51.058. Writing and Literacies SIG Business Meeting. SIG-Writing and Literacies; Business Meeting
Convention Center, 100 Level, 119A; 6:30-8:30pm
Chair: Leslie S. Cook, Appalachian State University
Participant: Peter Smagorinsky, University of Georgia

Sunday, 8:00 pm

Division Sessions

52.010. University Council for Educational Administration, Division A, Division L, and SAGE Publications Joint Reception. Division A - Administration, Organization and Leadership; Reception
Marriott, Third Level, Liberty AB; 8:00-10:00pm

Sunday, 7:00 am

Governance Meetings and Events

53.001. AERA Research Advisory Committee: Closed Meeting. AERA Governance; Governance Session
Marriott, Third Level, 303; 7:00-10:15am
Chair: Neal D. Finkelson, WestEd

Sunday, 8:00 am

Professional Development Courses

54.010. Doing Qualitative Research: A Course for Beginners. Professional Development and Training Committee; Professional Development Course
Marriott, Fifth Level, Grand Ballroom B; 8:00am to 12:00pm
Instructors: Erin McNamara Horvat, Temple University; Bradley W. Bergey, Dallhousie University; Ginger Rae McCartney, Temple University; Erin Cassar, Temple University; Myla Bianca Morris, Community College of Philadelphia; Erin Elizabeth Rooney, Temple University

54.011. Educational Neuroscience: Methods and Applications. Professional Development and Training Committee; Professional Development Course
Marriott, Fifth Level, Grand Ballroom C; 8:00am to 12:00pm

54.012. Mapping Your Educational Research: Putting Spatial Concepts Into Practice With GIS. Professional Development and Training Committee; Professional Development Course
Marriott, Fifth Level, Grand Ballroom E; 8:00am to 12:00pm
Instructors: Mark Hogrebe, Washington University in St. Louis; Douglas E. Geverdt, U.S. Census Bureau; Joseph Kerski, Environmental Systems Research Institute, Inc.

54.013. Propensity Score Matching Using R. Professional Development and Training Committee; Professional Development Course
Marriott, Fifth Level, Grand Ballroom D; 8:00am to 12:00pm
Instructors: Haiyan Bai, University of Central Florida; Wei Pan, Duke University; Christopher M. Swoboda, University of Cincinnati

Sunday, 8:15 am

Governance Meetings and Events

55.001. AERA Annual Meeting Policies and Procedures Committee: Closed Meeting. AERA Governance; Governance Session
Marriott, Third Level, 306; 8:15-10:15am
Chair: David J. Flinders, Indiana University

55.002. AERA Committee on Scholars of Color in Education Awards Presentation and Business Meeting: Open Meeting. AERA Governance; Governance Session

Marriott, Third Level, Liberty C; 8:15-9:45am
Chair: Kimberley Gomez, University of California - Los Angeles

AERA Related Activities

55.010. AERA Web Content Management System Training for Division and SIG Web Managers: Session 2. AERA Related Activities; Workshop
Convention Center, 100 Level, 102B; 8:15-9:45am
Chair: Tracy Young, American Educational Research Association

Presidential Sessions

55.011. Fostering Innovation in Educational Reform: The Promise and the Peril. AERA Presidential Session
Convention Center, 200 Level, 201A; 8:15-9:45am
Chair: Brian Adam Rodriguez, University of Southern California
Participants: William G. Tierney, University of Southern California; Jeannie Oakes, Ford Foundation; David C. Berliner, Arizona State University

55.012. Linking Theory, Research, and Practice to Improve STEM Undergraduate Education. AERA Presidential Session Cosponsored with AERA Sessions
Convention Center, 200 Level, 201A; 8:15-10:15am
Chairs: Ann E. Austin, Michigan State University; Susan Singer, National Science Foundation
Participants: Stephen Barkanic, Business-Higher Education Forum; Anthony S. Bryk, The Carnegie Foundation for the Advancement of Teaching; James S. Fairweather, Michigan State University; Cynthia Finelli, University of Michigan; Robert D Mathieu, University of Wisconsin - Madison; William R. Penuel, University of Colorado - Boulder; Ann E. Austin, Michigan State University

55.013. New Initiatives to Improve Undergraduate Success. AERA Presidential Session
Convention Center, 200 Level, 201C; 8:15-9:45am
Chairs: Richard B. Arum, New York University; Josipa Roksas, University of Virginia
Participants: Daniel Greenstein, Bill & Melinda Gates Foundation; Carol Schneider, American Association of Colleges and Universities; David Longanecker, Western Interstate Council on Higher Education; Ed Klonski, Charter Oak State College

AERA Sessions

55.014. AERA Early Career Award (2013) Lecture: Michael Bastedo. AERA Sessions; Invited Session
Convention Center, 200 Level, 202A; 8:15-9:45am
Speaker:
Cognitive Repairs in the Admissions Office: New Strategies for Improving Equity and Excellence at Selective Colleges. Michael Bastedo, University of Michigan

55.015. Vale Susan E Noffke: ‘Person Holding Door’. AERA Sessions; Invited Session
Convention Center, 100 Level, 108A; 8:15-9:45am
Chair: Marilyn Cochran-Smith, Boston College
Participants: Kenneth M Zeichner, University of Washington; Mary L. Brydon-Miller, University of Cincinnati; Ana Maria Sierra-Pineda, Universidad de Antioquia; Marie T. Brennan, Victoria University, Melbourne; David W. Hursh, University of Rochester

Committee Sessions

55.016. Division G Fireside Chat. Making the Implicit Explicit: Navigating the Academy. Graduate Student Council Cosponsored with Graduate Student Council, Division G - Social Context of Education; Invited Session
Convention Center, 100 Level, 112B; 8:15-9:45am
Chair: Kristi Lynn Donaldson, University of Notre Dame; Sakeena G. Everett, Michigan State University
Participants: Bryan McKinley Jones Brayboy, Arizona State University; Alison E. Leonard, Clemson University; Jeong-Eun Rhee, Long Island University - C.W. Post Campus; Mariana Pacheco, University of Wisconsin - Madison; Beth C. Rubin, Rutgers University

Convention Center, 100 Level, 126A; 8:15-9:45am
Chair: Marisa A. del Campo, University of Connecticut
Participants: David O. Stovall, University of Illinois at Chicago; Michelle Fine, The Graduate Center - CUNY; Julio Cammarota, The University of Arizona

International Organization Sessions

55.018. Technology and the 21st-Century Learner: Canadian Association for Educational Psychology Invited Symposium. Canadian Society for the Study of Education; Invited Session
Convention Center, 100 Level, 107B; 8:15-9:45am
Participants:
Put Their Learning in Their Hands: Student-Led Pedagogy Through Mobile Technology. Julie L. Mueller, Wilfrid Laurier University; Karin Archer, Wilfrid Laurier University; Eileen J. Wood, Wilfrid Laurier University; Domenica DePasquale, Wilfrid Laurier University
Science Computer-Simulated Laboratory Assessment. Man-Wai Chu, University of Alberta; Jacqueline P. Leighton, University of Alberta
Perceptions of Assistive Technology: Insights From Students With Learning Disabilities and Their Parents. Gabrielle D. Young, Memorial University; Jacqueline A. Specht, University of Western Ontario
Using Technology-Rich Learning Environments as a Platform for Assessment and Instruction in the Medical Tutoring Domain. Susanne P. Lajoie, McGill University; Eric G. Poitras, McGill University

Division Sessions

55.019. Leadership in a Global Context (Part 1). Division A - Administration, Organization and Leadership; Paper Session
Convention Center, 100 Level, 115A; 8:15-9:45am
Chair: Jill Bradley-Levine, University of Indianapolis
Participants:
Competencies for School Leadership: A Comparative Analysis of American and Chinese Principals’ Perceptions. Jinyi Li, California State University - Northridge; Zhixin Su, California State University - Northridge
Understanding Leadership Effects on a School Improvement Initiative in Chile. Michael Patrick O’Malley, Texas State University; Sarah W. Nelson, Texas State University - San Marcos; Claudio Jaramillo; Mabel Diaz
What Makes an Instructional Leader? A Study of Chilean Elementary Schools. Joseph J. Flessa, University of Toronto - OISE; Javiera Marfan, Fundacion Chile; Stephen E. Anderson, University of Toronto
Discussant: Jeffrey S. Brooks, University of Idaho

55.020. Reshaping Educational Practice for Improvement: How Schools Mediate and Enact Government Reforms. Division A - Administration, Organization and Leadership; Symposium
Convention Center, 100 Level, 102A; 8:15-10:15am
Chair: Stephen L. Jacobson, University at Buffalo - SUNY
Participants:
Toward a Three-Level Analysis of Policy Influences on School Leadership. Jeffrey V. Bennett, The University of Arizona; Jill P. Kayama, College of Education, University of Arizona; Rose M. Yimaki, The University of Arizona
Reshaping Educational Practice for Improvement in England: How Successful Secondary Schools Enact Policies. Qing Gu, University of Nottingham; Christopher W. Day, University of Nottingham; Paul Armstrong, University of Nottingham
How Do School Leaders in Hong Kong Shape Policy Enactment? Allan David Walker, The Hong Kong Institute of Education; Darren A. Bryant, Hong Kong Institute of Education; James Y.O. Ko, Hong Kong Institute of Education
Educational Leadership Practice for Improvement: How Schools Understand and Reformulate Government Reforms. Olof Johansson, Umeå universitet; Elisabet Nhïfors, Uppsala University
Against the Tide: Enacting Respectful Student Behavior Polices in “Get Tough” Times. Anna M. Sullivan, University of South Australia; Bruce Raymond Johnson, University of South Australia
Discussant: Stephen J. Ball, Institute of Education - London

55.021. The Impact of School Leaders on Teacher Work and Work Conditions. Division A - Administration, Organization and Leadership; Paper Session
Convention Center, 100 Level, 115B; 8:15-9:45am
Chair: Dorothy Faye Garrison-Wade, University of Colorado - Denver
Participants:
Breaking Down the Impact of School Leadership on Working Conditions and Teacher Turnover. Rebecca Wolf, University of Maryland; Thomas Edward Davis, University of Maryland
Leadership Matters: A Study on Teacher Classroom Implementation and Practices in K-12 STEM Professional Development. Peiyi Liu, Teachers College, Columbia University; Charles K. Kinzer, Teachers College, Columbia University; Susan Lowes, Teachers College, Columbia University
Principal-Teacher Power Relationship Revisited: A National Study Based on Principals’ Perception. Jiangang Xia, Western Michigan University; Jianping Shen, Western Michigan University
The Relationship Between Leadership Practices and Teachers’ Fidelity of Implementation of a Curricular Intervention. Lisa Hall Foster, Harvard University
The Role of the Principal: The Difference Between High- and Low-Achieving, High-Needs Schools. Sheila Johnson, Dowling College; David Martz, Dowling College; David Byer-Tyer, Dowling College; Theodore Fulton, Dowling College; Elsa-Sofia Morote, Dowling College; Albert F. Inserra, Dowling College
Discussant: Gwendolyn C. Webb-Hasan, Texas A&M University - College Station

55.022. Black Bodies: Visuality, Discourse, and Antiracist Justice. Division B - Curriculum Studies; Paper Session
Convention Center, 100 Level, 119A; 8:15-9:45am
Chair: Crystal T. Laura, Chicago State University
Participants:
Putting Race on the Table, but It Spoils: Professional Pedagogy and Desegregation Policy. Tanetha J. Gosland, Morgan State University; Sharon I. Radd, St Catherine University
Race, African American Youth, and the Neoliberalist Moment. Darryl Hall, Indiana University - Bloomington
Transnational Black Youth Theorizing Justice for Trayvon(s): Implications for Curriculum Theory and Practice. Chike McLoyd, University of Pennsylvania
Discussant: Jameel K. Donnor, College of William and Mary

55.023. Curriculum Studies and Historicizing the Present: The Political and the Pragmaticity of Practical Knowledge. Division B - Curriculum Studies; Symposium
Marriott, Fourth Level, Franklin 12; 8:15-10:15am
Chair: Thomas S. Popkewitz, University of Wisconsin
Participants:

True Grit? Notions of Numbers and Mind in Making “Grit” a Scientific Object. Christopher Mark Kirchgasler, University of Wisconsin-Madison

The Practices in Making Practice: Historicizing the Realizations of a Concept as “Useful” and Real. Thomas S. Popkewitz, University of Wisconsin


The Subject-ivity of Photographs: Contouring the Retina and the Indigena. Ligia L. Lopez, University of Wisconsin - Madison

Teaching and Affect. Nancy L. Lesko, Columbia University, Teachers College

Contexts Are a Matter of Concern: Problematizing Context in Education Research. Jamie Ann Kowalczyk, Pontifical University of St. Thomas Aquinas

Discussants: William F. Pinar, The University of British Columbia; Michael A. Peters, The University of Waikato


Discussant: Mary Louise Hemmeter, Vanderbilt University

55.027. Fostering Student Awareness of Literacy Strategies and Processes. Division C - Learning and Instruction; Paper Session

Marriott, Fifth Level, Grand Ballroom I; 8:15-9:45am

Chair: Janine M. McIlheran, Diocese of Arlington

Participants:

Learning to Integrate Text and Picture in Producing Illustrated Science Texts Through Eye-Movement Modeling. Lucia Mason, University of Padova; Caterina Tornatara, University of Padua; Patrik Pluchino, University of Padova

The Contribution of Morphological Awareness to Reading Beyond Decoding, Vocabulary, and Processing Artifacts. Teixeira Clark, University of Washington; Deborah E. Mccutchen, University of Washington

Challenges of Generating Main Ideas: Patterns and Interactions With Complex Texts. Leah Ann Teeters, University of Colorado - Boulder; Amy Lynn Boele, University of Colorado - Boulder; Alison Gould Boardman, University of Colorado - Boulder; Janette K. Klingner, University of Colorado - Boulder

How Useful Is the Think-Aloud Protocol as a Tool for the Diagnostic Classroom Assessment of High School Students’ Writing? Insights From Teachers’ and Students’ Experiences. Sarah W. Beck, New York University; Lorena Llosa, New York University; Alyssa Trzeszkowski-Giese, New York University; Kristin Black, New York University


Discussant: Steven Richard Yussen, University of Minnesota - Twin Cities

55.028. Metacognition, Collaboration, and Response: Innovative Approaches to Building Literacy. Division C - Learning and Instruction; Paper Session

Marriott, Fourth Level, 413; 8:15-9:45am

Chair: Malalyna Bernstein, West Virginia University

Participants:

Leveraging High School Students’ Empathic Responses to Literature: Speaking and Listening for the 21st Century. James S. Chisholm, University of Louisville; Bethany L. Keller, University of Louisville

Examining the Effects of Adapted Peer Tutoring on Social and Language Skills of Young English Language Learners. Yuoying Xu, Virginia Commonwealth University; Mary Ellen Huennekens, Virginia Commonwealth University

Exploring the Writing Patterns of Elementary School Students as a Function of Their English Proficiency. Jo Kyoung Hwang, University of California - Irvine; Penelope Collins, Binbin Zheng, University of California - Irvine; Mark Warschauer, University of California - Irvine

Negotiating Graphic Novels: An Analysis of Expert Readers’ Metacognitive Strategies. Laura M. Jimenez, Boston University

“Let’s Check the Glossary”: How English Learners Coconstruct Vocabulary Knowledge in Peer-Tutoring Reading Discussions. Melinda E. Martin-Beltran, University of Maryland - College Park; Johanna Tigert, University of Maryland - College Park; Megan Madigan Peery, University of Maryland; Rebecca Deffes Silverman, University of Maryland - College Park; Stephanie Guthrie, University of Maryland - College Park; Anna Meyer, University of Maryland - College Park

Discussant: Emily Duvall, Boston College

55.029. Strategies to Improve Metacognition. Division C - Learning and Instruction; Paper Session

Convention Center, 100 Level, 113C; 8:15-9:45am

Chair: Marcela Borge, The Pennsylvania State University

Participants:

Effects of Diagram Completion on Monitoring Accuracy When Learning Cause-and-Effect Relations From Science Texts. Mariette H Van Loon, Maastricht University; Anique De Bruin, Erasmus University; Tâmara Van Gog, Erasmus University; Jeroen J.G. Van Merrienboer, Maastricht University; John Dunlosky, Kent State University

Study Strategies Improve Metacomprehension Accuracy. Celeste Pilegdel, University of Nebraska - Lincoln; Christopher Mark Kirchgasler, University of Wisconsin-Madison; John Dunlosky, Kent State University

Discussant: John Dunlosky, Kent State University; Christopher Mark Kirchgasler, University of Wisconsin-Madison; Jason O. Nyberg, Oregon State University

55.026. Efficacy of an Intervention Synthesizing Scaffolding Designed to Promote Self-Regulation With an Early Mathematics Curriculum. Division C - Learning and Instruction; Symposium

Convention Center, 100 Level, 113B; 8:15-9:45am

Chair: Douglas H. Clements, University of Denver

Participiants:

Approaches to Incorporating Late Pretests in Experiments. Faith Unlu, Abt Associates Inc.; Douglas H. Clements, University of Denver


Discussant: Alexander Renkl, University of Freiburg

55.025. Different Perspectives on the Role of Explanation and Exploration in Learning. Division C - Learning and Instruction; Symposium

Marriott, Fourth Level, Franklin 6; 8:15-9:45am

Chair: Bethany Rittle-Johnson, Vanderbilt University

Participiants:

Direct Instruction: More Than Meets the Eye. Patrick Shafto, University of Louisville

The Unique and Selective Effects of Explanation and Exploration on Learning in Early Childhood. Cristine H Legare, The University of Texas Austin; Tania Lombrozo, University of California - Berkeley

Learning From Explanation: The Timing and Source of Explanations for Learning Early Algebra. Bethany Rittle-Johnson, Vanderbilt University; Emily Ruth Fye, Vanderbilt University; Abbey M. Loehr, Vanderbilt University; Michael Robert Miller, Vanderbilt University


Discussant: Alexander Renkl, University of Freiburg
55.030. The Impacts of Knowledge and Beliefs on Achievement in Mathematics. Division C - Learning and Instruction; Paper Session

Chair: Melissa C. Gilbert, Santa Clara University

Participants:


Fraction Knowledge Predicts Algebra Performance and Learning. Julie L. Booth, Temple University; Kristie Jones Newton, Temple University; Laura K Twist-Garrity, Temple University

Negative Numbers: Are They Harder to Represent Than Positive Numbers? Laura K Twist-Garrity, Temple University; Julie L. Booth, Temple University

How Does an Affective Self-Regulation Program Promote Mathematical Problem Solving in Young Students? Bracha Kramarski, Bar-Ilan University; Meirav Tzohar-Rozen, Bar-Ilan University

Attitude, Self-Concept, and Students’ Math Achievement: A Study Based Upon TIMSS (Trends in International Mathematics and Science Study) 2011 in Hong Kong. Shi Zhu, University of Virginia; Jiawong Zhao, Nanjing Normal University

Discussant: Scott C. Marley, Arizona State University - Tempe

55.031. Thriving Teachers, Thriving Students: New Directions for Promoting Teacher Effectiveness. Division C - Learning and Instruction; Symposium

Chair: Nancy E. Perry, The University of British Columbia

Participants:

Are Teachers Born or Made? Linking Teachers’ Personality and Self-Efficacy With Effective Teaching. Rob Klassen, University of York; Virginia Man Chung Tze, University of Alberta

Teachers’ Well-Being, Motivation, Job Satisfaction, and Organizational Commitment: An Explanatory Model Based in Self-Determination Theory. Rebecca J. Collie, University of New South Wales; Nancy E. Perry, The University of British Columbia; Jenna D. Shapka, The University of British Columbia

Early-Career Mathematics and Science Teachers’ Emotion and Emerging Teacher Identities. Paul A. Schutz, The University of Texas - San Antonio; Sharon L. Nichols, The University of Texas - San Antonio; Kimberly Bilica, The University of Texas - San Antonio; Kelly A. Rodgers, City University of New York

Teacher Leadership and Understanding of Effective Instruction in School-Based Learning Communities. Andrea Lynn Christensen, University of Notre Dame

Teacher Learning Communities: Constraints and Affordances for Teacher Commitment and Motivation. Janianne C. Turner; University of Notre Dame

Discussant: Debora K. Meyer, Elmhurst College

55.032. Factors Impacting Equating Results. Division D - Measurement and Research Methodology; Paper Session

Chair: Seock-Ho Kim, University of Georgia

Participants:

A Comparison of Several Item Response Theory Calibration Programs With Implications for Equating. Jaime Leigh Peterson, University of Iowa; Mengyu Zhang, University of Iowa; Seohong Pak, The University of Iowa; Shichao Wang, University of Iowa; Wei Wang, University of Iowa; Michael J. Kolen, University of Iowa; Won-Chan Lee, University of Iowa

Bifactor Multidimensional Item Response Theory Observed-Score Equating for Mixed-Format Tests. Guemmin Lee, Yonsei University; Won-Chan Lee, University of Iowa

Does Fumbling Pattern Response Fumble Equating? Ou Zhang, Pearson; Xiaomin Li, The Hong Kong Institute of Education; Xiaolin Wang, Indiana University

Evaluating the Feasibility of Item Response Theory Pre-Equating for a Large-Scale Certification Program. Peng Lin, ETS; Gautam Pahun, ETS; Jyuan Zu, ETS

Removing Partial Constructed-Response (CR) Score Categories From the Anchor Score: Impact on Equating CR and Mixed-Format Tests. Xuan Tan, ETS; Gautam Pahun, ETS

Discussant: Michael B. Bunch, Measurement Incorporated

55.033. Test Form Development and Item Exposure. Division D - Measurement and Research Methodology; Paper Session

Chair: Joy L. Matthews-Lopez, National Association of Boards of Pharmacy

Participants:

A Comparison of Exposure Control Procedures in Computerized Adaptive Testing Using the Generalized Partial Credit Model. Audrey J. Lewow, The University of Texas - Austin; Barbara G. Dodd, The University of Texas - Austin

Controlling Item Exposure for Response-Time-Informed Item Selection in Computerized Adaptive Testing. Edison Choe, University of Illinois at Urbana-Champaign

If at First You Don’t Succeed, Retest on a Different Form. Richard A. Feinberg, National Board of Medical Examiners; Steven Arthur Haist, National Board of Medical Examiners; Mark R. Raymond, National Board of Medical Examiners

Instance Selection Methods for Automated Short Test Form Assembly. Ying-Chen Hsu, GED Testing Service; Tsung-Hsuan Tsai, Research League, LLC

Three-Element Item Selection Procedures for Multiple Forms Assembly: An Item Matching Approach. Pei-Hua Chen, National Chiao Tung University

Discussant: Chien-Lin Yang, American Dental Association

55.034. Teacher-Student Interaction Patterns: Integrating Models of Instructional and Social Dynamics in the Classroom. Division E - Counseling and Human Development; Symposium

Chair: Scott D Gest, The Pennsylvania State University

Participants:

Observing Teacher-Student Interactions in Upper Elementary School With the Classroom Assessment Scoring System (CLASS). Jason Downer, University of Virginia; Erik Ruzek, University of Virginia; Megan Stuhman, University of Virginia; Bridget Kathleen Hamre, University of Virginia

The Role of Teacher-Child Interaction Patterns in Social Relationships: Drawing Causal Inferences Using Propensity Scores. Rebecca Madill, Pennsylvania State University; Scott D Gest, The Pennsylvania State University; Philip C. Rodkin, University of Illinois

Managing Peer Relations: A New Dimension of Teacher Efficacy That Varies Between Elementary and Middle School Teachers and Is Associated With Classroom Quality. Allison M. Ryan, University of Michigan - Ann Arbor; Colleen Kuusinen, University of Michigan; Alexander B. Skoog, University of Michigan

Teacher Perspectives on Managing Social Relationships in the Elementary Classroom. Kathleen Zadzora, The Pennsylvania State University; Scott D Gest, The Pennsylvania State University; Aaron M Miller, The Pennsylvania State University - University Park; Rebecca Madill, Pennsylvania State University; Philip C. Rodkin, University of Illinois

55.035. Exploring the Tensions Between Teacher Professionalism and Students’ Rights During the Civil Rights Era. Division F - History and Historiography; Symposium

Chair: Dionne Dans, Indiana University

Participants:

Framing Accountability as Schools Versus Families. Sherman Dorn, University of South Florida

Challenging White Teacher Professionalism. Shauna Harrington, Northeastern University

Teacher Integration, Labor, and Civil Rights in the Los Angeles Unified
55.036. (Undocumented) Immigrants and Voice: Youth Narratives and Sense-Making of Local and National Immigration Policies. Division G - Social Context of Education; Symposium Convention Center, 200 Level, 202B; 8:15-9:45am Chair: Ariana Mungual Figueroa, Rutgers University Participants:

Living Undocumented: High School, College, and Beyond. Tatiana Klein, City College of New York - CUNY
Community Voices Interacting With Deferred Action. Colette Daiau, The Graduate Center - CUNY; Philip Kreniske, The Graduate Center (CUNY); David Caicedo, Borough of Manhattan Community College - CUNY
Immigrant-Origin Youth’s Responses to Presidential Immigration Debate Clips in an Election Year. Dafney Blanca Dabach, University of Washington - Seattle; Aliza Fones, University of Washington; MQ (Mee Joo) Kim, University of Washington - Seattle; Natasha Merchant, University of Washington

Discussants: William Perez, Claremont University; Claremont Graduate University; Marjorie Faulstich Orellana, University of California - Los Angeles

55.037. Employing Asset-Based Frameworks to Understand Latino Male Achievement in the K-16 Educational Pipeline. Division G - Social Context of Education; Symposium Marriott, Fifth Level, Grand Ballroom L; 8:15-9:45am Chair: David Perez II, Miami University - Oxford Participants:

More Than Just Hoodlums: Chicano/Latino Middle School Boys Challenging Racial Microaggressions. Eligio Martinez Jr, University of Washington
High School Latino Male STEM Field Perceptions and Aspirations. Ismael Fajardo, University of Washington - Seattle; Jose Munoz, University of Missouri; Jose Manuel Hernandez, University of Washington
Giftedness From the Margins: Mapping the Identities of Mexican-Origin Ghetto Nerds. Juan F. Carrillo, University of North Carolina - Chapel Hill

Discussant: Victor Saenz, The University of Texas - Austin

55.038. How the Hardening of the Class Stratification System Affects At-Risk Children and Literacy Development. Division G - Social Context of Education; Symposium Convention Center, 100 Level, 120C; 8:15-9:45am Chair: Whitney A. LeBoeuf, University of Pennsylvania Participants:

Examining the Unique and Cumulative Effects of Risk Factors on Literacy Growth for Students From Grades 1-3. John Fantuzzo, University of Pennsylvania; Whitney A. LeBoeuf, University of Pennsylvania; Benjamin Brunley, University of Pennsylvania
Class Stratification and Young Children’s Access to Print: How Poverty and Privilege Affect Early Literacy Development. Susan B. Neuman, New York University; Donna Celano, La Salle University
How Class Stratification Affects At-Risk Children and Literacy Development: The New Digital Divide. Donna Celano, La Salle University; Susan B. Neuman, New York University

Discussant: Richard Rothstein, Economic Policy Institute

55.039. The Critical Importance of Race and Racialization When Considering How People Learn, What Should Be Taught and By Whom, and to What Ends. Division G - Social Context of Education; Symposium Convention Center, 200 Level, 204C; 8:15-9:45am Chair: Thomas M. Philip, University of California - Los Angeles Participants:

The Intersections of Ideology, Identity, and Learning in an Alternative Space for African American Male Students. Nahlah Suad Nasir, University of California - Berkeley; Maxine Ramona McKinney de Rosston, University of California - Berkeley; Kihana Miraya Ross, University of California - Berkeley; Jarvis Ray Givens, University of California - Berkeley; Sepehr Vakil, University of California - Berkeley
Playing the Social Class Card in Teacher Education: Distinguishing Between Skin Color and the “Color” of Privileged Social Class. Lilia I. Bartolome, University of Massachusetts - Boston; Donaldal Macedo, University of Massachusetts - Boston
The Inadvertent Consequences of Curricular Reform in Urban Schools That Curiously Appropriates Social Justice Frameworks. Thomas M. Philip, University of California - Los Angeles; Janet Rocha, University of California - Los Angeles; Maria C. Olivares Pasillas, University of California - Los Angeles

Vygotsky Meets Whiteness Studies: Toward a Theory of White Zones of Proximal Development. Zeus Leonardo, University of California - Berkeley; Logan Alexis Manning, University of California - Berkeley

55.040. Understanding Social Class in Education: A Symposium in Honor of Jean Anyon. Division G - Social Context of Education Cosponsored with Division B - Curriculum Studies; Invited Session Convention Center, 100 Level, 114; 8:15-10:15am Chair: Luis C. Moll, The University of Arizona Speakers: Michelle M. Fine, City College of New York - CUNY; Kathleen M. Nolan, Princeton University; Pedro A. Noguera, New York University; Joyce E. King, Georgia State University; Michael W. Apple, University of Wisconsin - Madison

55.041. Division H Breakfast and Business Meeting. Division H - Research, Evaluation and Assessment in Schools; Business Meeting Marriott, Third Level, Liberty AB; 8:15-10:15am Chair: Judith A. Arter, Independent Consultant Participants: Vickie L. Cartwright, Orange County Public School; Zollie Stevenson Jr, Howard University; Evelyn Belton-Kocher, Data Recognition Corporation; Roxanne B. Brown, Peel District School Board; Nyambaru Susan Maina, Montgomery County Public Schools; Antionette D. Stroter, Liberty University; Brett D. Campbell, Clark County School District; Dale Whittington, Shaker Heights City School District; Ruhan Ciric Kizil, University of Colorado - Boulder; Matthew R. Lavery; Jennifer Ann Quynn, University of Washington - Seattle

55.042. Achieving Professional Competence: Beyond Knowledge and Skill. Division I - Education in the Professions; Paper Session Convention Center, 100 Level, 103C; 8:15-9:45am Chair: Krystal L. Williams, Educational Testing Service Participants:

Building Teachers’ Data-Use Capacity: Insights From Strong and Struggling Coaches. Alice Huguet, University of Southern California; Julie A. Marsh, University of Southern California; Caitlin Farrell, University of California - Berkeley
Developing Professional Skepticism: The Learning Perspective. Therese Grohner, Maastricht University; Roger Meuwissen, Maastricht University; Wim H. Gijseelaers, Maastricht University

NU Data: Preparing Educators to Use Data Well. Beth J. Doll, University of Nebraska - Lincoln; Erika Franta, University of Nebraska - Lincoln; Anne Thomas, University of Nebraska; Brooke Chapla, University of Nebraska - Lincoln; Jonathon Sikorski, University of Nebraska Lincoln
Narratives of Academic Productivity: Compliance Versus Realization in the process of Professional Self-Construction Among University Professors. Virginia Montero-Hernandez, Universidad Autonoma del Estado de Morelos; John S. Levin, University of California - Riverside; Omar Garcia, Universidad Autonoma del Estado de Morelos

Discussant: Bryan Joseph Cook, American Dental Education Association

55.043. Alleviating “Teamwork” Anxieties: How to Establish and Sustain Successful Collaborative Publication-Oriented Relationships. Division J - Postsecondary Education; Invited Session Marriott, Fifth Level, Grand Ballroom J; 8:15-9:45am Participants: Jaime R. Lester; George Mason University; Shawn R. Harper, University of Pennsylvania; Ryan Evely Gildersleeve, University of Denver; Riyad Ahmed Shahjahan, Michigan State University; Nicholas Hillman, University of Wisconsin - Madison

55.044. Exploring Hispanic-Serving Institutions (HSIs) and Emerging HSIs: Institutional Characteristics, Student Experiences, and california - Berkeley; Sepehr Vakil, University of California - Berkeley...
Future Directions. Division J - Postsecondary Education; Symposium Marriott, Fourth Level, 409; 8:15-9:45am
Chair: Laura Jean Cortez, The University of Texas - Austin
Participants:
Framing a Typology of Hispanic-Serving Institutions. Anne-Marie Nunez, The University of Texas - San Antonio; Gloria Crisp, The University of Texas - San Antonio; Diane Elizondo, The University of Texas - San Antonio
Advancing a Framework for Studying Hispanic-Serving Institutions’ Organizational Identity. Gina Ann Garcia, University of Pittsburgh
Emerging as Hispanic-Serving: Students’ Perceptions of the Hispanic-Serving Institution Designation. Brighid M. Doyer, Villanova University
Latin/o Student Empowerment at Hispanic-Serving Institutions (HSIs), Emerging HSIs, and Non-HSIs. Marcela Cuellar, University of Southern California
Discussant: Anne-Marie Nunez, The University of Texas - San Antonio

55.045. Navigating the Pathway to the Professoriate. Division J - Postsecondary Education; Paper Session Marriott, Fourth Level, 408; 8:15-9:45am
Chair: Deborah Davis, Texas A&M University Central Texas
Participants:
Graduate Student Parents: Finding Support on and off Campus. Margaret W. Sallee, University at Buffalo - SUNY
Profiles of Change in Conceptions and Motivation Regarding Teaching in Higher Education Within Professional Development. Adael B Gunersel, Temple University; Avi Kaplan, Temple University; Pamela Barnett, Temple University; Mary Etienne, Temple University; Annette Roche Ponnock, Temple University
Reasons for Becoming a Postdoc: Differences by Foreign-Born Status and Race. Ying Huang, Michigan State University; Brendan Cantwell, Michigan State University; Barrett Taylor, University of North Texas
Understanding Factors Contributing to Timely Doctoral Degree Completion Among Underrepresented Students. Kimberly A. Truong
Discussant: Benita J. Barnes, University of Massachusetts, Amherst

55.046. Strategies for Facilitating Student Success at Community Colleges. Division J - Postsecondary Education; Paper Session Convention Center, 100 Level, 108B; 8:15-9:45am
Chair: Jane Rosenthal, University of Southern California
Participants:
“A Foundation for Something Bigger”: Community College Students’ Experience of a Developmental Learning Community. Emily Schnee, Kingsborough Community College - CUNY
Community College Latino/African American Males’ Perceptions of Persistence in Basic and Transfer-Level Writing Courses. Lourdes Villarreal, University of La Verne; Hugo Alberto Garcia, Claremont Graduate University
Relationship Between Interaction and Academic Achievement Among Students in Manufacturing Programs in Two-Year Technical Colleges. Hsun-yu Chan, University of Wisconsin - Madison; XueLi Wang, University of Wisconsin - Madison
“What the Hell Is Revise?” Community College Students’ Approaches to Remedial Coursework. Stefan Perun, Seton Hall University
Discussant: James C. Palmer, Illinois State University

55.047. Addressing Beliefs and Notions of Preservice Teachers. Division K - Teaching and Teacher Education; Paper Session Convention Center, 200 Level, 203A; 8:15-9:45am
Chair: Lynn C Hartle, The Pennsylvania State University - Brandywine
Participants:
Altering Knowledge but Not Religiosity: A Field Experience on World Religions. Derek L. Anderson, Northern Michigan University; Tonya Cook, Northern Michigan University; Holly Mathys, Northern Michigan University
Examining the Relations Between Reflection and (Student) Teachers’ Practical Knowledge. Paulien C. Meijer, Radboud University Nijmegen; Dubravka Knezic, Utrecht University; Ali Leijen, University of Tartu; Raïlî Allas; Auli Toom, University of Helsinki; Jukka Husu, University of Turku; Juan-José Mená Marcos, Universidad de Salamanca; Margus Pedaste, University of Tartu; Edgar Krull, University of Tartu
Identifying the Dilemmas of Practice Faced by University Field Supervisors. Laura Buechler, Hunter College - CUNY; Alexander Cuenca, Saint Louis University
Preservice Teachers’ Beliefs and Development of Inquiry Pedagogy: A Partnership Model for University Credential Courses. Kimberly A. Norman, California State University - Fullerton; Kimberly Case, California State University - Fullerton; Monica True, Orchard Hills School
Using the Triad Model to Assess Perceptions of the Student Teaching Experience. Heng-Tu Ku, University of Northern Colorado; Kimberly Kaufeld, University of Northern Colorado; Chelsie Hess, University of Northern Colorado; Scott Kreider, University of Northern Colorado; Nancy Siler, University of Northern Colorado; Eugene Sheehan, University of Northern Colorado
Discussant: Francesco G. Pignatoni, New York University

55.048. Diverse Approaches Toward Investigating the Impact of Field Experience on Preservice Teachers. Division K - Teaching and Teacher Education; Paper Session Convention Center, 100 Level, 120B; 8:15-9:45am
Chair: Eleanor F. Wilson, University of Virginia
Participants:
Context, Culture, Community: A Collective Case Study of Clinical Experience in a Teacher Residency Program. Emilie N. Reagan, University of New Hampshire; Kelly Gavin Zuckerman, Teachers College, Columbia University; Suzanne Pratt, Teachers College, Columbia University
Impact of After-School Teaching on Elementary Science Preservice Preparation. Tina Cartwright, Marshall University; Suzanne Leigh Smith, Marshall University; Brittan Leigh Hallar; Research for Action
Influence of Teacher Preparation Programs’ Field Experiences on Preservice Teacher Candidates’ Sense of Teaching Efficacy. Alison Reddy, Old Dominion University; Shana L. Prihesh, Old Dominion University; Leigh Butler, Old Dominion University; Charlotte Fleener, Old Dominion University
We Need Better, Not More: Examining the Impact of Duration of Field Experience on Teacher Preparation. Amanda L. Nolen, University of Arkansas at Little Rock; Karina R. Clemmons, University of Arkansas at Little Rock
Field Experience as the Centerpiece of an Integrated Model for STEM Teacher Preparation. Leigh A. Van Den Kleboom, Marquette University; Jill McNev - Birren, Marquette University; Ellen W. Eckman, Marquette University; M. Barbara Silver-Thorn, Marquette University
Discussant: Karen Embry-Jenlink, Stephen F. Austin State University

55.049. Innovations in Preservice Teachers’ Social Studies Course Experiences. Division K - Teaching and Teacher Education; Paper Session Convention Center, 200 Level, 203B; 8:15-9:45am
Chair: Nathan Napoleon Alexander, Teachers College, Columbia University
Participants:
A Rationale and Model for Teaching STEM Within the Social Studies, K-9. Caroline R. Pryor, Southern Illinois University - Edwardsville
Crossing Classroom Borders: Faculty Coteaching to Build Common Core Literacy Into Preservice Mathematics and Social Studies Courses. Jolynn Akemi Asato, San José State University; Patricia E. Swanson, San José State University
From the Library of Congress Archives to the Classroom: Engaging Preservice Teachers in Inquiry. Ilené R. Benson, University of South Florida; Michael J. Benson, University of South Florida
Learning the Teaching of History: Making Historical Thinking a Critical Event in Elementary Teacher Education. Cinthia S. Salinas, The University of Texas - Austin; Brooke Blevins, Baylor University; Maria E. Fraquez, The University of Texas - Austin
Discussant: Kenneth James Fasching-Varner, Louisiana State University

55.050. Interrupting Pathologized Identities of Black Populations. Division K - Teaching and Teacher Education Co-sponsored with SIG-Research Focus on Black Education; Paper Session Marriott, Fourth Level, 414; 8:15-9:45am
Chair: Daniella Ann Cook, University of South Carolina - Columbia
Participants:
Complicating Blackness in Teacher Education: Race, Intersectionality, and the Lives of Black Teachers. Corliss Brown, Northeastern University
Oooh, It’s Sooo Good!!! Black Adolescent Females Experiencing the Delicacy of Reading. Jacqueline B. Koonce, Michigan State University
Past, Present, Future: A Comprehensive Review of Literature on Veteran
55.051. Looking Inward as a Critical Pathway to Teaching Excellence.
Division K - Teaching and Teacher Education; Paper Session
Marriott, Fourth Level, 404; 8:15-9:45am
Chair: Cleveland Hayes, University of La Verne
Participants:
A Study of Three Teachers' Cultural Identities in Relation to the Artifacts in Their Teaching Practice. Seon-Young Kim, The University of Texas - Austin

55.052. Professional Learning in STEM Areas. Division K - Teaching and Teacher Education; Paper Session
Convention Center, 200 Level, 204A; 8:15-9:45am
Chair: Misfer Saud AlSalouli, King Saud University
Participants:
An Innovative Framework for Math and Science Teacher Professional Development: The UTeach Observation Protocol as a Lens for Feedback and Reflection. Audrey DeZeeuw, University of Texas - Austin; Paige Baurkemper; Mary H. Walker, The University of Texas - Austin

55.053. Teacher Education, Teacher Quality, and Accreditation Across International Borders: Can the Local Go Global? Division K - Teaching and Teacher Education; Invited Session
 Convention Center, 100 Level, 105A; 8:15-9:45am
Chair: Nicholas M. Michelli, The Graduate Center - CUNY
Presenters:
Thuwarya Ahmed Al Barwani, Sultan Qaboos University; Robin R. Dada, Zayed University; Hissa Mohammed Sadiq, Qatar University; Deborah B. Eldridge, National Council for Accreditation of Teacher Education; Karen S. Karp, University of Louisville
Discussant: Geoff Whitty, Institute of Education - University of London

55.054. Teacher Professional Learning: Guiding Principles for Improving Student Outcomes, Implementing the Common Core. Division K - Teaching and Teacher Education; Symposium
Marriott, Fourth Level, 405; 8:15-9:45am
Chair: Tabatha L. Jones Jolivet, Claremont Graduate Univ & Pepperdine Univ
Participants:
Optimizing Teacher Professional Learning in the Common Core Standards: Situating Professional Learning in Teachers' Classrooms. Angela Laila Hasan, University of Southern California
Toward a Theory of Strengths-Based Professional Learning: Improving Outcomes in Elementary Mathematics. Spring Cooke, Pepperdine University

55.055. Uncommon Core: Student Innovation as a Resource for Reform. Division K - Teaching and Teacher Education Cosponsored with SIG-Urban Learning, Teaching, and Research; Workshop
Convention Center, 200 Level, 204B; 8:15-9:45am
Chair: Ashley Newby, Michigan State University
Participants: Carleen Carey, Michigan State University; Sherrae M. Hayes, Michigan State University

55.056. Equity, School Finance, and Educational Reform. Division L - Educational Policy and Politics; Paper Session
Convention Center, 100 Level, 118A; 8:15-9:45am
Chair: Ted Nicholas Ingram, Bronx Community College - CUNY
Participants:
A Synthetic Analysis of School Finance Centralization Reforms of Six States in the 1990s. Yangyong Ye, University of Missouri - Columbia
Systemic Inequities and Cross-Subsidization: Special Education Financing in Michigan. Margaret C. Jallevand, Michigan State University; Michael Conlin, Michigan State University

55.057. Push and Pull: Policy Implementation at the Federal, State, and Local Levels. Division L - Educational Policy and Politics; Paper Session
Convention Center, 100 Level, 115C; 8:15-10:15am
Chair: Lance D. Fusarelli, North Carolina State University
Participants:
Partnering for Equity: Examining a Federal-State Collaboration to Close Achievement Gaps. Seena Skelton, Great Lakes Equity Center; Brendan D. Marcy, Indiana University - IUPUI; James Kigamwa, Indiana University - IUPUI
Service Integration Agendas in an Era of Changing Governance: Evidence From State of the Cities. Jeffrey W. Snyder, Michigan State University
Localism and the Education State: English Language Learners and the Politics of Incorporation. Douglas S. Reed, Georgetown University
Conundrum of Policy Implementation: Using an Agent-Based Model to Compare Top-Down and Bottom-Up Approaches. Sha Li, Stanford University
Federal Education Policy From Reagan to Obama: Convergence, Divergence, and “Control”. Lance D. Fusarelli, North Carolina State University; Bonnie Carol Fusarelli, North Carolina State University

SIG Sessions

55.058. Action Research and Human Subjects: Protections, Innovations, and Interests in the Production of Educational Research. SIG-Action Research; Symposium
Convention Center, 100 Level, 124; 8:15-10:15am
Chair: Lonnie L. Rowell, University of San Diego
Participants:
Ethical and Epistemological Dilemmas in Equity-Oriented Collaborative Community-Based Research. Ronald David Glass, University of California - Santa Cruz; Anne Rebecca Newman, University of California - Santa Cruz
Digital Technologies and Action Research: Making Room for the Voices of Children and Adolescents. Joseph M. Shosh, Moravian College
Safe and Efficient Practices to Facilitate Action Research in K-12 Classrooms, Schools, and School Districts. Rick Vanosdall, Middle Tennessee State University
Discussant: Margaret M. Riel, Pepperdine University

55.059. Learning With Technology: Different Perspectives From Low-Income Families. SIG-Advanced Technologies for Learning;
55.060. Mentoring Session for Early Career Scholars in Bilingual Education. SIG-Bilingual Education Research; Invited Session
Convention Center, 100 Level, 103A; 8:15-10:15am
Participant: Silvia Cecilia Noguero-Liu, University of Georgia
Presenters: Maria E. Torres-Guzman, Teachers College, Columbia University; Heriberto Godina, The University of Texas - El Paso; Mileidis Gort, The Ohio State University; Anita C. Hernandez, New Mexico State University; Kate Menken, City University of New York; Laura A. Valdiviezo, University of Massachusetts
Discussant: Brigid J.S. Barron, Stanford University

Convention Center, 100 Level, 121B; 8:15-9:45am
Chair: Dennis Conrad, State University of New York
Participants:
Indigenizing Prevalence Estimates: An Approach to Determining Figures for Emotional and Behavioral Disorders. Elna Carrington-Blaiades, The University of the West Indies
When the Humming Hurts: The Case for Using Self-Study in Teaching Issues of Difference. Deborah J. Conrad, SUNY - College at Potsdam; Dennis Conrad, State University of New York; Sheryl Scales, SUNY - College at Potsdam; Maya Kalyanpur, SUNY - College at Potsdam
Exploring the Critical Question of Which Method in Education Policy Research in the Republic of Trinidad and Tobago: Choosing From Quantitative, Qualitative, or Mixed Methods? Jerome De Lisle, University of the West Indies
Discussant: Frank C. Worrell, University of California - Berkeley

55.062. Using Learning Technologies to Personalize Learning and Activate Students. SIG-Computer and Internet Applications in Education; Paper Session
Marriott, Fourth Level, Franklin 7; 8:15-10:15am
Chair: Amy Louise Pittenger, University of Minnesota
Participants:
Bridging the App Gap: Learning With Mobile Educational Apps in Urban Schools. Chrystalla Mouza, University of Delaware; Tommi Barrett-Greenly, University of Delaware
Constructing an Educational Online Video Discussion Tool to Effectively Engage the Crowd. Hian Hsiao, EdLab, Teachers College, Columbia University; Hui Soo Chae, Teachers College, Columbia University; Gary J. Nutriello, Teachers College, Columbia University
Impacts of International Telecollaboration on Student Learning and Teacher Competence. Gyeong Mi Heo, McGill University; Alain Breuleux, McGill University; Rhea Febro; Amelia Buan
Implementing Constructivist Online Game-Based Learning in Formal Education: Teachers’ Concerns About Virtual Interactive Student-Oriented Learning Environments. Morris S.Y. Jong, The Chinese University of Hong Kong
The Layers of Authenticity: Designing for Learner Experience. Aaron Doering, University of Minnesota; Charles DeVaugh Miller; University of Minnesota; Lucas Lecheler; University of Minnesota; Jeni Henrickson, University of Minnesota
The Study of Relationship Among Online Game Players: Motivations, Self-Concept, and Life Adaptation. Shu Ching Yang, National Sun Yat-Sen University; Chiao Ling Huang, Institute of Education - National Sun Yat-sen University

55.063. Popular Media Culture, Hip-Hop, and Mexican Corridos: Honoring Young People’s Multiple Literacies. SIG-Critical Educators for Social Justice; Symposium
Convention Center, 100 Level, 104A; 8:15-9:45am
Chair: Yolanda Sealey-Raiz, Teachers College, Columbia University
Participants:
Deconstructing Popular Identities Through Critical Media Literacy. Lauren Kelly, Teachers College, Columbia University
Using Hip-Hop Pedagogies to Promote Literary Freedom. Crystal Belle, Teachers College, Columbia University
Utilizing Youth Participatory Action Research to Explore the Pedagogical Possibilities of Digital and Critical Literacy. Jamila Lyisicott, Teachers College, Columbia University
Toward a Transnational Pedagogy: Hip-Hop and Mexican Corridos as Protest and Possibility. Cati F. de los Rios, Teachers College, Columbia University
Discussant: Ernest D. Morrell, Teachers College, Columbia University

55.064. Understanding the Power of Analytical Shifts in Intersectional Scholarship: A Focus on Race, as Well as on Class, Gender, Religion, Sexuality, Dis/ability, and Family Configuration. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium
Marriott, Fourth Level, Franklin 3; 8:15-9:45am
Chair: Sonia Nieto, University of Massachusetts - Amherst
Participants:
School-to-Prison Pipeline: Teacher Disciplinary Practices and Student Success. Christine Clark, University of Nevada - Las Vegas; Tarryn Mcghee, University of Nevada - Las Vegas
Religious Identity and Curriculum Development: The Lived Experience of Spirituality in Schooling. Mark Brimhall-Vargas, University of Maryland - College Park
Inclusive Education: “I’m Complicated So It’s Complicated”—Intersectionality and Advocacy Across Differences. Mara Sapone-Shevin, Syracuse University
Discussant: Sonia Nieto, University of Massachusetts - Amherst

Marriott, Fifth Level, Grand Ballroom K; 8:15-9:45am
Chair: Margaret Jean Somerville, University of Western Sydney
Participants:
Meeting “Skippy” in the Bush Capital: Child-Kangaroo Encounters and Entanglements in Postcolonial Australia. Affrica Taylor, University of Canberra
Frictional Bear-Child Stories in Colonialist Spaces of Canadian Childhood. Veronica Pacini-Ketchabaw, University of Victoria
(Re)indigenizing the Dog-as-Child In and Around Hong Kong Urban Parks. Mindy Biaise, The Hong Kong Institute of Education

55.066. Reflections on the Portfolio Model as an Urban District Reform: The Philadelphia Case. SIG-Districts in Research and Reform; Invited Session
Convention Center, 100 Level, 111B; 8:15-10:15am
Chair: Tina M. Trujillo, University of California - Berkeley
Participants: Paul Hill, University of Washington; Pauline Lipman, University of Illinois at Chicago; Eva Gold, self-employed; Paul Kihn, School District of Philadelphia; Rand Quinn, University of Pennsylvania

55.067. Family Partnerships and Impacts on Young Children’s Learning. SIG-Early Education and Child Development; Paper Session
Marriott, Fourth Level, 406; 8:15-9:45am
Chair: Brent A. McBride, University of Illinois at Urbana-Champaign
Participants:
A Study of Reciprocal Associations Between Positive Parenting Behaviors and Children’s Cognitive Abilities in Early Childhood. Young-Hee Park, Pusan National University; Ithel Jones, Florida State University
Home Literacy Environment and Head Start Children’s Language
55.060. Educational Change in Changing Times: Beliefs, Aspirations, Leadership, Critique, and Transformation. SIG-Educational Change; Paper Session
Convention Center, 100 Level, 118B; 8:15-10:15am
Chair: Brian Robert Beabout, The University of New Orleans
Participants:
Common Core, Common Beliefs? Teachers’ Social Network Formation and Professional Beliefs in the Context of the Common Core. Nienke M. Moolenaar, University of California - San Diego; Alan J. Daly, University of California - San Diego; Yi-Hwa Liu, University of California - San Diego
Critical Indicators of Implementation Fidelity in a Statewide School Improvement Initiative. Linda Collins, The University of Akron; Xin Liang, The University of Akron; Lisa A. Lenhart, The University of Akron; Sharon D. Kruse, The University of Akron
Citizens of Tomorrow: Social Transformation Through Youth Media Arts Practice. Ching-Chia Lin, The University of British Columbia; Kit M. Grauer, The University of British Columbia
Leading Through a School Closure. Leta Youck-McGowan; Jim Brandon, University of Calgary
Education Fever: Korean Parents’ Aspiration for Their Children’s Schooling and Future Career Using Q Methodology. Hyeyoung Bang, Bowling Green State University; Jin Suk Kim, Pusan National University
Discussant: Lauri Johnson, Boston College

55.061. Multicultural/Multiethnic Education: Experiences of Students in Underrepresented Contexts. SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Paper Session
Convention Center, 100 Level, 118B; 8:15-10:15am
Chair: Delar K. Singh, Eastern Connecticut State University
Participants:
Racial/Cultural Awareness Workshops and Postcollege Civic Engagement: A Propensity Score Matching Approach. Nicholas A. Bowman, Bowling Green State University; Nida Denson, University of Western Sydney; Julie J. Park, University of Maryland - College Park
The triple Hurdle: The Socialization Experiences of Doctoral Students of Color at Predominantly White Universities. Spencer Platt, University of South Carolina - Columbia; Michelle A. Maher, University of South Carolina; Telesia E. Davis, University of South Carolina; Martin E. Ford, George Mason University
“The Only Black Kid in the Cafeteria”: Exploring Black Identity at a Predominantly White Religiously Affiliated University. Christopher B. Newman, University of San Diego; Jessica Williams, University of San Diego; Margaret Leary, University of San Diego
Qualitative Investigation of the College Choice Process for Asian Americans and Latinas/os at a Public Historically Black University. Dina C. Maramba, Binghamton University - SUNY; Robert Terry Palmer, Binghamton University - SUNY
Discussant: Daniel D Liao, Arizona State University

55.072. Diverse Approaches to Music Education Research. SIG-Music Education; Paper Session
Convention Center, 100 Level, 121C; 8:15-9:45am
Chair: Ann Marie Stanley, University of Rochester
Participants:
Participation in Secondary Music Ensembles and Senior-Year Mathematics Achievement. Stephanie Cronenberg, University of Illinois at Urbana-Champaign; Lance C. Pittman, University of Illinois
National Estimates of Male and Female Enrollment in U.S. High School Music Ensembles. Kenneth Elpus, University of Maryland - College Park
Adults and Children at Play: A Second Year Conconstructing Music in a Preschool Setting. Alison Mist Reynolds, Temple University; Heather D.
Waters, Temple University
Discussion: Sandra L. Stafuer, Arizona State University

55.073. Transformative Research in Online Graduate Programs. SIG-Online Teaching and Learning; Paper Session
Marriott, Fifth Level, Grand Ballroom G; 8:15-10:15am
Chair: Sally Evans, University of Phoenix
Participants:
An Exploratory Study of Effective Online Learning: Assessing Satisfaction
Levels of Graduate Students of Math Education Associated With
Human and Design Factors of an Online Course. Joohee Lee, The University of Texas - Arlington; Jiyoon Yoon, The University of Texas - Arlington; Sham‘ah Md-Yanus, Eastern Illinois University
Developing a Research Culture Among Students in Online Graduate Programs in Education. Ricardo Valenzuela, Monterey Institute for Technology and Education; Jaime Israel Salinas, ORT Mexico University
Does Geographic Distance Matter in Distance Education? Heng Patrick Luo, John A. Dutton e-Education Institute; Anthony Robinson, John A. Dutton e-Education Institute; Jim Detwiler, John A. Dutton e-Education Institute
Students’ Feedback and Perspectives on Effective Instructional Strategies in an Online Statistics Course. Dazhi Yang, Boise State University
The Influence of Perfectionism and Achievement Goal Orientation on Procrastination in Online Graduate Students. Karee E. Dunn, University of Arkansas at Fayetteville; Glenda C. Rakes, The University of Tennessee - Martin; Thomas A. Rakes, The University of Tennessee - Martin
Peer-Awarded Merit Badges for Encouraging and Recognizing Disciplinary Engagement in Online Courses. Daniel T. Hickey, Indiana University; Andrea M. Rehak, Indiana University

55.074. Policy and Reform Issues in Urban Education. SIG-Research Focus on Black Education; Symposium
Convention Center, 100 Level, 105B; 8:15-9:45am
Chair: Kofo Lomotey, Western Carolina University
Participants:
Race, Research, and Urban Education. Gloria J. Ladson-Billings, University of Wisconsin - Madison
The Evolving Landscape of School Choice in the United States. Mark Berends, University of Notre Dame
School Reform and School Choice. Adrienne D. Dixon, University of Illinois - Urbana-Champaign; Camika Royal, Arcadia University; Kevin Lawrence Henry, University of Wisconsin - Madison
Charter Schools and Urban Education Reform. Thandeka K. Chapman, University of California - San Diego
High-Stake Reforms and Urban Education. Julian Vasquez Heilig, The University of Texas - Austin; Muhammad Khalifa, Michigan State University; Linda C. Tillman, Retired

55.075. Research on Issues in Teacher Education and Teacher Practice. SIG-Research in Mathematics Education; Paper Session
Convention Center, 100 Level, 125; 8:15-10:15am
Chair: Nicole Michelle Russell, University of Denver
Participants:
Conceptualizing the Teacher’s Role in Supporting Students’ Mathematical Learning in Computer-Directed Learning Environments. Melissa D. Boston, Duquesne University; Aaron Kessler, University of Pittsburgh; Mary Kay Stein, University of Pittsburgh
Deploying Problems Assessing Mathematical Knowledge for Teaching as Tasks for Professional Preparation. Yonnee Lai, University of Nebraska - Lincoln; Heather Howell, ETS
Development and Initial Validation Efforts of a Survey of Frequency of Mathematics Instructional Practice. Michele Carney, Boise State University; Jonathan L. Brendsfjord, Boise State University; Gwyneth Hughes, Boise State University; Keith W. Thiede, Boise State University
On Mathematical Understanding: Perspectives From Experienced Teachers. Jinfu Cai, University of Delaware; Meixia Ding, Temple University
Teacher Asynchronous Noticing to Foster Students’ Mathematical Thinking. Theodore Chao, Harvard University; Eileen Murray, Harvard University
Understanding Mathematics Teachers’ Advice-Seeking Networks: What Influences From Whom Teachers Seek Advice on Teaching Mathematics? Anne Garrison Wilhelm, Southern Methodist University; I-Chien Chen, Michigan State University; Tom Smith, Vanderbilt University

Convention Center, 100 Level, 104B; 8:15-10:15am
Chair: Cynthia B. Dillard, University of Georgia
Participants:
Doing Good Work: Self-Reflectivity, Integrity, Resilience, and Agency as a Woman Academic of Color. Nina Asher, University of Minnesota - Twin Cities
Can the Language of Power and Privilege “Glass Ceiling” Be Broken for Scholarly Writing in a Second Language? Clara Lee Brown, The University of Tennessee - Knoxville
Insights From an Asian/American Faculty Administrator on Negotiating Modern Orientalism and Racialized Sexualization in the Workplace. Rachel Endo, Hamline University
Standing Out, Fitting in, Speaking Up, Making Space, Finding Peace: My Life as an Asian/Asian American Woman/Immigrant/Scholar/Leader. A. Lin Goodwin, Teachers College, Columbia University
Asian Female Faculty in Higher Education: Their Perceptions and Experiences Through the Tenure Promotion Process. Deoksoo Kim, University of South Florida

55.077. Assessment in Science Education. SIG-Science Teaching and Learning; Paper Session
Marriott, Fifth Level, Grand Ballroom H; 8:15-10:15am
Chair: Zacharias C. Zacharia, University of Cyprus
Participants:
A Potential Resource in Eliciting Student Ideas: Examining the Adaptability of a Concept Inventory for Natural Selection at the Secondary School Level. Margaret M. Lucero, Santa Clara University; Anthony Petrosino, The University of Texas - Austin
Assessing Learning Through Scientific Humor: The Views and Practices of a College Biology Instructor. Francine Wizer, Albany State University; Alandea W. Oliveira, University at Albany - SONY
Development of a 21st-Century and Inquiry Skill Assessment in STEM for High School Students. Frank LaBanca, EDUCATION CONNECTION; Youn Joo Oh, Education Development Center; Inc.; Mhara Lorentson, EDUCATION CONNECTION; Yueming Jia, Education Development Center, Inc.; Bernadette Sibuma, Education Development Center, Inc.
The Implementation of Peer Instruction and “Clickers” in an Exam-Oriented Science Class: Opportunities and Challenges. Gihan Osman, The American University in Cairo; Azza Awad, American University in Cairo; Dana Sabbah, American University in Cairo
Insightful Use of Science Notebooks: What Does It Look Like? Lori A Fulton, University of Hawai'i - Manoa; Jian Wang, Texas Tech University
On Defining and Assessing Learners’ Modeling Competence in Science Teaching and Learning. Marion Papaevripoulos, University of Cyprus; Christiana Theopanti Nicolau, University of Cyprus; C. P. Constantinou, University of Cyprus

