purdue University; Jun Fang, Purdue University; Annette J. Tomory; Purdue University; Woori Kim, Purdue University
Credit Recovery in a Virtual School: Student Needs and the Affordances of Online Learning. Shaun B. Kellogg, North Carolina State University; Kevin M. Oliver, North Carolina State University
Use of E-Portfolios in K-12 Teacher Hiring in North Carolina: Perspectives of School Principals. Abdou Ndeye, Watson School of Education; Albert Dieter Wohlwend, University of Florida; Michele A. Parker, University of North Carolina - Wilmington
Discussant: Thomas C. Reeves, University of Georgia

36.063. Directions in the Semiotic Analysis of Young Children's Literacy: Back to the Future (With Multimodality), SIG-Language and Social Processes; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 6
2:15 pm to 3:45 pm
Chair: Jerome C. Harste, Indiana University
Participants:
A Semiotic Analysis of Young Children’s Writing: Iconic, Indexical, and Symbolic Approaches to “Scribbling.” Deborah Rowe, Vanderbilt University
Redesigning Gendered Identity Texts in Disney Transmedia. Karen E. Wohlwend, Indiana University
The Semiotics of Multimodal Literacy Performance: A Theoretic Mash-up in Two Acts. Marjorie Siegel, Teachers College; Columbia University; Stavroula Kontouvari, European University, Cyprus
Discussant: Jerome C. Harste, Indiana University

Sheraton, Fourth Level, Edgewood
2:15 pm to 3:45 pm
Chair: Marlon Simmons, University of Toronto
Participants:
A Critical Pedagogy for Educational Leadership. Curry Malott, Queens College - CUNY
O.K. Enough With the Traditional BULLSHIT! Leadership From the Margins Theory: An Introduction. Moïse R. Baptiste, Ithaca College
Transformative Leadership: From Curriculum to Pedagogy. Eric J. Wiener; Montclair State University
Revisiting Leadership Through Aesthetics: Art and the Social Imagination of Future Educational Leaders. Benjamin Paul Kramer, University of Texas Elementary School; Michael Patrick O’Malley, Texas State University - San Marcos

36.065. SIG Learning Environments Paper Session: Successful Environments for Older and Younger Learners, SIG-Learning Environments; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 4
2:15 pm to 3:45 pm
Chair: Gregory P. Thomas, University of Alberta
Participants:
Learning Environments of Beginning Algebra Classes: Compulsory Adolescent Classes Versus Voluntary Adult Classes. Tiffany Frierson, Curtin University of Technology; Barry J. Fraser, Curtin University of Technology
Cross-Sample Replication of a Measure of Higher Education Faculty Perceptions of Teaching and Learning Environments. Chad D. Ellett, CDE Research Associates, Inc.; Judith A. Monsaas, University of Georgia; Lisa M. Martin-Hansen, Georgia State University; Kadir Demir, Georgia State University; Judy Awong-Taylor, Board of Regents of the University System of Georgia; Nancy Vandergrift, University of Georgia
Is Success Lab an Effective Algebra 1 Intervention? Kathleen L. Landon, Curtin University of Technology; Barry J. Fraser, Curtin University of Technology
The Learning Experiences and Satisfaction of University Science Students in Taiwan. Shu-Jong Liu Huang, National Taiwan University
Urban High School Students’ Academically Successful Learning Environment and Educational Aspirations. Hersh C. Wizman, Texas A&M University; Yuan Huuan Lee, Texas A&M University; Jacqueline Stillisano, Texas A&M University - College Station; Danielle Bairrington Brown, Texas A&M University; Beverly Lynn Alford, Texas A&M University - College Station; Kayla Braziel Rollins, Texas A&M University
Discussant: Stephanie L. Knight, The Pennsylvania State University

36.066. (Trans)cending and Complicating Histories, Identities and Modalities: Literary Texts and Response Practices, SIG-Literature; Paper Session
JW Marriott, Third Level, Rosalic
2:15 pm to 3:45 pm
Chair: Carmen L. Medina, Indiana University - Bloomington
Participants:
The Instructional Dynamics of Visual Texts. Dawnene D. Hassett, University of Wisconsin - Madison
“For Purpose and Pleasure”: Literature Groups in the Teacher Education Classroom. Sally A. Smith, Hofstra University; Rose Tirota, Hofstra University
Braided Histories, Identities, and Experiences in Literature for Children and Adolescents. Maria Paula Ghiso, Teachers College, Columbia University; Gerald Campano, University of Pennsylvania; Darryl Ted Hall, Indiana University
On the Road: Self-Representation, Homelessness, and Youth. Theresa Rogers, The University of British Columbia; Elizabeth Marshall, Simon Fraser University
Discussant: Mitzi A. Levison, Indiana University

36.067. Democracy, Social Change, and Economic Justice: Beyond the Class Reductionism, SIG-Marxist Analysis of Society, Schools and Education; Paper Session
Sheraton, Eighth Level, Salon 816
2:15 pm to 3:45 pm
Chair: Bradley J. Portillo, Lewis University
Participants:
Marxism, Learning Cycles, and the Promise of Social Change Through Education. Fernando Naiditch, Montclair State University
Racing to the Top: Disaster Capitalism as Education Policy. Sheila L. Macrine, University of New Haven; Rebecca A. Goldstein, Montclair State University
Rethinking Normative Democracy and the Political Economy of Education. Paul R. Carr, Lakehead University

36.068. Developing 21st-Century Writing Practices in Gaming-Related Affinity Spaces, SIG-Media, Culture, and Curriculum; Symposium
Astor Crowne Plaza, Second Level, Astor Ballroom II
2:15 pm to 3:45 pm
36.071. Living and Leading Diverse Musical Communities. SIG-Music Development and Education; Paper Session
William I. Bauer, Case Western Reserve University
Chair:
Participants:
Discussant:
36.072. Issues of Rasch Dimensionality, Scaling, and Fit. SIG-Rasch Measurement; Paper Session
Rasch Analysis for the Evaluation of Rank of Student Response Times in Multiple Choice Examinations. Matthias Von Davier, ETS
Chair:
Participants:
Discussants:
36.073. Translating Insights From Psychology and Neuroscience to Gifted Education. SIG-Research on Giftedness and Talent; Symposium
Elaine P. O'Sullivan, University of Michigan
Chair:
Participants:
Discussant:
36.074. Culture and Commitment: Issues and Perspectives Surrounding KIPP Charter Schools. SIG-School Choice; Symposium
Nadine Ascher, University of Wisconsin - Madison
Chair:
Participants:
Discussants:
36.075. Supporting Student Learning in Early Childhood. SIG-Science Teaching and Learning; Paper Session
Rena F. Subotnik, American Psychological Association
Chair:
Participants:
Discussants:
36.069. Moral Judgment of Students in Higher Education and the Moral Sense of Purpose in Adolescents. SIG-Moral Development and Education; Paper Session
William I. Bauer, Case Western Reserve University
Chair:
Participants:
Discussant:
36.076. Emerging Research Perspectives on Family Adaptation to Child Disability. SIG-Special Education Research; Symposium
Sheraton, Fourth Level, Bayside C
2:15 pm to 3:45 pm
Chair: Susan D. Holloway, University of California - Berkeley
Participants:
Longitudinal Perspectives of Child Impact on Families: Relationship to Culture and Disability Status. Jan Blacher, University of California - Riverside
Quality of Life and Accommodation to Disability in Latino and Non-Latino Families. Susan D. Holloway, University of California - Berkeley; Irena D. Pareto, University of California; Shanna Raquel Cohen, University of California - Berkeley
Attitudes Toward Prenatal Testing Among a Diverse Population of Parents of Children With Intellectual Disabilities. Miriam Kuppersmann, University of California - San Francisco; Sameh Nakagawa, University of California - San Francisco; Brian Shaffer, University of California - San Francisco
“By Caring for Myself I Can Care Better for My Family”: A Pilot Health Education Intervention. Sundra Magana, University of Wisconsin - Madison; Elizabeth Miranda, University of Wisconsin - Madison
The Protective Role of Hope and Optimism in Mothers of Children With Fragile X Syndrome. Anne Wheeler, University of North Carolina - Chapel Hill; John Siders, University of North Carolina - Chapel Hill; Debra Skinner, University of North Carolina - Chapel Hill; Don Bailey, University of North Carolina - Chapel Hill
Discussant: Debra Skinner, University of North Carolina - Chapel Hill

36.077. Empowering Teachers Through Inquiry: How One Rural School Attempted to Disrupt the Status Quo. SIG-Teacher as Researcher; Symposium
Sheraton, Fourth Level, Bayside C
2:15 pm to 3:45 pm
Chair: Ryan Flessner, Butler University
Participants:
Losing the Content. Wendy Carter, South Central Elementary
Personal Reflections That Transformed a Teacher. Bobbi Keinsley, South Central Elementary
Opening Spaces for Critique. Laura McDermott, South Central Elementary School
Continuing to Grow During My Retirement Year. Darlinia Rickert, South Central Elementary
Changes, Changes, Changes... Or How I Transformed From a Teacher Into a Student. Debbie Miles, South Central Elementary
Set Them Up for Success: Empowering Students Through Literacy Stations. Victoria Sauerheber, South Central Elementary
Developing Mathematicians: A Paradigm Shift. Regina Cory, South Central Elementary
Discussant: Laura McDermott, South Central Elementary School

36.078. Research on Technology and Preservice Teacher Education. SIG-Technology as an Agent of Change in Teaching and Learning; Paper Session
Sheraton, Fourth Level, Bayside C
2:15 pm to 3:45 pm
Chair: Denise A. Schmidt, Iowa State University
Participants:
Teaching Preservice Elementary Teachers to Teach Science With Computer Models. Charoula M. Angeli, University of Cyprus; Nicolaos C. Valanides, University of Cyprus
Preservice Teacher Experiences With a Computerized Classroom Simulation: A Content Analysis of Discussion Postings. Amber Ellison, University of North Texas; Tandra Lea Tyler-Wood, University of North Texas; Sita Periahthiruvadi, University of North Texas; Michael F. Sayler, University of North Texas; Brenda L. Barrio, University of North Texas; Ohyoun Lim, University of North Texas
Engaging Preservice Teachers in Reflective Practice: Developing Embodied Understanding of Technology Integration. Ping Gao, National Institute of Education, Singapore; Angela Fl Wong, Singapore National Institute of Education; Song Chee Tan, The Pennsylvania State University; Doris Choy, National Institute of Education, Singapore
Discussant: Ann D. Thompson, Iowa State University

36.079. Technology, Instruction, Cognition and Learning I: Accelerating the Development of Expertise in Classroom Teaching. SIG-Technology, Instruction, Cognition & Learning; Symposium
Sheraton, Third Level, Napoleon Ballroom C2
2:15 pm to 3:45 pm
Chair: Peter Fadde, Southern Illinois University
Participants:
Preservice Teacher Learning From Videocase-Based Modules: Using Analysis of Video Clips to Measure Changes in Ability to See Content, Student Thinking, and Science Content Storyline. Karen B. Givvin, University of California - Los Angeles; Kathleen J. Roth, Biological Sciences Curriculum Study; Melike Lemmens, LessonLab Research Institute; Catherine T. Chen, California State University - Long Beach; Helen E. Garner, University of California
Using Video to Scaffold Preservice Teachers to Learn to Notice Student Thinking. Elizabeth A. Van Es, University of California - Irvine; Mary E. Cashen, University of California - Irvine; Anamarie Auger, University of California - Irvine
Developing Expertise in Attending to Student Thinking in Science. Melissa J. Luna, Northwestern University; Miriam G. Sherin, Northwestern University
Model-Based Feedback in a Video Analysis Activity to Align Novice and Expert Vision of Student Learning and Discipline Behaviors. Peter Fadde, Southern Illinois University; Vien Cao, Southern Illinois University
Discussant: Michael J. Hannafin, University of Georgia

36.080. Writing Spaces: Recontextualizing Literacies Across Multiple Dimensions. SIG-Writing and Literacies; Paper Session
Sheraton, Fourth Level, Bayside C
2:15 pm to 3:45 pm
Chair: Leslie S. Cook, Appalachian State University
Participants:
Tracing Spaces: Capturing Dynamic Moments of Teaching and Learning in a Multimodal Classroom. Stephanie Anne Schmier, Teachers College, Columbia University
Complicating Development: Urban Adolescent Males’ Transcontextual Writing Development. Anna Smith, New York University
Multimodal Literacies and the Construction of Collective, Place-Based Identities in Northern Mexico. Erika L. Mein, University of Texas - El Paso
“Am I Ever Going to Get Over the Past?” Trauma Narratives and Critical Literacies Within the Poetry Workshop. Kelly K. Wissman, University at Albany - SUNY; Angela Michelle Wiseman, North Carolina State University
Writing on the Walls of 21st-Century Classrooms: Material Tools, Digital Thinking. Annamary Comaslu, University of Texas - Austin; Ann D. David, University of Texas - Austin
Discussant: Heather M. Pleasants, The University of Alabama

Division and SIG Roundtables

36.081. Roundtable Session 18; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A

36.081-1. College Success and Experiences Outside of the Classroom. Division J - Postsecondary Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chair: Deborah Worley, University of North Dakota
Participants:
Prediciting Academic Competence With In-Class and Out-of-Class Engagement: Within and Cross Disciplinary Differences. Wen Qi, Indiana University; James S. Cole, Indiana University
What Role Do Living and Learning Communities Play in Persistence in Academic Major? A Case Study. Roxanne M. Hughes, Florida State University
Life Happens (Outside of College): How Challenging Non-College Life Events Affect Students’ Likelihood of Graduation. Bradley E. Cox, Florida State University

36.081-2. Faculty Roundtable 1: Locating Faculty Work. Division J - Postsecondary Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 2:15 pm to 3:45 pm
Chair: David Key, University of Tennessee
Participants:
Academic Fatherhood and Disciplinary Culture. Margaret W. Sallee, University of Tennessee
Gender Pay Equity: How Predictors of Salary Vary by Gender and Primary Activity. Laura Meyers, University of Washington
Where Are They? The Distribution of Full-Time Faculty by Institutional Type and Sector by Race, Gender, and Citizenship. Daryl G. Smith, Claremont Graduate University; Esau Tovar, Claremont Graduate University; Hugo Alberto Garcia, Claremont Graduate University

36.081-3. Higher Education Policy Innovation and Implications. Division J - Postsecondary Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 2:15 pm to 3:45 pm
Chair: Erin Denise Knoepfler, University of Maryland - College Park
Participants:
Guaranteed Tuition Policies: Innovation or Fad? Diiane R. Dean, Illinois State University; Stacy Ottea, Illinois State University; W. Paul Vogt, Illinois State University
Policy Innovation and Tertiary Education Graduation Rates: A Cross-Country Analysis. Jennifer A. Delaney, University of Illinois - Urbana-Champaign; Patricia Tu, University of Wisconsin - Madison
A Predictive Study of Veterans’ Educational Benefits Use: Implications for Policy and Practice. Nathan R. Durkella, California State University - Northridge; Young Kyoung Kim, University of California - Los Angeles

36.081-4. Linguistic Minority Students’ Access to and Pathways Through College. Division J - Postsecondary Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 2:15 pm to 3:45 pm
Chair: Yasuko Kanno, Temple University
Participants:
Understanding Postsecondary Trajectories of Linguistic Minority Students. Anne Marie Nunez, University of Texas - San Antonio; Johnelle Sparks, University of Texas - San Antonio
Linguistic Minority Students and Matriculation Policies in “Open Access” Community Colleges. George C. Bunch, University of California - Santa Cruz; Ann K. Endris, University of California - Santa Cruz
Retention Patterns of English Language Learners at a Community College. Cate Almon, Northampton Community College
English as a Second Language With or Without Shame: Immigrant English Language Learners’ Challenges to Accessing Four-Year Universities. Yasuko Kanno, Temple University; Sarah Arva Grosik, Temple University

Students’ Meaning-Making About Their Role and Relationships With Peers During a Cohort-Based, Short-Term Study Abroad. Jody Elizabeth Jessup-Angler, Marquette University; Danielle Angerson, Marquette University
Understanding How Student’s Positionality as Second-Generation Immigrant Students Shape Intrinsic Motivations for College. Fanny P. Young, University of California - Los Angeles
Understanding the Academic Needs of High-Achieving Students: Assessing the Ego-Identity Development, Self-Esteem, and Perceptions of Academic Advising Among the Daniel Acker Scholars at State University of New York at Buffalo. Danielle Marie Johnson, University at Buffalo - SUNY; Letitia L. Thomas, University at Buffalo - SUNY

36.081-5. Meaning-Making and Self-Understanding. Division J - Postsecondary Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 2:15 pm to 3:45 pm
Chair: Barbara Schwartz-Bechet, University of Maryland University College
Participants:
Self-Understandings of College Student Activists: A Phenomenological Study. Dennis McConney, Morgan State University

36.081-6. Organizational Change. Division J - Postsecondary Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 2:15 pm to 3:45 pm
Chair: Juanita Gamz Vargas, University of Oklahoma
Participants:
Deans’ Perspectives on Factors That Facilitate and Hinder Organizational Change in Educational Leadership Program Redesign. Frances K. Kochan, Auburn University Refining Conceptualizations of the President's Role in Organizational Change. Nathan F. Harris, University of Michigan
The Power and Risks of Talk and Text: Choosing Slogans to Create University Change. Leslie D. Gonzales, Clemson University; Arturo Pacheco, University of Texas - El Paso

36.081-7. Publicly Engaged Scholarship: Educational Aspirations, Career Pathways, and Conceptualizing Knowledge Production for the 21st Century. Division J - Postsecondary Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 2:15 pm to 3:45 pm
Chair: M. Christopher Brown, Fisk University
Participants:
College Unbound: Imagining and Operationalizing Publicly Engaged—Scholarly Practice in a New College Model. Adam Bush, USC; Timothy K. Eatman, Syracuse University
The Engaged Scholar in the Disengaged Institution: Framing Scholar Activism For Faculty Success. Leon D. Caldwell, Rhodes College
From Ivory Tower to Lookout Tower: Evolving Conceptualizations of Knowledge Making in the 21st Century. Timothy K. Eatman, Syracuse University; Shuaib J. Meacham, University of Delaware

36.081-8. The Role of the Family in Postsecondary Access and Success. Division J - Postsecondary Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 2:15 pm to 3:45 pm
Chair: Lois Callian Trautvetter, Northwestern University
Participants:
Impact of Family Support Exchanges on the Persistence of Underserved College Students. De' Sha Shantrell Wolf, University of California - Los Angeles
Examining the Connections of Community College Transfer Students: A Social Network Approach. Celia O'Brien, The University of Arizona
The Dynamic Nature of the College Choice Process: The Impact of Family Disruption on College Expectations. Brian An, University of Iowa; Kira N. Sorensen, University of Wisconsin

36.081-9. Experiences of Students of Color From a P-20 Perspective. Division J - Postsecondary Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 2:15 pm to 3:45 pm
Chair: Wanda B. Coneal, North Carolina Central University
Participants:
Reaffirming the Social Contract Through Comprehensive College Outreach for Students From Historically Underserved Racial and Ethnic Backgrounds. Walter R. Allen, University of California - Los Angeles; Marguerite E. Bonos-Hammash, University of California - Irvine
More Than Just Words: Diversity Policies and Black Students’ Experiences of Inclusion at Predominantly White Universities. Alana C. Butler, Cornell University
From a Man’s Perspective: African American and Latino Males’ Outlook on the Campus Community. Darnell G. Cole, University of Southern California, Araceli Espinoza, University of Southern California

36.081-10. Racial-ized Experiences in College. Division J - Postsecondary Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chair: Amy J. Fann, University of North Texas
Participants:
A Chicken in Every Pot and College for Every Student: Examining Relationships Between Race, Urbanicity, and Discrete Intervals of Postsecondary Training. Faheemah N. Mustafaa, University of Michigan; Krystal L. Williams, University of Michigan; Brian A. Burt, University of Michigan
Emigrating for Education: Networks of Knowledge for Black Immigrant College Men. Joanne A. Sutherland, Baruch College - CUNY

36.081-11. The College Transition and First-Year Experience. Division J - Postsecondary Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chair: Michael Armitio, University of Pennsylvania
Participants:
More Than Access: The Transitional Experience of Underrepresented Students in a State-Wide Access Program. Juan G. Beramen, Indiana University - Bloomington; Desiree Danielle Zerquera, Indiana University - Bloomington; Joshua S. Smith, Indiana University/Purdue University at Indianapolis
A Meta-Analytic Investigation of the Effect of Selection Bias in Research on Freshman Seminar Effectiveness. Raymond S. Brown, Pearson; Thanh Nguyen, Pearson; Yu Sun, Pearson; Belinda Cruz, Pearson
Academic Probation: Exploring First-Time Freshmen Who Are Identified as Deficient Upon Acceptance to the University. Sylvia L.M. Martinez, University of Colorado - Colorado Springs; Robert C. Haight, University of Colorado - Colorado Springs; Janee Miller, University of Colorado - Colorado Springs; Jennifer Lynn Pierceall Herman, University of Colorado - Colorado Springs; Lixia Sisson, University of Colorado - Colorado Springs; Dana Wallner, University of Colorado - Colorado Springs; Wendy Anne Clouse, University of Colorado - Colorado Springs

36.081-12. Student Learning From High School Through College. Division J - Postsecondary Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chair: Jennifer H. Waddell, University of Missouri - Kansas City
Participants:
Assessing Drop-Withdrawal-Failure (DFW) Rates for Online Classes. Daniel J. Yanisky, Kennesaw State University
Preparing for College and the Challenge of Remediation: Rethinking Writing to Improve Access. Stefani Robin Belles, University of Southern California; William G. Tierney, University of Southern California
Toward a Model of Thinking Critically With Information: Equipping College Students With 21st-Century Skills. Lisa Kammerlocher, Arizona State University; Ann D. Evbank, Arizona State University; Julie Tharp, Arizona State University; Kate Frost, Arizona State University

36.081-13. Teaching Roundtable 1: Cohorts and Communities. Division J - Postsecondary Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chair: John P. Murray, California State University - Long Beach
Participants:
An Investigation of the Teaching Experiences and Pedagogical Journeys of a Cohort of Chinese Teacher Educators. Wen Ma, Le Moyne College
Cohort Culture and Learning: The Good, the Bad, and the Ugly. Tamra W. Ogletree, University of West Georgia; Dianne L. Hoff, The University of West Georgia

36.081-14. Teaching Roundtable 3: Transformation and Training. Division J - Postsecondary Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chair: Susana Hernandez, Iowa State University
Participants:
Applying Learner-Centered Psychological Principles (LCPP) in Community: Supporting Transformation Through an Instructional Design Team. Karen Anne Franklin, University of Tennessee - Knoxville; Tiffany J. Delland, University of Tennessee - Knoxville; Katherine H. Greenberg, University of Tennessee
Impact of Teacher Assistant Training on Graduate Students’ Recitation Teaching in Freshman Chemistry at Massachusetts Institute of Technology. Rudolph Mitchell, Massachusetts Institute of Technology; Elizabeth Vogel Taylor, Massachusetts Institute of Technology; Catherine L. Drennan, Massachusetts Institute of Technology

36.082. Roundtable Session 19; Roundtable Session

36.082-1. Roundtable: Research on Mathematics Problem Solving. Division C - Learning and Instruction; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom B
2:15 pm to 3:45 pm
Chair: Candace Walkington, University of Texas - Austin
Participants:
Sometimes They Are Effective: Using External Representations to Help Solve Probability Word Problems. Brian D. Beitel, SUNY - College at Oneonta; Richard K. Staley, SUNY - College at Oneonta
Studying Worked Examples Enhances College Students’ Problem Understanding and Aligns Confidence With Performance. Je Yun, University of Delaware; Nancy C. Lavigne, University of Delaware
The Impact of Personalization on Problem-Solving in Algebra. Candace Walkington, University of Texas - Austin; Anthony Petrino, University of Texas - Austin; Milan Sherman, University of Pittsburgh
“Nobody Can Sit There”: Two Perspectives on the Mediation of Mathematics Problem Contexts. William Carl Zahner, University of California - Santa Cruz

36.082-2. Motivation for Adolescent Readers: Researcher Insights. Division C - Learning and Instruction; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom B
2:15 pm to 3:45 pm
Chair: Phyllis Underwood, Florida State University
Participants:
Effects of Computer- Versus Human Agent-Delivered Elaborated Feedback on Secondary School Students’ Text Comprehension. Stefanie Golke, University of Bamberg; Tobias Dörfler, University of Bamberg; Cordula Arterl, University of Bamberg
The Enhanced Reading Opportunities Study: Impact of Supplemental Literacy Courses for Struggling Ninth-Grade Readers. Marie-Andree Somers, MDRC; William Corrin, MDRC; Susan Sepanik, MDRC

36.082-3. Online Learning: The Role of Effective Communication. Division C - Learning and Instruction; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom B
2:15 pm to 3:45 pm
Chair: Mansureh Kebritchi, Walden University
Participants:
Online Discussion: Teachers’ Perceptions of Writing in an Online Graduate Literacy Course. Kathleen Molesky, Central Michigan University
Synchronous Learning in Distributed Spaces: Students’ Experiences in a Graduate Education Program. Anissa R. Frame, University of California - Santa Barbara; Danielle Boyd Harlow, University of California - Santa Barbara; Katherine Joy Nilson, University of California - Santa Barbara
The Impact of Personal Background Knowledge on Computer-Mediated Intercultural Communication. Qing Xia, Teachers College, Columbia University; Xiaodong Lin, Teachers College, Columbia University

Are Two Better Than One? A Study of Social Interaction Patterns in an Online Collaborative Database Environment. Yigal Rosen, University of Haifa; Ricki Rimor, Open University

Factors Related to Rural School Districts’ Satisfaction With Distance Education. Matthew J. Irvin, University of North Carolina - Chapel Hill; Wallace Hamann, University of North Carolina; Claire de la Varre, University of North Carolina - Chapel Hill; Julie Thompson Keane, University of North Carolina - Chapel Hill; Thomas W. Farmer, The Pennsylvania State University

36.082-4. Roundtables: The Use of Instructional Tools to Improve Learning. Matthew J. Irvin, University of North Carolina - Chapel Hill; Wallace Hamann, University of North Carolina; Claire de la Varre, University of North Carolina - Chapel Hill; Julie Thompson Keane, University of North Carolina - Chapel Hill; Thomas W. Farmer, The Pennsylvania State University


Twitter as a Tool to Support Students’ Metacognitive Regulation Skills. Bradley Wade Bergey, Temple University

The Use of Argumentation Vee Diagrams as Planning Devices in Middle-School Reflective Writing. E. Michael Nussbaum, University of Nevada - Las Vegas

36.082-6. Roundtables: The Use of Instructional Tools to Improve Learning Outcomes. Matthew J. Irvin, University of North Carolina - Chapel Hill; Wallace Hamann, University of North Carolina; Claire de la Varre, University of North Carolina - Chapel Hill; Julie Thompson Keane, University of North Carolina - Chapel Hill; Thomas W. Farmer, The Pennsylvania State University

The Networked Student: Digital Media’s (Unintentional) Transformation of Formal Education, and What Educators Can Do. Margaret Weigel, Bambini Media

36.083-1. Resources for Instruction of Adult Learners. SIG-Adult Literacy and Adult Education; Roundtable Session

Participants:
- Matthew J. Irvin, University of North Carolina - Chapel Hill
- Wallace Hamann, University of North Carolina
- Claire de la Varre, University of North Carolina - Chapel Hill
- Julie Thompson Keane, University of North Carolina - Chapel Hill
- Thomas W. Farmer, The Pennsylvania State University

It Takes a Village: Creating Supportive Resources for Educators of Women Who Have Experienced Violence Within a Community of Professional Practice. Rachel May Heydon, University of Western Ontario; Susan C. Rodger, University of Western Ontario; Kathryn M. Hibbert, University of Western Ontario

Exploring Sociocultural Factors That Shape the Knowledge Construction: A Case Study. Bo Chang, University of Georgia; Huiqin Ann Hu, Data Recognition Corporation


36.083-2. Uncovering What Is Not Easily Visible Through Arts-Based Research. SIG-Arts-Based Educational Research; Roundtable Session

Participants:
- Barbara A. Bickel, Southern Illinois University - Carbondale

An Arts-Based Approach to an Old Epistemology: Researching With Animate Earth. M.J. Barrett, University of Saskatchewan

Christian Privilege: Making the Invisible Visible. Nana Osei-Kofi, Iowa State University

36.083-3. Reconceptualizing Teacher Education Research. SIG-Critical Perspectives on Early Childhood Education; Roundtable Session

Participants:
- Jennifer Keys Adair, University of Texas - Austin

The Impact of Personal Background Knowledge on Computer-Mediated Intercultural Communication. Qing Xia, Teachers College, Columbia University; Xiaodong Lin, Teachers College, Columbia University

Are Two Better Than One? A Study of Social Interaction Patterns in an Online Collaborative Database Environment. Yigal Rosen, University of Haifa; Ricki Rimor, Open University

Factors Related to Rural School Districts’ Satisfaction With Distance Education. Matthew J. Irvin, University of North Carolina - Chapel Hill; Wallace Hamann, University of North Carolina; Claire de la Varre, University of North Carolina - Chapel Hill; Julie Thompson Keane, University of North Carolina - Chapel Hill; Thomas W. Farmer, The Pennsylvania State University
36.083-4. Postcolonial Approaches With Students and Teachers. SIG-Sociology of Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm
Chair: Rachel Enko, Hamline University

Participants:
- Contesting Neocolonialism: International Teachers’ Professional Identities During a U.S. Professional Development Program. S. Megan Che, Clemson University; Mandy Spearman, Clemson University; Sarah A. Mathews, Clemson University
- Negotiating Orientalism: “Asian” Women Faculty in a Transnational Context. Kimine Mayuzumi, OISE/University of Toronto
- Silence and Secrets for International Students in Higher Education: Transnational Feminism and De/Colonizing Approaches. Kakalli Bhattacharya, Texas A&M University - Corpus Christi
- The Discourse of Voluntourism: American Exceptionalism in Application Essays Submitted to a Summer Overseas Volunteer Teaching Program. Cora Ann Jakubiak, University of Georgia; Peter Smorginsky, University of Georgia

36.083-5. What Happens in High School: Effects of Secondary Behaviors on Postsecondary and Career Trajectories. SIG-Sociology of Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm
Chair: Sean P. Kelly, University of Notre Dame

Participants:
- Effects of High School Dropout and Receiving a General Equivalency Diploma on Educational and Career Achievement. Ji Seung Yang, University of California - Los Angeles
- The Effects of Advanced Course Sequences in Mathematics and Science on Academic Performance and Postsecondary Matriculation. Jaime Lynn Puccioni, Michigan State University; Kimberly S. Maier, Michigan State University
- Black-White Inequality in Applying to College. William Carbonaro, University of Notre Dame; Kristin Cannon, University of Notre Dame

36.083-6. Critical Approaches to Teaching and Learning History. SIG-Teaching History; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm
Chair: Carla L. Peck, University of Alberta

Participants:
- Critical Historical Thinking: An Examination of Preservice Teacher Decisions. Cinthia S. Salinas, University of Texas - Austin; Brooke Blevins, University of Texas
- History Teachers “Think the Nation”: Narratives of Citizenship in Wartime Canada and the United States. Lisa Y. Faden, University of Western Ontario
- Retooling the Teaching of History: Refining a Unit Targeting Conceptions About Differing Historical Accounts. Kevin O’Neill, Simon Fraser University; Sheryl Galoy, Simon Fraser University; Fiona M. MacKellar, The University of British Columbia; Ozlem Senoo, Simon Fraser University

Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm
Chair: Kristy Tusley, Virginia Commonwealth University

Participants:
- Data-Driven Instruction: Key Issues and Challenges. Elizabeth A. Sloot, University of New Brunswick; Erin Schreyer, University of New Brunswick
- The Sophomore On-Track Indicator. Nicholas D. Montgomery, University of Chicago; Joy Lesnick, University of Chicago; James Murphy, University of Chicago
- Using Comprehensive Systemwide Databases to Inform Decision Making and Policies in Teacher Retention and School Improvement. Anna Nadrova, Alberta Education; John M. Burger, Rocky View School Division; Randy Clarke, Alberta Ministry of Education

Achievement Status Gap and Achievement Growth Gap During the School Year and the Summer. Michael J. Fliceck, Natrona County School District - Wyoming; Yan Xiang, Northwest Evaluation Association

Participants:
- Data-Driven Identification and Selection Algorithms for At-Risk Students Likely to Benefit From High School Academic Support Services. Warren E. Lucefield, Western Michigan University; Brooks Applegate, Western Michigan University; Pamela J. Zeller, Western Michigan University; Nancy VanKannel-Ray, MERC/GEAR UP Learning Centers

36.083-8. Critical Friends as Integral to Self-Study. SIG-Self-Study of Teacher Education Practices; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm
Chair: Nancy P. Gallavan, University of Central Arkansas

Participants:
- Colearning and Critical Friendship in Teacher Education: Adopting Just-in-Time Teaching. Karen C. Goodnough, Memorial University, Newfoundland; Pam Osmond, Nova Central School District
- Going Backward Can Lead to Moving Forward: One Teacher Educator’s Second Return to High School Teaching. Jeffrey Stuart Kaplan, University of Central Florida; Lisa A. Scherff, The University of Alabama
- The Role of Critical Friends in Self-Study: Teaching About/for Social Justice. Kathryn M. Obenchain, University of Texas - Austin; Julie L. Pennington, University of Nevada - Reno; Eleni Oikonomidoy; University of Nevada - Reno; Cynthia H. Brock, University of Nevada - Reno

36.083-9. Teacher Perceptions and Education Quality. SIG-International Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm
Chair: Stephen P. Heyneman, Vanderbilt University

Participants:
- Perceptions of Teachers Regarding School Culture of Elementary Schools in Thailand. Sutthtoss Wangchalee, Khon Kaen University
- Teachers’ Knowledge of Teaching Multidigit Division in the United States and China. Shuhua An, California State University - Long Beach; Hiroki Masunaga, California State University - Long Beach; Zhonghe Wu, National University, Song An, Texas A&M University; Felipe V. Golez, California State University - Long Beach; Linda Symcox, California State University - Long Beach
- Home-School Communication in a Rural Swaziland Village: Implications for Teachers. Thienhuong Hoang, California State Polytechnic University, Pomona

36.083-10. Approaching Social Justice Praxis: Investigating Teacher Perspectives. SIG-Critical Educators for Social Justice; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm
Chair: Isaura Betzke-Pulido, Illinois State University

Participants:
- A Moral Reflection on Special Education. Bernardo E. Pohl, University of...
36.083-11. **Youth Organizing for Educational Equity and Social Change.**
SIG-Grassroots Community & Youth Organizing for Education Reform; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm
Chair: Michael P. Evans, Miami University
Participants:
Youth of Color and Youth Activism: Opportunities for Social Change. Roseanne Macias, University of California - Santa Barbara
Committing to Change: Exploring Youths’ Transition From Joining to Committing in a Youth Organizing Group. Sonia Michelle Rosen, University of Pennsylvania
Chipping at a Mountain: Youth Organizing for Educational Justice. Cristen Jenkins, University of Illinois - Chicago

36.083-12. **Teacher Research: Critical Pedagogy and Democratic Classroom Practices.** SIG-Teacher as Researcher; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm
Chair: Allen Cross, Wingra School
Participants:
Creating and Sustaining a Democratic Classroom in the Presence of Market Ideology. Annie Adamian, Bichwell Junior High School
Throwing Out the History Textbook: Changing Social Studies Texts and the Impact on Students. Christopher C. Martell, Boston University; Erin A. Hashimoto-Martell, Boston College
Promoting Students’ Higher Order Thinking Through a Perspective-Taking History Course. Vanessa Rodriguez, Terrie Epstein, Hunter College - CUNY
Naming the Issues: Providing a Space to Explore Gender Inequalities. Ted Domers, Philadelphia Writing Project; Brian E. Shovey, Philadelphia Writing Project

36.083-13. **Science and Scientific Careers.** SIG-International Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm
Chair: Pearl G. Simo, Vanderbilt University
Participants:
Usefulness in International Professional Development: Exploring Differences in Curriculum Development, Cultural Immersion, and Study Abroad Experiences. Ayasha Boyce, University of Illinois - Urbana-Champaign; Maria Blanca Jimenez, University of Illinois - Urbana-Champaign; Holly Downs, University of North Carolina - Greensboro; Lizanne DeStefano, University of Illinois
Do Learning and Teaching Matter in Choosing a Scientific Career? Paivi Taskinen, IPN; Kertsis Schuette, Leibniz Institute for Science and Mathematics Education
Investigating Learning About Nature of Science (NOS) and Its Effects on Science Educators in Afghanistan. Huseyin Yolcu, Northeastern Illinois University; Omar Qureshi, Indiana University; Turrence C. Mason, Indiana University
Student Engagement in Taiwan: A Look Into How Taiwanese College Students Learn. Yueh-Luen Hu, National Chengchi University; Gregory Siu Ching, Lunghua University of Science and Technology; Pei-Ching Chao, National Chengchi University

36.083-14. **Teacher Evaluation and Incentives.** Division L - Educational Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm
Chair:

Policies and Practices that Support Inclusive Pedagogies. Marielle Wright, University of Minnesota; Robert F. Dreeben, Boston College
Chipping at a Mountain: Youth Organizing for Educational Justice. Cristen Jenkins, University of Illinois - Chicago
Do Learning and Teaching Matter in Choosing a Scientific Career? Paivi Taskinen, IPN; Kertsis Schuette, Leibniz Institute for Science and Mathematics Education
Investigating Learning About Nature of Science (NOS) and Its Effects on Science Educators in Afghanistan. Huseyin Yolcu, Northeastern Illinois University; Omar Qureshi, Indiana University; Turrence C. Mason, Indiana University
Student Engagement in Taiwan: A Look Into How Taiwanese College Students Learn. Yueh-Luen Hu, National Chengchi University; Gregory Siu Ching, Lunghua University of Science and Technology; Pei-Ching Chao, National Chengchi University

Louise Watson, University of Canberra Australia
Participants:
Design and Sustainability of Teachers’ Performance-Based Rewards Programs: Evidence From a Behavioral Experiment. Maria Perez, Stanford University
Preservice Teachers’ Experiences With High-Stakes Testing and Beliefs About High-Stakes Testing: Preliminary Implications for Policy. Sharon L. Nichols, University of Texas - San Antonio
 Principals’ Conceptions of and Experiences With Teacher Evaluation: Do They Vary by Policy Context and School Type? Morgaen L. Donaldson, University of Connecticut
Teacher Responses to Pay-for-Performance Policies: Survey Results From Four High-Poverty, Urban School Districts. John P. Wells, Westat

36.084. **Roundtable Session 21; Roundtable Session**
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm
Chair: Elizabeth Boling, Indiana University
Participants:
Open-Source and Free Software Redefining the Use of Computer Technology in an American Islamic School. Mohammed Mustafa Saleem, West Texas A&M University
Sacred Sensibilities: Religious Framing of Teacher Candidate Dispositions. Kimberly R. White, Carroll University

36.084-1. **Digital System Designs for Higher Education.** SIG-Design and Technology; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
2:15 pm to 3:45 pm
Chair: Linda L. Samek, George Fox University
Participants:
Network Structure Analysis for Knowledge Building: A Macroscopic View of Collaborative Learning Discourse. Jun Oshima, Shizuoka University; Ritsuko Oshima, Shizuoka University; Yoshiaki Matsuzawa, Shizuoka University; Jan C. Van Aalst, University of Hong Kong; Carol K. Chan, University of Hong Kong
Pedagogy of Attentiveness: Revitalizing the Commons. Runko Khattar, York University

36.084-3. **Chaos and Complexity: SIG.** SIG-Chaos & Complexity Theories; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
2:15 pm to 3:45 pm
Chair: Jens Rasmussen, University of Aarhus
Participants:
Illustrating the Fractal Geometry of Campuses. Michelle Johanna Nilson, Simon Fraser University
Network Structure Analysis for Knowledge Building: A Macroscopic View of Collaborative Learning Discourse. Jun Oshima, Shizuoka University; Ritsuko Oshima, Shizuoka University; Yoshiaki Matsuzawa, Shizuoka University; Jan C. Van Aalst, University of Hong Kong; Carol K. Chan, University of Hong Kong
Pedagogy of Attentiveness: Revitalizing the Commons. Runko Khattar, York University

36.084-4. **Reimagining the Possibilities of Research on Education and Sport.** Part II. SIG-Research Focus on Education and Sport; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
2:15 pm to 3:45 pm
Chairs:
Sonia L. Lanehart, University of Texas - San Antonio
Michele D. Smith, Alliant International University
Participants:
When Two Rivers Meet: African American Racial and Athletic Identity. Albert Y. Bimper, University of Texas - Austin; Louis Harrison, University of Texas - Austin
College Student-Athletes and Purposeful Engagement Activities: Toward...
36.084-5. Using Longitudinal Data to Study the Effects of Course-Taking and School Effectiveness. Division J - Postsecondary Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
2:15 pm to 3:45 pm
Chair: Amelita (Kii) K. Lively, Vanderbilt University
Participants:
AP Spanish and Native Speakers: A Leg Up or Hollow Promises? Kristin Kopfenstein, University of Texas - Dallas; Amelita (Kii) K. Lively, Vanderbilt University
Predictive Validity of Value-Added Measures of School Performance Based on ACT’s Educational Planning and Assessment System. Dina Bassiri, ACT, Inc.; Jeff Allen, ACT
The Effect of High School on Student’s Higher Education Performance. Chrys Dougherty, National Center for Educational Achievement; Vibha Bhatia; NCEA; Leland Lockhart, National Center for Educational Achievement; Lynn T. Mellor, National Center for Educational Achievement; Wesley L. Boykin, ACT-NCEA
Discussant: Jane Hannonay, Urban Institute

Division and SIG Posters

36.085. Poster Session 7; Poster Session

36.085-1. Assessment Issues in Schools. Division H - Research, Evaluation and Assessment in Schools; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
2:15 pm to 3:45 pm
Posters:
1. Teacher Judgments of Student Mathematics Achievement: The Moderating Role of Student-Teacher Conflict. Kira Joy Carbonneau, University of New Mexico; James Selig, University of New Mexico
2. An Analysis of Student and Parent Perceptions: School Climate Surveys for the Public Good. Get W. Nichols, Fort Wayne Community Schools; Joe D. Nichols, Indiana University/Purdue University at Fort Wayne
3. An Examination of Fourth-Grade Teachers’ Assessment Literacy and Its Relationship to Students’ Reading Achievement. Bridget Broun, Mesa Unified School District
4. Applying Multilevel Structural Equation Modeling in Assessing Mathematics and Science Achievement With Students’ and Schools’ Effects. Zainul Nor Deana Md Desa, The University of Kansas
5. Evaluating the Quality of Teacher-Made Tests From Multiple Perspectives. Bruce Frey, The University of Kansas; Vicki L. Schmidt, Logan-Rogersville Schools
6. Faculty Perceptions of Assessing ESOL Students’ Pragmatic Competence. Jinyan Huang, Niagara University; Thomas J. Sheeran, Niagara University
7. Investigating the Concurrent Validity of the Temperament and Character Inventory-Revised (TCI-R); Junior Temperament and Character Inventory (JTCI), NEO Personality Inventory-Revised (NEO-PI-R); and Sixteen Personality Factor Questionnaire (16PF) in Predicting Academic Achievement. Paulo Moreira, Lusiana University; Kevin M. Cloninger, Anthropeda Foundation; C. Robert Cloninger, Washington University; Carla Azvedo, Lusiana University; Alexandra Sousa, Lusiana University
8. “Equivalent” State Test Options: Friend or Faux for Students With Disabilities? Shari Berkley, George Mason University; Frederick J. Brigham, George Mason University; Maureen Drohan, George Mason University; Erin Walker, George Mason University; Richard Tavina, George Mason University
9. The Classification Accuracy of Mathematics Screening Measures. Bituara J. Park, University of Oregon; Joseph F. Nese, University of Oregon; Julie Alonso, University of Oregon; Gerald A. Tindal, University of Oregon
10. Assessing Inquiry Learning Through Performance Assessment Tasks. Joseph Leo Zavicki, Buffalo State College - SUNY; Ann W. Wright, Canisius College; Joe Engemann, Brock University; Rodney Dorau, University at Buffalo - SUNY; Gail Zichitella, University at Buffalo - SUNY; Ethel Petrou, Erie County Community College

36.085-2. Walking a “Straight” Line: Queer Parents in Heteronormative Schools. SIG-Queer Studies; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
2:15 pm to 3:45 pm
Poster:
11. Walking a “Straight” Line: Queer Parents in Heteronormative Schools. Natalie Lynne Rowlandson, University of Western Ontario

36.085-3. Innovative STEM Teacher Education and Professional Development. Division K - Teaching and Teacher Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
2:15 pm to 3:45 pm
Posters:
13. Epistemic Understandings in Mathematics and Science: Implications for Teaching and Learning. Julie Kittleson, University of Georgia; AnnaMarie Conner, University of Georgia
15. Holding Their Own in Mathematics: Professional Development That Mattered for Middle School Students. Patricia E. Swanson, San Jose State University
16. How Secondary Mathematics Teachers Address the Literacy Demands of Standards-Based Materials. Kelly Chandler-Olcott, Syracuse University; Joanna O. Masingila, Syracuse University; Kathleen A. Hinchman, Syracuse University; Helen M. Doerr, Syracuse University
17. Identifying and Measuring Equitable Mathematics Instruction. Imani Masters Goffney, University of Houston
18. Inquiry-Based Science and Technology Enrichment Program for Middle-School-Age Female Students. Hanna Kim, DePaul University; Derrick Towar-Murray, DePaul University
19. Is Teacher Knowledge Related to Instructional Quality? Analysis of New Middle School Math Teachers. Jennifer McKean, University of Pennsylvania; Eric D. Hochberg, University of Pennsylvania; Laura M. Desimone, University of Pennsylvania

36.085-4. Learning in Linguistically and Culturally Diverse Learning Contexts Across Subject Areas. Division G - Social Context of Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
2:15 pm to 3:45 pm
Posters:
20. Ethnicity and Perceptions of Family Environments in Self-Determination Among Students With Disabilities. Ray Rodríguez, University of Miami; Wendy Morrison Cavendish, University of Miami
22. Schools, Justice, and Immigrant Students: Gender, Assimilation, and Perceptions of Fairness. Anthony A. Peguero, Miami University; Jennifer M. Bondy, Miami University
24. Expectations and Success: Long-Term English Learner Experiences. Luzelena Perez, University of California - San Diego

36.085-5. SIG Instructional Technology: Diversity and Socialization in Technology. SIG-Instructional Technology; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
2:15 pm to 3:45 pm
Posters:
25. Assessing Discourse by Quantity or by Quality. Lu Wang, Beijing Normal University; Mingzhu Qiu, Northern State University
26. Challenges for Elderly Populations Learning to Use Information and
Communication Technologies. Jonathan Michael Thomas, Utah State University
27. Educational Social Networking Sites: Examining How They Can Be Used to Support Distance Education. Lori B. Holcomb, North Carolina State University; Kevin Patrick Brady, North Carolina State University
29. Trends in Culturally Relevant Interface Design Features for Latino Website Users. Lori L. Sachau, University of Northern Colorado; Susan Hutchinson, University of Northern Colorado

36.085-6. Investigating Ways to Increase Understanding: Insights From Reading Research. Division C - Learning and Instruction; Poster Session Sheraton, Fifth Level, Grand Ballroom C 2:15 pm to 3:45 pm

Posters:
30. Invented Morphology: An Analysis of Distributional Errors in Children’s Writing. Sara Stall, University of Washington
31. A Research to Intervention Protocol for Incarcerated Adolescents to Promote Reading Skills, a Collaborative University/School Partnership. Connor M. Schimmel, Millsaps College; Stacy L. DeZutter; Millsaps College; Kathy Pittman, Division of Youth Services, MS Dept of Human Services; Cori Tucker, Millsaps College
32. Encouraging Interpretation of Literary Text. Kathryn S. McCarthy, University of Illinois - Chicago; Susan R. Goldman, University of Illinois - Chicago
33. Conferring With Readers of Informational Trade Books: Scaffolding Students Toward Growth and Independence. Angie Zapata, University of Texas - Austin; Beth Maloch, University of Texas - Austin
34. Deepening Kindergarteners’ Science Vocabulary. Allison E. Ward, George Mason University
36. Development of Conceptual Knowledge and Oral Vocabulary Through Text-Based Discussion in the Kindergarten Classroom. Meredith Moran, Stanford University
37. Evaluating the Usefulness of Multiple Sources: Middle School Students’ Analysis of Internet Search Results. Flori H. Manning, University of Illinois - Chicago; Kimberly A. Lawless, University of Illinois - Chicago; Susan R. Goldman, University of Illinois - Chicago; Jason Lawrence Brnauck, University of Illinois - Chicago
38. Guided Reading Approach as an Instructional Intervention Model With Elementary Deaf Students. Barbara R. Schirmer, University of Detroit; Laura Schaffer, Michigan School for the Deaf
39. Recreational and Academic Reading Motivation in Elementary School. Jessie De Naeghel, Ghent University; Belgium; Hilde Van Keer; Ghent University; Belgium; Maarten Vanteenkiste, University of Leuven
40. Teaching Reading in the Aftermath of Prescriptive Curriculum Policies. Helen Maniates, University of San Francisco; Jabari Mahiri, University of California - Berkeley
41. The Effects of Inquiry-Based Curriculum With Infusion of Reading Strategies on Third-Grade Students’ Learning. Hsun-Ying Hsieh, National Chiayi University; Lin Ching Chen, National Chiayi University
42. The Influence of Critical Thinking Skills in Understanding Decorative Graphics. Chad C. Mortensen, University of Oklahoma; Neil H. Schwartz, California State University - Chico
43. Two Approaches to Vocabulary Instruction for Kindergartners: Comparing Effects on Comprehension. Margaret G. McKeown, University of Pittsburgh; Isabel Beck, University of Pittsburgh
44. Investigating the Value of Research on Teaching Elementary Informational Text Comprehension: A Methodological Literature Review. Nicole Michelle Martin, Michigan State University

36.085-7. Poster Session: Out of School Learning Environments. Division C - Learning and Instruction; Poster Session Sheraton, Fifth Level, Grand Ballroom C 2:15 pm to 3:45 pm

Posters:
45. Engagement in Garden-Based Learning Environments: A Predictor of At-Risk Middle School Students’ Learning and Achievement? Ellen A. Skinner, Portland State University; Heather Anne Brule, Portland State University
46. Maternal Scaffolding of Young Children’s Learning at Home. Nina Raquel Neulight, University of California - Los Angeles
47. The Effects of Participation in an Outdoor Education Curriculum on University Students’ Psychological Sense of Community. Timothy O’Connell, Brock University; Mary Catherine Breunig, Brock University; Sharon Todd, SUNY - College at Cortland; Lynn Anderson, SUNY - College at Cortland; Anderson Young, SUNY - College at Cortland
48. Using an Informal Learning Program to Support the Building of a Learning Culture in a Public School: The Role of Teacher Noticing. Miray Tekkumru-Kısä, University of Pittsburgh; Kevin Crowley, University of Pittsburgh; Kimberley Gomez, University of Pittsburgh; Mary Kay Stein, University of Pittsburgh
49. Work-Based Education as a Pathway to Resilience. Joan Versmold, Dalhousie University; Nancy L. Hutchinson, Queen’s University; Christopher De Luca, Queen’s University; Jean de Lugo, Queen’s University; Jenn Doss, Queen’s University; Peter Chin, Queen’s University; Lorraine Godkin, Queen’s University

36.085-8. Discussions in the Learning Sciences. SIG-Learning Sciences; Poster Session Sheraton, Fifth Level, Grand Ballroom C 2:15 pm to 3:45 pm

Posters:
50. Designing Exploratory Learning Environments. Sabine Hoidn, Harvard University
51. Does Playing the World of Goo Facilitate Learning? Valerie J. Shute, Florida State University; Yoon Jeon Kim, Florida State University
52. Joining a Civic Endeavor: A Perspective on Schools as Learning Sites for Civic Practice. Angela N. Booker, University of California - Davis
53. Local Instructional Design in High School Science: A Distributed Leadership Perspective on the Practice of Curriculum Innovation and Adaptation. Matthew A. Clifford, Learning Point Associates
54. The Effect of Social Network Sites on High School Students: A Cluster-Randomized Trial. Jane Abu, University of Maryland - College Park
55. Understanding Environmental Sustainability as a Complex System: Use of an Agent-Based Participatory Watershed Simulation. Jennifer Branner, Elliott, University of Virginia; David F. Feldon, University of Virginia
56. Community-Based Design Research: Transforming Teaching and Learning and Rebuilding Community Capacity. Megan Bang, TERC; Douglas Medin, Northwestern University; Anandaraj Maran Marin, Northwestern University; Cynthia Soto, Northwestern University; Adam Kessel, Northwestern University; Jasmine Afonso, American Indian Center; Lori Faber, American Indian Center
38.010. Building Knowledge for Social Justice: The Relationship Between Social Science Research and a Political Movement to Change the “Common Sense” About Inequality. Presidential Session; Invited Session

Sheraton, Third Level, Napoleon Ballroom C3
4:05 pm to 6:05 pm
Chair: 
Jeannie Oakes, The Ford Foundation
Participants: 
What Social Science and Educational Research Tells Us About Inequality: The Evidence and Gaps in Our Knowledge of Causes and Consequences. Prudence L. Carter, Stanford University; Sean F. Reardon, Stanford University; Lauren Fox, Teachers College, Columbia University; Joseph Edward Luecke, Teachers College, Columbia University

38.011. Presidential Invited Address: Intervening to Shape the Future. Presidential Session Cosponsored by SIG-Cultural Historical Research; Invited Session

Sheraton, Third Level, Napoleon Ballroom C1
4:05 pm to 6:05 pm
Chair: 
Barbara Rogoff, University of California - Santa Cruz
Speaker: 
Yrjö H. Engeström, University of Helsinki
Discussants: 
Jan Derry, Institute of Education - London
James G. Greeno, University of Pittsburgh
Hugh Mehler, University of California - San Diego

38.012. The 15th Annual Continuation of Conversations With Senior Scholars on Advancing Research and Professional Development Related to Black Education. Presidential Session; Invited Roundtable

Sheraton, Fifth Level, Grand Ballroom A
4:05 pm to 6:05 pm
Chair: 
Henry T. Frierson, University of Florida
Participants: 
1. Women of Color in Academe: The Difference Makers and Continuing That Role. Arneisha F. Ball, Stanford University; Olga M. Welch, Duquesne University
2. Let’s Discuss Why a Strong Orientation in Quantitative Methodology Is So Important Regardless of Your Research Direction. Willie Pearson, Georgia Institute of Technology; Vinetta C. Jones, Howard University; Toks S. Fashola, Johns Hopkins University
3. The Critical Importance of Addressing Culture in Educational Research. Geneva Gay, University of Washington; Carol D. Lee, Northwestern University
5. The Critical Role of a Multidisciplinary Perspective in Politics and Policy Decisions. Walter R. Allen, University of California - Los Angeles; William T. Trent, University of Illinois - Urbana-Champaign
6. Laying the Initial Groundwork to Become Part of the Next Generation of High-Level Academic Administrators. Wandia J. Blanchett, University of Missouri - Kansas City; Howard C. Johnson, City University of New York; John L. Taylor, The University of Arizona
8. Generating External Funding for Research: A Means to Control Your Professional Direction and Budgetary Autonomy. Vivian L. Gadson, University of Pennsylvania; Roosevelt Y. Johnson, American Association for the Advancement of Science; Deborah C. Saldana, Saint John’s University
9. Effective and Efficient Methods for Publishing. Gloria J. Ladson-Billings, University of Wisconsin - Madison; Margaret Beale Spencer, University of Chicago
10. Academic and Professional Expectations for Graduate Students: Establishing Foundations for Productive Careers. Carol Camp-Youkey, Washington University in St. Louis; Edgar G. Epps, University of Wisconsin - Milwaukee; Faynese Miller, The University of Vermont
12. Strategic Means for Developing Meaningful University-Public School Partnerships. Charles L. Rankin, Kansas State University; Bernard Oliver, University of Florida
13. Leveraging and Advancing a Career in Program Evaluation: A Multidisciplinary Field That Involves Practice and Scholarship. Stafford Hood, University of Illinois - Urbana-Champaign; Rodney K. Hopson, Duquesne University; Elmina C. Johnson, National Science Foundation
16. The Importance of and Approaches for Conducting Community-Based Research. Jerome E. Morris, University of Georgia; Vanessa Siddle Walker, Emory University

AERA Sessions

38.013. Creating Future Directions for Community Colleges Using Today’s Research. AERA Sessions Cosponsored by Division J - Postsecondary Education and the Council for the Study of Community Colleges; Invited Session

JW Marriott, Third Level, Frontenac
4:05 pm to 5:35 pm
Chair: 
Laura W. Perna, University of Pennsylvania
Participants: 
How Policy Informs Access. Debra D. Bragg, University of Illinois - Urbana-Champaign
Measuring Student Success. Thomas R. Bailey, Teachers College, Columbia University
Improving Transfer Pathways in STEM. Linda Serra Hagedorn, Iowa State University
Financing the Missions of Community Colleges. Jim Palmer, Illinois State University
Discussant: 
Pamela L. Eddy, College of William and Mary

38.014. Freedom Dreaming in the Urban South: Education Research, Public Policy, and the Powers of Imagination. AERA Sessions; Invited Session

Sheraton, Second Level, Rhythms Ballroom II
4:05 pm to 5:35 pm
Chair: 
Joyce E. King, Georgia State University
Participants: 
Kristen L. Buras, Emory University
 Adrienne D. Dixson, The Ohio State University
Sylvia Wynter, Stanford University
Discussant: 
Joyce E. King, Georgia State University
38.015. Protecting the Rights of Participants in Rapidly Evolving Contexts: Challenges to Confidentiality and Serving as an Expert - The Arizona English Language Learners Case in the Federal Court. Cecilia Rios Aguilar, The University of Arizona; Luis C. Moll, The University of Arizona
1. Social Science Experts in Court - Protecting Data and Promises to Research Participants.
   - Michael J. Saks, College of Law, Arizona State University
   - Carolyn D. Herrington, AERA Ethics Committee Chair and Florida State University
How Universities Think and Need to Think about Commitments to Research Participants in Rapidly Evolving Research. Shirley LaRka, University of New Orleans and Center for Hazardous Assessment, Response & Technology, UNO
   - Melissa Sommefeld Gresalfi, Indiana University
   - Joseph F. Nese, University of Oregon
   - Joseph F. Nese, University of Oregon

AERA Sessions; Invited Session Sheraton, Third Level, Napoleon Ballroom D
4:05 pm to 5:35 pm
Chair: Barbara L. Schneider, Michigan State University
Participants:
   - Federal Policy and an Expanded Vision for Data Sharing. Myron P. Gutmann, National Science Foundation
   - Building Knowledge through Data Archiving and Use. George C. Alter, University of Michigan
   - Using State Longitudinal Data Systems to Advance Knowledge. Jane Hannaway, Urban Institute
   - Making Research Products Public Goods. Sarah-Kathryn McDonald, University of Chicago
   - Elizabeth A. Covay, University of Pennsylvania
   - Joni M. Lakin, ETS
   - Tortorella, The Graduate Center - CUNY
   - Michael J. Saks, College of Law, Arizona State University
   - Carolyn D. Herrington, AERA Ethics Committee Chair and Florida State University
   - Shirley LaRka, University of New Orleans and Center for Hazardous Assessment, Response & Technology, UNO

38.017. Excellence in Education Research: Early Career Scholars and Their Work.
AERA Sessions; Invited Poster Session New Orleans Marriott, Third Level, Mardi Gras Salon DE
4:05 pm to 6:05 pm
Chair: George L. Wimberly, American Educational Research Association
Speakers:
   - Kris D. Gutiérrez, AERA President and University of Colorado - Boulder
   - Courtney A. Bell, AERA 2007-2008 AERA-ETS Postdoctoral Fellow and ETS
   - Edward H. Haertel, NAEd Vice President and Stanford University
Participants:
   - Inheriting Social Difference: Inherited Capital, Habitus, and the Social Distribution of Achievement. Ezekiel J. Dixon-Roman, University of Pennsylvania
   - The Examination of the Program of Study and Outcomes for Youth with Individualized Education Plans (IEPs). Amanda Veronica Hoffman, WestEd
   - Neighborhood Determinants of Seasonal Variation in Racial, Social-class and Gender Achievement Gaps. Odys Johnson, University of Maryland
   - Language Minority Learners’ Growth Trajectories in Reading Across the Primary, Intermediate, and Middle School Grades: Evidence from ECLS-K. Michael J. Kieffer, Teachers College, Columbia University
   - Resilience in Pathways to Four-Year College Degrees: Perceived Regard and School Reform. Lara Cristina Perez-Felkner, University of Chicago
   - Implications of Propensity Score Analysis for Examining Special Education Effects. Amanda L. Sullivan, Arizona State University
   - The Effects of AP Course-Taking on Test Scores and College Attendance across Racial and Ethnic Groups: Human Capital or Signaling? Tina Wildhagen, Smith College
   - Non-Cognitive Characteristics and Student Success: Examining the Role of Efficacy, Self Concept, Cooperativeness, and Emotional Health. Diane Elliott, New York University
   - Cognitive Abilities Tests in the Modern, Diverse Classroom: Validity of the CoAT for Students who are English-Language Learners. Joni M. Lukin, ETS
   - Racial Differences in Returns from Advanced Math Course Taking. Elizabeth A. Covay, University of Pennsylvania
   - Instructing Struggling Upper Elementary and Middle School Readers: A Meta-Analysis of Intervention Research. Lindsay Flynn, University of California - Riverside
   - Examining Depth of Knowledge (DOK) Ratings in Mathematics. Elisa Jangchob, University of Oregon
   - Creating Forms of CBM Silent Reading Fluency and Vocabulary that are Sealed and Equivalent. Joseph F. Nese, University of Georgia
   - Assessing Developmental Processes in Emergent Literacy Skills and the Long-Term Effects on Reading Competency. Mi-Young Lee Webb, Georgia State University
   - Affordances and Constraints for Early Childhood Literacy, Learning, and Development in Online Virtual Worlds. Rebecca Ward Black, University of California - Irvine
   - Tracing Learning from Divergent Teacher Education Pathways into Practice in Middle Grades Classrooms. Hilary Gehlbach Conklin, DePaul University
   - Fostering Marginalized Youth’s Political Participation: Longitudinal Roles of Parental Political Socialization and Youth Sociopolitical Development. Matthew Diemer, Michigan State University
   - The Pre-College Trajectories of English Language Learner Youth: Time in Program, School Context, and Academic Pathways. Stella M. Flores, Vanderbilt University
   - Social Motivation in the Secondary Classroom: Assessing Teacher-Student Relationships and Student Outcomes. Hunter Gehlbach, Harvard University
   - National Identification and Educational Intervention in Students’ Response to a “Difficult History.” Bafir Goldberg, University of Haifa
   - Designing for Consequential Engagement: The Role of Push-Back on Student Thinking. Melissa Sommefeld Gresalfi, Indiana University
   - Peer Effects from Students with Limited English Proficiency: How Does Sharing a Classroom with LEP Students Affect Native English Speakers? Scott Andrew Ingburn, University of Houston
   - Exploring Relationships between Mathematics Teachers’ Views of Students’ Mathematical Capabilities, Visions of Instruction, and Instructional Practices. Kara J. Jackson, McGill University
   - The Design of Teacher Incentive Contracts: Evidence from Texas’ DATE Program. Jane Arnold Lincoe, University of Texas - Austin
   - Assessing English Learners’ Progress: A Longitudinal Examination of a Standards-Based Classroom Assessment Based on Teacher Judgements. Lorena Llona, New York University
   - Reading and Online Games. Constance A. Steinkuehler, University of Wisconsin - Madison
   - Culturally Responsive Beliefs and Practices of Teachers Implementing Response to Intervention. Gretchen Robinson, University of North Carolina at Pembroke
   - Impact of PDS Partnership on Teacher Self-efficacy. Annie Smith, University of Alabama
   - Novice Teachers Immediate Feedback: A Recipe for Success. Wanda Wade, University of West Florida
   - Comparing and Understanding the Roles of School-Based and Religion-Supported Extracurricular Programs for Teens’ Alcohol Use. Amy Adamczyk, The Graduate Center - CUNY
   - African American Adolescent Girls: What Are The Environmental Factors That Influence Their Risk For Overweight? Daheia Barr-Anderson, University of Minnesota
   - Empowerment in Context: Lessons from Hip-Hop Culture for Educators and School Social Workers. Raphael Travis, Texas State University - San Marcos

38.018. Identifying and Working Around the Challenges of Conducting International and Comparative Educational Research. International Relations Committee; Invited Session Sheraton, Fourth Level, Southdown
4:05 pm to 6:05 pm
Chair: Martha A. Montero-Sieburth, University of Amsterdam
Participants:
   - An Overview of International and Comparative Research Conceptualization of Terms and Methods. Martha A. Montero-Sieburth, University of Amsterdam
   - Conducting International Programs in Diverse Contexts. Ará Tekian, University of Illinois - Chicago
   - Critical Conceptual and Policy Matters in Comparative and International Higher
Education. Beverly Lindsay, The Pennsylvania State University
Feminist Epistemologies and Methodologies in Cross-Cultural Research. Annette M. Henry, The University of British Columbia
Methodological Comparisons Using National Data Sets. Tiina Itkonen, California State University - Channel Islands
Discussant: Synthesis of Presentations and Key Perspectives. Pedro R. Portes, University of Georgia

Sheraton, Third Level, Napoleon Ballroom B1
4:05 pm to 5:35 pm
Chair: Pauline Lipman, University of Illinois - Chicago
Participants:
Wrestling the Educational Terrain in Chicago: African American Muslims Spea. Aisha El-Amin, University of Illinois - Chicago
Three Reflections on Social Justice in an Era of School Choice. Rhoda Rae Gutierrez, University of Illinois - Chicago; Kelly P. Vaughan, University of Illinois - Chicago; Danielle Smith, University of Illinois - Chicago

38.020. Youth Researching the State of Education in California and Educational Acts of Courage. Committee on Scholars of Color in Education; Symposium
Sheraton, Third Level, Napoleon Ballroom B2
4:05 pm to 6:05 pm
Chair: Ernest D. Morrell, University of California - Los Angeles
Participants:
Youth Research, Civic Agency, and Educational Justice: Lessons From the Council of Youth Research. Ernest D. Morrell, University of California - Los Angeles; Antero Garcia, University of California - Los Angeles; Nicole Mirra, University of California - Los Angeles; D’Artagnan Scorza, University of California - Los Angeles
Youth Research and Action: The State of Education in California and Educational Acts of Courage. Laurence A. Tan, 122nd Street Elementary School, Los Angeles; Veronica Garcia, Woodrow Wilson High School; Katie Rainge-Briggs, Manual Arts High School, Los Angeles; Frederick David, Crenshaw High School; Nildi LD, Grover Cleveland High School; Maria Isabel Martinez, University of California - Los Angeles
Participatory Action Research and Urban Youth: Methodological Insights From the Council of Youth Research. Mark Bautista, University of California - Los Angeles; Melanie Bertrand, University of California - Los Angeles; D’Artagnan Scorza, University of California - Los Angeles; Liza Gesaden, San Francisco State University; Ernest D. Morrell, University of California - Los Angeles
Discussant: John S. Rogers, University of California - Los Angeles

38.021. Positioning Leadership Development for Equity and Justice. Division A - Administration Organization & Leadership; Paper Session
Sheraton, Fourth Level, Bayside B
4:05 pm to 5:35 pm
Chair: Catherine A. Lagg, Rutgers University
Participants:
A Framework for Preparing Equity Leaders: Educational Equity as a Democratic Principle. Patrick M. Jenlink, Stephen F. Austin State University
Conceptualizing Social Justice Leadership Theory: Critically, Morally, and Transformatively. Sarah Maryann Schuler-Brown, University of California - Los Angeles; Ebony Chetree Cain, University of California - Los Angeles
Gendered Patterns in Senior Leadership Teams. Owon McNamara, University of Manchester; John O. Howson, Education Data Surveys Ltd.; Andrew Fryers, University of Manchester
Preparing School Administrators for Equitable Leadership for LGBTIQ Youth, Staff, and Families: A Study of Principal Preparation Practices at University Council for Educational Administration (UCEA) Member Institutions. Michael Patrick O’Malley, Texas State University - San Marcos; Colleen A. Capper, University of Wisconsin - Madison

New Orleans Marriott, Fourth Level, Balconies II
4:05 pm to 5:35 pm
Chair: Carolyn A. Brown, Fordham University
Participants:
Teaching and Preparing School Leaders. Margaret Terry Orr, Bank Street College of Education; Diana G. Founier, University of Central Arkansas
Teaching Principals to Be Master Teachers. Again. Roberta Trachman, New Visions for Public Schools; Bruce S. Cooper, Fordham University
The Impact of Isolation on the Self-Efficacy of New Principals. Scott C. Bauer, George Mason University; S. David Brazer, George Mason University
Mentoring School Leaders/Administrators: A Look At Its Role and Implications for Latinos/Latinos. Kenneth Robert Magdaleno, California State University - Fresno
The Three R’s of Leadership: Routines, Rituals, and Revival. Sharon C. Conley, University of California - Santa Barbara; Ernestine K. Enomoto, University of Hawaii
Leading in Financially Stressful Times. Rick Ginsberg, The University of Kansas; Karen D. Mulf, The University of Kansas

38.023. An Invitation to Curriculum Studies. Division B - Curriculum Studies; Invited Session
Astor Crowne Plaza, Second Level, Grand Ballroom A
4:05 pm to 5:35 pm
Chairs: William C. Ayers, University of Illinois - Chicago; William H. Schubert, University of Illinois - Chicago
Isabel Nunez, Concordia University - Chicago
Eve Tuch, SUNY - College at New Paltz
K. Wayne Yang, University of California - San Diego
Participants:
Ruben Gaztambide-Fernandez, OISE/University of Toronto
Marcia McKenzie, University of Saskatchewan
Bookey Stephen Carpenter, II, The Pennsylvania State University
Ming Fang He, Georgia Southern University
Theresa M. Quinn, School of the Art Institute of Chicago
Megan Bang, TERC
Discussant: Erik L. Malewski, Purdue University

38.024. Assessment to Support Instruction: Advances in Assessing Individual Differences in Reading Performance. Division C - Learning and Instruction; Paper Session
Hotel Monteleone, Mezzanine Level, Iberville
4:05 pm to 6:05 pm
Chair: Carol M. Connor; Florida State University
Participants:
Toward a Reconceptualization of Individual Differences in Reading. Peter P. Afflerbach, University of Maryland - College Park; Byong-Young Cho, University of Maryland; Jong-Yun Kim, University of Maryland; Maria Elliker Cressas, University of Maryland
Assessments to Support Multiple Text Reading Comprehension Instruction. Kimberly A. Richards, University of Illinois - Chicago; Flori H. Manning, University of Illinois - Chicago; Susan R. Goldman, University of Illinois - Chicago; Kimberly A. Lawless, University of Illinois - Chicago
Identifying Readers With Different Comprehension Skills. Sarah Elizabeth Carlson, University of Minnesota - Twin Cities; Ben Seipel, University of Minnesota; Kristen L. McMaster, University of Minnesota
A Process Approach to Learning From an Illustrated Text Through Eye-Movements Analysis. Nicola Ariasi, University of Padua; Lucia Mason, University of Padua; Caterina Tornatora, University of Padua
Item Response Theory Meets Cognitive Psychology: Analyzing Competencies for Text-Picture Integration From Multiple Perspectives. Wolfgang Schnotz, University of Koblenz-Landau; Holger Horz, University of Koblenz-Landau; Mark Daniel Ullrich, University of Koblenz-Landau; Nele McElvany, Technical University of Dortmund; Sascha Schroeder, Max Planck Institute for Human Development; Tuergen Baumann, Max Planck Institute for Human Development
38.025. Exploring Classroom-Based Scientific Argumentation: A Methodological Discussion. Division C - Learning and Instruction Co-sponsored by SIG-Science Teaching and Learning; Symposium Hotel Monteleone, Mezzanine Level, Orleans 4:05 pm to 5:35 pm Chairs: Leema G. Berland, University of Texas - Austin Victor Dale Sampson, Florida State University Participants: The Oppositional Voice in Argumentation and Learning Scientific Content. Michael J. Ford, University of Pittsburgh Operationalizing Scientific Reasoning and Argumentation: Insights From a Bayesian Perspective. Evan Sta, Stanford University; Jonathan F. Osborne, Stanford University Moving Window Analysis of Argumentative Discourse. Leema G. Berland, University of Texas - Austin; Victor R. Lee, Utah State University Introducing the Assessment of Scientific Argumentation Observational Protocol. Victor Dale Sampson, Florida State University; Patrick James Enderle, Florida State University; Joi Phelps Walker, Tallahassee Community College Argumentation as a Pathway to Young Adolescents’ Thinking Development. Decuma Kuhn, Columbia University; David Shuenfeld, Teachers College, Columbia University; Amanda Crowell, Teachers College, Columbia University Discussant: Randi A. Engle, University of California - Berkeley

38.026. History Education: Empirical Studies of Teaching and Learning. Division C - Learning and Instruction Co-sponsored by SIG-Teaching History; Paper Session Hotel Monteleone, Mezzanine Level, Bienville 4:05 pm to 5:35 pm Chair: Keith C. Barton, Indiana University Participants: Policy Realization, Performativity Discourse, and Teaching World History to Diverse Learners: A Case Study. Stephanie D. Van Hoven, University of Virginia; David Hicks, Virginia Polytechnic Institute and State University Effects of a Document-Based History Curriculum Intervention on Students’ Disciplinary Reasoning and Reading Comprehension. Avishag Reisman, Stanford University Knowledge, Understanding, and Skills: One Teacher Pursues Multiple Goals in an Advanced Placement History Course. Sarah Belle Brooks, Elmhurst College “It Needs to Be Told”: Pedagogical and Ideological Influences on Students’ Depictions of the Vietnam War. Eric Freedman, Adelphi University

38.027. Improving Educational Computer Game Design. Division C - Learning and Instruction; Paper Session New Orleans Marriott, Second Level, La Galerie 1 4:05 pm to 5:35 pm Chair: Sean C. Duncan, Miami University Participants: Improving the Way We Design Games for Learning, by Examining How Popular Video Games Teach. Richard A. Wainess, University of California - Los Angeles; Deirdre Song Kerr, University of California - Los Angeles; Alan Koenig, University of California - Los Angeles Applying the Self-Explanation Principle to Multimedia Learning in a Computer-Based Game-Like Environment. Cheryl L. Johnson, University of California - Santa Barbara; Richard E. Mayer, University of California - Santa Barbara The Impact of Player Control and Student Difference on Persistence in a Math Game. Sarah Joy Bittick, University of California - Los Angeles; Daniel Parks, University of California - Los Angeles; Gregory K.W.K. Chung, University of California - Los Angeles Avoiding Learning in Game-Based Learning Environments: Gaze Patterns at Tasks Versus Play Elements. Michael Karl Heinz Flisecker, University Duisburg-Essen; Mark Bornmann, University Duisburg-Essen; Michael Kerver, University Duisburg-Essen Discussant: Slava Kaluuya, University of New South Wales

38.028. Science Education in Urban Settings: Challenges, Approaches, and Successes. Division C - Learning and Instruction Co-sponsored by SIG-Bilingual Education Research, SIG-Urban Learning, Teaching, and Research; Paper Session New Orleans Marriott, Second Level, Preservation Hall Studio 5 4:05 pm to 6:05 pm Chair: Xiaofeng Liu, University at Buffalo - SUNY Participants: Exceptions to the Rule: Science Successful Urban Settings and the Influence of School Leadership. John Settlege, University of Connecticut Science Achievement of English Language Learners in Urban Elementary Schools: Multyear Intervention Across Multiple Grades. Okhee Lee, University of Miami; Randall D. Penfield, University of Miami The Roller Coaster of Urban Science Education Reform: Ascending the First Big Hill. Ann E. River, Teachers College, Columbia University; Alissa Berg, Teachers College, Columbia University; Phillip Stewart, Teachers College, Columbia University The T-SHELL Project: Teaching Science to Hispanic English Language Learners. Cory A. Baxton, University of Georgia; Martha A. Alexsaht-Snider, University of Georgia; Regina Suriel, University of Georgia Snow Snakes and Science Agency: Empowering American Indian Students Through a Culturally-Based Science, Technology, Engineering, and Mathematics (STEM) Curriculum. Brant G. Miller, University of Minnesota; Gillian Roediger, University of Minnesota

38.029. Teaching With and About Inquiry in Science Classrooms. Division C - Learning and Instruction Co-sponsored by SIG-Science Teaching and Learning; Paper Session New Orleans Marriott, Second Level, Preservation Hall Studio 9 4:05 pm to 5:35 pm Chair: Mariam Orkodashvili, Vanderbilt University Participants: Exploring Small Group Processes and Their Impact on Student Learning in the Context of Inquiry-Based Science Instruction. Maria Araceli Ruiz-Primo, University of Colorado - Denver; Maria Figueroa, Stanford University; Maxie Alexandra Gluckman, University of California - Los Angeles Fostering Scientific Literacy in Inquiry Classrooms With Continuous and Fading Computer-Supported Collaboration Scripts. Christof Wecker, University of Munich; Ingo Kollar, University of Munich; Frank Fischer, University of Munich; Helmut Prechtl, Leibniz-Institut für Pädagogik der Naturwissenschaften und Mathematik Primary School Children’s Inquiry Abilities and Reasoning. Maria Papageorgiou, University of Cyprus; Nikolaos C. Valanides, University of Cyprus Small Group Collaboration Scripts and Classroom Scripts to Facilitate the Acquisition of Online Search Competence in a Web-Based Inquiry Curriculum Unit. Ingo Kollar, University of Munich; Christof Wecker, University of Munich; Sybille Langer, University of Munich; Frank Fischer, University of Munich

38.030. Tracing and Fostering the Development of Historical Thinking: International Experiences. Division C - Learning and Instruction; Symposium New Orleans Marriott, Second Level, La Galerie 4 4:05 pm to 6:05 pm Chair: Patricia A. Alexander, University of Maryland Participants: Critical Thinking and History Teaching in a Contested Society: The Potential Influence of Social Cognitions. Alan William McCully, University of Ulster; Jackie Reilly, University of Ireland, Northern Ireland The Role of Research Projects in Developing Disciplinary Expertise and Competence Among Senior High School Students: A New Zealand Case Study. William Mark Sheehan, Victoria University of Wellington, New Zealand Contextualization as a Key Component of Historical Thinking: Dutch Experiences. Carla Van Bostel, University of Amsterdam; Jannet van Drie, University of Amsterdam; Harry Havelke, Radboud University, Nijmegen Preparing Teachers to Teach Historical Thinking: The Interplay Between Professional Development Programs and School-Systems Cultures. Bruce A. VanSledright, University of Maryland - College Park; Liliana Maggioni, University of Maryland - College Park; Kimberly Reddy, University of Maryland - College Park Discussant: Stepane Levesque, University of Ottawa
Division D - Measurement and Research Methodology; Symposium Doubletree, Second Level, Rosedown A
4:05 pm to 5:35 pm
Chair: Beno Csapo, University of Szeged
Participants:
Using Longitudinal Data to Investigate the Influence of Interest in Science on the Uptake of Science Studies. John G. Ainley, Australian Council for Educational Research; Mary D. Ainley, University of Melbourne
The Mediating Role of Mathematical Reasoning in the Relationship Between Socioeconomic Status and Mathematical Achievement. Terezinha Nunes, University of Oxford; Peter Bryant, University of Oxford; Rossana Barros, University of Oxford
The Influence of Reasoning Skills on Later School Achievements: Results From the Hungarian Educational Longitudinal Program. Beno Csapo, University of Szeged; Gyöngyver Mohor; University of Szeged
Intensive Longitudinal Data to Investigate Longitudinal Relations Between Working Memory and Mathematics Achievement. Gizem Hulur; University Duisburg-Essen; Oliver Wilhelm; University Duisburg-Essen
Discussant: Eckhard J. Klieme, Deutsches Institut für Internationale Pädagogische Forschung

38.032. Assessment in International Contexts. Division D - Measurement and Research Methodology; Paper Session Doubletree, Second Level, Medwood A
4:05 pm to 6:05 pm
Chair: David Nevo, Tel Aviv University
Participants:
Connecting Theory and Measurement in Dynamic Problem Solving: The MicroDYN Approach. Samuel Greiff; Heidelberg University; Sascha Wittenberg, Heidelberg University; Joachim Funk, Heidelberg University
Cross-National Patterns of Mathematics Attitudes: An Investigation of Measurement Invariance Based on Response Style. Anne Zelenka; University of Denver; Duan Zhang; University of Denver
Quantifying the Difficulty Difference Between Numerical Operations and Word Problem Items Using the Rasch Model. Markus Broer; American Institutes for Research
Trends in Reading Literacy Over 35 Years: An International Comparison on a Common Item Response Theory (IRT) Scale. Monica Rosén; University of Gothenburg; Rolf Strietholt; University of Dortmund; Wilfried Bas; University of Dortmund
United States Versus High-Performing Countries in the Trends in International Mathematics and Science Study (TIMSS) 2007 Math: Digging Down in the Items. Thomas P. Hogan; University of Scranton; Katherine A. Marino; University of Scranton
Discussant: Michael C. Rodríguez; University of Minnesota

4:05 pm to 5:35 pm
Chair: Luz G. Bay; Measured Progress
Participants:
A Multivariate Generalizability Theory Approach to the Analysis of Modified Angoff Standard-Setting Results. Yi-Fang Wu; University of Iowa; Huey-Ing Tsou; National University of Taiwan
Applications of Classical True Score Theory to Standard-Setting Studies. Paul D. Nichols; Pearson; Ye Tong; Pearson; Julie A. Miles; Pearson Assessment & Information; Cindi L. Kreiman; Center for the Evaluative Clinical Sciences; Erika L. Hall; Pearson Educational Measurement
Classification of Student Performance on Categorical Criterion-Referenced Proficiency Levels. Simon Tiffin-Richards; Hans Anand Pant; Berlin-Brandenburg Institute for School Quality; Michael M. Leucht; Humboldt University; Berlin
Establishing Reading Benchmarks With Contrasting Groups Method and Borderline Group Method. Huafang Zhao; Montgomery County Public Schools; Maryland
Estimating Probability of Being Placed Into a Performance Level. Dong-In Kim; CTB/McGraw-Hill; Jungmun Kim; CTB/McGraw-Hill; Bruce F. Randel; McREL
Discussant: Susan Cooper Loomis, National Assessment Governing Board
“Raising Your Hand Is Important”: Positionality of African American Girls as Science Learners. Rose M. Pringle, University of Florida; Prisca Rodriguez, University of Florida; Thomanenya Lott Adams, University of Florida; Circie West-Olutanji, University of Florida

“The Homes We Inhabit” in the Figured Worlds of Mathematics: A Narrative Inquiry Through the Kaleidoscope of Women of Color and Queer Feminisms. Angela Dosalmun, University of California - Santa Barbara; Mary E. Brenner, University of California - Santa Barbara

Eight-Grade Students and Mathematics: Examining Gender, Language, and Beliefs. Angela Blaver, Kennesaw State University; Raquel C. Rimpola, Margaret Danson Baker, Kennesaw State University

Discussant:
Judit N. Moschokovic, University of California - Santa Cruz

38.038. The Liberatory Power of Hip Hop in South African, Native American, and Palestinian Youth Context. Division G - Social Context of Education; Symposium New Orleans Marriott, Second Level, La Galerie 6 4:05 pm to 5:35 pm

Chair:
Theresa Perry, Simmons College

Participants:
The Healing Power of Black Music. Michael Austin, In This Together Development Inc.
I’m Trapped in a Space Called Democracy: Hip-Hop’s Role in the New South Africa. Maya Semans, Simmons College
There’s War in the Streets, We March On: Hip-Hop Activism and South African Street Children. Mzamo Jyeeza, Umthombo: Center for Street Children
Hip-Hop as Liberation: Native American and Palestinian Youth Context. Crystal Rizzo, Simmons College

Discussant:
H. Samy Alim, Stanford University

38.039. Division H Vice Presidential Session: Toward Formative Assessments Supporting Learning: Design, Validation, and Mediating Factors. Division H - Research, Evaluation and Assessment in Schools; Structured Poster Session New Orleans Marriott, Third Level, Mardi Gras Salon FGH 4:05 pm to 6:05 pm

Chair:
Joan L. Herman, University of California - Los Angeles

Participants:
The Effects of a Formative Assessment Intervention on Student Understanding of Basic Mathematical Principles. Julia C. Phelan, University of California - Los Angeles; Kilchan Choi, University of California - Los Angeles; Terry P. Vendulski, University of California - Los Angeles
Simscientists: Science Simulations for Formative Assessment. Edys S. Quellmalz, WestEd; Barbara C. Buckley, WestEd; Mark Loveland, WestEd
Validity and Formative Assessment: Documenting Claims for Learning Effects. Kilchan Choi, University of California - Los Angeles; Joan L. Herman, University of California - Los Angeles
Design Parameters for Creating Short, Reliable, and Practical Formative Assessments. Yanyan Dai, University of California - Los Angeles; Julia C. Phelan, University of California - Los Angeles
What Teachers Learn From Formative Assessments and How They Use This Information to Guide Instruction. Brian Stecher, RAND Corporation; Greta Frohbieter, University of Colorado - Boulder; Eric Greenwald, Stanford University

Using Key Conceptual Ideas to Improve Teacher Use of Formative Assessment Data. Terry P. Vendulski, University of California - Los Angeles; Diora Quach, University of California - Los Angeles; Kelly J. Turner, University of California - Los Angeles
Relationships Between Teacher Knowledge, Assessment Practice, and Learning: Chicken, Egg, or Omlet? Joan L. Herman, University of California - Los Angeles; Ellen Osmundson, University of California - Los Angeles; Cathy Ringstaff, WestEd; Mike Timms, WestEd
Improving Biology Mastery Through Online Adaptive Quizzing: An Efficacy Study. Jay Phelan, University of California - Los Angeles

Discussant:
Randy E. Bennett, ETS

38.040. Using Simulation to Achieve Standardized, Competency-Based Curricula and Assessments. Division I - Education in the Professions; Symposium Doubletree, 16th Level, Crescent Ballroom 4:05 pm to 6:05 pm

Chair:
Sheila W. Chauvin, Louisiana State University - Health Sciences Center

Participating:
Curricular Overview: The Role of Simulation in Integrating Knowledge, Skills, and Professionalism Development in Medical School. Richard DiCarlo, Louisiana State University - Health Sciences Center; Charles Hilton, Louisiana State University - Health Sciences Center; Daryl Lofaso, Louisiana State University - Health Sciences Center; Peter DeBlieux, Louisiana State University - Health Sciences Center; Robin English, Louisiana State University - Health Sciences Center; Tong Yang, Louisiana State University - Health Sciences Center; Sheila W. Chauvin, Louisiana State University - Health Sciences Center.
Surgical Simulations: Technical Knowledge and Skills, Teamwork, and Interprofessional Learning. John Paige, Louisiana State University - Health Sciences Center; Tong Yang, Louisiana State University - Health Sciences Center; Ramnarayan Gururaja Paragi, Louisiana State University - Health Sciences Center; Deborah Garbee, Louisiana State University - Health Sciences Center; Valeriy Kozmenko, Louisiana State University - Health Sciences Center; Vadym Rusnak, Louisiana State University - Health Sciences Center; Laura Bonanno, Louisiana State University - Health Sciences Center; Sheila W. Chauvin, Louisiana State University - Health Sciences Center.
Enhancing Residents’ Competency for Neonatal Resuscitation Using a Mock Code Simulation-Based Training Program. Jeffrey Sorous, Louisiana State University - Health Sciences Center; Brian Barkemeyer, Louisiana State University - Health Sciences Center; Jennifer Perry, Louisiana State University - Health Sciences Center; Lynn Tran, Louisiana State University - Health Sciences Center; Raegan Wetzel, Louisiana State University - Health Sciences Center; Tong Yang, Louisiana State University - Health Sciences Center; Sheila W. Chauvin, Louisiana State University - Health Sciences Center.

Assessment Opportunities and Challenges in Simulation. Tong Yang, Louisiana State University - Health Sciences Center; Bao Li, Louisiana State University - Health Sciences Center; Ramnarayan Gururaja Paragi, Louisiana State University - Health Sciences Center; John Paige, Louisiana State University - Health Sciences Center; Richard DiCarlo, Louisiana State University - Health Sciences Center; Sheila W. Chauvin, Louisiana State University - Health Sciences Center.

Discussants:
Rebecca S. Lipner, American Board of Internal Medicine; Peggy A. Ertmer, Purdue University
38.042. First-Generation and Low-Income Students’ Access to College. Division J - Postsecondary Education; Paper Session
JW Marriott, Third Level, Conde
4:05 pm to 5:35 pm
Chair: Marco J. Barker, Louisiana State University - Baton Rouge
Participants:
“First in My Family”: How Children Become the First Generation in College.
Elizabeth Dayton, Johns Hopkins University
Lost in Translation: The Relationship Between Latino First-Generation Students’ Precollege Characteristics and College Engagement Intentions. Luis Ponjuan, University of Florida; Jennifer Cortes, University of Florida; Victor Saenz, University of Texas - Austin
Predictors of Low-Income Student Enrollment in For-Profit Versus Not-for-Profit Two- and Four-Year Postsecondary Education (PSE) Institutions. Leticia Oseguera, The Pennsylvania State University; Ezekiel W. Kimball, The Pennsylvania State University; Jihee Hwang, The Pennsylvania State University
Discourses of Remediation: Low-Income Students and the Transition to College.
Julia Coyar, University at Buffalo - SUNY; Amy Elizabeth Stich, University at Buffalo - SUNY
Discussant: Marybeth Waldope, Rowan University

38.043. Cross-National Perspectives on the Review and Reform of Teacher Education: Ireland, Scotland, Norway, and New Zealand. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 7
4:05 pm to 6:05 pm
Chair: Marilyn Cochran-Smith, Boston College
Participants:
The Refraction of “Imperatives”: Learning by Comparing and Teacher Education Reform in Ireland. Paul F. Conway, University College Cork, Ireland
Teacher Education Reform in Scotland: National and Global Influences. Moira Hulme, University of Glasgow; Ian Menter, University of Glasgow
Teacher Education Reform in Norway. Elaine Mynthe, University of Stavanger
Reform and Research: Changing Teacher Education in New Zealand. Fiona Ruth Ell, University of Auckland
Discussants:
John Furlong, Oxford University
Maria Teresa Tato, Michigan State University

38.044. Design Problems in Practice-Focused Teacher Education: Identifying and Teaching High-Leverage Practices. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, La Galerie 2
4:05 pm to 6:05 pm
Chair: Deborah Loewenberg Ball, University of Michigan
Participants:
Identifying High-Leverage Practices for Teacher Education. Francesca Forzani, University of Michigan; Deborah Loewenberg Ball, University of Michigan
Learning to Teach Amidst the Buzz: The Case of a Literacy Methods Course. Kristine Marie Schutz, University of Michigan
Using Approximations of Practice in Elementary Science Teacher Education. Elizabeth A. Davis, University of Michigan; Michele Nelson, University of Michigan
Attending to Mathematical “Content Knowledge” in a Practice-Focused Curriculum. Laurie Sleep, University of Michigan; Deborah Loewenberg Ball, University of Michigan
The Intersections of Learning, Context, and Diversity in Practice-Focused Teacher Education: Challenges and Opportunities. Tabbie Maria Chavous, University of Michigan
Discussant: Pamela L. Grossman, Stanford University

38.045. Mathematics Teacher Noticing: Seeing Through Teachers’ Eyes. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 2
4:05 pm to 5:35 pm
Chair: Victoria R. Jacobs, San Diego State University
Participants:
On Noticing Teacher Noticing. Frederick D. Erickson, University of California - Los Angeles
Accessing Mathematics Teachers’ In-the-Moment Noticing. Miriam G. Sherin, Northwestern University; Rosemary Russ, Northwestern University; Adam A. Coletck, Northwestern University
Using Video to Improve Preservice Mathematics Teachers’ Abilities to Attend to Classroom Features. Jon R. Star, Harvard University
Using Classroom Artifacts to Focus Teachers’ Noticing: Affordances and Opportunities. Lynn T. Goldsmith, Education Development Center, Inc.; Nanette M. Scaglo, WestEd
Noticing Leaders’ Thinking About Videocases of Teachers Engaged in Mathematics Tasks in Professional Development. Elham Kazemi, University of Washington; Rebekah Elliott, Oregon State University; Judith E. Munn, WestEd; Cathy Carroll, WestEd; Kristin Lesseig, Oregon State University; Megan M. Kelley-Petersen, University of Washington
Discussant: Elizabeth A. Van Es, University of California - Irvine

38.046. Reducing Vulnerability: Responding to the Challenges Confronting Black Males Through the Development of Research-Based Interventions. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 8
4:05 pm to 5:35 pm
Chairs: Pedro A. Noguera, New York University
Chezare Warren, University of Illinois - Chicago
Participants:
Examining the Development of Single-Sex Academic Spaces for Black Males in Public Urban Schools. Cory T. Brown, The Ohio State University
Hip-Hop as the Great Equalizer: Reengaging Black Boys in the Teaching and Learning Process. Derrick Jerome Jenkins, University of Cincinnati
Racial Micro Aggressions: African American Male Classroom Experiences at Predominately White K-12 Senior High Schools. Bryan Hotchkins, University of Utah
Assessing Empathy in Culturally Responsive White Female Teachers. Chezare Warren, University of Illinois - Chicago
Discussant: Marvin Lynn, University of Illinois - Chicago

38.047. Reimagining Teacher Preparation: An Overview of the Teaching Residency for Critical Shortage Areas. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 4
4:05 pm to 6:05 pm
Chair: Miguel Angel Guajardo, Texas State University - San Marcos
Participants:
Reimagining Teacher Preparation: An Overview of the Teaching Residency for Critical Shortage Areas. Miguel Angel Guajardo, Texas State University - San Marcos
Reimagining Teacher Preparation: An Overview of the Teaching Residency for Critical Shortage Areas. Gregory Rodriguez, Texas State University
Reimagining Teacher Preparation: An Overview of the Teaching Residency for Critical Shortage Areas. Monica Valadez, Texas State University - San Marcos
Discussant: Gregory Rodriguez, Texas State University

38.048. The Effects of Teacher Professional Development on New Science Teachers and Their Students. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, La Galerie 3
4:05 pm to 5:35 pm
Chair: Suzanne M Wilson, Michigan State University
Participants:
Study Overview. Jodie A. Galosy, University of California - Davis; Katie R. Green, Michigan State University
Using Science Teacher Knowledge to Predict Teaching Practices and Student Achievement. Jeffrey J. Rozelle, Syracuse University
Professional Development and Changes in Teacher Knowledge, Teaching Practices, and Student Achievement. Jamie N. Mikeska, Michigan State University
Reflections on Research Partnerships: Lessons Learned From the Field. Suzanne
Chair: M. Wilson, Michigan State University; Linda Shore, Exploratorium Teacher Institute

Discussant: Maritza B. Macdonald, American Museum of Natural History

38.049. Cross-National Research on Education Policy and Student Outcomes. Division L - Educational Policy and Politics; Paper Session Sheraton, Fifth Level, Grand Couteau 4:05 pm to 6:05 pm

Chair: Anita Chudgar, Michigan State University

Participants: The Relationship Between National Development and the Effect of School and Student Characteristics on Achievement. Andres Sandoval-Hernandez, International Association for the Evaluation of Educational Achievement; Emilio Blanco, El Colegio de Mexico


Nonnational Student Achievement in Saudi Arabia and the Gulf Region: Analyzing the Legitimacy of Nationalization Agendas Using Educational Indicators. Alexander W. Wiseman, Lehigh University; Brandon LaRue, Lehigh University

Participation Determinants and Causal Effects of Private Tutoring on Achievement Growth: Comparing Korean Middle School Cohorts of 1988 and 2007. Kisan Sang, Catholic University of Korea; Junyeop Kim, Hongik University; So-young Park, Soomanyung Women’s University; Byeongschool Min, Korean Educational Development Institute; Eun Hye Ham, Michigan State University

Policies to Reduce Student Dropout in Organization for Economic Cooperation and Development (OECD) Countries. Efred Markussen, NIFU STEP Norwegian Institute for Studies in Innovation, Research and Education; Stephen P. Lamb, University of Melbourne

Discussant: Thomas F. Lasche, Claremont Graduate University

38.050. Measuring Teacher Effectiveness: New Advances and Major Challenges in the State Assessment Consortia Initiatives. Division L - Educational Policy and Politics; Symposium Sheraton, Second Level, Rhythms Ballroom I 4:05 pm to 6:05 pm

Chair: Pascal D. Forgione, Center for K12 Assessment & Performance Management

Participants: An Overview of the Partnership for Assessment of Readiness for College and Careers (PARCC) and SMARTER Balanced Assessment Consortium (SBAC) Assessment consortia Plans. Nancy Doorey, Center for K-12 Assessment & Performance Management

A Psychometrician’s Perspective on Consortia Approaches to Measuring Teacher Effectiveness. Andrew Dean Ho, Harvard University

A Statistician’s Perspective on Consortia Approaches to Measuring Teacher Effectiveness. Henry I. Braun, Boston College

An Economist’s Perspective on Consortia Approaches to Measuring Teacher Effectiveness. Robert H. Mayer, University of Wisconsin - Madison

Discussants: Drew H. Gitomer, ETS

David F. Lussier, Harvard University

Matthew G. Springer, Vanderbilt University

SIG Sessions

38.051. Adult Issues Related to Dementia, African American Third-Agers, Personal Identity, School Memories, and Cultural Differences. SIG-Adulthood and Aging; Paper Session JW Marriott, Third Level, Orleans 4:05 pm to 5:35 pm

Chair: Sheila Rae Goodwin, Winston Salem State University

Participants: Effects of Education on Dementia Among Chinese: Potential Mediators in Mini-Mental State Examination (MMSE) Tasks. Jianfang Chang, The Chinese University of Hong Kong; Linda CW Lam, The Chinese University of Hong Kong; Grace TY Leung, Tai Po Hospital; Chi-Shing Tse, The Chinese University of Hong Kong; Kit-Tai Hau, The Chinese University of Hong Kong

The Emergence of the African American Third Ager: Understanding the Invisible Cohort. Darcia L. Simpson, Cleveland State University

A Personality to Grow Old With: Relationships Between Personality, Well-Being, Perception of Health, and Depression. James A. Katt, University of Central Florida; Linda M. Speranza, Valencia Community College; Wendy Sho, Johns Hopkins University; E. Lea Winta, University of Central Florida

Young Adults’ Memories of School. Richard T. Walls, West Virginia University; Patricia A. Haught, West Virginia University; Anne H. Nard, West Virginia University

In Between the Fireflies: Working With Senior Women of Chinese Heritage Around Issues of Language, Culture, and the Arts. Heather Skye McClead, Memorial University, Newfoundland; Kathryn Ann Ricketts, Simon Fraser University

38.052. The Centrality of Task Design and Analysis for Documenting the Neural Basis for Mathematics Learning. SIG-Brain, Neurosciences, and Education; Symposium JW Marriott, Third Level, Orleans 4:05 pm to 5:35 pm

Chair: Stephen R. Campbell, Simon Fraser University

Participants: The Importance of Task Design and Analysis for Sophisticated Statistical Modeling of Learning. Anthony E. Kelly, George Mason University

Experimental Design of Natural Cognition in Educational Neuroscience. Mary Layne Kalfleisch, KIDLAB

Task Design for Educational Neuroscience of Mathematical Thinking and Learning. John Y. Baek, Oregon State University; Richard Lesh, Indiana University

Spinning Mathematics Education Research and Cognitive Neuroscience: Conceptual, Epistemological, Methodological Divergences. Michael E. Martinez, University of California - Irvine; Mary Layne Kalfleisch, KIDLAB

Discussant: Stephen R. Campbell, Simon Fraser University

38.053. Preparing Students for Success in High School and Beyond: High School Career and Technical Education and the Career Academy Model. SIG-Career and Technical Education and the Career Academy Model. SIG-Career and Technical Education and the Career Academy Model. Astor Crowne Plaza, Second Level Mezzanine, St. Ann 4:05 pm to 5:35 pm

Chair: Bridget A. Cotner, University of South Florida

Participants: Factors that Contribute to Positive Student Outcomes in Career Academies: A Review of the Literature. Bridget A. Cotner, University of South Florida; Mareasa Dixon, University of South Florida; Margeaux Chavez, University of South Florida; Tasha-Neisha Wilson, University of South Florida; Kathryn M. Borman, University of South Florida

Career and Technical Education (CTE) Policy: Meeting Employment and Educational Needs. Vanessa Louderback Hein, University of South Florida; Kathryn M. Borman, University of South Florida

Keys to Successful Career Academy Implementation. Mark Thompson, National Educator Program

Career Academies in Action: When Policy Meets Practice. Reginald S. Lee, University of South Florida; Bridget A. Cotner, University of South Florida; Mareasa Dixon, University of South Florida; Margeaux Chavez, University of South Florida; Rhetta E. Lanehart, University of South Florida - Tampa; Patricia Rodriguez De Gil, University of South Florida

Discussant: James J. Kemple, New York University

38.054. Weaving a Tapestry: Metaphors, Models, Methods, and More. SIG-Chaos & Complexity Theories; Symposium Astor Crowne Plaza, Second Level, Astor Ballroom III 4:05 pm to 6:05 pm

Chair: Bernard P. Ricca, Saint John Fisher College

Participants: What’s a Meta for? William E. Doll, Louisiana State University

Modeling and Complexity. Michelle Jordan, Arizona State University

Research Methods in Complexity Theory: Redefining the Spaces of Methodology in Educational Research. Donald L. Gilstrap, University of Oklahoma
Multidisciplined Interdisciplinarity: Paradigms for Educational Research. M. Jayne Fleener, North Carolina State University

Mattering Complexity. Donna Trueit


Discussions: Sherrie B. Reynolds, Texas Christian University

38.055. Classroom Management 2. SIG-Classroom Management; Paper Session Sheraton, Fourth Level, Bayside C

4:05 pm to 5:35 pm

Chair: Nancy K. Martin, University of Texas - San Antonio

Participants:

- Examining Preservice Teachers’ Beliefs About Culturally Responsive Classroom Management in an Urban Context. Mei-Lin Chang, Emory University; Karen L. Falkenberg, Emory University; Sheryl Jones Croft, Emory University
- The Impact of Teachers’ Classroom Management on Student Achievement in Physics Lessons. Katharina Fricke, University Duisburg-Essen; Hans E. Fischer, University Duisburg-Essen; Alexander Kauwert, University of Education
- Personal and School Factors Associated With Teachers’ Efficacy in Handling Student Misbehavior. Costas N. Touloupas, Louisiana State University; Russell L. Carson, Louisiana State University

Understanding Classroom Management Challenges and Successes in Language Immersion Charter Schools. Alina Slapac, University of Missouri - St. Louis; Lisa M. Dorner, University of Missouri - St. Louis; Emily Anastasia Hager, University of Missouri - St. Louis

Culturally Responsive Pedagogy of Relations: The Dynamics of Classroom Management. Catherine Savage, Victoria University of Wellington - New Zealand

The Embodiment of Role Identity in Teachers’ Classroom Management Strategy. Wen-Ting Chung, Arizona State University; Sarah K. Brewer, Arizona State University; Jenefer E. Haeeman, Arizona State University; Beth Blue Swadener, Arizona State University

38.056. Considerations of Technology-Based Community, Engagement, and Assessment in Education. SIG-Computer and Internet Applications in Education; Paper Session Astor Crowne Plaza, Second Level Mezzanine, Toulouse A

4:05 pm to 5:35 pm

Chair: Justin Olmanson, University of Texas - Austin

Participants:

- Engaging Learners Through Interactive Media: Findings and Implications From a Technology-Enhanced Problem-Based Learning Environment. Lucas Horton, University of Texas - Austin; Min Liu, University of Texas - Austin; Justin Olmanson, University of Texas - Austin; Paul Toprac

Online Practice and Offline Roles: A Cultural View of Teachers’ Low Engagement in Online Communities. Sarah Katherine Howard, University of Wellesong; Jonathan McKeown, University of Tampa

Promoting Community for Online Learners in Special Education. Phyllis Jones, University of South Florida; Elizabeth A. West, University of Washington; Sarah R. Semen, University of Northern Iowa

Reading, Writing, and Language E-Assessment for Deaf and Hard-of-Hearing K-8 Learners. Charles DeVaughn Miller, University of Minnesota; Simon Hooper, Susan Rose, University of Minnesota; Lucas Lecheler, University of Minnesota

Promoting Motivation and Mathematics Achievement for Students With Learning Disabilities Using Web-Based Resources. Songhun Park, Northwestern State University of Louisiana; Kenneth McLeod, University of Southern Mississippi


4:05 pm to 5:35 pm

Chair: DelessWare, Northeastern Ohio Universities College of Medicine

Participants:

- Mythic Metaphors of Difference. Mary A. Doll, College of Art & Design (Post)Understanding and Curriculum Studies. Marla Morris, Georgia Southern University

University

Educating the Posthuman. John A. Weaver, Georgia Southern University

Discussant: Daniel Ethan Chapman, Georgia Southern University

38.058. The Implications of John Dewey’s Thought for Classroom Practices. SIG-Dewey Studies; Paper Session Sheraton, Fifth Level, Grand Chenier

4:05 pm to 6:05 pm

Chair: Donna A. Breault, Northern Kentucky University

Participants:

- Education for Democracy: Reclaiming John Dewey’s Philosophical Foundation for a New Vision of Classroom Management. Rebecca Stevens, University of South Carolina - Upstate
- Imagining the Gap: A Dramatic Rehearsal of Learning Through Teacher Student Interaction. Rob McInturff, Lincoln Public Schools
- Mathematical Experience: Deweyan Aesthetics in the Classroom. Holly Brewer, Teachers College, Columbia University
- Seeking Attunements: Dancing to Teach; Teaching to Dance. Soon Ye Hwang, University of Nebraska - Lincoln
- The Fear of Art and the Art of Fear. Stephanie Autumn Baer, University of Nebraska - Lincoln
- Spinach, Teaching, and Dewey. Jie Yu, Louisiana State University - Baton Rouge

Discussant: Nadia S. Pope, Winthrop University

38.059. Education Philanthropy and Education Reform: Approaches to Best Practice. SIG-Education and Philanthropy; Invited Session Doubletree, Second Level, Madewood B

4:05 pm to 5:35 pm

Chair: Margo Lynn Quiriconi, Ewing Marion Kauffman Foundation

Participants:

- Corporate Foundations’ Paradoxical Role in Giving to K-12 Education. Leila Morsy Eckert, Harvard University
- Teacher Quality, Teacher Effectiveness, and Philanthropy: Learning Through Giving. Kathleen P. deMarruitt, University of Georgia; Karen Watkins, University of Georgia; Robert Kronley, Kronley and Associates

38.060. Building Capacity at All Levels for Evidence-Based Decision Making: Models, Processes, and Impacts. SIG-Educational Change; Symposium Sheraton, Second Level, Rhythms Ballroom III

4:05 pm to 5:35 pm

Chair: David Fulford, Ontario Ministry of Education

Participants:

- System-Wide Strategies to Build Capacity for Evidence-Based Decision Making. Raymond Thelberge, Ontario Ministry of Education; Doris McWhorter, Ministry of Education
- Building Teacher Capacity Through Effective Teacher Development: The Teacher Learning and Leadership Program. Camille Chenier, Ontario Ministry of Education; Armanda Gagne, Ontario Ministry of Education; Barry Pervin, Ontario Ministry of Education
- Evidence to Practice From Inside Out: School Self-Assessment to Inform Teacher Professional Learning and Student Achievement. Mary Jean Gallagher, Ontario Ministry of Education
- Predictive Modeling of Student Achievement and Targeted Pedagogical Interventions. Mario Gagnon, Ontario Ministry of Education; Serge Boule, Ontario Education Research Panel
- Developing Instructional Capacity Through Research Partnerships. Catherine D. Bruce, Trent University; Myrna Ingalls, Ontario Ministry of Education; John A. Ross, OISE/University of Toronto

Discussant: Carol Campbell, Stanford University

38.061. Inciting Experience of Environment and Place Through Children’s Literature: Transdisciplinary Research for the Community Good. SIG-Environmental Education; Symposium JW Marriott, Third Level, Ile de France III

4:05 pm to 6:05 pm
Chairs:
Amy N. Cutter-Mackenzie, Monash University
Alan Douglas Reid, University of Bath

Participants:
Experiencing Environment and Place Through Children’s Literature. Amy N. Cutter-Mackenzie, Monash University; Alan Douglas Reid, University of Bath

38.062. State of the States and Provinces 2011. SIG-Fiscal Issues, Policy, and Education Finance; Symposium
Astor Crowne Plaza, Second Level, Grand Ballroom B
4:05 pm to 6:05 pm
Chair: Catherine C. Siedle, University of Georgia

Participants:
Catherine C. Siedle, University of Georgia
Robert Charles Knoeppel, Clemson University
Michelle Anne Turner Mangan, National-Louis University

38.063. Teaching Practices and National Political Projects: The Production of Citizen Subjects, SIG-Foucault and Education; Paper Session
JW Marriott, Third Level, Rosalie
4:05 pm to 6:05 pm
Chair: John Ambrosio, Ball State University

Participants:
Citizen Formation: Becoming a Citizen Inside and Outside of School. Andrea Fejes, Linköping University; Katherine Nicoll, University of Stirling; Maria Olson, Stockholm University; Sweden; Magnus Dahlstedt, Linköping University

Citizen-Subjects Incited in the Social Imagination: A Foucauldian Discourse Analysis of the Political Rationality of a Nation at Risk. Sophia Rodriguez, Loyola University Chicago

Girls’ Education Campaigns in Turkey and Strategies to Reduce “Social Risk”: Girls’ Education as a Discursive Field. Yasin Tunç, University of Wisconsin - Madison

38.064. The Politics of Indigenous Theorizing, SIG-Indigenous Peoples of the Pacific; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 3
4:05 pm to 6:05 pm
Chair: Margaret J. Maaka, University of Hawai’i - Manoa

Participants:
Kānaka Maoli Wayfinding. 2000-2010: Investigating the Role of the Kamehameha Schools. Carl Kalani Beyer, National University

Kaupapa Maori: An Indigenous Approach To Transforming Theory. Leonie Pihama, Maori and Indigenous Analysis Ltd.

The Art of Imprecision: A Unique Indigenous Worldview. Kerry Laiana Wong, University of Hawai’i - Manoa; Eomallani Kakuhiko, University of Hawai’i - Manoa; Laiana Wong, Kingdom of Hawaii

The Politics of Maori-Medium Initial Teacher Education. James Graham, Massey University; Te Rina Warren, Massey University; Tania Te Aroha Rhiwi, Massey College of Education, Aotearoa, New Zealand; Hui Tomlins Jahneke, Massey University; Annemarie Gillies, Massey University; Rawiri Stephen Tiuira, Massey University

Discussants:
Patricia Maringi Gina Johnston, Te Whare Wananga o Awanuiarangi
Hine Jane Waitere, Massey University

38.065. Informal Learning Across Sites and Disciplines: What Do We Know, Where Do We Need to Go, SIG-Informal Learning Environments Research Cosponsored by SIG-Out-of-School Time; Symposium
New Orleans Marriott, Third Level, Mardi Gras Salon A
4:05 pm to 6:05 pm
Chair: Irene Rahm, Universite de Montreal, Canada
Molly Phillips, Science Museum of Minnesota

Participants:
Informal Learning Environments That Build Connections to Local Communities While Engaging Citizens. Joseph L. Polman, University of Missouri - St. Louis

Developing a Research Methodology for the Study of the Adult Visitor’s Learning in a Art Museum. Anne-Marie Emond, University of Montreal

More Than Exposure: How to Think About Learning in Art Museums. Karen Kautzon, University of Pittsburgh

Fitting Math Into Zoos and Aquariums: Making Use of Data-Rich Environments. Andee Rubin, TERC

Imagining Environments That Spark Creative Production: Lessons From Longitudinal and Comparative Research Designs. Brigid J. S. Barry, Stanford University

A Case Study of a School Garden: An Informal Setting That Is Fertile Ground for Instructional Practice. Carley Fisher-Maltse, Rutgers University; Sharon Ryan, Rutgers University; Timothy D. Zimmerman, Rutgers University

Discussants:
Doris B. Ash, University of California - Santa Cruz
Sara L. Hill, National Institute on Out-of-School Time

38.066. Successful Grantsmanship in Instructional Technology: A Panel Discussion, SIG-Instructional Technology; Invited Session
Astor Crowne Plaza, Second Level, Astor Ballroom I
4:05 pm to 5:35 pm
Chair: Theresa A. Cullen, University of Oklahoma

Participants:
Robert D. Sherwood, Indiana University
Thomas Brush, Indiana University
Krista D. Glazewski, New Mexico State University
John W. Saye, Auburn University
James E. Martin, University of Oklahoma
Maeghan N. Hennessey, University of Oklahoma

38.067. Multiple Perspectives on Computer-Mediated Classroom Discussion: Research on Discourse in the New Millennium, SIG-Language and Social Processes; Symposium
New Orleans Marriott, Third Level, Mardi Gras Salon B
4:05 pm to 5:35 pm
Chair: Diane L. Schallert, University of Texas - Austin

Participants:
Tracing Topical Development in Synchronous Online Discussion. Yangseo Park, University of Texas - Austin

Capturing Process: A Microgenetic Analysis of Online Discussions as Opportunities for Meaning Construction. Jane Vogler, University of Texas - Austin; The D-Team, University of Texas - Austin

Deriving Resistance From Online Discourse: A Grounded Theory Approach to Analyzing Students’ Meaning Making. SoonAh Lee, University of Texas - Austin; The D-Team, University of Texas - Austin

Traversing Ethnographic Perspectives When Investigating Identity Issues in Computer-Mediated Discussion. Kvangok Song, University of Texas - Austin; The D-Team, University of Texas - Austin

Analyzing Graduate Students’ Use of Politeness Strategies in Online Collaborative Learning Projects in Second Life. Yieh-hui Vanessa Chiang, University of Texas - Austin

Discussant: Beth Maloch, University of Texas - Austin

38.068. Life Stories and Teacher Empowerment, SIG-Lives of Teachers; Paper Session
New Orleans Marriott, Third Level, Mardi Gras Salon B
4:05 pm to 6:05 pm
Chair:
192 Saturday Afternoon, April 9, 2011

Malaya Bernstein, West Virginia University
Participants:
Stories From Five Decades: The Importance of Theatricality, Courage, and Creativity in Teaching. Colette Rubin, San José State University; Grinnell Smith, San José State University
Urban Public School Teachers Thrive on Arts-Based Teaching. Xin Li, California State University - Long Beach
High School Teachers’ Lived Experiences With Authentic Intellectual Work in Schools of Color. Christopher Andrew Brkich, University of Florida
I Believe, I Am: Teacher Beliefs as an Expression of Teacher Identity. Kate Johnson, Michigan State University
Acting Versus Being a Teacher: Differing Approaches to Student Advocacy Among African American and White Preservice Teachers. Lynnette K. Minthunney, The College of New Jersey; Carol R. Rinke, Gettysburg College; Gloria Park, Indiana University of Pennsylvania

38.069. Multiple Intelligences in Action. SIG-Multiple Intelligences: Theory and Practice; Paper Session
Hotel Monteleone, Mezzanine Level, Bonnet Carre
4:05 pm to 5:35 pm
Chair: C. Branton Shearer, Multiple Intelligences Research and Consulting
Participants:
Teachers’ Perspectives on the Relationship Between Culture and the Theory of Multiple Intelligences. Marjorie H. Haley, George Mason University; Nora El-Bilawi, George Mason University
The Executive Function of Intrapersonal Intelligence: Educating for Personal Competence. Maura Selfars, University of Newcastle
Multiple Intelligences: Efficacy and Results. C. Branton Shearer, Multiple Intelligences Research and Consulting
Discusssant: Edward G. Fierros, Villanova University

38.070. Narrative Research SIG Symposium Session: Narrative Inquiries Into Curriculum-Making in Teacher Education. SIG-Narrative Research; Symposium
Doubletree, Second Level, Nottoway
4:05 pm to 5:35 pm
Chair: Debbie A. Pushor, University of Saskatchewan
Participants:
The Origins and Development of Narrative Inquiry in Teaching and Teacher Education. Cheryl J. Craig, University of Houston
Storied Ways of Approaching Diversity. Ramona Maile Cutri, Brigham Young University
Tip-Toeing Past the Fear: Becoming a Music Educator by Attending to Personal Music Experiences. Shelley Griffin, Brock University
Discusssants:
Julian D. Kitchen, Brock University
Darlene Cuffetelli-Parker, Brock University

38.071. Absurdity, Boredom, and Gratitude in Education. SIG-Philosophical Studies in Education; Paper Session
JW Marriott, Third Level, St. Jerome
4:05 pm to 5:35 pm
Chair: James Stillwagon, Iona College
Participants:
Absurdity in and for Education: A Philosophical Inquiry. Michelle Forrest, Mount Saint Vincent University
Gratitude, Democratic Education, and the Eternal Recurrence. Mark E. Jonas, University of Wisconsin - Whitewater
The Concept of Profound Boredom: Learning for the Future Through Moments of Vision. Paul Thomas Gibbs, Middlesex University
Discusssant: Alma Krile, Simon Fraser University

38.072. Portfolios and Reflective Practice for Preservice Teachers: Models for Authentic Learning. SIG-Portfolios and Reflection in Teaching and Teacher Education; Paper Session
New Orleans Marriott, Third Level, Mardi Gras Salon C
4:05 pm to 5:35 pm
Chair: Maria Alfredo Moreira, University of Minho
Participants:
So, You Think You Can Teach? Reflection Processes That Support Preservice Teachers’ Field Experience Readiness. Denise M. MacDonald, University of Houston - Clear Lake; Michele Kahn, University of Houston - Clear Lake; Susan McCormack, University of Houston - Clear Lake
Effects of an Instructional Scaffolding Intervention on Reflective Thinking in Elementary Preservice Teacher Portfolios. Rebecca E. Pennington, Covenant College; Margaret D. Roblyer, Nova Southeastern University
Race and Reflection: Exploring White Prospective Teachers’ Thoughts About African American Children in Online E-Portfolio Reflections. Michael K. Thomas, University of Wisconsin - Madison; Katrina Liu, University of Wisconsin - Madison
An Investigation on Electronic Portfolios and Reflection in Language Teacher Education in Turkey. Didem Ayhan, Middle East Technical University; Golge Seferoglu, Middle East Technical University
Using Focus Groups to Examine Reflective Practice of Preservice Teachers. Barbara Rae Peterson, Austin Peay State University
Discusssant: Joan Y. Pedro, University of Hartford

38.073. Race to Nowhere: A Documentary. SIG-Research Use; Demonstration/Performance
Sheraton, Fourth Level, Oak Alley
4:05 pm to 6:05 pm
Chair: Sara Truebridge, Education Consultant
Participant:
Race to Nowhere: A Documentary. Vicki Ateles. Reel Link Films

38.074. Culturally Relevant Mathematics Education. SIG-Research in Mathematics Education; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 6
4:05 pm to 6:05 pm
Chair: Arthur B. Powell, Rutgers University
Participants:
Contexts and Structures: Supporting Culturally Relevant Mathematics Pedagogy for Teachers of Urban High School Students. Andrew Haiwen Chu, The Graduate Center - CUNY; Laurie Rubel, Brooklyn College - CUNY
Community and Identity: A Tool for the Professional Development of Mathematics Teachers of African American and Latino Children. Beatriz E. Quintos, University of Maryland; Senfeng Liang, University of Maryland
Ethnomathematics at a K-8 Public School: Making Mathematics Accessible to Diverse Populations. Phoebie Hirsch-Dubin, University of California - Santa Barbara; John D. Pogilisi, Mesa Union School District
Helping Mathematics Teachers Become Culturally Relevant Educators: Results From a Conference to Increase Teacher Knowledge of Culturally Relevant Teaching. Raquel Leonor Gonzalez, University of Maryland - College Park; Martin Leray Johnson, University of Maryland; Stephanie Timmons Brown, University of Maryland
Different Mathematics Performance Among Different Generations of Immigrant Students: An Examination of the Trends in International Mathematics and Science Study (TIMSS) 2007 U.S. Data. Qiang Cheng, University of Nevada - Las Vegas; Jian Wang, University of Nevada - Las Vegas; Shiqi Hao, Michigan Department of Education

38.075. Transitioning From Student to Physical Educator: Are Graduates Ready to Meet the Needs of Today’s Inactive Students? SIG-Research on Learning and Instruction in Physical Education; Paper Session
Astor Crowne Plaza, Second Level Mezzanine, Toulouse B
4:05 pm to 6:05 pm
Chair: Bryan A. McCullick, University of Georgia
Participants:
Promoting Out-of-Class Physical Activity Among High School Students: Preservice Physical Educators’ Experiences During an Internship. Jaimie McMullen, Minot State University; Julie Ann Jahn, Arizona State University; Hans Van Der Mars, Arizona State University
Including Overweight Students in Physical Education Under a Social Ecological Constraints Theory. Paul B. Rakovina, Adelphi University; Weidong Li, The Ohio State University; Sarah Doolittle, Adelphi University; Angela Beale, Adelphi University; Mara L. Munson, Adelphi University
The Influence of Student Teaching on Physical Education Student Teachers’ Self-Efficacy and Outcome Expectancy Beliefs. Zan Guo, Texas Tech University; Ping Xiang, Texas A&M University; Ron E. McBride, Texas A&M University

Rhetoric and the Reality: The Learning Opportunities of Beginning and Experienced Physical Education Teachers. Therese Hartley, University of Limerick; Ann MacPhail, University of Limerick

38.076. Impacting the Work, Perceptions, and Retention of New Mathematics Teachers Through Professional Development: Research/Implications. SIG-Research on Teacher Induction; Symposium Sheraton, Fourth Level, Edgewood 4:05 pm to 6:05 pm

Chair: Ellen Moir, New Teacher Center

Participants: Building Communities of Practice: Results From 3 Years of Longitudinal Research Studying the Support of Mathematics Teachers’ Retention. Barbara J. Pence, San José State University; Susie W. Hakamson, University of California - Los Angeles

Supporting Beginning Mathematics Teachers With Technology-Based Professional Development. Axelle Faughn, Western Carolina University; Kendell Allen Brown, University of California - Los Angeles; Naomi S. Kent, California State University - Fresno; Irene Tabo, San Diego State University

Online Professional Learning Community: A Platform for Professional Development and Research on Mathematics Teacher Retention in an Urban Environment. Christine D. Thomas, Georgia State University

Retention of Alternatively Certified Mathematics Teachers in New York City Public Schools. Andrew M. Bramsllinger, University of Maryland

Discussant: Ellen Moir, New Teacher Center

38.077. Service Learning for Social Justice. SIG-Service-Learning & Experiential Education; Paper Session Astor Crowne Plaza, Second Level Mezzanine, St. Louis 4:05 pm to 5:35 pm

Chair: Kathleen W. Wasserman, University of Scranton

Participants: Making Waves With Service-Learning: The Ripple Effect. Virginia M. Jagla, National-Louis University; Antonina Lukenchuk, National-Louis University

Increasing Preservice Teachers’ Intercultural Awareness Through Service-Learning. Marilyn C. Buchanan, California State University - Channel Islands; Manuel G. Correia, California State University - Channel Islands; Robert E. Blescher, California State University - Channel Islands

Gardening Justice, Year Five: Community Service Learning Impact on Preservice Teachers. Kathy M. Bussert-Webb, University of Texas - Brownsville; Maria Diaz, University of Texas - Brownsville

Service-Learning in Urban Teacher Education: Developing Student Voice Through Merging the Classroom and the Community. Noah Borrego, University of San Francisco; Jerusha Osberg Conner, Villanova University; Alex Mejia, University of San Francisco

Multivariate Analysis of Preservice Educators’ Engagement in Service-Learning With Persons With Disabilities. Trece Stewart, University of Central Florida; Haiyan Bai, University of Central Florida; Rebecca Hines, University of Central Florida

Discussant: Mickey Fenzel, Loyola University Maryland

38.078. Going to Scale With Social and Emotional Learning. SIG-Social and Emotional Learning; Symposium Sheraton, Third Level, Napoleon Ballroom B3 4:05 pm to 6:05 pm

Chair: Roger P. Weissberg, University of Illinois - Chicago

Participants: District-Wide Implementation of Social and Emotional Learning Programs: A Synthesis of Expert Perspectives. Amy Kathryn Mart, University of Illinois - Chicago; Mark T. Greenberg, The Pennsylvania State University; Roxann Kriete, Responsive Classroom; Eric Schaps, Developmental Studies Center; Joan Cole Duffell, Committee for Children; Roger P. Weissberg, University of Illinois - Chicago

Supporting Quality Implementation While Scaling Up the Second-Step Program. Joan Cole Duffell, Committee for Children

Promoting Respect and Conflict Resolution Throughout School Districts. Linda Lentier, Inner Resilience Program

System-Wide Emotional Literacy With the RULER Approach (Recognition, Understanding, Labeling, Expression, and Regulation of Emotion). Marc A. Brackett, Yale University

The Lions Quest Program: Scaling Up on a Global Scale. Mike Buscemi, Lions Clubs International Foundation

Successes and Challenges in Disseminating the Caring School Community Program. Eric Schaps, Developmental Studies Center

38.079. Technology, Instruction, Cognition and Learning 2: The Role of Automation in Adaptive Instruction: A Dialog on Fundamental Issues With Commentary. SIG-Technology, Instruction, Cognition & Learning; Symposium Sheraton, Third Level, Napoleon Ballroom C2 4:05 pm to 5:35 pm

Chair: Joseph M. Scandura, MERGE Research Institute

Participants: The Role of Motivation in Intelligent Tutoring Systems (ITS) and Other Adaptive Tutoring Systems. Benedict du Boulay, University of Sissex, UK; AuthorIT and TutorIT: A Fundamentally New and Better Approach to Developing and Delivering Adaptive Tutoring Systems. Joseph M. Scandura, MERGE Research Institute

Questions and Commentary From a Cognitive Science Perspective. Carole R. Beal, The University of Arizona

Discussants: Amy B. Adcock, Old Dominion University

Peter Fadde, Southern Illinois University

Wellesley R. Foshay, Texas Instruments

Jeroen JG Van Merrienboer, Maastricht University

Division and SIG Roundtables

38.080. Roundtable Session 22; Roundtable Session

38.080-1. Understanding Health in Schools. SIG-Education, Health, and Human Services Linkages; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 4:05 pm to 5:35 pm

Chair: Twyla L. Salm, University of Regina

Participants: A Meta-Analysis of the Effects of School-Based Sex Education Interventions on Adolescents. Rebecca Joan Cohen Luckin, University of California - Los Angeles

Abstinence Education Reform and Adolescent Risky Behaviors. Lu Michelle Yin, University of Florida

Prototypes and Characteristics of School-Based Health Centers in California. Manuelito DeGuzman Biag, University of California - Davis

The Space of Collaboration in Interagency Work: A Case Study. Devarati S. Yuan, University of Wisconsin - Milwaukee

38.080-2. Bullying, Behavioral Issues, Emotional Struggles, and Other Related Challenges to the Student Learning Environment. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 4:05 pm to 5:35 pm

Chair: Teresa Garcia Duncan, ICF International

Participants: A Study of Character Asset Development in Elementary School Students. Andrew Farco, University of Minnesota; Danielle Toussaint, Hatchel Tabernik & Associates; Ginny V. Lee, California State University - East Bay; Lisa Burton, University of Minnesota; Kate Kent, University of Minnesota Comprehensive Antiballying Programs and Policies: Exploring the Relationships Between School-Based Measures and Acts of Bullying. Buffy M. Peganbush, St. Mary Parish School System; Dianne F. Olivier, University of Louisiana - Lafayette; Frank Del Favero, University of Louisiana - Lafayette

Suicide, Bullying, and a Community Pool: Multimodal Literacies After School. Jennifer Jenson, York University; Stephanie Fisher, Nicholas Taylor, York University; Suzanne de Castell, Simon Fraser University

Evaluation of a Class-wide Program for Promoting Children’s Acceptance
of Others With Disabilities. Elisa Mustari, University of Illinois - Urbana-Champaign; Michaeleene Ditmorey, University of Illinois - Urbana-Champaign; Paddy Faravazi, Rhode Island College

Interventions That Work in Segregated Classes for Behavioral Students: Exclusionary Practice or the Least Restrictive Environment? Mike Parr; Nipissing University; Wannie James Richardson, Nipissing University; Michelaun Parr; Nipissing University; Carole Ann Richardson, Nipissing University

38.080-3. Closing Achievement Gaps Between Subgroups and School Accountability. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
4:05 pm to 5:35 pm

Chair: Bradley J. McMillen, Wake County Public Schools, North Carolina

Participants:
Closing the Achievement Gap? Analyzing Change Since No Child Left Behind Using State Assessments and the National Assessment of Educational Progress. Rolf K. Blank, Council of Chief State School Officers; Lauren Stillman, Council of Chief State School Officers

Ethnic, Gender, and Socioeconomic Gaps in Achievement: The Perils of "Main Effects". Steve Strand, University of Warwick

Reading and Math Achievement Gaps Between Hispanic and White Students: A Multiyear Statewide Study. Ana Marie Rojas-LeBouef, Sam Houston State University; John R. State, Sam Houston State University

High School Graduation Rates for Students With Disabilities Across 13 Southern States. Nancy W. Mamel, University of Louisiana - Lafayette

Monitoring School Progress Toward Meeting Performance Goals: Comparing Two Alternative Approaches. Stacey Michie Takanishi, University of Hawaii - Manoa

38.080-4. Assessing the Influence of Programs to Prepare At-Risk Students for College: Evaluating GEAR UP. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
4:05 pm to 5:35 pm

Chair: Elizabeth J. Glennie, RTI International

Participants:
Using a Nationally Representative Dataset to Examine the Influence of Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP) on Entering Postsecondary Education. Elizabeth J. Glennie, RTI International; Benjamin W. Dalton, RTI International; Laura Knapp, RTI International

Using Standardized Data Collection Methods to Facilitate Program Evaluation. Darlene Cole, CoBro Consulting

Cross-Site Collaborative Evaluation of Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): A Performance Rubric Tracking Progress Toward Increasing College Access. Rita O’Sullivan, University of North Carolina - Chapel Hill; Karyl Jacqueline Shand Askew, University of North Carolina

Saturday Academy of Math: Impact of a Supplemental Math Strategy for Low-Performing Middle School Students. Lilia Margarita Tanakeyovma, University of California - Irvine; Silvia Swigert, University of California - Irvine

Sheraton, Fifth Level, Grand Ballroom D
4:05 pm to 5:35 pm

Chair: Joseph W. Check, University of Massachusetts - Boston

Participants:
Bridging Professional Development and Context: Integrating Mathematics and Academic Language in a District Facing Takeover. Patricia E. Swanson, San José State University; David A. Whitenack, San José State University

Partnering to Address Teacher Retention Challenges: Community-Based Teacher Education for First Nations, Métis, and Inuit. Tim Stensland, Alberta Education; Anna Nadirova, Alberta Education; John M. Burger; Rocky View School Division

Sustaining Instructional Leadership Reform: A New Perspective on Measuring Sustainability and Implications for Policy. Heidi M. Sweetman, University of Delaware; Katrin Blamey, University of Delaware; Audrey J. Noble, University of Delaware

Evidence of Within-School Variation in Student Academic Outcomes in Large Urban Schools. Camilla Highfield, University of Auckland; Viviane M. Robinson, University of Auckland, Christine Margaret Rubie-Davies, University of Auckland

38.080-6. Preparing Preschoolers: Evaluating Literacy and School Readiness Programs. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
4:05 pm to 5:35 pm

Chair: Sumaal Malik, University of Ottawa

Participants:

An Evaluation of Early Reading First in Rural Oklahoma. Anna W. Grehan, Education Research Group; Shunan L. Chappell, The University of Memphis; Lee Grehan, The University of Memphis; Ruthie Tate, Little Dixie CASA

Effects of Explicit Literacy Instruction on Early Language Skills of Preschoolers From Low-Income Families. Xiaoying Xu, Virginia Commonwealth University; Cynthia Walker Hutchinson, Virginia Commonwealth University; Christopher E. Chin, Virginia Commonwealth University; Evelyn Reed, Virginia Commonwealth University

Three-Year Evaluation of Charting a Course to Literacy: Early Reading First (ERF) in Chicago Charter Schools. Tiania Ann Rempert, University of Illinois; Lizzane DeStefano, University of Illinois; William Teale, University of Illinois - Chicago; Jeffry L. Brookfield, University of Illinois - Chicago

Can a Quality Improvement System Improve Children’s School Readiness? Xin Ma, University of Kentucky; Jinping Shen, Western Michigan University; Xuejin Lu, Children’s Services Council of Palm Beach County - Florida; Karen Brandi, Children’s Services Council of Palm Beach County; Jeffrey Scott Goodman, Children’s Services Council of Palm Beach County; Grace Watson, Children’s Services Council of Palm Beach County

38.080-7. Self-Study of Science Teacher Education. SIG-Self-Study of Teacher Education Practices; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
4:05 pm to 5:35 pm

Chair: Renee T. Clift, The University of Arizona

Participants:
Enacting Literacy Pedagogies: A Collaborative Self-Study Between a Physical Education and a Science Teacher Educator. Tim Fletcher, OISE/University of Toronto; Shawn M. Bullock, University of Ontario Institute of Technology From Bench Scientist to Science Teacher Educator: Influences of Personal Contexts on Teaching Practices and Views on Teaching. Alexandra Olivia Sautau, Duquesne University

Promoting Student Agency in Scientific Inquiry: A Self-Study of Relational Pedagogy in Preservice Elementary Education. Amy E. Trauth-Nare, Indiana University; Gayle A. Buck, Indiana University; Nicole Beeman-Cadhwallader, Indiana University

38.080-8. The Landscape of Leadership Preparation. SIG-Learning and Teaching in Educational Leadership; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
4:05 pm to 5:35 pm

Chair: Tricia Browne-Ferrigno, University of Kentucky

Participants:
A Fresh Look at Graduate Programs in Teacher Leadership. Jack Leonard, University of Massachusetts - Boston; Katherine Petta, Boston Public Schools; Christina Porter, Revere Public Schools

Nontraditional Leadership Preparation Programs and the Candidates They Attract. Bradley W. Davis, University of Texas - Austin; Matt Gian, University of Texas - Austin; Todd Huffman, University of Texas - Austin

What Constitutes a Critical Mass of Faculty? A Study of Full-Time Faculty in Educational Leadership Programs. Donald G. Hackmann, University of Illinois; Martha M. McCarthy, Indiana University
38.080-9. Culturally Relevant Practices: Teaching, Learning, and Fostering Heritage Languages in Diverse Language Communities. SIG-Bilingual Education Research; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
4:05 pm to 5:35 pm

Chair: Joel E. Dworin, University of Texas - El Paso
Participants:
Educators of Community Heritage Language Programs: Maintaining Children’s Korean and Vietnamese Home Languages. Veronica E. Valdez, University of Utah
Embedding Mini-Lessons to Build Bilingual Preservice Teachers’ Confidence in Spanish Written Proficiency. Kimberly K. Cuero, University of Texas - San Antonio
Mexican Parents and Their Teenage Children Creating a Third Space for Dialogue and Learning. Clara Lara Danna, Texas State University - San Marcos
Cultural Literacy and Language Instruction: The Case of Immigrant Children in a Bilingual Transition Program in Texas. Beatriz Irene Gutierrez, University of Texas - Austin

38.080-10. Conceptualizing Effective Partnerships Between Schools and Linguistically Diverse Families of Young Children. SIG-Family, School, Community Partnerships; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
4:05 pm to 5:35 pm

Chair: Margarita Jimenez-Silva, Arizona State University
Participants:
First-Grade Teachers’ Reflections Regarding Latino Parent Involvement. Margarita Jimenez-Silva, Arizona State University
Staying Close? Or Away? From a Linguistically and Culturally Diverse Home: An Ethnographic Case Study. Yeonsook Ellie Ro, University of Illinois - Urbana-Champaign

38.080-11. International Applications in Higher Education. SIG-Peace Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
4:05 pm to 5:35 pm

Chair: Olga S. Jarrett, Georgia State University
Participants:
The Brazilian National Curriculum for Foreign Languages Visited Through a Multiculturalism and Peace Studies Approach. Rejane Pinto Costa, Brazilian Army Command and General Staff College
Combating Stereotypes and Prejudices in a Higher Education Conflictual Venue: A Case Study. Zevaldo Gross, Bar-Ilan University
The Role of Music in Sustaining Social Justice and Peace: A Transformative Pedagogy in a Southeast Asian Liberal Arts College. Juliana Mooneite Sante Manrique, St. Scholastica’s College-Manila; Angelina Gutierrez, Saint Scholastica’s College-Manila

38.080-12. Literacies at Work and Play: Adolescent and Young Adult Writing in Multiple Contexts. SIG-Writing and Literacies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
4:05 pm to 5:35 pm

Chair: William Kist, Kent State University
Participants:
Talk and Digital Text as Meditational Means: A Mediated Discourse Analysis of Collaborative Fantasy Writing. Ryan M. Rish, The Ohio State University
DigitalTalk: The Digital Writing of Adolescents. Kristen H. Turner, Fordham University; Elvira K. Katic, Ramapo College of New Jersey; Sandra Shanno Abrams, Saint John’s University; Meredith Jeta Donovan, Fordham University
Mixed-Method Study of the Impact of an International Online Exchange Project on Adolescent Writing. Paige Ware, Southern Methodist University; Brenna Rivas, Southern Methodist University
Exploring Zine Pedagogies Through the Narratives of Teacher/Zinesters. Karin H. deGravelles, Louisiana State University
Playful Academic Identities: Engagement in a First-Year University Support Program. Aimee Cheevee Mapes, Duke University

38.080-13. Ethnic Group Considerations in Multicultural/Multilingual Education. SIG-Multicultural/Multilingual Education: Theory, Research, and Practice; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
4:05 pm to 5:35 pm

Chair: Carl Byron Keys, University of Virginia
Participants:
African American Male Students Who Cool Pose. Rebecca A. Neal, Arizona State University
Immigration and Resiliency: Unpacking the Experiences of High School Students From Cape Verde and Ethiopia. Afra Ahmed Hersi, Loyola University Maryland
Multiple Cultures and Multiple Literacies: Chinese and Pakistani Immigrant Families’ Perceptions of Family Literacy Programs in Canada. Zheng Zhang, University of Western Ontario; Nazia Bano, University of Western Ontario
Children’s Perceptions of Interracial Friendships: Exploring Age, Race, and Gender Differences in Children’s Perspectives. Cinzia Pica-Smith, Assumption College
Nothing but Being There Matters: Expectancy-Value Motivation Between U.S. and Chinese Middle School Students. Haichun Sun, University of South Florida; Haiyong Dong, Shanghai University of Sport; Ang Chen, University of North Carolina - Greensboro

38.080-14. Teacher Research: Constructivism and Student-Directed Learning. SIG-Teacher as Researcher; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
4:05 pm to 5:35 pm

Chair: Christopher C. Martell, Boston University
Participants:
Enhancing Students’ Conceptions of the Nature of Science: A Collaborative Teacher Research Project. Amanda Humphreys, The Bishop Strachan School; Winfried Hunsburger, The Bishop Strachan School
Shifting the Balance: Examining the Impact of Student-Directed Learning. Penelope A. Millar, Spotsylvania County Schools; Sandra Barnstead, Spotsylvania County Schools; Debbie Barrett, Louisa County Schools; Sarah Mascaro, Spotsylvania County Schools
Self-Monitoring Independent Work Skills of Students With Mild Mental Retardation. Kathleen M. McCoy, Arizona State University; Sam Rani Mathur, Arizona State University; Jenn Coughlin, Arizona State University

38.081. Roundtable Session 23; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
4:05 pm to 5:35 pm

Chair: Reagan Curtis, West Virginia University
Participants:
Statistics Anxiety Rating Scale (STARS) in Graduate Statistics and Research Methods: Implications for Instructional Practice and Curricular Development. Reagan Curtis, West Virginia University; Philip Kontor Ads, West Virginia University; Terence C. Ahern, West Virginia University
Why They Wait: The Influence of Motivation and Anxiety on Procrastination in Online Statistics Students. Glenda C. Rakes, University of Tennessee - Martin; Karee E. Dunn, University of Arkansas; Bonnie Behrend, University of Arkansas
A Qualitative Data Collection Framework for Conducting Literature Reviews/Research Syntheses. Anthony J. Onwuegbuzie, Sam Houston State University; Nancy L. Leech, University of Colorado - Denver; Kathleen M.T. Collins, University of Arkansas
Application of the Interpersonal Model of Group Development to Group Projects in Educational Research Courses. Cynthia Grant, Concordia University - Chicago
How to Analyze Data in Mixed Research: A Heuristic Example. Julie P. Combs, Sam Houston State University; Anthony J. Onwuegbuzie, Sam Houston State University

38.081-2. Empowering Youth to Make Successful Career Choices and Transitions. SIG-Career Development; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
4:05 pm to 5:35 pm

Chair: Aaron H. Carlstrom, Kansas State University

Participants:

Through the Eyes of Employers: Investigating the Process of Employment Interviews for Youth in Transition. Gregory Knollman, University of South Florida; Scot Rademaker, University of South Florida; Ann Cranston-Gingras, University of South Florida; Tyler Hicks, University of South Florida

The Effect of Undergraduate Career Counseling Using Cooperative Learning on the Career Indecision and Career Decision Making Self-Efficacy. Sang Hye Lee, Park, Kyungwon University; Sangwook Park, Florida State University

Changes in Science, Technology, Engineering, and Mathematics Career Aspirations After Attending a Science Enrichment Program. Karen L. Yanowitz, Arkansas State University; Ann Ross, Arkansas State University; Stacia S. Vanderspool, Lincoln University; Tanja McKay, Arkansas State University

38.081-3. The Use of Sociocultural Analytic Frameworks in Understanding Virtual Learning Environments. SIG-Media, Culture, and Curriculum; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom E

4:05 pm to 5:35 pm

Chair: Sherry R. Graves, Hunter College - CUNY

Participants:

Building Creativity: Collaborative Learning and Creativity in a Virtual Gaming Environment. Maria Solomonou, Indiana University; Kylie A. Pepple, Indiana University - Bloomington

Here, There, and Everywhere: Rhizomatic Activity Structures in an Online Do-It-Yourself Community of E-Textile Producers. Kylie A. Pepple, Indiana University - Bloomington; Diane Lynn Glosson, Indiana University

The Enrollment of a New Technology and the Subsequent Redistribution of Roles and Responsibilities in an Online Game. Mark Chen, University of Washington

38.081-4. Writer Voice and Dialogue in Qualitative Research. SIG-Qualitative Research; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom E

4:05 pm to 5:35 pm

Chair: Richard Joseph Walter, Dowling College

Participants:

“Writing-Action” as a Dynamic Method of Inquiring Everyday Life. Hsiao-Ting Cheng, Fu Jen Catholic University, Taiwan; Nancy Lion, National Dong Hwa University, Taiwan

Move, Reflect, Transcribe: The Art of Writing and Rewriting Living Experiences. John Paul Coleman, University of Ottawa; Pierre Boudreau, University of Ottawa

New Science Education Researchers in Dialogue: Impressions of Our Field. Erin Sperring, OISE/University of Toronto; Jesse Bazzul, OISE/University of Toronto

Division and SIG Posters

38.082. Poster Session 8; Poster Session

38.082-1. Shifting Landscapes: Identifying Portfolio Reform Efforts in Los Angeles Unified School District. SIG-Districts in Research and Reform; Poster Session

Sheraton, Fifth Level, Grand Ballroom C

4:05 pm to 5:35 pm

Poster:

1. Shifting Landscapes: Identifying Portfolio Reform Efforts in Los Angeles Unified School District. Darra Zeehadehfar, University of Southern California; Randall F. Clements, University of Southern California

38.082-2. Rasch SIG Poster Session. SIG-Rasch Measurement; Poster Session

Sheraton, Fifth Level, Grand Ballroom C

4:05 pm to 5:35 pm

Posters:


2. A Rasch Analysis of the Statistical Anxiety Rating Scale. Eric D. Teman, University of Northern Colorado

3. A Rasch Analysis of School Counselor Hiring Processes. Jennifer Bornsheuer, Sam Houston State University; Beverly J. Iby, Sam Houston State University; Richard C. Henricksen, Sam Houston State University


14. The Impact of Violence Exposure on Academic Achievement for High School Youth. Lisa de la Riee, University of Illinois - Urbana-Champaign

15. What Can Counselor/Leadership Educators Learn From Our Students’ Field Internship Experiences? Frustration, Education, and Trust-Building. Joseph Wehrman, University of Colorado - Colorado Springs; Sylvia L.M. Martinez, University of Colorado - Colorado Springs; Rhonda Williams, University of Colorado - Colorado Springs

38.082-4. Advanced Technologies for Learning: Poster Session. SIG-Advanced Technologies for Learning; Poster Session

Sheraton, Fifth Level, Grand Ballroom C

4:05 pm to 5:35 pm

Posters:


17. A Predictive Study of Faculty Engagement, Learner Satisfaction, and Outcomes in Multiple Learning Delivery Modes. Mhammed Abdous, Old Dominion University; Cheong-Ah Yen, Old Dominion University

18. Designing Worked-Examples: Working THRU Versus OUT. Robert Calfee, Stanford University

19. Examining the Impact of Social Orthotics on Behavior in a Three-Dimensional Virtual Learning Environment (VLE) for Youth With Autism Spectrum Disorders. James M. Laffey, University of Missouri; Matthew Schmidt, University of Missouri - Columbia; Janine Stichter, University of Missouri; Xianhui Wang, University of Missouri - Columbia; Carla T. Schmidt, University of Missouri; Nan Ding, University of Missouri - Columbia


21. Identifying Key Instructional Design Issues in a Mobile Learning Project. Engin Kurtos, Ataturk University; Arzu Hanci Karademir, Central Bank of
38.082-5. Motivation in Education SIG: Poster Session 1 of 2. SIG-Motivation in Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
4:05 pm to 5:35 pm
Posters:
28. A Longitudinal Study of Student Motivation in High School: Does It Really Decline? Dennis M. McInerney, The Hong Kong Institute of Education; Amy Kwok Hap Lam, The Hong Kong Institute of Education
29. A Multivariate Latent Growth Curve Approach on the Development of Elementary School Students’ Mathematical Self-Concept and Achievement Over the Course of Two School Years. Claudia Kauten, University of Kassel; Frank Lipowsky, German Institute for International Educational Research, Germany
30. Achievement Goal Orientations and Preference for Competitive Careers. Teomara Rutherford, University of California - Irvine; Anne Marie M. Conley, University of California - Irvine; Stuart A. Karabenick, University of Michigan
31. Developmental Changes of Motivational and Self-Regulated Learning Components During the First Year of Secondary Education. Rihwan Maulana, University of Groningen; Marie-Christine J. Opdenakker, University of Groningen; Roel J. Bosker, University of Groningen
32. Effects of Praise on Motivation in Emerging Adulthood. Kyla Haimovitz, Reed College; Jennifer Henderlong Corpus, Reed College
34. Predicting Emotional Engagement in Academic Tasks Among Low-Socioeconomic Status Youth: Evidence From a Longitudinal Study. Sira Park, University of California - Berkeley; Susan D. Holloway, University of California - Berkeley; Amanda L. Arendtsz, University of California - Irvine
35. Prediction Strength and Limit of Motivation: Behavioral Transition in Physical Education From Elementary to Junior High School. Sami Yi-Pipari, University of North Carolina - Greensboro
36. Profiles of Intrinsic and Extrinsic Motivations in Elementary School. Jennifer Henderlong Corpus, Reed College; Stephanie V. Worthington, Reed College
37. Relationships Among Teacher Practices and Student Achievement Goals Across 4 Years. Matthew Doever, Orange City Schools
38. Relationships of Social Goals With Personality, Perceived School Goal Structures, Achievement Goals, and Academic Outcomes. Arun Hwang, Korea University; Min Young Song, Korea University; Sung-Il Kim, Korea University
39. Social Adjustment to College: Views of the Resident Advisor and the Role of Students’ Social Achievement Goals. Sungok Serena Shim, Ball State University; Allison M. Ryan, University of Illinois - Urbana-Champaign
40. Social Dominance Goals: Relations With Academic Beliefs and School Identification Across the Middle School Transition. Sarah M. Kiefer, University of South Florida; Cheryl Rose Ellerbrock, University of South Florida
41. Student Emotions in the Early Years: Development and Validation of the Achievement Emotions Questionnaire-Elementary School (AEQ-E). Stephanie Lichtenfeld, University of Munich; Reinhard Pekrun, University of Munich; Robert H. Stupnisky, University of Manitoba
42. Students’ Positive Emotions: Relations With Teachers’ Instructional Practices. Meg Trucano, University of Notre Dame; Julianne C. Turner, University of Notre Dame
43. Civic Education Partnership Initiative: Assessing a Ninth-Grade Civics Curriculum. Natalie Bolton, University of Missouri - St. Louis
44. Expectations and Reality: Defining Social Studies From Multiple Perspectives. Derek L. Anderson, Northern Michigan University
45. The Consequences of Definitional Turmoil: Teaching Economics in the Middle School Social Studies Classroom. Alexander Cuenc, University of Georgia; Cheryl A. Fields-Smith, University of Georgia
46. Historical and Psychological Mothers for Gender Reform and the Public Good. Lois McFadyen Christensen, The University of Alabama - Birmingham; Marce P. Kohler, The University of Alabama - Birmingham; Jerry Aldridge, The University of Alabama - Birmingham; Cynthia S. Sanal, The University of Alabama
47. A Comparison of Urban Middle School Mathematics Teachers With High Student Gain Scores and Students With Low Gain Scores. Brian Orville McDonald, Houston Independent School District, Texas; Barbara Eleanor Polnick, Sam Houston State University; Rebecca A. Robles-Pina, Sam Houston State University
48. Designing Integrative Learning Tasks for Unit Concepts Throughout Length, Area, and Volume Measurement. Jeffrey E. Barrett, Illinois State University; Craig Cullen, Illinois State University; Dike Klanderman, Trinity Christian College; Amanda Miller, Illinois State University; Chepina Wikowski, Illinois State University
49. Developing a Cross-Institutional, Sociocultural Research Agenda Leading to Rich and Equitable Mathematics Education. Karin M. Wilburg, New Mexico State University; Kien Korn, New Mexico State University; Wanda Bulger Tamez, New Mexico State University; Dong Kurtz, New Mexico State University
50. Thai High School Mathematics Teachers’ Probability Misconceptions and Beliefs. Puttoe Konawat, University of California - Santa Barbara
51. What’s Up With Gender and Math Technology? A Gender GapPersistat the Higher Education Level. Jenny S. Wakefield, University of North Texas; Scott Joseph Warren, University of North Texas
52. Young Indigenous Australian Children’s Learning of Mathematics: The Influence of the Role of Teacher and Teacher Assistants. Susan McDonald, Australian Catholic University; Elizabeth Anne Warren, Australian Catholic University

