Chair: Margaret L. Niess, Oregon State University
Participant:
Technological Pedagogical Content Knowledge (TPACK) and Beyond.
Punya Mishra, Michigan State University; Matthew J. Koehler, Michigan State University

24.039. Workplace Learning SIG Business Meeting. SIG-Workplace Learning; Business Meeting
Convention Center, 100 Level, 108B; 6:15-7:45pm
Chair: Margaret E. Malloch, Victoria University

Thursday, 7:00 pm

AERA Sessions

Convention Center, 100 Level, 119A: 7:00-8:00pm
Welcome: Estela M. Bensimon, University of Southern California
Award Recipient and Speaker:
Drafting Justice: Statutory Language, Public Policy, and Legislative Reform. Michael A. Olivas, University of Houston

Thursday, 8:00 pm

AERA Related Activities

26.010. Joint Social Justice Combined Reception. AERA Related Activities; Reception; Cosponsored with Affirmative Action Council, Scholars and Advocates for Gender Equity in Education Committee, Scholars of Color in Education Committee, Social Justice Action Committee, and University of Pennsylvania Graduate School of Education.
Convention Center, 100 Level, 119B; 8:00-9:30pm

Thursday, 8:30 pm

Governance Meetings and Events

27.001. AERA Journal Publications Committee Reception: Invitation Only. Sponsored by SAGE Publications, Inc. AERA Governance; Reception
Marriott, Fifth Level, Grand Ballroom D; 8:00am to 12:00pm
Chair: Gale M. Sinatra, University of Southern California

Friday, 6:45 am

AERA Related Activities

28.010. Undergraduate Student Education Research Training Workshop:
Closed Session (Day 2 of 3). AERA Related Activities; Invited Session
Marriott, Fourth Level, Franklin 4; 6:45am to 2:00pm
Chair: George L. Wimberly, American Educational Research Association

Friday, 7:00 am

AERA Sessions

29.010. AERA Welcoming Orientation for New Members and First-Time Attendees. AERA Sessions; Invited Session
Convention Center, 100 Level, 122B; 7:00-8:00am
Chairs: Barbara Schneider, Michigan State University; Joyce E. King, Georgia State University; Fellec J. Levine, American Educational Research Association

Friday, 8:00 am

Professional Development Courses

30.010. Applied Autoethnography: Process, Product, and Innovation for Educational Practice and Policy. Professional Development and Training Committee; Professional Development Course

Marriott, Fifth Level, Grand Ballroom D; 8:00am to 12:00pm
Instructors: Sherick A. Hughes, University of North Carolina - Chapel Hill; Julie L. Pennington, University of Nevada - Reno; Nitasha M. Clark, Educational Specialties

30.011. PISA and Beyond: Analysis of International Data From PISA Using Multiple Tools and Incorporating Additional Country-Level Data. Professional Development and Training Committee; Professional Development Course
Marriott, Fifth Level, Grand Ballroom F; 8:00am to 12:00pm
Instructors: David C. Miller, American Institutes for Research; Anindita Sen, American Institutes for Research; Bitnara Jasmine Park, University of Oregon; Ngaire Honey, Vanderbilt University

30.012. Sensitivity Analysis: Quantifying the Discourse About Causal Inference. Professional Development and Training Committee; Professional Development Course
Marriott, Fifth Level, Grand Ballroom E; 8:00am to 12:00pm
Instructor: Kenneth A. Frank, Michigan State University

Governance Meetings and Events

30.001. AERA Committee on Scholars and Advocates for Gender Equity in Education: Open Meeting and Breakfast. AERA Governance Cosponsored with Committee on Scholars and Advocates for Gender Equity in Education; Governance Session
Marriott, Third Level, Independence II; 8:00-9:30am
Chair: Susan B. Twombly, The University of Kansas

Friday, 8:15 am

AERA Related Activities

31.010. AERA Fellows Breakfast: Invitation Only. AERA Related Activities; Governance Session
Marriott, Third Level, Liberty AB; 8:15-10:15am
Chair: William F. Tate, Washington University in St. Louis

31.011. AERA Web Content Management System Training for Division and SIG Web Managers: Session 1. AERA Related Activities; Workshop
Convention Center, 100 Level, 102B; 8:15-9:45am
Chair: Tracy Young, American Educational Research Association

Presidential Sessions

Convention Center, 200 Level, 201B; 8:15-10:15am
Chair: Robin D. Tierney, Research-for-Learning
Participants:
Assessment of Collaborative Problem Solving. Patrick E. Griffin, University of Melbourne; Esther Care, University of Melbourne
Designing a Large-Scale Assessment of Computer and Information Literacy. Wolfram H. Schulz, Australian Council for Educational Research
Assessment of Complex Problem Solving: What We Know and Don’t Know. Samuel Greiff, University of Luxembourg; Sascha Wiestenberg
Creativity: What It Is, Why It Matters, and How to Assess It. Bill Lucas, University of Winchester
Web Tools for the Assessment of 21st-Century Skills in Higher Education. Ava Clare Robles, Mindanao State University
Discussant: Kadiyie Ercikan, The University of British Columbia

Convention Center, 200 Level, 201A; 8:15-9:45am
Chair: Peter A. Youngs, University of Virginia
Participants: Dan Goldhaber; University of Washington; Ellen B. Goldring, Vanderbilt University; Heather C. Hill, Harvard University; Venessa Ann Keesler, Michigan Department of Education; John H. Tyler, Brown University

Context of Disproportionate Identification for Special Education. Benjamin Brunley, University of Pennsylvania; Whitney A. LeBoeuf, University of Pennsylvania; John Fantuzzo, University of Pennsylvania; Cody Hostutler, Lehigh University


Discussants: Rosa Citron, PhD, University of Central Florida; Anthony J. Onwuegbuzie, Sam Houston State University

31.014. The Importance of Cultural Competency and Climate: Understanding the Impact of Institutional Policies and Practices. AERA Presidential Session

Convention Center, 200 Level, 201C; 8:15-10:15am
Chairs: Eugene L. Anderson, American Dental Education Association; Mark A. Lopez, American Dental Education Association
Participants:
Enhancing Educational Achievement With Black Males. Joseph White, University of California - Irvine
Do Racially Identifiable Problems Demand Racially Identifiable Solutions? Hardin L.K. Coleman, Boston University
The Role of Faculty in Promoting Cultural Competence. Kimberly Griffin, University of Maryland
Exploring the Cultural Evolution: Cultural Competency in Health Professions Education. Lawrence “Hy” Doyle, David Geffen School of Medicine
Discussant: Carol Camp Yeekey, Washington University in St. Louis

Division Sessions

31.018. Developing an Inquiry Stance Toward Instructional Leadership: Teacher Leader Action Research. Division A - Administration, Organization and Leadership; Symposium

Convention Center, 100 Level, 107B; 8:15-9:45am
Chair: Chrysann Gallucci, University of Washington
Participants:
Teacher Leadership and Action Research: A New “Space” for Professional Development. Stephanie Forman, University of Washington - Seattle; Kjellaug Elizabeth Rowe, Kent School District; Chrysann Gallucci, University of Washington
Teacher as Researcher, Teacher as Scholar, and Teacher as Leader. Michael Gerard Ryan, Montclair State University; Monica Taylor; Montclair State University
Teacher Leadership in a Newly Designed 21st-Century Community Learning Center: An Inquiry Approach. Rachel Wilkenhauer, University of Florida; Ashley Pennypacker Hill, University of Florida; Nancy Fichtman Dana, University of Florida
Discussant: Ann Lieberman, Stanford University

31.019. Improving School Culture. Division A - Administration, Organization and Leadership; Paper Session

Convention Center, 100 Level, 115A; 8:15-9:45am
Chair: Joseph W. Pieri, University of Pittsburgh
Participants:
Exploring Cultural Proficiency: School Leaders’ Acceptance of Islam in a Suburban Texas School District. Miriam Deborah Ezzani, University of North Texas; Melanie Carol Brooks, University of Idaho
School Improvement by Facilitating Belonging: A Review of the Literature. Curtis Anthony Brewer, The University of Texas - San Antonio; Nathern S. Okilwa, The University of Texas - San Antonio
The School I’d Like: A Study of Chinese Pupils’ Perspectives on Schooling and School Improvement. Le Chen, The University of Western Ontario
Improving School Climate: Perceptions of Stakeholders Implementing a Commercial School Improvement Program. Kristin G. Sherwood, Wichita State University; Tiffenie Irving, Wichita State University; Alicia Thompson, Wichita State University; Amber Anderson; Brian Cordell; Patrick Simon
Discussant: Shelby A. Cosner, University of Illinois at Chicago


Convention Center, 100 Level, 115B; 8:15-9:45am
Chair: Zhiyong Zhu, Beijing Normal University
Participants:
Leadership Traits of Excellent Principals: Analysis From the Perspective of Literature. Joseph W. Pieri, University of Pittsburgh; Dr. habil. Le Chen, The University of Western Ontario; Nathern S. Okilwa, The University of Texas - San Antonio; Nathern S. Okilwa, The University of Texas - San Antonio
The School I’d Like: A Study of Chinese Pupils’ Perspectives on Schooling and School Improvement. Le Chen, The University of Western Ontario
Improving School Culture: A Commercial School Improvement Program. Kristin G. Sherwood, Wichita State University; Tiffenie Irving, Wichita State University; Alicia Thompson, Wichita State University; Amber Anderson; Brian Cordell; Patrick Simon
Discussant: Shelby A. Cosner, University of Illinois at Chicago

31.015. Graduate Student Council Fireside Chat: How Does (and Could) Educational Research Inform in Careers in and Beyond Academia? Graduate Student Council Cosponsored with Division H - Research, Evaluation and Assessment in Schools, Graduate Student Council; Invited Session

Convention Center, 100 Level, 126A; 8:15-9:45am
Chair: Marisa A. del Campo, University of Connecticut
Participants: Zollie Stevenson Jr Howard University; Brenda J. Turnbull, Policy Studies Associates, Inc.; Faith Connolly, Johns Hopkins University; Casey D. Cobb, University of Connecticut

Committee Sessions


Convention Center, 100 Level, 112B; 8:15-9:45am
Chair: Jan M. Elen, KU Leuven
Participants:
Different Patterns in Teachers’ Intentions Concerning Research Integration: A Different Perspective on Critical Thinking. Wendy Schouteden, KU Leuven; Jan M. Elen, KU Leuven
University Teachers’ Goals and Approaches to Foster Students’ Development of Critical Thinking. Roeland M. Van der Rijst, Leiden University; Yanjuan Hu, Leiden University; Klaus Van Veen, University of Groningen; Nico Verloop, Leiden University
Development of Critical Thinking in Freshmen: The Influence of Research Integration. An Verburgh, KU Leuven; Dawit Tiruneh, KU Leuven; Marie Evens, K. U. Leuven; Jan M. Elen, KU Leuven
Discussant: David Gijbels, University of Antwerp

International Organization Sessions

31.017. State and Regional Educational Research Associations: Distinguished Paper Session 2. Consortium of State and Regional Educational Research Associations; Invited Session

Convention Center, 100 Level, 105A; 8:15-9:45am
Chair: Harry L. Bowman, Council on Occupational Education
Participants:
Discussant: David Gijbels, University of Antwerp

State and Regional Organization Sessions
31.021. Academic and Career Pathways in STEM. Division C - Learning and Instruction; Paper Session
Marriott, Fourth Level, 413; 8:15-9:45am
Chair: Margaret M. Lucero, Santa Clara University
Participants:
Motivation, Instructor-Student Relationship, and Transformative Experience as Predictors of Academic and Career Choice in Geoscience. Kevin J. Pugh, University of Northern Colorado;
Michael M. Phillips, University of Northern Colorado; Cassendra M. Bergstrom, University of Northern Colorado; Julie Sexton, University of Northern Colorado; Eric M Riggs, Texas A&M University
The Association Between Participation in High School Research Experiences and Students’ Choice of Undergraduate Major. John Taylor Almarode, James Madison University; Rena F. Subotnik, American Psychological Association; Edward Crowe, The Woodrow Wilson National Fellowship Foundation; Robert H. Tai, University of Virginia
Understanding the STEM Career Intent of Ninth Graders. Iris Wagstaff, North Carolina State University; Tamara V. Young, North Carolina State University
Using Idea Maps to Characterize Epistemic Communities in Science Classrooms. David Strouse, Michigan State University

31.022. Beyond Bricks and Mortar: Online Learning Research. Division C - Learning and Instruction; Paper Session
Marriott, Fifth Level, Grand Ballroom I; 8:15-9:45am
Chair: Xiaojun Chen, St. John’s University
Participants:
Cross-Referencing to Coconstruct Knowledge About Global Heat Transfer in an Online Learning Environment. Florence R. Sullivan, University of Massachusetts - Amherst; K.C. Nat Turner, University of Massachusetts - Amherst; Rick Adrion; Chris Hill, Massachusetts Institute of Technology; Dave Hart, Massachusetts Institute of Technology
Discursive Positioning Between Literacy Coaches and Teachers in an Asynchronous Online Environment. Erik Scott Rawls, Florida State University; Alysia D. Roehrig, Florida State University
Emotions and Decision Making in an Online World: Experienced Users’ Smooth Sailing Versus Novices’ Rough Seas. John(Jong-ho) Park, The University of Texas - Austin; Jen L. Freeman, The University of Texas - Austin; Danji Heo, The University of Texas - Austin; Diane L. Schaffert, The University of Texas - Austin
Exploring the Relationship Between Resistance and Perspectival Understanding in Computer-Mediated Discussions. SoonAh Lee, Middlesex Community College; Kwangok Song, Arkansas State University
Investigating Criteria Seventh Graders Use to Evaluate the Quality of Online Information. Julie Cairo, University of Rhode Island; Donald J. Leu, University of Connecticut; Elena E. Forzani, University of Connecticut; Cheryl Maykel, University of Connecticut; Jonna M. Kulikowich, The Pennsylvania State University; Nell Sedransk, National Institute of Statistical Sciences
Viewing Patterns of Two Types of Webcast and Student Performance in a University Statistics Course. Bas Giesbers, Rotterdam School of Management; Martijn Flipsen, Rotterdam School of Management; Jan van Dalen, Rotterdam School of Management; Peter Van Baalen, Rotterdam School of Management

31.023. Exploring Scientific Thinking. Division C - Learning and Instruction; Paper Session
Marriott, Fourth Level, Franklin 7; 8:15-9:45am
Chair: Noemi Waight, University at Buffalo - SUNY
Participants:
A Developmental Pathway for Nature of Science (NOS) in School Science.

Hagop A. Yacoubian, Haigazian University
Assessing Students’ Understanding of the Energy Concept Across Science Disciplines. Mihwa Park, SUNY; Xufeng Liu, University at Buffalo - SUNY
Exploring the Use of Knowledge Representations for Reasoning About an Authentic Genetics Phenomenon. Nicole A. Shea, University of Delaware; Ravit Golan Duncan, Rutgers University
Shaping the Construction of Learner Questions. Alexandra Silva, University of Illinois at Chicago; Chandan Dasgupta, University of Illinois at Chicago; Tia Renee Shelley, University of Illinois at Chicago; Brenda A. Lopez Silva, University of Illinois at Chicago; Leilah Lyons, University of Illinois at Chicago; Tom Moher, University of Illinois at Chicago
Discussant: Ming-Dih Lin, National Chung Cheng University

Friday Morning, April 4, 2014
65
Participants:
When to Use Manipulatives: A Review of Research on the Effects of Manipulatives on Learning and Motivation. Daniel M. Belenky, Carnegie Mellon University; Lennart Schalk, ETH Zurich
Instructional Manipulatives for Learning Concrete and Abstract Content: An Embodied Interaction (Re)View. Wim Pouw, Erasmus University; Tamara Van Gog, Erasmus University; Rolf Zwaan, Erasmus University; Fred Paas, Erasmus University
Taxonomy of Manipulatives in STEM Learning. Andrew T. Stull, University of California - Santa Barbara; Mary Hegarty, University of California - Santa Barbara
Discussant: Kira Joy Carbonneau, University of New Mexico

Convention Center, 100 Level, 117; 8:15-9:45am
Chair: Maria Elena Oliveri, Educational Testing Service
Participants:
A Framework for Examining Structural Aspects of Construct Validation in Multilevel Settings. Laura M. Stapleton, University of Maryland
Implications of Using Multilevel Latent Class Analyses on School Policy Interventions. Julio C. Cabrera, University of Minnesota; Maria Elena Oliveri, Educational Testing Service
Investigating the Factor Structure of the Personal Potential Index Using a Multilevel Factor Analysis Approach. Maria Elena Oliveri, Educational Testing Service; Steven L. Holtzman, ETS; Chelsea Ezzo, ETS
Discussant: Michael T. Kane, ETS

Convention Center, 100 Level, 111A; 8:15-9:45am
Chair: Catherine A. McClellan, Clowder Consulting
Participants:
Developing Measurement Models for Complex Scenario-Based Assessment Tasks. Daisy Wise Rutstein, SRI International; Geneva D. Haertel, SRI International
Toward the Use of Concept Maps in Large-Scale Science Assessments. Heidi Kroog, University of Colorado - Denver; Maria Arceli Ruiz-Primo, University of Colorado - Denver; Yue Yin, University of Illinois at Chicago
Scoring Videotaped Performances. Emily R. Lai, Pearson; Catherine A. McClellan, Clowder Consulting
Detecting Game Player Goals With Log Data. Kristen E. Dicerbo, Pearson
Discussant: Brent Bridgeham, ETS

31.030. Childhood Bullying and Initial College Adjustment: A Longitudinal, Cross-University Study. Division E - Counseling and Human Development; Symposium
Convention Center, 100 Level, 103B; 8:15-9:45am
Chairs: Jennifer Greif Green, Boston University; Melissa K. Holt, Boston University
Participants:
Adjustment to College Among Previously Bullied Students. Gerald Reid, Boston University; Jennifer Greif Green, Boston University
Past Bullying as a Predictor of College Victimization. Melissa K. Holt, Boston University; Dorothy L. Espelage, University of Illinois at Urbana-Champaign
College Adjustment of Students With a History of Bullying Victimization: A Qualitative Analysis. Cong Zhang, Boston University; Kimberly Doherty; Melissa K. Holt, Boston University
Responses to the Boston Marathon Attacks and Associations With Peer Victimization. Jennifer Greif Green, Boston University; Sarah Masnik
Discussant: Dorothy L. Espelage, University of Illinois at Urbana-Champaign

31.031. Capitalizing Art Education: Mapping International Histories. Division F - History and Historiography; Symposium
Convention Center, 100 Level, 108A; 8:15-10:15am
Chair: Donal O’Donoghue, The University of British Columbia
Participants:
The Great Exhibition in London, 1851: Art Education in India and Britain—Interwoven Histories. Ami Kantawala, Teachers College, Columbia University
A Ramble Through Space and Place Within the Field of Art Education. John Howell White, Kutztown University
Objects in the Mirror Are Closer Than They Appear. Graeme L. Sullivan, The Pennsylvania State University
Discussant: Donal O’Donoghue, The University of British Columbia

Marriott, Fourth Level, 404; 8:15-9:45am
Chair: Howard C. Stevenson, University of Pennsylvania
Participants:
Racial and Ethnic Socialization of Caribbean Immigrant Youth Across Home and School Contexts. Chonika Coleman King, The University of Tennessee
“What About Us?” Supporting the Need for Racially Gendered Socialization for African American Girls. Celine Thompson, Philadelphia College of Osteopathic Medicine
Discussant: Duane E. Thomas, University of Pennsylvania

Convention Center, 100 Level, 120C; 8:15-9:45am
Chair: Beth Blue Swadener, Arizona State University
Participants:
None for You: Child Poverty, Rights, and Capabilities. Valerie Polakow, Eastern Michigan University
I Have a Right to an Education: Girls in Northern India Speak Out. Imandeep Kaur Grewal, Eastern Michigan University
Pedagogy of Poverty: Experiences of Poor Children in Postapartheid Schools. Bekisizwe S. Ndimande, The University of Texas - San Antonio
Community Reinvention: Children’s Right to Education in the West Bank. Janette Habashi, University of Oklahoma
Discussant: Beth Blue Swadener, Arizona State University

Convention Center, 200 Level, 203B; 8:15-9:45am
Chair: Sheneka M. Williams, University of Georgia
Participants:
New Faces, New Paradigms: How Teachers Make Sense of Suburban Diversification. Alison Tyler, Pennsylvania State University
Responding to Racial Change in Suburban Schools. Jennifer Ayscue, University of California - Los Angeles
School-Level Perspectives on Expanding Access to Advanced Placement Courses in a Diverse Florida High School. Mark Lance Rowland, University of South Florida; Barbara Joseph Shirecliffe, University of South Florida
Case Study: Conceptualizing Rapid Racial and Socioeconomic Change in Suburban Schools. Ain A. Grooms, University of Georgia - Athens
Discussant: Elizabeth H. DeBray, University of Georgia

Marriott, Fourth Level, 405; 8:15-9:45am
Chair: Wendi J. Otto, Claremont Graduate University
Participants: Diversifying the Pipeline: Academic and Career Experiences of Filipino American Faculty Members. Shirilie Mae Manaril Choe, Claremont Graduate University
Exploring the Achievement and Language Acquisition of 1.5 Korean Americans. Tammy L. Johnson, Claremont Graduate University
Hope for the “Tago ng Tago”: Resilience of Undocumented Filipino Students. Gloria Montiel, Claremont Graduate University
Cultivating Academic Success: Experiences of High-Achieving Second-Generation Vietnamese American College Students. Annie Thanh Nguyen, San Diego State University and Claremont Graduate University
Discussant: Susan J. Paik, Claremont Graduate University

31.036. Division H Vice-Presidential Invited Session: Fresh and Innovative Graduate Student Work in School-Based Research, Evaluation, and Assessment. Division H - Research, Evaluation and Assessment in Schools; Invited Session
Convention Center, 100 Level, 121C; 8:15-10:15am
Chair: Matthew R. Lavery
Preserve Special Education Teacher Efficacy and Use of Praise Statements Within the TLE TeachLivE Virtual Classroom. Maria B Peterson, Texas Woman’s University
Investigating Cut Scores for Assessing Social-Emotional Risk. Jin Liu, University of South Carolina - Columbia; Christine DiStefano, University of South Carolina
Fairness in Chinese Educational Assessment: Historical Practices and Contemporary Challenges. Xiaomei Song, Queen’s University-Kingston
Teachers’ Instructional Practices and Curriculum Implementation Following the Completion of Curriculum Field Tests: A Follow-Up Study. Kelly Lynn Kearney, University of Connecticut
Exposure to Information About the College Experience and Its Impact on the Perceived Social Capital of First-Generation College Students. Nidia Ruedas-Gracia, New York University
College Interest and College Choice: The Impact of a Precollege STEM Mentoring Program for Latino Students. Taneisha Lee, Georgia Institute of Technology
Predicting the Performance of Bilingual Mexican Americans on Teacher Certification Exams. Amabilia Valverde Valenzuela, The University of Texas - El Paso
Exploring Elementary Students’ Content Ideas and Cohesiveness of Multimodal Representation in Science Writing Tasks. Claudia Patricia Aguirre-Mendez, The University of Iowa; Sue Yeol Yoon, Delaware State University; Nuran Keles, University of Iowa; Deborah L. Linebarger, University of Pennsylvania; Brian Hand, University of Iowa
The Preserve Elementary Teacher Affect Scale for Science: Pilot Study. Otis Wilder, University of Central Florida; Parul Acharya, University of Central Florida; Malcolm B. Butler, University of Central Florida
Spreading the Word: The Use of Illustrations as a Testing Accommodation for Emerging Bilingual Students. Ashley M. Chezamowski, University of Colorado - Boulder; Guillermo Solano-Flores, University of Colorado - Boulder
Multilevel Analysis of School Climate and Mathematics Achievement Using an Ecological Systems Framework. Heather Levinson, University of Louisville; Jill L. Adelson, University of Louisville
"Tell Them What We Do": An Evaluation of the AVANCE Parent Education Program. Felicia Cruz, Saint Mary’s University of San Antonio; Rick Sperling, St. Mary’s University San Antonio
Making the Case: Examining Communities of Learning in an After-School Program. Ruhan Cirici Kizil, University of Colorado - Boulder
The Effects of Collaborative Discussion on Classroom Assessments of Reading and Writing. Juandi Wei, University of Illinois at Urbana-Champaign
Discussant: Nyambura Susan Maina, Montgomery County Public Schools

31.037. Achieving Professional Identity: Beyond Knowledge and Skill. Division I - Education in the Professions; Paper Session
Convention Center, 100 Level, 103C; 8:15-10:15am
Chair: Hemlata Chari, University of Mumbai
Participants: Can Professional Identity Incline New Special-Education Candidates Toward Attrition? Fanni Liu Coward, Texas Tech University; Doug D. Hamman, Texas Tech University; Deborah S. Brown, West Chester University of Pennsylvania; Deann Lechtenberger, Texas Tech University
Developing a Professional Identity: A Qualitative Study of Veterinary Students. Nadine E. Dolby, Purdue University; Annette L. Lister, Purdue University; Amanda Terry, Chen Shen
Signature Problems of Police Preparation: Elaborating the Representation-Decomposition-Approximation Framework. Jessica Charles, Lewis & Clark
Testing a Partial Model of Domain Identification and Motivation With Engineering Students. Chosang Tendhar, Virginia Polytechnic Institute and State University; Brett D. Jones, Virginia Tech
The Professional Identity and Status of the Advanced Skills Teacher. Carol Fuller, The University of Reading; Andrew C. Goodwyn, University of Reading
When I Shall Be a Teacher: Exploring Expectations of Honors Student Teachers About Working as Novices. Tamar Ariav, Beit Berl Academic College; Dizia Maskit, Gordon College of Education; Rama Klavir
Discussant: Judith I. Brooks-Buck, Virginia State University

31.038. Clinical Approaches to Teacher Education: Connecting Research in Ireland, the United States, Scotland, and Australia. Division K - Teaching and Teacher Education; Symposium
Convention Center, 100 Level, 113A; 8:15-9:45am
Chair: David J. Clarke, University of Melbourne
Participants: (Re-)Formaiton in Initial Teacher Education in Ireland: Reconfiguring (Clinical) Practice and Theory. Ciaran Sugrue, University College Dublin; Tone Dyrdal Solbrekke, University of Oslo
Transferable Models of Reflective Practice in Clinical Settings at Home and Abroad. Eleanor V. Wilson, University of Virginia; Michelle D. Young, University Council for Educational Administration
Developing a Clinical Schools Experience: The Politics and Practice of Changing Teacher Education in Scotland. James Charles Conroy, University of Glasgow; Moira Halme, University of Glasgow
Clinical Practice in a Graduate Preservice Teacher Education Program: Early Impacts. Larissa McLean Davies, The University of Melbourne; Stephen K. Dinham, University of Melbourne; Melody Anderson, University of Melbourne; Jane Page, The University of Melbourne; Daniela Acquaro, The University of Melbourne; Field Winston Rickards, The University of Melbourne
Discussant: Linda Darling-Hammond, Stanford University

31.039. Coaching Approaches Across the Teacher Life Span. Division K - Teaching and Teacher Education; Paper Session
Marriott, Fifth Level, Grand Ballroom I; 8:15-9:45am
Chair: Kenneth Kunz, Bloomfield College
Participants: A Systematic Review of Coaching Across the Disciplines. Misty Sailors, The University of Texas at San Antonio; Holly Susan Meyer, The University of Texas - San Antonio
Coaching’s Mechanisms: An Exploration of the Role of Coaches’ Reflective Support. Manuela Jimenez, University of Virginia; Michelle Baldanza, University of California - Los Angeles; Jennifer LoCasciale-Crouch, University of Virginia; Bridget Kathleen Hamre, University of Virginia
The Discursive Construction of Knowledge in Literacy Coaching Interactions. Carolyn Hunt, Illinois State University; Lara J. Handsfield, Illinois State University
What Works in Coaching: Supporting Teachers in Their Use of the Common Core State Standards. Anne Darfler; Cecil Huynh Sam, The University of Pennsylvania
Discussant: Alicia Wenzel, Western Oregon University
31.040. Grassroots Professional Development: Centering the Social Need of Teachers, Division K - Teaching and Teacher Education; Symposium
Convention Center, 200 Level, 203A; 8:15-9:45am
Chair: Edwin Mayorga, The Graduate Center - CUNY
Participants:
Nothing About Us Without Us: Grassroots Teacher Professional Development for Social Justice. Bree Picower, Montclair State University; Natalia Ortiz, CUNY - Graduate Center
Who Are We Waiting For? Teacher-Led Inquiry to Develop and Support Critical Educators. Antonio Nieves Martinez, University of California - Los Angeles
Critical Race Theory in Action: Racial Justice Professional Development for Teachers of Color. Rita Kohli, San José State University
Professional Capital in Rural and Isolated Schools in the United States. Michael Fullan Enterprises
Professional Capital in Emerging Economies. Pasi Sahlberg, Harvard University
Human and Social Capital in Urban Public Schools. Wilfried Admiraal, Leiden University
Teacher Quality and Effectiveness in Finland: From Human Capital to Professional Capital: A New Framework for Understanding Teacher Practice What You Teach: A Practicum-Based Model of Professional Development. Christopher W. Day, University of Nottingham
Teacher Education for Value-Added Estimation. Lisa Andries D’Souza, Assumption College
Moving Beyond Practical Wisdom: Teacher Research in Secondary Education. Andrew Hargreaves, Boston College
Neglected Fundamentals in Professional Learning Settings. Helen S. Timperley, University of Auckland
Moving Beyond Practical Wisdom: Teacher Research in Secondary Education. Wilfried Admiraal, Leiden University; Jacqueline A. Bulterman-Bos, Christelijke Hogeschool Ede; Tanja Janssen, University of Amsterdam; Wilma Jongejan, VU University Amsterdam; Ben Smit, Leiden University; Rosanne Zwart, Utrecht University
Learning of Professionals in Schools: Creating New Settings for Professional Development. Division K - Teaching and Teacher Education; Symposium
Convention Center, 100 Level, 120B; 8:15-9:45am
Chair: Monique L. Volman, Universiteit van Amsterdam, Research Institute Child Development and Education
Participants:
Practice What You Teach: A Practicum-Based Model of Professional Development for Elementary Science Teachers. Eric Berson, Stanford University; Hilda Burk, Stanford University; Jonathan E. Osborne, Stanford University; Kirstin C. Busch, Stanford University; Edith Khachatryan, Stanford University; Susan Louise Million, Stanford University
Neglected Fundamentals in Professional Learning Settings. Helen S. Timperley, University of Auckland
Moving Beyond Practical Wisdom: Teacher Research in Secondary Education. Wilfried Admiraal, Leiden University; Jacqueline A. Bulterman-Bos, Christelijke Hogeschool Ede; Tanja Janssen, University of Amsterdam; Wilma Jongejan, VU University Amsterdam; Ben Smit, Leiden University; Rosanne Zwart, Utrecht University
Learning of Professionals Due to Boundary Crossing in R&D Projects in Schools. Wouter Schenke, University of Amsterdam; Monique L. Volman, Universiteit van Amsterdam, Research Institute Child Development and Education; Jan H. Van Driel, Leiden University; Femke Geijssel, University of Amsterdam
Discussant: J. John Loughran, Monash University
31.042. Professional Capital: A New Agenda to Transform Teaching in Every School, Division K - Teaching and Teacher Education; Symposium
Convention Center, 100 Level, 114; 8:15-10:15am
Chair: Andrew Hargreaves, Boston College
Participants:
Professional Capital: A New Framework for Understanding Teacher Quality and Educational Change. Michael Fullan, OISE/University of Toronto; Andrew Hargreaves, Boston College
Teacher Quality and Effectiveness in Finland: From Human Capital to Professional Capital. Pasi Sahliberg, Harvard University
Human and Social Capital in Urban Public Schools. Carrie R. Leana, University of Pittsburgh; Frits Pil, University of Pittsburgh
Influences on Teachers’ Capacities to Build and Sustain Professional Capital. Christopher W. Day, University of Nottingham
Professional Capital in Emerging Economies. Santiago Rincon-Gallardo, Michael Fullan Enterprises
Professional Capital in Rural and Isolated Schools in the United States. Elizabeth Cox, Boston College
Discussant: Jal David Mehta, Harvard University
31.043. Supporting Elementary Preservice Teachers’ Beliefs and Self-Efficacy in Mathematics, Division K - Teaching and Teacher Education; Paper Session
Convention Center, 200 Level, 204A; 8:15-9:45am
Chair: Lisa Andries D’Souza, Assumption College
Participants:
Developing Self-Efficacy Through the Use of Cloud-Based Collaboration in an Elementary Science Methods Course. Gregory Martin Benefis-Grab, Teachers College, Columbia University; Felicia Moore Mensah, Teachers College, Columbia University
The Impact of a Mathematics Methods Course on Preservice Elementary Teachers’ Beliefs About Mathematics. Joan Gajjarati, Manhattanville College; Rupam Saran, Medgar Evers College - CUNY
The Influence of a Mathematics Teaching Preparation Program on Preservice Teachers’ Personal Teaching Self-Efficacy. Suriza Van Der Sandt, The College of New Jersey; Elizabeth Dianne Johnson, George Mason University
The Role of Passion for Teaching and Teaching Beliefs in Predicting Early Childhood Preservice Teachers’ Sense of Teacher Efficacy. Hyunjin Kim, University of Rhode Island
Discussant: Yeping Li, Texas A&M University
31.044. Targeting Poverty With Teacher Education Programs, Division K - Teaching and Teacher Education; Paper Session
Marriott, Fourth Level, Franklin 2; 8:15-9:45am
Chair: Baljit Kaur, University of Canterbury
Participants:
Difficult to Locate: The Obscurity of Addressing Poverty Within Teacher Education Programs. Jennifer Tatebe, University of Auckland
Teacher Education Targeting High-Poverty Schools: The National Exceptional Teachers for Disadvantaged Schools Program. Bruce Munro Burnett, Queensland University of Technology; Jo Lampert, Queensland University of Technology; Wendy Patton, Faculty of Education, Queensland University of Technology; Barbara M. Comber, Queensland University of Technology
Willimg but Not Yet Able: Preparing Preservice Teachers to Teach Students From Low-Income Families. Melissa L. Shirley, University of Louisville; Shelley Thomas, University of Louisville; John Finch, Retired
Uncovering and Informing Preservice Teachers’ Prior Knowledge About Poverty. Charlotte Anne Mundy, The University of Alabama; Melinda Leko, University of Wisconsin - Madison
Discussant: Robin Yann Lynch, Drexel University
31.045. Issues in Value-Added Models for Teacher Accountability, Division L - Educational Policy and Politics; Paper Session
Convention Center, 100 Level, 115C; 8:15-10:15am
Chair: Laurene L. Christensen, National Center on Educational Outcomes
Participants:
Comparing Between-Teacher Variance Estimates From the Value-Added Modeling Literature. Kellie Wills, University of Washington
Disentangling Student Sorting Bias From Teacher Value-Added Estimates. Ning Rui, Westat
VAMBoozled! Deconstructing the Assumptions Behind Value-Added. Audrey Amrein-Beardsley, Arizona State University, Jessica Holloway-Libell, Arizona State University - Tempe
The Practical Implications of Test Timing and Summer Learning Loss for Value-Added Estimation. Seth Gershenson, American University; Michael S. Hayes, American University
Discussant: Yewon Meng Tham, Northwest Evaluation Association
31.046. Issues of Segregation and Disproportionality: Examining Patterns, Explanations, and Consequences, Division L - Educational Policy and Politics; Paper Session
Convention Center, 100 Level, 118A; 8:15-10:15am
Chair: Michael F. Suarez, University of Colorado - Boulder
Participants:
The Color of Displacement: Examining the Causes and Consequences of Urban School Closures. Meredith Paige Richards, University of Pennsylvania; Kori James Strouh, The University of Texas - Austin
Understanding Neighborhood-Based Political Mobilization: Opposition to School Closures in Philadelphia. Rand Quinn, University of Pennsylvania
The Risk of School Suspension by Race and Disability: A Survival Analysis Using Cox Regression. Stephen Hoffman, Harvard University
Trajectories of Exposure to Racial School Segregation. Siri Warkentin, The
31.047. Qualitative Research With Adult Education (With a Focus on Immigrant Populations). SIG-Adult Literacy and Adult Education; Paper Session
Marriott, Fourth Level, 408; 8:15-9:45am
Chair: Marguerite Lucas, City University of New York
Participants:
After Incarceration and Engagement in Learning: A Participatory Action Research Project. Joni Marie Schwartz, LaGuardia Community College - CUNY
From Texting to Learning: Effects of a Cell Phone-Based Literacy Intervention on Adult Learners. Kazi Arif Anwar, OISE/University of Toronto
Literacy Matters in Mental Health: Recovery Work Among Adults With Limited Literacy—An Institutional Ethnography. Joanne Carol Smith, Fontbonne University
What Do You Think, Mom? Latina Immigrant Mothers Becoming Literacy Brokers. Blaire Willson Toso, The Pennsylvania State University

31.048. Deleuze, Guattari, and Art Education. SIG-Arts-Based Educational Research; Symposium
Marriott, Fifth Level, Grand Ballroom J; 8:15-10:15am
Chair: Inna Semetsky, The University of Newcastle
Participants:
In the Event That Art and Teaching Encounter. Charles Garaio, The Pennsylvania State University
Becoming and Film: Visual Art Teacher Candidates and Encounters With School. Adrienne Boulton-Funke, The University of British Columbia
Metaphors for Constructivism: An Exploration of the Aesthetic and Empathetic Dimensions of Constructivist Teaching Capacities. Renee Jackson, Concordia University - Montreal; Suzanne McCullagh, Concordia University
The Prosthetic Materialities of Children’s Drawing: Inquiry Without Organs. Christopher Mark Schulte, University of Georgia - Athens

31.049. Conceptualizing Educational Change Through the Lens of the Complex Adaptive System: An Exploration in Quantifying the Metaphor. SIG-Chaos & Complexity Theories; Symposium
Marriott, Fourth Level, 414; 8:15-10:15am
Chair: Patrick J. McQuillan, Boston College
Participants:
Systems Change: How and When Does It Occur? Patrick J. McQuillan, Boston College
Coming to See the World Differently: A Three-Sector Experience. Valerie Spencer
Distributing Leadership, Creating Networks, Promoting Relational Trust. Kavita Venkatesh, Boston College
Balancing a Complex System: Transformative Change in a Catholic School. Brad Kerchner, Boston College
At the Brink: The Capacities and Capabilities of a Statewide Charter School System. Eugene Gary Kowch, University of Calgary; Dianne Gereika, University of Calgary
Discussions: Brian Robert Beabout, The University of New Orleans; Donald L. Gilstrap, Wichita State University

31.050. The Influence and Relevance of Confucianism, Taoism, and Buddhism for Education, Self, and Research. SIG-Confucianism, Taoism, and Education; Paper Session
Convention Center, 100 Level, 105B; 8:15-10:15am
Chair: Hongyu Wang, Oklahoma State University - Tulsa
Participants:
Academic Press in Cultures of Learning: An Examination of PISA (Programme for International Student Assessment) 2009. Xia Cravens, Vanderbilt University; Nianbo Dong, University of Missouri - Columbia
Asian Values and Democratic Citizenship: Exploring Attitudes Among South Korean Eighth Graders. Ryan Thomas Knowles, University of Missouri
Predictors for Parental Satisfaction With Buddhist Preschools in South Korea. Hee Jung Min, University of Wisconsin - Madison
Embodied Pathway to Peace: Qi Cultivation for the Integration of Body, Emotion, Ethics, and Action. Tom E. Culham, The University of British Columbia; Jing Lin, University of Maryland - College Park
Expanding Embodied Curriculum Study With Insights of Classical Chinese Body Thought. Xuyang Qian, Hangzhou Normal University
Winet (Nonaction) Philosophy and Actions: Rethinking “Actions” in School Reform. Seungho Moon, Oklahoma State University - Stillwater
Taiism, Deconstruction, and Educational Research. Honyu Wang, Oklahoma State University - Tulsa

31.051. STEM Issues Related to Race, Class, and Gender. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Paper Session
Marriott, Fourth Level, 406; 8:15-9:45am
Chair: Sherry W. Powers, Ashbury University
Participants:
Sister Circle: African American Girls and Mathematics Achievement. Sheretta T. Barnes, Washington University in St. Louis; Terry Harris
The Effect of STEM Project-Based Learning on Hispanic and At-Risk Students’ Mathematics Achievement. SunYoung Han, Texas Tech University; Robert M. Capraro, Texas A&M University; Mary Margaret Capraro, Texas A&M University
Risk and Protective Trajectories in Mathematically Talented Black Male Students: Snapshots From 9th-12th Grades. Alvin Pearman, Vanderbilt Peabody College; Ebony Omotola McGee, Vanderbilt Peabody College
The Impact of Socialization Upon African American Doctoral Students in STEM Programs at Public Universities. Walter Andre Brown, Jackson State University; Anthony Bobo
Ethnicity and Academic Success in Online Learning. Lori Kuczyński, Texas A&M University - Kingsville; Michelle Brown, Walden University
Ethnic Differences in the Persistence of STEM Majors. Michelle Rogers, University of Iowa; Ah Young Shin, University of Iowa

31.052. Democratic Citizenship in Education Paper Session 2. SIG-Democratic Citizenship in Education; Paper Session
Convention Center, 100 Level, 104B; 8:15-10:15am
Chair: Caroline R. Pryor, Southern Illinois University - Edwardsville
Participants:
Civic Values in Curriculum Standards of China and the United States: A Comparative Study on Citizenship Education Within Different Social Systems. Tao Wang, University of Washington - Seattle; Anthony Longoria, University of Washington - Seattle
Educating Democratic Citizens: Introducing Levinas’s Subject to Habermas’s Democracy. Guoping Zhao, Oklahoma State University
Expanding the Parameters of Exploratory Talk. Monica B. Gila, University of Oslo
Exploring Youth Civic Engagement and Disengagement in a Globalized World. Catherine A. Broom, The University of British Columbia - Okanagan; Michael C. Johaneck, University of Pennsylvania
Fostering Democratic Relations: Comparing Teacher Practices From Preschool to High School. Annell K. Frelin, University of Gavle
Guatemalan Primary School Teachers’ Self-Assessment of the Integration of Citizenship Competencies in Their Classrooms. Allison M. Borden, University of New Mexico; Rita Cabarrus de Vizziano, Fundación Carlos Martinez Durán
Linking Educational Research to Practice in a Global Context: Teachers’ Civic Education Training in Chad. Bham Nasser, George Mason University; Mohammed Abunimer, American University
Discussions: James M. Mitchell, California State University - East Bay
31.054. Supporting Young Children’s Mathematics Learning. SIG-Early Education and Child Development; Paper Session
Convention Center, 200 Level, 204B; 8:15-10:15am
Chair: Julia T. Atiles, Oklahoma State University
Participants:
An Intervention to Enhance Math Discourse During Play in Preschools: Theoretical Foundations and Preliminary Findings. Jeffrey Travick-Smith, Eastern Connecticut State University; Sudha Swaninathan, Eastern Connecticut State University; Xing Liu, Eastern Connecticut State University
Don’t Get Distracted! Examining the Effect of Disruptions on Kindergarteners’ Math Task Performance. Noah Neidlinger; University of Michigan; Lindsay H. Bell, University of Michigan; Adrienne D. Woods, University of Michigan
Effects of Early- and Middle-Childhood Experiences at Home, at Preschool, and at Primary School on the Development of Mathematical Skills in Primary School. Simone Lehrl, University of Bamberg; Katharina Klucznik, University of Bamberg; Hans-Guenther Rossbach, Otto Friedrich University Bamberg; Sabine Weinert
Influence of Welcoming School Climate and Collective Responsibility on Approaches to Learning and Mathematics Learning. Gloria Suarez, University of Michigan - Ann Arbor; Jorge J. Varela, University of Michigan; Shana Rochester, University of Michigan - Ann Arbor
Kindergarteners’ Understanding of Base-10 Notation Through Formal and Informal Instructions: A Comparative Study of the United States and Korea. Su-Jeong Wee, Purdue University - Calumet
Mathematics in a Second-Grade Classroom: The Effects of Cognitively Guided Problem Solving. Ron Zamo, Arizona State University; Amy Spilde
Understanding the Influence of School-Based Early Mathematics Learning Opportunities in Early Childhood Settings: A Meta-Analytic Review. Aubrey H. Wang, Saint Joseph’s University; Jantine M. Firmenter, Saint Joseph’s University; Joshua Power, Saint Joseph’s University
31.055. Young English Language Learners. SIG-Early Education and Child Development; Paper Session
Convention Center, 200 Level, 204C; 8:15-9:45am
Chair: Barbara M Butler, Morgan State University
Participants:
Beyond the Black-White Test Score Gap: Latinos’ Early School Experiences and Literacy Outcomes. Enilda A Delgado, University of Wisconsin - LaCrosse; Laurie Cooper Stoll, University of Wisconsin - LaCrosse
Children’s Literacy Development in Full- and Half-Day English and Second-Language Immersion Kindergarten Programs. Nathalie Rothschild, University of Toronto - OISE; Janette P. Pelletier, University of Toronto
Racial/Ethnic Differences in Kindergartners’ Reading and Math Skills: Associations With Parents’ Knowledge and Home-Based Practices. Susan Sonnenschein, University of Maryland - Baltimore County; Shayun Sun, University of Maryland - Baltimore County
The Effects of Bilingual Instruction and Play on Preschoolers’ English Proficiency. Lynn E. Cohen, Long Island University - C.W. Post Campus; Louisa Kramer-Vida, Ed. Kramer-Vida, Long Island University
31.056. The Diverse Pedagogies of Climate Change. SIG-Environmental Education; Paper Session
Marriott, Fifth Level, Grand Ballroom K; 8:15-9:45am
Chair: Cecilia H. Lundholm, Stockholm University
Participants:
The Pedagogical Pivot Point of Climate Change Exhibitions. Andrew Bieler, York University
A Case for Cosmopolitanism in Climate Change Education. Sarah Riggs Stapleton, Michigan State University
Playing at Climate Change. David Olof Kronlid, Uppsala University; Jonas Greve Lysgaard, Aarhus University - School of Education
Secondary Students’ Climate Change Beliefs Vary by Geographic Region Before and After Curricular Intervention. Michelle Reicher Neustadt, University of Michigan - Ann Arbor; Nancy B. Songer, University of Michigan
Exploring Teachers’ Argumentation About Global Climate Change. Shiyu Liu, University of Minnesota; Gillian Roehrig, University of Minnesota; Anne Loyle-Langholz, University of Minnesota - Twin Cities; Devarati Bhattacharya, University of Minnesota
Discussant: Leslie Ann Locke, University of Southern Mississippi
31.057. Holistic Education in the Era of the Common Core’s More Complex Learning Agenda: Opportunities and Challenges. SIG-Holistic Education; Paper Session
Marriott, Fourth Level, 409; 8:15-9:45am
Chair: Ray McIver, Stanford University
Participants:
Mindful Teaching and the Pedagogy of Well-Being. Karen Ragoonsend, The University of British Columbia
Self-Movement in Emotion in Pedagogy. Pierre Boudreau, University of Ottawa
Educating for Emotional Resilience: Multicultural Urban Waldorf-Inspired Charter School as Innovative Experiment in Educational Practice. Ida Oberman, Community School for Creative Education; Becky Westbrook, Community School for Creative Education
SPARK: Developing a Preservice Teacher Program With an At-Risk Youth Intervention Program Component. Thomas Allen Peterson, The University of West Georgia
Discussant: Richard E. Siegeman, Northern Illinois University
31.058. Developing Your Scholar Identity: Emerging and Senior Scholars’ Fireside Chat. SIG-Indigenous Peoples of the Americas; Invited Session
Marriott, Fourth Level, 407; 8:15-10:15am
Chairs: Nicole Blalock, Arizona State University; Crystal Claudett Jensen, Touro University - California
Participants: Teresa L. McCurry, University of California - Los Angeles; Tracy L. Friedel, The University of British Columbia; Bryan McKinley Jones Brayboy, Arizona State University; Eve Tuck, SUNY - College at New Paltz; Michael Pavel, University of Oregon; Susan C. Faircloth, North Carolina State University; Jo-anne Archibald, The University of British Columbia
Participants:
Claiming: The Act of Creating Indigenous Space in Higher Education. Sweeney Windchief, Montana State University; Darold H. Joseph, The University of Arizona
Niha hani (Our Collective Stories): Matrilinéal Narrations of an Intergenerational Diné Weaving Legacy. Charlotte Elizabeth Davidson, South Dakota State University
Higher Education and Native Nation-Building: Native Woman College Graduates and Goals to Give Back. Nicole Alia Reyes, The University of Texas - San Antonio
Giving Back: Engaging Critical Indigenous Chicana/o Perspectives in the U.S. Southwest. Marissa Munoz, The University of British Columbia
Narrative of Indigenous Women Warrior Educators. Robin Starr Minthorn, University of New Mexico; Heather Shotton, University of Oklahoma
Epistemic Provincialism and Decolonization: Deprovincializing Indigenous Education. Cash Ahenakew, The University of British Columbia; Vanessa de Oliveira Andreotti, The University of British Columbia; Garrick Cooper, University of Canterbury
American Indian Leadership in a Time of Fiscal Crisis: Tackling the Sequestration Cuts in Indian Country. Eryka Charley, Pennsylvania State University
Discussants: Lee Francis, Texas State University; Megan Bang, University of Washington
31.059. Instructional Technology SIG Paper Session: Instructional Design and Technology Integration. SIG-Instructional Technology; Paper Session
Marriott, Fifth Level, Grand Ballroom G; 8:15-9:45am
31.060. Educational Opportunities Within and Beyond School. SIG-International Studies; Paper Session
Convention Center, 100 Level, 121B; 8:15-9:45am
Chair: Barbara Garti, SUNY - College at Oswego
Participants:
One Hundred Thousand Strong: A Case Study of American Urban Students Studying and Serving in China. Elizabeth C. Reilly; Loyola Marymount University
A Global Gap Year: Experiences, Participants, and Outcomes. Nina DePena Hoe, University of Pennsylvania; Shannah Metz; University of Central Florida
Highly Educated Immigrant Women at Multilingual Workplaces in Finland. Carine A. Cools, University of Jyväskylä; Johanna Lahja; University of Helsinki
Internationalization Requirement Experiences of Graduate Education Students: Was It a Transformational Experience? Reyes L. Quezada, University of San Diego
The “Civic Potential”: A Study of Asian Students’ Civic Knowledge and Intention to Participate. Joseph Kai Foon Chow, The Hong Kong Institute of Education

31.061. Applications of Invitational Theory and Practice in Multiple Contexts. SIG-Invitational Learning; Paper Session
Convention Center, 100 Level, 124; 8:15-9:45am
Chair: Susan M. Saka, University of Hawaii
Participants:
Creating an Invitational Online Learning Environment: Activities and Outcomes. Rhonda S. Black, University of Hawaii - Manoa
The Use of Invitational Leadership to Examine the Mentoring Experiences of Four Missouri Teachers of the Year. Audrey Ebbrecht; Carolyn Patrice McKnight, University of Central Missouri; Barbara Nell Martin, University of Central Missouri
Inviting the Engagement of University Students With Different Learning Preferences Through the Use of Innovative Instructional Strategies. Hyomi Kim, University of Hawaii at Manoa; Lois A. Yamauchi, University of Hawaii - Manoa
Becoming a Creative Practitioner. Jamie Christine Simpson Steele, University of Hawaii - Manoa

31.062. Children’s Literature, Identity, and Power: Textual Ideologies and Students’ Collaborative Inquiry. SIG-Literature; Paper Session
Convention Center, 100 Level, 410; 8:15-9:45am
Chair: Denise Davila, University of Georgia - Athens
Participants:
Waking Up From the American Dream: Representation of Class in Children’s Literature. Maria Jose Botelho, University of Massachusetts - Amherst
“I Don’t Really Tell Adults”: Children’s Responses to Picture Books About Bullying. Angela Michelle Wiseman, North Carolina State University; Kelly K. Wissman, University at Albany - SUNY
Myths of Adolescence, Masculinity, and the Journey Toward Manhood: A Critical Content Analysis of Military Memoirs Marketed for Young Adult Boys. Mark Sulzer; University of Iowa; Amanda Haertling Then, University of Iowa; Renita Schmidt, University of Iowa

Surfacing Oppressive Discourses in Discussions of LGBT-Themed Multimedia and Multimodal Literature. Caroline T. Clark, The Ohio State University - Columbus; Mollie V. Blackburn, The Ohio State University; Ashley Kaye Dallacqua, The Ohio State University; Mary Catherine Miller, The Ohio State University - Columbus

Discussant: Maria Paula Ghiso, Teachers College, Columbia University

31.063. NAEP and the Challenges Presented by a Move to Common Core State Standards. SIG-NAEP Studies; Symposium
Convention Center, 100 Level, 112A; 8:15-10:15am
Chair: George W. Bohmstedt, American Institutes for Research
Participants:
NAEP and the Challenges Presented by a Move to Common Core State Standards. Frances Stanavagce, American Institutes for Research; George W. Bohmstedt, American Institutes for Research
A Study of the Alignment Between the NAEP Mathematics Frameworks and Common Core Mathematics Standards. Gerunda B. Hughes, Howard University; Phil Daro, The Public Forum On School Accountability; Deborah J. Holtzman, American Institutes for Research; Kyndra Violetta Middleton, Howard University
A Study of NAEP Reading and Writing Frameworks With the Common Core English Language Arts Standards. Karen K. Watson, University of North Carolina - Greensboro; Sheila Valencia, University of Washington; Sandra Murphy, University of California - Davis; Gary W. Phillips, American Institutes for Research
What Might Changes in Psychometric Approaches to Statewide Testing Mean for NAEP? David Thissen, University of North Carolina - Chapel Hill; Scott Norton, Louisiana Department of Education
Discussants: Cornelia S. Orr; National Assessment Governing Board; Chris Minnich, Council of Chief State School Officers

31.064. (Re)Teaching Trayvon Martin: Critical Pedagogy for Racial Justice and Human Freedom. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Symposium
Marriott, Fourth Level, 415; 8:15-10:15am
Chair: David O. Stovall, University of Illinois at Chicago
Participants:
What If We All Wore Hoodies? Teacher Silencing of Black Male Voices. Christopher B. Knaus, University of Washington - Tacoma
Criminalization of Black Boys: Education, Legal, and Media Gangsterism. Bettina L. Love, University of Georgia
Silencing Race: Racial Identity Politics, Racism, and White Hegemony. Pierre W. Orelus, New Mexico State University
America’s Most Wanted: Africans in Postracial America. Kamau Rashid, National-Louis University
Discussant: Geneva Gay, University of Washington

31.065. Transcendence and Education. SIG-Philosophical Studies in Education; Symposium
Marriott, Fourth Level, 411; 8:15-9:45am
Chair: Rene V. Arcilla, New York University
Participants:
How Could There Be an Education in Transcendence? Rene V. Arcilla, New York University
Some Pragmatic Preferences for Educational Transcendence. Jim Garrison, Virginia Polytechnic Institute and State University
Crisis and Rebirth: Stanley Cavell and American Transcendentalism. Naoko Satô, Kyoto University

31.066. Video Data and the Time-Image: Cinematic Methodologies in Education Research. SIG-Qualitative Research; Symposium
Convention Center, 100 Level, 119A; 8:15-9:45am
Chair: Stephanie Springgay, OISE/University of Toronto
Participants:
Diagramming Movement, Time, and the Image. Nikki Rotas, University of Toronto - OISE
Girlhood at the Intersection of Art and Ethnography: The Possibilities for Deleuzeian Research Methodology. Marnina Gonick, Mount Saint Vincent University
The Time-Image and Video Data in Research Creation. Stephanie Springgay, OISE/University of Toronto

Crumpled Time: Gesture and Sensation in Classroom Video Data. Elizabeth De Freitas, Adelphi University

Discussant: Anna Catherine Hickey-Moody, Monash University

31.067. Anxiety and Agency at the Intersections: The Educational Plights and Possibilities of Black Queer Males. SIG-Queer Studies; Symposium
Convention Center, 100 Level, 120A; 8:15-9:45am
Chair: Edward Brockenbrough, University of Rochester
Participants:
Bullying, Intersectionality, and Black Queer Male Youth. Lance Trevor McCready, OISE/University of Toronto
Black Gay Male College Students’ Relationships With Male Peers on a Predominantly White Campus. Brian Lamont McGowan, Indiana State University
“No Poms Allowed”: Gender Expression and the Appropriate Attire Policy at Morehouse College. Steve D. Mobley, Jr., University of Maryland, Jennifer Michelle Johnson, Bowie State University
Queer Care: The Culturally Responsive Pedagogies of Black Queer Male Mentors. Edward Brockenbrough, University of Rochester
Discussant: Joseph D. Nelson, Center for the Study of Boys’ & Girls’ Lives

31.068. Judaism and Education. SIG-Religion and Education; Paper Session
Convention Center, 100 Level, 109A; 8:15-9:45am
Chair: Anne W. Anderson, University of South Florida
Participants:
 Xenophobia and Religious Pluralistic Attitudes Among Adolescent Arabs and Jews in Israel. Zehavit Gross, Bar-Ilan University
“So I Looked Up Modesty on Wikipedia...”: Religious Identity and Inquiry Learning in Jewish Schools. Moshe Kranowski, Yeshiva University
“Please Don’t Sing”: School Stories of Jewish Female Preservice Teachers. Miriam Hirsch, Yeshiva University
Discussants: Eli Gottlieb, Mandel Leadership Institute; Janelle C. Simmons, Institute of Audio Research

31.069. Black Males in Higher Education Spaces. SIG-Research Focus on Black Education; Paper Session
Convention Center, 100 Level, 103A; 8:15-10:15am
Chair: Sonja L. Lanehart, The University of Texas - San Antonio
Participants:
“It’s All Possible”: Urban Educators’ Perspectives on Creating a Culturally Relevant, School-Wide, College-Going Culture for Black Male Students. Michelle G. Knight, Teachers College, Columbia University; Laura Vernikoff, Teachers College, Columbia University; Kelly Gavin Zuckerman, Teachers College, Columbia University; Michael Wilson, Teachers College, Columbia University; Vaughn W.M. Watson, Teachers College, Columbia University; Joanne E. Marciano, Teachers College, Columbia University; Isha Jackson, Teachers College, Columbia University
Black Males Persisting in Higher Education. Steven Thurston Oliver, Salem State University
The Grit of African American Male Preservice Teachers. Lucian Yates, Prairie View A&M University; Pamela T. Barber-Freeman, Prairie View A&M University; William Ross, Prairie View A&M University; William H Parker, Prairie View A&M University; Jerrel Moore, Prairie View A&M University; Mathias R. Fairez, Prairie View A&M University; Ramiro Bautista, Prairie View A&M University
Improving Black and Latino Elementary School Students’ Fluency and Comprehension of Written Text. Franklin Dickerson Turner, Queens College - CUNY

31.070. Research Around Issues of Equity and in Equity-Sensitive Settings. SIG-Research in Mathematics Education; Paper Session
Convention Center, 100 Level, 125; 8:15-10:15am
Chair: Mary P. Trauc, University of Connecticut
Participants:
Analysis of African American Male Mathematics Majors. Christopher Charlie Jett, The University of West Georgia
A Descriptive Look at Algebra Instruction in Six Urban Districts. Erica Litke, Harvard University
Analyzing Intersections of Sex and Ethnicity Within Mathematics: The Impact of Relational Interactions on Achievement. Dan Battey, Rutgers University; Rebecca A. Neal, Arizona State University; Luis Antonio Levyra, Rutgers University; Karlyn R. Adams-Wiggins, Rutgers University; Allison Milby, City Year Greater Philadelphia
Building Mathematics Community With Students of Color: The Successes and Struggles of One Urban Teacher. Craig J. Willey, Indiana University - Indianapolis; Kari Anne Carr; Indiana University
Exploring the Narratively Constructed Mathematics Identities of Latina Bilingual Middle School Students. Suzanne Elizabeth Kaplan, The University of Arizona
Learning Opportunities for Justification in Urban Secondary Mathematics Classrooms During the First Month of School. Sarah Kate Selling, Stanford University
Using Cognitively Demanding Tasks to Build on English Learners’ Resources and Develop Academic Language. Sarah Ann Roberts, Iowa State University

Convention Center, 100 Level, 102A; 8:15-9:45am
Chair: Juna Z. Snow, University of California - Berkeley
Speakers: Christina A. Christie, University of California - Los Angeles; Leslie Karm Goodyear, Education Development Center, Inc.; Anne T. Vo, University of California - Los Angeles
Discussant: Eric Barello, Partners in School Innovation

Marriott, Fourth Level, 412; 8:15-9:45am
Chair: Eric Meyers, The University of British Columbia
Participants:
Evaluating Educational Effectiveness Research and International Comparative Studies. SIG-School Effectiveness and School Improvement; Symposium
Convention Center, 100 Level, 118B; 8:15-9:45am
Chair: Monica Rosen, University of Gothenburg

31.073. “Using the World as an Educational Laboratory”: Merging Educational Effectiveness Research and International Comparative Studies. SIG-School Effectiveness and School Improvement; Symposium
Convention Center, 100 Level, 118B; 8:15-9:45am
Chair: Rolf Strieholt, University of Dortmund; Monica Rosen, University of Gothenburg
Participants:
Educational Effectiveness Research and International Comparative Studies: Looking Back and Looking Forward. Evi Charalambous, Department of Education, University of Cyprus; Leonidas Kyriakides, University of Cyprus; Charalambos Y. Charalambous, University of Cyprus
Children’s Early Learning Experiences: Longitudinal Evidence on Effects of Preschool and Home Environments in PIRLS (Progress in International Reading Literacy Study). Nina Hogreve, University of Münster; Rolf Strieholt, University of Dortmund
School Resources and Students’ Resilience: Identifying Successful Practices for Enhancing the School Achievement of Disadvantaged Students. Andres Sandoval-Hernandez, International Association for the Evaluation of Educational Achievement
Changes in Mathematics Achievement in Norway and Sweden Related to Changes in Mathematics Content. Monica Rosen, University of Gothenburg; Jan-Eric Gustafsson, Göteborg University
The Impact of Immigrants on the Educational Achievement of Natives: Evidence From PISA (Programme for International Student Assessment) Panel Estimates. Eric A. Hanushek, Stanford University;
31.074. “Together We Can Do So Much”: Creating Community and Building Collaborations in Community-Based Participatory Action Research, SIG-School/University Collaborative Research; Working Group Roundtable
Marriott, Fourth Level, Franklin 8; 8:15-9:45am
Chair: Gilda Laura Ochoa, Pomona College
Participants:
Youth Engagement Through a University-Community Partnership, Chicana/o Studies Curriculum, and Community Art Projects. Rosa Manzo, University of California - Davis
RAICES Indígenas de Mexico: How Mexican Migrant Youth Developed a High School Student Club Into a Platform for Cultural and Political Activism. Elizabeth Gonzalez, University of California - Santa Cruz
Sowing Seeds of Respeto and Authentic Caring: Forming Partnerships and Relationships in Latina/o Youth Participatory Action Research. Jessica Siham Fernandez, University of California - Santa Cruz
Mentoring Through a Critical Approach: First-Generation Latina/o Freshmen Navigating the College Experience in the Classroom. Alonzo Campos, Claremont Graduate University

31.075. Science Inquiry for Teaching and Learning, SIG-Science Teaching and Learning; Paper Session
Marriott, Fifth Level, Grand Ballroom H; 8:15-10:15am
Chair: Barbara A. Crawford, University of Georgia
Participants:
Differing Views of Classroom Inquiry Enactment. Katrina Roseler, Florida State University; Michael William Dentzau, Columbus State University
Learning to Think at a Higher Level in Science: A Mixed-Methods Research Study. Henry W. Schulz, Memorial University; Beverly Ann Fitzpatrick, Memorial University
Modeling-Based Inquiry in K-6 Science Education: Revisiting the Modeling-Based Learning Cycle. Zacharias C. Zacharia, University of Cyprus; Loucas T. Louca, European University Cyprus
Mapping the Influence of Research Experiences for Teachers: Essential Features for Shaping Classroom Inquiry. Patrick James Enderle, Florida State University; Sherry A. Southerland, Florida State University; Ellen Granger, Florida State University; Roxanne M. Hughes, National High Magnetic Field Laboratory
Changes in Middle School Teacher Questioning in the First Semester of Argument-Based Inquiry Professional Development. Brian Pinney, University of Iowa; Brian Hand, University of Iowa
Fostering Elementary Students’ Understanding of Scientific Inquiry: Leveraging Informal Settings and Digital Technology. Jennifer Schellinger, The Florida State University; Anne Mendenhall, Florida State University; Sherry A. Southerland, Florida State University; Nicole Aleman, Florida State University; Victor Dale Sampson, Florida State University; Paul Marty, Florida State University

31.076. Technology Use in Teaching Students With Disabilities, SIG-Special Education Research; Paper Session
Convention Center, 100 Level, 104A; 8:15-9:45am
Chair: Rhonda Suzanne Bondie, Fordham University
Participants:
The Effect of iPad Use in Teaching Music Notation to Students Who Have Dyslexia. Nancy Shallenberi Wimmer, Boston University; David Lee Bolton, West Chester University of Pennsylvania
Using iPads to Increase the Language Skills of Students With Language-Based Disabilities. Therese Marie Cumming, University of New South Wales; Cathi Draper Rodriguez
Video Self-Modeling via iPad Minis to Promote the Academic Engagement of Young Children With Autism Spectrum Disorders. Juliet E. Hart Barnett, Arizona State University; Ceän Richard Colcord, Arizona State University

31.077. New Twists on Latent Transition Analysis: Unique Adaptations and Applications, SIG-Structural Equation Modeling; Symposium Convention Center, 100 Level, 111B; 8:15-9:45am
Chair: Amber Michelle Gonzalez, California State University - Sacramento
Participants:
Latent Transition Analysis: An Unrestricted Higher-Order Latent Variable. Karen L. Nylund-Gibson, University of California - Santa Barbara; Adrienne Nishina, University of California - Davis; Amy Bellmore, University of California - Santa Barbara; Katherine E. Masyn, Harvard University
Latent Transition Analysis With Different Measurement Models: Linking Kindergarten Readiness to Early Reading Trajectories. Ryan Grimm, University of California - Santa Barbara; Karen L. Nylund-Gibson, University of California - Santa Barbara; Matthew Pierce Quirk, University of California - Santa Barbara; Michael James Farlong, University of California - Santa Barbara
A Latent Transition Model for Structured Interviews and Surveys With Screening Questions and Skip Patterns. Pamela Scarza, Columbia University; Katherine E. Masyn, Harvard University
Discussant: George A. Marcoulides, University of California - Santa Barbara

31.078. Investigating and Assessing Teachers’ Historical Practices, SIG-Teaching History; Paper Session
Marriott, Fourth Level, Franklin 1; 8:15-9:45am
Chair: Christopher C. Martell, Boston University
Participants:
Sure, Sources, but Then What? Historical “Practices” and the Development of the Protocol for Assessing the Teaching of History. Stephanie D. Van Hoven, University of Virginia; David Hicks, Virginia Polytechnic Institute and State University; Elizabeth A. Washington, University of Florida; Paul J. Yoder, University of Virginia; Stephen Cotton
Teachers’ and Students’ Ethical Judgments in History. Lindsay S. Gibson, The University of British Columbia
Teaching History for Essential Understandings in the Sixth Grade. Sarah Belle Brooks, Elmhurst College
Transforming Teacher Competence, History Instruction, and Student Learning in a K-12 Setting: The Wineburg Effect. Teresa J. Wanser, Lincoln Public Schools; Randy Ernst, Social Studies Curriculum Specialist Lincoln Public Schools; Bob McEntarffer, Lincoln Public Schools