55.078. Reframing Teaching and Learning: A Self-Study of Teacher Educators Developing Constructivist Models of Online Practice. SIG-Self-Study of Teacher Education Practices; Symposium
Marriott, Fourth Level, 408; 8:15-9:45am
Chair: Helen Freidus, Bank Street College of Education
Participants:
Using Video to Facilitate Peer Coaching. Helen Freidus, Bank Street College of Education
Self-Study of Using Google Hangout to Provide Access to Expert Knowledge. Robin Ellen Hummel, Bank Street College of Education
Discussion: Clare Kosnak, University of Toronto

55.079. War and Peace: Unions and Teachers in Illinois and Ontario in an Era of Standardization. SIG-Teacher’s Work/Teachers Unions; Symposium
Convention Center, 100 Level, 118C; 8:15-9:45am
Division and SIG Roundtables

55.082. Roundtable Session 16; Roundtable Session

55.082-1. Identifying Ableism in K-12 Schooling and Postsecondary Contexts. SIG-Disability Studies in Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am
Chair: Robin M. Smith, SUNY - College at New Paltz
Participants:
- Institutionalized Ableism and the Misguided “Disability Awareness Day”: Transformative Pedagogies for Teacher Education. Priya Lalvani, Montclair State University; Alicia A. Broderick, Teachers College, Columbia University
- Understanding the Ideology of Normal: Making Visible the Ways in Which Educators Think About Students Who Seem Different. Brooke Anne Moore, University of Colorado - Boulder

55.082-2. Indigenous Higher Education-Focused Roundtable Session. SIG-Indigenous Peoples of the Americas; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am
Chair: Diane B. Hirschberg, The University of Alaska - Anchorage
Participants:
- NETOLNEW: Working to Understand Indigenous Adults’ Contributions to Reviving Indigenous Languages Through Master-Apprentice Language Programming. Onowa McIvor, University of Victoria
- Citizenship as Cultural Capital: Native American College Students Discover Purpose Through Educational Journeys. Anjali Forber-Pratt, University of Kansas; Steven R. Aragon, Texas State University - San Marcos; Patricia Stelten, Texas State University; Karrie A. Shogren, The University of Kansas
- “They Won’t Do It the Way I Can Do It”: Native American Higher Education Personnel. Stephanie J. Waterman, University of Rochester

55.082-3. Digital Technology in Social Studies. SIG-Social Studies Research; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am
Chair: Sarah B. Shear, University of Missouri
Participants:
- A Case Study of Implementing Technology-Enhanced Cases in a Social Studies Methods Course. Sungwon Shin, Indiana University; Thomas Brush, Indiana University
- Playing in the Past: A Framework for History-Oriented Video Games. Scott Alan Metzger, The Pennsylvania State University - University Park; Richard J. Paxton, Pacific University
- Short-Duration Campaign Simulation Increases High School Students’ Civic Engagement Skills and Knowledge. Taylor Ezra Tillotson, Northern Michigan University; Judith M. Poncechar, Northern Michigan University
- Enhancing Preservice Teachers’ Technological Pedagogical Content Knowledge in Social Studies Using Web 2.0 Technologies. Lisa Brown Buchanan, University of North Carolina - Wilmington; Elizabeth Outlaw Crawford, University of North Carolina - Wilmington

55.082-4. Teacher Research: Challenging the Dominant Narrative. SIG-Teacher as Researcher; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am
Chair: Elizabeth K. DeMuldere, George Mason University
Participants:
- Practitioner Inquiry: Case Study of the Shift Toward Collaborative Inclusion in an English-Immersion Context. Brook M. Goralski-Cumbaqin, University of Wisconsin - Madison
- Social Identity of the Teacher-Researcher. Bridgette Moriarity, Springfield Public Schools, Springfield MA
- Teacher Candidates Speak Out: Exploring Concerns Related to Pupil Learning and Efficacy When Learning to Teach. Sharline Derosier, Elizabeth Gayle Soslau, University of Delaware

55.082-5. Teacher Research: Critical Literacy Across the Grades. SIG-Teacher as Researcher; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am
Chair: Barbara A. Henderson, San Francisco State University
Participants:
- Reframing Rosenblatt: Teaching Reading Theory to Seventh-Graders. Mary Beth Schaefer, Saint John’s University
- Supplemental Reading Instruction for Struggling Secondary Students. Mary Beth Scafeer, Saint John’s University

55.082-6. Cognition and Assessment Roundtable. SIG-Cognition and Assessment; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am
Chair: Catherine S. Taylor, Measured Progress
Participants:
- An Examination of Item Review in a Metacognitive Context. Agni Stylianou-Georgiou, University of Nicosia; Elena C. Papanastasiou, University of Nicosia
- An Item Selection Method in Computerized Adaptive Testing for Cognitive Diagnosis. Mehmet Kaplan, Rutgers University; Jimmy de la Torre, Rutgers University
Designing Cognitive Complexity in Math Problems: Does Problem Situation Make a Difference? Xiangdong Yang, East China Normal University

Multimedia Effects in Assessment: Pictures in Multiple-Choice Items

Influence Psychometric Test Characteristics. Marilí Annabella Schmidt, IPN - Leibniz Institute for Science and Mathematics Education; Steffani Sass, IPN - Leibniz Institute for Science and Mathematics Education; Jan Marten Ihme, IPN - Leibniz Institute for Science and Mathematics Education

Not All Changes Are Created Equal: Reasons, Contexts, and Outcomes of Answer Change. Xingu Pan, University of Michigan; Gabrielle Alexis Cayton-Hodges, Educational Testing Service; Gary Feng, Educational Testing Service

55.082-7. Statistics Education: Insights Into Teaching and Learning. SIG-Educational Statisticians; Roundtable Session

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

Chair: Mahnaz R. Charania, Rozhar Center for School-Based Research

Participants:

Instrument Validation: Faculty Perceptions of Statistics. Jessalyn Smith, CTB/McGraw-Hill LLC; Laura Taylor, Elon University; Kirsten Doehler, Elon University

Managing Statistics Anxiety: An Investigation of Computer Software and Web 2.0 Technologies to Alleviate Student Anxiety in the Statistics Classroom. David Des Armier, University of Wyoming; Courtney McKim, University of Wyoming

Psychometric Evaluation of the Revised Current Statistics Self-Efficacy (CSSE-30) in a Graduate Student Population Using Rasch Analysis. Pei-Chin Lu, University of Northern Colorado; Samantha Estrada, University of Northern Colorado; Steven Pulos, University of Northern Colorado

Statistics Anxiety as a Factor in Graduate Education Curricula. Zornitsa Georgieva, West Virginia University; Reagan Curtis, West Virginia University; Lucas C. Moore, West Virginia University

The Effects of ViSta and the Role of Cognitive and Noncognitive Factors in Statistics Achievement. Kori Maxwell, Georgia State University

55.082-8. Scaffolding Informal Science Education Through Teacher Professional Development. SIG-Informal Learning Environments Research; Roundtable Session

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

Chair: Molly Phipps, Molly Phipps Consulting

Participants:

Building Capacity for Science Education: Professional Development, Collaboration, and Shared Learning. Amy Cox-Petersen, California State University - Fullerton; Maria C. Grant, California State University - Fullerton; Michelle Vandevelde, Fullerton College

Summer Learning: Teacher and Student Codevelopment. Sumi Hagiwara, Montclair State University

Teacher Satisfaction and Science Content Learning During Professional Development at an Informal Science Institution. Gary M. Holland, The University of Akron; Judith S. Lederman, Illinois Institute of Technology; Norman G. Lederman, Illinois Institute of Technology

55.082-9. Reconceptualizing Freire’s Critical Community. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Roundtable Session

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

Participants:

Snapshots of a Critical Community. Toni M. Williams, University of South Carolina; Cherrel Miller Dyce

Reconceptualizing Hip-Hop, Youth, and Social Media Through Paulo Freire. Bradley J. Portfolio, Lewis University; Lauren M. Gardner, The Graduate Center at the CUNY; Debangsha Roychoudhury, City College of New York - CUNY

The Unfinished Completed Life of Paulo Freire in Light of the Theological Virtues. James D. Kirylo, Southeastern Louisiana University

55.082-10. The Experiences of Doctoral Students Across the Disciplines. SIG-Doctoral Education across the Disciplines; Roundtable Session

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

Chair: Jeongmi Kim, South Dakota State University

Participants:

The Experiences of Philosophy Doctoral Students: A Possible Red Herring? Bryan Gopaul, University of Pennsylvania

Dewey and the Law: The Continued Relevance of Dewey’s Experience and Education to Legal Education. Jennie Carolyn Ferriss, McGill University

Interaction Influences on Doctoral Students’ Academic Pursuits in Biomedical Research: An Exploratory Qualitative Study. Xiaoping Kong, University of Virginia; Devamsita Chakraverty, University of Virginia; Nathan Dolenc, University of Virginia; Donna B. Jeffe, Washington University in St. Louis; Dorothy Andriole, Washington University in St. Louis; Heather D. Wahington, University of Virginia; Robert H. Tai, University of Virginia

Advancing Diverse Participation in STEM Ph.D. Programs. Catherine Mary Johnson, Montana State University

55.082-11. Making Meaning Through Art: Methodological Approaches to Arts-Based Educational Research. SIG-Arts-Based Educational Research; Roundtable Session

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

Chair: Yolanda A. Medina, Borough of Manhattan Community College - CUNY

Participants:

Do You Hear What I Hear? The Poetics of a Calling. Daryl A. Ward, University of South Florida

Moving Between the Frames: Animation as a Participatory Methodology. Aaron Thomas Bodle, James Madison University; Douglas J. Loveless, James Madison University

Polyptych Construction as Arts-Based Historical Methodology: Refiguring the History of Art Education. Dustin Ian Garnet, Concordia University

55.082-12. Teacher Insider/Inside the Teacher: Multiple Perspectives on Teacher Identity. SIG-Biographical and Documentary Research; Roundtable Session

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

Chair: Dara Solijaga, Concordia University - Chicago

Participants:

Consciousness, Self, and Biography: Meeting a Portraiture Participant Years Later. David R. Goodwin, Missouri State University

Exploring the Experiences of Teacher Insiders Within the Grow Your Own Teacher Movement. Djanna A. Hill, William Paterson University

Teacher Identity and Professional Beliefs: A Portraiture of Emerging Teachers. Trisha Wickland, Concordia University - Chicago; Amy E. Swain, University of North Carolina - Chapel Hill

55.082-13. International Perspectives on Moral Development and Education. SIG-Moral Development and Education; Roundtable Session

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

Chair: Eli Gottlieb, Mandel Leadership Institute

Participants:

Confucian Self of Ren: A Conceptual Paradigm. Hong Jiang, The University of Alabama; Stephen J. Thoma, The University of Alabama

Dutch Adolescents’ Democratic Narratives: ‘Democracy Is Also About the Humanity of People’. Isolde de Groot, University of Humanistic Studies; Wiel M. Veggelers, University of Amsterdam; Ivar F. Goodson, The University of Brighton

Dutch Adolescents’ Views on Democracy and Decision Making. Hessel Nieuwewinkel, Amsterdam University of Applied Sciences; Paul Dekker, University of Tilburg; Geert Ten Dam, University of Amsterdam; Femke Geijsel, University of Amsterdam

Finnish Teachers’ Mind-Sets and Purpose Orientations as Important Aspects of Moral Competence. Elina Kaisisto, University of Helsinki; Eija Hanhimäki; Kirsu T. Tirkka, University of Helsinki

55.082-14. Noncognitive Dispositions: A Philosophical Analysis. SIG-Philosophical Studies in Education; Roundtable Session

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

Chair: Craig A. Cunningham, National Louis University

Participants:

A Genealogy of Grit: Researching Noncognitive Dispositions. Ariana Gonzalez Stokas


Philosophical Challenges for Measures of Grit and Other Noncognitive Dispositions. Daniel Peterson, Berry College
55.082-15. Family, Social, and Contextual Effects on Educational Pathways. SIG-Sociology of Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am
Chair: Annie Georges, JBS International
Participants:
High Schools as a Frog Pond: Impact of Student Rank on College Enrollment and Potential Mechanisms. Kelly Iwagun Becker, Northwestern University; James E. Rosenbaum, Northwestern University
Planning a Career in Engineering: Gender, College Major, and Parental Influence. Jerry A. Jacobs, University of Pennsylvania; Linda J. Sax, University of California - Los Angeles; Seher Ahmad, University of Pennsylvania
The Co-Occurrences Between Academic Performance and Substance Use Under a Multilevel and Longitudinal Approach. Fernando H. Andrade, University of Michigan
The Longitudinal Effects of School-Based Social Identity on Early Adulthood Success. Heather E. Price, Basis Policy Research
Beyond the Touchdowns and Slam Dunks: A Critical Examination of How Revenue-Playing African American Male Student Athletes at Predominately White Institutions Experience and Perceive the Climate on Their Campus. Ronald Williams Whitaker, University of Pennsylvania; Adriel Adon Hilton, Upper Iowa University; Rodney K. Hapson, George Mason University
Quantifying and Qualifying the Educational Benefits of the Student-Athlete Experience. Kristina Navarro, University of Wisconsin; Erienne Weight, Landon Houffinan; Abbie Smith-Ryan
Defining the Dichotomy: Urban High School Teachers’ and Coaches’ Perspectives on Leadership for Student-Athletes. Christel Lea Virginia Beverly, Michigan State University

55.082-16. Exploring Teacher Perceptions, Classroom Assessment Practice, and Implications for Achievement. SIG-Classroom Assessment; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am
Chair: Alicia Wenzel, Western Oregon University
Participants:
A Comparative Study of Preservice Teachers’ Perceptions About Ethics in Classroom Assessment. Jin Liu, University of South Carolina - Columbia; Robert L. Johnson, University of South Carolina; Xumei Fan, University of South Carolina
Classroom Assessment Isn’t Sexy: The Maine Arts Assessment Initiative Invites Arts Educators to Collaborate and Deepen Their Understanding of Classroom Assessment. Jeffrey S. Beaudry, University of Southern Maine
Assessing Assessment Tests: Where Is Planning? Nicole Barnes, Montclair State University; Hellenrose Fives, Montclair State University; Charity Mack Dacey, Montclair State University
Students Self-Assess as They Speak About How Formative Assessment Helped Them Become Higher-Order Thinkers. Beverly Ann Fitzpatrick, Memorial University; Henry W. Schutz, Memorial University

55.082-17. Charter School Funding, Funding Applications, and Teacher Retention. SIG-Charter School Research and Evaluation; Roundtable Session
Convention Center, Terrace Level, Terrace III; 8:15-9:45am
Chair: Greg Thorson, University of Redlands
Participants:
Charter School Funding: A Decade of Inadequacy. Larry Maloney; Patrick J. Wolf, University of Arkansas; Meagan Batdorff; Jay May; Albert Cheng, University of Arkansas at Fayetteville
Examining Rater Effects in Charter School Fund Applications With a Many-Facet Rasch Model. Wei Xi, University of Florida; M. David Miller, University of Florida; Nancy Thornquist, University of Florida
Understanding Teacher Attrition in Charter Schools: Principal Dispositions and Practices. Dana L. Bickmore, Louisiana State University; Margaret-Mary Sulentic Dowell, Louisiana State University - Baton Rouge

55.083. Roundtable Session 17; Roundtable Session
55.083-1. Challenges Confronting Student-Athletes and Coaches From K-12 to College. SIG-Research Focus on Education and Sport; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Raul Leon, Eastern Michigan University
Participants:
Experiences of Climate for Student-Athletes With Learning Disabilities and/or Psychological Conditions. Melissa Jill Ziegler, The Pennsylvania State University - University Park; Chelsea Cameron, The Pennsylvania State University - University Park; Whitney Griffin, University of Washington
Cross-Racial Interaction of Division I Student-Athletes: An Examination of the Campus Climate for Diversity. Eddie Comeaux, University of California - Riverside; Marcia Violeta Fuentes, University of California - Los Angeles
Sue St. John, Prevention & Recovery, Sport & Educational Psychology; Erianne Holzer, Northern Illinois University
Defining the Dichotomy: Urban High School Teachers’ and Coaches’ Perspectives on Leadership for Student-Athletes. Christel Lea Virginia Beverly, Michigan State University

55.083-2. Issues Related to Reading Comprehension. SIG-Research in Reading and Literacy; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Virginia M. Russell, Molloy College
Participants:
A Think-Aloud Study of Preservice Secondary English Teachers’ Selection of Web Sources for Their Lesson Planning. Byeon-Young Cho, Iowa State University; Lindsay Woodward, Iowa State University
Comprehending Texts Through Multiple Perspectives. Tracey Samantha Hodges, Texas A&M University - College Station; Erin M. McGuire, Texas A&M University; Katherine Landau Wright, Texas A&M University; Amanda D. Franks, Texas A&M University; April Gayle Douglass, Texas A&M University; Chyllis Elaine Scott, University of Nevada - Las Vegas
The Effect of Listening Versus Reading Comprehension on Immediate and Long-Term Retention. Beth A. Rogovisky, Bloomsburg University of Pennsylvania; Paula Talall, Rutgers University

55.083-3. Considering Teachers’ Perspectives on Reform. Division L - Educational Policy and Politics; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Dan Berebitsky, Southern Methodist University
Participants:
Implementation in an Era of Reform: Investigating the Voluntary Implementation of a Supplemental Reading Program in a Supportive Context. Marcia Russell, Harvard University
Elementary Science Teachers’ Perceptions of High-Stakes Science Assessment. Alison Marie Haas, New York University; Feng Jiang, New York University; Okhee Lee, New York University; Shameka Hollimon, New York University

55.083-4. The Dynamics of Context and Content in Induction. SIG-Research on Teacher Induction; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Amanda Rabidue Bozack, University of New Haven
Participants:
Beginning the Teacher Induction Process in a Summer Enrichment Program for Minority Students. Andre M. Green, University of South Alabama; Andrea M. Kent, University of South Alabama; Joel P. Lewis, University of South Alabama; Phillip Feldman, University of South Alabama
Early-Career Principal Induction: Lessons Learned and Implications for Policy. April L. Peters, University of Georgia; Walker Jackson Parish, University of Georgia
Power and Discipline in Teacher Induction. Cheryl A. Williams, The University of Newcastle; Jennifer M. Gore, The University of Newcastle
The Content of Induction Programs: What Do Teachers Really Need? Virginia Kennedy, California State University - Northridge

55.083-5. Youth Organizing: Intersections of Justice, Art, and Caring. SIG-Grassroots Community & Youth Organizing for Education Reform; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Cynthia Taines, Northern Illinois University
Participants:

Beyond Youth Organizing to the Youth Justice Movement: A Conceptual Synthesis. Mark R. Warren, University of Massachusetts - Boston; Lake Kapcszcn, University of Massachusetts - Boston

The Third Face of Organizing: An Ecological Framework for Youth-Led Cultural Organizing. Paul Kutner, Harvard University

“We’re a Big Family”: The Construction of Familia in a Latino Youth Group. Julissa Ventura, University of Wisconsin - Madison

55.083-6. Legal Trends in Education. SIG-Law and Education; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: C. Gregg Jorgensen, Western Illinois University

Participants:

A Labor and Equity Analysis of the Impact of the Teacher Effectiveness and Accountability for the Children of New Jersey Act (TEACHNJ).
Douglas R. Larkin, Montclair State University; Joseph Olumole, Montclair State University

Legal Trends in State Law: Assessment Apocalypse for Higher Education? Robert A. Dumas, University of Illinois at Urbana-Champaign

Navigating the Gray Area: Understanding the Factors That Influence Decision Makers During Manifestation Determination Review. Maria Lewis, University of Wisconsin - Madison

The Price of Parental Choice: Legal Issues Facing Two Types of Niche Charter Schools. Janet R. Decker, Indiana University - Bloomington; Kari Anne Carr; Indiana University; Keshia Seitz

55.083-7. Interrogating Data Analysis. SIG-Qualitative Research; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Sari K. Bilken, Syracuse University

Participants:

Applying Riceou’s Hermeneutics to Qualitative Interpretation and Writing. Brett Hogan Bodily, North Lake College; Sherri Rae Colby, Texas A&M University - Commerce

Disciplined Imagination and Other Oxymorons, Part 2: Exploring the Continuing Vagaries of Teaching Qualitative Data Analysis. Stacy Otto, Illinois State University; Michael G. Gunzenhauser, University of Pittsburgh

Qualitative Data Analyses, or Finding “Findings” in Interview Research and Collective Autononography Projects. Thalia Multihl, Ball State University; Raji Swaminathan, University of Wisconsin - Milwaukee

Quantitative Data Discourse Analysis: Identifying the Construction of Knowledge Within Qualitative Data Reporting Using Fairclough’s Critical Discourse Analysis Three-Dimensional Framework. Lynette Parker, University of California - Berkeley

55.083-8. Issues in Writing Instruction in Secondary and College Classrooms. SIG-Writing and Literacies; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Margaret Gleeson, Victoria University of Wellington

Participants:

How Expert Secondary Special Education Teachers Conceptualize Teaching Literacy in Their Content Area to Students With Learning Disabilities. Alexandra A Lauterbach, University of Massachusetts - Amherst; Mary T. Brownell, University of Florida; Amber Elizabeth Benedict, University of Florida

Contrasting Social Constructions of Evidence for Argumentative Writing in High School English Language Arts Classrooms. George E. Newell, The Ohio State University; Brent Goff, The Ohio State University; SangHee Ryu, The Ohio State University - Columbus; Larkin Wayand, The Ohio State University; Amy Bradley, The Ohio State University

Writing Hope: A New Way of Developing Writing Competency in College Students. Nicole Sieben, Adelphi University

Professors’ Perceptions of Student Writing in Fourth-Year Colleges. Elizabeth Hale Rozas, Harvard Graduate School of Education

55.083-9. Mixed Methods Roundtable. SIG-Mixed Methods Research; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Chase Nordeneng, University of Washington - Seattle

Participants:

Paradigms Redefined: Synthesizing Four Perspectives for Mixed-Methods Researchers. Peggy Shannon-Baker, University of Cincinnati

School Leader Identification Through Qualitative and Quantitative Social Network Methods. Chase Nordeneng, University of Washington - Seattle

Points of Addition and Points of Integration: Why One Point of Interface Is Not Enough. Judith Schoonboom, VU University Amsterdam

Doctoral Students’ Perceived Barriers That Slow the Progress Toward Completing a Doctoral Dissertation: A Mixed Analysis. Eunjin Hwang, Sam Houston State University; Valerie Tharp Byers, Sam Houston State University; Shirley Dickerson, Sam Houston State University; Leah McAllister Shields, Sam Houston State University; Rachel N Smith, Lone Star College - Tomball; Anthony J. Onwuegbuzie, Sam Houston State University; Cindy Lee Benge, Aldine Independent School District

55.083-10. Language and Literacy Education: Global Perspectives. SIG-International Studies; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Fatemeh Zarghami, Saint Cloud State University

Participants:

A Qualitative Study of Parents’ Beliefs, Involvement, and Challenges in Children’s English Education in China. Zondi Sun Sun, California State University - Long Beach; Jyotsna Puttaaik, California State University - Long Beach

Advantages of Spanish-English Bilingualism: Mexican Teachers’ Experiences and Recommendations. Ali Borjian, San Francisco State University; Amado M. Padilla, Stanford University

Effective New Jersey and Israeli Elementary Teachers’ Questioning Techniques During Mathematics and Literacy Lessons. Rochelle G. Kaplan, William Paterson University; Geraldine Manggilo, William Paterson University; Dorothy Feola, William Paterson University; Vered Yavnin-Nashbaum, Western Galilee College; Ari Neuman, Western Galilee College; Randa Abas, Western Galilee College

Language Fluency and Discrimination: A Study on International Students at a Midwestern University. Nastaran Karimi, Purdue University

Rethinking Language Education in Taiwan: A Case Study of English Majors’ Use of Chinese Classifiers. Bin-Bin Yu, Lunghwa University of Science and Technology

55.083-11. Starting at the Beginning: Early Childhood and Family Engagement Practices. SIG-Family, School, Community Partnerships; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Valerie Hill-Jackson, Texas A&M University

Participants:

Parental Involvement, Academic Outcomes, and Academic Aspirations of High School Seniors Who Participated in Home Instruction for Parents of Preschool Youngsters as Preschoolers. Amber L. Brown, The University of Texas - Arlington; Amber McEntureff, University of North Texas

Reflection of Child’s Neighborhood in Preschool Classrooms: Implications for Studying the Context of Immigrant Communities. Sunah (Sarah) Hyun, Tufts University; Lok-wah Li, Tufts University; Amy Crowley, Tufts University; Christine M. McWayne, New York University; Jayanthi Mistry, Tufts University; Betty S. Zan, University of Northern Iowa; Kimberly Brenneman, Rutgers University; Daryl B. Greenfield, University of Miami

School-Community Partnerships for Universal Pre-Kindergarten: A Five-Year Study. Hope Casto, Skidmore College; John W. Sipple, Cornell University; Lisa McCabe, Cornell University

The Multifaceted Nature of Parent Involvement and Literacy Achievement in the First Two School Years. Elizabeth Schaughey, University of Otago; Philippa McDowall; Mele Taumoepeau

55.083-12. LGBTQ Issues and Higher Education. SIG-Queer Studies; Roundtable Session

Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Sandra Schmidt, Teachers College, Columbia University

Participants:

LGBQ Aside and Focusing on the T: A Look at Transgender College Students’ Experiences and Perceptions of Their Learning Environment. Elvira Julia Rodrigue, University of California - Los Angeles; Tracy Teel, University of California - Los Angeles

Out and About on Campus: Engagement, Climate, and Perceptions of LGBQ Collegians. Allison BrekaLorenz, Indiana University; Heather Haeger, California State University - Monterey Bay; Jessica Harris,
55.083-13. Multimodal Interactions and Learner Engagement in Online Communities. SIG-Instructiional Technology; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Lalitha M. Vasudevan, Teachers College, Columbia University
Participants:
Multimodal Interactions and Motivational Development in Online Music-Sharing Communities. Yumiko Mural, Teachers College, Columbia University
Visuals in Cross-Linguistic Interactions on a Social Networking Site: Windows to New Worlds? Anna C Conover, Teachers College, Columbia University
Multimodal Interactions: Shaping the Exploration of Digital Storytelling as a Tool for Media Literacy. Abram Park, Teachers College, Columbia University

55.083-14. Situated Learning and Science Research 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: Krista Terry, Appalachian State University
Participants:
Blending Virtual and Augmented Immersive Experiences to Aid Learning of Ecosystems Science. Amy M. Kamarainen, New York Hall of Science; Shari J. Metcalf, Harvard University; Tina A. Grozter, Harvard University; Christopher J. Dede, Harvard University
Investigating an Immersive Virtual Nanoscience Simulation for Learning: Students’ Interaction, Understanding, and Attitudes and System Usability. Jennifer Flint, Linköping University; Konrad Schönborn, Linköping University; Gunnar Höst, Linköping University; Karlijohan Lundin Palmeuris, Linköping University
Salience and Selection: Using Growth Modeling to Explore Student Causal Data Collection in a Multi-User Virtual Environment. Michael Shane Tatwiler, Harvard University; Tina A. Grozter, Harvard University

55.083-15. Faculty Community and Climate. Division J - Postsecondary Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Maike I. Philipsen, Virginia Commonwealth University
Participants:
Gendered Predictors of a Positive Departmental Climate in the Sciences. Susan K. Gardner, University of Maine; Shannon K McCoy; Lauren Hawthorne; Daniela Veliz, University of Maine; Amy Blackstone, University of Maine
Understanding the Experiences of STEM Female Faculty at an All-Male Historically Black College. Andreás Castro Samayoa, University of Pennsylvania; Marybeth Gasman, University of Pennsylvania; Thai-Huy P. Nguyen, University of Pennsylvania; Ufuoma Abuola, University of Pennsylvania; Clifton F. Conrad, University of Wisconsin - Madison; Todd Carl Lundberg, University of Wisconsin
“In the Company of Colleagues”: Dimensions of Faculty Community in Higher Education. Julie Pearson Stewart, The University of Texas - Austin; Jane S. Vogler, Oklahoma State University; Kyle M. Williams, The University of Texas at Austin
“I’ve Never Been Good at It and I Don’t Care for It”: Faculty Networking Perceptions and Behaviors. Meghan Pifer, Widener University

55.083-16. Examinations of Arts Creation, Performance, and Space. SIG-Arts and Learning; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 8:15-9:45am
Chair: Kimberly Anne Powell, The Pennsylvania State University
Participants:
Drawn to Discover: Cognitive Interactions Underlying Contemporary Artists’ Drawing Practices. Andrea Kantrowitz, Teachers College, Columbia University
Integrating Physical and Social Contexts in an Information Processing Model of Art Interpretation. Palmyre Pierroux, University of Oslo; Daniela Bauer, KMRC Knowledge Media Research Centre

Performance Studies in Education: A Polydisciplinary Secondary-Level Curriculum Development Project. Monica M. Pendergast, University of Victoria
Using Spatial Domains to Prompt Pedagogical Engagement Inside a Saturday Art School Classroom. Donna Murray-Tiedge, University of Illinois at Urbana-Champaign

Division and SIG Posters

55.084. Poster Session 11; Poster Session

55.084-1. Lives of Teachers SIG Poster Session. SIG-Lives of Teachers; Poster Session
Convention Center, 200 Level, Hall E; 8:15-9:45am
Posters:
1. Authoring Visioning as a Tool to Support Beginning Teachers. Margaret Vaughn, University of Idaho; Seth A. Parsons, George Mason University; Jacquelynn A. Malloy, Clemson University
2. Elementary School Teachers’ Experiences Working With Homeless Students. Kirby Ann Chow, University of California - Los Angeles; Rashmita Mistry, University of California - Los Angeles
3. Content Knowledge of Grade 6 Mathematics Teachers in 12 African Countries. Nicholas Spauld, Stellenbosch University; Servaas Van der Berg, Stellenbosch University
4. Teachers’ Plans Matter: Unpacking the Relationship Between Teachers’ Initial Intentions and Their Later Career Trajectories. Carol R. Rinke, Marius College
5. Supporting Induction-Phase Teachers Through Social Networking: Collaborative Lear-NING. Nicole Rose Olcese, The Pennsylvania State University

55.084-2. Machines and Digital Agents. Division C - Learning and Instruction; Poster Session
Convention Center, 200 Level, Hall E; 8:15-9:45am
Posters:
6. An Investigation of Web-Based Portfolios as Reflection Instruments in Preservice Teacher Education: The BOUNCE Case. Diler Oner, Bogazici University; Emine Adadan, Bogazici University
7. Does It Really Matter If You Collaborate With a Computer or a Human Partner? Yigal Rosen, Pearson; Maryam Tager, Pearson
8. Memory Strength Prediction Accuracy in Learner-Adaptive Software for Application of the Spacing and Testing Effects. Matthew Lineberry, University of Illinois at Chicago
12. Designing Digital Objects to Elicit Conceptual Change. Grant Van Eaton, Vanderbilt University; Douglas Clark, Vanderbilt University; David Beutel, Vanderbilt University
13. Digital Learning in Early Childhood Education: Possibilities and Points of Entry. Savitha Moorthy, SRI International; Laura Ruth Pinkerton, SRI International; Carlin Llorente, SRI International; Elizabeth Riley Christianso, SRI International; Naomi Hupert, Education Development Center, Inc.; Andrea Aunshoko Rizzo, EDC Center for Children and Technology
14. Examining Learner-Centered Approaches to Technology Use. Katherine McKnight, Pearson Education; Kimberly J. O’Malley, Pearson; Katherine Ann Bassett, National Network of State Teachers of the Year; Roxanne Ruzic, University of San Diego
15. Five Design Considerations for Developing an Innovative Technology-Mediated Learning Community (TLC) for Sustained Teacher Learning. Naomi Rebecca Hughes, University of Toronto; Mary Kooy, University of Toronto - OISE
16. Implementing an iPad-Delivered Kindergarten Mathematics Intervention: The Role of Teacher Familiarity With Technology. Lina Shanley, University of Oregon; Mari Strand Cary, University of Oregon - Center on Teaching and Learning; Ben Clarke, University of Oregon; Meg A Guerreiro, University of Oregon; Kathleen Jungiohn, University of Oregon
17. Integrating User Interface, Personal Innovativeness, and Satisfaction Into the Technology Acceptance Model for Mobile Learning. Young Ju Joo, Ewha Womans University; Hyeyeon Woo Lee, Sangmyung University; Yookyung Ham, Ewha Womans University; Eui Kyoung Shin, Ewha Womans University; Na-Young Kim, Seoul National University of Science and Technology

18. Students’ Video Representations of the Use of Technology in Education. J. David Beits, The University of Arizona; Geilani Dahab Aly, The University of Arizona

19. Teaching Outside the Walls: One District’s Experience With iPads in the Classroom. Michael L. Boucher, Indiana University; Karen L.B. Burgard, Franklin College

20. Using Idea Thread Mapper to Support Collaborative Reflection for Sustained Knowledge Building. Jianwei Zhang, University at Albany - SUNY; Mei-Hwa Chen, University at Albany - SUNY; Dan Tao, University at Albany - SUNY; Sarah Nagy Nagy, University of Toronto - OISE; Ben Peebles, University of Toronto - OISE

21. When Instructional Aids in Computer-Based Simulations Fail. Tim Nicas Hoeffler, University of Kiel

55.084-3. Powerful Visuals: Video Recording of In-Class Instruction to Improve Science Teaching/Learning Through a School/University Partnership. SIG-School/University Collaborative Research; Poster Session

55.084-4. Division L Section 5 Poster Session. Division L - Educational Policy and Politics; Poster Session

55.084-7. Hispanic Research Issues SIG Poster Sessions. SIG-Hispanic Research Issues; Poster Session

55.084-8. Motivation in Education SIG Poster Session 3. SIG-Motivation in Education; Poster Session

55.084-9. Division C Section 1d Poster Session. Division C - Learning and Instruction; Poster Session

Sunday, 9:00 am

State University

32. From Practice to Performance: The Role of Observed Teacher Instruction in Student Achievement. Matthew Philip Steinberg, University of Pennsylvania; Rachel Garrett, American Institutes for Research

33. Teacher Evaluation and Professional Identity Formation: Examining Effects on Teacher Development. Laura Gutmann, University of North Carolina - Chapel Hill

34. Teacher Responses to Evaluation Reform: Survey Results From the Pittsburgh Public Schools. John P. Wells, Westat; Henry Tran, Westat; Atsushi Miyaoa, Westat


55.084-6. Critical Discourse on Curriculum and Culture. SIG-Critical Issues in Curriculum and Cultural Studies; Poster Session

55.084-9. Division C Section 1d Poster Session. Division C - Learning and Instruction; Poster Session

Presidential Sessions

56.010. Congress and Connecting Research to STEM Education and Innovation. AERA Presidential Session

Convention Center, Terrace Level, Terrace 1; 9:00-10:15am

Chair: Barbara Schneider, Michigan State University
Sunday, 10:35 am

Governance Meetings and Events

57.001. AERA Books Editorial Board: Closed Meeting. AERA Governance; Governance Session
Marriott, Third Level, 304; 10:35am to 12:05pm
Chair: Gilberto Q. Conchas, University of California - Irvine

57.002. AERA Social Justice Action Committee: Closed Meeting. AERA Governance; Governance Session
Marriott, Third Level, 306; 10:35am to 12:05pm
Chair: Estela M. Bensimon, University of Southern California

57.003. SIG Leadership Orientation: Session 3. AERA Governance; Governance Session
Marriott, Fourth Level, Franklin 1; 10:35am to 12:05pm
Chairs: Eve Tuck, SUNY - College at New Paltz; Tiffany S. Lee, University of New Mexico

Presidential Sessions

57.010. AERA Distinguished Lecture: Anthony Bryk (#AERAImprove). AERA Presidential Session
Convention Center, Terrace Level, Terrace I; 10:35am to 12:05pm
Chair: Barbara Schneider, Michigan State University
Speaker: Improving: Joining Improvement Science to Networked Communities. Anthony S. Bryk, The Carnegie Foundation for the Advancement of Teaching

57.011. Innovations in Addressing the Education and Poverty Crisis: The Importance of Researching “Outside of School”. AERA Presidential Session
Convention Center, 200 Level, 201C; 10:35am to 12:05pm
Chair: Bonny L. Gildin, All Stars Project Inc.
Participants: All Stars Youth, All Stars Project Inc.
Participants:
The Seasonality of Learning: Implications for Poor Children. Karl L. Alexander, Johns Hopkins University
Discovering the Development Line: Helping the Poor to Grow. Lenora B. Fulani, All Stars Project
Discussants: Ross Daniels, Newark Education Trust; Anderson J. Franklin, Boston College

57.012. Promoting Innovation and Building Research Foundations at the National Science Foundation: Priorities and Perspectives. AERA Presidential Session
Convention Center, 100 Level, 120A; 10:35am to 12:05pm
Chair: P. Karen Murphy, The Pennsylvania State University
Speaker: Joan Ferrini-Mundy, National Science Foundation
Discussants: Robert Boruch, University of Pennsylvania; Deborah Loewenberg Ball, University of Michigan - Ann Arbor

57.013. Research and Innovation With Children and Families in Urban Schools and Communities. AERA Presidential Session
Convention Center, 201B; 10:35am to 12:05pm
Chair: Luis C. Moll, The University of Arizona
Participants: John Fantuzzo, University of Pennsylvania; James Earl Davis, Temple University; Kathleen M. Shaw, Research for Action
Discussant: Vivian L. Gadsden, University of Pennsylvania

AERA Sessions

57.014. Meet Journal Editors: Journal Talks 5. AERA Sessions; Invited Roundtable
Convention Center, Terrace Level, Terrace III; 10:35am to 12:05pm
Participants:
1. Contemporary Issues in Early Childhood. Nicola J. Yelland, Victoria University - Australia; Susan J. Grieshaber, Hong Kong Institute of Education
2. Journal of Moral Education. Darcia F. Narvaez, University of Notre Dame
5. International Journal of Science Education. Justin Dillon, King’s College London
7. Learning and Instruction. Jan Vermunt, University of Cambridge; Ann Corney, Elsevier Ltd
8. Journal of Early Childhood Teacher Education. Patsy Cooper, Queens College - CUNY; Shirkirsha Sing, Taylor and Francis
9. Studies in Philosophy and Education. Gert J. Biesta, University of Luxembourg; Sam Rocha, University of North Dakota
14. Journal of School Leadership. Gaytane Jean-Marie, University of Louisville; Curt M. Adams, University of Oklahoma; Sonya Douglass Horsford, George Mason University; Natalie A. Tran, California State University - Fullerton
15. Journal of Experimental Education. Avi Kaplan, Temple University

Committee Sessions

57.015. Division E Fireside Chat. Show Me the Grant Money: A Discussion About the Grant Process in Educational Research.
Graduate Student Council Cosponsored with Graduate Student Council, Division E - Counseling and Human Development; Invited Session
Convention Center, 100 Level, 112B; 10:35am to 12:05pm
Chairs: Patrick Mullen, University of Central Florida; Carol LC Paxton, University of Virginia
Participants: Dorothy L. Espelage, University of Illinois at Urbana-Champaign; Patricia A. Jennings, University of Virginia; Jason Downer, University of Virginia; Sejal Barden, University of Central Florida

57.016. Graduate Student Council Chair Fireside Chat: Demystifying the AERA Annual Meeting Proposal Submission Process.
Graduate Student Council Cosponsored with Graduate Student Council; Invited Session
Convention Center, 100 Level, 126A; 10:35am to 12:05pm
Chair: Jennifer Elizabeth Carinci, Johns Hopkins University
Participants: Huriya Jabbar, University of California - Berkeley; Ariana Christine Crowther, The University of Texas - Austin; Cathy A.R. Brant, The Ohio State University - Columbus; Antionette D. Stroter, Liberty University; Debra J. Ackerman, Educational Testing Service (ETS)

International Organization Sessions

57.017. Uses and Interpretations of International Assessment Data: Perspectives From the International Academy of Education.
International Academy of Education; Invited Session
Convention Center, 100 Level, 111B; 10:35am to 12:05pm
Chair: María De Ibarrola, Departamento de Investigaciones Educativas Center for Advanced Studies and Research
Participants:
The Uses of PISA (Programme for International Student Assessment)
in Mexico: 2000-2012. Sylvia Schmelkes, Instituto Nacional para la Evaluacion de la Educacion; Maria De Ibarrola, Departamento de Investigaciones Educativas Center for Advanced Studies and Research

Validity of Inferences From International Assessments: Cautions About Two Typical Uses of International Assessment Data. Kadiyre Ericikan, The University of British Columbia

Using International Assessments to Investigate Cognitive Performance Differentials by Socioeconomic Status. Serraas Van der Berg, Stellenbosch University


Collaborative Problem Solving in Different National Settings. Patrick E. Griffin, University of Melbourne

57.018. Variations in Educational Systems and Their Consequences for Inequalities. Dutch Programme Council for Educational Research; Invited Session

Convention Center, 100 Level, 107B; 10:35am to 12:05pm

Participants:

- Functions of the Education System and the Efficiency/Equality Trade-Off: A Policy-Oriented Evaluation Across Countries. Valentina Di Stasio, University of Amsterdam; Thijs Bol, Universiteit van Amsterdam; Herman G. van de Werfhorst, University of Amsterdam
- Selection and Tracking in Secondary Education: A Cross-Country Analysis of Student Performance and Educational Opportunities. Roxanne Korthals, Maastricht University; Jaap Dronkers, Maastricht University
- Do School Transitions Spur Educational Inequalities? Louise Elffers, Maastricht University
- The Impact of Curricular Tracking on Civic Engagement: A Difference-in-Difference Design. Jacqueline Witschge, University of Amsterdam; Herman G. van de Werfhorst, University of Amsterdam

Discussant: David F. Baker, The Pennsylvania State University

Division Sessions

57.019. Developing Effective School and District Leaders. Division A - Administration, Organization and Leadership; Paper Session

Convention Center, 100 Level, 102A; 10:35am to 12:05pm

Chair: Karen A Connors, University of Virginia

Participants:

- An Analysis of Florida’s 67 District Principal Training Programs. LaTara D. Osborne-Lampkin, Florida State University; Regional Educational Laboratory-Southeast; Jessica Sidler Folsom, Florida State University; Carolyn D. Herrington, Florida State University; Stephen Christopher Cooley, Florida State University
- Beyond Educational Research: Bridging Pedagogy and Praxis in P-20 Educational Settings Through Quality Leadership Preparation. Cosette M. Grant, University of Cincinnati; Richard J. Reddick, The University of Texas - Austin
- Influences on a District’s Design of Professional Development Institutes for Principals. John J. Hall, University of California - Berkeley

Discussant: Jacob Easley, University of Pittsburgh - Johnstown

57.020. Leadership in a Global Context (Part 2). Division A - Administration, Organization and Leadership; Paper Session

Convention Center, 100 Level, 102B; 10:35am to 12:05pm

Chair: Kerry Kathleen Robinson, University of Tennessee Knoxville

Participants:

- Does Instructional Leadership Matter in China? Detecting the Causal Effects. Lingyan Li, Beijing Normal University; Yan Sun, Beijing Normal University
- “Innovative” Leadership at a Time of Rapid Reform: An English Case Study. Ruth McGinity, The University of Manchester
- School Principals’ Standards and Expectations in Three Educational Contexts. Elizabeth T. Murakami, University of Texas of the Permian Basin; Katrina E. Pollock, University of Western Ontario; Monika Tornsen, Umea University
- The Impact of Backbone Teachers as Teacher Leaders in Mainland China. Feiye Wang, East China Normal University; Sally J. Zepeda, University of Georgia

Discussant: Laurie Johnson, Boston College

57.021. The Multifaceted Dimensions of Leadership Disposition. Division A - Administration, Organization and Leadership; Paper Session

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

Chair: Vanessa Hammel Renon, The University of Texas - San Antonio

Participants:

- Does Emotional Leadership Matter? The Role of Emotional Reframing in School Leadership. Izhak Berkovich, Hebrew University; Ori Eyal, Hebrew University

In Defense of Charisma: A Critical Examination of Contemporary Conceptions of School Leadership. Eli Gottlieb, Mandel Leadership Institute

Leadership Dispositions and the Measurement Gap: A Literature Review. Jennie Welch; Leslie Hazle Bussey, Georgia Leadership Institute for School Improvement

“In Racial Intelligence”: A Needed Attribute of Educational Leadership? Phillip A Smith, Teachers College, Columbia University

Discussant: Colleen A. Capper, University of Wisconsin - Madison

57.022. Performing Self: Tracing Art and Identity as Method. Division B - Curriculum Studies; Paper Session

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

Chair: Mindy Roberta Carter, Cape Breton University

Participants:

- Art and the Faces of Injustice. Jeffery M. Frank, Sweet Briar College
- Performing Curriculum Inquiry: Adult Latinas’ Literacy and Advocacy Development Through Participatory Theater. Rocio Sanchez Ares, Boston College

Performing the Stories We Tell: Using Personal Narrative to Inspire Writing, Identity Development, and Consciousness. Romina A. Pacheco, New Mexico State University; Nancy Wasser, New Mexico State University; Veronica Gallegos, El Paso Independent School District

(Re)Vising the Self Through Art: A Curricular Examination. Sue Ellen Henry, Bucknell University

Discussant: Angela Rose Hines, Arizona State University

57.023. Rethinking Education, Labor, and Subjectivity. Division B - Curriculum Studies; Symposium

Convention Center, 100 Level, 119B; 10:35am to 12:05pm

Chair: Sara Carpenter, OISE/University of Toronto

Participants:

- Financial Literacy Education as Risk Management for Capitalism. Chris Arthur, York University
- The Myth of the Undereducated American and the Overeducated Canadian. Alexander James Means, SUNY Buffalo State
- Science Education, Subjectivity, and the Reproduction of Labor. Jesse Bazzul, OISE/University of Toronto
- Smart Drugs: Public Pedagogies of Education, Labor, and the New Intelligence. Kenneth J. Saltman, DePaul University
- Radical Subjects in Adult Education: Critical Feminist Perspectives on the History of Social Movement Schools. Tara Silver, OISE/University of Toronto

Discussant: Sheila L. Macrine, University of Massachusetts - Dartmouth

57.024. Conducting Research With Underrepresented Groups: Methodological and Assessment Considerations. Division C - Affirmative Action Council Session

Convention Center, 100 Level, 113A; 10:35am to 12:05pm

Chair: Jessica T. Decuir-Gunby, North Carolina State University

Participants:

- Teaching and Learning Outcomes for English Learners: Contextual Considerations for Researchers. Francesca López, University of Arizona
- Assessment of Racial-Minority Students. Stafford Hood, University of
Illinois at Urbana-Champaign
Promoting a Universalistic Approach to the Study of Culture and Learning.
Akane Zusho, Fordham University
Discrimination in Gifted Education: Learning From the Court Case of
District U-46 Regarding Culturally Responsive Assessment. Donna Y. Ford, Vanderbilt University
Telling Their Stories: Conducting and Reporting Research in African American Communities. Linda C. Tilmann, Retiree
Discussant: Cynthia Hudley, University of California - Santa Barbara

57.025. Designing and Implementing Educational Games: Exploring How to Increase the Effectiveness of Games for Learning. Division C - Learning and Instruction; Symposium
Marriott, Fourth Level, Franklin 6; 10:35am to 12:05pm
Chair: Deanne Marie Adams, Vanderbilt University - Peabody College
Participants:
Examining the Effect of Self-Explanation and Explanatory Feedback on a Cognitively Demanding Educational Physics Game. Deanne Marie Adams, Vanderbilt University - Peabody College; Douglas Clark, Vanderbilt University
Immersive Virtual Technologies for STEM: Design Principles and In-Game Assessments. Mina Catherine Johnson-Glenberg, Arizona State University; David Birchfield, Arizona State University; Erica Linn Snow, Arizona State University
The Impact of Collaborative Play and Achievement Motivation on Learning From a Physics Game. Stephen Killingsworth, Vanderbilt University; Douglas Clark, Vanderbilt University; Pratim Sengupta, Vanderbilt University
Investigating Classroom Implementations of Game-Based Learning. James Lester, North Carolina State University; Eloni F. Lobene, North Carolina State University; Bradford Mott, North Carolina State University; Jonathan Rowe, North Carolina State University
An Experimental Investigation of Learning Mechanics in a Digital Geometry Game. Jan L. Plass, New York University; Bruce Douglas Homer, The Graduate Center - CUNY; Elizabeth Hayward, New York University; Melissa Biles, New York University; Jonathan Frye, New York University; Tse-Ting Huang, New York University
Discussant: Harold F. O’Neil, University of Southern California

57.026. Diverse Approaches to Literacy Intervention in the Primary Grades. Division C - Learning and Instruction; Paper Session
Marriott, Fifth Level, Grand Ballroom I; 10:35am to 12:05pm
Chair: Susan Trostle Brand, University of Rhode Island
Participants:
Connecting, Resisting, and Challenging Texts: Case Studies of Critical Literacy Development in a Kindergarten Classroom. Meredith Labadie, University of Missouri - St. Louis; Kathryn Pole, The University of Texas - Arlington; Rebecca L. Rogers, University of Missouri
Difference in Literacy Skills of Returning and First-Year Children. Priscilla G. Baddour, University of North Carolina - Charlotte; Huijiang Zao, University of North Carolina - Charlotte; Chuan Wang, University of North Carolina - Charlotte
Gaining a Better Understanding of Beginning Reading Skill Development Across Kindergarten Learners: A Growth Mixture Model Application. Leilani Saez, University of Oregon; Cheng-Fei Lai, University of Oregon; Julie Alonso, University of Oregon; Gerald A. Tindal, University of Oregon
Lasting Effects of Kindergarten Family Literacy Intervention Programs. Kristy Timmons, University of Toronto - OISE; Janette P. Pelletier, University of Toronto
The Nature and Variability of First-Grade Writing Instruction. Elizabeth N. Farley-Ripple, University of Delaware; Charles A. MacArthur, University of Delaware; David Coker, University of Delaware; Allison F. Jackson, University of Delaware; Huijing Wen, University of Delaware
Discussant: Jeanne Wilcox, Arizona State University

57.027. Epistemic Beliefs and Learning and Reasoning About Texts. Division C - Learning and Instruction; Paper Session
Convention Center, 100 Level, 113B; 10:35am to 12:05pm
Chair: Joe Magliano, Northern Illinois University
Participants:
Processing of Belief-Compatible and Belief-Incompatible Arguments About a Controversial Topic. Matthew T. McCrudden, Victoria University of Wellington; Anne Shelly Hynds, Victoria University of Wellington; Pania Matthews
“I Remember What the Text Says but Don’t Really Think It’s True (When It Disagrees With Me)”. Tonje Stenseth, University of Oslo; Helge I. Stromso, University of Oslo; Ivar Braten, University of Oslo
Undergraduate Students’ Beliefs About Knowledge, Information, and Truth. Emily M. Grossnickle, University of Maryland; Alexandra List, University of Maryland; Patricia A. Alexander, University of Maryland - College Park
Shunning the Evidence: Why Do Some Students Bypass Reasoning About Controversial Claims in Science? Carlos R. Salas, University of Illinois at Chicago; Thomas D. Griffin, University of Illinois at Chicago
Development and Validation of a Scenario-Based Assessment of Epistemic Thinking. Sarit Barzilai, University of Haifa; Michael P. Winstock, Ben-Gurion University of the Negev
Discussant: Gregory John Schraw, University of Nevada - Las Vegas

57.028. Epistemic Emotions: Their Role in Self-Regulated Learning and Learning Outcomes. Division C - Learning and Instruction; Symposium
Convention Center, 100 Level, 113C; 10:35am to 12:05pm
Chairs: Krista R. Muis, McGill University; Reinhard Pekrun, University of Munich
Participants:
The Curious Case of Climate Change: Epistemic Emotions Mediate Relations Between Epistemic Beliefs, Learning Strategies, and Learning Outcomes. Krista R. Muis, McGill University; Reinhard Pekrun, University of Munich; Gale M. Sinatra, University of Southern California; Roger Azevedo, North Carolina State University; Gregory Trevor, McGill University; Elisabeth Meier, University of Munich; Benjamin C. Heddy, University of Southern California
Epistemic Emotions as Drivers of Collaborative Learning: Exploring the Effects of Socio-cognitive Conflict on Epistemic Emotions and Argumentative Knowledge Construction. Elisabeth Meier, University of Munich; Reinhard Pekrun, University of Munich; Karsten Stegmann, University of Munich; Frank Fischer, University of Munich; Dr. Jeffrey Wiseman MD, McGill University
The Role of Epistemic Emotions in Mathematics Problem Solving. Cynthia Psaradellis, McGill University; Krista R. Muis, McGill University; Susanne P. Lajoie, McGill University; Marianne Chevrier, McGill University; Meredith Derian-Toth, McGill University
Epistemic Emotions When Reading About Controversial Topics: A Comparison of Refutation and Expository Text. Suzanne H. Jones, Utah State University; Gale M. Sinatra, University of Southern California; Reinhard Pekrun, University of Munich
Discussant: Sidney K. D’Mello, University of Notre Dame

57.029. Inquiry in Practice and in Policy. Division C - Learning and Instruction; Paper Session
Convention Center, 100 Level, 105A; 10:35am to 12:05pm
Chair: Scott C. Marley, Arizona State University - Tempe
Participants:
An Analysis of Data Activities in Middle School Science Textbooks. Bradley Morris, Kent State University; Katie Baker, Baker Educational Consulting; Angela Junglen, Kent State University; Amy M. Masnick, Hofstra University
Impacts of an Inquiry-Based Learning Approach to Teaching Science: Implications for Policy. Luke Fostvedt, Iowa State University; Mack C. Shelley, II, Iowa State University; Brian Hand, University of Iowa; Marcia R Laugerman, University of Iowa; William J. Therrien, University of Iowa
The Effects of Inquiry Teaching on Student Science Achievement and Attitudes: Propensity Score Analysis of PISA (Programme for International Student Assessment) 2006 Data. Feng Jiang, New York University; William F. McComas, University of Arkansas at Fayetteville
The Impact of an Inquiry-Based Science Instructional Method on Student Achievement and Teacher Instruction. Todd Zolotowsky, The University of Memphis; Carolyn R. Kaldon, The University of Memphis

57.030. Science and Technology. Division C - Learning and Instruction; Paper Session
Marriott, Fourth Level, 414; 10:35am to 12:05pm
Chair: Cindy Kern, University of New Haven
Participants:
57.031. The Role of Errors and Faulty Reasoning in Mathematics Learning, Division C - Learning and Instruction; Paper Session Marriott, Fourth Level, 413; 10:35am to 12:05pm
Chair: Mary Frances Mueller, Seton Hall University
Participants:
Invalid Argumentation in Student Reasoning: Are There Benefits? Mary Frances Mueller, Seton Hall University; Dina Yankelewitz, The Richard Stockton College of NJ; Carolyn Alexander Maher, Rutgers University
Learning Fractions From Reflecting the Rationale Behind One’s Own Errors. Tim Heemsoth, Leibniz Institute for Science and Mathematics Education; Also Heinze, Leibniz Institute for Science and Mathematics Education
The Occurrence of Indirect Reasoning: An Analysis. Mary Frances Mueller, Seton Hall University; Dina Yankelewitz, The Richard Stockton College of NJ; Carolyn Alexander Maher, Rutgers University
The Structure of Mathematics Misconceptions in Algebra, Geometry, Rational Numbers, and Probability. Christopher R. Rakes, University of Maryland - Baltimore County; Robert N. Ronau, University of Cincinnati
Discussant: Rozy Vig, Harvard University

57.032. Transforming School and Campus Climate for Military-Connected Students and Veterans: Research and Practice From the Field. Division E - Counseling and Human Development; Symposium Convention Center, 100 Level, 103B; 10:35am to 12:05pm
Chair: Joey Nuñez Estrada, San Diego State University
Participants:
Learning Together: Supporting Military Students Through Collaborative Learning Experiences. Ruth Berkowitz, University of Southern California; Rami Benbenishty, Bar-Ilan University; Chantra Nhien, University of Southern California
"Because Nice Matters": A Study of an Antibullying Intervention in a Military-Connected School District. Hazel Atuel, University of Southern California; Rami Benbenishty, Bar-Ilan University; Chantra Nhien, University of Southern California
Examining the Implementation of FOCUS Skill-Building Groups and the Emotional Well-Being and Resilience of Military Students in Public Schools. Kris Tunac De Pedro, Chapman University; Ediza Garcia, UCLA Semel Institute for Neuroscience and Human Behavior; Rami Benbenishty, Bar-Ilan University; Diana Pineda, University of Southern California; Patricia Lester, UCLA Semel Institute for Neuroscience and Human Behavior
Addressing the Academic and Social Challenges of Military Students: Connecting Undergraduate Students With Military-Connected Schools. Chantra Nhien, University of Southern California; Rami Benbenishty, Bar-Ilan University; Amanda L. Datnow, University of California - San Diego; Caren Holtzman, University of California - San Diego; Alison Gallwey Wishard Guerra, University of California - San Diego; Luz M. Chung, University of California - San Diego
Examining the Roles and Responsibilities of Postsecondary Institutions After a Decade of War. Monica Christina Esqueda, University of Southern California; Kris Tunac De Pedro, Chapman University; Hazel Atuel, University of Southern California
Discussant: Ron Avi Astor, University of Southern California

57.033. Harlem Stories: Contesting Educational Goals and Strategies for Reform in the 20th Century. Division F - History and Historiography; Symposium Marriott, Fourth Level, 410; 10:35am to 12:05pm
Chair: Ernest D. Morrell, Teachers College, Columbia University
Participants:
Cinema for Social Change: The Human Relations Film Series of the Harlem Committee of the Teachers Union, 1936-1950. Lisa Rabin, George Mason University; Craig Kriedel, University of South Carolina
The Idea of Skill in 1960s Harlem. Amos E. Erickson, Teachers College, Columbia University
The Aftermath of the Community Control Movement in Central and East Harlem. Heather Lewis, Pratt Institute
Discussants: Clarence Taylor, Baruch College - CUNY; Basil Anthony Smikle, Columbia University

57.034. Ethnographic Research in Multilingual Contexts: Microlevel Perspectives on Macrolevel Policies. Division G - Social Context of Education; Symposium Marriott, Fourth Level, 404; 10:35am to 12:05pm
Chairs: Cynthia Groff, Universidad Autónoma Metropolitana; Usree Bhattacharya, Indiana University of Pennsylvania
Participants:
Using Conversation Analysis to Interpret Ukrainian University Students’ Answers to Language Policy Questions in Ethnographic Interviews. Bridget Goodman, University of Pennsylvania
Indian Language and Education Policy as Seen From the Kumauni Hills. Cynthia Groff, Universidad Autónoma Metropolitana
A Language Ideological Lens on Language Policy: An Ethnographic Case Study at a Suburban Indian Orphanage. Usree Bhattacharya, Indiana University of Pennsylvania
Discussant: Nancy H. Hornberger, University of Pennsylvania

57.035. Flipping the Script on Conversations Surrounding Race and Diversity. Division G - Social Context of Education; Paper Session Marriott, Fourth Level, 405; 10:35am to 12:05pm
Chair: James C. Japp, Georgia Southern University
Participants:
A “War Between Stories”: The Master Narrative and Counternarratives in the Fight for a Culturally Relevant Curriculum. Seth Peter Aleshire, The University of Arizona
Decolonizing the Counternarratives: Tucson’s New Movements Toward Educational Justice. Leah Stauber, The University of Arizona
Desiring Diversity and White Settler Backlash: Violence as a Daily Logic. Lisa (Leigh) Patel, Boston College
Historical Counterstories: Toward a New Critical Race Methodological Tool. Michaela J. Lopez Mares-Tamayo, University of California - Los Angeles; Lluliana Alonso, University of California - Los Angeles; Ryan Edward Santos, University of California - Los Angeles; Daniel Gilbert Solorzano, University of California - Los Angeles
Discussant: Dana Thompson Dorsey, University of North Carolina - Chapel Hill

57.036. Hearing Voices From Philly: Reaffirming Our Commitment to Local Knowledge Through a Joint Session With Community-Based Organizations. Division G - Social Context of Education Co-sponsored with Division K - Teaching and Teacher Education, SIG-Grassroots Community & Youth Organizing for Education Reform, SIG-Safe Schools and Communities, SIG-Out-of-School Time and SIG-Queer
Sunday Morning, April 6, 2014

