Thursday Morning, April 16, 2015

Wednesday, 3:30 pm

SIG Sessions

6.010. A Site Visit to the Chicago Manufacturing Renaissance Council. SIG-Workplace Learning; Off-Site Visit
Austin Polytechnical Academy, 231 N. Pine Avenue, Chicago, IL; 3:30-6:00pm
Visit Leader: Ellen Mary Scully-Russ, The George Washington University
Participants: Martin Mulder, Wageningen University; Dan Swinney, Manufacturing Renaissance; Erica Swinney, Austin Polytechnical Academy; Susanne D.E. Weber, University of Munich

Wednesday, 5:00 pm

Division Sessions

7.010. Division K Graduate Student Preconference Seminar (Day 1 of 2). Division K - Teaching and Teacher Education; Graduate Student Seminar
Sheraton, Second Level, Superior A; 5:00-9:00pm
Chair: Mariana Souto-Manning, Teachers College, Columbia University
Participants: Cynthia B. Dillard, University of Georgia; Kevin Kumashiro, University of San Francisco; Sasi Long, University of South Carolina

7.011. Division K New Faculty Preconference Seminar (Day 1 of 2).
Division K - Teaching and Teacher Education; Mentoring Session
Sheraton, Second Level, Superior B; 5:00-9:00pm
Chairs: Clare Kosnik, University of Toronto; Renee T. Cliff, The University of Arizona
Participants: Renee T. Cliff, The University of Arizona; Thomas M. Dana, University of Florida; Valerie Kiozloch, The Ohio State University; Clare Kosnik, University of Toronto; Rich Milner, University of Pittsburgh

7.012. Division K TEACH Seminar for Advanced Graduate Students: Teaching for Equity, Action, and Change in Higher Education (Day 1 of 2). Division K - Teaching and Teacher Education; Graduate Student Seminar
Sheraton, Second Level, Huron; 5:00-9:00pm
Chair: Kimberly A. White-Smith, Chapman University
Participants: Antoinette S. Linton, California State University - Fullerton; Tueda Roberts, Michigan State University; Yolanda Sealey-Ruiz, Teachers College, Columbia University; Dianne L.H. Mark, Coastal Carolina University

Wednesday, 5:45 pm

Division Sessions

8.010. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by the University Council for Educational Administration, Division A, Division L, and SAGE
Publications: Reception and Dinner. Division A - Administration; Graduate Student Seminar
Hyatt, West Tower - Green Level, Crystal A; 5:45-8:00pm

Wednesday, 6:00 pm

Division Sessions

9.010. Division F Mentoring Seminar for Graduate Students and Junior Faculty: Reimagining History of Education in the 21st Century (Day 1 of 2). Division F - History and Historiography; Mentoring Session
Swissotel, Lucerne Level, Lucerne II; 6:00-9:00pm

Thursday, 7:30 am

Division Sessions

10.010. Division F Mentoring Seminar for Graduate Students and Junior Faculty: Reimagining History of Education in the 21st Century (Day 2 of 2). Division F - History and Historiography; Mentoring Session
Swissotel, Lucerne Level, Lucerne II; 7:30-11:45am

Thursday, 8:00 am

Professional Development Courses

11.010. An Introduction to Hierarchical Linear Modeling for Educational Researchers. Professional Development and Training Committee; Professional Development Course
Swissotel, Event Centre First Level, Zurich AB; 8:00am to 3:45pm
Instructors: D. Betsy Mccoach, University of Connecticut; Ann A. O’Connell, The Ohio State University

11.011. Analyzing NAEP Assessment Data With Plausible Values: Hands-On Practice Approach With the NAEP Sample Data File. Professional Development and Training Committee; Professional Development Course
Swissotel, Event Centre Second Level, St. Gallen 1; 8:00am to 3:45pm
Instructors: Emmanuel Sikali, U.S. Department of Education; Young Yee Kim, American Institutes for Research

11.012. Applying Critical Discourse Analysis in Education Research: Theory, Rigorous Method, and Possibilities for Application. Professional Development and Training Committee; Professional Development Course
Swissotel, Event Centre First Level, Zurich C; 8:00am to 3:45pm
Instructors: Mary Ryan, Queensland University of Technology; Jennifer Alford, Queensland University of Technology; Margaret Kettle, Queensland University of Technology

11.013. Bayesian Nonparametric Regression for Educational Research. Professional Development and Training Committee; Professional Development Course
Swissotel, Event Centre Second Level, Vevey 1&2; 8:00am to 3:45pm
Instructor: George Karabatsos, University of Illinois at Chicago

11.014. Coding Qualitative Data: A Survey of Selected Methods. Professional Development and Training Committee; Professional Development Course
Swissotel, Event Centre First Level, Zurich D; 8:00am to 3:45pm
Instructor: Johnny Saldana, Arizona State University

11.015. Cost and Cost-Effectiveness Analysis of Educational Programs. Professional Development and Training Committee; Professional Development Course
Swissotel, Event Centre Second Level, St. Gallen 2; 8:00am to 3:45pm
Instructors: Henry M. Levin, Teachers College, Columbia University; Fiona M. Hollands, Columbia University; Robert Shand, Teachers College, Columbia University

11.016. Improving Skills of School Leaders in Using Data to Drive Improvement: Building on a Tested District Model. Professional Development and Training Committee; Professional Development Course
Fairmont, Second Level, State; 8:00am to 3:45pm
Instructors: Bradley J. McMillen, Wake County Public School System; Colleen Graham Fueploh, Wake County Public School System; Nancy R. Baenen, Wake County Public School System; Sonya T. Stephens, Wake County Public School System; Rolf K. Blank, University of Chicago

11.017. Introduction to Systematic Review and Meta-Analysis. Professional Development and Training Committee; Professional Development Course
Swissotel, Event Centre Second Level, Montreux 1&2; 8:00am to 3:45pm
Instructors: Therese D. Pigott, Loyola University Chicago; Ryan Williams, American Institutes for Research; Joshua R. Polanin, Vanderbilt University - Peabody College

11.018. Narrative Inquiry in Education Research. Professional Development and Training Committee; Professional Development Course
Swissotel, Event Centre Second Level, Montreux 3; 8:00am to 3:45pm
Instructors: Colette Daude, City University of New York; Philip Kreniske, The CUNY Graduate Center

Swissotel, Event Centre First Level, Zurich F; 8:00am to 3:45pm
Instructors: Gretchen Givens Generet, Duquesne University; Lynda Treway; Institute for Educational Leadership

Swissotel, Event Centre First Level, Zurich G; 8:00am to 3:45pm
Instructors: Terrell Lamont Strayhorn, The Ohio State University; Royel Johnson, The Ohio State University - Columbus

11.021. Video Analysis With the Measures of Effective Teaching Longitudinal Database (MET LDB). Professional Development and Training Committee; Professional Development Course
Swissotel, Event Centre Second Level, St. Gallen 3; 8:00am to 3:45pm
Instructors: Johanna Bleckman, University of Michigan - Ann Arbor; Susan Jekielek, University of Michigan; Catherine A. McClellan, Clozwer Consulting; Rachael Gabriel, University of Connecticut; Tanner LeBaron Wallace, University of Pittsburgh

Division Sessions

11.022. Barbara L. Jackson Scholars Workshop Sponsored by Division A and the University Council for Educational Administration: Closed Session. Division A - Administration; Seminar
Hyatt, East Tower - Gold Level, Grand A; 8:00am to 12:00pm

11.023. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by the University Council for Educational Administration, Division A, Division L, and SAGE Publications (Day 2 of 2, Group 1). Division A - Administration; Graduate Student Seminar
Hyatt, West Tower - Silver Level, Horner; 8:00am to 12:00pm

11.024. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by the University Council for Educational Administration, Division A, Division L, and SAGE Publications (Day 2 of 2, Group 2). Division A - Administration; Graduate Student Seminar
Hyatt, West Tower - Gold Level, Toronto; 8:00am to 12:00pm

11.025. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by the University Council for Educational Administration, Division A, Division L, and SAGE Publications (Day 2 of 2, Group 3). Division A - Administration; Graduate Student Seminar
Hyatt, West Tower - Gold Level, Atlanta; 8:00am to 12:00pm

11.026. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by the University Council for Educational Administration, Division A, Division L, and SAGE Publications (Day 2 of 2, Group 4). Division A - Administration; Graduate Student Seminar
Hyatt, East Tower - Green Level, Plaza B; 8:00am to 12:00pm

11.027. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by the University Council for Educational Administration, Division A, Division L, and SAGE Publications (Day 2 of 2, Group 5). Division A - Administration; Graduate Student Seminar
Hyatt, West Tower - Silver Level, Dusabale; 8:00am to 12:00pm

11.028. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by the University Council for Educational Administration, Division A, Division L, and SAGE Publications (Day 2 of 2). Division A - Administration; Graduate Student Seminar
Hyatt, West Tower - Silver Level, Dusabale; 8:00am to 12:00pm

11.029. Division A Graduate Student Research Dialogic Forum. Division A - Administration; Graduate Student Seminar
Hyatt, East Tower - Bronze Level, Water Tower; 8:00-10:00am

11.030. Division C Graduate Student Seminar: Invitation Only (Day 2 of 2). Division C - Learning and Instruction; Graduate Student Seminar
Hyatt, East Tower - Gold Level, Grand B; 8:00am to 1:30pm

11.031. Division C New Faculty Mentoring Seminar: Invitation Only (Day 2 of 2). Division C - Learning and Instruction; Graduate Student Seminar
Hyatt, East Tower - Gold Level, Columbus CD; 8:00am to 1:30pm

Marriott, Fifth Level, Chicago FGH; 8:00-11:00am
Participants: Madhabi Chatterji, Teachers College, Columbia University; Courtney McKim, University of Wyoming; Jeffrey T. Steele, Pearson; Ayes Winton, York University; Jeffrey R. Harring, University of Maryland; Benjamin Kelcey, University of Cincinnati
Discussant: Jill L. Adelson, University of Louisville

11.033. Division E Early Career Preconference Workshop. Division E - Counseling and Human Development; Mentoring Session
Hyatt, West Tower - Gold Level, Hong Kong; 8:00am to 12:00pm

11.034. Division E Graduate Student Preconference Workshop. Division E - Counseling and Human Development; Graduate Student Seminar
Hyatt, West Tower - Gold Level, New Orleans; 8:00am to 12:00pm

11.035. Division G Graduate Student Mentoring Event: Closed Session. Division G - Social Context of Education; Mentoring Session
Marriott, Third Level, Kane/McHenry; 8:00am to 12:00pm
Participants: Adai A. Tefera, Arizona State University; Cassie Fay Quigley, Clemson University; Gerald Campano, University of Pennsylvania; Melanie Bertrand, Arizona State University; Terrell Lamont Strayhorn, The Ohio State University; Christopher B. Knaus, University of Washington - Tacoma; Alysson Tintiangco-Cubales, San Francisco State University; Eric Rico Gutstein, University of Illinois at Chicago; Rodney K. Hopson, George Mason University; Jeffrey M.R. Duncan-Andrade, San Francisco State University; Ernest D. Morrell, Teachers College, Columbia University

11.036. Navigating the Academy: A Seminar for Early-Career Scholars in Division G—Closed Session. Division G - Social Context of Education; Mentoring Session
Marriott, Sixth Level, Purdue/Wisconsin; 8:00am to 12:00pm

11.037. Division K Graduate Student Preconference Seminar (Day 2 of 2). Division K - Teaching and Teacher Education; Graduate Student Seminar
Sheraton, Second Level, Superior A; 8:00-11:45am
Chair: Mariana Souto-Manning, Teachers College, Columbia University
Participants: Cynthia B. Dillard, University of Georgia; Kevin Kumashiro, University of San Francisco; Susi Long, University of South Carolina

11.038. Division K New Faculty Preconference Seminar (Day 2 of 2). Division K - Teaching and Teacher Education; Mentoring Session
Sheraton, Second Level, Superior B; 8:00-11:45am
Thursday Afternoon, April 16, 2015

12.016. Division J Emerging Scholars Workshop (Day 2 of 2). Division J - Postsecondary Education; Mentoring Session
Hyatt, East Tower - Gold Level, Columbus AB; 9:00am to 12:00pm

Thursday, 10:00 am

AERA Sessions

13.010. Roots of Education for Social Justice on the Near West Side of Chicago: Jane Addams's Hull House. AERA Sessions; Off-Site Visit
Jane-Addams Hull-House Museum, 800 S. Halstead St., Chicago; 10:00am to 1:00pm
Participants: Mary Jo Deegan, University of Nebraska; Julio Guerrero (La Casa)
Visit Leader: Judith V. Torney-Porta, University of Maryland - College Park

Division Sessions

13.012. Division H Graduate Students/Early Career Mentoring Seminar.
Division H - Research, Evaluation and Assessment in Schools; Graduate Student Seminar
Marriott, Fourth Level, Clark; 10:00am to 12:00pm

Thursday, 12:00 pm

Governance Meetings and Events

14.001. AERA 2014–2015 Council Meeting. AERA Governance; Governance Session
Hyatt, West Tower - Green Level, Crystal A; 12:00-3:45pm
Chair: Joyce E. King, Georgia State University

AERA Related Activities

14.010. AERA Council of Editors: Closed Business Meeting. AERA Related Activities; Board Meeting
Hyatt, West Tower - Bronze Level, Water Tower; 12:00-2:00pm
Chair: John Neikirk, American Educational Research Association

Presidential Sessions

14.011. And We Are Still Not Saved (Redux): Critical Race Theory in Education 20 Years Later. AERA Presidential Session; Invited Speaker Session
Hyatt, East Tower - Gold Level, Grand CDEF; 12:00-2:00pm
Chairs: Adrienne D. Dixson, University of Illinois - Urbana-Champaign; Celia Rousseau Anderson, The University of Memphis; Janel K. Donnor, College of William and Mary
Participants: Adrienne D. Dixson, University of Illinois - Urbana-Champaign; Celia Rousseau Anderson, The University of Memphis
Lies, Myths, Stock Stories, and Other Troupes: Understanding Race and Whites’ Policy Preferences in Education. Janel K. Donnor, College of William and Mary
An Unwelcome Guest? The legitimate and radical place of CRT in England. David Gillborn, The University of Birmingham; Nicola Rollock, The University of Birmingham; Paul Warington, The University of Birmingham
Recreating The Village: An Examination of Policy and Practice that Mediate the Individual and Collective Engagement Practices of Black Middle Class Parents in Schools. Rema Ella Reynolds, University of
14.012. Toward Justice on Campus: Confronting a Culture of Sexual Violence. AERA Presidential Session; Invited Speaker Session

Hyatt, West Tower - Gold Level, Regency D; 12:00-1:30pm

Chair: Karen L. Graves, Denison University
Participants:
- Sexual Assault on American Campuses: A Brief Historical Overview.
  Linda M. Perkins, Claremont Graduate University
- Measuring Sexual Victimization Among College Students: Past, Present, and Future. Christopher Krebs, RTI International
- The Importance of Identifying and Training Potential Survival Allies Among Campus Employees. Stephanie Atella, Loyola University Wellness Center
- Sexual Violence on College Campuses: A University's Response and Protocol for Handling Gender-Based Misconduct Reports. Rabia Khan Harvey, Loyola University Chicago

Discussant: Laurel Kennedy, Denison University

14.013. Collaboration as an Antidote to Contested Spaces in Education: The Case of Northern Ireland, Israel, and Los Angeles. International Relations Committee; Symposium

Swissotel, Event Centre First Level, Zurich F; 12:00-1:30pm

Chair: Shane P. Martin, Loyola Marymount University
Participants:
- The Sharing Education Programme in Northern Ireland. Tony M. Gallagher, Queen's University; Gavin Duffy, Queen's University - Belfast; Mark A. Baker, Queen's University - Belfast
- Shared Education Between Jewish and Palestinian Arab Citizens in Israel. Shany Payes, Mandel Leadership Institute; Tony M. Gallagher, Queen's University
- Convening in Contested Spaces: The Education Success Project. Maureen Kindel, The Education Success Project; Mary K. McCullough, Loyola Marymount University; Victoria L. Gray, Loyola Marymount University; Magaly Lavadenz, Loyola Marymount University; Yvette King-Berg, Project GRAD Los Angeles

Discussant: Tony M. Gallagher, Queen's University

14.014. State and Regional Organization Sessions


Sheraton, Second Level, Ontario; 12:00-1:30pm

Chair: Michael S. Green, Hudson Valley Community College
Participants:
- Pennsylvania Educational Research Association: Computational Error Pattern Analysis and Prescriptive Instruction. Carol Buckley, Messiah College
- Florida Educational Research Association: Alternative Approaches to Exploratory Factor Analysis With Covariates. Yinya Liang, University of Arkansas at Fayetteville; Yanyan Yang, Florida State University
- California Education Research Association: Building and Utilizing an Academic Support Index to Identify and Support Students at Risk for Academic Underachievement. David Stevens, Berkeley Unified School District
- Mid-Western Educational Research Association: The Simultanetiy of

14.015. Building Capacity as Instructional Leaders. Division A - Administration; Paper Session

Swissotel, Event Centre Second Level, Vevey 3; 12:00-1:30pm

Chair: Patricia Hoffman Miller, Prairie View A&M University
Participants:
- Developing Leadership Capacity in Principals: One District's Story. Peggy Eileen Johnson, California State University - Northridge
- Principal Sense of Efficacy for Instructional Leadership: An Examination of Its Meaning, Measure, and Link to Student Achievement. Roger D. Goddard, The Ohio State University; Minjung Kim, Texas A&M University - College Station; Lauren P. Bailes, The Ohio State University
- How Do Strong School Leaders Influence Instruction and Learning? Evidence From 12 Chicago Public Schools. Amber Sitziel Pareja, University of Chicago; Molly F. Gordon, University of Chicago; Holly M. Hart, University of Chicago
- Socially Just Instructional Leadership in High-Need Schools: Perceptions and Practices in the Rural American South. Chetanath Gautam, Stephen F. Austin State University; Anthony Walker, Tarrant County College; Michael Wicker, Stephen F. Austin State University

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

14.016. Catalyzing a Social Structure for Educational Improvement: Initiating Networked Improvement Communities. Division A - Administration; Symposium

Swissotel, Event Centre Second Level, Vevey 4; 12:00-1:30pm

Chairs: Anthony S. Bryk, The Carnegie Foundation for the Advancement of Teaching; Paul LeMahieu, The Carnegie Foundation for the Advancement of Teaching
Participants:
- Generating a Networked Improvement Community to Improve Secondary Mathematics Teacher Preparation: Network Leadership, Organization, and Operation. W. Gary Martin, Auburn University; Howard Gabstein, National Association of State Universities and Land-Grant Colleges
- Building a Teaching Effectiveness Network: Developing a Social Infrastructure for the Continuous Improvement of Supports for Beginning Teachers. Margaret Quinn Hannan, University of Pittsburgh; Jennifer L. Russell, University of Pittsburgh; Sola Takahashi, Carnegie Foundation for the Advancement of Teaching; Sandra Park, University of California - Berkeley
- Building a Culture of Improvement in a Context of Accountability and Implementation. Joe Doctor; Emma Parkinson

Discussed: Donald J. Peurach, University of Michigan; Nancy Zimpher, State University of New York

14.017. International and Global Perspectives on Principal Practice. Division A - Administration; Paper Session

Swissotel, Lucerne Level, Alpine I; 12:00-1:30pm

Chair: Scott Bailey, Stephen F. Austin State University
Participants:
- The South African Advanced Certificate in Education: Experiences of Female Principals. Nuraan Davids, Stellenbosch University
- Using Cross-National Education Study Tours to Enhance Global Competencies: Re-framing Leadership Frameworks. Veronica Holly, Teachers College, Columbia University; Phillip A Smith, Teachers College, Columbia University; Alan Macdonald, Andrew Millin, University of Delaware
- Impact of a Culturally Responsive Principal Preparation Program on Reconciling Identity and Achievement. William G. Ruff, Montana State University; David Ingram Henderson, Montana State University; Jioanna Carjuzaa, Montana State University
New Jersey School Principals’ Perceptions on the Application and Importance of the Interstate School Leaders Licensure Consortium 2008 Standards “Functions”. A Preferred Hierarchy. Gerard Babo, Seton Hall University; Soundaram Ramesawami, Kean University Perspectives of German and U.S. Principals Regarding Disincentives to Remaining a School Principal. Dawson R. Hancock, University of North Carolina - Charlotte; Ulrich Müller, Pädagogische Hochschule Ludwigshurg, University of Education Discussant: Kristina Astrid Hesbol, University of Denver


14.019. Advances in Writing Instruction, Assessment, and Interventions. Division C - Learning and Instruction; Paper Session Sheraton, Second Level, Arkansas; 12:00-1:30pm Chair: Jeffrey Stuart Kaplan, University of Central Florida Participants: GlobalEd 2: A Problem-Based, Interdisciplinary Simulation Targeted at Written Argumentation. Kimberly A. Lawless, University of Illinois at Chicago; Scott W. Brown, University of Connecticut; Lisa J. Lynn, University of Illinois at Chicago; Kamila Brodowska Bruscanelli, University of Illinois at Chicago; Jeremy Riel, University of Illinois at Chicago; Katy Fieldr, Charles Dye, University of Connecticut; Lindsey Le, University of Connecticut; Patricia Lin-Steadman, University of Connecticut; Raxis Alamzi Meta-Analysis of Writing Practices: Grades 1 to 12. Steve Graham, Arizona State University; Karen R. Harris, Arizona State University Teacher Modeling in Writing Instruction: A Literature Synthesis. Huijing Wen, University of Delaware The Contribution of Assignment Quality to Students’ Analytic Text-Based Writing Skills. Lindsay Clare Matsumura, University of Pittsburgh; Richard James Correnti, University of Pittsburgh; Elaine Lin Wang, University of Pittsburgh A Meta-Analysis of the Relation Between Automated and Human Scoring in Essay Writing. Jiyeo Yun, Florida State University

14.020. Integrating Science and Literacy Instruction: The Effects of Knowledge-Building Supports on Student Learning. Division C - Learning and Instruction; Symposium Sheraton, Second Level, Eric; 12:00-1:30pm Chair: Daryl B. Greenfield, University of Miami Participants: Thematic Coherence, Comprehension, and Vocabulary Acquisition: A Knowledge Effect? Gina Cervetti, University of Michigan; Tanya S. Wright, Michigan State University Preschool Teachers’ Perceptions of Shared Book-Reading Strategies That Promote Content Vocabulary Learning in Dual Language Learner Children. Sharolyn D. Pollard-Duradola, University of Denver; Jorge E. Gonzalez, Texas A&M University - College Station; Laura Saenz, The University of Texas - Pan American; Heather Davis, Texas A&M University - College Station Developing a Curriculum to Build Science and Disciplinary Language and Literacy for Low-Income Kindergartners. Tanya S. Wright, Michigan State University; Amelia Wenk Gotwals, Michigan State University Supporting Vocabulary Teaching and Learning in Pre-Kindergarten: The Role of Educative Curriculum Materials. Susan B. Neuman, New York University; Ashley Pinkham, University of Michigan; Tanya Kaefer, Lakehead University Discussant: Daryl B. Greenfield, University of Miami


14.022. Sensitivity to Subtleties in Children’s Early Learning and Teaching. Division E - Counseling and Human Development; Symposium Hyatt, East Tower - Green Level, Plaza B; 12:00-1:30pm Chairs: Kathleen H. Corriveau, Boston University; Samuel Ronfard, Harvard University Participants: The Pedagogy of Discovery. Audrey Kittredge, Carnegie Mellon University; David Klahr, Carnegie Mellon University; Anna Fisher, Carnegie Mellon University Young Children’s Evaluation of Teachers’ Instructions. Taylor Hovish (Brown), Hillbrook School; Alex Was, Harvard University; Samuel Ronfard, Harvard University Teaching Self-Regulatory Strategies: The Importance of Model Social Group Status. Grace Min, Boston University; Kathleen H. Corriveau, Boston University Preschoolers’ Capacity to Infer Differences in Understanding From Learners’ Mistakes Impacts the Way They Teach. Samuel Ronfard, Harvard University; Kathleen H. Corriveau, Boston University Discussant: Kathleen H. Corriveau, Boston University


Thursday Afternoon, April 16, 2015 39
Marriott, Seventh Level, Grand Salon III; 12:00-1:30pm
Chair: Lauren H. Bryant, North Carolina State University
Participants:
Ohio’s Teacher and Principal Evaluation Systems. Joshua D. Hawley, The Ohio State University; Marsha S. Lewis, Ohio University
Maryland’s Transition to the Common Core. Raymond Lorion, Towson University
North Carolina’s Professional Development Initiative. Avril Smart, North Carolina State University; Lauren H. Bryant, North Carolina State University

14.025. Continuity and Success? Second- and Third-Year Findings for Three Districts’ Approaches to Data-Based Literacy Instruction. Division H - Research, Evaluation and Assessment in Schools; Symposium
Marriott, Fifth Level, Denver/Houston; 12:00-1:30pm
Chair: Julia Parkinson, American Institutes for Research
Participants:
Year 3 Evaluation of the Minneapolis Public Schools Literacy Initiative. Terry S. Salinger, American Institutes for Research; Amy Elledge, American Institutes for Research; Bradley Quarles, American Institutes for Research; Feng Liu, American Institutes for Research
Year 2 Evaluation of the Los Angeles Unified School District Literacy Initiative. Kathryn V. Drummond, American Institutes for Research; Melissa Arellanes, American Institutes for Research; Emily Baumann, American Institutes for Research; Feng Liu, American Institutes for Research
Year 2 Evaluation of the District of Columbia Public Schools Literacy Initiative. Zodie Makomen, American Institutes for Research; Jonathan Farber, American Institutes for Research; Myra Thomas, American Institutes for Research; Feng Liu, American Institutes for Research
Discussant: Carolyn Mulloy, Amplify Learning

14.026. Faculty Developers as Insiders and Outsiders: Work-Based Learning for Professional Development. Division I - Education in the Professions; Symposium
Sheraton, Second Level, Michigan A; 12:00-1:30pm
Chair: Katherine M. Edmondson, Cornell University
Participants:
Developing a Research Agenda for Professional Development: Particular Challenges for Work-Based Learning. Anne Christine McKee, King’s College London
Developing “Learning for, at, and Through Work” in a College of Education. Margaret E. Malloch, Victoria University
Reconceptualizing Workplace Learning: Potential Models of Systems-Oriented Workplace Learning Experiences (SOWLES). Bridget Colleen O’Brien, University of California - San Francisco; Melissa Bachhuber, University of California, San Francisco; Arianna Teherani, University of California - San Francisco; Patricia S. O’Sullivan, University of California - San Francisco
Action Research Program: Integrating Education With Clinic Needs. Christy K Boscardin, University of California - San Francisco; Sara Ackerman, University of California - San Francisco; Holly Nishimura, University of California - San Francisco; Leah Karlner, University of California - San Francisco; Ralph Gonzales, University of California - San Francisco
Discussant: Patricia S. O’Sullivan, University of California - San Francisco

14.027. Gendered and LGBTQ Experiences: Critical Reflections on School-Based Equity. Division K - Teaching and Teacher Education; Paper Session
Marriott, Sixth Level, Great America; 12:00-1:30pm
Chair: Ryan Coughlan, Rutgers University
Participants:
African American Girls and Scientific Argumentation: Lived Experiences, Intersecting Identities, and Their Roles in Constructing and Evaluating Claims. Phyllis Haugabook Pennock, Western Michigan University; Renee S. Schwartz, Georgia State University
Building Capacity: Preservice Teachers as LGBTQ Allies and Social Justice Advocates. Laurra-Lee Kearns, Saint Francis Xavier University; Jennifer Mitton Kukner, St. Francis Xavier University, Joanne Tompkins, Saint Francis Xavier University
Deliberative Teacher Education for Inclusion of Gender. Geraldine Mooney Simmie, University of Limerick; Manfred Lang, IPN - Leibniz Institute for Science and Mathematics Education
Preservice Teachers’ Well-Remembered Events About Elementary Student Policing Toward the Gender Binary (X or Y, Boy or Girl?). Kathy Carter, The University of Arizona; Griff Carter, Occidental College; Amanda Sugimoto, The University of Arizona; Kathleen Jablon Stoehr, The University of Arizona
Queering Teacher Education: Increasing LGBTQ Advocacy Among In- and Preservice Educators. Olivia Jo Murray, Portland State University; Audrey Lingley, Portland State University
Discussant: Amy E. Swain, Illinois State University