31.079. Impact of Instructional Environments on Learning, SIG-Technology, Instruction, Cognition & Learning; Paper Session
Marriott, Fourth Level, Franklin 12; 8:15-9:45am
Chair: Doug Hearrington, Armstrong Atlantic State University
Participants:
One-to-One Computing, One-to-One Learning Predictors for the Implementation of Differentiated Instruction. Patricia Murphy, Dowling College; Eileen Shannon, Dowling College; Tom Short, Dowling College; Elsa-Sofia Morote, Dowling College; Albert F. Inserra, Dowling College
The Effect of Perceived Leadership on Small-Group Online Collaborative Learning Through Asynchronous Online Discussions. Kui Xie, The Ohio State University; Lauren C. Hensley, The Ohio State University; Victor Law, University of New Mexico; Zihua Sun, The Ohio State University
Using Virtual Worlds and Augmented Reality to Teach Causality Across Time and Distance in Ecosystems. Tina A. Grozzer, Harvard University; Amy M. Kamarainen, New York Hall of Science; Michael Shane Tutwiler, Harvard University; Shari J. Metcalf, Harvard University; Kasia Derbiszewska, Harvard University; Caroline J. Courter, University of North Carolina - Wilmington; Christopher J. Dede, Harvard University
Flow Modulates Time Perception. Soo-hyun Im, University of Minnesota - Twin Cities; Sushanta Varma, University of Minnesota
Discussant: Saudia A. Khan, Teachers College, Columbia University
31.080. Apprenticeships, Vocational Development, and Training. SIG-Workplace Learning; Paper Session
Convention Center, 100 Level, 109B; 8:15-10:15am
Chair: James E. Bartlett, North Carolina State University
Participants:
Learning Motivation’s and Professional Satisfaction’s Impact on Remaining Intention Within the Profession. Sarah Heinzer, University of Fribourg; Silja Mentele, University of Zurich; Doreen Holtsch, University of Zurich
The Prerequisites’ Impact on Commercial Knowledge in the Beginning of Apprentices’ Vocational Education and Training. Doreen Holtsch, University of Zurich; Silja Mentele, University of Zurich; Sarah Heinzer, University of Fribourg; Stephan Schumann, University of Konstanz; Franz Eberle, University of Zurich
Modeling and Measuring Civic-Economical Competence in Commercial Apprenticeship in Switzerland. Stephan Schumann, University of Konstanz; Esther Kaufmann, University of Zurich; Nicole Ackermann, University of Zuerich; Franz Eberle, University of Zurich
Development of a Model of Competencies Required for Sustainable Economic Performance Among Apprentices in Business Education. Susan Seeber, University of Goettingen; Christian Michaelis, University of Göttingen
The Role of Natural Abilities, Self-Regulative Abilities, and Environmental Conditions in Air Traffic Controllers’ Vocational Development. Laura Pylväs, University of Tampere; Petri J. Nokelainen, University of Tampere; Hilkka Anneli Roisko, University of Tampere

31.081. Moving Critical Literacies Forward: A New Look at Praxis Across Contexts. SIG-Writing and Literacies; Symposium
Convention Center, 100 Level, 119B; 8:15-10:15am
Chairs: Jessica Zacher Pandya, California State University - Long Beach; JuliAnna Avila, University of North Carolina - Charlotte
Participants:
Critical Literacy Into the Future. Hilary Janks, University of the Winnebago
Text Complexity: The Battle for Critical Literacy in the Common Core State Standards. Michael T. Moore, Georgia Southern University; JuliAnna Avila, University of North Carolina - Charlotte; Donald A. Zancanella, University of New Mexico
Communities as Counterstorytelling (Con)Texts: The Role of Educational Institutions in the Development of Critical Literacy and Transformative Action. Laura Ruth Johnson, Northern Illinois University; Enid Marie Rosario-Ramos, University of Michigan
Looking and Listening for Critical Literacy: Recognizing Ways Youth Perform Critical Literacy in School. Elisabeth Johnson, College of Staten Island - CUNY; Lalitha M. Vasudevan, Teachers College, Columbia University
Thinking Critically? The Affordances and Challenges of Critical Approaches in the Early Years. Annette Woods, Queensland University of Technology; Karen Teresa Dooley, Queensland University of Technology; Beryl Exley, Queensland University of Technology
Critical Openings: Poetry in Writing Workshop. Amy Seely Flint, Georgia State University; Tasha Marie Tropf Laman, University of South Carolina
Discussant: Cynthia J. Lewis, University of Minnesota

Division and SIG Roundtables

31.082. Roundtable Session 5; Roundtable Session

31.082-1. After Undergraduate Studies: Earnings Effects, Postbaccalaureate Aspirations, and Career Outcomes for Faculty. Division J - Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am
Chair: Nicholas Hillman, University of Wisconsin - Madison
Participants:
Payoff of Prestige: Estimating the Impact of Graduate Program Reputation on Career Outcomes for Faculty. Jarrett B. Warsaw, University of Georgia; Robert Kevin Toutkoushian, University of Georgia; Hyejin Choi, University of Georgia
Reward for Jumping the Dragon Gate: The Earnings Effect of Attending Selective Colleges in China. Po Yang, Peking University
The Influence of Undergraduate Student Loan Debt on Postbaccalaureate Aspirations. Dominique Baker, Vanderbilt Peabody College

31.082-2. Approaches to Retention Efforts: Considering Institutional and Individual Factors. Division J - Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am
Chair: Cynthia Maribel Alcantar, University of California - Los Angeles
Participants:
Academic Buoyancy as an Explanation for College Student Achievement and Retention. Carolyn R. Strickland, Pennsylvania College of Technology; Rayne A. Sperling, The Pennsylvania State University
How Much Does Student “Quality” Account for College Variation in Retention? Selina M. McCoy, Economic and Social Research Institute; Delma V. Byrne, National University of Ireland - Maynooth
The Transfer Experience: Encouraging Community Cultural Wealth. Hope Katherine McCoy, University of California - Los Angeles

31.082-3. Assessment of College Access and Success Programs and Initiatives Symposium. Division J - Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am
Chair: Angela M. Locks, California State University - Long Beach
Participants:
Precollege Access Initiatives: A Theoretical Investigation of Program Outcomes. Dawn R. Person, California State University - Fullerton; Michelle M. Garcia, California State University - Fullerton
A Process for Increasing Rigor and Appropriate Levels of Analysis in Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). Lumas Helaire, University of Michigan; James Ellis, University of Michigan - Ann Arbor
Building a Culture of Assessment Across University Colleges. Carmen Michele McCallum, Michigan State University; Julie Libarkin, Michigan State University

31.082-4. Broadening the Reach of Study Abroad Opportunities. Division J - Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am
Chair: Hilary Zimmerman, University of California - Los Angeles
Participants:
Coloring Up Study Abroad. Charles Lu, The University of Texas - Austin; Richard J. Redlick, The University of Texas - Austin; Dallavrence M. Dean, The University of Texas at Austin; Veronica Pecero, The Ohio State University
Necessary Redefinition: Response Shift Bias in Study Abroad Programs. Kendra Joy Edwards Thomas, Ball State University; Stephen J. Snyder, Taylor University
To Study Abroad or Not to Study Abroad? That Is the STEM Question. Matthew A. Wetenstein, Claremont Graduate University; Janel Henriksen Hastings, Foothill Country Day School

31.082-5. Enrollment, Completion, and Outcomes: Selective Policies and Practices. Division J - Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am
Chair: James Thomas Owens, University of Central Florida
Participants:
Enrollment Decisions of the Underrepresented: Recruiting and College Choice at Military Institutions. Daniel Rose, United States Coast Guard Academy; Ansuya P. Mayer, University of Connecticut
High School Students’ Completion of Advanced Courses in Texas: Trends in Participation by Ethnicity, 2000-2012. Janis Fowler, Sam Houston State University; Julie P. Combs, Sam Houston State University; John R. Slate, Sam Houston State University; George W. Moore, Sam Houston State University

31.082-6. International Undergraduate Students in Higher Education. Division J - Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am
Participants:
International Students’ Pathways in U.S. Higher Education: The Role of Community Colleges. Viveka Kudaligama, University of Illinois at Urbana-Champaign; Gloria Shemoy; Su Jung Kim, University of Illinois at Urbana-Champaign

Factors Predicting Advising Satisfaction and Persistence Among International Undergraduates. Lisa Mataczynski, University of Southern California; Ruth Gim Chung, University of Southern California


31.082-7. Navigating Barriers to Academic Performance. Division J - Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am
Chair: Amy Li-Butler, University of Washington
Participants:
Assessment and Placement Dissonance: How Language-Minority Students “Find Their Place” at Community Colleges. Tasha Lyn Darbes, New York University; Carola Suarez-Oneco, UCLA
Chilean Students’ Perceived Difficulties Associated With Their College Experience. Maria Paz Gomez-Arizaga, Universidad San Sebastian; Leonor Conejeros-Solar, Pontificia Universidad Catolica de Valparaiso
The Effects of Binge Drinking on Academic Performance: Considering Mediating and Moderating Effects. Brian An, University of Iowa; Chad Loes, Mount Mercy University; Tenell L. Trolian, University of Iowa
College Student Challenges in Academic Success. Alma D. Bonifacio, California State University, Los Angeles; Giselle Emilia Navarro, Claremont University - Claremont Graduate University; Charles Ledesma, California State University - Los Angeles; Claudia Kouyoumdjian, California State University
The Remedial Mathematics Puzzle. Paul Attewell, City University of New York; Sou Hyun Jang, The Graduate Center - CUNY

31.082-8. Participation of Marginalized Students in STEM. Division J - Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am
Chair: Simone Z Gholo, University of Minnesota - Twin Cities
Participants:
Microaggressions, Marginality, and the Graduate Student Experience in STEM at the University of Illinois, Urbana-Champaign. Randi Congetlon, University of Illinois at Urbana-Champaign
Is the Gender Gap in STEM Culturally Specific? Choosing Scientific and Other Career Fields in Cambodia. Lara Perez-Felkner, Florida State University; Samantha Nix, Florida State University; Jordan Hopkins, Florida State University; Kirby Thomas, Florida State University
Being a Buoyant Believer: A Key to Black and Latino Male Collegians’ Success in STEM. Terrell Lamont Strayhorn, The Ohio State University; Leroy L. Long, The Ohio State University; Joseph A. Kitchen, The Ohio State University
Preparing the Next Generation of Black College Students Majoring in STEM for 21st-Century Problem Solving. Jennifer O. Burrell, Magnet School Assistance Program Center; Lorraine Fleming, Howard University

31.082-9. Social Class in Higher Education. Division J - Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am
Chair: Deneese L. Jones, Drake University
Participants:
“Figuring Out a Plan”: Exploring Social Class Differences in Undergraduate Major Selection. April Yee, University of Pennsylvania
The Intersection of Student Loans and Social Class: Exploring Borrowers’ Journeys Into Debt and Repayment. Elissa Chin Lu, Boston College
Graduate Student Social Class Identity: Social Constructions From the Poverty-Class and Working-Class Margins. Jim Vander Putten, University of Arkansas at Little Rock

31.082-10. Where Is the “Ready” in College Readiness? Defining Its Many Faces and Phases. Division J - Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am
Chair: Katherine M. Branch, University of Rhode Island
Participants:
Understanding Grit in the Context of Education: A Sociocultural Perspective. Daniel J Almeida, University of Southern California
Engaging Families in College Preparation: An Actionable Research Case Study. Ronald Edward Hallett, University of the Pacific; Jacalyn M Griffin, University of the Pacific; Holly Stancio
Preparing Middle School Students for College Through an Innovative Online Game Intervention. Zoe Corwin, University of Southern California; Jessica Evora, University of California - Los Angeles

31.082-11. Disabling Concepts of Inclusion and Exclusion. SIG-Critical Perspectives on Early Childhood Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am
Chair: Kyungwha Lee, University of Georgia
Participants:
Coconstructions of Race and Disability in Inclusive Head Start Classrooms. Leah Scheonberg Maccio, University of Hawaii at Manoa
Exclusion or Inclusion? Development of the Sense of Belonging Among Elementary School Muslim Students in Alberta. Afsahn Amjad, University of Alberta
Creating Critical Spaces in Early Childhood Classrooms for Discussing Disability in Children’s Literature. Donna Sayers Adomat, Indiana University

31.082-12. Critical Perspectives on Globalization: Rethinking Educational Policy and Practice. SIG-Education and Student Development in Cities; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am
Chair: Hannah Sasser, Purdue University
Participants:
“I Like to Think We’re the Best” - Challenging U.S. Exceptionalism Within a Study Abroad Program. Hannah Sasser, Purdue University; Soniti Sharma, Saint Joseph’s University; Jabin Rahatzad, Purdue University; JoAnn A. Phillion, Purdue University
Teachers’ Perceptions on Grassroots Community Schools' Success. Eloisa Maria Rodriguez, UNITEC, Laureate International Universities
Subtractive Schooling, Social Capital, and Relationships as Perpetuators of Hegemony on Latino Education. Brenda Iveth Lynne, Harlingen CISD

31.082-13. Diverse Teaching Processes and Contexts: Looking Closely and Listening Carefully. SIG-Language and Social Processes; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am
Chair: Theresa Y. Austin, University of Massachusetts - Amherst
Participants:
Experience the Differences: Traditionally Taught Reading Classes Versus Dialogically and Collaboratively Taught Reading Classes in Foreign Language Learning. Rong Li, School of Software, Dalian Univ. of Technology; Clara Lee Brown, The University of Tennessee - Knoxville
Navigating Teaching Cultures: Foreign-Born Teachers as Cultural Assets in U.S. Language Immersion Schools. Alina Slapac, University of Missouri; Ralph Adon Cordova, University of Missouri - St. Louis; Jeroel Enach, University of Missouri - St. Louis
“I’m With You on That”: Language-Minority and Language-Majority Adolescents Use Social Inquiry, Solidarity, and Support to Open Space for Language Learning. Melinda E. Martin-Beltran, University of Maryland - College Park; Kayra Alvarado Merrills, University of Maryland

31.082-14. Classroom Management in Different Countries, Subject Areas, and Venues. SIG-Classroom Management; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am
Chair: Marie L. Masterson, Dominican University
Participants:
Effects of Classroom Management on Cognitively Demanding Mathematical Tasks and the Implications for Instructional Practices. Candace Barritte Piaire, New York University
Chinese Teachers’ Expectations and Perceptions of U.S. Students’ Behavior in Chinese Immersion Programs: A Cultural Difference Perspective on Classroom Management. Wenying Zhou, Michigan State University; Guofang Li, Michigan State University
Implementing Classroom Management Case Studies in Teacher Education With the Aid of Web Technology. Zafer Ural, University of South
Florida - St. Petersburg; Ashihui Unal, Georgia Southern University; Yasar Bodur, Georgia Southern University

The Use of Systematic Classroom Observation to Evaluate Professional Development Needs in Qatar Independent Schools. Beverly L. Alford, The University of Mississippi; Kayla Brazel Rollins, Texas A&M University; Danielle Bairrington Brown, University of Nevada - Las Vegas; Hersh C. Wixman, Texas A&M University; Jacqueline R. Stillisano, Texas A&M University - College Station

31.082-15. Diversity, Ethics, and Organizational Change. Division J - Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am
Chair: Glenn Allen Phillips, Texas A&M University
Participants:
A Blueprint for Change: A Case Study of the Campus Racial Climate of Mid-Atlantic University. Kristina Ruiz-Mesa, California State University - Los Angeles; Bridgih M. Dwyer, Villanova University; Teresa A. Nance, Villanova University; James Francis Trainer, Villanova University; Stephen A. Sheridan, Villanova University. Diversity’s Bitter Pill: A Comparative Case Study of Diversity Administrators at One U.S. and One Canadian University. Alana C. Butler, Cornell University

Understanding the Benefits of Institutional Diversity for U.S. Higher Education. Michael S. Harris, Southern Methodist University
Staging Professional Ethics in Student Affairs: A Dramaturgical Analysis of “Doing the Right Thing”. Earle Reybold, George Mason University; Mark D. Hals, Halx Consulting Group

31.083. Roundtable Session 6; Roundtable Session
31.083-1. Educational Policy in Relation to Giftedness, Creativity, and Talent. SIG-Research on Giftedness, Creativity, and Talent; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Sarah Oh, University of Virginia
Participants:
A New Paradigm for Gifted Program Evaluation: From Standards to Utility Using Research-Driven Guidelines. Lori C. Bland, George Mason University; Beverly D Shadle, George Mason University; Anastasia Kitsantas, George Mason University; Angela D. Miller, George Mason University; April A Mattis, George Mason University
Firsthand STEM Inquiry for All? Student Research Opportunities in Selective and Inclusive STEM Schools. Jennifer Foreman, Allegheny College; Elizabeth Jean Gubbins, University of Connecticut; Micah Nicole Bruce-Davis, University of Louisiana at Lafayette; Merzili Villanueva, University of Connecticut; Cindy Marie Gilson, University of Connecticut; Carolyn M. Callahan, University of Virginia; Colby Tofel-Greib, Utah State University
Utilizing Research to Empower Teaching Practice and Educational Policy Development in Relation to Gifted Education: An Australian Case Study. Margaret M. Plunkett, Monash University; Leonie Kronborg, Monash University

31.083-2. Equity, Gender, and Our Youth. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Marlon C. James, Loyola University Chicago
Participants:
Toward Poststructural Possibilities for Deconstructing the School-to-Prison Pipeline. Amanda Michelle Gebhard, University of Toronto - OISE
Progressive Education and Race-Class Inequality: Implications for Youth Navigating High School Options Under Neoliberal School Reform. Enora R. Brown, DePaul University
Gender Equality in Mathematics Learning: A Shanghai Story in PISA (Programme for International Student Assessment) 2012. Yan Zhu, East China Normal University
Gender Stereotypes and Gender Traits: How External Enactments Result in Our Bias and Conflicts. Aaron Jermaine Griffen, Texas A&M University - College Station; Andrea D. Cain, Texas A&M University - College Station; Kimberly Mishelle Gibson-McClain, Texas A&M University - College Station

Racial and Athletic Identity of African American Athletes at Predominantly White Institutions. Michael Everett Rutledge, Texas A&M University

31.083-3. Educational Policy and the Everyday Lives of Teachers. SIG-Lives of Teachers; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Chad Lockmiller, Indiana University
Participants:
The Power of Resistance: Intersecting Policy and Practice Toward Transformational Practice. Kenneth James Fasching-Barner, Louisiana State University; Roland W. Mitchell, Louisiana State University; Danielle Jan Klein, Louisiana State University; Desiree R. Cho, Louisiana State University
Teacher Voices and the Purposes of Schooling: Including Practical Wisdom in Educational Research and Policy. Kurt Stiemhagen, Virginia Commonwealth University; Amanda Turner, Virginia Commonwealth University; JK Stringer, Virginia Commonwealth University
Mimicking Successful Reform: A Postcolonial Analysis of Teachers’ Perceptions of High-Stakes Accountability. Angela Leigh Masters, University of Illinois at Urbana-Champaign

“Not Every Day Is Going to Be Wonderful”: Teachers’ Emotions Under Test-Based Accountability. Erin Elizabeth Rooney, Temple University

31.083-4. Issues of Controversy in the Social Studies. SIG-Social Studies Research; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Ronald W. Evans, San Diego State University
Participants:
Long-Term Insights About a Third-Grade Encounter With the Holocaust. Simone Schweber, University of Wisconsin - Madison; Irene Ann Resenly, University of Wisconsin - Madison
Teaching Tolerance Within the Protective Walls of the Public School: A Civic Aim of Education in Pluralist Democracies. Suzanne N. Rosenblith, Clemson University; Benjamin J. Bindeveld, Clemson University
Examination of Secondary Social Studies Teacher Support and Curricular Control in Testing and Non testing States. Nancy C. Patterson, Bowling Green State University; Sherri L. Horner, Bowling Green State University; Prentice T. Chandler, University of Cincinnati; Robert Lawrence Dahlgren, SUNY - College at Fredonia
Content Analysis of Theory and Research in Social Education and the Social Studies. Steven Paul Camicia, Utah State University; J. Spencer Clark, Utah State University; Juanjuan Zhu, Utah State University; HyeKyung Lee, Utah State University; Marialuisa Di Stefano, Utah State University; Stephanie Speicher

31.083-5. Participatory Action Research: Voice, Partnerships, and Purpose. SIG-Action Research; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Lonnie L. Rowell, University of San Diego
Participants:
Contextualizing Innovation: The Role of Participatory Action Research in Sustainable Educational Development in Nicaragua. Matthew James Tarditi, University of Pennsylvania; Sharon M. Ravitch, University of Pennsylvania; Tim Sheeran; Duilio Baltodano
Food Mapping: A Participatory-Transformational Method for Raising Consciousness. Robert Alan Wight, University of Cincinnati; Jennifer Elaine Killham, University of Cincinnati; Peggy Shannon-Baker, University of Cincinnati
Naming and Unnaming a Research Study “Participatory”. Sarai Koo, MAPS 4 College; Jessica Nina Lester, Indiana University

31.083-6. Partnerships in Health and Education. SIG-Education, Health, and Human Services Linkages; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Elizabeth A Mellin, The Pennsylvania State University
Participants:
A Research and Development Framework for Interprofessional Team Collaboration. Hal A. Lawson, University at Albany - SUNY
An Investigation of Children’s Understanding of Food and Nutrition. Tingting Xu, Stephen F. Austin State University; Ithel Jones, Florida State University
Does Viewing Bullying Violence Affect the Allocation of Attention in Young Adults? Tracey Nicole Salak, Terrill F. Saxton, Baylor University

Examining Interdisciplinary Collaboration Within an Agency-Wide, Early Literacy Project: The Little Read Initiative. Elizabeth McKendry Anderson, Binghamton University - SUNY, Nicole Scarlett Fenty, Binghamton University - SUNY

31.083-7. Experiences of K-12 Students in STEM Disciplines. SIG-Research on Women and Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Maureen Neumann, University of Vermont
Participants:
Gender Patterns in Educational and Career Plans of Participants in an Urban County-Level Science Fair. Penny Hammrich, Drexel University; Kathleen Fadigan, The Pennsylvania State University - Abington


“Math Is Not Math All the Time”: Understanding Students’ Experiences. Lynn L. Hodge, The University of Tennessee

Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Margaret Shu-Mei Sass, Purdue University
Participants:
A Rewriting of Self Through the Social/Intellectual Spaces of Service-Learning. Jaime Winans; Bryant Griffith, Texas A&M University - Corpus Christi; Douglas J. Loveless, James Madison University


The Contribution of an Environmental Service-Learning Program to Eighth-Grade Students’ Environmental Literacy. Eileen G. Merritt, University of Virginia; Jill Greiner, Alison Elizabeth Baroody, San Francisco State University; Sara E. Rimm-Kaufman, University of Virginia

Using Critical Community Engagement in Graduate Education to Prepare Future Health Care Professionals. Keshia Martin, University of North Carolina at Greensboro

Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Kerry Kathleen Robinson, University of Tennessee Knoxville
Participants:
Hiring Processes in California of the Pre-K-12 Superintendency. Marcelline M. Guthrie, Mother Lode Union School District; Susan M. Tracez, California State University - Fresno

Pedagogical Leadership in Area III. Jim Brandon, University of Calgary; Candace Saae, University of Calgary; Sharon Friesen, University of Calgary

Superintendents Who Lead Learning. Jim Brandon, University of Calgary; Paulette Hanna, College of Alberta School Superintendents; Dorothy Gail Negropontes, CASEA

31.083-10. Critical Transcultural Perspectives on Digital Media. Division B - Curriculum Studies; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Huey-Li Li, The University of Akron
Participants:
Transcultural Literacies: Heritage and Hybridity in the Digital Age. Grace MyHyun Kim, University of California - Berkeley

Technology and Sexuality—What’s the Connection? Considering How Sexuality Shapes a Diverse Range of Girls’ Participation in Technology. Catherine S. Ashcraft, University of Colorado - Boulder

Remembering the Apparitions of a Traumatic Past: Forgetfulness, Mobile Applications, and the Contestation of Colonial Logics. Nicholas Ng-A-Fook, University of Ottawa; Bryan Smith, University of Ottawa; Julie Corrigan, University of Ottawa

Teaching With Social Media: A Foucauldian Discourse Analysis of Democratic and Participatory Potential. Susan L. Meabon Bartow, Miami University

Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Norm Friesen, Boise State University
Participants:
Klaus Mollenhauer: His Book and Biography. Norm Friesen, Boise State University

Forgotten Romantic and Enlightenment Connections. Stefan Thomas Hopmann, University of Vienna

Critical Pedagogy, Culture, and the Question of Universals: Another Forgotten Connection? Gert J. Biesta, University of Luxembourg

Mollenhauer and Preservice Teacher Reflection: Curriculum, Relation, and Upbringing. Andrew Foran, St. Francis Xavier University

31.083-12. Curriculum Beyond Policy and Practice: A Symposium on Research in Curriculum for Postqualitative Times. Division B - Curriculum Studies; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Mark Helmsing, Michigan State University
Participants:
“Traces in Narratives About Knowledge”: Fiction and Photography as Methodology. H. James Garrett, University of Georgia

Capturing Little Africa: Immigrant Youth Re-Presentations of Home in Thirdspace. Sandra Schmidt, Teachers College, Columbia University


Performing America: Using Mimesis, Poiesis, and Kinesis to Consider Curriculum as Performance. Mark Helmsing, Michigan State University

31.083-13. Making Bodies: Language, Disability, and English Language Teacher Education. Division B - Curriculum Studies; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Cristian R. Aquino-Sterling, San Diego State University
Participants:
Discursive Formation: The Construction of the Problem Child. Jie Qi, Usunomiya University


Mandates, Needs, Resources, and Current Research: An Analysis of English Language Teacher Education in Turkey. Saban Cepik, Fatih University; Nihat Polat, Duquesne University

31.083-14. Multicultural Education and a Culturally Responsive Curriculum. Division B - Curriculum Studies; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Carmina Makar, City College of New York - CUNY
Participants:
Final Results of a Culturally Responsive Science Curriculum Project in Hawai’i: Ka Hana ‘Ima ‘Iu ‘aua. Scott Anderson Bowditch, University of Hawaii - Manoa; Kelly Drew Roberts, University of Hawaii - Manoa

Korean Youth in an American School: Early Study Abroad as a Family Investment Strategy. Hye-Young Park, University of Illinois at Urbana-Champaign

Understanding Multicultural Education in Korea: Challenges, Issues, and Moving Forward. Mimi Miyoug Lee, University of Houston; Kyong-Ah Nam, American University

Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Craig A. Cunningham, National Louis University
Participants:
Literacy Practices, Performances, and Possibilities of a Digital Role-Play. Stacy Haynes-Moore, University of Iowa

Cyborg Audience: Wireless Youth Theatergoers and Their Subjectivities. John Mathew Richardson, University of Calgary

Curricular and Pedagogical Possibilities of Digital Filmmaking: Unraveling and Provoking New Forms of Thought for Educators. Avril Aitken, Bishop’s University; Linda Anne Radford, University of Ottawa

Multimodal Discourse Analysis of Kamishibai Landscapes: Uncovering
the Relationship Between Traditional Storytelling and Manga/Anime
New Literacies. Junko Sakoi, The University of Arizona

31.083-16. New Directions in Postfoundational Theorizing. Division B - Curriculum Studies; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Noah W. Soebe, Loyola University Chicago
Participants:
Examining Discourses About Content Reduction in Korea’s National Curriculum Using Foucault’s Archaeological Approach. Kyunghee So, Seoul National University; Jiyoun Kang, Seoul National University
Expectations of Expertise: A Poststructural Exploration of Becoming Teachers of Students With Disabilities. Rachel Roegman, Teachers College, Columbia University; Suzanne Pratt, Teachers College, Columbia University; Sabrina Sanchez, Teachers College, Columbia University; Crystal Chen, Teachers College, Columbia University
Exploring Arendt’s, Rancière’s, and Fendler’s Educational Philosophies: Imagining an Ethical Approach to Teaching for Creativity. Thanh Hu Phung, Michigan State University

31.083-17. Promoting Youths’ Awareness and Agency Through Hip-Hop-Based Education: A Symposium. Division B - Curriculum Studies; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Bradley J. Porfírio, Lewis University
Participants:
The Self-Location of Somali Immigrant Youth Through Discourse and Agency. Brian Lozowski, University of Minnesota - Twin Cities; Chelda Smith, University of Minnesota - Twin Cities
Hip-Hop in the Classroom: A Tool to Get Better Grades or to Get Better? Raphael Travis, Texas State University-San Marcos; Alexis Maston, Texas State University
Creating Hip-Hop-Based Curricula for the Psychological Development of Police Cadets in Athens, Greece. Konstantinos Papazoglou; Debangsu Roychoudhury, City College of New York - CUNY; Lauren M. Gardner, The Graduate Center at the CUNY

31.083-18. Pushing Methodological Boundaries. Division B - Curriculum Studies; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Theodorea Regina Berry, The University of Texas - San Antonio
Participants:
Community-Based Research and Participatory Curriculum Practices: Imagining Possibilities for Graduate Education Policies. Elida Giraldo, Universidad de Antioquia
Danielle’s Conversation With Text: Life Around Literature in an After-School Program for Middle School Students. Gina M Paese, New York Department of Education
Method’s Sense—The Starkest Madness: Seeing Methods as the Distance Between Teacher and Student. Mayra R. Pindayk, Teachers College, Columbia University; Patrick James Scanlon, Teachers College, Columbia University

31.083-19. State Policies for Performance Funding and College Readiness. Division J - Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: William R. Doyle, Vanderbilt University
Participants:
Dynamic Effects of Race- and Class-Based Affirmative Action Policies on College Diversity. Sean F. Reardon, Stanford University; Matthew Kasman, Stanford University; Daniel Klasik, University of Maryland - College Park; Rachel Baker, Stanford University; Joseph B. Townsend, Stanford University
The State of State College-Readiness Policies. Grant Blume, University of Washington; William M. Zumat, University of Washington
Performance Funding: What Policy Instruments and Theories of Action Underlie This Popular Higher Education Policy? Vikash Reddy, Teachers College, Columbia University; Hana Lahr, Teachers College, Columbia University; Kevin J. Dougherty, Teachers College, Columbia University; Sosanya M. Jones, Southern Illinois University - Carbondale; Rebecca S. Natow, Teachers College, Columbia University; Lisa Pheat, Teachers College, Columbia University
Obstacles and Unintended Impacts: A Study of Performance Funding at Community Colleges in Three States. Hana Lahr, Teachers College, Columbia University; Lisa Pheat, Teachers College, Columbia University; Kevin J. Dougherty, Teachers College, Columbia University; Sosanya M. Jones, Southern Illinois University - Carbondale; Rebecca S. Natow, Teachers College, Columbia University; Vikash Reddy, Teachers College, Columbia University

31.083-20. Assessment in Higher Education. SIG-Measurement and Assessment in Higher Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Javarro Antoine Russell, National Board of Medical Examiners
Participants:
College or Bust ... or Both: The Effects of the Great Recession on College Enrollment. Tolani Britton, Harvard University
Critical Conversations and Divergent Dialogues: The Expanding Roles of the Assessment Practitioner. Natasha Alexis Jankowski, University of Illinois at Urbana-Champaign; Ruth C. Slomnick, Mount Wachusett Community College
Structuring Peer Assessment: Peer Feedback Content Analysis. Mario Gielen, Ghent University; Bram De Wever, Ghent University

31.083-21. Complicating Superdiversity Through Children and Youths’ Communicative Repertoires. SIG-Bilingual Education Research; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Marjorie Faulstich Orellana, University of California - Los Angeles
Participants:
Immigrant Youth in Superdiverse Schooling Contexts. Christine Brigid Mahony, University of Hawaii
Transcultural Communicative Repertoires of Black and Latina/o Youth in Superdiverse Local Contexts. Danny C. Martinez, University of California - Davis

Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Virginia M. L. Lee, University of Wisconsin - Stout
Participants:
Critical Literacy: A Gap Between the Teacher and the Students. Bogum Yoon, Binghamton University - SUNY
Critical Reading for Social Justice Education. Fernando Naiditch, Montclair State University

31.083-23. Strategies for Maximizing the Impact of Educational Research in Information Technology on Practice, Policy, and Future Directions. SIG-Technology as an Agent of Change in Teaching and Learning; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Margaret Josephine Cox, King's College London
Participants:
Restructuring Schooling With Digital Technologies: Implications for Policy and Practice. Niki Davis, University of Canterbury; Birgit Eckelmann, University of Paderborn, Germany
Blending Student Technology Experiences in Formal and Informal Learning: Implications for Innovation in Policy and Practice. Kwock-Wing Lui, University of Otago; Ferial Khaddage, Deakin University;
Friday Morning, April 4, 2014

Gerald A. Knezek, University of North Texas
Enhancing Teaching With Digital Technology: Some Vital Lessons. Peter Twining, The Open University; Fiona Henry, Open University, UK
Researching Instructional Technology in Education: Toward Improved Research-Informed Policy and Practice. Margaret Josephine Cox, King's College London; Dale S. Niederhauser, West Virginia University

Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Gary L. Anderson, New York University
Participants:
What We Have Here Is a Failure to Communicate ... and a Great Deal More: Reflections on the Research Community’s Attempts to Become a Vehicle for Change. Robert B. Donmoyer, University of San Diego; Marybeth Gasman, University of Pennsylvania; Joyce E. King, Georgia State University
Toward a Scholarship of Public Engagement Aimed at Educational Change. Michael J. Dumas, New York University; Gary L. Anderson, New York University

Division and SIG Posters

31.084. Poster Session 3; Poster Session

31.084-1. Exploring Content and Contexts in Preservice Coursework. Division K - Teaching and Teacher Education; Poster Session
Convention Center, 200 Level, Hall E; 8:15-9:45am
Poster:
1. A Framework of Assets Essential for Enhancing Teacher Employability. Robert Pickett, Carroll University
2. Beyond Initial Transition: An International Examination of the Complex Work of Experienced Literacy/English Teacher Educators. Clare Kosnik, University of Toronto; Pooja Dharamshi, University of Toronto - OISE; Cathy Marie Miyata, University of Toronto; Viola Cleoavolou, OISE/University of Toronto; Clive M. Beck, OISE/University of Toronto
3. Engagements and/or Curriculum Studies: A Practice-Grounded Study in Graduate Teacher Education. Todd Dinkelman, University of Georgia
4. Exploring Everyday Experiences of Preservice Teachers With Technology: Implications for Teacher Education. Sebnem Cilesiz, University of Louisiana at Lafayette
5. Fostering Purpose-Driven Technology Use Among Teacher Candidates. Jennifer Higgs, University of California - Berkeley; Catherine Anne Miller, University of California - Berkeley; Kiera NP Chase, University of California, Berkeley
6. Preparing Preservice Early Childhood Education Candidates to Teach Writing. Leslie LaCroix, George Mason University; Nedra Lee Cossa, George Mason University; David A. Lojkovic, George Mason University; Julie K. Kidd, George Mason University
8. The (Im)Possibility of Good Enough in Teaching and Teacher Education. Elizabeth Pittard, University of Georgia - Athens
9. The Impact of a Physics Inquiry Course on a Student Teacher of Physics. Paige K. Evans, University of Houston
10. Writing Instruction in Action: Exploring the Influence of Practice-Based Literacy Methods in an Urban School-University Partnership. Tricia DeGraff, University of Missouri - Kansas City; Jennifer H. Waddell, University of Missouri - Kansas City

31.084-2. Head Start and Pre-Kindergarten Issues. SIG-Early Education and Child Development; Poster Session
Convention Center, 200 Level, Hall E; 8:15-9:45am
Poster:
11. Does High-Quality Public Pre-K Influence Academic Gains? Examining Program Quality and Treatment Effects in Tulsa. Anna Duncan Johnson, Columbia University; Anna J Markowitz, Georgetown University; Carolyn Hill, Georgetown Public Policy Institute; Deborah A Phillips, Georgetown University
13. The Value of Comprehension Strategy Instruction for Head Start Children. Andrea Dehrman-Parecki, ETS; Sid Vaughn, Consultant
16. Mastery Motivation and School Readiness in Children Served by Head Start. Andres Sebastian Bustamante, University of Miami

31.084-3. Motivation in Education SIG Poster Session 2. SIG-Motivation in Education; Poster Session
Convention Center, 200 Level, Hall E; 8:15-9:45am
Posters:
17. A Qualitative Forensic Investigation of an Intervention That Backfired. Anna Sverdlik, McGill University; Hui Wang, McGill University; Nathan H. Chal, McGill University
18. Assessing Motivation in General Education. Kenn E. Barron, James Madison University; Makiya Grays, The University of Auckland; Chris S. Hulme, University of Virginia
19. Better Together: Effects of Seeing Values as Shared on Minority Students’ Wellness and Motivation. Shannon Brady, Stanford University; Amani Green, Stanford University; Geoffrey L. Cohen, Stanford University
20. Challenge Orientation and Safety Orientation as Motivational Dispositions. Minhye Lee, Korea University; Jee Soo Lee, Korea University; Unkyang No, Korea University; Johnmarshall Reeve, Korea University; Mimi Borg, Korea University, Department of Education; Sung-II Kim, Korea University
21. Course-Triggered Identity Exploration in Community College Students: An Examination of Qualitative Data. David Kowalski, Temple University
22. Exploring College-Aged Students’ Perceived Cost Values for Education. Marcus Lee Johnson, University of Cincinnati; Naysan Safavian, University of California - Irvine
24. Increasing Interest by Communicating Value. Elizabeth Ann Canning, University of Wisconsin - Madison; Yol Tibbetts, University of Wisconsin; Judith Harackiewicz, University of Wisconsin
25. Initial Validity Evidence for a New Scale to Measure Cost. Sung K Lee, Korea University; Tomoko Wakabayashi, King’s College London
26. Motivation for Teaching in Higher Education: A Qualitative Study With Graduate Student Instructors. Patricia Vornndran, Temple University; Avi Kaplan, Temple University; Pamela Barnett, Temple University
27. Motivation-Focused Thinking: Promoting Academic Achievement Among University Students Facing Challenging Obstacles. Jeremy M. Hanum, University of Manitoba; Raymond P. Perry, University of Manitoba; Judy Chipperfield, University of Manitoba; Steve Hludkij, University of Manitoba; Patti C. Parker, University of Manitoba
28. One Size Fits All? Longitudinal, Profile-Centered Examinations of Students’ Wellness and Motivation. Anna J Markowitz, Georgetown University; Carolyn Hill, Georgetown Public Policy Institute; Deborah A Phillips, Georgetown University
29. Relationships Among Students’ School Motivation, School Commitment, and Academic Achievement in Secondary Education. Hanke Korpershoek, University of Groningen
30. The Relations Between Future Life Goals and Engagement and
31.084-4. Approaches to Fostering Reading Proficiency in Classroom Contexts. Division C - Learning and Instruction; Poster Session
Convention Center, 200 Level, Hall E; 8:15-9:45am
Poster:
32. Comparative Analysis of Lexical Features, Syntactic Complexity, and Cohesion in Fifth-Grade Science Content-Based Informational Texts. Christopher D. Van Booven, New York University
33. Effect of a Brief Fluency Intervention on the Fluency and Comprehension of High School Deaf Readers. Barbara R. Schirmer; Defiance College; Laura Schaffer, Michigan School for the Deaf; William J. Therrien, University of Iowa; Todd N. Schirmer, Napa State Hospital
34. Improving the Acquisition and Retention of Science Vocabulary Through the Use of Imagery. Marisa Cohen, Saint Francis College
35. Students Reading and Writing Digital Books. Rick Chan Frey, Mustard Seed N.D.C.
36. Testing a Model of Elementary Students’ Reading Achievement: Teacher-Student Relationship Predicting Motivation and Self-Concept. Erin Sullivan Peterson, University of North Dakota; Robert H. Stupnisky, University of North Dakota; Frederic Guay, Université Laval; Melissa Margaret Majerus, University of North Dakota; Nikolaus Theodor Butt, University of North Dakota
37. The Importance of Genre-Specific Literacy Instruction and Exposure in the Comprehension of Informational Text. Nicola McClung, University of San Francisco; Diana Alice Hawley, University of San Francisco; Elaine R. Barry, University of San Francisco; Jeanette Fox, University of San Francisco; Michelle Mendoza, University of San Francisco; Edress Waziri, Livermore Joint Unified School District
38. The Role of Lexical Stress in Word Reading. Lindsay Harris, University of Pittsburgh; Juan Zhang, The Chinese University of Hong Kong; Charles Perfetti, University of Pittsburgh
40. “You Would Talk to Teachers With Fancy Words and More Respect”: Adolescent Learners Reflecting Metalinguistically on the Academic Register. Emily Phillips Galloway, Harvard University; Shireen Al-Adeimi, Harvard University; Morgan Figa, Harvard University; Chelsea Santilli, Boston University; Paola Uccelli, Harvard University; Christina L. Dobbs, Boston University

31.084-5. Humanities, Social Science, and Fine Arts Education. Division C - Learning and Instruction; Poster Session
Convention Center, 200 Level, Hall E; 8:15-9:45am
Poster:
41. I Don’t Know What the Heck He’s Saying! A Case Study of Honors Students’ Stances and Approaches Toward the Great Works. Jonathan Cisco, University of Missouri
42. Japanese and U.S. Children’s Thinking About Economics. Sherry L. Field, Arkansas Tech University; Elizabeth Bellows, Appalachian State University; Hiroko Taguchi, Kagoshima University; Kazuhiro Mizoguchi, Kagoshima University; Soutaro Terachi, Kagoshima University; Amanda Elizabeth Vickery, The University of Texas - Austin
43. Museum Footnotes: Making History Museums Transparent for Visiting Students. Alan Marcus, University of Connecticut; Jennifer S. Kowitt, University of Connecticut

31.084-6. Exploring New Methods of Classroom Observation. SIG-Classroom Observation; Poster Session
Convention Center, 200 Level, Hall E; 8:15-9:45am
Poster:
44. Examining Dynamic Teacher Effectiveness Through the Relationships Between Teaching Consistency and Learning Goals Across Lessons: Some Theoretical and Methodological Considerations. James Y.O. Ko, Hong Kong Institute of Education; Dora Dongya Li, The Hong Kong Institute of Education

31.084-7. Banal Nationalism in Popular Culture: The Adjustment Bureau. SIG-Media, Culture, and Curriculum; Poster Session
Convention Center, 200 Level, Hall E; 8:15-9:45am
Poster:

31.084-8. Empathetic Space in the Digital Classroom: Curriculum, Pedagogy, and Assessment. SIG-Media, Culture, and Curriculum; Poster Session
Convention Center, 200 Level, Hall E; 8:15-9:45am
Poster:
47. Empathetic Space in the Digital Classroom: Curriculum, Pedagogy, and Assessment. Jonathan Friesen, University of Rhode Island

31.084-9. Examining the Multiple Media Representations and Curricular Narratives of African Americans in Television Journalism. SIG-Media, Culture, and Curriculum; Poster Session
Convention Center, 200 Level, Hall E; 8:15-9:45am
Poster:

31.084-10. Memes, Popular Culture, and Digital Storytelling Across Multiple and Critical Literacies. SIG-Media, Culture, and Curriculum; Poster Session
Convention Center, 200 Level, Hall E; 8:15-9:45am
Poster:
49. Critical Media Literacy and Gender: Teaching Middle School Children About Gender Stereotypes and Occupations. Linda Markowitz, Southern Illinois University - Edwardsville; Laurel D. Puchner, Southern Illinois University - Edwardsville; Mark Hedley, Southern Illinois University - Edwardsville; Chantal Chandler
50. Importance of Media Literacy Instruction: An Investigation of Gay and Lesbian Youth in Popular Television. Divonna M. Stebick, Gettysburg College; Sean Robinson, Morgan State University
51. Leveraging Literacy: Interactive Digital Storytelling With Scratch Programming. William Quinn Burke, College of Charleston
52. Success Baby and Willy Wonka: Using Memes With Teachers for Media Literacy. Cathy C. Leogrande, Le Moyne College; Cynthia Choi, Le Moyne College

31.084-11. “Both R&D and Retail”: Hive NYC Learning Network as Infrastructure for Learning Innovation. SIG-Media, Culture, and Curriculum; Poster Session
Convention Center, 200 Level, Hall E; 8:15-9:45am
Poster:

31.084-12. International Studies SIG Poster Session. SIG-International Studies; Poster Session
Convention Center, 200 Level, Hall E; 8:15-9:45am
Poster:
54. How Are International Teachers Educated? Perceptions of Student Teachers on Their Education for International Teaching. M. Sencer Corlu, Bilkent University; Armagan Ateskan, Bilkent University
Friday, 10:30 am

Committee Sessions

34.010. School Closures and the Perils of Limiting Education Opportunities: The Philadelphia Story. Social Justice Action Committee; Invited Session YouthBuild Philadelphia Charter School, 1231 N. Broad St. #3, Philadelphia, PA; 10:30am to 3:30pm
Chair: James Earl Davis, Temple University
Speakers: Maia B. Cucchiara, Temple University; Juliet DiLeo Curci, Temple University; Will J. Jordan, Temple University; Kathleen M. Shaw, Research for Action; Charlie Baltimore, Edison High School
Discussant: Gregory M. Anderson, Temple University

Friday, 10:35 am

Goverance Meetings and Events

34.001. AERA Ethics Committee: Closed Meeting. AERA Governance; Governance Session
Marriott, Third Level, 305; 10:35am to 12:05pm
Chair: Carolyn J. Riehl, Teachers College, Columbia University

34.002. AERA International Relations Committee: Closed Meeting. AERA Governance; Governance Session
Marriott, Third Level, 306; 10:35am to 12:05pm
Chair: Rodney K. Hopson, George Mason University

AERA Related Activities

34.010. Online Annual Meeting Management System (All Academic). Demonstration and Training for Program Chairs: Open Session 1. AERA Related Activities; Workshop
Convention Center, 100 Level, 102B; 10:35am to 12:05pm
Chair: Rick Peacock, All Academic, Inc.

Presidential Sessions

34.011. Enriching Research and Innovation Through the Specification of Professional Practice: The Core Practice Consortium. AERA Presidential Session
Convention Center, Terrace Level, Terrace I; 10:35am to 12:05pm
Chair: Pamela L. Grossman, Stanford University
Participants: Bradley Fogo, Stanford University; Hala N. Ghousseini, University of Wisconsin - Madison; Sarah Schneider Kavanagh, University of Washington - Seattle; Matthew J. Kloser, University of Notre Dame; Jamie O’Keeffe, Stanford University; Jessica J. Thompson, University of Washington
Presenters: Deborah Loewenberg Ball, University of Michigan - Ann Arbor; Francesca Forzani, University of Michigan; Megan L. Franke, University of California - Los Angeles; Magdalene Lampert, Boston Teacher Residency; Pamela L. Grossman, Stanford University; Morva McDonald, University of Washington; Elham Kazemi, University of Washington; Mark A. Windschitl, University of Washington
Discussant: Anthony S. Bryk, The Carnegie Foundation for the Advancement of Teaching

34.012. Innovation, Entrepreneurship, and the Evolving Education Marketplace. AERA Presidential Session
Convention Center, 100 Level, 122B; 10:35am to 12:05pm
Chair: Christopher B. Swanson, Education Week
Participants: Kevin Bushweller, Education Week; Barbara Kurshan, University of Pennsylvania; Shilpi Niyogi, Pearson; Matthew Pittinsky, Parchment

34.013. The Wallace Foundation Distinguished Lecture: Catherine E. Snow (#AERAReal). AERA Presidential Session
Convention Center, 200 Level, 201A; 10:35am to 12:05pm
Chair: Barbara Schneider, Michigan State University
Speaker: Rigor and Realism: Doing Educational Science in the Real World. Catherine E. Snow, Harvard University

34.014. A Tribute to AERA Past President Elliot Eisner. AERA Sessions; Invited Session
Convention Center, 200 Level, 201B; 10:35am to 12:05pm
Chair: David J. Flinders, Indiana University
Participants: Nel Noddings, Stanford University; Lee S. Shulman, Stanford University; Gloria J. Ladson-Billings, University of Wisconsin - Madison; Madeleine Grumet, University of North Carolina - Chapel Hill; Craig Kridel, University of South Carolina; Liora Bresler, University of Illinois

34.015. Innovations in Learning in the Digital Age. AERA Sessions; Invited Session
Convention Center, 100 Level, 122A; 10:35am to 12:05pm
Chair: Constance Steinkuehler, University of Wisconsin - Madison

34.016. Meet Journal Editors: Journal Talks 1. AERA Sessions; Invited Roundtable
Convention Center, Terrrace Level, Terrace III; 10:35am to 12:05pm
Participants:
1. Educational Technology Research and Development. J. Michael Spector, University of North Texas; Tristan Johnson, Northeastern University; Patricia A. Young, University of Maryland - Baltimore County; Carol Bischoff, Springer Publishing Company
2. InterActions: UCLA Journal of Education and Information Studies. Melissa Goodnight, University of California - Los Angeles; Maria Sayil Camacho, University of California - Los Angeles
4. Professional Development in Education. Ken Jones, University of Wales Trinity Saint David; Jim O’Brien, University of Edinburgh
5. Journal of Mathematical Behavior. Carolyn Alexander Maher, Rutgers University; Robert Sigley, Rutgers University - New Brunswick/ Piscataway; Marjory Fan Pauus, Rutgers University; Elizabeth B Uptegrove, Felician College
6. Revista Psicopedagogica. Veronica Lopez, Pontificia Universidad Catolica de Valparaiso; Barbara Rivera, Pontificia Universidad Catolica de Valparaiso; Vicente Sisto, Pontificia Universidad Catolica de Valparaiso; Paula Ascorra, Pontificia Universidad Catolica de Valparaiso; Carmen Gloria Nunez, The Pontifical Catholic University of Valparaiso
8. Educational Action Research. Allan Feldman, University of South Florida; Andrew Townsend, Nottingham University
9. Educational Researcher. Carolyn D. Herrington, Florida State University; Vivian L. Gadsden, University of Pennsylvania
11. Compare. Qing Gu, University of Nottingham
13. Applied Measurement in Education. Kurt F. Geisinger, University of Nebraska
14. Equity and Excellence in Education. Maurianne Adams, University of Massachusetts - Amherst; Rachel Briggs, University of Massachusetts - Amherst
34.017. Division B Fireside Chat. Educational Apartheid: A Conversation About the Privatization of Public Schooling and Its Effects on Curricular and Pedagogical Practices. Graduate Student Council Cosponsored with Graduate Student Council, Division B - Curriculum Studies; Invited Session
Convention Center, 100 Level, 112B; 10:35am to 12:05pm
Chair: Karla Manning, University of Wisconsin - Madison; Kristen Earnise Duncan, University of Georgia - Athens
Participants: Stephen J. Ball, Institute of Education - London; Adrienne D. Dickson, University of Illinois - Urbana-Champaign; William H. Watkins, University of Illinois at Chicago; Kristen L. Buras, Georgia State University
Discussant: Rich J. Lybeck, University of Minnesota

34.019. Developing School and District Leaders Through Coaching. Division A - Administration, Organization and Leadership; Paper Session
Convention Center, 100 Level, 102A; 10:35am to 12:05pm
Chair: Jennifer K. Clayton, The George Washington University
Participants:
Coaching for Instructional Leadership: A Case Study of Executive Coaches and Principals. Anya P. Mayer, University of Connecticut; Bridget L. Heston, Watertown High School
Developing Leaders: How Does Coaching Shape the Way Principals Respond to Teacher Feedback on Their Leadership Effectiveness? Madeline Mavrogordato, Michigan State University; Ellen B. Goldring, Vanderbilt University; Katherine Taylor Haynes, Vanderbilt University
Helping Leaders Grow: The Importance of Renewal and Self-Development for Sustaining and Retaining School Leaders. Eleanor E. Drago-Severson, Teachers College, Columbia University; Jessica Blum, Teachers College, Columbia University
Learning From Problems of Coaching Practice: A Study of Instructional Coach Development. Joanna Michelson, University of Washington
Discussant: Jennifer Ingrid Friend, University of Missouri - Kansas City

34.020. School-Wide Improvement. Division A - Administration, Organization and Leadership; Paper Session
Convention Center, 100 Level, 115B; 10:35am to 12:05pm
Chair: Marisa Cohen, Saint Francis College
Participants:
Digging Into Transformation: Implementation of Federal School Improvement Grants in Oregon. Caitlin Scott, Education Northwest; Basha R. Krasnoff, Northwest Regional Educational Laboratory
Leading With Equity at the Helm: Collaborative Innovation of a School Improvement Plan. Jonathan L. Hamilton, University of Illinois at Urbana-Champaign; Anjale DeVawn Welton, University of Illinois at Urbana-Champaign; Joseph Wiemelt, University of Illinois at Urbana-Champaign; Tiffany Octavia Harris, University of Illinois; Priya Goel La Londe, University of Illinois at Urbana-Champaign
The Influence of Policy Churn on a School Improvement Program in an Urban District. Jean A. Patterson, Wichita State University; Joel Ahaya, Wichita State University; Michael Argabright, Wichita State University; Todd L Carter; Chad Higgins, Moundridge USD 423; Royce R. Powelson, Wichita State University; Sherry D. Farrell, Seward County Community College; Terri Gaeddert, Wichita State University;
Andria Williams, Wichita State University; Roxann Clark, Northwestern Oklahoma State University
Turning Around Schools in North Carolina via “Scaffolded Craftsmanship”. Kathleen M. Brown, University of North Carolina - Chapel Hill; Charles L. Thompson, University of North Carolina - Chapel Hill; LaTricia Walker Townsend, North Carolina State University
The Case for Framing Multisource Feedback Around Distributed Leadership. Sean Mason Dillkers, Ohio University - Athens; Carolyn Kelley, University of Wisconsin
Discussant: Jacob Easley, University of Pittsburgh - Johnstown

34.021. Broadening Curriculum Spaces: Context and the Politics of Inclusion. Division B - Curriculum Studies; Paper Session
Marriott, Fourth Level, Franklin 2; 10:35am to 12:05pm
Chair: Zachary A. Casey, University of Minnesota
Participants:
African American Museums and the Intersection of Education, Policy, History, and Practice. Lori M. West, University of Illinois at Urbana-Champaign
From Public Pedagogy to Classroom Pedagogy and Back Again: White Students Display the U.S.-Dakota War to Their Community. Rick J. Lybeck, University of Minnesota
No Cooks in the Kitchen: Writing Women of Color Into the Louisiana Foodways Curriculum. Danielle Jan Klein, Louisiana State University; Berlisha Morton, Louisiana State University
Reconceptualizing Postracial: Barack Obama, Cultural Memory, and the Making of Official Knowledge. William (Billy) Smith, The University of Texas - Austin; Anthony L. Brown, The University of Texas - Austin
Threats to Curriculum Studies: Seeking Coherence and Inclusion in Curriculum Conversations. Theodore Christou, Queen’s University; Christopher DeLuca, Queen’s University - Kingston
Discussant: Adam Joseph Greteman, School of the Art Institute of Chicago

34.022. Identity Formation, the Social Imaginary, and the Construction of Otherness in the Curriculum. Division B - Curriculum Studies; Invited Session
Convention Center, 100 Level, 119A; 10:35am to 12:05pm
Chair: Susan Huddleston Edgerton, Massachusetts College of Liberal Arts
Presenters: Keffrlyn D. Brown, The University of Texas - Austin; Rebecca A. Goldstein, Montclair State University; Nancy Kendall, University of Wisconsin - Madison
Discussant: Hannah M. Tavares, University of Hawaii - Manoa

34.023. Womanist Curriculum Perspectives and Possibilities. Division B - Curriculum Studies; Symposium
Marriott, Fourth Level, Franklin 2; 10:35am to 12:05pm
Chair: Nina Asher, University of Minnesota - Twin Cities
Participants:
Black Womanist Perspectives on Curriculum. Sabrina N. Ross, Georgia Southern University
Womanist Activist Perspectives on Curriculum. Cynthia M. Mikell, Georgia Southern University
Multiracial Womanist Perspectives on Curriculum. Sonia E. Janis, University of Georgia
Chicana Womanist Perspectives on Curriculum. Isabel Nunez, Concordia University - Chicago
Asian American Womanist Perspectives on Curriculum. Ming Fang He, Georgia Southern University
Discussants: Eve Tuck, SUNY - College at New Paltz; Nina Asher, University of Minnesota - Twin Cities

34.024. Assessments for Problem Solving, Literacy, and Learning in Designed, Online Environments. Division C - Learning and Instruction; Symposium
Marriott, Fifth Level, Grand Ballroom I; 10:35am to 12:05pm
Chair: Irwin S. Kirsch, ETS
Participants:
Assessing Problem Solving in Technology-Rich Environments: Lessons From the International Assessment of Adult Competencies Survey. Jean-Francois Rouet, CNRS and University of Poitiers; Anne Britt, Northern Illinois University
Developing Theory-Based Literacy Assessments for Pre-K-12 Students: Challenges and Opportunities. John P. Salvatini, ETS; Tenaha P.
Friday Morning, April 4, 2014

O'Reilly, ETS; Laura Halderman, Educational Testing Service; Kelly M. Bruce, ETS

The Online Research and Comprehension Assessment Project: Designing Technology-Based Assessments for Online Research, Comprehension, and Communication. Donald J. Leu, University of Connecticut; Jonna M. Kaliukowich, The Pennsylvania State University; Nell Sedransk, National Institute of Statistical Sciences; Julie Corio, University of Rhode Island; Elena E. Forzani, University of Connecticut; Clint Kennedy, University of Connecticut; Cheryl Maykel, University of Connecticut

Discussant: Susan R. Goldman, University of Illinois at Chicago

34.025. Educational Psychology and Learning Sciences: Strengthening the Research or Dividing It? Division C Vice President's Moderated Debate. Division C - Learning and Instruction; Invited Session Convention Center, 100 Level, 117; 10:35am to 12:05pm
Chair: P. Karen Murphy, The Pennsylvania State University
Participants: Patricia A. Alexander, University of Maryland - College Park; Sasha A. Barab, Arizona State University; Steve Graham, Vanderbilt University
Presenter: Carol D. Lee, Northwestern University

34.026. Exploring the Power of Automated Writing Evaluation for Innovation in Formative Assessment Practices. Division C - Learning and Instruction; Symposium Marriott, Fourth Level, 413; 10:35am to 12:05pm
Chair: Chaitanya Ramineini, ETS
Participants:
- Automated Feedback in the Large-Scale Implementation of a Formative Writing System: Implications for Improving Student Writing. Peter W. Foltz, Pearson; Mark Rosenstein, Pearson; Nicholas Gronen, Pearson; Scott Dooley, Pearson
- Talking With Teachers: Reflective Design of Automated Formative Writing Assessment With LightSide. Elijah Mayfield, LightSide
- Considerations in Developing and Using Automated Writing Evaluation Feedback for English-as-a-Second-Language Writers. Sara Cushing Weigle, Georgia State University
- Role of Learner Corpora in Developing Automated Writing Evaluation Systems: Implications for English Language Learners. Chaitanya Ramineini, ETS

Discussant: Andre A. Rupp, Educational Testing Service (ETS)

34.027. From Online to Off-Line: Examining Gaming Environments and Innovative Learning. Division C - Learning and Instruction; Symposium Convention Center, 100 Level, 113C; 10:35am to 12:05pm
Chair: Sandra Schamroth Abrams, Saint John's University; Justin Olmanson, University of Illinois at Urbana-Champaign
Participants:
- Gaming in Public: The Role of External Feedback on Gamers’ Performance and Attitudes During Play. Hannah R Gerber, Sam Houston State University
- Video Games and Social Negotiations: Associations Between On-Screen and Offline Behavior in a Public Library. Sandra Schamroth Abrams, Saint John’s University
- Sims Fan Fiction as Innovative Literacy Learning: Stories From Three Young Women. Jayce C. Lammers, University of Rochester
- Multimodal Miracles: The Kinds of Literacy Experiences Video Games (and Their Developers) Enable and Inhibit. Tom Liam Lynch, Pace University

Discussant: Guy Merchant, Sheffield Hallam University

34.028. Innovation in Research on the Role of Context in Engagement. Division C - Learning and Instruction; Paper Session Convention Center, 100 Level, 113B; 10:35am to 12:05pm
Chair: Tony Perez, Old Dominion University
Participants:
- Opportunities, Access, and Appropriation: Student Engagement in the Practices of Project-Based Classroom Communities. Kendall Becker, University of Washington - Seattle; Gavin Tierney, University of Washington
- Exploring the Relations Between Reciprocal Peer-Tutoring Groups’ Metacognitive Regulation, Cognitive Processing, and Transactive Discussions. Liesje De Buck, Ghent University; Hilde Van Keer, Ghent University; Martin M. Valcke, Ghent University

The Role of Teacher Challenge and Support in Students’ Engagement in Science. Anna D. Strati, Northern Illinois University; Jennifer A. Schmidt, Northern Illinois University

The Role of Teachers and Peers in Supporting Early Adolescent Academic Motivation, Engagement, and School Belonging. Sarah M. Kiefer, University of South Florida; Kathleen Marie Alley, Mississippi State University; Cheryl R. Elenbrock, University of South Florida

Designing for Engagement in Environmental Science: Developing Practice-Linked Identities. Alexandra Goodell, University of Washington - Seattle; Susan V. Nolen, University of Washington - Seattle; Gavin Tierney, University of Washington; Susanna Eng, University of Washington - Seattle; Lise Whitfield, University of Washington; Diem T. Nguyen, University of Washington; Kendall Becker, University of Washington - Seattle; Susan E. Cooper, University of Washington; Sayong Pak, University of Washington

Discussant: Judith L. Meece, University of North Carolina - Chapel Hill

34.029. Innovative Approaches to Integrating Morphology Within Adolescent Literacy Instruction. Division C - Learning and Instruction; Symposium Marriott, Fourth Level, Franklin 11; 10:35am to 12:05pm
Chair: Amanda P. Goodwin, Vanderbilt University
Participants:
- Adolescent Learners’ Use of Latin Roots as Clues to Infer Meanings of Unfamiliar Words. Amy C. Crosson, University of Pittsburgh; Margaret G. McKeown, University of Pittsburgh
- Morphological Awareness Matters, but for Whom Reading What? Contributions to Narrative and Expository Reading Comprehension. Alyssa Trzeszowski-Giese, New York University; Michael J. Kieffer, New York University
- Control of Morphological Forms During Writing Predicts Essay Quality. Mary Norrhey; Deborah E. Mccatchen, University of Washington; Elizabeth A. Sanders, University of Washington

Discussant: Joanne F. Carlisle, University of Michigan

34.030. Innovative Practices for Assessment in Computer-Based Learning Environments. Division C - Learning and Instruction; Symposium Marriott, Fourth Level, 414; 10:35am to 12:05pm
Chair: Man-Wai Chu, University of Alberta; Jason Matthew Harley, McGill University
Participants:
- Assessing Learning With MetaTutor, a Multiagent Hypermedia Learning Environment. Jason Matthew Harley, McGill University; Francois Bouchet, McGill University; Niki Papaoannou, Illinois Institute of Technology; Cassia Carter, Illinois Institute of Technology; Gregory Trevors, McGill University; Reza Feyzi Behnagh, McGill University; Roger Azevedo, North Carolina State University; Ronald Lands, Illinois Institute of Technology
- Ecological Assessment Frameworks for Learning in Computer-Based Learning Environments. Eunice Eunhee Jung, University of Toronto; Maryam Wagner, OISE/University of Toronto; Zhenhua Xu, University of Toronto
- Formative Feedback in Computer Programming Learning and Assessment Environments. Man-Wai Chu, University of Alberta; Jacqueline P. Leighton, University of Alberta
- Automated Assessment of Writing Proficiency: Can Text Mining of Argumentative Texts Lead to More Nuanced Assessments? Eric G. Poitras, McGill University; Laura Naismith, University Health Network; Susanne P. Lajoie, McGill University

Discussant: Terry P. Vendlini, SRI International

34.031. Learning From Multimedia and Graphs. Division C - Learning and Instruction; Paper Session Marriott, Fourth Level, Franklin 5; 10:35am to 12:05pm
Chair: Debra L. Adler, Capella University
Participants:
- Different Cognitive Processing During Online Reading Primed by Note-Taking and Graphic Organizers. Hector R. Ponce, University of Santiago de Chile; Richard E. Mayer, University of California - Santa Barbara
- The Critical Role of Knowledge Gain in Improving Diagram Comprehension. Brian William Miller, Towson University; Jennifer G.
Cromley, Temple University; Nora Newcombe, Temple University
Individual Differences in Eye Gazes: Coordination of Equations, Graphs, and Tables. Theodore W. Wills, Temple University; Briana L. Chang, Temple University; Waldemar Stepnowski, School District of Philadelphia; Jennifer G. Cromley, Temple University; Thomas Shipley, Temple University; Julie L. Booth, Temple University
The Cognitive Effects of Interactive Design Features for Learning Complex Materials. Hyuksoon S. Song, Georgian Court University; Michael Nick, New York University; Martin V. Pusic, Teachers College, Columbia University; Ian L. Plax, New York University; Adina L. Kalet, New York University
Discussant: Jennifer Wiley, University of Illinois at Chicago

34.032. Scaffolding Self-Directed Learning in Technology-Enhanced Environments. Division C - Learning and Instruction Co-sponsored with SIG-Learning Sciences; Invited Session
Convention Center, 100 Level, 113A; 10:35am to 12:05pm
Chair: Robb Lindgren, University of Illinois at Urbana-Champaign
Participants:
Augmented Reality and Exhibit Design to Improve Learning in a Science Museum. Susan A. Yoon, University of Pennsylvania; Karen J. Elinich, The Franklin Institute; Joyce Wang, University of Pennsylvania; Emma Anderson, University of Pennsylvania; Karen Derman, University of Pennsylvania
Aggregating Agency to Support Collaborative Learning in a Museum Exhibit. Leilah Lyons, University of Illinois at Chicago; Francesca Cafiaro, University of Illinois at Chicago; Joshua L. Radinsky, University of Illinois at Chicago; Jessica Roberts, University of Illinois at Chicago; Kristen Vogt, University of Illinois at Chicago
Metacognitive Scaffolding Effects on Conceptual Learning in a Whole-Body Interactive Simulation Environment. Emily Kuzneski Johnson, University of Central Florida; Robb Lindgren, University of Illinois at Urbana-Champaign; Michael Ticholl, University of Illinois at Urbana-Champaign
Technology-Enhanced Agency for Community Engagement. Bob Coulter, Missouri Botanical Garden
Discussant: Iris Tabak, Ben-Gurion University of the Negev

34.033. Propensity Score Methodology. Division D - Measurement and Research Methodology; Paper Session
Convention Center, 100 Level, 111B; 10:35am to 12:05pm
Chair: Guangming Ling, ETS
Participants:
Bayesian Model Averaging for Propensity Score Analysis. Jianshen Chen, University of Wisconsin - Madison; David Kaplan, University of Wisconsin - Madison
Evaluating the Effectiveness of Propensity Score Methods in Multilevel Observational Studies. Aart P. Bellara, University of South Florida; Jeffrey D. Kromrey, University of South Florida
Matching Strategies for Observational Data With Multilevel Structures. Courtney E. Hall, University of Wisconsin - Madison; Jee-Soon Kim, University of Wisconsin - Madison; Peter M. Steiner, University of Wisconsin - Madison
Discussant: Wei Pan, Duke University

34.034. Is “Political Apathy” a Danger for Our Future Democracy? Possibilities for Better Educational Practices. Division E - Counseling and Human Development; Symposium
Convention Center, 100 Level, 103C; 10:35am to 12:05pm
Chair: Fritz K. Oer, University of Fribourg
Participants:
Beyond Facts and Acts: The Implications of “Ordinary Politics” for Youth Political Engagement. Joel Westheimer, University of Ottawa; Kristina R. Llewellyn, University of Waterloo
Civic Education in Times of Political Apathy. Fritz K. Oer, University of Fribourg; Horst Biedermann, University of Flensburg
Clues to Increasing the Civic-Political Engagement of Demographically High-Risk Youth. William Damon, Stanford University; Parissa Jahromi Ballard, Stanford University; Heather Malin, Stanford University; Anne Colby, The Carnegie Foundation for the Advancement of Teaching
Possibilities and Constraints for a More Critical-Democratic Citizenship in Contemporary Education? The Role of Psychology. Wiel M. Veugelers, University of Amsterdam
Discussant: Clark Power, University of Notre Dame

34.035. Access to a “Higher” Education? Working-Class and First-Generation Students’ Postsecondary Experiences in Uncertain Times. Division G - Social Context of Education; Symposium
Convention Center, 100 Level, 115A; 10:35am to 12:05pm
Chair: Lois Weis, University at Buffalo - SUNY
Participants:
“I Feel Like I Was Sold Fake Goods”: Working-Class Millennials and the Pursuit of a College Degree. Jennifer M. Silva, Harvard University
Tracking Knowledge Within a “Working-Class” College. Amy Elizabeth Stich, University at Buffalo - SUNY
Moments of Acquisition: How Organizational Factors Impact First-Generation Students’ Participation in Extracurricular Activities. Jenny Stuber, University of North Florida
Belonging, Identity, and Higher Education: Positive Sense of Self in First-Generation and Lower-Income College Students. Erin DeRosa, California State Polytechnic University, Pomona
American Dreamers: First-Generation Female College Students in the Web of the Academy. Carrie Freie
Discussant: Lois Weis, University at Buffalo - SUNY

34.036. Activism, Research, and Social Movements: A Dialogue Among Emerging Activist-Scholars. Division G - Social Context of Education; Working Group Roundtable
Convention Center, 100 Level, 120C; 10:35am to 12:05pm
Chair: Pauline Lipman, University of Illinois at Chicago
Participants:
Epistemology, Activism, and Scholarship: Reflections on Research, Roles, and Representation. Ujju Aggarwal
Blurring the Lines: Becoming an Activist and/or Scholar in Multiple Spaces. Rhoda Rae Gutierrez, University of Illinois at Chicago
Postdisaster Education Research: Issues of Entry and Representation. Prudence Browne
Activism, Research, and Social Movements: Building a New Social Imaginary. Byron Sigcho, University of Illinois at Chicago