57.037. Implementing More and Better Learning Time: Understanding the Actors, the Stage, and the Setting. Division G - Social Context of Education; Symposium Convention Center, 200 Level, 202A; 10:35am to 12:05pm
Chair: Jeannie Oakes, Ford Foundation
Participants:
  - Keeping Pace of Falling Behind: Analyzing Learning Time as a Resource for Educational Innovation and Equity. Nicole Mirra, University of California - Los Angeles; John S. Rogers, University of California - Los Angeles
  - Equity Reform in Action: How Teachers and Working-Class Families Fight for Expanded Opportunities to Learn. Hannah Jones, University of Colorado - Boulder; Daniela Kruel DiGiacomo, University of Colorado - Boulder
  - Developing Indicators of the “More and Better Learning Time” Zone of Mediation. Michelle Renee, Brown University; Jaime Del Razo, Brown University; Warren Simmons, Brown University; Marisa Saunders, Annenberg Institute for School Reform
Discussant: Warren Simmons, Brown University

57.038. Labovian Legacies: Symposium on Sociolinguistics and Education. Division G - Social Context of Education; Symposium Convention Center, 200 Level, 204C; 10:35am to 12:05pm
Chair: John R. Rickford, Stanford University
Participants:
  - Linguistic Stereotype Threat. John Baugh, Washington University in St. Louis
  - Tough Conversations About Language and Culture in Secondary English Classrooms. Anne Harper Charity-Hudley, College of William and Mary
  - Talking College: Fostering Secondary English Students’ Linguistic Agency and Developing Literacy Skills to Meet the Linguistic Expectations of Higher Education. Christine L. Mallinson, University of Maryland - Baltimore County

57.039. Reflection and Refraction in the Teaching and Learning of Academic Literacy Practices Across Grades. Division G - Social Context of Education; Symposium Convention Center, 100 Level, 121A; 10:35am to 12:05pm
Chair: David M. Bloome, The Ohio State University
Participants:
  - “Did You Already Know the Answer?” First Graders Writing Nonfiction. Melissa I. Wilson, The Ohio State University
  - Classroom Interactions That Support Learning Over Time in a Sixth-Grade Classroom. Marlene Beierle, The Ohio State University
  - Embracing Rationalities: Writing Arguments in a 12th-Grade Advanced Placement Language Arts Class. Sanghee Ryu, The Ohio State University - Columbus; Allison S. Wynhoff Olsen, Montana State University; David M. Bloome, The Ohio State University
Discussants: Richard W. Beach, University of Minnesota; Brian V. Street, King’s College London

Chair: Gary A. Orfield, University of California - Los Angeles
Participants:
  - Losing Ground: School Segregation in Massachusetts. Jennifer Ayscue, University of California - Los Angeles
  - Inequality Across the Empire State: School Segregation in New York From 1989 to 2010. John V. Kucsera, University of California - Los Angeles
Neither “White” Schools nor “Black” Schools ... “Just” Schools: School Segregation in Delaware, 1989-2010. Arielle Niemeyer, Virginia Commonwealth University
Discussant: Erica Frankenberg, The Pennsylvania State University

57.041. Data Use for Educational Achievement, Equity, and Student Well-Being. Division H - Research, Evaluation and Assessment in Schools; Symposium Convention Center, 100 Level, 112A; 10:35am to 12:05pm
Chair: Doris McWhorter, Ministry of Education
Participants:
  - School-Community Partnerships: Supporting Data Use for School Effectiveness and Improvement Planning. Erica H. van Roosmalen, Halton Catholic District School Board
  - Using a Geographical Information System to Illuminate Educational Equity: A Focus on Community, Educational, and Developmental Outcomes. Paul Favaro, Peel District School Board & York University - Ontario
  - Use of Data to Enhance Early Literacy Achievement: Collaboration Across Disciplines and Administrative Levels. Christine Stager, Thames Valley District School Board; Steve M. Killip, Thames Valley District School Board; Karen R. Anderson, University of Western Ontario; Vesna Fernandez, University of Western Ontario
  - System-Wide Vision of Student Voice to Engage, Empower, and Transform Educational Practices With and for First Nations, Métis, and Inuit Students. Jaclyn Wood, Thames Valley District School Board; Steve M. Killip, Thames Valley District School Board
Discussant: Don A. Klinger, Queen’s University - Kingston

57.042. Research and Development to Ensure Accessibility for the Partnership for Assessment of Readiness for College and Careers Assessments. Division H - Research, Evaluation and Assessment in Schools; Symposium Convention Center, 100 Level, 116; 10:35am to 12:05pm
Chair: Cara Cahalan Laitnis, ETS
Participants:
  - Overview of Partnership for Assessment of Readiness for College and Careers Item Types for English Learners. Danielle Gagnon-Orth, Educational Testing Service
  - Usability of New Partnership for Assessment of Readiness for College and Careers Item Types for Students With Disabilities. Teresa C. King, ETS
  - Planned Research Related to Partnership for Assessment of Readiness for College and Careers Accessibility Features and Accommodations. Arthur A. Thacker, Human Resources Research Organization; Enis Dogan, Achieve, Inc.
Discussant: Trinell Bowman, Maryland State Department of Education

57.043. Using Novel Research Methods to Understand Teaching and Learning in the Professions. Division I - Education in the Professions; Symposium Convention Center, 200 Level, 202B; 10:35am to 12:05pm
Chairs: Anthony R. Artino, Uniformed Services University of the Health Sciences; LuAnn Wilkerson, University of California - Los Angeles
Participants:
  - Assessing Task-Specific Regulatory Thinking: Foundations and Applications of Microanalytic Assessment Methodology to Medical Education. Timothy J. Cleary, Rutgers University; Ting Dong, The Uniformed Services University of the Health Sciences; Anthony R. Artino, Uniformed Services University of the Health Sciences
  - Social Network Analysis and Teacher Education/Teacher Development. Brian V. Carolan, Montclair State University; Sara Wasserman, Montclair State University
  - Using Verbal Protocol Methodology and Sketch Analysis to Explore Engineering Design Ideation. Shanna Daly, University of Michigan
Do You Hear What I Hear? Using the Listening Guide Method for Qualitative Data Analysis. Lara Varpio, Uniformed Services University
57.044. Examining the Influence of Enrollment Behavior on Student Postsecondary Success. Division J - Postsecondary Education; Paper Session  
Chair: Xueli Wang, University of Wisconsin - Madison  
Participants:  
Community College Transfer and Student Success: Do Academic Pathways Ease the Transition From Community Colleges to Four-Year Institutions? Angela Boattman, Vanderbilt University - Peabody College; Adela Soliz, Harvard University  
Understanding Multi-Institutional Pathways: The Influence of Swirling on Degree Attainment at Two-Year and Four-Year Institutions. Krystal L. Williams, Educational Testing Service; Ji-Hee Hong, Washtenaw Community College; Roger Mourad, Washtenaw Community College  
Academic Momentum at the Gate: Does First-Semester Credit Load Affect Postsecondary Completion? David Monaghan, CUNY - Graduate Center; Paul Atterwell, City University of New York  
Dual Credit in Illinois: Inequitable Participation and Inequitable Impacts on College Access and Success. Jason L. Taylor, University of Illinois at Urbana-Champaign  
Discussant: James C. Palmer, Illinois State University

57.045. Race and Contemporary Contexts. Division J - Postsecondary Education; Paper Session  
Chair: Stephanie H. Chung, University of Maryland - College Park  
Participants:  
Graduate Students of Color and Faculty Mentors. Willie Leonardus Williams, University of Virginia  
Reasoning Through Race: Exploring College Students' Use of Biology as Racial Authority. Marc P. Johnston, The Ohio State University  
The Emotional Response of Students of Color to Hostile Postsecondary Racial Environments and the Need for Assessment. Misty Dawn Sawatzky, University of Southern California  
The Power of Cross-Racial Interactions: Students' Experiences at an Emerging Hispanic-Serving Institution. Brighid M. Dywer, Villanova University  
Discussant: Brian Lamont McGowan, Indiana State University

57.046. Race and Gender and the Professoriate. Division J - Postsecondary Education; Paper Session  
Chair: Janeula M. Burt, Bowie State University  
Participants:  
Recruitment and Retention of Female and Underrepresented Engineering Faculty: The Influence of Organizational Context. Lois Calian Trautvetter, Northwestern University; David B. Knight, University of Queensland  
The Need for Diverse Faculty at Minority-Serving Institutions: A Qualitative Document Analysis of the Need for Diverse Hires. Rosa Maria Banda, Rutgers University - New Brunswick/Piscataway; Alonzo Martice Flowers, Old Dominion University; Petra Alaine Robinson, Louisiana State University - Baton Rouge  
Whose Problem Is It? Gender Differences in Orientation to Service in One Research University. Kerry Ann O'Meara, University of Maryland - College Park  
Discussant: Amy S. Metcalfe, The University of British Columbia

57.047. STEM Habits for Success: Factors That Contribute Toward Persistence. Division J - Postsecondary Education; Paper Session  
Chair: Brenda A. Martin, University of Arkansas at Pine Bluff  
Participants:  
Communities of Practice in a Community College STEM Transfer Program for Underrepresented Students. Bernadette S. Chi, University of California - Berkeley; Valeria Romero, University of California - Berkeley; Chris Lever, University of California - Berkeley  
Effects of Sense of Belonging and Deep Learning on Practical Competence Among Minorities in STEM. Terrell Lamont Strayhorn, The Ohio State University; Joseph A. Kitchen, The Ohio State University; Michael Steven Williams, The Ohio State University; Leroy L. Long, The Ohio State University  
Discussant: Patricia S. O'Sullivan, University of California - San Francisco

57.048. The Double Bind: Gendered Organizations and Work/Family (Im)Balance. Division J - Postsecondary Education; Symposium  
Chair: Mary Ann Danovitz, North Carolina State University  
Participants:  
Gender Norms, the Ideal Worker, and Work/Life “Balance”. Jaime R. Lester, George Mason University; Margaret W. Sallee, University at Buffalo - SUNY  
A Qualitative Study of Academic Mothers’ Sabbatical Experiences. Susan V. Iverson, Kent State University; Christin L. Seher, The University of Akron  
Mechanisms of Integration and Exclusion: Determining the Pathways for Leadership and Advancement for Midcareer Women Faculty in STEM. Jeni Hart, University of Missouri - Columbia

Chair: Royel Johnson, The Ohio State University - Columbus; Terrell Strayhorn, The Ohio State University  
Participants:  
The Power of Service-Learning to Advance Research on K-12 Preservice Teachers. Tambrav O. Jackson, University of South Carolina; Brandy Wilson, Appalachian State University  
Intersections of Culture and Community: Developing a Critical Sense of Place in Teacher Education. Jason Ronald Harshman, The Ohio State University  
The Power of Service-Learning to Advance Research on K-12 Preservice Teachers’ Teaching English to Speakers of Other Languages Practice. Cate Crosby, University of Cincinnati; Sara Lamb Kistler, West Chester University of Pennsylvania  
“How This Stuff Is Too Deep!” Teacher Candidates’ Beliefs About Cultural Diversity and Teaching Diverse Populations. Hannah Carson Baggett, New Millennium Secondary School  
Learning to Teach Where You Are: An Investigation of Culturally Responsive Teacher Preparation in Alaska’s Universities. Amy Vinlove, The University of Alaska - Fairbanks  
Discussant: Kenneth James Fasching-Varner, Louisiana State University

57.051. Culturally Responsive/Relevant Single-Sex Pedagogies for Black Males (K-12). Division K - Teaching and Teacher Education; Symposium  
Chair: Tyrone C. Howard, University of California - Los Angeles  
Participants:  
Negroes, the N-Word, and Creatures From Endor. Clarence L. Terry, Occidental College  
Discussant: Joni Tunstall, University of California - Los Angeles
57.052. Developing Excellent Teachers in Rural and Remote Communities: Challenges and Efforts in Rural Alaska. Division K - Teaching and Teacher Education; Symposium Convention Center, 200 Level, 203A; 10:35am to 12:05pm Chair: Diane B. Hirshberg, The University of Alaska - Anchorage Participants:

- Will They Stay or Will They Go? Teacher Perceptions of Working Conditions in Rural Alaska. Alexandra R. Hill, The University of Alaska - Anchorage; Diane B. Hirshberg, The University of Alaska - Anchorage; Ute Kaden, The University of Alaska - Fairbanks; Craig Kasemodem, University of Wisconsin - Madison; Philip Patrick Patterson, The University of Alaska - Fairbanks
- Factors Related to Teacher Retention in Arctic Alaska. Ute Kaden, The University of Alaska - Fairbanks; Philip Patrick Patterson, The University of Alaska - Fairbanks

Teaching Indigenous Epistemology to Graduate Students. Maureen P. Hogan, The University of Alaska - Fairbanks

Supporting Language Teachers Through Mentoring as Pedagogy. Patrick E. Marlow, The University of Alaska - Fairbanks; Theresa John, University of Alaska Fairbanks; Hishinla’i Kathy Sikorski, University of Alaska Fairbanks; Joan Parker-Webster, University of Alaska Fairbanks; Walkie Charles, Holmes Scholar; Marilee Coles-Ritchie, Westminster College; April I. Counsellor; Sabine Siekmann

Discussant: Bill McDermid, University of North Carolina - Chapel Hill

57.053. Innovative Mentoring Strategies. Division K - Teaching and Teacher Education; Paper Session Convention Center, 100 Level, 120B; 10:35am to 12:05pm Chair: Roseanne Kaiser Vallice, Mercy College Participants:

- A University and School Partnership: Teacher Professional Development Through Mentoring and Coaching. Hilary M.M. Burgess, University of Leicester; Ann Ray Shelton Mayes, University of Northampton
- Addressing Early-Career Attrition Through Teacher Induction and Mentorship Programs: A Pan-Canadian Document Analysis Study. Benjamin Kuttyuramba, Queen’s University; Lorraine Godden, Queen’s University; Leigha Tegunna, Queen’s University
- From Newbie to Insider: Enculturation of New Members Into an Online Community of Blogging Teachers. Hiliary Smith Rissier, Montana Tech; SueAnn L. Bottoms, Oregon State University
- Informal and Formal Teacher Mentoring and Its Link to Turnover Intention. Thomas G. Reio, Florida International University; Chandra Whitehead, Florida International University; Iryna Dzhuryak, Institute of International Education

Discussant: Maria A. Flores, Minho University

57.054. Redrawing the Map: Toward a Complex Theory of Initial Teacher Education. Division K - Teaching and Teacher Education; Symposium Convention Center, 100 Level, 114; 10:35am to 12:05pm Chair: Ana Maria Villegas, Montclair State University Participants:

- When Complexity Theory Meets Critical Realism: A Platform for Research on Initial Teacher Education. Marilyn Cochran-Smith, Boston College
- Developing a Complex View of Teacher Education’s Influence on Learning to Teach. Fiona Ruth Ell, University of Auckland
- Building Theoretical Redescriptions: Digging Deeper Using Quantitative and Qualitative Approaches. Mavis Haigh, The University of Auckland; Larry H. Ludlow, Boston College
- Identifying Patterns of Practice Linked With Student Learning for Effective Initial Teacher Education. Lexie Barbara Grudnoff, The University of Auckland; Mary F. Hill, University of Auckland

Discussant: Ana Maria Villegas, Montclair State University

57.055. The Role of Practice, Rehearsal, and Inquiry in Apprenticing Preservice Teachers to Professional Practice. Division K - Teaching and Teacher Education; Paper Session Convention Center, 200 Level, 204A; 10:35am to 12:05pm Chair: Stephanie L. Knight, The Pennsylvania State University Participants:

- Contrasting Cases of Inquiry Stance Development in the Practices and Perspectives of Two Graduates of an Inquiry-Infused Teacher Education Program. Lisa H. Bennett, California State University - Fresno
- Getting Inside Rehearsals: Elaborating Key Elements and Factors That Support Work on Complex Practice. Hala N. Ghoussine, University of Wisconsin - Madison; Elham Kazemi, University of Washington; Adrian Cunard, University of Washington
- Learning to Teach With Twitter. Annie McMahon Whitlock, University of Michigan - Flint; Cheryl L. Rosaen, Michigan State University
- Learning With and From Each Other: Professional Learning Communities as Spaces for Studying Our Teaching. Sharon B. Hayes, West Virginia University; Johnna Bolyard, West Virginia University; Sarah Selmer, West Virginia University; Ugur Kale, West Virginia University
- Peer Interactions and Identity Development. Steven Wall, University of North Carolina - Chapel Hill; Janice L. Anderson, University of North Carolina - Chapel Hill; Julie Ellison Justice, University of North Carolina - Chapel Hill

Discussant: Muriel K. Rand, New Jersey City University

57.056. Tilting Toward Inquiry: Implications for Teaching, Learning, and Professional Development. Division K - Teaching and Teacher Education; Symposium Convention Center, 200 Level, 203B; 10:35am to 12:05pm Chair: Christine D. Clayton, Pace University Participants:

- Facilitating the Tilt: Reflections on Professional Development That Promotes Inquiry in High-Stakes Times. Christine D. Clayton, Pace University; James F. Kilbane, Tulane University; Dr. Lauren Beth Birney, Pace University; Joan S. Kass, Pace University; Beth Kava, Pace University
- Moving Beyond Active Learning: Deepening Learning Through Reflective Lab Notebooks. Jason Choi, Tarrytown union free district
- An Inquiry-Based Approach to the Imperative Mood in Spanish. Elena Pousada, Sleepy Hollow High School

Building Ownership Inside Out: Self-Assessment and Writing in a Science Classroom. Joyce Kong, NYC Department of Education


Assessing Ambitious Pedagogy in a Time of Standardized Assessments: What Teacher Work Samples Reveal. James F. Kilbane, Tulane University; Christine D. Clayton, Pace University; Mary Rose McCarthy, Pace University

Discussant: Nancy Fichtman Dana, University of Florida

57.057. Transformation Initiatives in the Accreditation of Educator Preparation: Vision, Status, and Works in Progress. Division K - Teaching and Teacher Education; Invited Session Marriott, Fourth Level, Franklin 2; 10:35am to 12:05pm Chair: James G. Cibulka, Council for the Accreditation of Educator Preparation Presenters: Mark W. LaCelle-Peterson, Council for the Accreditation of Educator Preparation; Deborah B. Elderidge, National Council for Accreditation of Teacher Education; Colleen A. Hardy, Evangel University; Diana B. lys, East Carolina University; Linda Ann Patriarca, East Carolina University

Discussant: Etta R. Hollins, University of Missouri - Kansas City

57.058. Understanding Change Within Discussions of Mathematics Teacher Professional Learning Communities: Methodological Frameworks. Division K - Teaching and Teacher Education; Symposium Convention Center, 200 Level, 204B; 10:35am to 12:05pm Chair: Joy Ann Oslund, University of Michigan Participants:

- Concomitant Analysis in Considering Teacher Development and Professional Development Materials Over Time. Edd V. Taylor, University of Colorado - Boulder

Using Tools From Discourse Analysis to Understand Change in a Teacher Study Group. Samuel Otten, University of Missouri - Columbia; Beth A. Herbel-Eisenmann, Michigan State University; Kate Johnson, Brigham Young University
57.059. Examining Policy and Practice for Ethnolinguistic-Minority Students. Division L - Educational Policy and Politics; Paper Session
Convention Center, 100 Level, 115B; 10:35am to 12:05pm
Chair: Ramon Antonio Martinez, The University of Texas - Austin
Participants:
The Effect of Dual-Language Immersion on Student Achievement in Math, Science, and English Language Arts. Jennifer L. Steele, RAND Corporation; Robert Slater, American Councils for International Education; Jennifer Li, RAND Corporation; Gema Zamarro, University of Southern California; Trey Miller, RAND Corporation
Effects of Academic and Nonacademic Instructional Approaches on Preschool English Language Learners’ English Language Development. Ivana Markova, San Francisco State University
Multicultural Curriculum Policy and Ethnolinguistic-Minority Students’ Academic Engagement: A Cross-National Policy Evaluation. Yun-Kyung Cha, Hanyang University; Seung-Hwan Ham, Hanyang University; Haru Ka, Hanyang University
Teachers’ Implementation of Assessment Accommodations for English Language Learners in the Content Classroom: Evidence From Survey, Observation, and Interviews. Beth Clark-Gareca, New York University

57.060. Instructional Practice Amid Reform. Division L - Educational Policy and Politics; Paper Session
Convention Center, 100 Level, 115C; 10:35am to 12:05pm
Chair: Sarah L. Woolf, University of Connecticut
Participants:
Accommodating Change: Relating Fidelity of Implementation to Program Fit. Eleanor Anderson, Northwestern University
The Effect of Policy Churn on the Microlevel Implementation of a Statewide Professional Development Program. Amanda Marie Slaten Frasier, Michigan State University; Steve Bennett, Michigan State University; Dante Cisterna, Michigan State University; Amelia Wenk Gotwals, Michigan State University
The Relationship Between District Reading Policy and Teachers’ Instructional Routines. Sarah L. Woolf, University of Connecticut

57.061. Teacher Labor Market, Distribution, and Retention. Division L - Educational Policy and Politics; Paper Session
Convention Center, 100 Level, 118A; 10:35am to 12:05pm
Chair: Tracey Lynn Weinstein, University of Southern California
Participants:
Easy Come, Easy Go? The Effects of Reducing Barriers Into Teaching on Teacher Attrition. Charles Kevin Fortner, Georgia State University; Gary Henry, Vanderbilt University; Casey Megan White, Teach For America, Inc.
My End of the Bargain: Exploring the Influence of Spatial Relationships and Institutional Bargaining Structures on the Provisions in Collective Bargaining Agreements. Lesley Laverty, Macalester College; Dan Goldhaber, University of Washington; Roddy Theobald, University of Washington
On the Move? Teacher Mobility Patterns in Response to District-Led Whole-School Reform. Katharine Omenn Strunk, University of Southern California; Julie A. Marsh, University of Southern California; Tracey Lynn Weinstein, University of Southern California
State Efforts to Ensure an Equitable Distribution of Effective Teachers. Andrew J. Wayne, American Institutes for Research; Courtney Tenenbaum, American Institutes for Research; Delphinia Brown, American Institutes for Research; Kerstin A. Carlson Le Floch, American Institutes for Research; Andrea Boyle, American Institutes for Research; Rachel Garrett, American Institutes for Research

57.062. Current Trends in Adult Education Research and Their Implications for Policy, Practice, and Science. SIG-Adult Literacy and Adult Education; Symposium
Marriott, Fifth Level, Grand Ballroom K; 10:35am to 12:05pm
Chair: Meredith J. Larson, National Center for Education Research
Participants:
Cognitive Science Investigations of Reading Difficulties for Low-Literacy Adults. Gail McKoon, The Ohio State University
Lessons to Improve Research and Adult Literacy Practice. Daphne Greenberg, Georgia State University
Research Priorities in Adult Populations: Motivation, Math, and Job Corps. Daryl F. Melland, The University of Kansas
Bridging the Gap: Moving From Dropout to College. Elizabeth Zachry Rutschow, MDRC
Practice Engagement Theory: Lifelong Interaction Between Proficiency and Practice. Stephen M. Reder, Portland State University
Discussant: Johan Uvin, U.S. Department of Education

57.063. Leveraging Home-Language Literacies in the Education of Emergent Bilinguals. SIG-Bilingual Education Research; Paper Session
Convention Center, 100 Level, 104A; 10:35am to 12:05pm
Chair: Patricia Martinez-Alvarez, Teachers College, Columbia University
Participants:
Spanish Picture Book Read-Alouds and Cognate Vocabulary Learning: A Study of Primary School English Learners. Jose A. Montelongo, Canutillo Independent School District; Anita C. Hernandez, New Mexico State University
The Academic Vocabulary Development of Spanish-English Bilingual Students in Middle School. Eileen Mercedes González, University of Saint Joseph; Angela Maria Lopez-Velasquez, Southern Connecticut State University
Social Networking, Workplace, and Entertainment Literacies: The Out-of-School Literate Lives of Newcomer Latina/o Adolescents. Mary Amanda Stewart, Texas Woman’s University
Taking Bicultural Parental Engagement Online: Exploring Digital Resources for Home-School Communication, Translation, and Biliteracy Development. Silvia Cecilia Nogueron-Liu, University of Georgia
Discussant: Mileidis Gort, The Ohio State University

57.064. Catholic Education Through an International Lens and From Within Urban Communities. SIG-Catholic Education; Paper Session
Marriott, Fourth Level, 411; 10:35am to 12:05pm
Chair: Mickey Fenzel, Loyola University Maryland
Participants:
Catholic Secondary Schools in Los Angeles. Karie Huchtng, Loyola Marymount University; Jose M. Chavez, Loyola Marymount University; Shane P. Martin, Loyola Marymount University; Karen Holyk-Casey, Loyola Marymount University
Communities of Practice in a Network of Catholic Bilingual Schools. Martin Scanlan, Marquette University; Minsong Kim, Boston College; Caroline Vaileumier, Boston College; Mary Bridget Burns, Boston College
Interrupting the School-to-Prison Pipeline in an Urban Jesuit High School. Robert Weldon Simmons, Loyola University Maryland
La concientización de la estudiante: Involvement of the University Student at Catholic Universities in Central America. Nicole Webster, The Pennsylvania State University
Teachers’ Perceptions of Moral Education in Catholic Secondary Schools in Australia and Ireland. Jim Gleeson, The Australian Catholic University; Joanne O’Flaherty, University of Limerick

57.065. Teachers Unions, Race, and Education Research: Innovations in Grassroots Organizing for Equity. SIG-Critical Educators for Social Justice; Symposium
Convention Center, 100 Level, 105B; 10:35am to 12:05pm
Chair: Kristen L. Buras, Georgia State University
Participants:
Educational Organizing Against Charter Reform in New Orleans: Learning From Black Teacher Associations and Community Allies. Kristen L. Buras, Georgia State University; Raynard Sanders, The New Orleans Imparative

SIG Sessions

57.062. Current Trends in Adult Education Research and Their Implications for Policy, Practice, and Science. SIG-Adult Literacy and Adult Education; Symposium
Marriott, Fifth Level, Grand Ballroom K; 10:35am to 12:05pm
Chair: Kristen L. Buras, Georgia State University
Participants:
Educational Organizing Against Charter Reform in New Orleans: Learning From Black Teacher Associations and Community Allies. Kristen L. Buras, Georgia State University; Raynard Sanders, The New Orleans Imparative
57.065. Race and Equity Issues in Teaching, Teacher Preparation, and Educational Experiences. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Paper Session
Marriott, Fourth Level, 402; 10:35am to 12:05pm
Chair: Fred Arthur Bonner, Rutgers University - New Brunswick/Piscataway
Participants:
Supporting Teachers of African American Students: Issues of Race and Class. Norvelia P. Carter, Texas A&M University; Gwendolyn C. Webb-Hasan, Texas A&M University - College Station; Victoria Carter, Texas A&M University - College Station
Voices of Whiteness and Voices of Diversity: Blending the Tone and Focus in a Survey. Margaret M. Ferrara, University of Nevada - Reno; Miranda L. Holback, University of Nevada - Reno
Culturally Relevant Teaching Efforts: Assessing the Convergence and Divergence of Theory and Practice. Stacia M. Stribley, George Mason University; Jenice Leilani Vana, George Mason University; Elizabeth K. DeMulder, George Mason University
Urban Teachers’ Beliefs About Diversity: Critical Analysis of Race, Gender, and Class. Quintia D. Ogletree, Texas A&M University
Policy and Practice: A Call to Abandon the Continuation of the Legacy of Educational Inequities. Tiffany Renee Wheeler, Transylvania University; Sherry W. Powers, Ashbury University; Angela J. Cox, Georgetown College; Miriam Elizabeth Stroder, Ashbury University
Discussant: Kathy Hirsh-Pasek, Temple University

57.067. Recess Research: Policy, Parity, and Play. SIG-Cultural Historical Research; Symposium
Marriott, Fourth Level, 412; 10:35am to 12:05pm
Chair: Anna Richman Beresin, University of the Arts
Participants:
Is the Changing Role of Recess at School Impacting the Next Generation in the Digital Age? Travis Heilig, The University of Texas - Austin; Ken Zarafis
Discussant: Lois Weiner, New Jersey City University

57.068. Educating for Democracy in the Digital Age: Possibilities and Challenges for Innovation in Democratic Education. SIG-Democratic Citizenship in Education; Symposium
Convention Center, 100 Level, 104B; 10:35am to 12:05pm
Chair: Ellen Middaugh, Mills College
Participants:
Dialogue Across Difference: A Case Study of the Facing History and Ourselves Digital Media Innovation Network. Justin Fire Reich, Harvard University; Anna L. Romer, Evaluation Dept., Facing History and Ourselves; Dennis Barr, Facing History and Ourselves
Discussant: Ben R. Kirshner, University of Colorado

57.069. International Early Childhood Issues. SIG-Early Education and Child Development; Paper Session
Marriott, Fourth Level, 407; 10:35am to 12:05pm
Chair: Smita Guha, Saint John’s University
Participants:
A Qualitative Metasynthesis of How Early Educators in International Contexts Address Cultural Matters That Contrast With Developmentally Appropriate Practices. Christopher P. Brown, The University of Texas - Austin; Yi-Chin Lan, National Taiwan Normal University; Natalie Babiak Weber, The University of Texas at Austin
Early Childhood Education: Narratives in Early Literacy Education. Liv Gjems, Vestfold University College; Sigrun Sleiter, Vestfold University College
Long-Term Effects of Early Childhood Education on Academic Achievement in Chile. Alejandra Cortazar, Universidad Diego Portales
Why Preschool? Early Childhood Education Perspectives and Policies in Rural Tanzania. Laura A. Andreason, Michigan State University

57.070. P-20 Education Finance. SIG-Fiscal Issues, Policy, and Education Finance; Paper Session
Marriott, Fourth Level, Franklin 11; 10:35am to 12:05pm
Chair: Karen J. DeAngelis, University of Rochester
Participants:
Financial Aid at California Community Colleges: Interactions of State and Federal Aid Programs. Elizabeth Friedmann, University of California - Davis
Financial Need and Income Volatility Among Students With Zero Expected Family Contribution. Robert Kelchen, Seton Hall University
School Finance Equity Under Census-Based Funding: Assessing the Merits of New Jersey’s School Finance Reform Act. David S. Knight, University of Southern California
Opting Out on the Bill: Voluntary Adequacy Funding in Maryland. Maida A. Finch, Salisbury University; Peter Trabert Goff, University of Wisconsin - Madison

57.071. Using Technology to Enhance Informal Experiences. SIG-Informal Learning Environments Research; Paper Session
Convention Center, 100 Level, 124; 10:35am to 12:05pm
Chair: Karen J. Elinich, The Franklin Institute
Participants:
Supporting Coaching and Scaffolding With Augmented Reality Technology in an Informal Education Environment. Michael Tscholl, University of Illinois at Urbana-Champaign; Robb Lindgren, University of Illinois at Urbana-Champaign; Eileen Smith, University of Central Florida
Using Mobile Devices to Connect Teachers and Museum Educators. Ibrahim Delen, Michigan State University; Wan-Tzu Lo, University of Michigan - Ann Arbor; Alex Kuhn, University of Michigan; Steven McGee, Northwestern University; Jennifer Duck, The Learning Partnership; Chris Quintana, University of Michigan; Joseph S. Kruteck, Michigan State University
Utilizing Gigapixel Image Technology for Science Communication in a Museum Setting. Camellia Wynona Sanford, Rockman et al
Discussant: Saul Rockman, Rockman et al

57.072. Instructional Technology SIG Paper Session: Presence, Interaction, and Engagement in Learning. SIG-Instructional Technology; Paper Session
Marriott, Fifth Level, Grand Ballroom G; 10:35am to 12:05pm
Chair: Helen Crompton, Old Dominion University
Participants:
Social Presence: What Is It? How Do We Measure It? Patrick R. Lowenthal, Boise State University
Examining Classroom Interactions in Computer-Mediated Developmental Mathematics Courses: Implications for Teaching and Learning. Julia Rauffman, Community College Research Center; Maria S Cormier, Teachers College, Columbia University
Inclusion of Instructional Technology to Increase Engagement and Achievement. Alicia Wenzel, Western Oregon University; Marcus Fredrick Wenzel, Portland State University
Use of Cues to Promote Learning in an Animation: An Experimental Study. Ismahan Arslan-Ari, Texas Tech University; Steven M. Crooks, Texas Tech University

Sunday Morning, April 6, 2014
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57.073. Educational Research in Global Contexts. SIG-International Studies; Paper Session
Convention Center, 100 Level, 121B; 10:35am to 12:05pm
Chair: Binbin Jiang, Kennesaw State University
Participants:
- Intercultural Competence, Teaching, and Learning: Perspectives From International Teachers. Sydney A. Merz, George Mason University; Beverly D Shaklee, George Mason University; Zehra Habib, George Mason University
- Perception of the “Effective Teacher” Among Teacher Educators in Israel. Irit Levy-Feldman, Kibbutzim College of Education
- Research on Extending Methodologies of Transnational Field Research in Education. Amy Roberts, University of Wisconsin; Gregory Sy Ching, Fu Jen Catholic University; Tsu-Chia Julia Hu, Langhwa University of Science and Technology
- The Role of School Internship Policies in Developing the Students’ Self-Confidence. Tsu-Chia Julia Hu, Langhwa University of Science and Technology
The Discourse About the Quality of Higher Education in the Brazilian Media. Gustavo E. Fischman, Arizona State University; Sandra Regina Sales, Universidade Federal Rural

57.074. Productive Talk and Participation in Disciplinary Practices: Perspectives From Science and Mathematics Education. SIG-Teaching Sciences; Symposium
Marriott, Fourth Level, Franklin 7; 10:35am to 12:05pm
Chairs: Savitha Moorthy, SRI International; Christopher J. Harris, SRI International
Participants:
- The Use of Talk Moves to Support Student Participation in Scientific Modeling. Savitha Moorthy, SRI International; Christopher J. Harris, SRI International; Carrie-Anne Sherwood, University of Michigan; Cynthia M. D’Angelo, SRI International; Carrie D. Allen Bemis, University of Colorado - Boulder; Tina M. Stanford, SRI International
- Rigor and Responsiveness in Classroom Activity. Jessica J. Thompson, University of Washington; Sara Hagenah, University of Washington
- Managing the Tension Between Mathematical Content and the Practice of Argumentation. Jennifer Knudson; Philip J. Vahey, SRI International; Teresa Lara-Meloy, SRI International; Nicole Shechtman, SRI International
- Supporting Student Justification in Middle School Classrooms: Teachers’ Work to Create a Context for Justification. Megan E. Staples, University of Connecticut
Discussant: William R. Peniel, University of Colorado - Boulder

57.075. Assessment and Evaluation of Educational Leadership Programs. SIG-Learning and Teaching in Educational Leadership; Paper Session
Convention Center, 100 Level, 111B; 10:35am to 12:05pm
Chair: Jennifer Ingrid Friend, University of Missouri - Kansas City
Participants:
- Evaluating Principal Preparation Programs: Assessing the Appropriateness of Three Accountability Strategies. Ed Fuller, The Pennsylvania State University; Liz Hollingworth, University of Iowa
- School Leaders’ Challenges: The Promise of a Developmental Approach—Lessons From a Longitudinal Look. Jessica Blum, Teachers College, Columbia University; Eleanor E. Drago-Severson, Teachers College, Columbia University
- Teaching Data Use. Charles F. Vanover, University of South Florida; Olivia Hodges, University of South Florida - St. Petersburg
- What 21st-Century Students Want: Factors That Influence Student Selection of Educational Leadership Graduate Programs. Lesley F. Leach, Tarleton State University; Mary P. Winn, Tarleton State University; Susan L. Erwin, Tarleton State University; Elizabeth P Benedict, Tarleton State University
Discussant: Carol A. Mullen, Virginia Polytechnic Institute and State University

57.076. Measuring College-Level Skills. SIG-Measurement and Assessment in Higher Education; Paper Session
Convention Center, 100 Level, 117; 10:35am to 12:05pm
Chair: S. Jeanne Horst, James Madison University
Participants:
- A Strategy for Increasing Student Motivation on Low-Stakes Assessments. Zachary George Charles Kornhauser, Fordham University; Jillian Minahan, Fordham University; Karen L. Siedlecki, Fordham University; Jeffrey T. Steedle, Pearson
- Assignments as a Source of Error in Critical-Thinking Assessment. John David Hathcoat, James Madison University; Jeremy Penn, Oklahoma State University
- Relationship Between Students’ Attitudes and Performance on Accountability Tests in Higher Education: A Path Model. Anna Zilberberg, Pearson; Sara J. Finney, James Madison University
- Research-Based Methodological Concerns About Using Standardized Tests of Generic Skills to Make Institutional Comparisons. Mehary Tadesse Stafford, The University of Texas System; Trudy W. Banta, Indiana University - IUPUI
- Test Administration Procedures and Their Relationships With Effort and Performance on a College Outcomes Test. Jeffrey T. Steedle, Pearson; Doris Zahn, Council for Aid to Education; Heather Kogelman, Princeton University
Discussant: Keston H. Fulcher, James Madison University

57.077. Comprehensive and Critical Review of Current Middle-Level Research and Practice. SIG-Middle-Level Education Research; Symposium
Convention Center, 100 Level, 111A; 10:35am to 12:05pm
Chair: Frances R. Spielhagen, Mount Saint Mary College
Participants:
- Historical Trends, Patterns, and Policies in the Middle School Movement (1963-2013). Mary Beth Schafer, Saint John’s University; Kathleen Malu, William Paterson University
- A Topical Analysis of Middle Grades Research From 2000 to the Present. Kathleen Marie Brinegar, Johnson State College
- Critical Review of Research Methods in the Field of Middle-Level Education. Bogum Yoon, Binghamton University - SUNY
Discussant: Micki M. Caskey, Portland State University

57.078. Empowering the Roma Through Dialogic Research: Contributions From Paulo Freire, Ramón Flecha, and Jesus Gómez’s Friendship to Social Inclusion. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Symposium
Marriott, Fourth Level, 415; 10:35am to 12:05pm
Chair: Sandra Racionero-Plaza, Universitat de Barcelona
Participants:
- Ten Years After the WORKALÓ Project: Political Implications to Foster Social Inclusion of the Roma in Europe. Óscar Prieto-Flores, University of Girona; Silvia Molina Roldán, Universitat Rovira i Virgili; Itxaso Tellado, University of Vic
- Roma Involvement in Transforming Their Schools and Their Communities: A Transformative Case Study in Europe. Rocío García-Carrón, University of Cambridge; Javier Diez-Palomar, Universitat de Barcelona; Joan Cabré, Rovira i Virgili University
- Bringing Successful Educational Actions in Dialogue With the Roma to All. Sandra Girbes, Universitat de Barcelona; Maria Padrós Cuxart, Universitat de Barcelona; Pilar Alvarez, Universitat de Barcelona
- The Power of the Voices of Roma Women in Overcoming Inequalities. Patricia Melgar Alcantud, Universitat de Girona; Beatriz Carballos Villarejo, Universitat de Barcelona; Carme Garcia Yeste, Universitat Rovira i Virgili
Discussant: Gresilda A. Tilley-Lubbs, Virginia Tech

57.079. Teaching and Conducting Educational Research. SIG-Professors of Educational Research; Paper Session
Convention Center, 100 Level, 109A; 10:35am to 12:05pm
Chair: Jamie Jirout, Temple University
Participants:
- Translational Research in Education: A Framework for Effectively Teaching Introductory Courses in Educational Research. Kevin Arthur Ball, University of Hartford; Ralph O. Mueller, University of Hartford
- A Framework for Collecting Qualitative Data for Social Network Analysis and Data Mining. Nancy L. Leech, University of Colorado
- Denver; Kathleen M.T. Collins, University of Arkansas; Anthony J. Owuweghuzie, Sam Houston State University

A History of Qualitative Data Analysis Approaches. Magdalena Anna Denham, Sam Houston State University; Anthony J. Owuweghuzie, Sam Houston State University

Prevalence and Characteristics of Reference List Errors: The Case for Educational Research. Eunjin Hwang, Sam Houston State University; Anthony J. Owuweghuzie, Sam Houston State University; Julie P. Combs, Sam Houston State University; John R. Slate, Sam Houston State University

Discussant: Edward G. Fierros, Villanova University

57.080. A Sankofa Dialogue: Southeastern Scholars Collaborate on Research Focused on African American Education in the U.S. South. SIG-Research Focus on Black Education; Working Group Roundtable

Marriott, Fourth Level, Franklin 8; 10:35am to 12:05pm

Chair: Robi Lomotey, Western Carolina University

Participants:
- The Centrality of the U.S. South in the Shaping of Black Life and Identity. Jerome E. Morris, University of Georgia
- Historical and Contemporary Perspectives on African American Education in Birmingham, Alabama. Tondra L. Loder-Jackson, The University of Alabama - Birmingham
- Researcher Identity, Epistemological Standpoints, and Documenting Southern African American Educational History. Deindre Cobb-Roberts, University of South Florida; Barbara Joseph Shircilffe, University of South Florida

57.081. Two Tales of One Format: Examinations of Lesson Studies in the United States and China. SIG-Research in Mathematics Education; Symposium

Convention Center, 100 Level, 125; 10:35am to 12:05pm

Chair: Rongjin Huang, Middle Tennessee State University

Participants:
- The Impact of Parallel Lesson Studies on Developing Prospective Mathematics Teachers’ Knowledge and Skills. Xuhui Li, California State University - Long Beach; Zhitingtqiang Yuan, Fujian Normal University
- Lesson Study: Professional Development Experiences for Prospective Secondary Mathematics Teachers. Connie H. Yarem, Ablilene Christian University
- Improving Teaching and Enhancing Teachers’ Growth Through Parallel Lessons Development: A Chinese Approach. Xue Han, Dominican University; Rongjin Huang, Middle Tennessee State University

Discussant: Aki Murata, University of California - Berkeley

57.082. Surviving and Thriving in the College Context. SIG-Sociology of Education; Paper Session

Convention Center, 100 Level, 109B; 10:35am to 12:05pm

Chair: Sarah M. Ovink, Virginia Polytechnic Institute and State University

Participants:
- Effects of Siblings on the Literacy Development of First-Generation College Graduates. Matthew Knoester, University of Evansville; Mari Plikun, University of Evansville
- Getting Involved: Political Socialization on American College Campuses. Jessica Mason, University of Pittsburgh
- Racial Gaps in Critical Thinking: The Role of Institutional Context. Josipa Roksa, University of Virginia; Tienieli L. Trojan, University of Iowa; Ernest T. Pascarella, University of Iowa; Cindy A. Kilgo, University of Iowa; Charles Blaich, Wabash College; Kathleen Wise, Wabash College

57.083. Research in Literacy and Disability. SIG-Special Education Research; Paper Session

Convention Center, 100 Level, 103A; 10:35am to 12:05pm

Chair: Rebecca K. Shankland, Appalachian State University

Participants:
- Diverse and Exceptional Students Take Ownership for Cooperative Learning Through Video Self-Reflection. Brooke Anne Moore, University of Colorado - Boulder; Clara E. Smith, Colorado University - Boulder; Amy Lynn Boeke, University of Colorado - Boulder; Alison Gould Boardman, University of Colorado - Boulder; Janette K. Klingner, University of Colorado - Boulder
- Integrating Writing Across Subject Areas Supported by Innovative Technology: A National Survey. Anja S. Emevenova, George Mason University; Kelley Sarah Regan, George Mason University; Andrea Boykin, George Mason University; Donna Sacco, George Mason University; Kevin Good, George Mason University; Margo A. Mastropieri, George Mason University

57.084. The Development of Teachers: Support From Preservice Through In-Service. SIG-Supervision and Instructional Leadership; Paper Session

Convention Center, 100 Level, 118C; 10:35am to 12:05pm

Chair: Jim Brandon, University of Calgary

Participants:
- Conceptual, Procedural, and Emotional Mentoring: Reframing of Supervisor Learning to Practice to Learning From Practice. Rebecca West Burns, University of South Florida; Bernard J. Badali, The Pennsylvania State University
- Supervision as Professional Development: A Review of State Statutes. Helen M. Hazi, West Virginia University; Daisy E. Arredondo Racinski, The University of Alabama
- From Preservice to Teacher Leader: The Early Development of Instructional Leaders. Kate Spence-Ado, Fairleigh Dickinson University

From the Many Faces of Action Research. Stephen P. Gordon, Texas State University-San Marcos

The State of Preservice Teacher Supervision in a Decade of Reform: A Literature Review. Jennifer Lynn Jacobs, University of South Florida; Diane Yendol-Hoppey, University of South Florida; Rebecca West Burns, University of South Florida; Katie Arndt, University of South Florida; Vanessa Casiola, University of South Florida

Discussant: Jeffrey Glanz, Michalala Jerusalem Graduation Division

57.085. Pedagogical Approaches to Preservice Teacher Preparation on the Use of Technology. SIG-Technology as an Agent of Change; Paper Session

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

Chair: Doug Hearrington, Armstrong Atlantic State University

Participants:
- Preparing Teachers to Integrate Technology Into K-12 Instruction: Comparing a Stand-Alone Technology Course With a Technology-Infused Approach. Ray R. Buss, Arizona State University; Keith Wetzl, Arizona State University; Teresa S. Foulger, Arizona State University
- An Inquiry-Based Approach to the Integration of Digital Technologies in a Preservice Teacher Education Program. Norman Davis Vaughan, Mount Royal University

Technological, Pedagogical, and Content Knowledge (TPACK)
Development in Teacher Candidates as They Design and Deliver Technology Professional Learning Workshops. Kamini Jaipal Jamani, Brock University; Candace Figg, Brock University
Experiencing the Realities of Novice Teachers’ Technology Integration. Rachel A. Karchmer-Klein, University of Delaware; Haruka Konishi, University of Delaware; Sohee Park, University of Delaware; Julie Wise, University of Delaware
Discussant: Debra R. Sprague, George Mason University

57.086. Public Writing: Performing Writing Identities Across Contexts. SIG-Writing and Literacies; Symposium
Marriott, Fourth Level, Franklin 13; 10:35am to 12:05pm
Chair: Glynda A. Hall, University of California - Berkeley
Participants:
- Showing Myself: Identity and Writing in a Classroom Workshop. Alecia Marie Magnifico, University of New Hampshire
- The Performance of Designing: Improvisation in the Composing Context. Matthew Hall, The College of New Jersey
- Authorship in the Age of Mass Writing: Adolescents’ Social Composing in Online Communities. Amy Stornaiuolo, University of Pennsylvania
- Laura as Writer: Exploring the Identity Positions of an Adolescent Author. Jayne C. Lammers, University of Rochester; Valerie Lieberman Marsh, University of Rochester
- Traversing the “In-Between”: Developing Writing Practices and Literate Identities Across Contexts. Anna Smith, New York University
Discussant: Kris D. Gutiérrez, University of Colorado - Boulder

57.087. Roundtable Session 18: Roundtable Session

57.087-1. High School and Beyond: Issues of Identity and Difference. SIG-Disability Studies in Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Danielle M. Cowley, San Francisco State University
Participants:
- Becoming Differently: Toward a New Pedagogy of Disability in Social Foundations. Margaret Quin Hannan, University of Pittsburgh
- A Different Diversity? Disability Studies Perspectives for Postsecondary Diversity Authorities. Lauren Stallish, Syracuse University
- All It Takes: Competence, Communication, and Support of High School Students Who Type to Communicate. Casey Reutemann, Syracuse University; Christine Elaine Ashby, Syracuse University
- Construction of the Worker Situated on the Autism Spectrum: A Critical Interpretive Synthesis of Peer-Reviewed Literature on Transition for Youth With Disabilities. Jennifer R. Wolgemuth, University of South Florida; Mike Riley, University of South Florida; Vonzell Agosto, University of South Florida; Roderick Jones, University of South Florida

57.087-2. Instrumentation and Identification in Giftedness, Creativity, and Talent. SIG-Research on Giftedness, Creativity, and Talent; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Katie Larsen McClarty, Pearson
Participants:
- Evaluating the Psychometric Properties of the Behavioral and Emotional Screening System Student Form Using a High-Achieving Student Sample. Diep Thi Nguyen, University of South Florida; Robert F. Dredrick, University of South Florida; Shannon M. Suldo, University of South Florida; Elizabeth Shuennesh-Dredrick, University of South Florida; Isaac Li, University of South Florida; Thanh Vinh Pham, University of South Florida
- How the Nomination Stage Can Wreck Gifted Identification: A Psychometric Analysis. Matthew McBea, East Tennessee State University; Scott Joseph Peters, University of Wisconsin - Whitewater
- Using Selected-Response and Constructed-Response Item Formats for Assessing Gifted Students’ Learning. Mona Alana Mohammad Alamin, University of Virginia; Carolyn M. Callahan, University of Virginia; Sarah Oh, University of Virginia
- Validation of the HOPE Scale for Use With Native American Students in Grades 6-12. Jason McIntosh, Purdue University; Marcia L. Gentry, Purdue University; Soohyun Yi, Purdue University

57.087-3. Self-Study in Teaching Practices. SIG-Self-Study of Teacher Education Practices; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Vicki K. LaBoskey, Mills College
Participants:
- “Mind the Gap”: Navigating the Tension Between Best and Actual Teaching Practices. Margaret Perron, Southern Oregon University
- At the Intersection of Self-Study and Core Practices: Innovation in Language Teacher Education? Megan Madigan Peery, University of Maryland

57.087-4. Teacher Research: Exploring Student Engagement and Motivation. SIG-Teacher as Researcher; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Alan D. Antis, The College of New Jersey
Participants:
- Giving Students the Choice: The Impact of Homework Choice on Student Achievement and Motivation. Marsenne Kendall, Tierra Linda Middle School; San Carlos, CA; Kim Tolley, Notre Dame de Namur University; Tsehsien Kelly Vaughn, Notre Dame de Namur University
- Magnet Moving and Materiality: Making Sense of Student Engagement Using the New Empiricism. Allisa Abraham Hall, University of GeorgiA
- Their Story, Their Voices: The Role of Culturally Relevant Pedagogy in Developing Bicultural Identity. Rhianna Henry Casesa, San Diego State University

57.087-5. Teacher Research: Investigating Innovative Practices. SIG-Teacher as Researcher; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Christopher C. Martell, Boston University
Participants:
- Making History Come Alive: A Case for Simulations in Social Studies Classrooms. Thomas Ng, Uncommon Charter High School
- Multimodal Literacy: iPads and Creative Connections in a First-Grade Classroom. Sudarshana Das, Iona College
- Visual Teaching Philosophies: Art’s Role in (Teacher) Education. Debra Anne Broderick, University of Pennsylvania

57.087-6. Applications and Innovations for Action Research in Schools. SIG-Action Research; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Sarai Koo, MAPS 4 College
Participants:
- Utilizing the MUSIC Model of Academic Motivation to Increase Reading Motivation in a Fourth-Grade Classroom. Angela W. Williams, Virginia Polytechnic Institute and State University; William P. Williams, Concord University
- Increasing Writing Performance of Seniors Placed at Risk Through Goal Setting in a Creativity-Centered Classroom. Brittany Estrada, Azusa Pacific University; Susan R. Warren, Azusa Pacific University
- Teachers Develop Practical Wisdom for Teaching Through Collaborative Action Research: Flipping the Elementary Classroom. Karen C. Goodnow, Memorial University
- The Action Research of Home Visits and Teacher Practice. Bilal Polson, Northern Parkway School; Monica Byrne-Jimenez

57.087-7. Gender, Culture, Justice, and Policy. SIG-Research on Women and Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Julia Nell Ballenger, Texas A&M University - Commerce
Participants:
- Binders of Women and the Blinders of Men: Feminist Critique of Education Policy. Catherine Marshall, University of North Carolina; Lois Andre Bechely, California State University - Los Angeles; Brooke Midkiff, University of North Carolina - Chapel Hill
- Organizational Justice: The Intractable Problem of Gender Inequality. Andrea Marlene Gallant, Deakin University - Melbourne, Australia
57.087-8. Rethinking and Translating Early Childhood Education
Traditions. SIG-Critical Perspectives on Early Childhood Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Mary Jane Moran, The University of Tennessee
Participants:
Can the Ambition to Individualize Pedagogy Limit the Children in Preschool? Annica Goldberg, University of Gävle; Kristina Andersson, Uppsala University; Anita Husseinias, Uppsala University; Anna T. Danielsson, Uppsala University; Kathryn Scantlebury, University of Delaware
The Prepared Environment: Aesthetic Legacies and Early Childhood Classrooms. Lisa P. Kuh, University of New Hampshire; Melissa Rivard, Harvard University
Dissonance: A New Theoretical Frame for Understanding Teacher Identity Formation in Early Childhood Borderlands. Katherine Kresin Delaney, University of Michigan - Ann Arbor

57.087-9. Rethinking/Reworking/Responding to the Common. SIG-Environmental Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: John Joseph Lapinacci, Washington State University - Pullman
Participants:
Rethinking the Common(s): Environmental Education Research Against Eco-Domination and Enclosure. Graham Bryan Slater, University of Utah
Learning How to Inherit and Respond: Toward a Common Worlds, Early Years Pedagogy for the Anthropocene. Veronica Pacinti-Ketchabaw, University of Victoria; Affrica Taylor, University of Canberra
The End of “Nature”: Eco-Pedagogy in the New Millennium. Huey-Li Li, The University of Akron

57.087-10. A Global Examination of Teacher Preparation. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Crystal Machado, Indiana University of Pennsylvania
Participants:
A Comparative Analysis of English-as-a-Foreign-Language and ESL Program Curricula Regarding Government Mandates and Programs: The Case of Turkey and the United States. Nihat Polat, Duquesne University; Saban Cepik, Fatih University
Media Literacy and Media-Pedagogical Competence in Teacher Education: A Comparative Analysis of Study Programs for K-12 Educators and Adult Educators in Germany. Mandy Rohs, University of Kaiserslautern; Matthias Rohs, German Institute for Adult Education
Building Knowledge and Developing an Identity as a Literacy Teacher Educator. Clare Kosnik, University of Toronto; Lydia Menna, OISE/University of Toronto; Pooja Dharamshi, University of Toronto - OISE; Cathy Marie Miyata, University of Toronto; Viola Cleovoulou, OISE/University of Toronto; Clive M. Beck, OISE/University of Toronto
The Devil’s in the Details: Exploring the Characteristics of Teacher Preparation Programs That Predict Early-Career Teacher Preparedness. Karina R. Clemmons, University of Arkansas at Little Rock; Amanda L. Nolen, University of Arkansas at Little Rock

57.087-11. Alternative Learning: Deschooling, Homeschooling, and Online Education. SIG-Ivan Illich; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Kelly P. Vaughan, DePaul University
Participants:
The United States: The Most Fertile Ground for Homeschooling. Tuyay Kaya, Istanbul University
Resisting Curricula Control in the Current Reign of Technoform and the Push for Online Pre-K-20 Education. Sandra Beth Schneider, Radford University; Dianne Smith, University of Missouri - Kansas City

57.087-12. Negotiating Culture and Power in Arts Education. SIG-Arts and Learning; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Yolanda A. Medina, Borough of Manhattan Community College - CUNY
Participants:
Closing the Engagement Gap: Integrating Culture-Based Arts Learning to Boost Indigenous Students’ School Success and All Students’ Place-Specific Cultural Knowledge. James W. Bequette, University of Minnesota; Jean E. Ness, University of Minnesota
Music Teachers and the Micropolitical Landscape of Schools. Colleen M. Conway, University of Michigan; Shannan Hibbard “Durable but Not Eternal!” Arts-Based Educational Reform and White Teachers’ Changing Habitus. Susan A. Woollen, Illinois State University; Stacy Otte, Illinois State University

57.087-13. Critical Perspectives on Policy and Practice. SIG-Critical Issues in Curriculum and Cultural Studies; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Gabriel Stephen Huddleston, Indiana University
Participants:
Rising Above the Gathering Storm: A Critical Analysis of the Next-Generation Science Standards. Darren Glen Hoeg, University of Toronto - OISE; John Lawrence Bence. OISE/University of Toronto
Rope, or, Accountability: Educational Policy and the Fantasy of Teaching. David F. Jelinek, The Collegiate School; James Stillwagon, Iona College

Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Yeow Meng Thum, Northwest Evaluation Association
Participants:
A Quasi-Experimental Study of the Effectiveness of Instructional Applications Employing Automated Essay Scoring. Scott M. Elliot, SEG Measurement
Does Vertical Scaling Based on Content or Distribution Type Influence the Classification Decisions on Annual Yearly Progress Measures? Andrea Gotsmann, Medical Council of Canada; Mark J. Gierl, University of Alberta; W. Todd Rogers, University of Alberta
Effects of Unmodeled Latent Classes in Value-Added Modeling. Futoshi Yimoto, IMPAQ International; Rochelle Trachtenberg, Georgetown University; Gregory R. Hancock, University of Maryland; Robert J. Mislevy, University of Maryland
Measuring Multidimensional Growth: A Higher-Order Item Response Theory Perspective. Steven W Nyrick, Pearson VUE; Chun Wang, University of Minnesota; Xinhui Xiong, CTB/McGraw-Hill LLC

57.087-15. Exploratory Approaches to Latent Variable Model Building and Theory Development. Division D - Measurement and Research Methodology; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Min Liu, University of Hawaii - Manoa
Participants:
A Misunderstanding and Misuse of Parallel Analysis. Brent Dale Hill, North Dakota State University; Chris M. Ray, North Dakota State University
The Sensitivity of Informative Priors in Bayesian Structural Equation Modeling for Model Specification Search. Xinyu Liang, Florida State University; Yanyun Yang, Florida State University
Using Quantitative Analysis for Theory Identification. Hannah Grossman, University of California - Santa Barbara; Mary E. Brenner, University of California - Santa Barbara; Karen L. Nylund-Gibson, University of California - Santa Barbara

57.087-16. Factors Influencing the Accuracy of Multistage Testing Results. Division D - Measurement and Research Methodology; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 10:35am to 12:05pm
Chair: Lisheng Leigh Wang, University of Cincinnati
Participants:
Comparison of Computerized Adaptive Test and Computerized Adaptive
Multistage Test. Xiao Luo, National Council of State Boards of Nursing; Ada Woo, National Council of State Boards of Nursing


The Impact of Statistical Constraints on Classification Accuracy for Multistage Tests. Youngsun Park, The University of Texas - Austin; Jaechoon Seol, American Institute of Certified Public Accountants; Jiseon Kim, University of Washington - Seattle; Barbara G. Dodd, The University of Texas - Austin

**57.087-17. Investigating Teachers’ Perceptions.** Division D - Measurement and Research Methodology; Roundtable Session

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

Chair: Lisa Andries D’Souza, Assumption College

Participants:

A Storied-Identity Analysis Approach to Preservice Teachers Learning to Teach in an Urban Setting. Amal Bouark, Michigan State University; Angela Calabrese Barton, Michigan State University; Gail Richmond, Michigan State University

Mapping Perceptions: Constructing and Analyzing Concept Maps as a Means for Uncovering Teachers’ Perceptions. Tali Adorfer-German, University of Haifa; Esther Dromi, Tel-Aviv University

Of Braids and Borderlands: Using Trenzas as an Analytical Tool in Qualitative Inquiry. Sandra Quinones, Duquesne University

**57.087-18. Subject Matter in Mathematics, Physical Education, and English Language Learning: Curriculum Among Teachers, Children, and Youth.** SIG-Narrative Research; Roundtable Session

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

Chair: Vicki Ross, Northern Arizona University

Participants:

The Use of Narrative Inquiry in Understanding Successful Latina/o Students’ Mathematical Identity. Stephanie Anne Wright, University of North Carolina - Chapel Hill

Against Sedentary Education: A Narrative Inquiry Into the Role of Body and Physical Education. Jeong-Hee Kim, Kansas State University; Jodie Diane Leiss, Emporia State University

English Language Learner Leaders Borrowing Power: Something Borrowed, Something New, Something Other So We Are Blue. Trish Morita Mullaney, Indiana University Purdue University Indianapolis

**57.087-19. Some Theoretical Bases for Research on Vocational Education and Training and Career and Technical Education.** SIG-Career and Technical Education; Roundtable Session

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

Chair: Johanna Lahja Lasonen, University of South Florida

Participants:

Some Theoretical Bases for Research on Vocational Education and Training and Career and Technical Education. Johanna Lahja Lasonen, University of South Florida

Research Framework for Career and Technical Education Programs. Victor M Hernandez-Gantes, University of South Florida

Developmental Work Research. Marianne Teräs, University of Helsinki

Approaches of Vocational Education and Training Research in Australia. Margaret E. Malloch, Victoria University; Leonard George Cairns, Monash University

**57.087-20. How to Change the World: LGBTQ Activism as Education.** SIG-Queer Studies; Roundtable Session

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

Chair: Elizabeth J. Grace, National-Louis University

Participants:

Latina Mothers’ Advocating for Queer Youth in California Schools. Rigoberto Marquez, University of California - Los Angeles

Navigating Regimes and Ruptures as a Gay Principal Promoting Social Justice in School. Jennifer Ingrey, The King’s University College

