Thursday, 8:30 pm

Governance Meetings and Events

23.001. AERA Journal Publications Committee Reception: Invitation Only. AERA Governance; Reception
Hyatt, East Tower - Gold Level, Columbus CD; 8:30-10:00pm
Chair: Gale M. Sinatra, University of Southern California

Friday, 7:00 am

AERA Related Activities

24.010. AERA Undergraduate Student Education Research Training Workshop and Breakfast: Closed Session. AERA Related Activities; Invited Speaker Session
Hyatt, West Tower - Bronze Level, Wrigley; 7:00am to 12:00pm
Chair: George L. Winemerly, American Educational Research Association

24.011. AERA Welcoming Orientation for New Members and First-Time Attendees. AERA Sessions; Invited Speaker Session
Hyatt, East Tower - Gold Level, Grand AB; 7:00-8:00am
Chairs: Joyce E. King, Georgia State University; Jeanne Oakes, University of California - Los Angeles; Felice J. Levine, American Educational Research Association

Friday, 8:00 am

Professional Development Courses

25.010. Advanced Analysis Using Adult International Large-Scale Assessment Databases (Programme for the International Assessment of Adult Competencies). Professional Development and Training Conference; Professional Development Course
Fairmont, Third Level, Chancellor; 8:00am to 12:00pm
Instructor: Eugenio Gonzalez, ETS

25.011. Building Researchers’ Capacity to Partner With Practitioners to Conduct Relevant and Useful Research. Professional Development and Training Committee; Professional Development Course
Fairmont, Second Level, State; 8:00am to 12:00pm
Instructors: Julie R. Kochanek, American Institutes for Research; Carrie Lynne Scholz, American Institutes for Research; Shazia R. Miller, American Institutes for Research

25.012. Propensity Score Matching Using R. Professional Development and Training Committee; Professional Development Course
Fairmont, Third Level, Regent; 8:00am to 12:00pm
Instructors: Haiyan Bai, University of Central Florida; Wei Pan, Duke University; Christopher M. Swoboda, University of Cincinnati

Committee Sessions

25.013. AERA Committee on Scholars and Advocates for Gender Equity in Education: Open Meeting and Breakout. Committee on Scholars and Advocates for Gender Equity in Education; Business Meeting
Hyatt, West Tower - Gold Level, Acapulco; 8:00-9:30am
Chairs: Karen B. Twombly, The University of Kansas; Cleveland Hayes, University of La Verne
Participants: Karen L. Graves, Denison University; Nathan Jones, Boston University; Kathy Nakagawa, Arizona State University; Adrianna Kezar, University of Southern California; Catherine C. Riegle-Crumb, The University of Texas; Zekiye Yahs, Gazi University; George L. Winemerly, American Educational Research Association; Lori Diane Hill, AERA and University of Michigan

Friday, 8:15 am

Governance Meetings and Events

26.001. AERA SIG Leadership Orientation: Session 1. AERA Governance; Governance Session
Hyatt, East Tower - Green Level, Plaza B; 8:15-9:45am
Chair: Geni Cowan, California State University - Sacramento

26.002. Educational Researcher Closed Editorial Board Meeting, AERA Governance; Governance Session
Hyatt, West Tower - Green Level, Crystal A; 8:15-9:45am
Chairs: Carolyn D. Herrington, Florida State University; Vivian L. Gadsden, University of Pennsylvania

AERA Related Activities

26.010. AERA Fellows Breakfast: Invitation Only. AERA Related Activities; Governance Session
Hyatt, West Tower - Green Level, Crystal B; 8:15-9:45am
Chair: William F. Tate, Washington University in St. Louis

26.011. AERA Web Content Management System Training for Division and SIG Web Managers: Session 1. AERA Related Activities; Workshop
Hyatt, West Tower - Bronze Level, Buckingham; 8:15-9:45am
Chair: Lauren Green, American Educational Research Association

Presidential Sessions

26.012. Equity Pedagogies and Research Methodologies of Hope. AERA Presidential Session; Invited Speaker Session
Hyatt, West Tower - Gold Level, Regency D; 8:15-9:45am
Chair: Gloria S. Bouthe, University of South Carolina
Participants: Gloria S. Bouthe, University of South Carolina; Tamba O. Jackson, University of South Carolina; Berte Van Wyk, Department of Education Policy Studies; George Lee Johnson, South Carolina State University
Discussants: Liesel Ebersohn, University of Pretoria; Mmantsetsa Marope, UNESCO

26.013. Film Expo: The Price of Memory. AERA Presidential Session; Invited Speaker Session
Sheraton, Second Level, Michigan B; 8:15-10:15am
Chairs: Jonathan I Gayles, Georgia State University; Karen Marks Mafundikwa, Price of Memory Film

26.014. Toward Justice in Educational Leadership: Disrupting the “Privilege Imperative” Through Unspoken Histories of Unequal Education. AERA Presidential Session; Invited Speaker Session
Hyatt, West Tower - Gold Level, Regency AB; 8:15-9:45am
Chair: Cosette M. Grant, University of Cincinnati
Participants: (Re)Claiming Our Educational Histories; Lessons of Leadership, Resilience and Activism from South Texas. Enrique Alamen, University of Utah
Losing in Las Vegas: The Politics of School Desegregation, Leadership, and Reform in the West. Sonya Douglass Horsford, George Mason University
Considering Counter-Stories of Leadership from Asian-American Refugee Communities. Thu Suong Thi Nguyen, Indiana University - IUPUI; Brendan D. Maxcy, Indiana University - IUPUI
Discussants: Rodney K. Hopson, George Mason University

AERA Sessions

Friday Morning, April 17, 2015

26.016. Pro Bono Education Research Service Projects (ERSPs): AERA's ERSP Initiative. AERA Sessions; Invited Poster Session
Sheraton, Ballroom Level, Sheraton IV; 8:15-10:15am
Chair: Nathan E. Bell, American Educational Research Association
Presenters: Arnetha F. Ball, Stanford University; Cynthia A. Tyson, The Ohio State University - Columbus; Joy Ann Williamson-Latt, University of Washington
Participants:
1. Power of Words: Exploring Storytelling Practices of Refugee Families. Ekaterina Strekalova-Hughes, Columbus State University; X. Christine Wang, University at Buffalo - SUNY
2. Examining the Experiences of Parent Leaders in the Special Education Process. Meghan Burke, University of Illinois at Urbana-Champaign
4. RU Connected? A Collaborative Service Project Investigating a Digital Literacies Camp in a Detroit Youth Program. Maryl A. Randel, Michigan State University
5. Supporting After-School Learning in a New Immigrant Destination: A Research and Service Partnership Between the Pennsylvania State University and the Hazleton Integration Project. Megan Hopkins, The Pennsylvania State University; Andrea G Kolb, The Pennsylvania State University; Bobby Curry, Hazleton Integration Project; Elaine Maddon Curry, Hazleton Integration Project
6. The Transmission of Mexican Culture and Spanish by Mexican Mothers: Seizing the Educational Advancement of 1.5- and Second-Generation Mexican Dutch Youth in the Netherlands. Martha A. Montero-Sieburth, University of Amsterdam
7. Evaluation and Assessment of the AVANCE Parent–Child Education Program. Rick Sperling, St. Mary's University College

26.017. Cultivating the Writer Inside of You: Planning, Strategizing, and Giving and Taking Feedback. Graduate Student Council Cosponsored with Graduate Student Council; Invited Speaker Session
Marriott, Fifth Level, Chicago E; 8:15-10:15am
Chair: Ashley Patterson, The Ohio State University - Columbus
Speakers: Erica K. Dotson, Clayton State University; Alyssa Hadley Dunn, Michigan State University; Stephanie Behm Cross, Georgia State University; Nadia Behzadeh, Georgia State University

Hyatt, East Tower - Gold Level, Columbus CD; 8:15-9:45am
Chair: Madeline M. Hajnec, University of Wisconsin - Madison
Participants:
Meeting, Knowing, and Affirming Immigrant Families Through Successful Culturally Responsive Family Engagement. Maria L. Gabriel, Poudre School District; Kevin C. Roxas, Western Washington University
“We Felt They Took the Heart Out of the Community”: Community-Based Resistance to Urban High School Closure. Terrance Green, The University of Texas - Austin
Leadership Implications for School–Community Partnerships. Linda R. Valli, University of Maryland; Amanda Stefanski, University of Maryland; Reuben Jacobson, Institute for Educational Leadership
Leadership Moves to Create Successful Multisector Partnerships. Sarah W. Nelson, Texas State University; Barry J. Aidman, Texas State University
Discussant: Colleen L. Larson, New York University

Marriott, Sixth Level, Northwestern/Ohio State; 8:15-9:45am
Participants:
Justice-Centered Teaching in Community Contexts. David O. Stovall, University of Illinois at Chicago
Centering Community: Recontextualizing Family and School Relationships for Transformative Educational Leadership. Camille M. Wilson, University of Michigan; Muhammad Khaltia, Michigan State University; Ann M. Ishimaru, University of Washington
Community Outreach on the Ground: Using University Outreach to Build Parent Capacity. Lisa Bass, North Carolina State University

26.020. (Re)reading Curriculum History and Theorizing Hopeful Spaces Yet to Be Designed. Division B - Curriculum Studies; Paper Session
Hyatt, East Tower - Gold Level, Columbus AB; 8:15-10:15am
Chair: Kathryn L. Wegner, Grinnell College
Participants:
Crystalization and Dialectical Unlearning: Reviving Curriculum Studies. Donald Blumenfeld-Jones, Arizona State University - Tempe
Hannah Arendt: Moral Dialogues With Self and With Others. Sara Efrat Efron, National-Louis University - Illinois
José Martí’s Latinidad: Justice, Culture, and Curriculum. Nancy J. Nelson, University of North Texas; Estanislado S. Barrera, Louisiana State University
Progressive Education and Racial Justice: Examining the Work of John Dewey. Kelly P. Vaughan, Purdue University Calumet

26.021. Community Resistance to School Closings: Defending Public Education in Chile and Chicago. Division B - Curriculum Studies; Working Group Roundtable
Marriott, Seventh Level, Grand Salon III; 8:15-9:45am
Chair: Rhoda Rae Gutierrez, University of Illinois at Chicago
Participants:
A Chicagoan–Chilean Laboratory of Educational Policies: Rising and Against School Closings in Chile. Mauricio Pino-Yancovic, University of Chicago
Rural School Closing in Chile. Carmen Gloria Nunez, The Pontifical Catholic University of Valparaíso
Parents’ Defense of Their Children’s Right to Education: Resistance Against School Closings in Chile. Mauricio Pino-Yancovic, University of Illinois at Urbana-Champaign

26.022. Identity and Spatial Restructuring: Transnational Hopes/Local Realities. Division B - Curriculum Studies; Paper Session
Hyatt, East Tower - Green Level, Plaza A; 8:15-9:45am
Chair: Min Yu, Missouri State University
Participants:
State Experiments on the Black Body Politic: Building and Contesting Educational Neoliberalization in Detroit. Thomas C. Pedroni, Wayne State University
A Promotora Model for Effective Community Building: A New Approach to Education Praxis. Rigoberto Marquez, University of California - Los Angeles
Unmasking the Dark Continent: African Youth Evoking Spatial Justice. Sandra Schmidt, Teachers College, Columbia University
Reimagining the Flat Muslim: A Case Study Investigating the Experiences of Liminal Subjectivities as They “Learn” About Themselves in World
History Classrooms. Natasha Merchant, University of Washington

Discusant: Adrienne Dixon, University of Illinois at Urbana-Champaign

26.023. Asset-Based Pedagogies and Educational Outcomes: Division C - Affirmative Action Council Session. Division C - Learning and Instruction; Invited Speaker Session Sheraton, Ballroom Level, Sheraton II; 8:15-9:45am

Chairs: Jessica T. Decuir-Gunby, North Carolina State University; Francesca Lopez, The University of Arizona

Participants: Eileen R.C. Parsons, University of North Carolina - Chapel Hill; Bryan McKinley Jones Brayboy, Arizona State University; Jeffrey M.R. Duncan-Andrade, San Francisco State University

Discusant: Carol D. Lee, Northwestern University

26.024. Collaborative Engagement and Science Learning via Technology. Division C - Learning and Instruction; Paper Session Sheraton, Second Level, Huron; 8:15-9:45am

Participants:
- Collaborative Problem Solving and Observation in 3-D Virtual Worlds for Secondary School Students. Young Hoan Cho, Seoul National University; Kenneth Y T Lim, National Institute of Education - Nanyang Technological University
- Connected Gardening: Cultivating Interest and Investment in Data-Infused Gardening. Steven J. Zuaier, Arizona State University; Kyle Wright, Arizona State University
- Enhancing Learning and Engagement Through Full-Body Interactions With an Immersive Science Simulation. Robb Lindgren, University of Illinois at Urbana-Champaign; Michael Tscholl, University of Wisconsin - Madison; Shuai Wang, University of Illinois at Urbana-Champaign; Emily Kazneski Johnson, University of Central Florida
- Seventh Graders’ Ability to Critically Evaluate Online Information: Studying Online Research and Comprehension in Science. Elena Forzani, University of Connecticut
- Working as a Scientific Community: Collecting and Sharing Evidence From Camera Trap Photos of Our Schoolyard. Rebecca M. Cober, University of Toronto; Tom Moher, University of Illinois at Chicago; James D. Slotta, University of Toronto

26.025. Dialogic Perspectives on Classroom Assessment of Writing. Division C - Learning and Instruction; Symposium Sheraton, Second Level, Missouri; 8:15-9:45am

Chair: Sarah W. Beck, New York University

Participants:
- A Tango of Teachable Moments: How an Expert Teacher Uses Questioning to Assess and Develop Students’ Writing. Alyssa Trzezowski-Giese, New York University; Sarah W. Beck, New York University; Kristin Black, New York University
- Self-Assessment and Teacher Assessment of Writing Situated Within Previous and Future Conversations and Writing Events. Jennifer Lynn VanDerHeide, Michigan State University
- How Teachers’ Argumentative Epistemologies Shape Instructional Conversations About “Good” Writing. George E. Newell, The Ohio State University; Brent Goff, The Ohio State University; SangHee Ryu, The Ohio State University - Columbus; Larkin Weyand, The Ohio State University
- Analysis of Argumentative Writing in Three High School English Language Arts Classrooms: Variations in Contextualization, Entextualization, and Recontextualization. Allison S. Wynhoff Olsen, Montana State University; David M. Bloom, The Ohio State University; SangHee Ryu, The Ohio State University - Columbus; Min-Young Kim, The Ohio State University; Eileen Buescher, The Ohio State University

Discusant: Peter Smagorinsky, University of Georgia

26.026. Expanding Frameworks for Talk in Science Classrooms. Division C - Learning and Instruction; Symposium Sheraton, Second Level, Superior B; 8:15-9:45am

Chair: Eve Manz, University of Colorado - Boulder

Participants:
- A Framework for Monitoring Prosocial Classroom Environments. Andy R. Cavagnetto, Washington State University; Kiera McMenimen, Washington State University; Troy Reardon, Washington State University; Luke Conley, Pullman High School; Brian Hand, University of Iowa
- Teacher Organization of Science Classroom Talk With Attention to Participation and Disciplinary Practices. Deb Morrison, University of Colorado - Boulder; Sara C. Heredia, University of Colorado - Boulder
- Talk Strategies for Addressing Epistemic Challenges. Eve Manz, University of Colorado - Boulder; Ian Renga, University of Colorado - Boulder
- Autonomy Support in the Context of Productive Classroom Discourse. Katharina Elisabeth Kiemen, TU München; Alexander Gröschner, TU München; Mareike Kunter; Goethe University; Tina Seidel, Technische Universität München

Discusant: Beth M. Warren, Cheche Konnen Center, TERC

26.027. Paper Session 2. Division C - Learning and Instruction; Paper Session Sheraton, Second Level, Erie; 8:15-9:45am

Chair: Ian Edward Scheu

Participants:
- An Expertise Study on Music-Related Argumentation. Lisa Knoerzer, Saarland University; Robin Stark, Saarland University; Christian Rolle; Babette Park, Saarland University
- Blogging as a Platform for Youth Political Engagement. Brett Miller Levy, University of Wisconsin - Madison; Wayne Journell, University of North Carolina - Greensboro; Yi He, University of Wisconsin - Madison; Brian Towns, University of Wisconsin - Madison
- Critical Barriers to the Adoption of Online Design Education by University Landscape Architecture Faculty. Benjamin George, Utah State University; Brett E. Shelton, Boise State University; Andrew Walker, Utah State University
- Equitable Access to Literary Reading: Using Images as Complex Texts in 10th-Grade English. Kathleen A. Reilly, Towson University

Discusant: Carolyn O’Mahony, Oakland University

26.028. Strategies and Tools for Improving Student Learning and Self-Regulation in Blended/Flipped Learning Environments. Division C - Learning and Instruction; Paper Session Sheraton, Second Level, Superior A; 8:15-9:45am

Chair: Mona M. Bryant-Shanklin, Norfolk State University

Participants:
- Exploring Flipped Learning in Three High School Classrooms. Barbara A. Bradley, The University of Kansas; Michael F. Hock, The University of Kansas; Irma F. Brassee-Hock, The University of Kansas; Donald D. Deshler, The University of Kansas; Meghan Arthur, University of Kansas; Marilyn Ruggles, University of Kansas
- Tutoring as an Institutional Strategy in Higher Education. Hye-Jung Lee, Seoul National University; Young-II Hong, Seoul National University; Hyoseon Choi, Seoul National University
- Promoting Deep Learning Through Use of Effective Self-Regulated Learning Strategies in Online Learning. Lisa A Ferrara, University of Utah; Kirsten R. Butcher, University of Utah
- The Effect of the Flipped Classroom Approach to OpenCourseWare Instruction on Students’ Self-Regulation. Jerry Chih-Yuan San, National Chiao Tung University; Yu-Ting Wu; Wei-I Lee
- Using Graphical Organizers to Improve Self-Regulated Learning: Constructive Activities Enhance Deep Learning With Online Materials. Lisa A Ferrara, University of Utah; Kirsten R. Butcher, University of Utah

26.029. Student Learning via New Tools and Approaches. Division C - Learning and Instruction; Paper Session Sheraton, Second Level, Colorado; 8:15-9:45am

Chair: Qizhen Deng, University of Nebraska - Lincoln

Participants:
- Figuring Out the When, Where, and Why: An Educational Badge Typology and Badges Impact Survey. Melissa L. Biles, New York University; Jan L. Plass, New York University
- How Do Students Utilize Technology? Students’ Views Versus Log Records. Yasemin Kocak Usluel, Hacettepe University; Hatice Çıralı, Hacettepe University; Ömer Arslan
- The Effects of Whiteboard Animations on Learning and Motivation. Hyoseon Choi, Seoul National University; Young-II Hong, Seoul National University; Hyoseon Choi, Seoul National University
- Using Graphical Organizers to Improve Self-Regulated Learning: Constructive Activities Enhance Deep Learning With Online Materials. Lisa A Ferrara, University of Utah; Kirsten R. Butcher, University of Utah

26.029. Student Learning via New Tools and Approaches. Division C - Learning and Instruction; Paper Session Sheraton, Second Level, Colorado; 8:15-9:45am

Chair: Qizhen Deng, University of Nebraska - Lincoln

Participants:
- Figuring Out the When, Where, and Why: An Educational Badge Typology and Badges Impact Survey. Melissa L. Biles, New York University; Jan L. Plass, New York University
- How Do Students Utilize Technology? Students’ Views Versus Log Records. Yasemin Kocak Usluel, Hacettepe University; Hatice Çıralı, Hacettepe University; Ömer Arslan
- The Effects of Whiteboard Animations on Learning and Motivation. Hyoseon Choi, Seoul National University; Young-II Hong, Seoul National University; Hyoseon Choi, Seoul National University
- Using Graphical Organizers to Improve Self-Regulated Learning: Constructive Activities Enhance Deep Learning With Online Materials. Lisa A Ferrara, University of Utah; Kirsten R. Butcher, University of Utah
The Innovational Pivot: The Design and Implementation of a Digital Writing Tool. Justin Olmanson, University of Nebraska - Lincoln; Katrina Kennett, University of Illinois at Urbana-Champaign; William Cope, University of Illinois at Urbana-Champaign; Rita van Haren, Common Ground Publishing; Duane Searsmith, University of Illinois at Urbana-Champaign

26.030. An Innovative Social Justice Curriculum Through the Eyes of Students. Division E - Counseling and Human Development; Symposium
Hyatt, West Tower - Gold Level, Hong Kong; 8:15-10:15am
Chair: Catherine E. Snow, Harvard University
Participants:
Advancing Students’ Voices: The Role of Uptake in Dialogic Classrooms and Student Perspective Taking. Christina Elizabeth Grayson, Boston Public Schools
Student Engagement Through Discussion and Debate. Maung Nyu, Harvard University; Chelsea Santilli, Boston University
Toward a Developmentally Appropriate Understanding of Dual-Dimensional Perspective Taking Using Students’ Writing About Historical Events. Timothy J Matthews, Harvard University
Students’ Reactions to Discussion and Debate Topics: The Roles of Background Knowledge, Motivation, and Identity. Ziyun Deng, Harvard University
Adolescent Students’ Command of Perspective Taking in Argumentative Essay Writing. Kathleen Zheng, Harvard University
Benefits of Bilingualism in Academic Writing: Multiple Perspectives. Lisa Hsin, Johns Hopkins University
Discussant: Elizabeth Birr Mote, University of Michigan

26.031. Oppression and Resistance in Radicalized Educational Settings. Division F - History and Historiography; Paper Session
Swissotel, Lucerne Level, Lucerne III; 8:15-10:15am
Chair: La’akea K. Yoshida, University of Washington - Seattle
Participants:
Castañeda v. Pickard: Examining the Past to Ensure Equity for Today’s Culturally and Linguistically Diverse Students. Jessica Padron Meehan, Tarleton State University
Linguicide in North America: School Newspapers and Indigenous Language Denigration in American Indian Boarding Schools (U.S.) and Indian Residential Schools (Canada). Jane Griffith, York University
Discussant: Bernardo P. Gallegos, National University

26.032. Analyzing Enrollment, Outcomes, and Excellent Schools for Black and Latino Male Students in the Boston Public Schools. Division G - Social Context of Education; Symposium
Marriott, Sixth Level, Indiana/Iowa; 8:15-10:15am
Chair: Warren Simmons, Brown University
Participants:
Opportunity and Equity: Enrollment of Outcomes of Black and Latino Males in Boston Public Schools. Christina Mokhtar, Annenberg Institute for School Reform; Helena Miranda; Rosann Tung, Annenberg Institute for School Reform; Ray Ward, Massachusetts Department of Elementary and Secondary Education; Dan French, Center for Collaborative Education; Sara McAllister, Annenberg Institute for School Reform
A Proactive School: Community, Leadership, and Academic Rigor at Tallmadge Elementary. Vivian Dalila Carlo, Lesley University; Alethea Frazier Raynor, Brown University
Black and Brown at Bruin High School. Melissa Colón, Tufts University; Jaime Del Razo, Brown University
Black Male Achievement at Hilltop High School: Effectiveness Requiring More Intentionality. Daren Graves, Simmons College
Promising Practices and Unfinished Business: Fostering Equity and Excellence for Black and Latino Males. Rosann Tung, Annenberg
Discussant: Ron Walker, Coalition of Schools Educating Boys of Color

26.033. De/constructing the LGBTQ Student: Policy and Politics. Division G - Social Context of Education; Paper Session
Marriott, Fifth Level, Chicago FGH; 8:15-10:15am
Chair: Rachel Ellen Lissy, Ramapo for Children
Participants:
Policies and Practices to Support Equity for Transgender Students. Eric Dueppen; Barbara Hickman, Flagstaff Unified School District; Marisel Pachecodeschweitzer, Creighton School District; Gabriela Ramos; Thomas R Hughes, Northern Arizona University
Sexual Orientation and Gender Identity, Youth and School Policies: A Path to Justice and Change? Lisa W. Loutzenheiser, The University of British Columbia
Discussant: Catherine A. Lugg, Rutgers University

Marriott, Sixth Level, Lincolnshire; 8:15-9:45am
Chair: Anita Brigham, Portland State University
Participants:
The Company We Keep: Informing Practice Through an Intercultural Communicative Framework. Kimberly Ilosvay, University of Portland
Insider/Outsider: Efforts Toward Relationality and Social Justice With Students in a Predominantly Mormon Public University. G. Sue Kasun, Utah State University
Muslim American Students’ Identities and Sense of Belonging in Post-9/11 and Neo-liberal Capitalism. Randa Nahil Elbih, Grand Valley State University
Amazing Grace. How Sweet the Sound: A Nonbeliever’s Journey With the Faithful. Anita Bright, Portland State University
Negotiating Baptist Influence in East Texas: Examining “Multiple Reflections” to Disrupt the Local Sociopolitical Stage. Brandon L Fox, Stephen F. Austin State University

Marriott, Fourth Level, Clark; 8:15-9:45am
Chairs: Ronald David Glass, University of California - Santa Cruz; Mark R. Warren, University of Massachusetts - Boston
Participants:
Finding Our “Scholar Cap”: Harnessing Diversity and Working Toward Equity Through Inquiry. Rebecca G Kaplan, University of Colorado - Boulder; Elizabeth Mendoza, University of Colorado - Denver; Carlos Porfiro Hipolito-Delgado, University of Colorado - Denver
Participatory Action Research to Facilitate University Cross-Cultural Learning. Sarah Reed Hobson, SUNY - College at Cortland
Artistically Speaking: Students Teaching Faculty About Diversity Through Participatory Action Research. Joy Howard, Heritage University
Discussants: Jerusha Osberg Conner, Villanova University; Paige M. Bray, University of Hartford

Marriott, Fourth Level, Belmont; 8:15-9:45am
Chair: Margaret A. Eisenhart, University of Colorado - Boulder
Participants:
Pathways to STEM Among Low-Income Students of Color in Four Denver High Schools. Margaret A. Eisenhart, University of Colorado -
Marriott, Sixth Level, Great America; 8:15-9:45am
Chair: Lois Holzman, East Side Institute
Participants:
- Welcoming Mexican Immigrant Families Into Community Organizing and Action: Toward Legitimate Institutional Participation. Ana C. Iddings, The University of Arizona; Eliza Desiree Butler, University of Arizona
- Helping Poor Communities Develop Through a Vygotskian-Influenced Practice. Lenora B. Fulani, All Stars Project
- Dynamic Narrating for Critical Engagement in Education Reforms. Colette Daute, City University of New York
- Vygotsky on the Margins: A Global Search for Method. Lois Holzman, East Side Institute

26.038. Developing Program Models and Implementation Measures for School-Based Intervention Evaluation. Division H - Research, Evaluation and Assessment in Schools; Symposium
Marriott, Fifth Level, Denver/Houston; 8:15-9:45am
Chair: Catherine Darrow, Abt Associates Inc.
Participants:
- Challenges in Specifying the Program Model and Implementation Measurement of Educational Programs in Development. Catherine Darrow, Abt Associates Inc.; Barbara Dillon Goodson, Dillon-Goodson Research Associates Inc.
- Measuring Implementation Fidelity Over Multiple Years of Implementation of the Citizen Schools’ Expanded Learning Time Model. Alyssa Rulf Fountain, Abt Associates Inc.; Michael Kubisz, Citizen Schools
- Measuring Implementation Fidelity Over Multiple Years of Implementation of the Bay State Reading Initiative. Brett Lane, Institute for Strategic Leadership and Learning; Robin Coyne Hall, School Works

26.039. Professional Development Interventions in Data Use and Their Effects: An International Perspective. Division H - Research, Evaluation and Assessment in Schools; Invited Speaker Session
Marriott, Fifth Level, Chicago ABC; 8:15-10:15am
Chair: Kim Schildkamp, Universiteit Twente
Participants:
- The Effects of a Professional Development Initiative in Data Use: The Data Team Procedure. Johanna Ebbeler, University of Twente; Cindy Louise Poortman, University of Twente; Kim Schildkamp, Universiteit Twente
- Reducing Disparities and Promoting Equality Through Whole-School Data Use Professional Development. Mei Kain Lai, The University of Auckland
- Building Human and Social Capital for Information Use in Flemish Schools Through Information Brokerage. Roos Van Van Gasse, University of Antwerp; Jan Vanhoof, Antwerp University; Peter Van Petegem, University of Antwerp; Paul Mahieu, University of Antwerp
- Data-Driven Decision Making in the Master’s Course Special Educational Needs. Henk van den Hurk, Utrecht University of Applied Sciences; Thonia A. Houtven, Utrecht University; Wim van de Grift, University of Groningen

Discussions:
- Ellen B. Mandinach, WestEd; Jo Beth Jimerson, Texas Christian University; Julie A. Marsh, University of Southern California; Vanessa Scherman, University of South Africa

Sheraton, Ballroom Level, Sheraton V; 8:15-10:15am
Chair: Oral B. Grant, Howard University
Participants:
- Dimensions of Classroom Assignment Quality: An Investigation of the Factors Affecting Challenging Work for All Students. Jeanette Joyce, Rutgers University; Charles J. Iaconangelo, Rutgers University; Drew H. Gitomer, Rutgers University - New Brunswick/Piscataway
- Pre-Kindergarten Teachers’ Language Practices: Examining the Effect on Student Language and Preliteracy Skills. Tianna Floyd, Georgia State University
- An Investigation of the Ways In-Service Teachers Use Technology for Professional Development. Zhaoyuan Wang, University of Toronto
- Examining Technology Integration in Secondary Schools Through Systematic Classroom Observations. Nancy Dubinski Weber, Texas A&M University - College Station
- Growth and Proficiency: A Comparison of the Proficiency of Educational Value-Added Assessment System School-Level Growth. Joshua David MacInnes, University of North Carolina - Greensboro
- Analysis of Students’ Answers in Standardized Assessment as an Indicator of Readiness for Calculus. Laurentius Adrian Susasya, University of Iowa; Catherine Welch, University of Iowa; Stephen B. Dunbar, University of Iowa
- Growth Patterns in Student Achievement: An Exploratory Study. Ye Lin, University of Iowa; Aaron Mcvay, University of Iowa; Catherine Welch, University of Iowa; Stephen B. Dunbar, University of Iowa
- College and Career Readiness for All Students: One District’s Action Plan. Amy L. Abbott, Old Dominion University
- Accountability, Standardization, and Rural Schools: Investigating Vermont’s Opposition to the No Child Left Behind Act. Daniella Hall, The Pennsylvania State University - University Park
- Getting From Worksheet Science to the Next Generation Science Standards: Facilitating Collaborative Data Analysis With Online Tools. Kelly Steinbach Castillo, California State University - Northridge; Brian J. Foley, California State University - Northridge
- Comparing Universal Screening and Teacher Nomination for Identifying Behavioral Risk. Jin Liu, University of South Carolina - Columbia; Fred Greer, University of South Carolina; Christine DiStefano, University of South Carolina
- Alternative Perspective of School Leadership: Contemporary Black School Leadership. Demetricia Lucette Hodges, Georgia State University
- Do Teachers Benefit From Training on Social Interaction Skills? Markus Talvio, University of Helsinki; Kirsti M. Lonka, University of Helsinki
- An Exploration of the Evolution of the Preservice Elementary Teacher Affect Scale for Science (PETAS-S). Otis Wilder, University of Central Florida; Parul Acharya, University of Central Florida; Malcolm B. Butler, University of Central Florida
- The Impact of Conservators on Student Achievement in Low-Performing School Districts in Mississippi From 2009 to 2012. Kenneth Pulley, Delta State University

Discussions:
- Brett D. Campbell, University of Nevada - Las Vegas

26.041. Exploring Emotional and Motivational Factors for Education in the Professions. Division I - Education in the Professions; Paper Session
Sheraton, Ballroom Level, Sheraton III; 8:15-9:45am
Chair: Sharon McDonough, The University of Tennessee - College of Pharmacy
Participants:
- Emotions in Medical Education: Developing and Testing a Self-Report Emotions Scale Across Medical Learning Environments. Melissa Duffy, McGill University; Susanne P. La joie, McGill University; Amanda Jarrell, McGill University; Reinhard Pekrun, University of Munich; Roger Azvedo, North Carolina State University; Kevin Lachelapel, McGill University
- Self-Assessment Is a Complex Task for Medical Residents: Relations Between Goal Orientations, Reflection, Self-Assessment Accuracy, and
Performance. Mariette H Van Loon, Maastricht University; Margaretha W.J. Van De Wiel, Maastricht University

Representing Professional Scenarios: Can Nondescript Cartoon Graphics Portray a Range of Human Emotions? Justin Kelly Dimmel, University of Michigan; Amanda Marie Milewski, University of Michigan - Ann Arbor; Patricio G. Herbst, University of Michigan - Ann Arbor

Relationships Among Students’ Engineering Course-Related Motivational Beliefs, Engineering Identification, and Engineering Major and Career Intentions. Brett D. Jones, Virginia Polytechnic Institute and State University; Chosang Tendhar, Virginia Polytechnic Institute and State University; Edward Lee Rakes, Virginia Military Institute

Discussant: Amy Louise Pitterg, University of Minnesota

26.042. Academic Careers, Faculty Productivity, and Expansion in Higher Education. Division J - Postsecondary Education; Paper Session
Swissotel, Event Centre First Level, Zurich C; 8:15-10:15am

Chairs: Michelle M. Espino, University of Maryland - College Park; Ching-Yu Lin van Bokel, University of Wisconsin - Madison

Participants:
Dealing With the Ball and Chain: A Constructivist Grounded Theory Study of the Experiences of Females in STEM Domains in Ghana. Fred Kofi Boateng, University of Florida
Education Faculty Productivity for Sale: Vanity Conferences and Implications for Research Quality. Jim Vander Putten, University of Arkansas at Little Rock
Leveraging University Expansion: An Examination of How University and Government Stakeholders Utilize University Expansion to Achieve (Competition) Agendas. Rick Wagner, University of California - Los Angeles; Dorine Lawrence-Hughes, University of Southern California
The Impact of Intensive Public Engagement on Academic Identity, Praxis, and Career Progression. Richard Patrick Watermeyer, University of Warwick
Ties That Bind International Research Teams: The Role of Knowledge Production in the Social Structure of Cross-Border Interdisciplinary Collaborations of Early-Career Academics. Aurelia Kollasch, Iowa State University

Discussant: Brendan Cantwell, Michigan State University

26.043. Challenging the Discourse on Latinas/os in Community Colleges. Division J - Postsecondary Education; Symposium
Swissotel, Event Centre First Level, Zurich E; 8:15-10:15am

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

Participants:
Repositioning Trends of Latino Enrollments in Community Colleges. Desiree Danielle Zerquera, Indiana University - Bloomington
Establishing Conocimiento Collegial: Latinas/os Choosing and Navigating Community Colleges. Nancy Acevedo-Gil, California State University - San Bernardino
Mapping Changes in Inequity and Disparity of Latina/o Participation in Community Colleges Among Students, Faculty, and Administrators: 2003 to 2013. Deryl Keith Hatcher, University of Nebraska-Lincoln
Latina/o Reverse Transfer Students: Implications for Community Colleges. Adriana Ruiz Alvaredo, University of California - Los Angeles
Statewide Longitudinal Education Databases as a Tool for Understanding Latina/o Community College Student Flow. Jacob P.K. Gross, University of Louisville

Discussant: Anne-Marie Nunez, The University of Texas - San Antonio

26.044. Performance-Based Funding and State Investment in Higher Education. Division J - Postsecondary Education; Paper Session
Swissotel, Event Centre First Level, Zurich F; 8:15-10:15am

Chair: Kata Oroz, University of Pennsylvania

Participants:
Examining Equity in a Culture of Accountability: Texas’s Proposed Performance Funding and Minority-Serving Institutions. Sydney Granger, Texas State University; Tiffany Nicole Jones, Southern Education Foundation, Inc.
Investigating Campus Responses to Outcomes-Based Funding in Tennessee. Erik C. Ness, University of Georgia; Mary Milam Deupree, University of Georgia; Denisa Gandara, University of Georgia - Athens
Pell Grants as Performance-Based Aid? An Examination of Satisfactory Academic Progress Requirements. Lauren Theresa Schudde, Teachers College, Columbia University; Judith Scott-Clayton, Teachers College, Columbia University
Performance-Based Funding: A Current Issue in American Higher Education. Shelley Price-Williams, Saint Louis University

Discussant: Jennifer A. Delaney, University of Illinois at Urbana-Champaign

26.045. Dual Language Immersion Education: State of the Research and Promising Directions. Division L - Educational Policies and Politics; Symposium
Swissotel, Event Centre Second Level, Vevey 4; 8:15-10:15am

Chair: Jennifer F. Samson, Hunter College - CUNY
Participants:
Student Outcomes in Dual Language Programs. Kathryn J. Lindholm-Leary, San José State University
Effects and Costs of Dual Language Immersion in the Portland Public Schools. Jennifer L. Steele, American University; Robert Slater; American Councils for International Education; Gema Zamarro, University of Southern California; Jennifer Li, RAND Corporation; Trey Miller; RAND Corporation
Home Language and Literacy Practices of Latino Parents in a Two-Way Immersion Program. Erika Feinauer, Brigham Young University; Erina Feinauer Whiting, Brigham Young University
The Spanish Proficiency of Dual-Immersion Students. Kim Potowski, University of Illinois at Chicago

Discussant: Ester J. de Jong, University of Florida

26.046. Magnets, Open Enrollment, and School Closures. Division L - Educational Policies and Politics Cosponsored with SIG-Charters & School Choice; Paper Session
Swissotel, Event Centre Second Level, Vevey 1&2; 8:15-10:15am

Chair: Cassandra M. Guarino, Indiana University

Participants:
Are Magnet Schools Expanding Educational Opportunities for English Language Learners? Julie Christine Harris, Michigan State University; Madeline Mavrogordato, Michigan State University
Is There a Magnet School Effect? Using Meta-Analysis to Explore Variation in Magnet School Success. Jia Wang, University of California - Los Angeles; Jonathan Schweig, University of California - Los Angeles; Joan L. Herman, University of California - Los Angeles
Public School Closure and Neighborhood Change: An Analysis of Newspaper Coverage in 12 Cities. Ariel H Bierbaum, University of California - Berkeley
Racial Preferences and School Choice in an Intradistrict Open-Enrollment Policy Context. William R. Johnston, Harvard University

The Impact of Open Enrollment on School Bond Voting. Ben Pogodzinski, Wayne State University; Michael F. Addonizio, Wayne State University

When Schools Close: Understanding Enrollment Patterns in Chicago. Molly F. Gordon, University of Chicago; Maria Luisa de la Torre, University of Chicago; Jen Cowhy, Consortium on Chicago School Research At The University of Chicago; Paul Moore, Consortium on Chicago School Research

Discussant: Jeanne M. Powers, Arizona State University

Swissotel, Event Centre First Level, Zurich AB; 8:15-10:15am

Chair: Emily Rydel Ackman, Harvard University

Participants:
Neoliberal Networks and Grassroots Organizations in North Carolina’s Education Policy Arena: A Tale of Two Coalitions. Ariel Tichnor-Wagner, University of North Carolina - Chapel Hill; Mark Andrew Johnson, University of North Carolina - Chapel Hill; Catherine Marshall, University of North Carolina
Ideologies of a Common Education: Ideological and Interest-Group Opposition to Common Core State Standards. Douglas S. Reed, Georgetown University

Common Core in the Twitterverse: Exploring Social Structure and Social Media Influencers. Alan J. Daly, University of California - San Diego; Jonathan A. Supovitz, University of Pennsylvania; Miguel Del Fresno,
Unidad Nacional de Educación a Distancia; Yi-Hwa Liou, University of California - San Diego
Discussant: Janelle T. Scott, University of California - Berkeley

26.048. Which Policies and Practices Promote Improved Outcomes for English Learners? Evidence From Large-Scale Quantitative Studies. Division L - Educational Policies and Politics; Symposium Swisshotel, Lucerne Level, Alpine II; 8:15-9:45am
Chair: Joseph P. Robinson-Cimpian, University of Illinois at Urbana-Champaign
Participants:
Are Teachers of English Learners Equally Effective at Promoting Listening, Speaking, Reading, and Writing? James Soland, Kingsbury Center at NWFA
Altering Policies Regarding Reclassification Criteria Affects Achievement and Graduation Outcomes for English Learners. Joseph P. Robinson-Cimpian, University of Illinois at Urbana-Champaign; Karen D. Thompson, Oregon State University
How Do Changes in the Language of Instruction and Classroom Composition Affect English Learners? Coky Perez, University of Washington; Alec Kennedy, University of Washington
How Crucial Is English Language Learner Support in Kindergarten and First Grade for Spanish-Speaking Students’ Math Learning? Guanglei Hong, University of Chicago; Josh Gagne, University of Chicago
Discussant: Howard Gary Cook, University of Wisconsin

SIG Sessions

26.049. Gathering STEAM: The Integration of Arts-Based Educational Projects Into Science, Technology, Engineering, and Math Curricula. SIG-Arts and Learning; Symposium Hyatt, West Tower - Green Level, Crystal C; 8:15-10:15am
Chairs: Jens Katz-Buonincontro, Drexel University; Brian Keith Smith, Drexel University
Participants:
STEAM, Creativity, and Social Empowerment. Babette Allina, Rhode Island School of Design
STEAM by Another Name: Interdisciplinary Practice in Art and Design Education. Tracie E. Costantino, Rhode Island School of Design
Learning, Equity, and STEAM. Paula K. Hooper, Exploratorium
Using E-Textiles to Integrate the Arts and STEM. Kylie A. Pempler, Indiana University - Bloomington
Discussant: Margaret A. Honey, New York Hall of Science

26.050. Education as Working Within: Unfolding Selfhood From Confucianist, Taoist, and Buddhist Perspectives. SIG-Confucianism, Taoism, and Education; Paper Session Swisshotel, Event Centre Second Level, St. Gallen 1; 8:15-10:15am
Chair: Mei W. Hoyt, University of North Texas
Participants:
Confucian Selfhood and the Idea of Multicultural Education. Chenyu Wang, University of Virginia
Discussion on Tian-ren Learning and Its Implication for Modern Education. Jingyi Liu, University of Hawai’i - Manoa; La Leng, University of Hawai’i - Manoa
Exploring Cultural Approach for School Counseling: Use of Mindfulness for Promoting Students’ Well-Being in Hong Kong Secondary Schools. Ming-tak Hui, The Hong Kong Institute of Education
The Treasure of Nature: Exploring the Pedagogical Implications of Equity in Daoism and Lost Gospels. Wilma Maki, Capilano University
Where Is the Mustard Seed? The Challenges and Possibilities of Teaching Compassionately. David Lee Keiser, Montclair State University; Aditya Adarkar, Montclair State University
“Wind” as Pedagogy: Confucius’ Pedagogical Vision in the Yijing Guan Hexagram and Mao’s Wind Regulation in the 1940s. Wei Ji Zhao, University of Wisconsin - Madison

26.051. Subverting “Permanent” Tensions in Education: Filipina/o Americans in the Struggle Toward Social Justice. SIG-Critical Educators for Social Justice; Symposium Marriott, Third Level, Dupage; 8:15-10:15am
Chair: Xavier J. Hernandez, University of Illinois at Urbana-Champaign
Participants:
Teaching and Learning “From Below”: Social Justice Educators and the Neocolonial Schooling Apparatus. Allyson Tintiangco-Cubales, San Francisco State University; Edward Ryan Curammeng, University of California - Los Angeles
Uncomfortable Zones: Complicating “Self-Segregation” in Predominantly White Institutions. Xavier J. Hernandez, University of Illinois at Urbana-Champaign
Discussant: Dina C. Maramba, Binghamton University - SUNY

26.052. Faculty and Administrative Issues in Higher Education: Climate, Race, and Gender. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Paper Session Marriott, Third Level, Kane/McHenry; 8:15-9:45am
Chair: Juanita Johnson-Bailey, University of Georgia
Participants:
Black Women’s Faculty Voices in New Mexico: Invisible Assets Silent No More. Yezurah Woodley, New Mexico State University
Campus Climate and Its Impact on Faculty Life: A Case Study Reflective of an Institution’s Struggle for Social Change. Chayla Haynes, University of Northern Colorado; Franklin A. Tuitt, University of Denver
Ebony in the Ivory Tower. Sunday Price-Johnson, Texas A&M University; Norvella P. Carter, Texas A&M University
The Perpetual Outsider: Voices of Black Women Pursuing Doctoral Degrees at Predominately White Institutions. Marjorie C. Shavers, Heidelberg University; James L. Moore, The Ohio State University
Beyond Minority: Exploring College Students’ Intersecting Identities. Tiffany Peters, Ball State University; Robin Phelps-Ward, Ball State University; Opal Leeman Bartzis, Butler University; Thalia Malvibhill, Ball State University
Weaving Scholarship and Policy Making to Promote Inclusive Excellence in Traditionally White Higher Education Institutions. Kristin Lee Deal, University of Denver; Franklin A. Tuitt, University of Denver; Bianca Williams, University of Colorado - Boulder

26.053. Democratic Citizenship in Education SIG Paper Session #1. SIG-Democratic Citizenship in Education; Paper Session Swisshotel, Event Centre Second Level, St. Gallen 1; 8:15-10:15am
Chair: James M. Mitchell, California State University - East Bay
Participants:
Assessing Civic Outcomes Among College-Age Mentors Implementing a Civic Education Program for Urban Youth. Alison Klebanoff Cohen, University of California - Berkeley; Abby Sara Ridley-Kerr; Boston University; Sylvi Rzepka, University of Göttingen; Alex Root, University of Oregon
Citizenship Education Across the National Borders: “Double Education” for Americans. Kanako Ide, Soka University
Civic Values in Textbooks of China and the United States: A Comparative Study of Citizenship Education Within Different Social Systems. Tao Wang, University of Washington - Seattle; Anthony Longoria, University of Washington - Seattle
DEMOKOLE. How Some Schools Practice Democracy: Making a Difference in Spain. Òscar Prieto-Flores, University of Girona; Jordi Feu, Universitat de Girona; Carles Serra, University of Girona
Democratic Practice in Social Studies Education: Broadening the Heritage of Civic Education. Caroline R. Pryor, Southern Illinois University - Edwardsville; Brandt W. Pryor, Educational Research Associates; Rui Kang, Georgia College & State University

26.054. Contemporary Interpretations and Enactments of John Dewey’s Legacy. SIG-Dewey Studies; Paper Session Swisshotel, Lucerne Level, Alpine I; 8:15-10:15am
Chair: A.G. Rud, Washington State University
Participants:
Dewey and Justice. Robert E. Boostrom, University of Southern Indiana
Dewey’s Systematic Understanding of Nature: Juxtaposing Pragmatic Naturalism and Generalized Systems Theory. Craig A. Cunningham, National Louis University
In Defense of Academic Freedom: Dewey and the 100th Anniversary of the American Association of University Professors. Deron R. Boyles, Georgia State University; Nicholas Eastman, Georgia State University
Unlikely Allies: John Dewey and Hannah Arendt on the Renewal of the Public. Roudy Hildreth, University of Colorado Boulder
Discussant: Donna A. Breault, Missouri State University

Chairs: Thomas C. Hatch, Teachers College, Columbia University; Deirdre Faughhey, Teachers College, Columbia University
Participants:
How Do School Sites Support the Adoption of Educational Innovations in the Finnish Context? Jari Lavonen, University of Helsinki
Diffusion Models in Singapore Schools: Dialectics of Centralization and Decentralization. David Hung, National Institute of Education/ Learning Sciences and Technologies; Paul M. Chua, Nanyang Junior College
Conditions That Enable Large-Scale Instructional Innovation in Mexican Public Middle Schools. Santiago Rincón-Gallardo, Ontario Institute for Studies in Education

26.056. Challenging the Discourse of Environmental Education: Tropes, Metaphors, Boundaries. SIG-Environmental Education; Paper Session Swissotel, Event Centre First Level, Zurich D; 8:15-10:15am
Chair: Dilafraz R. Williams, Portland State University
Participants:
Agreement on Merce Science Literacy in Environmental Education. Matt Ferkany, Michigan State University
Educational Cosmopolitanism: An Anthropocentric Enterprise? Hannah Marie Spector, Pennsylvania State University - Harrisburg
Toward Posthuman Eco-Technologies: Restor(y)ing Nature and Undoing Anthropocentrism in Environmental Education Research. Noel Gough, La Trobe University; Annette E. Gough, RMIT University
Whither Environmental Justice in Environmental Education? Randolph Brent Halaza-DeLay, The King’s University College
The Natural World as a Colonized and Oppressed Community: Educational Implications. Laura Pierosol, Simon Fraser University; Sean Blenkinsop, Simon Fraser University; Michael W. Derby, Simon Fraser University
Poetizing Justice: The Value of Mystery After Its Disdain in Education. Douglas David Karrow, Brock University; Sharon Harvey, Arizona State University
Discussant: David A. Greenwood, Lakehead University

26.057. Toward Justice for Indigenous Peoples: Research on Schools and Schooling. SIG-Indigenous Peoples of the Pacific; Paper Session Marriott, Tenth Level, Water Tower; 8:15-10:15am
Chair: Daniel Lipe, University of Hawaii at Manoa
Participants:
Te Whakahōnore ngā Wāwata o te Whānau: Honoring the Educational Aspirations of Whānau to Improve the Well-Being of Māori Learners in English-Medium Primary Schools in Aotearoa (New Zealand). Paul Whittini, University of Otago
Aboriginal Education and Ontario (Canada) Provincial Policy: A Social Reproduction Theory Analysis. Lorenzo Cherubini, Brock University
Schooling and Education for Children With Rare Conditions. Marilyn Tangi Ina Brewin, Ngā Pae e te Maramatanga
An “Experimental” Journey of Setting Up Ethnic Education Support Teachers at Indigenous Focus Schools. Tung-Hsing Hsiung, National Taitung University
Discussant: Margie Kahaku Hohepa, The University of Waikato

26.058. Global Culture, Diversity, and Educational Understanding. SIG-International Studies; Paper Session Hyatt, West Tower - Gold Level, Atlanta; 8:15-10:15am
Chair: Hsiu-Zu Ho, University of California - Santa Barbara
Participants:
A Cross-Cultural Study of Mother–Daughter Dyads With European Secondary (Germany, Cyprus) and Asian Elementary Students (Thailand, Taiwan). James R. Campbell, Saint John’s University; Jami Goldstein Scherr, Harborfields Shigh School
A Holistic Approach to Global Education: Case Studies of Schools in Australia, Singapore, and the United States. Suzanne S. Choo, Nanyang Technological University - National Institute of Education; Deb Sawch, Teachers College, Columbia University; Caroline Chan, Nanyang Technological University - National Institute of Education; Alison Villanueva, Teachers College, Columbia University; Lubna Alsagoff, Nanyang Technological University - National Institute of Education
Relationships of New Teachers’ Beliefs and Instructional Practices. Qingmin Shi, Nevada State College; Shaoan Zhang, University of Nevada - Las Vegas; Emily Lin, University of Nevada - Las Vegas; Qiang (Andy) Cheng, The University of Mississippi
The Cultural Nature of Teacher Noticing: Analyzing Teacher Commentaries From TIMSS (Trends in International Mathematics and Science Study). Jessica Tunney, University of California - Irvine; Rossella Santagata, University of California - Irvine
The Global Perspective Among College Students: A Cross-Country Research Study. WeiWei Cai, West Chester University of Pennsylvania; G. R. Bieger, Indiana University; Gopal Sankaran, West Chester University of Pennsylvania
Discussant: Dengting Boyanton, Long Island University - C.W. Post Campus

26.059. Critical Sociocultural Studies of Classroom Discourse. SIG-Language and Social Processes; Symposium Marriott, Tenth Level, O’Hare; 8:15-9:45am
Chair: Cynthia J. Lewis, University of Minnesota
Participants:
Playing With Power: Collaboration and Conflict in Small-Group Interactions. Anne Crampton, University of Minnesota; Jana LoBello, University of Minnesota
Navigating Discourses of Literacy and Identities in Reading Groups. Stephanie Rollag, University of Minnesota - Twin Cities; Kay Rosheim, University of Minnesota - Twin Cities
Negotiating Pedagogical Tensions Through Resistive Acts. Tracey Pyscher, University of Minnesota; Rachel Hatten, Edina High School

Chair: Carey E. Andrzejewski, Auburn University
Participants:
Using Students’ Perceptions of Their Learning Environment to Create a Professional Learning Community. David Henderson, Curtin University; Melissa Loh, Rossmoyne Senior High School
School Reform and Students’ Perspectives on Teaching. Corinna Geppert, University of Vienna; Helene Juliana Feichter, Karl-Franzens-University Graz
Using Co-Teaching and Co-Generative Dialogue to Improve. Yuli Rahmawati, Universitas Negeri Jakarta; rekha Bhan Koul, Curtin University
Developing Language Learning Strategies in a Personal Learning Environment: Pilot Study. Katrin Saks, University of Tartu; Åli Leijen, University of Tartu
The Greek Elementary “What Is Happening in This Class?” (G-EWIHIC): A Three-Stage Multisample Mixed-Methods Study. Kyriakos S. Charalampous, Cyprus Ministry of Education and Culture; Constantinou M. Kokkinos, Democritus University of Thrace
Discussant: David B. Zandvliet, Simon Fraser University

26.061. Disrupting Liberal Rhetoric in a Neoliberal World. SIG-Marxian Analysis of Society, Schools and Education; Paper Session
Friday Morning, April 17, 2015

Los Angeles
The Effect of Teachers’ Utility Statements on Students’ Perceptions of Learning and Autonomy During Science Class. Hayal Zeynep Kackar-Cam, Northern Illinois University; Jennifer A. Schmidt, Northern Illinois University; Lee Shumow, Northern Illinois University

Teachers’ Personal Responsibility and Definitions of Motivated Students: Profiles and Beliefs. Amanda Radil, University of Alberta; Erin Buhr, University of Alberta; Erin Atkinson, University of Alberta; Dayuma Vargas-Lascuano, University of Alberta; Lia Marie Daniels, University of Alberta

The Impact of Perceived Teaching Quality on Self-Efficacy Change. Hanna Dorothya Ferdinand, IFS - TU Dortmund; Thorben Huelmann, Technical University of Dortmund; Nele McElvany, TU Dortmund University; Miriam Marleen Gebauer, TU Dortmund University; Olaf Koeller, Leibniz Institute for Science and Math Education; Christian Schoeber, IPN - Leibniz Institute for Science and Mathematics Education

Motivation Patterns of Minority Youth in Segregated Rural Schools. Charlotte Agegg, University of North Carolina - Chapel Hill; Dana Thompson Dorsey, University of North Carolina - Chapel Hill; Judith L. Mosee, University of North Carolina - Chapel Hill

Qualitative Exploration of a Mastery School: Comparing Practice to Theory From Student Experiences. Alyssa Emery, The Ohio State University; Megan Sanders, The Ohio State University - Columbus; Shirley L. Yu, The Ohio State University; Lynley H. Anderman, The Ohio State University; Nicole Leach, Mississippi State University; Jamie Eric Teple, The Ohio State University - Columbus

26.065. Organizational Theory in/and Education. SIG-Organizational Theory; Paper Session

Swissotel, Event Centre First Level, Zurich G; 8:15-9:45am
Chair: Sharon D. Kruse, Washington State University - Vancouver
Participants:
Black Men of the Classroom. Travis Bristol, Stanford University
Deploying Routines Theory to Understand the Nature of Feedback Conversations. Sarah L. Woulfin, University of Connecticut; Rachael Gabriel, University of Connecticut
Designing a Theory-Building Systematic Review to Explain the Organizational Effects of Policy. David H. Eddy-Spicer, University of Virginia; Melanie Ehren, Institute of Education; Mukdarat Bangpan, Institute of Education - London; Meena Khatwa, Institute of Education - London
The Organizational Dynamics of Data Use in Schools. Carolyn J. Riehl, Teachers College, Columbia University; Hester Earle, Teachers College, Columbia University; Pavithra Nagarajan, Teachers College, Columbia University; victoria parra, Teachers College, Columbia University; Laura Vernikoff, Teachers College, Columbia University
Discussant: Bob L. Johnson, The University of Alabama

26.066. Measuring Change in Achievement and Social-Emotional Growth Among After-School Participants in the United States and the United Kingdom. SIG-Out-of-School Time; Symposium
Hyatt, West Tower - Gold Level, New Orleans; 8:15-10:15am
Chair: Gil G. Noon, Harvard University
Participants:
Outside-School Time Relationship to Cognitive Achievement and Noncognitive Proclivities in Two Countries. Larry E. Suter
The Relationship Between Quality of STEM Activities and Student Outcomes in After-School Programs. Gil G. Noon, Harvard University; Ashima Mathur Shah, Harvard University
The Activation Approach: Can Out-of-School-Time STEM Learning Experiences Position Youth for Future Science Success? Rena Dorph, University of California - Berkeley; Matthew A. Cannady, University of California - Berkeley; Ardice Hartry, University of California - Berkeley
Exploring After-School Science Offerings and External Partnership. Ann House, SRI International; Patrik Lundh, SRI International
Discussants: Michael Jonathan Reiss, Institute of Education - London; Justin Dillon, University of Bristol

26.067. Reproductive Labor: Work, Gender, and Contemporary Schooling: SIG-Philosophical Studies in Education; Symposium
26.068. What’s New(s) About Queer and Trans Youth in the Media Today? SIG-Queer Studies; Symposium
Swissotel, Event Centre Second Level, Montreux 3; 8:15-9:45am
Chair: Sam Stiegler, The University of British Columbia
Participants:
“Heap wants to sing ‘summer Nights’ and wear poodle skirts”: The fictional imagining of trans and gender-nonconforming students in School Environments. Hélène Frohard-Dourlent, The University of British Columbia
The figure of the trans child: Tracing the Pedagogical Impact of Popular Representations. Ricky Gutierrez-Maldonado, University of Pennsylvania
Looking down: Why TV won’t let gay men “grow up.” Sam Stiegler, The University of British Columbia
The etiology of real girlhood: Trans childhoods in the media. Mara Conroy Hughes, Rutgers University
Discussant: Susan Talburt, Georgia State University

26.069. Rasch Model-Specific Applications and Their Impact in Research. SIG-Rasch Measurement; Paper Session
Marriott, Fifth Level, Scottsdale; 8:15-9:45am
Chair: Shadong Wang, NWEA
Participants:
A Cross-Classified Explanatory Partial-Credit Model. Luke Stanke, University of Minnesota; Okan Bulut, University of Alberta
Investigating the Rasch Testlet Equating Models Under NEAT Design. Hirota Fukuura, Pearson; Insa Paek, Florida State University
Unidimensionality or Multidimensionality: The Application of Item Response and Testlet Response Models in a Mixed-Format Reading Proficiency Test. Lihong Yang, Michigan State University; Mingcai Zhang, Michigan State University

26.070. Transforming College Mathematics Instruction: Opportunities and Challenges at the Classroom and Institutional Levels. SIG-Research in Mathematics Education; Symposium
Marriott, Fifth Level, Los Angeles/Miami; 8:15-10:15am
Chair: Chris L. Rasmussen, San Diego State University
Participants:
Supporting Mathematics Instructors’ Adoption of Inquiry-Based Learning: Lessons From Professional Development Workshops. Charles N. Hayward, University of Colorado - Boulder
Features of Successful Calculus Programs at Five Research Universities. Chris L. Rasmussen, San Diego State University
Characteristics of Successful Programs in College Calculus at Four Two-Year Colleges. Vilma M. Mesa, University of Michigan
Supporting Graduate Students as Innovative Instructors. Jessica Ellis, Colorado State University - Fort Collins
Discussant: Karen A. Marrongelle, Portland State University

Marriott, Sixth Level, Michigan/Michigan State; 8:15-9:45am
Chair: Jerry Johnson, University of West Florida
Participants:
What are Capacity-Building Needs in the New Demographics of English Learner Populations? Annette M. Zeher, Westat; Victoria Schaefer, Westat
Distributed Leadership in the New Latino Diaspora: Building Capacity to Support Newcomers. Rebecca Jane Lowenkamp, Boston College

26.072. Self-Study Utilizing Critical Friends. SIG-Self-Study of Teacher Education Practices; Paper Session
Marriott, Fourth Level, Armitage; 8:15-10:15am
Chair: Hafdis Gudjonsdottir, University of Iceland
Participants:
Critical Friends, Critical Insights: Developing a Dialogic Understanding of Practice-Based Teacher Education Through Collaborative Self-Study Across (International) Contexts. Karen Rut Gisladottir, University of Iceland; Amy Johnson Lachuk, Hunter College - CUNY; Tricia DeGraff, University of Missouri - Kansas City
Exploring Mindfulness to Reframe Our Practice: Positioning Our “Selves” Through Critical Friendship. Diana Petrarca, UOIT; Shawn M. Bullock, Simon Fraser University
Critical Friendship and Its Role in Supporting Pedagogical Innovation in Preservice Teacher Education. Tim Fletcher, Brock University; Deirdre Ni Chroinin, Mary Immaculate College; Mary O’Sullivan, University of Limerick
Confronting Struggle as a Doctoral Student: Lessons From a Critical Friendship With a Teacher Educator. William McConnell, Old Dominion University; Brandon M. Butler, Old Dominion University
Reciprocity of a Mentor–Mentee Teacher Education Faculty Relationship. Huong T. Nguyen, California State University - Long Beach
Self-Study as the Development of Practical Wisdom in Science Education: A Tale of Two Science Educators. Shawn M. Bullock, Simon Fraser University; Erin Bailey, Simon Fraser University
Discussants: Jeffrey Stuart Kaplan, University of Central Florida; Renee T. Clift, The University of Arizona

26.073. Praxis in Service-Learning in Higher Education. SIG-Service-Learning & Experiential Education; Paper Session
Sheraton, Second Level, Arkansas; 8:15-9:45am
Chair: Brandon W. Kliwer, Kansas State University
Participants:
Community-Based Research in the Education Doctorate: Lessons Learned and Promising Practices. Laurie Stevahn, Seattle University; Jeffrey B. Anderson, Seattle University; Tana Hasart, Seattle University
How Service-Learning Experiences Shape Career Choice. Tania D. Mitchell, University of Minnesota; Colleen Rost-Bank, University of Minnesota - Twin Cities
Live, Serve, Learn: Residential College Students’ Perceived Learning Through a Cross-Border Generic Service-Learning Program in an Earthquake-Stricken Area in Sichuan, China. Sancia Wai-San Wan, University of Macau; Caishi Kevin Huang, University of Macau
The Transformative Potential of Service-Learning and Classroom-Based Research. Mary Catherine Breunig, Brock University
Voice and Choice in Service-Learning in Higher Education: Do These Impact “Buy-In” for Service-Learning Experiences? Marlene K. Reboli, University of Nevada; Margaret M. Ferrara, University of Nevada - Reno; Eliot Assoudeh, University of Nevada Reno; Greg Nielsen, University of Nevada - Reno
Discussant: Erica R. Davila, Arcadia University

26.074. A Global Perspective: Current Trends and Issues in Information and Communications Technology for 21st-Century Education. SIG-Technology as an Agent of Change in Teaching and Learning; Invited Speaker Session
Marriott, Fourth Level, Addison; 8:15-10:15am
Chair: Lynne Schrum, West Virginia University
Participant:
A Global Perspective: Current Trends and Issues in Information and Communications Technology for 21st-Century Education. Joke M. Voogt, University of Amsterdam; Jenni Way, The University of Sydney; H. Ferhan Odabasi, Anadolu University; Michele Jacobsen, University of Calgary; Andreas Lund, University of Oslo; Niki Davis, University of Canterbury
Discussant: Lynne Schrum, West Virginia University

26.075. Technology as an Agent of Change. SIG-Technology as an Agent of Change in Teaching and Learning; Paper Session
Sheraton, Lobby Level, Columbus AB; 8:15-9:45am
Chair: Julia Hagge, University of South Florida
Participants:
- Implementing Open Educational Digital Resources in the Classroom as a Replacement for Traditional Text. Carol Wyatt, Jesuit High School; Jacqueline C. Waggner, University of Portland; James B. Carroll, University of Portland

STEM Dispositions in Context: Two Programs With Positive Outcomes at the Secondary School Level. Rhonda R. Christensen, University of North Texas; Gerald A. Knezek, University of North Texas; Tandra Lea Tyler-Wood, University of North Texas

Transforming Technological Pedagogical Knowledge: Teachers’ Thinking With a Systems Pedagogical Tool. Margaret L. Niess, Oregon State University; Henry Gillow-Wiles, Oregon State University

Understanding University Faculty Perceptions About Innovation in Teaching and Technology. Lloyd P. Rieber, University of Georgia; Theodore J. Kopcha, University of Georgia; Brandy Brown Walker, University of Georgia

Utilization of the PowerTeaching Hub Web Site to Support the Implementation of a Middle School Math Program. Shanun L. Chappell, Old Dominion University; The Center for Educational Partnerships; Terrell Perry, Old Dominion University; Gary R. Morrison, Old Dominion University; Anna Vepinsky

Discussants: Sousan Arafah, Southern Connecticut State University

26.076. Teaching and Learning With Technology. SIG-Technology, Instruction, Cognition & Learning; Paper Session
Marriott, Fourth Level, Sheffield; 8:15-9:45am
Chair: Corinne Hyde, University of Southern California
Participants:
- Flipping the Classroom: Embedding Self-Regulated Learning Prompts in Videos. Daniel Charles Moos, Gustavus Adolphus College; Caitlin Bonde, Gustavus Adolphus College
- Fostering Psychological Need Satisfaction via Gamification: A Design-Based Research Study. Michael Sailer, Ludwig-Maximilians-Universität München; Heinz Mandl, University of Munich
- Microgenetic Learning Analytics: A Computational Approach to Research on Student Learning. Florence R. Sullivan, University of Massachusetts - Amherst; Kevin Keith, University of Massachusetts - Amherst
- Teaching Training in a Kinect-Integrated, Virtual Reality Learning Environment. Fengfeng Ke, Florida State University; Sungwoong Lee, Florida State University; Xinbao Xu
- The Influence of Team Composition and Shared Team Knowledge on Team-Based Performance. Dirk Fententhal, University of Mannheim; Ralf Scheid, University of Mannheim

Discussants: Richard F. Schmid, Concordia University

26.077. Teens Teaching and Leading: The Peer-Enabled Restructured Classroom in Urban STEM. SIG-Urban Learning, Teaching, and Research; Symposium
Swissotel, Event Centre Second Level, Montreux 1&2; 8:15-9:45am
Chair: Sarah M. Bonner, Hunter College - CUNY
Participants:
- Using Genetic Matching Methods to Evaluate the Impact of PERC/MSPinNYC2. Ally Thomas, City University of New York; Sarah M. Bonner, Hunter College - CUNY; Howard T. Everson, City University of New York
- The Effect of Peer-Facilitated Learning on Teen Leaders. Sarah M. Bonner, Hunter College - CUNY; Leslie Keiler, York College - CUNY
- Teachers’ Roles and Identities in Peer-Mediated Learning Environments. Leslie Keiler, York College - CUNY
- Literacy Strategies in the Peer-Enabled Restructured Math and Science Classroom: Supporting All Students’ Content Literacy Development. Linda Gerena, York College - CUNY
- Improving College Knowledge for Average-Achieving Students in Urban High-Needs Schools. Gwendelyn Rivera, Lehman College - CUNY

Discussants: Ronald Gallimore, University of California - Los Angeles

26.078. Professional Development in the Context of Workplace Learning. SIG-Workplace Learning; Paper Session
Sheraton, Second Level, Michigan A; 8:15-10:15am
Chair: Petri J. Nokelainen, University of Tampere
Participants:
- Analyzing the Evaluation of Entrepreneurial Challenges in the Light of Entrepreneurial Expertise. Hoger Benninghoff, Ludwig-Maximilians-Universität München; Susanne Ritter-von Marx, Ludwig-Maximilians-Universität München; Susanne D.E. Weber, University of Munich

On the Relationship Between Work Agency and Professional Development: A Quantitative Study. Michael Goller, University of Paderborn; Christian Harteis, Paderborn University; Christoph Fischer, University of Paderborn

Formal Off-the-Job Training That Fosters Qualities of Experience, Cognitive Activity, and Learning Outcomes. Andrea Reichmann, University of Zurich; Eva Maria Hüpfer, University of Zurich; Doreen Holtsch, University of Zurich; Franz Eberly, University of Zurich

What Influences People to Start Sharing Knowledge and to Maintain This Relationship? Katerina Bohle Carbonell, Maastricht University; Karen Könings; Mien Segers, Maastricht University; Jeroen J.G. Van Merrienboer, Maastricht University

Discussants: James E. Bartlett, North Carolina State University; Frank Achtenhagen, University of Goettingen

Division and SIG Roundtables

26.079. Roundtable Session 7; Roundtable Session

26.079.1. Developing Teacher Leaders. Division K - Teaching and Teacher Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 8:15-9:45am
Chair: Tricia Browne-Ferrigno, University of Kentucky
Participants:
- Entrepreneurial Teachers, Effective Reasoning, and Risk in Science Reform. Anita Martin, Vanderbilt University - Peabody College; Fouad S. Abd-El-Khalick, University of Illinois at Urbana-Champaign; Elisa Mustari, University of Illinois at Urbana-Champaign; Raymond Price, University of Illinois at Urbana-Champaign

