64.049. Joint Test Validity Research and Evaluation SIG and Professional Licensure and Certification SIG Business Meeting, SIG-Test. Validity Research and Evaluation Cosponsored with SIG-Cognition and Assessment; Business Meeting
Convention Center, 100 Level, 112B; 6:15-8:15pm
Chairs: Timothy A. Sares, American Board of Internal Medicine; Andrew Jones, American Board of Surgery; Andre A. Rupp, Educational Testing Service (ETS)
Participants: Ellen E. Forte, EdCount, LLC; Timothy A. Sares, American Board of Internal Medicine

65.010. Research Focus on Black Education SIG Reception. SIG-Research Focus on Black Education; Reception
Valanni Restaurant, 1229 Spruce Street, Philadelphia, PA; 8:00-11:00pm

Governance Meetings and Events

66.001. AERA Executive Director and Division Vice Presidents: Closed Meeting. AERA Governance; Governance Session
Marriott, Third Level, 306; 7:00-8:00am
Chair: Felice J. Levine, American Educational Research Association

Monday, 7:30 am

67.001. AERA Minority Fellows Mentoring Meeting With the Minority Fellowship Selection Committee: Closed Meeting. AERA Governance; Governance Session
Harriott, Fourth Level, Franklin 4; 7:30-10:15am
Chairs: Ruth Lopez Turley, Rice University; George L. Wimberly, American Educational Research Association

Monday, 8:15 am

68.001. AERA Open Business Meeting. AERA Governance; Governance Session
Convention Center, 100 Level, 109B; 8:15-9:45am
Chair: Barbara Schneider, Michigan State University
The New AERA Website and Member Input and Engagement, Tony Pals, American Educational Research Association; Brian Pagels, Forum One
Concluding Remarks and Transition to 2015 AERA President

68.010. Eco-Cultural Frames: Examining Challenges of Race, Ethnicity, and Class for Youth Learning, Development, and Resilience. AERA Presidential Session Cosponsored with Division G - Social Context of Education; Symposium
Convention Center, 100 Level, 119A; 8:15-9:45am
Chair: Yolanda J. Majors, The University of Minnesota
Participants: Building Integrated Data Infrastructure for Community-Level Research on the Developmental Life Span From Cradle to Career. William F. Tate, Washington University in St. Louis
Theorizing and Studying Race, Ecology, and Trauma for African American Youth. Nailah Saad Nasir, University of California - Berkeley; Kihana Miraya Ross, University of California - Berkeley; David Philoxene, University of California - Berkeley

Convention Center, 100 Level, 119B; 8:15-9:45am
Chair: Laura M. Desimone, University of Pennsylvania
Participants: Pat Rubio Goldsmith, Texas A&M University - College Station; Chris Chapman, National Center for Education Statistics; John R. Warren, University of Minnesota
Discussant: Mark Berends, University of Notre Dame

Committee Sessions

68.012. Division K Fireside Chat. Teacher Education Research and Policy: Local, National, and International Perspectives. Graduate Student Council Cosponsored with Graduate Student Council, Division K - Teaching and Teacher Education; Invited Session
Convention Center, 100 Level, 112B; 8:15-9:45am
Chairs: Kathryn Struthers, University of Southern California; Tuesdays Roberts, Michigan State University
Participants: Lauren Anderson, Connecticut College; Wanda J. Blanchett, University of Missouri - Kansas City; Jason G. Iriarzry, University of Massachusetts - Amherst; Ee-Ling Low, National Institute of Education - Nanyang Technological University; Aaron Pullas, Teachers College, Columbia University

Division Sessions

68.013. Examining Restructuring and Reconceptualizing Efforts in High Schools. Division A - Administration, Organization and Leadership; Paper Session
Convention Center, 100 Level, 115B; 8:15-9:45am
Chair: John A. Freeman, The University of Tennessee - Chattanooga
Participants: All Academies Are Not Created Equal: Exploring Sorted Outcomes and Stratified Experiences at Ormond High. Brianna Rebecca Irene Atkins, University of California - Los Angeles
High School Size and College Readiness in Texas. Robin Moore, Conroe Independent School District; Julie P. Combs, Sam Houston State University; John R. Slate, Sam Houston State University; Cynthia Martinez-Garcia, Sam Houston State University
The Viability of Combining Academic and Career Pathways: A Study of Linked Learning. Lea A. Hubbard, University of San Diego
Variations in the Intensity of Specialized STEM High Schools. Colby Tojel-Grehl, Utah State University; Carolyn M. Callahan, University of Virginia; Elizabeth Jean Gabbins, University of Connecticut
Discussant: Winona M. Taylor, Bowie State University

68.014. From Data and Evidence to Decisions for School and District Improvement: Synthesizing Findings and Extending Theory. Division A - Administration, Organization and Leadership; Symposium
Convention Center, 100 Level, 115A; 8:15-9:45am
Chairs: Caitlin Farrell, University of California - Berkeley; Julie A. Marsh, University of Southern California
Participants: Research Use in District Decision Making: A Methodological Approach. Cynthia E. Coham, Northwestern University; William R. Penuel, University of Colorado - Boulder; Annie Allen, University of Colorado - Boulder; Caitlin Farrell, University of California - Berkeley
Research Use as Learning: The Case of Fundamental Change in School District Central Offices. Meredith I. Honig, University of Washington; Nitya Venkateswaran, University of Washington - Seattle; Patricia
68.015. Where the Rubber Meets the Road: Navigating Race, Space, and Place. Division A - Administration, Organization and Leadership; Paper Session
Convention Center, 100 Level, 115C; 8:15-9:45am
Chair: Ty-Ron M.O. Douglas, University of Missouri - Columbia
Participants: Race and Leadership: A White Administrator Grapples With the Racial Practices of Her White Colleagues. Myosha Monique McAfee, Harvard University
"Able to Be Heard and Courageous Enough to Deliver": White School Leaders Refereeing Whiteness. Anjae DeWone Welton, University of Illinois at Urbana-Champaign; Jonathan L. Hamilton, University of Illinois at Urbana-Champaign; Joseph Wiemelt, University of Illinois at Urbana-Champaign; Tiffany Octavia Harris, University of Illinois; Montrisha Money Williams, University of Illinois at Urbana-Champaign
Two Education Liaison Models Seek to Improve Educational Outcomes of Foster Youth. Lois A. Weinstein, California State University - Los Angeles; Michael Oshiro, University of California - Los Angeles; Nancy Shea, University of California
We're Still Not There: Preservice Teachers' Attitudes Toward Race, Equity, and Mathematics. Kathryn Bell McKenzie, California State University - Stanislaus; Glenn Allen Phillips, Texas A&M University
What Does Cross-Sector Data Integration Reveal About Student and Family Homelessness? Peter Michael Miller, University of Wisconsin - Madison; Alexis K. Bourgeois, University of Wisconsin - Madison; Katy Collins, University of Wisconsin
Discussant: Terrance Green, The University of Texas at Austin

68.016. Reconfiguring Relationships as Methodological Innovation. Division B - Curriculum Studies; Paper Session
Marriott, Fourth Level, Franklin 12; 8:15-9:45am
Chair: Jeong-Hee Kim, Kansas State University
Participants: Involving Students in Curriculum Development. Jeroen Gerard Bron, SLO - The Netherlands Institute for Curriculum Development
The Prosocial Classroom: Creating Dialogically Interactive Spaces in a Curriculum Framework. Susan Ann Latona, State University of New York at Buffalo
Rereframing Place and Replacing Frames: Re(con)figuring Relationships to Place Through an Intra-Active Pedagogy of Visual Storying. Marc Roderick Higgins, The University of British Columbia
They Blinded Me With Science! Promoting a Community View of Science for Science Education. Kamran Shaikh, Bishop's University
Discussant: William M. Reynolds, Georgia Southern University

68.017. Threats to the Discipline: Problematizing Progress. Division C - Learning and Instruction; Symposium
Marriott, Fourth Level, Franklin 13; 8:15-9:45am
Participants: From Prescription to Deliberation: A Reconstruction of the Activities of the National Society for the Study of Education’s Committee on Curriculum-Making. William G. Wraga, University of Georgia
Pragmatic Philosophy and Education for Developing Countries. Joseph L. Waters, University of Dayton
When Progress Poses Problems: Taming the Monsters of Mathematics. Amy B Holmes, Vanderbilt University
Discussant: James C. Jupp, Georgia Southern University

68.018. A New STEM Education Model for a New Era: Integrating Social Justice, Urban Ecology, and Career Development. Division C - Learning and Instruction; Symposium
Convention Center, 100 Level, 121C; 8:15-9:45am
Chair: Michael Barnett, Boston College
Participants: A Psychology of Working Perspective on the Science Career Development Pathways of Diverse Students. Sheron L. Mark, Loyola Marymount University
Infusing Social Justice Education Into an Out-of-School STEM Education Program. Salilha Kozan, Boston College; Alice Connors-Kellgren, Boston College; David L. Blustein, Boston College; Michael Barnett, Boston College; Catherine Wong, Boston College; Amie Patchen, Boston College; James Haley, Boston College
A Longitudinal Study of an Integrative STEM Career Development Program for Urban High School Students. Alice Connors-Kellgren, Boston College; Salilha Kozan, Boston College; David L. Blustein, Boston College; Michael Barnett, Boston College; Catherine Wong, Boston College; James Haley, Boston College; Amie Patchen, Boston College
Discussant: Caroline E. Parker, Education Development Center, Inc.

68.019. Antecedents and Consequences of Academic Engagement. Division C - Learning and Instruction; Paper Session
Convention Center, 100 Level, 113B; 8:15-9:45am
Chair: Karee E. Dunn, University of Arkansas at Fayetteville
Participants: Antecedents and Consequences of Online Emotional, Behavioral, and Cognitive Engagement on Academic Reading. Sara M. Palmer, SUNY - College at Oneonta; Sidney K. D’Mello, University of Notre Dame
Schooled Engagement Enhanced Through Mindful Instruction. Jingjin Sun, University of Illinois at Urbana-Champaign; Richard C. Anderson, University of Illinois at Urbana-Champaign
The Effects of Teacher Framing on Student Engagement During Collaborative Reasoning Discussions. Amanda R. Baker, The Ohio State University; Tsu-Jung Lin, The Ohio State University; Jing Chen, The Ohio State University - Columbus; Narmada Paul, The Ohio State University; Sarah Martha, The Ohio State University; Richard C. Anderson, University of Illinois at Urbana-Champaign
Analyzing Profiles of Student Engagement Dispositions. Michael A. Lawson, Binghamton University - SUNY
Discussant: David J. Shernoff, Rutgers University

68.020. Antecedents and Consequences of Emotions in Learning. Division C - Learning and Instruction; Paper Session
Convention Center, 100 Level, 104B; 8:15-9:45am
Chair: Benjamin C. Heddy, University of Southern California
Participants: Online Attributional Rereaining and Self-Esteem: Assessing Cognitive, Emotional, and Learning Outcomes in College Students. Kyle Adam Hubbard, McGill University; Rebecca Lynn Maymon, McGill University; Marina Astahova, University of Konstanz; Nathan C. Hall, McGill University
Deconstructing Constructive Criticism: The Nature of Academic Emotions Associated With Constructive, Positive, and Negative Feedback. Carlton Jing Fong, The University of Texas - Austin; Jayce R. Warner, The University of Texas - Austin; Kyle M. Williams, The University of Texas at Austin; Ling-Hui Chen, The University of Texas - Austin; Diane L. Schallert, The University of Texas - Austin; Zachary H. Williamson, The University of Texas - Austin
An Analysis of Emotions in Educationally Relevant Tweets. John Ranellucci, McGill University; Francois Bouchet, McGill University; Eric G. Poitras, McGill University; Susanne P. Lajoie, McGill University; Roger Azevedo, North Carolina State University
Modifying Attitudes, Emotions, and Conceptual Knowledge About Genetically Modified Foods. Benjamin C. Heddy, University of Southern California; Gale M. Sinatra, University of Southern California; Robert William Danielson, University of Southern California
Discussant: Thomas Goetz, University of Konstanz

68.021. Division C Invited Session. Jan Hawkins Award Address: Victor Lee and Angela Booker. Division C - Learning and Instruction; Invited Session
Convention Center, 100 Level, 113A; 8:15-9:45am
68.022. Promoting Epistemic Practices in Science Classes. Division C - Learning and Instruction; Symposium
Convention Center, 100 Level, 109A; 8:15-9:45am
Chair: Clark A. Chinn, Rutgers University
Participants:
- Epistemic Practices of Coordinating Conflicting Data With Competing Theories. Clark A. Chinn, Rutgers University; Ron Rinehart, Rutgers University
- Emphasizing Evidence Evaluation in Model-Based Inquiry. Ron Rinehart, Rutgers University; Ravit Golan Duncan, Rutgers University; Clark A. Chinn, Rutgers University
- Interpreting Anomalous Primary Data in the Laboratory: Findings From a Longitudinal Study. Maria Pilar Jimenez-Aleixandre, Universidad de Santiago de Compostela; Beatriz Crujeiras, University of Santiago de Compostela
- Elementary School Students’ Engagement and Emotions When Participating in Scientific Practices. Christiana Theophani Nicolaou, University of Cyprus; Maria Evagorou, University of Nicosia; Chryssalla Lymboudou, Ministry of Education and Culture of Cyprus
Discussant: Richard A. Duschl, The Pennsylvania State University

68.023. Studying Designed Environments. Division C - Learning and Instruction; Paper Session
Convention Center, 100 Level, 113C; 8:15-9:45am
Chair: Emily W. Fox, University of Maryland
Participants:
- Boundary Crossing of Discourses in Chat Interaction During Creative Collaboration in School and Out. Kristina P. Kumpulainen, University of Helsinki; Anna Mikkola, University of Helsinki
- Empirical Evidence in Support of Gameful Learning Environments. Stephen Aguilar, University of Michigan - Ann Arbor; Barry J. Fishman, University of Michigan - Ann Arbor; Caitlin Holman, University of Michigan - Ann Arbor
Discussant: Sebnem Cilesiz, University of Louisiana at Lafayette

68.024. Diagnostic Assessment: Recent Advances From Psychometric Modeling to Classroom Applications. Division D - Measurement and Research Methodology; Symposium
Convention Center, 100 Level, 111B; 8:15-10:15am
Chair: Jessica Masters, Measured Progress
Participants:
- Modeling Ordered Multiple-Choice Items With the Attribute Hierarchy Method to Facilitate Learning Progression Classifications. Derek C. Briggs, University of Colorado; Ruhan Cirici Kizil, University of Colorado - Boulder; Katie Larsen McClarty, Pearson; Changjiang Wang, Pearson
- Teachers’ Interpretations of Score Reports Based Upon Ordered Multiple-Choice Items Linked to a Learning Progression. Alicia C. Alonzo, Michigan State University; Xeng Elizabeth de los Santos, California State University - Long Beach; Jennifer L. Kobrin, Pearson
- The Diagnostic Geometry Assessment System: Results From a Randomized Controlled Trial. Jessica Masters, Measured Progress
- Psychometric Model for Diagnostic Classification for Multiple-Choice Option-Based Scoring: Application to a Diagnostic Classroom Assessment Instrument. Louis V. DiBello, University of Illinois at Chicago; Robert Henson, University of North Carolina - Greensboro; William F. Stout, University of Illinois; Louis A. Roussos, Measured Progress
- Diagnostic Measurement Models for Item Response Dependencies Caused by Misconception Effects. Laine Bradshaw, University of Georgia - Athens
- Employing Distracter-Driven Assessments in Measuring Teacher Knowledge and Effectiveness. Philip M. Sadler, Harvard University
Discussant: Jim Minstrell, FACET Innovations

68.025. Living It Out: Disrupting Qualitative Inquiry as Political and Practice in the Academy. Division D - Measurement and Research Methodology; Symposium
Convention Center, 100 Level, 111A; 8:15-10:15am
Chair: Candace Ross Kuby, University of Missouri - Columbia
Participants:
- Identity as Inquiry: Living and Researching From the Borderlands. Z Nicolazzo, Miami University - Oxford
- Advancing Nondominant Methodological Perspectives in Educational Qualitative Research Through Teaching and Learning. Penny A. Pasque, University of Oklahoma
- Disrupting the Dissertation, Phenomenologically Speaking: A Reflexive Dialogue Between Adviser and Advisee. Hilary E. Hughes, Virginia Commonwealth University; Mark D. Vagle, University of Minnesota
Discussant: Ruth Nicole Brown, University of Illinois at Urbana-Champaign

68.026. School Characteristics and Student Connectedness. Division E - Counseling and Human Development; Paper Session
Convention Center, 100 Level, 103B; 8:15-9:45am
Chair: Judith L. Meece, University of North Carolina - Chapel Hill
Participants:
- Changes in School Connectedness and Deviant Peer Affiliation Among Sixth-Grade Students From High-Poverty Neighborhoods. Kate Niehaus, University of South Carolina; Kathleen Moritz Rudasill, University of Nebraska - Lincoln; Lisa Crockett, University of Nebraska - Lincoln; Christopher R. Rakes, University of Maryland - Baltimore County
- Ethnic Variations in High School Students’ School Engagement and Future Expectations. Cynthia Hudley, University of California - Santa Barbara
- School Characteristics and Experiences of Youth From Minority Backgrounds in Rural Communities: Relation to Educational Aspirations. Matthew J. Irvin, University of South Carolina; Soo-yong Byun, The Pennsylvania State University; Judith L. Meece, University of North Carolina - Chapel Hill; Thomas W. Farmer, Virginia Commonwealth University
- Perceptions of Success Among Urban African American Middle School Youth. April Z. Taylor, California State University - Northridge; Hannah Levy; Erika Aguilar, California State University - Northridge; Sandra Angelica Saucedo-Salgado, California State University - Northridge

68.027. Division H Vice-Presidential Invited Session: Do African American Male Students Still Lag Behind Given the Multiplicity of Changes in Programs, Policies, and Practices? Division H - Research, Evaluation and Assessment in Schools; Symposium
Convention Center, 100 Level, 116; 8:15-10:15am
Chair: Debora Hinderliter Ortloff, Finger Lakes Community College
Participants:
- Educating Tomorrow’s Men: The Buffering Effect of School Support on the Association Between Negative Youth Experiences and Stage-Specific Outcomes in Adolescent African American Males. Charles Sumner Correjpe, Loyola University New Orleans
- The Pact: Retaining First-Year African American Engineering Men. Tremayne Waller, Cornell University
Discussant: James Earl Davis, Temple University

Convention Center, 100 Level, 117; 8:15-9:45am
Participants:


Multiple Measures of Teacher Effectiveness. Wendy Miedel Barnard, Arizona State University; Sarah A. Polasky, Arizona State University


Using Value-Added Models for Evaluating Teacher Preparation Program Effectiveness. Kerry Chase Lawton, Arizona State University; Audrey Amrein-Beardsley, Arizona State University; Wendy Miedel Barnard, Arizona State University

Discussant: Katherine Furgol Castellano, Educational Testing Service

68.029. Curves in the Road: Career Choice Game Changers. Division I - Education in the Professions; Paper Session Convention Center, 100 Level, 120A; 8:15-10:15am

Chair: Eunnmi Park, Johns Hopkins University

Participants:

Dental School Deans' Perceptions of Dental Education Costs and Dental Student Borrowing. Gwen Garrison, American Dental Education Association; Dora Elias McAllister, American Dental Education Association

Medical Students’ Early Interaction With Research: Exposure and Experiences That Matter. Daniel M. Read, University of Virginia; Robert H. Tai, University of Virginia; Claire Mitchell, Albion College; Mary T. Hall, University of Virginia; Xiaoping Kong, University of Virginia; Donna B. Jeffe, Washington University in St. Louis; Dorothy Andriole, Washington University in St. Louis; Heather D. Washington, Lumina Foundation; Robert H. Tai, University of Virginia

The Motivations, Experiences, and Intentions of Matriculating Medical Students: A Study of Five Cohorts. Celia O'Brien, The University of Arizona; Jeffrey F. Milem, The University of Arizona

Perspectives on Building and Maintaining a Career in Higher Education: Special Education Teacher-Scholars. Lisa Jo Vernon-Dotson, Coastal Carolina University; Loary Ollison Floyd, North Carolina A&T State University

The Unique Opportunity of Community-Based Training: Promoting the Supply of Primary Care Physicians. Joel B. Goodin, Tallahassee Community College; Mary Johnson, Des Moines University; Brian P. Levey, College of William and Mary; Vanessa Marie D'Brot, Florida State University

Discussant: Karen Novak, The University of Texas - Health Science Center at Houston

68.030. Impacts and Innovations in Assessment Methods for Professions Education. Division I - Education in the Professions; Paper Session Convention Center, 100 Level, 103C; 8:15-9:45am

Chair: Rebecca A. Baranowski, American Board of Internal Medicine

Participants:

Development and Initial Validation of a Program Director’s Evaluation Form for Medical School Graduates. Ting Dong, The Uniformed Services University of the Health Sciences; Anthony R. Artino, Uniformed Services University of the Health Sciences; Steven J. Durning, The Uniformed Services University of the Health Sciences; Laura M. O'Dwyer, Boston College

Editorial Changes and Item Performance: Implications for Recalibration and Pretesting. Heather A Stoffel, National Board of Medical Examiners; Mark R. Raymond, National Board of Medical Examiners; S. Deniz Bucak, National Board of Medical Examiners; Steven Arthur Haist, National Board of Medical Examiners

Goal Orientation, Scoring Accuracy, Judgments of Learning, and Perceptions of Grade Fairness Among Medical Students Using Peer Assessment. Sara A. Abercrombie, Bowling Green State University; Jay Parkes, University of New Mexico; Teresa Mccarty, University of New Mexico

Investigating the Effect of Motivation on the Results of a High-Stakes Medical Examination. Irina Grabovsky, National Board of Medical Examiners; Michael Jodoin, National Board of Medical Examiners; Carol A. Morrison, National Board of Medical Examiners; John Phebus, National Board of Medical Examiners

Reading Between the Lines: Using Essays to Assess the Teacher Reflection of Residents in a Pharmacy College. Ashley Castleberry, University of Arkansas for Medical Sciences; Amanda L. Nolen, University of Arkansas at Little Rock

Discussant: Danette W. McKinley, Foundation for Advancement of International Medical Education and Research

68.031. Contemporary Applications of the Weidman Model of Undergraduate Socialization. Division J - Postsecondary Education; Paper Session Convention Center, 100 Level, 108A; 8:15-9:45am

Chair: Karen A. Connors, University of Virginia

Participants:

Educational Expectations and Progress of Public Two-Year College Students: Does Socialization Matter? Xueli Wang, University of Wisconsin - Madison

The College Experience, Academic Major, and Early-Career Earnings: A Test of Weidman's Socialization Model. Linda Deangelo, University of Pittsburgh; John C. Weidman, University of Pittsburgh; Andrew McIntyre, University of Pittsburgh

The Matthew Effect in STEM Ph.D. Programs: A Mixed-Method Study. David F. Feldon, Utah State University; Michelle A. Maher, University of South Carolina; Jostpa Roks, University of Virginia; James Peugh, University of Virginia

The Weidman Model of Undergraduate Socialization: Continuity and Change. John C. Weidman, University of Pittsburgh; Linda Deangelo, University of Pittsburgh; Kathryn Berthea, University of Pittsburgh

Discussant: Tonya N. Saddler, Marywood University

68.032. Creating Conditions That Support Students’ Postsecondary Pathways and Success: The College Readiness Indicator Systems Initiative. Division J - Postsecondary Education; Symposium Convention Center, 100 Level, 105A; 8:15-9:45am

Chair: Milbrey W. McLaughlin, Stanford University

Participants:

The College Readiness Indicator Systems Initiative. Manuelito Biag, Stanford University; Graciela Borsato, Stanford University; Kara Dukakis, John W. Gardner Center for Youth and their Communities/Stanford University; Amy Gerstein, Stanford University; Edward H. Haertel, Stanford University; Milbrey W. McLaughlin, Stanford University

Partnerships for College Readiness. Jacob Mishook, Brown University; Warren Simmons, Brown University

A Framework for Selecting Effective Indicators: Lessons From Chicago’s Free Application for Federal Student Aid Tracking System. Jenny K. Nagaoka, University of Chicago; Melissa R. Roderick, University of Chicago


Discussant: Ash Vatsalova, The Bill & Melinda Gates Foundation

68.033. Educational Outcomes and the Role of Institutional Type. Division J - Postsecondary Education; Paper Session Convention Center, 100 Level, 108B; 8:15-9:45am

Chair: Ching-Hui Lin, Indiana University - Bloomington

Participants:

College Completion and Remedial Education: Do Institutional Characteristics Make a Difference? Katherine A. Shields, Boston College; Jennifer Durning, The Uniformed Services University of the Health Sciences; Laura M. O’Dwyer, Boston College

Linking Institutional Policies to Student Success: Evidence From 57 Institutions. Bradley E. Cox, Florida State University; Robert D. Reason, Iowa State University; Barbara F. Tobolowsky, The University of Texas at Arlington; Rebecca Brower, Florida State University

Precollge Factors That Affect Spirituality Among Non-Christian Students at Christian Colleges and Universities: A Comparison With Christian Students. Wally Rude, Ambrose University College; Oscar Espinoza-Parrar, Towro University - Nevada; John Lommel, Azusa Pacific University; David Edens, Cal Poly Pomona; Young K. Kim, Azusa Pacific University

The Challenges of Comparing Postsecondary Outcomes of Hispanic-
Serving Institutions (HSIs) and Non-HSIs. Avilda Rodriguez, University of Pennsylvania; Emily Calderon Galdeano, Excelencia in Education

Discussant: Cassie L. Barnhardt, University of Iowa

68.034. Organizational Culture, Sense-Making, and Decision Making. Division J - Postsecondary Education; Paper Session
Convention Center, 100 Level, 120C; 8:15-9:45am
Chair: Kate Bresnion, University of Massachusetts - Boston
Participants:
- A Cultural Examination of Institutional Decision Making. Leslie R. Zenk, University of North Carolina - Charlotte
- Consolidation and Culture: Faculty Perceptions of Organizational Type. Lorraine Evans, Georgia Regents University; Saundra Reinke, Augusta State University
- Negotiating Cultural Boundaries: How Individuals Traverse the Fragmented Terrain of Higher Education. Carrie Klein, George Mason University
- From the Faculty Perspective: A Multisite Study of Legitimacy. Jaime R. Lester, George Mason University

Discussant: Matthew Hartley, University of Pennsylvania

68.035. Power, Prestige, Legitimacy, and Identity. Division J - Postsecondary Education; Paper Session
Convention Center, 100 Level, 102B; 8:15-9:45am
Chair: Ji Zhou, University of Southern California
Participants:
- Embedded Neoliberalism Within Faculty Professional Identity. John S. Levin, University of California - Riverside; Aida Alleyva, University of California - Riverside
- From the Faculty Perspective: A Multisite Study of Legitimacy. Leslie D. Gonzales, Clemson University; Aimee LaPointe Terosky, Saint Joseph's University
- Faculty Experiences and Perceptions of Academic Capitalism: An Examination Across Three Humanities and Social Sciences Disciplines in China. Jingning Zhang, Southeast University
- Trust Networks, Prestige, and the Management of Uncertainty in Graduate Admissions. Julie Renee Posselt, University of Michigan

Discussant: Susan Marine, Merrimack College

68.036. Pushing Back as a Means of Moving Forward: Disrupting Neoliberal Pedagogical Approaches. Division K - Teaching and Teacher Education; Paper Session
Convention Center, 100 Level, 121A; 8:15-9:45am
Chair: Keffrelyn D. Brown, The University of Texas - Austin
Participants:
- (Giving Ourselves) Permission to Teach: Permission-Seeking, Teacher Collaboration, and Teacher Agency. Kira J. Baker-Doyle, Arcadia University; Leif C. Gustavson, Arcadia University
- Inquiry, Policy, Teacher Communities: Countermandates and Teacher Resistance in an Urban School District. Katherine Crawford-Gurrett, University of New Mexico; Kathleen Riley, West Chester University of Pennsylvania
- Speaking Back to the Neoliberal Discourse on Teaching: How Teachers Have Used Social Media to Reframe Teaching and Push Back Against Neoliberal Policies. Jessica Shiller, Towson University
- Teachers Blaming “Other Teachers”: Considering Neoliberal Constraints in Urban Education. Heidi Katherine Pitzer, Saint Lawrence University

Teaching Conditions During Common Core State Standards Implementation: A Single-Case Study Case. Jason L. Endacott, University of Arkansas; Christian Zachary Goering, University of Arkansas; Vicki S. Collet, University of Arkansas at Fayetteville; Ki Matlock, University of Arkansas; George S. Demy, University of Arkansas; Cinny Wright, University of Arkansas; Jennifer Jennings-Davis, University of Arkansas

Discussant: Rohit Setty, University of Michigan

68.037. The In/Exclusion of LGBT Issues in Preservice Education. Division K - Teaching and Teacher Education Cosponsored with SIG-Queer Studies; Symposium
Convention Center, 100 Level, 102A; 8:15-9:45am
Chair: Emily Greytak, GLSEN-Gay, Lesbian & Straight Education Network
Participants:
- Themes of LGBT Representation and Curricular Location Within Educator Preparation. Todd Jennings, California State University - San Bernardino
- The (In)visibility of LGBTQ Bias and Liberation in U.S. Multicultural Teacher Education Courses. Paul Cameron Gorski, George Mason University
- The Role of Preservice Education in LGBT-Supportive Practices of Elementary Teachers. Emily Greytak, GLSEN-Gay, Lesbian & Straight Education Network

68.038. Optimizing Algebra Policies: Evidence on the Impact of Acceleration, Early Exposure, and Credit Recovery. Division L - Educational Policy and Politics; Symposium
Convention Center, 100 Level, 118A; 8:15-9:45am
Chair: Shaun Michael Dougherty, University of Connecticut
Participants:
- If Not Now, When? A Survival Analysis of Student Course-Taking Under an Algebra Acceleration Policy. Erica Litke, Harvard University
- Improving on Algebra for All? Evidence of a Middle School Math Acceleration Policy. Shaun Michael Dougherty, University of Connecticut; Joshua S. Goodman, Harvard University; Darryl Veronis Hill, Wake County Public School System; Erica Litke, Harvard University; Lindsay Coleman Page, University of Pittsburgh
- Getting Back on Track: Payoffs to Expanding Summer Credit Recovery in Ninth-Grade Algebra. Elaine M. Allenwors, University of Chicago; Takako Nomi, St. Louis University

Discussant: Heather C. Hill, Harvard University

68.039. Scaling Up a Social-Psychological Intervention to Combat Stereotype Threat and Narrow Achievement Gaps. Division L - Educational Policy and Politics; Symposium
Convention Center, 100 Level, 118B; 8:15-9:45am
Chair: Geoffrey D. Borman, University of Wisconsin - Madison
Participants:
- Closing Achievement Gaps at Scale Through Self-Affirmation: First-Year Findings From Two Cohorts. Jeffrey A. Grigg, University of Wisconsin - Madison; Paul Hanselman, University of Wisconsin - Madison; Geoffrey D. Borman, University of Wisconsin - Madison
- Psychological Moderators and Mediators of Stereotype Threat: Implications for Self-Affirmation Interventions. Chris Rozeck, University of Wisconsin - Madison; Jaymes Ray Pyne, University of Wisconsin; Geoffrey D. Borman, University of Wisconsin - Madison; Sarah Bruch, University of Iowa; Paul Hanselman, University of Wisconsin - Madison

School Composition and Self-Affirmation Treatment Effect Heterogeneity. Paul Hanselman, University of Wisconsin - Madison; Sarah Bruch, University of Iowa; Adam Gamoran, William T. Grant Foundation
- Identifying the Critical Components of Values Affirmation: Fidelity of Implementation in a Large-Scale Randomized Controlled Trial. Dominique Bradley, University of Wisconsin - Madison; Evan Crawford, University of Wisconsin; Sara Elizabeth Dahl-Brown, Wake Forest University

Discussant: Joshua M. Aronson, New York University

SIG Sessions

68.040. Democratic Citizenship in Education Paper Session 1. SIG-Democratic Citizenship in Education; Paper Session
Convention Center, 100 Level, 104A; 8:15-10:15am
Chair: James M. Mitchell, California State University - East Bay
Participants:
- Adolescents’ Perspectives on Developing Attitudes Concerning Democracy in the Netherlands. Hessiel Nieuwelinck, Amsterdam University of Applied Sciences; Femke Geijssel, University of Amsterdam; Geert Ten Dam, University of Amsterdam; Paul Dekker, University of Tilburg
- Building Active Citizens Through Pupil Self-Government: Learning From...
Chinese Schools in the Republican Period, 1912-1949. Zhen-yu Gao, Hangzhou Normal University

Changing Attitudes, Motivating Action: A Cross-Disciplinary Approach to Developing Global Citizenship Identity Among Privileged Adolescents. Sherri Robyn Sklarwitz, Boston University; Susan Fields, Boston University; Scott Clifford Seider, Boston University

Competing Conceptions of Civic Education: Lessons From Three Israeli Civics Classrooms. Aviv Cohen, Hebrew University of Jerusalem

Constructing Civic Knowledge for Secondary Schools: What Can We Learn From an Israeli Civics Curriculum? Hillel Wahrman, Oramin Academic College of Education

Democratic Education in Elementary Classrooms: Critical Curriculum and Skills for Participation. Katherina Ann Payne, University of Texas - Austin

Using Controversial Issues to Help Middle School Students to Become Informed and Active Citizens: A Randomized Evaluation of the Word Generation Program. Alex Liu, University of California - Irvine; Joshua Fahey Lawrence, University of California; Catherine E. Snow, Harvard University

Discussion: Caroline R. Pryor, Southern Illinois University - Edwardsville

68.041. Instructional Technology SIG Paper Session: Information and Communications Technology, Technological Pedagogical Knowledge, Technological Pedagogical Content Knowledge (TPACK), and Technology Integration in the Classrooms. SIG-Instructional Technology; Paper Session

Chair: Eugene Gary Kowk, University of Calgary

Participants:

E-TPACK: An Adaptive Learning Environment for the Development of Teachers’ Technological Pedagogical Content Knowledge. Charoula M. Angelis, University of Cyprus; Anna Mavroudi, Kyriakoula Georgiou, University of Cyprus; Nicholas C. Valanides, Frederick University

Examining the Effects of Technological Knowledge, Pedagogical Knowledge, and Technological Pedagogical Knowledge on Preservice Teachers’ Technological, Pedagogical, and Content Knowledge (TPACK). Valerie Shinas, Lesley University; Rachel A. Karchmer-Klein, University of Delaware; Chrystalla Mouza, University of Delaware; Suleyman Ozden, University of Delaware; Joseph J. Glutting, University of Delaware


Measuring Teachers’ Background Knowledge for the Study of Teachers’ Role in Knowledge Community and Inquiry. Nazin Zhao, OISE/University of Toronto; James D. Slotta, University of Toronto

How Is Technology Integration Learned? Identifying the Structure of Knowledge Acquisition on Technology Integration. Jiyoon Jung, Indiana University - Bloomington

Discussion: Enidla Jannet Romero-Hall, University of Tampa

68.042. New Research on Global Policy Processes in Education. SIG-International Studies; Symposium

Convention Center, 100 Level, 121B; 8:15-9:45am

Chair: Karen Mundy, University of Toronto - OISE

Participants:

Global Norm Setting and Local Agendas: An Exploration Into the Statistical Eradication of Teacher Shortage in the Post-Socialist Region. Gita Steiner-Khamsi, Teachers College, Columbia University


World Society and the Globalization of Educational Policy. John Meyer, Stanford University; Francisco O. Ramirez, Stanford University

The Global Construction of Higher Education Reform. Simon W. Marginson, University of Melbourne

Exceptional Spaces? Policies for Education in Conflict and Postconflict Reconstruction. Sarah Dryden-Peterson, Harvard University

Rational Intentions and Unintended Consequences: On the Interplay Between International and National Actors in Education Policy. Kerstin Martens, University of Bremen; Tonia Bieber, University of Bremen; Timm Fulge, University of Bremen

68.043. Teaching and Learning in Linguistically Diverse Settings.

SIG-Language and Social Processes Co-sponsored with Division K - Teaching and Teacher Education; Paper Session

Convention Center, 100 Level, 112A; 8:15-10:15am

Chair: Maria Jose Botelho, University of Massachusetts - Amherst

Participants:

Positioning Through Hedging: How Adolescents Frame Suggestions in Bilingual Small Groups. Amanda Kibler, University of Virginia; April Simun Salerno, University of Virginia

Spanish-English Bilingual Children’s Interactional Competence and Identities in Oral Language Assessments. Meghan Corella Morales; Joo-Jook Lee, University of California - Santa Barbara

“Yes or No?” Exploring Overscaffolding in Peer-Led Literacy Activities for English Learners. Shannon Mary Daniel, Vanderbilt University - Peabody College; Melinda E. Martin-Beltran, University of Maryland - College Park; Megan Madigan Peery, University of Maryland; Rebecca Defes Silverman, University of Maryland - College Park; Maria Elliker Crassas, Iowa State University

The Use of Questioning in Inquiry-Based Lessons: Developing Academic Language and Discourse. Sharon H. Ulanoff, California State University - Los Angeles; Alice Marie Lellani Quirocho, California State University - San Marcos

Finding Power in an Ideological Stance: Three Urban Teachers’ Orientations Toward Linguistic Diversity. Denise Ives, University of Massachusetts - Amherst

68.044. Antecedents and Correlates of Teachers’ Relational Work. SIG-Motivation in Education; Symposium

Convention Center, 100 Level, 114; 8:15-10:15am

Chairs: Paul W. Richardson, Monash University; Helen M.G. Watt, Monash University