Hyatt, West Tower - Gold Level, Acapulco; 12:00-1:30pm
Chair: Mahlomaholo Geoffrey Mahlomaholo, University of the Free State
Participants:
Education and Social Change: Policy Discourse Analysis of Education Reform Policies in Malawi. Ezra Maxwell Chapula, University of Maine at Orono; John Maddaus, University of Maine
Reflective Leading: A Case of a Principal’s Practice in a Small Urban Primary School. Lauretta Maria Stacy Bristol, Catholic College of Mundeville; Talia Randa Esmard, The University of Trinidad and Tobago; Lawrence Brown, Duquesne University
The Challenges of Using Data Effectively Within Early Childhood Care and Education Centers in Trinidad and Tobago: A Multisite Case Study. Sabeerah Abdul-Majied, I’m from Trinidad W.I.; Rhoda Misty Mohammed, Ministry of Education, Trinidad and Tobago; Jerome De Lisle, University of the West Indies
The Educational Implications of a Transglobal Service-Learning Project in Jamaica: A Qualitative Analysis. Joney James, North Carolina A&T State University; Comfort O. Okpala, North Carolina A&T State University
Using Canonical Correlation Analysis to Study the Complexity of Continuous Assessment Practice in Trinidad and Tobago: Policy Implications. Jerome De Lisle, University of the West Indies
Discussant: Sylvia Rose-An Walker, University of Trinidad and Tobago

Marriott, Fifth Level, Kansas City; 12:00-1:30pm
Chair: Kristal Clemens, Florida Agricultural & Mechanical University
Participants:
Music Educators in Pursuit of Social Justice: A Narrative Analysis. Alison LaGiurria, University of North Carolina - Chapel Hill
Teaching for Social Justice: Exploring the Perspectives of Preservice Teachers Through Participatory Video. Karen Monkman, DePaul University; Kyung-Hwa Yang, The University of British Columbia
Discussant: Susan Roberta Katz, University of San Francisco

Marriott, Sixth Level, Indiana/Iowa; 12:00-1:30pm
Chairs: Antonio Latrell Ellis, College of Charleston; Jaquial Durham, College of Charleston
Participants:
Centering Student Voice Through Disciplinary Counterstories: A Case for Critical Race Teacher Professional Development. Rita Kohli, University of California - Riverside; Josephine Pham, University of California - Los Angeles
Facing Resistance to Social Justice Activism in Schools: Student Leaders
14.031. The Intercurrences of Critical Education. SIG-Critical Educators for Social Justice; Paper Session
Marriott, Sixth Level, Lincolnsire; 12:00-1:30pm
Chair: Theresa Y. Austin, University of Massachusetts - Amherst
Participants:
A High School Mathematics Class Investigates the Death Penalty. Anastasia Brelian, Northeastern Illinois University
Educative-Psychic Violence: Articulating and Resisting the Ramifications of Slavery Math Problems. LaGarret Jarriel King, Clemson University; S. Megan Che, Clemson University; Ashley Nicole Woodson, University of Pittsburgh
Challenging Academic Boundaries: Justice-Centered Education Research and Praxis. Ann M. Aviles de Bradley, Northeastern Illinois University; Gabriel Alejandro Cortez, Northeastern Illinois University; Kay Fumiko Fujiyoshi, University of Illinois at Chicago; Isaura Betzabe Pulido, Northeastern Illinois University; David O. Stovall, University of Illinois at Chicago
Conceptualizing Teaching for Social Justice Across Multiple Contexts and Positionalities. Christine Wanjiuka Nganga, South Dakota State University; Roma B. Angel, Appalachian State University; Leigh Wallace, University of Wisconsin - Milwaukee; Deborah Lynn West, Eastern Kentucky University
Discussant: Noni Mendoza-Reis, San Jose State University

14.032. Childhood and Time: Rethinking Notions of Temporality in Early Childhood Education. SIG-Critical Perspectives on Early Childhood Education; Symposium
Swissotel, Lucerne Level, Lucerne III; 12:00-1:30pm
Chair: Nicola J. Telland, Victoria University - Australia
Participants:
Timing Childhoods: The Alternative Reading of Childhood Development. Marek Tesar, The University of Auckland
Early Childhood: A Play With Time. Sandy Farquhar, The University of Auckland
Becoming “Babies” in Real Time: Childhoods and Temporal Emergence in the Classroom Mangle. Casey Yvonne Myers, Kent State University - Kent
Do “We” Really Live in Rapidly Changing Times? The Temporal Politics of Childhood and Technology. Andrew Neil Gibbons, Auckland University of Technology
Discussant: Marianne N. Bloch, University of Wisconsin - Madison

Sheraton, Second Level, Missouri; 12:00-1:30pm
Chair: Matthew Wappett, University of Idaho
Participants:
A Study of the Impact of Online Disability Studies Modules on Teacher Perceptions and Practice. Meghan Cosier, Trinity Washington University; Aja McKee, Chapman University; Audri Gomez, Chapman University
Compliance or Culture? The Americans With Disabilities Act, Disability Studies, and Diversity in Higher Education. Lauren Shallish, Syracuse University
Disability and Diversity on California State University Web Sites: A Critical Discourse Study. Susan L. Gabel, Wayne State University; Denise P. Reid, Biola University; Holly Pearson, Chapman University; Litzy Z. Ruiz, Azusa Pacific University; Rodney Hume-Dawson, Chapman University
The Wizard Behind the Curtain: Understanding the Teaching Experiences of Graduate Teaching Assistants With Disabilities. Michelle L. Damiani, Syracuse University; Wendy S. Harbour, Syracuse University
Transition Metaphors. Sarah M Hart, Auckland University
Discussant: Missy Morton, University of Canterbury

14.034. Exploring Young Children’s Experiences With Multimodal Text. SIG-Early Education and Child Development; Symposium
Hyatt, West Tower - Gold Level, Atlanta; 12:00-1:30pm
Chair: X. Christine Wang, University at Buffalo - SUNY
Participants:
Preschoolers’ iPad-Mediated Play Interactions: Affordances of Dialogic Applications. Andrea Tochelli, University at Buffalo - SUNY
Reading and Meaning-Construction Approaches: Kindergarteners’ Buddy Reading With iPad App Books. Tanya M. Christ, Oakland University; X. Christine Wang, University at Buffalo - SUNY
Hands-On and Minds-On Play: Kindergarteners’ Buddy Reading on iPads. X. Christine Wang, University at Buffalo - SUNY; Tanya M. Christ, Oakland University
Discussant: Lynn Shanahan, University at Buffalo - SUNY

14.035. Examining Factors and Characteristics That Influence Assessment Performance and Responses. SIG-Measurement and Assessment in Higher Education; Paper Session
Marriott, Sixth Level, Michigan/Michigan State; 12:00-1:30pm
Participants:
First-Year Undergraduate Student Expectancy and Value for General Education. Heather Dawn Harris, James Madison University; S. Jeanne Horst, James Madison University; Kenn E. Barron, James Madison University; Chris S. Hullemen, University of Virginia; Gretchen Hazard, James Madison University
Diagnostics of Performance on Promoting Learning in a Large-Scale Assessment for Teacher Certification in Saudi Arabia: A Factor Mixture Modeling Approach. Dimiter M. Dimitrov, George Mason University; Faisal Abdullah Al-Meshari Al-Saud, National Center for Assessment in Higher Education; Abdullah Saleh Alsadaawi, National Center for Assessment
The Relationship Between Effort and Performance on a Low-Stakes Exam Across High School and College Freshmen. Zachary George Charles Kornhauser, Council for Aid to Education; Jessalynn James, Council for Aid to Education
Discussant: Fnu Mihir, University of Arkansas at Fort Smith

14.036. Massive Open Online Course Students in Context: Equity, Motivation, and Performance. SIG-Online Teaching and Learning; Symposium
Marriott, Fourth Level, Armitage; 12:00-1:30pm
Chair: Justin Fire Reich, Harvard University
Participants:
Understanding Massive Open Online Course Learner Motivations: The Open Learning Enrollment Intentions Inventory. Emily Schneider, Stanford University; Rene Kizilcec, Stanford University
Democratizing Education or Widening Gaps? Student Demographics and Outcomes in Massive Open Online Courses. John David Nadal Hansen, Harvard University; Justin Fire Reich, Harvard University
Are Teachers Enrolling in MITx Massive Open Online Courses? Daniel T. Seaton, Massachusetts Institute of Technology; Jon P. Daries, Massachusetts Institute of Technology; Cody A. Coleman, Massachusetts Institute of Technology
What Kind of Teacher Takes a Professional Development Massive Open Online Course? Beth Anne Williams, Stanford University
Latent Use Cases: A Topic Modeling Approach to Massive Open Online Course Student Behavior. Cody A. Coleman, Massachusetts Institute of Technology
Discussant: Andrew Dean Ho, Harvard University

14.037. Applications of the Rasch Model in Multiple Disciplines. SIG-Rasch Measurement; Paper Session
Marriott, Tenth Level, O’Hare; 12:00-1:30pm
Chair: Matthew Newman Gaertner, Pearson
Participants:
A Rasch Differential Item Functioning Analysis of an Early Literacy Test...
for English and Spanish Speaking Children. Mihaiela Ristei Gugiu, The Ohio State University - Columbus; Sabrina Francesca Sembiante, The Ohio State University - Columbus

Measuring Mathematics Testing Confidence and Anxiety: A Scale Analysis Using Rasch Modeling. Caroline Vuilleumier, Boston College; Kelsey Klein, Boston College

Rasch Calibration: Reform-Oriented Teaching Practices. Hye Sun You, The University of Texas - Austin

The Effect of Research on Changes in Interest in Science and Technology in College. William Lee Romine, Wright State University; Troy D. Sadler, University of Missouri - Columbia

14.038. Connection Between Theory and Practice: Systematic Reviews of Articles in Literacy Journals Published for Teachers. SIG-Research in Reading and Literacy; Symposium Sheraton, Second Level, Colorado; 12:00-1:30pm

Chairs: Li-Jen Kuo, Texas A&M University - College Station; Erin M. McGtigue, Texas A&M University

Participants:
Both Theory and Practice: Incorporating Reading Theory in Science Literacy Instruction. Katherine Landau Wright, Texas A&M University - College Station; Amanda D. Franks, Texas A&M University; Jinva Serrano, Texas A&M University - College Station

Discovering the Literacy Gap: A Systematic Review of Reading and Writing Theories in Research. Tracey S. Hodges, Texas A&M University - College Station; Lucci Feng, Texas A&M University - College Station; Jiacheng Lu, Texas A&M University - College Station

Theoretical Support for Digital Literacy: The Application of Technology in Reading Instruction. Xinyuan Yang, Texas A&M University - College Station; Xuejun Ji, Texas A&M University - College Station; Jeong Hyouk Park; Bostern Kaomi, Texas A&M University - College Station

Discussant: Donna E. Alvermann, University of Georgia

14.039. Addressing the Complexity of Teaching With Technology: Context and Technological Pedagogical Content Knowledge. SIG-Technology as an Agent of Change in Teaching and Learning; Symposium Marriott, Fourth Level, Addison; 12:00-1:30pm

Chairs: Joshua Michael Rosenberg, Michigan State University; Matthew J. Koehler, Michigan State University

Participants:
Context and Technological Pedagogical Content Knowledge: A Content Analysis. Joshua Michael Rosenberg, Michigan State University; Matthew J. Koehler, Michigan State University

The Transformative Power of Context for Teachers’ Knowledge and Practice. Laura H. Porras-Hernandez, Universidad de las Americas Puebla; Bertha Salinas-Amescua, Universidad de las Americas Puebla

Contextualizing Technological Pedagogical Content Knowledge (TPACK) for School Leaders’ Instructional Leadership for a New Culture of Learning. Ching Sing Chai, National Institute of Education - Nanyang Technological University; Joyce Hwee Ling Koh, National Institute of Education - Nanyang Technological University; Lynden Tan, National Institute of Education - Nanyang Technological University; Chin-Chung Tsai, National Taiwan University of Science and Technology

“A [Construct] by Any Other Name”: School Districts’ Contextually Shaped Conceptions and Implementations of Technological Pedagogical Content Knowledge (TPACK). Judith B. Harris, College of William and Mary

Discussant: Puneet Mishra, Michigan State University

14.040. How Local Actors Make Sense of Tracking/Competing Policy Initiatives. SIG-Tracking and Detracking: Paper Session Marriott, Third Level, Dupage; 12:00-1:30pm

Chairs: Ansys P. Mayer, California State University - Stanislaus; Rebecca M. Callahan, The University of Texas - Austin

Participants:
Ability Grouping and Differentiated Instruction in an Era of Data-Driven Decision Making. Vicki Park, San José State University; Amanda L. Danzow, University of California - San Diego


Negotiating Perceptions of Tracked Students: Novice Teachers Facilitating High-Quality Mathematics Instruction. Emily J. Yanisko, Urban Teacher Center

The Role of Teachers’ Views of Student Ability in the Relationship Between Tracking and Student Achievement. Rebecca Anne Schmidt, SRI International

Discussant: Kathryn Bell McKenzie, California State University - Stanislaus

14.041. Toward Justice in Literacy Teacher Education: Critical Literacies in Elementary and Secondary Methods Courses. SIG-Writing and Literacies; Symposium Marriott, Fourth Level, Belmont; 12:00-1:30pm

Chair: Jory J. Brass, Arizona State University

Participants:
A Critical Sociocultural Approach to English Education. Cynthia J. Lewis, University of Minnesota; Tracey Pyscher, University of Minnesota; Erin Beeman Stuelberg, University of Minnesota

Toward Critical Participatory Literacies Through Digital Video Composition in an Elementary Literacy Capstone Course. Jessica Zacher Pundya, California State University - Long Beach

Performance Pedagogies in Literacy Methods: Emergence, Embodiment, and Critical Practices. Carmen L. Medina, Indiana University - Bloomington; Linda Coggin, Indiana University; Gustave John Weltek-Medina, Indiana University

A Trauma Studies Lens on Writing Methods: Crafting a Critical, Affective, Practice-Based Pedagogy. Elizabeth M. Dutro, University of Colorado Boulder; Ashley Cartun, University of Colorado Boulder

A Critical Resource Orientation to Literacy Assessment Through a Stance of Solidarity. Gerald Campano, University of Pennsylvania; Katharine Emily Bartow Jacobs, University of Pittsburgh; Lan Ngo, University of Pennsylvania

Discussant: Jory J. Brass, Arizona State University

14.042. Writing and Literacies in New Learning Environments. SIG-Writing and Literacies; Symposium Hyatt, East Tower - Green Level, Plaza A; 12:00-1:30pm

Chair: Anna Smith, University of Illinois at Urbana-Champaign

Participants:
Affordances of E-Learning Writing Environments. William Cope, University of Illinois at Urbana-Champaign; Alecia Marie Magnifico, University of New Hampshire; Sarah J. McCarthy, University of Illinois at Urbana-Champaign

Unequal and Inequitable: Re-Mediating Literacy Online in Two Language Arts Classes. Sonia Melanie Kline, Illinois State University

Visualizing Revision: Re-Mediating Self-Evaluation via Between-Drafts Concept Mapping. Justin Olmanson, University of Nebraska - Lincoln; Katrina Kennett, University of Illinois at Urbana-Champaign; Sarah J. McCarthy, University of Illinois at Urbana-Champaign

Drifting and Democratizing Textual Objects: Social Composing in a Connected Professional Learning Space. Anna Smith, University of Illinois at Urbana-Champaign; Stephanie West-Puckett, East Carolina University; Christina Cantrill, National Writing Project; Mia Zamora, Kean University

Discussant: Amy Stornaiaulo, University of Pennsylvania

14.043. Roundtable Session 1; Roundtable Session

14.043-1. Affect and Embodiment in Professional Development. Division K - Teaching and Teacher Education; Roundtable Session Hyatt, East Tower - Purple Level, Riverside East; 12:00-1:30pm

Chair: Jenny Tuton, Hunter College - CUNY

Participants:
Presence in Teaching: Awakening the Body Wisdom. Sara Ahangar Ahmadi, Ohio University

Relation Between Approaches to Teaching and Pedagogical Discourse in Teacher Educators: New Challenges for Teacher Education. Helena Loreto Montenegro, Pontificia Universidad Catolica de Chile

Teachers’ Positive Emotions “Broaden and Build” Their Efficacy to Implement Professional Development. David J. Osman, The University of Texas - Austin; Danika Maddocks, The University of Texas - Austin; Joyce R. Warner, The University of Texas - Austin; Diane L. Schallert, The University of Texas - Austin

Discussion and SIG Roundtables
14.043-2. An International Survey of the Status of Teacher Education and Retention. Division K - Teaching and Teacher Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 12:00-1:30pm
Chair: Mary E. Dilworth, Independent Consultant
Participants:
A Study of Novice Chinese Language Teachers’ Self-Identified Issues: Evidence From 18 K-12 Teachers. Wei Liao, Michigan State University; Rui Yuan, The Chinese University of Hong Kong
Motivations and Experiences of Teachers in a Northern Canadian Community. Melanie D. Janzen, University of Manitoba; Jerome A. Cranston, University of Manitoba
Professional Development Orientations of Special Education Teachers in China: Report From a National Survey. Fuyi Yang, East China Normal University; Guangxue Yang, East China Normal University
Teacher Turnover and Unequal Distribution of Experienced Teachers in Turkey. Marat Ozoglu, Yildirim Beyazt University

14.043-3. Beliefs and Contexts of Preservice Teachers’ Identities. Division K - Teaching and Teacher Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 12:00-1:30pm
Chair: Johnna Bolyard, West Virginia University
Participants:
Developing Preservice Teacher Expertise in Integrating Science and Diversity Education. Marco A. Bravo, Santa Clara University; Eduardo Mosquera, University of California - Santa Cruz; Jorge L. Solis, The University of Texas - San Antonio
Preservice Teachers’ Beginning Thoughts About Motivation. Amanda Wall, Georgia Southern University
The Influences of Beliefs and Contexts on Preservice Teachers’ Identities: A Critical Literature Review. Elizabeth Isidro, Texas Tech University; Jian Wang, Texas Tech University

Hyatt, East Tower - Purple Level, Riverside East; 12:00-1:30pm
Chair: Deborah Lynn Harris, Texas A&M University
Participants:
Changes in First-Year Intern Teachers’ Self-Efficacy and Confidence in Teaching. Nancy Dubinski Weber, Texas A&M University - College Station; Hersh C. Wixman, Texas A&M University; Kayla Buziel Rollins, Texas A&M University; Danielle Bairrington Brown, University of Nevada - Las Vegas; Larry J. Kelly, Texas A&M University
Effects of Student Teaching on Preservice 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
Examining Preservice Teachers’ Culturally Responsive Teaching Self-Efficacy Doubts: A Mixed-Methods Study. Kama Oginga Siwatu, Texas Tech University; Steven Randall Chemut, Texas Tech University; Angela Alejandro, Texas Tech University; Haeni Alecia Young, Texas Tech University

14.043-5. Classroom Talk and Preparing Teachers for Work With Diverse Student Populations. Division K - Teaching and Teacher Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 12:00-1:30pm
Chair: Paula M. Carbone, University of Southern California
Participants:
Race and Language Talk in the Preparation of Teachers of English Language. Jennifer Crawford, University of Southern California
Supporting Science Candidates to Facilitate Their Students’ Scientific Discourse: Integrating Teacher Talk Into Science Content Methodology. Frederick Freking, University of Southern California
Short-Term Changes in Regular Education Teacher Candidate Perceptions of the Power of Student Talk and Efficacy for Special Education Students in General Education Classrooms. Eric Bernstein, University of Connecticut
What Do Teachers Imagine Classroom Talk Accomplishes? Aligning Purposes for Meaningful Student Learning. Paula M. Carbone, University of Southern California

14.043-6. Collaborative Dialogue in Teacher Preparation. Division K - Teaching and Teacher Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 12:00-1:30pm
Participants:
Adopting a Co-Teaching Model of Student Teaching to Meet the Needs of Diverse Learners. Judy Smith, East Carolina University; Christina M. Tschida, East Carolina University; Elizabeth A Fogarty, East Carolina University; Vivian Covingston, East Carolina University
Contributing Factors to the Initial Growth of a Mathematics and Science Teacher Education Program. Deborah D. Dailey, University of Central Arkansas; Gary O. Bunn, University of Central Arkansas; Alicia Catabish, University of Central Arkansas
The Power of Classroom Dialogue and Argumentation in Research-Based Teacher Education. Sandra Racionero-Plaza, Loyola University Andalucia; Mireia Tintoré, Universitat Internacional de Catalunya; Albert Arbós, Universitat Internacional de Catalunya; Maria Domingo-Coscollola, Universitat Internacional de Catalunya

14.043-7. Collaborative Inquiry in Teacher Education. Division K - Teaching and Teacher Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 12:00-1:30pm
Chair: Amy Jennifer Heineke, Loyola University Chicago
Participants:
A Mixed-Methods Analysis of the Development of Teacher Candidates’ Adaptive Expertise. John F. O’Flahavan, University of Maryland; Melissa Landa, University of Maryland
Adaptive Cycles of Teaching: A Teacher Education Innovation. Diane E. Salmon, National-Louis University; Ruth Freedman, National Louis University; Sophie Degener, National-Louis University; Alan Rossman, National Louis University; Eunkyoung Ko, National-Louis University; Madi Phillips, National Louis University; Alison R. Hillsabeck, National-Louis University
Investigating the Epistemic Activity and Agency of Preservice Teachers Within a Model of Collaborative Inquiry. Ian Renga, University of Colorado - Boulder; Enrique “Henry” Suarez, University of Colorado - Boulder; Laurie Langdon, University of Colorado - Boulder; Carissa Marsh, University of Colorado - Boulder; Ryan Grover, University of Colorado - Boulder
Shoulder to Shoulder: 35 Years of Recommendations for Collaboration in Teacher Education. Anthony Michael Pellegrino, George Mason University; Gary R. Galluzzo, George Mason University; Elaine Bafaro, George Mason University

14.043-8. Community-Informed Approaches to Teacher Education. Division K - Teaching and Teacher Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 12:00-1:30pm
Chair: Jina Ro, Boston College
Participants:
Greater Than the Sum of the Parts: The Role of Community in Comprehensive Professional Development. Tina M Smith-Bonahue, University of Florida; Rachelle Curcio, University of Florida; Raquel Rosa Diaz, University of Florida; Magdi Castaneda, University of Florida; Stephanie C. Smith, University of Illinois at Urbana-Champaign
Outcomes of Community-Based Teacher Preparation for Undergraduate Early Childhood Teacher Candidates. Adam S. Kennedy, Loyola University Chicago; Anna Lees, Loyola University Chicago
Tracking Teacher Education Candidates’ Field Placements in Diverse Schools. Aslihan Unal, Georgia Southern University; Zafer Unal, University of South Florida - St. Petersburg; Yasar Bodur, Georgia Southern University

14.043-9. Conceptions and Critiques of No Child Left Behind and the Common Core State Standards: Listening to Voices From the Field. Division K - Teaching and Teacher Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 12:00-1:30pm
Chair: Shancy L. Campbell, University of Michigan - Ann Arbor
Participants:
Implementing the Common Core State Standards in Elementary Schools: A Case Study of Voices From the Field. Jennifer L. Snow, Boise State University
Principled Neglect and Compliance: Responses to No Child Left Behind and the Common Core State Standards at an Expeditionary Learning Middle School. Rebecca H. Stern, Boston College
14.043-10. Critical Approaches to LGBTQ and Gender. Division K - Teaching and Teacher Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 12:00-1:30pm
Participants:
Engendering Justice: Developing Curricula Around Gender, Orientation, and Bullying for Elementary-Aged Children. Sheri Carmel Hardee, University of North Georgia; Kelly McFadden, University of North Georgia
What’s Critical Feminism Doing in a Field Like Teacher Education? Jennifer Gale de Saxe, Lewis & Clark College

14.043-11. Cultural Considerations in Teacher Education. Division K - Teaching and Teacher Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 12:00-1:30pm
Chair: Jack Zevin, Queens College - CUNY
Participants:
African American Male Preservice Teachers: Intersection of Microagression and Self-Efficacy. Pamela T. Barber-Freeman, Prairie View A&M University; Mathias R. Vairez, Prairie View A&M University; Lucian Yates, Prairie View A&M University; William Ross, Prairie View A&M University; William H Parker, Prairie View A&M University; Clara Young, Auburn University - Montgomery; Elizabeth Marion, Prairie View A&M University; La Kesha Nicole Henson-Vaughn, Pearlard Independent School District; Ramiro Bautista, Prairie View A&M University
Evaluating Dispositions for Teaching Using Culturally Responsive Scenarios Within an Innovative Master’s in Teacher Education. Lisa F. Smith, University of Otato; Mary Simpson, University of Otato
Maintaining Our Prestige and Heritage: Teacher Education in Today’s Culture. J. Everett Vines, Clemson University

14.043-12. Developing Data and Assessment Literacy in Preservice Education. Division K - Teaching and Teacher Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 12:00-1:30pm
Chair: Shirley E. Aumidor, Indiana University - Kokomo
Participants:
Assessing Changes in Preservice Teachers During a Classroom Data Literacy Intervention. Todd Reeves, Northern Illinois University; Sheryl L. Honig, Northern Illinois University
Case Studies of Schools of Education: What We Can Learn About Improving Data Literacy Among Educators. Ellen B. Mandinach, WestEd; Ellen B. Mandinach, WestEd; Jeremy Friedman, WestEd
Development of Data-Driven Instruction (DDI) Assessments: What Should Be Evaluated to Measure Teachers’ DDI Knowledge. Peter Trabert Goff, University of Wisconsin - Madison; So Hee Hyun, University of Wisconsin - Madison

Hyatt, East Tower - Purple Level, Riverside East; 12:00-1:30pm
Participants:
Are Long-Term Teachers Special or Practical? The Role of Personality in Teacher Retention. Brady Jones, Northwestern University
Haberman Star Teacher Interview as a Predictor of Success in Urban Teacher Preparation. Jacob M. Marszalek, University of Michigan - College Park; Gili Marbach-Ad, University of Maryland; Jennifer Elison, University of Maryland - College Park; Katerina Thompson, University of Maryland
Balancing a Fine Line: Faculty Teaching Practices Through Course Desig. Kyle M. Williams, The University of Texas at Austin; Julie Pearson Stewart, The University of Texas - Austin
Sustainable Changes in Instructional Practices From Faculty Development: Relationships With Changes in Conceptions and Approaches to Teaching. Stanley M. Lo, University of California - San Diego; Denise L. Drane, Northwestern University; Rachael R. Baiduc, Northwestern University; Su L. Svarat, California State University - Fullerton; Gregory J. Light, Northwestern University
What Motivates Full-Time and Part-Time Faculty in Higher Education to Engage in Professional Development to Improve Online Instruction? Maryalice Bruce, University of Wisconsin; Suzanne Young, University of Wisconsin, Athena Kennedy, University of Wisconsin

14.043-14. Analyzing the Common Core Standards for Mathematical Practice. SIG-Research in Mathematics Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 12:00-1:30pm

Participants:
Using the Look-For Rubric to Examine Elementary Teachers’ Instruction. Jonathan David Bostic, Bowling Green State University; Gabriel Matney, Bowling Green State University
Examining Interactions Between Reasoning and Attending to Precision in Secondary Classrooms. Samuel Otten, University of Missouri - Columbia; Christopher Engledeol, University of Missouri
Identifying the Co-Construction of Mathematical Practices in Secondary Mathematics Classroom Discourse. Sarah Kate Selling, University of Michigan - Ann Arbor
Common Core Standards for Mathematical Practice in the Algebra Strand of Six High School Textbook Series. Mary Ann Huntley, Cornell University; Maria Terrell, Cornell University
Using Bare-Bones Mathematical Figures to Examine Elementary and Collegiate Instructors’ Conceptions of the Standard for Mathematical Practice 3. Karl Wesley Kosko, Kent State University; Kimberly Cervello Rogers, Bowling Green State University