From Good to Great: Exemplary Teachers Share Perspectives on Increasing Teacher Effectiveness Across the Career Continuum. Ellen J. Behrstock-Sherratt, American Institutes for Research; Derek Olson, National Network of State Teachers of the Year; Angela Minnici, American Institutes for Research; Katherine Ann Bassett, National Network of State Teachers of the Year; Catherine Jacques

Validation of a Theory of Teacher Leadership Development. Philip E. Poekert, University of Florida; Darbiannne Shannon, University of Florida

26.079.2. Discipline-Specific Innovations in Teacher Education. Division K - Teaching and Teacher Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 8:15-9:45am
Chair: Ann E. Lopez, OISE/University of Toronto
Participants:
- Automating the Assessment of Teachers’ Knowledge: A Focus on Effective Teacher–Child Interactions in Early Childhood. Amy Roberts, University of Virginia; Jordan Buckrop, University of Virginia; Jennifer LoCasale-Crouch, University of Virginia; Bridget Kathleen Hamre, University of Virginia

Innovative Communities: Embedding Special Education Faculty in Science Methods Courses. Patricia Alvarez McHattan, The University of Missouri-Kansas City; Kate Zimmer, Kennesaw State University; Jill Williams, Kennesaw State University

Pushing at the Boundaries: Developing a Disciplinary Literacies Pedagogy in Secondary Content-Area Teacher Education. Terri L. Rodriguez, College of Saint Benedict; Alexandra Olivia Santau, Duquesne University; Jason K. Ritter, Duquesne University

26.079.3. Diverse Approaches to Culturally Responsive Teaching. Division K - Teaching and Teacher Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 8:15-9:45am
Chair: Smita Guha, Saint John’s University
Participants:
- Expanding Culturally Responsive Teaching in Korean Classrooms. Hyeojeong Kim, Michigan State University

Learning About Funds of Knowledge as Part of Culturally Responsive Teaching Through Practitioner Inquiry. Renee Spanos, South-Western City Schools

Student Teachers Enact Culturally Relevant Pedagogy for Immigrant Learners in a Culture of Standardization. Michelle Benegas, University of Minnesota - Twin Cities

Toward Justice in Second Language Teacher Education in Portuguese
Schools. Maria Alfredo Moreira, Minho University

26.079-4. Efficacy and Effectiveness of Mentor Teacher Leaders: A Multiperspective Session. Division K - Teaching and Teacher Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 8:15-9:45am
Chair: Sarah A. Polasky, Arizona State University
Participants:
The Great Balancing Act: Mentor Teacher Leaders as Classroom Teachers and Peer Coaches. Jessica Holloway-Libell, Arizona State University - Tempe; Ann Walker Nielsen, Arizona State University; Sarah Saltmarsh, Arizona State University
Examining Mentor Teacher Professional Success in a Value-Added Evaluation Framework. Hongxia Fu, Arizona State University; Wendy Miedel Barnard, Arizona State University
Mentor Teachers’ Perceptions of School Working Conditions and Influence on Retention. Wendy Miedel Barnard, Arizona State University

26.079-5. Emerging Perspectives on Teacher Certification and Evaluation: Relationships Between Outcomes and Predictors. Division K - Teaching and Teacher Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 8:15-9:45am
Chair: Sheron Andrea Fraser-Burgess, Ball State University
Participants:
Certification Program and Assigned Subject on First-Year Teachers’ Self-Efficacy. Michelle L. Peters, University of Houston - Clear Lake; April Fox, La Porte Independent School District
Issues in Measuring Preservice Teacher Commitment: Relationships Between Outcomes and Predictors. Steven Randall Chesnut, Texas Tech University; Kamal Oginga Siwatu, Texas Tech University
The Ohio Teacher Evaluation System: A Statewide Study on Teacher Perceptions of Implementation. Nicole Williams, The University of Findlay; Jon Brasfield, The University of Findlay; Kathleen Crates, The University of Findlay

26.079-6. Examining Teacher Candidate Assessment and Teacher Identities. Division K - Teaching and Teacher Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 8:15-9:45am
Participants:
Changing Preservice Teachers’ Knowledge, Attitudes, and Beliefs Regarding Second Language Acquisition and English Language Learners. Refika Turgut, University of Nevada - Las Vegas; Elf Adibelli, University of Nevada - Las Vegas
Preservice Teachers Collaborating to Teach Challenging Texts: Understanding How Teacher Identities Shape Classroom Talk. Carolyn A. Colvin, University of Iowa; Amy Stoltenberg, University of Iowa; Amie Ohlmann, The University of Iowa
Teacher Performance Assessment in California. Conni E. Campbell, Point Loma Nazarene University; Carlos C. Ayala, Sonoma State University; Corey McKenna, Whitworth University; Gary L. Railback, Azusa Pacific University; Frederick Freking, University of Southern California

26.079-7. Examining Teacher Candidate Attitudes on Diverse Learners. Division K - Teaching and Teacher Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 8:15-9:45am
Chair: Tehia Starker Glass, University of North Carolina - Charlotte
Participants:
Determining Preservice Teachers’ Self-Efficacy for Classroom Diversity in an Elementary Education Teacher Preparation Program. Melinda K. Schoenfeldt, Ball State University
Understanding the Learning Progression of Teachers to Serve Children of Diverse Backgrounds. Catherine Fallon, University of Southern Maine; Jean Whitney, University of Southern Maine; Cynthia Curry, University of Southern Maine
Utilizing Co/Autoethnography to Transform Teacher Candidate Attitudes Toward Transgender and Gender-Nonconforming Students. Garrett D Hoffman, University of Minnesota - Twin Cities; Douglas Paul Kennedy, University of Minnesota - Twin Cities; Mary H. Hoelscher, Saint Paul Public Schools

Hyatt, East Tower - Purple Level, Riverside East; 8:15-9:45am
Chair: Eric Tolshull, Lewis & Clark
Participants:
(Social) Justice Demands Integrity: Prospective Teachers’ Embodiment of Moral Courage in the Classroom. Patrick K. Finnissy, University of Toronto - OISE
Détourning the Charterization of New Orleans Public Schools With Preservice Teachers. Joseph D. Hooper, University of North Carolina - Chapel Hill
Negotiating Discourses of Social Justice and of Mathematics. Trevor Warburton, University of Utah

26.079-9. Funny, You Don’t Look Like the Other Teachers: Examining the Experiences of Males and Candidates of Color in Teacher Education. Division K - Teaching and Teacher Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 8:15-9:45am
Participants:
“They Weren’t Expecting Me”: Experiences of Social Studies Teacher Candidates of Color. Jill Torres, University of Minnesota - Twin Cities
A Lesson in Growing Our Own: Novice Male and Minority Teachers Reflect on Familial Resources. Soria Elizabeth Colomer, University of South Florida; Jhon Cuesta Medina, University of South Florida; John Lontas, University of South Florida; Tom Freijo
Stories From a Linguistically Diverse Student-Teacher: Challenging Monolingualism, Monoculturalism, and Deficit Thinking Theories. Leslie Gauna, University of Houston; Christine Beaudry, University of Houston; Jane McIntosh Cooper, University of Houston; Laveria Hutchison, University of Houston

26.079-10. Learning From Differences in Professional Development. Division K - Teaching and Teacher Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 8:15-9:45am
Chair: Shalihnoza Kayumova, University of Massachusetts - Dartmouth
Participants:
Learning From Differences: A Strategy for Teacher Development in Respect to Student Diversity. Kyriaki Messiou, University of Southampton; Mel Ainscow, University of Manchester
Learning to Embody Antipressuress Education Characteristics Through a Yearlong Critical Multicultural Professional Development Seminar. Dorinda Carter Andrews, Michigan State University; Tueda Roberts, Michigan State University; Sakeena G. Everett, Michigan State University
Practice-Based Professional Development for Self-Regulated Strategy Development With At-Risk Writers in Second Grade. Karen R. Harris, Arizona State University; Steve Graham, Arizona State University
Reimagining Professional Development on White Racial Identity: Antiracist Study and Practice With White Practicing Teachers. Shannon McMinnimon, University of Minnesota; Zachary A. Casey, Rhodes College
Skin in the Game: Tribal Participation in Teacher Professional Learning. Catherine Savage, Ihi Research and Development; Porsha London, Te Tapua; Philip Prendergast

26.079-11. Literacy and Language in Context: Stories of Teaching Practices. Division K - Teaching and Teacher Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 8:15-9:45am
Chair: Janice L. Anderson, University of North Carolina - Chapel Hill
Participants:
Our Worlds in Stories: Authentic Literacies in the Early Childhood Classroom. Mariana Souto-Manning, Teachers College, Columbia University; Dana Frantz Bentley, Buckingham, Browne, and Nichols School
“Literacy Could Be a Walk in the Forest”: Disciplinary Literacy From the Perspective of Beginning Secondary Teacher Candidates. James R. Carlson, University of Wisconsin - LaCrosse
“Approaching This New Language Together”: Views of Language and Literacy Pedagogy of Secondary Novice Science Teachers. Jorge L. Solis, The University of Texas - San Antonio; George C. Bunch, University of California - Santa Cruz; Edward G. Lyon, Arizona State University - Tempe

26.079-12. New Literacies in Teacher Preparation. Division K - Teaching and Teacher Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 8:15-9:45am
Chair: Darlene Russell, William Paterson University
Participants:
Analyzing Prospective Teacher (Di)Stance Toward Teaching New/Multi-/Community Literacies in Culturally Sustaining Ways. Cassie Jo Brownell, Michigan State University; Jon Michael Wargo, Michigan State University
Digital Storytelling in Preservice Teacher Education: Diverse Understandings of Writing, Pedagogy, and Meaning Making. Nancy P. Morabito, St. John’s University; Sandra Schamroth Abrams, Saint John’s University
Exploring Prospective Teachers’ Perception of New Literacies/ Multimodality: Lessons Learned in a Teacher Preparation Course. Hsiao-Chin Kuo, Western Michigan University

Hyatt, East Tower - Purple Level, Riverside East; 8:15-9:45am
Chair: Sylvia Rose-Ann Walker, University of Trinidad and Tobago
Participants:
“Commitment-to-the-Calling” in Teachers’ Professional Lives: Career Decision-Making Processes of Teachers With a Calling Orientation. Hayuta Yonon, Oranim Academic College of Education
A Discourse Analysis of Teacher Identity in the Common Core State Standards. Jake Malloy, University of Wisconsin - Madison
Characteristics and Working Conditions of Moonlighting Teachers: Evidence From the 2012–2013 Schools and Staffing Survey. Paul G. Fitchett, University of North Carolina - Charlotte; Tina Lane Heafner, University of North Carolina - Charlotte; Susan Harden, University of North Carolina - Charlotte
Heg-enemy: Women Teachers Doing Themselves In (With Much Help). Christine Ann Mallozzi, University of Kentucky; Sally Campbell Galman, University of Massachusetts - Amherst
Lunch May Be Free/Reduced, but Children Can’t Be! Culturally Relevant Education and Educator Identity. Kenneth James Pasching-Turner, Louisiana State University; Roland W. Mitchell, Louisiana State University; Hillary B. Eisworth, Louisiana State University - Baton Rouge; Benterah C. Morton, Louisiana State University - Baton Rouge

26.079-14. Developing Capacities and Dispositions for Teaching and Learning in Complex Systems. SIG-Chaos and Complexity Theories; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 8:15-9:45am
Participants:
A Recursive Approach to Develop Quality Discourse in Mathematics Classrooms. Jie Yu, Rollins College; Lianfang Lu, University of Arkansas at Little Rock
Imagination and Complexity: Creative-Adaptive Capacity for Teaching and Learning in the 21st Century. Shamini Samanlatha Elizabeth Dias, Claremont Graduate University
The Complexity Paradigm: Skills and Dispositions for Grappling With Complexity in K–12 Education. Caitlin S. Steele, The University of Vermont
Subjecting the Object: Implications of Geographic Information Systems as a Site of Knowledge Production for Social Transformation. Serina A. Cinnamon, Southern Illinois University - Carbondale

26.079-15. Advances in Conflict Resolution and Violence Prevention. SIG-Conflict Resolution and Violence Prevention; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 8:15-9:45am
Chair: David W. Johnson, University of Minnesota
Participants:
Educators’ Perceptions of the Factors Influencing the Implementation of Bullying Prevention Efforts in U.S. Schools. Ferry Stepanic
Making Sense of Racial Incidents and Responses: Exploring Campus Racial Conflict (CRCo) in Higher Education. Blanca E. Elizabeth Vega, Teachers College, Columbia University
“Pushed Out” and “Pulled In”: Youth Perspectives From a School-Based Gang Violence Intervention Program. Mario Gerardo Galicia, University of California - Santa Barbara; Victor Rios, University of California - Santa Barbara

26.079-16. Middle School Reform and Academic Achievement. SIG-Middle-Level Education Research; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 8:15-9:45am
Chair: Frances R. Spielhagen, Mount Saint Mary College
Participants:
Describing Characteristics of Pennsylvania’s “Schools to Watch”: Focusing on Social Equity and Developmental Responsiveness. Carol S. Parke, Duquesne University; Gretchen Givens Generett, Duquesne University; Renata de Almeida Ramos, Duquesne University
Measuring the Impact of a Nationally Funded Investing in Innovation (i3) Project on Middle-Grades Student Academic Performance. Nancy Flowers, University of Illinois; Shabana Begum, University of Illinois at Urbana-Champaign; Dawn M. H. Carpenter, University of Illinois at Urbana-Champaign; Peter F. Mulhall
The Relationship Between Middle Schools With Schools to Watch© Designation and Academic Achievement. Kristina Nicole Falbe, Rockdale County Public Schools

26.079-17. Promoting Research Use: Cross-Partner Promotion, the Role of Mass Media, and Engagement in Government. SIG-Research Use; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 8:15-9:45am
Participants:
How Popular Education Innovations Are Promoted in the Professional, Mass, and Social Medias. Nathalie Carrier, OISE/University of Toronto
Knowledge Mobilization for Education Research and Praxis: A Multiple-Case Study Analysis of Education Organizations. Sofya Malik, University of Toronto - OISE
Research Use in Government: The Role of Capacity, Relationships, and Leadership. Daniel Hamlin, University of Toronto - OISE; Creso Sa, University of Toronto

26.079-18. In-Service Professional Development. SIG-Science Teaching and Learning; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 8:15-9:45am
Chair: Elizabeth Coleman, University of North Carolina - Charlotte
Participants:
Developing a Matrix to Track Teachers Translating Science Practices in Their Classrooms. Barbara A. Crawford, University of Georgia; Jaclyn K. Murray, University of Georgia; Daniel K Capps, University of Maine
How Can Professional Learning and Development for Science Teachers Address the Needs of Priority Learners? Sabina Cleary, University of Canterbury; Lindsey N. Conner, University of Canterbury
Integrating Next Generation Science Standards Science Practices in Middle School Science Classrooms: Examining the Process of Two Lesson Study Teams. Christine Sue-Jeung Lee, California State University - East Bay; Kathryn N. Hayes, California State University - East Bay; Jeffrey C. Seitz, California State University - Hayward; Dawn M. O’Connor; Alameda County Office of Education; Rachelle DiStefano, California State University - East Bay
Reformed-Based Science Instruction: The Impact of Professional Development on Teacher Self-Efficacy and Classroom Practice and Student Motivation and Achievement. Todd Campbell, University of Connecticut; Shiang-Kwei Wang, New York Institute of Technology; Hui-Yin Hsu, New York Institute of Technology; Daniel Coster, Utah State University; Max J. Longhurst, Utah State University
A Naturalistic Inquiry of Scholarship of Teaching and Learning Conference Impact on University Faculty Practices. Katie Brkich, Georgia Southern University; Thomas Koballa, Georgia Southern University; Chris Brkich, BASE-2 Group, LLC

26.079-19. Supporting Intercollegiate Athletes’ Experiences and Outcomes. SIG-Research Focus on Education and Sport; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 8:15-9:45am
Chair: Dennis Allan Kramer, University of Florida
Participants:
Understanding Division I College Athlete STEM Persistence. Eddie Comeaux, University of California - Riverside; Patina Lynn Bachman, University of California - Riverside; Rena M. Burton, University of California - Riverside

Forging Campus/Family Partnerships: An Exploration of Familial Influences on Student-Athlete Major Choice and Career Exploration. Kristina Navarro, University of Wisconsin; Tiese L. Roxbury, National Collegiate Athletic Association

Student-Athlete Perceptions of Social Media Training: The Need to Educate During the Digital Age. Eric M. Snyder, University of Oklahoma; Kristina Navarro, University of Wisconsin

26.080. Roundtable Session 8; Roundtable Session

26.080-1. Instructional Technology Applications in Content Areas:
Language Education. SIG-Instructional Technology; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 8:15-9:45am
Chair: Lin Lin, University of North Texas
Participants:
- Using Concept Mapping to Enhance English Language Learner Students’ Reading Comprehension. Woei Hung, University of North Dakota; Enaz Mahmoud
- Applying a Knowledge Structure Analysis Model to Identify the Optimal Way to Use a First Language (L1) in a Second Language (L2) Setting. Kyung Kim, The Pennsylvania State University - University Park; Roy B. Clarina, The Pennsylvania State University
- Levels of Recalling Knowledge in Three-Dimensional Virtual Learning Environments Based on Presence and Engagement. Fatma Bursa Topcu, Ataturk University; Ilkcan Reisoglu, Recep Tuyayip Erdo#gan University; Tarkan Karabul, Ataturk University; Yaksel Goktas, Ataturk University
- Student-Generated Questioning in Language Education. Donggil Song, Indiana University - Bloomington; Krista D. Glazewski, Indiana University
- Examining Teachers’ Use of Interactive Features of Smart Board: Is Smart Board Really Used as an Interactive Tool? Cemal Tattli; Eylem Kilic, Yuzuncu Yil University

26.080-2. School Organization, Supervision, and Governance. Division A - Administration; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 8:15-9:45am
Chair: Ian R. MacLeod, Amos Alonso Stagg High School
Participants:
- Multiple Accountability Theory: Eight Paradigms of Accountability in Education. Alexander Mishra Hoffman, AlDev Consulting
- Does School Autonomy Matter? Analysis of Teacher Work Performance Under Different Autonomy Regimes. Ibrahim Dyuar, University of Arkansas at Little Rock; Shaukah Obaid Al-Taneiji, UAE University; Sedat Gumus, Necmettin Erbakan University
- School Effectiveness: Seeking Justice for All Students. Roxanne M. Mitchell, The University of Alabama; Jingning Sun, The University of Alabama; Sijia Zhang, The University of Alabama; Brenda Jane Mendiola, The University of Alabama; C. J. Tarter, The University of Alabama
- Development of a Typology of Education Governance in the 50 States. Joanna R. Smith, University of Oregon; Michael Thier, University of Oregon; Hovanes Gasparian, University of Southern California; Ross C Anderson, Educational Policy Improvement Center; Trie Shen, University of Oregon; Christine Pitts, University of Oregon
- Principals’ Management of New Teachers in Primary Education. Eva Yekeman, Ghent University; Geert Devos, Ghent University

26.080-3. State Policies Around Leadership Preparation, Licensure, and Accreditation. Division A - Administration; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 8:15-9:45am
Chair: Chris Willis, Bowling Green State University
Participants:
- The State of State Policies for Principal Preparation Program Approval. Erin Anderson, University of Virginia; Amy L. Reynolds, University of Virginia

Performance Assessment for Principal Licensure: Opportunities, Challenges, and Early Findings. Margaret Terry Ott, Bank Street College of Education; Raymond Lee Pecheone, Stanford University; Joseph F. Murphy, Vanderbilt University; Jon D. Snyder, Stanford University; Barbara Q. Beaudin, Independent Consultant; Liz Hollingworth, University of Iowa; Joan L. Buttram, University of Delaware

26.080-4. The Current Landscape of Mobile Technology Integration in a Diverse County. Division A - Administration; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 8:15-9:45am
Chair: Michael W. Conke, University of San Diego
Participants:
- County Office of Education Technology Needs Assessment Study. Veronica Garcia, University of San Diego
- Transitioning to 21st-Century Learning: Integrating Mobile Technology in a Small Elementary School District. Kathryn L. Martin, University of San Diego
- 21st-Century Learning Across a K–12 School District. Kai Monet Thomas, University of San Diego
- A K–6 District’s Use of Mobile Devices Research Study. Maria Kelly Horsley, University of San Diego; Andria Shook, University of San Diego
- Teaching With Mobile Devices in an Urban K–8 School District. John J. Franey, University of San Diego

26.080-5. The Roles of Collective and Self-Efficacy in School Leadership. Division A - Administration; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 8:15-9:45am
Chair: Mary Frances Jones, University of Illinois at Chicago
Participants:
- Relationship Between Teacher Collective Efficacy and Instructional Rounds and Perspectives Regarding Teaching and Learning Impact. Lori Grace, Twin Rivers Unified School District; Linda Hauser, California State University - Fresno
- Cultivating Collective Efficacy in Schools Facing Accountability-Driven Sanctions. Mary Frances Jones, University of Illinois at Chicago
- Predicting the Self-Efficacy of School Leaders: Trust Matters. Anton Shcherbakov, Rutgers University - New Brunswick/Piscataway; Cynthia L. Bliz, Rutgers University; Dassi Kirova, Rutgers University - New Brunswick/Piscataway
- Investigating the Role of Collective Trust, Collective Efficacy, and Enabling School Structures on Overall School Effectiveness. Julie A. Gray, University of West Florida

26.080-6. Transformation Leadership and Data Usage in High-Needs Schools. Division A - Administration; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 8:15-9:45am
Chair: Madhur Chandra, Michigan State University
Participants:
- Transformational School Leadership as a Predictor of Teachers’ Data Use: A Quantitative Study. Martin Stamp, Johannes Gutenberg University of Mainz; Prof. Dr. Olga Zlatkin-Troitschanskaia, Johannes Gutenberg University of Mainz
- Turning Around Low-Performing Schools With the Support From External Technical Assistance Providers: Lessons From a University–School Partnership. Cori A. Groth, University of Utah; Ashley McKinney, University of Utah; Andrea K. Rorrer, University of Utah
- Newly Appointed Principals in High-Needs Schools: Building Trust in the First Months. Carmen Montecinos, Universidad Catolica de Valparaíso; Luis Ahumada, Pontificia Universidad Catolica de Valparaíso; Maria Veronica Leiva, Pontificia Universidad Catolica de Valparaíso; Barbara Toled, Pontificia Universidad Catolica de Valparaíso
- Teacher Collaboration in International Contexts: Does Transformational Leadership Play a Role? Madhur Chandra, Michigan State University

26.080-7. Education and Careers in Rural Context. SIG-Rural Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 8:15-9:45am
Chair: Jennifer Briggs, University of Pittsburgh
Participants:
“I’m Going Hard, but It’s Gotta Bust”: Exploring Dialogue as a Research Method to Understand the Complexities of Rural Youth Education, Career Pathways, and Out-Migration. Zane Hamm, University of Alberta

Comparing the Career Patterns of Rural and Urban Teachers. Sarah R. Cannon, Northwestern University; Kelly Iwanaga Becker, Northwestern University

Longitudinal STEMM Trajectories of Rural Females. Lesley F. Leach, Tarleton State University; Liza Benedict, Tarleton State University

26.080-8. Teachers and Teaching. SIG-Sociology of Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 8:15-9:45am
Chair: Jacob Hibel, University of California - Davis
Participants:
Estimations of Teacher Quality in High-Need Schools. Dara Renee Shifrer, Rice University - Kinder Institute
Teachers’ Beliefs and Students’ Intention to Drop Out of Secondary Education in Flanders. Mieke Van Houtte, Ghent University; Jannick Demanet, Ghent University
The Authority of Artifacts in Educational Innovation: The Case of the Educational Care and Support File in Flanders (Belgium). Virginie Marz, University of Amsterdam; Karen Vermeir, University of Leuven; Geert Kelchtermans, University of Leuven
The Implementation of the Michigan Merit Curriculum: An Examination of Course Titles Versus Course Content. Sookin Kim, Michigan State University; Rachel C. Troutman, Michigan State University; Elizabeth Covay Minor, National Louis University; Kenneth A. Frank, Michigan State University; Barbara Schneider, Michigan State University

26.080-9. Innovative Techniques and Methods for Qualitative Research. SIG- Qualitative Research; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 8:15-9:45am
Chair: Jake Burdick, Purdue University
Participants:
Stepping Out of the Shadows: Reflections on Shadowing as a Qualitative Research Technique. Kristen Anne Ferguson, Nipissing University
No Longer Bound by Teacher Prep: Journaling and the Emergent White Teacher Social Identity. Amy E. Swain, Illinois State University; Trisha Wickland, Concordia University - Chicago
Take a Walk With Me: Utilizing the Go-Along Interview Method in Higher Education Research. Jessica C. Harris, Indiana University - IUPUI
What, Where, and How: Using WebWatcher® to Better Understand the Digital Lives of Youth. Martha Joanne Hoff, University of Rochester

Hyatt, East Tower - Purple Level, Riverside West; 8:15-9:45am
Chair: Dinah Volk, Cleveland State University
Participants:
Interrogating Discomfort and Privilege in an Ethnographic Study of Latino Families’ Teaching Practices. Dinah Volk, Cleveland State University
An Ethnographic Study of Three Young Children’s Construction of Race in Home and Community Settings. Erin Till Miller, University of North Carolina - Charlotte
This Is Not the Urban Cohort: Mediating and Resisting Racism in a Preservice Literacy Course. Kindel Allison Turner-Nash, University of South Carolina

26.080-11. Advocacy and Activism in Varied Contexts for Learning. SIG-Cultural-Historical Research; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 8:15-9:45am
Chair: Michelle Zoss, Georgia State University
Participants:
Performing on New Stages: A Case Study of a Performance-Based Youth Development Program. Carrie L. Lobman, Rutgers University
Transforming the Scale of Community Advocacy in the Movement for Food Justice. A. Susan Jarrow, University of Colorado - Boulder; Leah Anne Teeters, University of Colorado - Boulder; Molly Victoria Shea, University of Colorado - Boulder; Samuel Severance, University of Colorado - Boulder; Mary Elizabeth (Beth) Graue, University of Wisconsin - Madison; Colorado - Boulder

26.080-12. International Perspectives on Pedagogy and Curriculum in History Education. SIG-Teaching History; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 8:15-9:45am
Chair: Paul Zanazanian, McGill University
Participants:
Issues of Intercultural Learning in Swedish History Education. Maria Johansson, Karlstad University; Kenneth Nordgren, Karlstad University
Korean History Teacher Educators’ Perceptions of History and History Education. Geena Kim, Indiana University - Bloomington
Two Sides of a Coin? A Comparison of Russian and Australian School History Curriculum Implementation. Tony Taylor, Monash University; Sue Collins, Federation University Australia

26.080-13. Asset-Based Approaches to Students’ Writing and Literate Activity. SIG-Writing and Literacies; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 8:15-9:45am
Chair: Kathy Ann Mills, Queensland University of Technology
Participants:
Bilingual Students’ Second Language Writing Understandings, Expectations, and Practices Across Types of Writing. Joanna W. Wong, University of California - Davis
Identifying the Assets of Emerging Bilingual Students’ Writing. Margarita Zisselberger, Loyola University Maryland; Mark A. Lewis, Loyola University Maryland
Moments and Patterns That Matter: Identifying Trajectories of Literate Activity Development in Students. Ryan J. Dipple, University of California - Santa Barbara
Remembering Michelad: Transnational Media Flows and Visual Representations of the Homeland in New Migration Contexts. Silvia C. Noguera-Liu, University of Georgia; Jamie Jordan, University of Georgia

26.080-14. An Ontological Consideration of Experience and Identity. SIG-Narrative and Research; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 8:15-9:45am
Chair: Sean Michael Lessard, University of Regina
Participants:
 constitutes to Make Sense of a Deweyan-Inspired Narrative Conception of Hope. Lenora Marie LeMay, Portage College
I’m a Whole Other Game: A Narrative Inquiry Into Identity Making Through Experiences of Marginalization. Cindy (Cynthia) Lynne Clarke, Prairie Spirit School Division #206; M. Shaun Murphy, University of Saskatchewan
Listening to Intergenerational Stories: A Narrative Inquiry Into the Experience of At-Risk Youth. Margot Jackson, MacEwan University; Vera F. Caine, University of Alberta

Hyatt, East Tower - Purple Level, Riverside West; 8:15-9:45am
Chair: Lucinda G. Heimer, University of Wisconsin - Whitewater
Participants:
Follow-Up Study of Early Reading First Program Graduates: Comparison Between Dual Language Learners’ and Monolingual Children’s English Language and Literacy Performance. Myae Han, University of Delaware; Carol Vukelich, University of Delaware; Martha J. Buell, University of Delaware; Sohyun Meacham, University of Northern Iowa
Preschool Teacher Education in Norway and Sweden: A Comparative Study of National Plans Focusing on Children’s Language Learning. Liv Gjens, Baskerd and Westfold University College; Sonja Sheridan, Gothenburg University
Searching for Equity: An Examination of Literacy Standards Across the Nation and U.S. Territories. Andrea Debruit-Parecki, ETS; Carly Slutzky, Educational Testing Service; Troy J Shine, Howard University; Jennifer D Owens, Howard University
Local Literacy Leadership of Illinois Mandated Native Language Programs for English Language Learner Preschoolers. Michelle McKenna Shabaker, University of Illinois at Chicago
Troubling Fidelity of Implementation. Sharon Ryan, Rutgers University; Mary Elizabeth (Beth) Graue, University of Wisconsin - Madison; Colorado - Boulder
Implementation of Bilingual and ESL Education Policy in Texas: Geographic and Ethnic Variation. Kathryn Dixon, Texas A&M University - Commerce

The Evolution of Bilingual Education as Official Language Policy in New York State: 1960s–Present. Laura Janet Kaplan, City University of New York; Angela Carrausquillo, Fordham University; Diane Rodriguez, Fordham University; Alejandro E. Carrion, City University of New York


Hyatt, East Tower - Purple Level, Riverside West; 8:15-9:45am

Chair: Matthew L. Bernacki, University of Nevada - Las Vegas

Participants:

Examining Task-Specific Measures and Student Learning Strategies in Context. Jared Anthony, Educational Testing Service; Karen Clayton, Touro College; Akane Zusho, Fordham University

Learning Situations in Higher Education and Corresponding Self-Regulated Learning Strategies: Results of Two Expert Surveys. Gabriele Steuer, University of Augsburg; Tobias Engelschalk; Gregor Jöst, University of Vienna; Anne Roth, Technical University of Darmstadt, Germany; Bastian Peter Wimmer, Friedrich Alexander Universität Erlangen Nürnberg; Bernhard Schmitz, Institute of Psychology University; Barbara Schober, University of Vienna; Christiane Spiel, University of Vienna; Albert Ziegler, University of Erlangen-Nuremberg; Markus Drexel

The Convergence and Predictive Value of Four Self-Regulated Learning Measurement Formats. Gregory L. Callan, Virginia Beach City Public Schools; Timothy J. Cleary, Rutgers University; Amy Kaminski, University of Wisconsin - Milwaukee

Within-Person Exploration of Calibration and Achievement in a Digital Mathematics Learning Environment. Teomara Rutherford, North Carolina State University

26.080-17. Conceptions of Giftedness. SIG-Research on Giftedness, Creativity and Talent; Roundtable Session

Hyatt, East Tower - Purple Level, Riverside West; 8:15-9:45am

Chair: Nielsen Pereira, Purdue University

Participants:

Finnish Teachers’ Conceptions of Giftedness. Sonja Laine, University of Helsinki; Elina Kausisto, University of Helsinki; Kirsu A. Tirtta, University of Helsinki

Implicit Beliefs About Giftedness and Intelligence Among Gifted Students: A Cross-Cultural Study. Matthew C. Makel, Duke University; Chandler Thomas, Duke University; Kate E. Snyder, University of Louisville; Martha Patalazz, Duke University

Investigating an Instrument Measuring Conceptions of Giftedness. Jeb S Puryear, University of North Texas

26.080-18. African American Female and Male Achievement. SIG-Research Focus on Black Education; Roundtable Session

Hyatt, East Tower - Purple Level, Riverside West; 8:15-9:45am

Chair: Tracey A. Stuckey-Mickell, The Ohio State University

Participants:

African American Female Achievement on Advanced Placement Examinations: Implications for Success. Jemimah Lea Young, University of North Texas; Janaa Young, University of North Texas

I’m Black, I’m Male, and I’m Intelligent: African American Males Who Take Advanced Science Courses. Diane W Johnson, North Carolina State University; Margaret R. Blanchard, North Carolina State University

Making “It” Matter: Strategies for Developing African American Females’ Mathematics and Science Identities. Crystal Hill Morton, Indiana University - Purdue University at Indianapolis; Demetrice Smith-Mutegi, Indianapolis Public Schools

The Determination to Succeed: A Case Study of an African American Male Who Successfully Graduated from College in Three Years. Erik M Hines, University of Connecticut; Paul C. Harris, University of Virginia; Renae Mayes, Ball State University

26.080-19. Evolution of Language in Education Policy in Four States/Regions. SIG-Bilingual Education Research; Roundtable Session

Hyatt, East Tower - Purple Level, Riverside West; 8:15-9:45am

Chair: Kathryn I. Henderson, The University of Texas - Austin

Participants:

Communities of Practice Emerging Within a Network of Schools Serving the New Mainstream. Martin Scanlan, Boston College; Minsong Kim, Boston College; Mary Bridget Burns, Boston College; Caroleine Vullienuen, Boston College

Friday Morning, April 17, 2015

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Division and SIG Posters

26.081. Poster Session 3; Poster Session

26.081-1. Division G Section 4: Policy and Praxis. Division G - Social Context of Education; Poster Session
Sheraton, Fourth Level, Chicago VI&VII; 8:15-9:45am

Posters:
1. Developing a Cross-Multi�er, Geographically Diverse, and Interdisciplinary Network on Gender, Social Justice, and Praxis. Lauren Ilia Misiaszek, Beijing National University
2. Educating English Learners: A Critical Case Study. Anna E.L. Chee, California State University - Los Angeles; Rima Anosa, California State University - Los Angeles
3. Estimating the Impacts of State Immigration Reforms on Enrollment and Achievement Among Hispanics and English Language Learners. Jason Eton Scott, University of California - Berkeley
4. Linguistic Disparities in Urban School Contexts: Examining Race, English Proficiency, and Course-Taking. Eduardo Mosqouida, University of California - Santa Cruz; Saul Isaac Maldonado, University of California - Santa Cruz; Arnold E. Sanchez Ordaz, University of California - Santa Cruz; Pedro E. Nava, Mills College
5. Lived Experiences of African American Teachers Before, During, and After Desegregation in a Rural Southern School District. Detra DeVerne Johnson, Texas A&M University - College Station
7. Teacher Performance Assessments' Influence on Admissions and Completions of Linguistically and Ethnically Diverse Preservice Teachers. Sara C. Michael-Luna, Queens College - CUNY; Sonia Rodrigues, Queens College - CUNY

26.081-2. Creating Science and Literacy Connections. Division C - Learning and Instruction; Poster Session
Sheraton, Fourth Level, Chicago VI&VII; 8:15-9:45am

Posters:
9. Exploring Learning Strategies for Text-Diagram Integration. Jooyoung Jang, University of California - Los Angeles; Benny Cooper, University of California - Los Angeles; Louis M. Gomez, University of California - Los Angeles
10. Effect of Abstract Sentences on Students’ Reasoning When Responding to “Why Is This True?” Questions. Robert C Zisk, Rutgers University - New Brunswick/Piscataway; Eugenia Etkina, Rutgers University
11. The Effect of Imagination and Learner-Generated Drawing in Comprehending a Science Text. Lijia Lin, East China Normal University; Chee Ha Lee, University of New South Wales; Slava Kalyuga, University of New South Wales
12. Impact of Explicit Disciplinary Literacy Instruction on Students’ Written Scientific Explanations. Gde Buana Sandila Putra, National Institute of Education - Nanyang Technological University; Kok-Sing Tang, National Institute of Education - Nanyang Technological University
13. Repositioning Texts as Objects of Inquiry and Tools for Science Practice. Mon-Lin Ko, University of Illinois at Chicago; Katie James, University of Illinois at Chicago; Candice Burkett, University of Illinois at Chicago; Susan R. Goldman, University of Illinois at Chicago; Cynthia L. Greenleaf, WestEd; Willard R. Brown, WestEd

26.081-3. Division C Section 1e: Development of Assessments in Computer Science and Engineering Education. Division C - Learning and Instruction; Poster Session
Sheraton, Fourth Level, Chicago VI&VII; 8:15-9:45am
Posters:
17. Development of an Instrument to Measure Middle School Students’ Conceptions of Engineering. Michelle Jordan, Arizona State University; Jenefer E. Husman, Arizona State University; Christina Hobson Foster, Arizona State University
18. A Framework to Analyze Feedback on Students’ Design Work. Farshid Marbouti, Purdue University; Monica Elaine Cardella, Purdue University; Heidi A. Diefes-Dux, Purdue University
19. Continuing Refinement of a Concept Inventory: Developing and Selecting Items for an Expanded Domain Model. Dana Denick, Purdue University; Brian D. Gane, University of Illinois at Chicago; Natalie Jorion, University of Illinois at Chicago; Ronald L. Miller, Colorado School of Mines; Ruth A. Streveler, Purdue University; Louis V. DiBello, University of Illinois at Chicago; James W. Pellegrino, University of Illinois at Chicago
20. “Systems of Assessments” for Deeper Learning of Computational Thinking in K–12. Shuchi Grover, Stanford University; Roy D. Pea, Stanford University; Stephen Cooper, Stanford University

26.081-4. Division D Section 2 Poster Session: Statistical Methods. Division D - Measurement and Research Methodology; Poster Session
Sheraton, Fourth Level, Chicago VI&VII; 8:15-9:45am

Posters:
22. In Pursuit of Validity Concentration for Prediction Accuracy. John D. Morris, Florida Atlantic University; Mary G. Lieberman, Florida Atlantic University
23. Performance of Time Varying Covariates in Multilevel Models Under an Assumption of Fixed or Random Effects. Rachel Callahan Baird, University of Notre Dame; Scott E. Maxwell, University of Notre Dame
24. Power Analysis for Two-Level Hierarchical Models With Treatment at Cluster Level in Nonrandomized Designs. Chi Chang, Michigan State University; Richard T. Houang, Michigan State University; Kimberly S. Maier, Michigan State University
29. Using Standard Deviations of Student Measures to Predict Teacher Practices. Bruce W Austin, Washington State University - Pullman; Brian F. French, Washington State University; Oluosu O. Adeleke, Washington State University; Chad M. Goct, Washington State University
University of Virginia

**26.081-5. College Student Access Poster Session.** Division J - Postsecondary Education; Poster Session

Sheraton, Fourth Level, Chicago VI&VII; 8:15-9:45am

Posters:

31. Augmented Capital as a Conduit for Positioning Low-Income Urban High School Students to Achieve Postsecondary Access and Success. Diane Alice Marie Archer-Banks, Educational Access Institute; Janise Shante Parker, University of Florida; Diana Negron, Santa Fe College; Martinet Maye, Educational Access Institute; Rose Pringle, University of Florida

32. Exploring the Influence of Career and Technical Education Dual-Credit Course Completion on College Success. L. Allen Phelps, University of Wisconsin - Madison; Hsun-yu Chan, University of Wisconsin - Madison

33. Factors Associated with Rural Students' Delay College Enrollment Plans. U.I. Jeong Moon, Lyndon State College; Heather A. Bouchev, Lyndon State College


35. Reexamining Transfer Rates and Bachelor Degree Attainment of Community College Students Using Current Data and Methodology. Nicholas James Graham, University of California - Irvine; Yuihe Ikari, Orange Coast College

36. Say What You Do, Do What You Say: Closing Gaps Between College Students' Expectations and Realities. Amy Aldous Bergerson, University of Utah; C.Kai Medina Martinez, University of Utah; Colin Ben, University of Utah; Yudi Y. Lewis, Utah Valley University; Michelle Amiot, Salt Lake City School District; Jen Molloy, University of Utah; Kegan Walker, University of Utah

37. Second Chance: The Experiences and Perceptions of Students in a Remedial Education Summer Bridge Program. Janice Marie Hicks, University of North Texas

38. Factors Affecting Student Academic Achievement at Community Colleges. Hongwei Yu, Baylor University

39. The Information Vacuum of College Costs: Urban High School Students’ Response to Financial Aid Incentives. Maria Regina Figuereido-Brown, East Carolina University; Tangelou Blakely Reavis, University of Wisconsin - Madison


41. Experiences of Historically Black Land-Grant Students in a Graduate Recruitment Program at a Research-Intensive University. Brittinii R Brown, Purdue University; Levon T. Esters, Purdue University; Neil A. Knobloch, Purdue University

42. Can Short-Term College Outreach Benefit Disadvantaged Students? Evidence From the College Access Program. George Spencer, Harvard University

**26.081-6. Division J Section 5.** Division J - Postsecondary Education; Poster Session

Sheraton, Fourth Level, Chicago VI&VII; 8:15-9:45am

Poster:


26.081-7. Special Education Research SIG: Exploring Race, Disability Status, and Social/Emotional Outcomes. SIG-Special Education Research; Poster Session

Sheraton, Fourth Level, Chicago VI&VII; 8:15-9:45am

Posters:

44. Predictors and Outcomes of Enrollment in Alternative Education for Students With Disabilities. Brenda Anne Pearson, University of Nevada - Las Vegas; Kevin Gulliver, University of Nevada - Las Vegas; Gwen C. Marshand, University of Nevada - Las Vegas; Christie Gardner, University of Nevada - Las Vegas; Nicholas Nardi, University of Nevada - Las Vegas; Teri A Marx, American Institutes for Research

45. English Language Proficiency Growth Comparison Between English Language Learners With and Without Disabilities. Tanya Longabach, Excelsior College

46. Reconceptualizing the Question of Racial Bias in Disability Categorization. Thomas M. Skrtic, The University of Kansas; Argun Saatcioglu, The University of Kansas

47. The Underrepresentation of Asian American Students in Special Education: Evidence From California. North Coee, The University of Texas - Austin

48. Comparison of Students’ Achievement: Deaf, Learning Disabled, and Deaf With a Learning Disability. Jacqueline M Caemmerer, The University of Texas - Austin; Stephanie W. Cavathon, The University of Texas - Austin; Mark Bond, The University of Texas - Austin

49. Speech Sound Production Deficits in Children With Visual Impairment: A Preliminary Investigation of the Nature and Prevalence of Co-Occurring Conditions. Kyle Brouwer; University of South Dakota; Monica Gordon-Pershey, Cleveland State University

50. Exploring the Influence of Academic Tracking on Adolescents’ Social Network and Social Activity. Kim W. Fisher, Arizona State University; Karrie A. Shogren, The University of Kansas

51. “Too Cool to Hang Out With You”: The Social Exclusion of Classmates. Elizabeth Nowicki, University of Western Ontario; Jason D. Brown, University of Western Ontario

**26.081-8. Online Teaching and Learning SIG Poster Session 2.** SIG-Online Teaching and Learning; Poster Session

Sheraton, Fourth Level, Chicago VI&VII; 8:15-9:45am

Poster:

52. A Blended Chinese-as-a-Foreign-Language Short Course: Design and Perceptions. Shenglan Zhang, Iowa State University; Ana-Paula Correia, Iowa State University


Sheraton, Fourth Level, Chicago VI&VII; 8:15-9:45am

Posters:

53. Teachers as Learners, Then Designers. Vanessa Sohlha, University of New Mexico; Trisha D. Steinbrecher; University of New Mexico; Jamie Mae Collins, University of New Mexico; Matthew Gines, The University of New Mexico; Yin Yang, The University of New Mexico

54. Effects of Captions and Time-Compressed Video on Learner Performance and Satisfaction. Albert Dieter Ritzhaupt, University of Florida; Raymond Pastore, University of North Carolina - Wilmington; Robert Davis, University of Florida

55. The Model Gallery: Supporting Idea Diffusion in Computational Modeling Activities. Nathan Holbert, Teachers College, Columbia University; Corey Brady, Northwestern University; Firal Soylu, The University of Alabama; Michael Novak, Northwestern University; Uri J. Wilensky, Northwestern University

**26.081-10. TACTL SIG Poster Session.** SIG-Technology as an Agent of Change in Teaching and Learning; Poster Session

Sheraton, Fourth Level, Chicago VI&VII; 8:15-9:45am

Poster:

56. Effects of College Students’ Characteristics, Culture, and Language on Using E-Texts in Distance Learning. Patricia Dean Ainsa, The University of Texas - El Paso

26.081-11. Division K Section 1 Poster Session 2. Division K – Teaching and Teacher Education; Poster Session

Sheraton, Fourth Level, Chicago VI&VII; 8:15-9:45am

Poster:

57. Developing K–12 Teachers’ Understanding of the Multidimensional Next Generation Science Standards. Ingrid Weliland, Metropolitan State University of Denver; Thomas R. Trest, University of Louisville; William Thornburg, University of Louisville

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**Friday, 9:00 am**

**AERA Related Activities**

27.010. AERA International Relations Committee Closed Meeting

Honoring International Travel Award Recipients. AERA Related Activities; Invited Speaker Session

Hyatt, West Tower - Bronze Level, Gold Coast; 9:00-10:30am
Friday, 9:45 am

Governance Meetings and Events

28.001. AERA Fellows Committee Meeting. AERA Governance; Governance Session
Hyatt, West Tower - Green Level, Crystal B; 9:45-10:15am
Chair: William F. Tate, Washington University in St. Louis

Friday, 10:35 am

Governance Meetings and Events

29.001. AERA International Relations Committee: Closed Meeting. AERA Governance; Governance Session
Hyatt, West Tower - Bronze Level, Water Tower; 10:35am to 12:05pm
Chair: William H. Schmidt, Michigan State University

29.002. AERA Journal Publications Committee: Closed Meeting. AERA Governance; Governance Session
Hyatt, East Tower - Blue Level, Skyway 272; 10:35am to 12:05pm
Chair: Gale M. Sinatra, University of Southern California

Presidential Sessions

29.010. A Giant Step Toward Justice in Conducting Education Research and Praxis: The Call for Integrated Study and Research Teams - Interactive Town Hall Session. AERA Presidential Session; Invited Speaker Session
Hyatt, West Tower - Gold Level, Regency C; 10:35am to 12:05pm
Chairs: Carl A. Grant, University of Wisconsin - Madison; Anthony L. Brown, The University of Texas - Austin; Sherick A. Hughes, University of North Carolina - Chapel Hill; Alexandra Allweiss, University of Wisconsin - Madison
Participants: Judith L. Green, University of California - Santa Barbara; Angela Valenzuela, The University of Texas - Austin; Vivian L. Gadsden, University of Pennsylvania; Michelle Fine, City University of New York; Christine E. Sleeter, California State University - Monterey Bay; Catherine Savage, IRIH and Research and Development; William F. Tate, Washington University in St. Louis; Kevin Kumashiro, University of San Francisco; Eve Tuck, SUNY - College at New Paltz

29.011. AERA Distinguished Lecture: Ellen Condliffe Lagemann (#AERALagemann). AERA Presidential Session; Invited Speaker Session
Hyatt, East Tower - Gold Level, Grand CDEF; 10:35am to 12:05pm
Chair: Joyce E. King, Georgia State University
Participant:
College in Prison: A Cause in Need of Advocacy Research. Ellen Condliffe Lagemann, Bard College

29.012. Film Expo: Tested. AERA Presidential Session; Invited Speaker Session
Sheraton, Second Level, Michigan B; 10:35am to 12:05pm
Chairs: Jonathan I Gayles, Georgia State University; Curtis Chin, Tested Film; Adam Wolman, Tested Film

29.013. The Burden of Being the 50th State: The Role of Educational Research in Claiming Justice for the Hawaiian People. AERA Presidential Session; Invited Speaker Session
Hyatt, West Tower - Gold Level, Regency D; 10:35am to 12:05pm
Chair: Margaret J. Maaka, University of Hawai‘i - Manoa
Participants:
Ea Mai Hawaiinuikea: Educate and Liberate; Rise Hawai‘i! S Kaleikoa

Kaeo, University of Hawai‘i Maui College
Ancestral Voices and Contemporary Choices: Carrying the Weight of Hundreds of Generations of Ancestors on our Shoulders. Katrina-Ann R. Kapā’anaokalākōelea Oliveira, University of Hawai‘i at Manoa
Forging Educational Gorilla Warfare: Rendering Unto Ceasar and Living to Fight Another Day. KeKialoa Perry, University of Hawai‘i - Manoa
The Good, the Bad, and the Illusion of Language Revitalization in Hawai‘i. K. Laiana Wong, University of Hawaii
Discussant: Graham H. Smith, Te Whare Wānanga o Awanuiārangi

AERA Sessions

29.014. Becoming a Peer Reviewer: An Interactive Session on Learning to Review Annual Meeting Papers Cosponsored by the Annual Meeting Policies and Procedures and Research Advisory Committees. AERA Sessions; Invited Speaker Session
Hyatt, West Tower - Gold Level, Acapulco; 10:35am to 12:05pm
Chairs: Neal D. Finkelstein, WestEd; David J. Flinders, Indiana University
Participants: Micheline T.H. Chi, Arizona State University; Patricia A. Alexander, University of Maryland - College Park; James G. Cibulka, Council for the Accreditation of Educator Preparation; Ara Tekian, University of Illinois at Chicago; Cynthia A. Tyson, The Ohio State University - Columbus

29.015. Dissertation, Postdoctoral, and Small-Grant Support: Opportunities for Early-Career Scholars. AERA Sessions; Invited Speaker Session
Hyatt, East Tower - Gold Level, Columbus CD; 10:35am to 12:05pm
Chair: Barbara Schneider, Michigan State University
Participants: Marilyn Cochran-Smith, Boston College; Adam Gamoran, William T. Grant Foundation; George L. Wimberly, American Educational Research Association

29.016. Interest in Mathematics and Science Learning: A New AERA Publication - Ignite Presentation. AERA Sessions; Invited Speaker Session
Hyatt, West Tower - Gold Level, Toronto; 10:35am to 12:05pm
Chair: Gilberto Q. Conchas, University of California - Irvine
Participants:
On the Power of Interest. K. Ann Renninger, Swarthmore College; Martina Nieswandt, University of Massachusetts - Amherst; Suzanne Hidi, University of Toronto
Early Science Learning Experiences: Triggered and Maintained Interest. Mary D. Ainley, University of Melbourne; Peter M. Bartlett, University of Toronto
The Role of Interest and Self-Efficacy in Pursuing Mathematics and Science. Mimi Bong, Korea University; Sun Kyung Lee, Korea University; Yeon Kyoung Woo, Korea University
One Size Fits Some: Instructional Enhancements to Promote Interest. Amanda Marie Durik, Northern Illinois University; Chris S. Hulleman, University of Virginia; Judith Harackiewicz, University of Wisconsin
The Effect of Interest and Utility on Mathematics Engagement and Achievement. Sung-il Kim, Korea University; Yi Jiang, MBRI/Korea University; Juyeon Song, Korea University
Interest as Emotion, Affect, and Schema. Johnmarshall Reeve, Korea University; Woo-Gul Lee, Korea University; Sungjun Won, Korea University
Perceptions of Science and Their Role in the Development of Interest. K. Ann Renninger, Swarthmore College; Christine Costello Kensey, Swarthmore College; Sabrina J. Stevens, Swarthmore College; Dana L. Lehman, Swarthmore College
The Relationship between Interest and Self-Regulation in Mathematics and Science. Carol Sansone, University of Utah; Dustin Thoman, California State University - Long Beach; Tamra Birch Fraughton, University of Utah
Promoting Information Seeking and Questioning in Science. Ayelet Baram-Tsabari, Technion - Israel Institute of Technology
Play as an Aspect of Interest Development in Science. Mizrap Bulunuz, Uludağ University; Olga S. Jarrett, Georgia State University
Students’ Pathways of Entry into STEM. Adam V. Mallete, Indiana University; Joseph A. Harsh, James Madison University
Undergraduate Students’ Interest in Chemistry: The Roles of Task and Choice. Martina Nieswandt, University of Massachusetts - Amherst; Gail Horowitz, Brooklyn College - CUNY
Teachers Learning How to Support Student Interest in Mathematics and Science. Julianne C. Turner, University of Notre Dame; Haya Zeynep Kackar-Cam, Northern Illinois University; Meg Trucano, University of Notre Dame

Emerging Individual Interests Related to Science in Young Children. Joyce M. Alexander; Indiana University; Kathy E. Johnson, Indiana University - Purdue University at Indianapolis; Mary E. Leibham, University of Wisconsin - Eau Claire

Interest and the Development of Pathways to Science. Kevin Crowley, University of Pittsburgh; Brigid J.S. Barron, Stanford University; Karen Kautson, University of Pittsburgh; Caitlin Kennedy Martin, DePaul University - Digital Youth Network

Understanding Well-Developed Interests and Activity Commitment. Jacquelyne Eccles, University of California - Irvine; Jennifer A. Fredricks, Connecticut College; Alanna Epstein, University of Michigan - Ann Arbor

Fostering Students’ Identification with Mathematics and Science. Brett D. Jones, Virginia Polytechnic Institute and State University; Chloë Ruff, Gettysburg College; Jason W. Osborne, University of Louisville

Supporting the Development of Transformative Experience and Interest. Kevin J. Pugh, University of Northern Colorado; Lisa Linnenbrink-Garcia, Michigan State University; Michael M. Phillips, University of Northern Colorado; Tony Perez, Old Dominion University

Emerging Issues and Themes in Addressing Interest in Mathematics and Science Learning. Suzanne Hidi, University of Toronto; K. Ann Renninger, Swarthmore College; Martina Nieswandt, University of Massachusetts - Amherst

29.017. Reflecting on John Goodlad: His Legacy, Our Renewal. AERA Sessions; Invited Speaker Session

Hyatt, West Tower - Gold Level, Regency AB: 10:35am to 12:05pm
Chair: Roger P. Soder, University of Washington

Participants:
- There’s No Doubt About the Meaning of Good in Goodlad. Gary D. Fenstermacher, University of Michigan
- Schooling and Teacher Education: Legacy Moments. Viola E. Florez, The University of New Mexico
- The NNER: John Goodlad’s Proofing Sites. Ann Foster, National Network for Educational Renewal
- A Study of Schooling: Inquiry and Renewal. Paul E. Heckman, University of California - Davis
- John Goodlad as Teacher Leader. David G. Imig, University of Maryland

29.018. Meet Journal Editors: Journal Talks 1. AERA Sessions; Invited Roundtable

Hyatt, East Tower - Purple Level, Riverside East; 10:35am to 12:05pm
Participants:
1. Educational Technology Research and Development. J. Michael Spector, University of North Texas; Tristan Johnson, Northeastern University; Patricia A. Young, University of Maryland - Baltimore County; Carol Bischoff, Springer Publishing Company
2. Journal of Education Policy. Shadow William Jon Armfield, Northern Arizona University; Rosemary Papa, Northern Arizona University; Dawn M. Armfield, Froebstorp State University; Daniel Wayne Eadens, Northern Arizona University
4. Equity and Excellence in Education. Jason G. Irizarry, University of Massachusetts - Amherst
5. International Journal of Educational Research. Allen Thurston, Queen's University Belfast; Ilaria Meliconi, Elsevier Inc.
6. Annual Editions: Multicultural Education. Nancy P. Gallavan, University of Central Arkansas
7. Studies in Educational Evaluation. Peter Van Petegem, University of Antwerp
8. Theory Into Practice. Eric M. Anderman, The Ohio State University
9. The Journal of Educational Research. Mary F. Heller, University of Hawaii - West Oahu; Michael P. Verda, California State University - San Bernardino; Lisa Jo Vernon-Dotson, Rowan University; Louis S. Nadelson, Utah State University; D. Ray Reutzel, Utah State University
10. International Journal of Education Policy and Leadership. Daniel A. Laitsch, Simon Fraser University; Penelope M. Earley, George Mason University
11. Journal of College Reading and Learning. Nita Meola, Columbia College Chicago; Alison Cooper, Columbia College Chicago
12. Current Issues in Education. Constantin Schreiber, Arizona State University; Anna Montana Cirill, Arizona State University - Tempe
13. Disability and Society. Michele Moore, Northumbria University
16. The Internet and Higher Education. Vanessa Paz Dennen, The Florida State University
18. Journal of Educational and Behavioral Statistics. Li Cai, University of California - Los Angeles; Daniel F. McCaffrey, ETS

Committee Sessions

29.019. Data and Assessment Literacy in Schools of Education. Graduate Student Council Cosponsored with Graduate Student Council; Invited Speaker Session

Marriott, Fifth Level, Chicago E; 10:35am to 12:05pm
Chair: Jennifer Elizabeth Carinci, Council for the Accreditation of Educator Preparation
Speakers: Glaenda Ann Breas, Stevie Chepko


Hyatt, West Tower - Gold Level, Hong Kong; 10:35am to 12:05pm
Chair: Joseph P. Robinson-Cimpian, University of Illinois at Urbana-Champaign
Participants: Michelle Anne Birkett, Northwestern University; Cindy Cruz, University of California - Santa Cruz; Joseph G. Kosciw, Gay, Lesbian and Straight Education Network; Emily Gretyuk, GLSEN-Gay, Lesbian & Straight Education Network; Cris Mayo, University of Illinois at Urbana-Champaign; Paul Poteat, Boston College; William G. Tierney, University of Southern California; Joseph P. Robinson-Cimpian, University of Illinois at Urbana-Champaign; James Dean Ward, University of Southern California; Matthew Graden, University of Illinois at Urbana-Champaign

State and Regional Organization Sessions


Sheraton, Second Level, Ontario; 10:35am to 12:05pm
Chair: Edith H. Carter, Radford University
Participants:
- Midwest South Educational Research Association: Relationship Between Level of Readability and Manuscript Disposition Among Manuscripts. Anthony J. Onwuegbuzie, Sam Houston State University; Marla H. Mallette, Southern Illinois University - Carbondale; Eunjin Hwang, Sam Houston State University; John R. Slate, Sam Houston State University
- Southeastern Association for Community College Research: Assessment of Research Methods Used to Identify Indicators for Engineering Students’ Success. JAMES Mccarriela, Old Dominion University
- South Carolina Educators for the Practical Use of Research: Research and Evaluation From South Carolina Reading First and Lessons Learned. Tammie S. Dickenson, University of South Carolina - Columbia, Diane M. Monrad, University of South Carolina; Robert L. Johnson, University of South Carolina; Mihaela Enne, University of South Carolina; Elizabeth Leighton, University of South Carolina; Tomonori Ishikawa, University of South Carolina; Zhaoxia Guo, University of South Carolina - Columbia
- Southwest Educational Research Association: Behavioral Outcomes of
29.025. Perceptions of Distributed Leadership and Educational Outcomes. Division A - Administration; Paper Session
Swissotel, Lucerne Level, Alpine I; 10:35am to 12:05pm
Chair: April L. Peters, University of Georgia
Participants:
The Role of Distributed Leadership in Networked School Improvement: Evidence From New Zealand. Sarah McKibben, U.S. Fulbright Program
District–Principal’s Decision-Making Power Relationship: A National Study Based on Principals’ Perceptions. Jiangang Xia, University of Nebraska - Lincoln; Jianping Shen, Western Michigan University
Educational Justice for Undocumented Students: How School Counselors Encourage Student Retention in School. Emily R. Crawford, University of Missouri - Columbia; Fernando Valle, Texas Tech University
Distributed Leadership as a Post-Heroic Leadership: A Study on Educational Organizations. Derya Ilmaz, Eskişehir Osmangazi University; Selahattin Taran, Eskişehir Osmangazi University; Gökhân Kılıçoğlu, Eskişehir Osmangazi University
Distributed Leadership and Instructional Reform at an Urban Middle School. Jean A. Patterson, Wichita State University; Hala Al-Sabatin, Wichita State University; Amber Anderson; Martyna Klepacka, Wichita State University; John Lawrence, Wichita State University; Brad Miner, Wichita State University
Discussant: Kathryn Bell McKenzie, California State University - Stanislaus

29.026. Division B Program Chair Session: Curriculum Diaspora.
Division B - Curriculum Studies; Invited Speaker Session
Hyatt, East Tower - Gold Level, Columbus AB; 10:35am to 12:05pm
Participants: Pamela J. Konkol, Concordia University - Chicago; Jennifer L. Milam, Our Lady of the Elms (Elementary School, Principal); Debbie Sonu, Hunter College - CUNY; Wade Tillett, University of Wisconsin - Whitewater; Noah W. Sohe, Loyola University Chicago; Nicholas Ng-A-Fook, University of Ottawa; Travis S. Wright, University of Wisconsin-Madison; Jorge R. Lucero, University of Illinois at Urbana-Champaign; Min Yu, Missouri State University; Mayme Francynce Hackaby, Texas Christian University; Ricardo D. Rosa, University of Massachusetts - Dartmouth; Sabrina N. Ross, Georgia Southern University; Jake Burdick, Purdue University; Jung E. Kim, Lewis University

29.027. On Making Spectacles of Ourselves: Representing Counternormative Memory in Queer and Métis Cultures. Division B - Curriculum Studies Cosponsored with SIG-Queer Studies; Symposium
Swissotel, Event Centre Second Level, St. Gallen 1; 10:35am to 12:05pm
Chair: Dennis J. Sumara, University of Calgary
Discussant: Tara Goldstein, OISE/University of Toronto
It is Hard to See the Brokenness of Those Who Have Learned to Blend In: A Case Study in Catalytic Validity. Claire Elizabeth Robson, Simon Fraser University; Dennis J. Sumara, University of Calgary
Singing Queer: Queer-Narrative Musical Performance as Pedagogy in Public. Kate Reid, The University of British Columbia
Reawakening Métis Memory and Consciousness Through the Art of Storytelling: An Exploration of Decolonizing Education Through Digital Storytelling. Yvonne Poitras Pratt, University of Calgary
Métis History and Rememoration: Narratives, Memory, and “Realizing the Debt to the Historical Past.” Lyn Denise Daniels, The University of British Columbia
Discussant: Tara Goldstein, OISE/University of Toronto

29.028. Participatory Media as Intervention and Method. Division B - Curriculum Studies; Symposium
Hyatt, East Tower - Green Level, Plaza A; 10:35am to 12:05pm
Chair: Karyn E. Sandlos, School of the Art Institute of Chicago
Participants:
Listening in the Commons: Community Media Projects and the Reinvention of Education. Bronwen E. Low, McGill University; Chloe Brushwood Rose, York University
South Side Stories: Digital Storytelling to Reframe Research and Public Discourse on the Sexuality and Health of African American Youth. Alida Bours, University of Chicago; Seed Lynn, University of Chicago
Alternate Reality Games and Game-Based Learning: Project S.E.E.D.
The Right to Voice: The Problematics and Potentialities of Employing Visual Methodologies in Research With Young Children. Rachel May Heydon, University of Western Ontario; Lori McKee, University of Western Ontario; Lynda Phillips, Douglas College

Children’s Home Work: Recontextualizing Events at School in Home Environments. Anne Hunt, University of New Brunswick; Giuliana Pinto, University of Florence; Leslie Cameron, Carthage College; Catherine Ann Cameron, The University of British Columbia


Casting Backward, Looking Inward: Drawing Self-Portraits to Represent Developmental Milestones. Catherine Ann Cameron, The University of British Columbia; Giuliana Pinto, University of Florence; Anne Hunt, University of New Brunswick; Lynda Phillips, Douglas College

Discussant: Julia Gillen, Lancaster University

29.034. Self-Regulated Learning Across Contexts, Teachers, and Students. Division C - Learning and Instruction; Paper Session Sheraton, Second Level, Arkansas; 10:35am to 12:05pm Chair: Daniel Dinsmore, University of North Florida Participants: Exploring the Interplay Between Student Attributes and Metacognitive Monitoring Ability in a Postsecondary Classroom Environment. Dan Spencer, North Carolina State University; Li Cao, The University of West Georgia; John L. Nietfeld, North Carolina State University Co-regulation and Knowledge Construction in an On-Line Synchronous Problem-Based Learning Setting: Regulating One’s Own and Others’ Learning? Lila Lee, McGill University; Susanne P. Lajoie, McGill University; Eric G. Poiras, University of Utah; Mandana Bassiri, McGill University; Miriam Nkangu, University of Ottawa; Ilian Cruz-Panesso, McGill University; Maedeh Assadat Kazemitarab, McGill University; Cindy E. Hmelo-Silver, Indiana University; Dr. Jeffrey Wiseman MD, McGill University Promoting the Dual Roles of Teachers as Self-Regulated Learners and Self-Regulated Teachers. Bracha Kramarski, Bar-Ilan University; Zehavit Kohen The Relation Between Self-Regulation and Academic Achievement: A Meta-Analysis. Amy L. Dent, University of Nebraska - Lincoln; Rick H. Hoyle, Duke University Discussant: Rayne A. Sperling, The Pennsylvania State University


29.036. Marvelous Multilevel Modeling. Division D - Measurement and Research Methodology; Paper Session Marriott, Sixth Level, Northwestern/Ohio State; 10:35am to 12:05pm Chair: Ayana N. Campoli, Harvard University Participants: A Comparison of Population-Averaged and Cluster-Specific Approaches in the Context of Unequal Probabilities of Selection. Natalie Anne Koziol, University of Nebraska - Lincoln; James A. Bovard, University of Nebraska - Lincoln; HyeSun Lee, University of Nebraska - Lincoln Assessing School-Level Performance With Differing Data Points in Cohorts. Nedim Yel, Arizona State University; Roy Levy, Arizona State University; Yixing Liu, Arizona State University; Ann C Schulte, Arizona State University - Tempe Link Functions in Multilevel Modeling for Binary Data. HyeSun Lee, University of Nebraska - Lincoln; Lesa Hoffman, The University of Kansas Comparing t and Sandwich Robust Statistical Methods of Coping with Level-1 Outliers with Hierarchical Linear Models. Yue Wang, University of Georgia - Athens; Zhenqi Lu, University of Georgia Testing Applications of Bayesian Statistics With Convenience Priors in Multilevel Analysis of Small Data Sets With Complex Structures: A Monte Carlo Study. Tyler Hicks, University of South Florida; Eun Sook Kim, University of South Florida; George T. MacDonald, University of South Florida; Jeffrey D. Kromrey, University of South Florida; Jeanine Romano, University of South Florida; Harold Holmes, University of South Florida; Sandra Archer, Archer Analytics, LLC.

