From the challenges facing black girls in education to the rise of testing, to improving outcomes for English learners, the AERA Presidential Sessions at the 2016 Annual Meeting will engage attendees in major issues facing education researchers, practitioners, and policymakers through interactive and participatory formats, featuring speakers and facilitators from diverse backgrounds. These sessions are intended to have a lasting impact beyond the Annual Meeting. Influential journalists from NPR, the New York Times Magazine, and the Washington Post, and federal policy leaders from the U.S. Department of Education and U.S. Department of Justice are among the confirmed participants.

The AERA Presidential Sessions described here highlight this year’s theme — emphasizing both public scholarship and a focus on diverse democracies. To mark AERA’s Centennial Year, the 2016 Meeting will illuminate and enhance the role of education researchers as public scholars who contribute to public understanding, political debate, and professional practice in increasingly diverse democracies in the U.S. and around the globe.
Public Scholarship on Global Migration, Structural Inclusion, and Democratic Civic Education Across Nations.
Convention Center, Level Three, Ballroom C | 12:00 – 1:30 pm

Across the globe, students from ethnic, racial, linguistic, and religious minority groups often have weak connections with their nation-states, in part because they feel structurally excluded within their schools, as well as the larger community. This session brings civic and multicultural researchers together with researchers to discuss the design and implementation of promising civic education practices in different nations that can help students develop a sense of structural inclusion. Each case study of innovative civic education programs will profile an effective teacher working with minority groups to develop a sense of structural inclusion within the nation-state and to enhance their national identities.

CHAIR: James A. Banks, University of Washington – Seattle
MODERATOR: Joseph E. Kahne, Mills College
PARTICIPANTS: Marcelo M. Suarez-Orozco, University of California – Los Angeles; Dafney Blanca Dabach, University of Washington – Seattle; Rania Al-Nakib, Gulf University for Science and Technology; Yun-Kyung Cha, Hanyang University; Audrey Helen Osler, University College of South East Norway; Angela M. Banks, William & Mary Law School

Where Might the 2016 Election Year Take Us? Exploring the Implications of Political Framing for Future Education Legislation.
Convention Center, Level Two, Room 201 | 12:00 – 1:30 pm

Despite all of the attention to politics in 2016, education has received relatively little attention. With the passage of the new federal Every Student Succeeds Act (ESSA), state governments will have increased flexibility to implement policies that promote educational innovation and progress. In this session Pedro Noguera, John Jackson, and Judith Browne Dianis will engage in a lively discussion of the constraints and opportunities created by ESSA. They will also consider how the presidential candidates of both parties should be challenged to address education and the huge challenges created by increasing racial and class-based inequality.

CHAIR: Kevin Welner – University of Colorado Boulder
PARTICIPANTS: Pedro Noguera, University of California, Los Angeles; John Jackson, Schott Foundation; Judith Browne Dianis, Advancement Project
FRIDAY, APRIL 8 | 4:05 PM

AERA Distinguished Lecture: Linda Darling-Hammond.
Convention Center, Level Two, Room 202 A | 4:05 – 5:35 pm

CHAIR: Jeannie Oakes, University of California – Los Angeles
PARTICIPANT: Linda Darling-Hammond, Stanford University

Convention Center, Level Two, Room 201 | 4:05 – 5:35 pm

Members of the Urban Research Based Action Network (URBAN) address the challenge of connecting local, community-based activist research to building national movements for educational and racial justice. The local grounding of this work responds directly to specific needs and interests. At the same time, these educational struggles increasingly operate in the context of national level institutions – the increasing role of federal government policy and organized interests. Researchers, advocates, policy-makers and organizers will discuss their efforts to balance these local and national dimensions by conducting research in support of community-based efforts to stop massive school closings and the school to prison pipeline and by connecting these action research efforts across localities. This dual effort seeks to use research to impact national policy debates, and to learn and draw from national struggles to strengthen local organizing. Table conversations will explore strategies for building networks for further collaboration among participants.