Participants:

Antecedents and Effects of Teacher Expressiveness. Betty Becker-Kurz, Betty Becker-Kurz Leopoldstraße 14; Helen M.G. Watt, Monash University; Anne C. Frenzel, University of Munich (LMU); Reinhard Pekrun, University of Munich

Teacher-Student Relatedness and Teachers’ Emotional Lives. Jamie Taxer, Ludwig-Maximilians-Universität München; Anne C. Frenzel, University of Munich (LMU)

Personal Antecedents of Teachers’ Socioemotional Support for Students. Ruth Butler, Hebrew University of Jerusalem; Limor Shibaz, Hebrew University of Jerusalem; Lilat Leontin, Interdisciplinary Center

The Impact of Teaching Career Motivations and Coping Resources on Early-Career Teachers’ Relational Style. Paul W. Richardson, Monash University; Helen M.G. Watt, Monash University

Discussion: Robert William Roesser, Portland State University

68.045. What Methods Do: New Materialisms and the Consequences of Qualitative Inquiry. SIG-Qualitative Research; Symposium

Convention Center, 100 Level, 118C; 8:15-10:15am

Chair: Jerry L. Rosiek, University of Oregon

Participants:

Material Entanglements of Language in Qualitative Research. Lisa A. Mazzie, University of Oregon

A Turn to Where We Already Were? Settler Inquiry, Indigenous Philosophy, and the Ontological Turn. Eve Tuck, SUNY - College at New Paltz

Semiotics and the Future in/of Qualitative Research. Jerry L. Rosiek, University of Oregon

New Materialist Ontologies of Chance: How Research Methods Theorize Indeterminism. Elizabeth De Freitas, Adelphi University

Discussion: Maggie MacHure, Manchester Metropolitan University

68.046. Creating an Environment for High-Achieving African American Students. SIG-Research Focus on Black Education; Paper Session

Convention Center, 100 Level, 103A; 8:15-10:15am

Chair: Darren Graves, Simmons College

Participants:


Just Cruising: An Exploration of Why Eligible Black Students Do Not Enroll in Advanced Placement Courses. faye lewis, Rowan University; MaryBeth Walpole, Rowan University

Motivated to Succeed via the Fear of Failure Among High-Achieving

Discussion: Elizabeth A. van Es, University of California - Irvine

68.048. Strategic Approaches for Literacy Development. SIG-Research in Reading and Literacy; Paper Session Convention Center, 100 Level, 125; 8:15-10:15am Chair: Jacquelynn A. Malloy, Clemson University Participants: Development and Validation of a Multidimensional Measure of Reading Comprehension in Low and Average 8- to 11-Year-Old French Readers. Laurent Lima, Université Grenoble Alpes; Maryse Bianco, Université Grenoble Alpes; Gwenaelle Joet, Université Grenoble Alpes; Aurélie Nardy, Université Grenoble Alpes; Pascale Colé, Université de Provence; Hakima Megherbi, Université Paris 13 Following in Durkin’s (1978-1979) Footsteps: What Classroom Observations Reveal About K-5 Reading Comprehension Instruction. Molly Nes, Fordham University Investigating Complexity of Leveled Passages Used in Classroom Reading Assessments. Yukie Toyama, University of California - Berkeley; Elfrieda H. Hiebert, University of California - Santa Cruz; P. David Pearson, University of California - Berkeley The Contribution of Cognate Awareness to Word Reading and Reading Comprehension in French Immersion Children. Kathleen Hiebert-Boucher, University of Toronto - OISE; Xi Chen, University of Toronto - OISE; Adrian Pasquarella, Helene Deacon Discussion: Kirsten D. Hill, University of Michigan - Dearborn

68.049. Teacher Education in Linguistically Diverse Settings: Understanding Teacher Voice and Development. SIG-Second Language Research; Paper Session Convention Center, 100 Level, 105B; 8:15-9:45am Chair: Hidehito Endo, Akita International University Participants: Investigating Teachers’ Perception of Integrating Multimodality Into Classroom Practices. Younggioo Yi, The Ohio State University - Columbus; Jayoung Choi, Georgia State University Listening to What Second Language Teachers Say About Communicative Language Teaching. Chiu-Yin Wongs, Monmouth University Mutual Growth and Engagement: Student Teacher and L2 Writer in an Asynchronous Online Writing Tutorial. Pei-Jie Jenny Chen, University of Maryland - College Park Implementation of an Aesthetic Art Curriculum for English Learners. Audrey Figueura Murphy, Saint John’s University Innovation or Limitations? A Comparative Study of Mentoring in a Foreign Language Teacher Certification Program. Wenxia Wang, Michigan State University

68.050. Self-Regulated Learning Across Diverse Contexts and Populations. SIG-Studyng and Self-Regulated Learning; Paper Session Convention Center, 100 Level, 107B; 8:15-9:45am Chair: Marie Catherine White, Nyack College Participants: Fostering At-Risk Elementary School Children’s Self-Regulated Learning by Means of Student Tutoring: A Challenging Endeavor. Sabrina Vandeveele, Ghent University; Hilde Van Keer, Ghent University Self-Regulation of Learning and Performance Among Students Enrolled in a Disciplinary Alternative School. J. Stephan Herndon, School District of Lee County, FL; Heber Bembenutty, Queens College - CUNY Prompting Knowledge Construction as an Instructional Support for Principle Learning in Simulations. Jennifer R. Morrison, Johns Hopkins University; Linda Bol, Old Dominion University; Steven M. Ross, Johns Hopkins University; Ginger S. Watson, Old Dominion University The Effects of Self-Regulated Learning on Community College Students’ Metacognition and Achievement in Developmental Math. Linda Bol, Old Dominion University; Karen Campbell, Old Dominion University Discussion: Paul A. Schutz, The University of Texas - San Antonio

Division and SIG Roundtables

68.051. Roundtable Session 23; Roundtable Session

68.051-1. Arab and Muslim Experiences in School Contexts. Division G - Social Context of Education; Roundtable Session Convention Center, Terrace Level, Terrace III; 8:15-9:45am Chair: Hansa Aburumah Makfaza Participants: Predictive Factors of Teacher Maltreatment in Schools for Bedouin Arabs in Israel: An Examination by the Hierarchical Linear Modeling Approach. Shiyang Su, William M. Burt, University of Minnesota; Salman M. Elbedour, Howard University Qualitative Research and the Empowerment of Teachers in Post-Soviet, Islamic Contexts. LaNette Dellinger, Virginia Polytechnic Institute and State University The Intersection of Race and Religion in the Educational Experiences of Sudanese Muslim Women. Awaif Eloun, The Ohio State University “Narrow-Minded and Problematic” or a “Superior Culture”? Implications of Divergent Representations of Islam for Pakistani American Youth. Ameena Ghaffar-Kucher, University of Pennsylvania The Habitus of Empowerment: Constructing Intersectional and Transnational Muslim Womanhood Through Education. Ayesh Khurshid, Florida State University


68.051-3. Asian Communities and U.S. Education. Division G - Social Context of Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am
Chair: Wayne E. Wright, The University of Texas - San Antonio
Participants:
The Power of Coethnic Communities: Understanding Diverse Asian American Experiences in Education. Stacy Kula, Claremont Graduate University; Lorine Erika Saito, Claremont Graduate University; Zaynah Rahman, Claremont University - Claremont Graduate University; Matthew A. Witenstein, Claremont Graduate University; Susan J. Paik, Claremont Graduate University
Struggles and Negotiations of Identity: A Case of a Korean Immigrant Boy’s Identity Construction. Minjuang Ryu, Johns Hopkins University
Educational Aspirations of Asian American Students: Examining Heterogeneity Among Ethnic Subgroups. Kye-Hyoung Lee, The University of Texas - Austin
How Does an Immigrant Mother Participate in Her Child’s Schooling? An Autoethnography of a Korean Mother. Seon-Young Kim, The University of Texas - Austin

68.051-4. Immigrant Experiences and Perspectives in U.S. Education.
Division G - Social Context of Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am
Chair: Kristal Smalls, University of Pennsylvania
Participants:
Assessment of Burmese Refugee Students’ Meaning-Making of Scientific Informational Texts. Keri-Anne Croce, Towson University
Changes in Computer Use and the Academic Achievement of Children From Immigrant Families. Ui Jeong Moon, Lyndon State College; Sandra I. Hofferth, University of Maryland - College Park
Coming to America: Perspectives of an English Language Learner Student Navigating an American High School. Elizabeth Holbrook, Northern Illinois University

68.051-5. Inequality and the Racialization of Education. Division G - Social Context of Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am
Chair: Maia B. Cucchiara, Temple University
Participants:
Beyond Black-White: The Intersection of Residential Segregation and School Choice Policy in School Segregation. M Felicity Rogers-Chapman, Claremont Graduate University
Influence of School Racial Composition on Academic Achievement in Math. William A. Smith, University of Utah; Man Hung, University of Utah; Jeremy D. Franklin, University of Utah
Maintaining Their Advantage: How Parents Re-Create and Reproduce the Boundaries in a Diverse Public School. Allison Roda, Rutgers University - Newark
Statewide Improvements Concede Increasing Inequalities in Pennsylvania’s Metro Areas: Socioeconomic Segregation in Pennsylvania’s Public Schools. Stephen Kotok, The Pennsylvania State University; Katherine Reed, Texas A & M University
The Distribution of Race Among Head Principals Across Varying School Contexts: Understanding Principal and Student Racial Congruence. Amy Patterson Lippa, The University of Texas - Austin; Bradley W. Davis, The University of Texas at Arlington; Christian Bell, Austin Independent School District; Meghan Dwyer Lehr, The University of Texas - Austin

68.051-6. Involving Parents to Improve Student Engagement and Success.
Division G - Social Context of Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am
Chair: Will J. Jordan, Temple University
Participants:
It’s a “Win/Win”: Inviting Parents to Participate With Their Children. Jean P. Rohr, Elon University; Ye He, University of North Carolina - Greensboro; Mary Beth Murphy; Gerald Knight
New Paradigm for Parent Engagement and School Reform: Mercy College School of Education Parent Center. Aramina Vega Ferrer, Mercy College; JungKang Miller; Mercy College

68.051-7. It’s a Two-Way Street: Understanding the Interactional Nature of Students, Teachers, and Reading.
Division G - Social Context of Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am
Chair: Julie Frear Schappe, The Pennsylvania State University
Participants:
A Study of School Contexts: How Teachers Understand Reading Difficulty and Ways Those Understandings Mediate Youth Reading. Julie E. Learned, University of Michigan
Considering Reading Capital in Two Low-Income Families. Rohany Nayan, University of North Carolina - Charlotte; Catherine F. Compton-Lilly, University of Wisconsin - Madison
Dynamic Responses of Kindergarten Children During Read-Alouds: Adjusting to the Semiotic World of School Culture. Cynthia B. Leung, University of South Florida St. Petersburg

68.051-8. Preparing Teachers for Today’s Classroom.
Division G - Social Context of Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am
Chair: Joni Boyd Cacff, The Ohio State University
Participants:
Confronting Issues of Diversity in Teacher Preparation Through a Radical Field Experience. Paul Channess Miller, Akitia International University; Eria A. Mikuule, Illinois State University
Linguistically Diverse Pedagogical Content Knowledge Mathematics and Science Observation Tool for Elementary Teachers. Jenni L. Harding-DeKam, University of Northern Colorado; Lori A. Reinsvold, University of Northern Colorado; Youngjin Song, University of Northern Colorado
Multicultural Teacher Education: Developing Knowledge, Skills, and Sensitivity. Sungok “Reina” Park, University at Buffalo - SUNY; Keun Kyu Kim, Delaware State University
Promoting Culturally Responsive Pedagogy in Tomorrow’s Educational Leaders. Jennifer L. Martin, The University of Mount Union

68.051-9. Race and Racialized Experiences in the Context of Multiple Languages and Literacies.
Division G - Social Context of Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am
Chair: Sandra Quinones, Duquesne University
Participants:
Contesting Language Proficiency Among the Proficient: The Everyday Production of the Triracial System. Rachel Garver, New York University
Japanese Immigrant Youth Contesting Racialized Linguicism at School: Explicating Counternarratives and Discursive Enactments of Transnational Identity. Rachel Endo, Hamline University
“Sista-Girl Rock”: Groundbreaking With Female Hip-Hop DeeJays in the Making of Raced+Gendered Knowledge. Todd Craig, Medgar Evers College - CUNY; Carmen Kynard, John Jay College of Criminal Justice - CUNY
Language Policy, Ideology, and Identity: A Qualitative Study of University-Level Chinese Heritage Language Learners. Ran Chen, Arizona State University

68.051-10. Reel Education: Exploring Issues of Learning, Teaching, and Schooling in and Through Film.
Division G - Social Context of Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am
Chair: Ian Renga, University of Colorado - Boulder
Participants:
The Dialectic Between Waiting for “Superman” and The First Year. James Trier, University of North Carolina - Chapel Hill
Who Are the Heroes? Waiting for “Superman,” The Inconvenient Truth Behind Waiting for Superman, and Taking Sides in Debates About Public Schools. Michael W. Apple, University of Wisconsin - Madison; Katy Swalwell, University of Maryland - College Park
Precious Knowledge: Book Banning, Censorship, and Ethnic Studies in Urban Schools. Jose Garcia, University of Texas - Austin; Luis Urrieta, The University of Texas - Austin
The Pursuit of Excellence in Kings of Pastry. Jennie A. Whitcomb, University of Colorado - Boulder
Dilemmas of Becoming in Searching for Bobby Fischer. Kevin O’Connor, University of Colorado - Boulder; Lisa Compani, Texas A&M - Corpus Christi; Skip Dine Young. Hanover College
68.051-11. Research on the Experiences of Chinese Students in U.S. School Contexts and Abroad. Division G - Social Context of Education; Roundtable Session Convention Center, Terrace Level, Terrace III; 8:15-9:45am
Chair: James W. Bequette, University of Minnesota Participants:
- Home Computing and Digital Equity in Education: A Hong Kong Story. Allan H.K. Yuen, The University of Hong Kong; Wilfred W.F. Lau, The University of Hong Kong; Joc Park, The Hong Kong Institute of Education; Gervas Lau, The University of Hong Kong; Albert Chan

Relationship Between Students’ Perceived Science Teaching Approaches and Their Science Achievement of Process Knowledge: A Study of Two Racial Groups of Chinese Students at the Eighth-Grade Level. Su Gao, University of Nevada - Las Vegas; Jian Wang, Texas Tech University; Zhiyong Zhong, Minzu University of China

68.051-12. Words and Worlds: Considering the Power of Literacy in Classrooms and Communities. Division G - Social Context of Education; Roundtable Session Convention Center, Terrace Level, Terrace III; 8:15-9:45am
Chair: Gisela Ernst-Slavit, Washington State University - Vancouver Participants:
- Apprenticing Literate Citizens Through Morning Meeting: Engaged Participation Through Structures, Space, and Activities. Maureen P. Boyd, University at Buffalo - SUNY; Tina Bampton, University at Buffalo - SUNY; Joel Staples, University at Buffalo - SUNY
- Adult Immigrant Students and Coconstructed Learning: Talking Within and About Their Literacy Practices. Carolyn A. Colvin, University of Iowa
- Literacy as a Means of Empowerment for Children Living in Poverty. Cory Hansen, Arizona State University; Shelia Wells, Isaac School District; Debby M. Zambo, Arizona State University

68.051-13. Issues in Adolescence and Youth Development. SIG-Adolescence and Youth Development; Roundtable Session Convention Center, Terrace Level, Terrace III; 8:15-9:45am
Chair: Colleen M. Gibbons, Syracuse University Participants:
- The Impact of School Delinquency on Self-Worth Development Among Minority Adolescents. Sara E. Tomek, The University of Alabama; Heather M. Moore, The University of Alabama; Jeremiah Jaggers, East Tennessee State University; Wesley Church, The University of Alabama
- Effect of Parental Expectations on Postschool Outcomes for Individuals Who Are d/Deaf or Hard of Hearing. Stephanie W. Cawthon, The University of Texas - Austin; Jacqueline M Caemmerer, The University of Texas - Austin; Carrie Lou Garberoglio, The University of Texas; Mark Bond, University of Texas - Austin; Erica Wendel, The University of Texas - Austin
- Others Don’t Like Me If I Am Good at School? Reciprocal Effects of Adolescents’ Academic and Social Self-Concepts. François Preckel, University of Trier; Christoph Niepel, University of Trier; Martin Brunner

68.051-14. Special Education, Special Needs, and Disproportionality Related to Race, Gender, and Empowerment. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session Convention Center, Terrace Level, Terrace III; 8:15-9:45am
Chair: Danielle M. Cowley, San Francisco State University Participants:
- Gangbanger and Wheelchairs: Intersections Between Race, Gender, and Disability Status. Joy Banks, Bowie State University; Kimetta Reynolds Hairston, Bowie State University
- How Effectively Do Educators Engage in Dialogue About Racial Disproportionality in Special Education? Jill Brown, Blue Springs School District; Barbara Nell Martin, University of Central Missouri
- Intersections of Race, Income, and Language on Parent Empowerment: A National Study. Jungnam Kim, University of Maryland - College Park; Julia Bryan, The Pennsylvania State University - University Park
- Understanding Disproportionality: Learning the Lessons of Four Decades of Research to Remove the Albatross. Kristin K. Hall, Texas A&M University - College Station

68.051-15. Early Childhood Classroom Technology Issues. SIG-Early Education and Child Development; Roundtable Session Convention Center, Terrace Level, Terrace III; 8:15-9:45am
Chair: Marie L. Masterson, Dominican University Participants:
- Constructing a Digital Habitus: Teachers and Digital Media in Early Learning Classrooms. Margaret Ruth Clark, University of California - Santa Cruz
- Engaging Parents in Early Mathematical Learning Through Transmedia Games. Elizabeth M. McCarthy, WestEd; Linlin Li, WestEd; Ursula M. Sexton, WestEd; Sara Atienza, WestEd; Michelle Tiu, WestEd

Scaffoldings Preschoolers’ Interactions With Educational Technology. Sudha Swaminathan, Eastern Connecticut State University; Ariel Levesque, Eastern Connecticut State University; Erin Murphy, Eastern Connecticut State University; Suzanne Slater, Eastern Connecticut State University

68.051-16. Innovative Replicable Early Childhood Anti-Harassment, Intimidation, Bullying, and Teasing Programs: School and Museum Settings. SIG-Early Education and Child Development; Roundtable Session Convention Center, Terrace Level, Terrace III; 8:15-9:45am
Chair: Blythe F. Hintz, The College of New Jersey Participants:
- The Anti-Bullying and Teasing Program: The Museum Perspective—Part 1. Lynne Azarchi, Kidsbridge Tolerance Museum; Meg Palladino, Kidsbridge Tolerance Museum

The Anti-Bullying and Teasing Program: The Museum Perspective—Part 2. Rebecca Erickson, Kidsbridge Tolerance Museum

The Anti-Bullying and Teasing Program: The Center’s Perspective. Lisa Cipriano-Rogalski, Howey School

68.052. Roundtable Session 24; Roundtable Session 25

68.052-1. Diverse Historical Perspectives. SIG-Social Studies Research; Roundtable Session Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Stephanie D. Van Hover, University of Virginia Participants:
- Ambitious Teaching Within Standards-Based Settings: Lost in Translation? Stephanie D. Van Hover, University of Virginia; David Hicks, Virginia Polytechnic Institute and State University; Elizabeth A. Washington, University of Florida

Remembering the Asian American Past: The Portrayal of Asian Americans and Their Experiences in U.S. History Textbooks. Yonghee Suh, Old Dominion University; Sohyun An, Kennesaw State University

Resistance to Official History: Five African American Students’ Journeys Through Family History Research. Katie Anderson Knapp, Kent State University

Singapore Social Studies Teachers’ Perspectives of Socioeconomic Inequality, Distributive Justice, and Meritocracy. Li-Ching Ho, National Institute of Education - Nanyang Technological University; Enrique Nino Leviste, National Institute of Education - Nanyang Technological University

An Analysis of Elementary Preservice Teachers’ Instructional Practices Using Primary Sources. Theresa M. McCormick, Auburn University; Deborah L. Morowski, Auburn University

68.052-2. African Americans and STEM Education. Division G - Social Context of Education; Roundtable Session Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Christopher Charlie Jett, The University of West Georgia Participants:
- Appropriating Scientific Discourse: The Perceptions of Urban Adolescent African American Males. Yolanda Stewart, Columbus City Schools

Examining the Impact of a Culturally Relevant STEM Program for High School Students of Color. Allison Scott, University of California - Berkeley; Alexis Martin, Level Playing Field Institute

Learning Absent of Community: Black Student Experiences in STEM
Disciplines at a Predominately White Institution. *Owen L. McClain,* University of Virginia

“Representing the Race”: Black Mathematicians’ Paths to Excellence. *Erica Walker,* Teachers College, Columbia University

**68.052-3. Fitness, Health, and Physical Activity: Possibilities for Curriculum Change.** SIG-Research on Learning and Instruction in Physical Education; Roundtable Session

Conventio Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Ted Nicholas Ingram,* Bronx Community College - CUNY

Participants: *Trond Egl Arnesen,* Stord Haugesund University College; *Petter Erik Leirhaug,* Norwegian School of Sport Sciences; *Ann-Kristin Nilsen,* Bergen University College

The Role of Social Capital in a Comprehensive School Health Project. *Michelle Jordan,* Arizona State University; *Pamela H. Kulimina,* Arizona State University; *Nicholas Simon Henning,* California State University - Fullerton; *Kent Lorenz,* Arizona State University

**68.052-4. Philosophy, Pedagogy, and Perspective.** Division F - History and Historiography; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Timothy Reeve Cain,* University of Georgia - Athens

Participants: *Norm Friesen,* Boise State University; *Laura Moorhead,* Stanford University; *Carl Kalani Beyer,* Ashford University

Humanizing Teacher Professional Development: Critical Race Dialogue Among High School Teachers. *Jocyl Sacramento,* University of California - Berkeley; *Nicholas Simon Henning,* California State University - Fullerton; *Ruchi Agarwal-Rangnath,* California State University; *Christine E. Sleeper,* California State University - Monterey Bay

**68.052-5. Meaningful, Relevant, and Responsive Education: A Review of Ethnic Studies Policy, Politics, Pedagogies, and Praxis.** Division G - Social Context of Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Augustine Francis Romero,* Tucson Unified School District

Participants: *Allison Tintiangco-Cubales,* San Francisco State University; *Rita Kohli,* San José State University; *Jocyl Sacramento,* University of California - Berkeley; *Nicholas Simon Henning,* California State University - Fullerton; *Ruchi Agarwal-Rangnath,* California State University; *Christine E. Sleeper,* California State University - Monterey Bay; *Cati V. de los Rios,* Teachers College, Columbia University

Humanizing Teacher Professional Development: Critical Race Dialogue Among High School Teachers. *Jocyl Sacramento,* University of California - Berkeley; *Nicholas Simon Henning,* California State University - Fullerton; *Ruchi Agarwal-Rangnath,* California State University; *Christine E. Sleeper,* California State University - Monterey Bay

Reconceptualizing Comunidad: Chicana/o-Latina/o Studies at Pomona High School and Pomona College. *Cati V. de los Rios,* Teachers College, Columbia University; *Gilda Laura Ochoa,* Pomona College

(Counter)narrating the Curriculum: A Survey of California High School Ethnic Studies Courses. *Cati V. de los Rios,* Teachers College, Columbia University

**68.052-6. The Interplay of Equality and Human Difference.** SIG-Philosophical Studies in Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Elizabeth J. Grace,* National-Louis University

Participants: *Abating a Simple Fact: Recent Attempts to Reduce the Positional Aspect of Higher Education. John Peter Fantuzzo,* Teachers College, Columbia University

Flourishing Amid Dilemmas of Difference. *Jaime L. Ahlberg,* University of Florida


The Voucher Fallacy: Thomas Paine, Democratic Schooling, and Educational Inequality. *James Stillwagon,* Iona College; *Conor Callagy,* Iona College; *Kristen Brescia,* Iona College

**68.052-7. Teacher Beliefs and Minority Youth.** Division G - Social Context of Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Theodore Regina Berry,* The University of Texas - San Antonio

Participants: *Hidden Biases of “Good Nonimmigrant Teachers”: Implicit Attitudes, Explicit Expectations, and the Ethnic Achievement Gap—A Mixed-Methods Study. Neda Forghani-Arani,* University of Vienna; *Corinna Geppert,* University of Vienna; *Tamara Katschnig,* University of Vienna

Race, Culture, and Teachers’ Inquiry Into the Comforts and Discomforts of Preparing to Teach. *Vivian L. Gadsden,* University of Pennsylvania; *Katharine Emily Bartow Jacobs,* University of Pennsylvania; *Nora Peterman,* University of Pennsylvania; *Karim A. Mostafa,* University of Pennsylvania; *Danielle Gioia,* University of Pennsylvania

Teachers as Socializers of Immigrant Youth? The Importance of Teachers’ Personal Relationships With Racial/Ethnic-Minority and Immigrant Adolescents. *Hua-Yu Sebastian Cheng,* University of Pennsylvania

“Why Do Students Fail? Maybe It’s Their Own Fault”: One Biracial Prospective Teacher’s Story. *Mary Louise Gomez,* University of Wisconsin - Madison

**68.052-8. Rural School, College, and Career Transitions.** SIG-Rural Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *John Maddaus,* University of Maine

Participants: *Appalachian Students Face Postsecondary Challenges With Agency: The Need for Critically Engaged Research in Appalachian Communities. Brandi Slider Weekley,* West Virginia University; *Audra Slocum,* West Virginia University

Framework for the Assessment of Rural Clinical Experiences: Assessing the Change Process. *Kristine M. Reed,* University of South Dakota; *Linda Reetz,* University of South Dakota

How Population Loss Impacts Teachers’ Views of the Role of Educators, Their Community, and the School: A Comparative Case Study. *Alan Hastings,* Michigan State University

“That’s What I’ve Got Now, Options”: Exploring Dialogue as a Research Method to Understand Rural Youth Social and Economic Opportunities. *Zane Hamm,* University of Alberta

“Kind of Make-Your-Own Pathway”: Rural College Graduates’ Social Capital During the College Process. *Ingrid Nelson,* Bowdoin College; *Kaylee Wolfe,* Bowdoin College; *Luisa Lasalle,* Bowdoin College

**68.052-9. Taking Professional Development to Scale in Arts Education.** SIG-Arts and Learning; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Michelle Zoss,* Georgia State University

Participants: *Collaboration by Design: A School-University Partnership Facilitates Arts Specialist Communities of Practice. Catherine Larsen,* DePaul University

*Ensuring the Power of Educational Research: Can a Rigorous Training Paradigm Promote Intervention Fidelity? Wendy K. Mages,* Mercy College

Integration of the Arts in STEM: A Collective Case Study of Interdisciplinary University Programs. *Sheena Ghanbari,* University of California - San Diego

**68.052-10. Problematizing Pedagogy and Curriculum.** SIG-Critical Issues in Curriculum and Cultural Studies; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 8:15-9:45am

Chair: *Julie Garlen Maudlin,* Georgia Southern University

Participants: *Defying Borders: Curriculum History and Orientations of Remembrance. Ann G. Winfield,* Roger Williams University

*Humanity, Affect, Monstrosity: Clarifying the Processes of Public Pedagogy to Inform Activist Interventions. Jake Burdick,* Purdue University; *Jennifer April Sandlin,* Arizona State University

*Engaging Bodhisattva Compassion in Pedagogical Aporias. Mei W. Hoyt,
University of North Texas
Of Metaphors and Spaces Within: The Language of Curriculum in the Hyperspace. Sandro Barros, DePauw University

68.052-11. Rethinking the Interview. SIG-Qualitative Research; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Elsa M. Gonzalez Y Gonzalez, Texas A&M University
Participants:
Intentionality and Serendipity in Practitioner Research: Data Collection in the “Spaces-in-Between”. Andy Danilichik, University of Pennsylvania; Sharan M. Ravitch, University of Pennsylvania
Interview Participant Contributions to (Re)Shaping Qualitative Interviews. Azra Skukanakite, University of the Incarnate Word
The Challenged Subject and the Focus Group Interview: A Methodological Construction of In-Betweenness. Lotta Johansson, Lund University
Using Hartman’s Eco-Map Tool to Gather Qualitative Data on Relationships: The Case of Kindergarten Transition. Jessica Kirchen, Towson University; Susan Swayze, The George Washington University; Maxine B. Freund, The George Washington University

68.052-12. Validity and Reliability Concerns in Evaluating Teacher Effectiveness. Division D - Measurement and Research Methodology; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Yun Xiang, Northwest Evaluation Association
Participants:
A Novel Approach to Measure Teachers’ Work and Teachers’ Work Context. Esther Quintero, Albert Shanker Institute
Assessing Interrater Reliability With Multiple Raters: Coefficients to Report in an Educational Context. Albert Manuel Jimenez, University of Georgia; Sally J. Zepeda, University of Georgia
Rating Teaching Quality: Differences in Observation Scoring Between Certification and Operational Contexts. Katherine E. Allison, University of Colorado - Boulder; Courtney A. Bell, ETS
The Role of Topic and Activity Structure in Teacher Observation Scores. Yi Qi, Educational Testing Service; Courtney A. Bell, ETS; Drew H. Gitomer, Rutgers University - New Brunswick/Piscataway
Using Student Test Scores to Evaluate Teacher Performance: Validity and Reliability Evidence. Amanda Corby Soto, The National Board of Medical Examiners; Lisa A. Keller, University of Massachusetts - Amherst

68.052-13. Perspectives on the Research Process. SIG-Professors of Educational Research; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: James H. McMillan, Virginia Commonwealth University
Participants:
Assessing Faculty Perspectives on Organizational Research Climate Including Integrity, Ethics, and Productivity. Amanda Mulcahy
Maddocks, Concordia University
Exploring Students’ Conceptions of Research and Inquiry. Karen Ross, Indiana University; Pengfei Zhao, Indiana University-Bloomington; Peiwei Li, Indiana University; Barbara Dennis, Indiana University
Mapping Saldana’s Coding Methods Onto the Literature Review Process. Anthony J. Onwuegbuzie, Sam Houston State University; Eunjin Hwang, Sam Houston State University; Rebecca K. Freis, Lamar University

68.052-14. The Development of Vocabulary and Comprehension in Spanish-Speaking English Learners. SIG-Bilingual Education Research; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Diane L. August, American Institutes for Research
Participants:
The Spanish-Speaking Language-Minority Learners’ Academic Conundrum: Low Student Performance Despite High Parent and Student Aspirations. Nonie K. Lesaux, Harvard University; Jeannette Mancilla-Martinez, University of California - Irvine
Patterns of Vocabulary Growth for Young Bilingual Students. Kaiwa Venkatesh, Boston College; Maricela M. Paez, Boston College; Zhushan Mandy Li, Boston College
Long-Term Effects of a Tier 1 Vocabulary Intervention for Young English Learners. Lauren Arzt, University of Maryland - College Park; Diane L. August, American Institutes for Research
Learning Connectives in Second Grade: Student and Word-Level Factors That Contribute to English Learners’ Progress. Christopher Daniel Barr, University of Houston; Paola Uccelli, Harvard University; Franne Rosenthal, Harvard University

68.052-15. Disrupting Social Injustice in the Age of Standardization. SIG-Critical Educators for Social Justice; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Valerie Hill-Jackson, Texas A&M University
Participants:
Academic Disobedience: Engaging Michael Apple’s Nine Tasks of the Critical Scholar in an Age of Standardization. Ruth P. Silverberg, College of Staten Island - CUNY; Arlo Kempf, University of California - Los Angeles
Beyond Bullies and Victims: Using Case Study Analysis to Address Academic Mobbing. Julie Gorlewski, SUNY - College at New Paltz; David Andrew Gorlewski, D’Youville College; Bradley J. Porfilio, Lewis University
Capitalist Education and the Pedagogy of Debt. Sheila L. Macrine, University of Massachusetts - Dartmouth; João Menelau Paraskeva, University of Massachusetts
Countering Neoliberal Perspectives Through Active Faculty Senates: A Case Study and Wake-Up Call. Dylis Schoorman, Florida Atlantic University; Rosanna Gates, Florida Atlantic University; Traci Palmer Baxley, Florida Atlantic University

68.052-16. Climate Change: Welcoming LGBTQ Issues and Identities Into Educational Spaces. SIG-Queer Studies; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Mary Louise Rasmussen, Monash University
Participants:
Ladyluke, Sporty, Butch, Dandy: Exploring “Gender Climate” With Australian LGBTQ Students Using Stage-Environmental Fit Theory. Jacqueline Ullman, University of Western Sydney
Making Schools Better for LGBT Youth: Experiences of Gay-Straight Alliance Advisers in Ontario, Canada. Julian D. Kitchen, Brock University; Christine Bellini, Peel District School Board
Tilling the Soil for LGBTQ-Inclusive Policies: Learning From Desegregation to Cultivate Communities of Safety and Inclusivity. Betsy Leonard, University of Colorado - Boulder
“I Think I Can. I Think I Can”- Preservice Teachers’ Sense of Self-Efficacy Working With and for LGBTQ Students and Families. Cathy A.R. Brunt, The Ohio State University - Columbus

68.052-17. Engagement, Inquiry, and Community in Immersive Learning Environments. SIG-Applied Research in Immersive Environments for Learning; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Patrick OShea, Appalachian State University
Participants:
Developing Students’ Sense of Community in 3-D Immersive Learning Environments. Krista Terry, Appalachian State University; Les Bolt, Appalachian State University; Amelia Cheney, Appalachian State University; Terry McClannon, Appalachian State University; Robert Sanders, Appalachian State University
Virtual Inquiry in an Authentic Classroom. Stephanie L. Knight, The Pennsylvania State University; Aubree M. Webb, The Pennsylvania State University; X. Ben Wu, Texas A&M University; Melissa Jill Ziegler, The Pennsylvania State University - University Park; Jane Schielack, Texas A&M University
The Effects of Customization on Player Engagement in an Extended Online Social Game. Selen Turkyay, Harvard University

68.052-18. Beyond Technology Integration: What Other Variables Matter? SIG-Computer and Internet Applications in Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Amy Louise Pittenger, University of Minnesota
Participants:
Leadership and Vision in a High School 1:1 iPad Innovation in Practice. Joan E. Hughes, The University of Texas - Austin; Audrey De Zeeuw, The University of Texas - Austin; Minwook Ok, The University of Texas - Austin
The Rise of Blended Learning in K-12: Khan Academy to Personalize
Math Instruction. Ahmet Uludag, Accord Institute for Education Research
Factors Affecting Online Group Work Interest: A Multilevel Analysis. Jianxia Du, University of Macau; Jianzhong Xu, Mississippi State University; Xiaox Fan, University of Macau
Choice of Targets in Identified and Anonymous Online Peer-Assessment Learning Situations. Fu-Yun Yu, National Cheng Kung University
Web 2.0 Technologies and Parent Involvement: Multicultural Perspectives. Dong-shin Shin, Northern Illinois University

68.052-19. Impacts of Finance Policy on Educational Quality. SIG-Fiscal Issues, Policy, and Education Finance; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Tammy Kolbe, The University of Vermont
Participants:
Citizens’ Perceptions of the Impact of School Spending Cuts on Educational Quality. Komla Degebe, Georgia State University
Do Charter Schools Ruin Local Public Schools in Poor Neighborhoods? The Impact of Charter Schools on New York City Public Schools Resources. Sarah A. Cords, New York University

68.052-20. Identities Matter: Considering Ourselves and Learning in Relation to the World. Division G - Social Context of Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Jennifer Keys Adair, The University of Texas - Austin
Participants:
Religious Practices and Mathematical Problem Solving: The Role of Problem Context in Rational Number Understanding. Tracy Dobie, Northwestern University; Edd V. Taylor, University of Colorado - Boulder

68.052-21. Twenty-First-Century Teacher Learning and Professional Development. SIG-Technology as an Agent of Change in Teaching and Learning; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Eric Bernstein, University of Southern California
Participants:
Immersive and Disruptive: 21st-Century Teacher Professional Development. Pamela L. Whitehouse, Midwestern State University; Janise McIntyre, Midwestern State University
Information and Communication Technologies as Agents: Exploring Preservice Teachers’ Perceived Affordances of YouTube in Teaching. Annie Y.N. Cheng, The Hong Kong Institute of Education; Elson S.Y. Szeto, The Hong Kong Institute of Education
Technology as a Tool for Teacher Retention. Rhonda R. Christensen, University of North Texas; Gerald A. Knezek, University of North Texas; Tandra Lea Tyler-Wood, University of North Texas

68.052-22. Social Relationships as Enabling Structures in Schools. Division A - Administration, Organization and Leadership; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Charlie Naylor, British Columbia Teachers’ Federation
Participants:
Enabling School Structure and Student-Teacher Relations: Cultivating a Culture of Student Trust. Ellen Dollarhide, University of Oklahoma; Lauren P. Bailes, The Ohio State University
Reaching for Rigor by Increasing Student Ownership and Responsibility. Marisa A. Cannata, Vanderbilt University; Katherine Taylor Haynes, Vanderbilt University; Thomas M. Smith, Vanderbilt University

Should We Track or Should We Mix Them? Margarita Pivovarova, Arizona State University - Tempe

Monday, 10:15 am

Governance Meetings and Events

69.001. AERA Orientation for New Council Members: Closed Meeting. AERA Governance; Governance Session
Marriott, Third Level, 306; 10:15am to 12:05pm
Chair: Joyce E. King, Georgia State University