29.037. The Decompartmentalization of Student Mental Health: Improving Access and Utilization. Division E - Counseling and Human Development; Working Group Roundtable Marriott, Seventh Level, Grand Salon III; 10:35am to 12:05pm Chair: Janeen Brooke Both Gragg, University of Redlands Participants: Addressing the Barriers to Mental Health Services in Immigrant Communities: The Unique and Necessary Role of the School. Janeen Brooke Both Gragg, University of Redlands Barriers to Implementing School Mental Health Programs: A Historical Perspective. Jose Worrell Lalas, University of Redlands Enhancing Stakeholder Collaboration: A Prerequisite for Meeting the Mental Health Needs of Students. Michael G. Cobarrubias; Jim Koeppe1, Corona-Nocor Unified School District


29.039. An Overarching, Holistic Trainee Evaluation Tool: The Product of Medical and Teacher Education Collaboration. Division I - Education in the Professions; Demonstration/Performance Sheraton, Ballroom Level, Sheraton III; 10:35am to 12:05pm Chair: Elizabeth Birr Moje, University of Michigan Presenters: Jonathan Zimmerman, Oakwood Hospital - Dearborn; Emily Rainey, University of Michigan; Bridget Leigh Maher, University of Michigan - Ann Arbor; Bob Bain, University of Michigan Participant: An Overarching, Holistic Trainee Evaluation Tool: The Product of Medical and Teacher Education Collaboration. Jonathan Zimmerman, Oakwood Hospital - Dearborn; Elizabeth Birr Moje, University of Michigan;

29.041. Belonging and Engagement in STEM Education. Division J - Postsecondary Education; Structured Poster Session Sheraton, Ballroom Level, Sheraton V; 10:35am to 12:05pm Chair: Ruth A. Streveler, Purdue University Participants: 1. Belonging and Academic Engagement. Diane Jones, University of Washington - Seattle; Denise Wilson, University of Washington - Seattle; Rebecca Bates, Minnesota State University - Mankato; Tamara Floyd-Smith, Tuskegee University; Melanie Plett, Seattle Pacific University; Nanette Veilleux, Simmons College 2. The Role of Institutional Differences in Belonging and Engagement: Quantitative Studies. Denise Wilson, University of Washington - Seattle; Diane Jones, University of Washington - Seattle; Rebecca Bates, Minnesota State University - Mankato; Nanette Veilleux, Simmons College; Tamara Floyd-Smith, Tuskegee University; Melanie Plett, Seattle Pacific University 3. The Role of Institutional Differences in Belonging and Engagement: Qualitative Studies. Denise Wilson, University of Washington - Seattle; Cheryl Allendoerfer, University of Washington - Seattle; Rebecca Bates, Minnesota State University - Mankato; Tamara Floyd-Smith, Tuskegee University; Melanie Plett, Seattle Pacific University; Nanette Veilleux, Simmons College 4. The Role of Extracurricular Activities in Belonging and Engagement. Cheryl Allendoerfer, University of Washington - Seattle; Denise Wilson, University of Washington - Seattle; Diane Jones, University of Washington - Seattle; Rebecca Bates, Minnesota State University - Mankato; Tamara Floyd-Smith, Tuskegee University; Melanie Plett, Seattle Pacific University; Nanette Veilleux, Simmons College 5. The Role of Faculty Support in Belonging and Engagement: Quantitative Studies. Diane Jones, University of Washington - Seattle; Fraser Bocell, University of Washington; Denise Wilson, University of Washington - Seattle; Rebecca Bates, Minnesota State University - Mankato; Tamara Floyd-Smith, Tuskegee University; Melanie Plett, Seattle Pacific University; Nanette Veilleux, Simmons College 6. The Role of Faculty Support in Belonging and Engagement: Qualitative Studies. Caitlin Wastlowski, Seattle Pacific University; Cheryl Allendoerfer, University of Washington - Seattle; Denise Wilson, University of Washington - Seattle; Rebecca Bates, Minnesota State University - Mankato; Tamara Floyd-Smith, Tuskegee University; Melanie Plett, Seattle Pacific University; Nanette Veilleux, Simmons College


29.043. Ivory Tower Documentary and Panel Discussion (Part 1). Division J - Postsecondary Education; Invited Speaker Session Swisshotel, Event Centre First Level, Zurich D; 10:35am to 12:05pm Chair: Christopher S. Collins, Azusa Pacific University Speakers: Donald E. Heller, Michigan State University; Liliana M. Garces, The Pennsylvania State University - University Park; Lorelle Espinosa, American Council on Education


29.045. Teaching and Learning for Social Justice. Division J - Postsecondary Education; Paper Session Swisshotel, Event Centre First Level, Zurich G; 10:35am to 12:05pm Chair: Demetri I. Morgan, University of Pennsylvania Participants: Teaching Social Justice and Diversity in Higher Education: A Document Analysis of Syllabi. T.J. Jourian, Loyola University Chicago Co-Constructing Tolstoy With Incarcerated Youth: Conditions and Outcomes in a College-Level Literature-Based Service-Learning Course. Robert T. Wolman, University of Virginia; Nancy L. Deutsch, University of Virginia; Sarah E. Whiteley, University of Virginia; Andrew D. Kaufman, University of Virginia Effective Higher Education Pedagogy: The Power of Responsiveness, Respect, and Care. Natalie Marie Khoury Ridgwell, University of Florida; Christian E. Legler, University of Florida; Rachelle Curcio, University of Florida; Dorene D. Ross, University of Florida Civic Engagement, Service-Learning, and Faculty Engagement: A Profile of Black Women Faculty. Katherine Ica Elizabeth Wheatle, Indiana University - Bloomington; Allison BeckaLorenz, Indiana University Discussant: Susan V. Iverson, Kent State University

29.046. Administrative Sense-Making in Assessments of Teaching. Division K - Teaching and Teacher Education; Symposium Marriott, Sixth Level, Great America; 10:35am to 12:05pm Chair: Michael T. Kane, ETS Participants: Value Added for Teacher Evaluation: Aspects of Interpretation and Use. Gary Sykes, Educational Testing Service; Laura D. Goe, ETS; David Kirui; Lauren Kotloff, Educational Testing Service Examining the Role of Administrators as Student Learning Objective Approvers. Elena Kitaoka Diaz-Bilello, National Center for the Improvement of Educational Assessment, Inc. More Than Accuracy and Reliability: Principals’ Learning of Consequential Observation Skills. Courtney A. Bell, ETS; Nathan Jones, Boston University; Jennifer M. Lewis, Wayne State University; Yi
29.047. Balancing School and Parenthood: Utilizing Counter-narratives to Discuss Parenting in Graduate School. Division K - Teaching and Teacher Education; Symposium Marriott, Tenth Level, Water Tower; 10:35am to 12:05pm Chair: Cheryl E. Mattas, University of Colorado - Denver Participants: De estudiantes a padres: The Transition of Two Latina/o Doctoral Students Into Parenthood. Jose Munoz, University of Missouri Mother, Scholar, Pro: A Complex of Meaning. Naomi Nishi, University of Colorado - Denver Single-Parent Home ... but I Have Two Parents! The Trauma and Guilt of Parenting in Graduate School. Roberto Montoya, University of Colorado - Denver What We Can’t Bear to Know? The Inconsolability of Motherhood in the Academy. Amanda Parker, University of New Mexico Discussant: Cheryl E. Mattas, University of Colorado - Denver

29.048. Cutting Against the Grain: Moral Dimensions of Educator Development. Division K - Teaching and Teacher Education; Paper Session Marriott, Fifth Level, Chicago ABC; 10:35am to 12:05pm Chair: Mark Helmsing, University of Wyoming Participants: Exploring the Ethical Knowledge and Practice of Educators. Deidre M. Smith, The Ontario College of Teachers From Silent Spectator to Intrepid Interventionist: A Study of Preservice Teachers’ Bystander Narratives Regarding Social (In)Justice for English Learners. Amanda Sagimoto, The University of Arizona; Kathy Carter, The University of Arizona; Kathleen Jablon Stoehr, The University of Arizona Teacher Activist Organizations and the Development of Professional Agency. Rand Quinn, University of Pennsylvania; Nicole Mittenfelsner Carl, University of Pennsylvania Toward a Definition of Teachers’ Practical Wisdom. Kurt Stehmagen, Virginia Commonwealth University; JK Stringer, Virginia Commonwealth University Discussant: Rupam Saran, Medgar Evers College - CUNY

29.049. Disciplinary Literacy Instruction. Division K - Teaching and Teacher Education; Paper Session Marriott, Fifth Level, Los Angeles/Miami; 10:35am to 12:05pm Chair: Carolyn Hunt, Illinois State University Participants: Challenging Inequities Through Professional Development Focused on Engaging All Students in Advanced Literacies. Cindy Litman, WestEd; Stacy A. Marple, WestEd; Cynthia L. Greenleaf, WestEd Creating Space for Negotiating Pedagogical Identities in Disciplinary Literacy Instruction. Brenna D. Towle, University at Buffalo - SUNY Scaling Up Professional Learning: Technical Expectations and Adaptive Challenges. Christina L. Dobs, Boston University; Jacy C. Ippolito, Salem State University; Megan Charner-Laird, Salem State University “The More I Do, the More I Figure Out What’s Going On”: Middle-Level Teachers’ Experiences With Professional Development on Literacy in the Content Areas. David B. Strahan, Western Carolina University; Kelly N Tracy, Western Carolina University; Shannon R. Montgomery, University of North Carolina - Charlotte Discussant: Khendrum Gyabak-Kumka, Indiana University - Bloomington


29.052. Leveraging Educational Equity and Excellence Through In-Service Teacher Education: Lessons From an International Study of Teaching Policy. Division K - Teaching and Teacher Education, Invited Speaker Session Marriott, Fifth Level, Chicago FGH; 10:35am to 12:05pm Chair: Linda Darling-Hammond, Stanford University Participants: The Teacher as Teacher, Teacher Educator, and Researcher: The Jiaoyanzu in Shanghai. Mistilina D. Sato, University of Minnesota Teachers’ Professional Learning: A School-Based Approach. Kai Ming Cheng, University of Hong Kong Teacher Learning and Leadership Program in Ontario, Canada. Carol Campbell, University of Toronto - OISE; Ann Lieberman, Stanford University Teacher Learning to Improve Student Learning: Professional Development Policy and Impact in New South Wales. Ann McIntyre, New South Wales Department of Education and Communities; Dion Burns, Stanford University Discussant: Marc S. Tucker, National Center on Education and the Economy

29.053. Preparing Linguistically Responsive Teachers Across the Professional Continuum. Division K - Teaching and Teacher Education; Symposium Marriott, Sixth Level, Minnesota; 10:35am to 12:05pm Chair: Ana Maria Villegas, Montclair State University Participants: Toward Justice for English Language Learners (ELLs): Developing Teacher Expertise for Teaching ELLs at Different Stages in the Teacher Development Continuum. Tamara F. Lucas, Montclair State University; Ana Maria Villegas, Montclair State University Research on Preparing Preservice General Education Teachers to Teach English Language Learners. Ana Maria Villegas, Montclair State University; Adrian D. Martin, Montclair State University; Tammy Mills, Montclair State University Contextualizing Teaching English Language Learners: From Teacher Preparation to Teaching Practice. Candace Ann Harper, University of Florida; Esther J. de Jong, University of Florida; Maria R. Coady, University of Florida Connecting Theory and Practice Through Coaching Cycles: In-Service Professional Development for Teachers of English Language Learners. Kathryn Jill Strom, WestEd; Aida Walqui, WestEd; Leslie Hamburger, WestEd Discussant: Sharon Feiman-Nemser, Brandeis University

29.054. Right From the Start: Teachers Engaging Young Children as Thinkers and Learners. Division K - Teaching and Teacher Education; Paper Session Marriott, Sixth Level, Michigan/Michigan State; 10:35am to 12:05pm
Friday, April 17, 2015

29.055. Understanding Mathematical Knowledge for Teaching Across Contexts. Division K - Teaching and Teacher Education; Paper Session
Chair: Karen L. Terrell, University of Massachusetts - Dartmouth
Discussants: Laine Bradshaw, University of Georgia - Athens; Susan Embretson, ACT, Inc.
Participants:
- Exploring the Knowledge Needed for Teaching Mathematics: A Validation Study Focusing on Different Teaching Practices. Charalambos Y. Charalambous, University of Cyprus
- Designing Interview Prompts to Uncover Mathematical Knowledge for Teaching. Yeon Kim, Silla University; Mark Hoover Thames, University of Michigan
- The Greater the Pedagogical Content Knowledge, the Better the Student Engagement? Evidence From Shanghai Mathematics Classes. Xuemei Xia, Shanghai Academy of Education Sciences
- Reconsidering the Contribution of Teacher Knowledge to Student Learning: Linear or Curvilinear Effects? Sofia Agathangelou, University of Cyprus; Charalambous Y. Charalambous, University of Cyprus; Maria Koutseltini, The University of Cyprus
- Transforming Specialized Content Knowledge: Preservice Elementary Teachers Learning to Teach the Associative Property of Multiplication. Meixia Ding, Temple University; Kayla Copeland, Temple University

Discussant: Jiping Li, Texas A&M University

29.056. Using Social Networks, Video Analysis, and Virtual Experiences in Teacher Education. Division K - Teaching and Teacher Education; Paper Session
Chair: Jennifer Richards, University of Washington
Participants:
- Changing the Culture of Field Experiences: An Investigation of Teacher Candidates’ Perceptions of Virtual Field Experiences. Nicole L. Thompson, The University of Memphis; Casey Dianna Gilewski, The University of Memphis; Eric Hosman, The University of Memphis; Duane M. Giannangelo, The University of Memphis; Louis Alfred Francescini, The University of Memphis
- Developing Communities of Practice Through Preservice English Teacher Video Analysis Sessions. Michelle Falter, University of Georgia - Athens; Meghan E. Barnes, University of Georgia - Athens
- Leveraging Social Networks and Feedback Technology to Enhance Student Teachers’ Access to Peer Feedback. Eric Hougan, Central Washington University
- Preservice Teachers’ Experiences of Empowering and Challenging Events of Teaching Practice. Ali Leijen, University of Tartu; Raidi Allas, University of Tartu, Auli Toom, University of Helsinki; Jukka Hau, University of Turku; Juan-José Mena Marcos, Universidad de Salamanca; Dubravka Kneze, Utrecht University; Paulien C. Meijer, Radboud University Nijmegen; Margus Pedaste, University of Tartu

Discussant: Forrest W. Parkay, Washington State University

29.057. Improving Life Chances of Poor Children: Experimental Evidence From Chicago. Division L - Educational Policies and Politics; Invited Speaker Session
Chair: Daphna Bassok, University of Virginia
Speakers: Amy Caressens, University of Chicago; Jonathan Guryan, University of Chicago; Sara Heller, University of Pennsylvania; Jens Ludwig, University of Chicago

SIG Sessions

29.058. Understanding the Strength of A/r/tography as a Theory and a Research Methodology. SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Symposium
Chair: Paul D. Nichols, ACT, Inc.
Participants:
- Teacher Professional Development in Multiple and Digital Literacies. Sean P. Wiebe, University of Prince Edward Island
- Performing Music and Poetry: A Pedagogy of Listening. Peter J. Gouzouassis, The University of British Columbia

Discussant: Lynn Margaret Fels, Simon Fraser University

Chair: Nick Soussanis, University of Calgary
Participants:
- Immersed in My Body: Sensing the World, Making the World, Being of the World. Donald Blumenfeld-Jones, Arizona State University - Tempe
- Many Names, Many Processes: The Enigmatic Idiosyncrasies of Arts-Based Research. Alexandra Catcher, Southern Cross University
- Working With Nonactors in the Co-Creation of Arts-Based Performances. Joe Norris, Brock University
- Aesthetics and Analysis as Self-Collaboration in Comics. Nick Soussanis, University of Calgary

29.060. Biliteracy: Bilingual Children Learning to Read and Write. SIG-Bilingual Education Research; Paper Session
Chair: Susan Hopewell, University of Colorado - Boulder
Participants:
- The Early Spanish and English Writing Development of Simultaneous Bilingual Preschoolers. Lucinda A. Soltero-Gonzalez, University of Colorado - Boulder; Sandra Adriana Bativolsky, University of Colorado Boulder; Adriana Alvarez, University of Colorado - Boulder
- Writing Instruction for English Language Learners: What Strategies Do Teachers Use? Sharon H. Ulanoff, California State University - Los Angeles; Alice Maris Leilani Quiocio, California State University - San Marcos; Joan C. Fingon, California State University - Los Angeles
- Bridging Language and Literacy: A Study of Read-Alouds and Spanish–English Cognate Vocabulary With Bilingual Students. Ana C. Hernandez, New Mexico State University; Jose A. Montelongo, New Mexico State University
- Young Children’s Multilingual Literacy Practices: Resourceful Negotiations in Second-Grade Dual Language Classrooms. Lorraine Theresa Falchi, Teachers College, Columbia University

Discussant: Susan Hopewell, University of Colorado - Boulder

29.061. The Promise of Cognition and Assessment. SIG-Cognition and Assessment; Invited Speaker Session
Chair: Donna L. Sundre, James Madison University
Speakers: Paul D. Nichols, ACT, Inc.; Jonathan Templin, The University of Kansas

29.062. Implementing Child Participation-Based Research in Four National Contexts. SIG-Critical Perspectives on Early Childhood Education; Symposium
Chair: Sonya Gaches, The University of Arizona
Participants:
“When the Bell Rings, We Go Inside and Learn”: Listening to Children Talk About Entering Kindergarten. Lacey Elizabeth Peters, Hunter College - CUNY
Children’s Views of Their Child Care and Kindergarten Experiences: A Cross-Cultural Exploratory Study in Korea and the United States. Haesung Im, Arizona State University - Tempe; Beth Blue Swadener, Arizona State University
Children’s Views and Visions of Education Rights From the United States and Canada. Sonya Gaches, The University of Arizona; Haesung Im, Arizona State University - Tempe; Beth Blue Swadener, Arizona State University; Natasha Blanchet-Cohen, Concordia University
Children as Writers: A Longitudinal Study of the Palestinian Children Keeping Journals Project. Janette Habashi, University of Oklahoma
Discussant: Valerie Polakow, Eastern Michigan University

29.063. Using Public Media to Reach and Teach Underserved Children: The Ready To Learn Initiative. SIG- Early Education and Child Development; Symposium
Hyatt, West Tower - Green Level, Crystal C; 10:35am to 12:05pm
Chair: Brian Lekander, U.S. Department of Education
Participants:
Early Learning and Children’s Media: A Theoretical Overview of the Ready To Learn Initiative. Chip Donohue
Educational Touch-Screen Games Informed by Best Practices Support Preschool-Age English Language Learners’ Vocabulary Development. Carmina Marcial, Michael Cohen Group LLC
Ready To Learn Transmedia Supplement Impacts Preschool Math Learning and Teaching in Low-Income Settings. Shelley Pasnik, Education Development Center, Inc.
PBS KIDS Digital Games Support Parent Engagement in Young Children’s Math Learning in Low-Income Communities. Elizabeth M. McCarthy, WestEd
Discussant: Ellen Wartella, Northwestern University

29.064. Creating A Place We Can Call Home: Youth Counterstorytelling Through Film to Disrupt the Dominant Narrative. SIG-Grassroots Community and Youth Organizing for Education Reform; Demonstration/Performance
Swissotel, Lucerne Level, Alpine II; 10:35am to 12:05pm
Chair: Eric J. DeMeulenaere, Clark University
Presenters: Iwalo Fini, N-CITE Community Media; Sinneh Gachew, N-CITE Community Media; Star-Asia Koworocon, N-CITE Community Media; Arely Martinez, N-CITE Community Media; St Cyr Dimarche, N-CITE Community Media; Nicole Correa, N-CITE Community Media
Participant: Creating A Place We Can Call Home: Youth Counterstorytelling Through Film to Disrupt the Dominant Narrative. Eric J. DeMeulenaere, Clark University
Discussant: Angelique Webster, N-CITE Community Media

29.065. Preservice and In-Service Teachers Using Technology: Implications for Teacher Education Programs. SIG-Instructional Technology; Paper Session
Marriott, Fourth Level, Addison; 10:35am to 12:05pm
Chair: Robert L. Bangert-Drowns, University at Albany - SUNY
Participants:
A Longitudinal Investigation of Preservice Teachers’ Technological Pedagogical Content Knowledge (TPACK) Development in the Context of a Teacher Preparation Program. Chrystallia Mouza, University of Delaware; Rutna Nandakumar, University of Delaware; Sule Yilmaz, University of Delaware; Rachel A. Karchmer-Klein, University of Delaware
Examining Preservice Teachers’ Experiences in a Twitter-Based Professional Learning Network. Jamie Colwell, Old Dominion University; Amy Carter Hutchison, Iowa State University
Preservice Teachers’ Intentions to Use Educational Technologies: The Mediating Role of Risk Perceptions. Peggy A. Ertemer, Purdue University; Ahmet Kilinc, Uluag University; Erdal Bahcivan, Abant Izzet Baysal University; Mehmet Demirbag, Uluag University; Arzu Sonmez, Abant Izzet Baysal University; Ruhan Ozel, Kocaeli University
Self-Efficacy for Knowledge Sharing and Information Evaluation as Predictors of Preservice Teachers’ Personal Epistemologies of Teaching in Online Learning Communities: A Structural Equation Model. Ji Hyun Yu, Purdue University
Instructional Technology Courses in Teacher Education: A Study of In-Service Teachers’ Perceptions and Recommendations. Esther Ntuli, Idaho State University
Discussant: Craig A. Cunningham, National Louis University

29.066. Intercultural Learning Following an International Teaching Experience: Preparing Intercultural Teachers for Social Justice. SIG-International Studies; Symposium
Hyatt, West Tower - Gold Level, Atlanta; 10:35am to 12:05pm
Chair: Helen Marx, Southern Connecticut State University
Participants:
Confronting Ourselves: The Facilitation of Globalized Professional Development and Implications for Our Own Practices. Barbara Garri, SUNY - College at Oswego; Jennifer A. Mahon, University of Nevada - Reno
A Narrative Exploration of Experiences of Culture Shock Among Teacher-Returnees From Northeast Asia. Candace M. Schlein, University of Missouri - Kansas City
Looking Back: An Exploration of the Influence of a Teacher Education Study Abroad Program on Participants’ Professional Choices and Commitments. Helen Marx, Southern Connecticut State University; David M. Moss, University of Connecticut
Willful Ignorance and Preservice Teachers’ Framing of International Cross-Cultural Experiences. Hannah Dockrill, Purdue University; Jubin Rahatzad, Purdue University; Saniti Sharma, Saint Joseph’s University; JoAnn A. Phillion, Purdue University
When Cultures Collaborate: The Impact of an International Experience on a Multicultural Cohort of Preservice Teachers. Edie Cassell, Texas A&M University - College Station; Monica Vasquez Nesbyha, Texas A&M University - College Station; Martha Robison Green, Texas A&M University; Lynne Masel Walters, Texas A&M University
Discussant: David M. Moss, University of Connecticut

29.067. Invitational Theory and Practice in Multiple Contexts. SIG-Invitational Learning; Paper Session
Hyatt, West Tower - Gold Level, San Francisco; 10:35am to 12:05pm
Chair: Susan M. Saka, University of Hawaii
Participants:
An Invitational Education Approach to Professional Development: Integrating Technology and Science. Lori A Fulton, University of Hawaii - Manoa; Seungok Paek, University of Hawaii - Manoa
Assessing Online Invitational Classroom Behavior. Robert E. Lockwood, Kaplan University; Tina G. Allen, Kaplan University; Rhonda G. Chicone, Kaplan University
Do Principals Have the Knowledge to Practice Invitational Leadership Skills, or Have Preparatory Programs Failed? Barbara Nell Martin, University of Central Missouri; Cathy M. Miller, Raytown School District
The Family-School Collaboration: An Invitation to Internet Safety and Ethics. Thanh Truc Thi Nguyen, University of Hawaii - Manoa; Lauren K. Mark, University of Hawaii - Manoa
Discussant: Laura A. Mitchell, University of Houston - Downtown

29.068. School Improvement for School Effectiveness and Student Success. SIG-Leadership for School Improvement; Paper Session
Swissotel, Lucerne Level, Lucerne I; 10:35am to 12:05pm
Chair: Kathleen Trong Drucker, NYC Leadership Academy
Participants:
Aligning Schools for Student Success: A Network Analysis of Teacher Interactions. Russ Marion, Clemson University; Robert Charles Knoepfel, Clemson University; Angela Cox, Clemson University; Sammie Gordon, Clemson University; Hans W. Klar, Clemson University; Xiaoyan Jiang, Clemson University; Denise Savidge, Clemson University
Leadership Distribution as a Way to Improve School Effectiveness. Yan
Liu, Michigan State University
Results for All: Education Leaders Share Promising Practices. Mary I. Ramirez, Independent Consultant
Discussant: Shelby A. Cosner, University of Illinois at Chicago

29.069. Selected Dimensions of Teachers’ Lives. SIG-Lives of Teachers; Paper Session
Marriott, Sixth Level, Indiana/Iowa; 10:35am to 12:05pm
Chair: Janet H. Frost, Washington State University - Spokane
Participants:
Beginning Teachers’ Conflicting Intentions and Perception of the Problem of Enactment Within Moments of Classroom Decision. Aaron Samuel Zimmerman, Michigan State University
Exploring the Intersectionality of Race, Sexuality, and Citizenship in a Cohort of Educators. Robert Mizzi, University of Manitoba
Mobilized Maestros: Teachers Performing Resistance in Oaxaca, Mexico. Christian Alejandro Bracho, New York University
Learning to Swim in Uncharted Waters: Identity Transitions in the Early Years of Teaching. Ji Yeon Hong, University of Oklahoma; Christopher W. Day, University of Nottingham; Barbara A. Greene, University of Oklahoma

29.070. Issues in Longitudinal Studies. SIG-Longitudinal Studies; Paper Session
Marriott, Third Level, Dupage; 10:35am to 12:05pm
Chair: Liru Zhang, Delaware Department of Education
Participants:
Analyses of Longitudinal Models: Effects of Individually Varying Times of Observation. Jian Liu, The Chinese University of Hong Kong; Hongyun Liu, Beijing Normal University; Kit-Tai Hau, Chinese University of Hong Kong; Xiaofang Wang, The Chinese University of Hong Kong
Identifying Student Mobility on Longitudinal Studies and Its Impact on Collecting High School Transcripts. Debbie Herget, RTI International; Jane Griffin, Research Triangle Institute; Colleen M. Spagnardi, Research Triangle Institute; Michael Bryan, Research Triangle Institute
Teachers’ Influence on the Dropout Risks of Racial- and Linguistic-Minority High School Students. Sunha Kim, University at Buffalo - SUNY; Mido Chang, Florida International University

29.071. Methodological and Analytical Approaches to Strengthening Learning Outcomes Assessment Measures. SIG-Measurement and Assessment in Higher Education; Paper Session
Marriott, Fourth Level, Clark; 10:35am to 12:05pm
Chair: Shani D. Carter, Rhode Island College
Participants:
Addressing Measurement Challenges in the Use of Rubrics to Evaluate General Education Outcomes. Tracy Bartholomew, Concordia University - Chicago; Beth Vencze, Concordia University - Chicago; Elizabeth Olowabi, Concordia University Chicago
Leveraging Methodology and Collaboration to Assess and Improve Students’ Information Literacy Skills. Maria Stack, Virginia Polytechnic Institute and State University; Kathryn Drezek, McConnell, Virginia Polytechnic Institute and State University
Preservice Teachers in Field-Based Settings: How Should Their Assessment Proceed? Lynn Nations Johnson, Western Michigan University; Kathy Mitchell, Kelsey Woodward, Darton State College; Carol J. Crumbaugh, Western Michigan University
Assessing and Improving University Exams: A Case Study on a Collaborative Professional Development Program With University Teachers. Christoph Josef Schindler, Technical University of Munich; Johannes Bauer, Technische Universität München; Nadine Schlomsk-Bodenstein, Technical University of Munich; Alexandra Strasser, Technische Universität München; Tina Seidel, Technische Universität München; Manfred Prontel, Technische Universität München
Discussant: Ross Edward Markle, Educational Testing Service

29.072. Using Mixed-Methods Approaches in Teacher Education and Special Education Research. SIG-Mixed Methods Research; Symposium
Marriott, Sixth Level, Purdue/Wisconsin; 10:35am to 12:05pm
Chair: Renee Greenfield, University of Hartford
Participants:
Preservice Teachers’ Perceptions of and Self-Efficacy to Teach Students With Learning Disabilities: Using Mixed Methods to Examine the Effectiveness of Special Education Coursework. Megan Mackey, University of Hartford; Renee Greenfield, University of Hartford
Autism Educators’ Perceptions of Preparedness: A Mixed-Methods Study. Elizabeth Stringer Keefe, Lesley University
Modeling the “Write” Teaching Practices: Instructor Influences on Preservice Teachers. Tracey S. Hodges, Texas A&M University - College Station; Erin M. McGhie, Texas A&M University; Nancy Dubinski Weber, Texas A&M University - College Station; April Gayle Douglass, Texas A&M University; Katherine Landau Wright, Texas A&M University - College Station
Longitudinal Study of Assistive Technology in Postsecondary Education. Thomas W. Christ, University of Bridgeport
Discussant: Alison Gould Boardman, University of Colorado - Boulder

29.073. Identity on Knowledge Landscapes. SIG-Narrative and Research; Paper Session
Hyatt, West Tower - Bronze Level, Buckingham; 10:35am to 12:05pm
Chair: Cindy (Cynthia) Lynne Clarke, Prairie Spirit School Division 8206
Participants:
The Knowledge and Identity of an Asian American Teacher: Impact of China Study Abroad Experience. Cheryl J. Craig, University of Houston; Yali Zou, University of Houston; Gayle A. Curtis, University of Houston
The Postindigenous Body: Critical Autoethnography and Contrauntal Narratives From an Indigenous Educator in the Diaspora. Umar Keoni Pantelou-Umangay, Charles Sturt University
Sunrise, Sunset: Juxtaposing Longitudinal Accounts of the Tenure and Promotion Process in Narrative Voices. Mary Lynn Hamilton, The University of Kansas; Steffene E. Pinnegar; Brigham Young University
Discussant: Jerry L. Rosiek, University of Oregon

29.074. Online Teaching and Learning SIG Paper Session 1. SIG-Online Teaching and Learning; Paper Session
Marriott, Sixth Level, Illinois; 10:35am to 12:05pm
Chair: Laurence B. Boggess, The Pennsylvania State University
Participants:
A Classroom at Home: Children, Youth, and the Lived World of Massive Open Online Courses. Catherine Adams, University of Alberta; Yin Yin, University of Alberta
Automated Essay Scoring in Massive Open Online Courses: Validity for Native and Nonnative English Speakers and Faculty Perspectives. Erin D. Reilly, The University of Texas - Austin; Stephanie B. Corliss, The University of Texas - Austin; Kyle M. Williams, The University of Texas at Austin; Rose Stafford, The University of Texas - Austin
Massive Open Online Course Success Measures: An Initial Case Study. Anissa Lokey-Vega, Kennesaw State University; Laurie Brantley-Dias, Kennesaw State University; Jordan P. Cameron, Kennesaw State University
Metaphors for Learning and the Pedagogies of Massive Open Online Courses. Karen P. Swan, University of Illinois at Springfield; Scott L. Day, University of Illinois at Springfield; Traci Lynn Van Prooyen, University of Illinois at Springfield; Leonard Ray Bogle, University of Illinois at Springfield

29.075. African American Male Students in P–12 Schools. SIG-Research Focus on Black Education; Symposium
Swissotel, Event Centre Second Level, Montreux 3; 10:35am to 12:05pm
Chair: Chance W. Lewis, University of North Carolina - Charlotte
Participants:
High-Achieving African American Boys: Factors That Contribute to Their Excellence in the Early Years. Itseoma U. Iraka, University of Nebraska Community Violence as a Mediator Between African American Adolescent...
Males’ Personal Challenges and Antisocial Behaviors. Michael Cunningham, Tulane University
Creating a College-Going Culture for African American Males in Middle School: A Blueprint for School Counselors. Erik M Hines, University of Connecticut
Chutes and Ladders: Young African American Males Navigating Potholes to Achieve Academic Success. Dwan V. Robinson, Ohio University - Athens
Discussant: James L. Moore, The Ohio State University

29.076. Curriculum Studies and Materials in Mathematics. SIG-Research in Mathematics Education; Paper Session
Marriott, Sixth Level, Lincolnshire; 10:35am to 12:05pm
Chair: Peter M. Appelbaum, Arcadia University
Participants:
A 10-Year Review of Equitable Mathematics Practices: An Equity- and Instruction-Focused Lens for Implementing the Common Core Mathematical Practice Standards. Jol A. Spencer, University of San Diego; Mary Q. Foote, Queens College - CUNY; Dan Battey, Rutgers University
A Comparison Study of Fractions Content in Mathematics Textbooks From the United States and Turkey. Ahmet Oğuz Akçay, Duquesne University; Melissa D. Boston, Duquesne University
Considerations for District Support for Coherent Implementation: Insights From Case Study Research. Zuzka Blasi, Education Development Center, Inc.; Louisa P. Anastasopoulos, Education Development Center, Inc.; Mary Beth Piecham, Education Development Center, Inc.
How Mathematics Curriculum Programs Can Be Designed to Accommodate a Flexible Restructuring by the Teacher. Hendrik Van Steenbrugge, Mälardalen University; Janine Remillard, University of Pennsylvania; Tomas Bergqvist, Uméå University
Longitudinally Investigating the Effect of Mathematics Curriculum on Students’ Learning: Application of Growth Mixture Modeling. Jinfa Cai, University of Delaware; John Moyer, Marquette University; Ning Wang, Widener University; Dimitri M. Dimitrov; George Mason University

29.077. Words for Schools: A Research Project Designed to Identify the Vocabulary That Students Need to Know and Educators Need to Ensure They Learn. SIG-Research in Reading and Literacy; Symposium
Sheraton, Second Level, Colorado; 10:35am to 12:05pm
Chair: Elfrieda H. Hiebert, TextProject
Participants:
A Research Project Designed to Identify the Vocabulary That Students Need to Know and the Words and Phrases Educators Need to Teach. Michael F. Graves, University of Minnesota
The Vocabulary of Elementary Core Reading Programs. Kimberly C. Bowen, MetaMetrics; Heather Hughes Koons, MetaMetrics; Eleanor E. Sanford-Moore, MetaMetrics
The Vocabulary of Disciplinary Texts for First Through Fifth Grade. Jill Fitzgerald, MetaMetrics and UNC Emerita and Research Professor
Practical Challenges and Some Solutions for Conducting Automated Corpus-Based Analysis of Vocabulary. Jeffrey Elmore, MetaMetrics
Discussants: William E. Nagy, Seattle Pacific University; P. David Pearson, University of California - Berkeley

29.078. Understanding Sociocultural Issues in Physical Education and Health. SIG-Research on Learning and Instruction in Physical Education; Paper Session
Sheraton, Ballroom Level, Sheraton II; 10:35am to 12:05pm
Chair: Sharon Rose Phillips, Hofstra University
Participants:
Exploring Ways of Working With Socially Vulnerable Boys in a Sport Context From an Activist Perspective. Carla Nascimento Luguetti, State University of Sao Paulo; David Kirk, University of Strathclyde; Luiz Torurinho Dantas, Catholic University of Sao Paulo; Kimberly L. Oliver, New Mexico State University
Gender and Structure Format in Basic Instruction in Physical Education: A Cross-Cultural Study. Shan-Hai Hsu, National Cheng Kung University; Jeremy Lackman, Jepkorir R. Chepyator-Thomson; Kipchumba Byron,
University of Georgia - Athens
Redefining Success and Failure in Physical Education: Lessons From a Roller Derby Team. Amy Tischler, University of Wisconsin - LaCrosse
Teaching Sociocultural Issues to Preserve Physical Education Teachers: A Self-Study. Sara Barnard Flory, University of South Florida; Jennifer L. Walton-Fisette, Kent State University
Discussant: Lisa Hunter, University of Waikato

29.079. Experiences and Career Choices of Females in STEM-Related Fields: Supports and Barriers. SIG-Research on Women and Education; Paper Session
Hyatt, West Tower - Silver Level, Horner; 10:35am to 12:05pm
Chair: Barbara Eleanor Polnick, Sam Houston State University
Participants:
Experiences of African American Women in Graduate STEM Programs at Predominantly White Institutions. Quentin Alexander, Virginia Commonwealth University; Lisa Jackson, Virginia Commonwealth University
Gender and Early Career Choice in STEM. Katherine P. Dabney, Virginia Commonwealth University; Robert H. Tai, University of Virginia; Adam V. Maltese, Indiana University; John Taylor Almarode, James Madison University
The Role of Parental Involvement in Women’s Decision to Study Computer Science and Related Fields. Jason Ravitz, Google Inc; Hai Hong, Google Inc; Jennifer Wang, Google Inc; Sepehr Hejazi Moghadam, Teachers College, Columbia University; Cameron L. Fadjo, Google Inc.
Supports and Barriers: Voices From Black Females in the Biomedical Research Pipeline. Devasmita Chakraverty, University of Virginia; Donna B. Jeffe, Washington University in St. Louis; Dorothy Andriole, Washington University in St. Louis; Heather D. Wathington, University of Virginia; Robert H. Tai, University of Virginia
Discussant: Catherine E. Hackney, Kent State University

29.080. Context Counts: Rural Education In Situ. SIG-Rural Education; Paper Session
Swisshotel, Event Centre Second Level, Vevey 4; 10:35am to 12:05pm
Chair: Ute Kaden, The University of Alaska - Fairbanks
Participants:
The Contributions of Bridging Social Capital to Rural Community Vitality via School-Community Music Education Partnerships. Anita Louise Prest, The University of British Columbia
The Intersection of Education and High-Tech Industry in Rural Appalachia. Geoff Marietta, Harvard University; Sky Harmony Marietta, Harvard University; Ada Smith; Eagle Brosi
Where You Live Matters: Neurocognitive and Academic Differences Between Students Growing Up in Rural and Urban Poverty. Michele Tine, Dartmouth College; Cassidy McDermott, Dartmouth College; Katherine McCormack, Dartmouth College; Julia Kannam, Dartmouth College

29.081. Decolonizing Research Methodologies in Science Education. SIG-Science Teaching and Learning; Symposium
Marriott, Fourth Level, Armitage; 10:35am to 12:05pm
Chair: Alberto J. Rodriguez, Purdue University
Participants:
Communicating Through Silence: Examining the Unspoken and the Unsaid in Discussions About Science. Kathryn Scantlebury, University of Delaware; Anita Hussinen, Uppsala University; Kristina Andersson, Uppsala University; Annica Gallberg, University of Gävle; Anna T. Danielsson, Uppsala University
Promoting Participant-Owned Research as a Way to Reduce the Theory–Practice Gap: Lessons From Experiences in Brazil, Ireland, and Sweden. Isabel Martins, Universidade Federal do Rio de Janeiro; Karin Hamza, Stockholm University; Colette Murphy, Trinity College Dublin
How to (Re)Present Science Teachers’ Lived Experiences to Different Readers? Peer S. Daugbjerg, V1 University College, Denmark
Can We Capture “Everything”? Questioning What Is Left Out in the Research Process. Jana Maria Hilgers, The University of Luxembourg
Exposing Colonial Research Funding Policies and Practices That Prevent the Advancement of Science Education. Alberto J. Rodriguez, Purdue University

29.082. Talk That Talk: Making the Most of Text, Speech, and Silence for Emergent Bilinguals in the Classroom. SIG-Second Language Research; Symposium
Marriott, Fifth Level, Kansas City; 10:35am to 12:05pm
Chair: Maneka Deanna Brooks, Texas State University
Participants:
A Comparison of Implicit and Explicit Discourse Relations in Middle School Science and Social Studies Textbooks. Diego Roman, Southern Methodist University; Stephanie Hironaka, Stanford University
The Language of Ciencia: Translanguaging and Learning in a Bilingual Science Classroom. Luis Ernesto Poza, University of Colorado - Denver
From Test Scores to Language Use: What English Learners Do in Real-Time Academic Communication in English. Claudia Rodriguez-Mojica, Education Northwest
Show Me Your Listening Position: Embodied Silence and Speech in a Second-Grade Class of Bilingual and Bi-Dialectal Students. Sara Ann Rutherford-Quach, Stanford University
Discussant: Guadalupe Valdés, Stanford University

29.083. New Directions in Research on Civic Knowledge and Practice. SIG-Social Studies Research; Symposium
Sheraton, Lobby Level, Columbus AB; 10:35am to 12:05pm
Chair: Kevin W. Meuwissen, University of Rochester
Participants:
Civic Mindfulness via Consensus-Building Dialogue: The Interplay of Young Children’s Stance and Performance. Jennifer H. James, University of Georgia
Adolescents Developing Identities as Citizens: Simulations and Role-Play in a Civics Classroom. Jane C Lo, University of Washington - Seattle
Realizing the Civic Potential of Immigrant Youth: Fulfilling the Purpose of Social Studies. Kathryn M. Obenchain, Purdue University; Rebecca M. Callahan, The University of Texas - Austin
Where Do We Go From Where? Elusive Disciplinary Grounds for Defining Young People’s Political Thinking. Kevin W. Meuwissen, University of Rochester
Discussant: Diana E. Hess, Spencer Foundation

29.084. Systematic Approaches to Mindfulness-Based Interventions for Teachers and Students: Early Childhood and Elementary School Settings. SIG-Social and Emotional Learning; Symposium
Hyatt, East Tower - Green Level, Plaza B; 10:35am to 12:05pm
Chair: Robert William Roesser, Portland State University
Participants:
Initial Research Findings From Teacher and Student Mindfulness Programs: Early Childhood and Elementary School Settings. Lisa Floook, University of Wisconsin - Madison; Richard J Davidson, University of Wisconsin - Madison
Assessing Potential Impacts of Mindfulness-Based Interventions for Teachers and Students in the Early Childhood Years. Robert William Roesser, Portland State University; Andrew J. Mashburn, Portland State University; Jillayne Sorenson; Margaret Cullen; Monica Bahan, Portland State University; Ryan Dicker, Portland State University; Jessica L. Harrison, Portland State University; Cristi Pinel; Cynthia Taylor, Portland State University; Elizabeth Tremaine, Portland State University; Rita Yelverton, Portland State University
Singular and Combined Effects of Mindfulness-Based Education Programs on Teacher and Student Well-Being and Classroom Context. Kim A. Schonert-Reichl, The University of British Columbia; Robert William Roesser, Portland State University; Eva Oberle, The University of British Columbia; Jenna Whitehead, The University of British Columbia; M. Jennifer Kitt, The University of British Columbia; Molly Elizabeth Lawlor, The University of British Columbia
Discussant: Jacquelyne Eccles, University of California - Irvine

29.085. Academic Interventions for Individuals With Disabilities. SIG-Special Education Research; Paper Session
Sheraton, Second Level, Missouri; 10:35am to 12:05pm
Chair: Janet S. Gaffney, The University of Auckland
Participants:
Improving Comprehension With Digital Text: A Meta-Analysis of Interventions. Sheri Berkeley, George Mason University; Andrea Boykin, George Mason University; Leigh Ann Kurz, George Mason University; Anya S. Evmenova, George Mason University
Exploring the Impact of Summer Regression/Recoupment on the Reading and Mathematics Achievement of Deaf Learners. Beverly J. Trezek, DePaul University; Gregory R. Hancock, University of Maryland
Eliciting Mathematics Explanation Repair of Students With Learning Disabilities. Jia Liu, Purdue University; Yan Ping Xin, Purdue University
The Quality of Evidence for Instructional Strategies That Use Representations for Students With Mathematics Difficulties. Asha K. Jitendra, University of Minnesota; Jaehyun Shin, University of Minnesota; Kanive Rebecca, University of Minnesota
Understanding and Instructional Application of Visual Representations by Special Education Teachers. Delinda Van Garderen, University of Missouri; Amy Scheuermann, Minnesota State University - Mankato; Apryl Lynn Poch, University of Missouri - Columbia

29.086. Promoting Gap-Closing Outcomes in the 21st Century for Students From Diverse Backgrounds. SIG-Talent Development of Students Placed at Risk; Symposium
Marriott, Fifth Level, Scottsdale; 10:35am to 12:05pm
Chair: Richard D. Dixon, Capstone Institute at Howard University
Participants:
The Effects of Autonomy and Personalization on the Engagement of Latino Students. Nikesha Pinnock Holt, Howard University
The Effects of African American Middle School Students’ Perceptions of Parental Involvement and Expectations on Academic Achievement. Yehunde Akinola, Howard University
Impacts of Asset-Based Strategies on Student Engagement at a High-Needs Elementary School. Ladan Rahnama, Capstone Institute at Howard University
Parents’ Conceptions of Everyday Choices for Children. Janene Cielo, Northwestern University
Discussant: Ashley R. Griffin, The Education Trust

29.087. Identity and Remembrance in History Education. SIG-Teaching History; Paper Session
Swissotel, Event Centre Second Level, St. Gallen 3; 10:35am to 12:05pm
Chair: Maia G. Sheppard, The George Washington University
Participants:
“Ireland at This Time Was a Troublesome Place”: Student Teachers’ Views on Teaching Contested Histories at Times of Commemoration. Fionnuala Waldron, St. Patrick’s College; Alan William McCully, University of Ulster
Does Students’ Heritage Matter in Their Performance on and Perceptions of Historical Reasoning Tasks? Lauren McArthur Harris, Arizona State University; Anne-Lise F. Halvorsen, Michigan State University; Gerardo Joel Aponte-Martínez, Michigan State University
Remembering Race and Ethnic Relations: California Exceptionalism and the Significance of State History. John S. Wills, University of California - Riverside
Seeking a Burden of Pedagogical Responsibility: The Emotional Implications of Remembering and Forgetting. Brenda M. Trofanco, University of Illinois
Latina Bilingual Teachers and Nuestras historias: Using Critical Historical Inquiry in Constructing Other Narratives. Cinthia S. Salinas, The University of Texas - Austin; Maria E. Franquiz, University of Utah; Naseem Rodriguez

29.088. Measurement and Assessment With Technologies for Learning. SIG-Technology, Instruction, Cognition & Learning; Paper Session
Marriott, Fourth Level, Sheffield; 10:35am to 12:05pm
Chair: Ajay Singh
Participants:
Development of a Self-Regulation in a Social Context Scale in a Collaborative Problem-Solving Environment. Victor Law, University of New Mexico; Xun Ge, University of Oklahoma; Deniz Ezeryel, North Carolina State University
Got Game! A Choice-Based Learning Assessment of Data Visualization Skills. Doris B. Chin, Stanford University; Kristen Pilner Blake, Stanford University; Daniel L. Schwartz, Stanford University
Local Semantic Trace: A Method to Analyze Very Small and Unstructured Texts for Propositional Knowledge. Pablo Nicolai Pirnay-Dummer, University of Halle, Germany

Screencasts as a Formative Assessment Tool for Mathematical Explanations. Melissa Marie Soto, San Diego State University; Rebecca Ambrose, University of California - Davis

Simplifying Complexity for Assessment Automation in Computer-Supported Collaborative Learning. Wandi Xing, University of Missouri - Columbia; Michael Marcinkowski, Pennsylvania state; Sean Goggins, University of Missouri - Columbia

Discussant: Russell Almond, Florida State University

29.089. Applied Studies in Validation. SIG-Test Validity Research and Evaluation; Paper Session

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

Chair: Chad M. Gotch, Washington State University

Participants:

- An Assessment of the Factor Structure and Factorial Invariance of Scores From the Readiness to Learn Scale. Thomas J. Smith, Northern Illinois University; M Cecil Smith, West Virginia University; Amy D. Rose, Northern Illinois University; Jovita M. Ross-Gordon, Texas State University - San Marcos

- Perceptions of Standardized Test-Taking Ability Survey: Development, Validation, and Replication. Tanesia Beverly, University of Connecticut; D. Betsy McCooch, University of Connecticut

- The Validity of GRE Scores for Forecasting Performance in Graduate Business Schools. John W. Young; David Marc Klieger, Educational Testing Service; Jennifer Bochenek, ETS; Chen Li, ETS; Frederick A. Cline, ETS

- Validity of Total Score Interpretations From International Assessments. Kate Marino, The Pennsylvania State University

Discussant: William Holmes Finch, Ball State University

**Division and SIG Roundtables**

29.090. Roundtable Session 9; Roundtable Session

29.090-1. Expanding the Conversation on African American Literacies and Language. Division G - Social Context of Education; Roundtable Session

Hyatt, East Tower - Purple Level, Riverside West; 10:35am to 12:05pm

Chair: Brian L. Wright, The University of Memphis

Participants:


- Expanding the African Diaspora Participatory Literacy Community Conceptual Framework: A Tool for the Study of Black Literate Traditions. Tiffany D. Pogue, Albany State University

- Teacher Candidates’ Attitude Toward African American Students’ Communication Patterns. Joy Banks, Bowie State University; Simone Gibson, Morgan State University


Hyatt, East Tower - Purple Level, Riverside West; 10:35am to 12:05pm

Chair: Anne Jeannine Zavell, Niles Township High School District 219

Participants:

- Importance of Peer Interactions for Learning in Linguistically Diverse Classrooms: Applying a Social Network Analytic Lens. Lauren E Molloy, University of Virginia; Amanda Kibler, University of Virginia; Valerie A Fitch, University of Virginia


- Near-Peer Mentors: Enhancing Underrepresented Students’ Learning and Engagement in STEM Through Informal Learning Environments. Jacqueline Leonard, University of Wyoming; Scott Chamberlin, University of Wyoming


Hyatt, East Tower - Purple Level, Riverside West; 10:35am to 12:05pm

Chair: Ann Mogosh Mason, University of Wisconsin - River Falls

Participants:

- International Study Tours and the Significance of “Outsider” Experiences for the Professional Development of Teachers. Raymond Young, SIT Graduate Institute


- Terms of Inclusion: Social Justice, Volunteer Tutoring, and White Supremacy. Juliet Kunkel, Berkeley University of California


Hyatt, East Tower - Purple Level, Riverside West; 10:35am to 12:05pm

Chair: Taucia Gonzalez, Arizona State University

Participants:


- Academic Biliteracy in College: Borderland Undergraduate Engineering Students’ Mobilization of Linguistic and Semiotic Resources. Alberto Esquinca, The University of Texas - El Paso; Erika L. Mein, The University of Texas - El Paso; Angelica Monarrez, University of Texas at El Paso; Elsa Quiroz Villa, The University of Texas - El Paso

- Preservice Teachers’ Digital Literacy Autobiographies: What Can We Learn From Their Composition? Margot Jessica Filipenko, The University of British Columbia; Marianne McTavish, The University of British Columbia


Hyatt, East Tower - Purple Level, Riverside West; 10:35am to 12:05pm

Chair: James Scott Brown, Indiana University

Participants:

- Digital Video Composition With Children With Special Needs as Redistributive Social Justice: Javier’s Case. Jessica Zacher Pandya, California State University - Long Beach; Nat Hansuwadha, California State University - Long Beach; Kathleen Allenc Consul Pagdilao, California State University - Long Beach; Maricela Orte, California State University - Long Beach


- Knowing Obama: An Exploration Into Student Learning About the 44th President. William L. Smith, The University of Texas - Austin

- Control, Culture, and Curriculum Policy in Chester Finn and the Fordham Institute. Donal E Mulcahy; Wake Forest University

29.090-6. Parent and Community Resources. Division G - Social Context of Education; Roundtable Session

Hyatt, East Tower - Purple Level, Riverside West; 10:35am to 12:05pm

Chair: Roderick LaMar Carey, University of Maryland - College Park

Participants:

- Beyond the Greatest Hits: A Counterstory of English Learners’ Parent Involvement. Ashley Elizabeth Simpson Baird, University of Virginia; Rebecca Bergey, University of Virginia

- Exploring the Formation of Home and Community Capacity and Its Effects on Math Achievement. Ryan Charles Miskell, University of Oklahoma

- Freedom Schools as Settings for Youth Development: Identifying Community-Based Assets and Accountability Criteria. Nancy Ares, University of Rochester

- Opportunities for Transformation and Emanicipation Through Community-Centered Research. Constance Khupe, University of the Witwatersrand


Hyatt, East Tower - Purple Level, Riverside West; 10:35am to 12:05pm

Chair: Kristen P. Geosling, The University of British Columbia

Participants:

- Family Structure Instability and the Educational Persistence of Young People in England. Gillian Hampden-Thompson, University of Sussex;
Claudia Lucia Galindo, University of Maryland - Baltimore County
Remapping the Relations Between Schools and Indigenous Communities: Intercultural and Bilingual Preschools in Chile. Rubenini Dasi Becerra, University of Washington; Illich Silva-Peña

Hyatt, East Tower - Purple Level, Riverside West; 10:35am to 12:05pm
Participants:
A Critical Race Theory Analysis of the P–16 Movement in Texas: Symbolic Policy or Substantive Reform? Stefani Thachik, Virginia Commonwealth University; Katherine Cumings Mansfield, Virginia Commonwealth University
College as a Mental Construct: Contrasting the Cognitive Frames of Latino Parents and Policy Makers. Wendy Y. Perez, University of California - Los Angeles
Toward Justice in Chicago and Milwaukee? An Exploratory Study of Each City’s “College for All” Efforts. Raquel Farmer-Hinton, University of Wisconsin - Milwaukee; Kelly K. Rijfel, Tulane University

Hyatt, East Tower - Purple Level, Riverside West; 10:35am to 12:05pm
Chair: Catherine A. Lugg, Rutgers University
Participants:
Educating Edward Snowden: Reconfiguring Public Schooling for National Security. Nicole Nguyen, University of Illinois at Chicago
Educating From the Ballot Box: The Use of Education Ballot Initiatives in the United States. Amy Nichole Farley, Colorado Education Initiative
Fund-Raising Policy and the Struggle for Justice in Ontario, Canada. Sue Winton, York University
Surveying Teachers on Reading, Reforms, and Resources: Elementary Teachers Teach Literacy in Contexts of Mandated Curriculum and Educational Policies. Chad H. Waldron, The Pennsylvania State University; Erendira Rueda, Vassar College; Jesse Moya, Siena College

Hyatt, East Tower - Purple Level, Riverside West; 10:35am to 12:05pm
Participants:
Challenging the Merits of Close Reading for Students With Learning Disability. Amy Lynn Boele, University of Colorado - Denver
Classroom Discussions and Individual Student Participation in Literary Reasoning. Teresa Sosa, Indiana University - IUPUI; Candice Burkett, University of Illinois at Chicago; Susan R. Goldman, University of Illinois at Chicago
Surveying Teachers on Reading, Reforms, and Resources: Elementary Teachers Teach Literacy in Contexts of Mandated Curriculum and Educational Policies. Chad H. Waldron, The Pennsylvania State University - Erie, The Behrend College

29.090-11. Secondary and Postsecondary Persistence Among Marginalized Youth. Division G - Social Context of Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 10:35am to 12:05pm
Chair: Nathan Napoleon Alexander, University of San Francisco
Participants:
Dropout Legacy: An Examination of Historic Neighborhood Dropout Rates and Contemporary Dropout Behavior. Matthew Martinez, The University of Texas - San Antonio
Improving College Enrollment of At-Risk Students at the School Level. Ryan Nicholas Goodwin, Michigan State University; Barbara Schneider, Michigan State University; Michael Broda, Michigan State University; Wei Li, Michigan State University; Heather L Johnson, Michigan State University
Searching for Black Womanist Care in a School for Dropout Youth. Jennifer Buehler, Saint Louis University; Lauren Rea Preston, Saint Louis University
What Does It Mean to Belong? First-Generation Students Negotiating a Sense of Belonging in Elite College Settings. Erendira Rueda, Vassar College; Jesse Moya, Siena College

29.090-12. Supporting Youth as Critical Change Agents. Division G - Social Context of Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 10:35am to 12:05pm
Chair: Torie L. Weiston, Claremont Graduate University
Participants:
Critical Research and Youth Community Engagement: Youth Participatory Action Research With Latina/o Youth in Oakland. Dinorah Sanchez Loza, University of California - Berkeley
Cultivating Youth as Empowerment Agents Within the Schoolhouse Walls. Kathryn G. Here, Montclair State University; Samuel M. Davidson, University of New Mexico
Let’s Change Illinois Together: Youth Civic Engagement and New Media. Anna Bethane, Northwestern University; Matthew Easterday, Northwestern University; Elizabeth Gerber, Northwestern University

29.090-13. Self-Study and the Role of the Mentor. SIG-Self-Study of Teacher Education Practices; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 10:35am to 12:05pm
Chair: Shawn M. Bullock, Simon Fraser University
Participants:
Examining the Facilitation of Educators’ Self-Study for Instructional Change. Deborah L. Tidwell, University of Northern Iowa
Dilemmas in Facilitating English Language Learner Teacher Inquiry: Is There a Place for an Authoritative Voice? Sarah Capitelli, University of San Francisco
Moving From Outsiders to Insiders: Working With a Teacher Research Group. Clare Kosnik, University of Toronto; Pooja Dharamshi, University of Toronto - OISE; Shelley Murphy, OISE/University of Toronto

29.090-14. Blackboard Jungle in the 21st Century: Transforming Schools With Marginalized Youth. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 10:35am to 12:05pm
Chair: Richard V. Kahn, Antioch University Los Angeles
Participants:
A School With a View: Fear and Loathing in 21st-Century Schools. Eleanor Jane Blair, Western Carolina University
Radical Youthwork as a Site of Liberatory Potential for Marginalized Black Youth. Erica Edwards, Georgia State University
Critical Discourse as a Transformative Tool for Latino Youth Participants of a Gang Intervention Program. Mario Gerardo Galicia, University of California - Santa Barbara; Victor Rios, University of California - Santa Barbara

29.090-15. Critical Educators in Multiple Critical Spaces. SIG-Critical Educators for Social Justice; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 10:35am to 12:05pm
Chair: Christopher B. Crowley, West Virginia University
Participants:
Speak Out and Listen Up: Using Academic Debate and Dialogism to Develop Justice in Classrooms. Susan Anne Cridland-Hughes, Clemson University; Jacquelyn A. Malloy, Clemson University; Angela M. Rogers, Clemson University
Stakeholders’ Perceptions Regarding Zero Tolerance and Disproportionate Exclusions of African American Male Students. Cedra Ross Baber, North Carolina A&T State University; Bertha Kornegay Dixon, North Carolina A&T State University
Student Affairs Professionals in the Community College: Critically Examining Preparation from a Social Justice Lens. Amanda O. Latz, Ball State University; C. Casey Ozaki, University of North Dakota; Dan W Royer, Ball State University, Anne M. Hornak, Central Michigan University
Toward Justice: Dual Language Immersion Program Access in the State of Arizona. Laura M Gomez, ASU

29.090-16. Critical Educators Moving Forward With Social Justice Education. SIG-Critical Educators for Social Justice; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 10:35am to 12:05pm
Chair: Jim L. Hollar, Central Washington University
Participants:
Defining Social Justice in Teacher Action Research. Michelle Y. Spara, Cabrini College
Qualitative Analysis of the Experiences and Ideas of Foundations’ Scholars: Halting of the Decline of Social Foundations of Education. Jacquelyn R. Benchik-Osborne, Dominican University; Bradley J. Portillo, California State University, East Bay
Investigating Teacher Change Agency Through the Use of Equity
29.090-17. Contextual Influences on Reform Efforts in School Districts. SIG-Districts in Research & Reform; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 10:35am to 12:05pm
Chair: Elizabeth N. Farley-Ripple, University of Delaware
Participants:
- Examining the Influence of State Collective Bargaining Policy on the Design of School Districts’ Teacher Evaluation Systems. Regina R. Umpstead, Central Michigan University; Benjamin Michael Superfine, University of Illinois at Chicago; Ben Pogodzinski, Wayne State University; David Mayrowetz, University of Illinois at Chicago
- Private Actors and Trust in School District Implementation of English Learner Policy. Erica Owyang Turner, University of Wisconsin-Madison; Rebecca Jane Lowenhaupt, Boston College

29.090-18. Social Movements, Culture, and Context in Educational Change. SIG-Educational Change; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 10:35am to 12:05pm
Chair: Santiago Rincon-Gallardo, Ontario Institute for Studies in Education
Participants:
- Social Movements and Educational Change: An Integrative Review of the Literature. Tricia Niesz, Kent State University; Rachel Foot, Kent State University; Christy Burke Walksuki; Aaron Korora
- Morphogenetic Approach to Educational Change: Its Theoretical and Methodological Values. Sunghoe Lee, Korean Educational Development Institute; Ba-Ul Paul Chung, Korean Educational Development Institute
- The Future of the Principalship in Canada. Jean-Claude Couture, Alberta Teachers’ Association; Penelope Jean Moehle, Southern New Hampshire University
- A Four-Year Study of Teacher Evaluation Implementation From the Principals’ Perspective. Mary Lynne Derrington, The University of Tennessee; John Wilson Campbell, Alcoa City Schools

29.090-19. Methodological Considerations in Ethnographic Practice. SIG-Qualitative Research; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 10:35am to 12:05pm
Chair: Adrienne D. Dixon, University of Illinois - Urbana-Champaign
Participants:
- Urban Education and the Strengths of Longitudinal Ethnography: Evidence From the Field. Amy Elizabeth Stich, Northern Illinois University; Kristin Cipollone, Buffalo State College - SUNY; Lois Weis, University at Buffalo - SUNY
- Using Duophotography to Explore Spaces of Discomfort: A Three-Year Conversation Between a Young Woman Labeled With Intellectual Disability and a University Professor. Emily A. Nusbaum, University of Colorado - Colorado Springs
- Of Embodiment and Ether: Understanding the Complexity of Relationships in American Masculine Culture. Jim Burns, Southern University-Commerce
- Reconsidering Tableau as a Methodological Text: On the Luxury of Repeated Communal Interpretation. Jenifer J. Schneider, University of South Florida

29.090-20. Enacting Participatory Environmental Education. SIG-Environmental Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 10:35am to 12:05pm
Chair: Catherine Hart, University of Regina
Participants:
- Growing Possibilities in a Secondary School Integrated Environmental Studies Program. Mary Catherine Breunig, Brock University; Constance L. Russell, Lakehead University

29.090-21. Action Research in Teacher Education. SIG-Action Research; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 10:35am to 12:05pm
Chair: Janet Stramel, Fort Hays State University
Participants:
- Resident Teacher Research: Toward Data Literacy and Reflective Practice Through the Texas Teacher Residency Program. Carole Walker, Texas A&M University - Commerce; Martha M. Foote, Texas A&M University-Commerce; Gil Naizer, Texas A&M University - Commerce; Kita Price Blount, Texas A&M - Commerce
- (Re)visioning Teacher Education Curriculum and Pedagogy Through a Queer Lens: An Action Research Study. Roni Jo Draper, Brigham Young University; Jennifer J. Wimmer, Brigham Young University
- Questions They Ask: Considering Teacher-Inquiry Questions Posed by Preservice English Teachers. April Sinun Salerno, University of Virginia
- Sense of Efficacy Differences Between Teachers Beginning and Completing an Action-Based Graduate Education Program. Matthew Moehle, Southern New Hampshire University; Wendy K Baker, Southern New Hampshire University

29.090-22. Learning Environments and LGBTQ Identity and Well-Being Across Levels of Development. SIG-Queer Studies; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 10:35am to 12:05pm
Chair: Steven Thurston Oliver, Salem State University
Participants:
- Gay Teacher Identity Development: Negotiating and Enacting Identity to Interrupt Heteronormativity. Zaid M. Haddad, The University of Texas - San Antonio
- Fostering Safe, Supportive Schools for LGBT Students: A Study of a High School Gay—Straight Alliance. Jeffrey M. Poirier, American Institutes for Research
- The Relationship Between Sexual Identity Acceptance and Self-Determination for LGB-Identified University Students in Classroom Settings. Sherry Kollmann, Southern New Hampshire University
- Queering the Ed.D.: Developing Advocacy Leadership for LGBTQ Students and Studies Across a University System. Allison Mattheis, California State University - Los Angeles; Dickson S Perry, California State University - Los Angeles; Valerie Fae Royalty-Quan, San Francisco State University

29.090-23. Buddhism, Taoism, Confucianism, and Education in the 21st Century. SIG-Confucianism, Taoism, and Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 10:35am to 12:05pm
Chair: Mei W. Hoyt, University of North Texas
Participants:
- Becoming a Walkaway: A Buddhist and Depth Psychological Approach to Scapegoating. Alexandra Fidyk, University of Alberta
- Pros and Cons of Confucian Values and Their Shaping of Mainland China University Students’ Mental State. Zang Lei, Tsinghua University; Wang Xiaoyang, Tsinghua University
- Sense of Self: A Comparative Study Between American and Chinese College Students. Dengting Boyanton, Long Island University - C.W. Post Campus
- Teachers’ Attitudes Toward Education of Traditional Morality in Mainland China. Xi Wang, Beijing Normal University

29.090-24. Marxist Perspectives on Decolonialism. SIG-Marxian Analysis of Society, Schools and Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 10:35am to 12:05pm
Chair: Sheila L. Macrine, University of Massachusetts - Dartmouth
Participants:
- Disrupting La Cultura Matanza Toward a Socialist Alternative: A Marxist
Perspective and the Decolonial Option. Lilia D. Monzo, Chapman University; Peter L. McLaren, Chapman University
Accumulation Patterns and New Forms of Commodification of Working-Class Education in Brazil. Inny Aciooby, Universidade Federal do Rio de Janeiro
Decolonial Pedagogy: Disrupting the Cultura Matanza. Peter L. McLaren, Chapman University

29.090-25. Data Use and Proficiency Considerations for Diverse School Settings, SIG-School Effectiveness and School Improvement; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 10:35am to 12:05pm
Chair: Cory Meyers, American Institutes for Research
Participants:
Building Assets Reducing Risks: Academic Success for All Students Through Positive Relationships and Use of Real-Time Data. Maryann Corsoello, Corsello Consulting; Anu R Sharma, S&S Consulting; Angela Jerabe, Search Institute
Data Use and Classroom Instruction: Have We Hit a Wall? John Wachen, University of North Carolina - Chapel Hill; Christopher Harrison, University of North Carolina - Chapel Hill; Lora A. Cohen-Vogel, University of North Carolina - Chapel Hill
Implementation of a Proficiency-Based Diploma System: Early Experiences in Rural School Districts. Erika K Stump, University of Southern Maine; David L. Silversnail, University of Southern Maine
Proficiency- and Competency-Based Learning: Definitions, Policies, and Factors Related to Implementation. Aubrey Scheopner Torres, Saint Anselm College; Jessica Brett; Joshua David Cox, Education Development Center; Inc.