CHAIR: Mark R. Warren, University of Massachusetts – Boston
PARTICIPANTS: Pauline Lipman, University of Illinois at Chicago; Maria Fernandez, Journey for Justice; Lauren Wells, City of Newark; Joyce E. King, Georgia State University
DISCUSSANT: Michelle Fine, City University of New York

SATURDAY, APRIL 9 | 8:15 AM

Influencing Equality Before the Law: Enhancing the Use of Social Science for the Public Good.
Convention Center, Level Three, Ballroom C | 8:15 – 9:45 pm

In a second round of Fisher v. University of Texas, the Supreme Court is set to once again deliberate on the future of affirmative action in higher education. In the tradition of Brown v. Board of Education (1954) and countless other U.S. Supreme Court decisions, Fisher II showcases the important role of public scholarship in promoting diverse democracies. Whether as expert witnesses explaining the current educational landscape, amicus briefs authors informing deliberations, or public intellectuals helping interpret the impact and significance of the Court’s decisions, educational leaders, policy makers, and practitioners are key to educating the Court and the public. In this session, participants will engage in interactive dialogues to understand the challenges and opportunities of influencing legal opinions as well as interpretation and implementation plans and strategies.
As a result of privatization and commercialization, the space for public debate and the creation of public knowledge is disappearing. This session examines the challenges and opportunities of doing public scholarship in educational research in this context. Theorists have long conceived of public schools as protected spaces, free of the pressures and influences of private interests. However, entire educational systems blur the distinction between public space and private business, challenging traditional modes of research and democratic engagement within schools and communities. Session contributors will address the ongoing transformations of public space and consider how public scholars can connect their work to that of community-based actors—nationally and globally—as a means of defending and extending the civic space necessary to effectively promote equity and social justice.

**Chair:** Anthony A Berryman, University of California – Los Angeles

**Moderator:** John S. Rogers, University of California – Los Angeles

**Participants:** Alex J. Molnar, University of Colorado Boulder; Kristen L. Buras, Georgia State University; Raynard Sanders, The New Orleans Imperative; Patrick Geary, UNICEF

This session challenges the overly simplistic public and policy discourses that treat university-based teacher education as fundamentally responsible for low-performing schools. It offers snapshots of innovative teacher education work and explores how such work might be presented more effectively to the public and policymakers as they consider approaches to high quality teacher preparation. The session features four equity-minded teacher educators/scholars whose innovative, politically engaged work reflects and expands upon the field's longstanding commitment to producing public scholarship that connects research to practice in schools and communities. Presenters will base their comments, in part, on open-access digital photo-journals they created to capture and communicate their work. Discussants' responses will address teacher education's future, specifically how to educate the public about teacher educators' work and its impact.
**WITH, BY, AND FOR TEACHERS: COLLABORATIVE PUBLIC SCHOLARSHIP IN TEACHER LEARNING AND LEADERSHIP.**

**Convention Center, Level Two, Room 202 B | 8:15 – 9:45 am**

An interactive discussion-and-video format highlights the Teacher Learning and Leadership Program in Ontario, Canada. This program was developed through a partnership between the government and the Ontario Teachers’ Federation (OTF) to enable professional learning and leadership with, by and for teachers. This public scholarship involves teacher, government and researcher collaboration in leading a professional development program and sharing the knowledge broadly. Researchers produced reports and articles that documented the nature of the collaboration and its impact.

Session participants discuss research evidence of the power of this as a model for school improvement. The researchers, OTF and Ministry are now collaborating to share this knowledge with the larger public.

**CHAIR:** Ann Lieberman, Stanford University  
**PARTICIPANTS:** Lindy Amato, Ontario Teachers’ Federation; Paul Anthony, Ontario Ministry of Education

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**SATURDAY, APRIL 9 | 10:35 AM**

**REFLEXIVE SOCIOLOGY AS PUBLIC SCHOLARSHIP: RESEARCH TO INFORM POLICY THAT ADDRESSES INEQUALITY.**

**Convention Center, Level Two, Room 201 | 10:35 am – 12:05 pm**

This session provides a framework to understand macro-level structures in which we are all embedded and through which we make sense of the world, and particularly issues of race and poverty. Scholars who engage in this form of sociological reflexivity will demonstrate how critical and timely this framework is for research on educational inequality and the mechanisms for how it is reproduced. Panelists will demonstrate, through the use of media, examples of the ‘common sense’ in education policy today and consider how it relates to these different explanations of inequality.