Monday, 10:35 am

Governance Meetings and Events

70.001. Review of Research in Education (2015) Closed Editorial Board Meeting. AERA Governance; Governance Session
Marriott, Fourth Level, Franklin &10; 10:35am to 12:05pm
Chairs: Jamal Abed, University of California - Davis; Christian J. Falts, University of California - Davis
Discussant: William A. Firestone, Rutgers University

70.010. Implementing Teacher Evaluation: Research and Practice Perspectives. AERA Presidential Session
Convention Center, 100 Level, 119A; 10:35am to 12:05pm
Chair: Antionette D. Stroder, Liberty University
Participants: Melissa Fincher, Georgia Department of Education; Timothy Daly, The New Teacher Project; Brian Gong, National Center for the Improvement of Educational Assessment, Inc.; Courtney A. Bell, ETS; Julie A. Marsh, University of Southern California
Discussant: William A. Firestone, Rutgers University

70.011. Transitioning to the Common Core State Standards (CCSS): An Overview of the Activities of the Partnership for Assessment of Readiness for College and Careers and Smarter Balanced to Build Capacity for Implementation of the CCSS and CCSS-Aligned Assessments With a Focus on Technology Readiness. AERA Presidential Session
Convention Center, 100 Level, 119B; 10:35am to 12:05pm
Chair: Antionette D. Stroder, Liberty University
Participants: Jeanne M. Burns, Louisiana Board of Regents; Kristen L. Huff, Regents Research Fund; Beverly Young, California State University - Los Angeles; Neal D. Finkelstein, WestEd; Paolo DeMaria, Education First; James W. Pellegrino, University of Illinois at Chicago
Discussant: Raymond Hart, Council of the Great City Schools

AERA Sessions

70.012. Poverty and Opportunities to Learn—A Task Force Report in Progress (World Education Research Association). AERA Sessions; Invited Session
Convention Center, 100 Level, 122B; 10:35am to 12:05pm
Chair: Sari Lindblom-Ylanne, University of Helsinki
Presenters: Liesel Ebersohn, University of Pretoria; Carol D. Lee, Northwestern University, Michael T. Nettles, ETS
70.013. Value-Added Meets the Schools: The Effects of Using Test-Based Teacher Evaluation on the Work of Teachers and Leaders. AERA Sessions; Invited Session
Convention Center, 100 Level, 113A; 10:35am to 12:05pm
Chairs: Carolyn D. Herrington, Florida State University; Douglas H Harris, Tulane University
Participants:
Exploring the Potential of Value Added to Affect the Quality of the Teacher Workforce. Dan Goldhaber, University of Washington
Moving on Out: Value Added Measures, Principals’ Human Capital Decisions, and the Emergence of Teacher Observation Data. Ellen B. Goldring, Vanderbilt University; Jason A. Grissom, Vanderbilt University; Marisa A. Cannata, Vanderbilt University; Christine M. Neumerski, Vanderbilt University - Peabody College; Timothy Drake, Vanderbilt University; Mollie Rubin, Vanderbilt University; Patrick Schuermann, Vanderbilt University
Implementing Teacher Evaluation in NYC. Jennifer Jennings, New York University; Aaron Pallas, Teachers College, Columbia University
Will VAMS Reinforce the Walls of the Egg-crate School? Susan Moore Johnson, Harvard University
Discussants: Stephen W. Raudenbush, University of Chicago; Linda Darling-Hammond, Stanford University

Committee Sessions

70.014. Division C Fireside Chat. From Research to Real Life: Insights Into Designing and Implementing Classroom-Based Interventions. Graduate Student Council Co-sponsored with Graduate Student Council, Division C - Learning and Instruction; Invited Session
Convention Center, 100 Level, 112B; 10:35am to 12:05pm
Chairs: Ariana Christine Crowther, The University of Texas - Austin; Benjamin C. Heddy, University of Southern California; Stephanie V. Wormington, Michigan State University
Speaker: Allan L. Wigfield, University of Maryland - College Park

70.015. Enhancing Teacher Quality: Developing and Implementing Nationally Consistent Professional Standards for Teachers in Australia. International Relations Committee; Symposium
Convention Center, 100 Level, 121B; 10:35am to 12:05pm
Chair: Lorraine J. Graham, University of New England
Participants:
Validation of National Standards: Capturing the “Voice” of the Profession. John E. Pegg, University of New England
Piloting Implementation of National Standards. Gregory K McPhan, University of New England; Joy Hardy, University of New England
Policy and Praxis: The Assessor Training Program. Joy Hardy, University of New England; Gregory K McPhan, University of New England
Discussant: Edmund Misson, Australian Institute for Teaching and School Leadership

70.016. What’s Love Got to Do With It? Shifting Womanist Pedagogies and Praxess. Committee on Scholars and Advocates for Gender Equity in Education; Symposium
Convention Center, 100 Level, 104B; 10:35am to 12:05pm
Chair: Allyson Tintiangco-Cubales, San Francisco State University
Participants:
Pedagogy of the Womb. Cindy Huynh, University of Utah
Grounded in Love: Pedagogy and the Differential Consciousness. Cindy Ochoa Fierros, University of Utah
Metabolorizing the Pain: Pedagogies From the Wound. Melissa-Ann Nielo Nievera-Lozano, University of California - Santa Cruz
Pedagogies of Care: Teaching and Learning Toward Decolonial Love. Jocyl Sacramento, University of California - Berkeley
Discussant: Allyson Tintiangco-Cubales, San Francisco State University

Division Sessions

70.017. Advancing Curriculum Studies Through Duoethnography:

Adapting a Research Methodology to a Form of Pedagogical Inquiry. Division B - Curriculum Studies; Symposium
Marriott, Fourth Level, Franklin 12; 10:35am to 12:05pm
Chair: Joe Norris, Brock University
Participants:
From Currere to Duoethnography: Understanding Self in the Face of the Other. Joe Norris, Brock University; Richard D. Sawyer, Washington State University - Vancouver
The Means Are the End: A Quest for Mutuallist Classrooms. Joe Norris, Brock University; Olenka S. Bilash, University of Alberta
Implementing Duoethnography in Preservice Teacher Education Classes. Hilary Ann Brown, Brock University; Joseph Barrett, Brock University
The Use of Duoethnography in a Doctoral Curriculum Studies Course. Richard D. Sawyer, Washington State University - Vancouver

70.018. Advances in Engineering Education Research. Division C - Learning and Instruction; Paper Session
Convention Center, 100 Level, 113B; 10:35am to 12:05pm
Chair: Mitchell J. Nathan, University of Wisconsin - Madison
Participants:
Design Challenges at a Science Center: Are Children Engineering? Jennifer Wang, University of California - Berkeley
Drawing Connections and Building Bridges: Spatial Thinking, Sketching, and Modeling in Middle School Engineering Activities. Kay Ellen Ramey, Northwestern University; David Henry Utal, Northwestern University
Interventions for Ideation: Impact of Framing, Teaming, and Tools on High School Students’ Design Fixation. Eli M. Silk, University of Michigan; Shannon Daly, University of Michigan; Kathryn Jablokow, The Pennsylvania State University - Great Valley; Seda Yilmaz, Iowa State University; Meisha Rosenberg, Iowa State University; Umar Rehmat, The Pennsylvania State University - Great Valley
Modeling Engineering Choice Using Student Attitudes and Self-Beliefs. Allison Godwin, Clemson University; Geoff Potvin, Clemson University
Physical and Virtual Manipulatives in Mechanical Engineering Education. Edward Pan, University of Virginia; Jennifer L. Chiu, University of Virginia; Karen K. Inkelas, University of Virginia; Shawn D. Russell, University of Virginia; Edward Berger, University of Virginia
Testing the Efficacy of Concept Inventories With Bilingual Engineering Students. Aidaa Ivette Santiago Roman, University of Puerto Rico - Mayaguez
Discussant: Mitchell J. Nathan, University of Wisconsin - Madison

70.019. Developing Evidence of Understanding Complex Systems. Division C - Learning and Instruction; Structured Poster Session
Convention Center, 100 Level, 121C; 10:35am to 12:05pm
Chair: Catherine Eberbach, Rutgers University - New Brunswick/Piscataway
Participants:
1. Assessing the Complexity in Complex Causal Learning: Discrete Knowledge, Perception, Attention, and Reasoning. Tina A. Grotzer, Harvard University; Michael Shane Tutwiler, Harvard University; S. Lynneh Solis, Harvard University; Kasia Derbiczewska, Harvard University; Caroline J Courter, University of North Carolina - Wilmington
2. Observing Complex Systems Thinking in the Zone of Proximal Development. Joshua Adam Danish, Indiana University; Asmalina Saleh, Indiana University - Bloomington; Luis Alejandro Andrade-Lotero, Indiana University - Bloomington; Brandon J Bryan, Indiana University
3. Understanding Teachers’ Learning and Implementation Challenges in Teaching to Learn About Complex Systems. Susan A. Yoon, University of Pennsylvania; Jessica Koehler, University of Pennsylvania; Emma Anderson, University of Pennsylvania; Eric D. Klopfer, Massachusetts Institute of Technology, Ilana Schoenfeld, Hal Scheintaub, Massachusetts Institute of Technology
5. Mining Student Designs for Evidence of Systems Thinking. Melissa Sommelef Gresalfi, Vanderbilt University; Kylie A. Peppler, Indiana University - Bloomington; Jacqueline Barnes, Indiana University - Bloomington
6. Exploring Transfer of Complex Systems Understanding: A Tale of
Two Lenses. Suparna Sinha, Rutgers University; Yawen Yu, Indiana University - Bloomington; Cindy E. Hmelo-Silver, Indiana University; Rebecca Jordan, Rutgers University

7. Analyzing Trajectories for Learning About Ecosystems. Catherine Eberbach, Rutgers University - New Brunswick/Piscataway; Cindy E. Hmelo-Silver, Indiana University; Rebecca Jordan, Rutgers University

8. Developing Explanations of Emergent Phenomena in Physics Through Visualization and the Analysis of “Midlevel” Representations. Pratim Sengupta, Vanderbilt University; Gokul Krishnan, Vanderbilt University

9. Learning Climate Change as a Complex System: Analogical Encoding Meets Agent-Based Models. Michael J. Jacobson, The University of Sydney; Yong Moon Jung; Polly Kuanlai Lai, The University of Sydney; Paul G. Stokes, Hornsby Girls School

Discussants: Richard Lehrer, Vanderbilt University; Britte Haugan Cheng, SRI International

70.020. Effective Literacy Interventions in Elementary and Middle School. Division C - Learning and Instruction; Paper Session

Convention Center, 100 Level, 115C; 10:35am to 12:05pm

Chair: Sharon Zambroun, Virginia Commonwealth University

Participants:

A Quasi-Experimental Study of Engaged Reading in Engagement-Focused Versus Traditional English Classrooms. Gay Ivey, University of Wisconsin - Madison; Peter H. Johnston, University at Albany - SUNY

Predictors of Reading Comprehension in Middle School: Cognitive and Motivational Factors. Ana M. Taboada Barber; George Mason University; Michelle M. Bueh; George Mason University; Melissa Gallagher; George Mason University; Leila N Richie; George Mason University; Swati Mehta; George Mason University

Word Knowledge and Comprehension Outcomes for the Second Year of Implementation of an Academic Word Vocabulary Intervention. Margaret G. McKeown, University of Pittsburgh; Amy C. Crosson, University of Pittsburgh; Isabel L. Beck, University of Pittsburgh; Nancy Artz, University of Pittsburgh; Cheryl Sandora, University of Pittsburgh; Debra W. Moore, University of Pittsburgh

Examining the Relationship Between Reading Comprehension and Science Achievement in Elementary School Children: Evidence From Schools’ Science and State English Assessment. Xuechun Zhou, Pearson Assessment & Information; Michelle Williams, Michigan State University; Joi Merritt, Arizona State University; Liyong Mao, Michigan State University

Features of Dialogic Instruction Related to Reading Outcomes. Catherine J. Michener, Boston College; Patrick Proctor, Boston College; Rebecca Deffes Silverman, University of Maryland - College Park

Discussant: Jacquelyn A. Malloy, Clemson University

70.021. Improving Instruction About Fractions: Different Approaches to Supporting Teachers and Students in the Classroom. Division C - Learning and Instruction; Symposium

Convention Center, 100 Level, 115B; 10:35am to 12:05pm

Chair: Maria Angela Mendiburo, The Carnegie Foundation for the Advancement of Teaching

Participants:

The Eliciting Mathematical Misconceptions Assessment System (EM2): Helping Teachers Uncover Students’ Thinking About Fractions. Peggy Clements, Education Development Center, Inc.; Cheryl M. Tobey, Maine Mathematics and Science Alliance; Pamela J. Buffington, Education Development Center, Inc.


Supporting Teachers Implementing New Technologies: What Do Teachers Need to Know, Learn, and Be Able to Do to Effectively Implement a Technology-Based Fractions Intervention? Maria Angela Mendiburo, The Carnegie Foundation for the Advancement of Teaching; Laura K Williams, Vanderbilt University; James Segedy, Vanderbilt University; Ted Stephen Hasselbring, Vanderbilt University

Challenges in Supporting Teachers in Rational Numbers Instruction: Contextualizing the Results of an Experimental Study of Teacher Professional Development. Kirk Walters, American Institutes for Research

Discussant: Aki Murata, University of California - Berkeley

70.022. From Fixed Test to Endless Data Systems: Analyzing and Communicating Ongoing Formative Assessment. Division D - Measurement and Research Methodology; Symposium

Convention Center, 100 Level, 111A; 10:35am to 12:05pm

Chair: Thomas McTavish, Pearson

Participants:

Psychometric, Computational, and Interactional Issues in Designing Integrated Assessment and Learning Systems. Quinn Nathaniel Lathrop, University of Notre Dame; John T. Behrens, Pearson

Network-Based Tools for the Visualization and Analysis of Domain Models. Hua Wei, Pearson

Leveraging Student Interactivity Data to Inform Instruction and Monitor Learning Progress. Thomas McTavish, Pearson; Johann Ari Larusson, Pearson


Discussant: Roy Levy, Arizona State University

70.023. Uses and Issues in Cognitive Diagnostic Modeling. Division D - Measurement and Research Methodology; Paper Session

Convention Center, 100 Level, 111B; 10:35am to 12:05pm

Chair: Jessalyn Smith, CTB/McGraw-Hill LLC

Participants:

Evaluating Cognitive Diagnosis Model Misspecification at the Test and Item Levels. Jinsong Chen, Sun Yat-Sen University; Jimmy de la Torre, Rutgers University

Modeling Nonignorable Missing Responses in Cognitive Diagnostic Models. Xiaomin Li, The Hong Kong Institute of Education; Wen-Chung Wang, The Hong Kong Institute of Education; Kuan-Yu Jin, The Hong Kong Institute of Education

Predicting Student Performance by Incorporating Decision Trees Into Cognitive Skill Diagnostic Models. Yun Jin Rho, Pearson

Statistical Methods for Assessments in Simulations and Serious Games. Jianbin Fu, ETS; Diego Zapata-Rivera, Educational Testing Service; Elia Mavronikola, Educational Testing Service

When the Nonparametric Cognitive Diagnosis Approach Performs Better: Effectiveness of Proximity to Ideal Response Patterns. Lokman Akbay, Rutgers University

Discussant: Tidal Rosen, Pearson

70.024. Educational Needs and Experiences of Immigrant Students in the United States. Division E - Counseling and Human Development; Paper Session

Convention Center, 100 Level, 105A; 10:35am to 12:05pm

Chair: Kathy Nakagawa, Arizona State University

Participants:

Connection to Collectivist Culture and Adjustment in U.S. Children of Asian Origins. Tony Xing Tan, University of South Florida; Travis Marn, University of South Florida

Educational Involvement Among Immigrant and U.S.-Born Families: Antecedents and Trajectories During Elementary School. Erin Sibley, Boston College

Factors That Influence Undocumented Students’ College Search Process. H. Kenny Nienhusser, University of Hartford; Blanca E. Elizabeth Vega, Teachers College, Columbia University; Mariella Saavedra, Teachers College, Columbia University

Longitudinal Dual-Language Profiles of Young, Latino Children of Immigrants: Associations of Cognitive, Home, School, and Child Risk Factors. Brian A. Collins, Hunter College - CUNY; Claudio O. Toppelberg, Harvard University

70.025. Lessons Lost in Six Decades Since Brown: Resurrecting the Sociocultural Dimensions of Race and Education. Division G - Social Context of Education; Symposium

Convention Center, 100 Level, 120A; 10:35am to 12:05pm

Chair: Bianca J. Baldridge, University of Wisconsin - Madison

Participants:

From the Assimilative to the Transformative: Another Consideration of the Diverse and Integrated School 60 Years After Brown. Prudence L. Carter, Stanford University


Commonality Amid Growing Differences: Can the Common Core Standards Advance Schools’ Ability to Explore the Educational Benefits of Diversity? Amy Stuart Wells, Teachers College, Columbia University

Participants: Gloria J. Ladson-Billings, University of Wisconsin - Madison; Susan E. Eaton, Harvard University

70.026. Studying Curriculum Reform: China Comes to America

While America Leaves. Division G - Social Context of Education; Symposium

Chair: Thomas S. Popkewitz, University of Wisconsin

Participants: Chair: Reform at Risk: Internal Conflicts of Curriculum Reform and Its Projection of China’s Modernization. Liya Tu, Zhejiang University

Endeavor of Nonprofit Organizations for Improving Educational Quality in a Rural Area of China. Shanyun He, Zhejiang University

Pragmatism and Curriculum Reform in China: How America Comes to China. Wenjun Zhang, Zhejiang University

The Cultural Consciousness of Curriculum and China’s Reconstruction of the Basic Structure of Curriculum Study in the Global Era. Liu Hui, Zhejiang University

Discussions: Lynn Fendler, Michigan State University; Jinting Wu, University of Macau

70.027. Studying the Nexus of Aspiration and Masculinity in Working-Class Males: A Cross-Analysis of the African American (U.S.), Latino (U.S.), and White (U.K.) Working Class. Division G - Social Context of Education; Symposium

Chair: Marcus B. Weaver-Hightower, University of North Dakota

Participants: Chair: Living in Multiple Worlds: Latino Males From the Bronx and Their Disposition Toward College. Alejandro E. Carvillon, CUNY - Graduate Center

College-Going Capital: Working-Class Males and the Necessary Evil of College. Jeremy S Greenfield, City University of New York (CUNY) Graduate Center, Student

Researching White Working-Class Boys’ Identity Negotiations of Values, Aspiration, and Motivations. Garth Stahl, University of South Australia

The Role of Masculinity in Understanding Latino Males’ Academic Experiences. Mellie Torres, New York University

Discussions: Edward Fergus, New York University

70.028. The Personal as Political: Toward a Black Cultural Definition of Communities of Practice. Division G - Social Context of Education; Symposium

Chair: Valerie Kinloch, The Ohio State University

Participants: Epistemologies Anew? Research on Communities of Practice in Communities of Color. Brooke Harris Garad, The Ohio State University

The Personal, the Political, and Indigenous Ways of Knowing: Black Women’s Community of Practice. Eyatta Y. Fischer, The Ohio State University

Youth Identities and African American Cultural Practices: Lessons From a High School Community of Practice. Donja Bridges, Gallahen Jefferson Schools

Discussions: Valerie Kinloch, The Ohio State University

70.029. Debate Participation and Student Achievement: Theory, Evidence, and Implementation. Division H - Research, Evaluation and Assessment in Schools; Symposium

Chair: Eric Tucker, University of Oxford

Participants: The History and Conceptual Foundation of the Educational Value of Urban Debate Leagues. Linda Listrom, National Association for Urban Debate Leagues

Participating in a High School Debate Program and College Matriculation and Completion: Evidence From the Chicago Urban Debate League. Briana Mezuk, Virginia Commonwealth University

Positive Youth Development and Participation in an Urban Debate League. Susan Anderson, Tulane University


70.030. Studies Investigating Demographic and Other Factors Impacting Assessment Development, Decision Making, Policy, and Practice. Division H - Research, Evaluation and Assessment in Schools; Paper Session

Chair: Shangwon Ro, IBM

Participants: A Critical Analysis of the Advanced Placement Program: Nationally and for Three States. Bevan Koch, Sewickley Academy; John R. Slate, Sam Houston State University; George W. Moore, Sam Houston State University

The Role of Schools in Bridging the Achievement Gap Based on Socioeconomic Status: A Cross-National Comparative Study. James Sebastian, University of Missouri - Columbia; Haigen Huang, University of Missouri - Columbia

The Impact of Population Shift on Equating: An Empirical Study. Yanxuan Qu, ETS

Factors Promoting and Hindering Data-Based Decision Making in Schools. Kim Schildkamp, Universiteit Twente; Cindy Louise Poortman, University of Twente; Hans Luyst, Universiteit Twente

Performance Assessment in the 20th Century: Lessons for Innovative Design, Policy, and Practice. Ruth Chang Wei, Stanford University; Raymond Lee Pecheone, Stanford University; Katherine Wilczak, Stanford University

Discussions: Cara Marcinek Bliss, University of Pittsburgh

70.031. Decision Making for the Emerging Professional. Division I - Education in the Professions; Paper Session

Chair: Jonathan D. Rubright, American Institute of Certified Public Accountants

Participants: Medical Residents’ Perceptions of Where and How Learning Occurs. Samuel C. Quiah, Columbia University; William Pluta, Rutgers University

Self-Regulated Learning as an Aptitude and Event in Complex Multimedia Learning Environments. Hyuksoon S. Song, Georgian Court University; Jan L. Plass, New York University; Martin V. Pusic, Teachers College, Columbia University; Adina L. Kalet, New York University

Supporting Professional Learning in Low-Validity Environments: Lessons From Deliberate Practice. Therese Grohner, Maastricht University; Roger Meuwissen, Maastricht University; Wim H. Gijselaers, Maastricht University

The Emotional Dimension of Workplace Learning: An Analysis of Portfolio Assignments on Emotionally Meaningful Incidents. Ann Deketelaere, University of Leuven

Third-Year Medical Students’ Perceptions and Use of Electronic Diagnostic Reasoning Tools in Clinical Settings. Anju Relan, University of California - Los Angeles

Discussions: Carol R. Thrash, University of Arkansas for Medical Sciences

70.032. Embracing Nontraditional Experiences: What Institutions Can Do Differently. Division J - Postsecondary Education; Paper Session

Chair: Lydia F. Bell, National Collegiate Athletic Association

Participants: Keeping It Real: Working During College and Contributing to the Real World. Cassie L. Barnhardt, University of Iowa; Teniell L. Trotman, University of Iowa

No Adult Left Behind: Prevalence of Student Affairs Practices Offering
Monday Morning, April 7, 2014

70.033. Explorations of Diversity and Democracy. Division J - Postsecondary Education; Paper Session
Convention Center, 100 Level, 108B; 10:35am to 12:05pm
Chair: Cindy A. Kilgo, University of Iowa
Participants:
- Going Against the Herd: Social Ecologies of Multicultural Engagement in College. Chris R. Glass, Old Dominion University; Kimberly Glass, DFCI Biostatistics and Computational Biology, Harvard School of Public Health
- Not All Diversity Interactions Are Created Equal: Cross-Racial Interaction, Close Interracial Friendship, and Student Outcomes. Nicholas A. Bowman, Bowling Green State University; Julie J. Park, University of Maryland - College Park
- Preparing Students for a Diverse Democracy: College Diversity Experiences and Informed Citizenship After College. Nida Denson, University of Western Sydney; Julie J. Park, University of Maryland - College Park; Nicholas A. Bowman, Bowling Green State University
- Construct Validity of the Culturally Engaging Campus Environments Scale for Asian American and White Students. Samuel D. Museus, University of Denver; Kaela Mueller, University of Hawaii - Manoa; MJ (Mee Joo) Kim, University of Washington - Seattle
Discussion: Marybeth Gasman, University of Pennsylvania

70.034. Interrogating the Role of Identity as a Factor in the Retention Agenda. Division J - Postsecondary Education; Paper Session
Convention Center, 100 Level, 112A; 10:35am to 12:05pm
Chair: Jennifer Michelle Johnson, Bowie State University
Participants:
- Factors Influencing College Students’ Political Aspiration: An Analysis by Racial Group. Shuai Li, University of California - Los Angeles
- Intersections of Race, Gender, and Sexuality: Postsecondary Gay-Identified, Queer-Identified, and Heterosexual Latino Male Coping Responses. Sarah Rodriguez, The University of Texas - Austin; Beth E. Bukoski, University of Louisville
- Racial Differences in College Outreach and Academic Support Program Participants’ Sense of Belonging and Learning Outcomes. Marjorie L. Dorime-Williams, Baruch College - CUNY; Terrell Lamont Strayhorn, The Ohio State University; Joseph A. Kitchen, The Ohio State University; Leroy L. Long, The Ohio State University; Karleton Munn; Todd Sudeth, The Ohio State University
- Black Undergraduate Male Interpersonal Relationships With Other Men at a Predominantly White Institution. Brian Lamont McGowan, Indiana State University
Discussion: Kevin Eagon, University of California - Los Angeles

70.035. The Intersectionality of Applied Critical Leadership: Toward Inclusivity in Higher Education. Division J - Postsecondary Education; Symposium
Convention Center, 100 Level, 122A; 10:35am to 12:05pm
Chair: Lorri Michelle Johnson Santamaria, The University of Auckland
Participants:
- The Intersectionality of Applied Critical Leadership: Toward Inclusivity in Higher Education. Lorri Michelle Johnson Santamaria, The University of Auckland
- The Intersectionality of Applied Critical Leadership: Toward Inclusivity in Higher Education. Brenda Lloyd-Jones, University of Oklahoma
- The Intersectionality of Applied Critical Leadership: Toward Inclusivity in Higher Education. Cosette M. Grant, University of Cincinnati
- The Intersectionality of Applied Critical Leadership: Toward Inclusivity in Higher Education. Leslie D. Gonzales, Clemson University; Anne-Marie Nunez, The University of Texas - San Antonio
Discussion: Caroline Sotello Viiernes Turner, California State University - Sacramento

70.036. Watching “U”: The Representation of Higher Education in Film and Television. Division J - Postsecondary Education; Working Group Roundtable
Marriott, Fourth Level, Franklin 8; 10:35am to 12:05pm
Chair: Pauline J. Reynolds, University of Redlands
Participants:
- Depictions of 21st-Century Diversity in College Films. Saran Donahoo, Southern Illinois University
- Discussion of Portrayed Gender Roles in the ABC Family Show Greek. Jesse Perez Mendez, Oklahoma State University
- Religious Ideas, Social Values, and Faculty in American Film, 1930-1950. Pauline J. Reynolds, University of Redlands

70.037. Context Matters: Unpacking National Teacher Assessments and the edTPA in Four States. Division J - Teaching and Teacher Education; Symposium
Convention Center, 100 Level, 113C; 10:35am to 12:05pm
Chair: Amy Ryan, Boston College
Participants:
- Teacher Assessment in California: Is It a Reliable Measure of Success? Amy Reising, High Tech High; Zoltan G. Sarda, High Tech High
- A Tale of Two Universities: The edTPA in Massachusetts. Amy Ryan, Boston College; Patricia C. Paugh, University of Massachusetts - Boston; Sarah Enterline, K12 Insight; Keridan Doyle, Boston College; Andrew Frederic Miller, Boston College; Kristen Wendell, University of Massachusetts - Boston; Michael Gilbert, University of Massachusetts - Boston; Laura E. Vanderberg, University of Massachusetts - Boston; Lisa M. Gonsalves, University of Massachusetts - Boston; Christine Power, Boston College
- Teacher Certification in New York: Scramble Toward Readiness, Protest Changes, or Ignore It for Now? S. Marshall Perry, Dowling College
- The edTPA in Washington State: Dilemmas and Opportunities. Nancy A. Place, University of Washington - Bothell
Discussion: Marilyn Cochran-Smith, Boston College

70.038. Erasing the Deficits: Contemporary Perspectives on Successfully Educating Black Males for High Academic Achievement. Division K - Teaching and Teacher Education; Paper Session
Convention Center, 100 Level, 102B; 10:35am to 12:05pm
Chair: Chezare Warren, University of Pennsylvania
Participants:
- Reframing Resilience: Amalgamating Postcolonial and Border Theory to Appreciate Black Bermudian Male Success. Ty-Ron M.O. Douglas, University of Missouri - Columbia
- “I’m Trying to Get My A”: Black Male Achievers Talk About Race, School, and Achievement. Quaylan Allen, Chapman University
Discussion: Tyrone C. Howard, University of California - Los Angeles

70.039. Examining the Impact of edTPA on Teacher Candidates’ Preparation. Division K - Teaching and Teacher Education; Paper Session
Convention Center, 100 Level, 124; 10:35am to 12:05pm
Chair: Kathleen Alysia Holmes, University of Texas - Austin
Participants:
- A Comparison of Teacher Performance Assessments in the Era of Accountability. Victoria Kane Russell, University of Mary Washington; Ellen Bullock, Gordon College
- Assessing Opportunities for Culturally Relevant Teacher Preparation: An Analysis of Preservice Teacher Performance Assessment. Maria E. Hyler, University of Maryland - College Park; Laura S. Yee, University of Maryland & Georgetown Day School, Roderick LaMar Carey, University of Maryland - College Park; Saroja R. Barnes, Am. Assoc. of Colleges for Teachers
- Assessing Teacher Candidates: Program Tensions. Linda R. Vail, University of Maryland; Lisa A. Rote, University of Maryland - College

Social Support to Adult Undergraduates. Rebecca Brower, Florida State University; Bradley E. Cox, Florida State University
The Impact of a Summer Bridge Program on Nontraditional Student Development. Leah D. Morgan, The Ohio State University; Lindsay Katrybala, University of Houston
Transfer Student Sustainability: Exploring Factors of College Experiences That Result in Educational Success and Risks. Hyeryung Lee, University of Wisconsin - Madison; Tetyana Schneider; University of Wisconsin Madison
Discussant: Kristi Mindrup, Western Illinois University - Quad Cities
Examining the Implementation and Impact of Formative Translanguaging and Dynamic Language Practices in Bilingual Participants:
The Elusive Battle for Educational Equity in Pennsylvania: 40 Participants:
Chair:
Parental Choices.
Discussant:
Speaking “Educación”
Collaborative Translation: A Study of Bilingual Students’ Metalinguistic Borders and Bridges: Negotiating the Politics of Belonging in Hazleton, Who Stays and Who Exits in Charter Schools and Traditional Public Pathways to an Elite Education: Application, Admission, and Matriculation Looking for a Way Out: Perceptions of Neighborhood Violence and the Comparing Preservice and In-Service Measures of Teaching Performance. Susan McLean Benner, The University of Tennessee; Marcy Singer-Gabala, Vanderbilt University; Bill Wishart, The University of Tennessee - Knoxville; Denise D Miller, Meritas College Fund Discussant: Kenneth James Fasching-Bernar, Louisiana State University
70.040. Parental Choices. Division L - Educational Policy and Politics; Paper Session Convention Center, 100 Level, 115A; 10:35am to 12:05pm Chair: Cassandra M. Guarino, Indiana University Participants:
70.041. The Elusive Battle for Educational Equity in Pennsylvania: 40 Years of Changes and Challenges. Division L - Educational Policy and Politics; Symposium Convention Center, 100 Level, 103C; 10:35am to 12:05pm Chair: Tiffinie Celeste Lewis, University of Louisville Participants:
SIG Sessions
70.042. Translanguaging and Dynamic Language Practices in Bilingual Education. SIG-Bilingual Education Research; Paper Session Convention Center, 100 Level, 103A; 10:35am to 12:05pm Chair: Kate Seltzer, CUNY - Graduate Center Participants:
Collaborative Translation: A Study of Bilingual Students’ Metalinguistic Awareness and Cultural Knowledge. Mariana Pacheco, University of Wisconsin - Madison; Leanne Smeeth
Discussant:. Jeff MacSwain, University of Maryland
70.043. Examining the Implementation and Impact of Formative Assessment Practices. SIG-Classroom Assessment; Paper Session Convention Center, 100 Level, 102A; 10:35am to 12:05pm Chair: James H. McMillan, Virginia Commonwealth University Participants:
Understanding the Interplay Between the Cultural Context of Classrooms and Formative Assessment. Heidi Kroog, University of Colorado - Denver; Maria Araceli Ruiz-Primo, University of Colorado - Denver; Deanna J. Sands, Seattle University
Supporting Formative Assessment Through Formalized, Learning Progression-Based Classroom Tasks. Christine Jennifer Lyon, ETS; Katherine Jueds, Educational Testing Service; Mary E. Fowles, ETS
Channeling Teacher Noticing With Learning Progression-Based Formative Assessment. E. Caroline Wylie, ETS; Meirav Arieli-Attali, ETS; Malcolm Bauer; ETS
An Empirical Investigation of Criteria-Referenced Formative Assessment in the Arts. Heidi L. Andrade, University at Albany - SUNY; Fei Chen, State University of New York; Angela M. Lui, University at Albany/ SUNY; Hirah Mir, University at Albany - SUNY; Christopher Valle, University at Albany - SUNY
Gathering Information About Teachers’ Formative Assessment Practices: On Sampling Strategies and the Accuracy of Inferences. Maria Araceli Ruiz-Primo, University of Colorado - Denver; Heidi Kroog, University of Colorado - Denver; Jennifer A. Silverstein, University of Colorado - Boulder; Deanna J. Sands, Seattle University
Discussant: Susan M. Brookhart, Duquesne University
70.044. Studying Diversity in Teacher Education: A Focus on Teacher Educators. SIG-Critical Educators for Social Justice; Symposium Convention Center, 100 Level, 104A; 10:35am to 12:05pm Chair: Vera Stenhouse, Georgia State University Participants:
The Challenges Faced by Multicultural Teacher Educators. Paul Cameron Gorski, George Mason University Is Conformity Required for Inclusion? Todd Jennings, California State University - San Bernardino Teacher Educators and the Institutions in Which We Work: (How) Are We Modeling Multicultural Teacher Education? Vera Stenhouse, Georgia State University Beyond the Common Core: A Framework for Teaching Social Studies and Literacy for Social Justice. Rachi Agarwal-Rangnath, San Francisco State University Discussant: Sarah Schneider Kavanagh, University of Washington - Seattle
70.045. The Effects of Teaching Development Programs on Doctoral Students in STEM. SIG-Doctoral Education across the Disciplines; Symposium Convention Center, 100 Level, 107B; 10:35am to 12:05pm Chair: Mark R. Connolly, University of Wisconsin - Madison Participants:
Influences on STEM Doctoral Students’ Participation in Teaching Development Programs. Mark R. Connolly, University of Wisconsin - Madison; Tougee Lee, University of Wisconsin - Madison; Ann E. Austin, Michigan State University Postsecondary Teaching, Doctoral Training, and “Women’s Work” in STEM: A Mixed-Methods Analysis of Gendered Experiences in Teaching Development Programs. Ross Benbow, University of Wisconsin - Madison; Mark R. Connolly, University of Wisconsin - Madison Effects of Doctoral Teaching Development Programs on STEM Doctoral Students’ College Teaching Competency. Mark R. Connolly, University of Wisconsin - Madison; Tougee Lee, University of Wisconsin - Madison Discussants: Ann E. Austin, Michigan State University; Sandra L. Laursen, University of Colorado Boulder
70.046. The Interior Worlds of Environmental Education: Connecting Identity and Embodied Practices to Sociocultural Learning. SIG-Environmental Education; Symposium Convention Center, 100 Level, 109B; 10:35am to 12:05pm Chair: Carol B. Brandt, Temple University Participants:
Time-Space Configurations of Learning and Identity Trajectories: Stories From Projects in Ecology and Gardening. Audrey Lachaine, Université de Montréal; Irene Rahm, University of Montreal
Positional Identities and the Concept of Care: Environmental Contexts for Learning in an After-School STEM Club. Carol B. Brandt, Temple University

Promoting Identity Boundary Work in a Summer Field Ecology Enrichment Program for Diverse Youth. Heidi Carlone, University of North Carolina - Greensboro; Lacey Denise Huffling, University of North Carolina at Greensboro; Tess Anne Hegedus, University of North Carolina - Greensboro; Terry M. Tomasek, Elon University; Catherine E. Matthews, University of North Carolina - Greensboro

My Puget Sound: Students’ Positional Identities, Lived Worlds, and Learning in Environmental Education. Blakely K. Tsurusaki, Washington Alliance for Better Schools; Carrie T. Tzou, University of Washington - Bothell

discussant: Dorothy Holland, University of North Carolina - Chapel Hill

70.047. Instructional Technology SIG Paper Session: Students’ Technology Experiences. SIG-Instructional Technology; Paper Session
Chair: Albert Dieter Ritzhaupt, University of Florida
Participants:
Investigating the 5T Model of Internet Use Among U.S College Students. Sita Periathiruvadi, The University of Texas - Dallas; Tandra Lea Tyler-Wood, University of North Texas; Paeng Angnakoon, University of North Texas

Predicting Student Inquiry Processes and Products: A Hierarchical Linear Modeling Approach. Andrew Walker, Utah State University; Jody E. Clarke-Midura, Harvard University; Brett E. Shelton, Boise State University

Exploring Continuities and Boundaries Between Formal, Informal, and Workplace Digital Technology Experiences. Wan Ng, University of New South Wales

Expanding Approaches for Understanding Impact: Integrating Technology, Curriculum, and Online Resources in Science Education. Lei Ye, Utah State University; Andrew Walker, Utah State University; Heather Leary, University of Colorado - Boulder; Mimi M. Recker, Utah State University; Min Yuan, Utah State University