29.090-26. (Fem)Powered!? Inquiry Together. SIG-Research on Women and Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 10:35am to 12:05pm
Chair: Barbara Dennis, Indiana University
Participants:
Feminist Research in Dialogue. Melissa McNab, Indiana University - Bloomington; Barbara Dennis, Indiana University
The Possibilities in and out of Feminist Research as Reflexive Researchers. Alycia M. Elfferich, Indiana University - Indianapolis; Zafikhar Ozalogan, Indiana University
Essential Creativity in Feminist Research. Gina Gabriele Mosier, Indiana University - Bloomington; Robin Jones, Indiana University
The Intersections of Personal Reflections and Metatheory: A Photovoice Project. Libba Wilcox, Indiana University - Bloomington; Leah Peck, Indiana University - Bloomington; Alexandra Panos, Indiana University - Bloomington; Dianna Huxhold, Indiana University - Bloomington

29.090-27. National and International Perspectives: Race, Ethnicity, and Class. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 10:35am to 12:05pm
Chair: Kamala Vychel Williams, Texas A&M University
Participants:
A Narrative Approach to the Cultural Identification of Rural Migrant Muslim Students in Northwest China. Tao Wang, University of Washington - Seattle
Reproduction of Class and Race in Globalized Higher Education: Asian International Students’ Experiences in an American University. Sejong Ham, University of Wisconsin - Madison
Exploring Ethnicity in Initial Teacher Education: The Nationality/ies, Ethnicity/ies, and Experiences With Diversity of Student Teachers in Ireland. Manuela Heinz, National University of Ireland - Galway; Elaine Keane, National University of Ireland - Galway; Conor Foley, National University of Ireland Galway
“No Longer European, Not Yet African”: Die Antwoord, White Liminality, and Race Bending in Contemporary South Africa. Paul Badenhorst

29.090-28. Issues of Race, Ethnicity, and Class. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 10:35pm to 12:05pm
Chair: Quinita D. Ogletree, Texas A&M University
Participants:
Experiencing Racism While Preparing for U.S. Citizenship. Annette M.M. Simmons, College of Saint Scholastica
Reimagining Critical Race Theory in Education: Mental Health, Healing, and the Pathway to Liberatory Praxis. Ebony Omotola McGee, Vanderbilt Peabody College; David O. Stovall, University of Illinois at Chicago
Social Capital: Conceptual and Practical Considerations in Reciprocal Family Connections. Margaret M. Ferrara, University of Nevada - Reno
The Problem: Reconstructing Black Human Action. Derrick Robinson, University of North Carolina - Charlotte
White Innocence as a Vestige of Segregation. Richard A. Orozco, The University of Arizona

Division and SIG Posters

29.090-1. Division K Section 3 Poster Session 2. Division K - Teaching and Teacher Education; Poster Session
Sheraton, Fourth Level, Chicago VI&VII; 10:35am to 12:05pm
Posters:
1. Language, Culture, and Heritage Shape Teachers’ Personal–Professional Identities. Huong T. Nguyen, California State University - Long Beach
2. Pathways to Building Positive Teacher-Student Relationships: A Case-Study of Two Middle School Teachers. Loraine Marie Moore, University of California - Irvine; Michelle Samura, Chapman University
3. Qualitative Findings From the Study of Relationships Between School Culture, Internal Factors, and State of Flow. Amanda Mayeaux; Dianne F. Olivier, University of Louisiana at Lafayette
4. T-Rex and Me: A Reluctant Autoethnography. Tessa Bishop, Tennessee Technological University
5. Teacher Candidate Dispositions: Accountability and Justice. Vince Joseph Rinaldo, Niagara University; Thomas J. Sheeran, Niagara University; Paul J. Vermette, Niagara University
6. The Professional Legitimacy of Taiwanese-Educated Versus U.S.-Educated Nonnative English-Speaking Teachers (NNESTs) in Taiwan. Pei-Chia Liao, University of Washington
8. The Professional Identity Construction of Migrant Teachers From South Asia and Southeast Asia in Hong Kong. Mingyue (Michelle) Gu, Chinese University of Hong Kong; Suresh Canagarajah
10. “I Want to Be THAT Teacher”: Exploring Career and Self-Perceptions in Prospective Teacher Candidates. Christine Strayer, Western Michigan University; Allison J. Hart-Young, Western Michigan University
11. “I Do This for Every Reason America Doesn’t Want Me To”: African American Male Instructors’ Organic Pedagogies of Love and Resistance. Kihana Miraya Ross, University of California - Berkeley; Naiolah Suad Nasir, University of California - Berkeley, Jarvis Ray Givens, University of California - Berkeley; Sepehr Vakil, University of California - Berkeley; David Philoxene, University of California - Berkeley; Maxine Ramona McKinney de Royston, University of California - Berkeley; Tia C. Madkins, University of California - Berkeley
12. The Experiences of University Education Faculty Engaging in Communities of Practice. Ann Marie Smith, The University of Texas - Permian Basin; Jeannine Hurst; Elizabeth T. Murakami, Texas A&M University San Antonio

29.090-2. Teacher Education Policy Poster Session. Division K - Teaching and Teacher Education; Poster Session
Sheraton, Fourth Level, Chicago VI&VII; 10:35am to 12:05pm
Posters:
13. Departmentalized or Self-Contained: The Changing Face of Elementary Schools’ Grade Level Structures. Audra Parker, George Mason University; Lori Rakes, Florida Southern College; Katie Arnd,
University of South Florida


Statewide Collaboration in Support of Improved Teaching and Teacher Education Practices for Bilingual Students: When Competitors Don’t Compete. Kara Mitchell Viesca, University of Colorado - Denver; Jeanette Amany, Jones International University; Lorretta Chavez, Metropolitan State College of Denver; Karla J. Esser, Regis University

29.091-3. Developing Identity and Practice as College Teachers. SIG-Faculty Teaching, Evaluation, and Development; Poster Session Sheraton, Fourth Level, Chicago VI&VII; 10:35am to 12:05pm

Posters:

16. Developing Online Teacher Identities: The Experiences of First-Time Online Instructors. Janet M. Alsup, Purdue University; Jennifer C. Richardson, Purdue University; Lisa Schade Eckert, Northern Michigan University

17. Experiencing Difference: The Impact of Prior Teaching in Other Contexts on Faculty Teaching. Anne C. Benoit, Curry College

18. Faculty Development as Mentoring. Patricia E. Calderwood, Fairfield University; Suzanna Klaf, Fairfield University


20. Learning to Teach Integrated Reading and Writing: Community College Faculty Experiences With Reform. Susan Bickerstaff, Teachers College, Columbia University; Julia Kaufman, Community College Research Center; Maria S Cormier, Teachers College, Columbia University

29.091-4. Game Design and Game-Based Learning. Division C - Learning and Instruction; Poster Session Sheraton, Fourth Level, Chicago VI&VII; 10:35am to 12:05pm

Posters:

21. A Meta-Analysis: The Effect of Video Games in Math on Student Achievement. Sungwoong Lee, Florida State University; Kyungwha Cho, Florida State University

22. Can Playing Portal Affect Spatial Thinking and Physics Intuitions? Deanne Marie Adams, University of Notre Dame; Celeste Pilegardi, University of California - Santa Barbara; Richard E. Mayer, University of California - Santa Barbara

23. Effects of Game-Based Learning on Students’ Mathematics Achievement: A Meta-Analysis. Umit Tokac, Florida State University; Elena Novak, Western Kentucky University; Christopher Thompson, Florida State University

24. How Teachers Use Digital Games for Formative Assessment: Exploring Gaps Between Design and Practice. Barry J. Fishman, University of Michigan - Ann Arbor; Rachel B Snider, University of Michigan - Ann Arbor; Michelle M. Riconscente, New York Hall of Science; Tzuchi Tsai, New York University; Jan L. Plass, New York University

25. Literature Review on Learning Games: A Pedagogical Perspective. Marjaana Kangas, University of Helsinki; Antti Koskinen; Leena Krofors, University of Helsinki

26. Making Digital Games and Design Thinking: An Updated Review. Elisabeth R. Gee, Arizona State University; Kelly Tran, Arizona State University - Tempe

27. Playable Stories: Situating Programming, Game Design, and Computational Thinking Within a 3-D Narrative-Based Programming Environment. Adam Ingram-Goble, Arizona State University - Tempe

28. Prompting Connections Between a Fraction Game and School Mathematics. Carmen Petrick Smith, University of Vermont

29. Round, Square, or Spiky: Deconstructing the Emotional Design of Video Game Characters. Melissa L. Biles, New York University; Jessica M. Szcuka, University of Duisburg-Essen; Nicole C. Krümmer, University of Duisburg-Essen; Jan L. Plass, New York University

29.091-5. Inquiry and Problem Solving: Tools, Scaffolds, and Strategies. Division C - Learning and Instruction; Poster Session Sheraton, Fourth Level, Chicago VI&VII; 10:35am to 12:05pm

Posters:


31. Comparing Teacher Use of Logistic and Conceptual Indicators to Guide Online Science Inquiry. Jonathan Michael Viale, University of California - Berkeley; Libby F. Gerard, University of California - Berkeley; Derman Francis Donnelly, University of California - Berkeley; Elizabeth McBride, University of California - Berkeley; Marcia Linn, University of California - Berkeley


34. Story-Based Learning: The Impact of Expert Videos in Collaborative Problem Solving. Derya Kici, University of Toronto

35. Conflict Opportunities in Collaborative Problem Solving: Comparison Between Human-to-Human and Human-to-Agent Settings. Yigel Rosen, Pearson

29.091-6. Gendering Citizenship in the Global City: A Case Study of Identity, Citizenship, and Schooling in Madrid (Spain). Division B - Curriculum Studies; Poster Session Sheraton, Fourth Level, Chicago VI&VII; 10:35am to 12:05pm

Poster:


29.091-7. Ojibwe Intergenerational Teachings. Division B - Curriculum Studies; Poster Session Sheraton, Fourth Level, Chicago VI&VII; 10:35am to 12:05pm

Poster:

37. Ojibwe Intergenerational Teachings. Julie Burns-Ross, Oakland University and Eastern Michigan University

29.091-8. Preceding Authorial Agency: Investigating the Multiple Discourses a Youth Author Engages When Discussing and Composing an Autobiographical Digital Story. Division B - Curriculum Studies; Poster Session Sheraton, Fourth Level, Chicago VI&VII; 10:35am to 12:05pm

Poster:

38. Preceding Authorial Agency: Investigating the Multiple Discourses a Youth Author Engages When Discussing and Composing an Autobiographical Digital Story. Rebecca Beucher, University of Colorado - Boulder

29.091-9. Using Critical Race Theory and Latino Critical Race Theory to Analyze Catholic Education. Division B - Curriculum Studies; Poster Session Sheraton, Fourth Level, Chicago VI&VII; 10:35am to 12:05pm

Poster:


29.091-10. Issues in Caribbean and African Education. SIG-Caribbean and African Studies in Education; Poster Session Sheraton, Fourth Level, Chicago VI&VII; 10:35am to 12:05pm

Posters:


41. The Nature of Reasoning-and-Proving Opportunities in Secondary School Textbooks in Trinidad and Tobago. Andrew Anthony Hunte, University of Illinois at Urbana-Champaign

42. The Spreading of HIV in Sub-Saharan Africa: Ivorian Perspectives on Factors That Explain the Rise in HIV Prevalence Rate in the Ivory Coast. Gustave F. Afo, Teachers College, Columbia University

43. Trinidad and Tobago: National Standardization, Scaling, and
Validation of Adjustment Scales for Children and Adolescents. Paul A. McDermott, University of Pennsylvania; Anna Rhoad, University of Pennsylvania; Jessica Chao, University of Pennsylvania; Marley Watkins, Baylor University; Frank C. Worrell, University of California - Berkeley; Tracey E. Hall, Center for Applied Special Technology

29.091-11. Division C, Section 3B Poster Session. Division C - Learning and Instruction; Poster Session
Sheraton, Fourth Level, Chicago VII; 10:35am to 12:05pm
Poster:
44. Critical Review on Mobile Technology-Supported Science Learning: Instructional Strategies and Challenges. Yu-Hui Ching, Boise State University; Yu-Chung Hsu, Boise State University

Friday, 10:45 am

SIG Sessions

30.010. Visit to Evanston Township High School: A Public School Whose Progressive Restructuring Initiative Works to Provide Each Child With Access to Honors-Level Classes. SIG-Tracking and Detracking; Off-Site Visit
Evanston Township High School, 1600 Dodge Avenue, Evanston, IL; 10:45am to 4:15pm
Visit Leader: Steven Drouin, San Jose State University

Governance Meetings and Events

31.001. AERA Affirmative Action Council: Closed Meeting. AERA Governance; Governance Session
Hyatt, West Tower - Bronze Level, Water Tower; 12:25-1:55pm
Chair: Lisa Bass, North Carolina State University

31.002. AERA Professional Development and Training Committee: Closed Meeting. AERA Governance; Governance Session
Hyatt, West Tower - Bronze Level, Columbia; 12:25-1:55pm
Chair: Melora A. Sundt, University of Southern California

AERA Related Activities

31.010. AERA Past Presidents Luncheon: Invitation Only. AERA Related Activities; Governance Session
Hyatt, West Tower - Bronze Level, Gold Coast; 12:25-1:55pm
Chair: Barbara Schneider, Michigan State University

Presidential Sessions

Hyatt, West Tower - Gold Level, Regency D; 12:25-1:55pm
Chair: Ellen Condliffe Lagemann, Bard College
Participants:
College in Prison: Past, Present, and Future. Ellen Condliffe Lagemann, Bard College
National Replication: Divergent Models of College in Prison. Daniel Karpowitz, Bard College
The Importance of a Reentry Support as Part of College in Prison. Jed B. Tucker, Bard College
Education Justice: Program, Policies, and Practices. Rebecca Ginsburg, University of Illinois at Urbana-Champaign
Discussant: Craig Wilder, Massachusetts Institute of Technology

Sheraton, Second Level, Michigan D; 12:25-1:55pm
Chairs: Jonathan I Gayles, Georgia State University; Roxana Walker-Canton, Living Thinkers Film

31.013. From Classrooms to Outer Space via Public Policies: Renowned Intellectuals and Leaders Articulate Opportunities and Challenges - Interactive Town Hall Session. AERA Presidential Session; Invited Speaker Session
Hyatt, East Tower - Gold Level, Grand CDEF; 12:25-1:55pm
Chair: Beverly Lindsay, University College London
Participants: James Gates, University of Maryland - College Park; Shirley Malcom, American Association for the Advancement of Science; Michael Jonathan Reiss, Institute of Education - London

AERA Sessions

31.014. Opportunities and Priorities for Education Data and Statistics at the National Center for Education Statistics (NCES). AERA Sessions; Invited Speaker Session
Hyatt, West Tower - Gold Level, Toronto; 12:25-1:55pm
Chair: George W. Bohrnstedt, American Institutes for Research
Speaker: Peggy G. Carr, National Center for Education Statistics/IES, U.S. Department of Education
Discussants: William H. Schmidt, Michigan State University; Jane Hannaway, Georgetown University and American Institutes for Research

31.015. Perspectives on Replication in Education Research. AERA Sessions; Invited Speaker Session
Hyatt, West Tower - Gold Level, Regency AB; 12:25-1:55pm
Chair: Rebecca A. Maynard, University of Pennsylvania
Participants: Matthew C. Mikel, Duke University; Jonathan A. Plucker, University of Connecticut; Therese D. Pigott, Loyola University Chicago; Greg Duncan, University of California - Irvine
Discussant: Larry F. Hedges, Northwestern University

31.016. Meet Journal Editors: Journal Talks 2. AERA Sessions; Invited Roundtable
Hyatt, East Tower - Purple Level, Riverside East; 12:25-1:55pm
Participants:
1. Journal of Critical Scholarship on Higher Education and Student Affairs. Dian O Squire, Loyola University Chicago; T.J. Jourian, Loyola University Chicago
2. AERA Open. Mark Warschauer, University of California - Irvine
3. Vitaecolasticae. Linda C. Morice, Southern Illinois University - Edwardsville; Alison G. Reeves, Southern Illinois University - Edwardsville
4. Journal of At-Risk Issues. Rebecca A. Robles-Pina, Sam Houston State University
5. Teaching and Curriculum Dialogue. David J. Flinders, Indiana University; Christy M. Maroye, University of Northern Colorado
7. The Urban Review. William T. Pink, Marquette University; George W. Noblit, University of North Carolina at Chapel Hill
8. Journal of Catholic Education. Rebecca Herr-Stephenson, Loyola Marymount University
9. Journal of School Leadership. Gaetane Jean-Marie, University of Louisville; Curt M. Adams, University of Oklahoma; Sonya Douglass Harford, George Mason University; Natalie A. Tran, California State University - Fullerton; Bradley W. Carpenter, University of Louisville
10. Journal of School Choice. Robert A. Maranto, University of Arkansas; Patrick J. Wolf, University of Arkansas; Sivan Tuchman, University of Arkansas at Fayetteville; Nina K. Buchanan, University of Hawaii; Robert A. Fox, University of Hawaii at Hilo
11. Journal of Research on Technology in Education. Dave L. Edyburn, University of Wisconsin - Madison; Dave L. Edyburn, University of Wisconsin - Madison
12. International Journal of STEM Education. Yeping Li, Texas A&M University
16. Journal of Experiential Education. Pat Maher, Cape Breton University
17. Journal of Transformative Education. John M. Dirks, Michigan State University
20. Early Childhood Education Journal. Sarah Futrell Baron, Kern County Superintendent of Schools
21. CY Research and Instruction. Sherron K. Roberts, University of Central Florida; Michelle J. Kelley, University of Central Florida

**Committee Sessions**

**31.017. Chicago and Spoken Word.** Graduate Student Council Co-sponsored with Graduate Student Council; Invited Speaker Session
Chair: Karla Manning, University of Wisconsin - Madison

**31.018. Division B Fireside Chat. Bringing Ferguson to Our Classrooms:**
The Implications of Michael Brown’s Teacher Curricula. Graduate Student Council Co-sponsored with Graduate Student Council, Division B - Curriculum Studies; Invited Speaker Session
Chair: Adrianne Rochelle Pinkney, Emory University; Kristen Duncan, University of Georgia - Athens
Speakers: Jennifer R. Esposito, Georgia State University; Tyrone C. Howard, University of California - Los Angeles; Bettina L. Love, University of Georgia; David O. Stovall, University of Illinois at Chicago; Richard Ayers, University of San Francisco

**31.019. Division K Fireside Chat. Praxis Works:**
Forging Social Justice With the Work of P-12 Teachers, Teacher Educators, Researchers, and Policy Makers. Graduate Student Council Co-sponsored with Graduate Student Council, Division K - Teaching and Teacher Education; Invited Speaker Session
Chair: Twosa Roberts, Michigan State University
Speakers: Tamara O. Jackson, University of South Carolina; Rita Kohli, University of California - Riverside; Ee-Ling Low, National Institute of Education - Nanyang Technological University; Louie F. Rodriguez, California State University - San Bernardino

**31.020. From Preparation to Practice: An International Study of Teacher Preparation and Practice in Three Countries:**
International Relations Committee; Invited Speaker Session
Chair: Helen M.G. Watt, Monash University
Participants: Effects of Teaching Experiences and School Contexts on the Development of Teacher Beliefs and Motivation: A Longitudinal Study in Germany, Taiwan, and the United States. Sigrid Blömeke, University of Oslo; Richard T. Houang, Michigan State University; Feng-Jui Hsieh, National Taiwan Normal University; Ting Ying Wang, National Taiwan Normal University
The Relationship of Teacher Preparation to On-the-Job Satisfaction and Its Challenges. Ting Ying Wang, National Taiwan Normal University; Richard T. Houang, Michigan State University; Feng-Jui Hsieh, National Taiwan Normal University; Sigrid Blömeke, University of Oslo
Discussant: John R. Schvile, Michigan State University

**31.021. Humanizing Research Praxis Toward Indigenous Justice:**
A Fireside Chat. Social Justice Action Committee; Invited Speaker Session
Chair: Cueponcaxochitl Sandoval, Arizona State University; and Nicole Blalock, Arizona State University
Speakers: Django Paris, Michigan State University; Maisha T. Winn, University of Wisconsin - Madison; Tracy L. Friedel, The University of British Columbia; Man-chiu Lin, Arizona State University - Tempe; Timothy Jose San Pedro, Arizona State University; Daniel Lipe, University of Hawaiʻi at Mānoa; Graham H. Smith, Te Whare Wānanga o Awanuiarangi

**International Organization Sessions**

**31.022. Teacher Educators’ Professional Development: Paradigms and Approaches.** Flemish Forum for Educational Research; Invited Speaker Session
Chair: Susan M. Printy, Michigan State University
Participants: Educational Leadership for Social Justice in Schools Serving Middle-Class Students: Some Insights From Israel’s Religious-System Education. Etti Rafalowitz, Tel Aviv University & Shaanan Teachers College; Izhak Oplatka, Tel Aviv University
Challenging the Dominant Narrative: Liderazgo for Emergent Bilingual Latina/o Students. Joseph Wiemelt, University of Illinois at Urbana-Champaign; Anjale DeVawn Welton, University of Illinois at Urbana-Champaign
School Leadership in an Undocumented Community: Advocacy for a Path to Student Success. Fernando Valle, Texas Tech University; Emily R. Crawford, University of Missouri - Columbia
Leadership for English Language Learners: A Review of Research on Principal Roles in the Context of Shifting Demographics. Rebecca Jane Lowenhaupt, Boston College; Kyle Fagan, Boston College; Caitlin D Hogue, Boston College
Supporting STEM for All Students in Diverse Elementary Schools. Janis Slater, University of Oklahoma; Jean Cate, University of Oklahoma; Linda Atkinson, University of Oklahoma
Discussant: Jane Clark Lindle, Clemson University

**Division Sessions**

**31.023. Challenging the Dominant Narratives: Social Justice Leadership in High-Needs Contexts.** Division A - Administration; Paper Session
Chair: Susan M. Printy, Michigan State University
Participants: Educational Leadership for Social Justice in Schools Serving Middle-Class Students: Some Insights From Israel’s Religious-System Education. Etti Rafalowitz, Tel Aviv University & Shaanan Teachers College; Izhak Oplatka, Tel Aviv University
Challenging the Dominant Narrative: Liderazgo for Emergent Bilingual Latina/o Students. Joseph Wiemelt, University of Illinois at Urbana-Champaign; Anjale DeVawn Welton, University of Illinois at Urbana-Champaign
School Leadership in an Undocumented Community: Advocacy for a Path to Student Success. Fernando Valle, Texas Tech University; Emily R. Crawford, University of Missouri - Columbia
Leadership for English Language Learners: A Review of Research on Principal Roles in the Context of Shifting Demographics. Rebecca Jane Lowenhaupt, Boston College; Kyle Fagan, Boston College; Caitlin D Hogue, Boston College
Supporting STEM for All Students in Diverse Elementary Schools. Janis Slater, University of Oklahoma; Jean Cate, University of Oklahoma; Linda Atkinson, University of Oklahoma
Discussant: Jane Clark Lindle, Clemson University

**31.024. Institutional Efforts to Induce Collaboration and Standardization of Practice.** Division A - Administration; Symposium
Chair: Susan M. Printy, Michigan State University
Participants: Teachers Unions, Collaboration, and Student Performance. Saul A. Rubinstein, Rutgers University; John McCarthy, Rutgers University Standardization of Instruction: The Drivers of Individual Versus Collective Deviation From the Script. Frits Pil, University of Pittsburgh; Carrie R. Leana, University of Pittsburgh
Teacher Collaboration in the Common Core Era: The Role of Teachers’ Networks in the Transition to Ambitious Mathematics Instruction. Jennifer L. Russell, University of Pittsburgh; Stacy Song Kohoe, University of Pittsburgh; Mary Kay Stein, University of Pittsburgh
Teacher Voice in Policy: Bringing Educators to the Table on the Issues That Matter. Angela Minnici, American Institutes for Research; Ellen J. Behrstock-Sherratt, American Institutes for Research
Discussant: Drew H. Gitomer, Rutgers University - New Brunswick/
31.025. “This Is Who I Am”: Indigenous Epistemology, Poetic Inquiry, and Native American Youth Voices. Division B - Curriculum Studies; Symposium
Hyatt, West Tower - Gold Level, San Francisco; 12:25-1:55pm
Chair: Cedric Price, Washington State University
Participants: Indigenous Epistemology and Knowledge Systems, Lynn Marie Becerra, Washington State University; Maria Isabel Morales, Washington State University

Hyatt, East Tower - Green Level, Plaza A; 12:25-1:55pm
Chair: Valerie J. Janesick, University of South Florida
Participants: Learning to Work: Southern Womanism and the Path to Scholarly Inquiry, Bertha R. Morton, Colgate University
Expanding the Notion of Historical Text Through Historic Building Analysis, Christine Baron, Teachers College, Columbia University; Christina L. Dobbs, Boston University
Détournement as a Methodological, Representational, and Pedagogical Praxis, James Trier, University of North Carolina - Chapel Hill
Tracing the Eventful Space of Learning: In and out of a Collaborative Ethnography With Youth, Rachel Lovett Fendler, Universitat de Barcelona
Discussant: Gregory James Dimtriadis, University at Buffalo - SUNY

31.027. The Failure to Act: Climate Change Injustice, Denial, and Education. Division B - Curriculum Studies; Symposium
Hyatt, West Tower - Green Level, Crystal C; 12:25-1:55pm
Chair: Eve Tuck, SUNY - College at New Paltz
Participants: Confronting Reality: Climate Change and Opportunities for Educational Research, Joseph A. Henderson, University of Delaware; Constance L. Russell, Lakehead University
“Nobody Ever RIoted for Austerity”: Education, Research, and the Climate Change Debate, Alan D. Reid, Monash University; Mark Rickinson, Monash University; Matthew Hall, Monash University
Climate Change Education and the Goal of Behavior Change: A Hindrance or a Help in Overcoming Climate Injustices? Jo-Anne Louise Ferreira, Griffith University
Odds of Tomorrow: The Social Organization of Climate Change Responses and Education, Marcia McKenzie, University of Saskatchewan
Exhibiting Climate Change: The Retreat of the Beautiful Soul, Andrew Bieler, University of Saskatchewan
Designing Learning About Climate Change: Beyond Fear and Loathing in Settler-Colonial Societies, Megan Bang, University of Washington

31.028. Division D Luncheon and Business Meeting. For Want of a Nail: How Worthless Subscores Are Causing a Decline in Western Civilization. Division D - Measurement and Research Methodology; Business Meeting
Marriott, Seventh Level, Grand Salon II; 12:25-1:55pm
Chair: Wayne J. Camara, ACT, Inc.
Speaker: Howard Wainer, National Board of Medical Examiners

31.029. New Directions in Research on Bullying and Homophobic Behavior. Division E - Counseling and Human Development; Symposium
Hyatt, East Tower - Green Level, Plaza B; 12:25-1:55pm
Chairs: Jennifer Gref Green, Boston University; Melissa K. Holt, Boston University
Participants: Forgiveness: Does It Improve Mental Health Among Victimized Adolescents? Cong Zhang, Boston University; Melissa K. Holt, Boston University
Bullying: Associations With Occupational Aspirations Among Adolescents. Melissa K. Holt, Boston University; Chelsey Bowman, Boston University
Hazing Experiences Among Previously Bullied College Freshmen. Gerald Reid, Boston University; Jennifer Greff Green, Boston University
Who Intervenes Against Homophobic Behavior? Individual Attributes of Active Bystanders. Paul Poteat, Boston College; Olivier Vecho, University of Paris

31.030. National Crisis and Educational Policy. Division F - History and Historiography; Paper Session
Swissotel, Lucerne Level, Lucerne II; 12:25-1:55pm
Participants: A Century of Educational Crisis and Reform in the United States. Carole J. Trone, Wisconsin Association of Independent Colleges and Universities (WAICU)
Toward Justice? Education Policy and Competing Constructions of the Common Good, 1945–2014. Diana D’Amico, George Mason University; Penelope M. Earley, George Mason University; Rodney K. Hopson, George Mason University; Cheryl O’Connor, George Mason University
Discussant: Sevan G. Terzian, University of Florida

31.031. Advancing Social Justice by Bridging the Cultural Worlds of Students, Families, Communities, Schools, and Universities. Division G - Social Context of Education; Structured Poster Session
Sheraton, Ballroom Level, Sheraton IV; 12:25-1:55pm
Chairs: Lois A. Yamauchi, University of Hawaii - Manoa; Catherine R. Cooper, University of California - Santa Cruz
Participants:
1. Pacific Island Cultural Perspectives in Parent Partnerships. Katherine T. Ratiffe, University of Hawaii
2. Two Case Studies of Family Engagement in and Protest for Equity and Quality Education in Hawai’i. Lois A. Yamauchi, University of Hawaii - Manoa; Kelsey Matu, University of Hawaii - Manoa
3. Investigating Adolescent Sexual Health Knowledge and Behavior Using Bridging Multiple Worlds and Schema Theories. Martina Thomas, University of Alabama
4. Agency and Cultural Brokering Among Latino Immigrant Students and Parents, Along Students’ Pathways to College. Angelica Lopez, Marymount California University; Catherine R. Cooper, University of California - Santa Cruz
5. Its Influence on Okinawan Identity Development and Social Justice. Kazufumi Taira, University of Hawaii - Manoa; Lois A. Yamauchi, University of Hawaii - Manoa
6. Educational Experiences of Southeast Asian American College Students: Understanding Influences on Student Persistence and Retention. Malaphone Phommasa, University of California - Santa Barbara
7. Exploring the Academic Socialization of Latina/o University of California, Santa Barbara, STEM Graduate Students. Henry L. Covarrubias, University of California - Santa Barbara; Richard P. Duran, University of California - Santa Barbara
Discussant: Richard P. Duran, University of California - Santa Barbara

Marriott, Sixth Level, Lincolnshire; 12:25-1:55pm
Chair: Timothy J. Lensmire, University of Minnesota - Twin Cities
Participants:
A White Principal, a Fantasy of Dirt, and Anxieties of Attraction. Bryan Davis, Columbus School District; Timothy J. Lensmire, University of Minnesota - Twin Cities
Victoria’s “Venn Diagram of Fun”: The Internal Devastation of Whiteness. Samuel Jaye Tanner, The Pennsylvania State University - Altoona; Audrey Lemsing, Augsburg College
The Color-Blind Comunard. Mary Elizabeth Lee-Nichols, University of Wisconsin - Superior; Jessica Docket Tierney, University of Minnesota
"Uneasy “Experts”: White Teachers and Antiracist Action. Shannon
McManinn, University of Minnesota; Zachary A. Casey, Rhodes College

Discusssants: Beverly E. Cross, The University of Memphis; Decoteau J. Irby, University of Wisconsin - Milwaukee


Chair: Sam Sellar, The University of Queensland

Participants:

Imagination and Imaginations: A Critical Review of the “Imaginative Turn” in Sociology of Education. Fazal A. Rizvi, University of Melbourne; Glenn Clifton Savage, The University of Melbourne

Imaginary Capital: Youths, Choice, and Stratification in the Neoliberal Imaginary of Education. Ee-Seul Yoon, University of Illinois at Urbana-Champaign

Young People, the Capacity to Imagine Futures, and Policy Dysenchanters at Work in Schools. Lew Zipin, Victoria University - Melbourne

Making Imagination Commensurable: Large-Scale Assessments of Noncognitive Skills. Sam Sellar, The University of Queensland

Discusssant: Aslam Fataar; Stellenbosch University


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

Participants:

Decolonizing the Common Core: Possibilities and Limitations in the Elementary Classroom. Carolina Valdez, University of California - Los Angeles


Critical Teacher Learning: Teacher-Led Inquiry Working to Develop Political Clarity. Antonio Nieves Martinez, University of Massachusetts-Amherst

Social Justice Teacher Educators of Color in Teacher Education. Nini Hayes, University of Massachusetts-Amherst

Discusssant: Allyson Tiniente-Cubales, San Francisco State University

31.035. The Role of Heritage Languages for Academic Achievement: International Research Perspectives. Division G - Social Context of Education; Symposium Marriott, Tenth Level, O’Hare; 12:25-1:55pm

Chair: Rahat Naqvi, University of Calgary

Participants:

Assessing Bilingual Children’s Language and Cognition in Their Dominant Language. Gigi Luk, Harvard Graduate School of Education; Shylla Leon Guerrero, Harvard University; Sarah Smith

The Role of the Heritage Language for Writing in the Language of Instruction. Claudia Maria Riehlt, Julia Meyer, Ludwig-Maximilians-Universität München

Literacy Skills in Heritage Languages as a Resource for Second Language Academic Proficiency in Multilingual Adolescents. Joanna Duarte, University of Hamburg; Ingrid Gogolin, University of Hamburg

Exploring Pathways for Parental/Student Engagement in Multilingual Schools: The Role of Identity Texts and Narrative Inquiry. Rahat Naqvi, University of Calgary

Discusssant: Ingrid Gogolin, University of Hamburg


Chair: Jerrell C. Cassidy, Ball State University

Participants:

Developing Student Feedback Surveys for Educator Evaluation: Combining Stakeholder Engagement and Psychometric Analyses. Shelleigh M. Peoples, Massachusetts Department of Elementary and Secondary Education; Claire Abbott, Massachusetts Department of Elementary and Secondary Education; Kathleen Marie Flanagan, Massachusetts Department of Elementary and Secondary Education

Reliability of Teacher Ratings Under the University of California, Los Angeles, IMPACT Observation Framework: Conceptual Foundations and Generalizability Studies. Jaime Park, University of California - Los Angeles; Imelda Nava, University of California - Los Angeles; Jose Felipe Martinez, University of California - Los Angeles; Daniel M. Dockerman, University of California - Los Angeles; Karen Hunter Quartz, University of California - Los Angeles; Jarod N. Kawasaki, University of California - Los Angeles

Setting Opportunity-to-Learn Standards for Effective Teaching. Ray E. Reichenberg, Arizona State University; Nedim Yel, Arizona State University; Alexander Kurz, Arizona State University

Teachers’ and Administrators’ Experiences with Teacher Evaluation: A Preliminary Investigation of High-Poverty School Districts. Stephanie Peters, Rutgers University; Linda Reddy, Rutgers University; Ryan J. Kettler, Rutgers University; Christopher M. Dudek, Rutgers University

Combining Stakeholder Engagement and Psychometric Analyses. Aslam Fataar, Stellenbosch University

31.037. Perspectives and Experiences of Faculty Members in Educational Programs for the Professions. Division I - Education in the Professions; Paper Session Sheraton, Ballroom Level, Sheraton III; 12:25-1:55pm

Chair: Eunmi Park, Johns Hopkins University

Participants:

A Closer Look at East Asian Faculty’s Engagement in Institutional Service and Administration. Mo Xue, The University of Alabama; Aaron M. Kuntz, The University of Alabama; Sara M. Childers, Independent Scholar

Internationalization of Higher Education: Experiences and Challenges Addressed by Faculty. Hanife Akar, Middle East Technical University

Mentoring and Turnover Intent. Thomas G. Reio, Florida International University; Chaundra Whitehead, Florida International University; Iryna Dhuruyak, Institute of International Education

The Relationships Among Organizational Innovation Climate, Principal Instructional Leadership, and Teacher Teaching Expertise. Xiaoyue Shen, Beijing Normal University; Yonghong Cai, Beijing Normal University; Jun Lei, EduChina Center for Education Development; Shuibo Yu

Discusssant: Bob L. Johnson, The University of Alabama

31.038. Gendering the Academy. Division J - Postsecondary Education; Paper Session Swissotel, Event Centre First Level, Zurich C; 12:25-1:55pm

Participants:

His, Hers, and Ours: Gendered Roles and Resources in Academic Departments. Meghan Pifer, Widener University

The Culture of Female Engineering Faculty: Consequences of Working in a Patriarchal Disciplinary Culture. Vicente M. Lechuga, Texas A&M University

Socialization Experiences of International Women Faculty at One Striving University in the United States. Daniela Véliz Calderón, Pontificia Universidad Católica de Chile

Employment Trends Among Engineering Doctorates by Gender and Family Status. Joyce Main, Purdue University

Discusssant: Jeni Hart, University of Missouri - Columbia

31.039. Ivory Tower Documentary and Panel Discussion (Part 2). Division J - Postsecondary Education; Invited Speaker Session Swissotel, Event Centre First Level, Zurich D; 12:25-1:55pm

Chair: Christopher S. Collins, Azusa Pacific University

Speakers: Donald E. Heller, Michigan State University; Liliana M. Garces, The Pennsylvania State University - University Park; Lorelle Espinosa, American Council on Education

31.040. Learning Strategies for Diverse Learners in the Health Sciences. Division J - Postsecondary Education; Working Group Roundtable Hyatt, West Tower - Green Level, Crystal A; 12:25-1:55pm

Chair: Jane Rosenthal, Keck Graduate Institute

Participants:

The Use of Motivational Theories to Enhance Advising Pre-Health Students. Joon Kim, Keck Graduate Institute

From Surface Memorization to Layered Understanding in the Professional Health Sciences. Myrna L. Cohen, University of Pennsylvania
31.041. Mentoring, Relationships, and Collegiality. Division J - Postsecondary Education; Paper Session
Swissotel, Event Centre First Level, Zurich F; 12:25-1:55pm
Chair: Shani D. Carter, Rhode Island College
Participants:
Individual Outcomes associated with Involvement in and Design Characteristics of Communities of Practice for Undergraduate STEM Reform. Sean Gehre, University of Southern California; Adrianna Kezar, University of Southern California
Mentoring New Faculty: Solution or Problem? Heather A. Kanuka, University of Alberta
Relationships in Academia: Sources of Learning and Sustenance for Faculty. Leslie D. Gonzales, Clemson University; Aimee LaPointe Terosky, Saint Joseph’s University; Jared Halter, Clemson University; Joshua Power, Saint Joseph’s University
Discussant: David N. Boote, University of Central Florida

31.042. Prestige, Rank, and Admissions. Division J - Postsecondary Education; Paper Session
Swissotel, Event Centre First Level, Zurich F; 12:25-1:55pm
Chair: Kristen Hocker, University of Rochester
Participants:
Buckingham Mutual Exclusivity? Examining Paradoxical Goals of Prestige and Access at a Hispanic-Serving Institution. Erin Doran, The University of Texas - San Antonio; Nicole Alia Salis Reyes, The University of Texas - San Antonio
Ethical Fading at the University of Illinois: How Self-Deception and Organizational Routinized Privilege Clout Over Merit in Admissions. Nathan Frederick Harris, University of Michigan
The Cost of College Rankings? The Influence of College Rankings on Institutional Management. Jeongeun Kim, University of Michigan
Visiting the Relationship Between Institutional Rank and Student Engagement. John Elvinskas, Indiana University - Bloomington; Louis Rocconi, Indiana University - Bloomington
Discussant: Stephanie J. Waterman, University of Rochester

31.043. Benefits of Arts-Based Pedagogy in Teacher Education. Division K - Teaching and Teacher Education; Symposium
Marriott, Sixth Level, Michigan/Michigan State; 12:25-1:55pm
Chair: Sara M Simons, New York University
Participants:
Drama in Teacher Education: Closing the Achievement Gap Through Arts Infusion. Gustave John Weltsk-Medina, Indiana University
Beyond the Cognitive: Using Arts-Based Pedagogy in Multicultural Education to Evoke Empathy. Sara M Simons, New York University
Preserve Theater Arts Teacher Preparation and In-Service Skills. Matt Omasta, Utah State University

31.044. Bringing Them In and Keeping Them In: An Analysis of Teacher Induction and Retention Efforts. Division K - Teaching and Teacher Education; Paper Session
Marriott, Fifth Level, Los Angeles/Miami; 12:25-1:55pm
Participants:
A Narrative Inquiry Into Chinese Novice Teachers’ Induction in West China Through Cross-Cultural Teacher Development. Ju Huang, University of Windsor
Curriculum, Social Justice, and Inquiry in the Field: Investigating Retention in an Urban Teacher Residency. Rachel Roegman, Purdue University; Suzanne Pratt, Teachers College, Columbia University; A. Lin Goodwin, Teachers College, Columbia University; Sibel Akin, Middle East Technical University
Preparing Teachers for High-Need Schools: Perspectives From the Field. Tabitha Dell’Angelo, The College of New Jersey; Shannon Stone; Priscilla Gutierrez
Supporting and Retaining Qualified Teachers Through a New Teacher Support Group. Hillary Merk, University of Portland; Jacqueline C. Waggoner, University of Portland; James B. Carroll, University of Portland; Bruce N. Weitzel, University of Portland
Discussant: Joan L. Whipp, Marquette University

Marriott, Fifth Level, Chicago FGH; 12:25-1:55pm
Chair: Sylvia Rose-Ann Walker, University of Trinidad and Tobago
Participants:
Fidelity, Teacher Perceptions, and Child Literacy Outcomes: A Mixed-Methods Study. Dawn Davis, University of Nebraska - Lincoln; Helen Raikes, University of Nebraska - Lincoln; Lisa Knoche, University of Nebraska - Lincoln
Teaching to the Teacher Certification Test: Justice and Efficacy in edTPA-Aligned Urban Teacher Education. Joni Kolman, City College of New York - CUNY; Andrew Robert Rainer, City College of New York - CUNY
The Role of Teacher Personality in Student Evaluations and Motivation at University. Lisa E. Kim, The University of Sydney; Carolyn Elizabeth MacCann, The University of Sydney
“There Is So Much That We Cannot Control”: Understanding Teachers’ Perceptions of Teacher Evaluation Policy. Ja Youn Kwon, Arizona State University; Michelle Stianow, Arizona State University; Pamela H. Kulmina, Arizona State University; Pamela Roggeman, Arizona State University
Discussant: Deborah M. Lynch, Chicago State University

31.046. Organizational Practices Supporting the Use of Data for Program Improvement in Teacher Education. Division K - Teaching and Teacher Education; Symposium
Marriott, Third Level, Cook; 12:25-1:55pm
Chair: Charles A. Peck, University of Washington
Participants:
Case Study 1 (East Carolina University). Linda Ann Patriarca, East Carolina University
Case Study 2 (University of California, Santa Barbara). Tine F. Sloan, University of California
Case Study 3 (Alverno College). Desiree Hood Pointer Mace, Alverno College
Discussant: Pamela A. Moss, University of Michigan

31.047. Perspectives on Co-Teaching and Student Teaching Settings and Requirements. Division K - Teaching and Teacher Education; Paper Session
Marriott, Third Level, Kane/McHenry; 12:25-1:55pm
Chair: Sanghee Choi, University of North Georgia
Participants:
It’s Not Just What They Say but How They Say It: Exploring the Form and Focus of Mentoring Conversations. Sarah A. Roller, Michigan State University
Opportunities for Learning in a Co-Teaching Model: Implications for University-Based Field Instructors. Elizabeth Gayle Soslow, University of Delaware; Jennifer Gallo-Fox, University of Delaware; Kathryn Scantlebury, University of Delaware; Susan Gleason, University of Delaware
Student Teaching and Teacher Effectiveness. Matthew Ronfeldt, University of Michigan; Susanna Loeb, Stanford University; Kiel McQueen, University of Michigan - Ann Arbor
Promoting Justice Through Co-Teaching: Improving Learning for P-12 Students. Lenore Kinne, Northern Kentucky University; Shawn A. Faulkner, Northern Kentucky University; Carol Ryan, Northern Kentucky University
“It’s Kind of a Utopian”: Introducing the 2:1 Model of Co-Teaching. Christina M. Tschida, East Carolina University; Judy Smith, East Carolina University; Elizabeth A Fogarty, East Carolina University
Discussant: Nancy E. Dubetz, Lehman College - CUNY

31.048. Professional Development Approaches for Student Achievement. Friday Afternoon, April 17, 2015
Division K - Teaching and Teacher Education; Paper Session
Marriott, Fourth Level, Belmont; 12:25-1:55pm
Chair: Carolyn Hunt, Illinois State University
Participants:
Examining Our Teaching Practices Through Lesson Study: What Teacher Educators Learned About Negotiating Power Relationships. Susan D. Lenski, Portland State University; Gayle Y. Thieman, Portland State University; Anita Bright, Portland State University; Bernd Richard Ferner, Portland State University; Nicole Rigleman, Portland State University.
Fostering Teachers’ Professional Development in the Context of Educational Reform by the Productive Use of Students’ Data. Michiel Dam, Leiden University; Fred Janssen, Leiden University; Hanna Barbara Westbrook, VU University Amsterdam.
Teachers’ Data-Driven Decision-Making Skills and Student Achievement Growth. Junke Marjan Faber; University of Twente; Adrie Visscher; Universiteit Twente.
The Impact of Student Achievement Goals and Engagement on Students’ Writing Improvement. Suzanne Fischer Lindt, Midwest State University.
Discussant: Joanna K. Garner, Old Dominion University

31.049. The South Is Different: Preparing Teachers to Work With English Learners in the Southeastern United States. Division K - Teaching and Teacher Education; Symposium
Marriott, Sixth Level, Minnesota; 12:25-1:55pm
Chair: Linda Harklau, University of Georgia
Participants:
ESOL Professional Development in Georgia: Challenges and Opportunities in the New Latino Diaspora. Linda Harklau, University of Georgia.
It’s Different in Arkansas. Janet Penner-Williams, University of Arkansas; Diana Gonzales Worthen, University of Arkansas.
ESOL Teacher Education in North Carolina. Charles Allen Lynn, University of North Carolina - Wilmington.
If It’s Different in the South, It’s Really Different in Florida. Joyce Nutta, University of Central Florida.
Shifting Instructional Ideologies in Bilingual and ESL Teacher Preparation: Language, Culture, and Content Deep in the Heart of Texas. Rebecca M. Callahan, The University of Texas - Austin.
Discussant: Edmund T. Hamann, University of Nebraska - Lincoln.

31.050. Transformative Teaching for Social Justice, Division K - Teaching and Teacher Education; Paper Session
Marriott, Tenth Level, Water Tower; 12:25-1:55pm
Chair: Jacqueline Mary DiSanto, Hostos Community College - CUNY
Participants:
An Exploration of a Preparatory Course That Engages Students in Readings and Discourse to Address Issues of Marginalization and Oppression in Schools. Rema Ella Reynolds, University of Illinois at Urbana-Champaign.
Childhood Education Students Responses to a Simulation Game on Food Security: Prompting Discussions About Social Injustice in Teacher Education. Nadine Petersen, University of Johannesburg; Elizabeth Henning, University Of Johannesburg.
Shifting Beliefs Toward Immigrant Communities in North Carolina Through Critical Multicultural Coursework. Lan Quach Kolano, University of North Carolina - Charlotte; Elena Tooky King, University of North Carolina - Charlotte.
Discussant: Beatrice S. Fennimore, Indiana University of Pennsylvania.

31.051. Welcoming Newcomers: Constructing Counternarratives and Building School Equity for Immigrants and Indigenous Youth. Division K - Teaching and Teacher Education; Paper Session
Marriott, Sixth Level, Great America; 12:25-1:55pm
Chair: Ute Kaden, The University of Alaska - Fairbanks
Participants:
Expanding Notions of Care: A Qualitative Inquiry of Adolescent Iraqi Refugee Perceptions of the Meaning of Teacher Caring and Its Benefits. Amy Lynn Pucino, Community College of Baltimore County (CCBC).
Que luchen por su interesees (To Fight for Your Interests): Using the Photovoice Method to Engage and Empower Newcomer Immigrant Students and Parents. Kevin C. Roxas, Western Washington University; Maria L. Gabriel, Poudre School District.
Student-Generated Digital Narratives as Platforms for Indigenous Student Voice and Pathways to Relationality. Alexandra Bissell, Lakehead University.
Teaching Undocumented Latino/o Youth in Urban Settings. Rocio Sanchez Ares, Boston College.
The Politics of Disruption and Difference: Rethinking Normative Discourses and Learning From Young Immigrant Boys. Mariana Souto-Manning, Teachers College, Columbia University; Bessie Dernikos, Teachers College, Columbia University; Haemin Yu, Teachers College, Columbia University.
Discussant: Carmina Makar, City College of New York - CUNY.

31.052. Advocacy Networks and Intermediaries in Educational Policy: Local, National, and Global Perspectives. Division L - Educational Policies and Politics; Symposium
Swissotel, Event Centre First Level, Zurich AB; 12:25-1:55pm
Chair: Patricia Burch, University of Southern California
Participants:
Co-Creating Impact Measures of Research Mobilization With Intermediary Organizations. Amanda Cooper, Queen’s University.
E-Advocacy Among Intermediary Organizations: Brokering Knowledge Through Blogs. Elise Castillo, University of California - Berkeley; Priya Goel La Londe, University of Illinois at Urbana-Champaign; Stephen Owens, University of Georgia - Athens; Elizabeth H. DeBray, University of Georgia; Janelle T. Scott, University of California - Berkeley; Christopher A. Lubinski, University of Illinois at Urbana-Champaign.
Urban Regimes, Intermediary Organization Networks, and Research Use: Patterns Across Three School Districts. Janelle T. Scott, University of California - Berkeley; Elizabeth H. DeBray, University of Georgia; Christopher A. Lubinski, University of Illinois at Urbana-Champaign; Priya Goel La Londe, University of Illinois at Urbana-Champaign; Elise Castillo, University of California - Berkeley; Stephen Owens, University of Georgia - Athens.
Discussant: Kalervo N. Gusson, University of New South Wales.

31.053. Florida College and Career Readiness Initiative: Feedback From the First Two Years of Implementation. Division L - Educational Policies and Politics; Symposium
Hyatt, West Tower - Silver Level, Horner; 12:25-1:55pm
Chair: Kelly Iwanaga Becker, Northwestern University
Participants:
What Do Florida College and Career Readiness Initiative College Readiness Courses Look Like in Practice? Christine Mokher, CNA; Christopher M. Sun, CNA.
How Do Teachers Perceive the Effectiveness of the Florida College and Career Readiness Initiative and the Barriers to Implementation? James E. Rosenbaum, Northwestern University; Jennifer Lansing, Northwestern University; Caitlin Ahearn, Northwestern University.
How Do K-12 and Postsecondary Institutions Collaborate Around the Florida College and Career Readiness Initiative? Christine Mokher, CNA; Juliana Pearson, CNA.
Discussant: Michal Kurlaender, University of California - Davis.

SIG Sessions

31.054. Teachers and Teacher Educators Using Action Research to Inform Practice. SIG-Action Research; Structured Poster Session
Sheraton, Ballroom Level, Sheraton V; 12:25-1:55pm
Chair: Frances O. Rust, University of Pennsylvania
Participants:
1. Using Literature Circles to Support Spanish Literacy Development: A Teacher Educator Practicing What She Preaches. Marga Madhuri,
University of La Verne


3. Student Teacher Research Supervision: Goals and Practices of Supervisors. Helma Ootbektik, Radboud University Nijmegen

4. The Practice Teachers’ Experiences in Developing an Evaluation Tool Used in Classroom Observations. Gregory S. N. Ching, Fa Jen Catholic University; Mei-Chin Lin, Fa Jen Catholic University

5. The Effectiveness of Reflective Learning With Night School Students. Tso-Chia Julia Ha, Lungwha University of Science and Technology

6. Experienced Co-Teaching Between Mathematicians and Mathematics Educators: Affordances, Constraints, and Progress. Pier A. Junor Clarke, Georgia State University; Nermim Bayazit, Georgia State University; Elijah Porter, Georgia State University

7. Empowering and Engaging Young Adults in Making Use of Resources in Their Communities to Enhance Their Careers and Improve Their Lives. Clarissa Ash, Clara Barton High School; Katia Belony, Clara Barton High School

8. Action Research as a Catalyst for Professional Learning. Jill B. Farrell, Barry University; Ruth Ban, Barry University

9. A Portrait of Becoming: Transformative Teacher Education Through Action Research. Jill B. Farrell, Barry University; Javier Gonzalez, Barry University; Stephanie Auguste-Shaw, Barry University

10. Preparing Preservice Teachers as Emancipatory Action Researchers in a Teacher Education Program. Omar Esau, Stellenbosch University

11. Teacher Research Groups as Generative Third Spaces for Reflection, Collaboration, and Action. Andy Danilich, University of Pennsylvania

12. Examining the Construction of Communities of Practice in a Blended Teacher Education Program. Christopher George Pupuk Dean, University of Pennsylvania

Discussants: Alan D. Amzie, The College of New Jersey; Anna E. Richert, Mills College

31.055. Development of Ethnic Identity and Self-Concept in Adolescents. SIG-Adolescence and Youth Development; Paper Session Marriott, Sixth Level, Indiana/Iowa; 12:25-1:55pm

Participants: Big-Fish-Little-Pond Effects on Academic Self-Concept and Academic Self-Efficacy Across Countries. Hyekyung Jung, Korea Institute for Curriculum and Evaluation; Junyoung Kim, Yonsei University

Teacher Student Racial Incongruence and Teacher Perceptions of Student Big-Fish-Little-Pond Effects on Academic Self-Concept and Academic Achievement: Testing Ethnic Identity as a Buffer. Dana Miller-Cotto, Temple University; Crystal Menezes, Temple University

Student Diversity and Teacher Homogeneity: A Longitudinal Study of School Climate and Adolescent Ethnic Identity. Margaret Z. Booth, Bowling Green State University; Erin M. Curran, Bowling Green State University

Predicting Ethnic Identity Through Ethnic Socialization Experiences of Korean American Adolescents and Young Adults. Ann Young Kim, Seattle Pacific University; Cynthia Hadley, University of California - Santa Barbara

31.056. Brain, Neurosciences, and Education SIG Paper Session. SIG-Brain, Neurosciences and Education; Paper Session Sheraton, Second Level, Superior A; 12:25-1:55pm

Chair: Mary Layne Kalbfleisch, 2E Consultants LLC

Participants: Child Event-Related Potential Responses to Two Stimuli Types in Video Game Simulations: Study 1 and 2 Comparisons. Doris Bergen, Miami University; Joseph Schroer, Miami University; Xinge Zhang, Miami University; Robin Thomas, Miami University; Michael Chou, Miami University; Tricia Wilks, Miami University

Gross Motor Skills Mediate Effects of Executive Function on Reading Proficiency in Socioeconomically Disadvantaged Kindergarteners. Mei Chang, University of North Texas; Xiangli Gu, University of North Texas; Tsz Lun Chu, University of North Texas; Jie Wang, University of North Texas; Yulin Chen, University of North Texas

The Role of an Educational Psychology Course in Improving Preservice Teachers’ Neuroscience Literacy. Soo-hyun Im, University of Minnesota - Twin Cities; Joo-Hun Cho, Seoul National University; Janet M Dubinsky, University of Minnesota - Twin Cities; Sashank Varma, University of Minnesota

31.057. Discipline Disparities on the Ground Level: Examining School and Classroom Contributions to Disproportionality. SIG-Classroom Management; Symposium Swisshotel, Event Centre Second Level, Vevey 4; 12:25-1:55pm

Chair: Russell J. Skiba, Indiana University

Participants: Only Viewing School Discipline Disparities Through a Keyhole: Disproportionality in Nontraditional Disciplinary Alternatives. Nathaniel A. Williams, Indiana University - Indianapolis

Classroom and Teacher Contributions to Discipline and Disproportionality. Megan Trachok, Indiana University; Russell J. Skiba, Indiana University

Missionary Positionality: Constructing Black Family Involvement Through Teachers’ Philosophies of School Discipline. Natasha Flowers, Indiana University - Purdue University at Indianapolis; Robin L. Hughes, Indiana University - Indianapolis

Discussants: M. Karega Rausch, Indiana University - Bloomington

31.058. New Developments in Conflict Resolution and Violence Prevention. SIG-Conflict Resolution and Violence Prevention; Paper Session Sheraton, Second Level, Arkansas; 12:25-1:55pm

Chair: David W. Johnson, University of Minnesota

Participants: Cybervictimization and Its Negative Outcomes: The Impact of Behavior Management and Face-to-Face Bullying. Diana Luminita Mindrila, The University of West Georgia; Lori Moore, University of West Georgia; Pamela Davis, University of West Georgia

Integration of Conflict Resolution in the Mathematics Curriculum. Susan Rebecca Anderson, The University of the West Indies - Mona Campus; Peter Yee Han Joong, The University of the West Indies; Disraci M. Hutton, University of the West Indies; Shandelleen Bhines-Thompson

Notions of School Violence and Justice in Future Teachers. Carme Boque Torremorell, University Ramon Llull; Montserrat Algaiquir Nicolas, University Ramon Llull; Merce Planells Valls, University Ramon Llull

Victimization Latent Profiles: An Investigation of Traditional Victimization and Cybervictimization. Diana Luminita Mindrila, The University of West Georgia; Pamela Davis, University of West Georgia; Lori Moore, University of West Georgia

What Went Wrong With the Mate-Tricks After-School Program, Which Increased Antisocial Behavior and Child/Parent Conflict? Liam O’Hare, Queen’s University - Belfast; Andy Biggart, Queen’s University Belfast; Karen Magella Kerr, Queen’s University - Belfast; Paul Connolly, Queen’s University - Belfast; Allen Thurston, Queen’s University Belfast


Chair: Shelia Rae Goodwin, University of South Carolina - Beaufort

Participants: Promoting Progressive Approaches in Teacher Education: Advocating Constructive and Critical Pedagogy Models. Donna Wake, University of Central Arkansas

Implementing More Constructivist Teaching and Learning Practices in Contemporary Classrooms via Focused Teacher Reflections. Walter S. Polka, Niagara University; William M. Young, Oglala Lakota College; Monica J. VanHusen, Stafford County Public Schools; Kurt Minervino, City Honors High School; Terrell M Peace, Huntington University; Cathy J. Pearman, Missouri State University; Jennifer Young, Jackson State University; Shirley A. Lefever-Davis, Wichita State University; Nancy P. Gallavan, University of Central Arkansas

Collaboration and Connections: Investigating the Use of Observation Protocols to Connect Research to Classroom Practice in an Educator Preparation Program. Jannah Walters Neren, Stephen F. Austin State University; Tracey Cogvinton Hashun, Stephen F. Austin State University

Emergent Curriculum-Cycle of Inquiry: A conceptual model for emergent curriculum operationalized through planning artifacts. Jane Tingle Broderick, East Tennessee State University; Seong Bock Hong, University of Michigan - Dearborn; Michael Garrett, East Tennessee State University

Discussants: Jeffrey Stuart Kaplan, University of Central Florida
Marriott, Seventh Level, Grand Salon III; 12:25-1:55pm
Chair: Megan Boler, University of Toronto
Participants:
- Beyond Naïve Hope: The Emotional Challenges of Critical Hope in Pedagogies. Megan Boler, University of Toronto
- Discomforting Dialogues Across Difference and Critical Hope in South Africa. Vivienne Grace Bozalek, University of the Western Cape; Ronelle L. Carolissen, Stellenbosch University; Brenda Lana Leibowitz, University of Johannesburg
- Critical Pedagogy and Redemptive Narratives of Hope. Gustavo E. Fischman, Arizona State University
- Embracing Struggle for Critical Hope Against Despair in Antiracism Education. Ronald David Glass, University of California - Santa Cruz
- Black British Education Movements: Political Struggle, Critical Hope. Paul Warnham, The University of Birmingham

Marriott, Sixth Level, Purdue/Wisconsin; 12:25-1:55pm
Chair: Nicholas Daniel Hartlep, Illinois State University
Participants:
- “Building Our Own Power”: The Resurgence of Black Militancy in the Chicago Black Caucus of Teachers. Monique Rise Redaux, University of Illinois at Chicago
- You Can’t Have Our Souls! The Realities of Racial Battle Fatigue in Higher Education. Kenneth James Fasching-Verner, Louisiana State University; Roland W. Mitchell, Louisiana State University; Katrice Albert, University of Minnesota; Chaunda Allen, Louisiana State University
- Beyond the Discourse of Deficit: An Educator’s Alternative in Pursuit of Social Justice. Elyse L. Hambacher, University of New Hampshire; Winston Charles Thompson, University of New Hampshire
- Pushing Against White Privilege: U.S. and U.K. Racial-Minority Students in Majority-White Schools. Thandeka K. Chapman, University of California - San Diego; Kalwant Bhopal, University of Southampton

31.062. Exploring Counternarratives of Women of Color: Uncovering Silences in Educational Contexts. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium
Marriott, Third Level, Dupage; 12:25-1:55pm
Chair: Heather Hill, The Ohio State University
Participants:
- Can I Teach Here? Black Women in TESOL. Carlotta Penn, The Ohio State University - Columbus
- You Don’t Have to Go Home, but You Can’t Stay Here: Immigrant Women of Color and Education. Tanja Burkhard, The Ohio State University - Columbus
- “I Am Not Tragic”: Biracial Women Interpreting Educational Experiences and Influences. Ashley Patterson, The Ohio State University - Columbus

31.063. The Design of Teacher Tools, Evaluative Tools, and Learning Environments That Promote Motivation and Design Thinking. SIG-Design and Technology; Paper Session
Marriott, Sixth Level, Illinois; 12:25-1:55pm
Chair: Xetrah Woodley, New Mexico State University
Participants:
- Gathering Design Requirements During Participatory Design: Strategies for Teachers Designing Teacher Tools. Camilla Faye Matuk, New York University; Libby F. Gerard, University of California - Berkeley; Jonathan Lim-Breitbart; Marcia Linn, University of California - Berkeley
- What Happens When Creativity Is Exhausted? Design Tools as an Aid for Ideation. Colin M. Gray, Iowa State University; Seda Yilmaz, Iowa State University; Colleen M. Seifert, University of Michigan; Shanna Daly, University of Michigan; Richard Gonzalez, University of Michigan
- Developing a Tool for Evaluating Mobile Apps’ Pedagogical Affordances: A Design-Based Research Approach. Evrim Baran, Middle East Technical University; Tugba Altun, Middle East Technical University; Erdem Uygur, Middle East Technical University
- Designing for Improved Motivation as an Outcome in a Postsecondary Online Course. Kai Xie, The Ohio State University; Lauren C. Hensley, The Ohio State University; Lynn A. Trinko, The Ohio State University; Zhiru Sun, The Ohio State University
- Fostering Engineering Design Thinking Through Literacy Instruction for Elementary Students. Amy Alexandra Wilson, Utah State University; Stacie Gregory, Utah State University

Discussant: Caroline Cassie-Marie Williams-Pierce, University of Wisconsin - Madison

Hyatt, West Tower - Gold Level, Acapeculo; 12:25-1:55pm
Chair: Beth A. Ferri, Syracuse University
Participants:
- Race, Class, and Ability. Sally Tomlinson, University of Oxford
- Calculifying Categories: Measurement in Search of Understanding. Elizabeth B. Kozleski, The University of Kansas; Alfredo J. Ariles, Arizona State University
- The Wrong Kind of Special? The Black Middle Class and Disability. David Gillborn, The University of Birmingham
- The Slippery Slope: Using DisCrit to Examine Student Pushout Into the School-to-Prison Pipeline. Deanna Adams, Syracuse University; Nirmala Erevelles, The University of Alabama
- What a Good Boy: The Deployment and Distribution of “Goodness” as Ideological Property in Schools. Alicia A. Broderick, Montclair State University; Zeus Leonardo, University of California - Berkeley

Discussant: David J. Connor, Hunter College - CUNY

Marriott, Sixth Level, Northwestern/Ohio State; 12:25-1:55pm
Chair: Walter L. Leite, University of Florida
Participants:
- Applied Psychological Measurement. Hua-Hua Chang, University of Illinois at Urbana-Champaign
- Educational and Psychological Measurement. George A. Marcoulides, University of California - Santa Barbara
- Journal of Experimental Education. Ann A. O’Connell, The Ohio State University
- Multivariate Behavioral Research. Keith F. Widaman, University of California - Riverside
- Structural Equation Modeling. George A. Marcoulides, University of California - Santa Barbara

31.066. The Promise of Learning in Place and With(in) Community: Stories and Embedded Justice. SIG-Environmental Education; Paper Session
Swissotel, Lucerne Level, Lucerne III; 12:25-1:55pm
Chair: Marna Hawk, Institute for Earth Regenerative Studies and Prescott College
Participants:
- Food Stories as Embodied Environmental Education. Erin Sperling, University of Toronto - OISE
- More Than Planting Trees: Transforming Youth and Their Community’s Environment Through Critical Caring. Alexandra Schindel Dimick, University at Buffalo - SUNY
- Developing a Theoretical Framework for Community-Based Environmental Education. Olivia Aguilar, Denison University
- Striving for Solidarity in Place-Based Education. Alexia Scully, Lakehead University
- Undergraduates in a Sustainability Semester: From Individual Action to Community Engagement. Hannah K. Miller, Michigan State University

Discussant: Nora Timmerman, Northern Arizona University

31.067. Parental Involvement and Student Success: International Perspectives. SIG-Family, School, Community Partnerships; Paper Session
Swissotel, Event Centre Second Level, Montreux 3; 12:25-1:55pm
Chair: Mehmet Dali Ozturk, College of the Sequoias
Participants:
Does the Type of Parental Involvement That Predicts Success Vary Across Countries? Findings From PISA (Programme for International Student Assessment) 2012. Inah Park, University of Michigan; Kevin F. Miller, University of Michigan - Ann Arbor

Parent Involvement and Student Academic Achievement in Taiwan: A Latent Growth Model Examining Mediated Effects. Hsiu-Zu Ho, University of California - Santa Barbara; Yeana Wong Lum, University of California - Santa Barbara; Ting Yu, University of California- Santa Barbara; Hsin-Yi Kung, National Changhua University of Education; Kuang-Hsi Yeh, National Taiwan University; Chih-Wen Wu

Family Matters: Family Involvement Practices and Perspectives in Higher Education in Cyprus. Elieni Theodoulou, European University; Loizos Symeou, European University Cyprus; Iasonas Lamprianou, European University; Konstantina Rentzou, University of Cyprus; Panayiota Andreou, University of Cyprus

Effect of Parental Expectations on Postsecondary Enrollment of Students in High- and Low-Incidence Disability Categories. Lynn A. Newman, SRI International

Patterns of Parental Involvement in Select Organisation for Economic Co-operation and Development Countries: Cross-National Analyses. Dimitra Hartas, Institute of Education - London; Evanthia Pritikakou, DePaul University

Discussant: Lusa Lo, University of Massachusetts - Boston

31.068. English Language Learners as Characters in a Russian Novel: School Finance and Policy. SIG-Hispanic Research Issues; Paper Session
Swissotel, Event Centre Second Level, Montreux 1&2; 12:25-1:55pm
Chair: Rene F. Antrop-Gonzalez, Dalton State College
Participants:
Examining the Relationship Between School District Revenue and English Language Learners Post-Horne v. Flores. Oscar Jimenez-Castellanos, Arizona State University; David Martinez, Arizona State University - Tempe
Martinez v. State of New Mexico: The Right to a Sufficient Education. E. Diane Torres-Velasquez, University of New Mexico
Discussing the Epistemological Possibilities and Limits in Puerto Rican Education Research. Bethsaida Nieves, University of Wisconsin - Madison
Red and Blue or Brown and White: Modern-Day Segregation, School Reform, and School Ratings. Kathy Escamilla, University of Colorado - Boulder; Susan Hopewell, University of Colorado - Boulder; Ofelia Schepers, University of Colorado - Boulder
School Funding and Graduation Rates of Hispanic Students: A Mixed-Methods Study. Michelle L. Peters, University of Houston - Clear Lake; Antonio Corrales, La Marque School District
Discussant: Enrique Aleman, University of Utah

Swissotel, Event Centre Second Level, St. Gallen 3; 12:25-1:55pm
Chair: Michelle L. Tichy, University of Northern Iowa
Participants:
Eros, Aesthetics, and Holistic Education: Intersections of Life and Learning. Boyd Eric White, McGill University
Teaching Naked: Encounters With “Taboo” Dimensions of Holistic Practices in Teacher Education. William L. Greene, Southern Oregon University; Younghoe M. Kim, Southern Oregon University
Transformative Approaches to Teacher Education: Becoming a Holistic Educator in an “Unholistic” Setting. Robert H. London, California State University - San Bernardino
Mindfulness Awareness Practice in Preservice Education. Shelley Murphy, OISE/University of Toronto
Moving Beyond Content Toward Skill Set: Contemplative Practices in Graduate Education. Maryann Krikorian, Loyola Marymount University

31.070. Global Impacts on Higher Education and Teacher Preparation. SIG-International Studies; Paper Session
Hyatt, West Tower - Gold Level, Atlanta; 12:25-1:55pm
Chair: Johanna Lahja Lasonen, University of South Florida
Participants:
Balancing Skill Application With Cross-Cultural Contexts in International Travel Programs. Jennie Walker, Thunderbird School of Global Management
Student Teaching Experiences of Preservice Teachers in Africa. Saili S. Kulkarni, University of Wisconsin - Madison
The Teacher Educator Toolbox: Cross-Cultural Learning in Global Partnerships. Janine F. Allen, Corban University
Immersion and Interculturalization: Change and the Reflection Paradigm. Cheryl A. Hunter, University of North Dakota; Renee Gutierrez, Longwood University
Using International Children’s Literature to Support the Development of Global Competence. Laura Apol, Michigan State University; Bevin Roue, Michigan State University; Mark McCarthy, Michigan State University
Discussant: Johanna Lahja Lasonen, University of South Florida

31.071. Leadership Development Through Teaching and Learning. SIG-Learning and Teaching in Educational Leadership; Paper Session
Swissotel, Lucerne Level, Lucerne I; 12:25-1:55pm
Chair: Karen D. Jones, Texas State University
Participants:
Developing Team-Based Instructional Leadership Practices. Sara L. Dextor, University of Virginia; Melissa Anderson Morgan, University of Virginia; Dallas Hambrick Hitt, University of Virginia
Examining the Development of School Leader Capabilities by Aspiring Principals During the Principal Preparation Experience: An Exploratory Longitudinal Study. Shelby A. Cosner, University of Illinois at Chicago; Martha Hebert, University of Illinois at Chicago; Lisa Walker, University of Illinois at Chicago; Anne Hutchinson, University of Illinois at Chicago; David Mayrovetz, University of Illinois at Chicago; Samuel Paol Whalen, University of Illinois at Chicago; Jason Swanson, University of Illinois - Chicago
Measuring Leadership Dispositions of Preservice Principals. Kathleen Taylor Campbell, Southeastern Louisiana University; Mindy L. Crain-Dorouh, Southeastern Louisiana University; Evan G. Mense, Southeastern Louisiana University; Jennifer A. Sughrue, Southeastern Louisiana University
School Leader Preparation for Teacher Evaluation: A Case Study on Authentic Experiences. Ashley N. Briggs, ICF International

31.072. Middle-Level Culture and Community. SIG-Middle-Level Education Research; Paper Session
Marriott, Fifth Level, Chicago ABC; 12:25-1:55pm
Chair: Nicole L. Thompson, The University of Memphis
Participants:
Can Middle School Transition Help to Explain Changes in Racial Achievement Gaps? Gudrun Vanlaar, KU Leuven; Sean F. Reardon, Stanford University; Demetra Kalogrvides, Stanford University; Bieke De Fraine, K.U. Leuven
Experiences of Middle-Level Students, Teachers, and Parents in the National Do the Write Thing Violence Prevention Program. Sarah E. Peterson, University of Texas at El Paso; R. Craig Williams, The University of Texas - El Paso; Rick Myer, The University of Texas - El Paso; Josefina V. Tinajero, The University of Texas - El Paso
Predicting School Enjoyment and Aspiration for Middle School Students: What Counts? Megan L. Smith, West Virginia University; Zornitsa Georgieva, West Virginia University; Reagan Curtis, West Virginia University; Christine Schimmel, West Virginia University
Discussant: Virginia M. Jagla, National-Louis University

31.073. Teacher Motivation and Emotions in Context: Implications for Assessment, Instruction, and Intervention. SIG-Motivation in Education; Symposium
Sheraton, Second Level, Erie; 12:25-1:55pm
Chair: Nathan C. Hall, McGill University
Participants:
Achievement Goals for Teaching: Implications for Teacher Burnout and Classroom Behaviors. Ruth Butler, Hebrew University of Jerusalem; Limor Shiban, Hebrew University of Jerusalem

Chicken or Egg? Analyzing the Longitudinal Relationships Between Teachers’ Self-Efficacy, Enthusiasm, and Instructional Quality. Anna-Katharina Praetorius, University of Augsburg; Rob Klassen, University of York; Katharina Drexl, University of Augsburg; Sebastian Nitsche, University of Mannheim; Stefan Janke, University of Mannheim; Oliver Dickhäuser, University of Mannheim; Markus Dresel

Measuring Enjoyment, Anger, and Anxiety During Teaching: Development and Validation of the Teaching Emotions Scales. Anne C. Frenzel, University of Munich (LMU); Reinhard Pekrun, University of Munich; Thomas Goetz, University of Konstanz; Lia Daniela Daniels, University of Alberta; Tracy Lyn Durksen, University of Alberta

Online Motivational Interventions for Teachers: Longitudinal Effects on Attritions, Burnout, and Quitting Intentions. Nathan C. Hall, McGill University; Anne C. Frenzel, University of Munich (LMU); Thomas Goetz, University of Konstanz; Hui Wang, McGill University; Sonia Rahimi, McGill University

Discussant: Rob Klassen, University of York

31.074. Online Teaching and Learning SIG Paper Session 3. SIG-Online Teaching and Learning; Paper Session Marriott, Fourth Level, Addison; 12:25-1:55pm

Chair: Naïyi Xie Fincham, Michigan State University

Participants:
Best Practices for Online Global Cross-Cultural Collaborations. Dawn M. Armfield, Frostburg State University; Shadow William Jon Armfield, Northern Arizona University; Laura Estrella Sujo-Montes, Northern Arizona University; J. Michael Blocher, Northern Arizona University


Interactions and Learning Outcomes in Online Language Courses. Chin-Hsi Lin, Michigan State University; Binbin Zheng, Michigan State University; Yining Zhang, Michigan State University

Overcoming Language Barriers Online: Fostering Community With Nonnative Speakers in a Massive Open Online Course. Bryon Arthur Mann, Pennsylvania State University; Armand Tahirsylaj, The Pennsylvania State University; Huihui Zhang, The Pennsylvania State University - University Park

Marginalization of Under-Represented Populations in Online Courses. Matthew A. Williams, Kent State University; N.J. Akbar, Kent State University; Scot B Tribuzi, Kent State University; Jesse Wray, Kent State University


Chair: Vichet Chhoun, University of Minnesota

Participants:
A Case Study of Youth Learning to Lead: The Power of Iterative Cycles of Situated Learning. Lisa Diaz, University of Illinois; Reed W. Larson, University of Illinois at Urbana-Champaign; Jessica Armstrong; Cole Perry

“They’re Just a Part of My Family”: The Perspectives of a Hmong Immigrant Adviser on Building Relationships With Youth. Bic H. Ngo, University of Minnesota