Promoting “Queer Voice”: How Supportive Teachers and Schools Foster the Resilience of LGBTQ Youth. Michael Sadowski, Bard College

Schooling Society: Sexual-Minority Teachers as Activist Educators. Kristopher Wells, University of Alberta

**57.087-21. Variations in Second Language Use and Acquisition Across**

**Contexts.** SIG-Second Language Research; Roundtable Session

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

Chair: Virginia M. Gonzalez, University of Cincinnati

Participants:

Linguistic Benefits of Study Abroad: Boren Award Recipient Gains in Oral Language Proficiency. Leah M. Mason, Institute of International Education

Morphological Awareness Development and Reading Comprehension in L2 English. Dongho Zhang, Michigan State University

Language Acquisition Trajectories of English Learner Students in California: Examining Student and School Factors. Renatta Defever, University of California - Davis

Variations in Language Use by Preschool Dual-Language Learners in Two Immigrant Communities. Maria Cristina Limlingan, Tufts University; Sidai Dong, Tufts University; Amanda Miller, Tufts University; Christine M. McWayne, New York University; Jaya Mistry, Tufts University; Betty S. Zan, University of Northern Iowa; Kimberly Brenneman, Rutgers University; Daryl B. Greenfield, University of Miami

**57.087-22. Student/Parent/Teacher Positioality in Science.** SIG-Science Teaching and Learning; Roundtable Session

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

Chair: Ted Nicholas Ingram, Bronx Community College - CUNY

Participants:

Latina Parental Involvement: Contributions to Persistence in STEM Fields. Katie Brikich, Georgia Southern University; Gillian Ursula Bayne, Lehman College - CUNY; Lorena Clayes, The University of Texas - San Antonio; Belinda Bustos Flores, The University of Texas - San Antonio; Alejandro J. Gallard, Georgia Southern University; Wesley B Pitts, Lehman College - CUNY; Alma Stevenson, Georgia Southern University

Parental Involvement and Students’ Science Achievement: A Longitudinal Study. Xiaoping Kong, University of Virginia; Robert H. Tai, University of Virginia; Xiaofan Fan, University of Macau

Science Classroom Norms for the Treatment of Evidence From Authority. Susan A. Kirch, New York University

**57.087-23. Classroom Issues in Detracked Environments.** SIG-Tracking and Detracking; Roundtable Session

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

Chair: John C. Knudson-Martin, Eastern Oregon University

Participants:

Secondary Education Social Studies Teachers’ Perceptions of Detracking. Steven Drouin, Tracy High School

Treating Images as Texts: Challenging Diverse Learners in an Untracked English Language Arts Class. Kathleen A. Reilly, Towson University

Using a Single-Track Proficiency Model to Detrack a Small, Rural School Mathematics Program. John C. Knudson-Martin, Eastern Oregon University

**57.087-24. Methodological Advances in Equating.** Division D - Measurement and Research Methodology; Roundtable Session

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

Chair: Catherine S. Taylor, Measured Progress

Participants:

All Score Points Are Not Created Equal: Anchor Set Composition for Licensure Examinations. Richard A. Feinberg, National Board of Medical Examiners; Javarro Antoine Russell, National Board of Medical Examiners

Constructed-Response Items in an Equating Anchor: Important or Not? Chi-Wen Liao, Educational Testing Service; Andrea Marie Bontya, Educational Testing Service; Samuel A. Livingston, ETS

Item Response Theory Linking Procedures for the Development of Extensive Item Pools. Hyeon-Ah Kang, University of Illinois at Urbana-Champaign; Ying Lu, Educational Testing Service

Sample and Model Selection for Item Response Theory Pre-Equating. Nuo Xi, Educational Testing Service; Hongwen Guo, ETS; Hyeonjoo J. Oh, ETS; Christine M. Mills, ETS

**Division and SIG Posters**

**57.088. Poster Session 12; Poster Session**
57.088-1. Issues in Technology, Instruction, Cognition, and Learning. SIG-Technology, Instruction, Cognition & Learning; Poster Session
Convention Center, 200 Level, Hall E; 10:35am to 12:05pm

Posters:
3. Expertise Divergence and Coherence Development in Complex Problem-Based Learning Scenarios. Thomas Lehmann, University of Freiburg; Pablo Nicolai Pirnay-Dummer, University of Passau, Germany
4. The Relative Efficiency of Two Strategies for Conducting Cognitive Task Analysis. Catherine L. Flynn, Kaplan Performance Solutions; Kenneth Yates, University of Southern California; Richard E. Clark, University of Southern California
5. Accelerating the Acquisition of Intuitive Decision Making Through Expertise-Based Training (XBT). Peter Fuadde, Southern Illinois University - Carbondale

57.088-2. Curriculum Policy and Practice: Understanding Dewey's Impact in Education. SIG-Dewey Studies; Poster Session Convention Center, 200 Level, Hall E; 10:35am to 12:05pm

Posters:
8. Hanging Our Hopes on the New: An Alternative to the Common Core Learning Standards. Cara Elizabeth Furman, teachers college,columbia university

57.088-3. Motivation in Education SIG Poster Session 1. SIG-Motivation in Education; Poster Session Convention Center, 200 Level, Hall E; 10:35am to 12:05pm

Posters:
11. Adolescent Reading Motivation and Standardized Achievement in the Content Areas. Amanda Rabidue Boazck, University of New Haven; Amy Nicole Salvaggio, University of New Haven
12. Episode-Level Factors Related to Flow Experience in Elementary School Classrooms. Chao-Yang Cheng, National Chiao Tung University; Sunny S.J. Lin, National Chiao Tung University
13. Interaction Between Task Values and Self-Efficacy on Maladaptive Achievement Strategy Use. Jeesso Lee, Korea University; Mimi Bong, Korea University, Department of Education; Sung-II Kim, Korea University
14. Introducing Students to Standardized Testing: Motivational Implications. Monica J. Kowalski, University of Notre Dame
15. Students' Classroom Engagement Predicts Longitudinal Changes in Their Classroom Motivation. Johomarshall Reeve, Korea University; Woogal Lee, Korea University
16. The Effect of Parental Supporting Styles on Student Academic Motivations Over Years. Eun Hye Ham, Michigan State University; You-kyung Lee, Michigan State University; Hyunjoo Lee, Myongji University; George Smith, University of Michigan
17. The Influence of Regulatory Focus on Standardized Test Performance. Emily Quinn Rosenzweig, University of Maryland - College Park; David Miele, University of Maryland - College Park
18. Using Cognitive Interviewing to Assess Primary Students' Perceptions of Classroom Goal Structures. Amanda Dozier Hartigan, George Mason University; Michelle M. Buehl, George Mason University
19. Goal Orientation in Students With Learning Disabilities, Students With Behavioral Disorders, and Students With Low IQ Linked With School Achievement, Self-Estimation of Achievement, and School Anxiety. Susanne Schwab, University of Graz
20. Motivated Disengagement From School. Kerstin Schuette, Leibniz Institute for Science and Mathematics Education; Friederike Zimmermann, Institute of Psychology, Kiel University; Olaf Koehler, Leibniz Institute for Science and Math Education
21. Perceived Teacher Autonomy Support, Structure, and Emotional Support: Promoting Early Adolescents’ Self-Regulated Learning and Engagement. Sarah M. Kiefer, University of South Florida; Sarah Pennington, University of South Florida
22. Situational Interest: Do We Measure States? Applying Latent-State-Trait Analysis to Interest Theory. Maximilian Knogler, Technische Universität München; Judith Harackiewicz, University of Wisconsin; Andreas Gegenfurtner, Technische Universität München; Doris Lewalter, Technical University Munich
23. Why Study? Emphasizing Mastery Goals in the Classroom. Dana Vedder-Weiss, Weizmann Institute of Science
24. Experimental, Longitudinal Intervention to Help Teachers Prevent Student Amotivation. Sung Hyeon Cheon, Kangwon National University; Johomarshall Reeve, Korea University; Hue Ryen Jang, Korea University

57.088-4. Increasing Engagement Through Designed Learning Environments. Division C - Learning and Instruction; Poster Session Convention Center, 200 Level, Hall E; 10:35am to 12:05pm

Posters:
25. A Typology of Informal Science Learning Environments With Korean Children’s Participation in STEM Activities and Its Characteristics. JongRim Jesse Choi, Seoul National University; Eun Ji Park, Seoul National University; Chan-Jong Kim, Seoul National University; Seung-Urn Choe
26. Arts-Based Learning and Instruction in an Elementary School: The Case of “Mano a Mano”. Nadine Bryce, Hunter College - CUNY
27. Bring Community Into Teaching Mathematics and Science. Sanghee Choi, University of North Georgia; Angeline Powell, The University of Memphis
28. Contemporary Witnesses and the Promotion of Historical Thinking: A Randomized Controlled Trial in History Lessons. Christiane Barbara Bertram, Universitat Tubingen; Wolfgang Wagner, Universitat Tubingen; Ulrich Trautwein, Universitat of Tuebingen
29. Designing a New Professional Learning Environment for Turnaround Principals: A Virtual Community of Practice. Jill Harrison Berg, Teachers21; Camille Vasquez
31. Exploring the Classification and Changes in Teacher-Student Relationship During the Transition from Middle to High School. Minseong Kim, Chosun University; Tacksoon Shin, Myongji University; Youang Heo, Chosun University
32. Exploring the Effect of Classroom Environment on Chinese Tertiary Students’ Affective Domain in Studying Mathematics. Hongbiao Yin, Chinese University of Hong Kong
34. Learning in Hybrid Work-Teaching Environments: An Example From Technical Theater. Alex Hoogie Schott, University of Iowa
35. Online Self-Regulated Learning and Personal Learning Environment Management: A Predictive Study. Cheryn-Jyh Yen, Old Dominion University; Chih-Hsiung Tu, Northern Arizona University; Bodi Anderson, Indiana River State College; Laura Esthela Sujo-Montes, Northern Arizona University; Shadow William Jon Armfield, Northern Arizona University
36. Parental Mediation of Children’s Learning in a History Museum: Learning in an Informal Environment. Billie Eilam, University of Haifa; Merav Yosfan, University of Haifa
37. Students’ Neurocognitive Response Patterns While Playing Math Games. Ani Aghababayan, Utah State University; Joseph Baker, Utah State University; Taylor Martin, Utah State University
38. Teacher Interpersonal Behavior in Competence-Based Agricultural Secondary Education and Its Relation With Students’ Competence. Zainun Mishak; Judith Gulikers, Wageningen University; Martin Mulder, Wageningen University
39. Urban Students' Motivation for and Perception of Science Fair
57.088-5. Understanding the Literacy Skills of Early Readers and Writers. Division C - Learning and Instruction; Poster Session
Convention Center, 200 Level, Hall E; 10:35am to 12:05pm
Posters:
40. Pre-Kindergarten and Kindergarten Teachers’ Understandings of Representing and Early Writing of Children Living in Poverty. Susan Burns, George Mason University; Julie K. Kidd, George Mason University
41. The Role of Comprehension Monitoring, Mentalizing, and Vocabulary Depth in Predicting the Story Comprehension and Recall of Kindergarten Children. Katherine A. Strasser, Pontificia Universidad Catolica de Chile; Maria Francisca Del Rio, Universidad Diego Portales
42. Using Multiple-Cohort Data to Construct a Nationally Representative Literacy Profile of Early Readers. Jerome V. D’Agostino, The Ohio State University; Emily M. Rodgers, The Ohio State University
43. Emergent Literacy During a “Day in the Life” in the Transition to School. Catherine Ann Cameron, The University of British Columbia; Anne Hunt, University of New Brunswick; Paul Leger, University of New Brunswick; Giuliana Pinto, University of Florence
44. Development of Phonological Awareness Skills: The Roles of Vocabulary and Concepts About Print. Yuuko Uchikoshi, University of California - Davis
45. Parent Literacy Activities and Interactions With School-Aged Children. Rachel Zwaas, University of California - Los Angeles

57.088-6. Hiding in Plain Sight. SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Poster Session
Convention Center, 200 Level, Hall E; 10:35am to 12:05pm
Poster:
46. Hiding in Plain Sight: Making a Case for the Photo Elicitation Method. Dino Sossi, Teachers College, Columbia University

57.088-7. The Ugly and the Beautiful: Drawings by Adolescent Girls. SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Poster Session
Convention Center, 200 Level, Hall E; 10:35am to 12:05pm
Poster:
47. The Ugly and the Beautiful: Drawings by Adolescent Girls. Lisa Kay, Temple University; Andrea Karpati, Eötvös Loránd University

Sunday, 12:00 pm

Governance Meetings and Events

58.001. AERA Grants Program Governing Board: Closed Meeting. AERA Governance; Governance Session
Marriott, Third Level, 305; 12:00-1:55pm
Chair: Jacquesyn Eccles, University of California - Irvine

Sunday, 12:25 pm

Governance Meetings and Events

59.001. AERA Committee on Scholars and Advocates for Gender Equity in Education: Closed Meeting. AERA Governance; Governance Session
Marriott, Third Level, 306; 12:25-1:55pm
Chair: Susan B. Twombly, The University of Kansas

59.002. Organization of Institutional Affiliates (OIA) Executive Committee: Closed Meeting. AERA Governance; Governance Session
Marriott, Third Level, 304; 12:25-1:55pm
Chair: Walter G. Secada, University of Miami

59.010. Achieving Excellence in STEM Learning and Workforce Development: Goals and Roles of NSF’s Foundational Research Investments in STEM Education. AERA Presidential Session
Convention Center, 200 Level, 201C; 12:25-1:55pm
Chair: Sarah-Kay McDonald, National Science Foundation Participants: Margaret A. Eisenhart, University of Colorado - Boulder; Lois Weis, University at Buffalo - SUNY; Susan M Fischer, DePaul University; Nilanjana Dasgupta, University of Massachusetts - Amherst; Bruce Weinberg, The Ohio State University Discussant: Finbarr C. Sloane, National Science Foundation

59.011. The Changing Game: Research Innovations and the Interdisciplinary Development of Technologies for Learning. AERA Presidential Session
Convention Center, 100 Level, 121C; 12:25-1:55pm
Chair: Susan R. Goldman, University of Illinois at Chicago Participants:

59.012. Solving Issues of Educational Equity Through Research and Technology. AERA Presidential Session
Convention Center, 200 Level, 201B; 12:25-1:55pm
Chair: David Silver, Bill & Melinda Gates Foundation Participants:

59.013. Universal Preschool: What Have We Learned, and What Does It Mean for Practice and Policy? AERA Presidential Session
Convention Center, Terrace Level, Terrace 1; 12:25-1:55pm
Chair: Rachel A. Gordon, University of Illinois at Chicago Participants:
Control Trial of a State Pre-K. Dale C. Farran, Vanderbilt University
Assuring Quality Preschool: Where Are We, and Where Do We Need to Go? Rachel A. Gordon, University of Illinois at Chicago; Kerry Guess Hofer, Vanderbilt University
Discussant: Libby Doggett, U.S. Department of Education

AERA Sessions

Convention Center, 100 Level, 119A; 12:25-1:55pm
Chair: Cynthia A. Tyson
Participants:
Rethinking Research Innovations in Teacher Education in High-Poverty Schools in Australia. Jo Lampert, Queensland University of Technology; Bruce Munro Burnett, Queensland University of Technology; Barbara M. Comber, Queensland University of Technology
Rethinking Leadership Research in Teacher Education for High-Poverty Schools in New Zealand. Lorri Michelle Johnson Santamaria, The University of Auckland
Rethinking Innovative Research in Teacher Education in High-Poverty Schools in Canada. Clare Kosnik, University of Toronto; Alison I. Griffith, York University
Rethinking Innovative Research in Teacher Education for High-Poverty Schools in Brazil. Carmen Montecinos, Universidad Católica de Valparaíso; Christine E. Sleeter, California State University - Monterey Bay
Rethinking Innovative Research in Teacher Education for High-Poverty Schools in the United States and South Africa. Arnetha F. Ball, Stanford University
Discussant: Tyrone C. Howard, University of California - Los Angeles

59.015. Meet Journal Editors: Journal Talks 6. AERA Sessions; Invited Roundtable
Convention Center, Terrace Level, Terrace III; 12:25-1:55pm
Participants:
1. International Journal of STEM Education. Yeping Li, Texas A&M University
3. Community College Review. Jaime R. Lester, George Mason University
4. Journal of Curriculum Studies. Robert E. Bostrom, University of Southern Indiana; Zongyi Deng, Nanyang Technological University - National Institute of Education
5. Berkeley Review of Education. Danfeng Sato-Vigil Koon, University of California - Berkeley; Seena Chong, University of California - Berkeley
8. Educational Administration Quarterly. Casey D. Cobb, University of Connecticut; Melissa Berggren, University of Connecticut
12. Curriculum Inquiry. Dennis Thiessen, University of Toronto; Ruben Gaztambide-Fernandez, OISE/University of Toronto
14. Theory and Research in Social Education. Carla L. Peck, University of Alberta

59.016. Division D Fireside Chat. Policy Three Ways: A Qualitative, Quantitative, and Mixed Methods Perspective. Graduate Student Council Cosponsored with Graduate Student Council, Division D - Measurement and Research Methodology; Invited Session
Convention Center, 100 Level, 112B; 12:25-1:55pm
Chairs: Gloria Yeomans-Maldonado, The Ohio State University - Columbus; Emily R. Dickinson, Human Resources Research Organization
Participants: Patti A. Lather, The Ohio State University; Jennifer C. Greene, University of Illinois at Urbana-Champaign; Andrew C. Porter, University of Pennsylvania; Kristen L. Haff, Regents Research Fund

59.017. Graduate Student Council Food-for-Thought Session. Truth Through Words: Raising the Voices of Urban Youth in Philadelphia. Graduate Student Council Cosponsored with Graduate Student Council; Invited Session
Convention Center, 100 Level, 126A; 12:25-1:55pm
Chair: Dorothy Elizabeth Hines, Michigan State University

59.018. Latina/o Voices in Higher Education: New Perspectives Throughout the Pipeline. Committee on Scholars of Color in Education; Symposium
Convention Center, 100 Level, 104A; 12:25-1:55pm
Chair: Stella M. Flores, Vanderbilt University
Participants:
Latina/o Transfer Students. Susan Salas, California State University - Long Beach
Latino Men in Advanced, Professional, and Doctoral Degree Programs. Genice Sarcedo, California State University - Long Beach
Latina Faculty at Community Colleges. True HaMaI, CSULB
Chicana/Latina Community College Trustee Trailblazers. Angela Acosta-Salazar, California State University - Long Beach
Discussant: Frankie Santos Luanan, Iowa State University

59.019. The Elusive Quest for Civil Rights in Education: Perspectives From AERA Past Presidents. Social Justice Action Committee; Invited Session
Convention Center, 100 Level, 114; 12:25-1:55pm
Chair: Shaun R. Harper, University of Pennsylvania
Speakers: James A. Banks, University of Washington - Seattle; Gloria J. Ladson-Billings, University of Wisconsin - Madison; Kris D. Gutierrez, University of Colorado - Boulder; Linda Darling-Hammond, Stanford University; Carol D. Lee, Northwestern University; William G. Tierney, University of Southern California

International Organization Sessions

Convention Center, 200 Level, 202A; 12:25-1:55pm
Chair: Samuel C. Stringfield, University of Cincinnati
Participants:
The Creation and 13-Year Sustaining of Dramatically Improved Secondary Schooling. Samuel C. Stringfield, University of Cincinnati; David Reynolds, University of Southampton; Eugene Carl Schaffer, University of Maryland - Baltimore County
Thinking Beyond-School Improvement: Harnessing the Potential of Collaboration. Christopher James Chapman, University of Glasgow; Paul Armstrong, University of Nottingham
The Relationship Between School and Classroom Characteristics and the Prevalence of Bullying Behaviors. Daniel R. Muijs, University of Southampton
Improving Schools in Challenging Circumstances in Russia: Implications for Research, Policy, and Practice. Alma Harris, University of Malaya; Michelle Suzette Jones Jones, University of Malaya; Marina Pinskaya, National Research University; Isak Froumin, World Bank / HSE
Discussants: James P. Spillane, Northwestern University; Karen Seashore Louis, University of Minnesota; Lorna M. Earl, Lorna Earl & Associates

59.021. Imagination and Innovation for Sustainable Futures: Education in Challenging Times. Educational Studies Association of Ireland; Invited Session
Marriott, Fifth Level, Grand Ballroom J; 12:25-1:55pm
Participants:
“Journaling Was A Challenge...” Professional Development Activities for HEI placement tutors. Rose Dolan, Education Department NUI Maynooth

What has Pedagogy Got to do with Social Justice? Imagining and Sustaining A Socially Just and Inclusive Education: The Centrality of Teacher Beliefs and Pedagogies. Dympha Devine, National University of Ireland, Maynooth; Declan Fahie, University College Dublin; Deirdre Mc Gillicuddy, University College Dublin

40 Shades of Greening – Comparing Experiences of Infusing Sustainability within Higher Education Institutions in Ireland and The Middle East. Charlotte Holland, Dublin City University; Carmel Ann Mulcahy, Dublin City University; Tanja Tillmanns, Dublin City University

Spectral, Hidden, and Emergent Voices on the Higher Education Landscape in the Republic of Ireland. James G. Deegan, Mary Immaculate College

State and Regional Organization Sessions

59.022. State and Regional Educational Research Associations:
Distinguished Paper Session 4. Consortium of State and Regional Educational Research Associations; Invited Session
Convention Center, 100 Level, 109A; 12:25-1:55pm
Chair: Edith H. Carter, Radford University
Participants:
Northern Educational Research Association: Developing Basic and Higher-Level Reading Processing Skills—Exploring Reading Instruction With the PIRLS (Progress in International Reading Literacy Study) Database. Michael Joseph Deasy, University of Massachusetts - Lowell; Lorraine Dagostino; James M. Carrifio, University of Massachusetts - Lowell; Mark J. Fenster, College of Notre Dame of Maryland
Hawaii Educational Research Association: Ethnicity-Related Achievement Gaps—A Longitudinal Study From Hawaii. Malkeet Singh, Education Northwest; Hella Bel Hadj Amor, New York University; Shuiqiang Zhang, University of Hawaii - Manoa

Discussion: Christa R. Winter, Springfield College

Division Sessions

59.023. Leadership at the District Level. Division A - Administration, Organization and Leadership; Paper Session
Convention Center, 100 Level, 102A; 12:25-1:55pm
Chair: Julia Nell Ballenger, Texas A&M University - Commerce
Participants:
Got Research? A Structure for Considering Research in District-Level Decisions. Laura P. Wentworth, California Education Partners; Ritu Khanna, San Francisco Unified School District
Possibility or a Pipe Dream? District-Level Leadership for Parent Engagement and Inclusion in Education. Catherine Hands, Brock University
Superintendent Gaming on Student Test Scores: Impact on Organizational Trust in a Community. John C. Daresh, The University of Texas - El Paso
Understanding School Board Effects on School Districts: A Framework With Empirical Results. Jason A. Grissom, Vanderbilt University; Richard Blissett, Vanderbilt Peabody College

Discussion: Alex J. Bowers, Teachers College, Columbia University

59.024. The Role of Social Networking in School Leadership. Division A - Administration, Organization and Leadership; Paper Session
Convention Center, 100 Level, 115A; 12:25-1:55pm
Chair: Chase Norden, University of Washington - Seattle
Participants:
Access to Expertise: Data-Driven Accountability, School Leadership, and Teacher Social Capital. Yi-Hwa Liou, University of California - San Diego; Jeffrey A. Grigg, University of Wisconsin - Madison; Richard R. Halverson, University of Wisconsin - Madison

Gender Inequality in Social Prominence in Elementary Schools’ Instructional Advice and Information-Seeking Networks. Andrea Prada Tuna, Northwesterns University

Putting Instructional Equity on the Table: Exploring Connections Between Instruction and Equity in District Improvement. Kathryn Hill, Teachers College, Columbia University; Thomas C. Hatch, Teachers College, Columbia University; Rachel Roegman, Teachers College, Columbia University

Why So Difficult? Exploring Negative Relationships Between Educational Leaders in a Context of Reform. Alan J. Daly, University of California - San Diego; Nienke M. Moolenaar, University of California - San Diego; Yi-Hwa Liou, University of California - San Diego

How Does Feedback-Seeking Influence Organizational Commitment and School Academic Capacity? A Social Network Analysis. Melissa Andrea Taytens, Ghent University; Nienke M. Moolenaar, University of California - San Diego; Alan J. Daly, University of California - San Diego; Geert Devos, Ghent University

Discussion: Alex J. Bowers, Teachers College, Columbia University

59.025. Civic Engagement and Equity: Dimensions of Exclusion, Identity, and Community. Division B - Curriculum Studies; Paper Session
Marriott, Fourth Level, Franklin 1; 12:25-1:55pm
Chair: Wangari Gichuru, Central Connecticut State University
Participants:
High-Stakes Testing, Teacher Practice, and Equity-Oriented Education in the United States and Canada: A Vygotskian Approach. Arlo Kempf, University of California - Los Angeles
Locating the Global: Schooling and Citizenship in an Interconnected World. Glynda A. Hull, University of California - Berkeley; Emily A. Hellmich, University of California - Berkeley

The Dimensions of Identity in a Foreign Land. Xiaoying Qi, Teachers College, Columbia University

The Sense of the Common and the Democratic Experience in the Curriculum in Schools of Social Exclusion. Silvia Maria Redon, Universidad Catolica Valparafso; Jose Felix Angulo, Universidad de Cadiz

Discussion: Michael Patrick O’Malley, Texas State University

59.026. Roots of the Colonial: Reframing and Reimagining Change in Educational Research. Division B - Curriculum Studies; Symposium
Convention Center, 100 Level, 119B; 12:25-1:55pm
Chair: Uzree Bhattacharya, Indiana University of Pennsylvania
Participants:
A Comparative Analysis of the Early Educational Experiences of American Indians and African Americans: Educational Imagination and the Dynamics of Settler Colonialism. Bayley Marquez, University of California - Berkeley

Unsettling Colonialism: Contested Cultural and Linguistic Epistemologies From the Spanish Missions to Contemporary Pedagogical Practices in California. Patricia Baquedano-Lopez, University of California - Berkeley


Critical Kapwa: Decolonizing Pedagogy and Praxis for Filipina/o Americans. Maharaj Desai, University of Hawaii - Manoa

Discussion: Eunice Romero-Little, Arizona State University

59.027. Transformatory Literacy for the Digital Age: Multimodal Composing as Embodied Teaching and Learning. Division B - Curriculum Studies; Invited Session
Convention Center, 100 Level, 118A; 12:25-1:55pm
Chair: James Richard Gavelek, University of Illinois at Chicago
Participants:
Reconstructing Belonging: Hmong Immigrant Youth in a Media Arts Program. Bing H. Ngo, University of Minnesota; Erin Lee Dyke, University of Minnesota; Jana LoBello, University of Minnesota

The Dancing Alice Project: Computational and Embodied Arts Research in Middle School Education. Alison E Leonard, Clemson University;
Shaundra Bryant Daily, Clemson University
Teachers Telling Stories: Digital Narrative Analysis, Teacher Identity, and Embodiment in Multimodal Composition. Mary B. McVee, University at Buffalo - SUNY
Composing Multimodal Text: Recognizing Intermodal Relations. Lynn Shahan, University at Buffalo - SUNY
Developing Repertoires of Practice Through Multimodal Composing. Suzanne M. Miller, University at Buffalo - SUNY

59.028. Division C Graduate Student Committee. New Directions: Mind-Set—Theory, Practice, and Policy. Division C - Learning and Instruction; Invited Session
Convention Center, 100 Level, 113A; 12:25-1:55pm
Chairs: Ariana Christine Crowther, The University of Texas - Austin; Benjamin C. Heddy, University of Southern California
Speakers: Lee Shumow, Northern Illinois University; Jennifer A. Schmidt, Northern Illinois University; David Scott Yeager, Stanford University; Gregory Mariotti Walton, Stanford University

59.029. Exploring Influences on Learning English as a Second Language. Division C - Learning and Instruction; Paper Session
Marriott, Fourth Level, Franklin 6; 12:25-1:55pm
Chair: Afra Ahmed Harsi, Loyola University Maryland
Participants:
Supporting Oral Narrative Development of Preschool English Language Learners Using Multimedia Stories: A Case Study. Sha Yang, Purdue University; Lixia Cheng, Purdue University
The Effect of Feature Complexity in Spanish Spelling in Grades 1-3. Karen Lee Ford, University of Virginia; Francis Howard Lim Huang, University of Virginia; Marcia A. Invernizzi, University of Virginia
Capitalizing on Linguistic Variation in Greek Cypriot Education. Xevia Hadjiioannou, The Pennsylvania State University; Elena Ioannidou, University of Cyprus;斯塔夫鲁察·提普洛库, The Open University of Cyprus
Explicit Corrective Feedback in the L2 Classroom: A Meta-Analytic Review. Paul Channess Miller, Akita International University; Wei Pan, Duke University
Discussant: Xi Chen, University of Toronto - OISE

59.030. Learning Environments Inside and Outside the Science Classroom. Division C - Learning and Instruction; Paper Session
Marriott, Fifth Level, Grand Ballroom I; 12:25-1:55pm
Participants:
Collaborative Infographics for Developing Young Adults’ Metarepresentational Competence. Engida Hallye Ghebre, University of Colorado - Boulder; Joseph L. Polman, University of Colorado - Boulder
Mitigating Factors of Student Learning Using Online Virtual Chemistry Lab Activities. Jodi Davenport, WestEd; Jacklyn Powers, WestEd; Anna Rafferty, University of California - Berkeley; Michael Timms, Australian Council for Educational Research; Michael Karabinos, Carnegie Mellon University; David Taron, Carnegie Mellon University
The Effects of Mixed-Reality Laboratories on High School Students’ Conceptual Understanding of Gas Laws. Jié Chao, University of Virginia; Jennifer L. Chiu, University of Virginia; Edward Pan, University of Virginia; Crystal J. DeJaegher, University of Virginia; Edmund Hazzard, Concord Consortium; Charles Xie, Concord Consortium
The Impact of Summary Writing and Annotation Routines on Student Science Learning. Benny Cooper, University of California - Los Angeles; Kimberley Gomez, University of California - Los Angeles; Marizza Lozano, University of California - Los Angeles; Louis M. Gomez, University of California - Los Angeles
Discussant: Janette R. Hill

59.031. Learning on the Go: Mobile Devices in Education. Division C - Learning and Instruction; Paper Session
Marriott, Fourth Level, 414; 12:25-1:55pm
Chair: Kirsten R. Butcher, University of Utah
Participants:
Factors Affecting the Use of Mobile Learning in an Online University Context. Young Ju Joo, Ewha Womans University; Kwon Yong Lim, Ewha Womans University; Eugene Lim, Ewha Womans University; Eai Kyong Shin, Ewha Womans University; Minyeong Lee, Ewha Womans University
Investigating the Factors Influencing Students’ Acceptance of M-Learning: A Caribbean Undergraduate Experience. Mary Grace-Anne Jackman, University of the West Indies - Barbados; Troy D. Thomas, University of Guyana; Lenandarl Singh, University of Guyana; Dhanarat Thakur, University of the West Indies
The Mobile Learning Training Needs of Educators in Technology-Enabled Environments. Helen Crompton, Old Dominion University
Using the Technological, Pedagogical, and Content Knowledge (TPACK) Framework and the Inquiry, Communication, Construction, and Expression Framework to Analyze Visual Arts Mobile Applications for Teaching and Learning. Arouits Nathanial Foster, Drexel University; Jen Katz-Buonincontro, Drexel University
Veteran Teachers’ Responses to Mobile Technology in the Classroom: Searching for Proof. Ruicheeta V. Kulkarni, University of San Diego, Mobile Technology Learning Center; Andria Shook, University of San Diego, Mobile Technology Learning Center; Kai Monet Thomas, University of San Diego, Mobile Technology Learning Center
What Students See: Understanding the Impact of One-to-One Tablets Through Student Drawings. Jeremy Forest Price, Fairmont State University; Jacqueline Barber, University of California - Berkeley

59.032. Preservice Teachers as Both Learners and Teachers. Division C - Learning and Instruction; Paper Session
Convention Center, 100 Level, 113B; 12:25-1:55pm
Chair: Malayana Bernstein, West Virginia University
Participants:
Simultaneously Students and Teachers: Comparing Measures of Achievement Goals for Preservice Teachers. Lia Marie Daniels, University of Alberta; Amanda Radd, University of Alberta
Expectations and Explanations in Learning by Teaching. Logan Fiorella, University of California, Santa Barbara; Richard E. Mayer, University of California - Santa Barbara
Determinants of Teacher Candidates’ Satisfaction With Academic Studies: A Longitudinal Approach. F-Sophie Wach, Saarland University; Julia Karbach, Saarland University; Hans-Werner Bedersdorfer, Saarland University; Roland Brunken, Saarland University; Frank M. Spinath, Saarland University
Changes in Beginning Teachers’ Efficacy and Emotional Exhaustion: Can They Be Predicted by Professional Knowledge? Theresa Dicke, University of Duisburg-Essen; Philip David Parker, University of Western Sydney; Doris Holzberger, Goethe University; Mareike Kunter, Goethe University; Detlev Leutner, University of Duisburg-Essen
Discussant: Lynley H. Anderman, The Ohio State University

59.033. Research on Mathematical Explanations and Discourse. Division C - Learning and Instruction; Paper Session
Marriott, Fourth Level, 413; 12:25-1:55pm
Chair: Emily Ruth Fyfe, Vanderbilt University
Participants:
Enhancing the Quality of Children’s Explanations to Promote Patterning Knowledge. Emily Ruth Fyfe, Vanderbilt University; Bethany Rittle-Johnson, Vanderbilt University; Abby M. Loehr, Vanderbilt University; Michael Robert Miller, Vanderbilt University
How Teachers Shape Student Contributions in Fifth-Grade Mathematics Classes: An Analysis of Appraisals and Negotiation. Jeanne Brunner, University of Illinois at Urbana-Champaign; Gloriana Gonzalez, University of Illinois at Urbana-Champaign; Michelle Perry, University of Illinois; Megan Schleppenbach, University of Chicago
Learning From Explanations: Does It Matter Who Provides Them? Abby M. Loehr, Vanderbilt University; Emily Ruth Fyfe, Vanderbilt University; Michael Robert Miller, Vanderbilt University; Bethany Rittle-Johnson, Vanderbilt University
Teachers’ Identifying-Talk in a Mathematics Classroom: Multiple Lenses. Eina Huyd-Metajzumian, University of Pittsburgh; Michal Tabach, Tel Aviv University; Talli Nachlieli, Levinsky College of Education
Discussant: Kristie Jones Newton, Temple University

59.034. Developments in Item Response Theory Modeling. Division D - Measurement and Research Methodology; Paper Session
Convention Center, 100 Level, 116; 12:25-1:55pm
Chair: Sarah L. Hagge, CTB/McGraw-Hill LLC
Participants:
59.031. Exploring the Potential: Intersectionality and Research in Higher Education. Division J - Postsecondary Education; Symposium
Chair: Dannielle Joy Davis, St. Louis University
Participants:
Intersectionality in Higher Education Research. Rachelle Jeneane Brunn, Fairfield University; Dannielle Joy Davis, St. Louis University; James L. Olive, Ashland University
Interlocking Oppressions: An Intersectional Analysis of Diversity in University Diversity Action Plans. Susan V. Iverson, Kent State University
A Case for Using Qualitative Inquiry to Study Intersectionality in College Students. Annemarie Vaccaro, University of Rhode Island
Intersectionality in and of Race: Identity Construction Re/Considered. Alina Wong, Swarthmore College

59.032. Teaching Quality and the Culture of Teaching. Division J - Postsecondary Education; Paper Session
Chair: Jennifer Eliason, University of Maryland - College Park
Participants:
A Situative Analysis of the Relationship Between Faculty Beliefs and Teaching: Implications for Instructional Improvement. Matthew Blue Brazelton, Michigan State University
Assessing the Culture of Teaching at a Large Land-Grant University. Anna Leigh Ball, University of Florida; Tracy J. Kitchel, University of Missouri; Jeni Hart, University of Missouri - Columbia
College Teaching Quality: A Bird’s-Eye View of Two Research Institutions. Corbin M. Campbell, Teachers College, Columbia University; Marisol Jimenez, Teachers College, Columbia University; Jessica Ostrow, Teachers College, Columbia University
Faculty Perceptions of Senior Leaders’ Support for Teaching Innovation at Historically Black Colleges and Universities and Predominately White Institutions. Eddie R. Cole, College of William and Mary; Thomas F. Nelson Laird, Indiana University; Amber Desiree Lambert, Indiana University

59.033. Status and Schooling in New Latino Communities: Ethnographic Perspectives on Immigration Status in K-12 Contexts. Division G - Social Context of Education; Symposium
Chair: Sofia A. Villenas, Cornell University
Participants:
Citizenship Status and Language Education Policy in an Emerging Latino Community in the United States. Ariana Mangual Figueroa, Rutgers University
Experiences of Undocumented Status and Schooling Among Newcomer Teens. Elaine Cristina Allard, Swarthmore College
The Effects of Gendered Immigration Policy Enforcement on Elementary Children’s Schooling. Sarah Gallo, The Ohio State University
Exploring the Borderlands: Elementary School Teachers’ Navigation of Immigration Practices. Holly Link, University of Pennsylvania; Sarah Gallo, The Ohio State University

59.034. Bringing Marginalized Student Groups to the Conversation: Social Media as The Good, the Bad, and the Useful: Using Social Media Effectively in Research. Division G - Social Context of Education; Symposium
Chair: Kristen A. Renn, Michigan State University
Participants:
Role of Social Media in Advocacy for Student Success. Dannielle Joy Davis, St. Louis University
Social Media and Open Access: Innovation in Research Dissemination. Lauren Shipman, Ohio University
Leveraging Visibility in Social Media: Using Networks to Advance an Agenda. Richard J. Reddick, The University of Texas - Austin
The Good, the Bad, and the Useful: Using Social Media Effectively in Research. Terrell Lamont Strayhorn, The Ohio State University
Bringing Marginalized Student Groups to the Conversation: Social Media as a Collaborative Tool. Julie Ann White, Onondaga Community College

59.035. Social Competence and School Readiness. Division E - Counseling and Human Development; Paper Session
Chair: Becky Kochenderfer-Ladd, Arizona State University - Tempe
Participants:
A Study on Social Development Skills of Preschool Children. Li Luo, University of Florida; Miao Gao, University of Florida
Classroom-Level Adversity: The Influence of Collective Child Characteristics on First Graders’ Social Skills and Problem Behaviors. Tashia Abry, Arizona State University; Jodi Swanson, Arizona State University - Tempe; Robert H. Bradley, Arizona State University; Richard Fabel, Arizona State University - Tempe
Race, Socioeconomic Status, and Teacher-Child Relationship Quality: Does Affective Social Competence Play a Role? Duhita Mahatmya, George Mason University; Pamela W. Gerner, George Mason University; Elizabeth Levine Brown, George Mason University; Colleen Vesely, George Mason University

59.036. How Historians Think: Researching African American Education, Thought, and Activism. Division F - History and Historiography; Symposium
Chair: Derrick Alridge, University of Virginia
Participants:
The Archway to Excellence: Nannie Helen Burroughs and Early Womynist Thought, 1900-1961. Traki Taylor-Webb, Bowie State University
Researching Walter N. Ridley: The University of Virginia’s First African American Graduate. Derrick Alridge, University of Virginia
Researching the Universities of Islam: Experiences of a Novice Historian. Mary A. Haggerty, WGBH Education

Chair: Richard Ruiz, The University of Arizona
Speaker: Nancy H. Hornberger, University of Pennsylvania
59.043. Critical Issues in Science Teaching and Learning. Division K - Teaching and Teacher Education; Paper Session
Marriott, Fourth Level, Franklin 2; 12:25-1:55pm
Chair: Tara O’Neill, University of Hawaii - Manoa
Participants:
- Doing Better: Illuminating Teachers’ Multiple Pathways to Equitable Science Pedagogy. Manali J. Sheth, University of Wisconsin - Madison; Melissa Lee Brunet, University of Wisconsin - Madison
- Elementary Teachers’ Professional Background, Science Knowledge, and Science Teaching Practices and Students’ Science Achievement: Path Analysis Results. Feng Jiang, New York University; Corey O’Connor, New York University
- School Resources in Teaching Science to English Learners Across Three School Districts in One State. Corey O’Connor, New York University; Okhee Lee, New York University; Feng Jiang, New York University; Lorena Llosa, New York University
- Teachers’ Knowledge Structures for Nature of Science (NOS) and Scientific Inquiry. Stephen A. Bartos, Middle Tennessee State University; Norman G. Lederman, Illinois Institute of Technology
- “Am I a Science Teacher or a Language Arts Teacher?” The Interplay Between Science Teachers’ Subject Positioning and Their Actions. Shaklinaa Kayanova, University of Georgia - Athens; Cory A. Buxton, University of Georgia - Athens; Martha A. Alexsaht-Snider, University of Georgia
Discussant: Christopher Burke, University of Michigan - Dearborn

59.044. Engaging Learners: Understanding Diversity and Diverse Populations. Division K - Teaching and Teacher Education; Paper Session
Marriott, Fourth Level, 404; 12:25-1:55pm
Chair: Helen Freidus, Bank Street College of Education
Participants:
- In-Service Teachers’ Perceptions of Autism Before and After Reading Literature About Individuals With Autism. Chris L. Massey, Clemson University; Linda B. Gambrill, Clemson University
- International Coteaching With Fullbright: Multicultural Collaboration in English-Language Teaching and Its Implications for Teacher Education. Dale Leonard Albanese, National Chengchi University
- Knowledge for Teaching Special Populations: The Case of Latino English Language Learners in Math Classes. Aaron T Wilson, The University of Texas-Pan American
- Valuing Teachers’ Perceptions of the Additional Support Needs of Students in Mainstream Primary Education. Marjou Brugink, Windesheim University of Applied Sciences; Sue Lin Goet, Windesheim University of Applied Sciences; Hans M. Koot, VU University Amsterdam
Discussant: Cleveland Hayes, University of La Verne

59.045. Formulating Design Principles: Transforming Structures, Supports, and Resources for Teacher Development. Division K - Teaching and Teacher Education; Invited Session
Marriott, Fourth Level, Franklin 3; 12:25-1:55pm
Chair: Meredith Jane Ludvig, American Institutes for Research
Presenters: Stephanie L. Dodman, George Mason University; Emily Feistritzer, TeachNow Inc.; Libby Hall, George Mason University; Betty Soppelsa, NAFSA: Association of International Educators; Amy Bacevich
Discussant: Jamy Stillman, University of Southern California

59.046. Interrogating Whiteness in Multicultural Contexts. Division K - Teaching and Teacher Education Cosponsored with SIG-Indigenous Peoples of the Americas; Paper Session
Convention Center, 200 Level, 203A; 12:25-1:55pm
Chair: Zachary A. Casey, University of Minnesota
Participants:
- Border Schools: A Critical Look at Multicultural Education Serving Native Americans. Cheryl A. Hunter, University of North Dakota; Terri Martin-Parisien, University of North Dakota
- Conceptualizing Second-Wave White Teacher Identity Studies: A Review of White Teacher Identity Literatures. Timothy J. Lensmire, University of Minnesota - Twin Cities; James C. Jupp, Georgia Southern University; Anthony Miele, University of San Francisco
- Interrogating Whiteness: Looking In and Learning to Speak Out. Kathryn L. Comerford, University of Florida; Elizabeth Bondy, University of Florida; Mary Kathleen Rodgers, University of Florida; Darbianne Shannon, University of Florida
“Do I React? To What?” Preservice Teachers’ Explorations of Race. Mary Shelley Thomas, University of Louisville; Stefanie Wooten Burnett, University of Louisville
Discussant: Shiv Raj Desai, Thomas More College

59.047. Navigating Disconnects Between Student and Teacher Identities. Division K - Teaching and Teacher Education; Paper Session
Convention Center, 100 Level, 120B; 12:25-1:55pm
Chair: Nicholas Daniel Hartlep, Illinois State University
Participants:
- Complicating Conceptualizations of Diversity and Equity: The Critical Case of Ms. Eliza. Laura S. Yee, University of Maryland & Georgetown Day School
- Living Cross-Culturally, Teaching Responsively. Leslie M. Cavendish, High Point University
- Quality of Intercultural Experiences and Development of Intercultural Sensitivity: Case Study of Teachers Working With Refugee Children. Ekaterina Streakova-Hughes, Columbus State University; X. Christine Wang, University at Buffalo - SUNY
- The (Re)Construction of Teacher Self-Identity: Engaging With the “Other” in Building Family-School Partnerships. Olivia Soutello, University of Florida; Stephanie C. Smith, University of Florida; Tina M Smith-Bonahue, University of Florida
- Understanding Emotions, Culture, and Identity: A Case Study of Second Language Teachers’ Emotional Experiences. Fang Wang, University of Minnesota - Twin Cities
Discussant: Kenneth James Fasching-Barnes, University of Wisconsin

59.048. Professional Learning Communities: Advances in Teacher Learning. Division K - Teaching and Teacher Education; Paper Session
Convention Center, 200 Level, 204A; 12:25-1:55pm
Chair: Sandra Manmano Linder, Clemson University
Participants:
- Learning Deeply Together: An Action Research Inquiry Into the Functioning of Teacher Teams. Sarah Melanie Fine, Harvard University
- Teacher Learning in Professional Learning Communities: Exploratory Results From a Longitudinal Case Study. Harmen Schuop, Utrecht University; Elly Bruijn, de, Utrecht University
- Understanding Professional Growth and Stagnation in Community-Based Learning for Teacher Educators. Linor Lea Hadar, Beit Berl Academic College; David L. Brody, Efrata College of Education
Discussant: Thomas H. Levine, University of Connecticut

59.049. Transformative Growth, Learning, and Development of Preservice Teachers. Division K - Teaching and Teacher Education; Paper Session
Convention Center, 200 Level, 203B; 12:25-1:55pm
Chair: Benjamin Gillig, University of Iowa
Participants:
- Predicting Successful Remediation Among Hispanic Students. Gloria Crisp, The University of Texas - San Antonio; Nicole Alia Reyes, The University of Texas - San Antonio; Erin Doran, The University of Texas - San Antonio
- A Study on Latino Males in Texas: How Female Family Members Shape Postsecondary Educational Success. Victor Saenz, The University of Texas - Austin; Sarah Rodriguez, The University of Texas - Austin; Carmen DeLas Mereza, The University of Texas - Austin; Claudia Garcia-Louis, University of Texas at Austin
- Differential Effects of Self-Efficacy and Stress on College Success Across Ethnically and Socioeconomically Diverse Groups. Maria Bertling, Educational Testing Service; Margarita Olivera-Aguilar, Educational Testing Service; Steven B. Robbins, Educational Testing Service; Ross Edmark Marble, Educational Testing Service
- The Language-Related Academic Self-Confidence of Noncitizens in U.S. Colleges. Melissa Goodnight, University of California - Los Angeles; Anthony Miele, University of San Francisco
- “Do I React? To What?” Preservice Teachers’ Explorations of Race. Mary Shelley Thomas, University of Louisville; Stefanie Wooten Burnett, University of Louisville
Discussant: Jamy Stillman, University of Southern California
Chair: Dirck Roosevelt, Teachers College, Columbia University
Participants:
Beyond the Student Teaching Seminar: Facilitating Transformative Learning Through the Use of Arts-Based Approaches. Forum Bhukhanwala, Arcadia University; Kimberly Dean, Arcadia University; Laura Rosenberg, Arcadia University; Mary Ellen Troyer, self-employed; Brian Munzer, Arcadia University
Preservice Teachers Report Significant Growth During Immersion Semester. Patricia J. Wheeler, Indiana State University; Eric M. Hampton, Indiana State University; Marylin Therese Leinenbach, Indiana State University; Beth Whitaker, Indiana State University; Kathryn Bauserman, Indiana State University
Teaching “in Their Best Interest”: Preservice Teachers’ Developing Stories From the Field About English Learners. Amanda Sugimoto, The University of Arizona; Kathy Carter, The University of Arizona; Kathleen Jablon Stoehr, The University of Arizona
“I Didn’t Realize They Knew So Much”: What Preservice Teachers Learn Through Interacting in Classrooms. Christine Edwards-Groves, Charles Sturt University; Noella Maree Mackenzie, Charles Sturt University
Discussant: Brandon M. Butler, Old Dominion University

59.050. Experiences in Teacher Evaluation Systems. Division L - Educational Policy and Politics; Paper Session
Convention Center, 100 Level, 115B; 12:25-1:55pm
Chair: Sarah L. Woulfin, University of Connecticut
Participants:
Does Teacher Evaluation Improve School Performance? Experimental Evidence From Chicago’s Excellance in Teaching Project. Matthew Philip Steinberg, University of Pennsylvania; Lauren Sartain, Consortium on Chicago School Research At The University of Chicago
New Evidence on the Effect of the Denver Public Schools Professional Compensation System on Teacher Attitudes and Student Achievement. Michael Laurence Turner, University of Colorado; Charles Biblos, University of Colorado - Boulder; Andrew Maul, University of Colorado - Boulder; Derek C. Briggs, University of Colorado; Elena Kitaoka Diaz-Bilello, National Center for the Improvement of Educational Assessment, Inc.
Organized Chaos: A Qualitative Case Study of the Initiative to Measure Teacher Effectiveness in Tennessee. Abigail Braddock, The University of Memphis
Valid yet Bias? An Examination of North Carolina’s Educator Effectiveness System. Shanyece L. Campbell, University of North Carolina - Chapel Hill

59.051. Investigating Policies and Practices That Promote Teacher Quality. Division L - Educational Policy and Politics; Symposium Convention Center, 100 Level, 115C; 12:25-1:55pm
Chair: Matthew Ronfeldt, University of Michigan
Participants:
The Relationship Between Teaching Practices and Teacher Value-Added Measures on High- and Low-Stakes Assessments. Julie Jackson Cohen, Stanford University
Missed Opportunities in the Labor Market or Temporary Disruptions? How Late Teacher Hiring Affects Student Achievement. John Papay, Brown University; Matthew A. Kraft, Brown University
Teachers’ Instructional Collaborations Across an Urban District. Matthew Ronfeldt, University of Michigan; Susanna Farmer, University of Michigan; Susanna Loeb, Stanford University
Discussants: Susan Moore Johnson, Harvard University; Pamela L. Grossman, Stanford University

SIG Sessions

59.052. Youth Development in the Classroom. SIG-Adolescence and Youth Development; Paper Session
Marriott, Fourth Level, 405; 12:25-1:55pm
Chair: Eric Toshalis, Levis & Clark
Participants:
Developing a Framework for Enhancing Student Connections in the Classroom. Jasmine Williams, University of Pittsburgh; Tanner LeBaron Wallace, University of Pittsburgh; Hannah Sung, University of Pittsburgh
Making Sense of No: A Taxonomy of Adolescent Resistance in the Classroom. Eric Toshalis, Levis & Clark
Not All Change Is Bad: Positive Ethnic Incongruence for Latinos During the Middle School Transition. Jessica Morales, University of California - Los Angeles; Sandra Graham, University of California - Los Angeles
Discussant: Vichet Chhuon, University of Minnesota

59.053. Research on Adult Education Outcomes. SIG-Adult Literacy and Adult Education; Paper Session
Marriott, Fifth Level, Grand Ballroom K; 12:25-1:55pm
Chair: M Cecil Smith, West Virginia University
Participants:
Developing and Piloting an Integrated Curriculum for Adult Transitions Learners. Jane R. Shore, ETS; Jennifer Lentini, ETS; Mary E. Fowles, ETS; Alexander DeFazio, Educational Testing Service
Post-GED-Credential College Prospects for Adults With Special Needs. Margaret B. Patterson, Research Allies for Lifelong Learning
The Role of Reading Fluency and Vocabulary in Meeting the Goal of the American Graduation Initiative. Omer Ari, Bloomsburg University of Pennsylvania
Trends in Adult Education Staffing Patterns and Advanced Learner Outcomes. Margaret B. Patterson, Research Allies for Lifelong Learning

59.054. Advanced Technologies for Learning Paper Session. SIG-Advanced Technologies for Learning; Paper Session
Marriott, Fourth Level, Franklin 11; 12:25-1:55pm
Chair: Michelle Hoda Wilkerson-Jerde, Tufts University
Participants:
Animated Visual Supports for Social Skills (AViSSS): An Interactive Virtual Experience for Social Skill Development. Sean J. Smith; Susan P. Harvey, The University of Kansas
Investigating a Digital Annotation Tool for Distinguishing Visual Evidence in Science Inquiry. Camilla Faye Matuk, University of California - Berkeley; Kevin McElhaney, University of California - Berkeley
Software Scaffolds for Supporting Teacher-Led Inquiry Into Complex Systems Concepts. Joshua Adam Danish, Indiana University; Asmalina Saleh, Indiana University - Bloomington; Luis Alejandro Andrade-Lotero, Indiana University - Bloomington
Discussant: Cynthia Carter Ching, University of California - Davis

59.055. Arts Integration for 21st-Century Learning. SIG-Arts and Learning; Paper Session
Marriott, Fourth Level, Franklin 12; 12:25-1:55pm
Chair: J. David Betts, The University of Arizona
Participants:
Noncognitive Factors in Arts-Integrated Learning. Jamie Christine Simpson Steele, University of Hawaii - Manoa
Contemporary Arts Practices as a Learning Resource in Classrooms. Louanne I. Smolin, University of Illinois at Chicago; Joseph Spilberg, Chicago Arts Partnerships in Education
Elementary Preservice Teachers’ Perceptions About and Approaches to Teaching Mathematics Through Music. Song An, The University of Texas - El Paso; Daniel Tillman, The University of Texas - El Paso; Carlos Paez, The University of Texas - El Paso
The Creative Classroom Collaboratives Study: Arts Integration Addressing 21st-Century Skills Through Teacher Collaboration. Marisol Cunningham, Metis Associates; Carol Brown, Eastern Suffolk Board of Cooperative Educational Services; Laura Reeder, Massachusetts College of Art
The Influence of Drama on Elementary Students’ Narrative Written Language and On-Task Behavior. Alida Anderson, American University; Katherine Adams Berry, The George Washington University; Sandra Michelle Loughlin, University of Maryland

59.056. The Role of Critical Language Policy Analysis in the “Post”-Civil Rights Era. SIG-Bilingual Education Research; Symposium
59.058. Toward a Theory of Classroom Assessment as the Regulation of Learning. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium Convention Center, 100 Level, 121A; 12:25-1:55pm Chair: Michael E. Jennings, The University of Texas - San Antonio Participants: When Emotions Talk, Everyone Listens: Graduate School Antiracist Pedagogy. Tanetah J. Grosland, Morgan State University Shame, Race, and Power in South African Higher Education. Ronelle L. Carolissen, Stellenbosch University; Vivienne Grace Bozalek, University of the Western Cape
When Saying You Care Is Not Really Caring: Whiteness and the Role of Disgust. Cheryl E. Matias, University of Colorado - Denver; Michalinos Zembylas, The Open University of Cyprus
The Pain of Racial Traison: A White Antiracist’s Psychosocial Battles. Ricky Lee Allen, University of New Mexico Discussant: Theodorea Regina Berry, The University of Texas - San Antonio

59.057. Exploring the Lives and Legacies of Community Activists and Agitators. SIG-Biographical and Documentary Research; Paper Session

Chair: Dara Soljaga, Concordia University - Chicago

Participants:
- The Legacy of Charlie Walker: From Colored to International Baccalaureate School. Donna Elam, University of South Florida; Charles K. Kyohe, University of South Florida; Vonzell Agosto, University of South Florida; Kaitlyn Bauer, University of South Florida
- Privilege, Politics, and the Personal: Examining the Biographer’s Biases. Cheryl T. Desmond, Millersville University of Pennsylvania

Discussant: Ronald E. Butchart, University of Georgia

59.056. Exploring Doctoral Career Development. SIG-Doctoral Education across the Disciplines; Paper Session

Chair: Leonard George Cairns, Monash University

Participants: Documenting the Longitudinal Career Development of Recent Interdisciplinary Ph.D. Graduates. Karri A. Holley, The University of Alabama
Virtual Group Mentoring of Early-Career Women Scholars: A Developmental Networks Approach. Tiffany J. Brown, University of Washington; Hilary Dwyer, University of California - Santa Barbara; Alynna J. Weary, University of California - Santa Barbara
Exploring Changes in the Academy Through Cultural Biographies of Two Academics. Margaret W. Sallee, University at Buffalo - SUNY; Thomas G. Sallee, University of California - Davis
Exploring Doctoral Student Experiences From the Perspectives of Midcareer Professionals in Educational Leadership Using Photo Elicitation. Kenyae Lynette Reese, Clemson University

Discussant: Pamela Petreese Felder, University of Pennsylvania

59.055. Practicing Social Justice in Our Own Communities: Serving Filipino/o American Students. SIG-Critical Educators for Social Justice; Symposium

Chair: Edward Ryan Curammeng, University of California - Los Angeles

Participants:
- Stop Hatin’: Combating Intraethnic Microaggressions to Strengthen Community Organizing. Jessica Petalco, San Francisco State University; Allyson Tintiangeo-Cabales, San Francisco State University; Tracy Lachica Buenavista, California State University - Northridge
- The Voices of Filipinos “Out of Status”: Students Defining an Undocumented Student-Receptive Culture. Tracy Lachica Buenavista, California State University - Northridge
- Deimperializing Pedagogy: Teaching and Learning Filipino/o American Studies With Urban Youth. Allyson Tintiangeo-Cabales, San Francisco State University; Edward Ryan Curammeng, University of California - Los Angeles

The F.O.B. Project: Reclaiming “Fresh Off the Boat”. Patricia E. Halagao, University of Hawai’i - Mānoa; Elena Clariza, University of Hawai’i - Mānoa; Diane Tom-Ogata, Farrington High School

Discussant: Allyson Tintiangeo-Cabales, San Francisco State University

59.054. Feeling Race: The Significance of Emotionality in Antiracist Education. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium Convention Center, 100 Level, 121A; 12:25-1:55pm Chair: Sarah Catherine K. Moore, Center for Applied Linguistics; Wayne E. Wright, The University of Texas - San Antonio Participants: Global Political Economy and Language Rights in the “Post-Civil Rights” Era. Jeff Bale, Michigan State University
No Holds Barred on Restricting Language Rights: English-Only in Arizona. Sarah Catherine K. Moore, Center for Applied Linguistics; Karen E. Lillie, SUNY - College at Fredonia
Diversity in Language and Experience: Latino Subgroups in the United States. Molly Fee, Center for Applied Linguistics

Discussant: Terrence G. Wiley. Center for Applied Linguistics

59.063. Early Childhood Teacher-Student Interactions. SIG-Early Education and Child Development; Paper Session

Chair: Mary Benson McMullen, Indiana University

Participants:
- “I Am a Control Freak”: Teacher Talk in the Project-Based Instructional Classroom. Kiyomi Sanchez-Sazuki Colegrove, The University of Texas - Austin; Christian Ellen Zuniga, The University of Texas - Austin; Jennifer Keys Adair, The University of Texas - Austin
- Instructional Conversations With Preschool Children. Elizabeth Brook Chapman de Sousa, University of Hawaii

Tell Me More: Teacher Language During Playtime in Head Start Classrooms. Judith Hicks, Stanford University

Tourist or Traveler? Unpacking Informal Conversations Between Teachers and Young Children Across Diversity. Raeshell L. Foster, The Pennsylvania State University - Harrisburg; Martha J. Strickland, The Pennsylvania State University - Harrisburg

Taking Care: The Relational Aspect of Early Childhood Teaching. Cassie Fay Quigley, Clemson University; Anna Hull, Clemson University
59.064. A Discourse of Democracy: The Role of Researchers, Faculty, and Community Organizations in Education Reform. SIG-Grassroots Community & Youth Organizing for Education Reform; Symposium Convention Center, 100 Level, 118C; 12:25-1:55pm
Chair: David O. Stovall, University of Illinois at Chicago
Participants:
The Public Pedagogy of Chicagoland Researchers and Advocates for Transformative Education (CREATE), Isabel Nunez, Concordia University - Chicago
The National Network of the National Association for Multicultural Education, Richard Ayers, University of San Francisco
New York Metro Academies for Democracy and Justice in Education, Gary L. Anderson, New York University; Lois Weiner, New Jersey City University
Teacher Empowerment and Public Engagement at Ripon College, Suzanne M. Katz, Ripon College
The Urban Research-Based Action Network, Mark R. Warren, University of Massachusetts - Boston
Discussant: M. Francyne Huckaby, Texas Christian University