34.037. Bound by Bullying: Exploring the Limitations of LGBTQ Bullying Discourse Through In-School Experience and Research. Division G - Social Context of Education; Symposium
Convention Center, 100 Level, 112C; 10:35am to 12:05pm
Chair: Elizabethe Payne, Queering Education Research Institute (QuERI)
Participants:
LGBTQ Kids, School Safety, and Missing the Big Picture: Why We Need to Rethink LGBTQ Bullying. Elizabethe Payne, Queering Education Research Institute (QuERI)
LGBTQ Students Representing Otherness Through Visual Art. Kristin Goble, University of Wisconsin - Whitewater
Bullying, Binaries, Bathrooms, and Biology: Conversations With Elementary Educators About Supporting Transgender Students. Melissa J. Smith, University of Central Arkansas
Discussant: Jessica Fields, San Francisco State University

34.038. Intergenerational Contexts of Multiple Languages and Literacies. Division G - Social Context of Education; Paper Session
Convention Center, 100 Level, 121A; 10:35am to 12:05pm
Chair: Gertrude M. Tinker Sachs, Georgia State University
Participants:
Senses, Emotions, Memories, and Associations in Multimodal Intergenerational Text-Making: The Promise of Phenomenology for Literacy Studies. Rachel May Heydon, University of Western Ontario; Jennifer Rosselle, Brock University
Family Language Policies of Transnational Adoptive Parents. Sarah J. Shin, University of Maryland - Baltimore County
Transforming Immigrant Families’ Discourse on Linguistic Resources. Miwa Takeuchi, University of Toronto - OISE
Discussant: Afra Ahmed Hersi, Loyola University Maryland
Friday Morning, April 4, 2014

34.039. Lifelong Identity Work: Examining Identity Formation From Preschool to Adult Teachers in a Range of Local Contexts. Division G - Social Context of Education; Symposium Convention Center, 200 Level, 204C; 10:35am to 12:05pm Chair: Amanda Haertling Thein, University of Iowa Participants:
Learning English as an L2 in Head Start: Identity, Centrality, and Language Acquisition. Katie Bernstein, University of California - Berkeley
Make-her-spaces as Hybrid Places: How Design Thinking Enabled Girls’ Critical Literacies. Aminah Norris, University of California - Berkeley
Mediators, Family Members, and Culture Brokers: The Role of Teacher Identity in the Teaching of Multicultural Literature in Rapidly Changing Rural Contexts. Amanda Haertling Thein, University of Iowa; Mark Salzer, University of Iowa Discussant: Richard W. Beach, University of Minnesota

34.040. Looking Deeper Into China’s Unequal Access to Higher Education. Division G - Social Context of Education; Symposium Convention Center, 200 Level, 204C; 10:35am to 12:05pm Chair: Gerard Postiglione, The University of Hong Kong Participants:
Another Dual Structure in China’s Education System? Looking Into the Access and Equity Issues in Higher Education for Tibetans. Miaoyan Yang, The University of Hong Kong
Access and Equity for Rural Migrants in Shanghai. Lisa Liu, Stanford University
The Partnership Between School and Home: A Cultural Explanation. Ailei Xie, The University of Hong Kong
Policy for Whom? Educational Policies in Western China’s Impoverished Muslim Communities. Yanbi Hong, Southeast University
Cultural Capital and the College Admission System in China. Xiaoliang Li, The University of Hong Kong Discussant: Jennifer H. Adams, Stanford University

34.041. Teachers and Immigrant Youth: Expanding and Complicating the Social Context of Migration in Teachers’ Classroom Work. Division G - Social Context of Education; Symposium Marriott, Fourth Level, 404; 10:35am to 12:05pm Chair: Stacey J. Lee, University of Wisconsin - Madison Participants:
Teacher Perspectives of Micronesian Students and Their Families in Hawai‘i. Katherine T. Ratliffe, University of Hawaii
Another Kind of Cultural Match:Discourses of White Supremacy in an Immigrant-Origin Classroom. Maneka Deanna Brooks, California State University - Fresno
More Than “English Learners”: A Social Studies Teacher’s Indexing of Immigrant Students’ Countries of Origin in Official Classroom Space. Dajney Blanca Dabach, University of Washington - Seattle; Aliza Fones, University of Washington
Social Justice Teaching of Immigrant Youth in an Era of Technocratic Accountability. Christine Brigid Malaby, University of Hawaii; Katie Strauss, Internationals Network for Public Schools
Discussant: Christian J. Faltis, University of California - Davis

34.042. The Whole World's Talking: Conceptualizing the Universality of Dialogic Learning in Localized Contexts. Division G - Social Context of Education; Symposium Marriott, Fourth Level, 403; 10:35am to 12:05pm Chair: Sandra Racionero-Plaza, Universitat de Barcelona Participants:
Dialogic Learning in Interactive Groups: The Importance of Local Culture in Dismenfranchised Spanish Schools. Sandra Racionero-Plaza, Universitat de Barcelona
“Stop Talking and Keep Your Eyes on Your Own Paper”: Active Minds in Passive Classrooms. Todd K. Lilly, Edgewood College
Using E-Portfolio as a Dialogic Space for Prospective Teacher Reflection. Katrina Liu, University of Wisconsin - Whitewater
Participation as Quality Education: Case Study of a Teacher Education Program in Pakistan. Ayesha Khurshid, Florida State University
Discussant: Catherine F. Compton-Lilly, University of Wisconsin - Madison

34.043. The Youth Shall Lead Us: Student- Conducted Research as the Ultimate Educational Innovation. Division G - Social Context of Education; Symposium Marriott, Fourth Level, 406; 10:35am to 12:05pm Chair: Nicole Mirra, University of California - Los Angeles Participants:
Innovative Student Research for Digital Literacy and Critical Civic Engagement. Nicole Mirra, University of California - Los Angeles; Antero Garcia, Colorado State University; Laurence Tan, Watts Youth Collective/122nd Street School/UCLA IDEA
Innovative Student Research for Teaching and Learning. Mark Baustista, The University of Texas - Arlington; Oscar Navarro, University of California - Los Angeles; Elexia Reyes McGovern, University of California - Los Angeles; Mary Candace Full, University of California - Los Angeles
Innovative Student Research for Institutional Change. Melanie Bertrand, Arizona State University; D’Artagnan Scorza, University of California - Los Angeles; Isabel J. Morales, University of Southern California; Jamie Gravel, University of California - Los Angeles Discussant: Ernest D. Morrell, Teachers College, Columbia University

34.044. Facets of Large-Scale Evaluation Illustrated With ST Math: Examining Outcomes, Mediators, and Moderators. Division H - Research, Evaluation and Assessment in Schools; Symposium Convention Center, 100 Level, 116; 10:35am to 12:05pm Chairs: George Farkas, University of California - Irvine; Elizabeth A. van Es, University of California - Irvine Participants:
Evaluation of ST Math Treatment Effects for Special Populations and by Length of Implementation. Teomara Rutherford, University of California - Irvine; George Farkas, University of California - Irvine
Linking Educational Technology to Standardized Assessments: Game Content and Features. Katerina Schenke, University of California - Irvine; Teomara Rutherford, University of California - Irvine; George Farkas, University of California - Irvine
I Can Do It! Expectancy as a Mediator of the ST Math Effect on Math Achievement. Arena Chang, University of California - Irvine; Teomara Rutherford, University of California - Irvine
Impact of ST Math on Cognitive Abilities. David S. Lee, University of California - Irvine
Understanding the Relationship Between ST Math Professional Development and Its Impact on Students. Jennifer Joan Long, University of California - Irvine; Elizabeth A. van Es, University of California - Irvine
Discussant: Douglas H. Clements, University of Denver

34.045. Developing a Research Agenda for Cross-Professional Development. Division I - Education in the Professions; Symposium Convention Center, 100 Level, 109A; 10:35am to 12:05pm Chair: Katherine M. Edmondson, Cornell University Participants:
Turning Faculty Into Expert Teachers: Why Forgetting About Organizational Development Is Easy but Makes Change So Difficult. Win H. Gijseelaers, Maastricht University
Challenge and Innovation in Professional Development. Anne Christine McKee, King’s College London
Faculty Development in the Health Professions: Challenges and Opportunities. Yonne Steinert, McGill University
Working Across the Cultural Divide: Looking at Faculty Development From Disciplinary Perspectives. Marilla D. Svinicki, The University of Texas - Austin

34.046. A New Look at an Old but First Step: Admission Policies and Practices. Division J - Postsecondary Education; Paper Session Convention Center, 100 Level, 108B; 10:35am to 12:05pm Chair: Barbara F. Tobolowsky, The University of Texas - Arlington Participants:
Case Closed? Evaluating the Bans on Race-Conscious Affirmative Action for Minority Student Enrollment in California, Florida, and Texas Flagship Institutions. Shevecca M. Snead, Florida State University; Lara Perez-Felkner, Florida State University; Toby Park, The Florida State University
Selectivity and the College Experience: How Undermatching Shapes the College Experience Among High-Achieving Students. Kevin John Fosnacht, Indiana University
The Early College High School Initiative Impact Study: Postsecondary Outcome. Andrea Berger, American Institutes for Research; Joel Martin Knudson, American Institutes for Research

The Impact of College Admissions Practices on African American and Latino Students at Low- to Medium-Selectivity Four-Year Public Universities. Maxine Roberts, University of Southern California

Discussant: Greg K. Dubrow, University of California - Berkeley

34.047. Facilitating International and U.S. Student Development. Division J - Postsecondary Education; Paper Session

Convention Center, 100 Level, 108A; 10:35am to 12:05pm

Chair: Malika Tukibayeva, Indiana University

Participants:

An Explorative Comparison of South Korean and U.S. College Students’ Approaches to Team Project-Based Learning. Hye-Jung Lee, Seoul National University; Kara A. Makara, University of Michigan; Kyoung-Ae Choi, Joongbgu University; Young-II Hong, Seoul National University

Comparative Analysis of Undergraduate Student Attrition in U.S. and Russian Universities. Olga Kondratjeva, The Ohio State University; Elena Gorbunova, National Research University Higher School of Economics; Joshua D. Hawley, The Ohio State University

The Development and Validation of the Whole Person Development Inventory for Tertiary Students in Hong Kong. Gina Lai, Hong Kong Baptist University; Petrus Ng, Hong Kong Baptist University; Eddie Ho; Dennis W. Chan, Hong Kong Baptist University; Xiqing Su, Hong Kong Baptist University; Vivien Chan, Hong Kong Baptist University; Heidi Leung, Hong Kong Baptist University; Vicki Kwan, Hong Kong Baptist University; Chunsau LI, Hong Kong Baptist University

Discussant: Tatiana Susiptysna, The Ohio State University

34.048. Factors Influencing College Choice Among Different Types of Students. Division J - Postsecondary Education; Paper Session

Marriott, Fourth Level, 408; 10:35am to 12:05pm

Chair: Rosa Cintron, PhD, University of Central Florida

Participants:


A Community Thing: The College Choice of Filipino American and Southeast Asian American Students. Kristen Surla, Oberlin College; Ollan A. Poons, Loyola University Chicago

College Choice Among African American Graduates From Chicago: The Role of Historically Black Colleges and Universities. Amy R. Proger, Spencer Foundation

The Effects of Rurality on College Access and Choice. Andrew Koriciich, Texas Tech University

Discussant: Michelle M. Espino, University of Maryland - College Park

34.049. From the Front Lines: Higher Education Reauthorization. Division J - Postsecondary Education; Invited Session

Marriott, Fifth Level, Grand Ballroom J; 10:35am to 12:05pm

Chair: Christopher Michael Mullin, State University System of Florida, Board of Governors; Lorelle Espinosa, American Council on Education

Presenters: William M. Zurneta, University of Washington; Melanie Corrigan; James Hermes; Dan Hurley

34.050. Theories and Methods for Understanding Higher Education in a Globalizing World. Division J - Postsecondary Education Cosponsored with SIG-International Studies; Invited Session

Marriott, Fifth Level, Grand Ballroom K; 10:35am to 12:05pm

Chair: Bryan Gopaul, University of Pennsylvania

Presenters: Kristen A. Renn, Michigan State University; Simon W. Margison, University of Melbourne; Laura W. Perina, University of Pennsylvania; Vanessa de Oliveira Andreotti, The University of British Columbia

Discussant: Adrianna Kezar, University of Southern California

34.051. Underrepresented and Underserved Students: A Focus on Institutional Assessment and Responsibility. Division J - Postsecondary Education; Paper Session

Marriott, Fourth Level, 409; 10:35am to 12:05pm

Chair: Sherry Lynn Deckman, Ithaca College

Participants:

Supporting Underrepresented Minority Students: An Exploration of Faculty Perceptions, Motivations, and Actions. Cheryl Dy Ching, University of Southern California

Measuring Cultural Integrity Through the Lens of Transculturalization. Craig Marroquin, University of Connecticut

Pursuing the Doctoral Degree: A Symbolic Interpretation of First-Generation African American/Black and Hispanic Students. Karina M. Vial, University of San Diego

Race, Income, and the Stratification of College Enrollment Patterns, 1980-2010. Sean F. Reardon, Stanford University; Rachel Baker, Stanford University; Daniel Klasik, University of Maryland - College Park

Discussant: T. Elon Dancy, University of Oklahoma

34.052. Growing Your Own, Grounded in Participatory Action Research: Using Participatory Approaches in Teacher Education. Division K - Teaching and Teacher Education; Symposium

Convention Center, 200 Level, 203B; 10:35am to 12:05pm

Chair: Jose Cintron, California State University - Sacramento

Participants:

From Lineage to Principle: Understanding a Participatory Action Research Entremundos Approach in Teacher Education. Melissa Rivera, Hunter College - CUNY; Jennifer Ayala, Saint Peter’s College

California Teacher Education Initiative “Grow Your Own” Launch at Sacramento State. Margarita I. Berta-Avila, California State University - Sacramento

Participatory Action Research Principles in Action: The PRAXIS Project in San Bernardino. Louie F. Rodriguez, California State University - San Bernardino; Julio Cammarata, The University of Arizona

Discussant: Jason G. Irizarry, University of Massachusetts - Amherst

34.053. How to Live Teacher Education: Reparative Perspectives From the Pacific. Division K - Teaching and Teacher Education; Symposium

Marriott, Fourth Level, Franklin 3; 10:35am to 12:05pm

Chairs: Richard T. Johnson, University of Hawaii; Sarah Jane Twomey, University of Hawaii

Participants:

Ha ‘ave I Ke Kua, Hi’i I Ke Aalo: Recruitment of Native Hawaiians Into Teaching. Eomailani Kukahiko, University of Hawaii - Manoa

Making Space for Subjectivities in a Writing Methods Course in Teacher Education. Donna J. Grace, University of Hawaii

Possible Stories and Memories of Children. Christopher Au, University of Hawaii

Lost in Certification: Indigeneity, Erasure, and Teacher Education. David W. Kupferman, University of Hawaii West Oahu

Hugs in the Market and Mangoes From the Heart: Stories From Veteran Teachers. Stephanie Furuta, University of Hawaii - Manoa

Discussant: John M. Willinsky, Stanford University

34.054. Multivocal, Multilingual, Multimodal, and Multicultural Literacies in Contested Spaces. Division K - Teaching and Teacher Education; Symposium

Convention Center, 200 Level, 203A; 10:35am to 12:05pm

Chair: Vera Stenhouse, Georgia State University

Participants:

Seeing Through Lies: Teaching Ideological Literacy as a Corrective Lens. Patrick Camangian, University of San Francisco

Spanglish in White Public Space: Constructing an Oppositional Spatial Frame in an “English-Only” Classroom. Ramon Antonio Martinez, The University of Texas - Austin

Investigating the Linguistic Resources Multilingual Students Bring to the Classroom and Use to Learn the Written Academic Language. Jane Bean-Folkes, Rowan University

Blogging: “Two Days and a Night”: Digital Literacies in Contested Spaces. Tisha Y. Lewis, Georgia State University

“Motownphilly’s Back Again”: Learning From Culturally Responsive Discourses of Black Male Activist Teachers in Detroit and Philadelphia. Ebony Elizabeth Thomas, University of Pennsylvania

Discussant: Valerie Kinloch, The Ohio State University

34.055. Reframing Race and Gender: Perspectives on Black Male Achievement. Division K - Teaching and Teacher Education; Paper Session

Convention Center, 200 Level, 204A; 10:35am to 12:05pm

Chair: Darrell C. Hucks, Keene State College
34.056. Teacher Professional Development and Practice. Division K - Teaching and Teacher Education; Paper Session
Worcester State University
Gokalp, Middle East Technical University
Pennsylvania
Harvard University
University of Cyprus
Curriculum Development Processes in Cyprus. Stavroula Kontovourek, University of Cyprus; Eleni Theodosiou, European University; Stavroula Philippou, University of Cyprus

34.057. Thinking Global/Acting Local: Teaching in Global Contexts. Division K - Teaching and Teacher Education; Symposium
Convention Center, 100 Level, 103A; 10:35am to 12:05pm
Chair: Dorothy Elizabeth Hines, Michigan State University
Participants: Critical Friendship and the Creation of Social Capital Among Youth. Tanya Wiggins, University of Pennsylvania
Discussant: Cynthia Hudley, University of California - Santa Barbara

SIG Sessions

34.060. Coconstructing Positive Educational Outcomes for Youth. SIG-Adolescence and Youth Development; Paper Session
Marriott, Fourth Level, 407; 10:35am to 12:05pm
Chair: Carolyn Elizabeth Barber, University of Missouri - Kansas City
Participants: Computer-Based Learning as a Pathway to STEM Major Selection: Multilevel Structural Equation Modeling. Ahlam Lee, Arkansas State University
Investigating the Use of Propensity Score Analysis With Complex Samples. Debbie L. Hahs-Vaughn, University of Central Florida
Effect of Schools’ Failure to Make Adequate Yearly Progress on Teacher Turnover. Min Sun, Virginia Polytechnic Institute and State University
Discussant: Amy H. Ruthban, American Institutes for Research

34.062. Bilingual Writing Development and Practices Among Spanish-English Emergent Bilinguals in Pre-K to Fifth Grade. SIG-Bilingual Education Research; Symposium
Convention Center, 100 Level, 103A; 10:35am to 12:05pm
Chair: Lucinda A. Soltero-Gonzalez, University of Colorado - Boulder
Participants: Exploring Bilingual Talk and Writing Through Play in a Dual-Language Preschool Program. Mileidis Gort, The Ohio State University
In Language and Communities: Emergent Bilinguals’ Expansive Learning in a Hybrid Space. Patricia Martinez-Alvarez, Teachers College, Columbia University; Maria Paula Ghiso, Teachers College, Columbia University

Participants:
Chair: Travis Bristol, Teachers College, Columbia University; Gregory Benoit, Zerinesai Sahle
Conceptualizations of Male African American National Board Certified Teachers. Wilbur Parker, Bowie State University
Guys and “the Rest of Us”: Narratives of Gendered Educational Care Work. Christine Ann Mallozzi, University of Kentucky; Sally Campbell Galman, University of Massachusetts - Amherst
Marvelous Vision: Building Upon the Cultural Epistemology of a Black Male Teacher. Keisha McIntosh Allen, Teachers College, Columbia University
Discussant: Roland W. Mitchell, Louisiana State University

34.058. Using Third Space in Teacher Education Design. Division K - Teaching and Teacher Education; Symposium
Convention Center, 100 Level, 114; 10:35am to 12:05pm
Chair: Walter Doyle, The University of Arizona
Participants:
Negotiating the Boundaries as Third Space Educators: Faculty and Mentors. Monica Taylor, Montclair State University; Emily J. Klein, Montclair State University
Becoming Learners/Teachers in Nomadic Space. Malka Gorodetsky, Ben-Gurion University of the Negev; Judith Barak, Kaye Academic College of Education
Celebrating Not Creating: Leveraging Existing Third Spaces for Teacher Preparation. Marcy B. Wood, The University of Arizona; Kristin L. Gunckel, The University of Arizona
Designing Hybrid Spaces for the Development of Community Teachers. Michael Bowman, University of Washington; Lorena Guillen, University of Washington; Kate Napolitan, University of Washington - Seattle
Discussant: Kenneth m Zeichner, University of Washington
The Impact of Paired Literacy Instruction on the Spanish and English Writing Outcomes of Emerging Bilingual Children. Lucinda A. Soltero-Gonzalez, University of Colorado - Boulder; Wendy Sparrow, University of Colorado - Boulder; Sandra Adriana Butvilofsky, University of Colorado Boulder; Kathy Escamilla, University of Colorado - Boulder; Susan Hopewell, University of Colorado - Boulder

Developmental Trends in English and Spanish Basic Writing Skills. Elizabeth R. Howard, University of Connecticut; Sabina Ruk Neugebauer, Loyola University Chicago

Discussant: Maria E. Torres-Guzman, Teachers College, Columbia University

34.063. Designing Technological Environments to Promote Learning and Engagement. SIG-Design and Technology; Paper Session
Marriott, Fourth Level, 10:35am to 12:05pm
Chair: Heng Patrick Luo, John A. Dutton e-Education Institute
Participants:
- Putting Technological, Pedagogical, and Content Knowledge (TPACK) in Action: An Integrated TPACK Learning by Design Approach. Evrim Baran, Middle East Technical University; Erdem Uygun, Middle East Technical University
- Virtual Tutee System for Promoting Academic Reading Engagement. Seung Won Park, Texas A&M University - Corpus Christi; ChanMin Kim, The University of Georgia

Enhancing Undergraduate Student Success Through Motivational Messages. Sara Elizabeth Kacin, Wayne State University; Monica W. Tracey, Wayne State University
Integration of iPads for Content Literacy. Vicky Cardullo, Auburn University
Online Case-Based Discussions: Examining Student Engagement in the Afforded Problem Space. Peggy J. Ermer, Purdue University; Adrie A Koehler, Purdue University

Discussant: Alan R. Foley, Syracuse University

34.064. Health in Education. SIG-Education, Health, and Human Services Linkages; Paper Session
Convention Center, 100 Level, 124; 10:35am to 12:05pm
Chair: Elizabeth McKendry Anderson, Binghamton University - SUNY
Participants:
- An Investigation of School Concentrations of Student Risk Factors and Educational Well-Being Using an Integrated Administrative Data System. John Fantizzo, University of Pennsylvania; Whitney A. LeBourd, University of Pennsylvania; Heather L. Rouse, University of Pennsylvania
- Comprehensive Service Integration in a Rural Community. Peter Michael Miller, University of Wisconsin - Madison; Martin Scanlan, Marquette University; Alexs K. Bourgeois, University of Wisconsin - Madison; Alan Arthur Barnicle, University of Wisconsin - Madison; Laura Harringa, University of Wisconsin - Madison; Van Lac, University of Wisconsin - Madison; Alexandra E. Pavlakis, University of Wisconsin - Madison; Kate L. Phillippe, Loyola University Chicago; Lisa Curless
- Housing Voucher Receipt and the Quality of Schools Available to Recipient Children. Barbara Wolfe, University of Wisconsin - Madison; Deven Edward Carlson, University of Oklahoma; Robert H Haveman, University of Wisconsin - Madison

Sailing Together: Interprofessional Collaboration for Youth With Developmental Disabilities and Mental Health Illness. Twyla L. Salm, University of Regina
Teen Pregnancy and Sexually Transmitted Infection Prevention in Middle Schools: Testing a Place-Based Curriculum to Inform Practice and Policy. Denise Lea Uehara, University of Hawaii - Manoa; Holly M. Manaseri, University of Hawaii - Manoa; Tammy Tom, University of Hawaii; Kelly Drew Roberts, University of Hawaii - Manoa

Discussant: Manuelito Biug, Stanford University

34.065. Researching Ecological Relatedness and the Prospect of Cultural Change Within the Public School System. SIG-Environmental Education; Symposium
Marriott, Fourth Level, 411; 10:35am to 12:05pm
Chair: Vicki Lynn Kelly, Simon Fraser University
Participants:
- Imagination and Decolonization: Toward a Critical Eco-Hermeneutic Pedagogy. Michael W. Derby, Simon Fraser University
- In Search of the Eco-Teacher. Sean T. Blenkinsop, Simon Fraser University

The Need to Emphasize Reinhabitation and Decolonization as Tandem Processes Within Environmental Education. Laura Piersol, Simon Fraser University
Discussant: Constance L. Russell, Lakehead University

34.066. Community Counts With Family Involvement Practices. SIG-Family, School, Community Partnerships; Paper Session
Convention Center, 100 Level, 104B; 10:35am to 12:05pm
Chair: Chrystal George Mwangi, University of Maryland - College Park
Participants:
- A Community-Based Organization as Cultural Broker: Bridging Gaps Between Recent Immigrant Families and Schools. Cate Samuelson, University of Washington
- Latina/o Parental Civic Engagement in Schools and Surrounding Communities: Assessing the Impact of Parent Development on Improving Student Educational Outcomes. Christine Clark, University of Nevada - Las Vegas
- Recommendations Versus Reality: Examining Parental Engagement and School-Parent Compacts in a Low-Income Community. Dandreia Leucia Jacobs, Michigan State University; Evelyn R. Oka, Michigan State University

Discussant: Michael A. Lawson, Binghamton University - SUNY

34.067. Genealogy and the Production of Subjects Across Cultural and Disciplinary Contexts. SIG-Foucault and Education; Paper Session
Marriott, Fourth Level, 412; 10:35am to 12:05pm
Chair: Cristian R. Aquino-Sterling, San Diego State University
Participants:
- The Trouble With Origins: A Foucauldian Analysis of Scientifically Based Research in Education. Jessica Van Cleave, Mars Hill University
- Parenting and the Medicalization of the Child and Curriculum in Turkey. Yasin Tunç, University of Wisconsin - Madison
- Genealogy of Chinese Children Subjectivization: From the Perspective of Michel Foucault. Tingwei Rong, Hangzhou Normal University

Historical Discourses Underpinning “Closing the Gap”: Perspectives for Opening Debate on Australian Indigenous Educational Inequalities. Sophie Rudolph, University of Melbourne

34.068. Instructional Technology SIG Paper Session: Cognition, Metacognition, and Multimedia Design. SIG-Instructional Technology; Paper Session
Marriott, Fifth Level, Grand Ballroom G; 10:35am to 12:05pm
Chair: Esther Quintero, Albert Shanker Institute
Participants:
- Effects of Text, Audio, and Learner Control on the Text-Sound Association and Cognitive Load of Learners of English as a Foreign Language. Ana Maria Enciso, Arizona State University; Brian C. Nelson, Arizona State University
- Individual Students’ Metacognitive Awareness Mediates Coregulation of Collaborative Problem Solving. Fasha Antonenko, University of Florida
- Personalization Effects in Multimedia Learning: Which Level of Personalization Is Appropriate for Whom? Maria Reichelt, University of Erfurt; Steffi Zander, Bauhaus-Universität Weimar; Helmut M. Niegemann, Saarland University
- Tagclouds and Distributed Cognition: Effect of Tagging Scaffolds on Students’ Reflection in Team Blogs. Ying Xie, Idaho State University; Shu-yuan Lin, Idaho State University
- Impact of Supplementing Verbal Feedback With Pictures During Story Recall. Albert Dieter Ritzhaus, University of Florida; William Andrew Kealy, Independent

Discussant: Craig A. Cunningham, National Louis University

34.069. Can We Research Leadership for Social Justice in Rigorous and Meaningful Ways? SIG-Leadership for Social Justice; Symposium
Convention Center, 100 Level, 121B; 10:35am to 12:05pm
Chairs: Ira E. Bogotch, Florida Atlantic University; Carolyn M. Shields, Wayne State University
Participants:
- A Bricolage of Voices: Lessons Learned From Feminist Analyses in Educational Leadership. Whitney Sherman-Newcomb, Virginia Commonwealth University
34.070. Pathways, Trajectories, Ecologies, Oh My! Bridging Theories and Methods for Studying Youth Learning Lives. SIG-Learning Sciences; Symposium
Marriott, Fifth Level, Grand Ballroom H; 10:35am to 12:05pm
Chairs: Kylie A. Peppier, Indiana University - Bloomington; Christopher Hoadley, New York University
Participants:
Leveraging Youths’ Repertoires of Practice: Toward Connected and Consequential Learning. Kris D. Gutiérrez, University of Colorado - Boulder
Trajectories of Science Learning Activation in Scientists and Engineers. Lynette Jacobs-Priebe, University of Pittsburgh
Connected Play: Making Visible Trajectories of Participation. Yasmin B. Kafai, University of Pennsylvania; Deborah A. Fields, Utah State University
Codesigning Opportunity: Researching and Creating Youth Pathways in a Regional Learning Network. Dixie Ching, New York University; Rafi Santo, Indiana University - Bloomington; Christopher Hoadley, New York University
Discussant: Erica Rosenfeld Halverson, University of Wisconsin - Madison

34.071. Neoliberalism’s Paradoxical Dux: “New Imperialism,” SIG-Marxian Analysis of Society, Schools and Education; Paper Session
Convention Center, 100 Level, 120A; 10:35am to 12:05pm
Chair: Sheila L. Macrine, University of Massachusetts - Dartmouth
Participants:
Corporate Imaginary in Education: Some Reflections From Spanish Conservative and Neoliberal Reform. Jurjo Torres-Santone, Universidade da Corunha; Jose Felix Angulo, Universidad de Cadiz; Silvia Maria Redon, Universidade de Coimbra; Valparaiso Neoliberal Globalism and the Rebooting of Mankind’s Ideological Revolution. João Menelau Paraskeva, University of Massachusetts Learning to Be Homo economicus on the Plantation: A Brief History of Human Capital Metrics. Clayton Todd Pierce, University of Utah
Primitive Accumulation, Educational Enclosures, and School Gardens. Clayton Todd Pierce, University of Utah; Graham Bryan Slater, University of Utah; Robert Unzueta, University of Utah
Promoting Social Justice, Critical Citizenship, and Activism Through Hip-Hop Culture. Debangshu Roychoudhury, City College of New York - CUNY; Lauren M. Gardner, The Graduate Center at the CUNY; Bradley J. Porfilio, Lewis University
Discussant: Paul R. Carr, Lakehead University

34.072. The Mentoring Dilemma in an Age of School-Based Teacher Preparation. SIG-Mentorship and Mentoring Practices; Symposium
Convention Center, 100 Level, 118A; 10:35am to 12:05pm
Chair: Linda Whalen Abrams, Montclair State University
Participants:
Cooperating Teachers: What Is Their Role in Teacher Education? Kristin Smith Alvarez, University of Michigan
Representations of Cooperating Teachers’ Practice Knowledge in Empirical Research. Linda Whalen Abrams, Montclair State University
Compensation and Benefits for Cooperating Teachers: A Multinational Investigation. Helenrose Fives, Montclair State University; Charity Mack Dacey; Montclair State University; Tammy Mills, Montclair State University
Defining the Role of Mentoring Across Alternative-Route Teacher Education Programs. Tanya T. Maloney, Montclair State University
Discussant: Matthew Ronfeldt, University of Michigan

34.073. The Moral Vacuum in Teacher Education: International Perspectives on Research, Policy, and Practice. SIG-Moral Development and Education; Symposium
Convention Center, 100 Level, 109B; 10:35am to 12:05pm
Chair: Richard D. Osguthorpe, Boise State University
Participants:
Skirting the Ethics of Teaching in Teacher Education. Elizabeth Campbell, OISE/University of Toronto
The Moral Vacuum in Swedish Teachers’ Language of Values Education. Robert Thornberg, Linköping University
Encouraging Teachers’ Pedagogical Professional Development in Citizenship Education. T. Martijn Willemsen, Windesheim University of Applied Sciences; Femke Geijssel, University of Amsterdam; Monique L. Volman, Universiteit van Amsterdam, Research Institute Child Development and Education; Geert Ten Dam, University of Amsterdam; Loes Van Wessum, University of Utrecht
Discussant: Gunnel Granstrom Colnerud, Linköping University

34.074. Evolution of Learning and Programming in the Out-of-School Time Field. SIG-Out-of-School Time; Paper Session
Convention Center, 100 Level, 105A; 10:35am to 12:05pm
Chair: Helen Janc Malone, Institute for Educational Leadership
Participants:
Youth Beliefs About Where “Real” Learning Occurs: Life-Wide Versus School-Centric Views. Thomas Akiva, University of Pittsburgh; Christy Suzanne Galletta Horner, University of Pittsburgh; Jacqueline Schall, University of Pittsburgh
From Pushing in to Partnering; (Re)Considering Community-Based Organizations’ Changing Role in 21st-Century Community Learning Centers. Jennifer Slaca Curry, New York University
The Evolution of the Out-of-School Time Field Since A Nation at Risk. Helen Janc Malone, Institute for Educational Leadership
Discussant: Kathryn Brohawn, TASC

34.075. Critical Pedagogy: New Philosophical Interventions. SIG-Philosophical Studies in Education; Symposium
Convention Center, 100 Level, 105A; 10:35am to 12:05pm
Chair: Michael W. Apple, University of Wisconsin - Madison
Participants:
Critical Pedagogy and Overdetermination. Ross Emmerson Collin, Virginia Commonwealth University
Critical Pedagogy and Phenomenology. Sam Rocha, University of North Dakota
Critical Pedagogy and the Ethics of Liberation. Quentin Wheeler-Bell, University of Wisconsin
Critical Pedagogy and the Birmingham School on the Temporality of “Anticipatory Economies”. Josh Sheppard, The Catholic University of America
Discussant: Douglas Kellner, University of California - Los Angeles

34.076. Investigating the Impact of Professional Development School Partnerships as a Strategy for Reform and Renewal. SIG-Professional Development School Research; Paper Session
Convention Center, 100 Level, 415; 10:35am to 12:05pm
Chair: Audrey M. Kleinsasser, University of Wyoming
Participants:
Realizing Innovative Reform in Urban Community Teacher Education Through Professional Capital. Cindy Gutierrez, University of Colorado - Denver; Kara Mitchell Viesca, University of Colorado - Denver; Julie Hart, University of Colorado - Denver; Madhavi Tandon, University of Colorado - Denver
Cross-Career Learning Communities: Improving Teacher Retention and Mobility in Professional Development Schools. Comfort Yetunde Afolabi, University System of Georgia; William L. Carleto, Georgia State University; Harley Gordon Granville, Georgia State University
Student Achievement Impact: Analysis of Long-Term Effects of an Urban School-University Partnership on Student Learning. Catherine Larsen, DePaul University; Chris McCullough, Saint Xavier University
Discussant: Rebecca West Burns, University of South Florida
34.077. Digital Tools and Technologies in Teaching and Learning Qualitative Research Methods. SIG-Qualitative Research; Symposium Marriott, Fourth Level, Franklin 6; 10:35am to 12:05pm Chair: Kathryn J. Roulston, University of Georgia Participants: Designing and Teaching Online Qualitative Research Coursework. Meera R. Williams-Johnson, Georgia Southern University Incorporating Online Instruction in a Blended Course on Qualitative Data Analysis. Kathryn J. Roulston, University of Georgia; Susan Vaughn, University of Georgia - Athens; Whitney Bignell, University of Georgia - Athens; David Dunbar Breslin, University of Georgia - Athens; Dawn Lynette Curry, University of Georgia Creating New Spaces for Teaching Qualitative Research Methodology: The Instructor and the Teaching Assistant Enter Into a Post-Hoc Dialogue. Janice B. Fourniller; Georgia State University; Romero M. Stokes, Georgia State University Computer-Assisted Qualitative Data Analysis Tools for Teaching Qualitative Methods: Beyond Data Analysis. Trena M. Paulus, The University of Tennessee Creating Transformative Learning Experiences Using Second Life in Qualitative Research. Kakali Bhattacharya, Kansas State University Discussant: Kathleen P. deMarrais, University of Georgia


34.080. It’s a Matter of Trust: Literacy Inquiry Mentors as a Model for Improving Teacher Effectiveness. SIG-Research in Reading and Literacy; Workshop Convention Center, 100 Level, 125; 10:35am to 12:05pm Chair: Marjorie E. Madden, Rowan University Participants: Susan Browne, Rowan University; Valarie G. Lee, Rowan University; Stacey E. Leftwich, Rowan University

34.081. Acceleration and Underachievement in Giftedness, Creativity, and Talent. SIG-Research on Giftedness, Creativity, and Talent; Paper Session Convention Center, 100 Level, 107B; 10:35am to 12:05pm Chair: Jack Zevin, Queens College - CUNY Participants: Acceleration and Well-Being at Age 50 in the Top 1% in Mathematical Ability. Stijn Johny Sneets, Vanderbilt University; David Lubinski, Vanderbilt University; Camilla P. Benbow, Vanderbilt University Everything and the Kitchen Sink: A Meta-Analytic Review of Interventions for Academically Underachieving Students. Carlton Jing Fong, The University of Texas - Austin; Kate E. Snyder, University of Louisville; Sebastian M. Bare, University of Louisville; Erika Alisha Patall, The University of Texas - Austin Life in the Fast Lane: Effect of Early Grade Acceleration on College Outcomes. Katie Larsen McClarity, Pearson Test Anxiety and Locus of Control in Achieving Gifted, Underachieving Gifted, and Nongifted Middle School Students. Del L. Siegle, University of Connecticut; Michele M. Moore

34.082. Conducting Educational Research Within and for Rural Communities: An Exploration of Research Methodologies. SIG-Rural Education; Symposium Convention Center, 100 Level, 118B; 10:35am to 12:05pm Chair: Aimee A. Howley, Ohio University Participants: Who Conducts Rural Education? Toward an Ethics of Positionality. Michael J. Corbett, Acadia University; M. Tanya Brann-Barrett, Cape Breton University Researching in Rural Communities: Dealing With Researcher Identity and Notions of Anonymity. Simone Jane White, Monash University; Zane Hamon, University of Alberta Researching Rural Lives With Reciprocity. Paulina Rautio, University of Oulu; Maija-Liisa Lanas, University of Oulu Discussant: Craig B. Howley, Ohio University - Athens


34.084. Civic Engagement as Praxis for Community Involvement in Higher Education. SIG-Service-Learning & Experiential Education;
34.086. Reflections on Engaging Culture, Race, and Spirituality. SIG-Spirituality & Education; Symposium
Chair: Angela Cartwright Lynskey; Midwestern State University
Participants:
1. Conversations About Race: How Embracing Spirituality Opens Space for Dialogues in Teacher Education. Tami A. Augustine, The Ohio State University; Deborah Justice Zurmehly, The Ohio State University
2. With Mindfulness as a Guide: Engaging Conversations in Teacher Education. Barbara J. Dray, University of Colorado - Denver
3. Occupy Classrooms: Teaching From a Spiritual Paradigm. Angela Cartwright Lynskey, Midwestern State University
Discussant: Cynthia B. Dillard, University of Georgia

34.087. Validity and Fairness Issues in Assessing Second-Language Test-Takers. SIG-Test Validity Research and Evaluation; Symposium
Chair: Sonya Powers, Pearson
Participants:
2. The Contexts of Learning for English Language Learners (ELLs) and Non-ELL Students in Canada. Juliette Lyons-Thomas, The University of British Columbia; Kadiyre Ericken, The University of British Columbia; Wolf-Michael Roth, University of Victoria; Daille A. Sandilands, The University of British Columbia
3. Validity of Mathematics and Science Assessments of English Language Learners in Australia, Canada, the United Kingdom, and the United States. Kadiyre Ericken, The University of British Columbia; Yue (Michelle) Chen, The University of British Columbia; Juliette Lyons-Thomas, The University of British Columbia; Shavna Goodrich, The University of British Columbia; Daille A. Sandilands, The University of British Columbia; Wolf-Michael Roth, University of Victoria; Marielle Simon, University of Ottawa

34.088. Roundtable Session 7; Roundtable Session
Chair: Crystal Claudette Jensen, Touro University - California
Participants:
1. Linguistic and Sociocultural Perspectives on Second Language Learning in the Cherokee Nation Immersion School. Lizette Peter, The University of Kansas; Tracy Hirata-Eds, The University of Kansas; Philip Duncan, University of Kansas; Durbin Feeling, Cherokee Nation; Wyman Kirk, Northeastern State University - Tahlequah
3. The Impact of Testing Variables on Math Performance Among American Indian Students in Minnesota. Ximena Patricia Suarez-Sousa, Minnesota State University - Moorhead; Boyd Lee Bradbury, Minnesota State University - Moorhead

34.088-1. Indigenous Education in K-12 Schools. SIG-Indigenous Peoples of the Americas; Roundtable Session
Chair: Crystal Claudette Jensen, Touro University - California
Participants:
1. Indigenous Education in K-12 Schools. SIG-Indigenous Peoples of the Americas; Roundtable Session
2. Life in the City: An Inclusive Classroom. Theresa Ling Yeh, University of Washington
3. Engaging Teachers with Critical Perspectives on Indigenous Education. Sonya Powers, Pearson
4. What We See When We Look in the Mirror: Conceptions of and Intentions on Assessment Performance. MARRIA JOSE NAVAS, Universidad Nacional de Educacion a Distancia
Discussant: John W. Young, ETS

34.088-2. Multicultural/Multiethnic Education: Linguistic Diversity and Language Learners. SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Roundtable Session
Chair: Deanna Dill, Drexel University
Participants:
1. Preparing Teachers for Inclusive Settings: Critical Perspectives of Field-Based Experience. Chia-Yin Wong, Monmouth University; Jiwon Kim, Monmouth University; John C. Indiatsi, Texas Tech University
2. Innovative Teaching for Culturally, Linguistically, and Racially Diverse Students: Affirmation, Social Justice, and Quality Education. Ming-Hsuan Wu, Touro College
3. Innovative Multilingualcuocultural Practice: Multicultural Education for Urban English Language Learners in New Times. Namsook Kim, University at Buffalo - SUNY
4. Multicultural Education for Urban English Language Learners in New Times. Namsook Kim, University at Buffalo - SUNY
5. Multicultural Education for Urban English Language Learners in New Times. Namsook Kim, University at Buffalo - SUNY

34.088-3. Portfolios and Reflection in Teaching and Teacher Education SIG, SIG-Portfolios and Reflection in Teaching and Teacher Education; Roundtable Session
Chair: Ted Nicholas Ingram, Bronx Community College - CUNY; Joan T. Pedretti, University of Hartford
Participants:
1. Portfolio Implementation in a New Offered Course. Jennifer Serra, The University of British Columbia; weaving paper, the University of British Columbia; Daille A. Sandilands, The University of British Columbia; Wolf-Michael Roth, University of Victoria; Marielle Simon, University of Ottawa
2. Portfolio Implementation in a New Offered Course. Jennifer Serra, The University of British Columbia; weaving paper, the University of British Columbia; Daille A. Sandilands, The University of British Columbia; Wolf-Michael Roth, University of Victoria; Marielle Simon, University of Ottawa
3. Portfolio Implementation in a New Offered Course. Jennifer Serra, The University of British Columbia; weaving paper, the University of British Columbia; Daille A. Sandilands, The University of British Columbia; Wolf-Michael Roth, University of Victoria; Marielle Simon, University of Ottawa
4. Portfolio Implementation in a New Offered Course. Jennifer Serra, The University of British Columbia; weaving paper, the University of British Columbia; Daille A. Sandilands, The University of British Columbia; Wolf-Michael Roth, University of Victoria; Marielle Simon, University of Ottawa
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Marta T. Magiera, Marquette University
Participants:
A Professional Development Framework for Developing Culturally Responsive Algebra Teachers in Urban Districts. Emily Bonner, The University of Texas - San Antonio
Developing Prospective Teachers’ Awareness of the Common Core in Elementary Methods and Content Courses. Kelley Elizabeth Buchheister, University of South Carolina; Christa Jackson, University of Kentucky; Cynthia E. Taylor, Millersville University of Pennsylvania
Exploring a Preservice and an In-Service Teacher’s Collaborations About Discourse Within the Coordinated Experiences Model. Tutita M. Casa, University of Connecticut; Fabiana Cardetti, University of Connecticut; Cindy Marie Gilson, University of Connecticut
Lesson Study in a Community of Practice as a Form of School-Based Professional Development. Aoibhinn Ni Shuilleabhain, Trinity College Dublin
Extending Understanding and Measurement of Secondary Mathematical Knowledge for Teaching. Heather Howell, ETS; Barbara H. Wener, ETS

34.088-5. Marginalized Voices. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Romina A. Pacheco, New Mexico State University
Participants:
Freeing Ourselves: An Indigenous Response to Neocolonial Domination in Research, Classrooms, and Education Systems. Alan Russell Bishop, University of Waikato
Revisiting Freire’s “Triology of Pedagogies” Through Muslim Students’ Narratives: A Call to Collective Action. Brett Elizabeth Blake, Saint John’s University; Rohany Nayan, University of North Carolina - Charlotte
Toward a Critical Pedagogy of Work Education. Barry Down, Murdoch University; John Smyth, University of Ballarat

34.088-6. Social and Emotional Learning Impact: Dealing With Diverse or Challenging Circumstances. SIG-Social and Emotional Learning; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Elise Cappella, New York University
Participants:
Internet Use, Online Racial Discrimination, and Adjustment Among a Diverse, School-Based Sample of Adolescents. Brendesha M. Tynes, University of Southern California; Chad Allen Rose, University of Missouri - Columbia; Nicole Coleman, University of Southern California; Kimberly J Mitchell, University of New Hampshire; Adriana J. Umana-Taylor, Arizona State University; David R Williams, Harvard University
First-Semester Emotional Experiences of Chinese International Students in a Canadian University. Xihui Wang, McGill University
Character Education and Student Outcomes: Effects of Teaching Social-Emotional Skills on Students’ School Behaviors and Achievement. Namik Top, Texas A&M University; Alpaslan Sahin, Texas A&M University - College Station; Jeffrey Liew, Texas A&M University - College Station

34.088-7. International and Comparative Perspectives on Educational Achievement. SIG-Sociology of Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Erendira Rueda, Vassar College
Participants:
Family Influences on Boys’ and Girls’ Gender Ideology and Underachievement. Nadine S.L. Engels, Vrije Universiteit Brussel; Els Fabiola Consuegra, Vrije Universiteit Brussel
How Could In-Grade Retention Serve as a Mechanism Reproducing Educational Inequality? The Case of Macao. Ei-Lee Wong, Chinese University of Hong Kong; Yisa Zhou, University of Macau
Tracking and Sense of Futility: The Impact of Between- Versus Within-School Tracking in Flanders. Mieke Van Houtte, Ghent University; Peter Alexander Joris Stevens, Ghent University

34.088-8. Teaching Educational Psychology. SIG-Teaching Educational Psychology; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Joyce L. Moore, University of Iowa
Participants:
Evolutionary Changes in Beliefs About Motivation and Motivating Teaching Practices. Sarah E. Peterson, University of Texas at El Paso; James B. Schreiber, Duquesne University
Finding the Psychology in Educational Psychology: Aligning Course Objectives With American Psychological Association Guidelines. Rachel J. Eells, Concordia University - Chicago; Allison Gelfuso Butler, Bryant University
Infusing Action Research Into Educational Psychology Courses: Linking Theories and Actions-in-Practice. Noriyuki Inoue, University of San Diego

34.088-9. Meaning-Making in Arts Education: New Reflective Approaches to Research. SIG-Arts and Learning; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Christine M. Thompson, The Pennsylvania State University - University Park
Participants:
Connecting and Promoting Multiple Literacies in an Online Summer Reading Program. Jamie Colwell, Old Dominion University; Danielle Eileen Forest, Old Dominion University; Lindsay Woodward, Iowa State University
“Language Is More Than Just Words”: Multimodal Explorations of Language and Identity in High School. Molly Buckley, Cleveland State University
A Conceptual Model of New Writing: Beaufort’s Writing Knowledge Domains 2.0. Julie Corrigan, University of Ottawa

34.088-11. Issues in Middle-Level Teacher Preparation. SIG-Middle-Level Education Research; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Janet Stramel, Fort Hays State University
Participants:
Learning to Teach at the Middle Level: Perceptions of Professional Growth in Early Courses and Internships. David B. Strahan, Western Carolina University; Kim K. Winter, Western Carolina University
Middle Grades Students as Teacher Educators. John M. Downes, The University of Vermont; James F. Nagle, Saint Michael’s College; Penny A. Bishop, The University of Vermont
“Redefining Literate Selves”: Middle Grades Preservice Teachers Using Digital Storytelling to Reflect on Personal Narratives. Cynthia C. Reyes, The University of Vermont; Kathleen Marie Brinigar, Johnson State College

34.088-12. Roundtable in Mixed-Methods Research. SIG-Mixed Methods Research; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: John A. Freeman, The University of Tennessee - Chattanooga
Participants:
Linguistically Diverse Students and Special Education: A Mixed-Methods Study of Teachers’ Attitudes, Coursework, and Practices. Renee Greenfield, University of Hartford
A Mixed-Methods Analysis of Student Success in Diverse High School
Science Programs. Stephen C. Scogin, Texas A&M University - College Station; Baki Cavazoglu, Texas A&M University; Jennifer K. LeBlanc, Texas A&M; Carol L. Stuessy, Texas A&M University

Mixing Validation Procedures to Enhance Inference Quality in a Mixed-Methods Research Study. Beverly Ann Fitzpatrick, Memorial University; Henry W. Schulz, Memorial University

Use of a Contiguous Convergent Parallel Mixed-Methods Design in a Descriptive Analysis of Physics Classrooms. John A. Dantzler, The University of Alabama; Dennis Sanal, The University of Alabama; Cynthia S. Sunal, The University of Alabama; Marsha Emelene Simon, The University of Alabama; Donna Patrice Turner, The University of Alabama - Tuscaloosa; James W. Harrell

34.088-13. Narratives of Teachers: Grand, Cultural, and Messy. SIG-Narrative Research; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Sean Michael Lessard, University of Regina
Participants:
- Mindful Transformation Within Educational Reform: Identity (Re)construction Through Narrative Thinking. Wen-Ting Chung, Arizona State University; Sarah K. Brem, Arizona State University; Jenifer E. Husman, Arizona State University; Beth Blue Swadener, Arizona State University
- We Teach Who We Are: Cultural Narratives as a Classroom Model. Barca Ates, Sam Houston State University; Soonyang Kim, Pace University; Yurimi Michael Grigsby, Concordia University - Chicago
- The Edge of Messy: Interplays of Daily Storytelling and Grand Narratives in Teacher Learning. Makeenzie Selland, Utah Valley University

34.088-14. Topics in Private Education. SIG-Associates for Research on Private Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Larry D. Burton, Andrews University
Participants:
- Buildings as Assets: The Strategic Use of Closed Catholic Schools. Ronald J. Nuzzi, University of Notre Dame; James Mario Frabutt, University of Notre Dame; Anthony C. Holter, University of Notre Dame

34.088-15. Practicing Social Justice Teaching in the Classroom. SIG-Critical Educators for Social Justice; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Danielle M. Cowley, San Francisco State University
Participants:
- It Ends With Me: A Profile of Asian American Mathematics Teachers Combating the Myth of the Model Minority. Theodore Chao, Harvard University; Kari Naomi Kokka, Stanford University
- Food Mapping as a Critical Classroom Activity for Social Justice. Peggy Shannon-Baker, University of Cincinnati; Robert Alan Wight, University of Cincinnati; Jennifer Elaine Killham, University of Cincinnati
- Resisting the Dominant Narratives: High-Performing, Black Male Students Develop a Critical Consciousness for Transformation Resistance. Omar Davila, California State University - Monterey Bay; Terry Kyle Flannegan, Michigan State University

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Yan Ling Shek, University of California - Los Angeles
Participants:
- Hmong American Students at Selective Public Universities: Exploring Sources of Support. Rican Yue, University of California - Los Angeles
- Southeast Asian American Undergraduate Achievement in Higher Education. Kimberly A. Truong; Ronald Brown, Northeastern University; Tryan L. McMickens, Suffolk University

Southeast Asian American Women’s College Experiences: Exploring Their Ethnic Identities Across Academic and Social Contexts. Connie N. Tran, University of California - Santa Barbara

34.088-17. Understanding the Roles of Identity, Motivation, and Self-Efficacy in Second, Foreign, and Heritage Language Learning. SIG-Second Language Research; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Ana M. Hernandez, California State University - San Marcos
Participants:
- Identity and Motivation: Learning to Read Simultaneously in a First and Second Language. Liv Torstensson Davila, University of Illinois at Urbana-Champaign
- Understanding Sources Chinese Students Used to Build Self-Efficacy in Learning English in an American Institution. Huifang Zuo, University of North Carolina - Charlotte; Chuang Wang, University of North Carolina - Charlotte
- Self-Efficacy Profiles Among English-as-a-Second-Language Learners. Do-Hong Kim, University of North Carolina - Charlotte; Chuang Wang, University of North Carolina - Charlotte; Min Bong, Korea University, Department of Education; Hyun Seon Ahn, Korea University
- Understanding the Motivational Factors for Urban, Non-Heritage Language Learners of Chinese. Ailing Kong, Saint Joseph’s University; Thomas Farren, Saint Joseph’s University; Audrey H. Wang, Saint Joseph’s University

34.088-18. Select Topics in Middle School Science Education. SIG-Science Teaching and Learning; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: David E. Long, George Mason University
Participants:
- Elements of Design-Based Science Teaching That Affect Middle School Students’ Motivation. Brett D. Jones, Virginia Tech; Sehmaz Akalin, Virginia Polytechnic Institute and State University; Asta B Schram, Virginia Polytechnic Institute and State University; Jonathan Fink, Virginia Polytechnic Institute and State University; Jessica Chittum, Virginia Polytechnic Institute and State University; Christine Guy Schnitka, University of Kentucky; Michael A. Evans, Virginia Polytechnic Institute and State University
- Exploring the Development of Middle School Students’ Knowledge Construction Through a Critique-Based Recursive Writing Activity. SaeYool Yoon, Delaware State University; Claudia Patricia Aguirre-Mendez, The University of Iowa; Nurcan Keles, University of Iowa; Brian Hand, University of Iowa

Middle School Students’ Epistemic Ideas of Claim, Data, Evidence, and Justification When Reading Arguments. Suna Ryu, University of California - Berkeley; Matthew A. Cannady, University of California - Berkeley; Katherine L. McNeill, Boston College; P. David Pearson, University of California - Berkeley

34.088-19. Who in the World Are We? Deconstructing Identities in Early Childhood Education. SIG-Critical Perspectives on Early Childhood Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Mariana Souto-Manning, Teachers College, Columbia University
Participants:
- Constructing (Un)Successful Teacher Identities: Learning From the Experiences ofPreservive Early Childhood Teachers of Color. Mariana Souto-Manning, Teachers College, Columbia University; Ranita Cheruvu, Teachers College, Columbia University; Tara Lencel, Teachers College, Columbia University; Marisa Salome Chin-Culabaoqv, Teachers College, Columbia University
- Valuing Child Care Labor: Presumed Professionals or Capable Workers? Yarrow Andrew, Monash University
- “Heroic Victims”: Discursive Constructions of Early Childhood Teacher Professional Identities. Megan Gibson, Queensland University of Technology

34.088-20. A Janus Head or the Same Side of the Medallion? Innovating and Improving Historical Reasoning and Understanding. SIG-C - Learning and Instruction; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Bruce A. VanSledright, University of North Carolina - Charlotte
34.088-21. Issues of Race, Class, and Gender in the Classroom. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: Kellie Jackson, Harvard University

Participants:
Our Stories: Inuit Teachers Create Counter-narratives and Disrupt the Status Quo. Dawn Fyn, University of Western Ontario
“I Knew He Was Black!” Omar’s Embodied Critical Literacy Performance in a High School English Classroom. Erin Beeman Stutelberg, University of Minnesota
Middle School Students Challenging Gender Stereotypes: Pitfalls and Promises of Critical Media Literacy Education. Laurel D. Puchner, Southern Illinois University - Edwardsville; Linda Markowitz, Southern Illinois University - Edwardsville; Chantal Chandler
Situating “Othering”: Teachers Making Meaning of Cultures and Challenges Beyond Their Own. Supriya Baly, George Mason University; Maria Katradis, George Mason University

34.088-22. First-Generation College Students: Perspectives and Processes. Division J - Postsecondary Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: Ana M. Martinez-Alemán, Boston College

Participants:
Differential Effects of Predictors of College Enrollment for Would-Be First-Generation and Continuing-Generation College Students. Serena Hinz, Vanderbilt University
First-Generation College Students’ Perspectives on What College Readiness Entails. Carla Amaro-Jimenez, The University of Texas - Arlington; Holly Hungerford-Kresser, The University of Texas - Arlington
Intersecting Identities and College Choice Processes: Race-Related Differences in College Enrollment Among First-Generation Students. Hannah Whang, University of California - Los Angeles; Laura Bernhard, University of California - Los Angeles
The Influence of Siblings on First-Generation Students’ College Choice and Enrollment. Nydia Carole Sanchez, University of North Texas

34.088-23. Parents, Students, and Communities Organizing for and Against Educational Change. SIG-Grassroots Community & Youth Organizing for Education Reform; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm

Chair: Michael P. Evans, Miami University - Oxford

Participants:

34.089-1. Division G Section 3 Poster Session: Social Contexts of Multiple Languages and Literacies. Division G - Social Context of Education; Poster Session

Convention Center, 200 Level, Hall E; 10:35am to 12:05pm

Posters:
1. Approaching Talk From Different Discourse Analytic Approaches: Bilingual Language Ideologies and Identities. Kirsten Letofsky, University of Illinois at Urbana-Champaign
2. Innovative Practice: Bilingual Student Teaching Experience in Chile. Kenneth James Fasching-Varner, Louisiana State University; R. Kenton Denny, Louisiana State University; Magaret Denny, Louisiana State University; Leah Katherine Saal, Arkansas State University; Deanna Kay Rice, Louisiana State University; Desiree R. Cho, Louisiana State University; Reagan P. Mitchell, Louisiana State University
3. What a Cultural-Historical Approach Can Tell Us About Second-Language Programs: Two Case Studies. Michael Lindsay Hoover, McGill University; Mi Song Kim, University of Western Ontario
5. Spanish Production Among Middle School Latina/o Emerging Bilinguals in Miami, Florida. Erin Mackinney, The University of Arizona
6. Teachers’ Language Ideologies in Classroom Practices: Using English Learners’ Linguistic Capital to Socially Reorganize Learning. Aria Razfar, University of Illinois at Chicago; Ambareen Nasir, University of Illinois at Chicago; Joseph C. Rumenapp, University of Illinois at Chicago; Zayoni Nidia Torres, University of Illinois at Chicago

34.089-2. Poster Sessions for Social Contexts of Research on Schools and Communities. Division G - Social Context of Education; Poster Session

Convention Center, 200 Level, Hall E; 10:35am to 12:05pm

Poster:
7. Neurotic Student-Citizen-Soldiers (or, A Meditation on War, Homeland Security, and Education). Nicole Nguyen, Syracuse University

34.089-3. Examining Engagement in Science Across People, Places, and Time. Division C - Learning and Instruction; Poster Session

Convention Center, 200 Level, Hall E; 10:35am to 12:05pm

Posters:
8. Am I a STEM Professional? The Development and Results of a Measure of Student Professional Identity Development. Louis S. Nadelson, Boise State University; Sharon McGuire
9. Characterizing Young Students via Their Interests in Science and Science Competitions. Janet Susan Blankenburg, IPN - Leibniz Institute for Science and Mathematics Education; Tim Nicolas Hoeffler, University of Kiel; Ilka Parchmann, Leibniz Institute
10. Identifying Profiles of Young Talents in Science. Christine Koehr, IPN - Leibniz Institute for Science and Mathematics Education; Pay Ove Dierks, Leibniz Institute for Science and Mathematics Education, Kiel; Wilfried Wentorf, Leibniz Institute; Tim Nicolas Hoeffler, University of Kiel; Heide Peters, IPN - Leibniz Institute for Science and Mathematics Education; Ilka Parchmann, Leibniz Institute; Janet Susan Blankenburg, IPN - Leibniz Institute for Science and Mathematics Education
13. Playing With Science: Investigating Exploratory Behavior of Preschool Children at a Science Museum Exhibit. Jill L. Jacobi-Vessels, University of Louisville; Stephanie Philipp, University of Louisville; Thomas R. Tretter, University of Louisville
14. Student Participation in Ambitious Science Classrooms. David Stroupe, Michigan State University
15. Understanding Eighth-Grade Students’ Science Experiences Through a Mixed-Methods Approach. Alison Elizabeth Baroody, San Francisco State University; Eileen G. Merritt, University of Virginia; Amy Fleig
16. What Good Is It for Me? The Development and Validation of the
**34.089-4. Research Focus on Education and Sport SIG 164 Poster Session.**
SIG-Research Focus on Education and Sport; Poster Session Convention Center, 200 Level, Hall E; 10:35am to 12:05pm

**Posters:**
18. An Examination of National Collegiate Athletic Association Division I Student-Athlete Social Media Use and Privacy Management. Eric M. Snyder, University of Oklahoma
19. Faculty Involvement in Athletics: Academic Administrators’ Perspectives. Stephanie J Blackmon, The University of Oklahoma
20. Analyses of Eighth Graders’ Olympic Values. Shu-Ling Lai, Asia University; Patrick Porter; Houston Independent School District; Remmin Ye, Houston Independent School District
21. The Creativity of Science in Sports. Penny Hammrich, Drexel University; Kathleen Fadigan, The Pennsylvania State University - Abington

**34.089-5. Teachers’ Understandings and Implementation of Group Work: A Vygotskian Pedagogic Analysis.**
SIG-Cultural Historical Research; Poster Session Convention Center, 200 Level, Hall E; 10:35am to 12:05pm

**Poster:**

**34.089-6. School Effectiveness and School Improvement SIG 105 Poster Session.**
SIG-School Effectiveness and School Improvement; Poster Session Convention Center, 200 Level, Hall E; 10:35am to 12:05pm

**Posters:**
23. Do Foreign-Language-Speaking Students Benefit From the Same Class Practices as Native Students? Gudrun Vanlaar; Stanford University; Machteld Vandecandelaere, University of Leuven; Fien Depaepe, University of Leuven; Bieke De Fraene, K.U. Leuven; Jan A. Van Damme, KU Leuven
24. Effects of a Data Team Procedure on Data Use. Cindy Louise Poortman, University of Twente; Johanna Ebbeler, University of Twente; Kim Schildkamp, Universiteit Twente; Adam Handelzalts, Universiteit Twente
26. Operational Efficiency of Featured Elementary Schools in New Taipei City of Taiwan: Application of Data Envelopment Analysis. I-Hua Chang, National Chengchi University; Cheng-Mei Hsu, China University of Technology

Division H - Research, Evaluation and Assessment in Schools; Poster Session Convention Center, 200 Level, Hall E; 10:35am to 12:05pm

**Posters:**
28. Accountability of Nonpublic Special Education Facilities in Maryland and New Jersey: How Successful Is Transition? Deborah T. Carran, Johns Hopkins University; Millicent Kellner, Rutgers University - New Brunswick/Piscataway; Sue Murray; Christine Ramsey
29. Multiple Measures of Student Growth in Reading: Examining Teacher Candidate Effectiveness. Stacey Michie Takanishi, University of Hawaii - Manoa; Lysandra Cook, University of Hawaii - Manoa

**34.089-8. Poster Fair A: Examining Student Outcomes.**
Division H - Research, Evaluation and Assessment in Schools; Poster Session Convention Center, 200 Level, Hall E; 10:35am to 12:05pm

**Posters:**
32. Effects of a Complex Behavioral Program on Adaptive and Autistic Behavior for Children With Autism Spectrum Disorder. Dana Cichelow, West Virginia University; Daniel Hursh, West Virginia University; Reagan Curtis, West Virginia University
33. How Does Fidelity of Implementation Impact Students’ Understanding of Energy? Jonathan Michael Vitale, University of California - Berkeley; Julio Cabrera, Educational Testing Service; Od Lydia Liu, ETS; Hee-Sun Lee, University of California - Santa Cruz; Marcia Linn, Berkeley University of California
34. Integration of Health Education Into Core Elementary Curricula to Promote Student Well-Being and School Success. Carol Nixon, Vanderbilt University - Peabody College; Heather Smith; Sharon L. Shields, Vanderbilt University
35. School Climate and Student Achievement: An Exploratory Study. Judith MacKay Penny, Winston-Salem - Forsyth County Schools; Marty Ward, Winston-Salem - Forsyth County Schools; Jonathan Darrell Rollins, University of North Carolina - Greensboro
36. School Connectedness, Self-Esteem, and Self-Regulated Learning Strategies in High School Students. Ying Hong Jiang, Azusa Pacific University; Patricia J. Bonner, Azusa Pacific University
37. Self-Regulated Learning Among Secondary School Students in China. Ying Hong Jiang, Azusa Pacific University; Weiguo Pang, East China Normal University; Patricia J. Bonner, Azusa Pacific University
38. The Absentee Gap? Effects of Teacher Absences on Black and Latino Students. Juan B Cortes, Cleveland Metropolitan School District; Bryan Shelly, Cleveland Metropolitan School District
40. Validating Innovations in Schools: From English Language and Literacy Acquisition (ELLA) to ELLA-V. Rafael Lara-Alecio, Texas A&M University; Fuhui Tong, Texas A&M University - College Station; Beverly J. Irby, Texas A&M University - College Station; Cindy Lynn Guerrero, Texas A&M University; Allison Moss, U.S. Department of Education
41. Variation in the Effect of Mobility on Achievement: Reasons for School Changes. Bess A. Rose, Johns Hopkins University

**34.089-9. Division D Session 1 Poster Session.**
Division D - Measurement and Research Methodology; Poster Session Convention Center, 200 Level, Hall E; 10:35am to 12:05pm

**Posters:**
42. A Validity Study of the ACT Mathematics Standard for College Readiness. Michael R. Harwell, University of Minnesota; Mario Moreno, University of Minnesota; Thomas P. Post, University of Minnesota
43. An Evaluation of State and Provincial Student Score Reports and Interpretive Guides. Chad M. Gotch, Washington State University; Mary Roduta Roberts, University of Alberta
45. Dimensions of School Climate: A Unified Measurement Framework. Timothy R. Konold, University of Virginia; Dewey G. Cornell, University of Virginia; Francis Howard Li Hung, University of Virginia; Kathleen Dashyant Shukla, University of Virginia
46. Does Greatest Lower Bound Outperform Coefficient Alpha Under Violation of Essential Tau-Equivalence? Wei Tung; Ying Cui, University of Alberta
47. Measures of Child Care Quality. Caroline Gooden, University of Kentucky; Zijia Li, University of Alberta
49. Predictors of Omitted Responses on the 2009 NAEP Mathematics Assessment. Nathaniel J.S. Brown, Boston College; Shenghai Dai, Indiana University - Bloomington; Dubravka Sveta
50. Reporting Subscore in Multidimensional Computer Adaptive Tests. Xin Luo, Michigan State University; Liyang Mao, Michigan State University
51. The Holistic Student Assessment: Identifying Students Who Show
Above- or Below-Average Socioemotional Risks and Resiliencies. Dylan L. Robertson, McLean Hospital, Harvard University, PEAR (Program in Education, Afterschool and Resiliency); Gil G. Noam, Harvard University; Joseph Blasi; Sarah Vancini

52. The Nonignorable Missing Examinee-Selected Items Model. Chen-Wei Liu, The Hong Kong Institute of Education; Wen-Chung Wang, The Hong Kong Institute of Education

53. Estimating Interrater Reliability in Ill-Structured Measurement Design: An Example From Charter School Fund Applications. M. David Miller, University of Florida; Wei Xu, University of Florida; NancyThorngquist, University of Florida

54. Examinee Classification Decisions in the Presence of Residual Dependencies: A Simulation Study. Jonathan D. Rubright, American Institute of Certified Public Accountants; Ratna Nandakumar, University of Delaware

34.089-10. Globalization in Postsecondary/Higher Education. SIG-International Studies; Poster Session
Convention Center, 200 Level, Hall E; 10:35am to 12:05pm

Posters:

55. Assessing the Need for a Global Education Program in Postsecondary Education in the United States. Krishna Bista, University of Louisiana at Monroe; Amany Saleh, Arkansas State University

56. Eastern Dreams Versus Western Realities: Unbalance Between Chinese College Preparation Programs and American Admission Decisions. Linda Serra Hagedorn, Iowa State University; Jiayi Hu, Iowa State University

57. In Black and White: Race and Meaning in the Lives of Five International Graduate Students. Ashlee A. Lewis, University of South Carolina

58. International Student Advising: Cross-Cultural Experiences in U.S. Community Colleges. Yi (Leaf) Zhang, University of Texas at Arlington

59. International Students in Transition: Voices of Chinese Doctoral Students in the United States. Yi (Leaf) Zhang, University of Texas at Arlington

60. Psychosocial Adjustment of International Students: Cross-Group Analysis of Exchange and Degree-Seeking Students. Eunyoung Kim, Seton Hall University; Reema Negi, Seton Hall University; Eun Young Kim, Korea Educational Development Institute

61. Stranger in a Strange Land: Cultivating Cross-Cultural Communication Between Chinese and American Students. Eduardo Matamoros, Teachers College, Columbia University; Daniel Dehle, Teachers College, Columbia University; Qian Zeng, Teachers College, Columbia University; Wendy Feng, Teachers College, Columbia University; Xiaodong Lin, Teachers College, Columbia University

34.089-11. Urban Learning, Teaching, and Research: Poster Session 1. SIG-Urban Learning, Teaching, and Research; Poster Session
Convention Center, 200 Level, Hall E; 10:35am to 12:05pm

Posters:

62. Culturally Affirming Education for African American and Hispanic Students: Dispelling Microaggressions in Public Education. Ayana Allen, University of North Carolina - Charlotte; Lelia M. Scott, University of North Carolina - Charlotte


64. Leadership Development for Urban and Rural Contexts: A Comparison of Principal Preparation Programs. April L. Peters, University of Georgia; Reje A. Finklin, University of Georgia

65. Reframing Discipline: Case Studies of Effective Teachers in High-Poverty Settings. Elvyse L. Hambacher, University of New Hampshire

66. School-Nongovernmental Organization Engagement in Israel: A Case Study. Miki Tsimini, Tel Aviv University; Netta Sagi, Tel Aviv University

34.089-12. Advanced Technologies for Learning Poster Session. SIG-Advanced Technologies for Learning; Poster Session
Convention Center, 200 Level, Hall E; 10:35am to 12:05pm

Posters:

67. Comparing the Effect of Physical and Virtual Circuit Construction Kits on Student Learning of Basic Electricity. Shima Salehi, Stanford University; Bertrand Schneider, Stanford University; Paulo Bliktstein, Stanford University

68. Discovering Students’ Measurement Challenges Within a Classroom Design Experiment Using Fitbit Trackers and High-Speed Cameras. Victor R. Lee, Utah State University

69. Flexible Audience Response System Framework. Eric Coopey, Tufts University; Benjamin Shapiro, Tufts University; Ethan Danahy, Tufts University

70. Kinecting: Aiding Student Conceptualization of Motion Through Visualization. Steven Wall, University of North Carolina - Chapel Hill; Janice L. Anderson, University of North Carolina - Chapel Hill

71. Tools for Classroom Orchestration: Teacher Perspectives. Emma M. Mercier, University of Illinois; James McNaughton, Durham University; Steven Edward Higgins, Durham University

72. The Appropriation of Computer Support and Role-Playing in Class Discussions to Facilitate Historical Reasoning. Ingvill Rasmussen, University of Oslo

34.089-13. Topics in Family-School-Community Partnerships. SIG-Family, School, Community Partnerships; Poster Session
Convention Center, 200 Level, Hall E; 10:35am to 12:05pm

Poster:

73. Immigrant Family and Community Involvement in the Russian Literacy Development of Elementary-Age Learners. Elena Lyutykh, Concordia University - Chicago

Friday, 12:15 pm

SIG Sessions

35.010. Visit to the Woodbury City Public School District: A School District That Works to Provide Each Child With a Top-Quality College Preparatory Education. SIG-Tracking and Detracking; Off-Site Visit
Woodbury Junior-Senior High School, 125 North Broad Street, Woodbury, NJ; 12:15-4:30pm
Visit Leader: John C. Knudson-Martin, Eastern Oregon University Participant: Anysia P. Mayer, University of Connecticut

Friday, 12:25 pm

Governance Meetings and Events

36.001. Educational Evaluation and Policy Analysis Closed Editorial Board Meeting. AERA Governance; Governance Session
Marriott, Fourth Level, Franklin 9&10; 12:25-1:55pm
Chairs: Mark Berends, University of Notre Dame; Laura S. Hamilton, RAND Corporation; Luis Alberto Huerta, Teachers College, Columbia University; Ron Zimmer, Vanderbilt University

AERA Related Activities

36.010. AERA Past Presidents Luncheon: Invitation Only. AERA Related Activities; Governance Session
Marriott, Third Level, Independence II; 12:25-1:55pm
Chair: William G. Tierney, University of Southern California

Presidential Sessions

36.011. The Current State and Future of Teacher Education: Challenges of Evaluation. AERA Presidential Session
Convention Center, 200 Level, Hall A; 12:25-1:55pm
Chair: Michael J. Feuer, The George Washington University Participants:
Key Findings From the National Academy of Education (NAEd) Report. Robert E. Floden, Michigan State University
Reactions From the World of Teacher Preparation. Rick Ginsburg, The University of Kansas
Reactions From the World of Policy. Jeanne M. Burns, Louisiana Board of Regents; Martha J. Kanter, New York University; Steven K. Wajcikiewicz, Western Oregon University
Reactions From the World of Evaluation Methodology. Henry I. Braun,
36.012. The Power of Action Research for Innovation in Accountability Practice and Policy. AERA Presidential Session

Convention Center, 200 Level, 201B; 12:25-1:35pm
Chair: Jaime R. Lester; George Mason University
Participants: Estela M. Bensimon, University of Southern California; Alicia C. Dowd, University of Southern California; Keith Witham, University of Southern California; James D. Moran; Barbara Lyman, Shippensburg University
Discussant: Jaime R. Lester; George Mason University

36.013. The Science of Learning, the Education Sciences - Strange Bedfellows or All in the Family? AERA Presidential Session

Convention Center, Terrace Level, Terrace I; 12:25-1:55pm
Chair: Nora Newcombe, Temple University
Participants:
NSF, IES, and Education Research: A Decade of Expansion and Enrichment. David Klaha; Carnegie Mellon University
The Science of Learning Meets the Learning Sciences. Daniel L. Schwartz; Stanford University
Spatializing the Curriculum From Preschool Through College. Nora Newcombe; Temple University
“Learning Engineering”: Applying Learning Science at Scale—Methods, Results, and Change. Bror Valdemar Haug Saxberg; Kaplan Inc.