How “Youth” Gets Deployed as a Social Category in Community Organizing: A Discourse Analytic Study. Ben R. Kirshner, University of Colorado

Problematizing Youth of Color Empowerment. Son Ah Kyon

Discussant: Shepherd Zeldin, University of Wisconsin - Madison


Chair: Lila D. Monzo, Chapman University

Participants:
Life in Schools: Spanning Three Decades. Suzanne SooHoo, Chapman University

Still Crying in the Corridors: Teaching as a Human Act. Richard V. Kahn, Antioch University Los Angeles

Reading the Subtext of Hope and Courage: Preparing Teacher Education Students for Revolution. Lilia D. Monzo, Chapman University

Life in Bilingual Schools: The Change That Language Can Make. Anaida Colon-Muniz, Chapman University

Building a Movement Through Language: Key Words Related to Life in Schools. Thomas C. Wilson, Chapman University

A Pedagogy for Revolutionary Consciousness: Life in Schools and the Promise of Humanity. Peter L. McLaren, Chapman University


Chair: Audrey Helen Osler; Buskerud and Vestfold University College, Norway

Participants:
The Rise of Extremism and Challenges for Education in Japan. Yuka Kitayama, Buskerud and Vestfold University College


Contrasting Approaches to Justice and Citizenship Education in Two European Nations: Norway and the UK. Audrey Helen Osler, Buskerud and Vestfold University College, Norway


Discussant: Kathy Bickmore, OISE/University of Toronto


Chair: Anne M Harris, Monash University

Participants:
Social Fiction: My Turn to Fiction as a Research Practice. Patricia Leavy, Self-employed

Autoethnographic, Arts-Based, and Music Education Research: Reilluminating Shards From Prior Experience. Miroslav Pavle Manosvki, Independent Scholar

Critical Plays: Embodied Research for Social Change. Anne M Harris, Monash University

Disseminating Health and Medical Education Through Fiction. Jessica Smart Gallion, Texas Woman’s University

31.079. Teaching, Discourse, and Noticing in Mathematics Classrooms. SIG-Research in Mathematics Education; Paper Session Marriott, Fourth Level, Armitage; 12:25-1:55pm

Chair: Sandra M. Crespo, Michigan State University

Participants:
Mathematics Teachers’ Noticing in Justification-Relevant Contexts. Megan E. Staples, University of Connecticut; Ann Sitomer, Oregon State University

Relating Performance on Written Assessments to Features of Mathematics Discussions in High-Poverty Elementary Classrooms. Rebecca Ambrose, University of California - Davis; Leslie C. Banes, University of California; Rachel Marie Restani, University of California; Robert Bayley, University of California - Davis; Heather Martin, University of California - Davis

Teacher Practices That Support Student Engagement in Mathematics Classrooms. Noreen M. Webb, University of California - Los Angeles; Megan L. Franke, University of California - Los Angeles; Angela Chan Turrou, University of California - Los Angeles; Marsha M. Ing, University of California - Riverside; Nicholas Charles Johnson, University of California - Los Angeles

Type of Mathematical Proof in Classroom Discourse. Esther Brunner, Thurgau University of Teacher Education

Understanding How Math Teachers Make Sense of Student Work for Instruction. Cecile Huynh Sam, The University of Pennsylvania; Caroline Brayer Ebby, University of Pennsylvania


Chair: Elena Yu Polash, Ball State University

Participants:
Exploring the Mentoring Experiences of Black Evaluation Professionals. 
Tamara Bertrand Jones, Florida State University

PEEPs for PD: Project Evaluation Effectiveness Principles for Professional Development in Elementary Science Teaching. Juna Z. Snow, University of Illinois at Urbana-Champaign; Daniela C. Schroeter, Western Michigan University; Robert McCoven, Western Michigan University; Stephanie N. Means, Western Michigan University; Chris L.S. Coryn, Western Michigan University

31.081. Examining Value Orientations, Perceived Competence, Attitudes, and Student Achievement in Physical Education. SIG-Research on Learning and Instruction in Physical Education; Paper Session Sheraton, Second Level, Superior B; 12:25-1:55pm
Chair: Amy Tischler, University of Wisconsin - LaCrosse
Participants:
Examining the Relationship Between the Physical Education Requirement and Student Academic Achievement. Sangmin Kim, University of Maryland - College Park
Impact of Teacher Value Orientations on Student Learning in Physical Education. Ang Chen, University of North Carolina - Greensboro; Tan Zhang, University of North Carolina - Greensboro; Stephanie Wells; Ray Schweighardt, University of North Carolina - Greensboro; Catherine D. Ennis, University of North Carolina - Greensboro
Parental Social Support, Perceived Competence, and Enjoyment in School Physical Activity. Bo Shen, Wayne State University; Erin Elizabeth Centeio, Wayne State University; Alex C. Garn, Louisiana State University; Nathan A. McCaughtry, Wayne State University; Jeffrey Martin, Wayne State University; Cheryl Leigh Somers, Wayne State University; Noel Kulk, Wayne State University
Secondary Students' Implicit and Explicit Attitudes Toward Physical Education: Measurement Comparisons. Jay Cameron, University of Wisconsin - Whitewater; Stephen Silverman, Teachers College, Columbia University
The Role of Fundamental Motor Skills in Adolescents' Physical Activity: A Six-Year Follow-Up. Sami Yli-Piipari, The University of Memphis
Discussant: Melissa A. Solmon, Louisiana State University

Chair: Eric M. Hartman, Kansas State University
Participants: Tania D. Mitchell, University of Minnesota; Brandon W. Kliewer, Kansas State University; Chance Lee, Kansas State University; Trisha C Gott, Kansas State University

31.083. Critical and Innovative Approaches to Democracy and Civic Practices in Social Studies Education. SIG-Social Studies Research; Paper Session Swissotel, Event Centre Second Level, St. Gallen 2; 12:25-1:55pm
Chair: Carla L. Peck, University of Alberta
Participants:
An Inductive Approach: Redesigning the Social Studies Curriculum Using Sen’s View of Social Justice. James Scott Brown, Indiana University; J. Spencer Clark, Utah State University
Cultivating Democratic Engagement in Formal Education: Practices and Possibilities. Isolde de Groot, University of Humanistic Studies; Wiel M. Veugelers, University of Humanistic Studies Utrecht
Feeling American: Virtuous Dispositions for National Citizenship in Social Studies Education. Mark Helmsing, University of Wyoming
Illustrations of LGBT-Inclusive Social Studies Curriculum From Utah and California. Steven Paul Camicia, Utah State University
Discussant: Sandra Schmidt, Teachers College, Columbia University

31.084. Dimensions of Educational Stratification. SIG-Sociology of Education; Paper Session Swissotel, Lucerne Level, Alpine II; 12:25-1:55pm
Chair: Jacob Hibel, University of California - Davis
Participants:
Breaking the Cycle: Home and School Factors That Support Struggling Students’ Reading Acquisition. Laura Northrop, University of Pittsburgh
Family Background and Changing Noncognitive Skill Trajectories in Elementary and Middle Schools. William Carbonaro, University of Notre Dame; Jennifer Jennings, New York University
Neighbors but not Classmates: Neighborhood Disadvantage and Educational Heterogeneity. Julia Burdick-Will, Johns Hopkins University
The Reciprocal Relationship Between School and Residential Diversity: A New Conceptualization of Perpetuation Theory. Kristie J.R. Phillips, Brigham Young University; Shelby M. McNeill, Brigham Young University
The Expansion of the International Baccalaureate: A Case of Effectively Maintained Inequality? Kristi Lynn Donaldson, University of Notre Dame
Discussant: Littisha Antoinette Bates, University of Cincinnati

31.085. Bullying and Challenging Behaviors Among Individuals With Disabilities. SIG-Special Education Research; Paper Session Sheraton, Second Level, Missouri; 12:25-1:55pm
Chair: Chad Allen Rose, University of Missouri - Columbia
Participants:
Special Education and Dropout: Does School Context Matter? Katie Condit, University of Notre Dame
Behavior-Focused Alternative Schools: Impact on Student Outcome. Kimber L. Wilkerson, University of Wisconsin; Kemaal Afacan, University of Wisconsin - Madison; Aaron Perzigian, University of Wisconsin - Madison; Min-Chi Yan, University of Wisconsin-Madison; Maxwell Courtright, University of Wisconsin - Madison
Bullying and Disability Status: Exploring Involvement Over Time. Chad Allen Rose, University of Missouri - Columbia; Nicholas A Gage, University of Florida
Involvement of Students With Exceptionalities in Peer Victimization Across the Fifth and Sixth Grades. Chih-Chih Chen, Virginia Commonwealth University; Jill V. Hamon, University of North Carolina - Chapel Hill; Thomas W. Farmer, Virginia Commonwealth University; Kerrylin Lambert, University of North Carolina - Chapel Hill; Meera Mehta, Virginia Commonwealth University
Cyberbullying Involvement Among Students With Disabilities: Patterns, Social Support, and Reaction to Cybervictimization. Tali Heiman, The Open University of Israel; Dorit Olenik Shemesh, The Open University of Israel

Chair: Hefer Bembruty, Queens College - CUNY
Participants:
Cognitive Modeling: Lessons Learned From Self-Regulated Strategy Development. Karen R. Harris, Arizona State University; Debra McKeown, Georgia State University
Making Self-Regulated Learning Explicit Through Sequencing Components of Mathematics Lessons. Stephen J. Pape, Johns Hopkins University; Clare Valerie Bell, University of Missouri - Kansas City; Elf Elif Yetkin-Ozdemir, Hacettepe University
Modeling Self-Regulated Learning With Intelligent Multiagent Learning Technologies: Beyond Cognition and Metacognition. Roger Azevedo, North Carolina State University; Michelle Taub, North Carolina State University; Nicholas Vincent Madrick, North Carolina State University
Cognitive Modeling and Self-Regulation: A Dual-Process Framework for Effective Teaching and Learning. Marie Catherine White, Nyack College; Hefer Bembruty, Queens College - CUNY
Discussant: Dale H. Schunk, University of North Carolina - Greensboro

Chair: Leila Mills, University of North Texas
Participants:
Differential Effects of Science Learning With Computer-Based Concept Maps, Refutational Text, and Expository Text. Olusola Olalekan Adesope, Washington State University; Andy R. Cavagnetto, Washington State University; Nathaniel Hunsu, Washington State University; Carlos Joe Anguiano, Washington State University; Joshua Lloyd, Washington State University - Pullman
Middle School Students’ Science Interest and Epistemic Beliefs in a
Sheraton, Second Level, Michigan A; 12:25-1:55pm
Chair: Susan Seiber, University of Goettingen
Participants:
Collaborative Problem Solving; Coding, Scoring, and Interpretation. Patrick G. Griffin, University of Melbourne
Dispositional Predictors of Domain-Specific Problem-Solving Competence Measured in Simulated Office Work. Andreas Rauch, University of Bamberg; Kristina Koegler, University Frankfurt am Main; Eveline Wuttke, Johann Wolfgang Goethe University; Juergen Seifried, University of Mannheim; Julia Warwas
Measuring Computational Knowledge and Skills in Switzerland. Silja Mentele, University of Zurich; Sarah Heinzer, University of Zurich; Doreen Holtsh, University of Zurich; Franz Eberle, University of Zurich
Apprenticeships and Changing Skills Requirements. Petri J. Nokelainen, University of Tampere; Laura Pylväs, University of Tampere; Heta Rintala, University of Tampere
Discussant: Eveline Wuttke, Johann Wolfgang Goethe University

31.090. Productions of Time-Space in Literacy Studies: Scale, Movement, and Texts. SIG-Writing and Literacies; Symposium
Swissotel, Event Centre Second Level, St. Gallen 1; 12:25-1:55pm
Chair: Amy Stornaiuolo, University of Pennsylvania
Participants:
Scaling as Literacy Activity: The Labor of Global Connectivity. Amy Stornaiuolo, University of Pennsylvania; Robert Jean LeBlanc, University of Pennsylvania
Language as Material Practice: Exploring Tacit and Embodied Communicative Repertoires in Youth Contexts for Social Justice. Kate Heron Pahl, The University of Sheffield
The Social (re)Construction of Scale in Video Documentaries on Immigration. Wun Shan Eva Lam, Northwestern University; Amy A. Chang, Northwestern University; Natalia Smirnova, Northwestern University; Enid Marie Rosario-Ramos, University of Michigan
The Fated Knot: Class, Racialization, and Linguistic Inequality in South African Schools. James P. Collins, University at Albany - SUNY
Discussant: Catherine F. Compton-Lilly, University of Wisconsin - Madison

Division and SIG Roundtables

31.091. Roundtable Session 10; Roundtable Session
31.091-1. Advances and Issues in the Measurement of Reading Motivation. Division C - Learning and Instruction; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 12:25-1:55pm
Chair: Stephen M. Tonks, Northern Illinois University; Allan L. Wigfield, University of Maryland - College Park
Participants:
A Review of Reading Motivation Measures. Marcia H. Davis, Johns Hopkins University; Stephen M. Tonks, Northern Illinois University; Aldo Chopitea Rodriguez, Northern Illinois University; Michael F. Hock, The University of Kansas
Factor Structure and Validity of the Reading Motivation Questionnaire for Elementary Students (RMQ-E). Ellen Schaffner, University of Potsdam; Ulrich Schiefele, University of Potsdam; Franziska Stut, University of Potsdam
Motivation for Reading: Multidimensional and Cross-Cultural. Qiuying Wang, Oklahoma State University
Measuring Reading Motivation for Informational Texts. Jenna Cambria, University of Tuebingen; John T. Guthrie, University of Maryland
Reading Self-Efficacy in Early Adolescence: Which Measure Works Best? Raven R. Piercey, University of Kentucky; Ellen L. Usher, University of Kentucky

31.091-2. Designs and Tools for Learning. Division C - Learning and Instruction; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 12:25-1:55pm
Chair: Kenneth W. Sterling, University of California - Santa Barbara
Participants:
Does Teaching Presence Vary in Master of Business Administration Teaching Environments? A Comparative Investigation of Instructional Design Practices. John Wisneski, Indiana University - Bloomington; Gannez Ozogul, Indiana University - Bloomington; Barbara A. Bichelmeier, Indiana University
The Relationship Between Lecture Choice and Lecture Viewing, Achievement, and Engagement. Cheryl Murphy, University of Arkansas; John C Stewart, University of Arkansas at Fayetteville
The Possibilities and Limitations of a Constructivist and Integrated Digital Curriculum. Rebecca Jovesh, University of Wisconsin - Madison; Annlee G. Good, University of Wisconsin - Madison; Ola Skyba, University of Wisconsin - Madison

31.091-3. Examining Trends From Assessments in Mathematics. Division C - Learning and Instruction; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 12:25-1:55pm
Chair: Barbara Anne King, Florida International University
Participants:
Comparability of a Mathematics Self-Efficacy Scale Across Japan, Korea, and Finland. Yue (Michelle) Chen, The University of British Columbia; Kadriye Ercikan, The University of British Columbia
Relationship Between Teacher Efficacy and Instructional Practices: An Examination in Asian Countries Using TIMSS (Trends in International Mathematics and Science Study) 2011. Qingmin Shi, Nevada State College; Jian Wang, Texas Tech University; Shaoan Zhang, University of Nevada - Las Vegas
Teacher Knowledge, Cultural Context, and Effective Small-Group Work in Mathematics. Elizabeth McEneaney, University of Massachusetts - Amherst
31.091-4. Explorations in Student Interest and Self-Concept. Division C - Learning and Instruction; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 12:25-1:55pm
Chair: Stephanie V. Wortmington, Michigan State University
Participants:
- Peer Academic Reputation in Middle School Math and Science: Associations With Academic Self-Concept and Intrinsic Value Among Adolescents. Elizabeth Anne North, University of Michigan - Ann Arbor
- School-Prompted Interest Among 4th to 12th Graders. David A. Bergin, University of Missouri; Ze Wang, University of Missouri; Christi Crosby Bergin, University of Missouri
The Effects of Motivational Beliefs and Goal Contexts on Perceived Task Interest. Sun-Young Lee, Korea University; Sung-II Kim, Korea University
The “Contextual Lab Effect”: Research Lab Peer Beliefs About Altruism in Science Predict Students’ Science Research Interest. Mark Katayama, California State University - Long Beach; Gregg Murugushi, California State University - Long Beach; Dustin Thoman, California State University - Long Beach; Jessi L. Smith, Montana State University

31.091-5. Motivational and Cognitive Processes: Math and Science Education. Division C - Learning and Instruction; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 12:25-1:55pm
Chair: Theresa A. Thorkildsen, University of Illinois at Chicago
Participants:
- Exploring Relationships Between Plausibility, Critical Evaluation, the Refutation Text Effect, and Students’ Climate Change Knowledge. Doug Lombardi, Temple University; Robert William Danielson, University of Southern California; Neil Young, University of California - Irvine
- How Do Students Experience the Competitiveness—Well-Being Relation in STEM Majors? An Interview Study. Monica D’Antonio, Montgomery County Community College; Briana L. Chang, Temple University; Jennifer G. Cromley, University of Illinois at Urbana-Champaign
- Increasing the Effectiveness of Teaching for Transformative Experience in Science Through Parental Involvement in an All-Girl Secondary School. Benjamin C. Heddy, University of Oklahoma; Gale M. Sinatra, University of Southern California; Barbara A. Greene, University of Oklahoma; Shane Berning, Archer School for Girls; Jerilyn Joel, Archer school for Girls
- The Impact of a Mindset Intervention on the Anxiety, Stress, Frustration and Coping of Ninth-Grade General Science Students. Kristin Skells, Northern Illinois University; J. Schwartz, Northern Illinois University; Lee Shunow, Northern Illinois University
- Remembering the High Notes: Retrospective Evaluations of Successful Learning and Assessment Episodes. Bridgid Finn, Educational Testing Service; David B. Miele, Boston College

31.091-6. Supporting Students: The Role of Social Support, Belonging, and Adversity in Learning Outcomes. Division C - Learning and Instruction; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 12:25-1:55pm
Chair: Dana Vedder-Weiss, Ben Garion University of the Negev
Participants:
- Academic Adversity, Social Support, and Academic Buoyancy: A Person-Centered Analysis and Implications for Academic Outcomes. Rebecca J. Collie, University of New South Wales; Andrew J. Martin, The University of New South Wales; Dorothy Bottrell, Victoria University Melbourne; Derrick Armstrong, The University of Sydney; Michael Ungar, Dalhousie University; Linda Liebenberg, Dalhousie University
- Promoting Adolescents’ Academic Performance: A District-Wide Randomized Trial of a Social-Belonging Intervention. Geoffrey D. Borman, University of Wisconsin - Madison; Chris Rezeck, University of Wisconsin - Madison; Paul Hanselman, University of Wisconsin - Madison
- Social Correlates of Academic Adjustment and Performance: Role of Social Achievement Goals and Need Satisfaction for Relatedness. YoonJung Cho, Sungshin University; Amanda Lea McCabe, Oklahoma State University - Stillwater; Sungok Serena Shim, Ball State University

31.091-7. Technology Tools and Environments. Division C - Learning and Instruction; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 12:25-1:55pm
Chair: Peggy A. Ermer, Purdue University
Participants:
- A Study of Instructional Alignment in Technology-Enhanced Active Learning Classrooms. Michelle Rogers, University of Iowa; Samuel Van Horne, University of Iowa; Kathy L. Schuh, University of Iowa
- Employing Educational Robotics for the Development of Problem-Based Learning Skills. Nikleia Eteokleous, Frederick University

31.091-8. The Role of Choice, Stereotype Threat, and Identity in Reading and Literacy Contexts. Division C - Learning and Instruction; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 12:25-1:55pm
Chair: Sonja L. Lanehart, The University of Texas - San Antonio
Participants:
- Analyzing Preadolescent Males’ Social Positioning and Struggles for Recognition in Classroom Literacy Events. Linda S. Bausch, Dowling College
- Choice Matters: A Secondary Analysis of PIRLS (Progress in International Reading Literacy Study). Elaine R. Barry, University of San Francisco; Rajeev Virmani, University of San Francisco; Denae Nurnberg, Fremont Union High School District; Yvette Mere-Cook, University of San Francisco
- Reading for Enjoyment: Empowering All Students to Succeed Through Whole-School Reading Programs and Cultures. Petros Panaou, Boise State University; Evi Panaou, Boise State University; Christiana Araví, CARDET; Charalampos Vrasidas, University of Nicosia
- Stereotype Threat Undermines High School Boys’ Performance in the Domain of Language Arts. Simon-Benoît Kinch, Université du Québec à Montréal; Isabelle Plante, University of Quebec - Montreal; Jonathan Brunee St-Ongé, Université du Québec à Montréal

Hyatt, East Tower - Purple Level, Riverside West; 12:25-1:55pm
Chair: Neal M. Kingston, The University of Kansas
Participants:
- Application of a Validity Evidence Framework for Evaluating Alignment Studies of Standard and Alternative Forms of State Assessments. Lisa M. Abrams, Virginia Commonwealth University; Divya Varier, Virginia Commonwealth University; Clay Aschliman, Virginia Commonwealth University; Jesse Senechal, Virginia Commonwealth University
- Assigning Letter Grades to Schools: A Collaborative Process for Model Selection. Jeffery Dean, University of Arkansas; Denise Tobin Airola, University of Arkansas
- Do Teacher Effectiveness Measures Exhibit Differential Validity? Evidence From the Measures of Effective Teaching Database. Megan E. Welsh, University of Connecticut; Eva Yajia Li, University of Connecticut; Christopher H Rhoads, University of Connecticut
- Kindergarten Teachers’ Effectiveness Ratings During Science Instruction: A Generalizability Study of Stability Over Time. Brian F. French, Washington State University; Panayota Y. Mantziopoulos, Purdue University; Helen Patrick, Purdue University; Inok Ahn, Purdue University; Sam Watson, Indiana University - Purdue University
- What a Difference a Difference Makes: Comparing Outcomes on Different Observational Instruments for Teacher Evaluation. Jennifer M. Lewis, Wayne State University; S. Asli Ozgun-Koca, Wayne State University; Kaith Hardamon, Wayne State University; Lennel Hernandez, Wayne State University; Sarah Isaksen, Wayne State University; Monica McLeod, Detroit Public Schools; Christopher Dennis Nazelli, Wayne State University

31.091-10. Assessment in Cross-Cultural Settings: Issues, Challenges, and Successes. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 12:25-1:55pm
Chair: Okan Bulut, University of Alberta
Participants:
- Cross-Racial and Economic Inequities Among Schools and Student Subgroups Identified by Erasure Analysis. Minji Kang Lee, Mayo Clinic; Jennifer Randall, University of Massachusetts
- Linking Poverty, Engagement, and Achievement Across Elementary,
Middle, and High School. Anthony C. Frontier, Cardinal Stritch University; Carroll Elizabeth Bronson, Cardinal Stritch University

Math Making the Cut: Indiana School Accountability and English Learner Test Performance. April M. Burke, Central Michigan University

Math Achievement Among Low-Income High School Students. Randolph Adrian Ottem, Research Triangle Institute; Laura Burns Fritch, Research Triangle Institute; Jill Dever, Research Triangle Institute

Measuring Ethnic Diversity in Schools. Kory Yue, University of Minnesota - Twin Cities; Martin Van Boekel, University of Minnesota - Twin Cities; Yu-Feng Chang, University of Minnesota; Michael C. Rodriguez, University of Minnesota; Jose R. Palma Zamarra, University of Minnesota; Luke Stanke, University of Minnesota; Nicholas Latterell, University of Minnesota; Kyle Nickodem, University of Minnesota


Chair: Stacy S. Merola, Merola Research LLC

Participants:

Applying Noncognitive Assessment to Reinforce Student Engagement and Educational Equity. Anna Nadirova, Practical Data Solutions; John M. Burger, Rocky View School Division


Comparison of Role of Relatedness in Self-Regulated Learning Strategies Between White and Latino American Adolescents. Ying Hong Jiang, Azusa Pacific University; Patricia J. Bonner, Azusa Pacific University

Engaging Families to Support Students’ Transition to High School: Evidence From the Field. Martha Abele Mac Iver, Johns Hopkins University; Joyce L. Epstein, Johns Hopkins University; Steven B. Sheldon, Johns Hopkins University; Ean Fonseca, Johns Hopkins University

September Absences and Their Implications for Yearlong Attendance. Linda S. Olson, Johns Hopkins University; Rachel E. Durham, Johns Hopkins University; Faith Connolly, Johns Hopkins University

31.091-12. Evaluating Instruction-Focused Programs and Strategies. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session

Chair: Stephen J. Schellenberg, Blue Dog Data, LLC

Participants:

A Mixed-Method Study Examining the Use of Special Education Teaching Assistants. Heidi R Cornell, Indiana University - Bloomington; Allison Ann Howland, Indiana University; Mark van Dyk

Leading by Example: Impact Evaluation of the TAP System Across Knox County Schools. Kellie Wills, National Institute for Excellence in Teaching; Joshua H. Barnett, National Institute for Excellence in Teaching; Leigh D’Amico, University of South Carolina; Peggy C. Kirby, Education Development Center, Inc.

Second-Year Impact Results of the Enhancing Missouri’s Instructional Networked Teaching Strategies (eMINTS) Program. Coye Meyers, American Institutes for Research; Ayra C. Molefe, American Institutes for Research

Capturing Mathematics Instruction With a Person-Oriented Methodological Approach: Use of Latent Class Analysis. Jungah Bae, University of Florida; Cynthia C. Griffin, University of Florida; James Algina, University of Florida

Supporting English Learners Through Sheltered Instruction: Year 2 Results From a Cluster-Randomized Trial. Theresa Deussen, Education Northwest; Angela Roccograndi, Education Northwest; Mukoto Hanita, Education Northwest; Elizabeth Atoio, Education Northwest


Chair: Beth Gamse, Abt Associates Inc.

Participants:

Effects of an Online Writing Tool to Improve Scores on State Writing Tests. Melinda J. Mollette, Gwinnett County Public Schools; Jewelle L. Harmon, Gwinnett County Public Schools

Flipped Learning in the Elementary Grades: New Challenges for Equity in Education. Debra Ingram, University of Minnesota; Bethann Wiley, University of Minnesota - Twin Cities; Christina Miller, University of Minnesota - Twin Cities; Terry Wyberg, University of Minnesota - Twin Cities

Improving State-Sponsored Pre-Kindergarten Evaluations Through the Analysis of Student Enrollment Feeder Patterns. Bianca Montross-Moorhead, University of Connecticut; Shaun Michael Dougherty, University of Connecticut; Tamika Patrice La Salle, Georgia State University; Jennifer Freeman, University of Connecticut; Jennie Weiner, University of Connecticut; Hannah M. Dostal, University of Connecticut

Preparing Students for the Common Core State Standards in Mathematics: An Evaluation of the ORIGO Stepping Stones Mathematics Program. Roisin P. Corcoran, John Hopkins University; Jane M. Eisinger, Johns Hopkins University; Joseph M. Reilly, Johns Hopkins University; Steven M. Ross, Johns Hopkins University

The Short- and Long-Term Effects of Early Childhood Education in Reducing Child Math Achievement Gaps: An Application of Generalized Propensity Score Methods in Approximating Factorial Experiments. Nianbo Dong, University of Missouri - Columbia; Metin Bulus, University of Pennsylvania

31.091-14. Student Roles and Voice in Classroom Assessment. SIG-Classroom Assessment; Roundtable Session

Chair: Jay Parkes, University of New Mexico

Participants:

Democratic Assessment as Action Research. Margaret A. Carr, University of Waikato; Jeanette Clarkin-Phillips, The University of Waikato; Brenda Soutar; Mana Tamarki

Kindergarten Teachers’ Use of Literacy Data to Make Instructional Decisions. Catherine M. Brightton, University of Virginia; Tonya R. Moon, University of Virginia; Marcia A. Invernizzi, University of Virginia; Megan Washburn, University of Virginia; Jordan Buckrop, University of Virginia; Allison Drake, University of Virginia

Toward a Participation Metaphor for Formative Assessment. Erin Marie Furtak, University of Colorado - Boulder; Ashley Cartun, University of Colorado - Boulder; Ruhan Cici Kizil, University of Colorado - Boulder; Ashley M. Chrzanoswki, University of Colorado - Boulder; Ryan Grover, University of Colorado - Boulder; Sara C. Heredia, University of Colorado - Boulder; Raymond Johnson, University of Colorado - Boulder; Abby McClelland, University of Colorado - Boulder; Kathryn H.O. White, University of Colorado - Boulder

What “Being Wrong” on Classroom Assessments Means to Students. James H. McMillan, Virginia Commonwealth University; Amanda Turner, Connecticut State Department of Education; Amy C Hutton, Virginia Commonwealth University

31.091-15. Factors Facilitating Doctoral Success. SIG-Doctoral Education Across the Disciplines; Roundtable Session

Chair: Lori Kupczynski, Texas A&M University - Kingsville

Participants:

The Aspiring Academics: Doctoral Students’ Collaborative Autobiographic Account of an Education Leadership Journal Club. Justin Barbaro, Teachers College, Columbia University; Jared Boyce, Teachers College, Columbia University; Philip A Smith, Teachers College, Columbia University; Zukiswa Kekana, Teachers College, Columbia University; Chelsey Saunders, Teachers College, Columbia University

Academic Advising and Mentorship in Selective Programs of Engineering and Social Work. Bryan Gopaul, University of Rochester; Margaret W. Sallee, University of Arizona - SUNY

Doctoral Student Writing: Toward a Praxis for Improving Success. Dannelle D. Stevens, Portland State University; Micki M. Caskey, Portland State University

The Relation Between Program Factors and Doctoral Completion and Time to Degree. Enyu Zhou, University of Missouri

Advising Doctoral Students in Education Programs. Christy Moro Craft, Kansas State University; Donna Augustine-Shaw, Kansas State University; Gayla Adams-Wright, Kansas State University; Amanda Fairbanks, Kansas State University

31.091-16. Qualitative Studies of Music Teaching and Learning. SIG-Music Education; Roundtable Session

Chair: Makoto Hanita, University of Connecticut; Mark van Dyk; Joshua H. Barnett, National Institute for Excellence in School Leadership; Terry Deussen, University of Buffalo; Jill Dever, Research Triangle Institute; Faith Connolly, Johns Hopkins University; Makoto Hanita, University of Connecticut; Martin Van Boekel, University of Minnesota - Twin Cities; Luke Stanke, University of Minnesota; Nicholas Latterell, University of Minnesota; Kyle Nickodem, University of Minnesota; Beth Gamse, Abt Associates Inc.
31.091-17. Teacher Voice and the Role of Arts-Based Educational Research, SIG-Arts-Based Educational Research; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 12:25-1:55pm
Chair: Penny S. Bryan, Chapman University
Participants:
- Producing Disequilibrium: Using Experimental Narrative Form in Teacher Education. Courtney Roth, University of Oregon
- Voices of the Tested: Visions of the Past, Present, and Future of School Assessment. Stephanie Green, University of South Florida; Jessica Kearney, University of South Florida; Jennifer R. Wolgemuth, University of South Florida; Vonzell Agosto, University of South Florida; Jeanine Romano, University of South Florida; Michael W. Riley, University of South Florida; Aimee Frier, University of South Florida
- Using Ethnodrama to Understand and Communicate Interview Data. Charles F. Vanover, University of South Florida
- Reconceptualizing the Role of the Teacher Through A/r/tography. Sean P. Wiebe, University of Prince Edward Island; Mitchell Allan McLarson, University of Prince Edward Island

31.091-18. Moral Development and Education SIG Roundtable on Teachers and Teacher Education. SIG-Moral Development and Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 12:25-1:55pm
Chair: Matthew N. Sanger, Idaho State University
Participants:
- How Teachers Teach Character. Claire Robertson-Kraft, University of Pennsylvania; Kimberly Austin, Relay Graduate School of Education
- Toward Deeper Understandings of Care Ethics in Teacher Education. Colette Rabin, San José State University; Grinell Smith, San José State University

31.091-19. Early Literacy Development. SIG-Early Education and Child Development; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 12:25-1:55pm
Chair: Sara C. Michael-Luna, Queens College - CUNY
Participants:
- Gender Differences in the Fictional Narratives of Young Children. Lynn Dietrich, University of Mississippi
- Head Start Teachers’ Use of Literal and Inferential Language During Whole-Class Repeated Book Reading. Alina Mihai, Indiana University; Gretchen D. Butera, Indiana University

31.091-20. Social and Emotional Learning Assessments. SIG-Social and Emotional Learning; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 12:25-1:55pm
Chair: Jennifer Briggs, University of Pittsburgh
Participants:
- Assessing Executive Functions: What Educational Researchers and Practitioners Are to Know. Saifying Steenbergen-Hu, Northwestern University; Paula M. Olczewski-Kubilius, Northwestern University; Eric Calvert, Northwestern University
- Teachers’ Interest in Students’ Personal Development: The Creation of a New Survey Scale. Julieanne Viola, The University of Oxford; Beth Schueler, Harvard University; Joe McIntyre, Harvard University; Hunter Gehlbach, Harvard University

31.091-21. Interrogating Inclusion and Exclusion in an International Context. SIG-Disability Studies in Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 12:25-1:55pm
Chair: Mara Sapon-Shevin, Syracuse University
Participants:
- Hidden Voices: Parents’ Perspectives on the Impact of Full Inclusion on Their Preschool Children With Disabilities. Susan R. Warren, Azusa Pacific University; Lori Sortino; Richard S. Martinez, Azusa Pacific University
- Girls With Disabilities in the Global South: A Critical Approach for Understanding Exclusion. Xuan Thuy Nguyen, Mount Saint Vincent University; Claudia Mitchell, McGill University
- The Impact of Inclusive Education on Visually Impaired Students in Turkey. G. Irem Bayram, TED Bursa College; Burcu Alapala, Bogazici University; M. Sencer Corlu, Bilkent University
- To What Extent Is Universal Design for Learning “Universal”? A Case Study in Township Special Education Schools in South Africa. Young Song, Syracuse University
- “A School With a Difference”: Lessons Learned From Inclusive Schools Projects in Italy and Spain. Fabio Dovigo, University of Bergamo

31.091-22. African American at Risk. SIG-Research Focus on Black Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 12:25-1:55pm
Chair: Erika C. Bullock, The University of Memphis
Participants:
- Black Girls and School Discipline: The Complexities of Being Overrepresented and Understudied. Subini Anyc Annamma, University of Denver; Nicole Michelle Joseph, University of Denver; Yolanda Anyon, University of Denver; Jordan Farrar, University of Denver; Barbara Downing, Denver Public Schools; Eldridge Greer, Denver Public Schools; John Simmons, Denver Public Schools
- Beyond Borders: Exploring Academic Resiliency and Educational Experiences of Kenyan and U.S. Adolescent Girls. Tonia Renee Durden, University of Nebraska - Lincoln; Teresa A. Fisher, Northern Illinois University, Jane Rose Njue, Northern Illinois University; Teresa Akinzoye Wasonga, Northern Illinois University
- Emancipatory Research Methods for Black Girls. Erica Edwards, Georgia State University; Shereef A. McArthur, Georgia State University; Latoya Simone Russell, Georgia State University
- Hiding in Plain Sight: Black Female Risk for Exclusionary Discipline Over Time. Jamilla Blake, Texas A&M University; Mier P. Marchbanks; Travis Wedeking, Texas A&M University - College Station; Danielle Smith, Texas A&M University; Allison Seibert
- Rendering the Invisible Visible: A Study of Black Families Participating in Families Advocating for Their Children’s Education (FACE). Tammya Morant, University of Maryland

31.091-23. Exploring Identities of Adolescent Bilingual Students in U.S. Schools. SIG-Bilingual Education Research; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 12:25-1:55pm
Chair: Geeta A Aneja, University of Pennsylvania
Participants:
- Across Languages, Modes, and Identities: Bilingual Adolescents’ Multimodal Code-Meshing in the Literacy Classroom. Mark Barba Pacheco, Vanderbilt University; Blaine Elizabeth Smith, University of Miami
- I can say you’re Latina:” Discourses of Identity in Use Among Multilingual Youth at a Dual Language School. Jenny Eva Jacobs, Harvard University
- Exploring the Motivations and Identities of Immigrant Adolescents Pursuing Korean Heritage Language Learning: Navigating Across Contexts. Jung-In Kim, University of Colorado - Denver
- Identity, Language Learning, and Adolescent Peer Social Networks: A Case Study. Fares Karam, University of Virginia; Amanda Kiilber, University of Virginia; Valerie A Futch, University of Virginia; Lauren Eldred, University of Virginia
31.091-24. Reading and Writing Instruction in K–12 Contexts. SIG-Writing and Literacies; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 12:25-1:55pm
Chair: Kathy Ann Mills, Queensland University of Technology
Participants:
A Genre-Based Approach to English Language Development Reading Instruction: Filling the Sentence-Level Gap. Deborah Poole, San Diego State University
Interrogating Policy Contradictions in Literacy Reforms About Persuasive Texts. Beryl Exley, Queensland University of Technology; Kathy Ann Mills, Queensland University of Technology
Measuring Self-Efficacy for Writing and Writing Instruction With Preservice Teachers: Survey Development. Tracey S. Hodges, Texas A&M University - College Station; Erin M. McGtigue, Texas A&M University; Nancy Dubinski Weber, Texas A&M University - College Station; April Gayle Douglass, Texas A&M University; Katherine Landau Wright, Texas A&M University - College Station
Righting Technology: Theoretical Misalignment and Technological Underperformance of Large-Scale Writing Assessment. Nadia Behzadzadeh, Georgia State University; Tom Lian Lynne, Pace University
What Do Teachers Say to Students About Their Writing? An Examination of Teachers’ Oral Feedback to Elementary Writers. Lorien Chambers Schulte, Fort Lewis College

31.091-25. Issues in Urban Education: Diversity and Social Justice. SIG-Urban Learning, Teaching, and Research; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 12:25-1:55pm
Chair: Djuana A. Hill, William Paterson University
Participants:
A Case Study of Undergraduates Developing Understandings While Learning, Working, and Creating Relationships Across Cultures. Martha A. Adler, University of Michigan - Dearborn
Facilitating Historical Literacy With Urban Youth Through Young Adult Literature: Exploring the Views and Practices of African American Teacher Candidates. Jason K. Ritter, Duquesne University; Casey O’Donnell-Chavis, Duquesne University
Promising Social Justice? Examining Teachers’ Response to Reforms for Educating Linguistically and Culturally Diverse Learners. Theresa Y. Austin, University of Massachusetts - Amherst
Toward a Model of Caring Solidarity: Succeeding White Teachers of African American Students in Two Raced and Gendered Urban Classrooms. Michael L. Boucher, Florida Gulf Coast University

31.091-26. Adult Literacy, Writing, and Transitions Data in Developmental Settings. SIG-Adult Literacy and Adult Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 12:25-1:55pm
Chair: Danielle Gioia, University of Pennsylvania
Participants:
Reading, Writing, and Self-Efficacy of College Developmental Education Students. Dolores Perin, Teachers College, Columbia University; Julia Raufman, Community College Research Center; Hoori Santikian, Community College Research Center
Perceptions on Intelligence and Self-Efficacy Among Community College Students Enrolled in Transitional Education Reading Courses. Acquelnetta Yvette Myrick, The Community College of Baltimore County; Rick C. Jakeman, The George Washington University; Susan Swayze, The George Washington University
GED 2014 Academic Writing Pedagogy: Researching Adult Literacy Approaches to Academic Writing Instruction. Sasha V. Lotus, University of Washington
Linking Statewide Longitudinal Data With U.S. Program for the International Assessment of Adult Competencies Data on Adult Learners With Low Skills. Jeff Zacharakis, Kansas State University; Margaret B. Patterson, Research Allies for Lifelong Learning

**Division and SIG Posters**

**31.092. Poster Session 5:** Poster Session

**31.092-1. Methodological Approaches to Program Evaluation in the Schools.** Division H - Research, Evaluation and Assessment in Schools; Poster Session

**31.092-2. Division K Section 3 Poster Session 4.** Division K - Teaching and Teacher Education; Poster Session

**31.092-3. Technology as an Agent of Change in Teaching and Learning SIG Poster Session.** SIG-Technology as an Agent of Change in Teaching and Learning; Poster Session

**31.092-4. Learning Sciences SIG Poster Session.** SIG-Learning Sciences; Poster Session

**Posters:**

1. Are Internal Validity and Systemic Replication Conflicting Perspectives? Implications for Research-Based Knowledge for Decision Makers. Michael R. Vitale, East Carolina University; Theodore S. Kanuka, Craven County Schools; Nancy Romance, Florida Atlantic University
4. Measuring Fidelity of Implementation: An Example From the Arts Achieve Project. Tara Mastrodilli, The Graduate Center - CUNY; Susanne DeFalco Harnett, Metis Associates, Inc.
5. Multilevel Psychometric Analysis of the Instructional Pedagogical and Instructional Student Engagement Components of Fidelity of Implementation. Sandra Naum, University of South Florida; Robert F. Dedrick, University of South Florida
7. Using Propensity Score Matching in Program Evaluation: Lessons Learned in a Statewide Evaluation of a College-Prep Program in Hawai’i. Malkeet Singh, Education Northwest; Michelle Hodara, Education Northwest; Changhai Wang, Northwest Regional Educational Laboratory

**Friday Afternoon, April 17, 2015**
Shima Salehi, Stanford University; Liza Renee Lizzcano, Stanford University; Paulo Blikstein, Stanford University
16. Designerly Listening and Learning. Kersti Tyson, University of New Mexico; Vanessa Sivhla, University of New Mexico; Victor Law, University of New Mexico; Jamie Mae Collins, University of New Mexico; Abigail Stiles; Julie Bryant, The University of New Mexico; Ara Kooser, University of New Mexico; Casandra Sinneros, Albuquerque Public Schools; Magdalena Donahue, The University of New Mexico
17. Designing an Online Computer Science Course for Deeper Computational Learning in Middle School. Shacht Grover, Stanford University; Roy D. Pea, Stanford University
18. Foregrounding Gender Equity in the Learning Sciences. Joanna R. Weidler-Lewis, University of Colorado - Boulder
19. Investigating Middle School Students' Communication During Collaborative Engineering Design Challenges. Mia De La Rosa, Alhambra Elementary School District; Michelle Jordan, Arizona State University; Francisco Gonzalez, Arizona State University
22. Sources of Knowledge in Interaction: How Geology and Math Students Lamine Resources in the Process of Knowing. David DeLemia, University of California - Los Angeles; Michael Smith, University of California - Los Angeles; Charles Goodwin, University of California - Los Angeles
24. Student Regulation of Collaborative Learning: Design Conjecture of Expert and Jigsaw Activities in Jigsaw Participation. Jun Oshima, Shizuoka University; Ritsuko Oshima, Shizuoka University; Keita Fujii, Shizuoka University
25. Using a Networked Community to Support Equitable Access to Computational Learning: The Digital Divas. Caitlin Kennedy Martin, DePaul University - Digital Youth Network; Ugochi Cynthia Acholonu, DePaul University; Nichole D. Pinkard, DePaul University; Denise Nacu, DePaul University
26. Cultural Forms and Design: Placing Social Interaction at the Center. Michael S. Horn, Northwestern University; Kristal R. Villanosa, Northwestern University; Florian Block, Harvard University; Chia Shen, Harvard University

31.092-5. Career and Technical Education SIG Poster Session. SIG-Career and Technical Education; Poster Session Sheraton, Fourth Level, Chicago V&VII; 12:25-1:55pm Posters:
27. Gender Participation Within Career and Technical Education: Implications of Course-Taking on Occupational Gender Segregation and the Gender Wage Gap. Stephanie Fuhr, Jefferson County Public Schools; Namok Choi, University of Louisville; James R. Stone, University of Louisville; Meera Alagaraja, Texas A&M University; Marco A. Munoz, Jefferson County Public Schools
28. The Mediating Effect of Career Resilience on the Relationship Between Personality Traits and Work Stress. Wenting Yang, University of Georgia - Athens

29. Property and Whiteness: Critical Understandings of School Finance Policy. Erin Atwood, Texas Tech University; Florencio Aranda, Texas Tech University
31.092-7. Poster Session: College Student Learning and Development (1). Division J - Postsecondary Education; Poster Session Sheraton, Fourth Level, Chicago V&VII; 12:25-1:55pm Posters:
31. Exploring the Academic Aspirations of Doctoral Women of Color. Delma Ramos, University of Denver; Varayzi Yi, University of Denver
32. An Exploration of Variation in Help-Seeking Behaviors Among First-Year Undergraduates From Low-Income Families. Jesus Javier Renteria, University of Wisconsin - Madison; Sara Goldrick-Rab, University of Wisconsin - Madison
33. Developing Multicultural Citizenship Skills: Examining Differences Between Humanities and STEM Students. Tiffany Lee Tsang, University of California - Los Angeles
34. Effectiveness of Small-Group Learning in STEM College Classrooms: An International Meta-Analytic Review. Sema A. Kalaian, Eastern Michigan University; Rafa M. Kasim, Indiana Institute of Technology
35. Establishing a Basic Communication Skills Prerequisite for Social Science Courses: An Outcomes Assessment. Christian Anderson, College of the Sequoias
36. Mapping the Educational and Social Experiences of LGBTQ College Students. Carrie A Kortegast, Northern Illinois University
37. Pedagogical Differences: What Can We Learn From the First-Year Experiences of Chinese ESL Students in a Midwestern University? Akiko Ota, Michigan State University; Michael J. Smith, Portland State University
38. Quasi-Experimental Study of the Effect of Course Acceleration on Student Success in College Mathematics Courses. Fei Chen, State University of New York; Margaret Olvera-Aguilar, Educational Testing Service; Samuel Rikoon, Educational Testing Service; Teresa Jackson, ETS; Steven B. Robbins, Educational Testing Service
40. Replenishing STEM Pipelines: Factors That Contribute to Undecided Students' Completion of STEM Bachelor's Degrees. Sylvia Hurtado, University of California - Los Angeles; Bryce Edward Hughes, University of California - Los Angeles; Tanya Figueroa, University of California - Los Angeles; Kevin Eagan, University of California - Los Angeles; Ashlee Wilkins, University of California - Los Angeles
41. Social Experiences in College: Influencing Students' Psychological Well-Being. Tieniell L. Trolian, University of Iowa; Gwendolyn Archibald, The University of Iowa
42. The Academic Achievement of Veteran Students in Public Two-Year Colleges. Hsin-yu Chan, University of Wisconsin - Madison; Jamie Seyfert, Washesha County Technical College
43. The Impact of First-Year Seminars on College Retention Rates: A Meta-Analytical Review. Brian Ashley Niemeier, The University of Memphis
44. The RIDE to Success: The Impact of Diversity Fellowships on Graduate Student Success. Samuel Henry Bersola, University of California - Los Angeles; Robin Garrell; Chris Testa; Nida Rinthapol, University of California - Los Angeles

31.092-8. Examining Critical Incidents Leading to School Change. SIG-School Turnaround and Reform; Poster Session Sheraton, Fourth Level, Chicago V&VII; 12:25-1:55pm Poster:
45. Examining Critical Incidents Leading to School Change. Courtney L. Malloy, Vital Research, LLC; Andrea Nee, Vital Research, LLC

Friday, 1:00 pm

Professional Development Courses

32.010. How to Get Published. Professional Development and Training Committee; Professional Development Course Fairmont, Third Level, Crystal; 1:00-5:00pm Instructors: Patricia A. Alexander, University of Maryland - College Park; Lauren M Singer; University of Maryland - College Park; Courtney Hatton, University of Maryland - College Park; DeLeon Lavron Gray, North Carolina State University; Matthew T. McCruden, Victoria University of Wellington; Panayiota Kendeou, University of Minnesota; Gregory R. Hancock, University of Maryland; Diane L. Schallert, The University of Texas - Austin; Sofie Loyens, University College Roosevelt; Jeffrey A. Greene, University of North Carolina - Chapel Hill
32.011. New Weighting Methods for Causal Mediation Analysis.  Professional Development and Training Committee; Professional Development Course  Fairmont, Second Level, State; 1:00-5:00pm  Instructors: Guanglei Hong, University of Chicago; Jonah Deutsch, University of Chicago

32.012. Using NAEP Data on the Web for Educational Policy Research and Practice.  Professional Development and Training Committee; Professional Development Course  Fairmont, Third Level, Regent; 1:00-5:00pm  Instructors: Debra Kline, Educational Testing Service; Edward M. Kulick, ETS; Emmanuel Sikali, U.S. Department of Education; Joanne Lim, Hager Sharp, Inc.; Debra Silimeo, Hager Sharp Inc; Selam Maru

32.013. Writing an Application for an Institute of Education Sciences Grant: A Workshop.  Professional Development and Training Committee; Professional Development Course  Fairmont, Third Level, Chancellor; 1:00-5:00pm  Instructors: Allen Ruby, Institute of Education Sciences; Meredith J. Larson, National Center for Education Research

**Friday, 2:15 pm**

### Governance Meetings and Events

33.001. AERA Government Relations Committee: Closed Meeting. AERA Governance; Governance Session  Hyatt, West Tower - Bronze Level, Water Tower; 2:15-3:45pm  Chair: David H. Monk, The Pennsylvania State University

33.002. AERA Journal Publications Committee and Journal Editors: Closed Meeting. AERA Governance; Governance Session  Hyatt, West Tower - Green Level, Crystal A; 2:15-3:45pm  Chair: Gale M. Sinatra, University of Southern California

33.003. AERA SIG Executive Committee: Closed Meeting. AERA Governance; Governance Session  Hyatt, West Tower - Bronze Level, Columbia; 2:15-3:45pm  Chair: Geni Cowan, California State University - Sacramento

### Presidential Sessions

33.010. Film Expo: Schooling the World. AERA Presidential Session; Invited Speaker Session  Chairs: Jonathan I Gayles, Georgia State University; Neal Marlens, Schooling the World Film; Jim Hurst, Schooling the World Film


### AERA Sessions

33.014. Closing the Information Gap: Best Strategies for Connecting Education Research to Policy Makers and the Public. AERA Sessions; Invited Speaker Session  Hyatt, East Tower - Gold Level, Columbus AB; 2:15-3:45pm  Chair: Camilla P. Benbow, Vanderbilt University  Participants: Sara Goldrick-Rab, University of Wisconsin - Madison; Claudio Sanchez, National Public Radio; Former Rep. Brian Baird, U.S. Congress

33.015. Evaluating the Productivity of Researchers in Varied Institutions: Consequences for Individuals and Institutions—Cosponsored by the Organization of Institutional Affiliates and Universities 21. AERA Sessions Cosponsored with Organization of Institutional Affiliates; Invited Speaker Session  Hyatt, West Tower - Gold Level, Regency D; 2:15-3:45pm  Chair: Kent McGuire, Southern Education Foundation, Inc.  Discussants: Inma Ellof, University of Pretoria; Gerard Postiglione, The University of Hong Kong; Darleen Opfer, Glenn E. Good, University of Florida

33.016. STEM Integration in K–12 Education: Status, Prospects, and an Agenda for Research - An NRC Report. AERA Sessions; Invited Speaker Session  Hyatt, West Tower - Gold Level, Toronto; 2:15-3:45pm  Chair: Margaret A. Eisenhart, University of Colorado - Boulder  Participants: Barbara M. Means, SRI Education; Heidi Schweingruber, National Research Council  Discussants: Shirley Malcom, American Association for the Advancement of Science; Barbara Schneider, Michigan State University

33.017. Socializing Intelligence Through Academic Talk and Dialogue: A New AERA Publication. AERA Sessions; Invited Speaker Session  Hyatt, East Tower - Gold Level, Columbus CD; 2:15-3:45pm  Chair: Gilberto Q. Conchas, University of California - Irvine  Participants: Lauren B. Resnick, University of Pittsburgh; Christa S.C. Asterhan, Hebrew University; Sherice Clarke, University of Pittsburgh  Discussants: Kris D. Gutiérrez, University of California - Berkeley; Robert E. Flodin, Michigan State University

33.018. Division A Fireside Chat: Strengthening School Leaders’ Understandings of the Intersections of Identity, Culture, Language,
Friday Afternoon, April 17, 2015

Heritage, and Justice Conceptualization. Graduate Student Council Cosponsored with Graduate Student Council, Division A - Administration; Invited Speaker Session
Swissotel, Lucerne Level, Lucerne III; 2:15-3:45pm
Chairs: Kate Rollert, Michigan State University; Priya Goel La Londe, University of Illinois at Urbana-Champaign
Speakers: Gloria J. Ladson-Billings, University of Wisconsin - Madison; Norma E. Gonzalez, The University of Arizona; Jean A. Patterson, Wichita State University; Robert T. Teranishi, University of California - Los Angeles; Angene DeJourn Welon, University of Illinois at Urbana-Champaign

33.019. Division I Fireside Chat. Navigating the Careers of Teachers: Recognize Your Transferable Skill Set! Graduate Student Council; Invited Speaker Session
Sheraton, Second Level, Michigan A; 2:15-3:45pm
Chairs: Michael Soh, University of California - Los Angeles; Angela D. Blood, Rush University
Speakers: Yoon Soo Park, University of Illinois at Chicago; Bridget Colleen O'Brien, University of California - San Francisco; Christopher O'Neal, University of California - Los Angeles

33.020. Gender, Ethnicity, and Schooling. Committee on Scholars and Advocates for Gender Equity in Education; Paper Session
Hyatt, West Tower - Gold Level, Hong Kong; 2:15-3:45pm
Chair: Noni Mendoza-Reis, San José State University
Participants:
#BringBackOurGirls: Nigeria, Literacy, and Gender. Pamela Jean Betts, Washington State University; Jane Kelley, Washington State University; Ohosuda Olalekan Adeope, Washington State University
Are Girls More Impervious to Pressure for Gender Conformity Than Boys? The Association Between Pressure for Gender Conformity and Academic Self-Efficacy. Wendelien Vantieghem, Ghent University; Mieke Van Houtte, Ghent University; Ellen Huyge, Ghent University
Holding On by a Thread: High-Achieving Latinos in an Urban School District. Monica G. Garcia, California State University - Northridge; Corinne Martinez, California State University - Long Beach
Turning Up the American and Turning Down the Mexican: Mexican American Women Navigating the Academy. Cecilia Elizabeth Suarez, University of Illinois at Urbana-Champaign

"Es como kind of tonta": Critical Encounters in Children’s Literature About Gender Equity. Gilberto P. Lara, The University of Texas - Austin; Maria Letija, The University of Texas - Austin

International Organization Sessions

33.021. Learning and Development in Hybrid Learning Environments. Netherlands Educational Research Association Cosponsored with SIG-Learning Sciences, SIG-Learning Environments; Invited Speaker Session
Sheraton, Second Level, Ontario; 2:15-3:45pm
Chair: Monique L. Volman, Universiteit van Amsterdam, Research Institute Child Development and Education
Participants:
Interweaving Learning in Practice Settings With Formal, School-Based Learning: An In-Depth Study. Ilya Zitter, Hogeschool Utrecht; Aimee Hoeve, HAN University of Applied Sciences; Elly de Bruijn, Utrecht University
Measuring Competence Growth of (Pre)Secondary Vocational Education Students in Hybrid Learning Environments. Frank de Jong, Stoa Hogeschool
The Distribution of Roles in Teacher Teams Responsible for Hybrid Learning Environments. Renate Wesselink, Wageningen University; Judith Gulkers, Wageningen University; Martin Mulder, Wageningen University
Discussant: Matt Flynn, Queensland University of Technology

33.022. Division B Vice Presidential Session 2. Empowering Teacher Voice: The Turn to the Organizing Model of Unionism. Division B - Curriculum Studies; Invited Speaker Session
Hyatt, West Tower - Green Level, Crystal C; 2:15-3:45pm
Participants: Karen Lewis, Chicago Teachers Union; Bob Peterson, Milwaukee Teachers’ Education Association; Barbara Madeloni, University of Massachusetts - Amherst; Alex Caputo-Pearl, United Teachers of Los Angeles
Discussants: Lois Weiner, New Jersey City University; Mayme Francyne Hackaby, Texas Christian University

33.023. Epistemic and Self-Efficacy Beliefs for Personalized Learning. With Technology. Division C - Learning and Instruction; Paper Session
Sheraton, Second Level, Huron; 2:15-3:45pm
Chair: Deborah L. Adler, Capella University
Participants:
Adult Learners’ Self-Efficacy and Use of Technology in Technology-Supported Environments. Yu-Chun Kuo, Jackson State University; Yu-Tung Kuo, Purdue University
Ahead of the Curve: Exploring the Disconnect Between Capacity and Implementation in the Personalized Learning Movement. Andrea J. Bingham, University of Southern California
Enhancing Teachers’ Self-Efficacy in Technology Literacy Through Social Media: Objective and Theoretical Framework. Tara Tressel, McGill University; Susanne P. Lajoie, McGill University; Meredith Derian-Toth, McGill University

Epistemic Beliefs and Perceived Affordances: An Investigation of Professors’ Use of a Technology-Enhanced Active Learning Classroom. Xan Ge, University of Oklahoma; Li Hui Liao; Yujin Yang

33.024. Facilitating Learning Through Games and Play. Division C - Learning and Instruction; Paper Session
Sheraton, Second Level, Superior B; 2:15-3:45pm
Chair: Jeffrey Stuart Kaplan, University of Central Florida
Participants:
CARD-tamen™ TPACK-L: Assessing Teacher Competency With Technology Integration. Beomkyun Choi, University of Connecticut; Stephen Slota, University of Connecticut; Benedict Lai, University of Connecticut; Michael F. Young, University of Connecticut
Creating a Culturally Relevant Game Design Curriculum: Emerging Design Principles. Roberto Joseph, Hofstra University; James Patrick Diamond, Education Development Center, Inc.; Eustace George Thompson, Hofstra University; Francisco Cervantes, EDC Center for Children and Technology
Promoting Science Knowledge Through an Educational Game: GlobalEd 2. Scott W. Brown, University of Connecticut; Kimberly A. Lawless, University of Illinois at Chicago; Lisa J. Lynn, University of Illinois at Chicago; Kamila Brodowsinska Bruscianelli, University of Illinois at Chicago; Jeremy Riel, University of Illinois at Chicago
Discussant: Pratim Sengupta, Vanderbilt University

33.025. Jan Hawkins Award Address: Thomas Philip. Division C - Learning and Instruction; Invited Speaker Session
Sheraton, Ballroom Level, Sheraton I; 2:15-3:45pm
Chair: Melissa Sommefeld Gresalfi, Vanderbilt University
Participant:
Going Deeper Than Conversations About Race, Equity, and Technology: Grappling With Technology as Radicalizing. Thomas M. Philip, University of California - Los Angeles

33.026. Learning and Engagement Through Gaming. Division C - Learning and Instruction; Paper Session
Sheraton, Second Level, Superior A; 2:15-3:45pm
Chair: Rachel M Flynn, Ramapo for Children
Participants:
Adding Worksheets to Improve Learning From a Computer-Based Narrative Game. Celeste Pilegard, University of California - Santa Barbara; Richard E. Mayer, University of California - Santa Barbara
High School Student Interest and Learning of Climate Change Science via Local, Place-Based Narrative Games. Tying Lou, University of South Florida; Glenn Gordon Smith, University of South Florida;
Allan Feldman, University of South Florida; Ping Wang, University of South Florida; Ora Tanner, University of South Florida; Denise Davis, University of South Florida; Molly Trendell Nation; Lucille Moon-Michel

Projective Reflection Through Games. Aroulis Foster; Mamta Shah, Drexel University; Anne Catherine Feldman, Drexel University

The Role of a Technology Framework in Orchestrating Real-Time Inquiry: SAIL Smart Space (S3). Mike Tissenbaum, University of Wisconsin - Madison; James D. Stolta, University of Toronto

Understanding Learning Engagement During Game Play: A Theory- and Data-Driven Exploration. Fengfeng Ke, Florida State University; Kui Xie, The Ohio State University; Ying Xie, Northern Illinois University

33.027. Powerful Practices in Science Teaching. Division C - Learning and Instruction; Paper Session

Sheraton, Second Level, Eric; 2:15-3:45pm

Chair: Jennifer Richards, University of Washington

Participants:

Sustaining or Diffusing Elementary Science Education Reform After Two Years. David E. Long, George Mason University; Andrew Jacob Keck, George Mason University; Susan Poland, George Mason University

The Power of Empathy in STEM Education: An Analysis of a Human-Centered Approach to Problem Solving. Kathy Liu Sun, Stanford University

The Art of Teacher Talk: Examining Intersections of the Strands of Scientific Proficiencies and Inquiry. Jennifer K. LeBlanc, Texas A&M University; Baki Cavlazoglou, Texas A&M University; Stephen C. Scogin, Hope College; Carol L. Stuesey, Texas A&M University

Secondary Science Teacher and Student Framing of Class Discussions: Perspectives From Different Academic Tracks. Diane H. Silva Pimentel, University of New Hampshire

Exploring Elementary Teachers’ Knowledge and Practices for Model-Based Science Instruction About the Water Cycle. Cory T. Forbes, University of Nebraska - Lincoln; Tina Yo, University of Nebraska - Lincoln; Christina V. Schwarz, Michigan State University; Laura Zangori, University of Nebraska-Lincoln


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

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

Participant:


Discussants: Stephen B. Dunbar; University of Iowa; Scott Hill, The College Board

33.029. Correlates of Academic Achievement. Division E - Counseling and Human Development; Paper Session

Hyatt, West Tower - Gold Level, Atlanta; 2:15-3:45pm

Chair: Paul L. Morgan, The Pennsylvania State University

Participants:

24-Month-Old Children With Larger Oral Vocabularies Display Greater Academic and Behavioral Functioning at Kindergarten Entry. Paul L. Morgan, The Pennsylvania State University; Carol Hammer; Temple University; George Farkas, University of California - Irvine; Marianne Hillemeier; The Pennsylvania State University; Steven Maczuga, The Pennsylvania State University

Can Parental Expectations Compensate for the Negative Effects of Low Birth Weight on Academic Achievement? Dolores Cormier-Zenon, Independent Researcher

Cross-Culture Study of the Relationship Between Maternal Parenting Style and High School Achievement and Self-Esteem. Shuyi Guan, University at Albany - SUNY; Hamide Gozu, University at Albany - SUNY; Ji Eun Lee, University at Albany - SUNY; Stella (Xian) Li, University at Albany - SUNY; Yuriko Sasaki, University at Albany - SUNY; Joan Newman, University at Albany - SUNY

Dual Language Proficiency and Executive Functioning Predictors of Academic Outcomes in Latino Children of Immigrants. Brian A. Collins, Hunter College - CUNY

Native Language Background and Academic Achievement: Is Socioemotional Well-Being a Mediator? Kate Niehaus, University of South Carolina; Jill L. Adelson, University of Louisville; Aubrey Sejuit, University of South Carolina

33.030. Case Studies of Educators: Interrogating the Role of the Individual. Division F - History and Historiography; Paper Session

Swissotel, Lucerne Level, Lucerne II; 2:15-3:45pm

Chair: Wayne Urban, The University of Alabama

Participants:


Race, Gender, and Educational Innovation: Taking Over James Forten School, Philadelphia, 1888–1900. Deborah S. Valentine, Saint Joseph’s University

Southern White Teachers in North Carolina’s Freedmen’s Schools During the Reconstruction Era, 1865–1877. AnneMarie Brosnan, Mary Immaculate College

The M Street School: Anna Julia Cooper and Fostering Leaders in the African American Community. Shanace Bodrick, Clemson University; DeShawn Preston, Clemson University; LaGarrett Jarriel King, Clemson University

Discussant: Kate B. Roussanieri, Miami University

33.031. Exploring Issues of College Readiness and Success in New York City. Division H - Research, Evaluation and Assessment in Schools; Symposium

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

Chair: James J. Kemple, New York University

Participants:


School Time Lab: How Schools Use Time to Prepare Students for College and Careers. Elise Corwin, NYC Department of Education; Lillian Dunn

College Readiness in New York City. Vanessa Marie Coca, New York University; Kristin Black, New York University

Timing of Remediation and College Outcomes. Zun Tang, City University of New York; Sarah Truelsch, CUNY - Graduate Center

Discussant: Jenny K. Nagaoka, University of Chicago

33.032. Variation in Program Implementation in Large-Scale Randomized Controlled Trials: Analyzing and Addressing Implementation Challenges in Educational Settings. Division H - Research, Evaluation and Assessment in Schools; Symposium

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

Chairs: Maria D. La Russo, Harvard University; Catherine E. Snow, Harvard University

Participants:

Challenges of Adaptations in Randomized Controlled Trials of a Reading for Understanding Intervention. Susan R. Goldman, University of Illinois at Chicago; Cynthia L. Greenleaf, WestEd; MariAnne George, University of Illinois at Chicago; Stacy A. Marple, WestEd; Julia Emig, Chicago Public Schools; Willard R. Brown, WestEd, Gayle Cribb, WestEd

Implementation of a Text-Based Content Intervention in Secondary Social Studies Classes. Jeanne Wanek, Florida State University; Sharon R. Vaughn, The University of Texas - Austin; Elizabeth Ann Swanson, The University of Texas - Austin; Greg J. Roberts, The University of Texas - Austin; Shawn C Kent, Florida State University

A School Randomized Trial of a Discussion-Based Vocabulary Intervention: Why Is Implementation More Successful in Some Settings Than Others? Maria D. LaRusso, Harvard University; Stephanie Margaret Jones, Harvard University; Catherine E. Snow, Harvard University; Suzanne Donovan, SERP Institute

Discussant: Anthony S. Bryk, The Carnegie Foundation for the Advancement of Teaching

33.033. Research on Training Professionals for Practice in a Multicultural Society. Division I - Education in the Professions; Paper Session

Sheraton, Ballroom Level, Sheraton III; 2:15-3:45pm

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

Participants:

Impact of Reflective Writing Assignments on Dental Students’ Views of
Cultural Competence and Diversity. Carol A. Isaac, Mercer University; Linda Behar-Horenstein, University of Florida; Barbara Lee, Keiser University; Frank A Catalanotto

Going Off Script: Cultural Responsiveness in the Face of Standardization. Elizabeth Anne Self, Vanderbilt University

“I Didn’t See It as a Cultural Thing”: Student Teacher Supervisors Define Culturally Responsive Supervision. Linda B Griffin, Lewis & Clark; Dyan Watson, Lewis & Clark; Tonda Liggert, Washington State University - Vancouver

Racial Differences in Communication Apprehension and Interprofessional Socialization in Fourth-Year Doctor of Pharmacy Students. Aryn C. Karpinski, Louisiana State University - Health Sciences Center New Orleans; Joseph M LaRochelle, Xavier University of Louisiana; Sheila W. Chauvin, Louisiana State University

Discussant: Anthony Palatta, American Dental Education Association

33.034. Professional Development in Higher Education: From First-Year Graduate Studies to Landing Your Dream Job. Division J - Postsecondary Education; Invited Speaker Session

Hyatt, West Tower - Gold Level, Acapulco; 2:15-3:45pm

Chairs: Denisa Gandara, University of Georgia - Athens; Luis Antonio Leyva, Rutgers University; Dometri L. Morgan, University of Pennsylvania

Participants: Lucy Anne LePeau, Indiana University - Bloomington; Talia K. Carroll, The Pennsylvania State University; Emily Hodge, The Pennsylvania State University; Ann E. Austin, Michigan State University; Bryan Gopal, University of Rochester; Kimberly Griffin, University of Maryland; Amaury Nora, The University of Texas - San Antonio

33.035. Challenging Deficit Views of Students. Division K - Teaching and Teacher Education; Paper Session

Marriott, Tenth Level, O'Hare; 2:15-3:45pm

Chair: James E. J Young, The University of the West Indies - Cave Hill

Participants:
“Tough” Teachers in Urban Elementary Schools: Applying Paul Tough to Literacy Intervention Professional Development. Tanya Ghans, FoBCE; Lynette Parker, Bronx Charter School for Excellence

Functional Systems Within Schools That Afford or Constrain English Language Learner Teacher Agency. Lisa Pray, Vanderbilt University; Shannon Mary Daniel, Vanderbilt University - Peabody College; Mark Barba Pacheco, Vanderbilt University

Students’ Emotional and Behavioral Difficulties: The Impact of Teachers’ Social-Emotional Learning and Teacher-Student Relationships. Maria S. Poulou, University of Patras

Teaching Students From Poverty: Teachers’ and Preserve Teachers’ Attitudes and Feelings of Preparedness. Laura Weir, University of Michigan; Ellen Ava Sigler, Western Carolina University; W. David Scales, Western Carolina University

Discussant: Christina Berchill, University of Wisconsin - Eau Claire

33.036. Coloring the Field: Examining the Experiences of Latino and African American Educators. Division K - Teaching and Teacher Education; Paper Session

Marriott, Fifth Level, Los Angeles/Miami; 2:15-3:45pm

Chair: Irene V. Garza, The University of Texas - Austin

Participants:
Meeting the Needs of English Language Learners: Arizona Latina/o Teachers’ Self-Reported Preserve Trajectories and In-Service Experiences. Taucia Gonzalez, Arizona State University; Irina S. Okhrenchuk, Arizona State University

Culturally Relevant Pedagogy in Multicultural Teacher Education: A Paradoxical Objective. Chelda Smith, Georgia Southern University

Project MAESTRO: Turning Bicultural/Bilingual Paraprofessionals Into Teachers. Diana Gonzales Worthen, University of Arkansas; Janet Penner-Williams, University of Arkansas