14.043-15. Faculty Development Impacts on Instructional Attitudes and Practices. SIG-Faculty Teaching, Evaluation, and Development; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 12:00-1:30pm
Chair: Andrea L. Beach, Western Michigan University
Participants:
Attributes of Faculty Learning Communities That Influence Faculty Attitudes and Practices. Ann C. Smith, University of Maryland - College Park; Gili Marbach-Ad, University of Maryland; Jennifer Elison, University of Maryland - College Park; Katerina Thompson, University of Maryland
Balancing a Fine Line: Faculty Teaching Practices Through Course Desig. Kyle M. Williams, The University of Texas at Austin; Julie Pearson Stewart, The University of Texas - Austin
Sustainable Changes in Instructional Practices From Faculty Development: Relationships With Changes in Conceptions and Approaches to Teaching. Stanley M. Lo, University of California - San Diego; Denise L. Drane, Northwestern University; Rachael R. Baiduc, Northwestern University; Su L. Svarat, California State University - Fullerton; Gregory J. Light, Northwestern University
What Motivates Full-Time and Part-Time Faculty in Higher Education to Engage in Professional Development to Improve Online Instruction? Maryalice Bruce, University of Wisconsin; Suzanne Young, University of Wisconsin, Athena Kennedy, University of Wisconsin

Hyatt, East Tower - Purple Level, Riverside East; 12:00-1:30pm
Chair: Susan Hopewell, University of Colorado - Boulder
Participants:
Addressing Science Vocabulary Needs of High School Newcomers. Yuliya Ardasheva, Washington State University - Tri-Cities; Thomas R. Tretter, University of Louisville
Let’s Give Them Something to Talk About: English Learners’ Participation and Academic Language Use in Science and Social Studies. Amy Eppolito, University of Colorado - Boulder; Alson Gould Boardman, University of Colorado - Boulder; Cristin Jensen Lasser, University of Colorado - Boulder; Chao Wang, University of Colorado
Self-Regulated Vocabulary Learning: The Role of Motivation and Learning Strategy. Yunjeong Choi, Michigan State University; Dongbo Zhang, Michigan State University; Chun-Hsi Lin, Michigan State University; Yining Zhang, Michigan State University
Transforming Preservice L2 Teachers’ Discursive Practice: Sites of Contention. Kristin Johnson Davin, Loyola University Chicago; Richard Donato, University of Pittsburgh

14.043-17. Equity and Issues of Ethnicity in Schools. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 12:00-1:30pm
Chair: Tyrone Tanner, Prairie View A&M University
Participants:
Autoethnography as a Lighthouse: Illuminating Race, Research, and the Politics of Schooling. Stephen D. Hancock, University of North
Hyatt, East Tower - Purple Level, Riverside West; 12:00-1:30pm
Chair: Ali Bozejan, San Francisco State University
Participants:
Options, Choices, and Strategies: Academic Literacy and Problem-Solving Capacities of Immigrant Youth. Jie Ye Park, Clark University
Toward Better Understanding the Experiences of Secondary-Level Latino Immigrant Youth Within Two Specialized Program Models. Amanda Matas, San Diego State University
The Contact Zone: A Postcolonial Analysis of Immigrant Students’ Linguistic Experiences in the Preschool Years. Amanda Irwin Miller, Tufts University

Hyatt, East Tower - Purple Level, Riverside West; 12:00-1:30pm
Chair: Leia Kristin Cain, University of South Carolina
Participants:
Development of Scales Measuring Adolescent Tolerance and Acceptance of Homosexuality and Gender Nonconformity. Adrienne Marie Mundy-Shepherd, Harvard University
Incidental Gender Lessons: Children’s Media Characters as a Platform for Learning about the Sexes. Barbara Colombo-Adams, University of Massachusetts - Amherst
Triple Consciousness and Black Female Students: A Literature Review. Alyssa Jeannine Elmore, The Ohio State University

Hyatt, East Tower - Purple Level, Riverside West; 12:00-1:30pm
Chair: Clara C. Park, California State University - Northridge
Participants:
Promoting Heritage Language Learning: Hybrid Literacy Practices of Korean Families Raising Young Children in America. Kwangok Song, Arkansas State University
Parents’ Views on Korean–English Dual Language Programs: A Comparative Analysis of Various Groups Using a Survey Method. Jongyeon Ee, University of California - Los Angeles
A Multimodal Literacy Perspective on Korean Bilingual Children’s Literacy Practices at Home. Kwangok Song, Arkansas State University; Jeonghee Choi, Arkansas State University

Hyatt, East Tower - Purple Level, Riverside West; 12:00-1:30pm
Chair: David Schwarzer, Montclair State University
Participants:
Multilingualism and Transculturalism in an Online Affinity Space. Grace MyHyun Kim, University of California - Berkeley
Limits of Co-Constructing Transnational Third Space in a Dual Immersion Classroom. Mariuialuisa Di Stefano, Utah State University; G. Sue Kasaan, Utah State University
North Korean Young Adults Learning English in and Through South Korean Church. Eun-Yong Kim, University of Toronto - OISE

14.044-7. Instructional Factors in Equitable Education. Division G - Social Context of Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 12:00-1:30pm
Chair: DeAnna Noelle Owens, The University of Memphis
Participants:
Missteps on the Road to Justice: When “Achievement Gap” Discourse Blocks Culturally Sustaining Pedagogy. Ann Mogush Mason, University of Wisconsin - River Falls
Professional Capital and the Promise of Full-Service Community Schools: Exploring the Role of Teachers. Mavis G. Sanders, University of Maryland - Baltimore County; Claudia Lucia Galindo, University of Maryland - Baltimore County

Reading Beyond the Page: Pedagogical Implications of Teachers’ Experiences in Book Clubs. Jennifer Jane Rottmann, University of Ottawa

Hyatt, East Tower - Purple Level, Riverside West; 12:00-1:30pm
Chair: Andrew Babson, The University of Pennsylvania
Participants:
Linguistic Inclusion, Elision, and Subjectivities: The Dynamics of Language Power at Play in Two English Primary Schools. Séan Anthony Bracken, University of Worcester
Reforming Approaches to Language in Education: Exploring Plurilingual Pedagogies Through Collaborative Inquiry With Educators. Saskia Stille, York University
The Imperialistic Role of Spanish Historical Readers in the Late 19th Century: A Form of Language Planning in U.S. Colonies. Lucia Cardenas Curiel, The University of Texas - Austin; Leah Duran, The University of Texas - Austin

Hyatt, East Tower - Purple Level, Riverside West; 12:00-1:30pm
Chair: Carmina Makar, City College of New York - CUNY
Participants:
Crafting Identities: An Examination of Latinas’ Literacies in Their Transition From High School to College. Luciene Soares Vanderwumen, The University of Texas - El Paso
Socializing Language Identities: Schools as Socializing Spaces for Students’ Linguistic Identity and Achievement. Jennifer Marie Collett, Lehman College - CUNY
“I Was Born With Spanish”: The Relationship Between Language Learning and Ethnicity for Young Language Learners. Jennifer Marie Collett, Lehman College - CUNY

Hyatt, East Tower - Purple Level, Riverside West; 12:00-1:30pm
Chair: Avary Carhill-Poza, University of Massachusetts - Boston
Participants:
Do Birds Singing the Same Song Flock Together? Social Homophily Based on Language. Anouk Van Der Wildt, Ghent University; Piet Van Avermaet, Ghent University
Is Heritage Language a Hurdle on Students’ Path to Academic Success? Contrasting Students’ and Teachers’ Attitudes Toward Heritage Languages in Germany. Irina Usanova, University of Hamburg

14.044-11. Locating the Self: College Students and Youth in Unsettling Locations. Division G - Social Context of Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 12:00-1:30pm
Chair: Audrey Lensmire, Augsburg College
Participants:
Critical Testimonios of Chicanas/Latinas Studying Abroad in Guatemala. Aurora Chung, Loyola University Chicago
Indigenous Ways of Knowing: Exploring the Educational Aspirations and College Preparation of African Immigrant Families. Chrystal George Mwanyi, University of Massachusetts - Amherst

Hyatt, East Tower - Purple Level, Riverside West; 12:00-1:30pm
Chair: David E. Long, George Mason University
Participants:
An Intergenerational Community-Based Art and Literacy Program in a Shelter for Families Who Are Homeless. Laurie MacGillivray, The
University of Memphis; Donalyn Heise, University of Memphis; Katharina A. Azin, University of Memphis

L iteracy in a New Playground: Young Children’s Literacy Practices in Virtual Worlds. Tolga Kargin, Indiana University - Bloomington

Texts, Religion, and Transnational Childhoods: Apprenticeship Across Time and Space. Catherine F. Compton-Lilly, University of Wisconsin - Madison; Jieun Kim, University of Wisconsin - Madison; Erin Quast, University of Wisconsin - Madison; Stephanie Shedron, University of Wisconsin; Sarah Tran, University of Wisconsin - Madison

Hyatt, East Tower - Purple Level, Riverside West; 12:00-1:30pm
Chair: Bernard Oliver, University of Florida
Participants:
“lt’s Too Boring Now”: Contested Participation and Identity Conflicts in a Critical Literacy Classroom. Shannon McManimon, University of Minnesota

Literary Discussions About Gender Roles Among Spanish-English Kindergarteners: A Case Study. So Jung Kim, The University of Texas - El Paso; Josefina V. Tinajero, The University of Texas - El Paso

Mirror-Work: Creating Critical Literacy Spaces for Positive Black Identity Development. Roberta Price Gardner, University of Mary Washington

Hyatt, East Tower - Purple Level, Riverside West; 12:00-1:30pm
Participants:
Mentalization and Empathy Among Effective Australian Elementary School Teachers. Paul Anthony Swan, Monash University; Philip Riley, Australian Catholic University

How Early Learning Influences Professional Learning. Monica Eileen McGlynn-Stewart, George Brown College

Teachers as Inquirers, Knowledge Generators—and Researchers? Clive M. Beck, OISE/University of Toronto; Clare Kosnik, University of Toronto; Tiffany MacKay, Peel District School Board; Mira Gambhir, OISE/University of Toronto; Belinda Monique Longe, University of Toronto - OISE; Monica Eileen McGlynn-Stewart, George Brown College; Julie Middleton, OISE/University of Toronto; Elizabeth Rosales, University of Toronto - OISE

Negotiating a New Culture: Immigrant Teachers Crafting Their Professional Identity. Hafdis Gudjonsdottir, University of Iceland

14.044-15. Self-Study in Practice. SIG-Self-Study of Teacher Education Practices; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 12:00-1:30pm
Chair: Deborah L. Tidwell, University of Northern Iowa
Participants:
Tensions Revealed: Coming to Terms With an Antiquated View of Teacher Education. Anthony Kenneth Tufte Francis, Oakland University

“And With All Thy Getting, Get Understanding”: The Promise of Black Studies Toward Knowledge, Understanding, and Praxis in Teacher Education. Melanie M. Acosta, The University of Alabama; Bridgette Johnson, University of Florida; Natalie Simone King, University of Florida; Germischa Cherfere, University of Pennsylvania; Jana Wallace, University of Florida; Charisse Nerissa Southwell, University of Florida; Michelle Grant-Harris

Faculty Self-Studies to Improve Program Field Experiences. Anastasia P. Samaras, George Mason University; William Harry Rodick, George Mason University; Toya Jones Frank, George Mason University; Monique Apollon Williams, George Mason University

Hyatt, East Tower - Purple Level, Riverside West; 12:00-1:30pm
Participants:
Inclusive Literacy Practices Facilitate Positive Identity Negotiations for Young Bilinguals. Lindsey Moses, Arizona State University

Latino Children’s Exposure to School Practices Through Older Siblings in Immigrant Families. Amanda Kibler, University of Virginia; Natalia Palacios, University of Virginia; Ashley Elizabeth Simpson Baird, University of Virginia; Rebecca Bergey, University of Virginia

When “To Be, or Not to Be?” Is NOT the Question: Exploring Writers-in-Becoming in Youngest English Learners’ Dialogic Literacy Practice. Hui H. Song, East Tennessee State University

14.044-17. The Importance of Active Learning Environments: Toward Greater Student Engagement. SIG-Learning Environments; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 12:00-1:30pm
Chair: Dimitrios Graikinis, Toronto District School Board
Participants:
“Getting It Better”: Using Historic Sites and Public History to Enhance Students’ Historical Understanding. Karen L.B. Burgard, Florida Gulf Coast University; Michael L. Boucher, Florida Gulf Coast University

Academic Performance and Student Satisfaction in a Flipped Undergraduate Mathematics Course. Kathryn Friell, University of Missouri - Columbia; Keri Champion Jones, University of Missouri

Using Virtual Manipulatives to Enhance Collaborative Discourse in Mathematics Instruction. Katie L. Anderson-Pence, University of Colorado - Colorado Springs; Patricia S. Moyer-Packenham, Utah State University

Behavioral and Academic Climate in Schools. Tracey Nicole Sulak, Baylor University

Incendiary Spaces: An Artifact Narrative of an Exclusionary and Oppressive School Environment. Benjamin D. Parker, University of Georgia

14.044-18. Advances in Achievement Goal Research. SIG-Motivation in Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 12:00-1:30pm
Chair: Akane Zusho, Fordham University
Participants:
Comparing “Normative” Versus “Appearance” Performance Goals. Corwin Senko, State University of New York - New Paltz

Distinctive Components of Performance-Approach Goals and Their Relationships With Personality and Strategy Use. Soon Koo Kwon, Korea University; Mimi Bong, Korea University; Sung-Hi Kim, Korea University

Do Learners’ Used Learning Strategies and Achievement Depend on the “What” of Achievement Goals, the “Why,” or Both? Lennia Matos, The Pontifical Catholic University of Peru; Maarten Vansteenkiste, University of Leuven

The Impact of Goal Orientation on Learning and Engagement in a Problem-Based Learning Unit. Cassandra M. Bergstrom, University of Northern Colorado; Kevin J. Pugh, University of Northern Colorado

14.044-19. Articulating Students’ Perspectives, Meaning-Making, and Pedagogical Cultural Differences. SIG-Research on Learning and Instruction in Physical Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 12:00-1:30pm
Chair: Brian D. Dauenhauer, University of Northern Colorado
Participants:
Authoring Students’ Perspectives: Toward Student-Centered Pedagogy in Physical Education. Kimberly L. Oliver, New Mexico State University; David Kirk, University of Strathclyde

Developing and Articulating Pedagogies for Meaning-Making in Physical Education Teacher Education. Deirdre Ni Chroinin, Mary Immaculate College; Tim Fletcher, Brock University; Mary O’Sullivan, University of Limerick

Fundamental Pedagogical Differences and Consequences: A China-U.S. Policy Comparison. Haichun Sun, University of South Florida; Haiyong Ding, Shanghai University of Sport; Jing Chen, University of North Carolina - Greensboro

The Case for “Pedagogical Cases”: Bridging the Theory/Research-Practice Gap for Youth Physical Activity Settings. Kathleen M. Armour, University of Birmingham

Hyatt, East Tower - Purple Level, Riverside West; 12:00-1:30pm
Chair: Jaime Dice, University of Rhode Island
Participants:
Combining Research, Evaluation, and Leadership Skills in Doctoral
Programs: A Mixed-Methods Research Project. *Thomas W. Christ*, University of Bridgeport


Examining Response to Use of Mobile Learning in an Introductory Qualitative Methods Course. *Nancy Jefferson Smith*, Texas A&M University - Corpus Christi

The Successes and Disappointments of a Novice Mixed-Methods Researcher. *Jonathan Engelman*, Kettering College

Whole-Group Question-Asking in Two Classrooms During a Complex Causal Science Curricular Intervention. *Maleka Donaldson Gramling*, Harvard University; *Kasia Derbiszewska*, Harvard University; *Tina A. Grotzer*, Harvard University


Hyatt, East Tower - Purple Level, Riverside West; 12:00-1:30pm

Chair: *Katie Brkich*, Georgia Southern University

Participants:

A Critical Race Theory Critique of the Next Generation Science Standards. *Eileen R.C. Parsons*, University of North Carolina - Chapel Hill; *Dana Thompson Dorsey*, University of North Carolina - Chapel Hill

African American Youth’s Conceptions of Competence in the Context of a Seventh-Grade Science Class. *Mirlanda Elizabeth Prudent*, University of Illinois at Chicago; *Maria Varelas*, University of Illinois at Chicago; *Justine M. Kane*, Wayne State University; *Danny B. Martin*, University of Illinois at Chicago

Perceived Parental Support and Science Achievement: A Longitudinal Study of Students Underrepresented in STEM Fields. *Milagros F. Kudo*, University of California – Riverside; *Marshia M. Ing*, University of California - Riverside


14.044-22. Arts-Based Research: Moving Beyond Spoken Words in Qualitative Research. SIG-Qualitative Research; Roundtable Session

Hyatt, East Tower - Purple Level, Riverside West; 12:00-1:30pm

Chair: *Angela Rose Hines*, Arizona State University

Participants:


14.044-23. Emerging Perspectives on Critical Policy Research in Sustainability Education. SIG-Environmental Education; Roundtable Session

Hyatt, East Tower - Purple Level, Riverside West; 12:00-1:30pm

Chair: *Marcia McKenzie*, University of Saskatchewan

Participants:

Environmental and Sustainability Education Policy Research: A Review of Geographic and Thematic Trends Over Time. *Kathleen Aiken*, University of Saskatchewan; *Jeppe Laesoe*, Aarhus University - School of Education


Critical Inquiry on Sustainability and Education Policy Across Canada. *Andrew Bieler*, University of Saskatchewan

14.044-24. Issues of Immigration and Representation in Social Studies Education. SIG-Social Studies Research; Roundtable Session

Hyatt, East Tower - Purple Level, Riverside West; 12:00-1:30pm

Chair: *Annette M.M. Simmons*, College of Saint Scholastica

Participants:

Asian Americans in American History: An Analysis of Social Studies Curriculum Standards. *Sohyun An*, Kennesaw State University

Immigration Deliberations Among Immigrant Youth and Teachers at a University. *Shannon Mary Daniel*, Vanderbilt University - Peabody College

Opportunities for General Education and ESL Teacher Collaboration in Elementary Social Studies. *Tina Lane Heath*, University of North Carolina - Charlotte; *Michelle Plaisance*, Greensboro College

Social Studies Preservice Teachers and Documentary Counternarratives of U.S. Immigration. *Jeremy Hibbun*, University of North Carolina - Wilmington; *Lisa Brown Buchanan*, University of North Carolina - Wilmington


14.044-25. Filling the Program Toolbox: A Deeper Understanding of Program Quality in Out-of-School Time Settings. SIG-Out-of-School Time; Roundtable Session

Hyatt, East Tower - Purple Level, Riverside West; 12:00-1:30pm

Chair: *Myriam L. Baker*, Knowledge Universe

Participants:

Countering Summer Setback: Exploring the Strengths and Challenges of Summer Programs in Nonurban Settings. *Bernadette Doykos*, University of Southern Maine; *Erika K Stump*, University of Southern Maine

Measuring Complexity at Scale: Planning for Out-of-School Time Program Fidelity and Change. *Sarah Taylor rug*, University of Colorado - Boulder; *Heather L. Thiry*, University of Colorado - Boulder

Most Important Elements for After-School Program Quality and Use of Tools for Continuous Improvement. *Julie Boesch*, California State University - Fresno; *Linda Hauser*, California State University - Fresno

Quality Thresholds That Matter for Improving Youth Outcomes. *Femi Gbnin, Public Profit; Julie Lo*, Public Profit

14.044-26. Parents and Community in Urban Settings. SIG-Urban Learning, Teaching, and Research; Roundtable Session

Hyatt, East Tower - Purple Level, Riverside West; 12:00-1:30pm

Chair: *Lois Andre Bechely*, California State University - Los Angeles

Participants:

A Spatial Analysis of Learning Processes at One Low-Income High School in Cape Town, South Africa. *Adam Cooper*, Stellenbosch University

Effective Parent Strategies: Black Parents Share Their Engagement Strategies. *Angela Louque*, California State University - San Bernardino

Exploring a Public Pedagogy of Pride: Chinese Communities in Richmond, Canada. *Yao Xiao*, The University of British Columbia

Urban Parents’ Perspectives on Organized School Visits to Inform Advocacy and School Choice in an Underserved School District. *Kirsten D. Hill*, University of Michigan - Dearborn

14.044-27. Educating for Peace. SIG-Peace Education; Roundtable Session

Hyatt, East Tower - Purple Level, Riverside West; 12:00-1:30pm

Chair: *Blythe F. Hinitz*, The College of New Jersey

Participants:

Building Peace Culture: Children’s Conceptions of Peace in Two Ugandan Primary Schools. *Barbara Dennis*, Indiana University; *Nathan Mayengo*, Kyambogo University; *Gastone Byamugisha*, Kyambogo University; *Jane Namusoke*, Kyambogo University; *Kirabo Nakasita*, Kyambogo University; *Santos Auma-Okumu*, Kyambogo University; *Edward Nkwese*, Kyambogo University; *Maria Kaahiwa Goretti*, Kyambogo University; *James Kaguguru*, Kyambogo University

Cultures of Coexistence: Four New York City Elementary Teachers and Their Models for Teaching Peace. *Debbie Sonu*, Hunter College - CUNY; *Molly Quinn*, Georgia Regents University

Superdiversity and Conflict Dichotomies in a Greek Cypriot Literacy Classroom. *Constadina Charalambous*, European University Cyprus; *Panayioti Charalambous*, Michalinos Zembylas*, The Open University of Cyprus

14.044-28. Enhancing Skills of Adult English Language Learners. SIG-Adult Literacy and Adult Education; Roundtable Session
Thursday Afternoon, April 16, 2015

14.045. Roundtable Session 3; Roundtable Session

14.045-1. Academic Partnerships for Student Success in Higher Education. Division J - Postsecondary Education; Roundtable Session
Hyatt, West Tower - Green Level, Crystal B; 12:00-1:30pm
Chair: Catie Hein, YWCA Lake County
Participants:
- We’re in This Together: Emerging K–16 Partnerships and Strategies to Reduce College Remediation. Roxsana M. Jones, Southern Illinois University - Carbondale; Lara Pheat, Teachers College, Columbia University; Elisabeth Barnett, Teachers College, Columbia University; Maggie Plunkett Fay, Teachers College, Columbia University; Madeline Joy Trimble, Teachers College, Columbia University
- Beat the Odds: How a Comprehensive College Access Program Helps Urban High School Graduates Make It to College. Cara Kronen, Borough of Manhattan Community College
- Bridging the Gap: A Case Study Examining Student Success in a Summer Bridge Program. Charles Lu, The University of Texas - Austin; Ashley N. Stone, The University of Texas at Austin; Carmen DeLas Mercedez, The University of Texas - Austin; Anthony Heaven, The University of Texas - Austin

14.045-2. Authenticity, Innovation, and Teaching Styles. Division J - Postsecondary Education; Roundtable Session
Hyatt, West Tower - Green Level, Crystal B; 12:00-1:30pm
Chair: Kellie Carpenter Cade, Texas A&M University-Central Texas
Participants:
- Critical Analysis of the Discourses of Teaching and Learning: Toward Authenticity in Higher Education. Antonina Lukenchuk, National-Louis University
- Innovating With Disruption: Faculty Responses to Integrated Reading and Writing Remediation in Texas. Erin Doran, The University of Texas - San Antonio
- Organizational Commitment and Teaching Styles. Li-Fang Zhang, University of Hong Kong; Professor Carol Evans, University of Southampton; Gerard Postiglione, The University of Hong Kong

14.045-3. Creating Educational Value and Engagement for International Students, Faculty, and Staff. Division J - Postsecondary Education; Roundtable Session
Hyatt, West Tower - Green Level, Crystal B; 12:00-1:30pm
Chair: Ajay Singh
Participants:
- Educational Value of Teachers Colleges in Urban India. Matthew A. Winstein, Claremont Graduate University
- From Assimilation to Acculturation: Using a Systemic, Multilayered, and Self-Reinforcing Approach to Create an Inclusive Multicultural Environment at Institutions of Higher Education. Crystal Machado, Indiana University of Pennsylvania
- Understanding Faculty and Student Affairs Staff Members’ Awareness of and Engagement With the “Other.” Tricia Seifert, Montana State University; Jeffrey Burrow, University of Toronto - OISE; Diliana Peregrina-Kretz, OISE/University of Toronto; Kathleen Moore, OISE/University of Toronto

14.045-4. Diverse Student Experiences Along the K–16 Pipeline. Division J - Postsecondary Education; Roundtable Session
Hyatt, West Tower - Green Level, Crystal B; 12:00-1:30pm
Chair: Eduardo Lara, University of California - Los Angeles
Participants:
- An Exploration of Black Student College-Going to the For-Profit Higher Education Sector. Constance Iloh, University of Southern California
- Pathways Into College for American Indian and Alaska Native Students. Frances K. Stage, New York University; Daniel Galvan, University of Southern California; Amber Janke, New York University; Byron Tsabetsaye, New York University
- The Charter School–to–Community College Pipeline: Examining College Access for African American and Latina/o Students. Stephanie Nunez, Green Dot Public Schools; Dimpal Jain, California State University - Northridge
- “The Danger of a Single Story”: Language Politics in Framing Black Immigrant Achievement. Janet T. Avokoya, Frederick D. Patterson Research Institute; Chonika Coleman King, The University of Tennessee - Knoxville

14.045-5. Division J Section 5 Roundtable. Division J - Postsecondary Education; Roundtable Session
Hyatt, West Tower - Green Level, Crystal B; 12:00-1:30pm
Chair: Kevin R. McClure, University of North Carolina - Wilmington
Participants:
- Income-Tested College Financial Aid and Student Working Decisions. Rajeev Darolia, University of Missouri - Columbia
- Borrowing More While Owning the Same: Two Decades of Evidence on Two- and Four-Year Colleges’ Impact on Loan Debt. Manuel S. Gonzalez Canche, University of Georgia
- Follow the Money: Budget Patterns in Public Colleges and Universities Under Guaranteed Tuition Programs. Diane R. Dean, Illinois State University
- Pell Grants and Degree Production at Public Comprehensive Institutions. Marvin A. Titus, University of Maryland; David S Williams, University of Maryland - College Park

14.045-6. Division J Section 5 Roundtable 3. Division J - Postsecondary Education Cosponsored with SIG-International Studies; Roundtable Session
Hyatt, West Tower - Green Level, Crystal B; 12:00-1:30pm
Chair: Leslie R. Zenz, University of North Carolina - Charlotte
Participants:
- Does Late Specialization Improve College Students’ Major Interests? Evidence From China. Leping Ma, Peking University
- High Tuition and High Student Loans: The Experiences of College Students With Education Loan Burdens. Helen O. Au, University of Hawaii at Mānoa; Stacey Butler Roberts, University of Hawaii - Mānoa
- “Pay It Forward” and Higher Education Subsidies: A Theoretical Model. Jennifer A. Delaney, University of Illinois at Urbana-Champaign; Dhammika Dharmapala, University of Illinois at Urbana-Champaign

14.045-7. Getting Involved: Student Engagement and Outcomes for Diverse Communities. Division J - Postsecondary Education; Roundtable Session
Hyatt, West Tower - Green Level, Crystal B; 12:00-1:30pm
Participants:
- Black Male Student Organizations at Predominantly White Institutions: Social Support for Persistence. Justin Avery Coles, Michigan State University; Antar Akari Tichavakunda, University of Southern California
- The Estimated Effects of College Student Involvement on Psychological Well-Being. Cindy Ann Kilgo, University of Iowa; Amanda L. Mollet, University of Iowa; Ernest T. Pascarella, University of Iowa
- Pulled In or Pushed Out? Black Alumnae Experiences With Black Community During College. Rachelle Winkle-Wagner, University of Wisconsin; Bridget Turner Johnson, Loyola University Chicago; Courtney Luedke, University of Wisconsin - Madison; Tangela Blakely Reavis, University of Wisconsin - Madison