38.082-6. Social Studies Education. SIG-Research in Social Studies Education; Poster Session Sheraton, Fifth Level, Grand Ballroom C
4:05 pm to 5:35 pm
Posters:
43. Civic Education Partnership Initiative: Assessing a Ninth-Grade Civics Curriculum. Natalie Bolton, University of Missouri - St. Louis
44. Expectations and Reality: Defining Social Studies From Multiple Perspectives. Derek L. Anderson, Northern Michigan University
45. The Consequences of Definitional Turmoil: Teaching Economics in the Middle School Social Studies Classroom. Alexander Cuenc, University of Georgia; Cheryl A. Fields-Smith, University of Georgia
46. Historical and Psychological Mothers for Gender Reform and the Public Good. Lois McFadyen Christensen, The University of Alabama - Birmingham; Marce P. Kohler, The University of Alabama - Birmingham; Jerry Aldridge, The University of Alabama - Birmingham; Cynthia S. Sanal, The University of Alabama
47. A Comparison of Urban Middle School Mathematics Teachers With High Student Gain Scores and Students With Low Gain Scores. Brian Orville McDonald, Houston Independent School District, Texas; Barbara Eleanor Polnick, Sam Houston State University; Rebecca A. Robles-Pina, Sam Houston State University
48. Designing Integrative Learning Tasks for Unit Concepts Throughout Length, Area, and Volume Measurement. Jeffrey E. Barrett, Illinois State University; Craig Cullen, Illinois State University; Dike Klanderman, Trinity Christian College; Amanda Miller, Illinois State University; Chepina Wikowski, Illinois State University
49. Developing a Cross-Institutional, Sociocultural Research Agenda Leading to Rich and Equitable Mathematics Education. Karin M. Wilburg, New Mexico State University; Kien Korn, New Mexico State University; Wanda Bulger Tamez, New Mexico State University; Dong Kurtz, New Mexico State University
50. Thai High School Mathematics Teachers’ Probability Misconceptions and Beliefs. Puttoe Konawat, University of California - Santa Barbara
51. What’s Up With Gender and Math Technology? A Gender Gap Persistat the Higher Education Level. Jenny S. Wakefield, University of North Texas; Scott Joseph Warren, University of North Texas
52. Young Indigenous Australian Children’s Learning of Mathematics: The Influence of the Role of Teacher and Teacher Assistants. Susan McDonald, Australian Catholic University; Elizabeth Anne Warren, Australian Catholic University

38.082-7. Poster: Teaching, Learning, and Social Issues in Mathematics Education. Division C - Learning and Instruction; Poster Session Sheraton, Fifth Level, Grand Ballroom C
4:05 pm to 5:35 pm
Posters:
47. A Comparison of Urban Middle School Mathematics Teachers With High Student Gain Scores and Students With Low Gain Scores. Brian Orville McDonald, Houston Independent School District, Texas; Barbara Eleanor Polnick, Sam Houston State University; Rebecca A. Robles-Pina, Sam Houston State University
48. Designing Integrative Learning Tasks for Unit Concepts Throughout Length, Area, and Volume Measurement. Jeffrey E. Barrett, Illinois State University; Craig Cullen, Illinois State University; Dike Klanderman, Trinity Christian College; Amanda Miller, Illinois State University; Chepina Wikowski, Illinois State University
49. Developing a Cross-Institutional, Sociocultural Research Agenda Leading to Rich and Equitable Mathematics Education. Karin M. Wilburg, New Mexico State University; Kien Korn, New Mexico State University; Wanda Bulger Tamez, New Mexico State University; Dong Kurtz, New Mexico State University
50. Thai High School Mathematics Teachers’ Probability Misconceptions and Beliefs. Puttoe Konawat, University of California - Santa Barbara
51. What’s Up With Gender and Math Technology? A Gender Gap Persistat the Higher Education Level. Jenny S. Wakefield, University of North Texas; Scott Joseph Warren, University of North Texas
52. Young Indigenous Australian Children’s Learning of Mathematics: The Influence of the Role of Teacher and Teacher Assistants. Susan McDonald, Australian Catholic University; Elizabeth Anne Warren, Australian Catholic University

38.082-8. Dispositions Inclusion in Higher Education Administrative Practice. Division J - Postsecondary Education; Poster Session Sheraton, Fifth Level, Grand Ballroom C
4:05 pm to 5:35 pm
Poster:
53. Dispositions Inclusion in Higher Education Administrative Practice. Andrea Marie Baldwin, Northern Caribbean University
Saturday Evening, April 9, 2011

6:00 pm to 8:00 pm
Visit Leader:
Howard Stevenson, University of Lincoln
Participants:
Michael W. Apple, University of Wisconsin - Madison
Kristen L. Buras, Emory University

Saturday, 6:15 pm
Governance Meetings and Events

Governance Session
New Orleans Marriott, Fourth Level, Balconies MN
6:15 pm to 7:45 pm
Chairs:
Lois Weis, University at Buffalo - SUNY
Philip G. Altbach, Boston College
Jae Kyung Lee, University at Buffalo - SUNY

Committee Sessions

40.010. Graduate Student Council (GSC) Open Business Meeting, Graduate Student Council; Graduate Student Resource Center After Hours Event
Astor Crowne Plaza, Lobby Level, St. Charles Ballroom
6:15 pm to 7:45 pm
Chair:
Annis N. Brown, Michigan State University

Division Sessions

40.011. Division B Curriculum Studies Business Meeting: I Shall Create! Curriculum Studies for the 21st Century, Division B - Curriculum Studies; Business Meeting
Astor Crowne Plaza, Second Level, Astor Ballroom III
6:15 pm to 7:45 pm
Chair:
William C. Ayers, University of Illinois - Chicago
Participants:
Erik L. Malevski, Purdue University
Fran Huckaby, Texas Christian University
Brian D. Schultz, Northeastern Illinois University
Jennifer H. James, University of Georgia
Omari L. Dyson, South Carolina State University
Debbie Sonu, Hunter College - CUNY
Lance Trevor McCready, OISE/University of Toronto
Crystal T. Laura, University of Illinois - Chicago
Ronald Kenneth Porter, University of Toronto - Canada
Todd W. Kent, Princeton University
Ming Fang He, Georgia Southern University
Isabel Nunez, Concordia University - Chicago
K. Wayne Yang, University of California - San Diego
Annette M. Henry, The University of British Columbia
Karyn E. Sandlos, School of the Art Institute of Chicago
Bree Picower, Montclair State University
Erica R. Meiners, Northeastern Illinois University
Therese M. Quint, School of the Art Institute of Chicago
James Raymond Bell, W. Haywood Burns Institute
William H. Watkins, University of Illinois - Chicago
Maxine Greene, Teachers College, Columbia University
Elisabeth Zwier, University of Wisconsin - Madison

40.012. NCME and AERA Division D Joint Welcome Reception for Current and New Members, Division D - Measurement and Research Methodology; Reception
Westin, 12th Level, Ballroom
6:15 pm to 8:30 pm

40.013. Division F Vice Presidential Social, Division F - History and Historiography; Reception
JW Marriott, Third Level, Maurepas
6:15 pm to 7:45 pm
Chair:
Karen L. Graves, Denison University

SIG Sessions

40.014. Division G Social Context of Education Business Meeting, Division G - Social Context of Education; Business Meeting
New Orleans Marriott, Second Level, La Galerie 5
6:15 pm to 7:45 pm
Chair:
Alfredo J. Artese, Arizona State University

40.015. Division I Education in the Professions Business Meeting and Reception: Celebrating 40th Anniversary, Division I - Education in the Professions; Business Meeting
Astor Crowne Plaza, Second Level, Astor Ballroom I
6:15 pm to 8:15 pm
Chair:
Ara Tekian, University of Illinois - Chicago

40.016. Division J Postsecondary Education Business Meeting and Reception.
Division J - Postsecondary Education; Business Meeting
JW Marriott, Third Level, Ile de France III
6:15 pm to 8:15 pm
Chair:
Laura W. Perna, University of Pennsylvania
Participant:
Terrell Lumon Strayhorn, The Ohio State University

40.017. Division K Teaching and Teacher Education Business Meeting: The Social and Political Climate for the Teaching Profession and for Teacher Education, Division K - Teaching and Teacher Education; Business Meeting
New Orleans Marriott, Second Level, La Galerie 2
6:15 pm to 8:15 pm
Chair:
Etsa R. Hollins, University of Missouri - Kansas City
 Participant:
David G. Imig, University of Maryland

40.018. Division L Educational Policy and Politics Business Meeting, Division L - Educational Policy and Politics; Business Meeting
Sheraton, Fifth Level, Grand Chenier
6:15 pm to 7:45 pm
Chair:
William A. Firestone, Rutgers University

40.019. Academic Audit Research in Teacher Education SIG Business Meeting: Designing and Implementing Program Assessment Systems, SIG-Academic Audit Research in Teacher Education; Business Meeting
Sheraton, Fourth Level, Edgewater
6:15 pm to 7:45 pm
Chair:
Todd W. Kent, Princeton University
Participants:
Blueprint for Success: Conceptualizing Teacher Education Information Systems to Improve Teacher Preparation. Peter B. Jones, University of California - Irvine; Anne Kristina Jones, University of California - Riverside
Evidence of Excellence: Into, Through, and Beyond Accreditation Standards. Anne Kristina Jones, University of California - Riverside; Peter B. Jones, University of California - Irvine
Mining the Evidence: What Can Academic Audit Data Tell Us About the Teaching Profession? George Farkas, University of California - Irvine; Peter B. Jones, University of California - Irvine; Anne Kristina Jones, University of California - Riverside

40.020. Adolescence and Youth Development SIG Business Meeting, SIG-Adolescence and Youth Development; Business Meeting
New Orleans Marriott, Second Level, Preservation Hall Studio 1
6:15 pm to 7:45 pm
Chair:
James A. Katt, University of Central Florida

40.021. Adulthood and Aging SIG Business Meeting, SIG-Adulthood and Aging; Business Meeting
JW Marriott, Third Level, Orleans
6:15 pm to 7:45 pm
Chair:
James A. Katt, University of Central Florida
40.022. Career and Technical Education SIG Business Meeting. SIG-Career and Technical Education; Business Meeting
Astor Crowne Plaza, Second Level Mezzanine, St. Ann
6:15 pm to 7:45 pm
Chairs:
Richard D. Lakes, Georgia State University
Pradeep Kotamraju, National Research Center for Career and Technical Education

40.023. Critical Educators for Social Justice SIG Business Meeting. SIG-Critical Educators for Social Justice; Business Meeting
Sheraton, Fifth Level, Grand Ballroom A
6:15 pm to 8:15 pm

40.024. Dewey Studies SIG Business Meeting and Invited Distinguished Lecture. SIG-Dewey Studies; Business Meeting
Sheraton, Fourth Level, Oak Alley
6:15 pm to 8:15 pm
Chair:
Lynda Stone, University of North Carolina - Chapel Hill
Participant:
Monica Byrne-Jimenez, Hofstra University

40.025. Disability Studies in Education SIG Business Meeting. SIG-Disability Studies in Education; Business Meeting
Sheraton, Fourth Level, Southdown
6:15 pm to 7:45 pm

40.026. Educational Change SIG Business Meeting. SIG-Educational Change; Business Meeting
Sheraton, Second Level, Rhythms Ballroom III
6:15 pm to 8:15 pm

40.027. Educational Statisticians SIG Business Meeting. SIG-Educational Statisticians; Business Meeting
Hotel Monteleone, Mezzanine Level, Iberville
6:15 pm to 7:45 pm
Chair:
Laura M. Stapleton, University of Maryland - Baltimore County
Participant:
2010 Service Award Winner Presentation. Joel R. Levin, The University of Arizona

40.028. Faculty Teaching, Evaluation, and Development SIG Business Meeting and Invited Guests. SIG-Faculty Teaching, Evaluation, and Development; Business Meeting
New Orleans Marriott, Second Level, Preservation Hall Studio 5
6:15 pm to 7:45 pm
Chairs:
Marilla D. Svinicki, University of Texas - Austin
Stephen L. Benton, The IDEA Center
Participant:
Engaging Emerging Scholars in Studying Latina/o Leaders: Methodology, Advocacy, and Politics. Monica Byrne-Jimenez, Hofstra University; Sylvia Mendez-Morse, Texas Tech University; Frank Hernandez, Hamline University; Elizabeth T. Murakami-Ramalho, University of Texas - San Antonio

40.029. Fiscal Issues, Policy, and Education Finance SIG Business Meeting. SIG-Fiscal Issues, Policy, and Education Finance; Business Meeting
Astor Crowne Plaza, Second Level, Grand Ballroom B
6:15 pm to 7:45 pm

40.030. Hispanic Research Issues SIG Business Meeting. SIG-Hispanic Research Issues Cosponsored by SIG-Bilingual Education Research; Business Meeting
Sheraton, Fourth Level, Bayside B
6:15 pm to 7:45 pm

New Orleans Marriott, Second Level, Preservation Hall Studio 3
6:15 pm to 8:15 pm
Chair:
Pohai Kukea-Shultz, University of Hawaii
Participants:
When the Children of Their Fathers Push Back! Self-Determination and the Politics of Indigenous Research. Margaret J. Maaka, University of Hawaii - Manoa; Kerry-Luaana Wong, University of Hawaii - Manoa; Katrina KapaukuokulaKaleoala Oliveira, University of Hawaii
A Whanau of Educationalists: The Strength of a Whanau of Wahine Maori in Maori Education. Marilyn Tangi Ina Brewin, Nga Pae o te Maratamata; Betty McPherson, Nga Pae o te Maratamata; Betty McPherson, Nga Pae o te Maratamata; Marilyn Tangi Ina Brewin, Nga Pae o te Maratamata
Hei-Hawaiian String Figures: Collective Memory and the Sociology of Mnemonic Practice. Keith Kailani Akana, University of Hawaii

40.032. Large-Scale Assessment SIG Business Meeting. Measurement Literacy in This New Era of K-12 Assessment. SIG-Large Scale Assessment; Business Meeting
Sheraton, Second Level, Rhythms Ballroom II
6:15 pm to 7:45 pm
Participants:
W. James Popham, University of California - Los Angeles
Stuart R. Kahl, Measured Progress

40.033. Leadership for Social Justice SIG Business Meeting. SIG-Leadership for Social Justice; Business Meeting
Sheraton, Second Level, Rhythms Ballroom I
6:15 pm to 7:45 pm

40.034. Literature SIG Business Meeting. Making Spaces for Reading Diverse Literature. Queer and Ally Youth and Adults Reading LGBTQ-Themed Literature. SIG-Literature; Business Meeting
JW Marriott, Third Level, Conde
6:15 pm to 7:45 pm
Participant:
Making Spaces for Reading Diverse Literature: Queer and Ally Youth and Adults Reading LGBTQ-Themed Literature. Mollie V. Blackburn, The Ohio State University; Caroline T. Clark, The Ohio State University

40.035. Lives of Teachers SIG Business Meeting. SIG-Lives of Teachers; Business Meeting
New Orleans Marriott, Second Level, Preservation Hall Studio 6
6:15 pm to 7:45 pm

40.036. Longitudinal Studies SIG Business Meeting. SIG-Longitudinal Studies; Business Meeting
Sheraton, Eighth Level, Salon 816
6:15 pm to 7:45 pm

40.037. Mentorship and Mentoring Practices SIG Business Meeting. SIG-Mentorship and Mentoring Practices; Business Meeting
Sheraton, Eighth Level, Salon 820
6:15 pm to 7:45 pm
Participant:
Reimagining the Ethics of Education: A Perspective From Cosmopolitanism. David T. Hansen, Teachers College, Columbia University

40.038. Moral Development and Education SIG Business Meeting. SIG-Moral Development and Education; Business Meeting
JW Marriott, Third Level, Frontenac
6:15 pm to 8:15 pm
Participant:
Reimagining the Ethics of Education: A Perspective From Cosmopolitanism. David T. Hansen, Teachers College, Columbia University
40.039. Motivation in Education SIG Business Meeting, SIG-Motivation in Education; Business Meeting
New Orleans Marriott, Second Level, La Galerie 6
6:15 pm to 7:45 pm
Participant:
Matthew N. Sanger, Idaho State University

40.040. Out-of-School Time SIG Business Meeting, SIG-Out-of-School Time; Business Meeting
Astor Crowne Plaza, Second Level Mezzanine, Bienville
6:15 pm to 7:45 pm
Chair:
Bettina Dahl Søndergaard, Aarhus University

40.041. Peace Education SIG Business Meeting: “Isn’t It Just a Bunch of White Women?” Re-Conceptualizing a More-Inclusive Peace Education in the Academy, SIG-Peace Education; Business Meeting
Sheraton, Fourth Level, Gallier
6:15 pm to 8:15 pm
Chair:
Candice C. Carter, University of North Florida
Participant:
‘Isn’t It Just a Bunch of White Women?’ Re-Conceptualizing a More Inclusive Peace Education in the Academy. Claire McGlynn, School of Education; Elavie Ndura-Ouedraogo, George Mason University

40.042. Portfolios and Reflection in Teaching and Teacher Education SIG Business Meeting, SIG-Portfolios and Reflection in Teaching and Teacher Education; Business Meeting
New Orleans Marriott, Third Level, Mardi Gras Salon A
6:15 pm to 7:45 pm
Chair:
Rebecca K. Fox, George Mason University

40.043. Professional Development School Research SIG Business Meeting, SIG-Professional Development School Research; Business Meeting
Hotel Monteleone, Mezzanine Level, Bonnet Carre
6:15 pm to 8:15 pm
Chair:
Diane Yendol-Hoppey, University of South Florida
Participant:
National Society for the Study of Education (NSSE) Yearbook Panel: Reflections on The National Council for Accreditation of Teacher Education (NCATE) Professional Development School (PDS) Standards. Jane E. Neapolitan, Towson University; Alison L. Rutter, East Stroudsburg University; Bernard J. Badiali, The Pennsylvania State University; Linda A. Catelli, Dowling College; Diane Yendol-Hoppey, University of South Florida; Jason Jade Smith, West Virginia University; Cindy Gutierrez, University of Colorado - Denver; Carole G. Basile, University of Colorado - Denver; Donna L. Wiseman, University of Maryland

40.044. Research in Global Child Advocacy SIG Business Meeting: Evolving University Partnerships for Global Child Advocacy, SIG-Research in Global Child Advocacy; Business Meeting
New Orleans Marriott, Second Level, La Galerie 4
6:15 pm to 7:45 pm
Participants:
Michael J. Berson, University of South Florida
Ilene R. Berson, University of South Florida

40.045. Research in Mathematics Education SIG Business Meeting, SIG-Research in Mathematics Education; Business Meeting
New Orleans Marriott, Second Level, Preservation Hall Studio 9
6:15 pm to 7:45 pm

40.046. Research on Evaluation SIG Business Meeting, SIG-Research on Evaluation; Business Meeting
Doubletree, Second Level, Madewood B
6:15 pm to 7:45 pm
Participant:
Keeping Your Eyes on the Prize: Empowerment Evaluation and Social Justice in Education. David M. Fetterman, Fetterman and Associates

JW Marriott, Third Level, Rosalie
6:15 pm to 7:45 pm

40.048. Safe Schools and Communities SIG Business Meeting Featuring Contributors to Educational Researcher’s Special Issue on School Safety and Violence Prevention, SIG-Safe Schools and Communities; Business Meeting
Astor Crowne Plaza, Second Level, Astor Ballroom II
6:15 pm to 8:15 pm
Chair:
Markene J. Darwin, American Institutes for Research

40.049. School Turnaround and Reform SIG Business Meeting and Presentation by Dr. Joe Johnson, SIG-School Turnaround and Reform; Business Meeting
Sheraton, Eighth Level, Salon 824
6:15 pm to 8:15 pm
Chair:
Kathleen B. Wasserman, University of Scranton
Participants:
Andrew Furco, University of Minnesota
Jeffrey B. Anderson, Seattle University

40.050. School/University Collaborative Research SIG Business Meeting, SIG-School/University Collaborative Research; Business Meeting
Doubletree, Second Level, Rosedown B
6:15 pm to 7:45 pm

40.051. Service-Learning and Experiential Education SIG Business Meeting: The Journal of Research on Service Learning and Teacher Education, SIG-Service-Learning & Experiential Education; Business Meeting
New Orleans Marriott, Second Level, Preservation Hall Studio 9
6:15 pm to 7:45 pm
Chair:
Elavie Ndura-Ouedraogo, George Mason University

40.052. Spirituality and Education SIG Business Meeting, Invited Panel and Discussion, SIG-Spirituality & Education; Business Meeting
Sheraton, Third Level, Napoleon Ballroom C1
6:15 pm to 8:15 pm
Chair:
Robert H. London, California State University - San Bernardino

40.053. Talent Development of Students Placed at Risk SIG Business Meeting: Talent Development in the 21st Century, SIG-Talent Development of Students Placed at Risk; Business Meeting
Doubletree, Second Level, Nottoway
6:15 pm to 8:15 pm
Participant:
Wade Boykin, Howard University

40.054. Teacher as Researcher SIG Business Meeting, Reception, and Discussion With Marilyn Cochran-Smith and Susan Lytle, SIG-Teacher as Researcher; Business Meeting
New Orleans Marriott, Third Level, Mardi Gras Salon C
6:15 pm to 7:45 pm
Chair:
Alan D. Amtzis, The College of New Jersey
Participants:
Marilyn Cochran-Smith, Boston College
Susan L. Lytle, University of Pennsylvania

40.055. Technology, Instruction, Cognition, and Learning SIG Business Meeting and Reception, SIG-Technology, Instruction, Cognition & Learning; Business Meeting
Sheraton, Third Level, Napoleon Ballroom C2
6:15 pm to 7:45 pm

40.056. Urban Learning, Teaching, and Research SIG Business Meeting, SIG-Urban Learning, Teaching, and Research; Business Meeting
Sheraton, Fifth Level, Grand Couteau
6:15 pm to 7:45 pm
Participants:
An Evaluation Study of an Executive Master of Business Administration (EMBA) Program in an Urban City: Examining the Transfer of Knowledge and Leadership Practices. Hye Lim Choi, Hanyang University
An overview of the AERA SIG: Urban Learning, Teaching, and Research. Lori Kim, California State University - Los Angeles

40.057. Vocabulary SIG Business Meeting. SIG-Vocabulary; Business Meeting
New Orleans Marriott, Third Level, Mardi Gras Salon B
6:15 pm to 7:45 pm

40.058. Writing and Literacies SIG Business Meeting. SIG-Writing and Literacies; Business Meeting
Astor Crowne Plaza, Second Level Mezzanine, Toulouse A
6:15 pm to 8:15 pm

Saturday, 6:30 pm

AERA Related Activities

41.010. Studying Diversity in Teacher Education Reception: Invitation Only. AERA Related Activities; Reception
New Orleans Marriott, 41st Level, St. Charles
6:30 pm to 7:30 pm
Chair:
Cherry A. Banks, AERA Books Editorial Board Chair and University of Washington - Bothell
Book Co-editors:
Arnetha F. Ball, Stanford University
Cynthia A. Tyson, The Ohio State University

Presidential Sessions

41.011. Innovative Approaches to Scholarship II: Listening to the Sounds of Science: Knowledge and Making Sense in Urban Middle Grades Classrooms. Presidential Session; Invited Session
Sheraton, Third Level, Napoleon Ballroom B2
6:30 pm to 8:00 pm
Chair:
Walter S. Gershon, Kent State University

Saturday, 7:45 pm

Committee Sessions

42.010. Graduate Student Council (GSC) Reception. Graduate Student Council;
Graduate Student Resource Center After Hours Event
Astor Crowne Plaza, Lobby Level, St. Charles Ballroom
7:45 pm to 9:45 pm

Sunday, 7:00 am

AERA Related Activities

45.010. Undergraduate Student Education Research Training Workshop Early Bird Breakfast: Invitation Only (Day 2 of 2). AERA Related Activities; Invited Session
New Orleans Marriott, Fourth Level, Balcony K
7:00 am to 8:00 am

Sunday, 8:00 am

Professional Development Courses

46.010. A Hands-on Introduction to Latent Class Models, Rasch Models, and Their Extensions. Professional Development and Training Committee; Professional Development Course
Hotel Monteleone, 16th Level, Riverview
8:00 am to 12:00 pm
Director:
Matthias Von Davier, ETS

46.011. Grant Writing for Large-Scale Secondary Data Analysis. Professional Development and Training Committee; Professional Development Course
Hotel Monteleone, 17th Level, Vieux Carre
8:00 am to 12:00 pm
Directors:
Jeremy Kilpatrick, University of Georgia
Chandra Muller, University of Texas - Austin

46.012. How to Get Published: Guidance From Emerging and Senior Scholars. Professional Development and Training Committee; Professional Development Course
Hotel Monteleone, Mezzanine Level, La Nouvelle Orleans
8:00 am to 12:00 pm
Director:
Patricia A. Alexander, University of Maryland
Instructors:
Gregory Camilli, University of Colorado - Boulder
Patricia B. Elmore, Southern Illinois University
Jeffrey A. Greene, University of North Carolina
Emily M. Grossnickle, University of Maryland
Gregory R. Hancock, University of Maryland
Panayiota Kendeou, Neapolis University Pafos
Alexandra List, University of Maryland
Sandra Michelle Loughlin, University of Maryland
Sofie Loyens, Erasmus University Rotterdam, Netherlands
Matthew T. McCrudden, Victoria University of Wellington, New Zealand
Diane L. Schallert, University of Texas - Austin

Sunday, 8:15 am

AERA Related Activities

46.014. AERA - Education Writers Association Reporters Seminar (Day 2 of 2). AERA Related Activities; Seminar
Sheraton, Fourth Level, Oakley
8:00 am to 2:00 pm

Sunday, 8:30 pm

Governance Meetings and Events

47.001. AERA Affirmative Action Council: Closed Meeting. AERA Governance; Governance Session
New Orleans Marriott, Fourth Level, Bacchus
8:15 am to 9:45 am
Chair:
James Earl Davis, Temple University

47.002. AERA Graduate Student Council: Closed Meeting. AERA Governance; Governance Session
New Orleans Marriott, Fourth Level, Balconies MN
8:15 am to 9:45 am
Chair:
Annis N. Brown, Michigan State University

47.003. AERA Journal Publications Committee: Closed Meeting. AERA Governance; Governance Session
47.012. Ten Years After the National Research Council Report Scientific Research in Education: Renewed Focus on the Public Good. Presidential Session; Invited Session

Sheraton, Third Level, Napoleon Ballroom C3
8:15 am to 10:15 am

Chair:
Elizabeth A. St. Pierre, University of Georgia
Patti A. Lather, The Ohio State University

Participants:
Whither Qualitative Research in the Scientifically Based Research Decade.
Margaret A. Eisenhart, University of Colorado - Boulder

High-Stakes Testing, Scientific Research in Education, and the Texas State Legislature. Angela Valenzuela, University of Texas - Austin

Discussant:
Michael J. Feuer, The George Washington University

Committee Sessions

47.013. How Does Gender Matter in Schools? Committee on Scholars and Advocates for Gender Equity in Education; Paper Session
Sheraton, Third Level, Napoleon Ballroom D
8:15 am to 9:45 am

Chair: Barbara J. Thayer-Bacon, University of Tennessee

Participants:
Gender Differences in Math Achievement in the Early Elementary Years: Are Girls Too Good? Linda Stubits, Kutztown University; Jeffrey Zackon, Oley Valley School District; Laura Roberts, Right Angle Research Services; Barbara Siegal, Right Angle Research Services; N. Rebecca Flanagan, Right Angle Research Services

Gender Differences in the Role of Relationships in Access to Postsecondary Education. Julia B. Smith, Oakland University; Nancy S. Niemi, University of New Haven

Overcoming Gender Stereotypes and Improving Learning Through the Participation of the “Other Women” in Schools. Carme Garcia Yeste, Universitat Rovira i Virgili; Patricia Melgar Alcantad, University of Girona

Tombay and Gender Heroes: The Pilot Study. Karleen Jimenez Pendleton, Trent University

Discussant:
Barbara J. Thayer-Bacon, University of Tennessee

International and State-Regional Organization Sessions

47.014. Consortium of State and Regional Educational Research Associations
Paper Session 2. Consortium of State and Regional Educational Research Associations; Invited Session
Sheraton, Third Level, Napoleon Ballroom C1
8:15 am to 10:15 am

Chair: Michael S. Green, Hudson Valley Community College - NY

Participants:

Arizona Educational Research Organization - An Examination of Fourth Grade Teachers' Assessment Literacy and Its Relationship to Students' Reading Achievement. Bridget Braney, Mesa Unified School District

Florida Educational Research Association - What are the Factors Affecting Women’s Persistence in Science, Technology, Engineering, and Mathematics. Roxanne M. Hughes, Florida State University

Discussant:
Jennifer Jane Endicott, University of Central Oklahoma

Division Sessions

47.015. Developing Leadership for Inquiry-Based School Reform: Lessons From Scaffolded Apprenticeship Model in New York City and Boston. Division A - Administration Organization & Leadership; Symposium
Sheraton, Fourth Level, Bayside A
8:15 am to 9:45 am

Chair: Joan E. Talbert, Stanford University

Participants:
Facilitating Team Inquiry: Challenges and Moves That Work. Michelle Brochu, New Visions for Public Schools; Brad Hagerty, New Visions for Public Schools

Leading Peer Coaching for School Improvement. Rosa L. Rivera-McCutchen, Lehman College - CUNY; Helen A. Schaffir, Baruch College - CUNY

Learning to Lead School Culture Change. Jeora Bailey, New York City Department of Education; Susan Greenbaum, Baruch College - CUNY
47.016. Examining Policy Impacts on Leadership Preparation From Multiple Angles. Division A - Administration Organization & Leadership; Paper Session
Sheraton, Fourth Level, Bayside B
8:15 am to 9:45 am
Chair: Jeongmi Kim, University of Wisconsin - Madison
Participants:
Reconceptualizing a Supervisory Officer’s Qualification Program: The Power of Narrative to Inform Public Policy. Deirdre M. Smith, Ontario College of Teachers
State Policy on Leadership Preparation: A Study of 16 Southern States. Leslie HaZe Bussey, Southern Regional Education Board; April L. Peters, University of Georgia; Jessica Brome, Georgia Department of Education
The Role of Teach for America as a Spawner of Entrepreneurs in the Education Sector. Jennie Weiner, Harvard University; Wendy Robison, Harvard University; Monica Higgins, Harvard University
The Interstate School Leadership Licensure Consortium 2008 Standards’ “Functions” and Principal Evaluation: A National Study. Gerard Baho, Seton Hall University; Soundara Raman­swami, Plainfield Public Schools

47.017. The World Is Flat: A Global Perspective on Leadership School Reform. Division A - Administration Organization & Leadership; Paper Session
Sheraton, Fourth Level, Bayside C
8:15 am to 9:45 am
Chair: Heather Zovack, University of Texas
Participants:
A Decade of Education Reform in Thailand: Broken Promise or Impossible Dream? Philip Hallinger, The Hong Kong Institute of Education
A School Council and Its Influence on a Learning Improvement Plan. Jane Pauline Preston, University of Saskatchewan
Teacher Evaluation as a Catalyst for Organizational Learning. Hui-Ling Pan, National Taiwan Normal University; Wen-Tian Chen, National Hsinchu University of Education
Educating Healthy Citizens in New Zealand Schools: Students Leading the Way. Sally Map-Boyd, NZCER
Discussant: Carolyn J. Riehl, Teachers College, Columbia University

47.018. Balancing Epistemology and Empowerment: Discussion, Argument, and Dialog Across the Disciplines. Division C - Learning and Instruction; Symposium
Hotel Monteleone, Mezzanine Level, Bienville
8:15 am to 10:15 am
Chair: Noah R. Feinstein, University of Wisconsin - Madison
Participants:
Argumentation, Justification, and Proof in Mathematics Education. Amy Ellis, University of Wisconsin - Madison
Argumentation in Science Education: Achievements and Future Challenges. Jonathan F. Osborne, Stanford University
Dialogic Approaches to Understanding and Improving English Classroom Interaction. Mary M. Juzwik, Michigan State University
Discussion as Pedagogy and Content in Social Studies Education. Diana E. Hess, University of Wisconsin - Madison
Discussants: Anne Rebecca Newman, Washington University in St. Louis
David T. Hansen, Teachers College, Columbia University

47.019. Debate: Motivation, Learning, and Transfer From Computer Games. Division C - Learning and Instruction; Demonstration/Performance
New Orleans Marriott, Second Level, La Galerie 3
8:15 am to 10:15 am
Chairs: Sigmund Tobias, University at Albany - SUNY
John D. Fletcher, Institute for Defense Analyses
Participants:
Examples of Learning From Computer Games. Valerie J. Shute, Florida State University
No Unique Learning Benefits From Games: There Are Less Expensive, More Effective Ways to Teach. Richard E. Clark, University of Southern California

47.020. Inciting Imaginations: New Directions in STEM Education. Division C - Learning and Instruction; Invited Session
Hotel Monteleone, Mezzanine Level, Orleans
8:15 am to 9:45 am
Chairs: Jonathan David Bostic, University of Florida
Jennifer Richardson McGee, University of North Carolina - Charlotte
Participants:
Building on Shaky Ground: Exploring the Synergy Between Science and Engineering Design. Xornam S. Apodaca, University of San Francisco
Orchestrating Engagement: The Role of Immersive Technologies in Mathematics Learning. Melissa Sommefeld Gresalfi, Indiana University
Researching the Hidden World of “Interstitial Learning” in Science, Technology, Engineering, and Mathematics (STEM) Education. Timothy D. Zimmerman, Rutgers University

47.021. Perspectives on Text Complexity Within the Common Core Standards. Division C - Learning and Instruction; Symposium
Hotel Monteleone, Ground Level, Royal Ballroom
8:15 am to 9:45 am
Chair: Elfrieda H. Hiebert, University of California - Berkeley
Participants:
The Emergence of the Active Ingredients of Text: A Unique Marriage of a Quantitative and Qualitative Research Effort. David Liben, Student Achievement Partners; Meredith Liben, Student Achievement Partners
Predictors of Text Complexity and Its Role on Reader Performance. A. Jackson Estner, Metametrics, Inc.
Increasingly More Complex Text and the Comprehension of Below-Level Readers. Heidi Anne Mesmer, Virginia Polytechnic Institute and State University; Elfrieda H. Hiebert, University of California - Berkeley
Discussants: John T. Guthrie, University of Maryland
James W. Cunningham, University of North Carolina - Chapel Hill

47.022. The Roles of Mathematical Problems in Teacher Professional Development: Opportunities for Learning Mathematics. Division C - Learning and Instruction; Symposium
Hotel Monteleone, Mezzanine Level, Iberville
8:15 am to 9:45 am
Chair: Karen A. Marrongelle, Portland State University
Participants:
Connecting Mathematical Learning Goals and Complex Problems Through Professional Development. Karen A. Marrongelle, Portland State University; Edith Gunmer, Northwest Regional Educational Laboratory; Jessica Cohen, Oregon State University; Tract Fantz, Education Northwest; Sarah Enoch, Portland State University
Using Mathematics Tasks in Professional Development to Frame Work on Specialized Content Knowledge. Rebekah Elliott, Oregon State University; Elham Kazemi, University of Washington; Judith E. Mamme, WestEd; Matthew P. Campbell, Oregon State University; Kristin Leseig, Oregon State University; Cathy Carroll, WestEd; Megan M. Kelley-Petersen, University of Washington
Modifications to Mathematical Tasks in the Problem-Solving Cycle: Impact on Mathematics and Cognitive Demand. Erin Baldinger, Stanford University; Hilda Borko, Stanford University; Jennifer K. Jacobs, University of Colorado - Boulder; Karen A. Koellner, University of Colorado - Denver; Sarah Kate Selling, Stanford University
Discussant: Paola Szajn, North Carolina State University
47.023. The Use of New Media Technologies in the Design of Intergenerational, Urban Learning Environments. Division C - Learning and Instruction; Symposium New Orleans Marriott, Second Level, Preservation Hall Studio 7
8:15 am to 9:45 am
Chair: Michael Cole, University of California - San Diego
Participants: "Tell Me Your Story": Mediating Community Discourses Through Collaborative Video Production. Camille Campion, University of California - San Diego
The Design of a Digital Storytelling Learning Environment in an Urban After-School Center. Althea Scott Nixon, University of Southern California
Conversations Through Play: Exploring Computer Games as a Medium for Dialogue. Rachel Cody, University of California - San Diego
Following Ms. Frizzle Into a “Virtual” Ocean: Multimodality in an Informal Learning Environment. Ivan Rosero, University of California - San Diego
Discussant: Michael Cole, University of California - San Diego

47.024. Issues in Computer-Based Testing. Division D - Measurement and Research Methodology; Paper Session Doubletree, Second Level, Rosedown B
8:15 am to 9:45 am
Chair: Richard M. Luecht, University of North Carolina - Greensboro
Effect of Person Cluster on Accuracy of Ability Estimation of Computerized Adaptive Testing in K-12 Education Assessment. Shudong Wang, Northwest Evaluation Association; Hong Jiao, University of Maryland
Effect of Test Design and Test Length for Multistage Testing on Different Examinee Trait Distributions Using the Generalized Partial Credit Model. Lynn Chen, University of Texas - Austin; Barbara G. Dodd, University of Texas - Austin
Variable-Length Multidimensional Computerized Adaptive Testing. Chun Wang, University of Illinois - Urbana-Champaign; Hua-Hua Chang, University of Illinois - Urbana-Champaign; Keith A. Boughton, CTB/McGraw-Hill
Discussant: Tim Davey, ETS

47.025. Positive growth and Development: Programs in Coping. Division E - Counseling and Human Development; Symposium Astor Crowne Plaza, Second Level, Astor Ballroom I
8:15 am to 10:15 am
Chair: Erica Frydenberg, University of Melbourne
Participants: Difficult and Prosocial Behaviors in Teenagers: The Protective Role of Self-Efficacy, Attachment Style, and Coping. Constantinios M. Kokkinos, Democritus University of Thrace; George Stavropoulos, Democritus University of Thrace; Nafsika Antoniadou, Democritus University of Thrace
A Positive Approach to Promoting Self-Discipline Using a Functional Behavioral Assessment. Rebecca A. Robles-Pina, Sam Houston State University; Kimberly Blackwell, U.S. Equal Employment Opportunity Commission
Coping Skills Can Achieve Positive Growth in Young People’s Social Emotional Development. Erica Frydenberg, University of Melbourne
Relationship of Preventive Coping to Teacher Well-Being and Stress. Christopher J. Mccarty, University of Texas - Austin; Richard G. Lambert, University of North Carolina - Charlotte; Annette Ullrich, SRH Hochschule Heidelberg
Building Inner Resilience in Teachers and Their Students. Linda Lantieri, Inner Resilience Program; Susanne DeFalco Barnett, Metis Associates, Inc.
Discussant: Dorothy L. Espelage, University of Illinois

8:15 am to 10:15 am
Chair: Maria Timmons Flores, Western Washington University
Participants: Identity Reconstruction as Strategy for Academic Success: Second Chances for an African American Adolescent Male Displaced by Hurricane Katrina. Nora Kenney, Deakin University
Ecological Language Learning: Urban Youth Navigating the Spaces Across and in Between Cultural Contexts. Noah Borrono, University of San Francisco; Christine Jean Yeh, University of San Francisco
Expanding Conceptions of English Language Learner Teaching and Learning: Weaving Together Science and English Language Development in Third Grade. Kathryn E. McIntosh Ciechanowski, Oregon State University
Comparing the Performance of English Language Learners to Non-English Language Learners on a Measure of Science. Karina Gattamorta, University of Miami; Okhee Lee, University of Miami; Randall D. Penfield, University of Miami
Bilingual College Writers’ Development of Math Discourse for Teaching Through Collaborative Writing of Word Problems. Alberto Esquenica, University of Texas - El Paso

47.027. Making Collaboration the Cornerstone of Linked Learning. Division G - Social Context of Education; Demonstration/Performance New Orleans Marriott, Second Level, La Galerie 2
8:15 am to 9:45 am
Chair: Marisa Saunders, University of California - Los Angeles
Participants: Setting the Stage: Growing a Linked Learning School. Marisa Saunders, University of California - Los Angeles
From the Schoolhouse to the Statehouse: Strategies for Successful Implementation of Linked Learning. Sophie Fanelli, University of California - Los Angeles
Strategies and Challenges of Dual/Concurrent Enrollment Programs: Implications for a Statewide Model. Ebony Cheiree Cain, University of California - Los Angeles; Sarah Maryann Schuler-Brown, University of California - Los Angeles
Teacher Instructional Leadership in Linked Learning Schools in California. Jennifer Anne Crawford, University of Southern California; Erica Ann Hamilton, University of California - Los Angeles
Care as a Key Component to Promoting College, Career, and Community Readiness in Linked Learning Schools. Jesse Moja, University of California - Los Angeles
Discussant: Andrea Venezia, WestEd

47.028. Multiple Publics, Multiple Voices: Exploring Perspectives on Race and Identity in Urban Schools and Communities. Division G - Social Context of Education; Symposium New Orleans Marriott, Second Level, La Galerie 6
8:15 am to 9:45 am
Chair: Maria E. Franquiz, University of Texas - Austin
Participants: Dilemmatic Whiteness: The Challenges of Negotiating Teacher-Student Solidarity Across Hyperdiverse School Contexts. Ebony Elizabeth Thomas, Wayne State University
A Critical Race Theory and Discourse Analysis of Whiteness and Language Dominance in Teacher Education. Marcelle M. Hadlee, Syracuse University
"Are You Gonna Show This To White People?" Chicana/o/Latino/a Students Counter-Narratives About Race and Identity. Ramon Antonio Martinez, University of Texas - Austin
Discussant: Valerie F. Kinloch, The Ohio State University

47.029. How to Build Learning Progressions: Formative Assessment’s Basic Blueprints. Division H - Research, Evaluation and Assessment in Schools; Symposium Doubletree, Second Level, Madewood B
8:15 am to 9:45 am
Chair: James W. Pellegrino, University of Illinois - Chicago
Participants:
Presentation One. Margaret Heritage, University of California - Los Angeles
Presentation Two. Karen Grace Harris, ETS; E. Caroline Wylie, ETS; Malcolm Ignatius Bauer, ETS
Presentation Three. Siobhan Leahy; Edmonton County School; Dylan R. Williams, Institute of Education - London
Presentation Four. W. James Popham, University of California - Los Angeles
Discussant: James W. Pellegrino, University of Illinois - Chicago

47.030. Organizational Effects of Test-Based School Reforms Within Low- and High-Stakes Educational Environments. Division H - Research, Evaluation and Assessment in Schools; Workshop Doubletree, Second Level, Rosedown A
8:15 am to 9:45 am
Participants:
The Role of Accountability Pressure in Explaining Mechanisms of Coupling and Decoupling in the Context of Test-Based School Reforms. Uwe Harald Maier, University of Erlangen - Nürnberg; Lisa Eichman, Grand Valley State University; Annette Fröhlich; Friedrich-Alexander-Universität Erlangen-Nürnberg; Carolin Ramsteck, Friedrich-Alexander-Universität Erlangen-Nürnberg
Ways of Coupling and Decoupling in the Context of Standardized Tests on the Levels of Instruction and Organization. Tobias Diemer; Freie Universität Berlin; Harv Kaper, Free University, Berlin
Ways of Coupling and Decoupling in the Context of Standardized Tests on the Level of School Administration. Thomas Reß, Freie Universität Berlin; Barbara Muslic, Freie Universität Berlin

47.031. An Introduction to Research Methods for Education in the Professions. Division I - Education in the Professions; Invited Session Astor Crowne Plaza, Second Level, Astor Ballroom III
8:15 am to 9:45 am
Participants:
Danette W. McKinley, Foundation for Advancement of International Medical Education and Research
John R. Boidet, Educational Commission for Foreign Medical Graduates

47.032. State and Federal Policy and Minority Student Success in Higher Education. Division J - Postsecondary Education; Paper Session JW Marriott, Third Level, Maurepas
8:15 am to 9:45 am
Chair: Kristan M. Venegas, University of Southern California
Participants:
Efficiency and Black Colleges: An Application of Data Envelopment Analysis. Jason Alis Copuet, University of Illinois - Chicago
Financial Aid and Temporal Patterns in Latinos’ Community College Enrollment in a Newcomer State. Jacob P.K. Gross, West Virginia Higher Education Policy Commission; Desiree Danielle Zerquera, Indiana University - Bloomington; Vasti Torres, Indiana University
The Ecology of Title V and Directions for Future Change. Misty Dawn Sawatzky, University of Southern California
The Impact of State Appropriations on the Enrollment of African Americans in Public Postsecondary Education. Khadish O. Franklin, University of Maryland - College Park; Kimberly M. Holmes, University of Maryland - College Park
Discussant: R. Evely Gildersleeve, Iowa State University

47.033. Approaches to Preservice Teacher Education: Examining the Role of Context, Community, and Culture in Teaching and Learning. Division K - Teaching and Teacher Education; Invited Session New Orleans Marriott, Second Level, Preservation Hall Studio 9
8:15 am to 9:45 am
Chair: Wanda J. Blanchett, University of Missouri - Kansas City
Participants:
Monika Williams Shealey, University of Missouri - Kansas City
Jennifer H. Waddell, University of Missouri - Kansas City
Valerie Gayle Tucker Blackwell, University of Missouri - Kansas City
Cindy Gutierrez, University of Colorado - Denver
Shelley Zion, University of Colorado - Denver
Suzanne C. Arnold, University of Colorado - Denver
Honorable D. Nocon, University of Colorado - Denver
Discussant: Wanda J. Blanchett, University of Missouri - Kansas City

47.034. Cross-National Research on Teacher Quality and Teacher Labor Markets. Division L - Educational Policy and Politics Cosponsored by Division L - Educational Policy and Politics; Paper Session Sheraton, Fifth Level, Grand Chenier
8:15 am to 10:15 am
Chair: Thomas M. Smith, Vanderbilt University
Participants:
Exploring Differences in the Distribution of Teachers in Mexico and South Korea: Evidence From the Teaching and Learning International Survey (TALIS). Thomas F. Laschei, Claremont Graduate University; Amita Chaudhar, Michigan State University; William Joshua Rev, Florida State University
Getting a Teaching Job: Corruption and the Role of Middlemen in Teacher Labor Markets in India. Tara Betelle, World Bank and Stanford University
Do Teachers Continue to Improve With Experience? Evidence of Long-Term Career Growth in the Teacher Labor Market. John Papay, Harvard University; Matthew A. Kraft, Harvard University
The Influence of Teacher Preparation Components on Elementary Teaching Candidates’ Mathematics Knowledge for Teaching (MKT) in the United States and China. Hong Qian, Michigan State University; Peter A. Youngs, Michigan State University; Geoffrey C. Phelps, ETS
The Impact of Incentives on the Supply and Distribution of National Board-Certified Teachers. Margaret L. Pleck, University of Washington; Ana M. Elfers, University of Washington; Elise M. St. John, University of Washington; Terese Emry, Center for Strengthening the Teaching Profession; Matthew Finster, University of Washington
Discussant: Sung-Hyun Cha, Korean Educational Development Institute

47.035. Environmental Standards and School Curricula: Raising the Bar and Making the Connections. Division L - Educational Policy and Politics; Paper Session Sheraton, Second Level, Rhythms Ballroom I
8:15 am to 10:15 am
Chair: Daniel Berebitsky, Vanderbilt University
Participants:
Alignment Study of the College- and Career-Readiness Standards of the Common Core State Standards Initiative. David T. Conley, Educational Policy Improvement Center; Mary Seburn, Educational Policy Improvement Center; Charis L. McGaughy, Educational Policy Improvement Center
Who Has Access to Core Content? Implications of Common Core State Standards for Gaps in Mathematics Opportunities During High School. Kathryn S. Schiller, University at Albany - SUNY; Paul George Wilner, University at Albany - SUNY
Measuring Opportunity to Learn: A State-Level Approach to Standards-Based Curriculum Validation. David T. Conley, Educational Policy Improvement Center; Charis L. McGaughy, Educational Policy Improvement Center; Anna Puhn, Educational Policy Improvement Center; Jennifer Sattent, Educational Policy Improvement Center; Darya Veach, Educational Policy Improvement Center
“What Every Student Should Know”: The Making of California’s History-Social Science Standards. Bradley Fogo, Stanford University
Examining Curriculum Alignment: Connecting the Goals of Schooling to State. Antissa Lokey-Fega, Georgia State University; Laurie Brantley-Dias, Georgia State University
Discussant: Betty Malen, University of Maryland

SIG Sessions

47.036. Learning to Teach and Improve Schools Through Action Research. SIG-Action Research; Paper Session Doubletree, Second Level, Shadows
8:15 am to 9:45 am
Chair:
47.037. Diverse Perspectives on Embodied Learning: What's So Hard to Grasp? SIG-Advanced Technologies for Learning; Symposium
Astor Crowne Plaza, Second Level Mezzanine, Toulouse B
8:15 am to 10:15 am
Chair:
Riki Goldman, New York University
Participants:
From Tacit Sensorimotor Coupling to Articulated Mathematical Reasoning in an Embodied Design for Proportional Reasoning. Dor Abrahamson, University of California - Berkeley; Jose Francisco Gutierrez, University of California - Berkeley; Rosa G. Lee, University of California - Santa Cruz; Daniel Reinholtz, University of California - Berkeley; Dragan Trinic, University of California - Berkeley
Investigating the Benefits of Embodied Metaphorical Interaction Models to Support Children’s Conceptual Learning in Interactive Environments. Alissa N. Antle, Simon Fraser University
Bringing the Graph in Closer to the Body: Gestural/Kinesthetic and Sonic Cognitive Resources for Polynomial Functions. Susan Gerofofy, The University of British Columbia
Empathetic Embodiments for Robot Programming. Riki Goldman, New York University; Helen Kwah, New York University
Mathematical Instruments and Perceptuo-Motor Integration. Ricardo Nemirovsky, San Diego State University; Molly Kelton, San Diego State University; Bohdan Rhodehamel, San Diego State University
Discussant:
Rogers P. Hall, Vanderbilt University

47.038. (Re)positioning Learning Through Creative Medias, Literacies, and Modalities. SIG-Arts and Learning; Paper Session
Astor Crowne Plaza, Second Level Mezzanine, Bienville
8:15 am to 10:15 am
Chair:
Robin A. Mello, University of Wisconsin - Milwaukee
Participants:
Effects of Arts Integration on Middle School Students’ Language Arts and Mathematics Performance. Elaine M. Walker, Seton Hall University
Expressions of Emerging Agency, Identity, and Participation Among Latino Children in an Afterschool Film Program. Elisa Quiroz Villa, New Mexico State University; Krista D. Glazewski, New Mexico State University; Leticia Burbano De Lara, New Mexico State University; Boris Costa-Guerrero, Romina Pacheco, New Mexico State University
Dynamic Learner-Centered Classrooms: Their Effect on Students’ Quality of Thinking in the Visual Arts. Delane Ingalls Vanada, University of Denver Theater Arts, Media, and Language at the Border: Media and Theater Arts Integration With English Language Learners. J. David Betts, The University of Arizona
Discussant:
Merryl R. Goldberg, California State University - San Marcos

47.039. Math and Science Inquiry, Testing, and Access for Multilingual Learners. SIG-Bilingual Education Research; Paper Session
Sheraton, Fourth Level, Oak Alley
8:15 am to 9:45 am
Chair:
Laura A. Valdiviezo, University of Massachusetts
Participants:
Using Two Languages to Express Reasoning: Spanish-English Bilinguals Solving Multiple-Choice Science Items. Rachel Rae Prosser, University of Colorado - Boulder
Math in a Dual Language Classroom: It Does Not Add Up to Equal Access. Simeon Martin Stumme, Concordia University - Chicago
Utilizing a Bilingual Teaching Assistant to Enhance Science Inquiry Learning for Newly Arrived English Language Learners. Karleen R. Goubard, Long Island University; Cynthia Shea, Long Island University; Sandra Rivadeneyra, Long Island University
Evening the Playing Field: Creating Mathematics Examinations That Lessen the Gap Between English Language Learners and Non-English Language Learners. Albert Manuel Jimenez, University of Georgia
Discussant:
Denise Egea-Kuehne, Louisiana State University

47.040. Still Lifting, Still Climbing: The Work of African American Women Professors. SIG-Critical Perspectives on Early Childhood Education; Demonstration/Performance
New Orleans Marriott, Second Level, Preservation Hall Studio 5
8:15 am to 9:45 am
Chair:
Darlene Russell, William Paterson University
Participants:
Still Lifting, Still Climbing: The Work of African American Women Professors. Darlene Russell, William Paterson University; Lisa D. Hobson, Prairie View A&M University; Denise M. Bazzle-Taliaferro, Miami University of Ohio
Discussant:
Denise M. Bazzle-Taliaferro, Miami University of Ohio

47.041. Critical Perspectives: Discussion of International Contexts. SIG-Critical Perspectives on Early Childhood Education; Paper Session
W. Alibali, University of Wisconsin - Madison; Mitchell J. Nathan, University of Wisconsin - Madison; Mathew Felton, University of Wisconsin - Madison; Matthew Wolfgram, University of British Columbia
A Cluster Randomized Controlled Trial Evaluation of the Media Initiative for Children Preschool Program. Paul Connolly, Queen’s University - Belfast; Angela Eakin, Queen’s University - Belfast; Sarah Miller, Centre for Effective Education
Constructing Equitable Notions of “Quality” in Two Filipino Early Childhood Care and Development Communities. Rhianne Delyth Williams, University of Minnesota
Performing Intelligible Learner Identities in the First Year of School. Alice Bradbury, Institute of Education - London
Play-Based Outdoor Learning: A Route to Greater Social Cohesion? Sue Waite, University of Plymouth; Julie Evans, University College Plymouth St Mark and St John; Sue Jane Rogers, Institute of Education - London
Reconceptualizing Gender Culture: When Curriculum Intersects With New Taiwanese Children’s Gender Identities. Yu-Hui Chou, Kent State University; Janice Kroeger, Kent State University
The ASSIST Project: Structured Inservice Training for Preschool Assistants and Preschool Teachers. Jan Gramans, University of Gavel; Ingrid Nordkvist, University of Gavel; Elisabeth Bjorklund, University of Gavel
Discussant:
Mathias Urban, University of East London

47.042. Democratic Citizenship in Education Paper Session 2. SIG-Democratic Citizenship in Education; Paper Session
Sherraton, Third Level, Napoleon Ballroom B1
8:15 am to 10:15 am
Chair:
James M. Mitchell, California State University - East Bay
Participants:
Democratic Performance in the “Global Theater”: Situated Perspectives on the 2010 G20 Summit. Amy Cadman, Queen’s University; Alicia Hussain-Kelly, Queen’s University
Effects of Citizenship Education on Citizenship of Students: A Review Study.
47.043. Becoming a Scholar: Writing, Research, and Doctoral Student Identity Development. SIG-Doctoral Education across the Disciplines; Paper Session JW Marriott, Third Level, Conde 8:15 am to 9:45 am Chair: Colette E. Patt, University of California - Berkeley Participants: Perceptions and Practices of Writing in Doctoral Education: Consequences for Students and Supervisors. Doreen Starke-Meyerring, McGill University; Anthony W. Pare, McGill University Sharing Our Story: A Co-Constructed Narrative of the Dissertation Process in a Higher Education Program. Brian Todd/Garcia, University of Southern Mississippi; Norma T. Merte, University of Tennessee. The Major Themes and Qualities of Formative Comment by PhD Examiners in the Sciences and Education. Allyson Patricia Holbrook, University of Newcastle; Sid F. Bourke, University of Newcastle

47.044. Literacy Practices in the Early Childhood Classroom. SIG-Early Education and Child Development; Paper Session New Orleans Marriott, Second Level, Preservation Hall Studio 6 8:15 am to 9:45 am Chair: Susan B. Neuman, University of Michigan - Ann Arbor Participants: A Latent Growth Analysis of School Readiness and Teacher Sensitivity as Correlates for Reading Growth. Monika Townsend, University of Virginia; Timothy R. Konold, University of Virginia A Mixed-Methods Study of Teachers’ Views About the Importance of Readiness for Kindergarten: Children’s Background and Literacy Learning. Sarah Armstrong Tucker, University of Michigan; Valerie E. Lee, University of Michigan; Elizabeth A.M. Degroot, University of Michigan - Ann Arbor; Paul G. Perrault, University of Michigan Children’s Access to Print Material and Education-Related Outcomes: Findings From a Meta-Analytic Review. James J. Lindsay, Learning Point Associates Success Factors in an Early Reading First Project: What’s Happening in Ms. Baker’s Class? Byeon-Jeun You, Southwest Institute; Karen Burstein, Southwest Institute for Families and Children; Cathy Otto, Southwest Institute, Anshu Sharma, Southwest Institute; Mi-Jung Song, Arizona State University Social Talk and Imaginative Play: Curricular Basics for Young Children’s Language and Literacy. Anne Hae Dyson, University of Illinois - Urbana-Champaign; Celisa Genishi, Teachers College, Columbia University

47.045. Family Engagement and Early Childhood Education. SIG-Family, School, Community Partnerships; Paper Session Sheraton, Fourth Level, Southdown 8:15 am to 9:45 am Chair: Glenda L. Allen-Jones, Southern University - New Orleans Participants: A Portrait of Family Involvement in Head Start: Insights From the Family and Child Experiences (FACES) Data. Annemarie H. Hindman, Temple University; Lori Skibbe, Michigan State University; Alison Miller, University of Michigan An Experimental Study of the Effects of Participation in a Family Literacy Program on Preschool to Grade 2 Children’s Vocabulary and Early Literacy Knowledge. Jeanne R. Paratore, Boston University Exploring Families’ Early Literacy Acquisition Beliefs and Behaviors Within an Appalachian Head Start Program. Amber M. Friesen, Indiana University; Gretchen D. Butera, Indiana University Family Engagement and Language Outcomes From a Shared Reading Intervention. Holly M. Kreider, Raising A Reader Discussant: Virginia C. Shipman, University of New Mexico

47.046. Historical Criticism, Pedagogy, and Pleasure: Opening up New Possibilities in Educational Thought and Experience. SIG-Foucault and Education; Paper Session JW Marriott, Third Level, Orleans 8:15 am to 10:15 am Chair: Christine Clark, University of Nevada - Las Vegas Participants: Effective History as Pedagogy: Foucault’s Historiography and the New Cultural History of Education. Huanan-Yi Huang, Michigan State University; Lynn Fendler, Michigan State University Possibilities for Intimacy and Pleasure: Insights and Incites on Pedagogical Ethics From Foucault and Sade. Adam Joseph Greisman, Michigan State University; Lynn Fendler, Michigan State University Toward a Disturbance of Culturally Relevant Teaching. Mardi Schmeichel, University of Georgia

47.047. Accessibility of Educational Environments: Supporting Students With Special Needs. SIG-Inclusion & Accommodation in Large-Scale Assessment; Symposium New Orleans Marriott, Second Level, Preservation Hall Studio 2 8:15 am to 10:15 am Chair: Patricia JoAnn Almond, University of Oregon Participants: Making Content-Based Assessment Accessible to English Language Learners. Jamal Abed, University of California - Davis American Sign Language Accommodations for Deaf or Hard-of-Hearing Students. Stephanie W. Cwsthon, University of Texas - Austin Improving Access to Mathematics Through Multiple Representations. Leanne R. Ketterlin-Geller, Southern Methodist University; Diane Baty Gifford, Southern Methodist University; Megan Melissa Oliphant Exploring a Partial Auditory Accommodation for Reading Assessment. Martha L. Thurlow, University of Minnesota; Ross E. Moen, National Center on Educational Outcomes; Adam Lekwa, National Center on Educational Outcomes; Sarah Scullin, National Center on Educational Outcomes Applying Universal Design for Accessibility Principles to the Accessibility of Classroom Assessments. Elisa Jamgochian, University of Oregon Discussant: Linda L. Crawford, Texas Christian University

Bruno Losito, Third University of Rome; Gabriella Agrusti, Roma Tre University; Elisa Caponera, Roma Tre University

Discusants: Jo-An M. Amadeo, University of Maryland - College Park; David P. Baker, The Pennsylvania State University


SIG-Motivation in Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 8
8:15 am to 10:15 am

Chairs: Chris S. Hulleman, James Madison University; Avi Kaplan, Temple University

Participants:

Relevance Is Motivating: Lessons Learned From Applying Expectancy-Value Theory in the Real World. Chris S. Hulleman, James Madison University; Kenneth E. Barron, James Madison University; Judith Harackiewicz, University of Wisconsin

Parents’ Understanding of the Utility Value of Science, Technology, Engineering, and Mathematics (STEM) Courses for High School. Judith Harackiewicz, University of Wisconsin; Chris S. Hulleman, James Madison University; Chris Rozek, University of Wisconsin - Madison; Janet S. Hyde, University of Wisconsin - Madison

Facilitating Identity Exploration in a Middle School Environmental Education Program. Dafna Granit-Dagan, Ben-Gurion University of the Negev; Avi Kaplan, Temple University; Hanoch Flum, Ben-Gurion University of the Negev

A Brief Social-Belonging Intervention Raises African American Students’ College Grades Over 3 Years. Gregory Mariotti Walton, Stanford University; Geoffrey L. Cohen, Stanford University


Musings on Meaning: The Role of Meaning Systems for Motivation Interventions. Helen Patrick, Purdue University; Panayota Y. Mantzicopoulos, Purdue University

Discussion:
Tim Urdan, Santa Clara University

47.050. African American Males in Higher Education: Examining Their Experiences in Diverse Contexts. SIG-Multicultural/Multilingual Education; Symposium

New Orleans Marriott, Second Level, La Galerie 1
8:15 am to 10:15 am

Chair: Chance W. Lewis, Texas A&M University - College Station

Participants:

African American Males in the Community College: Motivational Factors Affecting Student Academic Success. J. Lake Wood, Lincoln Memorial University

Undergraduate African American Males at Historically Black Colleges and Universities. Robert Terry Palmer, Binghamton University - SUNY; John Michael Lee, Jr, The College Board

Strategies for Success: Examining Social Capital Among African American Male Doctoral Students at Predominantly White Institutions. Ted Nicholas Ingram, Indiana University; Adriel Adon Hilton, Upper Iowa University

Black Males in a Retention Initiative: Programmatic Elements for Leadership Development and Academic Success. Nathan Stephens, University of Missouri

From High School to Higher Education: The Problem With Black Men. John Michael Lee, Jr., The College Board

Discussion:
Chance W. Lewis, Texas A&M University - College Station

47.051. Duocentographies of Status, Privilege, and Power: A Political Turn for the Public Good. SIG-Qualitative Research; Symposium

Astor Crowne Plaza, Second Level Mezzanine, Toulouse A
8:15 am to 9:45 am

Chair: Richard D. Sawyer, Washington State University - Vancouver

Participants:

“I Treat Everyone the Same”: Interrogating Power and Privilege in Leadership Education. Patrice A. McClellan, Lourdes College; Jennifer Sader, Bowling Green State University

Alleyways and Paths of Patriotic Songs, Pride, and Oppression. Fran Huckaby, Texas Christian University; Molly Hand Weinbaugh, Texas Christian University

Exploring the Implicit Dynamics of Engendered Authority: From Elementary Students to University Professors. Joe Norris, Brock University; Georgann Cope Watson, Brock University

Discussion:
Richard D. Sawyer, Washington State University - Vancouver

47.052. Queer Education in Schools: Experience, Resistance, and Policy. SIG-Queer Studies; Paper Session

Sheraton, Third Level, Napoleon Ballroom B2
8:15 am to 10:15 am

Chair: Timothy G. Larrabee, Oakland University

Participants:


Students’ Queer(ed) Identity Development in the Gay-Straight Alliance at Freedom High School. James Bernard Mayo, University of Minnesota

What Is Sexuality For? Queer Theory, Lesbian, Gay, Bisexual, and Transgendered, and Queer (LGBTQ)Youth, and Sex Education. Jen Gilbert, York University, Canada

Semos Lesbianas, Bisexuales, Gay y Que! Chicana/o/Latina/o Youth Taking Action! Marisol Oriana Ruiz, New Mexico State University

Dear Jaheem, Carl, and Lawrence: A Poststructural Ethical Analysis of Bullying Legislation. Jodi Jan Kaufmann, Georgia State University

Discussion:
Sabina Elena Vaught, Tufts University

47.053. Teacher Faith and Curriculum in Education. SIG-Religion and Education; Paper Session

Astor Crowne Plaza, Second Level Mezzanine, Iberville
8:15 am to 10:15 am

Chair: Anthony J. Dosen, DePaul University

Participants:

Finding the Path: Teachers, Religion, and Crossing Borders in Middle School. Jason E. Nelson, University of Washington

A Plan for Implementing a Curriculum of Religious Education in American Public Schools. Jeffrey R. Thibert, University of Illinois - Urbana-Champaign

Holistic Teacher Induction: Attending to the Professional and Spiritual Needs of First-Year Christian Teachers. Jillian N. Lederhouse, Wheaton College; Laura A. Barwegen, Wheaton College; Sally E. Morrison, Wheaton College

Discussion:
Ronald J. Nuzzi, University of Notre Dame; James A. Sweeney, Regent University

47.054. Reading Researchers in Search of Common Ground: The Expert Study Revisited. SIG-Research in Reading and Literacy; Symposium

Doubletree, Second Level, Madewood A
8:15 am to 9:45 am

Chair: Amy Woo Rhee, University of Massachusetts - Boston

Participants:

The Expert Study and Past 10 Years of Literacy Research: In Retrospect. Rona F. Flippo, University of Massachusetts - Boston

A Focus on Past and Current National Assessment of Educational Progress Reading Data. Jay R. Campbell, ETS

Finding Common Ground in Reading Research: Principled Pluralism, Cognitive Flexibility, and New Contexts for Reading. Rand J. Spiro, Michigan State University

Theory From the Radical Middle. P. David Pearson, University of California - Berkeley

Discussion:
P. David Pearson, University of California - Berkeley; Yetta Goodman, The University of Arizona

47.055. Supporting Students’ Intellectual Engagement in Social Studies: Cases of Teacher Capacity and Teacher Learning. SIG-Research in Social Studies Education; Symposium

New Orleans Marriott, Second Level, Preservation Hall Studio 3
8:15 am to 9:45 am

John A. Flippo, University of Massachusetts - Boston

Participants:

“1 Treat Everyone the Same”: Interrogating Power and Privilege in Leadership Education. Patrice A. McClellan, Lourdes College; Jennifer Sader, Bowling Green State University

Alleyways and Paths of Patriotic Songs, Pride, and Oppression. Fran Huckaby, Texas Christian University; Molly Hand Weinbaugh, Texas Christian University

Exploring the Implicit Dynamics of Engendered Authority: From Elementary Students to University Professors. Joe Norris, Brock University; Georgann Cope Watson, Brock University

Discussion:
Richard D. Sawyer, Washington State University - Vancouver
47.056. Gifted Education Programming and Instruction. SIG-Research on Giftedness and Talent; Paper Session

**Chair:** Del L. Siegle, University of Connecticut

**Participants:**
- Achievement Grouping and Kindergarten Reading Growth: Effects on Students in a Gifted Program and Their Peers. Jill L. Adelson, University of Louisville; Brittany Diane Carpenter, University of Louisville
- Effects of Differentiated Reading Instruction on Middle School Student Achievement. Catherine A. Little, University of Connecticut; Sally M. Reis, University of Connecticut; D. Betsy McCouch, University of Connecticut
- Advanced Mathematics Curriculum: The Effect of Project M2 on the Achievement of Mathematically Talented Students in Grade 2. Janine M. Fenneman, University of Connecticut
- Content Repetition in Mathematics: Potential Effect on Gifted and Talented Students. Shelli Cole, Connecticut State Department of Education
- Effects of Gifted Education Science, Technology, Engineering, and Mathematics Project on Teachers' Science Process Skills and Science Content Knowledge. Alicia Cotabish, University of Arkansas - Little Rock; Ann E. Robinson, University of Arkansas - Little Rock; Gail D. Hughes, University of Arkansas - Little Rock

**Discussant:** Carolyn M. Callahan, University of Virginia

47.057. Specters of Colonialism, Embodiments of Hope: Critical Perspectives on Asian American Educational Experiences. SIG-Research on the Education of Asian and Pacific Americans; Symposium

**Chair:** Arlene Sadura Daus-Magbud, San Francisco State University

**Participants:**
- Silencing of the Asian American Voice: Navigating in American Schools. Freya Bernardo, San Francisco State University
- Critical Suburban Pinay/ooy Pedagogy: Disrupting the Suburban Schooling Apparatus. Edward Ryan Curammeng, San Francisco State University
- Decolonizing the Classroom: Asian American Teachers’ Pedagogical Praxes. Henry Francisco, San Francisco State University
- Shape-Shifting in Filipina/American Independent Film. Raymond San Diego, San Francisco State University

**Discussant:** Allyson Tintiangco-Cubales, San Francisco State University

47.058. Current Issues in Rural Education. SIG-Rural Education; Paper Session

**Chair:** Christopher Stapel, University of Kentucky

**Participants:**
- Beyond Place-Based Education: The Need for a Critical Lens in Rural Classrooms. Amy Azano, University of Virginia
- Debunking the Myth of the Consensus Rural Community: Implications for Politics, Policy, and Practice. Erin Carol McHenry-Sorber, The Pennsylvania State University
- Making Rurality Visible on the Educational Policy Landscape: A View From Canada. Michael J. Corbett, Acadia University
- Making the Best of It: Literacy and Learning in a Rural Elementary School. Suzanne M. Wilson, Michigan State University

**Chair:** Roxana Marachi, San Jose State University

**Participants:**
- Gangs Are Like Family: A Prospective Study of Attitudes About Gangs and Academic Achievement. Beth Manke, California State University - Long Beach; Megan Wacchter, California State University - Long Beach
- Merging Gang and School Violence Theoretical Models: Examining Predictors of Gang Membership Within California Schools. Joey Nuez Estrada, University of Southern California; Ron Avis; Astor, University of Southern California; Ramí Benbenisty, Bar-Ilan University; Tamiila Gilreath, University of Southern California; Kris M. De Pedro, University of Southern California
- Constructing Behavioral Expectations for Schools: An Analysis of Codes of Student Conduct Rule Structures and Changes. DeCoteau J. Irby, University of Wisconsin - Milwaukee
- Detection and Deterrence: Metal Detectors in the School District of Philadelphia. Billie Gustic, University of Massachusetts - Boston; Dominique E. Johnson, Ramapo College of New Jersey
- The Effectiveness of Mandatory-Random Student Drug Testing. Susanne James-Burdumy, Mathematica Policy Research, Inc; Brian Goessling, Mathematica Policy Research, Inc; John Deke; Eric Einspruch, RMC Research Corporation

47.060. The Organizational Climate Index in Schools. SIG-School Community, Climate, and Culture; Paper Session

**Chair:** Jing Xu, Michigan State University

**Participants:**
- Chinese Middle School Students’ Perceptions of School Climate and Academic Motivation: A Longitudinal Study. Qing Xue, New York University; Yueming Jia, Texas A&M University; Nobei Way, New York University
- Development of a Short Form of the Organizational Climate Index (OCI). Amanda Carrie Chucisky Prieto, City University of New York; Paul M. Miller, Saint John's University; Edwin Tjoe, Saint John's University; C. John Tarter, The University of Alabama; Nancy Elda Casella, Information Technology High School
- The Use of School Climate Data for School Improvement. Diana Luminita Mudrila, University of South Carolina; Sarah J. Gareau, Lenorh Rhyme University; Tomonori Ishikawa, University of South Carolina; Christine DiStefano, University of South Carolina; Robert John May, University of South Carolina; Diane M. Monrad, University of South Carolina

47.061. Boon or Bust? Taking Stock of Urban High School Turnaround in Texas Districts. SIG-School Turnaround and Reform; Symposium

**Chair:** Julian Vasquez Heilig, University of Texas - Austin

**Participants:**
- What Does It Take? Merit Pay and the Recruitment of Teachers to Reconstituted Schools. Bradley W. Davis, University of Texas - Austin; Christian Bell, University of Texas - Austin; Christopher Lee, University of Texas - Austin
- Turning Around Texas Schools: The Case of Reconstitution in Predominantly African American High Schools in Houston. Choquette M. Hamilton, University of Texas - Austin; Rian Kelly Carkhuff, University of Texas - Austin

**Discussant:** Linda McSpadden Mcelwee, Rice University

47.062. Teacher Identity and Growth. SIG-Science Teaching and Learning; Paper Session

**Chair:** Jeffrey W. Bloom, Northern Arizona University

**Participants:**
- Increasing Elementary Teachers’ Science Teaching Efficacy Beliefs Through Integrating Science Content With Language Arts. Hasan Doniz, University of Nevada - Las Vegas
Learning Progressions in Instructional Design: Expectations and Practice of Scientists Becoming Teachers in the Preservice and First-Year Settings. Erin E. Peters Burton, George Mason University; Stephen R. Burton, Grand Valley State University

Let’s Make Science Fun: The Role of Competence and Avoidance Motivation in Activity-Based Science. Erin E. Peters Burton, George Mason University; Suzanne E. Hiller, George Mason University

Teacher Identities of Three Second-Grade Teachers: A Case Study From the Students’ Perspective. Lauren P. Madsen, North Carolina State University; Eric N. Wiebe, North Carolina State University; John Curtin Bedward, North Carolina State University; James Minogue, North Carolina State University; Mike Carter, North Carolina State University

The Role of Affirmations and Challenges in Science Teacher Identity Development. Maria Selenia Rivera Mancucci, Barnard College; Shoshana Sprague, Barnard College

Chair: Christopher Emdin, Teachers College, Columbia University

Participants:

The Role of Affirmations and Challenges in Science Teacher Identity Development. Maria Selenia Rivera Mancucci, Barnard College; Shoshana Sprague, Barnard College

8:15 am to 10:15 am

Sheraton, Fifth Level, Grand Couteau

Chair: Carla Lisa DiGiorgio, University of Prince Edward Island

Participants:

Characteristics of Reading Instruction in High School Supplemental Reading Classes. Orhan Cakiroglu, University of Wisconsin - Madison; Kimber L. Wilkerson, University of Wisconsin

Reading Instruction for Students With Autism Spectrum Disorders: A Survey of Special Educators. Janet E. Spector, University of Maine; James Artesani, University of Maine; Brian Cavanaugh, University of Maine

Reading Instruction in Juvenile Correctional Facilities for Students With High-Incidence Disabilities. Kimber L. Wilkerson, University of Wisconsin; Joseph C. Gagnon, University of Maryland; Loretta Mason-Williams, University of Wisconsin - Oshkosh

The Implications of Teachers’ Knowledge of Reading Fluency for Teachers’ Practice and Student Performance. Sujeong Park, University of Florida; Mary Theresa Kiely, University of Florida; Mary T. Brownell, University of Florida; Yeonhee Park, University of Florida

The Use of Brief Intervention Probes to Determine the Most Effective Tier 2 Reading Fluency Strategy. Laura Baylot Casey, The University of Memphis; Janna Siegel Robertson, University of North Carolina - Wilmington; Robert Lee Williamson, Bowling Green State University; Mindy Taylor Johnson, The University of Memphis

Effects of Fluency Interventions for Students With or at Risk for Disabilities. Paul L. Morgan, The Pennsylvania State University; Georgios D. Sideridis, University of Crete; Toulika Hua, University of Iowa

Chair: Robert H. London, California State University - San Bernardino

Participants:

Dialogue Between a Native American Indigenous Healer and Western Psychology. Rocky Robbins, University of Oklahoma; Ji Yeon Hong, University of Oklahoma; Aaron Jennings, University of Oklahoma


Taming Monkey Mind in Teacher Education: Contemplative Teaching as Public Good. David Lee Keiser, Montclair State University

Chair: Hyeonjo J. Oh, ETS

Participants:

Additive Models for Multinat-Multimethod Data Assuming a Multiplicative Trait-Method Relationship: A Simulation Study. Lidong Zhang, University of Florida; Rong Jin, Walter L. Leite, University of Florida; James Algina, University of Florida


Measuring Method Effects Associated With Negative Wording. Chris M. Coleman, James Madison University; Deborah L. Bandelos, University of Georgia; Sun-Joo Cho, Vanderbilt University

The Performance of Model Fit Indices in Robust Weighted Least Squares Estimations in Structural Equation Modeling. Yu Zhao, The Pennsylvania State University; Pui-Wa Lei, The Pennsylvania State University

Chair: Daun Zhang, University of Denver

47.066. Honoring Barry J. Zimmerman: His Achievements as an Educator, Collaborator, and Theorist. SIG-Studying and Self-Regulated Learning; Symposium

8:15 am to 10:15 am

Sheraton, Third Level, Napoleon Ballroom C2

Chairs:

Hefer Benbenisty, Queens College - CUNY

Timothy J. Cleary, University of Wisconsin - Milwaukee

Anastasia Kitanuas, George Mason University

Participants:

Barry J. Zimmerman: An Innovative and Dynamic Contributor to Self-Regulation Theory and Research. Steve Graham, Vanderbilt University

Barry J. Zimmerman’s Work From a Metacognitive Perspective and His International Impact. Marcel J. Veenman, Leiden University


Barry J. Zimmerman: An Expert Mentor Through Cyclical Phases of Self-Regulatory Feedback. Marie Catherine White, NYack College

Barry J. Zimmerman as a Collaborating Scholar. Dale H. Schunk, University of North Carolina - Greensboro

Chair: Stefanie Andrea Hillen, University of Agder - Kristiansand - Associate Professor

Participants:

Use of Knowledge Mapping in Computer-Based Assessment. Harold F. O’Neil, University of Southern California; Greg Chung, University of California - Los Angeles

Automated Knowledge Visualization and Assessment. Dirk IJfouhler; University of Freiburg; Pablo Nicolai Pinnay-Dummer, University of Freiburg Germany


Congruencies and Differences of Knowledge Networks as Representations of Complex Knowledge. Baerbel Fuerstenau, Dresden University of Technology; Hartmut Oldenbuerger, Dresden University of Technology; Iris Trojahn, Dresden University of Technology

Shared Cognitions in a Field of Informal Education: Knowledge Maps Toward Over-Indebtedness of Young Adults. Klaus U. Breuer, The Johannes Gutenberg University Mainz; Nina Bender, Gutenberg School of Management & Economics

Chair: J. Michael Spector, University of Georgia

47.067. Technology, Instruction, Cognition and Learning 3: Knowledge Maps for Representation of Higher-Order Cognitions: Potential and Limitations From an International Perspective. SIG-Technology, Instruction, Cognition & Learning, Symposium

8:15 am to 10:15 am

Sheraton, Second Level, Grand Ballroom A

Chair: Stefanie Andrea Hillen, University of Agder - Kristiansand - Associate Professor

Participants:

Use of Knowledge Mapping in Computer-Based Assessment. Harold F. O’Neil, University of Southern California; Greg Chung, University of California - Los Angeles

Automated Knowledge Visualization and Assessment. Dirk IJfouhler; University of Freiburg; Pablo Nicolai Pinnay-Dummer, University of Freiburg Germany


Congruencies and Differences of Knowledge Networks as Representations of Complex Knowledge. Baerbel Fuerstenau, Dresden University of Technology; Hartmut Oldenbuerger, Dresden University of Technology; Iris Trojahn, Dresden University of Technology

Shared Cognitions in a Field of Informal Education: Knowledge Maps Toward Over-Indebtedness of Young Adults. Klaus U. Breuer, The Johannes Gutenberg University Mainz; Nina Bender, Gutenberg School of Management & Economics

Chair: J. Michael Spector, University of Georgia

47.068. The Future of Critical Literacies in U.S. Schools. SIG-Writing and Literacies; Symposium

8:15 am to 10:15 am

Sheraton, Second Level, Grand Ballroom A

Chair: Jana Auma Avila, University of North Carolina - Charlotte

Jessica C. Zacher, California State University - Long Beach

Participants:

Getting Past the Paradox: Perspective-Taking as Critical Literacy. Maren
Division and SIG Roundtables

47.069. Roundtable Session 24; Roundtable Session

47.069-1. Assessment and Grading Practices. SIG-Classroom Assessment; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: Rob McEntarffer, Lincoln Public Schools
Participants:
Developing an Assessment for Learning (AfL) Culture in School: The Voice of the Principals. Kari Smith, University of Bergen; Knut Steinmar Engelsen, Sord/Haugesund University College
Middle School Teachers’ Assessment and Grading Practices and the Relationship to Student Achievement. Tameshia V. Grimes, Virginia Commonwealth University; Lisa M. Abrams, Virginia Commonwealth University
Parents’ and Teachers’ Perceptions of Standards-Based and Traditional Report Cards. Thomas R. Guskey, University of Kentucky; Gerry Swan, University of Kentucky; Lee Ann Jung, University of Kentucky

47.069-2. Constructivist Perspectives in Education: From Preschool to Professional Development. SIG-Constructivist Theory, Research, and Practice; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: Kathy L. Schuh, University of Iowa
Participants:
Sound: The Study of Differentiating Pitch and Amplitude With Preschoolers. Linda M. Fitzgerald, University of Northern Iowa; Jennifer Miller, University of Northern Iowa; Akiko Sonia Yoshizawa, University of Northern Iowa; Danielle Schmidt, University of Northern Iowa
Teaching Mathematical Problem Solving From a Constructivist Perspective: The Experiences of Elementary Teachers. John O’Shea, Mary Immaculate College, Aisling Leary, Mary Immaculate College
A Constructivist Approach to an Inclusive Environment: The Principal’s Role in Supporting Exceptional Children. Raeshelle L. Meyer, Four Rivers Community School; Jan Renee Diremore, Eastern Oregon University; Kerri Jo Wenger, Eastern Oregon University

47.069-3. Issues in John Dewey’s Educational Thought. SIG-Dewey Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: Amy B. Shuffletson, University of Wisconsin - Whitewater
Participants:
A Triadic Framework for Learning Theories: Dewey’s Experiences, Peirce’s Categories, and Divisions in Educational Psychology. Steven K. Wojcikiewicz, Western Oregon University; Mark Girod, Western Oregon University
C. E. Ayres’ Challenge to Dewey: Is Our Faith in Science and Technology Misplaced? David Isaac Waddington, Concordia University
John Dewey’s Influence: Transcending the Multiple Societal Issues and Challenges Confronting the 1916 Committee on Social Studies. Gregg Jorgensen, Western Illinois University
Rereading Dewey’s Democracy and Education: A Response to Richard Gale. Clifford P. Harbour, University of Wyoming

47.069-4. Parent Involvement, School Environment, and School Assistance. SIG-School Effectiveness and School Improvement; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: Elizabeth Anne Halsall, University of Aberdeen
Participants:
Factors Facilitating an Alabama School Assistance Team in Promoting Positive Change in a Low-Performing School. Virginia Watkins Roy, Alabama State Department of Education; Frances K. Kochan, Auburn University
School Involvement of Parents for English Language Learners’ School Performance. Miko Chang, Virginia Polytechnic Institute and State University; Kaum Singh, Virginia Polytechnic Institute and State University; Sunha Kim, Virginia Polytechnic Institute and State University; Heejung Kim, University of Virginia; Namok Choi, University of Louisville

47.069-5. Deleuzian Perspectives on Youth Practices: Affect, Embodiment, and the Curriculum. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: Joseph Michael Valente, The Pennsylvania State University
Participants:
Manga Versus Curriculum: Bodies, Energies, and Education for the Social Good. Gail M. Boldt, The Pennsylvania State University; Kevin M. Leander, Vanderbuilt University
Literacy Work and the Body: A Study of High School Technical Theater. Alex Hoobie Schott, University of Iowa
Hang Out Time: Theorizing Affect in an After-School Program. Jennifer R. Telle, University of Iowa
Performing Democracy With University Students: The Deleuzian Unfolding of Augusto Boal’s Image Theater. Kimberly Anne Powell, The Pennsylvania State University

47.069-6. Foundational Perspectives on Schools and Schooling. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: Gregory L. Bynum, SUNY - College at New Paltz
Participants:
Cultural Memes and the Use of History: How Ideology Shapes Policy. Ann G. Winfield, Roger Williams University
Exploring the Legacy of Christianity in/as a Curriculum. Anver Segall, Michigan State University; Kevin Burke, University of Notre Dame
Foundations as the Capstone. Natasha Flowers, Indiana University/Purdue University at Indianapolis; Elle Wood, Indiana University/Purdue University at Indianapolis; Deborah Biss Keller, Indiana University/Purdue University at Indianapolis
Terrorism to Teaching: Security to “Protect” the Nation. Elizabeth C. Harris, University of Wisconsin - Madison

47.069-7. Sensing Place: Embodiment and Aesthetics in Ecological Inquiry. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: Stephanie Springgay, OISE/University of Toronto
Participants:
Aesthetic Literacy in Relansaging Rural Everyday Life as Good Enough. Paulina Reutia, University of Oulu; Maija-Lisa Lamas, University of Oulu
Learning Landscapes: Imaginative Possibilities for School Education. Monica Green, Monash University
Learning Place and Community: Toward an Education for Sustainability.
Margaret Jean Somerville, Monash University

47.069-8. Self and Subjectivity in Curriculum Studies Methodology, Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: Jerry L. Rosiek, University of Oregon
Participants:
Phenomenology: An Assaulting Displacement of the Social Sciences. Mark D. Vagle, University of Georgia
Psychoanalytical Musings on Identity in Education: Positioning Identity in Pedagogy (PIP) as a Catalyst for Heightened and Sustained Learning (HSL). Bodelais Ulysse, Wabasso Community College
The Im/Possibility of Wandering With a Purpose: Investigations Into My Freudian Slip. Hannah Marie Spector, The University of British Columbia
Transforming the Subjectivities in our Research. Rufina Cortez, University of Illinois
Transitions and Comparisons: Self-Study in an Elementary and Higher Education Context. Barbara Morgan-Fleming, Texas Tech University

47.069-9. Storying Environmental Selves and Spaces: Ecological Inquiry as a Narrative Pursuit. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: Jason Michael Lukasik, University of Illinois at Chicago
Participants:
Could Ecological Self-Portraiture Be Useful in Reframing Learning Priorities for a Postcarbon World? Paul Reader, University of New England
Curricular Repressions and Pop Culture Expressions of Apocalypse and Dystopia. Elizabeth E. Heilman, Michigan State University
Shifting Borders: Deconstructing Sustainability in the Age of Global Crisis. Beth Pollock, Georgia Southern University
(Eco)Critical Thinking in the Classroom. Belinda Siobain Moore, Queensland university of Technology

47.069-10. Taking Action in Curriculum Across Contexts. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: Michael D. Smith, SUNY - College at New Paltz
Participants:
Beyond the Catch-22 of School-Based Social Action: Toward a Pragmatic Approach for Dealing With Power. Darwyn Fehrman, University of Wisconsin - Milwaukee
Critical Emancipatory Action Research: Deliberate Redesigning of the Null and Hidden Curriculum in Indigenous Postsecondary Education. Summa Brooks, Te Wananga o Aotearoa; Miriam Reed-Collins, Te Wananga o Aotearoa
Queering Teacher Education: An Outsider Pedagogy for a Course on Homophobia in Education. Julia Irene Heffernan, University of Oregon; Tina Manuela Gutierrez-Schmich, University of Oregon

47.069-11. Teacher Theorizing on Curriculum, Part 1. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: Brian D. Schultz, Northeastern Illinois University
Participants:
Community, Difference, and Voice in Teacher Education. Jill C. Lynch, Ashland University
Early Childhood Teachers and Their Curriculum Narratives. Elida Girakdi, University of Antioquia
Imagining Educational Equity Through the Experiences of Teachers Working in Program Improvement Schools. Dale Rosine, University of Redlands; Philip S. Miric, University of Redlands

47.069-12. Theorizing Curriculum Through the Arts. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: Patricia Lynn Walsh Coates, Kutztown University of Pennsylvania
Participants:
Crossing Borders: Building Agency Through the Arts. Christine Baker Mitton, Cleveland State University
Finding Vision and Voice in the Choral Poem: Composing Whitman, Composing Our Lives. Sarah L. Thomas, University of Nebraska - Lincoln
Textured Curricular Conversations: Play Is the (Missing) Thing. Margaret A. Macintyre Latta, University of Nebraska - Lincoln; Stephanie Autumn Baes, University of Nebraska - Lincoln; Soon Tae Hveng, University of Nebraska - Lincoln; Jennifer Christine Nelson, University of Nebraska - Lincoln

47.069-13. Unschooling and the i-Commons: How i-Generation Unschoolers Go About Connecting and Learning in the World. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: Kellie Roslad, Arizona State University
Participants:
Connected Families: The Role of Technology in Unschooling. Marlene Hinton, Arizona State University; Kendra Beeler, Arizona State University
Deschooling in Action: Families in Transition. Tauanee Bradshaw, Arizona State University; Amanda Lira Gordenstein, Arizona State University
Storying the Impact of an iPod Touch on Child Numeracy and Literacy. Carlo Rici, Nipissing University
Unschooling the i-Generation. Kellie Roslad, Arizona State University; Kathleen Ruth Kesson, Long Island University - Brooklyn

47.069-14. Games and Devices in Teaching and Learning. SIG-Technology as an Agent of Change in Teaching and Learning; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: Albert Dieter Ritzhaupt, University of Florida
Participants:
A Case Study of Using Scratch for Learner-Constructed Multimedia. Jeff Boyer, University of Wisconsin - Stevens Point
Wii in Classrooms: Preserving Teachers’ Experience and Perspectives. Lin Lin, University of North Texas; Tao Zhang, University of North Texas
An Evaluation of Statewide Online Professional Development for Integration of Laptops and Mobile Devices in the Middle School Curriculum. Neal Strudler, University of Nevada - Las Vegas; P.G. Schrauder, University of Nevada - Las Vegas; Loretta Asay, Clark County School District
‘You Want Me To Do What?’ Exploring K-12 Teachers’ Experiences With Virtual Gaming. Mary A. Kaylor, George Mason University; Debra R. Sprague, George Mason University

47.070. Roundtable Session 25; Roundtable Session
8:15 am to 9:45 am
Chair: Amy Carpenter Ford, Central Michigan University
Participants:
Room to Talk: An Ethnographic Study of Discourse in an After-School Learning Community. Kim Skinner, Texas A&M University - Corpus Christi; Nancy J. Nelson, University of North Texas
Doing Right by Melissa: Relationships of Discourse and Space. Sarah Meredith Vander Zanden, Indiana University
Reimagining Teacher Professional Development: Policy Makers’ and Teachers’ Discourses on Learning in Informal Settings. Elena Inarajaite-Harbison, Hofstra University
Caring as Discourse: Exploring Interactions Between Students and Teachers. Charlotte Renee Bell, The Ohio State University
Interrupting Initiation-Response-Evaluation (IRE): How Creating a “Critical
47.070-2. Media, Museum, and Informal Learning, SIG-Informal Learning
Environments Research; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom B
8:15 am to 9:45 am
Chair: Britte Haugan Cheng, SRI International
Participants:
Developing a Typology of Experience Preferences Among Museum Visitors.
Andrew Pekarik, Smithsonian Institution; Barbara Mogel, National Museum of
the American Indian; James B. Schreiber, Duquesne University.
Historic Site Web Sites: Engaging and Educating Online Visitors. Denice Blair
Leach, Michigan State University.
Not Every Edit Is a Lie: The Application of Media Knowledge in Response to
Science-Related Reality Television. Pryce Davis, Northwestern University

SIG-Indigenous Peoples of the Pacific; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom B
8:15 am to 9:45 am
Chair: Christopher Yin, University of Hawaii - Manoa
Participants:
Integrated Taiwanese Indigenous Cultures Into First-Grade Mathematic Courses.
Tung-Hsing Hsiung, National Taitung University.
Making the Standard: Māori medium Education and National Standards in New
Zealand. Margie Kahukura Hokepa, The University of Waikato; Catherine
Ravina Rau, Kia Ait Mā Education Trust.
Western Educational Models and Community Success on the Island of Molokai.
Marshall Kelly-Joy, University of Hawaii

47.070-4. Dimensions of Teaching: Teachers' Lived Experiences and Teachers' Beliefs. SIG-Lives of Teachers; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom B
8:15 am to 9:45 am
Chair: Klaas Van Veen, University of Leiden
Participants:
Engaging Disengaged Students: The Lived Experience of Teachers Who Try and Try Again. Anne M. Beaton, University of Minnesota.
"My Life Experiences Have Brought Me to Where I’m at": One Teacher’s Beliefs Intersecting With Research-Based Practices. Amy Feiker Hollenbeck, DePaul University.

47.070-5. School-Based Innovations in Professional Development Schools. SIG-Professional Development School Research; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom B
8:15 am to 9:45 am
Chair: Diane Gayda Corrigan, Cleveland State University
Participants:
Cultural Encounters: Teacher Preparation for Diverse 21st-Century Learners.
Maurella L. Cunningham, University of Minnesota; Anne P. Dahlman, Minnesota State University; Patricia Ann Hoffman, Minnesota State University - Mankato.
Developing Reflective Practitioners Through Lesson Study at a Professional Development School. Jennifer M. Suh, George Mason University; Jana L. Parker, George Mason University; Kerri Fulginiti, Fairfax County Public Schools.
The Effective Use of Return Transition Time to Increase Reading Fluency: A Professional Development School (PDS) Action Research Study. Jeanne L. Tiwks, University of North Texas; Monica Daniel, Evers Park Elementary; Modesta Cevallos, Evers Park Elementary; Moria Fountaine, Evers Park Elementary.

47.070-6. Teachers and the Teaching Profession. SIG-International Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom B
8:15 am to 9:45 am
Chair: Jonathan M.B. Stern, Vanderbilt University
Participants:
Teacher Professional Development in Kenya: Moving Toward Integration. Eloise Miriam Hockett, George Fox University.
by Letting Preservice Teachers Struggle With Pedagogical Dilemmas. Tim Jacobbe, University of Florida; Dorene D. Ross, University of Florida; Deborah Alvarez Caron, University of Florida; Timothy Michael Barko, University of Florida

47.071-4. Developing Teacher Identity: Innovative Teacher Reflection. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair: Anne Burns Thomas, SUNY - College at Cortland
Participants:
Developing Adaptive Expertise Through Preservice Teacher Inquiry in English Language Arts. Steven Z. Anthenes, University of California - Davis; Lisa H. Bennett, University of California - Davis; Juliet Michelsen Wahlert, University of California - Davis
Ethnographers in the Classroom. Margaret M. Moore, Eastern Kentucky University; James S. Rinehart, Eastern Kentucky University; Cynthia Resor, Eastern Kentucky University
Ten Best Trends in Education I Wish Someone Had Told Me About Before Now. Dan R. Saarino, University of North Carolina - Charlotte; Penelope L. Saarino, Limestone College

47.071-5. Division K Section 6 Roundtable 3. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair: Sylvia Johnson, Edgewood College
Participants:
Making Algebra Meaningful for English Learners. Adelina Victoria Alegria, Occidental College; Candace Kelly-Hodge, Educator Consultant and Grant Evaluator
Mission Possible? Analysis of the Intended and Implemented Diversity Content of a Teacher Education Institution. Vera Stenhouse, Georgia State University
Negotiating Visions of Teaching: Teaching Social Studies for Social Justice Within a Context of Standardization and Accountability. Ruchi Agraval, San Francisco State University
Promoting Reflective Teaching Through Simulation in a Study in Mexico Program. Sandra Adriana Batulofsky, University of Colorado - Boulder; Kathy Escamilla, University of Colorado - Boulder; Lucinda A. Sotero-Gonzalez, University of Colorado - Boulder; Lorenzo Aragon, University of Colorado - Boulder

47.071-6. Division K Section 6 Roundtable 1. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair: Nicole Victoria Williams, The Ohio State University
Participants:
Sneaking Out of the Big House? Perceptions of African American Mentees in a Graduate-Level Teacher Education Program on a White Campus. Jenice Leilani View, George Mason University; Rona M. Frederick, The Catholic University of America
What Is the Literature on Teacher Education Students’ Racial Attitudes Really Telling Us? Virginia Necesoa, University of New Mexico
“Everywhere is My Mission Field”: Complicating the Service in Preservice Teacher. Sarah Bridges-Rhoads, University of Georgia
“I’m Culture Conscious, but Race Blind!” Teaching English as a Second Language Minor’s Approaches to English as a Second Language Teaching. Yukari Takimoto Amos, Central Washington University

47.071-7. Dynamics of Preservice Teacher Education. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair: Ayanna Ibrahim-Balogun, University of Redlands
Participants:
Preservice Literacy Teacher Educators’ Perspectives Toward Referencing Research in Methods Classes. Kathleen A. Hinchman, Syracuse University; Mary Shea, Canisius College; Clara A. Beier, SUNY - College at Fredonia; Maria Cepriano, Buffalo State College - SUNY; Cheryl A. Krueuter, SUNY - College at Geneseo; Elizabeth Tusan, University at Buffalo - SUNY; Jan Hart-McChesney, Saint Joseph’s College; Catherine M. O’Callaghan, Iona College
Peer Placements: Negotiating Tensions in Collaborative Relationships. Wendy L. Gardner, National-Louis University; Karen Shipley Robinson, Otterbein College
Do Teachers Actually Do This? Practitioner Research in Preservice Teacher Education. Jesse Cheme
Trust Me? The Ethical Values and Competency Beliefs of Preservice Teachers. Graham Hardy, University of Manchester; David Spendlove, University of Manchester
Doing the Work of Real Teachers: The Characteristics of Quality Preservice Teacher Field Experience Environments. Marjori M. Krebs, University of New Mexico; Cheryi A. Torres, University of New Mexico

47.071-8. Remerging Multicultural Education and Language Learning. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair: Manu Sharma, University of Toronto
Participants:
Multicultural Education Taught in an International Setting: A Journey From Resistance to Affirmation. Lisa Pray, Vanderbilt University
Integrating the Sciences in a K-6 Hawaiian Language Immersion School: Providing Equity and Access in Science for Diverse Students. Nanette S. Schonleber, University of Hawaii - Manoa
Language Learning and Intercultural Development in English Primary Schools. Patricia Jane Driscoll, Canterbury Christ Church University

47.071-9. Research Methods and Pedagogical Tools. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair: Leigh A. Craft, Texas A&M University
Participants:
Learning From the “Da-le Shine” Carwash: Research Methods as Pedagogical Tools in Bilingual Teacher Preparation. Patricia Sanchez, University of Texas - San Antonio; Margarita Machado-Casas, University of Texas - San Antonio; Lucilda D. Ek, University of Texas - San Antonio; Howard L. Smith, University of Texas - San Antonio
Unpacking the Dissonance: Exploring Action Research Projects in Teacher Education Courses. Amy Denise Mulholland, University of Houston; Sabrina Marsh, University of Houston; Traci Warren Jensen, University of Houston; Cameron S. White, University of Houston; Samuel Richard Brower; University of Houston; Douglas Stewart Edwards, University of Houston; Liping Wei, University of Houston
Deep Learning in Introductory Teacher Education Journals. Jodi Nickel, Mount Royal University

47.071-10. Teacher Education and Professional Development in STEM. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair: David Kirshner, Louisiana State University
Participants:
Alternative Teacher Education Pathways, Alternative Recruitment and Selection. Ann L. Nutter Coffman, National Education Association; Brianne Walsh, University of Maryland; Andrew M. Brantlinger, University of Maryland
Beyond the Test: The Quest for More Mathematics and Science Content Expertise in K-8. M. Colleen Megowan-Romanowicz, Arizona State University; Susan Haag, Fulton School
Preparing Science, Technology, Engineering, and Mathematics (STEM) Teachers: The Pipeline for Future Innovation. Dwayne Morgan, University
47.071-11. Teacher Learning and Professionalism. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair: Alma Linda Contreras-Vanegas, Texas A&M University
Participants:
- Constructing Teacher Professionalism Between Organizational Decision-Making and Work-Life Autonomy. Rita Foss Lindblad, Department of Education, Sverker Lindblad, University of Gothenburg, Gun-Britt Wärn, University of Gothenburg
- Learning Progressions in Teaching: An Argument to Advance Research Contributing to Teacher Education Programs Design. Ivan Salinas, The University of Arizona
- Rethinking Classroom Revolutions: The Cases of Mrs. Oublier and Mrs. Devenir. Joy Ann Oshland, Alma College
- Whose Job Is It Anyways? Development of a Measure of Teachers’ Responsibility. Meagan Caridad Arrastia, Florida State University; Jeannine E. Turner, Florida State University

47.071-12. Technology as Central to 21st-Century Teacher Education. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Participants:
- Learning by Design for Preservice Teachers’ Technology Preparation: How Effective Is It and in What Ways? Liangyue Lu, Syracuse University; Jing Lei, Syracuse University
- The Affordances of Blogging on Establishing Communities of Practice in a Preservice Elementary Teacher Education Program. Janice L. Anderson, University of North Carolina - Chapel Hill; Julie Ellison Justice, University of North Carolina - Chapel Hill; Jennifer Katherine Jones, University of North Carolina - Chapel Hill; Steven Wall, University of North Carolina - Chapel Hill; Helen Crompton, University of North Carolina - Chapel Hill
- Gauging the Impact of Video-Centered Communities of Practice. Kim Lebak, Richard Stockton College of New Jersey; Ron Tinsley, Richard Stockton College of New Jersey
- New Literacies and Teacher Education: Preservice Candidates’ Perceptions Toward Technology Integration Into Curriculum Design. Christine D. Clayton, Pace University; Francine C. Falk-Ross, Pace University

47.071-13. Teacher Conceptions of Knowledge, Content, and Teaching. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair: Mary Theresa Grassetti, Framingham State University
Participants:
- Teachers’ Views on Teaching Mathematics to Gifted/Talented Students. Abraham Ayebo, Purdue University - Calumet; Lynda R. West, University of Nevada - Reno
- Teaching and Learning Multiliteracies in Content Area Classrooms: Five Teacher Markers That Foster Creativity. Nancy T. Walker, University of La Verne; Jennifer J. Wimmer, Brigham Young University; Thomas W. Bean, Pace University; Joanne Ruane Seltzer, Curry College; Mark Stern, Colgate University
- Thoughtfully Adaptive Teaching: A Case Study of One Second-Grade Teacher’s Adaptations When Integrating Science and Literacy. Melony Holyfield Allen, University of North Carolina - Greensboro; Catherine E. Matthews, University of North Carolina - Greensboro; Seth Parsons, George Mason University

47.072. Roundtable Session 27; Roundtable Session

47.072-1. Telling Pictures? Readings of Visual Culture in the Study of Education. SIG-Critical Issues in Curriculum and Cultural Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
8:15 am to 9:45 am
Chair: Grace A. Livingston, University of Puget Sound
Participants:
- Photographic Pedagogies and the Ethnic Archive. Hannah M. Tovar, University of Hawaii - Manoa
- Possible Stories and the Memories of Children. Christopher Au, University of Hawaii
- Developing the Ghostly: Ethics and the Pedagogical Possibilities of Photographs. Mark Stern, Colgate University

47.072-2. Freirean Considerations on Naming and Challenging Injustice. SIG-Paulo Freire; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
8:15 am to 9:45 am
Chair: Fatima Pirsahai-Illich, University of Regina
Participants:
- To Identify and Name Injustice. Anne Lilla Blanchard, Western Washington University
- Citizenship Education, Globalization, and Ecopedagogy: Through the Generative Theme Planetary Multicultural Citizenship. Greg William Misiaszek, University of California - Los Angeles
- The Dialectical Nature of an Organization Intending to Be Critical: Pedagogy & Theatre of the Oppressed as Praxis. Carol Lloyd Rozansky, University of Nebraska - Omaha; Douglas Paterson, University of Nebraska - Omaha
- Transformative Optimism for Natural Hazard Preparedness Based on the Pedagogy of Paulo Freire. Carlos Andrés Rico-Urbi, Universidad de Antioquia; Shawn M. Rowe, Oregon State University; Cesar A. Rossatto, University of Texas - El Paso

47.072-3. The Impact of Out-of-School Programs on Literacy Development, Workplace Learning, and At-Risk Student Success. SIG-Out-of-School Time; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
8:15 am to 9:45 am
Chair: Joy Camara Langford Connolly, University of Wisconsin - Madison
Participants:
- Enhancing the Life Chances of Urban Youth Through Work-Based Learning. Maureen E. Kenvy, Boston College; Lynn Y. Walsh-Blair, Boston College; Janine Bempechat, Wheelock College; Joanna Ruane Seltzer, Curry College; Richard T. Johnson, Boston College
- Transforming Literacy Learning Opportunities: Summer Reading as a Third Space. Lisa S. Scherff, The University of Alabama
- The Academic Benefits of Expanding Students’ Learning Opportunities. Anne-Marie Hoxie, The After-School Corporation; Lisa DeBellas, Fordham University

47.072-4. Career and Technical Education and Higher Education. SIG-Career and Technical Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
8:15 am to 9:45 am
Chair: James Aaron Gregson, University of Idaho
Participants:
- Pre-disposition Factors of Career and Technical Education Transfer Students: A Hermeneutic Phenomenology Study. Warren Glen Hoki, College of Southern Nevada
- Preparing a Workforce for California: A Comparative Case Study of State
7. Cognitive Apprenticeships in University Writing Centers. Charity S. Peak, University of Colorado - Colorado Springs; John M. Weather, University of Colorado - Colorado Springs


9. The Role of Self-Efficacy in the Persistence of Female Minorities: Latina Undergraduates in Engineering Majors. Rosa Maria Banda, Texas A&M University; Vicente M. Lechuga, Texas A&M University

10. Alcohol Use, Power, and Gender: Reconceptualizing Student Alcohol Use in Social Fields of the Community College Setting. Julie White. Monroe Community College; Andrew Wall, University of Illinois - Urbana-Champaign; Nahoko Kawakuyy, University of Rochester; Margaret Yerdon, University of Rochester; Chelsea Bailey Shea, University of Rochester

11. Back to Basics: Why Colleges Need to Reconceptualize Concern Over Student Alcohol Consumption. Andrew Wall, University of Illinois - Urbana-Champaign; Nahoko Kawakuyy, University of Rochester; Julie White, Monroe Community College; Margaret Yerdon, University of Rochester; Chelsea Bailey Shea, University of Rochester

12. Examining Effective Faculty Practice: Teaching Clarity and Student Engagement. Allison Becklorenza, Indiana University; Anthony Mark Ribera, Indiana University; Eddie R. Cole, Indiana University; Jillian L. Kinzie, Indiana University

47.073-2. Back to the Faculty: Transition From University Department Leadership. Division J - Postsecondary Education; Poster Session Sheraton, Fifth Level, Grand Ballroom C 8:15 am to 9:45 am Poster:

13. Back to the Faculty: Transition From University Department Leadership. Dennis L. Smith, Texas A&M University; Kayla Brazel Rollins, Texas A&M University; Lana J. Smith, Texas A&M University - College Station

47.073-3. Exploring Effective Programs and Measures for English Language Learners. Division H - Research, Evaluation and Assessment in Schools; Poster Session Sheraton, Fifth Level, Grand Ballroom C 8:15 am to 9:45 am Posters:


15. Building the Capacity of a State Education Agency to Appraise District Services for English Language Learners. Barbara D. Acosta, The George Washington University; Georeanne Oonn, Appalachia Regional Comprehensive Center; Jan Lanier, Tennessee Department of Education

47.073-4. Classroom Management. SIG-Classroom Management; Poster Session Sheraton, Fifth Level, Grand Ballroom C 8:15 am to 9:45 am Posters:

16. A Look Into the Teachers’ Job Interview Process in Taiwan: Teachers’ Classroom Management Skills as Core Competence. Yue-Luen Hu, National Chengchi University; Gregory Siy Ching, Lunghsiu University of Science and Technology; Min Ying Yu, National Chengchi University


18. Making Students Feel Known and Important: A New Construct in Teacher-Student Relationships. Kent Aan Divoll, University of Houston - Clear Lake


47.073-5. New Media and Multilingual Youth: Images and Voices for the Public Good. Division G - Social Context of Education Cosponsored by SIG-Writing and Literacies; Poster Session Sheraton, Fifth Level, Grand Ballroom C 8:15 am to 9:45 am Posters:

21. How Written Response to Photographs Formed an Online, Ecological Learning System and How an Artist Used It. Margaret Sheehy, University at...
**47.073-6. Online Teaching and Learning, SIG-Online Teaching and Learning; Poster Session**
Sheraton, Fifth Level, Grand Ballroom C
8:15 am to 9:45 am

Posters:
26. A Grounded Theory of Connectivity and Persistence in a Limited Residency Doctoral Program. Steven R. Terrell, Nova Southeastern University; Martha Marie Snyder, Nova Southeastern University; Laurie P. Dringas, Nova Southeastern University; Elizabeth Mackey, Kaplan University

27. A Study of Tracing Successful Online Teaching in Higher Education: Voices of Exemplary Online Teachers. Evim Baran, Iowa State University; Ana-Paula Correia, Iowa State University; Ann D. Thompson, Iowa State University


29. Defining Quality in Distance Education: Examining National and International Standards for Online Learning. Barbara Lockee, Virginia Polytechnic Institute and State University; Ross A. Perkins, Boise State University; John K. Burton, Virginia Polytechnic Institute and State University; Ken Potter, Virginia Polytechnic Institute and State University

30. Effect of Manipulating Teaching Presence on Students’ Perceptions of Community and Presence in Online Courses. Kathleen Mary Sheridan, National-Louis University; Melissa Audrey Kelly, National-Louis University

31. Effects of Achievement Goal and Affordance on Digital Plagiarism: A Web-Based Learning Intervention Study. Yu-Shu Yang, University of Connecticut; Michael F. Young, University of Connecticut

32. Emerging Educational Changes in Higher Education: The Impact of Information and Communications Technology on Non-Face-To-Face Pedagogy and Peer Interactions and Support in a Networked Virtual Environment. Elson S.Y. Sesto, The Hong Kong Institute of Education

33. Factors Relating to Persistence in Online Courses: Creating a Sense of Community and Engagement. Suzanne Young, University of Wyoming; Maryalice Bruce, University of Wyoming; Christi Boggs, University of Wyoming; Heather E. Duncan, University of Wyoming; Michelle Buchanan, University of Wyoming

34. From Bricks to Clicks: Building Quality K-12 Online Classes Through an Innovative Course Review Partnership. Jason B. Huett, University of West Georgia; Kimberly Huett, University of West Georgia; Leslie Moller, University of South Dakota; Craig Mertler, University of West Georgia

**47.073-7. Educational Statisticians Poster Session, SIG-Educational Statisticians; Poster Session**
Sheraton, Fifth Level, Grand Ballroom C
8:15 am to 9:45 am

Posters:
35. Assessing What Students Really Understand About Statistical Inference. Joan B. Garfield, University of Minnesota; Andrew Ziegler, University of Minnesota; Robert C. Delman, University of Minnesota; Jiyoum Park, Audrijong Bjornskotte, University of Minnesota; Rebehak Isaak, University of Minnesota

36. Developing an Online Statistics Course for Graduate Students. Zhihong Shao, Indiana University; Chao-Ying J. Peng, Indiana University; Mary Ziskin, Indiana University; Serdar Abaci, Indiana University

37. A Simplified Model for Evaluating Change in Randomized Pretest, Posttest, Follow-up Designs. Coraance Mara, York University; Robert A. Cribbie, York University; Canada; David B. Florea, York University; Cathy Lubris, York University; Laura Milla, York University; Lisa Fiksenbaum, York University

38. The Impact of Two Models for Linking Scores From Distinct Tests on Interpretation of Growth. Denise Tohino Airold, University of Arkansas; Sean W. Mulvemon, University of Arkansas

**47.073-8. Music Education SIG Poster Session, SIG-Music Education; Poster Session**
Sheraton, Fifth Level, Grand Ballroom C
8:15 am to 9:45 am

Posters:

40. A Mixed-Methods Examination of the Environmental Conditions Affecting the Music Learning of Students With Special Needs. Kevin Gerrity, Ball State University; Ryan Michael Hourigan, Ball State University; Patrick Horton, Ball State University


42. Personal and Social Factors That Predict Students’ Length of Piano Study. Theresa Chardos Camilli, University of Northern Iowa

43. Secondary Band Directors’ Use of Warm-Up Time Preceding State Concert Band Assessments. Carl B. Hancock, The University of Alabama; Justin P. Ward, The University of Alabama

44. The Effects of Chamber Music Experience on Performance, Motivation, and Attitudes Among Band Students. Danielle Larson, Eastern Illinois University

---

**Sunday, 10:35 am**

**Governance Meetings and Events**

48.001. AERA Journal Publications Committee: Open Meeting, AERA Governance; Governance Session
Sheraton, Third Level, Napoleon Ballroom C1
10:35 am to 12:05 pm
Chair: Russell W. Ramberger, University of California - Santa Barbara
Speaker: Changing Knowledge Ecologies: Revisioning Scholarly Publishing. William Cope, Chair-Designate, AERA Journal Publications Committee, and University of Illinois - Urbana-Champaign

48.002. AERA Professional Development and Training Committee: Closed Meeting, AERA Governance; Governance Session
Sheraton, Second Level, Rhythms Ballroom III
10:35 am to 12:05 pm
Chair: Yolanda J. Majors, University of Illinois - Chicago

48.003. SIG Leadership Orientation: Session 2, AERA Governance; Governance Session
Sheraton, Third Level, Napoleon Ballroom B2
10:35 am to 12:05 pm
Chair: Sharon H. Ulanoff, California State University - Los Angeles

**AERA Related Activities**

48.010. Online Annual Meeting Program System (All Academics): Demonstration and Training for Program Chairs: Open Session 2, AERA Related Activities; Workshop
Sheraton, Third Level, Napoleon Ballroom B2
10:35 am to 12:05 pm
Chair: Rick Peacock, All Academic Inc.

**Presidential Sessions**

48.011. Design Research Exploring Transformative Frameworks for Learning and Education, Presidential Session; Invited Session
Sheraton, Third Level, Napoleon Ballroom B3
10:35 am to 12:05 pm
Chair: Gerhard Fischer, University of Colorado - Boulder
Participants: Cultures of Participation, Long Tail Learning, and Energy Sustainability.
218 Sunday Morning, April 10, 2011

Gerhard Fischer, University of Colorado - Boulder
Scientific Literacy in the Context of Civic Reasoning: An Educational Design
Problem. Sharon Derry, University of Wisconsin - Madison; Daniel R. Zales, SRI International
Mind and Hand, Reintroduced: or Educational Technology in the Physical
World. Michael Eisenberg, University of Colorado - Boulder
Social Computational Thinking Tools. Alexander Repenning, University of
Colorado - Boulder
Discussant: Allan M. Collins, Northwestern University

Sheraton, Third Level, Napoleon Ballroom A2&A3
10:35 am to 12:05 pm
Chair: Eva L. Baker, University of California - Los Angeles
Participants: Linda Darling- Hammond, Stanford University
Gloria J. Ladson-Billings, University of Wisconsin - Madison
Edward H. Haertel, Stanford University

Sheraton, Third Level, Napoleon Ballroom D
10:35 am to 12:05 pm
Chair: William F. Tate, Washington University in St. Louis
Speaker: Michael A. Olivas, President, Association of American Law Schools and University of Houston
Discussant: Charles J. Russo, University of Dayton

AERA Sessions

48.014. AERA Distinguished Public Service Award Lecture (2011): Emerson J. Elliott. AERA Sessions; Invited Session
Sheraton, Third Level, Napoleon Ballroom C3
10:35 am to 12:05 pm
Chair: Gerald E. Sroufe, American Educational Research Association
Award Recipient and Speaker:
From Eisenhower to Obama: Ruminations on a Federal Experience in Education. Emerson J. Elliott, National Council for the Accreditation of Teachers
Discussants:
Barbara L. Schneider, Michigan State University
Andrew C. Porter, University of Pennsylvania
Jack Buckley, National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education

Committee Sessions

48.015. GSC Division B Fireside Chat: Hope and Healing in Justice Work: Dismantling, Changing, Rebuilding Curriculum. Graduate Student Council Cosponsored by Division B - Curriculum Studies; Fireside Chat Astor Crowne Plaza, Second Level Mezzanine, Bienville
10:35 am to 12:05 pm
Chairs:
Crystal T. Laura, University of Illinois - Chicago
Ronald Kenneth Porter, University of California - Berkeley
Participants:
Jeffrey M.R. Duncan-Andrade, San Francisco State University
Sandy M. Grande, Connecticut College
Erica R. Meiners, Northeastern Illinois University
David O. Stovall, University of Illinois - Chicago

48.016. GSC Division I Fireside Chat: Making the Most of Mentoring in Doctoral Education and Life Beyond. Graduate Student Council Cosponsored by Division I - Education in the Professions; Fireside Chat Astor Crowne Plaza, Lobby Level, St. Charles Ballroom
10:35 am to 12:05 pm
Chairs:
Christina M. Cestone, University of Texas - Austin
Robert Williams Ellis, University of Texas - Austin
Participant:
Carol A. Mullen, University of North Carolina - Greensboro

48.017. Public and Higher Education Policy Challenges Emanating From Global and Domestic Disasters: Lessons and Paradigms From New Orleans Universities. International Relations Committee; Invited Session Sheraton, Third Level, Napoleon Ballroom B1
10:35 am to 12:05 pm
Chair:
Kassie Freeman, Southern University - Baton Rouge
Participants:
A Tale of Two Caribbean Storms. Loren Blanchard, Xavier University; Monique Guillory, Xavier University
Challenges and Opportunities at Tulane University Pre and Post-Hurricane Katrina. Michael Cunningham, Tulane University
Making a Difference: Meeting the Needs of Domestic and International University Students. Jeffrey Johnson, Tulane University
Discussant:
Kassie Freeman, Southern University - Baton Rouge

International Organization Sessions

10:35 am to 12:05 pm
Chair: Mary J. James, University of Cambridge
Participants:
The Disciplines of Education: Between the Ghost and the Shadow. John Furlong, Oxford University
Redemption in the History of Sociology of Education: An Analysis and Prospectus. Hugh Lauder, University of Bath
The Psychology of Education: Achievements and Challenges. Ray Crozier, University of East Anglia, United Kingdom
Towards a Geography of Education. Christopher M. Taylor, Cardiff University
Gaining a Commanding Voice. Sheldon Rothblatt, University of California - Berkeley

Division Sessions

48.019. Division A Vice Presidential Session: Grappling With Issues of Quality and Impact in Equity-Oriented Research in Educational Leadership. Division A - Administration Organization & Leadership; Invited Session Sheraton, Fourth Level, Bayside A
10:35 am to 12:05 pm
Chair: Linda E. Skrla, Texas A&M University
Participants:
Michael E. Domity, Miami University
Andrea A. Evans, Southern Illinois University - Carbondale
Margaret Gregor, Claremont Graduate University
Frank Hernandez, Hamline University
Kathryn Bell McKenzie, Texas A&M University - College Station

48.020. Micro/Macro Views of the Classroom Through Novel Methodological Lenses. Division B - Curriculum Studies; Paper Session
48.021. Beliefs About the Self, Tasks, and Domains on Academic Achievement.
Division C - Learning and Instruction Cosponsored by SIG-Motivation in Education; Paper Session
Hotel Monteleone, Mezzanine Level, Orleans
10:35 am to 12:05 pm
Chair: Helenrose Fives, Montclair State University
Participants:
The Reciprocal Internal/External Model: A Longitudinal Integration of the Internal/External Frame of Reference Model and Reciprocal Effects Model of Relations Between Academic Achievement and Academic Self-Concept. Jens Moeller, University of Kiel; Joan Retelsdorf, Christian-Albrechts-University of Kiel; Olaf Koehler, Leibniz Institute for Science and Mathematics Education; Herbert W. Marsh, University of Oxford
Academic Self-Concept and Learning Strategies: Direction of Effect on Student Academic Achievement. Dennis M. McKinnery, The Hong Kong Institute of Education; Magdalena Mo Ching Mok, The Hong Kong Institute of Education; Rebecca W. Cheng, The Hong Kong Institute of Education; Amy Kwok Hap Lam, The Hong Kong Institute of Education
The Relations Among Beliefs About Writing, Writing Self-Efficacy, Writing Apprehension, and Writing Performance in Undergraduates. Joanna Sanders-Reio, Florida International University; Thomas G. Reio, Florida International University; Isadore Newman, Florida International University
Implicit Theories of Ability, Epistemic Beliefs, and Academic Motivation: A Person-Centered Approach. Jason A. Chen, Harvard University
Discussant: Andrew J. Martin, The University of Sydney

48.022. Diverse Strategies to Help Students Improve Their Conceptual Understanding and Problem Solving, Division C - Learning and Instruction Cosponsored by SIG-Technology, Instruction, Cognition & Learning; Paper Session
Hotel Monteleone, Ground Level, Royal Ballroom
10:35 am to 12:05 pm
Chair: Jill D. Salisbury-Glennon, Auburn University
Participants:
The Matrix Reloaded: How to Best Study a Matrix. Dharmawanda Jairam, The Pennsylvania State University; Kenneth A. Klevera, University of Nebraska; Douglas F. Kauffman, University of Nebraska - Lincoln; Ruomeng Zhao, University of Nebraska - Lincoln
Comparing Deliberate and Free-Choice Practice in the Acquisition of Expertise in Geometry. Mariya Pachman, University of New South Wales; John Sweller, University of New South Wales; Slava Kalyuga, University of New South Wales
What You See Affects How You Reason: The Role of Instruction When Learning With Interactive Animation. Margaret Chan, Teachers College, Columbia University
Using Eye-Tracking Methodology to Examine the Spatial Contiguity Effect in Multimedia Learning. Cheryl L. Johnson, University of California - Santa Barbara; Richard E. Mayer, University of California - Santa Barbara
Discussant: Daniel H. Robinson, University of Texas

48.023. Influence of Teachers’ Knowledge and Beliefs on Instructional Practice.
Division C - Learning and Instruction; Paper Session
Hotel Monteleone, Mezzanine Level, Iberville
10:35 am to 12:05 pm
Chair: Karen D. King, New York University
Participants:
Algebra Expert Blind Spot: A Comparison of Inservice and Preservice Teachers. Anthony Petrojino, University of Texas - Austin; Jessica D. Gordon, University of Texas - Austin
Elementary Teachers’ Learning to Construct High-Quality Mathematics Lesson Plans: A Use of Institute of Education Sciences Recommendations. Méxia Ding, University of Nebraska - Lincoln; Mary Alice Carlson, University of Nebraska - Lincoln
Teachers’ Intentions and Reflections for Classroom Instruction in a Curricular Context. Bikai Nie, University of Delaware; Tony Freedman, K12 Inc.; Ning Wang, Widener University; John Moyer, Marquette University; Jinfu Cai, University of Delaware
Teaching Geometry Through Problems and Its Demands of Knowledge Management. Patricio G. Herbst, University of Michigan; Justin Kelly Dimmel, University of Michigan
Discussant: Jeffrey M. Chappin, University of Rochester

48.024. Promoting Conceptual Understanding and Thinking Skills of Underserved Children. Division C - Learning and Instruction; Symposium
New Orleans Marriott, Second Level, La Galerie 5
10:35 am to 12:05 pm
Chair: Richard C. Anderson, University of Illinois - Urbana-Champaign
Participants:
Designing a Multidisciplinary Unit on Wolf Management. Brian William Miller, University of Illinois - Urbana-Champaign; May Judallah, Illinois State University; Kay Grabow, Thomas Paine Elementary School; Tzu-Jung Lin, University of Illinois - Urbana-Champaign; Nikisha L. Blackmon, University of Illinois; Kim Nguyen-Jahiel, University of Illinois - Urbana-Champaign; Ting Dong, University of Illinois - Urbana-Champaign; Xiaoying Wu, University of Illinois - Urbana-Champaign; Jie Zhang, Western Kentucky University
Nurturing Conceptual Understanding and Systems Thinking. Tzu-Jung Lin, University of Illinois - Urbana-Champaign; Jie Zhang, Western Kentucky University; Kim Nguyen-Jahiel, University of Illinois - Urbana-Champaign; Joshua Morris, University of Illinois - Urbana-Champaign; Brian William Miller, University of Illinois - Urbana-Champaign; Aini Marina Ma’rof, University of Illinois - Urbana-Champaign; Jingjing Sun, University of Illinois - Urbana-Champaign; Richard C. Anderson, University of Illinois - Urbana-Champaign
Developing Reasoning Through Extended Dialogue. Joshua Morris, University of Illinois - Urbana-Champaign; Brian William Miller, University of Illinois - Urbana-Champaign; Richard C. Anderson, University of Illinois - Urbana-Champaign
Leveraging Instructional Practices to Promote Academic Vocabulary. Jie Zhang, Western Kentucky University; Richard C. Anderson, University of Illinois - Urbana-Champaign
Discussant: Neil McKay Mercer, University of Cambridge

48.025. The Functional Relevance of Emotions for Students’ Engagement and Performance. Division C - Learning and Instruction Cosponsored by SIG-Motivation in Education; Symposium
New Orleans Marriott, Fourth Level, Regent
10:35 am to 12:05 pm
Chairs: Reinhard Pekrun, University of Munich
Lisa Linnenbrink-Garcia, Duke University
Participants:
The Functional Relevance of Discrete Emotions for Achievement Goal
Adoption, Appraisals, and Performance. Elizabeth Jane Stephens, University
of Miami; Reinhard Pekrun, University of Munich
Achievement Goal Orientations, Emotions, and Engagement: A Focus on
the Varying Role of Emotions in Favorite and Least Favorite Classes. Adar Ben-
Elyahu, Duke University; Lisa Linnenbrink-Garcia, Duke University
Students’ Affect and Sense of Belonging: Relationship to Academic Outcomes.
Anastasiya A. Lipnevich, Queens College - CUNY; Andrey A. Tsobkalo,
Academy of Public Administration
Antecedents and Effects of Students’ Emotions During Homework in
Mathematics: A Longitudinal Approach. Swantje Detmers, Max Planck
Institute for Human Development; Ulrich Trautwein, University of Tübingen;
Olivier Lüdtke, Tübingen University; Thomas Goetz, University of Konstanz
A Synthesis of Research on Emotions During Complex Learning. Sidney K.
D’Mello, The University of Memphis; Arthur C. Graesser, The University of Memphis
Discussant:
Monique Boekaerts, Leiden University

48.026. Critical Inquiry, Disaster, and Hope: New Orleans, Louisiana. Division
D - Measurement and Research Methodology; Invited Session
Doubletree, Second Level, Madewood A
Chair:
Penny A. Pasque, University of Oklahoma
Participants:
Critical Qualitative Inquiry and Challenges to Dangerous Discourses. Gaile
S. Cannella, University of North Texas; Michelle Perez, Southern Illinois
University - Carbondale
From Critical Theory to Self-Reliance: Lessons Learned From New Orleans
School Reform. Andre Perry, University of New Orleans Charter Schools
Place-Based Inquiry and Everyday Politics: Critical Geography as Practicing
Public. Aaron M. Kuntz, The University of Alabama
Discussant:
R. Evely Gildersleeve, Iowa State University

48.027. Crossing Over: Academic Transitions During Adolescence. Division E -
Counseling and Human Development; Paper Session
Astor Crowne Plaza, Second Level, Astor Ballroom I
Chair:
April Z. Taylor, California State University - Northridge
Participants:
But Not for Me: Students’ Reflections on Their Own Attitude-Achievement
Paradigm at the Transition to Middle School. Sarah Wischnia, Stanford
University
Parent and Adolescent Anticipations and Conversations During the Transition
to High School. Kristen P. Goessling, The University of British Columbia;
Jane Chipman, The University of British Columbia; Sheila K. Marshall, The
University of British Columbia; Susan Lollis, University of Guelph; Lauree
Tilton-Weaver, Oeobre University; Richard A. Young, The University of British
Columbia
Peer Group Stability Across the Middle School Transition: Academic Correlates
of Stability and Change. Lorrie Schmid, University of North Carolina -
Chapel Hill; Jill V. Hamm, University of North Carolina - Chapel Hill
Understanding Academic Success Across the High School Transition: A Look at
Academic Commitment and Barriers to Success. Megan Waechter, California
State University - Long Beach; Beth Manke, California State University -
Long Beach
Discussant:
Catherine R. Cooper, University of California - Santa Cruz

48.028. Rethinking Sex and Gender. Division F - History and Historiography
Cosponsored by Committee on Scholars and Advocates for Gender Equity in
Education, SIG-Research on Women and Education; Paper Session
JW Marriott, Third Level, Ile de France II
Chair:
Margaret A. Nash, University of California - Riverside
Participants:
A Storyville Education: Spatial Practices and the Learned Sex Trade in the City
That Care Forgot. R. Eric Platt, Louisiana State University
Selling the College Man: Magazine Advertising, Visions of College, and
Transformations in Middle-Class Masculinity, 1900-1915. Daniel Andrew
Clark, Indiana State University
Accommodating Jane: The G.I. Bill and Coeducation at the University of
Florida. Emma Humphries, University of Florida
Discussant:
Mary Ann Dzuback, Washington University in St. Louis

48.029. Dialogues Across Contexts: Social Identities, Understanding, and
Action. Division G - Social Context of Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 10
Chair:
Gretchen E. Lopez, Syracuse University
Participants:
The (In)Visibility of Whiteness: Comparative Assessment of Educational
Benefits of Inter- and Intraracial Curricular Dialogues. Kristie A. Ford,
Skidmore College
Engaging Racial Identity for Socially Just Intergroup Relations: A Randomized
Field Experiment. Jaclyn Rodriguez, Occidental College; Patricia Gurin,
University of Michigan; Nicholas Andrew Sorensen, University of Michigan
Listening Engagement in Race/Ethnicity and Gender Intergroup Dialogue
Courses. Ximena Zuniga, University of Massachusetts - Amherst; Jane
Mildred, Westfield State College; Rani Varghese, University of Massachusetts -
Amherst; Keri De Jong, University of Massachusetts - Amherst; Molly,
Keen, University of Massachusetts - Amherst
Writing the Divide: High School Students Crossing Urban-Suburban Contexts. A.
Wendy Nastasi, Syracuse University; Gretchen E. Lopez, Syracuse
University
Discussant:
Stephen John Quaye

48.030. Discourses of Immigration and English Education: Imagining Change,
Practicing Policy. Division G - Social Context of Education; Paper Session
New Orleans Marriott, Second Level, La Galerie 4
Chair:
Virginia M. Gonzalez, University of Cincinnati
Participants:
A Contest of Discourses: Policy, Social Movements, and Public Narratives of
Immigration and English as a Second Language Teaching. Mari Hameda,
The Ohio State University; Jan K. Nesper, The Ohio State University; Ying-Hsueh
Cheng, The Ohio State University; Mariko Mizuno, The Ohio State University
Linguistic Complexity and the Achievement Gap: Test Accommodations and
Immigrant Students. Jamie L. Schissel, University of Pennsylvania
Teacher Talk, Academic Language, and English Language Learners (ELLs):
Unpacking the Discourse Divide. Gisela Ernst-Slavit, Washington State
University; Michele Renate Mason, Washington State University - Vancouver
The Politics of a Child Study Team: Challenges in Advocacy for Immigrant
Families. Dilsy Schoorman, Florida Atlantic University; Hanizah Zainuddin,
Florida of CCEI
Discussant:
Marjorie Faulstich Orellana, University of California - Los Angeles

48.031. Paying It Forward: Mother Scholars Navigating the Academic Terrain.
Division G - Social Context of Education; Symposium
New Orleans Marriott, Second Level, La Galerie 6
Chair:
Patricia E. Halagao, University of Hawaii - Manoa
Participants:
Working Overtime: Navigating Through Graduate School and Motherhood.
Monica Monique Sanchez, University of California - Los Angeles
“Cheryl Matias, PhD and Mother of Twins”: Counter Storytelling to Critically
Analyze How I Navigated the Academic Application, Negotiation, and
Relocation Process. Cheryl E. Matias, University of Colorado - Denver
Mothering in Academia: Constructing a Dual Identity as a Scholar and a Mother.
Tina M. Trujillo, University of California - Berkeley
Liberation is Motherhood, a Painful One: Giving Birth to Alagaan Pedagogy
(Pedagogy of Care). Allyson Tintiangco-Cubales, San Francisco State
University
Discussant:
Theodorea Regina Berry, Mercer University
48.032. Accountability Systems and Their Effects on School Processes and Student Learning. Division H - Research, Evaluation and Assessment in Schools; Symposium Doubletree, Second Level, Rosedown A 10:35 am to 12:05 pm Chair: Katharina Maag Merki, University of Zurich Participants: Improving Schools With Statewide Exit Exams? Evidence From Finland, Ireland, and the Netherlands. Esther Dominique Klein, University Duisburg-Essen; Isabell van Ackeren, Faculty of Education Sciences The Effects of the Implementation of Statewide Exit Exams on Mathematics Achievement. Katheanaa Maag Merki, University of Zurich; Monika Holmier, University of Zurich Teachers' Opinion on Testing and Accountability. Edit Toth, Research Group on the Development of Competencies, Hungarian Academy of Sciences; Beno Csepo, University of Szeged Discussant: Daniel M. Koretz, Harvard University


48.035. Race and College Experiences. Division J - Postsecondary Education; Paper Session Doubletree, Third Level, Frontenae 10:35 am to 12:05 pm Chair: Carmen Michele McCallum, University of Michigan Participants: Aspirational Capital and Academic Preparation: Students of Color Realizing the College Dream. Arlene Ford, University of California - Los Angeles; Rhoda Freeman, University of California - Los Angeles; Walter R. Allen, University of California - Los Angeles The Moderating Effects of Race/Ethnicity on the Relationship Between Intercultural Interactions and Students’ Four Domains of Self-Confidence: Four Years Later. Meechel Orstow, The National Institute of Education-Singapore; Darnell G. Cole, University of Southern California “You’re More Than a Student—You’re a Student With a Fight”: Exploring the Racialized Experiences of African American and Latino Students on Two Predominantly White Midwestern Campuses. Gregory Michie, Concordia University - Chicago; Beth Hatt, Illinois State University “I’m Sorry, but, Get Over It!” Exploring the Classroom Experiences of Students of Color at a Liberal Arts College. Tara Lynn Affolter, Middlebury College Persistence in Native American Collegians: An Exploratory Study. Fei Zhao, The University of Kansas; Karen D. Milton, The University of Kansas; Ludwin E. Molina, The University of Kansas; Thomas C. Moll, The University of Kansas Discussant: Julie Jinnwon Park, Miami University

48.036. Reliability and Validity of the National Survey of Student Engagement. Division J - Postsecondary Education; Invited Session Doubletree, Third Level, Ile de France I 10:35 am to 12:05 pm Participants: An Examination of the Predictive Validity of National Survey of Student Engagement Benchmarks and Scalelets. Amy M. Kozek, University of New Mexico; Scott C. Marley, University of New Mexico Is the National Survey of Student Engagement (NSSE) Messy? An Analysis of Predictive Validity. David Diramin, Auburn University; David M. Shannon, Auburn University The Reliability of National Benchmarks of Effective Student Engagement. Chul Lee, Wesley College

48.037. Research on LGBT Issues in Postsecondary Educational Settings. Division J - Postsecondary Education; Paper Session Doubletree, Third Level, Mauereps 10:35 am to 12:05 pm Chair: Christopher Stapel, University of Kentucky Participants: A Multilevel Analysis of Religion and Political Ideology on College Students’ Attitudes About Same-Sex Relationships. Lisa Millora, University of California - Los Angeles; Kevin Eagan, University of California - Los Angeles Examining the Factors That Predict First-Year Students’ Attitudes Toward Same-Sex Relationships: Implications for Alliance Building. James M. DeVita, Iowa State University Medical Students’ Preparedness and Comfort Levels in Caring for Lesbian, Gay, Bisexual, and Transgender (LGBT) Patients: Results From Large-Scale Survey and Focus Groups. Elise Paradis, Stanford University; Stephanie Brunman, Stanford University; Elizabeth S. Goldsmith, Stanford University; Mitchell Ryan Lunn, Stanford University; Juno Obedin-Maliver, Stanford University; Leslie Stewart, Stanford University; Eric Tran, Stanford University; Maggie E. Wells, Stanford University; William White, Stanford University We Are Family: Same-Sex Marriage and Married/Family Housing at Public Universities. William Charles Pundt, University of California - Los Angeles Discussant: Robert D. Reaun, The Pennsylvania State University

48.039. How Can We Determine Quality in Language Education? Division K - Teaching and Teacher Education; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 4
10:35 am to 12:05 pm
Chair: 
Mariana Souto-Manning, Teachers College, Columbia University
Participants:
Discussant:
Artistic Response to Latino/a Literature: Exploring Cultural Transactions With Text. Janelle B. Mathis, University of North Texas; Regina Dian Shearer, University of North Texas
The Effects of Online Professional Development on English Language Arts (ELA) Outcomes: Results From Two Randomized Controlled Trials. Laura M. O’Dwyer, Boston College; Jessica Masters, Boston College; Raquel Magdin De Kramer, Boston College; Sheryllyn Trisha Dash, Boston College; Michael K. Russell, Boston College
One-to-One Student-Teacher Writing Conferences: A Relational Space in High School English Classrooms. Annamary Consalvo, University of Texas - Austin
Go Forth: Inciting the Imaginations and Futures of Fourth-Grade Boys Through Literacy Response. Cory Hanson, Arizona State University; Nancy J. Perry, Arizona State University; Heather Lynn Carter, Arizona State University; Debby M. Zambo, Arizona State University
Discussant:
Valerie F. Kinloch, The Ohio State University

New Orleans Marriott, Second Level, Preservation Hall Studio 3
10:35 am to 12:05 pm
Chair: Karen M. Hammerness, Bard College
Participants:
Covering the Waterfront in Literacy Methods Courses: The Need to Prioritize in Teacher Education. Clare Kosnik, University of Toronto
Pedagogies of Enactment in Learning to Teach: The Case of Discussion. Peter W. Williamson, University of San Francisco
Building a Framework for Elementary Writing Instruction: The Role of Modeling in a Preservice Methods Course. Heather Tiffany Hebard, University of Washington
Supporting Preservice Teachers’ Reform-Based Practices: The Interplay Between Discussion and Enactment. Jennifer Richards, University of Maryland - College Park
A “Spiraling Curriculum” for Teacher Learning: Features That Support Teacher Learning in Preservice Education and Beyond. Sandy Mariam Philipose, Austin College

48.041. Teacher Self-Perceptions and Their Guiding Beliefs. Division K - Teaching and Teacher Education; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 7
10:35 am to 12:05 pm
Chair: Jade Wolf, University of San Francisco
Participants:
Addressing Teacher Candidate Beliefs About the Purposes of Schooling and Their Reasons for Choosing a Teaching Career. Richard D. Osguthorpe, Boise State University; Matthews N. Sanger, Idaho State University
Intelligence Beliefs of Preservice and Inservice Teachers. Brett D. Jones, Virginia Polytechnic Institute and State University; Lauren H. Bryant, Virginia Polytechnic Institute and State University; Jennifer Dee Snyder, Virginia Polytechnic Institute and State University; David M. Mulone, Duke University
Investigating Ethos in Preservice Teachers. Else Wood, Indiana University/Purdue University at Indianapolis; Paula A. Magee, Indiana University/Purdue University at Indianapolis
Pondering a Pygmalion in Appalachia: Examining the Impact of a Pro-Social-Based Intervention on Educator Perceptions and Student Outcomes. Michael W. Corrigan, Marshall University; Douglas Harold Grove, Vanguard University; Lisa Burton, Marshall University; Philip F. Vincent, Multi-Dimensional Education Inc.
The Process Reflection Framework: Integrating Dewey and Schön. Thomas E. Ricks, Louisiana State University

48.042. Toward a Framework for Conceptualizing and Effecting Teacher Entrepreneurial Leadership for Transforming STEM Teaching and Learning. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 8
10:35 am to 12:05 pm
Chair: Fouad S. Abd-El-Khalick, University of Illinois - Urbana-Champaign
Participants:
Entrepreneurial Leadership in STEM Teaching and Learning (EnLiST). Fouad S. Abd-El-Khalick, University of Illinois - Urbana-Champaign; Anita Martin, University of Illinois - Urbana-Champaign
Social Networks, Learning, and Innovation in Science Teaching. Wei Gao, University of Illinois - Urbana-Champaign; Caroline Haythornthwaite, The University of British Columbia; Fouad S. Abd-El-Khalick, University of Illinois - Urbana-Champaign
Entrepreneurial Teacher Leaders: A Framework for Catalyzing Innovation for Student, Class, and School Impact. Janet S. Gaffney, University of Illinois - Urbana-Champaign; Raymond Price, University of Illinois - Urbana-Champaign
Discussants:
Frederick D. Erickson, University of California - Los Angeles; Norman G. Lederman, Illinois Institute of Technology

48.043. Of Cabbage and Kings: Using Observation and Value-Added Measures to Assess English Language Arts Teachers. Division L - Educational Policy and Politics; Symposium
Sheraton, Second Level, Rhythms Ballroom II
10:35 am to 12:05 pm
Chair: Pamela L. Grossman, Stanford University
Participants:
Investigating the Reliability of Classroom Observation Protocols: The Case of PLATO. Ken Mathew Cox, Stanford University
Classroom Practices Associated With Value-Added Measures of Teacher Effectiveness in English Language Arts. Pamela L. Grossman, Stanford University
What Value-Added Scores Mean in Different School Contexts. Michelle Brown, Stanford University; Julie Jackson Cohen, Stanford University
Discussants:
Drew H. Gitomer, ETS; Courtney A. Bell, ETS

Doubletree, 16th Level, International Ballroom
10:35 am to 12:05 pm
Chair: Amelia Cheney, Appalachian State University
Scott Joseph Warren, University of North Texas
Greg Jones, University of North Texas
Participants:
Lisa Dawley, Boise State University
Chris Haskell, Boise State University
Chris J. Dede, Harvard University
Robert Sanders, Appalachian State University
Nita J. Matzen, Appalachian State University
Stephen C. Bronack, Clemson University
Jonathan Gratch, University of North Texas
Patrick OShea, Appalachian State University
Jennifer Brammer Elliott, University of Virginia
Brian C. Nelson, Arizona State University
Jonathan J. Richter, University of Oregon
Sabine Karine Lawless-Reljic, University of Illinois - Urbana-Champaign
Janet S. Gaffney, University of Illinois - Urbana-Champaign
Discussants:
Michelle Brown, Stanford University; Julie Jackson Cohen, Stanford University; Steven M. Jackson, Stanford University

Sheraton, Fourth Level, Gallier
10:35 am to 12:05 pm
Chair: 
Ragina Dian Shearer, Appalachian State University
Participants:
Sunday Morning, April 10, 2011

48.048. The Impact of Schooling in Early Childhood Education. SIG-Early Education and Child Development; Paper Session
New Orleans Marriott, Second Level, La Galerie 2 10:35 am to 12:05 pm

Chair: Julie Dryer, Boston University
Participants:

Community Partnerships for the Public Good: The San Francisco Child Care Quality Initiative. Soyeon Park, San Francisco State University
Does Parent Involvement Mediate the Impact of Family Socioeconomic Status and Parents’ Well-being on School Readiness? Findings From the Early Childhood Longitudinal Program - Birth Cohort (ECLS-B). Duan Zhang, University of Denver; Lin Ma, University of Denver
Intentional Teaching in Head Start Classrooms: Construct Definition and Measurement. Susan Burns, George Mason University; Julie K. Kidd, George Mason University; Ilham Nasser, George Mason University; Mona Assaf, George Mason University; Deepa Aier, George Mason University; Kevin McGowan, George Mason University
Providing Opportunities to Succeed: An Evaluation of a Kindergarten Support Program for At-Risk Students. Valentina I. Kloosterman, University of Miami; Sabrina Francesca Sambhane, University of Miami; Ann G. Bessell, University of Miami
The Different Paths Through Schooling Affect Child Health: A Longitudinal Analysis in Peru. Juan Leon Jara Almonte, The Pennsylvania State University; Min-Jong Yoon, The Pennsylvania State University

48.049. Understanding and Supporting Student Health. SIG-Education, Health, and Human Services Linkages; Paper Session
JW Marriott, Third Level, St. Jerome 10:35 am to 12:05 pm

Chair: Sheila Rae Goodwin, Winston Salem State University
Participants:

An Evidence-Based Understanding of a Wraparound Approach to Coordinated Supports in Schools. Jason Daniels, University of Alberta; Rebecca Jayne Gokiert, University of Alberta; Maija Prakash, University of Alberta; Jeffery Bisanz, University of Alberta; Laurie Schirner, University of Alberta; Stanley J. Varnhagen, University of Alberta
Gender and Health Promoting Behaviors Among Minority College Students. Brenda Coleman Gray, Jackson State University; Walter Andre Brown, Jackson State University
Is Health Education a Priority in Schools? An Investigation Into the “State” of Health Education in New Zealand. Amanda Hargreaves, Victoria University of Wellington, New Zealand; Catherine Savage, Victoria University of Wellington - New Zealand
Supporting Children and Families Through Sustained Partnership: The Family Partnership Model in Australia and New Zealand. Roger Dunstan, University of Technology, Sydney; Nick Hopwood, University of Technology, Sydney; Alison Lee, University of Technology, Sydney; Chris Rossiter, University of Technology, Sydney

Discussant: Hanne B. Mawhinney, University of Maryland - College Park

48.050. Community Organizing and Education Reform in an Era of New Power Dynamics and Funding Strategies. SIG-Grassroots Community & Youth Organizing for Education Reform; Paper Session
Sheraton, Eighth Level, Salon 816 10:35 am to 12:05 pm

Chair: Jane W. Wing, Oakland Unified School District
Participants:

The Landscape of Education Organizing in New England: Informing a Foundation’s School Reform Strategy. Sara Jill McElister, Brown University; Michelle Renee, Brown University; Tracie Potochnik, Brown University
Community-Based Organization Collaborative Efforts and Education Reform. Rita T. Karam, RAND Education; Susan Jane Bodily, RAND Corporation
Asset-Based Community Development and Urban School Reform. Melissa Leigh Gibson, University of Wisconsin - Madison
The Limits of Education Organizing: Tragedy and Farce at West Philadelphia High School. Elaine Simon, University of Pennsylvania; John L. Puckett, University of Pennsylvania

Discussant: Mark R. Warren, Harvard University

48.051. Analysis of Multilevel Data in Experimental and Quasi-Experimental Designs and Sample Size Requirements for Multilevel Models. SIG-Hierarchical Linear Modeling; Paper Session
JW Marriott, Third Level, Rosalie
224 Sunday Morning, April 10, 2011

10:35 am to 12:05 pm

Chair: Ed Wiley, University of Colorado - Boulder

Participants:
The Use of Propensity Score in Multilevel Designs: A Monte Carlo Evaluation of Matching Methods. Walter L. Leite, University of Florida; Francisco A. Jimenez, University of Florida; Yasemin Kaya, University of Florida
Rethinking Multilevel Mediation Analysis for the 2-1-1 Cluster Randomized Trial. Keenan A. Pitts, University of Texas - Austin; Laura M. Stapleton, University of Maryland - Baltimore County
Sample Size in Ordinal Logistic Hierarchical Linear Modeling. Allison Timberlake, Georgia State University; Regine Haanboerfer, Emory University; Phill Gagne, Georgia State University
Sample Size Necessary for Estimating the Three-Level Multilevel Latent Growth Model With Binary Outcomes. Tsz-Ao Chen, University of Texas - Austin; Susan Natasha Beretvas, University of Texas - Austin

Discussant: Benjamin Kelcey, Wayne State University


Chair: Margaret J. Maaka, University of Hawaii - Manoa

Participants:
Indigenous Education Research: What Have We Learned? Margie Kahukura Hohepa, The University of Waikato
The Transforming Agenda for Indigenous Research. Leonie Pihama, Maori and Indigenous Analysis Ltd.