Traditions, Culture, and Recruiting Black Male Teachers: Exploring the Life History of a Middle School Teacher. Toni M. Williams, University of South Carolina; Nathaniel Bryant, The university of South Carolina

Discussant: Maria A. Flores, Minho University

33.037. Crossing Borders of Reflection and Inquiry: Strengthening Early Science Education in Palestinian and U.S. Classrooms. Division K - Teaching and Teacher Education; Symposium

Marriott, Sixth Level, Great America; 2:15-3:45pm

Chair: Stephanie L. Sisk-Hilton, San Francisco State University

Participants:

Supporting Teacher Reflection in Palestinian In-Service Education: New Roles for Palestinian Early Childhood Teacher Educators. Buad Mohamed Khaile, Teacher

Reflecting on Young Children’s Playful Experiences in Science: Lessons From a Cross-National Project. Iaasu M. Escamilla Calan, San Francisco Unified School District

Promoting Reflective Practice in a Cross-National Project: The Role of Early Childhood Preschool Directors. Martha Melgoza, Skytown Preschool

“Science Stories” as a Facilitator of Teacher and Student Inquiry in Palestinian Elementary Classrooms. Majida Dajani, Al-Eman Schools and Al-Quds Open University

The Impact of Short-Term Shared Inquiry on American Preservice Teachers’ Ideas About Student Assessment. Stephanie L. Sisk-Hilton, San Francisco State University

Discussant: Linda R. Kroll, Mills College

33.038. National and International Perspectives on Teacher Satisfaction and Working Conditions. Division K - Teaching and Teacher Education; Symposium

Marriott, Sixth Level, Michigan/Michigan State; 2:15-3:45pm

Chairs: Susanna Loeb, Stanford University; David C. Miller, American Institutes for Research

Participants:

Teacher Job Satisfaction and Perceptions of Societal Value: Results From Teaching and Learning International Survey 2013. Gregory A. Strizek, Strategic Analytics, Inc.; Ebru Erberber, American Institutes for Research

Teacher Satisfaction Reported by Teachers of Fourth and Eighth Graders: State, National, and Cross-National Results From TIMSS (Trends in International Mathematics and Science Study). David C. Miller, American Institutes for Research; Sharilyn Ferguson, American Institutes for Research

What Impact Have Accountability Policies and Practices Had on the Satisfaction and Retention of Teachers? Richard Ingersoll, University of Pennsylvania

Teacher Workforce Developments: Academic Competitiveness and Job Satisfaction of New Teachers in the Post–No Child Left Behind Era. Susanna Loeb, Stanford University; Benjamin Master, Stanford University

Discussant: Linda Darling-Hammond, Stanford University

33.039. Preparing Future Teachers for the Complexities of Responsible Teaching and Activism. Division K - Teaching and Teacher Education; Paper Session

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

Chair: Courtney M. Clayton, University of Mary Washington

Participants:
Can We Prepare Effective Teachers of Culturally and Linguistically Diverse Learners Online? Dana Walker, University of Northern Colorado; Barbara J. Dray, University of Colorado - Denver; Elizabeth Mahon, University of Colorado - Denver

Creating and Trying On New Discourses: Exploring the Pedagogical Practices of Literacy Teacher Educators With a Critical Stance. Pooja Dharamshi, University of Toronto - OISE; Clare Kosnik, University of Toronto; Cathy Marie Miyata, Sheridan College

Preparing Teachers for Culturally Responsive Teaching: A Critical Review of Research. Wen-Chia Claire Chang, Boston College

Preparing Teachers for Diverse Learners: A “Core Practice” Approach. Grace Inae Blum, University of Washington - Seattle; Boris Krichevsky, University of Washington - Seattle

Social Equity Literacy Teaching: A Framework for Teacher Education. Althier M. Lazar, Saint Joseph’s University; Patricia A. Edwards, Michigan State University

Discussant: Linda T. Coats, Mississippi State University
Friday Afternoon, April 17, 2015

33.040. Revisiting Explicit Instruction in English and Mathematics.
Division K - Teaching and Teacher Education; Symposium
Marriott, Fifth Level, Chicago ABC; 2:15-3:45pm
Chair: Pamela L. Grossman, University of Pennsylvania

Participants:
Explicitness in Creating Access for all Students to Complex Mathematics.
Deborah Loewenberg Ball, University of Michigan - Ann Arbor
Lindsey Mann, University of Michigan; Meghan M. Shaughnessy, University of Michigan
Explicit Instruction Across Elementary Math and Language Arts. Julie Jackson Cohen, University of Virginia

Making Mathematical Practices Explicit in Secondary Mathematics
Discussions. Sarah Kate Selling, University of Michigan - Ann Arbor

A Way, Not the Way: Teaching Flexible Strategies for Approaching English Language Arts Content. Pamela L. Grossman, University of Pennsylvania; Mike Metz, Stanford University

Discussions: Megan L. Franke, University of California - Los Angeles; Carol D. Lee, Northwestern University

33.041. The Sands Through the Hourglass: Educator Self-Authoring Toward Transformative Practice. Division K - Teaching and Teacher Education; Paper Session
Marriott, Third Level, Kane/McHenry; 2:15-3:45pm
Chairs: Kenneth James Fasching-Varnier, Louisiana State University; Roland W. Mitchell, Louisiana State University

Participants:
Preservice Teachers in Diverse Classrooms: Are They Ready to Serve Justice? Leiliva Pitre, Louisiana State University - Baton Rouge
The Arab Spring or Winter for Women: Exploring Egyptian Teachers and Students’ Civic Engagement. Rehah Ghazal, Marovian College Toward Self-Authoring a Civics Teacher Identity Through Community Service-Learning. Hoa Hue Truong-White, University of Ottawa; Lorna McLean, University of Ottawa
You Can’t Change What You Don’t See: Developing New Teachers’ Political Understanding of Education. Bree Picower, Montclair State University

Discussant: Shirley Mhethwa Sommers, Saint John Fisher College

33.042. Toward Justice: Preparing Teachers and Teacher Candidates to Better Serve English Language Learners. Division K - Teaching and Teacher Education; Symposium
Marriott, Third Level, Cook; 2:15-3:45pm
Chair: Zulmaris Diaz, The University of Texas - Pan American

Participants:
Culturally Efficacious Teacher Preparation: Program Sources of Teacher Efficacy for Working With English Learners. Belinda Bustos Flores, The University of Texas - San Antonio; Lorena Claeys, The University of Texas - San Antonio; Conra D. Gist, University of Arkansas
Creating a Model of Acceptance in Teacher Preparation: Family Learning Events With Latino Parents Using Culturally Relevant Math and Science. Cheveria A. McCollough, Texas A&M University - Corpus Christi; Olga M. Ramirez, The University of Texas - Pan American
Sayings, Riddles, and Tongue Twisters: Preparing Prospective Educators to Teach Science by Incorporating Culturally Relevant Tools. Maria Guadalupe Arreguin-Anderson, The University of Texas - San Antonio; Jose Agustin Ruiz-Escalante, The University of Texas - Pan American
Pedagogical Practices for Bilingual Learners: Assessing Bilingual and ESL Classrooms. J. Joy Esquierdo, The University of Texas - Pan American

Discussant: Mabel O. Rivera, University of North Carolina-Pembroke

33.043. The Science of Teacher Evaluation: Implications for Practice.
Division L - Educational Policies and Politics; Paper Session
Hyatt, West Tower - Bronze Level, Buckingham; 2:15-3:45pm
Chair: Kyo Yanashiro, Los Angeles Education Research Institute

Participants:
Experts on Value-Added Models and a Prevalent Methodological Divide. Audrey Amrein-Beardsley, Arizona State University; Angela Hobson, Arizona State University - Tempe; Margarita Pivovarova, Arizona State University - Tempe
Student Growth Percentiles: Testing for Validity and Reliability. Margarita Pivovarova, Arizona State University - Tempe; Audrey Amrein-Beardsley, Arizona State University
Subject-Specific and General Observation Protocols as Tools for the Evaluation and Improvement of Teaching. Courtney A. Bell, ETS; Corey Drake, Michigan State University; Margaret Wilson, Educational Testing Service; Amanda Fraser, Michigan State University; Jihyun Kim, Michigan State University

The Science of Using Student Perception Surveys for Teacher Evaluation in Primary and Secondary Schools. Marshall Jean, University of Chicago; Daniel M. Kimmel, Yeshiva University; Stephen W. Raudenbush, University of Chicago


SIG Sessions

33.044. Influences Related to Literacy, Numeracy, and Critical Adult Skills. SIG-Adult Literacy and Adult Education; Paper Session
Swissotel, Event Centre First Level, Zurich F; 2:15-3:45pm
Chair: Jeff Zacharakis, Kansas State University

Participants:
Homeless Adults (and Veterans) Co-Construct Literacy Identities Inside a Community Writing Workshop at a Shelter. Rossina Zamora Liu, University of Iowa

The Influence of Literacy, Numeracy, Technological Problem-Solving Skills, and Post-Initial Learning on Self-Reported Health: Insights From the Program for the International Assessment of Adult Competencies. Esther Prins, The Pennsylvania State University; Shannon Monnat, Carol Clymer; Blaire Willson Tosio, The Pennsylvania State University

Fluency Training Effects on Reading Component Skills of Struggling College Readers. Omer Ari, Georgia State University

Discussant: Eugenio Gonzalez, ETS

33.045. Applications of Propensity Scoring and Latent Variable Methodologies in Large-Scale Database Analyses. SIG-Advanced Studies of National Databases; Paper Session
Marriott, Sixth Level, Northwestern/Ohio State; 2:15-3:45pm
Chair: Debbie L. Hahs-Vaughn, University of Central Florida

Participants:
Reading Ability Development From Kindergarten to Junior Secondary: Latent Transition Analyses With Growth Mixture Modeling. Yuan Liu, The Chinese University of Hong Kong; Kit-Tai Hau, Chinese University of Hong Kong; Xiaofang Wang, The Chinese University of Hong Kong; Xin Zheng, The Chinese University of Hong Kong


The Effect of Home Computers on Math Learning: Applying Propensity Score Methods to Multilevel Data. Ji An, University of Maryland - College Park; Laura M. Stapleton, University of Maryland

Using Propensity Score Matching to Investigate the Economic Impact of College Outmigration. Eric J. Lichtenberg; Southern Illinois University Edwardsville; Cecile Dietrich, Illinois Education Research Council

Discussant: Deanne W. Swan, Institute of Museum and Library Services

33.046. An Exploration of the Dialogical Possibilities for Drama and Performance for Diverse Learners. SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Symposium
Hyatt, West Tower - Gold Level, San Francisco; 2:15-3:45pm
Chair: Anneliese Cannon, University of Wisconsin - Madison

Participants:
Learning Words to Talk Back: Using Drama to Teach Academic Language. Anneliese Cannon, University of Wisconsin - Madison

Mapping Cultural Imaginaries in Immigrant Children’s Dramatic Engagements. Linda Coggin, Indiana University; Stacy Peralva, Indiana University; Carmen L. Medina, Indiana University - Bloomington

Ohio State University - Columbus; Kathleen Farrand, The Ohio State University - Columbus
Multisited Ethnography: English Language Learners in High School Drama Classrooms. Burcu Yaman Ntelisoglou, Brandon University
Discussant: Erica Rosenfeld Halverson, University of Wisconsin - Madison

33.047. Diving In: Bill Ayers and the Art of Writing Into the Contradiction. SIG-Biographical and Documentary Research; Symposium
Swissotel, Event Centre First Level, Zurich D; 2:15-3:45pm
Chairs: William C. Ayers, University of Illinois at Chicago; Crystal T. Laura, Chicago State University
Participants:
What Doctoral Studies and Dissertations Can Be. William (Bill) H. Schubert, University of Illinois at Chicago
“It’s a Strange World—Some Get Rich and Others Eat Shit and Die”: Bill Ayers and the Art of Entering Our Contradictions. David O. Stoval, University of Illinois at Chicago
Discussants: Richard Ayers, University of San Francisco; Isabel Nunez, Concordia University - Chicago

33.048. Career and Technical Education: Career Exploration and Pathways. SIG-Career and Technical Education; Paper Session
Marriott, Sixth Level, Illinois; 2:15-3:45pm
Chair: James E. Bartlett, North Carolina State University
Participants:
A Longitudinal Analysis of Young Adult Pathways to STEMH Occupations. Wilf Tyson, University of South Florida; Edward Charles Fletcher, University of South Florida
Career Choice Reasons in Rural Appalachia: How Important Is Interest? Cheryl Carrico, Virginia Polytechnic Institute and State University; Holly Marie Matusovich, Virginia Polytechnic Institute and State University; Marie Christine Parette, Virginia Polytechnic Institute and State University; Matthew Boynton, Virginia Polytechnic Institute and State University
Participation Patterns of Adolescents in School-Based Career Exploration Activities. Jay W. Rojewski, University of Georgia; In Heok Lee, University of Georgia; Roger B. Hill, University of Georgia - Athens School Guidance Counselors as Career and Technical Education Collaborators. Matthew Kenneth Spindler, Virginia Polytechnic Institute and State University
Discussant: Howard R. Gordon, University of Nevada - Las Vegas

33.049. Using Complexity Theories to Move Toward Justice in Educational Research and Praxis. SIG-Complexity and Education; Paper Session
Sheraton, Second Level, Arkansas; 2:15-3:45pm
Chair: Joanna K. Garner, Old Dominion University
Participants:
Understanding School-Community Partnerships Utilizing a Network Analysis of Social Capital in a Low-Income School Attendance Zone. Russ Marion, Clemson University; Bridget C Briley, Clemson University; Forrest M. Stuart, Furman University
Analyzing Interpersonal Content and Structure of Teacher-Student Interactions With State Space Grids. Helena J. M. Penning, Utrecht University; Tim Mainhard, Utrecht University; Mieke Brekelmans, Utrecht University
Discussant: Brian Robert Beabout, The University of New Orleans

33.050. Inquiring Into Classroom Management: Diverse Views and Approaches. SIG-Classroom Management; Paper Session
Swissotel, Event Centre Second Level, Vevey 4; 2:15-3:45pm
Participants:
Gender-Separated and Mixed-Gender Classrooms and Middle School Students’ Achievement and Classroom Behavior. Cheryl Leigh Somers, Wayne State University; Vince Gigliotti
Reflection/Exit Writing as a Management Tool with Academic Benefits. Stacey Michelle Templeton, University of Houston; Jerome Freeberg, University of Houston
Unpacking the Effects of Class Size Reduction on Classroom Environments. Courtney L. Malloy, Vital Research, LLC; Andrea Nee, Vital Research, LLC
Utilizing an Action Research Approach to Explore and Implement Behavior Management in Inclusive Classrooms. Karley French, Berlin Central School District; Tracy A. McLeod, The Sage Colleges
Discussant: Kent Alan Divoll, University of Houston - Clear Lake

33.051. Critical Education as an Act of Knowing. SIG-Critical Educators for Social Justice; Paper Session
Marriott, Sixth Level, Lincolnshire; 2:15-3:45pm
Chair: Roderick LaMar Carey, University of Maryland - College Park
Participants:
Can We Care for All Students? Perceptions of Care and Social Justice Among Teachers of Black and Latino Students. Laureen Adams, Claremont Graduate University
I Am Forever Affected by These Students: Critically Engaged Student Teachers in Urban Field Placements. Stephanie Behm Cross, Georgia State University; Jessica James Hale, Georgia State University; Rogers Smith, Georgia State University
Putting Up a Fight: Exploring the Social Justice Praxis of Youth Organizers of Color. Wanda Watson, Teachers College, Columbia University
“l Don’t Just Want to Be Quiet Anymore”: Youth Developing Skills, Finding Voice, and Transforming Their Communities Through Community Engagement and Participatory Project-Based Learning. Laura Ruth Johnson, Northern Illinois University; Enid Marie Rosario-Ramos, University of Michigan
Discussant: Vincent DeWayne Willis, University of Houston

33.052. New Materialist Education 1: Cultural Studies and the Power of Things. SIG-Critical Issues in Curriculum and Cultural Studies; Symposium
Hyatt, East Tower - Green Level, Plaza A; 2:15-3:45pm
Chair: Nathan Sznaj, University of Richmond
Participants:
Sound Itself: The Materiality of the Sonic. Walter S. Gershon, Kent State University
Life at Large: New Materialisms for a (Re)new(ing) Curriculum of Social Studies Education. Mark Helmsing, University of Wyoming
The Ideological Weight of Popular Culture Artifacts: The Walking Dead, Batman, Professional Wrestling, and Neoliberal Education Reforms. Gabriel Stephen Huddleston, Texas Christian University
Toward a “New” (Old) Materiality and Temporality of Education. Nathan Sznaj, University of Richmond
Discussant: Jake Burdick, Purdue University

33.053. Intersections of Immigration and Early Childhood Education. SIG-Critical Perspectives on Early Childhood Education; Symposium
Swissotel, Event Centre Second Level, St. Gallen 2; 2:15-3:45pm
Chair: Kiyomi Sanchez-Suzuki Colegrove, The University of Texas - Austin
Participants:
Early Childhood Leadership and Young Latino Children of Immigrants. Alejandra Barraza, San Antonio ISD
“We Speak in Spanish, We Can’t Do That in Class”: University-School Partnerships to Support Heritage Language. Ysauca Abebud, University of Massachusetts - Amherst
“You Help Them, You Don’t Skip People”: The Value of Helping for Latino Immigrant Parents. Kiyomi Sanchez-Suzuki Colegrove, The University of Texas - Austin; Jennifer Keys Adair, The University of Texas - Austin
Funds of Knowledge for Early Childhood Teaching: Re-Mediating Immigrant Families’ Homes, Communities, and Classrooms. Mariana Souto-Manning, Teachers College, Columbia University
Discussant: Fabienne Doucet, New York University
33.054. Promoting Democratic Citizenship Through a Critical Analysis of the Media’s Relationship to the Privatization of Education. SIG-Democratic Citizenship in Education; Symposium
Swissotel, Event Centre Second Level, Vevey 3; 2:15-3:45pm
Chair: Bradley J. Porflio, California State University, East Bay
Participants:
Connecting the Mainstream Media and Political Literacy and Seeking to Understand the Influence of Hegemonic Education on Democracy. Paul R. Carr, Université du Québec en Outaouais; Gina These, University of Quebec - Montreal
Speaking Back to the Neoliberal Discourse on Teaching: How U.S. Teachers Have Used Social Media to Redefine Teaching. Jessica Shiller, Towson University
Lessons From the “Pen Alongside the Sword”: School Reform Through the Lens of Radical Black Press. Khuram Hussain, Hobart and William Smith Colleges
Political Cartoons and the Framing of Charter School Reform. Abe Feuerstein, Bucknell University
Discussants: E. Wayne Ross, The University of British Columbia; Rebecca A. Goldstein, Montclair State University

33.055. Disciplinarity and Identity in Doctoral Education: The Forgotten Side of the Employability Reform Agendas. SIG-Doctoral Education Across the Disciplines; Symposium
Swissotel, Event Centre First Level, Zurich E; 2:15-3:45pm
Chair: Lyn Yates, University of Melbourne
Participants:
Academic Work, the Academic Workplace, and Disciplinary Identity: The Implications for Doctoral Development. Miriam Zukas, University of London - Birkbeck; Janice Malcolm, University of Kent
Disciplining and the Disciplines: Students’ Accounts of the Advisory Relationship and Implications for Doctoral Reforms for Employability. Christine M. Halse, Deakin University
Science Knowledge, Science Career Identity, and the Doctoral Phase. Lyn Yates, University of Melbourne; Sharon Bell, Charles Darwin University
Discussant: Nicky Solomon, University of Technology - Sydney

33.056. The Secret Lives of Early Childhood Teachers: Fidelity in Professional Identity, Professional Development, and Teaching. SIG-Early Education and Child Development; Symposium
John Schraw, University of Nevada - Las Vegas; John D. Zumbo, The University of British Columbia; Donald W. Zimmerman, Carleton University

33.057. Leadership for Social Justice and Educational Improvement. SIG-Educational Change; Symposium
Swissotel, Event Centre Second Level, Vevey 1&2; 2:15-3:45pm
Chair: Andrew Hargreaves, Boston College
Participants:
A Comparative Education Policy Outlook on School Leadership for Greater Equity. Beatriz Pont, OECD - Directorate for Education
Uplifting Leadership: Transforming Leadership Practice in Business, Sport, and Education. Andrew Hargreaves, Boston College
Working-Class High School Students’ Challenge to Leadership: Insights From the Equal Education Movement in South Africa. Brahim D. Fleisch, University of the Witwatersrand
Leading With Data to Promote Social Justice in Schools. Amanda L. Datnow, University of California - San Diego; Vicki Park, San José State University

33.058. Effect Sizes, Sample Sizes, and Power. SIG-Educational Statistics; Paper Session
Marriott, Sixth Level, Purdue/Wisconsin; 2:15-3:45pm
Chair: Guili Zhang, East Carolina University
Participants:
A Hierarchical Framework for Effect Sizes. Ariel M. Aloe, University of Northern Iowa; Shannon Shisler, University at Buffalo - SUNY
Accuracy and Precision of Generalized Omega-Squared: An Empirical Investigation of Research Design and Nonnormality. Anh P. Kellermann, University of South Florida; Patricia Rodriguez de Gil, University of South Florida; Thanh Vinh Pham, University of South Florida; Jeffrey D. Kromrey, University of South Florida; Jeanine Romano, University of South Florida; Yi-Hsin Chen, University of South Florida
A Study of a New Effect Size for Variance Heterogeneity in Meta-Analysis. Michael R. Harewell, University of Minnesota
Sample Size Requirements for the Three-Level Multivariate Multilevel Model. Wenchun Chang, The University of Texas - Austin; Susan Natasha Beretvas, The University of Texas - Austin; Keenan A. Pituch, The University of Texas - Austin
Resolving the Issue of How Reliability Is Related to Statistical Power: Adhering to Mathematical Definitions. Donald W. Zimmerman, Carleton University; Bruno D. Zambo, The University of British Columbia
Discussant: Michael P. Cohen, American Institutes for Research

33.059. Improving Student Evaluations of Teaching. SIG-Faculty Teaching, Evaluation, and Development; Paper Session
Marriott, Fifth Level, Kansas City; 2:15-3:45pm
Chair: Mehmet Dali Ozturk, College of the Sequoias
Participants:
Course Circumstances and Teaching Methods Related to Student Ratings. Dan Li, The IDEA Center, Inc.; Stephen L. Benton, IDEA
Impact of Changes in Response Rate due to External Incentives on Student Ratings of Courses. James A. Jones, Ball State University; Kianrê B. Eouanzoui, Ball State University
Improving the Interpretative Validity of Student Evaluations of Teaching Using Sampling Margin of Error. Fred Kuch, University of Nevada - Las Vegas; David E James, University of Nevada - Las Vegas; Gregory John Schraw, University of Nevada - Las Vegas
Student Ratings of Instruction: Examining the Role of Academic Field, Course Level, and Class Size. Anne M. Laughlin, Virginia Polytechnic Institute and State University; Steve Janosik, Virginia Polytechnic Institute and State University; Yasuo Miyazaki, Virginia Polytechnic Institute and State University
Discussant: Stephen L. Benton, IDEA

33.060. Dynamics of Nature–Culture Relations in Learning in Informal Environments. SIG-Informal Learning Environment Research; Symposium
Sheraton, Second Level, Colorado; 2:15-3:45pm
Chair: Megan Bang, University of Washington
Participants:
Ontologies of Ecological Relations in Forest Walks. Priya K Pugh, University of Washington - Seattle
Constructions of and Relations to Land in Early Childhood Literature: Shaping Nature–Culture Relations. Charlene Nolan, University of Washington - Seattle; Gabriel de los Angeles, University of Washington - Seattle
Discussant: Dolores Calderon, University of Utah

33.061. Emergent Forms of Dialogic Pedagogy: How Culture, Policy, and School Conditions Shape Local Teacher Enactments. SIG-Language and Social Processes; Symposium
Marriott, Fourth Level, Grace; 2:15-3:45pm
Chair: Adam Leftstein, Ben Gurion University of the Negev
Converging From Diverse Settings. SIG-Motivation in Education; Symposium
Sheraton, Ballroom Level, Sheraton II; 2:15-3:45pm
Chair: Sungok Serena Shim, Ball State University
Participants:
Longitudinal Analysis of Social Goals' Influences on Engagement During Elementary and Middle School. Nir Madjar, Bar Ilan University
Social Content Goals and Social Achievement Goals: Influence on Adolescent Engagement, Belonging, and Classroom Support. Sarah M. Kiefer, University of South Florida
Social Achievement Goals, Emotion Regulation, and Psychological Adjustment Among Chinese High School and College Students. Sungok Serena Shim, Ball State University; Cen Wang, Charles Sturt University
An Expectancy-Value Model of the Role of Social Achievement Goals in Academic Help Seeking From Peers. Kara A. Makara, University of Glasgow; Stuart A. Karabenick, University of Michigan
Discussant: Allison M. Ryan, University of Michigan - Ann Arbor

33.065. Materiality in Educational (Inter)action: Same Concern, Different Approaches. SIG-Organizational Theory; Symposium
Swissotel, Event Centre First Level, Zurich G; 2:15-3:45pm
Chair: Virginie Marz, University of Amsterdam
Participants:
Artifacts as Actors in Educational Innovation: Using Data to Facilitate the Transition From Primary to Secondary School. Virginie Marz, University of Amsterdam; Karen Vermeir, University of Leuven; Geert Kelchtermans, University of Leuven
Building From Instructional Tools: The Role of Communicative Actions in Negotiating New Knowledge, Values, and Beliefs About Practice. Elliane Dulude, Université de Montréal
Vehicles of Logics: The Role of Policy Documents and Instructional Materials in Reform. Sarah L. Woulfin, University of Connecticut
Discussant: James P. Spillane, Northwestern University

33.066. The Role of Politics in Educational Policy Making and Implementation. SIG-Politics of Education; Paper Session
Swissotel, Lucerne Level, Alpine I; 2:15-3:45pm
Chair: Christopher A. Lubinski, University of Illinois at Urbana-Champaign
Participants:
A Multilevel Analysis of the Relationships Among Elementary School Teachers’ Perceptions of Organizational Politics, Impression Management Motives, and Organizational Citizenship Behavior in Taiwan. I-Hua Chang, National Chengchi University; Cheng-Mei Hsu, China University of Technology; Hung-Chin Yen, National Chengchi University
Educational Tourists in Grand Rapids: Expanding the Urban Tourist Bubble to Public Education. Kacy Martin, Michigan State University; Rebecca Jane Jacobsen, Michigan State University
Idealized Mechanisms of Change in State Policy Networks: A Multi-theoretical Approach for Examining State-Level Policy Change in Educational Subsystems. Sarah Hilary Galey, Michigan State University
The 2000 Election and the Politics of Accountability. David Casalaspi, Michigan State University
Discussants: Andrew Saultz, Miami University - Oxford; Diana D’Amico, George Mason University

33.067. The Search for Justice in Critical Race Spatial Analysis. SIG-Qualitative Research; Symposium
Swissotel, Event Centre First Level, Zurich C; 2:15-3:45pm
Chair: Benjamin Blaisdell, East Carolina University
Participants:
Cartographies of Inequity: Mapping the Trajectories of Young Women of Color Through the School-to-Prison Pipeline. Subini Ancy Annamma, University of Denver
We Teach That the Confederacy Lost: Storybox as a Methodological Tool in Critical Race Spatial Analysis. Joy Howard, Heritage University Redlining in the Classroom: Teacher Complicity and Resistance in the
Racialization of Space. Benjamin Blaisdell, East Carolina University

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


33.070. Case Studies as Courageous Conversations About Equity in the Mathematics Methods Classroom. SIG-Research in Mathematics Education; Workshop Marriott, Sixth Level, Minnesota; 2:15-3:45pm Chair: Dorothy T. White, University of Georgia Participants: Jo A. Spencer, University of San Diego; Sandra M. Crespo, Michigan State University; Mathew Felton-Koestler, Ohio University; Imani Masters Goffney, University of Houston; Julia Maria Aguirre, University of Washington - Tacoma; Kristen Bieda, Michigan State University

33.071. Intelligence and Creativity: Constructs and Implications. SIG-Research on Giftedness, Creativity and Talent; Paper Session Sheraton, Second Level, Missouri; 2:15-3:45pm Chair: Nina K. Buchanan, University of Hawaii Participants: Academically Gifted Adolescents’ Perceptions About Their Social Purpose. Jongho Shin, Seoul National University; Seon-Young Lee, Seoul National University; Michael S. Matthews, University of North Carolina - Charlotte; Myung-Soep Kim, Seoul National University Intelligence, Insight, and Incubation in Problem Solving. Samantha Fields, East Tennessee State University; Kayla Mitchell, East Tennessee State University; Matthew McBee, East Tennessee State University Latency Predicts Category Switch (Breadth) in Divergent Thinking. Selcuk Acar, Buffalo State College - SUNY; Mark A. Ranco, University of Georgia Looking for a Diversified Genius? Evidence From an Explanatory Multilevel Item Response Theory Model. Meilin Qian, Clemson University; Jonathan A. Plucker, University of Connecticut; Xianyong Wang, Clemson University The Relationship Between Early Cognitive Ability, Middle Childhood IQ, and Adolescent Achievement. Huaihua Yu, University of Connecticut; D. Betsy McCoach, University of Connecticut; Allen W. Gottfried, California State University - Fullerton; Adele Ekeles Gottfried, California State University - Northridge Discussant: Rena F. Subotnik, American Psychological Association


33.073. Effects on Student Learning in the Science Classroom. SIG-Science Teaching and Learning; Paper Session Marriott, Fourth Level, Addison; 2:15-3:45pm Chair: Sybil Kelley, Portland State University Participants: Consistency of Students’ Reasoning About Changes in Matter Across Contexts. Hui Jin, Educational Testing Service; Hayat Hokayem, Texas Christian University; Wei He, Northwest Evaluation Association; Cathy Mehl, The Ohio State University - Columbus Creating Connections: Understanding Children’s Diverse Perspectives on Environmental Issues. Carolina Castano, Australian Catholic University First-Year Impacts of the National Math and Science Initiative’s Advanced Placement Training and Incentive Program on Student Outcomes. Dan Sherman, American Institutes for Research; Marlene J. Darwin, American Institutes for Research; Mengqi Song, American Institutes for Research; Yibing Li, Tfuts University; Suzanne Stachel, American Institutes for Research How Well Does an Observation Protocol Predict Student Achievement? Mary Lamar, Eastern Kentucky University; Jennifer A. Wilhelm, University of Kentucky; Merryn Cole, University of Kentucky “I Get to Feel Like a College Student”: The Differential Impacts of Two STEM Interventions. Margaret R. Blanchard, North Carolina State University; John Curtin Bedward, Buena Vista University; Steve McDonald, North Carolina State University Discussant: Sybil Kelley, Portland State University


33.075. Examining the Potential of Mobile Technology. SIG-Technology as an Agent of Change in Teaching and Learning; Paper Session Marriott, Fourth Level, Armitage; 2:15-3:45pm Chair: Margaret L. Niess, Oregon State University Participants: Lessons Learned From iPad Cart Integration: Year 2 of a Three-Year Project. C. Candace Chou, University of Saint Thomas; Lanise Block, Minneapolis Public Schools; Renee Jesness, Minneapolis Public Schools Perceptions of Information and Communications Technology Skills in Middle School Students Using Individual Laptops. Toward a
### Division and SIG Roundtables

#### 33.076. Teaching and Learning Mathematics With Technology, SIG-Technology, Instruction, Cognition & Learning; Paper Session

- **Chair:** Janet Stramel, Fort Hays State University

**Participants:**
- Improving Learning and Engagement Within Digital Games for Learning Through Intrinsic Integration and Play Testing. *Andre R. Denham, The University of Alabama*
- Measurement in Learning Games Evaluation: Methodologies Used in Determining the Effectiveness of Math Snacks Games. *Barbara Chamberlin, New Mexico State University; Karen M. Trejillo, New Mexico State University; Karin M. Wiburg, New Mexico State University; Alfred J. Valdez, New Mexico State University*
- Using the Lens of Complexity Theory to Examine a Second Chance at School Mathematizing Through Facebook. *Yaniv Biton; Osnat Fellus, University of Ottawa; Sara Hershkovitz; Maurine Hoch*

**Discussant:** Saadia A. Khan, Teachers College, Columbia University

### 33.077. What Writing Can Do for Teachers: Beyond Pedagogy and Professionalism, SIG-Writing and Literacies; Symposium

- **Chair:** Christine Dawson, Skidmore College

**Participants:**
- The “Intertwining” of Teacher and Writer: Teacher Writing as a Way of Being. *Kati Macaluso, Michigan State University*
- Teachers “Knotworking” Every Day and Professional Practices Through Writing. *Rebecca Woodard, University of Illinois at Chicago*
- Writing Their Way Into Teaching: How High-Stakes Teacher Performance Assessments Invite an Argument for Competency. *Christine Dawson, Skidmore College; Amy Fritzen Case, Gonzaga University*
- Administrators as Literacy Sponsors for Teacher-Writers. *Leah A. Zuidema, Dordt College*

**Discussant:** Jim Fredrickson, Boise State University

### 33.078. Roundtable Session 11; Roundtable Session

### 33.078-1. Explorations of STEM Teaching and Learning, Division G - Social Context of Education; Roundtable Session

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

**Participants:**
- Science Teachers’ Utilization and Reconstruction of Teaching Resources in Junior High School in Shanghai. *Tinglan Jin, East China Normal University; Xinyang LIU, East China Normal University; Xinning Pei, Institute of Curriculum and Instruction, East China Normal University*
- Urban School Teachers and STEM Education: Creating Engaging, Passion-Driven Learning Context. *Marco Antonio Murillo, University of California - Los Angeles; Karen Hunter Quartz, University of California - Los Angeles; Rebekah Kang, Los Angeles Unified School District; Jason Torres-Rangel*

### 33.078-2. Finding and Determining Oneself: Making Sense of Social Identities, Division G - Social Context of Education; Roundtable Session

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

**Participants:**
- Exploring the Educational Implications of Transnational Asian Adoptees Through a Third Space Perspective. *Matthew A. Witenstein, Claremont Graduate University; Lorine Erika Saito, Claremont Graduate University*
- My Hispanic Roots, My American Dream: Latino Teens’ Perceptions of Their Biculturalism as Revealed in Autobiographical Narratives. *Laura Blackwell Clark, Middle Tennessee State University; Jennifer Jill Krabill, Middle Tennessee State University*

### 33.078-3. Fostering Activism: Young People Constructing Agency in School and Beyond, Division G - Social Context of Education; Roundtable Session

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

**Participants:**
- “Paying It Forward”: Latino Men, Educational Success, and Transformational Resistance. *Omar Davila Jr., Berkeley University of California; Minna Sinha, California State University - Monterey Bay*
- Black Educational Counterspace as Homeland: Liberatory Yearning, Imagining Citizenship, and the Death of the Subperson. *Kihana Miraya Ross, University of California - Berkeley*
- Youth Activism and Social Justice: Transitioning Critical Learnings Into Adulthood. *Roseanne Macias, California State University - Dominguez Hills*

### 33.078-4. Reading Religion In(to) Text, Self, and Curriculum, Division G - Social Context of Education; Roundtable Session

- **Chair:** J. Spencer Clark, Utah State University

**Participants:**
- Addressing Religious Diversity in the Diverse Language Classroom. *Ravia Hayik, Sakhnin College*
- The Impact of School Environments on American Muslim Students’ Identity. *Sheryl S. Abukar, Islamic School of San Diego*
- Toward Just and Inclusive Education for Religious Minorities: A View From Hong Kong and Modesto, California. *Casey Megan Burkholder, McGill University; Wing Y. Alice Chan, McGill University*

### 33.078-5. Reflections on Cultural Competence and Culturally Responsive Teaching, Division G - Social Context of Education; Roundtable Session

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

**Participants:**
- Loving Out Loud: Community Mentors as a Conduit for the Development of Culturally Responsive Teachers Through a Pedagogy of Care and Connection. *Eva M. Zygmont, Ball State University; Patricia Clark, Ball State University; Susan Tancock, Ball State University; Winnie Mucherah, Ball State University; Jon M. Clausen, Ball State University*
- Warrior Teacher: An Iraq, Afghanistan, and Classroom Veteran Cross-Contextually Considers His Literacy Beliefs and Practices. *Julie Frear Schappe, The Pennsylvania State University*
- Toward Preservice Teacher Critical Literacy and Cultural Competency With Culturally Relevant Mentor Texts. *Brenda Ayala Lewis, University of Texas - Austin; Maria E. Franquez, University of Utah*

### 33.078-6. Reinvestment and Displacement: Gentrification and School Segregation, Division G - Social Context of Education; Roundtable Session

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

**Participants:**
- New Parents and Old School Politics: How Gentrification Is Transforming...
the Civic Landscape of Education in Washington, D.C. Esa Syed, New York University

Reform With Reinvestment: Hopes, Tensions, and Impacts of Gentrification in an Urban School. Genevieve Parker Siegel-Hawley, Virginia Commonwealth University; Stefani Thachik, Virginia Commonwealth University; Kimberly Bridges, Virginia State Department of Education


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

Chair: David Bwiry, The Ohio State University

Participants:

- Design Thinking: How Urban Teachers Guide Male Students’ Technology Use. Aaminah Norris, University of California - Berkeley
- “Dude Ur Gunna Be a Great Teacher”: Introducing Preservice Teachers to Urban Youth Through Technology. Robyn Seglem, Illinois State University; Antero Garcia, Colorado State University
- “It’s Complicated”: Fourth-Grade Students Representing Other Peoples’ Lives in a Critical Digital Literacies Project. Jessica Zacher Pandya, California State University - Long Beach; Kathleen Allene Consul Pagdilao, California State University - Long Beach

33.078-8. Rethinking Motivation and Achievement. Division G - Social Context of Education; Roundtable Session

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

Chair: Irene H. Yoon, University of Utah

Participants:

- Dynamic Understandings of Adolescent Reading Motivation: An Instrument to Promote Motivated Reading Across Content Areas. Sabina Rak Negebaueur, Loyola University Chicago
- The Conceptualization of Middle Achievers in a High-Performing High School. Lindsey Schrott, The Pennsylvania State University
- “Smart Boy, Struggling Student”: A Multisite Case Study of One Boy’s Literacy and School Experiences. Erin Quast, University of Wisconsin - Madison

33.078-9. Schooling and the Racialized Subject. Division G - Social Context of Education; Roundtable Session

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

Participants:

- The Problem With a Compliment: Asians as Mathematical and Racial Subjects. Niral Shah, Michigan State University
- Understanding the Racialized Evolution of Schooling: One School’s Story. Leslie Ann Locke, University of Southern Mississippi; Cynthia Lamkin, University of Southern Mississippi

33.078-10. Seeing Selves Through Others’ Eyes: Politics and Identity Formation Among Immigrant Youth. Division G - Social Context of Education; Roundtable Session

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

Chair: Mary Carol Combs, The University of Arizona

Participants:

- A Quantitative Analysis of the Academic and Socioemotional Impact of Caring Teachers on Adolescents Whose Families Came to the United States for Political Reasons. Amy Lynn Pucino, Community College of Baltimore County (CCBC); Claudia Lucia Galindo, University of Maryland - Baltimore County
- How the Media (Mis)Construct the Identity of Undocumented Youth. Jaime Del Razo, Brown University; Jaen Lee, Harvard University; Ruth Maria Lopez, University of Colorado - Boulder
- The Unaccompanied Migrating Child as Social and Political Agent. Nancy E Encarnacion, Heritage University
- ‘Uniki, Hawaiian Graduation Ceremony: Indigenous Education, Research,
33.078-15. Online Teaching and Learning SIG Roundtable Session 3. SIG-Online Teaching and Learning; Roundtable Session Hyatt, East Tower - Purple Level, Riverside East; 2:15-3:45pm
Chair: sunay Palsole, The University of Texas - San Antonio
Participants:
Invisible Practices in Massive Open Online Courses. George Veletsianos, Royal Roads University; Amy Collier, Stanford University; Emily Schneider, Stanford University
The Relationship Between Self-Regulated Learning Strategies and Achievement in Distance Courses: A Meta-Analysis. Murat Karucuy, Texas Tech University; Sevket Ceyhan Cetin, Texas A&M University; Hansel Burley, Texas Tech University
Where Does Global Learning Fit Within the Conversation of Massive Open Online Courses and Online Learning? Sarah A. Mathews, Florida International University; Hilary C. Landorf, Florida International University
Understanding Online Education from a Situated Perspective: Community College Students’ Narratives on Educational Values and Learning Experiences. Jenna Joo, University of California - Santa Barbara

33.078-16. The Learning at Hand: Gesture Production in Virtual Pedagogical Agents. SIG-Advanced Technologies for Learning; Roundtable Session Hyatt, East Tower - Purple Level, Riverside East; 2:15-3:45pm
Chair: Mitchell J. Nathan, University of Wisconsin - Madison
Participants:
Math Learning From a Gesturing Avatar. Susan Wagner Cook, University of Iowa; Voicu Popescu, Purdue University
Iconic Gestures Enhance Vocabulary Acquisition: A Virtual Pedagogical Agent as Foreign Language Trainer. Kirsten Bergmann, Bielefeld University
Moving Targets: Representing and Simulating Choreographies of Multimodal Pedagogical Tactics for Virtual Agent Mathematics Tutors. Virginia J Flood, University of California - Berkeley; Alys D Schneider, University of California - Berkeley; Dor Abrahamson, University of California - Berkeley

33.078-17. Charter School Evaluation. SIG-Charters & School Choice; Roundtable Session Hyatt, East Tower - Purple Level, Riverside East; 2:15-3:45pm
Chair: Jason R. Atwood, Teach For America, Inc.
Participants:
“No Excuses”: Citizenship Education in a National Charter School Network. Adrienne Rochelle Pinkney, Emory University
Desert Bloom? Lessons From Two Decades of Arizona Charter Schooling. Robert A. Maranto, University of Arkansas; Ildiko I. Laczo-Kerr, Arizona Charter Schools Association; Alexandre Vasilie, University of Arkansas at Fayetteville
Increasing Charter School Innovation and Impact. Eugene Gary Kowch, University of Calgary; Dianne Gerebuk, University of Calgary
Wider and Deeper Than Test Scores and Surveys: Authentically Evaluating a Low-Socioeconomic-Status Charter School. Patricia L. Hardre, University of Oklahoma; Alicia O. Burrell, University of Oklahoma

33.078-18. New Directions in K–12 Social Studies Education. SIG-Social Studies Research; Roundtable Session Hyatt, East Tower - Purple Level, Riverside East; 2:15-3:45pm
Chair: Scott Lamar Roberts, Central Michigan University
Participants:
How and Why Social Studies Educators Use Twitter: A Survey of the Field. Daniel G Krutka, Texas Woman’s University; Jeffrey Paul Carpenter, Elon University
Implementation of Experiential Instructional Techniques in Social Studies Classrooms. Hilary Gail Dack, University of Virginia; Stephanie D. Van Hover, University of Virginia; David Hicks, Virginia Polytechnic Institute and State University
Inquiry and the College, Career, and Civic Life (C3) Framework: Surveying Teachers’ Beliefs and Practices. Emma Sowards Thacker, Wake Forest University; John K. Lee, North Carolina State University;

33.078-19. Understanding Teacher Stress and Student Welfare Roundtable. SIG-Stress and Coping in Education; Roundtable Session Hyatt, East Tower - Purple Level, Riverside East; 2:15-3:45pm
Chair: Christopher J. Mccarthy, The University of Texas - Austin
Participants:
A Fresh Breath: Pranayama and Academic Performance. Shana L. Pribesh, Old Dominion University; Abha Gupta, Old Dominion University
Teacher Well-Being: Exploring Its Components and a Practice-Oriented Scale. Rebecca J. Collie, University of New South Wales; Jenna D. Shapka, The University of British Columbia; Nancy E. Perry, The University of British Columbia; Andrew J. Martin, The University of New South Wales
A Qualitative Analysis of Lesbian and Gay Teachers’ Experiences With Stress at School. Sally Lineback, The University of Texas - Austin; Molly Allender, The University of Texas - Austin; Rachel E. Gaines, The University of Texas - Austin; Andrea Butler; Christopher J. Mccarthy, The University of Texas - Austin
The Impact of Student Homicide on Teachers: Stress and Coping While Teaching in Communities Experiencing Ongoing Violence. Leora Wolf-Prusan, WestEd

33.078-20. Gendered Constructions and New Perspectives of Female Leadership. SIG-Research on Women and Education; Roundtable Session Hyatt, East Tower - Purple Level, Riverside East; 2:15-3:45pm
Chair: Nancy S. Niemi, University of New Haven
Participants:
Breaking Through the Brass Ceiling: New Perspectives in Female Leadership Development. Magdalena Anna Denham, Sam Houston State University; Barbara Eleanor Polnick, Sam Houston State University; Julia Nell Ballenger, Texas A&M University - Commerce
Does the Thought Really Count? Why Feminism Demands More Than Consciousness-Raising. Morgan Anderson, Georgia State University
Race- and Sex-Based Interactions in the Association Between Self-Reported Empathy and Grade. Joe McIntyre, Harvard University

Chair: Roy Y. Chan, Boston College
Participants:
Disaggregating Student Achievement by Home Language Groups: An Analysis of Urban Asian American Students. Sumie Okazaki, New York University; Suzanne Elgendi, New York City Department of Education
White Undergraduates’ Attitudes Toward Affirmative Action Policies for Asian Americans in College. Nicholas Daniel Hartlep, Illinois State University; Robert Lowinger, SUNY - College at Old Westbury
Asian American Female Leaders Navigating Institutional Racism in Schools: The Lapdog Syndrome. Ngoe-Diep T. Nguyen, Northeastern Illinois University; Trish Morita Mallaney, Purdue University
Understanding Asian American College Students and Their Sense of Belonging. Delia Cheung Hom, Northeastern University; Aaron James Parayno, Northeastern University

33.078-22. Governing Schools Today: Local Players. Division L - Educational Policies and Politics; Roundtable Session Hyatt, East Tower - Purple Level, Riverside East; 2:15-3:45pm
Chair: Jeffrey R. Henig, Teachers College, Columbia University
Participants:
Event Versus Process: Mayoral Control’s Promise and Limits as a Method to Promote School-Service Collaborations. Jeffrey W. Snyder, Michigan State University
Conditions That Foster Democratic Education: A Qualitative Comparative Analysis of Oakland’s Community-Based Reform Environment. Tina M. Trujillo, University of California - Berkeley; Laura Elena Hernandez, University of California - Berkeley; Rene Espinoza Kissell, University of California - Berkeley
Policy Enablers, Innovations, and Work-Arounds: State and Local Perspectives in Eight States. Joanna R. Smith, University of Oregon; Michael Thier, University of Oregon; Ross C Anderson, Educational
33.079. Roundtable Session 12; Roundtable Session

33.079-1. Diverse Lenses of Engagement: Teachers, Students, Parents. Division A - Administration; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm
Chair: Emily R. Crawford, University of Missouri - Columbia
Participants:
Adolescents’ School Bond in Multiethnic School Settings: The Role of a School’s Organizational Climate. Sookween Min, University of Wisconsin - Madison; Se Woong Lee, University of Wisconsin - Madison
Serving Disconnected Youth: How Educators Understand Their Work in a High-Needs Context. Kristy S. Cooper, Michigan State University; Dorinda Carter Andrews, Michigan State University; Terry Kyle Flennbaugh, Michigan State University
Beyond the Booster Club: Parent Engagement and Students’ Academic Eligibility in High School Athletics. Elizabeth Cox, Boston College; Joelle Marie Pedersen, Boston College
Operating Under Uncertainty: Analyzing the Determinants of Teachers’ Decisions to Take Initiative or Resist Changes. Ibrahim Duyar, University of Arkansas at Little Rock; Turker Kurt, University of Wisconsin-Madison

33.079-2. School Leadership Paradigms for the Current Context of Education. Division A - Administration; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm
Chair: Catherine Ann O’Brien, Gallaudet University
Participants:
A New Paradigm for Empowering Innovative Leadership and Learning Within Today’s Diverse, Democratic Schools. Aileen Jaime Watts, Arkansas Tech University
Viewing Leadership as Leading. Jane Wilkinson, Monash University; Stephen Kemmis, Charles Sturt University
Principals’ Purpose and Passion: A Longitudinal Look at Learning and Leading Through Complex Challenges. Eleanor E. Drago-Severson, Teachers College, Columbia University; Patricia Marlin-Ostrowski, Florida Atlantic University; Jessica Blum-DeStefano, Teachers College, Columbia University

33.079-3. The Impact of Structure and Time on Student Learning. Division A - Administration; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm
Chair: Jane Clark Lindle, Clemson University
Participants:
Impact of Instructional Time Configuration on State-Mandated Test Performance. Kenneth E. Vogler, University of South Carolina; Susan L. Schramm-Pate, University of South Carolina
The Effect of District Support for Implementation of Mathematics Materials: A Longitudinal Analysis of Fourth-Grade Student Outcomes. Jessica Mercer Young, Education Development Center, Inc.; Laura M. O’Dwyer, Boston College; Deborah B. Spencer, Education Development Center, Inc.; Kristen E. Reed, Education Development Center, Inc.
Enrollment Trends: An Analysis of One Urban District’s Use of Different Types of Secondary Schools. Aaron Perzigian, University of Wisconsin - Madison; Kemal Afacan, University of Wisconsin - Madison; Kimberly L. Wilkerson, University of Wisconsin - Whittem
Use of Out-of-District Placements by Students With Disabilities: A State-Level Analysis. Monica Ng, Harvard University; Todd Grindal, Abt Associates Inc.; Laura A. Schifer; Self-employed; Hadas Eidelman, Harvard University; Thomas Hehir, Harvard University; Shaun Michael Dougherty, University of Connecticut
Exploring the Competitive Effects of Expanded-Time Schools: A Spotlight on Parental School Choice. Svenja Mareike Kuehn, University Duisburg - Essen

33.079-4. The Impact of Workplace Civility and Job Satisfaction on Trust and Professional Development. Division A - Administration; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm
Chair: Rosa L. Rivera-McCutchren, Lehman College - CUNY
Participants:
A Typological Approach to Identifying Working Conditions That Promote Teacher Growth. J. Edward Guthrie, Vanderbilt University; Gary Henry, Vanderbilt University
Faculty Trust in Colleagues and Continuous Change Behavior: The Mediating Role of Job Satisfaction. Yasar Kondakci, Middle East Technical University; Merve Zayim, Middle East Technical University; Kadir Beciolgu, Dokuz Eylul University; Celal Tooyar Uğurba, Cumhuriyet University; Mehmet Sincar, Gaziantep University
Mistreated While Employed: The Presence of Workplace Incivility in K-12 Schools. Rhea Settles, The Civility Zone

33.079-5. The Influence of Social and Organizational Context on the Work of School Leaders: International Perspectives. Division A - Administration; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm
Chair: Jeannie M. Powers, Arizona State University
Participants:
Surfacing Theories of Change in Comprehensive Area-Based Approaches to Educational Disadvantage. Alan Dyson, University of Manchester; Kirstin Kerr, University of Manchester
The Implications of the National Norms and Standards for Funding Policy on Equity in Public Schools. Raj Mistry, University of Johannesburg
Relationship Between School Climate Perceptions of Parents and Their Involvement in Schooling. Hasan Yuce Erdem, Middle East Technical University; Gokce Gokalp, Middle East Technical University
Challenges to Female Educational Managers in Khyber Pakhtunkhwa (KPK), Pakistan. Sumaira Taj Khan, University of Iowa

33.079-6. Values, Beliefs, and Trust in Schools. Division A - Administration; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm
Chair: Wayne Padover, National University
Participants:
Comparing Traditional and Multilevel Factor Analysis: Understanding the Multilevel Structure of Trust Among Teachers. Dan Beretbikis, Southern Methodist University; Anne Garrison Wilhelm, Southern Methodist University; Tricia Baumer, Dallas Independent School District
Effects of School Academic Optimism and Organizational Climate on School Effectiveness. Nicole Danielle Vuo, The University of Alabama; Roxanne M. Mitchell, The University of Alabama; C. John Tarter, The University of Alabama
Learning and Growing: Trust and School Leadership Response to Crisis. Ian Sutherland, Old Dominion University
Antecedents of Collaboration-Oriented Learning Activities Among Recently Certified Teachers: Evidence From Denmark. Christian Brando, University of Oslo; Dijana Tiplic, University of Oslo; Eivind Elstad, University of Oslo

33.079-7. Variables That Influence School Climate: Collective Trust, Inclusivity, and Critical Leadership. Division A - Administration; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm
Chair: John William Johnson, Edgewood College
Participants:
Conceptualizing and Measuring Collective School Climate Constructs: The Role of Social Influence. Patrick B. Forsythe, University of Oklahoma; Cirt M. Adams, University of Oklahoma

33.079-8. Compassion as We Do Diversity Higher Education?! Division J - Postsecondary Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm
Chair: Comfort O. Okpala, North Carolina A&T State University
Participants:
Just How Much Diversity Will the Law Permit? Lauren Shellsh, Syracuse
University
Coping, Care, and Legitimate Authority in Racial Equity Work. Alicia C. Dowd, University of Southern California; Román Liera, University of Southern California; Joanna Drivalas, University of Pennsylvania
Understanding Presidential Transitions in Historically Black Colleges and Universities. Douglas Craddock, The University of Alabama; Tywain Migle Griffen, The University of Alabama; Karri A. Holley, The University of Alabama; Michael S. Harris, Southern Methodist University
Working With Victimized, Disadvantaged, and Disenfranchised Students: A Phenomenological Inquiry on How Providers Experience Compassion Fatigue. Zelideh R. Martinez Hoy, Indiana University - Bloomington; David H.K. Nguyen, Indiana University - Bloomington

33.079-9. Context Matters: The Influence of Culture, Climate, and Campus on Student Outcomes. Division J - Postsecondary Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm
Chair: Heather Haeger, California State University - Monterey Bay
Participants:
Influencing Students’ Perceptions of Campus Climates That Support Community Engagement. Kevin M Hemer, Iowa State University; Robert D. Reason, Iowa State University; Andrew Joseph Ryder, University of North Carolina - Wilmington; Joshua J. Mitchell, Iowa State University
Examining the Experiences of Women Students at Women’s Colleges and Coeducational Institutions. Tenell L. Trolan, University of Iowa; Elizabeth Jach, Kirkwood Community College; Christine A. Ogren, University of Iowa; Jana M. Hanson, Kirkwood Community College
Measuring Cognitive Outcomes Among Undergraduate Students at Southern Baptist Universities: Are There Unique Patterns? Cameron L Armstrong, Baylor University; Young K. Kim, Azusa Pacific University

33.079-10. Differing Perspectives on Global Higher Education (1). Division J - Postsecondary Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm
Chair: Megan Cotnam-Kappel, Harvard University
Participants:
Becoming “More Better”: A Case Study of Financial Aid Students at the University of Cape Town, South Africa. Margaret Louise Irving, Stanford University
From “Cultural Diversity” to a “Culture of Diversity”: A Case Study of the Internationalization of Higher Education. Xuying Sophy Cai, University of Illinois at Urbana-Champaign; Mauricio Pino-Yancovic, University of Illinois at Urbana-Champaign
Higher Education Finance in Central and Eastern Europe: Posttransition Countries and Academic Marginalism. Lucia Brjakovic, University of Georgia - Athens; Manuel S. Gonzalez Canche, University of Georgia

33.079-11. Division J Section 5 Roundtable 4. Division J - Postsecondary Education Cosponsored with SIG-International Studies; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm
Chair: Patricia Hoffman Miller, Prairie View A&M University
Participants:
High School Ranking in University Admissions at a National Level: Program Theory and Simulation of Predictive Validity Results. Maria Veronica Santelices, Catholic University of Chile; Catherine L. Horn, University of Houston; Ximena Catalan, Catholic University of Chile; Alejandra Venegas
Reforming Policy Ideas: The Case of Performance Funding in Higher Education. Denisa Gandara, University of Georgia - Athens; Nicholas Hillman, University of Wisconsin - Madison

33.079-12. Division J Section 5 Roundtable 6. Division J - Postsecondary Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm
Participants:
Degree Attainment Abroad: What Do We Know About Its Impact? Kata Oroz, University of Pennsylvania
The Impact of Higher Education Expansion on University Wage Premiums in Taiwan. Young Yuan, Ling Tung University; Chien-Ern Huang, Ling Tung University
The Returns to Private Higher Education: Evidence From Taiwan’s Higher Technological and Vocational Institutions. Chien-Ern Huang, Ling Tung University; Young Yuan, Ling Tung University
The Deinstitutionalization of Technical and Further Education in Australia Through Vouchers and Markets: A Neo-Institutionalist Analysis. Leesa Mary Wheelahan, University of Toronto - OISE

33.079-13. Examining Notions of College Readiness. Division J - Postsecondary Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm
Chair: José Manuel Aguilar-Hernández, University of California - Los Angeles
Participants:
Academic Preparation, Equity, and First-Generation Student Success: Exploring an Experiential Learning Approach to College Writing Readiness. Stefani Robin Relles, University of Nevada - Las Vegas
Benchmarks of College Readiness and Differences by Race and Institutional Selectivity. Daniel Klasik, The George Washington University; Terrell Lamont Strayhorn, The Ohio State University
Improving College Readiness With High School Transcript Data: The University of California Transcript Evaluation Service. Roger Studley, RTI International
The Best-Laid Plans: Expressed Versus Revealed Preferences for College Enrollment of Public School Students in Massachusetts. Tolani Britton, Harvard University

33.079-14. Men of Color Engaging Communities: Family, Friends, and Faculty. Division J - Postsecondary Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm
Chair: Kathryn Lu, The University of Texas - Austin
Participants:
Images of Ideal Mentors: Perspectives of African American Male Students in the Men Achieving Leadership Excellence Program. Terence LaMar Finley, Prairie View A&M University; David Hughes; Sterling Mark, Prairie View A&M University; Ke’Ron Johnson, Prairie View A&M University; Michael L. McFrazier, Prairie View A&M University; Lucian Yates,III, Prairie View A&M University; Pamela Renee Finley, LeadershipHBCU; Alexus Hall, Prairie View A&M University
Navigating Unsupportive Relationships: Strategies Utilized by Black Males on the Pathway to the Doctorate. Carmen Michele McCullum, Buffalo State College - SUNY, Eric Jackson, Morgan State University
Latino Males Navigating the Community College Environment and Family Obligations. Victor Saenz, The University of Texas - Austin; Claudia Garcia-Louis, University of Texas at Austin; Tonia Guida, The University of Texas - Austin
Anna Drake, The University of Texas - Austin

33.079-15. Race, Ethnicity, and Emerging Identities. Division J - Postsecondary Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm
Chair: Kathryn Bethea, University of Pittsburgh
Participants:
Black Racial Facades: Comparing the Social Origins and Racial Perspectives of Black Law Students. Tanya Chirapatnu, University of California - Los Angeles; Nina Daoud, University of Maryland - College Park; Walter R. Allen, University of California - Los Angeles
Born This Way? Students’ Beliefs About the Biological and Social Construction of Race and Other Identities. Marc P. Johnston, The Ohio State University; Vu Tran, The Ohio State University
Exploring the Latina/o Familial Dimensions of the First-Year College Experience. Nydia C. Sanchez, University of North Texas; Patrick Vasquez, University of North Texas; Ionne Solano, University of North Texas; Margarita Perez, University of North Texas; Diana Gomez, Texas Woman's University; Catherine Prieto Olivarz, University of North Texas; Ah Ra Cho, University of North Texas; Amy J. Fann, University of North Texas; Amanda Elizabeth Hamm, University of North Texas
Student Parents in the Shadows: Child Care and the Struggle to Succeed in Postsecondary Education. Valerie Polakow, Eastern Michigan University; Katja Robinson, Eastern Michigan University; Marjorie Ziefer, Eastern Michigan University
Undocumented and Struggling to Earn a Degree: A Case Study of Neoliberalism at the Community College Level. Genevieve Negron-Gonzales, University of San Francisco
33.079-16. Ready for the World? Factors Promoting Workforce and Democratic Outcomes. Division J - Postsecondary Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm
Chair: Joyce M. Alexander, Indiana University
Participants:
Effects of Program Features and Individual Attributes on Intercultural Learning in Short-Term Study Abroad Programs. Hee Sun Kim, University of Michigan; Janet H. Lawrence, University of Michigan
Profiles of Civically Engaged College Students. David J. Weerts, University of Minnesota; Alberto F. Cabrera, University of Maryland
Influence of Gender, Disciplines, and Social Involvement on College Students' Perceptions of Employability Skills. Yingqi Wang, Virginia Polytechnic Institute and State University; Steven M. Culver, Virginia Polytechnic Institute and State University; Penny L. Burge, Virginia Polytechnic Institute and State University

33.079-17. Rural and Latino Student Experiences in Higher Education. Division J - Postsecondary Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm
Chair: Leah Ann Schell-Barber, Stark State College
Participants:
Effects of ESL Curriculum on the College Enrollment and Choices of Hispanic Students. Brian An, University of Iowa; Liz Hollingworth, University of Iowa; Weilin Chen, University of Iowa
First-Generation Rural Hispanic Students: An Inquiry Into Community College Enrollment. Roxann Clark, Northwestern Oklahoma State University; Eric Freeman, Wichita State University; Neil Guthrie, Wichita Public Schools; Chad Higgins, Moundridge USD #43; Patrick Simon; Catherine G Wilson, Mulvane Public Schools
Rural/Nonrural Differences in College Major Choice. Soo-yong Byun, The Pennsylvania State University; Erica Lopatofsky Kryst, The Pennsylvania State University - University Park

33.079-18. Virtual Realities: Media and Technology in Campus Learning Environments. Division J - Postsecondary Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm
Chair: Lynn C. Hartle, The Pennsylvania State University - Brandywine
Participants:
Online Course Enrollment and Community College Student Success: A Multilevel Analysis. Cameron Sublett, University of California - Santa Barbara
Cognitive Effects of Technology Over Four Years of College. Chad Loes, Mount Mercy University; Kem Saichaie, University of California, Davis
Social Media: An Opportunity for Engaging Undergraduates. Bridget Yukas, Indiana University - Bloomington; Allison BrckaLorenz, Indiana University
Effects of a Digital Dialogue Game and Epistemic Beliefs on Learning, Argumentation, and Student Satisfaction in Higher Education. Martin Mulder, Wageningen University; Omid Noroozi, Wageningen University

33.079-19. Writing Instruction and Curriculum Assessment. Division J - Postsecondary Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm
Chair: Sunita Sharma, Virginia Union University
Participants:
Faculty Advisers as Learners and Teachers of Disciplinary Writing. Michelle A. Maher; University of South Carolina; Brett H. Say, George Mason University; David F. Feldon, Utah State University
Going to the Source: A Case Study of Faculty Approaches to Writing Instruction. Megan Callow, University of Maryland
Students’ Perceptions of “Good Practices for Undergraduate Education” by Academic Discipline. Cindy Ann Kilgo, University of Iowa; Ryan L. Young, University of Iowa; Michael B. Paulsen, University of Iowa; Karen Culver, University of Iowa; Karen Culver, University of Iowa

33.079-20. Breaking Habits/Thinking Differently: New Visions of Philosophy and Education. SIG-Philosophical Studies in Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm
Chair: Kip Kline, Levis University
Participants:
Diffraction as a Methodology for Philosophy of Education. Simon Ceder, Lund University
Not “All Children Can Learn,” Nor Should They. Noah W. Sobe, Loyola University Chicago
Character, Education, and the Habit-Making Life. Carmen Elinor James, Teachers College, Columbia University

33.079-21. Constructing Disability Discourse and Identity. SIG-Disability Studies in Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm
Chair: Xuan Thuy Nguyen, Mount Saint Vincent University
Participants:
“His Profile Would Not Match”: The Discursive Construction of the Continuum of Alternative Placements. Erin McCloskey, Vassar College
Educators as Mirrors: Discourse Appropriation by Classmates of Students With Behavior Issues. Fernanda Orsati, Hussman Institute for Autism
Can’t We Just Be Who We Are? Identity and Beliefs of LGBTQ Adolescents With Disabilities. Lauren Gutmann Kahn, University of Oregon; Lauren Lindstrom, University of Oregon
“And Then They Ride Away Into the Sunset”: Opting In and Opting Out of Publicly Constructing Reader Identities. Michiko Hikida, The University of Texas - Austin
Toward Justice in the Education of Youth With Behavioral/Emotional Disorders. Colleen Reardon, Dominican University

33.079-22. Literacy Research Focused on Oral Language and Motivation. SIG-Research in Reading and Literacy; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm
Chair: Kathleen M. Wilson, University of Nebraska - Lincoln
Participants:
An Analysis of the Common Core in Early Literacy Using the Lens of Developmentally Appropriate Practice. Ya-Fang Cheng, University of Wisconsin - Madison; I-Ju Tu, University of Wisconsin - Madison
The Impact of Reading Intervention on Students’ Motivation to Read: A Meta-Analysis. Katherine Landau Wright, Texas A&M University - College Station; Tracey S. Hodges, Texas A&M University - College Station; Amanda D. Franks, Texas A&M University

33.079-23. Inclusion and Accommodation in Educational Assessment. SIG Roundtable Session. SIG-Inclusion and Accommodation in Educational Assessment; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm
Chair: Vitaliy Shyyan, National Center on Educational Outcomes
Participants:
Teachers’ Representations of Inclusive Education Reform in Québec. Philippe Trombly, Université Laval
What Do Teachers Believe? Measuring Teachers’ Beliefs About Inclusive Classroom Assessment. Pei-Ying Lin, University of Saskatchewan

33.079-24. Innovative Approaches for English Language Learners in High School. SIG-Bilingual Education Research; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm
Chair: Oksana Vorobel, Borough of Manhattan Community College - CUNY
Participants:
English Language Proficiency Growth and Graduation Outcomes Among Secondary Immigrant Newcomers: Variation Across Language Groups. Andrew Hauenh Chu, WestEd; Leslie Hamburger, WestEd
English Learners Finding Postcolonial Flows Through Critical Interactions in a High School Classroom. Marilee Coles-Ritchie, Westminster College; Jacob Jobe, Park City High School
Instructed Heritage Language Speakers. Sandra L. Pucci, University of Wisconsin - Milwaukee; Sharon H. Ulanoff, California State University - Los Angeles
Validating the Linguistic Assets of English Language Learners via the Seal of Biliteracy Awards Program. Alma C. Castro, Los Angeles Unified School District
33.079-25. Transformative Peace Education. SIG-Peace Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm
Chair: Linda Pickett, Grand Valley State University
Participants:
Peace-Building and Conflict Sensitivity Training for Teachers in South Sudan. Jan Stewart, University of Winnipeg; Thelma Majela, UNICEF South Sudan
Taking Gandhi to School: Working for Peace and Justice. Reva Joshee, OISE/University of Toronto; Margaret Ann Shane, University of Alberta; Monica Thomas, Riverdale School; Arief Ebrahim, Edmonton Public Schools; Kristi Mahood, Simone Shirvell, Edmonton Public School Board
Peace Education as a Vehicle to School Improvement: A Case Study of One Kenyan School. Eloise Miriam Hockett, George Fox University

Hyatt, East Tower - Purple Level, Riverside West; 2:15-3:45pm
Chair: Sarah V. Mackenzie, University of Maine
Participants:
Best Practices in Three Urban School District–University Partnerships: Implications for School Leadership Preparation Programs. Zollie Stevenson Jr; Howard University; Helen Coley, Prince George's County Public Schools; Monica E. Goldson, Prince George's County Public Schools
Changing Education One Project at a Time. David Brazer, Stanford University; Scott C. Bauer, George Mason University
Learning Our Way Forward through an Adaptive Leadership Network. Wendy M. Burke, Eastern Michigan University; Gary E. Marx, Eastern Michigan University; Ethel A. Lowenstein, Eastern Michigan University

Division and SIG Posters

33.080. Poster Session 6: Poster Session

33.080-1. Innovative Approaches to Challenges in Teacher Education. Division K - Teaching and Teacher Education; Poster Session
Sheraton, Fourth Level, Chicago VI&VII; 2:15-3:45pm
Posters:
1. A Transformational Dual Language Educational Framework: Teachers Reclaiming Biculturalism and Sociopolitical Consciousness in Their Pedagogical Practices. Juan A. Freire, New Mexico State University; Veronica E. Valdez, University of Utah
2. Cultivating the Development of Multicultural Educators in Online Education Courses. Kristine Lewis Grant, Drexel University; Vera J. Lee, Drexel University; Constance F. Lyttle, Drexel University
4. Distinguishing Advocacy and Nonjudgment: A Challenge for Preservice Teachers and Teacher Educators. Carey E. Andrzejewski, Auburn University; Marianne Feller, Auburn University
7. Understanding Teacher Candidates’ Cultural Flexibility in an Urban Teacher Residency Program. Susan Desha Stahl, Seattle Public Schools