14.045-8. Neoliberalism and Its Impact on Community Colleges. Division J - Postsecondary Education; Roundtable Session
Hyatt, West Tower - Green Level, Crystal B; 12:00-1:30pm
Participants:
- Inputs Matter: An Exploration of Outcomes Funding Impacts on Two Community Colleges. Erik C. Ness, University of Georgia; Denisa
Gandara, University of Georgia - Athens; Mary Milan Doupe, University of Georgia
Minority Administrators at Community Colleges in Florida. Xiaodan Hu, University of Florida; Marielle Gammons, University of Florida; Dale Campbell, University of Florida
Neoliberalism Across Borders: The Impact on Community College Students With Children. Margaret W. Sallee, University at Buffalo - SUNY; Rebecca D. Cox, Simon Fraser University
Troubling Leadership: Recrafting the Future of Community Colleges. Regina L. Garza Mitchell, Western Michigan University; Pamela L. Eddy, College of William and Mary

14.045-9. On the Move: Examining the Experiences of Students in Transition. Division J - Postsecondary Education; Roundtable Session
Hyatt, West Tower - Green Level, Crystal B; 12:00-1:30pm
Chair: Vijay Kanagala, The University of Vermont
Participants:
Adapting to College Life After Military Service: A Social Cognitive Learning Approach. Taraney Woodruff, Texas A&M University - College Station; Vicente M. Lechuga, Texas A&M University
Why Do Transfer Students Have Lower Academic Success and Intent to Persist Scores? Using Survey Data to Assess the Roles of Student Inputs and Campus Environments. Frank Joseph Fernandez, The Pennsylvania State University - University Park; Susan Rankin, The Pennsylvania State University
Cognitive Skills Development Among Transfer College Students: An Analysis by Student Gender and Race. David Edens, California State Polytechnic University - Pomona; Cassi Strain; Heather Dy; James Dalske, California Maritime Academy; Young K. Kim, Azusa Pacific University
Longitudinal Changes in Asian University Students: Language Code Switching as a Moderator in College Adaptation. Stephanie Dietz, Singapore University of Technology and Design; Xiaojian Li, Singapore University; W. Quin Yow, Singapore University of Technology & Design

14.045-10. Resistance and Resilience Working With Marginalized Populations in Higher Education. Division J - Postsecondary Education; Roundtable Session
Hyatt, West Tower - Green Level, Crystal B; 12:00-1:30pm
Chair: Kim Misa, Loyola Marymount University
Participants:
A Broken Link: Homeless Liaisons’ Support to Homeless Students’ Road to Postsecondary Education. Jarrett Gupton, University of Minnesota; Jennifer Trost, University of Minnesota - Twin Cities
Factors Affecting LGBTQ College Choice Decisions. David Joseph Nguyen, Michigan State University; Kristen A. Ren, Michigan State University; Blue Brazelton, Michigan State University
Military Child Pathways to College: An Analysis of Education Longitudinal Study 2002 and 2004 Data. Alicia M. Peralta, University of Maryland - College Park; Alberto F. Cabrera, University of Maryland; Elizabeth Karban, University of Maryland - College Park
“I Advocate for Myself”: One University’s Campaign to Increase Enrollment for Individuals With Exceptionalities. Donna M. Sayman, Wichita State University; Mandy E. Luk, Clayton State University; Kelly Carrero, Shippensburg University of Pennsylvania

14.045-11. Revisiting Cultural Capital Discourse in Higher Education. Division J - Postsecondary Education; Roundtable Session
Hyatt, West Tower - Green Level, Crystal B; 12:00-1:30pm
Chair: Winona M. Taylor, Bowie State University
Participants:
College Readiness and Cultural Capital in the U.S. Pacific Islands. Jenna Sablan, University of Southern California
Paving the Way to College: The Role of Dispositions and Aspirations. Maria Adamutti-Trache, The University of Texas - Arlington; Rachel Lomax, Hurst-Euless-Bedford Independent School District

14.045-12. The Role of Networks and Partnerships in Education. Division J - Postsecondary Education; Roundtable Session
Hyatt, West Tower - Green Level, Crystal B; 12:00-1:30pm
Chair: Mehmet Dali Ozturk, College of the Sequoias
Participants:
How City–University Networks Fuel Local Innovation, Growth, and Creativity. Michael S. Harris, Southern Methodist University; Karri A. Holley, The University of Alabama
Networks as Strategies for Social Mobility and Inclusion: Insights From Minority Career Development Programs. Danova Goens, Northwestern University
PUBLIC TRANSPORTATION APARTHEID: A Postcolonial Geographic Information Systems Analysis of Urban College Access. Amalia Zuleyman Dacheco-Gerhino, University of Missouri - Columbia
Schooling Partnerships. Sandra Schamroth Abrams, Saint John’s University; Michael Downton, St. John’s University; Xiaojian Chen, St. John’s University
Blurring Boundaries and Borders: Interlocks between AAU Institutions and Transnational Corporations. Lucia Braddock, University of Georgia - Athens; Ikka Kauppinen, University of Jyväskylä; Hyejin Choi, University of Georgia; Lindsay Coo, University of Georgia

Hyatt, West Tower - Green Level, Crystal B; 12:00-1:30pm
Chair: Sheron Andrea Fraser-Burgess, Ball State University
Participants:
The “Refugee” as Paradigm for Civic Education. Harvey Shapiro, Northeastern University
What Counts as a Heritage Language? Justice, School Choice, and Competing Claims for Recognition. Terri S. Wilson, University of Colorado - Boulder
“Numbers Could Change Your Life”: Assemblage Theory and Rationalities of College Aspiration for Migrant Youth. Shane Duggan, The University of Melbourne
Philosophical Hermeneutics as Inclusive Democratic Discourse: Local Hermeneutics, Socrates, and the Just Community of Learners. James M. Magrini, College of Dupage

14.045-14. Holistic Education: Diversity and Justice. SIG-Holistic Education; Roundtable Session
Hyatt, West Tower - Green Level, Crystal B; 12:00-1:30pm
Chair: Karen F. Tardrew, National Louis University
Participants:
A Mindful Solution to a Thought-Provoking Problem: Consideration of a Just Intervention in an Unjust Educational Climate. Lisa Bass, North Carolina State University
Holistic Education: Perspectives from Islamic Schools and Their Leaders. Isra Birahim, Middle Tennessee State University; Rick Vanossdall, Middle Tennessee State University
Media Literacy as a Form of Holistic Education. Yonty Friesem, University of Rhode Island

14.045-15. Spirituality and Education: Select Papers. SIG-Spirituality & Education; Roundtable Session
Hyatt, West Tower - Green Level, Crystal B; 12:00-1:30pm
Chair: Kathleen I. Harris, Seton Hill University
Participants:
Understanding Curriculum as Techno-Theological Text. Yu-Ling Lee, University of British Columbia
Bullying and Spirituality: Spiritual Strategies to Prevent, Lessen, and Eliminate Bullying. Ivy Yee-Sakamoto, Azusa Pacific University; Hee-Kap Lee, Azusa Pacific University
Self-Authoring Viewpoint Commitment and Pluralism Orientation Among LGBT and Heterosexual Students. Alyssa N. Rockenbach, North Carolina State University; Matthew Mayhew, New York University; Jason C. Garvey, The University of Alabama; Marc A. Lo, New York University
College Men at the Intersection of Masculinity and Spirituality: A Review of Scholarly Literature. Daniel Zepp, Boston College
Nurturing the Soul of a School: Weaving Character Education, Civility, and Community Through Sacred and Secular Stories. Cathy C. Leogrande, La Salle University
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<td>Contexts of Multiple Languages and Literacies. Division G - Social</td>
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<td>1. Bilingual Learners Talking in School: Identity and Inclusion in Small</td>
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<td>Discussion Groups, Christopher J Wagner, Boston College; Patrick Proctor,</td>
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<td>14.046-2. Local Contexts of Teaching and Learning, Division G - Social</td>
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<td>2. Bros Talking Gender and Power in the Sex Ed Class. Odile C. Mattiaunda,</td>
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<td>3. Bullying at Live Oak Elementary School: A Case Study of Teachers’</td>
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<td>Experiences With Mistreatment by Their Administrators, Amy Orange, University</td>
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<td>of Houston - Clear Lake</td>
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<td>Alice LaRue Joy Cook, University of Maryland - College Park</td>
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<td>5. Toward Understanding Adult Immigrant Students’ Histories of Learning:</td>
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<td>Using Strategies of Language, Literacy, and Culture in U.S. Contexts.</td>
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<td>Carolyn A. Colvin, University of Iowa; Rachael Kahn, University of Iowa</td>
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<td>14.046-3. Answering Important Questions About Mathematics Teaching and</td>
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<td>6. Academic Language Complexity and Language-Minority Students’ Performance</td>
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<td>in Mathematics: Differential Effects for Different Grades?</td>
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<td>Nicole Haag, Humboldt University - Berlin; Alexander Roppelt, Humboldt</td>
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<td>University - Berlin; Birgit Hepp, Humboldt University - Berlin</td>
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<td>7. Children’s Gestures as a Means to Examine the Role of Manipulatives in</td>
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<td>Numerical Development. Andrew Manches, University of Edinburgh;</td>
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<td>Mihaela Dragomir, University of Edinburgh</td>
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<td>8. Diagrams May Not Be Your Friend: Empirically Discriminating Their</td>
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<td>Problem-Solving Efficacy. Brian D. Beitel, SUNY - College at Oneonta;</td>
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<td>Raymond C. Boss, SUNY - College at Oneonta; Nathan E. Gonyea, SUNY -</td>
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<td>College at Oneonta</td>
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<td>9. Epistemic Trust and Education: Effects of Informant Reliability on</td>
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<td>Student Learning of Decimal Concepts. Kelley Durkin, University of</td>
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<td>Louisville; Patrick Shafto, University of Louisville</td>
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<td>10. Fraction Comparison Strategies in Skilled Adults: Evidence From Eye</td>
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<td>Movements. Andreas Obersteiner, Technische Universität München</td>
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<td>11. Linear Representations of Two-Digit Numbers Promote First Graders’</td>
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<td>Estimation. Yu Zhang, Isikari Okamoto, University of California - Santa</td>
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<td>Barbara</td>
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<td>12. Makiguchi’s Theory of “Value Creation” and Its Implications for</td>
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<td>Mathematics: Promoting Students’ Identity Development and Sense of</td>
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<td>Community Through Engaging in a Collaborative Mathematical Modeling Project.</td>
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<td>Joo young Park, Florida Institute of Technology</td>
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<td>for Understanding in High School Mathematics. Janelle McFectors, University</td>
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<td>14. Mathematics Learning as Changing Discourse: The Case of Geometric</td>
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<td>Transformations. Wenjuan Li, University of Illinois at Chicago; Marra</td>
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<td>Martinez, University of Illinois</td>
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<td>15. Professional Development to Facilitate Teachers’ Mathematics Understanding</td>
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<td>and Associated Growth in Mathematics Knowledge for Teaching. Xen Liu,</td>
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<td>Texas Tech University; Gary Harris, Texas Tech University; Tara Stevens,</td>
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<td>Texas Tech University; Zenaida Aguirre-Munoz, Texas Tech University;</td>
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<td>Raegan Higgins, Texas Tech University</td>
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<td>16. Tables and Drawings as Cognitive Tools for Solving Nonroutine Word</td>
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<td>Problems in Primary School. Timo Reuter, University of Koblenz-Landau;</td>
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<td>Wolfgang Schnitz, University of Koblenz-Landau</td>
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51. Evaluating Internal Structure Validity Evidence for the TIMSS (Trends in International Mathematics and Science Study) 2007 Mathematics Test. Ten Fan, University of Massachusetts - Amherst; Craig S. Wells, University of Massachusetts - Amherst; Stephen G. Sireci, University of Massachusetts - Amherst; Jennifer Randall, University of Massachusetts

52. Immigrant Children’s Test Performance in PISA (Programme for International Student Assessment) 2009 in Finland. Johanna Lahja Lasonen, University of South Florida; Karita Kerttuli Hakala; Kari Nissinen


14.046-6. Contemporary Models and Their Applications: A Poster Session. Division D - Measurement and Research Methodology; Poster Session Sheraton, Fourth Level, Chicago VI&VII; 12:00-1:30pm

Posters:


38. An Investigation of Multistage Test Design Factors for Mixed-Format Tests. Ryousung Park, The University of Texas - Austin; Barbara G. Dodd, The University of Texas - Austin

39. Comparing Pretest Item Selection Methods in Online Calibration for Cognitive Diagnostic Models. Rui Guo, University of Illinois at Urbana-Champaign; Hua-Hua Chang, University of Illinois at Urbana-Champaign

40. The Challenges of Measuring Misconceptions in Middle Grades Statistics. Jessica Masters, Measured Progress; Lisa Famulardo, Measured Progress

41. Examining Power and Type I Error for Step- and Item-Level Tests of Invariance. Alicia Ayodele, University of Minnesota; Ernest C. Davenport, Jr., University of Minnesota

42. Investigating Aberrant Response Time Patterns Using Log-Likelihood Response Time Fit Index. Haiqin Chen, American Dental Association; Chien-Lin Yang, American Dental Association; David M. Waldschmidt, Joint Commission on National Dental Examinations

43. Joint Modeling Response Time and Response Accuracy. Shudong Wang, NWEA; Hong Jiao, University of Maryland


45. Quantifying Item Invariance for the Selection of the Least Biased Assessment. William Holmes Finch, Ball State University; Brian F. French, Washington State University; Maria E. Hernandez Finch, Ball State University

14.046-7. Division C Section 2A Poster Session 2. Division C - Learning and Instruction; Poster Session Sheraton, Fourth Level, Chicago VI&VII; 12:00-1:30pm

Poster:

46. Show and Tell: Using Students’ Speech to Predict Dynamic Gesture Production During Proof. Elizabeth L. Pier, University of Wisconsin - Madison; Candace A. Walkington, Southern Methodist University; Rebecca Bonocdo, Central Connecticut State University; Virginia E. Clinton, University of North Dakota; Mitchell J. Nathan, University of Wisconsin - Madison

14.046-8. Big Data in Globalized Environments. SIG-International Studies; Poster Session Sheraton, Fourth Level, Chicago VI&VII; 12:00-1:30pm

Posters:

47. A Prediction of Reading and Math Performance: Using Path Analyses. Linda H. Chiang, Azusa Pacific University; Orlando Griego, Azusa Pacific University


49. Cross-Cohort Changes in Youth Civic Attitudes From 1999 to 2009 in 16 Countries: An Application of the Alignment Method to International Association for the Evaluation of Educational Achievement (IEA) Data. Carolyn Elizabeth Barber, University of Missouri - Kansas City; Ingrid Munch, University of Gothenburg; Jessica Ross, University of Missouri - Kansas City


51. Evaluating Internal Structure Validity Evidence for the TIMSS (Trends in International Mathematics and Science Study) 2011 Mathematics Test. Ten Fan, University of Massachusetts - Amherst; Craig S. Wells, University of Massachusetts - Amherst; Stephen G. Sireci, University of Massachusetts - Amherst; Jennifer Randall, University of Massachusetts

52. Immigrant Children’s Test Performance in PISA (Programme for International Student Assessment) 2009 in Finland. Johanna Lahja Lasonen, University of South Florida; Karita Kerttuli Hakala; Kari Nissinen


14.046-9. Division I Poster Session. Division I - Education in the Professions; Poster Session Sheraton, Fourth Level, Chicago VI&VII; 12:00-1:30pm

Posters:

55. A Novel Method for Evaluating Item Quality in Medical and Professional School Exams. Kenneth Royal, North Carolina State University; Mari-Wells Hedgoeth, North Carolina State University; Ryan Madanick, University of North Carolina - Chapel Hill

56. Case-Based Learning and Reflection’s Impact on Clinical Reasoning in Physical Therapy Education. Rachel Trommelen, Aryn C. Karpinski, Louisiana State University - Health Sciences Center New Orleans; Sheila W. Chauvin, Louisiana State University

57. Evaluation of a Network of Scientists and Educational Specialists Developing Standards for Competence in Experimental Design. Yue Yin, University of Illinois at Chicago; Trevor R. Anderson, Purdue University; Stephanie M. Gardner, Purdue University; Nancy J. Pelaez, Purdue University

58. Exploring Teachers’ Beliefs and Attitudes About Information and Communications Technology Policy Text. Thirusellvan Vandyar, University of Pretoria

59. Health Information Employer, Employee, and Student Level of Importance of Employability Skills and Actual Competencies Needed to Succeed in the 21st Century. Corinatha Price, Dowling College; Elsa-Sofia Morote, Dowling College

60. Leadership Development Program: Investing in Future Leaders. Joseph David Narusis, Southern Illinois University - Carbondale; Rhonda K. Kovalchuk, Southern Illinois University - Carbondale; Emily Neuboff, Southern Illinois University - Carbondale; Joshua Palmer, Southern Illinois University - Carbondale; Bruce DeRuntz, Southern Illinois University - Carbondale; John Nicklow, Southern Illinois University - Carbondale

61. Medical Student Report of Clinical Encounter Differences From Expert’s Implications for Scoring of Clinical Competence. Regina Richter, University of California - Los Angeles

62. Priorities for Quality Honors Education. Patricia Joanne Smith, University of Central Arkansas

63. Student Perceptions of Factors Impacting Their Health Science Career Path. Reagan Curtis, West Virginia University; Sera Mathew; Zornitsa Georgieva, West Virginia University; Megan L. Smith, West Virginia University; Lucas C. Moore, West Virginia University

64. The Value of International Experiences in the Development of Engineering Students’ Global Competency. Vanessa Vernaza-Hernandez, University of South Florida; Allan Feldman, University of South Florida

65. Using Design-Based Research to Optimize Virtual Patient Simulations for Medical Students. Lisa McCoy, A.T. Still University; Keith Wetzel, Arizona State University; Ann D. Ewbank, Montana State University
AERA Sessions

Hyatt, West Tower - Gold Level, Regency D; 2:15-3:45pm
Chair: Robert M. Hauser, National Research Council
Participants: Heidi A. Schweingruber, National Research Council; Sujeeeta Bhatt, National Research Council; Barbara Rogoff, University of California - Santa Cruz; James W. Pellegrino, University of Illinois at Chicago; Penelope L. Peterson, Northwestern University
Discussants: Carol D. Lee, Northwestern University; William R. Penuel, University of Colorado - Boulder

16.014. Division C Fireside Chat: The Journey From Doctoral Student to a Tenure-Track Job. Graduate Student Council Cosponsored with Graduate Student Council, Division C - Learning and Instruction; Invited Speaker Session
Sheraton, Second Level, Ontario; 2:15-3:45pm
Chairs: Thom Michael Suhy, Southern Methodist University; Stephanie V. Worthington, Michigan State University
Speakers: William F. Pinar, The University of British Columbia; Peter L. McLaren, Chapman University; William (Bill) H. Schubert, University of Illinois at Chicago; William C. Ayers, University of Illinois at Chicago; David J. Flinders, Indiana University; David M. Callejo Perez, Saginaw Valley State University; Joseph E. Flynn, Northern Illinois University; Steven Page, Georgia Regents University; Brian D. Schultz, Northwestern Illinois University; Nancy P. Gallavan, University of Central Arkansas; Christine M. Greenhow, Michigan State University; Andrew T. Kemp, Georgia Regents University
Participant: Shelley B Harris, Texas A&M - San Antonio

16.015. Division H Fireside Chat: Toward Research, Evaluation, and Assessment That Informs Praxis in Schools. Graduate Student Council Cosponsored with Graduate Student Council, Division H - Research, Evaluation and Assessment in Schools; Invited Speaker Session
Marriott, Sixth Level, Indiana/Iowa; 2:15-3:45pm
Chairs: Matthew R. Lavery, Kathleen High School; Oral B. Grant, Howard University
Speakers: W. James Popham, University of California - Los Angeles; Joseph M. O’Reilly, Mesa Public Schools; Mei Kuan Lai, The University of Auckland

16.016. Getting Connected: AERA’s Multiple Offerings—Graduate Student Edition. Graduate Student Council Cosponsored with Graduate Student Council; Invited Speaker Session
Marriott, Fifth Level, Chicago E; 2:15-3:45pm
Chairs: Ashley Patterson, The Ohio State University - Columbus; Andrés Castro Samayoa, University of Pennsylvania

16.017. Inequalities in Opportunity to Learn Across Nations. International Relations Committee; Paper Session
Hyatt, West Tower - Bronze Level, Buckingham; 2:15-3:45pm
Chair: William H. Schmidt, Michigan State University
Participants: Are Socially Integrated Education Systems More Effective and Fair? Evidence From Organisation for Economic Co-operation and Development Countries. Laura Perry, Murdoch University; Christopher A. Lubinski, University of Illinois at Urbana-Champaign
Mathematics Literacy: What’s Formal Mathematics Got to Do With It? Leland S. Cogan, Michigan State University; Richard T. Houang.
Michigan State University  
Relationship Between Education and Attitude Toward Social Welfare  
Among Non-Underdogs in 40 Countries. Emi Ivatani, University of Pittsburgh; Feifei Ye, University of Pittsburgh  
The Internationalization of Standards-Based Teacher Education Policies:  
Who Is Served? Barbara L. Bales, University of Wisconsin - Milwaukee; Mie Narimatsu, Seirei Christopher University

16.018. Sexuality, Social Justice, and Schooling: A Cross-Disciplinary Investigation. Committee on Scholars and Advocates for Gender Equity in Education; Symposium  
Hyatt, West Tower - Silver Level, Dusable; 2:15-3:45pm  
Chair: Gail Stern, Catharsis Productions  
Participants:  
Recognition Beyond Bullying: Resisting Neoliberal Understandings of LGBTQ Sexuality in U.S. Schools. Jessica Fields, San Francisco State University; Jen Gilbert, York University; Nancy L. Lesko, Teachers College, Columbia University; Laura Mamo  
Rethinking Consent and Its Place in the Sex Education Curriculum. Josh Corngold, University of Tulsa  
“Her Choice”: Neoliberal Obstacles to Understanding Consent, Rape, and Objectification in a Sex Education Classroom. Sharon Lamb, University of Massachusetts - Boston; Renee Randazzon  
Steering the Sex Education Discussion. Paula McAvo, University of Wisconsin - Madison

Division Sessions

16.019. “We All Have Stories to Tell”: Pedagogical Possibilities Toward Educational Justice Through Digital Storytelling. Division B - Curriculum Studies; Symposium  
Hyatt, East Tower - Gold Level, Columbus AB; 2:15-3:45pm  
Chair: Yolanda Sealey-Ruiz, Teachers College, Columbia University  
Participants:  
Digital Storytelling as Racial Justice: Digital Hopes for Deconstructing Whiteness in Teacher Education. Cheryl E. Matias, University of Colorado - Denver; Tanetha J. Grosland, Morgan State University  
Negotiating and Navigating Transnational Literacies and Research Through Storytelling. Alexandra Thomas, Teachers College, Columbia University  
Digital Storytelling as Method and Narrative Assemblage. Korina Jocson, University of Massachusetts - Amherst

16.020. At War! Challenging Racism, Materialism, and Militarism in Education. Division B - Curriculum Studies; Symposium  
Hyatt, East Tower - Green Level, Plaza A; 2:15-3:45pm  
Chair: Arshad Imtiaz Ali, George Washington University  
Participants:  
Toward What Ends? A Critical Analysis of Militarism and STEM Education. Shayan Vossoughi, Northwestern University; Sepehr Yalak, University of California - Berkeley  
Pedagogies of Rebellion: The Pillars of De-Imperialization. Alliyson Tintiangeo-Cubales, San Francisco State University; Edward Ryan Curameng, University of California - Los Angeles  
From an Indigenous Standpoint: War, Occupation, and Settler Education. Dolores Calderon, University of Utah  
Discussant: Tracy Lachica Buenavista, California State University - Northridge

16.021. Advances in Reading Instruction and Interventions. Division C - Learning and Instruction; Paper Session  
Sheraton, Second Level, Erie; 2:15-3:45pm  
Chair: Sarah W. Beck, New York University  
Participants:  
A Closer Look at What Works: Theoretical and Instructional Perspectives Behind Beginning Reading Interventions. Jerome V. D’Agostino, The Ohio State University; Katherine Brownfield, The Ohio State University - Columbus  
Dialogic Instruction and Reading Outcomes. Catherine J. Michener, University of California Irvine; Patrick Proctor, Boston College; Rebecca Delfes Silverman, University of Maryland - College Park  
The Effects of Code-Based Literacy Interventions on Spelling Achievement: A Meta-Analysis. Joy Lin, City University of New York; Kasey LeeAnn Powers, The Graduate Center - CUNY; Patricia J. Brooks, The Graduate Center - CUNY  
Do We Really Need to Teach Reading Comprehension? Influences of Cognitive Ability, Achievement, and Instruction. Esther Hellmann, The City University of New York; Lianne C. Ehri, City University of New York

16.022. Boredom at School: Antecedents, Outcomes, and Coping Strategies. Division C - Learning and Instruction; Symposium  
Sheraton, Second Level, Superior A; 2:15-3:45pm  
Chairs: Thomas Goetz, University of Konstanz; Reinhard Pekrun, University of Munich  
Participants:  
Boredom as an Epistemic Emotion. Elisabeth Meier, University of Munich; Reinhard Pekrun, University of Munich; Karsten Stegmann, University of Munich; Krista R. Muis, McGill University; Gale M. Sinatra, University of Southern California  
Exploring the Boundary Conditions of the Harmful Associations Between Academic Boredom, Performance, and Effort: A Meta-Analysis and a Primary Study. Scott Stephen Trimble, The University of Texas - Austin; Erika Alisha Patall, The University of Texas - Austin; Rebecca Rose Steingut, The University of Texas - Austin  
Perceptions of Value and Difficulty as Antecedents of Boredom and Mind Wandering. Sidney K. D’Mello, University of Notre Dame; Caitlin Mills, University of Notre Dame; Arthur C. Graesser, The University of Memphis  
Daydreaming Versus Value Enhancement: Situational Impact on Students’ Coping With Boredom. Ulrike Elisabeth Nett, University of Ulm; Thomas Goetz, University of Konstanz; Nathan C. Hall, McGill University  
How Accurately Can Parents Judge Their Children’s Boredom in School? Contrasting Students’ and Parents’ Perceptions of Boredom Frequency, Antecedents, and Coping Strategies. Thomas Goetz, University of Konstanz; Ulrike Elisabeth Nett, University of Ulm; Robert H. Stupinsky, University of North Dakota  
Discussant: Allan L. Wigfield, University of Maryland - College Park

16.023. Examining and Fostering Growth in STEM Knowledge and Skills. Division C - Learning and Instruction; Paper Session  
Sheraton, Second Level, Superior B; 2:15-3:45pm  
Chair: Youn Joo Oh, Independent Researcher  
Participants:  
Impacts of Mind-Set Intervention on Daily Classroom Experiences of Seventh- and Ninth-Grade Science Students. Jennifer A. Schmidt, Northern Illinois University; Haval Zeynep Kacar-Cam, Northern Illinois University; Lee Shumow, Northern Illinois University  
The Effects of Personalization of Algebra Instruction to Students’ Interests on Learning, Behavior, and Interest in Mathematics. Candace A. Walkington, Southern Methodist University; Matthew L. Bernacki, University of Nevada - Las Vegas  
The Multidimensionality of Algebra Knowledge and Skills Across Experience Levels. Tammy D. Tolar, University of Houston; J. Young, University of Houston; David J. Francis, University of Houston; Jeffrey J Morgan, University of Houston  
Discussant: Kevin J. Pugh, University of Northern Colorado

16.024. International Research on Teaching and Learning History: Findings From Belgium, Israel, Sweden, and the United States. Division C - Learning and Instruction; Symposium  
Sheraton, Second Level, Huron; 2:15-3:45pm  
Chair: Keith C. Barton, Indiana University  
Participants:
Belgian Students and the National Past: Representation and Beliefs Among 12th-Grade Students. Karel Van Nieuwenhuysen, University of Leuven; Kaat Wils, University of Leuven; Fien Depaepe, University of Leuven; Lieven Verschaffel, University of Leuven