How Middle School Students Investigated Water Quality, Evaluated Evidence, and Constructed Arguments: An Ethnographical Study. Brian R. Belland, Utah State University; Jiangyne Gu, Utah State University; D. Jaden Turner, Utah State University; Nam Ju Kim, Utah State University; D. Mark Weiss, Utah State University

discussant: Crystal Claudette Jensen, Touro University - California

70.048. Reassessing International Assessments. SIG-International Studies; Paper Session
Chair: Barbara Garti, SUNY - College at Oswego
Participants:
A New Threat to Validity: An Examination of Cultural Discrepancies in Omission Rates on International Assessments. Susan Gillmor, The University of Kansas; Tanya Longabach, University of Kansas Medical Center; John Poggio, The University of Kansas; Elena C. Papanastasiou, University of Nicosia

Does a Rising Tide Lift All Boats? International Relative and Absolute Socioeconomic Status and Achievement. Gregory J. Marchant, Ball State University; William Holmes Finch, Ball State University


Modesty Bias in Academic Self-Concept? Evidence From Three TIMSS (Trends in International Mathematics and Science Study) Studies. Inah Park, University of Michigan; Kai S. Cortina, University of Michigan; Kevin F. Miller, University of Michigan - Ann Arbor

discussant: David C. Miller, American Institutes for Research

70.049. Preparing Administrators for Today’s Complex Leadership Roles. SIG-Leading and Teaching in Educational Leadership; Paper Session
Chair: Deolos L. Maxwell, Bowie State University
Participants:
Examining Leadership Preparation for the Complex Roles of Assistant Principals. Kerry Kathleen Robinson, University of Tennessee Knoxville; Barbara Driver, Virginia Commonwealth University

Globalization, Place, and Imagery in Educational Leadership. Kami M. Patrizio, Virginia Tech

Leader as Moral Architect in the Education Setting: Developing Moral Literacy Through Ethical Dilemma as Dramatic Rehearsal. Patrick M. Jenlink, Stephen F. Austin State University

Voices From the Principal’s Office: Successful Principals Reveal How Leadership Coaching Builds Capacity. Susan R. Warren, Azusa Pacific University

discussant: Sharon I. Radd, St Catherine University

70.050. Literacy, Expertise, and Experience in Gaming. SIG-Media, Culture, and Curriculum; Paper Session
Chair: Kathy Ann Mills, Queensland University of Technology
Participants:
Collaborative Inquiry-Supported Game Design as a Context for Cultivating “Constructionist Digital Literacy”. Rebecca Reynolds, Rutgers University; John Wolf, New Jersey Institute of Technology

Investigating Social Expertise in Online Affinity Spaces. Sean C. Duncan, Indiana University

Parallels Between the Gaming Experience and Rosenblatt’s Reader Response Theory. April Sanders, Spring Hill College

Public Library Video Game Spaces and Innovative Practices: (Re)conceptualizing Design Dispositions and Student Literacies. Sandra Schamroth Abrams, Saint John’s University, Hannah R Gerber, Sam Houston State University

discussant: Kate Davis, University of Washington

70.051. Gender Issues in Community College Settings. SIG-Research on Women and Education; Symposium
Chair: Susan B. Twombly, The University of Kansas
Participants:

What Happened to Revisioning Community College Leadership? A 20-Year Retrospective. Pamela L. Eddy, College of William and Mary; Tehmina Khwaja, College of William and Mary

Gendering Men of Color in the Community College. Frank Harris, San Diego State University; J. Luke Wood, San Diego State University

discussant: Marilyn J. Amey, Michigan State University

70.052. Exploring the Geographic and Spatial Boundaries of Asian “Model Minorities”. SIG-Research on the Education of Asian and Pacific Americans; Symposium
Chair: Nicholas Daniel Hartlep, Illinois State University; Bradley J. P. Portugal, Lewis University
Participants:
I Am Not Your Model Minority: Struggles for Learning and Learning From Struggles. Miaochun Wei, The George Washington University

Pleasing the “Aunties”: Navigating Community Expectations Within the Model Minority. Amanda Kahlon, The University of Texas - Austin

The Model Minority Stereotype and the Asian Americanization of Burmese Immigrants in an American High School. Gilbert C. Park, Ball State University

Do All Asians Look Alike? Asian Canadians as Model Minorities. Rob Ho, University of California - Los Angeles

discussants: Robert T. Teranishi, New York University; Stacey J. Lee, University of Wisconsin - Madison

70.053. Standardized Education in Nonstandard Rural Places. SIG-Rural Education; Paper Session
Chair: Michael J. Corbett, Acadia University
Participants:
Designing for Learning Engagement in Remote Communities: Narratives From North of Sixty®. Aaron Doering, University of Minnesota; Jeni Henrickson, University of Minnesota

Disrespecting Rurality: The Inherent Placelessness of the Common Core State Standards. Erica Freeman, Wichita State University

Educational Assets, Resources, Barriers, and Social Capital in a Semi-Isolated Community of Appalachia. John R. Roush, Southern State Community College, John H. Hitchcock, Indiana University -
70.054. Promoting School Safety and Health: Considering the Impact of Student Support on Student Engagement. SIG-School Community, Climate, and Culture; Paper Session
Convention Center, 100 Level, 118B; 10:35am to 12:05pm
Chair: Sue Ellen Henry, Bucknell University
Participants:
Developing a Supportive Learning Culture Across a Diverse Network of Schools. Sherrie Reed, University of California - Davis; Patrick Lee, New Tech Network
Fewer Incidents but Feeling Less Safe: Revisiting the Climate and Culture Distinction in the Context of a School Safety Initiative. Decoteau J. Irby, University of Wisconsin - Milwaukee
Parental Support and Hindrance of Student Educational Agency. Nicole Leach, The Ohio State University; Lauren C. Hensley, The Ohio State University; Tatiana R. Fowler, The Ohio State University
Predicting Academic Achievement in Early College: The Impact of School Culture and Student Engagement. Omer Ari, Bloomsburg University of Pennsylvania; Jim Killacky, Roma B. Angel, Appalachian State University
The Influence of Gang Presence on Sexual Harassment in One Middle School Environment. Anjali Forber-Pratt, University of Kansas; Steven R. Aragon, Texas State University - San Marcos; Dorothy L., University of Illinois at Urbana-Champaign
Discussant: Leslie Ann Locke, University of Southern Mississippi

70.055. Qualitative Insights Into Multilinguals’ Language Learning Experiences. SIG-Second Language Research; Paper Session
Convention Center, 100 Level, 120B; 10:35am to 12:05pm
Chair: Denise Egó, Louisiana State University
Participants:
Long-Term English Language Learners’ Perceptions of Their Language and Academic Learning Experience. Won Gyoung Kim, Texas A&M International University
Phenomenological Study of the Lived Experiences of English Learners. Jennifer Stegall, University of Missouri - Columbia
From Attitudes to Settings: Factors That Make a Difference in Attaining Multilingual Proficiency. Jin-Sook Lee, University of California - Santa Barbara
İşkâşîDefaults: An Autoethnographic Study of Urban Adult Indigenous Language Learning. Onowa McIvor, University of Victoria
Discussant: Theresa Y. Austin, University of Massachusetts - Amherst

Division and SIG Roundtables

70.056. Roundtable Session 25; Roundtable Session

70.056-1. Comparisons of Teacher Literacy Knowledge and Practice in the United States and Abroad. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 10:35am to 12:05pm
Chair: Rachel G. Ragland, Lake Forest College
Participants:
Elementary Teachers’ Conception of Effective Text-Based Writing Tasks. Elaine Lin Wang, University of Pittsburgh
Five Portraits of Teachers’ Experiences Teaching Writing: Negotiating Knowledge, Student Need, and Policy. Juliet Michelsen Wahlteither, University of California - Davis
Teachers’ Pedagogical Practices in Grade 3 English Classes in the United States and Costa Rica. Beverly J. Irby, Texas A&M University - College Station; Rafael Lara-Alecio, Texas A&M University; Fuhui Tong, Texas A&M University - College Station; Yinan Fan, Texas A&M University; Cindy Lynn Guerrero, Texas A&M University
Multiple Spheres of Knowledge Required: An International Study on the Professional Development of Literacy Teacher Educators. Bethan-Jane Marshall, Kings College, London; Clare Kosnik, University of Toronto; Cathy Marie Miyata, University of Toronto; Poojja Dharamshii, University of Toronto - OISE; Yiola Cleovoulou, OISE/University of Toronto; Lydia Menna, OISE/University of Toronto; Clive M. Beck, OISE/University of Toronto

70.056-2. Contexts in Teaching. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 10:35am to 12:05pm
Chair: Julio E. Dintz-Pereira, Federal University of Minas Gerais
Participants:
Advancing the Academic-Pedagogical Spanish Competencies of Bilingual Teacher Candidates: A Case of Self-Reflective Practice. Cristian R. Aquino-Sterling, San Diego State University
Prospective Teachers as Cultural Mediators: Negotiating Experiences and Hurdles. Patricia L. Bullock, Kennesaw State University; Karthikeyan Subramaniam, University of North Texas; Incho Lee, University of Wisconsin - Eau Claire; Lisa Cabulong Buenaventura, University of Massachusetts - Boston
Threshold Concepts in Language Teacher Knowledge: Practice Versus Policy. Ann Devitt, Trinity College Dublin; Eugene McKenzie, Queen’s University - Belfast
Upward, Downward, and Horizontal Social Comparisons in Teachers: Effects on Adjustment and Student Engagement. Sonia Rahimi, McGill University; Nathan C. Hall, McGill University; Hui Wang, McGill University; Rebecca Lynn Maymon, McGill University; Melanie M. Keller, University of Konstanz

70.056-3. Critical Reflection for Change in Teacher Practice. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 10:35am to 12:05pm
Chair: Sherry Lynn Deckman, Ithaca College
Participants:
Examining Teacher Candidate Readiness, Resistance, and Responsibility Regarding Incorporating Indigenous Understandings and Pedagogies in Teaching. Kathy Broad, OISE/University of Toronto; Jean-Paul Restoule, University of Toronto; Angela Nardozzi, University of Toronto
Supporting Critically Reflective Practitioners in Science Teacher Education. Regina E. Toolin, The University of Vermont
An Examination of Self-Efficacy Over the Course of a Clinically Rich Graduate Teacher Education Program: Changes in Residents’ Perceptions and Behaviors. Heather Meyer Reynolds, SUNY Empire State College; Donna Mahar, Empire State College - SUNY; Leigh Yannuzzi, Empire State College; Amanda J. Wagle, Empire State College - SUNY
Dialogic Understanding of Student In-Service Teachers’ Online Transformative Learning Experiences in a Double-Layered Community of Practice. Kyung Mee Lee, University of Toronto - OISE; Clare M. Brett, University of Toronto

70.056-4. Culturally Responsive Practice Within a Context of Standardization. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 10:35am to 12:05pm
Chair: Zachary A. Casey, University of Minnesota
Participants:
Developing Professionals: Findings From Educators Involved in a Lesson Study Network. Candice Bocala, Harvard University
Enacting Critical Literacy With and for Students: The Intellectual Resources of English/Language Arts Teachers in an Era of Standardization. Kathleen Riley, West Chester University of Pennsylvania
Examining Context and Process of Professional Development for Culturally Responsive Practice: A Cross-Case Synthesis. Letitia C. Ficket, University of Canterbury

70.056-5. International Perspectives on Teacher Education Policy and Practice. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 10:35am to 12:05pm
Chair: Joshua H. Barnett, National Institute for Excellence in Teaching
Participants:
A Policy Analysis of Teacher Education Reform in Chile. Maria Beatriz Fernandez Cofre, Boston College
Context as Key to (Re)Shaping Teacher Education: Informing Policy in
Monday Morning, April 7, 2014

70.056-6. Lesson Study as Sustained Professional Development. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 10:35am to 12:05pm
Chair: Jeongmi Kim, South Dakota State University
Participants:
- Developing Critical Praxis in an Online Social Justice Seminar. Elyse L. Hambacher, University of New Hampshire; Elizabeth Bondy, University of Florida; Amy S Murphy, University of Florida; Rachel Wolkenhauer, University of Florida; Desirae Eva Krell, University of Florida
- Mapping Teachers’ Understanding of the Mathematical Learning Progression Through Vertical Articulation During Lesson Study. Jennifer M. Suh, George Mason University; Padmanabhan Seshaiyer, George Mason University
- Technology-Infused Lesson Study Professional Development: The Study of a Failed Initiative. Sara Jolly Jones, University of Houston

70.056-7. Intersections of Theory, Belief, and Pedagogical Practice in the Classroom. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 10:35pm to 12:05pm
Chair: Kelly Sassi, North Dakota State University
Participants:
- Integrating Coursework in Methods With Practice: Purposeful Support for the Theory-to-Practice Morass by Providing the “Information Needed When Needed”. Paula M. Carbone, University of Southern California
- The Future Starts Now: “Professional” Community in a Second-Grade Literacy Workshop Classroom. Trevor Lowell Bogard, University of Dayton; Jo Worthy, The University of Texas - Austin; Annamary Consalvo, Fitchburg State University

70.056-8. Locating the Self in Identity as Teacher in Career Choice. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 10:35am to 12:05pm
Chair: Ereka R. Williams, North Carolina Agricultural and Technical State University
Participants:
- Humanizing Pedagogy in Teacher Education: Dilemma Cases and Novice Teachers’ Dispositional Development. Jenna Cushing-Leubner, University of Minnesota - Twin Cities
- Relationship Between Novice Teachers’ Beliefs and Their Ways of Teaching. Gaoyin Qian, Lehman College - CUNY; Liqing Tao, College of Staten Island - CUNY; Serigne Mbaye Gningue, Lehman College - CUNY
- Uncovering the Motivations for Career-Changers to Become Teachers: An Untapped Source of Highly Qualified Educators. Gary O. Bunn, University of Central Arkansas; Donna Wake, University of Central Arkansas

70.056-9. Mathematics Teaching and Student Achievement. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 10:35pm to 12:05pm
Chair: Jian Wang, Texas Tech University
Participants:
- Enhancing Middle-Year Students’ Engagement in Mathematics. Janette M. Bobis, The University of Sydney; Jenni Way, The University of Sydney; Judy Anne Anderson, The University of Sydney; Maryam Khosronejad, University of Sydney
- Examining Correlates of Mathematics Achievement in the Fourth Grade in the United States: A Hierarchical Analysis. Haniza Yon, MIMOS Berhad; Nur Aya Binti Johar, MIMOS Berhad
- The Impact of Teachers’ Characteristics and Self-Reported Practices on Students’ Algebra Achievement. Liza Marie Cope, Delta State University
- Using Generic and Content-Specific Teaching Practices in Teacher Evaluation: An Exploratory Study of Teachers’ Perceptions. Charalampos Y. Charalambus, University of Cyprus; Andreas Komitis, University of Cyprus; Maria Papacharalambous, University of Cyprus; Afroditi Stefanou, University of Cyprus

70.056-10. Supporting Teacher Leading and Learning. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 10:35am to 12:05pm
Chair: Catherine Larsen, DePaul University
Participants:
- Investigating a Professional Development Facilitator’s Moves to Enhance Teacher Knowledge and Practices. Rukiee Didem Taylan, MEF University; Amanda Thomas, The Pennsylvania State University - Harrisburg; Luz Edith Valoyes, University of Missouri - Columbia; Kathryn B. Chval, University of Missouri - Columbia
- Learners as Leaders: Teacher Leadership as an Essential Component of Team-Based Professional Development. Megan Charner-Laird, Salem State University; Jacy C. Ippolito, Salem State University; Christina L. Duhb, Boston University
- Supporting Teachers to Focus on Student Learning in Evidence-Informed Data Conversations. Anna E. Rickett, Mills College; Julie M. Nicholson, Mills College; Carrie Wilson, Mills College; Claire G. Bove, Mills College

70.056-11. Systemic Approaches to Large-Scale Professional Development. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 10:35pm to 12:05pm
Chair: Jane E. Neapolitan, Towson University
Participants:
- Exploring the Level of Turkish Teachers’ Involvement in Professional Development Activities. Sedat Gumus, Mustafa Kemal University
- Strengthening In-Service Teacher Educator Practice. Roxanne Mary Parsons, Education Review Office; Joanna Higgins, Victoria University of Wellington
- Train the Trainer Version 2.0: Following an Innovative Professional Development Model Implemented Through a School Improvement Grant. Michele K. Pollnow, National Assessment of Educational Progress; Margarita Jimenez-Silva, Arizona State University

70.056-12. Technology in the Lives of Teachers. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 10:35am to 12:05pm
Chair: Dalijit Kaur, Francis Marion University
Participants:
- Profession Driven: Teachers’ Genres of Participation in Social Media. Margaret Polizos Peterson, University of Maryland; Thor Gibbins, University of Maryland - College Park; Elizabeth Singleton, University of Maryland - College Park
- Teachers’ Knowledge Development Within a Technology-Mediated Professional Learning Community. Mary Kooi, University of Toronto - OISE; Carlos Ossa, University of Toronto - OISE
- The Fragmented Educator: Social Networking Sites and Acceptable Identity Fragments. Royce Kinmons, University of Idaho; George Veletsianos, The University of Texas - Austin

70.056-13. Using Embedded Technologies for Teacher Professional Development. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 10:35am to 12:05pm
Chair: Juan Pablo Jimenez, Columbia University
Participants:
- A Transformational Coaching Journey: Creating Success in Teacher Learning Through an Online Coaching Course. Mary Kathleen Rodgers, University of Florida; Alyson J. Adams, University of Florida
- Design-Based Research on Continuous Professional Development and Discipline-Based Inquiry With Pervasive Technology. Sharon Friesen, University of Calgary; Michele Jacobsen, University of Calgary
- Sustained Inquiry-Focused Professional Development for Teacher Learning. Helenrose Fives, Montclair State University; Tammy Mills, Montclair State University; Charity Mack Dacey, Montclair State University
- Toward Self-Sustainable Teacher Professional Development Communities Through Participatory Media. Richard C. Miller, University of
70.056-14. Using Fidelity Data to Improve Initiatives for Early Childhood Teachers. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 10:35am to 12:05pm
Chair: Stephanie C. Smith, University of Florida
Participants:
Using Fidelity Data “Midstream”: Garnering Principal Support for School-Based Services in an Early Math Intervention. Jennifer S. McCray, Erikson Institute; Jie-Qi Chen, Erikson Institute; Suzanne Budak, Erikson Institute
School Improvement for Early Childhood Teachers: The Florida Master Teacher Initiative. Stephanie C. Smith, University of Florida; Philip E. Poekert, University of Florida
Implementation Fidelity in a Multyear Professional Development Intervention for Preschool to Third-Grade Teachers: Decisions, Decisions, Decisions. Erika Gaylord, SRI International; Ximena Dominguez, SRI International; Donna Spiker, SRI International
Measuring Implementation Fidelity: Decoding a Multifaceted Early Childhood Initiative. Marjorie E. Wechsler, SRI International; Shari Golan, SRI International

70.056-15. Current State and Future Directions of Mobile and Online Learning. SIG-Technology, Instruction, Cognition & Learning; Roundtable Session
Convention Center, Terrace Level, Terrace III; 10:35am to 12:05pm
Chair: Penny Marie Thompson, Oklahoma State University
Participants:
Definitions and Indefinite: A Critical Examination of Mobile Learning and Implications for Use, Research, and Instructional Design. Michael M. Grant, The University of Memphis
A Model for Supplementing Reader’s Advisory Services to K-3 Students Using Augmented Reality Mobile Technologies. Tamara Meredith, University of North Texas
Using Social Network Analysis to Measure Learners’ Participation in Facebook Discussion. Hyeon Woo Lee, Sangmyung University; Hye Yeon Lee, Sangmyung University; Myounghee Jo, Sangmyung University
Motivation and Interaction in Peer-Moderated Online Asynchronous Discussions Using Case Method Teaching. Rashmi Chhetri, University of Houston; Sara G. Mcneil, University of Houston

70.056-16. Programs for the Gifted, Creative, and Talented. SIG-Research on Giftedness, Creativity, and Talent; Roundtable Session
Convention Center, Terrace Level, Terrace III; 10:35am to 12:05pm
Chair: Rose A. Rudnitski, Felician College
Participants:
Do Advanced Placement Courses Provide a More Rigorous High School Experience? Craig L. Esposito, Goodwill College; Anyssa P. Mayer, University of Connecticut
Fidelity of Implementation and the Impacts of a Math, Reading, and Creative Curriculum on School Readiness in Head Start Students. Tracy Christine Missett, Sweet Briar College; Carolyn M. Callahan, University of Virginia
The Effect of an Advanced Math Curriculum on the Math Achievement and English Proficiency of Mathematically Promising English Language Learners. Seokhee Cho, St. John’s University; Jenny Yang, St. John’s University; Marcella Mandracchia, St. John’s University
The Impact of Elementary Gifted Mathematics Programming: Moving Into Middle School. Josie Zayas, Anne Arundel County Public Schools
The Reading First Initiative: How Did Advanced Readers Fair? Catherine M. Brighten, University of Virginia; Tonya R. Moon, University of Virginia; Francis Howard Lim Huang, University of Virginia

70.057-1. Family and Parent Involvement in the Education of Students With Disabilities. SIG-Special Education Research; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Brent A. McBride, University of Illinois at Urbana-Champaign
Participants:
Father Involvement and the School Readiness of Children With Disabilities. Brent A. McBride, University of Illinois at Urbana-Champaign; Daniel J. Laxman, University of Illinois at Urbana-Champaign; Rosa M. Santos, University of Illinois at Urbana-Champaign; Wm. Justin Dyer, University of Illinois at Urbana-Champaign; Laurie M. Jeans, University of Illinois at Urbana-Champaign; Nivako Sagimura, University of Illinois at Urbana-Champaign; Jenna Weglarz-Ward, University of Illinois at Urbana-Champaign
Parent Perspectives About Alternate Assessments. Kwang-Lee Cha, Pearson; Carol Dyer, Pearson; Carolee Gunn, Pearson; Deborah Hill, Pearson
Parental Perspectives of Transition and Postsecondary Outcomes for Their Children Who Are d/Deaf or Hard of Hearing. Jacqueline M Caemmerer, The University of Texas - Austin; Carrie Lou Garberoglio, The University of Texas; Mark Bond, University of Texas - Austin; Rachel Harper Tarantolo Leppo, The University of Texas; Sarah Schoffstall, The University of Texas - Austin
Social Competence Reflected in the Lives of Employed Blind Adults: Implications for Research and Education. Kathryn D Boisford, University of Northern Colorado

70.057-2. Effective Early Childhood Classroom Instruction. SIG-Early Education and Child Development; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Tomoko Wakabayashi, HighScope Educational Research Foundation
Participants:
Is It Enough? Examining Opportunities for Early Childhood Educators to Engage in Mathematics Professional Development. Sandra Mannmbo Linder, Clemson University; Amber Simpson, Clemson University
Teachers’ Ideal and Actual Instructional Priorities in the Ever-Changing World of Kindergarten. Mary Anne Duggan, Arizona State University; Larissa Michelle Gaias, Arizona State University; Ashley Lauren Firth Indorf, Arizona State University
The Roles of Teaching Assistants in Pre-Kindergarten Classrooms: Consequences of a Demanding Curriculum. Sascha C. Mowrey, Vanderbilt Peabody College; Dale C. Farran, Vanderbilt University

70.057-3. Race, Culture, Class, and Gender in Early Childhood Contexts: From Research to Policy and Practice. SIG-Early Education and Child Development; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Beth Blue Swadener, Arizona State University
Participants:
Bridging Research Traditions About Stereotyping and Prejudice in Young Children and Antibias Practices. Flora Farago, Arizona State University
Learning From Latino Families: Child Care and Early Education Perspectives. Elizabeth J. Cahill, New Mexico State University; Beth Blue Swadener, Arizona State University
Cultural Congruity Between Home and Head Start Environments: Its Relation to Childhood Outcomes. Eva Marie Shivers, Indigo Cultural Center, Inc.; Kay Sanders, Whittier College
70.057-4. Self-Study in the Process of Creating Prospective Teachers. SIG-Self-Study of Teacher Education Practices; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Nora J. Krieger, Bloomfield College
Participants:
- Can Student Teachers Do Self-Study Research? A Cross-Institutional Case Study. Andrew L. Hostetler, Vanderbilt University; Alexander Cuenca, Saint Louis University; Todd S. Hawley, Kent State University
- More Than Hoop Jumping: Making Accreditation Matter. Mary D. Burbank, University of Utah; Melissa Goldsmith, University of Utah; Alissa J. Bates, Willamette University
- Nurturing Reflexivity: Teacher Education as Case-Based Collaborative Inquiry. Sabre Lynn Cherkowski, University of British Columbia Okanagan; Leyton Schnellert, The University of British Columbia - Okanagan Campus; Pamela Richardson, The University of British Columbia
- "She Doesn’t Care About Us!" Varying Perceptions of Care. Jodi Meyer-Mork, Luther College

70.057-5. Issues in Teacher Education and Social Studies. SIG-Social Studies Research; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Lisa Brown Buchanan, University of North Carolina - Wilmington
Participants:
- Economic Pedagogical Content Knowledge: A Self-Study of an Economic Methods Course. Cheryl A. Ayers, University of North Carolina - Greensboro
- Elementary Social Studies Methods Instructors: Exploring Their Backgrounds, Courses, Challenges, and Potential for Professional Development. Thomas H. Levine, University of Connecticut; Cory Wright-Maley, St. Mary’s University College
- History and Geography Course Requirements of Elementary Education Programs: A Descriptive Analysis. Patrick Womac, Clemson University
- Use of Mentoring to Improve Discussion Facilitation by Teachers. Jada Kohlmeier, Auburn University; John W. Saye, Auburn University
- Teacher Political Discourse as Parhēsia: Making a Case for Disclosure in Social Studies Classrooms. Wayne Journell, University of North Carolina - Greensboro

70.057-6. Youth Participatory Action Research: Empowering Students as Knowledge Producers. SIG-Action Research; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Courtney M. Clayton, University of Mary Washington
Participants:
- Practicing Science and Activism Alongside Youth: Voices From an After-School Science Club. Allison Ritchie, University of Toronto - OISE; Daniel James Atkinson, University of Toronto - OISE; John Lawrence Bencze, OISE/University of Toronto
- Understanding Youth Participatory Action Research (YPAR): The Individual and Group Experience of YPAR at a Competitive School for Girls. Charlotte E. Jacobs, University of Pennsylvania; Nicole Mittenfelsner Carl, University of Pennsylvania
- Youth Historians in Harlem: A Youth Participatory Action Research Study Rethinking History in Urban Schools. Barry Goldberg, Institute for Urban and Minority Education - Teachers College - Columbia University
- Youth-Led Participatory Action Research: Contexts for Learning, Leadership, Voice, and Agency. Dana E. Wright, Connecticut College

70.057-7. Schools, Communities, and Teacher Education: Considering New Perspectives. Division F - History and Historiography; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Carter Julian Savage, Morehouse College
Participants:
- Read My Lips! Schools and Taxes in South Kansas City, 1950-2000. Aaron Rife, The University of Kansas
- "There Is No School Building, Only the ‘Wasted’ Space of the Community": Deschooling in Philadelphia During the 1970s. Annmarie Valdes, Loyola University Chicago

70.057-8. The Effects of Technology Integration in Literacy Instruction and Assessment. SIG-Research in Reading and Literacy; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Kathleen M. Wilson, University of Nebraska - Lincoln
Participants:
- Can the Use of Text-to-Speech Software Improve the Reading Proficiency of Struggling High School Readers? Kelly Drew Roberts, University of Hawaii - Manoa; Hye Jin Park, University of Hawaii; Kiriko Takahashi, University of Hawaii; Robert A. Stodden, University of Hawaii
- Dialect: Integrating Technology and Reading Assessment to Diagnose Spanish Reading Difficulties. Petesa Orellana, Universidad de los Andes; Carolina Melo, University of Virginia
- Effectiveness of Educational Technology Applications for Struggling Readers in Secondary Grades: A Best-Evidence Synthesis. Alan Cheung, The Chinese University of Hong Kong

70.057-9. Exploring Pedagogical Processes and Possibilities Across Diverse Contexts Through Arts-Based Educational Research. SIG-Arts-Based Educational Research; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Tony Perone, The University of Memphis
Participants:
- Autoethnography in Early Childhood Music Research: A Pedagogical Tale From the Piano Studio. Peter J. Gouzouasis, The University of British Columbia; Jee Yeon Ryu, The University of British Columbia
- Do With Me: The Action Orient of Arts-Based Educational Research. Brooke Anne Hofses, Appalachian State University
- Interactive Notebook: Arts-Based Approach to Physics Instruction. Vani Jadadani, Texas A&M University - Corpus Christi

70.057-10. Using Life Stories to Illuminate Marginalized Voices. SIG-Biographical and Documentary Research; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Victoria M. MacDonald, University of Maryland - College Park
Participants:
- Brutally Revealing: Voices Rising out of San Quentin State Prison. Diane P. Ketelle, Mills College
- Reconstructing the Como Narrative: Creating Space for Neglected Voices in an African American Community. Julie F. Vu, Texas Christian University; Chloe Anderson, Texas Christian University
- The Body, Separated: Experiences of Non-White Professionals at Evangelic Christian Colleges and Universities. Andrew Pollock, Benedictine University

70.057-11. Critical Issues in Catholic Education. SIG-Catholic Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Shane P. Martin, Loyola Marymount University
Participants:
- Data Use in Catholic Schools: Challenges and Implications. Vincent Cho, Boston College; Joshua Littenberg-Tobias, Boston College
- Investigating Inquiry and Curriculum Mapping in Catholic Schools With a 200-Day Academic Calendar. Franca Dell’Olio, Loyola Marymount University; Karie Huchting, Loyola Marymount University; Ursula S. Aldana, Loyola Marymount University; Catherine Cichocki Mazzy, Sierra Catholic School
- Moving Beyond the College-Preparatory High School Model to a College-Going Culture in Urban Catholic High Schools: The Importance of a College-Going Discourse. Ursula S. Aldana, Loyola Marymount University

70.057-12. Accounting for Parental Influence: School Readiness, Enrollment, and Achievement. Division A - Administration,
Organization and Leadership; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Catherine Dunn Shiffman, Shenandoah University
Participants:
- Effects of Segregated Schooling on Academic Achievement. Jason Giersch, University of North Carolina - Charlotte; Martha Cecilia Bottia, University of North Carolina - Charlotte
- Parenting and College Enrollment: The Effects of Parenting Style and Practice on College Enrollment for Black, Hispanic, and White Students Across Different Economic and Family Contexts. Erica Shannel Johnson, ETS
- The Efficacy of Full-Day Kindergarten to Mitigate Community-Level Early Childhood School-Readiness Gaps. Scott D. Tunison, Saskatoon Public Schools; Nazeem Muhajarine
- Development and Validation of the Distributed Leadership Scale. Chih-Feng Lai, Feng Chia University

70.057-13. Advancing the Leadership Pipeline Through University and District Partnerships: Perspectives on Building and Cultivating Relationships. Division A - Administration, Organization and Leadership; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Gretchen Givens Generet, Duquesne University
Participants:
- University and District Partnerships: The Role of Trust and Mutual Respect. Dawn G. Williams, Howard University; Pamela Shelley, University of California, Berkeley, Principal Leadership Institute: Breadth of Regional Impact and Strength of Model. Rebecca Cheung, University of California - Berkeley
- Planning University-Urban District Partnerships: Implications for Principal Preparation Programs. Mark A. Gooden, The University of Texas - Austin; Rodney Watson, Houston Independent School District
- The University of Illinois at Chicago and Chicag Public Schools: A Decade of Shared School Leader Development. Steven E. Tozer, University of Illinois at Chicago

70.057-14. Broader Considerations: Lessons From International and Rural Contexts. Division A - Administration, Organization and Leadership; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Jahni Madrica Ann Smith, University of Southern California
Participants:
- Professional Identity of a Female Principal: Swedish Successful School Contexts. Monika Tornsen, Umea University; Elizabeth T. Murakami, University of Texas of the Permian Basin
- The Children of Lake Wobegon: Competing With Training Wheels in a Global Race to the Top. Laura Desportes, James Madison University
- The Trouble With Applied Courses in Ontario: Applied Course-Taking, Demographics, and Achievement. Kelly A. Gallagher-Mackay, People for Education; Annie Kidder, People for Education; Kerrie Proud, People for Education
- Black, Brown, and Rural All Over: The Impact of Rural Identity on the Educational Aspirations of High School Students. Janeula M. Burt, Bowie State University; Dana Thompson Dorsey, University of North Carolina - Chapel Hill

70.057-15. Data and Student Achievement. Division A - Administration, Organization and Leadership; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Nathalie Carrier, OISE/University of Toronto
Participants:
- How to Promote Teachers’ Use of Student Data. Jingping Sun, The University of Alabama; Robert Przybylski, The University of Alabama; Bob L. Johnson, Jr., The University of Alabama
- Identifying Factors Related to Student Success. John M. Decman, University of Houston - Clear Lake; Kevin Wayne Badgett, The University of Texas of the Permian Basin; Felix Simieou, University of Houston - Clear Lake
- Challenges to Teacher Use of Data to Inform Instruction in Urban Schools. Elizabeth McEnaney, University of Massachusetts - Amherst; Meg Gebhard, University of Massachusetts - Amherst; Kathryn A. Accurso, University of Massachusetts - Amherst
- School-Level Organizational Routines for Learning: Supporting Data Use. Leanne Kalmeyen, Loyola University Chicago

70.057-16. International Perspectives on School Improvement. Division A - Administration, Organization and Leadership; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Samina Hadi Tabassum, Dominican University
Participants:
- A School-Wide Approach to Data-Informed School Improvement in the Republic of Ireland. Marie Ryan, Mary Immaculate College
- Innovative Education Partnership Model for School Improvement: Studying a Rural-Urban School Continuum Model in China. Yumei Han, University of Massachusetts - Boston; Wenfan Tan, University of Massachusetts - Boston; Ling Li, Southwest University; Yaping Han, Southwest University
- Student Activists in Chile as Educational Leaders: The Intersection of School Improvement and Social Movements. Sarah W. Nelson, Texas State University - San Marcos; Michael Patrick O’Malley, Texas State University; Tanya Long, Texas State University
- Joining the Dots: The Challenge of Creating Coherent School Reform. Viviane M. Robinson, University of Auckland; Linda Margaret Bendikson, The University of Auckland; Stuart McNaughton, The University of Auckland; Aaron Wilson, University of Auckland

70.057-17. Leadership Development for District Superintendents. Division A - Administration, Organization and Leadership; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Robert G. Smith, George Mason University
Participants:
- Conversational Routines and Instruction-Specific Talk in a Network of District Superintendents. David Allen, College of Staten Island - CUNY; Rachel Roegen, Teachers College, Columbia University
- Ongoing Professional Learning for Superintendents: A Descriptive Analysis of a Network Approach to Professional Development. Thomas B. Timar, University of California - Davis; Kelsey Krausen, University of California - Davis; Mary G Briggs, University of California - Davis
- The Culture of the Superintendent in the State of Texas: Knowledge, Networks, Policy, and Politics. Danna M. Beatty, Tarleton State University

70.057-18. The Process of Principal Leadership Development. Division A - Administration, Organization and Leadership; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Kimetta Reynolds Hairston, Bowie State University
Participants:
- How Leadership Development Evolves in an Interprofessional Team: Crossing Timescales and Boundaries. Ruth Jensen, University of Oslo
- Professional Norms Guiding School Principals’ Educational Leadership. Ulf Leo, Umed universitet

70.057-19. Understanding School Leadership: Three Dynamic Spectra Within Collaborative Inquiry. Division A - Administration, Organization and Leadership; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Jodi Kokis, Ontario Ministry of Education
Participants:
- Principals as Learners: Balancing Tensions Between Structural Constraints of the Principal Role and Agency Within School-Based Collaborative Inquiry. Rachel Ryerson, Ontario Ministry of Education; David Hagen Cameron, Ministry of Education, Ontario
- The Role of Facilitators in Engaging and Co-constructing Understanding and Learning. Hana Saah, Ontario Ministry of Education; Ben
70.057-20. Equity, Disparity, and Educational Policy. Division L - Educational Policy and Politics; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Julie Renee Posselt, University of Michigan
Participants:
   - Advanced Placement Programs: Promoting Equity or Reinforcing Disparities? Clara G. Muschink, Duke University; Kara Bonneau, Duke University
   - The Differential Effects of Math Instruction by Race and Income. Laura M. Desimone, University of Pennsylvania; Christie J. Phillips, Brigham Young University; Elizabeth Cover Harr, Michigan State University; Kailie Lauren Spencer, University of Pennsylvania; Daniel Stuckey, University of Pennsylvania
   - Head Start Children’s Developmental Trajectories in Math: An Ecological Perspective. Ji Young Choi, Purdue University; James Elicker, Purdue University; Sharon L. Christ, Purdue University
   - Demands for Test Performance and 21st Century Learning: How High Performing Schools in Massachusetts Respond. James H. Nehring, University of Massachusetts - Lowell; Stacy Agee Szczesiul, University of Massachusetts - Lowell; Jean-Marie Kahn, University of Massachusetts - Lowell; Heather Leonard, University of Massachusetts - Lowell; Brian Twomey, University of Massachusetts - Lowell
   - Toward Measures of Different and Useful Aspects of Schooling: Why Schools Need Both Teacher-Assigned Grades and Standardized Assessments. Alex J. Bowers, Teachers College, Columbia University

70.057-21. Literacy Practices and New Technologies in and out of School. SIG-Writing and Literacies; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Nadia Behzad, Georgia State University
Participants:
   - Becoming a Songwriter: How Out-of-School Literacy Learning Can Inform Formal Literacy Instruction. Wendy R. Williams, Arizona State University
   - Literacy Achievement in an Age of Technology: Deaf Readers and Writers With Cochlear Implants. Connie C. Mayer, York University; Pam Millett, York University
   - Wireless and Mobile: The Impact of New Technology on Literacy Practices. Martha Joanne Hoff, University of Rochester
   - Negotiating the Yardstick of Academic Legitimacy: Integrating Multimedia Literacies Into School-Based Learning. Jessica K. Parker, Sonoma State University