33.080-2. Learning Science Through Games, Simulations, and Technologies in Diverse Environments. Division C - Learning and Instruction; Poster Session
Sheraton, Fourth Level, Chicago VI&VII; 2:15-3:45pm
Posters:
8. Face-to-Face Collaboration, Online Forums, and Physics Reasoning Around a Digital Game in the Classroom. Grant Van Eaton, Vanderbilt University - Peabody College; Douglas Clark, Vanderbilt University; Blaine Elizabeth Smith, University of Miami
10. Why Does a Diagram-Focused Intervention Help Students Learn Science? Jennifer G. Cromley, University of Illinois at Urbana-Champaign; Brian William Miller, Towson University; Nora Newcombe, Temple University
11. Performance, Self-Efficacy, and Socioeconomic Status: The Implementation of an Immersive Virtual Environment–Based Science Assessment in Diverse School Environments. Ashley Coon, University of Maryland; Diane Jass Ketelhut, University of Maryland - College Park; Kelly Mills, University of Maryland - College Park; Uma Natarajan, Education Development Center, Inc.; Xiaoyang Gong, University of Maryland - College Park; Brian C. Nelson, Arizona State University
13. Building Curriculum and Instruction for the Next Generation Science Standards: Articulating Design Features for Computer-Supported Complex Systems Learning in Science Classrooms. Susan A. Yoon, University of Pennsylvania; Eric D. Klopfer, Massachusetts Institute of Technology; Sao-Ee Goh, University of Pennsylvania; Josh Sheldon, Massachusetts Institute of Technology; Ilana Schoenfeld; Daniel Wendel; Hal Scheintaub, Massachusetts Institute of Technology; Jessica Koehler, University of Pennsylvania; Emma Anderson, University of Pennsylvania; Joyce Liu, Knowles Science Teaching Foundation; Murat Oztok, University of Pennsylvania; Chad Evans, University of Pennsylvania

33.080-3. Motivational and Cognitive Processes: Teachers’ Beliefs, Judgments, and Knowledge. Division C - Learning and Instruction; Poster Session
Sheraton, Fourth Level, Chicago VI&VII; 2:15-3:45pm
Posters:
14. Reconsidering the Meaning of Mastery Experiences: Reconciling Teaching Self-Efficacy Research With Theory and Practice. David Brent Morris, Saint Mary’s College of Maryland
15. The Impact of Race on Teachers’ Judgments of Students’ Metacognitive Ability. Daniel DiFrancesco, North Carolina State University; John L. Niefeld, North Carolina State University
16. Across the Divide: Parents’ and Teachers’ Beliefs About Learning and Teaching. Bruce Torff, Hofstra University
17. High School Algebra Teachers’ Knowledge and Beliefs in the United States and China. Qintong Hu, The University of Tennessee - Knoxville; Ji Won Son, University at Buffalo - SUNY; Lynn L. Hodge, The University of Tennessee
18. Teacher Beliefs and Their Role in the Practicing of Science Education. Brett E. Shelton, Boise State University; Jeffrey Olsen, Utah State University; Max L Longhurst, Utah State University

33.080-4. Policies for Improving Teacher and Leadership Effectiveness. Division L - Educational Policies and Politics; Poster Session
Sheraton, Fourth Level, Chicago VI&VII; 2:15-3:45pm
Posters:
19. An Empirical Study of National Board Certification and Teaching Effectiveness. Linda Cavalluzo, CNA Education; Lauren Sartain, Consortium on Chicago School Research At The University of Chicago; Christine Mokher, CNA; Thomas M. Geraghty, CNA; Lisa Barrow, Federal Reserve Bank of Chicago
20. Educator Efficacy in Southern Belize. Betty Jean Usher-Tate, University of Nebraska - Lincoln
21. High Needs, Highfliers: The Impact of Teacher Incentive Funding Across Louisiana. Peggy C. Kirby, Education Development Center, Inc.; Kellie Wills, National Institute for Excellence in Teaching; Joshua H. Barnett, National Institute for Excellence in Teaching; Leigh D’Amico, University of South Carolina
22. Staffing and Retaining High School Principals in North Carolina and Ohio. Susan Barkhauser, Pardee RAND Graduate School
23. The Recipients of High-Quality Professional Development: Who They Are, Whom They Teach, and Where They Work. Seth B Hunter, Vanderbilt University - Peabody College
24. The Impact of No Child Left Behind on School Principals: An Analysis of
Changes in Principals’ Professional Backgrounds and Their Influence on Decision Making. Hajime Mitani, Vanderbilt University - Peabody College

33.080-5. Division L Poster Session 2: Education Policy, Governance, and Finance. Division L - Educational Policies and Politics; Poster Session Sheraton, Fourth Level, Chicago V&VII; 2:15-3:45pm

Posters:
26. Investigating the Prevalence of Academic Redshirting Using Population-Level Data. Francis Howard Lim Huang, University of Missouri - Columbia
27. NYC Students identified in Temporary Housing and Their School Success. Liza Pappas, The New York City Independent Budget Office

33.080-6. Poster Session. SIG-Media, Culture and Curriculum; Poster Session Sheraton, Fourth Level, Chicago V&VII; 2:15-3:45pm

Posters:
28. Flipping the Standards: Collaborative Professional Development in Digital and Media Literacy to Address Common Core State Standards in the Elementary Grades. Yonty Friesen, University of Rhode Island; Susan Sabella, Narragansett Elementary School; Brien Jenning, Narragansett School System
29. Movies as a Tool Training Multicultural Counselors. Yih-Jiu Shen, The University of Texas - Pan American
31. Playful Learning: A National Initiative Moving Game-Based Learning Forward in Schools. Danielle Christine Herro, Clemson University; Seann Mason Dikkers, Ohio University - Athens; Elizabeth M. King, University of Wisconsin - Whitewater; Jeremiah Isaac Holden, University of Colorado - Denver
32. Scientific and Ethical Literacy in Authentic Public Comments in Online Climate Change News Coverage. Ayelit Baram-Tsabari, Technion - Israel Institute of Technology; Esther Laslo, Technion Israel Institute of Technology
33. Social Scholars Follow-Up: Tweeting in the Conference Back Channel by Educational Researchers. Jiahang Li, Michigan State University; Christine M. Greenhow, Michigan State University; Miuhuyen Mai, University of Wisconsin - Madison
34. Video Gaming as Digital Media, Play, and Practice: Implications for Understanding Video Gaming and Learning in Family Contexts. Elisabeth R. Gee, Arizona State University; Sinem Siyorhan, California State University - San Marcos; Anna Montana Cirell, Arizona State University - Tempe

33.080-7. Innovative Counseling Approaches and Techniques. Division E - Counseling and Human Development; Poster Session Sheraton, Fourth Level, Chicago V&VII; 2:15-3:45pm

Posters:
35. Enhancing Preserve Educators’ Suicide Prevention Gatekeeper Training With Culturally Responsive Motivational Interviewing Foundational Skills. Maria E. Hernandez Finch, Ball State University; Christopher W. Drapeau, Ball State University; William Holmes Finch, Ball State University; Jared Bishop, Ball State University
37. Evaluating the Effectiveness of Play Therapy Among Preschool Children. Catherine M. Bohn-Gettler, College of Saint Benedict; Susan Bray, Wichita State University
38. Motivational Interviewing on College Students’ Internet Addiction. Katie Kwon Koo, University of Maryland - College Park
40. Preparing School Counselors-in-Training to Conduct Large-Group Developmental Guidance. Jonathan Ohrt, University of North Texas; Todie Limberg, University of South Carolina; Edward Hamilton Robinson, University of Central Florida; Paulina Flach, University of Central Florida
41. Self-Efficacy of Beginning Counselors to Counsel Clients in Crisis. Michelle L. Peters, University of Houston - Clear Lake; Cheryl Sawyer, University of Houston - Clear Lake; Jana M. Willis, University of Houston - Clear Lake
42. Recovery High Schools: Effect of Schools Supporting Recovery From Substance Abuse. Andrew J. Finch, Vanderbilt University; Emily Tanner-Smith, Vanderbilt University
43. Response to Intervention and the Preparation of School Counselors: Opportunities for Leadership. Amy Feiker Hollenbeck; Evanthia Patrikakou, DePaul University; Melissa Susanne Okerman, DePaul University
44. Families’ Ability to Support Youth With Disabilities in Preparing for Postschool Transitions: Strategies and Challenges. Chonlada Jarukitsakul, Boston University; Zi Chen, Boston University; Caroline vanBruinswaardt, Boston University; Eleanor Castine, Boston University; Sean Flanagan, Boston University; V. Scott H. Solberg, Boston University
45. Personality Traits, Learning Disability, and Self-Efficacy in Selecting a High School Major. Dikla Brown, Tel Aviv University; Rachel Gali Cinamon, Tel Aviv University

33.080-8. Special Education Research SIG: Assessment, Collaboration, and Educational Placement. SIG-Special Education Research; Poster Session Sheraton, Fourth Level, Chicago V&VII; 2:15-3:45pm

Posters:
46. Characteristics and Challenges of the Lowest-Performing Students on Alternate Assessments. Mary A. Hansen, Robert Morris University; Steven R. Lyon, University of Pittsburgh; Jesse Smith, University of Pittsburgh; Molly Matsak, University of Pittsburgh
47. Section 504-Only Student National Incidence Data: National Percentages and Differences by School Characteristics. John M. Weathers, Lehigh University; Perry A. Zirkel, Lehigh University
48. An Investigation of the Validity of Quality Indicators for Group Comparison Research in Special Education. Asha K. Jitendra, University of Minnesota; Gena Nelson, University of Minnesota - Twin Cities; Sandra Moran Pulles, University of Minnesota - Twin Cities; James Houseworth, University of Minnesota; Allyson Kiss, University of Minnesota; Danielle Nicole Dupuis, University of Minnesota - Twin Cities; Bryan G Cook, University of Hawaii - Manoa
49. Special and General Education Teachers’ Use of Student Performance Data in Co-Teaching. Xiwen Wu, National Louis University; Harry J. Ros, National Louis University; Daniel Newman, National Louis University
50. Learning Together: Teachers’ Evolving Understandings During Ongoing Collaborative Professional Development. Amber Elizabeth Benedict, University of Florida; Mary T. Brownell, University of Florida
51. Identification Age and Early Intervention Provision for Children With Disabilities Across Urbanicity. Laura Warfield Lagomarsino, Notre Dame of Maryland University
52. The Effects of Educational Placement on Motivational Outcomes of Students With Special Educational Needs. Aleksander Kocaj, Humboldt University - Berlin; Poldi Kuhl, Humboldt University - Berlin; Malte Jansen, Humboldt University - Berlin; Hans Andan Pant, Humboldt University - Berlin; Petra Stanat, Humboldt University - Berlin
53. Childhood Placement in Special Education and Adult Well-Being. Ashley Ann Chesmore, University of Minnesota - Twin Cities; Sah-Ruu Ou, University of Minnesota - Twin Cities; Arthur J. Reynolds, University of Minnesota - Twin Cities

Friday, 3:00 pm

SIG Sessions

34.010. Environmental Education SIG Feminist Caucus. SIG-Environmental Education; Invited Speaker Session Swissotel, Event Centre Second Level, St. Gallen 1; 3:00-5:00pm
Participants: Constance L. Russell, Lakehead University; Marcia McKenzie, University of Saskatchewan

Friday, 4:05 pm

Governance Meetings and Events

35.001. AERA Affirmative Action Council: Open Meeting. AERA
Friday Afternoon, April 17, 2015

35.002. AERA Open Editorial Board Meeting: Closed Meeting. AERA Governance; Governance Session
Hyatt, West Tower - Gold Level, Hong Kong; 4:05-5:35pm
Chair: Lisa Bass, North Carolina State University

35.010. AERA Online Annual Meeting Management System (All Academic). Demonstration and Training for Program Chairs: Open Session 1. AERA Related Activities; Workshop
Hyatt, West Tower - Bronze Level, Buckingham; 4:05-5:35pm
Chair: Rick Peacer, All Academic, Inc.

AERA Related Activities

35.012. Academics/Activists Doing Justice on the Front Lines Locally and Globally: Stories From the Climate, Food, Environmental, and Health Justice Movements. AERA Presidential Session; Invited Speaker Session
Hyatt, West Tower - Gold Level, Regency D; 4:05-6:05pm
Chair: Beverly M John, Chicago State University
Participants:
- Achieving Authenticity in Community Campus Partnerships. Al Richmond, Community-Campus Partnerships for Health
- Growing Food and Justice: Surveying Social Movement Strategies for Dismantling Racism in the Food System. Michael Dorsey, Joint Center for Political and Economic Studies
- Serving Rural and Urban Cultures & Communities: Coaxing Spirit from Structures. Beverly M John, Chicago State University
- Exercises of Indigenerity in Sustainability Initiatives at TCU's. Daniel Wildcat, Haskell Indian Nations University
- Land Grabbing in Africa: Why We Should be Concerned. Shyam Shabaka, EcoVillage Farm
- Race, Food and Justice. Malik Yakini, Detroit Black Food Security Network
Discussant: Sara Soledad Garcia, Santa Clara University

Hyatt, West Tower - Gold Level, Regency C; 4:05-5:35pm
Chair: Ben R. Kirshner, University of Colorado
Participants: Daniel Gilbert Solorzano, University of California - Los Angeles; Michelle Fine, City University of New York; Ernest D. Morrell, Teachers College, Columbia University; Lisa (Leigh) Patel, Boston College; Eve Tuck, SUNY - College at New Paltz; Mark R. Warren, University of Massachusetts - Boston

35.014. Film Expo: Spiral Bound. AERA Presidential Session; Invited Speaker Session
Sheraton, Second Level, Michigan B; 4:05-6:05pm
Chair: Jonathan I Gayles, Georgia State University; Barbara Ann Temple, Arts & Science Council; Chris Blunk, Spiral Bound

35.015. Rethinking Knowledge in the Context of Our Contemporary Crisis. AERA Presidential Session; Invited Speaker Session
Hyatt, East Tower - Gold Level, Grand CDEF; 4:05-6:05pm
Chair: Joyce E. King, Georgia State University
Participants:
- The Structure of European Knowledge and Its Implications for Contemporary Crises Among African People. Molefi Kete Asante, Temple University
- Epistemologies of the South and Education: Denouncing Epistemicide and Bringing in the Struggles for Dignity and Liberation in the Classroom. Boaventura de Sousa Santos, Centro de Estudos Sociais
- Rethinking Knowledge, Rethinking Our Contemporary Global Crisis: Towards an Emancipatory Way-of-Knowing/Mode-of-Being, for Our Ecumenically-Human’s Sake, Jason Ambrose, William Paterson University
- Rethinking Knowledge in Brazil: A Perspective from the Black Movement. Petronilha Beatriz Goncalves e Silva, Federal University of Sao Carlos
Discussant: Joyce E. King, Georgia State University

35.016. The 19th Annual Continuation of Conversations With Senior Scholars on Advancing Research and Professional Development Related to Black Education. AERA Presidential Session; Invited Roundtable
Hyatt, West Tower - Green Level, Crystal B; 4:05-6:05pm
Chair: Henry T. Frierson, University of Florida
Participants:
- Women of Color in Academe: The Difference Makers and Continuing That Role. Arnetta F. Ball, Stanford University; Olga M. Welch, Duquesne University
- Let’s Discuss Why a Strong Orientation in Quantitative Methodology Is So Important Regardless of Your Research Direction. Jomills H. Braddock, University of Miami; Vinetta C. Jones, Howard University; Olatokunbo S. Fashola, MERASsociates
- The Critical Importance of Addressing Culture in Educational Research. Lisa Denise Delpit, Southern University and A&M College; Geneva Gay, University of Washington; Carol D. Lee, Northwestern University
- Men of Color in Academe: The Need and Roles That Must Be Undertaken and Sustained. James D. Anderson, University of Illinois at Urbana-Champaign; Kofi Komolafe, Western Carolina University
- The Critical Role of a Multidisciplinary Perspective in Politics and Policy Decisions. Walter R. Allen, University of California - Los Angeles; William T. Trent, University of Illinois at Urbana-Champaign
- Laying the Initial Groundwork to Become Part of the Next Generation of Academic Administrators. Wanda J. Blanchett, Rutgers University; Howard C. Johnson, Medgar Evers College - CUNY; Faynese Miller, The University of Vermont
- Generating External Research Funding: A Means to Control Your Professional Direction and Budgetary Autonomy. Vivian L. Gadson, University of Pennsylvania; Caesar Jackson, North Carolina A&T State University; Earnestine Easter, National Science Foundation
- Effective and Efficient Methods for Publishing. Gloria J. Ladson-Billings, University of Wisconsin - Madison; Margaret Beale Spencer, University of Chicago
- Academic and Professional Expectations for Graduate Students as Well as Current and Prospective Postdoctoral Fellows. Establishing Foundations for Productive Careers: The Edgar G. Epps Table. Maria Chavous, University of Arizona; Caesar Jackson, North Carolina A&T State University; Earnestine Easter, National Science Foundation
- Effectively Identifying, Addressing, and Dealing With Academic Politics That May Affect You: The Asa G. Hilliard III Table. Carl A. Grant, University of Wisconsin - Madison; John L. Taylor; The University of Arizona
Strategic Means for Developing Meaningful University–Public School Partnerships. Charles I. Rankin, Kansas State University; Bernard Oliver, University of Florida

Leveraging and Advancing a Career in Program Evaluation: A Multidisciplinary Field That Involves Practice, Scholarship, and Opportunities. Stafford Hood, University of Illinois at Urbana-Champaign; Rodney K. Hopson, George Mason University

The Politics of Knowledge and Educational Research: The Consequences of Reality. Linda Darling-Hammond, Stanford University; William F. Tate, Washington University in St. Louis

The Importance of and Approaches for Conducting Community-Based Research. Jerome E. Morris, University of Georgia; Vanessa Siddle Walker, Emory University

Developing Effective Intervention Programs to Address Areas of Educational Concern. Lamont A. Flowers, Clemson University; James L. Moore, The Ohio State University

Developing Funded Educational Research Programs and Centers. Jerlando F.L. Jackson, University of Wisconsin - Madison; Chance W. Lewis, University of North Carolina - Charlotte

35.017. What Has Happened to African American Young Adult Literature in the Digital Age? AERA Presidential Session; Invited Speaker Session

Hyatt, West Tower - Gold Level, Acapulco; 4:05-6:05pm
Chair: Beverly M. Gordon, The Ohio State University
Participants:
Using African American Literature to Fashion the Liberation of African American Boys: Let Nothin' Turn Us Around. Alfred W. Tatton, University of Illinois at Chicago
Superhero as a Community Practice: The Case Of HERAventure. Ayoka Chenzira, Spelman College; Ha J. Tickles TV
What Has Happened to African American Young Adult Literature in the Digital Age? Laretta Henderson, University of Wisconsin - Milwaukee
Discussant: Carmen Kynard, John Jay College of Criminal Justice - CUNY

AERA Sessions

35.018. Advocacy for Federal Research Support: Making the Case. AERA Sessions; Invited Speaker Session

Hyatt, East Tower - Gold Level, Columbus AB; 4:05-6:05pm
Chair: Felice J. Levine, American Educational Research Association

35.019. Honoring the Life and Works of the Intrepid William Watkins: Activist Scholar/Movement Man. AERA Sessions; Invited Speaker Session

Hyatt, East Tower - Gold Level, Columbus AB; 4:05-6:05pm
Chairs: William C. Ayers, University of Illinois at Chicago; William (Bill) H. Schubert, University of Illinois at Chicago
Participants: Gloria J. Ladson-Billings, University of Wisconsin - Madison; Joyce E. King, Georgia State University; Annette M. Henry, The University of British Columbia; David O. Sowell, University of Illinois at Chicago; Kelly P. Vaughan, Purdue University Calumet; Denise M. Tálaíferro Bazile, Miami University; Derrick Alridge, University of Virginia; Karen Ann Johnson, University of Utah

35.020. Excellence in Education Research: Early-Career Scholars and Their Work. AERA Sessions; Invited Poster Session

Hyatt, East Tower - Gold Level, Grand AB; 4:05-6:05pm
Chair: George L. Wimberly, American Educational Research Association
Participants:
1. The Influence of Teacher Collaborations on Instructional Practices and Student Learning in Kindergarten. Marisol Kevelson, Educational Testing Service
4. Improving Score Precision in NAEP With a Multivariate Bayesian Lasso. Steven Andrew Culpepper, University of Illinois at Urbana-Champaign; Trevor Park, University of Illinois at Urbana-Champaign
5. The Social-Emotional Development of Latino English Language Learners: Impact of the Classroom Environment. Claudia Lucía Galindo, University of Maryland - Baltimore County; Tymofey Wok, University of Maryland - Baltimore County
7. Association Between Readability of Mathematics Word Problems and Performance on the NAEP and TIMSS (Trends in International Mathematics and Science Study). Candace A. Walkington, Southern Methodist University; Virginia E. Clinton, University of North Dakota
8. The Relevance of Culturally Relevant Pedagogy. Emily K. Penner, Stanford University
9. Age-Based Sensitivity of the Individual Growth and Development Indicators-Early Numeracy. Joy Polignano, University of Florida
10. Fostering Youth's Environmental Participation: A Comparative Case Study Within Urban High School Environmental Science Classrooms. Alexandra Schindel Dimick, University at Buffalo - SUNY
11. Classroom-Based English and English Language Learners’ Expressive Language Skills. Perla Blanca Gamez, Loyola University Chicago
12. Inequalities in Educational Opportunity in the Transition to Secondary School in Malawi. Monica Grant, University of Wisconsin - Madison
13. Culturally Relevant/Sustaining Pedagogies With Secondary Immigrant Latina/o Youth. Rosa M. Jimenez, University of San Francisco
17. Validity Issues in Noncognitive Assessment. Andrew Maul, University of California, Santa Barbara
18. Student Interpretation of Mathematics Symbols and Accompanying Vocabulary. Sarah Rannels Powell, University of Virginia
19. Designing Learning Opportunities and Resilience. Vanessa Sviha, University of New Mexico
20. A New Approach to Personalized Learning: Students as Authors of Their Own Algebra Stories. Candace A. Walkington, Southern Methodist University
Discussant: Michael J. Feuer, The George Washington University

Committee Sessions

35.021. Division D Fireside Chat. Tomorrow’s Methodologist: Defining and Demystifying Simulation Studies. Graduate Student Council Co-sponsored with Graduate Student Council, Division D - Measurement and Research Methodology; Invited Speaker Session

Marriott, Fifth Level, Los Angeles/Miami; 4:05-5:35pm
Chairs: Kristen Lynn Smith, James Madison University; Gloria Yeomans-Maldonado, The Ohio State University - Columbus
Speakers: Deborah L. Bandalos, James Madison University; William Holmes Finch, Ball State University; Brian F. French, Washington State University

35.022. Graduate Student In-Progress Research Roundtable. Graduate Student Council Co-sponsored with Graduate Student Council; Invited Speaker Session

Marriott, Fifth Level, Chicago E; 4:05-6:05pm
Chairs: Ashley Patterson, The Ohio State University - Columbus; Andrés Castro Sanayoa, University of Pennsylvania; Nadine D. Hylton, University of Rochester

35.023. Socialization for Success: Black Women Faculty in Academe Pre- and Post-Tenure. Committee on Scholars of Color in Education; Symposium

Hyatt, West Tower - Silver Level, Horner; 4:05-6:05pm
35.024. Advancing Justice in Education for Pacific/Pasifika Peoples Through Discourses of Success and Responsiveness. New Zealand Association for Research in Education; Invited Speaker Session Sheraton, Second Level, Michigan A; 4:05-5:35pm
Chair: Dr. Airini, University of Auckland
Participants:
Va’a Tele: Pasifika Learners Riding the Success Wave on Linguistically and Culturally Responsive Pedagogies. Rae Siliata, The University of Auckland
Levers and Pivots: A Critique of New Zealand’s “Success”-Focused Pasifika Education Policy Framework. Tanya L.M. Samu, University of Auckland
Outsiders, Insiders, and Decisions About Knowledge: Responsive Curriculum Development, Implementation, and Change in a Pacific Nation—The Example of Nauru. Alexis Siteine, University of Auckland; Tanya L.M. Samu, University of Auckland
Talanova Mei He Kailoa: An Evolving Tongan Cultural Process for Education Success and a Pacific Research Methodological Framework. Alaimalula Toetu’a-Tamihare, University of Auckland
Discussant: Margaret J. Maaka, University of Hawaii - Manoa

Chair: Dennis J. Sumara, University of Calgary
Participants:
Digital Technology Policies in Canada and Australia: An Analysis of New Rules for ‘New Tech’. Joanne O’Mara, Deakin University; Jillian Anne Blackmore, Professor, Deakin University; Linda Laidlaw, University of Alberta; Julianne Lynch, Deakin University; Dennis J. Sumara, University of Calgary
“I Surprised My Mom with My New Twitter Account”: Rethinking Normative Perspectives on Reading, Writing, and Disability in the Digital Era. Linda Laidlaw, University of Alberta; Joanne O’Mara, Deakin University; Dennis J. Sumara, University of Calgary
Prekinders’ Development of Techno-literacy Practices at Home in Canada and Australia. Suzanna So-Har Wong, University of Alberta
Locating Learning: Making Connections Between Virtual and Physical Spaces with Mobile Touch-Screen Devices. Terri Redpath, Deakin University; Julianne Lynch, Deakin University
Discussant: Jillian Anne Blackmore, Professor, Deakin University

35.026. From Coordination to Compliance: The Principal Preparation Program Coordinator’s Changing Role. Division A - Administration; Symposium Sheraton, Event Centre Second Level, Vevey 3; 4:05-6:05pm
Chair: Linda J. Searby, Auburn University
Participants:
The Educational Leadership Program Coordinator in Alabama. Ellen H. Reames, Auburn University
The Educational Leadership Program Coordinator in Illinois. Donald G. Hackmann, University of Illinois at Urbana-Champaign; Joel R Malin, University of Illinois at Urbana-Champaign
Discussant: Margaret Terry Orr, Bank Street College of Education
35.030. Multiple Representations and Multimedia: Student Learning and Instruction. Division C - Learning and Instruction; Symposium Sheraton, Ballroom Level, Sheraton III; 4:05-5:35pm
Chair: Britta Oerke, Technische Universität Dortmund
Participants:
The Influence of Text Coherence and Text-Graphic Correspondence on Children’s Comprehension. Juliette C. Desiron, California State University - Chico; Neil H. Schwartz, California State University - Chico; Erica de Vries, University of Grenoble
The Effect of Mixed Visualizations on Learning From Science-Related Texts on the Internet. Katja Knuth-Herzig, Goethe University; Holger Horz, University Frankfurt am Main
Does Teachers’ Engagement in and Quantity of Instruction on Text-Picture Material Have an Impact on Students’ Skill Improvement? Britta Oerke, Technische Universität Dortmund; Nele McElvany; TU Dortmund University; Annika Ohle, TU Dortmund
Multiple Representations in Science Learning and Assessment. Anne Britt, Northern Illinois University; Dylan Blau, Northern Illinois University; Patricia Wallace, Northern Illinois University; Mon-Lin Ko, University of Illinois at Chicago; Susan R. Goldman, University of Illinois at Chicago
Discussant: Jan L. Plass, New York University

35.031. Promoting Effective Science Teaching and Learning Through Engineering Design in the Elementary Classroom. Division C - Learning and Instruction; Symposium Sheraton, Second Level, Erlie; 4:05-5:35pm
Chair: Brenda M. Capobianco, Purdue University
Participants:
Engineering Design-Based Science Curriculum for the Elementary Classroom: Characteristics and STEM Faculty Development. James D. Lehman, Purdue University
Learning to Teach Elementary School Science Through Engineering Design. Brenda M. Capobianco, Purdue University
Examining Elementary School Students’ Transfer of Learning Through Engineering Design Using Think-Aloud Protocol Analysis. Todd R. Kelley, Purdue University
Discussant: Allan Feldman, University of Florida

35.032. Applications of Computerized Scoring in Assessment. Division D - Measurement and Research Methodology; Paper Session Marriott, Fourth Level, Belmont; 4:05-5:35pm
Chair: Shadong Wang, NWEA
Participants:
How Automatic Coding of Short Text Responses Is Able to Enhance Assessment. Fabian Zehner, Technische Universität München; Christine Saelzer, Technische Universität München; Frank Goldammer, German Institute for International Educational Research
Monitoring the Performance of Human and Automated Scores for Spoken Responses. Zhen Wang, ETS; Klaus Zechner, ETS; Yü Sun, ETS
The Psychometric Properties of the Classroom Assessment Scoring System (CLASS). Dan Cloney, University of Melbourne; Cuc Nguyen, The University of Melbourne; Raymond J. Adams, Australian Council for Educational Research; Collette Taylor, University of Melbourne; Gordon Cleveland, University of Toronto
Validation of Automated Scoring of Science Assessments. Ou Lydia Liu, ETS; Joseph A. Rios, Educational Testing Service; Michael Heilmann, Educational Testing Service; Libby F. Gerard, University of California - Berkeley; Marcia Linn, University of California - Berkeley
Discussant: Qiwei He, Educational Testing Service

35.033. Division D Mentoring Reception for New Professionals. Division D - Measurement and Research Methodology; Mentoring Session Marriott, Seventh Level, Grand Salon II; 4:05-6:05pm

35.034. Some Sharp Statistics. Division D - Measurement and Research Methodology; Paper Session Marriott, Sixth Level, Purdue/Wisconsin; 4:05-6:05pm
Participants:
A Multitrait Scoring Algorithm for Rank Ordered Items. Hongyan Cui, Western Michigan University; Brooks Applegate, Western Michigan University; Warren E. Laceyfield, Academic Software, Inc.; David Hartmann, Western Michigan University
Evaluation of Competing Risks Methods. Brian Rickard, University of Arkansas
Investigating Perfect Model Fit in Higher-Order Confirmatory Factor Analysis: Exploratory/Confirmatory and Bayesian Approaches. Larry R. Price, Texas State University; Gail R. Ryser, Texas State University-San Marcos
Power Analyses for Multilevel Mediation. Benjamin Kelcey, University of Cincinnati; Zachao Shen, University of Cincinnati
Robustness of Optimal Designs to Misspecification of Intraclass Correlations for Three-Level Cluster-Randomized Trials in Education. Carl Westine, The University of West Georgia
Discussant: Marc W. Julian, ETS

35.035. Effects of Family Background on Educational Success. Division E - Counseling and Human Development; Symposium Sheraton, Second Level, Superior B; 4:05-5:35pm
Chairs: Jutta von Maurice, LBI Leibniz-Institut für Bildungsverläufe e.V. an der Otto-Friedrich-Universität Bamberg; Hans-Guenther Rossbach, Otto Friedrich University Bamberg
Participants:
Effects of Parents’ Social and Educational Pathways on Family Education and the Early Development of Children. Bertrand Geay, University of Picardie; Pierig Humeau, CNRS - France
The Influence of Family Socioeconomic Status on Cognitive Outcomes and School Achievement in Children. Piotr Rycielski, Olaż Zylisz
Effects of Family Background and the Home Learning Environment on Children’s Competencies. Hans-Guenther Rossbach, Otto Friedrich University Bamberg; Tobias Linberg, Leibniz Institute for Educational Trajectories; Thomas Baesmer
School-Based Parent Involvement in the Early Years of School and Academic Outcomes. Graham Daniel, University of Western Sydney Australia; Cen Wang, Charles Sturt University; Donna Berthelsen
Social Origins, School Type, and Higher Education Destinations. Alice Sullivan, University College London; Samantha Parmson; Dick Wiggins; Francis Green

35.036. Parental Influence, Parental Advocacy. Division F - History and Historiography; Paper Session Swisshotel, Lucerne Level, Lucerne III; 4:05-6:05pm
Chair: Adah L. Ward Randolph, Ohio University
Participants:
Collections, Bartering, and Broken Rosary Beads: Funding Black Catholic Schools, 1886–1976. Katrina M. Sanders, University of Iowa
Phenomenological Study of African American Families: Understanding the Historical Impact of Their Public School Experiences. YoTonja
Benjamin
The Public High School, Bureaucratic Administration, and the Making of the 20th-Century Family. Helen Proctor, The University of Sydney

“It’s Hard in the World If You Ain’t Got Your Learning”: Migration and African American Faith in Public Schools, 1910–1940. Leah N. Gordon, Stanford University

Discussant: Christopher M. Span, University of Illinois at Urbana-Champaign

Marriott, Fourth Level, Grace; 4:05-5:35pm
Chair: Karen Monkman, DePaul University
Participants:
Becoming Educated, Becoming Self-Disciplined: Women’s Education and the Production of “Virtuous Agents” in Pakistan. Ayesha Khurshid, Florida State University
“Stubborn” Workers, Academics, and Women: Pakistani Women Academics’ Identity Frameworks. Shabana Mir
“Modern” Mederasas in Mali: Transforming Islamic Education. Helen N Boyle, Florida State University
A Return to God? Muslim Youth, Education, Politics, and Identity in a Postmodern World. Ameena Ghaffar-Kucher, University of Pennsylvania

Discussant: Karen Monkman, DePaul University

Marriott, Fourth Level, Sheffield; 4:05-5:35pm
Chair: Christopher M. Taylor, Cardiff University
Participants:
Mapping Injustice: A Practitioner’s Perspective on the Use of a Geographic Information System in School Planning Decisions. Sarah Hainds, Chicago Teachers Union
Geographic Information Systems as a Bridge, Not an Alternative. Jiu Lee, University of Illinois at Urbana-Champaign
Topologies of Policy Analysis: Studying the Space-Times of Data and Marketized Education. Kalervo N. Gulson, University of New South Wales; Sam Sellar, The University of Queensland
Critical Geographical Information System: A New Spatial Approach to School Choice Policy Research. Ee-Seul Yoon, University of Illinois at Urbana-Champaign; Christopher A. Lubienski, University of Illinois at Urbana-Champaign

Discussant: Pauline Lipman, University of Illinois at Chicago

35.039. Immigrant Youth and Citizenship Education. Division G - Social Context of Education; Symposium
Marriott, Fifth Level, Kansas City; 4:05-5:35pm
Chair: Beth C. Rubin, Rutgers University
Participants:
Reframing Citizenship Education Through the Lived Experiences of Newcomer Immigrant Youth: Citizenship Education in Arizona. Pablo Cortes Ramirez, Arizona State University
Citizenship Education for Noncitizens: How Social Studies Teachers of Immigrant Youth Conceptualize Their Craft. Terrie Epstein, Hunter College - CUNY
“My Student Was Apprehended by Immigration”: A Civics Teacher’s Breach of Silence in a Mixed-Citizenship-Status Classroom. Dafney Bianca Dubach, University of Washington - Seattle
Exploring a History of Latinos/o Citizenship: When Young Learners Insert Culture Into Citizenship. Cinthia S. Salinas, The University of Texas - Austin

Discussant: Carole L. Hahn, Emory University

35.040. Literacies Across Local, Global, and Translocal Imaginaries: Ethnographies of Becoming Transnational. Division G - Social Context of Education; Symposium
Marriott, Sixth Level, Minnesota; 4:05-5:35pm
Chair: Carmen L. Medina, Indiana University - Bloomington
Participants:
Transnational Imagination and Oral Storytelling Among Global Peers. Patricia E. Enciso, The Ohio State University
Language and School Support in the Educational Experiences of Puerto Rican Transnational Youth. Sandra L. Soto-Santiago, University of Puerto Rico - Mayagüez
Translocal and Colonial Landscapes: Mapping the Relocalization of Telenovelas. Carmen L. Medina, Indiana University - Bloomington
Transnational Flows in Immigrant and Indigenous Rights: Parents’ Responses to the Activism in Children’s Literature. Silvia C. Nogueiro-Liu, University of Georgia; Marianne Snow, University of Georgia

Discussant: Luis C. Moll, The University of Arizona

Marriott, Sixth Level, Indiana/Iowa; 4:05-6:05pm
Chair: Adrienne D. Dixson, University of Illinois - Urbana-Champaign
Participants:
Bringing Public Education Into the Fold of Human Trafficking Policy: A Feminist Critical Policy Analysis of Landmark Texas Legislation. Melissa Anne Lemke, The University of Texas - Austin
Secondary School Principalship and Politics of Belonging: Exclusionary Framings of Gender and Culture in Kíssí Central Subcounty, Kenya. Joel Abaya, Wichita State University; Wangari Gichiru, Central Connecticut State University; Caroline Njeri Njeru, Nyanchwa Boys Secondary School; Erick Momanyi, St. Lawrence Kiong ’Ong I Secondary School

Discussant: Colleen L. Larson, New York University

35.042. Exploring Student and Teacher Perception Surveys to Learn More About Teachers and Teaching. Division H - Research, Evaluation and Assessment in Schools; Symposium
Marriott, Sixth Level, Northwestern/Ohio State; 4:05-5:35pm
Chair: Cynthia Pollard, Harvard University
Participants:
Exploring the Relationships Between Student Characteristics and Teachers’ Perceptions of Instructional Quality. Kathleen Lynch, Harvard University; Mark Chin, Harvard University
Self-Fulfilling Prophecy or Accurate Prediction? Exploring the Relationship Between Teacher Perceptions and Student Achievement. Melanie Rucinski, Harvard University
Explaining Changes in Reports of Teacher Self-Efficacy. Melanie Rucinski, Harvard University
The Extent and Nature of Alignment Between Student and Teacher Perceptions of the Classroom. Cynthia Pollard, Harvard University; Mark Chin, Harvard University; Melanie Rucinski, Harvard University; Barbara J. Gilbert, Harvard University

Discussant: Patrick Charles Kylloren, Educational Testing Service

35.043. Toward Improvement of Teacher Evaluations: Methodological and Substantive Issues. Division H - Research, Evaluation and Assessment in Schools; Symposium
Marriott, Fifth Level, Denver/Houston; 4:05-6:05pm
Chair: Alexandra Resch, Mathematica Policy Research, Inc.
Participants:
Falsification Tests and Value-Added Models. Dan Goldhaber, University of Washington; Duncan D. Chaplin, Mathematica Policy Research, Inc.
The Validity and Reliability of Teacher Value-Added Models: Findings From the Measures of Effective Teaching Data. Ning Rui, Westat; Matthew Finster, Westat
How Working Conditions Predict Teaching Quality and Student Outcomes. Ronald F. Ferguson, Harvard University; Eric Hirsch, New Teacher Center

Discussant: Tony Milanowski, Westat
35.044. Scholarly Conversations: Key Emerging Topics in the Study of Higher Education. Division J - Postsecondary Education; Invited Speaker Session
Swissotel, Event Centre First Level, Zurich D; 4:05-5:35pm
Chair: Kristan Venegas, University of Southern California
Participants: Estela M. Bensimon, University of Southern California; Tara L. Parker, University of Massachusetts - Boston; Ronald Hallatt, University of the Pacific; Ryan Evly Gildersleeve, University of Denver; Adrianna Kezar, University of Southern California; Kristen A. Renn, Michigan State University; Amy J. Fann, University of North Texas; Tyrone C. Howard, University of California - Los Angeles; Adrian H. Huerta, University of California - Los Angeles

35.045. Toward Clinical Participatory Teacher Education: One College, Four Models. Division K - Teaching and Teacher Education; Symposium
Marriott, Fourth Level, Clark; 4:05-5:35pm
Chairs: Bracha Alpert, Beit Berl Academic College; Tamar Ariav, Beit Berl Academic College
Participants: The Professional Development School Program. Ilana Dror, Beit Berl Academic College; Dita Maskit, Gordon College of Education
The Community Teachers Program for Social Responsibility. Aviva Klieger, Beit Berl College; Alon Pauker, Beit Berl College
Teach First Israel. Ilana Millstein, Beit Berl College; Orit Almog, Beit Berl College
Unpacking the Clinical and Participatory Dimensions of a Math-Teacher-Residency-Program. Tili Wagner, Beit Berl Academic College; Dalia Immanuel, Beit Berl Academic College
Discussant: Lily Orland-Barak, University of Haifa

35.046. Reception for Division L Policy Makers at the Conference. Division L - Educational Policies and Politics; Reception
Swissotel, Event Centre First Level, Zurich AB; 4:05-5:35pm

SIG Sessions

35.047. Bilingual Education Research SIG Mentoring Session. SIG-Bilingual Education Research; Invited Speaker Session
Swissotel, Event Centre Second Level, Montreux 1&2; 4:05-6:05pm
Chairs: Kate Menken, Queens College and Graduate Center, City University of New York; Mileidis Gort, The Ohio State University; Deborah K. Palmer, The University of Texas - Austin

35.048. Caribbean and African Studies in Education SIG Collaborative Mentoring and Networking Among Graduate Students and Early- to Mid-Career Researchers. SIG-Caribbean and African Studies in Education; Invited Speaker Session
Swissotel, Lucerne Level, Lucerne I; 4:05-6:05pm
Chairs: Michelle G. Knight, Teachers College, Columbia University; Joyanne Beverly De Four-Babb, Caribbean Educators’ Research Initiative
Speakers: Frank C. Worrell, University of California - Berkeley; Laurette Maria Stacy Bristol, Catholic College of Mandeville; Victoria Showmann, Institute of Education - London; Chinwe H. Ibheze, Saint John Fisher College
Participant: Caribbean and African Studies in Education SIG Collaborative Mentoring and Networking Among Graduate Students and Early- to Mid-Career Researchers. Laurette Maria Stacy Bristol, Catholic College of Mandeville; Joyanne Beverly De Four-Babb, Caribbean Educators’ Research Initiative; Talia Randa Emsard, The University of Trinidad and Tobago; Jennifer Maria Lavía, UWI School of Business and Applied Studies (ROITEC); Lisa Joanna Perez, The University of Trinidad and Tobago

35.049. Teachers’ Use of Learning Progressions for Formative Assessment: Implications for Professional Development and Further Research. SIG-Classroom Assessment; Symposium
Marriott, Fifth Level, Scottsdale; 4:05-6:05pm
Chair: Katie Larsen McClarty, Pearson
Participants: Implementing a Learning Progression–Based Approach to Student Learning Objective Development: Results From a Pilot Test in Three Schools. Derek C. Briggs, University of Colorado - Boulder; Frederick Peck, University of Colorado - Boulder; Jessica Alzen, University of Colorado - Boulder
Learning Progressions in Action in a Middle School: A Case Study. Jennifer L. Kohr, Pearson

35.050. Critical Approaches to Analyzing Race and Ethnicity in Education. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium
Marriott, Third Level, Cook; 4:05-5:35pm
Chair: Michael W. Apple, University of Wisconsin - Madison

35.051. Mobilization of Knowledge and Boundary Crossing in a Bilingual Teacher Education Program. SIG-Cultural-Historical Research; Symposium
Swissotel, Event Centre Second Level, St. Gallen 2; 4:05-5:35pm
Chair: María E. Torres-Guzmán, Teachers College, Columbia University
Participants: Taxi, Takeoff, and Landing: Evidence of Mobilization of Knowledge in Raising Bilingual Teachers’ Language Awareness. Sharon Chang, Teachers College, Columbia University; Hansun Z. Waring, Teachers College, Columbia University
Children’s Multimodal Creations as Mediators for Expanding What Counts as Knowledge Through an Interdisciplinary Curriculum Partnership. María Paula Ghiso, Teachers College, Columbia University; Patricia Martinez-Álvarez, Teachers College, Columbia University; Olga M. Hubbard, Teachers College, Columbia University; María E. Torres-Guzmán, Teachers College, Columbia University
Discussant: Alfredo J. Artilles, Arizona State University

35.052. Beyond the Nod to Justice in Disability Studies in Education: A Symposium Revisiting the Scholarship of Thomas M. Skrtic. SIG-Disability Studies in Education; Symposium
Sheraton, Second Level, Missouri; 4:05-6:05pm
Chair: Linda P. Ware, SUNY - College at Geneseo
Participants: When Opposites Attract: The Alchemy of an Adhocrat and a Bureaucrat. David Egnor, United States Department of Education
“Skrticizing” a New Generation of Special Educators. Zachary A. McCall, University of Missouri - Kansas City
Tom Skrtic: The Intellectual Tradition of a Discontent. Beth A. Ferri, Syracuse University; David J. Connor, Hunter College - CUNY
Knock, Knock. Who’s There? Skrtic. Skrtic Who? Andrea Dinaro, Illinois State University; Linda P. Ware, SUNY - College at Geneseo
Discussant: Roger C. Slee, University of London
35.053. Understanding the Social Emotional Classroom Climate of Socioculturally and Neurodiverse Children in Early Childhood Education. SIG-Early Education and Child Development; Symposium
Hyatt, East Tower - Green Level, Plaza B; 4:05-5:35pm
Chairs: Alison Galwey Wishard Guerra, University of California - San Diego; Shana R. Cohen, University of California - San Diego
Participants:
The Fourth R: Relationships. Jennifer A. Vu, University of Delaware
Building a Community in the Classroom: How Are Children With Autism Included in Their Classroom Communities? Shana R. Cohen, University of California - San Diego; Sasha Zeedyk, University of California - Riverside; Naomi Rodas, University of California - Los Angeles; Jan Blacher, University of California - Riverside; Abbey Eisenhower, University of Massachusetts - Boston
The Role of Ethnicity and Cultural Practices in the Formation of Relationships Between Infants, Toddlers, and Child Care Providers. Catherine Tsoo; Carollele Howes, University of California - Los Angeles
Discussant: Bryant Jensen, Brigham Young University
Swissotel, Event Centre Second Level, Montreux 3; 4:05-5:35pm
Chair: Susan Auerbach, California State University - Northridge
Participants:
Guiding Principles and New Directions: A Multilevel Examination of the Research Literature on School–Community Partnerships. Michael Thomas O’Connor, Boston College
Public and Community Schools’ (Mis)Connections: What Do K–12 Educators Know About Heritage Language Schools? Elena Lyutykh, Concordia University - Chicago
The K–12 STEM School–Industry Partnership: Where It Is and Where It Should Go. Yan Sun, University of West Alabama; Johannes Strobel, Texas A&M University - College Station
Embodied Neoliberal Education Reform Within a Full-Service Community School: Ramifications and Reflections. Gabriel Stephen Huddleston, Texas Christian University; Monica A. Medina, Indiana University - Indianapolis
The Challenges of Creating Regional Education Networks: Findings From Nine Regions in Switzerland. Stephan Gerhard Huber, University of Teacher Education Zug; Pierre Tulowitki, University of Teacher Education in Zug (PH Zug); Vera Bender, Institute for the Management & Economics of Education; Marius Schweander, University of Teacher Education Zug; Selin Kilde, Institute for the Management & Economics of Education
Discussant: Michael A. Lawson, Binghamton University - SUNY
35.055. Caring for Mind, Body, and Heart: Holistic Practices in the Classroom. SIG-Holistic Education; Paper Session
Swissotel, Event Centre First Level, Zurich E; 4:05-5:35pm
Chair: Karen Ragoonaden, The University of British Columbia
Participants:
Self-Movement in Emotion in Pedagogy. Pierre Boudreau, University of Ottawa
Tea Corners and Places for Play: Movement and Classroom Structures That Support Student Learning and Happiness. Juli B. Kramer, Dartmouth High School
Care, Connectedness, and Motivation: Key Components of Positive Student Outcomes. Tess Garceau, University of Northern Iowa; Michelle L. Tichy, University of Northern Iowa; Nicole Skaar, University of Northern Iowa
Teaching From the Thinking Heart: The Practice of Holistic Education. John Miller, University of Toronto; Michele Irwin, University of Toronto; Kelli Lynn Nigh, University of Toronto - OISE
Opportunity for Equity? Deploying Waldorf Methods to Master the Common Core. Ida Oberman, Community School for Creative Education; Mary Barr Goral, Bellarmine University
Discussant: William L. Greene, Southern Oregon University
35.056. Inclusion and Accommodation in Educational Assessment SIG Paper Session. SIG-Inclusion and Accommodation in Educational Assessment; Paper Session
Sheraton, Second Level, Arkansas; 4:05-5:35pm
Chair: Laurene L. Christensen, National Center on Educational Outcomes
Participants:
Accessibility Considerations for Students With Significant Cognitive Disabilities Who Take Computer-Based Alternate Assessments. Sheila Wells-Moreaux, The University of Kansas; Meagan Karven, The University of Kansas; Sue E. Bechard, Inclusive Educational Assessment
Enhancing Accessibility for Students With Disabilities in Large-Scale Reading Assessments. Allison Gruner Gandhi, American Institutes for Research; Burhan Ogut, American Institutes for Research; Laura Stein, American Institutes for Research; Louis Danielson, American Institutes for Research
Modeling Reading Growth for Alternate Assessments Based on Alternate Achievement Standards (AA-AAS). Dan Farley, University of Oregon; Daniel John Anderson, University of Oregon; Phillip Shawn Irvin, University of Oregon; Jessica L. Saven, University of Oregon; Gerald A. Tindal, University of Oregon
How States Include Students With Disabilities in Test Security Policies. Lynn M. Edwards, University of Minnesota; Sheryl S. Lazarus, University of Minnesota; Martha L. Thurlow, University of Minnesota
Incorporating Accessibility and Complexity Concepts Into Test Specification and Anchor Set Selection for Alternate Assessments of Alternate Achievement Standards. Anne H. Davidson, Smarter Balanced Assessment Consortium/UCCLA; Sarah L. Hagge, CTB/McGraw-Hill LLC; Bill Herrera, edCount, LLC; Charlene Turner, edCount, LLC; Martha L. Thurlow, University of Minnesota; Karla L. Egan, CTB/McGraw-Hill LLC; Claudia P. Flowers, University of North Carolina - Charlotte; Rachel F. Quenemoen, University of Minnesota
Discussant: Hongli Li, Georgia State University
35.057. Online and Collaborative Learning Spaces in Instructional Technology. SIG-Instructional Technology; Paper Session
Marriott, Fourth Level, Armitage; 4:05-5:35pm
Chair: Andre R. Denham, The University of Alabama
Participants:
Exploring the Impact of Role-Playing on Peer Feedback in an Online Case-Based Learning Activity: Comparing Two Cases. Yu-Hui Ching, Boise State University; Yu-Chang Hsu, Boise State University
The Effects of an Online Student-Constructed Tests Strategy on Knowledge Construction. Fu-Yun Yu, National Cheng Kung University; Chun-Ping Wu, TamKang University
A Multilevel Approach of Examining Self-Regulation in Small-Group Online Collaborative Learning: The Role of Motivation, Self-Efficacy, and Co-Regulation. Kui Xie, The Ohio State University; Victor Law, University of New Mexico
An Online Learning Technology to Scaffold Recall of Relevant Visual and Semantic Information in an Undergraduate Science Course. Pasha Antonenko, University of Florida
Communicative Power, Justification, and Online Education Spaces. Justin Lonsbury, Georgia State University; Heidi Janssen Beezley, Georgia State University
Discussant: Victoria Stay, American Public University System
Swissotel, Event Centre First Level, Zurich G; 4:05-6:05pm
Chair: Katherine Cumings Mansfield, Virginia Commonwealth University
Participants:
Re(considering) Gender Scholarship in Educational Leadership. Margaret Grogan, Claremont Graduate University
Reforming School Reform: The Need for Addressing Gender and Sexuality Issues in Teacher Preparation Programs. Cathy A.R. Brant, University of South Carolina - Columbia
"More Than a School": Providing a Safe Space for Girls to Rewrite, Direct, and Act Their Life Stories. Katherine Cumings Mansfield, Virginia Commonwealth University
Building a Youth Leadership Fortress: High School Women of Color as Visible Activists. Anjale DeVawn Welton, University of Illinois at Chicago
35.059. Promoting Learning Environments That Increase Student Engagement and Achievement in STEM Classrooms. SIG-Learning Environments; Paper Session
Marriott, Tenth Level, O'Hare; 4:05-6:05pm
Chair: Catherine Shelley Martin-Dunlop, Morgan State University
Participants:
- Promoting Engaging Learning Environments, Understanding, and Interest in Engineering and Technology Among Elementary School Students. Rakesh Bhan Koul, Curtin University; Barry J. Fraser, Curtin University; David Henderson, Curtin University; Nicolleta Maynard, Curtin University; Moses Oladayo Tade, Curtin University
- Engagement Mediates the Effect of School Climate on Science Achievement in High School Students. Bernadette Sibuma, Education Development Center Inc.; Yoan Joo Oh, Independent Researcher; AnnMaria DeMars; Helen Chung, Education Development Center Inc.
- The Effectiveness of Project-Based Mathematics in Terms of Learning Environment, Attitudes, Academic Efficacy, and Achievement. Paul Edward Rijken, Cardijn College; Barry J. Fraser, Curtin University

35.060. Learning Sciences: STEM Learning With and Through Technological Tools. SIG-Learning Sciences; Paper Session
Marriott, Fourth Level, Addison; 4:05-5:35pm
Chair: Emma M. Mercier, University of Illinois
Participants:
- Science Through Technology-Enhanced Play: Using Play and Embodiment to Promote Reflection About States of Matter. Joshua Adam Danish, Indiana University; Noel D. Enyedy, University of California - Los Angeles; Aasmalina Saleh, Indiana University - Bloomington; Alejandro Andrade, Indiana University - Bloomington; Christine Lee, University of California - Los Angeles
- Model-Based Learning With Productive Failure and Analogical Encoding: Unpacking Learning Dynamics With Contrastings Designs. Alisha Erica Portolesi, The University of Sydney; Lina Markauskaite, The University of Sydney; Polly Kuanling Lai, The University of Sydney; Michael J. Jacobson, The University of Sydney
- Integrated STEM in Fourth Grade Using User-Centered Design and Distributed Agent-Based Computing. Pratim Sengupta, Vanderbilt University
- Leveling Algebra Transparency: Giant Steps Toward a New Approach to Learning? Dor Abrahamson, University of California - Berkeley; Kiera NP Chase, University of California - Berkeley

35.061. Platforms of Resistance in the Lives of Teachers Past and Present. SIG-Lives of Teachers; Symposium
Marriott, Sixth Level, Michigan/Michigan State; 4:05-6:05pm
Chair: Keith Benson, Rutgers University
Participants:
- Resistance to System Mandates Among Early-Career Teachers. Clive M. Beck, OISE/University of Toronto; Judy A. Caufield, Ontario Institute for Studies in Education/ University of Toronto; Lydia Menna, OISE/ University of Toronto; Shelley Murphy, OISE/University of Toronto
- Tweeting to Transgress: Teachers Using Social Media for Practices of Resistance. Jessica Lee Hochman, Pratt Institute; Doris A. Santoro, Bowdoin College
- Teachers Working Together to Resist and Remake Educational Policy. Lucinda Pease Alvarez, University of California - Santa Cruz; Alison Thompson, University of California - Santa Cruz
- Cultivating the Fire With(In): Teachers’ Principled Resistance in an Age of Corporate Reform. Jocelyn Weeda, Miami University - Oxford

Participants:
- Understanding and Evaluating the Impact of Year 1 of a Connected Learning Framework at Convergence Academies. Kimberly A. Richards, University of Illinois at Chicago; David A. Flattely, Center for Community Arts Partnerships; Mindy Faber, Columbia College Chicago; Liz Radzicki, Columbia College Chicago; Don LaBonte, Chicago Public Schools
- Distributed Expertise in an Elementary Professional Learning Community. Rebecca Woodard, University of Illinois at Chicago; Emily Machado, University of Illinois at Chicago
- Social and Spatial Mentoring in the Digital Atelier. Nathan C. Phillips, University of Illinois at Chicago
- Students as Journalists: News in the Age of Convergence. Natalia Smirnov, Northwestern University

Participants:
- Ethical Values in Education: A Cosmopolitan Perspective. Gonzalo Obeillero, Teachers College, Columbia University
- Human Rights Through Human Actions: Humaneness and Uniqueness at the Center of Human Rights Education. Rebecca Adami, Stockholm University
- The Role of Language in the Development of Other-Oriented Cosmopolitan Sensibilities. Suzanne S. Choo, Nanyang Technological University - National Institute of Education
- Cultivating Ethical Openness and Humility in a Globalizing World. David T. Hansen, Teachers College, Columbia University

Participants:
- An Attributional Perspective on Motivation and Social Behavior of Ethnic Minority Youth. SIG-Motivation in Education; Invited Speaker Session
Sheraton, Ballroom Level, Sheraton II; 4:05-5:35pm
Chair: Tim Urdan, Santa Clara University
Participant:
- An Attributional Perspective on Motivation and Social Behavior of Ethnic Minority Youth. Sandra Graham, University of California - Los Angeles

Participants:
- “My Mommy Said It Always Gonna Be Black”: A Case Study of Racial Discourse in a Preschool Classroom. Camilo Maldonado, SUNY - Buffalo State
- Incidental Vocabulary Gains in Free-Play Interactions: A Case Study of an Emergent Bilingual Child in Preschool. Ersoy Erdemir, Bogazici University
- A Bilingual Child’s Politeness Development in Multiple Contexts. Hyeosuk Cho, State University of New York, Buffalo
- Child Rearing in Cross-National Families: Challenges and Opportunities. Yajuan Xiang, University of Southern Indiana
- Exploring Family Storytelling With Young Children in Refugee Communities. X. Christine Wang, University at Buffalo - SUNY; Ekaterina Strekalova-Hughes, Columbus State University

Participants:
- "My Mommy Said It Always Gonna Be Black": A Case Study of Racial Discourse in a Preschool Classroom. Camilo Maldonado, SUNY - Buffalo State
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- Exploring Family Storytelling With Young Children in Refugee Communities. X. Christine Wang, University at Buffalo - SUNY; Ekaterina Strekalova-Hughes, Columbus State University
35.066. Narrative Research and Social Justice. SIG-Narrative and Research; Paper Session  
Hyatt, West Tower - Green Level, Crystal C; 4:05-5:35pm  
Chair: Lee Mason Schaefer, University of Regina  
Participants:  
Constructing Narratives Toward Justice? Audrey’s Teaching Story to Live by and Leave By. Erin Beeman Stutelberg, University of Minnesota  
Meeting My Father: A Childhood in Social Justice. Catherine A. Smyth, University of Northern Colorado  
My Story as Scholarship: Difference, Stigma, Marginalization, and Resilience as Precursors to Social Justice Teaching. Amy Schuler, Doctoral Student; Sharon I. Radd, St Catherine University  
Narrative Inquiry as Social Justice Practice. Vera F. Caine, University of Alberta; Janice Huber, University of Alberta; Andrew Estefan, The University of Calgary; M. Shaun Murphy, University of Saskatchewan; D. Jean Clandinin, University of Alberta; Pamela A. Steeves, University of Alberta  
Discussant: Roland W. Mitchell, Louisiana State University  

35.067. Organizational and Administrative Issues in Intercollegiate Athletics. SIG-Research Focus on Education and Sport; Paper Session  
Sheraton, Second Level, Colorado; 4:05-5:35pm  
Chair: Eric M. Snyder, University of Oklahoma  
Participants:  
Football Frenzy and March Madness: Does Athletic Success Increase Campus Crime? Dennis Allan Kramer, University of Florida; Xiaodan Hu, University of Florida  
Debunking the Flutie Effect: A Quantitative Comparative Case Study on George Mason’s 2006 NCAA Tournament Run. Dennis Allan Kramer, University of Florida  
Out of Their League: Subsidizing Athletics in the Age of Conference Realignment. Scott Hirko, Central Michigan University; David Welch Suggs, University of Georgia  
Learning “Off the Field”: Aspiring Athletics Professionals and Graduate Education. Laura Bernhard, University of California - Los Angeles; Kristina Navarro, University of Wisconsin; Siduri Haslerig, The University of Oklahoma; Derek A. Houston, University of Illinois at Urbana-Champaign  
The Interactions Between Athletics and Academics: An Administrative Experience. Cherese Fine, Clemson University  
Discussant: Jennifer L. Hoffman, University of Washington  

35.068. Adoption or Adaptation: Lesson Study in Mathematics. SIG-Research in Mathematics Education; Symposium  
Marriott, Sixth Level, Great America; 4:05-6:05pm  
Chair: Jennifer M. Lewis, Wayne State University  
Participants:  
Developing Mathematics Instruction That Promotes Students’ Learning Through Lesson Study in the Context of China. Rongjin Huang, Middle Tennessee State University  
Enhancing Student Learning of Mathematics in Hong Kong and Shanghai Through the Lesson Study: Ming Fai Pang, The University of Hong Kong  
Professional Development Through Lesson Planning: Revealing a Critical Process of Lesson Study. Toshiakira Fujii, Tokyo Gakugei University  
Shifting Teachers’ Talks Toward Students’ Thinking and Learning: A Discourse Analysis of Postlesson Discussions in Japanese Lesson Study. Yoshinori Shimizu, University of Tsukuba  
Leading While Learning, Learning While Leading: How Teacher Developers Learn to Conduct Lesson Study. Jennifer M. Lewis, Wayne State University  
Modifying Lesson Study in the United States: Can It Provide Critical Professional Development for Mathematics Teachers? Trena L. Wilkerson, Baylor University  
Discussant: Aki Murata, University of California - Berkeley  

35.069. Fractions Learning: One Subject, Multiple Perspectives. SIG-Research in Mathematics Education; Symposium  
Marriott, Fifth Level, Chicago ABC; 4:05-6:05pm  
Chairs: Percival Grant Matthews, University of Wisconsin - Madison; Caroline Cassie-Marie Williams-Pierce, University of Wisconsin - Madison  
Participants:  
A Neurocognitive Model of Fractions Learning. Mark Rose Lewis, University of Minnesota; Edward Michael Hubbard, University of Wisconsin - Madison  
An Alternative Route to Fractions Knowledge. Percival Grant Matthews, University of Wisconsin - Madison  
Creating Contexts for Fraction Learning by Activating Relevant Prior Knowledge. Pooja Sidney, University of Wisconsin - Madison; Martha W. Alibali, University of Wisconsin - Madison  
LittleBigPlanet 2: Designing for Multiplicative Reasoning With Fractions. Carolonee Cassie-Marie Williams-Pierce, University of Wisconsin - Madison  
Students’ Fractional Knowledge: Refining Second-Order Models. Amy J. Hackenberg, Indiana University  
Modeling the Variations in an Individual Student’s Understandings of Fraction. Steven Boyce, Virginia Polytechnic Institute and State University  
Discussant: Nancy C. Jordan, University of Delaware  

35.070. Research on Teacher Induction: Examining Elements of Effective Induction. SIG-Research on Teacher Induction; Paper Session  
Swissotel, Event Centre Second Level, Vevey 1&2; 4:05-5:35pm  
Chair: Jennifer Richards, University of Washington  
Participants:  
Investigating Induction: Using the Professional Learning Community to Develop a Novice Teacher Support System. Molly Madden Henschel, Virginia Commonwealth University; Jacqueline Theresa McDonough, Virginia Commonwealth University  
Beginning Teachers Explain the Purpose and Relevancy of Their Teacher Education Program. Elizabeth A. Sloat, University of New Brunswick  
Experiences of Beginning Teachers in a Resident Teacher Program. Bonni Gourneau, University of North Dakota; Emmanuel Adjey-Boateng, University of North Dakota  
Clinically Rich in Action: Pathways to Induction and Implementation. Barbara Garri, SUNY - College at Oswego; Anneke McEvoy, SUNY - College at Oswego  
Discussant: Colleen M. Conway, University of Michigan  

35.071. Making Filipina/o Students’ Voices Matter: Pin@y Educational Partnerships’ Teacher Participatory Action Research. SIG-Research on the Education of Asian and Pacific Americans; Symposium  
Swissotel, Lucrene Level, Lucerne II; 4:05-5:35pm  
Chair: Arlene Sudaria Daus-Magbaul, University of San Francisco  
Participants:  
Realizing and Responding: Teacher Participatory Action Research at Skyline College. Von Torres, Fresno City College  
Critical Tahanan Connection Pedagogy: Teacher Participatory Action Research at Balboa and Philip and Sala Burton High Schools. Dara Katrina Del Rosario, Pin@y Educational Partnerships  
Academic Performance and Engagement: Teacher Participatory Action Research at James Denman Middle School. Caroline Calderon, Veterans Equity Center  
Practicing Culturally Relevant and Responsive Pedagogy: Teacher Participatory Action Research at Longfellow Elementary School. Maria Abigail Santos, Pin@y Educational Partnerships (PEP)  
Discussant: Allyson Tintiangco-Cabales, San Francisco State University  

Swissotel, Event Centre Second Level, St. Gallen 3; 4:05-5:35pm  
Chair: OiYan A. Poon, Loyola University Chicago  
Participants:  
Navigating Race: Pacific Islanders in Higher Education Research Journals. Natasha A Saelua, University of Denver; Ester Sihote, Loyola University Chicago  
A Critical Analysis of Quantitative Research and Pacific Islanders. Jenna Sablan, University of Southern California  
Unknown and/or Misunderstood: Higher Education Institutions in Compact of Free Association Pacific Island Nations. Joy Hannibal, Michigan State University  
Native Hawaiian Pacific Islander Critical Race Theory: Bridging the Gap From Access to Degree Attainment. Keali’i Troy Kukahiko, University of California - Los Angeles  
Discussants: Frankie Santos Laanan, Florida Atlantic University; Erin K. Wright, University of Hawaii
35.073. Principal, Teacher, and Student Perspectives on School Turnaround Implementation. SIG-School Turnaround and Reform; Paper Session
Swissotel, Lucerne Level, Alpine I; 4:05-5:35pm
Chair: Deborah M. Lynch, Chicago State University
Participants:
An Examination of Teacher Leadership and How It Promotes Organizational Learning in Urban Turnaround Schools. Katherine Petta, Boston Public Schools; Jack Leonard, University of Massachusetts - Boston
Teacher Leadership: A Missed Opportunity in One School’s Turnaround Process? Megin Charner-Laird, Salem State University; Stacy Agee Sceesziul, University of Massachusetts - Lowell
Teacher Beliefs, Teacher Concerns, and School Leadership Support As Influences on the Implementation of School Reform. Elizabeth Hoag Carhart, Old Dominion University; Linda Bol, Old Dominion University; John A. Nunnery, Old Dominion University
Turnaround at Whose Expense? Student Pushouts at Urban Turnaround High Schools. Jennifer D. Olson, University of Illinois at Chicago

35.074. Midwest Child–Parent Centers, Pre-Kindergarten to Third Grade: Impacts of a School Reform Model. SIG-School/University Collaborative Research; Symposium
Sheraton, Ballroom Level, Sheraton I; 4:05-5:35pm
Chair: Arthur J. Reynolds, University of Minnesota - Twin Cities
Participants:
Background, Program Elements, and Costs. Arthur J. Reynolds, University of Minnesota - Twin Cities; Momoko Hayakawa, University of Minnesota - Twin Cities; Alyson Joelle Candee, University of Minnesota - Twin Cities; Judy Temple, University of Minnesota - Twin Cities
Implementation Fidelity in Pre-Kindergarten and Kindergarten. Mallory Warner-Richter, University of Minnesota - Twin Cities; Erin Lease, University of Minnesota - Twin Cities; Molly Sullivan, University of Minnesota - Twin Cities; Michelle M. Englund, University of Minnesota - Twin Cities
Impacts on School Readiness and Parent Involvement. Erika Gaylor, SRI International; Katherine Ferguson, SRI International; Donna Spiker, SRI International
Discussants: Christopher Rosean, Chicago Public Schools; Michelle Lambrosky, McLean County Unit 5 School District; Jenna Rable, Saint Paul Public Schools; John Price, District 65

35.075. Identity, Relationships, and Research in the Science Classroom. SIG-Science Teaching and Learning; Paper Session
Marriott, Sixth Level, Illinois; 4:05-5:35pm
Chair: Eileen R.C. Parsons, University of North Carolina - Chapel Hill
Participants:
“How Many People Have Been to the Grand Canyon?” Novice Teachers Contextualizing Science Activities in Diverse High School Classrooms. Sara E. Tolbert, The University of Arizona; Corey J Knox, The University of Arizona
Embedded Meanings in Pronoun Use: Defining Science Student Identities. Marie-Claire Shanahan, University of Calgary; Lydia E Carol-Ann Burke, University of Calgary
Informal Learning Environments and Science Teacher Education: Teacher Identity and Enactment. Jennifer Dawn Adams, Brooklyn College - CUNY; Sharon Anne O’Connor-Petruso, Brooklyn College - CUNY; Eleanor A. Miele, Brooklyn College - CUNY
Science Class Motivational Beliefs That Impact Students’ Science Identification and Career Plans. Brett D. Jones, Virginia Polytechnic Institute and State University; Sameyra Suhbaza, Virginia Polytechnic Institute and State University; Jessica Chittum, Virginia Polytechnic Institute and State University
Discussant: Eileen R.C. Parsons, University of North Carolina - Chapel Hill

Digital Storytelling Research in ESL and EFL Contexts: A Thematic Synthesis of Published Research. Joohoong Kang, The Ohio State University - Columbus; Chin-Chiang Kao, The Ohio State University - Columbus; Youngjo Yu, The Ohio State University - Columbus
How ESL Contexts Shape the Argumentative Writing of Students in High School “Sheltered Instruction” Classrooms. George E. Newell, The Ohio State University; Hyun Jung Joo, The Ohio State University - Columbus; Alan Hirvela, The Ohio State University
Integration of Multimodal Writing: Remediation Argumentative Essays Into Digital Videos. Dong-shin Shin, Northern Illinois University
Learning Across the Content Areas With Mobile Devices: The Case of Middle School English Learners and Digital Pen Technology. Rae Mancilla, Duquesne University
Negotiating Peer Feedback as a Reciprocal Learning Tool for Adolescent Multilingual Learners. Pei-Jie Jenny Chen, University of Maryland - College Park; Melinda E. Martin-Beltran, University of Maryland - College Park; Natalia Guzman, University of Maryland - College Park; Kayra Alvarado Merrills, University of Maryland
Discussant: Theresa Y. Austin, University of Massachusetts - Amherst