59.065. Language Issues: Bilingual Language Learners, Language Policy, and Second Language Learning Programs. SIG-Hispanic Research Issues; Paper Session Convention Center, 100 Level, 121B; 12:25-1:55pm
Chair: Gloria M. Rodriguez, University of California - Davis
Participants:
“Saber es poder”: Exemplary Teachers of Latino English Learners—Teachers Who Put Knowledge Into Action, Ischel Samson, Stanford University
El que habla dos lenguas vale por dos (He Who Speaks Two Languages Is Worth Two): An Examination of the Biliteracy Experiences of Bilingual Preservice Teachers, Elsa M. Billings, San Diego State University
Pragmatically Speaking: Toward Understanding the Language Use of Young English Learners, Claudia Rodriguez-Mojica, Stanford University
Language Brokering and Self-Concept: An Exploratory Study of Latino Students’ Experiences in Middle and High School, Kate Niehaus, University of South Carolina; Gerda Kumpiene, University of South Carolina - Columbia
Sí lo Tiene pero no Funciona: An Efficacy Analysis of the Texas School Funding Formula With Particular Attention to English Language Learners, Oscar Jimenez-Castellanos, Arizona State University; Anthony Rolle, University of South Florida
Discussant: Amado M. Padilla, Stanford University

Chair: Glenn Gordon Smith, University of South Florida
Participants:
How Do Kinect-Based Literacy Games Compare to Reading With a Caretaker? The Effects of Medium and Interactivity, Bruce Douglas Homer, The Graduate Center - CUNY; Charles K. Kinzer, Teachers College, Columbia University; Jan L. Plass, New York University; Susan Letourneau, New York University; Daniel L. Hoffman, University of Illinois at Urbana-Champaign; Elizabeth Hayward, New York University; Selen Turkay, Harvard University; Yolanta Kornak, City University of New York
Play Games or Study? Computer Games in Web E-Books to Learn English Vocabulary, Glenn Gordon Smith, University of South Florida; Mimi Li, University of South Florida; Deoksoon Kim, University of South Florida; Jack Drobiz, University of South Florida
Problem Solving With Digital Texts: Online Reading With Elementary School Students, Julie Cairo, University of Rhode Island
Discussant: Sigmund Tobias, Albany State University

59.067. The Intersection of Student Voice and Educational Leadership: Opportunities and Obstacles. SIG-Leadership for Social Justice; Symposium Convention Center, 100 Level, 120A; 12:25-1:55pm
Chair: John S. Rogers, University of California - Los Angeles
Participants:
Change From Within: Critical Literacy as a Tool for Civic Empowerment, D’Artagnan Scorza, University of California - Los Angeles
How Positioning Shapes Student Engagement in Action Civics, Adam J. York, University of Colorado - Boulder; Ben R. Kirshner, University of Colorado
Changing the Political Equation: Urban and Suburban Students’ Advocacy for School Funding Equity, Cynthia Taines, Northern Illinois University
Influence of Deficit Ideology on Possibilities for Reciprocal Dialogue Between Students of Color and Educational Leaders, Melanie Bertrand, Arizona State University
Pawns or Power Players? The Grounds on Which Adults Dismiss or Defend Youth Organizers, Jerusha Osberg Conner, Villanova University
Discussant: Ernest D. Morrell, Teachers College, Columbia University

59.068. Mixed Methods Research Applications. SIG-Mixed Methods Research; Paper Session Convention Center, 100 Level, 117; 12:25-1:55pm
Chair: Mette Lise Baran, Cardinal Stritch University
Participants:
Experiences of Select Women Doctoral Students: A Feminist Standpoint Theory Perspective, Valerie Tharp Byers, Sam Houston State University; Rachel N Smith, Lone Star College - Tomball; Eunjin Hvarg, Sam Houston State University; Kay E Angrove, Sam Houston State University; Jason I Chandler, Sam Houston State University; Kelsey M Christian, Sam Houston State University; Shirley Dickerson, Sam Houston State University; Leah McAllister Shields, Sam Houston State University; Stephen P Thompson, Sam Houston State University; Anthony J. Onwuegbuzie, Sam Houston State University; Magdalena Anna Denham, Sam Houston State University
Developing a Measure of Trust Using a Mixed-Methods Approach, Shannon Lyn David, North Dakota State University; John H. Hitchcock, Indiana University - Bloomington; Brian Ragan, Ohio University; Gordon P. Brooks, Ohio University - Athens; Chad Starkey, Ohio University - Athens
Toward Applying Mixed Methods in Action Research: Methodological Potentials and Advantages, Nataliya V. Ivankova, The University of Alabama - Birmingham
Social Change and Legitimating Voices: Utilizing Mixed-Methods Transformative Research to Understand Parental Involvement, Nichole M. Stitt, Ohio Northern University; Elena Tu Polash, Ball State University
Discussant: Vicki L. Plano Clark, University of Cincinnati

59.069. Practice-Related Motivational Research: Do We Need a Different Approach? SIG-Motivation in Education; Symposium Convention Center, 200 Level, 204B; 12:25-1:55pm
Chair: Lyn Corno, Teachers College, Columbia University
Participants:
Practice-Related Motivational Research: The Need for a New Approach, Avi Kaplan, Temple University; Idit Katz, Ben-Gurion University of the Negev; Hanoch Flam, Ben-Gurion University of the Negev
Commentary: Judith Harackiewicz, University of Wisconsin
Commentary: Andrew J. Martin, The University of Sydney
Commentary: K. Ann Renninger, Swarthmore College
Commentary, Tim Urban, Santa Clara University
Commentary, Allan L. Wigfield, University of Maryland - College Park

Chair: G. Sue Kasun, Utah State University
Participants:
Doing Multicultural Education in a Chinatown Head Start Program, Judy W. Yu, REACH
Examining Equitable Student Dispositions in Dual-Language Environments, Ana M. Hernandez, California State University - San Marcos; Annette M. Daoud, California State University - San Marcos
Implementation of Reality Pedagogy in a Chemistry Class for Young Adult Recent Immigrant Students, Jeremy Benjamin Heyman, Teachers College, Columbia University; Christopher Emdin, Teachers College, Columbia University
Microethnographic Analysis: Examining Power, Identity, and Academic Knowledge Among Bilingual and Monolingual First Graders, Lindsey Moses, Arizona State University
The Role of Identity Narratives (Identity Texts) in Overcoming Barriers...
59.071. Socialization and Identity Development in Educational Organizations: Theoretical and Practical Perspectives on Instructional Improvement Efforts. SIG-Organizational Theory; Paper Session
Marriott, Fourth Level, 412; 12:25-1:55pm
Chair: Bob L. Johnson, Jr., The University of Alabama
Participants:
- Narratives of Organizational Legitimacy: Catholic School Closures and Charter School Openings. Kari Anne Carr, Indiana University
- Theorizing New School Principal Socialization From a Role Boundary Perspective. Matt Cottrell, St. John’s CEYC Primary School; Christopher R. James, University of Bath
- Organizational Identity Between Practice and Significance: The Case of an Educational Organization. Nitzia Roskin, Mandel Foundation
Discussant: Gary M. Crow, Indiana University

59.072. International Peace Perspectives. SIG-Peace Education; Paper Session
Convention Center, 100 Level, 105A; 12:25-1:55pm
Chair: Blythe F. Hinitz, The College of New Jersey
Participants:
- A Framework for Research and Teaching Forgiveness in Arab Schools: Iraqi Teachers’ Perceptions of Forgiveness. Ilham Nasser, George Mason University; Mohammed Abunimer, American University
- Education for Peace and Sustainable Development in Conflict-Affected Countries. Jan Stewart, University of Winnipeg
- Empowering University Students Under Siege: Teaching American Studies Overseas. Diane S. Shammas, University of Southern California
- From Cultures of Violence to Cultures of Peace: Re-Creating History Through Education in Burundi and Liberia. Elavie Ndara, George Mason University; Mainleeshw Ebezewor Vonhm, George Mason University and Center for Peace Education; State Vigy Nirmuraba, George Mason University
- Music and Music Values in Action. Juliana Moonette Santic Manrique, St. Scholastica’s College - Manila

59.073. Research in K-12 Education and Athletics: Past, Present, and Possibility. SIG-Research Focus on Education and Sport; Symposium Convention Center, 100 Level, 124; 12:25-1:55pm
Chairs: Alan Brown, Wake Forest University; Nicole Sieben, Adelphi University
Participants:
- Athletic Performances: Sports Participation as a Performative Tool. Eric J. DeMeulemeere, Clark University
- Race, Racism, and Physical Education. Colette Cann, Vassar College
- Stress, Coping, and Other Sport Psychology in K-12 Athletics. Jenelle N. Gilbert, California State University - Fresno
- The Impact of Sport-Related Concussions in Pediatric Athletes. Tamara Valovich McLeod, A. T. Still University
- Coaching Development and Effectiveness. Wade Gilbert, California State University - Fresno
Discussant: Elliot Hopkins, National Federation of State High School Associations

59.074. Noticing Practices of Teachers and Students in Equitable Mathematics Classrooms. SIG-Research in Mathematics Education; Symposium Convention Center, 100 Level, 125; 12:25-1:55pm
Chair: Victoria M. Hand, University of Colorado - Boulder
Participants:
- Noticing Home Mathematical Practices Yields Robust Opportunities for Participation. Anita A. Wager, University of Wisconsin
- Patterns in the Noticing Practices of Exceptional Secondary Mathematics Teachers. Victoria M. Hand, University of Colorado - Boulder; Elizabeth A. van Es, University of California - Irvine; Vincent Basile, University of Colorado; Janet Mercado, University of California - Irvine

59.075. Research on Teachers in Giftedness, Creativity, and Talent Education. SIG-Research on Giftedness, Creativity, and Talent; Paper Session
Convention Center, 100 Level, 107B; 12:25-1:55pm
Chair: Kimberley L. Chandler, College of William and Mary
Participants:
- Gifted and Maladjusted? Implicit Attitudes and Automatic Associations Related to Gifted Children. Francis Preckel, University of Trier; Tanja Gabriele Baudson, University of Trier; Rachel Wollschlaeger, University of Trier; Sabine Krolak-Schwerdt; Sabine Glock, University of Luxembourg
- Tell Us About Yourself: The Process of Developing the Teacher Interview Protocol. Jiaxi Wu, Purdue University; Enyi Jen, Purdue University; Matthew Faggate, Purdue University
- The Effects of Teacher and Student Perceptions of Choice and Challenge on Academic Achievement. John P Madura, University of Connecticut; D. Betsy Mccoach, University of Connecticut; Marcia L. Gentry, Purdue University
- Using the DATA to Enhance Gifted Research and Education. Antonia Szynanski, Indiana University - Northwest; Laurie Croft, University of Iowa
Discussant: Sally Wai-Yan Wan, The Chinese University of Hong Kong

59.076. Literatures of Marginalization and the Marginalization of Literatures. SIG-Rural Education; Paper Session
Convention Center, 100 Level, 103A; 12:25-1:55pm
Chair: Karen Eppley, The Pennsylvania State University
Participants:
- “Don’t Judge a Book by Its Cover” and Other Stories From a Rural High School. Bea Staley, The Ohio State University; Candace Jesse Stout, The Ohio State University; Brian Kellett, The Ohio State University
- Motives for Dissertation Research at the Intersection Between Rural Education and Curriculum and Instruction. Craig B. Howley, Ohio University - Athens; Jacqueline Yahm, Ohio University - Eastern; Aimee A. Howley, Ohio University
- Rural Students Talking About Social Justice: Toward a Better Understanding of a Contested Term. Hernan I. Cuervo, University of Melbourne
Using Local, Rural Literature to Interrogate Rural Stereotypes: Counteracting the Essentialization, Marginalization, and Pathologization of Rurality. Jesse Moon Longhurst, New Mexico State University

59.077. LGBT Inclusion in STEM: Transformative Possibilities for Teaching and Learning Research. SIG-Science Teaching and Learning; Symposium Marriott, Fifth Level, Grand Ballroom H; 12:25-1:55pm
Chair: Mary H. Hoelscher, University of Minnesota
Participants:
- Science Teacher Candidates’ LGBTQ-Inclusive Praxis. Mary H. Hoelscher, University of Minnesota
- Lessons for Educational Practice and Policy From a National Survey of LGBTQ Individuals in STEM. Allison Matthes, California State University - Los Angeles
- Effects of Climate Perceptions and Harassment on the Persistence of LGBT Students and Faculty in STEM. Ramón Barthelemy, Western Michigan University; Susan Rankin, The Pennsylvania State University; Eric Vincent Patridge, oSTEM Incorporated
Discussant: Alberto J. Rodriguez, Purdue University

59.078. From No Child Left Behind to Common Core: How Do New Standards Affect Practices and Policies for English Learners? SIG-Second Language Research; Symposium Convention Center, 100 Level, 103C; 12:25-1:55pm
59.079. Adult Social and Emotional Learning and Reflection as Innovative Factors in Formative and Summative Assessment. SIG-Social and Emotional Learning; Symposium; Convention Center, 300 Level, 302A; 12:25-1:55pm

Chair: Ann McKay Bryson, Collaborative for Academic, Social, and Emotional Learning

Participants:
- Utilizing Quality Assessment to Enhance Social and Emotional Learning: Paul Augustine LeBuffe, deererux Center for Resilient Children; Valerie Shapiro, University of California - Berkeley
- In Reflection: Do Unto Educators What You Want Done Unto Students: Carina Fiedeldey-Van Dijk, ePsy Consultancy; Ann McKay Bryson, Collaborative for Academic, Social, and Emotional Learning
- Professional Learning to Promote Positive Student Outcomes: An Evaluation of Anchorage’s Second-Order Change Project. Kimberly Trumbull Kendziora, American Institutes for Research

Discussant: Linda Lantieri, Collaborative for Academic, Social, and Emotional Learning

59.080. Measurement and Modeling Issues in Structural Equation Modeling. SIG-Structural Equation Modeling; Paper Session; Convention Center, 100 Level, 111B; 12:25-1:55pm

Chair: Guili Zhang, East Carolina University

Participants:
- Assessing Model Similarity in Structural Equation Modeling: Samuel B. Green, Arizona State University; Keke Lai, Arizona State University - Tempe; Roy Levy, Arizona State University; Yuning Xu, Arizona State University; Nedim Yel, Arizona State University; Marilyn S. Thompson; Natalie Eggum, Arizona State University; Katie L. Kunze, Arizona State University; Masumi Iida, Arizona State University; Raymond Reichenberg, Arizona State University; Linlin Zhang, Arizona State University
- Nonrecursive Latent Variable Models Under Misspecification: Larry R. Price, Texas State University
- Optimizing Power for Planned Missing Data With Multiform Designs: Huili Liu, University of Maryland - College Park; Gregory R. Hancock, University of Maryland
- The Reliability Paradox in Multisample Covariance Structure Models: Daniel McNeish, University of Maryland; Gregory R. Hancock, University of Maryland

Discussant: Deborah L. Bandalos, James Madison University

59.081. Methodological Issues in Survey Research. SIG-Survey Research in Education; Paper Session; Convention Center, 100 Level, 111A; 12:25-1:55pm

Chair: Ali Korkmaz, Long Beach Unified School District

Participants:
- Don’t Monkey Around: Teaching Scientifically Sound Survey Design Through Embedded Learning Resources: Manav Malhotra, Teachers College, Columbia University; Hian Hsiao, EdLab, Teachers College, Columbia University; Hui Soo Chae, Teachers College, Columbia University; Gary J. Natriello, Teachers College, Columbia University
- A Mixed-Methods Study of the Factors and Scenarios Influencing College Students’ Decision to Complete Surveys: Bryan A. Cain, Kent State University; Kristin L.K. Koskey, The University of Akron; Toni A. Sondergeld, Bowling Green State University; Henrique G. Alvin, Youngstown State University; Emily Slager, The Ohio State University - Columbus; Lance Kennedy-Phillips, The Ohio State University - Columbus
- Investigating Response Patterns: Relationships Between Caution Indices and Self-Report Data: Fred Green, University of South Carolina; Jin Liu, University of South Carolina - Columbia; Christine DiStefano, University of South Carolina; Lea Kristin Cain, University of South Carolina

Discussant: Steven Siera, Saint Martin’s University
Division and SIG Roundtables

59.086. Roundtable Session 19: Roundtable Session

59.086-1. Focus on Literacy. SIG-Research on the Education of Deaf Persons; Roundtable Session Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm
Chair: Joanna Erin Cannon, The University of British Columbia
Participants:
Content-Area Reading in the Deaf Education Classroom. Michella Maiorana-Basas, Michigan State University
Family Contexts Supporting Young Deaf Children’s Early Reading. Lori Lutz, Gallaudet University
For Good English Reading Skills, Start With American Sign Language Vocabulary Knowledge. Rachel Benedict, Boston University; Robert J. Hoffmeister, Boston University; Sarah Fish, Boston University; Jonathan Henner, Boston University; Rama Novogrodsky, Boston University; Patrick Rosenberg, Boston University; Fran Conlin-Luippold, Boston University

Chair: Erik Jon Byker, Stephen F. Austin State University
Participants:
Building Up Knowledge of Language Structures in Adolescent Literacy Development. Youngmin Park, University of California - Irvine
The Modality Effect and Foreign Language Proficiency. Kadir Kozan, Purdue University; Jennifer C. Richardson, Purdue University

59.086-3. Teacher Education in Dialogue With Paulo Freire. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Roundtable Session Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm
Chair: Ramona Guadalupe Vallejo-Garza, New Mexico State University
Participants:
Creating a Culture of Confidence: Reconceptualizing Urban Educational Leadership. Yvette Jackson, National Urban Alliance; Veronica McDermott, National Urban Alliance; Mairi McDermott, University of Toronto - OISE; Marlon Simmons, University of Toronto
Inside and Outside the Ziploc Bag of Traditional Teacher Education: A Professor and Student Dialogue With Freire, Their Research, and Each Other. Melissa Noelle Winchell, University of Massachusetts - Boston
Reenvisioning Democratic Pedagogy and Epistemology With Teacher Action Research: Reclaiming the Teaching Profession. Myriam N. Torres, New Mexico State University

59.086-4. Literacy Support for Struggling Readers. SIG-Research in Reading and Literacy; Roundtable Session Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm
Chair: Barbara R. Schirmer, Defiance College
Participants:
Dyslexia, Well-Being, and a Specialized Learning Setting. Andrew Costigan, The University of Texas - Austin
Relationship Between Parental Reading Belief, Parental Involvement, Children’s Motivation, and Reading Achievement: A Study of Chinese Students at Fourth Grade Based on Data From PIRLS (Progress in International Reading Literacy Study) 2011. Dan Li, Iowa State University; Manognya Marukutla, Iowa State University
Teacher Aides’ Definitions of Reading: What Understandings of Reading Underpin Their Work With Students? Lois Ruth Harris, Central Queensland University; Christina R. Davidson, Charles Sturt University; Kerry Apriele, Central Queensland University
59.086-9. Power, Position, and Reflexivity. SIG-Qualitative Research; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm
Chair:Mark D. Vagle, University of Minnesota
Participants:
Amplifying the “Post” in Postintentional Phenomenology. Mark D. Vagle, University of Minnesota; Brooke Anne Hofbess, Appalachian State University
Disrupting Power in the Teacher Education Process Through Collaborative Research. Janet S. Sauer, Lesley University
Positionality in Praxis: Troubled “Insideness”. Jia Liang, University of Georgia - Athens; James Sottile, Missouri State University; Cindy Blair, University of Georgia - Athens
Putting the Circular Project of (Self-)Reflexivity Under Precission: Producing Diffractions at the Scene of Address. Marc Roderick Higgins, The University of British Columbia

59.086-10. Urban, Immigrant Elementary Students’ Writing Practices. SIG-Writing and Literacies; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm
Chair:Mary A. Avalos, University of Miami
Participants:
If You Were a Bird: A Young Immigrant Girl’s Creation of Third Space. Kaoru Miyazawa, Gettysburg College; Grace Enriquez, Lesley University
“Diabetes Are a Very Bad Disease”: Exploring How Immigrant Youth Write for School. Jie Yie Park, Clark University
Examining Writing as a Social Process: Audiencing and Identity Performances in a Third-Grade Classroom. Stavroula Kontovourki, University of Cyprus

59.086-11. Examples From the Field: Applied Data Uses. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm
Chair:Jeongmi Kim, South Dakota State University
Participants:
Data Dashboards: Leveraging Usage Data and Site Visits to Understand How Educators Use Data. Ann-Marie Faria, American Institutes for Research; Jared Eno, American Institutes for Research; Jessica Heppen, American Institutes for Research; Brenna O’Brien, American Institutes for Research; John Meakin, American Institutes for Research; Glencie Green; Rachel Crossno; Krystal Bichay; Ariela C. Greenberg
Exploring Data Use Practices Among Elementary School Teachers in the Republic of Trinidad and Tobago: Implications for Teacher Training Policy. Rhoda Misty Mohammed, Ministry of Education, Trinidad and Tobago; Jerome De Lishe, University of the West Indies; Susan Herbert, University of the West Indies; Sabrina McMillan-Solomon
Using Log Data to Get a Closer Look at the Implementation and Evaluation of Coaching. James E. Taylor, American Institutes for Research; Julia Parkinson, American Institutes for Research
Using School-Based Research to Bridge Policy and Practice. Candace H. Lacey, Nova Southeastern University; Amalio Nieves
Turning Around Ourselves: Teacher Teamwork for Deep Teacher and Student Learning. Vanessa Ann Karwans, TIDES (Transformative Inquiry Design for Effective Schools and Systems), Janet A. Chrispeels, University of California - San Diego

59.086-12. Informing Policy Through Innovative Approaches. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm
Chair:Laurene L. Christensen, National Center on Educational Outcomes
Participants:
Extended Testing in Nontested Areas for Student Growth Measures for Teacher and Principal Evaluation Frameworks. Suzanne Franco, Wright State University; Jill L. Lindsey, Wright State University; Marsha S. Lewis, Ohio University; Anirudh Virender Singh Ruhl, Ohio University
Using Student Growth Percentile Methodology in the Cost-Related Program Evaluation. Ruhan Circi Kizil, University of Colorado - Boulder; Damian W. Betebenner, National Center for the Improvement of Educational Assessment, Inc.
Using the Student Growth Percentile Methodology to Evaluate the School/ District Programs. Ruhan Circi Kizil, University of Colorado - Boulder; Damian W. Betebenner, National Center for the Improvement of Educational Assessment, Inc.

59.086-13. Research on Student Perceptions and Teacher Reﬂections on Assessment: Lessons Learned. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm
Chair:Taiwo A. Ande, University of Mary Washington
Participants:
Measuring Students’ Attitudes Toward Large-Scale Accountability Testing. Anna Zilberberg, Pearson; Sara J. Finney, James Madison University
Motivational Beliefs and Chinese Students’ Achievement: Findings From a Chinese Large-Scale Assessment. Haiying Long, Florida International University; Weiguo Pang, East China Normal University
Student Initiation of Feedback Conversations as a Measure of Teaching. Jennifer Ann Quynn, University of Washington - Seattle
Individualizing the Curriculum Through Student Voice in Assessment. Bruce G. Waldrip, University of Tasmania; Peter Sellings, Monash University; Vaughan Prain, La Trobe University
Teaching to Assess: Lessons Learned When Faculty and Preservice Educators Learn to Assess and Assess to Learn. Joette Stiel-Mabry, University at Albany - SUNY; William E.J. Doane, Institute for Defense Analyses

59.086-14. Research on the Assessment of English Learners. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm
Chair:Arturo Olivarez, The University of Texas - El Paso
Participants:
Defining and Assessing the Oral Social Language of Young English Language Learners. Kimberly Woo, New York University
Evaluating the Structure of Academic English Language Operationalized in an English Language Development Assessment. Bozhidar Mihaylov Bashkov; James Madison University; Dorry M. Kenyon, Center for Applied Linguistics; Shu Jing S. Yen, Center for Applied Linguistics
Late-Arriving English Learners: Improving Educational Outcomes Through a New Translanguage Assessment Design. Joni M. Lakin, Auburn University; Leigh Garrison-Fletcher, LaGuardia Community College - CUNY

59.086-15. Utilizing Teacher Perspectives for Innovation. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm
Chair:Theresa Deussen, Education Northwest
Participants:
Getting to Useful: Developing a Way to Evaluate Perceptions Around Data Use. Jo Beth Jimerson, Texas Christian University
Relationship Between Teachers’ Professional Efficacy Beliefs and Their Assessment of a New Teacher Evaluation System. Cynthia L. Blitz, Rutgers University; Dassi Kirova, Rutgers University - New Brunswick/Piscataway; Anton Shcherbakov, Rutgers University - New Brunswick/Piscataway
Shifting Educational Paradigms: From Traditional to Performance-Based Education for Diverse Learners. Susan C. Sullivan, Montana State University

59.086-16. Sites for Inquiries Into Life Writing and Curriculum. SIG-Narrative Research; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm
Chair:Eliza Anne Pinney, University of Alberta
Participants:
Narrative Deliberations of Urban Curriculum-Making. Candace M. Schlen, University of Missouri - Kansas City; Dianne Smith, University of Missouri - Kansas City
The Perspective of a Rural Ontario, Canada, Francophone Music Educator: A “Sense of Place”. Janet Spring, University of Toronto
59.086-17. Charter School Management: Cyber Schools and Performance. SIG-Charter School Research and Evaluation; Roundtable Session Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm Chair: Greg Thorson, University of Redlands Participants: Have Cyber Charters Reinvented Personal Management? Robert A. Maranto, University of Arkansas; Dennis Beck, University of Arkansas at Fayetteville Learning From Leading Charter Management Organizations (CMOs): The Role of Student-Centered Learning in High-Performing CMOs. Tricia Maas, University of Washington; Betheny Gross, University of Washington Legal Responsibility for Special Education in Cyber Charter Schools. Regina R. Umpstead, Central Michigan University; Robert Andersen, Cooley Law School; Bruce Wells Umpstead, BrightBytes


59.086-19. Studies of How Trainees Grow Into Professional Roles. Division I - Education in the Professions; Roundtable Session Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm Chair: Hugh A. Stoddard, Emory University Participants: A Comparison of Teacher Candidates’, Teachers’, and Principals’ Perceptions of Effective Teaching and Professional Preparation. Shawn A. Faulkner, Northern Kentucky University; Chris Cook, Northern Kentucky University; Penny B. Howell, University of Louisville The Role of Collaborative Reflection in a Faculty Community: A Translational Sciences Education Case Study. Christina M. Cestone, The University of Texas - Medical Branch at Galveston The First Three Years: An Analysis of Medical Student Attitude Formation. Diana B Sesate, The University of Arizona; W. Patrick Bryan, The University of Arizona; Jeffrey F. Milem, The University of Arizona; Karina M Rodriguez, The University of Arizona


59.086-22. Using Data to Help More Evidence to Family Engagement Practices. SIG-Family, School, Community Partnerships; Roundtable Session Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm Chair: Joyce Mahler Duckles, University of Rochester Participants: Assessing Parent Empowerment and Its Relationship to Academic Achievement: A National Study. Jungnam Kim, University of Maryland - College Park; Julia Bryan, The Pennsylvania State University - University Park Reaching All Families: Family, School, and Community Partnerships Amid Homelessness and High Mobility. Alexandra E. Pavlakis, University of Wisconsin - Madison Students’ Family Background: Associations Between Different Family Background Constructs and Students’ Motivation and Achievement. Isabelle Häfner, University of Tübingen; Barbara Flunger, University of Koblenz-Landau; Anna-Lena Dicke, University of Tübingen; Hanna Gaspard, University of Tübingen; Brigitte Maria Schreier, Tübingen University; Benjamin Nagengast, Tübingen University; Ulrich Trautwein, University of Tübingen


59.086-24. Research on the Education of Asian and Pacific Americans: Roundtable Session on Immigrant Education. SIG-Research on the Education of Asian and Pacific Americans; Roundtable Session Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm Chair: Kim Doan, Western University Participants: An Investigation Into Asian Immigrant Children’s Early Literacy Development Using Multilevel Structural Equation Modeling. Lihong Yang, Michigan State University; Guofang Li, Michigan State University; Mingcai Zhang, Michigan State University The Intersection of Teachers’ and Highly Educated Asian Immigrant Parents’ Schemas About Elementary School Education. Jennifer Goldston, University of California - San Diego The Relationship of Demographics and Family Factors to Asian Immigrant Adolescents’ Academic Achievement. Xiaopeng Gong, Ball State University; Yinyin Cheng, Ball State University; Gregory J. Marchant, Ball State University Developing Bilingually: An Analysis of the Storytelling Repertoires of
Korean American Kindergartners in ESL and at Home. Sora Suh, Rutgers University
Chinese Youth in Canadian Schools: Four Factors That Affect Their Identification. Dan Cui, University of Calgary

59.086-25. Urban Learning, Teaching, and Research: Roundtable. SIG-Urban Learning, Teaching, and Research; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 12:25-1:55pm
Chair: Jooho Lee, The University of Texas - Arlington
Participants:
"Real Recognize Real?" Dilemmas of “Native” Anthropological Scholarship on Hip-Hop-Based Education. H. Bernard Hall, West Chester University of Pennsylvania
Urban Middle School Students’ Experiences of College Life. Mary Beth Schaef er, Saint John’s University
“I Don’t Wanna Be Stuck in a Rut”: Narratives of Agency in an Early College High School. Lou dones M. Rivera, Queens College - CUNY;
Mary Beth Schaef er, Saint John’s University

Division and SIG Posters

59.087. Poster Session 13; Poster Session

59.087-1. Relationships Between Pre-service Teacher Preparation and Practice. Division K - Teaching and Teacher Education; Poster Session
Convention Center, 200 Level, Hall E; 12:25-1:55pm
Posters:
1. Lesson Study Conversations: Facilitating the Development of Professional Noticing. Ingrid Wei land, University of Louisville; Julie Amador, University of Idaho
2. Potential Science Teachers’ Understanding About Students and Student Learning: Contrasts Across Gender, Ethnicity, First Language, and Major. Ashley Iveland, University of California - Santa Barbara; Ethly A. Stewart, University of California - Santa Barbara; Julie Bianchin i, University of California - Santa Barbara
3. Pre-service Teachers’ Sense of Teaching Efficacy and Preparedness to Teach. Amber L. Brown, The University of Texas - Arlington; Denise Ann Collins, The University of Texas - Arlington; Joyce Myers, The University of Texas - Arlington
4. Pre-service Teachers’ Planned Instruction: Predicted Versus Actual Use of Instructional Theories and Strategies. Amy L. Eva, Seattle University
5. What Predicts Pre-service Teacher Use of Arts-Based Pedagogies in the Classroom? An Analysis of the Beliefs, Values, and Attitudes of Pre-service Teachers. Bridge t Lee, The Ohio State University
6. Novice Teachers’ Perceptions of Daily Assessment and Grading Practices in First-Year Classrooms. Brandon L. Yost, University of Nevada - Las Vegas; Jian Wang, Texas Tech University
7. Pre-service Teachers’ Understanding of Inferring Strategy Instruction. Karen Evans, Marquette University
8. “Just Tell Me What to Do”: Teacher Candidates’ Struggles With Learning to Teach Using Inquiry. Jacob William Neumann, The University of Texas - Pan American; Bernardo E. Pohl, Langham Creek High School
9. Addressing the “Shift”: Preparing Pre-service Secondary Teachers for the Common Core. Stephanie Maria Bennett, Mississippi State University; Steven Hart, California State University - Fresno
10. Another Key to the Puzzle: Pre-service Teachers’ Reading Efficacy and Tutoring Experiences. Heather Rogers Haverbac k, Catholic University of America
13. Connecting Attitudes Toward Teaching and Pedagogical Formation Courses: A Study of Turkish Pre-service Teachers. Ok san a Parylo, Katholieke Universiteit Leuven; Hilmi Singa, Baoz University; Abdurrahman Ilgan, Dizice University, Turkey
14. Critical Incidents: Impact and Use in Educational Law and Ethics Pre-service Teacher Education. Nick J. Scarfo, University of Ontario Institute of Technology; Michelle Dubek, OISE/University of Toronto
15. Effects of a Mandatory Service-Learning University Course on Pre-service Teachers’ Civic Attitudes. Laura J. Sokal, University of Winnipeg; Deb L. Woloshyn, University of Winnipeg
16. Examining Theory-Practice Relationships in Initial Teacher Education: The Perspectives of Canadian Teacher Educators. Karen C. Goodnough, Memorial University; Thomas Falkenberg, University of Manitoba; Ronald Joseph MacDonald, University of Prince Edward Island

59.087-2. Learning and Motivation in Social and Cultural Contexts Poster Session 2. Division C - Learning and Instruction; Poster Session
Convention Center, 200 Level, Hall E; 12:25-1:55pm
Posters:
17. Examining the Influence of Interpersonal Calibration and Miscalibration on the Teacher-Student Relationship. Sam Watson, Indiana University - Purdue University; Heather A. Davis, North Carolina State University
18. Positioning Teachers as Codesigners in Design-Based Implementation Research: Implications for Teacher Engagement. Gavin Tierney, University of Washington; Susan B. Nolen, University of Washington - Seattle
19. Reciprocal Effects of Teachers’ Volitional Functioning Support and Students’ Intrinsic Motivation. Christoph Helm, Johannes Kepler University of Linz
21. Shifting the Conversation: Emotional Labor as Learning in a Pedagogy of Discomfort. Dani elle Gioia, University of Pennsylvania; Vivian L. Gadsden, University of Pennsylvania; Karim A. Mostafa, University of Pennsylvania; Katharine Emily Bartov Jacobs, University of Pennsylvania; Nora Peterman, University of Pennsylvania
22. Summer Program Teacher Support and Its Relation to Adaptive Motivation and Mathematics Standardized Test Performance. Melissa C. Gilbert, Santa Clara University; Lauren Elizabeth Mus-Gillet te, University of Maryland
23. Supporting Motivation and Career Intentions in Science: The Effects of a Summer Intervention Program. Lisa Linnenbrink-Garcia, Michigan State University; Rochelle Schwartz-Bloom, Duke University; Tony Perez, Old Dominion University; Stephanie V. warmth ong, Michigan State University; Michael M. Barger, Duke University; Elizabeth Gordin, Duke University; Kate E. Snyder, University of Louisville
24. Sustaining Teachers’ Engineering Development and Transfer Through a Dynamic, Adaptive Community of Learning and Practice. Patricia L. Hardie, University of Oklahoma
25. The Effect of Cooperative Instruction on Learning Achievement: A Meta-Analysis of High-Fidelity Studies. Charles Igel, Regis University
26. The Role of Different Forms of Cognitive Engagement as Mediators Between Motivation and Achievement. Juyeon Song, Korea University; Yeon-Kyoung Woo, Korea University (bMRI); Johnmarshall Reeve, Korea University; Mimi Bong, Korea University, Department of Education; Jae Hyung Ahn, Korea University - Brain and Motivation Research Institute
27. The Relationships Between Students’ Academic/Social Values and Academic Outcomes: The Moderating Effect of Parental Support. You-Kyoung Lee, Michigan State University; Eun-Jin Seo, The University of Texas - Austin
28. Tracking the Longitudinal Effects of Student-Teacher Trust on Mathematics Self-Efficacy for High School Students. Kristin E. Harvey, The University of Texas - Austin; Marie-Anne Suizzo, The University of Texas - Austin
29. Uncovering Evolutions in Reciprocal Peer-Tutoring Groups’ Socially Shared Regulation. Liesje De Backer, Ghent University; Hilde Van Keer; Ghent University; Martin M. Valcke, Ghent University
31. When Science, Subject, and Politics Meet: Factors Affecting Professors’ Beliefs About Climate Change. Michael Nussbaum, University of Nevada - Las Vegas; Marissa Christina Owens, University of Nevada - Las Vegas; Jacqueline Rae Cordova, University of Nevada - Las Vegas

59.087-3. Research in Mathematics Education SIG Poster Session. SIG-Research in Mathematics Education; Poster Session
Convention Center, 200 Level, Hall E; 12:25-1:55pm
Posters:
16. Examining Theory-Practice Relationships in Initial Teacher Education: The Perspectives of Canadian Teacher Educators. Karen C. Goodnough, Memorial University; Thomas Falkenberg, University of Manitoba; Ronald Joseph MacDonald, University of Prince Edward Island

Division and SIG Posters

59.087. Poster Session 13; Poster Session

59.087-1. Relationships Between Pre-service Teacher Preparation and Practice. Division K - Teaching and Teacher Education; Poster Session
Convention Center, 200 Level, Hall E; 12:25-1:55pm
Posters:
1. Lesson Study Conversations: Facilitating the Development of Professional Noticing. Ingrid Wei land, University of Louisville; Julie Amador, University of Idaho
2. Potential Science Teachers’ Understanding About Students and Student Learning: Contrasts Across Gender, Ethnicity, First Language, and Major. Ashley Iveland, University of California - Santa Barbara; Ethly A. Stewart, University of California - Santa Barbara; Julie Bianchin i, University of California - Santa Barbara
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4. Pre-service Teachers’ Planned Instruction: Predicted Versus Actual Use of Instructional Theories and Strategies. Amy L. Eva, Seattle University
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32. A Landscape of Middle and High School Students’ Interpretations of the Equal Sign and Conceptions of Equality. Marta T. Magiera, Marquette University; Leigh A. Van Den Kieboom, Marquette University
33. A Measure of Students’ Understanding of Statistics. Tim Jacobie, University of Florida; Robert C. Delmas, University of Minnesota; Jeff Huberstroh, Educational Testing Service; Brad Hartlaub, Kenyon College; Douglas Whitaker, University of Florida; Catherine Case, University of Florida; Steve Folt, University of Florida
35. Critical, Place-Based Mathematics Education in Urban Schools: Design-Based Research to Create a Mathematics Curriculum on the Local Lottery. Laurie Rube1, Brooklyn College - CUNY; Vivian Y. Lim, University of Pennsylvania; Lauren Shookhoff, New York City Department of Education; Erica Deahl, Massachusetts Institute of Technology; Sarah Williams, Massachusetts Institute of Technology
36. Defining and Characterizing Worthwhile Equitable Pedagogies in Mathematics Tasks. Sarah Ann Roberts, Iowa State University; Christa Jackson, University of Kentucky; Aleda Salinas, Boston University
38. Gender Differences in Children’s Mathematics Trajectories: Mixed Findings in Higher and Lower Achievers. Tianlan Wei, Texas Tech University; Xun Liu, Texas Tech University; Lucy Barnard-Brak, Texas Tech University
39. How Do Popular Calculus Textbooks Treat the Concept of Limit in Regard to APOS Theory? Dae S. Hong, University of Iowa
40. Informing Mathematics Teachers: Teachers’ Perspective of Learning Dynamic Mathematics Discursively. Muthu Alpahthi, Rutgers University; Arthur B. Powell, Rutgers University
41. Investigating the Effects of Social Contexts and Students’ Perceptions on Math Achievement in Singapore and the United States. Fen Fan, University of Massachusetts - Amherst; Jennifer Randall, University of Massachusetts
42. Supporting Common Core-Driven Curriculum Adaptations for High School Algebra. Raymond Johnson, University of Colorado - Boulder; Heather Leary, University of Colorado - Boulder; William R. Pennell, University of Colorado - Boulder
43. Using Ideas About Mathematical Knowledge for Teaching to Address Problems of Practice: A Review of Empirical Research. Yeon Kim, University of Michigan - Ann Arbor; Mark Hoover Thames, University of Michigan
44. Using Manipulatives, Technology, and Rich Student Tasks in Elementary Mathematics: Grade 8 Perspective. Mimi Hiu Mei Kam, University of Toronto - OISE; Douglas E. McDougall, University of Toronto; Xiao Heng Yan, University of Toronto; Kerry Kwan, University of Toronto
45. What Do Chinese Immigrant Parents Think About U.S. Mathematics Education? Senfong Liang, University of New Hampshire
46. What’s Missing in Longitudinal Studies? A Methodological Review of Mathematics Cognition and Education Research. Marcia Gail Headley, University of Cincinnati; Christopher M. Swoboda, University of Cincinnati
47. Will This Be on the Test? Documentary Analysis of Assessment in Advanced Algebra. Michael Kevin Weiss, Michigan State University; Michael Morissette, Michigan State University

59.087-4. Differing Perspectives on and Approaches to Preserve Field Experiences. Division K - Teaching and Teacher Education; Poster Session
Posters: Sunday, 1:00 pm
60.010. Longitudinal Surveys at the National Center for Education Statistics: High School Longitudinal Study of 2009 (HSL:09). Professional Development and Training Committee; Professional Development Course
Marriott, Fifth Level, Grand Ballroom D; 1:00-5:00pm
Instructor: Elise Christopher, National Center for Education Statistics
60.011. Cultural Historical Activity Theory Methodologies in the 21st Century: The Intersections of Theory, Research, Policy and Praxis. Professional Development and Training Committee; Professional Development Course
Marriott, Fifth Level, Grand Ballroom F; 1:00-5:00pm
Instructors: Carrie L. Lobman, Rutgers University; Emily Duval, Boston College; Natalia Gajdamaschko, Simon Fraser University; Jaime E. Martinez, New York Institute of Technology; Ana C. Iddings, The University of Arizona; Lois Holzman, East Side Institute; Ana Marjanovic-Shane, Chestnut Hill College; Elina Lampert-Shepel, Touro College’s Lander Center for Educational Research; Alvira Soza Lima, Brazilian Ministry of Education
60.012. Using Multilevel Modeling to Meta-Analyze Single-Case Experimental Design Studies’ Results. Professional Development and Training Committee; Professional Development Course
Marriott, Fifth Level, Grand Ballroom E; 1:00-5:00pm
Instructors: Susan Natasha Beretvas, The University of Texas - Austin; Win Van den Noortgate, Katholieke Universiteit Leuven; John M. Ferron, University of South Florida

Sunday, April 6, 2014
Sunday, 2:15 pm

Goverance Meetings and Events

61.001. Journal of Educational and Behavioral Statistics Closed Editorial Board Meeting. AERA Governance; Governance Session
Marriott, Fourth Level, Franklin 9&10; 2:15-3:45pm
Chairs: Sandip Sinharay, CTB/McGraw-Hill; Matthew Scott Johnson, Teachers College, Columbia University

AERA Related Activities

61.010. Online Annual Meeting Management System (All Academic). Demonstration and Training for Program Chairs: Open Session 3. AERA Related Activities; Workshop
Convention Center, 100 Level, 102B; 2:15-3:45pm
Chair: Rick Peacor, All Academic, Inc.

Presidential Sessions

61.011. Conceptual and Statistical Considerations in Estimating College Value-Added to Learning. AERA Presidential Session
Convention Center, 200 Level, 201B; 2:15-3:45pm
Chair: Richard J. Shavelson, SK Partners & Stanford University
Participants:
The Colombian National Setting for Higher Education Learning Outcomes and Value-Added Assessment. Adriana Molina, Colombian Institute for Educational Assessment; Julian Patricio Marillo von Hildebrand, Colombian Institute for Educational Assessment
Multidimensional Value-Added Models. Ernesto San Martin, Pontificia Universidad Catolica de Chile; Sebastien Van Bellegem, Université Catholique de Louvain
Conceptual and Statistical Considerations in Modeling College Value-Added. Edward W. Wiley, SK Partners LLC.
Discussants: Stephen W. Raudenbush, University of Chicago; William H. Schmidt, Michigan State University

61.012. Strengthening R&D’s Role in Preparing an Education Workforce. AERA Presidential Session
Convention Center, 200 Level, 201C; 2:15-3:45pm
Chair: Mary Brabeck, New York University
Participants: James G. Cibulka, Council for the Accreditation of Educator Preparation; Janet Best, Mid-continent Research for Education and Learning; Catherine E. Snow, Harvard University; David Monk, Pennsylvania State University; Paul LeMahieu, The Carnegie Foundation

Convention Center, 100 Level, 118C; 2:15-3:45pm
Chair: Eva L. Baker, University of California - Los Angeles
NRC Committee Co-Chairs: James W. Pellegrino, University of Illinois at Chicago; Mark R. Wilson, University of California - Berkeley
Discussants: Shirley Malcom, American Association for the Advancement of Science; Jack Buckley, College Board

61.014. Federal Funding Opportunities for Education Research: Institute of Education Sciences, National Science Foundation, and National Institutes of Health. AERA Sessions; Invited Session
Convention Center, 200 Level, 202A; 2:15-3:45pm
Chair: Paula R. Skedsvold, AERA & Federation of Associations in Behavioral & Brain Sciences

Convention Center, 200 Level, 201A; 2:15-3:45pm
Chair: Felice J. Levine, American Educational Research Association
Presenters: Erno A. Lehtinen, University of Turku; Mark Warschauer, University of California - Irvine; William Cope, University of Illinois at Urbana-Champaign; John M. Willinsky, Stanford University

61.016. Pro Bono Education Research Service - AERA’s ERSP Initiative. AERA Sessions; Invited Poster Session
Convention Center, 100 Level, 121C; 2:15-3:45pm
Chair: Nathan E. Bell, American Educational Research Association
Presenters: Arnetha F. Ball, Stanford University; LuAnn Wilkerson, University of California - Los Angeles; Cynthia A. Tyson, The Ohio State University - Columbus

Participants:
1. Engaging Urban Youth to Catalyze Cultural Change in Their Communities: Evaluative Inquiry Into Creative Possibilities and Pathways to STEM in Boston’s Learn 2 Teach, Teach 2 Learn. Jae-Eun Joo, University of Connecticut
2. Teachers and Parents Advocating for Diversity in Sexual Identity and Gender Expression in Schools: Scholars Supporting Research-Informed Action. Mollie V. Blackburn, The Ohio State University; Caroline T. Clark, The Ohio State University - Columbus; Jill Marie Smith, The Ohio State University - Columbus
3. The Effect of Research Experience-Based Professional Development on Teacher Efficacy, Motivation, Knowledge Calibration, and Perception of Inquiry Teaching. Erin E. Peters Burton, George Mason University
4. The Role of Mentoring in the Broward County Public Schools Initiative to Foster Black Male Success. Gerene K. Starratt, Barry University
5. Strengthening Supplemental Literacy Supports for Culturally and Linguistically Diverse English Language Learners. Michelle G. Knight, Teachers College, Columbia University; Ramatu T. Bangura, Teachers College, Columbia University
6. A Qualitative Project Investigating Teaching, Learning and Teacher Development for an e.Learning Education Program in Rural Zambia. Heather Curl, Bryn Mawr College
7. My Brother My Sister: College Access and Retention Through Peer Mentoring and Leadership Development. Venice Thandi Sule, Oakland University
8. Initiating and Sustaining Educational Change: Implementing the FAIR Education Act and Seth’s Law. Elizabeth J. Meyer, California Polytechnic State University, San Luis Obispo

Committee Sessions

61.017. Gender, Sexuality, and Leadership in K-12 Schools. Committee on Scholars and Advocates for Gender Equity in Education; Paper Session
Convention Center, 100 Level, 104A; 2:15-3:45pm
Chair: Karen L. Graves, Denison University
Participants: Middle School Girls in Postfeminist Times. Susan McCullough, Graduate Center - CUNY
Talking (Fe)Male: Examining the Gendered Discourses of Preservice Teachers. Kathryn E. Engelbreton, Indiana University - Bloomington
The Glass Maze and Predictors for Successful Navigation to the Top Seat. Denise DiCario, Dowling College; Gretchen Cotton Rodney, Dowling College; Laura Schilling, Dowling College; Antonio Ferrantino, Dowling College; Tanesha Hunter, Dowling College; Elsa-Sofia Morote, Dowling College; Stephanie L. Tatum, Dowling College
We Teach Too: What Are the Lived Experiences and Pedagogical Practices of Gay Men Teachers of Color? Cleveland Hayes, University of La Verne
Discussant: Karen L. Graves, Denison University

61.018. Graduate Student In-Progress Research Session. Graduate Student Council Cosponsored with Graduate Student Council; Invited Session
Convention Center, 100 Level, 126A; 2:15-3:45pm
Speaker: Jennifer Elizabeth Carinci, Johns Hopkins University
61.019. Heritage Language Education as a Civil Right: Policy and Practice in Indigenous, Latina/o, Asian American, and African American Communities. Social Justice Action Committee; Invited Session
Convention Center, 100 Level, 114; 2:15-3:45pm
Chair: Django Paris, Michigan State University
Participants: Fifty (500) Years Out and Counting: Decolonizing Language Education in 21st-Century Native America. Shelah E. Nicholas, The University of Arizona; Teresa L. McCarty, University of California - Los Angeles; Leisy Thornton Wyman, The University of Arizona
Civil Rights and Human Rights: The Contested Place of Spanish in American Education. Guadalupe Valdés, Stanford University
Legal Milestones Regarding Language and Education for African American Students. John Baugh, Washington University in St. Louis

Convention Center, 100 Level, 102A; 2:15-3:45pm
Chair: Yu Cheong Cheng, Hong Kong Institute of Education
Participants: Achieving Gender Equality in Learning Outcomes: Evidence From a Nonformal Education Program in Bangladesh. Kevin A. Gee, University of California - Davis
Examining Inclusive Practices in Nicaragua. Julie Delkamiller, University of Nebraska - Omaha; Elizabeth M. Leader-Janssen, University of Nebraska - Omaha; Kristine D. Swain, University of Nebraska - Omaha; Mitzi J. Ritzman, University of Nebraska - Omaha
Strategic Leadership for Quality Management: A Professional Development Program for Thai Primary School Principals. Forrest W. Parkay, Washington State University; Kanokorn Somprach, Khon Kaen University
Discussant: Rodney K. Hopson, George Mason University

International Organization Sessions

Convention Center, 100 Level, 112B; 2:15-3:45pm
Chair: Kirsten Sivesind, University of Oslo
Participants: A Third Wave of European Education Policy: National and Transnational Conceptions of Knowledge in Swedish Curricula. Ninni Wahlstrom, Linnaeus University
The Transnational Policy Quest for Competences: Discursive Shifts in Recent Swedish Curriculum Reforms. Andreas Nordin, The Linnaeus University; Daniel C.R. Sandberg, Linnaeus university
Curricula in Norway and Finland: Governing by Learning Outcomes? Christina Elde Mølstad, University of Oslo; Berit Karseth, University of Oslo
Reforming National Curricula in Norway and Finland: A 10-Year Perspective. Kirsten Sivesind, University of Oslo; Azita Afsar, Department of Education; Kari Bachmann, Molde University College
Discussant: Christian Jan Lundahl, Karlstad University

61.022. Preparing and Developing Educational Leaders in Diverse Contexts: Evidence-Based Perspectives. British Educational Leadership, Management, and Administration Society; Invited Session
Convention Center, 100 Level, 120A; 2:15-3:45pm
Participants: Developing School Leaders of Diverse School Types. Steven John Courtney, University of Manchester
Women’s Leadership Preparation within the Senior Leadership Team in Six English Local Authorities. Kay Fuller, University of Birmingham; Pontho Moorosi, University of Warwick; Joanne Cliffe, University of Birmingham
Early-Career Teachers’ Contextualized Experiences and Perceptions of Leadership and Leadership Development Opportunities. Joan Smith, University of Leicester; David G. Pedder, University of Leicester
Learning From a National Program for School Leadership Development: Leadership for Learning—Ghana. Sue Swaffield, University of Cambridge

Division Sessions

61.023. Developing Principals as Leaders. Division A - Administration, Organization and Leadership; Paper Session
Convention Center, 100 Level, 115A; 2:15-3:45pm
Chair: Stelios Orphanos, Frederick University
Participants: Analyzing Program Evaluation Proposals in a Federally Funded Grant. Karen L. Sanzo, Old Dominion University; Jay P. Scribner, Old Dominion University; Ed Fuller, The Pennsylvania State University
Developing the Leadership Pipeline: An Evaluation of the Emerging Leaders Program. Gina S. Ikemoto, New Leaders; Marianna Valdez, New Leaders
Examining the Placement of Principal Preparation Program Candidates into Education Positions: A 20-Year Analysis. Ed Fuller, The Pennsylvania State University; Liz Hollingworth, University of Iowa
Discussant: Elizabeth C. Reilly, Loyola Marymount University

61.024. Partnerships, Policies, and Parental Involvement. Division A - Administration, Organization and Leadership; Paper Session
Convention Center, 100 Level, 115B; 2:15-3:45pm
Chair: Mehmet Dali Ozturk, College of the Sequoias
Participants: Community Development Corporations and the Cultivation of Education Opportunity. Alexis K. Bourgeois, University of Wisconsin - Madison; Peter Michael Miller, University of Wisconsin - Madison
Depth of Use: Characterizing the Role of Evidence Across Decisions in One Central Office. Elizabeth N. Farley-Ripple, University of Delaware; Vincent Cho, Boston College
School District Diversity and Equity Leadership: A Statewide Case Study of Integration Policy Enactment. Allison Mattheis, California State University - Los Angeles
An Innovative Model for University-Assisted Urban School Reform. Nancy W. Streim, Teachers College, Columbia University; Kecia Hayes, Teachers College, Columbia University
Discussant: Kathryn Bell McKenzie, California State University - Stanislaus

61.025. Role of Motivational Factors in Shaping Students’ Academic Behaviors and Achievement. Division C - Learning and Instruction; Paper Session
Convention Center, 100 Level, 113C; 2:15-3:45pm
Chair: Melissa C. Gilbert, Santa Clara University
Participants: The Relation Between Need for Cognition and Academic Achievement: A Meta-Analysis. Qing Liu, Simon Fraser University; John Cale Nesbit, Simon Fraser University
Extra Motivation: Estimating the Impact of Motivational Qualities on College Graduation. Shonon Shamsuddin, Massachusetts Institute of Technology
Transition From Middle School to High School: Rural Adolescents’ Reading Motivation and Its Prediction of Achievement and Behavior. Susan Chambers Cantrell, University of Kentucky; Margaret Rintamaa, University of Kentucky; Eric M. Anderman, The Ohio State University; Lynley H. Anderman, The Ohio State University
The Relationship Between Student Motivation and Parental Involvement
in Mathematics and Science. Judith A. Monsaas, University System of Georgia; Beryl Ann Ootnumfuor, University of Georgia; Rosalind Barnes Fowler, University System of Georgia

Discussant: David A. Bergin, University of Missouri

61.026. Sylvia Scribner Award Address: Micheline Chi. Division C - Learning and Instruction; Invited Session

Convention Center, 100 Level, 113A; 2:15-3:45pm

Chairs: Patricia A. Alexander, University of Maryland - College Park; Richard E. Mayer, University of California - Santa Barbara


61.027. Methodological Affects: Considering Researcher Emotion in Qualitative Research. Division D - Measurement and Research Methodology; Symposium

Convention Center, 100 Level, 117; 2:15-3:45pm

Chair: Kathleen Anne Quinlivan, University of Canterbury

Participants: The Analytical Affordances of Engaging With Researcher Affect: What’s at Stake? Kathleen Anne Quinlivan, University of Canterbury; Mary Affecting Affiliations: Queer Relationality and the Boy in the Dress. Mary Louise Rasmussen, Monash University

Unflattering Affect: The Ordinary and Illuminating Experience of Boredom in Qualitative Research. Jessica Fields, San Francisco State University

Discussant: Wanda Pillow, University of Utah

61.028. The Impact of Test-Taking Motivation and Test Consequences on the Validity of Test Score Inferences. Division D - Measurement and Research Methodology; Symposium

Convention Center, 100 Level, 111B; 2:15-3:45pm

Chair: Donna L. Sundre, James Madison University

Participants: Different Stakes, Different Motivation? Swedish Studies of Test-Taking Motivation in Different Assessment Contexts. Hanna Eklof, Umea University; Eva Knelta, Umed University

Does Motivational Instruction Affect College Students’ Performance on Low-Stakes Assessment? An Experimental Study. Ou Lydia Liu, ETS; Joseph A. Rios, University of Massachusetts - Amherst; Victor Borden Are Value-Added Estimates Influenced by Test Consequences in Large-Scale, Low-Stakes Testing Contexts? Sara J. Finney, James Madison University; Donna L. Sundre, James Madison University; Matthew Swain, James Madison University; Laura M. Williams, James Madison University; Devon Hopkins, James Madison University

Investigating the Multiple Components of Test-Taking Motivation in a Large-Scale Assessment Context: The Importance of Expectancy for Success. Christiane Penk, Institute for Educational Quality Improvement; Stefan Schipolowski, Humboldt University; Claudia Poehlmann, Institute for Educational Quality Improvement

Discussant: Jeffrey K. Smith, University of Otago

61.029. Minority-Serving Institutions: Connected Past, Connected Futures. Division F - History and Historiography; Invited Session

Convention Center, 200 Level, 202B; 2:15-3:45pm

Chairs: Marybeth Gasman, University of Pennsylvania; Michael T. Nettles, ETS

Participants: Amy J. Fann, University of North Texas; Robert T. Teranishi, New York University; Stella M. Flores, Vanderbilt University; Joy Ann Williamson-Lott, University of Washington

61.030. Philanthropy as Innovation, 1880-1950. Division F - History and Historiography; Paper Session

Marriott, Fourth Level, 410; 2:15-3:45pm

Chair: Carter Julian Savage, Morehouse College

Participants: Alternative Education Programs in the Kansas City, Missouri, School District, 1908-1930. Curtis Mason, Columbia College


The Educational Philanthropy of Charles Upham Shepard: Pinehurst Tea School and St. Barnabas Mission School in South Carolina. Mindy Spearman, Clemson University

The Fund for the Republic and Academic Freedom. Andrea Walton, Indiana University

Discussant: James D. Anderson, University of Illinois at Urbana-Champaign

61.031. Flores v. Arizona: Legal, Political, and Pedagogical Implications for English Language Learners. Division G - Social Context of Education; Symposium

Marriott, Fourth Level, Franklin 3; 2:15-3:45pm

Chair: David L. Carlson, Arizona State University

Participants: Segregation and English Language Learners: From Mendez to Flores. Jeanne M. Powers, Arizona State University

After Flores: The Evolution of State Legislation and Perspectives on English Language Learner Education. Oscar Jimenez-Castellanos, Arizona State University; David Martinez, Arizona State University - Tempe

Governing More Than Language: Rationalities of Rule in Flores Discourses. Melinda A. Hollis Thomas, Arizona State University

The American Legislative Exchange Council’s Agenda and Commodity Theory in Flores v. Arizona. Dinny Rishi Aletheiani, Arizona State University; David L. Carlson, Arizona State University

Examining Arizona’s Policy Response Post-Flores v. Arizona in Educating K-12 English Language Learners. Margarita Jimenez-Silva, Arizona State University; Laura M Gomez, ASU

An Analysis of Language-Minority Student Identification and Classification Practices in Arizona and California. Irina S. Okhemtchouk, Arizona State University

Discussant: Gloria M. Rodriguez, University of California - Davis


Marriott, Fifth Level, Grand Ballroom 1; 2:15-3:45pm

Chair: Wun Shun Eva Lam, Northwestern University

Participants: Mi teléfono es mi mejor maestro: Latina Immigrant Mothers’ Use of Smartphones as Literacy Tools. Karisa Jessica Peer, University of California - Los Angeles

Migrant Youths’ Authoring of Self(ies) Through New Media. Sujin Kim, University of Missouri

Critical Conversations: Privileging Middle School Students’ Perspectives on Social Justice. Mary Ellen Miller, Vanderbilt University - Peabody College

Multimodal Voicing in Youths’ Video Documentaries on Immigration. Natalia Smirnov, Northwestern University; Wun Shun Eva Lam, Northwestern University

Discussant: Lisa M. Dorner, University of Missouri - Columbia


Convention Center, 100 Level, 120B; 2:15-3:45pm

Chair: Lois Weis, University at Buffalo - SUNY

Participants: Math and Science Opportunity Structures in Buffalo and Denver High Schools. Kristin Cipollone, University at Buffalo - SUNY; Amy Elizabeth Stich, University at Buffalo - SUNY; Andrea Nikischer, Buffalo State College - SUNY; Lois Weis, University at Buffalo - SUNY

Figured Worlds of Schooling and STEM in Denver and Buffalo. Margaret A. Eisenhart, University of Colorado - Boulder; Carrie D. Allen Bemis, University of Colorado - Boulder

Postsecondary Matriculation Patterns in Denver High Schools. Margaret A. Eisenhart, University of Colorado - Boulder; Sarah Ohle, University of Colorado - Boulder

Postsecondary Matriculation Patterns in High Schools in Buffalo. Lois Weis, University at Buffalo - SUNY; Amy Elizabeth Stich, University at Buffalo - SUNY; Kristin Cipollone, University at Buffalo - SUNY; Andrea Nikischer, Buffalo State College - SUNY

Discussants: Angela Calabrese Barton, Michigan State University; Patricia M. McDonough, University of California - Los Angeles


61.038. Genres of Formative Assessment. Division H - Research, Evaluation and Assessment in Schools; Symposium Convention Center, 100 Level, 116; 2:15-3:45pm Chair: Edward D. Britton, WestEd STEM Program Participants: Teacher-Student Interaction as a Source of Evidence in Formative Assessment. Margaret Heritage, University of California - Los Angeles Developing and Implementing Classroom Performance Assessments for Learning. Susan E. Schultz, Stanford University SimScientists Assessments. Edys S. Quellmalz, WestEd; Barbara C. Buckley, WestEd; Mark Loveland, WestEd Formative Assessment Practices: Construct Definition and Measurement Challenges. Joan L. Herman, University of California - Los Angeles; Christine Ong, University of California - Los Angeles Discussant: Scott F. Marion, National Center for the Improvement of Educational Assessment, Inc.