Discussants: Jo-Ann Archibald, The University of British Columbia
Ron Solis, University of Hawaii - Manoa

48.053. Culture and Diversity in Technology Design and Integration. SIG-Instructional Technology; Paper Session

Chair: Carrie Anna Courtag, Illinois State University

Participants:
Examining the Influence of Gender on the Multimedia Presentation Mode. Fanni Liu Coward, Texas Tech University; Steven M. Crooks, Texas Tech University; Raymond Flores, Texas Tech University
Making Learning Visible With Technology: Integration of Podcasts and Digital Storytelling for English Language Learners. Jung Won Hur, Auburn University; Sahyun Suh, Auburn University
Online Learners’ Cultural and Age Status on Online Interaction Performance and Learning Satisfaction. Fengfeng Ke, Florida State University; Dean Kwak, University of New Mexico; Alicia Fedelina Chavez, University of New Mexico

Discussant: Nikleia Eleksoleous, Frederick University

48.054. Issues in the Use of International Data Sets. SIG-International Studies; Paper Session

Chair: Stephen P. Heyneman, Vanderbilt University

Participants:
Unpacking the Program for International Student Assessment (PISA) of Higher Education: The Organization for Economic Cooperation and Development (OECD), Higher Education Policy and the Assessment of Higher Education Learning Outcomes (AHELO) Initiative. Riyad Ahmed Shahjahan, University of Toronto; Lisette Torres, Iowa State University
Achievement Data in International Association for the Evaluation of Educational Fundamental Challenges Using Program for International Student Assessment (PISA) 2006 as a Comparative Data Source Between Countries. Jane Ann Reese, The University of Akron; Xin Liang, The University of Akron

Discussant: Stephen P. Heyneman, Vanderbilt University

48.055. Supporting Computational Thinking Through Games and Game Design. SIG-Learning Sciences; Symposium

Chair: Matthew W. Berland, University of Texas - San Antonio

Participants:
Tinkering Toward Computational Thinking With Collaborative Board Games. Matthew W. Berland, University of Texas - San Antonio; Sean C. Duncan, Miami University
Connections Between Constructing Open Educational Resources and Computational Thinking. Brett E. Shelton, Utah State University
Interactivity as a Lens on Youths’ Computational Thinking in an Urban Game Design Studio. Yasmin B. Kafai, University of Pennsylvania; Kylie A. Peeples, Indiana University - Bloomington
Deconstructing and Reconstructing Computation: Creating an Authentic Computer Science Learning Environment for African American Teenagers. Betsy DiSalvo, Georgia Institute of Technology; Amy S. Bruckman, Georgia Institute of Technology
Racing Games for Explore Kinematics: A Computational Thinking Approach. Nathan Ryan Holbert, Northwestern University; Uri J. Wilensky, Northwestern University

Discussant: Barry J. Fishman, University of Michigan

48.056. Symposium: Evidence-Driven Approaches for Understanding Collaborative Learning in Digitally Mediated, Game-Based Environments. SIG-Media, Culture, and Curriculum; Symposium

Chair: Kurt S. Cline, University of Wisconsin - Madison

Participants:
Apprenticeship in Massively Multiplayer Online Games. Constance A. Steinkuehler, University of Wisconsin - Madison; Yoonsin Oh, University of Wisconsin - Madison
Nurturing and Elitist Affinity Spaces as Sites for Game-Based Learning. Elisabeth R. Hayes, Arizona State University; James Paul Gee, Arizona State University
Decisions, Words, and Tools: Understanding Children’s Stem Learning and Literacy in Educational Videogame Design. Ivan A. Games, Michigan State University
Toward Sociocultural Design Tools for Digital Learning Environments: Understanding Identity in Game-Based Learning Communities. Ben Devane, University of Florida

Discussant: James Paul Gee, Arizona State University


Chair: Karin Heinrichs, Goethe-Universität Frankfurt am Main

Participants:
Moral Stages and Strategies: Disentangling the Problem of Moral Motivation and Moral Responsibility. Gerhard Minnemaier, University Aachen
Emotions as a Source of Moral Motivation. Brigitte Lukitz, University, Tina Malti, University of Toronto
Forming an Intention in Morally Relevant Situations: The Role of Motivational and Volitional Processes. Karin Heinrichs, Goethe-Universität Frankfurt am Main
Moral Motivation of Teachers: Difficulties in Motivating Students Reflect on a Current Moral Subject. Catherine Naeglin, University of Fribourg

Discussant: Fritz K. Oser, University of Fribourg

48.058. Reading, Motivation, and Belonging. SIG-Motivation in Education; Paper Session

Chair: Matthew W. Berland, University of Texas - San Antonio

Participants:
See paper session.
Sunday Morning, April 10, 2011

225

10:35 am to 12:05 pm

Chair: Seth Parsons, George Mason University

Participants:

Interest Matters: Fourth Graders Reading Multiple High- and Low-Interest Texts. Laura M. Jimenez, Michigan State University

Motivation to Read and Its Personal Psychological Correlates in Children in Low-Income Neighborhoods. Lily L. Dyson, University of Victoria

Patterns of Association Among Multiple Motivations and Aspects of Achievement in Reading. Amy N. Ho, University of Maryland - College Park; John T. Guthrie, University of Maryland

Sense of School Belonging and the English Language Learner. Michael Young, The Ohio State University; Jian Li, The Ohio State University; Nicole Leach, The Ohio State University

Discussant: Seth Parsons, George Mason University

48.059. Association of Student Achievement With Background Variables, Engagement, and Motivation. SIG-NAEP Studies; Paper Session Sheraton, Eighth Level, Salon B4

10:35 am to 12:05 pm

Chair: Andrew J. Kolstad, National Center for Education Statistics

Participants:

New Item Models for Engagement: Simultaneous Identification of Engagement and Adjustment of Reporting Group Differences. Murray Aitkin, University of Melbourne; Irir Aitkin, University of Melbourne

Student/Teacher Factors Associated With the Math Achievement of American Indian/Alaska Native Students Using 2009 National Assessment of Educational Progress/National Indian Education Study (NAEP/NIES) Data. Chun-Wei (Kevin) Huang, Western, Sharon Nelson-Barber, Pacific Resources for Education & Learning; Elise Trumbull, Independent Consultant; Ursula M. Sexton, WestEd

An Investigation of Student Responses to Questions of Effort and Motivation on National Assessment of Educational Progress: Multiple Regression and Internal Consistency Reliability Comparisons. Carina M. McCormick, University of Nebraska - Lincoln

Discussant: Andreas H. Orenje, ETS


10:35 am to 12:05 pm

Chair: David J. Shernoff, Northern Illinois University

Participants:

Broadening the View: First Steps Toward Mapping the National Landscape of Out-of-School-Time Science Education. Rebecca Crane, University of Colorado - Boulder; Heather L. Thiry, University of Colorado - Boulder; Sandra Laursen, University of Colorado - Boulder

Multi-site Evaluation of AmeriCorps-Staffed After-School Programs. Mickey Forzali, Loyola University Maryland; Rebecca J. Dean, Loyola University Maryland

Linear Relationships Between Instructional Quality and Youth Engagement in Out-of-School-Time Programs. Tom Akiva, University of Michigan; Quentin Brunmer, Michigan State University; Samanatha Sugar, Weikart Center for Youth Program Quality; Charles Smith, Center for Youth Program Quality


Adolescents’ Experiences in Community-Based Service-Learning in Relation to Their Reasons and Intentions for Future Involvement. Hayal Zeynep Kacak, University of Notre Dame

Discussant: Deborah L. Vandell, University of California - Irvine

48.061. Transforming Traditional Higher Education Paradigms in Postconflict Environments: Four Case Studies. SIG-Peace Education; Symposium Sheraton, Fifth Level, Grand Couteau

10:35 am to 12:05 pm

Chair: Barbara D. Acosta, The George Washington University

Participants:

Experimenting With the Local: New Responses to the Corporatization of American Higher Education. Jean Gregorek, Antioch College


Reimagining Higher Education for Sustainable Peace in Burundi: The Promises of University of Ngozi, Elavie Nduro-Ouedraogo, George Mason University; Apoline Bangayimbaga, University of Ngozi

Challenging the Dominant Educational Paradigm: Higher Education in Postconflict Environments. Jorge P. Osterling, George Mason University

Discussant: Mark R. Ginsberg, George Mason University

48.062. Local and State Actors Involved in Education Politics and Policymaking. SIG-Politics of Education; Symposium Sheraton, Fourth Level, Oak Alley

10:35 am to 12:05 pm

Chair: Kathryn A. McDermott, University of Massachusetts - Amherst

Participants:

The Formation of Teacher Quality Policy: Actors and Events at the District Level. Heather J. Hough, Stanford University


Local Representation or National Affiliation: When Teach for America Alums Campaign for School Board Elections. Rebecca Jane Jacobsen, Michigan State University; Tamara Wilder Linkow, University of Michigan


Discussants: Jeffrey R. Henig, Teachers College, Columbia University

48.063. The Study of Research in Academia. SIG-Professors of Educational Research; Paper Session Astor Crowne Plaza, Second Level Mezzanine, St. Ann

10:35 am to 12:05 pm

Chair: Joshua R. Polanin, Loyola University Chicago

Participants:

The Career Paths of Women Professors: An Australian Study. Carmel M. Diezmann, Queensland University of Technology; Susan J. Grieshaber; Queensland University of Technology

An Evaluation of Carnegie Foundation’s “Very High Research Activity” Universities’ Schools of Education Professors. Joshua R. Polanin, Loyola University Chicago; Therese D. Pigott, Loyola University Chicago; David C. Ensminger, Loyola University Chicago

Preparing Doctoral Students for Their Dissertation: What Makes It a Complex Experience? Philip Kontor Ash, West Virginia University; Reagan Curtis, West Virginia University; Regina Carrick, West Virginia University; Christine Kohlmeier, West Virginia University; Arifa Rahman, West Virginia University

Reporting Effect Size: Still the Road Less Traveled? James H. McMillan, Virginia Commonwealth University

apsl2lme: A Model-Selection Diagnostic Tool for Hierarchical Linear Models. Kim Nimon, University of North Texas; J. Kyle Roberts, Southern Methodist University

Discussant: Carmel M. Diezmann, Queensland University of Technology

48.064. Relational Ethics and Qualitative Research. SIG-Qualitative Research Cosponsored by Division D - Measurement and Research Methodology; Paper Session Astor Crowne Plaza, Second Level Mezzanine, Toulouse A

10:35 am to 12:05 pm

Chair: Brian Todd Gerczyc, University of Southern Mississippi

Participants:

Obscuring Women Teachers: An International Researcher’s Methodological Struggles, Data Representation Strategies, and Reflection on Epistemic Violence. I-Huei Lee, University of Texas - Austin

Crossing Invisible Imaginary Lines: An Outsider Researches Undocumented
College Students. Ronald Edward Hallett, University of the Pacific

Unpacking the Chaos of Rigorous Qualitative Research: Positionality, Questions, and Communion as Navigational Guides. Silvia C. Better, University of North Carolina - Greensboro

Developing Reciprocal Relationships With Urban Teachers: Seeking the Boundaries of Support, Validation, and Friendship. Carol R. Rinke, Gettysburg College; Lynnette K. Mowhinney, The College of New Jersey

Discusssant: Carolyn N. Stevenson, Kaplan University

48.065. Studies in Rasch Conditions and Applications. SIG-Rasch Measurement; Paper Session

Doubletree, Second Level, Rosedown B 10:35 am to 12:05 pm

Chair: Kathy E. Green, University of Denver

Participants:
A Comparison of Two Estimation Methods for the Many-Face Rasch Model Using Real Data From a Large-Scale Language Assessment. Guanming Ling, ETS; Lixiong Gu, ETS

Cross-Country Comparisons of Inattentive, Hyperactive, and Impulsive Behavior in School-Based Samples of Young Children. Christine Merrrill, Durham University; Irene Styles, University of Western Australia; Peter B. Tynna, Durham University; Helen R. Wild, University of Western Australia; Paul Jones, Durham University

Exploring the Accuracy of Writing Self-Efficacy Judgments of Eighth Graders Using Rasch Measurement Theory and Qualitative Methods. George Engelhard, Emory University; Nadia Belzazadeh, Emory University

Discusssant: Shudong Wang, Northwest Evaluation Association

48.066. Understanding Variations in Teachers’ Implementations of Curricula. SIG-Research in Mathematics Education; Symposium

New Orleans Marriott, Second Level, Preservation Hall Studio 9 10:35 am to 12:05 pm

Chair: Megan Westwood Taylor, Harvard University

Participants:
Examining Teachers’ Practice to Determine the Effectiveness of a Professional Learning Task. Kristie Jones Newton, Temple University

Comparing Incorrect and Correct Examples in Algebra Classrooms. Kelley Durkin, Vanderbilt University; Bethany Rittle-Johnson, Vanderbilt University

Exploring Relationships Between Mathematical Knowledge for Teaching (MKT) and Teachers’ Implementation of Curricula. Jon R. Sturi, Harvard University; Katie Lynch, Harvard University; Courtney Pollack, Harvard University

Teacher Divergence From Expected Curriculum Use. Megan Westwood Taylor, Harvard University

Discusssant: Karen L. Zamwalt, Teachers College, Columbia University

48.067. How Talk and Attention to Text Influence Reading Processes. SIG-Research in Reading and Literacy; Paper Session

Doubletree, Second Level, Shadows 10:35 am to 12:05 pm

Chair: Rosalind Horowitz, University of Texas - San Antonio

Participants:
Tracking Joint Attention During Shared Storybook Reading: An Intervention Study Using Eye-Tracking. Jia Guo, Duke University; Gary Feng, Duke University

An Analysis of Parent/Child Comprehension-Related Utterances While Reading Different Genres. Cynthia Ann Becker, University of Maryland

Conceptual Press Discourse: Choosing Talk Moves That Support Reading Engagement. Dot McElhone, Portland State University

You Can Think About Books in a Different Way: Urban Adolescents Reading and Talking Together. Jie Yie Park, Bard College

The Implementation of Connection Prompts in Building Substantive Engagement in the Second-Grade Classroom Through Book Club Conversations. Amy Alamari, University of San Francisco

Discusssant: Rosalind Horowitz, University of Texas - San Antonio

48.068. Language in the Science Classroom. SIG-Science Teaching and Learning; Paper Session

New Orleans Marriott, Second Level, Preservation Hall Studio 2 10:35 am to 12:05 pm

Chair: Erin Denise Knepler, University of Maryland - College Park

Participants:
Analyzing the “Doing” of Science Within Collaborative Activities at the Early Childhood Level. Charles Max, University of Luxembourg; Christina Siry, University of Luxembourg; Gadrud Ziegler, University of Luxembourg

Recently Arrived English Language Learners’ Perceptions of Learning in High School Science. Karleen R. GounAsia, Long Island University

Science Students’ Classroom Discourse: Kesar’s Umwelt. Jennifer Lynn Arnold, University of Melbourne

Teaching Science Through the Language of Students in Technology-Enhanced Instruction. Kihyun (Kelly) Ryou, University of California - Berkeley

The Language Demands of Science Performance Assessments: Implications for Assessing Scientific Inquiry in Linguistically Diverse K-12 Classrooms. Edward G. Lyon, University of California - Santa Cruz; George C. Bunch, University of California - Santa Cruz; Jerome M. Shaw, University of California - Santa Cruz

Discusssant: Okhee Lee, University of Miami


Sheraton, Fourth Level, Bayside B 10:35 am to 12:05 pm

Chair: Augustine Francis Romero, Tucson Unified School District

Participants:
Study of Arizona’s Teachers of English Language Learners. Cecilia Rios Aguilar, The University of Arizona; Manuel González, Canche, The University of Arizona; Luis C. Moll, The University of Arizona

A Return to the “Mexican Room”: The Segregation of Arizona’s English Learners. Patricia C. Gansar, University of California - Los Angeles; Gary A. Orfield, University of California - Los Angeles

The Challenge of Educating Arizona’s Indigenous Learners in an Era of Standards, Accountability, and Coercive Politics of Educational “Reform”. Mary Eunice Romero-Little, Arizona State University

Discusssant: Angela Valenzuela, University of Texas - Austin

48.070. Cross-Cultural Negotiations and Self-Study Research. SIG-Self-Study of Teacher Education Practices; Paper Session

New Orleans Marriott, Second Level, Preservation Hall Studio 1 10:35 am to 12:05 pm

Chair: Shelley Wong, George Mason University

Participants:
A Self-Study of Teaching Learning Between Professors in North American and Preservice Students in Spain Using Distance Education to Learn About Teaching and Culture. Isabel Alvarez, Autonomous University, Barcelona; Brent S. Kilbourn, OISE/University of Toronto, George Olson, Roosevelt University

Are We Feeling Comfortable Teaching It? Self-Study of Four Teacher Educators’ Conversations About So Far From the Bamboo Grove. Tonghee Sih, Old Dominion University; KauViona Michelle Hinton-Johnson, Old Dominion University; James A. Marken, Old Dominion University; Lea Lee, Old Dominion University

Learning From Using Theater of the Oppressed in a Student Teaching Seminar: A Self-Study. Martha A. Alexis-St-Snider, University of Georgia; Forum Bhakhravala, Arcadia University

Representing My Self-Study Journey About Aboriginal Ways of Knowing With “Slowmation.” Garry F. Hoban, Wollongong University

Discusssant: Barbara A. Henderson, San Francisco State University

48.071. Innovative Approaches to Instruction and Assessment. SIG-Teaching Educational Psychology; Paper Session

Sheraton, Eighth Level, Salon 820 10:35 am to 12:05 pm

Chair: Jia Guo, Duke University
48.074. Cultural and Environmental Issues Utilizing the Arts. SIG-Arts-Based Educational Research; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
10:35 am to 12:05 pm
Chair: Anniina Suominen Guyas, Florida State University
Participants: 
Examining the Role of Artmaking in Service-Learning and Socially Just Practice; Lynn Sanders-Bustle, University of Louisiana - Lafayette
Life as They Know It: Second-Generation Canadian Teens Employ Photography in Cross-Cultural Explorations of Identity; Laurel Marie Hart, Concordia University
Postcards of the Landscape: Researching Children’s Perceptions of the Environment Through the Arts. Reesaa Sorin, James Cook University; Iain Gordon, CSIRO

48.074-1. Current Issues in Adult Learning. SIG-Adult Literacy and Adult Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
10:35 am to 12:05 pm
Chair: Elin Kelsey, Elin Kelsey & Company
Participants: 
Embodying Sustainability: An Exploration of Personal Sustainability Among Inmates; Benilde Garcia-Cabrero, National Autonomous University of Mexico
No Tragedies Before Grade Four? Expert Opinion on Teaching Climate Change in the Gloomy World of Climate Change? Christine Keller Lemley, Northern Arizona University; John Martin, University of Wisconsin - Madison
Networking Expansive Forms of Identity and Learning: New Media Practices of Immigrant Youth in the Netherlands. Kevin M. Leander, Vanderbilt University; Mariette Haan, De, Utrecht University; Manja Coopmans, Utrecht University
Connecting School to Community: Oral History Projects and Google Sites. Christine Keller Lemley, Northern Arizona University; John Martin, University of Wisconsin - Madison
Networking Expansive Forms of Identity and Learning: New Media Practices of Immigrant Youth in the Netherlands. Kevin M. Leander, Vanderbilt University; Mariette Haan, De, Utrecht University; Manja Coopmans, Utrecht University
Toward an Activity Theory Model for Distance Education. Michael Lindsley Hoover, McGill University; Benilde Garcia-Cabrero, National Autonomous University of Mexico

48.074-2. Rethinking Assessment in an Age of New, Participatory, and Low-Stakes Testing Situation. SIG-Testing and Measurement; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
10:35 am to 12:05 pm
Chair: Brian D. Schultz, Northeastern Illinois University
Participants: 
An Echo of Silence From the Memories of a Chinese Girl: “My Name and My Literacy;” Rosa Hong Chou, Simon Fraser University
Reflections on Traversing Experiential Learning and Creative Pedagogical Practice With Undergraduate and Graduate Students. Erika L. Bulman, Monmouth College
Theorizing Narrative Performativity in Reading and Writing Auto/Biographical Research. Jangah Kim, Teachers College, Columbia University
Imagining Ourselves From a Distance? The Promise and Limitations of Autobiographical Perspective-Taking. Connie North, University of Maryland - College Park

Sheraton, Fifth Level, Grand Ballroom A
10:35 am to 12:05 pm
Chair: Emily Davall, University of Idaho
Participants: 
Connecting School to Community: Oral History Projects and Google Sites. Christine Keller Lemley, Northern Arizona University; John Martin, University of Wisconsin - Madison
Networking Expansive Forms of Identity and Learning: New Media Practices of Immigrant Youth in the Netherlands. Kevin M. Leander, Vanderbilt University; Mariette Haan, De, Utrecht University; Manja Coopmans, Utrecht University
Toward an Activity Theory Model for Distance Education. Michael Lindsley Hoover, McGill University; Benilde Garcia-Cabrero, National Autonomous University of Mexico

48.074-4. From Storyboards to Google: New Technologies and the Ways We Teach Now. SIG-Cultural Historical Research; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
10:35 am to 12:05 pm
Chair: Elin Kelsey, Elin Kelsey & Company
Participants: 
Embodying Sustainability: An Exploration of Personal Sustainability Among Environmental Activists. Joy beachamp, Royal Roads University
No Tragedies Before Grade Four? Expert Opinion on Teaching Climate Change to Children. Carly Armstrong, Royal Roads University
Not Your Typical Book About the Environment. Elin Kelsey, Elin Kelsey & Company

48.074-5. How Do We Sustain Educators, Environmentalists, and Students in the Gloomy World of Climate Change? SIG-Environmental Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
10:35 am to 12:05 pm
Chair: Elin Kelsey, Elin Kelsey & Company
Participants: 
Embodying Sustainability: An Exploration of Personal Sustainability Among Environmental Activists. Joy beachamp, Royal Roads University
No Tragedies Before Grade Four? Expert Opinion on Teaching Climate Change to Children. Carly Armstrong, Royal Roads University
Not Your Typical Book About the Environment. Elin Kelsey, Elin Kelsey & Company

48.074. Roundtable Session 28; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
10:35 am to 12:05 pm
Chair: Lori Kupczynski, Texas A&M University - Kingsville
Participants: 
Unlocking Opportunities: Identifying Learning Disabilities in Adult Basic and Literacy Education (ABLE) Students. Sharon L. Reynolds, Ohio University; James A. Salzman, Ohio University
Decline in College Graduates’ Literacy Skills? A Search for Explanations. M. Cecil Smith, Northern Illinois University; Thomas J. Smith, Northern Illinois University
Coimagining Perspectives on Nurturing Adult Learners in Higher Education. Joanne Chesley, Winston-Salem State University; Bonnie B. Mullins, Teaching Learning and Technology Group; Alvaro H. Galvis, Winston-Salem State University

48.074. Roundtable Session 28; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
10:35 am to 12:05 pm
Chair: Elin Kelsey, Elin Kelsey & Company
Participants: 
Embodying Sustainability: An Exploration of Personal Sustainability Among Environmental Activists. Joy beachamp, Royal Roads University
No Tragedies Before Grade Four? Expert Opinion on Teaching Climate Change to Children. Carly Armstrong, Royal Roads University
Not Your Typical Book About the Environment. Elin Kelsey, Elin Kelsey & Company
Sheraton, Fifth Level, Grand Ballroom A
10:35 am to 12:05 pm
Chair: Kristan M. Venegas, University of Southern California
Participants:
Inputs and Student Achievement: An Analysis of Latina/o-Serving Urban Elementary Schools. Julian Vasquez Heilig, University of Texas - Austin; Amy Williams, University of Texas - Austin; Su Jin Gatlin Jez, California State University - Sacramento
Exploring the Achievement Gap in Latino Adolescents: Impact of Academic Engagement and Locus of Control. Joakim Philippos Boutadakis, California State University - Fullerton; Kari Knutson Miller, California State University - Fullerton; James L. Rodriguez, California State University - Fullerton; Mathew Barnett, Nicholas Junior High School, Fullerton, CA
Deconstructing School Finance for English Language Learners: A School-Level Analysis. Irisa S. Okhrentchouk, University of California - Davis; Oscar Jimenez-Castellanos, Arizona State University

48.074-7. Cross-National Research on the Politics of Education. Division L - Educational Policy and Politics Co-sponsored by Division L - Educational Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
10:35 am to 12:05 pm
Chair: Michelle D. Young, University of Texas
Participants:
Neoliberal Islamic Education: The Case of Arab Education in Israel. Halleli Piason, Ben-Gurion University of the Negev; Ayman Aghbaria, Haifa University; Israel
Hidden Markets: Global Patterns in the Privatization of Education. Patricia Burch, University of Southern California
Globalization and Higher Education in Sub-Saharan Africa: A Mixed Blessing. Kingsley Banya, Misericordia University

48.074-8. Educator Incentive Pay: A Comparative Analysis of Three Large-Scale Reforms. Division L - Educational Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
10:35 am to 12:05 pm
Chairs: Betty Malen, University of Maryland
Daniel C. Humphrey, SRI International
Tony Milavsky, University of Wisconsin - Madison
Participants:
Promises and Perils of Educator Incentives: A Formative Evaluation of a Teacher Incentive Fund (TIF) Grant in Prince George’s County, Maryland. Betty Malen, University of Maryland; Jennifer K. Rice, University of Maryland; Paul Joseph Baumann, Education Commission of the States; Elke Chen, University of Maryland - College Park; Amy Dougherty, Prince George’s County Public Schools; Laura Hightstone Hyde, University of Maryland; Cara Jackson, University of Maryland; Rebekah Jacobson, University of Maryland
The Micropolitics of School-Based Performance Bonuses: The Case of New York City. Julie A. Marsh, University of Southern California; Daniel McCaffrey, RAND; Matthew G. Springer, Vanderbilt University
When Teachers Play a Role in Pay-for-Performance Plan Development: An Analysis of the Texas Governor’s Educator Excellence Grant Program. Coby Meyers, American Institutes for Research

48.074-9. Fairness, Trust, and Capabilities: Building Blocks for Education Reform. Division L - Educational Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
10:35 am to 12:05 pm
Chair: Julia Heath Kaufman, Carnegie Mellon University
Participants:
Great Learners Make Great Teachers: Content-Area Reform in Teacher Preparation Through Consortia of University, Community College, and K-12 Educators. Laura B. Turchi, Arizona State University; Dale Scott Riley, Arizona State University; Farzad Mahootian, Arizona State University
Learning About Fairness: An International Study. Stephen A. Gorard, University of Birmingham
The Impact of Student Trust on Schooling Outcomes. Lisa S. Romero, University of California - Riverside; Douglas E. Mitchell, University of California - Riverside

48.074-10. From Policy to Practice: National, Local, and Individual Student Perspectives on High School Accelerated Coursetaking. Division L - Educational Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
10:35 am to 12:05 pm
Chair: Kathryn M. Borman, University of South Florida
Participants:
Pathways in America’s High Schools. Becky A. Smardon, Quill Research Associates, LLC; Aimie J. Evan, Quill Research Associates, LLC; Kathryn M. Borman, University of South Florida; Arland Ngwema, University of South Florida
Advanced Placement (AP) “Open Door Policy”: Increasing AP Enrollment in Two Florida High Schools. Aimee Eden, University of South Florida; Ashley Spalding, University of South Florida; Rebekah Hegmann, University of South Florida
Gender and Racial Class Composition Effects on Calculus Course-taking. Will Tyson, University of South Florida
Student Agency and Accelerated Academic Program Participation. Ashley Spalding, University of South Florida; Aimee Eden, University of South Florida; Arland Ngwema, University of South Florida

48.074-11. How Professional Development Can Be Good for Teachers and Students: Learning From Research and Practice. Division L - Educational Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
10:35 am to 12:05 pm
Chair: Meredith Jane Ludwig, American Institutes for Research
Participants:
Making Professional Development More Strategic: A Conceptual Model for District Decision Makers. Kwang Suk Yoon, American Institutes for Research; Michael S. Garet, American Institutes for Research, Meredith Jane Ludwig, American Institutes for Research
Mission Possible Talent Development. Amy Holcombe, Guilford County Schools
What Is Effective Professional Learning: Stimulating the National Conversation about Professional Development. Joelten Kilhon, National Staff Development Council

48.074-12. Internal Reactions to External Accountabilities: The Role of Leadership. Division L - Educational Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
10:35 am to 12:05 pm
Chair: Richard Elmore, Harvard University
Participants:
Presentation 1: “The Impact of External Mandates on Instructional Leadership: Principals as Mediating Agents.” Karen R. Seashore, University of Minnesota; Viviane M. Robinson, University of Auckland
Presentation 2: “Goal Integrity and External Accountability.” Heinrich M. Mattrop, University of California - Berkeley
Presentation 3: “Reconciling External and Internal Accountability in Urban Schools.” Michael S. Knapp, University of Washington

48.074-13. Local Autonomy in the Pursuit of Systemic Improvement: The Case of Ontario’s Special Education Initiative - Building For Good. Division L - Educational Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
10:35 am to 12:05 pm
Chair: Henry J. Braut, Boston College
Participants:
New Opportunities and Professional Demands in Local Autonomy. Matthew James Welch, Boston College; Karen W. Lam, Boston College
Social and Demographic Determinants of Education Reform Strategies. Maureen Hughes, Boston College; Andrew Hargreaves, Boston College
Comparing Ontario’s Inclusion Strategy With High-Performing Finland. Kathryn Ann Sallis, Boston College; Pasi Sahlberg, CIMO
Methodological Strengths and Issues in the Review of a Province-Wide Reform Initiative. Lauren Chapman, Boston College; Henry I. Braun, Boston College

48.074-14. Making Connections From Policy to Practice: How Accountability Policies Translate Into Teacher Practices and Student Learning. Division L - Educational Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
10:35 am to 12:05 pm
Chair: Kathryn S. Schiller, University at Albany - SUNY
Participants:
- Multilevel Linkages Between State Standards, Teacher Standards, and Student Achievement. Jaekyung Lee, University at Buffalo - SUNY; Xiaoxian Liu, University at Buffalo - SUNY; Weichun Wang, University at Buffalo - SUNY
- The Relations Among Emotion Regulation, Self-Concept, and Internalizing Problems in Taiwanese Children. Manying Hsieh, National Taitung University

48.075. Roundtable Session 29; Roundtable Session

48.075-1. The Complexities of Diversity: Perspectives and Reflections in Multicultural/Multiethnic Education. SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom B
10:35 am to 12:05 pm
Chair: Antonina Lukenchuk, National-Louis University
Participants:
- Multilingual Writers’ Acceptance and Rejection of Teaching Authority in English-as-a-Second-Language (ESL) Composition Class: A Sociopolitical Perspective. Pei-hsun Emma Liu, Kaizun University
- School Diversity and School Discipline Problems. Lai Kwan Pei, University of Louisiana - Lafayette; Susan E. Kochan Teddlie, University of Louisiana - Lafayette
- Self-Reflection and Critical Consciousness: Missing Dispositions in Practicing Educators’ Perceptions of Diversity. Ruben Garza, Texas State University - San Marcos; Jennifer Battle, Texas State University - San Marcos; Lori Cooper Anderson, Texas State University - San Marcos
- Sociocultural Influence on Children’s Social Competence: A Close Look at Kindergarten Teachers’ Beliefs. H. Sophia Han, University of South Florida
- The Effects of Early Field Experience on Preservice Teachers’ Self-Efficacy Beliefs. Meiko Negishi, University of North Florida; Wanda G. Lastrapes, University of North Florida

48.075-2. Systems Thinking Approaches to Inform and Extend Practice in Schools. SIG-Systems Thinking in Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom B
10:35 am to 12:05 pm
Chair: Paula Marie Dawidowicz, Walden University
Participants:
- Systems Thinking Tools for Improving Evidence-Based Conversations: A Cross-Case Analysis of Two High Schools. Lisa A.W. Kessler, Auburn University; Ellen H. Reame, Auburn University
- Research on Fourth-Grade 30/30 Round Tables: Steps to a Tool for Systemic School Renewal. Sue F. Gabrielle, Saybrook University

Sheraton, Fifth Level, Grand Ballroom B
10:35 am to 12:05 pm
Chair: Susan Stillman, Northcentral University
Participants:
- The Relations Among Emotion Regulation, Self-Concept, and Internalizing Problems in Taiwanese Children. Manying Hsieh, Indiana University - Bloomington
- Emotional Competence and Preschoolers’ Classroom Competence: Direct, Additive, and Mediation Models. Pamela W Garner, George Mason University; Badyuddin Wajid, Virginia State University; Laurence Kimber Moses, George Mason University
- The Mediating Roles of Psychosocial Factors in Predicting Achievement for Middle School Students. Yi-Lung Kuo, University of Iowa; Steven B. Robbins, ACT, Inc.

48.075-4. Defining Teachers’ Perspectives Implementing Problem-Based Learning in K-12 Classrooms. SIG-Problem-Based Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom B
10:35 am to 12:05 pm
Chair: Nancy E. Hoffman, Central Connecticut State University
Participants:
- A Video Case Study of a Problem-Based-Learning-Mathematics Classroom: Supporting Professional Development in West Virginia. Ugar Kale, West Virginia University; Sarah Selmer, West Virginia University; Jaron Ravitz, Buck Institute for Education
- How Teachers Use Project-Based Learning in the Classroom. Sihua Rafih Tamir, The University of Memphis; Michael M. Grant, The University of Memphis
- Problem-Based Learning Pedagogy to Infuse Computational and Modeling Technology in Teaching and Learning in the Core Science, Technology, Engineering, and Mathematics (STEM) Curriculum. Mahnaz Moallem, University of North Carolina - Wilmington; Shelby P. Morse, University of North Carolina - Wilmington; Chandra Roughton, University of North Carolina - Wilmington; Sridhar Naveedan, University of North Carolina - Wilmington; Gene A. Taghiarini, University of North Carolina - Wilmington

48.076. Roundtable Session 30; Roundtable Session

48.076-1. School Achievement, Leadership, and Reform: The Role of Teachers, Principals, and School Structure. SIG-School Leadership; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm
Chair: George W. Noblit, University of North Carolina
Participants:
- Committed to the Cause: A Social Network Analysis of Teacher Attitudes and Evidence-Based Practices. Lambrina Mileva, Stanford University
- How Do Middle Schools Measure Up?: A Comparison of Student Achievement in Middle and K-8 Schools. Kate E. Riordan, Marist College
- Principal Effects: Principal Style and Leadership-Type Effects on School Climate. Heather E. Price, University of Notre Dame

48.076-2. Building Stronger Connections Between Schools and Families With Children With Disabilities. SIG-Family, School, Community Partnerships; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm
Chair: Heather J. Bruce, Whittier College
Participants:
- Enhancing Parent-Professional Partnerships for Improved Outcomes for African American Children With Disabilities. Yvette Latunde, Acusa Pacific University
- School-Family Partnership for Students With Disabilities From Culturally and Linguistically Diverse Backgrounds. Sue-Yin Chu, National Taitung University, Taiwan

48.076-3. Measuring Classroom Formative Assessment Use. SIG-Classroom Assessment; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm
Chair: Keni Brayton Cox, California State University - Fullerton
Participants:
- A Validity Argument for the Assessment Practices Survey: A Measure of Teachers’ Enactment of Formative Assessment. E. Caroline Wylie, ETS; Susan J. Miller, ETS
- Measuring Teacher Use of Online Formative Assessment Practices. Aryn C.

48.076-5. Large Scale Assessment SIG Table 1. SIG-Large Scale Assessment; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 10:35 am to 12:05 pm Chair: Liz Burton, Measured Progress Participants: Constructing a Common Scale in a Testing Program to Model Growth: Joint Concurrent Versus Separate Scaling of English Language Proficiency Test Items. Liz Burton, Measured Progress Unschooling, Then and Now: The Revolution Goes Online. Kellie Rolstad, Arizona State University, Kathleen Ruth Kesson, Long Island University - Brooklyn}


48.076-7. Varying Literacies in Educating Today’s Young Adolescents. SIG-Middle-Level Education Research; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 10:35 am to 12:05 pm Chair: Cynthia C. Reyes, The University of Vermont Participants: Reading Attitudes of Middle School Students (RAMSS): A Confirmatory Validation Study. Jenna Jeanne Bachinski, University of Connecticut, Melissa S. Mitchell, University of Connecticut Examining Response to a 1:1 Computer Initiative: From the Perspective of Middle-Level Students and Teachers. Amy R. Hoffman, John Carroll University, Mark G. Storz, John Carroll University Parting the Waters: Trends in Adolescent Literacy Scholarship 2004-2009. Jennifer L. Wilson, University of South Carolina, John D. Robertson, University of South Carolina, Clayton Leishman Negotiating the Integration of New Literacies in the Middle School Classroom: The Lived Experiences of Science and Math Teachers. Jennifer J. Wimmer, Brigham Young University Improving Adolescent Literacy Through Embedded Strategies in the Content Area. Carol J. Gilles, University of Missouri, Danielle Katherine Johnson, University of Missouri, Joanne Carol Smith, University of Missouri - Columbus, Xing Wang, University of Missouri

48.076-8. Critical Reflections on Changes in Teachers’ Work. SIG-Teacher’s Work/Teachers Unions; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 10:35 am to 12:05 pm Chair: Rachel Sutz Pianta, Valdosta State University Participants: Different Countries, Context, and Policies: What Are the Outcomes for Teachers’ and Principals’ Work Lives? Christine Gardner, University of Tasmania, Jeff Garsed, Australian Education Union, Lauren Johnson, University of Tasmania, Marion E. Myhill, University of Tasmania, Elkanu Ngwevunza, Bruce E. Pietsch, University of Tasmania, Australia; Marilyn Pietsch, University of Tasmania, John C. Williamson, University of Tasmania Racism in a Segregated African American School: An Issue for Teachers and Unions. Carol Caref, Chicago Teachers Union Teachers’ Job Satisfaction: Relations With School Goal Structure, Perceived Autonomy, Work Overload, Self-Efficacy, and Emotional Exhaustion. Elmar M. Shaahyik, Norwegian University of Science and Technology, Sidsel Skadvik, Norwegian University of Science and Technology


48.076-10. Curriculum and Teaching Issues in Rural Schools. SIG-Rural Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 10:35 am to 12:05 pm Chair: Juanita Gamez Vargas, University of Oklahoma Participants: An Investigation Into the Curriculum Delivery Challenges Confronting Small Rural High Schools in Newfoundland and Labrador. Dennis M. Mulcahy, Memorial University - Newfoundland The Instructional Practice Inventory in Rural Settings: Testing the Student Engagement-Standardized Test Performance Relationship. Jerry W. Valentine, University of Missouri - Columbia, Justin Collins, University of Missouri Understanding Teacher Instructional Decision Making in a Rural Appalachian Head Start Program: An Ethnography. Gretchen D. Butera, Indiana University, Amber M. Friesen, Indiana University; Angela Stone-Macdonald, University of Massachusetts - Boston Universal Prekindergarten in Rural New York State: Five Case Studies Highlight
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm
Chair: Xue Han, Dominican University
Participants:
Identity Struggle and Development of a Chinese Immigrant Child: The Roles of Teachers and Peers. Mao Li, University at Buffalo - SUNY; X. Christine Wang, University at Buffalo - SUNY
Teaching Mathematics in English Language in Malaysia: Examining Teachers’ Beliefs About What Works Best. Sham-ah Md-Yunos, Eastern Illinois University; Zaheer Zarudin, Multimedia University
Was Asian American Faculty More Likely to Earn a Tenured Position? Wenfan Yan, University of Massachusetts - Boston; Qiyuan Lin, SUNY - College at Plattsburgh

48.076-12. Teaching Standards, Professional Development, and Teacher Retention. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm
Chair: Mary E. Dilworth, National Board for Professional Teaching Standards
Participants:
Interstate New Teacher Assessment and Support Consortium (INTASC) Model Core Teaching Standards: Empirical Research Support for a New Vision for Teacher Standards. Peter A. Youngs, Michigan State University; Afi Y. Wiggins, University of Virginia; Maria del Carmen Salazar, University of Denver; Mary E. Diaz, Alfredo College; Kathleen Paliokas, Council for the Development of Social Science Research in Africa
Reimagining Teacher Relicensing Policies in the United States to Improve Student Learning. Barbara L. Bales, University of Wisconsin - Milwaukee
What Are the Effects of Teacher Preparation on Beginning Math and Science Teacher Retention? Richard Ingersoll, University of Pennsylvania; Henry Mky, University of Pennsylvania; Lisa Merrill, University of Pennsylvania
Labor-Management Relations and Human Resources Policy: Impacts on Teacher Fit and Retention. Ben Pogodzinski, Wayne State University; Peter A. Youngs, Michigan State University

48.076-13. Everyday Practice in Early Childhood Classrooms. SIG-Early Education and Child Development; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm
Chair: Lucinda G. Heimer, Wheelock College
Participants:
Boosting School Readiness: Interactions Among Kindergarten Enrollment Age, Maternal Education, and Home Learning Environment. Juhui Zhang, Beijing Normal University; Xin Tao, Beijing Normal University
Eco-Mapping Protocol: Measuring Children’s Social Support Networks. Lauren Burnett, Louisiana State University; Jennifer Jo Baumgartner, Louisiana State University - Baton Rouge
Preschool Teachers and Immigrant Families in Four U.S. Cities: Examples From the Children Crossing Borders Study. Jennifer Keys Adair, University of Texas - Austin
Teachers’ Experiences With Children’s Sexual Behaviors in Early Childhood Programs: A Call for Professional Development. Anne Douglass, University of Massachusetts - Boston

48.076-14. Learning and Unlearning Attitudes: Analyses of Anti-Racism in Education. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm
Chair:
Virginia C. Shipman, University of New Mexico
Participants:
Irish Post-Primary Students’ Attitudes Toward Ethnic Minorities: Findings From a Large Quantitative Study. Roland Tormey, University of Limerick; James P. Gleeson, University of Limerick
Learning and Unlearning Colorblindness: A Narrative Analysis. Kimberly Joy Howard, University of South Carolina
The Race-Class Problem in Antiracist Education: A Content Analysis of Big Business Antiracism. Sarah Leah Santillanes, University of New Mexico
“Sista Doctas” Taking a Seat at the Table: Advocacy and Agency Among Women of Color in Teacher Education. Monika Williams Shealey, University of Missouri - Kansas City; Patricia M. McHatton, University of South Florida; Erica D. McCray, University of Florida; Ursula Thomas, University of West Georgia

48.077. Roundtable Session 31; Roundtable Session
48.077-1. Special Topics in School Finance. SIG-Fiscal Issues, Policy, and Education Finance; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
10:35 am to 12:05 pm
Chair: Robert Charles Knoeppel, Clemson University
Participants:
A Comparative Study on the Equity and Adequacy of Educational Resources and Performance Between the South Korean and the U.S. K-12 Educational Systems. Moonyong Eom, University of Georgia
Instructional Expenditures Ratio and Student Achievement: Is 60% a Better Indicator? Maureen Cullen, Sam Houston State University; Timothy B. Jones, Sam Houston State University; John R. Slate, Sam Houston State University
Is School Funding Associated With Student Achievement in the Current High Stakes Environment? Results From an Analysis of Public Data in Pennsylvania. John Baker, University of Pennsylvania; F. Joseph Merlino, The 21st Century Partnership for STEM Education
Retirement Preferences of Key Teacher Groups. Elizabeth Anne Ettene, Vanderbilt University
Taxation and Education: Using Educational Research to Inform Coherent Policy for the Public Good. Robert Charles Knoeppel, Clemson University; Jane Clark Lindle, Clemson University

48.077-2. Critically Charged Spaces of Self and Other. SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
10:35 am to 12:05 pm
Chair: Kimberly Marie Sheridan, George Mason University
Participants:
A Semiotic Reading of Postmodern Street Performance. Mimi Miyong Lee, University of Houston
Culturally Responsive Critically Charged Hybrid Spaces for Native Arts Education. James W. Bequette, University of Minnesota; Kelly A. Hrenko, University of Southern Maine
Developing Literate Language Through Process Drama. Alida Anderson, American University; Linda E. Krakaur, Towson University
Know Thyself: Recontextualizing Identities in a Studio Art Course. Najuana Pradencia Lee, University of Georgia
Navigating the Gaps: A Study of Teacher Candidates’ Understanding of Inquiry-Based Learning Through the Arts. Amanda Nicole Guilla, Lehman College - CUNY; Limor Pinhasi-Vittorio, Lehman College - CUNY

48.077-3. Barriers to and Trends in Professional Certification Throughout the Career. SIG-Professional Licensure and Certification; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
10:35 am to 12:05 pm
Chair: Jason Rinaldi, American Board of Family Medicine
Participants:
A Longitudinal Analysis of Certification Trend and Performance on Dual Certification in Hematology and Medical Oncology. Yanling Zhang, American Board of Internal Medicine; Robin A. Guille, American Board of Internal Medicine
Extended Time Accommodations and Their Impact on High-Stakes Licensure
Examinations Differential Item Functioning. Ada Woo, National Council of State Boards of Nursing; Clemmer M. Marks, National Council of State Boards of Nursing; Weimei Liu, Philip Dickison, National Council of State Boards of Nursing; Sarah L. Hagey, National Council of State Boards of Nursing.

48.077-4. Analyzing and Assessing Teacher Knowledge and Practice. SIG-Technology as an Agent of Change in Teaching and Learning; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom C
10:35 am to 12:05 pm
Chair: Ellen B. Meier, Teachers College, Columbia University
Participants:
Between the Notion and the Act: Distinctions Among Secondary Veteran Teachers’ Technological Pedagogical Content Knowledge (TPACK) in 1:1 Computing Settings. Lisa G. Hervey, North Carolina State University
Assessing Preservice Teachers’ Knowledge Development in the Context of a Technology Integration Course. Chrystella Mouza, University of Delaware; Rachel A. Karchmer, Virginia Commonwealth University; Sade Yilmaz Ozden, University of Delaware; Ratna Nandakumar, University of Delaware
A Comprehensive Approach to Assessing Technological, Pedagogical, And Content Knowledge (TPACK) as an Interdisciplinary Construct. David K. Pugalee, University of North Carolina - Charlotte; Margaret L. Niess, Oregon State University
The Development of an Instrument to Measure Preservice Teachers’ Technological Pedagogical Content Knowledge. Nicholas Luo, Montana State University; Art W. Bangert, Montana State University; David Whittier, Boston State University
Systematic Observation of Technology Use in Middle School Classrooms. Hersh C. Wazna, Texas A&M University; Siwei Q. Texas A&M University

Division and SIG Posters

48.078. Poster Session 10; Poster Session

48.078-1. Learning and Teaching in Educational Leadership. SIG-Learning and Teaching in Educational Leadership; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
10:35 am to 12:05 pm
Posters:
1. Administrator Perceptions: Roles, Responsibilities, and Duties in the Assistant Principal Position. Arnold B. Danzig, Arizona State University; Carmen Marsden, Arizona State University
3. Perception of Team Learning of Public Elementary School Teachers in Thailand. Apisit Somrusik, Khon Kaen University

48.078-2. Application of Survey Research Methods in Education. SIG-Survey Research in Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
10:35 am to 12:05 pm
Posters:
4. Reading Self-Efficacy for Incarcerated Youth: Examining Measurement Invariance With Item Response Theory. Jing Zhao, The Ohio State University; William Loadman, The Ohio State University; Raela Moore, The Ohio State University; WeiJia Ren, The Ohio State University; Charles Obagbo Okonkwo, The Ohio State University; Deborah Kwon, The Ohio State University
5. Sojourn: An Interoperable Tool for Conducting Data Collection in High School Computer Labs. Jeff Matheny, RTI International; Debbie Herget, RTI International; Amy Kowalski, RTI International; Jonathan D. Pavlov, RTI International; Ziv Younger, RTI International
6. The Validity and Reliability of a PDAS-Based (Professional Development and Appraisal System) Preserve Teacher Survey for Program Evaluation in Houston. Kar Man Lee, University of Houston; Lilia M. Ruban, University of Houston; Laveria Hutchison, University of Houston; Melissa Pierson, University of Houston

48.078-3. Multilingual Education in the Twenty-First Century: Practice, Policy, Theory, and Research; Poster Session I. SIG-Bilingual Education Research; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
10:35 am to 12:05 pm
Posters:
7. Longitudinal Analysis of English Acquisition and Academic Achievement Trajectories for Students Initially Classified as English Learners. Karen D. Thompson, Stanford University; Jeni Hakata, Stanford University
8. Profiles of Parents That Enroll Their Children at a Spanish-English Two-Way Immersion Charter School and Their Reasons for Enrollment. Erin Feinauer Whiting, Brigham Young University; Erika Feinauer, Brigham Young University; Doug Vanderverken, Brigham Young University
9. Spanish Skills Predict English Literacy Achievement: A 5-Year Multi-Cohort Study (Kindergarten-Fourth Grade). Herman S. Garcia, New Mexico State University; Kim L. Anwyl, Griffin Center for Inspired Instruction; Jay S. Blanchard, Arizona State University; Joe Millet, Arizona State University
10. The Effects of Self-Regulation in Conjunction With Explicit Instruction on Vocabulary Knowledge Acquisition of English Language Learners. Woori Kim, University of Texas - Austin

48.078-4. Innovative Strategies for Enhancing Content Learning and Pedagogical Knowledge in Teacher Education. Division K - Teaching and Teacher Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
10:35 am to 12:05 pm
Posters:
12. A Study of a Method for Instructing Teacher Candidates About the Revised Taxonomy. Farzanah Sultana, University of South Carolina; Robert L. Johnson, University of South Carolina
14. Development of Items for Measuring Content-Specific Professional Knowledge of Chemistry Teachers. Sabrina Winer, University Duisburg-Essen; Oliver Tapner, University Duisburg-Essen
15. Opportunities for Science Teacher Learning Through Approximations of Whole-Class Discussions. Andrew H. Falk, University of Michigan; LeeAnn M. Sutherland, University of Michigan
16. The Continuum of Teacher Preparation: Focused Growth or Diffused Efforts? Nancy A. Maynes, Nipissing University; Blaine E. Hatt, Nipissing University
17. Outcomes of a Study-Abroad Teacher Training Program for Foreign Language Teachers. Yoonhee Cho, University of Texas - Austin

48.078-5. Innovative Technologies and Training in Teacher Education. Division K - Teaching and Teacher Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
10:35 am to 12:05 pm
Posters:
18. Are Institutions of Higher Education Faculty Developing Cultural Competence? Satasha L. Green, The University of Alaska - Anchorage; Theresa Harris-Tigg, Buffalo State College - SUNY
20. The Impact of Technology-Enhanced Student-Teacher Supervision on Student-Teacher Knowledge, Performance, and Self-Efficacy During the Field Experience. Theodore J. Kopcha, University of Georgia; Christiana A. Alger, San Diego State University
21. Web 2.0 Technologies in Teacher Education: What Is Happening to the Big Questions? Hafzine Gadfousktrie, University of Iceland; Mary C. Dalman, Victoria University, Australia; Anastasia P. Samaras, George Mason University; Anne Davis, Victoria University - Australia; Claire Kelley, Victoria University - Australia
22. The Millennial Generation: Capitalizing on Its Interests With an Alternative World Language Teacher Education Program. Gwynne Ellen Morrissey, University of Michigan; Maria Jean Coolican, University of Michigan; David F. Wolfgang, University of Michigan

48.078-6. SIGResearch in Mathematics Education Poster Session I. SIG-Research in Mathematics Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
10:35 am to 12:05 pm
Posters:

24. Middle and High School Students’ Methods for Generalizing Linear Patterning Tasks. Feng-Chiu Tsai, Western Michigan University; Jane-Jane Lo, Western Michigan University

25. Motivation, Emotions, and Achievement in a College Remedial Math Course. Chammin Kim, University of Georgia

26. Perceptions of Students and Teachers on Mathematics Reforms in Canada, China, Taiwan, and Jamaica. Peter Yee Han Joong, University of the West Indies

27. Prospective Middle School Mathematics Teachers' Initial Understandings of Rigid Geometric Translations. Huseyin Bahadir Yanik, Anadolu University

28. Self-Regulation of Mathematical Writing. Karl Wesley Kosko, University of Michigan

29. "If They Produce It, They Will Remember It": Examining the Role of Productive Mathematical Teaching Dispositions and Other Supports on the Implementation of Math Project-Based Learning. Dionne Indera Cross, Indiana University; Rick Alan Hubson, University of Southern Indiana; Jean Sangmin Lee, Indiana University

30. Alternative Routes to Mathematical Knowledge for Teaching: Two Cases of Teacher Development. Erik D. Jacobson, University of Georgia

31. Differentiating Between Math Performance Concerns and Types of Math Anxiety-Related Sources. Elizabeth Ann Keiffer, University of Arkansas; Romna L. Turner, University of Arkansas

32. Examining the Development of Preservice Teacher Mathematical Knowledge for Teaching (MKT) Using a Multiple Case-Study Approach. Rebecca N. Mitchell, Boston College; Katherine Ann Ariemma, Boston College

33. Losing the Little Guy: The Disadvantage of Rural Students in Mathematics and STEM Fields. Paul George Wilner II, University of Albany - SUNY

34. Mathematical Games: An Exploratory Study on Quality of Teacher-Student Interactions in Game and Non-Game Lessons. Saeidh Hashmati, The University of Arizona; Taliesin Sutton, The University of Arizona; Nicole B. Kersting, The University of Arizona

35. Understanding How English Language Learners Interpret and Solve Algebra Assessment Items. Carl A. Lugger; Luis G. Aarregui, University of California - Santa Barbara

36. Sequence and Strategies for Comparing and Ordering Fractions in Indonesian, Korean, Norwegian, and U.S. Mathematics Textbooks. Minyoung Kwon, University of Michigan; Dicky Ng, Utah State University; Reidar Msvold, University of Stavanger

37. Situated Learning, Abstraction, and Generalization: Exploring Students’ Understanding of Linear Relationships. Ruth A. Beatty, Lakehead University

48.078-7. Poster Session: Research on Student Science Learning, Division C - Learning and Instruction; Poster Session Sheraton, Fifth Level, Grand Ballroom C 10:35 am to 12:05 pm

Posters:

38. A Design-Based Approach to Fostering Understanding of Global Climate Change. Vanessa Sihvila, University of California - Berkeley; Marcia Limn, University of California - Berkeley; Tammie Vianuelt, University of California - Berkeley

39. A Structural Equation Model of Conceptual Change in Physics. Gita Taasoroshzirzi, University of Nevada - Las Vegas

40. Concepts of Spatial Scale: An International Comparison. Melissa Gail Jones, North Carolina State University; Manuela Paechter, University of Graz; Chang-Fen I. Yen, Providence University; Grant E. Gardner, East Carolina University; Amy R. Taylor, University of North Carolina - Wilmington; Thomas R. Tretter, University of Louisville; Jessica Stelzer, University of Graz

41. Developing Criteria for Explanations in Science: Scaffolding Peer Critique and Feedback in Technology-Enhanced Instruction. Mie Elissa Sato, University of California - Berkeley; Marcia Limn, University of California - Berkeley

42. Elementary Children Learning About the Nature of Models and the Behavior of Small, Unseen Particles. Brenda J. Gustafson, University of Alberta; Shannon Gentilini, EPSB; Peter Mahaffy, King’s University College; Brian Martin, King’s University College


44. Introductory College Students’ Views on the Usefulness, Value for Learning, and Trustworthiness of Physical and Virtual Manipulatives. Jacquelyn J. Chinti, Kansas State University; Adrian Carmichael, Kansas State University; Elizabeth Gire, Kansas State University; N. Sanjey Rehbel, Kansas State University; Sadhana Pantumhekar, University of Wisconsin

45. Student Engagement and Autonomy During High School Science Instruction. Deborah L. Kallman, Northern Illinois University; Nancy DeFrates-Densh, Northern Illinois University

46. The Effect of Diagrammatic Reasoning Intervention on Students’ Attention to Text and Diagrams: An Examination of Eye Movements. Shannon L. FitzHugh, Temple University; Jennifer G. Cromley, Temple University; Theodore W. Willis, Temple University; Bradley Wade Bergen, Temple University

47. Tutorials to Facilitate Students’ Representational Skills for Problem Solving in Introductory College Physics. Dong-Hai Nguyen, Kansas State University; Elizabeth Gire, Kansas State University; N. Sanjey Rehbel, Kansas State University

48. Unpacking Middle School Students’ Understanding of Genetic Inheritance and Cell Division Using Structural Regression Modeling. Michelle Williams, Michigan State University; Angela Haydel DeBarger, SRI International; Bernonda L. Montgomery, Michigan State University

49. When Readers and Writers Inquire: A 3-Year Mixed Methods Study of Argument-Based Inquiry Using the Science Writing Heuristic Approach in Elementary Classrooms. Lori Ann-Norton-Meier, University of Louisville; Brian Hand, University of Iowa

50. Scaffolding Understanding of Energy Transfer Using the Knowledge Integration Framework. Hillary Lucille Swanson, University of California - Berkeley

51. A Path Analysis of Online Discussion Behaviors and Their Impact on Quality of Posting in Online Debates. Allan C. Joeng, Florida State University; Woon Jee Lee, Florida State University; Haeyoung Kim, Florida State University

52. Capitalizing on Social Networking Practices to Increase Adolescent Literacy Engagement: A Study of Six Classrooms Using Literacy Engagement and Achievement Passport™ (LEAP). Constance Fashie Smith, University of Rochester; Nikki Fingland, University or Rochester; David Miller, University of Rochester

53. Children Learning Technological Design With an ALERT Robot (Active Learning Environments With Robotics Tangibles). Katherine Joy Nilsen, University of California - Santa Barbara; Danielle Boyd Harlow, University of California - Santa Barbara

54. Computer-Assisted Instruction: Study Hall 101. Leanne L. Howell, Texas A&M University-College Station; Chance W. Lewis, Texas A&M University-College Station

55. Exploratory Analysis of Multiple Data Sources Using Data Visualization. Yoo Kyung Chang, New York University; Catherine E. Milne, New York University; Jan L. Plass, New York University; Bruce Douglas Homer, The Graduate Center - CUNY; Trace Jordan, New York University; Ruth N. Schwartz, New York University; Dixie Chang, New York University

56. From the Face in the Webcam to the Face of Humanity: Preteens as Researchers Influencing Little Lives. Michelle Renee Zimmerman, University of Washington

57. Implementation of a One-to-One iPod Touch Program in a Middle School. Helen Crompton, University of North Carolina - Chapel Hill; Julie Thompson Keane, University of North Carolina - Chapel Hill

58. Latent Growth Curve Modeling of the Effectiveness of Automated Writing Evaluation. Liyang Mao, Michigan State University; Xuechun Zhou, Michigan State University

59. Measurement of Fidelity of Implementation to a Core Technology Component and Effects on Outcomes in a Prekindergarten Mathematics Scale-Up Intervention. Mary Elaine Spitzer, University at Buffalo - SUNY; Christopher B. Wolfe, University at Buffalo - SUNY; Julie Sarauna, University at Buffalo - SUNY; Douglas H. Clements, University at Buffalo - SUNY

60. Movie Making and Blogs as Social Action Within a Fifth-Grade Classroom. Joanna W. Wong, University of California - Davis

61. Role of Elaborated Answers on Degrees of Student Participation in an Online Question-Answer Discussion Forum. Joanna Drummond, University of Pittsburgh; Jinhe Kim, University of Southern California

62. Social Self-Efficacy in Virtual Versus Face-to-Face Environments. Gena A. Kodos, University of Illinois - Chicago; Michael Manderino, University of Illinois - Chicago; Kimberly A. Lawless, University of Illinois - Chicago; Daniel William O’Brien, University of Illinois - Chicago
Sunday, 12:25 pm

**Governance Meetings and Events**

**49.001. AERA Committee on Scholars and Advocates for Gender Equity in Education:** Closed Meeting. AERA Governance; Governance Session

New Orleans Marriott, Fourth Level, Bacchus
12:25 pm to 1:55 pm
Chair: Kathleen A. Weiler, Tufts University

**AERA Related Activities**

**49.010. AERA Past Presidents Luncheon:** Invitation Only. AERA Related Activities; Governance Session

New Orleans Marriott, Fourth Level, Balcony K
12:25 pm to 1:55 pm

**Presidential Sessions**

**49.011. Inside the Black Box: Understanding Educational Processes and Mechanisms.** Presidential Session

Cosponsored by Division D - Measurement and Research Methodology; Invited Session

Sheraton, Third Level, Napoleon Ballroom C3
12:25 pm to 1:55 pm
Chair: Roslyn Arlin Mickelson, University of North Carolina - Charlotte
Participants:
- Modeling Mediation: Causes, Markers, and Mechanisms. Stephen W. Raudenbush, University of Chicago
- How Can We Use Multisite Experiments to Investigate Education Processes and Mechanisms? Sean F. Reardon, Stanford University
Discussant: Larry V. Hedges, Northwestern University

**49.012. Maintaining Public Education for the Public Good: A Discussion of the Political and Economic Threats to Higher Education.** Presidential Session

Cosponsored by Division J - Postsecondary Education; Invited Session

Sheraton, Third Level, Napoleon Ballroom A2&A3
12:25 pm to 1:55 pm
Chair: LeAnn G. Putney, University of Nevada - Las Vegas
Participants:
- Arthur Levine, Woodrow Wilson Fellowship Foundation
- David F. Lubera, Stanford University
- Gustavo E. Fischman, Arizona State University
- Sara Goldrick-Rab, University of Wisconsin - Madison
Discussant: William G. Tierney, University of Southern California

**49.013. Federal Priorities for Supporting and Advancing Scientific Research.** AERA Sessions; Invited Session

Sheraton, Third Level, Napoleon Ballroom B2
12:25 pm to 1:55 pm
Chair: Gerald E. Sroufe, American Educational Research Association
Participants:
- John Q. Easton, Director, Institute of Education Sciences, U.S. Department of Education
- Joan Ferrini-Mundy, Assistant Director, Education and Human Resources, National Science Foundation
- Myron P. Gutmann, Assistant Director, Social Behavioral and Economic Sciences, National Science Foundation

**49.014. Incentives and Test-based Accountability in Education - The 2011 National Research Council Report and Beyond.** AERA Sessions; Invited Session

Sheraton, Third Level, Napoleon Ballroom D
12:25 pm to 1:55 pm
Chair: Carolyn D. Herrington, Florida State University
Participants:
- Michael Hout, National Research Council Committee Chair and University of California - Berkeley
- Kevin Lang, National Research Council Committee Member and Department of Economics, Boston University
- Brian Stecher, National Research Council Committee Member and RAND Corporation
Discussants:
- Michael T. Nettles, ETS
- Adam Gamoran, University of Wisconsin - Madison

**49.015. Mentoring Across Professions and National Borders: Initiating a Collaborative Conversation.** AERA Sessions; Invited Session

Sheraton, Third Level, Napoleon Ballroom B3
12:25 pm to 1:55 pm
Chairs:
- Sarah K. McMahan, Texas Woman's University
- Frances K. Kochan, Auburn University
Participants:
- Shaza Ezzi, King Abdulaziz University
- Guillermo Hernandez, Universidad Autonoma de Aguascalientes
- William Y. Wu, Hong Kong Baptist University
- Amos Carmell, Wissenschaft Institute of Science
Discussants:
- Joseph T. Pascarelli, University of Portland
- Carol A. Mullen, University of North Carolina - Greensboro

**49.016. So You Want to Be a Peer Reviewer: Learning to Review Annual Meeting Papers and Enhancing Annual Meeting Quality.** AERA Sessions; Invited Session

Sheraton, Third Level, Napoleon Ballroom C2
12:25 pm to 1:55 pm
Chairs:
- Mitchell J. Nathan, University of Wisconsin - Madison
- Deborah L. Vandell, University of California - Irvine
Participants:
- Lynne Schrum, George Mason University
- Aria Razafir, University of Illinois-Chicago

**49.017. Studying Diversity in Teacher Education: A New AERA Publication.** AERA Sessions; Invited Session

Sheraton, Fourth Level, Bayside B
12:25 pm to 1:55 pm
Chair:
- Cherry A. Banks, AERA Books Editorial Board Chair and University of Washington - Bothell
Book Co-editors:
- Arnetha F. Ball, Stanford University
- Cynthia A. Tyson, The Ohio State University
Discussants:
- James G. Cibulka, President, National Council for Accreditation of Teacher Education
- Shawn P. Robinson, President, American Association of Colleges for Teacher Education
- Richard De Lisi, Dean, Rutgers University - New Brunswick/Piscataway
49.018. Meet Journal Editors: Journal Talks 5. AERA Sessions; Invited Roundtable
Sheraton, Fifth Level, Grand Ballroom A
12:25 pm to 1:55 pm
Participants:
2. Structural Equation Modeling, George A. Marcoulides, University of California - Riverside
3. Academy of Management Learning & Education, J. B. Arbaugh, University of Wisconsin - Oshkosh
4. The Journal of Educational Research, James B. Schreiber, Duquesne University, Mary F. Heller, University of Hawaii - West Oahu
5. Frontiers in Educational Psychology, Jason W. Osborne, North Carolina State University
6. Comparative Education, Julian Elliott, Durham University
12. Intercultural Education, Michele Kahn, University of Houston - Clear Lake; Paul Cameron Gorski, George Mason University

49.019. Meet Journal Editors: Journal Talks 6. AERA Sessions; Invited Roundtable
Sheraton, Fifth Level, Grand Ballroom B
12:25 pm to 1:55 pm
Participants:
1. High Ability Studies, Kirsti A. Tirri, University of Helsinki
3. National Association of Student Affairs Professionals, Lennell W. Watson, Northern Illinois University
4. Research in Science and Technological Education, Len Newton, University of Nottingham
5. Journal of the Professoriate, Barbara J. Johnson, Northern Illinois University; Henrietta Williams Pichon, Northwestern State University of Louisiana

Committee Sessions

49.020. GSC Chair Fireside Chat: Scholars of Color. Graduate Student Council; Fireside Chat
Astor Crowne Plaza, Lobby Level, St. Charles Ballroom
12:25 pm to 1:55 pm
Chair: Annis N. Brown, Michigan State University
Participants:
Dorinda J. Carter Andrews, Michigan State University
Louie F. Rodriguez, California State University - San Bernardino
Paola Piloneta, University of North Carolina - Charlotte
Christopher Dunbar, Michigan State University
Stephen D. Hancock, University of North Carolina - Charlotte
Denise M. Bazisde-Talafero, Miami University of Ohio

49.021. GSC Division F Fireside Chat: Contesting the “His” in History: How to Address Hetero-Patriarchy in Historical Research and Teaching. Graduate Student Council
Cosponsored by Division F - History and Historiography; Fireside Chat
Sheraton, Third Level, Napoleon Ballroom C1
12:25 pm to 1:55 pm
Chairs:
Jessica Clason, University of Florida
Nasiba Salem, OISE/University of Toronto
Participants:
Jackie M. Bland, The Ohio State University
Laura Manzo, Texas A&M University - Corpus Christi

49.022. GSC Division K Fireside Chat: Culturally Responsive Research Approaches: Distinctive Means of Infusing Silenced Voices. Graduate Student Council
Cosponsored by Division K - Teaching and Teacher Education; Fireside Chat
New Orleans Marriott, Second Level, Preservation Hall Studio 8
12:25 pm to 1:55 pm
Chairs:
Talonda Michelle Lipsey, University of Wisconsin - Milwaukee
Norma Venancio, Chapman University

Sheraton, Third Level, Napoleon Ballroom B1
12:25 pm to 1:55 pm
Chair: Tony Mackay, Centre for Strategic Educational Thinking - Melbourne
Participants:
Lorna M. Earl, Aporia Consulting Ltd.
Leonidas Kyriakides, University of Cyprus
Valerie Hannon, Innovation Unit
Daniel R. Muijs, University of Southmpton
Discussant:
Benjamin Levin, OISE/University of Toronto

International Organization Sessions

49.024. Culture, Identity, and Systems in Leadership Contexts. Division A - Administration Organization & Leadership; Paper Session
Astor Crowne Plaza, Second Level, Astor Ballroom I
12:25 pm to 1:55 pm
Chair: Ashley Oleszowski, University of Texas - San Antonio
Participants:
Listening to Lead: A Case Study of a LGBTQ Teacher Ally. Janet Bogle, Seattle Schools; Gordon S. Gates, Washington State University
School Leaders and Their Networks: Agency, Social Systems, and Change. Mark P. Hadfield, University of Wolverhampton
Sociocultural Identities of School Leaders: Critical Dimensions of Leadership for the Common Good. Sheraz B. Garcia, University of Texas; Peggy Hickman, Arcadia University
Teacher Trust in Principal Leadership: Factor Structure and Effects. Douglass E. Mitchell, University of California - Riverside; Monica Makiweicz, University of California - Riverside

49.025. Engaging School Leadership, Community Advocacy, and Research to Address Critical Educational Policy. Division A - Administration Organization & Leadership; Paper Session
Sheraton, Eighth Level, Salon 824
12:25 pm to 1:55 pm
Chair: Carl Byron Keys, University of Virginia
Participants:
Leadership Practices in Community-Based Family Literacy. Dilies Schoorman, Florida Atlantic University; Lynn K. Robbins, Florida Atlantic University; Ira E. Bogotch, Florida Atlantic University
Multilevel Insights Into Comprehensive Community Action Planning. Peter Michael Miller, University of Wisconsin - Madison; Martin Scanlan, Marquette University; Nathan Daniel Wills, University of Wisconsin; Katherine L. Phillippo, Loyola University Chicago
Lesbian, Gay, Bisexual, Transgender, and Queer Educators’ Perceptions of Principal Support, Inclusive Policies, and Safety. Tiffany Wright, York County School of Technology; Nancy J. Smith, Millersville University
Reimagining Research and Its Role in Engaging Parents in Education. Dwan Robinson, Michigan State University

49.026. English Language Learning, Special Education, and Technology in Administrative Contexts. Division A - Administration Organization & Leadership; Paper Session
Sheraton, Fourth Level, Bayside A
12:25 pm to 1:55 pm
Chair: Dipali Puri, The Pennsylvania State University
49.027. Enabling Intersections: Crippings Indigenous Studies and Indigenizing Participants: Eve Tuck, SUNY - College at New Paltz
Juliann T. Anesi, Syracuse University
Beth A. Ferri, Syracuse University
Nirmala Erevelles, The University of Alabama
Nirmala Erevelles, The University of Alabama
Discussant:
Chair:
Participants:
Nirmala Erevelles, The University of Alabama
Lucinda P. Ware, SUNY - College at Geneseo
Beth A. Ferri, Syracuse University
Julian T. Amei, Syracuse University
Discussions:
Eve Tuck, SUNY - College at New Paltz
K. Wayne Yang, University of California - San Diego
Susan C. Faircloth, The Pennsylvania State University
49.029. Calibrating Calibration: Conceptualization, Measurement, Calculation, and Context. Division C - Learning and Instruction; Symposium Hotel Monteleone, Mezzanine Level, Bienville 12:25 pm to 1:55 pm Chair: Patricia A. Alexander, University of Maryland Participants: Bias in the Gamma Coefficient: A Monte Carlo Study. Gregory John Schraw, University of Nevada - Las Vegas; Frederick Kuch, University of Nevada - Las Vegas; Robin M. Roberts, University of Nevada - Las Vegas Measuring and Predicting Calibration Accuracy in Classroom Contexts. Douglas J. Hacker, University of Utah; Linda Bol, Old Dominion University; Matt C. Keener, University of Utah Reflective Reasoning as an Antidote for Overconfidence in Medicine. Rene M. Rikers, Erasmus University Rotterdam, Netherlands
What Are Confidence Judgments Made of? Students’ Explanations for Their Confidence Ratings and What That Means for Calibration. Daniel Diesmore, University of Maryland; Meghan Margaret Parkinson, University of Maryland Discussant: John Dunkosky, Kent State University 49.030. In the Public Good: Supporting a Diverse Professoriate. Division C - Learning and Instruction Cosponsored by SIG-Indigenous Peoples of the Americas; Invited Session Hotel Monteleone, Mezzanine Level, Orleans 12:25 pm to 1:55 pm Chair: Kelly A. Rodgers, University of Texas - San Antonio Participants: Working Toward Equity by Creating a Chicana/Latina Collaborative at a Hispanic Serving Institution. Patricia Del Carmen Quijada, University of Texas - San Antonio; Lucia D. Ek, University of Texas - San Antonio; Blanca Alanis, University of Texas - San Antonio; Marilea Aime Rodriguez, University of Texas - San Antonio Pushing Boundaries for Asian Women Faculty: Structural Transformation With Affirmative Action. Gulsabur H. Beckett, University of Cincinnati Lesbian, Gay, Bisexual, and Transgender (LGBT) Professors and Disclosure. Todd Jennings, California State University - San Bernardino The Irony of Faculty Ethics: How Does the AAUP Code Stack Up to Women and Minority Lived Experience? Earle Robyold, George Mason University Discussant: Sonja L. Lanelhart, University of Texas - San Antonio
49.031. Learning Environments and Teacher Learning. Division C - Learning and Instruction; Paper Session Hotel Monteleone, Mezzanine Level, Grand Ballroom A 12:25 pm to 1:55 pm Chair: Nathalie Cote, Belmont Abbey College Participants: Principle-Based Understanding for Teacher Change in Knowledge-Building Classroom Innovation. Carol K. Chan, University of Hong Kong; Ronald C.M. Hu, University of Hong Kong; Tanjie Sung, University of Hong Kong Innovating Mathematics and Career and Technical Education Projects in Detracked Algebra Through Teacher Collaborations. Rebekah Elliott, Oregon State University; Lawrence B. Flick, Oregon State University; Jennifer Ellen Bachman, Oregon State University Leveraging Teachers’ Activity Data: Understanding Learning and Facilitation in Online Professional Development. Richard J. Vath, University of Michigan - Ann Arbor; Barry J. Fishman, University of Michigan; Spyros Konstantopoulos, Michigan State University Teachers’ Varied Approaches to Implementing a Problem-Based Learning (PBL) Simulation: GlobalEd 2 Project. Kamila Brodowska Bruscianelli, University of Illinois - Chicago; Lisa J. Lynn, University of Illinois - Chicago; Kimberly A. Lavless, University of Illinois - Chicago; Scott W. Brown, University of Connecticut; Mark A. Boyer, University of Connecticut; Daniel William O’Brian, University of Illinois - Chicago; Andrew Cutter, University of Connecticut; Maria Fernandez Enriquez, University of Connecticut; Gena A. Khodas, University of Illinois - Chicago; Donalyn Maneggia, University of Connecticut; Gregory Mullin, University of Connecticut; Nicole Powell, University of Connecticut; Greg Williams, University of Connecticut 49.032. Naïve Concepts and Conceptual Change: Theory, Applications, and Implications. Division C - Learning and Instruction Cosponsored by SIG-Science Teaching and Learning; Paper Session Hotel Monteleone, Ground Level, Royal Ballroom 12:25 pm to 1:55 pm Chair: Ithel Jones, Florida State University Participants: Conceptual Change Research: Theoretical Discord and Methodological Solutions. Nathaniel J.S. Brown, Indiana University - Bloomington Teaching for Conceptual Change: An Analysis of Students’ Understanding Physics Concepts Using Anomalous Data. Ross Sookraj, Curtin University of
49.033. Roxana Moreno’s Unique Contributions to the Science of Learning and Instruction. Division C - Learning and Instruction; Invited Session

New Orleans Marriott, Second Level, La Galerie 3
12:25 pm to 1:55 pm

Chair:
Larry E. Sere, National Science Foundation

Participants:
Cool, Moist Air Moves Over a Warmer Surface and Becomes Heated: A Tribute to Roxana Moreno. Richard E. Mayer, University of California - Santa Barbara

Native American Learning in Mathematics: Unfinished Work. Gregory Camilli, University of Colorado - Boulder

Roxana Moreno’s Contribution to Research on Mathematics Learning: Cognitive and Conative Factors in the Context of Ethnicity. Duane F. Shell, University of Nebraska - Lincoln

Roxana Moreno’s Contributions to Cognitive Load Theory. Jan L. Plass, New York University

Scientific Research on Educational Practices: An Officer’s View of Successful Investigations. Larry E. Sere; National Science Foundation

Roxana Moreno’s Contribution to Educational Psychology at the University of New Mexico. Terri L. Flowerday; University of New Mexico

49.034. Toward a Better Understanding of Text: Research Related to Improving Reading Comprehension. Division C - Learning and Instruction; Paper Session

New Orleans Marriott, Second Level, La Galerie 5
12:25 pm to 1:55 pm

Chair:
Elfrieda H. Hiebert, University of California - Berkeley

Participants:
Providing Instructional Support for Students’ Learning From Texts in Second and Third Grades. Joanne F. Carlisle, University of Michigan; Julie Dwyer, Boston University; Daniel Berehovsky, Vanderbilt University; Julie E. Learned, University of Michigan

Student-Teacher Interactions During Reading Comprehension Strategies Instruction. Allison Gould Boardman, University of Colorado - Boulder; Janette K. Klingner, University of Colorado - Boulder; Amy Lynn Boeke, University of Colorado - Boulder; Sabini Any Amannna, Colorado University - Boulder

Examining How Elementary Students Generate Inferences When Reading Informational Science Texts and Interpreting Scientific Data. Jamie N. Mikeska, Michigan State University

Variations in Practice Reading Aloud. Rollanda E. O’Connor; University of California - Riverside

49.035. Issues and Innovative Applications in Mixture Modeling. Division D - Measurement and Research Methodology; Symposium Doubletree, Second Level, Rosedown B
12:25 pm to 1:55 pm

Chair:
Tiffany Ann Whittaker, University of Texas - Austin

Participants:
A General Framework for Assessing Differential Item Functioning Using Factor Mixture Models. Deborah L. Bandolos, University of Georgia; Susan Natasha Beretvas, University of Texas - Austin

Latent Profile Analysis of Test Anxiety: Are There Different Types of Test Anxious Examinees? Megan Katherine France, James Madison University; Dona A. Pastor, James Madison University; Anna Zilberberg, James Madison University; Richard Dean Roberts, ETS

Testing Sample Size Limits for the Estimation of Growth Mixture Models. Susan Natasha Beretvas; University of Texas - Austin; L. Leland Lockhart, University of Texas - Austin; Elizabeth Schaughency, University of Otago

The Impact of Model Selection on Mixture Model Parameter Estimate Bias and Variability: The Case of Growth Mixture Models. Min Liu; University of Maryland; Gregory R. Hancock, University of Maryland

Mixture Models and the Magic Number “4”: Non-Normal Distributions and the Identification of Spurious Classes. Michael Fox Hull, University of Virginia; Patrick Meyer, University of Virginia; Christine Hutchinson, University of Virginia

Discussant:
Laura M. Stapleton, University of Maryland - Baltimore County

49.036. Family Advocacy and Engagement in the Learning Experiences of Students of Color. Division G - Social Context of Education; Paper Session

New Orleans Marriott, Second Level, La Galerie 4
12:25 pm to 1:55 pm

Chair:
Ariana Mangual Figueroa, Rutgers University

Participants:
Untangling Competing Forces in Family-Community-School Relationships: A Case Study of Latino Student College Access. Aliah Rayna Carolan-Silva, Goshen College; Robert Reyes, Goshen College; Ruben P. Viramontes Anguiano, Bowling Green State University

Political Mothering: Latina and African American Mothers in the Struggle for Educational Justice. Emma H. Fuentes, University of San Francisco

Roles Latina Mothers Play in Their Children’s Bilingual Learning in the Home. Peggy Lynn Semigioangep, University of Texas - Arlington; Carla Amauro-Jimenez, University of Texas - Arlington

Sin Sacrifício No Hay Reconquista: Parental Engagement in Farmworking Families in the California Central Valley. Pedro E. Nava, University of California - Los Angeles


49.037. Privilege in Knowledge and Context: Advancing the Study of Elite Education. Division G - Social Context of Education; Symposium

New Orleans Marriott, Second Level, La Galerie 6
12:25 pm to 1:55 pm

Chair:
Lois Weis, University at Buffalo - SUNY

Participants:
Educating Elites: Class Privilege and Educational Advantage. Adam Howard, Colby College; Ruben Gatzamide-Fernandez, OISE/University of Toronto

College Students, Privilege, and Community Service Learning. Sarah Novick, Boston University; Scott Clifford Seider, Boston University

Gender, Social Class, and Exclusion: Dynamics of Privilege Within Collegiate Greek Life. Jenny Stuber, University of North Florida

Race, Class, and Capital Matters: How Elite Private Schools Structure Opportunities for Black Youth. Heather Jenkins, University at Buffalo - SUNY

Classifying Knowledge: The Democratization of an Elite Liberal Arts Education Within a Nonelite Space. Amy Elizabeth Stich, University at Buffalo - SUNY

Discussant:
Lois Weis, University at Buffalo - SUNY

49.038. Evaluating (In)formal Programs: The Implementation and Impact of Elementary School Teacher Professional Development in Science. Division H - Research, Evaluation and Assessment in Schools; Symposium Doubletree, Second Level, Rosedown A
12:25 pm to 1:55 pm

Chair:
Rena Dorph, University of California - Berkeley

Participants:

The Full Option Science System (FOSS) Leadership Academy: An Evaluation of a Model for Science-Centered Schools. Juna Z. Snow, University of California - Berkeley; Celia Castillo, University of California - Berkeley; Betsy Ross, University of California - Berkeley

Changing Teacher Practice: Evaluating the Impact of the Teacher Institute for Science and Sustainability. Saul Rockman, Rockman et al; Scott Burg, Rockman et al

Apples to Oranges: Comparing Professional Development Programs That Leverage the Expertise of Informal Science Institutions. Vanessa Beth Lujan, University of California - Berkeley; Rena Dorph, University of California - Berkeley

Discussant:
Janet E. Coffey, University of Maryland - College Park

49.040. Improving Quality of Care: Measures and Methods. Division I - Postsecondary Education; Paper Session Astor Crowne Plaza, Second Level, Astor Ballroom II 12:25 pm to 1:55 pm Chair: Carol R. Thrash, University of Arkansas Participants: Improving Patient Care: A National Interdisciplinary Study of Educational Scholarship in Medical Imaging Departments Across Canada. Kathryn M. Hibbert, University of Western Ontario; Teresa L. Van Deven, University of Western Ontario; Rethy K. Ghem, University of Western Ontario; Lisa Y. Faden, University of Western Ontario; Lisa Boyko, University of Western Ontario; Monica Caldeira, University of Western Ontario Measuring the Effect of Professional Education on Patient Outcomes: A Meta-Analysis. Regina Richter, University of California - Los Angeles Improving the Quality of Clinical Care Through Practice-Based Learning and Improvement. Brian J. Hess, American Board of Internal Medicine; Mary Johnston, American Board of Internal Medicine; William Johnst, American Board of Internal Medicine; Rebecca S. Lipner, American Board of Internal Medicine Integration of Simulation in an Undergraduate Nursing Curriculum: Implementation and Impact Evaluation. Manon C. Schlairet, Valdosta State University Discussant: Stanley John Hamstra, University of Ottawa

49.041. Community College Student Retention and Outcomes. Division J - Postsecondary Education; Paper Session Sheraton, Second Level, Rhythms Ballroom I 12:25 pm to 1:55 pm Chair: Ignacio Hernandez, Iowa State University Participants: The Impact of Exposure to Early College Students on Community College Student Academic and Social Integration. Fairley Pollock, Southwestern Community College Outcome Trajectories of Similarly Qualified Students Beginning at Texas Community Colleges Versus Less-Selective 4-Year Institutions. Catherine L. Horn, University of Houston; Amee Nona, University of Texas - San Antonio Navegando el Colegio: Exploring the Puente Project in California’s Community Colleges. Carlos Maldonado, University of California - Los Angeles; Patricia G. Gandara, University of California - Los Angeles Persistence of Hispanic Students in American Community Colleges: A Path Analysis. Claudia Griffin, University of Arkansas Discussant: Brent D. Cejda, University of Nebraska - Lincoln


49.043. Deconstructing Diversity Course Learning: Identifying the Variability Within Diversity Course Research. Division J - Postsecondary Education; Symposium JW Marriott, Third Level, Ile de France I 12:25 pm to 1:55 pm Chair: Melora A. Sand, University of Southern California Participants: Understanding Diversity Courses and the Faculty Who Teaches Them. Melora A. Sand, University of Southern California Examining the Variation in Critical Thinking and Other Diversity Course Outcomes. Matthew J. Nelson, University of Southern California; Kevin J. Bolen, University of Southern California The Differential Experiences and Perspectives of Students in Diversity Courses. Emily Carugo, Sonja G. Daniels, University of Southern California; Wendy Stewart, University of Southern California Examining How Variation in Precollege Experiences Relates to Diversity Course Outcomes. Tiffany Nicole Jones, University of Southern California; Karen Ravago Discussant: Mitchell J. Chang, University of California - Los Angeles


49.045. Minority Serving Institutions Research Roundtable Luncheon. Division J - Postsecondary Education; Invited Session New Orleans Marriott, Fourth Level, Balconies MN 12:25 pm to 1:55 pm Chair: Marybeth Gasman, University of Pennsylvania

49.046. Perspectives on Identity Development and Learning. Division J - Postsecondary Education; Paper Session JW Marriott, Third Level, Frontenac 12:25 pm to 1:55 pm
Division K - Teaching and Teacher Education; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 4

Chair:  
Jim Scheurich, Texas A&M University

Participants:
Personal Stories Behind Diversity Surveys: Personal and Professional Beliefs About Diversity. Brian Scott Fortney, University of Texas - Austin; Bhiksha Upadhyay, University of Minnesota; Nancy Jean Albrecht, University of Minnesota

Troubling Advocacy: A Collaborative Inquiry Project by Five Teacher Candidates of Color and One White Professor. Laura Bower, Southern Connecticut State University; Sejal Mehta, Southern Connecticut State University; Rachel Watanabe, Southern Connecticut State University; Monica Chang, Southern Connecticut State University

Turn Up My Swagger: An Exploratory Study of Being Young, Black, and Male in Education. Larry C. Bryant, Clayton State University; Bryan Ervin Cichy, University of Minnesota

We Make the Road by Walking, Guided Only by Our Collective Imagination: New Teachers and the Collaborative and Context-Specific Appropriation of Social Justice-Oriented Concepts and Practices. Nicholas Simon Hemming, California State University - Fullerton

Discussant:  
Venus E. Evans-Winters, Illinois State University

Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 3

Chair:  
Patricia E. Halagao, University of Hawaii - Manoa

Participants:
A Sociocultural Perspective on Teacher Beliefs, Collaborative Professional Development, and Curriculum Mediation in Scottish Schools. Carolyn S. Wallace, Auburn University; Mark Priestley, University of Stirling

Effects of Online Professional Development’s Design and Implementation Features on Teacher Knowledge, Classroom Practice, and Student Achievement. Todd Reeves, Boston College; Joseph J. Pedulla, Boston College

Developing a Customized Data Mining Model for Online Professional Development. Kelly R. Rice, Boise State University; Jui-Long Hung, Boise State University

Creating Social Studies Curriculum With Web-Based Tools in Singapore: Repositioning Teachers as Intellectual Authorities. Mark C. Baldwin, Centre for Research in Pedagogy and Practice; James S. Damico, Indiana University

Discussant:  
Theodore J. Kopcha, University of Georgia

Division K - Teaching and Teacher Education; Paper Session
New Orleans Marriott, Second Level, La Galerie 1

Chair:  
Patrick J. McQuillan, Boston College

Participants:
Disentangling the Threads of Linguistic Difference From the Tapestry of Diversity: One Program’s Documentary Account. Anne Homza, Boston College

Learning to Teach Academic Language: Investigating Preservice Secondary Teachers’ Field-Based Lesson Plans and Reflections. Kevin O’Connor, Boston College; Anne Homza, Boston College

Preparing Preservice History Teachers to Work With English Language Learners. Laura Schall-Lechrone, Boston College; Patrick J. McQuillan, Boston College

Investigating an Infused Methods Course to Prepare Secondary Mathematics Teachers to Instruct English Language Learners. Karen L. Terrell, Boston College; Anne Homza, Boston College; Lillie R. Albert, Boston College

Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, La Galerie 2

Chair:  
Patrick J. McQuillan, Boston College

Participants:
Disentangling the Threads of Linguistic Difference From the Tapestry of Diversity: One Program’s Documentary Account. Anne Homza, Boston College

Learning to Teach Academic Language: Investigating Preservice Secondary Teachers’ Field-Based Lesson Plans and Reflections. Kevin O’Connor, Boston College; Anne Homza, Boston College

Preparing Preservice History Teachers to Work With English Language Learners. Laura Schall-Lechrone, Boston College; Patrick J. McQuillan, Boston College

Investigating an Infused Methods Course to Prepare Secondary Mathematics Teachers to Instruct English Language Learners. Karen L. Terrell, Boston College; Anne Homza, Boston College; Lillie R. Albert, Boston College

Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, La Galerie 2

Chair:  
Patrick J. McQuillan, Boston College

Participants:
Disentangling the Threads of Linguistic Difference From the Tapestry of Diversity: One Program’s Documentary Account. Anne Homza, Boston College

Learning to Teach Academic Language: Investigating Preservice Secondary Teachers’ Field-Based Lesson Plans and Reflections. Kevin O’Connor, Boston College; Anne Homza, Boston College

Preparing Preservice History Teachers to Work With English Language Learners. Laura Schall-Lechrone, Boston College; Patrick J. McQuillan, Boston College

Investigating an Infused Methods Course to Prepare Secondary Mathematics Teachers to Instruct English Language Learners. Karen L. Terrell, Boston College; Anne Homza, Boston College; Lillie R. Albert, Boston College
49.053. The Role of Professional Development in Promoting Teacher Expertise and Student Learning. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, La Galerie 2
12:25 pm to 1:55 pm
Chair: Peter A. Youngs, Michigan State University
Participants:
The Middle School Mathematics Professional Development (PD) Impact Study. Michael S. Garet, American Institutes for Research; Frances Stancavage, American Institutes for Research; Andrew J. Wayne, American Institutes for Research; James E. Taylor, American Institutes for Research; Kirk Walters, American Institutes for Research
Moving Beyond Paradigm Conflicts to Increase the Relevance and Utility of Randomized Control Trials. H. A. Gallagher, SRI International; William R. Penuel, SRI International; Katrina R. Woodswoth, SRI International
Shaping Professional Development to Promote the Diffusion of Effective Instructional Practices Among Teachers. Min Sun, Michigan State University; Kenneth A. Frank, Michigan State University; William R. Penuel, SRI International; Peter A. Youngs, Michigan State University; H. A. Gallagher, SRI International
Discussant: Laura M. Desimone, University of Pennsylvania

49.054. Diverse Approaches to Teacher Performance Assessment and Their Validity Evidence. Division L - Educational Policy and Politics; Symposium
Sheraton, Fifth Level, Grand Chenier
12:25 pm to 1:55 pm
Chair: Maria Veronica Santelices, The Catholic University of Chile
Participants:
Developing an Integrated Assessment System in Elementary Teacher Education (DIAS): Mathematics. Pamela A. Moss, University of Michigan; Mark R. Wilson, University of California - Berkeley
Validity Research on Teacher Evaluation Systems Based on the Framework for Teaching. Tony Milanowski, University of Wisconsin - Madison
Effects and Uses of a National Teacher Performance Assessment at School Level. Sandy M. Taut, Pontificia Universidad Catolica de Chile; Maria Veronica Santelices, The Catholic University of Chile; Carolina Susana Araya, Pontificia Universidad Catolica de Chile; Jorge M. Manzé, University Catolica de Chile
Discussants:
Drew H. Gitomer, ETS
Joan L. Herman, University of California - Los Angeles

49.055. Division L Junior Faculty Mentoring Seminar: Advice From Leading Faculty and Researchers in Education Policy. Division L - Educational Policy and Politics; Mentoring Session
Sheraton, Fourth Level, Gallier
12:25 pm to 1:55 pm
Chair: Motoko Akiba, University of Missouri - Columbia
Participants:
Margaret E. Goertz, University of Pennsylvania
Jay P. Scribner, University of Missouri - Columbia
John W. Sipple, Cornell University
Dana L. Mitra, The Pennsylvania State University

49.056. Evaluating Pay-for-Performance: Further Findings From Four Urban Teacher Incentive Fund Evaluations. Division L - Educational Policy and Politics; Symposium
Sheraton, Fifth Level, Grand Couteau
12:25 pm to 1:55 pm
Chair: Keith MacAllum, Westat
Participants:
Impacts of the Teacher Advancement Program (TAP) in Chicago. Steven Glazerman, Mathematica Policy Research, Inc; Allison McKie Selﬁdah, Mathematica Policy Research, Inc.
Evaluation of Ohio’s Teacher Incentive Fund: Cincinnati, Cleveland, Columbus, and Toledo. Keith MacAllum, Westat; John P. Wells, Westat; Xiaokang Zhang, Westat; Belinda Gimbert, The Ohio State University
Evaluation of the Philadelphia Teacher Incentive Fund Grant. Girija Kaimal, Temple University; Will J. Jordan, Temple University
Evaluation of the Pittsburgh Principal Incentive Program. Laura S. Hamilton, RAND Corporation; Kun Yuan, RAND Corporation
Discussants:
Ed Wiley, University of Colorado - Boulder
Peter James Wilham, University of Wisconsin

SIG Sessions

49.057. Challenges and Solutions in Youth Development and Education. SIG-Adolescence and Youth Development; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 5
12:25 pm to 1:55 pm
Chair: Deborah L. Carr, University of Missouri - Columbia
Participants:
Predicting Adolescent Truancy—Individual Judgments and Classroom Factors. Christine Catrin Saelzer, University of Tübingen; Ulrich Trautwein, University of Tübingen; Oliver Lüdtke, Tübingen University; Margrit Magdalena Stamm, University Fribourg
Beyond Belonging: The Meaning-Making Component of School Connectedness. Tanner LeBaron Wallace, University of Pittsburgh; Vichet Chhuon, University of Minnesota; Rebecca Ann Munnell McHugh, University of Pittsburgh
Opportunity to Belong: Exploring Equity, Access, Encouragement, and Constraint in the Education of Foster Youth. Zandrie Nicole Stidhum, University of California - Santa Barbara
Saying “Hi” in the Hallways: The Critical Role That School-Based Relationships Play in Supporting the Learning and Well-Being of Youth Who Have Experienced Trauma. Jenn Doek, Queen’s University
Intelligence, Persistence, and Problem Solving: Assessing Change in Student Beliefs Over an Academic Youth Development Program. Angela M. Bush-Richards, University of Texas - Austin; Cynthia L. Schneider, University of Texas - Austin; Lesley F. Leach, University of Texas - Austin; Kristen Harvey, University of Texas - Austin; Carlton Jing Fong, University of Texas - Austin; Theodore Chao, University of Texas

49.058. Both in and out of the Game: Research With Young Children in Classroom Contexts. SIG-Arts and Learning; Symposium
Astor Crowne Plaza, Second Level Mezzanine, St. Ann
12:25 pm to 1:55 pm
Chair: Allison Kootsikas, The Pennsylvania State University
Participants:
“He’s Alive!” The Role of Spectacle in Young Children’s Drawing. Christine M. Thompson, The Pennsylvania State University

49.059. Preparation, Challenges, and Contributions of Bilingual Teachers. SIG-Bilingual Education Research; Paper Session
Sheraton, Fourth Level, Oak Alley
12:25 pm to 1:55 pm
Chair: Lilianna Minaya-Rowe, Johns Hopkins University
Participants:
Drawing on Our Assets: The Unique Contributions of Bilingual Teachers. Megan Hopkins, University of California - Los Angeles
“There Will Only Be English in Kindergarten”: A Head Start Teacher’s Literacy
49.061. Hot Topics in Computer and Internet Applications for Education. SIG- \textit{Computer and Internet Applications in Education; Paper Session}\n\textbf{Chair: Charles DeVaughn Miller, University of Minnesota}\n\textbf{Participants:}\n- OurSpace: An Examination of Social Network Sites as “Third Spaces” for Literacy Learning in School. \textit{Denise L. Lindstrom, Fairmont State University; Dale S. Niederhauser, Iowa State University}\n- Positive and Negative Social Cues in Online Discussions: Effects of Social Metacognition and New Ideas. \textit{Gongwei Chen, Ming M. Chiu, University at Buffalo - SUNY; Zhan Wang, The Hong Kong Institute of Education}\n- “Emerging”: A Reconceptualization of Contemporary Technology Design and Integration Through a Lens of Adventure Learning. \textit{Aaron Doering, University of Minnesota; Charles DeVaughn Miller, University of Minnesota; Cassandra Schauer, University of Minnesota}\n- The Effects of Computer Games for Language-Minority Students With Family Rules for Computer Games. \textit{Sunha Kim, Virginia Polytechnic Institute and State University; Mido Chang, Virginia Polytechnic Institute and State University; Kusum Singh, Virginia Polytechnic Institute and State University; Hee Jung Kim, University of Virginia}\n
49.063. Defining Identity: A Discussion of a Variety of Roles and Positionings in Early Childhood. SIG-Critical Perspectives on Early Childhood Education; Paper Session\n\textbf{Chair: Mark R. Warren, Harvard University}\n\textbf{Participants:}\n- Analyzing the Discourse of the Father Over the Dialogue of the Fatherhood Initiative. \textit{Jenice Kroeger, Kent State University; Nancy E. Barbour, Kent State University}\n- Daring to Care: Transforming Professionalism in an Era of Accountability. \textit{Anne Douglass, University of Massachusetts - Boston}\n- Developing Cultural Flexibility in Young Children and Early Childhood Scholars: Ideas From an Urban Preschool Teacher in Bangalore, India. \textit{Jennifer Keys Adair, University of Texas - Austin}\n- Hegemonic Processes in Head Start. \textit{Mona Assaf, George Mason University; Susan Burns, George Mason University; Julie K. Kidd, George Mason University; Leah Schoenberg Muccio, George Mason University}\n- Too Qualified to Teach? Examining “Appropriate” Practitioner Training. \textit{Dana Frantz Bentley, Teachers College, Columbia University}\n
49.064. Mathematics and Science in Early Childhood Education. SIG-Early Education and Child Development; Paper Session\n\textbf{Chair: Douglas H. Clements, University at Buffalo - SUNY}\n\textbf{Participants:}\n- An Analysis of Teacher-Child Interactions in Pre-Kindergarten Mathematics. \textit{Patrick Robert McGuire, University of Colorado - Colorado Springs; Mable Künzle, University of Virginia}\n- Early Childhood Math and Science: The Impact of MyTeachingPartner Math/Science. \textit{Mable Künzle, University of Virginia; Jessica Vic Whittaker, University of Virginia; Amanda Paige Willford, University of Virginia; Patrick Robert McGuire, University of Colorado - Colorado Springs; Younggi Lee, University of Virginia; Kate Thomas Matthew, University of Virginia}\n- Integrated Drama Curriculum With Math in Early Childhood. \textit{Se-Geong Woo, Purdue University - Calumet}\n- Preventing the Achievement Gap: Early Childhood Professional Development in Foundational Mathematics. \textit{Jennifer S. McCray, Erikson Institute; Jie-Qi Chen, Erikson Institute; Yinna Zhang, Erikson Institute}\n- Ramps and Pathways: Evaluation of an Inquiry-Based Approach to Engaging Young Children in Physical Science. \textit{Betty S. Zau, University of Northern Iowa; Lawrence T. Escalada, University of Northern Iowa}\n
49.065. Responding to the Diversity Challenge in Higher Education: Journeying Toward Curricular and Inclusive Teaching. SIG-Faculty Teaching, Evaluation, and Development; Symposium\n\textbf{Chair: Peter Ukpokodu, The University of Kansas}\n\textbf{Participants:}\n- Integrating Diversity Into Pathology and Laboratory Medicine. \textit{Singh Gaurav, University of Missouri - Kansas City}\n- Responding to Diversity in Pharmacy Practice Management. \textit{Jack Fincham, University of Missouri - Kansas City}\n- Critical Geographies and English Composition. \textit{Daniel Mahala, University of Missouri - Kansas City}\n- Examining Faculty Sustainable Curriculum Transformation Development. \textit{Omiyuntu N. Ukpokodu, University of Missouri - Kansas City}\n
49.066. Grassroots Community and Youth Organizing for Education Reform. SIG Business Meeting; SIG-Grassroots Community & Youth Organizing for Education Reform; Business Meeting\n\textbf{Chair: Astor Crowne Plaza, Second Level Mezzanine, Iberville}\n12:25 pm to 1:55 pm
\textbf{Participants:}\n- Integrating Diversity Into Pathology and Laboratory Medicine. \textit{Singh Gaurav, University of Missouri - Kansas City}\n- Responding to Diversity in Pharmacy Practice Management. \textit{Jack Fincham, University of Missouri - Kansas City}\n- Critical Geographies and English Composition. \textit{Daniel Mahala, University of Missouri - Kansas City}\n- Examining Faculty Sustainable Curriculum Transformation Development. \textit{Omiyuntu N. Ukpokodu, University of Missouri - Kansas City}\n
\textbf{Discussant:}\n\textit{Peter Ukpokodu, The University of Kansas}
49.067. Protecting Our Children and Communities: Organizing in Local and National Contexts. SIG-Indigenous Research Issues; Symposium
Sheraton, Fourth Level, Edgewood
12:25 pm to 1:55 pm
Chair: Rebecca Burciaga, University of California - Davis
Participants:
Challenging Fear, Building Hope: Latina/o Immigrant Parents Organize to Confront Arizona and the Spread of Racist Nativist Hysteria. Raúl Borbon, Association of Parents of Pasadena; Susana Zamorano, Association of Parents of Pasadena; Gloria Cantor, Association of Parents of Pasadena
Analyzing Paulo Freire’s Problem-Posing Methodology in a Latina/o Immigrant Parents’ Organization. Veronica Nelly Velez, University of California - Los Angeles
Paying the Price: The Impact of Anti-Immigrant Policies on Latino Children. Feliza Isabella Ortiz-Licon, National Council of La Raza
Discussant: Gerardo R. Lopez, Indiana University

49.068. Decolonizing Methodologies in an Urban Community: Ripple Effects of Community-Based Design Research. SIG-Indigenous Peoples of the Americas; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 10
12:25 pm to 1:55 pm
Chairs: Megan Bang, TERC
Douglas Medin, Northwestern University
Participants:
Honoring Community Voices: Reclaiming Engagement and Responsibility. Cynthia Soto, Northwestern University
Rethinking Research: Higher Learning Opportunities Within Community. Lori Faber, American Indian Center
Narratives of Place: Teachers’ Ideological Becoming Across Design Spaces and Place-Based Instruction. Adam Kessel, Northwestern University; Ananda Maria Marin, Northwestern University
A Portrait of the Chicago Native Community and Their Attitudes and Awareness Around Heritage Language Learning. Jasmine Alfonso, American Indian Center
Discussant: Bryan McKinley Jones Brayboy, Arizona State University

49.069. “Integrity, Fairness, and in an Ethical Manner”: Exploring Interstate School Leaders Licensure Consortium Standard 5 as a Leadership Foundation. SIG-Leading and Teaching in Educational Leadership; Working Group Roundtable
New Orleans Marriott, Fourth Level, Balconies IJ
12:25 pm to 1:55 pm
Chair: Curtis Anthony Brewer, Clemson University
Participants:
The Geography of Moral Development: Perspectives for Leaders on Their Own and Others’ Ethical Frames of Reference. Robert J. Starratt, Boston College
Ethical Leadership as Cultivating the Moral and Intellectual Good of Learning and Teaching. Frederick Chaim basket, Western Carolina University; Patrick D. Pauken, Bowling Green State University; Robert J. Starratt, Boston College
Action Research for Social Justice: Reimagining a Signature Pedagogy in Educational Leadership. Kathleen Topolka Jorissen, Western Carolina University

49.070. Socially Situated Expert Practice in and Around Gaming. SIG-Media, Culture, and Curriculum; Symposium
Astor Crowne Plaza, Second Level Mezzanine, Bienville
12:25 pm to 1:55 pm
Chair: Mark Chen, University of Washington
Participants:
Social Dimensions of Expert Practice in Online Gaming. Mark Chen, University of Washington
“Obsessed About Video Games”: Youth Expertise Development in Technology Domains. Leah A. Bricker, University of Washington
Uncovering Expertise in Online Game Design Communities. Sean C. Duncan, Miami University
Domains of Expertise Developed in a Project-Based Game Design Workshop. Rebecca Reynolds, Rutgers University
Reframing Expertise via Nested Communities of Practice. Moses Benjamin Wolfenstein, University of Wisconsin - Madison
Discussant: Philip L. Bell, University of Washington

49.071. Mentoring Preservice and Beginning Teachers. SIG-Mentorship and Mentoring Practices; Paper Session
Sheraton, Eighth Level, Salon 816
12:25 pm to 1:55 pm
Chair: Nancy E. Hoffman, Central Connecticut State University
Participants:
A Nonauthoritative Mentoring Relationship With Student Teachers: Metaphors of Mentor Teachers for Effective Mentoring of Student Teachers. TaeHyung Kim, Korea Maritime University
Collaborative Mentoring Through Reflective Professional Development Activities. Angelle L. Hebert, Louisiana State University; Steven T. Bickmore, Louisiana State University
Differences in Mentoring: Entry-Year Teaching, Student Teaching, and Early Field Experiences. John E. Henning, Ohio University; Diane M. Gut, Ohio University; Rhonda Tafford Knight, The Ohio State University; Pam Beam, Ohio University; Deborah C. Cochrane, Ohio University
How Different Mentoring Approaches Affect Beginning Teachers’ Development in the First Years of Practice. Dirk Richter, Institute for Educational Progress; Mareike Kunter, Max Planck Institute for Human Development; Oliver Ludwik, Max Planck Institute for Human Development; Uta Klusmann, Max Planck Institute for Human Development; Juergen Baumert, Max Planck Institute for Human Development
The Mentoring Dyad and Its impact on Participants’ Perspectives Toward Teaching English as a Foreign Language. Lily Orland-Barak, Haifa University; Avivit Tzafaty, Haifa University, Israel
Discussant: Colleen M. Conway, University of Michigan

49.072. Middle School Teachers Listen to Students as Part of Professional Development and Teacher Education. SIG-Middle-Level Education Research; Symposium
Sheraton, Second Level, Rhythms Ballroom II
12:25 pm to 1:55 pm
Chair: Penny A. Bishop, The University of Vermont
Participants:
A Theoretical and Research Base for Student Participation in Middle Grades Teacher Education. John M. Downes, The University of Vermont
Creating the Ideal Middle School: Utilizing Young Adolescent Experts in a Teaming Simulation Activity. Kathleen Marie Brinegar, Johnson State College
Using Student Consultations to Develop a Middle School-Based Project for Postsecondary Success. Regina E. Toolin, The University of Vermont; Daniel Sihole, The University of Vermont
Putting the Learner First: Preservice Interns Learn to Teach by Taking on Their Students’ Perspectives. James F. Nagle, Saint Michael’s College
Discussant: Christopher J. Harris, SRI International

49.073. Unique Discourses in Multicultural/Multiethnic Education. SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 1
12:25 pm to 1:55 pm
Chair: Kathryn Michele Kaaper, University of Iowa
Participants:
The Community College Achievement Gap: Preparing Leaders to Make and Impact on Diverse Communities. Carlos Neves, California State University - Sacramento
Capitalizing on Latino Parents’ Cultural Models of Parental Involvement. *Micah Andrews, University of Wisconsin - Platteville*  
Waking From Dysconsciousness: Assessing Racism in Three University Classrooms. *Edward G. Fierros, Villanova University; Connie Tlone, Villanova University; Krista Malott, Villanova University*  
Resource Equity and Education Outcomes in the Multiethnic Southeastern Black Belt. *Gary Peveley, Lincoln Memorial University; Benjamin Brown, Lincoln Memorial University*  
Unpacking Student Disengagement: Garnering Students Voices to Inform the Greater Good. *Richard Fitzmaurice Lawrence, University of California - San Diego; Lorri Michelle Johnson Santamaria, California State University - San Marcos*  
Discussant: *Tomashi Konyatta Jones, University of California - Los Angeles*

**49.074. Teacher Candidates and Mentor Teachers in Professional Development Schools.** SIG-Professional Development School Research; Paper Session  
Hotel Monteleone, Mezzanine Level, Bonnet Carre 12:25 pm to 1:55 pm  
Chair: *Lindi A. Catelli, Dowling College*  
Participants:  
The Transformative Nature of the Hybrid Role. *Rebecca West Burns, The Pennsylvania State University*  
How Can We Better Prepare Future Teachers? Comparing the Perceptions of PDS and Non-PDS Candidates. *Kathie Kapustka, DePaul University; Patrick J. McDevitt, DePaul University; Sharon J. Damore, DePaul University*  
Understanding the “Marriages” of Interns and Mentors: Research on Models of Professional Development School (PDS) Intern “Matching” and Traditional Intern “Placements”. *Kristien Zenker, George Mason University; Diane Gayda Corrigan, Cleveland State University; Ronald Beebe, University of Houston - Downtown; Athena Cooper Bell, George Mason University*  
Student Teachers’ Workplace Learning in Professional Development Schools: About Affordance and Agency. *Miranda Timmerman, HAN University; Rob F. Poell, Tilburg University; Ruud Klaraus, HAN University; Loeck F.M. Nieuwenhuis, IVA, University of Tilburg*  
Why Expensive Teacher Education Programs May Be Cost-Effective: What We Learned From a 16-Year Longitudinal Study of an M.Ed./PDS Program. *Marilyn A. Johnston-Parsom, University of Illinois - Urbana-Champaign*  
Discussant: *James F. Nolan, The Pennsylvania State University*

**49.075. Attributing Causality in Qualitative Research: Viable Option or Inappropriate Aspiration?** SIG-Qualitative Research; Symposium  
Astor Crowne Plaza, Second Level Mezzanine, Toulouse B 12:25 pm to 1:55 pm  
Chair: *Robert B. Donnmore, University of San Diego*  
Participants:  
The Importance of Qualitative Research for Causal Explanation in Education. *Joseph A. Maxwell, George Mason University*  
Can Qualitative Researchers Answer Policymakers’ What-Works Question? *Robert B. Donnmore, University of San Diego; Fred J. Galloway, University of San Diego; June Yennie Donmoyer, ORLYTICS, LLC*  
Discussants: *Frederick D. Erickson, University of California - Los Angeles; Yooma S. Lincoln, Texas A&M University - College Station*

**49.076. SIG/Research in Mathematics Education Roundtable 2: Teachers.** SIG-Research in Mathematics Education; Paper Session  
New Orleans Marriott, Second Level, Preservation Hall Studio 2 12:25 pm to 1:55 pm  
Chair: *Judith N. Moschkovich, University of California - Santa Cruz*  
Participants:  
Contexts and Structures: Supporting Culturally Relevant Mathematics Pedagogy for Teachers of Urban High School Students. *Andrew Hanew Cha, The Graduate Center - CUNY; Laurie Rubel, Brooklyn College - CUNY*  
Community and Identity: A Tool for the Professional Development of Mathematics Teachers of African American and Latino Children. *Beatriz E. Quintos, University of Maryland; Senfeng Liang, University of Maryland*  
Different Mathematics Performance Among Different Generations of Immigrant Students: An Examination of the Trends in International Mathematics and Science Study (TIMSS) 2007 U.S. Data. *Qiang Cheng, University of Nevada - Las Vegas; Jian Wang, University of Nevada - Las Vegas; Shiqi Hao, Michigan Department of Education*

**49.077. The Superintendentcy and School Board Governance.** SIG-Research on the Superintendentcy; Paper Session  
Sheraton, Eighth Level, Salon 820 12:25 pm to 1:55 pm  
Chair: *Susan J. Katz, Roosevelt University*  
Participants:  
Democratic Education at Risk? Policy Implications From the First National School Board Survey. *Thomas L. Alsbury, North Carolina State University; Meredith L. Mountford, Florida Atlantic University; Mary L. Delagardelle, Iowa Association of School Boards Foundation*  
The Organizational and Leadership Effectiveness Inventory: A Factor Analysis With Superintendents and School Board Presidents. *Beverly J. Irby, Sam Houston State University; Genevieve H. Brown, Sam Houston State University; Fred C. Lunenburg, Sam Houston State University; Lingling Yang, Sam Houston State University; Rose M. Benitez, Sam Houston State University*  
Living on the Horns of Dilemmas: A National Study of Superintendent Decision Making and Problem Solving. *Walter S. Polka, Niagara University; Peter R. Litchka, Loyola University Maryland*  
Discussant: *Kristina Astrid Hesbol, Illinois State University*

**49.078. Inquiry Into School University Collaboration: Domestic and International Perspectives.** SIG-School/University Collaborative Research; Paper Session  
Doubletree, Second Level, Shadows 12:25 pm to 1:55 pm  
Chair: *Virginia M. Jagla, National-Louis University*  
Participants:  
Building a Regional Partnership: Learning From the Field. *Neil E. Sappington, Illinois State University; Dianne C. Gardner, Illinois State University*  
Schools and Universities Conducting Participatory Action Research Together: Lessons From Public and Private Schools. *Christopher Popik-Decan, University of Pennsylvania; Brandon Miller, University of Pennsylvania; Joseph D. Nelson, The Graduate Center - CUNY; Sharon M. Ravitch, University of Pennsylvania*  
Powerful Partnership: A Comparative Case Study of Teachers Learning in the Context of a School-University Research Collaboration. *Joanne Caitlyn Waterhouse, University of Cambridge; Ros McLellan, University of Cambridge; Colleen Marie-Julie McLaughlin, University of Cambridge; Bethan Morgan, University of Cambridge*  
Discussant: *Christine Walther-Thomas, The University of Kansas*

**49.079. Service Learning as Pedagogy.** SIG-Service-Learning & Experiential Education; Paper Session  
Astor Crowne Plaza, Second Level Mezzanine, St. Louis 12:25 pm to 1:55 pm  
Chair: *Kathleen B. Wasserman, University of Scranton*  
Participants:  
Service-Learning in Teacher Education: Does the Model Matter? *Catherine M. Castellan, Loyola University Maryland*  
Preservice Teachers and Service-Learning: The Academic Content Taught, Prevalent Type of SL Implemented, and Impact on Children. *Vickie E. Luke, Florida State University; Christian Winterbottom, Florida State University*  
Every Teacher Is a Language Teacher: Preparing Teacher Candidates for English Language Learners With Service Learning. *Yinan Fan, San Francisco State*
Sheraton, Fifth Level, Grand Ballroom D 12:25 pm to 1:55 pm

Chair: Adria Hoffmann, University of Southern Mississippi

Participants:
What Music Teachers Learn From the National Board Certification Process. Stephanie Standerfer, Shenandoah University
Must We Teach Dead White Guys’ Music? An Examination of Large Group Festival Repertoire Lists. Tobin C. Sluha, University of Wisconsin - Madison
On Emergent Practices: New Orleans, Zorn, and Online Education. Roger Mantele, Boston University; Andrew Goodrich, Boston University

49.084-5. Uses and Discussions of Organizational Theory. SIG-Organizational Theory; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D 12:25 pm to 1:55 pm
Chair: Sharon D. Kruse, The University of Akron

Participants:
Conceptualizing Social Justice From an Organization Theory Perspective: Toward the Generation of Insight and Constructive Dialogue. Bob L. Johnson, Jr., University of Utah
Construct Validity of the Organizational Climate Index, the Omnibus Trust Scale, and the Enabling Structures Scale. Amanda Carrie McCluskey Prieto, City University of New York; Paul M. Miller, Saint John’s University; Deborah Tarasuk, Saint John’s University; Patricia A. Lennon, Saint John’s University; Mary Ellen Freeley, Saint John’s University
Networks During the Process of Improvement Plans in Chilean Public Schools: A Mixed-Methods Approach. Luis Ahumada, Escuela de Psicología Pontificia Universidad Católica de Valparaíso, Chile; Veronica Lopez, Pontificia Universidad Católica de Valparaíso, Chile; Romina Madrid, Pontificia Universidad Católica de Valparaíso, Chile; Sergio Galindes, Escuela de Psicología Pontificia Universidad Católica de Valparaíso, Chile

49.084-6. Philosophizing as Educators and the Epistemology of Place. SIG-Philosophical Studies in Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D 12:25 pm to 1:55 pm
Chair: Alma Krilic, Simon Fraser University

Participants:
Agency, Knowledge, and the Ecology of Place: Codean Epistemology for Schools. Deron R. Boyles, Georgia State University
Overcoming the Fear of Theory: Thinking Philosophically. Kathryn A. Hytten, Southern Illinois University
The Philosophically Minded Educationist. Theodore Christou, University of New Brunswick; Shawn M. Bullock, University of Ontario Institute of Technology

49.084-7. Postcolonial and Transnational Knowledge Creation. SIG-Postcolonial Studies and Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D 12:25 pm to 1:55 pm
Chair: Mouwmi Mukherjee, University of Illinois - Urbana-Champaign

Participants:
Weaving Transnational and Subaltern Knowledges: A Global Taxonomy for Education in the Global Era. Juan Fernando Carrillo, University of Texas - Austin; Claudia G. Cervantes-Soon, University of Texas - Austin; G. Sue Kasun, University of Texas
Diasporic Community Knowledge: Truancy as a Postcolonial Practice. Luis Urrieta, University of Texas - Austin; Sergio M. Martinez, Texas State University - San Marcos
Polluted Postcolonialism of a White West Virginian, or a Transversal Gaze Toward Transnationalism. G. Sue Kasun, University of Texas

49.084-8. The Whole Is Greater Than the Sum of Its Parts. SIG-Law and Education Co-sponsored by Division L - Educational Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D 12:25 pm to 1:55 pm
Chair: Kevin Patrick Brady, North Carolina State University

Participants:
State Courts, Social Science Research, and Education Policy Making in School Finance Litigation. Jeanne M. Powers, Arizona State University
The Legal Aspects of Bullying and Harassment of Students With Disabilities: School Leaders’ Legal Obligations. Jesudon S.R. Gibbs, Indiana University; Emily Richardson, Indiana University - Bloomington; Suzanne E. Ecker, Indiana University
You Can’t Post That . . . Or Can You? University Students and Online Speech. Neal H. Hutchens, University of Kentucky

Sheraton, Fifth Level, Grand Ballroom D 12:25 pm to 1:55 pm
Chair: Nihat Polat, Duquesne University

Participants:
Investigating Bilingual/English-as-a-Second-Language Teachers’ Perceptions of Bilingual Programs. Susana Elena Franco-Fuenmayor, Texas A&M University; Yolanda N. Padron, Texas A&M University; Brooke E. Kandel-Cisco, Butler University; Hersh C. Waxman, Texas A&M University
Transformative Miniconferencing: Transformative New Teaching Toward English Language Learners’ Language and Identity Development. Namsook Kim, University at Buffalo - SUNY

49.084-10. Teachers in the Midst of Educational Change. SIG-Educational Change; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D 12:25 pm to 1:55 pm
Chair: Sue G. Lasky, University of Louisville

Participants:
Do Teachers Take Educational Change Efforts Seriously? Leveraging Research to Construct Meaning and Legitimacy. Maria Langworthy, Langworthy Research
Stuck in the Middle? Educational Change and Teachers in Mid-Career. Corrie Stone-Johnson, University at Buffalo - SUNY
When Do Teachers Begin to Think Like Teachers? An Initial Study on the Meaning of Educational Change of Student Teachers. Eduardo Flores-Kastanis, Escuela de Graduados en Educacion - Tecnologico de Monterrey, Mexico; Blas Gomez, Escuela Normal de Parral, Chihuahua; Carlos Mario Pacheco, Escuela Normal del Estado de Chihuahua (ByCNECH); Lylia Ana Morales, Escuela Normal de Sanclao, Chihuahua

49.084-11. Teachers, Scientists, Partnerships, and Teacher Growth. SIG-Science Teaching and Learning; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D 12:25 pm to 1:55 pm
Chair: Matthew Phillip Perkins, University of Tennessee

Participants:
Cross-Case Analysis of Teachers’ Legitimate Peripheral Participation in Long-Term Scientific Research Experiences. Matthew Phillip Perkins, University of Tennessee; Rita Anne Hagevik, University of Tennessee
Introducing Bioinformatics Into K-8 Classrooms: Meeting New Challenges in Science Education Through Scientist-Educator Partnerships. Michele Shuster, New Mexico State University; Krista D. Glazewski, New Mexico State University
Professional Development for Science Education: Providing Teachers With Authentic Laboratory Experiences. Alex Parisky, University of Hawaii - Manoa; Rachel Boulby, University of Hawaii
Supporting Science Teaching With Scientists and Engineers in Middle School Classrooms. Marie Bienkowski, SRI International; Edward Dieteler, SRI International

49.084-12. Illuminated Realities: Examinations of English, Japanese, and U.S. Social Studies Textbooks. SIG-Research in Social Studies Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D 12:25 pm to 1:55 pm
49.085-1. Sankoff: Learning From Our Past in Transforming the Future. SIG-Technology, Instruction, Cognition & Learning; Roundtable Session 33; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm

Chair: William A. Kealy, University of North Carolina - Greensboro

Participants:
Articulation(s) Countermethodology: Assemble, Emergence, and Evolving Methods of Study in Education Research. Jenny Arnzen, The University of British Columbia; Don H. Krug, The University of British Columbia

Beyond Technology, Pedagogy, and Content: Insights Into the Knowledge Bases for Collaborative E-Learning Design. Lina Markauskaite, The University of Sydney; Agnieszka Bachfischer, The University of Sydney; Yael Kali, Technion - Israel Institute of Technology; Peter Michael Goodyear, The University of Sydney

Development and Validation of an Instrument Measuring the Integration of Information and Communication Technologies (ICT) Into K-12 Settings. John B. Nash, Iowa State University; Any Carter Hutchison, Iowa State University; Stephen R. Porter, Iowa State University

Effects of Sentiment on Discourse in Online Educational Communities. Najmeh Falaknez, University of Toronto; Sianvaeh Kazemian, University of Toronto; Jim Hewitt, OISE/University of Toronto

Gender and Acceptance of Web 2.0 Applications for Learning. Won-Hao David Huang, University of Illinois - Urbana-Champaign; Denice Ward Hood, University of Illinois

49.085. Roundtable Session 33; Roundtable Session

49.085-1. Sankoff: Learning From Our Past in Transforming the Future. SIG-Technology, Instruction, Cognition & Learning; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
12:25 pm to 1:55 pm

Chair: Danielle Ann Cook, University of Tulsa

Participants:
Looking Backward to Plan Ahead: Lessons From James Adams Community School. Jeanita W. Richardson, University of Virginia

Asking the Right Questions in Urban Education Research: The Role of Privilege. Wanda J. Blanchett, University of Missouri - Kansas City; Shelley Zion, University of Colorado - Denver

Mary McLeod Bethune: Fund-Raising Strategies and Implications for Contemporary Historically Black Colleges & Universities (HBCU) Presidents. Shaun R. Harper, University of Pennsylvania; Tryan L. MccKens, University of Pennsylvania

We Were There Too: What Can We Learn From Black Male Teachers of the Jim Crow Era? Cleveland Hayes, University of La Verne; Brenda Guyle Juarez, University of South Alabama

Herstories: Leading With the Lives of Black Women Activists. Judy A. Alston, Ashland University; Patrice A. McClellan, Lourdes College

49.085-2. Breaking Trail in Indigenous Research: Session One. SIG-Indigenous Peoples of the Pacific; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
12:25 pm to 1:55 pm

Chair: Kimo Alexander Cashman, University of Hawaii - Mānoa

Participants:
Analyzing Whether Public High School Completion Can Be Achieved Through Stand-Alone Increases in Instruction Expenditures Among Native Hawaiian Students. Larson Siu Wah Mokel Ng, University of Hawaii - Mānoa

Is It Possible to Carry Out the Ideal of Indigenous Community-Based Education? A Case Study in an Indigenous High School in Taiwan. Jia-Hui Chang, National Taichung University; Guang-Ding Tang, National Taiwan Normal University; Chien-Lung Wang, National Taichung University

Achievement Patterns of Native Hawaiian Eighth-Grade Students in Reading and Mathematics. Ormond W. Hammond, Pacific Resources for Education and Learning

Cocreating Knowledge and Exploring Identity: A Bi-Epistemic Journey. Lorenzo Cherubini, Brock University

49.085-3. Modeling Categorical and Ordinal Outcomes. SIG-Educational Statisticians; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
12:25 pm to 1:55 pm

Chair: Ann A. O'Connell, The Ohio State University

Participants:
A Weighted Test of Internal Symmetry. Thomas J. Smith, Northern Illinois University; Cornelius Mark McKenna, Northern Illinois University


Ordinal Regression Analysis: Predicting Mathematics Proficiency Using the Continuation Ratio Model. Xing Liu, Eastern Connecticut State University; Ann A. O'Connell, The Ohio State University; Hari P. Koirala, Eastern Connecticut State University

49.085-4. Leading for Learning. Division A - Administration Organization & Leadership; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
12:25 pm to 1:55 pm

Chair: Blane Despres, The University of British Columbia

Participants:
It Takes a Community: Preparing Teachers for Rural African American Early Childhood Students. Janeula M. Burt, Howard University; Daniel Boyd, Lowndes County Public Schools, Alabama

Knowing More About Students’ Backstories: Rich Data for Instruction. Peter Samuelson Wandrip, University of Pittsburgh; Phillip Herman, University of Pittsburgh; Louis M. Gomez, University of Pittsburgh; James G. Greeno, University of Pittsburgh

The Formation of Professional Learning Communities in Distressed Schools: Straining for Agency in a Turbulent Field. Heinrich A. Mintrop, University of California - Berkeley; Jessica Erin Koistinen, University of California - Berkeley

The Gradual Increase of Responsibility Model: Coaching for Teacher Change. Vicki S. Collet, University at Buffalo - SUNY; H. Emily Hayden, University at Buffalo - SUNY

The Role of Distributed Leadership in the Development of a Rural School Professional Learning Community. Anne Maxine Kennedy, Washington State University - Vancouver; Angie Foster, Washington State University - Vancouver; David Slavit, Washington State University - Vancouver; Tamara Holinshed Nelson, Washington State University

49.085-5. Doctoral Education Across the Disciplines SIG Roundtable Session I. SIG-Doctoral Education across the Disciplines; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
12:25 pm to 1:55 pm

Chair: Tonya N. Saddler, Marywood University

Participants:
A Literature Review of Part-Time Education Doctoral Student Socialization Through Peer Mentorship. Lisa S. Bircher, Kent State University

Antecedents and Outcomes: Theories of Fit and Doctoral Education. Meghan Pifer, Lock Haven University; Vicki Lynn Baker, Albion College

The Part-Time Doctoral Student Experience. Susan K. Gardner, University of
49.086. Roundtable Session 34; Roundtable Session

49.086-1. Narrative Research SIG Roundtable Session II: Changing Contexts, Shifting Identities. SIG-Narrative Research; Roundtable Session Doubletree, 16th Level, International Ballroom 12:25 pm to 1:55 pm

Chair: Cathy A. Coulter, The University of Alaska - Anchorage
Participants:
Experiencing Early Childhood in Rural Nicaragua Through Narrative. Jennifer S. Goldberg, Fairfield University; Stephanie Santos, Fairfield University; Hyun Uk Kim, Fairfield University; Gianna Bavido, Fairfield University
Double Identities and Dilemmas: Reflections on My Narrative Research. Xiaxiang Wang, Purdue University; Joann I. Phillion, Purdue University

49.086-2. Human Rights, Literacy, and Globalization in the 21st Century. SIG-Research in Reading and Literacy; Roundtable Session Doubletree, 16th Level, International Ballroom 12:25 pm to 1:55 pm

Chair: Judith M. Dunkerly, University of Nevada - Las Vegas
Participants:
“We Who Believe in Freedom Cannot Rest”: Literacy and Human Rights in a Summer Program. Judith M. Dunkerly, University of Nevada - Las Vegas
Cosmopolitan Literacy: Changing and Challenging Literacy for the 21st Century. Helen J. Harper, University of Nevada - Las Vegas; Thomas W. Bean, University of Nevada; Judith M. Dunkerly, University of Nevada - Las Vegas
Reading Tattooed Teachers’ Bodies: Examining the Role of Context. Christine Ann Mallozzi, University of Kentucky

49.086-3. STEM Gender Stereotypes. SIG-Research on Women and Education; Roundtable Session Doubletree, 16th Level, International Ballroom 12:25 pm to 1:55 pm

Chair: Dominique T. Chlap, Texas A&M University - College Station
Participants:
Are the Predictors of Women’s Persistence in Science, Technology, Engineering, and Mathematics Painting the Full Picture? A Series of Comparative Case Studies. Roxanne M. Hughes, Florida State University
Implicit Gender-STEM Stereotypes: Implications for STEM Performance and Enjoyment of Science, Technology, Engineering, and Mathematics Courses. Alison Blodorn, Tulane University; Elliott Hammer, Xavier University; Donna Garcia, California State University - San Bernardino; Glenn Adams, The University of Kansas; Laurie O’Brien, Tulane University
Supporting Support Staff: Technology Professional Development for Indispensable Members of the School Community. Teri L. Sosa, Saint Joseph’s University

49.086-4. Action Research as Teacher Inquiry in Schools: Challenges and Opportunities. SIG-Action Research; Roundtable Session Doubletree, 16th Level, International Ballroom 12:25 pm to 1:55 pm

Chair: Anthony C. Holter, University of Notre Dame
Participants:
Benefits and Barriers of Mandated School-Wide Action Research. Ryan Flesner, Butler University; Shanna Stakey, Indiana University - Indianapolis
Called to Action: Community-Based Action Research for School Leaders. Anthony C. Holter, University of Notre Dame; Mario Marie Frabutt, University of Notre Dame
Collaborative Interactive Group Action Research (CIGAR): Utilizing Multimodal Literacies in Middle Grades Science. Dan R. Saurino, University of North Carolina - Charlotte; Penelope L. Saurino, Limestone College; Tamara W. Ogletree, University of West Georgia
From Group to Community: What Fourteen Black High School Girls Accomplished in a 4-Year Action Research Project Through Shared Reading. Mary Kooy, OISE/University of Toronto; Alice Wong, OISE/University of Toronto; Amanda Ajodhia-Andrews, OISE/University of Toronto; Bophina Ong, OISE/University of Toronto

49.086-5. Agents and Avatars in Virtual Environments. SIG-Applied Research in Virtual Environments for Learning; Roundtable Session Doubletree, 16th Level, International Ballroom 12:25 pm to 1:55 pm

Chair: Shari J. Metcalf, Harvard University
Participants:
Investigating Perceptions of Avatars in an Interactive Digital Simulation. Joseph C. DiPietro, Morehead State University; Willie Maddox, University of Florida; Diego Rivera-Gutierrez, University of Florida; Benjamin Lok, University of Florida
The Virtual World as Multiagent System: A Model for Online Learning in the New Millennium. Robert J. Hancock, Southeastern Louisiana University; Becky Sue Parton, Southeastern Louisiana University; Jeffrey Oescher, Southeastern Louisiana University
Influence of Avatar Choice on Teacher Expectations and Perceptions of Student Success. Dennis Beck, University of Arkansas

49.086-6. Classification and Growth Models in Educational Research. Division D - Measurement and Research Methodology; Roundtable Session Doubletree, 16th Level, International Ballroom 12:25 pm to 1:55 pm

Chair: Daun Zhang, University of Denver
Participants:
The Use of the Full-Information Bifactor Model and the Unidimensional Item Response Theory Model in Proficiency Classification for Test Batteries With Multiple Subjects. Ying Li, University of Maryland; Hongchun Zhu, ACT, Inc.; Xiaohong Gao, ACT, Inc.; Deborah J. Harris, ACT, Inc.
Toward the Interpretation of Student Growth Percentiles: A Footnote for Measurement Error. Amy Senerjman, University of Massachusetts

Division and SIG Posters

49.087. Poster Session 11; Poster Session

49.087-1. Evaluating the Impact of Supportive Programs Designed to Transition Students Through School. Division H - Research, Evaluation and Assessment in Schools; Poster Session Sheraton, Fifth Level, Grand Ballroom C 12:25 pm to 1:55 pm

Posters:
1. “Working Together For Kids’ Mental Health”: Enhancing the Learning Environment by Supporting Student Mental Health. Melissa Currie, Child and Parent Resource Institute; Shumon L. Stewart, Child and Parent Resource Institute; Caroline Parkin, Ministry of Children and Youth Services; Tahira Gonsalves, Ministry of Children and Youth Services
2. Promoting Elementary Students’ Social-Emotional Learning: Randomized Study of the Together 4 All (T4A) Program in Northern Ireland. Steven M. Ross, Johns Hopkins University; Mary Sheard, University of York; Alan Cheung, Johns Hopkins University; Robert Slavin, Johns Hopkins University
3. Suburban Middle School Students Reports of the Social Supports Received Through Their School’s Advisory Program. Beth M. Giller, University of Hartford; Diana J. Larocco, University of Hartford
6. An Alternative School: Promoting Academic Achievement, Discipline, and Attendance. Cynthia K. Hayes, Beaumont County School District; Frankie K. Williams, Mississippi State University; Debra L. Prince, Mississippi State University; Kay Brocato, Mississippi State University
7. The Impact of an Intervention on Students’ Performance in College English at a Hispanic-Serving College. Jinhao Wang, South Texas College

49.087-2. Research on Giftedness, Creativity, and Talent SIG Poster Session. SIG-Research on Giftedness and Talent; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
12:25 pm to 1:55 pm

Posters:
8. Chinese Parents' Understanding of Giftedness: A Study in Hong Kong. Echo H. Wu, The Hong Kong Institute of Education
10. Development and Initial Validation of the Scales of “Creativity in Graduate Research” Survey. Rohini Sen, University of Connecticut; D. Betsy McCooch, University of Connecticut
12. Voices to Be Heard: Examining What Gifted and Talented High School Students Have to Share About Student Engagement and School Connectedness. Kimberly Michele McCormick, Indiana University

49.087-3. Mentoring and Professional Development in the Content Areas.
Division K - Teaching and Teacher Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
12:25 pm to 1:55 pm

Posters:
13. Beliefs and Experiences of Persisting Secondary Science Teachers Participating in General Induction Programs. Sissy S. Wong, University of Houston
14. Developing Responsive Writing Pedagogy Through Collaborative Inquiry. Shannon Marie Pella, University of California - Davis
16. Intensive Mentoring That Contributes to Change in Beginning Elementary Teachers’ Instructional Practices in Literacy. Randi N. Stanulis, Michigan State University; Erin Wibbens, Michigan State University; Sarah Little, Michigan State University
17. A Comparison of How Two Professional Development Programs Affect Technology-Enhanced Science Teaching and Learning. Keisha Varma, University of Minnesota; Libby F. Gerard, University of California - Berkeley; On Lydia Liu, ETS; Stephanie B. Corliss, University of Texas - Austin; Marcia Linn, University of California - Berkeley
18. Mapping Science Curricula: A Method for Supporting Teachers in the Articulation of Learning Goals. Michael Giamentello, University of Colorado - Denver; Tammy Quinn Tasker, University of Washington; Min Li, University of Washington; Maria Araceli Ruiz-Primo, University of Colorado - Denver; Ming-Chih Lan, University of Washington
19. Supporting Teachers in the Adoption of Inquiry and Technology Methods: Research to Practice. Crescencia Fong, OSSE/University of Toronto; James D. Slotta, University of Toronto
21. The Impact of a Generative Model Professional Development on High School Biology Teaching and Learning. Cynthia L. Greenleaf, WestEd; Thomas Hanson, WestEd
22. College English as a Foreign Language Teachers’ Perceptions of Inservice Professional Development in China. Junjian Hu, Zhuhai University; Steven Paul Camicia, Utah State University
23. The Impact of a Professional Development Program on Thai Science Teachers’ Pedagogical Knowledge and Classroom Practice: A Case Study of Pasak Teachers. Ponggraporn Pongsophon, Kasetsart University
24. Reflections on the Modeling of Inquiry-Based Pedagogy During Professional Development for Science Teachers. Clare Valerie Bell, University of Missouri - Kansas City; Arthur Louis Odom, University of Missouri - Kansas City; Elizabeth Stockard, University of Missouri - Kansas City; Jerry M. Winbel, University of Missouri - Kansas City
25. Elementary Teachers’ Strategies for Teaching Science With Diverse Student Populations in Urban Elementary Schools. Karen H. Adamson, University of Miami; Alexandra Oliva Santau, Duquesne University; Okhee Lee, University of Miami

49.087-4. Participation in Democratic Society. Division G - Social Context of Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
12:25 pm to 1:55 pm

Posters:
27. Risky Business: Managing the Educational Outcomes of ‘At-Risk’ Youth. Nancy Elizabeth Nichols, York University

49.087-5. K-12 and Community-Based Design for Math, Science, and Special Education. SIG-Design and Technology; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
12:25 pm to 1:55 pm

Posters:
29. Bridging Algebra Learning With Online Platforms Anchored in Web-Based Multimedia Video Cases of Classroom Teaching in Singapore. Iaping Fang, National Institute of Education, Nanyang Technological University, Singapore
30. Integrating Metacognitive Prompts and Scientific Inquiry Model to Cultivate Collaborative Problem-Solving Skills. Wei Chen Huang, Northern Illinois University; Ifong Jeng, Indiana University; Feng-Ru Sheu, Indiana University
31. Mission: Evolution-Spore™ as a Platform for Informal Science Experiences in High School. Michael A. Evans, Virginia Polytechnic Institute and State University; Heather Holbrook, Virginia Polytechnic Institute and State University; Samantha Blevins, Virginia Polytechnic Institute and State University; Jennifer Biedler, Blacksburg High School
32. Usability Testing of an Electronic Performance Support System “PictureTools” for Young Children With Learning Disabilities and Behavioral Disorders. Yemin Huang, University of Missouri; Zhenyu He, University of Missouri - Columbia; Gail E. Fitzgerald, University of Missouri - Columbia; Katherine J. Mitchem, California University of Pennsylvania

49.087-6. Educational Neuroscience: Investigations, Insights, and Issues. SIG-Brain, Neurosciences, and Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
12:25 pm to 1:55 pm

Posters:
33. An Event-Related Potentials’ Study on Mental Rotation in Two-Dimensional Tasks of Chemical Structures’ Learning. Chia-Ju Liu, National Kaohsiung Normal University; Hou-Lin Chiu, National Kaohsiung Normal University
34. How the Brain’s Performance During Mathematics and Reading Fluency Tests Compare. Enrique Ortiz, University of Central Florida
35. The Effects of Choice and Achievement Goals on Task Performance and Reward Awareness: A Functional Magnetic Resonance Imaging Study. Choon-noo Han, University of Texas - Austin; Sung-Il Kim, Korea University
36. Educational Neuroscience: Methodology and Its Discontents. George G. Hruby, University of Kentucky

49.087-7. Private Higher Education. SIG-Associates for Research on Private Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
12:25 pm to 1:55 pm
Poster:
37. Faculty Stress at Private Colleges. Gary L. Railback, Point Loma Nazarene University

49.087-8. Motivation in Education SIG: Poster Session 2 of 2. SIG-Motivation in Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
12:25 pm to 1:55 pm

Posters:
38. Goal Orientation and Cheating: Students Explain Their Motives. Heather Sue Dawson, The Ohio State University; Yujin Chang, The Ohio State University; Eric M. Andersen, The Ohio State University
39. “Research Methods Class Is Boring”... Think Again! Situational Interest Processes and Effects on Student Engagement. Gwen C. Marchand, University of Nevada - Las Vegas; Antonio P. Gutierrez, University of Nevada - Las Vegas
41. Behavioural Engagement as a Mediator of Reading Motivation and Comprehension. Jenna Cambria, University of Maryland, Allan L. Wigfield, University of Maryland - College Park; John T. Guthrie, University of Maryland

42. Dealing With Errors in Mathematics Classrooms: The Relevance of Error Climate and Personal Achievement Motivation. Gabriele Steuer; University of Augsburg, Germany; Markus Dresel, University of Augsburg, Germany

43. Effects of Autonomy Support and Suppression Among Students in a Highly Collectivistic-Hierarchical Society: Self-Determination Theory Perspective. Haya P. Kaplan, Kaye Academic College of Education; Avi Assor; Ben-Gurion University of the Negev

44. Effects of General and Situated Reading Motivation on Reading Achievement. Amanda Mason-Singh, University of Maryland - College Park; John T. Guthrie, University of Maryland

45. Identity Formation Processes and Motivation for Choosing Academic Concentration in High School. Anthony C. Perez, Temple University; Rachel H. Meyer, Temple University; Melissa Karulas, Temple University; Avi Kaplan, Temple University

46. Is Procrastination Always Bad? The Case for “Intentional” Procrastination. Arum Nol, Mimi Bong; Korea University

47. Messages About Giftedness: An Experimental Investigation of Underachievement. Kate E. Snyder; Duke University; Lisa Linnenbrink-Garcia, Duke University

48. Preparing Students for Standardized Testing in a Mastery Goal Supportive Classroom: An Exploratory Case Study. Monica J. Kowalski, The Ohio State University; Ashley Diane Marietta-Brown, The Ohio State University


50. Achievement Goals as Predictors of Standardized Mathematics Achievement Across Four Years. Matthew Deeveres; Orange City Schools

50.010. Determining the Quality of Teacher Education Programs. Presidential Session; Invited Session

Sheraton, Third Level, Napoleon Ballroom C2
2:15 pm to 3:45 pm
Chair:
Kenneth Zeichner, University of Washington

Participants:
Kenneth Zeichner, University of Washington
Linda Darling-Hammond, Stanford University
Suzanne M. Wilson, Michigan State University
Nancy Zimpher, University of Cincinnati

Discussion:
Arthur Levine, Woodrow Wilson Fellowship Foundation


Sheraton, Third Level, Napoleon Ballroom C3
2:15 pm to 3:45 pm
Chair:
Ben R. Kirshner, University of Colorado - Boulder

Participants:
Learning What How? Unexpected Intersections in Learning Science and Youth Participatory Research. Nancy M. Ares, University of Rochester
Migrant Youth and the Modern Social Sciences. Manuel Espinoza, University of Colorado - Denver

Discussion:
Nahid Saad Nasis, University of California - Berkeley

50.012. UC Links: The Transformative Power of Collaborative Design and Practice. Presidential Session; Invited Session

Sheraton, Third Level, Napoleon Ballroom B3
2:15 pm to 3:45 pm
Chair:
Charles F. Underwood, University of California - Berkeley

Participants:
Instructive Enrichment: The Collaborative Imagination in Educational Design and Practice. Charles F. Underwood, University of California - Berkeley; Leam Parker, University of California - Berkeley; Jacqueline S. Hotchkiss, University of Colorado - Boulder; Lynud D. Stone, California State University - Sacramento

Imagining Community: Promoting Reciprocity in University-Community Collaborations. Ivan Rosero, University of California - San Diego; Robert A. Lecuyer, University of California - San Diego; Camille Campion, University of California - San Diego

Reimagining University Learning Activity: Engaging Novice Teachers in Theory-Rich Practice. Shirin Vossoghi, University of California - Los Angeles

Building Together: Inciting the Social Imagination in Constructive Play. Olga A. Vasquez, University of California - San Diego

Discussion:
Luis C. Moll, The University of Arizona
Yrjo H. Engeström, University of Helsinki

Sunday, 2:15 pm

50.001. Handbook of Research on Teaching Editorial Advisory Board: Closed Meeting; AERA Governance; Governance Session

New Orleans Marriott, Fourth Level, Balconies U
2:15 pm to 3:45 pm

Chairs:
Drew H. Gitomer, ETS
Courtney A. Bell, ETS

Governance Meetings and Events
AERA Sessions

50.013. Are You Seeking a Research Grant? The Current Landscape of Federal Funding Programs and Opportunities. AERA Sessions; Invited Session
Sheraton, Third Level, Napoleon Ballroom C1
2:15 pm to 3:45 pm
Chair:
Deborah L. Vandell, University of California - Irvine
Participants:
Allen Ruby, Institute of Education Sciences, U.S. Department of Education
Janice H. Earle, National Science Foundation
James A. Griffin, National Institute of Child Health and Human Development

50.014. Learning Science: Computer Games, Simulations, and Education - Learning from and Building on the 2011 National Research Council Report. AERA Sessions; Invited Session
Sheraton, Third Level, Napoleon Ballroom B2
2:15 pm to 3:45 pm
Chair:
Evie L. Baker, University of California - Los Angeles
Participants:
Ray S. Pönz, National Research Council Committee Member and Office of Naval Research
Constance A. Steinkeuehler, National Research Council Committee Member and University of Wisconsin - Madison
Discussants:
Yasmin B. Kafai, University of Pennsylvania
Barry J. Fishman, University of Michigan

50.015. Meet Journal Editors: Journal Talks 7. AERA Sessions; Invited Roundtable
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm
Participants:
2. British Journal of Sociology of Education. Madeleine M. Arnot, University of Cambridge
5. Disability & Society. Michele Moore, Taylor & Francis
6. Annual Editions: Multicultural Education. Nancy P. Gallivan, University of Central Arkansas
8. Journal of Education for Students Placed at Risk (JESPAR). Samuel C. Stringfield, University of Louisville; Cary Kaye, University of Louisville
9. Global Studies of Childhood. John B. Yelland, The Hong Kong Institute of Education; Susan Salmarch, Australian Catholic University; Esther Y.M. Chan, The Hong Kong Institute of Education
10. Journal of Curriculum Studies. Robert E. Bootstrum, University of Southern Indiana; Zongyi Deng, Nanyang Technological University, Singapore; Stefan Thomas Hopmann, University of Vienna
11. Asia-Pacific Journal of Teacher Education. Michael Singh, University of Western Sydney; Jo-Anne Reid, Charles Stuart University
12. Linguistics and Education. George A. Kamberelis, University of Minnesota

50.016. Meet Journal Editors: Journal Talks 8. AERA Sessions; Invited Roundtable
Sheraton, Fifth Level, Grand Ballroom B
2:15 pm to 3:45 pm
Participants:
1. Effective Education. Paul Connolly, Queen’s University - Belfast
2. South African Journal of Education. Philip C. Van Der Wurff, Northwest University; Liesel Ehlersohn, University of Pretoria, South Africa
3. European Journal of Special Needs Education. Seamus F. Hegarty, IEA
4. Teaching in Higher Education. Sue Clegg, Sam Houston State University; Beverly J. Irby, Sam Houston State University; Raymond A. Lauk, Cook County School District 130
5. International Journal of Educational Leadership Preparation (IJELP). Madeleine M. Arnot, University of Minnesota
6. Journal of Mixed Methods Research. Vicki L. Plano Clark, University of Nebraska - Lincoln
7. Journal of the Learning Sciences. Cindy E. Hmelo-Silver, Rutgers University; Yasmin B. Kafai, University of Pennsylvania

Committee Sessions

50.017. GSC Division L Fireside Chat: Critical Conversations: Explaining Democratic Implications of Mayoral Takeover of School Districts. Graduate Student Council Co-sponsored by Division L - Educational Policy and Politics; Fireside Chat
Sheraton, Fifth Level, Grand Chenier
2:15 pm to 3:45 pm
Chairs:
Heather E. Price, University of Notre Dame
Timothy Lyle Nordln, Rutgers University
Participants:
Kenneth K. Wong, Brown University
Jeffrey R. Heng, Teachers College, Columbia University
Joseph Viteritti, Hunter College, CUNY
Gail Sanderman, The George Washington University

50.018. STEM in International Contexts. International Relations Committee; Paper Session
Sheraton, Third Level, Napoleon Ballroom B1
2:15 pm to 3:45 pm
Chair:
Ara Tekian, University of Illinois - Chicago
Participants:
Development of a Randomized Trial Study Internationally: A Story of Cooperation and Technology. Martha Blanco, Costa Rica Multilingual Foundation; Horacio Alvarez-Martellini, Interamerican Development Bank; Hermann Faith, CRUSA; Katherine Stanely, Costa Rica Multilingual Foundation; Beverly J. Irby, Sam Houston State University; Rafael Lara-Alecio, Texas A&M University; Fiji Tong, Texas A&M University - College Station; Genevieve H. Brown, Sam Houston State University

Division Sessions

50.019. Contexts for Teacher Leadership and Development. Division A - Administration Organization & Leadership; Paper Session
Sheraton, Fourth Level, Bayside B
2:15 pm to 3:45 pm
Chair:
Lisa L. Samek, George Fox University
Participants:
Coping With the Job: A National Study of Head Teachers in Scotland. V. Darleen Oppen, University of Cambridge; Peter Groom, University of Cambridge; Kevin Lowden, University of Glasgow
Enacting Teacher Leadership: What Counts as Leadership? Jill Bradley-Levine, University of Indianapolis
Preparing Teacher Leaders in a Job-Embedded Graduate Program: Changes Within and Beyond the Classroom Walls. Alyson J. Adams, University of Florida; Dorene D. Ross, University of Florida; Colleen R. Swain Packer, University of Florida; Nancy F. Dama, University of Florida; Robert John Sandbach, University of Florida; Walter L. Leite, University of Florida
Principal Leadership That Supports Teacher Professional Development. Kevin Matthew Stoltzfus, The University of Arizona

50.020. Creating Community and School Leadership for Sustainable Reform. Division A - Administration Organization & Leadership; Paper Session
Sheraton, Eighth Level, Salon 824
2:15 pm to 3:45 pm
Chair:
Raymond A. Lank, Cook County School District 130
Participants:
A Longitudinal Study of Students’ Career Aspirations. Rachel Beasley, University of Hawaii; Shuig Wu, University of Hawaii; Alex Patriki, University of Hawaii - Manoa
Awakening a Giant: Community Leadership, Advocacy, and Resistance in Urban School Reform. Tirza Wilton White, Emory University
Building Effective Learning Environments in Continuation High Schools: Tensions, Challenges, and Implications for Practice. Susan Carolyn Bush, Stanford University; Hoorig Santikian, Stanford University; Martha Cortes,
50.021. Dynamics of School Leadership in Domestic and Foreign Contexts.
Division A - Administration Organization & Leadership; Paper Session
Sheraton, Fourth Level, Bayside A
2:15 pm to 3:45 pm
Chair: Carl Byron Keys, University of Virginia
Participants:
- Leadership Succession in Three Countries. Dean Fink, Dean Fink Consulting Associates
- Principal Selection in Kentucky: Balancing Democratic Decision Making and Professional Judgment. Wayne D. Lewis, University of Kentucky
- Successful Leadership in Primary Schools in Cyprus. Kakia Angelidou, Ministry of Education and Culture, Cyprus

50.022. Expanding Educational Opportunity for Low-Income and Minority Students Through the International Baccalaureate.
Division A - Administration Organization & Leadership; Symposium
Sheraton, Third Level, Napoleon Ballroom D
2:15 pm to 3:45 pm
Chair: Leslie Santee Siskin, New York University
Participants:
- To "Be IB": Supports and Structures for International Baccalaureate Programs in Title I Schools. Leslie Santee Siskin, New York University
- Early Findings about Classroom, School, and District-Level Supports Implemented for Nontraditional Middle Years Programme and Diploma Programme Students. Thomas B. Corcoran, Teachers College, Columbia University; Gail B. Gerry, Teachers College, Columbia University
- Graduates of International Baccalaureate (IB) Programs in Chicago Public Schools and Their Transition to College. Vanessa Marie Coca, Consortium on Chicago School Research; Thomas Kelley-Kemple, Consortium on Chicago School Research; Melissa R. Roderick, University of Chicago; Jenny K. Nagaoa, University of Chicago
- International Baccalaureate Program in Chicago: A Qualitative Look at IB Students’ Experiences. Eliza Moeller, University of Chicago; Karen Roddie, University of Chicago; David Wilson Johnson, University of Chicago; Kafi Moragne, University of Chicago; Nicole O. Williams, University of Chicago; Melissa R. Roderick, University of Chicago; Jenny K. Nagaoa, University of Chicago
- Expanding Access and Improving Outcomes in the International Baccalaureate (IB) Diploma Program. Jennifer Bland, SRI International; Katrina R. Woodworth, SRI International
Discusssants:
- Laura W. Perna, University of Pennsylvania
- Michael Dean, International Baccalaureate

50.023. Transformative Leadership: Improving Policy, Practice, and the Public Good.
Division A - Administration Organization & Leadership; Symposium
Sheraton, Fourth Level, Bayside C
2:15 pm to 3:45 pm
Chair: Carolyn M. Shields, University of Illinois - Urbana-Champaign
Participants:
- Differentiating Among Leadership Approaches: Futile Search or Productive Quest? Carolyn M. Shields, University of Illinois - Urbana-Champaign; Anish Sayani, The University of British Columbia
- Transformative or Transformational? How the Mainstream Appropriates, Deployicides, and Denies Alternative Theories and Practices of Leadership. Jillian Anne Blackmore, Deakin University
- The Potential of a Transformative Approach to Leadership for Better Meeting the Needs of Students Living in Poverty. Erica Jean Mohan, The University of British Columbia
- Preparing Leaders for the Work of Leading Schools in a Democratic Society. Robert J. Starratt, Boston College
- Transformative Leadership and the Creation of Ethical and Equitable Schools. Lyse Langlois, Université Laval; Claire Marie Lapointe, Laval University
Discusssant:
- Shirley R. Steinberg, McGill University

50.024. In Honor of the Late Howard Zinn: AERA Can’t Be “Neutral” on a Moving Train.
Division B - Curriculum Studies Co-sponsored by Division F - History and Historiography; Symposium
Astor Crowne Plaza, Second Level, Astor Ballroom III
2:15 pm to 3:45 pm
Chair: Joel Westheimer, University of Ottawa
Participants:
- Joel Westheimer, University of Ottawa
- Gloria J. Ladson-Billings, University of Wisconsin - Madison
- Margaret J. Maka, University of Hawaii - Manoa
- Erica R. Meiners, Northeastern Illinois University
- Connie North, University of Maryland - College Park