70.057-22. The Link Between the Home and the School in Powerful Family Involvement Practices. SIG-Family, School, Community Partnerships; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Mavis G. Sanders, University of Maryland - Baltimore County
Participants:
   - Risk Indicators and Parent Involvement Facilitators: Powerful Data Tools and Voices at a Critical Time. Margaret M. Ferrara, University of Nevada - Reno; D’Lisa Crain, Washoe County School District; Laura Anne Davidson, Washoe County School District
   - The Role of Parental School-Based Involvement in Organizing a Better School Community. Sara Park, UC Berkeley; Susan D. Holloway, University of California - Berkeley
   - Four Parent Perspectives on What Influences Their School Involvement: A Q Methodology Study. Christopher A. Janson, University of North Florida; Sophie Maxis, University of North Florida

70.057-23. Boys to Men: Resilience and Black Male Students. SIG-Research Focus on Black Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Victoria Showummi, Institute of Education - London
Participants:
   - Boys to Men: Resilience and Black Male Students. Stuart Rhoden, Temple University; Will J. Jordan, Temple University; James Earl Davis, Temple University
   - Instructional Strategies and Learning Environments That Nurture Learning in Mathematics for African American Male Students. Betty Lois Grigsby, University of Houston - Clear Lake; Winona Burma Vesey, University of Houston - Clear Lake; Gary Schumacher, University of Houston - Clear Lake
   - Making Sense of the Journey: African American Males’ Experiences at Three Elite Jesuit High Schools. Robert Weldon Simmons, Loyola University Maryland
   - “We’re Friends, We Have to Be in This Together”: Black and Latina/o Youth’s Considerations of Culturally Relevant Peer Interactions and College Access. Joanne E. Marciano, Teachers College, Columbia University

70.057-24. Select Topics in Secondary Science Education. SIG-Science Teaching and Learning; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Christine Knaggs, Lourdes University
Participants:
   - Comparing Males’ and Females’ Motivation to Learn Science Using a Science Writing Heuristic. Nancy G. Caukin, Middle Tennessee State University
   - Engagement in High School Science: The Influence of National Board Certified Teachers. Diana Janet Zaleski, Illinois State Board of Education

Monday, 12:25 pm

71.001. AERA 2015 Annual Meeting Program Committee: Closed Meeting. AERA Governance; Governance Session
Marriott, Fourth Level, Franklin 7; 12:25-3:00pm
Chair: Joyce E. King, Georgia State University

Marriott, Fourth Level, Franklin &10; 12:25-1:55pm
Chair: Teresa L. McCarty, University of California - Los Angeles

Presidential Sessions

71.010. Changes in the Relationship Between Philanthropy and Education Research. AERA Presidential Session
Convention Center, Terrace Level, Terrace I; 12:25-1:55pm
Chair: Ellen B. Goldring, Vanderbilt University
Participants: Adam Gamoran, William T. Grant Foundation; Daniel Greenstein, Bill & Melinda Gates Foundation; Michael S. McPherson, The Spencer Foundation; Jeannie Oakes, Ford Foundation

71.011. Learning Analytics: Capturing, Analyzing, and Visualizing Experiences of Lifelong Learning. AERA Presidential Session
Convention Center, Terrace Level, Terrace I; 12:25-1:55pm
Chair: Taylor Martin, Utah State University
   - Toward Demonstrating the Value of Learning Analytics for Education. Ryan Baker, Teachers College, Columbia University
   - Putting the Learner at the Center: Exposing Analytics to Learning. Marie Bienkowski, SRI International
   - Policies and Capacity Enablers and Barriers for Learning Analytics. Bob Wise, Alliance for Excellent Education


Committee Sessions

71.012. Division H Fireside Chat. Seeing the Future: Technology in the Lives and Careers of Graduate Students and Early Career Researchers. Graduate Student Council Cosponsored with Graduate Student Council, Division H - Research, Evaluation and Assessment in Schools; Invited Session Convention Center, 100 Level, 112B; 12:25-1:55pm
Chairs: Rahan Circi Kizil, University of Colorado - Boulder; Matthew R. Lavery
Participants: Damian W. Betebenner; National Center for the Improvement of Educational Assessment, Inc.; Gylln Ligon, ESP Solutions Group; Erin Marie Furtak, University of Colorado - Boulder; Zollie Stevenson Jr., Howard University

71.013. Large-Scale Instructional Innovation and the Power of Education Research. International Relations Committee; Symposium Convention Center, 100 Level, 117; 12:25-1:55pm
Chair: Dennis Lynn Shirley, Boston College
Participants: Ontario Reform Strategy and Large-Scale Instructional Improvement. Mary Jean Gallagher, Ontario Ministry of Education
Large-Scale Instructional Improvement and Accelerated Schools. Henry M. Levin, Teachers College, Columbia University
Escuela Nueva and Large-Scale Instructional Innovation in Colombia. Vicky Colbert, Fundación Escuela Nueva
Learning Community Project and Large-Scale Instructional Innovation in Mexico. Santiago Rincon-Gallardo, Michael Fullan Enterprises
Discussant: Michael Fullan, OISE/University of Toronto

71.014. Where Do We Place Our Children? Students of Color in Predominantly White High School Settings. Committee on Scholars of Color in Education; Symposium Convention Center, 100 Level, 104B; 12:25-1:55pm
Chair: Carl A. Grant, University of Wisconsin - Madison
Participants: Swimming Against the Tide: Students of Color in White Suburban High Schools. Thandeka K. Chapman, University of California - San Diego
Multiracial Students’ Perceptions of Schooling in a Predominantly White High School: Examining (Racial) Microaggressions Through a Quantitative Analysis. Dorinda Carter Andrews, Michigan State University; Christy Michelle Byrd, Michigan State University
From Cities to Suburbs: Perspectives on Residential Migration Patterns Among Minority Groups. Robert T. Teranishi, New York University
Race and Class: Understanding the “Other” in White Secondary Schools in England, the United Kingdom. Kalwant Bhopal, University of Southampton
Race and Discipline at a Racially Mixed High School: Status, Capital, and Organizational Routines. John B. Diamond, University of Wisconsin - Madison; Amanda E. Lewis, University of Illinois at Chicago
Black Boys’ Agency and Racialized Inequalities in a White High School. Carla D. O’Connor; University of Michigan; Seneca Rachel Nelson Rosenberg, University of Michigan; Shanta R. Robinson, University of Michigan; Robert Jagers, University of Michigan; Monica Alejandra Candal, University of Michigan

Division Sessions

71.015. Entrepreneurship in Education: An Academic Debate. Division A - Administration, Organization and Leadership; Symposium Convention Center, 100 Level, 115A; 12:25-1:55pm
Chair: Martin Ihrig, University of Pennsylvania
Participants: Educational Entrepreneurship: Why Is It Important, and How Can We Make It Work? Frederick M. Hess, American Enterprise Institute
Ecosystems: The Evolution of a New Breed of Innovation in Education. Barbara Kurshan, University of Pennsylvania
Formative Experimentation for Educational Innovation. Jonathan A. Supovitz, University of Pennsylvania
The Philadelphia Public Schools: A Case of Entrepreneurship or Deconstruction? James H. Lytle, University of Pennsylvania

71.016. Examining the Influences of Teacher Collaboration and Socialization on Instructional Practices. Division A - Administration, Organization and Leadership; Paper Session Convention Center, 100 Level, 115B; 12:25-1:55pm
Chair: Hans W. Klar, Clemson University
Participants: Professional Learning Communities: How They Affect Teacher Learning and Teaching Practices. Stelios Orphanos, Frederick University
Teacher Collaboration Within Charter, Pilot, and Traditional High School Communities. Anisah Waite, University of California - Berkeley; Celina Lee, University of California - Los Angeles
The Effect of Positive Teacher Culture on Self-Regulatory Climate in an Urban School District. Gaetane Jean-Marie, University of Louisville; Katherine A. Curry, Oklahoma State University; Ellen Dollarhide, University of Oklahoma; Curt M. Adams, University of Oklahoma
Contrary Socializations: Organizational Influence on the Teaching Approaches of Two Beginning Teachers in an External Threat Environment. Ed Bengtson, University of Arkansas; Sean Connors, University of Arkansas

71.017. Risks and Opportunities for Advancing Educational Equity. Division A - Administration, Organization and Leadership; Symposium Convention Center, 100 Level, 115C; 12:25-1:55pm
Chair: Camille M. Wilson, Wayne State University
Participants: A Nation (of Students) at Risk: The Politics of Equity and Achievement in Education Reform. Sonya Doughlass Horsford, George Mason University
Improving Urban Teacher Development Through School-University Partnerships: The Case of South Kilbourne Elementary School. Tambra O. Jackson, University of South Carolina
Marginalized Sexualities in Public Schools: The Need for Activist Educators. James W. Koschorreck, Northern Kentucky University; James G. Allen, Northern Kentucky University
New Horizons for Urban Educators Engaging Families in the Post-Civil Rights South. Tondra L. Loder-Jackson, The University of Alabama - Birmingham; Deborah L. Voltz, The University of Alabama - Birmingham

Chair: H. James Garrett, University of Georgia
Participants: “I’m Silent, This Song Is Yours”: Aesthetic Conflict and the Struggle to Learn Through Digital Storytelling. Chloe Brushwood Rose, York University
Containing Pedagogical Complexity Through the Assignment of Photography: Two Case Presentations. H. James Garrett, University of Georgia; Sara Matthews, Wilfrid Laurier University
The Hospitable Pedagogies of Coffee: Difficult Knowledge as Creative Material. Christopher Mark Schulte, University of Georgia - Athens
In Place of a Manual for Learning to Teach: Laurent Cantet’s Entre Les Murs (The Class). Karyn E. Sandlos, School of the Art Institute of Chicago

71.019. Educational Resilience, Agency, and Cultural Assets. Division E - Counseling and Human Development; Symposium Convention Center, 100 Level, 103B; 12:25-1:55pm
Chair: Malik S. Henfield, University of Iowa
Participants: International Doctoral Students’ Coping Strategies in Supervision Training. Hongryun Woo, University of Louisville
Cultural Assets Across Contexts: Voices of College-Bound Latina/o Adolescents. Noah Borrego, University of San Francisco
Using Community-Based Participatory Research and Mixed-Methods Design to Investigate Ecological Cultural Assets Among Pacific Islander Youth. Christine Jean Yeh, University of San Francisco; Noah Borrero, University of San Francisco; Patsy Tito, Samoan Community Development Center

Educational Resilience Among Middle School Students From Low-Socioeconomic Backgrounds. Joseph Michael Williams, George Mason University; Jennifer Giancola Carney, Jack Kent Cooke Foundation

Discussant: James L. Moore, The Ohio State University

71.020. The Origins of Educational Technology. Division F - History and Historiography; Symposium Convention Center, 100 Level, 108A; 12:25-1:55pm
Chair: Robert A. Reiser, Florida State University
Participants:
Consolidating the Educational Film Infrastructure: University Extension and the Federal Government, 1920-1940. Alex Kupfer, New York University
Educational Technologies and Listening as Media Literacy. Brian Gregory, Teachers College, Columbia University

Discussant: Stephen Petrina, The University of British Columbia

71.021. Critically Examining the Cutting-Room Floor: What We’re Not Talking About in Research. Division G - Social Context of Education; Invited Session Convention Center, 100 Level, 113C; 12:25-1:55pm
Chairs: Kristi Lynn Donaldson, University of Notre Dame; Sakeena G. Everett, Michigan State University
Speaker: Django Paris, Michigan State University
Participants:
The Challenge of Locating Context(s) in Archived Video Records. John Winston Hammond, University of California - Santa Barbara
Collaborating to Uncover Layers of Contexts in Ethnographic Archives. Park Blakey Pearson, University of the Incarnate Word; Audra Skukaitsaite, University of the Incarnate Word
Expanding History Through Methodological Choices in Studying Literacy Demands in an Australian Archive. Claire M. Wyatt-Smith, Griffith University
Rich Points as Anchors: Locating Multiple Levels of Contexts in Ethnographic Archives. Judith L. Green, University of California - Santa Barbara

Chair: Timothy J. Lensmire, University of Minnesota - Twin Cities
Participants:
Conceptualizing White Teachers’ Vacillating Criticalities: The Importance of Liminality. Anthony Miele, University of San Francisco
Developing Teachers’ Professional Identities Working Through Identification Complexity Toward Authentic Reconstructions. Ann Mogush Mason, University of Wisconsin - River Falls
Black Mentors on White Teachers: Interrogating Whiteness, Growing, and Becoming White Teachers. Michael L. Boucher, Indiana University
A Comprehensive Review of Literatures on White Teacher Identities: From Race-Resistant to Race-Visible. Timothy J. Lensmire, University of Minnesota - Twin Cities; James C. Jupp, Georgia Southern University; Anthony Miele, University of San Francisco

Discussant: James Joseph “Jim” Schewich, Indiana University - Indianapolis

71.024. Empirically Based Language Learning Progressions and Their Implications for Instruction, Assessment, and Policy. Division H - Research, Evaluation and Assessment in Schools; Symposium Convention Center, 100 Level, 111A; 12:25-1:55pm
Chair: Margaret Heritage, University of California - Los Angeles
Participants:
Empirical Study of Elementary Student Explanations: Generating Dynamic Language Learning Progressions. Alison L. Bailey, University of California - Los Angeles; Kimberly Reynolds Kelly, University of California - Los Angeles; Anne Blackstock-Bernstein, University of California - Los Angeles
Investigating the Validity of Language Learning Progressions in Classroom Contexts. Margaret Heritage, University of California - Los Angeles; Barbara Ann Jones, University of California - Los Angeles; Sandy Chang, University of California - Los Angeles
Implications of the Dynamic Language Learning Progression for Instruction. Diane L. August, American Institutes for Research
Implications of the Dynamic Language Learning Progression for Assessment Development. Laura J. Wright, Center for Applied Linguistics; Dorry M. Kenyon, Center for Applied Linguistics
Implications of Dynamic Language Learning Progressions for English Learner Education Policy. Robert T. Linquanti, WestEd

Discussant: Kenji Hakuta, Stanford University

71.025. Statistical Models of Teacher- and Student-Level Data. Division H - Research, Evaluation and Assessment in Schools; Paper Session Convention Center, 100 Level, 116; 12:25-1:55pm
Chair: Akaterini Passa, ICF International
Participants:
Estimating the Local Average Treatment Effect of Special Education Services for a Specific Learning Disability. Roddy Theobald, University of Washington
How Have Racial and Gender Gaps Changed Through the Decades? An Empirical Examination of Disparities in High School Outcomes Using Contextual Frameworks. Rene Crespin, Consortium on Chicago School Research At The University of Chicago; Maria Luisa de la Torre, University of Chicago; Elaine M. Allensworth, University of Chicago
Relationship Between Teacher Judgments and Student Achievement: A Multilevel Bayesian Structural Equation Modeling Study. Huihui Tu, University of Connecticut; Megan E. Welsh, University of Connecticut; D. Betsy Mccoach, University of Connecticut; Jerome V. D’Agostino, The Ohio State University
The Instructional Quality Assessment and Value-Added: Predictiveness and Differential Impacts to Inform Instruction. Brooks A. Rosenquist, Vanderbilt University; Anne Garrison Wilhelm, Southern Methodist University; Thomas M. Smith, Vanderbilt University

Discussant: Scott L. Graves, Duquesne University

71.026. Intersectionality of Culture and Identity in the Professions. Division I - Education in the Professions; Paper Session Convention Center, 100 Level, 103C; 12:25-1:55pm
Chair: Carol R. Thrush, University of Arkansas for Medical Sciences
Participants:
Are We Really Implementing Holistic Review? Diana B Sesate, The University of Arizona; Danielle Miner, The University of Arizona; W. Patrick Bryan, The University of Arizona; Stephanie Clarissa Montano, University of California - Berkeley; Jeffrey F. Milem, The University of Arizona; Tanisha Price-Johnson, The University of Arizona
Gender and Moral Development in Medical School. Sandra Riegle, Morehead State University
Gender and Its Influence on the Emerging Professional Physician Identities of Women Osteopathic Medical Students. Linda J. Dunato, University of Pikeville
Interactive Cultural Competency Education for Millennial Students. Lorriane Evans, Georgia Regents University; Phillip J Hanes, Medical College of Georgia
Prejudice Reduction Professional Development Training Addresses School Community, Context, and Culture. Yvonne E. Gonzalez-Rodriguez, Rowan University

Discussant: Dora Elias McAllister, American Dental Education Association

71.027. Black Schools, Black Teachers: Understanding a Legacy of Black Educators and Black Educational Practice. Division K - Teaching and Teacher Education Cosponsored with SIG-R Research Focus on Black Education; Symposium Convention Center, 100 Level, 113B; 12:25-1:55pm
Chair: Maxine Ramona McKinney de Royston, University of California - Berkeley

Participants:
- Improvisation Within Structure: Making Visible the Polyrhythms of Black Educational Practice. Maxine Ramona McKinney de Royston, University of California - Berkeley
- Conceptualizing Black Space in Education. Kihana Miraya Ross, University of California - Berkeley
- She Was Doing What She Knew: Mrs. Paige and the Successful Black Pedagogy She Learned in the Segregated South. Jarvis Ray Givens, University of California - Berkeley
- The Changing Color of Teaching: Understanding the Barriers and Possibilities for Increasing the Black Teaching Workforce. Tia Cintrea Madkins, University of California - Berkeley

Discussions: Yolanda Sealey-Ruiz, Teachers College, Columbia University; Jerome E. Morris, University of Georgia

71.028. Evaluation of Teacher Professional Development. Division K - Teaching and Teacher Education; Paper Session

Chair: Susana E Franco-Fuenmayor, Texas A&M University

Participants:
- Explaining Differential Effects of Teachers’ Professional Development: The Role of Teacher Content Knowledge. Elizabeth Covay Minor, Michigan State University; Laura M. Desimone, University of Pennsylvania; Jade Caines, University of New Hampshire
- Job-Embedded Professional Development in Reading for Teachers of English Language Learners. Linda Cavazos, The University of Texas at Austin; Sylvia Linan-Thompson, The University of Texas - Austin

Professional Development for the Redesigned Advanced Placement Biology Exam: Teacher Participation Patterns and Student Outcomes. Barry J. Fishman, University of Michigan - Ann Arbor; Vuening Jia, Education Development Center, Inc.; Abigail Jurist Levy, Education Development Center, Inc.; Arthur Eisenkraft, University of Massachusetts; Frances P. Lawrentz, University of Minnesota; Kim Frumkin, Harvard University; Christopher J. Dee, Harvard University

The Development and Validation of Instruments Used to Measure Teachers’ Science Knowledge and Teaching Practices in a Professional Development Project. Jaime Maerten-Rivera, University of Miami; Karen H. Adamson, University of Miami; Anne Corinne Huggins, University of Florida; Okhee Lee, New York University; Lorena Llosa, New York University; Feng Jiang, New York University; Rose Rohrer, University of Miami

Discussant: Linda A. Catelli, Dowling College

71.029. Finding Your Voice at AERA 2015: An Open Forum With Division K Section Co-chairs. Division K - Teaching and Teacher Education; Invited Session

Convention Center, 100 Level, 120B; 12:25-1:55pm

Chair: Angela Fong Lin Wong, National Institute of Education - Nanyang Technological University

Presenters: Janice L. Anderson, University of North Carolina - Chapel Hill; Suzanne C. Carothers, New York University; Kenneth James Fasching-Brown, Louisiana State University; Beatrice S. Fennimore, Indiana University of Pennsylvania; Terry Kyle Flennaugh, Michigan State University; Darrell C. Hucks, Keene State College; Cindy Jorg, University of Kentucky; Jung E. Kim, Lewis University; David E. Kirkland, New York University/Michigan State University; Woon Chia Liu, National Institute of Education - Nanyang Technological University; Crystal Machado, Indiana University of Pennsylvania; Ramon Antonio Martinez, The University of Texas - Austin; SJ Miller, University of Colorado - Boulder; Jane E. Neapolitan, Towson University; Lisa (Leigh) Patel, Boston College; Jody Nicole Polleck, Hunter College - CUNY; Detra Price-Dennis, Teachers College, Columbia University; Darlene Russell, William Paterson University; Alison L. Rutter, East Stroudsburg University; Audra Slocom, West Virginia University

71.030. Issues in Preparing Preservice Teachers for English Language Learners. Division K - Teaching and Teacher Education; Paper Session

Convention Center, 100 Level, 120C; 12:25-1:55pm

Chair: Irina S. Okhremchouk, Arizona State University

Participants:
- Developing Multicultural Self-Efficacy of Preservice Teachers Through Authentic Field-Based Experiences With Immigrant Students. Lan Quach Kolano, University of North Carolina - Charlotte; Chereese Diane Childers-McKee, University of North Carolina - Greensboro
- From Ambivalence to Self-Efficacy: Bilingual Teacher Candidates’ Changing Relationships to STEM. Anita Bright, Portland State University; G. Sue Kason, Utah State University; Michael Ames Connor, Portland State University
- Mediating Preservice Teachers’ Learning: Influences Across the Community, Interpersonal, and Individual Planes. Amy M. Markos, Arizona State University - Tempe; Susanna M. Steeg, George Fox University
- Responding to Changes in the Literacy Landscape: Preparing Preservice Teachers in Innovative Field-Based Courses. Courtney Ryan Kelly, Manhattanville College; Katherine Egan Cunningham, Manhattanville College; Kristin Nicole Rainville, Manhattanville College
- Shifting Preservice Teachers’ Deficit Orientations Toward Language and Literacy Practices of Emergent Bilingual Students. Suniti Sharma, Saint Joseph’s University; Athlier M. Lazar, Saint Joseph’s University

Discussant: Nathalie Diaona Mizelle-Johnson, East Carolina University

71.031. Lessons Learned From Urban Teacher Residencies. Division K - Teaching and Teacher Education; Structured Poster Session

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

Chair: Douglas B. Larkin, Montclair State University

Participants:
- Bridging the Theory-Practice Gap: Lessons Learned From Scaling Up. Wendy L. Gardiner, National-Louis University; Shaunnt Knauth, National Louis University; Diane E. Salmon, National-Louis University
- Evidence for Growth in Secondary Science Residents’ Knowledge for Teaching in an Urban Teacher Residency. Douglas B. Larkin, Montclair State University; Gail M. Perry-Ryder, Montclair State University
- Mentor Development as a Crucial Lever for Novice Teacher Effectiveness in an Urban Teacher Residency. Marisa Harford, New Visions for Public Schools; Kay Sloan, Rockman et al; Roberta Trachtman, New Visions for Public Schools; Sherryl B. Graves, Hunter College School of Education
- Mentoring in an Urban Teacher Residency: Lessons Learned. Sabrina Sanchez, Teachers College, Columbia University; Rachel Roegman, Teachers College, Columbia University; A. Lin Goodwin, Teachers College, Columbia University; Emilie N. Reagan, University of New Hampshire
- Seattle Teacher Residency: Lessons Learned From Recruitment and Admissions. Marissa Bier, University of Washington; Elham Kazemi, University of Washington
- Combating Deficit Perspectives: The Richmond Teacher Residency Program’s Community Study Project. Kurt Stembough, Virginia Commonwealth University; William Robert Muth, Virginia Commonwealth University; Jori S. Beck, George Mason University


7. Seattle Teacher Residency: Lessons Learned From Recruitment and Admissions. Marissa Bier, University of Washington; Elham Kazemi, University of Washington

Discussant: Susan Way, Montclair State University

71.032. Redesigning Teacher Education as a Practice-Based Venture: Lessons and Challenges. Division K - Teaching and Teacher Education; Symposium

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

Chair: Linda R. Vailly, University of Maryland

Participants:
- Designing an Elementary Teacher Education Program to Foster Ethical and Skillful Beginning Teaching Practice. Elizabeth A. Davis, University of Michigan; Meghan M. Shaughnessy, University of Michigan; Timothy A. Boerst, University of Michigan
- Core Practices and the Work of Learning to Teach for Social Justice. Morva McDonald, University of Washington; Sarah Schneider Kavanagh, University of Washington - Seattle
- Learning in, From, and for Teaching Practice: A Practice-Based Design for Teacher Preparation to Advance an Equity Agenda. Hala N. Ghousseini, University of Wisconsin - Madison; Megan L. Franke, University of California - Los Angeles; Angela Chan Turnour, University of California - Los Angeles
Chickens and Eggs, Carts and Horses, and a Holy Grail or Two: In Search of the Nexus Between Core Teaching Practices and Student Learning. John F. O’Flahavan, University of Maryland; Lisa A. Bote, University of Maryand - College Park

Discussant: Daniel I. Chazan, University of Maryland

71.033. Sustained Teacher Professional Development. Division K - Teaching and Teacher Education; Paper Session Convention Center, 100 Level, 120A; 12:25-1:55pm
Chair: Kristin Shawn Huggins, Washington State University
Participants:
- Ongoing Teacher Learning: A Study of Teachers Over Their Initial Eight Years. Clive M. Beck, OISE/University of Toronto; Clare Kosnik, University of Toronto; Tiffany Grace Harris, OISE/University of Toronto; Belinda Monique Longe, University of Toronto - OISE; Monica Eileen McGlynn-Stewart, George Brown College; Julie Middleton, Ontario Institute for Studies in Education/University of Toronto; Elizabeth Rosales, University of Toronto - OISE
- Teachers Researching Their Practices: Potentialities for Facilitating Conception Changes. Monica Baptista, Institute of Education of Lisbon University; Sofia Freire, Institute of Education of Lisbon University; Ana Freire, Institute of Education of Lisbon University
- Understanding the Persistence of Teacher Learning in the Context of Professional Development. Shuangshuang Liu, Educational Testing Service; Geoffrey C. Phelps, Educational Testing Service
- What Works Best? Novice and Expert Teachers’ Beliefs About School Effectiveness. Johanna Fleckenstein, IPN - Leibniz Institute for Science and Mathematics Education; Friederike Zimmermann, Institute of Psychology, Kiel University; Olaf Koeller, Leibniz Institute for Science and Math Education; Jens Moeller, University of Kiel
- Understanding Teachers’ Practices in Implementing Community-Based Science Inquiry. Nidaa Makki, The University of Akron
Discussant: Esther Quintero, Albert Shanker Institute

71.034. Teaching to Transgress: Implementing and Sustaining a Culturally Responsive Teacher Education Program. Division K - Teaching and Teacher Education; Symposium Convention Center, 100 Level, 121B; 12:25-1:55pm
Chair: Sandra A. Stroot, The Ohio State University
Participants:
- Teaching to Transgress: Implementing and Sustaining an Urban Teaching Seminar. Valerie Kinloch, The Ohio State University; LaQuore J. Meadows, Ph.D., The Ohio State University - Columbus; Sandra A. Stroot, The Ohio State University; Tamara T. Butler, The Ohio State University
- How Co-planning and Co-teaching Influences Mentor Teachers During Student Teaching. Patricia A. Brossnan, The Ohio State University; Marguerethe Jaud, Columbus City Schools; Sandra A. Stroot, The Ohio State University
- How Cognitive Coaching Influences the Apprenticeship Model in Pre-Service Urban Teacher Education. Marguerethe Jaud, Columbus City Schools; Patricia A. Brossnan, The Ohio State University; Kristy E. Leigh, Columbus City Schools; Sandra A. Stroot, The Ohio State University
- Collaborative Interdisciplinarity and the Arts: Developing Curricular Innovations in Urban Teacher Education. Kerry Dixon, The Ohio State University - Columbus; Mindi Rhoades, The Ohio State University; Madith Barton, The Ohio State University - Columbus; Sandra A. Stroot, The Ohio State University
- Teaching to Transgress: An Innovative Technology Design Team. Mandy McCormick-Smith, The Ohio State University - Columbus; Sandra A. Stroot, The Ohio State University; Marguerethe Jaud, Columbus City Schools

71.035. The Power of First-Year Teachers’ Research to Innovate Teaching Practices. Division K - Teaching and Teacher Education; Symposium Convention Center, 100 Level, 114; 12:25-1:55pm
Chair: Jabari Mahiri, University of California - Berkeley
Participants:
- Teacher Research to Innovate Pedagogy and Curriculum: Challenging Urban Learners With Socratic Seminars. Julia R. Daniels, University of Washington - Seattle
- Using Research to Connect Diverse Cultures in the Classroom. Danny C. Martinez, University of California - Davis
- Researching the Teaching of Language Minorities—Within Language Minorities. Paul FuChyin Lai, University of California - Berkeley
- Researching Restorative Discipline to Heal Students and Mend School Culture. Eva Marie Oliver
- Synthesizing the Power of Research by First-Year Teachers. Katherine K Frankel, Boston University; Jabari Mahiri, University of California - Berkeley
Discussant: Helen Maniates, University of San Francisco

71.036. La Clase Mágica: Generating Transworld Pedagogy. SIG-Bilingual Education Research; Symposium Convention Center, 100 Level, 107B; 12:25-1:55pm
Chair: Ellen R. Clark, The University of Texas - San Antonio
Participants:
- Resisting Epistemological Exclusion: Inserting La Clase Mágica Into State-Level Policy Discourses. Patricia D. Lopez, The University of Texas - Austin; Angela Valenzuela, The University of Texas - Austin
- Unearthing Sacred Knowledge: Enlázandonos con la comunidad. Lorena Clayeus, The University of Texas - San Antonio
- Digitizing El Laberinto Mágico: Integrating Technology and Culture in an After-School Program’s Online Maze. Patricia Sanchez, The University of Texas - San Antonio
- Aspirantes’ Consejos en El Maga and the Role of Technology in La Clase Mágica. María Guadalupe Arreguin-Anderson, The University of Texas - San Antonio
- Latino/o Children: Constructing Identities, Voices, and Linguistic and Cultural Understandings. Lucila D. Ek, The University of Texas - San Antonio
- Cyber Families: Bridging Multigenerational Technology Gaps Through La Clase Mágica Familia After-School Family Program. Margarita Machado-Casas, The University of Texas - San Antonio
Discussant: Olga A. Vasquez, University of California - San Diego

71.037. Liberating the Power of Education From Within. SIG-Caribbean and African Studies in Education; Paper Session Convention Center, 100 Level, 105B; 12:25-1:55pm
Participants:
- History Education and Development in Anglophone Africa. Desmond I. Odugo, Lake Forest College
- The Impact of the Index of Economic Freedom and Religion on Female Literacy in Sub-Saharan Africa. Amon Okey Okpala, Fayetteville State University; Confort O. Okpala, North Carolina A&T State University
- The Dichoto Hat: An Artifact of Indigenous Technology in the Zulu Culture. Erica Bass, Georgia State University; Iman Chañik Chahine, Georgia State University
- Uncovering Cultural Complexities of Exclusion: A Comparative Perspective From Tanzania and Namibia. Margaret Bartlett, University of Wisconsin - Milwaukee
- Voices From Within: Why the Scholarship on African-Born Educators and Students Matters. Shirley N. Mbethwa-Sommer, Nazareth College; Immaculee Harushimana, Lehman College - CUNY; Chinwe H. Ikpeze, Saint John Fisher College

71.038. Toward a Fat Pedagogy: Addressing Weight-Based Oppression in Higher Education. SIG-Critical Educators for Social Justice; Symposium Convention Center, 100 Level, 103A; 12:25-1:55pm
Chair: Constance L. Russell, Lakehead University
Participants:
- Inclusion of Fat Studies in a Difference, Power, and Discrimination Curriculum. Patti Watkins, Oregon State University
- Exploring a Contrarian Point of View: Teaching Fat Studies in a Liberal Arts College. Amy Farrell, Dickinson College
- Learning to Teach Every Body: Exploring the Emergence of an “Obesity” Pedagogy. Erin M. Cameron, Lakehead University

71.039. The Intersection of Neoliberalism and Our Everyday Lives: Studies From the Global to the Classroom. SIG-Environmental Education; Symposium Convention Center, 100 Level, 108B; 12:25-1:55pm
Chair: David W. Hursh, University of Rochester Participants:
The U.N. Decade of Education for Sustainable Development: Business as Usual in the End. Arjen E. Wals, Wageningen University; John Huckle
Against Neoliberal Pedagogies of Surplus Life: Bioprospecting in the Field and Classroom. Clayton Todd Pierce, University of Utah
The Promise and Peril of the State for the Critical Environmental Education Movement in Brazil. Nicolas Stahelin, Teachers College, Columbia University; Celso Sanchez, Inny Accotylo, Universidade Federal do Rio de Janeiro
More Than Green Consumption: Supporting Youth to Develop Environmental Citizenship Within a Neoliberal Context. Alexandra Dimick, University at Buffalo - SUNY

71.040. Questions and Solutions to Issues With Validating and Improving Instructional Theory and Practice in Design-Based Research. SIG-Instructional Technology; Symposium Marriott, Fourth Level, Franklin 11; 12:25-1:55pm
Chairs: Theodore J. Kopcha, University of Georgia; Cory A. Baxton, University of Georgia - Athens
Participants:
Design and Development Research: A Rose by Any Other Name? James D. Klein, Florida State University
Knowledge Creation in Design-Based Research Projects: Complementary Efforts of Academics and Practitioners. Brent G. Wilson, University of Colorado - Denver
Applying Design-Based Research to Improve Case-Based Learning in Technology Integration Coursework. Anne Todd Ottenbreit-Leftwich, Indiana University
Discussant: Thomas C. Reeves, University of Georgia

71.041. The Land and the Local: Illich, Gandhi, and Other Friends. SIG-Ivan Illich; Paper Session Convention Center, 100 Level, 118C; 12:25-1:55pm
Chair: Richard V. Kahn, Antioch University Los Angeles
Participants:
White Supremacy and Ecological Damage: Arguing for Eco-Justice, Placed-Based Education, and the Decentralization of Schools. Gardner R Seawright, University of Utah
Technoforming Illich: Wisdom for Our Age of Technotantalization. David A. Greenwood, Lakehead University; Madhu Suri Suri Prakash, The Pennsylvania State University
The Promise of Voluntary Limits: Claiming Human Capacity and Freedom. Maylan A. Dunn-Kenney, Northern Illinois University
Soil, Sense, and Sensibility Across Time and Cultures: Insights From Illich, Berry, Gandhi, and Tagore. Kristin Dillman Jones, Concordia University - Chicago; Dana L. Stuchul, The Pennsylvania State University; Madhu Suri Suri Prakash, The Pennsylvania State University; Dilafruz R. Williams, Portland State University
Discussant: Daniel G. Grego, TransCenter for Youth, Inc.