AERA Sessions

36.014. Ethical Issues You (and Your IRB) Can’t Avoid: Perspectives on Doing Classroom Observations and Interventions, Working With Vulnerable Subjects, Randomizing Treatments, and More. AERA Sessions Cosponsored with Ethics Committee; Invited Session

Convention Center, 100 Level, 111B; 12:25-1:55pm
Chair: Carolyn J. Riehl; Teachers College, Columbia University
Participants:
Risk and Consent in Video-Based Classroom Observational Research. Frederick D. Erickson; University of California - Los Angeles
Doing Ethical Ethnographic Research with Young Children and Their Families. Mary Elizabeth (Beth) Graue; University of Wisconsin - Madison
Survey Research Involving LGBTQ Children and Youth: Ethical Risks and Remedies. Celia B. Fisher; Fordham University
The Ottawa Consensus Statement on Ethics of Cluster Randomized Trials: Implications for Education Research. Robert Boruch; University of Pennsylvania

36.015. So You Want to Be a Peer Reviewer: An Interactive Session on Learning to Review Annual Meeting Papers Cosponsored by the Annual Meeting Policies and Procedures and Research Advisory Committee. AERA Sessions; Invited Session

Convention Center, 100 Level, 122B; 12:25-1:55pm
Chairs: David J. Flinders; Indiana University; Neal D. Finkelstein; WestEd
Participants: Patricia A. Alexander; University of Maryland - College Park; Louis M. Gomez; University of California - Los Angeles; Donald J. Peurach; University of Michigan - Ann Arbor; Ara Tekian; University of Illinois at Chicago; Cynthia A. Tyson; The Ohio State University - Columbus; Laura M. Desimone; University of Pennsylvania; Sandra Graham; University of California - Los Angeles; Edric Johnson; University of Wisconsin - Whitewater; Mehmet Dali Ozturk; College of the Sequoias

36.016. Meet Journal Editors: Journal Talks 2. AERA Sessions; Invited Roundtable

Convention Center, Terrace Level, Terrace III; 12:25-1:55pm
Participants:
2. The Educational Forum. Alan D. Amitz; The College of New Jersey; Carrie Gaffney; Kappa Delta Pi

3. Current Issues in Education. Melinda A. Hollis Thomas; Arizona State University; Elizabeth Calhoun Reyes; Arizona State University; Constantin Schreiber; Arizona State University
4. Issues in Teacher Education. Suzanne SooHoo; Chapman University; Joel A. Colbert; Chapman University
5. Journal of Educational Administration. Darren A. Bryant; Hong Kong Institute of Education; Sharon Parkinson; Emerald Group Publishing Limited
7. The Internet and Higher Education. Laurie P. Dringus; Nova Southeastern University; Ann Corney; Elsevier Ltd
9. Teachers and Teaching: Theory and Practice. Christopher W. Day; University of Nottingham
10. Environmental Education Research. Alan D. Reid; Monash University; Justin Dillon; King’s College London
11. Assessment in Education. Jo-Anne Baird; The University of Oxford; Therese N. Herron Hopfenbeck; University of Oxford; Sue Swaffield; University of Cambridge
12. Urban Education. Rich Milner; University of Pittsburgh
13. Journal of Advanced Academics. Michael S. Matthews; University of North Carolina - Charlotte; Matthew McBee; East Tennessee State University
14. Religion and Education. Michael D. Waggoner; University of Northern Iowa

Committee Sessions

36.017. Division F Fireside Chat. Building a Culture of Collaboration and Interdisciplinarity: Busting the Myth of the Lone Historian. Graduate Student Council Cosponsored with Graduate Student Council, Division F - History and Historiography; Invited Session

Convention Center, 100 Level, 112B; 12:25-1:55pm
Chairs: Andrés Castro Samayoa; University of Pennsylvania; Valencia Moses; Michigan State University
Participants: David F. Labaree; Stanford University; Amy E. Wells Dolan; The University of Mississippi; Kate B. Rousmaniere; Miami University

36.018. Graduate Student Council Food-for-Thought Session. Learning Through Sisterhood: Urban Arts and Education With the Philadelphia Sophisticated Sisters. Graduate Student Council Cosponsored with Graduate Student Council; Invited Session

Convention Center, 100 Level, 126A; 12:25-1:55pm
Chair: Dorothy Elizabeth Hines; Michigan State University

Division Sessions

36.019. Context Matters: Cultural Identity, Inequality, and Choice. Division A - Administration, Organization and Leadership; Paper Session

Convention Center, 100 Level, 102A; 12:25-1:55pm
Chair: Lucila D. Ek; The University of Texas - San Antonio
Participants:
Capability and the Freedom to Be Involved. Gerardo R. Lopez; Loyola University New Orleans
The Hidden Discourses of School Choice and Student Assignment Policies. Sarah Diem; University of Missouri; Bradley W. Carpenter; University of Louisville
The Influence of Neoliberalism in South African and U.S. Education Reform: Desegregation, Choice, and Inequalities. Bekisizwe S. Ndumane; The University of Texas - San Antonio; Christopher A. Lubinski; University of Illinois at Urbana-Champaign
Differences in Hispanic Student Performance as a Function of School District Size: A Statewide, Multiyear Analysis. Bonnie Leneear; Sam Houston State University; John R. Slate; Sam Houston State University; Cynthia Martinez-Garcia; Sam Houston State University
Examining the Factors Contributing to the Hard-to-Staff Schools Phenomenon in Texas. Patrick M. Jenlink; Stephen F. Austin State University; Charles L. Lowery; Woodville ISD; Karen Embry-Jenlink; Stephen F. Austin State University
Discussant: Camille M. Wilson; Wayne State University
36.020. Developing School Principals: Adult Learning and Development. Participants: Chair: Chris Walther-Thomas, Virginia Commonwealth University; Discussant: Nancy Coogan, Tukwila Schools; Gordon S. Gates, Washington State University; Dr. Carrie Sampson, University of North Carolina - Chapel Hill

Fostering the Development of Attitudes Toward Responsible Leadership: A Design-Based Research Study in Executive Education. Saskia Raatz, Institute for Educational Management and Business Education, University St. Gallen

Inquiry on Supporting Urban High School Principals: Action Research to Develop Mindful Principal Practice. Nancy Coogan, Tukwila Schools; Gordon S. Gates, Washington State University

Learning to Lead: Understanding Adult Learning to Build the Capacity for School Improvement. Eric E Yoo, University of Pennsylvania; Mustafa Abdul-Jabbar, Harvard University

Learning the Heart of It All: Technical, Adaptive, and Mixed School Leadership Challenges. Eleanor E. Drago-Severson, Teachers College, Columbia University; Patricia Muslin-Ostrowski, Florida Atlantic University

Principles Matter for Principals: Effective Practices for Principal Professional Learning and Evaluation. Lynda Tredway, Institute for Educational Leadership; Jessica Rigby, Vanderbilt University - Peabody College; Christopher Thomas, University of San Francisco

Discussant: Anthony H. Normore, California State University - Dominguez Hills

36.021. Fostering Culturally Relevant and Appropriate Learning Participants: Chair: Kimberley L. Chandler, College of William and Mary; Discussant: Lynna Tredway, Institute of Urban-Arbitrage

Environments for Diverse Learners. Division A - Administration, Organization and Leadership; Paper Session Convention Center, 100 Level, 115B; 12:25-1:55pm

“But We Treat Them All the Same”: Cultural Blindness in a Highly Performing, Predominantly Hispanic Southwestern U.S. High School. Rose M. Yilmak, The University of Arizona; Lynnette Brunderman, University of Arizona; Lisa Fetman, University of Arizona; Erin Matjiesek, The University of Arizona; Jeffrey V. Bennett, The University of Arizona

Critical Bilingual Leadership: Liderazgo for Emergent Bilingual Latina/o Students. Joseph Wiemelt, University of Illinois at Urbana-Champaign

School Leadership, Depression, and Equity: A Case Study. Catherine Ann O'Brien, Gallaudet University; Jeffrey S. Brooks, University of Idaho

The Opportunity to Lead: Expanding Opportunity and Equity for English Language Learners (ELLs) in High-ELL-Growth States and Districts. Christina Mokhtar, Annenberg Institute for School Reform; Sonya Douglass Horsford, George Mason University; Carrie Sampson, University of Nevada - Las Vegas

Discussant: Martin Scanlan, Marquette University

36.022. Research and the Promise of Educational Improvement: Participants: Chair: Gert J. Biesta, University of Luxembourg; Discussant: Lael McMeeking, Colorado State University

International Perspectives on a Vexed Question. Division B - Curriculum Studies; Symposium Convention Center, 100 Level, 121B; 12:25-1:55pm

Improving Education Through Research? From Effectiveness, Causality, and Technology to Purpose, Complexity, and Culture. Gert J. Biesta, University of Luxembourg

Beyond Personality and Professionalism: Pestalozzi, Skinner, and the Infallibility of the Art of Teaching. Daniel Trochel, The University of Luxembourg


Engaging the Future? Are the Educational Sciences Its Prophecy in Riding to Democracy? Thomas S. Popkewitz, University of Wisconsin

Discussant: Lynda Stone, University of North Carolina - Chapel Hill

36.023. Computational Thinking. Division C - Learning and Instruction; Paper Session Marriott, Fourth Level, Franklin 5; 12:25-1:55pm Chair: Betsy DiSalvo, Georgia Institute of Technology

Participants: Assessing Girls’ Interest, Confidence, and Participation in Computing: Lessons From a National Socially Relevant Game Design Program. Catherine S. Ashcraft, University of Colorado - Boulder; Zhen Wu; Wendy DuBow, Rebecca Reynolds, Rutgers University

Computational Thinking: A Scoping Review of the Existing Scholarship and Research. Andrea Weinberg, Colorado State University; Laura B. Sample McMeeking, Colorado State University

Computational Thinking Practices: Analyzing and Modeling a Critical Domain in Computer Science Education. Daisy Wise Rutstein, SRI International; Eric B. Snow, SRI International; Marie Bienkowski, SRI International

Examining Student Learning in a Mobile Phone-Based, Community Research, Computer Science Curriculum. Jean J. Ryoo, University of California - Los Angeles

Impact of Creative Competency Exercises in College Computer Science Courses on Students’ Creativity and Learning. Duane F. Shell, University of Nebraska - Lincoln; Melissa Patterson-Hazley, University of Nebraska - Lincoln; Leen-Kiat Soh, University of Nebraska - Lincoln; Elizabeth Ingraham, University of Nebraska - Lincoln; Stephen Ramsay, University of Nebraska-Lincoln

Mathematical Description and Mechanistic Reasoning in STEM Education: Learning Through Mathematizing Levered Systems. Paul Jason Weinberg, Oakland University

Discussant: Betsy DiSalvo, Georgia Institute of Technology

36.024. Division C Early Career Award (2013) Lecture: Christine Greenhow, Division C - Learning and Instruction; Invited Session

Chair: Gail M. Sinatra, University of Southern California

Participant: Barbara A. Greene, University of Oklahoma

Participant: Leveraging Social Media to Create Opportunities for Learning and Scholarship. Christine M. Greenhow, Michigan State University

36.025. Games, Play, and Learning. Division C - Learning and Instruction; Paper Session Marriott, Fourth Level, 413; 12:25-1:55pm Chair: Maureen A. Guarcello, University of San Diego

Behavior and Affect in a Game-Based Environment. Carmen Petrick Smith, University of Vermont; Lisa Watts Natkin, The University of Vermont

Play Computer Games or Study? How English-as-a-Foreign-Language Students Learn Vocabulary With Computer Games. Glenn Gordon Smith, University of South Florida; Mimi Li, University of South Florida; Jack Drobisz, University of South Florida; Ho Ryong Park, Murray State University; Deoksoon Kim, University of South Florida

Scientific Inquiry Self-Efficacy and Video Game Self-Efficacy as Predictors and Outcomes of Gamelike Science Assessments. Bradley W. Bergey, Dalhousie University; Diane Jass Ketelhut, University of Maryland - College Park; Senfeng Liang, University of New Hampshire; Uma Natarajan, Education Development Center, Inc.; Melissa Karakus, Temple University

Supporting Parent-Child Learning Through Intergenerational Game Play. Sinem Siyahhan, Arizona State University - Phoenix; Elisabeth R. Gee, Arizona State University

Transformational Play: Immersing Disadvantaged Students in Literacy Learning Through a 3-D Game-Based Curriculum. Anna Arici, Arizona State University; Sarah Jane Harris-Brasil, Utah State University

Understanding How Frustration and Confusion Manifest in Educational Games. Ani Aghababyan, Utah State University; Taylor Martin, Utah State University; Sarah Jane Harris-Brasil, Utah State University

36.026. Motivational Factors Involved in College and Career Choices. Division C - Learning and Instruction; Paper Session Convention Center, 100 Level, 113C; 12:25-1:55pm Chair: Bianca C. Rowden-Quince, University of San Francisco

Participants: Social Goals and Holland Occupational Aspiration Types Among High
36.027. Parental Support of Engagement and Achievement: Mediating, Interactive, and Longitudinal Associations. Division C - Learning and Instruction; Symposium
Convention Center, 100 Level, 113B; 12:25-1:55pm
Chair: Melissa Healy Castle, University of Pittsburgh
Participants:
Parental Involvement and Adolescent Academic, Behavioral, and Emotional Development in Secondary School. Tara Lynn Hofkens, University of Pittsburgh; Ming-Te Wang, University of Pittsburgh; Nancy E. Hill, Harvard University
Parent-Child Relationships and Engagement at School Entry: Mediating and Interactive Associations Across Contexts. Melissa Healy Castle, University of Pittsburgh; Elizabeth Yotuba-Drezal, University of Pittsburgh
Do Children’s Executive Functions Underlie the Effects of Autonomy-Supportive Parenting on Children’s Achievement? Samantha Worzalla Bindman, University of Illinois at Urbana-Champaign; Eva M. Pomerantz, University of Illinois at Urbana-Champaign
What Children’s Immediate Reactions to Parental Autonomy Support Say. John M. Froiland, University of Northern Colorado

36.028. Understanding Digital Literacy Practices in and out of School. Division C - Learning and Instruction; Paper Session
Marriott, Fifth Level, Grand Ballroom L; 12:25-1:55pm
Chair: Greg Mclerry, Southern Connecticut State University
Participants:
Teachers’ Integration of App Affordances and Early Literacy Best Practices. Madeleine Sarah Heins Israelson, University of Minnesota
Reading in the Post-PC Era: Students’ Comprehension of Interactive E-Books. Jordan Schugar, West Chester University of Pennsylvania; Heather Ruetschlin Schugar, West Chester University of Pennsylvania
Contributions of Student and Teacher Factors to Students’ Ability to Critically Evaluate Online Information. Elena E. Forzani, University of Connecticut; Donald J. Lea, University of Connecticut; Jonna M. Kalkikowich, The Pennsylvania State University; Nell Sedransk, National Institute of Statistical Sciences; Julie Cairo, University of Rhode Island
Secondary Student Engagement in the Flipped English Language Arts Classroom. Clarice M Moran, North Carolina State University; Carl A. Young, North Carolina State University
Discussant: Byeong-Young Cho, Iowa State University

36.029. Division D Luncheon and Business Meeting: Test Score Equating and Measurement Models. Division D - Measurement and Research Methodology; Business Meeting
Marriott, Third Level, Liberty ABC; 12:25-1:55pm
Chair: Wayne J. Camara, ACT, Inc.
Speaker: Alina A. Von Davier, ETS

Convention Center, 100 Level, 108B; 12:25-1:55pm
Chairs: David A. Gamson, The Pennsylvania State University; Emily Hodge, The Pennsylvania State University
Participants:
Analyzing the Shifting Landscape of the American School District. David A. Gamson, The Pennsylvania State University; Emily Hodge, The Pennsylvania State University
Crossing the Line? School District Responses to Demographic Change in the South. Genevieve Parker Siegel-Hawley, Virginia Commonwealth University
Which Students Mattered More? Desegregation in Metropolitan Districts. Ansley T. Erickson, Teachers College, Columbia University
From the District to the State to the Nation: How a High-Needs District became the Testing Ground for Federal High-stakes Accountability Policies. Emily Straus, Rice University - Kinder Institute
Community Schools as Urban District Reform: Mapping Oakland’s Political Landscape. Tina M. Trujillo, University of California - Berkeley; Laura Elena Hernandez, University of California - Berkeley; Tonia Michelle Jarrell, University of California - Berkeley; Rene Espinoza Kissell, University of California - Berkeley
Discussant: Jeffrey R. Henig, Teachers College, Columbia University

36.031. Academic Trajectories of Minority Youth. Division G - Social Context of Education; Paper Session
Marriott, Fifth Level, Grand Ballroom L; 12:25-1:55pm
Chair: Yolanda A. Medina, Borough of Manhattan Community College - CUNY
Participants:
Aiming Participation and Latino College Preparation. Linda Harklau, University of Georgia; Wei Chen, University of Georgia - Athens
In Their Words: Positioning Bilingual Youth in Academic Language and Academic Achievement Trajectories. Avary Carhill-Poza, University of Massachusetts - Boston
Joaquin Revisited: College-Going Dispositions of Hispanic Boys in Colorado. Michael F. Suarez, University of Colorado - Boulder
Learning From Microaggressions: Examining the College Choice Process From the Perspectives of Undocumented Students. Blanca E. Elizabeth Vega, Teachers College, Columbia University; H. Kenny Niemhusser, University of Hartford; Mariella Saavedra, Teachers College, Columbia University

36.032. Bridging Multiple Worlds: Innovative Cultural Partnerships Among Students, Families, Schools, Communities, and Universities From Preschool Through College. Division G - Social Context of Education; Symposium
Convention Center, 100 Level, 120C; 12:25-1:55pm
Chairs: Catherine R. Cooper, University of California - Santa Cruz; Lois A. Yamachi, University of Hawaii - Manoa
Participants:
Preschool and Elementary School Differences and How Collaborations Across These Worlds Promote Transition to Kindergarten. Lois A. Yamachi, University of Hawaii - Manoa; Elizabeth Brook Chapman de Sousa, University of Hawaii
Ka mala o nā kanu kolo: Aligning Strategies of Hawaiian Cultural Practitioners and Classroom Educators. Rebecca Ilima Luning, University of Hawaii - Manoa
Padres Líderes: Evolving From Service-Oriented Parental Involvement to Advocacy-Oriented Parental Engagement. Zuleyma Nayeli Rogel, University of California - Santa Barbara
Family Perspectives of School-Family Partnerships in Hawai‘i. Katherine T. Rattliffe, University of Hawaii; Eva Ponte, University of Hawaii - Manoa
Bridging Worlds of Research, Practice, and Policy: An Emerging Hispanic-Serving Institution Partners With P-20 Alliances. Catherine R. Cooper, University of California - Santa Cruz; Mitzi Bandera, University of California - Santa Cruz; Carmen Macias, University of California - Santa Cruz
Research-Intensive Hispanic-Serving Institutions as Resources for Families and Communities’ Access to Higher Education and Beyond. Henry L. Covarrubias, University of California - Santa Barbara; Richard P. Duran, University of California - Santa Barbara

36.034. In and Out: Exploring the Role of Participatory Action Research in Classroom and Community Contexts, Division G - Social Context of Education; Symposium

Marriott, Fourth Level, 405; 12:25-1:55pm

Chairs: Enid Marie Rosario-Ramos, University of Michigan; Laura Ruth Johnson, Northern Illinois University

Participants: Always on the Run: School Creation and Community Struggle in Perpetuity. David O. Stovall, University of Illinois at Chicago
Voices of Young Parents: Using Youth Participatory Action Research to Affirm Identities and Challenge Stereotypes. Laura Ruth Johnson, Northern Illinois University; Enid Marie Rosario-Ramos, University of Michigan
Participatory Action Research as Classroom Pedagogy: Evidence of Positive Impact on Youth Development and School Climate. Ben R. Kirshner, University of Colorado; Carlos Porfiero Hipolito-Delgado, University of Colorado - Denver; Shelley Zion, University of Colorado - Denver
Different Teachers Teaching Differently: Participatory Action Research, Teacher Diversity, and Transformative Teaching. Jason G. Irizarry, University of Massachusetts - Amherst

Discussant: Erica R. Meiners, Northeastern Illinois University

36.035. Sylvia and Aki: The Power of a Mentor Text for Innovation in the Teaching of Language Arts and Social Studies With Diverse Students, Division G - Social Context of Education; Symposium

Marriott, Fourth Level, 406; 12:25-1:55pm

Chair: Maria E. Franquiz, The University of Texas - Austin
Participants: Fostering Cultural Competency: Preservice Teachers and Culturally Relevant Mentor Texts. Brenda Ayala Lewis, University of Texas - Austin
Fostering Critical Literacy Among Bilingual/ESL Preservice Teachers. Minda M. Lopez, Texas State University - San Marcos; Maria-Antonietta Avila, University of Wisconsin - Milwaukee
Social Justice Educators Integrating Social Studies and Language Arts. Lucia Cardenas Curiel, The University of Texas - Austin; Noreen Rodriguez, University of Texas

Discussant: Cinthia S. Salinas, The University of Texas - Austin

36.036. The Spatial Search to Understand and Address Educational Inequity to Inform Praxis, Division G - Social Context of Education; Symposium

Convention Center, 100 Level, 121A; 12:25-1:55pm

Chair: Daniel Gilbert Solorzano, University of California - Los Angeles
Participants: Mapping for Social Change: Exploring the Use of Geographic Information Systems for Community-Based Organizing With Latina Immigrant Mothers. Veronica Nelly Velez, University of California - Los Angeles
The Colorado School-to-Prison Pipeline: What Spatial Analysis Uncovered. Subini Anjy Annamal, Indiana University - Indianapolis; Deb Morrison, University of Colorado - Boulder; Darrell Jackson, University of Wyoming; Graham Garlick
Understanding Spatial Components of Educational Equity Research. Graham Garlick; Deb Morrison, University of Colorado - Boulder

Discussant: Daniel Gilbert Solorzano, University of California - Los Angeles

36.037. Assessment Studies Focused on Pre-Kindergarten and Early Childhood Design, Development, and Stakeholder Perceptions, Division H - Research, Evaluation and Assessment in Schools; Paper Session

Convention Center, 100 Level, 111A; 12:25-1:55pm

Chair: Evelyn Belton-Kocher, Data Recognition Corporation
Participants: The Importance of Context and Transition in Evaluating Sociobehavioral Development in Young Children. Paul A. McDermott, University of Pennsylvania; Marley Watkins, Baylor University; Samuel Rikoon, Educational Testing Service; Michael Rovine, The Pennsylvania State University
Validation of the Multilevel Factor Structure of a Teacher Observational Assessment Measure for Young Children. Do-Hong Kim, University of North Carolina - Charlotte; Richard G. Lambert, University of North Carolina - Charlotte; Diane C. Burtz, Louisiana State University
Standardized Testing at Elementary Schools in Turkey: Perceptions of Students, Teachers, and Principals. Ali Tildirim, Middle East Technical University - Northern Cyprus Campus
Using Pre-Kindergarten Assessment for the Improvement of Literacy Readiness. Karren Patillo Bailey, Norfolk Public Schools
Young Learners: A Mixed-Methods Study of Early Literacy Assessment Responses. Man Ching Esther Chan, Victoria University

Discussant: Katie Larsen McClarty, Pearson

36.038. Division H Vice-President Invited Session. The Use of Student Learning Objectives in Teacher Evaluation: Measurement and Policy Considerations, Division H - Research, Evaluation and Assessment in Schools; Cosponsored with Division K - Teaching and Teacher Education; Invited Session

Convention Center, 100 Level, 116; 12:25-1:55pm

Chairs: Bradley J. McMillen, Wake County Public School System; Antionette D. Strother, Liberty University

Participants: Student Learning Objectives: History and Current Policy Directions. Brian J. Gong, National Center for the Improvement of Educational Assessment, Inc.
Measurement Issues in the Development and Deployment of Student Learning Objectives. Andrew Rice, University of Wisconsin - Madison
Statewide Implementation of Student Learning Objectives. Bradley R. Carl, University of Wisconsin - Madison

Discussant: Rolf K. Blank, NORD at University of Chicago

36.039. Critical Considerations of Space and Place: Rural Student Experiences and Higher Education Opportunities, Division J - Postsecondary Education; Symposium

Marriott, Fourth Level, 408; 12:25-1:55pm

Chair: T. Elton Dancy, University of Oklahoma

Participants: Writing Rural: Critical Perspectives on Rural Students and the College-Going Experience. Kathleen E. Gillon, Iowa State University
“I’m Not a Feminist”: How Narratives of the Rural Shape Self. Erin Simpson, University of Oklahoma
A Dialogue on Rural: Definitions and Directions for Future Research. Kathleen E. Gillon, Iowa State University

36.040. Factors Influencing Retention in Postsecondary Education, Division J - Postsecondary Education; Paper Session

Convention Center, 100 Level, 108A; 12:25-1:55pm

Chair: Cindy A. Kilgo, University of Iowa

Participants: Can Psychosocial Factors Predict First-Year College Retention Beyond Standard Indicators? A Mixed-Effects Multinomial Regression Analysis. David R. King, Georgia Institute of Technology; Edwin Ndu, ACT, Inc.
Freshmen in College: Who Will Stay, and Who Will Leave? Stefanie Theresa Baier, Wayne State University; Barry Markman, Wayne State University; Francesca Pernice-Duca, Wayne State University; Stephen B. Hillman, Wayne State University; Patricia Stipe, Wayne State
Chair: Brendan Cantwell, Michigan State University
Presenters: Amy S. Metcalfe, The University of British Columbia; William Locke, Institute of Education - University of London; Stephan Vincent-Lancrin, Organisation for Economic Co-operation and Development

Discussant: Katherine M. Branch, University of Rhode Island

36.042. Veterans Affairs: Experiences of U.S. Military Members Transitioning to Postsecondary Environments. Division J - Postsecondary Education; Paper Session Marriott, Fourth Level, 409; 12:25-1:55pm
Chair: Lesley McBain, University of California - Los Angeles
Participants:
Student Veteran Transitions From Combat to College: A Nationwide Analysis. Janet Hall Bagby, Baylor University; Lucy Barnard-Brak, Texas Tech University; Aaron R. Baggett, University of Mary Hardin-Baylor; Tracey Nicole Salak, Mary Walter, Baylor University; Kelsey Ragan, Baylor University
Veterans in Higher Education: A College Degree as a Second Opportunity. Monica Beatriz Moreno Anguas, University of Arizona; Regina J. Dell-Amen, The University of Arizona
Examining the Military Veteran-to-Career College Student Transition. Alan Gallegos, Morgan State University

Discussant: Jose L. Santos, University of California - Los Angeles

36.043. Big Conversations on Early Childhood Praxis. Division K - Teaching and Teacher Education; Paper Session Marriott, Fourth Level, 404; 12:25-1:55pm
Chair: Suzanne C. Carothers, New York University
Participants:
Pre-Kindergarten Teachers’ School Readiness Beliefs, Classroom Practices, and Moderating Contextual Considerations. Cathy Yun, California State University - Fresno; Dale C. Farran, Vanderbuilt University; Mark W. Lipsky, Vanderbuilt University; Kerry Guess Hofer, Vanderbuilt University; Carol Bilbrey, Vanderbuilt University
Racial Incidents in the Classroom: A Qualitative Study on Preschool Teachers’ Perceptions and Intervention Strategies. Melinda Ramzel, Syracuse University; Robert P. Moreno, Syracuse University
Small Children, Big Conversations: Enacting Culture Circles in the Early Childhood Classroom. Mariana Souto-Manning, Teachers College, Columbia University; Dana Franz Bentley, Buckingham, Browne, and Nichols School
The Evolution of Beliefs and Practices Around Issues of Race and Racism Among Early Childhood Education Majors/Graduates: A Longitudinal Study. Christy Tirrell-Corning, University of Maryland - College Park; Meryl Yoche Barofsky, Office of Planning, Research, and Evaluation; Jeanne Galbraith, SUNY - College at Cortland

Discussant: Beatrice S. Fennimore, Indiana University of Pennsylvania

36.044. Expanding Approaches to Teacher Education. Division K - Teaching and Teacher Education; Paper Session Marriott, Fourth Level, Franklin 3; 12:25-1:55pm
Chair: Dirck Roosevelt, Teachers College, Columbia University
Participants:
School Administrators’ Perspectives on Barriers to Schools’ Contributions to the Preparation of Preservice Teachers. Carmen Montecinos, Universidad Catolica de Valparaiso; Horacio Walker, Universidad Diego Portales; Monica Cortez, Pontificia Universidad Catolica de Valparaiso; Andrea Ceardo, Pontificia Universidad Catolica de Valparaiso
The Current State of U.S. English Teacher Preparation: Results of a Nationwide Survey. Samantha Caughlan, Michigan State University; Heidi L. Hallman, The University of Kansas; Laura Anne Renzi, West Chester University of Pennsylvania; Donna Pasternak, University of Wisconsin - Milwaukie; Leslie S. Rush, University of Wyoming; Frank R. Lawrence

Examining the Effectiveness of a Teacher Education Model Designed to Prepare Preservice Teachers to Assist Secondary Students to Become College and Career Ready. Danielle Baarrington Brown, University of Nevada - Las Vegas; Beverly L. Alford, The University of Mississippi; Kayla Brial Rollins, Texas A&M University; Hersh C. Wanman, Texas A&M University; Jacqueline R. Stillkano, Texas A&M University - College Station; Dennis L. Smith, Texas A&M University; Larry J. Kelly, Texas A&M University

Optimizing an Instructional Video for Preservice Teachers in Online Technology-Integration Courses. Mohamed Mostafa Ibrahim, Arkansas Tech University; Rebecca Callaway, Arkansas Tech University; David C. Bell, Arkansas Tech University

School-University Partnerships: Reconfiguring the Spaces of Learning to Teach. Gerardo Joel Aponte-Martinez, Michigan State University; Elizabeth Kenyon, Michigan State University

Discussant: Greg S. Goodman, Clarion University

Chair: Detra Price-Dennis, Teachers College, Columbia University
Participants:
Enhancing a Content-Specific Teaching Methods Course With a Technological, Pedagogical, and Content Knowledge (TPACK)-Based Integrated Triadic Model. Geoffrey Price, Wake Forest University; Janie Daniel Hubbard, The University of Alabama
Developing a Technological, Pedagogical, and Content Knowledge (TPACK) Survey for Preservice Teachers Preparing to Teach English as a Foreign Language. Derya Baser, Middle East Technical University; Theodore J. Kopcha, University of Georgia; M. Yasar Ozden, Bahcesehir University

How to Make a Preservice Teacher Technology Integration Course Better: Participatory Action Research. Olgun Sadik, Indiana University - Bloomington

Developing a Tool to Investigate Teacher-Candidates’ Pedagogical Content Knowledge in a Technology-Based Physics Methods Course. Heather Anne Fisher, The University of British Columbia; Alexandra MacDonald, The University of British Columbia; Marina Milner-Bolotin, The University of British Columbia

Negotiating a Multiliteracies Pedagogy in International Preservice Teacher Education. Cathy Marie Miyata, University of Toronto; Clare Kosnik, University of Toronto; Pooja Dharamshi, University of Toronto - OISE; Lydia Menna, OISE/University of Toronto

Discussant: Audra Slomuc, West Virginia University

36.046. Teacher Effectiveness: What Teachers Think and Do and What Students Know. Division K - Teaching and Teacher Education; Symposium Convention Center, 100 Level, 120B; 12:25-1:55pm
Chair: Lourdes Villarreal, University of La Verne
Participants:
Perspectives and Dispositions of Highly Effective Teachers in Low-Performing Urban Schools. Mary Poplin, Claremont Graduate University
What Were They Thinking? Highly Effective Middle School Teachers Reveal Shared Knowledge About Purposeful Practice. Katheryne L. Mcgregor, San Jacinto Unified School District
Students’ Perceptions of Teacher Expectations and Their Relationship to Achievement. Tanaya Wette Reader, Glendora Unified School District
Blind Spots and Bootstraps: New Teachers’ Self-Regulated Learning and Assessment. Rebecca Hakeoff, Claremont Graduate University
Effective Teachers Know How to Address Achievement Deficits of Minority Students. Wendy Moore, Colton Joint Unified School District

Discussant: Linda Hoff, Fresno Pacific University

36.047. Technology Integration in STEM Teaching and Learning. Division K - Teaching and Teacher Education; Paper Session Convention Center, 200 Level, 204A; 12:25-1:55pm
Chair: Jennifer M. Conner-Zachocked, Indiana University - Purdue University at Columbus
Participants:
Analysis of a Countrywide Tablet PC and Interactive White Board Initiative From Participating Teachers’ Perspectives in Turkish Schools. Sommex Pumuk, Ondokuz Mayis University; Recep Çakir, Middle East Technical University
Examining Student Engagement in Secondary Science Classrooms Using Innovative Smartphone Technology. Michael Broda, Michigan State University; Justin Bruner, Michigan State University; Justina L. Judy, Michigan State University
Exploring Technology Integration, Multimodal Texts, and Digital Tools in Middle and High School Classrooms. Salika A. Lawrence, William Paterson University
How Special Are Teachers of Specialized Schools? Assessing Self-Confidence Levels in the Technology Domain. Zehra Catma, Gaziantep College Foundation Private Schools; M. Sencer Corlu, Bilkent University
Use of One-to-One Mobile Technologies in the Classroom: Teacher and Student Experiences in a Pilot Initiative. Divya Varier, Virginia Commonwealth University; Erika K Danke, Virginia Commonwealth University; Sarah Conklin, Virginia Commonwealth University; Lisa M. Abrams, Virginia Commonwealth University; Jamie Barnes, Virginia Commonwealth University; Nancy R. Hoover, Chesterfield County Public Schools
Discussant: Cassidy Puckett, Northwestern University

SIG Sessions

36.048. Aesthetic and Practical Curriculum Subjects in Modern Primary Schooling: Nice or Just Necessary? SIG-Arts and Learning; Symposium
Convention Center, 100 Level, 113A; 12:25-1:55pm
Chair: Magne I. Espeland, Stord/Haugesund University College
Participants:
Physical Education in Norwegian Primary Schooling: Physical Learning Activities for Bildung or Just Fun? Helga Aadland, Stord Haugesund University College; Trond Egil Arnesen, Stord Haugesund University College
Music in Norwegian Primary Education: Integrated Bildung (Klofki) Activities or a Reduced Academic Curriculum Subject? Ingrid Grønsdal Arnesen, Stord/Haugesund University College; Magne I. Espeland, Stord/Haugesund University College
Art and Craft in Norwegian Primary Education: A Curriculum Subject on the Move From Craft to Art? Kjetil Somoe, Stord Haugesund University College
Uncovering the “Niceties” and “Bare Necessities” in Arts Education in Irish Elementary Schools. Regina M. Murphy
Discussant: Madeleine Grumet, University of North Carolina - Chapel Hill

36.049. The Power of the Performative: Crossing Between Fiction and Reality in Children’s Holocaust Narratives. SIG-Biographical and Documentary Research; Demonstration/Performance
Marriott, Fourth Level, 411; 12:25-1:55pm
Chair: Valerie G. Lee, Rowan University
Participant:
The Power of the Performative: Crossing Between Fiction and Reality in Children’s Holocaust Narratives. Marjorie E. Madden, Rowan University; Susan Browne, Rowan University

36.050. Career and Technical Education Research to Improve Teaching and Learning. SIG-Career and Technical Education; Paper Session
Convention Center, 100 Level, 102B; 12:25-1:55pm
Chair: L. Allen Phelps, University of Wisconsin - Madison
Participants:
Leader-Member Exchange, Cognitive Style, and Student Achievement: A Mixed-Methods Case Study. Chamay Mosley, Metro Nashville Public Schools; Thomas Broyles, Virginia Polytechnic Institute and State University; Eric Kaufman, Virginia Polytechnic Institute and State University
The Relationship Between Agriculture Knowledge Bases for Teaching and Sources of Knowledge. Amber Michelle Rice, University of Missouri; Tracy J. Kitchel, University of Missouri
Second Review of Career and Technical Education Research in Europe: A Critical Review and Agenda. Martin Mulder, Wageningen University; Eline Roelofs, Wageningen University
Improving Multivariate Analysis in Career and Technical Education by Screening Data: Don’t Just Assume Assumptions Are Met. Tara K. Shollenberger, High Point University; James E. Bartlett, North Carolina State University
Selection on the Road to a Career: The Influence of Spatial Abilities. Amanda Kay Moske, University of North Texas; Darrell M. Hull, University of North Texas; Rebecca J Glover, University of North Texas
Discussant: Sheila Rae Goodwin, Winston-Salem State University

36.051. Exploring Learning Processes and Assessment Through Complex Systems Theory. SIG-Chaos & Complexity Theories; Paper Session
Marriott, Fourth Level, Franklin 6; 12:25-1:55pm
Chair: Joan Osa Oviawe, Washington State University
Participants:
Innovation as Idea Generation: An Emergent Perspective. Rachel Lam, Arizona State University
The Symbolic Dynamics of Self-Regulated Learning: Exploring the Application of Orbital Decomposition. Joanna K. Garner, Old Dominion University; Daniel M. Russell, Old Dominion University
Complex Rubrics for Teaching Complexity: Catalyzing Autopoiesis in Graduate Student Innovation for Ecosystem Sustainability. Marna Hauk, Institute for Earth Regenerative Studies and Prescott College
Discussant: Bernard P. Ricca, Saint John Fisher College

36.052. The Roles and Perceptions of Teachers and Students Related to Grading, Feedback, and Assessment. SIG-Classroom Assessment; Paper Session
Convention Center, 100 Level, 102B; 12:25-1:55pm
Chair: Catherine S. Taylor, Measured Progress
Participants:
Making the Grade: An Exploratory Study of Meritocracy in New York City Public Schools. Anjali Deshpande, New York University
Promoting Learning Through Generalized Feedback: Rubrics and Exemplars. Anastasiya A. Lipnevich, Queens College and the Graduate Center - CUNY; Leigh Shebanie McCallen, The Graduate Center - CUNY; Katharine Pace Miles, The Graduate Center - CUNY; Jeffrey Smith
Classifying Feedback: Identifying the Content of New Zealand Students’ Written Peer- and Self-Assessment Comments Using Hattie and Timperley’s Feedback Typology. Lois Ruth Harris, Central Queensland University; Gavin T. Brown, The University of Auckland, Jennifer Harnett, University of Auckland
Understanding Student Voices About Assessment: Links to Learning and Motivation. James H. McMillan, Virginia Commonwealth University; Amanda Turner, Virginia Commonwealth University
Student Views of Formative Assessment: Toward the Creation of a Fixed-Response Survey Instrument. Ashley M. Chrzansowski, University of Colorado - Boulder; Chao Wang, University of Colorado; Heidi Kroog, University of Colorado - Denver; Maria Araceli Ruiz-Primo, University of Colorado - Denver
Discussant: Thomas R. Guskey, University of Kentucky

36.053. Building and Validating Cognitively Based, Technology-Enhanced English Language Arts Assessments. SIG-Cognition and Assessment; Structured Poster Session
Convention Center, 100 Level, 121C; 12:25-1:55pm
Chair: Randy E. Bennett, Educational Testing Service
Participants:
1. From Learning Progressions to Integrated Performances: Supporting the Common Core State Standards by Focusing on Key Practices. Paul Deane, Educational Testing Service; John P. Sabatini, ETS; Gary Feng, Educational Testing Service; Tenaha P. O’Reilly, ETS; Jesse R. Sparks, Educational Testing Service; Yi Song, Educational Testing Service
2. Applying Learning Progressions to Assessment Design. Yi Song, Educational Testing Service; Jesse R. Sparks, Educational Testing Service; Mary E. Fowles, ETS
3. Designing Scenario-Based Technology-Enhanced Assessments. Mary E. Fowles, ETS; John P. Sabatini, ETS; Paul Deane, Educational Testing Service
4. Scoring and Aggregating Data From Scenario-Based Assessments to Recover Learning Progressions. Peter Van Rijn, ETS Global, Edith Aurora Graf, ETS; Paul Deane, Educational Testing Service
5. Evaluation of the Alignment Between CBAL Periodic Accountability Assessments and the Common Core State Standards: A Confirmatory Study. Patricia Baron, ETS; Richard J. Tannenbaum, ETS

6. Integrating Human and Automated Essay Scoring in a Scenario-Based Formative and Summative Assessment. Mo Zhang, Educational Testing Service; Paul Deane, Educational Testing Service

7. Using Process Data (Eye Tracking and Keystrokes) to Validate Scenario-Based Summative Assessments. Anita M. Sands, Educational Testing Service; Gary Feng, Educational Testing Service; Paul Deane, Educational Testing Service

8. Integrating Formative Assessment With Online Tasks. Katherine Jueds, Educational Testing Service; Christine Jennifer Lyon, ETS

36.054. Challenges in Schools: Race, Class, and Gender Perspectives. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Paper Session

Marriott, Fourth Level, 407; 12:25-1:55pm
Chair: Margaret M. Ferrara, University of Nevada - Reno
Participants:
Hiding in the Shadows: African American and Latina Females’ Achievement by Race, Class, and Gender. Patricia J. Larke, Texas A&M University; Trina J. Davis, Texas A&M University - College Station; Kamala Vychel Williams, Texas A&M University; Gwendolyn C. Webb-Hasan, Texas A&M University - College Station
School Counselors as Instrumental Agents: Serving Minority Male Populations. Diane Cardenas Elliott, Bloomsburg University; Meghan Wilson Brenneman, ETS; Steven B. Robbins, Educational Testing Service
Seeing (Socially) Dead People: A Sixth Sense Haunting Urban Teens in Sweden and the United States. Lory Janele Dance, University of Nebraska - Lincoln
Afro-Latinidad and Schools, a Technicolor Experience: Challenging Essentialism Through Critical Race Theory. Tuesday Roberts, Michigan State University
Testimonios From Problem-Based Learning. Leticia Burbano De Lara, New Mexico State University
“You Can Go to College”: Understanding Masculinity and College Identity Construction for Young Men of Color. Adrian H. Huerta, University of California - Los Angeles; Patricia M. McDonough, University of California - Los Angeles; Walter R. Allen, University of California - Los Angeles

36.055. Race, Social Class, and Social Justice. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Paper Session

Convention Center, 200 Level, 203A; 12:25-1:55pm
Chair: Jeanine M. Staples, The Pennsylvania State University
Participants:
Creating the Image, Examining the Self: Unveiling the Cultural Consciousness of One African American Girl. Karla Manning, University of Wisconsin - Madison; Philip Jay Bostic, University of Wisconsin - Madison; Adrienne Duke
Post-Civil Rights: Postracial but Still No Seat at the Table of Educational Equity. Denise Gray Yell, State University of New York
Negotiating Race-Related Tensions: White Educational Leaders Recognizing, Confronting, and Dialoguing About Race and Racism. Amy J Samuels, University of South Florida
“The Poor Kid Finds the Pirate’s Treasure”: Depictions of Social Class in Newbery Books. Danielle Eileen Forest, Old Dominion University (Eng)Gendering Reform, (E)Racing Justice: Gender, Race, Abjection, and Schooling. Kevin Lawrence Henry, University of Wisconsin - Madison

36.056. With, in, and Beyond: Curriculum Studies of Southern Place Outside the Boundaries of Region. SIG-Critical Issues in Curriculum and Cultural Studies; Symposium

Convention Center, 100 Level, 119A; 12:25-1:55pm
Chair: Theodorea Regina Berry, The University of Texas - San Antonio
Participants:
Historical Notes on the Proliferation of Southern Place as Organized in a Synoptic Rendering of Barry Goldwater’s Populist Political Theorizing. James C. Japp, Georgia Southern University
Finding My Place in/Against a Peculiar Institution. Nichole A. Guillory, Kennesaw State University
That’s Alright Mama: How Southern Blacks Invented Rock and Roll. Robert Lewis Lake, Georgia Southern University
“It’s Currere, Y’all”: Paula Deen, Autobiography, and the Myth of a Postmarked Society in America. Reta Ugena Whitlock, Kennesaw State University
Django Unchained and Paula Deen: 21st-Century Representations of Slavery and the Culture of the Plantation. William M. Reynolds, Georgia Southern University
Discussant: Shirley R. Steinberg, University of Calgary


Convention Center, 200 Level, 204B; 12:25-1:55pm
Chairs: Annemarie H. Hindman, Temple University; Kandia Lewis, Temple University
Participants:
Designing Content for Online Professional Development Around Early Language and Literacy: Preschool Teachers’ Perspectives. Annemarie H. Hindman, Temple University; Barbara Waski, Temple University; Kandia Lewis, Temple University; Carol Scheffner Hammer, Temple University
Can Online Coursework for Early Childhood Teachers Change Their Teaching Practice? Bridget Kathleen Hamre, University of Virginia; Jennifer LoCasale-Crouch, University of Virginia; Kathy Neesen, University of Virginia
A Comparison of Coach Feedback in On-Site Versus Technologically Mediated Delivery Methods. Douglas R. Powell, Purdue University
Development of the Pre-Kindergarten Classroom Observation Tool and a Goal-Setting System: A Data-Based Coaching Approach. April Crawford, The University of Texas Health Science Center Houston-CLII; Tricia A. Zucker, University of Virginia; Jeffrey M Williams, University of Texas; Vibhuti Bhavsar, University of Texas; Susan Landry, The University of Texas
Discussant: Carol M. Connor, Arizona State University


Convention Center, 200 Level, 204C; 12:25-1:55pm
Chair: Nancy E. Barbour, James Madison University
Participants:
Child Development Laboratory Schools: History as Prologue and a Case Example. Nancy E. Barbour, James Madison University
Building and Sustaining Community-Based Partnerships. Andrew J. Stremlen, South Dakota State University
Expanding Research From Collaborative Self-Study to an Applied Developmental Science Model. Martha J. Lash, Kent State University
Data: A Critical Component for the Creation of a Lab School Consortium. Brent A. McBride, University of Illinois at Urbana-Champaign
Researcher-Teacher Collaboration in Applied Research in a University Laboratory School. James Elicker, Purdue University
Educate as a Model of Multisite, Collaborative, Policy-Relevant Research. Diane M. Horn, University of Oklahoma

36.059. Context-Based Faculty Development. SIG-Faculty Teaching, Evaluation, and Development; Paper Session

Marriott, Fourth Level, 410; 12:25-1:55pm
Chair: Stanley M. Lo, Northwestern University
Participants:
The Professional Development of Faculty Members Involved in Teacher Education: Patterns and Directions. Leah Shagrir, Levinsky College of Education
Faculty Development Support of Assessment: A National Perspective. Andrea L. Beach, Western Michigan University; Jacylin Kay Rivard, University of Minnesota; Ann E. Austin, Michigan State University; Mary D. Sorcinelli, University of Massachusetts - Amherst
Developing and Assessing Faculty Training Programs for Student Veteran Success. Justin Smith, University of South Dakota; Weichao Chen, University of South Dakota
Discussant: Mark R. Connolly, University of Wisconsin - Madison
36.060. Hispanic Cultural Issues: Language, Immigration, and Hispanic-Serving Institutions. SIG-Hispanic Research Issues; Paper Session
Convention Center, 100 Level, 115C; 12:25-1:55pm
Chair: Reyes L. Quezada, University of San Diego
Participants:
Social Culture Capital of Los Retornos: Repatriated U.S. Citizen Students Living in Michoacán, México. I. Genevieve Quezada Sanders, Paradise Valley Unified School District
Understanding the Latina/o College Student Journey at a Hispanic-Serving Institution: An Asset-Based Paradigm. Vijay Kanagala, The University of Texas - San Antonio; Laura I. Rendon, The University of Texas - San Antonio
Discussant: Adam Sawyer, Bard College

36.061. Fostering Science Interest, Knowledge, and Identity Through Experiences in Informal Environments. SIG-Informal Learning Environments Research; Paper Session
Convention Center, 100 Level, 124; 12:25-1:55pm
Participants:
Science Identity Development: Influence of Informal Learning Programs on Science Interest, Self-Efficacy, and Science Perceptions. Brandon Joseph Okochukwu Nzekwe, Florida State University; Smriti Jangra, Florida State University; Roxanne M. Hughes, National High Magnetic Field Laboratory
The Association of Parental Education and Family Interest in Science. Katherine P. Dubney, Virginia Commonwealth University; Robert H. Tai, University of Virginia
The Effect of Informal Learning Environments on Academic Achievement During Elementary School. Deanne W. Swan, Institute of Museum and Library Services
Discussant: Irene Rahm, University of Montreal

36.062. Cross-Time Cross-System Database: A Demonstration and Discussion. SIG-International Studies; Demonstration/Performance Convention Center, 100 Level, 120A; 12:25-1:55pm
Chair: Stephen P. Heyneman, Vanderbilt University
Participants:
The Benefits of XTXS for Education Researchers and Policy Makers. Andrea Arce-Trigatti, Vanderbilt Peabody College; Richard Blissett, Vanderbilt Peabody College; Nigare Honey, Vanderbilt University
Illustration: Family Background, School Resources, and Socioeconomic Gradients in Comparative Perspective—Inequality and the Work of Schools. James H. Williams, The George Washington University
The Future of the XTXS Project. Stephen P. Heyneman, Vanderbilt University
Discussant: David C. Miller, American Institutes for Research

36.063. Education Law and Policy Issues in Education. SIG-Law and Education; Paper Session
Convention Center, 100 Level, 105B; 12:25-1:55pm
Chair: Dana Thompson Dorsey, University of North Carolina - Chapel Hill
Participants:
College Students’ Free Speech: It’s Not Just a First Amendment Concern. Jeffrey C. Sun, University of North Dakota; Neal H. Hutchens, The Pennsylvania State University - University Park; Eric M. Snyder, University of Oklahoma
Understanding the Use of Policy Research by Amici: The Case of Fisher. Catherine L. Horn, University of Houston; Patricia Marin, Michigan State University
The Disciplinary Legal Landscape of Post-Hurricane Katrina New Orleans Public Charter Schools: Exercising Disciplinary Autonomy or Exclusionary “Pushout” Practices? Kevin P. Brady, North Carolina State University; Belinda M. Cambre, West Baton Rouge Parish Schools; Wayde D. Lewis, University of Kentucky
Uncovering What Is a “Reasonable” School Administrator. Jeffrey C. Sun, University of North Dakota; Philip T.K. Daniel, The Ohio State University, William and Marie Flesher Professor of Educational Administration
Discussant: Julie F. Mead, University of Wisconsin - Madison

36.064. Leadership That Improves School Outcomes. SIG-Leadership for School Improvement; Paper Session
Marriott, Fourth Level, Franklin 11; 12:25-1:55pm
Chair: Chase Nordengren, University of Washington - Seattle
Participants:
Exploring the School Culture Dimensions That Support Teacher Leadership in Elementary, Middle, and High Schools. Joanne St. Peter, Glastonbury Public Schools
Servant Leadership to Be or Not to Be? The Impact on Team Learning and Student Achievement. Brian Biscari, Dowling College; Christopher Dillon, Dowling College; Christopher Herr; Dowling College; Elsa-Sofia Morote, Dowling College; Brian Zahn, Southampton High School; S. Marshall Perry, Dowling College
Use of Rasch Rating Scale Modeling to Develop a Measure of District-Level Practices Identified to Increase Student Achievement. Paul Soda, III, Eastwood Local School District; Toni A. Sondergeld, Bowling Green State University; Paul Andrew Johnson, Bowling Green State University
The Outcomes of Professional Learning Communities Through the Lens of Leadership Capacity. Chris V Templeton, Reid Springs Public Schools; Barbara Nell Martin, University of Central Missouri

36.065. Teacher Stories and Experiences: Insights From English Teachers Across Multiple U.S. States. SIG-Lives of Teachers; Working Group Roundtable
Marriott, Fourth Level, Franklin 8; 12:25-1:55pm
Chair: Michelle Zoss, Georgia State University
Participants:
Teaching School: English Teachers’ Classroom Experiences During Three Eras of Educational Reforms. Kelli Ann Soverhoven, Georgia State University
Is Teaching Worth It? Using Narrative Inquiry to Address the Value of Teaching. Tiffany Sedberry, Purdue University
Studies in Critical Teacher Research: Teacher Voice and the Classroom. Taylor Norman, Purdue University
Teaching as Embodied, Contextualized Practice: One Story in a Time of Cancer. Michelle Zoss, Georgia State University; Alisha White, Western Illinois University
“It Made Me Better Here”: English Teachers’ Narratives of Professionally Oriented Participation Online. Luke Rodesiler, University of South Florida

36.066. Media Creation and Use in Learning. SIG-Media, Culture, and Curriculum; Paper Session
Convention Center, 100 Level, 119B; 12:25-1:55pm
Chair: James Trier, University of North Carolina - Chapel Hill
Participants:
Making YouTube and Facebook Videos: Gender Differences Among College Students. Anu Vedantham, University of Pennsylvania
Teaching With Media: Middle Grades Teachers’ Perceptions on the Use of Media in the Classroom. Chris Cook, Northern Kentucky University; David Jason Childs, Northern Kentucky University
Toward Structural Attribution: Using Détournement With Preserve Teachers to Challenge the Teacher Savior Myth. Ashley Summer Boyd, University of North Carolina - Chapel Hill; Amy Hahn Senta, University of North Carolina - Chapel Hill
Young People’s Views on Experts and Evidence in Political Documentaries. Jeremy D. Stoddard, The College of William & Mary; Jason A. Chen, The College of William and Mary
Discussant: Alan R. Foley, Syracuse University
36.067. Mixed Methods From Policy to Populations. SIG-Mixed Methods Research; Paper Session
Convention Center, 100 Level, 117; 12:25-1:55pm
Chair: Elena Yu Polush, Ball State University
Participants:
- Conceptual Formation and Discourse of Mixed-Methods Research: An Analysis of Terms Used in the Field of Mixed-Methods Research. Ruomeng Zhao, University of Nebraska - Lincoln
- Quantifying and Qualifying the Bilingual Teacher Certification Experiences of Mexican Americans. Amabila Valverde Valenzuela, The University of Texas - El Paso; Judith H. Munter, The University of Texas - El Paso; Arturo Olivera, The University of Texas - El Paso
- Research Innovation in Practice and Policy: Measuring Reading Workshop’s Effectiveness in an Era of “Scientifically Based Research”. Christy Wessel-Powell, Indiana University

Through the Students’ Eyes: A Critical Dialectical Pluralistic Approach to Understanding Innovation in Game-Based Learning. Hannah R Gerber, Sam Houston State University; Sandra Schamroth Abrams, Saint John’s University; Anthony J. Onwuegbuzie, Sam Houston State University; Cindy Lee Benge, Aldine Independent School District

Discussant: Robin R. Lasota, University of Illinois at Urbana Champaign

36.068. Motivation in Education SIG Keynote Address. SIG-Motivation in Education; Invited Session
Convention Center, 100 Level, 114; 12:25-1:55pm
Speaker: Jacquelynne Eccles, University of California - Irvine

Marriott, Fourth Level, 415; 12:25-1:55pm
Chair: Matthew Newman Guertner, Pearson
Participants:
- Comparing the Performance of Multivariate Multilevel Modeling to Traditional Analyses With Complete and Incomplete Data. Ryoungsun Park, The University of Texas - Austin; Keenan A. Pituch, The University of Texas - Austin; Jiseon Kim, University of Washington - Seattle; Hyewon Chung, Chungnam National University; Barbara G. Dodd, The University of Texas - Austin
- Estimation of Interactions Between Covariates of Multiple Indicators Multiple Causes (MIMIC) Models With Multilevel Data. Chanhua Cao, University of South Florida; Pei-Chen Wu, University of South Florida; Eun Sook Kim, University of South Florida
- Methods to Detect Treatment Effect in Cluster Randomized Trials. Burak Aydin, University of Florida; James Algina, University of Florida; Walter L. Leite, University of Florida
- Multilevel Versus Simple modeling for Differential Item Functioning Detection. Ying Jin, Middle Tennessee State University; Nicholas D. Myers, University of Miami; Swayne Ahn, University of Miami
- Selecting Correct Multilevel Models: Investigating Akaike and Bayesian Information Criteria and “Sample Size” Issues. Sarah D. Newton, University of Connecticut; D. Betsy Mccoach, University of Connecticut
- The Effect of Estimation Selection in Multilevel Modeling With Small Sample Sizes. Hyewon Chung, Chungnam National University; Jiseon Kim, University of Washington - Seattle; Ryoungsun Park, The University of Texas - Austin

36.070. Online Learning Research and Innovation. SIG-Online Teaching and Learning; Symposium
Marriott, Fifth Level, Grand Ballroom G; 12:25-1:55pm
Chair: Barbara M. Means, SRI International
Participants:
- Personalized, Blended Learning in K-12: Benefits, Challenges, and Future Directions. Robert F. Murphy, SRI International
- What Research Does (and Doesn’t Say) About Cyberschools and Online Degree Programs. Marianne F. Bakia, SRI International
- Making Sense of Claims and Counterclaims About Online Higher Education. Barbara M. Means, SRI International; Louise G. Yarnall, SRI International

Discussants: Michael D. Preston, Columbia University; Peter Shea, University at Albany - SUNY

36.071. Pathways to Peace Education. SIG-Peace Education; Paper Session
Convention Center, 100 Level, 105A; 12:25-1:55pm
Chair: Katherine Rene Evans, Eastern Mennonite University
Participants:
- Paths to Peace Education: Comparisons Across Generations. Candice C. Carter, University of North Florida
- Conflict Resolution Practices in Diverse Contexts: Exploring Interdisciplinary Professionals’ Experiences With Conflict and Diversity. Christina Parker, Ryerson University
- Identifying Principles and Practices of Caring in the Work of Peace Education. Susan Francis Carson, Grand Valley State University

36.072. Constructing the Subject: Youth, Listening, Schools. SIG-Philosophical Studies in Education; Paper Session
Marriott, Fourth Level, 412; 12:25-1:55pm
Chair: Sarah Marie Stitzlein, University of Cincinnati
Participants:
- Analyzing Subjectivification With Levinas’s Ethical Philosophy in a Postanthropocentric Discussion: Using the Method of Transposition. Simon Ceder, Lund University
- Assembling Adulthoods: Young People, Cartography, and the Everyday. Shane Duggan, The University of Melbourne
- Speaking and Listening in Education: Receiving Subjectivity and Alterity. Guoping Zhao, Oklahoma State University
- Philosophy of Education and Cultural Geography: Some Ethical Insights From Nonrepresentational Theories. Lynn Fendler, Michigan State University

Discussant: Denise Egea, Louisiana State University

36.073. Arming Achilles’ Heel: Instructional Strategies and Approaches for Promoting Knowledge Acquisition in Problem-Based Learning. SIG-Problem-Based Education; Symposium
Convention Center, 100 Level, 109A; 12:25-1:55pm
Chairs: Woei Hung, University of North Dakota; Sofie Loyens, Erasmus University
Participants:
- Situational Interest and Knowledge Acquisition in Problem-Based Learning. Jerome I. Rotgans, National Institute of Education - Nanyang Technological University; Henk G. Schmidt, Radboud University Nijmegen
- To Know or Not to Know? The Influence of Educational Setting on Knowledge Base Development. Antonia B. Scholkmann, University of Hamburg; Sofie Loyens, Erasmus University; Felix-Sebastian Koch, Linköping University; Bianca Roters, TU Dortmund University; Judith Ricken, Ruhr University Bochum; Lars-Owe Dahlgren, Linköping University
- Knowledge Acquisition, Application, and Transfer in Problem-Based Learning by Design. Woei Hung, University of North Dakota
- Investigating the Effectiveness of Problem-Based Learning on Knowledge Acquisition and Retention: Empirical Evidence From a Controlled Experiment. Marit Wijnen, Erasmus Rotterdam University; Sofie Loyens, Erasmus University; Lydia Schaap, Erasmus University
- Assessing Knowledge Acquisition Using a Concept-Mapping Method in a Problem-Based Learning Environment. Ching-Huei Karen Chen, National Changhua University of Education; Xun Ge, University of Oklahoma

Discussant: Cindy E. Hmelo-Silver, Indiana University

36.074. Disrupting “Safe Spaces” With Queer Bodies: Exploring Perceptions of Safety and Vulnerability as Teachers and Researchers. SIG-Queer Studies; Symposium
Convention Center, 100 Level, 104B; 12:25-1:55pm
Chair: Nicholas Edward Husbye, University of Missouri - St. Louis
Participants:
- Queer Behind the Camera: The Secret Life of the Queer Educational Researcher. Jenna McWilliams, Indiana University
- Perceptions of Queer Teacher Candidates in Ontario Initial Teacher Education Programs. Courtenay Fleet, Brock University
- “You Only Think About These Things Because You’re Gay”: Queering Difference in a Multicultural Education Course. Nicholas Edward Husbye, University of Missouri - St. Louis
36.075. How the Investing in Innovation (I3) Program Supports High-Quality Implementation Evaluation and Program Development From Initial Stage to Scale-Up. SIG-Research on Evaluation; Symposium
Convention Center, 100 Level, 112A; 12:25-1:55pm
Chairs: W. Christopher Brandt, American Institutes for Research; Youn Joo Oh, Education Development Center, Inc.
Participants:
Assessment of Fidelity of Implementation: The STEM21 Digital Academy High School Program Development. Mhora Lorentson, EDUCATION CONNECTION; Youn Joo Oh, Education Development Center, Inc.; Frank LaBanca, EDUCATION CONNECTION
Assessment of Fidelity of Implementation: Validating the Efficacy of the eMINTS Comprehensive Program. Lorie Kaplan, eMINTS National Center; Coby Meyers, American Institutes for Research; Ayn C. Molefe, American Institutes for Research
Measuring Implementation Fidelity of Success for All at Scale-Up. Robert Slavin, Johns Hopkins University; Janet C. Quim, MDRC

36.076. Women’s Religious Identity Formation in Educational Contexts. SIG-Research on Women and Education; Symposium
Convention Center, 100 Level, 125; 12:25-1:55pm
Chair: Pamela R Young, University of Dayton
Participants:
The Intricate Nexus Between Gender, Religion, and Education. Zehavit Gross, Bar-Ilan University
The Role of Gender in Muslim Identity Development: Perceptions of U.S. Islamic School Teachers. Kadiye El-Atwani, Purdue University
The Identity of Muslim Women on a Catholic Campus. Cynthia Shafer, University of Dayton
Discussant: Carolyn S. Ridouen, University of Dayton

36.077. Preventive Socialization Against Violence Women in Schools. SIG-Safe Schools and Communities; Symposium
Convention Center, Fourth Level, Franklin 13; 12:25-1:55pm
Chair: Itcaso Tellado, University of Vic
Participants:
Impact of the Spanish Law on Gender Violence in Teacher Education Programs: Resistances and Possibilities. Patricia Melgar Alcantud, Universitat de Girona; Silvia Molina Roldán, Universitat Rovira i Virgili; Maria Padró Cuxart, Universitat de Barcelona
Men’s Movements Overcoming Gender Violence. Joan Calbre, Rovira i Virgili University; Javier Díez-Palomar, Universitat de Barcelona; Óscar Prieto-Flores, Universitat de Girona
Dialogic Approach to Conflict Resolution for the Prevention of Gender Violence in Schools. Carme Garcia Teste, Universitat Rovira i Virgili; Beatriz Carballido Villarejo, Universitat de Barcelona
Discussant: Rocío García-Carrion, University of Cambridge