Division B - Curriculum Studies; Paper Session
Astor Crowne Plaza, Second Level, Astor Ballroom II
2:15 pm to 3:45 pm
Chair: Dara Soljaga, Concordia University - Chicago
Participants:
- Inciting Curriculum Imaginations Through Semiotic Conceptions of Identity. Antonina Lukenchuk, National-Louis University
- Ideological Representations in Mathematics Textbooks in China During the Cultural Revolution Decade: A Relational Analysis of Selected Textbooks From 1966-1976. Song An, Texas A&M University; Mary Margaret Capraro, Texas A&M University; Hao Hairong, Texas A&M University
- Making the “Right” History: Knowledge, Ideology, and Curriculum in South Korea. Mi Ok Kang, University of Wisconsin - Madison
- Narratives in the Panopticon: Beyond East and West. Seungho Moon, Teachers College, Columbia University
Discusssant:
- Chad Robert Lykins, University of Hong Kong

50.026. International Hip-Hop Pedagogues: Youth Critiquing and Resisting the Neoliberal Agenda.
Division B - Curriculum Studies; Symposium
Astor Crowne Plaza, Second Level, Astor Ballroom I
2:15 pm to 3:45 pm
Chair: Heather Hickman, Lesiy University
Participants:
- Hip-Hop as a Practice for Freedom: Explorations of Filipino American Cultural Production. Michael Joseph Viola, University of California - Los Angeles
- Hip-Hop as a Pedagogical Site for Resistance: An Ethnography of Black Urban Youth’s Critique of Neoliberalism. Darius Derren Priar, Miami University
- French Hip-Hop Intellectuals: Beacons for Hope and Transformation in the Age of Neoliberalism. Bradley J. Porfilio, Lewis University; Shannon Porfilio, De La Salle High School
- Hip-Hip Intellectuals Critiquing Western Hegemony and Neoliberalism in Burkina Faso: A Youth Counterculture Movement. Some Herve. Ripon College
- Youth-Led Initiatives: Canadian Hip-Hop Artists’ Perceptions and Experiences in Motivating Youth to Become Critically Engaged Citizens. Bradley J. Porfilio, Lewis University; Michael Watz
Discusssants:
- Peter L. McLaren, University of California - Los Angeles
- Paul R. Carr, Lakehead University

50.027. Creating “Spaces”: Shaping Informal Media-, Arts-, Culture-, and Science-Based Learning Environments.
Division C - Learning and Instruction; Symposium
Hotel Monteleone, Mezzanine Level, Orleans
2:15 pm to 3:45 pm
Chair: Deanna Scipio, University of Washington
Participants:
- Creating a Space for Communicating Science. Deanna Scipio, University of Washington; Shelley Stromhold, University of Washington; Andrew W. Shouse,
50.028. Developing a Measure of Knowledge for Teaching English Language Arts, Division C - Learning and Instruction; Symposium Hotel Monteleone, Mezzanine Level, Bienville 2:15 pm to 3:45 pm Chair: Donell Butler, ETS Participants: Geoffrey C. Phelps, ETS Discussants: Lisa Linnenbrink-Garcia, University of Florida; Amber Maria Levinson, Stanford University; Krista R. Muis, McGill University; Angela N. Booker, University of California - Davis

50.029. Models in Elementary Mathematics Teaching and Learning, Division C - Learning and Instruction; Symposium Hotel Monteleone, Mezzanine Level, Bienville 2:15 pm to 3:45 pm Chair: Jon R. Star, Harvard University Participants: Rebecca N. Mitchell, Boston College; Charalambos Y. Charalambous, Harvard University; Kristin Umland, University of New Mexico; Sybilla Beckmann, University of Georgia Discussant: Jon R. Star, Harvard University


50.031. Thinking Critically About Higher-Order Thinking: New Perspectives on a Familiar Construct, Division C - Learning and Instruction; Symposium New Orleans Marriott, Second Level, La Galerie 2 2:15 pm to 3:45 pm Chair: Krista R. Muis, McGill University Participants: Session Overview. Patricia A. Alexander, University of Maryland Higher-Order Processing in the Attention Age: Synthesizing and Evaluating Intertextual Arguments. Jerel Fast, The Pennsylvania State University; Mark Baker, The Pennsylvania State University; P. Karen Murphy, The Pennsylvania State University; Andria Antilou, The Pennsylvania State University Transsylmarian Comprehension and Higher Order Thinking, Sandra Michelle Loaglin, University of Maryland The False Dichotomy Between Higher Order Thinking and Knowledge Acquisition: Lessons From Education Reform in Israel. Anat Zohar; Hebrew University, Mount Scopus Developing Nuanced Epistemic Distinctions. Michael P. Weinstock, Ben-Gurion University of the Negev Discussants: Marlene Scandamalia, OISE/University of Toronto Carl Bereiter, University of Toronto

50.032. Exploring the Link Between Multiple Measures and Student Outcomes, Division D - Measurement and Research Methodology; Paper Session Doubletree, Second Level, Shadows 2:15 pm to 3:45 pm Chair: Donell Butler, ETS Participants: Exploring Examinee Motivation in a Low-Stakes Testing Context. S. Jeanne Horst, Eastern Mennonite University; Sara J. Finney, James Madison University; Craig K. Enders, Arizona State University; Don Stryker Measuring the Relationship Between Conscientiousness and Academic Outcomes Using Self and Parent Reports. Matthew Ventura, ETS; Carolyn Elizabeth MacCarr, ETS; Richard Dean Roberts, ETS Predicting Student Success From Learning and Study. Andrew Carson, Kaplan University What's in a Grade? The Multidimensional Nature of What Teacher-Assigned Grades Assess in High School. Alex J. Bowers, University of Texas - San Antonio Discussant: Stephen G. Sireci, University of Massachusetts - Amherst


50.035. Place, Space, and Community Roles. Division G - Social Context of Education; Paper Session
New Orleans Marriott, Second Level, La Galerie 4
2:15 pm to 3:45 pm
Chair:
Diane B. Hirshberg, The University of Alaska - Anchorage
Participants:
Constructing Madrona: Place, Race, and Discourses of Community Talk.
Jennifer Lee Lindsay, University of Washington
Intensifying Segregation in the Epicenter of the U.S. Latino Community:
Deepening Inequality in Southern California.
Gary A. Orfield, University of California - Los Angeles; Genevieve Parker Siegel-Hawley, University of California - Los Angeles; Jia Wang, University of California - Los Angeles
Particulars of Place: The Roles of Schools in Two Rural Southern Communities.
Mara Casey Tissen, Harvard University
Performing the Language of the “We”:
Creatively Exploring Counter-Hegemonic Spaces in a Graduate School of Education Community.
Marguerite A. Wilson, University of California - Davis; Karen A. Watson-Gegax, University of California - Davis; Daniela Torres-Torretti, University of California - Davis; Sumer Seiki, University of California - Davis; Luis E. Ramirez, University of California - Davis; Frances K. Holmes, University of California - Davis; Orlando Leonel Carreon, University of California - Davis
Discussant:
Marta P. Ballodado, Loyola Marymount University

50.036. Pushing the Boundaries With Multimodal Pedagogies: Overturning Public and Institutional Notions of an “Autonomous” Literacy Through the Arts. Division G - Social Context of Education; Symposium
New Orleans Marriott, Second Level, La Galerie 6
2:15 pm to 3:45 pm
Chair:
Brian V. Street, Kings College, London
Participants:
Synesthesia From Children’s Paintings: Multimodality and Critical Inquiry Intersect in an Early Childhood Curriculum on Segregation.
Candace Ross Kuby, University of Missouri
Art as Gesture: Synchronizing Visual and Gestural Modes in Student Picture-Storytelling Performance.
Tara M McGowan
Sarah Reed Hobson, University of Pennsylvania
Literacy in Policy and Practice: Multimodal Pedagogies, Digital Technologies, and a New Democratic Vision of Education?
Kristin Anne Searle, University of Pennsylvania
Discussant:
Jennifer Rossell, Brock University

50.037. Effects of Curricular Modifications Based on Principles of Cognitive Science for Middle School Science Curricula. Division H - Research, Evaluation and Assessment in Schools; Symposium
Doubletree, Second Level, Madewood A
2:15 pm to 3:45 pm
Chair:
Andrew C. Porter, University of Pennsylvania
Participants:
Teaching Middle School Students to Reason With Visual Representations in Science.
Jennifer G. Cromley, Temple University; Nora Newcombe, Temple University; Theodore W. Wills, Temple University; Melanie Wills, Temple University; Melissa Karakus, Temple University; Michael Batchelor, Temple University
Applying Cognitive Science Principles to a Middle School Life Science Curriculum: Effects on Student Achievement.
Katie Barghaus, University of Pennsylvania; Jennifer McMaken, University of Pennsylvania
Applying Cognitive Science Principles to an Inquiry-Based Middle School Science Curriculum: Effects on Student Achievement.
Jennifer McMaken, University of Pennsylvania; Katie Barghaus, University of Pennsylvania
Intervention Implementation and Classroom Instruction as a Mediating Variable in Middle School Science Achievement.
Hua-Yu Sebastian Cherng, University of Pennsylvania; Laura M. Desimone, University of Pennsylvania; Jennifer McMaken, University of Pennsylvania
Effects of Professional Development on Teacher Knowledge in Middle School Science.
Andrew C. Porter, University of Pennsylvania; Morgan S. Polikoff, University of Southern California
Discussants:
Michael S. Garet, American Institutes for Research
Spiro Marsilius, Northwestern University

50.038. Evaluating the Impact of Innovative Educational Programs on Student Outcomes. Division H - Research, Evaluation and Assessment in Schools; Paper Session
Doubletree, Second Level, Rosedown A
2:15 pm to 3:45 pm
Chair:
Teresa Garcia Duncan, ICF International
Participants:
The Effects of After-School Program Participation on Mathematics Achievement: Comparing Results From the Within and Between School Designs.
Marianne Chinen, American Institutes for Research
Determinants of Students’ Success: The Role of Advanced Placement and Dual Enrollment Programs.
Cecilia Speron, Teachers College, Columbia University
Lindsay Coleman Page, Harvard University; Richard J. Murnane, Harvard University; John B. Willett, Harvard University
The Academic Impact of Enrollment in the International Baccalaureate Diploma Program.
Anna Rosefsky Saaed, Harvard University
Discussants:
Michael S. Trevisan, Washington State University

50.039. Innovative Research Tools for the Promotion of Equity and Community Engagement in Education. Division H - Research, Evaluation and Assessment in Schools; Symposium
Doubletree, Second Level, Madewood B
2:15 pm to 3:45 pm
Chair:
Rosalyn B. Brown, Peel District School Board
Participants:
Using Geographic Information System Mapping Technologies to Illuminate Social Equity.
Paul Favaro, Peel District School Board
Creating a “Schools Like Us” Perspective Through Cluster Analysis.
Kim Bennett, Peel District School Board
Engaging and Empowering Communities Through Photovoice.
Sumbal Malik, University of Ottawa
Discussant:
Joseph MCCrory, WestEd

50.040. Integrating Classroom Assessments Into Balanced State Assessment Systems. Division H - Research, Evaluation and Assessment in Schools; Symposium
Sheraton, Second Level, Rhythms Ballroom III
2:15 pm to 3:45 pm
Chair:
Richard Noel Vineyard, Nevada Department of Education
Participants:
Integrating Simulation-Based Science Assessments Into Balanced State Science Assessment Systems.
Matt Silberglitt, WestEd; Edys S. Quellmalz, WestEd; Mike Timms, WestEd; Daniel Brenner, WestEd
Cognitively Based Assessment of, for, and as Learning (CBAL): Results From Piloting Innovative K-12 Assessments.
Randy E. Bennett, ETS
Raymond Lee, Stanford University; Susan E. Schultz, Stanford University
Technology-Enhanced Items in Statewide, Summative Assessments.
Kevin King, Utah State Office of Education
Discussants:
Rebecca Kopriva, University of Wisconsin - Madison

50.041. Institutional Culture: Social and Environmental Factors. Division I - Education in the Professions; Paper Session
Astor Crowne Plaza, Second Level, Grand Ballroom A  
2:15 pm to 3:45 pm  
Chair: Louis J. Grosso, American Board of Internal Medicine  
Participants:  
Cultivating a Culture of Constructive Feedback Between Medical Students and Faculty Members: A Survey Study of Problem-Based Learning Facilitators’ and First-Year Medical Students’ Feedback Experiences. Maria Alejandra Blanco, Tufts University; Ann Maderer, Tufts University; Ralph Aarons, Tufts University; Yung-Chi Sung, Tufts University, Scott K. Epstein, Tufts University  
Evaluating The Multifactorial Aspects of a Workplace as a Learning Environment. Ann Dekingelaere, University of Leuven; Sofie Kappens, Katholieke Universiteit Leuven; Eva Ceudenam, University of Leuven; Lisa De Jonghe, University of Leuven; Paul De Leyn, University of Leuven  
Preparing Professionals to Be Effective Change-Agents: The Role of Entrepreneurial Mindsets and Practices. Raffaella Borasi, University of Rochester; Constance Flahive Smith, University of Rochester  
The Medical School Learning Environment May Influence Academic Performance. Sharon Wayne, University of New Mexico; Judith Kittes, University of New Mexico; Craig Timm, University of New Mexico; Sammers G. Kalishman, University of New Mexico  
Discussant: Patricia S. O’Sullivan, University of California - San Francisco  

50.042. Division J Working Group 2. Division J - Postsecondary Education; Invited Session  
Sheraton, Fourth Level, Estherwood  
2:15 pm to 3:45 pm  
50.043. Division J, Professional Development Session: Congratulations, You’re Tenured! Now What? Division J - Postsecondary Education; Invited Session  
JW Marriott, Third Level, Maurepas  
2:15 pm to 3:45 pm  
Participants:  
Amy A. Bergerson, University of Utah  
Terrell Lamont Strayhorn, The Ohio State University  

50.044. Student Persistence in Two-Year and Community Colleges. Division J - Postsecondary Education; Paper Session  
JW Marriott, Third Level, Frontenac  
2:15 pm to 3:45 pm  
Chair: Rosemary Capps, University of Utah  
Participants:  
State Postsecondary Finance Policies and Community College Students: Do Larger Expenditures Promote Credit and Degree Attainment? James G. Benson, University of Wisconsin - Madison  
How Does Intensity of Work While Studying Affect Academic Achievement of Community College Students? Mina Dadgar, Columbia University  
Factors Affecting Student Persistence at Public Two-Year Institutions. Ketevan Mamiseishvilli, University of Arkansas; David M. Deggs, University of Arkansas  
Motivational and Demographic Predictors of Achievement/Retention in a Diverse Group of Community College Students. Claire Ellen Weinstein, University of Texas; Taylor Wayne Acee, Texas State University - San Marcos; Breana Jeanne Sylvester Ducy, University of Texas  
Assessment and Placement in Community Colleges: Policies, Practices, and Student Outcomes. Michelle Houara, Teachers College, Columbia University; Katherine L. Hughes, Teachers College, Columbia University; Shanna Smith Jaggars, Teachers College, Columbia University; Olga Rodriguez, Teachers College, Columbia University; Judith Scott-Clayton, Teachers College, Columbia University  
Discussant: Linda Serra Hagedorn, Iowa State University  

50.045. Teaching and Learning in the College Classroom. Division J - Postsecondary Education; Paper Session  
JW Marriott, Third Level, Conde  
2:15 pm to 3:45 pm  
Chair: Christopher Duffrin, East Carolina University  
Participants:  
Why Are They Grading Participation? Instructor Attitudes Predict Grading Practices of College Students’ Classroom Participation. Susan L. Rogers, University at Albany - SUNY  
Individual and Institutional Factors Influencing Active and Collaborative Learning Among First-Year College Students. Kadian McIntosh, The Pennsylvania State University; Patrick T. Terezniki, The Pennsylvania State University; Robert D. Reason, The Pennsylvania State University; Bradley E. Cox, Florida State University  
An Investigation of Faculty Knowledge and Perceptions Toward College Students With Reading and Writing Difficulties. Robin L. Quick, Gannon University  
Transformative Teaching, Learning, and Research: Cultivating Pedagogy Through the Mashamba Model. Loren Gayle Intolobabeh-Chmil, University of Virginia; Matthew Therrell, Southern Illinois University  
Discussant: Jeffery P. Bieber, University of Kentucky  

50.046. Women and Underrepresented Groups in STEM Fields. Division J - Postsecondary Education; Paper Session  
JW Marriott, Third Level, Ile de France I  
2:15 pm to 3:45 pm  
Chair: Colette E. Patt, University of California - Berkeley  
Participants:  
Organizational Change Strategies to Support the Success of Women Scholars in Science, Technology, Engineering, and Mathematics (STEM) Fields: Categories, Variations, and Issues. Ann E. Austin, Michigan State University; Sandra Laurens, University of Colorado - Boulder; Anne-Barrie Hunter, University of Colorado - Boulder; Melissa Soto, Michigan State University  
Underrepresented Faculty and Emotion Management: Implications for Motivation. Vicente M. Lechuga, Texas A&M University  
Understanding the Pathway to the Professoriate for Underrepresented Minority Graduate Students in Science and Engineering. Frim Ampers; Central Michigan University; Audrey J. Jaeger, North Carolina State University; Karen Jean Haley, Northern Illinois University  
Discussant: Diane R. Dean, Illinois State University  

JW Marriott, Second Level, La Galerie 3  
2:15 pm to 3:45 pm  
Chairs: Kimberly A. White-Smith, Chapman University; Jeremy N. Price, Montclair State University  
Participants:  
Annette M. Henry, The University of British Columbia  
Elizabeth Marshall, Simon Fraser University  
Kevin M. Foster, University of Texas - Austin  
Joel A. Colbert, Chapman University  

JW Marriott, Second Level, La Galerie 5  
2:15 pm to 3:45 pm  
Chair: Eta A. Hollins, University of Missouri - Kansas City  
Participants:  
Lois Weiner, New Jersey City University  
Gregory Michte, Concordia University - Chicago  
Deborah Meier  
Percy Mack, Richland One Schools  

50.049. From Policy to Practice: An Exploration of Top-Down and Bottom-Up Decisions in Language Education Policy. Division L - Educational Policy
SIG Sessions

50.050. Innovations in the Design and Implementation of School Improvement Networks: Evidence From the Field. Division L - Educational Policy and Politics; Symposium Sheraton, Second Level, Rhythms Ballroom I 2:15 pm to 3:45 pm
Chair: Joshua L. Glazer, The Rothschild Foundation Participants:

50.051. Proposal for an AERA 2011 Conference Session on Washington State's Integrated Basic Education and Skills Training (I-BEST) Program. SIG-Adult Literacy and Adult Education; Symposium JW Marriott, Third Level, Ile de France III 2:15 pm to 3:45 pm
Chair: Davis Jenkins, Teachers College, Columbia University Participants:

50.052. Creative, Cultural, and Critical Pedagogies for Engagement in the Arts. SIG-Arts and Learning; Paper Session Astor Crowne Plaza, Second Level Mezzanine, Bienville 2:15 pm to 3:45 pm
Chair: Zach Kelehear, University of South Carolina Participants:

50.053. New Developments in Conflict Resolution In Schools. SIG-Conflict Resolution and Violence Prevention; Paper Session Astor Crowne Plaza, Second Level Mezzanine, St. Ann 2:15 pm to 3:45 pm
Chair: David W. Johnson, University of Minnesota Participants:

50.054. Applying Confluent Education to Promote Social Imagination and Public Good. SIG-Confluent Education; Paper Session Hotel Monteleone, Mezzanine Level, Bonnet Carre 2:15 pm to 3:45 pm
Chair: Lisa Denewey, Boise State University Participants:

and Chicanas in Higher Education. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium New Orleans Marriott, Second Level, Preservation Hall Studio 8 2:15 pm to 3:45 pm Chair: Dolores Calderon, University of Utah Participants: Scholarship Girls Aren’t the Only Chicanas Who Go to College: Former Chicana Activism and Education: Putting Chicanas Into Chicano Studies During the 1993 University of California at Los Angeles Hunger Strike. Elizabeth González Cárdenas, University of California - Los Angeles Kickin’ It With the Homie(o)s: A Jotería Study of Identity Educación for Queer Vatos in East Los Angeles. Eduardo Lara, University of California - Los Angeles Discussant: Daniel Gilbert Solorzano, University of California - Los Angeles 50.056. Valuing a Plurality of Research Methodologies in the Field of Learning Disabilities. SIG-Special Education; Symposium Sheraton, Fourth Level, Oak Alley 2:15 pm to 3:45 pm Chair: David J. Connor, Hunter College - CUNY Participants: Broadening Our Horizons: Toward a Plurality of Methodologies in Learning Disability Research. David J. Connor, Hunter College - CUNY; Beth A. Ferri, Syracuse University; Deborah J. Gallagher, University of Northern Iowa Beyond Culture as Group Traits: Future Learning Disabilities Ontology, Epistemology, and Research Knowledge Use. Alfredo J. Artiles, Arizona State University; Kathleen King Thorius, Indiana University; Audin Bal, University of Wisconsin - Madison; Rebecca A. Neal, Arizona State University; Federico R. Wattoller, Arizona State University; David Isaac Hernandez-Saca, Arizona State University Researching in Classrooms: Getting Beyond “What Works.” Curt Dudley-Marling, Boston College Down the Rabbit Hole: A Commentary About Research on Parents and Special Education. Jan W. Valle, The City College of New York - CUNY When Art Informs: Inviting Ways to See the Unexpected. Linda P. Ware, SUNY - College at Geneseo Discussant: Christine E. Sleeter, California State University - Monterey Bay 50.057. Global Perspectives on Professional Development in Higher Education. SIG-Faculty Teaching, Evaluation, and Development; Paper Session New Orleans Marriott, Fourth Level, Regent 2:15 pm to 3:45 pm Chair: Frank C. Worrell, University of California - Berkeley Participants: Faculty Development in Canada, Belgium, Denmark, Switzerland, and France: An International Comparison. Marianne Frenay, Université Catholique de Louvain; Almouh Saroyan, McGill University Improving University Teaching: Do Consultants Make a Difference? Mariska Knol, University of Amsterdam; Harrie Vorst, University of Amsterdam; Jan H. Van Driel, Leiden University; Gideon Mellenbergh The Role of Human Capital and Social Capital in Professional Development. Mark Chun, RAND; Tara Rose, University of Kentucky What Do Students Mean? A Mixed-Methods Approach to Interpretations of Course Instructor Survey Items. Sara Jolly Jones, University of Texas - Austin; Devon M. Zimmarno, University of Texas - Austin; Karron G. Lewis, University of Texas - Austin; Marilla D. Svinicki, University of Texas - Austin Discussant: John R. Slate, Sam Houston State University 50.058. Reimagining Research Methodologies: Research With(in) Bilingual and Biliterate Communities. SIG-Hispanic Research Issues; Symposium Sheraton, Fourth Level, Edgewood 2:15 pm to 3:45 pm Chair: Rima Brusi, University of Puerto Rico - Mayagüez Participants: Positionality and Reflexivity in Conducting Language and Literacy Socialization Research in Latino Immigrant Communities in California. Lucila D. El, University of Texas - San Antonio; Ana Maria Rehau Pastor, Universidad de Castillo-La Mancha Conundrums in Teacher Education Research: Constructing Racial Consscientiation. Maria E. Frazuaz, University of Texas - Austin Researcher as Instrument: Languages and Interactions in Interviews. Minda M. Lopez, Texas State University - San Marcos Negotiating Biliterate Data Collection in Mexican and Mexican American Bilingual Communities. Carol Brochín Ceballos, University of Texas - El Paso; Claudia G. Cervantes-Soon, University of Texas - Austin Discussant: Norma E. Gonzalez, The University of Arizona 50.059. Secondary Reform From the Perspectives of Teachers and Students in Six Countries. SIG-International Studies; Symposium Sheraton, Second Level, Rhythms Ballroom II 2:15 pm to 3:45 pm Chair: Hui-Ling Pan, National Taiwan Normal University Participants: Perceptions of Teachers, Parents, and Students on Education Reforms in China. Peter Yee Han Joong, University of the West Indies; Jing Xiong, Guangxi University Perceptions of Teachers and Students on Education Reforms in Canada. Thomas Gerald Ryan, Nipissing University Perceptions of Teachers and Students on Education Reforms in Jamaica. Peter Yee Han Joong, University of the West Indies Perceptions of Teachers and Students on Education Reforms in Ontario, Canada. Kathryn A. Noel, University of Western Ontario; Peter Yee Han Joong, University of the West Indies Perceptions of Teachers and Students on Education Reforms in Sierra Leone. Loraine Dale Cook, University of the West Indies Perceptions of Teachers and Students on Education Reforms in Brazil. Peter Yee Han Joong, University of the West Indies Perceptions of Teachers and Students on Education Reforms in Taiwan. Ming-Dih Liu, National Chung Cheng University; Peter Yee Han Joong, University of the West Indies 50.060. Transferring Learning in Leadership Preparation. SIG-Learning and Teaching in Educational Leadership; Paper Session Sheraton, Fourth Level, Gallier 2:15 pm to 3:45 pm Chair: Arnold B. Danzig, Arizona State University Participants: Preparing Leaders for Adaptive Challenges Faced in Schools Oriented Toward Common Good. Eleanor E. Drago-Severson, Teachers College, Columbia University; Patricia Basilin-Ostrofski, Florida Atlantic University; Alexander Mishra Hoffman, Teachers College, Columbia University The Evolution of the Intern-Mentor Relationship: Lessons Learned From the Administrative Internship. Jennifer K. Clayton, The George Washington University; Karen Sanzo Crum, Old Dominion University; Steve P. Myran, Old Dominion University Linking Principal Preparation to Teaching and Learning: Lessons Learned Through a Mixed-Method Multi-Case Evaluation Study. Susan Korach, University of Denver; Betty Jane Alford, Stephen F. Austin State University; Julia Nell Ballenger, Stephen F. Austin State University Transfer of Learning From Preparation to Practice. Francine Newman, Hofstra University; Karen F. Osterman, Hofstra University 50.061. Collaborative Learning Environments in Music Education: Implications for Professional Development. SIG-Music Education; Paper Session JW Marriott, Third Level, Orleans 2:15 pm to 3:45 pm Chair: Ronald P. Kos, Boston University Participants: Narratives From a Virtual Place: A Cyber Ethnography of Music Learning through Online Music Community. Janice Lynn Waldron, University of Windsor “Now Can I Watch My Video?” Tracking Musical Development Through Video Sharing and Social Networking in an Early Childhood Music Class. Lisa Huisman Koops, Case Western Reserve University Music Teachers Investigate Their Work: Collaborative Inquiry as Curriculum Making and Professional Development. Melissa Natale Abramo, North Salem
50.062. Innovation in Online and Blended Learning. SIG-Online Teaching and Learning; Paper Session
New Orleans Marriott, Second Level, La Galette 1
2:15 pm to 3:45 pm
Chair:
Nancy Maldonado, Walden University
Participants:
Contexts and Challenges of Internet and Mobile Phone Use Among Young People in Aotearoa/New Zealand. John J. Fenaughty, University of Auckland; Niki Harre, University of Auckland
Participatory Assessment for Engagement, Understanding, and Achievement in Online Learning Contexts. Daniel T. Hickey, Indiana University; Jenna McWilliams, Indiana University
Remote Observation of Graduate Interns (ROGI) as an Interchangeable Process for Facilitating Teaching Observations. Tina Leone Hefner, University of North Carolina - Charlotte; Teresa Petty, University of North Carolina - Charlotte; Charles Richard Hawthorne, University of North Carolina - Charlotte
What Can We Do to Promote Teacher Candidate Construction of Knowledge in Virtual Classrooms? Paula M. Carbone, University of Southern California; Jennifer Anne Crawford, University of Southern California
Discussant:
Alyssa F. Wise, Simon Fraser University

50.063. Research on Online Teaching and Learning. SIG-Online Teaching and Learning; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 4
2:15 pm to 3:45 pm
Chair:
Dekar K. Singh, Eastern Connecticut State University
Participants:
Beyond Innovators and Early Adopters: Moving the Majority Online. Emily J. Hixon, Purdue University - Calumet; Heather Zamojski, Purdue University - Calumet, Janet Buckenmeyer; Purdue University - Calumet
Chronobiology and Online Learning: Biologically Based Preferences. Yi Luo, Purdue University; Celia(Rui) Fan, Purdue University; Linda Mellish, Purdue University; Jea Hong Choi, University of Georgia; Johannes Strobel, Purdue University
Project DELTA (Disseminating Effective Learning Through Automation): An Investigation Into E-Mentoring, Social Presence, and Counseling Support. Lynne Schrum, George Mason University; Mary English, George Mason University; Lyndie Galizio, George Mason University
Real World, Real Use: The Impact of Integrating Student-Centered Learning in Adult Online Instruction. Dianna L. Newman, University at Albany - SUNY; Patricia Lefor, Empire State College - SUNY; Jane Rook, University at Albany - SUNY; Kevin Murphy, University at Albany - SUNY; Christopher Valle, University at Albany - SUNY
Discussant:
Steven R. Terrell, Nova Southeastern University

New Orleans Marriott, Second Level, Preservation Hall Studio 9
2:15 pm to 3:45 pm
Chair:
Sybil Madison Boyd, University of Chicago
Participants:
A Movement at the Middle: How Black Middle-Class Parents Organized for Educational Opportunity. Daniella Ann Cook, University of California - Los Angeles; Terry A. Deloria, William S. Hart Union High School District; Sandra Stults, Bluegrass Heritage Museum
Education Experts Working for the Public Good. Karolyn D. Tyson, University of North Carolina - Chapel Hill
Black Middle-Class Parents Organizing for Educational Change. Theresa Perry, Simmons College
Discussants:
Charles M. Payne, University of Chicago
Kevin G. Welner, University of Colorado - Boulder

50.065. Student Mathematical Knowledge. SIG-Research in Mathematics Education; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 6
2:15 pm to 3:45 pm
Chair:
Joi A. Spencer, University of San Diego
Participants:
A Hypothetical Learning Trajectory for Volume in the Early Years. Douglas H. Clements, University at Buffalo - SUNY; Julie Sarama, University at Buffalo - SUNY; Doug VanDine, University at Buffalo - SUNY; Jennifer S. McDonel, University at Buffalo - SUNY
Examining Connections Between Representing and Justifying in Mathematical Problem Solving. Despina A. Stylianou, City College of New York - CUNY
Fostering Third-Graders' Fluency With Basic Addition and Subtraction Combinations. Arthur J. Baroody, University of Illinois; Michael D. Eiland, University of Illinois - Urbana-Champaign; Sharon Costick Baroody, University of Illinois
Nothing Is Something: First Graders' Use of Zero in Relation to Negative Numbers. Laura Boffering, Stanford University; April C. Alexander, Stanford University
Noting Negatives: First Graders' Expanding Knowledge of Numbers. Laura Boffering, Stanford University

50.066. Civic Education. SIG-Research in Social Studies Education; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 3
2:15 pm to 3:45 pm
Chair:
Jill M. Gradwell, Buffalo State College - SUNY
Participants:
Global Citizenship Education: Making Connections. Mery M. Merrifield, The Ohio State University
Youth, Democracy, and Political Participation in Schools. Murray Print, The University of Sydney
What Makes a Citizen? Civic Multicultural Competence and Preserve Teachers' Understandings of Citizenship Skills. Antonio J. Castro, University of Missouri - Columbia; Emily A. VanCourt, University of Missouri
“Knowledge of the Land”: Teaching History and Geography in Israel as a Means of Civic Education. Avi Cohen, Teachers College, Columbia University
Democratic Visions: American History from Civil War to Civil Rights. Elizabeth J. Oyer, Evaluation Inc.; Rebecca Hardy, Kentucky Historical Society; Kathli L. Kern, University of Kentucky; Stephanie Smith, Harlan Independent School District; Sandra Stults, Bluegrass Heritage Museum
Discussant:
Ronald W. Evans, San Diego State University

50.067. Evaluating Multiple Indicators of Teacher Effectiveness: Toward a Robust Teacher Evaluation System. SIG-Research on Evaluation; Invited Session
Doubletree, Second Level, Rosedown B
2:15 pm to 3:45 pm
Chair:
Rachel Boren, University of Virginia
Participant:
Evaluating Multiple Indicators of Teacher Effectiveness: Toward A Robust Teacher Evaluation System. Pete G. Goldschmidt, University of California - Los Angeles; Terry A. Deloria, William S. Hart Union High School District; Melissa Casey, California State University - Northridge
Discussant:
Karrin Lukacs, George Mason University

New Orleans Marriott, Second Level, Preservation Hall Studio 2
2:15 pm to 3:45 pm
Chair:
M. Delia Neuman, Drexel University
Participants:
The Role of the Teacher-Librarian in Innovative Educational Contexts: Maintaining Relevance in an Age of Reform. Eric Meyers, The University of British Columbia
From “Shhh...” to Inquiry: Discourse Models of School Librarianship In
Collaborative Planning With Teachers. Sue C. Kimmel, Old Dominion University
Library and Information Science Graduate Students Explore Storytelling for the 21st Century. Rebecca Jane Morris, University of Pittsburgh
An Examination of Teacher and Librarian Collaboration to Develop Science Information Literacy of Latino Students: A Longitudinal Study. Patricia Montiel Overall, The University of Arizona

50.069. Bullying, Victimization, and Peer Relationships in Schools. SIG-Safe Schools and Communities; Paper Session
Astor Crowne Plaza, Second Level Mezzanine, St. Louis
2:15 pm to 3:45 pm
Chair: Decoteau J. Irby, University of Wisconsin - Milwaukee

Participants:
Bullying in Print: Bullying Perspectives and Their Implications on School and Educator Practices. Elke Chen, University of Maryland - College Park
Fighting Fire With Fire: The Role of Technology in Cyberbullying Education. Elizabeth A. Brewer, Loyola Marymount University
Identification of Bully Victims Using Peer Nominations and Counselor Interviews. Victoria I. Phillips, University of Virginia; Dewey G. Cornell, University of Virginia
Investigating the Problem of Bullying Through Photo Elicitation. Gerald Walton, Lakehead University; Blair Niblett, Lakehead University
The Effects of Peer Socializing on Achievement and School Disorder. Seunghee Han, University of Missouri - Columbia; Seoung Jouan Won, University of Missouri

50.070. Possibilities and Limitations of School Choice. SIG-School Choice; Paper Session
Astor Crowne Plaza, Second Level Mezzanine, Toulouse A
2:15 pm to 3:45 pm
Chair: Heather K. Olson Beal, Stephen F. Austin State University

Participants:
Choosing, Defaulting, or Falling Short: Nonchoosers in the Education Context. Lori Ann Delale-O'Connor, Northwestern University
Beyond Parent Management: Students and Schools in an Urban Public High School Application Process. Clarisse Haxton, American Institutes for Research
High-Priority Reform: Examining Urban Schools’ Response to Multiple School Choice Policies. Rian Kelly Corkum, University of Texas - Austin; Jennifer Jellison Holme, University of Texas - Austin; Virginia Walker Snodgrass Rangel, University of Texas - Austin
Successes and Challenges of the Voluntary Public School Choice Program. Theresa M. Akey, Education Northwest; Suzanne Branon, Indiana University
The Most Common School Choice: Student-Level Factors Associated With Student Reenrollment. Haining Dong, Arizona State University; David R. Garcia, Arizona State University

Discussion: Lois Andre Bechely, California State University - Los Angeles

50.071. Ethical Issues in Self-Study Relationships. SIG-Self-Study of Teacher Education Practices; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 1
2:15 pm to 3:45 pm
Chair: Cheryl J. Craig, University of Houston

Participants:
Compromises With Vocationalism: Contradictions in Teaching Future Teachers. Peggy L. Placier; University of Missouri
Where Instructor’s Intent Meets Students’ Interpretations: The Challenge of Responsiveness for a Teacher Educator. Valerie A. Allison-Roan, Susquehanna University; Laurie A. Ramirez, Appalachian State University; Sandra L. Petersen, Dixie State College; Susan E. Elliott-Johns, Nipissing University
“Ethic of Care” and Teacher Education Research: One Teacher Educator’s Exploration of Qualitative Research Ethics. Brandon M. Butler, University of Georgia
Moving Beyond Ethical Standards to Ethical Praxis in Self-Study Research. Robyn T. Brandenburg, University of Ballard; Ann Gervasoni, Australian Catholic University

Discussion: Vicki K. LaRoskey, Mills College

50.072. Cognitive, Behavioral, and Classroom Factors Related to Mathematics Disabilities. SIG-Special Education Research; Paper Session
Sheraton, Fourth Level, Southdown
2:15 pm to 3:45 pm
Chair: Xin Wei, SRI International

Participants:
Early Risk Factors for Later Mathematics Difficulties. Paul L. Morgan, The Pennsylvania State University; George Farkas, University of California - Irvine; Steve Mazugu, The Pennsylvania State University
Mathematics Disability With and Without Reading Disability: Findings From a 4-Year Longitudinal Study. Rose Viskovic, New York University
Processing Speed, Short-Term Memory, Working Memory, and Mental Addition in Children at Risk for Arithmetic Disabilities. Derek H. Berg, Queen’s University; Nancy L. Hutchinson, Queen’s University
Developing Representational Ability for Students With Disabilities: A Content Analysis of Middle School Mathematics Textbooks. Delinda Van Garderen, University of Missouri; Amy Scheuermann, Minnesota State University - Mankato

Using Assessment Tools to Develop Students’ Understanding of Mathematics Problems. Brian A. Botte, University of Kentucky; Allan S. Cohen, University of Georgia; Sun-Joo Cho, Vanderbilt University; Linda Gascaway, University of Kentucky

50.073. Supervision of Instruction: Studies on Perspective and Viewpoint. SIG-Supervision and Instructional Leadership; Paper Session
Sheraton, Eighth Level, Salon 820
2:15 pm to 3:45 pm
Chair: Barbara L. Bales, University of Wisconsin - Milwaukee

Participants:
Walkthrough Observations Potential: Aspiring Instructional Leaders’ Voices. Amy O’Doherty, University of Texas - Austin; Martha N. Ovando, University of Texas
Resistance, Resignation, and Renewal: A Case Study of One Midwestern School’s Attempt to Create Transformational Change Through a Focus on Instructional Supervision. Jeffrey Glanz, Yoshiva University
A Comparison of Two Alternative Approaches to Student Teacher Supervision. Brent Heidorn, University of West Georgia; Rachel Harvey, University of West Georgia; Brian Allen Mosier, University of West Georgia; Deborah Bailer Jenkins, University of West Georgia

Teacher Perception of Instructional Leadership for Elementary School Principals in Thailand. Sophachai Thebhumrung, Khon Kaen University

Discussion: Jennifer Goldstein, Baruch College - CUNY

50.074. Scale Construction and Measurement Invariance in Survey Research. SIG-Survey Research in Education; Paper Session
Doubletree, Second Level, Nottoway
2:15 pm to 3:45 pm
Chair: Peter H. Siegel, RTI International

Participants:
Does Environment Matter? Participation in Online Course Evaluations. Meredith J.D. Adams, North Carolina State University; Paul D. Umbach, North Carolina State University
Factors Affecting Measurement Error in Teachers’ Reports of Instructional Practice on Surveys. Eric M. Camburn, University of Wisconsin; Seoung Won Han, University of Wisconsin - Madison
Group Differences on Attitudinal Scales When an Item Subset of an Operational Definition Exhibits Differential Item Functioning/Differential Bundle Functioning. Romna L. Turner, University of Arkansas; Wallace D. Gitchel, West Virginia University; Elizabeth Ann Keiffer, University of Arkansas

Survey Research Scales and Score Interpretation: A Rasch Rating Scale Analysis. Randall E. Schumacker, The University of Alabama; Elena C. Papanastasiou, University of Nicosia

Discussion: Eric M. Camburn, University of Wisconsin

50.075. Historical Agency: Conceptual Issues, Empirical Research, and Implications for Democratic Participation. SIG-Teaching History; Symposium
JW Marriott, Third Level, St. Jerome

50.077. Workplace Learning Paper Session 3. SIG-Workplace Learning; Paper Session New Orleans Marriott, Second Level, Preservation Hall Studio 5 2:15 pm to 3:45 pm Chair: Shahron Williams Van Rooij, George Mason University Participants: Communication in the Workplace: Going Beyond a Skills Analysis. Anna K. Toulioumakos, Oxford University Entering the Workplace: How Well Are Adult Learners Prepared for Lifelong Learning? Vincent Donche, University of Antwerp; Eva Delvaux, University of Antwerp; Peter Van Petegem, University of Antwerp Intuitive Decision-Making in the Domain of Emergency Medicine. Christian Hartois, Regensburg University; Christine Kagler, University of Regensburg; Barbara Morgenhaler, University of Regensburg; Gabriel Roth, University Hospital Regensburg; Karl-Peter Itten, University Hospital Regensburg; Berhard Graf, University Hospital Regensburg Learning Asset Technology Integration Support Tool (LATIST): A Performance Support Tool for Technology Integration. Nada Dabbagh, George Mason University; Kevin A. Clark, George Mason University; Susan Dass, George Mason University New Media as a New Medium: Work and Learning in an Emerging Postindustrial Occupation. Ellen Mary Scully-Russ, The George Washington University

50.078. A National Study of Writing Instruction in Typical and High-Performing Schools. SIG-Writing and Literacies; Symposium Astor Crowne Plaza, Second Level Mezzanine, Toulouse B 2:15 pm to 3:45 pm Chair: Arthur Applebee, University at Albany - SUNY Participants: Overview of the National Study of Writing Instruction. Arthur Applebee, University at Albany - SUNY Writing and Disciplinary Thinking in Math and Science. Mare Nachowitz, University at Albany - SUNY English Language Learners and Writing Across the Disciplines. Kristen C. Wilcox, University at Albany - SUNY

50.079. Roundtable Session 35; Roundtable Session 50.079-1. Critical Perspectives on Early Childhood. SIG-Critical Perspectives on Early Childhood Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 2:15 pm to 3:45 pm Chair: Janice Kroeger, Kent State University Participants: Children’s Access to Popular Culture Technology in and out of the Preschool Classroom. Allison S. Henward, The University of Memphis Loving Me or Respecting You: The Impact of Teaching of Manners on Narcissism and Prosocial Behavior in Early Primary Grades. Shavuna Harris Gose, Louisiana State University; Jennifer Jo Baumgartner, Louisiana State University - Baton Rouge Making the Match: Culturally Relevant Coaching and Training in Early Childhood Education and Childcare. Tina Krause, Macalester College Valid Literacy Practices: The Enculturation of Story Reading in Immigrant/Minority Families. Shahnaz Alidina, Doctoral Student Discussant: Judith A. Langer, University at Albany - SUNY

50.079-2. Identities and Education: Ways We Are Developing Into Our Teacher and Learner Selves. SIG-Cultural Historical Research; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 2:15 pm to 3:45 pm Chair: Honorine D. Nocon, University of Colorado - Denver Participants: Cross-Cultural Perspectives on Special Education. Jennifer S. Goldberg, Fairfield University; Hyun Uk Kim, Fairfield University L. S. Vygotsky “Projective” Research Methodology for the Democratic Vision of schooling: Urban Teachers’ Sociocultural Research Projects as Praxis of School Reform. Elina Lampert-Shepel, Walden University The Constant or “Everything Else Lives in Its Light”: Bringing the “Whole Adult” into the Classroom. Beth Ferholt, Brooklyn College - CUNY

50.079-3. Delta: Environmental Connections and Actions Across Contexts and Cultures. SIG-Environmental Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 2:15 pm to 3:45 pm Chair: Amy N. Cutter-Mackenzie, Monash University Participants: Connecting Contexts for Environmental Learning: Youth Experiences With Water at School, Home, and on a Field Trip. Emily Evans, University of California - Davis; Heidi L. Ballard, University of California - Davis Cultural Differences in Environmental Knowledge and Sense of Place. Nicole R. Weber, Purdue University; Brian T. White, University of Massachusetts - Boston Developing Construct Validity for Environmental Connectedness. Thomas H. Beery, University of Minnesota - Duluth What Will Promote Proenvironmental Behaviors Among Bedouin Students? A Self-Determination Theory Perspective. Hayza P. Kaplan, Kaye Academic College of Education; Nir Madjar, Ben-Gurion University of the Negev

50.079-4. Critical Perspectives on Texts and Readers Engagement. SIG-Literature; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 2:15 pm to 3:45 pm Chair: Thomas P. Crumpler, Illinois State University Participants: Children’s Books, Leadership, and Gender: Analysis of Children’s Choices Award Winners Using Jung’s Archetypes. Janine M. Schull, University of Texas - Pan American; Shirley J. Mills, University of Texas - Pan American Exploring Multicultural Nonfiction Books for Children: Critical Content Analysis of Nonfiction Books About Korea. Eun Hye Son, Boise State University; Yoo Kyung Sang, University of New Mexico
50.079-5. Subjectivity, Recognition, and Tragic Hope in Education. SIG-Philosophical Studies in Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm
Chair: Gert J.J. Biesta, University of Stirling
Participants: Compulsory Schooling, Preventative Defense, and Tragic Hope. Sam Rocha, Wesleyan College
Recognition and Education: The Significance of Axel Honneth Theory of Recognition to Education. Shlomo Kaye, College of Education
“In a Flutter of Jubilant Activity” : Curricular Imagination, the Mirror Stage, and the Subject of Education. James Stillwaggon, Iona College

50.079-6. The Impact of Friends, Family, and Other Forms of Capital on Educational Achievement and Attainment. SIG-Sociology of Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm
Chair: Julie R. Kochanek, Education Development Center
Participants: Cultural Mobility: A Longitudinal Analysis of the Effects of Cultural Capital on Academic Attitudes and Educational Outcomes. S. Michael Gaddis, University of North Carolina - Chapel Hill; Andrew Payton, University of North Carolina - Chapel Hill
Necessary and Sufficient Conditions for Educational Success: Testing Coleman’s Theories of Social Capital. Elizabeth Dayton, Johns Hopkins University; Stefanie A. Deluca, Johns Hopkins University

50.079-7. Reimagining Critical Hope: Situated Perspectives Across North-South Contexts. SIG-Critical Educators for Social Justice; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm
Chair: Megan Boles, University of Toronto
Participants: Liberation Education, Hope, and Despair in the Struggle Against Racism. Ronald D. Glass, University of California - Santa Cruz
Is There Anything Wrong With Narratives of Hope in Teacher Education? Gustavo E. Fischman, Arizona State University
From Critical Hope and Utopian Vision to Transforming Praxis. Graham H. Smith, Te Whare Wānanga o Awanuiāringa
A Pedagogy of Hope in South African Higher Education? Vivienne Grace Bizaalek, University of the Western Cape; Brenda Lana Leibowitz, Stellenbosch University; Ronelle L. Carolissen, University of Stellenbosch

50.079-8. Reflexive Activism: Challenges of Mentoring Preservice Teachers of Culturally and Linguistically Diverse Students. SIG-Critical Educators for Social Justice; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm
Chair: Luis Urrieta, University of Texas - Austin
Participants: Learning to Carry the Message of Critical Liberatory Pedagogy: Preservice Teachers as Messenger-Activists. Anita Bright, George Mason University
Living with the Liminal: Unwieldy Unknowns of Facilitating an Urban Education Cohort. G. Sue Kusan, University of Texas
“Oh, I Guess What You Teach Us Can Work”: Socratic Episodes and Activist Pedagogy With Preservice Teachers. LaGarrett Jarriel King, University of Texas - Austin
Systemic Contradictions in Preservice Teacher Education. Elizabeth Almond Bellows, University of Texas
Bilingual/Bicultural Preservice Teachers Overcoming and Resisting Difference. Maria-Antonieta Avila, University of Texas - Austin

50.079-9. Family Engagement and Teacher Professional Development and Practice. SIG-Family, School, Community Partnerships; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm
Chair: Jennifer H. Waddell, University of Missouri - Kansas City
Participants: Developing Resourceful Social Networks Through University-School-Community Collaboration. Peter Michael Miller, University of Wisconsin - Madison; Michael Kopish, University of Wisconsin - Madison; Rebecca Jane Lowenhaupt, Northwestern University
Parent and Teacher Relationships: Experiencing Hybrid Identities, Moving Through Multiple Spaces, and Negotiating Life in the Borderlands. Raquel Leonor Gonzalez, University of Maryland - College Park

50.079-10. Second Language Research SIG Roundtable 1: Critical Issues in English Language Teaching and Learning. SIG-Second Language Research; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm
Chair: Hye-sun Cho, University of Hawaii - Manoa
Participants: This Land Is Our Land? Multiple Literacies and Becoming a Citizen in an Adult English as a Second Language Classroom. Monica Waterhouse, University of Ottawa
The Role of Research-Based Ideas About Language Acquisition in Curriculum Materials for English Language Development. Karen D. Thompson, Stanford University

50.079-11. Learning From Youth and Scholar-Activist Participatory Action Research. SIG-Grassroots Community & Youth Organizing for Education Reform; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm
Chair: Charles Price, University of North Carolina - Chapel Hill
Participants: Understanding and Challenging School Exclusion in the Fight for a More Humanizing Education. Mary Candace Fall, University of California - Los Angeles
Youth Organizing for Educational Equity: Two Stories of Youth-Driven Action Research. Scotney D. Evans, University of Miami; Anderson Williams, Oasis Center, Inc.; Michael Zuki Modunkwu, Student, Youth Organizer
The Primacy of Community-Based Structures in Participatory Action Research Projects: Lessons for a Decolonizing Raza Research Methodology. Miguel Zavala, California State University - Fullerton

50.079-12. Methodological Challenges and Advances in Educational Effectiveness Research. SIG-School Effectiveness and School Improvement; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm
Chair: Hans Luyten, University of Twente
Participants: Methodological Challenges in Educational Effectiveness Research. Daniel R. Muijs, University of Southampton
School District Consolidation or Fragmentation: An Educational Cost Analysis With Links of Competition. Mustafa Ugar Karakaplak, Texas A&M University
The Relationship Among Organizational Learning, Organizational Innovation and School Effectiveness: A Test of the Mediated-Effects Model. I-Hua Chang, National Chengchi University; Taiwan; Hung-Chin Yen, National Chengchi University, Taiwan; Cheng-Mei Hsu, China University of Technology

50.079-13. Teaching Queer: Identities, Geographies, and Transformation. SIG-Queer Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
50.079-14. Problematizing Reflective Practices in Qualitative Research. SIG-Qualitative Research; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm
Chair: Mark Helmsing, Michigan State University
Participants:
Earning the Right: Researcher-Student Reflections on Conducting Community-Based Research on Paseo Boricua, Chicago. Laura Ruth Johnson, Northern Illinois University; Chia-Pao Hsu, Northern Illinois University; Colleen Stribley, Elgin Community College; Amy Brodeur, St. Francis University
Problematising Teacher Reflection: Confession and the “Culture of Redemption.” Becky M. Atkinson, The University of Alabama
Creating Personal Metaphors About Doing Qualitative Analysis. Marydee A. Spillett, Walden University

50.079-15. Career Pathways in Teaching. SIG-Lives of Teachers; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm
Chair: Jessica Nina Lester, University of Tennessee
Participants:
From Office to Classroom: A Hermeneutic Phenomenological Study of Career-Changer Teachers’ Lived Experiences. Jennifer L. Ciaddapah, Johns Hopkins University; Mary Grace Snyder, Johns Hopkins University
Understanding the Perceptions of Arabic and Chinese Teachers Toward Transitioning into U.S. Schools. Marjorie H. Hale, George Mason University; Melissa Struba Ferro, George Mason University
Teacher Retention: Teachers’ Reasons for Remaining in and for Leaving the Classroom. Gail D. Hughes, University of Arkansas - Little Rock

50.080. Roundtable Session 36; Roundtable Session
50.080-1. An Affinity for Educational Research and Technology Design: Student-Led Design, Development, and Inquiry Endeavors. SIG-Computer and Internet Applications in Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
2:15 pm to 3:45 pm
Chair: Min Liu, University of Texas - Austin
Participants:
Innovational Affinities: Designing, Developing, and Implementing FunWritr, an Intelligent Mashup for Language and Literacy Play. Austin Olmanson, University of Texas - Austin; Chang-Kai Huang, University of Texas - Austin; Woon Hee Sung, University of Texas - Austin; Jaemin Lee, University of Texas - Austin; Alon Farchy, University of Texas - Austin; Angela Pan Wong, Stanford University; Cesar Chavez Navarrete, University of Texas - Austin; Yi-Hai Chen, University of Texas - Austin; Serina A. Kim
Reconfiguring the Teaching Experiment: Developing a Software Environment to Expand the Methodological Possibilities. Steven Greenstein, University of the Virgin Islands; Carolyn Remmiller, University of Texas - Austin
A Design-Based Research Collaborative: Reiterative Approaches to the Design, Implementation, and Evaluation of Interactive Learning Environments. Lucas Horton, University of Texas - Austin; Michael Anderson, University of Texas - Austin; Royce Kimmons, University of Texas - Austin; Jason Rosenblum, University of Texas - Austin; Jaemin Lee, University of Texas - Austin
An Affinity for Design, Deleuzize, and Research: Democratized, Heterogeneous, Nonhierarchical Collaboration on a Distributed Writing Tool. Curtis Anthony Brewer, Clemson University; Justin Olmanson, University of Texas - Austin; Steven Greenstein, University of the Virgin Islands

50.080-2. Storying Curriculum as Personal/Political Text: Understanding Teachers Educating for Social Justice. SIG-Critical Issues in Curriculum and Cultural Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
2:15 pm to 3:45 pm
Chair: Julie Garlen Maudlin, Georgia Southern University
Participants:
An Autobiographical Reflection on Franciscan Tradition in 16th-Century Mexico, Or, Toward Cosmopolitan Sensibilities. James C. Jupp, Arkansas State University
Four Possibilities for Understanding Curriculum as Social Class Text. Adam Howard, Colby College; Bruce Parker, Louisiana State University - Baton Rouge
Grounding Curriculum in Critical Literacies Through Action Research. Sara Lewis-Bernstein Young, Worcester State University
Resounding Science: Teacher Inspiration in an Urban Middle School. Walter S. Gershon, Kent State University; Katherine O’Brien, Kent State University; Robert P. Marxen, Miller South School for the Visual and Performing Arts

50.080-3. Career and Technical Education and Learning. SIG-Career and Technical Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
2:15 pm to 3:45 pm
Chair: Pradeep Kotamraju, National Research Center for Career and Technical Education
Participants:
Connecting Career and Technical Education to High-Wage and High-Demand Occupations: Evidence From Tennessee. Christine Mukher, CNA
Impact of Literacy Frameworks on Vocabulary Development and Reading Comprehension in Career and Technical Education. Travis Park, Cornell University; Laura Santamaria, Cornell University
Identifying Design Principles to Create a Powerful Learning Environment in Secondary Vocational Education. Ingeborg Placklé, Vrije Universiteit Brussel; Arno Libottom, Vrije Universiteit Brussel; Nadine S.I. Engels, Vrije Universiteit - Brussels, The Netherlands

50.080-4. Diverse Perspectives in Religion and Education. SIG-Religion and Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
2:15 pm to 3:45 pm
Chair: Rosemarie Stallworth-Clark, Georgia Southern University
Participants:
A Study of Belgian Teacher Attitudes Toward Muslim Students. Patrick Loosveldt, Antwerp University, Belgium; Orhan Agioglu, Ghent University, Belgium
Silencing in the School Socialization of Religious Jewish, Christian-Arab, Muslim, and Bedouin Girls in Israel. Zehavit Gross, Bar-Ilan University
“Defensive but Defeasible”: Experiences of Shia Ismaili Muslim Adolescent Girls Learning Islam in Public School. Natasha Merchant, University of Washington

50.080-5. Chaos and Complexity: SIG Roundtable Presentation. SIG-Chaos & Complexity Theories; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
2:15 pm to 3:45 pm
Chair: Donald L. Gilstrap, University of Oklahoma
Participants:
Emergent Complexities of Implementing Democratic Practices in the Classroom: Exploring Interactions Between Teacher and Student. Serina A. Cinnamon Morrison, Southern Illinois University - Carbondale
Enacting Curriculum: A Complexity Perspective on Teachers’ Descriptions and Interactions. Lindsay Hetherington, University of Exeter
Questioning the Modern Conception of Time: The Politics of Complexity Reduction in Education. Annell K. Frelin, Uppsala University; Jan Grannas, University of Gavle
Relationships, Systems, and Complexity: An Examination of Social Imagination in Classroom, School, and University Communities. Jeffrey W. Bloom, Northern Arizona University

50.080-6. Indigenous Education and the Sciences. SIG-Indigenous Peoples of the Americas Cosponsored by SIG-Indigenous Peoples of the Pacific; Roundtable Session Sheraton, Fifth Level, Grand Ballroom E 2:15 pm to 3:45 pm

Chair: Troy Richardson, Cornell University

Participants:
Development, Validation, and Preliminary Use of the Culturally Congruent Instruction Survey. Regina C. Siewert, Salish Kootenai College; Rodney L. Brod, University of Montana; Joan L. La France, Mekinak Consulting

Improving Science Literacy Through Culture. Ormond W. Hammond, Pacific Resources for Education and Learning; Ellen Miyasato, Pacific Resources for Education and Learning

Signals: Predictors of Rural, American Indian Girls’ Science, Technology, Engineering, and Mathematics (STEM) Interests. Julie Thomas, Oklahoma State University

50.080-7. Partnerships and Across Site Studies: Informal and Semiformal Learning. SIG-Informal Learning Environments Research Cosponsored by SIG-Out-of-School Time; Roundtable Session Sheraton, Fifth Level, Grand Ballroom E 2:15 pm to 3:45 pm

Chair: Allison Gonsalves, Université de Montréal

Participants:
Partnerships for Out-of-School Science Programs. Rachit Tirumala Bhansot, SRI International; Julie Remold, SRI International; Vera Safa Michalzik, SRI International; Bronwyn Bevan, Exploratorium


50.081. Roundtable Session 37; Roundtable Session

50.081-1. Uncovering the Promise and Pitfalls of Computerized and Adaptive Testing in Action. Division D - Measurement and Research Methodology; Roundtable Session Doubletree, 16th Level, International Ballroom 2:15 pm to 3:45 pm

Chair: Deanna Lynn Morgan, The College Board

Participants:
Comparing Methods for Balancing Flexible Constraints and Measurement Precision in Computer Adaptive Tests. Eric Mayor, University of Texas; Jennifer Galindo, University of Texas - Austin; Barbara G. Dodd, University of Texas - Austin

Comparing Paper-Based and Computer-Based Testing in the First Grade. Gyonggyer Mohar, University of Szeged; Krisztina R. Toth, University of Szeged; Beno Csapo, University of Szeged

Effects of Computerized Adaptive Testing and Test Instruction on Test-Taking Motivation. Regine Asselburg, IPN; Andreas Frey, Leibniz Institute for Science and Mathematics Education

Exploiting Item Response Time to Improve the Precision of Item Response Theory Equating in Computer-Based Tests. Shuodong Wang, Northwest Evaluation Association; Hong Jiao, University of Maryland


50.081-2. Methodological Decisions in Meta-Analytic Studies. Division D - Measurement and Research Methodology; Roundtable Session Doubletree, 16th Level, International Ballroom 2:15 pm to 3:45 pm

Chair: Wei Pan, University of Cincinnati

Participants:
A Parametric Bootstrap for Common Measures of Similarity and Dissimilarity. Steven Andrew Culpepper, University of Colorado - Denver

An Empirical Study of Bonet’s (2009) Interval Estimation Model. Aolin Xie, University of Minnesota; Michael R. Harwell, University of Minnesota

Use of the Estimated Intraclass Correlation for Correcting Differences in Effect Size by Level. Soyeon Ahn, University of Miami; Nicholas D. Myers, University of Miami; Ying Jin, University of Miami

50.081-3. Qualitative Methodology and Change. Division D - Measurement and Research Methodology Cosponsored by SIG-Qualitative Research; Roundtable Session Doubletree, 16th Level, International Ballroom 2:15 pm to 3:45 pm

Chair: Penny A. Pasque, University of Oklahoma

Participants:
Catalysts for Change: Photovoice and the Reimagination of Girls’ Education in India. Payal Shah, Indiana University

International Methodology: A Case Study of Ethical Reflexivity. Aaron M. Knez, The University of Alabama; John E. Petrovic, The University of Alabama; Stephen C. Tomlinson, The University of Alabama

Vignettes as a Complementary Method in Educational Research. Robin D. Therney, University of Ottawa

Think-Aloud Protocols Applied in Qualitative Research Contexts. Mirka E. Koro-Ljungberg, University of Florida; Elliot P. Douglas, University of Florida; Zuria T. Malcolm, University of Florida; David J. Therriault, University of Florida

50.081-4. Quality Control and Data Mining Techniques Applied to Monitoring Scale Scores. Division D - Measurement and Research Methodology; Roundtable Session Doubletree, 16th Level, International Ballroom 2:15 pm to 3:45 pm

Chair: Jimmy de la Torre, Rutgers University

Participants:
Monitoring the Scale Stability. Alina A. Von Davier, ETS; Avi Allaldof, National Institute for Testing and Evaluation

Detection of Change Points in the Means of Scale Scores. Yi-Hsuan Lee, ETS; Alina A. Von Davier, ETS

Analysis of Effects of Factors Influencing Scale Scores. Long Luo, Southern Methodist University; Yi-Hsuan Lee, ETS; Alina A. Von Davier, ETS

Monitoring Means and Variances of Item Response Theory Equated Raw Scores Using Linking Coefficients. Deping Li, ETS

50.081-5. Statistical Methods to Improve and Monitor Rater Behavior. Division D - Measurement and Research Methodology; Roundtable Session Doubletree, 16th Level, International Ballroom 2:15 pm to 3:45 pm

Chair: Kimberly A. Swygert, National Board of Medical Examiners

Participants:
Can We Identify Raters Who Assign Inconsistent Scores? Detecting Rater Inaccuracy Using Simulation Methods. Jessica Yue, Virginia Polytechnic Institute and State University; Edward W. Wolfe, Pearson

Can We Identify Raters Who Don’t Stand Out? Detecting Rater Centrality Using Simulation Methods. Jessica Yue, Virginia Polytechnic Institute and State University; Edward W. Wolfe, Pearson

Effects on Scoring Under Rater Drift via Latent Class Signal Detection Theory and Item Response Theory. Yoon Sook Park, Teachers College, Columbia University; Lawrence T. DeCarlo, Teachers College, Columbia University

50.081-6. Strategies for Addressing Longitudinal Challenges in Educational Data: Unique Applications. Division D - Measurement and Research Methodology; Roundtable Session Doubletree, 16th Level, International Ballroom 2:15 pm to 3:45 pm

Chair: Michael A. Gottfried, RAND Corporation

Participants:
A Comparison of Longitudinal Data Analysis Methods for Modeling Student Mobility. Hyewon Chung, John Jay College of Criminal Justice - CUNY;
50.081-7. Narrative Research SIG Roundtable Session III: Challenging Mainstream Classroom Standards. SIG-Narrative Research; Roundtable Session
Doubletree, 16th Level, International Ballroom
2:15 pm to 3:45 pm
Chair: Margaret A. MacIntyre Latta, University of Nebraska - Lincoln
Participants:
“It’s Sweeter Where the Bruise Is”: Transforming Homelessness as Part of a Community-Campus Partnership. Marie Gina Sandy, University of Wisconsin - Milwaukee
Scholarly Rearing: The Promise of Black Women’s Testimonial Scholarship. Denise M. Bazziel-Tudurferro, Miami University of Ohio; Kirsten T. Edwards, Louisiana State University
Understanding the Ways of Knowing, Differences, and Inclusion From the Perspectives of Minority Students: A Pilot Study. Amanda Ajodhia-Andrews, OISE/University of Toronto

50.081-8. Learners With Development Disabilities, Struggling Readers, and Diverse Students Receive Support in Literacy. SIG-Research in Reading and Literacy; Roundtable Session
Doubletree, 16th Level, International Ballroom
2:15 pm to 3:45 pm
Chair: Claudia P. Flowers, University of North Carolina - Charlotte
Participants:
Language and Reading Measures for Students With Developmental Disabilities. Claudia P. Flowers, University of North Carolina - Charlotte; Lynn A. Ahlgren-Delzell, University of North Carolina - Charlotte; Joshua N. Baker, University of North Carolina - Charlotte; Diane M. Browder, University of North Carolina - Charlotte; Jill H. Allor, Southern Methodist University
Aiming High: Implementation Fidelity, Cognitive Demand, and Struggling Readers’ Literacy Outcomes. Jill M. Feldman, Research for Better Schools; Kelly Feighan, Research for Better Schools; Elizabeth Heeren, Memphis City Schools; Tennessee
Word Games: Content Area Teachers’ Use of Vocabulary Strategies to Build Diverse Students’ Reading Comprehensions. Francine C. Fall-Ross, Pace University; Brian Evans, Pace University

50.081-9. Gender Equity in Teaching and Learning. SIG-Research on Women and Education; Roundtable Session
Doubletree, 16th Level, International Ballroom
2:15 pm to 3:45 pm
Chair: Barbara Sparks, Literacy Assistance Center
Participants:
Exploring the Effects of Expanding Roles on Women Returning to Postsecondary Education. Margaret E. Berci, College of Staten Island - CUNY
Latinas: Graduating From College. Maria Veronica Oropeza, University of Washington
Listening to and Learning From Girls in an Urban Single-Sex School. Carolyn S. Rikensou, University of Dayton
The Politics of Education: A Study on Closing the Gender Gap in our Nation’s Public Education System. Kyndra Leigh Light, Florida State University; Rachel Stutz Pienaar, Valdosta State University; Ann Marie Smith, Valdosta State University
Women Preschool Teachers’ Gendered Identities. Mina Kim, San Francisco State University

50.081-10. Action Research: Disciplinary Perspectives and Diverse Research Strategies. SIG-Action Research; Roundtable Session
Doubletree, 16th Level, International Ballroom
2:15 pm to 3:45 pm
Chair: Denis Palak, North Carolina Central University
Participants:
Engaging Busy Professionals in Action Research: Contemporary Challenges in Primary Care in the United Kingdom. Anne McKee, Anglia Ruskin University
Collaborative Action Research: Promoting Teachers’ Understanding of Elementary Mathematics Teaching and Learning. Kamini Jaijool-Jamani, Brock University; Joyce Gombele, Brock University
Wikis in the Early Childhood Classroom: Implementing Digital Journaling. Leslie Nelson, University of Nevada - Las Vegas; Kat Smith, University of Nevada - Las Vegas; LeAnn G. Putney, University of Nevada - Las Vegas
Grant Funding Strategies for Action Research and Mixed-Methods Projects. Thomas W. Christ, University of Hawaii

Division and SIG Posters

50.082. Poster Session 12; Poster Session
50.082-1. Research Use. SIG-Research Use; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
2:15 pm to 3:45 pm
Posters:
1. Educational Research and the News Media: A Literature Review. R. Holly Yettick, University of Colorado - Boulder
2. Perceptions of Preservice Teachers: Adequacy of Preparation Based on the Texas Teacher Performance Appraisal Criteria. Ker Man Lee, University of Houston; Lilia M. Ruban, University of Houston; Laveria Hutchison, University of Houston; Melissa Pierson, University of Houston
5. Use “Think-Aloud” to Understand How Six Grade 6 Students Conceptualized Algebra. Kimy Liu, University of Portland; Laveria Hutchison, University of Houston; Lilia M. Ruban, University of Houston; Melissa Pierson, University of Houston
6. Educators’ Perceptions About Using Multisensor Virtual Environments (MUVE) for Teaching. Vimani Gumus, Massey University

50.082-2. Mentoring in the Workplace. SIG-Mentorship and Mentoring Practices; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
2:15 pm to 3:45 pm
Poster:
6. Relationships Among Protégé Learning Goal Orientation, Mentoring Functions, and Quality in a Korean Company. Sooyoung Kim, University of Illinois - Urbana-Champaign

Sheraton, Fifth Level, Grand Ballroom C
2:15 pm to 3:45 pm
Posters:
7. Quantitative Dominant and Qualitative Dominant Crossover Mixed Analyses: A Prolegomenon. Kathleen M.T. Collins, University of Arkansas; Anthony J. Omoueghaezi, Sam Houston State University; Nancy L. Leech, University of Colorado - Denver
8. Can Distant Relatives Solve a Puzzle Together? Integration of Quantitative and Qualitative Data in Mixed Methods Research Design. Donald G. Doty, NorthWest University

50.084. Service-Learning: Furthering Our Understanding. SIG-Service-Learning & Experiential Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
2:15 pm to 3:45 pm
Posters:
10. A Qualitative Analysis of Youth Voice, Ownership, and Engagement in a Youth Development Program. Melissa Cates, Louisiana State University; Janet E. Fox, 4-H Youth Development; Krisanna L. Machtmes, Louisiana State University
11. Experiential Learning in the Context of Elementary School Science: Lessons Learned From Stakeholders in a University-School Partnership. Brittan Leigh Hallan, West Virginia Higher Education Policy Commission; Julie Kittleson, University of Georgia
12. Perceived, Chickens, and Sewing Machines: Hunger and the Literacy of Entrepreneurship in Rural Malawi. Liz Barber, North Carolina A&T State University; Chifundo Z. Stone, Domasi Demonstration Primary; Chiopo Mwane, Domasi Demonstration Primary; Ruth Kafalirani, Domasi Demonstration Primary; Susan Ngwali, Domasi Demonstration Primary; Thomas M. Smith, North Carolina Agricultural and Technical State University
13. Service-Learning Experiences and Efficacy Beliefs of Preservice Teachers. Kathleen N. Pace, University of Texas - Arlington; Larry Nelson, University of Texas - Arlington
15. Linking the Context of “Community” to the Continuum of Civic Engagement. Margaret M. Ferrara, University of Nevada - Reno; Marlene K. Rebori, University of Nevada; Sarah Brown, University of Nevada - Reno

50.085. Objectification of Human Existence: Science and Information as Tools of Power and Control Among Social Groups. SIG-Paulo Freire; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
2:15 pm to 3:45 pm
Poster:
16. Objectification of Human Existence: Science and Information as Tools of Power and Control Among Social Groups. Anna Carolina Barbosa, Pontificia Universidade Catolica; Cesar A. Rossatto, University of Texas - El Paso

Sheraton, Fifth Level, Grand Ballroom C
2:15 pm to 3:45 pm
Posters:
17. Perceptions of Personal Growth and Maturity: High School Graduates’ Reflections of Their Corporate Work-Study Experiences. Janine Bempechat, Wheelock College; Christine Cartrao, Boston College; David L. Blastein, Boston College; Maureen E. Kenny, Boston College; Joanne Raune Seltzer, Curry College; Anna Hruby, Wheelock College; Alyssa Cucchetti, Wheelock College
18. Relationship Quality and Academic Outcomes in 21st Century Community Learning Center (CCLC) Elementary and Middle School After-School Programs. Lisa DeBelli, Fordham University

50.087. The Significance of Early Childhood Education. SIG-Early Education and Child Development; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
2:15 pm to 3:45 pm
Posters:
19. A Head Start and a Healthy Start: Linking Obesity and Preschool Development. Abigail M. Jexweke, Hunter College - CUNY; Christopher T. Moore, University of Minnesota
20. Ethnic Differences in Social-Emotional Development in Preschool: The Impact of Teacher Child Relationships and Classroom Quality. Scott L. Graves, Bowling Green State University; Toni Steper Harris, Virginia State University
21. Evaluating Competencies in Early Care and Education Teacher Preparation. Julie C. Law, San Francisco State University
22. Multimodal Representations and Communication to Become Scientists in Kindergarten. Soowon Lee, University of Wisconsin - Madison; Dawnene D. Hassett, University of Wisconsin - Madison
23. Preschool Screening and Follow-up Services: Using Family and Community Assets for Intervention. Rebecca Jayne Gohieri, University of Alberta; Winnie Chow, University of Alberta; Evelyn Deras, University of Alberta; Christine Hendelberg, University of Alberta; Rebecca Georgis, University of Alberta
26. Social and Emotional Characteristics and Early Mathematics: Observations From Parents and Teachers Using the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B). Hope Elisabeth Wilson, Stephen F. Austin State University; Erica D. Dillard, Stephen F. Austin State University; Tracey Hasham, Stephen F. Austin State University
27. The Relationship Between Father Residency and a Child’s Attention Deficit Hyperactivity Disorder Symptoms. Tracey Nicole Salak, Baylor University; Lucy M. Barnard-Brak, Baylor University; Karen E. Frederick, Baylor University
28. The Relationship Between Pre-Kindergarten Teacher Salary and Children’s Early Learning. Debra J. Ackerman, National Institute for Early Education Research; Kwanghee Jung, National Institute for Early Education Research; Jessica Thomas, National Institute for Early Education Research
29. The Young Children of Immigrant Families: Essential Components for Early Education Programs and Services. Mark R. Ginsberg, George Mason University; Colleen Vesely, University of Maryland - College Park
30. Children of Teenage Mothers: Effects of Early Intervention on School Success. Amber L. Brown, University of Texas - Arlington

50.088. Poster Session: Learning Environments. Division C - Learning and Instruction; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
2:15 pm to 3:45 pm
Posters:
31. A Multilevel Study of School Climate: The Role of Individual Risk Factors. Danya Marie Corkin, University of Houston; Weihua Fan, University of Houston; Cathy Williams, University of Houston
34. Classrooms Make a Difference. Charles F. Vanover, University of South Florida - St. Petersburg
35. Examining the Relationship Between Classroom Flexibility and Children’s Time-on-Task. Adam Lloyd Holland, University of North Carolina - Chapel Hill
36. Mentor Connector: Ensuring Student Success Through Institutions of Higher Education (IFH) and District Partnerships. Vince Joseph Rinaldo, Niagara University; Thomas J. Sheeran, Niagara University; Robert Michael Smith, Niagara University; Stephen J. Denig, Niagara University; Pat Mote, Niagara Catholic District School board; Howard Slepko, Niagara University
37. Polite Unity: The Beginning Stages of Union in an Online Learning Community. Terri Edwards Bubb, University of Houston; Denise M. McDonald, University of Houston - Clear Lake; Caroline M. Crawford, University of Houston - Clear Lake

50.089. Poster Session: Self-Regulatory Processes. Division C - Learning and Instruction Cosponsored by SIG-Studying and Self-Regulated Learning; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
2:15 pm to 3:45 pm
Posters:
Sunday, April 10, 2011

38. "I Had the Right to Be Dishonest": College Students Who Get Caught Cheating. Lori J. Olafson, University of Nevada - Las Vegas; Louis S. Nadelson, Boise State University; Gregory John Schraw, University of Nevada - Las Vegas; Nicholas Keirwold, University of Nevada - Las Vegas; Sandra G. Nadelson, Boise State University

39. Academic Writing and Web-Based Learning: Embedding a Qualitative Study of Digital Plagiarism in an Experimental Design. Ya-Shu Yang, University of Connecticut; Douglas F. Kauffman, University of Nebraska - Lincoln

40. Associations of Passive and Active Procrastination With Metacognitive Beliefs, Self-Efficacy, and Achievement Goals Among College Students. Li Cao, University of West Georgia


42. Gender and Homework Management Reported by African American Students. Ruiping Yuan, Mississippi State University; Jianzhong Xu, Mississippi State University; Jiaxian Du, Mississippi State University; Linda T. Coats, Mississippi State University

43. Students' Emotions During Homework: Structures, Self-Concept Antecedents, and Achievement Outcomes. Thomas Goetz, University of Konstanz; Ulrike Elisabeth Nett, University of Konstanz; Sarah E. Martin, University of Konstanz / Thurgau University of Teacher Education; Nathan C. Hall, University of Maryland - College Park; Reinhart Pekrun, University of Munich; Swantje Dettmers, Max Planck Institute for Human Development; Ulrich Trautwein, University of Tübingen

44. Long-Term Self-Regulated Learning and Science Achievements: Learning Independently in Junior High School. Billie Eilam, University of Haifa, Shoshanna Reiter, University of Haifa

45. Self-Regulation of Independent Learning on the Web: Eighth Graders' Self-Reports. Billie Eilam, University of Haifa, Almog Boker, University of Haifa

46. Self-Regulation and Metacognitive Monitoring Within a Game-Based Learning Environment. John L. Niefield, North Carolina State University; Lucy Shoyes, North Carolina State University

47. The Relationship Between Delay of Gratification and Academic Achievement, Substance Abuse, and Violent Behavior of Middle School Students in an Alternative Learning Setting. Stephen Herndon, University of Central Florida; Michele Greigore Gill, University of Central Florida

48. The Success, Motivation, Awareness, Resilience, Talents and Strategies (SMARTS) Mentoring Program: Fostering Self-Concept, Effort, and Executive Function in Low-Income High School Students. Katelyn E. Kurkdial, Tufts University; Lynn Melzer, Research Institute for Learning and Development; Ranjini Reddy, Research Institute for Learning and Development; Elizabeth Bruch, Research Institute for Learning and Development; Elizabeth Ross, Research Institute for Learning and Development

49. Why I Do and Don't Study: The Longitudinal Effect of Amotivation and Instrumental Goals on Regulatory Strategies. Luke K. Fryer, Kyushu Sangyo University; Richard J. Walker; The University of Sydney; Paul W. Gins, The University of Sydney; Raymond L. Debus, The University of Sydney

50. "Each Time I Read It, I Get Something Else Out of It": Undergraduates' Evaluative Responses to Multiple Rereadings of Complex Argumentative Text. Emily W. Fox, University of Maryland; Daniel Dinsmore, University of Maryland

51.010. Black Education, Environmental Health, and Grassroots Organizing: Testimonies From the Lower Ninth Ward of New Orleans. Division G - Social Context of Education Cosponsored by SIG-Grassroots Community & Youth Organizing for Education Reform; Off-Site Visit Dr. Martin Luther King School for Science and Technology, 1617 Caffin Avenue, New Orleans 4:00 pm to 7:00 pm

Visit Leaders: Kristen L. Buras, Emory University; Elizabeth Kcakkski, Arizona State University

Participants: Common Ground Relief. Malik Rahim, Common Ground Relief; Thomas Pepper, Common Ground Relief

Wetland Warriors. Eric Johnson, Wetland Warriors

Mos Chukma Institute. Amelie Prescott, Mos Chukma Institute; Nicholas Basigligo, Mos Chukma Institute

Lower 9 School Development Group. Willie Calhoon, Lower 9 School Development Group

Students at the Center. Jim Randels, Students at the Center; Kalamu Ya Salaam, Students at the Center

Discussants: Cirecie A. Olatunji, University of Florida; David O. Stovall, University of Illinois - Chicago

Sunday, 4:05 pm

Presidential Sessions

52.010. Presidential Address and Awards Presentation. Presidential Session; Invited Session

New Orleans Marriott, Third Level, Mardi Gras Ballroom 4:05 pm to 6:05 pm

Chair: Joanne C. Larson, University of Rochester


Awards and Presenters:
- Palmer O. Johnson Memorial Award, Maria E. Torres-Guzman, Teachers College, Columbia University
- Review of Research Award, V. P. Franklin, University of California - Riverside
- Relating Research to Practice Award, Robert S. Rueda, University of Southern California
- E.F. Lindquist Award, Edward H. Haertel, Stanford University
- Early Career Award, Vanessa Siddle Walker, Emory University
- Outstanding Book Award, Lynsda Stone, University of North Carolina - Chapel Hill
- Committee on Scholars of Color in Education Awards, Tahbye Maria Chouwos, University of Michigan

Distinguished Contributions to Gender Equity in Education Research Award, Kathleen A. Weller, Tufts University

Social Justice in Education Award, James Earl Davis, Temple University

Distinguished Public Service Award, P. David Pearson, University of California – Berkeley

Presidential Citations, Kris D. Gutierrez, University of Colorado - Boulder

Distinguished Contributions to Research in Education Award, P. David Pearson, University of California - Berkeley

Sunday, 6:15 pm

Division Sessions

53.010. Division A Administration, Organization, and Leadership Business Meeting.

Division A - Administration Organization & Leadership; Business Meeting

Sheraton, Fifth Level, Grand Couteau 6:15 pm to 7:45 pm

Chair: Linda E. Skrla, Texas A&M University

53.011. Division C Learning and Instruction Business Meeting and Reception.

Division C - Learning and Instruction; Business Meeting

Hotel Monteleone, Ground Level, Royal Ballroom 6:15 pm to 8:15 pm

Chair: Gale M. Sinatra, University of Nevada - Las Vegas

53.012. Division E Counseling and Human Development Business Meeting.

Division E - Counseling and Human Development; Business Meeting

Astor Crowne Plaza, Second Level, Astor Ballroom III 6:15 pm to 8:15 pm

Chair: Dorothy L. Espelage, University of Illinois - Urbana-Champaign

53.013. Division F History and Historiography Business Meeting.

Division F - History and Historiography; Business Meeting

JW Marriott, Third Level, Ile de France II
**SIG Sessions**

### 53.014. Arts and Learning SIG Business Meeting and Guest Speaker Dr. Liora Bresler

**Chair:** Zach Kelehear, University of South Carolina

**Participants:** Liora Bresler, University of Illinois

**Time:** 6:15 pm to 7:45 pm

- **Location:** Astor Crowne Plaza, Second Level, Astor Ballroom I

### 53.015. Associates for Research on Private Education SIG Business Meeting

**Chair:** Wayne J. Camara, The College Board

**Participants:**
- Bethany A. Brussman, Lincoln Public Schools
- Thomas R. Guskey, University of Kentucky

**Time:** 6:15 pm to 7:45 pm

- **Location:** Astor Crowne Plaza, Second Level, Grand Ballroom B

### 53.017. Classroom Assessment: SIG Business Meeting, Implications of Common Core Standards and Assessments on Classroom Teacher Assessments, SIG-Classroom Assessment; Business Meeting

**Chair:** Zach Kelehear, University of South Carolina

**Participants:**
- Formative Assessment: Important Topics. Wayne J. Camara, The College Board

**Time:** 6:15 pm to 7:45 pm

- **Location:** Sheraton, Fifth Level, Grand Chenier

### 53.018. Cognition and Assessment SIG Business Meeting, SIG-Cognition and Assessment; Business Meeting

**Chair:** Zach Kelehear, University of South Carolina

**Participants:**
- Bethany A. Brussman, Lincoln Public Schools
- Thomas R. Guskey, University of Kentucky

**Time:** 6:15 pm to 7:45 pm

- **Location:** Astor Crowne Plaza, Second Level Mezzanine, Bourbon

### 53.019. Computer and Internet Applications in Education SIG Business Meeting, SIG-Computer and Internet Applications in Education; Business Meeting

**Chair:** Charles DeVaughn Miller, University of Minnesota

**Participants:**
- Designing for Learning: Principles to Transformational Learning. Aaron Doering, University of Minnesota

**Time:** 6:15 pm to 7:45 pm

- **Location:** Hotel Monteleone, Mezzanine Level, Iberville

### 53.020. Confluent Education SIG Business Meeting With Dr. Bernardo Gallegos as Keynote Speaker, SIG-Confluent Education; Business Meeting

**Chair:** John Ambrosio, Ball State University

**Participants:**
- Lisa Weems, Miami University

**Time:** 6:15 pm to 7:45 pm

- **Location:** New Orleans Marriott, Second Level, Preservation Hall Studio 9

### 53.021. Constructivist Theory, Research, and Practice: SIG Business Meeting, SIG-Constructivist Theory, Research, and Practice; Business Meeting

**Chair:** Lisa Weems, Miami University

**Participants:**
- Designing for Learning: Principles to Transformational Learning. Aaron Doering, University of Minnesota

**Time:** 6:15 pm to 7:45 pm

- **Location:** Doubletree, Second Level, Shadows

### 53.022. Cooperative Learning: Theory, Research, and Practice SIG and Conflict Resolution and Violence Prevention SIG Business Meeting, SIG-Cooperative Learning: Theory, Research and Practice; Business Meeting

**Chair:** Yi-Chen Wu, University of Minnesota

**Participants:**
- David W. Johnson, University of Minnesota

**Time:** 6:15 pm to 7:45 pm

- **Location:** New Orleans Marriott, Second Level, Preservation Hall Studio 10

### 53.023. Critical Examination of Race, Ethnicity, Class, and Gender in Education SIG Business Meeting and Guest Speaker.

**Chair:** Theodora Regina Berry, Mercer University

**Participants:**
- Denese L. Jones, Longwood University
- Christine E. Sleeter, California State University - Monterey Bay

**Time:** 6:15 pm to 7:45 pm

- **Location:** JW Marriott, Third Level, Ile de France III

### 53.024. Critical Perspectives on Early Childhood Education SIG Business Meeting

**Chair:** Lois Holzman, East Side Institute for Group and Short Term Psychotherapy

**Participants:**
- Honorine D. Nocon, University of Colorado - Denver
- Lisa C. Yamagata-Lynch, Northern Illinois University
- Manuel Espinosa, University of Colorado - Denver
- Artin Goncu, University of Illinois at Chicago
- Ben R. Kirchner, University of Colorado - Boulder
- Carrie L. Lobman, Rutgers University
- Anthony T. Perone, University of Illinois - Chicago
- Katie G. Silva, University of California - Santa Cruz
- Jennifer A. Vadeboncoeur, The University of British Columbia

**Time:** 6:15 pm to 7:45 pm

- **Location:** JW Marriott, Third Level, Ile de France I

### 53.026. Early Education and Child Development SIG Business Meeting, SIG-Early Education and Child Development; Business Meeting

**Chair:** John Ambrosio, Ball State University

**Participants:**
- Lisa Weems, Miami University

**Time:** 6:15 pm to 7:45 pm

- **Location:** JW Marriott, Third Level, Conde

### 53.027. Education and Philanthropy SIG Business Meeting, SIG-Education and Philanthropy; Business Meeting

**Chair:** Lois Holzman, East Side Institute for Group and Short Term Psychotherapy

**Participants:**
- Honorine D. Nocon, University of Colorado - Denver
- Lisa C. Yamagata-Lynch, Northern Illinois University
- Manuel Espinosa, University of Colorado - Denver
- Artin Goncu, University of Illinois at Chicago
- Ben R. Kirchner, University of Colorado - Boulder
- Carrie L. Lobman, Rutgers University
- Anthony T. Perone, University of Illinois - Chicago
- Katie G. Silva, University of California - Santa Cruz
- Jennifer A. Vadeboncoeur, The University of British Columbia

**Time:** 6:15 pm to 7:45 pm

- **Location:** JW Marriott, Third Level, Ile de France III

### 53.028. Education and Student Development in Cities SIG Business Meeting, SIG-Education and Student Development in Cities; Business Meeting

**Chair:** John Ambrosio, Ball State University

**Participants:**
- Lisa Weems, Miami University

**Time:** 6:15 pm to 7:45 pm

- **Location:** JW Marriott, Third Level, Conde

### 53.029. Foucault and Education SIG Business Meeting

**Chair:** Theodora Regina Berry, Mercer University

**Participants:**
- Denese L. Jones, Longwood University
- Christine E. Sleeter, California State University - Monterey Bay

**Time:** 6:15 pm to 7:45 pm

- **Location:** JW Marriott, Third Level, Ile de France III

### 53.030. Inclusion & Accommodation in Educational Assessment SIG Business Meeting, SIG-Inclusion & Accommodation in Large-Scale Assessment; Business Meeting

**Chair:** Yi-Chen Wu, University of Minnesota

**Participants:**
- David W. Johnson, University of Minnesota

**Time:** 6:15 pm to 7:45 pm

- **Location:** New Orleans Marriott, Second Level, Preservation Hall Studio 10
Designing Accessible Reading Assessments. Eric G. Hansen, ETS; Cara Cahalan Laitis, ETS; Martha L. Thurlow, University of Minnesota

Environments Research; Business Meeting
New Orleans Marriott, Second Level, La Galerie 4
6:15 pm to 8:15 pm
Participants:
Artists and Sense of Place Program. Kate Barron, Ogden Museum
Living with Hurricanes: Katrina and Beyond. Memory Seymour, Louisiana State Museum

53.032. Instructional Technology SIG Business Meeting. SIG-Instructional Technology; Business Meeting
Astor Crowne Plaza, Second Level, Grand Ballroom A
6:15 pm to 8:15 pm
Chair:
Theresa A. Cullen, University of Oklahoma
Participant:
The Role of Blogs in the Rebuilding of New Orleans. Bart Everson, Xavier University of Louisiana

53.033. International Studies SIG Business Meeting. SIG-International Studies; Business Meeting
Sheraton, Fourth Level, Bayside C
6:15 pm to 8:15 pm
Chair:
Kirs A. Tirri, University of Helsinki

53.034. Measurement Services SIG Business Meeting. SIG-Measurement Services; Business Meeting
New Orleans Marriott, Fourth Level, Regent
6:15 pm to 8:15 pm
Participant:
College Testing: Bridging the Gap Between Research and Practice. Louis Woodruff, Bucks County Community College

53.035. Mixed Methods Research SIG Business Meeting and Outstanding Mixed Methods Dissertation Award Winner. SIG-Mixed Methods Research; Business Meeting
Sheraton, Second Level, Rhythms Ballroom III
6:15 pm to 7:45 pm
Chair:
Nancy L. Leech, University of Colorado - Denver

53.036. Multiple Intelligences: Theory and Practice SIG Business Meeting. SIG-Multiple Intelligences: Theory and Practice; Business Meeting
Hotel Monteleone, Mezzanine Level, Bonnet Carre
6:15 pm to 7:45 pm

53.037. Multiple Linear Regression: The General Linear Model SIG Business Meeting. SIG-Multiple Linear Regression: The General Linear Model; Business Meeting
Hotel Monteleone, Mezzanine Level, Bienville
6:15 pm to 7:45 pm

53.038. Music Education SIG Business Meeting. SIG-Music Education; Business Meeting
JW Marriott, Third Level, Rosalie
6:15 pm to 7:45 pm
Participant:
Straight, No Chaser: Talking About Race and Music Education. Adrienne D. Dixon, The Ohio State University

53.039. NAEP Studies SIG Business Meeting. SIG-NAEP Studies; Business Meeting
Sheraton, Eighth Level, Salon 824
6:15 pm to 7:45 pm

53.040. Online Teaching and Learning SIG Business Meeting. SIG-Online Teaching and Learning; Business Meeting
New Orleans Marriott, Second Level, Preservation Hall Studio 6
6:15 pm to 7:45 pm
Participant:
Online Learning: Time for an Implementation Research Agenda. Barbara M. Means, SRI International

53.041. Organizational Theory SIG Business Meeting. SIG-Organizational Theory; Business Meeting
JW Marriott, Third Level, Frontenac
6:15 pm to 7:45 pm

53.042. Paulo Freire SIG Business Meeting. SIG-Paulo Freire; Business Meeting
Sheraton, Napoleon Ballroom D
6:15 pm to 8:15 pm
Participants:
Margaret Montoya, University of New Mexico
Roberto De Cintli Rodriguez, The University of Arizona

53.043. Postcolonial Studies and Education SIG Business Meeting. Postcolonial Dialogue: Conversations With Scholars. SIG-Postcolonial Studies and Education; Business Meeting
JW Marriott, Third Level, Maurepas
6:15 pm to 7:45 pm
Chair:
Pierre W. Orelus, New Mexico State University
Participant:
Binaya Subedi, The Ohio State University

53.044. Research Focus on Black Education SIG Business Meeting and W. E. B. DuBois Distinguished Lecture. SIG-Research Focus on Black Education; Business Meeting
Sheraton, Third Level, Napoleon Ballroom A2&A3
6:15 pm to 7:45 pm
Lecturer:

53.045. Research Use SIG Business Meeting. SIG-Research Use; Business Meeting
Doubletree, Second Level, Rosedown B
6:15 pm to 7:45 pm

53.046. Research in Reading and Literacy SIG Business Meeting. SIG-Research in Reading and Literacy; Business Meeting
Doubletree, Second Level, Madewood B
6:15 pm to 7:45 pm

53.047. Research in Social Studies Education SIG Business Meeting. SIG-Research in Social Studies Education; Business Meeting
New Orleans Marriott, Second Level, Preservation Hall Studio 3
6:15 pm to 7:45 pm

53.048. Research on Giftedness, Creativity, and Talent SIG Business Meeting. Reflections From Gifted, Creative Performing Artists: Implications for Research and Practice. SIG-Research on Giftedness and Talent; Business Meeting
Sheraton, Second Level, Rhythms Ballroom I
6:15 pm to 8:15 pm

53.049. Research on Teacher Induction SIG Business Meeting and Invited Presentation. SIG-Research on Teacher Induction; Business Meeting
Sheraton, Fourth Level, Southdown
6:15 pm to 8:15 pm
Participant:
Mentor-Novice Relationships and Learning to Teach in Teacher Induction. Jian Wang, University of Nevada - Las Vegas; Lori Ann Fulton; Sandra J. Odek, University of Nevada - Las Vegas

53.050. Research on the Superintendency SIG Business Meeting. SIG-Research on the Superintendency; Business Meeting
Sheraton, Fourth Level, Gallier
6:15 pm to 8:15 pm
Chair:
Meredith L. Mountford, Florida Atlantic University
Participants:
Elisabet Nihlfors, Uppsala university Sweden
Olof Johansson, Umes University
Jan Merok Paulsen, Hedmark University College
Mika Risä, University of Jyväskylä
Pekka Kanervio, University of Jyväskyla
Anthony C. Townsand, University of Glasgow
Lejf Moos, Danish School of Education, Aarhus University
Mary L. Delagardelle, Iowa Association of School Boards Foundation
53.051. Rural Education SIG Business Meeting. SIG-Rural Education; Business Meeting
Sheraton, Fourth Level, Edgewood
6:15 pm to 7:45 pm
Chair:
John Maddaus, University of Maine

53.052. School Choice SIG and Charter School Research and Evaluation SIG Joint Business Meeting. SIG-School Choice; Business Meeting and SIG-Charter School Research and Evaluation Business Meeting
Astor Crowne Plaza, Second Level Mezzanine, Toulouse A
6:15 pm to 7:45 pm

53.053. School Effectiveness and School Improvement SIG Business Meeting.
SIG-School Effectiveness and School Improvement; Business Meeting
Sheraton, Eighth Level, Salon 816
6:15 pm to 7:45 pm

53.054. Second Language Research SIG Business Meeting. SIG-Second Language Research; Business Meeting
Sheraton, Fourth Level, Oak Alley
6:15 pm to 7:45 pm
Participants:
Theresa Y. Austin, University of Massachusetts - Amherst
Andrea M. Honigsfeld, Molloy College
Amma K. Akrofi, Texas Tech University

53.055. Self-Study of Teacher Education Practices SIG Business Meeting: There Is No Meeting like the S-STEP Business Meeting. SIG-Self-Study of Teacher Education Practices; Business Meeting
New Orleans Marriott, Second Level, Preservation Hall Studio 8
6:15 pm to 7:45 pm
Chair:
Amanda K. Berry, Monash University

53.056. Special Education Research SIG Business Meeting. SIG-Special Education Research; Business Meeting
Sheraton, Fourth Level, Bayside A
6:15 pm to 7:45 pm

53.057. Structural Equation Modeling SIG Business Meeting. SIG-Structural Equation Modeling; Business Meeting
Doubletree, Second Level, Nottoway
6:15 pm to 7:45 pm

53.058. Studying and Self-Regulated Learning SIG Business Meeting. SIG-Studying and Self-Regulated Learning; Business Meeting
Astor Crowne Plaza, Second Level Mezzanine, Iberville
6:15 pm to 7:45 pm
Chair:
Heidi L. Andrade, University at Albany - SUNY
Participant:
The Role of Planning in Student Success: Implications for the Study of Self-Regulation, Co-regulation, and Shared Regulation. Allyson F. Hadwin, University of Victoria

53.059. Systems Thinking in Education SIG Business Meeting. SIG-Systems Thinking in Education; Business Meeting
New Orleans Marriott, Second Level, Preservation Hall Studio 4
6:15 pm to 7:45 pm
Chair:
Patrick M. Jenlink, Stephen F. Austin State University
Participants:
Janice E. Noga, Pathfinder Evaluation and Consulting
Gary J. Skolits, University of Tennessee

53.060. Teaching Educational Psychology SIG Business Meeting. SIG-Teaching Educational Psychology; Business Meeting
Sheraton, Eighth Level, Salon 820
6:15 pm to 7:45 pm
Professional Development Courses

59.010. Data Analysis on Simple Random Samples and National Center for Educational Statistics Complex Samples Using the R Software. Professional Development and Training Committee; Professional Development Course
Hotel Monteleone, Mezzanine Level, La Nouvelle Orleans East
8:00 am to 12:00 pm

Director:
Emmanuel Sikali, U.S. Department of Education

59.011. Designing Scenario-Based Assessment Items Using an Evidence-Centered Design Framework. Professional Development and Training Committee; Professional Development Course
Hotel Monteleone, Mezzanine Level, Queen Anne Ballroom
8:00 am to 12:00 pm

Directors:
Dennis Fulkerson, Pearson
Geneva D. Haertel, SRI International
Robert J. Mislevy, ETS

Instructors:
Mingyu Feng, Worcester Polytechnic Institute
Paul D. Nichols, Pearson
Eric B. Snow, SRI International

59.012. Helping STEM Researchers Strengthen Their Proposals by Integrating K-12 STEM Education Components. Professional Development and Training Committee; Professional Development Course
Hotel Monteleone, Mezzanine Level, La Nouvelle Orleans West
8:00 am to 12:00 pm

Directors:
Melissa Dyehouse, Purdue University
Johannes Strobel, Purdue University
Nicole R. Weber, Purdue University

Instructors:
Ronald L. Carr, Purdue University
Elizabeth Gajdzik, Purdue University

59.013. Using the International Databases From Large-Scale Education Studies for Secondary Analysis. Professional Development and Training Committee; Professional Development Course
Hotel Monteleone, Mezzanine Level, Bonnet Carre
8:00 am to 12:00 pm

Director:
Oliver Neuschmidt, IEA Data Processing and Research Center

Instructors:
Plamen Vladkov Mirazchiyski, IEA-Data Processing and research Center
Andres Sandoval-Hernandez, International Association for the Evaluation of Educational Achievement

Division Sessions

59.014. Division H Research, Evaluation, and Assessment in Schools Business Meeting and Breakfast. Division H - Research, Evaluation and Assessment in Schools; Business Meeting
Doubletree, 16th Level, International Ballroom
8:00 am to 10:15 am

Chair:
Faith Connolly, Johns Hopkins University
Committee Sessions

60.013. AERA Committee on Scholars and Advocates for Gender Equality in Education Open Meeting and Breakfast: A Conversation with James Earl Davis, Recipient of the 2011 Distinguished Contributions to Gender Equality in Education Research Award. Committee on Scholars and Advocates for Gender Equality in Education; Business Meeting
New Orleans Marriott, Fourth Level, Balconies MN
8:15 am to 9:45 am
Chair: Kathleen A. Weiler, Tufts University
Award Recipient: James Earl Davis, Temple University

60.014. Toward a Positive Future. International Relations Committee; Paper Session
Sheraton, Third Level, Napoleon Ballroom C1
8:15 am to 9:45 am
Chair: Tlina Ikoken, California State University - Channel Islands
Participants:
A Responsive Evaluation of a Human Immunodeficiency Virus/ Acquired Immunodeficiency Syndrome (HIV/AIDS) Intervention Implementation in South Africa. Mary Lynn Van Koolaar, University of Northern Colorado; Randy James Larkins, University of Northern Colorado
An Analysis of Chinese and American Educational Leaders via the Synergistic Leadership Theory. Lingling Yang, Sam Houston State University; Beverly J. Iuby, Sam Houston State University; Genevieve H. Brown, Sam Houston State University; Fred C. Lunenburg, Sam Houston State University
Collaborative International Education Research for the Public Good [United States/Indonesia]: Antibullying and Conflict Resolution. Blythe F. Hiott, The College of New Jersey; Aminya Kamara, Gadjah Mada University; Margaret Shore, Sekolah Dasar. My School

International and State-Regional Organization Sessions

60.015. Consortium of State and Regional Educational Research Associations Paper Session 3. Consortium of State and Regional Educational Research Associations; Invited Session
Sheraton, Third Level, Napoleon Ballroom C2
8:15 am to 10:15 am
Chair: John M. Enger, Nova Southeastern University
Participants:
Northeastern Educational Research Association - Measuring Goal-Setting Attitudes and Predicting Academic Outcomes Using the Theory of Planned Behavior. Steven L. Holtzman, ETS; Teresa Jackson, ETS; Jeremy Burris, ETS; Richard Dean Roberts, ETS
Southwest Educational Research Association Co-winning Paper - Attenuation of the Squared Canonical Correlation Coefficient Under Varying Estimates of Score Reliability. Celia McCull Wilson, University of North Texas
Southwest Educational Research Association Co-winning Paper - A Mixed Research Study of Approaches Used by Mixed Research Instructors. Anthony J. Omuebguzie, Sam Houston State University; Rebecca K. Frels, Sam Houston State University; Nancy L. Leech, University of Colorado - Denver; Kathleen M.T. Collins, University of Arkansas
Discussant: Julie Ellen Flegal, U.S. Postal Service

Sheraton, Third Level, Napoleon Ballroom B1
8:15 am to 10:15 am
Participants:
Exploring Teachers’ Views on Learning Together: Are There Differences Between Types of Education? Marjan Vermeulen, Open University of the Netherlands; Quinta Kools, Fontys University
Developing Professional Learning Communities. Eric Verbiest, Fontys University of Applied Sciences - Netherlands
Critical Factors In The Development Of Sustainable Collective Learning For Teachers In Primary Schools. Bob Koster, Utrecht University; Quinta Kools, Fontys University; Jos Castelijns, KPCgroup; Jeanette Geldens, University of Professional Teacher Education De Kempel

Division Sessions

60.017. From Theory to Intervention: Putting the Distributed Leadership Perspective Into Practice. Division A - Administration Organization & Leadership; Symposium
Sheraton, Fourth Level, Bayside B
8:15 am to 9:45 am
Chair: Jonathan A. Supovitz, University of Pennsylvania
Participants:
The Design of the Distributed Leadership Project. John A. Deflemamis, University of Pennsylvania
The Impacts of the Distributed Leadership Project on Leadership Teams and Teachers. Jonathan A. Supovitz, University of Pennsylvania; Namrata Tognatta, University of Pennsylvania
Video Analysis of Team Behavior in the Distributed Leadership Project. Matthew Riggon, University of Pennsylvania
The Changing Roles of Leaders in Distributed Leadership Schools. Namrata Tognatta, University of Pennsylvania; Jonathan A. Supovitz, University of Pennsylvania
Discussants: Joan L. Buttram, University of Delaware; William A. Firestone, Rutgers University

60.018. Leadership Efficacy and School Outcomes in the 21st Century. Division A - Administration Organization & Leadership; Paper Session
Sheraton, Fourth Level, Gallier
8:15 am to 9:45 am
Chair: Sheneka M Williams, University of Georgia
Participants:
A Social Cognitive Perspective on Collective Efficacy and Goal Attainment in Schools: The Roles of Principals’ Instructional Leadership and Teacher Collaboration. Robert James Miller, Texas A&M University; Roger D. Goddard, Education Leadership Research Center; Ross Allen Andrew Larsen, Texas A&M University; Yvonne L. Goodkurd, Texas A&M University
Linking Leadership Practices, School Conditions, and Student Outcomes in Hong Kong Secondary Schools. Paula Kwan, The Hong Kong Institute of Education; Allan David Walker, The Hong Kong Institute of Education
Principal Self-Efficacy Beliefs and Student Achievement. Deborah Costa-Hernandez, San Diego State University; Joseph F. Johnson, San Diego State University
Principal-Related and School-Related Factors Affecting Principal Self-Efficacy. Andrea E. Evans, Southern Illinois University - Carbondale

60.019. Using Data to Lead Change. Division A - Administration Organization & Leadership; Paper Session
Sheraton, Fourth Level, Bayside A
8:15 am to 9:45 am
Chair: Mark D. Halt, Halt Consulting Group
Participants:
Approaches to Data-Related Professional Learning in Three Texas Districts. Jo Beth Jemerson, University of Texas - Austin; Jeff Wayman, University of Texas - Austin
Data Feedback for School Improvement: The Role of Researchers and School Leaders. Femke Geijsel, University of Amsterdam; Meta Louise Kruger

Participants:
- Everything to Help and Nothing to Hinder: Francis W. Parker, John Dewey, and Democracy’s Necessary Tension Between Self and Society. Andrea Kayne Kaufman, DePaul University
- East Meets West in Curriculum, Teaching, and Learning: Confucius and Dewey. Ming Fang He, Georgia Southern University
- Tsunesaburo Makiguchi and John Dewey in the Curriculum of Cultural Imagination. Kazuma Hatano

Discussant:
- Daisaku Ikeda and Society for Education: Ningen Kyoiku and Value-Creative Coexistence in the Curriculum of Cultural Imagination. Jason Gough, DePaul University

Chair: Jason Gough, DePaul University

- Connec North, University of Maryland - College Park

60.021. Critical Literacy Across the Curriculum. Division B - Curriculum Studies; Paper Session

Participants:
- A Social Cartography of Difference in Mathematics Education. Volkan Sevim, University of North Carolina - Charlotte; Greg Wiggins, University of North Carolina - Charlotte
- Critical Literacies Across Social Identities: Intersections of Privilege, Power, Curriculum, and Discourse. Sara Lewis-Bernstein Young, Worcester State University
- Making Lovely Knowledge Difficult: Unfixing Identities Through Close Literary Practices. Claire Elizabeth Rohob, The University of British Columbia; Dennis J. Sumara, University of Calgary; Rebecca J. Luce-Kapler, Queen’s University

Discussant:
- Madhulika Sagaram, Ajahn Educational Services and Consulting

Chair: Connie North, University of Maryland - College Park

- Astor Crowne Plaza, Second Level, Astor Ballroom II
- 8:15 am to 10:15 am

60.022. New Orleans School Reform: What’s Happening on the Ground. Division B - Curriculum Studies; Symposium

Participants:
- Research on Reforms. Raynard Sanders, Research on Reforms
- The Value of Community Voice. Deirdre Johnson Burel, Orleans Public Education Network
- A Parent’s Perspective on School Reform in New Orleans. Lateresa Morgan, New Orleans parent
- The Student Experience of New Orleans School Reform. Brandon Bigard, New Orleans student

Chair: Richard Ayers, University of California - Berkeley

- Astor Crowne Plaza, Second Level, Astor Ballroom III
- 8:15 am to 10:15 am

60.023. Enacting Beliefs About Knowledge and Knowing in an Information Age. Division C - Learning and Instruction; Symposium

Chair: Liliana Maggioni, University of Maryland - College Park

Participants:
- Enacting Beliefs About Knowledge and Knowing in an Information Age: An Introduction. Patricia A. Alexander, University of Maryland
- Epistemic Cognition and Change When Students Read Multiple Documents Containing Conflicting Scientific Evidence: A Think-Aloud Study. Leila Ferguson, University of Oslo; Ivar Bruten, University of Oslo; Helge I. Stromso, University of Oslo
- The Long and Short of It: The Role of Question Type and Epistemic Beliefs in Students’ Multiple-Source Use. Alexandra List, University of Maryland; Emily M. Grossnickle, University of Maryland; Patricia A. Alexander, University of Maryland; Sofie Loyens, Erasmus University Rotterdam, Netherlands; Matthew T. McCrudden, Victoria University of Wellington, New Zealand

Source Authoritativeness, Visual Attention in Webpage Reading, and Individual Differences: Evidence From Eye Fixations. Nicola Ariasi, University of Padua; Lucia Masi, University of Padua

Who Knows What? Epistemic Judgments About the Pertinence of Experts to Complex Problems. Rainer F. Brunme, University of Münster; Torsten Porsch, University of Münster; Eva Thomm, University of Münster

Discussant:
- Barbara K. Hofer, Middlebury College

Chair: LeeAnn M. Sutherland, University of Michigan

- Astor Crowne Plaza, Second Level, La Galerie 6
- 8:15 am to 9:45 am

60.024. Integrating Science, Literacy, Technology, and Universal Design to Enhance Inquiry-Based Science Learning in Grades 6-8. Division C - Learning and Instruction; Symposium

Chair: Marily Ann Oppezzo, Stanford University

Participants:
- Science and Literacy as Integrated Disciplines in Inquiry Curriculum Design. LeeAnn M. Sutherland, University of Michigan; Joseph S. Krajcek, University of Michigan
- Guidelines for Universal Design for Learning in Inquiry Science. David Rose, Center for Applied Special Technology
- Design-Based Research of Features in Inquiry-Based, Electronic Science Materials. Namsoo Shin, University of Michigan; LeeAnn M. Sutherland, University of Michigan; Kasey McCall, University of Michigan

Discussant:
- Richard A. Duschl, The Pennsylvania State University

Chair: AnneMarie M. Conley, University of California - Irvine

- Astor Crowne Plaza, Second Level, La Galerie 6
- 8:15 am to 9:45 am

60.025. Regulating Emotions: Effects on Social Adjustment and Learning in School. Division C - Learning and Instruction Cosponsored by SIG-Motivation in Education; Paper Session

Chair: AnneMarie M. Conley, University of California - Irvine

Participants:
- Exploring the Cumulative Effect of Self-Regulation on Reading and Math Achievement Trajectories in Elementary School. Julia Parkinson, University of Michigan
- Emotions and Self-Regulated Learning in Mathematics: A Growth Curve Analysis. Wondimu Ahmed, University of Groningen
- Emotion Regulation Ability in School: Serving the Public Good Through Positive Social Adaptation. Janet Pickard Kremenitzer, Lehman College - CUNY; Paulo Lopes, Catholic University of Portugal; Jose M. Mestre, University of Cadiz; Rocio Guil, University of Cadiz; Peter Salovey, Yale University
- Master Your Universe: Teaching Students to Manipulate Their Environment to Self-Regulate Their Motivation. Marilyn Ann Oppenzo, Stanford University; Daniel L. Schwartz, Stanford University

Discussant:
- Paul A. Schurtz, University of Texas - San Antonio
60.026. Residential Educational Settings and Academic and Non-Academic Outcomes: Implications for Research, Practice, and Policy. Division C - Learning and Instruction; Symposium
Hotel Monteleone, Mezzanine Level, Bienville 8:15 am to 9:45 am
Chairs:
Paul W. Giann, The University of Sydney
Andrew J. Martin, The University of Sydney
Participants:
Improving the Education of Children in Public Care: Lessons From Projects in Scotland. Graham Connelly, University of Strathclyde; Andrew Kendrick, University of Strathclyde
Assessing Psychological Changes of Gifted Students in a Residential High School. Marlon Richard Rollins, Ball State University; Tracy L. Cross, College of William and Mary
Attending Boarding School: A Comparison of Boarding and Day Students on Academic and Nonacademic Factors. Brad Papworth, The University of Sydney; Andrew J. Martin, The University of Sydney; Paul W. Giann, The University of Sydney; Timothy Hawkes, The King’s School
Lessons From New Residential Colleges: Contributing Factors to Achieving Academic and Nonacademic Outcomes. Louis Lee, The Chinese University of Hong Kong
Discussant:
Dennis M. McInerney, The Hong Kong Institute of Education

60.027. Trajectories and Persistence in Science for Underrepresented and Minority Students. Division C - Learning and Instruction Cosponsored by SIG-Critical Educators for Social Justice and SIG-Science Teaching and Learning, SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Paper Session
Hotel Monteleone, Mezzanine Level, Iberville 8:15 am to 10:15 am
Chair:
Felicia Moore Mensah, Teachers College, Columbia University
Participants:
Science Identity Performance and Long-Term Persistence in Science: Connecting Identity to Social Justice. Angela Johnson, Saint Mary’s College of Maryland
Africanism as an Entry Point: An Examination of African American Students’ Science Trajectories. Julie Lynn Haun-Frank, Old Dominion University
Urban Girls’ Identity Trajectories Through the Participation Between Figured Worlds. Hosun Kang, Michigan State University; Angela Calabrese Barton, Michigan State University; Edna Tan, Michigan State University; Jauntia Beatrice Batistta Guerra, Michigan State University
Troubling Monolithic Views of Privilege: Longitudinal Case Studies of Four Scientifically Talented Boys. Angela W. Webb, University of North Carolina - Greensboro; Heidi Carlone, University of North Carolina - Greensboro; Mandy O. Taylor, University of North Carolina - Greensboro

60.028. Understanding and Reducing Cognitive Load During Learning. Division C - Learning and Instruction; Paper Session
New Orleans Marriott, Third Level, Mardi Gras Salon A 8:15 am to 9:45 am
Chair:
Richard A. Wainess, University of California - Los Angeles
Participants:
Measuring Learner Engagement: Understanding the Interplay of Awareness and Cognitive Load. David Sharek, North Carolina State University; Eric N. Wiebe, North Carolina State University
The Roles of Coexplanations Versus Self-Explanations in Learning-From-Design Examples. Young Hoan Cho, University of Missouri; Sang Eun Lee, Seoul National University; Kwangsoo Cho, University of Missouri - Columbia; Yemin Huang, University of Missouri
The Effects of Part-Task and Whole-Task Instructional Approaches on Learner Performance, Cognitive Load, and Attitudes Toward Complex Learning. Jung Lin, Northwestern State University of Louisiana; SongHoong Park, Northwestern State University of Louisiana
Measuring Cognitive Load With Subjective Rating Scales: Differences Between Concurrent and Retrospective Ratings. Annett Schönborn, University Duisburg-Essen; Maria Opfermann, University Duisburg-Essen; Tamara Van Gog, Erasmus University Rotterdam, Netherlands; Dellev Luteijn, University Duisburg-Essen
Discussant:
David F. Feldon, University of Virginia

60.029. Vocabulary Instruction and Intervention: Research Insights. Division C - Learning and Instruction; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 2 8:15 am to 10:15 am
Chair:
Kristina N. LaVenia, Florida State University
Participants:
The State of Vocabulary Instruction in Widely Used Kindergarten and First-Grade Comprehensive Literacy Programs. Julie Dwyer, Boston University; Tanya S. Wright, University of Michigan; Susan B. Neuman, University of Michigan - Ann Arbor
Does Explicit Vocabulary Instruction Differ by Classroom Socioeconomic Status? An Observational Study in 55 Kindergarten Classrooms. Tanya S. Wright, University of Michigan; Susan B. Neuman, University of Michigan - Ann Arbor
Examining Depth of Processing in Vocabulary Lessons. Margaret G. McKeown, University of Pittsburgh; Isabel Beck, University of Pittsburgh; Helen S. Apthorpe, MCREL
Effects of a Small-Group Vocabulary Intervention on First Grade Students’ Literacy Skill Growth. Phyllis Underwood, Florida State University
A Formative Experiment on Vocabulary Instruction in Grades 4 and 5. James F. Baumann, University of Missouri - Columbia; Patrick C. Manuyak, University of Wyoming; Camille L.Z. Blachowicz, National-Louis University; Anne Bates, National-Louis University; Char Cieply; Heather Peterson, University of Wyoming; Michael F. Graves, University of Minnesota; Stephen Olejnik, University of Georgia

60.030. Model Specification Issues in Longitudinal Analyses. Division D - Measurement and Research Methodology; Paper Session
Doubletree, Second Level, Gadewood A 8:15 am to 9:45 am
Chair:
Jeffrey R. Harring, University of Maryland
Participants:
Investigate Autoregressive and Cross-Lag Effects in Longitudinal Data Analysis: A New Approach. Yi Pan, University of North Carolina - Chapel Hill; Qiu Wang, Purdue University; Michael Thomas Willoughby, Frank Porter Graham Child Development Institute
Misspecification of Within-Subject Covariance Structure in a Three-Level Growth Curve Model. Jie Li, University of Pittsburgh; Feifei Ye, University of Pittsburgh
Achievement Growth and Student Mobility: Evaluating a Growth Curve Model for Multiple Membership Data. Matthew William Grady, University of Texas - Austin; Susan Natasha Beretvas, University of Texas - Austin
Using a Monte Carlo Simulation Study to Decide Various Effects in a Unified Latent Growth Curve Model. Chunh-Ahn Heisch, National Sun Yat-sen University, Taiwan
Discussant:
D. Betty McCoach, University of Connecticut

60.031. Strategies for Addressing Challenges in Educational Data: Unique Applications. Division D - Measurement and Research Methodology; Paper Session
Doubletree, Second Level, Rosedown A 8:15 am to 9:45 am
Chair:
Haiyan Bai, University of Central Florida
Participants:
Estimating Achievement Gaps From Ordinal “Proficiency” Categories. Sean F. Reardon, Stanford University; Andrew Dean Ho, Harvard University; Demetra Kalogrides, Stanford University; Erica Greenberg, Stanford University
Modeling Student Pathways in K-16 Public Schooling Using Life-Table Theory. Noli Brazil, University of California - Berkeley
Multilevel Model for Predicting Individual Growth From Within-Person Developmental Variability. Khawla A. Obeidat, University of Denver
Cognitive Ability as an Explanatory Variable in Explaining Race Differentials in
Postsecondary Educational Attainment. Lynne Steuerle Schafeld, Swarthmore College; Brian W. Junker; Carnegie Mellon University; Lowell J. Taylor; Carnegie Mellon University.

No Child Left Behind and Student Performance: A Pseudo-Panel Analysis. Henry Kimnucan, Auburn University

Discussant: Michael R. Harwell, University of Minnesota

60.032. History and Theory: Disruptions, Bridges, and Applications. Division F - History and Historiography; Paper Session

JW Marriott, Third Level, Ile de France II
8:15 am to 9:45 am

Chair: Lucy E. Bailey, Oklahoma State University

Participants:
What Manner of History Is This? Beyond Naive Realism in the Promised Land Project’s (Re)Telling the Underground Railroad. Handel K. Wright, The University of British Columbia

Mixed Motivations, Mixed Results: A History of Law, Interest Convergence, and Historically Black Colleges and Universities. Marybeth Gasiun, University of Pennsylvania, Adriel Adon Hilton, Upper Iowa University

Using Benjamin Bloom’s Work From the 1960s and 1970s to Reevaluate Current Meanings of “Evidence Based”. Lynn Fendler, Michigan State University

Building an Archway: Theory as an Important Tool for Historians of Education. DeeAnn Grove, University of Iowa

Discussant: Catherine A. Lagg, Rutgers University

60.033. Enhancing Learning Through Peer Interaction. Division I - Education in the Professions; Paper Session

Astor Crowne Plaza, Second Level, Astor Ballroom I
8:15 am to 9:45 am

Chair: Hugh A. Stoddard, University of Nebraska - Medical Center

Participants:
Peer Observation Increases Performance While Learning Complex Psychomotor Skills. Christina St-Onge, Universiteit van Sherbrooke; Bernard Martineau Martineau, Université de Sherbrooke; Anne Harvey, Université de Sherbrooke; Linda Bergeron, Université de Sherbrooke; Silvia Manede, Erasmus University Rotterdam, Netherlands; Remy M. Rieth, Erasmus University Rotterdam, Netherlands

Perceptions of a Peer Assessment/Feedback Training Program in an Undergraduate Pre-Allied Health Course. Melissa Catherine Marty, Ashland University; Jolene Henning, University of North Carolina - Greensboro

The Effectiveness of Small Group Learning in Health Science College Classrooms. Sema A. Kalaian, Eastern Michigan University; Rafia M. Kasim, Kent State University

Factors Influencing Ratings of Physicians by Their Peers and Patients. Rebecca S. Lipner, American Board of Internal Medicine; Carol J. Jacobs American Board of Internal Medicine; Gregory S. Fortna, American Board of Internal Medicine

Discussant: Trudy Roberts, University of Leeds

60.034. Pathways to Postsecondary Success for Low-Income Youth: Developing Monitoring Tools for Equitable Outcomes and Opportunities. Division J - Postsecondary Education; Symposium

JW Marriott, Third Level, Frontenac
8:15 am to 9:45 am

Chairs: Daniel Gilbert Solozano, University of California - Los Angeles; Amanda L. Datnow, University of California - San Diego

Participants:
Monitoring the Postsecondary Success of Low-Income Youth: A Systematic Review of Indicator Systems and Reports. John V. Kacsera, University of California - Los Angeles; Rhoda Freelon, University of California - Los Angeles; John S. Rogers, University of California - Los Angeles

Maximizing Postsecondary Opportunities for Low-Income High School Youth. Makeba Jones, University of California - San Diego; Susan S. Yonezawa, University of California - San Diego

Making Meaning of Community College Pathways: An Ecological Model for Understanding the Experiences of Low-Income Students of Color. Tara Watford, University of California - Los Angeles; Lindsay Perez Huber, University of California - Los Angeles

Navigating Multiple Boundaries: How Low-Income Single Mothers Make Sense of Postsecondary Pathways. Vicki Park, University of California - San Diego; Christine Cerven, University of California - San Diego

Discussant: Frankie Santos Lannan, Iowa State University

60.035. Students With Different Abilities. Division J - Postsecondary Education; Paper Session

JW Marriott, Third Level, Conde
8:15 am to 9:45 am

Chair: Chad C. Mortensen, University of Oklahoma

Participants:
The Marginalization of Published Scholarship on Students With Disabilities. Edlyn Vallejo Pena, California Lutheran University


Deaf Culture and Academic Culture: Cultural Boundaries and Symbolic Violence. Catherine Ann O'Brien, University of Missouri; Crystal Kroner, University of Missouri - Columbia; Peggy L. Placier, University of Missouri; Lauren D. Goma, University of Missouri - Columbia

Validating an Assessment of Individual Actions, Postsecondary, and Social Supports of College Students With Disabilities. Allison Lombardi, University of Oregon; Christopher J. Murray, University of Oregon; Hilary Gerdes, University of Oregon

Discussant: Karen Myers, Saint Louis University

60.036. Utilizing Discourse and Cultural Analysis to Interrogate Institutional Culture. Division J - Postsecondary Education; Paper Session

JW Marriott, Third Level, Mauquais
8:15 am to 9:45 am

Chair: Amy A. Bergerson, University of Utah

Participants:
Baby and the Academy: Discourses of Faculty, Tenure, and Parenting. Jennifer Lynn Allie, University of Utah

Christian College Persistence in the Postmodern Turn. P. Jesse Rine, University of Virginia

Cultures of Work-Life Balance in Higher Education: A Case of Fragmentation. Jaime B. Lester, George Mason University

Faculty Grassroots Leadership in Science Education Reform: Considerations for Institutional Change, Culture, and Context. Jennifer Vost Frank, University of Maryland; Nancy S. Shapiro, University of Maryland; David May, University System of Maryland; Danielle Marie Susskind, University of Maryland

Discussant: Leslie D. Gonzales, Clemson University

60.037. Building STEM Centers for Excellence in Educational Innovation. Division K - Teaching and Teacher Education; Symposium

New Orleans Marriott, Second Level, La Galerie 2
8:15 am to 9:45 am

Chair: Robert M. Capraro, Texas A&M University

Participants:
School Partners in Science, Technology, Engineering, and Mathematics (STEM) Collaborations. Royce Avery, Waco Independent School District, Texas; Mehmet Sencer Corlu, Texas A&M University

The Importance of Building and Valuing Community Partners. Jim Scheurich, Texas A&M University

Leadership in Science, Technology, Engineering, and Mathematics (STEM) Collaborations. Jim Morgan, Texas A&M University; Rayya Younes, Texas A&M University

The Significance of Content Experts for School Reform. SunYoung Han, Texas A&M University

The Importance of Building Professional Learning Communities. Kristin Shawn Huggins, Washington State University

Discussant: Georgette Yakman, Pulaski County High School

60.038. Community-Based Early Field Experiences as a Catalyst for Preservice Teacher Development. Division K - Teaching and Teacher Education;
60.039. Experiencing to Support and Understand Teachers’ Learning on a Large Scale. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, La Galerie 4
8:15 am to 9:45 am
Chair: Paul A. Cobb, Vanderbilt University
Participants:
- Educational Design Research at the District Level. Erin Craig Henrick, Vanderbilt University; Paul A. Cobb, Vanderbilt University; Charles Manter, Vanderbilt University
- Designing an Instructional Leadership Model of Mathematics Professional Development in Local Contexts: A Study of Mutual Adaptation. Hilda Borko, Stanford University; Susan O’Hara, Stanford University; Sarah Kate Selting, Stanford University; Erin Balldinger, Stanford University
- Supporting Teacher Learning to Improve Classroom Assessment in Science. William R. Penuel, SRI International; Angela Hayakel Delarger, SRI International
- Using a University Partnership to Create a Space for Innovation Within a Public School District. Louis M. Gomez, University of Pittsburgh; Kimberly Gomez, University of Pittsburgh
Discussant: Lauren B. Resnick, University of Pittsburgh

60.040. From Design to Practice: Current Issues in the Development and Use of Multimedia Websites in Teacher Education in the United States and Singapore. Division K - Teaching and Teacher Education; Structured Poster Session
New Orleans Marriott, Third Level, Mardi Gras Salon FGH
8:15 am to 9:45 am
Chair: Thomas C. Hatch, Teachers College, Columbia University
Participants:
2. Educating Teacher Perception Through Manipulations of Online Video. Michael D. Preston, Columbia University
3. The Impact of Multimedia Representations of Teaching on Preservice Learning. Andria Stokes, Avila University
4. Practice as a Text: Using Multimedia Representations of Teaching in Preservice Teacher Education. Desiree Hood Pointer Mace, Alverno College
8. Images of Preschool Teaching in Singapore: Making the Familiar Strange Through Multimedia Web Representations. Sirene May-Yin Lim, National Institute of Education, Singapore; Chee Hoo Lim, National Institute of Education, Singapore; Xianlei Zhou, Nanyang Technological University, Singapore

60.041. Moving Social Justice From Research to Policy in Teacher Education. Division K - Teaching and Teacher Education; Working Group Roundtable
New Orleans Marriott, Fourth Level, Balconies JJ
8:15 am to 9:45 am
Chair: David E. Kirkland, New York University
Participants:
- Critical Social Justice Research: Moving Policy Forward. SJ Miller, Indiana University
- Possibilities for Achieving Social Justice Ends Through Standardized Means. Deborah A. Bieler, University of Delaware
- Love and Rage: Educator Sexual Misconduct in a Racially Divided Community. Tara Star Johnson, Purdue University
Discussant: Christine Clark, University of Nevada - Las Vegas

60.042. Navigating Cultures in Professional Contexts: Do Students, Teachers, and Administrators Value Intercultural Teaching Experiences Similarly? Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 3
8:15 am to 9:45 am
Chair: Olga N. Shonia, Capital University
Participants:
- When Student Teachers’ Passions Lead to Career Choices: Indiana Educators’ Commitment to Navajo Nation Youth. Laura Stachowski, Indiana University - Bloomington
- Intercultural Student Teaching: Report on Rural School Principals and Superintendent Hiring Practices and Preferences. Olga N. Shonia, Capital University; Jeanne Williams, Ripon College
- The Impact of a Pre-Student-Teaching International Educational Experience on Professional Teaching Choices. Dawn Michelle Whitehead, Indiana University
Discussant: Christine E. Sleeter, California State University - Monterey Bay

60.043. Testifying in the 21st Century: Recovering the Voices of Black Educators From the Field of Alternative Certification. Division K - Teaching and Teacher Education; Invited Session
New Orleans Marriott, Second Level, La Galerie 1
8:15 am to 9:45 am
Chair: Michele L. Foster, Claremont Graduate University
Participant:
- Testifying in the 21st Century: Recovering the Voices of Black Educators From the Field of Alternative Certification. Conra Gist, City College of New York - CUNY; Terrenda Corisa White, Teachers College, Columbia University
Discussants:
- Peter C. Marvell, Loyola College
- Kristen L. Buras, Emory University

60.044. The Undergraduate Learning Assistant Model: Teachers’ Conceptions and Practices During Induction Years. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, La Galerie 5
8:15 am to 9:45 am
Chair: David C. Webb, University of Colorado - Boulder
Participants:
- The Relationship Between School Context and Novice Teachers’ Views of Students. Ian Her Many Horses, University of Colorado - Boulder
- Teacher Self-Efficacy Vis-à-Vis School Context. May Lee, University of Colorado
- Influence of the Learning Assistant Experience on Teachers’ Views of Assessment and Construction of Knowledge. Kara Elizabeth Gray, University of Colorado - Boulder
- The Influence of the Learning Assistant Experience on Teachers’ Classroom Practice During the Induction Years. Kara Elizabeth Gray, University of Colorado - Boulder; David C. Webb, University of Colorado - Boulder
- Relating Classroom Artifacts to the Nature of Classroom Practice Using the Scoop Notebook. Stephanie A. Barr, University of Colorado - Boulder
Discussant: Peter A. Youngs, Michigan State University

60.045. What’s Value-Added Models Got to Do With It? The Quality and Qualities of Instruction of High-Value-Added Model Teachers. Division
K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, La Galerie 3
8:15 am to 9:45 am
Chair:
Jennifer M. Lewis, Wayne State University
Participants:
Two High-Value-Added Writing Teachers’ Impact on Student Writing and Identity Development. Chandra L. Alston, University of Michigan
Learning From High-Quality Mathematics Teachers. Jennifer M. Lewis, Wayne State University
Discussant:
Pamela L. Grossman, Stanford University

60.046. Policy and Program Effects on School Improvement: Alignment, Practice, and Achievement. Division L - Educational Policy and Politics; Paper Session
Sheraton, Second Level, Rhythms Ballroom I
8:15 am to 10:15 am
Chair:
Rochelle S. Michel, ETS
Participants:
Instructional Alignment Under No Child Left Behind. Morgan S. Polikoff, University of Southern California
Mixed-Method, Statewide Study of No Child Left Behind (NCLB) Accountability Assessment Consequences. Tysca Maria Gandhi, University of Illinois - Urbana-Champaign; Katherine E. Ryan, University of Illinois - Urbana-Champaign; Lawrence A. Metcalfe, Illinois State Board of Education
Learning to Read: The School Effect on Kindergartners’ Reading Achievement. Ying Zhang, University of Maryland; Xiaoshu Zhu, University of Maryland - College Park
Retaining Failed Policies: A Longitudinal Study of Florida’s Mandatory Third-Grade Retention. Danielle V. Dennis, University of South Florida; Diane C. Kroeger; University of South Florida; James L. Welsh, University of South Florida; Richard F. Brunner, University of South Florida
Enrollment and Persistence in the International Baccalaureate Diploma Program. Anna Rosefsky Saavedra, Harvard University
Discussant:
Takako Nomi, University of Chicago

60.047. Where the Buck Stops: District Responses to Accountability Policies. Division L - Educational Policy and Politics; Paper Session
Sheraton, Fifth Level, Grand Chenier
8:15 am to 10:15 am
Chair:
Stacey A. Rutledge, Florida State University
Participants:
Accountability, Autonomy, and District Behavior. Yas Nakh, The George Washington University
Differentiated Accountability, District Implementation, and School-Level Autonomy: A Case Study of Three Urban Florida Districts. Kimberly Scriven Bory; Florida State University; Carolyn D. Herrington, Florida State University
One State’s Policies for Identifying Diverse Gifted Learners: An Analysis of District Policies. Matthew McBee, Frank Porter Graham Child Development Institute; Michael S. Matthews, University of North Carolina - Charlotte; Elizabeth Shaunessey, University of South Florida
Reform at the Edge of Chaos: Connecting Complexity, Social Networks, and Policy Implementation. Alan J. Daly, University of California - San Diego; Nienke M. Moolenaar; University of Twente; Nathalie Carrier, OISE/University of Toronto
How District Leaders’ Views Shape Policy Design: Models of Control Under Educational Accountability. Joan Kass Stamler; Turnaround for Children
Discussant:
Hanne B. Manwinney, University of Maryland - College Park

SIG Sessions

60.048. Action Research Works in Many Places: With Creativity, in Participatory Video Research and Non-Western Epistemologies. SIG-Action Research; Paper Session

Doubletree, Second Level, Shadows
8:15 am to 9:45 am
Chair:
Art W. Bangert, Montana State University
Participants:
Creative Pedagogies and Collaboration: An Action Research Project. Aaron M. Kantz, The University of Alabama; Marni Pressnall, University of Massachusetts - Amherst; Amy Tiflof, Tiascalossa City School District; Maria Priola, Tiascalossa City School District; Bhiannon Ward, Tiascalossa City School District
Participatory Video Research: Emerging Methodological and Ethical Issues. Mark P. Hatfield, University of Wolverampton; Kaye F. Han, University of Nottingham
Situating Non-Western Concepts and Epistemologies as Foundations of Action Research and Professional Development. Noriyuki Inoue, University of San Diego; Lonnie L. Rowell, University of San Diego
The Sustainability and Nonsustainability of a Decade of Change and Continuity in Teacher Education. Michal Zeidler, Haniely College of Education; Edith Tabak, Haniely College of Education
Discussant:
Eleanor Binstock, National-Louis University

60.049. Growth From Adult Participation in Learning. SIG-Adult Literacy and Adult Education; Paper Session
JW Marriott, Third Level, Orleans
8:15 am to 9:45 am
Chair:
Sahana Chikatla, University of South Alabama
Participants:
Divergent Models of Adult Literacy Instruction: A Preliminary Analysis. Eric Jon Reed, University of Kentucky; Beth L. Goldstein, University of Kentucky; Becky Unives, University of Kentucky
Family Literacy Programs and Growth in Adult Reading Skills: How Is Participation and Program Quality Related to Parent Learning? Karen Manship, American Institutes for Research; Jamie L. Shkolnik, American Institutes for Research; Heather E. Quick, American Institutes for Research
Modeling Participation in Adult Learning and Future Learning Intentions in the 2000s. Patrick Kieran White, University of Leicester
A Narrative Study of Kenyan Adult Women’s Learning Journey in American Higher Education. Mary W. Gutau, University of Wyoming
Discussant:
Marguerite Lukes, New York University

60.050. Educational Uses of Innovative Technologies to Increase STEM Learning. SIG-Advanced Technologies for Learning; Symposium
Astor Crowne Plaza, Second Level Mezzanine, Iberville
8:15 am to 9:45 am
Chair:
Nanette I. Marcum-Dietrich, Millsersville University
Participants:
STEM and ICT Instructional Worlds: The 3D Experience. Nita J. Matson, Appalachian State University; Rita O’Sullivan, University of North Carolina - Chapel Hill; William Edward Roberts, Appalachian State University
Exploring High School Students’ Development of STEM-Related Career Interests. David L. Bluette, Boston College; Michael Barnett, Boston College; Sheron L. Mark, Boston College; Mark Depot, Boston College; Meghan Lovering, Boston College; Youjin Lee, Boston College; James Kim, Boston College; Qin Hu, Boston College; Faedra Backus, Boston College; Dennis Debay, Boston College
Investigations for Quality Understanding and Engagement for Students and Teachers (iQUEST) and CyberTEAM. Katherine L. Hayden, California State University - San Marcos; Nenven Ouyang, California State University - San Marcos
Model My Watershed: Integrating a Research-Grade, Desk-Top Hydrologic Model Into a Web-Based Cyberlearning Project. Susan E. Gill, Straud Water Research Center; Nanette I. Marcum-Dietrich, Millsersville University
Students’ Perceptions of Fluency and Performance With Technologies: Situated Learning in Environmental Research Projects. Jazlin Ebenzer, Wayne State University
60.051. Pedagogical Agent Presence, Appearance, and Agent-Learner Interactions: Current Research and Future Directions, SIG-Computer and Internet Applications in Education; Symposium
Astor Crowne Plaza, Second Level Mezzanine, St. Ann
8:15 am to 10:15 am
Chair:
Amy B. Adcock, Old Dominion University
Participants:
Embodied and Embedded Intelligence: Actor Agents on Virtual Stages. Robert Heller, Athabasca University; Canada; Mike Procter, Athabasca University, Canada
Gendered Socialization With Pedagogical Agents. Yanghee Kim, Utah State University
Pedagogical Agents: Pedagogical Interventions via Integration of Task-Oriented and Socially-Oriented Conversation. Magnus Haake, Lund University; Annika Silversvarg, Linkoping University; Betty Tarnings, Lund University; Bjorn Sjödin, Lund University; Lena Pareto, University West, Sweden; Agena Gulz, Lund University
The Relationship Between Pedagogical Agents and Learners Is Complex and Negotiated. George Veletsianos, University of Texas - Austin
Using Pedagogical Agents Teaching Empathetic Listening Skills: The Nonverbal Advantage. Amy B. Adcock, Old Dominion University
Using Pedagogical Agents to Support the Formation of Synthetic Communities of Practice. Scott P. Overmyer, Baker College

60.052. Developing and Sustaining Urban Teaching Residencies: How Do We Provide Effective Preparation Experiences and Build Resident Efficacy? SIG-Educational Change; Symposium
Sheraton, Fourth Level, Oakley
8:15 am to 9:45 am
Chair:
Shari Dickstein, Harvard University
Participants:
Urban Teacher Residency Programs and Teacher Efficacy. Shari Dickstein, Harvard University
The Boston Teacher Residency Program: District-Based Teacher Education. Jesse Solomon, Boston Teacher Residency
Finding a Third Space in Teacher Education: Creating the Montclair State University/Newark Public Schools Urban Teacher Residency. Monica Taylor, Montclair State University; Cynthia S. Onore, Montclair State University; Emily J. Klein, Montclair State University
Teaching Residents at Teachers College: Conceptualizing TR@TC. A. Lin Goodwin, Teachers College, Columbia University
Training Teachers to Aspire: The Aspire Teacher Residency Program. Allison Leslie, Aspire Public Schools
Discussions:
A. Lin Goodwin, Teachers College, Columbia University
Jesse Solomon, Boston Teacher Residency
Allison Leslie, Aspire Public Schools
Emily J. Klein, Montclair State University
Cynthia S. Onore, Montclair State University
Monica Taylor, Montclair State University

60.053. Education Finance, and Policy: Intersections Between Policies, Practices, and Resources. SIG-Fiscal Issues, Policy, and Education Finance; Paper Session
Astor Crowne Plaza, Second Level Mezzanine, St. Louis
8:15 am to 10:15 am
Chair:
Tammie Kolbe, University of Connecticut
Participants:
The Hidden Costs of School Security. Karen J. DeAngeli, University of Rochester; Brian O. Brent, University of Rochester; Danielle Ianni, University of Rochester
Heterogeneity Among Pell Grant Recipients: Evidence and Implications. Robert Kelchen, University of Wisconsin - Madison; Sara Goldrick-Rab, University of Wisconsin - Madison
Finance and Performance Equity: The Quest to Establish a Standard for Measuring Equity in Achievement. Robert Charles Knoepfel, Clemson University; James S. Rinehart, Eastern Kentucky University
Illinois Education Funding Advisory Board (EFAB) Advisory Committee Recommendations: Comparing the Current Funding Model With the Evidence-Based Adequacy Model. Michelle Anne Turner Mangan, National-Louis University; Ted R. Purinton, National-Louis University; Tony Waggoner, Illinois State Board of Education; Jason Hall, Illinois State Board of Education
Bumpy or Smooth? School Districts, Budget Crises, and Financial Stability. Rebka Bude, Stanford University
Discussants:
Alex J. Bowers, University of Texas - San Antonio

60.054. Strategies for Socialization in Online and Blended Learning. SIG-Instructional Technology; Paper Session
Astor Crowne Plaza, Second Level, Grand Ballroom A
8:15 am to 10:15 am
Chair:
Michelle Stewart
Participants:
Graduate Student Perceptions of Giving and Receiving Peer Feedback in an Online Teacher Inquiry Course. Swapna Kumar; University of Florida; Vasa Baraphadeja, Assumption University of Thailand
A Case Study: Cohort Group Students’ Online Groupwork in a Summer Course. Myung Hwa Koh; Riverside Community College
Advantages and Disadvantages of Subgroup Discourse in Online Versus Face-to-Face Learning Environment. Mingzhu Qiu; Northern State University
Students Use of Hotseat in Relation to Social Presence and Engagement in Blended Learning Environments. Hans P. Aaugard, Purdue University; Larissa A. Olesova, Purdue University
The Impact of Initial Question Prompts on Critical Thinking in Online Discussions. Ayesha Sadas, Purdue University; Peggy A. Ertmer; Purdue University; Jennifer C. Richardson, Purdue University
Discussions:
Daryll C. Draper, The Pennsylvania State University

60.055. Dwelling in Uncertain Futures: Illichian Homeplaces Against Utopianism and Nihilism. SIG-Ivan Illich; Paper Session
Sheraton, Eighth Level, Salon 816
8:15 am to 9:45 am
Chair:
Eric J. Weiner, Montclair State University
Participants:
Domesticating the Social Imagination: Taking Back the Kitchen for the Public Good. Marguerite K. Rivage-Seul, Berea College
Is Education Nihilistic? And If So, Who Cares? Thomas Michael Falk, The Ohio State University
Mikvah, Rain, and the Waters of Dwelling. Kristin Dillman Jones
Discussions:
Clayton Todd Pierce, University of Utah

60.056. Leadership, Decision Making, and School Improvement in Middle Level Schools. SIG-Middle-Level Education Research; Paper Session
Sheraton, Fourth Level, Bayside C
8:15 am to 10:15 am
Chair:
Penny B. Howbell, University of Louisville
Participants:
Distributed Leadership Practices in Successful Middle-Level Schools. J. Patrick Grenda, University of Illinois - Urbana-Champaign; Donald G. Hackmann, University of Illinois
Instructional Practices in Middle Grades: A Mixed-Methods Case Study. Ginger Mink Teague, University of Tennessee; Vincent A. Anfara, University of Tennessee; Nicole L. Wilson, University of Tennessee; Cherie Barnett Gaines, University of Tennessee; Jennifer Leigh Beavers, University of Tennessee; Victoria L. Henley, University of Tennessee
Professional Learning and Middle Grades Principal Practice: Is There a Connection? Dana L. Bickmore, Louisiana State University
Thinking With Data Revisited: An Investigation Into Why the Approach Works. Mark A. van’t Hooft, Kent State University; Karen P. Swan, University of Illinois - Springfield; Philip J. Vahey, SRI International; Dale L. Cook, Kent State University; Annette Kretcoski, Research Center for Educational Technology; Kent Rafasan, SRI International; Tina M. Stanford, SRI International; Louise G. Yarnall, SRI International
Student Engagement and Achievement on High-Stakes Tests: A Hierarchical Linear Modeling (HLM) Analysis Across 68 Middle Schools. Jerry W. Valentine, University of Missouri - Columbia; Justin Collins, University of Illinois - Springfield
60.057. Teacher, Class, and School Effects on Motivations and Achievement. SIG-Motivation in Education; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 9
8:15 am to 10:15 am
Chair:
Jennifer E. Husman, Arizona State University
Participants:
- Can a Classroom Structured by the TARGET (Task, Authority, Recognition, Grouping, Evaluation, Time) Framework Promote Students’ Mastery Goal Orientation? Marko Luftinger, University of Vienna; Barbara Schober, University of Vienna; Rens van de Schoot, Utrecht University; Monika Finsterwald, University of Vienna; Petra Wagner; Christiane Spiel, University of Vienna
- Are Mastery Goals Adaptive? It Depends on the Context. Mordechai (Moti) Benita, Ben-Gurion University of the Negev; Guy Roth, Ben-Gurion University of the Negev
- Achievement Goals and School Achievement at the Transition to Different School Tracks in Secondary School. Isabell Paulick, University of Gottingen; Rainer Watermann, University of Gottingen; Matthias Nickles, University of Freiburg
- Linking Instructional Practices With Student Engagement From Moment to Moment in High School Classrooms. David J. Shernoff, Northern Illinois University; Stephen M. Tonks, Northern Illinois University; Brett Anderson, Northern Illinois University; Cedrick Dortch, Northern Illinois University
- Student Autonomy Over the Middle School Transition: Effects of Teacher Support and Influences on Engagement. Gwen C. Marchand, University of Nevada - Las Vegas
- Personal Goals as Predictors of Intended Classroom Goals: Comparing Elementary and Secondary School Preservice Teachers. Lia Marie Daniels, University of Alberta; Anne Christiane Frenzel, University of Augsburg; Robert H. Stupnisky, University of Manitoba; Tara Lynn Stewart, University of Manitoba; Raymond P. Perry, University of Manitoba

60.058. Narrative Research SIG Session: Exploring Narrative Representations for Qualitative Methodology. SIG-Narrative Research; Paper Session
Doubletree, Second Level, Nottoway
8:15 am to 10:15 am
Chair:
Lynnette Driedger-Enns, University of Saskatchewan
Participants:
- Revisiting the Narrative as a Root Metaphor for Qualitative Research. Susanna Belle Spaulding, Colorado Mountain College; Gwyn Elbie, Colorado Mountain College
- Reimagining Narrative Inquiry and the Use of Narratives Within a Poststructural Feminist Framework. Julia Churchill Kantor, University of Colorado - Boulder
- Comic Books as Narrative Research Re-Presentation Method: Juxtaposition, Parallel Narratives, and Multimodality. Nick Sousants, Teachers College, Columbia University
- Slanted Storytelling or Impermanence of Memory. Heather J. Pineda-Burns, Teachers College, Columbia University
- The Use of Narrative Research in Education to Illustrate Problematic Teachable Moments. Carla McNelly, University of Oregon
Discusants:
- D. Joan Clandinin, University of Alberta
- Jerry L. Rosiek, University of Oregon

60.059. Evolving Paradigms in Mixed Methods Research. SIG-Professors of Educational Research; Symposium
Astor Crowne Plaza, Second Level Mezzanine, Toulouse B
8:15 am to 9:45 am
Chair:
Abbas Tashakkori, University of North Texas
Participants:
- Mixed-Methods Paradigms: Critical Realism, Pragmatism, and Action Research. Thomas W. Christ, University of Hawai'i
- Paradigms or Toolkits? Philosophical Positions as Heuristics for Mixed-Methods Research. Joseph A. Maxwell, George Mason University

Critical Realism and Realist Pragmatism in Mixed Methods: Problematics of Event Identity and Abductive Inference. Martin Lipscomb, University of West England
Dialectical Pragmatism: A Way to Hear and “Combine” Our Valued Differences. Burke Johnson, University of South Alabama; Jennifer C. Greene, University of Illinois - Urbana-Champaign
Common “Core” Characteristics of Mixed Methods Research: Critical Issues and Call for Greater Convergence. Charles B. Teddie, Louisiana State University

Discusant:
Anthony J. Onwuegbuzie, Sam Houston State University

60.060. Reform/Practice in Social Studies Education. SIG-Research in Social Studies Education; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 8
8:15 am to 9:45 am
Chair:
Cheryl A. Torrez, University of New Mexico
Participants:
- Authentic Pedagogy: Examining Intellectual Challenge in a National Sample of Social Studies Classrooms. John W. Saye, Auburn University; David M. Gerwin, Queens College - CUNY; Jill M. Gradwell, Buffalo State College - SUNY; Andrea S. Libresco, Hofstra University; Theresa M. McCormick, Auburn University; Lanceet Maddox, Auburn University; Cynthia S. Salinas, University of Texas - Austin; Barbara Slater Stern, James Madison University; Jeremy D. Stockard, College of William and Mary; Nancy Carol Patterson, Bowling Green State University
- Teaching the Levees in Secondary Social Studies Classrooms: An Evaluation of Documentary-Based Curriculum in Practice. Ching-Fu Lan, Teachers College, Columbia University; Hui Soo Choe, Teachers College, Columbia University; Ting Yuan, Teachers College, Columbia University; Gary J. Natriello, Teachers College, Columbia University; Margaret S. Crocco, Columbia University
- Consensus in the Classroom? Secondary Students’ Experiences With Deliberation. Patricia G. Avery, University of Minnesota - Twin Cities; Annette M.M. Simmons, University of Minnesota; Sara A. Levy, University of Minnesota
- An Investigation of Second Graders’ Construction and Interpretation of Questions During Interviews. Lynn A. Kelley, University of West Alabama; Cynthia S. Surnal, The University of Alabama; Andrea Mneear, The University of Alabama; Lee Freeman, The University of Alabama

Discusant:
Paul G. Fitchett, University of North Carolina - Charlotte

60.061. Issues of Culture and Identity Among Asian and Pacific American Students. SIG-Research on the Education of Asian and Pacific Americans; Paper Session
Sheraton, Fourth Level, Edgewood
8:15 am to 9:45 am
Chair:
Julie Jinvon Park, Miami University
Participants:
- "I Am One of a Kind": Korean American Elementary Students’ Cultural Identities and Literacy Practices. Esther H. Ra, University of Pennsylvania
- Becoming Cultural Knower: Literate Identities Among Korean Students Learning English in the United States. Carrie Eunyoung Hong, William Paterson University; Cheonghwa Cheong, University at Albany - SUNY
- Samoan American Students’ School Engagement: Negotiating Family, Academic, and Cultural Factors. Noah Borrero, University of San Francisco; Christine Jean Yeh, University of San Francisco

Discusant:
Julie Jinvon Park, Miami University

60.062. Learning World Languages and Literacies: Research on Learners’ Selection. SIG-Second Language Research; Paper Session
Sheraton, Second Level, Rhythms Ballroom II
8:15 am to 9:45 am
Chair:
Virginia M. Gonzalez, University of Cincinnati
Participants:
A Comparative Analysis of Sentence Fluency in Spanish- and English-Dominant Third-Grade Student Writing. Yolanda Gallardo-Carter, Georgetown College; Kathryn Brooks, Butler University
Multiple Pathways of Heritage Language Maintenance: A Look at Korean and Mexican Immigrant Children. Jin-Sook Lee, University of California - Santa Barbara; Pijoo P. Kang, University of California - Santa Barbara
A Discourse Analysis of Second Language (L2) Spanish Participation in World of Warcraft. Paul Sekula Ramu, University of California - Irvine
Discussant: Kathy Escamilla, University of Colorado - Boulder

60.063. Teacher Educators as Researchers: What to Do When Roles Do Not Fit? SIG-Self-Study of Teacher Education Practices; Symposium New Orleans Marriott, Second Level, Preservation Hall Studio 6 8:15 am to 10:15 am
Chair: J. John Loughran, Monash University
Participants: Teacher Educators as Researchers: Facilitating the Process of Self-Study Research. Rosanne Cathelijne Zwart, University of Amsterdam; Mike L. Lunenberg, University of Amsterdam; Fred A.J. Korthagen, University of Amsterdam
Teacher Educators as Researchers: Complementary Competence in Professional Learning Communities. Eline Vanasse, University of Leuven; Geert Kelchtermans, University of Leuven
Teacher Educators as Researchers: Tensions of Confidence and Uncertainty. Amanda K. Berry, Monash University
Teacher Educators as Researchers: Living Educational Theory. Jack Whitehead, Liverpool Hope University
Discussant: Clare Kosnik, University of Toronto

60.064. Testing a Universal Screening Tool to Measure Student Social-Emotional Competence for Practicality, Reliability, and Validity. SIG-Social and Emotional Learning; Symposium Sheraton, Eighth Level, Salon 820 8:15 am to 9:45 am
Chair: Marc A. Brackett, Yale University
Participants: Desired Characteristics of Social and Emotional Learning Competence Screeners for Scalability. Paul Augustine LeBuffe, Devereux Center for Resilient Children
The Reliability and Validity of the Devereux Student Strengths Assessment-Mini (DESSA-Mini) in Predicting DESSA Scores. Jack Naglieri, George Mason University
The Reliability and Validity of the Devereux Student Strengths Assessment-Mini (DESSA-Mini) Screener in Predicting Special Education Status. Valerie Shapiro, University of Washington
Discussant: Marc A. Brackett, Yale University