71.042. Learning in the Making: Studying, Understanding, and Designing Makerspaces. SIG-Media, Culture, and Curriculum; Symposium Marriott, Fourth Level, Franklin 13; 12:25-1:55pm
Chair: Erica Rosenfeld Halverston, University of Wisconsin - Madison
Participants:
Making as a Community Learning Practice: Textual Analysis of Make Magazine. Lisa Brahm, University of Pittsburgh; Kevin Crowley, University of Pittsburgh
Learning in the Making: A Comparative Case Study of Three Makerspaces. Kimberly Marie Sheridan, George Mason University; Erica Rosenfeld Halverston, University of Wisconsin - Madison; Breanne K. Litts, University of Wisconsin - Madison; Trevor Owens, George Mason University; Lisa Brahm, University of Pittsburgh
Making Online Maker Communities. Breanne K. Litts, University of Wisconsin - Madison; Andrew Stoiber, University of Wisconsin - Madison; Maria Bakker, University of Wisconsin - Madison
Discussant: Kylie A. Peppler, Indiana University - Bloomington

71.043. What Do We Know About Our Online Learners? SIG-Online Teaching and Learning; Paper Session Convention Center, 100 Level, 112A; 12:25-1:55pm
Chair: Meixuan Zheng, University of the Pacific
Participants:
Community College Degree Attainment: Does Traditional Internet-Based Distance Education Help? Peter Shea, University at Albany - SUNY; Tomi Bidjerano, Furman University
Do Learner Characteristics and Environmental Factors Affect Learner Perceptions of Transactional Distance in Web-Based Distance Education? Xiaoxia Huang, Western Kentucky University; Aruna Chandrasekaran, Indiana State University; Concetta DePaolo, Indiana State University; Lakisha Simmons, Belmont University
The Relationship Between User Characteristics and Self-Regulation in an Online Course. Mural Kurnucay, Texas Tech University; Fethi A. Inan, Texas Tech University; Erdan Delen, Giresun University
Toward Understanding Threads as Social and Cognitive Artifacts for Knowledge Building in Online Learning. Murat Oztop, University of Pennsylvania; Daniel Zigaro, University of Toronto; Rebecca M. Cober, University of Toronto; Clare M. Brett, University of Toronto; Jim Hewitt, OISE/University of Toronto
The Relationships Among College Students’ Online Learning Perception, Readiness, Course Satisfaction, and Learning Performance. Hwei-Chuan Wei, Institute of Education - National Chiao Tung University; Chien Chou, National Chiao Tung University

71.044. Various Un/thinkable Possibilities of “Data”. SIG-Qualitative Research; Symposium Convention Center, 100 Level, 109A; 12:25-1:55pm
Chair: Norman Denzin, University of Illinois
Participants:
(Im)possible End of Data? Mirka E. Koro-Ljungberg, University of Florida
The Appearance of Data. Elizabeth A. St. Pierre, University of Georgia
Becoming-With Air: Materializing Data Through More-Than-Human Research Encounters. Mindy Blaise, The Hong Kong Institute of Education
Budisha Bannerjee, The Hong Kong Institute of Education
A Conversation About Spectral Data. Susan Naomi Nordstrom, The University of Memphis
Enter: Ho/rhizoanalysis. Jennifer Bogdanich, University of Georgia; Brooke Anne Hofess, Appalachian State University
Discussant: Maggie Maclure, Manchester Metropolitan University

71.045. Trans- Identities in Schools: Thinking With and Beyond Gender in Education. SIG-Queer Studies; Paper Session Convention Center, 100 Level, 104A; 12:25-1:55pm
Chair: Lee Arton, York University
Participants:
Gender-Creative and Transgender Students in Pre-K-12 Schools: What We Can Learn From Their Teachers. Elizabeth J. Meyer, California Polytechnic State University; San Luis Obispo; Anika Stafford, The University of British Columbia; Lee Arton, York University
How Discourses of Safety Shape the Way School Staff Respond to Transgender and Gender-Fluid Students. Hélène Frohard-Dourlent, The University of British Columbia
Transformative Gender Justice in Sport/Recreation Settings for Transgender and Gender-Variant Children and Youth. Ann Travers, Simon Fraser University
“It’s Hard to Wrap Your Mind Around”; Teacher Candidates’ Discourse About Transgender Identity. Heather Killelea McEntarfer, SUNY - College at Fredonia

71.046. Grown Folks’ Talk: Black Men and Women on Education, Incarceration, and Testing. SIG-Research Focus on Black Education; Symposium Convention Center, 100 Level, 111B; 12:25-1:55pm
Chair: Bianca J. Baldrige, University of Wisconsin - Madison
Participants:
Passing as White: Race, Shame, and Success in Teacher Licensure Testing Events for Black Preservice Teachers. Emery Marc Petchauer, Oakland University
On The Outside Looking In: Formerly Incarcerated Black Male School-Leavers and the School-to-Prison Pipeline. Decoteau J. Irby, University of Wisconsin - Milwaukee
Discussant: James Earl Davis, Temple University

71.047. Disciplinary Literacy and Learning From Text: Now You See It, Now You Don’t. SIG-Research in Reading and Literacy; Symposium Convention Center, 100 Level, 124; 12:25-1:55pm

Chair: Sheila Valencia, University of Washington
Participants:
Disciplinary Literacies Across the School Day. Carol Margaret Adams, University of Washington
Identifying and Constructing Struggling Readers: The Powerful Interaction of Social and Instructional Contexts Across Secondary Classroom Spaces. Julie E. Learned, University of Michigan
Opportunities and Challenges for Accessing Disciplinary Literacy Learning for Bilingual Middle School Students. Susanna Eng, University of Washington - Seattle
Taking Up Literacy in Advanced Placement Environmental Science. Sara Nachtigal, University of Washington - Seattle
Discussants: Cynthia L. Greenleaf, WestEd; Sheila Valencia, University of Washington

71.048. Interest, Attitudes, Cognition, and Student Learning in Physical Education. SIG-Research on Learning and Instruction in Physical Education; Paper Session
Convention Center, 100 Level, 113A; 12:25-1:55pm
Chair: Sara Barnard Flory, University of South Florida
Participants:
A Longitudinal Study of the Relationship Between Physical Education and Student Academic Achievement. Sangmin Kim, University of Maryland - College Park; Yoonjeong Kang, University of Maryland - College Park
High School Teachers’ Attitudes and Use of Fitness Tests. Kevin Mercier, Adelphi University; Sharon Rose Phillips, Hofstra University; Stephen Silverman, Teachers College, Columbia University
Prior Knowledge Determines Interest in Learning in Physical Education: A Structural Growth. Tan Zhang, University of North Carolina - Greensboro; Ang Chen, University of North Carolina - Greensboro; Sami Yildirim, The University of Memphis; Jerry Loflin, University of North Carolina - Greensboro; Stephanie Wells, Ray Schweighardt, University of North Carolina - Greensboro; Kevin Moennich, University of North Carolina - Greensboro; Deokki Hong, University of North Carolina - Greensboro; Catherine D. Ennis, University of North Carolina - Greensboro
Social Goals and Basic Psychological Needs in High School Physical Education: A Prospective Study. Alex C. Garn, Louisiana State University; Tristan Ballhead, University of Wyoming
Discussant: Pamela H. Kalinna, Arizona State University

71.049. Shifting Policy Contexts for Induction: Implications for Research and Practice. SIG-Research on Teacher Induction; Paper Session
Convention Center, 100 Level, 118A; 12:25-1:55pm
Chair: Reyes L. Quezada, University of San Diego
Participants:
Exploring a Conceptual Framework for Research on Induction and Mentoring: Combining Policy Enactment, Task Perception, and Agency. Göran Fransson, University of Gävle; Annel K. Frelin, University of Gävle; Jan Harms, University of Gävle
Understanding Mentoring Relationships Between Beginning-Year Teachers and Mentors: A Categorization Framework. Julianna E. Kershon, Harvard University; Teresa K. DeBacker, University of Oklahoma
Culturally Relevant Induction: A Framework for Induction Practices in High-Poverty, Urban Schools. Meredith Cromwell Moore, Boston College
The Mentor-Mentee Connection: The Underconceptualized (Policy) Relationship. Lauren Kathleen Dietz, University of Alaska Statewide K-12 Outreach
The Road Less Traveled: Inducting New College Professors Into Higher Education—Can Crossing Gender and Racial Lines Prove Successful? Andrea M. Kent, University of South Alabama; Andre M. Green, University of South Alabama; Phillip Feldman, University of South Alabama
Discussant: Chris Walther-Thomas, Virginia Commonwealth University

71.050. Women in Academe. SIG-Research on Women and Education; Paper Session
Convention Center, 100 Level, 125; 12:25-1:55pm
Chair: Teri L. Sosa, Saint Joseph’s University
Participants:
It Can Happen: African American Females’ Successful Attainment of Tenure and Promotion at Predominately White Institutions. Rebecca McBride Bustamante, Sam Houston State University; Eunjin Hwang, Sam Houston State University; Brandolyn Jones, Sam Houston State University
An Exploratory Study of Pretenure Women Faculty Voice. Yishiuang Chin, University of Massachusetts - Boston
Academic Leadership Among Full Professors in U.K. Higher Education: The Influence of Gender. Justine Mercer, University of Warwick
Discussant: Julia Nell Ballenger, Texas A&M University - Commerce

71.051. Student Voice as the Instrument of Change: When Student Needs Drive Decision Making. SIG-School Community, Climate, and Culture; Paper Session
Convention Center, 100 Level, 118B; 12:25-1:55pm
Chair: Rachel Sutz Pienta, Valdosta State University
Participants:
A Longitudinal Study on Student Perceptions of School Climate. Wendy M. Clark, University of Houston; Jerome Freiberg, University of Houston
Examining the Importance of Students’ Sense of Belonging in School. Stacy R. Karl, University of Minnesota; Julio C. Cabrera, University of Minnesota; Michael C. Rodriguez, University of Minnesota
Schools Against Truancy: Different Strategies and How Students Perceive Them. Christine Staeler, Technische Universität München; Anna Eva Lenski, IGBP Berlin; Stefan Hofherr, TUM School of Education, CISA
“The For the Most Part, Teachers Are Very Friendly and Fair—but Not All of Them!” Negative Teacher Behavior in the Classroom. Tanja Gabriele Baudson, University of Trier

71.052. Embodied Literacies Across Contexts. SIG-Writing and Literacies; Paper Session
Convention Center, 100 Level, 109B; 12:25-1:55pm
Chair: Heather M. Pleasants, The University of Alabama
Participants:
Making a Place for Literacy: Embodied Activity and Affective Intensity in the Design of a Learning Lab. Ty Hollett, Vanderbilt University; Kevin M. Leander; Vanderbilt University
Literacies in Engineering: Forms of Capital Used in Immigrant Youths’ Engineering Designs. Amy Alexandra Wilson, Utah State University; Allen Smither, Utah State University; Joel Alejandro Mejia, Utah State University
Examining the Importance of Students’ Sense of Belonging in School. Indhira Hashan, Utah State University
Bakhit(s) Love Twitter: Literate Practices and the Identity Development of Adolescent Twitter Users. Benjamin William Gleason, Michigan State University
Literacy Education and Chronic Illness: Building Educational Opportunities From Adolescents’ Embodied Literacy Experiences While Hospitalized. Christian Ebret, Vanderbilt University
Literacy Instructors With(out) Borders: Exploring the Interplay Between English Teachers’ Extracurricular Literacies and Literacy Instruction. Kati Macaluso, Michigan State University

Division and SIG Roundtables

71.053. Roundtable Session 27; Roundtable Session
71.053-1. Psychosocial Topics in Giftedness, Creativity, and Talent. SIG-Research on Giftedness, Creativity, and Talent; Roundtable Session
Convention Center, Terrace Level, Terrace III; 12:25-1:55pm
Chair: Lori J. Flint, East Carolina University
Participants:
A Cross-Lagged Analysis of Friendship Networks by Advanced Coursework Participation. Carolyn Elizabeth Barber, University of Missouri - Kansas City; Jillian Woodford Wasson, University of Missouri - Kansas City
Achievement Goal Orientations of Academically Talented College Students: Socioemotional Factors Contributing to Honors Program Participation. Jaclyn Chancey, University of Connecticut; Catherine A. Little, University of Connecticut
Examining Macro- and Micro-Level Definitions of Gifted and Talented and Their Implications for Students’ Self-Concept. Jacob William Neumann, The University of Texas - Pan American; Bryan Meadows,
SIG-Early Education and Child Development; Roundtable Session

71.053-2. Impact of Early Childhood Teacher-Student Classroom Relationships. SIG-Early Education and Child Development; Roundtable Session

Chair: Emanuel J. Mason, Northeastern University

Participants:
- Jennifer Schneider, Kent State University
- Robert H. Bradley, Arizona State University
- Richard Fabes, Arizona State University
- Tashia Aby, Arizona State University
- Larissa Michelle Gaias, Arizona State University
- Jodi Swanson, Arizona State University

Young Children's Social and Emotional Development: Exploring Educators' Understandings, Instructional Practices, and Ideals of the Well-Behaved Child. Elizabeth McKenzie, Binghamton University - SUNY

Teacher Efficacy With Individual Students: Mediation of the Association Between Behavioral Engagement and Student-Teacher Relationships. Ashley Lauren Firth Indor, Arizona State University

71.053-3. Reframing the Emotional Life of Children and Adults in Early Childhood Spaces. SIG-Early Education and Child Development; Roundtable Session

Chair: Tamar Jacobson, Rider University

Participants:
- Emotion as a Social, Cultural, and Political Construct: Implications for Early Childhood Classrooms. Samara D. Madrid, University of Wyoming
- “Our House Is Burning.... Can I Come Back to School With the Kids?” Social-Emotional Learning in an Antibias School Community. Caryn C. Park, University of Massachusetts - Boston
- A Study of Conflict, Negotiation, and Emotion in a School for Young Children. Ellen Lynn Hall, Boulder Journey School; Alison Maher

71.053-4. Multicultural/Multiethnic Education: Training and Development. SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Roundtable Session

Chair: Julio E. Diniz-Pereira, Federal University of Minas Gerais

Participants:
- Multicultural Professional Development of Principals in Turkish State Schools. Hasan Arslan, Canakkale Onsekiz Mart University; Ercan Kocayoruk, Canakkale Onsekiz Mart University
- Teaching and Learning Diversity in the Digital Era. Fernando Naiditch, Montclair State University
- The Impact of Diversity and Multicultural Integration Training in Higher Education. Gloria Deetta Campbell-Whaley, University of North Carolina - Charlotte; Nakeshia N Williams, University of North Carolina - Charlotte; Orade Toms, University of Wisconsin - Whitewater; Diane Rodriguez, Fordham University; Cathy D. Kea, North Carolina A&T State University; Stanley C. Trent, University of Virginia

71.053-5. Self-Study in Collaboration. SIG-Self-Study of Teacher Education Practices; Roundtable Session

Chair: Megan Madigan Prevee, University of Maryland

Participants:
- Blurring Academic Boundaries: Seeing Possibilities for a Curriculum Studies Project Within Teacher Education and Self-Study. Jennifer Schneider, Kent State University; James G. Henderson, Kent State University; Daniel Castner, Kent State University; Christine Fishman, Chagrin Falls Exempted Village Schools - OH
- Exploring Family-Scholar Narratives: Explicating Self as Teacher, Teacher Educator, and Academic Researcher. Bryan C. Clift; Renee T. Clift, The University of Arizona
- Maneuvering Together Toward Developing New Practices: Examining Our Collaborative Processes. Susan D. Martin, Boise State University; Sherry Dismuke, Boise State University
- Transforming Ourselves and Our Students: A Collaborative Effort to Understand Practice for/in Cultural Competence. Letitia Basford, University of California - Berkeley

71.053-6. Mediating Variables in Technology Research. Division C - Learning and Instruction; Roundtable Session

Chair: Michael McCreery, University of Arkansas at Little Rock

Participants:
- Achievement Emotions in Hybrid Graduate Business Programs: A Control-Value Approach. Nikolaus Theodor Butz, University of North Dakota; Robert H. Stopnisky, University of North Dakota; Reinhard Pekrun, University of Munich
- How Do Seductive Details Work? An Aptitude-Treatment-Interaction Study Using Eye Tracking. Andreas Korbach, Saarland University; Lisa Knoerzer, Saarland University; Roland Bruenken, Saarland University; Babette Park, Saarland University
- My Avatar, Myself: The Role of Personality in Defining an Authentic Virtual Environment. Michael McCreery, University of Arkansas at Little Rock; Amanda L. Nolen, University of Arkansas at Little Rock; S. Kathleen Krach, Troy University - Montgomery

71.053-7. Nurturing Second-Language Literacy Skills With Immersion, Corrective Feedback, and Multimedia Book Reading. Division C - Learning and Instruction; Roundtable Session

Chair: Marczy Zipke, Providence College

Participants:
- Examining the Effect of Multimedia Book Reading on English Language Learners' Vocabulary Learning. Ninger Zhou, Purdue University
- Impact of Two-Way Immersion Versus English Immersion on Reading Scores: A Meta-Analysis. Tanya Longabach, University of Kansas Medical Center
- Language and Literacy Development of ESL Children in French Immersion. Xi Chen, University of Toronto - OISE; Karen Au-Yeung, University of Toronto - OISE; Adrian Pasquarella; Helene Deacon

71.053-8. Raising the Bar With the Third Turn: Discourse Tools That Encourage the Expansion of Student Reasoning. Division C - Learning and Instruction; Roundtable Session

Chair: Evelyn Ford-Connors, Boston University

Participants:
- Putting Students in a Position to Elaborate: Powerful Talk About Texts in Individual Conferences and Small Groups. Dot McCulhorne, Portland State University
- Analyzing Teachers' Vocabulary Instruction: The Power of the Third Turn in Teachers' Talk. Evelyn Ford-Connors, Boston University; Catherine O'Connor, Boston University
- Who Thinks They Can Put That in Their Own Words? Using the Third Turn to Build a Classroom Culture of Listening. Sarah Michaels, Clark University; Julie Dwyer, Boston University; Cindy Bourgelas, Woodland Academy

71.053-9. Role of Control and Responsibility in Students' Motivation. Division C - Learning and Instruction; Roundtable Session

Chair: Malayna Bernstein, West Virginia University

Participants:
- The Effect of Origin and Hierarchical Location of Goals on Motivation, Commitment, and Strategies Use. Eun-In Seo, The University of Texas - Austin; Marilla D. Svinicki, The University of Texas - Austin
- Student Responsibility: Its Assessment and Links to Students' Self-Efficacy, Intrinsic Interest, and Achievement. Fani Lauermann, Institute for Social Research Michigan; Stuart A. Karabenick, University of Michigan
- Adaptability, Control, and Failure Dynamics: Exploring a Proposed Mediation Process. Andrew J. Martin, The University of Sydney; Harry Nejad; Susan Colmar; Gregory Arief D. Liem, National Institute of Education - Nanyang Technological University
- Investigating the Effects of a Metacognitive Strategy Framework on Students' Self-Regulated Learning Skill Development and Application
Chair: An-Anna Correia, Iowa State University
Participants:
Learning Through Blogging: Students’ Perspectives in Collaborative Blog-Supported Learning Communities. Yu-Chun Kuo, Jackson State University

Students Coconstructing Knowledge in an Augmented Wiki Space: A Climate Change Collaborative Inquiry Activity. Hedieh Najafi, University of Toronto - OISE; James D. Slotta, University of Toronto

Implementing Microblogging-Based Activities in Teacher Education Classrooms. Tian Luo, Ohio University; Fei Gao, Bowling Green State University

Enabling Twitter-Mediated Peer Feedback in Face-to-Face Classrooms. Tian Luo, Ohio University; Fei Gao, Bowling Green State University

The Impact of Incorporating Social Media Platforms on Learning Outcomes in Higher Education: A Meta-Analysis. Jeanette Novakovich, Concordia University; Nicole Fournier-Sylvestre, Concordia University - Montreal

**71.053-14. Teaching and Learning With Texts. SIG-Critical Perspectives on Early Childhood Education; Roundtable Session**
Convention Center, Terrace Level, Terrace III; 12:25-1:55pm
Chair: Kerry Kretchmar, Carroll University
Participants:
Playing With Patterns: Innovative Ideas About Memory, Predicting, and Comprehending Illuminated by Texts for Young Deaf Children. Todd A. Czubek, Boston University

Preschool Bilingual Children's Reading of Picture Books With Nontraditional Gender Roles: A Case Study. So Jung Kim, University of Texas at El Paso; Josefina V. Tinajero, The University of Texas - El Paso

The Normalized Images of Homelessness in Children’s Picture Books. Jinhee Kim, Duquesne University

**71.053-15. Democracy, Hegemony, and Totalitarianism: An Educational Study. SIG-Critical Issues in Curriculum and Cultural Studies; Roundtable Session**
Convention Center, Terrace Level, Terrace III; 12:25-1:55pm
Chair: Hannah Marie Spector, Pennsylvania State University, Harrisburg
Participants:
Totalitarian Capitalism? A Novel Form of Education. Hannah Marie Spector, Pennsylvania State University, Harrisburg

Democracy: From an Abstract Idea to an Everyday Educational Practice. Nikoletta Christodoulaou, Frederick University


Resisting Capitalist Education: Insurrectionist Pedagogies and the Pursuit of Dangerous Citizenship. E. Wayne Ross, The University of British Columbia


**71.053-16. Challenges in Global Classrooms. SIG-International Studies; Roundtable Session**
Convention Center, Terrace Level, Terrace III; 12:25-1:55pm
Chair: Denise Egéa, Louisiana State University
Participants:
Teachers’ Perception of Interracial Children’s Academic and Social Challenges in Taitung, Taiwan. Linda H. Chiang, Azusa Pacific University; Orlando Griego, Azusa Pacific University

Teachers’ Discipline, and the Corporal Punishment Ban in Delhi’s Schools. Ashwini Tiwari, The Pennsylvania State University


The Changes in Gender Difference in Effect of Family Background on Entering Postsecondary Education in South Korea. Chungsang Kang, University at Buffalo - SUNY

**71.053-17. Exploring New Ways to Approach and Understand Technology Integration. SIG-Computer and Internet Applications in Education;**
71.054. Roundtable Session 28; Roundtable Session

71.054-1. Immigrant Experiences in Higher Education. Division J - Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm
Chair: Shelila Rae Goodwin, Winston-Salem State University
Participants:
The Knowledge of a DREAM. Nicholas Hudson, The George Washington University
“What About Me? Where Do I Fit In?” Understanding the Student Experience of International “Domestic” Students. Sylvie Anna Lamoureux, University of Ottawa; Alain Malette, University of Ottawa; Gabrielle Berube, University of Ottawa; Julien Duval, University of Ottawa
Family Interdependence and STEM Success: The Role of the Immigrant Generation. Elvira Julia Rodriguez, University of California - Los Angeles

71.054-2. Intersectionality in Postsecondary Education. Division J - Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm
Chair: Noah Daniel Dreznier, University of Maryland - College Park
Participants:
Black Men Abroad: Changing Masculinity Scripts in a Foreign Context. Charles Lu, The University of Texas - Austin; Richard J. Reddick, The University of Texas - Austin; Veronica Pecero, The Ohio State University; Dallawrence M. Dean, The University of Texas at Austin
Identities and Ideologies: Intersectionality and LGBTIQ Individuals in Higher Education. James M. DeFita, University of North Carolina - Wilmington; Allison Daniel Anders, University of South Carolina
Ignoring Intersections: Race, Ethnicity, Gender, Geography, Immigration, and Class at Predominantly White Liberal Arts Colleges. Tara Lynn Affolter, Middlebury College
What’s in a Label? Sexual Identity Labeling Among Nonheterosexual Students of Color in College. Derrick L Tillman-Kelly, The Ohio State University; Terrell Lamont Strayhorn, The Ohio State University

71.054-3. Investigating Approaches to Learning and Motivation. Division J - Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm
Chair: Dayna Staci Wintraub, University of California - Los Angeles
Participants:
Does the College Year or Major Alter Metacognitive Reading Strategies? Catherine Wigent, Oakland University; Carrie Anna Courtad, Illinois State University
Entering Practice: An Inquiry Into Novice Practitioners’ Learning. Liza Ann Bolitzer, Teachers College, Columbia University; Monica Coen Christensen, Teachers College, Columbia University
Paradoxical Effects of a Motivational Intervention for College Students in STEM Disciplines. Anna Sverdlik, McGill University; Nathan C. Hall, McGill University; Kyle Adam Hubbard, McGill University

71.054-4. Postsecondary Institutions’ Role in Developing Global Citizens: U.S. and International Student Skill Development. Division J - Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm
Chair: Rachel J. Eells, Concordia University - Chicago
Participants:
Enhancing Student Understanding of Self and Leadership Through Global Experiences: A Constructivist Case Study. Jason C. Garvey, The University of Alabama; Laura Elizabeth Matsumoto Vega, University of Maryland; Joann Prosser, University of Maryland
Evaluation of the Effect of a Blended Course Format on Student Performance. Raymond Brown; Wanchun Chang, The University of Texas - Austin; Ian F Hembry, The University of Texas - Austin; Samuel Haring, The University of Texas
When Engineering Students Write About Waste Electronics: Examination of Students’ Depth of Global Knowledge. MJ (Mee Joo) Kim, University of Washington - Seattle; Denise Wilson, University of Washington; Cheryl M. Allenderofer, University of Washington - Seattle
Why Do I Need to Know This? Skills and Competencies From Institution to Workplace. Angie L. Miller, Indiana University; Amber Desieree Lambert, Indiana University

71.054-5. Students’ Critical Reflections on Identity and Role. Division J - Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm
Chair: David E. Long, George Mason University
Participants:
Finding Their Way: The Role of Peers as Connectors, Partners, and Role Models in Postsecondary Education. Diliana Peregrina-Kretz, OISE/University of Toronto; Tricia Seifert, OISE/University of Toronto; Jeffrey Burrow, University of Toronto - OISE; Christine Helen Arnold, University of Toronto - OISE
Latino College Students at Highly Selective Research Universities: An Examination of Their Cognitive Skills Development. Young K. Kim, Azusa Pacific University; Liz A. Rennick, Azusa Pacific University; Marla Franco, The University of Arizona
Students’ Openness to Diversity and Challenge: A Critical Role for Faculty in Student Learning. Andrew Joseph Ryder, University of North Carolina - Wilmington; Robert D. Reason, Iowa State University; Joshua J. Mitchell, Iowa State University; Kathleen E. Gillon, Iowa State University

71.054-6. The Completion Agenda: Finding Different Pathways. Division J - Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm
Chair: Stella L. Smith, The University of Texas - Austin
Participants:
A Concerning Misalignment? Comparing Institutional and Student Perspectives on the Purposes and Goals of Completing a U.S. Bachelor’s Degree. Roy Y. Chan, Boston College; Gavin T. Brown, The University of Auckland; Larry H. Ludlow, Boston College
Examination of Dropout Rates and Causes for Nontraditional Students at One Public Midwestern University. JoHyan Kim, Texas A&M University - Commerce; Doo Han Lim, University of Oklahoma; Ji Hoon Song, University of North Texas; Seung Won Yoon, Western Illinois University
Posttransfer Student Success Courses. Veronica Lavenant Fematt, University of California - Santa Barbara; Michael M. Gerber, University of California - Santa Barbara
Making It to the End: Student and Institutional Characteristics Associated With Underrepresented Student Degree Completion. Sylvia Hurtado, University of California - Los Angeles; Adriana Ruiz Alvarado, University of California - Los Angeles

71.054-7. The Next Generation of Scholars: Navigating Hostile Climates. Division J - Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm
Chair: Karen Anne Franklin, The University of Tennessee - Knoxville
Participants:
Navigating a Multiplicity of Hostile Climates: Latinas Pursuing Undergraduate Engineering Degrees. Rosa Maria Banda, Rutgers University - New Brunswick/Piscataway; Fred Arthur Bonner, Rutgers University - New Brunswick/Piscataway

“Chicas Criticas”: Graduate Students Becoming Researchers Through the Creation of a Doctoral Learning Community. Jane McIntosh Cooper, University of Houston; Christine Beaudry, University of Houston

My Sister’s Keeper: A Proactive Approach to Mentoring Women of Color. Crystal Renee Chambers, East Carolina University; Diana Bowen, University of Houston - Downtown

71.054-8. The Promise and Pressures of Student-Run Academic Journals: Voices From the Field. Division J - Postsecondary Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm
Chair: Robert LeBlanc, University of Pennsylvania

Participants:
Perspectives on Urban Education. Andy Danilchick, University of Pennsylvania; Robert Jean LeBlanc, University of Pennsylvania
Berkeley Review of Education. Danfeng Soto-Vigil Koon, University of California - Berkeley
Higher Education in Review. Travis T. York, Valdosta State University; Talia K. Carroll, The Pennsylvania State University
Working Papers in Educational Linguistics. Miranda Weinberg, University of Pennsylvania

71.054-9. The Role and Influence of Policy Actors in Higher Education Policy. Division J - Postsecondary Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm
Chair: William M. Zameta, University of Washington

Participants:
The Use of Higher Education as Part of the Permanent Campaign. Michael S. Harris, Southern Methodist University
Unintended Consequences: How Changes in Federal Satisfactory Academic Progress Policy Impact Asian American Student Success. Ray Franke, University of Massachusetts - Boston; Liza Talisuam, University of Massachusetts - Boston
Ideological Think Tanks and the Politics of College Affordability in the States. Denisa Gandara, University of Georgia - Athens; Erik C. Ness, University of Georgia
Understanding State Policies Toward For-Profit Higher Education. Elizabeth Apple-Meza, University of Washington

71.054-10. Common Core State Standards, Language Standards, and English Language Learners: An Exploration of Implementation Processes. Division L - Educational Policy and Politics; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm
Chair: Margo H. Gottlieb, Illinois Resource Center

Participants:
Using Language Development Standards to Guide Teachers in Helping English Learners Access the Common Core. Lydia Stack, San Francisco Unified School District
Teachers’ Opportunities to Learn About English Language Learners: Subject-Specific Challenges in Standards Implementation. Megan Hopkins, The Pennsylvania State University
Educating English Language Learners “the WIDA Way”: Implementing Language Standards and Assessments in Massachusetts. Rebecca Jane Lowenhaupt, Boston College; Erica Owyang Turner, University of Wisconsin - Madison
The Implementation of English Language Proficiency Standards Across States. Daniella Molle, University of Wisconsin

71.054-11. Policy, Social, and Organizational Contexts of Teachers. Division L - Educational Policy and Politics; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm
Chair: Kevin Crouse, Rutgers University - New Brunswick/Piscataway

Participants:
Comparative Analysis of the Design and Implementation of Race to the Top Teacher Evaluation Systems. Kevin Crouse, Rutgers University - New Brunswick/Piscataway; Jeanette Joyce, Rutgers University; Drew H. Gitomer, Rutgers University - New Brunswick/Piscataway
Images of Teachers: Policy Design and the Social Construction of Teachers. Katrina E. Bulkey, Montclair State University; Jessica Gottlieb, University of Illinois at Chicago
On the Front Lines of Common Core State Standards Implementation: A National Study of Factors Influencing Teachers’ Perceptions of Teaching Conditions and Job Satisfaction. Jason L. Endacott, University of Arkansas; Vicki S. Collet, University of Arkansas at Fayetteville; Christian Zachary Goering, University of Arkansas; George S. Denny, University of Arkansas; Ginney Wright, University of Arkansas; Jennifer Jennings-Davis, University of Arkansas
The Role of School Organizations in Novice Mathematics Teachers’ Knowledge Growth: A Mixed-Methods Study. Eric D. Hochberg, University of Pennsylvania

71.054-12. School Reforms. Division L - Educational Policy and Politics; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm
Chair: Jim Carl, Sacred Heart University

Participants:
A Meta-Analysis of Dropout Prevention Program Characteristics’ Effects on Dropout and Graduation Rates. Shanah L. Chappell, Old Dominion University, The Center for Educational Partnerships; Patrick O’Connor, Kent State University; Dolores A. Stegelin, Clemson University; Cairen Whittington, Clemson University
Preparing Teachers for Work in High-Poverty, Urban Schools: An Analysis of the Urban Educators Cohort Program Model. Kate Rollert, Michigan State University
Supplemental Educational Services: Ready for an Accountability Model? Trisha Hinojosa, American Institutes for Research; Amie Rapaport, Gibson Consulting Group; Megan Brown, American Institutes for Research

71.054-13. STEM: Educational Opportunities and Outcomes. Division L - Educational Policy and Politics; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm
Chair: Dharma Jainum, Pennsylvania State University

Participants:
Examining the Opportunities to Learn Algebra in Districts With Universal Early Algebra Policies. Michael Steele, University of Wisconsin - Milwaukee; Janine Remillard, University of Pennsylvania; John Baker, 21st Century Partnership for STEM Education
Opportunity to Learn Science in Canadian, Singaporean, and Chilean Textbooks: Contents and Skills in Elementary Science. Maximiliano Montenegro, Pontificia Universidad Catolica de Chile; Alejandra Meneses, Pontificia Universidad Catolica de Chile; Marcela Ruiz, Universidad Alberto Hurtado
The Role of Algebra II in Promoting College and Career Success. Matthew Newman Gaertner; Pearson; Jeongeon Kim, University of Michigan; Stephen L. DesJardins, University of Michigan; Katie Larsen McClarty, Pearson
The Influence of Applied STEM Coursework in High School on Choosing a STEM Major in College. Michael A. Gottfried, University of California - Santa Barbara; Robert Bozick, RAND Corporation
Leveraging Large-Scale Test Data: Using NAEP Data to Affect State-Level Policy. Ashley McGrath, Montana Office of Public Instruction; Christina Dewald, Montana Office of Public Instruction

71.054-14. Success Stories in Transitions. Division L - Educational Policy and Politics; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm
Chair: Stefan Thomas Hopmann, University of Vienna

Participants:
How Do Parents Decide? Focusing School Choices in Times of Educational Change. Tamara Kaetschnig, University of Vienna
The Importance of Regional Factors for School Choice: An Empirical Linkage of Micro and Macro Levels. Mariella Knapp, University of Vienna
Constellations of In- and Out-of-School Resources Influencing Students’ Educational Aspirations in New Middle Schools From a Longitudinal Perspective. *Michaela Kilian, University of Vienna*

How Do Students With Different Profiles Develop in an Inclusive School Setting? *Corinna Geppert, University of Vienna*

### 71.054-15. Teacher Workforce Development and Management

#### Division L - Educational Policy and Politics; Roundtable Session

**Chair:** Courtney Preston, Vanderbilt University

**Participants:**
- **Chair:**
- **Functional Heterogeneity of the Senior Management Team: The Mediating Role of School Leadership.** Pascale Benoliel, Bar Ilan University; Anit Somech, University of Haifa
- **Teacher Evaluation as Data Use: Lessons From New Jersey’s Pilot Program.** William A. Firestone, Rutgers University; Timothy Lyle Nordin, Rutgers University
- **Teacher Performance Trajectories in High- and Lower-Poverty Schools.** Zeyu Xu, American Institutes for Research; Unmut Ozek, American Institutes for Research; Michael Hansen, American Institutes for Research/CAldER
- **Teacher Preparation Programs and Teacher Effectiveness in North Carolina Public Schools.** Courtney Preston, Vanderbilt University
- **Prioritizing Talent: Project L.I.F.T.’s Effort to Recruit and Retain Effective Leaders and Teachers in Nine Charlotte-Mecklenburg Schools.** Michael Norton, Research for Action; Susan M. Poglinco; Kelly Devor, Research for Action; Kimberly Edmunds, Research for Action

**Chair:** Ronny Scherer, University of Oslo

**Participants:**
- **Evaluating the Impacts of Multiple Writing Prompt Rater-Score Designs on Characteristics of Mixed-Format Tests.** Thakur R. Karkee, Measurement Incorporated; Winnie K. Reid, Measurement Incorporated
- **Monitoring Rating Quality in Writing Assessment Using Mokken Scale Analysis.** Stefanie Anne Wind, Emory University; George Engelhard, The University of Georgia
- **The Continuous Response Model With Random Effect for Modeling Subjective Judgment in Rating Scale Items.** Jyun-Hong Chen, National Chung Cheng University; Ching-Lin Shih, National Sun Yat-sen University; Shu-Ying Chen, National Chung Cheng University
- **Linking With Constructed Responses: A Hierarchical Model Approach With Advanced Placement Data.** YoungKoung Kim, The College Board; Lawrence T. DeCarlo, Teachers College, Columbia University; Rosemary A. Reshetar, The College Board

**Chair:** Laine Bradshaw, University of Georgia - Athens

**Participants:**
- **A Test for Testlet Effects in Cognitive Diagnostic Models.** Youn Seon Lim, University of Illinois at Urbana-Champaign; Jeffrey Douglas, University of Illinois at Urbana-Champaign
- **Approaches to Identify Poor Readers Using a Multidimensional Reading Assessment.** Liyong Mao, Michigan State University; Xin Luo, Michigan State University; Tenaha P. O’Reilly, ETS
- **Cognitive Diagnostic Modeling With an Algebraic Thinking Assessment for Elementary School Students.** Nicole Ralston, University of Washington; Hyun Sook Yi, Konkuk University; Min Li, University of Washington
- **Development of a Cognitively Diagnostic Assessment in Mathematics.** Elvira Khasanova, University at Buffalo - SUNY
- **Understanding Critical-Thinking Ability by Using a Cognitive Diagnostic Assessment Approach.** Yuko Tanaka, National Institute of Informatics; Masayuki Suzuki; Yuan Sun, National Institute of Informatics; Masuo Koyasu, Kyoto University; Yasushi Michita, University of Ryukyu; Hajimu Hayashi, Kobe University; Rumi Hirayama, Osaka College of Music; Takashi Kusumi, Kyoto University

### 71.054-18. Prioritizing Participants’ Perspectives in Qualitative Research.

#### Division D - Measurement and Research Methodology; Roundtable Session

**Chair:** Katherine Cummings Mansfield, Virginia Commonwealth University

**Participants:**
- **Participants’ Experiences of the Qualitative Interview: A Multiple-Case Study.** Zeynep Erdil, University of South Florida; Jennifer R. Wolgemuth, University of South Florida; Tara Opsal, Colorado State University; Fort Collins; Jennifer E. Cross, Colorado State University; Tanya Kaanta, Colorado State University; Ellyn M. Dickmann, University of Wisconsin - Whitewater; Soria Elizabeth Colomer, University of South Florida
- **Student Transactions in Learning Contexts: Developing Multimodal Interaction Analyses for Classroom Research.** Andrea Tochelli, University at Buffalo - SUNY

“**The Road Less Traveled**: Toward More Culturally Relevant Qualitative Research and Evaluation.** Jessica Christina Venable, Virginia Commonwealth University; Katherine Cummings Mansfield, Virginia Commonwealth University

**Chair:** Andrea Gottman, Medical Council of Canada

**Participants:**
- **Differential Item Functioning Analysis Models in Large-Scale Assessments.** HyeSun Lee, University of Nebraska - Lincoln; Kurt F. Geisinger, University of Nebraska
- **Evaluating Type 1 Error in Differential Item Functioning Methods Based on Item Parameter Distributional Shape.** Emily A. Price, Ohio University; Gordon P. Brooks, Ohio University - Athens; George A. Johanson, Ohio University
- **Testing for Differential Functioning and Group Differences on Cognitive Attributes: An Approach Based on the Least Squares Distance Method of Cognitive Diagnosis.** Dimitri M. Dimitrov; George Mason University; Dimitar V. Atanasov, New Bulgarian University, Bulgaria

**Chair:** Mahnaz R. Chariwalla, Roehamur College for School-Based Research

**Participants:**
- **Disentangling Disadvantage: Can We Distinguish Good Teaching From Classroom Composition?** Jennifer L. Steele, RAND Corporation; John Engberg, RAND Corporation; Juan Esteban Sauavedra, Harvard University; Gema Zamarro, University of Southern California
- **The Stability of Teacher Value-Added Rankings Across Measurement Model Assumptions and Educational Contexts.** Leslie R. Hawley, University of Nebraska - Lincoln; Chaorong Wu, University of Nebraska - Lincoln; James A. Bovaird, University of Nebraska - Lincoln
- **Two Methods of Estimating School Effects and Tracking Student Progress From Standardized Test Scores.** MoSueJustman, Ben-Gurion University of the Negev