Toward a Dialogical Conceptualization of Learning History Within Israeli Multiple-Perspective Educational Environments. Tijat Ben-David Kolikant, The Hebrew University of Jerusalem; Sarah Polilack, Hebrew University of Jerusalem

Agency and Structure in Swedish Students’ Historical Reasoning. Anna-Lena Lilliestam, Göteborgs University

Contextual Influences on the Teaching and Learning of Heritage Histories. Sara A. Levy, Wells College

Textbook Representations and Teacher Understandings of Political Violence: Interrogating the Trail of Tears Narrative. Angela Bermudez, Harvard University; Alan Stokopf, University of Massachusetts - Boston

Discussant: Carla L. Peck, University of Alberta

16.025. Division D Exemplary Work From Promising Researchers. Division D - Measurement and Research Methodology Cosponsored with Graduate Student Council; Invited Speaker Session

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

Chair: Thomas P. Proctor, The College Board

Participants:

Exploring the Progression of Math Content Standards by Aligning Assessments to the Common Core. Angelica Rankin, University of Iowa; Adam Reeger, University of Iowa; Catherine Welch, University of Iowa; Stephen B. Dunbar, University of Iowa

Anchor Selection Embedded Mediated Multiple Indicators Multiple Causes (MIMIC) Method for Understanding the Differential Item Functioning Mechanism. Can Shao, University of Notre Dame; Ying Cheng, University of Notre Dame; Quinn Nathaniel Lathrop, University of Notre Dame

An Investigation of Small-Sample Equating Methods. MinJeong Shin, American Institutes for Research


Discussant: Harirhan Swaminathan, University of Connecticut


Marriott, Fifth Level, Scottsdale; 2:15-3:45pm

Chair: Marc W. Julian, DRC

Participants:

A Bayesian Nonparametric Item Fit Statistic of Item Response Models. Wenhao Wang, The University of Kansas

A New Item Response Model for Rater Effects in Forced-Choice Ipsative Tests. Xue-Lan Qiu, The Hong Kong Institute of Education; Wen-Chung Wang, The Hong Kong Institute of Education; Shuangvon Ro, IBM

Bayesian Estimation of a Multi-Unidimensional Graded-Response Item Response Theory Model. Tzu Chan Kuo, Southern Illinois University - Carbondale; Yanyan Sheng, Southern Illinois University - Carbondale

Evaluating the Quality of Analytic Ratings With Mikken Scaling. Stefanie Anne Wind, Georgia Institute of Technology

Secondary Analysis of PISA (Programme for International Student Assessments) 2012 Data Using a Mixture Rasch Model With a Covariate. Tagba Karadavut, University of Georgia - Athens; Seock-Ho Kim, University of Georgia

Discussant: Eugenio Gonzalez, ETS

16.027. Multicultural Perspectives of Career Indecision and Career Choice. Division E - Counseling and Human Development; Paper Session

Hyatt, East Tower - Green Level, Plaza B; 2:15-3:45pm

Chair: Elizabeth A Mellin, Binghamton University - SUNY

Participants:

Cognitive Processes That Lead to Career Indecision for Highly Able Adolescents From Low Socioeconomic Backgrounds: A Mixed-Methods Approach. Jae Yoo Jung, University of New South Wales; Marie Young

Use of a Log-Linear Cognitive Diagnosis Model in the Career Indecision of Korean Adolescents. Xue Xing, University of Georgia; In Heok Lee, University of Georgia

The Career Choices of Children and Youth: Perceived Influences. Kimberly A.S. Howard, Boston University; Sean Flanagan, Boston University; Eleanor Castine, Boston University

The Effectiveness of Strategies for Coping With Career Indecision. Yaliya Lipshtitz Braziler, Hebrew University of Jerusalem; Itamar Gati, Hebrew University of Jerusalem; Moshe Tatar, The Hebrew University of Jerusalem

16.028. “Outrageous, Audacious, Courageous”: Writing “Womanist” Biography in Education. Division F - History and Historiography; Symposium

Swissotel, Event Centre First Level, Zurich E; 2:15-3:45pm

Chair: Linda M. Perkins, Claremont Graduate University

Participants:

Merze Tate. Linda M. Perkins, Claremont Graduate University

Willia Yolla. Katherine Ica Elizabeth Wheatle, Indiana University - Bloomington

Iris Rosa. Autumn Harrell, Indiana University - Bloomington

Jeanne Noble. Andrea Walton, Indiana University

Discussant: Linda M. Perkins, Claremont Graduate University


Marriott, Third Level, Dupage; 2:15-3:45pm

Chair: Beth C. Rubin, Rutgers University

Participants:

Historical Memory and European Citizenship Education in Poland. Hana Cervinkova, University of Lower Silesia

Between Policy and Belonging: Constructing National Identity in Postconflict Guatemala. Beth C. Rubin, Rutgers University; Matilde Ivice de Monterroso, Universidad del Valle de Guatemala; Miriam Ramirez Pinto de Galvez, Universidad del Valle de Guatemala

Educating the Youngest Citizens Within Contexts of Continual Conflict: The View From Lebanese Classrooms. Garene Kaloustian, Lebanese American University; Thea R. Aebel-Haj, Rutgers University; Sally Wesley Bonet, Rutgers University

Pakistan and Education Reform Policies: Intersections of Neoliberal and Global Forces. Cathryn S. Magno, Southern Connecticut State University; Jamie Lew, Rutgers University

Discussant: Bradley A. Levinson, Indiana University


Marriott, Fifth Level, Denver/Houston; 2:15-3:45pm

Chair: Nadia Behzadeh, Georgia State University

Participants:

A Systematic Review on the Impact of Assessment on Learner Motivation. Renske de Kleijn, Utrecht University; Frans Prins; Christel Lutz, Utrecht University; C.J. Van Loo, Utrecht University; Jan Van Tartwijk, Utrecht University

Interim Assessments’ Effects on Low-Achieving Students. Spyros Konstantopoulos, Michigan State University; Wei Li, Michigan State University; Shazia R. Miller, American Institutes for Research; Arie J. van der Ploeg

Putting a Framework to the Test: Comparability of Proficiency Classifications for English as a Foreign Language. Johanna Fleckenstein, IPN - Leibniz Institute for Science and Mathematics Education; Michael Leucht, Leibniz Institute for Science and Mathematics Education (IPN); Olaf Koeller, Leibniz Institute for Science and Math Education

Transition and Protective Agency of Early Childhood Learning Behaviors as Portents of Later School Attendance/Adjustment. Paul A. McDermott, University of Pennsylvania; Samuel Rikoon, Educational Testing Service; John Fantuzzo, University of Pennsylvania

The Relationships Between Information and Communications Technology Development Level and Student Literacy in Reading, Mathematics, and Science. Max Skryabin, Beijing Normal University; Danhui Zhang, Beijing Normal University; Luman Liu, Beijing Normal University

Discussant: Patricia Hoffman Miller, Prairie View A&M University

16.031. Large-Scale Assessments: Issues in Development and Score Interpretation. Division I - Education in the Professions; Paper
Session
Sheraton, Second Level, Michigan A; 2:15-3:45pm
Chair: Paul F. Wimmers, University of California - Los Angeles
Participants:
If the Implementation of Duty Hours Standards Affect Residents’ Performance on Their Medical Board Examination? Ying Du, American Board of Pediatrics; Rachael Jin Bee Tan, American Board of Pediatrics
Exchanging Change in Maintenance of Certification Exam Scores Over Time. Kelli Samonte, University of North Carolina - Greensboro; Andrew Jones, American Board of Internal Medicine; Thomas W. Biester, American Board of Surgery; Mark Malangoni, American Board of Surgery
Setting a Performance Standard for the National Assessment Collaboration Examination: Application of Generalizability Theory. Andrea Gotzmann, Medical Council of Canada; Andre F. De Champlain, Medical Council of Canada; Sirius Qn, Medical Council of Canada; Fang Tian, Medical Council of Canada
Discussant: Dorothea H. Juul, American Board of Psychiatry and Neurology

16.032. AERA 2016? It’s Not Too Early to Think About Your Next Proposal. Division K - Teaching and Teacher Education; Invited Speaker Session
Marriott, Fourth Level, Belmont; 2:15-3:45pm
Chair: Roxanne Greitz Miller, Chapman University
Presenters: Janice L. Anderson, University of North Carolina - Chapel Hill; Cindy Jong, University of Kentucky; Cynthia L. Carver, Oakland University; Melinda M. Mangan, Rutgers University; Suzanne C. Carothers, New York University; Kenneth James Fasching-Farner, Louisiana State University; Darrell C. Hucks, Keene State College; Beatrice S. Fennimore, Indiana University of Pennsylvania; Beth A. Wassell, Rowan University; Ysaaac Axelrod, University of Massachusetts - Amherst; Jung E. Kim, Lewis University; Darlene Russell, William Paterson University; Nancy E. Dubetz, Lehman College - CUNY; Felicia Moore Mensah, Teachers College, Columbia University; Pablo Cordero Ramirez, Arizona State University; Cinthia S. Salinas, The University of Texas - Austin; Jane E. Neapolitan, Towson University; Alison L. Rutter, East Stroudsburg University; Richard D. Sawyer, Washington State University - Vancouver; Kenneth Alonzo Anderson, Howard University; Keith E. Howard, Chapman University; Terry Kyle Flennaugh, Michigan State University; David E. Kirkland, New York University

16.033. After the Fire Alarm: How Value-Added Analyses of Teacher Preparation Programs May Contribute to Program Improvement. Division K - Teaching and Teacher Education; Symposium
Marriott, Sixth Level, Michigan/Michigan State; 2:15-3:45pm
Chair: Charles A. Peck, University of Washington
Participants:
Teacher Preparation Program Outcomes: Value Added and Beyond. Gary Henry, Vanderbilt University; Kevin Christopher Bastian, University of North Carolina
Engaging With Teacher Preparation Programs to Use Value-Added Assessment Results. George Noell, Louisiana State University
Developing Collaborative Capacity for Improving Teacher Education. Margaret L. Plecki, University of Washington
Discussants: Bill McDermid, University of North Carolina - Chapel Hill; Dan Goldhaber, University of Washington; Jeanne M. Burns, Louisiana Board of Regents

16.034. Attending to the Preparation and Support of Teachers of Color: Preservice Through Induction Years. Division K - Teaching and Teacher Education; Symposium
Marriott, Tenth Level, O’Hare; 2:15-3:45pm
Chair: Tambra O. Jackson, University of South Carolina
Participants:
Supporting Preservice Teachers of Color to Teach for Social Justice: A Review of Literature. Tambra O. Jackson, University of South Carolina; Brandy Wilson, Appalachian State University
Culturally Responsive Preparation: Equipping Teachers of Color to Transgress. Conra D. Gist, University of Arkansas
Solidarity Not Charity: Decolonizing Teacher Education. Patrick Camanigian, University of San Francisco
Challenging and Appropriating Discourses of Power: Listening to and Learning From Successful Teachers of Color. Mariana Souto-Manning, Teachers College, Columbia University; Ranita Chervu, William Paterson University
Community-Mindedness and Teachers of Color Committed to Racial Justice: Addressing Isolation With Critical Race Professional Development. Rita Kohli, University of California - Riverside; Marcos Pizarro, San José State University
Discussant: Rita Kohli, University of California - Riverside

16.035. Community-Based Field Experiences in Urban and Rural Settings. Division K - Teaching and Teacher Education; Paper Session
Marriott, Fifth Level, Chicago FGH; 2:15-3:45pm
Chair: Sandra M. Webb, Georgia College & State University
Participants:
Community Connections: Integrating Community-Based Field Experiences Into Teacher Education to Strengthen Teaching for Diversity. Christine Beaudry, University of Houston; Leslie Gauna, University of Houston; Jane McIntosh Cooper, University of Houston
Community-Based Field Experiences in Teacher Education: Examining the Intersection of Content-Area Learning With Community-Based Spaces. Heidi L. Hallman, The University of Kansas; Melanie Nichole Burdick, Washburn University
The Second Bridge Experience: An Account of a Preservice Teacher Community-Engagement Field Experience in Rural Alaska. Irasema Ortega, The University of Alaska - Anchorage
Discussant: M. Beatriz Arias, Center for Applied Linguistics

16.036. Elementary Teacher Science Professional Development. Division K - Teaching and Teacher Education; Paper Session
Marriott, Sixth Level, Great America; 2:15-3:45pm
Chair: Tingting Xu, Stephen F. Austin State University
Participants:
A Case Study of Inquiry-Based Science as a Vehicle for Science and Language Learning. Sarah Capitelli, University of San Francisco; Paula K. Hooper, Exploratorium; Lynn D. Rankin, Exploratorium; Marilyn Austin; Jennifer Caven
An Elementary Teacher’s Professional Growth From Novice to Expert in Teaching Science for Sustainability. Elaine Silva Mangianti, Salve Regina University
Improving and Sustaining Elementary Teachers' Science Teaching Perceptions: Results After a Two-Year Professional Development Intervention. Deborah D. Dailey, University of Central Arkansas; Ann E. Robinson, University of Arkansas at Little Rock
Intervention’s Effect on Elementary Teachers’ Science Knowledge and Practices With English Language Learners: Year 1 Results. Corey O’Connor, New York University; Lorena Llosa, New York University; Feng Jiang, New York University; Okhee Lee, New York University
Professional Development to Support Elementary Teachers’ Understanding and Implementation of Reforms-Based Science: Randomized Controlled Trial. Jennifer L. Maeng, University of Virginia; Randy L. Bell, Oregon State University; Timothy R. Konold, University of Virginia; Brooke A Whitworth, Northern Arizona University
Discussant: Diane Yendol-Hoppey, University of South Florida

Marriott, Sixth Level, Lincolnshire; 2:15-3:45pm
Chair: Leslie M. Cavendish, High Point University
Participants:
At the Heart of the Matter: The Emotional Ecologies of Teachers’ Mindful Moments. Kira J. Baker-Doyle, Arcadia University
Dispositions in Education: A Move to Change a System. Traci Lynn Van Prooyen, University of Illinois at Springfield
Nurturing Joyfulness in Teacher Education. Shelley C. Sherman, Lake Forest College
Teacher Dispositions and Skills for Inclusive Education. Jennifer Kurth, The University of Kansas; Anjali J. Forber-Pratt, University of Kansas
Teachers’ Acceptance of Authority: A Synthesis of Two Empirical Studies. Yotam Hod, University of Haifa; Dani Ben-Zvi, University of Haifa
Discussant: Forrest W. Parkay, Washington State University
16.038. Restructuring Instruction Through Technology. Division K - Teaching and Teacher Education; Paper Session
Marriott, Fifth Level, Los Angeles/Miami; 2:15-3:45pm
Chair: Juliet A. Baxter, University of Oregon
Participants:
Does Adding Technology Matter? Results of a Three-Year Study With 2,300 Underrepresented Middle School Students. Margaret R. Blanchard, North Carolina State University; Catherine LePrevost, North Carolina State University; Dell Tolin, North Carolina State University; Kristie Gatierrez, North Carolina State University
Exploring Alignment Between Quick Polls and Lesson Objectives and State Standards. Sekvet Cetin, Texas Tech University; Philenia J Farmer, Texas Tech University; Shirley M. Matteson, Texas Tech University; Minja Yi, Texas Tech University
Professional Development on Web 2.0 for Teachers of Spanish: A Mixed-Methods Case Study. Carolina Bustamante, SUNY - College at Old Westbury
Professional Development to Enhance Teachers’ Practices in Using Information and Communications Technologies as Cognitive Tools: Lessons Learned From a Design-Based Research Study. Shiang-Kwei Wang, New York Institute of Technology; Hui-Yin Hsu, New York Institute of Technology; Thomas C. Reeves, University of Georgia; Daniel Coster, Utah State University
Promoting Equity for Primary- and Elementary-Grade Students: The Flipped Classroom Model to Restructure Instruction for Student Engagement in Learning. Jackie HEE Young Kim, Armstrong Atlantic State University; Anne Katz, Armstrong State University; Moon-Heum Cho, Sungkyunkwan University
Discussant: Chakita Jackson, Walden University

16.039. Supports, Challenges, and Practices of Early-Career K–8 Mathematics Teachers to Enact Equitable Mathematics Teaching, Division K - Teaching and Teacher Education; Symposium
Marriott, Third Level, Cook; 2:15-3:45pm
Chair: Julia Maria Aguirre, University of Washington - Tacoma
Participants:
Making Connections to Children’s Multiple Mathematical Knowledge Bases in Student Teaching. Tonya Bartell, Michigan State University; Mary Q. Foote, Queens College - CUNY
Leveraging Multiple Mathematical Knowledge Bases in the First and Second Years of Full-Time Teaching. Amy M. Roth McDuffie, Washington State University - Tri-Cities; Erin Turner, The University of Arizona
Supporting Early-Career Teachers’ Connections With Families and Communities in Mathematics Professional Development Activities. Corey Drake, Michigan State University; Julia Maria Aguirre, University of Washington - Tacoma
Discussant: Jacqueline Leonard, University of Wyoming

16.040. Teacher Leaders as Activists for Social Justice, Division K - Teaching and Teacher Education; Paper Session
Marriott, Fifth Level, Kansas City; 2:15-3:45pm
Chair: Jill Harrison Berg, Teachers21
Participants:
Justice in the Schoolhouse: Teacher Leaders at the Intersection of Justice, Responsibility, and Belief. Allan Feldman, University of South Florida; Kory Bennett, University of South Florida
Activism as Teacher Leadership: Lessons From Portraits of Four Teacher Activists. Keith C. Catone, Brown University
Examining Teacher Leadership: A Decade of Research After York-Barr and Duke. Julianne A. Wenner, University of Connecticut; Todd Campbell, University of Connecticut
Discussant: Jason M. Margolis, Duquesne University

Marriott, Sixth Level, Minnesota; 2:15-3:45pm
Chair: Winifred Hunshberger, The Bishop Strachan School
Participants:
Social Justice in Recent Studies of Listening in Education. Leonard J. Waks, Temple University
Listening: An Exercise in Communicative Justice. Megan J. Laverty, Teachers College, Columbia University
The Contribution of Teacher Listening to Social Justice in Paulo Freire’s Critical Pedagogy. Suzanne Rice, The University of Kansas
Listening and Recognition in Education. Guoping Zhao, Oklahoma State University
How Can People Learn to Listen to Strangers in Classrooms and Beyond to Promote Trust and Justice? Elizabeth Meadows, Roosevelt University
Teaching as a Listening Profession: Communicative Justice as the Basis for Learning. Kersti Tyson, University of New Mexico
Discussant: David Bucker, Cleveland State University

16.042. A Reconceived Innovation Convergence: Toward a New Racial Equity Framework, Division L - Educational Policies and Politics; Symposium
Swissotel, Event Centre Second Level, Vevey 4; 2:15-3:45pm
Chair: Liliana M. Garces, The Pennsylvania State University - University Park
Participants:
Interest Convergence Across Geography. Mara Casey Ticken, Bates College
Interest Convergence Across Communities and Universities. Cynthia Gordon da Cruz, Saint Mary’s College of California
“Self-Interest Rightly Understood”: Interest Convergence and Collective Agency Across Families, Communities, and Educators. Ann M. Ishimaru, University of Washington; Sola Takahashi, Carnegie Foundation for the Advancement of Teaching
Interest Convergence Across National Boundaries. Amanda J. Taylor, American University
Discussant: Liliana M. Garces, The Pennsylvania State University - University Park

16.043. Internal and External Influences on Common Core Policy Implementation, Division L - Educational Policies and Politics; Symposium
Swissotel, Event Centre Second Level, Vevey 3; 2:15-3:45pm
Chair: Jonathan A. Supovitz, University of Pennsylvania
Participants:
Policy, Vendors, and the Common Core State Standards: Emerging Issues and Recommendations. Patricia Burch, University of Southern California; Annalee G. Good, University of Wisconsin - Madison; Andrew LaFave, University of Southern California
The Messaging and Communication Strategies of Common Core Advocacy Organizations. Jonathan A. Supovitz, University of Pennsylvania; Patrick James McGuinn, Drew University
The Common Core, Coherence, and Social Networks. Kathryn Hill, Teachers College, Columbia University; Thomas C. Hatch, Teachers College, Columbia University; Rachel Roegman, Purdue University; David Allen, College of Staten Island - CUNY

SIG Sessions

16.044. Contemporary Examples in Educational Neuroscience. SIG-Brain, Neurosciences and Education; Paper Session
Sheraton, Second Level, Arkansas; 2:15-3:45pm
Chair: Mary Layne Kalbfleisch, 2E Consults LLC
Participants:
Fractions on the Mental Number Line: How to Reverse the SNARC. Elizabeth Yael Toomarian, University of Wisconsin - Madison; Edward Michael Hubbard, University of Wisconsin - Madison
Number Sense Training Alters Neural Representations and Mapping Between Numerals and the Quantities They Represent: Implications for Math Education. Emma Abigail Adair, Stanford University; Miriam Rosenberg-Lee, Stanford University; Vinod Menon, Stanford University
Needle in the Neural Haystack: Electroencephalograph Signatures of Concept Learning While Viewing Naturalistic Educational Materials. Josh de Leeuw, Indiana University - Bloomington; Ben Motz, Indiana University - Bloomington; Jennifer Lynne Eastwood, Oakland University William Beaumont School of Medicine; Adam V. Maltese, Indiana University; Robert Goldstone, Indiana University; Joshua Adam Danish, Indiana University
The Evaluation of a School-Based Mindfulness Program (CALM) for Middle School Teachers: Changes in Neuroendocrine Biomarkers Associated With Stress. Deirdre A Katz, The Pennsylvania State
Hyatt, West Tower - Gold Level, San Francisco; 2:15-3:45pm
Chair: Jennifer April Sandlin, Arizona State University
Participants:
Disney and Disavowal: Escaping From Tomorrow. Julie Garlen Mauldin, Georgia Southern University; Jennifer April Sandlin, Arizona State University

I Dream of a Disney World: Exploring Curriculum and Pedagogy in Brazil’s Middle-Class Playground. Sandro Barros, DePauw University

“This Is No Ordinary Apple”: Learning to Fail Spectacularly From the Queer Pedagogy of Disney’s Diva Villains. Mark Helmsing, University of Wyoming

16.046. Designers’ Decision Making and Challenges, Design Thinking, Participatory Culture, and Critical Pedagogy. SIG-Design and Technology; Paper Session
Marriott, Fourth Level, Sheffield; 2:15-3:45pm
Chair: Sylvia Rose-Anne Walker, University of Trinidad and Tobago
Participants:
An Investigation of Instructional Designers’ Decision Making in Higher Education. Bruce Sowers, Ball State University; Martha Marie Snyder, Nova Southeastern University

Who Are These Novices? Challenging the Deficit View of Design Students. Elizabeth Boling, Indiana University; Colin M. Gray, Iowa State University; Kennon M. Smith, Indiana University - Bloomington

Design Thinking, Participatory Culture, and Creative Problem Solving in the Higher Education Learning Environment. Julie K. Marsh, College of William and Mary

Struggle Over Representation in the Studio: Critical Pedagogy in Design Education. Colin M. Gray, Iowa State University

Meanings of Design Within a Core Standards Movement: A Technical Use Analysis. Tiffany Anne Roman, Indiana University

Discussant: Ashley Lee, Harvard University

Hyatt, West Tower - Gold Level, Atlanta; 2:15-3:45pm
Chair: Nina Simms, University of Chicago
Participants:
Higher-Order Thinking During Narrative and Pretend in Early Parent–Child Home Interactions. Rebecca Frausel, University of Chicago; Cassie Freeman, University of Chicago; Lindsey E. Richland, University of Chicago; Susan Goldin-Meadow, University of Chicago

Relational Language Facilitates Pattern Matching and Analogical Reasoning. Nina Simms, University of Chicago; Dedre Gentner, Northwestern University

Individual Differences in Executive Function and Analogical Reasoning. Lindsey E. Richland, University of Chicago; Rebecca Frausel, University of Chicago

Comparison-Based Instruction in Facilitating Children’s Higher-Order Understanding of Experimental Design. Bryan Matlen, WestEd

Discussant: Kelly Sue Mix, Michigan State University

16.048. Health in Education. SIG-Education, Health, and Human Services Linkages; Paper Session
Marriott, Sixth Level, Purdue/Wisconsin; 2:15-3:45pm
Chairs: Twyla L. Salm, University of Regina; Robert Ian Hulme, University of Chester
Participants:
Accumulated Disadvantage: Adverse Childhood Experiences and Educational Attainment. Krista L. Goldstine-Cole, Harvard University; Joe McIntyre, Harvard University

An Exploratory Study of Program Dropout in an Evidence-Based Home Visiting Program. Li-Ting Chen, Indiana University; Allison Ann Howland, Indiana University; Heidi R. Cornell, Indiana University - Bloomington; Jeffrey A. Anderson, Indiana University

Beyond Schooling: Engaging Communities in Health and Well-Being. Vivian L. Gadson, University of Pennsylvania; Rhiannon M. Maton, University of Pennsylvania; Nora Peterman, University of Pennsylvania; Mary Yee, University of Pennsylvania

Improving STEM Outcomes for Children in Intergenerational Families: An Emerging Role for Interprofessional Education. Elizabeth McKenzie Anderson, Binghamton University - SUNY; Youjun Lee, Binghamton University - SUNY; Laura Bronstein, Binghamton University - SUNY

Striving to Meet a Need: The Arduous Journey of African American Nursing Students. Linda Barren, Oklahoma State University - Oklahoma City; Jesse Perez Mendez, Oklahoma State University; Tami L. Moore, Oklahoma State University

Teachers’ Perceptions of the School Nurse. Manuela Li Biagi, Stanford University; Ashini Srivastava, Stanford University; Eunice Rodriguez, Stanford University; Melinda Landau, San Jose Unified School District

Discussant: Twyla L. Salm, University of Regina

16.049. Decolonizing Environmental Education: Equity, Indigeneity, Justice. SIG-Environmental Education; Paper Session
Swissotel, Lucerne Level, Lucerne III; 2:15-3:45pm
Chair: Mike Mueller, The University of Alaska - Anchorage
Participants:
Authentic Science Rooted in the Local Fisheries, Environmental Issues, and Diverse Cultural Practices: Conceptualizing the Community-Based Science-Technology-Engineering-Mathematics Collaborative of Alaska (C-STEM-AK). Mike Mueller; The University of Alaska - Anchorage; Douglas Causey; University of Alaska Anchorage

“Women and the Environment Are Together”: Gender Inequality in Environmental Resource Management. Cassie Fay Quigley, Clemson University; S. Megan Che, Clemson University; Stella Anne Ahcien, University of Nairobi; Sarah Liaram, Maasai Mara National Preserve

Decolonizing Environmental Education in a Post-Katrina World: Tapping the Pedagogical Potential of Disasters. Sara N. Nix-Stevenson, American Hebrew Academy

Gateway to Resistance: A Critical Examination of Indigenous and Allied Ecological Activism in Canada. Greg Lowan-Trudeau, University of Calgary

Researching Research in Environmental Education: Justice as an Issue of Quality. Paul Hart, University of Regina; Catherine Hart, University of Regina

Discussant: Richard V. Kahn, Antioch University Los Angeles

16.050. The Global Culture of Peace. SIG-Peace Education; Paper Session
Hyatt, West Tower - Gold Level, Acapulco; 2:15-3:45pm
Chair: Horace R. Hall, DePaul University
Participants:
The Jewish–Muslim Women’s Leadership Initiative: A Program for Peaceful Dialogue. Jing Lin, University of Maryland - College Park; Sachi Edwards, University of Maryland; Sahar Khamis

Bridging Faculty Well-Being, Organizational Justice, and Spirituality Toward Peaceable Academic Community. Angelina Gutierrez, St. Scholastica’s College Manila; Juliana Moonette Santic Manrique, St. Scholastica’s College Manila

Committing to Peace Education 20 Years After the Rwandan Genocide Against the Tutsis. Jerome A. Cranston, University of Manitoba