61.040. Gendered Relationships in College Contexts. Division J - Postsecondary Education; Paper Session Marriott, Fourth Level, 409; 2:15-3:45pm Participants: Partners in Achievement: How Female Undergraduates Conceptualize Intimate Relationships. Elizabeth E. Blair, University of Wisconsin - Madison College STEM Majors’ Interest in People: Sex and Discipline Differences. Yang Lydia Yang, The University of Alabama; Joan Barth, The University of Alabama; Alabama STEM Education Research Team, The University of Alabama Examining Gender-Role Barriers for Women in Biomedical Research and Medical Programs. Devasmita Chakravarty, University of Virginia; Dorothy Andriole, Washington University in St. Louis; Donna B. Jeffe, Washington University in St. Louis; Heather D. Wathington, University of Virginia; Robert H. Tai, University of Virginia Discussant: Jeni Hart, University of Missouri - Columbia

61.042. The Changing Face of STEM: Intersections of Race, Gender, and Sexual Orientation. Division J - Postsecondary Education; Paper Session
Convention Center, 100 Level, 108B; 2:15-3:45pm
Participants:
Examining the Academic Microsystems of Successful LGBT STEM Majors. Jodi L Linley, Michigan State University; Kristen A. Renn, Michigan State University; Michael R Woodford, University of Michigan
How Early-Career Advisors’ Perspectives on Undergraduate STEM Research Advising Affect the Next Generation of Scientists. Charles N. Hayward, University of Colorado - Boulder; Heather L. Thiry, University of Colorado - Boulder; Sandra L. Laursen, University of Colorado Boulder
Reversing Underrepresentation: The Impact of Undergraduate Research Programs on Enrollment in STEM Graduate Programs. Sylvia Hurtado, University of California - Los Angeles; Kevin Eagan, University of California - Los Angeles; Tanya Figueroa, University of California - Los Angeles; Bryce Edward Hughes, University of California - Los Angeles
Would You Call Yourself a Scientist? Exploring STEM Identity Development Among Undergraduate Students Attending Public Research Universities. Lorenzo DuBois Baber, University of Illinois; Montrischa Money Williams, University of Illinois at Urbana-Champaign; William T. Trent, University of Illinois at Urbana-Champaign
Discussant: Laura I. Rendon, The University of Texas - San Antonio

61.043. The Many Perspectives and Understandings of STEM. Division J - Postsecondary Education; Paper Session
Marriott, Fifth Level, Grand Ballroom J; 2:15-3:45pm
Chair: Avilda Rodriguez, University of Pennsylvania
Participants:
Determinants of STEM Major Choice: A Comparison Between Community Colleges and Four-Year Institutions. Colleen Evans, Dominican College; Rong Chen, Seton Hall University
Increasing College Access and STEM Career Interest for Latino Students Through a University-School-Community Partnership Program. Cher C. Hendricks, The University of West Georgia; Diley Hernandez, Georgia Institute of Technology; Analia Ran, Georgia Institute of Technology; Curtis Vandyke Goings, Emory University
Intersectional Race/Gender Identities in College Mathematics: A Critical Analysis of Student Narratives on Mathematical Learning and STEM Retention. Luis Antonio Leyva, Rutgers University; Aiyia Strothers
Readying the Engineering Pipeline: Community College Student Transition Into Engineering Programs Among Underrepresented Minorities. Bruk Berhanu, University of Maryland - College Park
Discussant: Lorelle Espinosa, American Council on Education

61.044. The Postsecondary Education of Homeless and Highly Mobile Youth. Division J - Postsecondary Education; Symposium
Marriott, Fourth Level, 408; 2:15-3:45pm
Chair: Jarrett Gupton, University of Minnesota
Participants:
Postsecondary Outcomes for Homeless and Highly Mobile Students. Amy Lein, University of Minnesota; Gena Nelson, University of Minnesota - Twin Cities
Under Construction: Homeless and Highly Mobile Students and Institutional Support Services in Higher Education. Jennifer Trout, University of Minnesota - Twin Cities; Jarrett Gupton, University of Minnesota
Invisible but Present: The Experiences of Homeless Students at Community Colleges. Jarrett Gupton, University of Minnesota
Discussant: Cecile Huyih Sam, The University of Pennsylvania

61.045. From Measurement to Improvement: Leveraging Observation Protocols to Improve Teaching in Middle School English Language Arts. Division L - Educational Policy and Politics; Symposium
Convention Center, 100 Level, 115C; 2:15-3:45pm
Chair: Pamela L. Grossman, Stanford University
Participants:
How Does an Observation Protocol Inform an English Language Arts Professional Development on Core Practices? Lorien Chambers Schuldt, Stanford University; Michael Metz, Stanford University; Taralynn Kantor, Stanford University
Giving Teachers a Language and Vision of Practice Through Professional Development Based on an Observation Protocol. Erika Moore Johnson, Stanford University; Jamie O’Keeffe, Stanford University; Pamela L. Grossman, Stanford University
Changes in Instructional Practice. Lindsay Brown, Stanford University; Julie Jackson Cohen, Stanford University; Pamela L. Grossman, Stanford University
Discussants: Sarah W. Freedman, University of California - Berkeley; Megan L. Franke, University of California - Los Angeles

61.046. International School Boards in the Governance Process. Division L - Educational Policy and Politics; Symposium
Convention Center, 100 Level, 118A; 2:15-3:45pm
Chair: Leif Moos, Department of Education, Aarhus University
Participants:
School Board Governance in Denmark. Leif Moos, Department of Education, Aarhus University; Klaus Kasper Kofod, Aarhus University - School of Education
School Board Governance in Norway. Jan Merok Paulsen, Hedmark University College; Guri Skedsjom, University of Oslo
School Board Governance in Finland. Mika Risika, University of Jyväskylä; Pekka Kanervio, University of Jyväskylä; Seppo Puukkinen, University of Jyväskylä
School Board Governance in Sweden. Elisabet Nihlfors, Uppsala University; Olof Johansson, Umeå universitet

61.047. Math Learning Among At-Risk Students From Preschool Through Fourth Grade: Implications for Educational Policy and Practice. Division L - Educational Policy and Politics; Symposium
Convention Center, 100 Level, 118B; 2:15-3:45pm
Chair: Mimi Engel, Vanderbilt University
Participants:
Math Talk in Families of Preschool-Aged Children and Its Relations to Children’s Early Math Skills Across Time: Implications for Instructional Practice. Maria Ines Susperreguy, University of Michigan; Pamela E. Davis-Kean, University of Michigan
Policies Supporting Scale-Up of Interventions for Children at Risk in Early Mathematics. Douglas H. Clements, University of Denver; Julie Sarama, University of Denver; Christopher B. Wolfe, University at Buffalo - SUNY; Mary Elaine Spitler, State University of New York
Optimizing Content: Evidence on the Importance of Kindergarten and First-Grade Content Coverage for Improving Student Outcomes. Mimi Engel, Vanderbilt University; Amy Claessens, University of Chicago; Chris Curran, Vanderbilt University - Peabody College
Do Individual Differences in Students’ Working Memory Moderate the Effects of Fraction Intervention? Lynn Fuchs, Vanderbilt University; Robin Schumacher, Vanderbilt Peabody College; Jessica Min Nambang, Vanderbilt University - Peabody College; Amelia Schneider Malone, Vanderbilt University - Peabody College; Douglas Fuchs, Vanderbilt University
Discussants: Robert Siegler, Carnegie Mellon University; Greg Duncan, University of California - Irvine

SIG Sessions

61.048. Imagine a School: How Researchers Can Support Community-Based Groups’ Visions for Philadelphia Public Schools. SIG-Action Research; Symposium
Convention Center, 100 Level, 124; 2:15-3:45pm
Chair: Jerusha Osberg Conner, Villanova University
Participants:
Reforming Philadelphia’s Schools From the Outside In: Lessons From a Research Practicum on Civic Capacity. Rand Quinn, University of Pennsylvania
Using Research to Create Champions and Drive Action. Candace E. Bell, Pathway Strategies, LLC
The Challenges of Prioritizing Philadelphia’s Children in a Contentious Landscape. Donna Cooper, Public Citizens for Children and Youth
Partnering to Strengthen Community: A University-Community Research Collaboration. Michael C. Johaneck, University of Pennsylvania; Pat De Carlo, Norris Square Civic Association
Teachers at the Front Lines: Fighting for Justice. Sam Reed, Teacher Action Group; Kira J. Baker-Doyle, Arcadia University
Marriott, Fourth Level, Franklin 11; 2:15-3:45pm
Chair: Cynthia Carter Ching, University of California - Davis
Participants:
How to Create Sticky, Embodied Content: Designing and Assessing with Immersive Visual Technologies. Mina Catherine Johnson-Glenberg, Arizona State University
Engage, Explore, Enact: Teachers’ Designs for Immersive Media. Vanessa Sviha, University of New Mexico
Using Physical Activity Data Technologies to Capture Pockets of Immersive Experience at School. Victor R. Lee, Utah State University
“People Who Walk to School Have a Big Advantage”: Physical Sensor Immersion in Life-Wide and Life-Deep Contexts. Cynthia Carter Ching, University of California - Davis
Discussant: Douglas Clark, Vanderbilt University

61.050. Arts-Based Research: At-Risk Youth and Special Populations. SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Paper Session
Marriott, Fourth Level, Franklin 12; 2:15-3:45pm
Chair: Peter J. Gouzouasis, The University of British Columbia
Participants:
A Qualitative Meta-Analysis of Student Outcomes for Special Populations in Settings With Drama-Based Instruction. Gina Cristiano, The University of Texas - Austin; Stephanie W. Cawthon, The University of Texas - Austin
In and out of the Light: Locked Doors Transformed. Sean Gregory Turner, University at Buffalo - SUNY; John Michael Scott, University of California - Berkeley
Assessing Change in Adolescents’ Art-Making Over Time: A Methodology. Donna Jeanne DiBartolomeo, Harvard University; Zachary Clark; Katie Davis, University of Washington
The Teachers: Theater and Knowledge Mobilization. Kathleen M. Gallagher, OISE/University of Toronto; Anne Wessels, University of Toronto - OISE
Discussant: Laura Fattal, William Paterson University

61.051. From the Ground Up: Possibilities and Challenges in Participatory Visual Research for Education Policy Making. SIG-Arts-Based Educational Research; Symposium
Marriott, Fifth Level, Grand Ballroom K; 2:15-3:45pm
Chair: Wendy L. Luttrel, The Graduate Center - CUNY
Participants:
Exploring Documentary Filmmaking in the Context of Gender and Higher Education Policy Reform in Ethiopia. Jennifer Thompson, McGill University; Katie MacEntee, McGill University; Sirawin Phikrayesu
Youth Cellphilmmaking: Potential for Youth Creating Policy on Their Own Behavior. K. Yang, Nelson Mandela Metropolitan University
Discomfort to Collaboration: Teachers Screening Cellphilm in a Rural South African School. Katie MacEntee, McGill University
Discussant: Wendy L. Luttrel, The Graduate Center - CUNY

61.052. Designing Game-Based Assessment Around Learning Progressions. SIG-Cognition and Assessment; Symposium
Marriott, Fourth Level, Franklin 6; 2:15-3:45pm
Chair: Diego Zapata-Rivera, Educational Testing Service
Participants:
Equations Squared: Combining Educational Game Design Theory With an Equations Learning Progression to Design a Mathematics Assessment Game. Paul Gestwicki, Ball State University
Designing a Cryptography Game to Assess Student Understanding With Respect to a Learning Progression for Mathematical Functions. Edith Aurora Graf, ETS; Paul Gestwicki, Ball State University; Meirav Arieli-Attali, ETS
Designing Game Activities to Assess Students’ Argumentation Skills. Yi Song, Educational Testing Service; Jesse R. Sparks, Educational Testing Service

61.054. Students and Schools: Race, Class, and Gender Issues. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Paper Session
Marriott, Fourth Level, 405; 2:15-3:45pm
Chair: Tyronne Tanner, Prairie View A&M University
Participants:
Ideological Erasure: Black Girls and the School-to-Prison Pipeline. Deana Lewis, University of Illinois at Chicago
Combating Childhood Obesity in the African American Community. Nafissatou Cisse, Texas A&M University - College Station
Race Matters: An Intergeneration Look at Race, Place, Space, and the Black Educational Experience. Denise Gray Yull, State University of New York
A Longitudinal Geographic Information System Analysis of Growing Hispanic Racial Disparities in School Discipline, Academic Achievement, and Incarceration. Bettie Ray Butler, University of North Carolina - Charlotte; Laurie A. Garo, University of North Carolina - Charlotte
Black Student Performance on Advanced Placement Exams: Differences by State. Carolyn Davis, Houston Community College-Southwest; John R. Slate, Sam Houston State University; George W. Moore, Sam Houston State University; Wally Barnes, Sam Houston State University
Limiting Mind-Sets: Conceptualizing the Impact of Structure on Individual Attitudes About Learning. Daniella Ann Cook, University of South Carolina - Columbia; Katherine Marie Caves, University of Zurich

61.055. Dewey, Democracy, and School Reform. SIG-Dewey Studies; Paper Session
Convention Center, 100 Level, 105A; 2:15-3:45pm
Chair: Donna A. Breaud, Missouri State University
Participants:
A Secondary Practitioner’s Plea: Deweyan Scholars Arise! We Need You. Mark Raymond Reibstein, San Francisco State University
Dewey in Germany: Known or Unknown? Sales Rödel, Humboldt University - Berlin
Dewey’s Trip to China: A Rejuvenation of His Democratic Spirit. Guoping Fu, The University of British Columbia
Preservice Teacher Perceptions of Democracy and Education and the Connection to Social Justice. Paul B. Carr, Lakehead University; Daniel Henry Becker, Lakehead University; Gina Thesee, University of Quebec - Montreal
“If We Teach Today as We Taught Yesterday, We Rob Our Children of Tomorrow”: The Strange History and Modern Significance of a Deweyan Quote. Terri S. Wilson, Southern Illinois University - Carbondale; Darryl DeMarzio, University of Scranton
Discussant: James G. Henderson, Kent State University

61.056. Advancements in Assessing the Early Educational Experiences of Diverse Children and Families Living in Poverty. SIG-Early Education and Child Development; Symposium
61.057. Early Childhood Assessment. SIG-Early Education and Child Development; Paper Session
Convention Center, 200 Level, 203B; 2:15-3:45pm
Chair: Lynn C Hartle, The Pennsylvania State University - Brandywine
Participants:
Assessing the Dimensionality of the Observation Survey of Early Literacy Achievement. Susan Anderson Mauck, The Ohio State University - Columbus; Emily M. Rodgers, The Ohio State University; Jerome V. D’Agostino, The Ohio State University
Assessing the Factor Structure of a Book-Reading Quality Measure for Preschool Children: The Reading Aloud Profile—Together. Shanshan Wang, University of Cincinnati; Carrie Biales, University of Cincinnati; Ying Guo, University of Cincinnati; Allison Breit-Smith, University of Cincinnati; Christopher M. Svoboda, University of Cincinnati
Options for Measuring Executive Function in Preschoolers. Debra J. Ackerman, Educational Testing Service (ETS)
The Role of Context in Teacher Ratings of Student Skills at the Start of Kindergarten. Jessica A. Goldstein, University of Connecticut; D. Betsy Mccouch, University of Connecticut

61.058. Statistics in the Field: Innovative Applications and Investigations. SIG-Educational Statisticians; Paper Session
Convention Center, 100 Level, 113B; 2:15-3:45pm
Participants:
Exploring Eighth-Grade Minority and Female Students’ Statistical Literacy Skills Using TIMSS (Trends in International Mathematics and Science Study): Do Differences Exist? Jamie D. Mills, The University of Alabama; Marsha Emelene Simon, The University of Alabama
Optimal Design for Regression Discontinuity Studies With Clustering. Chris H Rhoads, University of Connecticut; Charles Dye, University of Connecticut
Sampling Weights in the Estimation of Causal Effects in Multilevel Observational Studies: A Monte Carlo Study. Tiago A. Calico, University of Maryland; Laura M. Stapleton, University of Maryland
The Performance of Genetic Matching to Reduce Selection Bias in Observational Studies. Seyfullah Tingir, University of Florida; Walter L. Leite, University of Florida
Discussions: Michael P. Cohen, American Institutes for Research

61.059. Inclusive Education in Global Environments. SIG-International Studies; Paper Session
Convention Center, 100 Level, 121B; 2:15-3:45pm
Chair: Qiang (Andy) Cheng, The University of Mississippi
Participants:
A Comparative Study of Teachers’ Use of Inclusive Practices in Spain. Esther Chiner-Sanz, University of Alicante; Cristina M. Cardona, University of Alicante
A Study of Inclusive Education in Cambodia. Jacob Hackett, University of Washington - Seattle; Grace Inae Blum, University of Washington - Seattle
Beyond Accommodations: The Intersections of a Study Abroad Program, Teacher Preparation, and Global Consciousness. Lauren Shallish, Syracuse University; Fernanda Orsati
Promises and Pitfalls of Inclusive Education: The Case of Eastern European Roma. Maja Miskovic, Concordia University
Discussions: Betsy Brenner, University of California - Santa Barbara
61.063. Self-Efficacy, Self-Concept, and Their Relations to Academic Achievement in Minority and Migrant Groups: An International Perspective. SIG-Motivation in Education; Symposium
Convention Center, 200 Level, 204B; 2:15-3:45pm
Chair: Olaf Koeller; Leibniz Institute for Science and Math Education
Participants:
- Testing the Reciprocal Effects Model in Migrant and Nonmigrant Student Samples. Olaf Koeller, Leibniz Institute for Science and Math Education; Jan Retelsdorff, IPN - Leibniz Institute for Science and Mathematics Education
- Relations of African American Middle School Students’ Reading Self-Efficacy and Reading Achievement Over Time. Allan L. Wigfield, University of Maryland - College Park; Amy N. Ho, University of Maryland - College Park; Lauren Elizabeth Musa-Gillette, University of Maryland
- Can Teachers Judge Their Students’ Self-Efficacy in Reading? Christian Schoeber, IPN - Leibniz Institute for Science and Mathematics Education; Olaf Koeller, Leibniz Institute for Science and Math Education
- Does Self-Efficacy Bridge the Attainment-Aspiration Gap for Students With a Migration Background? Hanna Dorothea Ferdinand, IFS - TU Dortmund; Nele McElvaney, TU Dortmund University; Wilfried Bos, University of Dortmund; Miriam Marleen Gebauer, Technical University of Dortmund

Discussant: Kais S. Cortina, University of Michigan

61.064. Multicultural/Multiethnic Education: Preservice Teachers and Teachers of Color. SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Paper Session
Marriott, Fourth Level, 406; 2:15-3:45pm
Chair: Adam Michael Foley, Iowa State University
Participants:
- Preparation for Culturally Responsive Teaching in the United States During a Study Abroad Practicum in New Zealand. Erika Feinauer, Brigham Young University; Erin Feinauer Whiting, Brigham Young University
- Preservice Teachers’ “Revelations and Connections”: Fostering Deep Conversations While Reading Multicultural Literature. Susan V. Bennett, The University of Mississippi; AnnMarie Alberton Gunn, University of North Florida - St. Petersburg; Cynthia B. Leung, University of South Florida St. Petersburg
- “They Gotta Hear Your Story”: Testifying and Bearing Witness in Urban Literature and Teacher Education. Erica H. Newhouse, Mercy College

Discussant: Yiting Chu, University of Washington

61.065. The Lives of Beginning Teachers: Experiences in a Work Lifeworld. SIG-Narrative Research; Paper Session
Convention Center, 100 Level, 112A; 2:15-3:45pm
Chair: Ramona Maile Cutri, Brigham Young University
Participants:
- Intellectual Work in a Beginning Teacher’s Experience. Lynnette M. Drieger-Enns, University of Saskatchewan
- Returning to the Fold: A Narrative Inquiry of Why Beginning Teachers Return to the Profession After Leaving. B. Gary James Hurffitt, The University of Hong Kong
- Narrative Conceptions of Knowledge: Toward Understanding the Experiences of Early-Career Teacher Leavers. Lee Mason Schafer, University of Regina; C. Aiden Downey, Emory University; D. Jean Clandinin, University of Alberta
- Early-Career Teacher Retention: Stories of Staying. Vicki Ross, Northern Arizona University; Jennifer L. Prior, Northern Arizona University

Discussant: Cheryl J. Craig, University of Houston

61.066. Massive Open Online Courses: Research, Innovation, and Challenges. SIG-Online Teaching and Learning; Paper Session
Marriott, Fifth Level, Grand Ballroom H; 2:15-3:45pm
Chair: Ligia E. Toutant, University of California - Los Angeles
Participants:
- Assessing Massive Open Online Course Pedagogy. Leonard Ray Bogole, University of Illinois at Springfield; Scott L. Day, University of Illinois at Springfield; Karen P. Swan, University of Illinois at Springfield; Daniel B. Matthews, University of Illinois at Springfield
- Examining Student Language to Understand Learning in a Massive Open Online Course. Brian P. Perone, Stanford University
- Massive Open Online Courses: Expectations and Reality. Fiona M. Hollands, Columbia University; Devayani Tirthali, Teachers College, Columbia University
- What Can Instructor Versus Student Feedback and Assessment Tell in a Digital Age? Hongxia Fu, Arizona State University; Mark Hawkes, Dakota State University

61.067. Critical Imagination: Creativity, Curiosity, and Critical Pedagogy in Diverse Teaching-Learning Contexts. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Symposium
Marriott, Fifth Level, Grand Ballroom I; 2:15-3:45pm
Chair: Tricia M. Kress, University of Massachusetts - Boston
Participants:
- Epistemological, Ontological, and Axiiological Dimensions of “Critical Imagination” Vis-à-Vis Currere. Tricia M. Kress, University of Massachusetts - Boston; Robert Lewis Lake, Georgia Southern University
- Reimagining Environmental Education: Urban Youths’ Perceptions and Investigations of Their Communities. Mariissa Bellino, The Graduate Center - CUNY; Christopher Caraballo, High School for Environmental Studies; Kaitlyn Figueroa, High School for Environmental Studies
- Unlocking Silent Histories: Critical Media Productions by Maya Youth. Donna DeGennaro, Unlocking Silent Histories; Carmen Tzoc Portillo, Unlocking Silent Histories; Carlos Vasquez, Unlocking Silent Histories

Discussant: Ana Lucia Cruz, Saint Louis Community College

61.068. Educational Responses to Epistemological Issues. SIG-Philosophical Studies in Education; Paper Session
Marriott, Fourth Level, 412; 2:15-3:45pm
Chair: Gert J. Biesta, University of Luxembourg
Participants:
- A Methodological Event: The Story of a Badiouian Subject’s Research of Mathematics Education Policy. Nataly Z. Chesky, SUNY - College at New Paltz
- How Does the Constraining Power of Education Researchers Influence the Emergence of Educational Theory? Jack Whitehead, University of Cumbria
- Plato’s Theaetetus: Projected Inquiry and Epistemology. Deron R. Boyles, Georgia State University
- Epistemologies of Uncertainty in Research, Reading, and Writing. Ricky Gutierrez-Maldonado, University of Utah

61.069. Engaging Culture, Race, and Spirituality: New Visions. SIG-Qualitative Research; Invited Session
Convention Center, 100 Level, 119A; 2:15-3:45pm
Chair: Kate McCoy, SUNY - College at New Paltz
Participants: Cynthia B. Dillard, University of Georgia; Bettina L. Love, University of Georgia; Angela Cartwright Lyskey, Midwestern State University; Carmen L. Medina, Indiana University - Bloomington; Chinvde Linda Okpaluaka, The Ohio State University; Ashley Patterson, The Ohio State University - Columbus

Discussant: Angela Valenzuela, The University of Texas - Austin

61.070. Further Exploration of the Classroom Video Analysis Approach for Measuring Usable Teaching Knowledge in Mathematics. SIG-Research in Mathematics Education; Symposium
Convention Center, 100 Level, 109A; 2:15-3:45pm
Chair: Nicole B. Kersting, The University of Arizona
Participants:
- Exploring the Construct Validity of the Classroom Video Analysis
Instrument as a Measure of Usable Teaching Knowledge in Mathematics. Nicole B. Kersting, The University of Arizona
The Effects of Teacher Preparation on Teaching Knowledge and Practice. James Hiebert, University of Delaware; Dawn M. Berk, University of Delaware; Anne K. Morris, University of Delaware
Exploring the Reliability and Validity of Computer-Generated Scores to Improve the Scoring Process of the Classroom Video Analysis Assessments. Nicole B. Kersting, The University of Arizona; Bruce Sherin, Northwestern University; James W. Stigler, University of California - Los Angeles
Discussant: Kevin F. Miller, University of Michigan - Ann Arbor

61.071. The Role and Impact of Professional Development in Educators’ Effective Literacy Instruction. SIG-Research in Reading and Literacy; Paper Session
Convention Center, 100 Level, 125; 2:15-3:45pm
Chair: Christine Wiggins, Salt Lake City School District
Participants:
A Longitudinal Literacy Professional Development Initiative in an Urban Elementary School. Seth A. Parsons, George Mason University; Allison Ward Parsons, George Mason University; Stephanie L. Dodman, George Mason University; Leila Nicole Richey, George Mason University; Melissa Pierczynski, George Mason University; Rebecca Caufman, George Mason University; Erin Marie Ramirez, George Mason University
From Research to Reading Policy: Construction of the Ideal Student. David Costello, University of South Australia
The Development of Expertise in Reading. Christine Wiggins, Salt Lake City School District; Douglas J. Hacker, University of Utah
The Impact of Professional Development on Middle School Science Teachers’ New Literacy Practices in the Classroom. Hui-Yin Hsu, New York Institute of Technology; Shiang-Kwei Wang, New York Institute of Technology
“We Just Rock and Roll”: English-for-Speakers-of-Other-Languages and Mainstream Teachers Building Shared Understanding About How to Teach Challenging Texts to English Learners. Rebecca Defex Silverman, University of Maryland - College Park; Megan Madigan Peercy, University of Maryland; Melinda E. Martin-Beltran, University of Maryland - College Park; Stephanie Guthrie, University of Maryland - College Park

61.072. Creating Pedagogical Spaces for Social Justice Issues in Physical Education. SIG-Research on Learning and Instruction in Physical Education; Paper Session
Marriott, Fourth Level, 413; 2:15-3:45pm
Chair: Michael J. Gard, Charles Sturt University
Participants:
Beyond Whiteness: Constructing Identities Through an Interactive Multimedia Body Curriculum in Secondary Urban Physical Education. Laura Azzarito, Columbia University; Risto Marttinen, Teachers College, Columbia University; Mara Simon, Trevor Day School; Rebecca Markiewicz
Creating Shifting and Narrowing Masculinity Hierarchies in Physical Education. Amy Tischler, University of Wisconsin - La Crosse
Development of Social Justice Beliefs of Teacher Candidates in Physical Education. Sara Barnard Flory, University of South Florida; Haichun Sun, University of South Florida
Gender Differences in Student-Designed Games. Mauro H. Andre, Illinois State University; Peter A. Hastie, Auburn University
Discussant: Kimberly L. Oliver, New Mexico State University

61.073. Accountability Policy and Local Action. SIG-School Indicators, Profiles, and Accountability; Paper Session
Marriott, Fourth Level, Franklin 13; 2:15-3:45pm
Chair: Michelle LaPointe, LEAD, LLC
Participants:
School Climate: Investigating Latent Profiles and Relationships With School Report Card Data. Diana Laminita Mindrila, The University of West Georgia; Christine DiStefano, University of South Carolina; Diane M. Monrad, University of South Carolina; Mihaela Ene, University of South Carolina
When Goals Conflict: Accountability Policies and the Common Core Standards. Audrey Figueroa Murphy, Saint John’s University; Bruce Torff, Hofstra University
Discussant: Arie J. van der Ploeg, American Institutes for Research

Convention Center, 100 Level, 104B; 2:15-3:45pm
Chair: Felice Atesoglu Renn, Kennesaw State University
Participants:
Examining Math and Science Self-Efficacy and Anxiety in Fifth-Grade English Learners. Alison Elizabeth Baroody, San Francisco State University; Eileen G. Merritt, University of Virginia; Sara E. Rimmon-Kaufman, University of Virginia
Appropriating the Language of Science: Latina/o Middle School Students, Their Teachers, and Their Parents. Martha A. Alexsahah-Soeder, University of Georgia; Cory A. Butson, University of Georgia - Athens; Shakhnazova Kayumova, University of Georgia; Elif Karsli, University of Georgia; Susan Harper, University of Georgia - Athens
Investigating Different Methods of Vocabulary Instruction in a Science Summer School Program for English Learners in Elementary School. Christopher Daniel Barr, University of Houston; Lauren Artzi, University of Maryland - College Park; Diane L. August, American Institutes for Research
Science Inquiry-Centered Argumentation Model (SciCAM) for Young English Language Learners. Lori Ann Norton-Meier, University of Louisville; Juliana Ardasheva, Washington State University - Tri-Cities; Thomas R. Tetter, University of Louisville; Sherri L. Brown, University of Louisville
Discussant: Youngjoo Yi, The Ohio State University - Columbus

61.075. Reaching Cultural Understanding Through Self-Study. SIG-Self-Study of Teacher Education Practices; Paper Session
Convention Center, 100 Level, 107B; 2:15-3:45pm
Chair: Theresa T. Austin, University of Massachusetts - Amherst
Participants:
Culturally Responsive Teaching in Higher Education: A Collaborative Self-Study. H. Sophia Han, University of South Florida; Eugenia Vamvortis-Ivanovic; Jennifer Lynn Jacobs, University of South Florida; Zorka Karanuaxa, University of South Florida; Andrea Lycka, Cynthia Topdemir; Allan Feldman, University of South Florida
Reflections From the First Year: Vulnerabilities, Microaggressions, and Racial Battle Fatigue. Jennifer L. Martin, The University of Mount Union
Journaling and Self-Study in an International Research Collective. Amber Strong Makaiaia, University of Hawaii - Manoa; Lu Leng, University of Hawaii - Manoa; Suguru Fukai, University of Hawaii
Empowering Hispanic Female Teacher Candidates to Teach in the 21st Century: A Testimonia of a Mexican American Teacher Educator and Doctoral Student. Diana Cortez-Castro, The University of Texas - Brownsville
Inside Out: A Gay Teacher Educator’s Self-Study. Julian D. Kitchen, Brock University
Discussant: Amanda K. Berry, Leiden University

61.076. Education for Diversity, Citizenship, and Human Rights in the Middle East. SIG-Social Studies Research; Symposium
Marriott, Fourth Level, 407; 2:15-3:45pm
Chair: Carole L. Hahn, Emory University
Participants:
Education for Human Rights and Citizenship in Kurdistan-Iraq. Andrey Helen Olser, Buskerud and Vestfold University College, Norway
Education for Citizenship and Human Rights in Turkey. Kenan Çayir, Istanbul Bilgi University
Capturing Visions of a New Citizenship Education Curriculum: Consulting Stakeholders in Lebanon. Maha Shaya, Center for Lebanese Studies; Bassel Aka; Notre Dame University; Luizate
Discussant: David T. Hansen, Teachers College, Columbia University
61.077. Learning From Successful Practice: Social Emotional Learning in Three Diverse Urban High Schools. SIG-Social and Emotional Learning; Symposium
Marriott, Fourth Level, 414; 2:15-3:45pm
Chair: Maryam Hamedani, Stanford University
Participants:
Social Emotional Learning in High School: What We Can Learn and Why It Matters. Maryam Hamedani, Stanford University; Linda Darling-Hammond, Stanford University
What Is Social Emotional Learning in a Predominantly Latino School Committed to Social Justice? Jacqueline Ancecy, Teachers College, Columbia University; Bethany Lynn Rogers, College of Staten Island - CUNY
Relationships, Reflection, and Perspective: Social Emotional Learning in the International School of the Americas. Brandy Quinn, Texas Christian University
Discussants: Paul Goren, CASEL; Linda Nathan, Boston Public Schools

61.078. Issues in Early Childhood Education. SIG-Special Education Research; Paper Session
Convention Center, 100 Level, 103A; 2:15-3:45pm
Chair: Kay Alicyn Ferrell, University of Northern Colorado
Participants:
Becoming Reflective Early Intervention Professionals: Lessons From Training Undergraduate Educators. Angela Stone-MacDonald, University of Massachusetts - Boston; Anne Douglass, University of Massachusetts - Boston
Predicting the Timing of Early Intervention/Special Education Services: The Impact of Health-Related Risk Factors. Chin-Chih Chen, Virginia Commonwealth University; Irina Cain, Virginia Commonwealth University; Youqing Xu, Virginia Commonwealth University
Racial/Ethnic Disparities in Attention Deficit Hyperactivity Disorder Diagnosis by Kindergarten Entry. Paul L. Morgan, The Pennsylvania State University; Marianne Hillemeier, The Pennsylvania State University; George Farkas, University of California - Irvine; Steven Maczuga, The Pennsylvania State University

61.079. Self-Regulated Learning Assessment and Metacognition. SIG-Studying and Self-Regulated Learning; Paper Session
Convention Center, 100 Level, 103C; 2:15-3:45pm
Chair: Taylor Wayne Acee, Texas State University-San Marcos
Participants:
The Validity of a Self-Regulated Learning Microanalytic Protocol for Mathematical Problem Solving. Gregory L. Callan, University of Wisconsin - Milwaukee; Timothy J. Cleary, Rutgers University
Confidence and Calibration of Higher-Order Thinking. Daniel Dinsmore, University of North Florida; Meghan Margaret Parkinson, University of North Florida; Mary Jo Monk, University of North Florida; Jade Yuen, University of North Florida
Cross-Validating the Academic Self-Regulation Scale. Parastou Mokri, Virginia Polytechnic Institute and State University
Validation of the Student Perceptions of Classroom Knowledge-Building (SPOCK): An Instrument Measuring Student Strategic Self-Regulation and Classroom Perceptions. Moon Yue Q. Yu, University of Nebraska - Lincoln; Duane F. Shell, University of Nebraska - Lincoln
Discussant: Linda Bol, Old Dominion University

61.080. Transformative Teacher Research: Teacher and Student Empowerment. SIG-Teacher as Researcher; Paper Session
Convention Center, 200 Level, 204C; 2:15-3:45pm
Chair: Stacia M. Stribling, George Mason University
Participants:
Becoming Teachers, Researchers, and Advocates: Emerging Professionals’ Cooperative Inquiry Into the “Other” Side of Us. Laura Bower-Phipps, Southern Connecticut State University; Cristina Albaladejo, Newtown Public Schools; Arlette Mello Johnson, Bridgeport Public Schools; Thomas D. Homa, Southern Connecticut State University; Maria Cristina Cruz, Southern Connecticut State University
Collaboration, Creation, Innovation: Students and Teachers Collaborating to Use New Literacies in the Classroom. Sonja Renee Cherry-Paul, Columbia University; Dana Johanson, Greenwich Academy
Peer Leadership and Youth Empowerment: Peer Leaders’ Perceptions of Their Program’s Impact. Colby Raymond Young, Framingham High School
Mentoring Native American Adolescents for School Success: A Teacher Inquiry. Ashley McConnell, Swain County Schools; Carrie Ann Barnes Rogers, Western Carolina University
Teaching Social Studies Through Writing: How a Writing Program Transformed Our School. Dina Episcopia Zoleo, New Dorp High School, NYC Department of Education; Toni-Ann Yroom, New Dorp High School, NYC Department of Education; Victoria J. Maslow, New York City Department of Education
Discussant: April Simon Salerno, University of Virginia

61.081. Media, Imagery, and History Education. SIG-Teaching History; Paper Session
Convention Center, 100 Level, 109B; 2:15-3:45pm
Chair: Wayne Journell, University of North Carolina - Greensboro
Participants:
Teaching History With Film: The Perspectives and Pedagogies of Historians. Jeremy D. Stoddard, The College of William & Mary
The Power of an Image: Emancipation, Black Agency, and the Susceptibility of Collective Memory. Gabriel Aaron Reich, Virginia Commonwealth University; Amy Corning, University of Michigan - Ann Arbor
Using Computer-Based Learning Environments to Study the Role of Self-Regulation While Performing Inquiries Into the Causes of Historical Events. Eric G. Poitras, McGill University; Susanne P. Lajoie, McGill University
Encouraging Modern Jewish History Investigation with Mobile Geolocative Augmented Reality Gaming. Owen Gottlieb, New York University
“Honestly, I Would Stick With the Books”: Examining Young Adults’ Ideas About a Commercial Video Game as a Source of Historical Knowledge. Kevin O’Neill, Simon Fraser University; Bill Feenstra, Simon Fraser University

61.082. Teacher and Faculty Pedagogical Strategies in 1:1 Initiatives. SIG-Technology as an Agent of Change in Teaching and Learning; Paper Session
Marriott, Fifth Level, Grand Ballroom G; 2:15-3:45pm
Chair: Neal Strudler; University of Nevada - Las Vegas
Participants:
An Investigation of Teacher Pedagogical Strategies and Student Engagement in 1:1 Laptop Mathematics Classrooms. Lindsay Patterson, North Carolina State University; Eric N. Wiebe, North Carolina State University; Samet Okumus, North Carolina State University; Charity Cayton, North Carolina State University; Karen Hollebrands
The Year 2 Decline: Exploring the Incremental Experiences of a 1:1 Technology Initiative. Meredith Swallow, The University of Vermont
Teachers’ Perceptions of Their Roles in the Adoption and Diffusion of Tablet PC’s in 9-12 Settings in Turkey. Remzi Kizilboga, Indiana University - Bloomington
Faculty Response to a 1-to-1 iPad Initiative: A Snapshot of Technology Adoption. Theresa A. Callen, University of Oklahoma; Christi Lea Dawson, University of Oklahoma; Teresa K. DeBacker, University of Oklahoma
Discussant: Sousan Arafeh, Southern Connecticut State University

61.083. Urban Learning and Teaching. SIG-Urban Learning, Teaching, and Research; Paper Session
Convention Center, 100 Level, 105B; 2:15-3:45pm
Chair: Dominic F Gullo, Drexel University
Participants:
Accessibility Changes With School Closure Using Cartograms. Jin Lee,
University of Illinois at Urbana-Champaign
Effects of Culturally Relevant Materials on the Reading Performance of Second-Grade African Americans With Reading/Special Education Risk. Gwendolyn Cartledge, The Ohio State University; Susan Keesey, Western Kentucky University; Jessica Bennett

Romancing Achievement: Novice Teachers and the Discourses of Learning and Testing. Teresa R. Fisher, Georgia State University; Monica M. Alicea, Cobb County School District; Kolt Maya Blossom, Georgia State University; Barbara Meyers, Georgia State University; Carly Liza Blustein, Georgia State University; Kara M. Kavanagh, Georgia State University

My Swag Is Too Tough, It Almost Tried to Fight Me: Exploring Fashion as a Critical Literacy of Black Male Youth in a Mentoring Program for Middle School Boys. Sherrae M. Hayes, Michigan State University


61.084. Cosmopolitan Literacies: Examining the Transnational Turn in Research and Pedagogy, SIG-Writing and Literacies; Symposium Convention Center, 100 Level, 119B; 2:15-3:45pm Chair: Brian V. Street, King’s College London Participants:
Critical Cosmopolitanisms in a Multilingual Faith-Based Community. Gerald Campano, University of Pennsylvania; Maria Paula Ghiso, Teachers College, Columbia University

Teachers as Cosmopolitan Agents: Putting Diversity at the Pedagogical Center. Amy Stornaiuolo, University of Pennsylvania

Interplay of Social Factors in Literacy Practices in a Brazilian Metropolitan Neighborhood. Maria L. Castanheira, Federal University of Minas Gerais

Community Arts Zone: Where Community Meets Composition. Jennifer Rowell, Brock University Discussant: Rob Simon, University of Toronto

Division and SIG Roundtables

61.085. Roundtable Session 20; Roundtable Session

61.085-1. Deepening Conceptual Understandings in STEM Preservice Teacher Education, Division K - Teaching and Teacher Education; Roundtable Session Convention Center, Terrace Level, Terrace III; 2:15-3:45pm Chair: Hengameh Kermani, University of North Carolina Participants:
Preservice Teachers’ Professional Noticing Through Lesson Study. Julie Amador, University of Idaho; Ingrid Welland, University of Louisville; Rick Alan Hudson, University of Southern Indiana

The Development of Prospective Elementary Teachers’ Early Pedagogical Content Knowledge. Sarah Hough, University of California - Santa Barbara; Monica Mendoza, University of California - Santa Barbara; Bill Jacob, University of California - Santa Barbara; Kyunghee Moon, The University of West Georgia

The Effects of Socioscientific Inquiry on Nature of Science (NOS) Conceptions. Kristin Leigh Cook, Bellarmine University; Gayle A. Buck, Indiana University

The Role of Mathematics Teacher Education Curriculum in Turkish Preservice Mathematics Teachers’ Content Knowledge for Teaching Mathematics. Serife Sevis, Indiana University

Develop Preservice Teachers’ Conceptual Understanding of the Division of Fractions by Integrating Mathematical Habits of Mind. Hsing-Wen Hu, The University of Alaska - Anchorage; Cathy A. Coutler, The University of Alaska - Anchorage; Wei-Ting Hsiao, University of Alaska Anchorage

61.085-2. Designing Performance Assessment Tools in Teacher Education. Division K - Teaching and Teacher Education; Roundtable Session Convention Center, Terrace Level, Terrace III; 2:15-3:45pm Chair: Ann E. Larson, University of Louisville Participants:
Assessing the Influence of Preparation on Preservice Teachers’ Awareness of Diversity: How Valid Are the Measures We Use? Susan F. Skawinski, Providence College; Zachary S Rossetti, Boston University

Generalizability Theory and the Development of a Performance Assessment for a Clinically Based Mathematics Methods Course. Sarah Ann van Ingen, University of South Florida; Amanda Rose Mohn, University of South Florida; Elaine Cerrato Fisher, University of South Florida

Learning From Practice: Investigating a Seminar Reflection Tool for Debriefing Student Teaching Experiences. Amy E. Ryken, University of Puget Sound; Fred L. Hamel, University of Puget Sound

Working Toward a Better Qualitative Measure of Nature of Science (NOS) Conceptions. Huseyn Colak, Northeastern Illinois University; Christian Alexander Carstensen, University of Illinois at Chicago

61.085-3. Developing Teacher Education Pedagogies, Division K - Teaching and Teacher Education; Roundtable Session Convention Center, Terrace Level, Terrace III; 2:15-3:45pm Chair: Deneese L. Jones, Drake University Participants:
Developing Reflective Teachers Through a Phenomenological Middle Grades Teacher Education Pedagogy. Katie Weston-Neal, University of Georgia

Innovation in Practice: Designing, Implementing, and Evaluating a Course on Approximations of Practice. Sean F. Delaney, Marino Institute of Education; Annie O Breachain, Marino Institute of Education; Barbara O’Toole, Marino Institute of Education; Karin Bacon, Marino Institute of Education; Suzy Macken, Marino Institute of Education

Involving Students of Teaching in Learning Research as a Pedagogy for Developing Professional Practice. Fiona Jane Hughes-McDonnell, Emmanuel College

Thinking Like Researchers: Action Research and Its Impact on Novice Teachers’ Thinking. Janine Schank Davis, University of Mary Washington; Courtney M. Clayton, University of Mary Washington; John P. Broome, University of Mary Washington

61.085-4. Field Experiences for Preservice Urban Teachers’ Learning and Development, Division K - Teaching and Teacher Education; Roundtable Session Convention Center, Terrace Level, Terrace III; 2:15-3:45pm Chair: Jenny Tuten, Hunter College - CUNY Participants:
Negotiating Fears: White Student Teachers Immersed in a Diverse Urban Setting. Veronica Marie Fife-Demski, Ball State University

Sustainable Teaching and Learning: Building a Cross-Campus Community of Collaborative Urban Teacher Educators. Robert E. Lee, Illinois State University; Brent Showalter, Illinois State University; Jennifer O’Malley, Illinois State University


61.085-5. Funds of Knowledge in Families’ Contributions to Education, Division K - Teaching and Teacher Education; Roundtable Session Convention Center, Terrace Level, Terrace III; 2:15-3:45pm Chair: James C. Jupp, Georgia Southern University Participants:
Family Math for Non-English-Speaking Parents: Implications for Teacher Education. Zulmaris Diaz, The University of Texas - Pan American; Olga M. Ramirez, The University of Texas - Pan American; Cherie A. McCollough, Texas A& M University - Corpus Christi

Funds of Knowledge Within Six Roma Households. Hsiao-Chin Kuo, Indiana University

Teacher Educators in a Video Learning Community: Focus on English Language Learner Pedagogy. Laura Baecher, Hunter College - CUNY; Sherry B. Graves, Hunter College School of Education; Shiao-Chuan Kiang, Hunter College - CUNY

61.085-6. Impacts of Professional Development on English Language Learners, Division K - Teaching and Teacher Education; Roundtable Session Convention Center, Terrace Level, Terrace III; 2:15-3:45pm Chair: Scott Bailey, Stephen F. Austin State University Participants:
Becoming Culturally Responsive: Teachers Making Sense of Cultural Responsiveness. Roey Abram, New York University; Chemy Morales-James, New York City Metropolitan Center on Urban Education; Adeyemi Stembridge, New York University

Impact of English Learner Teacher Agency on Professional Development in Light
of Common Core Standards. Lisa Pray, Vanderbilt University; Shannon Mary Daniel, Vanderbilt University - Peabody College; Mark Barba Pacheco, Vanderbilt University; Robert T. Jimenez, Vanderbilt University

Professional Development Integrating Mathematics and Language Development: Boosting Achievement for Struggling Students. Patricia E. Swanson, San José State University

61.085-7. Innovations in Disciplinary Literacy Pedagogies for Preservice Teachers. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 2:15-3:45pm
Chair: Dilar K. Singh, Eastern Connecticut State University
Participants:
Disciplinary Literacy Instruction With Preservice Teachers: Facilitating Practice Through a Virtual Clinical Experience. Corinne M. Wickens, Northern Illinois University; Michael Mandertino, Northern Illinois University
Project-Based Learning as Innovation in Secondary Content-Area Classrooms: Preservice Teachers and Disciplinary Literacy. J. David Gallagher, Mount Saint Mary College; Matt J. Hollhubsh, Mount Saint Mary College
Thinker-Doer Dialogues: Preservice Mathematics Teachers’ Analyses of Problem-Solving Discourse. Kyle T. Schultz, James Madison University; Kristy L. Dunlap, James Madison University
“A-Ha” Moments: Bridging Content-Area Literacy and Disciplinary Learning for Secondary Preservice Credential Candidates. Betina Hsieh, California State University - Long Beach

61.085-8. Mentoring, Resources, and Teacher Induction. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 2:15-3:45pm
Chair: Ruben Garza, Texas State University
Participants:
Internationally Educated Teachers’ Experiences With Mentors in the Canadian Initial Teacher Education Programs. Kangxian Zhao, University of Toronto
Linking New Science Teachers’ Use of Resources to Student Learning Opportunities Mediated by Instructional Tasks. Hosun Kang, University of California - Irvine; Mark A. Windschitl, University of Washington; Jessica J. Thompson, University of Washington

61.085-9. Mentoring in Urban Contexts. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 2:15-3:45pm
Chair: Eureka R. Williams, North Carolina Agricultural and Technical State University
Participants:
Is Experience the Best Teacher? Extensive Clinical Practice and Mentor Teachers’ Perspectives on Effective Teaching. A. Lin Goodwin, Teachers College, Columbia University; Rachel Roegman, Teachers College, Columbia University; Emilie N. Reagan, University of New Hampshire
Stress and Coping Among Beginner Teachers in Urban High Schools. Kelly Feighan, Research for Better Schools; Diana Campbell, Philadelphia Education Fund; Megan Richardson, Research for Better Schools
Preservice Teachers’ Motivations, Career Expectations, and Goals. Todd Reeves, Northern Illinois University; Rebecca Jane Lowenhaupt, Boston College

61.085-10. Opportunities and Challenges in Teacher Induction. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 2:15-3:45pm
Chair: Jeanine M. Staples, The Pennsylvania State University
Participants:
Supporting the Recontextualization of Mathematics Practice From Preparation to Early Practice. Marcy Singer-Gabella, Vanderbilt University; Min-Joung Kim, Louisiana State University
“Raising Teachers”: A Sociocultural Approach to Teacher Induction. Barbara Seidl, University of Colorado - Denver; Sally Nathenson-Mejia, University of Colorado - Denver; Maria Uribe, University of Colorado - Denver
“What If Those Two Things Come in Conflict?” The Effects of Threat Rigidity on a Beginning Teacher. Sean Connors, University of Arkansas; Ed Bengtson, University of Arkansas

61.085-11. Promising Practices for Professional Development in Early Childhood Education. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 2:15-3:45pm
Chair: Terry Robertson, Merrimack College
Participants:
Professional Development to Support Math Talk in Pre-K Classrooms. Anita A. Wager, University of Wisconsin; Jiwon Kim, University of Wisconsin - Madison
Recipient Perceptions of Early Childhood Professional Development. Sandra Mammano Linder, Clemson University; Kellsey Rembert, Clemson University; Amber Simpson, Clemson University; Deanna Ramey, Clemson University
The Power of Improvisational Practice. Mary Elizabeth (Beth) Graue, University of Wisconsin - Madison; Kristin Lyn Whitye, University of Wisconsin - Madison

61.085-12. Supporting Immigrant Learners Through Practice and Advocacy. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 2:15-3:45pm
Chair: Rubie Has, Zirve University
Participants:
Advocacy for English Language Learners: The Role of the English-as-a-Second-Language Teacher. Heather Linville, University of Maryland - Baltimore
Change in Teacher Beliefs About English Language Learners in Mainstream Classes. Laura J. Mahalingappa, Duquesne University; Nihat Polat, Duquesne University
Left Out of the Culturally Responsive Conversation? Reimagining a More Inclusive Vision of Working With Immigrant and Refugee Students. Ramona M. Fruja, Bucknell University; Kevin C. Rojas, University of Wyoming

61.085-13. The Context of Teacher Work. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 2:15-3:45pm
Chair: Shakhnoza Kayumova, University of Georgia - Athens
Participants:
A Framework for Talking to Discipline-Specific Teachers About Their Literacy Practices. Kathleen Mosley, Central Michigan University
Relevance and Rigor in the 21st Century: An Examination of the Impact of Historically Black Colleges and Universities on Teacher Preparation. Tehia Starker Glass, University of North Carolina - Charlotte; Helena Mariella-Walrond, Bethune-Cookman University; Alliyson Leggett Watson, Northeastern State University; Lakia M Scott, University of North Carolina - Charlotte

61.085-14. Using Multimodal Methods to Unpack Teaching and Learning Perspectives. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 2:15-3:45pm
Chair: Jeffery D. Nokes, Brigham Young University
Participants:
(Im)Possibilities of Teaching Justice Through Literature: Exploring High School Students’ Concepts of Social Inequity in the Transition to Common Core State Standards. Seungho Moon, Oklahoma State University - Stillwater; Allison Mills, Stillwater High School
Picturing Writing Pedagogies for Diverse Youth: Using Photovoice to Consider Youths’ and Preservice Teachers’ Perspectives. Kristen Zenkov, George Mason University; Marriam Ewaida, George Mason University; Megan Lynch, Osbourn Park High School; Athene Cooper Bell, George Mason University; Meghan McCamis, George Mason University
61.085-15. Race, Ethnicity, Class, and Gender in Schools. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 2:15-3:45pm
Chair: Kamala Ychel Williams, Texas A&M University
Participants: Challenges, Dilemmas, Successes: A Comparative Analysis of Aspirations Among Latino Children Who Have Parents With Varied Formal Education. Nichole Garcia, UCLA
Academic Resilience: Narratives of High-Achieving Black Female Middle School Adolescents. Courntie Joell Thomas
The (De)institutionalization of Gender in American Schools. Scott Richardson, Millersville University of Pennsylvania
Critical Examination of Race, Class, and Gender in U.S Islamic Schools: New Possibilities for Critical Multicultural Education. Kadiyre El-Awam, Purdue University
Differential Participation in and Effects of Extracurricular Activities. Phoebe Ho, University of Pennsylvania

Convention Center, Terrace Level, Terrace III; 2:15-3:45pm
Chair: Marek Tesar, The University of Auckland
Participants: Images of School Experiences Though a Child’s Lens: A Reflexive, Microethnographic Inquiry. Angela L. Eckhoff, Old Dominion University
Reconsidering Beginning-of-the-School-Year Transitions: Embracing a Narrative in Preschool as Aesthetic. Heather J. Pinedo-Burns, Teachers College, Columbia University
Stories of Childhoods: Elusive Invisiblity and Hidden Meanings. Marek Tesar, The University of Auckland

61.086. Roundtable Session 21; Roundtable Session

61.086-1. Collaborative Partnerships That Build Professional Capacity for Schools and Universities. SIG-School/University Collaborative Research; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Wendy L. Gardiner, National-Louis University
Participants: Leveraging the Relationship: Knowledge Processes in School-University Research Networks of Master’s Programs. Frank Cornelissen, University of California - San Diego; Yi-Hwa Liu, University of California - San Diego; Alan J. Daly, University of California - San Diego; Jacqueline Van Swet, Fontys University of Applied Science; Douwe Beijaard, Eindhoven University of Technology; Theo C.M. Bergen, Radboud University Nijmegen
Models of Transformative Collaboration: Effectiveness of University-Industry-School Partnerships in Graduate Versus Workshop Models of Professional Development. Elizabeth J. Oyer, EvalSolutions Inc.; Tania Jarosewicz, CensoGroup LLC; Debra Greaney, Area 5 LTC; Gilbert A. Downey, Illinois State Board of Education; Jimmy de la Torre, Rutgers University; Yuan Hong, American Institutes for Research
A Collaboration of School Administrators and a University Faculty to Advance School Administrator Practices Using Appreciative Inquiry. Raymond L. Calabrese, The Ohio State University; Leona Houston, The Ohio State University

61.086-2. Theoretical Shifts in Place-Based Education. SIG-Environmental Education; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Richard V. Kahn, Antioch University Los Angeles
Participants: Place-Based Education in Support of Right Relation. Alexa Scully, Lakehead University
Cultivating the Terragram: Innovating Educational Practices for the Inner Dimensions of Sustainability Education and Place-Centered, Intergenerational Embodiment and Well-Being. Marna Hauk, Institute for Earth Regenerative Studies and Prescott College

Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Dipull Puri, Lincoln University
Participants: Achievement Motivation and Academic Misconduct of Collegiate Student-Athletes. Mariya Yakymenko, University of Illinois at Chicago
Happy Victimizers Among Business Students: How and Why Happy Victimizing Works at Work. Gerhard Minnemann, University Frankfurt am Main; Eveline Gutzwiller-Helfenfinger, University of Teacher Education of Lucerne, Switzerland; Karin Heinrichs, University Frankfurt am Main; Brigitte Latzko, University of Leipzig
The Impact of Internship on Undergraduate Psychology Students’ Moral Sensitivity and Reasoning. Di You, Alvernia University
University Students’ Perceptions of Academic Cheating: Triangulating Quantitative and Qualitative Findings. Tianlan Wei, Texas Tech University; Steven Randall Cheesnut, Texas Tech University; Lucy Barnard-Brak, Texas Tech University; Marcelo R. Schmidt, Texas Tech University

61.086-4. Integrating Analyses of Interaction, Texts, Ideologies, and Embodied Ways of Knowing. SIG-Language and Social Processes; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Kate T. Anderson, Arizona State University
Participants: The Discursive and Embodied Construction of Preservice Teacher Identities Across Timescales. Lara J. Handfield, Illinois State University; Thomas P. Crampler, Illinois State University
Tracing Context in Student Performance. Sarah Meredith Vander Zanden, University of Northern Iowa

61.086-5. Teachers and Educational Change: Readiness, Efficacy, and Instructional Practice. SIG-Educational Change; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Nathalie Carrier, OISE/University of Toronto
Participants: Efficacy of Implementing College and Career Readiness Standards in Elementary Math Methods Courses for Teacher Candidates. Joo Hee Lee, The University of Texas - Arlington
Investigating a Five-Factor Definition of Readiness to Implement in K-12 Teachers. Cara Marcinek Bliss, University of Pittsburgh; Jennifer Kutzer, University of Pittsburgh; Shannon Beth Wanless, University of Pittsburgh
Partnership Enhancement Model for P-16 Mathematics and Science Education. Merryn Cole, University of Kentucky; Jennifer A. Wilhelm, University of Kentucky; Eugenia Toma, University of Kentucky
The Effects of Implementation of a Professional Learning Community Structure on the Perceived Efficacy of Middle School Teachers of Mathematics. Mary E. Little, University of Central Florida; Debbie L. Hahs-Vaughn, University of Central Florida

61.086-6. Defining and Developing Leadership in Educational Administration Programs. SIG-Learning and Teaching in Educational Leadership; Roundtable Session
Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Karin Medico Letwinsky, Wilkes University
Participants: Comparing School Principals’ Roles and Responsibilities in Five Countries. Tak C. Chan, Kennesaw State University; Mary M. Chandler, Kennesaw State University; Selahattin Turan, Eskisehir Osmangazi University; Sema Kpeglo, University of Cape Coast; Rui Qing Du
How’d They Do? First-Year Leaders Reflect on Multiple Pathways to Preparation. Suzanne Schwartz McCotter, Monclair State University; Katrina E. Bulkeley, Montclair State University
Preparing School Administrators Utilizing Case Study Application of
Emotion in Leadership: Research to Practice Innovation. Mary E. Gardiner, University of Idaho; Penny Tenuto, University of Idaho; Julie Kay Yamamoto, Valvllive High School

The Impact of an Exemplary Principal Preparation Program on Principals’ Thinking. Mark A. Gooden, The University of Texas - Austin; Leslie A. Coward, The University of Texas; Christian Bell, Austin Independent School District; Meghan Dwyer Lehr, The University of Texas - Austin

Turnaround Policy and Practice: A Case Study of Turning Around a Failing School With High Enrollment of High-Poverty English Language Learners. Augustine Reyes, University of Houston; Andres Garcia, Harris County Department of Education

61.086-7. Context, Climate, and Connectedness: Considering Factors That Inform Student Performance. SIG-School Community, Climate, and Culture; Roundtable Session

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

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

Participants:

The Influence of Typology on School Connectedness as Measured Through a High School Advisory Program. Richard J. Sanzo, Central Connecticut State University

Why Are They Not Listening to Us? School Reform and Community Voice in Chicago. Shaka Rawls, University of Illinois at Chicago


61.086-8. Leadership in Rural Schools. SIG-Rural Education; Roundtable Session

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

Chair: Kristine M. Reed, University of South Dakota

Participants:

Baby It’s Cold Outside: Perspectives on Staying at and Leaving Arctic Schools. Ute Kaden, The University of Alaska - Fairbanks; Philip Patterson, The University of Alaska - Fairbanks; Barbara Leigh Adams, The University of Alaska; Beth Leonard, The University of Alaska - Fairbanks; Joanne Healy, University of Alaska


Practices Administrators Use in Rural South Texas for Hiring Highly Qualified Teachers. Veronica Gutierrez, Mathis ISD; Gerri Marie Maxwell, Texas A&M University - Kingsville; Glenda Holland, Texas A&M University - Commerce

The Nature of School Administrators’ Work in Rural Settings. David Cameron Hauseman, University of Toronto - OISE; Katrina E. Pollock, University of Western Ontario; Asma Ahmed, University of Western Ontario; Patricia L. Briscoe, Brock University; Donna Hazel-Swapp, University of Western Ontario; Michael Mindzak, Western University

61.086-9. Teacher Identity and the Transformation of Teacher’s Work. SIG-Teacher’s Work/Teachers Unions; Roundtable Session

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

Chair: Brandon L. Fox, Stephen F. Austin State University

Participants:

Neoliberalism, Unionism, and Teacher Identity in British Columbia (2001-2013). Anne Catherine Hales, The University of British Columbia