60.065. Sociology and Stratification in Math and Science Curricula, Instruction, Coursetaking, and Educational Trajectories. SIG-Sociology of Education; Paper Session JW Marriott, Third Level, Ile de France I 8:15 am to 10:15 am
Chair: Jessica V. Rodriguez, Stanford University
An Examination of the Teacher and Teaching Quality Experienced by Elementary School Children: A Descriptive and Relational Analysis of the Racial/Ethnic and Socioeconomic Achievement Gap Using the Early Childhood Longitudinal Study. Elizabeth A. Covay, University of Pennsylvania; Kristie J.R. Phillips, Brigham Young University; Laura M. Destinone, University of Pennsylvania; Kailey Lauren Spencer, University of Pennsylvania
Changes in Mathematics Curricula and Assessments: A Bernsteinian Analysis of Mathematics Education in the Public Schools of New York State. Robert Stephen Watson, The Graduate Center - CUNY; Alan R. Sadovnik, Rutgers University; Susan F. Semel, City College of New York - CUNY
Revisiting the Relationship Between High School Science Coursetaking and Majoring in Science in College. Benjamin W. Dalton, RTI International
Gender Differences in Aligned Ambitions: High School Experiences and Pursuit of Postsecondary Opportunities in Science, Technology, Engineering, and Mathematics (STEM) Majors. Lava Cristina Perez-Fellner, University of Chicago; Erin Grogan, Michigan State University; Barbara L. Schneider, Michigan State University; Sarah-Kathryn McDonald, University of Chicago
Discussant: Kathryn S. Schiller, University at Albany - SUNY

60.066. New Teachers in the Urban Context. SIG-Urban Learning, Teaching, and Research; Paper Session Sheraton, Fourth Level, Oak Alley 8:15 am to 9:45 am
Chair: Barbara L. Bates, University of Wisconsin - Milwaukee
Participants: Urban-Focused Teacher Preparation. John R. Wicoff, Michigan State University
Understanding Profiles of Preservice Teachers With Different Levels of Commitment to Teaching in Urban Schools. Antonette M. Avrog, Colorado State University; Steven Andrew Colepepper, University of Colorado - Denver; Mark Andrew Perkins, Colorado State University
Power Dynamics and Social Capital: A Novice White Teacher in an Urban Science Classroom. Alissa Berg, Teachers College, Columbia University; Stefania (Stefanie) Macaluso, Teachers College, Columbia University; Christopher Emdin, Teachers College, Columbia University
How Novice Teachers Serve Students of Culturally Nondominant Groups: Inquiry for Informing Teacher Education. Althier M. Lazar, Saint Joseph’s University
Getting Beneath the Surface: Experiences and Challenges of First-Year Teachers Working to Become Warm Demanders. Dorene D. Rous, University of Florida; Elise H. Hammer, University of Florida; Elizabeth Bondy, University of Florida
Discussant: Sabina Elena Vaught, Tufts University

Division and SIG Roundtables

60.067. Making Education Matter: Youth, Teachers, Professors, and Community Organizers as Activist-Scholars; Roundtable Session

60.067-1. Making Education Matter: Youth, Teachers, Professors, and Community Organizers as Activist-Scholars. Division K - Teaching and Teacher Education; Roundtable Session New Orleans Marriott, Third Level, Mardi Gras Salon DE 8:15 am to 10:15 am
Chair: Patricia E. Halagao, University of Hawaii - Manoa
Saving the Lives, the Culture, and the History of our Children: Telling the Truth in Arizona’s Cultural War. Augustine Francis Romero, Tucson Unified School District; Sean Arce, Tucson Unified School District
Build Your Own Teacher: Urban Youth as Researchers of Teacher Quality. Jeffrey M.R. Duncan-Andrade, San Francisco State University; Patrick Camangian, University of San Francisco
Youth-Driven Participatory Action Research (PAR): A Shifting New Orleans Public Education System and its Impact on New Orleans’ Vietnamese American Students and Families. OiYan A. Poon, University of Massachusetts - Boston; Jacob Cohen, Vietnamese American Young Leaders Association; Minh Nguyen, Vietnamese American Young Leaders Association; Cassandra Tran, University of New Orleans; Anna Nguyen, McMain Secondary School; Paul Tran, L.W. Hoggins High School; Paul Sampson, Chautauqua High School; Linda Tran, Alhambra Science and Technology High School; Hoang Hoang, University of New Orleans Growing Our Own Hope: Transforming Youth to Become Critical Educators in Their Community. Alysson Tiitangco-Cubales, San Francisco State University; Arlene Saduria Daus-Magbual, San Francisco State University; Roderick Daus-Magbual, University of San Francisco; Jonathan Magat, San Francisco State University; Mahajar Desai, San Francisco State University; Maurus Gallardo Dumalao, San Francisco State University; Daisy Lopez,
60.068. Roundtable Session 38; Roundtable Session

60.068-1. African American Students' Postsecondary Experiences. Division J - Postsecondary Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: Angela M. Locks, California State University - Long Beach
Participants:
Understanding African American Community College Transfer Students’ Experiences: A Qualitative Case Study. Stacey Shears, San Francisco State University
The Identity Development of African American Females: Opportunity or Crisis? Janenda M. Burt, Howard University; Jeffrey Manuel, Howard University; Eboni Mae Wade, Howard University
Social Capital, Gospel Choir Participation, and the Persistence of African American Students. Kahun Sablo, Edinboro University of Pennsylvania; Wenfan Yan, University of Massachusetts - Boston

60.068-2. Cooperative and Group Learning. Division J - Postsecondary Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Participants:
Do Student Self-Perceptions Align With Reality? Examining the Validity of College Seniors’ Self-Reported Gains. Nicholas A. Bowman, University of Notre Dame
Interdisciplinary Student Groups Designing and Conducting Cosmic Ray Research: Possibilities and Challenges for Improving Students’ Participation and Knowledge. Ramona L. Gunter, University of Wisconsin - River Falls
Relational Authenticity: Perception and Impact on Academic Service Learning. Amanda Rabidue Bozack, University of New Haven
Reading in Graduate School: An Empirical Study of Voluntary, Out-of-Class Reading Groups. Jie Ye Park, Bard College; Kathleen Riley

60.068-3. Teaching Roundtable 2: Exemplary Teaching in Postsecondary Education. Division J - Postsecondary Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: Karen Kortegast, Iowa State University
Participants:
A Case Study of Exemplary Postsecondary Views of Classroom Teaching and Pedagogical Influences. Pamela J. Kellett, Oakland University
Good Teaching: Perspectives From Chinese Graduate Teaching Assistants and American Universities. Jing Fu, Michigan State University
Perceptions of Good University Teaching: Faculty and Department Chairs’ Perspectives. Engida Hailye Gebre, McGill University; Dawit Asrat Getahun, McGill University; Ameouh Saroyan, McGill University

60.068-4. Success Factors for Racially Underrepresented Populations in the STEM Fields. Division J - Postsecondary Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: Amy J. Fann, University of North Texas
Participants:
A Qualitative Investigation of Factors Promoting the Persistence and Academic Success of Students of Color in Science, Technology, Engineering, and Mathematics. Robert Terry Palmer, Binghamton University - SUNY; Dina C. Maramba, Binghamton University - SUNY; T. Elon Dancy, University of Oklahoma
Characteristics of Institutions That Foster Minority Scientists. Frances K. Stage, New York University; Steven M. Hubbard, New York University

60.068-5. Dual Enrollment of Students in Secondary and Postsecondary Education. Division J - Postsecondary Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Participants:
Dual Enrollment Challenges: Inroads and Impediments to Access. Aimee A. Howley, Ohio University; Merged D. Howley, Ohio University; Craig B. Howley, Ohio University
Improving Alignment Between Postsecondary and Secondary Education: The Paired Courses Model in South Carolina. Terri H. Ward, University of Oregon; Charis L. McGaughey, Educational Policy Improvement Center; David T. Conley, Educational Policy Improvement Center
Key Experiences That Predict Success in College Among Students in Middle- and Early College High Schools. Elisabeth Barnett, Teachers College, Columbia University; Jennifer Kim, Teachers College; Carina Omoeva, Teachers College

60.068-6. The Impact of Globalization on Student Experiences and Outcomes in U.S. Higher Education. Division J - Postsecondary Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: Karin Ann Lewis, University of Kentucky
Participants:
Classroom Interaction: A Comparison of the Native-Faculty and Foreign-Faculty Teaching in Taiwan. Te-Sheng Chang, National Dong Hwa University; Tsai-Wei Wang, National Dong Hwa University, Taiwan; Hwei-Hsuan Lin, National Dong Hwa University
Curricular and Co-curricular Experiences and Campus Climate Conditions That Support the Development of Global Perspectives for International Students. Chris Glass, Michigan State University
Understanding the Racialized Experiences and College Adjustment of International Students of Color at the University. Vichet Chhuon, University of Minnesota
Internationalization FX. Jennie Walker, University of Denver

60.068-7. The Role of the Two-Year Degree. Division J - Postsecondary Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: Nokan Kim, Community College of Vermont
Participants:
Rural Community College Students’ Perceptions of Transfer to a 4-Year Institution: An Exploratory Study. Elizabeth S. LaClair, The University of Alabama; David E. Hardy, The University of Alabama; Stephen Katsinas, The University of Alabama
The Community College as a Democratic Social Institution: A Causal Analysis Examining a Student’s Academic Goals, Perceptions, and Their Choice to Matriculate in a Community College Honors Program. Kevin Collins, Claremont Graduate University
Science, Technology, Engineering, and Mathematics (STEM) Associate’s Degree Production in Public Associate’s Colleges, 1985-2005: Exploring Institutional Type, Gender, and Major. David E. Hardy, The University of Alabama; Stephen Katsinas, The University of Alabama

60.068-8. Trends, Effects, and Dilemmas Related to Higher Education Enrollment and Finance. Division J - Postsecondary Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: Guibert C. Hentschke, University of Southern California
Participants:
An Exploratory Inquiry Into Factors Affecting Recent Enrollment Trends in Private Postsecondary Education Sectors in the United States. Robin R. Lasota, University of Washington; William M. Zotte, University of Washington
Millennials at Risk? Building a Model About the Inadequacy of Retirement Planning by College Students in American Higher Education. Jason Stiles, Florida State University; Robert A. Schwartz, Florida State University
Understanding the Interaction Between Tuition Increases and Enrollment at U.S. Public Institutions of Higher Education. Wendi Anne Clouse, University of Colorado - Colorado Springs; Deborah Worley, University of North Dakota; Peng Yu, Howard University; Chal Lee, Wesley College; Rae Wojdylo, Southeast Missouri State University

60.068-9. Academic and Social Preparation for College. Division J - Postsecondary Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 8:15 am to 9:45 am Chair: Laura Autumn Servage, University of Alberta Participants: Trickle or Torrent? Understanding the Extent of Summer “Melt” Among College-Intending High School Graduates. Lindsay Coleman Page, Harvard University; Benjamin L. Castleman, Harvard University Socioeconomic Disparities in College: Linking Resources and the Impact on Postsecondary Access. Gregory C. Wolniak, NORC at the University of Chicago; Mark E. Engberg, Loyola University Chicago Socioeconomic Status and Gender Differences in College Attendance: What Do Low-Income Girls and Boys Understand About College Attendance? Julia B. Smith, Oakland University; Nancy S. Niemi, University of New Haven


60.068-12. The Need for Critical Hope in Education Through Persistence, Resistance, Respeto, and Caring. SIG-Hispanic Research Issues; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 8:15 am to 9:45 am Chair: Ariana Manguel Figueroa, Rutgers University Participants: Cultural Persistence, Political Resistance, and Critical Hope in the Community and School-Based Art of a Puerto Rican Diaspora Neighborhood. Eunid Marie Rosario-Ramos, University of Michigan; Eli Tucker-Raymond, TERC; Maria Rosario, Chicago Public Schools Fighting for Respeto: Latina Stories of Resistance Shaping Educational Opportunities. Judy Marquez Kyuma, University of Rochester; Donna Marie Harris, University of Rochester; Amalia Zuleyman Dache-Gerbino, University of Rochester; Emily Marie Martinez - Vogt, University of Rochester The Impact of Institutional Caring on Urban Latina/o High School Students. Ryan Edward Santos, University of California - Los Angeles

60.068-13. Inclusionary Practices in Special Education. SIG-Special Education Research; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 8:15 am to 9:45 am Chair: Philip Smith, Eastern Michigan University Participants: Are They Worth the Money? Exploring the Role of Adult Support in English Mainstream and Special Schools in a Time of Financial Constraints. Cristina Devecchi, University of Northampton; Mary Dowston, University of Northampton; Paul Sedgwick, University of Northampton; Johnston Jament, University of Northampton Coteaching in the Inclusive Classroom: A Study of Two Secondary English Classrooms. Tabetha Bernstein-Danis, University of Pittsburgh Collaborative Teacher Network: Findings Related to Increasing Teachers’ Knowledge of Content-Area Reading Strategies. Marie Tejero Hughes, University of Illinois - Chicago; Michelle Parker-Katz, University of Illinois - Chicago; Angela Bryant, University of Illinois - Chicago; Joanne Keel, University of Illinois - Chicago; Ghonessar Muhammad, University of Illinois - Chicago; Georgette G. Lee, University of Illinois - Chicago Comparing Scores on Alternate Assessments Based on Modified Achievement Standards and Scores on General Assessments. Katherine M. Nagle, SRI International; Patricia Jodan Almond, University of Oregon


60.069. Roundtable Session 39; Roundtable Session

60.069-2. Forging Out-of-School Partnerships With New and Traditional Immigrants: A Renewed Call for Advocacy and Culturally Relevant Programs. Division G - Social Context of Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 8:15 am to 9:45 am
Chair: Patricia Sanchez, University of Texas - San Antonio
Participants:
Beyond Reading and Writing: A Close Look at an Iranian Refugee Family’s Literacy Practices. Sonia Sanchez, University of Texas - San Antonio
Centering Immigrant and Refugee Youth and Family Voices Inside and Outside the Classroom With Applied Critical Race Theory. Leticia Alvarez Gutiérrez, University of Utah
Engaging Latino/a Immigrant Students and Families in an After School Technology Program. Lisa Suntillian, University of Texas - San Antonio; Adriana Garcia, University of Texas - San Antonio; Neda Goerlitz Ramirez, University of Texas - San Antonio; Margarita Machado-Casas, University of Texas - San Antonio; Mari Biojas-Cortez, University of Texas - San Antonio

60.069-3. High School to Military Transitions: Critical Analysis of Militarization in Shaping Postsecondary Opportunities. Division G - Social Context of Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 8:15 am to 9:45 am
Chair: Anjale DeVain Welton, University of Connecticut
Participants:
Forges Paths to the Battlefield: How Urban Schools in the United States Facilitate the Promotion of Militarized Postsecondary Options. Suzie M. Ahajan, University of California - Los Angeles
Homegrown Cannon Fodder: Junior Reserve Officer Training Corps (JROTC) and the Postsecondary Decision-Making Process. Elvira Julia Rodríguez, University of California - Los Angeles
Don’t Ask, Don’t Tell ‘Em About College: The Educational Experiences of Chicano Military Servicemen. Eduardo Lara, University of California - Los Angeles
College Access or a Full Metal Jacket: Why Chicano/Latino Students Choose the Military Over College. Elio Gonzalez, University of California - Los Angeles
Filling the Ranks: Latinos in Marine Corps Combat Occupations Post-9/11. Alfredo Gonzalez, University of California - Los Angeles

60.069-4. Politics and Voices of Immigration, Engagement, and Education. Division G - Social Context of Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 8:15 am to 9:45 am
Chair: John B. Poster, University of Michigan - Dearborn
Participants:
In Their Own Voices: Identity and Agency of African Immigrant Girls in Public High Schools. Betty Akinyi Osako, Michigan State University
Public and Publics: How (Not) to Think About Public Engagement. Kathleen Knight-Abowitz, Miami University
The Intersection of Illegality and Politicization in the Testimonios of Undocumented Immigrant Students. Rene Galindo, University of Colorado

60.069-5. Politics of Race and Social Inclusion. Division G - Social Context of Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 8:15 am to 9:45 am
Chair: Kathryn Nakagawa, Arizona State University
Participants:
Institutionalizing Diversity: The Racial Politics of Asian American Students. Angela W Kong, University of California - San Diego
Interest Convergence and the McNair Scholars Program: An Examination of Race and Racism in Student Affairs Rhetoric and Realities. Lacy Marie Rivera, University of New Mexico
Limited Choices: Black and Latino Community College Opportunity. Mary Theresa Martinez-Wenzl, University of California - Los Angeles; Rigoberto Marquez, University of California - Los Angeles
Public Policy and Social Change: Social Inclusion Initiatives at a Brazilian University. Monica Annette Evans, Michigan State University

60.069-6. Qualitative Studies of Education Policy in Marginalized Student Communities. Division G - Social Context of Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 8:15 am to 9:45 am
Chair: Marlon C. James, University of Connecticut
Participants:
How Service Learning With Social Justice Commitments Calls for Transformation of Community Responsibility in Schools. Angela N. Booker, University of California - Davis; Kindra F. Montgomery-Block, University of California - Davis; Bel Reyes, University of California - Davis; Zenaue Scott, Sacramento City Unified School District
Latino Immigrant Parents as Advocates For Their Children’s Schooling. Richard P. Duran, University of California - Santa Barbara; Graciela Fernandez, University of California - Santa Barbara; Mayra Bailon, University of California - Santa Barbara
Positionality, Context, and Design: Clinical Site Development at an Urban Elementary School. Tamba O. Jackson, University of South Carolina

8:15 am to 9:45 am
Sheraton, Fifth Level, Grand Ballroom D

60.069-7. Reimagining National Board/Federal Policies. Division G - Social Context of Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 8:15 am to 9:45 am
Chair: Kimberly A. Scott, Arizona State University
Participants:
Localizing the Supplemental Educational Services (SES) Provisions of No Child Left Behind (NCLB): Tracing the Actions of For-Profit SES Providers in New York City. Jill P. Koyama, University at Buffalo - SUNY
Power, Professionalization, and Teaching: Reviewing the National Board for Professional Teaching Standards. Nicola Hobbeld Humboldt State University
Using Interpretive Policy Analysis to Evaluate the Legitimacy and Efficacy of Single-Sex Public Schools in Light of Local Context. Katherine Cummings Mansfield, University of Texas - Austin

60.069-8. Reconfiguring School, Family, and Community Connections. Division G - Social Context of Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 8:15 am to 9:45 am
Chair: Elizabeth Hudson, University of Michigan
Participants:
Identifying, Analyzing, and Resolving the Communicative Gaps Between Teachers and Linguistic Minority Parents. Rashmi Kumar, University of Pennsylvania
The Ironies of School Choice: Empowering Parents and Redefining Democracy. Heather K. Olson Beal, Stephen F. Austin State University; Petra Munro Hendry, Louisiana State University
Theorizing School-Community Connections. Hope Castro, Skidmore College

60.069-9. Social Contexts of Schooling in Transnational Perspective. Division G - Social Context of Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 8:15 am to 9:45 am
Chair: Lynn E. Posey, University of Wisconsin - Madison
Participants:
From Their Perspective: Parent and Family Involvement in the United Arab Emirates. Esperanza De La Vega, Portland State University; Jase Moussa Inaty, Zayed University
Interdisciplinary Understanding of Youth: Development and Test of a Survey for
the Swiss Federal Survey of Adolescents. Stephan Gerhard Huber, Institute for the Management & Economics of Education; Isabelle Lussi, Institute for the Management & Economics of Education; Mariette Lehmann, Institute for the Management & Economics of Education; Guri Stedmon, University of Oslo

Korean Immigrant/Trans-Migrant Parents' In- and Out-of-School Involvement in the United States. Keon-Ryeong Park; Martha A. Allexaht-Snider, University of Georgia

Privatization and the Neoliberal-Democratic Conflict: The Academies Movement in England. Barry M. Franklin, Utah State University; Antonio Olmedo Reimoso, University of Granada

60.069-10. Teachers and Students Creating Rich Sites of Bi/Multilingual and Bi/Multidialectical Learning. Division G - Social Context of Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair: Jacqueline D’Warte, University of California - Irvine
Participants:
Teachers and Student Inquiry of Subject Area Literacy. Jacqueline D’Warte, University of California - Irvine
Building on Our Assets Within Restrictive Policy Contexts: The Unique Contributions of Bilingual Teachers. Megan Hopkins, University of California - Los Angeles
Accessing the Language of Wider Communication: Effective Culturally Relevant English Instruction for High-Achieving African American Males in Advanced Placement English Classes in Low-Income Areas. Stanley Louis Johnson, Jr., University of California - Los Angeles
African American and Latina/o Youth Expanding Linguistic Repertoires. Danny Cortez Martinez, University of California - Los Angeles

60.069-11. Teaching and Learning Math in Diverse Learning Contexts. Division G - Social Context of Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair: Jomo W. Mutegi, Indiana University/Purdue University at Indianapolis
Participants:
Stereotype Management Among Successful Black College Mathematics and Engineering Students. Ebynt Omotola McGee, University of Chicago; Danny B. Martin, University of Illinois - Chicago
Culturally Relevant Mathematics Pedagogy and Academically and Mathematically Successful African American Male Students. David W. Stinson, Georgia State University
Theorizing of Race and Ethnicity in the Mathematics Education Literature. Amy Noelle Parks, University of Georgia; Marsi Schmeichel, University of Georgia
Knowing and Reaching Minority Students: Teaching Mathematics for Elementary Indigenous Students in Taiwan. Shi-Huei Yen, Taipei National University of the Arts; Hui-Min Chou, Academia Sinica

60.069-12. Teachers’ Interactions With New Media Technologies in Their Classrooms. SIG-Media, Culture, and Curriculum; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair: Kathy Ann Mills, Queensland University of Technology
Participants:
English Language Teachers’ Perspectives on Using Computer Games for Second Language Teaching and Learning as a New Medium. Muhammemet Demirlibek; Suleyman Demireli University; Zelilha Yucel, Suleyman Demireli University; Akeshia Horton, Michigan State University
Handheld Formative Feedback Tools for Teachers: A Standardized and Customizable Design. Suzanne Rhodes, University of Wisconsin - Madison; Richard R. Halverson, University of Wisconsin

60.069-13. Praxis and Perception: Teaching and Learning Music, Art, and Virtual Reality. SIG-Arts and Learning; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair: Jacob Mishook, Brown University
Participants:
Images Into Words: Exhilarating Art Criticism in Preservice Teacher Education. Boyd Eric White, McGill University
(Re)Imagining Through College: Finding Community, Self, and Praxis in the Student Teaching Seminar. Sarah K. Mackenzie, Bucknell University; Mary Wolf, Buffalo State College - SUNY
Integrating Three-Dimensional (3D) Virtual Worlds Into Art Education: Lessons Learned From Art Café @ Second Life. Lilly Lu, Northern Illinois University

60.070. Roundtable Session 40; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
8:15 am to 9:45 am
Chair: Theresa Y. Austin, University of Massachusetts - Amherst
Participants:
Flow in the Community College Classroom? An Autoethnographic Exploration. Amanda O. Lutz, Ball State University
Mothers and Fathers, Sons and Daughters: Dilemmas, Difficulties, and Ethics in the Inclusion of Family Members in Research. Peter Clough, University of Chester; Cathy Nutbrown, University of Sheffield

60.070-2. Developing a Voice: An Exploration of Youth Community Engagement, Service, and Activism. SIG-Service-Learning & Experiential Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
8:15 am to 9:45 am
Chair: Robert Jagers, University of Michigan
Participants:
Understanding Individual and Contextual Factors That Influence Civic Engagement Among Urban African American Youth. Karryll Winborne, University of Michigan; Robert Jagers, University of Michigan
The Youth Research Collaborative: Can Youth Culture Act as a Mechanism to Stimulate Critical Consciousness? Alexandra B. Skoog, University of Michigan
Bringing Theory and Practice: A Multilevel Approach to Service-Learning. Nicholas Paul Yoder, University of Michigan; Elen C. McCollum, University of Michigan

60.070-3. Career and Technical Education and Schooling. SIG-Career and Technical Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
8:15 am to 9:45 am
Chair: Janet Zaleski Burns, Georgia State University
Participants:
Attitudes/Perceptions of High School Administrators and Counselors in Urban Communities About Career and Technical Education and Its Opportunities. Corey Dwayne Flourney, University of Illinois - Urbana-Champaign; Cassandra Wolsie, University of Illinois; Candl Thorson, University of Illinois
Disability and Identity in Career and Technical Education: Cultural Perceptions of Teachers Toward Student Transitions. Megan M. Pell, University of Delaware
Engineering the Math Performance Gap: Sustained Evidence for an Engineering Technology Academy. L. Allen Phelps, University of Wisconsin - Madison

60.070-4. SIG/Research in Mathematics Education Roundtable 3: Understanding. SIG-Research in Mathematics Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
8:15 am to 9:45 am
Chair:
Monday, 9:15 am

61.001. AERA Grants Program Governing Board: Closed Meeting. AERA Governance; Governing Session
New Orleans Marriott, Fourth Level, Balcony K
9:15 am to 6:05 pm
Chair: William H. Schmidt, Michigan State University

Monday, 10:35 am

62.002. Journal of Educational and Behavioral Statistics: Closed Management Committee Meeting. AERA Governance; Governing Session
New Orleans Marriott, Fourth Level, Bacchus
10:35 am to 12:05 pm
Chair:

AERA Related Activities

62.010. Online Annual Meeting Program System (All Academic): Demonstration and Training for Program Chairs; Open Session 3. AERA Related Activities; Workshop
Sheraton, Second Level, Rhythms Ballroom III
10:35 am to 12:05 pm
Chair: Rick Peacor, All Academic Inc.

President Sessions

62.011. Cultural Dimensions of Informal and Formal Learning: Design-Based and Community-Based Perspectives. Presidential Session; Invited Session
Sheraton, Third Level, Napoleon Ballroom B3
10:35 am to 12:05 pm
Chair: Luis Urrieta, University of Texas - Austin
Participants:
Informal Learning in Contributing to a Community. Barbara Rogoff, University of California - Santa Cruz
How and Why Youth Learn Longitudinally Across Diverse Environments. Philip E. Bell, University of Washington

Sheraton, Third Level, Napoleon Ballroom C3
10:35 am to 12:05 pm
Chair: Ezekiel J. Dixon-Roman, University of Pennsylvania
Participants:
Beyond the Quest to Quantify Quality: The Politics of Knowledge in Public Education Governance. Kathleen D Hall, University of Pennsylvania
Crunch-Out: Ethnography in the Age of Super-Crunching. John Jackson, University of Pennsylvania
What’s in a Number: A Postmodern Re-Imaging of Statistical “Difference.” Ezekiel J. Dixon-Roman, University of Pennsylvania
Discussant: Shirley Brice Heath, Stanford University

AERA Sessions

62.013. Advancement of K-12 Science Education for the Next Decades - Building Quality Education for the S in STEM. AERA Sessions; Invited Session
Sheraton, Third Level, Napoleon Ballroom A2&A3
10:35 am to 12:05 pm
Chair: Felice J. Levine, American Educational Research Association
Participants:
Developing a Conceptual Framework for New Science Education Standards in the Natural Sciences and Engineering. Helen R. Quinn, Chair; Board on Science Education, National Research Council, and Stanford Linear Accelerator Center, Stanford University
OBSR Report on Behavioral and Social Sciences in STEM Education. Elisa L. Klein, University of Maryland, and 2009-2010 SRCDAAS Science and Technology Policy Fellow, Office of Behavioral and Social Sciences Research (OBSR), National Institutes of Health
The NRC Role and Building a Framework for K-12 Social and Behavioral Science Education. Robert M. Hauser, Division of Behavioral and Social Sciences and Education, National Research Council and University of Wisconsin - Madison
Discussants: Shirley Malcolm, American Association for the Advancement of Science Camilla P. Benbow, Vanderbilt University
62.014. International Benchmarking: Perspectives on Methodology, Rhetoric, and Policy. AERA Sessions; Invited Session Sheraton, Third Level, Napoleon Ballroom C2 10:35 am to 12:05 pm

Chair: Michael J. Feuer, The George Washington University

Participants:
- Moshe Justman, Ben Gurion University
- Hans Wagemaker, IEA
- James H. Williams, The George Washington University
- Avital Darmon, The Israel Academy of Sciences and Humanities
- Sylvia Schmelkes, Universidad Iberoamericana

62.015. Meet Journal Editors: Journal Talks 10. AERA Sessions; Invited Roundtable Sheraton, Fifth Level, Grand Ballroom B 10:35 am to 12:05 pm

Participants:
1. Journal of Teacher Education. Stephanie L. Knight, The Pennsylvania State University; Fran Arbaugh, The Pennsylvania State University
2. Paedagogica Historica. Marc Depaepe, Katholieke Universiteit Leuven; Frank Ferrand Simon, Ghent University, Belgium
4. Australian Educational Researcher. Christine M. Halse, University of Western Sydney; Jolanda Voogd, Springer
5. Taboo: The Journal of Culture and Education. Ellyn R. Lyle; Gresilda A. Tilley-Lubbs, Virginia Polytechnic Institute and State University; Barrie Robert Barrell, Memorial University - Newfoundland; Robert Leblanc, McGill University; Mary Drinkwater, OISE/University of Toronto
6. Research Papers in Education. Patrick Kieran White, University of Leicester
7. Applied Psychological Measurement. Mark Davison, University of Minnesota; Peggy Ferdinand, University of Minnesota

62.016. Meet Journal Editors: Journal Talks 9. AERA Sessions; Invited Roundtable Sheraton, Fifth Level, Grand Ballroom A 10:35 am to 12:05 pm

Participants:
1. Canadian Journal of Environmental Education. Constance L. Russell, Lakehead University; Bob Jickling, Lakehead University
2. Community College Review. James C. Palmer, Illinois State University; Carol E. Kasworm, North Carolina State University
3. Teaching and Teacher Education. Mary Lynne Hamilton, The University of Kansas; D. Jean Claudinlinin, University of Alberta
4. Educational Researcher. Steven Richard Yussen, University of Minnesota
5. Educational Policy. Ana M. Martinez-Aleman, Boston College; Diana Pullin, Boston College
6. LEARNing Landscapes. Lynn Butler-Kisber, McGill University; Mary Stewart, LEARN
7. International Journal of Pastoral Care in Education. Colleen Marie-Judith McLaughlin, University of Cambridge
8. Learning for Democracy: A Journal of Thought and Practice. Caroline R. Pryor; Southern Illinois University - Edwardsville; Kathleen S. Brown, University of Missouri - St. Louis; Glenn m. Huak, University of North Carolina - Greensboro; Charles Phillip Gause, University of North Carolina - Greensboro
9. Professional Development in Education. Ken Jones, Swansea Metropolitan University; Alex Alexandrou, Freelance Academic; Jim O'Brien, University of Edinburgh
10. Issues in Teacher Education. Suzanne SooHoo, Chapman University; Joel A. Colbert, Chapman University; Stephanie Brown, Chapman University
11. Review of Research in Education. Kathryn M. Borman, University of South Florida; Arnold B. Danzig, Arizona State University; David R. Garcia, Arizona State University
12. Learning and Instruction. Lucia Maron, University of Padua; Ann Conrey
14. The Journal of Education. Roselmina Indrisano, Boston College; Renee Autumn Greenfield, Boston College

62.017. GSC Chair-Elect Fireside Chat: Race, Place, and Space: Finding Your Niche as a Recent Graduate. Graduate Student Council; Fireside Chat Astor Crowne Plaza, Lobby Level, St. Charles Ballroom 10:35 am to 12:05 pm

Chair: Nicholas Daniel Hartlep, University of Wisconsin - Milwaukee

Participants:
- Kevin K. Kumashiro, University of Illinois - Chicago
- Arthena F. Ball, Stanford University
- Raji Swaminathan, University of Wisconsin - Milwaukee
- Gloria J. Ladson-Billings, University of Wisconsin - Madison

62.018. GSC Division H Fireside Chat: Reimagining Our Schools: An Exercise in Purposeful and Effective Evaluation. Graduate Student Council; Co-sponsored by Division H - Research, Evaluation and Assessment in Schools; Fireside Chat Doubletree, Second Level, Rosedown B 10:35 am to 12:05 pm

Chairs:
- Whitney Elaine Wall, Queen's University - Belfast
- Bradley Joseph Covendar, University of Maryland - College Park

Participants:
- Katherine E. Ryan, University of Illinois - Urbana-Champaign
- Nancy R. Buemen, Wake County Public Schools, North Carolina
- John Q. Eaton, Institute of Education Sciences
- Joan L. Herman, University of California - Los Angeles
- Samuel C. Stringfield, University of Louisville

62.019. Facilitating Urban High School Improvement in Mathematics and Science Through a University STEM Center-District-Business Collaboration. Division A - Administration Organization & Leadership Symposium Sheraton, Fourth Level, Bayside A 10:35 am to 12:05 pm

Chair: Jim Scheurich, Texas A&M University

Participants:
- Rationale for Focusing on Science, Technology, Engineering, and Mathematics (STEM) in Urban High Schools. Mary-Margaret Capraro, Texas A&M University; Jim Morgan, Texas A&M University
- The “Wicked Problems” of Urban Schools and a Science, Technology, Engineering, and Mathematics (STEM) University-School-District-Business Partnership. Robert M. Capraro, Texas A&M University; Royce Avery, Waco Independent School District, Texas

Discussions:
- Mary Margaret Capraro, Texas A&M University
- Robert M. Capraro, Texas A&M University
- Jim Morgan, Texas A&M University
- Kristin Shawn Huggins, Washington State University
- Royce Avery, Waco Independent School District, Texas
- Jeff Blanton, Britt Rice Electric

62.020. Framing Community Partnerships, Parental Involvement, and Student Collaboration for School Success. Division A - Administration Organization & Leadership Paper Session Sheraton, Fourth Level, Bayside B 10:35 am to 12:05 pm

Chair: Cynthia Beekley, University of Toledo

Participants:
- The Changing Dynamics of School-Based Parental Involvement: National Household Education Survey 1996-2007. Scott M. Myers, Montana State University - Bozeman; Carrie B. Myers, Montana State University
- Student Aspirations, Background Characteristics, and a Four-Part Model of College Readiness. Elizabeth M. Gilkey, University of Oregon; Mary Seburn,
**Tuesday Morning, April 12, 2011**

**Chair:**

**62.024. American Narratives, Hyperpatriotism, Militarism, and the Curriculum: Examining the Political and Pedagogical Implications of White Supremacy in the Lives of Students of Color.** Division B - Curriculum Studies; Symposium
Astor Crowne Plaza, Second Level, Astor Ballroom I
10:35 am to 12:05 pm
Chair: Emma M. Mercier, Durham University

Participants:
- Embedded Phenomena: Rethinking Technology Support for Complex Collaborative Activity Structures in Classrooms. Tom Mohr, University of Illinois - Chicago; Alejandro Gnoi, University of Illinois - Chicago; James D. Stotts, University of Toronto
- Differentiating Between Shared, Auxiliary, and Complementary Displays: Using
62.028. Investigations of Vocabulary Development Among English Language Learners. Division C - Learning and Instruction; Paper Session
Hotel Monteleone, Ground Level, Royal Ballroom
10:35 am to 12:05 pm
Chair: Mabel O. Rivera, University of Houston
Participants:
Leveling the Playing Field: Investigating Vocabulary Development in Latino Preschool-Age English Language Learners. Carl Hermanns, Harvard University
Vocabulary Instruction for English Language Learners: Bridging Home and School Learning Through an Intervention Program. Maria M. Paez, Boston College; Lianna Pizzo, Boston College; Anne Dudley-Marling, Boston College
Readability Indices and Linguistic Complexity: Implications for Pairing English Learners With Texts for Reading Instruction and Practice. Mary A. Avalor, University of Miami; Maria S. Carlo, University of Miami; Miriam G. Ligosky, University of Miami
Vocabulary Breadth and Depth and Comprehension in English Monolingual and Spanish-English Bilingual Students in Grades Two to Four. Rebecca Defyes Silverman, University of Maryland - College Park; Patrick Proctor, Boston College; Jeffrey R. Harris, University of Maryland

New Orleans Marriott, Third Level, Mardi Gras Salon FGH
10:35 am to 12:05 pm
Chair: Robert L. Selman, Harvard University
Participants:
5. Examining the Relationship Between Child Social Emotional Development and Executive Functioning: Construct Structure and Validity. Monica Stumpf, Harvard University
Discussant: Beth A. Boulay, Abt Associates Inc.

New Orleans Marriott, Second Level, La Galerie 4
10:35 am to 12:05 pm
Chair: Julie Lopez Figueroa, Sacramento State University
Participants:
All the Losers Go There: Challenging the Deficit Educational Discourse of Chicano Racialized Masculinity in a Continuation High School. Maria C. Mulagony, University of California - Los Angeles
School Attachment by Way of Brotherhood: The Palmview Male Academy. Irene Isela Vega, University of California - Irvine
(Ro)Constructing Latino Masculinity: Using Academic Narratives to Understand College Transitions. Julie Lopez Figueroa, Sacramento State University; Patricia A. Perez, California State University - Fullerton
Discussant: Victor Saenz, University of Texas - Austin

62.031. Queen of Color Epistemologies and Pedagogies: Redefining Modes of Educational Scholarship. Division G - Social Context of Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 5
10:35 am to 12:05 pm
Chair: Edward Brockenbrough, University of Rochester
Participants:
Coloring Outside the Lines: A Queen of Color Epistemology for Educational Praxis. Tomas Boaivort, University of Rochester
Queering Blackness? The Pedagogical Contributions of Alain L. Locke and James Baldwin. Ronald Kenneth Porter, University of California - Berkeley
African American Boys and the Queer-Friendly Culture of a Single-Sex Middle School for Boys of Color. Joseph D. Nelson, The Graduate Center - CUNY
Toward a Queen of Color Epistemology of Educational Research and Practice. Rigoberto Marquez, University of California - Los Angeles
Discussant: Lance Trevor McCready, OISE/University of Toronto

New Orleans Marriott, Fourth Level, Balconies IJ
10:35 am to 12:05 pm
Chair: Antwi A. Akom, Lawrence Berkeley National Laboratory
Participants:
Radical Healing and a Pedagogy of Love. Shawn A. Ginnwright, San Francisco State University
Strength to Love: Reducing Health and Educational Disparities Through a Focus on Science, Technology, Engineering, and Mathematics (STEM) Education and Climate Justice Among Urban Youth. Antwi A. Akom, Lawrence Berkeley National Laboratory
What Is a Pedagogy of Hope and Love in Times Like These? Jeffrey M.R. Duncan-Andrade, San Francisco State University
Discussant: Pedro A. Noguera, New York University

New Orleans Marriott, Second Level, La Galerie 6
10:35 am to 12:05 pm
Chair: Christian J. Faltis, University of California - Davis
Participants:
Struggling Reader or Emergent Biliterate Student? Reevaluating Criteria for Labeling Emerging Bilingual Students as Low Achieving. Kathy Escamilla, University of Colorado - Boulder; Sue Hopewell, University of Colorado - Boulder
Preliminary Results of a Biliteracy Intervention: Moving on a Trajectory Toward Biliteracy. Wendh Sparrow, University of Colorado - Boulder
Newcomers’ Passages to Biliteracy: Examining the Relationship Between Literacy and Identity for Emerging Bilinguals. Anissa Viktoria Lynch, University of Texas - Austin
Newcomers Developing English Literacy Through Historical Thinking. Digitized Primary Sources, and Web-Based Technologies. Maria E. Frangie, University of Texas - Austin; Cinthia S. Salinas, University of Texas - Austin
Discussant: Minna L. Lopez, Texas State University - San Marcos

62.034. Remaking and Reimagining Through Culturally Relevant Arts Education. Division G - Social Context of Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 10
10:35 am to 12:05 pm
Chair: Thomas E. Barone, Arizona State University
Participants:


62.038. Division J Vice Presidential Invited Session: Reimagining Research on Recurring Problems in Higher Education. Division J - Postsecondary Education; Invited Session JW Marriott, Third Level, Ile de France 10:35 am to 12:05 pm Chairs: Laura W. Perna, University of Pennsylvania William G. Tierney, University of Southern California


62.040. Issues in Mentoring Preservice and New Teachers. Division K - Teaching and Teacher Education; Paper Session New Orleans Marriott, Second Level, Preservation Hall Studio 4 10:35 am to 12:05 pm Chair: Elinor A. Scheiber, University of North Florida Participants: A Beginning English Teacher’s Developing Concept of Teaching Using Montessori Methods in Regimented School Settings. Peter Smorgonsky, University of Georgia; George Lovell Boggs, University of Georgia An Expectation or Actual Experience? An Investigation of Student Teachers’ Mentoring Practice in Taiwan. Si-ching Lin, National Changhua University of Education Teacher Education Graduates’ Choice (Not) to Enter the Teaching Profession: Does Teacher Education Matter? Isabel Rots, Ghent University, Belgium; Antonia Aelterman, Ghent University, Belgium; Geert Devos, Ghent University, Belgium Investigating the Role of Trust in Teacher Mentoring Relationships. Laura Lee Neergaard, Vanderbilt University The Contributions of Teachers’ Roles to Beginning Teachers’ Perceptions of Success. Erin Thomas Horne, North Carolina State University; Alan J. Reiman, North Carolina State University; Heather A. Davis, North Carolina State University Discussant: Caroline Clark O’Brien, University of North Texas
62.041. Pathways Toward the Future: The Promise of Innovative Teacher Education and Preservice Preparation Programs. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, La Galerie 5
10:35 am to 12:05 pm
Chair:
Angus Shiva Mangal, New York University - Steinhardt
Participants:
Pathways Toward the Future: The Promise of Innovative Teacher Education and Preservice Preparation Programs. Angus Shiva Mangal, New York University - Steinhardt
Reimagining Teacher Preparation: Apprenticing Effective Math and Science Teachers in an Urban Teacher Residency. Emily J. Klein, Montclair State University; Monica Taylor, Montclair State University; Cynthia S. Omore, Montclair State University
Establishing a Unique University and School Support Organization Collaborative Urban Teacher Residency Program. Ron Woo, Hunter College-CUNY
Discussants:
Emily J. Klein, Montclair State University
Tracy L. Brisson, New York University
James W. Fraser, New York University
Ron Woo, Hunter College-CUNY

62.042. Pedagogies of Active Listening. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, La Galerie 1
10:35 am to 12:05 pm
Chair:
Jim Garrison, Virginia Polytechnic Institute and State University
Participants:
Pedagogies of Listening in Comparative Perspective. Leonard J. Waks, Temple University
Listening in Reggio Emilia-Inspired Pedagogy. Winfred Hunsberger, The Bishop Strachan School
Listening in Interpretive Discussion. Elizabeth Meadows, Roosevelt University
Promoting Direct-Involvement Listening by Augmenting Uncertainty. Stanton Wortham, University of Pennsylvania; Alexandra A. Michel, University of Southern California
Marshall Rosenberg’s “Nonviolent Communication” as a Pedagogy of Listening. Bruce J. Novak, Truman College
Collaborative Mentoring in International Contexts: Listening to and Learning From Teachers. Kathy Schultz, Mills College; Martin John Carter, University of Pennsylvania
Discussant:
Sophie Haroutunian-Gordon, Northwestern University

62.043. Unpacking Features and Mechanisms of Lesson Study for Teacher Development Across Varied Contexts. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, La Galerie 2
10:35 am to 12:05 pm
Chair:
Maria Lorelei Fernandez, Florida International University
Participants:
Developing the Habits of Mind for a Successful Lesson Study Community. Lynn C. Hart, Georgia State University; Jane Carriere, City Schools of Decatur
Learning From Lesson Study: Power Distribution in a Community of Practice. Dolores Catherine Corcoran, St. Patrick's College
Investigating Features of Lesson Study Approaches in Prospective Mathematics Teacher Education. Maria Lorelei Fernandez, Florida International University; Joseph Z. Zilfio, University of Hawaii
The Critical Role of Mathematics Task Development in Lesson Study. Brian Doig, Deakin University; Susie Groves, Deakin University; Toshiakira Fujii, Tokyo Gakugei University
Lesson Study as a Tool for Developing Teachers’ Close Attention to Students’ Mathematical Thinking. Alice S. Atston, Rutgers University; Lou Pedrick, Rutgers University; Kimberly Morris, Plainfield Public Schools; Roya Basu, Rahway Public Schools; Carolyn Alexander Maher, Rutgers University; Marjory Fan Palus, Rutgers University
Discussant:
Catherine C. Lewis, Mills College

62.044. What Does Cultural, Linguistic, and Social Inclusion Have to Do With Quality? Division K - Teaching and Teacher Education; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 3
10:35 am to 12:05 pm
Chair:
Maria E. Torres-Gzman, Teachers College, Columbia University
Participants:
Examining the Complexities of Fostering Social Inclusion in Elementary School Classrooms. Yola Clewosoud, OISE/University of Toronto
Effects of ESOL-Infused Preservice Teacher Preparation on Elementary Teachers’ Instructional Practices. Maria B. Coady, University of Florida; Candace Ann Harper, University of Florida; Esther J. Dejong, University of Florida
Gender and Ethnicity Differences in High School Students’ Epistemological Beliefs and Their Interest in Learning U.S. History. Zhongteng Ren, Old Dominion University
Beyond Reductionism and Quick Fixes: Quantitatively Measuring Effective Pedagogy in the Instruction of Culturally and Linguistically Diverse (CLD) Students. Delia Ruth Perez, Kansas State University; Shailina Kavimandan, Kansas State University; Melissa Ann Holmes, Kansas State University; Stuart Miller, Kansas State University
Discussant:
Ron Woo, Hunter College-CUNY

62.045. Multiple Perspectives on Strategies for and Obstacles to Quality Instruction. Division L - Educational Policy and Politics Cosponsored by Division L - Educational Policy and Politics and Division L - Educational Policy and Politics; Division L - Educational Policy and Politics; Paper Session
Sheraton, Fourth Level, Edgewood
10:35 am to 12:05 pm
Chair:
Kristen L. Davidson, University of Colorado - Boulder
Participants:
Instruction Matters: Lessons From a Mixed-Method Evaluation of Supplemental Educational Services Under No Child Left Behind. Annalee G. Good, University of Wisconsin - Madison; Patricia Burch, University of Southern California; Kimberly Jones, University of Texas - Dallas; Nidhi Mehrotra, University of Texas - Dallas; Mary Susanah Stewart, University of Wisconsin - Madison; Renee Timberlake, Loyola University Chicago
Referring to Contexts and Politics: Rediscovers the “Barriers” of the Mixed-Ability Grouping Practice Policy. Ling-Ying Lu, University of Edinburgh
School-to-School Variation in Disciplined Inquiry. Sean P. Kelly, University of Notre Dame; Richard Marc, Murray, University of Notre Dame
Discussant:
Judith L. Brooks-Buck, Virginia State University

62.046. Resources That Matter for Quality Schooling. Division L - Educational Policy and Politics Cosponsored by Division L - Educational Policy and Politics; Paper Session
Sheraton, Fifth Level, Grand Couteau
10:35 am to 12:05 pm
Chair:
Wendy Chi, University of Colorado - Boulder
Participants:
Cheerleading, Ceramics, and Inefficiency in High-Poverty Schools: Are “Nonessential” Services? Bruce D. Baker, Rutgers University
Do Teachers’ Value-Added Measures Correlate With Their Performance-Based Pay Preferences? Maria Perez, Stanford University; Mari Maruki, Stanford University
What’s Behind the Benefit? A Critical Content Analysis of Weighted Student Funding Policy Research and Rhetoric. Carolyn A. Brown, Fordham University
Discussant:
Henry M. Levin, Teachers College, Columbia University
SIG Sessions

New Orleans Marriott, Third Level, Mardi Gras Salon A
10:35 am to 12:05 pm
Chair: Stephen D. Whitney, University of Missouri - Columbia
Participants:
- Adjusting Academic Expectations: Exploring Bidirectional Influence of Mother-Adolescent Dyads Longitudinally. Erin Hilary Arruda, California State University - Fullerton
- Evaluating Impacts of Early Adolescent Romance Using Propensity Score Subclassification. Chung Sy Pham, Rand Graduate School
- Risky Reports: A Comparison of Multiple Methods of Labeling Academic “Risk” in Adolescent Girls. Lauren Jean Germain, University of Virginia; Angela K. Henneberger, University of Virginia; Edith Lawrence, University of Virginia; Joanna M. Lee, University of Virginia; Nancy L. Deitch, University of Virginia

62.048. Trans/Relating Through Arts-Based Educational Research in Formal and Informal Environments. SIG-Arts-Based Educational Research; Paper Session
JW Marriott, Third Level, Maurepas
10:35 am to 12:05 pm
Chair: Barbara A. Bickel, Southern Illinois University - Carbondale
Participants:
- Coding and Analysis Strategies in Arts-Based Research. Thomas M. Philip, University of California - Los Angeles
- Catch and Release: Mapping Stories of Cultural and Geographic Transitions. Ruth S. Beer, Emily Carr Institute of Art and Design; Kit M. Grauer, The University of British Columbia
- Co-construction Imaginative Spaces: Public Art Pedagogy in Preservice Teacher Education. Miriam Hirsch, Yeshiva University

62.049. Race, Class, and Immigration in the Multilingual Experience. SIG-Bilingual Education Research; Paper Session
Sheraton, Fourth Level, Galleria
10:35 am to 12:05 pm
Chair: Mary Carol Combs, The University of Arizona
Participants:
- Linguicism and Racism: Powerful Issues in Massachusetts Educational Policy Regarding Bilingual Learners and Their Teachers. Kara Mitchell, University of Colorado - Denver
- Structuring Latino Lives in the United States: Race, Class, and Language in Cultural Production. Lilia D. Monzo, Chapman University
- Translanguaging in Graduate Education in Cambodia. Wayne E. Wright, University of Texas - San Antonio

62.050. Using Evidence to Take Action: Strategies Teachers Use to Deconstruct Student Work and Reteach. SIG-Classroom Assessment; Symposium
Sheraton, Fourth Level, Oak Alley
10:35 am to 12:05 pm
Chair: Dawn D. Mazzie, Lincoln Public Schools
Participants:
- Looking Into the Teachers’ Feedback Practices: How Teachers Interpret Students’ Work. Maria Araceli Ruiz Primo, University of Colorado - Denver; Min Li, University of Washington
- Deconstructing Student Work: Investigating Teachers’ Abilities to Use Evidence of Student Learning to Inform Instruction. Christina Schneider, CTB/McGraw-Hill; Pam Gowen, South Carolina Department of Education

62.051. Measuring the Right to Education: Possibilities and Challenges. SIG-Critical Educators for Social Justice; Symposium
Sheraton, Second Level, Rhythms Ballroom II
10:35 am to 12:05 pm
Chair: Salim Vally, University of Johannesburg
Participants:
- The Right to Education Project: An Evaluation of Rights-Based Approaches to Education. Angela Melchiore, Right to Education Project
- The Politics of Rights-Based Legislation for Education: A Civil Society Perspective on the 2009 Indian Right to Education Bill. Nisha Thaplyal, Colgate University
- Education Rights Advocacy in South Africa: The Possibilities and Challenges for Researching the Right to Education With Refugees and Forced Migrants. Carol Anne Marie Spreen, University of Virginia; Salim Vally, University of Johannesburg

62.052. Instructions for Nationhood: Teachable Moments in Educational Policies and Practices. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 1
10:35 am to 12:05 pm
Chair: Thomas M. Philip, University of California - Los Angeles
Participants:
- The Grammatical Rules of Engagement: Language Policy and the Coherent Organization of U.S. Imperial Democracy. Fanie Hsu, University of California - Berkeley
- Analyzing Tacit Instruction in “How to Be Ordinary”: Moments of New Migrant Student Recognition, Resistance, and Recuperation. Karl Kitching, University College Cork

62.053. Internationalization, Teacher Education, and Student Development in Cities. SIG-Education and Student Development in Cities; Paper Session
New Orleans Marriott, Third Level, Preservation Hall Studio 1
10:35 am to 12:05 pm
Chair: Yuxiang Wang, Purdue University
Participants:
- Breaking the Cycle of Underperformance: Developing Academic Optimism. Sheila R. Vaidya, Drexel University; Cynthia Sherman Paul, Drexel University
- Innovating Curriculum Through Community Schooling. Eloisa Maria Rodriguez, Purdue University
Meeting and Reaching the Whole Child Through Free Writing and Free Thinking. Linetta Davis, National-Louis University
Outcomes of High School Entrepreneurship Curriculum. Laron Vincent Doucet, Pepperdine University; Diana B. Hiatt-Michael, Pepperdine University
Study Abroad in Teacher Education: Globalizing Multiculturalism to Prepare Future Teachers. Joann I. Phillion, Purdue University; Erik L. Malewski, Purdue University; Sunith Sharma, University of Texas - Brownsville; Xiang Wang, Purdue University

Discussant: Teresa J. Rishel, Kent State University

62.054. Pedagogie and Curricular Re-ve(a)lations: Seeing Self, Sustainable Farming, Sexual Health, and Service Learning. SIG-Family and Consumer Sciences; Paper Session
Sheraton, Fourth Level, Oakley
10:35 am to 12:05 pm
Chair: Debora Durnin-Richards, University of Manitoba
Participants:
Reimagining the Potential of Educational Research: Reflections on a Curriculum Inquiry Course in Home Economics. M. Gale Smith, The University of British Columbia
The Pedagogy of Food: Teacher Engagement of Students’ Hi-Stories and Students’ Voices. Miriam Sekani, University of Alberta; Maryanne Doherty-Poirier, University of Alberta
Young Farmer Literacy for Long-Term Sustainability. Debora Durnin-Richards, University of Manitoba
High School Students Creating Sexual Health Curriculum: Coresearchers Through Participatory Action Research. Rosemarie Mangiarardi, University of Alberta; Maryanne Doherty-Poirier, University of Alberta
Internalizing Virtue Framework: A Qualitative Examination of a Character Development Service-Learning Project and Its Impact on College Students in an Adolescence Development Course. Janet E. Fox, 4-H Youth Development; Kimberly Jones, Louisiana State University; Melissa Cator, Louisiana State University; Krisanna L. Machttmes, Louisiana State University

62.055. Family, School, Community Partnerships, and Latino Populations. SIG-Family, School, Community Partnerships; Paper Session
Sheraton, Fourth Level, Southdown
10:35 am to 12:05 pm
Chair: Pilar Lacasa, University of Alcala
Participants:
An Exploratory Study of Latino Parents’ Motivations for Involvement in their Children’s Schooling. Joan M.T. Walker, Pace University; Christa Ice, West Virginia University; Kathleen V. Hoover-Dempsey, Vanderbilt University; Howard Sandler, Vanderbilt University
Invisible Women: Mexicanas’ Participation in Their Children’s Schooling. Alice A. Miano, Stanford University

Discussant: Martha A. Alexsaht-Snider, University of Georgia

62.056. Analysis of Cross-Classified Data, Multilevel Outliers, and Reporting of Multilevel Models. SIG-Hierarchical Linear Modeling Cosponsored by SIG-Educational Statisticians; Paper Session
 JW Marriott, Third Level, Orleans
10:35 am to 12:05 pm
Chair: Walter L. Leite, University of Florida
Participants:
Comparison of the Effects of Models and Techniques for Handling Student Mobility. Lindsey Smith, University of Texas - Austin; Susan Natasha Beretvs, University of Texas - Austin
Statistical Implications of Model Misspecification With Cross-Classified Data: A Monte Carlo Comparison of Two-Level, Three-Level, and Cross-Classified Models. Bethany A. Bell, University of South Carolina; Cortina Marie Owens, University of South Florida; Jeffrey D. Cromney, University of South Florida; John M. Ferron, University of South Florida
Multilevel Confirmatory Factor Analysis: A Review of Reporting Practices. Robert F. Dedrick, University of South Florida; Paul E. Greenbaum, University of South Florida; John M. Ferron, University of South Florida; Wei Wang, University of South Florida

Discussant: Gregory J. Palfrey, University of California - Riverside

62.057. Scaffolding Students for Problem Solving With Technology. SIG-Instructional Technology; Paper Session
Astor Crowne Plaza, Second Level Mezzanine, Toulouse B
10:35 am to 12:05 pm
Chair: Ugur Kale, West Virginia University
Participants:
Cognitive Load as an Indicator of Essential Complexity for Learning in Virtual Worlds. Benjamin Eric Erlandson, California State University - Monterey Bay; Brian C. Nelson, Arizona State University; Andre R. Denham, Arizona State University
Preparing Students in Online Debates With Worked Examples. Scott Toltison, Mississippi University for Women; Kai Xie, Mississippi State University
Scaffolding Higher Order Thinking in Ill-Structured Problem Solving: Design Research Inquiry in an Educational Technology Course. Yan Shen, University of Georgia; Michael J. Hannafin, University of Georgia
Metaconceptually Enhanced Simulation-Based Inquiry Learning: Effects on Eighth-Grade Physics Students’ Conceptual Change and Epistemological Beliefs. Kun Huang, University of Oklahoma; Xun Ge, University of Oklahoma; Deniz Eseryl, University of Oklahoma

Discussant: Xun Ge, University of Oklahoma

62.058. Implications for International Assessments: The Development, Implementation, and Validity of the Early Grade Mathematics Assessment. SIG-International Studies; Symposium
Sheraton, Second Level, Rhythms Ballroom I
10:35 am to 12:05 pm
Chair: Leanne R. Ketterlin-Geller, Southern Methodist University
Participants:
The Development of the Early Grades Mathematical Assessment. David J. Chard, Southern Methodist University
The Early Grade Mathematics Assessment: The Development of an Approach to Assessment Implementation Across Country Contexts. Linda Michele Platas, University of California - Berkeley
Early Grade Mathematics Assessment Reliability and Validity: Assessing the Assessment. Benjamin Piper, RTI International
The Early Grade Mathematics Assessment: Some Preliminary Findings. Wendi D.S. Ralaingita, RTI International

Discussant: Luis Crouch, RTI International

62.059. Theoretical and Empirical Accounts of Framing in Classroom Interactions. SIG-Learning Sciences; Symposium
New Orleans Marriott, Second Level, La Galerie 3
10:35 am to 12:05 pm
Chair: Victoria M. Hand, University of Colorado - Boulder
Participants:
Alignment of Perspectival Framings Explains Achievement (or Not) of Mutual Understanding in Problem-Solving Discourse. Carla van de Sande, Arizona State University; James G. Greeno, University of Pittsburgh
Framing and a Complex Systems Ontology. David Hammer, University of Maryland
(Re)Framing, Power, and Culturally Relevant Learning Environments. Victoria M. Hand, University of Colorado - Boulder
How Does Expansive Framing Promote Transfer? Several Potential Processes Both Alone and in Concert With Other Mechanisms. Randi A. Engle, University of California - Berkeley; Sarah Nix, University of California - Berkeley; Xenia S. Meyer, University of California - Berkeley; Diane L. Lam, University of California - Berkeley
Framing and Transfer in Computer-Mediated Foreign Language Learning. Adam Mendelson, University of California - Berkeley
62.060. Emergent Activities in New Media Environments and Their Relationship to Learning. SIG-Media, Culture, and Curriculum; Paper Session
Astor Crowne Plaza, Second Level, Grand Ballroom A
10:35 am to 12:05 pm
Chair: Ruth C. Gannon-Cook, DePaul University
Participants:
Youth Expression With Video Surveillance Technology. Alex Jean-Charles, SUNY - College at Oneonta
“Shadow Has Crap Scaling - FACT”. The Intertwining of Mathematics and Narrative on a Game Forum. Caroline Cassie-Marie Williams, University of Wisconsin - Madison
Literacies in a Niche Online Social Networking Application. Christine M. Greenhow, University of Maryland - College Park
Virtual Worlds for Little Kids: Little Kids, Big Ideas About Financial Literacy. Deborah Kozdras, University of South Florida; Christine Joseph, University of South Florida - Tampa
Discussant: Sean C. Duncan, Miami University

62.061. New Directions in Achievement Goals and Goal Structures Research. SIG-Motivation in Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 8
10:35 am to 12:05 pm
Chairs:
Ravathy Kumar, University of Toledo
Shirley L. Yu, University of Houston
Participants:
Using Multiple Methods to Understand the Nature of Achievement Goals. Tin Urdan, Santa Clara University; Sarah Caffasso, Santa Clara University
Cognitive Pretesting of Personal Achievement Goals: Is the 2 × 2 Achievement Goal Framework Cognitively Valid? Julia Louise Carroll, Fordham University; Akane Zasho, Fordham University; Jennifer Cuat, Fordham University; Britney Huntington, Fordham University
Professional Development, Teaching Experience, and Academic Level in Relation to Teachers’ Self-Efficacy and the Influence on Classroom Goal Structures. Hibaal Salem, University of Houston; Shirley L. Yu, University of Houston; Weihua Fan, University of Houston; Christopher A. Wolters, University of Houston
Teachers’ Perception of School Goal Structure and Value Consonance: Relations With Self-Efficacy, Feeling of Belonging, and Job Satisfaction. Einav M. Skaudvik, Norwegian University of Science and Technology; Sidsel Skaudvik, Norwegian University of Science and Technology
Mastery and Performance-Focused Instructional Practices: Teachers’ Cultural Frames of Reference and Cultural Responsibility. Ravathy Kumar, University of Toledo; Nancy Seay, University of Toledo; Jacob Burgoon, University of Toledo; Stuart A. Karabenick, University of Michigan
Discussant: Mimi Bong, Korea University

62.062. Examining the Extent and Nature of Online Learning in American K-12 Education: A Symposium on the Research Initiatives in Online Education of the Alfred P. Sloan Foundation. SIG-Online Teaching and Learning; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 2
10:35 am to 12:05 pm
Chair: Anthony G. Picciano, The Graduate Center - CUNY
Participants:
Overview of the Research Projects of the Alfred P. Sloan Foundation on Online Learning in K-12 Education. Anthony G. Picciano, The Graduate Center - CUNY
The Extent and Nature of Online Learning in American K-12 Education. Anthony G. Picciano, The Graduate Center - CUNY; Peter Shea, University at Albany - SUNY
The Role of Online Learning in American High School Reform. Anthony G. Picciano, The Graduate Center - CUNY; Karen P. Swan, University of Illinois - Springfield
Discussants:
Peter Shea, University at Albany - SUNY
Karen P. Swan, University of Illinois - Springfield

62.063. Schools as Organizations: Empirical and Conceptual Uses of Organizational Theory. SIG-Organizational Theory; Paper Session
JW Marriott, Third Level, Frontenac
10:35 am to 12:05 pm
Chair: Jessica V. Rodriguez, Stanford University
Participants:
Climate and Enabling Structure Predict Organizational Effectiveness: Test of OCI Short Form and Enabling Bureaucracy. Deborah Tarasuk, Saint John’s University; Mary Ellen Freeley, Saint John’s University; Paul M. Miller, Saint John’s University; C. John Tarter, The University of Alabama
Cut Them, Not Us: Institutional Work in School Districts in an Era of Reduced Resources. Angeline Kathryn Spain, University of California - Berkeley
Discussant: Thomas L. Alshbury, North Carolina State University

62.064. Reverence, Listening, and Humor in Education: Philosophical and Psychological Perspectives. SIG-Philosophical Studies in Education; Symposium
JW Marriott, Third Level, Conde
10:35 am to 12:05 pm
Chair: Megan Boler, University of Toronto
Participants:
Reverence, Irreverence, and Toxic Culture in Education. A. G. Rud, Washington State University
Jokes and Their Relation to Listening in Education. Cris Mayo, University of Illinois - Urbana-Champaign
Feeling Our Way From Laughter to Listening and Learning. Barbara S. Stengel, Millsaps University
Discussant: Megan Boler, University of Toronto

62.065. Elite Secondary Schools, Globalization and Postcoloniality: Explorations of National and Transnational Class Formations Through Schooling. SIG-Postcolonial Studies and Education; Symposium
JW Marriott, Third Level, Ile de France II
10:35 am to 12:05 pm
Chair: Robert L. Lingard, University of Queensland
Participants:
The Education-Social Class Nexus: Beyond Methodological Nationalism. Jane Edith Kenway, Monash University
Producing Class: Middle/Upper-Middle Class U.S. Schools Working Inside the Press of the Global Knowledge Economy. Lois Weis, University at Buffalo - SUNY
Elite Imaginations and Reckonings: Colonial Legacies in Postcolonial Times, an Australian Field Site. Johannah Fahey, Monash University
Elite Formations in Schools: From Colonial to Postcolonial to Transnational. Fazal A. Rizvi, University of Melbourne
Discussant: Cameron R. McCarthy, University of Illinois - Urbana-Champaign

62.066. Embodiment, Aesthetics, and Visual Data in Qualitative Research. SIG-Qualitative Research Cosponsored by Division D - Measurement and Research Methodology; Paper Session
Astor Crowne Plaza, Second Level Mezzanine, Iberville
10:35 am to 12:05 pm
Chair: George A. Kamberelis, University of Wyoming
Participants:
Digital Video Data Collection and Analysis Procedures That Engage Practitioners in Meaningful Research. Catherine D. Bruce, Trent University; Tara Catherleen Flynn, Trent University
Visual Juxtaposition as Qualitative Inquiry in Educational Research. Amy S. Metcalfe, The University of British Columbia
Portraiture for Social Justice: An Exploration of Aesthetics and Research Quality. Leah Schoenberg Muccio, George Mason University; Earle Reybold, George Mason University; Julie K. Kidd, George Mason University
Working Bakhtin’s Body: A Dialogue on Critical Qualitative Research in Education. Aaron M. Kusz, The University of Alabama; R. Evely Gildersleeve, Iowa State University
Discussant: Mirka E. Koro-Ljungberg, University of Florida
62.067. Teacher Mathematical and Pedagogical Knowledge. SIG-Research in Mathematics Education; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 9
10:35 am to 12:05 pm
Chair: Karen D. King, New York University
Participants:
The Relationship Between Teachers’ Mathematical Content and Pedagogical Knowledge and Beliefs and Student Achievement. Patricia F. Campbell, University of Maryland; Lawrence M. Clark, University of Maryland; Darcy Conant, University of Maryland - College Park; Jill Neumayer-DePiper, University of Maryland - College Park; Matthew J. Griffin, University of Maryland; Taya Jones; Masako Nishio, University of Maryland - College Park; Amber Rust, University of Maryland; Toni M. Smith, George Mason University
Prospective Teachers’ Sense-Making of Mathematical Problem Posing. Olive Chapman, University of Calgary
Effects of Middle Grades Teachers’ Understandings of Rational Numbers on Student Achievement. Andrew G. Isaak, University of Georgia; Aijun Wang, University of Georgia; Allen S. Cohen, University of Georgia; Chandra H. Orrill, University of Massachusetts - Dartmouth
Enacting Care for Mathematics Learners: Middle School Students’ and Teachers’ Perspectives. Amanda Jansen, University of Delaware; Tonya Bartell, University of Delaware
Competing Visions of Reform: Effects on Mathematics Teachers’ Instruction and Emotional Engagement. Nicole Louie, University of California - Berkeley

62.068. Factors That Influence Reading Processes. SIG-Research in Reading and Literacy; Paper Session
Doubletree, Second Level, Madewood A
10:35 am to 12:05 pm
Chair: Wayne H. Slater, University of Maryland
Participants:
Role of Kindergarten Language and Literacy Skills in First-Grade Oral Reading Fluency. Unmun Tesil-Dogli, East Carolina University; Carol M. Connor, Florida State University; Yacon Petkeler, Florida Center for Reading Research
Working Memory, Reading Purpose, and End-of-Clause Pauses in Complex Texts. Alejandro A. Luarte, Auburn University; Mary Sue Barry, Auburn University
Are They Really Reading? Development of a Reading Engagement Instrument. Wanda Hedrick, University of North Florida; Lunetta Williams; Katrina Hall, University of North Florida
The Efficacy of Perspective Instantiation in Improving Middle School Students’ Comprehension of Informational Text. Crystal M. Ramsay; The Pennsylvania State University, Rayne J. Sperling, The Pennsylvania State University
Discussant:
Wayne H. Slater, University of Maryland

62.069. Cross-Cultural Studies in Gifted and Talented Education. SIG-Research on Giftedness and Talent; Paper Session
Sheraton, Third Level, Napoleon Ballroom C1
10:35 am to 12:05 pm
Chair: Michael S. Matthews, University of North Carolina - Charlotte
Participants:
Predicting Academic Achievement of Scientifically Talented Korean Students in Specialized Science High Schools. Seokhee Cho, Saint John’s University; Doheee Ahn, Chang-Ang University; Jenny Yang, Saint John’s University
Psychosocial Adjustment of Gifted and Non-Gifted Lebanese Youth. Ketty M. Sarouphim, Lebanese American University
Gifted and General Elementary Students’ Perceptions in China and the United States: A Cross-National Study. Yang Yang, Purdue University; Marcia L. Gentry, Purdue University
David Joseph Rutkowski, Indiana University
Discussant:
Sidney Moon, Purdue University

62.070. Effective Teachers and Classrooms. SIG-School Effectiveness and School Improvement; Paper Session
Sheraton, Eighth Level, Salon 820
10:35 am to 12:05 pm
Chair: Marlene J. Darwin, American Institutes for Research
Participants:
The Effects of a Prosocial Classroom Management Program on Student Achievement and Behavior at a Reconstituted Inner City Ninth-Grade Academy. Jerome Freiberg, University of Houston; Chris A. Huzinec, Houston Independent School District, Texas; Katrina Borkers, University of Houston
Teach First and Student Outcomes: A Quantitative Study of an Alternative Certification Program. Daniel R. Muigs, University of Southampton; Paul Armstrong, University of Manchester; Christopher James Chapman, University of Manchester
A Synthesis of Studies Searching for Teacher Factors: Implications for Educational Effectiveness Theory. Leonidas Kyriakides, University of Cyprus; Christiana Christoforou, University of Cyprus
School Bullying and Possible Teacher-Related Factors Among a Nationally Representative Sample of Schools. Ikako Aoyama, Baylor University; Lucy M. Barnard-Brau, Baylor University

New Orleans Marriott, Second Level, Preservation Hall Studio 6
10:35 am to 12:05 pm
Chair: Stefinee E. Pinnegar, Brigham Young University
Participants:
We Learn From What You Learn From What They Learn: Formative Assessment for Universal Success. Vicki K. LaRuskey, Mills College; Anna E. Richert, Mills College
Taking an Inquiry Stance in the Moment: Keeping Social Justice and Equity in Mind. Linda R. Kroll, Mills College
Teaching Assessment as an Essential Component of Pedagogical Language Knowledge. Tomás Galguera, Mills College
Discussant:
Robert V. Bullough, Brigham Young University

62.072. Service Learning for Civic Engagement. SIG-Service-Learning & Experiential Education; Paper Session
Astor Crowne Plaza, Second Level Mezzanine, St. Louis
10:35 am to 12:05 pm
Chair: Henrietta Williams Pichon, Northwestern State University of Louisiana
Participants:
Choosing to Give Back: Service Organizations and the Practice of Service by College Students. Ian Parker Renga, University of Colorado - Boulder
Creating Agents of Social Change: Bridging Communities Through Service-Learning Research. Detris Honora Adelabu, Wheelock College
In the Service of Activism: Preservice Teachers, Service Learning, and Critical Pedagogy. Vera Stenhouse, Georgia State University; Olga S. Jarrett, Georgia State University
Incompatible Conceptions of the Public Good in U.S. Higher Education: How Neoliberalism Has Transformed the Social Compact. Joseph William Rodgers, University of Rochester; Patricia Waters, University of Rochester
Institutionalizing Service Engagement in Higher Education: Ingredients of Effective Programs. Courtnee Brown, Indiana University; Alisha Higginbotham, Indiana University; Tiffany Dolder; Indiana University; Kelly Wilson, Indiana University
Discussant:
Kathleen R. Wasserman, University of Scranton

62.073. Expansive and Sustainable Learning for Youth With the Six Seconds Emotional Intelligence Assessment - Youth Version (SEI-YV). SIG-Social and Emotional Learning; Symposium
Sheraton, Eighth Level, Salon 816
10:35 am to 12:05 pm
Chair: Susan Stillman, Northcentral University
Participants:
Credibility of the Six Seconds Emotional Intelligence Assessment-Youth Version (SEI-YV) and Reporting With the Emotional Quotient (EQ) Yardstick. Carina
62.074. Methodological Issues in Survey Research. SIG-Survey Research in Education; Paper Session
Doubletree, 16th Level, Crescent Ballroom
10:35 am to 12:05 pm
Chair: Steven Siera, Saint Martin’s University
Participants:
A Collective Instrumental Case Study of the Qualitative Meaningfulness of Absolute Magnitude Estimation Scales in Survey Research. Kristin L.K. Koskey, The University of Akron; Victoria C. Stewart, University of Toledo; Kathleen Benson, The University of Akron; James Pontau, The University of Akron
Attitudes Toward Incentive Use in Counseling and Clinical Psychology. Kathy E. Green, University of Denver; Marybeth Letho, University of Denver
Effects of Personalization of E-mail and E-mail Content Length on Web-Based Survey Response. Ross A. Perkins, Boise State University; Laura Bond, Boise State University
Integrating Successive National Longitudinal Education Surveys Using Continuation Cases. Andrew A. White, National Center for Education Statistics; Alan F. Carr, National Institute of Statistical Sciences; Sathkartar Kinney, National Institute of Statistical Sciences
Middle Category or Survey Pitfall: Using Rasch Modeling to Illustrate the Middle Category Measurement Flaw. Kelly D. Bradley, University of Kentucky; Kathryn Shirley Aker, University of Kentucky; Nichole M. Koutson, University of Kentucky; Jessica D. Cunningham, Western Carolina University
Discussant: Amanda Mulcahy Maddock, Concordia University
62.075. Exploring Systems Theories and Archetypes in Education. SIG-Systems Thinking in Education; Paper Session
New Orleans Marriott, Third Level, Mardi Gras Salon B
10:35 am to 12:05 pm
Chair: Blane Despres, The University of British Columbia
Participants:
Limits to Growth of an Educational Reform: The Case of Advancement Via Individual Determination (AVID) in California’s Public Schools. Joseph Ruddick, California Department of Education
Critical Systems Theory for Systemic Change in Education. Sunnie Lee Watson, Ball State University; William R. Watson, Purdue University

62.076. Researching the Literacy Practices of Children and Young People in Virtual Worlds. SIG-Writing and Literacies; Symposium
Astor Crowne Plaza, Second Level Mezzanine, St. Ann
10:35 am to 12:05 pm
Chair: Gay Merchant, Sheffield Hallam University
Participants:
Early Childhood Learning and Literacy in Online Virtual Worlds. Rebecca Ward, Black, University of California - Irvine
Discussant: Constance A. Steinkuehler, University of Wisconsin - Madison

Division and SIG Roundtables

62.077. Roundtable Session 41; Roundtable Session
62.077-1. Childhood and Its Institutions. Division F - History and Historiography
Cosponsored by SIG-Early Education and Child Development, SIG-Critical Perspectives on Early Childhood Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm
Chair: Blythe F. Hinze, The College of New Jersey
Participants:
A Story of the Century’s Turn: Reading Instruction and the Concept of Childhood as the Basis for Now. Joann B. Nichols, Rivier College
The Florence Free Kindergarten: Association: How a Women’s Association Advanced Early Childhood Education in Alabama. Melissa B. French, Boston University
62.077-2. Higher Education. Division F - History and Historiography; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm
Chair: Linda M. Perkin, Claremont Graduate University
Participants:
Rosenwald Junior College: Place Matters in a School Community. Allison Marie Riggle
“A Sad and Lonely Time”: Gay Johnson and the Racial Integration of a Private Southern Liberal Arts College for Women. Kijua Sanders-McMurtry, Agnes Scott College
The Stillman College-Indiana University Cooperative Program: Institutional Experimentation During the Civil Rights Era. Jayne R. Beilke, Ball State University
62.077-3. School Teachers and Administrators. Division F - History and Historiography; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm
Chair: Kathleen A. Murphey, Indiana University/Purdue University at Fort Wayne
Participants:
“That Great Educational Experiment”: The City of London Vacation Course in Education 1922-1938: A Forgotten Story in the History of Teacher Professional Development. Wendy Robinson, University of Exeter
The Complexities of Chicago Faculty Desegregation and the Role of the Federal Government. Dionne Daniels, Indiana University
62.077-4. Critical Perspectives on Early Childhood Policy and Practice. SIG-Critical Perspectives on Early Childhood Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm
Chair: Tamara Głupczynski Spencer, Montclair State University
Participants:
Being an Early Childhood Professional, Becoming an Early Childhood Teacher: What Difference Does a Degree Make? Michelle Ortigli, University of Ballarat; Christine Woodrow, University of Western Sydney
Discourses of Reform in Early Childhood Education Policy, Christopher B. Crowley, University of Wisconsin - Madison
Effects of Contemporary Education Reforms: The Making of Global Childhoods or Globalized Childhood? I-Fang Lee, The Hong Kong Institute of Education; Chao-Ling Tseng, The Hong Kong Institute of Education; Nicola J. Yelland, The Hong Kong Institute of Education
Revisioning Early Childhood Education? Power and Constructions of Childhood in Waldorf and Sudbury Settings. Marguerite A. Wilson, University of Madison
Monday Morning, April 11, 2011

California - Davis
The Politics of Class, Race, Gender, and Geography in Early Childhood Education. Travis S. Wright, The George Washington University

62.077-5. Doctoral Education Across the Disciplines SIG Roundtable Session II.
SIG-Doctoral Education across the Disciplines; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm
Chair: Catherine M. Millet, ETS
Participants: Doctoral Students’ Selection and Development of Research Topics for Dissertation Research. Kathryn J. Roudston, University of Georgia; Judith Preissle, University of Georgia
The Influence of Transdisciplinary Training in the Context of a Multisite Team Science Initiative. Xuemei Feng, SAIC Frederick Inc.; Brooke Stipelman, Kelly Services; Kara Hall, National Cancer Institute; Daniel Stokols, University of California - Irvine; Richard Moser, National Cancer Institute; Amanda Vogel, National Cancer Institute; April Oh, National Cancer Institute; Frank Feurn, National Cancer Institute; Nathan A. Berger, Case Western Reserve University; Michael I. Goran, University of South Carolina; Robert Jeffery, University of Minnesota; Anne M.C. McTearn, Fred Hutchinson Cancer Research Center; Mark Thoorsquists, Fred Hutchinson Cancer Research Center; Linda Neweling, National Cancer Institute
“I Start With Turning to the Literature”: Crossing the Thresholds to Research Skill Development. Michelle A. Maher, University of South Carolina; Melissa D. Hurst, University of South Carolina; Briana Crotwell Timmerman, University of South Carolina; David F. Fekdon, University of Virginia; Joanna Angeline Gilmore, University of South Carolina

62.077-6. Parish: Environmental Education Situated, and Compelled, With Implications for Learning and Policy. SIG-Environmental Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm
Chair: Mariam Orhokdashvili, Vanderbilt University
Participants: A Forced Education: The Environmental Policy Context for Environmental Education. Jill McNee - Birven, Washington University in St. Louis
A Phenomenological Exploration of Situative Environmental Literacy Practices Within Schools. Douglas David Karrow, Brock University; Xavier Eric Fazio, Brock University
Socio-Ecological Learning and Pedagogy in Postcolonial Context. Jean Kayira, University of Saskatchewan

62.077-7. Disrupting Rationalities: Foucauldian Critiques of Educational Discourse. SIG-Foucault and Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm
Chair: Shabanu Mir, Oklahoma State University
Participants: Foucault’s Technologies as a Research Method: Rethinking the Field of Literacy and Language Arts. Dawnene D. Hassett, University of Wisconsin - Madison
Shared(ing) Identities: A Dispositive Analysis of Refugee Identity Cultivation in a Small High School. Sophia Rodriguez, Loyola University Chicago

62.077-8. Spirituality and Education SIG: Roundtable Papers 2. SIG-Spirituality & Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm
Chair: Kevin M. Cloninger, Anthropedia Foundation
Participants: A Spiritual Needs/Motivation/Volition Framework for Educators: Moving Toward a Phenomenology of Spirituality. Russell Glen Yocum, University of West Florida
Christian School Leaders and Spirituality: A Phenomenological Study. Susan L. Banke, Charlotte Christian School; Nancy Maldonado, Walden University; Candace H. Lacy, Nova Southeastern University
Rethinking Religion, Spirituality, Theology, and Education: Experiences From a Transnational Study of Women Educators. Lauren Ila Jones, University of California - Los Angeles

62.077-9. Music Education SIG Roundtable III. SIG-Music Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm
Chair: Ronald P. Kos, Boston University
Participants: String and Wind Instrument Performers: Experiences, Perspectives, and Interest in Music Education. Dale E. Bazan, University of Nebraska - Lincoln; Lauren N. Taylor, University of Nebraska - Lincoln
Keeping Instruments Out of the Attic: The Campus Band Experiences of the Non-Music Major. Dan Ishbel, Ithaca College; Ann Marie Stanley, University of Rochester

62.077-10. Examining the Engagement of Latinas/os in STEM. SIG-Hispanic Research Issues; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm
Chair: Sylvia Celedon-Pattichis, University of New Mexico
Participants: Latina Girls’ Engagement in Math and Reading: Teacher Interaction and Maternal Communication. Rebecca Mireles Rios, University of California - Santa Barbara
Latino/Hispanic Students’ Motivation to Enter the Field of Ecology: Facilitated Through Professional Learning of Teachers in an Elementary School. Tom Canavan, Walden University; Heather C. Miller, Joyce Haines, Walden University; Monica Gonzales, Walden University; Vilma Cuban Vasquez, Walden University
Obesity and Academic Performance of Hispanic Students in Kindergarten and Eighth Grade. John R. Slate, Sam Houston State University; Lory Haaz, Sam Houston State University; Mary E. Robbins, Sam Houston State University
Relations Between Technology, Parent Education, Self-Confidence, and Academic Aspiration of Hispanic Immigrant Students. Hae-Seong Park, Azusa Pacific University; Helen Williams, Azusa Pacific University; Daniel Ross Lawson, Azusa Pacific University

62.077-11. Race and Policy: Examining Their Evolving Connectedness in an Educational Context. SIG-Law and Education Cosponsored by Division L - Educational Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm
Chair: Douglas S. Reed, Georgetown University
Participants: Granting Race-Conscious Student Assignment Plans in the Cauldron of Parents Involved v. Seattle School District. Joseph Olumoo, Monteclair State University; Preston C. Green, The Pennsylvania State University
Uncovering the Truth: An Evaluation of Dominant Frames in the Public Antiaffirmative-Action Initiative Debate. Lauren P. Saenz, University of Colorado

62.077-12. Education and Globalization. SIG-International Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm
Chair: Corey Banje Bower, Vanderbilt University
Participants: The Role of Literature Education in the Age of Globalization: A Comparative Case Study Between Singapore and New York City. Suzanne S. Choo, Teachers College, Columbia University
Perceptions of Change Among Educators: Singapore Versus International. Lee Huan Lim, Nanyang Technological University, Singapore; Guat Tin Low, Nanyang Technological University

Understanding Student and Faculty Attitudes Toward Internationalization: A Case Study of Florida International University. Mohammed K. Farouk, Florida International University; Flavia E. Isaja, Florida International University.

Heritage Students Reconciling Dual Identity and Dual Marginality in the United States and Abroad. Milti D. Makedos, University of California - Los Angeles; Amy Quon, University of California - Los Angeles.

62.077-13. Listening to Queer Voices. SIG-Queer Studies; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 10:35 am to 12:05 pm
Chair: Anna V. Wilson, Chapman University
Participants: Rhizomatic Archeology of “Lesbian” Identity. Anna V. Wilson, Chapman University
Attraction-Based Differences in Social Ties Among Rural Adolescents. Christopher Stapel, University of Kentucky
LGBTQ Cultural Awareness Training Needs of Students at a Graduate School of Education and Counseling. Barbara Jean A. Douglas, University of Rochester; Amy L. Shema, University of Rochester.

62.077-14. Literacy Activities for Early Childhood. SIG-Early Education and Child Development; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 10:35 am to 12:05 pm
Chair: Barbara A. Bradley, The University of Kansas
Participants: Evaluating Which Classroom and Student Variables Are Predictive of Children’s Early Language and Literacy Outcomes. Lydia Janeva Carlis, University of Maryland - College Park
Growth in Early Academic Skills Among Preschoolers: Emerging Gaps. Thomas D. Snyder, National Center for Education Statistics
Parent-Child Read Alouds and Mealtime Conversations: Implications for Children’s Language and Literacy Development. Alexandra Claire Rossmeier, Michigan State University
Preschoolers as Writers: Ownership, Voice, and Revision During Classroom Writing Activity. Kelly A. King, University of Massachusetts - Lowell
Profiles of Quality for Early Reading and Writing Supports in Head Start Classrooms. Patrick Michael O’Leary, Purdue University; Douglas R. Powell, Purdue University; Karen E. Diamond, Purdue University.

62.077-15. Teacher Education and Elementary Social Studies. SIG-Research in Social Studies Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 10:35 am to 12:05 pm
Chair: Deborah L. Moroski, Auburn University
Participants: Integrative Instruction for Elementary Social Studies: Learning From an Expert and a Novice Teacher. Michelle Baum, Texas Christian University; Sherry L. Field, University of Texas - Austin
Preparing Preservice Elementary Teachers to Teach About Financial Literacy: Toward a Broader Conception. Thomas A. Lucey, Illinois State University
America the Great: The Underlying Message of Ruggi’s Elementary Social Studies Textbooks. Mark Kiziling, Michigan State University.

62.078. Roundtable Session 42; Roundtable Session Sheraton, Fifth Level, Grand Ballroom E 10:35 am to 12:05 pm
Chair: Amy J. Fann, University of North Texas
Participants: Colonial Education and Hybrid Indigenous Identities in Meso-America and the American Southwest. Bernardo P. Gallegos, National University
Female P’urhépecha Youth Empowerment Through the Deconstruction of Identity. Jocelyn Vargas

62.078-2. Workplace Learning Roundtable 2. SIG-Workplace Learning; Roundtable Session Sheraton, Fifth Level, Grand Ballroom E 10:35 am to 12:05 pm
Chair: Shahnron Williams Van Rooij, George Mason University
Participants: Exploring the Workplace Learning Needs of Faculty From the Human Resources Management Lens. Erin Trudo LeGrand, North Carolina State University; Tara K. Shollenberger, North Carolina State University; James E. Bartlett, North Carolina State University
Design, Implementation, and Effectiveness of Competence-Based Workplace Learning in East Africa. Martin Mulder, Wageningen University
The Role of Affinity Groups in Organizational Diversity. Wendy M. Green, University of Pennsylvania
Reported Coping Skills of Workplace Bullying. Michelle Elizabeth Bartlett, University of Louisville; James E. Bartlett, North Carolina State University.

62.078-3. Lessons From Managing Diversity; (Re)Visioning Equity on College Campuses. Division J - Postsecondary Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom E 10:35 am to 12:05 pm
Chair: Jerlando F.L. Jackson, University of Wisconsin - Madison
Participants: New Perspectives on the Diversity Concept. Rebecca Ropers-Huilman, University of Minnesota; Kathryn A.E. Eke, University of Minnesota; Roland W. Mitchell, Louisiana State University; Kirsten T. Edwards, Louisiana State University; Samuel D. Musee, University of Massachusetts - Boston; Frank Harris, III, San Diego State University
Identity Politics on College Campuses. Penny A. Pasque, University of Oklahoma; Fred Arthur Bonner, Texas A&M University - College Station; Chance W. Lewis, Texas A&M University - College Station; Terrell Lamont Strayhorn, The Ohio State University; T. Elon Dancy, University of Oklahoma (In)Equities in College Contexts. Sharon LaVonne Fries-Britt, University of Maryland; Robert Terry Palmer, Binghamton University - SUNY; Lorenzo DuBois Baber, University of Illinois; Marybeth Gason, University of Pennsylvania; Lemuel W. Watson, Northern Illinois University.

62.078-4. Dewey and Perspectives on Contemporary Educational Issues. SIG-Dewey Studies; Roundtable Session Sheraton, Fifth Level, Grand Ballroom E 10:35 am to 12:05 pm
Chair: Lynda Stone, University of North Carolina - Chapel Hill
Participants: Assessment as Conversation. Rob McEntarffer, Lincoln Public Schools
Democracy, Capitalism, and Education: Reconsidering Dewey’s Failure to Address Economic Life in His Educational Writings. Nakia S. Pope, Winthrop University; Kurt Stenhagen, Virginia Commonwealth University
Fidelity in Public Education Policy: Reclaiming the Deweyan Dream. Ruthanne Karth-Schau, Macalaster College
That Which Has Been Bequeathed to Us: Stories in Educational Histories. Theodore Christou, University of New Brunswick.

62.078-5. Assessment in Science. SIG-Science Teaching and Learning; Roundtable Session Sheraton, Fifth Level, Grand Ballroom E 10:35 am to 12:05 pm
Chair: Monique Poldberg, University of Nebraska
Participants: Can a Life Science Standard Be Assessed Through Art and Writing? Monique Poldberg, University of Nebraska; Nancy Lee Andrejezczak, University of California - Irvine; Gay Trainin, University of Nebraska - Lincoln
Knowledge Outcomes Versus Inquiry Process: The Gap Between New Goal and Old Habit. Ajifong Kim, University of Victoria; Aiik Ling Tan, National Institute of Education, Singapore; Frederick Talana, National Institute of Education Laboratory Instructional Practices Inventory (LIP): A Tool for Assessing the Transformation of Undergraduate Laboratory Instruction. Troy D. Sadler,
62.079. Poster Session 14; Poster Session

62.079-1. Posters From Division D Section Three: Qualitative Research Methods. Division D - Research and Methodology Cosponsored by SIG-Qualitative Research; Poster Session Sheraton, Fifth Level, Grand Ballroom C 10:35 am to 12:05 pm Posters:

1. Impact of Panelist Characteristics on Setting Cutoff Scores During the First Round of a Mock Standard Setting Study. Megan E. Walsh, University of Connecticut; Rohini Sen, University of Connecticut

2. The Elements of Data Impact Model: Using a Knowledge Mobilization Framework to Examine Teachers’ Engagement With Large-Scale Assessment Data as a Means to Enhance Student Learning. Melissa D. Hill, Lakehead University

3. The Outcome Space of the Open-Ended Possible Selfs Questionnaire. Jieun Lee, Arizona State University; Jennifer E. Husman, Arizona State University; Cecelia D. Moe, Arizona State University; Kimberly A. Scott, Arizona State University

4. Focus on Fieldnotes: From Data Collection to Analysis. Zoe Corwin, University of Southern California, Ranスキル Fl. Clemens, University of Southern California

62.079-2. Poster Session: Second and World Languages Teaching and Learning. SIG-Language Teaching; Poster Session Sheraton, Fifth Level, Grand Ballroom C 10:35 am to 12:05 pm Posters:

5. Integrating Wiki Technology and Peer Review Into English Writing Courses. Shu Ching Yang, Nanyang Sun Jat-sen University; Lin Wen Chau, Wenzao College of Languages

6. A STARTALK Mandarin Program: Model for Intensive Language Program. Xiaoqiu Xu, Stanford University; Amado M. Paulilla, Stanford University; Duarte M. Silva, Stanford University

7. The Impact of Self-Regulatory Strategies on Reading, Oral Language Proficiency, and Reader Self-Perception of English Language Learners. Virginia M. Russell, Molloy College

8. Reading as Social Action in the English-as-a-Second-Language (ESL) Classroom. Fernando Naiditch, Montclair State University

9. Examining the Affective and Instructional Effects of Raising Adult English Language Learners’ Morphological Awareness. Jacqueline S. Craven

10. “For Them It’s Sink or Swim”: Researching the School Experiences of Refugee English Language Learners With Interrupted Formal Education. Liv Thorstensson Davila, University of North Carolina - Charlotte


62.079-3. Exploring the Classroom Climate. SIG-School Community, Climate, and Culture; Poster Session Sheraton, Fifth Level, Grand Ballroom C 10:35 am to 12:05 pm Poster:

12. Exploring the Climate of Classrooms and Other School Micro-Contexts in Colombia. Maria D. LaRusso, New York University; Gabriel Gomez, Universidad Javeriana; Jesus Fiesco, La Universidad Nacional de Colombia

62.079-4. Emerging Multicultural Counseling Issues in Education. Division E - Counseling and Human Development; Poster Session Sheraton, Fifth Level, Grand Ballroom C 10:35 am to 12:05 pm Posters:

13. African American Students in Counselor Education Programs: Perceptions of Their Experiences. Malik S. Henfield, University of Iowa; Delilah Owens, Wayne State University; Sheila Witherspoon, Monmouth University

14. Gender Differences in Measuring Self-Esteem: Comparing Differential Item Functioning and Structural Equation Modeling Analyses. Clay S. Johnson, University of Arkansas; Wallace D. Gitchel, West Virginia University; Wen-Juo Lo, University of Arkansas

15. In Pursuit of Opportunity: The Role of Support in Empowerment of Community College Students With Disability. Kathryn I. Scorgie, Azusa Pacific University; Lori Kildal, Victor Valley Community College

16. Multicultural Counseling: The Role of Emotional Intelligence and Racial Identity. Sachin Jain, University of Idaho

17. Predicting Condolence Negotiation Efficacy Vis-à-Vis Low Socioeconomic Status Adolescents Perceived Peer Norm and Personal Evaluation of Condolence Use. Charlie Ohnogu Onohwuo, The Ohio State University; Eric M. Andersen, The Ohio State University; DELeon Lavran Gray, The Ohio State University; Yujin Chang, The Ohio State University

18. Sexual Orientation Topics in U.S. School Counselor Programs: How Broad the Imagination? Todd Jennings, California State University - San Bernardino

19. Supporting Adoptees and Their Families: The Availability and Effectiveness of Educational and Therapeutic Services. Patricia G. Ramsey, Mount Holyoke College; Doris Bergen, Miami University


21. The Relationships Among Active Coping, Secure Attachment, and Trait Resilience in Three Culturally Different Samples. Ming-Hui Li, St. John’s University

22. Assessing the Psychometric Properties of the Counseling Competencies Scale. Jacqueline Melissa Swank, The University of Alabama - Birmingham; Edward Hamilton Robinson, University of Central Florida; Stephen A. Sivo, University of Central Florida; Glenn Lambie, University of Central Florida; E. Lea Witta, University of Central Florida; Grant Hayes, University of Central Florida

62.079-5. School Climate, Organizational Structures, and Contextual Factors Impacting Mentoring. Division K - Teaching and Teacher Education; Poster Session Sheraton, Fifth Level, Grand Ballroom C 10:35 am to 12:05 pm Posters:

23. How Nonclassroom Work Roles Affect the Commitment of Middle School Mathematics and Science Teachers. Peter A. Youngs, Michigan State University; Ben Pogodzinski, Wayne State University; Hyun-Seung Kwak, Michigan State University

24. Improving New Teacher Effectiveness: An Analysis of Collective Teacher Knowledge and Possible Contextual Effects. Anna C. Gersh, Wayne State University; Benjamin Kelcey, Wayne State University

25. Small Successes and Big Challenges: Professional Development at a “Failed” School. Michelle Pierce, Salem State College; Francesca Kazan Pomerantz, Salem State College

26. Teacher Turnover in New York City Middle Schools: The Role of Schools’ Organizational Characteristics. William Henry Marinell, Research Alliance for New York City Schools; Rachel Cole, New York University

27. Charter Schools: Are They an Appropriate Place for New Teacher Employment? Ruth A. Sandlin, California State University - San Bernardino; Iris M. Riggs, California State University - San Bernardino; Marita L. Mahoney, California State University - San Bernardino

28. Committed to Teaching: Predictors of Short- and Long-Term Commitment to Teaching. Michelle Marie Mason, Troy University; Jason T. Siegel, The University of Arizona; Dabney Hunter McKenzie, Troy University

29. The Role of School Context in Advancing Teacher Change in the Year Following Science Professional Development. Dina Drits, University of Utah; Louisa Anne Stark, University of Utah


31. What Organizational Support Promotes Effective Professional Development? Motoko Akiba, University of Missouri - Columbia

32. Effective Interventions for Professional Development of Teachers: A Review Study. Klaus Van Veen, University of Leiden; Rosanne Cathelijne Zwart, University of Amsterdam; Jacobien Meirink, Leiden University

33. Tailoring Professional Development to Foster Research-Based Instructional Practice in Urban Schools. Tammy Ohberg De La Garza, Roosevelt University

34. Investigating Feedback Among Teachers: Focusing on Observed and Perceived Feedback. Marike Thurlings, Open University of the Netherlands; Theo Bastiaens, Fern University in Hagen; Sjef Stijnen, Open University of...
Division C - Learning and Instruction; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
10:35 am to 12:05 pm

62.001. AERA Affirmative Action Council: Open Meeting. AERA Governance;
Sheraton, Third Level, Napoleon Ballroom C1
12:25 pm to 1:55 pm
Chair: James Earl Davis, Temple University

62.002. SIG Leadership Orientation: Session 3. AERA Governance; Governance Session
Sheraton, Second Level, Rhythms Ballroom III
12:25 pm to 1:55 pm
Chair: Sharon H. Ulano, California State University - Los Angeles

62.003. AERA Books Editorial Board: Closed Meeting. AERA Governance; Governance Session
New Orleans Marriott, Fourth Level, Regent
12:25 pm to 1:55 pm
Chair: Cherry A. Banks, University of Washington - Bothell

Presidential Sessions

63.010. Powerful Ideas: A Conversation With Researchers and Community Organizers Working Together to Enhance the Public Good. Presidential Session; Invited Session
Sheraton, Third Level, Napoleon Ballroom B3
12:25 pm to 1:55 pm
Chair: John S. Rogers, University of California - Los Angeles
Participants: Mark R. Warren, Harvard University; Lauren Wells, New York University; Pauline Lipman, University of Illinois - Chicago; Jitu Brown, KOCO/VOYCE; Maria Bremes, InnerCity Struggle
Discussant: Shawn A. Ginwright, San Francisco State University

Sheraton, Third Level, Napoleon Ballroom A2&A3
12:25 pm to 1:55 pm
Chair: Manuel Espinosa, University of Colorado - Denver
Speaker: Mike Rose, University of California - Los Angeles
Discussant: Patricia M. Mcdonough, University of California - Los Angeles

AERA Sessions

63.012. AERA Distinguished Contributions to Research in Education Award (2010) Address: P. David Pearson. AERA Sessions; Invited Session
Sheraton, Third Level, Napoleon Ballroom C3
12:25 pm to 1:55 pm
Chair: Robert L. Linn, University of Colorado - Boulder
Speaker: The Tortured History of Reading Comprehension Assessment: Are There Lessons From the Past? Is There Hope for the Future? Will We Ever Get It Right? P. David Pearson, University of California - Berkeley

the Netherlands; Marijn Vermeulen, Open University of the Netherlands.
35. Professional Development Practices of School-Based Instructional Coaches: A Naturalistic Inquiry. Jake Cornett, The University of Kansas; Susan Harvey, The University of Kansas; Michael J. Kennedy, The University of Kansas; Thomas Michael Sverrick, The University of Kansas; Jim Knight, Instructional Coaching Group & Kansas University Center for Research on Learning; Leslie Claire Novosel, The University of Kansas; Belinda Mitchell, The University of Kansas.
36. Culture and Context for Beginning Teachers: A Complex Canvas. Anne Moloney, University College - Dublin; Maureen Killeney, University College - Dublin; Marie Clynes, University College - Dublin; Marie Clarke, University College - Dublin.


48. Comparing Guided and Discovery Training in Technology Environments. Richard E. Clark, University of Southern California; Kenneth Yates, University of Southern California; Katie Moulton, University of Southern California; Sara Bubeha, University of Southern California.
50. iPad E-Reader Apps: How Effectively Do They Support Academic Work? Zhou Zhou, Teachers College, Columbia University; Ting Yuan, Teachers College, Columbia University; Hui Soo Chae, Teachers College, Columbia University; Joanna Agnitti, Teachers College, Columbia University.
51. Using Games as Research: Interactions Among Levels of Expertise, Task Difficulty, Perceived Self-Efficacy, and Mental Effort in Task Performance. Hsin Ning (Jessie) Ho, National Taiwan University.
63.013. Science Education and Building Science Skill in the Crucial Years of Children's Learning - International Perspectives Cosponsored by the World Education Research Association. AERA Sessions; Invited Session Sheraton, Third Level, Napoleon Ballroom C2
12:25 pm to 1:55 pm
Chair: James W. Pellegrino, University of Illinois - Chicago
Participants:
- Exploring Factors Affecting Grade VIII Students' Attainment in Science: The Issue of Medium of Instruction. Hafiz M. Iqbal, Pakistan Association for Research in Education
WISE: Science: Impacts of Online Inquiry Instruction Around the World. Marcia Lim, University of California - Berkeley
Discussant:
- Helen R. Quinn, Chair, Board on Science Education, National Research Council, and Stanford Linear Accelerator Center, Stanford University

63.014. The Canadian Deans Accord for Education Research and the Potential of Accords in Other Countries. AERA Sessions Cosponsored by Organization of Institutional Affiliates; Invited Session Sheraton, Third Level, Napoleon Ballroom B2
12:25 pm to 1:55 pm
Chair: Gerald E. Strope, American Educational Research Association
Speaker:
- Robert J. Tierney, Dean, Faculty of Education and Social Work, The University of Sydney
Discussants:
- Karen Symms Gallagher, Dean, Rossier School of Education, University of Southern California
- Douglas J. Palmer, Dean, Education & Human Development, Texas A&M University
- Jane Close Conoley, Gevirtz Graduate School of Education, University of California - Santa Barbara

63.015. Meet Journal Editors: Journal Talks 11. AERA Sessions; Invited Roundtable Sheraton, Fifth Level, Grand Ballroom A
12:25 pm to 1:55 pm
Participants:
- Vitae Scholasticae: The Journal of Educational Biography. Linda C. Morice, Southern Illinois University - Edwardsville; Laurel D. Pucher, Southern Illinois University - Edwardsville
- Journal of Educational and Behavioral Statistics. Sandip Sinharay, ETS; Matthew Scott Johnson, Teachers College, Columbia University
- Interdisciplinary Journal of Problem-based Learning. Peggy A. Ertmer, Purdue University; Michael M. Grant, The University of Memphis
- Journal of Educational Administration. A. Ross Thomas, University of Wollongong
- Oxford Review of Education. John Furlong, Oxford University
- Contemporary Issues in Early Childhood. Nicola J. Yelland, The Hong Kong Institute of Education; Susan J. Grieshaber, Queensland University of Technology
- Curriculum Inquiry. Dennis Thiessen, University of Toronto; Elizabeth Campbell, OISE/University of Toronto; Raben Gazzambe-Fernandez, OISE/University of Toronto
- Teaching and Curriculum Dialogue. David J. Flinders, Indiana University; P. Bruce Usher, University of Denver; Christy M. Morave, Regis University
- Irish Educational Studies. Ailin Leavy, Mary Immaculate College - University of Limerick
- Equity & Excellence in Education. Mauraime Adams, University of Massachusetts - Amherst; Elaine Whittlock, University of Massachusetts - Amherst
- Journal of Cases in Educational Leadership. Gerard R. Lopez, Indiana University; Richard Fossey, University of Houston

63.016. Meet Journal Editors: Journal Talks 12. AERA Sessions; Invited Roundtable Sheraton, Fifth Level, Grand Ballroom B
12:25 pm to 1:55 pm
Participants:
- Online Educational Research Journal. Peter B. Tymms, Durham University; Richard Remedios, Durham University
- Urban Education. Kofi Lomotey, Southern University; Kanithia Hills, Urban Education/Southern University
- eJournal of Education Policy. Rosemary Papa, Northern Arizona University; Shadow William Jon Armfield, Northern Arizona University
- The Teacher Educator. Gregory J. Marchant, Ball State University; Sharon E. Paulson, Ball State University
- Taboo: The Journal of Culture and Education. Mark Alidou Vicars, Victoria University; Shirley R. Steinberg, McGill University
- Journal of Early Childhood Teacher Education. J. Amos Hatch, University of Tennessee; Susan McLean Benner, University of Tennessee
- School Leadership & Management. Christopher James Chapman, University of Manchester

Committee Sessions

63.017. GSC Division C Fireside Chat: Taking Research to Scale With Paul Cobb. Graduate Student Council Cosponsored by Division C - Learning and Instruction; Fireside Chat Sheraton, Third Level, Napoleon Ballroom B1
12:25 pm to 1:55 pm
Chairs:
- Janice Hansen, University of California - Irvine
- Yin Wah B. Kreher, Syracuse University
Participants:
- Paul A. Cobb, Vanderbilt University

63.018. Race and Gender Matter: Achievement Processes Among African American Adolescents. Committee on Scholars of Color in Education; Paper Session Sheraton, Third Level, Napoleon Ballroom B1
12:25 pm to 1:55 pm
Chair:
- Tanbye Maria Chamous, University of Michigan
Participants:
- African American Female Identity and Achievement in Context: The Influence of Familial Socialization and Involvement. Lashanonda A. Lindsay-Dennis, Paine College; Miles Anthony Irving, Georgia State University
- Embracing the Imagination and Reality of Urban Youth Culture in the Context of Education. Yolanda Seale-Suarez, Teachers College, Columbia University
- Reversing the "Bad Boy" Disciplinary Image of African American Males in Urban K-12 Classrooms. Bettie Ray Butler, Texas A&M University; Chance W. Lewis, Texas A&M University - College Station; James L. Moore, The Ohio State University; Malcolm Earl Scott, Colorado State University

63.019. Teachers’ Sensitiveness, Attitudes, Preparedness, and Practices in Regarding Student Diversity. International Relations Committee; Working Group Roundtable New Orleans Marriott, Fourth Level, Balconies IJ
12:25 pm to 1:55 pm
Chair:
- Elizabeth Kozleski, Arizona State University
Participants:
- Teachers’ Sensitiveness, Attitudes, Preparedness, and Practices in Regarding Student Diversity. Cristina M. Cardona, University of Alicante; Esther Chiner-Suné, University of Alicante; Cristina Miralles, University of Wisconsin - Madison
- Teachers’ Sensitiveness, Attitudes, Preparedness, and Practices in Regarding Student Diversity. Cristina M. Cardona, University of Alicante; Esther Chiner-Suné, University of Alicante; Cristina Miralles, University of Wisconsin - Madison
- Teachers’ Sensitiveness, Attitudes, Preparedness, and Practices in Regarding Student Diversity. Cristina M. Cardona, University of Alicante; Esther Chiner-Suné, University of Alicante; Cristina Miralles, University of Wisconsin - Madison
Discussant:
- Lani Florian, University of Aberdeen

International Organization Sessions

63.020. New Perspectives on Educational Leadership. British Educational Leadership, Management, and Administration Society; Invited Session Sheraton, Third Level, Napoleon Ballroom D
12:25 pm to 1:55 pm
Chair:
- Autumn Tooms, Kent State University
Division Sessions

63.021. Creating a Critical Civics Curriculum: Lessons From the Field, Division B - Curriculum Studies; Demonstration/Performance
Astor Crowne Plaza, Second Level, Astor Ballroom I
12:25 pm to 1:55 pm
Chair: Nicole Mirra, University of California - Los Angeles
Participants:
Redefining the Public Sphere: Empowering Youth of Color Through the Practice of Citizenship. Nicole Mirra, University of California - Los Angeles
Content and Practice: Promoting Critical Civic Development in Youth Community-Based Activism. Jesse Moya, University of California - Los Angeles
Get Free or Die Trying: Moving Beyond Standards Toward Intellectualism, Civic Agency, and Activism. Laurence A. Tan, 122nd Street Elementary School, Los Angeles
Our Knowledge, Our Lives: Student and Teachers Co-constructing a Critical Civic Curriculum Through the University of California, Los Angeles Summer Seminar. Ebony Cheirue Cun, University of California - Los Angeles
Discussant: Ernest D. Morrell, University of California - Los Angeles

63.022. Curriculum in Vulnerable Times: International Perspectives, Division B - Curriculum Studies; Symposium
Astor Crowne Plaza, Second Level, Astor Ballroom III
12:25 pm to 1:55 pm
Chair: Madeleine Grumet, University of North Carolina - Chapel Hill
Participants:
Curriculum in Today’s World: Configuring Knowledge, Identities, Work, and Polities. Lyn Yates, University of Melbourne; Madeleine Grumet, University of North Carolina - Chapel Hill
Curriculum Polices in Brazil: The Citizenship Discourse. Elizabeth F. Macedo, State University of Rio de Janeiro
Configuration of Knowledge, Identity, and Politics Through the Current History Curriculum in Israel. Yael Neva, Tel Aviv University
Making Nothing Happen: Affective Life After Audit. Peter M. Taubman, Brooklyn College - CUNY
The Challenges of Writing “First Draft History”: The Evolution of the 9/11 Attacks and Their Aftermath in School Textbooks in the United States. Jeremy D. Stockard, College of William and Mary; Diana E. Hess, University of Wisconsin - Madison
Discussant: Megan Boler, University of Toronto

63.023. Textual Explorations of the Methodologist’s Inner World, Division B - Curriculum Studies; Paper Session
Astor Crowne Plaza, Second Level, Astor Ballroom II
12:25 pm to 1:55 pm
Chair: Isabel Nunez, Concordia University - Chicago
Participants:
Challenging Normative Narratives: Close Writing as a Methodology. Rebecca J. Luce-Kapler, Queen’s University; Dennis J. Sumara, University of Calgary;
Lisa Alice Mitchell, Queen’s University; Angela Pyle, Queen’s University;
Marcea Ingersoll, Queen’s University
Lessons of Our Own: Intimate Research in Education. Crystal T. Laura, University of Illinois - Chicago
Testimonio as a Research Tool to Express Critical Resistance. Jeanne Pearman
Discussant: Jennifer L. Deets, Independent Scholar

63.024. Let Us Talk: Examine the Relationships Between Classroom Discourse, Vocabulary, and Reading Outcomes, Division C - Learning and Instruction; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 7
12:25 pm to 1:55 pm
Chair: Joshua Fahey Lawrence, Harvard University
Participants:
Does Teacher Talk and Peer Talk in Preschool Have a Long-Term Effect on Immigrant Children’s Second Language (L2) Vocabulary Development? Veslem Rydland, University of Oslo; Vibeke G. Aukrust, University of Oslo;
Joshua Fahey Lawrence, Harvard University
Are You With Me? Classroom Discourse, Teacher Questions, and Student Vocabulary Development. Catherine J. Michener, Boston College; Minoru Nagahara, Boston College; Christina Pavlik, Boston College; Patrick Proctor, Boston College; Rebecca Dufes Silverman, University of Maryland - College Park
Examining Teachers’ Talk During Vocabulary Instruction. Evelyn Ford-Coppens, Boston University; Catherine O’Connor, Boston College; Catherine Stone, Harvard University; Jeanne R. Paratore, Boston University
Discussion as a Motivating Context for Content Reading. Brian William Miller, University of Illinois - Urbana-Champaign; Richard C. Anderson, University of Illinois - Urbana-Champaign
Discussant: Annemarie S. Palincsar, University of Michigan

63.025. Merging Human Creativity and the Power of Technology: Computational Thinking in the K-12 Classroom, Division C - Learning and Instruction; Symposium
Hotel Monteleone, Mezzanine Level, Orleans
12:25 pm to 1:55 pm
Chair: Alexander Repenning, University of Colorado - Boulder
Participants:
Computational Thinking Patterns. Andri Ioannidou, AgentSheets, Inc.; Vicki Elisabeth Bennett, Colorado University - Boulder; Kyuban Koh, University of Colorado - Boulder; Ashok Ram Basavapatna, University of Colorado - Boulder
Teachers’ Conceptions of Computational Thinking: The Impact of Integrative Design-Based Reform-Oriented Educational Approach for Motivating Students (iDREAMS) on Teachers’ Articulation of CT and Related Reasoning. David C. Webb, University of Colorado - Boulder; Heather MacGillivray, Jefferson County Public Schools
Measuring Computational Thinking in Middle School Using Game Programming. Jill Denner, Education, Training, and Research Associates; Linda L. Werner, University of California - Santa Cruz
Was that Computational Thinking? Assessing Computational Thinking Patterns Through Video-Based Prompts. Krista Sekeres Marshall, University of Colorado - Boulder
Discussant: Irene Lee, Santa Fe Institute

63.026. What Educational Psychologists and Learning Scientists Can Learn From Each Other: A Dialogue, Division C - Learning and Instruction; Invited Session
Hotel Monteleone, Ground Level, Royal Ballroom
12:25 pm to 1:55 pm
Chair: Gale M. Sinatra, University of Nevada - Las Vegas
Participants:
Patricia A. Alexander, University of Maryland
Clark A. Chinn, Rutgers University
Susan R. Goldman, University of Illinois - Chicago
Cindy E. Hmelo-Silver, Rutgers University
Gregg Solomon, National Science Foundation
63.027. Division D Mentoring Luncheon for New Professionals. Division D - Measurement and Research Methodology; Mentoring Session Doubletree, 16th Level, International Ballroom 12:25 pm to 1:55 pm

63.028. Mexican Americans and School Segregation in California, 1903-1943. Division F - History and Historiography Co-sponsored by SIG-Hispanic Research Issues; Symposium Sheraton, Fifth Level, Grand Couteau 12:25 pm to 1:55 pm

Chair: Veronica Nelly Velez, University of California - Los Angeles
Participants: Only “A Few of the Brightest, Cleanest Mexican Children”: Uncovering Intentional Segregation in Oxnard School Board Minutes. David Gumaro Garcia, University of California - Los Angeles “In Ventura County, Mexican Americans Are Discriminated in Every Possible Way”: Documenting a Continuum of Resistance From the Fields to the Classroom. Frank Barajas, California State University - Channel Islands Recovering Testimonies of Trauma and Resistance: A Critical Race Theory Analysis of Oxnard’s Early Educational History. Tara J. Yosso, University of California - Santa Barbara
Discussant: Ruben Donato, University of Colorado - Boulder


Chair: Julia Maria Aguirre, University of Washington - Tacoma
Participants: Teachers and Researchers Adapting Instruction for Latina/o Students: A Collaborative Model for Professional Development. Laura McLeman, University of Michigan - Flint; Jose Maria Menendez, Radford University Equity Issues in Mathematics: Researchers’ and Bilingual Teachers’ Collaborative Professional Development. Sylvia Celedon-Pattichis, University of New Mexico; Sandra F. Musante, University of New Mexico; Mary Elisabeth Marshall, University of New Mexico Making Mathematical Thinking, Language, and Culture Explicit in Mathematics Instruction: An Innovative Lesson Analysis Tool. Julia Maria Aguirre, University of Washington - Tacoma; Maria del Rosario Zavala, University of Washington

63.030. COMPU GIRLS: Culturally Relevant Computing for Girls of Color. Division G - Social Context of Education; Symposium New Orleans Marriott, Second Level, La Galerie 3 12:25 pm to 1:55 pm

Chair: Margaret A. Eisenhart, University of Colorado - Boulder
Discussant: James Paul Gee, Arizona State University

63.031. Division G Early Career Mentoring Luncheon. Division G - Social Context of Education; Mentoring Session New Orleans Marriott, Fourth Level, Balcony L 12:25 pm to 1:55 pm

Chair: Nailah Suad Nasir, University of California - Berkeley
Participants: Lisa Garcia Bedolla, University of California - Berkeley John B. Diamond, Harvard University David Gillborn, Institute of Education - London Carl A. Grant, University of Wisconsin - Madison Louis Harrison, University of Texas - Austin Tyrone C. Howard, University of California - Los Angeles Jerome E. Morris, University of Georgia Pedro A. Noguera, New York University

63.032. Postsecondary Experiences for Ethnic Minorities: Examining Race, Class, and Gender. Division G - Social Context of Education; Paper Session New Orleans Marriott, Second Level, La Galerie 4 12:25 pm to 1:55 pm

Chair: Robin L. Hughes, Indiana University - Indianapolis
Discussant: Richard A. Diem, University of Texas - San Antonio

63.033. The Scholarship of Writing for Publication Workshop. Division I - Education in the Professions; Invited Session JW Marriott, Third Level, Conde 12:25 pm to 1:55 pm

Participants: Ara Tekian, University of Illinois - Chicago M Brownell Anderson, Association of American Medical Colleges

63.034. Exploring Theoretical Developments in Persistence for College Students of Color. Division J - Postsecondary Education; Paper Session JW Marriott, Third Level, Conde 12:25 pm to 1:55 pm

Chair: Hugo Alberto Garcia, Claremont Graduate University
Discussant: Julie Jinwon Park, Miami University

63.035. National Organizations and Policy Impact. Division J - Postsecondary Education; Paper Session JW Marriott, Third Level, Maurepas 12:25 pm to 1:55 pm

Chair: Joseph Radding, California Department of Education
Discussant: Diane R. Dean, Illinois State University
63.036. Pathways of Success for Students of Color. Division J - Postsecondary Education; Paper Session
JW Marriott, Third Level, Frontenac
12:25 pm to 1:55 pm
Chair: Angela M. Locks, California State University - Long Beach
Participants:
Beyond Conventional Wisdom: African American Students Discuss Sources of Support for College Preparation and Success. Nicole E. Holland, Northeastern Illinois University
Voices of Success: Understanding the Factors That Shaped the P-20 Trajectories of Academically Successful Latinas/os. Daisy Denise Alfaro, University of Washington
An Explanatory Model of Southeast Asian American College Student Success: A Grounded Theory Analysis. Samuel D. Museus, University of Massachusetts - Boston; Dina C. Marumba, Binghamton University - SUNY; Robert Terry Palmer, Binghamton University - SUNY; Andy Reyes, University of Massachusetts - Boston; Kate Bresonis, University of Massachusetts - Boston
The Counternarratives of Midwest Latino Male Graduate and Professional Students. Adrian H. Huerta, University of Southern California; Kristan M. Venegas, University of Southern California
Discussant: Luis Porjuan, University of Florida

63.037. Re-Visioning the Relationship Between Public Policy and Qualitative Research: Perspectives From the Field. Division J - Postsecondary Education; Symposium
JW Marriott, Third Level, Ile de France I
12:25 pm to 1:55 pm
Chair: William G. Tierney, University of Southern California
Participants:
All Policy Is Local: Developing Tools to Help K-12 Practitioners Use Research to Influence Practice. Amanda L. Datnow, University of California - San Diego; Alan J. Daly, University of California - San Diego
Policy From Prose: The Perfect Adequacy of Policy Formulation From Qualitative Research. Yvonna S. Lincoln, Texas A&M University - College Station
Tools of State: How Qualitative Research Can Inform Policy Decisions in Higher Education. Edward P. St. John, University of Michigan
Qualitative Research and Public Policy: The Challenges of Relevance and Trustworthiness. William G. Tierney, University of Southern California; Randall F. Clemens, University of Southern California
Discussant: Laura W. Perna, University of Pennsylvania

63.038. Critical Service Learning for Social Justice in PK-12 and Teacher Education Classrooms. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 8
12:25 pm to 1:55 pm
Chairs: Bradley J. Porfilio, Lewis University
Heather Hickman, Lewis University
Participants:
The Humanity of Teaching and Learning: Scenarios of a Pedagogy of Compassion, Community, and Change. Diana Feige, Adelphi University; Maureen Connolly, Mineola High School; Michael Furey, Mineola High School
The Equity Leadership Project: Preparing Socially Inclusive Educators. Christopher DeLuca, University of South Florida; Meghan L. DeLagran, Queen's University; Eric Ferguson, Queen's University; Stephanie Ho, Queen's University
Helping Teacher Candidates Develop a Critical Perspective in a Foundations Course: A Freirian Look at How Teacher Candidates Interpret Their Service-Learning Experience. C. Lynne Hannah, Shepherd University; Barri E. Tinkler, The University of Vermont; Elizabeth Miller, Independent Scholar
Living in Riverhill: A Postcritical Challenge to the Production of a Neoliberal Success Story. Allison Daniel Anders, University of Tennessee - Knoxville; Jessica Nina Lester, University of Tennessee
Critical Openings and Possibilities: Navigating Challenges for Change. Steven Hart, California State University - Fresno
Discussant: Julie Gorlewski, SUNY - College at New Paltz

63.039. Culturally Responsive Teaching in Special Education: Missed Opportunities or Limitations? Division K - Teaching and Teacher Education; Invited Session
New Orleans Marriott, Second Level, Preservation Hall Studio 3
12:25 pm to 1:55 pm
Chair: Mary Theresa Grasetti, Framingham State University
Participants:
Culturally Responsive Teaching in Special Education: Missed Opportunities or Limitations? Monika Williams Shaoley, University of Missouri - Kansas City
Discussant: Patricia M. McHatton, University of South Florida

63.040. Learning From Beginning Teachers' Practices. Division K - Teaching and Teacher Education; Paper Session
New Orleans Marriott, Second Level, La Galerie 1
12:25 pm to 1:55 pm
Chair: Sarah A. Robert, University at Buffalo - SUNY
Participants:
The Reproduction of Emotionally Valenced Interaction Rituals in a New Teacher's Classroom. Stephen M. Ritchie, Queensland University of Technology; Kenneth G. Tobin, The Graduate Center - CUNY; Peter Hudson, Queensland University of Technology; Wolf-Michael Roth, University of Victoria
The "Polaroid" Effect: Developing Images From Teacher Research After the Coursework Is Over. Alan D. Amietz, The College of New Jersey; Tabitha Dell'Angelo, The College of New Jersey
Leading by Default: Teachers Learning Leadership on the Clock. Catherine Pendleton Hart, University of North Carolina - Chapel Hill; Jocelyn A. Glazer, University of North Carolina - Chapel Hill
An Exploratory Study to Unpack the Nature of Teachers' Everyday Innovation. Marie Bienkowski, SRI International; Nicole Shechtman, SRI International; Jennifer Knudson, SRI International; Julie Remold, SRI International
Forging a Viable Approach to Teaching During the First 6 Years: A Longitudinal Study of 22 Elementary Teachers. Cline M. Beck, OISE/University of Toronto; Clare Kosnik, University of Toronto; Rosanne B. Brown, Peel District School Board; Kirsten Tenebaum, University of Toronto; Yoia Cleovoulou, OISE/University of Toronto; Monica Eileen McGlynn-Stewart, University of Toronto; Shelley Murphy, OISE/University of Toronto

63.041. New Teacher Induction and the Public Good: Sustaining Professional Commitments in Urban Schools. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, La Galerie 2
12:25 pm to 1:55 pm
Chair: Colette Rabin, San José State University
Participants:
Attending to the Specifics of Setting: A “Context-Specific” Model of Induction. Kavita Kapadia, University of Chicago; Karen M. Hammerness, Bard College
Supporting Teacher Learning About Student Learning: Helping New Teachers Develop Their Inquiry Stance. Anna E. Richert, Mills College; Claire G. Bove, Mills College; Carrie Kate Wilson, Mills College
Induction and Mentoring of New Teachers of Color in Urban Schools: Sustaining Cultural/Professional Commitments. Betty Achinstein, University of California - Santa Cruz
Supporting Hopes and Dreams: Mentoring Teachers as They Formulate Their Professional Identities. Kate Kinney Grossman, Philadelphia Area New Teacher Network
Discussant: Kathy Schultz, Mills College

63.042. Visionary Teaching in Real-World Schools. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, La Galerie 5
12:25 pm to 1:55 pm

Chairs:
Christine E. Sleet, California State University - Monterey Bay
Catherine Cornbleth, University at Buffalo - SUNY

Participants:
Hey, the Teacher Said He’s a Racist! Mike Roberts, Oasis Charter Public School
Teaching Thematically in a Standards Context. Katharine Richman, Fremont Elementary School
Navigating Through Pressures to Reach High Academic Standards and Achievement. Juanita Perea, California State University - Monterey Bay
Community Engagement Inside and Outside the Classroom. Gina Elizabeth Rodriguez, Pajaro Valley Unified School District
The Power of Networking: Teachers Advocating for Change. Lucinda Pease Alvarez, University of California - Santa Cruz; Teri Marchese, University of California - Santa Cruz

63.043. Lots of Sticks and Not Many Carrots: When Accountability Policies and Procedures Get Tough. Division L - Educational Policy and Politics; Paper Session
Sheraton, Fifth Level, Grand Chienier
12:25 pm to 1:55 pm
Chair:
Jane Clark Lindle, Clemson University

Participants:
Shining the Light: Student Subgroup Performance, School Reform Strategies, and the Relationships Between the Two. Michael Joseph Weiss, MDRC; Elliot H. Weinbaum, University of Pennsylvania
Do School Closings Affect Student Achievement? Evidence From Massachusetts. Lynne Sacks, Harvard University
Does Making a Test “High Stakes” Differentially Impact Student Performance by Race or Gender? Nicole Leigh Arshan, Stanford University; Sean F. Reardon, Stanford University
Making a Difference? Responses to Accountability Pressure and Their Effects on Achievement. Elliot H. Weinbaum, University of Pennsylvania; Michael Joseph Weiss, MDRC

Discussant:
Jennifer Goldstein, Baruch College - CUNY

63.044. New Developments in Classroom Measurement: Conceptual, Methodological, and Policy Implications. Division L - Educational Policy and Politics; Symposium
Sheraton, Fourth Level, Edgewood
12:25 pm to 1:55 pm
Chair:
Joan L. Herman, University of California - Los Angeles

Participants:
Approaches to Measuring Instruction “At-Scale”: Instructional Logs and Classroom Assignments. Richard James Correnti, University of Pittsburgh; Laura S. Hamilton, RAND Corporation; Lindsay Clare Matsumura, University of Pittsburgh
Measuring Quality Assessment in Science Classrooms Through Artifacts and Self-Report. Jose Felipe Martinez, University of California - Los Angeles; Hilda Borko, Stanford University; Brian Stecher, RAND Corporation; Rebecca Joan Cohen Lukin, University of California - Los Angeles; Matthew J. Kloser, Stanford University
Inside Teaching Effects: The Scalable Measurement of Teaching and Learning in Secondary Classrooms. Drew H. Gitomer, ETS; Courtney A. Bell, ETS
Measuring Instructional Quality Reliably and Cost-Effectively: Insights From the Development of the Mathematical Quality of Instruction Instrument. Charalambos Y. Charalambous, Harvard University; Matt Kroft, Harvard University; Heather C. Hill, Harvard University

Discussant:
Deborah Loewenberg Ball, University of Michigan

63.045. Teacher Supply and Turnover. Division L - Educational Policy and Politics; Paper Session
Sheraton, Fourth Level, Southdown
12:25 pm to 1:55 pm
Chair:
Julie R. Kochanek, Education Development Center

Participants:
Does State Mandating and Funding of New-Teacher Induction Programs Affect Turnover Among Young Teachers in K-12 Education? You You, Teachers College, Columbia University
How Is Teacher Turnover Related to Student Learning? Paul Hanuselmann, University of Wisconsin - Madison
The Correlates and Impacts of School-Level Teacher Undersupply. Vanessa Ann Keefer, Michigan State University
The Extent of Late Hiring and Its Relationship With Teacher Turnover: Evidence From Michigan. Nathan Jones, Northwestern University; Adam Maier, Michigan State University; Erin Grogan, Michigan State University

Discussant:
Judith L. Brooks-Buck, Virginia State University

SIG Sessions

63.046. David Teaches Goliath: How One Action Research Center Provokes University and Community Change. SIG-Action Research; Symposium
Doubletree, Second Level, Shadows
12:25 pm to 1:55 pm
Chair:
Mary L. Brydon-Miller, University of Cincinnati

Participants:
Widening the Circle: Action Research for Inclusive Education. Stephen D. Kroeger, University of Cincinnati; Chester H. Laine, University of Cincinnati; Mark Kohen, University of Cincinnati
Turning Practice Into Pedagogy: Teaching Action Research. Miriam B. Raider-Roth, University of Cincinnati; Mary L. Brydon-Miller, University of Cincinnati
Doctoral Students’ Emergent Understandings: The Organic Nature of Action Research. Vicki Sticha, Northern Kentucky University; Valerie Louis, University of Cincinnati; Sarah E. Hellmann, University of Cincinnati; Cathy Ramstetter, University of Cincinnati; Sarah Laman, University of Cincinnati; Angie Woods, University of Cincinnati; James A. Stallworth; Billy J. Hensley, National Endowment for Financial Education
In Research and Advocacy: A Community Resident Research Team Takes Action. LaShonda Gibson, Harmony Garden; Lisa Mills, Harmony Garden; Kathy Burkow, Harmony Garden; Mildred Patterson, Harmony Garden

Discussant:
Susan L. Lytle, University of Pennsylvania

63.047. Social and Artistic Imagining: Verbatim Theater Performance and Youth Engagement. SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Demonstration/Performance
Astor Crowne Plaza, Second Level Mezzanine, Toulouse B
12:25 pm to 1:55 pm
Chair:
Kathleen M. Gallagher, OISE/University of Toronto

Participant:
Social and Artistic Imagining: Verbatim Theater Performance and Youth Engagement. Kathleen M. Gallagher, OISE/University of Toronto; Anne Wessels, OISE/University of Toronto; Barcu Ntelioglou, OISE/University of Toronto

63.048. If Homeschooling Is So Good, Why Don’t More Educators Promote It? SIG-Associates for Research on Private Education; Symposium
Astor Crowne Plaza, Second Level Mezzanine, Iberville
12:25 pm to 1:55 pm
Chair:
Jason D. Baker, School of Education Regent University

Participants:
Homeschooling: Beneficial Learner and Societal Outcomes But Educators Do Not Promote It. Brian D. Ray, National Home Education Research Institute
Who, if Anyone, Should Promote Homeschooling? Charles L. Howell, Northern Illinois University
The Public School as Established Church and Homeschoolers as Dissenters. James C. Carper, University of South Carolina
Resistance to Home Education and the Culture of School-Based Education. Blane Despres, The University of British Columbia

Hotel Monteleone, Mezzanine Level, Bienville
12:25 pm to 1:55 pm
Chair:
Gustavo E. Fischman, Arizona State University
Participants: Education as a Scholarly Field: A Social Network Analysis of 2008 Journal Citation Trends. June Ahn, University of Maryland - College Park; Dominic J. Brewer, University of Southern California; Rodney K. Gooyear, University of Redlands

Educational Research Communication and Research Organization: International Research Arenas in a Scandinavian Welfare State Context. Michael Hansen, University of Gothenburg; Sverker Lindblad, University of Gothenburg


Using Video to Communicate Research: Describing and Assessing a Publishing Experiment. Jeffrey M. Frank, Teachers College, Columbia University; Erin Murphy, Teachers College

SIG-Constructivist Theory, Research, and Practice; Paper Session
Sheraton, Fourth Level, Bayside B
12:25 pm to 1:55 pm
Chair: Julie K. Horton, Argosy University
Participants: Impact of Language Stimulation Techniques on English Language Development of Head Start 3-Year-Old English-as-a-Second-Language (ESL) Students. Jannah Walters Neriens, Stephen F. Austin State University; Carolyn Davidson Abel, Stephen F. Austin State University; Hope Elisabeth Wilson, Stephen F. Austin State University

Canadian Children’s Prior Knowledge as Future Citizens: A Comparative Study in the Global Community. Otilia Chareka, Saint Xavier University

Impact of Inquiry-Based Learning on Academic Achievement of Middle School Mathematics Students. Christy Witt, Texas Tech University; Jonathan D. Ulmer, Texas Tech University; Tracy J. Kitchel, University of Missouri

Discussant: Kathy L. Schuh, University of Iowa

63.051. Advances in Cooperative Learning. SIG-Cooperative Learning: Theory, Research and Practice; Paper Session
Astor Crowne Plaza, Second Level Mezzanine, St. Ann
12:25 pm to 1:55 pm
Chair: Roger T. Johnson, University of Minnesota
Participants: Effect of Task and Goal Interdependence on Achievement, Cooperation, and Social Support Among Elementary Students. Andrea Bertucci, University of Cagliari; Caroline Luad Hilk, University of Minnesota; David W. Johnson, University of Minnesota; Roger T. Johnson, University of Minnesota

Using Peer Tutor-Mediated Metacognitive Strategy to Enhance Mathematics Attainment in Elementary Schools. Allen Thurston, University of York; Victoria Burns, Stirling Institute of Education; Keith J. Topping, University of Dundee

Effects of Synchronicity and Medium on Face-to-Face and Online Versions of Constructive Controversy. Andy Saltarelli, Michigan State University; Chris Glass, Michigan State University; Cary J. Roseth, Michigan State University

Investigating the Effects of Dyad Composition During Cooperative Learning Using the Actor-Partner Interdependence Model. Jeroen Janssen, Utrecht University; Gisbert Erkens, Utrecht University

The Organismic Social Cognitive Model: An Exploration of the Factors Influencing Student Learning and Performance. James C. Anderson II, University of Illinois

Discussant: Laurie Stevahn, Seattle University

SIG-Critical Educators for Social Justice; Symposium
Sheraton, Second Level, Rhythms Ballroom II
12:25 pm to 1:55 pm
Chair: Courtney Koester, The University of Arizona
Participants: Guilt, Gratitude, Empathy, and Engagement: Social Justice Education With Affluent Youth. Katy Swedwell, University of Wisconsin - Madison

Taking a Social and Political View of Mathematics in Content Courses for Preservice K-8 Teachers. Matthew Felton, The University of Arizona

Square Peg and Round Hole? A Conceptual Mapping of Social Justice Science Education. Alexandra Dimick, University of Wisconsin


Discussant: Wayne Au, University of Washington - Bothell

63.053. Teacher Educators: Using Critical Race Theory as a “Call to Context.”
SIG-Critical Examination of Race, Ethnicity, and Gender in Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 1
12:25 pm to 1:55 pm
Chair: Karen Schuster Webb, Alliant International University
Participants: Teacher Educators: Using Critical Race Theory as a “Call to Context.” Angela J. Cox, Georgetown College; Sherry W. Powers, Western Kentucky University; Tiffany Renee Wheeler, Transylvania University; Cassie F. Zipay, Western Kentucky University; Miriam Elizabeth Stroder, Western Kentucky University

Teacher Educators: Using Critical Race Theory as a “Call to Context.” Angela J. Cox, Georgetown College; Sherry W. Powers, Western Kentucky University; Tiffany Renee Wheeler, Transylvania University

Teacher Educators: Using Critical Race Theory as a “Call to Context.” Cassie F. Zipay, Western Kentucky University; Miriam Elizabeth Stroder, Western Kentucky University

Discussant: Deneese L. Jones, Longwood University

63.054. District Strategies in an Era of Fiscal Crises: Human Capital, Capacity-Building Partnerships, and Resource Allocation. SIG-Districts in Research and Reform; Paper Session
Sheraton, Fourth Level, Bayside C
12:25 pm to 1:55 pm
Chair: Steven M. Cantrell, Bill & Melinda Gates Foundation
Participants: Strategic Human Resource Management for Student Learning: A New Lens for Understanding Instructional Capacity in a School District. Heather LeAnn Mosley Lindhard, University of Missouri - Columbia; Jay P. Scribner, University of Missouri - Columbia; Mark A. Smylie, University of Illinois
Small City School Districts: Shedding Light on How They Sustain and Expand Capacity-Building Partnerships. Lawrence B. Bogess, Miami University

Documenting California’s K-12 Education System During the Fiscal Crisis: District Decision Making and Efficiency Under Severe Budget Cuts. Larisa S. Shambaugh, American Institutes for Research; Sami Kimitto, American Institutes for Research; Tom B. Parrish, American Institutes for Research

Discussant: Thomas L. Alsbury, North Carolina State University

63.055. Students and Communities Organizing for Social Justice in Arizona.
SIG-Grassroots Community & Youth Organizing for Education Reform; Symposium
Sheraton, Eighth Level, Salon 816
12:25 pm to 1:55 pm
Chair: Roberto De Cintli Rodríguez, The University of Arizona
Participants: Youth Participatory Action Research: Social Justice Epistemology or Research Inquiry. Augustine Francis Romero, Tucson Unified School District

Youth Participatory Action Research: Social Justice Education Project Graduates Discuss Organizing in Arizona. Julio Cammarota, The University of Arizona

Samos America and Puente in Greater Phoenix: Defending Migrant Workers, 2006 to 2010: HB 4437 and SB 1070. Manuel de Jesús Hernández-G, Arizona State University

Discussant: Michelle Tellez, Arizona State University

63.056. A Decade of Programme for International Student Assessment (PISA): Findings on the Achievement, Engagement, and Measurement of 15-Year-Olds’ Literacy. SIG-International Studies; Symposium
Sheraton, Fourth Level, Bayside C
12:25 pm to 1:55 pm
Chair: David C. Miller, American Institutes for Research
Participants:
U.S. Performance on the Program for International Student Assessment (PISA) 2009: Reading, Mathematics, and Science Literacy of 15-Year-Olds From Multiple Perspectives. Holly Xue, National Center for Education Statistics
Trends in Student Achievement and Reading Engagement: Findings From the Program for International Student Assessment (PISA) 2000 to 2009. Anindita Sen, American Institutes for Research; David C. Miller, American Institutes for Research; Ariana L. Harner, American Institutes for Research
Comparing the Program for International Student Assessment (PISA) 2009 and National Assessment of Educational Progress 2009 Reading Assessments. Maria Stephens, American Institutes for Research; Corbett Hudson, American Institutes for Research
Describing Reading Skills and Changes in What American Students Can Do Across the Decade. Marilyn R. Binkley, Université de Sherbrooke
Discussant:
Irvin S. Kroesh, ETS

63.057. European Teacher Attitudes Toward Muslim Students. SIG-International Studies Symposium
Sheraton, Fourth Level, Bayside A 12:25 pm to 1:55 pm
Chair:
Donald K. Sharpes, Arizona State University
Participants:
Teacher Attitudes Toward Danish Muslim Students. Lotte Rahbek Schou, Aarhus University
Teacher Attitudes Toward Norwegian Muslim Students. Gustav E. Karlsen, Trondheim University College
Belgian Teacher Attitudes Toward Muslim Student Integration. Patrick Loobuyck, Antwerp University, Belgium
Teacher Attitudes Toward Muslim Student Integration into Belarus. Ioani Zagoumenou, Ministry of Education, Belarus
Discussant:
Stefan Thomas Hopmann, University of Vienna

New Orleans Marriott, Second Level, Preservation Hall Studio 6 12:25 pm to 1:55 pm
Chair:
Wilbert L. J. van der Linden, University of Rochester
Participants:
A Longitudinal Study of High School Students’ Performance-Approach and Performance-Avoidance Goals in English and Mathematics. Akane Zasho, Fordham University; Karen Elizabeth Clayton, Fordham University; Min-Kyung S. Park, Fordham University; Jared Anthony, Fordham University; Peggy Ann Barnett, Fordham University; Heather Wynne, Fordham University; Samantha Turco, Fordham University
Multiple Perspectives on Separation: Multi-Sample, Response Bias, Within-Person, and Behavior Genetics Analyses. Kou Murayama, University of Munich; Andrew J. Elliot, University of Rochester; Shinji Yamagata, Keio University
The Strength of the Relation Between Performance-Approach and Performance-Avoidance Goal: Theoretical, Practical, and Methodological Implications. Lisa Linnenbrink-Garcia, Duke University; Michael J. Middleton, University of New Hampshire; Keith Damien Ciani, University of Missouri - Kansas City; Matthew Adam Easter, University of Missouri - Columbia; Paul A. O’Keefe, New York University
The Effect of Competence and Response Format on the Relationship Between Performance-Approach and Performance-Avoidance Goals. Wilbert L. J. van der Linden, University of Rochester; Andrew J. Elliot, University of Rochester

63.059. Indigenous Perspectives on Multicultural Education. SIG-Multicultural/ Multiethnic Education: Theory, Research, and Practice; Symposium
New Orleans Marriott, Third Level, Mardi Gras Salon B 12:25 pm to 1:55 pm
Chair:
K. Wayne Yang, University of California - San Diego
Participants:
Theorizing Shadow Curricula in Native Culture-Based Education. Troy Richardson, Cornell University
Beyond Social Location: Multicultural Education, Indigenous Peoples, and Epistemological Diversity. Eve Tuck, SUNY - College at New Paltz
From Multiculturalism to Navigation? Possibilities in Theorizing Learning as It Unfolds. Megan Bang, TERC

63.060. Exploring Music Learning and Meaning in Various Populations. SIG-Music Education; Paper Session
JW Marriott, Third Level, Orleans 12:25 pm to 1:55 pm
Chair:
Dale E. Bazan, University of Nebraska - Lincoln
Participants:
Function-Based Music Education: A Framework for Facilitating Musical Learning and Developing Human Relationships. Manu M. Hickey, Northwestern University; Mary Cohen, University of Iowa
Children’s Experiences in Community Musical Theater. Roikha Rajan, National-Louis University
Senior Citizens’ Music Participation and Perception of Quality of Life. C. Victor Fung, University of South Florida; Lisa J. Lehmerg, University of Massachusetts - Amherst
In-Service Teacher Beliefs About the Causes of Student Success and Failure in Music. Roy M. Legette, University of Georgia
Discussant:
Mark Robin Campbell, SUNY - College at Potsdam

63.061. Narrative Research SIG Session: Acknowledging Student Voice in Curriculum Development. SIG-Narrative Research; Paper Session
Doubletree, Second Level, Nottoway 12:25 pm to 1:55 pm
Chair:
Mary F. Rice, Brigham Young University
Participants:
Educating for Change: Narrating “Non-Status Quo Stories” to Incite the Social Imagination. Ann Mary Higgins, Mary Immaculate College; James G. Deegan, Mary Immaculate College
Narrative Understandings of Children as Assessment Makers in School and Familial Curriculum Making. Janice Huber, University of Regina; D. Jean Clandinin, University of Alberta; M. Shaun Murphy, University of Saskatchewan
Re-Authoring Stories in Social Studies Classrooms. Steven Drouin, Mills College
Understanding the Lived Experience of a Sioux Indian Male Adolescent: Toward the Pedagogy of Hermeneutical Phenomenology in Education. Jeong-Hee Kim, Kansas State University
Discussant:
Cheryl J. Craig, University of Houston

63.062. Fun With Test Items: Subgroup Construct Stability, Common and Repeated Items, and Item Relevance Factors. SIG-Professional Licensure and Certification; Paper Session
Astor Crowne Plaza, Second Level Mezzanine, Bienville 12:25 pm to 1:55 pm
Chair:
Jason Rinaldo, American Board of Family Medicine
Participants:
Construct Stability Across Subgroups: An Evaluation Using Differential Item Functioning. Mikaela Marie Rakatz, University of Kentucky; Thomas R. O’Neill, American Board of Family Medicine
Evaluating the Performance of Common Items Using Item Parameter Drift, Model-Data Misfit, and Response Time. Brian J. Hess, American Board of Internal Medicine; Renbang Zhu, American Board of Internal Medicine; Louis J. Grosso, American Board of Internal Medicine; Gregory S. Fortna, American Board of Internal Medicine; Rebecca S. Lijnen, American Board of Internal Medicine
The Effect of Different Question Presentation Modes on Relevance Ratings. Louis J. Grosso, American Board of Internal Medicine; Hao Song, American Board of Internal Medicine; Rebecca A. Baranovski, American Board of Internal Medicine; Rebecca S. Lijnen, American Board of Internal Medicine; Paul A. Pontiowski, American Board of Internal Medicine
The Impact of Repeated Exposure to Items. Thomas R. O’Neill, American Board of Family Medicine; Kenneth Royal, American Board of Family Medicine

63.063. Research in the Hands of Teachers and Administrators. SIG-Research Use; Paper Session
Doubletree, Second Level, Rosedown B
12:25 pm to 1:55 pm

Chair: Jacob Sale Werblog, Central Connecticut State University

Participants:

An Image of the Truth: Exploring the Role of Research Evidence in Educational Policy and Practice. Steven Robert Nelson, Education Northwest

Collaboration as Means to Promote Research Use. Larike Bronkhorst, Paulien C. Meijer, Utrecht University; Bob Koster, Utrecht University; Jan D.H.M. Vermunt, Utrecht University

Do As I Say, Not as I Do: Administrators’ Use of Research. Michelle Johanna Nilson, Simon Fraser University; Daniel A. Laitsch, Simon Fraser University

Researching Research Use: An Online Study of School Practitioners in Canada: Quantitative Results. Larsy V. Lyonsko, Concordia University; Philip C. Abrami, Concordia University; Robert M. Bernard, Concordia University

The Bridge Between Researchers and Teachers: Exploring the Pathway to Innovation in the Classroom. Shazia R. Miller, Learning Point Associates/AllR, Karen L. Drill, Learning Point Associates; Ellen J. Behrstock-Sherratt, American Institutes for Research

Discussant: Jacob Sale Werblog, Central Connecticut State University

63.064. Reconceptualizing Rural-Regional Preservice Teacher Education in Australia. SIG-Rural Education; Symposium

Sheraton, Fourth Level, Oakley

12:25 pm to 1:55 pm

Chair: Bill Green, Charles Stuart University

Participants:

Reconceptualizing Rural-Regional Preservice Teacher Education in Australia. Graeme Lock, Edith Cowan University

Preparing to Teach All Our Children: Teacher Education for Rural and Remote Schools. Jo-Anne Reid, Charles Stuart University; Wendy Joan Hastings, Charles Sturt University

Teaching and Leading in Remote Schools: Experiences From Western Australia. Graeme Lock, Edith Cowan University

Developing a Conceptual Framework for Rural Teacher Education Curriculum. Simone Jane White, Deakin University; Jodie Kline, Deakin University

63.065. The Impact of Partnerships on Students and Teachers. SIG-Science Education; Poster Session

New Orleans Marriott, Second Level, Preservation Hall Studio 2

12:25 pm to 1:55 pm

Chair: Gregory P. Thomas, University of Alberta

Participants:

Discovering the Scientist Within the Teacher. Michele J. Koomen, Gustavus Adolphus College

Pedagogical Discontentment and Reform-Based Practice: Examining the Influence of Participation in a Research Experiences for Teachers (RETs). Giang-Nguyen Thi Nguyen, Florida State University; Sherry A. Southerland, Florida State University; Barry W. Golden, Florida State University; Patrick James Enderle, Florida State University; Elizabeth Kostka, Florida State University; Katrina Roseler, Florida State University; Shbel Uday; Florida State University

Students, Teachers, and Rangers & Research Scientists (StARRS)in Yellowstone: Student Outcomes From a Student-Teacher-Scientist Partnership. Ana Houseal, University of Illinois - Urbana-Champaign; Lizanne DeStefano, University of Illinois; Fouad S. Abd-El-Khalick, University of Illinois - Urbana-Champaign

Teaching Genetic Literacy in Middle School Using an Evolutionary Genetic Simulation. Rick J. Voithofer, The Ohio State University; Diana B. Erickson, The Ohio State University; Adrienne D. Dixson, The Ohio State University

Using Scientists to Support Teachers’ Understandings and Teaching of Scientific Inquiry and Nature of Science. Kevin J. White, University of Texas - Arlington; Norman G. Lederman, Illinois Institute of Technology; Judith S. Lederman, Illinois Institute of Technology

Discussant: Trish Stoddart, University of California - Santa Cruz

12:25 pm to 1:55 pm

Chair: Jill B. Farrell, Barry University

Participants:

1. Pathways to Becoming a Teacher Educator Through Self-Study. Hafdis Gudjonsdottir, University of Iceland; Mary C. Dalman, Victoria University, Australia

2. Reimagining Teacher Education: A Self-Study of Our Cultural Journeys Through the Facilitation of Online Discussions of Multicultural Children’s Literature Books. Patience A. Sowa, Zayed University; Cynthia M. Schmidt, University of Missouri - Kansas City


4. Examining the Meaning Within Special Education Instruction: Self-Study of Secondary Practice. Margaret Muyer, Waterloo Community Schools; Deborah L. Tidwell, University of Northern Iowa

5. How May We Help You? A Customer Service Approach to Preservice Teachers’ Dispositional Development. Douglas M. Wieczorek, Syracuse University; Kathryn Ocarlee, Syracuse University

6. Developing Social Imagination and Pedagogy for Addressing Diversity in Education. Diane E. Lang, Manhattanville College

7. Teaching Teachers to Teach for Critical Thinking: Enacting a Pedagogy of Teacher Education. Nathan D. Brubaker, James Madison University

8. Teaching About Teaching. The Impact of Self-Study in Promoting Learning Community. Jonina Vala Kristinsdottir, University of Iceland

9. How Can Paulo Freire Contribute to Self-Study. Maria Ines G.F. Marcondes De Souza, Pontifical University - Rio De Janeiro, Brazil


11. The University Colleague (UC) Diary Project: A Self-Study Into Our Practice as Site-Based University Colleagues. Jo Williams, Victoria University; Julie Arnold, Victoria University

Discussants: Kami M. Patrizio, Towson University; Ellen Ballock, Towson University

63.067. Signs in Education: Semiotics in Action. SIG-Semiotics in Education; Paper Session

New Orleans Marriott, Third Level, Mardi Gras Salon C

12:25 pm to 1:55 pm

Chair: John E. Heming, Ohio University

Participants:

Assessment as Transmediation: Students Reading and Re-Presenting Across Disciplines. Amy Alexandra Wilson, University of Georgia

Semiotic Analyses of Teacher Dress and Appearance. Elvira K. Katic, Ramapo College of New Jersey

Proposing a Semiotic Triad for Signifying Meanings in Science Discourse. Kamini Jaipal Jamani, Brock University

Teaching as a Performative Act: Signs or Science? Warren Mark Liew, Nanyang Technological University


Discussant: James B. Schreiber, Duquesne University

63.068. Longitudinal Data Analysis and Mixture Models in Structural Equation Modeling. SIG-Structural Equation Modeling; Paper Session

Doubletree, 16th Level, Crescent Ballroom

12:25 pm to 1:55 pm

Chair: Weihua Fan, University of Houston

Participants:

Nonlinear Latent Curve, Autoregressive Latent Trajectory (ALT), and Latent Curve Autoregressive-Moving Average (LCARMA) Models as Rival Longitudinal Hypotheses: A Discriminant Validity Study. Stephen A. Sivo, University of Central Florida

Comparison of Latent Growth Models With Different Time-Coding Strategies in the Presence of Interindividual Varying Time Points of Measurement. burak Aydin, University of Florida; Walter L. Leite, University of Florida; James Algina, University of Florida

Impact of Ignoring Time Series Processes in Error Structure in Growth Mixture Modeling. Namwook Ko, University of Florida; Walter L. Leite, University of Florida; James Algina, University of Florida

Examining the Performance Characteristics of Latent Profile Analysis: A Monte Carlo Simulation Study. A. Steven Robert Nelson, Education Northwest

Discussant: Nilson, Simon Fraser University; Daniel A. Laitsch, Simon Fraser University; Robert M. Bernard, Concordia University