Swissotel, Lucerne Level, Alpine II; 4:05-6:05pm
Chair: Sarah Lazarus Klevan, New York University
Participants:
Questioning School Authority: How Race and Gender Mediate Students’ Perceptions of Teacher Authority and School Disciplinary Climates. Doree Preiss, New York University
An Ethnographic Look at the Role of Staff’s Relational Trust in Student Discipline. Jessica Lipschutz, New York University
Discussant: Jamilia Blake, Texas A&M University

35.078. Honoring Presence: Arts-Based and Contemplative Practices in Research and Pedagogy. SIG-Spirituality & Education; Paper Session
Swissotel, Event Centre First Level, Zurich F; 4:05-6:05pm
Chair: Robert H. London, California State University - San Bernardino
Participants:
Honoring Presence: Arts-Based and Contemplative Practices in Research and Pedagogy, Part 1. Celeste Snowber, Simon Fraser University; Barbara A. Bickel, Southern Illinois University - Carbondale; Susan C. Walsh, Mount Saint Vincent University; Carl Leggo, The University of British Columbia; Heesoo Bai, Simon Fraser University; Kerri Mesner, The University of British Columbia; Lynn Fels, Simon Fraser University; Shahar Rabi, Simon Fraser University; Sean Roswell Park, Simon Fraser University; Vicki Lynn Kelly, Simon Fraser University
Honoring Presence: Arts-Based and Contemplative Practices in Research and Pedagogy, Part 5. Lynn Fels, Simon Fraser University

35.079. Conceptualizing and Researching Stress in Educational Settings. SIG-Stress and Coping in Education; Symposium
Hyatt, West Tower - Gold Level, New Orleans; 4:05-5:35pm
Chair: Paul G. Fitchett, University of North Carolina - Chapel Hill
Participants:
Parents and Children’s Coping: Building Resilience and Well-Being. Erica Frydenberg, University of Melbourne; Ian Deans, University of
Melbourne
Developing Additional Insight Into the Relationship Between Change, Teacher Stress, and Coping. Emin Erkutin, Bogazici University; Zahid Kisa, Florida State University
Exploration of Stress, Job Satisfaction, and Individual Teacher and School Factors Among Teach For America Teachers. Jenson Reiser; The University of Texas - Austin; Christopher J. Mccarthy, The University of Texas - Austin
“You Ma’am I Say Are a Very Interesting Individual”: Becoming a Resilient Activist Superintendent. Nancy E. Coogan, Tukwila Schools; Gordon S. Gates, Washington State University; Teena McDonald, Washington State University
Validity Evidence for the Preventive Resources Inventory: A Measure of Stress Prevention. Christopher J. Mccarthy, The University of Texas - Austin; Susan Murphy, University of Texas; Molly Allender, The University of Texas - Austin; Richard G. Lambert, University of North Carolina - Charlotte
Discussion: Rachel T. Fouladi, Simon Fraser University
35.080. Validity and Fairness Issues in Assessing Higher Education Students. SIG-Test Validity Research and Evaluation; Symposium Marriott, Tenth Level, Water Tower; 4:05-5:35pm
Chair: Kate Marino, The Pennsylvania State University
Participants: Considering Academic Achievement in Socioeconomic Context: New Directions for College Access. Matthew Newman Gaertner, Pearson A Mixed-Methods Scale Validation for Measuring College Students’ Psychological Cost. Jessica Kay Flake, University of Connecticut; Kenn E. Barron, James Madison University; Chris S. Hulleman, University of Virginia; D. Betsy McCoach, University of Connecticut The Predictive Validity of Noncognitive Skills for Graduate and Professional Student Success: Some Initial Findings. David Marc Klieger, Educational Testing Service; Chelsea Ezzo, ETS; Jennifer Bochenek, ETS; Frederick A. Cline, ETS Patterns of Rapid Guessing Behavior Across Items in Low-Stakes Assessments. Dena A. Pastor, James Madison University; Scott N. Strickman, James Madison University
Discussion: John W. Young
Division and SIG Roundtables
35.081. Roundtable Session 13; Roundtable Session
35.081-1. Teacher Perceptions of Supporting the Needs of Diverse Learners. Division K - Teaching and Teacher Education; Roundtable Session Hyatt, East Tower - Purple Level, Riverside East; 4:05-5:35pm
Chair: Sheri Carmel Hardee, University of North Georgia
Participants:
How Social Justice, Culture, Language, and Heritage Influence Cooperating Teachers in the Borderlands. Alicia V. Wheaton, Alfred State College - SUNY; Amabilia Valverde Valenzuela, Texas Workforce Commission Reflections on Articulating and Developing Conceptions of Social Justice From African American Preservice Teachers. Simone Gibson, Morgan State University; Regina Young, Prince George’s County Public Schools The Preparation of Black Preservice Teachers for Diverse Student Populations. Lauren Rea Preston, Saint Louis University; Mariah Bender, Saint Louis University What Drives Preservice Teacher Attitude Toward English Learners in Elementary Mainstream Classrooms? Qin Chen Deng, University of Nebraska - Lincoln; Gay Trainin, University of Nebraska - Lincoln; Jenelle R. Reeves, University of Nebraska - Lincoln; Stephanie Wessels, University of Nebraska - Lincoln
35.081-2. Teacher Preparation in Mathematics Education. Division K - Teaching and Teacher Education; Roundtable Session Hyatt, East Tower - Purple Level, Riverside East; 4:05-5:35pm
Chair: Margaret S. Croco, Michigan State University
Participants:
Learn to Teach Algebra: Opportunities in Secondary Teacher Education. Andrew Joseph Hoffman, Purdue University; Jia He, Michigan State University; Alexia Shernetta Mintos, Purdue University; Jill Annette Newton, Purdue University; Elizabeth Kersey, Purdue University; Jenna Beckley, Purdue University; Tukiko Maeda, Purdue University
35.081-3. Teacher Researcher. Division K - Teaching and Teacher Education; Roundtable Session Hyatt, East Tower - Purple Level, Riverside East; 4:05-5:35pm
Chair: Nancy Norman, The University of British Columbia
Participants: Becoming Teacher Researchers: Appropriating Linguistic Equity for English Learners Through STEM. Aria Razfar, University of Illinois at Chicago; Ambareen Nasir, University of Illinois at Chicago; Joseph C. Rumenapp, Judson University; Zayoni Nidia Torres, University of Illinois at Chicago Exploring Teachers’ Affective Responses to Workplace Activities Using the Experience Sampling Method. Nathan Jones, Boston University Relationship Between Instructors’ Perceptions of Students’ Academic Entitlement and Their Enjoyment in Teaching at College. Taehee Kim, North Carolina A&T State University; Miriam Ledbetter Wagner, North Carolina A&T State University; Miêka Bryan, North Carolina A&T State University
35.081-4. Teacher Residency Program Innovations in Urban and Rural Contexts. Division K - Teaching and Teacher Education; Roundtable Session Hyatt, East Tower - Purple Level, Riverside East; 4:05-5:35pm
Chair: John Michael Seybert, Seton Hill University
35.081-5. Teachers’ Understandings of Students’ Literacy Practices. Division K - Teaching and Teacher Education; Roundtable Session Hyatt, East Tower - Purple Level, Riverside East; 4:05-5:35pm
Chair: Wafaa Abdel Kader, University of Phoenix
Participants:
Information Literacy Skills: Assessing Preservice Teachers’ Knowledge and Understandings. Jennifer J. Winner, Brigham Young University; Rachel Lynn Wadham, Brigham Young University; Suzanne Julian, Brigham Young University “They Read Outside of School ... Wow! I Didn’t Know That”: Reimagining Content-Area Reading for Secondary English Preservice Teacher Education. Terri L. Rodriguez, College of Saint Benedict “We Don’t Live in Boxes”: Preservice Teachers’ Shifting Conceptions of Literacy. Lydia Menna, OISE/University of Toronto; Clare Kosnik, University of Toronto
35.081-6. The Habits of Teaching and Teacher Work: Institutional Theory, Transformation Models, and the Politics of Technology in Teaching Practice. Division K - Teaching and Teacher Education; Roundtable Session Hyatt, East Tower - Purple Level, Riverside East; 4:05-5:35pm
Chair: Emery Marc Petchauer, Oakland University
Participants:
Applying Institutional Theory to Understand Changes in Teaching as a Profession and Practice. Sarah L. Woolf, University of Connecticut; Morgan L. Donaldson, University of Connecticut; Dorothea M. Anagnostopoulou, The University of Connecticut

Technology Use of Mathematics Teachers at Urban Schools. Adem Ekmecki, Rice University; Danya Marie Corkin, Rice University; Anne J. Papakonstantinou, Rice University

35.081-7. The Lived Experiences and Identities of Educators. Division K - Teaching and Teacher Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 4:05-5:35pm
Chair: Rick A. Breault, Missouri State University
Participants:
- Different Location or Different Map? Investigating Charter School Teachers’ Professional Identities. Chris Torres, Montclair State University; Jennie Weiner, University of Connecticut
- Figured Worlds of Learning to Teach: Identity and Disequilibrium in Early Career Trajectories. Cindy Jong, University of Kentucky; Lisa Andries D’Souza, Assumption College; Dianna L. Gahlshofer-Terrell, Saint Anselm College; Joan Barnatt, Elon University; Ann Marie Gleason
- Innovation Space: The Lived Experiences of Teachers at Two Specialized STEM Schools. Simun N. Jorgenson, The University of Vermont

We Get by With a Little Help From Our Fellow Teachers (and Others): To Whom Do Teachers Turn for Advice, and Why? Dan Miodich, Punahou School

35.081-10. Understanding the Lives of New Teachers. Division K - Teaching and Teacher Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 4:05-5:35pm
Participants:
- Banking on Inquiry: A Novice Teacher Educator’s Missteps—and Next Steps—in Employing Critical Pedagogy. Kathryn McGinn, Rowan University; Katherine S. Bond, Kingsway Regional School District; Gabrielle Wilkinson


Simultaneous Practical Intentions: Implications for Practice-Based Teacher Education. Aaron Samuel Zimmerman, Michigan State University

35.081-11. Using Technology to Support Supervision in Teacher Education. Division K - Teaching and Teacher Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 4:05-5:35pm
Chair: Jesse Moon Longhurst, Southern Oregon University
Participants:
- Negotiating the Landscape of Secondary Teacher Teaching Methods. Edie White, Carroll University; Gina Bailey, School District of Wauskesha; Rob Bennett, Les Paul Middle School

Supervisor Feedback Based on Purpose and Role: A Self-Study of Observation Feedback for Teacher Candidates. Jennifer L. Snow, Boise State University

The Effects of Virtual Coaching on Teacher Candidates’ Perceptions and Concerns Regarding On-Demand Corrective Feedback. Tammy Benson, University of Central Arkansas; Alicia Cotabish, University of Central Arkansas; Donna Wake, University of Central Arkansas

The State of Preservice Teacher Supervision Within Field Experiences in a Decade of Reform. Rebecca West Burns, University of South Florida; Jennifer Lynn Jacobs, University of South Florida; Diane Yendol-Hoppey, University of South Florida

Supervisors Explore How They Engage Student Teachers in Reflection About Their Classroom Videos in a Community of Practice. Robert Danielowich, Adelphi University; MaryJean McCarthy, Adelphi University

35.081-12. Ways to Determine Teacher Quality: What We Know, Don’t Know, and Still Have to Learn. Division K - Teaching and Teacher Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 4:05-5:35pm
Chair: Debra A. Miretzky, Western Illinois University
Participants:
- A Tangled Web: A Policy Analysis of the Massachusetts edTPA Pilot and Field Test. Christine Power, Boston College

Discrepancies Between Students’ and Teachers’ Ratings of Classroom Practice: Another Way to Evaluate Teaching Quality? Daniel M. Dockterman, University of California - Los Angeles

Equitable Distribution of Qualified and Effective Teachers: A Study Report. Andrew J. Wayne, American Institutes for Research; Courtney Tanenbaum, American Institutes for Research; Meredith Jane Ludwig, American Institutes for Research

School-Wide Value-Added Data Reveal Inequities in Opportunity to Learn. Susan McLean Benner, The University of Tennessee - Knoxville; Bill Wishart, The University of Tennessee - Knoxville

35.081-13. Adolescent Issues in and out of School. SIG-Adolescence and Youth Development; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 4:05-5:35pm
Chair: Andrea Frazier, Columbus State University
Participants:
- Cooling Out from School: A Quantitative Analysis of Urban Youth Forgoing the GED for a High School Diploma. Dorothy Hines-Dattir, University of Kansas

Addressing the Developmental Needs of Students: Emphasizing a Developmentally Responsive Educational Approach With Young Adolescents. Shawn A. Faulkner, Northern Kentucky University; Chris Cook, Northern Kentucky University; Penny B. Howell, University of Louisville

Patterns of Youth–Adult Relationships and Out-of-School Activity Participation Among Adolescents. Christopher Rates, University of Virginia; Valerie A Futch, University of Virginia; Nancy L. Deutsch, University of Virginia

Hyatt, East Tower - Purple Level, Riverside East; 4:05-5:35pm
Chair: William M. Reynolds, Georgia Southern University
Participants:
- Memory and Hunger: A Pedagogy of Haunting. Hilario Junior Lomeli, The Pennsylvania State University - University Park

Learning to Do “Aesthetics From Below”: Critical Aesthetics Research as...
Undergraduate Pedagogy. Michael B. MacDonald, Grant MacEwan University

Critical Autoethnography and the Vulnerable Self as Researcher. Gresilda A. Tilley-Lubbs, Virginia Polytechnic Institute and State University

35.081-15. Vocabulary SIG Roundtable Session. SIG-Vocabulary; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 4:05-5:35pm
Chair: Anita C. Hernandez, New Mexico State University
Participants:
English–Spanish Cognates in Picture Books: Vocabulary Words for Latino English Language Learners. Jose A. Montelongo, New Mexico State University
Exploring the Nature of Vocabulary Support in Online Earth Science Courses for Secondary Students With Reading Disabilities. Mary F. Rice, The University of Kansas; Donald D. Deshler, The University of Kansas

35.081-16. Responses to Preparation: Using Evidence and Research to Promote Provider Continuous Improvement and Candidate Growth. SIG-Academic Audit Research in Teacher Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 4:05-5:35pm
Chair: Christine Carrino Gorowara, Council for the Accreditation of Educator Preparation
Participants:
Measuring Completer Evidence of P–12 Student Learning. Jacqueline C. Waggoner, University of Portland; Bruce N. Weitzel, University of Portland; Hillary Mck, University of Portland; James B. Carroll, University of Portland
One College’s System to Meet Accreditation Requirements: Examining the Use of Data-Driven Decision Making for Continuous Improvement. Lori C. Bland, George Mason University; Shaun Michael Marsh, George Mason University; Holly Klee, George Mason University
Student Teaching Performance: A Growth Model. Ariel M. Aloe, University of Northern Iowa; David T. Cantaffa, University at Buffalo - SUNY

35.081-17. Critical Education Across Multiple Spaces. SIG-Critical Educators for Social Justice; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 4:05-5:35pm
Chair: James Scott Brown, Indiana University
Participants:
Agency and Action: (Re)positioning Success and Experiences of Immigrant English Language Learners. Jennifer Sink McCloyd, Transylvania University
Interplay of a Way of Knowing Among Mexican-Origin Transnationals: Chaining to the Border and to Transnational Communities. G. Sue Kassan, Utah State University
Paradoxical Purposes: Analyzing Detroit’s “I’m In” Campaign as a Vehicle of Educational Equity and Justice. Cassie Jo Brownell, Michigan State University
The Critical Debate on Special Education: At the Margins of Social Justice. Bernardo E. Pohl, University of Houston-Downtown

35.081-18. Multidisciplinary Applications Examining Psychometric Properties With the Rasch Model. SIG-Rasch Measurement; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 4:05-5:35pm
Chair: Diana J. Arya, University of California, Santa Barbara
Participants:
A Rasch-Based Borderline Method for Standard Setting in an Objective Structured Clinical Examination Station. Jean-Sebastien Renaud, Université Laval; Gilles Roche, L’Université du Québec à Montréal; Eric Dionne, University of Ottawa; François Raffle, Université Laval; Julie F. Thériault, Université Laval
Comparing Classical Psychometric and Rasch Modeling Results Using the International Consultation on Incontinence Questionnaire–Bowel. T. Mark Beasley, The University of Alabama - Birmingham; Shannon Lyn David, North Dakota State University
Validating Student Feedback Surveys for Educator Evaluation Using the Rasch Construct Validity Framework. Shelagh M. Peoples, Massachusetts Department of Elementary and Secondary Education; Claire Abbott, Massachusetts Department of Elementary and Secondary Education; Kathleen Marie Flanagan, Massachusetts Department of Elementary and Secondary Education

35.081-19. Technology as an Agent of Change in Teaching and Learning SIG Roundtable 2: Engaging Content With Technology. SIG-Technology as an Agent of Change in Teaching and Learning; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 4:05-5:35pm
Chair: Leila Mills, University of North Texas
Participants:
Designing Digital Stories to Explain Complex Mathematical Concepts in a Real-World Context: The Math-e-o Project. Martha Robison Green, Texas A&M University; Dianne S. Goldby, Texas A&M University; Lynne Musel Walters, Texas A&M University; Liangyan Wang, Texas A&M University; Timothy N. Walters
Digital Culture in Teacher Education: Gamification as an Instructional Strategy. Candace Figg, Brock University; Kamini Jaipal-Jamani, Brock University
Educational Robotics Material Developed in a Wiki Platform by Preservice Teachers. Nikleia Eteokleous, Frederick University
Factors That Influence Science Teacher Selection and Use of Technologies: Implications for the Sustainability of Technologies in High School Science Classrooms. Noemi Wauth, University at Buffalo - SUNY; Ming Ming Chiu, Purdue University; Melinda M. Whitford, University at Buffalo - SUNY

35.081-20. School Choice: Distributional Issues. Division L - Educational Policies and Politics; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 4:05-5:35pm
Chair: Megan Cotnam-Kappel, Harvard University
Participants:
Choosing a Language of Instruction in Canada and France: Toward a More Just School Choice Process for Youth. Megan Cotnam-Kappel, Harvard University
Money or Diversity? An Implementation Analysis of the Voluntary Transfer Program in Saint Louis, 1999–2009. Ain A. Grooms, University of Georgia - Athens
The Distribution of Tax-Credit Donations to Traditional Public Schools in Arizona. Jeanne M. Powers, Arizona State University; Amanda U. Potterton, Arizona State University
The Fallacy of School Choice: School Type and Gender Sorting in New York City High Schools. Elizabeth Craig, Bard College

35.081-21. School Choice: Parental Information and Judgments. Division L - Educational Policies and Politics; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 4:05-5:35pm
Chair: Mary Clair Turner, Northwestern University
Participants:
Informed Choice or Formed Choice? An Analysis of Media Coverage of High Schools in Chicago. Briellen Elizabeth Griffin, Loyola University Chicago; Kate L. Philippo, Loyola University Chicago; Zareen Kamal, Loyola University Chicago
Unaccompanied Minors: How Children of Latin American Immigrants Negotiate High School Choice. Carolyn Satin-Bujaj, Seton Hall University
Why Don’t Parents Do as They Say? How Low-Socioeconomic-Status Parents Define a “Good School” and Its Influence on School Selection. Maita Mauelalelu Tuala, Brigham Young University; Daniella Barriga, Brigham Young University; Cami Trujillo, Brigham Young University; Kristie J.R. Phillips, Brigham Young University; Mikaela J. Dufur, Brigham Young University; Curtis Child, Brigham Young University
“Ask Not for Whom the Line is Drawn”: How Do African American Parents Construct School Boundaries? Tolu A. Bamishigbin, University of California - Los Angeles

35.081-22. Schools, Nutrition, and Health Outcomes. Division L - Educational Policies and Politics; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 4:05-5:35pm
Chair: Corey Bunje Bower, Niagara University
Participants:
Learning on Empty: How Students in Disenfranchised Communities Experience Federal School Nutrition Programs. Christine Tran,
35.081-23. Teacher Attitudes and Instruction. Division L - Educational Policies and Politics; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 4:05-5:35pm
Chair: Rolf Struβhaber, University of Georgia
Participants:
Cordonning Off Student Ideas: Unintended Consequences of Policies-as-Practiced in Schools. Melissa Lee Braaten, University of Wisconsin - Madison; Sadie Fox Barocas, University of Wisconsin - Madison; Chris Bradford, University of Wisconsin - Madison; Kathryn Lewkowicz Kirchgasler, University of Wisconsin - Madison
Exploring the Impact of Accountability on English Teachers’ Conceptions of Their Work. Sarah Marten, The University of Kansas
How Objective Are Teacher Judgments? Exploring Student Characterisiters That Influence Teacher Judgments of Student Ability. Kane Meissel, The University of Auckland; Frauke Meyer, The University of Auckland; Christine Margaret Rubie-Davies, University of Auckland
Instruction in Black and White: The Relationship Between Instructional Practices and Student Demographics in English Language Arts Classrooms. Lindsay Brown, Stanford University
Mind-Set—A New Source of Advantage: Analysis of a Chilean National Data Set. Susana Claro, Stanford University; David Panneseu, Stanford University

35.081-24. Navigating Research and Theory Into Practice in Teacher Preparation. Division K - Teaching and Teacher Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside East; 4:05-5:35pm
Chair: Shannon Coman Henderson, The University of Alabama
Participants:
Leveraging Research to Meet Student Needs: First Steps Toward Closing the Research-Practice Gap. Sarah Ann van Ingen, University of South Florida; Susan Arieu, University of South Florida
Tensions Between Theory and Practice in Teacher Education: Unpacking the Disconnect Between Coursework and Fieldwork. Haeny Susan Youn, Teachers College, Columbia University
The Paradox of Instructional Planning in Teacher Preparation. Janna Dresden, University of Georgia; Julie Kittleen, University of Georgia; Julienne A. Wenner, University of Connecticut

35.082. Roundtable Session 14; Roundtable Session

35.082-1. The Design of Online and Blended Learning Environments. SIG-Design and Technology; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 4:05-5:35pm
Chair: Shenglan Zhang, Iowa State University
Participants:
Taken out of Context: Examining Instructors’ Objectives in Synchronous Blended Learning Class Sessions. William Cain, Michigan State University
Application of Cognitive Apprenticeship in an Online Computer Science 1 Course: A Model Construction and Validation Case. Reinaldo Fernandez, University of Phoenix; Martha Marie Snyder, Nova Southeastern University
Theoretical and Foundational Principles of Fostering a Culture of Academic Integrity Through Online Course Design. Elizabeth C Metzger, Florida International University; Laura Lubin, Florida International University

35.082-2. Applications of Meta-Analysis in Education. SIG-Systematic Review and Meta-Analysis; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 4:05-5:35pm
Chair: Paul Connolly, Queen’s University - Belfast
Participants:
Meta-Analytical Path Analysis on the Relationship Between the Competitive State Anxiety Inventory–2 and Sport Performance: Comparison of Two Approaches. Ying Zhang, Florida State University

35.082-3. Charter Schools and Institutions. Division L - Educational Policies and Politics; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 4:05-5:35pm
Chair: Andrew Saulz, Miami University - Oxford
Participants:
Profit and Poverty Rates in Charter School Markets: Education Management Organizations and Socioeconomic Stratification. William Brett Robertson, Washington University in St. Louis
Factors Affecting the Linkage between Teachers of Color and Outcomes for Students of Color in Traditional Public and Charter Schools. Paige Perez, Texas A&M University

35.082-4. Common Core Implementation and Politics. Division L - Educational Policies and Politics; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 4:05-5:35pm
Chair: Christopher B. Crowley, West Virginia University
Participants:
Adapting to Common Core Mathematics in Odds-Beating Elementary Schools. Kathryn S. Schiller, University at Albany - SUNY; John Costello, Uncommon Schools; Kristen C. Wilcox, University at Albany - SUNY
The Common Core and Democratic Education: Examining Potential Costs and Benefits to Public and Private Autonomy. Benjamin J. Binewald, Oklahoma State University; Rory Tannebaum, Clemson University; Patrick Womac, Clemson University
Tracing Messages About Common Core Instruction: A Qualitative and Social Network Analysis of State-Level Resources. Susanna Latham Benko, Ball State University; Emily Hodge, The Pennsylvania State University; Serena Jean Salloum, Ball State University
Twitter and the Common Core: Understanding Emerging Narratives Through Discourse. Heather D Goldsworthy, University of Pennsylvania; Cecile Huynh Sam, The University of Pennsylvania

35.082-5. The Relevance of John Dewey to Today’s Educational Research Environment. SIG-Dewey Studies; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 4:05-5:35pm
Chair: David Isaac Waddington, Concordia University
Participants:
Connect/Question/Play/Create Presentation: Aesthetic Expression as Curricular Medium. Soon Ye Hwang, University of Nebraska - Lincoln
Is John Dewey’s Thought “Humanist”? Nathan Sznaj, University of Richmond
John Dewey’s Aesthetics, David Hansen’s Poetics, and the Art of Teaching as Democratic Possibility. Patrick M. Jenlkin, Stephen F. Austin State University; Karen Embry-Jenlkin, Stephen F. Austin State University
Pluralism for Inquiry and Enrichment: The Centrality of Criticism in Dewey’s Thought. Carmen Elinor James, Teachers College, Columbia University; Brandon Buck
Transnational Mentoring: A Conception Based on John Dewey’s Theory of Communication. Christine Wanjiku Nganga, South Dakota State University; Leonard J. Waks, Temple University

35.082-6.Forging Connections: Literature, Psychology, Philosophy, and Education. SIG-Philosophical Studies in Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 4:05-5:35pm
Chair: Lynn Fendler, Michigan State University
Participants:
Gratitude and Inequality. Liz Jackson, University of Hong Kong
The Eduative Meaning and Value of Absent and Present Photographs in Virginia
35.082-7. Engaging Students With History Concepts and Content. SIG-Teaching History; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 4:05-5:35pm
Chair: Christopher C. Martell, Boston University
Participants:
- History Instruction With English Language Learners: A Case Study. Paul J. Yoder, University of Virginia; Stephanie D. Van Hove, University of Virginia
- Museum Footnotes: Making History Museums Transparent for Visiting Students. Alan Marcus, University of Connecticut; Jennifer S. Kowitt, University of Connecticut
- The Bethune Historic Site: Enhancing K–12 Student Learning of the Neo-Slavery Era. Jenice Leliani View, George Mason University; Paula Cristina Azevedo, George Mason University

Hyatt, East Tower - Purple Level, Riverside West; 4:05-5:35pm
Chair: Ann D. Ewbank, Montana State University
Participants:
- Information Equity in Education: Understanding the Socioeconomic Differences in Resource Usage for College Information. Enyu Zhou, University of Missouri
- The Informationally Underserved: Theory and Practice for Equitable School Library Access. Deborah Lang Froggatt, Boston Arts Academy
- Preservice Collaboration of Teachers and Librarians to Teach 21st-Century Skills. Shelbie Witte, Florida State University; Melissa Gross, Florida State University
- Development of Communities of Practice in School Library Education: Collaboration Within a Third Space. Elizabeth Burns, Old Dominion University; Judy K. Howard, Old Dominion University; Sue C. Kimmel, Old Dominion University

35.082-9. A Rubric Nation: Critical Inquiries Into the Impact of Rubrics on Education. Division B - Curriculum Studies; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 4:05-5:35pm
Chairs: Michelle Tenam-Zemach, Nova Southeastern University; Joseph E. Flynn, Northern Illinois University
Participants:
- The Sine Qua Non of Education: Rubrics and Their Relationship to Standards and Accountability? Michelle Tenam-Zemach, Nova Southeastern University; Joseph E. Flynn, Northern Illinois University; Leslie D. Burns, University of Kentucky
- The Rubricization of Teacherhood and Studenthood: Intertextuality, Identity, and the Standardization of Self. Nancy G. Patterson, Grand Valley State University; Lisa M. Perhamus, Grand Valley State University
- The Sanctity of Software. Tom Liam Lynch, Pace University

35.082-10. At the Crossroads of Policy and Poverty: A Critical Look at Homelessness and Youth in American Schools. Division B - Curriculum Studies; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 4:05-5:35pm
Chair: Eric C. Sheffield, Missouri State University
Participants:
- “Hidden in Plain Sight”: Making Visible and Eradicating Youth Homelessness. Bradley J. Porfio, California State University, East Bay; Nicholas Daniel Hartlep, Illinois State University
- Literacy, Education, and Inequality: Assimilation and Resistance Narratives From Families at a Homeless Shelter. Meg Jacobs, Cornell College
- Removing Barriers: The Struggle to Ensure Educational Rights for Students Experiencing Homelessness. Patricia Nix-Hodes, Chicago Coalition for the Homeless; Laurene Heybach, Law Project of the Chicago Coalition for the Homeless

35.082-11. Austerity Education and the Pedagogies of Debt. Division B - Curriculum Studies; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 4:05-5:35pm
Chair: Ricardo D. Rosa, University of Massachusetts - Dartmouth
Participants:
- Austerity Education and the Pedagogies of Debt. Kenneth J. Saltman, University of Massachusetts - Dartmouth; Sheila L. Macrine, University of Massachusetts - Dartmouth; João Menelau Paraskeva, University of Massachusetts; Alexander Means, SUNY - Buffalo State, Julia Hall, D’Youville College
- The Subprime Student and the Payday Loan. Julia Hall, D’Youville College
- The Austerity School: Grit, Character, and the Privatization of Public Education. Kenneth J. Saltman, University of Massachusetts - Dartmouth
- How Public Is Public Higher Education? Challenging the Neoliberal Rationality Crisis in Higher Education. João Menelau Paraskeva, University of Massachusetts
- Capitalist Education: Pedagogy of Debt. Sheila L. Macrine, University of Massachusetts - Dartmouth

35.082-12. Autobiography as Postfoundational Curriculum Research: Toward an Ethics of (Im)Possible Representation. Division B - Curriculum Studies; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 4:05-5:35pm
Chair: Janet L. Miller, Teachers College, Columbia University
Participants:
- Working Autobiographically: Encountering My Ethical Responsibilities as a Researcher. Patricia Gibson, Teachers College, Columbia University
- How Am I “I” Ethical When I Succeed as “They” Fail? Lillian Sharon Leathers, Teachers College, Columbia University
- What Does It Mean to Be an Ethical Researcher Subject? Talking Back to Norms Embodying My Conflicted Subjectivities in Researching Homosexuality in Uganda. Lydia Namatende-Sakwa, Teachers College, Columbia University
- Crazy White Girls and Wiggers: Autobiography and the Conundrum of Ethically Representing the School Subject in Research. Mary Joyce Newbery, Teachers College, Columbia University

Hyatt, East Tower - Purple Level, Riverside West; 4:05-5:35pm
Chair: Jorge R. Lucero, University of Illinois at Urbana-Champaign
Participants:
- Questioning What Data “Are”: Wearing Technologies, Destroying the Image, and Creating an “Event.” Nikki Rotas, OISE/University of Toronto
- The Impossible Capture: Toward a Leaping Methodology. Zofia Zalwiska, University of Toronto - OISE
- Discourse, Imagination, and Advocacy. Edward Podsiadlik III, University of Illinois at Chicago; Phillip Bowen, University of Illinois at Chicago; Catherine Carr, University of Illinois at Chicago; Ivan Martinez, University of Illinois at Chicago
- Student Voice and School Experiences From Visual Narratives: A Dialogic Construction Among Adolescents, Educators, and Researchers. Andrea Valdivia Barrios, Universidad de Chile; Mauricio López, Universidad de Chile; Roberto Fernández, Universidad de Chile

35.082-14. Queer of Color Critique as a Critical and Postfoundational Perspective in Educational Research. Division B - Curriculum Studies; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 4:05-5:35pm
Chair: Roland Stacy Colón, Miami University
Participants:
- “Am I Gonna Have to Slap the Shit Outa Somebody Today?” Queer Youth of Color and Homophobic Violence in Urban Schools. Edward Brockenbrough, University of Rochester
- “I Walked All the Way Back to L.A.”: An Intersectional Analysis of Queer Youth Migration. Cindy Cruz, University of California - Santa Cruz
- “Why Can’t I Be a Professional Jane and Fincher?” Education and Training Needs of Racialized Young Adult Offenders and Queer Youth of Color. Lance Trevor McCready, OISE/University of Toronto
- “The Struggle for LGBT Equality Goes On”: Ladlad’s Cruel Optimism in
the Aftermath of Loss. Roland Sintos Coloma, Miami University

35.082-15. Speaking To/From/Against: Media Representations and the Gendered Self. Division B - Curriculum Studies; Roundtable Session Hyatt, East Tower - Purple Level, Riverside West; 4:05-5:35pm
Chair: Jake Burdick, Purdue University
Participants: Complicating Visuality From the Margins: Muslim Female YouTubers Claim a Re/presentational Space of Their Own. Diane Patricia Watt, University of Calgary Cultural Influences on Adolescent Males’ Body Image. Deokki Hong, University of Northern Iowa; Catherine D. Ennis, University of North Carolina - Greensboro Divesting From Hegemonic Masculinity: Using The Boondocks and The Wire as Culturally Relevant Pedagogies. Brian Whitney Collier, Northern Kentucky University Market Your Selfie: Self-Advertising as Postfeminist Practice. Mardi Schmeichel, University of Georgia; Stacey Leigh Kerr; University of Georgia - Athens; Chris Linder, University of Georgia

35.082-16. Warding Off Curricular Rigidities. Division B - Curriculum Studies; Roundtable Session Hyatt, East Tower - Purple Level, Riverside West; 4:05-5:35pm
Chair: David M. Callejo Perez, Saginaw Valley State University
Participants: Fabricating the Teacher as Researcher: A Genealogy of Finnish Academic Teacher Education. Johanna Sitohanniem-San, University of Oulu Historical, Philosophical, and Cultural Perspectives on Literacy in Curriculum Theorizing, Inquiry, and Practice. Allison Skerrett, The University of Texas - Austin Placing Ourselves Within a Critical Teacher Education Curriculum. Victoria Matzenauer Deneroff, Georgia College & State University Rethinking the Neutrality of Dominant Paradigms in Moral Education. Brett Bertucio, University of Wisconsin - Madison Toward a Wider Perspective in Mathematics Education: Expanding Inquiry Within and Beyond the Math Curriculum. Nadia Stoyanova Kennedy, New York City College of Technology - CUNY

35.082-17. Words, Images, and Historical Spaces. Division B - Curriculum Studies; Roundtable Session Hyatt, East Tower - Purple Level, Riverside West; 4:05-5:35pm
Chair: Katy Swawld, Iowa State University

35.082-18. Writing Without Words: Digital Literacies, Visual Representation, and Identity. Division B - Curriculum Studies; Roundtable Session Hyatt, East Tower - Purple Level, Riverside West; 4:05-5:35pm
Chair: Leia Kristin Cain, University of South Carolina
Participants: A Curriculum of Crisis and Separation: The Potential of Digital Filmmaking. Linda Rudorf, University of Ottawa; Avril Atiken, Bishop’s University Design of Meanings: A Multiple-Case Study of Meaning Making With Videos as Multimodal Web-Based Texts. Ha Thanh Nguyen, Michigan State University; Thank Ha Phung, Michigan State University Elastic Literacies and (Re)Mediated Met(s): Or, Toward a Theory of Composing as Actant in Action. Jon Michael Wargo, Michigan State University Reading Visual Images of Dis/Placements and Recovery. Binaya Subedi, The Ohio State University; Luis Fernando Macias, The Ohio State University - Columbus

35.082-19. Disruptive, Powerful, and Adaptive Writing Pedagogies. SIG-Writing and Literacies; Roundtable Session Hyatt, East Tower - Purple Level, Riverside West; 4:05-5:35pm
Chair: Anna Smith, University of Illinois at Urbana-Champaign

35.082-20. Teaching Critically. SIG-Critical Issues in Curriculum and Cultural Studies; Roundtable Session Hyatt, East Tower - Purple Level, Riverside West; 4:05-5:35pm
Chair: Angela Rose Hines, Arizona State University

35.082-21. Aesthetic and Cultural Learning in Museums and Public Spaces. SIG-Arts and Learning; Roundtable Session Hyatt, East Tower - Purple Level, Riverside West; 4:05-5:35pm
Chair: J. David Betts, The University of Arizona
Participants: Ojibwe Stonework Relationships: Emplacements, Ensembles of Relation & Indigenous Knowledge. Kevin R. Sivka, University of Northern Colorado Open Minds at The Rooms: Learning in a Gallery/Museum/Archives Complex. Heather Skye McLeod, Memorial University; Jennifer Anderson, Memorial University Knowledge, Motivations, Expectations, and Engagement With Art in Museums. Pablo L. Tinio, Montclair State University; Marcos Nodal, University of Vienna; David Briefer, University of Vienna; Helmut Leder, University of Vienna Measuring Critical Thinking: Results From an Art Museum Field Trip Experiment. Brian Kisma, University of Arkansas at Fayetteville; Daniel Henry Bowen, Rice University; Jay Phillip Greene, University of Arkansas at Fayetteville Bridging Community Arts Organizations and Public Schools: Reluctance to Learn. Jeffrey S. Beaudry, University of Southern Maine

35.082-22. Advances in Cooperative Learning. SIG-Cooperative Learning; Theory, Research and Practice; Roundtable Session Hyatt, East Tower - Purple Level, Riverside West; 4:05-5:35pm
Chair: Roger T. Johnson, University of Minnesota
Participants: Applying Computerized Collaboration Scripts to Multitouch Enhanced Collaborative Design-Based Learning in Elementary Classrooms. Cheng-Huan Chen, National Taiwan Normal University; Ching-Hui Chiu, National Taiwan Normal University Collective Intelligence in Student Teams: A Study With Chinese Primary School Students. Zeyu Zhang, The Chinese University of Hong Kong Developing and Assessing Student Collaboration in K–12 Students: A Best Evidence Synthesis. Kim Boddie Wright, Texas A&M University -
College Station; Brooke E. Kandel-Cisco, Butler University; Tracey S. Hodges, Texas A&M University - College Station; Anna Witt Boriack, Texas A&M University; Susana E Franco-Fuenmayor, Texas A&M University; Hersch C. Waxman, Texas A&M University; Jacqueline R. Stillisano, Texas A&M University - College Station
Emergent Behavior Interdependence in Distributed Team Collaborative Problem Solving. Yiyun Wu, Syracuse University
Impact of Cooperative Learning on Design Fixation in an Engineering Design Class. Woori Kim, Purdue University

35.082-23. Academic Supports, Educational Outcomes, and Assistive Technology: Implications for Individuals With Disabilities. SIG-Special Education Research; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 4:05-5:35pm

Participants:
Implementing Innovative Technology to Improve Essay Writing for Diverse Struggling Writers. Anya S. Evmenova, George Mason University; Kelley Sarah Regan, George Mason University; Melissa Hughes, George Mason University; Andrea Boykin, George Mason University; Donna Sacco, George Mason University; Soo Ahn, George Mason University
Persuasive Writing in Rural Middle Schools: A Randomized Control Study. Linda H. Mason, University of North Carolina - Chapel Hill; Anne Mong-Cramer, The Pennsylvania State University - Altoona; Cheryl Varghese, University of North Carolina - Chapel Hill; Justin Garwood, University of North Carolina - Chapel Hill; Jill V. Hamm, University of North Carolina - Chapel Hill; Allen Murray
Effects of Writing Intervention With Power and Dragon Dictate. Siyelana Cucic, The University of Mississippi - Tupelo; Sara Platt, University of Mississippi
The Effects of an Academic Support Program on the Transition and Academic Success of College Students With Learning Differences. Guili Zhang, East Carolina University; Sarah Carver Williams, East Carolina University; Diane Majewski; Zhiyong Zhu, Beijing Normal University
Supporting Outcomes for All Students in Personalized Learning Environments. James D. Basham, The University of Kansas; Skip Stahl, CAST, Inc; Mary Esselman, Education Achievement Authority of Michigan; Richard Allen Carter, The University of Kansas

35.082-24. Literacy Research Focused on Young Adolescents. SIG-Research in Reading and Literacy; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 4:05-5:35pm
Chair: Wayne H Slater, University of Maryland

Participants:
Argument Problem Solving in Reading and Writing With Seventh Graders: Six Cases. Wayne H Slater, University of Maryland
Do the Common Core State Standards Support Developmentally Responsive Teaching of Young Adolescents? Carla K Meyer, Duquesne University; Nance S Wilson, SONY - College at Cortland; Laurie A. Ramirez, Appalachian State University
Teaching the Bodies of Readers: A Discourse Analysis of Instructional Talk. Jessica Nina Lester, Indiana University; Rachael Gabriel, University of Connecticut
The Effects of Metacognitive Instruction on Students’ Reading Comprehension in Computerized Reading Contexts: A Quantitative Meta-Analysis. Yi-Chin Lan, Taipei Municipal University of Education; Yu-Ling Lo, The University of Texas - Austin

35.082-25. Action Research and Literacy Development. SIG-Action Research; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 4:05-5:35pm
Chair: Courtney M. Clayton, University of Mary Washington
Participants:
Popular Culture Meets the Common Core in a Pedagogical Third Space: Effective Literacy Learning. Stephanie M Buellow, University of Hawaii - Manoa
Using Critical Literacy to Develop Class Consciousness Among Middle School Students. Barb Anne Pollard, University of Windsor
Using a Disciplinary Literacy Framework to Teach High School Physics: An Action Research Study. Michael P. Henry, Reavis High School
Improving Letter Recognition. Mary E. Little, University of Central Florida

35.082-26. Culturally Responsive Practices for Broadening Participation. SIG-Research Focus on Black Education; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 4:05-5:35pm
Chair: Stephen D. Hancock, University of North Carolina - Charlotte Participants:
African American Parent Involvement in Special Education: We Are Here ... Now What? Pamela Thompson, San Diego Unified School District
Impact of Intrusive Academic Advising on Black Male Collegians’ Knowledge, Efficacy, and Persistence at Predominantly White Institutions. Terrell Lamont Strayhorn, The Ohio State University; Karleton J Mann, The Ohio State University - Columbus
Out-of-Field Teaching and Its Impact on Teacher Quality. Tempest Richardson Adams, University of North Carolina at Charlotte
Poor, Gifted, and Black: Low-Income, High-Achieving African American Students Speak Out About Their Educational Experiences Through a Racial Opportunity Cost Lens. Terah Taleri Venticamp Chambers, Michigan State University; Lolita Antoinette Tibration, Texas A&M University; Stephanie Mayo, Beloit College
The Dialectics of Crisis in the Education of Black Youth. Brian Lozenski, Metropolitan State University

35.082-27. Division I Roundtable A: Professional Identity. Division I - Education in the Professions; Roundtable Session
Hyatt, East Tower - Purple Level, Riverside West; 4:05-5:35pm
Chair: Andrea Gotzmann, Medical Council of Canada
Participants:
A Longitudinal Study of the Relationships Between Engineering Career Intention, Engineering Identification, and Engineering Expectancy. Chosang Tendhar, Virginia Polytechnic Institute and State University; Marie Christine Paretti, Virginia Polytechnic Institute and State University
Secondary School Teachers’ Teaching Beliefs and Readiness for Differentiated Instruction: Two Case Studies in Hong Kong. Sally Wat-Yan Wan, The Chinese University of Hong Kong; Yan Wong, The Chinese University of Hong Kong; David Chong-Kwai Yeung, Chinese University of Hong Kong; Thomas Wing-Ki Lee, The Chinese University of Hong Kong; Kelvin Shing-Pan Chong, The Chinese University of Hong Kong
The Professional Identity and Status of the Advanced Skills Teacher. Carol Fuller, The University of Reading; Andrew C. Goodwyn, University of Reading

Division and SIG Posters

35.083. Poster Session 7; Poster Session
35.083-1. Reading Comprehension and Assessment. Division C - Learning and Instruction; Poster Session
Sheraton, Fourth Level, Chicago VI&VII; 4:05-5:35pm
Posters:
1. Comparative Study About the Effect of Computer-Based Reading Activities on Reading Achievement Between Chinese and U.S. Students. Dan Li, Iowa State University; Jian Wang, Texas Tech University
2. Effects of Genre on First Graders’ Vocabulary, Conceptual Knowledge, and Comprehension. Lisa O’Brien, Boston University
3. Fostering Urban Readers’ Progress in an After-School Reading Intervention: Contributions of Teacher Knowledge and Practice. Kathleen F. Clark, Marquette University; Karen Evans, Marquette University; Christiane L Wood, University of Wisconsin - Madison; Gabrielle Belknap, Marquette University
4. Investigating the Reliability and Validity of Text Leveling. Emily M. Rodgers, The Ohio State University; Jerome V. D’Agostino, The Ohio State University; Katherine Brownfield, The Ohio State University - Columbus; Sinead J Harmey, The Ohio State University - Columbus; Robert H Kelly, The Ohio State University - Columbus
5. Literacy Instruction: Should Everything Be Differentiated? Dana Algeo-Nichols, Washington State University; Kelly Puzio, Washington State University
6. Reliability of Prosody Rubrics When Used by Multiple Independent Raters. David D. Paige, Bellarmine University; Grant S. Smith,
Friday Afternoon, April 17, 2015

Bellarmine University
7. Validating the Use of D: Measuring Lexical Diversity in Low-Income Children. Stephanie Alice Lai, University of Georgia - Athens
8. Validating Measures of Component Processes of Reading Comprehension for Children. Aimee Callender, Auburn University; Joni M. Lakin, Auburn University; Jennifer Gillis Mattson, Binghamton University - SUNY
10. Teaching Reading for Social Understanding. Judith T. Lysaker, Purdue University; Tiffany Seiberry, Purdue University; Marshall Klassen, Purdue University; Alice Ying Nie, Purdue University
11. Understanding and Testing Disciplinary Literacy. Hiller A. Spires, North Carolina State University; Isaac Thompson, North Carolina State University; Shea N. Kerkhoff, North Carolina State University; Abbey C.K. Graham, North Carolina State University; John K. Lee, North Carolina State University
12. Reading Challenges and Strategies of University Students With a History of Reading Difficulties. Bradley W. Bergey, Dalhousie University; Hannah Horne-Robinson, Dalhousie University; Helene Deacon; Annie Loroche; Raunia Parrilla, University of Alberta
13. The Relationship of Individual Differences in Reading Ability to Proofreading Skill. Lindsay Harris, Northern Illinois University; Charles Perfetti, University of Pittsburgh
14. Instructional Metadiscourse Supporting Elaboration, Intersubjectivity, and Autonomy in Collaborative Reasoning Discussions. Beata Latawiec, Wichita State University; Richard C. Anderson, University of Illinois at Urbana-Champaign
15. Influence of Cultural Capital on Kindergarteners’ Reading Achievement in Schools of Different Socioeconomic Composition. Sisi Chen, University of Michigan - Ann Arbor

35.083-2. At the Heart of the Matter: Dispelling Deficit Thinking in School Leaders. Division A - Administration; Poster Session Sheraton, Fourth Level, Chicago VI&VII; 4:05-5:35pm
Poster:
16. At the Heart of the Matter: Dispelling Deficit Thinking in School Leaders. April L. Peters, University of Georgia; Latisch Cherie Reed, University of Wisconsin - Milwaukee

35.083-3. Organizing for Improvement. Division A - Administration; Poster Session Sheraton, Fourth Level, Chicago VI&VII; 4:05-5:35pm
Posters:
17. The Impacts of Organizational Justice on Educators’ Association Participation: The Mediator Role of Deliberative Belief. Chun-Wen Lin, National PingTung University of Science and Technology; Wen-Yan Chen, National Chi Nan University

35.083-4. Preparing School Leaders to Advocate for Social Justice: A Case Analysis. Division A - Administration; Poster Session Sheraton, Fourth Level, Chicago VI&VII; 4:05-5:35pm

35.083-5. Activist Identity Development in Education. SIG-Grassroots Community and Youth Organizing for Education Reform; Poster Session Sheraton, Fourth Level, Chicago VI&VII; 4:05-5:35pm
Posters: 20. Connective Futures: Research at the Nexus of Literacy and Organizing. Elizabeth Bishop, Teachers College, Columbia University
21. From Naïve Nonparticipation to Transformative Civic Leadership: Toward a Model of Critical Civic Development. Jesse Moya, Siena College

35.083-6. Exploring Assessment Practices of Preservice Teachers in Educational Psychology Courses. SIG-Teaching Educational Psychology; Poster Session Sheraton, Fourth Level, Chicago VI&VII; 4:05-5:35pm
Poster: 22. Profiles of Student Practices During Item Review: Case Studies for Educational Psychology. Agni Styllianou-Georgiou, University of Nicosia; Elena C. Papanastasiou, University of Nicosia

35.083-7. Applications of Cognition and Assessment. SIG-Cognition and Assessment; Poster Session Sheraton, Fourth Level, Chicago VI&VII; 4:05-5:35pm
Posters:
23. Analysis of Learning Map Structure for a Dynamic Assessment. Feng Chen, The University of Kansas; Amy Clark, The University of Kansas; Russell E. Swinburne Romine, The University of Kansas
24. Developmental Changes in the Effects of Minimal Social Presence on Children’s Executive Functioning. Jason C. Chin, Boston University; Rachel Bell, Boston University; Grace Min, Boston University; Katie Kao, Boston University; Stacey Doan, Boston University; Kathleen H. Corriveau, Boston University
25. Does Block Location Influence Children’s Performance During the Forward and Backward Administration of the Corsi Block Task? Andrea Palmai, Queen’s University - Kingston; Derek H. Berg, Queen’s University
26. Utility of a Working Memory Task in Early Detection of Alzheimer’ s Disease for Chinese Older Adults in Hong Kong. Jianfang Chang, The Chinese University of Hong Kong; Kit-Tai Han, Chinese University of Hong Kong; Chi-Shing Tse, Chinese University of Hong Kong; Linda C.W. Lam, Chinese University of Hong Kong

35.083-8. Research in Mathematics Education SIG Poster Session. SIG-Research in Mathematics Education; Poster Session Sheraton, Fourth Level, Chicago VI&VII; 4:05-5:35pm
Posters:
27. A Survey of Teachers’ Beliefs About Statistics and Their Relationship to Teachers’ Resources. Travis Weiland, University of Massachusetts - Dartmouth
28. Analyzing Coherence of Teachers’ Knowledge Relating Fractions and Ratios. Travis Weiland, University of Massachusetts - Dartmouth; Gal Gili Nager, University of Massachusetts - Dartmouth; James P. Burke, University of Massachusetts - Dartmouth; Chandra H. Orrill, University of Massachusetts - Dartmouth
29. Changes of Mathematics Teachers’ Construction of Patterns of Variation and Invariance Between Examples, as a Function of Participation in Collegial Learning. Angelika Kalberg, University of Gothenburg; Ulla Runesson, University of Jönköping, Sweden
31. Delving Into the Pieces: Drawing Connections Between Different Domains of Mathematical Knowledge for Teaching. Dionne Inadera Cross Francis, Indiana University; Mi Yeon Lee, Arizona State University; Zulfye Zeybek; Olufanke Adejope
32. Epistemic Network Analysis as a Tool for Exploring Teachers’ Understanding of Similarity and Proportion. Timothy Marum, University of Massachusetts - Dartmouth; Chandra H. Orrill, University of Massachusetts - Dartmouth; James P. Burke, University of Massachusetts - Dartmouth
33. Implementing Common Core State Standards for Mathematics in the Classrooms. Richard T. Houang, Michigan State University; William H. Schmidt, Michigan State University; Leland S. Cogan, Michigan State University; Siwen Guo, Michigan State University
34. Lessons Learned From Mentoring and Partnerships for Women in Research in Undergraduate Mathematics Education. Megan Wawro, Virginia Polytechnic Institute and State University; Jessica Ellis, Colorado State University - Fort Collins; Hortensia Soto-Johnson, University of Northern Colorado
35. Observing Teachers: Comparing Mathematics Pedagogies Between Quebec Francophone and Anglophone and New Brunswick Francophone Teachers. Dominic Manuel, McGill University; Annie Savard, McGill University; David A. Reid, Acadia University
36. Reasoning and Proving Opportunities in Textbooks: A Comparative Analysis. Dae S. Hong, University of Iowa; Kyong Mi Choi, University of Iowa
37. Teachers’ Understanding of Ratios and Their Connections to Fractions. Gal Gili Nager, University of Massachusetts - Dartmouth; Travis Weiland, University of Massachusetts - Dartmouth; Chandra H. Orrill, University of Massachusetts - Dartmouth; James P. Burke, University of Massachusetts - Dartmouth; C.W. Lam, Chinese University of Hong Kong
38.010. Informal Learning Environments Research SIG Business Meeting, SIG-Informal Learning Environment Research; Business Meeting
John G. Shedd Aquarium, 1200 S Lake Shore Dr, Chicago; 6:00-8:30pm

39.015. Division I Business Meeting and Reception, Division I - Education in the Professions; Business Meeting

Friday, 6:15 pm

AERA Related Activities

39.010. New AERA Publications Reception: Interest in Mathematics and Science Learning (Lead Editor K. Ann Renninger) and Socializing Intelligence Through Academic Talk and Dialogue (Lead Editor Lauren B. Resnick), AERA Related Activities; Reception
Hyatt, West Tower - Bronze Level, Buckingham; 6:15-7:45pm

Committee Sessions

39.011. AERA Committee on Scholars of Color in Education Mentoring Roundtable Session and Reception. Committee on Scholars of Color in Education; Business Meeting
Hyatt, West Tower - Gold Level, Acapulco; 6:15-7:45pm
Chairs: Kimberley Gomez, University of California - Los Angeles; Dorinda J. Gallant, The Ohio State University
Participants: Yasmiyn Irizarry, The University of Texas - Austin; Elizabeth Birr Moje, University of Michigan; Terrell Lamont Strayhorn, The Ohio State University; Shonda Lemons-Smith, Georgia State University; Augustina Reyes, University of Houston; George L. Wimberly, American Educational Research Association; James L. Moore, The Ohio State University; Robert Cooper, University of California - Los Angeles; Amado M. Padilla, Stanford University; Keena N. Arbuthnot, Louisiana State University; Kyndra Violette Middleton, Howard University; Philip T.K. Daniel, The Ohio State University, William and Marie Flesher Professor of Educational Administration; Olakunbo S. Fashola, MERAssociates

Friday, 4:45 pm

State and Regional Organization Sessions

36.010. The Consortium of State and Regional Educational Research Associations (SRERA Consortium) Board Meeting, Consortium of State and Regional Educational Research Associations; Board Meeting
Hyatt, East Tower - Blue Level, Skyway 272; 4:45-6:15pm

Friday, 5:00 pm

Presidential Sessions

37.010A. Research to Performance Youth Research Festival Reception: Closed Meeting, AERA Presidential Session; Invited Speaker Session
Hyatt, West Tower - Bronze Level, Wrigley, 5:00-7:00pm
Chairs: Joyce E. King, Georgia State University; Michelle Fine, City University of New York
Participants: George L. Wimberly, American Educational Research Association; Laurence Tan, University of California - Los Angeles; Modalepuwe Ruth Mampane, University of Pretoria; Limarys Caraballo, Queens College - CUNY; Maddy Fox, Brooklyn College - CUNY; Joseph Gardner, DePaul University; Isabel J. Morales, Los Angeles Unified School District; Anne M. Galletta, Cleveland State University; Venus E. Evans-Winters, Illinois State University; Kristen L. Buras, Georgia State University; Garfield Bright, Georgia State University; Brian A. Williams, Georgia State University; Ashley Patterson, The Ohio State University - Columbus; Tony Burroughs, Center for Black Genealogy

37.010B. Research to Performance Youth Research Festival Lecture: By Invitation Only, AERA Presidential Session; Invited Speaker Session
Hyatt, West Tower - Bronze Level, Wrigley, 5:00-7:00pm
Session Participants:
Chair: Joyce E. King (Georgia State University)
Chair: Michelle Fine (City University of New York)
Chair: George L. Wimberly (American Educational Research Association)
Presenter: Tony Burroughs (Center for Black Genealogy)

Friday, 6:00 pm

Presidential Sessions

39.013. Division B Business Meeting: Heartbreaking Loss, Radical Love, and Revolutionary Imagination, Division B - Curriculum Studies; Business Meeting
Hyatt, West Tower - Green Level, Crystal C; 6:15-7:45pm
Chair: Yoonjung Choi, Ewha Womans University
Participants: Ming Fang He, Georgia Southern University; Isabel Nunez, Concordia University - Chicago; Pamela J. Konkol, Concordia University - Chicago; Jennifer L. Milam, Our Lady of the Elms Elementary School, Principally; Crystal T. Laura, Chicago State University; Diane Patricia Watt, University of Calgary; Suniti Sharma, Saint Joseph’s University; Kristen Duncan, University of Georgia - Athens; Adrienne Rochelle Pinhey, Emory University; Denise M. Taliaferro Bazzle, Miami University; Rubén Gaztanibre-Fernández, University of Toronto - OISE; William C. Ayers, University of Illinois at Chicago; Robert James Helfenbein, Loyola University Maryland; Nathalia E Jaramillo, Kennesaw State University; John Chi Kin Lee, The Hong Kong Institute of Education; James C. Jupp, Georgia Southern University; Candace M. Schlein, University of Missouri - Kansas City; Shereff A. McArthur, Georgia State University; Shauna Rawls, University of Illinois at Chicago

39.014. Division G Business Meeting, Division G - Social Context of Education; Business Meeting
Marriott, Fifth Level, Chicago ABC; 6:15-8:15pm
Chair: Elizabeth Birr Moje, University of Michigan
Speaker: Bettina L. Love, University of Georgia

39.015. Division I Business Meeting and Reception, Division I - Education in the Professions; Business Meeting
Friday Evening, April 17, 2015

39.016. Division J Business Meeting, Division J - Postsecondary Education; Business Meeting
Swissotel, Event Centre First Level, Zurich D; 6:15-8:15pm
Chair: Adrianna Kezar, University of Southern California

39.017. Division K Business Meeting: Breaking the Mold (Again)! Division K - Teaching and Teacher Education; Business Meeting
Marriott, Seventh Level, Grand Salon II; 6:15-7:45pm
Chair: A. Lin Goodwin, Teachers College, Columbia University

39.018. Division L Business Meeting, Division L - Educational Policies and Politics; Business Meeting
Swissotel, Event Centre First Level, Zurich AB; 6:15-7:45pm

SIG Sessions

39.019. Academic Audit Research in Teacher Education SIG Business Meeting: The Potential of Accreditation to Inform Research and Research to Inform Accreditation. SIG-Academic Audit Research in Teacher Education; Business Meeting
Marriott, Sixth Level, Northwestern/Ohio State; 6:15-7:45pm
Chair: Joyce E. Many, Georgia State University
Speaker: Jennifer Elizabeth Carinci, Council for the Accreditation of Educator Preparation

39.020. Action Research SIG Business Meeting, SIG-Action Research; Business Meeting
Sheraton, Second Level, Superior B; 6:15-7:45pm

39.021. Adolescence and Youth Development SIG Business Meeting, SIG-Adolescence and Youth Development; Business Meeting
Marriott, Sixth Level, Indiana/Iowa; 6:15-7:45pm

39.022. Adult Literacy and Adult Education SIG Business Meeting, SIG-Adult Literacy and Adult Education; Business Meeting
Swissotel, Event Centre First Level, Zurich C; 6:15-7:45pm
Chair: Dolores Perin, Teachers College, Columbia University

39.023. Career and Technical Education SIG Business Meeting, SIG-Career and Technical Education; Business Meeting
Marriott, Fourth Level, Addison; 6:15-7:45pm

Swissotel, Event Centre Second Level, Vevey 4; 6:15-8:15pm

39.025. Classroom Assessment SIG Business Meeting, SIG-Classroom Assessment; Business Meeting
Marriott, Fourth Level, Armitage; 6:15-7:45pm
Chair: Lisa M. Abrams, Virginia Commonwealth University
Speaker: Christine Harrison, Kings College, London
Participant: Heidi L. Andrade, University at Albany - SUNY

39.026. Critical Examination of Race, Ethnicity, Class and Gender in Education SIG Business Meeting, SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Business Meeting
Hyatt, West Tower - Gold Level, Regency D; 6:15-7:45pm
Chair: Denese E. Jones, Drake University

39.027. Critical Perspectives on Early Childhood Education SIG Business Meeting, SIG-Critical Perspectives on Early Childhood Education; Business Meeting
Swissotel, Event Centre First Level, Zurich G; 6:15-8:15pm
Chair: Kyunghwa Lee, University of Georgia
Participants: Will Parnell, Portland State University; Rebecca S. New, University of North Carolina - Chapel Hill

39.028. Cultural Historical Research SIG Business Meeting, SIG-Cultural-Historical Research; Business Meeting
Swissotel, Lucerne Level, Lucerne III; 6:15-8:15pm
Chair: Peter Smagorinsky, University of Georgia

39.029. Dewey Studies SIG Business Meeting, Invited Address: Kathleen Knight Abowitz, John Dewey Society President. SIG-Dewey Studies; Business Meeting
Swissotel, Lucerne Level, Lucerne I; 6:15-7:45pm

39.030. Disability Studies in Education SIG Business Meeting, SIG-Disability Studies in Education; Business Meeting
Sheraton, Second Level, Missouri; 6:15-8:15pm

39.031. Educational Change SIG Business Meeting, SIG-Educational Change; Business Meeting
Swissotel, Lucerne Level, Alpine II; 6:15-8:15pm
Chair: Dennis Lynn Shirley, Boston College
Speaker: Viviane M. Robinson, University of Auckland
Participant: Lessons for Agents of Educational Change: Leaders and Organizations That Learn. Viviane M. Robinson, University of Auckland

Marriott, Fifth Level, Denver/Houston; 6:15-7:45pm
Chair: Walter L. Leite, University of Florida
Speaker: Ann A. O’Connell, The Ohio State University
Participants: William Holmes Finch, Ball State University; Debbie L. Hahs-Vaughn, University of Central Florida; Karen L. Nylund-Gibson, University of California - Santa Barbara; Michael P. Cohen, American Institutes for Research

39.033. Faculty Teaching, Evaluation and Development SIG Business Meeting, SIG-Faculty Teaching, Evaluation, and Development; Business Meeting
Marriott, Tenth Level, O’Hare; 6:15-7:45pm

39.034. Hispanic Research Issues SIG Business Meeting, SIG-Hispanic Research Issues; Business Meeting
Swissotel, Event Centre Second Level, Montreux 1&2; 6:15-7:45pm
Chair: Reyes L. Quezada, University of San Diego

Marriott, Fourth Level, Belmont; 6:15-8:15pm
Chair: Margaret J. Maaka, University of Hawaii - Manoa
Participant: New Scholars, New Ideas, and New Directions From the Pacific. Tanya L.M. Samu, University of Auckland; Alexis Sitzer, University of Auckland; Rie Silita, The University of Auckland; Natasha A Saelua, University of Denver; Paia Te Maro, Te Whare Wānanga o Awanuiarangi

39.036. Leadership for School Improvement SIG Business Meeting, SIG-Leadership for School Improvement; Business Meeting
Swissotel, Event Centre Second Level, Vevey 3; 6:15-7:45pm
Chair: Kristina Astrid Hesbol, University of Denver
Participants: Hans W. Klaus; Clemson University; Angela Urick, The University of Oklahoma

Swissotel, Event Centre First Level, Zurich E; 6:15-7:45pm
Chair: Judy A. Alston, Ashland University
Participants: Tirza Wilbon White, University of Maryland - College Park; Terri Nicol Watson, City College of New York - CUNY; Frank Hernandez, The University of Texas of the Permian Basin; Sonya Douglass Horsford, George Mason University

39.038. Learning Environments SIG Business Meeting, Celebrating 30 Years. SIG-Learning Environments; Business Meeting
Friday, April 17, 2015

39.039. Lives of Teachers SIG Business Meeting. SIG-Lives of Teachers; Business Meeting
Marriott, Sixth Level, Great America; 6:15-7:45pm
Participants: David B. Zandvliet, Simon Fraser University

39.040. Longitudinal Studies SIG Business Meeting. SIG-Longitudinal Studies; Business Meeting
Marriott, Third Level, Cook; 6:15-7:45pm
Chair: Anne Hafner, California State University - Los Angeles

Swissotel, Event Centre Second Level, St. Gallen 3; 6:15-8:15pm
Participants: Catherine C. Riegle-Crumb, The University of Texas

39.042. Moral Development and Education SIG Business Meeting. SIG-Moral Development and Education; Business Meeting
Swissotel, Lucerne Level, Lucerne II; 6:15-7:45pm
Chair: Wiel M. Feugelers, University of Humanistic Studies Utrecht
Speaker: Darcia F. Narvaez, University of Notre Dame

39.043. Organizational Theory SIG Business Meeting. SIG-Organizational Theory; Business Meeting
Swissotel, Event Centre Second Level, St. Gallen 2; 6:15-7:45pm

39.044. Peace Education SIG Business Meeting. SIG-Peace Education; Business Meeting
Swissotel, Event Centre Second Level, Montreux 3; 6:15-7:45pm
Chair: Candace C. Carter, Saint Martin's University

Marriott, Fifth Level, Scottsdale; 6:15-7:45pm
Chair: Nicole Lewis, University of Hawai'i - Manoa
Speaker: Chris L.S. Coryn, Western Michigan University

Swissotel, Event Centre First Level, Zurich F; 6:15-7:45pm
Participants: Action Research Empowers School Librarians. Jenny Robins, University of Central Missouri

39.047. School Effectiveness and School Improvement SIG Business Meeting. SIG-School Effectiveness and School Improvement; Business Meeting
Swissotel, Lucerne Level, Alpine I; 6:15-7:45pm

39.048. Self-Study of Teacher Education Practices SIG Business Meeting: We Welcome You to the Wonderful World of Self-Study. SIG-Self-Study of Teacher Education Practices; Business Meeting
Marriott, Third Level, Kane/McHenry; 6:15-8:15pm

39.049. Service-Learning and Experiential Education SIG Business Meeting. SIG-Service-Learning & Experiential Education; Business Meeting
Sheraton, Second Level, Erie; 6:15-7:45pm
Chairs: Kathleen Tice, The University of Texas - Arlington; Virginia M. Jagla, National-Louis University

39.050. Sociology of Education SIG Business Meeting. SIG-Sociology of Education; Business Meeting
Swissotel, Event Centre Second Level, Vevey 1&2; 6:15-7:45pm
Chair: Catherine C. Riegle-Crumb, The University of Texas at Austin

39.051. Stress and Coping in Education SIG Business Meeting: Distinguished Address. SIG-Stress and Coping in Education; Business Meeting
Hyatt, West Tower - Gold Level, New Orleans; 6:15-8:15pm
Chair: Russell L. Carson, University of Northern Colorado
Participants: Rebecca A. Robles-Pina, Sam Houston State University; Christopher J. Mccarthy, The University of Texas - Austin; Erica Frydenberg, University of Melbourne

Hyatt, East Tower - Gold Level, Columbus CD; 6:15-7:45pm
Chair: Daniel Charles Moos, Gustavus Adolphus College

39.053. Systematic Review and Meta-Analysis SIG Business Meeting. SIG-Systematic Review and Meta-Analysis; Business Meeting
Marriott, Sixth Level, Purdue/Wisconsin; 6:15-7:45pm
Chair: Therese D. Pigott, Loyola University Chicago

39.054. Talent Development for Students Placed at Risk SIG Business Meeting. SIG-Talent Development of Students Placed at Risk; Business Meeting
Marriott, Sixth Level, Purdue/Wisconsin; 6:15-7:45pm

Marriott, Fourth Level, Sheffield; 6:15-7:45pm
Chair: Dirk Henthaler, University of Mannheim
Speaker: Russell Almond, Florida State University
Participants: Elena Novak, Western Kentucky University; Dale S. Niederhauser, West Virginia University

39.056. Joint Test Validity Research and Evaluation SIG and Professional Licensure and Certification SIG Business Meeting. SIG-Test Validity Research and Evaluation Cosponsored with SIG-Professional Licensure and Certification; Business Meeting
Marriott, Fifth Level, Los Angeles/Miami; 6:15-7:45pm
Chairs: Timothy A. Sares; Andrew Jones, American Board of Internal Medicine
Speaker: Barbara S. Plake, University of Nebraska - Lincoln

39.057. Vocabulary SIG Business Meeting. SIG-Vocabulary; Business Meeting
Sheraton, Second Level, Superior A; 6:15-7:45pm
Chair: Anita C. Hernandez, New Mexico State University
Participants: Notable Researcher Award. William E. Nagy, Seattle Pacific University
Student Paper Award. Sean J. Davidson, University of California – Riverside

Friday, 6:30 pm

Division Sessions

40.010. National Council on Measurement in Education and AERA Division D Welcome Reception for Current and New Members. Division D - Measurement and Research Methodology; Reception Intercontinental, Lobby Level, Seville East; 6:30-8:00pm

Friday, 7:00 pm

Presidential Sessions

41.010. Invited Address: U.S. Representative Bobby Scott. AERA Presidential Session; Invited Speaker Session
Hyatt, East Tower - Gold Level, Grand EF; 7:00-8:00pm
Chairs: Joyce E. King, Georgia State University
Discussants: Linda Darling-Hammond, Stanford University; Kris Gutiérrez, University of California - Berkeley