Race to the Top and the Transformation of Teacher’s Work. Johanna S Quinn, University of Wisconsin - Madison

Striking Out on Their Own: Learning From Student Teaching During the Chicago Teachers Union Strike. Brian R. Horn, Illinois State University


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

Chair: Patricia E. Halagao, University of Hawaii - Manoa

Participants:

Taking Back Evaluation: Applying a Critical Framework of Review in California and Hawaii. Patricia E. Halagao, University of Hawaii - Manoa; Allyson Tintiangco-Cubales, San Francisco State University; Maharaj Desai, University of Hawaii - Manoa


A Critical Review of Culture-Based Education at Ka Papa Lo‘i ‘O Kānewai. Summer Maunakea, Ho‘okulaiwi - University of Hawaii Manoa

Creating Educational Space Through Heritage-Language Learning and Teaching: The Case of Ilokano in a Secondary Classroom in Hawaii. Julius B Soria, University of Hawaii - Manoa

61.086-11. Deconstructing Power: Expanding the Role of Young People as Researchers. Division B - Curriculum Studies; Roundtable Session

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

Chair: Kimetta Reynolds Hairston, Bowie State University

Participants:


Finding Their Voice: An Exploration of Musical Learning Among Young Musicians. Tavis N. Linsin, University of Washington

Youth Participatory Action Research in a School-Based Setting: Expanding the Curriculum and Literacies With Students in an Era of Standards, Testing, and Accountability. Jennifer M. King, SUNY - College at Geneseo

Perceptions of Students With Learning Disabilities on Learning Using Photovoice. Aimee Frier, University of South Florida; Michael DiCicco, University of South Florida

61.086-12. Effects of Curriculum Design in an International Context. Division B - Curriculum Studies; Roundtable Session

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

Chair: Renita Ferreira, Miami Dade College

Participants:

Convergence and Divergence: Student Teachers’ Representations of the “Othered” Intended Curriculum and the Localized Implemented Curriculum. Zheng Zhang, The Chinese University of Hong Kong

Curriculum Design Practices of a Vocational Community College in a Developing Context: Challenges and Needs. Nabeel Mohsin Albashiry, University of Twente; Joke M. Voogt, University of Amsterdam; Jules M. Pieters, Universiteit Twente

English Curriculum Design in Public Schools in Medellin, Colombia: Teachers’ Perspectives, Experiences, and Challenges. Paula Andrea Echeverri-Sucerquia, Universidad de Antioquia; Elida Girardo, Universidad de Antioquia; Ana Maria Sierra-Piedrahita, Universidad de Antioquia


61.086-13. Ink on Paper: Figurations of the Subject English. Division B - Curriculum Studies; Roundtable Session

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

Chair: Brian Casemore, The George Washington University

Participants:


Considering the Place(s) of/in Technologies in English. Karen A. LaBonte, Teachers College, Columbia University

Moving Toward an Intensive Way of Reading. Bessie Dernikos, Teachers College, Columbia University

Unhedged Gestures in Effective Institutions: Threats of Poetry to Urban Schooling. Maya R. Pindyck, Teachers College, Columbia University


61.086-14. News Approaches to Digital Teaching and Learning. Division B - Curriculum Studies; Roundtable Session

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

Chair: Danielle Christine Herro, Clemson University

Participants:

Benefits and Challenges of Technology in High Schools: The Voice of Educational Leaders in Prince Edward Island (Canada). Jane P. Preston, University of Prince Edward Island; Sean P. Wiebe, University of Prince Edward Island, Martha A. Gabriel, University of Prince Edward Island; Ronald Joseph MacDonald, University of Prince Edward Island; Karen LaBonte, College, Columbia University; Maya R. Pindyck, Teachers College, Columbia University

Deconstructing Power: Expanding the Role of Young People as Researchers. Division B - Curriculum Studies; Roundtable Session

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

Chair: Kimetta Reynolds Hairston, Bowie State University

Participants:

Developing a Critical Eye (1): Complicating and Extending Critical Participatory Action Research With Bl...
Sunday Afternoon, April 6, 2014

Chair: Ricardo D. Rosa, University of Massachusetts - Dartmouth
Participants: Addressing the Engineer in the Science Standards: Critique and Occupation of the E in STEM. Matthew Weinstein, University of Washington - Tacoma; Karen L. Tomso, Wayne State University
Curriculum Is Everything That Happens: The Lesson of the Lockdown. Margaret Ann Shane, Alberta Teachers’ Association
Empowered Girls: The Effect of Heterogeneous Discourses. Shenila Khaja-Moolji, Teachers College, Columbia University
“This Book Speaks Back...”: Rhetorical Reader Response and Navigating Difference in the Humanities Teacher Education Classroom. Jon Michael Wargo, Michigan State University

61.086-16. The Micro and Macro Politics and Practices of Neoliberalism and Schooling. Division B - Curriculum Studies; Roundtable Session. Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Thomas S. Popkewitz, University of Wisconsin
Participants: The School of Your Dreams”: Web Subjectivity and Partition in the Swedish School Market. Martin Harling, University of Gothenburg
Building a Bridge: The Problematization of Urban Youth in Kenya and the Limits of Fee-Based Education Reform. Christopher Mark Kirchgasler, University of Wisconsin-Madison
The Notion of Competences in Brazilian Educational Policy and Curricular Reform. Valeria Andrade Silva, Universidade Nove de Julho/FAPESP
What Can Become of You? Negotiations and Subjectivations in Educational Policy Work in a Swedish Context. Maria Elisabeth Terning, Stockholm University

61.086-17. Transnational Children’s Identities in Literature and Research. Division B - Curriculum Studies; Roundtable Session. Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: G. Sue Kasun, Utah State University
Participants: Demonstrations of Agency in Contemporary International Children’s Literature: A Critical Content Analysis Within a Comparative Research Frame. Janelle B. Mathis, University of North Texas
Through the Eyes of the Other: A Critical Analysis of the United States in Global Children’s Literature. Danielle Eileen Forest, Old Dominion University; Sue C. Kimmel, Old Dominion University; Kasey Lynn Garrison, Charles Sturt University; Yonghee Sah, Old Dominion University
“I’m on the Bridge!” Understanding Transnational Children’s Identities Through a Multimethod Model for Teaching and Research. Keon-Ryeong Park, University of Georgia - Athens

Chair: Fran Martin, University of Exeter
Participants: “How Come All the Teachers Are White?” Exploring Globalization and Teacher Identity at International Schools. Marcea Ingersoll, Queen’s University
Asia in the U.S. Curriculum, the United States in the South Korean Curriculum: How They Teach One Another. Won Pyo Hong, Yongsei University
Teaching About the Alienated Global “Other”: Learning as “Responding to” and “Relating With”. Xiuying Sophy Cai, University of Illinois at Urbana-Champaign
Traveling Intellectuals: Encountering History Through Time and Space. Ana Luisa Munoz-Garcia, Universidad de La Frontera

Chair: Denise Egée, Louisiana State University
Reconceptualizing Re/flection: Curriculum, Subjectivities, and Re/search. Cristyne Hebert, York University
“I’m Just Jeff, Your Friend Who Cares”: The Pedagogical Representation and Construction of School Counselors. Hannah Sasser, Purdue University; Jake Burdick, Purdue University
A Lack of Discipline? Toward a Theory of Pedagogical Content Knowledge in Social Studies. Dave Powell, Gettysburg College

61.086-20. International Initiatives in Bilingual Education: Comparative Studies and the International Baccalaureate. SIG-Bilingual Education Research; Roundtable Session. Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Susana E Franco-Fuenmayor, Texas A&M University
Participants: Bilingual Diploma: Global Trends and Predictors of Attainment. Olivia Laura Halic, International Baccalaureate; Liz Bergeron, International Baccalaureate; Alison Smith, International Baccalaureate; Alexandra Kavaeva, University of Maryland
International Baccalaureate Programs in Schools Serving Latino Students: Transforming Language Capital Into College Capital. Anysia P. Mayer, University of Connecticut; Ursula S. Aldana, Loyola Marymount University; Patricia C. Gandara, University of California - Los Angeles
Deaf Bilingual Pedagogy in the United States, France, and Japan: Views From American Early Childhood Teachers of the Deaf. Christi Batamula, Gallaudet University; Thomas P. Horejes, Gallaudet University; Jennifer Scarboro Hensley, University of Georgia
School and Community Biliteracy Clubs: Reclaiming Education as a Public Good in the United States and South Africa. Alicia Adame, Manor Independent School District; Nadeema Jogee, Nelson Mandela Metropolitan University; Nombizanele Mahobe, University of Cape Town; Xolisile Ganza

Chair: C. Gregg Jorgensen, Western Illinois University
Participants: Will You Stand for Me? Transformative Rites of Passage in an Urban High School. Marnie Curey, University of California - Santa Cruz
Yo tengo algo que decir: Emergent Bilinguals’ Use of Personal Narratives to Reach Conscientization. Sandra Lucia Osorio, Illinois State University
(Un)Caring Words: How Discourses of Publicly Funded Health Care Reproduce Deficit Thinking. Janet K. Isbell, Tennessee Technological University; Lisa L. Zaqmuny, Tennessee Technological University; Julie C. Baker, Tennessee Technological University; Alice Camuti, Tennessee Technological University; Amber Spears, Tennessee Technological University

61.086-22. Enhancing the Learning of African American Students in STEM Subjects. SIG-Research Focus on Black Education; Roundtable Session. Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm
Chair: Victoria Showunmi, Institute of Education - London
Participants: Lab Daze: Increasing Interest in STEM Through Living Examples. Juan E. Gilbert, Clemson University
Crossing the Finish Line: Black Collegians Achieving Success in STEM With Support From a STEM Enrichment Program. Tonisha Brandy Lane, Michigan State University
Mathematics IS for Black Students: Examining the Role of Institutional Care on Black Students’ Math Course-Taking Patterns. Michelle Renee Smith, University of California - Los Angeles; Robert Cooper,
University of California - Los Angeles
Reexamining Factors That Influence the Persistence of African American High School Enrollment in Math and Science College Preparation Courses. Emiel W. Owens, Texas Southern University; Andrea Shelton, Texas Southern University; Collette Madeleine Bloom, Texas Southern University
Self-Efficacy in STEM Graduate Education: Reestablishing Outcome and Efficacy Expectations for African American Students in the Pursuit of Advanced STEM Degrees. LaVâr Jovan Charleston, University of Wisconsin - Madison; Raoul Leen, Eastern Michigan University; Jerlando F.L. Jackson, University of Wisconsin - Madison

61.086-23. Hispanic Science and Other Issues. SIG-Hispanic Research Issues; Roundtable Session Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm Chair: Sarah Leah Santillanes, University of New Mexico Participants:
Accumulating Aspirational Capital for Latinas to Pursue and Persist in Engineering Studies. Elsa Quiroz Villa, The University of Texas - El Paso; Guillermina Gina Nunez, The University of Texas - El Paso; Alberto Esquínca, The University of Texas - El Paso; Elaine M. Hampton, The University of Texas - El Paso; Luciene Soares Wanderemure, The University of Texas - El Paso
Latina Resiliency: In Pursuit of STEM Careers. Gillian Ursela Bayne, Lehman College - CUNY; Katie Brkich, Georgia Southern University; Lorena Claeyts, The University of Texas - San Antonio; Belinda Bustos Flores, The University of Texas - San Antonio; Alejandro J. Gallard, Georgia Southern University; Ashley Kaeuplinger; Wesley B Pitts, Lehman College - CUNY; Alma Stevenson, Georgia Southern University; Beth A. Wissell, Rowan University
Latinas Engaged in and Reimagining Public Education Through Community Cultural Wealth. Patricia D. Lopez, The University of Texas - Austin
Considerations on the Recruitment, Retention, and Graduation of Latina STEM Students in Texas: Why Not? Elsa M. Gonzalez Y Gonzalez, Texas A&M University; Yvonna S. Lincoln, Texas A&M University - College Station; Marie Valentin, Texas A&M University; Dreta DeVerne Johnson; John LeCounte, Texas A&M University; Celestino Valentin, Texas A&M University; Christine A. Stanley, Texas A&M University - College Station
The Role of Cultural Values in the Construction of Mexican Immigrant Mothers' Views on "Spanglish". Jaycee Layne Bigham, University of California - Santa Barbara; Meghan Corella Morales

61.086-24.Preservce Science Teaching. SIG-Science Teaching and Learning; Roundtable Session Convention Center, Terrace Level, Terrace IV; 2:15-3:45pm Chair: Sybil Kelley, Portland State University Participants:
Interhemispheric Science Preserve Collaboration: Struggles Toward Political Conceptions of, and Actions on, Socioscientific Issues. Lyn Catherine Carter, The Australian Catholic University; John Lawrence Renzo, OSISE/University of Toronto
Predicting Preservce Elementary Teachers’ Epistemological Beliefs About Science With Their Conceptions of Teaching Science. Elif Adibelli; Hasan Deniz, University of Nevada - Las Vegas; Mustafa Sami Topcu, Mugla University
Preservce Teachers’ Identity Discourse Involved in Their Science Learning Narratives and Science Teaching Philosophy Statements. Pei-Ling Hsu, University of Texas - El Paso; Giuliano Reis, University of Ottawa; Angelica Monarrez, University of Texas at El Paso
William Alexander Mira, University of Georgia - Athens; Pedro R. Portes, University of Georgia; Christina Simmons
3. Critical Thinking and Para-Phrasing as Strategies for Bridging Literacy, Language, Cultural Knowledge, and Parental Involvement. Maria Guadalupe Leija Lara, The University of Texas - Austin
4. Cross-Cultural Bullying Research: Deepening Our Understandings. Veronica Lopez, Pontificia Universidad Catolica de Valparaiso; Mara Sapon-Shevin, Syracuse University; Alfredo Patricio Ayala Del Castillo, Pontificia Universidad Catolica de Valparaiso
5. Culturally Responsive Behavioral Support: Implementation of a Learning Lab Intervention for Systemic Expansion in an Elementary School. Aydin Bal, University of Wisconsin - Madison; Elizabeth B. Kozleski, The University of Kansas; Kathleen King Thorius, Indiana University - IUPUI; Alfredo J. Artilles, Ph.D., Arizona State University; Esmeralda Meza Rodriguez, University of Wisconsin - Madison; Hyejeong Kim, University of Wisconsin-Madison; Scott Pelton, University of Wisconsin - Madison
6. Examining After-School Activities: Do Breadth and Intensity Matter? Jose R. Palma Zamora, University of Minnesota; Martin Van Boekel, University of Minnesota - Twin Cities; Luke Stunke, University of Minnesota; Yi (Kory) Fang Yue, University of Minnesota - Twin Cities; Julio C. Cabrera, University of Minnesota; Yu-Feng Chang, University of Minnesota; Nicholas Latterell, University of Minnesota; Stacy R. Karl, University of Minnesota; Michael C. Rodriguez, University of Minnesota; Okan Bulut, American Institutes for Research
8. Mathematics Disparities in Urban School Contexts: Examining Race, English Proficiency, and Course-Taking. Eduardo Mosqueda, University of California - Santa Cruz; Marco A. Bravo, Santa Clara University; Saul Isaac Maldonado, University of California - Santa Cruz; Pedro E. Nava, University of California - Los Angeles
9. Self-Control and Lifestyles: Associations to Juvenile Offending, Violent Victimization, and Witnessing Violence. Saira S Ruh, University of Houston; Margit Wiesner, University of Houston
10. Who Gets In? A Geospatial Case Study of Rochester’s Interschool Choice Program. Nadine D. Hylton, University of Rochester; Kara S. Finningan, University of Rochester

61.087-2. After the Defense of Marriage Act: Daddy-Daughter Dances, Sex, and Sexuality. Division L - Educational Policy and Politics; Poster Session Convention Center, 200 Level, Hall E; 2:15-3:45pm Poster:
11. After the Defense of Marriage Act: Daddy-Daughter Dances, Sex, and Sexuality. Amy B. Shuffelton, Loyola University Chicago

61.087-3. Division I Poster Session. Division L - Educational Policy and Politics; Poster Session Convention Center, 200 Level, Hall E; 2:15-3:45pm Poster:
12. The Evolution of a Controversy. Robert William Danielson, University of Southern California

61.087-4. Division I Section 7 Poster Session. Division L - Educational Policy and Politics; Poster Session Convention Center, 200 Level, Hall E; 2:15-3:45pm Posters:
14. Charting the Impact of Federal Spending for Education Research: The Case of the National Science Foundation’s Research and Evaluation on Education in Science and Engineering Program. Carolina Milei, NORC at the University of Chicago; Eric Hedberg, University of Chicago; Kevin L. Brown, NORC at the University of Chicago; Barbara Schneider, Michigan State University

18. Social Inequality and Academic Achievement Gaps in Developed Countries. Kristie J.R. Phillips, Brigham Young University; Lance Erickson, Brigham Young University; Mikaela J. Dufar, Brigham Young University; Chrissie Edmunds, Brigham Young University


20. The Role of the Family in School-Community Partnerships. Amanda Stefanski, University of Maryland; Linda R. Valli, University of Maryland; Reuben Jacobson, University of Maryland

21. Relationship Between Persistent Poverty, School Readiness, Grade Readiness, and Children’s Academic Trajectories K-8. Yi Xe Thng, Harvard University


61.087-5. Conceptual and Technical Studies on Assessment Design and Development Topics in K-12 Education. Division H - Research, Evaluation and Assessment in Schools; Poster Session

Convention Center, 200 Level, Hall E; 2:15-3:45pm

Posters:

23. Building Common Assessments Within Professional Learning Communities: A Comparison of Item Development Methods, Student Performance, and Test Characteristics. Karoline Jarr; Project Lead the Way; Deborah Calvin, PLTW

24. Cultural Capital and Student Mathematics and Science Achievement Across Nations. Haigen Huang, University of Missouri - Columbia; Guodong Liang, University of Missouri; Hao Zhu, University of Missouri - Columbia

25. Enhance Classification Accuracy in Computerized Adaptive Testing From the Test Development Perspective. Che-Ming Allen Lau, Pearson; Jie Lin, Pearson

26. Statistical Techniques Utilized in Analyzing PISA (Programme for International Student Assessment) and TIMSS (Trends in International Mathematics and Science Study) Data in Science Education From 1996 to 2012: A Methodological Review. Pey-Yan Liao, National Central University - Graduate Institute of Learning and Instruction; Yi-Chen Hung

27. The Comprehension of Written Grammar Test: Results of a Reliability and Validity Study With Deaf and Hard-of-Hearing Students. Christina Melki, University of Illinois at Urbana-Champaign

28. The impact of Curricular and Pedagogical Factors on Achievement in High School Mathematics. Anne Hafner, California State University - Los Angeles; Zara Agvanian, PUSD

29. The Reliability Between Standardized Reading Measures and Curriculum-Based Reading Assessments for Students With Special Needs. Mark Lauterbach, Brooklyn College - CUNY; Katharine Pace Miles, The Graduate Center - CUNY

30. The Validity and Reliability of Information From a Formative Walk-Through Observation Instrument. Susan M. Brookhart, Duquesne University; Connie M. Moss, Duquesne University

31. Triangulation of Learner Latent Profiles: cognitively Diagnostic Reading Skills, Goal Orientations, and Self-Perceived Reading Skills. Maggie Dunlop, University of Toronto - OISE; Eunice Eunhee Jang, University of Toronto; Gina Park, University of Toronto - OISE; Edith van der Boom, University of Toronto - OISE

61.087-6. Topics in Survey Research. SIG-Survey Research in Education; Poster Session

Convention Center, 200 Level, Hall E; 2:15-3:45pm

Posters:

32. Surveying Novice Teachers’ Core Competencies: A Survey Development Narrative. Ian H Burke, University of Denver; Kathy E. Green, University of Denver; Kimberly Mackai Hartnett-Edwards, University of Denver; Kent Seidel, University of Denver

33. From Initial Interest to Persistence in STEM. Christina Melki, Indiana University; Adam V. Maltese, Indiana University; Heidi Wiebe, Indiana University

34. Rasch Analysis of Conference Proposal Ratings. Kelly D. Bradley, University of Kentucky; Richard Kweku Mensah, University of Kentucky

35. Factor Structure of the Revised Attitudes Toward Research Scale. Elena C. Papanastasiou, University of Nicosia

61.087-7. Familial and Cultural Contexts in Human Development. Division E - Counseling and Human Development; Poster Session

Convention Center, 200 Level, Hall E; 2:15-3:45pm

Posters:

36. Controlling Parenting, Perfectionism, and Academic and Social Achievement Goals Among Elite Chinese High School Students. Cen Wang, Charles Sturt University; Songkun Serena Shim, Ball State University; Qian Wang, Chinese University of Hong Kong

37. Positive Marital Interactions Support Positive Parenting Behaviors Over the First Five Years After Childbirth. Yi-Ju Chen, University of Wisconsin - Madison

38. The Relationship Among Parenting Styles, Home Literacy Environment, and Children’s Literacy Skills. Chaehyun Lin, Georgia State University; Kyong-Ak Kwon, Georgia State University; Gary E. Bingham, Georgia State University; Hyun Joo Joen, University of Nevada - Reno


61.087-8. Risks, Student Supports, and Resiliency. Division E - Counseling and Human Development; Poster Session

Convention Center, 200 Level, Hall E; 2:15-3:45pm

Posters:

40. Restorative Circles Program at an At-Risk High School: Student Perspectives. Lily Ortega, University of Illinois at Urbana-Champaign; Elaine Shpungin; Mikhail Lysbansky

41. Effects of Preadoption Maltreatment and Early Interventions on Chinese Girls’ Academic and Internalizing Problems. Tony Xing Tan, University of South Florida; Eunkyung Na, University of South Florida; Travis Marn, University of South Florida

42. A Longitudinal Analysis of the Relationship of Teacher and Peer Relatedness With Engagement Across the Transition to Middle School. Rhonda Sue Jamison, University of Illinois at Urbana-Champaign; Allison M. Ryan, University of Michigan - Ann Arbor


61.087-9. Division I Poster Session. Division I - Education in the Professions; Poster Session

Convention Center, 200 Level, Hall E; 2:15-3:45pm

Posters:

44. A Longitudinal Evaluation Model for Monitoring the Quality and Equality of Nursing Practice Placements: The Student View. Ann Ooms, Kingston University and St. George’s University of London; Kath Sharples; Diane Joy Marks-Maran, Marks-Maran Associates Ltd

45. Access to All? Medical School Admissions and Learners With Disabilities. Jane Rosenthal, University of Southern California

46. Design Is Design Is Design: What We’ve Learned From Designers About Preparing Instructional Designers. Joanna C. Dunlap, University of Colorado - Denver; Patrick R. Lowenthal, Boise State University

47. Evaluating and Adjusting for Rater Effects in a Standard Setting Using the Angoff Method. Yoon Soo Park, University of Illinois at Chicago; Kuank Xing, University of Illinois at Chicago

48. Implementation of a Work-Oriented Training on Values in Organizations. Sandra Niedermeier, University of Munich; Heinz Mandl, University of Munich; Jan Hense, Ludwig-Maximilians-Universität München

49. Informal Learning in a Social Context: Development and Validation of a Scale. Dominik Emanuel Froehlich, Maastricht University; Simon Beausaert, Maastricht University; Mien Segers, Maastricht University

50. Innovations in Experiential Learning for Adult Students. Amanda Stusselman, Empire State College; Gina Torino, Empire State College
61.087-10. Problem-Based Education SIG Poster Session: Problem-Based Learning in Teacher Education and Other University Contexts. SIG-Problem-Based Education; Poster Session
Convention Center, 200 Level, Hall E; 2:15-3:45pm

Posters:
56. Assessing the Needs of Teacher Professional Development in Project-Based Learning. Peter Hogaboam, Indiana University; Yunjoo Cho, Indiana University - Bloomington; Yuhun Li
57. Effects of Cooperative Problem-Based Learning on Student Logic Problem-Solving Performance. Chun-Ping Wu, TamKang University; Li-chun Huang
58. Examining the Impact of a Professional Development Course on STEM Teachers’ Acceptance of Problem-Based Learning. Christopher J. Mong, Purdue University; Peggy A. Ermer, Purdue University
59. Teacher Preparation Program Redesign: Problem-Based Learning and Teacher Candidate Self-Efficacy. Terry L. Goodin, Middle Tennessee State University; Stephen A. Bartos, Middle Tennessee State University; Nancy G. Caukin, Middle Tennessee State University; Heather Dillard, Middle Tennessee State University

61.087-11. Instructional Technology SIG Poster Session: Online and E-Learning. SIG-Instructional Technology; Poster Session
Convention Center, 200 Level, Hall E; 2:15-3:45pm

Posters:
60. Social, Emotional, and Technical Competencies in E-Learning: A Literature Review. Taeho Yu, Purdue University; Jennifer C. Richardson, Purdue University
61. Synchronous and Asynchronous Learning in the Online Environment: Perceived Benefits and Implications for Program Evaluation. Kimberly M. Wheeler, University of South Florida; Kris Y. Hogarty, University of South Florida; Ann E. Barron, University of South Florida
62. Motivation and Emotion in a Transitional Stage During the Switch to Online. Min Kyu Kim, University of Southern California; So Mi Kim, University of Georgia - Athens; Otto Khera, University of Southern California; Joan Gétman, University of Southern California
63. Orchestrating Synchronous and Asynchronous Modes in Blended Online Learning. Peter Fadde, Southern Illinois University - Carbondale

61.087-12. Fostering Research in Multiple Communities. SIG-Caribbean and African Studies in Education; Poster Session
Convention Center, 200 Level, Hall E; 2:15-3:45pm

Posters:
64. An Examination Into the Predictive Validity of the Barbados Secondary School Entrance Examination Scores in Relation to the Caribbean Secondary Examination Certificate. Martin Timothy Hall, Charles Sturt University
65. Contributions of Nonlocal Women Principals in Former British Colonies. Joyanne Beverly De Four-Babb, No university affiliation
66. Decolonizing Architecture of Participation for the Uganda National Museum: Web 2.0 Expressions of Heritage Sites. Mary Leigh Morbey, York University; Dennis N. York, University of Guelph
68. Language, Power, and Education in Haiti: Analyzing a Complex Crossroads. Fabienne Doucet, New York University

62.002. AERA SIG Open Meeting and Reception for SIG Officers. AERA Governance; SIG-Instructional Technology
Marriott, Fourth Level, Franklin 1; 4:05-6:05pm
Chair: Geni Cowan, California State University - Sacramento

Marriott, Fourth Level, Franklin 9&10; 4:05-5:35pm
Chair: Harold F. O’Neil, University of Southern California

Convention Center, 200 Level, Hall E; 2:15-3:45pm

Posters:
60. Social, Emotional, and Technical Competencies in E-Learning: A Literature Review. Taeho Yu, Purdue University; Jennifer C. Richardson, Purdue University
61. Synchronous and Asynchronous Learning in the Online Environment: Perceived Benefits and Implications for Program Evaluation. Kimberly M. Wheeler, University of South Florida; Kris Y. Hogarty, University of South Florida; Ann E. Barron, University of South Florida
62. Motivation and Emotion in a Transitional Stage During the Switch to Online. Min Kyu Kim, University of Southern California; So Mi Kim, University of Georgia - Athens; Otto Khera, University of Southern California; Joan Gétman, University of Southern California
63. Orchestrating Synchronous and Asynchronous Modes in Blended Online Learning. Peter Fadde, Southern Illinois University - Carbondale

Convention Center, Terrace Level, Terrace I; 4:05-5:35pm
Chair: David Scott Yeager, Stanford University
Participants: Grit and Self-Control. Angela L. Duckworth, University of Pennsylvania
Self-Regulation in Childhood. Cybele Raver, New York University
A Purpose for Learning. David Scott Yeager, Stanford University
Social Belonging. Gregory Mariotti Walton, Stanford University
Discussions: Anthony S. Bryk, The Carnegie Foundation for the Advancement of Teaching; Carol Dweck, Stanford University

62.012. Restoring Opportunity: The Crisis of Inequality and the Challenge for American Education. AERA Presidential Session
Convention Center, 100 Level, 122; 4:05-6:05pm
Chair: Diane E. Hess, Spencer Foundation
Participants: Greg Duncan, University of California - Irvine; Marina Boni, Boston Public Schools; Richard J. Murnane, Harvard University; Merilee Valentin, Urban Assembly School for Law and Justice
6.013. Scaling Up Effective Reforms: Findings From the i3 Scale-Up Grants. AERA Presidential Session
Convention Center, 200 Level, 201B; 4:05-5:35pm
Chair: Mark Berends, University of Notre Dame
Participants:
Reading Recovery Treatment Effect Variation. Jerome V. D’Agostino, The Ohio State University; Henry May, University of Delaware
Examining Success for All: Still Effective After All These Years? Robert Slavin, Johns Hopkins University; Janet C. Quint, MDRC; Rekha Balu, MDRC
Discussant: Mark Berends, University of Notre Dame

AERA Sessions

6.014. Designing a Comprehensive Data System on Teacher Preparation in the U.S. - An NRC Workshop Project Report. AERA Sessions
Cosponsored with Organization of Institutional Affiliates; Invited Session
Convention Center, 200 Level, 202B; 4:05-5:35pm
Chairs: Judith A. Koenig, National Research Council; Natalie R. Nielsen, National Research Council
NRC Workshop Presenters: Emerson J. Elliott, Council for the Accreditation of Educator Preparation; Pamela L. Grossman, Stanford University; Suzanne M. Wilson, University of Connecticut; Brian P. Rowan, University of Michigan; Robert E. Flden, Michigan State University
Discussant: David H. Monk, The Pennsylvania State University

Convention Center, 200 Level, 203A; 4:05-5:35pm
Chairs: Gilberto Q. Conchas, University of California - Irvine
Participants: K. Ann Renninger, Swarthmore College; Martina Niewandt, University of Massachusetts - Amherst; Suzanne E. Hidi, University of Toronto
Discussants: Patricia A. Alexander, University of Maryland - College Park; Alan H. Schoenfeld, University of California - Berkeley

6.016. Promising Scholarship in Education: Dissertation Fellows and Their Research. AERA Sessions; Invited Poster Session
Convention Center, Terrace Level, Terrace II; 4:05-6:05pm
Chairs: George L. Wimberly, American Educational Research Association; Jacqueliney Eccles, University of California - Irvine
Participants:
1. Opportunity to Learn to Teach Mathematics: A Comparative Study. Rachel Angela Ayiko, Michigan State University
2. Creating College Opportunity: The Influence of School-Based Counseling on Postsecondary Enrollment and Choice. Andrew Steven Belasco, University of Georgia
4. Who Benefits Most From Shadow Education? The Heterogeneous Effects of SAT Preparation Activities on SAT Scores. Yool Choi, University of California - Los Angeles
5. Faces of the GED: Understanding General Education Development Recipients’ Experiences Over the Life Course. Lacey Ann Hartigan, University of Washington
6. Inequality, Nonlinearity, and the College Experience: An Investigation of Reverse Transfer in the American Higher Education System. Eleonora Hicks, University of Wisconsin - Madison
7. The Effects of the Timing, Duration, and Quality of Teaching Practice on K-6 Mathematics Teachers’ Content Knowledge for Teaching. Erik D. Jacobson, Indiana University - Bloomington
11. The College-Going Beliefs of Students in a Precalculus Program: An Application of the Theory of Planned Behavior. James Ellis, University of Michigan - Ann Arbor
15. An Investigation of the Impact of Working Memory Training on Third-Grade Students’ Memory Functioning, Reading Fluency, and Reading Comprehension. Sylvia Lee, Southern Illinois University - Carbondale
17. Shifting Deficit Thinking: Understanding Purposeful Organization and Movement in a Social Design Experiment. Elizabeth Mendoza, University of Colorado - Boulder
18. The Urban Brain Drain: Examining Academic and Nonacademic Factors That Influence Teacher Perceptions of Assessments and Accountability Policy. Carol A. Maye, Howard University
19. Influencing Transfer and Baccalaureate Attainment for Community College Students Through State Grant Incentives: Quasi-Experimental Evidence From Texas. Lori Bordoloi Pazich, New York University
20. History of Education in Liberia, 1820-1960. Summer Saleh-Jones, University of Illinois at Urbana-Champaign
23. The Use of Multilevel Random Coefficient Models for the Analysis of Mediational Change Over Time. Erin Hilary Arruda, University of California, Los Angeles
27. Cross-National Analysis of Women Faculty in Higher Education Institutions. Mana Nakagawa, Stanford University
28. Three-Level Models for Partially Nested Data Structures. Jessica Tessler, California State University - Fullerton
30. Men of the Classroom: An Exploration of How the Organizational Conditions, Characteristics, and Dynamics in Schools Affect the Recruitment, Experiences, and Retention of Black Male Teachers. Travis Bristol, Teachers College, Columbia University
32. The Effect of Tuition Subsidies on Student College Choices. Brianna Cardiff-Hicks, Stanford University
33. Talking About Writing: Teachers’ Oral Feedback to Elementary Writers. Lorien Chambers Schults, Stanford University
34. The Paradox of Teaching Behavioral Norms at a “No Excuses” School. Joanne Wang Golann, Princeton University
37. “College Pride, Native Pride” and Education for Native Nation
Building: Portraits of Native Students Navigating Freshman Year.
Adrienne Keene, Harvard Graduate School of Education
38. “As Soon as I See Is the Letter K, I Get a Headache”: Debates About
Writing in Indigenous Languages in Intercultural Bilingual Education
in Ecuador. Nicholas Limerick, University of Pennsylvania
39. Applying Probabilistic Models for Knowledge Diagnosis
and Educational Game Design. Anna Rafferty, University of California
Berkeley
Matthew A. Shirrell, Northwestern University
41. About What and From Whom? The Effects of Providing School
Performance Information to School Choosers and Citizens. Jon Valant,
Stanford University
42. Culture, Power, and Pedagogy(s) in Market-Driven Times: Embedded
Case Studies of Culture and Teaching in Three Urban Charter Schools
in Harlem, New York. Terrenda Corisa White, Teachers College,
Columbia University
Discussants: David Myers, American Institutes for Research;
Barbara Schneider, Michigan State University;

Committee Sessions

62.017. Graduate Student Council Chair-Elect Fireside Chat. Writing
Work That Works for You: Publishing in Academia. Graduate
Student Council Cosponsored with Graduate Student Council; Invited
Session Convention Center, 100 Level, 126A; 4:05-5:35pm
Chair: Ashley Patterson, The Ohio State University - Columbus
Participants: Erica K. Dotson, Clayton State University; Nadia Behizadeh,
Georgia State University; Stephanie Behm Cross, Georgia State
University; Alyssa Hadley Dunn, Georgia State University; Jillian
Carter Ford, Kennesaw State University

62.018. Power and Innovation in International Education Policies,
Practices, and Pedagogies. International Relations Committee; Paper
Session Convention Center, 100 Level, 102A; 4:05-5:35pm
Chair: Teresa Bracho, Instituto Nacional para la Evaluación de la Educación.
Participants:
Does International Education Policy Benchmarking Work? Jaehyung Lee,
University at Buffalo - SUNY; Kegiao Liu, University at Buffalo - SUNY
Evaluating Alternative Civic Education Pedagogies in Secondary School in
Mexico. Fernando M. Reimers, Harvard University
Inequities at the Starting Gate in the United States and in Germany.
Tobias Linberg, University of Bamberg; Thomas Baumber; Hans-
Guenther Roosbach, Otto Friedruch University Bamberg
Returns to Investment in Information and Communication Technology
in Education: Developing Arabian Gulf Youth for the Knowledge
Economy. Fatih Aktas, Lehigh University; Alexander W. Wiseman,
Lehigh University; Fawzia Al-hakr, King Saud University
Discussant: William H. Schmidt, Michigan State University

International Organization Sessions

62.019. The Lives of Leaders: Emerging Evidence Exploring School
Leaders’ Workload and Work-Life Balance in Sydney, Toronto,
London, and New York City. Commonwealth gcGc Council for
Educational Administration and Management; Invited Session
Convention Center, 100 Level, 112B; 4:05-5:35pm
Chairs: Karen E. Edge, Institute of Education - London; Katrina E. Pollock,
University of Western Ontario
Participants:
The Changing Nature of School Principals’ Work. Katrina E. Pollock,
University of Western Ontario
Generation X School Leaders’ Pursuit of Work-Life Balance in London,
New York City, and Toronto: The Good, the Bad, and the Ugly. Karen
E. Edge, Institute of Education - London; Paul Armstrong, Institute of
Education-London; Jacob Mishok, Brown University
The Work Required of Principals and Vice-Principals to Improve
Elementary Schools. Kenneth A. Leithwood, OISE/University of
Toronto; Vera Azah, OISE/University of Toronto
Issues, Tensions, and Dilemmas Facing Young Women Leaders in Toronto
and New York City: Considerations and Implications for Policy and
Angelia Faraone
Generation Collide: Gen Y, Gen X, and Baby Boomers ... All Ready and
Wanting to Lead. Phil Lambert, Australian Curriculum, Assessment and
Reporting Authority; Virginia Elliott, NSW Department of Education and
Communities; Natalie Johnstone-Anderson, NSWDEC/University of
Sydney; Warren Marks, University of Melbourne
Discussants: Jenny Lewis, CCEAM; Joanne Margaret Robinson, Ontario
Principals’ Council

Division Sessions

and Theoretical Advances. Division A - Administration, Organization
and Leadership; Symposium
Convention Center, 100 Level, 120A; 4:05-6:05pm
Chair: Terrance Green, The University of Texas - Austin
Participants:
Culturally Responsive Instructional and Transformational Leaders. Judy A.
Alston, Ashland University; Gwendolyn C. Webb-Hasan, Texas A&M
University - College Station
Preparing Principals as Culturally Responsive Leaders. Mark A. Gooden,
The University of Texas - Austin; Michael E. Dantley, Loyola University
Chicago
Culturally Responsive School Leadership and Community Activism.
Camille M. Wilson, Wayne State University; Lauri Johnson, Boston
College
The Role of Student Responsiveness and Voice in Educational Leadership:
Exploring Racial Opportunity Cost and Recognition for Students of
Color. Lorri Michelle Johnson Santamaria, The University of Auckland;
Terah Talei Fenzant Chambers, Michigan State University
(Re)Evaluating the Triangle: Culturally Relevant Leadership in Bermuda.
Ty-Ron M.O. Douglas, University of Missouri - Columbia
Culturally Responsive Leadership: A Review of the Literature. Muhammad
Khafila, Michigan State University; Mark A. Gooden, The University of
Texas - Austin; James Earl Davis, Temple University
Discussants: Sonya Douglass Horsford, George Mason University;
Muhammad Khafila, Michigan State University

62.021. Leadership, Administration, and Leaders in Urban Schools.
Division A - Administration, Organization and Leadership; Symposium
Convention Center, 100 Level, 115A; 4:05-5:35pm
Chair: Kofi Lomotey, Western Carolina University
Participants:
Professional Identities of Urban School Principals. Gary M. Crow,
Indiana University; Samantha Pareades Sember, Indiana University
- Indianapolis; Samara Wolf Fetner, American Educational Research
Association
Urban School Leadership and Fit. Ira E. Bogotch, Florida Atlantic
University; Leo Nesmith, Florida Atlantic University; Scott V. Smith,
Florida Atlantic University; Frank Gaines, Broward Schools
Black Students, Urban Schools, and Black Principals: Leadership
Practices That Reduce Disenfranchisement. Kofi Lomotey, Western
Carolina University; Kendra Parks Lowery, University of Wisconsin
- Madison

62.022. Social Justice Leadership. Division A - Administration, Organization
and Leadership; Paper Session
Convention Center, 100 Level, 102B; 4:05-6:05pm
Chair: Theodore Stefan Kaniuka, Fayetteville State University
Participants:
Clandestine Activism in Education: Leadership and Social Justice. James
Ryan, University of Toronto - OISE; Stephanie Diane Tuters, OISE/University
of Toronto
Educational Leadership and Advocacy for Social Justice. Emily R.
Crawford, University of Missouri - Columbia; Noelle Witherspoon
Arnold, University of Missouri - Columbia
Principals’ Social Justice Leadership in Demographically Shifting
Suburban Public Elementary Schools in Arizona. Cindy T. Ruich,
Marana Unified School District, Marana, Arizona; John L. Taylor, The
University of Arizona
Esperanza De La Vega, Portland State University; Tyler H. Matta,

Chair: Elizabeth M. Dutro, University of Colorado
Participants:

1. “This Whole Thing of Seeing”: Coming to Know the “Other” Through Bodily, Narrative Encounter. Julia Churchill Kantor, University of Colorado - Boulder
2. “Ya me vio llorar ... Ya me dio vergüenza”: Complicating Researcher Positionality Through Critical Witness. Meg Burns, University of Colorado - Boulder
3. The Intersection of Privilege, Power, and Fear: A Juxtaposition of Two (Dis)Similar Lives. Daniela Kruel DiGiacomo, University of Colorado - Boulder
4. Students and Teachers Queering the Common Core in a Large Public High School. Michael J. Wenk, University of Colorado - Boulder
5. Using Critical Literacy to Queer Knowledge Structures. Ashley Cartun, University of Colorado - Boulder
6. Social Bodies in Digital Times: The Affective Positionalities of Composers in Online Learning Environments. Alaina C. Fellenbergs, University of Colorado

Discussants: Cindy Cruz, University of California - Santa Cruz; Stephanie R. Jones, University of Georgia

62.028. Professional Practice, Teachers, and Teacher Preparation. Division C - Learning and Instruction; Paper Session

Chair: Helen Crompton, Old Dominion University
Participants:

A “Use Diffusion” Perspective on Teachers’ Adoption and Use of a Social Teaching Platform. Heather Leary, University of Colorado - Boulder; Victor R. Lee, Utah State University; Mimi M. Recker; Utah State University
Instructional Practice in the Digital Age: Changes, Challenges, and Choices. Andrea J. Bingham, University of Southern California
Preparing Teachers for Technology-Based Learning Environments: Transformative Reflections From Preservice Teachers. Jennifer K. LeBlanc, Texas A&M; Amanda S Otten, Texas A&M University - College Station; Abiola A. Farinde, University of North Carolina at Charlotte
Technological Pedagogical Content Knowledge in Teacher Preparation: Impact of a Coaching Professional Development With Mobile Devices. Guy Trainin, University of Nebraska - Lincoln; Laurie Ann Friedrich, University of Nebraska - Lincoln
Technology Use in Teacher Training Programs: Lessons Learned From a Systematic Review. Rana Tamim, Zayed University; Eugueni Borokhovski, Concordia University; Robert M. Bernard, Concordia University; Richard F. Schmid, Concordia University; Philip C. Abrami, Concordia University; Anna Sokolovskaya, Concordia University
Weaving New Perspectives in the Cloud: UAE and U.S. Preservice Teachers Use VoiceThread to Discuss Children’s Literature. Patience A. Sowa, Zayed University; Cynthia M. Schmidt, University of Missouri - Kansas City

62.029. Researching the Promise and the Challenges of Teaching and Learning Argumentation Across the Disciplines. Division C - Learning and Instruction; Symposium

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

How Instructional Patterns for Teaching Argumentative Writing Predict Students’ Writing Achievement. Jennifer Lynn VanDerHeide, The University of Texas - Austin; Anthony N. Martin, The University of Georgia; Todd P. Warren, The University of Texas - Austin; Elizabeth A. Schugar, The University of Texas - Austin
Ohio State University; George E. Newell, The Ohio State University; Tzu-Jung Lin, The Ohio State University; Amy Bradley, The Ohio State University

Opportunity to Learn Argumentation in English Language Arts, History, and Science Classrooms. Cindy Litman, WestEd; Stacy A. Marple, WestEd; Cynthia L. Greenleaf, WestEd; Irina Charney-Sirott, WestEd; Lisa Richardson, WestEd - K-12 Alliance; Michael J. Bolz, University of Illinois at Chicago; Allison H. Hall, University of Illinois at Chicago

Rationality in the Teaching and Learning of Argumentative Writing: A Microethnographic Study of the Hidden Curriculum. David M. Bloomer, The Ohio State University; SangHee Ryu, The Ohio State University - Columbus; Allison S. Wynhoff Olsen, Montana State University

Designing for Argumentation: Learning Outcomes From Teacher-Research Collaborations in Science, History, and Literature. Stacy A. Marple, WestEd; Cindy Litman, WestEd; Cynthia L. Greenleaf, WestEd; Willard R. Brown, WestEd; Gayle Cribb, WestEd

Discussant: Judith A. Langer, University at Albany - SUNY

62.030. Space and Technologies for Learning in Schools, Museums, and Workplaces: Recent Approaches in Design-Based Research. Division C - Learning and Instruction; Symposium
Marriott, Fourth Level, Franklin 6; 4:05-5:35pm
Chair: Ingeborg Krange, University of Oslo

Participants:

Designing Academic Technology-Rich Spaces to Facilitate Cross-Departmental Interactions. Christopher Hoadley, New York University; Matthew Lucas, New York University

Location, Location: Using the Physical Space of the Classroom for Pedagogical Advantage. James D. Slotta, University of Toronto; Mike Tissenbaum, University of Toronto; Michelle Lui, University of Toronto - OISE

Active Learning Classroom Use in College-Level Physics: The Impact of Technology Design and Adaptive Orchestration. Elizabeth S. Charles, Dawson College; Chris Whittaker, Dawson College; Nathaniel Lasry, Harvard University

Designing Interactives in Art Museums: Situating Learning Technologies and Interactions in Gallery Space. Rolf Steier, University of Oslo; Palmyre Pierroux, University of Oslo

Scope of Action for Learning in Science Centers. Ingeborg Krange, University of Oslo

Discussant: Charles David Cox, The Pennsylvania State University

62.031. Teachers’ Instructional Practices and Students’ Mathematics Learning. Division C - Learning and Instruction; Paper Session
Marriott, Fourth Level, 413; 4:05-5:35pm
Chair: Yasemin Copur-Gencturk, University of Houston

Participants:

Developmental Patterns in Associations Between Instructional Practice and Children's Math Trajectories in Elementary School. Melissa Heath Castle, University of Pittsburgh; Heather J. Bachman, University of Pittsburgh; Elizabeth Vostruba-Drezd, University of Pittsburgh

Predictors of Common Core Mathematics Instruction. Jonathan A. Sapovitz, University of Pennsylvania; Lisa Merrill, Research Alliance for New York City Schools


Relationships Among Teachers’ Instructional Practices Within Mathematics and Science: An Investigation of Subject-Specific Differences. Yasemin Copur-Gencturk, University of Houston; Tang Wee Teo, National Institute of Education - Nanyang Technological University; Sarah Theule Lubienski, University of Illinois at Urbana-Champaign; Barbara Hug, University of Illinois at Urbana-Champaign

Discussant: Theodore Chao, Harvard University

62.032. Young Participants as Partners in Research. Division C - Learning and Instruction; Symposium
Convention Center, 100 Level, 113B; 4:05-5:35pm
Chair: Nancy E. Perry, The University of British Columbia

Participants:

Inviting Young Children to Document Their Experiences of Success: A Qualitative Investigation of Factors Triggering Engagement in Early Education Classrooms. Elina Maatta, University of Oulu

Self-Authored Artifacts as Meditational Means: A Focus on Embodiment. Jaakko Hilppö, University of Helsinki; Lasse Lipponen, University of Helsinki; Kristiina P. Kampulainen, University of Helsinki; Antti Juhan Rajala, University of Helsinki / Department of Teacher Education

Using Photo-Elicited Interviews to Study Self-Determination in Youth Enrolled in Alternative Education Programs. Ogi Michelle Hofer, The University of British Columbia; Nancy E. Perry, The University of British Columbia

The YouthMADE Project: Media by Youth, for Youth, and About Youth. Jenna D. Shapka, The University of British Columbia; Rebecca J. Collie, University of New South Wales; Hezron Onnditi; Joanna Tan, The University of British Columbia; Rachel Baiz; Michaela Wooldridge

Discussant: Theresa Rogers, The University of British Columbia

Convention Center, 100 Level, 117; 4:05-5:35pm
Chair: Yan Xiang, Northwest Evaluation Association

Participants:


Comparison of Methods for Handling Missing Data When Fitting a Latent Growth Model. Nan Chen, Beijing Normal University; Hongyun Liu, Beijing Normal University; Yuan Liu, The Chinese University of Hong Kong; Huan Liu, Beijing Normal University

Model Misspecification and Assumption Violations With the Linear Mixed Model: A Meta-Analysis. Brandon LeBeau, University of Arkansas


Proportionality Assumption in Latent Basis Curve Models: A Cautionary Note. Kyle Lang; Wei Wu, The University of Kansas

Discussant: Yeow Meng Thum, Northwest Evaluation Association

Convention Center, 100 Level, 111B; 4:05-5:35pm
Chair: Arturo Olivarez, The University of Texas - El Paso

Participants:

Effects of Reducing the Cognitive Load of Mathematics Items on Student Performance. Susan Gillmor, The University of Kansas; John Poggio, The University of Kansas; Susan Embretson, Georgia Institute of Technology

Explaining Complex Problem Solving With Noncurricular Cognitive Competence Tasks and Task Interest in Low-Stakes Assessment. Sirku Annamajju Kupiainen, University of Helsinki; Mari-Pauliina Vainikainen, University of Helsinki; Jarkko Hautamäki, University of Helsinki; Samuel Greiff, University of Luxembourg; Sascha Waestenberg

Measure Concept Mapping, Not Concept Maps: Procedural Analysis Elucidates Stages in Students’ Understanding of Biology Concepts. Anveshna Srivastava, Homi Bhabha Centre for Science Education, Tata Institute of Fundamental Research; Nisheeth Srivastava, Homi Bhabha Centre for Science Education, Tata Institute of Fundamental Research; Sanjay Chandrasekharan, Homi Bhabha Centre for Science Education, Tata Institute of Fundamental Research

The College Readiness of White and Latino Students: Measurement Invariance and Population Heterogeneity. Hudasr Baharar, University of California - Santa Barbara

Using Hierarchical Linear Models and Longitudinal Study of American Youth Data to Explore Family, Friend, and Teacher Support of Adolescents’ Academic Achievement. Yin Yu, University of California - Santa Barbara

Discussant: Donna L. Sundre, James Madison University

62.035. Speaking Up and Reaching Out: Personal and Social Factors Related to Student Outcomes. Division E - Counseling and Human Development; Paper Session
Convention Center, 100 Level, 103B; 4:05-5:35pm
62.036. Division F Vice Presidential Address: Dismantling and Dissecting Attacks on Historically Black Colleges and Universities. Division F - History and Historiography; Invited Session
Concentration Center, 100 Level, 103C; 4:05-7:00pm
Chair: James D. Anderson, University of Illinois at Urbana-Champaign
Presenter: Marybeth Gasman, University of Pennsylvania

62.037. Division H Vice-Presidential Invited Session: Taking Stock of America’s Teacher Evaluation Tempest. Division H - Research, Evaluation and Assessment in Schools Cosponsored with Division K - Teaching and Teacher Education; Invited Session
Concentration Center, 100 Level, 116; 4:05-6:05pm
Chair: Virginia Edwards, Education Week
Participants:
Taking Stock of America’s Teacher-Evaluation Tempest. David C. Berliner, Arizona State University
Taking Stock of America’s Teacher-Evaluation Tempest. Linda Darling-Hammond, Stanford University
Taking Stock of America’s Teacher-Evaluation Tempest. W. James Popham, University of California - Los Angeles

Discussions: Deb Sigman, California Department of Education; Alan Burke, Office of Superintendent of Public Instruction

62.038. Working Collaboratively in Professions to Improve Training and Practice. Division I - Education in the Professions; Paper Session
Concentration Center, 100 Level, 105A; 4:05-5:35pm
Chair: Hugh A. Stoddard, Emory University
Participants:
Emotional-Social Intelligence and the Retention of Nursing Students. Victoria Jane Wilson, University of Arkansas at Little Rock; Thomas G. Barrett, University of Arkansas at Little Rock; Carolyn Pearson, University of Arkansas at Little Rock
Managing From the Boundary in School Management Teams and School Effectiveness Improvement: An Investigation of the School Leader Role. Pascale Benoitel, Bar Ilan University; Amit Semoeh, University of Haifa
Supporting Collaboration in Engineering Education: Technology and Pedagogy at Work. Rose M. Marra, University of Missouri; David H. Jonassen, University of Missouri - Columbia; Christopher Larsen, University of Missouri - Columbia; Naien Tang, University of Missouri - Columbia; Linsey Steege, University of Wisconsin - Madison
The Role of Online Communities of Practice in Promoting Sociotechnical Capital Among Science Teachers. Rita T. Karam, RAND Education; Susan Straus, RAND Corporation; AI Byers, National Science Teachers Association

Discussions: Andrea Gotzmann, Medical Council of Canada

62.039. Career Trajectories for Academic Women and Women Administrators. Division J - Postsecondary Education; Paper Session
Marriott, Fourth Level, 408; 4:05-5:35pm
Chair: Jenna Sablan, University of Southern California
Participants:
Leaning In or Backing Out: Questioning Career Pathways of Academic Women. Pamela L. Eddy, College of William and Mary; Kelly A. Ward, Washington State University
Profiles, Pedigrees, and Proficiencies: Factors and Forces Influencing the Trajectories of African American Women Postsecondary Presidents. Janeula M. Burt, Bowie State University; Verna Orr, Howard University
Discussions: Christine A. Stanley, Texas A&M University - College Station

Convention Center, 100 Level, 108A; 4:05-5:35pm
Chair: Heidi A. Ross, Indiana University
Participants:
The End of Separate but Equal Policy? The Policy of a National College Entrance Examination for Migrant Students. Baocun Liu, Beijing Normal University
The Shrinking Opportunities: Participation of Rural Students in Leading Chinese Universities. Mingquan Yang, Beijing Normal University
Save the Boys: Research on Boys’ Disadvantages in Access to Higher Education. Jun Teng, Beijing Normal University
Who Is It Easier for to Go to College? An Empirical Study on the Relationship Between Students’ Socioeconomic Status and Their Access to Higher Education in China. Qiang Liu, Beijing Normal University

62.041. Deep Learning and Academic Engagement. Division J - Postsecondary Education; Paper Session
Convention Center, 100 Level, 108B; 4:05-5:35pm
Chair: Christopher C. Morpew, University of Iowa
Participants:
College Seniors’ Plans for Graduate School: Do Deep Approaches to Learning and Holland Academic Environments Matter? Louis Rocconi, Indiana University - Bloomington; Amy Ribera, Indiana University; Thomas F. Nelson Laird, Indiana University
Integration of Learning: Examining Undergraduates’ “Light Bulb Moments”. James Patrick Barber, College of William and Mary; Leslie Bohon, College of William and Mary; Nancy Everson, College of William and Mary; Laura Feltman, College of William and Mary; Sharon L. M. Stone, College of William and Mary
Lukewarm: Testing the Water of In-Class Academic Rigor Across Two Research Institutions. Corbin M. Campbell, Teachers College, Columbia University; Theresa Cruz Paul, John Jay College of Criminal Justice - CUNY; Deniece Dortch
Student-Faculty Interaction, Institutional Characteristics, and Students’ Academic Engagement: A Multilevel Approach. Zehng Wu, University of Iowa; Wellin Chen, University of Iowa
Discussions: Karen K. Inkelas, University of Virginia

62.042. The Role of High-Impact Practices in Student Learning Outcomes. Division J - Postsecondary Education; Paper Session
Convention Center, 100 Level, 109B; 4:05-5:35pm
Chair: Demetri L. Morgan, University of Pennsylvania
Participants:
Do High-Impact Practices Actually Have High Impact on Learning for All Students? Cindy A. Kilgo, University of Iowa; Jessica Kathryn Ezell Sheets, University of Iowa; Ernest T. Pascarella, University of Iowa
Expanding the Research to Look at Academic Engagement as a Predictor of Adult Student Outcomes. Jovita M. Ross-Gordon, Texas State University - San Marcos; M Cecil Smith, West Virginia University; Amy D. Rose, Northern Illinois University; J. Schwartz, Northern Illinois University
Subject Specificity of Learning Emotions and Achievement Outcomes: How Feelings Impact Performance. Alexandra Corina Niculescu, Maastricht University; Dirk Tempelaar, Maastricht University; Jannine Leppink, Maastricht University; Amber Dailey-Hebert, Park
62.043. Tuition Pricing and Underrepresented Students. Division J - Postsecondary Education; Paper Session
Marcriott, Fifth Level, Grand Ballroom J; 4:05-5:35pm
Chair: Angela Boatman, Vanderbilt University - Peabody College
Participants:
The Effect of Tuition Increases on the College Access of Students of Low Parental Education: New Results From a Natural Experiment in Germany. Anna Julia Kroth, Humboldt University - Berlin
Differentiating Pricing in the Wake of Tuition Deregulation at Texas Public Universities. Jeongeun Kim, University of Michigan; Kevin Stange
Pricing Out the Disadvantaged? The Effect of Tuition Deregulation on Underrepresented Students in Texas. Stella M. Flores, Vanderbilt University; Justin Shepherd, Vanderbilt University
A Multiple Case Study of Research Use in Undocumented Student Tuition Policy Decisions. Mary Milan Depaap, University of Georgia
Discussant: Jennifer A. Delaney, University of Illinois at Urbana-Champaign
Discussant: Virginia M. Lea, University of Wisconsin - Stout

62.044. Culturally Responsive Teaching Across Contexts and Tools. Division K - Teaching and Teacher Education; Paper Session
Marcriott, Fourth Level, Franklin 2; 4:05-5:35pm
Participants:
Exploring How Teacher Candidates Become Teachers Without Becoming Culturally Responsive. Shannon Mary Daniel, Vanderbilt University - Peabody College
The Phenomenon of Culturally Responsive Pedagogy in Rural Western North Carolina. Pamela Kay Heidlebaugh-Buskey, Western Carolina University
The Big “O”: Occupying Against Reductionism in Education Using Small Media Culture. Julie Gorlewski, SUNY - College at New Paltz; David Andrew Gorlewski, D’Youville College
Revealing the Myth of the “Fully Qualified” Bright Young Teacher: Using the Hermanar Star Teacher Pre-Screener. Nicholas Daniel Hartlep, Illinois State University; Sara McCubbins; Grant B. Morgan, Baylyor University
It Was Never Pretty: Nestled Investigations Around Inquiry Dispositions. Pamela J. Hickey, SUNY - College at New Paltz; Mary H. Sawyer, SUNY - College at New Paltz
The Big “O”: Occupying Against Reductionism in Education Using Small and Sustained Actions. Barbara J. Rose, Roberts Wesleyan College
Teach For America, the Neoliberal Alternative to Teacher Professionalism. T. Jameson Brewer; University of Illinois at Urbana-Champaign; Anthony Cody, Education Week
Seeking Balance: Rethinking Who Decides the Role of Dispositions in Teacher Evaluation. Timothy Edward Mahoney, Millersville University of Pennsylvania; John Ward, Millersville University of Pennsylvania
Discussants: Bradley J. Porfolio, Lewis University; Jed Hopkins, Edgewood College

62.045. Effective or Wise? Teaching and Assessing Professional Dispositions in Education. Division K - Teaching and Teacher Education; Symposium
Convention Center, 100 Level, 120B; 4:05-6:35pm
Chairs: Julie Gorlewski, SUNY - College at New Paltz; David Andrew Gorlewski, D’Youville College
Participants:
Practicing in the Panopticon: Teaching and Learning in the Surveillance Media Culture. Julie Gorlewski, SUNY - College at New Paltz; David Andrew Gorlewski, D’Youville College; Catherine Lara Lalonde, D’Youville College
Revealing the Myth of the “Fully Qualified” Bright Young Teacher: Using the Hermanar Star Teacher Pre-Screener. Nicholas Daniel Hartlep, Illinois State University; Sara McCubbins; Grant B. Morgan, Baylyor University
It Was Never Pretty: Nestled Investigations Around Inquiry Dispositions. Pamela J. Hickey, SUNY - College at New Paltz; Mary H. Sawyer, SUNY - College at New Paltz
The Ethnoracial Experience Gap: The Challenge of Culturally Relevant Pedagogy in Teacher Education. Chelda Smith, University of Minnesota - Twin Cities