36.078. Schools’ Experiences With School Improvement Grants (SIGs): First-Year Results From SIG Case Studies. SIG-School Turnaround and Reform; Symposium
Convention Center, 100 Level, 118A; 12:25-1:55pm
Chair: Thomas Wei, Institute of Education Sciences
Participants:
The School Improvement Grant Program Under the American Recovery and Reinvestment Act: Descriptive Overview of the Policy and Study Sample. Steven Hurlburt, American Institutes for Research
Is a School Improvement Grant an Impetus for Change? Evidence From 25 Case Study Schools. Linda Rosenberg, Mathematica Policy Research, Inc; Kerstin A. Carlson Le Floch, American Institutes for Research; Megan Hague Angus, University of Wisconsin - Madison
Leadership for Change in School Improvement Grant Case Study Schools. Diana Mercado-Garcia, American Institutes for Research; Jennifer A. O’Day, American Institutes for Research
School Capacity and Perceived Improvement in School Improvement Grant Case Study Schools. Kerstin A. Carlson Le Floch, American Institutes for Research; Karen Manship, American Institutes for Research; Seth Brown, American Institutes for Research
Discussant: Priscilla Wohlsteter, Teachers College, Columbia University

36.079. Innovations in Science Education. SIG-Science Teaching and Learning; Paper Session
Convention Center, 100 Level, Franklin 7; 12:25-1:55pm
Chair: Isla DeCoito, York University
Participants:
Design and Use of an “Energy 101” Model Curriculum to Teach General Education Undergraduates About Energy Sustainability Through an Engineering Design Lens. Idalis Villanueva, Utah State University; Leigh Abts, University of Maryland - College Park; James Turner, Association of Public and Land-Grant Universities; Ellen Vaughn; Rosemary A. Resheter, The College Board
Pedagogy for the Connected Science Classroom: Computer-Supported Collaborative Science and the Next-Generation Science Standards. Brian J. Foley, California State University - Northridge; John Michael Reveles, California State University - Northridge
Understanding the Art in Science and the Science in Art Through Crosscutting Concepts. Irene Plonczak, Hofstra University; Susan G. Zwi, Hofstra University
The Joyce Pathway to Science Program: Preparing the Next Generation of Science Teachers. Andre M. Green, University of South Alabama; Phillip Feldman, University of South Alabama
Young Children Doing Science: The Use of Scientific Practices in Kindergarten and First-Grade Classrooms. Eileen G. Merritt, University of Virginia; Jennifer L. Chiu, University of Virginia; Erin E. Peters Burton, George Mason University; Randy L. Bell, University of Virginia
Sing About Science: Leveraging the Power of Music to Improve Science Education. Katie Davis, University of Washington; Gregory John Crowther, University of Washington
Discussant: Vichi J. Fawcett-Adams

36.080. Mind the Gaps: Educational Stratification by Race/Ethnicity and Ability/Disability. SIG-Sociology of Education; Paper Session
Convention Center, 100 Level, 109B; 12:25-1:55pm
Chair: Argun Saatcioglu, The University of Kansas
Participants:
A Longitudinal Analysis of Socioeconomic Factors and Special Education Disproportionality Among Black Students. Alexandra Aylward, New York University; Roey Ahram, New York University; Catherine Kramarczuk Voulgarides, New York University
Extreme and Expanding Disadvantage: Black-White Gaps in Behavior Over the Course of Childhood. Jill Bowdon, University of Pennsylvania
Opening the Black Box of School Segregation: Mediating and Moderating Effects on Reading and Science Achievement. Orhan Agirdag, Ghent University; Mike Van Houtte, Ghent University
Race and Math Placement Mismatch During the Middle-to-High School Transition. Yasmiyn Irizarry, Mississippi State University
Stigma and Stratification Related to the Learning Disability Label: High School Students’ Progression Through Math Coursework. Dara Renee Shiffer, Rice University - Kinder Institute

36.081. Determining Academic Profiles and Characteristics of At-Risk Learners. SIG-Special Education Research; Paper Session
Convention Center, 100 Level, 103B; 12:25-1:55pm
Chair: Laurene L. Christensen, National Center on Educational Outcomes
Participants:
Impact of Accommodations in NAEP. Dubravka Svetina; Xiaolin Wang, Indiana University
The Characteristics of Non-Proficiency Special Education and Non-Special Education Students on Large-Scale Assessments. Yi-Chen Wu, National Center on Educational Outcomes; Kristin K. Liu, National Center on Educational Outcomes; Martha L. Thorlow, University of Minnesota; Sheryl S. Lazarus, University of Minnesota
Understanding the Academic Profiles of Students Participating in the Alternate Assessment Based on Alternate Achievement Standards (AA-
36.082. Identifying, Assessing, and Teaching Students With Autism. SIG-Special Education Research; Paper Session
Chair: Lee Ann Jung, University of Kentucky
Participants:
Building Blocks: Analysis of a Social Skills LEGO Intervention for Children With Autism Spectrum Disorder. Jeffrey W. H. MacCormack, Queen’s University - Kingston; Ian Alexander Matheson, Queen’s University
Development of the Dynamic Methodological Model for the Comprehensive Evaluation of Complex Behavioral Interventions. Dana Cichellova, West Virginia University; Reagan Curtis, West Virginia University; Kimberly Kris Floyd, West Virginia University; Daniel Hursh, West Virginia University
Racial and Ethnic Disproportionality in Autism Identification: Differences Among States Over Time and Mediators. Tom E. Munk, Westat; Tamara Cohen Daley, Westat; Julie Bollmer, Westat; Amy Bitterman, Westat; Cesar D’Agord, University of Oregon
The Academic Experience of Four Grade 5 Students With Autism. Kristina Scott, Southern New Hampshire University
The Effects of Behavior-Based Services on Social Communication Among Adolescents With Autism Spectrum Disorder. Jennifer Yu, SRI International; Xin Wei, SRI International; Mary M. Wagner, SRI International

36.083. Encountering Tensions Within Collaborative Artistic Inquiry: An Eco-Tracing, SIG-Spirituality & Education; Symposium
Chair: Douglas Marriott, Fourth Level, Franklin 1; 12:25-1:55pm
Participants:
Encountering Tensions Within Collaborative Artistic Inquiry: An Eco-Tracing—1. Kathryn Ann Ricketts, Simon Fraser University; Vicki Lynn Kelly, Simon Fraser University; Lynn Fels, Simon Fraser University; Celeste Snowden, Simon Fraser University
Encountering Tensions Within Collaborative Artistic Inquiry: An Eco-Tracing—2. Vicki Lynn Kelly, Simon Fraser University
Encountering Tensions Within Collaborative Artistic Inquiry: An Eco-Tracing—3. Celeste Snowden, Simon Fraser University
Encountering Tensions Within Collaborative Artistic Inquiry: An Eco-Tracing—4. Lynn Fels, Simon Fraser University

Chair: Hefer Bembenutty, Queens College - CUNY
Participants:
Tracking Cycles of Teachers’ Self- and Coregulated Practice. Deborah L. Butler, The University of British Columbia; Leyton Schnellert, The University of British Columbia - Okanagan Campus
The Self-Regulated Learning Cycle With Hypermedia: Stable Between Learning Tasks? Daniel Charles Moos, Gustavus Adolphus College; Amanda Miller, Gustavus Adolphus College
From Child to Musician: Using Self-Regulation as a Means of Documenting Progress From Beginning to Advanced Levels of Musicanship. Gary E McPherson, The University of Melbourne, Australia
Using Self-Regulated Learning (SRL) Microanalysis to Examine Relations Among Cyclical-Phase SRL Processes. Timothy J. Cleary, Rutgers University; Gregory L. Callan, University of Wisconsin - Milwaukee
Discussant: Dale H. Schunk, University of North Carolina - Greensboro

36.085. International Perspectives on Teacher Identity, SIG-Teacher’s Work/Teachers Unions; Paper Session
Chair: Eric Domingo Torres, University of Wisconsin - Eau Claire
Participants:
Challenges to the Professionalism of Teachers: When Will the System Trust Teachers and the Work That They Do? Jeff Garsee, Australasian Education Union; Christine Gardner, University of Tasmania; John C. Williamson, University of Tasmania; Maurice J. Galton, University of Cambridge
How Discursive Practices Shape and Reflect Relationships Between Teacher Unions and Governments. Nina Bascia, University of Toronto - OISE; Pamela Janie Osmond, University of Toronto - OISE
Is Teachers’ Collective Bargaining Dead (and Does It Matter)? A Global, North-South Teacher Union Perspective. Charliie Naylor; British Columbia Teachers’ Federation; Michael W. Apple, University of Wisconsin - Madison; Larry Kuehn, British Columbia Teachers Federation; Howard Stevenson, The University of Nottingham; Mary Compton, National Union of Teachers; Karen Lewis
Discussant: Lois Weiner, New Jersey City University

36.086. Educators’ Perspectives and Methods of Assessing Use of Technology With Students, SIG-Technology as an Agent of Change in Teaching and Learning; Paper Session
Chair: Diane Santori, West Chester University of Pennsylvania
Participants:
Designs for Early Learning and Intellectual Engagement With Technology. Michele Jacobsen, University of Calgary; Sharon Friesen, University of Calgary
Examining Educators’ Knowledge, Beliefs, and Practices About Using Technology With Young Children. Nicole Scarlett Fenty, Binghamton University - SUNY; Elizabeth McKenzie Anderson, Binghamton University - SUNY
Reading Is Now “Cool”: A Study of English Teachers’ Perspectives on E-Reading Devices as a Challenge and an Opportunity in Teaching and Learning. Andrew C. Goodwyn, University of Reading; Carol Fuller, The University of Reading
Validation of the Student Tool for Technology Literacy. Anne Corinne Huggins, University of Florida; Albert Dieter Ritzhaupt, University of Florida; Kara M. Dawson, University of Florida
Discussant: Chrystalla Monza, University of Delaware

36.087. Portals to Understanding Learners’ Social Interactions Online, SIG-Writing and Literacies; Symposium
Chair: Kathy Ann Mills, Queensland University of Technology
Participants:
Actualizing the Virtual in Classroom Settings. Cathy Burnett, Sheffield Hallam University; Guy Merchant, Sheffield Hallam University
Digital Communication in a Preschool Classroom: Collaborative Social Interactions of Children and Teachers Writing E-Mail. Susan J. Danby, Queensland University of Technology; Christina R. Davidson, Charles Sturt University; Karen Thorpe, Queensland University of Technology
E-Motion Diaries: Blogging Emotional Responses to Online Learning in Higher Education. Kathy Ann Mills, Queensland University of Technology; Stephen M. Ritchie, Queensland University of Technology
Conceptualizing Literacy in Planning for Games-Based Learning. Catherine Beavis, Griffith University
Discussant: William Cope, University of Illinois at Urbana-Champaign

Division and SIG Roundtables

36.088. Roundtable Session 8; Roundtable Session

36.088-1. Translating Policy Into Practice in Schooling Contexts, SIG-Disability Studies in Education; Roundtable Session
Chair: Kay Ailyn Ferrell, University of Northern Colorado
Participants:
University From Disciplinary Order to Medicalized Order With Response to Intervention/Positive Behavioral Intervention and Supports. Joshua Bornstein, Syracuse City School District

To the Maximum Extent: Determining Appropriateness, Success, and the Least Restrictive Environment for a Student With Autism. Erin McCloskey, Vassar College

Chairs: Marilyn Tangi Ina Brewin, Nga Pae o te Maramatanga; Krystal Kaelemani Chieko Tim Sing, University of Hawaii - Manoa
Participants:
- Educational Leadership and Completion Between the Native Hawaiian Leeward District and Oahu’s Other Districts. Larson Siu Wah Moke Ng, University of Hawaii - Manoa; Kimo Alexander Cashman, University of Hawaii - Manoa
- The Effects of Culture-Based Education on a Predominantly Native Hawaiian School, Hye Jin Park, University of Hawaii; Kelly Drew Roberts, University of Hawaii - Manoa
- “Our Stories About Teaching and Learning”: What Aboriginal and Torres Strait Islander Students in Northern Australia Say About Teaching and Their Learning. Brian Ellis Lewthwaite, James Cook University - Australia; Helen Joanna Boon, James Cook University - Australia; Cathy Day, Catholic Education Townsville; Alfred B. Osborne, James Cook University - Australia
- The Effectiveness of In-School Professional Learning Opportunities for Teachers Within New Zealand Secondary Schools: Implications for the Development of Relational Trust Between Teachers and Indigenous Students. Anne Shelly Hynds, Victoria University of Wellington; Luanna H. Meyer, Victoria University; Robbin Averill, Victoria University of Wellington; Rawiri Hinde, Victoria University; Flaviu A. Hodis, Victoria University of Wellington; Walter (Wally) Takahana Penitito, Victoria University of Wellington; Susan C. Faircloth, North Carolina State University

36.088-3. Teacher Motivation in K-12 Contexts. SIG-Motivation in Education; Roundtable Session Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm
Chair: Sonja L. Lanehart, The University of Texas - San Antonio
Participants:
- Attributes, Affect, and Adjustment in Teachers: A Process Model. Sonia Rahimi, McGill University; Hui Wang, McGill University; Nathan C. Hall, McGill University; Anne C. Frenzel, University of Munich (LMU)
- Examining Construct Validity for the Relational Scale Schema for Teachers. Heather A. Davis, North Carolina State University; Amanda Mason-Singh, University of Maryland - College Park
- Initial Motivations for Teaching and Perceptions of the Profession: Indonesian Students’ Perspectives. Anne Suryani, Monash University; Helen M.G. Watt, Monash University; Paul W. Richardson, Monash University
- The Persistence of Motivations to Teach: A Study of First-Year Teachers. Brie Morettiini, Rowan University

36.088-4. Teaching to Motivate and Empower Diverse Learners. Division C - Learning and Instruction; Roundtable Session Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm
Chair: Shakhnoza Kayumova, University of Georgia - Athens
Participants:
- Giving Students the Power to Learn Science. Kathryn F. Cochran, University of Northern Colorado; Lori A. Reinsvold, University of Northern Colorado; Chelsie Hess, University of Northern Colorado
- How Do Teachers Interact With and Use an Educative Science Curriculum Designed to Support the Teaching of English Language Learners? Alison Knight Billman, University of California - Berkeley; Emily Mihocko-Bowling, University of Michigan; Gina Cervetti, University of Michigan
- Teacher Efficacy and Science Education in the United Arab Emirates. Jase Moussa-Iaity, Zayed University; Merryn McKinnon; Lydia C. Barza, Zayed University
- Teaching to Intellectually Emancipate: Reading as Inquiry in an Elementary Science Classroom. Lorraine Otoide, York University
- “You Have 25 Kids Playing Around!” Challenges in Inquiry-Based Learning in an Urban Second-Grade Classroom. Zeynep Zenuur Isik-Ercan, Indiana University - Purdue University at Fort Wayne

36.088-5. Research in Mathematics Education SIG Roundtable 3. SIG-Research in Mathematics Education; Roundtable Session Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm
Chair: Anita A. Wager, University of Wisconsin
Participants:
- Agency and Identification in Multiple Mathematical Pedagogies. Rachel Lambert, Chapman University
- Mathematics Identities Among Asian Indian Youth: The Role of Sociocultural-Socioeconomic Contexts, Familial Inspiration, and Agency. Rupam Saran, Medgar Evers College - CUNY
- Widgets and Digits: Novice Middle School Teachers Attending to Mathematics Identity in Practice. Toya Jones Frank, George Mason University

36.088-6. Internal/Holistic Dimensions of Environmental Education. SIG-Environmental Education; Roundtable Session Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm
Chair: Phillip G. Payne, Monash University
Participants:
- Reweaving Environmental Education From the Inside Out. M.J. Barrett, University of Saskatchewan; Aline Wilkie
- Ineffable Influences on the Material Poverty and Spiritual Riches of Rural Youth. Sue Waite, Plymouth University; Jocelynn Quinn, Plymouth University; Stephanie Merchant, Plymouth University
- An Eco-Phenomenological Journey: The Constancy of Departure, the Approximation of Arrival. Douglas David Karrow, Brock University

36.088-7. Concentric Circles of Teach For America/Teach For All: A Layered Approach to Neoliberal Reform. Division L - Educational Policy and Politics; Roundtable Session Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm
Chair: Kenneth M. Zeichner, University of Washington
Participants:
- Neoliberal Pedagogies: Enacting Doug Lemov in Urban Schools. Lauren Gatti, University of Nebraska - Lincoln; Beth Leah Sondel, University of Wisconsin
- Teach For America/University “Partnerships”: A Case of Academic Capitalism. Katy Swalwell, University of Maryland - College Park
- The Power of the Network: Teach For America’s Impact on the Deregulation of Teacher Education. Kerry Kretchman, Carroll University; Beth Leah Sondel, University of Wisconsin; Joseph J. Ferrare, University of Wisconsin - Madison
- Teach for ... (Fill in the Blank): Teacher Education in the Age of Global Reproduction. Daniel Friedich, Teachers College, Columbia University

36.088-8. Increasing Community College Completion Rates Through Policy Change, Structured Resources, and Alternate Spending. Division L - Educational Policy and Politics; Roundtable Session Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm
Chair: Drew Allen, City University of New York
Participants:
- Graduating Students From City University of New York’s Community Colleges. Colin Chellman, City University of New York; Simon McDonnell, City University of New York
- Increasing Community College Completion Rates: Policy and Expansion From Accelerated Study in Associate Programs. Donna Linderman, City University of New York; Zineta Kolenovic, City University of New York
- Benefit-Cost Analysis of Accelerated Study in Associate Programs of the City University of New York. Henry M. Levin, Teachers College, Columbia University; Emma Garcia, Economic Policy Institute

Chairs: Karen L. Shuman, Education Development Center, Inc.; Courtney A. Bell, ETS
Participants:
A Survey Instrument to Measure the Characteristics of Evaluator Feedback in Teacher Evaluation Systems. Trudy Cherasaro, Marzano Research Laboratory  


An Innovative Approach to Studying the Implementation of a New Teacher Evaluation System in a Northeast State. Julie Riordan, Education Development Center; Inc.; Natalie Lacivrena-Paquet, WestEd

36.088-10. International Perspectives on Education Policy. Division L - Educational Policy and Politics; Roundtable Session  

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm  

Chair: Markus P Bidell, Hunter College  

Participants:  

Demands for Test Performance and 21st-Century Learning: High-Performing Schools in Northern Ireland Respond. James H. Nehring, University of Massachusetts - Lowell; Stacy Agee Szczesniak, University of Massachusetts - Lowell  

Local Stakeholder Involvement in School-Level Curriculum Development: A Case Study. Muhammad Ali Akram, Northern Illinois University  


Use of Results From Educational Evaluation in Mexico’s Public Policy Process. Marisol Silva Laya, Universidad Iberoamericana; C. Osiris Martínez Valle, Universidad Iberoamericana; Adriana Rodríguez Fernández, Universidad Iberoamericana; Luis Fernández Valdez, MBA S.C.

36.088-11. State Accountability Policies. Division L - Educational Policy and Politics; Roundtable Session  

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm  

Chair: Shanye L. Campbell, University of North Carolina - Chapel Hill  

Participants:  

An Analysis of the Effectiveness of Oklahoma’s School Accountability System. Ryan Charles Miskell, University of Oklahoma; Curt M. Adams, University of Oklahoma; Patrick B. Forsyth, University of Oklahoma  

Closing the Gaps: A Comparison of Texas and Other Southern Regional Education Board State Policies for Student Retention and Completion. David Rankin, Texas A&M University - Commerce; Joyce A. Scott, Texas A&M University - Commerce; JoHyun Kim, Texas A&M University - Commerce  

Innovations in Arizona’s Accountability Policies and Frameworks for Alternative Schools. Amy Schlesman, Rose Management Group  

The Effect of School Reconstitution on Student Achievement in Texas. Greg Cumpton, The University of Texas - Austin

36.088-12. Teachers and Accountability. Division L - Educational Policy and Politics; Roundtable Session  

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm  

Chair: Erin Atwood, Texas Tech University  

Participants:  

Accountability and the Impact of Teacher Development on Student Outcomes and Progress: Evidence From China. Sally M. Thomas, Bristol University; Wen-Jung Peng, University of Bristol; Jianzhong Li, National Institute of Education Sciences Beijing; Huisheng Tian, National Center for School Curriculum and Textbook Development, Ministry Of Education, Beijing  

No Child Left Behind’s Effects on Teachers’ Perceptions, Satisfaction, and Career Intentions. Carrie Lynne Scholz, American Institutes for Research  

Teacher Individualism in the Era of Accountability. Stephen E. Anderson, University of Toronto; Joelle Rodway Maceri, University of Toronto - OISE  

The Impacts of No Child Left Behind School Accountability on Teacher Turnover. Min Sun, Virginia Polytechnic Institute and State University; Yincheng Ye, Virginia Polytechnic Institute and State University; Ryan Brock Mutcheson, Virginia Polytechnic Institute and State University

36.088-13. Teachers, Unions, and School Reform in the News. Division L - Educational Policy and Politics; Roundtable Session  

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm  

Chair: Rebecca A. Goldstein, Montclair State University  

Participants:  

Ex-Gym Teachers and Idiots: Journalists’ Views of Data and Experts Affiliated With Teachers’ Unions. R. Holly Yetick, University of Colorado - Boulder  

“In It for Themselves”: The 2012 Chicago Teachers’ Strike and Aftermath in the Mass Media. Bradley J. Porfilio, Lewis University  


School Reform and Economic Crisis in Elite News Media: For and by the Elite. Rebecca A. Goldstein, Montclair State University

36.088-14. Partnerships and Capacity Building for Out-of-School Time Programs. SIG-Out-of-School Time; Roundtable Session  

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm  

Chair: Ryan Coughlan, Rutgers University  

Participants:  

Collaboration: Building After-School Programs’ Capacity to Provide STEM Opportunities. Brenda Britsch, EdLab Group  


Out-of-School Time University-School-Community Partnerships: Closing Literacy Achievement Gaps in Urban Settings. Dena Michelle Reams, Olivet Nazarene University

36.088-15. Ethics, Justice, and Responsibility. SIG-Qualitative Research; Roundtable Session  

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm  

Chair: Eric Archer, Northern Illinois University  

Participants:  

Ethically Volatile Spaces for Working With Adolescents in Intensive Forms of Research. Mary F. Rice, The University of Kansas  

Rethinking “the Field”: The Politics of Entering, Leaving, and Doing Justice to Participants Through Fieldwork. Z Nicolazzo, Miami University - Oxford  

Truth-Telling, Risk, and Methodological Responsibility. Aaron M. Kuntz, The University of Alabama  

Writing the Subjects of Qualitative Research: Considering Ethics in Elite Interviewing. Jessica Van Cleave, Mars Hill University; Sarah Bridges-Rhoads, Georgia State University

36.088-16. Impacts of School Choice. SIG-School Choice Cosponsored with Division L - Educational Policy and Politics, SIG-Charter School Research and Evaluation; Roundtable Session  

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm  

Chair: Lori Ann Delale-O‘Connor, Child Trends  

Participants:  

The Golden Ticket: Gentrification, Charter Schools, and a Parallel Public School System in Hoboken, New Jersey. Molly V. Makris, Rutgers University - Newark  

Participant and Competitive Effects of the Louisiana Student Scholarships Program for Educational Excellence Program: First-Year Impacts. Anna J. Egalite, University of Arkansas; Patrick J. Wolf, University of Arkansas; Jonathan N Mills, University of Arkansas at Fayetteville; Jay Phillip Greene, University of Arkansas at Fayetteville  

Exploring the Supply Side: Charter School Openings and Parent Satisfaction in New York City. Andrew Saultz, Michigan State University; Daniel Thomas Fitzpatrick, Excellent Schools Detroit; Rebecca Jane Jacobsen, Michigan State University

36.088-17. Roundtable Papers. NAEP From the Student Perspective; Examinations of Test Performance Impacts. SIG-NAEP Studies; Roundtable Session  

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm  

Chair: Dake Zhang, Rutgers University  

Participants:  

Exploratory Analysis of Gender Gaps in STEM Course-Taking, Performance, and Affective Disposition Using Data from the 2009 NAEP High School Transcript Study. Brittany Carpenter Cunningham, American Institutes for Research; Kathleen Mulvaney Hoyer, University of Maryland - College Park; Dinah Sparks, Activate Research, Inc.  

Hands-On Activities Affecting Test Performance Among Grade 4, 8, and
12 Students. Man-Wai Chu, University of Alberta; Julieta Soledad Delos Santos, University of Alberta
Theory of How Students Progress to Meaning Within NAEP. Lihua Xu, University of Central Florida; Read M. Diket, William Carey University; Thomas Brewer, University of Central Florida

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm
Chair: Min Liu, University of Hawaii - Manoa
Participants:
Impact of the Number of Measurement Constraints on the Assessment of Between-Group Factor Mean Differences. Tuning Xu, Arizona State University; Samuel B. Green, Arizona State University
Investigating Goodness-of-Fit Indices to Detect Measurement Invariance in a Second-Order Factor Model. Jam Khojasteh, Oklahoma State University - Tulsa; Wen-Juo Lo, University of Arkansas; Sean W. Mulvenon, University of Arkansas
The Impact of Partial Factorial Invariance on Between-Group Comparisons of Latent Means for a Second-Order Factor. Yixing Liu, Arizona State University; Marilyn S. Thompson

36.088-19. Cultural Considerations in the Educational Context. Division E - Counseling and Human Development; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm
Chair: Cynthia Hudley, University of California - Santa Barbara
Participants:
Cultural Effects on Exploration Processes Among Israeli Arab and Jewish Emerging Adults. Rachel Gali Cinnamon, Tel Aviv University; Michał Gross Spector, Tel Aviv University; Yesiel Rich, Bar-Ilan University
Navigating Both/And: Exploring the Complex Needs of Latina/o Adolescents. Stephanie A. Flores-Koildish, Loyola University Maryland; Susan Branco Alvarado, Virginia Polytechnic Institute and State University
One Size Does Not Fit All: The Importance of Measuring Individual Group Differences. Shadi Roshandel, Dominican University of California; Cynthia Hudley, University of California - Santa Barbara
The Emotional Control of Teachers’ Conditional Regard: Comparing Chinese and U.S. College Students. Myunghee Lee, University of Rochester; Sule Yilmaz, Warner School of Education at University of Rochester; Kenneth Leow; Martin Lynch, University of Rochester - Warner School

36.088-20. Current Trends in School Counseling. Division E - Counseling and Human Development; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm
Chair: Elizabeth A Mellin, The Pennsylvania State University
Participants:
College Readiness for All: A Longitudinal Cohort Study of the Impact of a Comprehensive School Counseling Program. Olay A. Yavuz, New York University
Middle School Counselors’ Self-Efficacy Regarding Career Counseling. Carrie B. Sanders, Windthrop University; Laura E. Welfare, Virginia Polytechnic Institute and State University; Steven M. Culver, Virginia Tech
On-Site Counseling: Reaching At-Risk Students, “Just in Time”. Meghan Deyoe, University at Albany - SUNY; Dianna L. Newman, University at Albany - SUNY; Jessica M Lemandola, University at Albany - SUNY; Kathy A. Gullie, University at Albany - SUNY
The Contribution of School Counselors’ Level of Altruism to Their Degree of Burnout. Dodie Limberg, Texas A&M University - Commerce; Edward Hamilton Robinson, University of Central Florida; Glenn Lambie, University of Central Florida; Jonathan Oht, University of North Texas; Paulina Flasch, University of Central Florida
School Counselor Preparation Programs: Innovative Recommendations for Pragmatic Transformations to Serve English Learners. Joan Lachance, University of North Carolina - Charlotte

36.088-21. Innovative Directions in Cultural Diversity. Division E - Counseling and Human Development; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm
Chair: Damara Paris, Lamar University
Participants:
First Item Response Theory Analysis: A New Measure of Perceived Discrimination for Sexual-Minority Latinas. David Little II, University of Kentucky; Michael Toland, University of Kentucky; Alejandro Morales
The Relationship Among Sense of Coherence, Coping Strategies, and Interpersonal Patterns: A Cross-Cultural Study. Ming-Hui Li, Saint John’s University
Leading Practices on Workplace Disability Inclusion: An Analysis of Vocational and Career Development. Fabio Davigo, Universita Di Bergamo; Emanuela Zappella
The Influence of Adolescence Gender Role Ideology on Dismissive Attitudes Toward Sexual Harassment. Lisa De La Rue, University of Illinois at Urbana-Champaign; Dorothy L. Espelage, University of Illinois at Urbana-Champaign; Daniel Berry, Harvard University
Gender-Specific Models of Work-Bound Korean Adolescents’ Perceived Social Supports and Career Adaptability on Job Satisfaction. Hyoujung Han, University of Georgia - Athens; Jay W. Rojewski, University of Georgia

36.088-22. Threats to Student Well-Being: Resources and Resilience. Division E - Counseling and Human Development; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm
Chair: Joel Meyers, George Mason University
Participants:
Their Words: African American Girls’ Descriptions of Life in High-Risk Neighborhoods. Ann C. Kruger, Georgia State University; Faith Zabeck, Georgia State University; Stashe Collins, Georgia State University; Erin Harper, Georgia State University; Chela Hamilton, Georgia State University; Miriam Chitescu McGee; Catherine Perkins, Georgia State University; Joel Meyers, Georgia State University
Psychological Well-Being in Development: Interdisciplinary Analysis of Race, Gender, and Socioeconomic Status. Francis Patrick Ellis, University of Rochester; Hoang Pham, University of Rochester
Risks and Resiliciencies for Academic Achievement and Well-Being of Transgender Youth in Urban Middle Schools. Negin Ghavami, University of California - Los Angeles
How Many Teachers Does It Take to Support a Student? Examining Teacher Support and Student Well-Being. Denise C. Pope, Stanford University; Jerusha Osgen Conner; Villanova University; Sarah B. Miles, Stanford University

36.088-23. Assessing Interprofessional Education and Work in the Health Care Professions. Division I - Education in the Professions; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm
Chair: Eunmi Park, Johns Hopkins University
Participants:
Assessing Interprofessional Education and Work: A Systematic Review. Danette W. McKinley, Foundation for Advancement of International Medical Education and Research
Assessment of Common Competencies in Interprofessional Practice: The Assessment and Learning in Practice Settings Case Study. Trudie Elizabeth Roberts, University of Leeds
A Validation Study of a Comprehensive Framework for Assessing Interprofessional Education Outcomes. Eunmi Park, Johns Hopkins University; Patricia A. Thomas, Johns Hopkins University; Pamela R. Jeffries, Johns Hopkins University

36.088-24. Stress, Coping, and Resilience Roundtable. SIG-Stress and Coping in Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm
Chair: Jeffrey Stuart Kaplan, University of Central Florida
Participants:
Online Social Interaction: The Influence of Locus of Control, Loneliness, and Subjective Well-Being on Undergraduate Students’ Preference for Online Social Interaction in China. Ting Hua Ye, Zhejiang University; Lin Lin, University of North Texas
Resilience: Believing in Students and Their Strengths for Success in Schools. Sara Truebridge, Education Consultant
Mindfulness as a Path to Renewal. JoAnne Fabian, Tukwila School District

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm
Chair: David M. Osher, American Institutes for Research
Participants:
Supporting Teachers’ Development of Educational Practices That Attend to Both Students’ Cognitive and Social-Emotional Needs. Lorea Martinez, Universidad Autonoma de Barcelona
“Practice What You Preach”: Connecting Teachers’ Emotional Competence To Their Support of Children’s Emotional Development. Katherine M. Zinser, University of Illinois at Chicago; Susanne Denham, George Mason University; Timothy W Curby, George Mason University
Teaching Role as a Predictor for Teachers’ Beliefs About Social and Emotional Learning. Nancy Norman, The University of British Columbia; Rebecca J. Collie, University of New South Wales
Principal and Teacher Collective Efficacy Beliefs and the Leading Together Professional Development Program. Carol LC Paxton, University of Virginia; Micela Leis, University of Virginia; Sara E. Rimm-Kaufman, University of Virginia

Division and SIG Posters

36.089. Poster Session 5; Poster Session
36.089-1. New Research in Giftedness, Creativity, and Talent. SIG-Research on Giftedness, Creativity, and Talent; Poster Session
Convention Center, 200 Level, Hall E; 12:25-1:55pm

Posters:
1. Academic Perfectionism: A Study of Korean Gifted Students. Soohyeon Yi, Purdue University; Marcia L. Gentry, Purdue University
2. Barriers to Achievement Among Gifted Middle School Students From High- and Low-Income Families. Jennifer Riedl Cross, College of William and Mary; Mihyeon Kim, Center for Gifted Education, College of William and Mary; Andrea Frazier, Columbia State University
3. Finding Clues to the Stigma of Giftedness Through an Exploration of the Middle School Academic Crowd. Jennifer Riedl Cross, College of William and Mary; Stephen Bagal, Lock Haven University
4. Lived Experiences of Parents of Gifted Students on the Spectrum: The Struggle to Find Appropriate Educational Experiences. Lisa DaVia Rubenstein, Ball State University; Susan M. Wiczenski, Ball State University; Natalie Schelling, Ball State University; Elizabeth N. Hooks, Ball State University
5. Patterns of Early Play Behaviors Between Gifted and Typical Children. Hope Elisabeth Wilson, University of North Florida

36.089-2. Motivational Processes Related to Goals, Emotions, Interest, and Self-Regulation. Division C - Learning and Instruction; Poster Session
Convention Center, 200 Level, Hall E; 12:25-1:55pm

Posters:
6. The Relationship Between Classroom Goal Structures and Academic Emotions: Analysis of the Mediated Effect of Self-Determined Motivation. Ying-Chuan Lai; Bing-Lin Cherg, National Cheng Kung University; Po-Han Wu, National Sun Yat-sen University
7. What Kinds of Math Motivation Add Up to Language Achievement? Christopher Stillwell, University of California - Irvine
8. A Linear Mixed-Model Analysis of Adolescents’ Math Interest. Ying-Chuan Lai; Po-Han Wu, National Sun Yat-sen University; Bing-Lin Cherg, National Cheng Kung University
9. Validation of a Motivational Regulation Scale for Korean Elementary, Middle, and High School Students. Hye-Sook Park, Homam University
10. Contributions of School Factors on Students’ Engagement and Disengagement in Middle and High School. Marcia H. Davis, Johns Hopkins University; Julie Rials, Johns Hopkins University
11. Effects of Surrogate Embodiment and Age on Learning and Motivation in Multi-User Virtual Environments. Saadia A. Khan, Teachers College, Columbia University; John B. Black, Teachers College, Columbia University
12. The Impact of Extrinsic Rewards on Intrinsic Motivation During a Competitive Drawing Activity. Daniell DiFrancesca, North Carolina State University; John L. Niefeld, North Carolina State University; Margaretta Maria Thomson, North Carolina State University
13. Academic Self-Regulation as a Motivational Mediator to Explain Secondary Students’ Achievement. Woogul Lee, Korea University; Sun Hee Back, Korea University; Sungjin Won, Korea University; Johannmarshall Reeve, Korea University; Sung-II Kim, Korea University; Mimi Bong, Korea University; Department of Education
14. Longitudinal Relations Among Students’ Gender Role Beliefs, Task Values, and Motivations in Running Activities. Xueying Hu, Texas A&M University - College Station; Ping Xiang, Texas A&M University
15. Achievement Goals, Intrinsic/Extrinsic Motivation, and Help-Seeking Among Online Students: Comparing the 2 × 2 and 3 × 2 Models. Yan Yang, The University of West Georgia; Li Cao, The University of West Georgia
16. Self-Determined Motivation in Hybrid Graduate Business Programs: Contrasting Online and On-Campus Students. Nikolaus Theodor Butz, University of North Dakota; Robert H. Stupinsky, University of North Dakota; Erin Sullivan Peterson, University of North Dakota; Melissa Margaret Majerus, University of North Dakota; Frederic Guay, Université Laval
17. Predicting Utility Value Beliefs and Cognitive Engagement From Instructor Involvement and Provision of Relevance. Antonio P. Gutierrez, Georgia Southern University; Gwen C. Marchand, University of Nevada - Las Vegas; Nicholas Nardi, University of Nevada - Las Vegas
18. The Relationship Between Interest and Instructional Strategy. Martina Niesenwandi, University of Massachusetts - Amherst; Elizabeth McEnaney, University of Massachusetts - Amherst; Renee H Affolder

36.089-3. New Perspectives on English Language Learning. Division C - Learning and Instruction; Poster Session
Convention Center, 200 Level, Hall E; 12:25-1:55pm

Posters:
20. Composing Multilingual, Multimodal E-Books: A Study of the Digital Design Practices of Emerging Bilingual/Biliterate Pre-Kindergarteners. Deborah Rowe, Vanderbilt University; Mary Ellen Miller, Vanderbilt University - Peabody College; Mark Barba Pacheco, Vanderbilt University
22. English Language Learners’ Academic Vocabulary Knowledge. Melissa Gallagher, George Mason University; Ana M. Taboada Barber, George Mason University; Jori S. Beck, George Mason University; Michelle M. Buehl, George Mason University
24. The Role of Orthography in the Oral Vocabulary Learning of Chinese Children. Hong Li, Beijing Normal University; Jie Zhang, Western Kentucky University; Tu Chen, Beijing Normal University; Xiaotong Ruan, Beijing Normal University; Qiong Dong, Beijing Normal University; Linee C. Ehri, The Graduate Center - CUNY
25. Understanding L2 Writing Skills. Dorelos Perin, Teachers College, Columbia University; Susan De La Paz, University of Maryland; Kelly Worland, University of Maryland; Megan Madigan Peery, University of Maryland
26. Challenges to the Comprehension of Science Texts for English Language Learners and Fluent English-Speaking Students. Sandy Chang, University of California - Los Angeles

36.089-4. Acting on Embodiment(s) Here and Now, Within This Very Poster Session. Division B - Curriculum Studies; Poster Session
Convention Center, 200 Level, Hall E; 12:25-1:55pm
Poster:
27. Acting on Embodiment(s) Here and Now, Within This Very Poster Session. Madeleine Tillett, University of Wisconsin - Whitewater; Daniel T. Burney, Brigham Young University; Nadine M. Kalin, University of North Texas; TBD Participants

36.089-5. By Whose Standard? Phenomenological Case Study of History Teachers Balancing Their Curriculum Priorities With the Texas State Standards. Division B - Curriculum Studies; Poster Session
Convention Center, 200 Level, Hall E; 12:25-1:55pm
Poster:
Convention Center, 200 Level, Hall E; 12:25-1:55pm
Poster:

36.089-7. Using Research to Drive Curricula: A Case Study of “Rethinking the Region” and Approaches to Teaching in the Middle East and North Africa. Division B - Curriculum Studies; Poster Session
Convention Center, 200 Level, Hall E; 12:25-1:55pm
Poster:
30. Using Research to Drive Curricula: A Case Study of “Rethinking the Region” and Approaches to Teaching in the Middle East and North Africa. Maria Hantzopoulos, Vassar College; Roozbeh Shirazi, University of Minnesota; Zeena Zakharia, University of Massachusetts - Boston; Ameena Ghaflar-Kucher, University of Pennsylvania

36.089-8. District Leaders’ Framing of Educator Evaluation Policy. SIG-Districts in Research and Reform; Poster Session
Convention Center, 200 Level, Hall E; 12:25-1:55pm
Poster:
31. District Leaders’ Framing of Educator Evaluation Policy. Sarah L. Woulfin, University of Connecticut; Morgaen L. Donaldson, University of Connecticut; Richard Gonzales, University of Connecticut

36.089-9. Perceptions of Teacher Candidates From Traditional and Alternative Teacher Preparation Programs About Competencies Supported by Coursework and Clinical Experiences. SIG-Professional Licensure and Certification; Poster Session
Convention Center, 200 Level, Hall E; 12:25-1:55pm
Poster:
32. Perceptions of Teacher Candidates From Traditional and Alternative Teacher Preparation Programs About Competencies Supported by Coursework and Clinical Experiences. Kimberly Mackai Harnett-Edwards, University of Denver; Kathy E. Green, University of Denver; Kent Seidel, University of Denver; Pablo Antonio Olmos-Gallo, University of Denver

36.089-10. Second Language Program Development and Implementation. SIG-Second Language Research; Poster Session
Convention Center, 200 Level, Hall E; 12:25-1:55pm
Posters:
33. How Can Learners With German as a Second Language Be Promoted in Vocational Education and Training? Nicole Kimmelmann, University of Erlangen-Nürnberg

36.089-11. Instructional Technology SIG Poster Session: Teacher Beliefs and Technology Integration. SIG-Instructional Technology; Poster Session
Convention Center, 200 Level, Hall E; 12:25-1:55pm
Posters:
35. Digital-Native Preservice Teachers’ Technology Skills, Technology Beliefs, and Perceived Technology Barriers. Ying Wang Shen, University of Northwestern - St. Paul; Thomas Brush, Indiana University

36.089-12. Engaging Technology in Science. SIG-Science Teaching and Learning; Poster Session
Convention Center, 200 Level, Hall E; 12:25-1:55pm
Posters:
38. Blogs as a Platform for Reflection-Based Instruction: Developing Preservice Science Teachers’ Nature of Science (NOS) Views. Sinan Ozgelen, Mersin University; Hatice Sancar Tokmab, Mersin University; Lufti Inci, Kastamonu Universitesi

Friday, 1:00 pm
Professional Development Courses

37.010. Advanced Analysis Using International Large Scale Assessment Databases (TIMSS, PIRLS and PISA). Professional Development and Training Committee; Professional Development Course
Marriott, Fifth Level, Grand Ballroom C; 1:00-5:00pm
Instructors: Eugenio Gonzalez, ETS; Andres Sandoval-Hernandez, International Association for the Evaluation of Educational Achievement

37.011. Improving Generalizations From Experiments: New Methods. Professional Development and Training Committee; Professional Development Course
Marriott, Fifth Level, Grand Ballroom E; 1:00-5:00pm
Instructors: Elizabeth Tipiton, Teachers College, Columbia University; Larry V. Hedges, Northwestern University

37.012. Using NAEP Data on the Web for Educational Policy Research. Professional Development and Training Committee; Professional Development Course
Marriott, Fifth Level, Grand Ballroom F; 1:00-5:00pm
Director: Edward M. Kulick, ETS
Instructors: Debra Kline, Educational Testing Service; Emmanuel Sikali, U.S. Department of Education

37.013. Writing an Application for an IES Grant: A Workshop. Professional Development and Training Committee; Professional Development Course
Marriott, Fifth Level, Grand Ballroom B; 1:00-5:00pm
Instructors: Allen Ruby, Institute of Education Sciences; Meredith J. Larson, National Center for Education Research

Friday, 2:15 pm
Governance Meetings and Events

38.001. AERA Journal Publications Committee and Journal Editors: Closed Meeting. AERA Governance; Governance Session
Marriott, Fourth Level, Franklin 9&10; 2:15-3:45pm
Chair: Gale M. Sinatra, University of Southern California

38.002. AERA SIG Executive Committee: Closed Meeting. AERA Governance; Governance Session
Marriott, Third Level, 305; 2:15-3:45pm
Chair: Geni Cowan, California State University - Sacramento

Presidential Sessions

38.010. A Proposed Revision to the Common Rule and the Protection of Human Subjects: Report on an NRC Consensus Panel. AERA Presidential Session
Cospersoned with AERA Ethics Committee
Convention Center, 200 Level, 201C; 2:15-3:45pm
Chair: Robert M. Hauser, National Research Council
NRC Participants: Susan T. Fiske (Committee Chair), Princeton University; Felice J. Levine, American Educational Research Association; Celia B. Fisher, Fordham University
38.011. Beyond Journal Impact Factor: The Sociology of Science and the Evaluation of an Interdisciplinary Education Research Program at the National Science Foundation. AERA Presidential Session Cosponsored with AERA Sessions

Convention Center, 200 Level, 201B; 2:15-3:45pm
Chair: Joan Ferrini-Mundy, National Science Foundation
Participants:
Who Influences Whom? The Effects of Disciplinary Background and Affiliation on the Diffusion of Knowledge in the Research and Evaluation on Education in Science and Engineering Program. Alan Porter, Georgia Institute of Technology; David Schoeneck, Search Technologies, Inc.; Gregg Solomon, National Science Foundation
Productivity, Impact, and Research Design in the Evaluation of Education Research at the National Science Foundation. Carolina Milesi, NORC at the University of Chicago; Kevin L. Brown, NORC at the University of Chicago; Barbara Schneider, Michigan State University
The Science of Team Science: Project Personnel and the Development of Human and Social Capital in Multidisciplinary Research. Sarah-Kay McDonald, National Science Foundation; Heena Lakhani, National Science Foundation
Discussant: John T. Brue, James S. McDonnell Foundation

38.012. How Housing and Neighborhood Contexts Shape Children’s Educational Outcomes. AERA Presidential Session

Convention Center, Terrace Level, Terrace 1; 2:15-3:45pm
Chair: William F. Tate, Washington University in St. Louis
Participants:
How Parents House Kids: The Impact of Residential Decisions on Children’s Education. Stefanie A. Delucia, Johns Hopkins University; Kathryn Eden, Harvard University; Eva Rosen, Harvard University
How Violence in the Community Makes Its Way Into the Schools. Patrick T. Sharkey, New York University
The Impact of Neighborhood Disadvantage on Educational Outcomes: A Cohort Study of Chicago. Robert J. Sampson, Harvard University; Ann Owens, University of Southern California
Discussant: Robert Halpern, Erikson Institute

38.013. Reframing Immigrants and Immigration: The Promise and Possibility. AERA Presidential Session

Convention Center, 200 Level, 201A; 2:15-3:45pm
Chair: Kris D. Gutiérrez, University of Colorado - Boulder
Participants:
A “Permanently Unfinished” Society: The Transformation of Immigrant America. Ruben Rumbaut, University of California - Irvine
Mexican Americans and Intergenerational Progress. Vilma Ortiz, University of California - Los Angeles
Learning From Newcomer Youth: Versions of Intelligence. Lisa (Leigh) Patel, Boston College
The Transcultural Competencies of Immigrant Youth: Lessons for a Globalized Future. Marjorie Faulstich Orellana, University of California - Los Angeles
Discussant: Guadalupe Valdés, Stanford University

38.014. The Politics and Research Around Principal Effectiveness and Principal Performance Evaluation. AERA Presidential Session

Convention Center, 100 Level, 119A; 2:15-3:45pm
Chair: Michelle D. Young, University Council for Educational Administration Participants:
School-Level Value-Added and Principal Effectiveness. Jason A. Grissom, Vanderbilt University
Measuring Principal Performance Through the Relationship Between Principal Practice and Student Growth. Andrew C. Porter, University of Pennsylvania
The Politics of Principal Evaluation. Kevin Huffman
How Should Principals Be Evaluated? Carol Johnson, Boston Public Schools

AERA Sessions

38.015. Communicating Academic Research to Mainstream Audiences. AERA Sessions; Invited Session
Convention Center, 200 Level, 202A; 2:15-3:45pm
Chair: Marybeth Gasman, University of Pennsylvania
Participant: Scott Jaschik, Inside Higher Ed

Committee Sessions

38.016. Division I Fireside Chat. Getting Published: Ensure Your Work Makes an Impact. Graduate Student Council Cosponsored with Graduate Student Council, Division I - Education in the Professions; Invited Session
Convention Center, 100 Level, 112B; 2:15-3:45pm
Chair: Walter G. Secada, University of Miami
Speaker: Sarah Reckhow, Michigan State University
Discussants: Kent McGuire, Southern Education Foundation, Inc.; Mary Kalantzis, University of Illinois at Urbana-Champaign; Harold G. Levine, University of California - Davis

38.017. Education Research Schools Respond to New Foundation Activism. Organization of Institutional Affiliates; Invited Session
Convention Center, 100 Level, 124; 2:15-3:45pm
Chair: Cathy A.R. Brant, The Ohio State University - Columbus
Participants: Erika C. Bullock, University of Memphis; Christopher Charlie Jett, The University of West Georgia; Jean F. Copenhaver-Johnson, Ithaca College

International Organization Sessions

38.018. Graduate Student Council Past Chair Fireside Chat: Navigating the Academic Job Search. Graduate Student Council Cosponsored with Graduate Student Council; Invited Session
Convention Center, 100 Level, 126A; 2:15-3:45pm
Chair: Kent McGuire, Southern Education Foundation, Inc.
Participants: Erika C. Bullock, University of Memphis; Christopher Charlie Jett, The University of West Georgia; Jean F. Copenhaver-Johnson, Ithaca College

38.019. Barriers and Facilitators of Integrating Research in Higher Education. Netherlands Educational Research Association; Invited Session
Convention Center, 100 Level, 113B; 2:15-3:45pm
Chairs: Martin Mulder, Wageningen University; Adrianna Kezar, University of Southern California
Participants:
Lecturers’ Discourse on Research: Stretching Disciplinary Boundaries. Didi M.E. Griffioen, VU University Amsterdam
Asian and Western University Teachers’ Beliefs About the Role of Research in Teaching. Yanjuan Hu, Leiden University; Roeland M. Van der Rijst, Leiden University; Klaas Van Veen, University of Groningen; Nico Verloop, Leiden University
Understanding the Up, Back, and Forward Component in Master’s Thesis Supervision. Renske de Kleijn, Utrecht University; Larrike Bronkhorst, Utrecht University; Paulien C. Meijer, Radboud University Nijmegen; Albert Pilot, Utrecht University; Mieke Brekelmans, Utrecht University
Student Perceptions of Research Activities in Early Medical Education. Maybe Vereijken, Leiden University; Roeland M. Van der Rijst, Leiden University; Arnout Jan de Beaufort, Leiden University; Friedo Dekker, Leiden University
Discussant: Ann E. Austin, Michigan State University

38.020. Moral Teaching and Learning and Cultural and Ethical Diversity. European Association for Research on Learning and Instruction; Invited Session
Convention Center, 100 Level, 103C; 2:15-3:45pm
Chair: Wiel M. Feugels, University of Amsterdam
Participants:
Political Thinking and Morality in Different Cultures. Fritz K. Oser, University of Fribourg; Horst Biedermann, University of Flensburg
The Interplay Between Individual and Social Aspects in Children’s Beliefs About How to Resolve Contradictions. Dimitris Pneumatikos, University of Western Macedonia; Eirini Papadopoulou, University of Western Macedonia

Measuring Finnish Teachers’ Attitudes Toward Muslim Students and the Promotion of their Integration to Society. Kirsi A. Tirtti, University of Helsinki; Inkeri Rissanen, University of Helsinki

Cultural Diversity, Valuing Differences, and Moral Development. Wiel M. Heugels, University of Amsterdam; Yvonne A.M. Leeman, Windesheim University

Discussants: Gavriel Salomon, University of Haifa; Karin Heinrichs, University Frankfurt am Main

38.021. Shaping Australian Teacher Education Research. Australian Association for Research in Education; Invited Session Convention Center, 100 Level, 113C; 2:15-3:45pm

Chair: Diane E. Mayer, Victoria University Participants:

Context and Content: The Impact of Diversity Indicators on Teaching and Teacher Education Across Australia. Simone Jane White, Monash University; Bernadette Mary Walker-Gibbs, Deakin University; Jodie Kline, Deakin University; Leonie Rowan, Griffith University

Storying Their Way Into, Through, and out of Teaching: Early-Career Teachers’ Transition From Initial Teacher Education Into the Workforce. Brenton Doecke, Deakin University; Alex Kostogriz, Deakin University; Pauline Ho; Andrea Colleen Allard, Deakin University

The Graduate Teacher Workforce: Shaping Teaching Quality in Australia. Diane E. Mayer, Victoria University; Mary Dixon, Deakin University; Jodie Kline, Deakin University; Julianne Moss, Deakin University; Michelle Ludecke, Deakin University

Discussant: Jo-Anne Reid, Charles Sturt University

Division Sessions

38.022. Division B Vice Presidential Address. Division B - Curriculum Studies; Invited Session Convention Center, 100 Level, 103B; 2:15-3:45pm

Participant: Carl A. Grant, University of Wisconsin - Madison

38.023. Argumentation in Scientific Meaning-Making. Division C - Learning and Instruction; Paper Session Marriott, Fourth Level, 414; 2:15-3:45pm

Participants:

Argumentation in Different Contexts: Investigating the Relationship Between Socioscientific and General Argumentation. Patricia Heitmann, Humboldt University - Berlin; Martin Hecht, Humboldt University - Berlin; Stefan Schipolowski, Humboldt University; Julia Schwanevedel, IPN - Leibniz Institute for Science and Mathematics Education

Effects of Scaffolding on the Quality of Elementary Students’ Scientific Argumentation. Angela Shelton, North Carolina State University; Eric N. Wiebe, North Carolina State University; Courtney Behrle, North Carolina State University; Lindsay Patterson, North Carolina State University; Allison Lamb, North Carolina State University

Getting to Argumentation With English Learners: The Intersection of Academic Language and Science Inquiry Practices. Cory A. Buxton, University of Georgia - Athens; Martha A. Alexxsaht-Snider, University of Georgia; Yoon-Jeng Choi, University of Georgia; Jeremy Edge, University of Georgia - Athens; Susan Harper, University of Georgia - Athens; Rouhollah Aghasaleh, University of Georgia - Athens; Shakhnoza Kayumova, University of Georgia - Athens

Organizing a Culture of Argumentation in Science Classrooms. William A. Sandoval, University of California - Los Angeles; Noel D. Eyedy, University of California - Los Angeles; Elizabeth Horst Redman, University of California - Los Angeles; Sihan Xiao, University of California - Los Angeles; Sana Ryu, University of California - Berkeley

Discussant: Mahsin Menekse, University of Pittsburgh

38.024. Expanding Pedagogical Understandings of Literary Reasoning and Argumentation in Middle and High Schools: Project READI. Division C - Learning and Instruction; Symposium Marriott, Fourth Level, Franklin 12; 2:15-3:45pm

Chair: Susan R. Goldman, University of Illinois at Chicago

Participants:

Literary Reasoning and Argumentation: Reconceptualizing Pedagogical Implications of the Domain. Carol D. Lee, Northwestern University; Susan R. Goldman, University of Illinois at Chicago; Sarah Levine, Northwestern University; Teresa Sosa, University of Illinois at Chicago; MariAnne George, University of Illinois at Chicago; Joe Magliano, Northern Illinois University; Stephen W Briner, University of Illinois at Chicago; Rick Coppola, University of Illinois at Chicago; Kathryn S. McCarthy, University of Illinois at Chicago; Candice Burkett, University of Illinois at Chicago

Making Interpretation Visible With an Affect-Based Strategy. Sarah Levine, Northwestern University

Classroom Discussions and Influence on Student Literary Reasoning. Teresa Sosa, University of Illinois at Chicago; Susan R. Goldman, University of Illinois at Chicago

A Rubric-Based Approach for Analyzing Dimensions of Literary Reasoning. Stephen W Briner, University of Illinois at Chicago; Kathryn S. McCarthy, University of Illinois at Chicago; Candice Burkett, University of Illinois at Chicago; Sarah Levine, Northwestern University; Carol D. Lee, Northwestern University; Susan R. Goldman, University of Illinois at Chicago; Joe Magliano, Northern Illinois University

Development of the READI Literature Epistemology Scale. Mariya Yakhyumenko, University of Illinois at Chicago; Stephen W Briner, University of Illinois at Chicago; Candice Burkett, University of Illinois at Chicago; Kathryn S. McCarthy, University of Illinois at Chicago; Sarah Levine, Northwestern University; Joe Magliano, Northern Illinois University; Carol D. Lee, Northwestern University; Susan R. Goldman, University of Illinois at Chicago

Discussant: Peter Smagorinsky, University of Georgia

38.025. Mathematical Cognition: Strategies, Working Memory, and Representations. Division C - Learning and Instruction; Paper Session Marriott, Fourth Level, 413; 2:15-3:45pm

Chair: Briana L. Chang, Temple University

Participants:

Mobile Movement Mathematics: Exploring the Gestures Students Make While Explaining FrActions. Michael I. Swart, Teachers College, Columbia University; Benjamin Paul Friedman, Teachers College, Columbia University; Jonathan Michael Vitale, University of California - Berkeley; Sorachai Kornkasem, Columbia University; Sue Hollenberg, Teachers College, Columbia University; Susan Lowes, Teachers College, Columbia University; Sandra Sheppard, WNET-Thirteen: Cyberchase; Frances Nankin, WNET-Thirteen: Cyberchase; John B. Black, Teachers College, Columbia University

Strategic Developmental Levels in Multiplication: Patterns of Students’ Strategy Choices. Dake Zhang, Rutgers University; Yi Ding, Fordham University; Soo Youn Lee, Rutgers University

Strategies for Coordinating Multiple Mathematical Representations: Integration of Eye-Tracking and Think-Aloud Data. Briana L. Chang, Temple University; Theodore W. Wills, Temple University; Jennifer G. Crowley, Temple University; Thomas Shipley, Temple University; Julie L. Booth, Temple University; Waldemar Stepnowski, School District of Philadelphia; Nhi Tran, Temple University; Michael Madeja, Temple University

The Role of Feedback Type and Working Memory Capacity During Problem Solving. Emily Ruth Fyfe, Vanderbilt University; Marc S. DeCaro, Vanderbilt University; Bethany Rittle-Johnson, Vanderbilt University

The Roles of Working Memory and Problem Difficulty in Multiplication in Elementary Students. Yi Ding, Fordham University; Ru-de Liu, Beijing Normal University; Bing-Cheng Guo; Dake Zhang, Rutgers University

Discussant: Melissa C. Gilbert, Santa Clara University

38.026. Scaling Up Social Psychological Interventions to Address Achievement Gaps in Education. Division C - Learning and Instruction; Cosponsored with SIG-Motivation in Education; Symposium Convention Center, 100 Level, 113A; 2:15-3:45pm

Chairs: Judith Harackiewicz, University of Wisconsin; Geoffrey D. Borman, University of Wisconsin - Madison

Participants:

Challenges for Scaling Up Student Motivation Interventions in Education: Fidelity and Individual Differences. Chris S. Halman, University of Virginia
Scaling Up a Self-Affirmation Intervention in Saint Paul. Geoffrey D. Borman, University of Wisconsin - Madison; Jeffrey A. Grigg, University of Wisconsin - Madison; Dominique Bradley, University of Wisconsin - Madison

Closing Achievement Gaps in Undergraduate Biology and Chemistry Courses With Value Interventions. Judith Harackiewicz, University of Wisconsin; Elizabeth Ann Canning, University of Wisconsin - Madison; Tobi Tibbetts, University of Wisconsin; Janet S. Hyde, University of Wisconsin - Madison

Closing Social-Psychological Interventions: Three Approaches. Gregory Mariotti Walton, Stanford University; Christine Logel, Stanford University; Matthew Waterlooo; David Pauneska, Stanford University; David Scott Yeager, Stanford University; Carissa Romero, Stanford University; Egi Akinar, Stanford University; Shannon Brady, Stanford University; Peach Jennifer, Stanford University; April House, Stanford University; Steven Spencer, University of Waterloo; Geoffrey L. Cohen, Stanford University; Carol Dweck, Stanford University

Discussion: Carol L. O'Donnell, U.S. Department of Education

38.027. The Influences of the Reader, Text, and Task on Learning. Division C: Learning and Instruction; Paper Session

Chair: Joseph Jay Williams, Stanford University

Participants:
Exploring Computerized Text Analysis to Predict the Validity of Students’ Proof Construction. Elizabeth L. Pier, University of Wisconsin - Madison; Candace A. Walkington, Southern Methodist University; Virginia E. Clinton, University of Wisconsin - Madison; Rebecca Boncoddo, University of Wisconsin - Madison; Mitchell J. Nathan, University of Wisconsin - Madison
The Challenge-Skill Balance During a Reading Task: Comparing the Influences of Perceived Versus Actual Skill. Sara M. Fulmer, SUNY - College at Oneonta; Maria Tulis, University of Augsburg

Refutational Texts Help Learners to Correct Misconceptions in Which They Had High Confidence. Mariette H Van Loon, Maastricht University; John Dunlosky, Kent State University; Tamara Van Gog, Erasmus University; Jeroen J.G. Van Merriënboer, Maastricht University; Anique De Bruin, Erasmus University

Do Titles Matter? Effects of Text Titles on Motivation, Text Engagement, and Text Comprehension. Marie Lippmann, Dresden University of Technology; Neil H. Schwartz, California State University - Chico; Susanne Narciss, Technical University of Dresden; Neil Jacobson, California State University - Chico

Discussion: Marc Stadler, University of Münster

38.028. Comparison of 67 Countries in Achievement and Noncognitive Factors: Highlights of PISA (Programme for International Student Assessment) 2012. Division D: Measurement and Research Methodology; Symposium

Chair: Patrick Charles Kyllonen

Participants:

Socioeconomic Profiles in PISA (Programme for International Student Assessment). Pablo Zoido, Organisation for Economic Co-operation and Development; Jonas Bertling, Educational Testing Service

Innovative Assessments of Student Attitudes and Beliefs in PISA (Programme for International Student Assessment) 2012: Validity Evidence for an Alternating Scoring Approach for Likert-Type Items Based on Anchoring Vignettes. Jonas Bertling, Educational Testing Service; Patrick Charles Kyllonen

Opportunity to Learn: Measuring Concept and Item-Type Familiarity With Signal Detection Theory. Patrick Charles Kyllonen; Jonas Bertling, Educational Testing Service


Discussion: Jack Buckley, College Board


Chair: Mariola Moeyaert, Katholieke Universiteit Leuven

Participants:
1. Comparing Hierarchical Linear Models and Randomization Tests in the Analysis of Multiple Baseline Data. Mieke Heyvaert, Katholieke Universiteit Leuven; Mariola Moeyaert, Katholieke Universiteit Leuven; Mauke Ugle, K.U. Leuven; Van Yan den Noortgate, Katholieke Universiteit Leuven; Patrick Mjl Onghena, Katholieke Universiteit Leuven
2. Five Methods of Analyzing Partial Interval Recording Data. James Eric Pustejovsky, The University of Texas - Austin; Daniel Swan, The University of Texas
4. A Comparison of Bayesian and Restricted Maximum Likelihood Approaches in Multiple Models for Single-Case Data. Eun Kyung Baek, University of South Florida; Merlande Petit-Bois, University of South Florida; John M. Ferron, University of South Florida
5. Handling Count Data Outcome Trajectories in Multiple-Baseline Design Studies. Susan Natasha Beretvas, The University of Texas - Austin; Yiyi Chu, The University of Texas - Austin
6. The Robustness of Multilevel Models in Single Cases: Nonnormal Errors and Misspecification of Error Covariance Structure. Merlande Petit-Bois, University of South Florida; Eun Kyung Baek, University of South Florida; Diep Thi Nguyen, University of South Florida; John M. Ferron, University of South Florida
7. Residual Distributions at Level 1 and Level 2 in Multilevel Modeling Using Multiple Baseline Data. Jennie L. Farmer, Clemson University; Corina M. Owens, Professional Testing, Inc.
9. Multilevel Meta-Analysis of Alternating Treatment Design Studies: A Monte Carlo Simulation Study. Mariola Moeyaert, Katholieke Universiteit Leuven; Rommel Lazo Buanan, The University of Texas - Austin; Susan Natasha Beretvas, The University of Texas - Austin
12. Review of Functional Forms in Intervention Phases of Multiple-Baseline Designs. Rommel Lazo Buanan, The University of Texas - Austin; Susan Natasha Beretvas, The University of Texas - Austin

Discussion: Daniel Montagne Maggin, Vanderbilt University

38.030. The Robert L. Linn Distinguished Address. Professorship in Science: Assessment Challenges and Opportunities. Division D: Measurement and Research Methodology; Invited Session

Chair: Edward H. Haertel, Stanford University

Speaker: James W. Pellegrino, University of Illinois at Chicago

Discussants: Richard A. Duschl, The Pennsylvania State University; Finbarr C. Sloane, National Science Foundation

38.031. A New Look at Technology in Counseling and Human Development Research. Division E - Counseling and Human Development; Paper Session

Chair: Brendesha M. Tynes, University of Southern California

Participants:
An Online Mirror? Facebook Use, Body Image, and Attitudes Toward Appearance in University Women. Amanda L. Slattery- Brown, Villanova University
Predicting Factors on Internet Addiction Among Korean Adolescents. Katie Kwon Koo, University of Maryland - College Park
Possible Common Correlates Between Bullying and Cyberbullying in Youth. Nafiska Antoniadou, Democritus University of Thrace, Constantinos M. Kokkinos, Democritus University of Thrace
Advancing Awareness With Avatars: Using Virtual Characters to Combat
Bullying in Schools. Carol A. Dahir, New York Institute of Technology; Youjeong Kim, New York Institute of Technology; Kate E. O’Hara, New York Institute of Technology

The Effects of Playing Digital Games on the Physical and Cognitive Health of Older Adults: A Meta-Analytic Review. Fan Zhang, Simon Fraser University; David M. Kaufman, Simon Fraser University

38.032. Student Identity: Relations to Educational Persistence and STEM. Division E - Counseling and Human Development; Paper Session
Convention Center, 100 Level, 109A; 2:15-3:45pm
Chair: Michael J. Nakkula, University of Pennsylvania
Participants:
Developing Conceptions of Self as a Student: Toward a Relational Model. Gina M. Arnone, University of Pennsylvania; Laura Carolyn Murray, University of Pennsylvania; Michael J. Nakkula, University of Pennsylvania

Gender Differences in STEM Occupational Intent of Entering High School Students: The Role of Self-Efficacy. Laura Burns Fritch, Research Triangle Institute; Randolph Adrian Otten, Research Triangle Institute; Jill Dever, Research Triangle Institute

Keeping Urban Latino Youth in School: Factors Related to School Persistence in Students at Risk for School Dropout. Elizabeth Vera, Loyola University Chicago; Megan Polanin, Loyola University Chicago; Joshua R. Polanin, Vanderbilt University - Peabody College

Understanding Latina Adolescents’ Science Identity Development: A Qualitative Study of Socialization Practices. Karen Moran Jackson, The University of Texas - Austin; Marie-Anne Sziitso, The University of Texas - Austin

Should I Stay or Should I Go Now? Where Latino Students Attend College and Who Helps Them Get There. Chenoa S. Woods, University of California - Irvine

38.033. Complicating the Status Quo: Histories of Educational Activism. Division F - History and Historiography; Paper Session
Convention Center, 100 Level, 108B; 2:15-3:45pm
Chair: Christopher M. Span, University of Illinois at Urbana-Champaign
Participants:
“The Project Is Socially Desirable”: Expanding the Discourse on Mexican Schools Beyond the American Southwest, 1929-1946. Gonzalo Guzman, University of Washington


Prudence and Intransigence: Archbishop Joseph Rummel and the Prelude to Catholic Education Integration in Louisiana. R. Eric Platt, University of Southern Mississippi

The History and Contribution of the New North Florida Cooperative Association to School Food Policy. Natalie Marie Khoury Ridgeway, University of Florida

Discussant: Mario Rios Perez, Syracuse University

38.034. Critical Perspectives in Curriculum Development. Division F - History and Historiography; Paper Session
Marriott, Fourth Level, 409; 2:15-3:45pm
Chair: Blythe F. Hinitz, The College of New Jersey
Participants:
Belligerent Citizenship and World War II: An Analysis of the Providence Public Schools’ Preinduction Course in Social Studies. Whitney G. Blankenship, Rhode Island College

Cooperative Educational Experimentation in the Jim Crow South: A Comparative Historical Analysis. William G. Wraga, University of Georgia

The Mathematics Education of African Americans, 1866-1954. Nicole Michelle Russell, University of Denver; Donna Jordan-Taylor, University of Washington

Negotiating the Identity of Place: Language Policy and Internal Colonization in Cajun French Louisiana. Jenna Michelle LaChenaye, Louisiana State University - Baton Rouge

Discussant: Donald Warren, Indiana University

38.035. Reporting the Results of Reading Interventions. Division H - Research, Evaluation and Assessment in Schools; Paper Session
Convention Center, 100 Level, 116; 2:15-3:45pm
Chair: E. Gail Flanagan, Ph.D., Norfolk Public Schools

Participants:
Longitudinal Analysis of the Effect of Summer Reading on Mitigating Learning Loss. Tammiee C. Dickenson, University of South Carolina - Columbia; Diane M. Monrad, University of South Carolina; Mihaela Ene, University of South Carolina; Elizabeth Leighten, University of South Carolina; Heather B. Grohn, University of South Carolina; Sally Huguley; Genine Lorraine Blue, University of South Carolina - Columbia; Becca Doswell, South Carolina Department of Education; Briana Crotwell Timmerman, University of South Carolina