**Chair:** Malaika W. McKee-Culpepper, University of Illinois at Urbana-Champaign

**Participants:**
- **SCALE(ing)-UP Teaching: A Case Study of Student Motivation in an Undergraduate Cancer Biology Course.** Jessica Chittum, Virginia Polytechnic Institute and State University; Jill Sible, Virginia Polytechnic Institute and State University; Kathryn Drezek McConnell, Virginia Polytechnic Institute and State University
- **Understanding the Importance of First-Semester Motivation During the College Career: A Longitudinal Study.** Colleen J. Sullivan, Worcester State College; Linda Baker, University of Maryland - Baltimore County
- **What’s in It for Me? Native Students’ (De)motivations to Interact With International Students.** Uttam Gaulee, University of Florida
Monday, 1:00 pm

AERA Related Activities

72.010. AERA Grants Program Dissertations Grantee Capstone Conference (Day 1 of 2), AERA Related Activities; Workshop
Marriott, Fourth Level, Franklin 1; 1:00-6:00pm
Chairs: George L. Wiemerly, American Educational Research Association; Jacqueynne Eccles, University of California - Irvine

Monday, 2:15 pm

Committee Sessions

Convention Center, 100 Level, 105B; 2:15-3:45pm
Chair: Thandeka K. Chapman, University of California - San Diego
Participants: James D. Anderson, University of Illinois at Urbana-Champaign; Carl A. Grant, University of Wisconsin - Madison; Linda Darling- Hammond, Stanford University; Jeannie Oakes, Ford Foundation; David Beaulieu, University of Wisconsin - Milwaukee; Sonia Nieto, University of Massachusetts - Amherst

73.011. Disrupting the Cradle-to-Prison Pipeline. Social Justice Action Committee; Invited Session
Convention Center, 100 Level, 104B; 2:15-3:45pm
Chairs: Nicholas Daniel Hartlep, Illinois State University; Kenneth James Fasching-Borner, Louisiana State University
Speakers: Erica R. Meiners, Northeastern Illinois University; Daniel Losen, University of California - Los Angeles; Crystal T. Laura, Chicago State University; William C. Ayers, University of Illinois at Chicago; Howard C. Stevenson, University of Pennsylvania; Bernadine Dohrn, Northwestern University

Division Sessions

73.012. Division A. Affirmative Action Advancing Educational Equity in U.S. Schools: Scholars Make the Case for Disadvantaged Students. Division A - Administration, Organization and Leadership; Invited Session
Convention Center, 100 Level, 115A; 2:15-3:45pm
Chair: Lisa Bass, North Carolina State University
Participants: Kevin P. Brady, North Carolina State University; Reginald D. Wilkerson, University of North Carolina - Greensboro; Frank Tuit, University of Denver; Riedwaan (Rudi) Kimmie, University of KwaZulu-Natal; Dana Thompson Dorsey, University of North Carolina - Chapel Hill; Terah Talei Venzant Chambers, Michigan State University
Discussant: Camille M. Wilson, Wayne State University

73.013. School Improvement and Teacher Effectiveness. Division A - Administration, Organization and Leadership; Paper Session
Convention Center, 100 Level, 115B; 2:15-3:45pm
Chair: John A. Freeman, The University of Tennessee - Chattanooga
Participants: Effects of the Professional Community on the Lesson Improvement of a Teacher: A Multilevel Analysis. Kenji Tsuyuguchi, Ehime University; Tetsuo Kuramoto, Aichi University of Education
Multilevel Analysis of Teachers' Work Attitudes: Role of Principal Leadership and Teacher Collaboration. Ibrahim Duyar, University of Arkansas at Little Rock; Carolyn Pearson, University of Arkansas at Little Rock; Bronwyn MacFarlane, University of Arkansas at Little Rock; Nancy Lee Ras, Walden University; Turker Kurt, University of Wisconsin-Madison
Round About the District: Instructional Rounds as a Tool for Developing Infrastructures for Learning. Rachel Roegman, Teachers College, Columbia University; Thomas C. Hatch, Teachers College, Columbia University; Kathryn Hill, Teachers College, Columbia University; Victoria S. Kniewel, Edgemont School District
Technology-Enriched Learning Communities: Creating Change for Improved Learning Through Innovation. Leslie Ann Williams, University of Oklahoma; Jean Cate, University of Oklahoma; Nicki Watkins, University of Oklahoma; Sharon Ann Wilbur, University of Oklahoma

73.014. Using Data to Improve Schools. Division A - Administration, Organization and Leadership; Paper Session
Convention Center, 100 Level, 115C; 2:15-3:45pm
Chair: Tina Marie Jackson, The University of Texas - Austin
Participants: Data Use for School Improvement: An Exemplar Case. Kimberly Kappler Hewitt, University of North Carolina - Greensboro; Holly A. Downs, University of North Carolina - Greensboro
Exploring Data-Based Decision Making in European Schools: Identifying Enablers and Barriers. Kim Schildkamp, Universiteit Twente; Jan Vanhoof, Antwerp University; Andreas Breiter, University of Bremen
International Standard ISO 9001 as a Catalyst Element in School Improvement: Application in a Spanish Educational Center. Jorge Antonio Arribas Diaz, Universidad Nacional de Educacion a Distancia; Catalina Martinez-Mediano, Universidad Nacional de Educacion a Distancia
Research Brokering in Education: Innovative Dissemination Strategies for School Improvement in Public Education Systems. Amanda Cooper, Queen’s University

Is There an Association Between Data-Informed District-Level Improvement Efforts and Data-Informed Instruction at the Classroom Level? An Empirical Examination Using National Schools and Staffing Survey (SASS) 2003-2004 Data. Xingyuan Gao, Western Michigan University; Jianguang Xia, Western Michigan University; Jianping Shen, Western Michigan University

Discussant: James Joseph “Jim” Scheurich, Indiana University - Indianapolis

73.015. Agency and Implicatedness in Postcolonial, Global Contexts of Education: Interrogating Race, Language, Policy, and Practice.
Division B - Curriculum Studies Cosponsored with SIG-Postcolonial Studies and Education; Symposium
Marriott, Fourth Level, Franklin 12; 2:15-3:45pm
Chair: Nina Asher, University of Minnesota - Twin Cities
Participants:
Examining the Psychopolitical Dimensions of Race Talk in the Classroom. Justin Grinage, University of Minnesota Twin Cities
Interrogating the “Language Line”: Teacher Agency and Implicatedness in Global Language Education. Beth Dillard Paltrineri, University of Minnesota - Twin Cities
A Critical Examination of Student Labeling Practices in Reading Education and Research. Christopher Kolb, University of Minnesota - Twin Cities
Interrogating National Educational Policies in Postcolonial Pakistan: Whose Agenda? Sadaf Rauf Shier, University of Minnesota
Thirdspace in Teacher Education: Let Us Meet There. Jehanne Beaton, University of Minnesota
Discussant: Cameron R. McCarthy, University of Illinois at Urbana-Champaign

73.016. Indigenous Knowledge and Multiples: Environmental Curriculum in Science and Film.
Division B - Curriculum Studies; Paper Session
Convention Center, 100 Level, 119B; 2:15-3:45pm
Chair: Steven K. Khan, University of Calgary
Participants:
Indigenous Knowledge in Science Education: Its Possibilities and Limitations in the Official Canadian Science Curriculum. Eun-Ji Amy Kim, McGill University; Liliane Dionne, University of Ottawa
Sense of Multiplicity: Identity and Place in a Transnational Context. Jennifer Dawn Adams, Brooklyn College - CUNY
The Academy for the Critical Inquiry of the Cultural Commons: A Film Project. Audrey M. Dentith, Lesley University
Discussant: Xia Ji, University of Regina

73.017. Response Styles and Measurement Invariance in Factor Modeling.
Division D - Measurement and Research Methodology; Paper Session
Convention Center, 100 Level, 120A; 2:15-3:45pm
Chair: Qi Chen, University of North Texas
Participants:
Measurement Invariance Assessment With a Bifactor Model. William Holmes Finch, Ball State University; Brian F. French, Washington State University
The Effect of Extreme Response and Nonextreme Response Styles on Measurement Invariance. Min Liu, University of Hawaii - Manoa; Allen G. Harbaugh, Murdoch University; Jeffrey R. Harring, University of Maryland; Gregory R. Hancock, University of Maryland
Using Factor Mixture Models to Identify Response Styles Associated With Negatively Keyed Items. Jersahta J. Gerstner, James Madison University; Chris M. Coleman, Babson College; Deborah L. Bandalos, James Madison University
Investigating the Factorial Invariance of the NEO Five-Factor Inventory Across Gender, Age, and Education Groups Through Exploratory Structure Equation Modeling. Huan Liu, Beijing Normal University; Hongyun Liu, Beijing Normal University; Nan Chen, Beijing Normal University
Discussant: Wen-Juo Lo, University of Arkansas

73.018. Vice Presidential Invited Session: Technology-Enhanced Items in Large-Scale Assessments.
Division D - Measurement and Research Methodology; Invited Session
Convention Center, 100 Level, 111B; 2:15-3:45pm
Chair: Wayne J. Camara, ACT, Inc.
Participants:
From Scoopulas to Scalability: Technology-Enhanced Items Past and Present. Ellen Strain-Seymour, Pearson
Using Innovative Assessment to Measure Complex Competencies and Model Good Teaching and Learning Practice. Randy E. Bennett, Educational Testing Service
Dynamic Tasks That Use Novel Response Spaces and Multilayered, Multisemiotic Techniques. Rebecca Kopriva, University of Wisconsin - Madison
Leveraging Evidence-Centered Design in Game-Based and Other Digital Assessments. Jeremy Roschelle, SRI International; Terry P. Vendelinski, SRI International
Discussant: Stephen G. Sireci, University of Massachusetts Amherst

73.019. Peers and Academics: The Influence of Peers and Peer Groups on Academic and Social Outcomes. Division E - Counseling and Human Development; Symposium
Convention Center, 100 Level, 103B; 2:15-3:45pm
Chair: Scott D Gest, The Pennsylvania State University
Participants:
Peer Academic and Social Reputations as Predictors for Change in School Engagement. Aaron M Miller, The Pennsylvania State University - University Park; Scott D Gest, The Pennsylvania State University; Philip C. Rodkin, University of Illinois
Effect of Peer Nominations of Teacher-Student Support on Social and Academic Outcomes. Jan N. Hughes, Texas A&M University; Myung Hee Im, Texas A&M University; Sarah Wehrly
Teacher Involvement Moderates Peer Group Influences on Students’ Engagement. Justin William Vollet, Portland State University; Thomas Kindermann, Portland State University
Discussant: Kathryn R. Wentzel, University of Maryland

Division F - History and Historiography; Symposium
Convention Center, 100 Level, 108A; 2:15-3:45pm
Chair: Kate B. Rousmaniere, Miami University
Participants:
Looking for Leadership Models That Reflect Innovation and Sustainability: A Case Study of Fannie C. Williams, Principal. Carol F. Karpinski, Fairleigh Dickinson University
J. Arnett Mitchell: Using Research to Develop African American Youth. Adah L. Ward Randolph, Ohio University
Reform Without Research: The Story of Mayors, Principals, and Urban Regimes in New York City Schools. Tiffany Celeste Lewis, University of Louisville

73.021. Rethinking Schools Through Youth Participatory Action Research in an Era of Education Reform: Lessons From Professional Development and Curriculum and Instruction. Division G - Social Context of Education; Symposium
Convention Center, 100 Level, 104A; 2:15-3:45pm
Chairs: Ben R. Kirshner, University of Colorado; Carrie D. Allen Bemis, University of Colorado - Boulder
Participants:
Negotiating a Space for Youth Participatory Action Research and Student Voice in an Era of Curriculum Standardization. Emily Claire Price, University of Colorado - Boulder
“What Are We, Mostly?” How Teachers’ Race Talk Constrains Youth Participatory Action Research. Josie Chang-Order, University of Colorado - Boulder
Critical Science Pedagogy Using a Youth Participatory Action Research Approach: Teachers’ Voices. Deb Morrison, University of Colorado - Boulder
73.022. Sticky Situations and Critical Spaces: Complicating Research, Policy, and Praxis. Division G - Social Context of Education; Symposium
Convention Center, 100 Level, 102B; 2:15-3:45pm
Chair: Anne M. Galletta, Cleveland State University
Participants:
- Organic Intellectualism in Teacher Education: Students and Teachers as Critical Researchers Within and Beyond Classrooms. Linmarys Caraballo, Queens College - CUNY; Jamila Lyicscott, Teachers College, Columbia University
- Research Meets Pedagogy Meets Action: Untangling Aims and Methods in Classroom-Based Youth Participatory Action Research. Beth C. Rubin, Rutgers University; Jennifer Avila, Saint Peter’s College; Mayida Zaal, Montclair State University
- When You Know the Data, You Have Power: Working Across Settings and Levels of Change. Anne M. Galletta, Cleveland State University; Alison Bisesi, Cleveland State University; Carly Evans, Cleveland State University
Discussant: Michelle G. Knight, Teachers College, Columbia University

73.023. Toward a Humanizing Study of Language in Use Among Nondominant Children, Youth, and Their Families. Division G - Social Context of Education; Symposium
Marriott, Fourth Level, Franklin 11; 2:15-3:45pm
Chair: Teresa L. McCarty, University of California - Los Angeles
Participants:
- ¿Hay que hablar? Testimonio in the Everyday Lives of Migrant Mothers. Ariana Mungual Figueroa, Rutgers University
- Embracing Vulnerability in the Researcher-Participant Relationship. Sera Jean Hernandez, University of California - Berkeley
- Language Ideologies, Literacy Practices, and Latina/o Youth: Beyond the “In School”/”Out of School” Binary. Jonathan Rosa, University of Massachusetts - Amherst
- Re-Mediating Language Research Tools for Activism and Advocacy. Danny C. Martinez, University of California - Davis; Marivana Souto-Manning, Teachers College, Columbia University
Discussant: Django Paris, Michigan State University

Convention Center, 100 Level, 113C; 2:15-3:45pm
Chair: Glynda A. Hull, University of California - Berkeley
Participants:
- Literacy, Place, and Pedagogies of Possibility: Working Against Residualization Effects and Deficit Discourses in Poor School Communities. Barbara M. Comber, Queensland University of Technology
- Promoting Social Justice in Public Spaces Through Popular Protests: The Revolutionary Critical Pedagogy Turn. Peter L. McLaren, University of California - Los Angeles
- Redressing Injustices in Rural Schools and the Role of Women Principals in Disadvantaged School Communities. Graeme B. Edwards, St Benedict’s Preparatory School
- English Is “Not Just About Teaching Semicolons and Steinbeck”: Instantiating Dispositions for Sociospatial Justice in Education. SJ Miller, University of Colorado - Boulder
- Problematizing, Through Biographical Inquiry, Conceptions of Social Justice by Teachers From Various African Countries. Juliet Christine Perunal, University of Johannesburg Faculty of Education
- Beyond Accentsim: Affirming Accent Diversity. Pierre W. Ooreus, New Mexico State University
Discussant: Glynda A. Hull, University of California - Berkeley

Convention Center, 100 Level, 102A; 2:15-3:45pm
Chair: Angela E. Arzubiaga, Arizona State University
Participants:
- Examining Turkish Teachers’ Understandings on Inclusive Education Using Cultural-Historical Activity Theory. Sultan Kilinc, Arizona State University
- Critical Reflections of White Teachers: Documenting the Journey. Cynthia Mruczek, Arizona State University
- Understanding Indigenous Language Planning Using Cultural-Historical Activity Theory. Man-chia Lin, Arizona State University
Discussant: Angela E. Arzubiaga, Arizona State University

73.026. Developing Reliable and Valid Measures of Classroom Instruction: Challenges and Innovations From the Field. Division H - Research, Evaluation and Assessment in Schools; Symposium
Convention Center, 100 Level, 116; 2:15-3:45pm
Chair: Julia Heath Kaufman, RAND Corporation
Participants:
- Improving Observational Score Quality: Challenges in Observer Thinking. Courtney A. Bell, ETS; Yi Qi, Educational Testing Service; Andrew J. Croft, ETS; Dawn Leusner, ETS; Daniel F. McCaffrey, ETS;
- Year-to-Year Stability in Measures of Teachers and Teaching. Heather C. Hill, Harvard University; Mark Chen, Harvard University
- Rater Drift in Classroom Observation Scores. Jodi M. Casabianca, The University of Texas - Austin; John H. Lockwood, ETS; Daniel F. McCaffrey, ETS
Discussants: Drew H. Gitomer, Rutgers University - New Brunswick/Piscataway; Janine French, Peters Township School District

73.027. Tools to Support the Common Core State Standards: Implementation, Impact, and Next Steps for the Literacy Design Collaborative. Division H - Research, Evaluation and Assessment in Schools; Symposium
Convention Center, 100 Level, 117; 2:15-3:45pm
Chair: Chad Vignola
Participants:
- Tools to Transition to the Common Core State Standards: Factors Influencing Classroom Changes During Literacy Design Collaborative Tool Use. Rebecca Reumann-Moore, Research for Action; Stephanie Levin, Research for Action; Kelly Dever, Research for Action; Susan M. Puglisco
- Supporting Middle School Content Teachers’ Transition to the Common Core: The Implementation and Effects of the Literacy Design Collaborative. Joan L. Herman, University of California - Los Angeles; Scott Epstein, UCLA/CREST
- Literacy Design Collaborative Module Jurying: Innovating for High-Quality Design. Ruth Chang Wei, Stanford University; Justin Wells
- Common Assignment Study: A Theory of Action. Scott F. Marion, National Center for the Improvement of Educational Assessment, Inc.; Amy Clark, The University of Kansas
Discussant: Barbara Smith, Lancaster-Lebanon Intermediate Unit 13

73.028. Tracking the Development of Classroom Discussion: What Can a Low-Inference Measure Tell Us? Division H - Research, Evaluation
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Monday Afternoon, April 7, 2014

and Assessment in Schools; Symposium
Convention Center, 100 Level, 109A; 2:15-3:45pm
Chair: Catherine E. Snow, Harvard University
Participants:
Theoretical Underpinnings of a Low-Inference Discourse Observation Tool: Looking at Indicators of Productive Classroom Talk. Tracy Elizabeth, Harvard University; Catherine O’Connor, Boston University
Working With a Low-Inference Discourse Observation Tool: What Can We See? Catherine O’Connor, Boston University; Maria D. LaRusso, Harvard University
The Coach’s View of Discourse: What Does the Low-Inference Discourse Observation Show Us and Not Show Us? Halley Wheelless, SERP Institute; Cara Cassell, SERP Institute
Discussant: Richard C. Anderson, University of Illinois at Urbana-Champaign

73.029. Longitudinal Assessment Issues in Health Professions. Division I - Education in the Professions; Paper Session
Convention Center, 100 Level, 103C; 2:15-3:45pm
Chair: Gwen Garrison, American Dental Education Association
Participants:
Do Prior Clerkship Experiences Affect Performance on the End-of-Clerkship Examination in Family Medicine? Monica M. Cuddy, National Board of Medical Examiners; Wenli Qiang, National Board of Medical Examiners; David B. Swanson, National Board of Medical Examiners
How Reliable and Valid Is the Assessment of Problem-Based Learning Performance? Ming Lee, University of California - Los Angeles; Paul F. Wimmers, University of California - Los Angeles
Outcomes of Individualized Formative Assessments in a Pharmacy Skills Laboratory. Tyler Harris Guns, University of Iowa; Erika L Kleppinger, Auburn University Harrison School of Pharmacy
The Impact of Growth in Surgical Residency. Whitney Smiley, The College Board; Andrew Jones, American Board of Surgery; Thomas W. Biester, American Board of Surgery
Discussant: Lorraine Evans, Georgia Regents University

73.030. Communities as Resources in Early Childhood Teacher Education (CREATE): A Comprehensive Approach Toward Educational Equity for English Language Learners. Division K - Teaching and Teacher Education; Symposium
Convention Center, 100 Level, 112A; 2:15-3:45pm
Chair: Luis C. Moll, The University of Arizona
Participants:
Moving From “Learning About” to “Learning With and From” in Early Childhood Teacher Preparation. Donna L. Jurich, The University of Arizona; Bridget Langoria; Rebecca Zapien
Working Toward Partnerships Around Story Engagements: Blunders, Obstacles, and Progress. Maria V. Acevedo; Dorea Kleker, The University of Arizona; Kathy Short, The University of Arizona
Understanding Bilingualism and Literacy Practices From a Funds of Knowledge Perspective and Praxis. Ana C. Iddings, The University of Arizona; Ilana Reyes, The University of Arizona; Nayanin Feller; Eliza Deseree Butler, University of Arizona
Engaging Teacher Educators’ Commitment to the Principles of Communities as Resources in Early Childhood Teacher Education (CREATE) Over Time. Renee T. Clift, The University of Arizona; Sheri Robbins, University of Arizona; Kimberly S. Reinhardt, The University of Arizona

73.031. Examining Mentoring and Feedback for Preserve Teachers. Division K - Teaching and Teacher Education; Paper Session
Convention Center, 100 Level, 107B; 2:15-3:45pm
Chair: Jewell E. Cooper, University of North Carolina - Greensboro
Participants:
A Promising Field Experience Model: Teacher Candidate Practicum Peer Mentorship. Arlene Grierson, Nipissing University
Exploring the Relationship Between Supervisors’ Language-Focused Feedback and Teacher Candidates’ Language Awareness. Laura Baecher; Hunter College - CUNY; Kristen M. Lindahl, University of Utah
Gradual-Release Coaching: The Development of Practice for Cooperating Teachers and Student Teachers. Nancy A. Place, University of Washington - Bothell; Allison Beth Hintz, University of Washington - Bothell; JoAnn Todd, University of Washington - Bothell
Quality of Mentor Feedback: Relationship to Teacher Efficacy and Effectiveness and Skills as a Mentor. Amber L. Brown, The University of Texas - Arlington; Denise Ann Collins, The University of Texas - Arlington; Joyce Myers, The University of Texas - Arlington
The Role of Dialogue in Teacher Mentoring and the Development of Preservice Teachers. Melissa Mosley Wetzel, The University of Texas - Austin; Beth Maloch, The University of Texas - Austin; James V. Hoffman, The University of Texas - Austin; Laura Taylor; The University of Texas - Austin; Erin Greeter, The University of Texas - Austin; Alina Pruitt, The University of Texas - Austin; Saba Khan Khan Vlach, The University of Texas - Austin
Discussant: Aram Ayalon, Central Connecticut State University

73.032. Issues in Teacher Retention. Division K - Teaching and Teacher Education; Paper Session
Convention Center, 100 Level, 120B; 2:15-3:45pm
Chair: Alicia Wenzel, Western Oregon University
Participants:
No Place Like Here: Teacher Rootedness and Teacher Retention. Mark T Kissling, The Pennsylvania State University
Teacher Attrition Revisited: The Role of School Environment and Teacher Dissatisfaction in Teacher Attrition. Cara M. Moore, The University of Tennessee
Teacher Retention: A Phenomenological Investigation Into the Lived Experiences of Three Elementary Teacher Stayers. Corey Ranshaw Sell, George Mason University
“What Helps to Keep You Going?” Identifying and Supporting Resilience in Novice Early Childhood Education Teachers Working in Low-Income Communities. Dianne Michelle Hackett, Teach For America, Inc.
Discussant: Monika Williams Shealey, Rowan University

73.033. Learning Ambitious Teaching: Cases From Across the Disciplines. Division K - Teaching and Teacher Education; Working Group Roundtable
Marriott, Fourth Level, Franklin 8; 2:15-3:45pm
Chair: Marcy Singer-Gabella, Vanderbilt University
Participants:
Possibilities and Pressure Points in Leveraging Student Thinking in Mathematics. Marcy Singer-Gabella, Vanderbilt University; Barbara S. Stengel, Vanderbilt University
The Role of Subject Matter in Learning to Leverage Student Thinking in Math and Science Teaching. Janet E. Coffey, Gordon and Betty Moore Foundation; Ann R. Edwards, Carnegie Foundation
Successes and Challenges in Learning to Teach History: Novices’ Uptake of Core Practices. Chauncey Monte-Sano, University of Michigan - Ann Arbor; Jared Aumen, University of Michigan; Anne Bordonaro, University of Michigan
Preparing Novices for Ambitious Science Teaching: A Focus on Equitable Science Pedagogy. Manali J. Sheth, University of Wisconsin - Madison; Melissa Lee Braaten, University of Wisconsin - Madison

73.034. Literacy and Language in STEM Teaching. Division K - Teaching and Teacher Education; Paper Session
Convention Center, 100 Level, 113A; 2:15-3:45pm
Chair: Nancy G. Caukin, Middle Tennessee State University
Participants:
Innovating Science Vocabulary Practices: Tiered Frameworks for Vocabulary Selection and Assessment for the Next Generation. H. Emily Hayden, University at Buffalo - SUNY; Kristin H. Javorskys, University of Nebraska - Lincoln; Guy Trainin, University of Nebraska - Lincoln
Promoting Science Talk: The Teacher’s Role of Questioning in Argumentation. Ying-Chih Chen, University of Minnesota; Brian Hand, University of Iowa
Teacher Cognitive Resources About Obtaining, Evaluating, and Communicating Information as a Scientific Practice. Kirsten K. N.
Mawyer, University of Hawaii - Manoa
Writing the Scientific Explanation: Opportunities for L2 Literacy
Development Using Systemic Functional Linguistics. *Kathryn A. Accurso,* University of Massachusetts - Amherst; John Levasseur, Springfield Public Schools
An Analysis of Teachers’ Use of Technology in Elementary Reading Lessons. *Peter McDermott,* Pace University; *Kathleen Gormley,* The Sage Colleges
Discussant: Marina Milner-Bolotin, The University of British Columbia

73.035. New Approaches to Academic Literacies for Adolescent English Language Learners. Division K - Teaching and Teacher Education; Symposium
Chair: *Alison L. Bailey,* University of California - Los Angeles
Participants:
Academic Language and Academic Literacies: Mapping a Relationship. *Daniella Molle,* University of Wisconsin
A Sociocultural Approach to Academic Literacy in Mathematics for Adolescent English Language Learners. *Judit N. Moschlovich,* University of California - Santa Cruz
Schooling Begins Before Adolescence: The Case of Manuel and Limited Opportunities to Learn. *Kathy Escamilla,* University of Colorado - Boulder
Teachers’ Perceptions of Professional Development Designed to Foster Math-Academic Language and Literacy for English Learners. *Mary A. Avalos,* University of Miami; *Jennifer Marie Langer-Osuna,* University of Miami; *Walter G. Secada,* University of Miami; *Margarita Zisselsberger,* Loyola University Maryland
Discussants: *Kris D. Gutiérrez,* University of Colorado - Boulder; *Guadalupe Valdés,* Stanford University

73.036. Normalizing LGBTQ Across the Curriculum. Division K - Teaching and Teacher Education Cosponsored with SIG-QER Studies; Paper Session
Chair: *Zaid M. Haddad,* University of Nevada - Las Vegas
Participants:
Justice in Practice: LGBTQ-Supportive Teaching as a Case of Social Justice Teaching Practice. *Sarah Schneider Kavanagh,* University of Washington - Seattle
Making It Better for LGBTQ Students Through LGBTQ-Inclusive Teacher Education: A Programmatic Case Study. *Mary H. Hoelscher,* University of Minnesota; *J.B. Mayo,* University of Minnesota
Many Strands Are Not Easily Broken: A Portrait of LGBT Inclusion. *Michelle L. Page,* University of Minnesota - Morris
“The Elephant in the Room”: Secondary Language Arts Teachers Respond to Transsexuality in an Adolescent Novel. *Beth M Brendler,* University of Missouri - Columbia
Discussant: *Markus P Bidell,* Hunter College

73.037. Technology Integration in Preservice Teacher Education: Examining Tools and Technology in Preparing to Work With Students With Disabilities. Division K - Teaching and Teacher Education; Paper Session
Chair: *Robin Smith*
Participants:
Creating Links Through Multimodal Literacy Accommodations for Preservice Teachers With Reading Disabilities. *Julia Hagge,* University of South Florida; *Margaret Billings Krause,* University of South Florida
Learning to Collaborate: Exploring Collective and Individual Outcomes of Special and General Educators. *Margaret Weiss,* George Mason University; *Anthony Michael Pellegrino,* George Mason University; *Kelley Sarah Regan,* George Mason University; *Linda Mann,* George Mason University
Discussant: *Duke Zhang,* Rutgers University

73.038. The Problem of Linear Thinking in Research on Teacher Learning: Can Complexity Theories Help? Division K - Teaching and Teacher Education; Symposium
Chair: *Alan J. Daly,* University of California - San Diego
Participants:
Complexity Theory and Critical Realism: A New Framework for Teacher Education Research. *Marilyn Cochran-Smith,* Boston College; *Fiona Ruth Ell,* University of Auckland; *Lexie Barbara Grudnoff,* The University of Auckland; *Larry H. Ludlow,* Boston College; *Mavis Haigh,* The University of Auckland; *Mary F. Hill,* University of Auckland
Combining Complexity Theory, Ecological Systems Design, and Teacher Identity to Study Teacher Learning. *Brad Olsen,* University of California - Santa Cruz
Using an Agent-Based Model to Understand Complex Patterns of Teacher Professional Development. *V. Darleen Opfer,* RAND Education
Teaching as Rhizomatic Activity: Negotiating Learning and Practice in the First Year of Teaching. *Kathryn Jill Strom,* WestEd
Discussant: *Alan J. Daly,* University of California - San Diego

73.039. Race, Equity, and the Courts. Division L - Educational Policy and Politics; Paper Session
Chair: *Kathryn A. McDermott,* University of Massachusetts - Amherst
Participants:
Aligning Diversity, Equity, and Quality: The Implications of Legal and Public Policy Developments for Promoting Racial Diversity in Higher Education. *Liliana M. Garces,* The Pennsylvania State University - University Park
School Desegregation After Parents Involved: The Complications of Pursuing Diversity in a High-Stakes Accountability Era. *Alan J. Daly,* University of Missouri; *Erica Frankenberger,* The Pennsylvania State University; *Colleen Cleary,* University of Missouri
Technical Assistance for (Race-Neutral) Student Assignment: The Case of San Francisco. *Michael W Flaherty,* The Pennsylvania State University; *Kelly Griffith,* The Pennsylvania State University; *Lyn Rainelle Peterson,* The Pennsylvania State University; *Julie Rowland,* The Pennsylvania State University

73.040. Teach For America: Impacts Beyond the Classroom. Division L - Educational Policy and Politics; Symposium
Chair: *Shane P. Martin,* Loyola Marymount University
Participants:
A Rising Tide That Lifts All Boats? Teach For America and Grade-Level Outcomes. *Adam Wright,* University of California - Santa Barbara
Does the Impact of Teach For America Teachers Last? *Emily K. Penner,* University of California - Irvine
The “Typical” Los Angeles Teach For America Corps Member: Who Joins and Why. *Rolf Straubhaar,* University of California - Los Angeles; *Michael A. Gottfried,* University of California - Santa Barbara
Teacher Resilience in High-Poverty Schools: How Do High-Quality Teachers Become Resilient? *Kate Merrill,* Teach For America, Inc.
Discussant: *Raegen Miller,* Teach for America

73.041. Unpacking Value-Added Measures of Teacher Performance: Implications for Disadvantaged Students and the Parents and Teachers Who Support Them. Division L - Educational Policy and Politics; Symposium
Chair: *Susanna Loeb,* Stanford University
Participants:
Do We Measure What We Value? Estimating Value-Added for English Language Learners Across Content and Scales. *James Soland,* Stanford University
The Stability of Value-Added for Teachers of Special Education Students. *Christopher Andrew Candelaria,* Stanford University
Using Multiple Dimensions of Teacher Value-Added to Improve Student-Teacher Assignments. *Lindsay A. Fox,* Stanford University
What Can Parents Tell Us About Teacher Quality? Examining the Contributions...
of Parent Perspectives in Comparison to a Portfolio of Alternative Teacher Evaluation Measures. Benjamin Master, Stanford University

73.042. Virtual Schools in the United States 2014: Politics, Performance, Policy, and Research Evidence. Division L - Educational Policy and Politics; Symposium
Convention Center, 100 Level, 118C; 2:15-3:45pm
Chair: Chad Joseph D`Entremont, Teachers College, Columbia University
Participants:
Full-Time Virtual Schools: Enrollment, Student Characteristics, and Performance. Gary J. Miron, Western Michigan University; Brian Horvitz, Western Michigan University; Charisse Atabigos Gulovino, University of Memphis
What Do We Actually Know? Examining the Research Into Virtual Schools for Useful Models. Michael Kristopher Barbour, Sacred Heart University
Examining Variation in Achievement Impacts Across California’s Full-Time Virtual Schools. Charisse Atabigos Gulovino, University of Memphis; Jonah Liebert, Teachers College, Columbia University

73.043. Teacher Research Group: A Third Space for Constructing a Counternarrative and Encouraging Teacher Action. SIG-Action Research; Structured Poster Session
Convention Center, 100 Level, 121C; 2:15-3:45pm
Chair: Andy Danilchik, University of Pennsylvania
Participants:
1. Variable Structure in Student-Centered Learning Environments. Indi Ekanayake
2. Forming “Bars” of Freedom: Spoken Word Poetry as a Meaningful Approach to Creative Expression, Social Activism, and Identity Formation. Lisa Archibald, Rutgers University - Camden
3. Podcasting for the Promotion of Critical Literacies in a Kindergarten Classroom. Miranda Schaeffer, University of Pennsylvania
5. Fostering Intrinsic Motivation in the Classroom. Daniel Lasalle, University of Pennsylvania
Discussants: Indi Ekanayake; Miranda Schaeffer, University of Pennsylvania

73.044. The Michigan Consortium for Education Research: A Research and Data Policy Partnership. SIG-Advanced Studies of National Databases; Symposium
Convention Center, 100 Level, 111A; 2:15-3:45pm
Chair: Vanessa Ann Keesler, Michigan Department of Education
Participants:
Evaluating the Michigan Promise Scholarship. Brian A. Jacob, Harvard University; Susan M. Dynarski, University of Michigan; Barbara Schneider, Michigan State University; Kenneth A. Frank, Michigan State University; Rachel Rosen, University of Michigan
External Factors and Teacher Churn. Guan Saw, Michigan State University; Elizabeth Covay Minor, Michigan State University; Kenneth A. Frank, Michigan State University; Barbara Schneider, Michigan State University
Exploring the Relationship Between Skipping Questions on School Assessment Exams and Future Educational Outcomes. Monica Hernandez, University of Michigan - Ann Arbor; Jonathan Hershaff, University of Michigan - Ann Arbor

73.045. “Jokering” an Applied Theater Performance/Video to Understand the Epistemological Tensions in a Gaining Entry Experience. SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Demonstration/Performance
Marriott, Fourth Level, Franklin 13; 2:15-3:45pm
Chair: Joe Norris, Brock University
Presenters: Joe Norris, Brock University; Aaron Thomas Bodle, James Madison University; Douglas J. Loveless, James Madison University; Ashley Taylor Jaffee, James Madison University; Chapman Hood Frazier, James Madison University; Deborah F. Carrington, James Madison University
Participant: “Jokering” an Applied Theater Performance/Video to Understand the Epistemological Tensions in a Gaining Entry Experience. Joe Norris, Brock University; Aaron Thomas Bodle, James Madison University; Douglas J. Loveless, James Madison University; Ashley Taylor Jaffee, James Madison University; Chapman Hood Frazier, James Madison University; Deborah F. Carrington, James Madison University

Convention Center, 100 Level, 113B; 2:15-3:45pm
Chair: Cary A.Buzzell, Indiana University - Bloomington
Participants:
Agency, Capability, and Young Children of Immigrants: Applying Humanistic Economics to First Grade. Jennifer Keys Adair, The University of Texas - Austin
“Yo trabajo con mi hijo”: The Agency and Capabilities of Latino Immigrant Parents. Kiyomi Sanchez-Suzuki Colegrove, The University of Texas - Austin
Identification and Labels for Young Tanzanian Children: A Capability Approach Analysis. Angela Stone-MacDonald, University of Massachusetts - Boston
Discussant: Sharon Ryan, Rutgers University

73.047. Nonhegemonic Communities and Educational Practice. SIG-International Studies; Paper Session
Convention Center, 100 Level, 121B; 2:15-3:45pm
Chair: Barbara Garii, SUNY - College at Oswego
Participants:
China’s Urban Peasants: The Experience of Migrant Teachers and Education Inequality in China. Shibao Guo, University of Calgary; Yan Guo, University of Calgary
Chinese Teachers’ Beliefs About Minority Students’ Learning: A Comparative Analysis of Han and Mongolian Chinese Teachers. Jian Wang, Texas Tech University; Xing Deng, Central University for Nationalities, China
Developmental and Behavioral Characteristics of North Korean Refugee Students. Shin Ji Kang, James Madison University
Visiting Leopold’s Ghosts: Attitudes, Approaches, and Influences of Secondary History Teachers in Flemish Belgium. Julie M. McGaha, Illinois State University
Discussant: Helen Marx, Southern Connecticut State University

73.048. Through Paulo’s Eyes: Critical Reflections on Research. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Symposium
Marriott, Fourth Level, Franklin 6; 2:15-3:45pm
Chair: Dyanis Popova, Virginia Polytechnic Institute and State University
Participants:
More Than Methodology: Research as Cultural Practice. Dyanis Popova, Virginia Polytechnic Institute and State University
Toward a Research of Freedom: Critical Reflections on Research With Immigrant Students in Schools. Jennifer Sink McCloud, Transylvania University
Researching the State of Unfinishedness: Reflections on Teaching and Studying. Pamela Smart-Smith, Virginia Polytechnic Institute and State University
Collaborative Transnational Research: (De)Constructing Immigration Stories. Gresilda A. Tilley-Lubbs, Virginia Tech
Discussant: Dara N. Nix-Stevenson, American Hebrew Academy