12:25 pm to 1:55 pm
63.069. Technological Approaches That Facilitate Learning. SIG-Teaching Educational Psychology; Paper Session
Sheraton, Eighth Level, Salon 820
12:25 pm to 1:55 pm
Chair: Cynthia Bolton, University of South Carolina - Beaufort
Participants:
- In Their Own Words: Using Teacher Blogs in Educational Psychology Courses. Laura Reynolds-Keefer, University of Michigan - Dearborn
- Preserve Teachers Create YouTube Videos: Evidence of Learning. Alandra S. Weller-Clarke, Benedictine University
- Students’ Perceptions of Case-Based Discussions in an Online Educational Psychology Course. Emily J. Hixon, Purdue University - Calumet
Discussant: Kelvin L. Seifert, University of Manitoba

63.070. Research on Technology Integration Professional Development. SIG-Technology as an Agent of Change in Teaching and Learning; Paper Session
New Orleans Marriott, Third Level, Mardi Gras Salon A
12:25 pm to 1:55 pm
Chair: Thomas C. Hammond, Lehigh University
Participants:
- Building Capacity for Technology Leadership. Ellen B. Meier, Teachers College, Columbia University; Carol M. Mineo, Teachers College, Columbia University
- The Effects of Teacher Content Authoring on Technological Pedagogical Content Knowledge (TPACK) and on Student Achievement in Algebra. Irina Lymkina, College of Staten Island - CUNY; Eleni Tournaki, College of Staten Island - CUNY
- Routes to Teachers’ Professional Development in Education Technology: Tracing Professional Learning Journeys in Primary Classrooms. Regina M. Murphy, Saint Patrick’s College, Dublin City University; Paul F. Conway, University College Cork, Ireland
- Teacher Pedagogical Beliefs, Technology Integration, and Student Learning. Channin Kim, University of Georgia; Kawn DeMeester, Florida State University; J. Michael Spector, University of Georgia; Min Kyu Kim, University of Georgia; Chia-Jung Lee, University of Georgia
Discussant: Walter F. Heinecke, University of Virginia

63.071. Lessons From an Urban Teacher Residency: Teacher and Student Learning. SIG-Urban Learning, Teaching, and Research; Symposium
Sheraton, Fourth Level, Oak Alley
12:25 pm to 1:55 pm
Chair: Shani Beth-Halachmy, National-Louis University
Participants:
- Defining the Effective Teacher in Urban Settings: Preformativity and Performativity. Todd A. Price, National-Louis University; Christina Frakedos, Academy for Urban School Leadership
- Close the Door and Let the Magic Happen: Mentoring and Preserve Teachers. Scott Sullivan, National-Louis University; Michael Whitmore, Academy for Urban School Leadership
- Making the Grades in an Urban Teacher Residency Program. Charles Tocci, National-Louis University
- Developing Self-Regulated Learning in Urban Teachers. Diane E. Salmon, National-Louis University; Shauanti Knauth, National-Louis University
Discussant: Joseph McCrary, WestEd

Division and SIG Roundtables

63.072. Roundtable Session 43; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm
Chair: Dana Thompson Dorsey, University of North Carolina - Chapel Hill
Participants:
- Academic Engagement: The Impact of Personal, Cultural, and School Factors on Academic Effort Among African American Students. Alisha Hill, Norfolk Public Schools; Karen Sanzo Crum, Old Dominion University
- African American Student Performance and Elementary School Size: A 5-Year Statewide Investigation. Pamela Zoda, Conroe Independent School District; Julie P. Combs, Sam Houston State University; John R. Slate, Sam Houston State University
- Enabling and Constraining Factors of Achievement: Low-Income Urban Adolescents’ Perceptions of Peers and Neighborhood. Sherry C. Eaton, North Carolina Central University; Lasheka D. Allen, North Carolina Central University; Marquita Blackmon, North Carolina Central University; Camille Brown, North Carolina Central University; Penny Reddy, North Carolina Central University; Ashland Thompson, North Carolina Central University; Loren Wright, North Carolina Central University; Lakesha Winley, North Carolina Central University; Vania Woods, North Carolina Central University; Linda Burton, Duke University; Raymond Garrett-Peters, Duke University
- Exploring “Successful” Arizona Principals in High-Poverty, Minority Minority Schools. Rose M. Ylimaki, The University of Arizona; Jeffrey V. Bennett, The University of Arizona; Jingjing Fan, The University of Arizona; Elia Villasenor, The University of Arizona

63.072-1. Determining Major Influences of Academic Achievement on Children of Color in Schools. Division A - Administration Organization & Leadership; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm
Chair: Dana Thompson Dorsey, University of North Carolina - Chapel Hill
Participants:
- Academic Engagement: The Impact of Personal, Cultural, and School Factors on Academic Effort Among African American Students. Alisha Hill, Norfolk Public Schools; Karen Sanzo Crum, Old Dominion University
- African American Student Performance and Elementary School Size: A 5-Year Statewide Investigation. Pamela Zoda, Conroe Independent School District; Julie P. Combs, Sam Houston State University; John R. Slate, Sam Houston State University
- Enabling and Constraining Factors of Achievement: Low-Income Urban Adolescents’ Perceptions of Peers and Neighborhood. Sherry C. Eaton, North Carolina Central University; Lasheka D. Allen, North Carolina Central University; Marquita Blackmon, North Carolina Central University; Camille Brown, North Carolina Central University; Penny Reddy, North Carolina Central University; Ashland Thompson, North Carolina Central University; Loren Wright, North Carolina Central University; Lakesha Winley, North Carolina Central University; Vania Woods, North Carolina Central University; Linda Burton, Duke University; Raymond Garrett-Peters, Duke University
- Exploring “Successful” Arizona Principals in High-Poverty, Minority Minority Schools. Rose M. Ylimaki, The University of Arizona; Jeffrey V. Bennett, The University of Arizona; Jingjing Fan, The University of Arizona; Elia Villasenor, The University of Arizona

63.072-2. Diverse Perspectives on Leadership. Division A - Administration Organization & Leadership; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm
Chair: Dana Thompson Dorsey, University of North Carolina - Chapel Hill
Participants:
- A Study of Vision Keepers: Founders, Sensemaking and Sensegiving, and Organizational Identities of New Charter Schools. Beth Corie Felsenfeld, Massachusetts Department of Elementary and Secondary Education
- Dynamic Conceptions of Leadership: Metaphors That Inspire the Social Imagination and Promote Exemplary Leadership. John R. Shoup, California Baptist University; Gail M. Roeder, Azusa Pacific University
- Methodological Challenges in Leadership Research. Daniel R.Muijs, University of Southampton
- Promises and Pitfalls Implementing a New Elementary Mathematics Curriculum: Administrators’ and Teachers’ Practices and Perceptions. James Badger, North Georgia College and State University
- School Leadership in a Faith-Based School. Katrina E. Pollock, University of Western Ontario; Sue Winton, University at Buffalo - SUNY

63.072-3. Formative Assessment to Support Leadership Development in Middle and High Schools. Division A - Administration Organization & Leadership; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm
Chair: Richard R. Halverson, University of Wisconsin
Participants:
- Comprehensive Assessment of Leadership for Learning (CALL): Development and Design of an Online, Formative Assessment and Feedback System for Middle and High School Leadership. Richard R. Halverson, University of Wisconsin; Seann Mason Dikkers, University of Wisconsin - Madison
- Content and Construct Validation of the Comprehensive Assessment of Leadership for Learning (CALL). Chase A. Condon, Learning Point Associates; Matthew A. Clifford, Learning Point Associates
- Content Validity as a Window to a Richer Understanding of Leadership Practice. Mark Blitz, University of Wisconsin - Madison; Tony Milansowski, University of Wisconsin - Madison, Matthew A. Clifford, Learning Point Associates
Building Formative Feedback to Improve Leadership Practice in Middle and High Schools. Carolyn Kelley, University of Wisconsin


63.072-8. Leading Change in Instructional Practice. Division A - Administration Organization & Leadership; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 12:25 pm to 1:55 pm Chair: Jacob Easley, Mercy College Participants: Assessing Instructional Quality in Mathematics to Provide Pathways for School Improvement. Anne Louisa Garrison, Vanderbilt University; Melissa D. Boston, Duquesne University Using Classroom Observation Instruments to Improve Principals’ Capacity. Melissa D. Boston, Duquesne University; Lynsey K. Gibbons, Vanderbilt University Introducing the Instructional Quality Assessment in Mathematics Into the Cycle of Instructional Improvement. Leslie Naboris Ohah, University of Pennsylvania How Do Different Contexts of Teachers’ Work Support Reflective Practice and Instructional Change? Eric M. Camburn, University of Wisconsin; Seong Won Han. University of Wisconsin - Madison

63.072-9. Reaching Beyond: Socially Responsible Leadership. Division A - Administration Organization & Leadership; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 12:25 pm to 1:55 pm Chair: Liz Barber, North Carolina A&T State University Participants: Developing Socially Just Scholarship With Scholar-Practitioners. Michelle P. Collay, California State University - East Bay; Peg Winkelman, California State University - East Bay; Ginny V. Lee, California State University - East Bay Generating Leadership: A Case Study of Distributed Leadership and Leadership Sustainability. Olivia Bull-Lynch, Mills College Investing in Diversity in the London Schools: Leadership Preparation for Black and Global Majority Educators. Lauri Johnson, Boston College; Rosemary Campbell-Stephens, Institute of Education - London Preparing for the Principalship: A Comparison of Two District-Based Approaches to Leadership Development and the Impact on District Improvement. Monica Byrne-Jimenez, Hofstra University; Margaret Terry Orr, Bank Street College of Education Elementary Principals With Preschool Programs in their Schools: Results From a Statewide Survey. Rebecca A. Shore, University of North Carolina - Charlotte; Pamela L. Sise, University of North Carolina - Charlotte; Richard G. Lambert, University of North Carolina - Charlotte

63.072-11. Succession and Professional Development for School Leadership. Division A - Administration Organization & Leadership; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm
Chair: Lea A. Hubbard, University of San Diego
Participants:
A Descriptive Examination and Synthesis of Leadership Succession. Thomas Gerald Ryan, Xipissing University
Does Professional Development of Principals Matter? A Longitudinal Analysis of Relationship Between Leadership Academy Training and Student Achievement. Ibrahim Dayar, University of Arkansas - Little Rock; Brenda J. Haynes, Sheridan Public Schools, Arkansas; Carolyn Pearson, University of Arkansas - Little Rock
Dynamic Leadership Succession in an Urban High School. April L. Peters, University of Georgia; Latish Cherie Reed, University of Wisconsin - Milwaukee
Playing Doctor With Education: Comparing Medical Rounds and Instructional Rounds as Professional Learning Opportunities. Rachel D. Kiegman, Teachers College, Columbia University; Carolyn J. Riehl, Teachers College, Columbia University

63.072-12. Reform and Administration for School Improvement. Division A - Administration Organization & Leadership; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm
Chair: James E. Taylor, American Institutes for Research
Participants:
Democratic Community and Middle School Teachers’ Trust in Students: Predictors of Student Achievement? Lisa A.W. Keisler, Auburn University
If We Build It, Will It Work? A Multiple-Case Study on the Implementation of a New Organizational Structure in Elementary Schools and Its Effects on the Work of Teachers. Eduardo Flores-Kastanos, Escuela de Graduados en Educacion - Tecnologico de Monterrey, Mexico; Olivia Grajeda, Escuela Normal del Estado de Chihuahua (ByCENECH); Isabel Lujan, Escuela Normal del Estado de Chihuahua (ByCENECH); Maria Lazcano, Escuela Normal del Estado de Chihuahua (ByCENECH)
The Effects of a Data-Driven Decision-Making Program on Teachers’ Collective Efficacy Beliefs. Sola Takahashi, Harvard University
Using Policy Attributes Theory to Understand Comprehensive School Reform Implementation in Two Title I Urban Middle Schools. Jean A. Patterson, Wichita State University; James (J.K.) K. Campbell, Wichita State University; Dawn M. Johnson, Wichita State University; Gina Rae Marx, Wichita State University; Mark Whitener, Dale Herl, Wichita State University; Patrick Terry, Wichita State University

63.072-13. Finding Our Own Rhythm: Experiences of African-Born Educators and Students. SIG-Caribbean and African Studies in Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm
Chair: Deborah B. Eldridge, Lehman College - CUNY
Participants:
Walking in My Own Shoes? Reflections of a Foreign-Born Educator. Chiwewo H. Ilpeze, Saint John Fisher College
Shifting Goal Posts: An Immigrant Teacher’s Experience. Namuwanduk Florence, Brooklyn College - CUNY
“Diamonds on the Soles of Their Shoes”: Experiences of African-Born Educators. Shirley N. Mthethwa-Sommers, Nazareth College
Striving to Adapt: A Study of African-Born Students in U.S. Urban Schools. Immaculee Harushimana, Lehman College - CUNY

63.072-14. Problematic Adolescent Behavior Across Contexts. Division E - Counseling and Human Development; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm
Chair: Thomas G. Reio, Florida International University
Participants:
Adolescents’ Attitudes Toward the Acceptance of Sports Aggression: Comparing a Multiple-Source Model Across Cultures. Sally Zengaro, The University of Alabama, Asghar Iran-Nejad, The University of Alabama; Franco Zengaro, University of West Florida
Students’ Perceptions of Their Persistently Troublesome Behavior. Tara Marie Brown, Brandeis University

63.072-15. Teachers as Policy Advocates and Agents of Change. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm
Chair: Diane Yendol-Hoppey, University of South Florida
Participants:
Novice Teach For America Teachers With an Espoused Culturally Responsive Teaching Ideology Implement a Scripted Literacy Program. Kui Xie, Seattle University; A. J. Zenkert, Boise State University
Studying High-Quality Teachers Through Responsibly Just Engagement. Jennifer L. Snow, Boise State University; A. J. Zenkert, Boise State University; Faith Beyer Hansen, Boise State University; Anne Gregory, Boise State University
A Methodological Framework for Studying Policy-Oriented Teacher Inquiry With Qualitative Research Approaches. Mirka E. Koro-Ljungberg, University of Florida
Teachers as Policy Actors: Conceptualizing a New Outlet for Policy Change. Jason Jude Smith, West Virginia University
The Role of Teacher Education Programs in Advocacy Training: The Potential of Professional Development Schools. Adriane A. Williams, West Virginia University

63.073. Roundtable Session 44; Roundtable Session
63.073-1. SIG Instructional Technology: Technology Evaluation Strategies. SIG-Instructional Technology; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
12:25 pm to 1:55 pm
Chair: Raymond Pastore, University of North Carolina - Greensboro
Participants:
A Case Study of Social Conflict in Peer-Moderated Online Discussions. Nicole C. Miller, Mississippi State University; Kai Xie, Mississippi State University; Justin Ramon Allison, Mississippi State University; Yi Yang, Franklin University
Construct Validity Estimate of the K-12 Curriculum Videoconferencing Implementation Scale. Janine M. Lim, Berrien Regional Education Service Agency; Shirley A. Freed, Andrews University; Isadore Newman, Florida International University
Teachers’ Learning While Constructing Technology-Based Instructional Resources. Andrew B. Polly, University of North Carolina - Charlotte
Using Cluster Analysis to Examine Learner Activity in Online Learning Environments. Pasha Antonenko, Oklahoma State University; Serkan Toy, Children’s Mercy Hospital - Kansas City

63.073-2. SIG Instructional Technology: Technology Integration for K-12 Student Success. SIG-Instructional Technology; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
310 Monday Afternoon, April 11, 2011

12:25 pm to 1:55 pm
Chair: Shaveron Williams Van Rooij, George Mason University
Participants:
Computer-Game Play as Imaginary Stage for Reading: Pentop Computers, Hardcopy Books, and Spatial Situation Models. Glenn Gordon Smith, University of South Florida
Raising Reading Achievement With READ 180. Jackie Ferguson, Texas A&M University, Jenny C. Wilson, Texas A&M University
The Impact of Student Response System on Third Graders’ Learning, Motivation, and Engagement. Idha Adejamoke Abade, Fresno Unified School District, Susan M. Tracz, California State University - Fresno

63.073-3. Learning, Culture, and Citizenship: Exploring the Literacies of Immigrant Youth. SIG-Writing and Literacies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
12:25 pm to 1:55 pm
Chair: Wan Shun Eva Lam, Northwestern University
Participants:
Reframing Writing Constructs With Generation 1.5 Latino/Latinas: Persuasive Writing in an Urban High School. Paula M. Carbone, University of Southern California
Competency Assessment: Promoting Students in Generation 1.5’s Academic Writing. Paula M. Carbone, University of Southern California
Case Studies of Cultural Citizenship: Inciting the Social Imagination Through Writing, Literacy, and the Activism of Immigrant Youth. Michelle Honeyford, University of Manitoba
The Use and Role of Pop Culture in Heritage Language and Literacy Learning. Youngjoo Yi, Georgia State University, Juyoung Choi, Georgia State University

63.073-4. Considerations in Learning and Researching With Technology. SIG-Computer and Internet Applications in Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
12:25 pm to 1:55 pm
Chair: Gene Danilenko, University of Minnesota
Participants:
Constructing Personal Learning Environments in a Massively Open Online Course: A Level-of-Use Study. Wendy K. Drexler, University of Florida; Christopher Davis Sessions, University of Florida
Culturally Responsive Uses of Computer Technologies in Education: Lessons Learned. Rona M. Frederick, The Catholic University of America; Jameel K. Donnor, College of William and Mary
Effects of External Pictorial Graphic Organizer Scaffold Usage in a Self-Directed Online Health Short Course. Gene Danilenko, University of Minnesota
Understanding Complex Ecologies: An Investigation of Student Experiences in Adventure Learning Programs. Suzan Koseoglu, University of Minnesota; Aaron Doering, University of Minnesota

63.073-5. Problematizing Public Pedagogy: Theorizing and Researching Popular Culture and Media and/or Curriculum. SIG-Critical Issues in Curriculum and Cultural Studies Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
12:25 pm to 1:55 pm
Chair: Jonel Thaller, Arizona State University
Participants:
Problematising Public Pedagogy: Engaging With Conceptual, Theoretical, and Methodological Issues in Public Pedagogy Discourse. Jennifer April Sandlin, Arizona State University; Michael Patrick O’Malley, Texas State University - San Marcos; Jake Bardick, Arizona State University
Gleeks, Vampires, and Jocks: Postmodern Analysis of Preservice K-12 Student Reflections of Schools in Popular TV. Michele D. Dickey, Miami University; James D. Swartz, Miami University
Symbolic Colonization(s): Intersections of the “Black Body” and Dis/Ability as Negative Ontology in Hollywood Film and Pedagogical Implications. Ricardo D. Rosa, University of Wisconsin - Madison

63.073-6. Social and Cultural Capital and the Academic Success of Black Students. SIG-Research Focus on Black Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
12:25 pm to 1:55 pm
Chair: Karen D. King, New York University
Participants:
Creating College-Going Cultures for Students of Color: Balancing Cultural Integrity and Indiscriminate School Norms. Walter R. Allen, University of California - Los Angeles; Rican Yue, University of California - Los Angeles; Siduri Haslerig, University of California - Los Angeles; Uma Madhure Jayakumar, University of San Francisco
Differential Access to Educational Opportunity: An Exploration of Black Middle Class Youth. Rhoda Freedom, University of California - Los Angeles
Exploring Institutional Climate of Care and African American Student Achievement. Robert Cooper, University of California - Los Angeles
The Influence of Parent Involvement and Peer and Teacher Relations on High School Mathematics Achievement. Akihah Moore, Saint Mary’s College of California; Andrea L. Tyler, University of Dayton

63.073-7. Test Accommodation Research: Item Difficulty, Test Accessibility, Policies, and Perceptions. SIG-Inclusion & Accomodation in Large-Scale Assessment; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
12:25 pm to 1:55 pm
Chair: Leanne R. Ketterlin-Geller, Southern Methodist University
Participants:
Effects of Linguistic Complexity and Accommodations on National Assessment of Educational Progress Item Difficulty for Students With Learning Disabilities. Stephanie W. Cavother, University of Texas - Austin; Susan Natala Beretvas, University of Texas - Austin; Alyssa Kaye, University of Texas - Austin; L. Leland Lockhart, University of Texas - Austin
Using Propensity Score Matching to Examine the Effect of Testing Accommodations on Statewide English Test Scores. Do-Hong Kim, University of North Carolina - Charlotte
Exploring an Accessible Reading Assessment for Students With Disabilities. Martha L. Thurlow, University of Minnesota; Jamal Abedi, University of California - Davis; Deborah R. Dillon, University of Minnesota - Twin Cities; Marsha L. Brauen, Westat
An Analysis of State Accommodations Policies for Accountability Assessments. Lauren E. Christensen, University of Minnesota
For the Greater Good: Teacher Perceptions of Changes in Student Outcomes and Accommodations Issues Due to the New Alternate Assessments Based on Modified Achievement Standards (AA-MAS). Jason Richard Allman, University of Minnesota

Division and SIG Posters

63.074. Poster Session 15; Poster Session

63.074-1. Measures of Reading Development. SIG-Research in Reading and Literacy; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
12:25 pm to 1:55 pm
Posters:
1. Rapid Automated Naming (RAN), Phonological Awareness, and Early Reading Skills in a Transparent Orthography (Turkish). Nalan Babur; Bogazici University; Gunuz Kurtal, Bogazici University
2. Modeling Individual Trajectories and Group Transition in Early Reading Development: An Autoregressive Latent Trajectory Analysis. Shuyan Sun, University of Cincinnati; Wei Pan, University of Cincinnati; Allison Brett-Smith, University of Cincinnati
3. Effects of Student Reading at Home and Their Mothers’ Level of Education on Their Emotional/Social Development and Academic Self-Concept. Carol Santos, Dowling College; Elsa-Sofia Morote, Dowling College
4. How Self-Efficacy and Treatment Influence Incarcerated Youths’ Reading Proficiency: A Structural Equation Modeling Analysis. Jing Zhao, The Ohio State University; Rachel Moore, The Ohio State University; William Lockman, The Ohio State University; Charles Ohbugo Okonkwo, The Ohio State University; Wei Liu, The Ohio State University; Deborah Kwon, The Ohio State University
5. Coaching for Data-Driven Decision Making in Reading First Schools. Alyssa D. Roehrig, Florida State University; Mary T. Brownell, University of Florida; M. Keli Swearingen, Florida State University; Denise Griffin, Florida Department of Children and Family Services; Jeffrey Bray, Florida State University
63.074-2. Findings From Special Education Research. SIG-Special Education Research; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
12:25 pm to 1:55 pm
Posters:
6. An Examination of the Characteristics and School Readiness of Children With Disabilities Who Attend Head Start Programs. Amy Falk Smith, University of California - Davis
7. Children’s Perceptions of School: Differences Between Special Education and General Education Assessed Using Three Methods. Darlene DeMarie, University of South Florida; Patricia M. McHatton, University of South Florida; Detra Bethell, University of South Florida
11. Response to Intervention and Written Expression: A Preliminary Analysis of Mean T-Units as a Universal Screening Tool. Laura Baylot Casey, The University of Memphis; Susan Elswick, The University of Memphis; Robert Lee Williamson, Bowling Green State University; Fauna Siegel Robertson, University of North Carolina - Wilmington; William Justice, The University of Memphis; Kristen McLeod, The University of Memphis; Clinton Smith, Shelby County Schools
13. Curriculum-Based Measures (CBM) for Writing With Diverse Student Populations: Narrative Versus Expository Prompts and Gender Differences. Athena Lentini McCluskey, Saint John’s University; Elizabeth Bice, Saint John’s University; Patricia Howell, Saint John’s University; Michelle Vannatta, Saint John’s University; E. Francine Guastello, Saint John’s University; Kristen Doheny, Saint John’s University
14. Exploring Teacher Attitudes Toward Instructing Students With Exceptionalities in Regular Physical Education Programs. Cari Anning, Saskatoon Greater Catholic School Division; Lauren J. McIntyre, University of Saskatchewan; Laurie-An M. Hellsten, University of Saskatchewan
15. Learning From Title II and Individuals With Disabilities Education Act (IDEA) Special Education Personnel Data Collection: Lessons in Agency Collaboration, Construct Validity, and Data Reliability. Trisha Denise Steinbrecher, Vanderbilt University; Debra McKeown, Vanderbilt University; Christine Walther-Thomas, The University of Kansas
16. Neuropsychological and Behavioral Profiles of Emotionally Disturbed Students. Karen Silberman; Randy Fall, Azusa Pacific University
17. Role of Quality Learning Environments on Development of Transition Readiness Skills. V. Scott Solberg, University of Wisconsin - Madison; Stephen Gresham, University of Wisconsin - Madison
18. Does Alternative Preparation of Special Education Teachers Impact Teacher Retention? Janna Siegel Robertson, University of North Carolina - Wilmington; Jacques D. Singleton, Arkansas State University; Laura Baylot Casey, The University of Memphis; Robert Lee Williamson, Bowling Green State University; Clinton Smith, Shelby County Schools; Maurice Martinez, University of North Carolina - Wilmington
20. Keep On Keeping On: Sustainability of Support for Individuals Who Type to Communicate. Christine Elaine Ashby, Syracuse University
21. Transition Experiences of Students With Learning Disabilities From Secondary School Into Postsecondary Education or Employment. Stephanie Elizabeth Fullarton, University of Ottawa

63.074-3. Multilingual Education in the 21st Century: Practice, Policy, Theory, and Research: Poster Session II. SIG-Bilingual Education Research; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
12:25 pm to 1:55 pm
Posters:
23. Examining School Administrators’ Understanding of Programs for English Language Learners. Yolanda V. Padron, Texas A&M University; Brooke E. Kandel-Cisco, Butler University
24. Impact of Immersion Programs on General Learning Performance in German Elementary Schools. Sandra Kristina Gebauer, University of Kiel; Anna C.M. Zannbauer, University of Kiel
25. La Batalla Continua: Latina(o) Educators Democratizing Educational Practices. Marisol OrtizJuarez, New Mexico State University
26. Learning Beyond Pedagogy and Schooling Knowledge: Preservice Teachers Mentoring/Tutoring Underprivileged English Learners in Local Schools. Reynolds Reyes, III, University of Texas - El Paso

63.074-4. Topics in Teacher Education: Assessment, Supervision, Curriculum, and Instruction. Division K - Teaching and Teacher Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
12:25 pm to 1:55 pm
Posters:
27. Culture and Communication in Teacher Education Supervision. Michelle L. Page, University of Minnesota - Morris
28. Investigating the Nature of University Supervisor’s “Noticing” of Classroom Lessons. Jennifer Joan Long, University of California - Irvine; Elizabeth A. Van Es, University of California - Irvine
29. Preservice Teachers’ In-the-Moment Responses to Children’s Relational Thinking During Clinical Interviews. Leigh A. Van Den Kieboom, Marquette University; Marta T. Magiera, Marquette University; John Moyer, Marquette University
30. So, How Was It? Student Teacher Perceptions of Field-Based Teacher Education Provided by Cooperating Teachers. Romena Marie Holbert, The Ohio State University
31. Making Critical Thinking Fit Into the Picture of Teacher Education Curricula: Effects of Embedded Intervention for Early Childhood Teacher Candidates. H. Sophia Han, University of South Florida; Elizabeth Todd Brown, University of Louisville
32. Development of a Standards-Based Questionnaire to Measure Cooperating Teacher Actions. Romena Marie Holbert, The Ohio State University
33. Learning to Generate Practice-Based Evidence Through Preservice Teacher Inquiry. Steven Z. Atanasov, University of California - Davis; Lisa H. Bennett, University of California - Davis; Juliet Michelsen Wahlteilmann, University of California - Davis
34. Restructuring the Student Teaching Experience: The Co-Teaching Approach. Nancy L. Buchurach, Saint Cloud State University; Teresa W. Heck, Saint Cloud State University
36. Who Is Teaching the Teachers? Student Teaching Supervisors and the Preparation of New Educators. Barbara Giari, SUNY - College at Oswego
37. Preservice Chemistry Teachers’ Representations of Pedagogical Content Knowledge. Enine Adanay, Bogazici University; Diler Onur, Bogazici University; Istanbul
38. Do Case Format, Epistemic Cognition, and Motivational Orientation Affect Learning From Case-Based Instruction? Sara A. Akerombrie, University of New Mexico; Carolyn J. Husman, University of New Mexico; Roxana Moreno, University of New Mexico
39. Reading Technological Pedagogical Content Knowledge (TPACK) Between the Lines of Theory and Practice in Preservice Teachers. Kristen Marie Kerechuk, Michigan State University; Mete Akcaoogl, Michigan State University; Gregory Csaporson, Michigan State University
40. The Effect of Peer Interaction on Pedagogical Knowledge in Online Discussion Boards: Case Method. Anna Lee, Rutgers University; Angela M. O’Donnell, Rutgers University
41. Communicating Science: Sharing Words and Strategies With Preservice Teachers. Sarah J. Carrier, North Carolina State University
42. Preservice Teachers’ Expectations of the Teaching Profession and Reality Shock. Hyunjin Kim, Oklahoma State University; Hoewook Chung, University of Wisconsin - Madison; Youn Jung Cho, Oklahoma State University

63.074-5. Teaching and Learning Online. SIG-Online Teaching and Learning; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
12:25 pm to 1:55 pm
Monday Afternoon, April 11, 2011

Posters:
43. Help-Seeking Patterns, Behavior, and Strategies of Online Learners. Selma Vonderwell, Cleveland State University; Xiongyi Liu, Cleveland State University; Patrick Wachira, Cleveland State University
45. Investigating an Alternative Web-Based Course Management System for an Educational Technology Course. Zafer Unal, University of South Florida - St. Petersburg; Asilhan Unal, University of South Florida - St. Petersburg
47. Student Perception of Support, Course Satisfaction, and Learning Outcomes in an Undergraduate Online Course. Sang-Joon Lee, University of South Florida; Sandhya Srinivasan, University of South Florida; Trudian Trul, University of South Florida; David Lewis, National Science Foundation; Samantha Lopez, University of South Florida
48. The Effect of Class Size on Academic Quality in Undergraduate Online Classes. Husein Abdul-Hamid, University of Maryland University College; Jing Gao, University of Maryland University College
49. The Effects of Learner Characteristics on Distance Learner Satisfaction. Filiz Aktan, Florida State University; Sebnem Cilesiz, The Ohio State University
50. The Structural Relationship Between Learning Strategies, Technology Acceptance, and Learning Outcome in Virtual University. Yonggu Ju, Ewha Womans University; Jeongmin Lee, Ewha Womans University; Yoo Kyung Lee, Ewha Womans University; Younghee Yi, Ewha Womans University; Eugene Lim, Ewha Womans University; Sunhee Kim, Ewha Womans University
51. Traditional, Online, and Blended Instruction: An Investigation of Outcomes. Mary Gozza-Cohen, Marist College; Deborah May, University at Albany - SUNY

64.012. Coding Qualitative Data: A Survey of Selected Methods. Professional Development and Training Committee; Professional Development Course
Hotel Monteleone, Mezzanine Level, La Nouvelle Orleans West 1:00 pm to 5:00 pm
Director: Johnny Saldana, Arizona State University

64.013. Using Cognitive Task Analysis to Capture Expert Knowledge and Skills for Research and Instructional Design. Professional Development and Training Committee; Professional Development Course
Hotel Monteleone, Mezzanine Level, Queen Anne Ballroom 1:00 pm to 5:00 pm
Directors: Richard E. Clark, University of Southern California; David F. Feldon, University of Virginia; Kenneth Yates, University of Southern California

Monday, 2:15 pm

Goverance Meetings and Events
65.001. AERA Technology Committee: Closed Meeting, AERA Governance; Governance Session
New Orleans Marriott, Fourth Level, Bacchus 2:15 pm to 3:45 pm
Chair: Judith L. Green, University of California - Santa Barbara

Presidential Sessions
65.010. Coming to Terms With Our Past: Historical Memory, Trauma, and Healing. Presidential Session; Invited Session
Sheraton, Third Level, Napoleon Ballroom C3 2:15 pm to 3:45 pm
Chair: Roland Sintos Coloma, OISE/University of Toronto

Monday, 1:00 pm

Professional Development Courses
64.010. Accessing and Analyzing High School Transcript Study Data for Inspired Educational Research Purposes. Professional Development and Training Committee; Professional Development Course
Hotel Monteleone, Mezzanine Level, Bonnet Carre 1:00 pm to 5:00 pm
Directors: Jack D. Bronn, U.S. Department of Education
Jennifer Laird, MPR Associates, Inc.
Stephen E. Roey, Westat
Instructor: Robert Colby Perkins, Westat

64.011. An Introductory Primer/Review of Multivariate Statistics II: Descriptive and Predictive Discriminant Analyses and Canonical Correlation Analysis. Professional Development and Training Committee; Professional Development Course
Hotel Monteleone, Mezzanine Level, La Nouvelle Orleans East 1:00 pm to 5:00 pm
Director: Bruce Thompson, Texas A&M University - College Station

64.011. Hopes for and Realities of the Assessment Consortia. Presidential Session Cosponsored by Division H - Research, Evaluation and Assessment in Schools; Invited Session
Sheraton, Third Level, Napoleon Ballroom B3 2:15 pm to 3:45 pm
Chair: Lorrie A. Shepard, University of Colorado - Boulder
Participants: Laura Slover, Achieve
Joseph L. Willhoff, Washington State Office of Superintendent of Public Instruction
Jeffrey Nellhaus, Massachusetts Department of Elementary and Secondary Education
Linda Darling-Hammond, Stanford University
Discussants: Lorrie A. Shepard, University of Colorado - Boulder; Jack Buckley, National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education
65.012. Practitioner Research: Counternarratives on Practice. Presidential Session; Invited Session
Sheraton, Third Level, Napoleon Ballroom A2&A3
2:15 pm to 3:45 pm
Chairs: Marilyn Cochran-Smith, Boston College
       Susan L. Lytle, University of Pennsylvania
Participants:
   - Exploring Science Identities of Elementary Students of Color. Erin A. Hashimoto-Martell, Boston College
   - No Child Left Behind on Middle School Special Education Students. Victoria Beatric Ekk, Boston College
   - Public-Service Librarians. Vanessa Jarehu Irvin Morris, University of Pennsylvania
Embodying Socially Just Policy in Practice. Gerald Campano, University of Pennsylvania
Discussants:
   - Marilyn Cochran-Smith, Boston College
   - Susan L. Lytle, University of Pennsylvania

AERA Sessions

65.013. AERA Report and Recommendations on IES Reauthorization—New Release. AERA Sessions; Invited Session
Sheraton, Third Level, Napoleon Ballroom B2
2:15 pm to 3:45 pm
Chair: Carol D. Lee, Northwestern University
Participants:
   - Felice J. Levine, Executive Director, American Educational Research Association, and Member, AERA Task Force on IES Reauthorization
   - kenji hakuta, Chair, AERA Task Force, and Stanford University
   - Carl E. Kaestle, Member, AERA Task Force, and Brown University
   - Camilla P. Bonnö, Member, AERA Task Force, and Vanderbilt University

65.014. Division H Vice Presidential Session: Through Multiple Lenses:
Graduate Student Research in a Global Community of Learners.
Division H - Research, Evaluation and Assessment in Schools; Invited Poster Session
New Orleans Marriott, Third Level, Mardi Gras Salon FGH
2:15 pm to 3:45 pm
Chair: Whitney Elaine Wall, Queen’s University - Belfast
Participants:
   - A Value-Added Analysis of School Effectiveness on Elementary Students’ Math Achievement. Wenyong Zhang, Bejing Normal University; Xin Tao, Bejing Normal University
   - Accountability Models for Alternative Schools. Belinda B. Brand, Louisiana State University; Kim D. MacGregor, Louisiana State University
   - An Empirical Application of Quantile Regression in Education Evaluation: Striving Readers’ Project. WeiJia Ren, The Ohio State University; William Loadman, The Ohio State University; Racial Moore, The Ohio State University; Jing Zhao, The Ohio State University; Charles Obigo Okonkwo, The Ohio State University; Deborah Kwon, The Ohio State University
   - An Innovative Educational Program at the Ohio State Department of Youth Services: Measuring Fidelity of Implementation and Program Effectiveness of the Scholastic READ 180 Programs. Charles Obigo Okonkwo, The Ohio State University; Racial Moore, The Ohio State University; William Loadman, The Ohio State University; Jing Zhao, The Ohio State University; Deborah Kwon, The Ohio State University; WeiJia Ren, The Ohio State University
   - Comparing State Implementation of Growth Model Analysis. Jennifer Lynn Gardella, Rutgers University
   - Exploring the Achievement Gap in a Rural City: An Exploratory Assessment of a Small School District Struggling With Changing Demographics. Tonya Leslie, New York University; Margery Martin, New York University; Edward Fergus, New York University; Maureen Manion-Leone, New York University
   - Measurement of Scientific Inquiry in the Elementary School Classroom: Challenges and Application. Jessica J. Brown, Boston College; Camelia V. Rusca, Boston College; Laura M. O’Dwyer, Boston College; Shela H. M. Peoples, Boston College
   - The California English Language Development Test: An Examination of Convergent Validity. Joseph A. Rios, University of California - Riverside; Nicole M. Garcia, University of California - Riverside
   - The Relationship Between Online Formative Assessment Scores and State Test Scores Using Multilevel Growth Modeling. Arun C. Karpinski, Kent State University; Jerome V D’Agostino, The Ohio State University; Anne-Evan K. Williams, The Ohio State University; Sue Ann Highland, Colorado Department of Education
   - Turning Histories Into Futures: Assessment for Learning as a Field of Exchange. Stephen Robert Connolly, Queensland University of Technology
   - Washback Effect of the Chinese Proficiency Test on Teaching and Learning Chinese as the Second Language. Chuinxia Huang, Chinese Test Center; Min Liu, University of Maryland
   - Achievement Through Steps to Respect: Changing Students’ Attitudes About Bullying. Farzana Sultana, University of South Carolina, Robert Petrusik, University of South Carolina
Discussant:
   - Toks S. Fashola, Johns Hopkins University

Committee Sessions

65.015. GSC Division D Fireside Chat: Reinforcing the Connection Between Diagnostic Modeling in Educational Research and the Public Interest.
Graduate Student Council Cosponsored by Division D - Measurement and Research Methodology; Fireside Chat
Doubletree, Second Level, Nottoway
2:15 pm to 3:45 pm
Chair: Dubravka Svetina, Arizona State University
Participants:
   - Robert Henson, University of North Carolina - Greensboro
   - Jacqueline P. Leighton, University of Alberta
   - Andre A. Rupp, University of Maryland
   - Jonathan Templin, University of Georgia

65.016. GSC Division G Fireside Chat: (Re)Imagining Interdisciplinary Research Methodologies: Expanding Our Insights on the Social Contexts of Education.
Graduate Student Council Cosponsored by Division G - Social Context of Education; Fireside Chat
New Orleans Marriott, Second Level, Preservation Hall Studio 2
2:15 pm to 3:45 pm
Chairs:
   - Cecilia Henríquez, University of California - Los Angeles
   - LaGarrett Jarriel King, University of Texas - Austin
Participants:
   - Lalitha M. Vanuskvan, Teachers College, Columbia University
   - James D. Anderson, University of Illinois - Urbana-Champaign
   - Patricia C. Gandara, University of California - Los Angeles
   - Lois Holzman, East Side Institute for Group and Short Term Psychotherapy
   - Nailah Suad Nasir, University of California - Berkeley

65.017. The Insistence of Transnational Biography: Implications for Both Countries of Binational Movement of Students From the United States to Mexico. International Relations Committee; Symposium
Sheraton, Second Level, Rhythms Ballroom II
2:15 pm to 3:45 pm
Chair:
   - Edmund T. Hamann, University of Nebraska - Lincoln
Participants:
   - Making Something of the Sacrifice: Parental Migration and Mexican Children’s Educational Aspirations in the Mixteca. Joanna Drehy, Kent State University
   - Estimating the Transnational Student Population in Mexico: Migration History and Density. Víctor Zamiga, Universidad de Monterrey; Jennifer Stacey, Universidad de Monterrey
   - The Design Challenges of Preparing Mexican Teachers for Transnational Students (When There Are Other Things to Think About Too). Juan Sanchez Garcia, Normal School, Miguel F. Martinez, Anabela Olivia Sanchez, Universidad de Monterrey
   - Transnational Academic Trajectory as National Critique: Three Cases. Edmund T. Hamann, University of Nebraska - Lincoln
   - The Migrant Student Support Group: A Binational Educational Experience. Faro Amplee Lopez Lopez, Sistema Educativo Estatal de Baja California; Yasthi Maribel King Ristori, Sistema Educativo Estatal de Baja California; Maria Mercedes Veyna Figueroa, Asociación Mexicana de Profesionales de la
**International and State-Regional Organization Sessions**

**65.018. Consortium of State and Regional Educational Research Associations**  
**Paper Session 4.** Consortium of State and Regional Educational Research Associations; Invited Session  
Sheraton, Second Level, Rhythms Ballroom III  
2:15 pm to 3:45 pm  
Chair: Harry L. Bowman, Council on Occupational Education  
Participants:  
Eastern Educational Research Association - ITESE NETSTP Certificate of Proficiency: Capstone Program; A Pilot Evaluation. Ruling Lu, Old Dominion University; Robert C. Overbaugh, Old Dominion University  
South Carolina Educators for Practical Use of Research - A Hierarchical Typology of Teacher Rated Child School Behavior. Diana Luminita Mihodrile, University of South Carolina; Christine DiStefano, University of South Carolina; Randy Willam Kamphau, Georgia State University  
Northern Rocky Mountain Educational Research Association - Wyoming Teachers Perceptions of Teacher Quality: Effects of National Board Certification and Teacher Education Level. Jayne Hellenberg, University of Wyoming; Margaret Hudson, UW Lab School; Liam Brennanman, Spring Creek Elementary School; Kim Miller, University of Wyoming  
Discussant: Anthony J. Onwuegbuzie, Sam Houston State University  

**65.019. The Ethical Framing Education Research Practice.** Australian Association for Research in Education; Invited Session  
Sheraton, Third Level, Napoleon Ballroom D  
2:15 pm to 3:45 pm  
Chair: Jo-Anne Reid, Charles Stuart University  
Participants:  
When "Research Ethics" Become "Everyday Ethics": The Intersection of Inquiry and Practice in Practitioner Research. Nicole Mockler, University of Newcastle  
The Ethical Governance of Education Research: Unmasking Managerial Knowledge Through Research Education. Michael Singh, University of Western Sydney; Bobby Harreved, CQ University  
Politics and Investment in Researcher/Participant Relations. Christine M. Halse, University of Western Sydney  
The Googled Ethnographer. Sue Maltmarsh, Australian Catholic University  

**Division Sessions**

**65.020. Exploring the External Factors That Give Context to Schooling and Education.** Division A - Administration Organization & Leadership; Paper Session  
Sheraton, Fourth Level, Bayside A  
2:15 pm to 3:45 pm  
Chair: Kristen L. Davidson, University of Colorado - Boulder  
Participants:  
Interdisciplinary Assessment of Educational Opportunity: Using Public Health Assessment to Explore the Impacts of Decision Making on Education. Erica Bernabei Middleton, New York University  
Engaging Young People in Community Action in England: The Impact on Learning and Schooling. Andrew Peterson, Canterbury Christ Church University; Elizabeth Houdt, Canterbury Christ Church University; Ian Durrant, Canterbury Christ Church University; Linda Leith, Canterbury Christ Church University  
Labor Market Trends for School Leadership: A California Perspective. Reino Makkonen, WestEd; Tony Fong, WestEd; Melissa E. White, WestEd  

**65.021. Instructional Leadership and Teacher Outcomes for Academic Achievement.** Division A - Administration Organization & Leadership; Paper Session  
Sheraton, Fourth Level, Bayside B  
2:15 pm to 3:45 pm  
Chair: Susan S. McClelland, The University of Mississippi  
Participants:  
Instructional Leadership in Turkish Primary Schools: An Exploration of Factors Affecting Teachers’ Perceptions and Principal Selection Process. Mete Akcaoglu, Michigan State University; Sedat Gumus, Michigan State University  
Principal Leadership for Instruction: Press for Instructional Improvement in a Standards-Based Environment. Karin Katterfeld, Vanderbilt University  
Targeted Versus Broad Instructional Leadership: Examining How Principals Focus Their Effort. Henry Man; University of Pennsylvania; Jonathan A. Supovitz, University of Pennsylvania  
The Effect of School Leader Support and Teacher Empowerment on Teacher Collaboration. Edith H. Hooge, University of Amsterdam; Marlies E. Honingh, Radboud University, Nijmegen  

**65.022. Leadership Development for Successful Outcomes.** Division A - Administration Organization & Leadership; Paper Session  
Sheraton, Fourth Level, Bayside C  
2:15 pm to 3:45 pm  
Chair: Comfort O. Okpara, North Carolina A&T State University  
Participants:  
Developing School Leaders’ Skills Through Digital Practicum Experiences. Sara L. Dexter, University of Virginia; Pamela D. Tucker, University of Virginia; James Peugh, University of Virginia  
How Do Successful School Principals Learn to Deliver Improved Test Scores? Lewis A. Bonney, Azusa Pacific University; Elizabeth B. Andersen, Azusa Pacific University; Christopher Jay Quinn, Azusa Pacific University; Ying Hong-Jiang, Azusa Pacific University  
Partnering for Leadership Preparation: The 10-Year Collaboration of 30+ Districts to Increase Leadership Quality Region Wide. Margaret Terry Orr; Bank Street College of Education  
Successful Professional Development for Veteran Principals: A Matter of Connecting Research and Practice. Lea A. Hubbard, University of San Diego  

**65.023. Critical Approaches to Urban Education.** Division B - Curriculum Studies; Paper Session  
Astor Crowne Plaza, Second Level, Astor Ballroom I  
2:15 pm to 3:45 pm  
Chair: Jorge Enrique Delgado, University of Pittsburgh  
Participants:  
An Endangered Species: Educational Habitats for African American Teenage Males. Geraldine Peten, Northern Arizona University; Laura Esthela Sojo-Montes, Northern Arizona University; Shadow William Jon Armfield, Northern Arizona University  
Education by Any Means Necessary: Peoples of African Descent and Nontraditional Pedagogical Spaces. Ty-Ron M.O. Douglas, University of North Carolina - Greensboro; Craig Martin Peck, University of North Carolina - Greensboro  
Inside High School Journalism: Unequal Opportunities for Civic Activity in Schools. Peter W. Williamson, University of San Francisco  
What Counts as Knowledge? Reframing Understandings of Civic Knowledge. Greer Burroughs, Rutgers University  
Discussant: Lance Trevor McCready, OISE/University of Toronto  

**65.024. Adolescent English Language Learners’ Reading and Writing Development: Multidimensional and Multidisciplinary Insights.** Division C - Learning and Instruction; Symposium  
Hotel Monteleone, Mezzanine Level, Bienville  
2:15 pm to 3:45 pm  
Chair: Michael J. Kieffer, Teachers College, Columbia University  
Participants:  
Promises and Plateaus: Reading Growth of English Language Learners and Native English Speakers Before and After Third Grade. Michael J. Kieffer, Teachers College, Columbia University  
Exploring the Relationship Between Adolescent Spanish-Speaking Language Minority Learners’ Reading Comprehension Performance, Reading Comprehension Strategy Knowledge, and Reader Self-Perceptions. Jeannette
Wednesday, April 13, 2011

C - Learning and Instruction Cosponsored by SIG-Science Teaching and Learning; Symposium

65.025. Designing Effective Instructional Environments. Division C - Learning and Instruction; Paper Session

Hotel Monteleone, Mezzanine Level, Iberville
2:15 pm to 3:45 pm

Chair: Brett E. Shelton, Utah State University

Participants:
- The Effectiveness of Pedagogical Agents' Prompting and Feedback in Facilitating Self-Regulated Learning With MetaTutor. Roger Azevedo, McGill University; Amy Marcelle Johnson, The University of Memphis; Candice Burkett, The University of Memphis; Amber Dawn Chauvency, The University of Memphis; Engida Haille Gebre, McGill University; Reza Behnagh, McGill University; Melissa Stern, McGill University; Maroofali Moral, McGill University
- Investigating First Impressions of a Web-Based Lesson: Interface Aesthetics and Learning Outcomes. Flori H. Manning, University of Illinois - Chicago; Kimberly A. Lawless, University of Illinois - Chicago; Hayley J. Mayall, Northern Illinois University
- Enhancing Collaborative Learning Outcomes During Video Instruction. Robert Zheng, University of Utah; Kirsten R. Butcher, University of Utah; Paul T. Callister, University of Utah

Discussant: Tom Moher, University of Illinois - Chicago

65.026. Early Cognitive Abilities for Learning Math and Science: Implications for Instruction From the National Science Foundation’s Research and Evaluation on Education in Science and Engineering Program. Division C - Learning and Instruction Cosponsored by SIG-Learning Sciences; Symposium

Hotel Monteleone, Mezzanine Level, Orleans
2:15 pm to 3:45 pm

Chair: Gregg Solomon, National Science Foundation

Participants:
- Teaching and Learning of Evolution in the Primary Grades. Kathleen E. Metz, University of California - Berkeley
- Understanding Evolution: A Proposed Learning Progression From Children's Everyday Intuitions to Counterintuitive Concepts of Common Descent and Natural Selection. E. Margaret Evans, University of Michigan; Jonathan Lane, University of Michigan
- Nonsymbolic Subtitizing and “Groupitizing” Skills May Be Foundational to Elementary School Children’s Development of Symbolic Math Fluency. Bruce McCandliss, Sackler Institute - Weill Cornell Medical College
- Science Learning Pathways for Preschool Children. Rochel Gelman, Rutgers University

65.027. Promoting Science Achievement: Variables and Approaches. Division C - Learning and Instruction Cosponsored by SIG-Science Teaching and Learning; Paper Session

New Orleans Marriott, Second Level, La Galerie 2
2:15 pm to 3:45 pm

Chair: Alfred Richard Schademann, California State University - Chico

Participants:
- Examining Relationship Between Gender Differences in Attitudes and in Middle-Grade Science Achievement in the United States: Results From the Trends in International Mathematics and Science Study (TIMSS) 2007. Shih-Ying Yao
- Learning Academic Science Language Among Intermediate English Learners. Rafael Lara-Alecio, Texas A&M University; Beverly J. Iry, Sam Houston State University; Fuhui Tong, Texas A&M University - College Station; Cindy Lynn Guerrero, Texas A&M University; Linda Rodriguez, Aldine Independent School District
- Thinking Like a Scientist: Promoting Science Achievement Via Interdisciplinary Literacy Curricula in the Primary Grades. Roxanne Greitz; Miller, Chapman University; Kimberly A. White-Smith, Chapman University; Margaret Sencea Curwen, Chapman University; Colette Marie O’Bannon, Chapman University; Robert Caffee, Stanford University

Discussant: Richard C. Anderson, University of Illinois - Urbana-Champaign

65.028. Using Cognitive Science to Understand Why, for Whom, Under What Conditions Interventions Succeed or Fail. Division C - Learning and Instruction; Symposium

New Orleans Marriott, Second Level, La Galerie 5
2:15 pm to 3:45 pm

Chairs:
- Mitchel J. Nathan, University of Wisconsin - Madison
- Carol L. O’Donnell, Institute of Education Sciences, U.S. Department of Education

Participants:
- Evaluating the Impact of Advancement Via Individual Determination (AVID) on Ninth-Grade Students’ Learning and Study Skills. Jenny K. Nagaoka, University of Chicago; Melanie LForce, University of Chicago; Melissa R. Roderick, University of Chicago
- Inaccurate Metacognitive Monitoring Can Undermine Effective Learning Strategies. Katherine Ransone, Kent State University
- The Importance of Metacognition and Feedback Accuracy for Successful Self-Regulated Learning From Text. Jennifer Wiley, University of Illinois - Chicago; Thomas D. Griffin, University of Illinois - Chicago; Keith W. Thiede, University of Illinois - Chicago

Discussant: Douglas Rohrer, University of South Florida

65.029. Design Considerations for Experimental Studies in Education. Division D - Research and Methodology; Symposium

Doubletree, Second Level, Madewood A
2:15 pm to 3:45 pm

Chair: Spyros Konstantopoulos, Michigan State University

Participants:
- PowerUp: A Tool for Calculating Minimum Detectable Effect Size for Experimental and Quasi-Experimental Designs. Nianbo Dong, Vanderbilt University; Rebecca A. Maynard, University of Pennsylvania; Kerry Guess Hoffer, Vanderbilt University
- The Effects of Covariates on Power Estimates: Which Level Matters More? Spyros Konstantopoulos, Michigan State University
- The Implications of Contamination for Experimental Design in Education Research. Christopher Rhoads, Northwestern University

Discussant: Michael Joseph Weiss, MDRC

65.030. Prevention of Bullying, Sexual Harassment, and Dating Violence Among Children and Adolescents. Division E - Counseling and Human Development; Symposium

Astor Crowne Plaza, Second Level, Astor Ballroom II
2:15 pm to 3:45 pm

Chair: Dorothy L. Espelage, University of Illinois

Participants:
- Developmental Trajectories of Bullying and Sexual Harassment Perpetration in a Sample of Middle School Students. Dorothy L. Espelage, University of Illinois; Chad Allen Rose, University of Illinois
- Factors That Influence Bullying and Sexual Harassment Perpetration and Victimization: Voices From Middle School Students and Teachers. Linda Charmaraman, Wellesley Centers for Women; Ashley Jones, University of Illinois
- Outcomes From a School-Randomized Controlled Trial of Steps to Respect:
A School Bullying Prevention Program. Brian H. Smith, Committee for Children, Eric C. Brown, University of Washington; Sabina Low, Wichita State University; Kevin P. Haggerty, University of Washington

A Multilevel Experimental Test of a Dating Violence Prevention Program in New York City Middle Schools. Nan D. Stein, Wellesley College; Bruce Taylor, Police Executive Research

65.031. Desegregation and Its Aftemaths: Transition, Loss, and Accountability.
Division F - History and Historiography Cosponsored by SIG-Research Focus on Black Education; Paper Session
JW Marriott, Third Level, Ile de France II
2:15 pm to 3:45 pm
Chair: Jeannine E. Dingus-Eason, Saint John Fisher College
Participants:
Warriors on the Line: A Story of Collaboration and Collusion in the Desegregation of Mississippi Public Schools. Natalie G. Adams, The University of Alabama; James H. Adams, Mississippi State University; Ed Davis, Mississippi State University
The Legacy of the Forced Closing of an All-Black High School: The Macrotrauma and Loss Suffered by a Community. Deborah Alvarez Caron, University of Florida
Discussant:
Vanessa Siddle Walker, Emory University

65.032. Aspirations for the Public Good: Community, University, and Federal Interventions. Division G - Social Context of Education; Symposium
New Orleans Marriott, Second Level, La Galerie 4
2:15 pm to 3:45 pm
Chair: Aida Hurtado, University of California - Santa Cruz
Participants:
Latino/o Parental Aspirations: Children Serving the Public Good. Karina Cervantez, University of California - Santa Cruz
Bridges to Higher Education: College Facilitators Along the U.S.-Mexico Border. Aida Hurtado, University of California - Santa Cruz; Karina Cervantez, University of California - Santa Cruz
Minority Serving Programs and Academic Achievement With Latino Students. Mrinal Sinha, University of California - Santa Cruz
Discussant:
Julie Lopez Figsueroa, Sacramento State University

New Orleans Marriott, Second Level, La Galerie 3
2:15 pm to 3:45 pm
Chair: Maria E. Franquiz, University of Texas - Austin
Participants:
Educados Entremundos: Exploring the Concept of Ser Bien Educado With Puerto Rican/Diasporic Communities. Sandra Quinones, University of Rochester
Building Home-School Partnerships With Puerto Rican Families in Urban Schools: Challenges and Possibilities. Nellida Matos, University of Massachusetts - Amherst
The Role of Anticolonialism Discourses in the Redefinition of Education for Puerto Rican Youth. Enid Marie Rosario-Ramos, University of Michigan
Barricaded for the Public Good: Puerto Rican University Students. 2010. Rima Brat, University of Puerto Rico - Mayagüez
RicanStruction Sites: Race, Space, and Place in the Lives of DiaspO Rican Youth. Jason G. Irizarry, University of Connecticut; Rene F. Antrop-Gonzalez, University of Wisconsin - Milwaukee
Discussant:
Sonia Nieto, University of Massachusetts - Amherst
Luis C. Moll, The University of Arizona

65.034. Reimagining Latino “Parent Involvement” Through Ethnographic Film. Division G - Social Context of Education Cosponsored by Presidential Session; Symposium
New Orleans Marriott, Second Level, La Galerie 6
2:15 pm to 3:45 pm
Chair: Sofia A. Villenas, Cornell University
Participants:
Reframing Latino Parent Involvement: Contributions From Critical Ethnography and Participatory Action Research. Janise Hurtig, University of Illinois - Chicago; Andrea Dymns, Trinity College
Madres Unidas: Parents Researching for Change. Andrea Dymns, Trinity College
Increasing Parent Involvement in the New Latino Diaspora. Sarah Lipinoga, University of Pennsylvania; Stanton Wortham, University of Pennsylvania
Sobresalir: Latino Perspectives on New Latino Diaspora Schools. Stanton Wortham, University of Pennsylvania; Sarah Lipinoga, University of Pennsylvania; Carlos Martinez, University of Pennsylvania; Noam Osnand, University of Pennsylvania
Discussant:
Sofia A. Villenas, Cornell University

65.035. Evaluating the Impact of Program Initiatives for At-Risk Youth. Division H - Research, Evaluation and Assessment in Schools; Paper Session
Doubletree, Second Level, Shadows
2:15 pm to 3:45 pm
Chair: Joe Ann Hinrichs, Walden University
Participants:
Inclining the Social Imagination to Realizing the Dream: An Unfolding Story of Transformative Action in a Low-Socioeconomic School. Kathy Ann Mills, Queensland University of Technology
The Effectiveness of Supplemental Educational Services in Georgia. Sheneka M. Williams, University of Georgia; Cigdem Alagez, University of Georgia
The Feasibility of an Emotional Resilience Intervention, PERCY (Positive Psychology, Emotional Competence, Restorative Practices and Communication for Youth), for Vulnerable Predolescent Youth. John Peabody, University of California - San Francisco; Ean Rhee, University of California - San Francisco; Steve Leventhal, CorStone
Discussant:
Evelyn Belton-Kocher, Saint Paul Public Schools

65.036. Division J Working Group 3. Division J - Postsecondary Education; Invited Session
Sheraton, Fourth Level, Estherwood
2:15 pm to 3:45 pm

65.037. Division J. Professional Development Session: Preparing for Tenure: Career Support for Advanced Assistant Professors. Division J - Postsecondary Education; Invited Session
JW Marriott, Third Level, Maurepas
2:15 pm to 3:45 pm
Participants:
R. Eveyl Gildersleeve, Iowa State University
Margaret W. Sallee, University of Tennessee

65.038. Fostering Success Among Women and Students of Color in the STEM Disciplines. Division J - Postsecondary Education; Paper Session
JW Marriott, Third Level, Conde
2:15 pm to 3:45 pm
Chair: Naomi Chesler, University of Wisconsin - Madison
Participants:
Do We Need More Scientists? An Analysis of Patterns in the Recruitment, Training, and Employment of Scientists. Emma Smith, University of Birmingham
Can I Trust You? Examining the Quality of Interpersonal Relationships Among Latino/a Science, Technology, Engineering, and Mathematics Undergraduates and Their Mentors. Robert K. Ream, University of California - Riverside; James Laura Lewis, University of California - Riverside; Sarah R. Ryan, University of California - Riverside
Barbara Ann Burke, California State Polytechnic University, Pomona; Dennis W. Sunal, The University of Alabama; Cynthia S. Sunal, The University of Alabama
An Examination of Academic and Social Experiences on Degree Completion for Students in Science, Technology, Engineering, and Mathematics Majors by Race and Ethnicity. Joy Gaston Gayles, North Carolina State University; Frim Ampanu, Central Michigan University
Discussant:
Frankie Santos Laanan, Iowa State University

65.039. Professional Development and Faculty Supports in Postsecondary Education. Division J - Postsecondary Education; Paper Session JW Marriott, Third Level, Frontenac
2:15 pm to 3:45 pm
Chair:
Jessica E. Salvador, University of Washington
Participants:
Professional Development Needs of Polytechnic Lecturers in a Curriculum Reform Scenario. Marie A.B. Bakah, University of Twente; Joke M. Voogt, University of Twente; Jules M. Pieters, University of Twente, The Netherlands
A Fusion Model of Instructional Design for Faculty Development Programs in Technology Integration. Lori C. Soile, Nichols State University; Yiping Lou, Louisiana State University
The Validity of an Instructor Observation Protocol for Professional Development. Audrey Amrein-Beardsley, Arizona State University; Sharon E. Osborn Popp, Arizona State University; Meredith Jean Toth, Arizona State University
From Burlesque to Stem Cells: Productive Supports for Interdisciplinary Course Design and Implementation Among New Faculty. Robin R. Lasota, University of Washington
Discussant:
Stephen L. Benton, The IDEA Center

65.040. New Pedagogies for Social Transformation and Community Empowerment. Division K - Teaching and Teacher Education; Working Group Roundtable
2:15 pm to 3:45 pm
Chair:
Antwi A. Akom, Lawrence Berkeley National Laboratory
Participants:
Radical Healing and a Pedagogy of Love. Sharon A. Ginswright, San Francisco State University
Toward an Ecopedagogy: Reducing Health and Educational Disparities Through a Focus on Youth and Communities. Antwi A. Akom, Lawrence Berkeley National Laboratory
What Is a Pedagogy of Hope and Love in Times Like These? Jeffrey M.R. Duncan-Andrade, San Francisco State University
Discussant:
Pedro A. Noguera, New York University

65.041. Designing and Implementing Integration Policies in the 21st Century: Considering Demography, Geography, and Legal Context. Division L - Educational Policy and Politics; Paper Session Sheraton, Third Level, Napoleon Ballroom B1
2:15 pm to 3:45 pm
Chair:
William T. Trent, University of Illinois - Urbana-Champaign
Participants:
The Limits of Desegregation Accountability: Questions of Measurement. Ross E. Mitchell, University of Redlands; Douglas E. Mitchell, University of California - Riverside
Achieving Diversity in the Post-Parents Involved in Community Schools Era: The Effects of Geographic Integration Plans. Meredith Paige Richards, University of Texas - Austin; Kori James Stroh, University of Texas - Austin; Julian Vasquez Heilig, University of Texas - Austin
Boundaries Matter: How Context Impacts School District Integration Plans’ Ability to Meet Their Intended Diversity Goals. Sarah Lauren Diem, University of Missouri
Desegregation in the Post-Meredith Era: How Parents Navigate School Assignment and Choice in Louisville-Jefferson County. Rebecca Page Johnson, Syracuse University
Discussant:
Sean F. Reardon, Stanford University

65.042. Issues of Improvement in the Core Content Areas: Mathematics as a Case. Division L - Educational Policy and Politics; Paper Session Sheraton, Fifth Level, Grand Couteau
2:15 pm to 3:45 pm
Chair:
Sarah Winchell, Michigan State University
Participants:
The Effects of Tracking With Supports on Instructional Climate and Student Outcomes in High School Algebra. Takako Nomi, University of Chicago; Elaine M. Allenworth, NRC-NAEd Committee Member and Consortium on Chicago School Research at the University of Chicago
Examining Heterogeneity in the Effect of Taking Eighth-Grade Algebra on High School Mathematics Achievement. Jordan Rickles, University of California - Los Angeles
The Relationship Between Tracking and Mathematics Achievement Test Outcomes in Four Urban Districts. Rebecca Schmidt, Vanderbilt University
A Nonexperimental Evaluation of Curricular Effectiveness in Math. Cory Robert Koedel, University of Missouri; Rachana Bhatt, Georgia State University
Discussant:
Kathryn S. Schiller, University at Albany - SUNY

65.043. School Choice: The Latest Empirical Evidence. Division L - Educational Policy and Politics; Symposium Sheraton, Fifth Level, Grand Chenier
2:15 pm to 3:45 pm
Chair:
Marsha Silverberg, Institute of Education Sciences
Participants:
Evaluation of the Impact of the D.C. Opportunity Scholarship Program: Final Report. Patrick J. Wolf, University of Arkansas; Babette Guitman, Westat; Michael J. Puma, Chesapeake Research Associates, LLC; Brian Kisida, University of Arkansas; Lou Rizzo, Westat; Nada Eissa, Georgetown University
Results From the National Evaluation of Charter School Impacts. Philip Gleason, Mathematica Policy Research, Inc; Melissa Clark, Mathematica Policy Research, Inc; Christina Clark Tuttle, Mathematica Policy Research; Emily Dwyer, Mathematica Policy Research, Inc
Student Achievement in 22 KIPP Middle Schools. Brian Gill, Mathematica Policy Research, Inc.; Christina Clark Tuttle, Mathematica Policy Research
Charter Schools, Instructional Conditions, and Student Achievement Gains. Marisa A. Cannata, Vanderbilt University; Mark Berends, University of Notre Dame; Xiu Cravens, Vanderbilt University; Ellen B. Goldring, Vanderbilt University; Roberto V. Penaloza, Vanderbilt University; Marc L. Stein, Johns Hopkins University
Discussants:
Thomas Dee, Swarthmore College
Jeffrey R. Heng, Teachers College, Columbia University

SIG Sessions

65.044. Innovative Assessments in New Media (Virtual + Games + Mixed-Reality). SIG-Applied Research in Virtual Environments for Learning Cosponsored by Division C - Learning and Instruction; Symposium Sheraton, Fourth Level, Oak Alley
2:15 pm to 3:45 pm
Chair:
Mina Catherine Johnson-Glenberg, Arizona State University
Participants:
Innovative Assessment Techniques in Mixed-Reality, Gesture Control Learning Environments. Mina Catherine Johnson-Glenberg, Arizona State University
Embodied Learning in Two-Dimensional Versus Three-Dimensional Environments. David Birchfield, Arizona State University
Assessing Students’ Intuitive Understanding of Physics Through Game Play Data. Douglas B. Clark, Vanderbilt University; Mario Manuel Martinez-Garza, Vanderbilt University; Brian C. Nelson, Arizona State University
Kent Slack, Arizona State University; Cynthia M. D’Angelo, Arizona State University
Student Perceptions of the Assessment Utility of Immersive Virtual Environments. Jillianne Code, Harvard University; Jody E. Clarke-Midura, Harvard University; Chris J. Desi, Harvard University; Michael Charles
A Longitudinal Study of One State’s Efforts to Positively Impact Professional Preparation in the Field of Early Childhood Education. Beverly Boals-Gilbert, Arkansas State University; Kyoung-Jin Kim, Arkansas State University; Stephanie R. Davidson, Jackson State University.

Classroom Assessment Scoring System (CLASS) Reliability Training as Professional Development for Preschool Teachers. Renee M. Cashergue, Louisiana State University - Baton Rouge; April Whatley Bedford, The University of New Orleans; Karen Burstein, Southwest Institute for Families and Children.

Educators’ Perceived Challenges of the Desired Results System: The California Department of Education Accountability Initiative. Farahnae Khudeghi, California State University - Long Beach; Jyotsna Pattnaik, California State University - Long Beach.

Findings From Implementing a Response to Intervention (RTI) Model in Pre-K Settings. Elena P. Soukakou, Frank Porter Graham Child Development Institute; Ellen S. Peisner-Feinberg, University of North Carolina - Chapel Hill; Virginia Buysee, FPG Child Development Institute.

The Relationships Between Early Childhood Teachers’ Credentials, Child-Rearing Beliefs, and Preschool Students’ Social Skills. Iman A. Betawi, Florida State University; Ithel Jones, Florida State University.

65.049. Exploring Issues of Scoring Student Performance on Alternate Assessments Based on Alternate Achievement Standards. SIG-Inclusion & Accommodation in Large-Scale Assessment; Symposium New Orleans Marriott, Third Level, Mardi Gras Salon A

2:15 pm to 3:45 pm

Chair: Marianne Perie, National Center for the Improvement of Educational Assessment, Inc.

Participants: A Proposed Typology of Alternate Assessment Based on Alternate Achievement Standards Scoring Approaches. Marianna Quenemoen, National Alternate Assessment Center; Marianne Perie, National Center for the Improvement of Educational Assessment, Inc.; Jacqueline Farmer Kearns, University of Kentucky.


Exploring Thought Processes Underlying the Scoring of Georgia’s Alternate Assessment. Andrew T. Roach, Georgia State University; Melissa Pineda, Georgia Department of Education; Kris Varjias, Georgia State University; Elizabeth Namisi Chilungu, Georgia State University.

Discusants: Jacqueline Farmer Kearns, University of Kentucky.

65.050. Language Demands of Content Assessments and Validity of Accommodations for English Language Learners. SIG-Inclusion & Accommodation in Large-Scale Assessment; Symposium

New Orleans Marriott, Third Level, Mardi Gras Salon B

2:15 pm to 3:45 pm

Chair: Maria Martineilto, ETS

Participants: Language Demands of Content Assessments and Accommodations for Language Minority Students. Maria Martineilto, ETS.


Analysis of EasyCBM Mathematics With Attention to English Language Learners. Gerald A. Tindal, University of Oregon.


Discusants: Jamal Abedi, University of California - Davis; Sue Rigney, U.S. Department of Education.

65.051. Documenting Constraints and Imagining Opportunities: High-Stakes Testing’s Impact in Indigenous Arizonan and Alaskan Communities. SIG-Indigenous Peoples of the Americas; Symposium

New Orleans Marriott, Second Level, Preservation Hall Studio 3

2:15 pm to 3:45 pm
65.052. Public Engagement With Science Research Through Citizen Science in the Zooniverse Project: Lessons for the Informal Learning Community. SIG-Informal Learning Environments Research; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 8
2:15 pm to 3:45 pm
Chair: Karen E. Carney, Adler Planetarium
Participants: Zooniverse Infrastructure, Aims, and Participation. Chris Lintott, Oxford University
What Motivates People to Participate in Online Citizen Science Through the Zooniverse Project? Andra Lardner, Johns Hopkins University; Jordan Ruddick, Johns Hopkins University
What Aspects of Design Influence Initial Interaction With Zooniverse. Jason Reed, Adler Planetarium
Opening Paths to Deeper Engagement. Angelique Rickhoff, Adler Planetarium; Nancy Ross Drilhin, Adler Planetarium
Young Adult Science Learning in the Internet Era. Jon D. Miller, University of Michigan
Informal Science Educators’ Pedagogical Choices and Goals for Learners: The Case of Planetarium Professionals. Julia D. Plummer, Arcadia University; Kim J. Small, Arcadia University

65.053. Technology Issues in Higher Education. SIG-Instructional Technology; Paper Session
Astor Crowne Plaza, Second Level Mezzanine, Toulouse B
2:15 pm to 3:45 pm
Chair: Dolores T. Burton, New York Institute of Technology
Participants: Faculty Perceptions of Online Assessment: A Comparison Study Between Traditional Universities and Online Institutions. Rui Hu, University of Georgia; Thomas C. Reeves, University of Georgia
The Impact of Frequency on Achievement in Online Courses: A Study From a South Texas University. Lori Kapczyński, Texas A&M University - Kingsville; Angela M. Gibson, American Public University; Phil Ice, American Public University System; Linda Chaltallo, Texas A&M University - Kingsville
Involving Me and I Learn: Providing Substantial Learning Choices in Higher Education. Gregory Merrill Francom, University of Georgia
Educational Change in Oman: A Design Research Study of Personal, Institutional, and National Reactions to Collaborative Problem Solving. David Porcaro, University of Georgia
Discussions: Mahnaz Moallem, University of North Carolina - Wilmington

65.054. Ivan Illich SIG Business Meeting. In the Mirror of the Past: Ivan Illich: Glares Into the Present and Future. SIG-Ivan Illich; Business Meeting
Sheraton, Eighth Level, Salon 816
2:15 pm to 3:45 pm
Participants: Madhu Suri Prakash, The Pennsylvania State University; Richard V. Kahn; Rebecca Martusewicz, Eastern Michigan University

65.055. Educator Ethics: A Look at Teacher Professional Responsibility Through Case Law in Four States. SIG-Law and Education; Symposium
Sheraton, Fourth Level, Edgewood
2:15 pm to 3:45 pm
Chair: Patrick D. Pauken, Bowling Green State University
Participants: Professional Responsibility and Ethics for North Carolina Educators: The Significant Role of Preservice Teacher Training in Professional Ethics. Kevin Patrick Brady, North Carolina State University
Professional Responsibility and Ethics for Educators in Michigan. Regina R. Umpstead, Central Michigan University
Texas Educators’ Code of Ethics. Joann Franklin Klinker, Texas Tech University; David P. Thompson, University of Texas - San Antonio
Educational Ethics in Illinois. Elizabeth T. Logg, Illinois State University
Discussions: Philip T.K. Daniel, The Ohio State University

65.056. Building Leadership for Learning: Teachers and Principals. SIG-Leadership for School Improvement; Paper Session
Sheraton, Eighth Level, Salon 820
2:15 pm to 3:45 pm
Chair: Scott C. Bauer, George Mason University
Participants: A University-District Partnership for Teacher Leadership in Turnaround Schools. Jack Leonard, University of Massachusetts - Boston; Jack Levy, University of Massachusetts - Boston; Lesley Ryan, Boston Public Schools
The Effect of School Leadership on Teachers’ Inquiry Habit of Mind. Meta Louise Kruger, University of Amsterdam; Femke Geijsel, University of Amsterdam
What Makes Instructional Leadership Effective? Results From a National Sample of Teachers and Principals in Cyprus. Panayiotis Antoniou, University of Cyprus
Teacher Leadership Through Teach First: Can Second-Year Alternatively Certified Teachers Lead School Improvement? Daniel R. Muijs, University of Southampton; Christopher James Chapman, University of Manchester; Paul Armstrong, University of Manchester
Discussions: Sue G. Lasky, University of Louisville

65.057. Advances in Goal Theory Research. SIG-Motivation in Education; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 9
2:15 pm to 3:45 pm
Chair: Andrew J. Martin, The University of Sydney
Participants: Differentiating Goal Setting Tendencies and Situation-Specific Goals to Analyze Joint Influences of Personal Goals and Goal Structures on Achievement-Relevant Outcomes. Markus Dresel, University of Augsburg, Germany; Valerie Bener, University of Augsburg, Germany; Michaela Fasching, University of Augsburg, Germany
Public Performance Increases Student Motivation: A Missing Piece of Achievement Goal Theory. David A. Bergin, University of Missouri; Christi Crosby Bergin, University of Missouri; Bridget Murphy, UMC ASSESSMENT RESOURCE CENTER; Teresa M. Van Doeveren; University of Missouri
Mastery-Avoidance Goals in Junior High School: Prevalence and Meaning in Two Disciplinary Domains. Melissa Karakas, Temple University; Anthony C. Perez, Temple University; Rachel H. Meyer; Temple University; Avi Kaplan, Temple University
Conditional Effects of Mastery Goal Structure on Motivational Beliefs in African American Adolescents: The Role of the Need for Cognition. DeLeon Lavon Gray, The Ohio State University; Tufin Chang, The Ohio State University; Eric M. Anderman, The Ohio State University
Discussions: regulator 319

65.058. Reimagining Black Girlhood: Lessons on Performance From Saving Our Lives Hear Our Truths (SOLHOT). SIG-Qualitative Research;
65.059. Research in Action: Racial Negotiation Measurement and Intervention for Black Students. SIG-Research Focus on Black Education; Symposium New Orleans Marriott, Second Level, Preservation Hall Studio 10
2:15 pm to 3:45 pm
Chair: Howard C. Stevenson, University of Pennsylvania
Participants:
- Classroom Social Justice 101: Using Race and Gender to Understand Student Perceptions of Teacher Practices. Duane E. Thomas, University of Pennsylvania; Celine Thompson, University of Pennsylvania
- A New Nonacademic Variable: Black Racial/Ethnic Socialization Exploration. Keisha L. Bentley, University of Texas - Austin; Collette Chapman, University of Texas - Austin
- Racial/Ethnic Socialization as a Conflict Negotiation Intervention: Exploring Two Programs for Black Students That Work. Valerie N. Adams, University of Pennsylvania; Chonika Coleman, University of Pennsylvania; Keisha L. Bentley, University of Texas - Austin
Discussants: Keisha L. Bentley, University of Texas - Austin; Valerie N. Adams, University of Pennsylvania; Celine Thompson, University of Pennsylvania; Duane E. Thomas, University of Pennsylvania; Collette Chapman, University of Texas - Austin

65.060. Using Data to Understand or Predict Student Outcomes. SIG-School Indicators, Profiles, and Accountability; Paper Session New Orleans Marriott, Third Level, Mardi Gras Salon C
2:15 pm to 3:45 pm
Chair: Michelle LaPointe, LEAD, LLC
Participants:
- Examining Online Reporting Tools Impact on Teachers in a Canadian Province. Stanley J. Varnhagen, University of Alberta
- Survival Analysis of Two Overlapping Graduation Cohorts: Predicting Dropouts. Bobby J. Franklin, Mississippi College
- Alternative Indicators of High School Performance: A Longitudinal Study of Student Dropouts. Pete G. Goldschmidt, University of California - Los Angeles
Discussant: Rolf K. Blank, Council of Chief State School Officers

65.061. Perspectives on Academic Language and Its Role in Content and Language Standards. SIG-Second Language Research; Symposium Sheraton, Second Level, Rhythms Ballroom I
2:15 pm to 3:45 pm
Chair: H. Gary Cook, University of Wisconsin
Participants:
- Modeling Academic Language: Scrutinizing Its Features and Facets. Alison Bailey, University of California - Los Angeles
- Operationalizing Academic Language in Language Development Standards. Margo H. Gottlieb, Illinois Resource Center and World-Class Instructional Design and Assessment Consortium
- District Understandings of Academic Language and Language Standards in 20 States. Naomi Lee, University of Wisconsin - Madison
- Academic Language and the Common Core Standards: Implications for State and District Implementation and Supporting the Achievement of English Language Learners. Edynn Sato, WestEd; Rachel Logunoff, WestEd; Pamela Yeagle, WestEd
Discussant: Diane L. August, Center for Applied Linguistics

65.062. Differing Perceptions of Ability, Equality, and Opportunity. SIG-Sociology of Education; Paper Session JW Marriott, Third Level, Ile de France I
2:15 pm to 3:45 pm
Chair: Virginia Walker Stodgrass Rangel, University of Texas - Austin
Participants:
- The Influence of Teacher Perceptual Accuracy on Young Children’s Literacy Development. Douglas Ready, Teachers College, Columbia University; Elizabeth Marie Chu, Teachers College
- Motivated and Rational but NOT Directionless: Risk Assessment and Risk Management of College-Going Among Low-Income Students. Michelle E. Nafiger, Northwestern University
- Americans’ Perceptions of (Equal) Opportunity and College Access. Kristin M. Jordan, Indiana University; Oren Pizmony Levy, Indiana University; Brian Powell, Indiana University
The Habitus of First-Generation College Students: A Content Analysis of Students’ Autobiographies. Susan A. Dumas, Louisiana State University
Family Obligation, Financial Reciprocity and Need-Based Financial Aid. Julie M. Llacuaco, University of Wisconsin - Madison; Sara Goldrick-Rab, University of Wisconsin - Madison; Courtney Luecke, University of Wisconsin - Madison; Peter Miles Kinsley, University of Wisconsin
Discussant: Catherine C. Riegle-Crumb, University of Texas

65.063. Findings From Research on Children and Youth With Autism. SIG-Special Education Research; Paper Session Sheraton, Fourth Level, Southdown
2:15 pm to 3:45 pm
Chair: Madeline Mihal, University of Northern Colorado
Participants:
- Symptoms of Posttraumatic Stress in Parents Following a Diagnosis of Autism Spectrum Disorder. Laura Baylot Casey, The University of Memphis; Robert Lee Williamson, Bowling Green State University; Robert Zanskas, The University of Memphis; Kay Reeves, The University of Memphis
- Academic Outcomes in Inclusive and Self-Contained Settings for Adolescents With Autism. Jennifer Karr, Northern Arizona University; Ann M. Mastergeorge, University of California - Davis
- Developing Social Skills in Young People With Autistic Spectrum Disorders (ASD) With Mobile Technology: The Effect of Technology Innovation on Teacher Practice. Joseph H. Mintz, London South Bank University; Corinne Branch, London South Bank University; Stephen Lerman, South Bank University; Cathy March, London South Bank University
- Improving Homework Accuracy and Completion in Students With Autism Spectrum Disorders Through Self-Management and Parent Training. Patricia Minikel-Lacocque, Indiana University; Scott Bellini, Indiana University; Gretchen D. Butera, Indiana University

65.065. Trends and Innovations in Self-Regulation Assessment. SIG-Studying and Self-Regulated Learning; Paper Session Astor Crowne Plaza, Second Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chair: Hefor Benbenutty, Queens College - CUNY
Participants:
- A Study of At-Risk High School Students’ Calibration Accuracy, Self-Efficacy, and Use of Assessment Results. Peggy P. Chen, Hunter College - CUNY; Sarah M. Bonner, Hunter College - CUNY
- Investigating Student Self-Regulated Learning Strategies: Comparing Quantitative and Qualitative Responses. Jared Anthony, Fordham University; Karen Elizabeth Clayton, Fordham University; Akane Zusho, Fordham University
- Monitoring and Inhibition as a Core Mechanism of Self-Regulation: Comparison of Performance-Based and Self-Report Measures. Myung-Jin Lee, Korea University; Song-Hy Kim, Korea University; Mimi Bong, Korea University
- The Role of Task Definitions in Acquiring Science Conceptual Understanding Using a Computer-Based Learning Environment. Jeffrey A. Greene,
65.067. Roundtable Session 45; Roundtable Session

65.067-1. Reconceptualizing Research Methods in Early Childhood. SIG-Critical Perspectives on Early Childhood Education; Roundtable Session

Chair: Alberto Lopez-Carrasquillo, Northeastern Illinois University

Participants:
- Asking the Child: Critical Perspectives and Autoethnography. Christopher Au, University of Hawaii

Learning From Success: Practice-Based Evidence in Early Childhood Research and Professional Practice. Mathieu Urban, University of East London

The Arizona English Language Learners Assessment: Threats to Reliable Assessment of Young Children’s English Proficiency. Isla Rose Flores, Arizona State University

“So, I’ll Tell You and You Write It...Right?” Children’s Views of Their Preschool Settings. Cathy Nuthridge, University of Sheffield

65.067-2. Advances in Conflict Resolution. SIG-Conflict Resolution and Violence Prevention; Roundtable Session

Chair: David W. Johnson, University of Minnesota

Participants:
- Cooperative Learning: A Positive Pathway to Meeting the Diverse Needs of All Students. Michelle L. Tichy, University of Northern Iowa; Michael Skivington, University of Wisconsin - Oshkosh
- Risky Sexual Behaviors, Impulsivity, and Aggression: Does Age Really Matter? Kelli Lane Blackford, University of Arkansas
- The Role of Intragroup Conflicts in Collaborative Learning. Dabuee Lee, Indiana University; Charles M. Reigeluth, Indiana University

65.067-3. Using Evaluations and Ratings to Improve Teaching. SIG-Self-Study of Teacher Education Practices; Roundtable Session

Chair: Debra A. Miretzky, Western Illinois University

Participants:
- Good for Us, Good for Our Students: A Self-Study of Self-Study. Pamela J. Konkol, Concordia University; Simeon Martin Summe, Concordia University - Chicago; Isabel Nunez, Concordia University - Chicago
- Using Student Evaluations of (Dis)Engagement as a Critical Reflection Tool to Improve Practice in Developing Diversity Courses. Laurie A. Ramirez, Appalachian State University; Valerie A. Allison-Roan, Susquehanna University; Susan E. Elliott-Johns, University of Arkansas; Kendra W. Peterson, Delta State College
- You Are a Two, Maybe, a Three: One Teacher Educator’s Adventures With Dispositional Ratings. Douglas M. Weczer, Syracuse University

65.067-4. Examining the Teaching Profession in the United Arab Emirates: Implications for Future Policy and Practice. SIG-International Studies; Roundtable Session

Chair: Cambria Russell, Teacher’s College, Columbia University

Participants:
- The Use of Contract Teachers in the United Arab Emirates: Conditions and Consequences. Natasha Ridge, Dubai School of Government
- Emirati Women in the Teaching Profession: Transitions to the Profession and Workplace Experiences. Janet Y. Thomas, Zayed University, United Arab Emirates

65.067-5. Teacher Education for the Public Good: Subverting Hyper-Accountability and Deficit Discourse in Social Justice Teacher Education. SIG-Critical Educators for Social Justice; Roundtable Session

Chair: Theresa Montano, California State University - Northridge

Participants:
- Why Aren’t We More Enraged? We Need More Than a Civil Rights Movement to Interrupt the Historical Normalizing of Deficit Discourses. Virginia M. Lea, University of Wisconsin - Stout
- Poverty and the Scornful Gaze: The Reproduction of Class-Based Deficit Ideology in Schooling. Paul Cameron Gorski, George Mason University
- Teacher Performance Assessment in the Audit Society. Ann Berle, San Francisco State University

The “Empire” Strikes Back via Neoliberal Tactics: Confronting the Legacies of Neocolonialism. Roberta Ablquist, San José State University
65.067-6. Re-Visioning Classroom Instruction for English Language Learners: Pedagogical Insights From Ethnographic Research. SIG-Bilingual Education Research; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chair: Amanda Kibler, University of Virginia
Participants:
What’s in a Writing Conference? Considerations for English Language Learners. Amanda Kibler, University of Virginia
Considering Academic Language in Practice: An Examination of Latino English Language Learners’ Academic Language Competencies in Spanish. Laura Alvarez, Stanford University
Reading Aload by Young English Language Learners (ELLS): Promising or Problematic Practice? Sarah Capitelli, University of San Francisco

65.067-7. Strengthening School-Community Collaboration. SIG-Family, School, Community Partnerships; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chair: Ngo-Wing Anjela Wong, The University of Alaska - Fairbanks
Participants:
Building Bridges Between School Leaders and Communities Through Social Justice-Oriented Work. Christa A. Boske, Kent State University
Building Schools and Community Connections: Outreach and Activism for New Schools in Southeast Los Angeles. Greta Kirschbaum, University of California - Berkeley
Schools of Education, Full-Service Schools, and Community Agencies in a Complementary Fit of Research and Practice. Charles R. Watson, University of Evansville
“It’s Part of Contributing to Global Citizenship”: Students’ and Teacher Leaders’ Perspectives on School-Community Partnerships. Catherine Hands, Independent Researcher

65.067-8. Research on Giftedness, Creativity, and Talent SIG Roundtable II.
SIG-Research on Giftedness and Talent; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chair: Jennifer L. Jolly, Louisiana State University - Baton Rouge
Participants:
Examining the Effects of Total School Cluster Grouping on Teaching Practices. Rachelle Miller, Purdue University; Nielsd L S Pereira, Purdue University; Yang Yang, Purdue University; Marcia L. Gentry, Purdue University
Exploring the Relationship Between Barriers to Implementation and Academic Achievement in a Third-Grade Gifted Curriculum. Tracy Christine Missett, University of Virginia; Lisa Hall Foster, University of Virginia; Margarette Brunner, University of Virginia; Amy Azano, University of Virginia; Sarah Oh, University of Virginia; Carolyn M. Callahan, University of Virginia
Factors Affecting Talent Development: Differences in Graduate Students Across Three Domains. Stephanie A. Hartzell, University of Nevada - Las Vegas; Eunsook Hong, University of Nevada - Las Vegas
Krutetski Meets the Trends in International Mathematics and Science Study (TIMSS): Students’ Readiness for Learning Mathematics. Kyong Mi Choi, University of Iowa

65.067-9. New Perspectives on Parent Organizing. SIG-Grassroots Community & Youth Organizing for Education Reform; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chair: Michael P. Evans, Miami University
Participants:
Parents Organizing and Organizing Parents: The Creation of Language Immersion Charter Schools. Lisa M. Dorner, University of Missouri - St. Louis; Rhonda Brousard, Language Immersion Schools
Social Capitalization in Bilingual Communities. Magaly Lavadon, Loyola Marymount University
Realizing Rights: A Case Study of Rights Discourse in Education Organizing. Anne Rebecca Newman, Washington University in St. Louis

65.067-10. Superintendent Preparation and Practice. SIG-Research on the Superintendent; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chair: Thomas L. Alshbury, North Carolina State University
Participants:
Developing Leaders Using Case Inquiry. Deirdre M. Smith, Ontario College of Teachers
The Role of the Superintendent: Building Cultures of Trust Through “Intelligent Accountability”. Randy Wayne Hetherington, University of Alberta

65.067-11. Methodologies in Professions Education. Division 1 - Education in the Professions; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chair: Brian J. Hess, American Board of Internal Medicine
Participants:
Experiential Learning Theory Versus Guided Experiential Learning: Comparing Instructional Design Methodologies in Medical Simulations. Christopher Craft, University of South Carolina - Columbia
Text Work as Identity Work in Legal Writing. Erika J. Ahner, Educational Consultant; Shelley Kierstead, Osgoode Hall Law School
The Use of Concept Mapping to Assess Medical Students’ Knowledge of and Attitudes Toward Social and Behavioral Sciences in Medicine. Ariane Teherani, University of California - San Francisco; Shelley. Ader, University of California - San Francisco; H. Carrie Chen, University of California - San Francisco

SIG-Research in Mathematics Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chair: Julius Davis, Bowie State University
Participants:
Area Hypothetical Learning Trajectory: Relating Square Units to Nonrectilinear Regions. Craig Cullen, Illinois State University; Amanda Miller, Illinois State University; Chopina Wilkoski, Illinois State University; Jeffrey E. Barrett, Illinois State University; Julie Sarama, University at Buffalo - SUNY
Consideration of Standardized Testing as a Mediating Aspect of Mathematics Planning and Enactment Practices. Julie Amador, Indiana University - Bloomington; Teri D. Lamberg, University of Nevada - Reno
Coordinating Individual and Collective Analyses via Argumentation Diagrams. Ian Whitacre, San Diego State University; Susan D. Nickerson, San Diego State University
Integrating Assessment Principles and Disciplinary Content in Professional Development: Supporting Teacher Change in Classroom Assessment. David C. Webb, University of Colorado - Boulder
Formative Maps: Realizing the Potential of Benchmark Exams as a Formative Classroom Tool. Karre E. Dunn, University of Arkansas; Sean W. Mulvenon, University of Arizona; Calli A. Holaway, The University of Alabama

Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chair: John D. Harrison, Lincoln Memorial University
Participants:
Implications of Explicit and Implicit Identities in Online Multicultural Education Course Discussions. Binh Gurung, New Mexico State University; Miguel M. Licona, New Mexico State University
Collaborative Learning Modalities for Multicultural Education Courses: Examining Power, Privilege, and Difference. Online. Edward J. Brantmeier, James Madison University; Antonette M. Aragon, Colorado State University;
65.067-14. Breaking Trail in Indigenous Research: Session Three. SIG-Indian Peoples of the Pacific; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chair: Gary Sherwood Keng, University of Hawaii - Manoa

Participants:
Indigenous Mentoring and Leadership. Pohai Kakau-Shultz, University of Hawaii
Maori Boarding School Traditions: Maori Constructs of Leadership and Maori Advancement Viewed Through the Stories of Te Aute College. James Graham, Massey University
Nana i ka Pulapula. Iwalani Hodges, Nanakapono Elementary School, Jay M. Taniguchi, University of Hawaii, Krystal Kaleiaina Chieko Tim Sing, University of Hawaii - Manoa, Mischa Kanaa'uhea Lenchanko, University of Hawaii, Stephanie Furuta, University of Hawaii

65.068. Roundtable Session 46; Roundtable Session

65.068-1. Classrooms as Spaces for Teacher Learning. Division K - Teaching and Teacher Education, Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm
Chair: Maria Guadalupe Arreguin-Anderson, University of Texas - San Antonio

Participants:
Between a Rock and a Hard Place: An Urban Teacher’s Self-Study of Navigating the Ideal and the Real. James Calvin Eslinger, OISE/University of Toronto
Creating Transformative Third Space(s) by Reinventing Classrooms, Curriculum, and Self. Teresa R. Fisher, Georgia State University
Dilemmatic Spaces in Teachers’ Work: Toward a Conceptual Framework for Dilemmas in Teachers’ Work. Göran Fransson, University of Gavle; Jan Grannas, University of Gavle
Teachers’ and Parents’ Judgment Accuracy of Children’s Level of Test Anxiety and Their Stability. Constance Karing, University of Bamberg; Tobias Dörfler, University of Bamberg; Cordula Artelt, University of Gavle
The First Day of Teaching. Zeynep Akdag, Middle East Technical University; Cígdem Haer, Middle East Technical University

65.068-2. Coaching and Mentor Characteristics. Division K - Teaching and Teacher Education, Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm
Chair: Eran Tamir, Brandeis University

Participants:
Clarifying Preservice Teacher Perceptions of Mentor Teachers’ Use of Mentoring Skills. Paul Heinissen, Fontys University of Applied Sciences, Netherlands; Frank Cruyzen, Fontys University of Applied Sciences, Netherlands; Niels C. Brouwer, Radboud University, Nijmegen; Fred A.J. Korthagen, University of Amsterdam; Theo C.M. Bergen, Radboud University, Nijmegen
Coaches and New Urban Teachers’ Perceptions of Induction Coaching: Accelerating Learning Curves. Wendy L. Gardiner, National-Louis University
Employing Design Research to Improve Instructional Coaching Practices. Jim Knight, Instructional Coaching Group & Kansas University Center for Research on Learning; Barbara A. Bradley, The University of Kansas; Irma F. Brassour-Hock, The University of Kansas; Donald D. Deshler, The University of Kansas; Jana C. Hare, The University of Kansas; Michael F. Hock, The University of Kansas; Thomas Michael Skrtic, The University of Kansas
Improving Teachers’ Expertise and Teaching Through Apprenticeship Practices. Yeping Li, Texas A&M University; Rongjin Huang, University of Colorado - Denver; Shihong Xu, Guangzhou

65.068-3. Communities and Families in Teacher Education. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm
Chair: Steven Siera, Saint Martin’s University

Participants:
Preservice Teacher Change in a Community-Based Field Experience. Patricia Clark, Ball State University; Eva M. Zygumnit-Filwalk, Ball State University; Jon M. Clausen, Ball State University; Mark Malaby, Ball State University; Winnie Macherah, Ball State University; Gail Bader, Ball State University; Donna Carlos Williams, Ball State University
Preservice Teachers Perceptions of Non-English Speaking Parents. Zulmaris Diaz, University of Texas - Pan American; Olga M. Ramirez, University of Texas - Pan American; Jeng-Jong Tsai, University of Texas - Pan American
Parent Teacher Education Connection: A Web-Based Model for Preservice. Amber L. Brown, University of Texas - Arlington; Mary M. Harris, University of North Texas; Armita Lee Jacobson, University of North Texas; Judy Ann Trott, University of Mary Hardin-Baylor
The Role of the Parent Advocate in Education: A Grounded Theory Approach. Kim F. Fields, University of Southern California

65.068-4. Compelling Teacher Practice in Science Education. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm
Chair: Phillis George, Jackson State University

Participants:
Chemistry Teachers in 11 Ubiquitous Computing Classrooms: Technology Use and Pedagogical Choices. Brian E. Drayton, TERC; Joni E. Falk, TERC; Rena Stroud, TERC
Development and Validation of Pedagogical Content Knowledge (PCK) Test Instruments of Biology Teachers by Using Empirically Analyzed Students’ Errors. Melanie Jütten, University of Munich; Birgit Jana Neuhaus, Ludwig Maximiliana - University Munich
Diversifying Science Teaching Practices Without Diminishing Achievement. Dennis William Smitheny, Elmhurst College; Terri R. Patchen, California State University - Fullerton
Enhancing Pedagogical Content Knowledge: Supporting Teachers’ Efforts to Teach Underlying Causal Structure in Density. Tina A. Grotsee, Harvard University; Megan M. Powell, Norwood School; Erin M. Carr, Pennfield School

65.068-5. Considering Culture and Language in Quality Teaching. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm
Chair: Jennie A. Whitcomb, University of Colorado - Boulder

Participants:
Integrating Science and Diversity Education: Examining Novice Teacher Practices and Impact on Student Writing Achievement. Marco A. Bravo, Santa Clara University; Jorge L. Solis, University of California - Santa Cruz; Eduardo Mosquera, University of California - Santa Cruz; Jennifer Marie Collett, University of California - Berkeley; Maxine Ramona McKinney De Royston, University of California - Berkeley
Closing the Cultural Gap: Transforming Early Childhood Teachers’ Thinking About Culture and Language. Ana I. Berdecia, Thomas Edison State College; Joseph Youngblood, Thomas Edison State College; Caitlan Kosec, Consultant
The Effects of Returning to Higher Education From the Perspective of Early Care and Educational Professionals. Joy Marie Bechtdol, University of Houston - Clear Lake; Michelle L. Peters, University of Houston - Clear Lake; Rebecca L. Hsu-Keeley, University of Houston - Clear Lake

65.068-6. Division K Section 6 Roundtable 4. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm
Chair: Victoria Showunmi, Institute of Education - London

Participants:
Engaging Preservice Teachers’ Social Imagination: Exploring the Politics of Language for the Public Good. Chae-jey Lee, Indiana University/Purdue University at Fort Wayne; Glenda C. Moss, Pacific University; Elaine Bacharach Coughlin, Pacific University
Examining Assumptions About Preparation Programs for Teachers of Color.
Anne Burns Thomas, SUNY - College at Cortland

Classroom Cultural Capital: What Is an Asset Approach to Literacy in Urban Classrooms?
Noah Borroto, University of San Francisco

Collaborative Reforms: Examining the Development of a University-School-Community Partnership in a Small, Highly Industrialized Working-Class Community in Windsor, Ontario, Canada.
Andrew M.A. Allen, University of Windsor; Aamer Shujah, University of Windsor; Bojana Knezevic, University of Windsor; Tina Sharma, University of Windsor

Critical Moment but Not Critical Literacy: Preservice Teachers’ Perspectives on Teaching Obama.
Laura A. May, Georgia State University; Teri J. Holbrook, Georgia State University; Vera Stenhouse, Georgia State University

65.068-7. Division K Section 6 Roundtable 5. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm

Chair: Sonja L. Lanehart, University of Texas - San Antonio

Participants:
Assessing Empathy in Culturally Responsive White Female Teachers.
Chezare Warren, University of Illinois - Chicago

Devising and Investigating Benefits of Interconnected Interventions to Promote Education Majors’ Culturally Responsive Teaching Understandings.
Janet C. Richards, University of South Florida; Susan V. Bennett, The University of Mississippi; Ramona Chavalit, SEDL; Joan P. Gipe, Walden University

Education Research for the Public Good in International Contexts: Introducing Action Research in Pakistan.
Aliya Mueen Zafar, University of Florida

Engaging Imagination: Juxtaposing Voices From the Field to Envision Sustainability Teaching and Learning.
Rosalie M. Romano, Western Washington University; Molly Noelle Lawrence, Western Washington University

Anne Harper Charity-Hudley, College of William and Mary; Christine L. Mallinson, University of Maryland - Baltimore County

65.068-8. Innovations for Urban Teacher Preparation: Insights From Various Stakeholders. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm

Chair: Theresa Y. Austin, University of Massachusetts - Amherst

Participants:
Faculty Perceptions About Their Engagement in a Newly Instituted Urban Teacher Education Program.
Omiunota N. Ukpokodu, University of Missouri - Kansas City

Voices From the Field: Alumni Critique and Reimagine Their Urban Teacher Preparation.
Yolanda Sealey-Ruiz, Teachers College, Columbia University

Providing Effective Special Education Teachers Where They Are Needed Most: Urban Centers.
Mary C. Esposito, California State University - Dominguez Hills

Examining the Impact of Case-Based Pedagogy on Teacher Candidates’ Ability to Analyze Complex Teaching Situations.
John F. O’Flahaven, University of Maryland; Melissa Landa, University of Maryland

Everyone Leaves With a Party Favor: An Exploration of Third-Space Possibilities Within a School/University Partnership.
Lynn Violet Clark

65.068-9. International Conversations in Teacher Education. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm

Participants:
Distribution of Teachers in Schools and Influence of Teacher Education on Student Achievement in Chile.
Cristian Cox, Catholic University of Chile; Carolina Flores, Catholic University of Chile; Carolina Milesi, University of Chicago; Soledad Ortner; Catholic University of Chile

Preservice Teachers’ Teacher Efficacy Beliefs and Concerns About Teaching in Malaysia, New Zealand, and England.
David A.G. Berg, University of Otago; Lisa F. Smith, University of Otago

Understanding, Fostering, and Practicing Reflective Teaching in the United States and China.
Katrina Liu, University of Wisconsin - Madison; Meitlin Hu, Zhejiang Normal University

Myrtle Irene Welch, Buffalo State College - SUNY; Mary Cummings, Buffalo State College - SUNY; Kim Truesdell, Buffalo State College - SUNY; Katie Scelfani, Buffalo State College - SUNY

The Experiences of Teaching Assistants of Color and Those From International Contexts in Teaching and Supervising in an Elementary Education Program.
Mary Louise Gomez, University of Wisconsin - Madison; Ayeesha Khurshid, University of Wisconsin - Madison; Mel Freitag, University of Wisconsin

65.068-10. Promoting Inclusivity. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm

Chair: Mark A. Lewis, Loyola University Maryland

Participants:
Preparation for Inclusion Course: Designing a Needs-Based Course.
Necdet Karasu, Gazi University, Turkey

Preparing Elementary and Special Education Preservice Teachers for Co-Teaching in Inclusive Classrooms.
Audra Parker, University of South Florida; Patricia M. McHatton, University of South Florida; David Allsopp, University of South Florida; Diodee Allen, University of South Florida

Promoting Inclusivity Within Teacher Education Programs.
Christopher DeLuca, University of South Florida

65.068-11. Quality Teaching for Inclusion in High School. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm

Chair: Michael Wilson, Teachers College, Columbia University

Participants:
Investigating Science and Special Education Teachers’ Understandings of High-Quality Science Instruction.
Jenny D. Ingber, Bank Street College of Education; Lauren Honeycutt Swanson, University of California - Santa Barbara; Irene C. Swanson, University of California - Los Angeles

Sasie Gromoth, Indiana University; Thomas Brush, Indiana University

Who’s the Boss? An Examination of Co-teaching in Social Studies Inclusion Classrooms.
Trenia L. Walker, Texas Tech University; Leann Diandreth-Ellins, Texas Tech University

65.068-12. Teachers as Innovative Learners. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm

Chair: Rich Martin, Vanderbilt University

Participants:
Beyond the Joys of Teaching: Stories From Five Novice Secondary Teachers.
Jewell E. Cooper, University of North Carolina - Greensboro; Ye He, University of North Carolina - Greensboro

Reading Specialists’ Stories About Teaching Reading in Diverse, Urban Settings.
Sharon H. Ulanooff, California State University - Los Angeles; Joan C. Fingon, California State University - Los Angeles

Understanding Secondary Algebra Teachers’ Motivation for Entering the Profession: An Examination of Personal Math Biographies.
Courtney Haines, University of Nebraska - Lincoln; Douglas F. Kauffman, University of Nebraska - Lincoln

Understanding Teacher Learning Through the Telling of Student Stories.
Teisha Sengupta Irving, University of California - Los Angeles; Elizabeth Horst Redman, University of California - Los Angeles; Christine Brigid Malebary, University of California - Los Angeles; Noel D. Renedy, University of California - Los Angeles

Theodore Chao, University of Texas

65.068-13. Technology Tools in Education and Scholarship: Microblogging, Lecture Capture, and Researcher Productivity; SIG-Computer and Internet Applications in Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm
Chair: Ronald D. Owston, York University

Participants:
Is the Backchannel Enabled? Using Twitter in Academic Conferences. Bodong Chen, OISE/University of Toronto
Lecture Capture in Large Undergraduate Classes: What Is the Impact on the Teaching and Learning Environment? Ronald D. Owston, York University; Denys Lagushenko, York University; Herb H. Wideman, York University, Canada
Productivity in Educational Technology Journals From 2000 to 2010. Priya K. Nihalani, University of Texas - Austin; Alyssa Reinhart, University of Texas - Austin; Mark Goble, University of Texas - Austin; Daniel H. Robinson, University of Texas
The Effects of Learners’ Microblogging Activities With Smartphones on the Enhancement of Social Presence. Yajung Ko, Korea University; Keol Lim, Korea University; Hyunae Sim, Korea University; Kyung Yan Kim, Korea University; Soo-jeong Jeong, Korea University

65.06B-14. Evaluation, Accreditation, Teaching Cultures, and Learning-Centered Teaching. SIG-Faculty Teaching, Evaluation, and Development; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 2:15 pm to 3:45 pm
Chairs: Frank C. Worrell, University of California - Berkeley
Elaine R. Laflamme, McGill University
Participants:
Individual Consultation: Achieving Learner-Centered Teaching in Higher Education. Elaine R. Laflamme, McGill University; Alenoush Saroyan, McGill University; Cynthia B. Weston, McGill University; Robert J. Bracewell, McGill University
College Faculty Experiences With Technology Innovations: An Exploratory Case Study. Peggy Ann Lamplin, Georgia State University
Review of Instruments for Student Evaluations of Distance Education Instruction. Elizabeth Shaumess, University of South Florida; Robert F. Dedrick, University of South Florida; Aarit P. Bellara, University of South Florida; Connie Walker, University of South Florida; Eun Kyung Baek, University of South Florida; Shelley Stewart, University of South Florida
A Bumpy Border Crossing Into the Teaching Culture on U.S. Campus: Experience of a Chinese Faculty Member. Qiang Cheng, University of Nevada - Las Vegas; Juan Wang, University of Nevada - Las Vegas; Shaoan Zhang, University of Nevada - Las Vegas

65.069. Roundtable Session 47; Roundtable Session

65.069-1. The Opportunities, Mechanisms, and Consequences of Increasing Accountability Demands: An International Perspective. Division L - Educational Policy and Politics; Roundtable Session Sheraton, Fifth Level, Grand Ballroom E 2:15 pm to 3:45 pm
Chair: Melanie Ehren, University of Twente
Participants:
Strategic Responses of Schools to Multiple Measures in the Dutch Accountability System. Melanie Ehren, University of Twente
What Are Singapore Schools Accountable for and to Whom Are They Accountable? Pak Tee Ng, National Institute of Education, Nanyang Technological University
Government Accountability, School Administration, and the Technical Core: School Leaders’ Social Tactics for Gaining Teachers’ Cooperation. James P. Spillane, Northwestern University; Lauren M. Anderson, University of Southern California

65.069-2. Teachers’ Beliefs, Emotional Skills, and Social and Emotional Learning Practice. SIG-Social and Emotional Learning; Roundtable Session Sheraton, Fifth Level, Grand Ballroom E 2:15 pm to 3:45 pm
Chair: Kim A. Schonert-Reichl, The University of British Columbia
Participants:
Social and Emotional Learning Beliefs Across Teaching Careers. Rebecca J. Collie, The University of British Columbia
Developing Emotional Intelligence in Initial Teacher Education: An Action Research Approach. Roland Tormey, University of Limerick; Roisin P. Corcoran, University of Limerick
Primary Teachers’ Social Emotional Learning (SEL) Infusion in Their Curriculum Areas. Jessie Ee, National Institute of Education, Singapore; Mengming Zhou, Nanyang Technological University

Division and SIG Posters

65.070. Poster Session 16; Poster Session

65.070-1. Section 1: College Student Learning and Development Poster Session I. Division J - Postsecondary Education; Poster Session Sheraton, Fifth Level, Grand Ballroom C 2:15 pm to 3:45 pm
Posters:
1. The Effects of Campus Climate on Collaborative Learning in Medical Education: A Structural Equation Modeling (SEM) Model. Manuel S. Gonzalez Canche, The University of Arizona; Brendan Cantwell, University of Georgia; Jeffrey F. Milem, The University of Arizona
3. The Impact of Student Affairs Professionals on First-Year College Students’ Socially Responsible Leadership Development. Georgianna L. Martin, University of Iowa
4. Working in College: An Exploratory Study of Undergraduate Student Employment Characteristics and Behaviors. Tynan M. Kozak, The University of Alabama; David E. Hardy, The University of Alabama
5. Writing Habits and Attitudes of Male and Female Undergraduate College Students. Mary G. Zeleny, University of Nebraska – Lincoln; Meryem Tilmaz-Solih, Hacettepe University
6. Modeling the Graduate Engineering Student Experience: Combining Socialization Experiences With Individual Development. Erin R. Crede, Virginia Polytechnic Institute and State University
7. What Matters to Student Athletes in College Experiences. Yan Zhao, Boston College
8. Describing the Process of Developing Interpersonal Relationships in College. Vasti Torres, Indiana University; Daniel Maxwell, Indiana University/Purdue University at Indianapolis; Barry Magee, Indiana University; Brian Lamont McGowan, Indiana University

65.070-2. Beyond “Fit”: Searching for Successful Administrative Socialization. Division J - Postsecondary Education; Poster Session Sheraton, Fifth Level, Grand Ballroom C 2:15 pm to 3:45 pm
Poster:

65.070-3. Understanding Teachers’ and School Leaders’ Perspectives on Educational Programs and Practices. Division H - Research, Evaluation and Assessment in Schools; Poster Session Sheraton, Fifth Level, Grand Ballroom C 2:15 pm to 3:45 pm
Posters:
10. Understanding Different Perceptions About Teacher Working Conditions. Les Bolt, Appalachian State University
11. The Effects of Mathematics Instruction Using Spatial Temporal Cognition on Teacher Beliefs and Expectations About Their Practice. Lauren Duran, Orange County Department of Education; Natalie A. Tran, California State University - Fullerton; Stephanie H. Schneider, Orange County Department of Education

65.070-4. Action Research: Online, With High School Students and With Participants. SIG-Action Research; Poster Session Sheraton, Fifth Level, Grand Ballroom C 2:15 pm to 3:45 pm
Chair: 66.002. AERA SIG Open Meeting and Reception for SIG Officers. AERA Governance; Governance Session New Orleans Marriott, Second Level, La Galerie 1 4:05 pm to 6:05 pm Chair: Sharon H. Ulanoff, California State University - Los Angeles

Chair: 66.003. AERA Social Justice Action Committee: Closed Meeting 2. AERA Governance; Governance Session New Orleans Marriott, Fourth Level, Bacchus 4:05 pm to 6:05 pm Chair: William H. Watkins, University of Illinois - Chicago

Chair: 66.070-5. Technology as an Agent of Change in Teaching and Learning Poster Session. SIG-Technology as an Agent of Change in Teaching and Learning; Poster Session Sheraton, Fifth Level, Grand Ballroom C 2:15 pm to 3:45 pm Posters: 16. A 3-Year Design-Based Research Initiative That Influenced Educational Practices in a One-to-One Laptop School. D. Michele Jacobsen, University of Calgary; Sharon Friesen, University of Calgary 17. A Critical Review of Technological, Pedagogical, And Content Knowledge (TPACK) Assessments. Tae Seob Shin, Michigan State University; Matthew J. Koehler, Michigan State University; Purna Mishra, Michigan State University 18. Teachers and Technology: From the University to the Social Studies Classroom. Elizabeth K. Wilson, The University of Alabama; Vivian H. Wright, The University of Alabama 19. A Statewide Evaluation of Districts’ Readiness for Large-Scale Online Testing: Unique Perceptions and Challenges From Various School Districts’ Lenses. Trina J. Davis, Texas A&M University - College Station; Jacqueline Stillsiano, Texas A&M University - College Station; Hersh C. Wasserman, Texas A&M University; Brooke E. Kandel-Cisco, Butler University; Judy Ann Hoots, Texas A&M University 20. Embedded Privacy Supports Within Online Discussion Environments. Clare M. Brett, OISE/University of Toronto; Jim Hewitt, OISE/University of Toronto 21. A Meta-Analysis of Video Games in Education. Janyce Emily Olsenbach, Fordham University 22. Use of Teacher-Designed Games for In-Class Implementation. Yang Liu, University of Calgary; Jing Li, University of Calgary

Monday, 4:05 pm

Governance Meetings and Events

66.001. AERA International Relations Committee: Closed Meeting. AERA Governance; Governance Session New Orleans Marriott, Fourth Level, Regent 4:05 pm to 6:05 pm Chair: Beverly Lindsay, The Pennsylvania State University

66.002. AERA SIG Open Meeting and Reception for SIG Officers. AERA Governance; Governance Session New Orleans Marriott, Second Level, La Galerie 1 4:05 pm to 6:05 pm Chair: Sharon H. Ulanoff, California State University - Los Angeles

66.003. AERA Social Justice Action Committee: Closed Meeting 2. AERA Governance; Governance Session New Orleans Marriott, Fourth Level, Bacchus 4:05 pm to 6:05 pm Chair: William H. Watkins, University of Illinois - Chicago

66.004. Presidential Meetings.


66.013. Teacher Education in a New Era of School Improvement: Report of the Student Learning Achievement Task Force (National Board for Professional Teaching Standards). Presidential Session; Invited Session Sheraton, Third Level, Napoleon Ballroom C3 4:05 pm to 6:05 pm Chair: Robert L. Linn, University of Colorado - Boulder Participants:
Robert L. Linn, University of Colorado - Boulder
Lee S. Shulman, Carnegie Foundation for the Advancement of Teaching
Lois Bond, Carnegie Foundation for the Advancement of Teaching, Retired
Linda Darling-Hammond, Stanford University
Frederick M. Hess, American Enterprise Institute
Peggy G Carr, U.S. Department of Education
Douglas N. Harris, University of Wisconsin - Madison

Discussant:
Joan E. Auchter, National Board for Professional Teaching Standards

### AERA Sessions

#### 66.014. Design and Assessment of Learning-Focused Social Networks: International Perspectives Cosponsored by the World Education Research Association. AERA Sessions; Invited Session

Chair:
Klaus U. Breuer, The Johannes Gutenberg University Mainz
Participants:
Jan L. Plass, New York University
Ong Kim Lee, National Institute of Education
Eva L. Baker, University of California - Los Angeles
Judith Kalman, Cinvestav
Kyung Sung Kim, Seoul National University of Education
Russell Stilling, Defense Advanced Research Projects Agency

#### 66.015. Promising Scholarship in Education: Dissertation Fellows and Their Research. Supported and cosponsored by the American Institutes for Research. AERA Sessions; Invited Poster Session

Chair:
George L. Winberry, American Educational Research Association

Participants:
William H. Schmidt, Chair, Governing Board, AERA Grants Program and Michigan State University
David Myers, President, American Institutes for Research

2. Institutional Context and Segregation: Curricular Tracking in Cross-National Perspective. Anna K Chmielowski, Stanford University
3. Teaching Quality in Kindergarten: How Important Is School Organizational Culture for Student Learning in Literacy and Mathematics? Marisol Connington, Teachers College, Columbia University
4. “First in my Family” How Children Become the First Generation at College. Elizabeth Dayton, Johns Hopkins University
5. School Type and Mathematics Achievement: A Comparison of Magnet and Public Secondary Schools Using the Educational Longitudinal Study of 2002 Data Set. Craig L. Exposito, University of Connecticut
6. Teacher Matters: Re-Examining the Effects of Grade-3 Test-Based Retention Policy on Student Academic Performance, Instructional Resource Allocation, and Student Motivation. Thhua Hong, University of Toronto
7. First-Year Parental Employment and Child Developmental Outcomes at Two and Four Years of Age. Nina Philippen Hetzer, Columbia University
10. A Hierarchical Examination of the Immigrant Achievement Gap: The Additional Explanatory Power of Nationality and Educational Selectivity Over Traditional Explorations of Race and Socioeconomic Status. Kathryn Simms, Old Dominion University
11. Shaping Professional Development to Promote the Diffusion of Instructional Expertise among Teachers. Min Sun, Michigan State University
12. ECLS-K Demonstration of a New Method for Multilevel Multiple Imputation: MLMI. Christopher M. Svozoda, University of Wisconsin - Madison
14. Effects of Family, School, and Community Contexts on Children’s Self-Regulation, Competence in Mathematics and Reading, and Socioemotional Adjustment. Ana Carolina Useche, University of Florida
15. Investigating the Causal Effects of School Context on College Enrollment for Low SES Students using several Different Measures for School SES. Aaryn Ward, Louisiana State University
17. Constructing and Negotiating Identities-in-Practice: Multiple Identities, the Enacted Curriculum, and the Figured World of Achievement in a Middle School English Classroom. Linyaray Caraballo, Teachers College, Columbia University
20. Mismatched or Maligned?: A Race Crit’s Qualitative Analysis of African American Males in Law School. Darrell-Jackson, University of Colorado
22. Ain’t I a Girl? Black Girls Negotiating Gender, Race, and Class. Samatha Wahoo, The Ohio State University
23. A Cultural Historical Analysis of Teacher Learning: Developing Professional Identities Amidst Struggles for Inclusive Education. Federico R. Waitoller, Arizona State University
25. Student Role Strain, Research Opportunity Interventions and College/Career Success in STEM Fields. Krystal L. Williams, University of Michigan
27. Building on Student Thinking to Support the Early Development of Algebraic Thought. Darrell Earnest, University of California - Berkeley
29. Communities of Instructional Practice: A Study of the Mediation of Professional Development on Student Academic Achievement. Mark LaVenia, Florida State University
32. Teaching to the Spirit: Unpacking the “Hidden” Curriculum of African Centered Education. Maxine Ramona McKinney De Royston, University of California - Berkeley
33. Modeling and Social Feedback on the Mathematics Performance and Calibration of Middle School Students. Darshandas Ramkas, The Graduate Center - CUNY
34. Economic Exchanges: Young Children’s Understandings of the Worth of their Goods in a Selling Practice in Oaxaca, Mexico. Yasmin A. Sitabkhan, University of California - Berkeley
36. The Knowledge, Skills, and Competencies needed for the University Presidency. Sydney Freeman Jr., Auburn University
37. Transitional Narratives of International Teachers in US Schools. Christine Wanjiku Nganga, University of North Carolina - Greensboro

#### Committee Sessions

66.016. GSC Chair-Elect Fireside Chat: The Last Hurdle: Dissertation and Thesis Writing. Graduate Student Council; Fireside Chat

Chair:
Nicholas Daniel Hartlep, University of Wisconsin - Milwaukee
Participants:
William C. Ayers, University of Illinois - Chicago
Thundeka K. Chapman, University of Wisconsin - Milwaukee
Gregory Miche, Concordia University - Chicago
Jamie Lev, Rutgers University

66.017. Learning Gender in the Rainbow Nation in the Context of AIDS and Other Social Problems. Committee on Scholars and Advocates for Gender Equity in Education; Symposium
Division Sessions

66.018. Indicators of School Leadership, Networks, Succession, and Performance. Division A - Administration Organization & Leadership; Paper Session Sheraton, Fourth Level, Bayside C 4:05 pm to 5:35 pm Chair: Stacey A. Rutledge, Florida State University Participants: A Social Network Analysis of Teachers’ Professional Learning Communities. AnneMarie M. Conley, University of California - Irvine; Teomara Rutherford, University of California - Irvine; Adam Sheppard, University of California - Irvine; Nayssan Safavian, University of California - Irvine; Alejandra Sofia Albaranz, University of California - Irvine Network Enactment: How Managerial Interpretations Influence Advice Network Formation. Ebony N. Bridwell-Mitchell, Brown University; Theresa K. Lant, Pace University Performance Indicators, School Accountability Ratings, and Student Achievement. Fred C. Lunenburg, Sam Houston State University Urban School Leadership Succession Planning. Latisha Cherie Reed, University of Wisconsin - Milwaukee; Gail T. Schneider, University of Wisconsin - Milwaukee; Raji Swaminathan, University of Wisconsin - Milwaukee; Leigh Wallace, University of Wisconsin - Milwaukee Discussant: Stacey A. Rutledge, Florida State University


66.023. Factors Affecting Students’ Engagement and Achievement in Reading. Division C - Learning and Instruction Cosponsored by SIG-Motivation in Reading 4:05 pm to 5:35 pm Chair: Ethan Yazzie-Mintz, Indiana University Participants: Factors Affecting Students’ Engagement and Achievement in Reading. Ethan Yazzie-Mintz, Indiana University Discussant: Ethan Yazzie-Mintz, Indiana University
Education, SIG-Research in Reading and Literacy; Paper Session  
Hotel Monteleone, Mezzanine Level, Iberville  
4:05 pm to 5:35 pm  
Chair:  
James W. Fryer, Saint Lawrence University  
Participants:  
Effects of Reading Engagement on Reading Achievement From a Multilevel Perspective. Wei You, University of Maryland - College Park; John T. Guthrie, University of Maryland  
Factors Affecting Middle School Students’ Reading Motivation in Taiwan. Shihua Huang, Midwestern State University  
Investigating Young Children’s Use of Metacognitive Reading Strategies: A Longitudinal Study. Linda L. Martin, Ball State University; Sherry E. Kregor, University of South Florida - Lakeland; Virginia Schreier, University of South Florida  
Discussant:  
Suzanne E. Hidi, University of Toronto

66.024. Improving the Design of Multimedia Instruction: Effects of Cueing, Segmentation, and Fading of Representations. Division C - Learning and Instruction; Symposium  
Hotel Monteleone, Mezzanine Level, Orleans  
4:05 pm to 5:35 pm  
Chair:  
Tamara Van Gog, Erasmus University Rotterdam, Netherlands  
Participants:  
Learning From Cued and Uncued Animations: Effects of Generating and Receiving Explanations. Bjorn De Koning, Erasmus University Rotterdam, Netherlands; Huib Tabbers, Erasmus University Rotterdam, Netherlands; Remy M. Rikers, Erasmus University Rotterdam, Netherlands; Fred Paas, Erasmus University Rotterdam, Netherlands  
Segmentation of Animations Enhances Novices’ Learning: But Why? Ingrid A.E. Spanjers, Maastricht University; Tamara Van Gog, Erasmus University Rotterdam, Netherlands; Jeroen JG Van Merrienboer, Maastricht University; Pieter Wouters, Utrecht University  
Eye Movement Modeling Examples in Medical Education. Halzeka Jarodzka, Open University of the Netherlands; Thomas Baslev, Viborg Hospital; Kenneth Holmqvist, Lund University; Marcus Nyström, Lund University; Katharina Scheiter, University of Twibingen; Peter Gerjets, Knowledge Media Research Center; Berit Elka, Aarhus University  
Can Representational Fading Enhance Multimedia Learning? Maria Opfermann, University Duisburg-Essen; Katharina Scheiter, University of Twibingen; Peter Gerjets, Knowledge Media Research Center  
Discussant:  
Richard E. Mayer, University of California - Santa Barbara

66.025. Reading Across Languages: Literacy Development of Chinese-English Bilinguals in the United States, Canada, and Taiwan. Division C - Learning and Instruction; Symposium  
New Orleans Marriott, Second Level, Preservation Hall Studio 9  
4:05 pm to 5:35 pm  
Chairs:  
Li-Jen Kuo, Northern Illinois University  
Yanko Uchikoshi, University of California - Davis  
Participants:  
Orthographic Knowledge and Chinese-Canadian Children’s Reading Development in School and Heritage Languages. Yang Cathy Luo, OISE/University of Toronto; Xi Chen, OISE/University of Toronto  
Oral Proficiency and Reading in the Two Languages of Cantonese-English Bilingual Children in Canada. Stefka H. Marinova-Todd, The University of British Columbia  
What Predicts English Reading Comprehension? A Study With Cantonese-Speaking English Language Learners. Yanko Uchikoshi, University of California - Davis  
The Relationship Between Morphological Awareness, Syntactic Awareness, and Reading Development: A Comparative Study With Chinese-English Bilinguals in the United States and in Taiwan. Li-Jen Kuo, Northern Illinois University; Ying Li, Northern Illinois University; Tae-Jin Kim, Northern Illinois University; Yi-Min Ku, National Central University  
Discussant:  
Richard C. Anderson, University of Illinois - Urbana-Champaign

66.026. Research on Teaching and Learning of Social and Historical Issues. Division C - Learning and Instruction Cosponsored by SIG-Research in Social Studies Education; Paper Session  
Hotel Monteleone, Mezzanine Level, Bienville  
4:05 pm to 5:35 pm  
Chair:  
Kevin D. Vinson, University of the West Indies  
Participants:  
“We’re Not Judging Them. We’re Just Saying They Can’t Get Married”: Identity, Tolerance, and Discussing Same-Sex Marriage. Terence A. Beck, University of Puget Sound  
Teaching About Race and Gender in High School Government Classes During the 2008 Presidential Election. Wayne Journell, University of North Carolina - Greensboro  
A Study Using Deconstruction Theory, Derridian Pedagogy, and The Book Thief. Katherine Thomas, Oklahoma State University  
Developing Historical Literacy: How Do We Make Progress in Learning to Think Historically? Stephanie Levesque, University of Ottawa

66.027. Using Models in the Classroom: Research Into Practice. Division C - Learning and Instruction Cosponsored by SIG-Science Teaching and Learning, SIG-Learning Sciences; Structured Poster Session  
New Orleans Marriott, Third Level, Mardi Gras Salon FGH  
4:05 pm to 5:35 pm  
Chairs:  
Susan A. Yoon, University of Pennsylvania  
Cindy E. Hmelo-Silver, Rutgers University  
Participants:  
1. Models as Epistemic Anchors. Julia Sveboda, University of California - Davis; Cynthia M. Passmore, University of California - Davis  
2. Promoting Model-Based Reasoning and Conceptual Change in Middle School. Clark A. Chin, Rutgers University; Ravit Golan Duncan; William J. Pluta, Rutgers University; Luke Andrew Backlund, Rutgers University  
3. Modeling Observational Practice in a Middle School Classroom. Cathrine Eberbach, Rutgers University; Cindy E. Hmelo-Silver, Rutgers University; Suparna Sinha, Rutgers University; Sameer Homnad, Rutgers University; Rebecca Jordan, Rutgers University; Spencer Rugaber, Georgia Institute of Technology; Ashok K. Goel, Georgia Institute of Technology  
4. Foundations for Model-Based Science Learning Using StarLogo TNG. Hal Scheintaub, Massachusetts Institute of Technology; Eric D. Klopfer; Massachusetts Institute of Technology  
5. Developing a Continuum of Model Use by Teachers in the Science Classroom. Lei Liu, University of Pennsylvania; Susan A. Yoon, University of Pennsylvania  
6. Assessing Learning as an Outcome of Modeling. Steven Grey, Rutgers University; Sameer Homnad, Rutgers University; Suparna Sinha, Rutgers University; Rebecca Jordan, Rutgers University; Catherine Eberbach, Rutgers University; Cindy E. Hmelo-Silver, Rutgers University; Swaroop Vattam, Georgia Institute of Technology; Spencer Rugaber, Georgia Institute of Technology; Ashok K. Goel, Georgia Institute of Technology  
Discussant:  
Janice D. Gobert, Worcester Polytechnic Institute

66.028. Promoting and Sustaining Math Self-Efficacy. Division E - Counseling and Human Development; Paper Session  
Astor Crowne Plaza, Second Level, Astor Ballroom II  
4:05 pm to 5:35 pm  
Chair:  
Allison M. Ryan, University of Illinois - Urbana-Champaign  
Participants:  
Math Self-Efficacy and Interest in Pre- and Early Adolescence: Math Classroom Climate and Teacher Connection. Mary M. Deacon, University of Virginia; Marie F. Shoffner, University of Virginia; Heather T. Rowan-Kenyon, Boston College  
Mathematics Anxiety Role of Multidimensional Self-Regulation and Self-Efficacy. Sachin Jain, University of Idaho, Martin Dowson, University of Western Sydney

66.029. School-Based Bullying and Sexual Violence Perpetration/Victimization: Research on Gender-Based Attitudes, Disability Status, and Sexual Minority Youth. Division E - Counseling and Human Development; Symposium
New Orleans Marriott, Second Level, La Galerie 4
4:05 pm to 6:05 pm
Chair: Gilberto Pérez Lara, University of Texas - Austin
Participants:
- How Black Boys Use Street Life as a Site of Resilience in High School. Yasser Payne, University of Delaware; Tara Marie Brown, Brandeis University
- Street Spaces: Examining the Reciprocal Relationship Between Children Living on the Street and the Urban Landscape. Jamie Patrice Joanou, Arizona State University
- The Social, Cognitive, and Educational Consequences of Schooling Amidst Violence: Evidence From the West Bank. Elizabeth Summer Buckner, Stanford University; Paul Hong Suk Kim, Stanford University
- “They Have Their Hands on the Pulse of the City”: Teachers’ Constructions of Students’ Social Awareness. Shira Eve Epstein, City College of New York - CUNY

Discussant: Carmen Montecinos, Universidad Católica de Valparaíso, Chile

66.031. Schools for Self-Determination: Critical Pedagogy and Grassroots Organizing for Educational Sovereignty. Division G - Social Context of Education; Symposium
New Orleans Marriott, Second Level, La Galerie 3
4:05 pm to 6:05 pm
Chair: Jeffrey M.R. Duncan-Andrade, San Francisco State University
Participants:
- Toward a Politics of Interruption: High School Design as Politically Relevant Pedagogy. David O. Stovall, University of Illinois - Chicago
- Sitting In for Justice in Aotearoa/New Zealand. Ann Milne, Clover Park Middle School
- Deathlife and Ghostlife in East Oakland: Overdetermined Casualties but Also Self-Determined Warriors. K. Wayne Yang, University of California - San Diego

Discussant: Pedro A. Noguera, New York University

66.032. Sparking the Imagination of the Next-Generation Scholar: Thinking About the Complexity of Social Contexts. Division G - Social Context of Education; Graduate Student Seminar
New Orleans Marriott, Fourth Level, Balcony L
4:05 pm to 5:35 pm
Chairs:
- Cecilia Henriquez, University of California - Los Angeles
- LaGarrett Jarriel King, University of Texas - Austin

66.033. The Language of Citizenship and Belonging in Diasporic Communities. Division G - Social Context of Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 10
4:05 pm to 5:35 pm
Chair: Marjorie Faulstich Orellana, University of California - Los Angeles
Participants:
- Citizenship and Education in the Homework Completion Routine. Ariana Mungual Figueroa, Rutgers University
- Us and Them: The Paradoxes of Inclusion and Belonging. Inmaculada Maria Garcia Sanchez, Temple University
- Shifting Perceptions in a New Latino Diaspora Community: Ideologies of Mexican Immigrant Language Across School Settings. Elaine Cristina Allard, University of Pennsylvania; Holly Link, University of Pennsylvania; Sarah Lipinoga, University of Pennsylvania; Katherine Mortimer, University of Pennsylvania; Stanton Wortham, University of Pennsylvania
- Citizenship Beyond Belonging: Palestinian American Youth and the War on Terror. Thea R. Abu'l-Haj, Rutgers University
- “And I Thought They Would Talk About the [Puerto Rican] Colony”: Diaspora Tales of Learning and Belonging. Rosalie Rolon-Dow, University of Delaware

Discussant: Patricia C. Gandara, University of California - Los Angeles

66.034. Intervening Successfully to Keep All Students on Track to Graduation: The Diplomas Now Model. Division H - Research, Evaluation and Assessment in Schools; Symposium
Doubletree, Second Level, Madewood B
4:05 pm to 5:35 pm
Chair: Martha Abele Abele Mac Iver, Johns Hopkins University
Participants:
- The Need for a Tiered Intervention Model to Keep Students on Track to Graduation. Robert W. Balfanz, Johns Hopkins University
- Implementing the Early Warning System at Diplomas Now Schools. Johann Lijtenengo, Philadelphia Education Fund
- Implementing the Tiered Interventions at Diplomas Now Schools. Ava Jackson, City Year
- A Qualitative Look Into the Early Warning Indicator Meetings at Diplomas-Now Schools. Maric A. Davis, Johns Hopkins University
- Early Results of Improved Student Outcomes at Diplomas Now Schools. Douglas J. Maciwe, Johns Hopkins University

Discussant: James J. Kemple, New York University

66.035. Redesigning Schools: Evaluating the Impact of School Reform. Division H - Research, Evaluation and Assessment in Schools; Paper Session
Doubletree, Second Level, Madewood A
4:05 pm to 5:35 pm
Chair: David Holdzkom, Wake County Public Schools, NC
Participants:
- What Is in a Design? Using Quasiexperimental Methods to Estimate Causal Inferences in a Small-Sample High School Redesign. Andrew McEachin, University of Southern California
- An Evaluative Study of a Middle School Uniform Policy: Merit, Worth, and Impact. Warren A. Hodge, University of North Florida; La Tara D. Osborne-Lampkin, University of North Florida
- Evaluating Ninth Grade Academy Implementation in Broward County Public Schools (BCPS), Florida: Initial Findings. Nettie E. Legers, Johns Hopkins University; Gerene K. Stavratt, Broward County Public Schools; Alison Black, MDRC; Shelley Rappaport, MDRC
- An Illustrative Example of Why Mixed-Methods Research Is Important in Understanding the Impact of Comprehensive School Reform on Student Outcomes. Tonia A. Sondergeld, University of Toledo; Kristin L.K. Koskey, The University of Akron
- An Investigation of Science, Technology, Engineering, and Mathematics (STEM)-Focused High Schools in the United States. Catherine Elizabeth Scott, University of North Carolina - Chapel Hill

Discussant: Nina Arshavsky, University of North Carolina - Greensboro

66.036. Division J Invited Session: The Eye of the Storm: Talking about Race and Class Through Hurricane Katrina. Division J - Postsecondary Education; Invited Session
JW Marriott, Third Level, Ile de France I
4:05 pm to 5:35 pm
66.037. How Diversity Affects Student Learning, Division J - Postsecondary Education; Paper Session
JW Marriott, Third Level, Maurepas
4:05 pm to 5:35 pm
Chair: Tonya N. Saddler, Marywood University
Participants: Assessing the Influence of Precollege Diversity and Diversity Course Experiences on Openness to Diversity. Darnell G. Cole, University of Southern California; Tiffany Nicole Jones, University of Southern California
Does Socioeconomic Diversity Make a Difference? Examining the Effects of Racial and Socioeconomic Diversity on Student Engagement With Diversity-Related Activities. Nida Denson, University of Western Sydney; Julie Jnim Park, Miami University
Engaging Diversity Across Higher Education Curricula: Preparing Students to Succeed in an Intercultural Society. Rhiannon Delyth Williams, University of Minnesota; Amy Lee, University of Minnesota; Yiyun Jie, University of Minnesota
Discussant: Monica D. Griffin, College of William and Mary

66.038. Immigrant and Undocumented College Students, Division J - Postsecondary Education; Paper Session
JW Marriott, Third Level, Conde
4:05 pm to 5:35 pm
Chair: Kristan M. Venegas, University of Southern California
Participants: Predictors of College Confidence Among Immigrant Students. Karen K. Inkelas, University of Virginia; Nicole Long, University of Maryland - College Park; Michele Matteo Mackie, University of Maryland - College Park; Chris Corcés-Zimmerman, University of Maryland - College Park
Major Choice and Immigrant Generation: Analysis and Implications for Social Mobility. Elvira Julia Rodriguez, University of California - Los Angeles; Fanny P. Yeung, University of California - Los Angeles
Blocking Intersections: Constrained Identity Development of Undocumented Latino College Students. Ronald Edward Hallett, University of the Pacific
Undocumented Students and Social Capital: An Ethnographic Study. Lisa DeAnn Garcia, University of Southern California
Moving Up the Education Ladder: Second-Generation Dominicans in Higher Education. Christina Lopez, New York University
Discussant: R. Evelyn Gildersleeve, Iowa State University

66.039. Students in Minority-Serving Institutions, Division J - Postsecondary Education; Paper Session
JW Marriott, Third Level, Frontenac
4:05 pm to 5:35 pm
Chair: Lindsey Malcom, University of California - Riverside
Participants: Educational Attainment at Historically Black Colleges and Universities: A Study of Graduation Rates. Gerunda B. Hughes, Howard University; Peng Yu, Howard University; Michael B. Wallace, Howard University
Predictors of College Retention in a Biocultural Model at a Hispanic-Serving Institution. Kristi Cordell-Menuty, Angelo State University
From Mono-Racial to Multiracial: Students’ Experiences With Cross-Racial Interactions at an Emerging Hispanic-Serving Institution. Brighid M. Dwyer, University of Michigan
The Validation of Latina/o Students at an Emerging Hispanic-Serving Institution. Marcela Cuellar, University of California - Los Angeles
Discussant: Noah Daniel Dworzynski, University of Maryland - College Park

66.040. Division K New Faculty Professional Development Workshop: The Road to Tenure and Promotion: Supports, Challenges, and Options, Division K - Teaching and Teacher Education; Mentoring Session
New Orleans Marriott, Second Level, La Galerie 5
4:05 pm to 5:35 pm
Chairs: Kimberly A. White-Smith, Chapman University
Jeremy N. Price, Montclair State University
Participants: Rich Milner, Vanderbilt University
Dwayne Mack, Berea College
Amanda Rahideh Bazack, University of New Haven
Tyrone C. Howard, University of California - Los Angeles
Beverly E. Cross, The University of Memphis

66.041. Math Education and Teacher Development: Critical Practices and Important Insights, Division K - Teaching and Teacher Education; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 4
4:05 pm to 6:05 pm
Chair: Pamela Jean Theron, University at Albany - SUNY
Participants: Mathematical Well-Being (MWB): Developing a New Construct. Philip C. Clarkson, Australian Catholic University; Wee Tiong Seah, Monash University
Mathematics Challenges and Opportunities: The Roles They Play in Changing Early Career Elementary Teachers’ Beliefs About Mathematics. Joan Gujarati, Manhattanville College
Mathematics Content Courses for Elementary Prospective Teachers: A Portrait of Two Distinct Lived Experiences. Susan J. Swars, Georgia State University; Stephanie Z. Smith, George State University; Marvin E. Smith, Kennesaw State University; Lynn C. Hart, Georgia State University; Jody Carothers, Georgia State University
Misconceptions of Probability Among Mathematics Teachers: The Need For Teacher Education. Patricia Anne Jendraszek, Mercy College
Toward a Practice-Based Focus on the Teaching of Reasoning and Proof. Kristen Bieda, Michigan State University; Matthew Felton, The University of Arizona
Discussant: Gregory P. Thomas, University of Alberta

New Orleans Marriott, Fourth Level, Balconies IJ
4:05 pm to 5:35 pm
Chair: Jeong-Eun Rhee, Long Island University - C.W. Post Campus
Participants: Teaching the Taboo: Including Sexual Orientation in Teacher Preparation Courses. Stephanie Daza, University of Texas - Arlington
The Challenges of Teaching Critical Global Perspectives. Binaya Subedi, The Ohio State University
Understanding Diversity and Difference Through Predominantly Homogeneous Mainstream Students. Sharon S. Subreedhal, Bowling Green State University
Affective Domains of Critical Teaching: Being an In/ Appropriate Teacher. Jeong-Eun Rhee, Long Island University - C.W. Post Campus
History Matters: Troubling Foundations in Teacher Education. Roland Sintos Colona, OISE/University of Toronto

66.043. Student-Focused Science Education: Diverse Foci-Connected Practices, Division K - Teaching and Teacher Education; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 3
4:05 pm to 6:05 pm
Participants: Instructional Activities and Discourse Features in Science Classrooms: Teachers Talking and Students Listening or...? Marianne Odegaard, University of Oslo; Kirsti Klette, University of Oslo
Listening to Middle Grade Students: Thoughts on Improving Science Instruction. Sara J. Olin Zimmerman, Appalachian State University; Kim Elliott, Transylvania County Schools
Making Room for Exploratory Talk: Science as a Context for Fostering Academic Discourse. Gina Cervetti, University of Colorado - Boulder; Anne L. Dipardo, University of Colorado; Sara Jane Staley, University of Colorado - Boulder
The Translation of Teachers’ Understandings of Nature of Science Into Their Instructional Practice. Nader A.K. Wahbeh, A.M. Qattan Foundation; Fouad S. Abu-El-Khadi, University of Illinois - Urbana-Champaign

Understanding Learning in a New Zealand Urban Secondary Science Classroom. Azra Moed, Victoria University of Wellington, New Zealand; Joanna Higgins, Victoria University of Wellington - New Zealand; Matt Easterbrook, Wellington High School

Discussant: Jim Scheurich, Texas A&M University

66.044. What Can Be Learned From Teacher Education in Canada? Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 7 4:05 pm to 5:35 pm
Chair: Jane S. Gaskell, OISE/University of Toronto
Participants:
Teacher Education in the Research University: International Contexts. Kathy Broad, OISE/University of Toronto; Mira Gamblin, OISE/University of Toronto
An Overview of Teacher Education in Canada. Robert K. Crocker, Memorial University, Newfoundland
The Place of Social Justice in Teacher Education Programs. Deborah P. Berrill, Trent University; Serge G Demers, Laurentian University
How Politics Shape Research on Teacher Education: An Ontario Case. Monique Bernadette Herbert, OISE/University of Toronto; Jane S. Gaskell, OISE/University of Toronto
Discussants:
David F. Labaree, Stanford University
Patricia A. Wasley, University of Washington

66.045. District Decision Making. Division L - Educational Policy and Politics; Invited Session
Sheraton, Fifth Level, Grand Couteau 4:05 pm to 5:35 pm
Participants:
Understanding School District Consolidation Decisions: Toward a Possible Model. Christine Donis-Keller, University of Southern Maine
Understanding the Union-Board Relationship and Its Relationship to Collective Bargaining. Dara Zeehendeian, University of Southern California; Katharine Omewa Strunk, University of Southern California
The Challenges of Keeping Sexual Predators Out of the Classroom. Billie-Jo Grant
The Obama Administration, American Recovery and Reinvestment Act (ARRA), and Local School Board Politics. Irina S. Okhremtchouk, University of California - Davis; Oscar Jimenez-Castellanos, Arizona State University
Closing Schools in a Shrinking District: Does Student Performance Depend on Which Schools Are Closed? John Engberg, RAND Corporation; Dennis Eggle, Carnegie Mellon University; Brian Gill, Mathematica Policy Research, Inc.; Holger Sieg, Carnegie Mellon University; Gena Zamarro, RAND Corporation; Ron Zimmer, Vanderbilt University
Discussant: Bob L. Johnson, Jr., University of Utah

Doubletree, Second Level, Shadows 4:05 pm to 5:35 pm
Chair: Madeline Milian, University of Northern Colorado
Participants:
Accounting for Educational Influences in Improving Practice for the Public Good. Jack Whitehead, Liverpool Hope University; Joan Walton, Liverpool Hope University; Bard McGregor, Liverpool Hope University
How Leaders Conceptualize and Use Data in Collaborative Inquiry: What Counts? Ginny V. Lee, California State University - East Bay; Peg Winkelman, California State University - East Bay; Michelle P. Collay, California State University - East Bay

SIG Sessions

SIG-Action Research; Paper Session

Sheraton, Fourth Level, Oak Alley 4:05 pm to 6:05 pm
Chair: Bonnie B. Mullinix, Teaching and Learning Technology Group
Participants:
Africa’s Desires or the Africa Desired? The 2011 International Year of Persons of African Origin and Emerging Socioeducational Perspectives. Gina Thesee, University of Quebec, Montreal; Paul R. Carv, Lakehead University
Citizenship and Postcoloniality in Jamaica: An Examination of Secondary Teachers’ Perceptions. Dierdre Williams, University of Maryland - College Park
Navigating Culturally Responsive Pedagogy in Teacher Education. Chinwe H. Ikezie, Saint John Fisher College
Improving Teacher Education Practicum Programs Through Comparative and Collaborative Reflection: The Case of Trinidad and New York. Deborah J. Conrad, State University of New York; Joyanne Beverly De Four-Babb, University of Trinidad and Tobago
A Review of the Schooling Effect on Human Immunodeficiency Virus (HIV) Infection in Sub-Saharan African Countries: Is it a Social Vaccine or Not? Juan Leon Jara Almonte, Pennsylvania State University; David P. Baker, Pennsylvania State University; Daniel Salinas, Pennsylvania State University; Adrienne Hench, Pennsylvania State University
“Getting to That Stage”: An Analysis of the Interplay Between Structure and Agency in West African Immigrants’ Pursuit of the American Dream. Lisa Naomi Edstrom, Teachers College; Rachel D. Kliegman, Teachers College, Columbia University; Michelle G. Knight-Diop, Teachers College, Columbia University; Ellie Cook, Teachers College, Columbia University
Discussant:
Frank C. Worrell, University of California - Berkeley

66.048. Teachers’ Use of Classroom Formative Assessments. SIG-Classroom Assessment; Paper Session
Sheraton, Second Level, Rhythms Ballroom III 4:05 pm to 5:35 pm
Chair: Andrea D. Becsley, McREL
Participants:
The Impact of Formative Assessment-Focused Professional Development on Student Learning. E. Caroline Wylie, ETS; Christine Jennifer Lyon, ETS; Jonathan Steinberg, ETS
Assessment Construction, Use, and Equity: A Framework to Support Preservice Teachers in Classroom Assessment. Edward G. Lyon, University of California - Santa Cruz
New Zealand and Louisiana Practicing Teachers’ Conceptions of Feedback: Impact of Assessment of Learning Versus Assessment for Learning Policies? Gavin T. Brown, The Hong Kong Institute of Education; Lois Ruth Harris, University of Auckland; Chrissie O’Quinn, Southeastern Louisiana University; Kenneth E. Lane, California State University - San Bernardino
Discussant: Gregory J. Cizek, University of North Carolina - Chapel Hill

66.049. Supporting Constructivist Practice in Contemporary Learning Environments. SIG-Constructivist Theory, Research, and Practice; Paper Session
Sheraton, Fourth Level, Bayside B 4:05 pm to 5:35 pm
Chair: Brian R. Lawler, California State University - San Marcos
Participants:
Seeking Construct Validity Grounded in Constructivist Epistemology: Development of the Survey of Contemporary Learning Environments. Kathy L. Schub, University of Iowa; Yi-Lung Kuo, University of Iowa; Chingmei Tseng, University of Iowa
The Constructivist Learning Experience: Undergraduate Perspectives on Self-Directed and Constructivism in Communities of Practice. Ronald W. Mears, Teachers College, Columbia University.