Supporting the Summer Reading of Urban Youth: An Evaluation of the Baltimore SummerREADS Program. Marc L. Stein, Johns Hopkins University; Bonnie Legro

The Impact of Collaborative Strategic Reading Over Time. Pamela R. Buckley, University of Colorado - Boulder; Janette K. Klingner, University of Colorado - Boulder; Alison Gould Boardman, University of Colorado - Boulder

What Does It Take to Curb Summer Learning Loss Among Elementary School Children? Barbara Condiffle, John Hopkins University

Discussant: E. Gail Flanagan, Ph.D., Norfolk Public Schools

38.036. Disrupting Dominant Narratives: Elevating the Voices and Stories of Marginalized Students. Division J - Postsecondary Education; Paper Session
Marriott, Fourth Level, Franklin 7; 2:15-3:45pm
Chair: Lynette L. Danley, Governors State University
Participants:

Black/Lat Fems, Robes, and Tams: A Critical Narrative of Black and Latina Women in Academe. Tamara Bertrand Jones, Florida State University; Shawna M. Patterson, University of Pennsylvania; Estee Hernandez, The Florida State University


Culture Counts: Black Doctoral Student Perspectives on Their Persistence in a Research-Intensive College of Education. Melanie M. Acosta, University of Florida; Shaunte Duggins, University of Florida; Thomas E Moore

Discussant: Dorian L. McCoy, Louisiana State University

38.037. Economic and Financial Factors in College Access and Persistence: The Good, Bad, and Terrible? Division J - Postsecondary Education; Paper Session
Marriott, Fourth Level, 407; 2:15-3:45pm
Chair: Matthew Newman Gaertner, Pearson
Participants:
Arizona Uncertainty: How One Need-Based Aid Program’s Restrictive Entry Requirements Undermine Diversity and College Access. Dee Hill Zaganelli, The University of Arizona; Nolan L. Cabrera, The University of Arizona; Jeffrey F. Milem, The University of Arizona

Bad for the Gander: Effects of Local Economics on College Access and Choice. Andrew Koricich, Texas Tech University

Do Parents Know What They Don’t Know? Racial and Ethnic Differences in Tuition Cost Estimates. Debbie M Warnock, University of Louisville

Making Sense of Loan Aversion: Evidence From Wisconsin. Sara Goldrick-Rab, University of Wisconsin - Madison; Robert Kelchen, Seton Hall University

Discussant: Rong Chen, Seton Hall University

38.038. Equity Research and Policy Implications in Athletics and Higher Education: A Joint Session Hosted by Division J and the Research Focus on Education and Sport SIG. Division J - Postsecondary Education; Paper Session
Marriott, Fifth Level, Grand Ballroom J; 2:15-3:45pm
Chair: Derek M. Van Rheenen, University of California - Berkeley
Participants: Estela M. Bensimon, University of Southern California; Deborah Brake, Ellen Staurowsky, Drexel University; Tina Sloan Green, Black
Friday, April 4, 2014

38.039. Factors Influencing Female Participation in STEM Fields: New Insights From Longitudinal Data. Division J - Postsecondary Education; Symposium
Convention Center, 100 Level, 108A; 2:15-3:45pm
Chair: Joseph P. Robinson-Cimpian, University of Illinois at Urbana-Champaign
Participants:
Gender Segregation Across the Sciences. Jacqulynne Eccles, University of California - Irvine; Ming-To Wang, University of Pittsburgh; Yi-Miao Tsai, University of Michigan - Ann Arbor; Meeta Banerjee, Michigan State University
Gender Equity in College Majors: Looking Beyond the STEM/non-STEM Dichotomy for Answers Regarding Female Participation. Joseph P. Robinson-Cimpian, University of Illinois at Urbana-Champaign; Colleen M. Ganley, Florida State University; Casey E. George-Jackson, University of Illinois at Urbana-Champaign; Martha Makowski, University of Illinois at Urbana-Champaign
Staying the Course in STEM: How Academic Achievement and Social Inclusion Shape Persistence by Gender and Race/Ethnicity. Catherine C. Riegel-Crumb, The University of Texas; Barbara Anne King, Florida International University; Karisma Morton, The University of Texas
Discussant: Sarah Theule Lubienski, University of Illinois at Urbana-Champaign

38.040. International Perspectives on Critical Race Theory in Higher Education. Division J - Postsecondary Education Cosponsored with SIG-International Studies, SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium
Marriott, Fourth Level, Grand Ballroom K; 2:15-3:45pm
Chair: Sharon Stein, University of British Columbia
Presenters: Nolan L. Cabrera, The University of Arizona; Shaun R. Harper, University of Pennsylvania; Jenny J. Lee, The University of Arizona; Nicola Rollock, University of Birmingham

38.041. Rethinking the Relationship Between Institutional Strategy and Quality. Division J - Postsecondary Education; Paper Session
Marriott, Fourth Level, 408; 2:15-3:45pm
Chair: Rosa Maria Banda, Rutgers University - New Brunswick/Piscataway
Participants:
Building Commitment to and Capacity for Evidence-Based Program Improvement in Higher Education: Teacher Education as an “Instrumental” Case. Charles A. Peck, University of Washington; Morva McDonald, University of Washington; Susannah Davis, University of Washington - Seattle
Organizational Structures Associated With Community College Student Success: Results From a National Survey. Mary Ziskin, Indiana University; Eunkyoung Park, Indiana University; Don Hossler, Indiana University; Vasti Torres, University of South Florida; Desiree Danielle Zerquera, Indiana University - Bloomington
What Do Rankings Measure? The U.S. News Rankings and Student Experience at Liberal Arts Colleges. Jeongeun Kim, University of Michigan; Woo-jeong Shim, University of Michigan - Ann Arbor
Discussant: Christopher C. Morphew, University of Iowa

38.042. Complicating Content: Moving Beyond Traditional Approaches to Teaching Children. Division K - Teaching and Teacher Education; Paper Session
Marriott, Fourth Level, 404; 2:15-3:45pm
Chair: Yeping Li, Texas A&M University
Participants:
Innovating Language and Vocabulary Instruction for Science Classrooms: The Power of Pedagogical Content Knowledge. H. Emily Hayden, University at Buffalo - SUNY; Michelle Eades Baird, University at Buffalo - SUNY
Investigating High School Chemistry Teachers’ Assessment Literacy in Theory and Practice. Kemal Iciz, University of Missouri; Marcelle Siegel, University of Missouri
Science Teacher or Elementary Teacher? A Journey Toward Identity Growth. Martina Nieswandt, University of Massachusetts - Amherst; Joy Kubarek-Sando, Shedd Aquarium
Studying the Influence of an Innovative Credential Program on the Preparation of Secondary STEM Teachers. Elizabeth A. van Es, University of California - Irvine; Judith H. Sandholz, University of California - Irvine; Lauren M. Shea, University of California - Irvine
Discussant: David E. Long, George Mason University

38.043. Counterhegemonic Activism in an Age of Hyperaccountability and Neoliberalism. Division K - Teaching and Teacher Education; Invited Session
Marriott, Fourth Level, Franklin 3; 2:15-3:45pm
Chair: Kimberly A. White-Smith, Chapman University
Presenters: Emily Greytak, GLSEN: Gay, Lesbian & Straight Education Network; Celia J. Oyler, Teachers College, Columbia University; Ellen Somekawa, Asian Americans United

38.044. Helping Teachers to Help English Learners: Initial Findings From Three Studies of Sustained Professional Development for Teachers. Division K - Teaching and Teacher Education; Symposium
Convention Center, 100 Level, 120C; 2:15-3:45pm
Chair: Karen M. Douglas, No affiliation
Participants:
From Professional Development to Responsive Teaching for English Language Learners. Pedro R. Portes, University of Georgia Who Has Time? Challenges to Implementing a Multicomponent Instructional Model for English Language Learners. Theresa Deussen, Education Northwest; Kari Nelsstaun, Education Northwest; Elizabeth Auto, Education Northwest Developing Effective Genre-Based Literacy Practices With English Language Learner Teachers Through Sustained Professional Development. Eric Haas, WestEd
Discussant: Annemarie S. Pallinscar, University of Michigan

38.045. Research on Teacher Preparation: Charting the Landscape of a Sprawling Field. Division K - Teaching and Teacher Education; Symposium
Convention Center, 100 Level, 103A; 2:15-3:45pm
Chair: A. Lin Goodwin, Teachers College, Columbia University
Presenters: Marilyn Cochran-Smith, Boston College; Ana Maria Villegas, Montclair State University; Laura Carolina Chavez-Moreno, University of Wisconsin - Madison; Tammy Mills, Montclair State University; Rebecca H. Stern, Boston College; Linda Whalen Abrams, Montclair State University
Discussant: Deborah Loewenberg Ball, University of Michigan - Ann Arbor

38.046. Teacher Quality, Teaching Quality, and Student Outcomes in Mathematics: Putting the Puzzle Together. Division K - Teaching and Teacher Education; Symposium
Convention Center, 200 Level, 203B; 2:15-3:45pm
Chair: Heather C. Hill, Harvard University
Participants:
Teacher Knowledge and Student Learning: Bringing Together Two Different Conceptualizations of Teacher Knowledge. Charalambos Y. Charalambous, University of Cyprus; Heather C. Hill, Harvard University; Daniel McGinn, Harvard University Explaining Teacher Effects: Results From the National Center on Teacher Effectiveness Main Study. Heather C. Hill, Harvard University; Douglas Staiger, Dartmouth College; Mark Chin, Harvard University; Andrew Bacher-Hicks, Harvard University Predictors of Teachers’ Instructional Practices. David Blazar, Harvard University; Claire Gogolen, Harvard University; Heather C. Hill, Harvard University; Andrea Humez, Boston College; Kathleen Lynch, Harvard University The Meaning of “High” and “Low” Value-Added Teaching: Observing Differences in Instructional Quality Across Districts. David Blazar, Harvard University; Erica Litke, Harvard University; Johanna Barmore, Harvard University
Discussants: Bridget Kathleen Hamre, University of Virginia; John Papay, Brown University

Women in Sport Foundation
Discussant: Jennifer L. Hoffman, University of Washington
38.047. Understanding Variation in Teacher Education Programs: Features That Impact Teacher Learning. Division K - Teaching and Teacher Education; Symposium
Chair: Jennie A. Whitcomb, University of Colorado - Boulder
Participants:
Examining Opportunities to Learn in Practice: A Study of Teacher Education in Eight Countries. Karen M. Hammerness, Bard College; Kirsti Klette, University of Oslo
An Exploration of Novice Teachers’ Core Competencies: Impacts on Student Achievement and Effectiveness of Preparation. Kent Seidel, University of Denver; Jennie A. Whitcomb, University of Colorado - Boulder
Variation in Teacher Education Opportunities to Learn and Mathematics Knowledge for Teaching. Maria Teresa Tatro, Michigan State University
Discussants: Pamela L. Grossman, Stanford University; Gerald K. LeTendre, The Pennsylvania State University

38.048. Varying Perspectives on the Development of Preservice Teachers Through Field Experience. Division K - Teaching and Teacher Education; Paper Session
Chair: Joy Marie Bechtold-Moss, University of Houston - Clear Lake
Participants:
Learning to Collaborate: Preservice Teachers’ Perspectives on Partnered Field Experiences. Louise S. Ammentorp, The College of New Jersey; Lauren P. Madden, The College of New Jersey
Learning to Notice Practice: Valuing Partner Teacher Knowledge in a Mediated Field Experience. Sara Sunshine Campbell, The Evergreen State College
Teacher Candidates’ Engaging With Families During an Early Field Experience. Julie Lee Rosenthal, William Paterson University; Mary Lbron, P.S. 11, Passaic Public Schools; Maika Bonafe, P.S. 11, Passaic Public Schools
“They Were Speaking a Different Language”: The Field Experience Influence on Preservice Teachers’ Assessment Literacy. J. Spencer Clark, Utah State University
Discussant: Joan L. Whipp, Marquette University

38.049. Developing a Profile of Teachers of Marginalized Children in Developing Countries: Results of a Cross-National Mixed-Methods Study. Division L - Educational Policy and Politics; Symposium
Chair: Thomas F. Luschei, Claremont Graduate University
Participants:
Conceptual Framework and Review of the Literature. Amita Chudgar, Michigan State University; Thomas F. Luschei, Claremont Graduate University; Rebecca Devereaux
Building a Profile of the Teachers of Marginalized Children Through a Quantitative Analysis of Asia, Latin America, and Sub-Saharan Africa. Madhur Chandra, Michigan State University; Benjamin Creed, Michigan State University; Loris Fagioli, Claremont Graduate University
Understanding Context Through Country Case Studies. Thomas F. Luschei, Claremont Graduate University; Amita Chudgar, Michigan State University; Giselle Emilia Navarro, Claremont Graduate University; James Pippin, Michigan State University
Discussant: Motoko Akiba, Florida State University

38.050. Educational Policy Makers and Researchers Schooling Each Other: Building Research Partnerships Between Researchers and School Districts. Division L - Educational Policy and Politics; Invited Session
Chair: Jennie A. Whitcomb, University of Colorado - Boulder
Participants: Scott Thompson, District of Columbia Public Schools; Thomas Dee, Stanford University; James H. Wyckoff, University of Virginia
Discussant: John Q. Easton, Institute of Education Sciences

SIG Sessions

38.051. Unraveling the Positioning, Problematizing, and Pathologizing of Emergent Bilingual Youth in Schools. SIG-Adolescence and Youth Development; Symposium
Chair: Nancy H. Hornberger, University of Pennsylvania
Participants:
Emergent Bilingual Youth in the United States. Kate Menken, City University of New York
Latecomers in the ESL Classroom. Elaine Cristina Allard, Swarthmore College
Immigrant Youths’ Repertoires of Practice in the Transcultural Mainstream. Christine Bridig Malmbary, University of Hawaii
Challenging Deficit Perspectives of “Long-Term English Language Learners”. Nelson Flores, University of Pennsylvania; Tatyana Kleyn, City College of New York - CUNY

38.052. What Shall We Name the Baby? Identifying the Art in Research and Research in the Arts. SIG-Arts-Based Educational Research; Symposium
Chair: Joe Norris, Brock University
Participants:
Fiction as a Research Practice and Pedagogical Tool. Patricia Leavy, Self-employed
Identity Crisis? Employing Applied Theater Examples to Discern the Research in Art and/or the Art in Research. Joe Norris, Brock University
Considering the Bonds Between Narrative Art and Narrative Inquiry. Candace Jesse Stout, The Ohio State University
Mixed Medium of Transnational Shuttling and De/Colonizing Research. Kakali Bhattacharya, Kansas State University

38.053. Do Charter Schools Make a Difference? Methods, Comparisons, and Evaluation. SIG-Charter School Research and Evaluation; Paper Session
Chair: Mahnaz R. Charania, Rozhar Center for School-Based Research
Participants:
Do Charter Schools Make a Difference in Student Achievement and Growth? Yun Xiang, Northwest Evaluation Association; Shudong Wang, NWEA; Beth Tarasawa, NWEA
Charter School System Performance: How Does Student Achievement Compare? Alpasan Sahin, Texas A&M University - College Station; Victor L. Wilson, Texas A&M University; Namik Top, Texas A&M University; Robert M. Capraro, Texas A&M University
Delta Banks to Upper Ranks? An Evaluation of a Rural Knowledge Is Power Program Charter School. Robert A. Maranto, University of Arkansas; Gary W. Ritter, University of Arkansas

38.054. Developing and Establishing Validity Evidence: In Theory and Practice. SIG-Cognition and Assessment; Paper Session
Chair: Donna L. Sundre, James Madison University
Participants:
Establishing the Content Validity of the LOCUS Assessments Through Evidence-Centered Design. Tim Jacobbe, University of Florida; Jeff Haberstroh, Educational Testing Service; Robert C. Delmas, University of Minnesota; Brad Hartlaub, Kenyon College; Douglas Whittaker, University of Florida; Catherine Case, University of Florida; Steve Foti, University of Florida
A Diagnostic Cognitive Modeling Approach to Evaluating the Multidimensionality of Knowledge About Linear Functions. Tammy D. Tolar, University of Houston; J Young, University of Houston; David J. Francis, University of Houston; Jeffrey J. Morgan, University of Houston
Assessing Students’ Sourcing Skills in the Service of Research-Based Writing. Jesse R. Sparks, Educational Testing Service; Paul Deane, Educational Testing Service; Mary E. Fowles, ETS
Principles of Developing and Validating Cognitive Diagnostic Assessments in a Computer Interface. Maryam Wagner, OISE/University of Toronto;
**38.055. New Developments in Conflict Resolution.** SIG-Conflict Resolution and Violence Prevention; Paper Session
Chair: David W. Johnson, University of Minnesota
Participants:
- The Role of Teacher Intervention, Demographic Characteristics, Homophily, and Friendship in Preschool Prosocial Behaviors After Conflict Events. Barbara Thelamour, The College of Wooster; Cary J. Roseth, Michigan State University
- Monitoring School Climate and School Violence in Chile: Preliminary Findings and Lessons Learned. Veronica Lopez, Pontificia Universidad Catolica de Valparaíso; M. Angeles Bilbao, Pontificia Universidad Catolica de Valparaíso; Paula Ascorra, Pontificia Universidad Catolica de Valparaíso; Claudia Carrasco, Pontificia Universidad Catolica de Valparaíso
- Peer Mediation and Its Effects on Elementary Student Perceptions of Self-Esteem and Social Competence. Deanna Cardoza, Tulare County Office of Education; Susan M. Tracz, California State University - Fresno
- Rethinking Communication Strategies: Parents and Educators’ Views of Their Communication About Somali Students. Wangari Gichira, Central Connecticut State University
- Peer Mediation and Its Effects on Elementary Student Perceptions of Self-Esteem and Social Competence. Deanna Cardoza, Tulare County Office of Education; Susan M. Tracz, California State University - Fresno
- The Impact of Dialogical Inquiry on Students’ Attitudes and Beliefs About Prosocial Behavior. Monica B. Glima, University of Oslo

**Discussant:** Roger T. Johnson, University of Minnesota

**38.056. Trends in Constructivist Pedagogy.** SIG-Constructivist Theory, Research, and Practice; Paper Session
Chair: Linda R. Kroll, Mills College
Participants:
- Conceptual, Pedagogical, Cultural, and Political Dilemmas of Implementing a Constructivist Workshop Approach to Teaching Literacy. Suzanne Porath, Edgewood College
- Elementary School Computer Use in the Piney Woods: Social Construction of Technology in East Texas. Erik Jon Byker, Stephen F. Austin State University
- Students’ Experiences of Flow in Inquiry-Based Learning Versus Traditional Settings: An Exploration of Motivation Through the Eyes of Vygotsky and Csikszentmihalyi. Lindsay A. Borovaj, McGill University; Olivia Hua; Ethan Yang, McGill University; Bruce M. Shore, McGill University
- Teaching Science and Inquiry From a Dewey and Vygotsky Perspective. Mary Elizabeth Hobbs, The University of Texas; Celeste Alexander, The University of Texas - Austin; James P. Barufaldi, The University of Texas - Austin

**Discussant:** Kathy L. Schuh, University of Iowa

Chair: Daniel Gilbert Solorzano, University of California - Los Angeles
Participants:
- Visualizing Everyday Racism: Critical Race Theory and Visual Microaggressions. Lindsay Perezifer, California State University - Long Beach; Daniel Gilbert Solorzano, University of California - Los Angeles

**Discussant:** Daniel Gilbert Solorzano, University of California - Los Angeles

**38.058. Education for Human Possibility or Human Capital?** SIG-Critical Issues in Curriculum and Cultural Studies; Symposium
Chair: Frances Faye Deviney, Southwest Educational Development Laboratory
Participants:
- The Human Capital Calculus: A Threat to Democratic Schooling. Linda McSpadden McNeil, Rice University
- Poverty Matters: Using Culturally Relevant Pedagogy Rather Than Deficit Thinking to Move Students Into Interstitial Spaces of Power and Knowledge. Judy A. Radigan, University of Houston

**Discussant:** Geneva Gay, University of Washington

**38.059. Play, Learning, and Development Across Activity Settings.** SIG-Cultural Historical Research; Paper Session
Chair: Carrie L. Lobman, Rutgers University
Participants:
- A Case Study on the Mobilization of Knowledge Across Activity Systems in an After-School Program. Carmen M. Martinez-Roldan, Teachers College, Columbia University; Cati V. de los Rios, Teachers College, Columbia University
- Listening to Learners: Mexican American Adults’ Suggestions for Imaginative Play in Formal Learning Environments. Tony Perone, The University of Memphis; Artin Goncu, University of Illinois at Chicago
- So We’ve “Met the Standard”: Considering Community in an After-School Program Through an Activity-Theoretical Lens. Elizabeth W. Hughes, Binghamton University - SUNY

**Discussant:** Ami Kantawala, Teachers College, Columbia University

**38.060. The Significance of How Educators Experience Democracy, and the Potential for Democratic Education.** SIG-Democratic Citizenship in Education; Symposium
Chair: Paul R. Carr, Lakehead University
Participants:
- Can We Teach What We Preach? Examining Teachers and Their Experiences With Democracy. Paul R. Carr, Lakehead University
- Critical Pedagogy and the Understanding of Democracy Among Teacher-Education Students in Quebec. Gine Thesee, University of Quebec - Montreal

**Discussant:** E. Wayne Ross, The University of British Columbia

**38.061. Preschool Science: Emerging Best Practices in Increasing Young Children's Access to Science.** SIG-Early Education and Child Development; Symposium
Chair: Barbara Wasik, Temple University
Participants:
- Carnegie Science Center and Grow Up Great Science. Wendy Brenneman, Carnegie Science Center
- Delaware Museum of Natural History and Grow Up Great Science. Mariah Romaninsky, Delaware Museum of Natural History
- The Franklin Institute and Grow Up Great Science. Susan Holmes, Franklin Institute
- Kentucky Science Center and Grow Up Great. Joanna Haas, Kentucky Science Center; Felicia Alfred, Kentucky Science Center
- Smithsonian National Air and Space Museum and Grow Up Great Science in Pre-K. Ann Caspari, Smithsonian National Air and Space Museum

**Discussant:** Susan Chase, Open Minds

**38.062. Supporting Young Children's Literacy and Language Development.** SIG-Early Education and Child Development; Paper Session
Chair: Kathleen J. Harris, Seton Hill University
Participants:
- Dosage Effects on Language, Literacy, and General Development for Children Enrolled in Multiple Intervention Programs. Jiu Han,
38.063. The Impact of Multimedia on Early Literacy Development and Essential Skills, SIG-Early Childhood and Child Development; Symposium
Marriott, Fifth Level, Grand Ballroom L; 2:15-3:45pm
Chair: Susan B. Neuman, New York University
Participants:
Can Babies Learn to Read? A Randomized Controlled Trial of Baby Media. Susan B. Neuman, New York University; Ashley Pinkham, University of Michigan; Gabrielle Strouse; Tanya Kaifer, Lakehead University.
The Promise of Computer Programs in Narrowing Gaps in Early Literacy Skills. Adriana G. Bus, Leiden University; Rachel Plak, Leiden University; Cornelia Kegel, Leiden University.
Investigating Video as a Means to Promote Vocabulary for At-Risk Children. Rebecca Defjes Silverman, University of Maryland - College Park.
Discussant: Michael L. Kamil, Stanford University.

38.064. Learning Our Way Forward: Research and Evaluation Informing System Change and Innovation, SIG-Educational Change; Symposium
Convention Center, 100 Level, 115B; 2:15-3:45pm
Chair: Doris McWhorter, Ministry of Education
Participants:
Fostering a Culture of Evidence-Based Leadership Development Planning. Laurie Pedwell, Ontario Ministry of Education; Marg Warren, Ontario Ministry of Education; Margaret Correa, Ontario Ministry of Education.
Discussant: Michael Fullan, OISE/University of Toronto.

38.065. Bridging the Engagement Gap: Lessons for Equitable School-Community-Family Collaboration Within a Collective Impact Initiative, SIG-Family, School, Community Partnerships; Symposium Convention Center, 100 Level, 125; 2:15-3:45pm
Chair: Karen L. Mapp, Harvard Graduate School of Education
Participants:
Communicating Results: How Do We Measure the Effectiveness of School-Community-Family Collaborations? Ismael Fajardo, University of Washington - Seattle; Jessica E. Salvador, University of Washington.
Cultural Brokers as Leaders: District and Community-Based Initiatives and Equitable Parent-School Collaboration. Dawn M Williams, University of Washington; Christine Tran, University of Washington.
Discussant: Camille M. Wilson, Wayne State University.

38.066. Multisensory and Social-Emotional Learning as Key On-Ramps to Academic and Life Success: New Lessons From Holistic Research, SIG-Holistic Education; Paper Session
Marriott, Fourth Level, 412; 2:15-3:45pm
Chair: Bruce Uhrmacher, University of Denver
Participants:
Awakening Presence. Thomas Allen Peterson, The University of West Georgia.
Toward a Holistic Approach to the Moral Development of Educational Leaders. Anthony H. Normore, California State University - Dominguez Hills; Pauline E. Leonard, Louisiana Tech University; Tammy Schilling, Louisiana Tech University.
Discussant: Anthony H. Normore, California State University - Dominguez Hills.

38.067. Harnessing Agency: Children and Youth Translanguaging and Playing With Multimodal Literacies, SIG-Language and Social Processes; Symposium
Marriott, Fourth Level, Franklin 1; 2:15-3:45pm
Chair: Lorraine Theresa Falchi, Teachers College, Columbia University
Participants:
“Estoy haciendo una sopa con mi letras”: Young Emergent Bilingual Play With Symbols and Language. Ysaaca Axelrod, Clemson University.
Discussant: Jennifer Rosswell, Brock University.

38.068. Change Leadership Across Multiple Contexts, SIG-Leadership for School Improvement; Paper Session
Convention Center, 100 Level, 115C; 2:15-3:45pm
Chair: Jennifer K. Clayton, The George Washington University
Participants:
Developing Leadership in Others: An Examination of How Principals Learn to Foster Leadership Capacity. Hans W. Klar, Clemson University; Kristin Shawn Huggins, Washington State University; Hattie Lee Hammonds, Clemson University; Frederick Chaim Buskey, Clemson University.
Assessing the Needs of Training on Special Education Knowledge and Skills for Public School Administrators. Haiyan Bai, University of Central Florida; Suzanne Martin, University of Central Florida.
The Impacts of No Child Left Behind Sanctions on an Elementary School Principal: A Case Study. Amy Orange, University of Houston - Clear Lake.
Differences in What Public and Private School Principals Emphasize
SIG-Longitudinal Studies; Paper Session
Convention Center, 100 Level, 111A; 2:15-3:45pm
Chair: Jerry West, Mathematica Policy Research, Inc.
Participants:
The Futility of Propensity Score Methods in a Statewide Study of the
International Baccalaureate. Henry May, University of Delaware; 
Awilda Rodriguez, University of Pennsylvania; Philip M. Sirinides, 
University of Pennsylvania; Laura W. Perna, University of 
Pennsylvania; April Yee, University of Pennsylvania; Tafaya Ransom, 
University of Pennsylvania
The Relationship Between Math Achievement and Internalizing Problem
Behavior: A Latent Growth Model. Feiya Xiao, Texas Tech University; 
Eugene Wang, Texas Tech University; Lei Peng
Utilizing Developmental Period Within Longitudinal Analyses. Sara E. 
Tomek, The University of Alabama; Cecil D. Robinson, The University 
of Alabama
Discussant: Suzanne E. Graham, University of New Hampshire

38.070. Game Design and Assessment in the Classroom. SIG-Media, 
Culture, and Curriculum; Paper Session
Convention Center, 100 Level, 119B; 2:15-3:45pm
Chair: Eric Meyers, The University of British Columbia
Participants:
Capturing Learner Trajectories in Educational Games Through the 
Assessment Data Aggregator for Game Environments: A Click-Stream 
Data Framework for the Assessment of Learning in Play. V. Elizabeth 
Owen, University of Wisconsin - Madison; Dennis Ramirez, University 
of Wisconsin - Madison
Didactic Dissonance: Teacher Roles in Computer Gaming Situations in 
Kindergartens. Vigdis Vangsnes, Stord/Haugesund University College
Game and App Design in School: Process and Perspectives From the Field. 
Danielle Christine Herro, Clemson University
Game-Infused Science Curriculum: From Transformational Play to Real-
World Impact. Sasha A. Barah, Arizona State University; Anna Arici, 
Arizona State University
Discussant: Sinem Sıyahkan, Arizona State University - Phoenix

38.071. Interest and Value: Motivating Students in Math, Science, and 
Reading. SIG-Motivation in Education; Paper Session
Convention Center, 200 Level, 204A; 2:15-3:45pm
Chair: Penelope Maria Day Vargas, Clemson University
Participants:
Achievement Value in All Its Facets: A Close Look at Gender Differences 
in Math Values. Hanna Gaspard, University of Tübingen; Anna-
Lena Dicke, University of Tübingen; Barbara Flunger, University of 
Koblenz-Landau; Brigitte Maria Schreier, Tübingen University; 
Isabelle Häfner, University of Tübingen; Ulrich Trautein, University of 
Tübingen; Benjamin Nagengast, Tübingen University
Comparing Middle School Students’ Responses to Narrative Versus 
Expository Texts on Situational and Individual Interest. Amanda Marie 
Durik, Northern Illinois University; Steven McGee, Northwestern 
University; Edward Hansen, Northern Illinois University; Jennifer L. 
Wiers, Learning Partnership
Relationship Between Teachers’ Use of Value Statements During 
Instruction and Students’ Perceived Utility for Science. Hayal Zeynep 
Kacak-Cum, Northern Illinois University; Stephen S. Kajfas, Northern 
Illinois University; Jennifer A. Schmidt, Northern Illinois University
The Relevance of Math Lessons: Does the Classroom Context Help 
Students to Value Mathematics? Brigitte Maria Schreier, Tübingen 
University; Anna-Lena Dicke, University of Tübingen; Hanna Gaspard, 
University of Tübingen; Isabelle Häfner, University of Tübingen; 
Barbara Flunger, University of Koblenz-Landau; Benjamin Nagengast, 
Tübingen University; Ulrich Trautein, University of Tübingen
Intelligent Tutoring Systems Promote Achievement in Middle School 
Mathematics, Especially for Students With Low Interest. Matthew L. 
Bernacki, University of Nevada - Las Vegas; Timothy James Nokes-
Malach, University of Pittsburgh; Vincent Alevon, Carnegie Mellon 
University; Julia Glick, University of Pittsburgh
Discussant: David A. Bergin, University of Missouri

38.072. Learning as Being/Learning as Identity Making. SIG-Narrative 
Research; Paper Session
Convention Center, 100 Level, 111B; 2:15-3:45pm
Chair: Mary F. Rice, The University of Kansas
Participants:
When the Lines Become Blurred: Examining Immigrant Students’ 
Curricular Experiences Through the Lens of Minority Teacher 
Researcher. Elaine Chan, University of Nebraska - Lincoln
Pedagogy Through the Pearl Metaphor: Teaching as a Process of Ongoing 
Refinement. Cheryl J. Craig, University of Houston; Jeong-Ae You, 
Chung-Ang University; Sahak Oh, Inha University
Interrogating Learning Over Time: Inquiring Into How We Know What 
Students Learn and Know. Nona M. Lyons, University College Cork
Stories of Transformation: Using Personal Narrative to Explore 
Transformativer Experience Among Undergraduate Peer Mentors. Bryce 
Douglas Bunting, Brigham Young University; Stefine E. Pinnegar, 
Brigham Young University; Brice Anders Peterson, Brigham Young 
University; Emily Rawlins, Brigham Young University
Discussant: M. Shaun Murphy, University of Saskatchewan

38.073. Reflective Practice. SIG-Portfolios and Reflection in Teaching and 
Teacher Education; Paper Session
Marriott, Fourth Level, 406; 2:15-3:45pm
Chair: Rachel G. Ragland, Lake Forest College
Participants:
Examining the Characteristics of Obstacles, Hurdles, and Adaptability 
Through the Portfolio Reflections of Experienced Teachers. Rebecca K. 
Fox, George Mason University; Charles Stephen White, George Mason 
University; Holly Klee, George Mason University; Sydney A. Merz, 
George Mason University; Jie Tian, George Mason University
Teachers’ Reflections of Instructional Improvement When Engaging in 
Self-Assessment Through a Standards-Based Appraisal Process. Denise 
M. McDonald, University of Houston - Clear Lake; Amanda Lynna 
Davis, Brazosport ISD
Understanding Resistance to Protocol-Based Reflective Practice. Donna J. 
Reid, University of Houston
Teaching Portfolios and Preservice Teacher Education: A Review of the 
University; Susan Wray, Monclair State University

38.074. Everyday Scenes and Affective Intensities. SIG-Queer Studies; 
Symposium
Convention Center, 100 Level, 105B; 2:15-3:45pm
Chair: Nancy L. Lesko, Columbia University, Teachers College
Participants:
Terror(ism) in the Classroom: The Queer Pedagogy of Affect. Alyssa D. 
Niccolini, Teachers College, Columbia University
Unhappiness, Teaching, Queers. Nancy L. Lesko, Columbia University; 
Teachers College, Stephanie Dawn Mccall, Teachers College, 
Columbia University
Ambient Affects: Narrativizing Global Gay Youth. Susan Talburt, Georgia 
State University
Feeling Historical: Homosexual Feelings and Historical Gay Politics. 
Daniel Marshall, Deakin University

38.075. Deepening the Discourse on Black Educators’ Experiences 
and Pedagogy: Historical and Contemporary Perspectives. SIG-
Research Focus on Black Education; Symposium
Convention Center, 200 Level, 203A; 2:15-3:45pm
Chair: Sandra Murray Nettles, University of Illinois at Urbana-Champaign
Participants:
Education for the Next Generation: Nellie Rathbone Bright. Erika 
Kitzmiller, Harvard University
Dialogical Spaces: Innovative Practices and the Development of the 
Alternative Black Curriculum in Social Studies, 1890-1940. Alan D. 
Murray, University of Maryland
Positional Frustration: Brown’s Unintended Impact on the Racial Uplift 
Component of Black Teachers’ Pedagogy. Summer Carrol, Lenoir-
Rhine University
Diane Dodo Seriki, University of Houston - Clear Lake
Discussant: Adrienne D. Dixon, University of Illinois - Urbana-Champaign
38.076. Collaborative Research Partnerships in Education. SIG-Research Use; Paper Session
Convention Center, 100 Level, 112A; 2:15-3:45pm
Chair: Elizabeth N. Farley-Ripple, University of Delaware
Participants:
Collaboration Between Researchers and Practitioners for Mutual Benefit. Catie Samuelson, University of Washington; Elizabeth Litler, University of Washington - Seattle; Julie Ann Lorah, University of Washington
Collaborative Research Partnerships for Knowledge Mobilization. Hilary Edelein, Holland Bloomview Kids Rehab
Exploring Variations in Research Alliance Formation. Julie Riodan, Education Development Center, Inc.; Andrew J. Seager, Education Development Center, Inc.; Julie R. Kochanek, Education Development Center, Inc.
Exploring a Research Brokering Network in School Mental Health: A Social Network Approach. Joelle Rodway Macri, University of Toronto - OISE
Discussant: Kimy Liu, California State University - Stanislaus

38.077. Race, Masculinity, and the Pursuit of Academic Excellence: Educating Gifted Black Males. SIG-Research on Giftedness, Creativity, and Talent; Symposium
Convention Center, 100 Level, 107B; 2:15-3:45pm
Chair: Malik S. Henfield, University of Iowa
Participants:
Being Black, Male, and Gifted in Miami: Prevalence and Predictors of Placement in Elementary School Gifted Education Programs. Adam Winsler, George Mason University; Jerome L. Levitt, Advanced Research Consulting; Deepki Karkhanis, Bellevue College
The Meaning High-Achieving African American Males Ascribe to Mathematics in an Urban High School. Julius Davis, Bowie State University; Lataisha Renee Thompson, Morgan State University
Threatened and Placed at Risk: High-Achieving African American Males in Urban High Schools. Ebony Omotola McGee, Vanderbilt Peabody College
School Context, Precollege Educational Opportunities, and College Degree Attainment Among High-Achieving Black Males. Yalija C. Rose, Virginia Polytechnic Institute and State University
Discussant: Donna T. Ford, Vanderbilt University

38.078. Contemporary Issues and Transformations in Rural Resource Communities. SIG-Rural Education; Paper Session
Convention Center, 100 Level, 118B; 2:15-3:45pm
Chair: John Curtin Redwood, Buena Vista University
Participants:
Millionaires, Couch Hoppers, and Gas Babies: Institutional and Community Change in Marcellus Communities. Erin McHenry-Sorber, Wilkes University; Kathleen Provizano, Drexel University
Rural/Nongranular Differences in College Attendance Patterns. Soo-Young Byun, The Pennsylvania State University; Judith L. Meece, University of North Carolina - Chapel Hill; Matthew J. Irvin, University of South Carolina
The Ivory Tower and the Golden Silo: A Century of Land-Grant Extension and Rural (Dis)Engagement. Nathan Masters Sorber, West Virginia University

38.079. Critical Components of Inclusive STEM-Focused High Schools: A Cross-Case Analysis. SIG-Science Teaching and Learning; Symposium
Marriott, Fifth Level, Grand Ballroom H; 2:15-3:45pm
Chair: Erin E. Peters Burton, George Mason University
Participants:
Teachers. Nancy Sallplane, George Washington University
STEM-Focused Curriculum. Ann House, SRI International; Erin E. Peters Burton, George Mason University
Instruction. Edmund M. Hsu, The George Washington University
Discussant: James Hamos, National Science Foundation

38.080. Preserve English-as-a-Foreign-Language Teacher Education in Asia: Issues and Perspectives. SIG-Second Language Research; Symposium
Convention Center, 100 Level, 121B; 2:15-3:45pm
Chair: Guofang Li, Michigan State University
Participants:
Vietnam’s Preserve English-as-a-Foreign-Language Teacher Education Programs: Strengths and Challenges. Cuong Huy Nguyen, Michigan State University
Preserve English-as-a-Foreign-Language Teachers’ Education in Korea: Issues in Policies and Programs. Youngear Jee, Michigan State University
Discussant: Paul Channess Miller, Akita International University

Convention Center, 200 Level, 204B; 2:15-3:45pm
Chair: John D. Dransford, University of Washington
Participants:
Key Curriculum Developments in Later Iterations. Walter Parker, University of Washington - Seattle; Jane Lo, University of Washington - Seattle
Disciplinary Literacy in the Advanced Placement Government Course in Poverty-Impacted Urban Schools. Sheila Valencia, University of Washington; Sara Nachgal, University of Washington - Seattle; Carol Margaret Adams, University of Washington
Classroom Engagement in a Project-Based Learning, Advanced Placement Government Course: When Triggered Interest Fails to Thrive. Jane Lo, University of Washington - Seattle; Gavin Tierney, University of Washington; Susan B. Nolen, University of Washington - Seattle
Discussants: William R. Penel, University of Colorado - Boulder; Carole L. Hahn, Emory University

38.082. Mindfulness-Based Approaches for Supporting Teachers’ Social and Emotional Skills and Dispositions. SIG-Social and Emotional Learning; Symposium
Marriott, Fourth Level, 415; 2:15-3:45pm
Chair: Alexis Harris, The Pennsylvania State University
Participants:
Promoting Teachers’ Social and Emotional Competence: The Cultivating Awareness and Resilience in Education Program. Patricia A. Jennings, University of Virginia; Joshua L. Brown, Fordham University; Jennifer I. Frank, The Pennsylvania State University; Sebrina Doyle, The Pennsylvania State University; Regin Tanler, Fordham University; Damira S. Rasheed, Fordham University; Anna DeWeese, Garrison Institute; Mark T. Greenberg, The Pennsylvania State University
A Qualitative Study of the Effects of Mindfulness Training on Teachers’ Professional Dispositions and Classroom Instruction. Cynthia Taylor, Portland State University; Tim Urdan, Santa Clara University; Robert William Roesser, Portland State University
Discussant: Mark T. Greenberg, The Pennsylvania State University

38.083. Teacher Supervision and Evaluation: Perceptions From The Field. SIG-Supervision and Instructional Leadership; Paper Session
Convention Center, 100 Level, 118A; 2:15-3:45pm
38.084. Placing Students “At-Promise” for Academic Success. SIG-Talent Development of Students Placed at Risk: Paper Session
Convention Center, 100 Level, 109B; 2:15-3:45pm
Chair: Darla M. Scott, Howard University
Participants:
From “At-Risk” to “At-Promise”: Critical Pedagogy at Work With Urban Latino Youth. Mario Gerardo Galicia, University of California - Santa Barbara
Sankofa: Mentoring Young Men of Color in and out of School Contexts. Twila Ainsworth, University of Pennsylvania
Discussant: Kenneth Maurice Tyler, University of Kentucky

38.085. Technology, Instruction, Cognition, and Learning Research in K-12 and Higher Education. SIG-Technology, Instruction, Cognition & Learning; Paper Session
Marriott, Fourth Level, Franklin 11; 2:15-3:45pm
Chair: Joseph Jay Williams, Stanford University
Participants:
A Virtual Manipulative Environment for Young Children: Watch, Listen, and Touch! Seungoh Paek, University of Hawaii - Manoa; Daniel L. Hoffman, University of Illinois at Urbana-Champaign; John B. Black, Teachers College, Columbia University
The Impact of a Preinstructional Digital Game on Middle-Grade Students’ Scientific Misconceptions. Katherine E. Calp, Education Development Center, Inc.; Wendy B. Martin, Education Development Center, Inc.; Peggy Clements, Education Development Center, Inc.; Ashley E. Lewis Presser, Education Development Center, Inc.
Supporting Learners’ Construction of Understandings of Animal Behaviors From Large Image Sets. Tia Renee Shelley, University of Illinois at Chicago; Chandan Dasgupta, University of Illinois at Chicago; Tom Moher, University of Illinois at Chicago; Leilah Lyons, University of Illinois at Chicago
Flipped Classroom Versus Traditional Textbook Instruction: Considering Mathematical Complexity When Assessing Accuracy and Mental Effort. Kristina V. Mattis, Notre Dame San Jose
Structural Understanding From Note-Taking Within Video Lectures. Pablo Nicolai Pirnay-Dummer, University of Passau, Germany; Dirk Jethalter, Deakin University
Discussant: Edward Dieterle, The Bill & Melinda Gates Foundation

38.086. Critical Issues in Urban Education. SIG-Urban Learning, Teaching, and Research; Paper Session
Convention Center, 100 Level, 120A; 2:15-3:45pm
Chair: Jennifer H. Waddell, University of Missouri - Kansas City
Participants:

Care in Urban Schools: Exposing the Layers of Care. Blanca R Martinez-Navarro, University of California - Los Angeles; Robert Cooper, University of California - Los Angeles; DeMarcus Antonio Jenkins, University of California - Los Angeles; Michelle Renee Smith, University of California - Los Angeles
Pathways of Urban Immigrant Young Adults Into STEM Fields. Christopher Emdin, Teachers College, Columbia University; Jeremy Benjamin Heyman, Teachers College, Columbia University
Performing an Equity Audit to Identify Inequities Within Urban Schools. Robert Cooper, University of California - Los Angeles; DeMarcus Antonio Jenkins, University of California - Los Angeles; Michelle Renee Smith, University of California - Los Angeles; Blanca R Martinez-Navarro, University of California - Los Angeles
Positive Relational Coaching: Developing and Retaining Effective and Equitable Urban Middle School Teachers. Lanette R. Waddell, Vanderbilt University; Heather Johnson, Vanderbilt University; Emily Pendergrass, Vanderbilt University
“Betting the House”: Teacher Investment and Teacher Attrition. C. Aiden Downey, Emory University; Alyssa Hadley Dunn, Georgia State University

38.087. Examining Vocabulary Practices Through the Lenses of Linguistic Frameworks and Analytic Tools. SIG-Vocabulary; Symposium
Convention Center, 200 Level, 204C; 2:15-3:45pm
Chair: Catherine E. Snow, Harvard University
Participants:
How Unique Is the Target Vocabulary of Narrative and Expository Texts in Core Reading Programs? Elfrieda H. Hiebert, University of California - Santa Cruz
Identifying What Makes Science Vocabulary Easy or Hard to Learn. Gina Cervetti, University of Michigan; Elfrieda H. Hiebert, University of California - Santa Cruz; P. David Pearson, University of California - Berkeley
Exploring Bilingual Students’ Performance on Cognates in a Large-Scale Multidimensional Vocabulary Test. Judith A. Scott, University of California - Santa Cruz; Susan Leigh Flinspach, University of California - Santa Cruz; Jack L. Fevea, University of California - Merced
How Early Literacy Methods Textbooks Support Vocabulary Instruction: A Content Analysis. Tanya S. Wright, Michigan State University; Marlise Pellet, Michigan State University

38.088. Roundtable Session 10; Roundtable Session
38.088-1. Teachers and Teaching: Why the Distinction Is Important and What It Might Mean for Mathematics Education Research. SIG-Research in Mathematics Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Andrea McCluskey, The Pennsylvania State University
Participants:
Exploring the Relationship Between Professional Obligations and Personal Goals: A Case Study. Corey M. Weibel, University of Missouri - Columbia
Creating Preservice Knowledge by Collaborating to Improve Teaching. Robert Morgan Wieman, Rowan University

38.088-2. Designing Case Study Research to Inform School-University Collaborations. SIG-School/University Collaborative Research; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Lucinda Rae Morgan, University of Illinois at Urbana-Champaign
Participants:
Comparative Case Study of the Context for Public School Entrepreneurism. Jack Leonard, University of Massachusetts - Boston
Fostering Science Education Innovation Through a School/University Collaboration: A Case Study. Teresa M. Woods, Kansas State
University; Margaret Gail Shroyer, Kansas State University
Growing Into the International Baccalaureate: Using Q Methodology to Research. Linda Collins, The University of Akron; Jaclyn Prizant Gordon, The University of Akron; Kristine Lynn Still, Cleveland State University; Ronald J. Abate, Cleveland State University

38.088-3. Participatory Action Research and the Multicultural Classroom. SIG-Paulo Freire, Critical Pedagogy, and emancipation; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Mary Anne Drinkwater, Ontario Institute for Studies in Education
Practice, Praxis: Critical Aesthetic Pedagogy and Alternative Approaches to Rehearsal in Music Education. Loribeth T. Gregory, Denver World Music Studio, LLC; Michael B. MacDonald, Grant MacEwan University
The Use of Participatory Action Research to Excavate the Hidden Curriculum of Schools: Toward a Critically Hopeful Approach to More Equitable Education. Sharon M. Ravitch, University of Pennsylvania; Nicole Mittenfelsen Carl, University of Pennsylvania

38.088-4. Consideration of Text Structure and Ability in Literacy Competencies. SIG-Research in Reading and Literacy; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Ted Nicholas Ingram, Bronx Community College - CUNY
Participants: Do Different Text Structures Lend Themselves to Different Instructional Strategies for At-Risk Second-Grade Students? James Grant Atkins, Teachers College, Columbia University; Joanna P. Williams, Teachers College, Columbia University; Rong Cheng, Teachers College, Columbia University; Jenny C. Kao, Teachers College, Columbia University; Jill Ordenys, Scholastic Inc.; Lisa S. Pao Embodied Literacy: Using Engaging and Enabling Texts to Reform Reading Assessments. Ann M. Bennett, The University of Tennessee - Knoxville; Natalia Ward, The University of Tennessee - Knoxville
The Nature of and Factors Impacting Four Embryonic Upper-Elementary Teachers’ Differentiated Reading Instruction. Andrea Thoerner, University of Florida

38.088-5. The Teacher-Student Relationship: Beliefs, Values, and Practices. SIG-Sociology of Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Lori Ann Delale-O’Connor, Child Trends
Participants: Caring About High School Teachers’ Work. Sarah A. Robert, University at Buffalo - SUNY
Teachers’ Relational Orientation and Change in Classroom Practice During Reform. David Diehl, Duke University
The Role of the Teacher: A Bernsteinian Analysis of Classroom Interactions and Pedagogic Practice. Stephanie C. Smith, University of Florida

38.088-6. Evaluating School Leadership Development Efforts. Division A - Administration, Organization and Leadership; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Charles F. Vanover, University of South Florida
Participants: A Study of Development Practices in Site-Based Leadership Development Programs. Marc A. Barrie, California State University - Fresno; Sharon Brown-Weltz, California State University - Fresno
At the Crossroads of Theory and Practice: Evaluating a Yearlong University/District Collaborative Professional Development Effort. Scott Bailey, Stephen F. Austin State University
Effectiveness of Graduate Programs in Administrative and Instructional Leadership. Barbara Cozza, St. John’s University; Patrick Blessinger, HETL Association; Marcella Mandracchia, St. John’s University
Leading for Learning Through an Adaptive Leadership Network. Wendy M. Burke, Eastern Michigan University; Gary E. Marx, Eastern Michigan University; Ethan A. Lowenstein, Eastern Michigan University; Basia Kiehler, Washtenaw Intermediate School District; Rose-Marie Callahan, Ann Arbor Public Schools

38.088-7. Exploring the Implications of Varying Interpretations of Large-Scale Reform Strategies. Division A - Administration, Organization and Leadership; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Margarita Pivovarova, Arizona State University - Tempe
Participants: Food Services in Schools Under Accountability Reform. Yas Nakib, The George Washington University
Framing the Common Core: Strategies for Implementation in New York City. Heather D Goldsworthy, University of Pennsylvania
Is It a “Race” Toward (In)Equity? How Race to the Top Frames the Discourse on Equity for Evaluation Systems in Two States. Anjale DeVann Welton, University of Illinois at Urbana-Champaign; Christopher Thomas, University of San Francisco; Montrischa Money Williams, University of Illinois at Urbana-Champaign
Understanding the Ecology of Student Performance in Large-Scale Assessment. Yue (Michelle) Chen, The University of British Columbia; Bruno D. Zumbo, The University of British Columbia

38.088-8. Exploring the Influences of Politics, Public Perceptions, and Accountability Measures on School Practices. Division A - Administration, Organization and Leadership; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Nathan Hutto, The New Teacher Project
Participants: Limited Voice, Limited Impact: How Mayoral Control of New York City Schools Impacts Principals’ Voice. Tiffany Celeste Lewis, University of Louisville
Middle School Leaders’ Perspectives of Using Value-Added Data to Improve Student Outcomes. Brian Michael Bradley, Fordham Graduate School of Education; Carolyn A. Brown, Fordham University
My Kids, Our Kids, Your Kids: Experimental Evidence on Americans’ Desires for Schools. Jon Valant, Stanford University; Daniel Newark, Stanford University
School Principals and the State: Results From Studies in France. Pierre Tulowitzki, University of Teacher Education in Zug (PH Zug)

38.088-9. Families First: Involvement, Identity, and Influence. Division A - Administration, Organization and Leadership; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Nira Cinea Taru, Morgan State University
Participants: Collaborating at the Frontier: Multisector, Community-Based Wraparound Services for Youth and the Role of School Leadership and Personnel. Kate L. Philippo, Loyola University Chicago; Martin Scanlan, Marquette University; Laura Harringa, University of Wisconsin - Madison
Family Involvement? ... Oh Yeah, That! Raising Awareness of Family and Community Engagement Among Teacher Education Faculty. Jason Stegemoller, National Louis University; Kristin Lems
Latino Fathers’ Involvement in Their Children’s Education: Counternarratives Fostering Strengths-Based Thinking. Anne Marie FitzGerald, Duquesne University; George White, Lehigh University
Latino Students’ Perspectives on Home and School Factors and Their Influence on Academic Goal Orientation. LaShonda Toston, Paramount Unified School District; Ruth Ginn Chung, University of Southern California
Families Like Us: Gentrifying Parents’ Values, Motivations, and Actions in a Neighborhood School. Alexandra Freidus, University of Wisconsin

38.088-10. Improving Our Understanding of School Leadership: Using the Urban Excellence Framework for Research and Practice. Division A - Administration, Organization and Leadership; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Brenda E. Neuman-Sheldon, New Leaders

Friday Afternoon, April 4, 2014
38.088-11. Innovations for School Improvement. Division A - Administration, Organization and Leadership; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Lynne G. Perez, National Center for Urban School Transformation
Participants:
- A Longitudinal Study of the Impact of a Community-Based Pre-Kindergarten Initiative on Children’s Literacy Development. Katherine Kasten, University of North Florida; Stephanie Wehry, University of North Florida; Cheryl A. Fountain, University of North Florida
- A Study on the Application of the Diffusion of Innovations Model to Elementary School Administration. Chia-Wen Jang, The Pennsylvania State University - University Park
- A Study on the Application of the Diffusion of Innovations Model to Elementary School Administration. Chia-Wen Jang, The Pennsylvania State University - University Park
- Virtual Support for Instructional Improvement: Exploring Web-Based Technology as a Vehicle for Ongoing External Assistance. Bradley A. Ermelang, Pearson Research and Innovation Network; Tim Tatsui, Pearson Education

38.088-12. Support and Development of Teacher Leaders. Division A - Administration, Organization and Leadership; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Nicole A. Spencer, University of Missouri
Participants:
- Examining Ideas About Impact: Perspectives on the Teach Plus Teaching Policy Fellowship. Elizabeth Marshall Carroll, Yale University
- Teacher Leaders Constructing Identities as Facilitators of Teacher Peer Groups. David Allen, College of Staten Island - CUNY
- Transforming Identities: From Teacher to Teacher Leader. Cynthia L. Curver, Oakland University; Debi Hogatt, Oakland University

38.088-13. Teacher Development for Urban Schools: From Preservice to Induction to Teacher Leadership. Division A - Administration, Organization and Leadership; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Christopher B. Bjork, Vassar College
Participants:
- New Teachers as Emerging Adults. Sam Intrator, Smith College
- Who Persists? How Context, Care, and Community Contribute to the Development of Teacher Leaders. Lisa Smudlay, Swarthmore College
- Pedagogic Dialogue With Dialogic Pedagogues: The Importance of Networks and Supports in Teacher-Leader Development. Scott Storm, Harvest Collegiate High School
- Observation and Response: Transferring Skills From Classroom to School. Caitlin Moore, Harvard Graduate School of Education
- Caught at the Copier: Intentional and Informal Mentoring for New Teachers. Stacey Carlough, Freire Charter School

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Michael S. Knapp, University of Washington
Participants:
- Commentary 1: Leading for—and Through—the Professional Learning of Adult Educators. Angela Breidenstein, Trinity University
- Commentary 2: Leading as Mutual Influence on Change in Schools’ Improvement Capacity. Philip Hallinger, The Hong Kong Institute of Education

38.088-15. Money, Aid, and Education. SIG-International Studies; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Forrest W. Parkay, Washington State University
Participants:
- Findings From a Multiple-Case Study of the Education for All Program in India. Mary Chandy Vayalilparampal, Pennsylvania State University
- Social Spending and Educational Inequality in Organisation for Economic Co-Operation and Development Nations. Corey Bunje Bower, Niagara University; Kerri Tobin, Marywood University

38.088-16. Confucianism and Taoism: Learning to Read and Learning to Be. SIG-Confucianism, Taoism, and Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Liqing Tao, College of Staten Island - CUNY
Participants:
- Language and Meaning: Pre-Qin Chinese Scholars’ Concerns and Implications for Literacy Education Then and Now. Liqing Tao, College of Staten Island - CUNY; Gaoyin Qian, Lehman College - CUNY
- Hammering at the Clouds of Universal Nature: Education Paradox and the Possibilities of Sea Mind. David Lee Keiser, Montclair State University
- Stay or Go Back? An Exploratory Study on the Educational Decision Making of Chinese Visiting Parents. Haiping Huo, Texas A&M University; Patricia J. Larke, Texas A&M University; Song An, The University of Texas - El Paso

38.088-17. Culturally Related Issues. SIG-Hispanic Research Issues; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Elsa M. Gonzalez Y Gonzalez, Texas A&M University
Participants:
- Latina Daughters’ Childbearing Attitudes: The Role of Maternal Expectations and Education Communication. Rebeca Mireles-Rios, University of California - Santa Barbara; Laura F. Romo, University of California - Santa Barbara
- The Influence of Older Siblings on Language Use Among Second-Generation Latino Preschoolers. Amanda Kibler, University of Virginia; Natalia Palacios, University of Virginia; Ashley Elizabeth Simpson Baird, University of Virginia
- Professional Learning Communities and Student Academic Performance. Miguel Serrano, Socorro High School; Arturo Olivarrez, The University of Texas - El Paso; Elena Izquierdo, The University of Texas - El Paso
- Initiative in Helping as a Cultural Practice. Angelica Lopez, University of California - Santa Cruz; Barbara Rogoff, University of California - Santa Cruz

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Lavetta B. Henderson, Florida Agricultural & Mechanical University
Participants:
- Principal’s Conceptions of Diversity. Patricia L. Briscoe, Brock University; Katrina E. Pollock, University of Western Ontario; Asma Ahmed, University of Western Ontario; David Cameron Hauseman, University of Toronto - OISE; Michael Mindak, Western University; Donna Hazel-Swapp, University of Western Ontario
- Toward a Framework for an Inclusive Model of Social Justice Leadership Preparation. Heather Cole, The University of Texas - Austin; Barbara L. Pazy, The University of Texas - Austin

“If You’ve Seen the Tool, It Seems Like Everything Is ‘At-Risk’”:
- Leadership Discourses of Medicalization and Control for Inclusion. Joshua Bornstein, Syracuse City School District
38.088-19. Instructional Technology SIG Roundtable Session: Computer Training in the Classrooms. SIG-Instructional Technology; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Albert Dieter Ritzhaupt, University of Florida
Participants:
First Steps: Training on the Computer and in the Classroom for Phonological Awareness. Gunizi Kartal, Bogazici University; Nalan Babur, Bogazici University; Gulcan Ercetin, The University of Arizona
Can a Computer-Based Story Be Helpful for Students’ Mathematics Word-Problem-Solving Achievement? Nilgun Gunes
Beating Commercial Publishers at Their Own Game: Improving Outcomes and Lowering Costs Using Open High School Science Textbooks. Jared Robinson, Brigham Young University; Lane Fischer, Brigham Young University; David A. Wiley, Brigham Young University; John Hilton, Brigham Young University
Spatial Ability, Sex Differences, and Pictorial Training Among Children Using 3-D Environments to Recall Landmark Locations. Beryl Ann Otonfuor, University of Georgia; Theodore J. Kopcha, University of Georgia; Lu Wang, University of Georgia

38.088-20. Collaborative Tools for Teaching and Learning. SIG-Technology as an Agent of Change in Teaching and Learning; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Nikileia Etokeleous, Frederick University
Participants:
Technology: A Critical Enabler for Teacher Collaborative Design (T_CODE). Therese Lafriere, Laval University, Alain Breuleux, McGill University
To Friend or Not to Friend? An Exploration of Facebook for Higher Education Teaching and Learning. Mary Leigh Morhey, York University; Farhad Mordechai Sabeti, Bnei Akiva Schools of Toronto
Academic Facebook? Using Social Media to Support Academic Motivation, Productivity, and Accountability. Chyllis Elayne Scott, University of Nevada - Las Vegas; Nicola L. Ritter, Texas A&M University - College Station; Katherine Landau Wright, Texas A&M University; Amanda D. Frank, Texas A&M University; Rhonda Michelle Fowler, Texas A&M University
Social Networking Site as a Tool for Collaborative Learning. Kamal Ahmed Soomro, West Virginia University; Ugur Kale, West Virginia University; Sajid Ali Youssaf Zai, University of Arkansas

38.088-21. Community Education for Children and Parents. SIG-Research Focus on Black Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Venus E. Evans-Winters, Illinois State University
Participants:
Educating White Teacher Educators Using Black Parent Online Narratives. Susan M. Baker, California State University - Sacramento
Moving Beyond the Walls: A Community-Based Model of Theory Production. Brian Lozenski, University of Minnesota - Twin Cities; Gervone Eugene Ford, Network for the Development of Children of African Descent
Toward a Portable Family Pedagogy. Tamyka Morant, University of Maryland

38.088-22. Indigenous Research Best Practices. SIG-Indigenous Peoples of the Americas; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Kelly Sassi, North Dakota State University
Participants:
“It’s Gonna Be MY History”: Advancing Sovereignty With Participatory Digital Histories in Indian Country. Christine Rogers Stanton, Montana State University; Brad R Hall, Blackfeet Community College
Examining the Nexus: Deconstructing Western Research and Its Implications for Indigenous Educators. Gretchen F. McAllister, Northern Arizona University; Giovanna Boyd, Northern Arizona University; Damien Jones, Northern Arizona University; Winile Mkhonta, Northern Arizona University; Rhonda Thompson, Northern Arizona University; Eleanor Williams, Northern Arizona University
Innovations to Increase Native American Graduation Rates: A Case Study. Kristen C. Wilcox, University at Albany - SUNY

38.088-23. Pathways to College From Urban High Schools. Division J - Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Mandy Savitz-Romer, HGSE
Participants:
A Case Study Exploring an Urban African-Centered Charter School’s Personnel’s Transmission and Support of a College Preparatory Ethos. Christina Wright Fields, Indiana University - Bloomington; Ellen Broido, Bowling Green State University
Establishing a Presence and Extending Possibility: Examining How College Outreach Programs Infuse Hope and Transform College Culture in Urban High Schools. Tanya Chirapuntra, University of California - Los Angeles; Rizan Yousif, University of California - Los Angeles; Avriel Epps, University of California - Los Angeles; Nancy Acevedo-Gil, University of California - Los Angeles; Walter R. Allen, University of California - Los Angeles
Impact of School Reform Policies on College Linking Strategies, Social Capital, and Access to College. Sarah Ohle, University of Colorado - Boulder; Margaret A. Eisenhart, University of Colorado - Boulder
Narratives of First-Generation, College-Bound Students’ Academic Identity Development in a Low-Performing, Urban High School. Julia Cassman Duncheon, University of Southern California

38.088-24. Gender, Class, Activism, Parental Involvement, and Academic Achievement in International Contexts. Division G - Social Context of Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Lucinda A. Soltero-Gonzalez, University of Colorado - Boulder
Participants:
Investigating the Relationship Between Parental Involvement and Student Academic Achievement in Barbados. Ian Alwyn Marshall, The University of the West Indies - Cave Hill; David Brownie, Queens College - CUNY; Claudette Fong-Kong Mungal, University of the West Indies
Oppression and Education: A Qualitative Study on Gypsies. Gökhan Kılçoğu, Eskisehir Osmangazi University; Derya Yılmaz, Eskisehir Osmangazi University
Students’ Uses of Actor Network Theory to Contextualize Socioscientific Actions. John Lawrence Bence, OISE/University of Toronto; Mirjan Krstovic, Peel Region
The Neoliberal Rhetoric: White Working-Class Boys’ “Underachievement” in the United Kingdom—A Nexus of Aspiration, Masculinity, and Class Within the Habitus. Garth Stahl, University of South Australia

38.089. Roundtable Session 9; Roundtable Session
Convention Center, Terrace Level, Terrace III; 2:15-3:45pm
Chair: Myra Luna-Lucero, Teachers College, Columbia University
Participants:
Challenging Occupational Exclusion and Stereotypes of Computing Education via Culturally Responsive Computing Curricula. Elizabeth Eger; Catherine S. Ashcraft, University of Colorado - Boulder, Kimberly A. Scott, Arizona State University; Shelley Zion, University of Colorado - Denver
Activists at the Intersections: Latinas Overcoming Barriers in Computing. Sarah Taylor Hug, University of Colorado - Boulder; Heather L. Thiry, University of Colorado - Boulder

38.089-2. Culturally and Linguistically Diverse Students and Special Education: Perceptions of Inclusion and Parental Involvement Policy. Division G - Social Context of Education; Roundtable Session
38.089-3. Deconstructing College Readiness: Examining Stories and Ideologies in Higher Education. Division G - Social Context of Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 2:15-3:45pm
Chair: Angela Rose Hines, Arizona State University
Participants:
- Shaping School Lives Within Story Lines of College-Bound Success. Karla Sconavaco, University of Colorado - Boulder
- Deconstructing College Readiness: Ideologies, Discourses, and Academic Socialization. Sana Ansari, University of Illinois at Chicago
- Reference-Group Effects of Class-Average Cognitive Ability on Teacher Recommendations for Higher Education. Rachel Wollschaeger, University of Trier; Christoph Niepel, University of Trier
- Parental Expectations of Postsecondary Outcomes for Students With Learning Disabilities: A Funds of Knowledge and Social Capital Approach to Transition Planning. Sara B. Werner, Claremont Graduate University; Gabriel E. Chaparro, Claremont Graduate University

Convention Center, Terrace Level, Terrace III; 2:15-3:45pm
Chair: Ajay Singh, Western State Colorado University
Participants:
- Attention-Inattention on a Continuum: Responses to Daily Routine by Preschoolers Considered to Have Attention-Deficit/Hyperactivity Disorder. Kyungwha Lee, University of Georgia; Rebecca Ann Smith, University of Georgia - Athens; Su Yan Choi, University of Georgia - Athens
- “I’d Rather Be Normal”: Living “With” Attention Deficit/Hyperactivity Disorder Stigma in the Context of Compulsory Schooling. Juho Honkasilta, University of Jyväskylä; Tanja Vehkaskoski, University of Jyväskylä
- The Power of Collaboration: Meeting the Needs of Learners With Differing Abilities and Interests. Katharine Lynette Chamberlain, The University of Texas - Austin
- Disproportionality Fills in the Gaps: Special Education and the School-to-Prison Pipeline. Sabini Anny Annaam. Indiana University - Indianapolis; Deb Morrison, University of Colorado - Boulder; Darrell Jackson, University of Wyoming; Graham Garlick

38.089-5. Ethnographic, Mixed-Methods, and Community-Based Participatory Research: Equity and Vulnerable Populations. Division G - Social Context of Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 2:15-3:45pm
Chair: Taucia Gonzalez, Arizona State University
Participants:
- Immigrant Youth and Activism: Developing a Critical Social Consciousness and Immigrant Identity. Roseanne Macias, University of California - Santa Barbara
- Reframing, Reimagining, and Retooling Curriculum From the Grassroots. Gabriel Alejandro Cortez, Northeastern Illinois University; Isaura Betzbe Palelo, Northeastern Illinois University; Ann M. Aviles de Bradley, Northeastern Illinois University; Anton Miglietta; Kay Fujiyoshi, Chicago Grassroots Curriculum Task Force; David O. Stovall, University of Illinois at Chicago
- The Social and Academic Experiences and Needs of Street-Involved, K-12 Students. Tara Marie Brown, University of Maryland - College Park; Jesus Santos, Brundëis University; Edwin Alamo; Newlyn De La Rosa
- Using Community-Based Participatory Research and Spatial Cartography to Build Community Relationships and Improve Equity in Early Childhood Education. Meriah Heredia-Griego, University of New Mexico; Adrian Pedroza, Partnership for Community Action; Adai Abebe Tefera, Arizona State University

38.089-6. Language and Discourse. Division G - Social Context of Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 2:15-3:45pm
Chair: Yoonhee Nasee Lee, Arizona State University
Participants:
- When Language Ideologies Meet Political Ideologies: An English-Only Immersion Program’s Issues With Standardized Test Accountability. Rolf Straubhaar. University of California - Los Angeles
- Immigrant Youth’s Frames of Reference: A Resource for Navigating School and Beyond. Jie Yie Park, Clark University
- What’s a “Good” Writer? From Language and Nationhood to Superheroes: Writing in a French-English Curriculum. Elizabeth A. Morphis, Teachers College, Columbia University
- New York State Bilingual Common Core Initiative: Language and Content Scaffolds for Emergent Bilinguals. Patricia Velasco, Queens College - CUNY; Helen L. Johnson, City University of New York - CUNY; Estrella L. Olivaress-Orellana, Teachers College, Columbia University

38.089-7. LGBT Perspectives and Experiences in Education. Division G - Social Context of Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 2:15-3:45pm
Chairs: Howard L. Smith, The University of Texas - San Antonio; Samara Wolf Fetner, American Educational Research Association
Participants:
- Beyond Queer Blindness: Sexual Identity, Social Studies, and Sexual Civic Empowerment in Urban Communities. Ashley Nicole Woodson. University of Pittsburgh
- English/Language Arts Teachers’ Comfort and Awareness Levels Related to LGBT-Inclusive Literature and Curriculum. Michelle L. Page, University of Minnesota - Morris
- Heteronormativity and Hidden Curriculum in Higher Education. Dana Bible, Sam Houston State University; Stacey L. Edmonson, Sam Houston State University; Rebecca McBride Bustamante, Sam Houston State University; Daphne D. Johnson, Sam Houston State University

Convention Center, Terrace Level, Terrace III; 2:15-3:45pm
Chair: Kevin C. Roxas, University of Wyoming
Participants:
- “We Are All the Same Inside”: Resistance to Critical Pedagogy in Teacher Education. Beatrice S. Fennimore, Indiana University of Pennsylvania
- Unmasking the Invisibility of Bias: Exploring Interpersonal Classroom Microaggressions in College Community Settings. Saskias Casanova, New York University; Margaret Martin, Brown University; Carola Suarez-Orozco, UCLA; Veronica Cuellar, Naila Smith, Fordham University; Sandra Dias, NYU; Dalal Katsiaficas, New York University; Alicia Ana Ayala, New York University