The Amahoro Project: Emergent Themes for Building Sustainable Peace in Postgenocide Burundi. William M. Timpson, Colorado State University; Renee Harmon, Colorado State University; Elavie Ndura, George Mason University; Apolonia Banguiymbaga, University of Ngozi


Discussant: Eli Gottlieb, Mandel Leadership Institute

16.051. Justice, Democracy, and Educational Policy. SIG-Philosophical Studies in Education; Paper Session
Swissotel, Lucerne Level, Alpine I; 2:15-3:45pm
Chair: Craig A. Cunningham, National Louis University
Participants:
Addressing Orthodox Challenges in the Pluralist Classroom. Benjamin J. Bindeveld, Oklahoma State University; Suzanne N. Rosenblith, Clemson University

Epistemic Injustice in Educational Research: The Case of Intellectual
16.052. Experiences of Female Teachers, Principals, and Superintendents: Challenges and Successes. SIG-Research on Women and Education; Paper Session
Sheraton, Second Level, Colorado; 2:15-3:45pm
Chair: Dana E. Christman, New Mexico State University
Participants:
The Experiences of Female Principals in the Gauteng Province. Michele Schmidt, Simon Fraser University; Raj Mistry, University of Johannesburg
Trading Power for Patronage: Women Teachers at a Catholic, All-Boys Secondary School. Kirsten Pesola McEachern, St. John's Preparatory School
The Road Map to the Superintendency: Successful Latinas From the Barrio. Gloria Martinez, The University of Texas - San Antonio; Venus Medina, The University of Texas - San Antonio; Ramiro Nava, University of Texas at San Antonio; Jennifer Castro, University of Texas at San Antonio
Mathematics Anxiety: One Size Does Not Fit All. Kathleen Jablon Stoehr, The University of Arizona
Discussant: Julia Nell Ballenger, Texas A&M University - Commerce

16.053. Argumentation and Communication in Science Education. SIG-Science Teaching and Learning, Paper Session
Marriott, Fourth Level, Addison; 2:15-3:45pm
Chair: Darren Glen Hoog, University of Toronto - OISE
Participants:
Reference to Scientific Authority and Support for Science Across Domains: Influences of Science Education and Religiosity. Craig O. Stewart, The University of Memphis; John Robert McConnell, Austin Peay State University; Daniel L. Dickerson, Old Dominion University
Exploring the Classroom Dynamics Among Science Teachers’ Evolutionary Subject-Matter Knowledge, Personal Beliefs, and Instructional Alignment. Margaret M. Lucero, Santa Clara University
High School Students’ Public Communication About Evolution. Kristin Leigh Cook, Bellarmine University; Alandeom W. Oliveira, University at Albany - SUNY
How Teachers Promote Scientific Argumentation Between Students During School Science Laboratories. Anna Margaret Strimaitis, Florida State University; Patrick James Enderle, The University of Texas - Austin; Jonathon Grooms, Florida State University; Victor Dale Sampson, The University of Texas - Austin; Martin Bremer, Florida State University
The Impact of Teacher Framing and Instructional Action on Student Growth in Scientific Argumentation. Shannon Lee Gooden, Florida State University; Jennifer Schellinger, The Florida State University; Jonathon Grooms, Florida State University; Patrick James Enderle, The University of Texas - Austin; Victor Dale Sampson, The University of Texas - Austin
Discussant: Chris Brkich, BASE-2 Group, LLC

16.054. Individualized Education Programs and Accommodations for Individuals With Disabilities. SIG-Special Education Research; Paper Session
Sheraton, Second Level, Missouri; 2:15-3:45pm
Chair: Peggy King-Sears, George Mason University
Participants:
Accommodations and NAEP: Going Beyond Differential Item Functioning. Dubravka Svetina, Indiana University - Bloomington; XiaoLin Wang, Indiana University
On “Building a Better Mousetrap”: Findings From a Statewide Implementation of Response to Intervention. Amy Feiker Hollowbeck; Evanthia Patrikakou, DePaul University
The Implementation of Standardized Education Programs: An Examination of the Individualized Education Program Process in Secondary Inclusive Settings. Laura E. Bray, University of Pittsburgh; Jennifer L. Russell, University of Pittsburgh
Shared Decision Making in Individualized Education Program Meetings: A Discourse Analysis. Elizabeth Price, The University of Tennessee - Knoxville

16.055. Interrogating Practices and Purposes of History Education. SIG-Teaching History; Paper Session
Swissotel, Lucerne Level, Lucerne II; 2:15-3:45pm
Chair: Whitney G. Blankenship, Rhode Island College
Participants:
A Framework for Constructing Text Sets to Support Students’ Historical Thinking. Michael J. Bolz, University of Illinois at Chicago; Jacqueline S. Popp, University of Illinois at Chicago; Michael Mandern, Northern Illinois University; Johanna Heppeler, University of Illinois at Chicago; Cynthia R. Shanahan, University of Illinois at Chicago
Struggling to Use Inquiry: A Six-Year Longitudinal Study of History Teachers. Christopher C. Martell, Boston University
Use of Historical Sources in Secondary History Instruction: An Exploratory Study. Stephanie D. Van Hoever, University of Virginia; Hilary Gail Dack, University of Virginia; David Hicks, Virginia Polytechnic Institute and State University
Why Ethical Judgments Are Important for Teaching Students to Think Historically. Lindsay S. Gibson, School District No. 23 (Kelowna, BC, Canada)
Discussant: Christine Baron, Teachers College, Columbia University

16.056. Roundtable Session 4; Roundtable Session
16.056-1. African American Students Reminagining Their Roles and Identities. Division G - Social Context of Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 2:15-3:45pm
Chair: Roderick LaMar Carey, University of Maryland - College Park
Participants:
Commenting as Critical Thinking: Blogging in a Black Studies History of Jazz Course. Anissa R. Stewart, University of California - Santa Barbara; Jeffrey Stewart, University of California - Santa Barbara
How “Not Working Hard” = “Naturally Gifted” for White Students but “Lazy” for Black Students and the Role Other Identities Play. Angela Dosalmas, University of California - Berkeley; Betsy Brenner, University of California - Santa Barbara
The Pursuit of Excellence: Unpacking the Experiences of African American Male Students Enrolled in an International Baccalaureate. Afra Ahmed Hersi, Loyola University Maryland; Sedrick Smith, Loyola University Maryland

Hyatt, East Tower - Purple Level, Riverside East; 2:15-3:45pm
Chair: Rachel Endo, Hamline University
Participants:
Children of Returnees in Mexico: Transnationalism and Adaptation. Ali Borjian, San Francisco State University; Luz Maria Muñoz de Cote, University of Guanajuato; Patricia Marie Anne Houde, University of Guanajuato; Koco Medina Lopez, University of Guanajuato; Thalib Rangel Padro, University of Guanajuato
Shaping the Future: How Do Middle- and Working-Class Chinese Immigrant Parents’ Experiences Shape Their Parental Strategies for Their Children’s Education? Yi-Ling Hsiiao, Oklahoma State University
Transnational Youths’ and Teachers’ Experiences of English Education Across Diverse World Nations. Allison Skerrett, The University of Texas - Austin

Hyatt, East Tower - Purple Level, Riverside East; 2:15-3:45pm
Chair: Maria-Antonieta Avila, University of Wisconsin - Milwaukee
Participants:
Bilingual Writers and Audience: Revisiting Family Message Journals. Leah Duran, The University of Texas - Austin

Division and SIG Roundtables
Bilingual Instruction in Middle School Science Classrooms: A Privilege or a Disadvantage? Natpan Chanjavanakul, University of California - Los Angeles

Building a Bilingual Classroom Community in Three Elementary Classrooms in Central Texas. Irene V. Garza, The University of Texas - Austin

Urban American Indian Family Literacy: Sociocultural Models of Emergent Bilingualism. Xia Chao, Montana State University - Billings; Rachael Waller, Montana State University - Billings

16.056-4. Building Agency and Belonging in School: Students' Voices in Multicultural Education. Division G - Social Context of Education; Roundtable Session Hyatt, East Tower - Purple Level, Riverside East; 2:15-3:45pm

Chair: Shannon McManimon, University of Minnesota

Participants:
- Analyzing Profiles of Students' Social-Ecological Engagement. Michael A. Lawson, Binghamton University - SUNY
- Listening to Children’s Voices on Intercultural Education Policy and Practice. Christina Hajisoteriou, University of Nicosia Research Foundation; Panayiotis A. Angelides, University of Nicosia

16.056-5. Building on Strengths: Responses to Students’ Positionalities and Social Locations. Division G - Social Context of Education; Roundtable Session Hyatt, East Tower - Purple Level, Riverside East; 2:15-3:45pm

Chairs: Antonio Latrell Ellis, College of Charleston; Jaquil Durham, College of Charleston

Participants:
- Beyond Capital: Qualitative and Quantitative Approaches to Asset-Based Capital Theories. Diane Nevárez, University of Southern California; Jenna Sahlan, University of Southern California
- Fostering Race-Based Critical Consciousness in Black and Latino Youth at Five Urban High Schools. Daren Graves, Simmons College; Scott Clifford Seider, Boston University; Shelby Clark, Boston University; Madara Souter, Boston University; Jaleen Tamarit, Boston University; Sherri Robyn Sklarwitz, Boston University; Jennifer Y. Yang, Boston University
- Toward a Critical Mass of Collective Consciousness: Going Beyond Black and White. Wilfredo Portillo, Indiana University - Indianapolis; Samantha M. Ivery, Indiana University - Bloomington; Andrew Martin Garza, Indiana University - IUPUI


Chair: Mary Carol Combs, The University of Arizona

Participants:
- Some Lessons Learned in a Bilingual Family Literacy Program With Immigrant and Refugee Families. Jim Anderson, The University of British Columbia; Ann Anderson, The University of British Columbia; Nicola Friedrich, University of British Columbia; Laura Teichert, University of British Columbia
- English Learners’ Classroom Peer Networks: Mixed-Methods Insights Into English Language Development. Amanda Kibler, University of Virginia; Valerie A Futch, University of Virginia; Lauren Elreda, University of Virginia; Rebecca Bergy, University of Virginia; Fares Karam, University of Virginia; Paul J. Yoder, University of Virginia
- “Learn English on Your Own Time”: The Experience of English Learners in Catholic School. Tatiana Joseph, University of Wisconsin - Milwaukee


Chair: Jennifer Buehler, Saint Louis University

Participants:
- Exploring Community Through Literature and Life: Adolescents’ Identity Positioning in Rural Appalachia. Audra Slocum, West Virginia University
- “I Never Saw Nobody Read”: Mothers in a Homeless Shelter Share Literacy Practices and Aspirations for Children. Margaret Saezeda Curwen, Chapman University; Laurie MacGillivray, The University of Memphis; Amy L. Ardell, Chapman University

Farms Kids Versus Lake Kids: A Situated Study of Social Class in a Rural/Suburban School. Jason M Curtis, Marquette University; Cynthia M Ellwood, Marquette University


Participants:
- A Multilevel Study of Partnership Building to Support Early Childhood Development Across Different Education Contexts. Jianjun Wang, California State University; Theresa Martinez, Kern County Children and Families Commission; Roland Maier; Diana Navarro
- Reconfiguring Young Children’s Learning Identities and Abilities Through Early Years Educators at Play (EYEPlay) Drama Practices. Sultan Kilinc, Arizona State University; Michael F. Kelley, Arizona State University - West; Jenny Millinger, Childsplay Theatre Company; Korbi Adams, Childsplay Theatre Company


Participants:
- Equity Policies and Enrollment Practices: Is Advanced Placement a Reality for All Students? Tiffinie Irving, Wichita State University
- Middle School Students’ Expectations for College: Exploring the Disconnect Between Academic Achievement and College Aspirations. Kelsey Krausen, University of California - Davis; Juliet Michelsen Wahleithner, University of California - Davis; Michal Kurlaender, University of California - Davis
- The Impact of Scholarship Aid on the College Choices of Low-Income, High-Achieving, Underrepresented Minority Students. David Richards, Frederick D. Patterson Research Institute; Janet T. Awoyeka, Frederick D. Patterson Research Institute; Barry Nagle, UNCF; Terrell Garrett, UNCF; Ryan Davis, UNCF


Chair: Torie L. Weist, Claremont Graduate University

Participants:
- Explaining the “Highfliers” and the “Good Kids”: Social Context and Educators’ Discourses of Discipline Disparity. Kathryn Elizabeth Wiley, University of Colorado - Boulder
- Practitioners’ Conceptualizations of Formative Assessments in a Response to Intervention Model. Joyce Melissa Gomez-Najarro, University of Southern California
- “The Parents Are Locked Out”: Barriers to Teachers’ Facilitation of Family Involvement. Tina M Smith-Bonahue, University of Florida; Stephanie C. Smith, University of Illinois at Urbana-Champaign; Olivia Soutullo, University of Florida; Laura E. Navia, University of Florida

16.056-11. Text(s) Matter(s): How Text Choices Can Broaden or Constrain Student Learning. Division G - Social Context of Education; Roundtable Session Hyatt, East Tower - Purple Level, Riverside East; 2:15-3:45pm

Chair: Donna-Marie Tausha Cole-Malott, The Pennsylvania State University - University Park

Participants:
- Developing Scientific Literacy Through Children’s Informational Texts: A Global Perspective. Keri-Anne Croce, Towson University; Lucy K. Spence, University of South Carolina
- Mothers’ Picture Book Choices for Their Children’s Language and Literacy Development: Case Studies of Middle-Class Korean Mothers in the U.S. Jaehee Kwon, University of Georgia - Athens
- Using Comics and Graphic Novels in Social Justice Education. Marcus
Hyatt, East Tower - Purple Level, Riverside East; 2:15-3:45pm
Chair: Patricia J. Larke, Texas A&M University
Participants:
Beyond Expectations: Gender Role Complexities Among Two African American Populations. Jamilah M. Hatchwork, Cincinnati Children’s Hospital Medical Center; Georgia A Turner, Louisville Office of Public Housing - HUD; Brandelyn L. Tosolt, Northern Kentucky University
Blocked Opportunities: African American Students, Academic Achievement, and a “Care”less Culture. Judy A. Alston, Ashland University; Bruce Willingham, Ashland University
Exploring the Effects of Institutional Inequalities on African American Students’ Racial Ideology and Activism. Veronica Jones, The University of Texas - Austin
Personal and Cultural Assets of Black Girls: Celebrating the Strengths of Black Youth Intervention. Sheretta T. Barnes, Washington University in St. Louis

Hyatt, East Tower - Purple Level, Riverside East; 2:15-3:45pm
Chair: Erik Jon Byker, University of North Carolina - Charlotte
Participants:
Science Achievement in Urban Primary Schools: A Multilevel Approach With a Focus on Students’ Literacy and Home Language. Evelien Van Laere, Ghent University; Johan Van Braak, Ghent University
Social Capital Development and Network Inequality in Undergraduate Education. Christopher G. Takacs, University of Chicago
The Influence of the System of Head Start on Four Teachers’ Agency and Identity. John Michael Holland, Virginia Commonwealth University

16.056-14. Students’ Mathematical Thinking: Grades 5-8. SIG-Research in Mathematics Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 2:15-3:45pm
Participants:
“Approximate” Multiplicative Relationships Between Quantitative Unknowns. Amy J. Hackenberg, Indiana University; Robin Jones, Indiana University; Afer Eker, Indiana University - Bloomington; Mark Andrew Creager, Indiana University; Ryan Timmons, Indiana University - Bloomington
Measuring Sixth-Grade Students’ Problem Solving: Validating an Instrument Addressing the Common Core. Jonathan David Bostic, Bowling Green State University; Toni A. Sondergeld, Bowling Green State University
Elaborating Models of Students’ Spatial-Multiplicative Reasoning: An Investigation of Sixth Graders’ Solutions of Combinatorics Problems. Erik S. Tillema, Indiana University - Purdue University at Indianapolis
On a Learning Trajectory for Reciprocal Reasoning With Quantitative Unknowns. Amy J. Hackenberg, Indiana University; Serfe Sevis, Indiana University
Productive Struggle and the Development of Relational Equity in a Mathematics Learning Community. Tesa Sengupta Irving, University of California - Irvine; Priyanka Agarwal, University of California - Irvine

Hyatt, East Tower - Purple Level, Riverside East; 2:15-3:45pm
Chair: Theresa Y. Austin, University of Massachusetts - Amherst
Participants:
English Language Learners’ Critical Literacy Practice and Identity Negotiation. Bogum Yoon, Binghamton University - SUNY
Rhetoric and Reality: Heritage Language Ecologies in a Multilingual Swedish School. Liv Thorstensson Davila, University of Illinois at Urbana-Champaign
Second Language Literacies in the City: New Practices in Urban Spaces of Medellin, Colombia. Raul Alberto Mora, Universidad Pontificia Bolivariana; Melissa Castaño, Universidad Pontificia Bolivariana; Nathalie Gomez, Universidad Pontificia Bolivariana; Natalia Ramirez, Universidad Pontificia Bolivariana; Maria Camila Mejia-Velez, Universidad Pontificia Bolivariana; Carla Pulgarin, Universidad Pontificia Bolivariana

16.056-16. Issues of Race and Gender: African American Students. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 2:15-3:45pm
Chair: Patricia J. Larke, Texas A&M University
Participants:
Personal and Cultural Assets of Black Girls: Celebrating the Strengths of Black Youth Intervention. Sheretta T. Barnes, Washington University in St. Louis

16.056-17. Schooling and Academic Performance of Indigenous Learning Communities. SIG-Indigenous Peoples of the Americas; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 2:15-3:45pm
Participants:
Field-Based Teacher Preparation. Anna Lees, Loyola University Chicago; Kelly N Ferguson, Loyola University Chicago
Using Inquiry to Meet Our Goal of Educational Equity for Aboriginal Learners. Kathryn Eveline Peterson, SD 36 (Surrey); Gloria Raphael, Surrey School District; Judy Lindsay Halbert, Vancouver Island University; Linda Louise Kaiser, Vancouver Island University

16.056-18. Self-Study to Reform Teacher Education Programs. SIG-Self-Study of Teacher Education Practices; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 2:15-3:45pm
Chair: Anastasia P. Samaras, George Mason University
Participants:
Two Teacher Educators’ Transformative Journey: Narrative and Writing Pedagogy and Dialogic Interactions as Objects of Self-Study. Elsie Lindy Olson, University of Central Florida; Jeffrey Stuart Kaplan, University of Central Florida
Exploring a Novice Supervisor’s Role in Early Childhood Field Supervision. Jennifer Ward, University of South Florida; H. Sophia Han, University of South Florida
Transformative Frameworks for Social Justice and Diversity in Teacher Education. Victoria Baxan, University of Toronto; Karen Ragoonaen, The University of British Columbia; Anweet Sivia, University of the Fraser Valley

16.056-19. College and High School Experiences of Disability. SIG-Disability Studies in Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 2:15-3:45pm
Chair: Elizabeth J. Grace, National Louis University
Participants:
A Social Justice Issue: Exploring the Landscape of Assistive Technologies for Students With Sensory and Orthopedic Disabilities in High School Science Classes. Lisa Marie Lacy, Arizona State University; Heather Anne Pacheco, Arizona State University; Cean Richard Colcord, Arizona State University; Dale Rose Baker, Arizona State University
Reasoned Action and Request for Accommodations Among College Students With Disabilities at Two- and Four-Year Institutions. Amanda Bell, Eastern Michigan University; Ebeni M. Zamani-Gallaher, University of Illinois at Urbana-Champaign
The Freshman Experience of Students With Mental and Physical Disabilities. Jamie Mary Carroll, The University of Texas - Austin; Chandra Muller, The University of Texas - Austin; Evangeleen Pattison, The University of Texas - Austin
Young Latino Men With Mild/Moderate Disabilities Reflect on Their High School Experiences. Cheri D. Whitehead, Chapman University
“We Are One”: A Collaborative Group Inquiry With High School Students Who Type to Communicate. Casey Woodfield, Syracuse University; Beth Myers, Syracuse University

16.056-20. Experiences of African American Leaders. SIG-Research Focus on Black Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 2:15-3:45pm
Chair: Cory T. Brown, Murray State University
Participants:
A Multiple-Case Study of Two African American Female Administrators in High-Achieving Schools. LaBotta S. Taylor, University of North Texas
African American Male Principals in North Carolina’s High-Priority Schools. Reginald D. Wilkerson, University of North Carolina - Greensboro
Misunderstandings, Understandings, and Cautionary Tales: Black Administrators’ Words of Wisdom to White Teachers. Susan M. Baker, California State University - Sacramento; China Duncan, Sol Aureus
Quiet Storms: African American Women Senior-Level Administrators at Predominately White Institutions as Tempered Radicals for Social Justice. Stella L. Smith, The University of Texas - Austin
“When It’s Family”?: The Influence of Family on the Socialization of Black Doctoral Students. Ferlin McGaskey, The University of Tennessee; Ezella McPherson, Indiana University South Bend; Jasmine Tilghman, University of Missouri - Columbia; Tamekia Wilkins, University of Illinois at Urbana-Champaign

Hyatt, East Tower - Purple Level, Riverside East; 2:15-3:45pm
Chair: Frank Hernandez, The University of Texas of the Permian Basin
Participants:
Echéandole Ganas: An Urban School’s Effort to Engage Latino Parents. Preciosa Karina Cordero, KIPP Sol Academy; Sharon H. Ulanoff, California State University - Los Angeles
Spanish Heritage Language Coursework: Meeting the Needs of All Learners. Kelly Torres, Florida State University; Samantha Tackett-Bradt, Florida State University
Becoming a Hispanic-Serving Institution: Including Graduate Students in the Vision. Patricia Marin, Michigan State University; Priscilla Pereschica, University of California, Santa Barbara
The Value of Extracurricular Activities Among Latino Youth: Examining Educational, Cultural, and Risk Behavioral Factors. Marbella Uriostegui, California State University - Los Angeles; Claudia Kouyoumdjian, California State University - Los Angeles; Bianca Guzman, California State University - Los Angeles
Latino Doctoral Students’ Experiences With Activist Inquiry as a Means to Address Educational Justice. Patricia Rocha, Texas State University; Yvette Cantu, Texas State University; Miguel Angel Guajardo, Texas State University - San Marcos; Samuel Garcia, Texas State University; Jocabel Marquez, Texas State University

16.057. Roundtable Session 5; Roundtable Session

16.057-1. Language and Social Processes Within and Across International Contexts. SIG-Language and Social Processes; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm
Chair: Hye-Young Park, University of Illinois at Urbana-Champaign
Participants:
Exploring Tertiary-Level Muslim Uyghur Students’ Identity Construction Through Multilingual Learning and Use in China. Xiaoyan Guo, The Chinese University of Hong Kong; Mingyue (Michelle) Gu, Chinese University of Hong Kong
Toward Transnational Praxis: A Critical Discourse Analysis of Blogs About International Volunteer Experiences. Kate E. Kedley, University of Iowa

16.057-2. Exploring Video Gaming, Video Analysis, and Digital Pedagogy in Physical Education. SIG-Research on Learning and Instruction in Physical Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm
Chair: Dominique Banville, George Mason University
Participants:
Active Video Gaming in Physical Education: A Critical Exploration. Mikael Quennerstedt, Örebro University
Physical Education’s Digital Future? Fitnessgram® and the “Databasing” of Children’s Bodies. Carolyn Plaim (Vander Schee), Northern Illinois University; Michael J. Gard, Charles Sturt University
The Influence of a Video Analysis Assignment on Preservice Teachers’ Effectiveness. Sheri J. Brock, Auburn University; Peter A. Hastie, Auburn University; Kasey Saucer, Auburn University; Brook Barrow, Auburn University

16.057-3. The Role of Service-Learning in Teacher Preparation. SIG-Service-Learning & Experiential Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm
Chair: Jannah Walters Nerren, Stephen F. Austin State University
Participants:
Community Service-Learning, Math and Science Experiences, and Preservice Teachers. Maria Diaz, The University of Texas - Brownsville; Kathy M. Bussett-Webb, The University of Texas - Brownsville
Features of Beneficial Service-Learning Experiences in Teacher Preparation. Kathleen Tice, The University of Texas - Arlington; Larry Paul Nelson, The University of Texas - Arlington
Reciprocal Partnerships for Social Justice: A Case Study of a Comprehensive Service-Learning Initiative in a Teacher Education Program. Alan Scott Tinkler, The University of Vermont; Barri E. Tinkler, The University of Vermont; Jennifer Prue, The University of Vermont; Lia Cravedi, The University of Vermont
The Role of Academic Service-Learning in Helping Preservice Teachers Develop a Prosocial-Multicultural Teacher Identity. Allison J. Hart-Young, Western Michigan University; Jeffrey N. Jones, Western Michigan University; Mark Barajas, Western Michigan University
Using Service-Learning as a Low-Risk Practice to Develop Critical Pedagogy Awareness and Growth in Early Childhood Teacher Candidates. Lauren Burrow, University of Memphis

16.057-4. Missing Data and Investigations of Statistical Assumptions. SIG-Educational Statisticians; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm
Chair: Elizabeth Tipton, Teachers College, Columbia University
Participants:
Data Imputation Algorithms for Mixed Variable Types: An Application in Large-Scale Educational Assessment. William Holmes Finch, Ball State University; Maria E. Hernandez Finch, Ball State University; Melissa Singh, Ball State University
A Note on the Selection of Auxiliary Variables Based on Correlation Coefficients Among Observed Variables. Yan Xia, Florida State University; Junyun Yang, Florida State University
Homogeneity of Variance Assumption: An Empirical Investigation of 14 Approaches in One-Factor Analysis of Variance Models. Yan Wang, University of South Florida; Patricia Rodriguez de Gil, University of South Florida; Aari P. Bellara, University of South Florida; Yi-Hsin Chen, University of South Florida; Tyler Hicks, University of South Florida; Harold Holmes, University of South Florida; Eun Sook Kim, University of South Florida; Jeffrey D. Kromrey, University of South Florida; Isaac Li, University of South Florida; Diep Thi Nguyen, University of South Florida; Thanh Vinh Pham, University of South Florida; Jeanine Romanu, University of South Florida
Investigating the Measurement Invariance of Large-Scale International Assessments Using Generalizability Theory. Yue (Michelle) Chen, The University of British Columbia; Wen Zhang; Eric K. H. Chan, The University of British Columbia; Bruno D. Zambo, The University of British Columbia

16.057-5. Multilevel Examinations of STEM Education Using U.S. and International Data Sets. SIG-Advanced Studies of National Databases; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm
Chair: Jian Li, Kent State University
Participants:
Thursday Afternoon, April 16, 2015

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A Longitudinal Analysis of the Effects of Teacher Instructional Practices on Students’ Science Achievement. Rongrong Yu, Virginia Polytechnic Institute and State University; Kasum Singh, Virginia Polytechnic Institute and State University; Yue Sun, Virginia Polytechnic Institute and State University

Effects of Single-Sex Schooling and Self-Efficacy on the Gender Gap in Mathematics Achievement in Korea. Xiran Wang, University at Buffalo - SUNY

Investigating English Language Learners’ High School Math and Science Course-Taking Patterns. Myley Dang, University of California - Santa Barbara; Michael A. Gottfried, University of California - Santa Barbara

Universals and Specifics of Students’ Math Self-Efficacy and Influential Factors Between the United States and China. Yin Wu, University at Buffalo - SUNY

16.057-6. Critical Education and the Intersections of Class and Disability. SIG-Critical Educators for Social Justice; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm

Participants:
The 21st-Century Color Line: Assessing the Economic and Social Impact of Urbanization and School Discipline. Tiffany Hollis, University of North Carolina - Charlotte; Marcia Watson, University of North Carolina - Charlotte; Sheila Talley-Matthews, University of North Carolina - Charlotte; Derrick Robinson, University of North Carolina - Charlotte

“My Poverty Is Two Coins”: Preschoolers Explore Global Social Justice Issues Through Children’s Literature and Art. Judith M Dunkerly-Bean, Old Dominion University; Thomas W. Bean, Old Dominion University; Kristine E. Sunday, Old Dominion University; Raleta Chanel Summers, Old Dominion University; Joy Phelps