Cultural-Historical Activity Theory (CHAT) as a Framework for Designing the Teacher-as-Learner Experience. Patrick M. Jenlink, Stephen F. Austin State University

Discussant: Pamela L. Whitehouse, West Virginia University

66.050. Inside and Outside the Subjectivity of Place: Traversing Social, Cultural, and Psychological Geographies in Educational Research. SIG-Critical Issues in Curriculum and Cultural Studies Cosponsored by Division B - Curriculum Studies; Symposium

Participants: William F. Pinar, The University of British Columbia; Jeffrey R. Harring, University of Maryland

Discussant: Wei Pan, University of Cincinnati

66.051. Teacher Beliefs and Practices in the Early Childhood Classroom. SIG-Early Education and Child Development; Paper Session

Participants: Astor Crowne Plaza, Second Level Mezzanine, Bienville 4:05 pm to 6:05 pm

Chair: Ithel Jones, Florida State University

Participants: Assessing Teacher Beliefs About Early Literacy Curriculum Implementation. Susan McKenney, University of Twente; Barbara A. Bradley, The University of Kansas

Evaluating Implementation of Evidence-Based Practices in Preschool: Psychometric Properties of the Teaching Pyramid Observation Tool. Patricia A. Snyder, University of Florida; Crystal Dawn Crowe, University of Florida; M. David Miller, University of Florida; Mary Louise Hemmeter, Vanderbilt University

Everyday Conversations in Preschool Matters: An Investigation of Teacher-Student Interactions in Preschool. Liv Gjems, Westford University College


The Development of a Reflective Instrument to Examine Early Childhood Preservice Teachers’ Beliefs Concerning a Culturally Responsive Environment. Cindy M. Casebeer; University of Texas - Pan American; Marí Riojas-Cortez; University of Texas - San Antonio; Belinda Busto Flores; University of Texas - San Antonio

66.052. Issues in Factor Analysis and Structural Modeling. SIG-Educational Statistics; Paper Session

Participants: Accurate and Timely Analyses of Internalizing and Externalizing Emotional Problems. Tanyun Yang, Florida State University; Ying Zhang, Florida State University

Comparing Latent Means Using Reference Variable Strategy: A Monte Carlo Study. DanJian Wang, University of Texas - Austin; Tiffany Ann Whittaker, University of Texas - Austin; Susan Natasha Beretvas, University of Texas - Austin

The Impact of Noninvariant Intercepts in Multiple-Indicator Multiple-Cause (MIMIC) Models. Tiffany Ann Whittaker, University of Texas - Austin

Modeling Growth in Latent Variables Using a Piecewise Function. Nidhi Kohli, University of Maryland - College Park; Jeffrey R. Harring, University of Maryland

Discussant: Reta Ugena Whitlock, Kennesaw State University

66.055. Preservice Teacher Education: Curricula and Tactics. SIG-Instructional Technology; Paper Session

Participants: New Generation of Student Teachers “Are They Really Different?” A Study on Korean and Singapore Samples. Hyo-Jeong So, Nanyang Technological University, Singapore; Hyungshin Choi, Choncheon National University of
334 Monday Afternoon, April 11, 2011

Education: Wei-Ying Lim, National Institute of Education, Singapore; Yao Xiong, National Institute of Education, Singapore

Redesign of EME2040: Technology for Educators: Iteration One and Two. Tina N. Holfield, University of South Florida; Beth Jordan, University of South Florida; Shelley Stewart, University of South Florida; Oma Singh, University of South Florida; Cameron Spears, University of South Florida

Design of Collaborative Concept Mapping Activities for Mathematics Preservice Teachers. Young Hoan Cho, University of Missouri; Nan Ding, University of Missouri - Columbia; Oscar Chavez, University of Missouri; Andrew Tarsfik, University of Missouri; Weichao Chen, University of Missouri

Product Quality and Conditions of Anonymity in Formative Peer Assessment: Preservice Teachers' Asynchronous Computer-Mediated Communication. Andrew Frederick Barrett, Indiana University; Craig D. Howard, Indiana University - Bloomington; Theodore Wayne Frick, Indiana University

Investigating Preservice Teachers' Views and Intentions to Use Web 2.0 Tools Using Decomposed Theory of Planned Behavior. Ayeshu Sadaf, Purdue University; Tim Newby, Purdue University; Peggy A. Ertmer, Purdue University

Discusant:
Thomas Brush, Indiana University

66.056. The Urgency of Paulo Freire for K-12 Education. SIG-Paulo Freire; Paper Session
Astor Crowne Plaza, Second Level Mezzanine, Iberville
4:05 pm to 5:35 pm

Chair: Ivan E. Watts, Auburn University

Participants:
Discourses of Racist Nativism in California Public Education: English Dominance as Racial Microaggressions. Lindsay Perez Huher, University of California - Los Angeles
La Escuela Freire: Academy for Culture, Leadership, and Civic Engagement. Thomas C. Wilson, Chapman University
Literacy as Beyond the Written Word: Freire and Other Perspectives on the Nature of Learning Disabilities. David Isaac Hernandez-Saca, Arizona State University; Alfredo J. Artille, Arizona State University
Schooling in Times of Dystopia: Empowering Education for Juarez Youth. Claudia G. Cervantes-Soon, University of Texas - Austin
Suggestions for Teaching High School Physics in the United States Using Freirian Dialogical Methods and Investigative Themes. Ziad Shaker, University of North Texas

Discusant:
Marguerite Lukes, New York University

66.057. The Politics of Sustainable Change in Education. SIG-Politics of Education; Paper Session
Sheraton, Fourth Level, Edgewood
4:05 pm to 6:05 pm

Chair: Virginia Walker Smoakr Rangel, University of Texas - Austin

Participants:
Centralization of Education Funding and Charter School Growth. Lambriina Mileva, Stanford University; Amy DiBenedetto, Stanford University; Elizabeth Jansma, Stanford University; Tricia Maas, Stanford University
The Politics of Wholesale School Finance Reform: Just How Close Did We Get to a National Sales Tax for Education? Monokha Venters, Florida State University; Meghan Valle Haupl, Florida State University; Lora A. Cohen-Vogel, Florida State University

Discusant:
William R. Doyle, Vanderbilt University

66.058. Imagining Postcolonial Futures: Implications for Education in a Global Context. SIG-Postcolonial Studies and Education; Symposium
 JW Marriott, Third Level, Ile de France II
4:05 pm to 6:05 pm

Chair: Nina Asher, Louisiana State University

Participants:
A Postcolonial Perspective on Education in the Context of Global Interdependence. Nina Asher, Louisiana State University
Imagining Postcolonial Futures for Educational Economics: Strategies for Destabilizing the Neoclassical Model as Norm in U.S. Higher Education. Aliya M. Rahman, Miami University
Imagining Difference in Education: Postcolonial Speculative Fiction as Alternate/Future Possibilities. E. Sybil Durand, Louisiana State University - Baton Rouge
Reimagined Communities: Nationalism in a Postcolonial United States. Alicia D. Nance, Louisiana State University
Considering Possible Futures of Postcolonial Counterdiscursive Life Writing in Education. Bruce Parke, Louisiana State University - Baton Rouge; Sara Caccian Wendt, Brandeis University

Discusant:
Gregory James Dimitriadis, University at Buffalo - SUNY

66.059. Assessing Student Responses in Varied Problem-Based Learning Environments. SIG-Problem-Based Education; Paper Session
Astor Crowne Plaza, Second Level Mezzanine, St. Ann
4:05 pm to 6:05 pm

Chair: Wee-Hung, University of North Dakota

Participants:
A Longitudinal Study on the Effects of a Standardized Problem-Based Learning Methodology in Postsecondary Education on Students’ Approaches to Learning. Lyn Fung (Jeanette) Choy, Republic Polytechnic; Glen O’Grady, Republic Polytechnic
Integrating Technology and Problem-Based Learning: A Mixed-Methods Study of Two Teacher Professional Development Approaches. Andrew Walker, Utah State University; Mimi M. Recker, Utah State University; M Brooke Robertshaw, Utah State University; Jeffrey Olsen, Utah State University; Linda Sellers, Utah State University; Heather Leary, Utah State University; Yi-Chun Kuo, Arcadia University
Effects of Problem-Based Economics on High School Economics Instruction. Neal D. Finkielstein, WestEd; Chun-Wei (Kevin) Huang, WestEd; Jason Ravitz, Buck Institute for Education
Engagement and Efficacy in Second-Grade Students After Two Mathematics Problem-Based Learning Units. Rachel Boren, University of Virginia; Tonya R. Moon, University of Virginia; Catherine M. Brighten, University of Virginia; Christine Patricia Trinter, University of Virginia
Silences and Identities: Exploring Silence in Spoken English Interactions in Problem-Based Learning (PBL) in Asia. Jan Jin
The Influence of Ego-Resiliency on Student Adaptation, Engagement, and Achievement. Chin Pei Tan, Republic Polytechnic; Jerome J. Bogdan, National Institute of Education

Discusant:
Xian Ge, University of Oklahoma

66.060. Diverse Methodologies for Exploring LGBTQ Issues in Education. SIG-Queer Studies; Paper Session
Sheraton, Fourth Level, Bayside A
4:05 pm to 5:35 pm

Chair: Elizabeth Jackson Meyer, Concordia University

Participants:
Inescapably Othred? Methodological and Ethical Considerations When Researching People Who Are Gay, Lesbian, Bisexual, Transgender, and Queer (GLBTQ). Eric D. Teman, University of Northern Colorado; Maria K.E. Luhman, University of Northern Colorado; Veronica M. Richard, University of Northern Colorado
A Psychometric Perspective on the Nature of Heterosexist Attitudes Among Educators. Michael Weinberg, Teachers College, Columbia University
School Reform for LGBT Youth: A Case Study of Gay-Straight Alliances (GSAs). Tiffany Chenneville, University of South Florida - St. Petersburg; Sean Currie, University of South Florida; Maralee Mayberry, University of South Florida

Discusant:
Kristen A. Renn, Michigan State University
66.061. Divergent Issues in Religion and Education. SIG-Religion and Education; Paper Session
Astor Crowne Plaza, Second Level Mezzanine, St. Louis
4:05 pm to 6:05 pm
Chair: Stephen J. Denig, Niagara University
Participants:
A Three-Dimensional Concept of Worldview. Katherine G. Schultz, Indiana Wesleyan University; James A. Swezy, Regent University
A Meta-Analysis on Religious Factors and Other Variables That Reduce the Achievement Gap. William H. Jeynes, California State University - Long Beach
Religious Change Through the Lens of Schools: An Ultra-Orthodox Jewish Case Study. Moshe Krakowski, Yediva University
Principals and Their Moral Sense Making: Multiple Voices but Viable Ethics? William C. Frick, University of Oklahoma, Julia Kathryn Daine, University of Oklahoma, Dorothy B. Nikhata, University of Oklahoma
Discussants:
Michael D. Wagggoner, University of Northern Iowa
Joanne M. Marshall, Iowa State University

66.062. Curricular Effects on Mathematics Learning and Teaching. SIG-Research in Mathematics Education; Paper Session
New Orleans Marriott, Third Level, Mardi Gras Salon A
4:05 pm to 5:35 pm
Chair: Thomas E. Ricks, Louisiana State University
Participants:
Cognitive Demand and Opportunity to Learn Strategies for “Controlling the Work” in Examples in College Algebra Textbooks. Heejoo Suh, University of Michigan; Vilma M. Mesa, University of Michigan; Tyler Blake, University of Michigan
Investigating the Effects of Curricula and Classroom Emphases on Algebra Learning: Cross-Sectional Analyses. Jinfa Cai, University of Delaware; John Moyer, Marquette University; Jeffrey C. Shih, University of Nevada - Las Vegas; Ning Wang, Widener University
Equations and Equation Solving in Elementary Reform Mathematics Curricula Materials in China and the United States. Tingting Ma, Texas A&M University
Impact of Resources in Curriculum Materials on Teachers’ Instructional Practices. Jeffrey M. Chappin, University of Rochester
The Effects of Structured Approach for Enhancing Ability of Word Problems for All Students in Primary Grade Classrooms. Zhonghe Wu, National University; Shuhua An, California State University - Long Beach

Sheraton, Eighth Level, Salon 820
4:05 pm to 5:35 pm
Chair: Theresa Y. Austin, University of Massachusetts - Amherst
Participants:
California Teaching Performance Assessment as Summative and Course Signature Assignments Formative Assessments. Hiromi Masunaga, California State University - Long Beach; Paul S. Boyd-Batstone, California State University - Long Beach
First-Year Teachers’ Perspectives on Induction: What Enables or Constrains the Transition to Teaching? Lexie Barbara Grudnoff, University of Auckland; Frances Langdon, Auckland University
Reflections on “Beginning Music Teacher Perceptions of District-Sponsored Induction Programs”: Ten Years Later. Colleen M. Conway, University of Michigan
Supervisors of Student Teachers: Pedagogical Theory, Pedagogical Practice, and Who Is Teaching Our Teachers. Barbara Garri, SUNY - College at Oswego
Discussant: Cynthia L. Carver, Oakland University

66.064. Advances and Innovations in Deaf Education Research: Multiple Viewpoints. SIG-Research on the Education of Deaf Persons; Paper Session
Sheraton, Fourth Level, Gallier
4:05 pm to 5:35 pm
Chair: Beverly J. Treszek, DePaul University
Yo Wang, Missouri State University
Participants:
The Use of Dynamic Assessment With Deaf Children. Terezinha Nunes, University of Oxford; Peter Bryant, University of Oxford; Deborah Evans, University of Oxford, Rossana Barros, University of Oxford, Diana Barman, University of Oxford
Effect of Repeated Reading as an Intervention to Improve Fluency and Comprehension of Struggling Deaf Readers. Barbara R. Schirmer; University of Detroit, Laura Schaffer, Michigan School for the Deaf; William J. Therrien, University of Iowa; Todd N. Schirmer, Napa State Hospital
Middle School Deaf or Hard-of-Hearing Students’ Mathematics Problem-Solving Behaviors. Chomgmin Lee, The Ohio State University
Interactions With Deaf and Hard-of-Hearing Students That Mediate Language and Literacy Learning. Hannah Marie Dostal, University of Tennessee; Kimberly Wolbers; Lisa Delozier, University of Tennessee
A National Perspective of Teacher Efficacy in Deaf Education. Carrie Lou Garberoglio, University of Texas; Mark Gibble, University of Texas - Austin

66.065. Teacher Evaluation as a National Reform Strategy for the “ Highly Effective Teacher”: What’s Complicated in This Picture? SIG-Research and Instructional Leadership; Symposium
Sheraton, Second Level, Rhythms Ballroom II
4:05 pm to 6:05 pm
Chair: Helen M. Hazi, West Virginia University
Participants:
Charlotte F. Danielson, Outcomes Associates
Edward F. Pajak, Johns Hopkins University
Frances O. Rust, University of Pennsylvania
Helen M. Hazi, West Virginia University

66.066. Failing Kids: A Systemic Study of Educational Myths. SIG-Systems Thinking in Education; Symposium
New Orleans Marriott, Third Level, Napoleon Ballroom C2
4:05 pm to 5:35 pm
Chair: Blane Despres, The University of British Columbia
Participants:
The Significance of Culture. Karen Ragoonaen, The University of British Columbia
The Recurring Fad of School Reform: Band-Aid or Burden... or Both? Sabre Cherkowski, The University of British Columbia
Failing Kids and Educational Myths: The Historical Background. Catherine A. Broom, The University of British Columbia

66.067. Technology, Instruction, Cognition, and Learning 5: Developing, Managing, and Assessing Learning Environments. SIG-Technology, Instruction, Cognition & Learning; Paper Session
Sheraton, Third Level, Napoleon Ballroom C2
4:05 pm to 5:35 pm
Chair: Amy B. Adcock, Old Dominion University
Participants:
Webscapes: A Theoretical Framework for the Collaborative Design and Development of Multimedia-Rich Online Learning Environments. Sara G. Menell, University of Houston; Bernard R. Robin, University of Houston; Michael D. Rapp, University of Houston
A Study of Mentoring and Its Implications for the Management of Learning. Andrew S. Gibbons, Brigham Young University; John Chapman, Brigham Young University; Michael Hefner, Brigham Young University
Assessment of Workplace Learning: Using Web-based Virtual Workplaces. Frank Achtenhagen, University of Goettingen; Esther Winther, University of Paderborn
Evidence-Centered Design (ECD) for Designing Accessible Technology-Literacy Assessments. Eric G. Hansen, ETS; Cara Cahalan Lautisius, ETS; Diego Zapata-Rivera, ETS
Game-Based Embedded Assessment Measures Learning. Debbie Denise Reese, Wheeling Jesuit University; Ralph J. Seward, Wheeling Jesuit University Center for Educational Technologies; Andrew Harrison, Wheeling Jesuit University

Division and SIG Roundtables

66.069. Roundtable Session 48; Roundtable Session


66.069-2. Education and the Development of Young People. Division F - History and Historiography; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 4:05 pm to 5:35 pm Chair: Christine A. Ogren, University of Iowa Participants: Namie Burroughs, the Politics of Respectability, and the Curriculum of the National Training School for Women and Girls. Shantina Shunnell Jackson, University of California - Berkeley “Uplift This Downtrodden Multitude”: Elizabeth Black Kander and the Purpose of the Milwaukee School of Trades for Girls. Janina L. Wrench, Marquette University Emerging Generation(s): Collective Historical Memory, Educational Experiences, and the Post-Martial Law Taiwanese Generation. Kao-Min Chiu, University at Buffalo - SUNY

66.069-3. Critical Perspectives on Young Children and Childhood. SIG-Critical Perspectives on Early Childhood Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 4:05 pm to 5:35 pm Chair: Beverly Boals-Gilbert, Arkansas State University Participants: Childhood’s Dappled World: Untangling the Influence of “Unity of Science” in Theory in Developmentalism. Julia Mary Heiner Daddh, Indiana University Families at Work: A Critical Examination of Neighborhood-Based Programs for Families With Young Children. Rosamund Kathryn Stooke, University of Western Ontario; Pamela J. McKenzie, The University of Western Ontario; Suzanne Kathleen Smythe, Simon Fraser University Que mas le va a decir? English Language Learner (ELL) Preschoolers Write a Letter With a Caregiver. Martha J. Buell, University of Delaware; Susan Burns, George Mason University; Renee M. Casbergue, Louisiana State University - Baton Rouge; Angela Love, Auburn University Rethinking Critical Inquiry in the Early Childhood Years: A Tapestry of Theoretical Perspectives. Candace Rosss Kuby, University of Missouri - Columbia The Abbott Ruling in New Jersey: Did Anyone Ask the Teachers? Timmer Dove Washington, Teachers College, Columbia University

66.069-4. Doctoral Education Across the Disciplines SIG-Roundtable Session III. SIG-Doctoral Education across the Disciplines; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 4:05 pm to 5:35 pm Chair: Benita J. Barnes, University of Massachusetts - Amherst Participants: A Phenomenological Study of Part-Time Education Doctoral Student Socialization Through Peer Mentorship. Lisa S. Bircher, Kent State University Commensuration and Classification in U.S. Doctoral Admissions: Advancing a Framework of Faculty Evaluation. Julie Renee Posselt, University of Michigan Examining the Effects of Teaching Assistantships and Future Faculty Programs on Doctoral Students’ Gains in Academic Competencies. Mark R. Connolly, University of Wisconsin - Madison; Shihmei Burger, University of Wisconsin - Madison; J. Edward Connery, University of Wisconsin - Madison Staying the Course: Experiences of Black Doctoral Students in the Social Sciences and Humanities. Chera D. Reid, New York University Structured Critical Ethical Reflection in Doctoral Education. Mary L. Brydon-Miller, University of Cincinnati


66.069-6. The Urban Teacher and Unique Challenges. SIG-Urban Learning, Teaching, and Research; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 4:05 pm to 5:35 pm
Chair: Tatiana Joseph, University of Wisconsin - Milwaukee

Participants:
A Comparison of the Factors That Influence Urban Teachers to Remain.
Sueanne Elizabeth Mckinney, Old Dominion University; Jack E. Robinson, Old Dominion University; Alison Reddy, Old Dominion University

Alternatively Certified New Teachers’ Perceptions of Student Learning and Effective Teaching Practices. Cheryl A. Fields-Smith, University of Georgia; Emiel W. Owens, Texas Southern University

Exposing Colorblindness/Exploring Color Consciousness: Methods for Urban Teacher Educators. Kerri A. Ullucci, Roger Williams University; Dan Battey, Rutgers University

66.069-7. Fostering Engagement in Educational Psychology Courses. SIG-Teaching Educational Psychology; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
4:05 pm to 5:35 pm

Chair: Ida Rose Flores, Arizona State University

Participants:
The Impact of Educational Psychology Within Two Different Models of Teacher Education on Teaching Efficacy. Lisa C. Duffin, Western Kentucky University

The Method Behind the Madness: Educational Psychology Students. Alandra S. Weller-Clarke, Benedictine University

Using the Self Theory in Schooling and Positive Psychology to Engage and Motivate. Henry G. Bryzcki, The Bryzcki Group

66.069-8. Value-Added Models in Research on Educational Effectiveness. SIG-School Effectiveness and School Improvement; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
4:05 pm to 5:35 pm

Chair: Ning Rui, Research for Better Schools

Participants:
A Review of the Use of Value-Added Models to Determine Teacher and School Effectiveness. Julie Anna Gloudemans, University of South Florida; Corina Marie Owens, University of South Florida; Bryce L. Pride, University of South Florida; Thomas R. Lang, University of South Florida; Robert F. Dedrick, University of South Florida; John M. Ferron, University of South Florida; Yi-Hsin Chen, University of South Florida; Thanh Pham, University of South Florida; Merlande Petit-Bois, University of South Florida

Mathematics in Grade Eight (A-Track): What Counts? Kaat Van Dessel, University of Leuven; Sarah Gielen, Katholieke Universiteit Leuven, Belgium; Rianne C. Janssen, University of Leuven

The Enormous Impact of Education on Reading Skills: An Application of the Instrumental Variables Method. Hans Layten, University of Twente; Dinand Webbling, University of Amsterdam

66.069-9. Miscellaneous of Rural Issues. SIG-Rural Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
4:05 pm to 5:35 pm

Chair: Diane B. Hirshberg, The University of Alaska - Anchorage

Participants:
Island of Change: A history of Martha’s Vineyard Regional High School. Kristin L. Kew, New Mexico State University

The Role of Context in Preparing and Retaining Highly Effective Educators for High-Need Rural Schools. Kalie R. Kossar, California University of Pennsylvania; Katherine J. Mitchem, California University of Pennsylvania; James Barton, California University of Pennsylvania

The Rural Superintendency and the Need for Critical Leadership of Place. Janeil C. Rey, University at Buffalo - SUNY

One State’s Effort to Support High-Need Rural Districts and Schools: A Question of Responsive Practice. Kathleen M. Budge, Boise State University

Sheraton, Fifth Level, Grand Ballroom A
4:05 pm to 5:35 pm

Chair: Ngo-Wing Anjela Wong, The University of Alaska - Fairbanks

Participants:
(In)Visible Immigrants: Filipino American Youth and Identity Discourses. Erica Chutuape, The Graduate Center - CUNY


Investigating Differences Among Asian American Youth Participating and Not Participating in After-School Programs. Kim Boyer, Central Valley Afterschool Foundation; Susan M. Tracz, California State University - Fresno

South Korean Immigrant Students’ Participation in Science Classroom Discursive Practices. Minjung Ryu, University of Maryland - College Park

66.069-11. Professional Activity, Professional Education. Division I - Education in the Professions; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
4:05 pm to 5:35 pm

Chair: Arianne Teherani, University of California - Santa Barbara

Participants:
Ethnographic Research on Professional Communities: Contributions to Theory and Practice. Jan K. Armstrong, University of New Mexico


The Era of Accountability in Business Education: A Theoretical Model to Explicate Professionalization of Business. Nicole Christine Jackson, University of California - Berkeley

66.069-12. Agency and Intentionality in the Literacy Practices of Adult Learners. SIG-Writing and Literacies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
4:05 pm to 5:35 pm

Chair: Allan A.J. Luke, Queensland University of Technology

Participants:
“Dinner Ladies” and the Fear Factor: A Case Study of Web 2.0 in an Adult Literacy Classroom. Rachel Foot, Kent State University; William Kist, Kent State University

Validating Transnational Knowledge: Agency and Identity Processes in Web Design by Adult Immigrant Learners. Silvia Cecilia Nogueron, Arizona State University

Sites of Recursive Memory: History and Agency in the Literacies of Black Female College Students. Carmen Kynard, Saint John’s University

Literacy and Education as Liberatory Promise and Coveted Possession: African American Literacy Practice in the Rural South. Amy Suzanne Johnson, Lachuk, University of South Carolina

66.069-13. Racial Identity and Differences: Responding to Stories of Achievement. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
4:05 pm to 5:35 pm

Chair: Michele D. Smith, Alliant International University

Participants:
A Multidimensional Examination of Black Identity Status as a Predictor of Motivation and Institutional Attitudes. Kelly A. Rodgers, University of Texas - San Antonio

Defining Differences: Teachers’ Stories of Race, Class, and Gender in Their Practice. Sherry Lynn Deckman, Harvard University

Examining the “Academic Imagination” Between Black Male and Female Students: Contributing Factors to the Achievement Gap. Perry Rainey, Walden University; Latasha Diane Jones, Albany State University

Responding to Racism and Racial Trauma in Doctoral Study: An Inventory for Coping and Mediating Relationships. Kimberly A. Truong, Johns for the Future; Samuel D. Moise, University of Massachusetts - Boston

66.069-14. International Perspectives on Science Education. SIG-Science Teaching and Learning; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
4:05 pm to 5:35 pm

Chair: Chong Ho Yu, Arizona State University

Participants:
A Time-Lag Analysis of the Relationships Among Program for International Student Assessment Scores, Scientific Research Publication, and Economic Performance. Chong Ho Yu, Arizona State University; Samuel Digangi,
Arizona State University; Angel Kay Jannach-Pennell, Arizona State University


Problem Solving Differences: A Comparative Analysis of Japanese English Language Learner (ELL) and Non-ELL Middle School Students in Science. Clara Lee Brown, University of Tennessee - Knoxville; Melhem Aydeniz, University of Tennessee; Andrea J. Stairs, University of Southern Maine

The Role of Parents in Adolescents’ Scientific Literacy in Hong Kong: Exploring the Transmission of General Value of Science Using the Program for International Student Assessment (PISA) 2006. Hsien-Yuan Hsu, National Taiwan Normal University; Sandra T. Acosta, Texas A&M University

Learning to Think and Practice Science From Childhood to Adulthood: Life Histories of Eight Chilean Graduate Students in Science. Marta Silva, University of California - Santa Barbara

66.070. Roundtable Session 49; Roundtable Session

66.070-1. Adolescents’ Engagement With Social Media. SIG-Media, Culture, and Curriculum; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

4:05 pm to 5:35 pm

Chair: Pilar Lacasa, University of Alcala

Participants:

Are You in or out? Teenagers Talk About Their Use of Facebook. Natalia Sinitskaya Ronda, York University

Mobile Media Learning: Emergent Use of Mobile Technologies in Youth. Seann Mason Dikkers, University of Wisconsin - Madison

Tagging in a Community of Media Creators: Practices That Make Programs Popular in Scratch Online. William Quinn Burke, University of Pennsylvania; Andres Monroy-Hernandez, Microsoft Research; Massachusetts Institute of Technology (MIT) Media Lab; Yasmin B. Kafa, University of Pennsylvania

66.070-2. Decolonizing Qualitative Methodologies in Cross-Cultural Contexts. SIG-Qualitative Research; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

4:05 pm to 5:35 pm

Chair: Rosemary C. Reilly, Concordia University

Participants:

Enacting Decolonized Methodologies: The Doing of Research in Educational Communities. Cassie Fay Quigley, Clemson University; Nicole Beeman-Cadhwallader, Indiana University; Tarajean Yazzie-Mintz, Indiana University

Voices on Voice: Decisions to Engage Cross-Cultural and Cross-Language Research. Elsa M. Gonzalez Y Gonzalez, Texas A&M University; Yvonna S. Lincoln, Texas A&M University - College Station

Inciting DiverCity Curriculums: Indigenous Research Methodology in an Urban Context. Carolyn J. White, Rutgers University; Sandy Lizardie-Doff, Rutgers University; Molly V. Makris, Rutgers University - Newark

66.070-3. Workplace Learning Roundtable 1. SIG-Workplace Learning; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

4:05 pm to 5:35 pm

Chair: Leonard George Cairns, Monash University

Participants:


Re-Visioning Workplace Learning Down Under: Recent Trends and Policy Developments for the Public Good. Margaret E. Mulloch, University of East London

Train-the-Trainer as a Method of Professional Development. Sandy Liang, Purdue University; Jennifer E. Dobbs-Oates, Purdue University

Training the Multigenerational Workforce: What Does Age Have to Do With It? Shalorn Williams Van Rosoy, George Mason University

Workplace Learning for the Public Good: Implementation of a Standardized, Competency-Based Curriculum in Rural and Urban Texas Women, Infants, and Children Clinics. Karissa D. Horton, University of Texas - Austin; Seth Kessler, University of Texas - Austin; Nell H. Gottlieb, University of Texas - Austin

66.070-4. Applying Mixed Methods Research to Study Educational Contexts. SIG-Mixed Methods Research; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

4:05 pm to 5:35 pm

Chair: Dorian Stoiescu, University of Toronto

Participants:

A Mixed Methods Study of Teaching Presence and Learning in Online Intensive Courses. Elizabeth Laves, Western Kentucky University; Sheldon L. Stick, University of Nebraska - Lincoln; Nataliya V. Ivankova, The University of Alabama - Birmingham

Doctoral Students’ Reasons for Reading Empirical Research Articles: A Mixed Analysis. Melissa Burgess, Sam Houston State University; Cindy Lee Benge, Sam Houston State University; Marla H. Mallette, Southern Illinois University - Carbondale; Anthony J. Omwesoagezie, Sam Houston State University

Inciting the Social Imagination: An Exploratory Mixed Methods Design in Music Education. Chad West, Ithaca College

Reading for Fun: A Mixed Methods Study of Adolescent Reading Behavior and Goals. Caitlin Scott, Education Northwest; Theresa Deussen, Education Northwest; Makoto Hanita, Education Northwest; Elizabeth Autio, Education Northwest; Kari Nelsenstuen, Education Northwest

Division and SIG Posters

66.071. Poster Session 17; Poster Session

66.071-1. Critical Educators for Social SIG Justice Poster Session. SIG-Critical Educators for Social Justice; Poster Session

Sheraton, Fifth Level, Grand Ballroom C

4:05 pm to 5:35 pm

Posters:

1. Narrative Portraits of Who Is Teaching Teachers About Diversity and Multicultural Education. Vera Stenhouse, Georgia State University

2. Photography and Oral History as a Means of Chronicling the Homeless in Miami. Eugene F. Provenzo, University of Miami; Alain Benguessa, University of Miami; Kristen Doorn; Ryan W. Pontier, University of Miami; Sabrina Francesca Sembiante, University of Miami


4. “Bury Guns Not People”: A Case Study of the African American Achievers Youth Corps, Incorporated. Chalmer Elaine Fredericka Thompson, Indiana University/Purdue University at Indianapolis; Mmono Ajabu, African American Male Equity Project

66.071-2. The Impact of Natural Resource Revenues on First Nations Community Educational Outcomes in Alberta, Canada. SIG-Indigenous Peoples of the Americas; Poster Session

Sheraton, Fifth Level, Grand Ballroom C

4:05 pm to 5:35 pm

Poster:

5. The Impact of Natural Resource Revenues on First Nations Community Educational Outcomes in Alberta, Canada. Kat Sonia Thomson, Teachers College, Columbia University

66.071-3. Poster Session: Cognitive and Metacognitive Processes. Division C - Learning and Instruction; Poster Session

Sheraton, Fifth Level, Grand Ballroom C

4:05 pm to 5:35 pm

Posters:

6. A New Direction in Research on Learning Styles: The Relation Between Processing Strategies and Episodic and Semantic Memory. Lydia Schaap, Erasmus University Rotterdam, Netherlands


9. Challenging Muis’ Consistency Hypothesis: The Role of Knowledge Representations. Krista R. Muis, McGill University; Gina Franco, McGill University; John Ranellucci, McGill University; Lavanya Sampasivam, McGill University; Xihui Wang, McGill University

### SIG Sessions

<table>
<thead>
<tr>
<th>SIG Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>68.011. Action Research SIG Business Meeting</strong></td>
</tr>
<tr>
<td>SIG-Action Research; Business Meeting</td>
</tr>
<tr>
<td>Doubletree, 16th Level, Crescent Ballroom</td>
</tr>
<tr>
<td>6:15 pm to 7:45 pm</td>
</tr>
<tr>
<td><strong>68.012. Applied Research in Virtual Environments for Learning SIG Business Meeting</strong></td>
</tr>
<tr>
<td>SIG-Applied Research in Virtual Environments for Learning; Business Meeting</td>
</tr>
<tr>
<td>Sheraton, Third Level, Napoleon Ballroom C2</td>
</tr>
<tr>
<td>6:15 pm to 7:45 pm</td>
</tr>
<tr>
<td>Chair:</td>
</tr>
<tr>
<td>Jonathon J. Richter, University of Oregon</td>
</tr>
<tr>
<td><strong>68.013. Arts Inquiry in the Visual and Performing Arts in Education SIG</strong></td>
</tr>
<tr>
<td>Business Meeting and Workshop; SIG-Arts and Inquiry in the Visual and</td>
</tr>
<tr>
<td>Performing Arts in Education; Business Meeting</td>
</tr>
<tr>
<td>Astor Crowne Plaza, Second Level, Astor Ballroom III</td>
</tr>
<tr>
<td>6:15 pm to 8:15 pm</td>
</tr>
<tr>
<td><strong>68.014. Biographical and Documentary Research SIG Business Meeting</strong></td>
</tr>
<tr>
<td>An Immodest Proposal: Promoting the Discussion of Pornography in Academe and</td>
</tr>
<tr>
<td>Beyond Through Documentary and Research. SIG-Biographical and Documentary</td>
</tr>
<tr>
<td>Research; Business Meeting</td>
</tr>
<tr>
<td>JW Marriott, Third Level, Ile de France II</td>
</tr>
<tr>
<td>6:15 pm to 7:45 pm</td>
</tr>
<tr>
<td>Chair:</td>
</tr>
<tr>
<td>Pamela J. Konkol, Concordia University</td>
</tr>
<tr>
<td><strong>68.015. Business Education and Computer Information Systems Research</strong></td>
</tr>
<tr>
<td>SIG Business Meeting, SIG-Business Education &amp; Computer Information Systems</td>
</tr>
<tr>
<td>Research; Business Meeting</td>
</tr>
<tr>
<td>Astor Crowne Plaza, Second Level Mezzanine, Bienville</td>
</tr>
<tr>
<td>6:15 pm to 7:45 pm</td>
</tr>
<tr>
<td>Chair:</td>
</tr>
<tr>
<td>Michelle Salmona, Central Michigan University</td>
</tr>
<tr>
<td><strong>68.016. Caribbean and African Studies in Education SIG Business Meeting</strong></td>
</tr>
<tr>
<td>SIG-Caribbean and African Studies in Education; Business Meeting</td>
</tr>
<tr>
<td>JW Marriott, Third Level, Mondrian International Hotel</td>
</tr>
<tr>
<td>6:15 pm to 8:15 pm</td>
</tr>
<tr>
<td><strong>68.017. Catholic Education SIG Business Meeting</strong></td>
</tr>
<tr>
<td>SIG-Catholic Education; Business Meeting</td>
</tr>
<tr>
<td>JW Marriott, Third Level, Conde</td>
</tr>
<tr>
<td>6:15 pm to 7:45 pm</td>
</tr>
<tr>
<td>**68.018. Communication of Research SIG Business Meeting. The Future of</td>
</tr>
<tr>
<td>Scholarly Publication in Education: An Informal Chat. SIG-Communication of</td>
</tr>
<tr>
<td>Research; Business Meeting</td>
</tr>
<tr>
<td>Hotel Monteleone, Mezzanine Level, Bienville</td>
</tr>
<tr>
<td>6:15 pm to 7:45 pm</td>
</tr>
<tr>
<td>Chair:</td>
</tr>
<tr>
<td>Gustavo E. Fischman, Arizona State University</td>
</tr>
<tr>
<td>**68.019. Critical Issues in Curriculum and Cultural Studies SIG Business</td>
</tr>
<tr>
<td>Meeting**</td>
</tr>
<tr>
<td>SIG-Critical Issues in Curriculum and Cultural Studies; Business Meeting</td>
</tr>
<tr>
<td>Astor Crowne Plaza, Second Level, Astor Ballroom II</td>
</tr>
</tbody>
</table>

### Monday, 5:30 pm

#### Governance Meetings and Events

| Orientation Session for Newly Appointed Committee Chairs and Members          |
| AERA Governance; Governance Session                                          |
| New Orleans Marriott, Fourth Level, Iberville                                |
| 5:30 pm to 6:30 pm                                                          |
| Chairs:                                                                      |
| Felice J. Levine, American Educational Research Association                 |
| Kris D. Gutiérrez, University of Colorado - Boulder                         |
| Arnetha F. Ball, Stanford University                                         |

### Monday, 6:15 pm

#### Governance Meetings and Events

| AERA Committee on Scholars of Color in Education Mentoring Lecture and       |
| Reception: Invitation Only. AERA Governance; Governance Session             |
| New Orleans Marriott, Second Level, La Galerie 2                            |
| 6:15 pm to 8:15 pm                                                         |
| Chair:                                                                      |
| Tabbye Maria Chavous, University of Michigan                                 |

#### Division Sessions

| Division D 2011 In-Progress Research Gala                                   |
| Division D - Measurement and Research Methodology; Invited Poster Session   |
| Doubletree, 16th Level, International Ballroom                             |
| 6:15 pm to 7:45 pm                                                         |
6:15 pm to 7:45 pm
Chair: Robert James Helfenbein, Indiana University/Purdue University at Indianapolis
Participants:
Jennifer Joh, University of North Carolina - Chapel Hill
Brandon Sams, University of North Carolina
Kelly P Vaughan, University of Illinois - Chicago
Gabriel Huddleston, Indiana University
William H. Schubert, University of Illinois - Chicago
Patrick Slattery, Texas A&M University

68.020. Doctoral Education Across the Disciplines SIG Business Meeting, SIG-Doctoral Education across the Disciplines, Business Meeting
JW Marriott, Third Level, Ile de France III
6:15 pm to 7:45 pm

68.021. Environmental Education SIG Business Meeting, SIG-Environmental Education; Business Meeting
JW Marriott, Third Level, Frontenac
6:15 pm to 7:45 pm

68.022. Family and Consumer Sciences SIG Business Meeting, SIG-Family and Consumer Sciences; Business Meeting
Sheraton, Fourth Level, Oakley
6:15 pm to 7:45 pm

68.023. Hierarchical Linear Modeling SIG Business Meeting and Distinguished Speaker Presentation by David Rindskopf: Hierarchical Linear Modeling for Single-Case Designs: The Easy, the Difficult, and the Impossible. SIG-Hierarchical Linear Modeling; Business Meeting
JW Marriott, Third Level, Maurepas
6:15 pm to 7:45 pm
Chair: Walter L. Leete, University of Florida
Participants:
David M. Rindskopf, The Graduate Center - CUNY
Gregory J. Palardy, University of California - Riverside
Bethany A. Bell, University of South Carolina

68.024. Indigenous Peoples of the Americas SIG Business Meeting: Indigenizing the Academy, SIG-Indigenous Peoples of the Americas; Business Meeting
New Orleans Marriott, Second Level, La Galerie 5
6:15 pm to 8:15 pm
Participants:
Susan C. Faircloth, The Pennsylvania State University
Angela M. Jaime, University of Wyoming
Vangee Nez, University of New Mexico
Eddy A. Ruiz, University of California - Los Angeles
Eve Tuck, SUNY - College at New Paltz
Tiffany S. Lee, University of New Mexico
Nicole L. Thompson, Mississippi State University

68.025. Law and Education SIG Business Meeting and Presentation on the Educational Rights of Children, SIG-Law and Education; Business Meeting
Sheraton, Fourth Level, Edgewood
6:15 pm to 7:45 pm

68.026. Media, Culture, and Curriculum SIG Business Meeting, SIG-Media, Culture, and Curriculum; Business Meeting
Astor Crowne Plaza, Second Level, Astor Ballroom I
6:15 pm to 7:45 pm

68.027. Multicultural/Multiethnic Education: Theory, Research, and Practice SIG Business Meeting, SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Business Meeting
New Orleans Marriott, Second Level, La Galerie 4
6:15 pm to 7:45 pm

68.028. Narrative Research SIG Business Meeting, SIG-Narrative Research; Business Meeting
Doubletree, Second Level, Nottoway
6:15 pm to 7:45 pm
Chairs:
Stefinee E. Pinnegar, Brigham Young University

68.029. Professors of Educational Research SIG Business Meeting, SIG-Professors of Educational Research; Business Meeting
Astor Crowne Plaza, Second Level Mezzanine, Toulouse B
6:15 pm to 7:45 pm
Chair: Deborah A. Ceglovski, Ball State University
Participant:
Disrupting Methodological Boundaries: Chicana Feminist Perspectives in Educational Research. Dolores Delgado Bernal, University of Utah
Participant:
Gale S. Cannella, University of North Texas

68.030. Qualitative Research SIG Business Meeting and Egon Guba Invited Lecture, SIG- Qualitative Research; Business Meeting
Astor Crowne Plaza, Second Level, Grand Ballroom A
6:15 pm to 8:15 pm
Chair:
Deborah A. Ceglovski, Ball State University
Participant:
Disrupting Methodological Boundaries: Chicana Feminist Perspectives in Educational Research. Dolores Delgado Bernal, University of Utah
Participant:
Gale S. Cannella, University of North Texas

68.031. Queer Studies SIG Business Meeting, SIG-Queer Studies; Business Meeting
Sheraton, Fourth Level, Oak Alley
6:15 pm to 7:45 pm
Chairs:
Connie North, University of Maryland - College Park
Anna V. Wilson, Chapman University

68.032. Religion and Education SIG Business Meeting, SIG-Religion and Education; Business Meeting
Astor Crowne Plaza, Second Level Mezzanine, St. Louis
6:15 pm to 8:15 pm

Sheraton, Second Level, Rhythms Ballroom III
6:15 pm to 7:45 pm

68.034. Research on the Education of Deaf Persons SIG Business Meeting, SIG-Research on the Education of Deaf Persons; Business Meeting
Sheraton, Fourth Level, Southdown
6:15 pm to 7:45 pm
Chair:
Stephanie W. Cawthon, University of Texas - Austin

68.035. School Community, Climate, and Culture SIG Business Meeting, SIG-School Community, Climate, and Culture; Business Meeting
Sheraton, Eighth Level, Salon 820
6:15 pm to 7:45 pm

68.036. School Indicators, Profiles, and Accountability SIG Business Meeting, SIG-School Indicators, Profiles, and Accountability; Business Meeting
New Orleans Marriott, Third Level, Mardi Gras Salon B
6:15 pm to 7:45 pm

68.037. Science Teaching and Learning SIG Business Meeting, SIG-Science Teaching and Learning; Business Meeting
New Orleans Marriott, Second Level, Preservation Hall Studio 9
6:15 pm to 7:45 pm

Shawn Murphy; University of Alberta
Mary Lynn Hamilton, The University of Kansas
D. Jean Chandrin, University of Alberta

Participants:
Cheryl J. Craig, University of Houston
Vicki Ross, Northern Arizona University
Cathy A. Coulter, The University of Alaska - Anchorage
Jeong-Hee Kim, Kansas State University
Elaine Chan, University of Nebraska - Lincoln
Candace M. Schlein, University of Missouri - Kansas City
Shawn Murphy; University of Alberta
Janice Huber, University of Regina
Dixie K. Keyen, Arkansas State University
Mary Lynn Hamilton, The University of Kansas
Stefinee E. Pinnegar, Brigham Young University
Mary F. Rice, Brigham Young University
Chair: Sherri L. Brown, University of Louisville
Participants:
Alberto J. Rodriguez, San Diego State University
Bernard P. Ricca, Saint John Fisher College
Gail Dickinson, Texas State University
Nate K. Mcvaugh, University of Texas - Austin

68.038. Semiotics in Education SIG Business Meeting. SIG-Semiotics in Education; Business Meeting
New Orleans Marriott, Third Level, Mardi Gras Salon A
6:15 pm to 7:45 pm

68.039. Sociology of Education SIG Business Meeting and Reception. SIG-Sociology of Education; Business Meeting
JW Marriott, Third Level, Ile de France I
6:15 pm to 8:15 pm

68.040. Supervision and Instructional Leadership SIG Business Meeting. Racing to the Top: A Panel Discussion on the State of Supervisory Practice in Public Schools. SIG-Supervision and Instructional Leadership; Business Meeting
Sheraton, Second Level, Rhythms Ballroom II
6:15 pm to 7:45 pm
Chair: Susan S. Sullivan, College of Staten Island - CUNY
Participants:
Daisy E. Arredondo Rucinski, The University of Alabama
Helen M. Hazi, West Virginia University
Zach Kelehe, University of South Carolina

68.041. Survey Research in Education SIG Business Meeting. SIG-Survey Research in Education; Business Meeting
Doubletree, Second Level, Madewood B
6:15 pm to 7:45 pm

68.042. Teacher’s Work/Teachers Unions SIG Business Meeting: Resisting the Neo-Liberal Assault on Chile’s Public Schools and Teacher Unions. SIG-Teacher’s Work/Teachers Unions; Business Meeting
Sheraton, Fifth Level, Grand Chenier
6:15 pm to 7:45 pm
Chair: Alex Alexandrou, Freelance Academic
Participants:
Jill Andrea Pinkney Pastrana, University of Wisconsin
Carmen Gloria Nunez, Pontificial Catholic University of Valparaiso
Victor Sisto, Pontificia Universidad Católica de Valparaiso
Jenny Assael, Colegio de Profesores
Alejandro Silva, Colegio de Profesores

68.043. Test Validity Research and Evaluation SIG and Professional Licensure and Certification SIG Joint Business Meeting. SIG-Test Validity Research and Evaluation Co-sponsored by SIG-Professional Licensure and Certification; Business Meeting
Doubletree, Second Level, Madewood A
6:15 pm to 7:45 pm
Participants:
Gregory J. Cizek, University of North Carolina - Chapel Hill
Jennifer L. Kobrin, The College Board
John W. Young, ETS
Timothy A. Sates, Researcher
Hao Song, American Board of Internal Medicine
Jason Rinaldo, American Board of Family Medicine
Barbara M. Foster, American Board of Obstetrics and Gynecology

68.044. Tracking and Detracking SIG Business Meeting. SIG-Tracking and Detracking; Business Meeting
Doubletree, Second Level, Shadows
6:15 pm to 7:45 pm
Chair: Beth C. Rubin, Rutgers University
72.010. A Research Agenda for the New K-12 Standards in Science/Engineering: Studying Innovations and Forms of Implementation That Advance the Goals of Equity and Diversity. Presidential Session Cosponsored by Division C - Learning and Instruction; Invited Session

Sheraton, Third Level, Napoleon Ballroom C3
8:15 am to 10:15 am
Chairs:
Nancy W. Brickhouse, University of Delaware
James Earl Davis, Temple University
Participants:
College Versus Career Standards for STEM Education. David H. Monk, The Pennsylvania State University
Implementing the New Common Core: A Research Agenda. William R. Penuel, SRI International
Influencing the Policy Cycle: Highlighting a Concern with Equity and Diversity. Gerald K. Letendre, The Pennsylvania State University

72.011. Research on LGBTQ Issues: Perspectives From Diverse Communities. Participants:
8:15 am to 9:45 am
Chair: Kevin K. Kamashiro, University of Illinois - Chicago
Participants:
Cindy Cruz, University of California - Santa Cruz
Beth Leonard, Colorado University - Boulder
Lance Trevor McCreary, OISE/University of Toronto
Karleen M. Pendleton Jimenez, Trent University
Lisa Weems, Miami University

72.012. Reform, Restructuring, and School Improvement. Division A - Administration Organization & Leadership; Paper Session
8:15 am to 9:45 am
Chair: Bob L. Johnson, Jr., University of Utah
Participants:
Access and Achievement: The Impact of New York City’s Small School Movement on Latino Students. Nelson Flores, The Graduate Center - CUNY
Andrew Haiwen Chu, The Graduate Center - CUNY
Building Relational Trust Within Comprehensive School Reform Models: Exploring the Relationship Between Trust and Instructional Improvement. Timothy Ford, University of Louisiana - Monroe
Collaboration for School Improvement: A Quantitative Study. Daniel R. Muijs, University of Southampton
Restructuring for School Improvement: Does Size Matter? Annie Woo, Education Northwest
Discussant: Bob L. Johnson, Jr., University of Utah

72.013. Research, Policy, and Practice for Leaders and Leadership. Division A - Administration Organization & Leadership; Paper Session
8:15 am to 9:45 am
Chair: Cameron Carlson, Southern Illinois University - Carbondale
Participants:
Partnering Around Research to Improve Policy and Practice: A Case Study of the Stanford University and San Francisco Unified School District Partnership.

72.014. School Leadership, Professional Communities, Performance, and Teacher Retention. Division A - Administration Organization & Leadership; Paper Session
8:15 am to 9:45 am
Chair: Kathryn Bell McKenzie, Texas A&M University - College Station
Participants:
A New Method for Synthesizing Effect Sizes. Jingjing Sun, OISE/University of Toronto; Jingshun Zhang, OISE/University of Toronto
Performance Pressure: Implications for Teachers’ Motivational Approach and Teaching. Limor Shibaz, Hebrew University of Jerusalem, Israel
The Relationship Between Professional Learning Community Behaviors and Teacher Efficacy. Sheryl Y. Kennedy, Oakland University; Julia B. Smith, Oakland University
Discussant: Kathryn Bell McKenzie, Texas A&M University - College Station

72.015. Prioritizing Student Voice: Integrating Youth Participatory Action Research Into Schools and Classrooms. Division B - Curriculum Studies; Symposium
8:15 am to 9:45 am
Chair: Shelley Zion, University of Colorado - Denver
Participants:
Youth Participatory Action Research (YPAR) in the Classroom: Meeting State Standards With Youth Civic Action Research. Beth C. Rubin, Rutgers University; Mayida Zaal, Montclair State University; Jennifer Ayala, Saint Peter’s College; Brian Ford, Montclair Public School District; Landon Wagner, Montclair Public School District
Creating Engaging Academic Settings for and by Youth. Susan S. Yonezawa, University of California - San Diego; Makeba Jones, University of California - San Diego
The Formation of a Professional Learning Community: Teachers and Researchers Co-construct Critical Civic Inquiry. Ben R. Kirshner, University of Colorado - Boulder; Shelley Zion, University of Colorado - Denver; Carlos Porfírio Hipólito-Delgado, University of Colorado - Denver; Ritu Catherine Tracy, University of Colorado - Boulder
Creating Spaces for Student Voice in School Reform: Conceptualizing Critical Civic Inquiry. Shelley Zion, University of Colorado - Denver; Carlos Porfírio Hipólito-Delgado, University of Colorado - Denver; Elizabeth Mendoza, University of Colorado - Boulder; Adam J. York, University of Colorado - Boulder
Discussants: Dana L. Mitra, The Pennsylvania State University; Ernest D. Morrell, University of California - Los Angeles

72.016. Racialization of Immigrants in Education. Division B - Curriculum Studies; Symposium
8:15 am to 10:15 am
Chair: Roberto Martinez, The Graduate Center - CUNY
Erica Chutuape, The Graduate Center - CUNY
Participants:
Racialization of Knowledge: Theorizing Race Understandings of Mexican Immigrants With African Americans in New York City. Roberto Martinez, The Graduate Center - CUNY
Confronting Identities: A Theoretical Discussion of Filipino American Youth and Discourses of Identity. Erica Chutuape, The Graduate Center - CUNY
343

Tuesday Morning, April 12, 2011

Immigrant Adolescents in the Global City. **Daniel R. Walsh, The Graduate Center - CUNY**

Who Would They Talk About if We Weren’t Here?” Nationalist Discourses and the Racialization of Muslim Immigrant Youth in a Danish Folkeskolens. **Reva Jaffe-Walter, The Graduate Center - CUNY**

Hierarchies of Languages: Long-Term English Language Learners, Language Policies, and Schooling Practices. **Nabim Chue, The Graduate Center - CUNY**

Navigating the Game Without a Rulebook: Immigrant Parents and the New York City High School Admissions Process. **Madeline Perez, Saint Joseph College**

Espacios Disputados/Contested Spaces: A Spatial History of Latinos in East Harlem Public Schools. **Edwin Mayorga, The Graduate Center - CUNY**

Discussant:

**Jamie Lee, Rutgers University**

72.017. Fusing Technology With Instruction: Finding Ways to Make Technology Effective for Learning. **Division C - Learning and Instruction; Symposium**

New Orleans Marriott, Second Level, Preservation Hall Studio 7

8:15 am to 9:45 am

Chair:

**Charles K. Kinzer, Teachers College, Columbia University**

Participants:

Format Matters: Narrative, Learning, and Motivation. **Charles K. Kinzer, Teachers College, Columbia University; Daniel L. Hoffman, Teachers College, Columbia University; Selan Turkan, Teachers College, Columbia University; Nilgun Gunbas, Teachers College, Columbia University; Caitlin Nagle, Columbia University**

The Role of Physical Activities With Sensory Experiences in Virtual Manipulatives. **Seungoh Paek, Teachers College, Columbia University**

Ontological Problems in Video Games. **Aaron Chia Yuan Hung, Teachers College, Columbia University**

Exploring the Learning Implications of Errors in Instruction Through Asynchronous Media. **Antonios Saravanos, Columbia University**

Using Written and Face-to-Face Conversational Techniques to Enhance Online Collaboration on Virtual Asynchronous Discussion Boards. **Katalin Judith Katat, Teachers College, Columbia University**

Discussant:

**Matthew X. Curinga, Adelphi University**

72.018. Insights Into Response to Intervention. **Division C - Learning and Instruction; Paper Session**

New Orleans Marriott, Second Level, La Galerie 1

8:15 am to 10:15 am

Chair:

**Jeanne Wanzek, Florida State University**

Participants:

Reading Practices at Home and School and General Knowledge Outcomes. **Rachel Schachtel, University of Michigan; Rachel Reimie Klingelhofer, University of Michigan**

Developmental Trajectories and Their Heterogeneity in Reading Performance: An Investigation Using the Early Childhood Longitudinal Study-Kindergarten Cohort (ECLS-K). **Hyo Jin Lim, Korea University; Kook Hee Kim, University of California - Los Angeles**

The Relationship Between Tier 1 Instructional Behaviors, Student Engagement, and Student Reading Growth. **Kristen D. Beach, University of California - Riverside; Rollanda E. O' Connor, University of California - Riverside; Kathleen Bocian, University of California - Riverside**

Characteristics of General Education Reading Interventions Implemented in Elementary Schools for Students With Reading Difficulties. **Jeanne Wanzek, Florida State University; Christie L. Cavanaugh, University of Florida**

Implementation of a Tier 3 Reading Intervention for Students in Fifth Grade. **Kristen D. Ritchey, University of Delaware; Deborah L. Speece, University of Maryland; Rebecca Deffes Silverman, University of Maryland - College Park; Lisa P Case, University of Maryland; Eleanor Grace Castillo, University of Maryland - College Park; Elizabeth Montanaro, University of Maryland**

72.019. Learning STEM: The Need for Instructional and Motivational Scaffolding. **Division C - Learning and Instruction Cosponsored by SIG-Motivation in Education and SIG-Science Teaching and Learning, Division K - Teaching and Teacher Education; Paper Session**

New Orleans Marriott, Second Level, La Galerie 5

8:15 am to 9:45 am

Chair:

**Scott C. Marley, University of New Mexico**

Participants:

Cognition and Motivation in Science, Technology, Engineering, and Math Retention. **Jennifer G. Cromley, Temple University; Erin McNamara Horvat, Temple University; Jacqueline Tanaka, Temple University; John Michel, Temple University; Anthony C. Perez, Temple University; Emily Tancred-Bric Agbenyega, Temple University; Lillian Raja, Temple University; Patricia Vornhagen, Temple University; Melanie Wills, Temple University; Theodore W. Willis, Temple University**

Meta- and Creativity in Learning Science. **Janice Hansen, University of California - Irvine; Eric P.S. Baumer, University of California - Irvine; Lindsey E. Richland, University of California - Irvine; William Tomlinson, University of California - Irvine**

Exploring the Role of Teacher Support on Students' Academic Engagement, Success, and Anxiety in Science. **Anna D. Strati, Northern Illinois University**

Framing Science in a New Context: What Students Take Away From a Community of Practice. **Terri R. Patchen, California State University - Fullerton; Dennis William Smiththry, Elmhurst College**

The Influence of Curriculum and Instruction on Students’ Critical Thinking Disposition: Randomized Trial Results. **Kristina N. LaVenia, Florida State University; Mark LaVenia, Florida State University; Laura B. Lang, Florida State University**

Discussant:

**Jenifer E. Hueman, Arizona State University**

72.020. Reading and Writing Together: A Cognitively Based Approach to Literacy Assessment. **Division C - Learning and Instruction; Symposium**

New Orleans Marriott, Second Level, Preservation Hall Studio 8

8:15 am to 10:15 am

Chair:

**John P. Sabatini, ETS**

Participants:

Elaborating a Cognitively Model of Literacy to Support Writing and Reading Instruction and Assessment. **Paul Deane, ETS; John P. Sabatini, ETS; Tenaha P. O’Reilly, ETS**

Developing an Assessment System to Support Writing Instruction. **Mary E. Fowles, ETS**

Implications of an Integrated Approach to Reading and Writing Assessment. **Tenaha P. O’Reilly, ETS; John P. Sabatini, ETS**

Using Timing Logs to Diagnose Problems in Writing Performance. **Russell Almond, Florida State University; Thomas H. Quinlan, ETS; Yigal Attali, ETS**

Designing Score Reports That Help Teachers Make Instructional Decisions. **Diego Zapata-Rivera, ETS**

Discussants:

**Arthur C. Graesser, The University of Memphis; Steve Graham, Vanderbilt University**

72.021. Analysis and Meta-Analysis of Single-Case Studies. **Division D - Measurement and Research Methodology; Structured Poster Session**

New Orleans Marriott, Third Level, Marah Gris Salon FGH

8:15 am to 9:45 am

Chair:

**John M. Ferron, University of South Florida**

Participants:

1. Statistical Power and Multiple-Baseline Data: A Monte Carlo Examination of Alternative Multilevel Modeling Approaches. **Bethany A. Bell, University of South Carolina; Grant B. Morgan, University of South Carolina; Min Zhu, University of South Carolina; Jason Schoeneberger, Charlotte-Mecklenburg Schools, North Carolina**

2. R Functions to Facilitate the Visual Analysis of Single-Case Data. **Iis Bulte, Katholieke Universiteit Leuven; Patrick Mj Oronhaha, Katholieke Universiteit Leuven**

3. The Use of Self-Report Data in Single-Case Designs. **Jennie L. Farmer, University of South Florida; David Alsop, University of South Florida**

4. Estimation of Nonlinear Trajectories for Multiple Baseline Design Data. **Sasan Natasha Beretvas, University of Texas - Austin**

5. Multilevel Models for Multiple-Baseline Data: Modeling Between-Case Variation in Autocorrelation. **John M. Ferron, University of South Florida; Eun Kyung Bach, University of South Florida**

6. Addressing Effect-Size Estimation and Coding Issues for Meta-Analyses Involving Single-Case Designs. **Patricia L. Busk, University of San Francisco**

7. Synthesis of Count Data Outcome Trajectories in Single-Subjects’ Experimental Design Studies. **Sasan Natasha Beretvas, University of Texas - Austin; Dan Dan Wang, University of Texas - Austin**

Division D - Measurement and Research Methodology; Symposium
Doubletree, Second Level, Madewood A
8:15 am to 10:15 am
Chair:
Wei Pan, University of Cincinnati
Participants:
- Is Propensity Score Balance Essential to Effectively Reduce Bias in Quasi-Experiments? Margaret Clark, University of Central Florida
- Current Issues on Propensity Score Matching: Matching With/Without Replacement, Common Support, and Sample Ratio. Haiyan Bai, University of Central Florida
- A Random Bandwidth for Caliper Matching in Propensity Score Analysis. Wei Pan, University of Cincinnati
- Weighting Within Strata: A New Method of Propensity Score Weighting. Michael A. Posser, Villanova University
- Investigating the Use of Propensity Score Analysis With Complex Survey Data. Debbie L. Hahs-Vaughn, University of Central Florida
- An Empirical Comparison of Genetic Matching and Propensity Score Matching for Covariate Adjustment. Ning Rui, Research for Better Schools
Discussant:
Anthony J. Onwuegbuzie, Sam Houston State University

72.023. Various Differential Item Functioning Angles.
Division D - Measurement and Research Methodology; Paper Session
Doubletree, Second Level, Shadows
8:15 am to 9:45 am
Chair:
Rochelle S. Michel, ETS
Participants:
- Comparison of Rasch-Based and Mantel-Haenszel (MH) Procedures in Detecting Differential Item Functioning. Huiqin Ann Hu, Data Recognition Corporation; Kyosungwon Lee Bisog, Data Recognition Corporation
- Detecting Differential Item Functioning in Polytomously Scored Items: A Multilevel Approach to the Generalized Mantel-Haenszel, Jann W. Mackenes, University of Florida; M. David Miller, University of Florida
- Impact of Impact on Type I Error When Using Mantel-Haenszel (MH) and Logistic Regression (LR) to Detect Differential Item Functioning (DIF). Yanju Li, Ohio University; Gordon P. Brooks, Ohio University; George A. Johanson, Ohio University
- Improvements for Differential Functioning of Items and Tests (DFTT): Investigating the Addition of Reporting an Effect Size Measure, and Reporting Power. Keith Dannell Wright, Georgia State University; T. C. Ohinna, Georgia State University
- The Functional Equivalence of the Program for International Student Assessment (PISA) 2006 Science Assessment Between U.S. and Chinese Students. Xiaoting Huang, China Institute for Educational Finance Research
Discussant:
Bruno D. Zambo, The University of British Columbia

72.024. Family Matters: Parental Influences on Development During Early Childhood.
Division E - Counseling and Human Development; Paper Session
Astor Crowne Plaza, Second Level, Astor Ballroom I
8:15 am to 9:45 am
Chair:
Travis S. Wright, The George Washington University
Participants:
- Ethnicity, Conceptual Models of Family Influences, and School Readiness. Kate Bono, California State University - Fullerton; Claire B. Kopp, Los Angeles
- It’s a Boy! Father Involvement and Early Cognitive Development in Sons. Versus Daughters, Yen M. To, Texas Tech University; Taro Stevens, Texas Tech University; Hansel Burley, Texas Tech University; William Y. Lan, Texas Tech University; Lucy M. Barnard-Brak, Baylor University
- Predictors of Kindergartners’ Academic Achievement: Importance of Parental Well-Being and Involvement. Sarita Yogesh Shukla, University of Kentucky
Discussant:
Kathryn Nakagawa, Arizona State University

72.025. Reading and Writing in Social Contexts: From Beginner to Expert
Division G - Social Context of Education; Paper Session
New Orleans Marriott, Second Level, La Galerie 4
8:15 am to 10:15 am
Chair:
Jenna Min Shin, University of Wyoming
Participants:
- Examining the Existence of Reading Ability Groups Within the Kindergarten Classroom: A Mixed-Methods Study With Teachers’ Voices. Kelly McMahan, University of Michigan; Michaela O’Neill, University of Michigan
- Information Writing in the First-Grade Classroom. Melissa I. Wilson, The Ohio State University
- Successful Reading in a Low-Income Community: The Case of Buell County. Sky Harmony Marietta, Harvard University
Discussant:
Beth Anderson, Manukau Institute of Technology

72.026. Suburban Multiracial Transformation in a Policy Vacuum: Denial, Resegregation, or New Strategies?
Division G - Social Context of Education; Symposium
New Orleans Marriott, Second Level, La Galerie 6
8:15 am to 9:45 am
Chair:
Gary A. Orfield, University of California - Los Angeles
Participants:
- Suburban Change and the Power of Place: Demographic Change in a Suburban San Antonio District. Jennifer Jellison Holme, University of Texas - Austin; Sarah Lauren Dierm, University of Missouri; Anjale DeKlawn Welton, University of Connecticut
- Suburban Diversification in Hillsborough County Public Schools, Florida: Resistance and Community Identity. Barbara Shirellife, University of South Florida; Jennifer Morley, University of South Florida
- High Civic Capacity, Low Demand for Integration: Rapid Demographic Transition in a Southern School System. Elizabeth H. Debruy-Pelot, University of Georgia; Arm Groorns, University of Georgia
Discussants:
Gary A. Orfield, University of California - Los Angeles; John B. Diamond, Harvard University

72.027. Teachers in Diverse Learning Contexts: Experiences, Struggles, and Interactions.
Division G - Social Context of Education; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 10
8:15 am to 10:15 am
Chair:
Samara D. Madrid, University of Wyoming
Participants:
- Ethnic Identity Among Preservice Teachers: A School Success Factor for K-12 Learners. Andre J. Branch, San Diego State University
- Black Jokes and Color-Blind Teachers: The Struggle of a Transitioning Rural High School to Deal With Race. Shayla Reese Griffin, University of Michigan
- The Role of Student/Teacher Interactions in Both Student Dropout and Teacher Attrition. Deborah A. Biederman, University of Delaware
- White Teachers Use Literature by White Authors to Address Multicultural Themes: A Critical Race Analysis of an Online Survey. Carlin C. Borsheim, Michigan State University
- Coconstructing the Culturally Relevant Teacher and Researcher: Struggles to Define and Enact “It.” Ann Mogush Mason, University of Minnesota
Discussant:
Beth A. Scarloss, Frostburg State University

72.028. Examining Teacher and Student Issues in Large-Scale Assessments.
Division H - Research, Evaluation and Assessment in Schools; Paper Session
Doubletree, Second Level, Madewood B
8:15 am to 10:15 am

Chair: Evelyn Belton-Kocher, Saint Paul Public Schools

Participants:

What Does Middle School Achievement Tell Us About Later Graduation?
Outcomes for Students? An Investigation Into the Validity of High-Stakes Test Score Gains in New York City., Julia Bloom, Harvard University

Using a Nationally Standardized Achievement Test to Predict Students at Risk:
Strengthening the Evidential Link. Andrew Dallas, University of North Carolina - Greensboro; Diane Signatur, Riverside Publishing Company; Tim R. Burden, University of Iowa

The Influence of Teacher Grading Practices on Course Performance and High-Stakes Test Performance, Steven McGee, Northwestern University; Linda C. Brezdl, Northwestern University

Use of Student Growth to Predict State Assessment Performance. Bituma J. Park, University of Oregon; Daniel John Anderson, University of Oregon; Julie Alonzo, University of Oregon; Gerald A. Tindal, University of Oregon

Advanced Placement Courses and Scholastic Assessment Test Performance in High School. Mary E.M. McKillip, The College Board; Anita Rawls, The College Board

Discussant: Mary E. Yakimowski, University of Connecticut

72.029. Cognitive and Affective Domains in Professions Education. Division I - Education in the Professions; Paper Session
Sheraton, Third Level, Napoleon Ballroom C1
8:15 am to 10:15 am

Chair: Majka B. Woods, University of Minnesota

Participants:

Building Fundamental Engineering Knowledge: Identification and Classification of Engineering Students’ Preconceptions in Mechanics of Materials. Devlin B. Monfort, Washington State University; Shane A. Brown, Washington State University

Teaching Difficult Engineering Concepts in the Language of Emergent Processes. Dazhi Yang, Boise State University; Natalie Barrett, Purdue University; Alejandra de Jesus Magana de Leon, Purdue University; Ruth A. Streveler, Purdue University; Ronald L. Miller, Colorado School of Mines; Aidsa Ivette Santiago Romn, University of Puerto Rico - Mayagüez

Thinking Like a 21st-Century Nurse: Theories, Instruments, and Methodologies for Measuring Thinking. Lily Fountain, University of Maryland

Beliefs, Emotions, and Behaviors in Medical School: A Comparative Analysis of Low Versus High Performers. Anthony R. Artino, Uniformed Services University of the Health Sciences; Steven J. Durning, Uniformed Services University of the Health Sciences

Motivation and Studying Strategies in Competitive Grading Contexts Like Medical School. Mark J. Graham, Columbia University; Aubrie Swan Sein, Columbia University

Updating Lecturers’ Knowledge and Practical Skills in Ghana’s Polytechnics: The Role of Teacher Design Teams in Professional Development. Marie A.R. Bakah, University of Twente; Joke M. Voogt, University of Twente; Jules M. Pieters, University of Twente, The Netherlands

Discussant: Elliot P. Douglas, University of Florida

72.030. Education Pipeline Solutions. Division J - Postsecondary Education; Paper Session
JW Marriott, Third Level, Maurepas
8:15 am to 9:45 am

Chair: John Michael Lee, Jr., The College Board

Participants:

Effect of Accepted Credits on Graduation Rates of Transfer Students. William R. Doyle, Vanderbilt University; Jonathan M.B. Stern, Vanderbilt University

“Doing It at My Own Pace”: Uncovering Motivations for Part-Time College Enrollment. Sara Goldrick-Rab, University of Wisconsin - Madison; Peter Miles Kinsley, University of Wisconsin; Julie Minikel-Lacoque, University of Wisconsin - Madison; Douglas N. Harris, University of Wisconsin - Madison

More Effective Remedial Education Policy. Tara L. Parker, University of Massachusetts - Boston; Leticia Tomas Bastilos, Los Angeles County Education Foundation

State Factors Affecting the Production of Science, Technology, Engineering, and Mathematics (STEM) Degrees. Erin Denise Knepler, University of Maryland - College Park

Discussant: David Allen Tandberg, Florida State University

72.031. Evaluation and Ethical Leadership. Division J - Postsecondary Education; Paper Session
JW Marriott, Third Level, Conde
8:15 am to 9:45 am

Chair: Stephen L. Benton, The IDEA Center

Participants:

Assessing Institutional Leadership for the Public Good: A Research Agenda to Improve Practice. Lorilee R. Sandmann, University of Georgia; William M. Plater, Indiana University/Purdue University at Indianapolis

Corruption at the Top: Ethical Dilemmas in College and University Governance. Nathan F. Harris, University of Michigan; Michael N. Bastedo, University of Michigan

Quality Enhancement in Higher Education: The Case of Internal Evaluation at a Teacher Education College. Arielle Horin, Levine Institute College of Education; Hanna Ezer, Levine College of Education

The Contaminated California Community College Leadership Pipeline: Implications for Policy and the Public Good. John R. Shoup, California Baptist University; Elizabeth Cox, University of California; Lori O. Keeler, Riverside City College

The Pragmatic Promise of Entrepreneurial Leadership in Higher Education. Andrew Wall, University of Illinois - Urbana-Champaign; Raffaella Borasi, University of Rochester

Discussant: Sharon Brown-Welty, California State University - Fresno

72.032. The Outcomes of Student Participation in Undergraduate Research. Division J - Postsecondary Education; Paper Session
JW Marriott, Third Level, Frontenac
8:15 am to 9:45 am

Chair: Karen P. Macbeth, The Ohio State University

Participants:

Characteristics of Effective Peer Mentors in an Undergraduate Education Writing-Intensive Course. April Gayle Douglass, Texas A&M University; Dennie L. Smith, Texas A&M University

Learning Through Research: How a Summer Undergraduate Research Experience Informs Undergraduate Students’ Views of Research and Learning. Anaëlla Martínez, Teachers College, Columbia University; Julie A. Schell, Harvard University

Learning to Become a Scientist. Noriko Hara, Indiana University; John Kilburn, Texas A&M International University; Marcus Ynaldes, Texas A&M International University; Ruby Ynaldes, Texas A&M International University; Kao-Hua Chen, TianKang University

“He Was Interested in Me and My Growth as a Person”: Faculty-Student Mentoring Relationships in Undergraduate Research Settings. Deborah F. Carter, University of Michigan; Julie Renee Posselt, University of Michigan; Julio J. Cardona, University of Michigan; Carmen Michele McCullam, University of Michigan; Gloryee Fonteica, University of Michigan - Ann Arbor

Discussant: Kent Alan Divoll, University of Houston - Clear Lake

SIG Sessions

Sheraton, Second Level, Rhythms Ballroom I
8:15 am to 9:45 am

Chair: Lisa Dowley, Boise State University

Participants:


Participants: Jeffrey Jacobson, PublicVR

Discussant: Jonathon J. Richter, University of Oregon
72.034. Select Issues in Catholic Education. SIG-Catholic Education; Paper Session
JW Marriott, Third Level, Orleans
8:15 am to 9:45 am
Chair: Ronald J. Nuezi, University of Notre Dame
Participants:
Implementing a Curriculum, Instruction, and Assessment Initiative in Catholic Schools. Dan Wei, University of Notre Dame; Thomas Doyle, University of Notre Dame; Sarah Lamphier, University of Notre Dame
Mental Health Services and Supports in Catholic Schools. James Mario Frabutt, University of Notre Dame; Will Clark, University of Notre Dame; Gabrielle Speach, University of Notre Dame; Melissa Regan, University of Notre Dame
Paulo Freire and Catholic American Students. Caroline M. Eick, Mount Saint Mary’s University
Policy Implementation in a Catholic Network of an After-School Program. Kari Anne Carr, Indiana University; Joshua S. Smith, Indiana University/Purdue University at Indianapolis
“A” Is for Alumni: Reflections From Catholic Elementary School Alumni and Visions for Alumni Programming. Sean M. MacCready, Saint Agnes of Bohemia Elementary School
72.035. The Blame Game and the Deficit Paradox. SIG-Critical Educators for Social Justice; Symposium Sheraton, Fourth Level, Oakley
8:15 am to 9:45 am
Chair: Paul Cameron Gorski, George Mason University
Participants:
The Historical Normalizing of Racist, Deficit Discourses and Problem-Posing Interventions. Virginia M. Loa, University of Wisconsin - Stout
A Discourse-Analytic Perspective on Deficits That Lead to School Failure. Sarah Michaels, Clark University
Responding to Deficit Ideologies in Assessment: Toward Critical Interpretation by Teachers of Second Language Learners. Theresa Y. Austin, University of Massachusetts - Amherst
Poverty, Class, and the Nature of Deficit Ideology in U.S. Schooling. Paul Cameron Gorski, George Mason University
The Making of Disability in the Free Market. Curt Dudley-Marling, Boston College
The Unmasking of Hurtful Dominant Ideologies: Preparing Language Teachers to Interrogate Deficit Views of English Language Learners. Lilia I. Bartolome, University of Massachusetts - Boston
72.036. The Chicana and Chicano Pipeline Revisited Ten Years Later: A Critical Race Quantitative Analysis of Contemporary Intersections. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium New Orleans Marriott, Second Level, Preservation Hall Studio 9
8:15 am to 9:45 am
Chair: Tara J. Ysso, University of California - Santa Barbara
Participants:
Quantitative Intersectionality: A Critical Race Analysis of the Chicana/o Educational Pipeline. Alejandro Covarrubias, University of California - Los Angeles
The Military Educational Pipeline The U.S. Armed Forces as an Entry Point for Chicanas/os Into Higher Education. Elvira Julia Rodriguez, University of California - Los Angeles
The (In)Migration Educational Pipeline: The Impact of Citizenship Status on Educational Attainment for People of Mexican Ancestry. Angelia Lara, University of California - Los Angeles
The Chicana/o Educational Pipeline “in Space”: Using Geographic Information Systems to Explore the Socio-Spatial Dimensions of Chicana/o Educational Attainment. Veronica Nelly Velez, University of California - Los Angeles; Selina Rodriguez, University of California - Los Angeles
Discussant: Daniel Gilbert Solorzano, University of California - Los Angeles
8:15 am to 9:45 am
Chair: X. Christine Wang, University at Buffalo, SUNY
Participants:
Learning to Be a Scientist in an Early Childhood Center: Dialogue and Disciplinary Practices. Margaret A. Carr, University of Waikato; Bronwen Cowie, University of Waikato
Exploring Young Children’s Epistemic Reasoning in Science Inquiry. X. Christine Wang, University at Buffalo, SUNY; Ming M. Chiu, University at Buffalo - SUNY
Scaffolding the “Scaffolding” Metaphor: From Inspiration to a Practical Tool. Haines Eshach, Ben-Gurion University of the Negev; Yael Arbel, Tel Aviv University; Yair ziderman, Ben-Gurion University of the Negev
BecSign: Designing to Support Mediated Group Inquiry of Complex Science by Early Elementary Students. Joshua Adam Danish, Indiana University; Kylie A. Peppler, Indiana University - Bloomington; David Phelps, Indiana University
Discussants:
Daryl B. Greenfield, University of Miami
Cynthia Carter Ching, University of California - Davis
72.038. Gulf: Philosophical and Political Challenges to Environmental Education as a Public Good. SIG-Environmental Education; Paper Session JW Marriott, Third Level, Ile de France III
8:15 am to 10:15 am
Chair: Constance L. Russell, Lakehead University
Participants:
Researching Through an Animist Epistemology: Barriers to Environmental Education Research “in Connection” With Animante EARTH. M.J. Barrett, University of Saskatchewan
Geographical Imaginaries and the Public Good: Fossil Fuel as a Case for the Importance of “Space” in Environmental Education. Marvia McKenzie, University of Saskatchewan; Hamish Ross, University of Edinburgh
The Problem of Panacea. James Czank, Lakehead University
The United Nations Decade of Education for Sustainable Development: Deconstructing Its Limits and Possibilities. Joseph A. Henderson, University of Rochester; David W. Hursh, University of Rochester
How Can International Meetings on Environmental Education Be “for the Public Good”? Reflections From the Fifth World Environmental Education Congress Research Project. Bob Jichling, Lakehead University; Blair Niblett, Lakehead University; Emily Root, Lakehead University
72.039. Approaches to Success: Gendered Analysis of African Americans in STEM. SIG-Research Focus on Black Education; Paper Session New Orleans Marriott, Second Level, Preservation Hall Studio 2
8:15 am to 10:15 am
Participants:
Preparing Underrepresented Girls to Be Engineers: The ADVANCE-ENG Girls to Women Faculty-Student Mentoring Summit. Tiara Bowles, North Carolina State University; Christine Grant, North Carolina State University; Eric Carpenter, North Carolina State University; Pamela Martin, North Carolina State University
Differential Gender Outcomes of Career Exploration Sessions for African American Undergraduates: An Examination of Computer Science Outreach Efforts at Predominantly White Institutions. Jerlando F.L. Jackson, University of Wisconsin - Madison; LaVar Jovan Charleston, University of Wisconsin - Madison; Juan E. Gilbert, Clemson University
Spirituality and Its Impact on Mathematically Successful African American Men. Christopher Charlie Aet, Georgia State University
Uniquely Situated in Computing Sciences Programs in Higher Education: Experiences of African American Women Who Still Find Success. LaVarr Jovan Charleston, University of Wisconsin - Madison, Phillis George, Jackson State University; Jerlando F.L. Jackson, University of Wisconsin - Madison
Acting as Though Racism Doesn’t Exist: A Critique of the Theoretical Shortcomings of Research on African American Underrepresentation in Science. Jomo W. Mutegi, Indiana University/Purdue University at Indianapolis; Nicole Lewis, University of Kentucky
Discussant:
Peter A. Sheppard, University of Louisiana - Lafayette
72.040. Science Content Versus Mathematical Structures in the Elementary Grades. SIG-Research in Mathematics Education; Symposium New Orleans Marriott, Second Level, Preservation Hall Studio 6 8:15 am to 10:15 am
Chair: David W. Carraher, TERC
Participants: Understanding Sugar and Water Mixtures. Analucia D. Schliemann, Tufts University; Paul Wagener, TERC; Chunhua Liu, Tufts University
The Granularity of Numbers, Lengths, and Weights. David W. Carraher, TERC; Claudine Indigo Kavanagh, Tufts University; Carol L. Smith, University of Massachusetts - Boston
Distinguishing Volume From Other Magnitudes. David W. Carraher, TERC; Gabrielle Alexis Cayton-Hodges, Sesame Workshop
Measurement and Proportionality in Understanding Weight, Size, Volume, and Density. Analucia D. Schliemann, Tufts University; Chunhua Liu, Tufts University; Paul Wagener, TERC; David W. Carraher, TERC
Discussant: Gerard Vergnaud, CNRS Paris, France

72.041. Educating Citizens: How High-Quality Discussions of Controversial Issues Affect Learning and Political Engagement. SIG-Research in Social Studies Education; Symposium New Orleans Marriott, Second Level, Preservation Hall Studio 3 8:15 am to 9:45 am
Chair: Lauren Gatti, University of Wisconsin - Madison
Participants: How Do Students Experience and Learn From High-Quality Discussions of Political Issues? Diana E. Hess, University of Wisconsin - Madison; Paula McAvoy, Illinois State University
The Effect of High-Quality Discussions on Future Civic Participation. Diana E. Hess, University of Wisconsin - Madison; Kei Kawashima-Ginsberg, Center for Information and Research on Civic Learning and Engagement; Paula McAvoy, Illinois State University
The Implications of the Discussing Controversial Issues (DCI) Findings on the Field of Social Studies Education. Joseph E. Kaline, Mills College
The Implications of the Discussing Controversial Issues (DCI) Findings on Teacher Preparation. Stephanie D. Van Hove, University of Virginia

Chair: Yukari Takimoto Amos, Central Washington University
Participants: Beliefs and Behavior Toward Heritage Language by Korean Parents. Clara Lee Brown, University of Tennessee - Knoxville; Andrea J. Stairs, University of Southern Maine
Beyond Kodomo No Tame Ni: Japanese Immigrant Mothers on the Education and Socialization of the New Second Generation of Japanese Americans. Rachel Endo, Hamline University
Discussant: Yukari Takimoto Amos, Central Washington University

72.043. Successful Academic Environments. SIG-School Community, Climate, and Culture; Paper Session Sheraton, Fourth Level, Gallier 8:15 am to 9:45 am
Chair: Carl Byron Keys, University of Virginia
Participants: Caring Institutional Environments: The Impact of Institutional Caring on Urban High School Students of Color. Robert Cooper, University of California - Los Angeles; Ryan Edward Santos, University of California - Los Angeles Personalizing the Ninth-Grade School Environment: Freshman Academies and the Transition to High School. Cheryl Rose Ellerbrock, University of South Florida Success at What Cost?: Dilemmas of the Hero Teacher Image in Schools Affected by Poverty. Darlene Ciuffetelli-Parker, Brock University

72.044. Effectiveness of School Policies, Practices, and Programs. SIG-School Effectiveness and School Improvement; Paper Session Sheraton, Fourth Level, Southdown 8:15 am to 9:45 am
Chair: Michelle LaPointe, LEAD, LLC
Participants: Research-Based Common Practices in Data Use Across Three Areas of School Improvement. Marklene J. Darwin, American Institutes for Research; Iuel Kidron, American Institutes for Research; Rebecca Herman, American Institutes for Research The Contribution of Schooling to Secondary-School Students’ Citizenship Outcomes Across Countries. Maria Magdalena Isaac, GION; University of Groningen; Ralf Maslowski, University of Groningen; Margaretha P.C. Van Der Werf, Institute for Educational Research
Easing the Transition to High School: Effects of a Freshman Academy on Student Success. Clara G. Muschkin, Duke University; Kara Bornew, Duke University; Spencer Hawkins, University of North Carolina Searching for Direct and Indirect Effects of Leadership on Student Achievement. Leonidas Kyriakides, University of Cyprus; Antauanetta Sordi, University of Cyprus Transforming the High School Experience: How New York City’s New Small Schools Are Boosting Student Achievement. Howard Bloom, Manpower Demonstration Research Corp.; Satska Thompson, MDRC; Rebecca Unterman, MDRC

72.045. Alternative Approaches to Assessment and Measurement of Social-Emotional Characteristics. SIG-Social and Emotional Learning; Symposium Sheraton, Third Level, Napoleon Ballroom B2 8:15 am to 9:45 am
Discussant: Jeffrey K. Smith, University of Otago

Division and SIG Roundtables

72.046. Roundtable Session 50; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 8:15 am to 9:45 am
Chair: Preston C. Green, The Pennsylvania State University Participants: An Examination of Section 504 in Practice: Educational Equity for All Students? Ann Maydke, Old Dominion University From Policy to Practice: School Entry Testing and Special Education in Central Places.
and Southeastern Europe. Julia M. White, University of Rochester
Individualized Education Program (IEP) Controversy: An Examination of Federal Legislation Regulating the Use of Seclusion and Restraint in Public Schools. Allison Fetter-Harrott, Indiana University - Bloomington; Michelle Gough, Indiana University - Bloomington; Janet Renee Decker, University of Cincinnati

72.046-2. Meritocracy, Research, and the Public Good. Division L - Educational Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: Bridget E. Thomas, George Mason University
Participants:
Personal, Political, and Professional Ramifications of Research for the Public Good: A Real-World Experience. Randy L. Hoover; Youngstown State University
When Science Really Counts: Examination of States Integrating Science Achievement Into Accountability Programs. Eugene Judson, Arizona State University; Sissy S. Wong, University of Houston

72.046-3. Multiple Dimensions of Educational Quality. Division L - Educational Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: Casey D. Cobb, University of Connecticut
Participants:
Common Challenges in the Implementation of Group Randomized Trials of Educational Interventions. Jessica K. Spybrook, Western Michigan University; Anne Cullen, Western Michigan University; Monica Lininger, Western Michigan University
Testing to the Top: Accountability Policy for the Public Good? Ronald J. Dietel, University of California - Los Angeles

72.046-4. Policy Change in International Contexts. Division L - Educational Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: Kat Sonia Thomson, Teachers College, Columbia University
Participants:
Analyzing Complex Policy Change in Hong Kong: What Role for Critical Discourse Analysis? Annie Y.N. Cheng, The Hong Kong Institute of Education
Innovation Outcomes Under Universal Decentralization: How Competition Influences Schools to Innovate in New Zealand. Kat Sonia Thomson, Teachers College, Columbia University
Pupil Segregation in English Secondary Schools: One Pattern or Several? Stephen A. Gorard, University of Birmingham

72.046-5. Results From Year 4 of a Comprehensive Evaluation of Denver’s “ProComp” Teacher Compensation Reform. Division L - Educational Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: Ed Wiley, University of Colorado - Boulder
Participants:
Denver ProComp and Student Achievement. Ed Wiley, University of Colorado - Boulder
Denver ProComp and Teacher and Principal Attitudes. Ed Wiley, University of Colorado - Boulder; Eleanor S. Fulbeck, University of Colorado - Boulder; Amy Nichole Subert, University of Colorado - Boulder
Denver ProComp and Teacher Retention in Hard-to-Serve Schools. Eleanor S. Fulbeck, University of Colorado - Boulder

72.046-6. Scaling up an Ambitious Reform of Teaching and Learning: Evidence From a Large-Scale Randomized Trial. Division L - Educational Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: James P. Spillane, Northwestern University
Participants:
Tracing the Implementation of Inquiry-Based Instructional Practice in Elementary Science Across Practice Settings. Kimberly A. Kelly, University of Wisconsin - Madison; Sherie Schrager, University of Wisconsin - Madison; Meghan Condon, University of Wisconsin - Madison
The Effects of Professional Development on Professional Learning Communities. Paul Hanselman, University of Wisconsin - Madison; Jeffrey A. Grigg, University of Wisconsin - Madison; Vansa Shevakramani, University of Wisconsin - Madison; Eric J. Othoff, Wisconsin Center for Education Research; Sarah Bruch, University of Wisconsin - Madison
Effects of the Professional Development Intervention on Classroom Instruction. Adam Camoran, University of Wisconsin - Madison; Geoffrey D. Borman, University of Wisconsin - Madison; Jeffrey A. Grigg, University of Wisconsin - Madison
The Impact of Professional Development on Student Achievement: An Examination of the Compiler Average Causal Effect. Joshua M. Cowen, University of Kentucky; Jill Bowdon, University of Wisconsin - Madison

72.046-7. School Choice and Innovation: What’s Different About Charter Schools? Division L - Educational Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: Marisa A. Cannata, Vanderbilt University
Participants:
Much Ado About Nothing? Innovation in Charter Schools. Courtney Preston, Vanderbilt University; Ellen B. Goldring, Vanderbilt University; Mark Berends, University of Notre Dame; Marisa A. Cannata, Vanderbilt University
Choosing More School: Extended Time Policies and Student Achievement. Marc L. Stein, Johns Hopkins University
Ability Grouping, Classroom Instruction, and Students’ Mathematics Gains in Charter and Traditional Public Schools. Mark Berends, University of Notre Dame; Kristi Lynn Donaldson, University of Notre Dame

72.046-8. Teacher Effects. Division L - Educational Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: Jane G. Cogsyhall, Learning Point Associates
Participants:
Investigating the Influence of Teacher Merit Pay on Student Achievement: The Case of Minnesota’s Quality Compensation for Teachers (Q Comp) Program. Christopher T. Moore, University of Minnesota
Performance-Based Pay for Teachers and Administrators: A Case Study of an Alternative Compensation Program in Urban Ohio School Districts. Belinda Gimbert, The Ohio State University; Keith MacAllum, Westat; Kimberley Rane, Westat; John P. Wells, Westat; Holly H. Bozeman, Westat
Teacher Evaluation, Performance-Related Pay, and Student Achievement: A Statewide Survey of Middle School Math Teachers in Missouri. Guodong Liang, University of Missouri - Columbia; Motoko Akiba, University of Missouri - Columbia

72.046-9. The Implication of a Restrictive Language Policy on Teacher Preparation and Classroom Practice. Division L - Educational Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair: M. Beatriz Arias, Arizona State University
Participants:
Policy in Practice: An Interpretive Policy Analysis of Arizona’s Structured English Immersion (SEI), Karen E. Lillie, Arizona State University; Terrence G. Wiley, Arizona State University
Language Policies and Implications for Teacher Preparation. M. Beatriz Arias, Arizona State University; Amy M. Markos, Arizona State University
How State Structured English Immersion (SEI) Policy is Impacting Promotion and Graduation Among English Language Learners in Arizona. Alexandria Estrella, Arizona State University; Tracy R. Nguyen, Arizona State University

72.046-10. The Value of School Attendance: Research Findings and Policy Implications. Division L - Educational Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair:
Michael A. Gottfried, RAND Corporation
Participants:
The Detrimental Effects of Missing School: Evidence From Urban Siblings. Michael A. Gottfried, RAND Corporation
Gradual Disengagement: Addressing the Role of Chronic Absenteeism in High School Dropouts. Martha Abele Abele Mac Iver, Johns Hopkins University
Socioeconomic Disadvantage, School Attendance, and Early Cognitive Development: The Differential Effects of School Exposure. Douglas Ready, Teachers College, Columbia University
Extending Learning Time During the Summer. Jennifer Sloan McCombs, RAND Corporation
Effects of Year-Round Schooling on Disadvantaged Students and the Distribution of Standardized Test Performance. Jennifer Graves, University of Oklahoma

72.046-11. Education in East Asia. SIG-International Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair:
Brooks A. Rosenquist, Vanderbilt University
Participants:
“Children Dying Inside”: An Analysis of South Korea’s “Education Fever.” Josh M. Beach, University of Texas - San Antonio
A Reexamination of Adolescent Self-Concept Among Han, Mongolian, and Korean Chinese. Patrick Pieng, University of California - Santa Barbara; Ani Dzhikianyan, University of California - Santa Barbara; Donald K. Sharpes, Arizona State University; Yukari Okamoto, University of California - Santa Barbara
Advanced Placement Courses and Asian Student Performance: An International Comparison. George W. Moore, Sam Houston State University; Sheila Ann Joyner, Sam Houston State University; Cynthia Martinez-Garcia, Sam Houston State University; John R. State, Sam Houston State University
Role of Basic Skills in Teaching and Learning Mathematics: A Comparison of China and the United States. William H. Schmidt, Michigan State University; Qi Dong, Beijing Normal University; Yong Zhao, Michigan State University; Richard T. Hsuang, Michigan State University; Xin Xia, Beijing Normal University; Nedaam Kher, Michigan State University; Tehui Wang, Beijing Normal University; Na Yu, Beijing Normal University

72.046-12. SIG Instructional Technology: Technology Topics. SIG-Instructional Technology; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair:
Sean Francis Early, Versant LLC
Participants:
Moving the Lab Into the Classroom: The Effects of Laptop-Supported Technology on Learning. Dianna L. Neumann, University at Albany - SUNY; Meghan L. Morris, University at Albany - SUNY; Kevin Murphy, University at Albany - SUNY; Christopher Valle, University at Albany - SUNY
Research Trends in Human Performance Technology: Learning From Human Resource (HR) Fields. Yonjoo Cho, Indiana University - Bloomington; Seung Won Ihm, Western Illinois University
Cognitive Effects of Segmenting, Signaling, and Weeding Learning From Educational Videos. Mohamed Mostafa Ibrahim, Oklahoma State University; Pasha Antonenko, Oklahoma State University; Donna L. Wheeler, Oklahoma State University; Carmen Greenwood, Oklahoma State University

72.046-13. Visual Representation in Qualitative Inquiry. SIG-Qualitative Research; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair:
Martha A. Adler, University of Michigan - Dearborn
Participants:
(Re)Valuing Methodology: Reflections on the Development of Methodology. Veronica M. Richard, University of Northern Colorado; Maria K.E. Lehman, University of Northern Colorado
“That’s Not Quite The Way We See It”: The Epistemological Challenge of Visual Data. Kate Wall, Newcastle University; Steven Edward Higgins, Durham University; Elaine Hall, Newcastle University; Pamela Woolner, Newcastle University

72.046-14. Innovations in Methodology in the Learning Sciences. SIG-Learning Sciences; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am
Chair:
Nathaniel J.S. Brown, Indiana University - Bloomington
Participants:
Benefits of Taking Individuals as Unit of Analysis for Revealing Diverse Processes and Outcomes of Learning. Hajime Shirouzu, Chukyo University
Integrating and Analyzing Multiple Levels of Classroom Activity: A Design-Based Approach. Tobin White, University of California - Davis; Scot McRobert Sutherland, University of California - Davis; Matt Wallace, University of California - Davis; Julie Carl Orlosky, University of California - Davis
Measuring the Complexity of Learning in Web-Based Learning Environments: Development of a Framework. Tianyi Zhang, Michigan State University
The Affective Elements of Science Learning (AESL) Questionnaire. Kiesha Williams, Florida State University
Understanding the “Why” and Uncovering the “How”: Transfer of Conceptual Representations. Suparna Sinha, Rutgers University; Cindy E. Hnelo-Silver, Rutgers University; Sameer Horend, Rutgers University; Rebecca Jordan, Rutgers University; Catherine Eberbach, Rutgers University; Steven Gray, Rutgers University

72.047. Roundtable Session 51; Roundtable Session
72.047-1. Inclusion and Teacher Education. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair:
Gisela Ernest-Slavit, Washington State University
Participants:
Inclusive Ideology: The Intersection of Cultural Constructs and Neoliberal Ideology in Preservice Teachers. Denise L. Leffranc, University of Massachusetts
Preparing and Sustaining High-Quality Special Educators to Work With Students With Autism Spectrum Disorders (ASD): Voices From the Field. Patricia Anne Korzekwa, Indiana University; Gretchen D. Butera, Indiana University
The Influence of One Teacher Preparation Course on Preservice Teachers’ Attitudes and Concerns Regarding Inclusion. Jane McKay Stephenson, Indiana University - Indianapolis

72.047-2. Language, the Arts, and Technology. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair:
Tatiana Joseph, University of Wisconsin - Milwaukee
Participants:
Access to Learning: Examining Classroom Practices for English Language Learners. Megady Lavande, Loyola Marymount University; Elvira Garcia Armaz, Loyola Marymount University
An Investigation of English as a Second Language Instruction and Learning in an Urban District in Transition. Anna Guerrero, University of Pittsburgh
Challenging Urban High-Stakes School Reform Through a Pedagogy of...
Multiliteracies With Elementary Bilingual Learners. Dong-shin Shin, College at Brockport - SUNY; Ruth Harman, University of Georgia

Connecting With Digital Natives: Creative Ways to Reduce Behavior Problems and Support Effective Learning. Lea B. Accalogoun, Empire State College - SUNY; Avenne Alzate, Empire State College - SUNY

72.047-3. Looking Within and Engaging in Practice. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair: Rachel Satz Pienta, Valdosta State University
Participants:
- Intellectual Work in Teaching: Perspectives of Early Career Teachers. Florence A. Glenfield, University of Alberta; M. Shaun Murphy, University of Saskatchewan; Angela Ward, University of Saskatchewan
- Teachers' Emotion Labor. Mark Morgan, Saint Patrick's College; Karl Kitching, University College Cork; Rachel Perkins, Educational Research Centre
- Teachers' Perceptions of Humor as a Classroom Teaching, Interaction, and Management Tool. Calli A. Holczay, The University of Alabama; Michael G. Lovorn, The University of Alabama
- Service Learning as a Means to Promoting an Ethos of Community Involvement Among Preservice Teachers. Gaynor Robin Cornwall, University of Otago
- The Decision to Teach: Why Jewish Day School Teachers Choose the Profession. Laya Salomon, Yeshiva University

72.047-4. Mentoring With Special Populations. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair: Cheng-Wei Liu, Southern Illinois University - Carbondale
Participants:
- Effective Strategies for Teaching Pacific Island Educators. Katherine T. Ratliff, University of Hawaii
- Experts or Novices? Secondary Foreign Language Instruction in the Context of Inclusion. Anna F. Osipova, University of California - Los Angeles
- Professional Development and Knowledge Related to Attention Deficit Hyperactivity Disorder (ADHD): American and Canadian Teachers' Experiences. Shelley Murphy, OISE/University of Toronto
- Perceptions of Special Education Credential Candidates: A Source for Assessing Program Support of Teaching Practices During Induction. Shirley R. Lad, California State University - Dominguez Hills; Carrie A. Blackkeller, California State University - Dominguez Hills

72.047-5. Multiculturalism for the Classroom. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair: Eran Tamir, Brandeis University
Participants:
- Democracy and Critical Reflection: Reframing the Evolution of Critically Reflective Practice. Andrew L. Hostetler, Kent State University
- Internationally Educated Teachers in Canada: Transition From Teacher Education Programs to the Workplace. Kangzian Zhao, University of Toronto

72.047-6. Pedagogies of Technology: The Politics of Teaching and Learning in a Digital Society. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair: Sharon H. Ulanoff, California State University - Los Angeles
Participants:
- E-Book Readers: The Next Chapter in Differentiated Reading Instruction. Marilyn Kaff, Kansas State University; Lotta Larson, Kansas State University
- Smart Boards, Capitalism, and the Pedagogy of Watching. Amy Noelle Parks, University of Georgia

72.047-7. Professional Development to Enhance Teacher and Student Learning. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair: Susan D. Myers, Texas Tech University
Participants:
- A Quality Induction Program to Improve Teaching and Learning. Patty J. Horn, Northern Arizona University; Kristin Metler-Armojo, Northern Arizona University; Barbara Ann Guyton, GOALS, Inc.
- Affective and Relational Components of Professional Development and Their Impact on Teacher (Dis)Engagement in Learning Opportunities. Carla Pinkelstein, University of Maryland - College Park
- Assessing the Impact of English Professional Development on Teaching Practice and Student Learning. Jennifer McCormick, California State University - Los Angeles; Anne Haffner, California State University - Los Angeles; Michelle Saint-Germain, California State University - Long Beach
- Comparing the Effect of Two Formative Assessment Professional Development Models. Yue Yin, University of Illinois - Chicago; Paul R. Brandon, University of Hawaii - Mano; Judith Olson, University of Hawaii; Hannah Slavin, University of Hawaii; Melfried Olson, University of Hawaii

72.047-8. Professional Development, Curriculum, and Discourse Practices. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair: Jessica Masters, Boston College
Participants:
- The Effects of Online Professional Development on Math Outcomes: Results From Two Randomized Controlled Trials. Laura M. O’Dwyer, Boston College; Sherelyn Trisha Dash, Boston College; Andrea Humez, Boston College; Jessica Masters, Boston College; Raquel Magdin De Kramer, Boston College; Michael K. Russell, Boston College
- Enhancing Critical Thinking Through Direct Instruction and Issue-Enquiry: Which Is More Effective for Chinese Students? Khi-Tai Hau, The Chinese University of Hong Kong; Kelly Wei Lai Ku, Hong Kong Baptist University; Irene T. Ho, University of Hong Kong
- Engaging Students in Productive Mathematics Conversations: Issues and Challenges for the Novice Teacher. Mary Theresa Grasetti, Framingham State University

72.047-9. Retention of Quality Teachers Through Mentoring and Induction. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair: Barbara L. Bates, University of Wisconsin - Milwaukee
Participants:
- In Their Own Words: A Qualitative Study of Factors Influencing the Retention of Beginning Teachers. Amanda L. Nolen, University of Arkansas - Little Rock; Karina R. Clemmons, University of Arkansas - Little Rock; Amy L. Seifiy-Benton, University of Arkansas - Little Rock
- Making a Conceptual Shift in Novice Teacher Learning Within the Induction and Mentoring Experience. Kimberly A. Reid Winona State University
- Support, Neglect, or Disempowerment? The Role of Colleagues in Professional Growth Among New Teachers. Michelle Baum, Texas Christian University

72.047-10. STEM Teacher Development and Associated Practice. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair: Stacy K. Keller, University of North Florida
Participants:
- Teaching Middle School Engineering: Challenges Teachers Faced Teaching the Engineering Design Process. Morgan Hynes, Tufts University
- The Dual Roles of the Linguistic and Mathematical Features of Pre-Algebra Explanations. Alison Bailey, University of California - Los Angeles; Margaret Heritage, University of California - Los Angeles; Eric Hart, American University, Dubai
- Using an Observation Protocol to Improve Preservice Science Teacher Practice. Patricia D. Morell, University of Portland; Adele Schepige, Western Oregon
University
Using Online Media for Teacher Self-Reflection: Implementing an Internet-Based Video Interface to Improve Teacher Professional Development in a Fifth-Grade Science Classroom. Dino Sossi, Teachers College, Columbia University; Janell Nicole Callin, Teachers College, Columbia University
What Are They Really Doing? Science Teachers’ Instructional Practices and Verbal Interactions With Students. Jennifer A. Schmidt, Northern Illinois University; Diana Janet Zaleski, Northern Illinois University; Lee Shumow, Northern Illinois University; Sóliañy Ochoa-Angrino, Northern Illinois University

72.047-11. Teachers Engaging in Critical Reflection. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair: Eric M. Camburn, University of Wisconsin
Participants:
From Preservice to Inservice: How Inquiry-Based Teacher Education Experiences Informed the Practice of an Early Career Teacher. Lisa H. Bennett, University of California - Davis
Pedagogical Conversations as Reflective Practice. Margaret E. Manson, York University
Reflection and Teacher Education: Too Much of a Good Thing? Cheryl A. Torrez, University of New Mexico; Marjori M. Krebs, University of New Mexico
The Examination of Two Teachers’ Visions and Their Attempt to Promote Student Agency. Margaret Vaughan, University of North Carolina - Greensboro; Beverly S. Faircloth, University of North Carolina - Greensboro; Seth Parsons, George Mason University

72.047-12. Teachers’ Beliefs and Perceptions. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair: Dana Mafalda Colaresoso, OISE/University of Toronto
Participants:
Challenges in Developing a Critical Pedagogy in Teacher Education: Influences on Interns’ Processes of Critical Self-Examination. Jill Neuman-DePiper, University of Maryland - College Park; Ann R. Edwards, University of Maryland
Innovations in Practice: Teachers’ Perceptions of Change. John E. Henning, Ohio University; Danielle E. Doni, Ohio University; Linda J. Rice, Ohio University; Ginger Weade, Ohio University; Timothy Scott McKeny, The Ohio State University
Confounding Factors Behind Differences in Teacher Beliefs About English Language Learners in Mainstream Classes. Nihat Polat, Duquesne University
Secondary Teachers’ Beliefs About Experiences Connecting the School Mathematics and Science Curriculum to the “Real World.” Kristin L. Gunckel, The University of Arizona; Marcy B. Wood, The University of Arizona; Erin Turner, The University of Arizona; Emily Marie Dykstra, The University of Arizona; Amanda Jaksha, The University of Arizona; Amanda Jaksha, The University of Arizona
Teachers’ Knowledge, Beliefs, and Practices in Early Literacy: Response to the Demographic Shift. Mary Cleveenger-Bright, University of Washington

72.047-13. Exploration and Issues in Science Education. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair: Ryan Keith Clark, University of Notre Dame
Participants:
A Tool and a Lens: Drawing on Approximations of Practice to Design and Analyze Science Methods Course Activities. Ashima Mathur, University of Michigan; Michele Nelson, University of Michigan
Situating Responsive Science Pedagogy With Preservice Teachers. Jorge L. Solis, University of California - Santa Cruz; Marco A. Bravo, Santa Clara University; Eduardo Mosquera, University of California - Santa Cruz; Jennifer Marie Colliet, University of California - Berkeley; Maxine Ramona McKinney De Rosston, University of California - Berkeley
What Works in Science, Technology, Engineering, and Mathematics (STEM) Teacher Education: A Case Study of Success at an Historically Black University. Karmen Kizzie Roulard, Howard University; Kimberly E. Freeman, Howard University; Cynthia Eileen Winston, Howard University
A Case Study Exploration of the Nature and Scope of Environmental Education in Preservice Teacher Preparation Programs. Emily Lin, University of Nevada - Las Vegas

72.047-14. The Diversity of Literacy. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair: Audrey F. Murphy, Saint John’s University
Participants:
People, Resources, and Events Supporting Preservice Language Arts Teachers Training in Urban, Multiethnic Schools. Laura B. Turchi, Arizona State University; Jessica Singer Early, Arizona State University
“Literacy Is Like Adding Spice to a Recipe”: Secondary Teaching Candidates Explore Content Literacy. Sandra M. Webb, Georgia College & State University
Teaching Highly Gifted and Precocious Adolescent Writers. Kathryn A. Noel, University of Western Ontario; Alan L. Edmunds, University of Western Ontario
The Impact of Program Experiences on First-Year Preservice Teachers’ Literacy Knowledge and Application of Content. Charlotte Anne Mundy, The University of Alabama; Carol A. Donovan, The University of Alabama
Taking the Long View: An Analysis of Longitudinal Research in Literacy Teacher Education. Katie Russell, University of Texas - Austin; Audra K. Roach, University of Texas - Austin

72.047-15. Science Resource Analyses. SIG-Science Teaching and Learning; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am
Chair: Morgan Brown Yarker, University of Iowa
Participants:
Analysis of Teaching Resources for Implementing an Interdisciplinary Approach in the K-12 Classroom. Morgan Brown Yarker, University of Iowa; Soonhye Park, University of Iowa
Bringing “Real Science” Into School Science Texts: An Exploration of Firsthand Accounts of Scientific Discovery. Diana J. Arya, University of California - Berkeley
Representations of Evolutionary Theory in High School Biology Textbooks Through the 20th Century. Patrick Halbijg, University of Illinois - Urbana-Champaign; Fouad S. Abd-Al-Khalid, University of Illinois - Urbana-Champaign
The Effect of Writing Letters to Older Peers on Year 4 Students’ Conceptual Understanding of Force and Motion. Ying-Chih Chen, University of Iowa; Brian Hand, University of Iowa; Leah McDowell, Seneca Valley School District
Transdisciplinary Teaching and Learning Through Implementation of a Project-Based Lunar Unit With Science, Technology, Engineering, and Mathematics Educators. Jennifer A. Wilhelm, University of Kentucky

Tuesday, 10:15 am

Goverance Meetings and Events

73.001. AERA Orientation for New Council Members: Closed Meeting. AERA Governance; Governance Session
New Orleans Marriott, Fourth Level, Balcony L
10:15 am to 12:05 pm
Chair: Arnetha F. Ball, Stanford University

Tuesday, 10:35 am

Goverance Meetings and Events

74.001. Educational Researcher: Closed Editorial Board Meeting. AERA Governance; Governance Session
New Orleans Marriott, Fourth Level, Regent  
10:35 am to 12:05 pm  

Chair:  
Steven Richard Yussen, University of Minnesota  
Deborah R. Dillon, University of Minnesota - Twin Cities  
Michael R. Harwell, University of Minnesota  
James C. Hearn, University of Georgia  
Frances P. Lawrence, University of Minnesota

74.010. The Women and Children of New Orleans: Five Years Later. Committee on Scholars and Advocates for Gender Equity in Education; Invited Session  
Sheraton, Fourth Level, Gallier  
10:35 am to 12:05 pm  

Chair:  
Valerie Polakow, Eastern Michigan University  

Participants:  
A Reflective Examination of Education in New Orleans, Post-Katrina. Karen Ann Johnson, University of Utah  
The Demand for a Rights-Based Recovery Among Marginalized Communities of the Gulf Coast. Trac��e Washington, Louisiana Justice Institute  
Organizing Parents to Advocate for Quality Public Education in New Orleans. Karran Harper Royal, Pyramid Community Parent Resource Center  

Discussant:  
Valerie Polakow, Eastern Michigan University

Division Sessions

74.011. Postracial America? Separate and Unequal Education for African Americans in a Suburban School System. Division A - Administration Organization & Leadership; Symposium  
Sheraton, Second Level, Rhythms Ballroom II  
10:35 am to 12:05 pm  

Chair:  
Lisa Denise Delpit, Florida International University  

Participants:  
Detracking Systemic Racial Practices: A Contrast of Examples of Successful and Less Successful Schools. Ellen Davidson, Simmons College  
Color-Blind, Symbolic, and Aversive Racism: Can We Protect Our Children From Contemporary Racism? Myosha Monique McAfee, Harvard University  
Attorney-Educator Partnerships: What Are the Limitations and Possibilities of Litigation as a Means of Addressing Educational Inequality? Imani Perry, Princeton University  

Discussants:  
Theresa Perry, Simmons College  
Sonja Kerr, Public Interest Law Center of Philadelphia

Sheraton, Fourth Level, Edgewood  
10:35 am to 12:05 pm  

Chair:  
Kimberly J. Hartman, The University of Mississippi  

Participants:  
A Meta-Analytical Review of the Impacts of Transformational School Leadership. Jingping Sun, OISE/University of Toronto; Kenneth A. Leithwood, OISE/University of Toronto  
Cross-Cultural Analysis of Principal Preferred Influence Tactics and Targeted Goals. Ibrahim Duyar, University of Arkansas - Little Rock; Jackie McBride, Arkansas State University; Joan Henley, Arkansas State University; Steve Bounds, Arkansas State University  
The Effects of the Teacher Evaluation System and the Supervisor as Feedback Sources in Teacher Evaluation. Melissa Andrea Taytano, Ghent University; Belgium; Geert Devos, Ghent University, Belgium  
The Impact of a Professional Development Network on Leadership Development and School Improvement Goals. Barbara Stacy Rieckhoff, DePaul University; Catherine M. Larsen, DePaul University

74.013. Shifting the Focus From Teaching to Learning. Division A - Administration Organization & Leadership; Paper Session  
Sheraton, Third Level, Napoleon Ballroom B1  
10:35 am to 12:05 pm  

Chair:  
Jennifer Goldstein, Baruch College - CUNY  

Participants:  
From the Boardroom to the Classroom: Changing Systems and Practice in Northern California. Shari Dickstein, Harvard University  
Schoolwide Response to Intervention: Reconfiguring Schools Into Adhocratic Problem-Solving Organizations. Heather Haynes, The University of Kansas; Jake Cornett, The University of Kansas; Jessica Morgan Dunn, The University of Kansas; Michael J. Kennedy, The University of Kansas  
The Ecological Model of High Noon High School: A Case Study on Curriculum Reform. Seth Peter Alchire, The University of Arizona  
The Paradoxes of School Turnaround Fever: History and Practice Seeking a Future. Ulrich C. Rietz, University of North Carolina - Greensboro; Craig Martin Peck, University of North Carolina - Greensboro

Discussant:  
Hanne B. Manchinney, University of Maryland - College Park

74.014. Naming Our Worlds: Humanizing Pedagogies Through Praxes of Hope. Division B - Curriculum Studies; Symposium  
Astor Crowne Plaza, Second Level, Astor Ballroom I  
10:35 am to 12:05 pm  

Chair:  
Ernest D. Morrell, University of California - Los Angeles  

Participants:  
Sentipensante (Sensing/Thinking Pedagogy): Educating for Wholeness, Social Justice, and Libration. Laura I. Rendon, Iowa State University  
Radical Healing and a Pedagogy of Love. Shawn A. Gmirkwright, San Francisco State University  
Growing and Thriving in the Concrete: How Urban Youth Create a Pedagogy of Agency. Mark Bautista, University of California - Los Angeles

Discussant:  
Antonia Darner, University of Illinois

74.015. Pushing the Boundaries of Research and Practice From the “Margins”: Possibilities for New Epistemologies From Communities of Color. Division B - Curriculum Studies; Symposium  
Astor Crowne Plaza, Second Level, Astor Ballroom II  
10:35 am to 12:05 pm  

Chair:  
Dolores Calderon, University of Utah  

Participants:  
Acknowledging the Weight of Research: Balancing Multiple Ethical Commitments and Positionalities. P Zilah Morales, University of Illinois - Chicago  
Moving From the “Vulnerable Observer” Toward a Native Participant Observer in a Critical Ethnographic Study of a High School and Community of El Sereno. Cuerapacochof Dianna Moreno, University of California - Los Angeles  
Wielding Multiple Levels of Expertise: The Role of the “Teacher-Poet” in Apprenticing Elementary Students as Poets. Denise Pacheco, University of California - Los Angeles  
Militaryism, Immigration and the Epistemological Challenges of Conducting Narrative Research Within Highly Contested Fields. Suzie M. Abajian, University of California - Los Angeles

Discussant:  
Shirin Vossoughi, University of California - Los Angeles

74.016. Thinking About and Enacting Curriculum in “Frames of War.” Division B - Curriculum Studies; Symposium  
Astor Crowne Plaza, Second Level, Astor Ballroom III  
10:35 am to 12:05 pm  

Chair:  
Hans Smits, University of Calgary  

Participants:  
Thinking About and Enacting Curriculum in “Frames of War”. Rahat Naqvi, University of Calgary; Hans Smits, University of Calgary  
Reviewing the War in Afghanistan: A Curriculum Journey of a “Good Canadian.” David Blades, University of Victoria  
Framing the War Picture Today: Deconstructing Obama’s Nobel Speech and
74.017. Effects of Text Characteristics, Strategy Use, and Motivation on Text Processing. Division C - Learning and Instruction Co-sponsored by SIG-Research in Reading and Literacy, SIG-Motivation in Education; Paper Session
New Orleans Marriott, Third Level, Mardi Gras Salon A
10:35 am to 12:05 pm
Chair: Paige Shalter Bruening, Capital University
Participants:
A Case-Based Investigation Into High School Readers’ Processing of Refutational Text. Matthew T. McCracken, Victoria University of Wellington, New Zealand; Panayota Kendeou, Neopolis University Pafos
Constructively Responsive Comprehension Strategies in Multiple-Text Reading: A Think-Aloud Study. Oistein Annmarkrud, University of Oslo; Ivar Braten, University of Oslo
Self-Regulated Learning From Texts: How Is It Affected by Headings and Immediate Versus Delayed KEYWORD? Marie Lippmann, Technical University of Dresden; Susanne Narciss, Technical University of Dresden; Neil H. Schwartz, California State University - Chico; Robert William Danielson, California State University - Chico; David Sarmento, California State University - Chico
To Master or Perform? Exploring Relations Between Achievement Goals and Conceptual Change Learning. John Ranellucci, McGill University; Krista R. Muis, McGill University; Melissa Duffy, McGill University; Xihui Wang, McGill University; Lavanya Sampsaviam, McGill University; Gina Franco, McGill University
Discussant: Joanna Garner, The Pennsylvania State University - Berks

74.018. Environments to Support Mathematics Learning. Division C - Learning and Instruction; Paper Session
New Orleans Marriott, Second Level, La Galerie 5
10:35 am to 12:05 pm
Chair: Florence R. Sullivan, University of Massachusetts - Amherst
Participants:
Evaluating Adaptive, Computer-Based Mathematics Tutoring Systems: A Math Improvement and Feasibility Study. Angela L. Burnus, Arizona State University; Kent Sabo, Arizona State University; Stacey Joseph, Arizona State University; Ray S. Perez, Office of Naval Research; Robert K. Atkinson, Arizona State University
Free, Open, Online, Mathematics Help Forums: Experiences of Newbie Helpers. Carla van de Sande, Arizona State University
Integrating Science and Mathematics Within an Engineering Context to Foster Science, Technology, Engineering, and Mathematics (STEM) Literacy Among Middle School Students. Judy Reinhardt, University of Texas - El Paso; David John Carrejo, University of Texas - El Paso

74.019. Examining Student Engagement, Readiness, Accountability, Learning, and Collaboration With Classroom Response Systems. Division C - Learning and Instruction; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 9
10:35 am to 12:05 pm
Chair: Daniel H. Robinson, University of Texas
Participants:
Evaluation of MOCA, a Mobile Ongoing Course Assessment Tool. Stephanie B. Corliss, University of Texas - Austin; Joel Heikes, Texas Center for Educational Research
Student Accountability With Classroom Response Systems. Jane Vogler, University of Texas - Austin; Sara Jolly Jones, University of Texas - Austin
Using Dual-Task Methodology to Measure Student Attentional Engagement With Classroom Response Systems. Jason Candall, University of Texas - Austin
Comparing Pedagogy and Start-of-Lecture Questions’ Effects on Student Readiness and Learning With Classroom Response Systems. Sara Jolly Jones, University of Texas - Austin
The Interaction of Paper Versus Electronic Classroom Response Systems (CRS) and Individual Versus Collaborative Feedback. Camilo Guerrero, University of Texas - Austin
Discussant: Richard E. Mayer, University of California - Santa Barbara

74.020. Learning With Spatial, Embedded, and Embodied Representations. Division C - Learning and Instruction; Structured Poster Session
New Orleans Marriott, Third Level, Mardi Gras Salon FGH
10:35 am to 12:05 pm
Chair: Jennifer Wiley, University of Illinois - Chicago
Participants:
1. Teachers’ Visual Scaffolding and Student Learning: Effects of Connecting Representations via Gesture. Martha W. Alibali, University of Wisconsin - Madison; Mitchell J. Nathan, University of Wisconsin - Madison; Suyeon Kim, Chelsea Victoria Johnson, University of Wisconsin - Madison; Matthew Wolfgram, University of Wisconsin - Madison; R. Breckinridge Church, Northeastern Illinois University; Eric J. Knuth, University of Wisconsin
2. Emotions Constrain Simulation: Implications for Science and Math Education. David Havas, University of Wisconsin - Madison
3. The Role of Alignment in Learning Geoscience Structures. Benjamin Jee, College of the Holy Cross; David Henry Utal, Northwestern University; Debra Gentner, Northwestern University
4. Learning With Multiple Representations to Promote Knowledge Generalization and Transfer Across Domains. Sarah A. Mankove, Indiana University; Sam Day, Indiana University; Lisa Byrge, Indiana University; Robert Goldstone, Indiana University
6. Using Video Games to Enhance Science Learning. Christopher Sanchez, Arizona State University
7. Grounding Students’ Understandings of “Doing Science” in Actual Lab Experiences. Megan Sauter, Northwestern University; David Rapp, Northwestern University; David Henry Utal, Northwestern University; Kemi Jona, Northwestern University; Julia Skolnik, The Franklin Institute; Riccaro Roque, Northwestern University
8. Mediating Sex Differences in Science Achievement With Analytical Heuristics. Mike Steff, University of Illinois - Chicago
9. Chemistry Models: Facilitating Cognition Through External Manipulatives. Andrew T. Shill, University of California - Santa Barbara; Mary Hegarty, University of California - Santa Barbara; Bonnie L. Dixon, University of Maryland - College Park; Mike Steff, University of Illinois - Chicago
10. Embedded Simulations Support Learning in Geoscience. Allison J. Jaeger, University of Illinois - Chicago; Jennifer Wiley, University of Illinois - Chicago; Tom Moker, University of Illinois - Chicago; Brenda A. Lopez Silva, University of Illinois - Chicago; Francesco Novellis, University of Illinois - Chicago

74.021. Online Interaction and Learning. Division C - Learning and Instruction; Paper Session
New Orleans Marriott, Second Level, La Galerie 6
10:35 am to 12:05 pm
Chair: Wayne A. Nelson, Southern Illinois University - Edwardsville
Participants:
Web 2.0 Tools: Enhancing Social Presence and Social Interaction in a Graduate-Level Class. Debbie Cinque Steinman, Northern Arizona University; J. Michael Blocher, Northern Arizona University
Creating a Community of Inquiry in Online Environments: The Power of Protocols. Janet Mannheimer Zydny, University of Cincinnati; Kay Kyeongju Seo, University of Cincinnati; Aimee deVoyelles, University of Cincinnati
Social Network Analysis of Students’ Interaction in an Online Graduate Course on Moodle. Meixun Zheng, North Carolina State University
A Validity Study for the Asynchronous Discussion Communication Satisfaction Scale. Min-Ling Hung, National Chiao Tung University; Chien Chou, National Chiao Tung University
Discussant: Thomas C. Reeves, University of Georgia

74.022. Modeling Strategies in a Complex Automated Performance Assessment Environment. Division D - Measurement and Research Methodology; Symposium
Doubletree, Second Level, Madewood A
10:35 am to 12:05 pm
Chair:
Robert J. Mislevy, ETS

Participants:
Challenges and Results in Large-Scale Complex Assessments. Robert J. Mislevy, ETS, John T. Behrens, Cisco Systems, Inc.; Kristen E. Dicerbo, Independent Researcher

Visual Analysis of Sequential Log Data From Complex Performance Assessments. Kristen E. Dicerbo, Independent Researcher; Jinhui Liu, University of Maryland; Daisy Wise Ratstein, University of Maryland - College Park; Yooyoung Choi, University of Maryland, John T. Behrens, Cisco Systems, Inc.

Using Bayesian Networks to Model Complex Assessments. Daisy Wise Ratstein, University of Maryland - College Park; Yooyoung Choi, University of Maryland; Kristina Chappe, Cisco Systems, Inc.

Data-Model Fit Assessment for Bayesian Networks for Simulation-Based Assessment. Roy Levy, Arizona State University; Aaron Vaughn Crawford, Arizona State University; Derek Matthew Fay, Arizona State University; Katie L. Poole, Arizona State University

Discussant:
Malcolm Ignatius Bauer, ETS

74.023. Constructions of Citizenship as Curriculum in History History and Historiography Cosponsored by Division B - Curriculum Studies; Symposium

JW Marriott, Third Level, Ile de France II
10:35 am to 12:05 pm

Chair:
Jeffrey E. Mirel, University of Michigan

Participants:

The Science and Art of Citizenship: School Civics, 1890-1940. Tracy L. Steffes, University of Chicago

The Participatory Citizen and the Social Experience of the Citizenship Classroom in 1920s Chicago. Kathryn L. Wiegner, University of Illinois - Chicago

The Racial Etiquette of the Educated American Citizen. Zoe Burkholder, Montclair State University

Discussant:
Jeffrey E. Mirel, University of Michigan

74.024. Examining Diversity Outcomes of College. Division J - Postsecondary Education; Paper Session

JW Marriott, Third Level, Conde
10:35 am to 12:05 pm

Chair:
Janet R. Shefelbine, University of Texas - Brownsville

Participants:
Examining the Impact of Diversity Courses on Critical Thinking and Social Engagement Across Racial/Ethnic Groups. Michelle Castellanos, University of Southern California; Sable Museon, University of Southern California; Ji Zhou, University of Southern California; Kevin J. Bolen, University of Southern California

Examining the Linkages Between Diversity Engagement and Global Perspective-Taking. Mark E. Engberg, Loyola University Chicago

Exploring Perceptions of Diversity Among Students of Color at a Predominantly White Institution. Vasti Torres, Indiana University; Cameron C. Beatty, Indiana University; Daniel Maxwell, Indiana University/Purdue University at Indianapolis; Brian Lamont McGowan, Indiana University; Mark Huileman, Indiana University

Exploring the Conditional Effects of Interracial Interactions on College Student Outcomes. Nicholas A. Bowman, University of Notre Dame

Discussant:
John Michael

74.025. Faculty and Their Relationship to the University and Other Organizations. Division J - Postsecondary Education; Paper Session

JW Marriott, Third Level, Maurepas
10:35 am to 12:05 pm

Chair:
Brenda A. Martin, University of Arkansas - Pine Bluff

Participants:
Making Their Work Applicable: An Examination of the Factors Shaping How University Faculty Link Their Professional Responsibilities to External Audiences. Crystal Gail Lansford, University of Michigan; Hilka Omne, Stathamore University

The Negotiation of Faculty Roles and Identities: A Case Study of Merged Institutions. Rick Wagener, University of California - Los Angeles

Comparing Full-Time and Part-Time Community College Faculty Perceptions of Institutional Effectiveness Activities. Susan H. Locascio, Calhoun Community College; Sandra M. Harris, Walden University

Social Rewards Perceived by Faculty in Their Relationships With Administrators. Marietta Del Favero, The University of New Orleans; Frane Howard Reneau, The University of New Orleans; Dorian L. McCoy, Louisiana State University

Discussant:
Nathaniel J. Bray, The University of Alabama

74.026. The College Choice Process for Immigrant Communities in the United States. Division J - Postsecondary Education; Symposium

JW Marriott, Third Level, Frontenac
10:35 am to 12:05 pm

Chair:
Patricia M. Mckinough, University of California - Los Angeles

Participants:
Confronting Stereotypes and Issues of Prestige: The College Choice Experience of Mexican American Students Within Their Community Context. Melissa Ann Martinez, University of Texas - Austin

Complexities of the Choice Phase for Latina/o Parents and Their Daughters. Cynthia Lua Alvarez, University of California - Los Angeles

Transitions Into Higher Education: The Counterstories and Social Capital of Asian American and Pacific Islander Youth. Eligio Martinez, Jr., University of Washington; Jenee Myers Twitchell, University of Washington

The Asian American Paradox: Immigrant Parental Involvement in College Access and Choice. OtTian A. Poong, University of Massachusetts - Boston

Discussant:
Vic tor Saenz, University of Texas - Austin

74.027. Asian American Teachers' Negotiation of their Racial Identity as Critical Educators. Division K - Teaching and Teacher Education; Symposium

New Orleans Marriott, Second Level, Preservation Hall Studio 8
10:35 am to 12:05 pm

Chair:
Erica Misako Boas, University of California - Berkeley

Participants:
Pushing Forward the Culturally Relevant, Critical, and Sociocultural Pedagogy of Asian American Educators. Benji Chang, University of California - Los Angeles

Growing Our Own Hope: Narratives of Critical Filipina/o American Educators. Roderick Daus-Magbual, University of San Francisco; Arlene Sudaria Daus-Magbual, San Francisco State University

Ain't No Future in Yo Frontin’: Reimagining Pedagogy and Practice for a Filipino American Educator in Watts. Lawrence A. Tan, 122nd Street Elementary School, Los Angeles

Asian American as Political and Racial Consciousness: Implications for Prospective Asian American Teachers of Urban Students of Color. Thomas M. Philip, University of California - Los Angeles

Discussant:
James Lev, Rutgers University

74.028. Grabbing the Reins: Promising Solutions to Persisting Problems of Practice in Student Teaching Field Experiences. Division K - Teaching and Teacher Education; Symposium

New Orleans Marriott, Second Level, Preservation Hall Studio 7
10:35 am to 12:05 pm

Chair:
Christiannna L. Alger, San Diego State University

Participants:
Technology as a Tool for Increasing Self-Efficacy Knowledge During the Field Experience. Theodore J. Kopucha, University of Georgia; Keri Duncan Valentine, University of Georgia; Brandy Walker, University of Georgia

The Impact on Mentoring Practices of Cooperating Teachers’ Participating in the Effective Science Teachers for English Language Learners (ESTELL) Project. Sara Elizabeth Tolbert, University of California - Los Angeles

Employing E-Supervision to Enhance Gradual Release of Responsibility for Student Teachers in Field Work Assignments. Marva Cappello, San Diego State University

Culturally, Linguistically Inclusive, and Responsible Mentoring: An
74.030. Reflecting on the Dynamics of Raising Minoritized Students’ Achievement Using a “Community of Practice” Framework. Division K - Teaching and Teacher Education; Symposium New Orleans Marriott, Second Level, La Galerie 1 10:35 am to 12:05 pm

Chair: John H. Hodson, Brock University
Participants:
Reflecting on the Concept of Participation in Communities of Practice in Schools as a Framework for Including All Students More Effectively. Janice Wearmouth, Victoria University of Wellington, New Zealand; Mere Berryman, University of Waikato
Te Kotahitanga, a Research and Development Program Raising Minoritized Students’ Achievement Considered Through a “Community of Practice” Framework. Mere Berryman, University of Waikato
Working Responsively With School Leaders in Te Kotahitanga Schools to Support the Reform. Te Arani Barrett, University of Waikato
A Look Inside the Pedagogy and Student Achievement of Some Effective, Culturally Responsive Teachers. Mere Berryman, University of Waikato; Suzanne SooHoo, Chapman University

Discussant: Christine E. Sleeter, California State University - Monterey Bay

74.031. Students and Research: Cultural Consciousness, Inquiry, and Exploration. Division K - Teaching and Teacher Education; Paper Session New Orleans Marriott, Second Level, Preservation Hall Studio 4 10:35 am to 12:05 pm

Chair: Rich Milner, Vanderbilt University
Participants:
Connecting the Local and the Global: Third-Graders’ Inquiry Into Afghanistan. Mitzi A. Lewisohn, Indiana University; Lee Hefferman, Indiana University
Helping Culturally and Linguistically Diverse Children’s English Development Utilizing Their Home Languages and Cultures in a Pre-Kindergarten Classroom. Hyunju Lee, University of Texas - Austin
Teacher Knowledge and Student Diversity: A Rural Alaska Practicum Experience. Anne Jones, The University of Alaska - Southeast

Discussant: Nathalie Dion Mizzle, East Carolina University

74.032. What Is It About Finland? The Goals and Structures Behind Teacher Education. Division K - Teaching and Teacher Education; Symposium New Orleans Marriott, Second Level, La Galerie 2 10:35 am to 12:05 pm

Chair: Ann Lieberman, Stanford University
Participants:
The Teacher Education Curriculum at the University of Helsinki: Vision, Goals, and Structures. Leena Krookfors, University of Helsinki
Master’s Thesis Research Promoting Professional Development in Initial Teacher Education. Katriina Jeni Johanna Maaranen, University of Helsinki
Identity Work as a Tool for Promoting the Professional Development of Student Teachers. Katriina Stenberg, University of Helsinki
Class Teachers’ Pedagogical Thinking and Action in Mathematics Education. Sauna Patrikainen, University of Helsinki
The Theory-Practice Relationship in Teaching Practicums. Riitta Jyrkama, University of Helsinki
What Can We Do Even Better? Research for Promoting Quality in Teacher Education in Finland. Hannele M. Niemi, University of Helsinki

Discussants: Ann Lieberman, Stanford University
Anna E. Richert, Mills College

SIG Sessions

74.034. Reading Instruction and Development in Linguistically Diverse Classrooms. SIG-Bilingual Education Research; Paper Session Sheraton, Third Level, Napoleon Ballroom B2 10:35 am to 12:05 pm

Chair: Martha A. Adler, University of Michigan - Dearborn
Participants:
Investigating Motivation to Read With Two-Way Dual Language Students and Teachers. Susana Elena Franco-Fuenmayor, Texas A&M University; Brooke E. Kandel-Cisco, Butler University; Tolanda N. Paddock, Texas A&M University
Bilingual Learners’ Ability to Communicate Reading Comprehension Stifled by Policies of Strict Language Separation. Sue Hopewell, University of Colorado - Boulder
Enhancing Reading Comprehension With Bilingual Tools. Christopher Keyes, Vanderbilt University; Robert T. Jimenez, Vanderbilt University; Victoria J. Risko, Vanderbilt University; Mikel Walker Cole, Vanderbilt University; Kelly Pazos, Vanderbilt University; Brian Rose, Vanderbilt University
Classroom Discourse, Reading Comprehension in a Chinese Heritage Language Learners’ Classroom: Application of Collaborative Reasoning. Hsiao-Feng Tsai, The Ohio State University

Discussant: Kathy Escamilla, University of Colorado - Boulder

74.035. Of Discipline and Possibility: Traditions and Turns in Biographical and Documentary Research. SIG-Biographical and Documentary Research; Paper Session JW Marriott, Third Level, Orleans 10:35 am to 12:05 pm

Chair: Pamela J. Kuntol, Concordia University
Participants:
A Biographical Subject’s View of Childhood: Insights Through Triangulation. Linda C. Morice, Southern Illinois University - Edwardsville
The Development of Myles Horton’s Educational Philosophy, 1924-1932. Jon Hale, Muskingum University
Documenting Fictions: The Use of Narrative Fiction as Representational Inquiry.
74.036. Understanding Children From Diverse Contexts. SIG-Early Education and Child Development; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 6
10:35 am to 12:05 pm
Chair: Ruth A. Pikes, California State University - Long Beach
Participants:
Did We Overcome the Odds? The Long-Term Effects of Early Reading
First Intervention on English Language Learners. Myae Han, University of Delaware; Carol Vukelich, University of Delaware; Martha J. Buell, University of Delaware; Sohyun Han, University of Delaware
What Words Do Latino English-Learning Preschoolers Know? Gabriela Simon-Cereijido, California State University - Los Angeles; Carollee Howes, University of California - Los Angeles

74.037. The Role of Language and Culture in the Education of Indigenous Children and Youth. SIG-Indigenous Peoples of the Americas Cospersoned by Division B - Curriculum Studies; Paper Session
New Orleans Marriott, Second Level, La Galerie 4
10:35 am to 12:05 pm
Chair: Mary Eunice Romero-Little, Arizona State University
Participants:
Examining the Construct Comparability of a Canadian Academic Assessment Using Aboriginal and Non-Aboriginal Speakers. Juliette Lyons-Thomas, The University of British Columbia
Reimagining Culturally Relational Education With an Indigenous Community. Dwayne Donald, University of Lethbridge; Florence A. Glenfield, University of Alberta; Gladys Stierenberg, University of Alberta
Saving Cherokee: Language Ideologies and Practices in Northeastern Oklahoma. Lizette Peter, The University of Kansas

74.038. Education and Social Cohesion. SIG-International Studies; Paper Session
Sheraton, Fourth Level, Oakley
10:35 am to 12:05 pm
Chair: Stephen P. Heyneman, Vanderbilt University
Participants:
Building Peace Through Teacher Training? Empirical Findings From Postgenocide Rwanda. Susanne Krogell, University of Erlangen - Nürnberg; Annette Scheunpflug, University of Erlangen - Nürnberg; Francois Rwambonera, Protestant Council of Rwanda
Citizenship Education in China: Comparing Eighth-Grade Students’ Civic Attitudes in Shanghai and Hong Kong. Yongling Zhang, University of Minnesota
Conceptions of Civic Education: Some Lessons From Israel. Aviv Cohen, Teachers College, Columbia University
Sharp Contrasts at the Boundaries: Violence and Educational Outcomes Internationally. David Joseph Rutkowski, Indiana University; Leslie Rutkowski, Indiana University; Laura Christine Engel, The George Washington University

74.039. From the Courtroom to the Schoolhouse: Recent Advancements in School Law and Implications for Leadership. SIG-Law and Education; Working Group Roundtable
New Orleans Marriott, Fourth Level, Balconies MN
10:35 am to 12:05 pm
Chair: Mark A. Gooden, University of Texas - Austin
Participants:
No Child Left Behind (NCLB) Reconstitution: The Calm Before the Storm. Laura McNeel, Michigan State University
Free Speech Collides With Facebook, MySpace, and Twitter: And the Winner Is? Mark A. Gooden, University of Texas - Austin
Expression and Association Rights of School Employees in Electronic Environments. Justin M. Bathon, University of Kentucky
High-Stakes Decisions: The Legal Landscape of Exit Exams and the Implications for Schools and Leaders. Jennifer Jellison Holme, University of Texas - Austin; Julian Vasquez Heilig, University of Texas - Austin
Differentiated Jurisprudence? Examining Students’ Fourth Amendment Court Decisions by National Region. Mario Sergio Torres, Texas A&M University

74.040. Conceptualizing Mixed Methods Research: Toward Further Understanding of Its Theoretical and Methodological Issues. SIG-Mixed Methods Research; Paper Session
Sheraton, Second Level, Rhythms Ballroom III
10:35 am to 12:05 pm
Chair: Fred Arthur Bonner, Texas A&M University - College Station
Participants:
Mixed Methods Research at the Review Level: Possibilities and Pitfalls. Mike Heyvaert, Katholieke Universiteit Leuven; Bea Maes, Katholieke Universiteit Leuven; Patrick Mf Onghena, Katholieke Universiteit Leuven
Emergent Understandings of Embeddedness: Mixing Methods Within a Randomized Clinical Trial (RCT). Vicki L. Plano Clark, University of Nebraska - Lincoln; Karen Schumacher, University of Nebraska; Claudia M. West, University of California - San Francisco; Janet Edrington, University of California - San Francisco; Christine Mieaskowski, University of California - San Francisco
Securing a Place at the Table: Introducing Legitimation Criteria for the Conduct of Mixed Research. Burke Johnson, University of South Alabama; Kathleen M.T. Collins, University of Arkansas; Anthony J. Ouwaeeghez, Sam Houston State University
Conceptualizing the Mixed Methods Research: The Role of Metatheory, Methodological Theory, and Methodology. Haiying Long, Indiana University; Claudia R. Rodgers, Indiana University
Transformative Mixed Methods and Action Research: Are They One Methodology? Thomas W. Christ, University of Hawaii

74.041. The Challenge of the Documentary in Democratic and Social Studies Education. SIG-Research in Social Studies Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 10
10:35 am to 12:05 pm
Chair: Jeremy D. Stoddard, College of William and Mary
Participants:
Hilary: The Movie, the History Channel, and the Challenge of the Documentary for Democratic Education. Jeremy D. Stoddard, College of William and Mary
Teaching the 3 Cs (Critical Evaluation of Credibility, Claims, and Contexts) for Democratic Education. Jeremy D. Stoddard, College of William and Mary
Differentiated Jurisprudence? Examining Students’ Fourth Amendment Court Decisions by National Region. Mario Sergio Torres, Texas A&M University

74.042. Instrumentation and Identification in Gifted and Talented Education. SIG-Gifted and Talented Education; Paper Session
Sheraton, Fourth Level, Oak Alley
10:35 am to 12:05 pm
Chair: Catherine A. Little, University of Connecticut
Participants:
Teacher Attitudes Toward Subject-Specific Acceleration. Karen E. Rambo, University of Connecticut; D. Betty McCoy, University of Connecticut
Peers, Expectations, and Labels: A Profile of Gifted Students in School. Carol L. Tieno, College of William and Mary; Patti Wood, Sanford University
Experiencing the Measurement Invariance of My Class Activities and the
Perceptions of Socioeconomic Groups. Rachelle Miller, Purdue University; Yang Yang, Purdue University; Marcia L. Gentz, Purdue University
Local Norms and Teacher Rating Scales: Implications for Underrepresentation. Scott Joseph Peters, University of Wisconsin - Whitewater; Marcia L. Gentz, Purdue University

74.043. Toward Culturally and Socially Relevant Science Education. SIG-Science Teaching and Learning; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 2
10:35 am to 12:05 pm
Chair:
Alexandra Olivia Santau, Duquesne University
Participants:
Science: Missing Element for Deaf and Hard-of-Hearing Students: Results of a Time Allocation Study. Rita Anne Hagevik, University of Tennessee; M. Lynn Woolsey, University of the Cumberlands; Shannon C. Graham, University of Tennessee
Teaching Environmental Science for Social Justice: Navigating Tensions and Possibilities in Practice. Alexandra Dmitri, University of Wisconsin
The Road to Culturally Relevant Science: Exploring How Teachers Navigate Change in Pedagogy. Carla C. Johnson, University of Cincinnati; Virginia Jennings-Bolshakova, Utah State University; Jessica Brainen, University of Cincinnati

74.044. Toward a Better Understanding of High School Dropouts and Other Not-So-College-Bound Students. SIG-Sociology of Education; Paper Session
JW Marriott, Third Level, Ile de France III
10:35 am to 12:05 pm
Chair:
Sonja L. Lanehart, University of Texas - San Antonio
Participants:
Why 10th Graders Drop Out of High School: A Latent Class Analysis of Dropout Typologies. Alex J. Bowers, University of Texas - San Antonio; Ryan Andrew Sprott, University of Texas - San Antonio
Reconsidering the Role of Vocational Education: Stratification and Student Pathways. Stefanie A. Deluca, Johns Hopkins University; Caren Arbeit, University of Minnesota
Institutional Agents and Foster Youth: Theory and Practice. Zoe Corwin, University of Southern California
Examining the Causal Effects of Student Mobility on Academic Outcomes. Kristina L. Zeiser, The Pennsylvania State University

74.045. Special Education and English Language Learners. SIG-Special Education Research; Paper Session
Sheraton, Third Level, Napoleon Ballroom D
10:35 am to 12:05 pm
Chair:
Brooke Anne prichard, University of Colorado - Boulder
Participants:
Exploring the Home Literacy Environment for Spanish-Speaking English Learners at Risk for Reading Disabilities. Danielle Guzman-Orth, University of California - Santa Barbara; H. Lee Swanson, Swanson, University of California - Riverside; Michael M. Gerber, University of California - Santa Barbara; Michael John Orozco, University of California - Riverside
Teachers’ Referral Practices of Linguistically Diverse Students to Special Education. Renee Autumn Greenfield, Boston College
Improving Preservice Training for Teachers of English Language Learners in Special Education (ELLSE). Jennifer F. Samson, Hunter College- CUNY
The Effects of a Gradually Sequenced Instructional Approach on Multistep Word-Problem Solving of English Language Learners. Sun A Kim, Queens College - CUNY
Examining the Evidence We Generate: Are Special Education Research Experiments Culturally Responsive? Audrey A. Trainer, University of Wisconsin - Madison; Ahsun Bal, University of Wisconsin - Madison

74.046. Test Validity for English Language Learners and Special Populations. SIG-Test Validity Research and Evaluation; Paper Session
Doubletree, Second Level, Shadows
10:35 am to 12:05 pm
Chair:
Steven Stember, Wesleyan University
Participants:
Early Childhood Screening in Immigrant and Refugee Populations: Coordinating Sources of Validity Evidence. Rebecca Jayne Gokiset, University of Alberta; Winnie Chow, University of Alberta; Evelyn Deras, University of Alberta; Betsabeh Parsa-Pajooh, University of Alberta; Nasreen Rajani, University of Alberta
Does Linguistic Complexity of Mathematics Assessments Matter for Former English Language Learners? Maria Martiniello, ETS
Examining the Validity of Linguistically Modified Items for English Language Learners. Teresa C. King, ETS; John W. Young, ETS
Score Comparability for Language Minority Students on the Content Assessments Used by Two States. John W. Young, ETS; Steven L. Holtzman, ETS; Jonathan Steinberg, ETS
Discussant:
Scott F. Marion, National Center for the Improvement of Educational Assessment, Inc.

Division and SIG Roundtables

74.047. Roundtable Session 52; Roundtable Session
10:35 am to 12:05 pm
Chair:
Eric J. Demedenaare, Clark University
Participants:
Against the Grain: Rethinking Pedagogy Through a Politics of Infiltration. Joshua D. Dien, University of Miami; Abraham Paul Deleon, University of Texas - San Antonio
Linking Internationalization and Social Justice Initiatives for the Local and Global Public Good. David Schwarzer, Montclair State University; Mary E. Curran, Rutgers University
The Future of Diversity Work in Education. Christine Clark, University of Nevada - Las Vegas; Mark Brimhall, University of Maryland - College Park; Kenneth James Fasching-Baraner, Edgewood College

Sheraton, Fifth Level, Grand Ballroom A
10:35 am to 12:05 pm
Chair:
Joan Osa Oviane, Washington State University
Participants:
“Education Spoils the Native”: Eswa as a Pedagogical Method. Joan Osa Oviane, Washington State University

Sheraton, Fifth Level, Grand Ballroom A
10:35 am to 12:05 pm
Chair:
Dolapo Adeniji-Neill, Adelphi University
Participants:
“Education Spoils the Native”: Eswa as a Pedagogical Method. Joan Osa Oviane, Washington State University
Tuesday Morning, April 12, 2011

358

Children of Immigrants in Kindergarten. Brian A. Collins, Hunter College - CUNY; Claudia O. Toppelberg, Harvard University; Carola Suarez-Orozco, New York University - Steinhardt; Erin E. O'Connor, New York University; Alfonso Nieto-Castanon, Judge Baker Children's Center

Growth and Correlates of Literacy During the Middle Childhood of Children Living in Low-Income Neighborhoods. Lily L. Dyson, University of Victoria

Parent Development Through Family Literacy. Kathryn Nakagawa, Arizona State University

74.047-4. Analyses of Mass Media and Their Place in Education. SIG-Media, Culture, and Curriculum; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A 10:35 am to 12:05 pm

Chair: Jacqueline Bach, Louisiana State University

Participants:
The Office: The Construction of Disability in a Mockumentary. Eileen Radigan
The Use of Mass Media in the Moral Education Classroom. David Charles Athanasius Lunde, University of Glasgow
White Salvation in Avatar: Detournement as Pedagogy of Whiteness. Amy Hahn Senta, University of North Carolina - Chapel Hill

74.047-5. SIG Instructional Technology: Developing the Self in Technology-Based Learning. SIG-Instructional Technology; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A 10:35 am to 12:05 pm

Chair: Brian R. Belland, Utah State University

Participants:
Refining a Survey Instrument for Learner Self-Efficacy Beliefs in Online and Technology-Intensive College Math Courses. R. Caroline Jones, Georgia Southern University; Charles Brent Hodges, Georgia Southern University
Self-Efficacy for Cross-disciplinary Learning in Project-Based Teams. Scott P. Schaffer, Purdue University; Xiaojun Chen, Purdue University; Xiamei Zhu, Purdue University; Bill Oakes, Purdue University
Teach Me to Learn: Principles for Fostering Learner Self-Direction in Formal Education. Gregory Merrill Francom, University of Georgia

74.047-6. Postmodern Epistemologies in Qualitative Research. SIG-Qualitative Research; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A 10:35 am to 12:05 pm

Chair: Courtney M. Clayton, University of Mary Washington

Participants:
Deleuze, a Dog, Some Dreams, and Doing Data Differently: Onto-Epistemological Incitements for Qualitative Research. Kelly Clark/Keefe, Appalachian State University
Hustlin’ To Make It Happen: Qualitative Inquiry and Academic Survival. Amy E. Swain, University of North Carolina - Chapel Hill
Keeping Data in Play: Qualitative Data Analysis Meets Postmodern Influences. Steven T. Bickmore, Louisiana State University
Object Interviews: Folding, Unfolding, and Refolding Mosaics of Objects and Subjects. Susan Naomi Nordstrom, University of Georgia

74.047-7. SIG/Research in Mathematics Education Roundtable 5: Teacher Education. SIG-Research in Mathematics Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A 10:35 am to 12:05 pm

Chair: Arthur B. Powell, Rutgers University

Participants:
Exploring One-On-One Teacher-Student Conversations During Mathematical Problem Solving. Victoria R. Jacobs, San Diego State University; Rebecca Ambrose, University of California - Davis; Randolph A. Philipp, San Diego State University; Heather Martin, University of California - Davis

Generative Immersion and Immersive Generativity in Instructional Design. Dragan Tomic, University of California - Berkeley; Jose Francisco Gutierrez, University of California - Berkeley; Rosa G. Lee, University of California - Santa Cruz; Dor Abrahamson, University of California - Berkeley
Impact of Teachers’ Use of Standards-Based Instructional Materials on Students’ Achievement in an Urban District: A Multilevel Analysis. Karen D. King, New York University; Monica B. Mitchell, MERASociates; Jessica Tybursky, New York University; Ognjen Simic, New York University; Bob Tobias, New York University; Candace Barritteau Phaire, New York University; Mellie Torres, New York University

Impact of a Master’s Degree Program in Middle School Mathematics Education in a Mathematics and Science Partnership (MSP) Context. Mary C. Shafer, Northern Illinois University; Helen Khoany, Northern Illinois University

Developing Powerful Mathematics Educators in Preschools and the First Years of School. Robert Perry, Charles Sturt University; Susan B. Dockett, Charles Sturt University

74.047-8. Critical Pedagogy and Critical Race Theory for the Education of Males From Diverse Backgrounds. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A 10:35 am to 12:05 pm

Chair: Gretchen L. Braun, Longwood University

Participants:
Doing Just Enough: Black Middle-Class Male Resistance and Accommodation to School. Quydan Allen, University of Northern Colorado
Keeping the “Faith”: The Impact of Sociocultural Consciousness on the Literacy Instruction of African American Males. Tiffany Renee Wheeler, Transylvania University

Messages Black Parents Send Their Black Sons: An Exploration of Critical Race Theory in the Examination of Educational Outcomes for Black Males. Rema Ella Reynolds, University of California - Riverside

74.047-9. Discussions of Teaching in the Learning Sciences. SIG-Learning Sciences; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A 10:35 am to 12:05 pm

Chair: Chrystalla Mouza, University of Delaware

Participants:
Bringing the Learning Sciences Into Teacher Education. A. Susan Jurov, University of Colorado - Boulder; Rita Catherine Tracy, University of Colorado - Boulder; Ben R. Kirshner, University of Colorado - Boulder

Knowledge Building for Preservice Teachers Through Collaborative Reading Comprehension. Ritsuko Oshima, Shizuoka University; Jun Oshima, Shizuoka University

Signature Pedagogy and Socialization in Elementary Education: What We Can Learn From Religious Educational Contexts. Moshe Krakowski, Yoshiva University

74.047-10. School-Level Social and Emotional Learning Programming and Practice: Development and Implementation. SIG-Social and Emotional Learning; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A 10:35 am to 12:05 pm

Chair: Andrei Lucas, Bowie State University

Participants:

Using Social, Emotional, and Character Development Principles to Facilitate Professional Learning Communities: An Exploratory Study. Philip M. Brown, Rutgers University

Assessing the Implementation Quality of Social and Emotional Learning Programming Over Time: A Rasch Analysis. Peter J., University of Illinois - Chicago

74.047-11. Institutional Capacity and Systems-Building Efforts. Division A - Administration Organization & Leadership; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A 10:35 am to 12:05 pm

Chair: Sandra Stewart, Stephen F. Austin State University

Participants:
Caught in the Middle: Principals’ Attempts to Achieve School Autonomy and Devolve Decision Making. Casey D. Cobb, University of Connecticut; Morgan L. Donaldson, University of Connecticut; Jason G. Iriarz, University of Connecticut; Anysia P. Mayer, University of Connecticut; Larissa Warhol, Arizona State University

Changing Leadership in Schools: Comparing Results From Two National
74.047-12. Cultural Issues in Professional Education.
Participants: Chair: Kristina Astrid Hesbol, Illinois State University; Bridget A. Delaney, Illinois State University
Principal Autonomy and Student Achievement. Kimberly N. Harris, North Carolina State University; Tamara Y. Young, North Carolina State University


74.048-1. Experiences of Linguistically and Culturally Diverse Students in High School Learning Contexts. Division G - Social Context of Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 10:35 am to 12:05 pm
Chair: Joanne Calore, St. Mary’s College of California
Participants: Mexican American Women and Intersection of Race and Gender in High School: A Critical Race Theory Analysis. Kay Ann Taylor, Kansas State University; Sandra Luz Fernandes-Bergerson, Kansas State University
Student Voices on High School and College Access: A Case Study. Terry Kyle Flannbaugh, University of California - Los Angeles; Meli Malone, University of California - Los Angeles; Tyrone C. Howard, University of California - Los Angeles


Latino Youth’s Beliefs and Attitudes and Their Influence on After-School Activity Participation. Julio C. Cabrera, University of Minnesota; Michael C. Rodriguez, University of Minnesota
The Duality of Students and School Knowledge: A Social Structural Analysis of a Secondary School Curriculum. Joseph J. Ferrare, University of Wisconsin - Madison

74.048-3. Latino Youth’s Beliefs and Attitudes and Their Influence on After-School Activity Participation. Julio C. Cabrera, University of Minnesota; Michael C. Rodriguez, University of Minnesota
The Duality of Students and School Knowledge: A Social Structural Analysis of a Secondary School Curriculum. Joseph J. Ferrare, University of Wisconsin - Madison

74.048-4. Cultural Issues in Professional Education.
Division I - Education in the professions; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 10:35 am to 12:05 pm
Chair: Anne McKee, Anglia Ruskin University
Participants: Exploring Culture and Cross-Culture Competence Through the Opinions of Primary Care Faculty and Resident Physicians. Madison L. Gates, University of Kentucky; Kelly D. Bradley, University of Kentucky
From the Classroom to the Work Setting: The Development of Cultural Competence Among Community College Nurses in the New York Metropolitan Area. Korto L. Scott, LaGuardia Community College - CUNY; Stephanie L. Tatum, Dowling College
The Role of Illness Scripts in Medical Diagnostic Expertise: Findings From Traditional Chinese Medicine. Melvin Yao, Beijing Normal University; Weifan Yan, University of Massachusetts - Boston

74.048. Roundtable Session 53; Roundtable Session

74.048-1. Advancing English Language Learners in Science and Math: Realizing the Promise. Division G - Social Context of Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 10:35 am to 12:05 pm
Chair: Ohee Lee, University of Miami
Participants: English Language Learners and the National Science Foundation’s Discovery Research K-12 Portfolio. Hilary J. Rhodes, Abt Associates Inc.; Alina Martinez, Abt Associates Inc.
Development of Illustrations as Image Supports for English Language Learners in Large-Scale Testing: A Report on the Procedure for Designing Vignette Illustrations. Guillermo Solano-Flores, University of Colorado - Boulder
Context, Culture, and Science; Technology, Engineering, and Mathematics Education in Rural Indigenous Communities. Sharon Nelson-Barber, Pacific Resources for Education & Learning; Elise Trumbull, Independent Consultant; Ursula M. Sexton, WestEd; Zanette Johnson, Stanford University

74.048-2. Citizenship Education: Critical Learning Across Cultural Contexts.
Division G - Social Context of Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 10:35 am to 12:05 pm
Chair: Wangari P. Gichuru, University of Wisconsin - Madison
Participants: Toward Cosmopolitan Citizenship: New Conceptualizations of African Immigrants’ Civic Learning and Action. Ashley M. Taylor, Teachers College, Columbia University; Vaughn W. M. Watson, Teachers College, Columbia University; Michelle G. Knight-Doep, Teachers College, Columbia University
What Happens to the “Tired and the Poor”? Citizenship Education for Refugee Students in the United States. Laura Jeanne Quaynor, Emory University
“I Don’t Really Factor in the Multicultural”: Teaching Citizenship Education in Multicultural Classrooms. Luíz Alison Molina, University of Ottawa; Joel Westheimer, University of Ottawa

Division G - Social Context of Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 10:35 am to 12:05 pm
Chair: Bradford Allison, California State University - Los Angeles
Participants: Black Males Navigating Microaggressions in a Traditionally White Middle School: A Qualitative Study. Malik S. Hensley, University of Iowa
University-School Research Partnerships to Support Educational Access and Success in Melbourne’s West. Merryn Davies, Victoria University
Why Educational Researchers Should Take School Food Seriously. Marcus B. Weaver-Hightower, University of North Dakota
“Building Boundaries” and “Blurring Boundaries” of School: An Ethnographic Case Study of Parent Participation in a Korean Elementary School. Jeessuk Kim, University of Illinois - Urbana-Champaign

74.048-4. Contextualizing Math and Science Instruction: Access and Opportunities.
Division G - Social Context of Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 10:35 am to 12:05 pm
Participants: Awareness and Endorsement of Racial Stereotypes About Who Is Good at School and Math. Naihau Saad Nairi, University of California - Berkeley; Sarah Wischnia, Stanford University; Kathleen Oconnor, Stanford University
Mathematics as a Tool for Understanding Our Communities: Case Study of an Out-of-School Time Program. Jennifer S. Goldberg, Fairfield University; Liesbet Higham, Fairfield University
Using Informal Science Activities to Build Funds of Knowledge in Rural Latino Communities: A Synthesis of Evaluations Findings for Accesso a la ciencia. Anne E. Campbell, Fairfield University; Michael S. Trevisan, Washington State University
Pedagogical Contexts of Mathematics Classrooms and Opportunities to Learn for English Language Learners: An Ethnographic Study on Teacher-Student Interactions. Miwa Takeuchi, OISE/University of Toronto

74.048-5. Language and Learning in Educational Contexts.
Division G - Social Context of Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 10:35 am to 12:05 pm
Chair: Kathleen King Thorius, Indiana University
Participants: Immigrant and Nonimmigrant Teachers Working With Minority Students in Dual-Language Settings. Maria Fernanda Monte's Valencia, Saint Louis University
Planning for a Pluralistic Society in the Bilingual Social Studies Classroom. Alberto Lopez-Carvaquillo, Northeastern Illinois University

English Language Learners and Science Tests. Ann Rosebery, TERC; Tracy E. Noble, TERC; Catherine Suarez, TERC
Middle School Science for English Language and Literacy Acquisition (MSSELL): A Randomized Trial Longitudinal Discovery Research K-12 (DR-K12) Study. Rafael Lara-Alecio, Texas A&M University; Beverly J. Jhby, Sam Houston State University; Fuhui Tong, Texas A&M University - College Station
Selecting Middle School English Language Learner (ELL) Textbooks: Issues of Ethnicity and Learning Strategies. Jeffrey F. Labelle, Marquette University; Victoria Shaw, Marquette University.