**CHAIR:** Amy Stuart Wells, Teachers College, Columbia University  
**PARTICIPANTS:** Michelle Fine, City University of New York; Prudence L. Carter, Stanford University; William F. Tate, Washington University in St. Louis; Angela Valenzuela, The University of Texas – Austin; Lois Weis, University at Buffalo – SUNY; Amy Stuart Wells, Teachers College, Columbia University
No field is more central to the social good than education, yet typically educational researchers have limited influence on policy and public deliberations about education. How can we write our way more effectively into the public sphere? In this presentation, public scholar Mike Rose will provide insights on writing the opinion or commentary piece, as well as long form writing and select new media forms. He will discuss the meaning and urgent need of writing for diverse audiences, and the personal and professional benefits of doing such writing. He will then describe courses he has developed to teach public writing, and conclude with thoughts about public writing, our faculty reward system, and the ways our profession defines itself. University of Colorado School of Education Dean Lorrie Shepard will reflect on the implications of the presentation for universities and public scholarship overall.

CHAIR: Anthony A Berryman, University of California – Los Angeles
PARTICIPANT: Mike Rose, University of California – Los Angeles
DISCUSSANT: Lorrie A. Shepard, University of Colorado Boulder
Researchers Meet Community Organizers: Can Public Scholarship Contribute to Struggles for Immigration Rights, Community Schools, and Public Institutions in Neoliberal Times?
Convention Center, Level Two, Room 202 A | 12:25 – 1:55 pm

How can researchers and scholars better meet the knowledge needs of education justice movements? In this session we will flip the script by asking community organizers working on topics such as immigration rights and public community schools to suggest to scholars how their work can better meet the needs of the education justice movements. The community organizer presentations will be followed with interactive facilitated discussions led by scholars, in which session attendees and organizers will discuss existing research and identify new public scholarship projects that could both meet the needs of the community organizers and advance education research. Discussion leaders and session chairs will synthesize the discussions and suggest next steps at the conclusion of the session.

The Role of Philanthropy in Education Research.
Convention Center, Level Two, Room 201 | 12:25 – 1:55 pm

Foundations have changed dramatically in the past 100 years. In 1916, as AERA was getting off the ground, John D. Rockefeller and Andrew Carnegie had just endowed their foundations. The Ford, William T. Grant, and Spencer Foundations did not even exist. A century later, the foundation landscape is quite different. There are large philanthropies such as Gates, Broad, and Walton, with living donors whose fortunes arose from different industries and different times. With shifting historical tides, the role of philanthropy in public education confronts some of the same issues but also new ones. This session will feature foundation leaders and observers for a vibrant and provocative discussion of the role philanthropy should (and should not) play in public education, particularly as it relates to research.

The Role of Philanthropy in Education Research.
"This Is What Democracy Looks Like": How John Dewey's Democracy and Education Lives in Education Organizing, Activism, and Opting Out.

Convention Center, Level Two, Room 201 | 2:15 – 3:45 pm

A century ago, Dewey's *Democracy and Education* offered a vision of public education's role in building a diverse democracy. This session explores the enduring resources—and potential shortcomings—of Dewey's vision in conversation with democratic engagement efforts in education. Deweyan scholars undertaking research with/in communities consider the democratic aims and challenges when parents, students, and teachers engage in organizing and activism around "opt-out" movements and education justice. The session integrates diverse scholars alongside community organizers and activists to craft an interactive, media-rich symposium that takes up some of the key democratic questions involved in these movements against corporatized school reform and towards justice, as well as how research and expertise interact with the mobilization efforts of parents, teachers, and students.

**CHAIRS:** Michele S. Moses, University of Colorado Boulder; Terri S. Wilson, University of Colorado Boulder

**PARTICIPANTS:** Terri S. Wilson, University of Colorado Boulder; Michele S. Moses, University of Colorado Boulder; Jessica Hochman, Pratt Institute; Doris A. Santoro, Bowdoin College; John S. Rogers, University of California – Los Angeles; Veronica Terriquez, University of California – Santa Cruz; Wagma Mommandi, University of Colorado Boulder

Public Scholarship ED-Talks: Relationships and Research Use in Policymaking.