“They Say Sex Isn’t for Me”: Social Justice Means Students With Disabilities Accessing Sexuality Education. Danielle M. Cowley, University of Northern Iowa; Alexis Marguerite Gebb, San Francisco Unified School District; Sadie Guthrie, San Francisco Unified School District

Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm

Participants:

Shifting Identity Positions and Ideological Becoming in Preservice Teachers’ Multimodal Conceptualizations of Teaching. James S. Chisholm, University of Louisville; Ingrid Welland, Metropolitan State University of Denver; Tammi R. Davis, University of Louisville; Kathryn F. Whitmore, University of Louisville; Jill L. Jacobi-Vessels, University of Louisville; Lori Ann Norton-Meier, University of Louisville

Teaching and Coaching in the Passive Voice: A Critical Discourse Analysis of a Problematic Collaboration. Teresa R. Fisher, Georgia State University; Monica M. Alicea, Cobb County School District; Barbara Meyers, Georgia State University

Toward Justice: Testimonio and Bilingual Teacher Preparation. Anita Bright, Portland State University; G. Sue Kasun, Utah State University

16.057-8. Gender and Critical Education. SIG-Critical Educators for Social Justice; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm

Chair: Amy Aldous Bergerson, University of Utah

Participants:
An Immigrant Father’s Experience: “Para que miren las maestras que uno mira por sus hijos.” Lilian Cibils, New Mexico State University

Educate Girls and Change the World: Documentary Film as a Catalyst for Social Praxis. Guojiang Wan, Virginia Commonwealth University; Michael R. Scott, Virginia Commonwealth University; Stefan Thachik, Virginia Commonwealth University; Amanda Faith Hall, Virginia Commonwealth University; Margaret Pienkowski, Virginia Commonwealth University; Ginger Marie Walker, Virginia Commonwealth University

Numbers Are Not Enough: Critical Examination of Race, Class, Gender, Sexuality, and Ability in Elementary and Middle School Health Textbooks. Sherry Lynn Deckman, Ithaca College; Ellie Fitts Palmer, Ithaca College; Katharine Hoover; Keely Kirby, Ithaca College

Sexual Prejudice Among Midwestern Preservice and In-Service Teachers: How Personal Characteristics Influence Levels of Prejudice. Joelyn Katherine Foy, Kansas State University

Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm

Chair: Jay Parkes, University of New Mexico

Participants:

Perceptions and Preferences for Formative Feedback: Relationship With Learning Approaches. Mustafa Sat, Middle East Technical University; Gulfidan Can, Middle East Technical University

The Differential Impact of Norm-Referenced and Criterion-Referenced Grading Methods on Students’ Academic Performance and Motivation. Hannah Moshonz, Duke University; Alison C. Koenka, Duke University; Carmen Sanchez, Duke University; Kayla Atkinson, Duke University; Harris M. Cooper, Duke University

16.057-10. Mixed-Methods Frameworks and Applications. SIG-Mixed Methods Research; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm

Chair: Anthony J. Onwuegbuzie, Sam Houston State University

Participants:
Adoption of Mixed Methods in a Non-Western Developing Country. Yuchun Zhou, Ohio University - Athens

An Array of Advanced Mixed-Analysis Approaches. John H. Hitchcock, Indiana University - Bloomington; Anthony J. Onwuegbuzie, Sam Houston State University


Toward a Mixed Research-Based Framework for Conducting Critical Dialectical Pluralist Focus Group Discussions. Anthony J. Onwuegbuzie, Sam Houston State University; Rebecca K. Frels, Lamar University

Toward a Framework for Improving the Quality of Mixed Research Reports: A Call for Rigor as an Ethical Practice. Julie Corrigan, University of Ottawa; Anthony J. Onwuegbuzie, Sam Houston State University

16.057-11. Issues in Middle-Level Instruction and Planning. SIG-Middle-Level Education Research; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm

Chair: Jenny Denyer, University of Toledo

Participants:
A Longitudinal Study of the Effects of Math Coaching in High-Poverty Schools in Chicago. Diane Profta Schiller, Loyola University Chicago; Wendy M. Stack, Northeastern Illinois University; Susan K. Doyle, n/a A Longitudinal Study of Common Planning Time Activities: Examination of Differences by State. David Lomasco, The University of Tennessee - Knoxville; Pamela S. Angelle, The University of Tennessee

Filling in the Gaps: Practicing Middle School Teachers’ Multiliteracies Knowledge. Benjamin Boche, Concordia University - Chicago

16.057-12. Technology as an Agent of Change in Teaching and Learning SIG Roundtable 1: Technological Pedagogical Content Knowledge (TPACK) as a Framework for Teacher Development. SIG-Technology as an Agent of Change in Teaching and Learning; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm

Chair: Patricia A. Dickenson, National University

Participants:
Characterizing Engagement With Technology as a Pedagogical Tool in Developing Teachers’ Technological Pedagogical Content Knowledge
16.057-13. Instructional Technology Application in STEM Contexts. SIG-Instructional Technology; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm
Chair: Mauricio Cadavid, California State University - San Bernadino
Participants:
- Cyber Professional Development in Inquiry Science: An Iterative Evaluation Strategy. Heath Leary, University of Colorado - Boulder; Tamara Sumner, University of Colorado; Cathy Ringstaff, WestEd; Danielle Brown, WestEd; Holly Devaul, University Corporation for Atmospheric Research
- Design of Intrinsic Integration of Math Learning in a 3-D Architecture Game. Fengfeng Ke, Florida State University; Valerie J. Shute, Florida State University
- Mathematical, Cognitive, and Pedagogical Fidelity of Some Virtual Manipulatives: Elementary Teacher Candidates' Perceptions. Mara Alagic, Wichita State University
- Synthesizing Results From Empirical Research on Computer-Based Scaffolding in STEM Education: A Meta-Analysis. Brian R. Belland, Utah State University; Andrew Walker, Utah State University; Nam Ju Kim, Utah State University; Mason Lefler, Utah State University
- The Effect of Personalized Statistics Learning Through Peer Modeling in an Open Learning Environment. Yu-Ju Lin, University of Georgia; Robert M. Branch, University of Georgia

Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm
Chair: Colleen A. Capper, University of Wisconsin - Madison
Participants:
- Haudenosaunee Leadership: Values, Knowledge, and Education. Hugh Burnnam, Syracuse University; Regina Jones, Syracuse University; George Theoharis, Syracuse University
- LatCrit, Tribal Crit, and Asian Crit Theories: Implications for Organizational Theory and Leading Socially Just Schools. Colleen A. Capper, University of Wisconsin - Madison
- Leadership Leveraging Locally Designed Artifacts to Promote Culturally Relevant Practices. Jason Salisbury, Iowa State University
- Restoring Justice Through Culturally Responsive Leadership: Indigenous, National, and International Cross-Cultural Collaboration. Andres Peter Santamaria, Auckland University of Technology; Lorri Michelle Johnson Santamaria, The University of Auckland; Melinda Webber, The University of Auckland; Lincoln Dam, The University of Auckland

16.057-15. Innovation and Data-Based Decision Making as Strategies for Instructional Improvement. Division A - Administration; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm
Chair: Kausalar K. Wijekumar, Texas A&M University - College Station
Participants:
- A Qualitative Study on Teachers’ Experiences as Change Agents in Korean Schools. Joo Youn Lee, Korea Institute for Curriculum and Evaluation; Kyounghye Seo, Ewha Womans University; Lanju Kim, Ewha Womans University; Sujin Kim, Ewha Womans University; Rami Woo, Ewha Womans University
- Classroom Observation and Professional Conversations: An Urban District’s Strategy for Improvement. Susan M. Printy, Michigan State University; Kristy S. Cooper, Michigan State University; Joshua M. Cowen, Michigan State University
- Data-Driven Decision-Making Processes in Schools: Are Perspectives From Implementation Science Enough? Iris Yu, The University of Kansas

16.057-16. Innovative Frameworks for Building Instructional Capacity in Urban Contexts. Division A - Administration; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm
Chair: Kate Rollert, Michigan State University
Participants:
- An Examination of Schools That Serve Long-Term English Language Learners in an Urban and Diverse District. Alicia Ana Ayala, New York University; Yury Marcela Rojas, New York University; Margaret Martin, Brown University
- Analyzing Constructivist Dilemmas in the New York City Framework for Teaching. Cyrene Crooms, Montclair State University; Douglas B. Larkin, Montclair State University

Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm
Chair: Kathleen Trung Drucker, NYC Leadership Academy
Participants:
- Leadership Preparation Programs: Preparing Culturally Competent Educational Leaders. Maysaa Y. Barakat, Florida Atlantic University; Ellen H. Reames, Auburn University
- Preparing Special Education Leaders for Predominantly Hispanic Schools. Maria Banda Roberts, The University of Texas - Pan American; Fred Guerra, The University of Texas - Pan American

Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm
Chair: Jarrett M. Landor-Ngemi, Southern University and A&M College
Participants:
- Leadership Practices in Germany: An End-of-Day-Log Study. Stephan Gerhard Huber, University of Teacher Education Zug; Marius Schwander, University of Teacher Education Zug
- The Role of Principal Support in Times of Uncertainty: Effects on Teachers’ Implementation Commitment to Reform Initiatives. Lee Smith, Horatio Schools; Ibrahim Duyan, University of Arkansas at Little Rock
- “It’s Not in the Job Description”: Principals’ Stories of Disaster Response and Recovery. Carol Anne Match, University of Auckland
- Maximizing the Effectiveness of Principals in Secondary Schools in Rio de Janeiro State. Christopher W. Day, University of Nottingham; Qing Gu, University of Nottingham; Junjun Chen, The Hong Kong Institute of Education; Sandra Mariano, Universidade Federal Fluminense

Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm
Chair: Anna M. Sullivan, University of South Australia
Participants:
- Family–School Relations and Native American Graduation Rates: A Case Study. Nisa Felicia, University at Albany - SUNY; Kristen C. Wilcox, University at Albany - SUNY
- “Engage Them, Don’t Punish Them”: Developing and Enacting Humane Behavior Policies and Practices in Schools. Anna M. Sullivan, University of South Australia; Bruce Raymond Johnson, University of South Australia; William T. Lucas
- Towards a Definition of Culturally Relevant Mentoring as Part of Leadership Development. Phillip A Smith, Teachers College, Columbia University; Eleanor E. Drago-Severson, Teachers College, Columbia University
- Secondary Educators’ Perceptions of Teacher–Parent Communication and the Relationship to Student Achievement. Sarah Linda Patten, University of Toronto

16.057-20. Aspirations and Transitions Among Rural Youth. SIG-Rural Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm
Participants:
Broadening Horizons: A Story of Moving Toward Justice Through Building Aspirations for Rural Students in Regional Australia.
Margaret M. Plunkett, Federation University Australia; Michael Dominic Dyson, Monash University

Postsecondary Education Enrollment and Completion Status Among Rural College- and Work-Bound Youth: A Follow-Up Investigation From the Rural High School Aspirations Study. Bryan C. Hutchins, University of North Carolina - Chapel Hill; Judith L. Meece, University of North Carolina - Chapel Hill; Thomas W. Farmer, Virginia Commonwealth University; Matthew J. Irvin, University of South Carolina

Timing of Transitions Into Adulthood Among Rural Adolescents: An Investigation of Gender, Ethnicity, Family, and Community Influences.
Charlotte Agger; University of North Carolina - Chapel Hill; Soo-yong Byun, The Pennsylvania State University; Judith L. Meece, University of North Carolina - Chapel Hill

16.057-21. Organizational Culture, Teacher Collaboration, and Student Learning, SIG-Educational Change; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm
Chair: Ebony N. Bridwell-Mitchell, Harvard University
Participants:
Where the Two Shall Meet: Exploring the Relationship Between Teacher Organizational Culture and Student Learning Culture. Jennie Weiner; University of Connecticut; Monica Higgins, Harvard University

Demands for Test Performance and 21st-Century Learning: Schools in Massachusetts Respond, Follow-Up Study. James H. Nehring, University of Massachusetts - Lowell; Stacy Agee Szciszal, University of Massachusetts - Lowell; Megin Charner-Laird, Salem State University

Collaboratively Learning How to Use Data: The Process of Knowledge Creation. Mireville Hubers, University of Twente; Cindy Louise Poortman, University of Twente; Adam Handelzalts, Universiteit Twente; Kim Schildkamp, Universiteit Twente; Jules M. Pieters, Universiteit Twente

The Importance of Social Support for Teachers Implementing Evidence-Based Programs. Cara Marcinek Bliss, University of Pittsburgh; Shannon Beth Wanless, University of Pittsburgh

Learning to Be a Teacher in (un)Changing Times. Juana M. Sancho-Gil, Universitat de Barcelona; Fernando Hernandez-Hernandez, Universitat de Barcelona

16.057-22. Critical Issues in Qualitative Research Design, SIG-Qualitative Research; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm
Chair: Chad Lochmiller, Indiana University
Participants:
Design Issues in Studying Instructional Planning and the Use of Student Data in Elementary Schools. Hester Earle, Teachers College, Columbia University; Pavithra Nagarajan, Teachers College, Columbia University; Victoria Pearra, Teachers College, Columbia University; Carolyn J. Riehl, Teachers College, Columbia University; Laura Vernikoff, Teachers College, Columbia University; Tara Schwartzman, Teachers College, Columbia University

The Practice of Designing Qualitative Research in Education. Michael S. Knapp, University of Washington

Confronting Injustice: Challenging Politics, Redefining Ethics, and Dismantling Barriers to LGBTQ Research. Patrick Englert, Bellarmine University

A Cartography of the Concept “Experience” in Education Research. Melissa Freeman, University of Georgia; Jaye Johnson Thiel, The University of Tennessee - Knoxville

16.057-23. Challenging Professional Identities in Early Childhood, SIG-Critical Perspectives on Early Childhood Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm
Chair: Rebecca Givens Rolland, Harvard University
Participants:
Cultural Tool Use and Professional Identity Construction in Immigrant and Refugee Early Childhood Teacher Education Students. Christine Massing, University of Alberta

This Is What Professional Development Looks Like: A Preliminary Sketch of a Dialogic Approach. Pam Costakis, Educare of West DuPage; Alana Ferry, Educare of West DuPage; Jessica Ruiz, Erikson Institute; Mark Nagasawa, Erikson Institute

Research With Children: Ethical and Methodological Challenges Within the Saudi Arabian Context. Nazeha Khoja, McGill University

Inside the Teachers’ Studio: Cultivating Artistry in Early Childhood Teaching. Jolyn Blank, University of South Florida

16.057-24. Issues Affecting K–12 Social Studies Instruction, SIG-Social Studies Research; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm
Chair: Lisa Brown Buchanan, University of North Carolina - Wilmington
Participants:
Association of Home Literacy, School Climate, and Teacher Classroom Method With Student Civics Knowledge Scores. Chris Gregory, Virginia Polytechnic Institute and State University; Yasuo Miyazaki, Virginia Polytechnic Institute and State University

Relations Between Teacher Self-Efficacy and Secondary Students’ Civic Learning. Ethan A. Lowenstein, Eastern Michigan University; Sooyeon Byun, WHOK Educational Resource Center; Dennis Barr, Facing History and Ourselves; Stephanie Margaret Jones, Harvard University

Sports Coaches and High School Social Studies Teachers: Myth or Men? Mardi Schmeichel, University of Georgia; Erin Adams, University of Georgia - Athens; Jacob Malone, University of Georgia; Glenda Wheatley, University of Georgia; Michael Patrick Cassidy, University of Georgia

The Relationship Between Socioeconomic Status and Social Studies Integration in Elementary Schools. Stephanie L. Strachan, Michigan State University

Civic Education in the Appalachians: Searching for Clarity. Robert A. Waterson, West Virginia University

16.057-25. Adaptation and Expression: Arts Education and Technology, SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm
Chair: James W. Bequette, University of Minnesota
Participants:
P3eMC: Posthumanities Pedagogical Practice in Electronic Music Culture. Michael B. MacDonald, Grant MacEwan University

Through the Lens of Film: Creation, Participation, and Youth Engagement in the Arts. Ching-Chia Lin, The University of British Columbia

When Disability and Performance Art Intersect: Making Sense With Teachers. Linda P. Ware, SUNY - College at Geneseo; Jan W. Valle, City College of New York - CUNY

16.057-26. Bilingual Teacher Preparation: Critical Perspectives, SIG-Bilingual Education Research; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm
Chair: Daniel Heiman, The University of Texas - Austin
Participants:
Preservice Bilingual/English Language Learner Teachers’ Shifts in Ways of Knowing Through a Freirean Study Abroad Program in Mexico. Monica Vasquez Neshbya, Texas A&M University - College Station; G. Sue Kasun, Utah State University

Providing Voice, Developing Dispositions From the Inside Out: Hispanic Dual Language Teacher Insights as Former English Language Learners. Alfredo H. Benavides, Texas Tech University; Eva Midoobuche, Texas Tech University; Erin Kostina-Ritchey, Texas Tech University


16.058. Roundtable Session 6: Roundtable Session
16.058-1. Assessment and Academic Performance, Division J - Postsecondary Education; Roundtable Session
Hyatt, West Tower - Green Level, Crystal B; 2:15-3:45pm
Chair: Jeff Zacharakis, Kansas State University
Participants:
Authentic and Inclusive Assessment Feedback Practice in Postsecondary Education. Professor Carol Evans, University of Southampton; Li-Fang
Zhang, University of Hong Kong; Michael Waring, Loughborough University
Faculty Perceptions of What Makes a Student Successful in the Mathematical Sciences. Casey E. George-Jackson, University of Illinois at Urbana-Champaign; Lisa Shultety, University of Illinois at Urbana-Champaign
Graduate Student Instructor Perspectives on Ethical Assessment Practices in Postsecondary Education. Leia Kristin Cain, University of South Carolina; Robert L. Johnson, University of South Carolina

16.058-2. Beyond Assessing Achievement: Understanding the Process of Shaping Student Outcomes. Division J - Postsecondary Education; Roundtable Session
Hyatt, West Tower - Green Level, Crystal B; 2:15-3:45pm
Chair: Brenda A. Martin, University of Arkansas at Pine Bluff
Participants:
Relationship Between Student–Faculty Interaction and College Student Outcomes: Does the Type of Faculty Interaction Matter? Liz A. Rennick, Azusa Pacific University; Michael Iorio, Loma Linda University; Young K. Kim, Azusa Pacific University
Can the Major Field Test in Business Be Used as a Learning Outcomes Assessment? Evidence From a Review of 20 Years of Institution-Based Research. Guangming Ling, ETS
College Student Academic Achievement: Longitudinal Examination of Trajectories Based on Remediation and Graduation. Zornitsa Georgieva, West Virginia University; Reagan Curtis, West Virginia University; Megan L. Smith, West Virginia University
The Role of Academic Buoyancy in College Student Achievement. Carolyn R. Strickland, Pennsylvania College of Technology; Rayne A. Sperling, The Pennsylvania State University

16.058-3. Differing Perspectives on Global Higher Education (2). Division J - Postsecondary Education; Roundtable Session
Hyatt, West Tower - Green Level, Crystal B; 2:15-3:45pm
Chair: Anita Gopal, University of Toronto, OISE
Participants:
Local and Global Ethnoscapes on Campus: Policies and Realities in Globalization and Inclusivity. Katrina Liu, University of Wisconsin - Whitewater
Reading Between the Lines of Rights: A Critical Analysis on the Right to Higher Education Within National and International Human Rights Discourses. Sahar D. Sattarzadeh, University of Maryland - College Park
Rethinking the International Student Market: A Relational Perspective. Raymond Kirk Anderson, University of Wisconsin - Madison

16.058-4. Diversity and Organizational Culture. Division J - Postsecondary Education; Roundtable Session
Hyatt, West Tower - Green Level, Crystal B; 2:15-3:45pm
Chair: Xenarah Woodley, New Mexico State University
Participants:
Campus in Color: Examining Faculty Perceptions of Institutional Commitment to Diversity. Jennifer Berdan Lozano, University of California - Los Angeles; Laura Bernhard, University of California - Los Angeles; Kevin Eagan, University of California - Los Angeles
Ceding and Losing Autonomy: Deprofessionalization of Science and Engineering and Humanities Faculty Within Gendered Organizations. Kelly Ochs Rosinger, University of Georgia; Barrett Taylor, University of North Texas; Lindsay Coco, University of Georgia; Sheila Slaughter, University of Georgia
Faculty Employment Status and Characteristics of Diverse Learning Environments in the Promotion of Academic Mission, Governance, and Freedom. Cassie L. Barnhardt, The University of Iowa; Peggy Valdes, University of Iowa; Ryan L. Young, University of Iowa; Jessica Kathryn Ezzel Sheets, University of Iowa; Nicholas A Katopol, University of Iowa; Eugene T. Parker, University of Iowa; Carson Phillips, The University of Iowa

16.058-5. Division J Section 5 1. Division J - Postsecondary Education; Roundtable Session
Hyatt, West Tower - Green Level, Crystal B; 2:15-3:45pm
Chair: Deanna L. Rexe, Simon Fraser University
Participants:
Reconciling Faculty, Finance, and Quality Assurance: Online Education as a Disruptive Innovation for Research Universities. Justin C. Ortagus, The Pennsylvania State University - University Park
The All-Administrative University? Exploring the Relationship Between Administrative Costs and Administrative Staff at Public Comprehensive Institutions. Marvin A. Titus, University of Maryland; Kevin R. McClure, University of North Carolina - Wilmington
U.S. Gross Domestic Product Growth and Federal Academic Research and Development Expenditures. Alexandra Kavaeva, University of Maryland - College Park; Marvin A. Titus, University of Maryland
Unpacking the Information Technology Productivity Paradox: The Influence of Technology Spending on Faculty and Staff Employment in Higher Education. Justin C. Ortagus, The Pennsylvania State University - University Park; Mark Umbricht, The Pennsylvania State University; Josh Wymore, The Pennsylvania State University

16.058-6. Division J Section 5 5. Division J - Postsecondary Education; Roundtable Session
Hyatt, West Tower - Green Level, Crystal B; 2:15-3:45pm
Chair: Frank Joseph Fernandez, The Pennsylvania State University - University Park
Participants:
How Can Placement Policy Improve Math Remediation Outcomes?: Evidence from Experimentation in Community Colleges. Federick Joseph Ngo, University of Southern California; Tatiana Melguizo, University of Southern California
Evaluation of the National Science Foundation’s Graduate Research Fellowship Program. Jake Bartolome, NORC at the University of Chicago; Marie L. Halverson, NORC at the University of Chicago; Thomas B. Hoffer, NORC at the University of Chicago; Gregory C. Wolniak, New York University; Lisa Setlak, NORC at the University of Chicago; Eric Hedberg, University of Chicago; Evan Nielsen, NORC at the University of Chicago; V-Nhua Le; Melissa Yisak
Peer Effects in Postsecondary Remedial Education: Evidence From the Merger of Remedial and College-Level Math Courses. Angela Boatman, Vanderbilt University - Peabody College
The No Child Left Behind Generation Goes to College. Rachel Pool, University of Arkansas at Little Rock; Jim Vander Putten, University of Arkansas at Little Rock

16.058-7. Improving Learning: Interventions to Promote Student Learning and Development. Division J - Postsecondary Education; Roundtable Session
Hyatt, West Tower - Green Level, Crystal B; 2:15-3:45pm
Chair: Danielle Gioia, University of Pennsylvania
Participants:
Learning Here and There: Teaching Strategies to Foster Learning Engagement in and out of the University Classroom. Christine Kaye Kenney, University of Michigan - Flint; Nicole Evans
Differential Benefits of Attending Supplemental Instruction for Introductory Large-Section University U.S. History Courses. Taylor Wayne Acee, Texas State University-San Marcos; Emily Summers, Texas State University-San Marcos; Gail R. Ryser, Texas State University-San Marcos
Leveraging Student Perspectives in Developing Instructional Materials: Results From the LearnChemE Study. Katherine E. Allison, University of Colorado - Boulder; Mark Werner, University of Colorado - Boulder
The Role of Dialogic Feedback in Supporting Students’ Active Learning in Higher Education. Min Yang, The Hong Kong Institute of Education; Ka Wai, Gary Wong, The Hong Kong Institute of Education; Kuen Fung, Kenneth Sin, The Hong Kong Institute of Education; Theodore Tai Hoi Lee, The Hong Kong Institute of Education; Lam Bick Har, The Hong Kong Institute of Education; Chung Wai, Christina Han, The Hong Kong Institute of Education; Darren A. Bryant, Hong Kong Institute of Education

16.058-8. Online Education and Flipped Classrooms. Division J - Postsecondary Education; Roundtable Session
Hyatt, West Tower - Green Level, Crystal B; 2:15-3:45pm
Chair: Kai Monet Thomas, University of San Diego
Participants:
Fans of the Flip Side? Students’ Perceptions of the Flipped Classroom Format. Karen K. Inkelas, University of Virginia; Jelena Gledic, University of Belgrade; Deborah Barry, Syracuse University; Amy K. Swan, George Mason University; Jill Nicole Jones, University of Virginia; Sarah E. Whitley, University of Virginia

Teaching Online: A Synthesis of Research Viewed Through the Lens of Technological Mediation and Change. Claire C. Major, The University of Alabama

“My Goal Is to Surf It, Not Just Stand There”: Professors’ Sense-Making Strategies in University Open Online Learning Initiatives. Chris R Glass, Old Dominion University; Andy Saltarelle, Stanford University; Amy Collier; Stanford University

**16.058-9. Professional Development for Teaching and Learning**

**Division J - Postsecondary Education; Roundtable Session**

Hyatt, West Tower - Green Level, Crystal B; 2:15-3:45pm

Chair: Ching-Hui Lin, Indiana University - Bloomington

Participants:

- How Lesson Study Can Collaboratively Improve Biology Teaching and Learning in Higher Education. Anuscha Neuwald, University of Wisconsin - Madison
- Professional Development Tools and Services to Support Faculty Grant-Seeking Activities: Successful Practices and Lessons Learned. Robert A. Reiser, Florida State University; Alison Lindsey Moore, Florida State University; Terra Bradley, Florida State University; Reddick Walker, Florida State University; Weina Zhao, Florida State University; Elena Novak, Western Kentucky University
- Walking the Walk: Assessment and Reflective Practice in the Development of a College Teaching Certificate. Pamela L. Eddy, College of William and Mary; Jamison R. Miller, College of William and Mary

**16.058-10. The Role of Parents and Families in College Choice**

**Division J - Postsecondary Education; Roundtable Session**

Hyatt, West Tower - Green Level, Crystal B; 2:15-3:45pm

Chair: Veronica Nelly Velez, Western Washington University

Participants:

- Heterogeneous Treatment Effects of College Preparatory Behaviors on College Enrollment among the Children of Immigrants. Brian Holzman, Stanford University
- Passing the Torch: Understanding the Role of Latina/o Parents’ College Generational Status in Developing Their Child’s College-Going Identity. W. Patrick Bryan, The University of Arizona
- Piecing Together Capital: The Role of Family in the College Preparation Process for First-Generation Students of Color. Courtney Luedke, University of Wisconsin - Madison

**16.058-11. The Significance of Institutional Optics and Actions in the Postsecondary Pipeline**

**Division J - Postsecondary Education; Roundtable Session**

Hyatt, West Tower - Green Level, Northridge; 2:15-3:45pm

Chair: Dimpal Jain, California State University - Northridge

Participants:

- They Are Not All the Same: Estimating and Explaining the Effect of Institutions on Their Students’ Probability of Graduation. Matthew Holtsapple, University of Chicago; Thomas Kelley-Komple, CCSR; David Wilson Johnson, University of Chicago; Melissa R. Roderick, University of Chicago
- Perception Conception: Exploring High School Students’ Perceptions of Flagship Admissibility in an Era of Percent Plans. Tanya Chirapuntra, University of California - Los Angeles; James Ellis, University of Michigan - Ann Arbor
- Students of Color: Confident and Motivated to Access Graduate and Professional Study! Kim Misa, Loyola Marymount University; Steven Neal, Loyola Marymount University