An Exploration of Adult English Language Learners’ (ELLs’) Immigration Decisions: Connecting Their Cultural and Linguistic Images and Symbols to Their Educational and Professional Goals in the United States. Gloria Park, Indiana University of Pennsylvania; Debra Suarez, College of Notre Dame - Maryland.

74.048-6. Listening and Learning From Educational Policy and Reform. Division G - Social Context of Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 10:35 am to 12:05 pm

Chair: Marta P. Baltodano, Loyola Marymount University

Participants:
Color-Blind Racism and Multicultural Education: Implications for Policy. Michelle Jane Drummond, University of Colorado - Boulder.
Governance, Mayoral Control, and Urban School Improvement: Lessons for Newark. Alan R. Sadovnik, Rutgers University; Tara Beth Davidsson, Rutgers University.

“How Green Was My Valley?” Rebuilding Communities Through Sustainable Education. Catherine Eleanor Jones, University of Glamorgan; Norah Jones, University of Glamorgan.

74.048-7. Literacy in Multicultural Learning Contexts. Division G - Social Context of Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 10:35 am to 12:05 pm

Chair: Luzelena Perez, University of California - San Diego.

Participants:
Articulating and Contextualizing Multiple Literacies in an Urban Setting. Rick J. Voithofer, The Ohio State University.


Understanding the Role of Literacy in the Lives of Severely Mentally Ill Adults Preparing to Reenter the Community After Having Lived in a Long-Term Mental Health Care Facility. Joanne Carol Smith, University of Missouri - Columbia.

74.048-8. Middle School Education Research: Examining Unique Grade Level Experiences. Division G - Social Context of Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 10:35 am to 12:05 pm

Chair: Aram Ayadon, Central Connecticut State University

Participants:
(Counter)Narratives of Identity and Achievement: Students’ Academic and Racial/Ethnic Identities in a Middle School English Classroom. Limayr Caraballos, Teachers College, Columbia University.

Children as Everyday Documentarians: Two Fifth-Graders Testify to Their Lives and Relationships With School Across a School Year. Kathleen Dutro, Thornton Elementary; Elizabeth M. Dutro, University of Colorado.

Finding Themselves Online: Marginalized Middle School Girls and the Internet. Hadiar Dubowsky Ma’ayan, University of New Mexico.

Rewriting the Score: Changing the Social Context of a Middle School Band Classroom Through Composition. Adria R. Hoffman, University of Southern Mississippi; Bruce Allen Carter, University of Maryland - College Park.

“Schools Aren’t Supposed to Let You Down”: Deficit Discourses, Student Knowledge, and Urban School Reform. Sari K. Bilen, Syracuse University; Heidi Katherine Pitzer, Syracuse University.

74.048-9. Promoting Student (Dis)Engagement: “We’re Really Not That Bad.” Division G - Social Context of Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 10:35 am to 12:05 pm

Chair: Nicholas Daniel Hartlep, University of Wisconsin - Milwaukee

Participants:

“I’m Really Not That Bad”: Alternative School Students, Stigma, and Identity Politics. Donny Lukisha Roseboro, University of North Carolina - Wilmington; Carol McNulty, University of North Carolina - Wilmington.

Monitoring, Maneuvering, and Making Decisions: How Students and Teachers Determine Classroom (In)Attention. Noriko Milman, University of Massachusetts - Amherst.

Caring for a Pet in an American Indian Sixth-Grade Classroom Decreases Behavior Problems and Increases Prosocial Behaviors and Engagement in Learning Activities. Layna Cole, Minnesota State University - Moorhead; Dawn Peterson, Red Lake Elementary.

Views of Teachers on Students’ Classroom Behaviors in Schools Located in Migrant Communities. Hanife Akar, Middle East Technical University; Aysel Ozsoy, Middle East Technical University.

74.048-10. Reimagining Communities for Learning: Critical Literacies in Uncertain Spaces. Division G - Social Context of Education Cosponsored by SIG-Paulo Freire; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 10:35 am to 12:05 pm

Chair: Carolyn P. Panosky, Rhode Island College

Participants:
Beginning Teachers Navigating the Constraints of Teaching Literacy in a Diverse Elementary School. Katie Simon Karumadka, Georgia State University.

Curriculum Spaces: Nepantla and Conocimiento in the Bilingual Classroom. Maria-Antonieta Avila, University of Texas - Austin; Maria E. Franquiz, University of Texas - Austin.

I Do Not Fit in School: Indonesian Street Children Negotiating Schooling and Working Through Narratives. Sophie Devayani, University of Illinois - Urbana-Champaign.

“Like Oprah’s Book Club”: Creating a Community of Readers in a Homeless Shelter for Mothers With Addiction. Laurie MacGillivray, The University of Memphis; Margaret Sanceda Curwen, Chapman University; Amy L. Ardell, Chapman University.

74.048-11. School and Classroom Contexts With Diverse Learners. Division G - Social Context of Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 10:35 am to 12:05 pm

Chair: Kip Austin Hinton, University of California - Los Angeles

Participants:

Coteaching Case Study: A Classroom Teacher, Reading Specialist, and English as a Second Language Teacher Collaborate in One Classroom. Afro Ahmed Hersi, Loyola University Maryland; Allison Skerrett, University of Texas - Austin; Debby Deal, Loyola College.

When School Culture and Leadership Harmonize: The Instruction of English Language Learners in an Elementary School. Alicia G. Olivera, Our Lady of the Lake University; Jerrie S. Jackson, Our Lady of the Lake University.

74.048-12. Schooling Experiences in International Settings: Examining Teaching and Learning Opportunities. Division G - Social Context of Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 10:35 am to 12:05 pm

Chair: Maria Alfredo Moreira, University of Minho

Participants:
Europeanization Set Forward: The Case of Cypriot Intercultural Education. Christina Hagiostatou, University of Nicosia; Panayiotis A. Angelides, University of Nicosia.

Maintaining Advantage: Perceptions of Meritocracy and Inequality Among Elite University Students in Britain. Natasha Kumar Warikoo, Harvard University.
74.048-13. Situating Identity Making, Division G - Social Context of Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm
Chair: Minda M. Lopez, Texas State University - San Marcos
Participants:
“El Indio,” a Child and a People on-the-Making: Complexities of Languages (Education) Policies and “Mayan” Families. Ligia L. Lopez, University of Wisconsin - Madison
“It’s Kind of Like a Web”: Relational Ramifications of the “Failing” Label and the Impact on a Specific Native American Community and School Relationship. Erin Anacortez Nolan, Arizona State University
“Taiwanese and/or Chinese?” Identification Complexity of Taiwanese Transmigrant Youth Studying in China. Hsiang-ning Wang, Indiana University - Bloomington

Division G - Social Context of Education Cosponsored by SIG-Cultural Historical Research; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm
Chair: Jenna Min Shim, University of Wyoming
Participants:
Family and Cultural Literacies: Looking at Girls’ Lives in Rural Pakistan. Amna Latif, University of North Carolina - Greensboro
“¿Cómo se Dice?” Children’s Language Practices in a First-Grade Spanish Immersion Classroom. Angela B. Layton, University of Missouri - St. Louis; Lisa M. Dorner, University of Missouri - St. Louis
Church as a Conduit of Academic Language in a Rural Community. Sky Harmony Marietta, Harvard University

Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm
Chair: Mary M. Harris, University of North Texas
Participants:
Building a Continuum of Professional Practice: Using a Standards-Based Observational Instrument to Assess Teacher Effectiveness. Vicki L. Cohen, Fairleigh Dickinson University, Miriam Singer, Fairleigh Dickinson University
Building on the Intimate Knowledge of Teachers: Scaling up Teacher Learning in Three Intermediary Organizations. Emily J. Klein, Montclair State University; Meg A. Biondol, Expeditionary Learning Schools Outward Bound, Reva Aiffl-Walter, The Graduate Center - CUNY
Experiences of Teacher Performance Appraisal (TPA) From Both Sides of the Classroom: Teachers and Principals. Ruth G. Kane, University of Ottawa; Jennifer Jane Rottmann, University of Ottawa; Paul Anthony, Ontario Ministry of Education; Jinh Kim, Ontario Ministry of Education; Adrian Jones, University of Ottawa
The Relationship Between Teacher Efficacy and Teachers’ Response to Data-Driven Instructional Reform. Shuma Michele Shaw, Harvard Strategic Data Project; Jeff Wayman, University of Texas - Austin; Marilla D. Svinicki, University of Texas - Austin

74.049. Roundtable Session 54; Roundtable Session

74.049-1. Advance Placement and Career Pathway Programs in Secondary Schools, Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Doubletree, 16th Level, International Ballroom
10:35 am to 12:05 pm
Chair: Jimmy K. Byrd, University of North Texas
Participants:
A Decade of Advanced Placement Expansion and Its Impact on Schools. Jennifer L. Baasmith, The College Board; Mary E.M. McKillip, The College Board
Academic Proficiency and Educational Expectations: Do Advanced Placement Programs Make a Difference? Dong Wook Jeong, Seoul National University
Ensuring Student Success: Education Research to Support Career Pathways. Rosanne B. Brown, Peel District School Board; Paul Favaro, Peel District School Board, Elana Gray, Gray & Associates

Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Doubletree, 16th Level, International Ballroom
10:35 am to 12:05 pm
Chair: Laurene L. Christensen, University of Minnesota
Participants:
Estimates of Curriculum-Based Measurement (CBM) Reading Growth for Student Groups and How They Predict State Test Scores. Joseph P. Nese, University of Oregon; Elisa Jungochan, University of Oregon; Julie Alonso, University of Oregon; Gerald A. Tindal, University of Oregon
External Validity of the College-Readiness Performance Assessment System (C-PAS). Michelle Baldwin, Educational Policy Improvement Center; Mary Seburn, Educational Policy Improvement Center; David T. Conley, Educational Policy Improvement Center
Synthesizing Diffusion of Innovation and Hypothesis Framing Theories to Investigate the Implementation of Formative Assessment Practices. Mike Pickering, University of Colorado - Colorado Springs; John M. Weathers, University of Colorado - Colorado Springs
College-Readiness Rates: A Multiyear, Statewide Study of Ethnic Differences. Wally Barnes, Sam Houston State University; John R. Slate, Sam Houston State University
Using a College and Career Readiness Criterion to Establish Expectations for Annual Student Growth. Anne H. Davidson, Nevada Department of Education; Damian W. Betebenne; National Center for the Improvement of Educational Assessment, Inc.; Selcuk Ozdemir, University of Nevada - Reno

74.049-3. Assessment Usage in an Era of Educator Accountability and Teacher Effectiveness.
Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Doubletree, 16th Level, International Ballroom
10:35 am to 12:05 pm
Chair: Wayne E. Wright, University of Texas - San Antonio
Participants:
Development of a Measure of Teacher Effectiveness: Building Teacher Effectiveness Measure (TEM) 1.0. Rorie Nicole Harris, Memphis City Schools, Tennessee; Tequila Banks, Memphis City Schools, Tennessee
Primary Factors Affecting Ohio School District Performance NCLB-Mandated Achievement and Graduation Tests. Randy L. Hoover, Youngstown State University
One Size Does Not Fit All: A New School Accountability Paradigm. Shelley Jacques Jensen, University of Oregon
Toward More Comprehensive Approaches to Student Assessment: Classroom-Based Assessment as anEnhancement to Large-Scale Tests. John M. Burger, Rocky View School Division, Anna Nadirova, Alberta Education; Murray Glenn Besenrud, Rocky View School Division
The Impact of North Dakota State Accountability System on Teaching: A Consequential Validity Study. Xin Wang, McREL; Zoe A. Barley, McREL
Chair: Ildiko I. Luczko-Kere, Scottsdale Unified School District - Arizona
Participants:
Some Methodological Enhancements for Assessing School Improvement Through Accountability. Michael R. Vitale, East Carolina University; Nancy Romeo, Florida Atlantic University; Theodore Stefan Kaniuka, Fayetteville State University
The Impact of Mandated Testing Revealed in Coaching Discourse. Sally Frances Heineke, Sam Houston State University; Carol A. Donovan, The University of Alabama
How Children Differ in Writing Ability. Jeffrey K. Smith, University of Ottawa; Esther Small, University of Ottawa; Rox Allan, University of Ottawa
Using Multiple Data Sources to Make Academic Decisions in a High-Poverty Urban School District. Jennifer Coleman, Richland School District One; Debra Braithwaite, Richland School District One; Cerissa Fulmer, Richland School District One

74.049-11. The Evolution of an Innovative Assessment Paradigm: From Classroom to an National Science Foundation-Funded Randomized Controlled Trial. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Chair: Michael A. Posner, Villanova University
Participants:
Developing an Innovative Approach to Assessment From the Ground Up. Margaret H. Small, University of Illinois - Chicago; Peggy Baker, EASL Institute
Changing the Way We Grade. Jacqueline Clymer, Quakertown Community School District
Evaluating a Proficiency-Based System With Assignment Resubmission in College-Level Introductory Statistics. Michael A. Posner, Villanova University
The Plot Thickens: Asking Teachers to Change Their Instructional and Assessment Practices. Nancy R. Lawrence, 21st Century Partnership for STEM Education

74.049-12. Meaning-Making From Texts. SIG-Research in Reading and Literacy; Roundtable Session
Chair: Estanislado S. Barrera, Texas A&M University - Corpus Christi
Participants:
Reevaluation of Meaning: Changes in Interpretations of Literary Texts. Estanislado S. Barrera, Texas A&M University - Corpus Christi; Nancy J. Nelson, University of North Texas
Young Children’s Meaning-Making Through Multimodal Forms of Literacy. Soowon Lee, University of Wisconsin - Madison
Reading Time in Middle School. Catherine F. Compton-Lilly, University of Wisconsin - Madison

74.049-13. Innovative Ideas and Approaches in Structural Equation Modeling. SIG-Structural Equation Modeling; Roundtable Session
Chair: James B. Schreiber, Duquesne University
Participants:
A Piecewise Regression Model for Latent Variables. Jeffrey R. Harring, University of Maryland
Examining Factor Scores Within the Confirmatory Factor Analysis (CFA) and Exploratory Factor Analysis (EFA) Frameworks. Christine DiStefano, University of South Carolina; Diana Laminita Mindrila, University of South Carolina; Min Zhu, University of South Carolina
Effects of Nonnormality and Missing Data Treatments on Structural Equation Modeling in MCAR (Missing Completely at Random) and MAR (Missing at Random) Situations. Jian Li, The Ohio State University; Richard G. Lomax, The Ohio State University

74.049-14. Survey Development, Data Collection, and Measurement Errors in Survey Research. SIG-Survey Research in Education; Roundtable Session
Chair: Jessica D. Cunningham, Western Carolina University
Participants:
Confidentiality and Data Security in Survey Research in Counseling and Clinical Psychology. Kathy E. Green, University of Denver
In Search of the Optimal Number of Response Categories. Jihyun Lee, NIE; Insu Paek, Florida State University
Item Order Effects on Attitude Measures. Pei-Hua Chen, University of Denver; Kathy E. Green, University of Denver
North Carolina Student Learning Conditions Survey (Phase 2): Testing for Measurement Invariance Using Item Response Theory. Daniel S. Stanhope, North Carolina State University; Ruchi Patel, North Carolina State University; Jennifer Corn, North Carolina State University; LaTricia Townsend, North Carolina State University

74.049-15. Action Research: Habits of Mind and Teacher Identity. SIG-Action Research; Roundtable Session
Chair: Carrie Ann Barnes Rogers, Western Carolina University
Participants:
Exploring Understandings of Diversity Through Teacher Inquiry: A Case of Educational Poetics. Emily F. Cole, University of Buffalo - SUNY
Action Research: Extending Habits of Mind to Reinvent Teaching Landscapes. Pamela C. Jevett, University of South Carolina
Becoming Teacher Researchers: How Engaging in Practitioner Inquiry Influences the Identities and Practices of Prospective Teachers. Sharon B. Hayes, West Virginia University; Jason Jade Smith, West Virginia University

Chair: Min Liu, University of Maryland
Participants:
Interaction Effects Between Crossed Factors in Cross-Classified Random Effects Models in Cross-Sectional and Longitudinal Data. Yun Tang, University of Pittsburgh; Feifei Ye, University of Pittsburgh
Multilevel Latent Class Analysis: Parametric and Nonparametric Models. William Holmes Finch, Ball State University; Brian F. French, Washington State University
The Impact of Preliminary Model Selection on Growth Mixture Model Parameter Estimates. Hsin-Chi Joyce Wang, University of Maryland; Gregory R. Hancock, University of Maryland

74.049-17. Issues in Equating and Linking. Division D - Measurement and Research Methodology; Roundtable Session
Chair: Ye Tong, Pearson
Participants:
A Comparison of Kernel Equating to the Test Characteristic Curve Method. Rebecca L. Norman Dvorak, HumRRO; R. J. De Ayala, University of Nebraska
A Generalized Linear Equating and a Generalized Poststratification Equating, Both Based on Partial Error Anchor Scores and Their Relationship. Haitwen Henry Chen, ETS
A Simulation Study on Continuized Log-Linear Approach to Modified Frequency Estimation Equating Method Under Common-Item Non-Equivalent Groups (CINEQ). Jianlin Hou, Tianyou Wang, ACT, Inc.; Ying Chen, Wuhan University, Hubei, China
364 Tuesday Afternoon, April 12, 2011

Linking in Multidimensional Item Response Models Using the Bifactor Model. H. Jane Rogers, University of Connecticut; Haritharan Swaminathan, University of Connecticut; Rohini Sen, University of Connecticut

74.049-18. Technical Issues in Assessment Development and Utilization. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session Doubletree, 16th Level, International Ballroom 10:35 am to 12:05 pm

Chair: Canda D. Mueller, Questar Assessment, Inc.

Participants:
A Comparison of Criteria for Determining Student Response Within a Research To Intervention Framework. Crisly Coughlin, University of Oregon; Keith Zvoch, University of Oregon; Joseph J. Stevens, University of Oregon; Ching-I Chen, University of Oregon

Tuesday, 12:25 pm

Presidential Sessions

75.010. Intersectionality as an Analytical Paradigm: Theory, Research, and Pedagogy. Presidential Session; Invited Session Sheraton, Third Level, Napoleon Ballroom C3 12:25 pm to 1:55 pm

Chair: Roland Sintos Coloma, OISE/University of Toronto

Participants:
Centering Intersectionality: Listening to Indigenous Scholars. Donna L. Deyhle, University of Utah

Feminist Intersectionality and Boys Education in North America. Lance Trevor McCready, OISE/University of Toronto

Latina/Chicana Feminist Perspectives on Intersectionality in Teacher Inquiry and School Change. Sofia A. Villenas, Cornell University

Becoming a Community Science Expert. Angela Calabrese Barton, Michigan State University

Three Lenses for Intersectional Analysis and Pedagogy. Kevin K. Kumashiro, University of Illinois - Chicago

75.011. Reconceptualizing Our Instructional Methods, Assessments, and Accountability Systems to Ensure Success for English Language Learners. Presidential Session Cosponsored by Division D - Measurement and Research Methodology; Invited Session Sheraton, Third Level, Napoleon Ballroom B3 12:25 pm to 1:55 pm

Chair: Terran Leon Brown, ETS

Emily J. Shwab, The College Board

Participants:
Aida Walqui, WestEd

Richard P. Duran, University of California - Santa Barbara

Jamal Abedi, University of California - Davis

Maria Martinello, ETS

Charlene Rivera, The George Washington University

Discussant: Eugene E. Garcia, Arizona State University

75.012. Teachers’ Professional Identity. International Relations Committee; Paper Session Sheraton, Fourth Level, Oak Alley 12:25 pm to 1:55 pm

Chair: Annette M. Henry, The University of British Columbia

Participants:
Constructing Professional Identity: An International Perspective on the Impact of Early Years Leaders on Their Communities. Coleman R. Jackson, Chichester University; Liz Hryniewicz, Canterbury Christ Church University

Effective Schools in Arab Educational Systems: An Analysis of Teacher Level Variables Using Trends in International Mathematics and Science Study (TIMSS) 2007. Oliver Neuschmidt, IEA Data Processing and Research Center; Juliane Hencke, IEA Data Processing and Research Center; David Joseph Rutkowski, Indiana University; Leslie Rutkowski, Indiana University

Teacher Attitudes to Radicalization Processes Among Young Muslims. Lotte Rubbek Schou, Aarhus University

75.013. When Opportunity Knocks: Dismantling the New Orleans Public School System Post-Katrina. Social Justice Action Committee; Invited Session Sheraton, Third Level, Napoleon Ballroom C2 12:25 pm to 1:55 pm

Chair: Damashia Morgan, Families and Friends of Louisiana’s Incarcerated Children

Participants:
Raymond Sanders, Research on Reforms

Barbara W. Ferguson, The University of New Orleans

Division Sessions

75.014. Constructing Frameworks for Inquiry on the Professional Development of School Leaders. Division A - Administration Organization & Leadership; Paper Session Sheraton, Second Level, Rhythms Ballroom III 12:25 pm to 1:55 pm

Chair: Nadeem Ahmad Khan, University of Nottingham

Participants:
Analyzing Principal Professional Development Practices Through the Lens of Adult Learning Theory. Sally J. Zepeda, University of Georgia; Oksana Parylo, University of Georgia; Ed Bengtson, University of Arkansas

Leader Preparation Through the Lens of Poetics: Examining the Epistemological, Pedagogical, and Methodological Value. Patrick M. Jenlink, Stephen F. Austin State University

Learning to Coach; Coaching to Learn: A Model of Professional Development for School Leaders. Suzanne Schwarz McCotter, Montclair State University

Principals’ Understanding and Application of Professional Development Knowledge. Pat A. Schroeder, Texas A&M University; Jean Madsen, Texas A&M University


Chair: Maureen Teresa Matarese, Borough of Manhattan Community College - CUNY

Participants:

Banning Talk in Schools During Violent Conflict: How Lebanese Youth Negotiated the Restriction of Political Dialogue in Uncertain Times. Zeena Zakharia, Harvard University

Reconceptualizing “Child Protection” in Indian Policy and Practice: Youth Agency and Activism in Focus. Monisha Bajaj, Teachers College, Columbia University

Pathways and Detours to Transformative Schooling: Youth Agency at a Critical Small High School in New York City. Maria Huntzopoulos, Vassar College

Discussant: Maureen Teresa Matarese, Borough of Manhattan Community College - CUNY

75.016. Sensing, Placing, and Imagining Our Eco-Selves in an Acceptive Society: Curriculum Studies and as Ecological Inquiry. Division B - Curriculum Studies; Paper Session
75.017. New Tools, New Times, New Learning: Using Digital Environments and Assessments to Promote Sustainable Learning. Division C - Learning and Instruction; Structured Poster Session
New Orleans Marriott, Third Level, Mardi Gras Salon FGH
12:25 pm to 1:55 pm
Chair: Douglas K. Hartman, Michigan State University
Participants:
1. Assessing Learning Through Choices in Digital Environments. Dylan Andrew Arena, Stanford University; Daniel L. Schwartz, Stanford University
3. Assessment in a Networked Learning Environment: The Hot Dish Networking App. Christine M. Greenhow, University of Maryland - College Park
5. Publishing as the Province of a Participatory Culture: Evaluating Online Information. Greg McVerry, University of Connecticut; Ian O’Byrne, University of Connecticut
6. Closing the Participation Gap: Using Participatory Assessment to Support Digital Literacy. Jenna McWilliams, Indiana University; Daniel T. Hickey, Indiana University
Discussant: Daniel T. Hickey, Indiana University

75.018. Principled Design of Simulation-Based Science Assessments. Division C - Learning and Instruction Cospersoned by Division H - Research, Evaluation and Assessment in Schools; Symposium
New Orleans Marriott, Second Level, La Galerie 5
12:25 pm to 1:55 pm
Chair: Edys S. Quellmalz, WestEd
Participants:
Foundations of 21st-Century Science Assessments. Jodi Davenport, WestEd; Edys S. Quellmalz, WestEd; Barbara C. Buckley, WestEd; Mike Timms, WestEd
Designing Dynamic and Interactive Assessments for English Learners That Directly Measure Targeted Science Constructs. Rebecca Kopriva, University of Wisconsin - Madison; David R. Gabel, Center for Applied Linguistics; Cathy Cameron, Center for Applied Linguistics
Using Evidence-Centered Design to Develop Immersive Virtual Assessments. Jody E. Clarke-Midura, Harvard University; Jillianne Code, Harvard University; Michael Charles Mayrath, Harvard University; Chris J. Dede, Harvard University
Discussants: Joan L. Herman, University of California - Los Angeles; James W. Pellegrino, University of Illinois - Chicago

75.019. Rethinking STEM Content, Access, and Agency for Broad Participation: A Designer-Practitioner Dialogue. Division C - Learning and Instruction Cospersoned by SIG-Learning Sciences, SIG-Research in Mathematics Education; Symposium
New Orleans Marriott, Third Level, Mardi Gras Salon A
12:25 pm to 1:55 pm
Chairs: Sneha Veeragoudar Harrell, TERC; Michelle Hoda Wilkerson-Jerde, Northwestern University
Participants:
Building on Teachers’ Epistemological Resources as They Reason About Learning Mathematics and About Issues of Equity and Justice in Schools. Thomas M. Philip, University of California - Los Angeles
Computational Agency Development: Interweaving Knowledge Construction and Science, Technology, Engineering, and Mathematics (STEM) Identity Formation as a Necessary Aspect of STEM and Social Change. Sneha Veeragoudar Harrell, TERC
Designing for Multiple Access Points to Powerful Mathematics and Science. Michelle Hoda Wilkerson-Jerde, Northwestern University; Uri J. Wilensky, Northwestern University
Challenging Science, Technology, Engineering, and Mathematics Policy Rhetoric. Andrew M. Brantlinger, University of Maryland
Discussant: Carol D. Lee, Northwestern University

75.020. Qualitative Methods and Democratic Practice in Education. Division D - Measurement and Research Methodology Cospersoned by SIG-Qualitative Research; Symposium
Doubletree, Second Level, Madewood A
12:25 pm to 1:55 pm
Chair: Sari K. Biklen, Syracuse University
Participants:
The Contribution of Qualitative Methods to Democratic Practice. Sari K. Biklen, Syracuse University
What Kind of Science for What Kind of Politics? Patti A. Luther, The Ohio State University
Youth Research, Democracy, and Educational Transformation. Ernest D. Morrell, University of California - Los Angeles
What Is Involved in “Giving an Account of Oneself”? Team Research, Visual Methods, and “Democratic” Agendas With Young People. Lyn Yates, University of Melbourne
Methodology and Relevance: Governing Education Research in Neoliberal Times. Kari Dehl, OISE/University of Toronto
Discussant: Corri Annette Banks, Hobart and William Smith Colleges

75.021. Here I Am Again: Adolescent Resiliency Examined Through Multiple Lenses. Division E - Counseling and Human Development; Paper Session
Astor Crowne Plaza, Second Level, Astor Ballroom III
12:25 pm to 1:55 pm
Chair: Frank C. Worrell, University of California - Berkeley
Participants:
Analyzing the Discourse of Dropouts and Resilient Students. Anne P. Lessard, Sherbrooke University; Lynn Butler-Kisber, McGill University; Diane Marcotte, University of Quebec, Montreal; Laurier Fortin, University of Sherbrooke
Model Development for Measurement of Resilience in Adolescents. Rachel Kirkpatrick, University of Missouri - Kansas City; Jacob M. Marszalek, University of Missouri - Kansas City
Reducing Aggression and Increasing Resilience After Peer Conflicts During Adolescence: Results From Laboratory and Field Experiments. David Scott Yeager, Stanford University
Discussant: David J. Atencio, University of New Mexico

75.023. Research for Social Justice: Youth, School, and Community Collaboration. Division G - Social Context of Education; Symposium New Orleans Marriott, Second Level, La Galerie 3 12:25 pm to 1:55 pm Chair: Patrick Camangian, University of San Francisco Participants: Community as a Cultural Asset: Engaging Youth, Schools, and Community Members in Discussions of Cultural and Academic Identities. Noah Borrello, University of San Francisco; Christine Jean Yeh, University of San Francisco; Patty Tso, Samosan Community Development Center Power and Authority in Collaborative Classroom-Based Social Action Research. Celia J. Oyler, Teachers College, Columbia University Sequential Transformative Mixed-Methods Research for Social Justice. Christine Jean Yeh, University of San Francisco; Noah Borrello, University of San Francisco; Winnie Ma, William Patterson University; Munny Shea, California State University - Los Angeles; Jixiang Lin, JPMorgan Chase Creating a New Mind: Identity Development in Youth Through Collective Study and Social Action. Shalabam Kotrulu-Aed, University of San Francisco Discussant: David O. Stovall, University of Illinois - Chicago

75.024. Revisiting and Critiquing Deficit Thinking: Implications for Equitable Democratic Schooling for All Students and the Common Good. Division G - Social Context of Education; Symposium New Orleans Marriott, Second Level, La Galerie 6 12:25 pm to 1:55 pm Chair: Richard R. Valencia, University of Texas Participants: Unpacking the Construct of Deficit Thinking. Richard R. Valencia, University of Texas Ruby Payne’s Deficit Thinking and the Pathologization of the Poor: A Research-Based Critique. Randy Boron, University of Texas - Austin Deconstructing Deficit Thinking Among Preservice Teachers: An Intervention Program. Sherry A. Marx, Utah State University Discussant: Jim Scheurich, Texas A&M University


75.026. Exploring Strategies to Improve Mathematics Achievement Trajectories Using Growth Modeling. Division H - Research, Evaluation and Assessment in Schools; Paper Session Doubletree, Second Level, Maidwood B 12:25 pm to 1:55 pm Chair: Antionette D. Strater, University of Iowa Participants: Collaborative Teacher Inquiry: Working Together to Improve Grade 9 Mathematics Achievement. Douglas E. McDougall, University of Toronto; Limin Jao, OISE/University of Toronto Exploring Algebra II Students’ Problem-Solving Strategies. Jennifer Beimers, Pearson; Kelly S. Burling, Pearson Educational Measurement; Mary Vayez, Pearson Multiple Outcome Analysis of Spatial Temporal Mathmatics in a Randomized Field Trial. Temora Rutherford, University of California - Irvine; Melissa Kibrick, University of California - Irvine; Lindsey E. Richland, University of California - Irvine; Margaret Burchinal, University of California - Irvine; Anne-Marie M. Conley, University of California - Irvine; Stephanie H. Schneider, Orange County Department of Education; Laurens Duran, Orange County Department of Education; Natalie A. Tran, California State University - Fullerton; Keara Osborne, University of California - Irvine; David Shin Lee, University of California - Irvine; Jennifer Joan Long, University of California - Irvine; Andrew Coulson, MND; Fran Antoneo, MND; Abby Daniels, MND; Michael E. Martinez, University of California - Irvine Using Hierarchical Linear Modeling (HLM) to Model Math Growth Trajectory: An Application to the Early Childhood Longitudinal Study (ECLS) K-5 Data. Yi Lu, University of Wisconsin Discussant: Stacey S. Morola, ICF International

75.027. Teaching to Learn, Learning to Teach. Division I - Education in the Professions; Paper Session Sheraton, Fourth Level, Oakley 12:25 pm to 1:55 pm Chair: Maria Alejandra Blanco, Tufts University Participants: Evaluating Outcomes of Professional Development Programs: A Review of Self-Report Methods. Danette W. McKinley, Foundation for Advancement of International Medical Education and Research A Novel Program for First-Year Medical Students to Prepare for Clinical Training by Shadowing Residents. Simon Turner, University of Alberta; Cheryl-Anne Nadine Poth, University of Alberta; Jonathan White, University of Alberta Literature Review of Residents as Teachers From an Adult Learning Perspective. Rebecca D. Blanchard, Baystate Medical Center and Tufts University; Kevin T. Hinche, Baystate Medical Center and Tufts University; Elisabeth E. Bennett, Baystate Medical Center and Tufts University The Experiences of Nursing Faculty Transitioning From Live to Online Teaching. Denise Passmore, University of South Florida Discussant: Steven J. Durning, Uniformed Services University of the Health Sciences

75.028. Exploring the Role of Race in Postsecondary Education Research. Division J - Postsecondary Education; Paper Session JW Marriott, Third Level, Conde 12:25 pm to 1:55 pm Chair: Ronald D. Flowers, Eastern Michigan University Participants: Inverting the Lens: An Exploration of White Student Experiences at Public Historically Black Colleges and Universities (HBCUs). Noah Daniel Drezner, University of Maryland - College Park; Steve D. Mobley, University of Maryland; Rebecca C. Villarreal, University of Maryland The Use of Race in Higher Education Research. Marc P. Johnston, University of...
75.029. Facilitating Academic Engagement and Learning in Higher Education: Evidence From Four Large-Scale Endeavors. Division J - Postsecondary Education; Symposium JW Marriott, Third Level, Ile de France I 12:25 pm to 1:55 pm

Chair: Josipa Roksas, University of Virginia

Participants:
The Wabash National Study: The Impact of Teaching Practices and Institutional Conditions on Student Growth. Charles Blaich, Wabash College; Kathleen Wise, Wabash College
Unequal Learning on College Campuses. Richard B. Arum, New York University; Josipa Roksas, University of Virginia
The Social Sciences and Humanities in the Undergraduate Curriculum: Civilization Education and Its Discontents. Steven G. Brunt, University of California - Riverside; Allison M. Cantwell, University of California - Riverside; Preeta Saxena, University of California - Riverside

Discussant: Mitchell Stevens, Stanford University

75.030. Psychological Literacy and Global Citizenship: Why Should Psychology Educators Care? Division J - Postsecondary Education; Symposium JW Marriott, Third Level, Maurepas 12:25 pm to 1:55 pm

Chair: Jacqueline Cranney, University of New South Wales

Participants:
Psychological Literacy and the Psychology Curriculum: New Global Directions. Dana Dunn, Moravian University
Psychological Literacy and Adaptive Cognition. Jacqueline Cranney, University of New South Wales; Sue Morris, University of New South Wales
Psychological Literacy and Applied Psychology in Undergraduate Education. Josephine Mary Milne-Home, University of Western Sydney
Educational Psychology and Psychological Literacy in Higher Education: Developmental and Cultural Aspects of Racial Diversity. Marsha M. Ing, University of California - Riverside; Nida Denson, University of Western Sydney
Perspectives From the Social Psychology of Intergroup Harmony. Fiona A. White, The University of Sydney

75.031. The Economic Returns of Higher Education. Division J - Postsecondary Education; Paper Session JW Marriott, Third Level, Frontenac 12:25 pm to 1:55 pm

Chair: Mariam Orkhodashvili, Vanderbilt University

Participants:
Labor Market Attainment and College Aid: Evidence From Recent Chinese College Students. Po Yang, Peking University
Quantifying the Public Good of Higher Education: Calculating Public Returns to Higher Education With State Longitudinal Data Systems (SLDS) Data. Tom Schenk, Iowa Department of Education
State Economic Performance, Degree Production, and Higher Education Appropriations. Marvin A. Titus, University of Maryland
The Changes in Private Return to Higher Education in Taiwan: Evidence From the Manpower Utilization Quasi-Longitudinal Survey (MUQLS) 1999-2007. Young Yuan, Ling Tung University; Chien-Ern Huang, Ling Tung University

Discussant: William R. Doyle, Vanderbilt University

75.032. A Cognitive Strategies Approach to Reading and Writing Instruction for Mainstreamed Secondary English Language Learners. Division K - Teaching and Teacher Education; Symposium New Orleans Marriott, Second Level, Preservation Hall Studio 3 12:25 pm to 1:55 pm

Chair: Carol B. Olson, University of California - Irvine

Participants:
A Cognitive Strategies Approach to Reading and Writing Instruction for Mainstreamed Secondary English Language Learners. Carol B. Olson, University of California - Irvine
Academic Language Instruction for Mainstreamed Secondary School English Language Learners. Robin Scarrella, University of California - Irvine; Tina Matuchniak, University of California - Irvine
Cognitive Strategy Use: A Longitudinal Study. Tina Matuchniak, University of California - Irvine; Monica Yoo, University of California - Berkeley
Observing Teachers for Fidelity and Quality of Instruction: Challenges and Opportunities. Matthew Pearson, DePaul University

Discussant: P. David Pearson, University of California - Berkeley

75.033. Building a Relational Learning Community in Professional Development. Division K - Teaching and Teacher Education; Symposium New Orleans Marriott, Second Level, Preservation Hall Studio 8 12:25 pm to 1:55 pm

Chair: Miriam B. Raider-Roth, University of Cincinnati

Participants:
Destabilized Relationships: A Catalyst for Growth and Learning. Vicki Sticha, Northern Kentucky University
Sanya and Matt: Two Stories of Encounters With “Challenging” Text Study Practices. Carrie Anne Turpin, University of Cincinnati
Triggering Cultural Life Stories: The Intersection of Culture, Identity, and Text. Mark Kohan, University of Cincinnati
A Relational Learning Community in Action: Reintegration and Transformation. Miriam B. Raider-Roth, University of Cincinnati

Discussant: Sharon Feiman-Nemser, Brandeis University

75.034. Reflective and Other Forms of Mentoring Support for New Teachers. Division K - Teaching and Teacher Education; Paper Session New Orleans Marriott, Second Level, La Galerie 1 12:25 pm to 1:55 pm

Chair: Sheri Ann Dorn-Giarmoleo, Claremont Graduate University

Participants:
K-16 Professional Learning Communities: Further Evidence of the Impact on Teaching Practice and Student Learning. Judith A. Monsaas, University of Georgia; Janet Nyakerera Mogusu, Jackson State University; Beryl Ann Bray, University of Georgia
New York City Teaching Fellows: Navigating Gaps Between Vision and Practice in Special Education. Eliza S. Engelberg, Teachers College
Reflecting Processes: An Approach to Research and Discovering Learning Outcomes in a Peer-Mentoring Project. Kristen Chorba, Kent State University; Anne B. Morrison, Kent State University
Subjectivities at Stake in Professional Development: Teacher and Researcher Performative Repetitions in Interviews. Sophia Srwijanides, Westfield State University
The Interaction Between Group Processes and Personal Professional Trajectories in a Professional Development Community for Teacher Educators. Limor Hadar, University of Haifa; David Brody; Efraf Teachers’ College

Discussant: Rosalyn L. Lehman, University of Wisconsin - Milwaukee

75.035. Taking a Closer Look at the Performance Assessment of Preservice Teachers. Division K - Teaching and Teacher Education; Paper Session New Orleans Marriott, Second Level, Preservation Hall Studio 4 12:25 pm to 1:55 pm

Chair: Eta R. Hollins, University of Missouri - Kansas City

Participants:
Assessing Preservice Teachers Before Certification: Perspectives on the Performance Assessment for California Teachers (PACT). Patrick Newell, University of California - Davis; Irina S. Okhrentchouk, University of California - Davis; Rebecca Rosa, University of California - Davis; Pauline V. Holmes, University of California - Davis
Use of Standards in Assessment of Teacher Candidates: Purposes Fulfilled and Untapped Potentials. Ruchi Bhatnagar, Georgia State University

Discussant: Jamy Stillman, University of Southern California
75.036. What Do You Mean “Teaching for Social Justice”? Different Conceptions in Social Justice Teacher Education. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, La Galerie 2
12:25 pm to 1:55 pm
Chair: Kenneth Zeichner, University of Washington
Participants:
Enacting Compassionate, Critical, Justice-Oriented Teacher Education. Hilary Gehlbach Conklin, DePaul University
Playing Well With Others: Redistributing Knowledge, Roles, and Relationships in a Social Justice Teacher Education. Mary Klehn, Madison Metro School District/University of Wisconsin
“Mathematics as Unneutral”: Teaching as a Political Act. Courtney Koester, The University of Arizona
Podcasting for Social Justice? Connie North, University of Maryland - College Park
Seeing With New Eyes: The Power of Equity Audits in Teachers’ Commitment to Social Justice. Katy Swalwell, University of Wisconsin - Madison
Discussant: Kenneth Zeichner, University of Washington

75.037. Transforming Education Under Mayoral Control: The Case of New York City. Division L - Educational Policy and Politics; Symposium
Sheraton, Fourth Level, Edgewood
12:25 pm to 1:55 pm
Chair: Jennifer A. O’Day, American Institutes for Research
Participants:
Leadership and Governance in New York City School Reform. Paul Hill, University of Washington
Parent and Community Engagement and the Sustainability Challenge. Eva Gold, Research for Action; Jeffrey R. Heig, Teachers College, Columbia University; Marion Orr, Brown University; Megan Slader, Teachers College, Columbia University; Elaine Simon, University of Pennsylvania
Managing for Results at the New York City Department of Education. Stacey Childress, Harvard University; Monica Higgins, Harvard University; Ann Ishimura, Harvard University; Sola Takahashi, Harvard University
Discussant: Charles M Payne, University of Chicago

75.038. Using Value-Added to Improve Teaching and Learning: Promises and Pitfalls. Division L - Educational Policy and Politics; Symposium
Sheraton, Second Level, Rhythms Ballroom I
12:25 pm to 1:55 pm
Chair: Douglas N. Harris, University of Wisconsin - Madison
Participants:
Value-Added Measures of Educator Performance: Clearing Away the Smoke and Mirrors. Douglas N. Harris, University of Wisconsin - Madison
Using Value-Added in Charlotte-Mecklenburg. Andrew D. Baxter, University of North Carolina - Charlotte
Using Value-Added in Fort Worth. Shana Michele Shaw, Harvard Strategic Data Project
Using Value-Added in Milwaukee. Deborah L. Lindsey, Milwaukee Public Schools, Wisconsin
Discussant: Susan M. Johnson, Harvard University

SIG Sessions

75.039. Shifts in Participation and Identities of Latino Students in Computer-Mediated Environments. SIG-Bilingual Education Research; Symposium
Sheraton, Third Level, Napoleon Ballroom B2
12:25 pm to 1:55 pm
Chair: Carmen L. Medina, Indiana University - Bloomington
Participants:
75.047. Factors That Influence English as a Second Language Learners' Reading Development. SIG-Research in Reading and Literacy; Paper Session
Doubletree, Second Level, Shadows 12:25 pm to 1:55 pm
Chair: Jill Fitzgerald, University of North Carolina - Chapel Hill
Participants:
Is Oral-English Ability Related to Young Latinos' English-Reading Trajectory? Sandra Garcia, University of North Carolina - Chapel Hill; Steven J. Amendan, North Carolina State University; E. Jackie Relyea-Kim, University of North Carolina - Chapel Hill; Jill Fitzgerald, University of North Carolina - Chapel Hill
Influences of Language-Enriched Phonological Awareness Instruction on Phonological Awareness, Oral Language Proficiency, and Word Reading of Chinese English-as-a-Second-Language Kindergarteners. Susanna Siu Sze Yeung, The Hong Kong Institute of Education; Carol K. Chan, University of Hong Kong
Immigration, Globalization, and Second Language Literacy Development. Mary Esther Huerta, Texas State University - San Marcos; Bertha Perez

75.048. Classroom Climate, Student Connections, and Outcomes. SIG-School Community, Climate, and Culture; Paper Session
Sheraton, Fourth Level, Gallier 12:25 pm to 1:55 pm
Chair: Amy E. Swain, University of North Carolina - Chapel Hill
Participants:
The Relationship Between School Climate and Key Educational Outcomes for Urban Middle School Students. Adam Voight, Vanderbilt University; Carol Nixon, Edvantia, Inc.; Maury Nation, Vanderbilt University

75.049. Effective Science Teaching for English Language Learners. SIG-Science Teaching and Learning; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 1 12:25 pm to 1:55 pm
Chair: Jerome M. Shaw, University of California - Santa Cruz
Participants:
Conceptual Framework for Effective Science Teaching for English Language Learners (ESTELL). Trish Stokkend, University of California - Santa Cruz; Establishing a Science Methods Course With a Focus on English Language Learners in Three Different Universities. Alberto J. Rodriguez, San Diego State University; Measuring Novice Teacher Knowledge, Beliefs, and Practices in Effective Science Teaching for English Learners. Jorge L. Solis, University of California - Santa Cruz; Preservice Teacher Dispositions and Practices About Effective Science Instruction for English Learners. Marco A. Bravo, Santa Clara University; Eduardo Mosquera, University of California - Santa Cruz

Participants:
Derick M. Zbiek, The Pennsylvania State University
Using a Professional Development Environment to Examine Teacher Learning of the Equipartitioning Learning Trajectory. Paola Stajn, North Carolina State University; Jane Confrey, North Carolina State University; Holt Wilson, North Carolina State University; Cyndi Edgington, North Carolina State University
Discussant: Patrick W. Thompson, Arizona State University

12:25 pm to 1:55 pm
Chair: Aida Hurtado, University of California - Santa Cruz
Participants:
The Economic, Educational, and Health Status of Latino Males. Edward Fergus, New York University
Anchoring the Measurement of Machismo and Latino Male Identity in Contemporary Definition and Theory. Maria Felix-Ortiz, University of the Incarnate Word
Creating Spaces for Holistic Resistance: Walking Social Justice With Chicano Youth. Marcos Pizarro, San José State University
Undocumented Latino Youth Strategizing for Access to Higher Education. Christina Gomez, Northeastern Illinois University
Discussant: Pedro A. Noguera, New York University

Participants:
75.044. Education and Economic Development. SIG-International Studies; Paper Session
Sheraton, Third Level, Napoleon Ballroom D 12:25 pm to 1:55 pm
Chair: Stephen P. Heyneman, Vanderbilt University
Sharon Anne O'Connor-Petruso, Brooklyn College - CUNY
Participants:
An Investment in Education in Vietnam: A Study of Return and Education Choice. Huong Zhao, Kobe University
Educational Policies for Raising National Economic Competitiveness: Perceptions, Measurements, and Practice. Pasi Sahlberg, CIMO; Jens Johansen, ETF
Quality of Education, Comparability, and Assessment Choice in Developing Countries. Daniel A. Wagner, University of Pennsylvania
Is Indonesia’s Rate of Return to Education Changing? Victor James Sensenig, The Pennsylvania State University

75.045. Advancing the Educational Achievement of Black Males. SIG-Research Focus on Black Education; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 2 12:25 pm to 1:55 pm
Chair: Scott L. Graves, Bowling Green State University
Participants:
Engaging African American Males for Educational Success. Robin L. Hughes, Indiana University - Indianapolis; Mark Giles, Miami University; Demetrees Lee Hutchins, Indiana University; Timothy Louise Baker, Indiana University; Khuda Mortadha, Indiana University/Purdue University at Indianapolis
New Visions of Collective Achievement: African American Males' Cross-Generational Schooling Experiences. Darrell C. Hughes, Keene State College
The African American Male Advancement Via Individual Determination Initiative: A Study of Implementation and Impact on Student Aspirations and Performance. Karen M. Watson, University of Texas - Pan American; Jeffery J. Huerta, University of Texas - Pan American; Patricia Reyes, University of Texas - Pan American; Cynthia Sanchez, University of Texas - Pan American; Ayssa Allahf, University of Texas - Pan American

75.046. Extending, Expanding, and Applying the Construct of Mathematical Knowledge for Teaching. SIG-Research in Mathematics Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 9 12:25 pm to 1:55 pm
Chair: Joanne Lobato, San Diego State University
Participants:
Middle School Teachers’ Knowledge of Proportional Reasoning for Teaching. Joanne Lobato, San Diego State University; Erik D. Jacobson, University of Georgia; Bridget Druken, San Diego State University; Chandra H. Orell, University of Massachusetts - Dartmouth
Tracing Professional Development to Practice: Understanding the Role of Mathematical Knowledge for Teaching (MKT) in One Teacher’s Instructional Decisions. Chandra H. Orell, University of Massachusetts - Dartmouth; Julie Kittleson, University of Georgia

Participants:
75.050, Quality Education as a Constitutional Right: Creating a Grassroots Movement to Transform Public Schools. SIG-Urban Learning, Teaching, and Research; Symposium Sheraton, Second Level, Rhythms Ballroom II 12:25 pm to 1:55 pm

Chairs:  
Joan T. Wynne, Florida International University  
Maria K. Lovett, Florida International University

Participants:
Symposium Panelist Summary: Quality Education Designed for Underserved Students. Joan T. Wynne, Florida International University  
Symposium Panelist Summary: Constitutional Property Versus Constitutional People. Robert Moses, Florida International University  
Symposium Panelist Summary: Culturally Responsive Pedagogies, Lessons From Teachers. Lisa Denise Delpit, Florida International University  
Symposium Panelist Summary: Teachers Who Create Educational Excellence in the Classroom. Theresa Perry, Simmons College

75.051. Roundtable Session 55; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 12:25 pm to 1:55 pm

Chair:  
RoSusan D. Bartee, The University of Mississippi

Participants:
Bridging the Gap Between Theory and Practice: An Intra-Educational Analysis of Capital and Its Diverse Forms for Educational Opportunity and Attainment. Susan S. McClelland, The University of Mississippi  
Mathematics Matters: Policies and Practices That Impede Access to and Outcome in the K-12 Pipeline. Lecretia A. Buckly, Jackson State University  
Capital Gains and Losses: The Roles of Political, Social, and Cultural Capital in School Reform and School Access. Sheenka M. Williams, University of Georgia; Robert W. Gaines, University of Georgia  

75.051-1. Internal and External Dynamics of Capital for K-12 Leaders and Stakeholders. Division A - Administration Organization & Leadership; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 12:25 pm to 1:55 pm

Chair:  
Liz Barber, North Carolina A&T State University

Participants:
Cognitive Load, Experiential Learning, and Principal’s Work: Leadership and Cognition in the United States and Taiwan. Yi-Hwa Liu, University of Wisconsin - Madison; Kent D. Peterson, University of Wisconsin - Madison  
Using Cross-Cohort Analysis to Inform Program and Assessment Design in Educational Leadership. Frederick Chaim Buskey, Western Carolina University; Meagan Karvonen, Western Carolina University; Eric M. Pitts, Western Carolina University  

75.051-2. Leadership Re-Framed: Inquiry Into Cognition, Disposition, and Comportive Policy Contexts. Division A - Administration Organization & Leadership; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 12:25 pm to 1:55 pm

Chair:  
Ellen W. Eckman, Marquette University

Participants:
A Leadership Learning Community: A Tri-Level Professional Development Approach to Creating a Community of Practice. Mitzi P. Trahan, University of Louisiana - Lafayette; Dianne F. Olivier, University of Louisiana - Lafayette  
Evaluating Instruments for Assessing the Performance of School Leadership Candidates. Ronald H. Heck, University of Hawai'i - Manoa  
The Competence Profile School Management: Development and Evaluation (Psychometric Analysis and Social Validity) of an Online Self-Assessment Inventory for School Leaders. Stephan Gerhard Huber, Institute for the Management & Economics of Education; Marius Schweander, University of Teacher Education Central Switzerland; Lea Kreienbühl, University of Teacher Education Central Switzerland; Esther Kauffman, University of Teacher Education Central Switzerland

75.051-4. Student Achievement, Characteristics, Participation, and Persistence. Division A - Administration Organization & Leadership; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 12:25 pm to 1:55 pm

Chair:  
Rena Ella Reynolds, University of California - Riverside

Participants:
Changed Learning Through Changed Space: When Can a Participatory Approach Challenge Preconceptions and Alter Practice? Pamela Woolner, Newcastle University; Sheila Irene McCarter, Suffolk County Council; Elaine Hall, Newcastle University; Kate Wall, Newcastle University; Steven Edward Higgins, Durham University  
Hispanic Student Achievement and Elementary School Size: A Multyear Statewide Analysis. Pamela Zoda, Conroe Independent School District; John R. Slate, Sam Houston State University; Julie P. Combs, Sam Houston State University  
Impact of Participation in Dual Enrollment on Persistence and Academic Achievement at a Community College. Florinda Correa, Victoria College; Kamlar Kouzakanani, Texas A&M University - Corpus Christi  
The Differential Likelihood and Impact of Arrest by School Characteristics. Christopher C. Weiss, Columbia University; Elizabeth Christine Baker-Smith, Columbia University

75.051-5. The Impact of Multiple Stakeholders on Student and School Improvement. Division A - Administration Organization & Leadership; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 12:25 pm to 1:55 pm

Chair:  
Adriana Villavicencio, New York University

Participants:
Caring in Action: Meeting Individual Student Needs via a Teacher-Led Charitable Foundation. Joanne M. Marshall, Iowa State University  
Examining Academic and Social Outcomes of a Community-Based Intervention for Homeless and Highly Mobile Families. Peter Michael Miller, University of Wisconsin - Madison; Kerri Tobin, Vanderbilt University  
School and Business Collaboration for Educational Change: Moral Leadership and the Role of the Superintendent. Jeffrey V. Bennett, The University of Arizona; Tiffany McKee, The University of Arizona  
The Principal’s Role in Facilitating Inclusive School Environments. Mike Parr, Napingus University  
The Uncritical Embracement of Parental Involvement as a School Improvement Strategy: Lessons From Latino-Impacted Schools in a Midwestern State. Daisy Denise Alfaro, University of Washington; Gerardo R. Lopez, Indiana University

75.051-6. The Role of Teacher Leaders in Curriculum and Outcomes. Division A - Administration Organization & Leadership; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 12:25 pm to 1:55 pm

Chair:  
Paula M. Short, Tennessee Board of Regents

Participants:
Preparing Effective Mentors in a Standards-Based School Leadership Development Program. Stewart Ives Carrier, National-Louis University; Carol A. Burg, National-Louis University  
Teacher Instructional Leadership in Context, a Comparative Case Study. Joanna Michelson, University of Washington
Teachers Learn to Lead in the Classroom: An Action Research Model. Leena S. Furtado, California State University - Dominguez Hills
The Relationship Between Initial Teacher-Leadership Self-Efficacy and Leadership Roles for Second-Stage Math Teachers. Sorine Mbaye Gningue, Lehman College - CUNY; Roger Peach, Lehman College - CUNY; Jay Gottlieb, New York University
The Tenets of Practice in the Development of Curriculum Leaders. Louise A. Allen, South Carolina State University; Audrey M. Dentith, University of Texas - San Antonio; Fredrika Harper, Oak Creek-Franklin Joint School

75.051-7. Women Superintendents: Builders, Menders, and Sustainers. Division A - Administration Organization & Leadership; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 12:25 pm to 1:55 pm
Chair: Charol Shakeshaft, Virginia Commonwealth University
Participants:
Spiritual Leadership of African American Women Superintendents. Shannon Smith, Sussex School Division
Consortium: A Solution to the Job Demands of the Superintendent. Juanita M. Simmons, University of Missouri - Columbia
Leadership for Learning: Women Superintendents Make Decisions. Charol Shakeshaft, Virginia Commonwealth University; Margaret Grogan, Claremont Graduate University

75.051-8. Special Education Observation and Evaluation Studies. SIG-Special Education Research; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 12:25 pm to 1:55 pm
Chair: Jennifer F. Samson, Hunter College- CUNY
Participants:
Impact of Professional Development on Preschool Teachers’ Use of Embedded-Instruction Practices. Patricia A. Snyder, University of Florida; Mary Louise Hemmeter, Vanderbilt University; Susan Sandall, University of Washington; Mary E. McLean, University of Wisconsin - Milwaukee
Writing Persuasively With Counter Reasons: Success With Students With Emotional Disabilities. Margo A. Mastropieri, George Mason University; Thomas E. Scruggs, George Mason University; Nancy Ireby, George Mason University; Dani Bronaug, George Mason University; Mary Guercet, George Mason University; Catherine Thompson, George Mason University
Implementation of Assistive Technology in Classrooms by Students With Learning Disabilities. Margaret E. Baech, University of Kentucky
International Distance Learning in Special Education: A Program Evaluation of a U.S.-Ecuador Collaboration. Rebeckah McPherson

Chair: Rachel Endo, Hamline University
Participants:
“I Don’t Want to Be an Accountant, but Do I Have a Choice?” Asian Americans, Occupational Segregation, and Career Development. O’Ilan A. Poon, University of Massachusetts - Boston
English Learners’ Willingness to Communicate Within Authentic Contexts. Chuang Wang, University of North Carolina - Charlotte; Law Quach Kokano, University of North Carolina - Charlotte
Reaching a Compromise: How Pinay College Students Make Meaning of Parental Expectations. Chiara Chastina Gregovia Paz, University of California - Los Angeles

75.051-10. Contexts for Studying the Production of Digital Narratives. SIG-Media, Culture, and Curriculum; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 12:25 pm to 1:55 pm
Participants:
Methodological Issues in Field-Based Digital Ethnography: The Case of an After-School Media Program. Dino Sossi, Teachers College, Columbia University
Students’ Digital Stories: The Role of the Teacher, Master Narratives, and Representation. Julie Thompson Keune, University of North Carolina - Chapel Hill
What’s in a Place? Rural Media Literacy in Appalachia. Daminica Gibbons, University of Wisconsin - Madison

75.051-11. SIG Instructional Technology: Technology Applications to Health. SIG-Instructional Technology; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 12:25 pm to 1:55 pm
Chair: Ken Huang, University of Oklahoma
Participants:
Dissecting Alteryx: Face-to-Face Ethical Relations in the Digital Realm. Jan Devenney, York University
Responsive Evaluation as a Guide to Implementation: Case Study of the Design of an E-Health Learning System. Scott P. Schaefer, Purdue University; Hannah Kim, Purdue University; Barry Collins, Purdue University
The Integration of Simulation Into a New Graduate Nurse Residency Program: Outcomes and Implications. Amy Nichols, Lucile Packard Children's Hospital; Sean Francis Early, Versant LLC; Julie Kennedy, Lucile Packard Children's Hospital

75.051-12. Adolescent Issues of Disconnect: Perceptions, Dialogue, Social Change, and Leadership. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 12:25 pm to 1:55 pm
Chair: Julius Davis, Bowie State University
Participants:
Compliment or Harassment? Male Students’ Perceptions of Sexual Harassment in High School. Regina E. Rahimi, Armstrong Atlantic State University; Delores L. Liston, Georgia Southern University
Getting Slammed: White Depictions of Interracial Dialogues as Arenas of Violence. Robin J. Diangelo, Westfield State College
Two Perspectives on Leadership: The Adolescent, the Adult, and the Resulting Disconnect. Margaret M. Ferrara, University of Nevada - Reno; Brittany Russell, University of Nevada - Reno

75.051-13. Preparing Educators to Work Effectively With Indigenous Students, Schools, and Communities. SIG-Indigenous Peoples of the Americas Co-sponsored by Division B - Curriculum Studies; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 12:25 pm to 1:55 pm
Chair: Sandra J. Wolf, Lakehead University
Participants:
Challenging the Hollywood Indian: Détournement as Pedagogy. Lee M. Adcock, University of North Carolina - Chapel Hill
Preparing Nishnawbe Aski Teachers to Teach Through Language and Culture: Teacher Educators’ Experiences Working in a Community-Based Native Teacher Education Program. Julian D. Kitchen, Brock University; John H. Hodson, Brock University
Striving and Surviving: The Phenomenology of the First-Year Teaching Experience. Michael D. Smith, SUNY - College at New Paltz

75.052. Roundtable Session 56; Roundtable Session Sheraton, Fifth Level, Grand Ballroom A 12:25 pm to 1:55 pm
Chair: Sarah A. Robert, University at Buffalo - SUNY
Participants:
Shadowflection: An Emergent Methodology. Jeremy Ortloff, Indiana University Answers in Research as Transitions and Openings. Merka E. Koro-Ljungberg, University of Florida; Timothy Michael Barko, University of Florida
75.052-2. Strengthening the Pipeline of Highly Qualified Teachers of Black Students. SIG-Research Focus on Black Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm
Chair: Mary E. Dilworth, National Board for Professional Teaching Standards
Participants:
“I Want to Do the Right Thing but What Is It?” White Teachers’ Experiences With African American Students. Malik S. Henfield, University of Iowa

75.052-3. A Roundtable Discussion: Insight Into Beginning Reading Instruction. Division C - Learning and Instruction; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm
Chair: Kristina N. LaVenia, Florida State University
Participants:
Are Your Kids Good Readers? Since When? Importance of Early Mastery of Basic Reading Skills. Erin Chaparro, University of Oregon; Kelli Cummings, University of Oregon; Yonghan Park, University of Oregon; Jorge Preciado, Seattle Pacific University
Can Word-Families Flashcards Facilitate Acquisition of Word Recognition Skills in Kindergarteners? Cheryl C. Durwin, Southern Connecticut State University; Dina L. Moore, Southern Connecticut State University
Helping Students Succeed: A Tutoring Program to Help Struggling Students Improve Reading Comprehension and Motivation. Amy W. Thornburg, Queen’s University; Charlotte; Suzanne E. Horn, Queen’s University of Charlotte
More Than Good Intentioned Help: Impacts of Volunteer Tutoring on Struggling Elementary Readers. Eunjoo Jung, Syracuse University; Victoria J. Molfese, University of Louisville; Ann E. Larson, University of Louisville

75.052-4. Building Reading: Insights From a Round Table Discussion. Division C - Learning and Instruction; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm
Chair: Phyllis Underwood, Florida State University
Participants:
Moving Picture Books: Moving Children’s Incidental Learning Through E-Books. Anne McGill-Franzen, University of Tennessee; Maria Caball, Texas Women’s University
Qualitative Findings From an Upper Elementary Grade Formative Experiment in Comprehension Vocabulary Instruction. Patrick C. Manyak, University of Wyoming; Heather Peterson, University of Wyoming
“Build With What They Have”: Constructing New Spaces for Writing in a Fourth-Grade Classroom. Melissa Mosley, University of Texas - Austin; Katie Peterson, University of Texas - Austin; Nathaniel Uriah Weber, University of Texas - Austin; Nicholas Solis, Hillcrest Elementary School

75.052-5. Creative Approaches to Learning: Pedagogical Agents and Virtual Worlds. Division C - Learning and Instruction; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm
Chair: Aaron Doering, University of Minnesota
Participants:
Preliminary Evidence for the Effectiveness of an Agent-Based Creativity Support Tool. Yoon Jeon Kim, Florida State University; Amy L. Baylor, Florida State University
Children’s Identity: Learning in the Virtual Worlds of Sims 2 and Harry Potter.

75.052-6. From iPads to Podcasts: A Look at Social Media and 21st-Century Learning. Division C - Learning and Instruction; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm
Chair: Denise L. Lindstrom, Fairmont State University
Participants:
A Study on Faculty’s Use of Social Media in Teaching and Learning. Baiyun Chen, University of Central Florida; Thomas Bryer, University of Central Florida
I Want to Do the Right Thing but What Is It?” White Teachers’ Experiences With African American Students. Malik S. Henfield, University of Iowa
Not Ready for School Time: High School Students’ Experiences With an iPad E-Book Reader. Ting Yuan, Teachers College, Columbia University; Hui Soo Chae, Teachers College, Columbia University; Gary J. Natriello, Teachers College, Columbia University

75.052-7. From Video Games to Documentaries: A Close Look at Factors Impacting Achievement. Division C - Learning and Instruction; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm
Chair: Evrim Baran, Iowa State University
Participants:
Exploring Skills and Attitudes Toward Online Reading: Analyzing the Survey of Online Reading Dispositions. S. Michael Putman, Ball State University
STEMS to Literacy: Developing a Digital Writing Space for Emergent Bilingual Adolescents. Charles K. Kinzer, Teachers College, Columbia University; Jo Anne Kleifgen, Teachers College, Columbia University; Brianna Ronan, Columbia University; Kristin Gorski, Columbia University; Caitlin Nagle, Columbia University; Karen Velazquez, Columbia University
Using Games to Support the Practice of Argumentative Discourse Skills on Ethical Issues. Karen Lori Schrier, Columbia University; David Shauenfield, Teachers College, Columbia University
A Comparison of Traditional Expository Narrative Documentary and Critical Ciné-Ethnography Products as Research Outcomes. Jonathan Gratch, University of North Texas; Scott Joseph Warren, University of North Texas; Anjan Najimi, University of North Texas; Deborah Blackwell, University of North Texas; Leila Mills, University of North Texas; Shelly Zhu, University of North Texas; Amy Trombley, University of North Texas; Mary A. Fuller, University of North Texas; Jennifer Lee, University of North Texas

75.052-8. Using Technology for Learning: Looking at Student Outcomes, Sequencing, Transfer, and Web-Based Systems. Division C - Learning and Instruction; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm
Chair: Robert J. Tierney, The University of Sydney
Participants:
The Effect of Segmentation on Immediate and Delayed Knowledge Transfer in a Multimedia Learning Environment. Gina J. Mariano, Troy University
The Impact of Computer Programming on Sequencing Ability in Early Childhood. Elizabeth R. Kazakoff, Tufts University; Marina U. Beris, Tufts University
Technology Use and Student Outcomes: An Empirical Examination of Research Approaches. Jing Lei, Syracuse University
Examining Evaluation Structures in Adaptive Web-Based Learning Environments. Raymond Flores, Texas Tech University; Ismael A. Arslan-Ari, Texas Tech University; Fatih Ari, Texas Tech University; Fethi A. Inan, Texas Tech University
75.052-9. Studies of Teachers’ Learning in Social Studies. Division C - Learning and Instruction; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 12:25 pm to 1:55 pm
Chair: Janet E. Alleman, Michigan State University
Participants:
Lesson Study: Understanding Student Learning. Natalie Bolton, University of Missouri - St. Louis
Praxis and the Preserve Teacher: Breaking With Hegemony. Caroline C. Sullivan, Georgia State University; Jane Marie Saunders, Texas State University - San Marcos
Preservice Teachers’ Perceptions of Initial Experiences in Teaching Democratic Citizenship Education to Elementary Students. Janie Daniel Hubbard, The University of Alabama; Cynthia S. Sanal, The University of Alabama; Sharon Ross, The University of Alabama; Lynn A. Kelley, University of West Alabama

75.052-10. Roundtable Session: Science Teachers, Curricula, and Teaching. Division C - Learning and Instruction; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 12:25 pm to 1:55 pm
Chair: Alexandra Olivia Santau, Duquesne University
Participants:
Alignment of the Grade 12 Physical Sciences Examination and the Core Curriculum in South Africa. Nazeem Edwards, Stellenbosch University
Inquiry-Oriented Teaching Skills and Research Skills: Competing or Compatible Skills? David F. Feldon, University of Virginia; Cindy K. Siegelmeier, University of South Carolina
The Development of Mathematics and Science Teacher Efficacy During an Alternative Middle Grades Certification Program. Diane Jass Ketelhat, Temple University
Why Are We Sharing Our Teachers? Urban Museum and University Preparing Urban Science Teachers. Maritza B. Macdonald, American Museum of Natural History; Angela M. Kelly, Lehman College - CUNY; Adriana E. Aquino-Gerard, American Museum of Natural History; Gillian Ursula Bayne, Lehman College - CUNY

75.052-11. Roundtable Session: Enhancing Science Content Achievement, Knowledge Organization, and Problem Solving. Division C - Learning and Instruction; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 12:25 pm to 1:55 pm
Chair: Felicia Moore Mensah, Teachers College, Columbia University
Participants:
Examination of Factors Contributing to Effective Knowledge Organization in Organic Chemistry. Jennifer Kim, Stanford University; Kiruthiga Nandagopal, Stanford University; Enrique Lopez, Stanford University; Evan Sui, Stanford University; Richard J. Shavelson, Stanford University
Helping Students Solve Physics Problems Conceptually: The Impact of Collaborative Tagging in a Smart Classroom Environment. Michelle Lui, OISE/University of Toronto; Mike Tissenbaum, University of Toronto; James D. Stotta, University of Toronto
The Development of Knowledge Organization in Undergraduate Organic Chemistry: An Investigation Examining Underrepresented Minorities. Enrique Lopez, Stanford University
What Secondary Science Classrooms Gained From Technological Design: A Meta-Analysis. Barbara J. Pellegrini, Step Consulting; Kate Heroac, Loyola University Chicago

75.052-12. Roundtables: Cognition, Epistemology, and Comprehension. Division C - Learning and Instruction; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 12:25 pm to 1:55 pm
Chair: Fernand Gervais, Laval University
Participants:
Thinking Styles and Conceptions of Creativity of University Students. Chang Zhu, Vrije Universiteit Brussel, Belgium; Li-Fang Zhang, University of Hong Kong
Ways of Knowing Malleability across Social Contexts. Marlene A. Schommer-Aikins, Wichita State University; Marilyn K. Easter; San José State University
The Effects of Mood on Moment-by-Moment Text Comprehension. Catherine M. Bohn-Gettler, Wichita State University; David Rapp, Northwestern University
Reading Comprehension Assessment: A Case of Misalignment. Tsitlina Rahman, University of Maryland - College Park; Patricia A. Alexander, University of Maryland; Robert J. Mislevy, ETS; Emily W. Fox, University of Maryland
Effects of Initial Model Construction on Mental Model Development, Performance, Intrinsic Motivation, and Metacognition in a Task-Centered Learning Environment. Aaron Kim, Florida State University; J. Michael Spector, University of Georgia; Valerie J. Shute, Florida State University

75.052-13. Roundtable Session: Representation, Uncertainty, and Action in Science Learning. Division C - Learning and Instruction; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 12:25 pm to 1:55 pm
Chair: Joseph Leo Zanicki, Buffalo State College - SUNY
Participants:
Arranging Climate Maps for Comparative Purposes. Michael Urban, Benildi State University
Environmental Actions Initiated by Grade 5 Students in Response to Learning About Climate Change. Aiza Sharkawy, Queen’s University; Richard J. Reece, Queen’s University
Peer Influence on Uncertainty Management in Collaborative Robotics Projects. Michelle Jordan, Arizona State University
Why Do Students Construct Unconventional Scales for Graphs? Cesar Delgado, University of Texas - Austin, Margaret Marie Lucero, University of Texas - Austin

75.052-14. New Perspectives on the Arts and Liberal Arts. Division C - Learning and Instruction Cosponsored by SIG-Arts and Learning; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 12:25 pm to 1:55 pm
Chair: Kimberly Marie Sheridan, George Mason University
Participants:
Toward an Embodied Liberal Arts. Jonathan W. Miller-Lane, Middlebury College
An Emerging Alternative Teaching-Learning Framework for Arts Education in a School Setting, Drawing On “Connoisseurship and Criticism”: The Creative Workshop as a Model for Class Work. Naomi Katsura, Toyo University

75.052-15. Roundtable Session: Fostering Engagement in Science Learning. Division C - Learning and Instruction; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D 12:25 pm to 1:55 pm
Chair: Mogege David Mosimege, Northwest University
Participants:
Connecting Young Learners With the World of Emerging Science: A Design-Oriented Case Study. James G. Buell, University of Illinois Science Teaching and Learning Activities and Students’ Engagement in Science. Gillian M. Hampden-Thompson, University of York
Socially Entrepreneurial Teachers: Creating Scientific Engagement Through Social Outreach. Jeanne Koehler, Illinois Wesleyan University; Lisa Bresler, University of Illinois
The Activated Science Learner: A Theoretical Framework for Studying Science Learning Opportunities for Children. Rena Dorly, University of California - Berkeley; Kevin Crowley, University of Pittsburgh; Christian D. Schunn, University of Pittsburgh; Kristin Nagy Catt, University of California - Berkeley; Vanessa Beth Lujan, University of California - Berkeley; Scott M. Randol, University of California - Berkeley; Junia Z. Snow, University of California - Berkeley; Maia Werner-Avidon, University of California - Berkeley; Meghan Bathgate, University of Pittsburgh; Lisa Brudno, University of Pittsburgh
Tuesday, 12:30 pm

Governance Meetings and Events

76.001. AERA 2012 Annual Meeting Program Committee: Closed Meeting.
AERA Governance; Governance Session
New Orleans Marriott, Fourth Level, Balconies IJ
12:30 pm to 5:00 pm
Chairs:
Arnotha F. Ball, Stanford University
Cynthia A. Tyson, The Ohio State University

Tuesday, 1:00 pm

AERA Related Activities

77.010. AERA Grants Program Dissertation Grantee Capstone Conference
(Day 1 of 2). AERA Related Activities; Workshop
New Orleans Marriott, Fourth Level, Balconies MN
1:00 pm to 7:00 pm

Tuesday, 2:15 pm

Committee Sessions

Committee on Scholars of Color in Education; Symposium
Sheraton, Third Level, Napoleon Ballroom B3
2:15 pm to 3:45 pm
Chair:
Virginia M. Gonzalez, University of Cincinnati
Participants:
Access to High-Quality Teachers and Teaching for Diverse Students. Liliana Mina-Rowe, Johns Hopkins University
Negotiating Inequities in School Practices for English Language Learners in the Wake of Federal, State, and Local Mandates: Listening to Teachers’ Stories. Sharon H. Ulanoiff, California State University - Los Angeles
Developing the Necessary Attributes for Becoming Culturally Efficacious Mathematics and Science Teachers. Bellinda Bastos Flores, University of Texas - San Antonio
Discussant:
Carol D. Lee, Northwestern University

Division Sessions

78.011. Rethinking Schools, Rethinking Leadership.
Division A - Administration Organization & Leadership; Paper Session
Sheraton, Second Level, Rhythms Ballroom II
2:15 pm to 3:45 pm
Chair:
Sylvia Mae Roberts, City College of New York - CUNY
Participants:
New Schools and the Teacher Labor Market in New York City. Matthew Kaufman, Stanford University; Susanna Loeb, Stanford University
Creating Technology-Enriched Learning Communities for Teacher and Student Learning. Leslie Ann Williams, University of Oklahoma; Linda Atkinson, University of Oklahoma; Jean Cate, University of Oklahoma; Gregg A. Garn, University of Oklahoma
Leveraging More Time for Whole-School Reform. David A. Farhman, National Center on Time and Learning
Predicting Chronically Underperforming Schools Nationally: Further Lessons From Chicago. Justin Baer, National Education Association; Michaela Guilemetova, Rex Costanzo, National Education Association
The Kalamazoo Promise and Perceived Changes in School Climate. Allison J. Kelaher Young, Western Michigan University; Gary J. Miron, Western Michigan University; Jeffrey N. Jones, Western Michigan University
Discussant:
Kathryn Bell McKenzie, Texas A&M University - College Station

78.012. Social Justice, School Equity, and Transformational Leadership for Administration.
Division A - Administration Organization & Leadership; Paper Session
Sheraton, Third Level, Napoleon Ballroom B1
2:15 pm to 3:45 pm
Chair:
RoSusan D. Bartoe, The University of Mississippi
Participants:
Leading Toward Social Justice: A Moral Quest of School Principals. Fei Wang, OISE/University of Toronto
Occupying the Principal Position: Examining Relationships Between Transformational Leadership, Social Network Position, and Schools’ Innovative Climate. Nienke M. Moolenaar, University of Twente; Alan J. Daly, University of California - San Diego; Peter Sleegers, University of Twente
The White Racial Frame in the Practice of School Leadership. Judith Toure, Carlow University; Dana Thompson Dorsey, University of North Carolina - Chapel Hill

78.013. Developing and Evaluating Three formats for Assessing Online Reading Comprehension.
Division C - Learning and Instruction; Structured Poster Session
New Orleans Marriott, Third Level, Mardi Gras Salon FGH
2:15 pm to 3:45 pm
Chair:
Donald J. Leu, University of Connecticut
Participants:
1. Results From an Initial Practicality Survey Designed to Inform Development of Online Reading Comprehension Assessments. Ian O’Byrne, University of Connecticut
2. Using Cognitive Labs to Refine Item Design for Assessments of Online Reading Comprehension in Open Authentic Internet Environments. Julie Coo, University of Rhode Island; Lisa Zawilinski, University of Connecticut
3. Creating Open and Closed Internet Environments for Assessing Online Reading Comprehension. Michael Hillinger, Lexicon Systems LLC
4. Item Design for Multiple Choice Assessments of Online Reading Comprehension Through Cognitive Lab Data. Heidi Everett-Cacopardo, University of Connecticut; Greg McMerry, University of Connecticut
Discussants:
John P. Sabatini, ETS
P. David Pearson, University of California - Berkeley

78.014. Enhancing Motivation, Executive Function, Social Skills, and Achievement: The Impact of Peer Mentoring and Peer Tutoring.
Division C - Learning and Instruction; Symposium
New Orleans Marriott, Second Level, La Galerie 5
2:15 pm to 3:45 pm
Chair:
Lynn Meltzer, Research Institute for Learning and Development
Participants:
The Success, Motivation, Awareness, Resilience, Talents and Strategies (SMARTS) Mentoring Program: Fostering Self-Concept, Motivation, and Executive Function Strategies in Students With Learning Difficulties. Lynn Meltzer, Research Institute for Learning and Development; Ranjini Reddy, Research Institute for Learning and Development; Elizabeth Brach, Research Institute for Learning and Development; Sarina Basho, Research Institute for Learning and Development; Katelyn E. Karkul, Tufts University
Peer Mediated Learning in Inclusive Secondary Social Studies Classrooms: Results of Two Field Trials. Margo A. Mestropieri, George Mason University
Enhancing Motivation and Executive Functioning in Writing: Combining Peer Support With Strategies Instruction Throughout the Writing Process. Karen R. Harris, Vanderbilt University; Steve Graham, Vanderbilt University
Peer Discussions During Collaborative Strategic Reading Group Work. Janette K. Klingner, University of Colorado - Boulder; Alison Gould Boardman, University of Colorado - Boulder
Discussant:
Thomas E. Scroggy, George Mason University

78.015. Examinations of Learning in Computer Gaming Environments.
Division C - Learning and Instruction; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 2
2:15 pm to 3:45 pm
Chair:
Richard A. Wainess, University of California - Los Angeles
Participants:
Division C - Learning and Instruction Cosponsored by SIG-Science Teaching and Learning; Symposium  
New Orleans Marriott, Third Level, Mardi Gras Salon A  
2:15 pm to 3:45 pm  
Chair: Shulamit Kapon, University of California - Berkeley  
Participants:  
Analogy and Relational Language: Mutually Support Children’s Learning of Relational Categories. Dedre Gentner, Northwestern University; Florence K. Anggoro, College of the Holy Cross  
Transfer of Runability in Learning Via Analogy. John J. Clement, University of Massachusetts - Amherst  
On the Role of Prior Knowledge in Analogical Reasoning. Shulamit Kapon, University of California - Berkeley; Andrea A. diSessa, University of California - Berkeley  
Understanding and Supporting Learning With Computational Models of Analogical Processing. Kenneth D. Forbas, Northwestern University  
Discussant: David E. Brown, University of Illinois - Urbana-Champaign  

78.017. Fostering Engagement With, and Interest and Motivation in, Primary and Middle School Science. Division C - Learning and Instruction; Paper Session  
New Orleans Marriott, Second Level, Preservation Hall Studio 9  
2:15 pm to 3:45 pm  
Chair: Nathaniel J.S. Brown, Indiana University - Bloomington  
Participants:  
Stemming the Dropping Tide: Looking at Decline in Student Interest in Science During Middle School. Adam V. Malese, Indiana University; Robert H. Tai, University of Virginia  
Effects of the Science Discovery Narrative (SDN) on the Understanding of and Interest for Middle School Science Texts. Diana J. Araya, University of California - Berkeley; Andrew Mau, University of Oslo  
Kindergarten Students’ Cognitive Engagement in Science Learning. Meng-Fang Tsai, Purdue University; Aia Sarapanbangawan, Purdue University  
The Relationship Between Students’ Perceptions of Teacher Interpersonal Behavior and Motivation in Middle School Science. Julie Brockman Smart, Presbyterian College  
Discussant: Jason G. Irizarry, University of Connecticut  

78.018. Rater Cognition and Its Importance for Score Validity: Global Perspectives and Findings. Division D - Measurement and Research Methodology; Symposium  
Doubletree, Second Level, Madewood A  
2:15 pm to 3:45 pm  
Chair: Brent Bridgeman, ETS  
Participants:  
A Review of the Literature Concerning Rater Cognition. Isaac I. Bejar, ETS  
An Investigation of Rater Cognition in the Assessment of Projects. Victoria Crisp, Cambridge Assessment  
A Critical Review of Research Methods Used to Explore Rater Cognition. Irenka Suto, Cambridge Assessment  
Discussant: Carol M. Myford, University of Illinois - Chicago  

78.019. Expanding Latino Students’ Spaces for Learning: Mobilizing Knowledge Across Classroom Walls, Nations, and Digital Spaces. Division G - Social Context of Education; Symposium  
New Orleans Marriott, Second Level, La Galerie 6  
2:15 pm to 3:45 pm  
Chair: Carmen M. Martinez-Roldan, University of Texas - Austin  
Participants:  
Fostering Digital Literacy Across Borders: Transladiomatic Practices in a Community Center for Adult Spanish-Speaking Immigrants. Silvia Cecilia Nogueron, Arizona State University  
Digital Worlds as Spaces for Latino Youth to Construct Narrative Commentary on Local/GLOBAL Issues. Theresa A. Mcgimms, Hofstra University; Andrea Garcia, Hofstra University  
Collaborating Across Contexts: Forming a Model for Appropriating Youth and Digital Practices With Latino Students. Lisa Hope Schwartz, The University of Arizona  
The Negotiation and Formation of Elementary School Children’s Social Identities in Game Playing. Cecilia Henriquez, University of California - Los Angeles  
Youth Knowledge for Teacher Consumption. Danny Cortez Martinez, University of California - Los Angeles; Elexia Reyes Mcgovern, University of California - Los Angeles  
Discussant: Norma E. Gonzalez, The University of Arizona  

78.020. Teachers and Teacher Learning in the Social Context of School and Community. Division G - Social Context of Education; Paper Session  
New Orleans Marriott, Second Level, La Galerie 4  
2:15 pm to 3:45 pm  
Chair: Sandra Lucia Devilla, University of Illinois - Urbana-Champaign  
Participants:  
A Conceptual Model of Teacher Social Capital. Cheri Hoff Minkler, University of Louisiana - Lafayette; Mitzi P. Truhan, University of Louisiana - Lafayette; Dianne F. Olivier, University of Louisiana - Lafayette  
A Culturally Responsive Evaluation: Beneficiaries’ Experiences of a New Professional Development School. Soria Elizabeth Colomer; University of Georgia; Jori Negola Hall, University of Georgia; Melissa Freeman University of Georgia; Tracie E. Costantino, University of Georgia; Isabelle Gettys Crowder, University of Georgia  
Bridging the Gap Between School and Community: AmeriCorps Members in Action. Kim D. MacGregor, Louisiana State University; Betsy Irvine, Louisiana Delta Service Corps; Jamal Liu, Louisiana State University - Baton Rouge  
Inquiring From the Heart: Let’s Not Forget to Care. Lenny Sanchez, University of Missouri  
Discussant: Jo-Anne Margaret Dillabough, The University of British Columbia  

New Orleans Marriott, Second Level, La Galerie 3  
2:15 pm to 3:45 pm  
Chair: Jo-Anne Margaret Dillabough, The University of British Columbia  
Participants:  
Queer, Proud, and Under Fire: Postapartheid Schooling Experiences of South African Township Youth. Thabo Musi, University of KwaZulu-Natal  
Local-National Policy Articulations of Indian Higher Education: Legacies of Empire and Caste. Fazal A. Rizvi, University of Melbourne  
Old Empires and New Imperialisms in North and West Africa: In- and Out-of-School Migrant Youth Living at the Fringe of Global Change. Jo-Anne Margaret Dillabough, The University of British Columbia  
Discussant: Kevin K. Kumashiro, University of Illinois - Chicago
78.022. Using Assessment to Improve Student Outcomes. Division H - Research, Evaluation and Assessment in Schools; Paper Session
Doubletree, Second Level, Madewood B
2:15 pm to 3:45 pm
Chair:
Joni M. Lakin, ETS
Participants:
Using Benchmark Assessment Data to Improve Instruction and Student Achievement in Urban Schools. Ann-Marie Faria, American Institutes for Research; Jessica Heppen, American Institutes for Research; Sharon Lewis, Council of the Great City Schools; Catherine Sawyer, American Institutes for Research
Accuracy of Teacher Perceptions of Academic Achievement in Students Requiring Tertiary Mental Health Care. Jeff St. Pierre, Child and Parent Resource Institute, Aaryn King, The University of Western Ontario
Discussant:
Ray Fenton, FentonResearch, Retired

78.023. Diversity in American Higher Education: Toward a More Comprehensive Approach. Division J - Postsecondary Education; Symposium
JW Marriott, Third Level, Ile de France II
2:15 pm to 3:45 pm
Chairs:
Lisa M. Stulberg, New York University
Sharon L. Weinberg, New York University
Participants:
The Diversity Rationale: From Bakke to Grutter. Mitchell J. Chang, University of California - Los Angeles; Maria C. Ledesma, University of Utah
Inside the K-12 “Pipeline” for Black and Latino Students. Amanda E. Lewis, Emory University
Testing, No Child Left Behind, and Educational Equity. Linda Darling-Hammond, Stanford University
The Diversity Imperative in College Admissions. Mitchell Stevens, Stanford University; Josipa Roksa, University of Virginia
Lesbian, Gay, Bisexual, and Transgender (LGBT) Students, Faculty, and Staff: Past, Present, and Future Directions. Romni L. Sanford, University of California - Los Angeles
New Legal Perspectives: Implications for Diversity in the Post-Grutter Era. Lia Epperson, American University Washington College of Law

78.024. Faculty Negotiating Relationships and Identities. Division J - Postsecondary Education; Paper Session
JW Marriott, Third Level, Maurepas
2:15 pm to 3:45 pm
Chair:
Hugo Alberto Garcia, Claremont Graduate University
Participants:
The Voices of the “Othermothers”: Reconsidering Black Male and Female Professors’ Relationships With Black Students as a Form of Social Exchange. Kimberly Griffin, The Pennsylvania State University
The Role of Emotional Intelligence in Faculty-Doctoral Student Relationships. Kerry Ann O Meara, University of Maryland - College Park; Katrina Kinchen, University of Maryland, Jill Nicole Jones, University of Maryland
The Changing Pedagogical Identities of Online Teachers and Learners. Kim F. McShane-DelBacco, University of California - Santa Barbara
Dueling Realities: The Bimodal Aspects of Transitions in Teaching. Joyce Langenegger, Blom College
Discussant:
Michelle A. Maher, University of South Carolina

78.025. Promoting College Access. Division J - Postsecondary Education; Paper Session
JW Marriott, Third Level, Conde
2:15 pm to 3:45 pm
Chair:
Amy K. Swan, University of Virginia
Participants:
Financial Stratification Among Higher Education Institutions Between 1987 and 2007: Implications for Access and Equity. Barrett Taylor, University of Georgia; Christopher C. Morphew, University of Iowa
Promoting College Access Among Underrepresented and Underprepared Students Through Supportive Career-Technical Dual Enrollment Programs. Katherine L. Hughes, Teachers College, Columbia University; Melinda Mechur Karp, Columbia University; Linsey N. Edwards, Community College Research Center; Clive Belfield, Teachers College, Columbia University; Olga Rodriguez, Teachers College, Columbia University
Assessing a New Approach to Class-Based Affirmative Action. Matthew Newman Gaertner, University of Colorado - Boulder
Discussant:
Laura W. Perna, University of Pennsylvania

78.026. Understanding Gender, Representation, and Organizational Context in Higher Education. Division J - Postsecondary Education; Paper Session
JW Marriott, Third Level, Frontenac
2:15 pm to 3:45 pm
Chair:
Rachel Sutl Pienta, Valdosta State University
Participants:
Are Colleges Socializing Future Scientists to Be Apathetic Toward Societal Progress? Juan Carlos Garibay, University of California - Los Angeles
Counting the Number of Women and Minorities in Science, Technology, Engineering, and Mathematics (STEM) Majors: Complications From Diverging Definitions of STEM. Tom Schenk, Iowa Department of Education
Organizational Culture in the Adoption of the Bologna Process: A Study of Academic Staff at a Ukrainian University. Marta Aleksandra Shaw, University of Minnesota; Nataasha Rumyantseva, University of Southampton; David Chapman, University of Minnesota
The Symbolic Role of Women’s Colleges and Universities in International Perspective. Kristen A. Rom, Michigan State University
Discussant:
Maike J. Philipsepn, Virginia Commonwealth University

78.027. An Examination of Urban Teacher Education and the Public Good. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 8
2:15 pm to 3:45 pm
Chair:
Beverly E. Cross, The University of Memphis
Participants:
Preparing Teachers for Urban Schools: A Critical Race Theory (CRT) Examination of Teacher Education in the “Public” Good. Celia Rousseau Anderson, The University of Memphis
Preparing Teachers to Teach in Urban School Districts. Celia J. Oyer, Teachers College, Columbia University
A Focus on Teacher Effectiveness: A Case Study of Reform in Memphis City Schools. Kristin M. Walker, Memphis City Schools, Tennessee
A Case of the Blues: “Urban” Teacher Education in Memphis. Angeline Powell, The University of Memphis; Sally Blake, University of Texas - El Paso
Discussant:
Barbara L. Bales, University of Wisconsin - Milwaukee

78.028. Beyond External Accountability: How Teachers of English Language Learners Internally Work to Imagine and Create New Possibilities for Their Students. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 8
2:15 pm to 3:45 pm
Chair:
William R. Black, University of South Florida
Participants:
Exploring Efficacy: Relationships Among Teacher Preparation, Language Attitudes, and Efficacy Beliefs for Teaching English Language Learners. Juliet Marie Ray, University of Texas - San Antonio
We Don’t Have a Voice: The Struggles of White Monolingual Teachers of Urban English Language Learners. Deborah B. Wisneski, University of Wisconsin - Milwaukee
Linguistically Responsive Special Education: Responding to Disproportionality of Linguistically Diverse Learners in Colorado. Barbara J. Drey, University of Colorado - Denver
Metaphorical Representations of Latina Preservice Teachers’ Biliterate Identities:
78.030. Teacher Knowledge and Metacognition in Differing Contexts. Division K - Teaching and Teacher Education; Paper Session New Orleans Marriott, Second Level, La Galerie 1 2:15 pm to 3:45 pm Chair: Ann L. Wood, California State University - Los Angeles Participants: Complex Coadaptive Systems of Language Teacher Beliefs and Contexts. Hongying Zheng, University of Cambridge High School Teachers’ Knowledge of Writing and Writing Instruction: Evidence From Think-Aloud Protocols and Interviews. Beth Clark-Gareca, New York University; Sarah W. Beck, New York University; Lorona Llona, New York University; Tim Fredrick, New York University - Steinhardt Perceptions of Pressure: Preserve Teachers’ Beliefs About High-Stakes Testing Pressures and Their Working Environments. Sharon L. Nichols, University of Texas - San Antonio Teaching Difficult Knowledge: Implications for Teacher Education. H. James Garrett, University of Georgia


78.033. Modeling for Successful Problem Solving and Knowledge Construction. SIG-Instructional Technology; Paper Session Astor Crowne Plaza, Second Level, Astor Ballroom II 2:15 pm to 3:45 pm Chair: Gayle V. Davidson-Shivers, University of South Alabama Participants: Causal Reasoning of Novice Learners: The Contribution of Working Backwards to Building a Mental Model of a Complex System. Auhleen A. Darabi, Florida State University; Jennifer Hemphill, Florida State University; David W. Nelson, Florida State University; Xinya Liang, Florida State University; Meagan Caridad Arrastia, Florida State University Visualizing Mental Models: Understanding Cogntive Change in Multimedia Design and Development. Sara G. Menes, University of Houston Field-Dependent and Field-Independent Learners’ Performance in a Complex System With a Computer Modeling Tool. Charoula M. Angeli, University of Cyprus; Nicolas C. Valanides, University of Cyprus Proximity and Access During Computer Supported Collaborative Authoring. Mary Heather Herschell, University of Texas - Austin


78.035. Experiences with Obtaining Grants to Conduct Mixed Methods Research. SIG-Mixed Methods Research; Symposium Sheraton, Second Level, Rhythms Ballroom III 2:15 pm to 3:45 pm Chair: Kathleen M.T. Collins, University of Arkansas Participants: Conceptualizing, Designing, and Implementing a Mixed Methods Study Funded by the Robert Wood Johnson Foundation. Nataliya V. Ivankova, The
78.037. Queer Positionalities of Teachers, Parents, Youth, and Texts. SIG-Queer Studies; Symposium
Scheraton, Fourth Level, Edgewood
2:15 pm to 3:45 pm
Chair: Anette Melvin, The Ohio State University
Participants:
Fluid Positionalities Among LGBTQ and Ally Youth in Queer-Themed Book Discussions. Mollie B. Blackburn, The Ohio State University
Queer Positionings of Young Children in (Gay) Homes and (Straight) Schools. Caitlin Law Ryan, East Carolina University
Queering Teacher Narratives: Co-Constructing Life Stories of Teachers Who Make Safe Spaces for Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Students. Jill Marie Smith, The Ohio State University
Discussion:
Steven Z. Athanasas, University of California - Davis
78.038. The Dynamics of Race and Social Class in the Culture and Context of Schooling. SIG-Sociology of Education; Paper Session
JW Marriott, Third Level, Ile de France I
2:15 pm to 3:45 pm
Chair: Sheneka M. Williams, University of Georgia
Participants:
“Are We Doing Damage?” School Choice in the Era of the Anxious Parent. Maia B. Cucchiara, Temple University; Erin McNamara Horvat, Temple University
Reconstructing “the Urban”: The Politics of Middle-Class Parent Engagement in Urban Public School Change. Lorn E. Posey, University of Wisconsin - Madison
Understanding How Resegregation Affects Schools: The Teachers’ Perspectives. Erica Frankenber, The Pennsylvania State University
Discussion:
Jeanne M. Powers, Arizona State University
78.039. Supply and Demand in Special Education: Findings From the Special Education Faculty Needs Assessment Project. SIG-Special Education Research; Symposium
Sheraton, Third Level, Napoleon Ballroom D
2:15 pm to 3:45 pm
Chair: Deborah D. Smith, Clarendon Graduate University
Participants:
Results From a National Survey of Special Education Doctoral Programs. Deborah D. Smith, Clarendon Graduate University; Naomi C. Tyler, Vanderbilt University; Bianca Elizabeth Montrosse, Western Carolina University; Sue M. Robb, Clarendon Graduate University
Voices From Special Education Doctoral Students. Naomi C. Tyler, Vanderbilt University; Bianca Elizabeth Montrosse, Western Carolina University; Sue M. Robb, Clarendon Graduate University; Deborah D. Smith, Clarendon Graduate University; Naomi C. Tyler, Vanderbilt University
A Snapshot of Special Education Teacher Training Programs in the United States. Sue M. Robb, Clarendon Graduate University; Roxanne Watson, Clarendon Graduate University; Deborah D. Smith, Clarendon Graduate University; Naomi C. Tyler; Vanderbilt University; Bianca Elizabeth Montrosse, Western Carolina University
Discussion:
Bianca Elizabeth Montrosse, Western Carolina University
78.040. Science Education in the Urban Context. SIG-Urban Learning, Teaching, and Research; Paper Session
Sheraton, Third Level, Napoleon Ballroom B2
2:15 pm to 3:45 pm
Chair: Luzelena Perez, University of California - San Diego
Participants:
Communication and Participation in Urban Science Education. Christopher Endlin, Teachers College, Columbia University
Emerging Understandings of the Social Justice Dispositions of Science Teachers in an Urban Context. Imelda L. Nova, University of California - Los Angeles; Eduardo Lopez, University of California - Los Angeles
Negotiating Culturally Relevant Science Education in an Urban Small High School. Aashraf Anis Shady, Queens College - CUNY
Preserve Teachers’ Ideas About Teaching Secondary Science in High-Need Schools. Jessica Jo Mathews, College of William and Mary; Jacqueline Theresia McDonough, Virginia Commonwealth University; Kevin Goff, College of William and Mary; Colleen Riesbeck, College of William and Mary; Kathryn Ottolino, College of William and Mary
Science Teaching and Learning With English Language Learners in Urban Settings: Engaging Student Researchers in Transformative Practices. Gillian Ursula Bayne, Lehman College - CUNY
Discussion:
Lynda Susan Kennedy, New York Public Library

Division and SIG Roundtables
78.041. Roundtable Session 57; Roundtable Session
78.041-1. Historical Perspectives on Schools and Schooling. Division B - Curriculum Studies Cosponsored by Division F - History and Historiography; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chair: Elizabeth C. Harris, University of Wisconsin - Madison
Participants:
Tuesday Afternoon, April 12, 2011


78.041-2. Imagining the Landscape of Curriculum for Diasporas, Ethnic Minorities, Transmigrants, and Immigrants. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chair:
Chris Liska Carger, Northern Illinois University
Participants:
A Case Study of a Hui Girl and Her Han Chinese Mother in Eastern People’s Republic of China. Xiyang Wang, Purdue University; Joann I. Phillion, Purdue University

Collaborations Building Curriculum for Quality Early Care and Education. Children of Migrant Farm Workers. Elizabeth P. Quintero, California State University - Channel Islands

Diasporic Aspirations and the Myth of National Uniformity in Post-Soviet Ukraine. Karen A. Krasny, York University, Canada


78.041-3. Indigenizing Curriculum, Transforming Knowledge, and Empowering Communities. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chair:
Duff Carol Galda, The University of Arizona
Participants:
“In Our Culture We Just Have to Protect Our People”: A Decolonizing Project of Cultural Resistance and Renewal Among Diné Youth. Valerie J. Shirley, Purdue University

“Somos Shuar Para Siempre!/We Will Always Be Shuar!” Indigenous Bilingual-Intercultural Student Teachers in the Ecuadorian Amazon. Susan R. Katz, University of San Francisco

Prioritizing Mathematics/Prioritizing Indigenous Aspirations. Pania Denise Te Mako, Victoria University of Wellington, New Zealand

Reimagining Indigenous Curriculum: Centering Native Ontology and Epistemology to Affirm Diné Language, Culture, and Identity. Duff Carol Galda, The University of Arizona; Gilbert Brown, The University of Arizona

“Our Word in Our Languages”: A Transformative Process of Language Revitalization in Oaxacan Indigenous Communities. Lois M. Meyer, University of New Mexico

78.041-4. Inciting the Imagination in a Postfoundational Educational Thought
Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chairs:
Noah W. Sohe, Loyola University Chicago
Daniel Friedrich, Teachers College, Columbia University

Participants:
A Postfoundational Approach to Difference and Democracy in Teacher Education. Bryn Jaunità, University of Wisconsin - Madison

Resisting Resistance. Daniel Friedrich, Teachers College, Columbia University

Acceptably Different Childhood: Conditions and Repetition. Desvorah I. Kennedy, University of New Mexico

Potentiality of Man: Figuring Life Through the Thing of Math. Jennifer Diaz, University of Wisconsin - Madison

Post-Foundational Views of Dis/Ability. Bethsaida Nieves, University of Wisconsin - Madison

78.041-5. Issues of Identity and Authority in Teacher Education. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chair:
Eleanor A. Scheiner, University of North Florida
Participants:
Holding on to Disciplinarity: Teachers’ and Teacher Educators’ Views Regarding Interdisciplinary Curriculum. Bracha R. Alpert, Beit Berl Academic College

Rachel Arnon, Beit Berl Academic College, Aviva Plant, Beit Berl Academic College

Immigrant Identity in Teacher Preparation: A Curriculum Analysis. Candice C. Carter, University of North Florida

Institutional, Interpersonal, and Intellectual Authority Within Classrooms. Susan Jean Meyer, Brandeis University

78.041-6. Methodological Innovations in Classroom Research. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chair:
Jeong-Hee Kim, Kansas State University
Participants:
Classroom Interaction in Changing Contexts: Positions and Practices Performed in Recordings From the 1960s to the 2000s. Sverker Lindblad, University of Gothenburg; Michael Hansen, University of Gothenburg; Martin Harling, University of Gothenburg; Olof Reichenberg, University of Gothenburg

Revisiting Traditional Qualitative Case Study Through Longitudinal Research: Capturing the Dynamic Complexity of Classroom Life. Yolva Cleavelaud, OISE/University of Toronto

Ggod [“God” is Capitalized]: Using the Lost Art of Letter Writing in Teaching. Anastasia P. Samaras, George Mason University

Using Photovoice Methodology to Explore Latinos’ Access to Literacy. Tammy Oberg De La Garza, Roosevelt University

78.041-7. Participatory Action and Arts-Based Research and Practice. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chair:
Kristen L. Davidson, University of Colorado - Boulder
Participants:
Algorithms Versus the “N-Word”: The Advantages and Disadvantages of Writing High School Curricula That Engage Youth Participatory Action Research Under Corporate Funding. Jean J. Ryoo, University of California - Los Angeles

Pushing Boundaries in Teacher Education: Involving Youth and Teacher Candidates in Participatory Action Research. Carmine Stewart-Burkette, Cleveland State University; Anne M. Galletta, Cleveland State University

Transformative Arts-Based Practices in Schools? Lessons Learned From Drama Research With Youth in Prison. Diane H. Conrad, University of Alberta

78.041-8. Place-ing Research and Activism in Local/Global Contexts. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chair:
Dawn M. Shines, Washington State University
Participants:
Street Graffiti in Oaxaca and Bethlehem: The Role of Place in Education for Collective Global Change. Richard D. Sawyer, Washington State University - Vancouver

LGBTQ Family and Medical Leave-Taking Practices: Examining the College and University Workplace to Promote a Transformative Social Agenda. Sean W. Agriss, Washington State University

Rez Life: Negotiating the Meaning of School, Dropping Out, and the Reservation Among Native American Youth Through Participatory Action Research. Paula Groves Price, Washington State University; Pamela Jean Bettis, Washington State University

Positioning Geographic and Social Place as a Participant in Research on Community-University Partnerships: Transgressions for New Visions of Engagement. Tami L. Moore, Oklahoma State University; Dawn M. Shines, Washington State University

78.041-9. Reading Multicultural Texts in Culturally Responsive Classrooms. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chair:
Horace R. Hall, DePaul University
Participants:
Cultural Vibrancy: Exploring the Preferences of African American Children Toward Culturally Relevant and Nonculturally Relevant Lessons. Darlene Sampson, Denver Public Schools; Dorothy Faye Garrison-Wade, University
78.041-10. Research in and With Youth: Filmmaking, Artmaking, and Photovoice. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chair: Doinita Ariton, Danubius University of Galati
Participants:
- Critical Media Literacy in Action: Youth Filmmaking and Civic Engagement in Urban School Reform. Katie Johnston-Goossen, University of Minnesota; Joanna Krehs, University of Minnesota
- Prevention and Youth Action Research Leaders: Teens Creating Positive Change in Their Communities Through Photovoice. Monica Monique Sanchez, University of California - Los Angeles; Kristen M. Lavi, Youth Leadership Institute
- Thriving in the Contaminated Valley: Media Education for Chicana/o Farmworker Students. Kip Austin Hinton, University of California - Los Angeles

78.041-11. Revisiting Curricular Programs and Materials. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chair: Rosa Hong Chen, Simon Fraser University
Participants:
- Examining the Impact of Student Expectations on College-Level Curricular Reform. Kristin Lynn Hall, University of Maryland; Jessica Watkins, University of Maryland - College Park; Janet C. Coffey, University of Maryland - College Park; Todd J. Cooke, University of Maryland - College Park; Edward Redish, University of Maryland
- Revisiting Curriculum Potential. Zongyi Deng, Nanyang Technological University, Singapore

78.041-12. (S)he’s on Top (?): Public Pedagogies of Gender and Sexuality. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chair: Edward Brockenbrough, University of Rochester
Participants:
- Birth as a Public Pedagogy for Patriarchy. Karin H. deGravelles, Louisiana State University
- Power, Culture, and Dress Codes: Schooling and the Regulation of the Black Male Body. Adrian (Adisa) J. Price, Miami University
- She’s the Man: Deconstructing the Gender and Sexuality Curriculum at “Hollywood High.” Elizabeth Jackson Meyer, Concordia University
- Where Are You Trying to Get, and Are You Getting There? Melissa King, Nipissing University

78.041-13. Teacher Theorizing on Curriculum, Part 2. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chair: Jason Michael Lukasik, University of Illinois at Chicago
Participants:
- Reconceptualizing “Special Education” Curriculum in a Bachelor of Education Program: Teacher Candidate Discourses and Teacher Educator Practices. Luigi Iamucci, Trent University; Bente Graham, Trent University
- What’s a Hip-Hop Feminist Curriculum Theorist Doing in Teacher Education? Nichole A. Guillory, Kennesaw State University
- “Chemistry Is Chemistry!” Women’s Differing Standpoints at a Specialized STEM School. Targ Wee Teo, University of Illinois - Urbana-Champaign
- “Ganas”: The Power and Potential in Developing Latina, English Language Learner Preservice Teachers for Racial Uplift. Amanda Morales, Kansas State University; Margaret Gail Shroyer, Kansas State University; Sally Yahnke, Kansas State University

78.041-14. Ascribed Characteristics of Race, Ethnicity, Class: Examining Politics and Policy Paradigms for Student Experiences. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chair: Deneese L. Jones, Longwood University
Participants:
- Beyond the Statistics: My Story as a First-Generation Student. Anita Bright, George Mason University
- Class and Black Student Experiences in Higher Education. Erica Marie Morales, University of California - Los Angeles
- When the Borderland Comes to Campus: A LatCrit Analysis of Recent Race-Unconscious Policies in Utah and Latina/o Undergraduates. Brenda Valles, University of Utah; Jeremy D. Franklin, University of Utah; Luciano Marzilli, University of Utah

78.041-15. Teacher Education and the Social Studies. SIG-Research in Social Studies Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm
Chair: Jonathan W. Miller-Lane, Middlebury College
Participants:
- Teledelegative Democratic Discourse: A Case Study of High School Students’ Use of Web 2.0. Scott Wylie, Teachers College, Columbia University; Anand R. Marri, Teachers College, Columbia University
- Civic Education in the Era of Digital Media: A Case Study. Ching-Fu Lan, Teachers College, Columbia University
- Using the Social Sciences to Explore the Geosciences’ Cultural Relevance. Grant R. Miller, Southern Illinois University

78.042. Roundtable Session 58; Roundtable Session

78.042-1. Writing and the Development of Teachers as Learners. SIG-Writing and Literacies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm
Chair: Melanie Sperling, University of California - Riverside
Participants:
- Exploring Teachers’ and Students’ Writing Experiences in Urban Middle Grades. Diane Santori, West Chester University; Heather Ruetschlin Schugar, West Chester University
- Professional Development in Writing Across the Curriculum in Science and Mathematics. Amy Alexander Wilson, University of Georgia
- Patterns of Shift in Practice of High Adopters as a Result of Professional Development in Writing. Rebecca A. Kamiński, Clemson University; Sarah Hunt-Barron, Clemson University
- Transparency and Face in Writing Curricula: Affordances for Novice Teacher Learning. Heather Tiffany Hebard, University of Washington

78.042-2. Social and Emotional Learning Program Outcome Studies. SIG-Social and Emotional Learning; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm
Chair: Joshua L. Brown, Fordham University
Participants:
- First Step to Success: An Evidence-Based Intervention for Children With Behavior Problems. William Carl Sumi, SRI International; Frances Bergland, SRI International
- The Effects of the Making Choices Program on Physical and Social Aggression: A Latent Profile Transition Analysis. Aaron Mathew Thompson, University of North Carolina - Chapel Hill
- Cultivating Forgiveness and Compassion Through a Mindfulness-Based Program for Teachers: Results From Two Field Interventions. Kyla Haimowitz, Reed College; Bryant Carlson, Portland State University; Kim A. Schonert-
Wednesday, 8:00 am

**AERA Related Activities**

79.010. AERA Grants Program Dissertation Grantee Capstone Conference (Day 2 of 2). AERA Related Activities; Conference
New Orleans Marriott, Fourth Level, Balconies MN
8:00 am to 11:00 am

Wednesday, 9:00 am

**AERA Related Activities**

80.010. AERA-World Educational Research Association Council Meeting.
AERA Related Activities; Meeting
New Orleans Marriott, Fourth Level, Balconies IJ
9:00 am to 5:30 pm
AERA GOVERNANCE

2011 AERA COUNCIL

Executive Board

President: Kris D. Gutiérrez, University of Colorado - Boulder
Immediate Past-President: Carol D. Lee, Northwestern University
President-Elect: Carol D. Lee, Northwestern University
Executive Director: Aria Tekian, University of Illinois - Chicago

Council Members: Vivian L. Gadson, University of Pennsylvania; Angela Valenzuela, University of Texas - Austin
Council Members-at-Large: Vivian L. Gadson, University of Pennsylvania; Angela Valenzuela, University of Texas - Austin

Vice Presidents for Divisions

Division A: Administration, Organization, and Leadership
Linda E. Skrla, Texas A&M University

Division B: Curriculum Studies
William C. Ayers, University of Illinois - Chicago

Division C: Learning and Instruction
Gale M. Sinatra, University of Nevada - Las Vegas

Division D: Measurement and Research Methodology
Barbara G. Dodd, University of Texas - Austin

Division E: Counseling and Human Development
Dorothy L. Espelage, University of Illinois at Urbana-Champaign

Division F: History and Historiography
Karen L. Graves, Denison University

Division G: Social Context of Education
Alfredo J. Artilles, Arizona State University

Division H: Research, Evaluation, and Assessment in Schools
Faith Connolly, Johns Hopkins University

Division I: Education in the Professions
Ara Tekian, University of Illinois - Chicago

Division J: Postsecondary Education
Laura W. Perina, University of Pennsylvania

Division K: Teaching and Teacher Education
Ettan R. Hollins, University of Missouri - Kansas City

Division L: Education Policy and Politics
William A. Firestone, University of Texas - Austin

Graduate Student Representative
Armin N. Brown, Michigan State University

SIG Executive Committee Chair
Sharon H. Ulanoof, California State University - Los Angeles

2010-2011 STANDING COMMITTEES

AERA Fellows Advisory Committee
Chair: Margaret Beale Spencer
Members: Lloyd Bond, Frederick D. Erickson, Yasmin B. Kafai, Gloria J. Lakson-Billings, Luis C. Moll, William J. Reese, Janet W. Schefield, Robert S. Rueda (Chair-Designate), Felice J. Levine (Staff Liaison)

Affirmative Action Council
Chair: James Earl Davis, Temple University
Officers: RosSusan D. Bartee (Division A), Lance Trevor McCreary (Division B), Sarah Kozel Silverman (Division C), Emily J. Shaw (Division D), April Z. Taylor (Division E), Joy Ann Williamson-Lott (Division F), Zeus Leonardo (Division G), Evelyn Belton-Kocher (Division H), Hugh A. Stockard (Division I), Lori Denise Patton (Division J), Roberta Ahlquist (Division K), Janelle T. Scott (Division L), Karen L. Graves (Council Liaison), George L. Wimerly (Staff Liaison)

Annual Meeting Policies and Procedures Committee
Chair: Mitchell J. Nathan
Members: Barbara G. Dodd (Council Liaison), Beverly M. Gordon, Frederick M. Hess, Aki Murata, Sharon Nelson-Barber, Aria Razfar, Lynne Schrum (Chair-Designate), Gale M. Sinatra (Council Liaison), Laurie Cipriano (Staff Liaison), Phoebe H. Stevenson (Staff Liaison)

Awards Committees

Distinguished Contribution to Research in Education Award Committee
Chair: Wade Boykin
Members: Elfrieda H. Hiebert, Stacey J. Lee, P. David Pearson, Guadalupe Valdes, Olga A. Vasquez

Early Career Award Committee
Chair: Vanessa Siddle Walker
Members: H. Samy Alim, Mitchell J. Chang, Patricia E. Enciso, Catherine A. Lacey

E.F. Lindquist Award Committee
Chair: Edward H. Haertel
Members: Terry A. Ackerman, Lloyd Bond, Nancy S. Petersen, Guillermo Solano-Flores

Outstanding Book Award Committee
Chair: Lynda Stone

Palmer O. Johnson Memorial Award Committee
Chair: Maria E. Torres-Guzman
Members: Manuel Espinosa, Catherine L. Horn, Roxanne M. Mitchell, Finbarr C. Sloane

Relating Research to Practice Award Committee
Chair: Robert S. Rueda
Members: Camille Wilson Cooper, Victoria M. Hand, Lynda D. Stone, Judit N. Moschkovich (Chair-Designate)

Review of Research Award Committee
Chair: V.P. Franklin
Members: Stacy L. DeZutter, Sean F. Reardon (Chair-Designate), Harriet D. Romo

Books Editorial Board
Chair: Cherry A. McGee Banks
Members: Gary Natriello, Robert E. Floden, Felice J. Levine, Patrick Forsyth, Carol Camp Yeakey, Todd Reitzel (Staff Liaison)

Communications and Outreach Committee
Chair: Larry McQuillan
Members: Beatrice F. Birman, R. Evely Gidersleeve, Jevon D. Hunger, Scott M. Randol, Peter Smagorinsky, Dorothy L. Espelage (Council Liaison), Laura W. Perina (Council Liaison), Helaine Patterson (Staff Liaison)

Ethics Committee
Chair: Carolyn D. Herrington
Members: Melissa S. Anderson, George W. Bohnstedt, Robert Boruch, Kenneth R. Howe, Diana Pullin, Felice J. Levine (Staff Liaison)

Government Relations Committee
Chair: Thomas B. Corcoran
Members: Shirley Brice Heath (Chair-Designate), Douglas J. Palmer (OIA Executive Committee Chair), Charles M. Payne, P. David Pearson, Becky A. Smerdon, Kevin G. Weiner, Kris D. Gutiérrez (Council Liaison), Carol D. Lee (Council Liaison), Gerald Sroufe (Staff Liaison)

Annual Meeting Policies and Procedures Committee
Chair: Mitchell J. Nathan
Members: Barbara G. Dodd (Council Liaison), Beverly M. Gordon, Frederick M. Hess, Aki Murata, Sharon Nelson-Barber, Aria Razfar, Lynne Schrum (Chair-Designate), Gale M. Sinatra (Council Liaison), Laurie Cipriano (Staff Liaison), Phoebe H. Stevenson (Staff Liaison)

Awards Committees

Distinguished Contribution to Research in Education Award Committee
Chair: Wade Boykin
Members: Elfrieda H. Hiebert, Stacey J. Lee, P. David Pearson, Guadalupe Valdes, Olga A. Vasquez

Early Career Award Committee
Chair: Vanessa Siddle Walker
Members: H. Samy Alim, Mitchell J. Chang, Patricia E. Enciso, Catherine A. Lacey

E.F. Lindquist Award Committee
Chair: Edward H. Haertel
Members: Terry A. Ackerman, Lloyd Bond, Nancy S. Petersen, Guillermo Solano-Flores

Outstanding Book Award Committee
Chair: Lynda Stone

Palmer O. Johnson Memorial Award Committee
Chair: Maria E. Torres-Guzman
Members: Manuel Espinosa, Catherine L. Horn, Roxanne M. Mitchell, Finbarr C. Sloane

Relating Research to Practice Award Committee
Chair: Robert S. Rueda
Members: Camille Wilson Cooper, Victoria M. Hand, Lynda D. Stone, Judit N. Moschkovich (Chair-Designate)

Review of Research Award Committee
Chair: V.P. Franklin
Members: Stacy L. DeZutter, Sean F. Reardon (Chair-Designate), Harriet D. Romo

Books Editorial Board
Chair: Cherry A. McGee Banks
Members: Gary Natriello, Robert E. Floden, Felice J. Levine, Patrick Forsyth, Carol Camp Yeakey, Todd Reitzel (Staff Liaison)

Communications and Outreach Committee
Chair: Larry McQuillan
Members: Beatrice F. Birman, R. Evely Gidersleeve, Jevon D. Hunger, Scott M. Randol, Peter Smagorinsky, Dorothy L. Espelage (Council Liaison), Laura W. Perina (Council Liaison), Helaine Patterson (Staff Liaison)

Ethics Committee
Chair: Carolyn D. Herrington
Members: Melissa S. Anderson, George W. Bohnstedt, Robert Boruch, Kenneth R. Howe, Diana Pullin, Felice J. Levine (Staff Liaison)

Government Relations Committee
Chair: Thomas B. Corcoran
Members: Shirley Brice Heath (Chair-Designate), Douglas J. Palmer (OIA Executive Committee Chair), Charles M. Payne, P. David Pearson, Becky A. Smerdon, Kevin G. Weiner, Kris D. Gutiérrez (Council Liaison), Carol D. Lee (Council Liaison), Gerald Sroufe (Staff Liaison)
Graduate Student Council
Chair: Annis N. Brown
Members: Nicholas Daniel Hartlep (Chair-Designate); Andrea L. Tyler (Past-Chair); Cathy Anne Rosenberg (Secretary-Historian); Penelope Maria Day Vargas (Webmaster); Carlin C. Borsheim (Community Leader); Melissa S. Mitchell, Elizabeth Gayle Soslow (Newsletter Editors); Robyn A. Carlson (Program Chair); Amber Michelle Gonzalez (Policy and Procedure Chair); Carl Byron Keys II, Angela Urick (Division A); Crystal T. Laura, Ronald Kenneth Porter (Division B); Janice C. Hansen, Yin Wah B. Kreher (Division C); Karen E. Rambo, Grant B. Morgan (Division D); Shadi Roshandel, Jioni Lewis (Division E); Jessica Clawson, Nashwa Salem (Division F); Cecilia Henriquez, LaGarrett Jarriel King (Division G); Whitney Elaine Wall, Bradley Joseph Coverdale (Division H); Ling Hsiao, Christina M. Cestone (Division I); Bryan Gopaul, Lauren Theresa Schudde (Division J); Talonda Michelle Lipsky, Norma Valenzuela (Division K); Heather E. Price, Timothy Lyle Nordin (Division L); Linda E. Shira (Council Liaison); Phoebe H. Stevenson (Staff Liaison)

International Relations Committee
Chair: Beverly Lindsay
Members: Annette M. Henry, Tiina Itkonen, Martha A. Montero-Siehurth, Pedro R. Portes, Teshia Sengupta Irving, Ara Tekian (Council Liaison), Felice J. Levine (Staff Liaison)

JEBs Management Committee
Chair: Mark R. Wilson
Members: Kenneth A. Bollen, Christine Franklin, Paul W. Holland, Wei Pan, Sean F. Reardon, Michael H. Seltzer, Todd Reitzel (Staff Liaison)

Minority Fellowship Selection Committee
Chair: Linda M. Perkins
Members: Megan Bang, Gilda M. Bloom-Leiva, Glenabah M. Martinez, Luis Urrieta, Jr, Maisha T. Winn, George L. Wimberly (Staff Liaison)

Nominating Committee
Chair: Sandra Graham
Members: Patricia E. Enciso, Terrie Epstein, Eugene E. Garcia, Stafford Hood, Phoebe H. Stevenson (Staff Liaison)

Organization of Institutional Affiliates Executive Committee
Chair: Douglas J. Palmer
Members: Richard De Lisi, Mary H. Gresham, Issac Prilleltensky; Marcy P. Driscoll (Members-at-Large); Robert E. Floden (Past Chair); David H. Monk (Chair Designate); Gerald Sroufe (Staff Liaison)

Professional Development & Training Committee
Chair: Yolanda J. Majors
Members: Bryan A. Brown, Sarah W. Freedman, Jeffrey C. Shih, Cathy Stasz, Kenneth Zeichner, William A. Firestone (Council Liaison), Ettia R. Hollins (Council Liaison), George L. Wimberly (Staff Liaison)

Publications Committee
Chair: Russell W. Rumberger
Members: Gustavo E. Fischman, Nailah Suad Nasir, Melissa R. Rodrick, Diana T. Slaughter-Defoe, William Cope (Chair-Designate), Alfredo J. Artilles (Council Liaison), Felice J. Levine (Staff Liaison), Todd Reitzel (Staff Liaison)

Research Advisory Committee
Chair: Deborah L. Vandell
Members: Ezekiel J. Dixon-Roman, Fredrick D. Erickson, Adam Gamoran, Norma E. Gonzalez, Elizabeth B. Moje, Vivian L. Gadsden (Council Liaison), Felice J. Levine (Staff Liaison)

Committee on Scholars and Advocates for Gender Equity in Education
Chair: Kathleen A. Weiler
Members: Angela E. Arzuabiaga, Cindy Cruz, Valerie J. Jamesick, Carla R. Monroe, Dolores Delgado Bernal (Chair-Designate), William C. Ayers (Council Liaison), George L. Wimberly (Staff Liaison)

Committee on Scholars of Color in Education
Chair: Tabbye Maria Chavous
Members: Maricela Correa-Chavez, Ruben Donato (Chair-Designate), Teresa D. LaFromboise, Tiffany S. Lee, Michele S. Moses, Mariana Pacheco, Angela Valenzuela (Council Liaison), George L. Wimberly (Staff Liaison)

Special Interest Group (SIG) Executive Committee
Chair: Sharon H. Ulanoff
Members: Vincent A. Anjara, Deborah A. Cegloski, Geni Cowan, Stefinee E. Pinnegar, LeAnn G. Putney, Phoebe H. Stevenson (Staff Liaison)

Social Justice Action Committee
Chair: William H. Watkins
Members: Bryan McKinley Jones Brayboy, Annis Brown, Angela Calabrese Barton, Tabbye Maria Chavous, , James Earl Davis, Ernest D. Morrell, Kathleen A. Weiler, Richard P. Duran (Chair-Designate), Arnetta F. Ball (Council Liaison), Felice J. Levine (Staff Liaison), George L. Wimberly (Staff Liaison)

Technology Committee
Chair: Judith L. Green
Members: Anne Hafner, William A. Kealy, Wan Shun Eva Lam, Althea Scott Nixon, Ann D. Thompson, Faith Connolly (Council Liaison), Phoebe H. Stevenson (Staff Liaison), Tracy Young (Staff Liaison)

RESEARCH AND TRAINING GRANTS ADVISORY COMMITTEES

AERA Grants Governing Board
Chair: William H. Schmidt
Members: Eva L. Baker, Martin Carnoy, Jacqueliney Eccles, Jeremy Kilpatrick, Felice J. Levine, Sarah Theule Lubinski, Chandra Muller, Michael T. Nettles, Deborah L. Vandell, George L. Wimberly, Janice M. Earle (Ex Officio), Mary Frase (Ex Officio), Laura LoGerfo (Ex Officio), Larry Suter (Ex Officio)

AERA/NAEd Advisory Committee
Assessment of Education Research Doctorate Programs 
Chairs: Felice J. Levine, Lorrie A. Shepard

TASK FORCE
Task Force on IES Reauthorization
Chair: Kenji Hakuta
Members: Gerald Sroufe (Director), Camilla P. Benbow, Thomas B. Corcoran, Michael J. Flick, Eugene E. Garcia, Louis M. Gomez, Carl F. Kaestle, Felice J. Levine, Barbara L. Schneider, Leanna Stiefel, Deborah L. Vandell
Executive Director: Felice J. Levine
Deputy Executive Director: Phoebe H. Stevenson
Senior Advisor: Gerald E. Sroufe
Interim Special Assistant to Executive Director: Barbara Emshwiller
Staff Assistant to the Deputy Executive Director: Alastair Hamilton

AERA Grants Program
Principal Investigator: Felice J. Levine
Co-Principal Investigator: George Wimberly
Manager: Ming Lowe

Business Office
Interim Director of Finance and Administration: Norman Tenorio
Manager: Shannon Luo
Staff Accountant: Bonita Barron
Office Support Services: Darrell Long

Communications and Outreach
Director: Helaine Patterson
Associate: Lucy Cunningham

Government Relations
Director: Gerald E. Sroufe
Interim Assistant: Christy Talbot

Information Technology/Web Services
Director: Tracy B. Young
Systems and Database Administrator: Bidyut Acharya

Meetings
Director: Laurie Cipriano
Manager: Samara Wolf
Program Associate: Katie Coon

Membership, Constituent Relations & Governance
Director: Patricia Martin
Associate: Sylvie Nguyen
Assistant: Susan Kim
Assistant: Maria Macasero

Professional Development
Director: George Wimberly
Associate: Maurice Brown

Publications
Director: Todd Reitzel
Educational Researcher Managing Editor: Martha Yager
Interim Assistant: Christy Talbot

Social Justice
Director: George Wimberly
Associate: Maurice Brown
A. Basir, Mohammad; 23.032
Aagar, Hans P.; 60.054
Aarons, Ralph; 65.031
Abaci, Seddar; 47.073-7
Abajian, Suzie M.; 60.069-3, 62.024, 74.015
Abayyan, Nodelyn; 34.079
Abd-El-Khalil, Fouad S.; 48.042, 63.065, 64.072-14
Abous, Mahmoud; 35.082-4
Abdul-Hamid, Husain; 63.074-5
Abdul-Jabar, Barbara; 32.016
Abedi, Jamil; 20.027, 32.002, 33.028, 47.047, 63.073-7, 65.050, 75.011
Abel, Carolyn Davidson; 63.050
Abeldea, Marillene; 60.067-1
Abels, Vicki; 38.073
Abend, Molly Beth; 20.039
Aber, Lawrence; 20.030
Abercrumbie, Sara A.; 63.074-4
Aberik, Jel; 65.067-11
Abode, Ida Adejumoke; 63.073-2
Abrahamson, Dor; 33.060, 47.047, 74.077
Abrami, Philip C.; 32.085-7, 36.083-3, 48.076-13, 49.063
Adams, Natalie G.; 65.031, 74.048-13
Adams, Maurianne; 63.015
Adams, Curt M.; 22.015, 23.016, 34.074
Adams, Cheryll M.; 23.059-3
Adamowicz-Hariasz, Maria; 20.041-1
Adamczyk, Amy; 38.017
Achtenhagen, Frank; 66.067
Acar, Selcuk; 34.073
Acker-Hocevar, Michele; 32.085-7
Acker, Frederik Van; 33.051
Achter, Nathan Napoleon; 34.025
Aguirre, Julia Maria; 23.033, 63.029
Aguirre-Munoz, Zenaida; 22.059, 36.040
Ahern, Terence C.; 38.018-1
Ahlgren, swirling zaffre; 47.073
Ahlgren, Robert; 20.032, 48.076-13, 65.070-6
Ahlgren, Robert; 20.032, 48.076-13, 65.070-6
Ahlgren, Robert; 20.032, 48.076-13, 65.070-6
Ahlgren, swirling zaffre; 47.073
Ahlgren, Robert; 20.032, 48.076-13, 65.070-6
Ahlgren, swirling zaffre; 47.073
Ahlgren, Robert; 20.032, 48.076-13, 65.070-6
Ahlgren, swirling zaffre; 47.073
Ahlgren, Robert; 20.032, 48.076-13, 65.070-6
Ahlgren, swirling zaffre; 47.073
Ahlgren, Robert; 20.032, 48.076-13, 65.070-6
Ahlgren, swirling zaffre; 47.073
Ahlgren, Robert; 20.032, 48.076-13, 65.070-6
Ahlgren, swirling zaffre; 47.073
Ahlgren, Robert; 20.032, 48.076-13, 65.070-6
Ahlgren, swirling zaffre; 47.073
Ahlgren, Robert; 20.032, 48.076-13, 65.070-6
Ahlgren, swirling zaffre; 47.073
Ahlgren, Robert; 20.032, 48.076-13, 65.070-6
Ahlgren, swirling zaffre; 47.073
Ahlgren, Robert; 20.032, 48.076-13, 65.070-6
Ahlgren, swirling zaffre; 47.073
Ahlgren, Robert; 20.032, 48.076-13, 65.070-6
Ahlgren, swirling zaffre; 47.073
Ahlgren, Robert; 20.032, 48.076-13, 65.070-6
Ahlgren, swirling zaffre; 47.073
Ahlgren, Robert; 20.032, 48.076-13, 65.070-6
Ahlgren, swirling zaffre; 47.073
Ahlgren, Robert; 20.032, 48.076-13, 65.070-6
Ahlgren, swirling zaffre; 47.073
Ahlgren, Robert; 20.032, 48.076-13, 65.070-6
Ahlgren, swirling zaffre; 47.073
Ahlgren, Robert; 20.032, 48.076-13, 65.070-6
Ahlgren, swirling zaffre; 47.073
Ahlgren, Robert; 20.032, 48.076-13, 65.070-6
Ahlgren, swirling zaffre; 47.073
Ahlgren, Robert; 20.032, 48.076-13, 65.070-6
Ahlgren, swirling zaffre; 47.073
Ahlgren, Robert; 20.032, 48.076-13, 65.070-6
Ahlgren, swirling zaffre; 47.073
Ahlgren, Robert; 20.032, 48.076-13, 65.070-6
Ahlgren, swirling zaffre; 47.073
Ahlgren, Robert; 20.032, 48.076-13, 65.070-6
Ahlgren, swirling zaffre; 47.073
Ahlgren, Robert; 20.032, 48.076-13, 65.070-6
Ahlgren, swirling zaffre; 47.073
Ahlgren, Robert; 20.032, 48.076-13, 65.070-6
Ahlgren, swirling zaffre; 47.073
Ahlgren, Robert; 20.032, 48.076-13, 65.070-6
Ahlgren, swirling zaffre; 47.073
Ahlgren, Robert; 20.032, 48.076-13, 65.070-6
Ahlgren, swirling zaffre; 47.073
Ahlgren, Robert; 20.032, 48.076-13, 65.070-6
Ahlgren, swirling zaffre; 47.073
Powers, C.J.; 50.053
Powers, Christopher R.; 34.070
Powers, Donald E.; 48.072
Powers, Jeanne M.; 22.063-15, 33.012, 49.084-8, 78.038
Powers, Joelle D.; 38.082-3
Powers, Kasey LeeAnn; 48.078-8
Powers, Margaret Austin; 60.070-6
Powers, Sherry W.; 23.060-8, 63.053
Pozzer-Ardenghi, Lilian; 60.069-1
Prado, Erikia; 34.079
Prakash, Madhu Suri; 65.045, 75.016
Prakash, Majia; 48.077-5
Pease, Cynthia Joy; 36.083-3
Puckett, Cassidy; 34.085-6
Puckett, John L.; 48.050
Pugalee, David K.; 48.077-4
Pugh, Diana; 62.016
Purna, Michael J.; 65.043
Puntambekar, Sadhana; 33.025, 48.075-8
Pulp-Dean, Christopher; 49.078
Purdy, William Charles; 48.037
Puri, Dipali; 34.084, 49.026
Purinton, Ted R.; 60.053
Pushor, Debbie A.; 38.070
Puttialla, Martha; 34.073
Putnam, S. Michael; 75.052-7
Putney, LeAnn G.; 32.015, 33.074-15, 49.012, 50.081-10
Puzio, Kelly; 74.034
Pyle, Angela; 36.093, 63.023
Pyle, Nicole F.; 74.049-6
Pylvainen, Helena; 74.049-8
Pytlikzillig, Lisa M.; 49.087-4
Pytlik, Jason; 20.045-15
Quon, Amy; 62.077-12
Quintana, Rigo; 33.057
Quinn, Helen R.; 62.013, 63.013
Quinn, Christopher Jay; 65.022
Quinn, Therese M.; 32.083-8, 38.023, 62.082-13
Quintos, Beatriz E.; 38.074, 49.076
Quintana, Rigo; 33.057
Quinn, Helen R.; 62.013, 63.013
Quinn, Rand; 20.043-4
Quinn, Therese M.; 32.083-8, 38.023, 40.011
Quinones, Sandra; 65.033
Quintana, Rigo; 33.057
Quintos, Beatriz E.; 38.074, 49.076
Quiriconi, Margo Lynn; 38.059
Quo, Amy; 62.077-12
Re, Martin; 30.061-1
Re, Mary; 30.061-1
Reinhard, Jon; 50.050
Rafael, John; 23.044
Raiden-Roth, Miriam B.; 63.046, 75.033
Railback, Gary L.; 49.077-5
Rainey, Perry; 66.069-13
Raiinge-Bright, Katie; 38.020
Raja, Lillian; 32.036, 72.019
Rajagopal, Kadihr; 37.036-1
Rajala, Anja Juanita; 38.062-4
Rajan, Rekha; 63.060
Rajani, Naseen; 74.046
Rakap, Salih; 74.029
Rakes, Glenda C.; 38.081-4, 47.073-6
Rakh, Sharmeen; 62.077-11
Raksit, Mandira; 75.048
Ralingi, Wendi D.S.; 62.058
Rama, Paul Sekvit; 60.002
Ramaley, Judith A.; 32.037
Ramanathan, Hema; 60.022
Ramsawami, Soundaram; 47.016
Rambo, Karen E.; 74.042
Rand, Muriel K.; 20.041-15
Randell, Amanda; 65.024-3, 65.067-10
Randel, Bruce F.; 22.065-16, 36.051, 38.033, 48.076-3
Randels, Jim; 51.010
Randol, Scott M.; 75.052-15
Raphael, Delilah; 38.063-2
Ramsay, Crystal M.; 62.068
Ramer, Karen; 38.059
Ramsey, Patricia G.; 62.079-4
Ramseck, Carolin; 47.030
Ramstetter, Cathy; 63.046
Randolph, Linwood John; 32.084-5
Randolph, Debbie; 22.065-16, 47.020-15, 49.030
Rande, Stuart; 72.020
Ran, Reena; 65.072-6
Ransford-Kaldon, Carolyn; 32.034
Ranson, Tafaya; 23.061-1
Rao, Mininal; 69.029
Rappaport, Anato; 32.055, 33.020
Rapp, David; 22.064-1, 47.020, 75.052-12
Rapp, Michael D.; 66.067
Rapp, David; 22.064-15, 47.020-15, 49.030
Rangenberg, Carolin; 32.034
Rasmussen, Jens; 36.084-3
Rasch, Francis; 32.084-5
Rasef, Peter; 74.046-1
Rases, Matthew; 32.084-5
Rasinski, Maria; 36.020
Rasmussen, Jeroen; 36.044
Reef, Kelly; 47.058
Regan, Melissa; 72.034
Reilmann, Martin; 23.015, 33.065, 63.072-11, 66.018
Reed, Megan; 32.026
Reed, William C.; 49.039
Reeder, Gail M.; 63.072-2
Rees, Sarah; 34.055
Reese, Debbie Denise; 66.067
Reeve, Richard J.; 32.066-8, 75.052-13
Reeve, Robert Anthony; 49.087-9
Reeves, Cheryl; 78.031
Reeves, Alene; 65.017
Reed, Charles; 22.065-13, 23.029, 33.068, 36.062, 75.053, 74.021
Rees, Todd; 49.051
Reese, Gretchen Maria; 23.056
Reffitt, Kelly; 47.058
Razen, Kimberly; 72.047-4
Rennick, Eileen; 47.058-3
Rennick, Kimberly; 72.047-4
Rennick, Kimberly; 72.047-4
Rennick, Kimberly; 72.047-4
Rennick, Kimberly; 72.047-4
Rennick, Kimberly; 72.047-4
<table>
<thead>
<tr>
<th>Name</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sorensen, Nicholas Andrew</td>
<td>48.029</td>
</tr>
<tr>
<td>Sorensen, Pete</td>
<td>36.024</td>
</tr>
<tr>
<td>Soriano, Jarrell</td>
<td>60.067-1</td>
</tr>
<tr>
<td>Sorin, Reesa</td>
<td>48.074-2</td>
</tr>
<tr>
<td>Sorto, Alejandro</td>
<td>78.031</td>
</tr>
<tr>
<td>Sosa, Teri L</td>
<td>49.086-3</td>
</tr>
<tr>
<td>Soslan, Elizabeth Gayle</td>
<td>34.085-5</td>
</tr>
<tr>
<td>Sossi, Dino</td>
<td>72.047-10, 75.051-10</td>
</tr>
<tr>
<td>Sotari, Valeria</td>
<td>49.087-8</td>
</tr>
<tr>
<td>Soto, Amanda</td>
<td>65.070-4</td>
</tr>
<tr>
<td>Soto, Cynthia</td>
<td>36.085-8, 49.068</td>
</tr>
<tr>
<td>Soto, Melissa</td>
<td>50.046</td>
</tr>
<tr>
<td>Soukakou, Elena P</td>
<td>62.038</td>
</tr>
<tr>
<td>Soule, Lori C</td>
<td>65.039</td>
</tr>
<tr>
<td>Sousa, Alexandra</td>
<td>36.085-1</td>
</tr>
<tr>
<td>Sousa-Nick</td>
<td>60.058</td>
</tr>
<tr>
<td>Southall, Richard Michael</td>
<td>32.073</td>
</tr>
<tr>
<td>Southener, Sherry</td>
<td>33.066, 63.065</td>
</tr>
<tr>
<td>Souto-Manning, Mariana</td>
<td>48.039, 74.029</td>
</tr>
<tr>
<td>Souvignier, Elmar</td>
<td>23.006</td>
</tr>
<tr>
<td>Spain, Angeline Karin</td>
<td>62.063</td>
</tr>
<tr>
<td>Spalding, Ashley</td>
<td>48.074-10</td>
</tr>
<tr>
<td>Spanjers, Ingrid A.E.</td>
<td>66.024</td>
</tr>
<tr>
<td>Spanjers, Jonelle</td>
<td>38.012</td>
</tr>
<tr>
<td>Spanjers, Mary Kay</td>
<td>36.085-7, 66.076-8</td>
</tr>
<tr>
<td>Spanjers, Marc L</td>
<td>72.047-3</td>
</tr>
<tr>
<td>Staub, Laura</td>
<td>34.041</td>
</tr>
<tr>
<td>Stachiowski, Laura</td>
<td>60.042</td>
</tr>
<tr>
<td>Stach, Jennifer</td>
<td>65.017</td>
</tr>
<tr>
<td>Stade, Greg</td>
<td>24.021</td>
</tr>
<tr>
<td>Staf, Frances K</td>
<td>22.063-3, 60.068-4</td>
</tr>
<tr>
<td>Stahl, Elmar</td>
<td>33.023</td>
</tr>
<tr>
<td>Stains, Marilyn</td>
<td>20.041-14</td>
</tr>
<tr>
<td>Stairs, Andrea J</td>
<td>66.069-14, 72.042</td>
</tr>
<tr>
<td>Staley, Richard K</td>
<td>36.082-1</td>
</tr>
<tr>
<td>Staley, Sara Jane</td>
<td>66.064</td>
</tr>
<tr>
<td>Steallworth, James</td>
<td>49.087-7</td>
</tr>
<tr>
<td>Stehanie, Stephanie</td>
<td>74.049-14</td>
</tr>
<tr>
<td>Steen, James</td>
<td>49.013</td>
</tr>
<tr>
<td>Stein, Anna</td>
<td>60.069-14</td>
</tr>
<tr>
<td>Stein, Jeff</td>
<td>65.035</td>
</tr>
<tr>
<td>Steen, Ann Marie</td>
<td>32.006</td>
</tr>
<tr>
<td>Steep, Joseph J</td>
<td>72.079</td>
</tr>
<tr>
<td>Stein, Melissa</td>
<td>65.025</td>
</tr>
<tr>
<td>Steen, Mary</td>
<td>14.066</td>
</tr>
<tr>
<td>Stevens, Robert J</td>
<td>49.028</td>
</tr>
<tr>
<td>Stevens, Robert</td>
<td>72.046-7</td>
</tr>
<tr>
<td>Stevens, Robin</td>
<td>65.018</td>
</tr>
<tr>
<td>Stevens, Tara</td>
<td>36.040</td>
</tr>
<tr>
<td>Stevens, Vanessa</td>
<td>65.051</td>
</tr>
<tr>
<td>Stevenson, Carolyn N.</td>
<td>48.064</td>
</tr>
<tr>
<td>Stevenson, Howard C.</td>
<td>65.059</td>
</tr>
<tr>
<td>Stevenson, Howard</td>
<td>39.010</td>
</tr>
<tr>
<td>Stevenson, Carolyn</td>
<td>66.093</td>
</tr>
<tr>
<td>Stevenson, Robert B.</td>
<td>32.058</td>
</tr>
<tr>
<td>Stover, Antionette D.</td>
<td>59.014</td>
</tr>
<tr>
<td>Stovall, David O.</td>
<td>49.025</td>
</tr>
<tr>
<td>Strickland, Martha J.</td>
<td>60.069-11</td>
</tr>
<tr>
<td>Strickland, Michael</td>
<td>65.054</td>
</tr>
<tr>
<td>Stirndale, Kristine</td>
<td>78.042-2</td>
</tr>
<tr>
<td>Stringer, Daniel</td>
<td>50.027</td>
</tr>
<tr>
<td>Stringfield, Samuel C.</td>
<td>33.050</td>
</tr>
<tr>
<td>Stroder, Miriam</td>
<td>23.060-8</td>
</tr>
<tr>
<td>Strauss, Richard T</td>
<td>49.039</td>
</tr>
<tr>
<td>Straughn, Terrell Lamont</td>
<td>20.025</td>
</tr>
<tr>
<td>Streeter, Brian</td>
<td>38.065-7, 66.076-3</td>
</tr>
<tr>
<td>Streeter, Cindy K.</td>
<td>65.052-10</td>
</tr>
<tr>
<td>Stichter, Janice</td>
<td>38.028</td>
</tr>
<tr>
<td>Stirn, Sandra</td>
<td>74.047-11</td>
</tr>
<tr>
<td>Storno, Trovon</td>
<td>49.087-11</td>
</tr>
<tr>
<td>Stringer, Daniel</td>
<td>50.027</td>
</tr>
<tr>
<td>Stringfield, Sam C.</td>
<td>33.050, 50.015, 62.018</td>
</tr>
<tr>
<td>Strobel, Johannes</td>
<td>23.059-8, 33.074-1, 50.063, 59.012</td>
</tr>
<tr>
<td>Strobel, Karen</td>
<td>34.074</td>
</tr>
<tr>
<td>Stroud, William M.</td>
<td>22.021</td>
</tr>
<tr>
<td>Strother, Neal</td>
<td>33.072, 49.067-14</td>
</tr>
<tr>
<td>Strunk, Katherine Omen</td>
<td>62.035, 65.045</td>
</tr>
<tr>
<td>Struyven, Katrien</td>
<td>32.081-12, 34.083-6</td>
</tr>
<tr>
<td>Stryker, Don</td>
<td>50.033</td>
</tr>
</tbody>
</table>

**Participant Index**
<table>
<thead>
<tr>
<th>Name</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zippay, Cassie F.</td>
<td>23.060-8, 63.053</td>
</tr>
<tr>
<td>Zirkel, Sabrina</td>
<td>32.083-13</td>
</tr>
<tr>
<td>Ziskin, Mary</td>
<td>22.063-3, 47.073-7</td>
</tr>
<tr>
<td>Zmack, Courtney C.</td>
<td>22.065-5</td>
</tr>
<tr>
<td>Zoda, Pamela</td>
<td>63.072-1, 75.051-4</td>
</tr>
<tr>
<td>Zohar, Anat</td>
<td>50.031</td>
</tr>
<tr>
<td>Zollman, Dean</td>
<td>49.048</td>
</tr>
<tr>
<td>Zong, Guichun</td>
<td>20.045-5</td>
</tr>
<tr>
<td>Zopluoglu, Cengiz</td>
<td>23.060-6</td>
</tr>
<tr>
<td>Zoss, Michelle</td>
<td>23.059-12</td>
</tr>
<tr>
<td>Zozakiewicz, Cathy A.</td>
<td>74.028</td>
</tr>
<tr>
<td>Zrize, Stephen</td>
<td>47.015</td>
</tr>
<tr>
<td>Zucker, Andrew A.</td>
<td>38.082-4</td>
</tr>
<tr>
<td>Zuckerman, Ethan</td>
<td>23.011</td>
</tr>
<tr>
<td>Zurheide, Jaime Lynn</td>
<td>60.068-13</td>
</tr>
<tr>
<td>Zusho, Akane</td>
<td>62.061, 63.058, 65.064</td>
</tr>
<tr>
<td>Zuz, Mark L.</td>
<td>33.075-4</td>
</tr>
<tr>
<td>Zuzovsky, Ruth</td>
<td>48.054</td>
</tr>
<tr>
<td>Zvoch, Keith</td>
<td>74.049-18</td>
</tr>
<tr>
<td>Zwart, Rosanne Cathelijne</td>
<td>60.063, 62.079-5</td>
</tr>
<tr>
<td>Zwick, Rebecca</td>
<td>22.023, 32.063</td>
</tr>
<tr>
<td>Zwier, Elisabeth</td>
<td>40.011</td>
</tr>
<tr>
<td>Zydne, Janet Mannheimer</td>
<td>74.021</td>
</tr>
<tr>
<td>Zygmunt-Fillwalk, Eva M.</td>
<td>65.068-3</td>
</tr>
<tr>
<td>Zygouris-Coe, Vicky I.</td>
<td>20.045-2</td>
</tr>
</tbody>
</table>
Curriculum in Classroom:

Curriculum Design and Evaluation:

Data Analysis:

Discourse Processes:

Diversity:

Educational Practices:

Discipline:

Dropouts:

Economics of Education:

Early Childhood:

ESL/ENL:

Subject Index

Curriculum in Classroom:

Data Analysis:

Curriculum Policy and Reform:

Curriculum Studies and Diversity:

Curriculum Theory:

Curriculum in Classroom:

Distance Learning:

Economics of Education:

Evaluating Educational Policy:

Ecology and Environmental Education:

Education:

Distance Learning:

Economics of Education:

Educational Policy:

Developing a Curriculum
AERA invites meeting registrants to visit the 2011 AERA Annual Meeting Exhibit Hall. Located in the New Orleans Marriott, Grand Ballroom, Third Level, the Exhibit Hall is an invaluable opportunity for all to learn about new products and services from many of the top names in educational publishing, testing, and research firms. The Exhibit Hall is open from 9:00 am to 6:00 pm on Saturday, 9:00 am to 4:00 pm on Sunday, and 9:00 am to 5:00 pm on Monday. AERA extends sincere appreciation to all the 2011 exhibitors for partnering with the Association to make this year’s Exhibit Hall a success.
HOTEL MONTELEONE

Rooftop - Sixteenth Level

Mezzanine Level

Ground Level
INDEX OF 2011 PROGRAM ADVERTISERS

American Institutes for Research ................................................................. 459
ASU Mary Lou Fulton Teachers College ...................................................... 460-461
BAE Systems ................................................................................................. 484
Cabell Publishing, Inc .................................................................................. 480
Cambridge University Press .......................................................................... 462
Continuum ...................................................................................................... 463
Guilford Press ................................................................................................. 466
Harvard Education Press ............................................................................... 464-465 & back cover
Jossey-Bass / Wiley ....................................................................................... 482-483
LEARNing Landscapes .................................................................................. 467
MIT Press ........................................................................................................ 476
National Science Foundation ......................................................................... 468
The New Press ............................................................................................... 476
Palgrave Macmillan ......................................................................................... 469
Perseus Books Group ..................................................................................... 472
Peter Lang Publishing ..................................................................................... 470-471
Routledge / Psychology Press / Taylor & Francis ......................................... 473-475 & inside front cover
Rowman & Littlefield ..................................................................................... 477
Sage Publications / AERA Journals ............................................................. 485
Stanford University Press ............................................................................. 480
Stylus Publishing .......................................................................................... 494
SUNY Press ................................................................................................... 484
Teachers College Press .................................................................................. 481
University of Chicago Press .......................................................................... 478-479
University of Phoenix .................................................................................... inside back cover
Congratulations to the AERA 2011 Fellows

AERA extends its congratulations to the 2011 class of AERA Fellows. These Fellows will be inducted into the AERA Fellows Program on Saturday, April 9, 8:15 am – 10:15 am, at the AERA Fellows Invitation Only Breakfast. The AERA Fellows Program was established by AERA Council in 2007 to honor education researchers with substantial research accomplishments, to convey the Association’s commitment to excellence in research, and to enable the next generation of emerging scholars to appreciate the value of sustained achievements in research and the breadth of scholarship worthy of recognition. The Program is intended to recognize excellence in research and be inclusive of the scholarship that constitutes and enriches education research as an interdisciplinary field.

Michael Apple, *University of Wisconsin - Madison*  
W. Steven Barnett, *Rutgers University*  
Muriel Bebeau, *University of Minnesota*  
Estela Bensimon, *University of Southern California*  
David Bloome, *The Ohio State University*  
Dominic Brewer, *University of Southern California*  
Cheryl Craig, *University of Houston*  
Christopher Dede, *Harvard University*  
Mary Futrell, *The George Washington University*  
Patricia Gandara, *University of California - Los Angeles*  
David Hansen, *Teachers College, Columbia University*  
Elfrieda Hiebert, *University of California - Berkeley*  
Sylvia Hurtado, *University of California - Los Angeles*  
Jonathan Jansen, *University of the Free State*  
Mary Kennedy, *Michigan State University*  
Carol Lee, *Northwestern University*  

Henry Levin, *Teachers College, Columbia University*  
Barbara Means, *SRI International*  
Anna Neumann, *Teachers College, Columbia University*  
Sonia Nieto, *University of Massachusetts - Amherst*  
Michael Olivas, *University of Houston*  
Randall Penfield, *University of Miami*  
Robert Pianta, *University of Virginia*  
Viviane Robinson, *University of Auckland*  
Karen Seashore Louis, *University of Minnesota*  
Walter Secada, *University of Miami*  
William Tate, *Washington University in St. Louis*  
John Tippeconnic, *Arizona State University*  
Theo Wubbels, *Utrecht University*  
Steven Yussen, *University of Minnesota - Twin Cities*  
Bruno Zumbo, *University of British Columbia*