62.046. Supporting Preserve Teachers of Color. Division K - Teaching and Teacher Education; Paper Session
Marcriott, Fifth Level, Grand Ballroom L; 4:05-5:35pm
Chair: Tambrina O. Jackson, University of South Carolina
Participants:
“Mess With Women—You Get a Smackdown”: Toward a Chicana Feminist Construct of Citizenship. Amanda Elizabeth Vickery, The University of Texas - Austin
Students’ Satisfaction of Relatedness Need in a Graduate-Level Teacher Education Course. Jung-In Kim, University of Colorado - Denver; Barbara J. Dray, University of Colorado - Denver
Testimonios of Latino Male Preservice Teachers as Models for Caring, Bilingualism, and Biculturalism. Gilberto P. Lara, The University of Texas - Austin
The Impact of College-to-Career Teacher Preparation Pathways to Engage and Prepare California's Teacher Workforce. Barbara A. Henderson, San Francisco State University; Darla M. Cooper, The RP Group; Jazmyn Childress, n/a; Ana Maria Gutierrez, San Francisco State University; Carissa Ann Parnell, San Francisco State University
The Ethnoracial Experience Gap: The Challenge of Culturally Relevant Pedagogy in Teacher Education. Chelda Smith, University of Minnesota - Twin Cities

62.047. Teaching Professional Learning in Mathematics. Division K - Teaching and Teacher Education; Paper Session
Convention Center, 200 Level, 204A; 4:05-5:35pm
Chair: Mary A. Avalos, University of Miami
Participants:
Data Use for Improved Mathematics Teaching: The Importance of Productive Dissonance and Recurring Feedback Cycles. Jolley B. Christman, Research for Action; Caroline Brayer Ebby, Consortium for Policy Research in Education; Kimberly Edmunds, Research for Action
Effects of Teacher Professional Learning Activities on Student Achievement Growth in Mathematics. Motoko Akiba, Florida State University; Guodong Liang, University of Missouri
Measuring District-Wide Learning in Teaching Mathematics. Jennifer M. Lewis, Wayne State University; Davida Fischnich, California State University - San Bernardino; Iris M. Riggs, California State University - San Bernardino; Matt Riggs, California State University - San Bernardino
Teacher Learning Across Group and Individual Assignments: Attending and Responding to Student Mathematical Thinking. Alfredo Bautista, Nanyang Technological University - National Institute of Education; Barbara M. Brizuela, Tafts University; Corinne Glennie, Tafts University; Mary Caddle, Tafts University
Discussant: Sandy Pesavento, University of Scranton

62.048. The Implications of the Council for the Accreditation of Educator Preparation Policy Standards on Teacher Education Research, Policy, and Practices. Division K - Teaching and Teacher Education; Invited Session
Marcriott, Fourth Level, Franklin 3; 4:05-5:35pm
Chair: Magaly Lavadenz, Loyola Marymount University
Presenters: Marilyn Cochran-Smith, Boston College; Mary Yixie Sandy, California Commission on Teacher Credentialing; Cynthia Freeman Grutzik, California State University - Long Beach; Andrea K. Whittaker, Stanford University; Jon D. Snyder; Stanford University; Mary Singer-Gabella, Vanderbilt University; Barbara L. Bales, University of Wisconsin - Milwaukee
Discussant: James G. Cibulka, Council for the Accreditation of Educator Preparation

62.049. The Vital Interests: Preparing Globally Competitive and Culturally Responsive Educators for Our Shared Future. Division K - Teaching and Teacher Education; Symposium
Convention Center, 200 Level, 203B; 4:05-5:35pm
Chair: Yi Huang, Bowie State University
Participants:
The Vital Interests: Preparing Globally Competitive and Culturally Responsive Educators for Our Shared Future. Yi Huang, Bowie State University; Marsha Millet, Stillman College; Karen Verbeke, University of Maryland - Eastern Shore
Developing Common Expectations Toward the Preparation of Globally Competent and Culturally Responsive Educators. Traki Taylor-Webb, Bowie State University; Rhonda F. Jeter, Bowie State University; Anthony Graham, North Carolina A&T State University
Building Capacity and Linkage for Internationalizing Educator Preparation Programs at Minority-Serving Institutions. Leontye Lewis, Fayetteville State University; James Takoma, Coppin State University; Bret D
62.050. Transforming the Problem-Based NOTION of Academic Language and Literacy to a Resource-Based Perspective. Division K - Teaching and Teacher Education; Symposium Convention Center, 200 Level, 204B; 4:05-5:35pm
Chair: Lila I. Bartolome, University of Massachusetts - Boston
Participants: Linguistic-Minority Students’ Meditational and Linguistic Capital: Connecting Their Academic Discourse With New Academic Language. Lila I. Bartolome, University of Massachusetts - Boston; Susana Ibarra Johnson, University of Wisconsin - Madison
The Integration of Academic Language in Education Policy. David Nieto, Massachusetts Department of Elementary and Secondary Education
Guiding Teachers in Supporting the Participation of English Language Learners in Academic Literacy Practices. Daniella Molte, University of Wisconsin
Communication With Parents of Language Learners: A Look at How Parents Understand Language Development. Lorena Mancilla, University of Wisconsin - Madison
English Language Development Standards: Teachers’ Conceptualization and Contestation of Standards-Based Notions of Academic Language. Mariana Castro, University of Wisconsin - Madison
Discussant: James Paul Gee, Arizona State University

62.051. Implementing the Common Core: Challenges and Opportunities. Division L - Educational Policy and Politics; Symposium Convention Center, 100 Level, 115C; 4:05-5:35pm
Chair: Michael Q. McShane, The American Enterprise Institute
Participants: The Lay of the Land. Michael Q. McShane, The American Enterprise Institute
The Common Core Standards and Teacher Quality Reform. Morgan S. Polikoff, University of Southern California
Accountability and the Common Core: A Story of Opportunities and Challenges. Deven Edward Carlson, University of Oklahoma
Common Core: Will Charters Lead or Lag? Robin Lake, Center on Reinventing Public Education - University of Washington; Tricia Maas, University of Washington
A Reform at Risk? The Political Realities of the Common Core. Ashley Jochim, Center on Reinventing Public Education - University of Washington

62.052. Methodological Issues in Teacher Evaluation Policy. Division L - Educational Policy and Politics Cosponsored with Division D - Measurement and Research Methodology; Paper Session Convention Center, 100 Level, 118A; 4:05-5:35pm
Chair: Kyo Yamashiro, Los Angeles Education Research Institute
Participants: Evaluations of Literacy Instruction: Observation Protocols and Implications for Accountability and Professional Growth. Rachael Gabriel, University of Connecticut; Kimberly LeChasseur, University of Connecticut; Sarah L. Woolf, University of Connecticut
How Teacher Evaluation Methods Matter for Accountability: A Comparative Analysis of Teachers Using Principal Interviews and Value-Added Measures. Douglas H Harris, Tulane University; William Kyle Ingle, Bowling Green State University; Stacey A. Rutledge, Florida State University
No Teacher Left Behind: Value-Added Evaluations Impact All Teachers. Clarin Collins, Arizona State University; Jessica Holloway-Libell, Arizona State University - Tempe
Understanding the Relationship Between Teacher Value-Added Scores, Instructional Quality, and Independent Measures of Student Learning. Nicole B. Kertszing, The University of Arizona; Taliesin Sutton, The University of Arizona; Crystal A. Kallmeier Craig, The University of Texas at San Antonio; Mei-Kuang Chen, The University of Arizona; Saeideh Heshmati, The University of Arizona; Kathleen Jablon Stocke, The University of Arizona; Matthew Thomas, The University of Arizona; Gunjan Goswami, University of Arkansas
Discussant: Brian Stecher, RAND Corporation

62.053. Using Innovative Research to Design 21st-Century Student Assignment Plans: Learning From Boston Public Schools. Division L - Educational Policy and Politics; Invited Session Convention Center, 100 Level, 118B; 4:05-5:35pm
Chair: Erica Frankenberg, The Pennsylvania State University
Participants: Carol Johnson, Boston Public Schools; Parag Pathak, Massachusetts Institute of Technology; Radsanu Hall, Lawyer’s Committee for Civil Rights and Economic Justice; Hardin L.K. Coleman, Boston University; Kathryn A. McDermott, University of Massachusetts - Amherst

SIG Sessions

62.054. Is Emancipatory Action Research in Schools Possible? Continuing the Conversation. SIG-Action Research; Symposium Marriott, Fourth Level, 410; 4:05-5:35pm
Chair: Gary L. Anderson, New York University
Poststructural Perspectives on Teacher-Researchers’ “Experiences” in Neoliberal Times. Janet L. Miller, Teachers College, Columbia University
Developing Critical Consciousness Toward Collective Action. Kathryn G. Herr, Montclair State University
Learning Cycles: A Community-Based Approach to Emancipatory Action Research. Fernando Naiditch, Montclair State University

62.055. Comics as Research: Toward an Imaginative Methodology. SIG-Arts and Learning; Symposium Marriott, Fourth Level, Franklin 13; 4:05-5:35pm
Chair: Jarod Roselló, Pennsylvania State University
Participants: Cartooning in the Borderlands. Jarod Roselló, Pennsylvania State University
Comics: A Unique Thought-Space for Creative and Critical Inquiry. Nick Sousanis, Teachers College, Columbia University
Making Comics to Understand Science. Jay Hosler, Juniata College
Comics and the Narrative of Research. Brooke Sheridan, The University of Alaska - Fairbanks
Discussant: Marcus B. Weaver-Hightower, University of North Dakota

62.056. Maximizing the Impact of Teachers With Learning Technologies. SIG-Computer and Internet Applications in Education; Paper Session Marriott, Fourth Level, Franklin 7; 4:05-6:05pm
Chair: Cassandra Scharber, University of Minnesota
Participants: A Story About Thinking: Monitoring Teachers’ Complex Thinking While Engaging in Philosophical Inquiry. Agni Stylianou-Georgiou, University of Nicosia; Alexios Petrou, University of Nicosia; Andre Ioannou, Cyprus University of Technology
Collaborative Instructional Design and STEM Teachers’ Technological Pedagogical Content Knowledge and Technology Integration Self-Efficacy. Pasha Antonenko, University of Florida
Confidence: The Importance of Risk-Taking in Technology-Related Teacher Change. Sarah Katherine Howard, University of Wollongong; Amanda Giglotti, University of Wollongong
Distributed Technology, Pedagogy, and Content Knowledge: The Integration of Emerging Technologies in Classroom Writing Spaces. Justin Olmanson, University of Illinois at Urbana-Champaign; Sandra Schamroth Abrams, Saint John’s University
The Modes, Tools, and Activities Science Teachers Use for Their Professional Learning of Technology Integration. Monty Jones, Virginia Commonwealth University; Sara L. Dester, University of Virginia
Technology in University-Level Language Instruction: Exploring Contextual and Teacher-Level Factors. Aliye Karabulut, Iowa State University

Chairs: Elizabeth B. Kozleski, The University of Kansas; Linda P. Ware, SUNY - College at Geneseo
Participants:
No Time to Wait: Urgency and Advocacy in Biklen’s Early Work. Dianne L. Ferguson, Chapman University; Philip M. Ferguson, Chapman University


Biklen’s Filicic Vision of Community and Competence. Beth A. Ferri, Syracuse University

Inheritance and Antagonisms: Supporting Students in the Struggle to Do Research “That Matters”. Linda P. Ware, SUNY - College at Geneseo


62.059. Kindergarten Readiness. SIG-Early Education and Child Development; Paper Session
Convention Center, 200 Level, 204C; 4:05-6:05pm
Chair: Mary Benson McMullen, Indiana University

Participants:
Infants, Toddlers, and Their Caregivers: Current Research on Interactions and Implications for Professional Preparation. Deborah J. Norris, University of Oklahoma; Diane M. Horn, University of Oklahoma
Assessing Interactions and Relationships in Infant Toddler Care. James Elicker, Purdue University; Ji Young Choi, Purdue University; Treshawn Anderson, Purdue University
Assessing Primary Caregiving in Infant/Toddler Rooms. Karen Ruprecht, Purdue University; Lisa Henley

Cultures of Well-Being Built on Respect in Birth to 3.

Using Research to Guide Efforts to Meet Babies’ Developmental Needs. Peter L. Mangione, WestEd
Discussant: Nancy K. File, University of Wisconsin - Milwaukee

62.061. Family Practices and Family Involvement Praxis. SIG-Family, School, Community Partnerships; Paper Session
Convention Center, 100 Level, 104A; 4:05-5:35pm
Chair: Dorothy Elizabeth Hines, Michigan State University

Participants:
Evidence of Differing Effects of Inaccurate Perceptions of a Child’s Ability Between Mothers and Teachers. Nicole S. Sorhagen, Temple University
Predictors of Parent Involvement in Their Adolescents’ Education: The Role of School Outreach and Parents’ Motivational Beliefs. Sira Park, UC Berkeley; Susan D. Holloway, University of California - Berkeley

Quantity Versus Quality of Parental Involvement in Homework: The Need for Multidimensional Measures. Sandra Moroni, Pädagogische Hochschule FHWN; Hanna Dumont, German Institute for International Educational Research; Ulrich Trautwein, University of Tuebingen

Discussant: Paul Kuttner, Harvard University

62.062. Pedagogical Resurgence in Indigenous Education. SIG-Indigenous Peoples of the Americas; Symposium
Marriott, Fourth Level, 405; 4:05-5:35pm
Chair: Tracy L. Friedel, The University of British Columbia

Participants:
Oneness: Teaching, Learning, and Indigenous Voice. Maxine Matipili
Killing the Weendigo With Maple Syrup: Anishinaabe Pedagogy and Postsecondary Research. Lana Ray, Trent University

Yupiit Schools in Southwest Alaska: Asserting Native Identity and Control. Jose Antonio (Tony) Torralba, University of Hawaii - Manoa

Centering the Discourse of Indigenous Ways of Knowing, Teaching, and Learning and Its Utility Within Public Education: Illuminating Anishinaabe Pedagogy. Rebecca Lynn Chartand, University of Manitoba

Discussant: Jo-ann Archibald, The University of British Columbia

Convention Center, 100 Level, 109A; 4:05-5:35pm
Chair: Jennifer Lynn Bailey, Kilgore ISD

Participants:
A Case Study on Preservice Teacher Leaders’ Conceptualizations of Social Justice Teacher Leadership. Nazneen Ali, University of Missouri
Identifying Organizational Containment and Its Impact on the Career Paths of Black Educational Leaders. Risha R. Berry, Virginia Commonwealth University

Leading for Inclusion: A Rivera Initiative. Laurette Maria Stacy Bristol, Charles Sturt University

Making Critical Connections: Innovative Approaches to Building Relationships and Dialogue to Create a More Equity-Centered School. Tiffany Octavia Harris, University of Illinois; Priya Goel LaLonde, University of Illinois at Urbana-Champaign; Jonathan L. Hamilton, University of Illinois at Urbana-Champaign; Joseph Wiemelt, University of Illinois at Urbana-Champaign; Anjale DeVawen Welton, University of Illinois at Urbana-Champaign

“Doing” Social Justice in Early Childhood: The Potential of Leadership. Megan Gibson, Queensland University of Technology; Louise M. Hard, Charles Sturt University; Frances Press, Charles Sturt University
Discussant: Jeffrey S. Brooks, University of Idaho

62.064. Mentoring and Context. SIG-Mentorship and Mentoring Practices;
62.068. Queering Educational Subjectivities. SIG-Queer Studies; Paper Session
Convention Center, 100 Level, 104B; 4:05-5:35pm
Chair: Alicia Anne Lapointe, The University of Western Ontario
Participants:
Between an iPhone and a Safe Space: Exploring Research With LGBTQ Youth as Me-Search. Jon Michael Wargo, Michigan State University
How Television Representations of LGBTQ Youth of Color Perpetuate Constructions of Gayness as Whiteness. Adrienne Marie Mundy-Shephard, Harvard University
Teachers Entering Into Civil Partnership in Ireland: The Normalizing Project. Aoife Neary, University of Limerick; Breda Gray; Mary O’Sullivan, University of Limerick
Troubling the Child as Individual: The Queer Performativity of Child-Pet-Dog Entanglements. Affrica Taylor, University of Canberra; Mindy Blaise, The Hong Kong Institute of Education

62.069. From Bachelor's to Professoriate: Voices of Black Women From Within the Academy. SIG-Research Focus on Black Education; Symposium
Convention Center, 100 Level, 121B; 4:05-6:05pm
Chair: Lori D. Patton, Indiana University
Participants:
Black Undergraduate Women: The New Model Minority. Lori D. Patton, Indiana University; Chayha Haynes, University of Northern Colorado
Black Graduate Women With Faculty Aspirations. Lori D. Patton, Indiana University; Nicole Michelle Russell, University of Denver
The Sistah Network: Black Women Graduate Students Supporting and Retaining Each Other. Nicole Michelle Russell, University of Denver; Evette L. Allen, University of Denver
From Associate to Full: The Role of Micro- and Macroaggressions in the Process of Promotion for Black Women. Natasha N. Croom, Iowa State University
Discussant: Shaun R. Harper, University of Pennsylvania

62.070. The Impact of Students’ Characteristics and Motivation on Literacy Competencies. SIG-Research in Reading and Literacy; Paper Session
Convention Center, 100 Level, 124; 4:05-6:05pm
Chair: Jenny Tuten, Hunter College - CUNY
Participants:
The Effects of Extensive Reading on Korean English-as-a-Foreign-Language High School Students’ Reading Ability. Jeehwan Yun, Korea Institute for Curriculum and Evaluation; Yongho Park, Korea Institute for Curriculum and Evaluation; Hyang-jin Sohn, The University of Kansas
Culturally Relevant Literature: What Matters Most to Primary-Aged Urban Learners. Gwendolyn Cartledge, The Ohio State University; Susan Keesey, Western Kentucky University; Jessica Bennett
Do Self-Control and Gender Make a Difference in Reading Trajectories Among Children From Kindergarten to Fifth Grade? Xiu Liao, Texas Tech University
Discussant: Rosalind Horowitz, The University of Texas - San Antonio

62.071. Gifted, Creative, and Talented Students From Multicultural/International Populations. SIG-Research on Giftedness, Creativity, and Talent; Paper Session
Convention Center, 100 Level, 107B; 4:05-5:35pm
Chair: Tarek C. Grantham, University of Georgia
Participants:
Beyond Representation: Young, Gifted, and Black Women’s Experiences in Predominantly White Gifted/Talented Education Classrooms. Brandy Wilson, Appalachian State University
Cultivando Logradores: Nurturing Latino Male Collegians’ Dispositions Toward Achievement. David Perez II, Miami University - Oxford
Harmony in the United States, Disharmony in Germany? Teachers’ Implicit Personality Theories of Highly Able Students. Tanja Gabrielle Baudson, University of Trier; Franzis Preckel, University of Trier; Anastasija A. Lipnevich, Queens College and the Graduate Center - CUNY
Retrospective Perceptions of Graduates of a Self-Contained Program in...
Taiwan for High School Students Talented in STEM. Enyi Jen, Purdue University; Sidney Moon, Purdue University
Understanding the Experiences of High-Potential, Hispanic English Language Learners in Out-of-School Programs. Nielsen Pereira, Western Kentucky University; Marcia L. Gentry, Purdue University

62.072. Researching Innovative Pedagogies in Physical Education. SIG-Research on Learning and Instruction in Physical Education; Paper Session
Convention Center, 100 Level, 113C; 4:05-6:05pm
Chair: Symeon Dagkas, University of Birmingham
Participants:
Appreciative Inquiry in Physical Education Research: A Positive Movement Subculture Case Study. Joanna L. Hill, University of Bedfordshire; Rachel Sandford, Loughborough University
Listening Without Hearing? What Teachers Really Want From Physical Education Professional Development. Kevin Patton, California State University - Chico; Melissa Parker, University of Limerick
Should We Have a Pedagogy of Technology for Physical Education? Ashley Casey, University of Bedfordshire
Social Media: Interflections That Explore Changing Practice Over Time. Victoria Anne Goodyear, University of Bedfordshire; Ashley Casey, University of Bedfordshire; David Kirk, University of Bedfordshire
Teaching a Wellness-Oriented Physical Education Curriculum. Michelle L. Kilborn, Memorial University of Newfoundland
Discussant: Katie Fitzpatrick, University of Auckland

Convention Center, 100 Level, 103A; 4:05-5:35pm
Chair: Poorna Kushalnagar, Rochester Institute of Technology
Participants:
Development of Language and Literacy in Deaf and Hard-of-Hearing Elementary School Children: Strengths and Weaknesses. Amy R. Lederberg, Georgia State University; Shirin D. Antia, The University of Arizona; Susan Easterbrooks, Georgia State University; Brenda Schick, University of Colorado - Boulder; Lee Braman-Martin, Georgia State University; Carol M. Connor, Arizona State University; Poorna Kushalnagar, Rochester Institute of Technology; Mi-Young Lee Webb, Georgia State University
Finger Spelling Development as Alternative Gateway to Phonological Representations and Literacy in Deaf and Hard-of-Hearing Children. Brenda Schick, University of Colorado - Boulder; Mi-Young Lee Webb, Georgia State University; Amy R. Lederberg, Georgia State University
The Contribution of Sign Language Comprehension to the Narrative Understanding and Print-Reading Abilities of Bilingual Deaf Children. Peter Crume, Fresno State; Amy R. Lederberg, Georgia State University; Brenda Schick, University of Colorado - Boulder
Narrative Assessment of Deaf and Hard-of-Hearing Preschoolers. Hannah Goldberg, Georgia State University; Amy R. Lederberg, Georgia State University; Susan Easterbrooks, Georgia State University
Instruction in Metacognitive Strategies to Increase Deaf and Hard-of-Hearing Students’ Reading Comprehension. Kendra M. Benedict, Grand Canyon University; Maria Christina Rivera, University of Arizona; Shirin D. Antia, The University of Arizona
American Sign Language: Receptive and Expressive Relations. Jennifer Beal-Alvarez, Valdosta State University

62.074. Choosing Schools: Preferences, Restraints, and Results. SIG-Choice School Cosponsored with Division L - Educational Policy and Politics, SIG-Charter School Research and Evaluation; Paper Session
Convention Center, 100 Level, 404; 4:05-6:05pm
Chair: Ahmet Uludag, Accord Institute for Education Research
Participants:
Choosing Schools: Revealed Preferences, Structural Constraints, and School Segregation in Chile. Carolina Flores, The Pontifical Catholic University of Chile
The Geography of School Choice: A Multilevel Perspective on the Transition From Elementary to Secondary School. Mariella Knapp, University of Vienna; Michaela Killian, University of Vienna
Charter School Marketing as a Sorting Mechanism. Terri S. Wilson, Southern Illinois University - Carbondale
Is That What You Paid For? Private School Tuition Predicting School Outcomes, Qualities, and Identities. Nicholas James Graham, University of California - Irvine
Discussant: Nina K. Buchanan, University of Hawaii - Hilo

62.075. Equity, Diversity, and Science Education. SIG-Science Teaching and Learning; Paper Session
Convention Center, 100 Level, Fourth Floor, Franklin 11; 4:05-6:05pm
Chair: Jesse Bazzul, OISE/University of Toronto
Participants:
“We Question and Believe at the Same Time”: Reconciling Western Science and Other Cultural Knowledges. Lydia E Carol-Ann Burke, University of Calgary
Toward a Politicized Science Education. Jesse Bazzul, OISE/University of Toronto
K-8 Teachers’ Perspectives on Integrating Science in the Learning Gardens at Low-Income Schools. Dilarfuz R. Williams, Portland State University; Sybil Kelley, Portland State University
Race, Gender, and School Racial Composition: Who Gets to Be a “Science Person”? Briana L. Chang, Temple University; Joshua Theodore Klogman, Temple University; Will J. Jordan, Temple University
The Effectiveness of Argumentation in Fostering Science for All: Examining the Effects of Challenging Instruction in Biology Laboratories. Sherry A. Southerland, Florida State University; Anna Striniatus, Florida State University; Patrick James Enderle, Florida State University; Jonathon Grooms, Florida State University; Victor Dale Sampson, Florida State University
Discussant: Tara O’Neill, University of Hawai’i - Manoa

62.076. Reflecting and Linking in Self-Study. SIG-Self-Study of Teacher Education Practices; Paper Session
Convention Center, 100 Level, 114; 4:05-6:05pm
Chair: Deborah L. Tidwell, University of Northern Iowa
Participants:
Facilitating Self-Study of Teacher Education Practices: Toward a Pedagogy of Professional Development With/by/for Teacher Educators. Geert Kelchtermans, University of Leuven; Eline Vanasseche, Catholic Universiteit Leuven
Forming, Framing, and Linking in Developing Self-Study of Teacher Education Practices (S-STEP) Research Questions. Stefinee E. Pinnegar; Brigham Young University; Mary Lynn Hamilton, The University of Kansas
Development of a Postlesson Observation Conferencing Protocol: Situated in Theory, Research, and Practice. Elizabeth Gayle Soslau, University of Delaware
Do Re ME: Finding Our Reflection in the Collaborative Self-Study of a Music Education Course. Ann Marie Stanley, University of Rochester; Lynn Grossman, Helendale Road Primary School, East Irondequoit, NY
Meaning and Utility of Instructor Teaching Evaluations. Katheryn East, University of Northern Iowa
Discussants: Valeria A. Allison-Roan, Susquehanna University; Tom Russell, Queen’s University

62.077. Semiotic Understandings of Education. SIG-Semiotics in Education; Paper Session
Convention Center, 100 Level, 125; 4:05-5:35pm
Chair: Elvira K. Katic, Ramapo College
Participants:
Cross-Cultural Communication: Practices of Translation on a University-Community Outreach Project. Leah Anne Teeters, University of Colorado - Boulder
From Gesture/Object to Writing/Image: Semiotic Transformations in Adolescents’ Engineering Designs. Amy Alexandra Wilson, Utah State
62.078. Exemplary Elementary Social Studies in an Age of Standardized Testing, SIG-Social Studies Research; Symposium
Marriott, Fourth Level, 406; 4:05-5:35pm
Chair: Andrea S. Libresco, Hofstra University
Participants:
Multiple Intelligences Theory to Practice in Third Grade: Call All Children to Learn. Karen Nicol LeCompte, Baylor University
Fostering Civic Efficacy and Action Through Fifth Graders’ Civic Zines. Roi Kawai, The Pennsylvania State University; Stephanie C. Serriere, The Pennsylvania State University; Dana L. Mitra, The Pennsylvania State University
Listening to and Nurturing Interested, Passionate, and Thoughtful Sixth Graders. Andrea S. Libresco, Hofstra University
Discussant: Sherry L. Field, Arkansas Tech University

62.079. Teacher Researchers Learning to Advocate for Diversity in Sexual Identity and Gender Expression in Schools. SIG-Teacher as Researcher; Symposium
Marriott, Fourth Level, 407; 4:05-5:35pm
Chair: Jill Marie Smith, The Ohio State University - Columbus
Participants:
Families Impacted by Homophobia, Heterosexism, and Transphobia in Schools. Mollie V. Blackburn, The Ohio State University
Support and Nonsupport by LGBTQQ and Gender-Creative Students in Schools. Kim Swenson, Westerville City Schools; Courtney Johnson, Columbus City Schools
Possibilities for and Barriers to Support: The Role of Teachers. Ryan Schey, Delaware City Schools; Dorothy Sattan, Metro Early College High School
Possibilities for and Barriers to Support: The Role of Administrators and Other School Personnel. Caroline T. Clark, The Ohio State University - Columbus
Discussant: Katherine Schultz, Mills College

62.080. Technology Tools for Learning and Identity Development Among Teachers and Students. SIG-Technology as an Agent of Change in Teaching and Learning; Paper Session
Marriott, Fifth Level, Grand Ballroom H; 4:05-5:35pm
Chair: Annette M. Zeblin, Westat
Participants:
Getting Uncomfortable: Identity Exploration in a Multiclass Blog. Jennifer Jill Kidd, Old Dominion University; Rochelle Rodrigo, Old Dominion University; Jeffrey G. Toussaint, Old Dominion University
The Possibilities of Quad Blogging in Middle School: Authentic Writing, Collaborative Inquiry, and Social Action. Marjorie E. Madden, Rowan University; Valerie G. Lee, Rowan University
Building Teacher Resilience Through the Use of Mobile Devices: A Case Study. Irina Fallas, University of North Carolina - Pembroke; Rita Anne Hagevik, The University of North Carolina at Pembroke
Using Video and a Structured Observation Framework to Foster Preservice Teachers’ Reflective Capacity. Kim Lebak, Richard Stockton College of New Jersey
Discussant: Saadia A. Khan, Teachers College, Columbia University

62.081. Reading as Possibility: Constructing a New Theoretical and Empirical Foundation for Equity and Imagination in Reading Education. SIG-Writing and Literacies; Invited Session
Convention Center, 100 Level, 119B; 4:05-5:35pm
Chair: Patricia E. Enciso, The Ohio State University
Participants:
62.082-4. How Teachers Teach in Response to Top-Down Mandates and Policies in Education. Division G - Social Context of Education; Roundtable Session
Convention Center, Terrrace Level, Terrace III; 4:05-5:35pm
Chair: Laura A. Roy, The Pennsylvania State University
Participants:
The Interpretation and Implementation of Common Planning Time: How Teachers Make Sense of a Top-Down Mandate. Amy Orange, University of Houston - Clear Lake
Reading, Reforms, and Resources: How Elementary Teachers Teach Literacy in Contexts of Mandated Curriculum and Educational Policies. Chad H. Waldron, Michigan State University
Reading, Writing, and Ratings: Literacy Teachers’ Notions of Effectiveness Within a New Teacher Evaluation System. Francine Del Vecchio, Caldwell College
“We Also Can’t Evaluate What We Don’t Know”: Cultural Competence in Assessment and Evaluation for Teacher Quality. Gail M. Perry-Ryder, Montclair State University; Douglas B. Larkin, Montclair State University

Convention Center, Terrrace Level, Terrace III; 4:05-5:35pm
Chair: Jennifer Buehler, Saint Louis University
Participants:
Beyond “Building Bridges”: Repertoires as a Necessary Educational Metaphor in a Hybrid Society. Michael Metz, Stanford University
Constructions of Racism: Learning Racism in the New Media. Angela E. Arzubiaga, Arizona State University; Kathy Nakagawa, Arizona State University
Teacher Identity and Policy-as-Practice in the Figured World of an English Literacy and Civics Education Classroom. Dina A. Lopez, City College of New York - CUNY

Convention Center, Terrrace Level, Terrace III; 4:05-5:35pm
Chair: Michelle Talbert-Horsey, Duquesne University
Participants:
From “Si Se Puede” to “Échale Ganas”: Transforming the Migrant Life Narrative Through Debate Tournaments. Julie Antilla, Seattle Pacific University
Transformation in the Literary Transaction: Relationships Between “Trauma” Texts and Traumatic Histories. Tracey Psycher, University of Minnesota; Anne Crampton, University of Minnesota

Convention Center, Terrrace Level, Terrace III; 4:05-5:35pm
Chair: Neriko Doerr, Ramapo College
Participants:
Learning Japanese Language in a Community of Practice: A Case for Studying the 2011 Tohoku Earthquake. Juko Takahashi, University of Massachusetts - Amherst
Theory and Practice in Pedagogy: Japan’s March 11 and Its Aftermath in the United States. Haeng-ja Chung, Hamilton College

62.082-8. Peer Networks in the Context of Multiple Languages and Literacies. Division G - Social Context of Education; Roundtable Session
Convention Center, Terrrace Level, Terrace III; 4:05-5:35pm
Chair: Youngjoo Yi, The Ohio State University - Columbus
Participants:
Speaking Spanglish con los Friends: The Promise and Challenge of Translingual Literary Practices. José Ramón Lizárraga, University of California - Berkeley; John Michael Scott, University of California - Berkeley; Glynna A. Hull, University of California - Berkeley
Languages Across Borders: Social Network Development in an Adolescent Two-Way Language Program. Amanda Kibler, University of Virginia; Allison C. Atteherry, University of Virginia; Christine Hardigree, University of Virginia; April Simon Salerno, University of Virginia
The Role of Peer Relationships/Interactions in Preschool Bilingual Children’s Responses to Picture Books. So Jung Kim, University of Texas at El Paso

62.082-9. Postsecondary Experiences in the Context of Multiple Languages and Literacies. Division G - Social Context of Education; Roundtable Session
Convention Center, Terrrace Level, Terrace III; 4:05-5:35pm
Chair: Ana M. Hernandez, California State University - San Marcos
Participants:
Success Stories: Latina/o High Schoolers Share About Their Bilingualism, Community Involvement, and Path to College. Noah Borrero, University of San Francisco
Young Men’s Trajectories, Identities, and Networks in the Postschool Year in Australia. Garth Stahl, University of South Australia; Sue Mary Nichols, University of South Australia
Church-Based Adult ESL Education as a Transformation Toward Humanization: Language, Pedagogy, and Identity. Xia Chao, Montana State University - Billings

Convention Center, Terrrace Level, Terrace III; 4:05-5:35pm
Chair: Jeanine M. Staples, The Pennsylvania State University
Participants:
Children’s Collaborative Skills as a Mediator of the Relation Between Peer Victimization and Academic Achievement. Khairamissa Cortes, Arizona State University; Becky Kochenderfer-Ladd, Arizona State University - Tempe
Mothers to Sons: African American Mothers Raising and Loving High-Achieving African American Males. Brian L. Wright, The University of Memphis
Holding Students to High Academic Expectations: Local Constructions of Face-Work and Warm Demands. Judith L. Pace, University of San Francisco

62.082-11. What Does It Mean to “Care”? Experiences of Black Student Teachers, Black Students, and Black Teacher Mentors. Division G - Social Context of Education; Roundtable Session
Convention Center, Terrrace Level, Terrace III; 4:05-5:35pm
Chair: Emery Marc Petchauer, Oakland University
Participants:
A Microethnographic Study of “Politicized Caring” in an All-Black, All-Male Alternative Classroom Setting. Sephehr Yaki, University of California - Berkeley; Maxine Ramona McKinley de Rosston, University of California - Berkeley; Jarvis Ray Gaines, University of California - Berkeley; Kihana Miraya Ross, University of California - Berkeley; Nailah Suad Nasir, University of California - Berkeley
Teacher Mentoring in an Urban Environment: Black Mentors and White Teachers. Charel Shakeshaft, Virginia Commonwealth University; Wendi Moss
Narratives of Two Black Student Teachers in Rural Appalachia. Lisa Harrison, Ohio University; Jennifer Y. Chung, Drake University

62.082-12. Supporting Adolescents in School: Issues and Challenges. SIG-Adolescence and Youth Development; Roundtable Session
Sunday Afternoon, April 6, 2014
Convention Center, Terrace Level, Terrace III; 4:05-5:35pm
Chair: Cathy C. Leogrande, Le Moyne College
Participants:
An Investigation of a Multidimensional Concept of Social Support Predicting African American/Hispanic Students’ Mathematics Achievement. Arlene Harrison, Howard County Public School System; Mark J. Fenster, College of Notre Dame of Maryland
The Relationship Between Social Capital and School-Related Outcomes for Youth With Disabilities. Yon Kim Pham, University of New Mexico
Cultivating “Grits” for STEM: Contrarian Perspectives of Parents on Failure and Expectations of Gendered Norms. Rashmi Kumar, University of Pennsylvania

62.082-13. Teachers’ Identities and Perspectives on Teaching. SIG-Lives of Teachers; Roundtable Session
Convention Center, Terrace Level, Terrace III; 4:05-5:35pm
Chair: Katherine Rene Evans, Eastern Mennonite University
Participants:
Changes in Professional Identity During the First Eight Years of Teaching: Findings of a Longitudinal Study. Clive M. Beck, OISE/University of Toronto; Clare Kosnik, University of Toronto; Rosanne B. Brown, Peel District School Board; Viola Cleovoulou, OISE/University of Toronto; Judy A. Caufield, Ontario Institute for Studies in Education/University of Toronto; Shelley Murphy, OISE/University of Toronto; Kirsten Tenebaum, University of Toronto
Intersections of Teacher Visioning and Adaptability: A Multicase Study of Elementary Teachers’ Visions and Instructional Adaptations. Margaret Vaughn, University of Idaho
Moving Beyond Blame: Sociocultural and Critical Approaches to Early-Career Teacher Resilience. Barry Down, Murdoch University; Anna M. Sullivan, University of South Australia; Bruce Raymond Johnson, University of South Australia
Navigating the Crooked Room: Portraits of Three African American K-12 Art Teachers Reconciling Multiple Identities. Gloria J. Wilson, University of Georgia
Teachers Talking About Teaching: An Informal Learning Experience. Giancarlo Gola, University of Trieste; Elena Jurasevich-Harrison, International Baccalaureate

Convention Center, Terrace Level, Terrace III; 4:05-5:35pm
Chair: Daniella Ann Cook, University of South Carolina - Columbia
Participants:
Positionality and Racialization in a Participatory Action Research Project: Reflections and Insights From a School Reform Collaboration. Elizabeth R. Drame, University of Wisconsin - Milwaukee; Decoteau J. Irby, University of Wisconsin - Milwaukee
Stop Being So Sensitive: An Examination of How Subtle Racism Is Perceived at Amherst College. Amanda Rodriguez-Newhall, Amherst College
Using Counterstories to Challenge Dominant Narratives About Students of Color at a Predominantly White University. Marla De Rosa, Boston College; Audrey Guerrero; Olivia Sterling; Esther Pacheco

62.082-15. Listening to Women’s Voices Through the Lens of Science, Math, and Technology. SIG-Research on Women and Education; Roundtable Session
Convention Center, Terrace Level, Terrace III; 4:05-5:35pm
Chair: Michele Jean Sims, The University of Alabama - Birmingham
Participants:
A Comparative Analysis of Female Chemists in the Physical Sciences: Motivation and Background Factors. Katherine P. Dehney, Virginia Commonwealth University; Robert H. Tai, University of Virginia
Voices of Successful Women Community College Students in STEM Fields. Courtney Rudd, San Francisco State University
“Technologies of Nonviolence”: Digital Literacy and Social Media in Addressing Sexual Violence. Claudia Mitchell, McGill University; Relebohile Moletsane, University of KwaZulu-Natal; Katie MacEntee, McGill University; Lisa Wiebesiek; Connie Morrison, Memorial University

Convention Center, Terrace Level, Terrace III; 4:05-5:35pm
Chair: Erika Feinman, Brigham Young University
Participants:
Language Learning, Maintenance, and Play Through Multimodal Literacy Practices on Facebook. Delilah Omerbashic
Time, Education, and Youth Culture: An Anthropological Analysis of Temporal Literacies in the Digital Age. Julia Cassman Duncehon, University of Southern California; William G. Tierney, University of Southern California
A Critical Case Study on a Computer-assisted Multiliteracies Program (CaMP) in an English-as-a-Foreign-Language Classroom. Kyung Ree Lee, University of Toronto - OISE; Clare M. Brett, University of Toronto
What Factors Impact on Primary Students Using the Internet and Media for Learning and Entertainment at Home? Jinyan Lu, The University of Hong Kong; Qiang Hao, University of Georgia

62.083. Poster Session 15; Poster Session
62.083-1. Pushing Student Engagement in Constructivist and Critical Learning Environments. Division K - Teaching and Teacher Education; Poster Session
Convention Center, 200 Level, Hall E; 4:05-5:35pm
Posters:
1. Beneath the Surface: Representations of Gender, Race, and Sexuality on Young Adult Literature Book Covers. Desirae Eva Krell, University of Florida; Kathleen C. Colantonio-Yurko, University of Florida
2. From Conflict to Complement: Embedding Standards Reform in Constructivist Learning. Mary Lee Danielson, Metropolitan State University of Denver; Katherine Kramer; Carroll University; Kimberly R. White, Carroll University

62.083-2. The Lives of Teachers: Poster Session. Division K - Teaching and Teacher Education; Poster Session
Convention Center, 200 Level, Hall E; 4:05-5:35pm
Posters:
3. Developing Dialogic Pedagogy: Reflecting on Critical Incidents Indicating Teachers’ Changing Practice. Suzanne Porath, Edgewood College
4. Examining Educative Experiences: Critically Reading Teacher Education Practices in a Public Homeplace. Christi Edge, Northern Michigan University; Bethney Bergh, Northern Michigan University; Abby Cameron-Standerford, Northern Michigan University
5. From Student to Beginning Teacher: Learning Strengths and Teaching Challenges. Monica Eileen McGlynn-Stewart, George Brown College
6. High-Stakes Tests and Stress in the Classroom: Teachers’ Perspectives. Heather S Dawson, Virginia Commonwealth University; Heather Carlson-Iajue, Virginia Commonwealth University; JK Stringer, Virginia Commonwealth University
7. Leveraging Teacher Leadership in a District’s Initiative to Scale Up and Sustain an Evidence-Based Practice. Karla Scornavacca, University of Colorado - Boulder; Alison Gould Boardman, University of Colorado - Boulder; Janette K. Klingner, University of Colorado - Boulder
8. Reflective Journals in Preservice Language Teacher Education: A Discursive Psychology Approach to Analysis. Amber N. Warren, Indiana University - Bloomington; Beth L. Samuelson, Indiana University - Bloomington
9. Spoken Stories: A Narrative Inquiry on the Lives and Experiences of “ Outsider Teachers”. Sara Makris, University of Maryland - College Park
10. Teacher Inquiry’s Role in Developing an Asset-Based, Language-Focused Approach to Effectively Teaching English Learners. Sarah Capitelli, University of San Francisco
11. Teachers’ Sense of Efficacy in Schools Implementing an Optimized Student Support Model. Michael Capavona, Boston College; Anastasia E. Raczet, Boston College; Evan Michel, Boston College; Claire Foley, Boston College; Mary Walsh, Boston College
12. Texas and Massachusetts Biology Teachers’ Attitudes Toward Evolution. Richard Howarth, University of Massachusetts - Lowell
13. The Core Practices Movement and Its Influence on the Teaching and Perspectives of Novice Teacher Educators. Jessica DeMink-Carthew, University of Maryland - College Park; Margaret Polizos Peterson, University of Maryland; Rebecca Hessong Grove
14. The Ignored Religious Other: Atheist Preservice Teachers and the Teaching of World Religions. Derek L. Anderson, Northern Michigan University; Holly Mathys, Northern Michigan University; Tanya Cook, Northern Michigan University
15. Third Space as Teacher Agency: Enacting the National Integrated Curriculum. Junghyun Kim, Seoul National University

62.083-3. Instructional and Learner Factors That Affect Student Outcomes. Division C - Learning and Instruction; Poster Session

Posters:
17. Comparing Efficiency Between Correct and Incorrect Worked Examples. Steven K Peterson, Haverford High School; Julie L. Booth, Temple University
18. Training Effects on Children’s Spatial Abilities as Related to Age and Sex. Billie Elam, University of Haifa; Uri Alon
21. The Effects of Cognitive Training on the Skill and Will to Study in College Students. Dharma Jairam, Pennsylvania State University
22. Procrastination and Delay: Exploring Differences in Intentional and Unintentional Delays. Chad C. Mortensen, University of Oklahoma; Raymond B. Miller, University of Oklahoma
23. Developing and Utilizing Teachers’ TARGETS Self-Report Survey. Dana Vedder-Weiss, Weizmann Institute of Science
24. Does Experience Affect Perceptions of Interest and Relevance When Reading a Narrative Classroom Case? Sara A. Abercrombie, Bowling Green State University; Ellen Lambert, Bowling Green State University
25. Teachers’ Emotions, Emotion Regulation, and Classroom Management Efficacy. Mikiyoung Lee, University of Munich; Paul A. Schutz, The University of Texas - San Antonio; Jamie Taxer; Ludwig-Maximilians-Universität München; Reinhard Pekrun, University of Munich; Elisabeth Meier, University of Munich; Xiubo Xie, University of Munich
26. Goal Complexes: Approaching the Task to Develop Rather Than Demonstrate Ability. Flavia A. Hodis, Victoria University of Wellington; Carolyn Tait, Victoria University Wellington; Georgeta M Hodis, Massey University; Monica Alexandra Hodis, St. John Fisher College; Eusebio Scornavacca, Victoria University of Wellington
27. The Expectancy for Academic Success Scale for College Students. Fan Wu, University of Houston; Weihua Fan, University of Houston; Richard Olenchak, University of Houston
28. An Intervention to Increase Growth Mind-Set Among Preservice Teachers. David A. Bergin, University of Missouri; Yaron Li; John Taylor; Mary Elizabeth Maher, University of Missouri - Columbia; Xintong Li, University of Missouri - Columbia
29. Language Development and Conduct Problems: Social Context in Classroom Matters. Myrthe Haster, VU University Amsterdam; Ron Oostdam, University of Amsterdam; Pol A. C. Lier, VU University Amsterdam

62.083-4. STEM Education in K-12 and Higher Education. Division C - Learning and Instruction; Poster Session

Convention Center, 200 Level, Hall E; 4:05-5:35pm

Posters:
30. A Case Study of Progressive Disciplinary Engagement in a Complex Virtual Engineering Task: Framing and Negotiating Accountability, Authority, and Access to the Discipline. Debra May Gibboua, Oregon State University; Susan B. Nolen, University of Washington - Seattle; Milo D Koresky, Oregon State University
31. Collaborative Learning and Computational Thinking in a Robotics Competition. Wenyen Huang, University of California - Davis; Tobin White, University of California - Davis; Scot McRobert Sutherland, University of California - Davis
32. Cultural Resources Mediating the Identity Development of Females in Engineering and Computer Science. Pei-Ling Hsu, University of Texas - El Paso; Elsa Quinata Villa, The University of Texas - El Paso
33. Developing Computational Thinkers: A Working Example for Using App Programming With Middle School Students. D Matthew Boyer, Clemson University; Danielle Christine Herro, Clemson University; Christina M. Gardner, Georgia Institute of Technology
34. Empowering Underrepresented Middle School Youth in Engineering Knowledge and Productive Identity Work. Angela Calabrese Barton, Michigan State University; Edha Tan, University of North Carolina at Greensboro
35. Examination of Differences in Science Professional Development Delivery of the Engineering Design Process. Michael E. Grubbs, Virginia Polytechnic Institute and State University; Tyler Scott Love, Virginia Polytechnic Institute and State University; David E. Long, George Mason University; Donna R. Sterling, George Mason University
36. From “Tech Geeks” to “Collaborative Makers”: A New Agenda for Children’s Programming. William Quinn Burke, College of Charleston; Yasmin B. Kafai, University of Pennsylvania
37. Peer Instruction: Learning After Peer Discussion. Leo Porter, Skidmore College; Daniel Zingaro, University of Toronto
39. Teaching Design Process Skills by the Quality Model Improves Design Performance. Judith Eileen Sims-Knight, University of Massachusetts - Dartmouth; Paul Fortier, University of Massachusetts - Dartmouth; Benjamin Viall, University of Massachusetts - Dartmouth; Adam Young, University of Colorado

62.083-5. Poster Fair B: Data Use and Research in the Schools. Division H - Research, Evaluation and Assessment in Schools; Poster Session

Convention Center, 200 Level, Hall E; 4:05-5:35pm

Posters:
40. Building Capacity for Improvement Through Collaboration: Findings From the National Center on Scaling Up Effective Schools. Christopher Harrison, University of North Carolina - Chapel Hill; Christopher Hyde redding, Vanderbilt University - Peabody College; Stephanie Brown, Florida State University; John Wachen, University of North Carolina - Chapel Hill; Jason Miller, Vanderbilt University - Peabody College; Allison Rose Socel, University of North Carolina - Chapel Hill
41. Early Results From the Proficiency-Based Assessment and Reassessment of Learning Outcomes System, a National Science Foundation-Funded Randomized Controlled Trial. Michael A. Posner, Villanova University; Jennifer Ellis, Villanova University; Nancy Lawrence, 21st Century Partnership for STEM Education; Kathleen Krier; 21st Century Partnership for STEM Education
42. Enhancing Ninth-Grade Academics Using Collaborative, Design-Based Research. Nettie E. Legters, Johns Hopkins University; Leigh Parise, MDRC
43. Heterogeneous Charter School Impacts on Student Achievement. Hiren Dhiriya, Nivas, Abt Associates Inc.
44. High School Factors Contributing to College Readiness as Measured by the ACCUPLACER Placement Test. Shicheng Liu, Montgomery County Public Schools; Julie Wade, Montgomery County Public Schools
45. Impact of Early Entrance to Kindergarten on Academic Performance and Behaviors. Huafang Zhao, Montgomery County Public Schools
46. Implementing an Early Warning Indicator and Intervention System in Southern High Schools: First-Year Findings. Marcia H. Davis, Johns Hopkins University; Martha Abeele Mac Iver, Johns Hopkins University; Marc L. Stein, Johns Hopkins University; Joanna Hornig Fox, Johns Hopkins University
47. Indexing Metadata to Establish Internal and External Validity. Glynn Ligon, ESP Solutions Group
48. Investigating the Relationship Between Math and Science Achievement: Parallel Process Model. Sungmin Moon, University of California - Santa Barbara
49. Looking Back on Year 1: Teachers’ and Principals’ Perspective on the Common Core. Lauren H. Bryant, North Carolina State University; Avril Smart, North Carolina State University
51. What Is It Like to Be a Guinea Pig? Teacher Experiences in a
Sunday, April 6, 2014

**Goverance Meetings and Events**

**63.001. Orientation Session for Newly Appointed Committee Chairs and Members.** AERA Governance; Governance Session
Chair: Felice J. Levine, American Educational Research Association

**Division Sessions**

**64.010. Division D 2014 In-Progress Research Gala (an Invited Poster Session).** Division D - Measurement and Research Methodology; Invited Session
Chair: Emily R. Dickinson, Human Resources Research Organization

**SIG Sessions**

**64.011. Action Research SIG Business Meeting.** SIG-Action Research; Business Meeting
Chair: Dannelle D. Stevens, Portland State University

**64.012. Adolescence and Youth Development SIG Business Meeting.** SIG-Adolescence and Youth Development; Business Meeting
Chair: Cathy C. Leogrande, Le Moyne College

**64.013. Applied Research in Immersive Environments for Learning SIG Business Meeting.** SIG-Applied Research in Immersive Environments for Learning; Business Meeting
Chair: Amelia Cheney, Appalachian State University

**64.014. Arts and Inquiry in the Visual and Performing Arts in Education SIG Business Meeting: Feast of Friends.** SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Business Meeting
Chair: Kathryn Ann Ricketts, Simon Fraser University

**64.015. Bilingual Education Research SIG Business Meeting.** SIG-Bilingual Education Research; Business Meeting
Chair: Heriberto Godina, The University of Texas - El Paso; Mileidis Gort, The Ohio State University; Kate Menken, City University of New York
Speaker: Nancy H. Hornberger, University of Pennsylvania

**64.016. Career and Technical Education SIG Business Meeting.** SIG-Career and Technical Education; Business Meeting
Chair: Edward Charles Fletcher, University of South Florida

**64.017. Caribbean and African Studies in Education SIG Business Meeting.** SIG-Caribbean and African Studies in Education; Business Meeting
Chair: Shane P. Martin, Loyola Marymount University

**64.018. Catholic Education SIG Business Meeting.** SIG-Catholic Education; Business Meeting
Chair: Evrim Baran, Middle East Technical University

**64.020. Critical Examination of Race, Ethnicity, Class, and Gender in Education SIG Business Meeting: Guest Speaker Peggy McIntosh.** SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Business Meeting
Chair: Deneese L. Jones, Drake University
Speaker: Peggy McIntosh, Wellesley College

**64.021. Critical Issues in Curriculum and Cultural Studies SIG Business Meeting.** SIG-Critical Issues in Curriculum and Cultural Studies; Business Meeting
Chair: Jake Burdick, Purdue University
Participants: Julie Garlen Maudlin, Georgia Southern University; Michael Patrick O’Malley, Texas State University; Gabriel Stephen Hustedton, Indiana University; William H. Schubert, University of Illinois at Chicago; Janet L. Miller, Teachers College, Columbia University
Participant:
Critical Conversations: The Future of Transdisciplinary Research of Education as Experience. Julie Garlen Maudlin, Georgia Southern University; Jake Burdick, Purdue University

**64.022. Doctoral Education across the Disciplines SIG Business Meeting.** SIG-Doctoral Education across the Disciplines; Business Meeting
Chair: Karri A. Holley, The University of Alabama

**64.023. Environmental Education SIG Business Meeting: Tensions and Tendencies for the Field’s Future.** SIG-Environmental Education; Business Meeting
Chair: Richard V. Kahn, Antioch University Los Angeles
Speaker: David A. Greenwood, Lakehead University

**64.024. Fiscal Issues, Policy, and Education Finance SIG Business Meeting.** SIG-Fiscal Issues, Policy, and Education Finance; Business Meeting
Chair: Tammy Kolbe, The University of Vermont

**64.025. Instructional Technology SIG Business Meeting.** SIG-Instructional Technology; Business Meeting
Chair: Michael M. Grant, The University of Memphis
64.026. Ivan Illich SIG Business Meeting. SIG-Ivan Illich; Business Meeting
Convention Center, 100 Level, 115B; 6:15-7:45pm
Chair: Dana L. Stuchul, The Pennsylvania State University

64.027. Law and Education SIG Business Meeting. SIG-Law and Education; Business Meeting
Convention Center, 100 Level, 115C; 6:15-7:45pm
Chair: Belinda M. Combre, West Baton Rouge Parish Schools
Participant: Janet R. Decker, Indiana University - Bloomington

64.028. Learning and Teaching in Educational Leadership SIG Business Meeting. SIG-Learning and Teaching in Educational Leadership; Business Meeting
Convention Center, 100 Level, 102A; 6:15-7:45pm
Chair: Liz Hollingworth, University of Iowa
Participants: Arnold B. Danzig, San Jose State University; Beverly J. Irby, Texas A&M University - College Station; Donald G. Hackmann, University of Illinois; Ellen H. Reames, Auburn University; Karen L. Sanzo, Old Dominion University; Jennifer K. Clayton, The George Washington University; Daniel Reyes-Guerra, Florida Atlantic University; Tak C. Chan, Kennesaw State University; Jennifer Ingrid Friend, University of Missouri - Kansas City

64.029. Media, Culture, and Curriculum SIG Business Meeting. SIG-Media, Culture, and Curriculum; Business Meeting
Convention Center, 100 Level, 119A; 6:15-7:45pm
Chair: Crystle Martin, University of California - Irvine

64.030. Motivation in Education SIG Business Meeting and Reception. SIG-Motivation in Education; Business Meeting
Convention Center, 100 Level, 120B; 6:15-7:45pm
Chair: Helen M.G. Watt, Monash University

64.031. Multicultural/Multiethnic Education SIG Business Meeting. SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Business Meeting
Convention Center, 200 Level, 203A; 6:15-7:45pm
Chair: Gabriel Encontrías

64.032. Music Education SIG Business Meeting. SIG-Music Education; Business Meeting
Marriott, Fifth Level, Grand Ballroom K; 6:15-7:45pm
Chair: Joshua Alexander Russell, University of Hartford
Participant: Paul Cameron Gorski, George Mason University

64.033. Narrative Research SIG Business Meeting. SIG-Narrative Research; Business Meeting
Convention Center, 100 Level, 116; 6:15-7:45pm
Chairs: Vicki Ross, Northern Arizona University; Elaine Chan, University of Nebraska - Lincoln
Participants: D. Jean Clandinin, University of Alberta; Cheryl J. Craig, University of Houston
Participant: On Telling Tales out of School. Philip W. Jackson, University of Chicago

64.034. Politics of Education SIG Business Meeting. SIG-Politics of Education; Business Meeting
Convention Center, 100 Level, 118A; 6:15-7:45pm
Chair: Bonnie Carol Fusarelli, North Carolina State University
Speaker: Bonnie Carol Fusarelli, North Carolina State University

64.035. Professors of Educational Research SIG Business Meeting. SIG-Professors of Educational Research; Business Meeting
Convention Center, 100 Level, 104B; 6:15-7:45pm
Chair: Amanda Mulcahy Maddocks, Concordia University

64.036. Qualitative Research SIG Business Meeting. SIG- Qualitative Research; Business Meeting
Convention Center, 100 Level, 119B; 6:15-7:45pm
Chair: Mirka E. Koro-Ljungberg, University of Florida

64.037. Religion and Education SIG Business Meeting. SIG-Religion and Education; Business Meeting
Convention Center, 100 Level, 109A; 6:15-7:45pm
Chair: Michael D. Waggoner, University of Northern Iowa

64.038. Research Focus on Black Education SIG Business Meeting and the W. E. B. DuBois Distinguished Lecture. SIG-Research Focus on Black Education; Business Meeting
Convention Center, 100 Level, 114; 6:15-7:45pm
Chair: Chance W. Lewis, University of North Carolina - Charlotte

64.039. Research on Learning and Instruction in Physical Education SIG Business Meeting. SIG-Research on Learning and Instruction in Physical Education; Business Meeting
Convention Center, 100 Level, 113C; 6:15-7:45pm
Chair: Dominique Banville, George Mason University

64.040. Research on Teacher Induction SIG Business Meeting. SIG-Research on Teacher Induction; Business Meeting
Convention Center, 100 Level, 102B; 6:15-7:45pm
Chair: Andrea M. Kent, University of South Alabama

64.041. Research on the Education of Asian Pacific Americans SIG Business Meeting: Mapping New Directions in Asian American and Pacific Islander Education. SIG-Research on the Education of Asian and Pacific Americans; Business Meeting
Convention Center, 100 Level, 121B; 6:15-7:45pm
Chair: Samuel D. Museus, University of Denver

64.042. Research on the Education of Deaf Persons SIG Business Meeting. SIG-Research on the Education of Deaf Persons; Business Meeting
Convention Center, 100 Level, 103A; 6:15-7:45pm
Chair: Connie C. Mayer, York University

64.043. School Community, Climate, and Culture SIG Business Meeting. SIG-School Community, Climate, and Culture; Business Meeting
Convention Center, 100 Level, 115A; 6:15-7:45pm

64.044. School Indicators, Profiles, and Accountability SIG Business Meeting. SIG-School Indicators, Profiles, and Accountability; Business Meeting
Marriott, Fifth Level, Grand Ballroom L; 6:15-7:45pm

64.045. Semiotics in Education SIG Business Meeting: Signs, Meanings, and Multimodality. SIG-Semiotics in Education; Business Meeting
Convention Center, 100 Level, 124; 6:15-7:45pm
Chair: Elvira K. Katic, Ramapo College

64.046. Social Studies Research SIG Business Meeting. SIG-Social Studies Research; Business Meeting
Convention Center, 200 Level, 203B; 6:15-7:45pm
Chair: Paul G. Fitchett, University of North Carolina - Charlotte

64.047. Teacher as Researcher SIG Business Meeting: An Intimate Conversation About Teacher Research With Cynthia Ballenger. SIG-Teacher as Researcher; Business Meeting
Convention Center, 100 Level, 120C; 6:15-7:45pm
Chairs: Megan Blumenreich, City College of New York - CUNY; Christopher C. Martell, Boston University; Annie Adamian, University of San Francisco
Speaker: Cindy Ballenger, Tufts University

64.048. Teacher’s Work/Teachers Unions SIG Business Meeting. The Latino American Network for the Study of Teacher’s Work (RED ESTRADO): Connecting Labor, Research, and Practice. SIG-Teacher’s Work/Teachers Unions; Business Meeting
Convention Center, 100 Level, 111B; 6:15-7:45pm
Participants: Dalila Andrade Oliveira, ANPED; Myriam Feldfeber, Universidad de Buenos Aires; Javier Campos-Martínez, University of Massachusetts - Amherst
Participant: The ESTRADO Network in the South American Region: Challenges and Benefits of Collaboration for Action. Vicente Sisto, Pontificia Universidad Católica de Valparaíso; Fernanda Safforuda, Universidad de Buenos Aires; Leonora Reyes, Universidad de Chile
6.049. Joint Test Validity Research and Evaluation SIG and Professional Licensure and Certification SIG Business Meeting, SIG-Joint 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

Sunday, 8:00 pm
SIG Sessions

6.010. 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

Monday, 7:00 am
Governance Meetings and Events

6.001. 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
Governance Meetings and Events

6.001. AERA Minority Fellows Mentoring Meeting With the Minority Fellowship Selection Committee: Closed Meeting. AERA Governance; Governance Session
Marriott, 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
Governance Meetings and Events

6.001. 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

Monday, 8:15 am
Presidential Sessions

6.010. 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 Philozone, 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

6.012. 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
Chair: Kathryn Struthers, University of Southern California; Tuesda 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

6.013. 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 Tofel-Grehl, Utah State University; Carolyn M. Callahan, University of Virginia; Elizabeth Jean Gabbins, University of Connecticut
Discussant: Winona M. Taylor, Bowie State University

6.014. 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. Cohorn, 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

Culture, Identity, Resilience Through Literacy, and Wraparound Identity-Focused Supports in an Urban High School. Carol D. Lee, Northwestern University
Toward a Multisited Sensibility for Research on Connected Learning Across Ecologies, Borders, and Diasporic Communities. Kris D. Gutierrez, University of Colorado - Boulder; Shirin Vossoughi, Stanford University
Discussant: Barbara Rogoff, University of California - Santa Cruz