**16.058-12. Thriving and Surviving in STEM: Improving Outcomes for Underrepresented Populations in the Sciences**

**Division J - Postsecondary Education; Roundtable Session**

Hyatt, West Tower - Green Level, Crystal B; 2:15-3:45pm

Chair: Marjorie L. Dorime-Williams, Baruch College - CUNY

Participants:

- Exploring the Experiences of Males of Color Enrolled in a Doctor of Physical Therapy Program to Help Increase Minority Male Participation in Allied Health Programs. Janice Marie Hicks, University of North Texas; Ah Ra Cho, University of North Texas; Jessica Johnson
- Problem-Solving Pedagogies: Enhancing Undergraduate STEM Outcomes for Underrepresented Students. Lynn C Reimer, University of California - Irvine; Amanda Nili, University of California - Irvine; Tatrang Chung Nguyen, University of California - Irvine; Thurston Domina, University of California - Irvine; Mark Warschauer, University of California - Irvine

Creating a Climate for Success? Does Racial Composition Matter for Undergraduate Latina/o STEM Retention? Blanca E. Rincon, University of Illinois at Urbana-Champaign

**16.058-13. Underrepresented Populations in the Academy**

**Division J - Postsecondary Education; Roundtable Session**

Hyatt, West Tower - Green Level, Crystal B; 2:15-3:45pm

Participants:

- Acadames: Working and Living Toward Tenure. Tamisha M. Bouknight, Lehman College of the City University of New York; Danielle Magaldi-Dogman, Lehman College - CUNY; Anne M. Marshall, Lehman College - CUNY; Rosa L. Rivera-McCutchin, Lehman College - CUNY; Laura A. Roberts, Lehman College - CUNY
- Using Signaling Theory as a Lens for Exploring the Experiences and Decisions of First-Generation Doctoral Students. Kely A. Cowdery, University of Maryland - College Park; Jennifer Eliason, University of Maryland - College Park


**SIG-Holistic Education; Roundtable Session**

Hyatt, West Tower - Green Level, Crystal B; 2:15-3:45pm

Chair: Juli B. Kramer, DAT High School

Participants:

- Care-Based Mentoring in Online Platforms: A Holistic Approach to Creative Teaching. Jennifer Elaine Killham, University of Cincinnati; John E. Steigall, University of Cincinnati; Stephanie D Talbot, University of Cincinnati
- Presence of Mind: A Qualitative Study of Meditating Teachers. Michele Irwin, University of Toronto; Jack Miller, University of Toronto
- Professional Development as Action Research: Creating Individual, Group, and Professional Holistic Intentionality Through Intensive Self-Discovery. Michelle L. Tichy, University of Northern Iowa; Michael Skivington, Sam Houston State University; Karen F. Tardrew, National Louis University
- Concurrent Validation and Curriculum Sensitivity of the Holistic Wellness Assessment. Charlene Rinehart Brown, Rinehart Institute; Brooks Applegate, Western Michigan University; Mustafa Yildiz, Western Michigan University


**Division B - Curriculum Studies; Roundtable Session**

Hyatt, West Tower - Green Level, Crystal B; 2:15-3:45pm

Chair: Susana Ibarra Johnson, The University of New Mexico

Participants:

- (Re)Formation of Koreanness Through Crisis in Educational Reform. Sunhye Kung, University of Wisconsin-Madison
- Curriculum Studies in Chile: Understanding the Field Historically and Conceptually. Daniel Fernandez Johnson Mardones, University of Illinois at Urbana-Champaign
- Historical Consciousness and Community Education: Quebec English-Speaking Community Leaders Fostering Community Vitality and Civic Engagement. Paul Zanazanian, McGill University
- The Function of Higher Education in Afghanistan. David J. Roof, Ball State University


**SIG-Family, School, Community Partnerships; Roundtable Session**

Hyatt, West Tower - Green Level, Crystal B; 2:15-3:45pm

Chair: Mavis G. Sanders, University of Maryland - Baltimore County

Participants:

- Parent Leadership: Co-Constructing Community Deliberation Through
Thursday Afternoon, April 16, 2015


Hyatt, West Tower - Green Level, Crystal B; 2:15-3:45pm
Chair: Anthony H. Normore, California State University - Dominguez Hills
Participants:
Committed to Change: A Multicase Study of Three Educators’ Transformation to Social Justice Leaders. Heather Cole, Raise Your Hand Texas; Barbara L Pazey, The University of Texas - Austin
Metaphors for Social Justice Leadership: Definitions and Relationship to Context and Practice. Stephanie Diane Tuters, OISE/University of Toronto; Denise E. Armstrong, Brock University

Division and SIG Posters

16.059. Poster Session 2; Poster Session
16.059-1. Division K Section 3 Poster Session 3. Division K - Teaching and Teacher Education; Poster Session
Sheraton, Fourth Level, Chicago VI&VII; 2:15-3:45pm
Posters:
1. A Veteran Elementary Teacher’s Changing Identity as a Teacher of Science. Jeanne L. Brunner, University of Illinois at Urbana-Champaign; John J Myers, University of Illinois at Urbana-Champaign
2. An Examination of Protective Factors and Coping Strategies of Preservice Teachers Completing Different Certification Routes. Amanda Olsen, University of Missouri; Roberta J. Scholes, University of Missouri - Columbia; Courtney Hartin
3. Attitudes and Strategies: High School Teachers’ Perceived Role With Mental Health Concerns in the Classroom. Stacy L. Weiss, East Carolina University; Anne Swenson Ticknor, East Carolina University; Allison Crowe, East Carolina University
4. Coming to Terms With Experiential Education: Teachers’ Deliberations and Actions. Jocelyn A. Glazer, University of North Carolina - Chapel Hill; Mandy Bean, University of North Carolina - Chapel Hill
5. Examining the Culture of Policy: Creating the Space to Change Our Teaching Practice. Abby Cameron-Standerford, Northern Michigan University; Bethney Bergh, Northern Michigan University; Christi Edge, Northern Michigan University
7. Looking Within: Teacher Critical Self-Reflection on Language and Cultural Integration in Multilingual Schools. Kathryn A. Brooks, Butler University; Katya A. Karathanos, San Jose State University; Susan R. Adams, Butler University
8. My Two Masters—The Teacher and the Cane: Implications for Teacher Praxis. Hope Antoinette Mayne, University of Technology - Jamaica
9. Taking Care of Our Own: How a Social Studies Teacher Draws on Personal and Community Knowledge to Understand the Construct of Citizenship. Amanda Elizabeth Vickery, The University of Texas - Austin
10. Teacher Perceptions of Computational Thinking. Susan Miller, University of Colorado - Boulder; David C. Webb, University of Colorado - Boulder; Alexander Repenning, University of Colorado - Boulder; Tasko Endo, University of Colorado - Boulder
11. Too Much, Yet Not Enough: The Case of a Novice Teacher’s Preparation for a Linguistically Diverse Classroom. Grace Inae Blum, University of Washington - Seattle
12. “Lonely Is a Word You Hear a Lot”: Developing Identities as Literacy Educators Through Field Experiences in a Teacher Preparation Program. Katherine Emily Barton Jacobs, University of Pittsburgh
13. An Analysis of Teacher Educators’ Classroom Observation Reports. Elon Langebeim, Arizona State University - Tempe
14. Examining Preservice Teachers’ Ability to Assess Student Learning. Vicky Pilitis, Rutgers University; Ravit Golan Duncan, Rutgers University

16.059-2. Division C Section 1e: Discourse in Elementary School Computer Science and Engineering Education. Division C - Learning and Instruction; Poster Session
Sheraton, Fourth Level, Chicago VI&VII; 2:15-3:45pm
Posters:
15. Discourses and Ideas: Reflective Decision Making by English Learners in an Elementary Engineering Curriculum. Patricia C. Paugh, University of Massachusetts - Boston; Kristen Wendell, University of Massachusetts - Boston; Christopher George Wright, The University of Tennessee - Knoxville
16. Fundamental Literacies in English Learners’ Engineering Design Work. Amy Alexandra Wilson, Utah State University; Joel Alejandro Mejia, West Virginia University; Christina Marie Sias, Utah State University
17. Programming Languages and Discourse: Investigating the Linguistic Context in Learning Computer Science During Elementary School. Hilary Dwyer, University of California - Santa Barbara; Ashley Iveland, University of California - Santa Barbara; Alexandria Killian Hansen, University of California - Santa Barbara; Charlotte Hill, University of California - Santa Barbara; Diana Franklin, University of California - Santa Barbara; Danielle Boyd Harlow, University of California - Santa Barbara

16.059-3. Division C Section 1e: Enhancing Diversity in Computer Science and Engineering Education. Division C - Learning and Instruction; Poster Session
Sheraton, Fourth Level, Chicago VI&VII; 2:15-3:45pm
Posters:
19. Between Two Communities of Practice: (Un)Shared Experience of Undergraduate Peer Mentors and Mentees. Jae Hoon Lim, University of North Carolina - Charlotte; Bailey Macleod, University of North Carolina - Charlotte; Peter Tkacik, University of North Carolina - Charlotte
22. Understanding the Role of Faculty in the Computer Science Gender Gap. Kathleen Lehman, University of California - Los Angeles

16.059-4. Student and Teacher Views on Learning Environments. Division C - Learning and Instruction; Poster Session
Sheraton, Fourth Level, Chicago VI&VII; 2:15-3:45pm
Posters:
23. Teacher Use of Plan-Do-Study-Act Cycles to Increase Science Achievement. Maritza Lozano, University of California - Los Angeles; Sarah Mejia, University of California, Los Angeles; Louis M. Gomez, University of California - Los Angeles
24. Exploring the Knowledge-Building Process and Its Relation to Epistemic and Conceptual Understanding. Feng Lin, The University of Hong Kong; Carol K. Chan, University of Hong Kong; Jan van Aalst, The University of Hong Kong
26. Topic-Specific Knowledge Nodes: The Codevelopment of Topic Knowledge and Topic-Specific Epistemologies in a Traditionally Organized University Course. Akmert Kline, Uldog University; Eralp
16.059-5. The Use of Stories, Games, and Technologies in Learning Environments. Division C - Learning and Instruction; Poster Session Sheraton, Fourth Level, Chicago VI&VII; 2:15-3:45pm

Posters:
29. Digital Games, Design, and Learning: A Systematic Review and Meta-Analysis. Douglas Clark, Vanderbilt University; Emily Tanner-Smith, Vanderbilt University; Stephen Killingsworth, Vanderbilt University
30. Learning to Interpret: Constructing Written Arguments About Unreliable Narrators. Allison H. Hall, University of Illinois at Chicago; Candice Burkett, University of Illinois at Chicago; Teresa Sosa, Indiana University - IUPUI; Susan R. Goldman, University of Illinois at Chicago
32. The Impact of a Notification System on Student Behaviors in a Collaborative Online Learning Environment. Alexandra Makos, University of Toronto - OISE; Zhenhua Xu, University of Toronto

16.059-6. Division L Section 7 Poster Session. Division L - Educational Policies and Politics; Poster Session Sheraton, Fourth Level, Chicago VI&VII; 2:15-3:45pm

Posters:
34. China’s Rural-Urban Migration and Children’s Access to Compulsory Education: Policy Evolution and Consequences. Lingxin Hao, Johns Hopkins University; Xiaoyu Yang, Johns Hopkins University
35. Leading for Learning Reforms in High- Poverty Contexts: An Australian Case Study of Research Partnerships. Parlo Singh, Griffith University; Kathryn Glasswell, California State University - Fullerton
37. The Impact of Sex Education Policy in Iowa Using Synthetic Control. Brooke Midkiff, University of North Carolina - Chapel Hill
39. The Underlying Factors of Inequalities in Academic Achievement in Turkish Primary Schools. Bengu Borkan, Bogazici University
40. The Effect of Alcohol Initiation on School Attendance and School Discipline. Sara E. Tomek, The University of Alabama; Anneliese C Bolland, The University of Alabama; Kathleen Ann Bolland, The University of Alabama; John Bolland, The University of Alabama - Tuscaloosa; Lisa Marie Hooper, The University of Alabama; Wesley Church, The University of Alabama

16.059-7. Moral Development and Education SIG Poster Session: Academic Integrity. SIG-Moral Development and Education; Poster Session Sheraton, Fourth Level, Chicago VI&VII; 2:15-3:45pm

Posters:
41. Academic Integrity in Higher Education: A Cross-Country Comparison. Sha Ching Yang, National Sun Yat-Sen University; Chiao Ling Huang, Institute of Education - National Sun Yat-sen University
42. The Influence of Diverse Personal Factors and Test Anxiety on Academic Cheating Behaviors. Steven Randall Chesnut, Texas Tech University; Yunnah Wang, Texas Tech University; Lucy Barnard-Bruk, Texas Tech University; Feiya Xiao, Texas Tech University

16.059-8. A Self-Guided Gallery Walk of the Poster Session as a Difficult Experience. Division B - Curriculum Studies; Poster Session Sheraton, Fourth Level, Chicago VI&VII; 2:15-3:45pm

Posters:
43. A Self-Guided Gallery Walk of the Poster Session as a Difficult Experience. Daniel T. Barney, Brigham Young University; Nadine M. Kalin, University of North Texas
44. Extending the Relationship: Using the Complementarity of Participatory Design and Cultural Historical Activity Theory to Improve Educational Practice and Research. Ung-Sang Lee, University of California - Los Angeles; Kimberly Gomez, University of California - Los Angeles
45. “And I Was Just Kicking and Screaming!” Sustaining Imagined and Advocated Curriculum. Mary F. Rice, The University of Kansas; Daryl F. Mellard, The University of Kansas


Poster:
47. Contemporary Chinese Urban Youth Culture: A Multiperspectival Cultural Studies Analysis of Three Culture Artifacts. Jing Sun, Georgia Southern University

16.059-10. Critical Literacy, Social Action, and Community Engagement for Student Empowerment. Division B - Curriculum Studies; Poster Session Sheraton, Fourth Level, Chicago VI&VII; 2:15-3:45pm

Poster:
48. Critical Literacy, Social Action, and Community Engagement for Student Empowerment. Cara M. Mulcahy, Central Connecticut State University; Donal E Mulcahy, Wake Forest University

16.059-11. Expanding Global Perspectives. SIG-International Studies; Poster Session Sheraton, Fourth Level, Chicago VI&VII; 2:15-3:45pm

Posters:
50. Delaying Academic Tasks? Predictors of Academic Procrastination in Asian International Students. Taghreed Alhaddab, Seton Hall University; Reena Negi, Seton Hall University; Katherine C Aquino, Seton Hall University; Eunyoung Kim, Seton Hall University
51. Developing Culturally Relevant Instructional Competence: Student Teaching Abroad Research in Six International Settings. Binbin Jiang, Kennesaw State University; Robert A. Devillar, Kennesaw State University
52. Intercultural Sensitivity: Advising International Students at a Research University. Trang Van Dinh, The University of Texas - Arlington; Yi (Leaf) Zhang, University of Texas at Arlington
53. Latent Profile Analysis of Self-Regulated Learning Method Across School Levels. Suk Keun Im, The University of Kansas; Jeehwan Yun, Korea Institute for Curriculum and Evaluation
54. Preserve Teachers’ Development of Multicultural and Global Awareness: An Investigation Into Student Teaching Abroad. Di Ryter, Oklahoma State University; Sara Hills, Oklahoma State University
55. Students’ Perceptions and Representation of Cultural Diversity: A Study Carried Out in Spain. Cristina M. Cardona, University of Alicante; Susan V. Sanhueza-Henríquez; Miguel Friz-Carrillo, University of Bio-Bio, Chile; Esther Chiner-Sanz, University of Alicante; Rakel Del Frago, University of the Basque Country

16.059-12. Exploring Urban Schools and Classrooms. SIG-Urban Learning, Teaching, and Research; Poster Session Sheraton, Fourth Level, Chicago VI&VII; 2:15-3:45pm

Posters:
56. Conducting an Equity Analysis to Investigate Inequities in Urban Schools. DeMarcus Antonio Jenkins, University of California - Los Angeles; Robert Cooper, University of California - Los Angeles
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Jonathan C. W. Davis, University of California - Los Angeles
57. Developmental Aspects of Collective Classroom Efficacy in Diverse Elementary Classrooms: A Cross-Case Analysis. LeAnn G. Putney, University of Nevada - Las Vegas; Suzanne H. Jones, Utah State University; Brett D. Campbell, University of Nevada - Las Vegas
58. A Longitudinal Professional Development Initiative in a High-Needs Urban Elementary School. Allison Ward Parsons, George Mason University; Seth A. Parsons, George Mason University; Stephanie L. Dodman, George Mason University; Erin Marie Ramirez, George Mason University; Melissa Pirczynski, George Mason University; Leila Richey Nuland, George Mason University

16.059-13. Division C Section 2A Poster Session. Division C - Learning and Instruction; Poster Session
Poster: Sheraton, Fourth Level, Chicago VI&VII; 2:15-3:45pm
Poster:
59. Effects of the Quality of Learning Strategy Use Revised: A Reanalysis of Video Data. Peter H. Ludwig, University of Koblenz-Landau; Claudia H. Finkbeiner, University of Kassel; Christoph Schneider, University of Koblenz-Landau; Christian Weber, University of Koblenz-Landau

Thursday, 4:05 pm

Presidential Sessions

17.010. AERA Opening Plenary Session: John Whittington Franklin (#AERAFranklin). AERA Presidential Session; Invited Speaker Session
Hyatt, East Tower - Gold Level, Grand CDEF; 4:05-5:35pm
Chair: Joyce E. King, Georgia State University
Participant:

Thursday, 5:00 pm

Division Sessions

18.010. Division D International Committee Reception. Division D - Measurement and Research Methodology; Reception
Marriott, Tenth Level, O’Hare; 5:00-7:00pm

Thursday, 5:35 pm

AERA Related Activities

19.010. AERA Opening Reception. AERA Related Activities; Reception
Hyatt, East Tower - Gold Level, Grand AB; 5:35-6:30pm
Chair: Joyce E. King, Georgia State University

Thursday, 6:15 pm

SIG Sessions

20.010. Advanced Studies of National Databases SIG Business Meeting and the 2014 Dissertation Award Winners. SIG-Advanced Studies of National Databases; Business Meeting
Marriott, Fifth Level, Denver/Houston; 6:15-7:45pm
Chair: Susan Carol Losh, The Florida State University
Participants: Adem Ekmekci, Rice University; Todd Reeves, Northern Illinois University
20.011. Arts-Based Educational Research SIG Business Meeting: Presentation of the Tom Barone Award for Distinguished Contributions to Arts-Based Educational Research and the Outstanding Dissertation Award. SIG-Arts-Based Educational Research; Business Meeting
Swissotel, Lucerne Level, Lucerne III; 6:15-8:15pm
Chair: Nadine M. Kalin, University of North Texas
Participants: Joe Norris, Brock University; Thomas E. Barone, Arizona State University; Enza Giannone Hosig, Via Arts, LLC
20.012. Brain, Neurosciences, and Education SIG Business Meeting. SIG-Brain, Neurosciences and Education; Business Meeting
Swissotel, Lucerne Level, Lucerne I; 6:15-8:15pm
20.013. Chaos and Complexity Theories SIG Business Meeting. SIG-Chaos and Complexity Theories; Business Meeting
Sheraton, Second Level, Superior A; 6:15-7:45pm
Participants: Donald L. Gilstrap, Wichita State University; Bernard P. Ricca, Saint John Fisher College
20.014. Classroom Management SIG Business Meeting: Keynote by Dr. Angela Valenzuela. SIG-Classroom Management; Business Meeting
Swissotel, Event Centre Second Level, Montreux 1&2; 6:15-7:45pm
20.015. Classroom Observation SIG Business Meeting. SIG-Classroom Observation; Business Meeting
Swissotel, Event Centre First Level, Zurich C; 6:15-7:45pm
Chair: Kayla Braelin Rolls, Texas A&M University
20.016. Confucianism, Taoism, Buddhism and Education SIG Business Meeting. SIG-Confucianism, Taoism, and Education; Business Meeting
Swissotel, Event Centre Second Level, St. Gallen 1; 6:15-7:45pm
Chair: Jing Lin, University of Maryland - College Park
20.017. Critical Educators for Social Justice SIG Business Meeting. SIG-Critical Educators for Social Justice; Business Meeting
Marriott, Fifth Level, Chicago FGH; 6:15-8:15pm
20.018. Democratic Citizenship in Education SIG Business Meeting. SIG-Democratic Citizenship in Education; Business Meeting
Swissotel, Lucerne Level, Alpine I; 6:15-7:45pm
Chair: Caroline R. Pryor, Southern Illinois University - Edwardsville
20.019. Design and Technology SIG Business Meeting. SIG-Design and Technology; Business Meeting
Marriott, Fourth Level, Armitage; 6:15-8:15pm
Chair: Ying Xie, Northern Illinois University
20.020. Districts in Research and Reform SIG Business Meeting: A Forum for Research and Practice. SIG-Districts in Research & Reform; Business Meeting
Marriott, Fourth Level, Belmont; 6:15-8:15pm
20.021. Education, Health and Human Services Linkages SIG Business Meeting. SIG-Education, Health, and Human Services Linkages; Business Meeting
Sheraton, Second Level, Colorado; 6:15-7:45pm
Chair: Robert Ian Hulme, University of Chester
20.022. Family, School, Community Partnerships SIG Business Meeting. SIG-Family, School, Community Partnerships; Business Meeting
Swissotel, Event Centre Second Level, Vevey 4; 6:15-7:45pm
Chair: Monica Miller Marsh, Kent State University - Kent
20.023. Holistic Education SIG Business Meeting. Maxine Greene, the Living Legacy: A “Wide-Awake” Wake. SIG-Holistic Education; Business Meeting
Swissotel, Event Centre First Level, Zurich AB; 6:15-8:15pm
Chair: Bruce J. Novak, Foundation for Ethics and Meaning
Participants:
Key Dialectical Frameworks in Maxine Greene’s Work. William C. Ayers, University of Illinois at Chicago
Maxine Greene’s Impact on the Reconceptualizing of the Role of the Arts in Education. Arnold April, Chicago Arts Partnerships in Education
Examples of Maxine Greene’s Concepts in Action in Local, National, and International Initiatives. William C. Ayers, University of Illinois at Chicago; Arnold April, Chicago Arts Partnerships in Education
Just Teaching in Unjust Settings: Animation and Spoken Word. Elgin Bokari-Smith, Columbia College Chicago; Roger Bonair-Agurd,
20.024. Inclusion and Accommodation in Educational Assessment SIG Business Meeting. SIG-Inclusion and Accommodation in Educational Assessment; Business Meeting
Sheraton, Second Level, Arkansas; 6:15-8:15pm

20.025. Indigenous Peoples of the Americas SIG Business Meeting. SIG-Indigenous Peoples of the Americas; Business Meeting
Marriott, Fifth Level, Los Angeles/Miami; 6:15-8:15pm
Chair: Eunice Romero-Little, Arizona State University
Participants: Tarajean Jazzye-Mintz, American Indian College Fund; Ananda Maria Marín, Northwestern University; Cuevaconacoachtli Dianna Moreno Sandoval, Arizona State University; Emma Elliott, University of Washington - Seattle; Danielle R. Lansing; Anya Dozier Eno, Santa Fe Indian School; Megan Bang, University of Washington; David Martinez, Arizona State University - Tempe; Nolan L. Cabrera, The University of Arizona; Eliza Yellow Bird, The University of Arizona; Amanda Tachine, The University of Arizona; Nicole Blalock, Arizona State University
Participant: Home Away From Home: Native American Students’ Sense of Belonging During Their First Year in College. Amanda Tachine, The University of Arizona; Eliza Yellow Bird, The University of Arizona; Nolan L. Cabrera, The University of Arizona

20.026. Invitational Learning SIG Business Meeting. SIG-Invitational Learning; Business Meeting
Sheraton, Second Level, Huron; 6:15-7:45pm
Chair: Rhonda S. Black, University of Hawaii - Manoa

20.027. Language and Social Processes SIG Business Meeting. SIG-Language and Social Processes; Business Meeting
Marriott, Sixth Level, Indiana/Iowa; 6:15-8:15pm
Chair: W. Douglas Baker, Eastern Michigan University
Participants: Mariana Souto-Manning, Teachers College, Columbia University; Sarah Meredith Vander Zanden, University of Northern Iowa; Kate T. Anderson, Arizona State University; Katie Bernstein, University of California - Berkeley; Allison S. Winhoff Olsen, Montana State University; Louise B. Jennings, Colorado State University; Audra Skuaskaita, University of the Incarnate Word

20.028. Marxian Analysis of Society, Schools and Education SIG Business Meeting. SIG-Marxian Analysis of Society, Schools and Education; Business Meeting
Swissotel, Event Centre Second Level, Montreux; 6:15-7:45pm
Chair: João Menelau Paraseka, University of Massachusetts

20.029. Middle-Level Education Research SIG Business Meeting. SIG-Middle-Level Education Research; Business Meeting
Marriott, Sixth Level, Northwestern/Ohio State; 6:15-7:45pm
Chair: Chris Cook, Northern Kentucky University

20.030. Out-of-School Time SIG Business Meeting. SIG-Out-of-School Time; Business Meeting
Hyatt, East Tower - Gold Level, Columbus AB; 6:15-7:45pm
Chair: Helen Jane Malone, Institute for Educational Leadership

20.031. Philosophical Studies in Education SIG Business Meeting. SIG-Philosophical Studies in Education; Business Meeting
Swissotel, Lucerne Level, Lucerne II; 6:15-7:45pm
Speaker: Chris Higgins, University of Illinois at Urbana-Champaign

20.032. Politics of Education SIG Business Meeting. SIG-Politics of Education; Business Meeting
Fairmont, Second Level, Gold; 6:15-7:45pm
Speaker: Tamara V. Young, North Carolina State University

20.033. Rasch Measurement SIG Business Meeting. SIG-Rasch Measurement; Business Meeting
Marriott, Sixth Level, Purdue/Wisconsin; 6:15-7:45pm

20.034. Research Focus on Education and Sport SIG Business Meeting. SIG-Research Focus on Education and Sport; Business Meeting
Sheraton, Second Level, Superior B; 6:15-7:45pm
Chair: Derek M. Van Rheenen, University of California - Berkeley

20.035. Research on Learning and Instruction in Physical Education SIG Business Meeting. SIG-Research on Learning and Instruction in Physical Education; Business Meeting
Sheraton, Second Level, Erie; 6:15-7:45pm
Chair: Nathan A. McEachern, Wayne State University

20.036. Research on Women and Education SIG Business Meeting. SIG-Research on Women and Education; Business Meeting
Sheraton, Second Level, Missouri; 6:15-7:45pm
Participant: Willystine Goodsell Award Address: Dr. Barbara Thayer-Bacon. Barbara J. Thayer-Bacon, The University of Tennessee

20.037. School Turnaround and Reform SIG Business Meeting. SIG-School Turnaround and Reform; Business Meeting
Swissotel, Event Centre Second Level, St. Gallen 2; 6:15-7:45pm
Chair: Samuel C. Stringfield, University of Cincinnati

20.038. Teaching History SIG Business Meeting. SIG-Teaching History; Business Meeting
Swissotel, Event Centre Second Level, Vevey 3; 6:15-7:45pm

20.039. Technology as an Agent of Change in Teaching and Learning SIG Business Meeting. SIG-Technology as an Agent of Change in Teaching and Learning; Business Meeting
Marriott, Fourth Level, Addison; 6:15-8:15pm
Chair: Doug Hearrington, Armstrong State University
Speaker: Norman Davis Vaughan, Mount Royal University
Participants: Debra R. Sprague, George Mason University; Margaret L. Niess, Oregon State University; Henry Gillow-Wiles, Oregon State University; Amy Carter Hutchison, Iowa State University; Chrystalla Mouza, University of Delaware
Participant: Applying the Community of Inquiry Framework to K–12 Education. Norman Davis Vaughan, Mount Royal University

20.040. Workplace Learning SIG Business Meeting. SIG-Workplace Learning; Business Meeting
Sheraton, Second Level, Michigan A; 6:15-7:45pm
Chair: Michelle Bartlett
Participant: Competence Theory, Research, and Practice: A Global Perspective. Martin Mulder, Wageningen University