Convention Center, Terrace Level, Terrace III; 2:15-3:45pm
Chair: Jennifer Keys Adair, The University of Texas - Austin
Participants:
- Cultural Capital in English as a Lingua Franca: A Poststructuralist Perspective. Yi Ping Huang, National Chengchi University
- Facilitating Internally Persuasive Discourse to Enhance Multiculturalism in a Diverse Society. Sarah Pollack, Hebrew University of Jerusalem; Yiftah Ben-David Kolkamp, The Hebrew University of Jerusalem
Jacqueline A. D’warte, University of Western Sydney
The Influence of Home and School Cultural Capital on the Student Engagement of Hispanic Students. Margarita Vance, University of Redlands; Jose Worrell Lalas, University of Redlands

“You Can Start Thinking About Making Something out of Your Life”: Deferred Action for Childhood Arrivals as a Form of Basic Capital. Jose Garcia, University of Texas - Austin

38.089-10. Teacher Education, Teachers, and Rearticulating Learning in High-Stakes Accountability Policy Environments. Convention Center, Terrace Level, Terrace III; 2:15-3:45pm
Chair: Shanyece L. Campbell, University of North Carolina - Chapel Hill
Participants:

- There’s Just Some Things That Aren’t Working”: Teachers and Language Policy. Christian Ellen Zuniga, The University of Texas - Austin; Deborah K. Palmer, The University of Texas - Austin
- Developing a “Guerrilla Pedagogy”: Student Teachers Navigate the Policy Environments of Placement Schools. Anne Marie Garth, Clemson University
- Finding and Creating Space for Hope in Teacher Education. Melissa B. Rivers, South Ridge High School; Gustavo E. Fischman, Arizona State University
- From Another Perspective: Understanding Preservice Teachers’ Conceptions of Poverty. Jennifer Tatebe, University of Auckland

38.089-11. Teacher Explorations of Identity. Convention Center, Terrace Level, Terrace III; 2:15-3:45pm
Participants:

- How Teacher Identity Shapes Intercultural Learning: A Case Study. Chiu-Hui Wu, Wenzao Ursuline University of Languages; Cathrine L. Beaunea, Georgian Court University
- White Women, Racial Others, and the Complex Social Production of Identity. Timothy J. Lentsmire, University of Minnesota - Twin Cities
- Whiteness and Teacher Education: The Problems and Possibilities of White Ambivalence. Ryan M. Crowley, The University of Texas - Austin
- “Is He Just Saying That Because I’m Black?” Race, Silence, and Becoming an Art Teacher. Amelia M. Kraehe, University of North Texas

Chair: Valerie Hill-Jackson, Texas A&M University
Participants:

- Stories of Immigrants’ Past: Examining the Role of Life Narratives in the Socialization Practices of Afro-Caribbean Immigrant Parents. Choniya Coleman King, The University of Tennessee
- Researching the “Other”: Power and Positionality in the Research Process. Alexandra Allweiss, University of Wisconsin - Madison; Kalwant Bhopal, University of Southampton

Chair: Donna Marie Johnson, Tulane University
Participants:

- The Development and Implementation of Multicultural Education Policy, Pedagogy, and Philosophy in South Korea. John D. Palmer, Colgate University; Hyein Amber Kim, University of Washington - Seattle
- Thailand’s Education Policies on Multiculturalism. Thithimadee Arphchantanon, Prince of Songkla University
- Asian Americans, FOBs (Fresh Off the Boat), and... Me? An Examination of a Third Culture Kid: Experience, Perception, and Coping Strategies for Stereotype Threats. Kyoungwan Cathy Shin, Indiana University

Chair: Lonnie L. Rowell, University of San Diego
Participants:

- Action Research as Empowering Professional Development: Examining a District-Based Teacher Research Course. Christopher C. Martell, Boston University
- Sealing Up Action Research: Professional Development for In-Service School Librarians. Jenny Robins, University of Central Missouri
- Faculty Development in Online Communities of Practice. Michelle P. Collay, University of New England

- “Without Hermeneutics I’m Stuck in My Own Thinking”: Preservice Teachers Adopt a Hermeneutical Stance Toward Action Research. Colette Rabin, San Jose State University; Grinnell Smith, San Jose State University

38.089-15. Accessibility for English Learners: Improving Assessment Quality and Broadening the Evidence Base. Convention Center, Terrace Level, Terrace III; 2:15-3:45pm
Chair: Elizabeth J. Grace, National-Louis University
Participants:

- Cross-Cultural Differences in the Features of Illustrations in Science Text Items in Three Assessment Systems: China, the United States, and TIMSS (Trends in International Mathematics and Science Study). Chao Wang, University of Colorado
- Improving Illustration-Based Accommodations for English Language Learners in Science Assessment: Report on an Analytical Strategy. Ashley M. Chrzanowski, University of Colorado - Boulder; Chao Wang, University of Colorado; Guillermo Solano-Flores, University of Colorado - Boulder
- The Impact of Discourse Features of Science Test Items on English Language Learner Performance. Rachel R. Kachchaf, TERC; Tracy E. Noble, TERC; Ann Roseberry, TERC; Yang Wang; Beth M. Warren, Cheche Konnen Center; TERC; Catherine O’Connor, Boston University
- Using Teacher Ratings to Evaluate the Validity of an Alternate Assessment for English Language Learners. Deepak Ebenezer, Center for Applied Linguistics; Jennifer Renn, Center for Applied Linguistics; Shu Jing S. Yen, Center for Applied Linguistics; Carsten Wilmes, University of Wisconsin - Madison

38.089-16. Exploring Outcomes and Strategies in Environmental Education. Convention Center, Terrace Level, Terrace III; 2:15-3:45pm
Chair: Heather Toomey Zimmerman, The Pennsylvania State University
Participants:

- Comparing Informal Outreach Methods for Their Effect on Student Learning and Interest in Entomology. Faith J. Weeks, Purdue University
- Impact of an Out-of-School Education Program on Students’ Development of Ecological Mental Models. Michael William Dentzau, Columbus State University
- Teaching Science in an Informal Learning Setting: Assessing a Garden-Based Approach to Teaching the Life Cycle of Insects. Carley Fisher-Maltese, University of Maryland - College Park; Timothy D. Zimmerman

Chair: Hua-Yu Sebastian Cheng, University of Pennsylvania
Participants:

- Assessing the College-Going Cultural Capital of Urban High School Seniors in Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). Christine Knaggs, Lourdes University; Toni A. Sonderegeld, Bowling Green State University; John M. Fischer, Bowling Green State University; Jeffrey Griffith, Waite High School
- High School Student Preparedness for College and Career Goals. Cheryl Carrico, Virginia Polytechnic Institute and State University; Holly Marie Matusovich, Virginia Polytechnic Institute and State University;
Division and SIG Posters

38.090. Poster Session 6; Poster Session

38.090-1. Social Justice and Multiculturalism in Teacher Education. Division K - Teaching and Teacher Education; Poster Session Convention Center, 200 Level, Hall E; 2:15-3:45pm
Posters:
1. Allowing Children to Play With Language Through Hybrid Language Practices to Foster Their Language Development. Nan Li, Claffin University
2. Innovative Research Practice to Engage Preservice Teachers With Religious Diversity. Jax Guo, University of Calgary
3. Investigating the Hegemonic Language of the “American Dream”. Cheryl A. Kreuter, SUNY - College at Geneseo
4. “Just How Just Is This Service-Learning Project? Assessing English Teacher Candidates’ Urban SAT Course. Deborah A. Bieler; University of Delaware
5. Teachers’ Understandings of Multicultural and Intercultural Bilingual Education in Chilean Schools: A Case Study. Cesar Pena-Sandoval, University of Washington - Seattle; Rukmini Dasi Becerra, University of Washington
6. “I Struggle With How Much to Bring Into Classroom Spaces”: Exploring Literacy Teacher Educators’ Negotiations of a Critical Stance in Preservice Teacher Education. Pooya Dharamshli, University of Toronto - OISE; Clare Kosnik, University of Toronto; Cathy Marie Miyata, University of Toronto

38.090-2. STEM Teaching and Learning, Division K - Teaching and Teacher Education; Poster Session Convention Center, 200 Level, Hall E; 2:15-3:45pm
Posters:
7. An Analysis of Career changers’ Need in a Clinical Immersed STEM Teacher Preparation Program. Xin Liang, The University of Akron; Lynne Pachnowski, The University of Akron; Karen Plaster, University of Akron; Gary M. Holloway; The University of Akron
9. Implementing Garden-Based Learning: What Do Teachers Experience as Factors That Support or Challenge Their Efforts? Sarah Selmer, West Virginia University; Melissa J. Luna, West Virginia University; Jim Rye, West Virginia University
10. Measuring Science Teachers’ Pedagogical Content Knowledge for Multilingual Classrooms. Nicole Forsgren Velasquez, Utah State University; Taylor Martin, Utah State University; Jason Maughan; Sarah Jane Harris-Brasil; Utah State University
11. Promoting Student Understanding Through Teacher Questioning: A Discourse Analysis of Inquiry-Based Fifth-Grade Science Classrooms. Christopher D. Van Booven, New York University
13. The 21st-Century Physics Classroom: What Students, Teachers, and Classroom Observers Report. Dennis Sunal, The University of Alabama; John A. Dantler; The University of Alabama; Cynthia S. Sunal, The University of Alabama; Donna Patrice Turner; The University of Alabama - Tuscaloosa; Marsha Emeline Simon, The University of Alabama; James W. Harrell
14. The Use of Learning Aids in Online Learning Environments: An Examination of Developmental Mathematics. Nicole Forsgren Velasquez, Utah State University; Taylor Martin, Utah State University; Jason Maughan; Sarah Jane Harris-Brasil; Utah State University
15. Using Cogenerative Dialogues to Illuminate Shifting Student-Teacher Alignments. Joanna Higgins, Victoria University of Wellington; Linda Bonne, Victoria University of Wellington
16. “Something Wicked This Way Comes”: Curriculum Integration With Multimedia Simulations in Chemistry Learning. Catherine E. Milne, New York University; Ruth N. Schwartz, Quinnipiac University; Jan L. Plass, New York University; Bruce Douglas Homer; The Graduate Center - CUNY; Trace Jordan, New York University; Steve Tavner, New York University; Tzuchi Tsai, New York University; Anna Gustava Brady, New York University; Ethlyn Saltzman, CUNY - Graduate Center

38.090-3. Learning and Motivation in Social and Cultural Contexts Poster Session 1. Division C - Learning and Instruction; Poster Session Convention Center, 200 Level, Hall E; 2:15-3:45pm
Posters:
18. Connecting Cultural Sponsorship and a Motivated Sense of Self to Understanding the Language Learning Project. Anke Julia Zietsch Sander, The University of Texas; Jeong-bin Hannah Park, The University of Texas - Austin; Diane L. Schallert, The University of Texas - Austin
20. Effects of Implicit Stereotypes, Stereotype Threat, and Performance Motivation Goals on Women’s Math Performance. Lea Ann Charnin, University of Missouri - Kansas City; Jacob M. Marszalek, University of Missouri - Kansas City
21. English Language Learners and the Shame of Being a Struggling Reader. Rhonda D. Goodly, University of Oklahoma
22. Exploring the Relationship Between Achievement Goal Theory and Disruptive Classroom Behavior. Danyelle Taurey Brown-Willis, Howard University; Kimberly Edelin Freeman, Howard University
23. Fostering Eighth-Grade Lumbee Students’ Reading Motivation. Heather H. Lynn, University of North Carolina - Chapel Hill; Angela M. Rogers, Clemson University; Laura Staal, University of North Carolina - Pembroke
24. High- and Low-Achieving Students and Their Engagement in Mathematics. Karen Skilling, The University of Sydney; Janette M. Bobis, The University of Sydney; Andrew J. Martin, The University of Sydney; Judy Anne Anderson, The University of Sydney; Jenni Way, The University of Sydney
25. Impact of Teachers’ Immediacy and Instructional Conversations on English Language Learner Language Acquisition and Science Achievement. Brady Kocher, North Carolina State University; Heather A. Davis, North Carolina State University
28. Measuring Social Dimensions of Classroom Interactions: Initial Psychometric Findings. Bryant Jensen, Brigham Young University; Sara Bernice Chapman, Brigham Young University
29. Motivational Profiles in High School: A Person-Centered Approach and Examination of Contextual Predictors of Change. Angela D. Miller, George Mason University; Tamera B. Murdoch, University of Missouri - Kansas City
30. Parent Autonomy Support and Academic Achievement: A Meta-Analysis of Research. Ariana Christine Crowther, The University of Texas - Austin; Erika Alisha Patall, The University of Texas - Austin; Carlton Jing Fong, The University of Texas - Austin; Andrew Corrigan, The University of Texas - Austin; Lisa E Pine, The University of Texas - Austin
31. Parental Beliefs About Math and Verbal Ability Predict Self-Reported Behavior: The Role of Child Competence. Katherine Marie Muenks, University of Maryland; David Miele, University of Maryland - College Park

38.090-4. Current Research on Cooperative Learning Poster Session. SIG-Cooperative Learning:Theory, Research and Practice; Poster Session
Convention Center, 200 Level, Hall E; 2:15-3:45pm

Posters:
33. Cooperative Learning for Youth on the Margins: Community Research Empowering Social Transformation. Laurie Stevahn, Seattle University; Charisse Cowan-Pitre, Seattle University
34. Cooperative Learning in Physical Education: Pedagogical Approaches for Positively Interdependent Learning. Victoria Anne Goodyear, University of Bedfordshire; Ashley Casey, University of Bedfordshire; David Kirk, University of Bedfordshire
35. Positioning Practices Across Pairs of Students Working on Computers in High School Mathematics. Anna Fricano DeJarnette, University of Illinois at Urbana-Champaign
36. Uncovering Hidden Patterns: Temporal Analysis of Productive and Improvable Knowledge-Building Discourse. Bodong Chen, University of Toronto - OISE; Monica Resendes, University of Toronto

38.090-5. Studies of Assessment Comparability, Teacher Perceptions and Use of Data, and Student Preparation for Testing. Division H - Research, Evaluation and Assessment in Schools; Poster Session Convention Center, 200 Level, Hall E; 2:15-3:45pm

Posters:
37. Inspiring Assessment That Promotes Learning: Preparing Teacher Candidates for New Teacher Evaluation Procedures. Whitney Elaine Wall Bortz, Queen’s University - Belfast; Patricia B. Shoemaker, Radford University; Boyoung Park, Radford University
38. Comparability of Computerized and Paper-Administered Achievement Assessments in the Primary Grades. Catherine Welch, University of Iowa; Keyu Chen, University of Iowa; Ye Lin, University of Iowa; Heather Rickels, Iowa Testing Programs; Stephen B. Dunbar, University of Iowa
40. Data-Based Decision Making, Assessment for Learning, and Diagnostic Testing in Formative Assessment. Fabienne Van der Kleij, Cito; Jorine Adinda Vermeulen, Universiteit Twente; Kim Schildkamp, Universiteit Twente; Theo Eggen
41. Do Interim Assessments Influence Teachers’ Grouping Methods? Evidence From a Randomized Controlled Trial. Feng Lin, American Institutes for Research; Jared Eno, American Institutes for Research; Gregory Chojnacki, American Institutes for Research; Arie J. van der Ploeg, American Institutes for Research; Coby Meyers, American Institutes for Research; Shazia R. Miller, American Institutes for Research; Spyros Konstantopoulos, Michigan State University
42. Massachusetts School Classroom Environment Survey: Development and Validation of a Qualitatively Enriched Rasch-Based Instrument to Measure Teacher Practices Within Massachusetts Schools. Shelagh M. Peoples, Massachusetts Department of Elementary and Secondary Education; Claire Abbott; Elizabeth Davis; Robert Lee, Massachusetts Department of Elementary and Secondary Education; Kathleen Marie Flanagan, Massachusetts Department of Elementary and Secondary Education; Jennifer Malonson
43. Modeling Assessment Literacy of Beginning Teachers: The Contribution of Training and Conceptions. Adi Levy-Yered, Beit Berl College; Fadia M Nasser-Abu Alhija, Tel Aviv University
44. Teacher Stress, School Climate, and Teaching Practices in the Age of High-Stakes Testing. Nathaniel Paul von der Embse, East Carolina University; Stephen Kilgus, East Carolina University
45. Teachers’ Perceptions of Their Response-to-Intervention Skills as They Relate to Assessment, Instruction, and Intervention. Jarrett M. Landor-Ngemi, Southern University and A&M College
46. The Development of an Online Tool to Support Teacher Judgments Against National Standards. Charles William Darr; New Zealand Council for Educational Research
47. The Effect of Data Collection Schedules on Curriculum-Based Measurement Growth Estimates. Ethan Van Norman, University of Minnesota - Twin Cities; Theodore Christ, University of Minnesota; Scott Ardoiu, University of Georgia; Tanya Eckert, Syracuse University; Mary Jane White, University of Minnesota
48. The Impact of an Interim Assessment Program on Educator Practice and Student Achievement: Uncovering the Processes at Work. Beth Morton, Center for Education Policy Research - Harvard University; Martin West, Harvard Graduate School of Education; Corinne M. Herlihy, Harvard University
49. Classroom Experiences of Students Preparing for a High-Stakes National Public Examination in Trinidad and Tobago. Jerome De Lisle, University of the West Indies; Sabrina McMillan-Solomon; Hazel Edwards, University of the West Indies; Rhoda Misty Mohammed, Ministry of Education, Trinidad and Tobago

38.090-6. E-Learning Research. SIG-Online Teaching and Learning; Poster Session Convention Center, 200 Level, Hall E; 2:15-3:45pm

Posters:
50. Does Expectation Affect Behavior? The Effect of Credit Hour Notification on Retention Rates. Jacqueline S Ryan-Rojas, Independent Scholar; Iris Lafferty, Ashford University; Christine Makris, Ashford University; Mark Ryan, Ashford University
51. Exploring Online Teachers’ Pedagogical Beliefs. Fethi A. Inan, Texas Tech University; Doris U. Boilliger, University of Wyoming
52. Paradigm for Online Mathematics Performance, Policy, and Practice: Learning in a Synchronous Environment. Guadalupe VanderPloeg, K12 Inc.; Cherie Ichinose, California State University - Fullerton
53. Power Distance in Online Learning: Experience of Chinese Learners in U.S. Higher Education. Yi (Leaf) Zhang, University of Texas at Arlington
54. Probing Innovative and Effective Online Pedagogical Practices: Faculty Perceptions on the Future of Cybereducation. Katherine L. Hayden, California State University - San Marcos; Nahid Nariman, University of California - San Diego
55. Using Online Contexts to Specify Boundary Conditions in Educational and Social Psychology Theories. Andy Saltarelli, Stanford University
56. Examining Student Note Revising as a Component of Knowledge Construction in Discussion-Centered Online Courses. Kim Mackinnon, OISE/University of Toronto; Jim Hewitt, OISE/University of Toronto
57. Promoting Self-Regulation Through the Online Learning Community. Jackie HeeYoung Kim, Armstrong Atlantic State University
58. What Concerns Faculty: The Effect of Organization Restructuration on Online Learning. Daniel Gatmore, Seton Hall University; Al Gallaway, Seton Hall University

38.090-7. Pedagogies and Strategies for Designing Meaningful Learning Experiences. SIG-Design and Technology; Poster Session Convention Center, 200 Level, Hall E; 2:15-3:45pm

Posters:
60. Exploring Health Education Strategies and Theoretical Foundations of E-Health and M-Health Education Interventions. Saha Rahim Timin, The University of Memphis; Michael M. Grant, The University of Memphis
62. Leveling the Playing Field: Using Development Research to Create an E-Portfolio Implementation Framework for Educators. Samantha J. Blevins, Radford University; Jennifer M. Brill, Virginia Polytechnic Institute and State University
63. Understanding of Instructional Design Students’ Design Judgment. Muravelt Demiral Uzan, Indiana University - Bloomington

38.090-8. Learning Sciences SIG Poster Session. SIG-Learning Sciences; Poster Session Convention Center, 200 Level, Hall E; 2:15-3:45pm

Posters:
64. An Approach for Combining Qualitative Analysis With Learning Analytics to Study Learning Processes in Project-Based Learning. Marcelo Worsley, Stanford University; Paulo Blikstein, Stanford University
65. Analogy From the Realm of Digital Games to the Realm of Formal Discipline. Shulamit Kapon, University of Haifa
66. Combining Computational Modeling, Theory, and Data: Steps Toward a Metamodel Framework for the Study of Learning. James A. Levin, University of California - San Diego; Michael J. Jacobson, The University of Sydney; Lina Markauskaite, The University of Sydney
67. Defining Computational Thinking for STEM. David Weintrop, Northwestern University; Elham Beheshti, Northwestern University; Michael S. Horn, Northwestern University; Kai Orton, Northwestern University; Kemi Jona, Northwestern University; Laura Trouille, Northwestern University; Uri J. Wilensky, Northwestern University
68. Entering the Dialogic: Disengaged Students and Multivoicedness in Computer-Supported Collaborative Learning Environments. Benzi Slakmon, The Hebrew University of Jerusalem; Baruch C. Schwarz, Hebrew University of Jerusalem
69. EvoBuild: Building Models of Evolutionary Change Using Individual-Level Behaviors. Aditi Wag, Northwestern University; Uri J. Wilensky, Northwestern University
70. Examining the Relationship Between Educational Goals, Self-Efficacy, and Science Academic Achievement in High School Students: A Latent Moderated Structural Model. Yueming Jia, Education Development Center, Inc.; Youn Joo Oh, Education Development Center, Inc.; Bernadette Sibuma, Education Development Center, Inc.; Helen Chung, Education Development Center, Inc.; Frank LaBanca, EDUCATION CONNECTION; Mhora Lorentson, EDUCATION CONNECTION
71. Is Collaboration a Necessary Component of Problem-Based Learning? Christopher Mante, Rutgers University; Suzanne Wichtel, Rutgers University; Angela M. O’Donnell, Rutgers University
72. Microgenetic Learning Analytics. Florence R. Sullivan, University of Massachusetts - Amherst
73. Religious Participation and Mathematical Problem-Solving Strategies. Edd V. Taylor, University of Colorado - Boulder; Tracy Dobie, Northwestern University
74. Tangible Agent-Based Computation for Learning Physics. Gokul Krishnan, Vanderbilt University; Pratim Sengupta, Vanderbilt University
75. What More in Lectures for Learning Science? Body Positioning as a Pedagogical Resource for Communication. Sung Won Hwang, University of Calgary; Wolf-Michael Roth, University of Victoria

**Friday, 4:00 pm**

### SIG Sessions

39.010. Together in Struggle: Supporting Youth and Community Organizing Through Engaged Scholarship. SIG-Grassroots Community & Youth Organizing for Education Reform; Off-Site Visit South Philadelphia High School, 2101 S. Broad Street, Philadelphia, PA; 4:00-6:00pm
Visit Leader: Sonia M Rosen, University of Pennsylvania
Participant: Together in Struggle: Supporting Youth and Community Organizing Through Engaged Scholarship. Sonia M Rosen, University of Pennsylvania
Discussants: Sonia M Rosen, University of Pennsylvania; Jerusha Osberg Conner, Villanova University

**Friday, 4:05 pm**

### Governance Meetings and Events

40.001. AERA Affirmative Action Council: Open Meeting. AERA Governance; Governance Session
Convention Center, 100 Level, 104A; 4:05-5:35pm
Chair: April Z. Taylor, California State University - Northridge

40.002. AERA Journal Publications Committee: Closed Meeting. AERA Governance; Governance Session
Marriott, Third Level, 306; 4:05-6:05pm
Chair: Gale M. Sinatra, University of Southern California
Friday Afternoon, April 4, 2014

40.014. The Contributions of Research and Evaluation to the Educational Innovation Ecosystem: Lessons From Around the World. AERA Presidential Session

Convention Center, Terrace Level, Terrace I; 4:05-5:35pm
Chair: Stephen Vincent-Lancrin, Organisation for Economic Co-operation and Development
Participants: Paul Collard, Creativity, Culture and Education; Thomas R. Bailey, Teachers College, Columbia University; Rukmini Banerji, Pratham; Shawn Powers, Massachusetts Institute of Technology
Discussant: John Q. Easton, Institute of Education Sciences

Convention Center, 200 Level, 204A; 4:05-6:05pm
Chairs: Wayne J. Camara, ACT, Inc.; Suzanne Lane, University of Pittsburgh
Participants: Rationale for the Revision of the Standards and Charge to the Joint Committee. Wayne J. Camara, ACT, Inc.; Suzanne Lane, University of Pittsburgh
Major Changes in Response to the Charge. Laurell J. Wise, Human Resources Research Organization; Barbara S. Plake, University of Nebraska - Lincoln
Validity and Fairness. Linda L. Cook, Educational Testing Service; Frank C. Worrell, University of California - Berkeley
Reliability and Scaling. Michael T. Kane, ETS; Michael J. Kolen, University of Iowa
Workplace Testing. Laurell L. Wise, Human Resources Research Organization
Educational Testing. Walter D. Way, Pearson; Barbara S. Plake, University of Nebraska - Lincoln
Program Evaluation and Policy. Brian Gong, National Center for the Improvement of Educational Assessment, Inc.

40.015a. Dealing with Bullying—Moving the Needle in Light of the AERA Report on Prevention of Bullying among Schools, Universities, and Colleges AERA Sessions; Invited Session
Convention Center, 200 Level, 202B; 4:05-6:05pm
Chairs: Dorothy L. Espelage, University of Illinois-Champaign
Participants: Research Evidence for Bullying Prevention and Intervention Programs. Dorothy L. Espelage, University of Illinois-Champaign
Preventing Bullying through School Climate Reform Efforts. Jonathan Cohen, National School Climate Center
Using Annual Indicator Systems to Address Bullying and School Climate. Ron Avi Astor, University of Southern California; Rami Benbenishty, Bar-Ilan University
On School Climate Characteristics that Are Associated with Lower Levels of Bullying. Dewey G. Cornell, University of Virginia

40.016. Excellence in Education Research: Early Career Scholars and Their Work. AERA Sessions; Invited Poster Session
Convention Center, Terrace Level, Terrace II; 4:05-6:05pm
Chair: George L. Wimberly, American Educational Research Association
Participants:
1. “Do I Really Need My Mother?” A Black Female Adolescent’s Autoethnographic Perspective on Motherhood and Oothermothering. Erica Nicole Wonack, The Ohio State University
2. Examining the Relationship Among Self-Reported Assertiveness, Perceived Discrimination, and College Environment in a National Sample of Black Women Law Students. Rachel Upton, American Institutes for Research (AIR)
4. Capturing Effects of Knowledge and Metacognition in Scenario-Based Assessments. Jesse R. Sparks, Educational Testing Service
6. The Relationship Between Self-Regulation, Classroom Behaviors, and Literacy in Kindergarten. Jaime Dice, University of Rhode Island; Minsuk Kim Shim, University of Rhode Island
7. Are Student Absences Worth The Worry In U.S. Primary Schools? Seth Gershenson, American University
8. Algebra I, Take Two! Race and Advanced Math Course Taking Patterns during the Middle to High School Transition. Yasmim Irizarry, Mississippi State University
9. Studying the Effects of Early Absences on Later Absences. Wladimir Zanon, Chapin Hill at the University of Chicago
10. Maybe Math? High School Students’ Confidence of Their Intended College Major. Casey E. George-Jackson, University of Illinois at Urbana-Champaign
11. The Effect of Timing of Second-Gate Administration on Correlations Between First- and Second-Gate Measures of Behavioral and Emotional Risk in K-12 Students. Leigh M. Harrell-Williams, Georgia State University
12. Understanding Parental Adaptation and Participation During the Transition Into Kindergarten Among Parents of Children With Disabilities. Helena Mawdsley, University of Florida
14. Developmental Progression of Fraction Magnitude Representations. Vinaya Rajan, University of Delaware
15. How Students Approach Visualizations From Large Professionally Collected Data Sets: An Eye-Tracking Study. Ilse Resnick, University of Delaware
17. Differential Effects of Instruction on Achievement: Mathematical
Quality of Instruction. Elizabeth Covay Minor, Michigan State University
19. A New Approach to Analyzing Classroom Observation Data With an Application to Adolescent Literacy Instruction. Peter F Halpin, New York University
20. Noninvariant Measurement in Rater-Mediated Assessments of Teaching Quality. Benjamin Keelsey, University of Cincinnati
22. Understanding Student Sorting and the Reallocation of Teacher Human Capital When Teachers Are Randomly Assigned to Classes: Evidence From the Measures of Effective Teaching (MET) Study. Matthew Philip Steinberg, University of Pennsylvania; Rachel Garrett, University of Chicago
24. Developing Integer Understanding Through Board Games. Laura Bofferdung, Purdue University
25. Sometimes You Have to Pop Them: Conflicting Views of Violence in a Parenting Education Class. Maia B. Cucchiara, Temple University
28. Learning to Make Environmental Decisions in the Bhutan Himalayas. Benjamin Kelcey, University of Cincinnati
30. Addressing the Need for Explicit Evidence on the Role of Culturally Responsive Teaching and Achievement Among Latino Youth. Francesca Lopez, The University of Arizona
31. Initial Reflections on Fieldwork in a Mixed-Status Community. Ariana Mangual Figueroa, Rutgers University
32. Politically Relevant Teaching and the Holistic Development of “Our” Children. Maxine Ramona McKinney de Rosston, University of California - Berkeley
33. “Membership Has Its Privileges”: Student Incentives and Stigmatized Identities in the Accountability Era. Andrew Penner, University of California - Irvine
34. The Effects of Changing a Threshold-Based Policy for Reclassifying English Learners: A Difference-in-Regression-Discontinuities Approach. Joseph P Robinson-Cimpanian, University of Illinois at Urbana-Champaign
35. School-to-Work Program Participation and the Early Labor Market Success of Young Adults. Carrie Shandra, Stony Brook University - SUNY
36. The Unequal Collateral Consequences of Mass Incarceration for Children’s Educational Outcomes. Kristin Tunrey, University of California - Irvine
37. Rethinking Public and Private: Parents and Distinctive Schools of Choice. Terri S. Wilson, Southern Illinois University - Carbondale
38. Morphological Awareness and Incidental Word Learning in First and Second Language. Jie Zhang, Western Kentucky University

Committee Sessions

Convention Center, 100 Level, 112B; 4:05-5:35pm
Chairs: Alexandra E. Pavlakis, University of Wisconsin - Madison; Kate Rollert, Michigan State University
Participants: Bianca J. Baldridge, University of Wisconsin - Madison; Yolanda Sealey-Ruiz, Teachers College, Columbia University; Lee Anne Bell, Barnard College; John S. Rogers, University of California - Los Angeles

40.018. Meet, Greet, and Eat With the Graduate Student Council and Campus Liaisons/Campus Liaison Information and Tip Share. Graduate Student Council Cosponsored with Graduate Student Council; Invited Session
Convention Center, 100 Level, 126A; 4:05-5:35pm
Chair: Jennifer Elizabeth Carinci, Johns Hopkins University

40.019. Welcome to the Dream: Revolutionizing Education Amid Egypt’s Ongoing Arab Spring. International Relations Committee; Symposium
Convention Center, 100 Level, 121B; 4:05-6:05pm
Chair: F. Joseph Merlino, The 21st Century Partnership for STEM Education Participants:
Changing the DNA of STEM Education: Professional Development for an Inquiry-Based Pedagogical Model for Egyptian High Schools. Frederic M N Bertley, The Franklin Institute Science Museum; Matthew VanKouwenberg, Science Leadership Academy High School

Division Sessions

40.020. Assessing the Influences of District and School-Level Factors on Teaching and Learning. Division A - Administration, Organization and Leadership; Paper Session
Convention Center, 100 Level, 102B; 4:05-6:05pm
Chair: Larry Bernstein, Northeastern University
Participants:
Measuring Schools as Learning Organizations. Bridget Zhaoxhui Sheng, Western Illinois University; Sandra Watkins; Seung Won Yoon, Western Illinois University
Relationship Among Pay Satisfaction, Perceived Organizational Support, and Teacher Performance. Yonghong Cui, Beijing Normal University; Yun Bi, Tianjin Polytechnic University
The Development of an Instrument to Measure Organizational Communication in Primary Schools. John De Nobile, Macquarie University
The Effects of Transformational Leadership of Principals on Teacher Commitment: Mediating Effects of School Mindfulness. Jae-Bum Han, Michigan State University
The Validity of the Comprehensive Assessment of Leadership for Learning as a Predictive Instrument for School Performance on State Accountability Measures. Marsha E. Modeste, University of Wisconsin - Madison; Jason Salisbury, University of Wisconsin - Madison
U.S. School District Dropout Prevention and Recovery Practices Linked to Graduation Rate Performance. Daniel Princiotto, Johns Hopkins University; Renee Ryberg, Child Trends
Discussant: Alex J. Bowers, Teachers College, Columbia University

40.021. Initiating and Delivering Virtual Programs for Student Learning. Division A - Administration, Organization and Leadership; Paper Session
Convention Center, 100 Level, 115A; 4:05-5:35pm
Chair: Elizabeth C. Reilly, Loyola Marymount University
Participants:
Innovative, Virtual Public Schools Managed by For-Profit Companies: A Cautionary Tale About Public-Private Partnerships. Kathleen K. Kim, University of Washington - Seattle; Michael S. Knapp, University of Washington
Organizational Identity Formation in a Virtual Education Organization. Eric Nippard, University of Calgary; Jim Brandon, University of Calgary
Proficiency-Based Pathways in Three Pilot Programs: Examining Implementation and Outcomes. Jennifer L. Steele, RAND Corporation;
40.022. Using Data to Guide Leadership Work. Division A - Administration, Organization and Leadership; Paper Session
Convention Center, 100 Level, 115B; 4:05-5:35pm
Chair: Lavetta B. Henderson, Florida Agricultural & Mechanical University
Participants:

Administrators’ Perceptions of Themselves as Evaluators: Insights From the Excellent Educators for New Jersey (EE4NJ) Pilot. Timothy Lyle Nordin, Rutgers University; William A. Firestone, Rutgers University
Data-Driven or Instructionally Focused Leadership? High School Math and Science Instruction as an Illustrative Case. Chad Lochmiller, Indiana University
Measuring Principal Time-Use: A Methodological Investigation. Paul Mathews, Auckland University; Deidre Le Fevre, University of Auckland; Claire Sinnema, The University of Auckland
Multisource Principal Evaluation Data: Consequences for Principal Development and School Improvement. Xia Cravens, Vanderbilt University; Ellen B. Goldring, Vanderbilt University; Joseph F. Murphy, Vanderbilt University; Andrew C. Porter, University of Pennsylvania; Jade Caines, University of New Hampshire

Discussant: Thomas Edward Davis, University of Maryland

40.023. Coconstructing Methodology and Curriculum: Blurring Boundaries Within the Classroom. Division B - Curriculum Studies; Paper Session
Marriott, Fourth Level, Franklin 12; 4:05-5:35pm
Chair: Rita Cihlar Hermann, University of Nebraska - Lincoln
Participants:

Complicated Boundary Crossings: A Collaborative Self-Study of Coteaching With School-Based Faculty. Nichole A. Guillory, Kennesaw State University; Wendy B. Sanchez, Kennesaw State University; Jennifer Glendening; Verlynda Slaughter-Thompson
Ethnodrama and Multimodality: Teaching and Research Methodology for Writing Pedagogies With Preservice Teachers. Sarah Reed Hobson, SUNY - College at Cortland
Mapping Creativity in Teaching and Learning: A Rubric for Creative Work. Punya Mishra, Michigan State University; Danah A. Henriksen, Michigan State University; Laura J. Terry, Michigan State University
Teaching Against Hope Through a Curriculum of Positive Deviance. Jim Burns, South Dakota State University; Jaime Nolan-Andrino, South Dakota State University

Discussant: Beth Powers-Costello, University of South Carolina

40.024. Narrative Methods? Beyond Methods “Experts” in Relocating Narrativizing Philosophies in the Curriculum. Division B - Curriculum Studies; Symposium
Convention Center, 100 Level, 119A; 4:05-5:35pm
Chair: Janet L. Miller, Teachers College, Columbia University
Participants:

Life History 2.0: Returning Life History to Hermeneutic Theory. James C. Jupp, Georgia Southern University
Just Another Word for Nothing Left to Lose. Laura M. Jewett, The University of Texas - Brownsville
Testimonia as Curriculum and Pedagogy: Expressing Struggle, Regaining “Self,” and Finding Place and Home. Edith Espinosa Trevino, The University of Texas - Brownsville
Saving Grace: Race, Place, and Autobiography in Curriculum Studies. Reta Ugema Whitlock, Kennesaw State University

Discussant: Janet L. Miller, Teachers College, Columbia University

40.025. Current Approaches to Interest Measurement. Division C - Learning and Instruction; Structured Poster Session
Convention Center, 100 Level, 121C; 4:05-6:05pm
Chair: Suzanne E. Hidi, University of Toronto
Participants:

1. Interest Measurement Using Self- and Parent-Report Data in Three- to Eight-Year-Olds. Joyce M. Alexander, Indiana University; Kathy E. Johnson, Indiana University - Purdue University at Indianapolis; Mary E. Leibham, University of Wisconsin - Eau Claire, Jessica Marie Chamberlain, Indiana University - Bloomington; Thea Ilene Freygang, Indiana University
2. Interest Development via “Grand Challenges” in College Engineering Students. Michael M. Barger, Duke University; Tony Perez, Old Dominion University; Michael Gustafson, Duke University; Joseph Nadeau, Duke University; David Schaad, Duke University; Lisa Huettel, Duke University; Lisa Linnenbrink-Garcia, Michigan State University
3. The Four-Phase Model of Interest Development: Elaboration of a Measurement Instrument. Isabelle Cabot, Cégep Saint-Jean-sur-Richelieu
4. Using Interest as an Additional Precondition for Achieving Flow. Walter Cook, Michigan State University; Barbara Schneider, Michigan State University
5. Measuring Children’s STEM Interest Development Longitudinally. Lynn Diane Dierking, Oregon State University; John Falk, Oregon State University; Nancy Staus, Oregon State University; William R. Pennel, University of Colorado - Boulder; Jennifer Nicole Wyld, Oregon State University; Deborah Bailey, Oregon State University
6. What Might Students Be Interested In? Exploring and Measuring Triggered Interest. Robert B.W. Ely, The University of Melbourne; Mary D. Ainey, University of Melbourne; Jon M. Pearce, University of Melbourne
7. The Construct of Interest Within the Expectancy-Value Framework. Alanna Epstein, University of Michigan - Ann Arbor; Yi-Miau Tsai, University of Michigan - Ann Arbor; Jacqueylune Eccles, University of California - Irvine
8. A Questionnaire to Assess Situational Interest: Theoretical Considerations and Findings. Doris Lewalter, Technical University Munich; Maximilian Knogler, Technische Universität München
9. Using Multiple Measures to Identify the Experiences That Initiate and Maintain Interest in STEM. Adam V. Malteese, Indiana University
10. Assessing STEM Interest as a Developmental Motivational Variable. K. Ann Renninger, Swarthmore College; Lynne Steuerle Schofield, Swarthmore College
11. Distinguishing Interest, Engagement, and Achievement: An Online Learning Approach. Carol Sansone, University of Utah; Sungchoon Sinclair, University of Utah; Tamra Birch Fraughton, University of Utah; Jonathan Butner, University of Utah; Josephy Zachary, University of Utah
12. Measuring Topic-Specific Interests in a Single Course: Advantages and Challenges. Yoi Tibbetts, University of Wisconsin; Elizabeth Ann Canning, University of Wisconsin - Madison; Judith Harackiewicz, University of Wisconsin

Discussants: Reinhard Pekrun, University of Munich; Koa Murayama, University of Reading

40.026. Differentiation, Diversity, and Technology. Division C - Learning and Instruction; Paper Session
Marriott, Fifth Level, Grand Ballroom J; 4:05-5:35pm
Chair: Jameula M. Burt, Bowie State University
Participants:

Designing Automated Guidance to Improve Diverse Students’ Understanding of Energy Flow. Kihyun (Kelly) Ryoo, University of North Carolina - Chapel Hill; Marcia Linn, Berkeley University of California
Differentiating Science Instruction: Teacher and Student Findings From the Accessing Science Ideas Project. Karen Mutch-Jones, TERC; Gillian M. Puttick, TERC; Lindsay Demers, TERC
Diverse Learners Playing Science Video Games: Interactions Between Gaming Features, Reading Proficiency, Gender, and Disability. Maya Israeli, University of Illinois at Urbana-Champaign; Shuai Wang, University of Illinois at Urbana-Champaign; Matthew Marino, University of Central Florida; James D. Basham, The University of Kansas
Adapting Interactive Technology to Younger Science Learners With a New Framework for Differentiating Classroom Interventions. Bryan Henderson, Stanford University

Discussant: Tara O’Neill, University of Hawaii - Manoa
40.027. Innovations in Teaching History: Promoting Historical Learning, Historical Understanding, and the Common Core Standards.
Division C - Learning and Instruction; Symposium
Convention Center, 100 Level, 113A; 4:05-5:35pm
Chair: Christopher C. Martell, Boston University
Participants:
Historical Reading and Writing Apprenticeships for Adolescent Readers: Framing Instruction Within a Disciplinary Cognitive Apprenticeship.
Susan De La Paz, University of Maryland; Chauencey Monte-Sano, University of Michigan - Ann Arbor; Mark K. Felton, San José State University
Writing Like a Historian: An Analysis of the Writing of Heterogeneous Middle School Learners.
Cynthia M. Okolo, Michigan State University; Carol Sue Englert, Michigan State University
Defending the Public Good With Texts: Urban Middle School Students’ Classroom Debates About Ancient Civilizations.
Leslie Duhalongood, Harvard University
Evaluating Eighth-Grade Social Studies Teachers’ Implementation of a Common Core-Aligned Literacy Intervention.
Abby Reisman, Teachers College, Columbia University
Discussant: Michael Nussbaum, University of Nevada - Las Vegas

40.028. Literacy, Reading, and New Media.
Division C - Learning and Instruction; Paper Session
Marriott, Fourth Level, 413; 4:05-5:35pm
Chair: Robert L. Bangert-Drowns, University at Albany - SUNY
Participants:
“Distractions”: How Adolescents Direct Themselves, Others, and Their Literacy Learning in Digitally Rich Schools.
Molly Buckley, Cleveland State University
Promoting Reading Comprehension With the Use of Technology.
Larysa V. Lysenko, Concordia University - Montreal; Philip C. Abrami, Concordia University
Technology Use and Self-Perceptions of English Language Skills Among Urban Adolescents.
Jia Li, University of Ontario Institute of Technology; Catherine E. Snow, Harvard University
The Role of Audience in Developing Global Literacy Through Videoconferencing.
J. Spencer Clark, Utah State University; James Scott Brown, Indiana University
Preschoolers Explore Interactive Storybook Apps: Which Apps, and With Whom?
Marcy Zipe, Providence College
Exploring Sketching as a Window on Student Understanding.
Joyyoung Jang, University of California - Los Angeles; Benny Cooper, University of California - Los Angeles; Louis M. Gomez, University of California - Los Angeles

40.029. Self-Directed and External Supports for Student Learning.
Division C - Learning and Instruction; Paper Session
Marriott, Fourth Level, Franklin 6; 4:05-5:35pm
Chair: Denis Dumas, University of Maryland - College Park
Participants:
Examining the Role of Critical Thinking in Advancing Inquiry.
Jing Long, East China Normal University; Nancy Law, The University of Hong Kong
Compensating for Perceived Competence by Learning From Errors.
Christina Barbieri, Temple University; Julie L. Booth, Temple University
Predicative Effects of Being a Feedback Provider and Receiver on Student Question-Generation Performance.
Chun-Ping Wu, TamKang University; Fu-Yun Ju, National Cheng Kung University
Autonomy Support and Chinese Adolescents’ Engagement in Learning: The Mediating Role of Basic Psychological Need Satisfaction.
Mei-Xiao Yao, Beijing Normal University; Tongjie Chen, Wenshan Yan, University of Massachusetts - Boston
Discussant: Penelope Maria Day Vargas, Clemson University

40.030. Situating the “Who” in Multiple Source Use: What Do Learners’ Characteristics Reveal About Online Processing?
Division C - Learning and Instruction; Symposium
Convention Center, 100 Level, 113B; 4:05-5:35pm
Chair: Matthew T. McCrudden, Victoria University of Wellington
Participants:
Incremental Theories of Intelligence Predict Multiple Document Comprehension.
Jason Lawrence Braasch, The University of Memphis; Ivar Braten, University of Oslo; Helge I. Stronsø, University of Oslo; Oistein Anmarkrud, University of Oslo
Lucia Mason, University of Padova; Patrik Pluchino, University of Padova; Caterina Tornatora, University of Padua
Impact of Interest and Prior Knowledge on Multiple Source Use.
Alexandra List, University of Maryland; Emily M. Grossnickle, University of Maryland
Multiple Source Comprehension: Sources of Complexity and What Students Need to Know and Be Able to Do.
Susan R. Goldman, University of Illinois at Chicago
Discussant: Patricia A. Alexander, University of Maryland - College Park

40.031. Technology Learning for All: Equity, Access, and Diversity Research.
Division C - Learning and Instruction; Paper Session
Convention Center, 100 Level, 113C; 4:05-5:35pm
Chair: Ken-Zen Chen, Boise State University
Participants:
Computer-Assisted English Language Learning Environments in Costa Rican Elementary Schools: An Experimental Study.
Rafael Lara-Alcete, Texas A&M University; Beverly J. Irby, Texas A&M University - College Station; Fuhui Tong, Texas A&M University - College Station; Cindy Lynn Guerrero, Texas A&M University; Yinan Fan, Texas A&M University
Cultural Diversity in Online Collaborative Learning Environments: Chinese Students’ Emotion Management in Online Group Work.
Xiao Fan, University of Macau; Jianzhong Xu, Mississippi State University; Jixia Du, University of Macau; Ruiping Yuan, Mississippi State University; Huashan Zhu, Admission and Examination Authority
Innovating “Blend” for Equity: Testing Online Learning With Low-Income Youth and Teachers in California.
Mica Pollock, University of California - San Diego; Susan S. Yonezawa, University of California - San Diego; Hilary J Gay, University of California - San Diego; Thomas Gilkison, University of California - San Diego; Lilia Rodriguez; Alan Garcia, University of California - San Diego; Mohammad Qassimyar, University of California - San Diego
“Seeing English”: Creating Equitable and Interactive Learning Opportunities for Deaf Students Through Online Classroom Chat.
Carrie Lou Garberoglio, The University of Texas
Engaging Young Women in Computer Science Through a Novel Programming Experience.
Xavier Velasquez, Utah State University; Taylor Martin, Utah State University; Nicole Forsgren Velasquez, Utah State University; Carmen Petrick Smith, University of Vermont; Matthew W. Berland, University of Wisconsin - Madison; Tom Benton, The University of Texas - Austin; Philip Janisiewicz, The University of Texas - Austin
Science With Audemae: How a New Assistive Technology Impacts Blind and Visually Impaired Learners.
Suzeanne Branon, Indiana University

40.032. Detecting and Explaining Differential Item Functioning.
Division D - Measurement and Research Methodology; Paper Session
Convention Center, 100 Level, 111B; 4:05-5:35pm
Chair: Anita Rovels, The College Board
Participants:
CDMSIB: Differential Item Functioning Detection Procedure in Cognitive Diagnostic Assessment.
Likan Hou, American Institute of Certified Public Accountants; Ratna Nandakumar, University of Delaware; Jimmy de la Torre, Rutgers University
Examining Student Factors in Sources of Differential Item Functioning: An Example Using Test Accommodation Data.
Pei-Ying Lin, University of Saskatchewan; Yu-Cheng Lin, University of Texas at El Paso
Identifying Science Item Context Characteristics for English Language Learners (ELLs) and Non-ELLs by Differential Item Functioning.
Ting Wang, University of Washington; Yuan-Ling Liaw, University of Washington; Min Li, University of Washington
Why the Differential Item Functioning? Math Test Item Bias and the Role of Linguistic Item Characteristics.
Yuan-Ling Liaw, University of Washington; Elizabeth A. Sanders, University of Washington
A Power Formula for the Mantel-Haenszel Test for Differential Item Functioning.
Zhushan Mandy Li, Boston College
Discussant: Andrea Gotzmann, Medical Council of Canada
**40.033. Division D Mentoring Reception for New Professionals.** Division D - Measurement and Research Methodology: Mentoring Session
Convention Center, 100 Level, 122B; 4:05-6:05pm
Chairs: Mirka E. Koro-Ljungberg, University of Florida; Mark A. Earley, Bowling Green State University

**40.034. Does It Get Better? The Climate for LGBT People in Schools and Communities Over Time.** Division E - Counseling and Human Development: Symposium
Convention Center, 100 Level, 105B; 4:05-5:35pm
Chair: Tiffany Wright, Millersville University of Pennsylvania
Participants:
The Workplace Climate for LGBT Educators: Has It Improved? Tiffany Wright, Millersville University of Pennsylvania

**40.035. Discourses of Education and Citizenship in Historical Policy Contexts.** Division F - History and Historiography: Symposium
Marriott, Fourth Level, 408; 4:05-5:35pm
Chair: Kim Tolley, Notre Dame de Namur University
Participants:
Statehood and the Schools: Citizenship, Public Education, and Hawai’i’s Campaign to Become the 49th State. Michelle M. Morgan, Missouri State University
Educated to Resist: Educational Policy and the Origins of the Native Hawaiian Sovereignty Movement, 1921-1976. Derek Taira

**40.036. Civic Learning in the Crux of Change: Citizenship and Belonging Amid Radically Transforming Contexts.** Division G - Social Context of Education: Symposium
Convention Center, 200 Level, 204B; 4:05-5:35pm
Chair: Bradley A. Levinson, Indiana University
Participants:
Debating the Nation: Competing Imaginaries of the Future for Educated Eritrean Citizens. Jennifer Riggan, Arcadia University
Civic Education, Belonging, and Identity: Becoming Citizens in “Postconflict” Guatemala. Beth C. Rubio, Rutgers University; Deirdre Dougherty, Rutgers University - New Brunswick/Piscataway
The Development of Adolescents as Ethical Civic Actors in Countries in Transition From Identity-Based Violence and Conflict. Sarah W. Freedman, University of California - Berkeley; Karen L. Murphy, Facing History and Ourselves
“Only Different on the Surface”: Constructing a Democratic Identity in Post-Communist Romania. Kathryn M. Obenchain, Purdue University; Rebecca M. Callahan, The University of Texas - Austin
“Your Eyes See Only What They Want to See”: Negotiating Citizenship Identities in Times of Conflict. Thea R. Abu-el-Haj, Rutgers University
Discussant: Sigal Raday Ben-Porath, University of Pennsylvania

**40.037. Exploring Suburban School Inequality.** Division G - Social Context of Education: Symposium
Marriott, Fourth Level, 404; 4:05-5:35pm
Chair: R. L’Heureux Lewis-McCoy, City College of New York - CUNY
Participants:
A Suburban School Typology. Erica Frankenberg, The Pennsylvania State University
Expressive Cool and Racial Differences in the Neighborhood Socialization of Male Adolescents Toward Education. Odis Johnson, University of Maryland
Suburban Boy Blues. R. L’Heureux Lewis-McCoy, City College of New York - CUNY

**40.038. Indigenous Technologies: Lessons From the Field.** Division G - Social Context of Education: Symposium
Marriott, Fourth Level, 405; 4:05-5:35pm
Chairs: Bryan McKinley Jones Brayboy, Arizona State University; Yasmin B. Kafai, University of Pennsylvania
Participants:
Grappling With Technology: American Indian Youth Producing Digital Media in a Native Arts Class. Kristin Anne Searle, University of Pennsylvania; Cristobal Martinez, Arizona State University; Bryan McKinley Jones Brayboy, Arizona State University; Yasmin B. Kafai, University of Pennsylvania
From Origins to Innovations in Land-Based Learning: Emerging Use of and Valuing of Digital Technologies in an Urban Indigenous Community. Megan Bang, University of Washington; Ananda Maria Marin, Northwestern University; Lori Faber, Northwestern University
A Connected-Knowledge Approach to Computing and Indigenous Knowledge Education for American Indian Youth. Cristobal Martinez, Arizona State University; Kristin Anne Searle, University of Pennsylvania; Yasmin B. Kafai, University of Pennsylvania; Bryan McKinley Jones Brayboy, Arizona State University

Convention Center, 100 Level, 121A; 4:05-5:35pm
Chair: Katherine Cumings Mansfield, Virginia Commonwealth University
Participants:
Urban Education and Black Racial Identity in South Africa. Bekisizwe S. Ndimate, The University of Texas - San Antonio; Helen Neville, University of Illinois
Equity After Inclusion in Frail Democracies: The Case of a Guatemalan Public School. Alfredo J. Artiles, Ph.D., Arizona State University; Marta Zoila Caballeros, Universidad Rafael Landivar; Romelia Mó, Ministerio de Educación de Guatemala; Ruby Batz, University of Oregon
Social Justice by the Numbers: A Policy Historiography of Equity Education Policy in Ontario. Allison Segeren, The Western University; Goli Marzieh Rezai-Rashiti, University of Western Ontario; Wayne J. Martino, The University of Western Ontario
Discussant: Kristina R. Llewellyn, University of Waterloo

Convention Center, 200 Level, 204C; 4:05-5:35pm
Chairs: Gretchen E. Lopez, Syracuse University; Jaclyn Rodriguez, Occidental College
Participants:
Exploring Authentic Higher Education-High School Collaboration Toward Thick Democracy. A. Wendy Nastasi, Syracuse University; Gretchen E. Lopez, Syracuse University
Nurturing Critical Hope Through Social Justice Education. Imee Ricah Rejano, Occidental College; Jaclyn Rodriguez, Occidental College

Marriott, Fourth Level, 406; 4:05-5:35pm
Chair: Marta P. Baltodano, Loyola Marymount University
Participants:
Becoming Unionized in a Charter School: How Charter School Teachers Navigate the Culture of Choice. Elizabeth Montañó, University of California - Davis

The Manufacture of a School Reconstitution: Counternarrating the Master Narrative of a “Failing” School. Beth Trincher, UCLA Community School


Neoliberalism as a Form of Governmentality: The School Choice Movement and the Decline of Public Education. Maria P. Baldetado, Loyola Marymount University

Discussant: Pauline Lipman, University of Illinois at Chicago

40.042. Approaches to the Use of Learning Progressions Within Multidimensional Formative Assessment Activities in Science. Division H - Research, Evaluation and Assessment in Schools; Demonstration/Performance
Convention Center, 100 Level, 116; 4:05-5:35pm
Chair: Pascal D. Forgione, K-12 Center at ETS
Participants:
SimScientists: Use of Learning Progressions Within Curriculum-Embedded Simulations for Formative Assessment. Edys S. Quelitz, WestEd

Discussants: Joan L. Herman, University of California - Los Angeles; Fritz A. Mosher, Teachers College, Columbia University

40.043. Evaluation of Reading Apprenticeship Improving Secondary Education. Division H - Research, Evaluation and Assessment in Schools; Symposium
Convention Center, 100 Level, 102A; 4:05-5:35pm
Chair: Jennifer A. Hamilton, Westat
Participants:
Challenges of Scaling Up a Complex Set of Changes in Teaching Practice Across 300 High Schools. Cynthia L. Greenleaf, WestEd; Ruth Schoenbach, WestEd
A Randomized Control Trial of Reading Apprenticeship Improving Secondary Education. Cheri L. Fancsali, IMPAQ International, LLC
Evaluation of Internet-Based Reading Apprenticeship Improving Science Education (iRAISE). Andrew P. Jaciw, Empirical Education Inc.; Megan Toby, Empirical Education Inc.

Discussant: Cynthia E. Coburn, Northwestern University

40.044. Linking Implementation to Impacts: Year 2 Results From the Mixed-Methods Evaluation of the Reading Recovery Investing in Innovation (i3) Scale-Up. Division H - Research, Evaluation and Assessment in Schools; Symposium
Convention Center, 100 Level, 117; 4:05-5:35pm
Chair: Henry May, University of Delaware
Participants:
Year 2 Results From the Randomized Evaluation of the Reading Recovery Scale-Up. Henry May, University of Delaware; Philip M. Sirinides, University of Pennsylvania; Michael Armijo, University of Pennsylvania; Jessica Gillespie, University of Pennsylvania; Abigail Gray, University of Pennsylvania; Heather D Goldsworthy, University of Pennsylvania; Jessica Gillespie, University of Pennsylvania; Helen Anderson-Clark, University of Pennsylvania; Toscha J Blalock, University of Pennsylvania; Cecile Huynh Sam, The University of Pennsylvania
Lessons From Innovators: Exploring Variation in the Implementation and Effectiveness of Reading Recovery. Philip M. Sirinides, University of Pennsylvania; Michael Armijo, University of Pennsylvania; Jessica Gillespie, University of Pennsylvania; Henry May, University of Delaware.

Discussant: Joy Lesnick, Institute of Education Sciences

40.045. Assessing Competence in Professional Performance Across Disciplines and Professions. Division I - Education in the Professions; Symposium
Convention Center, 100 Level, 109A; 4:05-6:05pm
Chair: Paul F. Wimmers, University of California - Los Angeles
Participants:
Assessing Performance in Legal Education. Erika J. Abner, University of Toronto; Shelley Kierstead, York University
Assessing Performance in Engineering Education: Examples Across 20 Years of Practice. John Heywood, Trinity College Dublin
Assessing Performance in Interdisciplinary Higher Education: Lessons and Issues From the United Kingdom. Mark Russell, King’s College London; Anne Christine McKee, King’s College London; Michele Russell-Westhead, King’s College London

Building Competence in Performance Assessment: What a Faculty Needs to Know and Do. Ara Tekian, University of Illinois at Chicago; John J. Norcini, Foundation for Advancement of International Medical Education and Research

Discussant: Marcia Mentkowski, Alverno College

40.046. Higher Education and Internationalization. Division J - Postsecondary Education Cosponsored with SIG-International Studies, Division L - Educational Policy and Politics; Invited Session
Convention Center, 100 Level, 108A; 4:05-5:35pm
Chair: Jenny J. Lee, The University of Arizona
Speaker: Francisco Marmolejo, World Bank

40.047. Approaches of Collaboration and Inquiry in Teacher Education. Division K - Teaching and Teacher Education; Paper Session
Marriott, Fourth Level, Franklin 13; 4:05-5:35pm
Chair: Maria Rosa Villongo Flores, Hawaii State Department of Education
Participants:
Urban Teacher Residencies: Contributions and Barriers to the Professionalization of Teaching. Susan Desha Stahl, University of Washington
Teacher Education Reform Through Faculty Residencies in Urban Schools. Diane E. Salmon, National-Louis University; Wendy L. Gardner, National-Louis University
Teacher Educator Attitudes Toward Family Engagement in Hawaii and Their Influence on Teacher Preparation. Eva Ponte, University of Hawaii - Manoa; Kevin Traynor, University of Hawaii at Manoa

The Development, and Engagement, of Social Resources for Sharing and Creating Knowledge About Practice. Nicole Anne Mancevice, University of California - Los Angeles; Kimberley Gomez, University of California - Los Angeles


Inquiry-Based Practice as a Driver for Effective Teacher Preparation in an Urban Teacher Residency. Marisa Harford, New Visions for Public Schools; Roberta Trachtman, New Visions for Public Schools; Kay Sloan, Rockman et al; Sherry B. Graves, Hunter College School of Education

Discussant: Jennifer H. Waddell, University of Missouri - Kansas City

40.048. Common Core State Standards for Mathematics and Mathematics Teacher Education Programs: Current and Future Directions. Division K - Teaching and Teacher Education; Symposium
Marriott, Fourth Level, Franklin 3; 4:05-5:35pm
Chair: Yukiko Maeda, Purdue University
Participants:
Identifying Common Core State Standards for Math Challenges to Inform the Preparation of Preservice Teachers. Jeffrey M. Choppin, University of Pennsylvania
of Rochester; Jon D. Davis, Western Michigan University; Corey Drake, Michigan State University; Amy M. Roth McDuffie, Washington State University - Tri-Cities

Reported Changes in Secondary Mathematics Teacher Education Programs due to the Common Core State Standards. Jeffrey Craig, Michigan State University; Jia He, Michigan State University; Sharon L. Senk, Michigan State University; Yukiko Maeda, Purdue University; Vivian Gregory Alexander, Purdue University

Goals of Mathematics Teacher Educators for Prospective Teachers and the Common Core State Standards for Mathematics. Marcy R. Wood, The University of Arizona; Jill Annette Newton, Purdue University; Patricia S. Wilson, University of Georgia - Athens; Denise A Spangler, University of Georgia; Corey Drake, Michigan State University; Sarah E. Kasten

Priorities for the Improvement of Secondary Mathematics Teacher Preparation for the Common Core Era. W. Gary Martin, Auburn University; Marilyn E. Strutchens, Auburn University

40.049. Deepening Our Understanding of the Contexts of Teaching. Division K - Teaching and Teacher Education; Paper Session Convention Center, 200 Level, 203A; 4:05-5:35pm

Chair: Eleanor V. Wilson, University of Virginia

Participants:
- Case Studies of Teachers’ Perceptions and Their Enactment Processes When Implementing Multiple Reforms in High School Mathematics. Kimberly Anne OBrien Samaniego, Lincoln High School
- Dispositions and Culturally Responsive Teaching in Urban Teacher Preparation. Duane M. Truscott, Georgia State University; Vera Stenhouse, Georgia State University
- Preparing Teachers for the Complexity of the Classroom. Jackie Sydnor, Ball State University
- Supporting Future Teachers in Facilitating Home-School Partnerships: Examining and Assessing Knowledge and Dispositions. Alisa Hindin, Seton Hall University; Mary Frances Mueller, Seton Hall University
- Teacher Perceptions of Stress, Self-Efficacy, and High-Stakes Tests: Examining the Beliefs of Teachers in Context. Heather S Dawson, Virginia Commonwealth University; Heather Carlson Vaquez, Virginia Commonwealth University

40.050. How Teacher Preparation Is Being Transformed by Digital Technologies at an Urban Comprehensive College. Division K - Teaching and Teacher Education; Symposium Marriott, Fifth Level, Grand Ballroom L; 4:05-5:35pm

Chair: Minda M. Lopez, Texas State University - San Marcos

Participants:
- “You Could Use Twitter Like That?” Employing Twitter to Prepare 21st-Century Teachers. Jevon D. Hunter, SUNY - Buffalo State College
- Soaring With the Written Word: Teacher Candidates Use Storybird to Teach Writing. Jing Zhang, Buffalo State College - SUNY
- Examining Graduate Students’ Technological Pedagogical and Content Knowledge Using a Wiki During an Online Course. Christopher T Shively, Buffalo State College - SUNY
- Potential Affordances Blogging Has on Developing Teacher Preparation: An International Experience Comes to Life. Sherri Weber, SUNY Buffalo State

Discussant: Tyrone C. Howard, University of California - Los Angeles

40.051. Professional Development in English Language Arts. Division K - Teaching and Teacher Education; Paper Session Marriott, Fourth Level, Franklin 2; 4:05-5:35pm

Chair: Margaret Gleeson, Victoria University of Wellington

Participants:
- Accelerated Student Achievement and Enhanced Teacher Knowledge: The Case of a Long-Term Vocabulary Intervention. Jeni Davis, University of South Florida; James F. Baumann, University of Missouri - Columbia
- Appropriating and Enacting Literacy Tools While Teaching. Hung Vuong Chung, University of California - Irvine
- Closing the Gap: Examining the Effectiveness of a Writing Methods Course on Practicing Teachers’ Understandings and Instructional Practices. Sherry Dismuke, Boise State University
- Fidelity of Intervention of Elementary Curriculum for Gifted Students: Implications for Professional Development. Tonya R. Moon, University of Virginia; Sunhee Park, University of Virginia; Carolyn M. Callahan, University of Virginia; Annalisa V. Brodersen, University of Virginia

Transforming Disciplinary Literacy Instruction Through Teacher Study Groups: Case Studies of Three Secondary Teachers. Naomi M. Watkins, University of La Verne; Nancy T. Walker, University of La Verne

Discussant: Thomas P. Crumpler, Illinois State University

40.052. Struggles for Control: International Perspectives on Teacher Education. Division K - Teaching and Teacher Education Cosponsored with International Academy of Education; Symposium Convention Center, 200 Level, 203B; 4:05-6:05pm

Chair: Brad Olsen, University of California - Santa Cruz

Participants:
- The Political Landscape of Teacher Education in the United States. Kenneth M Zeichner, University of Washington
- Teacher Education in Chile: Policy Tensions Between Support and Control. Beatrice Avilos, Universidad de Chile
- Teacher Education in the Netherlands: Struggle Over the Curriculum. Anja Swensen, VU University Amsterdam; Monique L. Volman, Universiteit van Amsterdam, Research Institute Child Development and Education

Discussant: Stephen J. Ball, Institute of Education - London

40.053. Teachers Leading for Change: Reclaiming the Discourse and Practice of Teacher Leadership in a Neoliberal Context. Division K - Teaching and Teacher Education; Symposium Convention Center, 100 Level, 120B; 4:05-5:35pm

Chair: Lisa Smulyan, Swarthmore College

Participants:
- Action Research as Teacher Leadership: Teacher Experience in Professional Learning Communities. S S, Harvest Collegiate High School

Discussant: Kevin Kumashiro, University of San Francisco

40.054. Understanding the Impact of Professional Development on Mathematics Teaching and Learning for K-3-In-Service Teachers. Division K - Teaching and Teacher Education; Symposium Convention Center, 100 Level, 120C; 4:05-6:05pm

Chairs: Wendy M. Smith, University of Nebraska - Lincoln; Traci Shizu Katuka, University of Nebraska - Lincoln

Participants:
- Teachers’ Knowledge Development: Structuring Opportunities to Learn About Elementary School Mathematics. Carolyn Pope Edwards, University of Nebraska - Lincoln; Ruth M. Heaton, University of Nebraska - Lincoln; Yujing Shen, University of Nebraska - Lincoln; Michelle Hong
- Teachers’ Knowledge Development: Structuring Opportunities to Learn About Elementary School Mathematics. James P. Spillane, Northwestern University; Megan Hopkins, The Pennsylvania State University

Longitudinal Changes in K-3 Teachers’ Knowledge for Teaching, Beliefs About Teaching, and Attitudes Toward Mathematics. Lixin Ren, University of Nebraska-Lincoln; Traci Shizu Katuka, University of Nebraska - Lincoln; Heidi Lynn Fleharty, University of Nebraska; Wendy M. Smith, University of Nebraska - Lincoln; Carolyn Pope Edwards, University of Nebraska - Lincoln; Jennifer L. Green, University of Nebraska - Lincoln

Longitudinal Change in Students’ Math Achievement Scores for an Elementary Mathematics Specialist Program. Traci Shizu Katuka, University of Nebraska - Lincoln; Lixin Ren, University of Nebraska-Lincoln; Heidi Lynn Fleharty, University of Nebraska; Wendy M. Smith, University of Nebraska - Lincoln; Carolyn Pope Edwards, University of Nebraska - Lincoln; Jennifer L. Green, University of Nebraska - Lincoln; Anthony Daniel Albano, University of Nebraska

Discussant: Hilda Borko, Stanford University

40.055. “Professional Language” in Education: Enhancing
Communication Within and Across Research, Teacher Education, and School Settings. Division K - Teaching and Teacher Education; Symposium Marriott, Fourth Level, Franklin 5; 4:05-5:35pm

Chair: Jamie O’Keeffe, Stanford University

Participants:

“Professional Language” in Research, Teacher Education, and School Settings. Jamie O’Keeffe, Stanford University

The Problem of Accumulating Knowledge in Education Research. Pamela L. Grossman, Stanford University

Lessons Learned from a Practice-Based Approach to Teacher Education. Deborah Loewenstein Bell, University of Michigan - Ann Arbor; Francesca Forzanti, University of Michigan

Opening Windows on the Classroom: Professionalizing Discourse in Teacher Collaborative Groups. Ilana S. Horn, Vanderbilt University; Britnie Delinger Kane, Vanderbilt University; Mollie H. Appelgate, Vanderbilt University

Discussant: Judith Warren Little, University of California - Berkeley

40.056. Comparing Studies of Inclusive STEM High Schools: Three Approaches With Different Findings and Policy Implications. Division L - Educational Policy and Politics; Symposium Convention Center, 100 Level, 115C; 4:05-5:35pm

Chair: Sharon J. Lynch, The George Washington University

Participants:

What Is a STEM School? Opportunities in Inclusive STEM and Traditional High Schools in Denver. Carrie D. Allen Bemis, University of Colorado - Boulder; Kristofor Wiley, Drury University; Margaret A. Eisenhart, University of Colorado - Boulder

Inclusive STEM High Schools in Practice: Outcomes and Opportunity Structures for Low-Income Underrepresented Minorities. Lois Weis, University at Buffalo - SUNY; Kristin Cipollone, University at Buffalo - SUNY; Amy Elizabeth Stich, University at Buffalo - SUNY


Effects of Attending an Inclusive STEM High School: A Longitudinal Study of North Carolina Schools. Barbara M. Means, SRI International; Viki M. Young, SRI International; Ann House, SRI International; Haiwen Wang, SRI International

Discussant: Martin Storksdieck, National Academy of Sciences

40.057. Competition and Choice. Division L - Educational Policy and Politics; Paper Session Convention Center, 100 Level, 118A; 4:05-5:35pm

Chair: Cassandra M. Guarino, Indiana University

Participants:

Competition, Niches, and Networks: Forming a Tiered Education Market in New Orleans. Huriya Jabbar, University of California - Berkeley

Does Private Competition Improve Public School Outcomes or Increase Inequality? The Case of Nepali. Priyadarshani Joshi, University of Pennsylvania

School Choice and Student Neighborhoods: Evidence From the Milwaukee Voucher Program. Joshua M. Cowen, Michigan State University; Deven Edward Carlson, University of Oklahoma

Discussant: Andrew McEachin, North Carolina State University

40.058. Reception for Division L Policy Makers at the Conference. Division L - Educational Policy and Politics; Reception Convention Center, 100 Level, 122A; 4:05-5:35pm

SIG Sessions

40.059. Distributing, Learning, and Making STEM Arguments in Public Media. SIG-Advanced Technologies for Learning; Symposium Marriott, Fourth Level, Franklin 7; 4:05-6:05pm

Chair: Rogers P. Hall, Vanderbilt University

Participants:

Contextualizing Science in Life Through the Design and Circulation of News Infographics. Joseph L. Polman, University of Colorado - Boulder; Cynthia Graville-Smith, Saint Louis University; Engida Hailye Gebre, University of Colorado - Boulder

Investigating the Teaching and Learning of Thematic Map Performances With Young People. Nathan C. Phillips, University of Illinois at Chicago

Dissecting and Remixing Graph Arguments Using Motion Charts and Public Data. Jennifer Kahn, Vanderbilt University - Peabody College; Rogers P. Hall, Vanderbilt University; Nathan C. Phillips, University of Illinois at Chicago

Data Talks but Models Lie? Studying Stakeholders’ Epistemological Stances Toward Digital Media in Planning. Letilah Lyons, University of Illinois at Chicago; Joshua L. Radinsky, University of Illinois at Chicago; Moira Zellner, University of Illinois at Chicago; Dan Milz, University of Illinois at Chicago

Guerrilla Science: Engaging the Public Through Interactive Science Displays. Amie Patchen, Boston College; Dennis J DeBay, Boston College; Connor Rooney, Boston College; Michael Barnett, Boston College

Learning About Big Data for Democratic Participation. Thomas M. Philip, University of California - Los Angeles; Maria C. Olavere Pasillas, University of California - Los Angeles; Janet Rocha, University of California - Los Angeles

Discussant: Roy D. Pea, Stanford University

40.060. Understanding and Extending the Advantages of Bilingualism and Bilingual Education. SIG-Bilingual Education Research; Paper Session Convention Center, 100 Level, 104B; 4:05-5:35pm

Chair: Kellie Rolstad, University of Maryland

Participants:

Bilingual Programs in the Houston Independent School District: An Analysis of Latino English Language Learners. Sandra Alvear, Rice University

Collaborative Dialogue in a Two-Way Spanish/English Immersion Classroom. Amy Isabel Young, University of Minnesota

How Heritage Language Learners Can Reclaim Their Funds of Knowledge in High School. Kayra Alvarado Merrill, University of Maryland; Melinda E. Martin-Beltran, University of Maryland - College Park

Working Memory Changes in Emergent Bilinguals. Eljune Yang, University at Buffalo

Discussant: Sharon H. Ulanoff, California State University - Los Angeles

40.061. Storying Innovative Practices: International Perspectives on Archives and Schools. SIG-Biographical and Documentary Research; Symposium Marriott, Fourth Level, 409; 4:05-5:35pm

Chair: Dustin Ian Garnet, Concordia University

Participants:

Making Storied Connections: Braiding Archives, Oral Histories, and the Art Education Institution at Central Tech. Dustin Ian Garnet, Concordia University


Archival Research as Living Inquiry: An Alternate Approach for Research in Teacher Education. Anita Sinner, Concordia University

Discussant: Donal O’Donoghue, The University of British Columbia

40.062. Policy Implications for Science and Math Education, Visual Spatial Learning, and Neuromyth. SIG-Brain, Neurosciences, and Education; Symposium Marriott, Fifth Level, Grand Ballroom 1; 4:05-6:05pm

Chair: Mary Layne Kalflesich, Krasnow Investigations of Developmental Learning and Behavior

Participants:

Numerical Predictors of Arithmetic Skills in Early Elementary and Middle School. Ian M Lyons, University of Western Ontario

Core Skills in Elementary School Science. Andrew Kenneth Tolmie, Institute of Education - London

Visual Spatial Talent, Neurological Systems, Instrumentation, Education, and the Left Brain/Right Brain Neuromyth. Charles Gillmarten, George Mason University; Mary Layne Kalflesich, Krasnow Investigations of Developmental Learning and Behavior

Environmental Influences on Neural Systems of Reasoning and Implications
40.063. Race, Class, and Gender Issues in Higher Education. SIG-Critical Perspectives on Early Childhood Education; Workshop Convention Center, 100 Level, 108B; 4:05-6:05pm
Chairs: Marianne N. Bloch, University of Wisconsin - Madison; Beth Blue Swadener, Arizona State University; Gaile S. Cannella, Arizona State University - Tempe
Participants: Reconceptualizing Early Childhood Care and Education: Critical Questions, Diverse Imaginaries, and Social Activism. Marianne N. Bloch, University of Wisconsin - Madison; Beth Blue Swadener, Arizona State University; Gaile S. Cannella, Arizona State University - Tempe

40.064. Professional Development for Inclusive Practice: Exploring Teacher Perceptions and Discourse. SIG-Disability Studies in Education; Paper Session Convention Center, 100 Level, 107B; 4:05-5:35pm
Chair: Nirmala Erevelles, The University of Alabama
Participants: Equity in Mathematics Education Through Collaborative Inquiry in Professional Learning: A Case Study. Paulo Tan, Indiana University; Kathleen King Thorius, Indiana University - IUPUI; Marsha Simon, Indiana University - IUPUI
Examination of Teacher Perceptions in Special Education Disproportionality. Roey Abram, New York University; Alexandria Ayward, New York University
Disrupting Ableism and Building Inclusive Schools: A Teacher Study Group. Priya Lalvani, Montclair State University
A Blueprint of Power and Control: Ethnicnographic Study of Educators’ Discourse in a Kindergarten Classroom. Fernando Otsara
Developing Inclusive Identities: Understanding Student Teaching Through de Certeau’s Framework of Tactics and Strategies. Carrie E. Reed, Syracuse University; Christine Elaine Askby, Syracuse University
The Impact of a Disability Studies Curriculum on Education Professionals’ Perspectives and Practice. Holly Pearson, Chapman University; Meghan Cosier, Trinity Washington University; Joanne Jean Kim, Chapman University; Aja Mcgee, Chapman University; Audri Gomez, Chapman University; Carol Hines, Riverside Unified School District; Lityz Z. Ruiz, Azusa Pacific University

40.066. Indigenous Language and Cultural Revitalization and the Power of Educational Research. SIG-Indigenous Peoples of the Pacific; Paper Session

40.065. Race, Class, and Gender Issues in Higher Education. SIG-Critical Perspectives on Early Childhood Education; Workshop Convention Center, 100 Level, 114; 4:05-5:35pm
Chair: Juanita Johnson-Bailey, University of Georgia
Participants: Intercultural Dating and Black Student Experiences of Inclusion: A Comparative Case Study of Two Predominantly White Universities. Alana C. Butler, Cornell University
Becoming “More Better”: A Study of Financial Aid Students at the University of Cape Town, South Africa. Margaret Louise Irving, Stanford University
Lifting as We Climb: Messages Influencing African American Women’s Postgraduate Degree Attainment. ReShanta Hazelbaker, Bluegrass Community and Technical College; Beth L. Goldstein, University of Kentucky; Kenneth Maurice Tyler, University of Kentucky
Smart Black Girls: An Exploration of the Intersections of Race, Gender, Class, and Academic Sense of Self Among Black Women at a Selective University. Jennifer Michelle Johnson, Bowie State University
Rearing Daughters While Loving Sons: Single African American Mother’s Differential Parenting Style and Son’s Academia. Johnitha Watkins Johnson, University of Houston

40.067. Educational Innovation and Cross-Cultural Teaching and Learning: Seeking Equity Through Policy and Practice. SIG-International Studies; Symposium Convention Center, 100 Level, 120A; 4:05-5:35pm
Chair: Barbara Garii, SUNY - College at Oswego
Participants: Tensions and Potential of Cross-Cultural Teaching Innovations. Candace M. Schlein, University of Missouri - Kansas City
Where Do We Go From Here? International and Intercultural Teacher Preparation Opportunities Versus Teacher Preparation Reform Recommendations. Barbara Garii, SUNY - College at Oswego
Holding the Passport: Attitudes and Knowledge of Teacher Education Administrators and Supervisors Toward International Student Teaching. Jennifer A. Mahon, University of Nevada - Reno
The Long-Term Impact of a Short-Term International Educational Experience on Teachers’ Global Engagement. Lynne Mael Walters, Texas A&M University; Martha Robison Green, Texas A&M University; Timothy Walters, Texas A&M University
Beginning Preserve Teachers’ Perspectives on International Education and Society: What Are We Learning Through Travel? Jubin Rahatzzad, Purdue University; Suniti Sharma, Saint Joseph’s University; John I. Phillion, Purdue University; Hannah Sasser, Purdue University
Reentry: Leveraging International Learning Upon Returning Home From Study Abroad. Helen Marx, Southern Connecticut State University

40.068. Languages, Literacies, and Social Processes. SIG-Language and Social Processes Cosponsored with Division K - Teaching and Teacher Education; Paper Session Convention Center, 200 Level, 202A; 4:05-6:05pm
Chair: Beth V. Teager, California State University - East Bay
Participants: The Classroom’s a Stage: Performance as Resource for Critical Discourse Awareness. Ruth Harman, University of Georgia - Athens
Stories, Silences, and Inclusion as Social Process: Talk About Reading in a Fourth-Grade Classroom. Mary Coakley-Fields, Teachers College, Columbia University
Lessons Learned From Linguistically Diverse Mathematics Classrooms. Mary P. Truxaw, University of Connecticut
Coloring Words: Imagining Spoken Word Poetry’s Critical Potential in White Private School Contexts. Kati Macaluso, Michigan State University

40.069. New Instruments for Assessing Learning Environments. SIG-Learning Environments; Paper Session Marriott, Fourth Level, 412; 4:05-5:35pm
Chair: Catherine Shelley Martin-Dunlop, Morgan State University
Participants: Development of an Instrument to Measure Flourishing Learning Environments in Rural School Classrooms. Hersh C. Waxman, Texas A&M University; Anna Witt Boriack, Texas A&M University; Hector
Adolescent Schooling as Inflamed Amour-Propre Cultivation: Reviving Emile in Light of Empirical Evidence From Neuroscience and Psychology. Matthew J. Hayden, Drake University

PISA (Programme for International Student Assessment), Global Capitalism, and Deleuze-Guattari’s Apparatus of Capture. Diana Masny, University of Ottawa

Discussant: A.G. Rud, Washington State University

40.073. Indigenous Educational Inequalities and Promised Solutions: Historical, Policy, and Transnational Perspectives on “Closing the Gap”, SIG-Postcolonial Studies and Education; Symposium

Marriott, Fourth Level, 411; 4:05-5:35pm

Chair: Jo-Anne Margaret Dillabough, The University of British Columbia

Participants:
Critical Analysis of the Achievement “Gap” Attributed to Australian Indigenous Students: Insights, Tensions, and Dilemmas. Sophie Rudolph, University of Melbourne

Discourses of Indigenous Self-Determination in Contemporary Education Policy: Aoteaor New Zealand, Australia, and Canada. Marra Neilson, University of Auckland

On Noticing and Not Noticing Indigenous Students as Learners and Future Citizens. Julie E. McLeod, University of Melbourne

Discussant: Jo-Anne Margaret Dillabough, The University of British Columbia


Marriott, Fourth Level, 414; 4:05-5:35pm

Chair: Linda A. Catelli, Dowling College

Participants:

Evaluating High-Leverage Clinical Practices at Professional Development Schools to Enhance Mathematics Teaching and Learning. Jennifer M. Suh, George Mason University; Andrea H Weiss, Flint Hill School; Kerri Fulginiti, Fairfax County Public Schools; Molly Rawling, George Mason University; Lesley King

Professional Development Within the Professional Development School: Making It Happen and Gaining Momentum. Katherine Egan Cunningham, Manhattenville College; Diane W. Gomez, Manhattenville College

Uncovering Supervisors’ Comments in Reflection Journals. Monique Alexander, Pennsylvania State University; Kelly Parks

Discussant: Sharon B. Hayes, West Virginia University

40.075. Disrupting Qualitative Inquiry: Possibilities and Tensions of Educational Research, SIG-Qualitative Research; Symposium

Convention Center, 100 Level, 119B; 4:05-6:05pm

Chair: Ruth Nicole Brown, University of Illinois at Urbana-Champaign

Participants:

Reports of Illegal Activities by a Research Participant: Disordering Meaning-Making in Reflexivity Through Mexican American Studies. Rosario Carrillo, The University of Arizona

Disrupting Science Education Research: Choosing to Honor and Make Visible Specific Contexts. Cassie Fay Quigley, Clemson University; Andrea H Weiss, Flint Hill School; Nicola Beeman-Cadwallader, Indiana University

“Bringing a Little Bit of Heaven to Humanity”: Raising Hell While Interrupting Traditional Methods for the Purpose of Justice. David O. Stovall, University of Illinois at Chicago

CRIT Walking for Disruption of Educational Master Narratives. Mark Giles, The University of Texas - San Antonio; Robin L. Hughes, Indiana University - Indianapolis

Discussant: Candace Ross Kuby, University of Missouri - Columbia

40.076. Instrument Development and Validation, SIG-Rasch Measurement

Co-sponsored with SIG-Survey Research in Education; Paper Session

Convention Center, 100 Level, 112A; 4:05-5:35pm

Chair: Ronny Scherer, University of Oslo

Participants:
Rasch Analysis of the Rosenberg Self-Esteem Scale for African American Students. Courtney Tobiassen, University of Denver; Kathy E. Green, University of Denver; Ruth C.L. Chao, University of Denver

Creating a Physical Activity Self-Report Form for Youth Using Rasch Methods. Christine DiStefano, University of South Carolina; Russell Pate, University of South Carolina; Kerry McVey, University of South Carolina - Columbia; Marsha Dowda, University of South Carolina - Columbia; Michael Beets, University of South Carolina - Columbia; Dale Murrie, University of South Carolina - Columbia

 Expedientary Learning Implementation Review: Instrument Development. Sue Leibowitz, University of Massachusetts; Larry H. Ludlow, Boston College; Thomas S. Van Winkle

Measurement of Teachers’ Professional Performance. Anatoly Andreyevich Maslak, Branch of Kuban State University at Stavlyansk-on-Kuban

Discussant: Matthew Newman Gaertner, Pearson

**40.077. Learning and Instruction. SIG-Research in Mathematics Education; Paper Session**

Convention Center, 100 Level, 124; 4:05-6:05pm

Chair: Ebony Omotola McGee, Vanderbuilt Peabody College

Participants:

- Characteristics of Interesting Mathematics Lessons. Leslie Dietiker, Boston University
- Concreteness Fading of Algebraic Instruction: Effects on Learning. Erin R Ottmar, University of Richmond; David Landy, University of Richmond
- Student Performance on Real-World and Formal Mathematical Fraction Items. Amy Michelle Olson, The University of Arizona; Christine Calderon Vriesema, The University of Arizona; Jacob A Davidson
- Students’ Conceptions of Sin and Cosine Functions: Using Multiple Representations in a Computer Programming Environment. Anna Fricano DeJarnette, University of Illinois at Urbana-Champaign
- The Mathematical Arguments of Preservice Teachers in a Patterns Unit. Over Time. Martha Makowski, University of Illinois at Urbana-Champaign
- The Mathematics-Reading Achievement Relationship: Patterns Found in a Multigrade, Multiyear Statewide Examination. Jill L. Adelson, University of Louisville; Emily R. Dickinson, Human Resources Research Organization; Brittany Carpenter Cunningham, American Institutes for Research

**40.078. The Authority of Introspection in Self-Study. SIG-Self-Study of Teacher Education Practices; Paper Session**

Convention Center, 100 Level, 103C; 4:05-6:05pm

Chair: Patience A. Sowa, Zayed University

Participants:

- Self-Study Contributions to a History of the Self-Study of Teacher Education Practices (S-STEP). Jack Whitehead, University of Cumbria
- Personal Stories as Course Content: Learning About Self and Practice Through Analyzing Stories as Artifacts. Valerie A. Allison-Roan, Sussquehanna University
- The Lure of the Beloved Assignment: Why Do We Give the Same Assignment Every Semester? James A. Muchmore, Western Michigan University; Thomas A. Griggs, University of Northern Colorado
- Developing “the Authority of Experience” Through Collaborative Self-Study. Tom Russell, Queen’s University; Shawn M. Bullock, Simon Fraser University
- Transitioning to New Worlds: Challenges and Opportunities of Becoming International Teacher Educators. Amanda K. Berry, Leiden University; Nathan D. Brubaker, Monash University; Judy Joy Williams, Monash University

Discussants: Jill B. Farrell, Barry University; Anthony Kenneth Tufic Francis, Oakland University

**40.079. Issues in Postsecondary Education. SIG-Special Education Research; Paper Session**

Convention Center, 100 Level, 103B; 4:05-5:35pm

Chair: Edward G. Fierros, Villanova University

Participants:

- Correlates of Academic and Nonacademic Indicators of College and Career Readiness for Students With and Without Disabilities. Allison Lombardi, University of Connecticut; Jennifer S. Kowitt, University of Connecticut
- Skills for Success: Promoting Self-Determination Through Negotiation. Kathryn I. Scorgie, Azusa Pacific University

Swimming Upstream: Reframing Conceptualizations of Learning Disability in an Independent School—A Student-Led Critical Examination of Self and System. John Dean, Germantown Academy; Andy Danilchik, University of Pennsylvania; Kimberly Dean, Arcadia University

The Effect of General Education Inclusion on College Enrollment Rates Among Youth With an Autism Spectrum Disorder. Xin Wei, SRI International; Mary M. Wagner, SRI International; Jennifer Yu, SRI International; Harold Javitz, SRI International

Urban/Suburban Differences in Transition Services and Outcomes Among Students With Low-Incidence Disabilities. Zachary A. McCall, University of Missouri - Kansas City; Argun Saatcioglu, The University of Kansas; Thomas M. Skrtic, The University of Kansas

Discussant: Russell L. Carson, Louisiana State University

**40.080. Noncognitive Correlates of Stress and Resilience Among Students and Teachers. SIG-Stress and Coping in Education; Paper Session**

Convention Center, 100 Level, 105A; 4:05-5:35pm

Chair: Ted Nicholas Ingram, Bronx Community College - CUNY

Participants:

- Negative Feedback That Is Inconsistent With Academic Self-Concept: Prolongs the Stress Response to Academic Challenges. Sigrid Winner, University of Graz; Manuela Paechter, University of Graz; Iona Papoussel, Karl-Franzens-University Graz; Helmut Karl Lackner, University of Graz
- Elementary Teacher Stress: Associations With Perceptions of Classroom and Professional Variables. Christopher J. McCarthy, The University of Texas - Austin; Sally Lineback, The University of Texas - Austin; Richard G. Lambert, University of North Carolina - Charlotte; Molly Allender, The University of Texas - Austin; Jenson Reiser, The University of Texas - Austin; Susan Murphy, University of Texas
- Understanding the Relationship Among Teacher Role Stressors, Burnout, and Resilience. Kevin Andrew Richards, Purdue University; Thomas J. Templin, Purdue University; Chantal Levesque-Bristol, Purdue University

Discussant: Russell L. Carson, Louisiana State University

**40.081. The New Academic Labor Market and Graduate Students: A Symposium for Understanding, Reflection, and Action. SIG-Teacher’s Work/Teachers Unions; Symposium Convention Center, 100 Level, 118B; 4:05-5:35pm**

Chair: E. Wayne Ross, The University of British Columbia; Julie Gorlewski, SUNY - College at New Paltz

Participants:

- In Every Way I’m Hustlin’: The Post-Graduate School Intersectional Experiences of Activist-Oriented Adjunct and Independent Scholars. Naomi Beth Reed, The University of Texas - Austin; Amy E. Brown, University of Pennsylvania

Discussants: Peter L. McLaren, University of California - Los Angeles; Bradley J. Porfilio, Lewis University

**40.082. Innovating Through (Online) Games to Improve Educational Outcomes. SIG-Technology as an Agent of Change in Teaching and Learning; Demonstration/Performance**

Marriott, Fifth Level, Grand Ballroom G; 4:05-6:05pm

Chair: Zoe Corwin, University of Southern California

Participants:

- Why We Create: Conversations With Kids and Teachers About Making Games (and Other Interactive Media) With Scratch. Karen A. Brennan, Harvard University
- Spunky Avatars, Virtual Quests, and Epic Battles Against Self-Doubt: How a Middle School Video Game Promotes College-Going Efficacy. Giselle Ragusa, University of Southern California; Prayaas Jain; Jessica Evora, University of California - Los Angeles

Friday Afternoon, April 4, 2014
Participants:

**California - Los Angeles**
Young Makers and the Design Disposition: Connected Learning, Innovation, and Relevant Making. S. Craig Watkins, The University of Texas - Austin; Andres Lombana Bermudez, University of Texas, Austin

Cultivating College Knowledge Through Play: The Facebook Game Mission: Admission. Zoe Corwin, University of Southern California; Kevin Eagan, University of California - Los Angeles

Discussant: William G. Tierney, University of Southern California

**40.083. Design-Based Research in Gaming and Virtual Environments.**
SIG-Technology, Instruction, Cognition & Learning; Symposium
Marriott, Fourth Level, Franklin 11; 4:05-5:35pm
Chair: Stephen Petrina, The University of British Columbia

Participants:
Girls Designing Games, Media, Robots, Selves, and Culture. PJ Rusnak, The University of British Columbia

Designing an Educational Game (Heroes of Math Island): An Exploratory Study of Emotion and Learning. Mirela Gutica, British Columbia Institute of Technology

Designing Immersive Language-Learning Environments in Virtual Worlds. Yifei Wang, The University of British Columbia

Design-Based Research, Design and Engineering Cognition, and Ethical Know-How. Stephen Petrina, The University of British Columbia; Franc H. Feng, The University of British Columbia

**40.084. Validity in Systems of Data Use.** SIG-Test Validity Research and Evaluation; Paper Session
Convention Center, 100 Level, 109B; 4:05-5:35pm
Chair: Chien-Liu Yang, American Dental Association

Participants:
From the Ground Up: Validity and the Early Childhood Assessment. Jessica A. Goldstein, University of Connecticut; Jessica Kay Flake, University of Connecticut; Peter Behuniak, University of Connecticut

Inclusion of the Conventions, Practices, and Values of Multiple Stakeholders in a Validity Framework. Paul D. Nichols, Pearson; Emily R. Lai, Pearson

Teachers’ Use of Assessment Data and Their Preparedness for Making Valid Interpretations. Katharine Elizabeth Bailey, CEM-Durham University; Christine Merrell, Durham University; Peter B Tynms, Durham University


Discussant: Arturo Olivarz, The University of Texas - El Paso

**40.085. Vocabulary Research.** SIG-Vocabulary; Paper Session
Convention Center, 100 Level, 125; 4:05-5:35pm
Chair: Dincay Koksal, Turkish Education Research Association (TERA)

Participants:
Investigating the Acquisition of Words of Differential Difficulty in a Fourth-Grade Vocabulary Intervention With English Learners (ELs) and Their Non-EL Peers. Lauren Arzt, University of Maryland - College Park; Brie Doyle, University of Maryland - College Park; Anna Meyer, University of Maryland - College Park; Rebecca Deffes Silverman, University of Maryland - College Park; Maria Elliker Crassas, Iowa State University


The Development of Vocabulary and Morphological Awareness: A Longitudinal Study With English-as-a-Foreign-Language College Students. Li-Jen Kuo, Texas A&M University - College Station; Yih-Lin (Belinda) Jiang, Soochow University; Tsu-Ting Huang, New York University; Yihan Chen, National Chengchi University; Tie-Jin Kim, Northern Illinois University

The Effectiveness of Thematic-Clustering Rehearsing Activity and Narrow Reading on Vocabulary Retention With English-as-a-Foreign-Language Learners in Taiwan. En-Hui Lois Liao, National Kaohsiung Normal University

Discussant: Susan M. Baker, California State University - Sacramento

**40.086. Digital Literacies and Mobility in Migrant Communities: Studying Youth Practices and Learning Across Spaces.** SIG-Writing and Literacies; Symposium
Convention Center, 100 Level, 118C; 4:05-5:35pm
Chair: Wan Shun Eva Lam, Northwestern University

Participants:
Documenting and Expanding Latino Children’s New Media Repertoires at Home and at El Pueblo Mágico. Lisa Hope Schwartz, University of Colorado, Boulder; Kris D. Gutiérrez, University of Colorado - Boulder

Voice and the Politics of Scale in Youths’ Video Documentaries on Immigration. Wan Shan Eva Lam, Northwestern University; Natalia Smirnov, Northwestern University; Enid Marie Rosario-Ramos, University of Michigan

Migrant Youth, Multimodal Text Making, and Online Authorship. Myrhh Domingo, University of London

Learning From Navigating Diverse Worlds: The Networked Online Relationships of Immigrant and Native Youth in the Netherlands. Mariette Haan De, Utrecht University; Kevin M. Leander, Vanderbilt University

Discussant: Glynda A. Hull, University of California - Berkeley

---

**Division and SIG Roundtables**

**40.087. Roundtable Session 11; Roundtable Session**

**40.087-1. Adult Education and Adult Literacy Practice.** SIG-Adult Literacy and Adult Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 4:05-5:35pm
Chair: Jeffrey Stuart Kaplan, University of Central Florida

Participants:
After Graduation Stop-Outs: A Qualitative Look at Nontraditional Students Who Commenced Without Completing Their Degrees. Crystal Toombs, Brenau University; Dia Sekay, Georgia Institute of Technology

Improving the Comprehension and Vocabulary Skills of English Learners in an Adult Education Program. Aydin Durgunoğlu, University of Minnesota - Duluth; Anarag Sagar, Center For Literacy; Kathy Fagan, Center for Literacy; Rachel Brown, Center for Literacy

School Life Expectancy and Urbanization Implications for Adult Literacy Rates in Sub-Saharan Africa. Amon Okey Okpala, Fayetteville State University; Comfort O. Okpala, North Carolina A&T State University

Self-Efficacy and Anxiety Within Adult Learners of Mathematics. Maranda Miller, University of Kentucky

The Role of Race-Gender in Workforce Entry and Earnings for Participants in Workforce Investment Act Training. Pieta Blakely, Brandeis University

**40.087-2. A Sense of Belonging: The Construction of Doctoral Identity.** SIG-Doctoral Education across the Disciplines; Roundtable Session
Convention Center, Terrace Level, Terrace III; 4:05-5:35pm
Chair: Lisa K. Thompson, Prairie View A&M University

Participants:
Reinventing Myself as an Academic Writer in a Second Language: Reflective Journal Writing as a Powerful Tool to Facilitate Learning. Paulina Gutierrez Zepeda, Portland State University

Researching the Researchers: The Influence of a Sense of Belonging in the Carnegie Project on the Education Doctorate (CPED) on Faculty and Student Research Volunteers. Debby M. Zambo, Arizona State University; Ray R. Buss, Arizona State University; Jill Alexa Perry, Duquesne University; Ron Zambo, Arizona State University

Uncovering the Identities of Ed.D. Students as Learners, Leaders, and Action Researchers. Tiffany R. Williams, Arizona State University; Ray R. Buss, Arizona State University; Ron Zambo, Arizona State University; Debby M. Zambo, Arizona State University

“Who Am I to Question the Research Literature?” From Experienced Teacher to Novice Researcher. Theresa Y. Austin, University of Massachusetts - Amherst; Charles W. Estus, University of Massachusetts - Amherst; Katie Ladzowski, University of Massachusetts

**40.087-3. Faculty Development and Mentoring.** SIG-Faculty Teaching, Evaluation, and Development; Roundtable Session
Convention Center, Terrace Level, Terrace III; 4:05-5:35pm
Chair: Gabriele Bauer, Villanova University

Participants:
Course Kits: Faculty-Constructed Guides for Transforming Curricula and Teaching Practices. Bonnie B. Mullinix, Greenville Technical College

Promoting Higher-Order Thinking Skills Using Information and Communication Technology: Teaching Practices From Malaysian
40.087-4. Philanthropic Giving Practices Across Diverse Contexts in Public Education. SIG-Education and Philanthropy; Roundtable Session
Convention Center, Terrace Level, Terrace III; 4:05-5:35pm
Chair: Jamie B. Lewis, Georgia Gwinnett College
Participants:
- Philanthropy and Alumni Engagement of LGBTQ Alumni. Jason C. Garvey, The University of Alabama; Noah Daniel Drezer, University of Maryland - College Park
- Corporate Philanthropic Giving Practices in Public Education. Leila Morsy, University of New South Wales

40.087-5. Discipline and Resistance in Education: On the Limits and Possibilities of Teachers and Other Subjectivities. SIG-Foucault and Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 4:05-5:35pm
Chair: Thomas Greckhamer, Louisiana State University - Baton Rouge
Participants:
- Teachers as Learners: The Limits of Individualization as a Disciplinary Method. Mary Chang, University of Hawaii - Manoa
- To Be Liked: On the Politics and Ethics of Likeability. Adam Joseph Greteman, School of the Art Institute of Chicago; Kevin Burke, University of Notre Dame
- Examination and (En)Actors: The Shifting Identities and Practices of Teachers Within an “Evidence-Based” Accountability Paradigm. Hester Earle, Teachers College, Columbia University; Pavithra Nagarajan, Teachers College, Columbia University

A Foucauldian Critique of Restorative Discipline: Discipline Through Education or Discipline Through Shame? Hilary Lustick, New York University

40.087-6. Current Practices and New Directions in History Education. SIG-Teaching History; Roundtable Session
Convention Center, Terrace Level, Terrace III; 4:05-5:35pm
Chair: Brian Girard, The College of New Jersey
Participants:
- Capturing the Civil Rights Movement: U.S. History Teacher Development and Curricular Choice. Katy Swalwell, University of Maryland - College Park; Anthony Michael Pellegrino, George Mason University; Jenice Leilani View, George Mason University
- Necessary Selection: Toward a Theory of Critical Historical Reasoning. Eric Freedman, Adelphi University
- Preparing Prospective Teachers to Foster Historical Literacies. Jeffery D. Nokes, Brigham Young University
- Teaching History for Social Justice. Terrie Epstein, Hunter College - CUNY

40.087-7. Conceptualizing Formative Assessment and Developing Formative Practice. SIG-Classroom Assessment; Roundtable Session
Convention Center, Terrace Level, Terrace III; 4:05-5:35pm
Chair: Jeffrey S. Beaudry, University of Southern Maine
Participants:
- Formative Assessment: Toward a Coherent Theory of Validity. Ruhan Cireci Kizil, University of Colorado - Boulder
- Contrast Assessment Tools: Teachers’ Current Assessment Practices as a Resource for Learning About Formative Assessment. Sara C. Heredia, University of Colorado - Boulder
- The Process of the Process: Teachers Designing and Implementing Formative Assessment Processes. Rob McEntarffer, Lincoln Public Schools
- High School Science Teacher Engagement and Motivation in Formative Classroom Assessment. Andrew Boyd, Washington State University; Michael S. Trevisan, Washington State University

40.087-8. Classroom Management as Care, Relationships, Emotions, and Aggression. SIG-Classroom Management; Roundtable Session
Convention Center, Terrace Level, Terrace III; 4:05-5:35pm
Chair: Alicia Wenzel, Western Oregon University
Participants:
- Creating Relationship-Based Classroom Management Strategies. Mi-Hwa Park, Murray State University
- Teacher Motivation for Pastoral Care: A Challenge for Classroom Management Theorists. Philip Riley, Australian Catholic University
- Teachers’ Responses to Girls’ and Boys’ Physical Aggression: The Role of Emotional Reactions and Developmental Beliefs. Kristen Granger, Arizona State University - Tempe; Laura Hanish, Arizona State University; Olga Kornienko, Arizona State University - Tempe; Jodi Swanson, Arizona State University - Tempe
- Teachers’ Selection of Emotional Acting Strategies in Pursuit of Classroom Goals. Chisri Suzanne Galletta Horner, University of Pittsburgh; Elizabeth Levine Brown, George Mason University; Mary Margaret Kerr, University of Pittsburgh; Christina Scanlon, University of Pittsburgh

40.087-9. Voices From the Field: Stakeholder Perceptions of Teacher Preparation Program Quality and Effectiveness. SIG-Academic Audit Research in Teacher Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 4:05-5:35pm
Chair: Anne Kristina Jones, University of California - Riverside
Participants:
- Beyond Accountability and Accreditation Compliance: Taking Full Advantage of Assessment Data. Noela A. Haughton, University of Toledo; Virginia Keil, University of Toledo
- Critics and Critical Analysis: Lessons From 18,000 P-12 Students in Candidate Classrooms. Jacqueline C. Waggons, University of Portland; James B. Carroll, University of Portland; Hillary Mek, University of Portland; Bruce N. Weitzel, University of Portland
- The Validity of Using K-12 Student Ratings for Teacher Candidate and Educator Program Evaluation. Todd W. Kent, Princeton University; Peter Horn, Westfield School District

40.087-10. Assessment Methods and Use of Results. SIG-Measurement and Assessment in Higher Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 4:05-5:35pm
Chair: Scott M. Elliot, SEG Measurement
Participants:
- Comparing Learning Outcomes Between Two Medical School Groups of Unequal Size With Propensity Score Matching. Kenneth Royal, University of North Carolina - Chapel Hill; Jacqueline E. McLaughlin, University of North Carolina - Chapel Hill
- Taking Stock: Searching for Validity in Study Abroad Research. Jeffrey Burrow, University of Toronto - OISE
- Using Assessment Findings for Improvement: A Study of Types and Factors. Jessica Lorraine Jonson, University of Nebraska; Timothy Guettelman, University of Nebraska - Lincoln
- What Does an A Mean? Variation in Grading Criteria in College and University Courses. Anastasiya A. Lipnevich, Queens College and the Graduate Center - CUNY; Thomas R. Guskey, University of Kentucky

40.087-11. Teaching Diversity in Higher Education. SIG-Critical Educators for Social Justice; Roundtable Session
Convention Center, Terrace Level, Terrace III; 4:05-5:35pm
Chair: Paul Kuttner, Harvard University
Participants:
- “Fitness” to Teach Diversity in the United States: One Teacher Educator’s Journey. H. Sophia Han, University of South Florida
- How Much More Can We Give? Racial Battle Fatigue in Higher Education. Kenneth James Fachinger-Varner, Louisiana State University; Roland W. Mitchell, Louisiana State University; Katrice Albert, University of Minnesota
- Teaching the History of Higher Education: A Critical Duetoethnography. Susan Marine, Merrimack College; Z Nicolazzo, Miami University - Oxford

40.087-12. The Voice of the Child and the Parent: Family Engagement Practices Up Close and Personal. SIG-Family, School, Community Partnerships; Roundtable Session
Convention Center, Terrace Level, Terrace III; 4:05-5:35pm
Chair: Colleen M. Gibbons, Syracuse University
Participants:
“You Don’t Just Stay in One Place”: The Intergenerational Pedagogy of Two African American Families in the South. Jessica Sarah Powell, Cazenovia College
Parent Perceptions of School Fit. Sofia Bahena, Harvard University; Beth Schueller, Harvard University; Hunter Gehlbach, Harvard University
How Do Parents’ Psychological Resources (Parenting Self-Efficacy and Enjoyment of Parenting) Enable Them to Support Second Graders’ Self-Regulation and Competence? Focusing on the Mediational Role of Parental Involvement at Home. Soojung Kim, University of California - Berkeley; Susan D. Holloway, University of California - Berkeley; Savako Suzuki, Saint Mary’s College of California; Ayumi Nagase, University of California - Berkeley

40.087-13. Teacher Education: Can Our Voices Be Heard? SIG-Research Focus on Black Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 4:05-5:35pm
Chair: Monika Williams Shealey, Rowan University
Participants:
Does Teacher and Student Race Congruence Help or Hinder Student Engagement in Ninth-Grade Science? Will J. Jordan, Temple University; Briana L. Chang, Temple University; Crystal Menzies, Temple University; Julia Camille Ransom, Temple University
Where Are Our Stories? Examining the Research Literature on Black Women in Teacher Education. Monika Williams Shealey, Rowan University; Allyson Leggett Watson, Northeastern State University
What Plato Took for Granted: An Examination of the First Five African American Female Mathematicians. Nicole Michelle Russell, University of Denver
“Creating a Sense of Urgency in Texas”: The State of African American Education in the K-12 Context. Ifeoma A. Amah, The University of Texas - Arlington; Olga Hickman, The University of Texas - Arlington; Bernice King-Strong, The University of Texas - Arlington

Convention Center, Terrace Level, Terrace III; 4:05-5:35pm
Chair: Claudia G. Cervantes-Soon, University of North Carolina - Chapel Hill
Participants:
The Decade of the 1990s: The Lost Years of Opportunity for North Carolina’s ESL Students. Sharon LaBurt Shofner, University of North Carolina - Chapel Hill
Countering the Silencing of Latina/o Children in the New South: Testimonios of Mexican Immigrant Mothers. Claudia G. Cervantes-Soon, University of North Carolina - Chapel Hill; Alison McGinn Turner, University of North Carolina - Chapel Hill
Testimonios of Undocumented Latina/o High School Students in North Carolina. Jean Rockford Aguilar-Valdez, St. Olaf College
She Doesn’t Even Act Mexican: Smartness Trespassing in the New South. Juan F. Carrillo, University of North Carolina - Chapel Hill; Esmeralda Rodriguez, The University of Texas - Austin

40.087-15. Marxian Analysis of Society, Schools, and Education SIG Roundtable. SIG-Marxian Analysis of Society, Schools and Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 4:05-5:35pm
Chair: Rebecca A. Goldstein, Montclair State University
Participants:
Resisting the Local and Global Corporate Colonialism of Education: Guerrilla Warfare Tactics to Conquer Corporalatism. Thad S. LaVallee, University of Massachusetts - Dartmouth
Tacit Positivism in the Common Core Standards. Deborah P. Kelsh, College of Saint Rose
The Three Billy Goats Gruff in an Age of Neoliberalism: Applying a Charter for Change. Margaret Branscombe, University of South Florida

40.087-16. Instructional Technology SIG Roundtable Session: Web-Based Technologies. SIG-Instructional Technology; Roundtable Session
Convention Center, Terrace Level, Terrace III; 4:05-5:35pm
Chair: Heng Patrick Luo, John A. Dutton e-Education Institute
Participants:
Community Structure and Information Sources of Informal Health Science Learning Networks on Twitter. So Mi Kim, University of Georgia - Athens; Min Kyu Kim, University of Southern California
The Spacing Effect of Retrieval Practice Attempts Using a Web-Based Content Retrieval Tool. Niels Proctor, University of Florida; Pasha Antonenko, University of Florida
An Eye-Tracking Study on the Effect of Visual Cuing Techniques on Multimedia Learners’ Performance and Information Processing. Han-Chin Liu, National Chia Yi University; Hsueh-Hua Chuang, National Sun Yat-Sen University
Educational Technology Facilitators: Agents of Change. Jenny Sora; Francine C. Fark-Ross, Pace University

Friday Afternoon, April 4, 2014

40.088. Poster Session 7; Poster Session
40.088-1. Special Education Research SIG Poster Session. SIG-Special Education Research; Poster Session
Convention Center, 200 Level, Hall E; 4:05-5:35pm
Posters:
1. Achieving Inclusion? Effective Resourcing of Students With Special Educational Needs. Selina M. McCoy, Economic and Social Research Institute; Joanne C. Banks, The Economic and Social Research Institute; Denise Frawley, Economic and Social Research Institute
2. Bullying and Sibling Aggression: Exploring Implications for Students With Disabilities. Chad Allen Rose, University of Missouri - Columbia; Cynthia G. Simpson, Houston Baptist University
3. General and Special Education Teachers’ Perceptions of Teamwork at Primary and Secondary School Levels. Markus Gebhardt, Technische Universität München, Andreas Gegenfurter, Technische Universität München; Susanne Schwab, University of Graz; Mathias Kramer, University of Graz
6. Peer-Mediated Pivotal Response Treatment: Generalization From Unstructured to Structured Inclusive School Contexts. Sunyoung Kim, University of Wisconsin - Madison
7. Phonological, Orthographical, and Morphological Awareness in Third Graders With Reading Disabilities. Yujeong Park, University of Tennessee; Amber Elizabeth Benedict, University of Florida
8. Teachers’ Reported Use of Coteaching Methods: Associations With Structural Elements of Coteaching, Teacher Attitudes, and Professional Development Opportunities. Nadya Pancsofar, The College of New Jersey; Jerry Petroff
9. “Too Cool to Hang Out With You”: The Social Exclusion of Classmates With Learning Difficulties. Elizabeth Nowicki, University of Western Ontario; Jason D. Brown, University of Western Ontario
12. Assessing the Relation Between Seventh-Grade Students’ Engagement and Mathematical Problem-Solving Performance. Amy Lein, University of Minnesota; Asha K. Jitendra, University of Minnesota; Kristin Starosta, Lehigh University; Danielle Nicole Dupuis, University of Minnesota - Twin Cities; Cheyenne Hughes-Reid, Jon R. Star, Harvard University
13. Assessing College- and Career-Readiness Skills Using the Transition Assessment and Goal Generator. James E. Martin, University of Oklahoma; Maegan N. Hennessey, University of Oklahoma; Amber
14. Multiple Literacies for Individuals With Blindness/Visual Impairment: Comparison of Print, Braille, and Auditory Literacies. Sharifjah Khalid Al-Said, Ministry of Education, Oman; Ye Wang, Missouri State University; Feifei Ye, University of Pittsburgh; Young Ah Lee, The Ohio State University - Lima


16. Effectiveness of Mathematical Word Problem Solving Interventions for Elementary Students With and at Risk for Learning Disabilities. Amy Lein, University of Minnesota; Asha K. Jitendra, University of Minnesota

40.088-2. Exploring the Space of Science Pedagogical Practices. Division C - Learning and Instruction; Poster Session

Convention Center, 200 Level, Hall E; 4:05-5:35pm

Posters:

17. Influence of Visual Cuing and Correctness Feedback on Problem Solving. Amy Rousinofar, Kansas State University; Elise Agra, Kansas State University; Jeffrey Murray, Kansas State University; Adam Larson, Kansas State University; Lester Loschky, Kansas State University; N. Sanjay Rebello, Kansas State University

18. Investigating the Effect of Curricular Scaffolds on Third-Grade Students’ Model-Based Reasoning About the Water Cycle. Cory T. Forbes, University of Nebraska - Lincoln; Christina V. Schwarz, Michigan State University; Laura Zangori, University of Nebraska-Lincoln

19. Middle School Students’ Evaluations of Competing Scientific Explanations. Brandi L.E. Buckingham, Northwestern University

20. Moving Beyond Students as Blank Slates: Middle School Science Teachers’ Practices Around Surfacing Prior Knowledge. Jennifer Mesa, University of Florida; Rose Pringle, University of Florida; Lynda Hayes, P.K. Yonge Developmental Research School; Cheryl Atlee McAulughlin, University of Florida; Natalie King, University of Florida

21. Multiple Perspectives on Teacher Implementation of Learning Progression Teaching Strategies in Environmental Science. Shandy Hauk, WestEd; Nissa Yestness, Colorado State University - Fort Collins; Kitty Roach, University of Northern Colorado; Alan Berkowitz, Cary Institute of Ecosystem Studies

22. New Pedagogical Tools—New Interaction Patterns: Science Teacher Interactions in Distance Education for Professional Development. Lauren P. Madden, The College of New Jersey; Melissa Gail Jones, North Carolina State University; Gina Childers, North Carolina State University

23. Providing Investigation Choices to Promote Learner-Directed Inquiry. Jennifer King Chen, University of California - Berkeley

24. Using Log Files to Explore Patterns in Multimedia Interactions: Implications for Student Thinking. Anna Gustava Brady, New York University; Ruth N. Schwarz, Quinnipiac 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; Susan Lefortenuere, New York University

40.088-3. Applications With Regression Analysis. SIG-Multiple Linear Regression: The General Linear Model; Poster Session

Convention Center, 200 Level, Hall E; 4:05-5:35pm

Poster:

25. Everyday Roles and Women’s Attitude About the Self Over Time Across Work, Family, and Community. Kankana Mukhopadhyay, University of Rochester

40.088-4. Impacts of Teacher Policies and Reforms in the United States and International Contexts. Division L - Educational Policy and Politics; Poster Session

Convention Center, 200 Level, Hall E; 4:05-5:35pm

Posters:

26. Do New Yorkers Vote With Their Wallets? Elizabeth Iris Rivera Rodas, Rutgers University

27. Effect of Receiving Financial Awards on Teachers’ Retention and Attendance Rates and Their Students’ Achievement Gains. Dara Renee Shiffer, Rice University - Kinder Institute; Ruth Lopez Turley, Rice University; Holly Heard, Rice University

28. Generalist Domination and Specialist Survival Among Alternate-Certification Teaching Programs in New Orleans. Jennifer Lauren Nelson, Emory University


30. The Effect of Teacher Preparation Programs on Future Elementary Mathematics Teachers’ Knowledge With Teacher Education and Development Study in Mathematics (TEDS-M) Data. Hong Qian, National Council of State Boards of Nursing; Peter A. Youngs, University of Virginia


40.088-5. Division L Section 4 Poster Session. Division L - Educational Policy and Politics; Poster Session

Convention Center, 200 Level, Hall E; 4:05-5:35pm

Posters:

32. Contesting the Past: School Desegregation in Contemporary School Assignment Politics. Meghan V. Doran, Northeastern University

33. Principals’ Perception of Single-Sex Instruction, Its Implementation, and the Impact on Public Middle Schools in South Carolina. Dennis Krome, Clemson University; Jeffrey B Kingree, Clemson University; S. Megan Che, Clemson University

34. Reauthorization and Revocation: Organizational Mediation of Charter School Law. Kelsey Mayo, University of California - Berkeley

35. The Impact of Charter School Enrollment on Children’s Socioemotional Outcomes. Anna J Markowitz, Georgetown University


40.088-6. Division D Section 2 Poster Session. Division D - Measurement and Research Methodology; Poster Session

Convention Center, 200 Level, Hall E; 4:05-5:35pm

Posters:

37. A Comparison of Rounding Methods for Categorical Data Using Multiple Imputation. Yan Xia, Florida State University; Yanyun Yang, Florida State University


39. Analyses of Response Time: Examining the Distribution and Intra-Individual Variability in People With Cognitive Decline. Jianfeng Chang, The Chinese University of Hong Kong; Kit-Tai Hau, Chinese University of Hong Kong; Chi-Shing Tse, Chinese University of Hong Kong; Linda C.W. Lam, Chinese University of Hong Kong

40. Bayesian Estimation of the Autocorrelation in Single-Case Designs. Jonathan G. Boyajian, University of California, Merced; Sarah Depaulo, University of California - Merced; William R. Shadish, University of California, Merced


42. Constructing Confidence Intervals for Correlations When Normality Is Violated: A Monte Carlo Comparison. Anthony James Bishara, College of Charleston; James B. Hittner, College of Charleston

43. Replicating Education Research: Is Second Place Just the First Place Loser? Matthew C. Makel, Duke University; Jonathan A. Plucker, University of Connecticut


45. An Empirical Study of Accuracy and Precision in the Estimation of Difference Between Correlated Proportions. Thanh Vinh Pham, University of South Florida; Jeanine L. Romano, American University of Sharjah; Eun Sook Kim, University of South Florida; Patricia Rodriguez de Gil, University of South Florida; Diep Thi Nguyen, University of South Florida; Pei-Chen Wu, University of South Florida.
Jeffrey D. Kromrey, University of South Florida


40.088-7. Self-Regulated Learning, Motivation, and Metacognition. SIG-Studying and Self-Regulated Learning; Poster Session

Convention Center, 200 Level, Hall E; 4:05-5:35pm

Posters:

48. An Examination of Self-Efficacy During a Learning Episode: Initial Levels, Changes, and Associations With Learning. Matthew L. Bernacki, University of Nevada - Las Vegas; Vincent Alevren, Carnegie Mellon University; Timothy James Nokes-Malach, University of Pittsburgh

49. Examining Self-Regulated Learning Generality and Specificity Within and Across Academic Domains and Contexts. Jeffrey A. Greene, University of North Carolina - Chapel Hill; Cheryl Mason Bolick, University of North Carolina - Chapel Hill; William P. Jackson, University of North Carolina - Chapel Hill; Michael Caprino, University of North Carolina - Chapel Hill; Christopher Oswald, University of North Carolina - Chapel Hill

50. Microanalytic Study of Self-Regulated Processes as Science Students Learn With a Hypermedia. Brian Mandell, George Mason University

51. Revising Lecture Notes: The Effects of Pauses and Partners on Note Taking and Achievement. Linlin Luo, University of Nebraska - Lincoln; Lydia Samuelsion, University of Nebraska; Kenneth A. Kiewra, University of Nebraska

52. Solicited or Unsolicited Metacognitive Prompts? Experimental Study on Mathematical Problem-Solving Using Multimedia. Sheli Friedman; Bracha Kramarski, Bar-Ilan University

53. Using Grit and Motivation to Predict Self-Regulated Strategies in College Students. Maryam Hussain, University of Houston; Christopher A. Wolters, The Ohio State University

40.088-8. Culture, Leadership, and Education in Africa and the Caribbean. SIG-Caribbean and African Studies in Education; Poster Session

Convention Center, 200 Level, Hall E; 4:05-5:35pm

Posters:

54. Africa and the Fourth World: An Indigenous Critique of Frantz Fanon’s “On National Culture”. Aman Sium, University of Toronto - OISE


56. Healing the “Broken Rubric” of Identity: How Can Caribbean Language Policies Help? Iris Pamela Hewitt-Bradhaw, The University of Trinidad and Tobago

57. Resiliency Research Across the Diaspora: Shared Experiences of Kenyan and U.S. Adolescent Girls. Teresa A. Fisher, Northern Illinois University; Tonia Renee Durden, University of Nebraska - Lincoln; Jane Rose Njue, Northern Illinois University

58. The Leadership Roles of Secondary Schools’ Department Heads in Belize. Ethel Mae Arzu Hernandez, University of Belize; Warren A. Hodge, University of North Florida


Convention Center, 200 Level, Hall E; 4:05-5:35pm

Poster:

59. Narratives of Asian American Female Educators: Resistance, Retention, and Rhetoric. Michelle C.S. Greene, Indiana University - Bloomington; Trish Morita Mullany, Indiana University Purdue University Indianapolis

The Franklin Institute, 222 N 20th St, Philadelphia, PA - Harcourt Center, 4th Floor; 6:00-9:00pm
Chair: Molly Phipps, Molly Phipps Consulting

Friday, 6:15pm

42.001. AERA Committee on Scholars of Color in Education Mentoring Roundtable and Reception. AERA Governance; Governance Session

Marriott, Third Level, Liberty C; 6:15-7:45pm
Chair: Kimberly Gomez, University of California - Los Angeles
Participants: Committee Members, Liaisons, and Adrienne D. Dixon, University of Illinois - Urbana Champaign; Henry J. Frierson, University of Florida; Tyrone C. Howard, University of California - Los Angeles; Kofi Lomotey, Western Carolina University; Gloria M. Rodriguez, University of California - Davis; Tabbyh Maria Cavoso, University of Michigan; Cynthia Hudley, University of California - Santa Barbara; Walter G. Secada, University of Miami

Friday, 6:15pm

AERA Sessions

42.010. A Tribute to Jean Anyon. AERA Sessions; Invited Session

Convention Center, 100 Level, 103B; 6:15-8:15pm
Presenters: Michael J. Dumas, New York University; Kathleen M. Nolan, Princeton University; Madeline Perez, Saint Joseph College; Kiersten Greene, SUNY - College at New Paltz; Janet L. Miller, Teachers College, Columbia University

Division Sessions

42.011. Division B Business Meeting. Division B - Curriculum Studies; Business Meeting

Convention Center, 100 Level, 119A; 6:15-8:15pm
Chair: Carl A. Grant, University of Wisconsin - Madison
Participants: Bernadette M. Baker, University of Wisconsin; Trisha Wickland, Concordia University - Chicago; Noah W. Sohe, Loyola University Chicago; Jennifer L. Milam, The University of Akron; Hannah M. Tavares, University of Hawaii - Manoa; Susan Huddleston Edgerton, Massachusetts College of Liberal Arts; Travis S. Wright, University of Wisconsin-Madison; Vonzell Agosto, University of South Florida; Ricardo D. Rosa, University of Massachusetts - Dartmouth; Jamie B. Lewis, Georgia Gwinnett College; Debbie Sonu, Hunter College - CUNY; Lynn Fendler, Michigan State University; Denise M. Talaferro Bazzle, Miami University; Benjamin M Devane, University of Iowa; Dennis L. Carlson, Miami University - Oxford; Cameron R. McCarthy, University of Illinois at Urbana-Champaign; Adrienne D. Dixson, University of Illinois - Urbana-Champaign; John G. Richardson, Western Washington University; Donald Blumenfeld-Jones, Arizona State University - Tempe; Michael Patrick O’Malley, Texas State University; Angela Rose Hines, Arizona State University; Yun-Kyung Cha, Hanyang University; William M. Reynolds, Georgia Southern University; Crystal T. Laura, Chicago State University; Diane Patricia Watt, University of Ottawa; Suniti Sharma, Saint Joseph’s University

42.012. Division G Business Meeting. Division G - Social Context of Education; Business Meeting

Convention Center, 100 Level, 120C; 6:15-7:45pm
Chair: Luis C. Moll, The University of Arizona
Participant: Our People Versus the Academy: Scholars of Color and the Competing Expectations of Social Contexts. Shawn R. Harper, University of Pennsylvania

42.013. Division I Business Meeting and Reception. Division I - Education in the Professions; Business Meeting

Convention Center, 100 Level, 103C; 6:15-8:15pm
Chair: LyAnn Wilkerson, University of California - Los Angeles

42.014. Division J Business Meeting. Division J - Postsecondary Education; Business Meeting

Convention Center, 100 Level, 108A; 6:15-8:15pm
Chair: Jaime R. Lester, George Mason University
Speaker: Adrianna Kezar, University of Southern California
**42.015. Division K (NOT Business (AS USUAL)) Meeting.** Division K - Teaching and Teacher Education; Business Meeting
Convention Center, 100 Level, 120B; 6:15-7:45pm

**42.016. Division L Business Meeting and Reception.** Division L - Educational Policy and Politics; Business Meeting
Convention Center, 100 Level, 122A; 6:15-7:45pm
Chair: Ellen B. Goldring, Vanderbilt University

---

**SIG Sessions**

**42.017. Academic Audit Research in Teacher Education SIG Business Meeting.** Update on National Accreditation: Council for the Accreditation of Educator Preparation. SIG-Academic Audit Research in Teacher Education; Business Meeting
Convention Center, 100 Level, 111A; 6:15-7:45pm
Chair: Christine Carrino Gorowara, Council for the Accreditation of Educator Preparation

**42.018. Adult Literacy and Adult Education SIG Business Meeting.** SIG-Adult Literacy and Adult Education; Business Meeting
Marriott, Fourth Level, Franklin 7; 6:15-7:45pm
Chair: Marguerite Lukes, City University of New York
Participant: Introduction to the Center for the Study of Adult Literacy. Daphne Greenberg, Georgia State University

**42.019. Classroom Assessment SIG Business Meeting.** SIG-Classroom Assessment; Business Meeting
Convention Center, 100 Level, 115A; 6:15-7:45pm
Chair: Sarah M. Bonner, Hunter College - CUNY

**42.020. Conflict Resolution and Violence Prevention SIG Business Meeting.** SIG-Conflict Resolution and Violence Prevention; Business Meeting
Marriott, Fifth Level, Grand Ballroom I; 6:15-7:45pm
Chair: David W. Johnson, University of Minnesota

**42.021. Critical Perspectives on Early Childhood Education SIG Business Meeting.** SIG-Critical Perspectives on Early Childhood Education; Business Meeting
Marriott, Fourth Level, Franklin 6; 6:15-8:15pm
Chair: Mariana Souto-Manning, Teachers College, Columbia University

**42.022. Cultural Historical Research SIG Business Meeting.** SIG-Cultural Historical Research; Business Meeting
Marriott, Fifth Level, Grand Ballroom J; 6:15-7:45pm
Chair: Peter Smagorinsky, University of Georgia
Participant: Peter Smagorinsky, University of Georgia

**42.023. Dewey Studies SIG Business Meeting and Lecture.** SIG-Dewey Studies; Business Meeting
Convention Center, 100 Level, 102A; 6:15-7:45pm
Chair: Craig A. Cunningham, National Louis University
Participants: Craig A. Cunningham, National Louis University; Donna A. Breault, Missouri State University; Lynda Stone, University of North Carolina - Chapel Hill; Laura M. Jewett, The University of Texas - Brownsville; C. Gregg Jorgensen, Western Illinois University
Participant: Professors STILL on Guard: John Dewey, Academic Freedom, and the Present Retreat From Intellectual Courage. Deron R. Boyle, Georgia State University

**42.024. Disability Studies in Education SIG Business Meeting.** SIG-Disability Studies in Education; Business Meeting
Convention Center, 100 Level, 107B; 6:15-7:45pm
Chair: Emily A. Nusbaum, University of Colorado - Colorado Springs

**42.025. Educational Change SIG Business Meeting.** SIG-Educational Change; Business Meeting
Convention Center, 100 Level, 115B; 6:15-8:15pm
Chair: Dennis Lynn Shirley, Boston College
Participants: Helen Jane Malone, Institute for Educational Leadership; Michael Fallan, OISE/University of Toronto; Andrew Hargreaves, Boston College; Ann Lieberman, Stanford University; Louise Stoll, Institute of Education - London; Pak Tee Ng, National Institute of Education - Nanyang Technological University

**42.026. Educational Statisticians SIG Business Meeting.** SIG-Educational Statisticians; Business Meeting
Convention Center, 100 Level, 113A; 6:15-8:15pm
Chair: D. Betsy Mccoach, University of Connecticut
Participant: Ghosts of Statistics Software; Past, Present, and Future. Richard G. Lomax, The Ohio State University

**42.027. Faculty Teaching, Evaluation, and Development SIG Business Meeting.** SIG-Faculty Teaching, Evaluation, and Development; Business Meeting
Marriott, Fifth Level, Grand Ballroom L.; 6:15-7:45pm
Chair: Marilla D. Svinicki, The University of Texas - Austin

**42.028. Hispanic Research Issues SIG Business Meeting.** SIG-Hispanic Research Issues; Business Meeting
Convention Center, 100 Level, 103A; 6:15-7:45pm
Chair: Mariela Aime Rodríguez, The University of Texas - San Antonio

**42.029. Holistic Education SIG Business Meeting.** Martin Buber and Education for the 21st Century: From Measuring to Meeting. SIG-Holistic Education; Business Meeting
Marriott, Fourth Level, 414; 6:15-7:45pm
Chair: Bruce J. Novak, Indiana University of Pennsylvania
Participant: Martin Buber and Education for the 21st Century. Nel Noddings, Stanford University; Sean T. Blenkinsop, Simon Fraser University; Thomas Allen Peterson, The University of West Georgia; Bruce J. Novak, Indiana University of Pennsylvania

Marriott, Fourth Level, Franklin 3; 6:15-8:15pm
Chair: Krystal Kaleinani Cheiko Tim Sing, University of Hawaii - Manoa
Participants: Jo-ann Archibald, The University of British Columbia; Bryan McKinley-Jones Brayboy, Arizona State University; Marilyn Tangi Ina Brewin, Nga Pae o te Maramatanga; Margie Kahukura Hohepa, The University of Waikato; Hui Tomlins Jahnke, Massey University; Patricia Mariringi Gina Johnston, Te Whare Wananga o Awanuiarangi; Margaret J. Maaka, University of Hawaii - Manoa; Katrina Kapanaokakuokoeola Oliveira, University of Hawaii; Kekailoa Perry, University of Hawaii - Manoa; Graham H. Smith, Te Whare Wananga o Awanuiarangi; Linda T. Smith, The University of Waikato; Sam L. Warner, University of Hawaii - Manoa; Kerry Laiaina Wong, University of Hawaii - Manoa

**42.031. Leadership for Social Justice SIG Business Meeting.** SIG-Leadership for Social Justice; Business Meeting
Convention Center, 100 Level, 104A; 6:15-7:45pm
Chair: Whitney Sherman Newcomb, Virginia Commonwealth University
Participants: Frank Hernandez, The University of Texas of the Permian Basin; Hollie Jonel Mackey, The University of Oklahoma; Joanne M. Marshall, Iowa State University; Maysaa Y. Barakat, Auburn University

**42.032. Learning Environments SIG Business Meeting.** SIG-Learning Environments; Business Meeting
Convention Center, 100 Level, 109A; 6:15-7:45pm
Chair: David B. Zandvliet, Simon Fraser University

**42.033. Literature SIG Business Meeting.** Reading to Transgress: “Controversial” Texts, Literary Imagination, and Subjugated Ways of Knowing in the Age of the Common Core. SIG-Literature; Business Meeting
Marriott, Fourth Level, 405; 6:15-7:45pm
Chairs: Maria Paula Ghiso, Teachers College, Columbia University; Denise Davila, University of Georgia - Athens; Maureen P. Boyd, University at Buffalo - SUNY
Participants: Maren S. Aukerman, Stanford University; Vanessa Irvin Morris, Drexel University; Ebony Elizabeth Thomas, University of Pennsylvania
42.034. Lives of Teachers SIG Business Meeting. SIG-Lives of Teachers; Business Meeting
Convention Center, 200 Level, 203A; 6:15-8:15pm
Chair: Maria J. Oreshkina, University of Scranton

42.035. Longitudinal Studies SIG Business Meeting. SIG-Longitudinal Studies; Business Meeting
Convention Center, 100 Level, 112A; 6:15-7:45pm

42.036. Mentorship and Mentoring Practices SIG Business Meeting. SIG-Mentorship and Mentoring Practices; Business Meeting
Convention Center, 100 Level, 115C; 6:15-7:45pm
Chair: Ruben Garza, Texas State University

42.037. Moral Development and Education SIG Business Meeting. SIG-Moral Development and Education; Business Meeting
Marriott, Fourth Level, Franklin 2; 6:15-7:45pm
Chair: Wiel M. Veugelers, University of Amsterdam
Participant: Two in One: On the Differences Between Professional Ethos and Professional Morality. Fritz K. Oser, University of Fribourg

42.038. Organizational Theory SIG Business Meeting. SIG-Organizational Theory; Business Meeting
Marriott, Fourth Level, 415; 6:15-7:45pm
Chair: S. David Brazen, Stanford University

42.039. Out-of-School Time SIG Business Meeting. SIG-Out-of-School Time; Business Meeting
Marriott, Fourth Level, Franklin 12; 6:15-7:45pm
Chair: Ellen Markowitz, University of Virginia

42.040. Paulo Freire, Critical Pedagogy, and Emancipation SIG Business Meeting and the Paulo Freire Lecture. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Business Meeting
Convention Center, 100 Level, 113C; 6:15-7:45pm
Chair: Pierre W. Orelus, New Mexico State University

42.041. Peace Education SIG Business Meeting, Networking Reception, and Book Series Celebration. SIG-Peace Education; Business Meeting
Convention Center, 100 Level, 104B; 6:15-8:15pm
Chair: Kathy Bickmore, OISE/University of Toronto

Convention Center, 100 Level, 116; 6:15-7:45pm
Chair: Elizabeth J. Oyer, EvalSolutions Inc.
Speaker: David M. Fetterman, Fetterman and Associates

Marriott, Fifth Level, Grand Ballroom K; 6:15-7:45pm
Chair: Michelle Kowalsky, Rowan University

42.044. Safe Schools and Communities SIG Business Meeting. SIG-Safe Schools and Communities; Business Meeting
Marriott, Fourth Level, Franklin 13; 6:15-7:45pm
Chair: Decoteau J. Irby, University of Wisconsin - Milwaukee

42.045. School Effectiveness and School Improvement SIG Business Meeting. SIG-School Effectiveness and School Improvement; Business Meeting
Convention Center, 100 Level, 118A; 6:15-7:45pm
Chair: Marlene J. Darwin, American Institutes for Research
Participant: Steve Strand, University of Oxford

42.046. Self-Study of Teacher Education Practices (S-STEP) SIG Business Meeting: The Exciting Enterprise of the S-STEP Community. SIG-Self-Study of Teacher Education Practices; Business Meeting
Convention Center, 100 Level, 121A; 6:15-7:45pm
Chair: Anastasia P. Samaras, George Mason University

42.047. Service-Learning and Experiential Education SIG Business Meeting. SIG-Service-Learning & Experiential Education; Business Meeting
Marriott, Fourth Level, 413; 6:15-7:45pm
Chair: Kathleen Tice, The University of Texas - Arlington

42.048. Sociology of Education SIG Business Meeting, SIG-Sociology of Education; Business Meeting
Convention Center, 100 Level, 109B; 6:15-7:45pm
Chair: Eric Grodsky, University of Wisconsin

42.049. Stress and Coping in Education SIG Business Meeting and Distinguished Address. SIG-Stress and Coping in Education; Business Meeting
Convention Center, 100 Level, 105A; 6:15-8:15pm
Chair: Russell L. Carson, Louisiana State University
Participants: Christopher J. McCarty, The University of Texas - Austin; Gretchen Maria Reevy, California State University - East Bay; Rebecca A. Robles-Pina, Sam Houston State University

42.050. Studying and Self-Regulated Learning SIG Business Meeting. SIG-Studying and Self-Regulated Learning; Business Meeting
Convention Center, 100 Level, 121B; 6:15-7:45pm
Chairs: Timothy J. Cleary, Rutgers University; Daniel Charles Moos, Gustavus Adolphus College
Speaker: Stuart A. Karabenick, University of Michigan

42.051. Talent Development of Students Placed at Risk SIG Business Meeting. SIG-Talent Development of Students Placed at Risk; Business Meeting
Convention Center, 100 Level, 111B; 6:15-7:45pm

42.052. Technology, Instruction, Cognition, and Learning SIG Business Meeting. SIG-Technology, Instruction, Cognition & Learning; Business Meeting
Marriott, Fourth Level, Franklin 11; 6:15-7:45pm
Chair: Dirk Ifenthaler, Deakin University
Speaker: Jeroen J.G. Van Merriënboer, Maastricht University

42.053. Urban Learning, Teaching, and Research SIG Business Meeting. SIG-Urban Learning, Teaching, and Research; Business Meeting
Convention Center, 100 Level, 105B; 6:15-7:45pm
Chair: Lori Kim, California State University - Los Angeles
Participant: Impact of Collaborative Project-Based Learning on the Self-Efficacy of Urban Minority Students in Engineering. Jane Dong, California State University - Los Angeles; Pearl Chen, California State University - Los Angeles

42.054. Vocabulary SIG Business Meeting. SIG-Vocabulary; Business Meeting
Marriott, Fourth Level, Franklin 5; 6:15-7:45pm
Chair: Gay Trainin, University of Nebraska - Lincoln

Friday, 6:30 pm

Division Sessions

43.010. National Council on Measurement in Education and AERA Division D Welcome Reception for Current and New Members. Division D - Measurement and Research Methodology; Reception Loews, Thirty-Third Level, Howe; 6:30-8:00pm

Saturday, 6:45 am

AERA Related Activities

44.010. Undergraduate Student Education Research Training Workshop: Closed Session (Day 3 of 3). AERA Related Activities; Invited Session
Marriott, Fourth Level, Franklin 4; 6:45-8:00am
Chair: George L. Wimberly, American Educational Research Association