Convention Center, 100 Level, 108B; 2:15-3:45pm
Chair: Julie Meredith, Policy Studies Associates, Inc.
Participants:
Hawaii 5-0:0: How Did Hawaii’s Phase II Application “Race to the Top”? Justin Barbaro, Teachers College, Columbia University
Holding the State Accountable: Empowering Parents Through California’s
73.050. Sexuality, Society, and Pedagogy: Teaching About Sexual Diversity in the South African Context. SIG-Queer Studies; Symposium
Participants: Chair; Discussant:
- "I'm Used to It Now": Experiences of Homophobia Among Queer Youth in South African Township Schools. Thabo Msbi, University of KwaZulu-Natal
- Mediating Sexuality and HIV and AIDS in Schools: Power Relations, Gender, and Dominant Heterosexual Discourses. Jean Baxen, Rhodes University; Lesley Wood, North-West University
- Representations of LGBTI Identities in Textbooks and the Development of Anthropophobia Materials and a Training Module. Cheryl Potgieter, University of KwaZulu-Natal; Finn Reygans, University of the Free State
- Mediation of Gender and Feminism in the South African Context. Laruth H. Gray, New York University; Alli vn K. Nesper, The Ohio State University

73.051. Mathematics Learning in the Early Grades. SIG-research in Mathematics Education; Paper Session
Participants: Chair; Discussant:
- Kindergarten Students Play With Patterns: The Genesis of Functional Thinking. Ruth A. Beauty, Lakehead University; Mary Day-Mauro, Sincere Muskoka Catholic District School Board
- A Learning Trajectory in Young Children’s Understanding of Generalizing Functional Relationships. Maria Blanton, TERC; Barbara M. Brizuela, Tufts University
- Interactions Between Classroom and Individual Student Learning: The Case of Two First-Grade Number Talk Lessons. Aki Murata, University of California - Berkeley; Jody Sierer, University of California - Berkeley; Bona Kang, University of California - Berkeley; Eva Baldwin, University of California - Berkeley; Hee-Young Kim, University of California - Berkeley; Kathryn Lanouette, University of California - Berkeley; Malika Scott, University of California - Berkeley
- Supporting Children’s Learning of Area Measurement: A Microgenetic Study. Craig Cullen, Illinois State University; Jeffrey E. Barrett, Illinois State University; Douglas H. Clements, University of Denver; Julie Sarama, University of Denver; Cheryl L. Eames, Illinois State University; Amanda Miller, Illinois State University; Dave Klanderman, Trinity Christian College
- Learning Mathematics Through Embodiment: The Role of Spatial Reasoning and Gender. Barbara Anne King, Florida International University; Carmen Patrick Smith, University of Vermont; Jennifer Hoyte, Florida International University; Lisa Watts Natkin, The University of Vermont; Tegan Garon, The University of Vermont

73.052. Student Agency in Image-Saturated Curricular Landscapes. SIG-Writing and Literacies; Symposium
Participants: Chair; Discussant:
- Image and Word as Evidence in Dialogically Organized Text Discussion. Maren S. Aukerman, Stanford University; Lorien Chambers Schultd, Stanford University
- Postmodern Picture Books and Graffiti: Theorizing Visual Response Among College Students. Diane Anderson, Swarthmore College; Nell Bang-Jensen, Swarthmore College

73.053. Roundtable Session 29; Roundtable Session
73.053-1. Developing Early Adolescents’ Identity, Self-Concept, and Skill as Writers. Division C - Learning and Instruction; Roundtable Session
Participants: Chair; Discussant:
- Diction Practices in Written Composition Within a Vocabulary-Rich Fifth-Grade Learning Environment. Christine Ann Mallozzi, University of Kentucky; James F. Baumann, University of Missouri - Columbia; Donna B. Ware, Athens-Clarke County Schools
- Learning to Summarize: Examining the Effects of a Summarization Instruction on Summarizing Skills and Reading Comprehension. I-Chung Lu, National Pingtung University of Education
- Positioning Herself as a Writer: Adolescent Writerly Identities Online and Off-Line. Jayne C. Lammers, University of Rochester; Valerie Lieberman Marsh, University of Rochester
- Student Voices: Fifth- and Sixth-Grade Students’ Self-Concepts in Writing. Boni Hamilton, University of Colorado Denver

73.053-2. Examining Literacy Issues and Practices in Elementary School. Division C - Learning and Instruction; Roundtable Session
Participants: Chair; Discussant:
- Exploring Young Children’s Use of Visual Information in a Picture Book. Poonam Arya, Wayne State University; Karen M. Feathers, Wayne State University
- Investigating an In-School Word-Families Flash Card Intervention to Facilitate Word Recognition in Kindergarteners. Cheryl C. Darwin, Southern Connecticut State University; Dina L. Moore, Southern Connecticut State University
- Predicting Reading Error Rates With Frequency, Function, and Sound-to-Spelling Rules. Brittany McLaughlin, Swarthmore College; John R. Rickford, Stanford University
- What Do “Levels” Really Mean? A Closer Look at Text Leveling. Heather Hughes Koons, MetaMetrics; Elfrieda H. Hiebert, University of California - Santa Cruz; Jeffrey Elmore, MetaMetrics; Jill Fitzgerald, MetaMetrics and UNC Emerita; Kimberly C. Bowon, MetaMetrics

73.053-3. Exploring Literacy Issues and Practices in Secondary Classrooms. Division C - Learning and Instruction; Roundtable Session
Participants: Chair; Discussant:
- How Secondary Students Understand and Enact Strategies While Reading in Different Genres. Monica S. Yoo, University of Colorado - Colorado Springs
- Inaccuracy and Reading. Peter P. Afflerbach, University of Maryland - College Park; Byeong-Young Cho, Iowa State University; Jong-Yun Kim, University of Maryland
- The Effects of Visible Thinking on the Reading Comprehension of Adolescents With Autism and Delayed Readers. Gwyn W Senokossoff, Florida International University
- Three Specific Uses of Prior Knowledge in Open-Web Searching and Reading. Jingjie Zheng, Michigan State University; Douglas K. Hartman, Michigan State University

73.053-4. Innovative Teaching Supports in Diverse Classroom Settings. Division C - Learning and Instruction; Roundtable Session
Participants: Chair; Discussant:
- An Investigation of an Innovative Initiative to Support Teachers’ Robust Vocabulary Instruction. Michelle Ciancosi-Rimbey, University of Pittsburgh; Margaret G. McKeown, University of Pittsburgh; Isabel L.
Beck, University of Pittsburgh; Cheryl Sandra, University of Pittsburgh

Fourth Graders’ Negotiation of Varying Participation Discourses Surrounding the Great Migration in a High-Performing, High-Poverty Urban Primary School. Kirsten D. Hill, University of Michigan - Dearborn

Iterative Development of a Literacy Methods Course Situated in a “High-Needs” School. Shannon Coman Henderson, The University of Alabama; Craig S. Shwey, The University of Alabama

Pondering Pedagogy: How Girls of Color Perceive Multicultural Literature in Their Language Arts Classroom. Elynn Jo Waller, Temple University

73.053-5. Investigating Different Ways of Knowing and Learning Inside and Outside the Science Classroom. Division C - Learning and Instruction; Roundtable Session

Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: Jamie Jirout, Temple University

Participants:

Digital Tools as Ways Into Science: The Development of Ways of Knowing and Selves in Science Through Youth-Created Video Documentaries in After-School Programs. Jrene Rahm, University of Montreal; Audrey Lachaine, Université de Montréal; Emilie Boulanger, University of Montréal; Sylvain Priou, University of Montréal

Examining Middle School Students’ Use of Web-Based Annotations to Engage in Scientific Argumentation. Jill M. Castek, Portland State University; Richard W. Beach, University of Minnesota; John Michael Scott, University of California - Berkeley; Heather Cotanch, Teachscape, Inc.

Getting a Feel for It: A Hands-On Approach for Expressive Activities in Middle School Astronomy. Rebecca M. Cober, University of Toronto; Crescencia Fong, OISE/University of Toronto; Ben Peebles, University of Toronto - OISE; Alissa Acosta, University of Toronto - OISE; James D. Slotta, University of Toronto

Hands-On Versus Virtual Exploration of Magnetism. Lola J. Aagaard, Morehead State University; Rebecca Gaye Roach, Morehead State University; Robert David Boram, Morehead State University

WikiED Biology: A Model to Incorporate Web 2.0 Tools and Inquiry to Deepen Student Understanding of Biology. Jennifer Kreps Frisch, Kennesaw State University; Paula C Jackson, Kennesaw State University; Meg C. Murray, Kennesaw State University

73.053-6. Self-Efficacy, Motivation, Knowledge, and Understanding. Division C - Learning and Instruction; Roundtable Session

Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: Pamela L. Whitehouse, Midwestern State University

Participants:

Examining Self-Efficacy in Learning With Technology and Media Among High School Female Students: Preliminary Review. Kristina V. Mattis, Notre Dame San Jose

Scaling Up Deep Understanding and Knowledge Building Through Collaborative Teaching. Christine Hamel, Université Laval; Therese Lafortiere, Laval University; Sandrine Turcotte, University of Quebec - Outaouais; Stephane Allaire, Université du Québec à Chicoutimi

Students Matter: Student Perceptions on the Quality Matters Rubric. Zafer Unal, University of South Florida - St. Petersburg; Aslihan Unal, Georgia Southern University; Tasar Bodur, Georgia Southern University

Development of Science Conceptual Knowledge in an Online Learning Simulation. Lisa J. Lynn, University of Illinois at Chicago; Kamila Brodowska, University of Illinois at Chicago; Scott W. Brown, University of Connecticut; Gregory P Mullin, Banker Hill Community College; Mariya Yuhymenko, University of Illinois at Chicago; Mark A. Boyer, University of Connecticut

Impact of Academic Skills on Electronic Tool Use and Gain Scores in an Online Mathematics Program. Lindy L. Crawford, Texas Christian University; Kristina Higgins, Texas Christian University; Jacqueline Hucroft-D’Angelo, Texas Christian University; Lindsay Hall, Texas Christian University

73.053-7. Understanding and Facilitating Doctoral Student Persistence. SIG-Doctoral Education across the Disciplines; Roundtable Session

Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: Tiffany J. Brown, University of Washington

Participants:

Puerto Rican Women in Pursuit of the Ph.D.: A Qualitative Analysis of Persistence. Cyndia Morales, University of Central Florida

How Faculty Can Support Doctoral Degree Completion: Advice From Former Students. Dharma Jairam, Pennsylvania State University

Seeds for Doctoral Student Success: Cultivating Identity as Writers and Researchers. Micki M. Caskey, Portland State University; Dannelle D. Stevens, Portland State University

Supporting Ed.D. Students in a Carnegie Project on the Education Doctorate-Affiliated Program Using Cycles of Action Research and Leader-Scholar Communities. Ray R. Buss, Arizona State University; Ron Zambo, Arizona State University; Debby M. Zambo, Arizona State University

73.053-8. Creativity, Complexity, and Engagement in Arts-Based Educational Research: Implications for Social Change. SIG-Arts-Based Educational Research; Roundtable Session

Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: Lori D. Ungemah, Stella & Charles Guttman Community College at CUNY

Participants:

From Connection to Analysis: Using Ethnodramatic Performance to Interpret Fieldwork. Charles F. Vanover, University of South Florida

The Power of Creativity: An Innovative Metaphor-Based Critical Literacy for Our Time. Adrian McKerracher, The University of British Columbia

Un/Desired Landscapes: Acts of Sharing and Creating Knowledge Through Site-Specific Artwork. Ruth S. Beer, Emily Carr University of Art + Design; Natalie Leblanc, The University of British Columbia

73.053-9. Biographical Accounts of Notable Women: Early Social, Cultural, and Environmental Factors. SIG-Biographical and Documentary Research; Roundtable Session

Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: Susan J. Paik, Claremont Graduate University

Participants:

Notable American Women Artists and Musicians: Childhood Traits and Environmental Factors. Winifred E. Stariha, University of Illinois at Chicago


Notable African American Women: Psychological, Family, and Environmental Factors. Karen A. Freeman, Chicago State University

Notable Asian American Women: Early Traits and Experiences. Susan J. Paik, Claremont Graduate University; Shirile Mac Mamaril Choe, Claremont Graduate University; Wendi J. Otto, Claremont Graduate University; Saya Rahm, Claremont University - Claremont Graduate University

73.053-10. Values and Identity in Environmental Education. SIG-Environmental Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: Michael Mueller, The University of Alaska - Anchorage

Participants:

Environmental Educators’ Expressions of Personal Environmental Values. Nicole Beeman-Cadwallader, Indiana University; Gayle A. Buck, Indiana University

Environmental Education 2.0: Toward a Theory of Ecologically Minded Teaching. Scott Morrison, Elon University

Exploring Subjectification Processes in Environmental Education: How Environmental Educators Come to Construct Their Environmental Identity. Catherine Hart, University of Regina; Paul Hart, University of Regina

Eco-Interplay: Adapting Ecological-Mindedness for a Standards-Based Environment. Christy M. Moroye, University of Northern Colorado; Ben Ingman, Regis University

73.053-11. War, Vulnerability, Suffering, and Being: Human Existence and Education. SIG-Philosophical Studies in Education; Roundtable Session

Convention Center, Terrace Level, Terrace III; 2:15-3:45pm

Chair: Jiwon Kim, Monmouth University

Participants:

Existential Yoga: The Educational Event of Thought Bending Back Upon Itself. Zofia Zalitowska, University of Toronto - OISE

Foucault on Foucault: Analyzing Foucault’s Genealogy of Educating for War Through His Model of War. Virginia Ann Worley, Oklahoma State University

Toward a Curriculum of Vulnerability and Blandness: Insights From
Levinas and Classical Chinese Thoughts. Jinting Wu, University of Macau
Being in School: Bringing the Ontological Difference Into Education. Doron Yosef-Hassidim, University of Toronto - OISE

73.053-12. Listening to What Children Say: Narratives in Teaching and Learning. SIG-Language and Social Processes; Roundtable Session
Convention Center, Terrace Level, Terrace III; 2:15-3:45pm
Chair: Kate T. Anderson, Arizona State University
Participants:
Narrative, Entitlement, and Storytelling in the Teaching and Learning of Science in a Fourth-Grade Classroom. David M. Bloome, The Ohio State University; Danusa Munford, Universidade Federal de Minas Gerais; Melissa J. Wilson, The Ohio State University
The Relation Between Parents' Abstract Questions, Children's Responses, and Narrative Ability. Kathryn Leech, University of Maryland - College Park; Meredith Rowe, University of Maryland
Preschoolers' Talk About Languages in Classrooms Where Teachers Don’t Talk About Languages. Katie Bernstein, University of California - Berkeley

73.054. Roundtable Session 30; Roundtable Session

73.054-1. Issues in Collaborative Teaching and Inclusion. SIG-Special Education Research; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Mary Theresa Kiely, Saint John's University
Participants:
Bright Spots and Missed Opportunities: What Coteachers in One Midwestern High School Do to Support Success in a Challenging Curriculum. Rebecca K. Shankland, Appalachian State University; Educators' Perspectives on Inclusion Prac"..."es in Public Elementary School Classrooms: The United States and Barbados. Ashley Beth MacDougal, Wheelock College; Tina M. Durand, Wheelock College
Understanding the Everyday: The Collaborative Practice of Individualized Education Program Team Members. Elizabeth S Hartmann, Lasell College
Coteaching Literacy Experiences of Greek Special Education Teachers: Implications for Collaborative Self-Study. Anastasia P. Samaras, George Mason University; Eleni Morfadi, University of Ioannina

73.054-2. The African American Learner. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Venus E. Evans-Winters, Illinois State University
Participants:
The Village-to-Higher Education Channel: A Leadership Counter,narrative to the School-to-Prison Pipeline. Gwendolyn C. Webb-Hasan, Texas A&M University - College Station
Deficit Thinking and the African American Learner. Rasheedah Farooq, Texas A&M University
Toward the Deconstruction of the So-Called Achievement Gap. Mary Figueroa-Charles, Texas A&M University - College Station
Started From the Bottom: Empowering and Liberating African American Students Through Cultural and Historical Resiliency. Lakia M Scott, University of North Carolina - Charlotte; Marcisa Watson, University of North Carolina - Charlotte; Cherese Diane Childers-McKee, University of North Carolina - Greensboro
The African American Learner: Physical Activity and Its Link to Student Achievement. Elizabeth Deuermeyer, Texas A&M University - College Station

73.054-3. Documenting the Diversity of Children's Pre-Kindergarten Learning Experiences in the United States: A Portrait Drawing From Three Nationally Representative Surveys. SIG-Early Education and Child Development; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Ann Rivera, U.S. Department of Health & Human Services
Participants:
Characteristics of Early Care and Education Programs Attended by Children Not Yet in Kindergarten: Data From the National Survey of Early Care and Education. Rupa Datta, NORC at the University of Chicago; Yasuyo Abe, Berkeley Policy Associates; Martha Zaslow, Society for Research in Child Development; Roberta Wehr, Oregon State University; Nicole Forry, Child Trends; Richard Brandon, University of Washington

73.054-4. Understanding the State of Pennsylvania's Children at Kindergarten Entry: A Stakeholder Dialogue. SIG-Early Education and Child Development; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Thomas Schultz, The Pew Charitable Trusts
Participants:
Who Are Pennsylvania Kindergarteners in 2011? Toscha J Blalock, University of Pennsylvania; Philip M. Sirinides, University of Pennsylvania; Aubrey H. Wang, Saint Joseph's University
What Are the Early Learning and Development Experiences of Pennsylvania Kindergartners? Philip M. Sirinides, University of Pennsylvania; Aubrey H. Wang, Saint Joseph’s University; Toscha J Blalock, University of Pennsylvania
How Well Prepared for Kindergarten Are Pennsylvania Children? Aubrey H. Wang, Saint Joseph’s University; Philip M. Sirinides, University of Pennsylvania; Toscha J Blalock, University of Pennsylvania
Guided Discussion Among Pennsylvania Early Education and Development Stakeholders. Thomas Schultz, The Pew Charitable Trusts

73.054-5. Social Processes in Students’ Motivation and Engagement. Division C - Learning and Instruction Cosponsored with SIG-Motivation in Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Heather S Dawson, Virginia Commonwealth University
Participants:
Academic Setting and Social Motivation: Stability and Changes of Goal Structures, Social Goals, and Engagement. Nir Madjar, Bar-Ilan University
An Investigation of Effective Dialogue Patterns in Collaborative Interactions. Muhsin Menekes, University of Pittsburgh; Micheline T.H. Chi, Arizona State University
Directive Other-Regulation in Collaborative Groups: Implications for Regulation Quality. Toni Kempter Rogat, Rutgers University - New Brunswick/Piscataway; Karlyn R. Adams-Wiggins, Rutgers University
Measuring Classroom Contexts That Support Student Participation and Learning: Applications of Social Network Analysis. Nami Shin, University of California - Los Angeles; Marsha M. Ing, University of California - Riverside; Noreen M. Webb, University of California - Los Angeles; Megan L. Franke, University of California - Los Angeles; Angela Chan Turro, University of California - Los Angeles; Jacqueline Wong, University of California - Los Angeles; Cecilia Hernandez, University of California - Los Angeles

73.054-6. Developmental Education and Community College Reform. Division J - Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Julia Cassman Duncheon, University of Southern California
Participants:
Exploring the Tensions Between State-Level Developmental Education Policy and Institutional Implementation: A Case Study of Virginia. Mark Duffey, Research for Action; James Jack, Research for Action; Elizabeth Park, Research for Action
Higher Standards in Higher Education: Developmental Education Trends and Variations Across Texas. Jessica Ann Brown, The University of Texas - Austin; Celeste Alexander, The University of Texas - Austin
Mixed-Methods Dissertation Design Challenges and Opportunities: A Sequential, Explanatory Approach to Studying Students’ 2/4 Transfer. Robin R. Lasota, University of Illinois at Urbana Champaign
Strengthening Developmental Education Reform: Evidence on Implementation Efforts. Maria S Cormier, Teachers College, Columbia University; Susan Bickersstaff, Teachers College, Columbia University;
73.054-7. Disability and Higher Education. Division J - Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Robin Matross Helm, American Council on Education
Participants:
University Adjustment and the Broad Autism Phenotype. Dominic Angelo Trevisan, Simon Fraser University; Elina Birmingham, Simon Fraser University
Exploring the Personal, Familial, Academic, and Environmental Factors That Predict the College Choices of Students With Disabilities. Amanda L. Nolen, University of Arkansas at Little Rock; Jim Vander Putten, University of Arkansas at Little Rock; Rascheel S. Hastings, University of Arkansas at Little Rock

73.054-8. How Organizational Finances Shape Higher Education Outcomes. Division J - Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Constance Ilo, University of Southern California
Participants:
How Do Institutional Expenditures Affect Students’ Graduation Rates? Exploring the Differences by Institutional Control and Selectivity. Ximeng Tong, University of Michigan
Learning From Closed Institutions: Indicators of Risk for Small Private Colleges and Universities. Dawn Elise Lyken-Segosebe, Vanderbilt University; Justin Shepherd, Vanderbilt University
From Doctoral Studies to Employment: Does Source of Financial Support Matter? Jarrett B. Warshaw, University of Georgia; Karen Webber, University of Georgia

73.054-9. Identity Matters in Leadership: Aspects of Race, Gender, and Culture. Division J - Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Shuai Li, University of California - Los Angeles
Participants:
A Mixed-Methods Perspective on Latino Male Leadership Development in Postsecondary Education. Gina Ann Garcia, University of Pittsburgh; Adrian H. Huerta, University of California - Los Angeles
African American Male Student-Athletes Compulsive Prescribed Identities as “Underprepared” Freshmen and Adopt Literacy Identities. Rossina Zamora Liu, University of Iowa
Cognitive Skills Development Among International Undergraduate Students at Research Universities in the United States. Young K. Kim, Azusa Pacific University; Michael Iorio, Loma Linda University; Christie Curtis, Biola University; Edwin Romero, Mt. San Antonio College; David Edens, Cal Poly Pomona
Hookups and Hang-Ups in the Virtual Age: Gender and the (New) Sexual Politics in College. Jason Laker, San José State University; Erica Misako Boas, University of California - Berkeley

73.054-10. Is Substantive Significance of Any Significance and Substance? Important Quantitative Data Considerations. Division J - Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Thomas F. Nelson Laird, Indiana University
Participants:
A Difference-in-Difference Analysis of Guaranteed Tuition Policies and Higher Education Enrollments and Completions. Tyler Kearney, University of Illinois at Urbana-Champaign; Jennifer A. Delaney, University of Illinois at Urbana-Champaign
Improving Student Retention Using a Data Mining Approach for First-Time-in-College (FTIC) Students. Yi Zhang, Nova Southeastern University; Carmel D. Joseph, Nova Southeastern University
The Impact of Grant Aid on Low-Income Asian American Pacific Islander Community College Students: Preliminary Findings From an Experimental Design Study. Loni Bordoloi Pazich, New York University; Cynthia Maribel Alcantar, University of California - Los Angeles; Margary Martin, Brown University; Robert T. Teranishi, New York University

73.054-11. Labor Market Outcomes of Postsecondary Education. Division J - Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Bradley Curs, University of Missouri - Columbia
Participants:
Do Students’ College Majors Respond to Changes in Wages? Mark C. Long, University of Washington; Dan Goldhaber, University of Washington; Nicholas Chandler-Klein, University of Washington
The Returns to a Community College Education for Developmental Education Students. Michelle Hodara, Education Northwest; Xi Xu, Teachers College, Columbia University
Way Station or Launching Pad? Unpacking the Returns to Postsecondary Vocational Programs in Tennessee. Celeste K Carruthers, The University of Tennessee; Thomas Sanford, St Cloud State University
Recruiting High-Performing Candidates to the Teaching Profession. Zipporah Libman, Kibbutzim College of Education
What’s It Worth? A Nuanced Evaluation of the Pecuniary Value of Graduate Degrees. Denisa Gandara, University of Georgia - Athens; Robert Kevin Toutsoukian, University of Georgia

73.054-12. Understanding Students’ Racialized Experiences in and Through Higher Education. Division J - Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Stephen L. Hazel, George Mason University
Participants:
Racial Symbolism on Campus: The Experiences of Black Male Collegians at Predominantly White Institutions. Royel Johnson, The Ohio State University - Columbus; Terrell Lamont Strayhorn, The Ohio State University
Investigating the Impact of Racially Biased Incidents on Culture and Climate Indicators Across Targeted and Nontargeted Groups. Fanny P. Yeung, University of California - Los Angeles; Marc P. Johnston, The Ohio State University
“I Never Thought I Was Gonna Do Anything Else”: Examining the College-Going Motivation Patterns of Black Immigrant and Native-Born Students. Chrysalis George Mwangi, University of Maryland - College Park; Nina Daoud, University of Maryland - College Park; Kimberly Griffin, University of Maryland
El cuidado de hermanos: Adapting an Ethics of Care in Support of Latino Male Educational Mobility. Jason Rivera, Montgomery College

73.054-13. Teacher Observation, Evaluation, and Performance. Division A - Administration, Organization and Leadership; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Dumari Paris, Lamar University
Participants:
A Qualitative Exploration of Principal Observation of and Feedback for Middle School Mathematics Teachers. Jessica Rigby, Vanderbilt University - Peabody College; Charlotte Jean Munoz, Vanderbilt University; Paul A. Cobb, Vanderbilt University; Thomas M. Smith, Vanderbilt University
Principal and Teacher Sense-Making in Teacher Evaluation Reform: Evidence From Connecticut. Morgan L. Donaldson, University of Connecticut; Rachael Gabriel, University of Connecticut; Sarah L. Woulfin, University of Connecticut; Kimberly L’Chassue, University of Connecticut; Richard Gonzales, University of Connecticut; Aliza Makuch, University of Connecticut
Teacher Effectiveness Observation Data and New Policies for Teacher Contracts: Changing Roles for Principals and the Central Office. Ellen B. Goldring, Vanderbilt University; Timothy Drake, Vanderbilt University; Christine M. Neuenski, Vanderbilt University - Peabody College; Patrick Schuermann, Vanderbilt University; Mollie Rubin, Vanderbilt University; Jason A. Grissom, Vanderbilt University; Marisa A. Cannata, Vanderbilt University
The Moderating Effect of Leadership Style in the Relation Between Teacher Accountability Disposition and Work Performance. Zehava Rosenblatt, University of Haifa; Adva Pinyan, University of Haifa
Principal Observation and Feedback: Leading Toward Improvement in Ambitious Mathematics Instruction. Jessica Rigby, Vanderbilt University - Peabody College; Adrian Mohamed Larbi-Cherif, Vanderbilt University; Brooks A. Rosengquist, Vanderbilt University; Charlotte Jean Munoz, Vanderbilt University; Paul A. Cobb, Vanderbilt University; Thomas M. Smith, Vanderbilt University

73.054-14. Quantitative Approaches to Learning in the Arts. SIG-Arts and Learning; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: James W. Bequette, University of Minnesota
Participants:
The Importance of Arts-Related Information and Communication Technology Use in Problem Solving and Achievement. Gregory Arief D. Lien, National Institute of Education - Nanyang Technological University; Andrew J. Martin, The University of Sydney; Michael Anderson; Robyn Gibson; David Sudmalis
What Matters Most: The Impact of Arts Achievement and Participation on the Academic Achievement of Children and Adolescents. Peter J. Gouzouasis, The University of British Columbia; Martin Guhn, The University of British Columbia; J. Scott Goble, The University of British Columbia

SIG-Critical Educators for Social Justice; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Ranjan K. Dutta, University of Saskatchewan
Participants:
Action Plans to Enhance School and Community Partnerships for English Language Learners: Addressing Issues of Social Justice. Andrea Marie Tovar, Arizona State University; Margarita Jimenez-Silva, Arizona State University
Broken Windows and Catching Frogs: Multiple Forms of Community Activism That Prompted School Finance Reform. Erin Atwood, Texas Tech University
Critical Youth Empowerment: Cultural Identity and Relationship Development in Mentoring and Service-Learning Programs. Sheri Carmel Hardee, University of North Georgia; Candace Marie Thompson, University of North Carolina - Wilmington; Louise B. Jennings, Colorado State University; Noorjehan Kelsey Brantmeier; James Madison University

73.054-16. The Value of the Role of the Community in Enhancing Parent Involvement Practices at Home and School.
SIG-Family, School, Community Partnerships; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Ereka R. Williams, North Carolina Agricultural and Technical State University
Participants:
Improving Students’ Cultural Capital Through Business-University-School Collaboration. Jiawei Zhang, The Chinese University of Hong Kong; Chishing Chiu, The Chinese University of Hong Kong
Recentering Community Knowledge and Strategies in Family-School-Community Collaborations: Coconstructing Contextually Relevant Pathways for Youth. Joyce Mahler Duckles, University of Rochester; Wallace Smith, NorthEast Area Development; Joel Gallegos Greenawich, University of Rochester - Warner School; Brittany Calvin, NorthEast Area Development; Tashara Smalls, NorthEast Area Development
Redefining Intellectuals in the Production of Knowledge: An Alternative Research Paradigm for Community Partnership and the University. Lynette Parker, University of California - Berkeley; Charlene Reid, University of Pennsylvania

73.054-17. Race, Gender, and Leadership.
SIG-Research Focus on Black Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Donna Marie Johnson, Tulane University
Participants:
First-Year Mentoring Experience of African American Principals. Wafa Hocien, Virginia State University; Randolph Mitchell, Virginia State University
African American Females in Senior-Level Executive Roles Navigating Predominately White Institutions: Experiences, Challenges, and Strategies for Success. Stella L. Smith, The University of Texas - Austin
British Asian Women and the Costs of Higher Education in England. Kalwant Bhopal, University of Southampton
Exemplary Leaders in Higher Education: A Focus on Academic Deans at a Historically Black University. Comfort O. Okpala, North Carolina A&T State University; Helene Cameron, North Carolina A & T State University; Amon Okey Okpala, Fayetteville State University

73.054-18. PCs in the Himalayas and iPads on the Reservation: Impact of Technology on Learning Within Cultures.
SIG-Instructional Technology; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Sameer Honwad, New York University
Participants:
Sharing Place: The Virtual Watershed. Anne L. Kern, University of Idaho
EcoMOBILE: Augmented Reality Supports Scientific Data Interpretation Skills by Engaging Students in Authentic Data Collection in Their Local Communities. Amy M. Kamaraiaen, New York Hall of Science; Shari J. Metcalf, Harvard University; Christopher J. Dede, Harvard University
Using Google Earth and Google Maps to Engage Students Relearning Indigenous Science and Engineering. Laura Anne Laumaiti, University of Idaho

73.054-19. Science Education in Higher Ed.
SIG-Science Teaching and Learning; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Tia Cintreia Madkins, University of California - Berkeley
Participants:
Determining the Depth of an Introductory Undergraduate Research Experience. Brittany D Smith, Middle Tennessee State University; Jennifer Yance; Ginger Rowell, Middle Tennessee State University; Thomas Cheatham, Middle Tennessee State University; Chris Stephens, Middle Tennessee State University
Factors Contributing to Problem-Solving Performance in First-Semester Organic Chemistry. Enrique Lopez, University of Colorado - Boulder; Kiruthiga Nandagopal, Stanford University; Richard J. Shavelson, SK Partners & Stanford University
University-Based Researchers’ and Teacher-Researchers’ Perspectives on Developing Curriculum Materials and Teaching Climate Change. Anita Roychoudhury, Purdue University; Daniel P. Shepardson, Purdue University; Andrew Hirsch, Purdue University; Joel Wilson, Rossville Middle School; Nicole Goodwine, Jefferson High School; Sara Top, Purdue University
Investigating Overt Use of Multiple Representations to Improve Learning in University Physics. Yen-Ruey Kuo, Curtin University; David F. Treagust, Curtin University; Miyeh Won, Curtin University; Salim Siddiqui, Curtin University; Marjan Zadnik, Curtin University
Supporting Student Interest and Domain Identification in Science Majors: Faculty Perceptions of First-Year College Students’ Domain Identification and Interest Development. Chloe Ruff, Gettysburg College; Brett D. Jones, Virginia Tech

73.054-20. Classrooms of the Future.
SIG-Technology as an Agent of Change in Teaching and Learning; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Corinne Hyde, University of Southern California
Participants:
Opportunities to Learn in Digital Education: Looking Inside the Black Box of Instruction. Andrea J. Bingham, University of Southern California; Stacey Krueger, University of Southern California; Patricia Burch, University of Southern California
Student Learning or Instruction? How Preservice Teachers Integrate Technology in the Classroom. Cynthia Clark, University of Nevada - Las Vegas; Shaoan Zhang, University of Nevada - Las Vegas; Neal Studler, University of Nevada - Las Vegas
High- Possibility Classrooms: A Model for the Future. Jane Louise Hunter, University of Western Sydney

SIG-Computer and Internet Applications in Education; Roundtable Session
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Tuesday Morning, April 8, 2014

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Vanessa Hambler Kenon, The University of Texas - San Antonio
Participants:
New Learning Times: There’s an App for Reporting on the Shifting Learning Landscape. *Ihan Hsiao*, EdLab, Teachers College, Columbia University; *Shuguang Han*, University of Pittsburgh; *Hui Soo Chae*, Teachers College, Columbia University; *Gary J. Natriello*, Teachers College, Columbia University
Structural Equation Modeling of an Extended Technology Acceptance Model Measuring Student Acceptance of University Web Portals. *Nafsaniath Fatema*, Auburn University; *Margaret E. Ross*, Auburn University; *Maria Martinez Witte*
Computer and Internet in Primary Mathematics and Science Education and Their Relationship With Student Achievement. *Birgit Eickelmann*, University of Paderborn, Germany; *Mario Vennemann*, University of Paderborn; *Julia Gerick*, Institute for School Development Research /TU Dortmund University; *Ramona Lorenz*, Institute for School Development Research/TU Dortmund University
Examining Teachers’ Use of iPads: Comfort Level, Perception, and Use. *Min Liu*, The University of Texas - Austin; *Cesar Chavez Navarrete*, The University of Texas - Austin; *Rob Scordino*, The University of Texas; *Yujung Ko*, The University of Texas - Austin; *Mihyun Lim*, The University of Texas - Austin
Web 2.0 and Emerging Communication Technologies in Community College Libraries. *Nancy Simmons Golz*, Saint Marys College; *Sawako Suzuki*, Saint Mary’s College of California

73.054-22. Access, Transitions, and Social Class, Division J - Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: *Victoria M. MacDonald*, University of Maryland - College Park
Participants:
Is College Enough? The Influence of Socioeconomic Background on the College-to-Work Transitions of High-Ability Students. *Matt Giani*, The University of Texas - Austin
Transfer Access to Selective Four-Year Institutions Among Community College Students: A Multilevel Analysis of Student and Institutional Characteristics. *Xueli Wang*, University of Wisconsin - Madison

73.054-23. Leadership at Multiple Levels, Division J - Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: *Brian Adam Rodriguez*, University of Southern California
Participants:
Why College Presidents Leave Their Positions. *Michael S. Harris*, Southern Methodist University
Construed Worlds of Community College Administrators. *Michael J Hoggatt*, Saddleback College; *John S. Levin*, University of California - Riverside
Higher Education Leadership Diversity Perceptions, Race, and Objectivity. *Victoire Chochezi*, Drexel University
The Strained Relationship Between Public Systems of Higher Education and Flagship Universities. *Raquel M. Rall*, University of Southern California; *William G. Tierney*, University of Southern California

Pragmatism and Agential Realism: Harmonics That Inform Thinking About Ontology in Qualitative Inquiry. *Becky M. Atkinson*, The University of Alabama - Tuscaloosa
Simondon’s Transduction: An Alternative to the Deductive/Inductive Binary. *Susan Naomi Nordstrom*, The University of Memphis
Writing Visually Through (Methodological) Events and Cartography. *Jasmine Ulmer*, University of Florida; *Mirka E. Koro-Ljungberg*, University of Florida

73.054-26. Critical Race Theory and a Transfer-Receptive Culture: Examining the University of California, Los Angeles, Center for Community College Partnerships, Division J - Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: *Dimpal Jain*, California State University - Northridge
Participants:
Toward a Critical Perspective of Transfer: An Exploration of the University of California, Los Angeles, Center for Community College Partnerships Summer Intensive Transfer Experience Plus (SITE+) Program. *Dimpal Jain*, California State University - Northridge; *Iris Lucero*, University of California - Los Angeles; *Alfred Herrera*, University of California - Los Angeles; *Santiago Bernal*, University of California - Los Angeles; *Daniel Gilbert Solorzano*, University of California - Los Angeles
Understanding the Cultural and Social Capital of Latina/o Transfer Students. *Llanet Martin*, University of California - Los Angeles
Inactive Transfer Students: Investigating the Transfer Gaps Within the University of California, Los Angeles, Center for Community College Partnerships SITE Program. *Christine Vega*, University of California - Los Angeles

Monday, 4:30 pm

AERA Related Activities

74.010. AERA-World Education Research Association Executive Committee Meeting, AERA Related Activities; Board Meeting
Marriott, Fourth Level, Franklin 3; 4:30-7:00pm

Tuesday, 7:00 am

AERA Related Activities

75.010. AERA Grants Program Dissertation Grantee Capstone Conference (Day 2 of 2), AERA Related Activities; Workshop
Marriott, Fourth Level, Franklin 1; 7:00-11:30am
Chairs: *George L. Wimberly*, American Educational Research Association; *Jacquelynne Eccles*, University of California - Irvine

Tuesday, 8:30 am

AERA Related Activities

76.010. AERA-World Education Research Association Meeting, AERA Related Activities; Council Meeting
Marriott, Fourth Level, Franklin 2; 8:30am to 5:00pm