Convention Center, Level Two, Room 207 B | 2:15 – 3:45 pm

This series of talks will explain the political uses of education research, and how to recognize trustworthy scholarly methods, evidence, analyses, and reporting. These talks examine the disconnect between research and policy and provide possible solutions for turning research into good policy and practice.

**CHAIRS:** Steven Barnett, Rutgers University; Dorothy L. Espelage, University of Illinois at Urbana-Champaign; Kevin G. Welner, University of Colorado Boulder

**PARTICIPANTS:** Kara S. Finnigan, University of Rochester; Jeffrey R. Henig, Teachers College, Columbia University; Ruth Lopez Turley, Rice University; William R. Penuel, University of Colorado Boulder

The Ethnic Studies Revival: Tucson and Beyond.

Convention Center, Level Two, Room 202 A | 2:15 – 3:45 pm

U.S. education policy has focused, largely without success, on closing racial/ethnic achievement gaps. Missing has been recognition of the interplay between culture, ethnic identity, teaching, and learning. Ethnic studies in Tucson catapulted attention this interplay to the national stage. Facing continuing opposition from state policymakers, rigorous research was instrumental in reinventing ethnic studies (culturally relevant courses). This session will focus on hard work ahead – enhancing educators’ capabilities while building institutional culture and structures and community
understanding necessary to sustain and improve this curriculum. It will also explore challenges of doing and implementing research in turbulent political environments. Attendees will consider what is needed to make ethnic studies – which can have extraordinary effects on student learning – integral to schooling nationwide.

CHAIR: Christine E. Sleeter, California State University – Monterey Bay
PARTICIPANTS: Luis C. Moll, The University of Arizona; Nolan L. Cabrera, The University of Arizona; Lorenzo Lopez, Tucson Unified School District; Jacqueline J. Irvine, Emory University; Jose Lara, Ethnic Studies Now Coalition
DISCUSSANT: Patricia C. Gándara, University of California – Los Angeles

SATURDAY, APRIL 9 | 4:05 PM

Learning From a National Network of University-Based Public Scholars.
Followed by Networking Reception.
Convention Center, Level Two, Room 202 B | 4:05 – 7:00 pm

The Scholars Strategy Network (SSN) seeks to improve public policy and strengthen democracy by organizing scholars working in America’s colleges and universities. It connects scholars and their research to policymakers, citizens’ associations, and the media. Scholars from across the nation share examples of public scholarship in different formats that have successfully influenced local, regional, and national policy in higher education. Policy briefs and websites will be included in the session, along with a follow up reception for networking and information about how to join SSN.

CHAIR: Flynn M. Ross, University of Southern Maine
PARTICIPANTS: Robert Glover, University of Maine; Sara Goldrick-Rab, University of Wisconsin Madison; Anne-Marie Nunez, The University of Texas – San Antonio; Linda Naval, Scholars Strategy Network

Living Public Scholarship: Insights From a University-School Partnership.
Convention Center, Level Two, Room 207 B | 4:05 – 5:35 pm

Using an interactive format, this session reports research on a partnership between an urban high school labeled as "persistently struggling" and a local research university that has been approved as an "Educational Partnership Organization." University researchers, the district’s superintendent, a principal, a teacher, and students address the challenges of conducting research alongside a community engaged in a comprehensive school reform effort that, in effect, is changing everything. Presenters will address the opportunities and challenges of bringing together two discourse communities who often do not know how to speak to each other to produce knowledge that reflects both scholarly and local perspectives on the struggle to transform an urban high school.

CHAIR: Karen Hunter Quartz, University of California – Los Angeles
PARTICIPANTS: Joanne C. Larson, University of Rochester; Karen J. DeAngelis, University of Rochester; Shaun Nelms, Rochester City School District; Marlene Blocker, East Lower School; Kheta Davis, East Lower School; Catherine Wilson, University of Rochester; Jalon Isaiah McCloud Wilson, East Lower School; Zuriel Cabezudo Castro, East Lower School; Gilerizbeth Sanchez, East Lower School; Kwanza Howard, East Lower School; Jaquala Young, East Lower School
Increasing Educational Opportunities and Improving Outcomes for English Learners: Partnerships Between Public Scholars and School Leaders.

Convention Center, Level Two, Room 201 | 8:15 – 10:15 am

Effectively assisting English learner (EL) students to achieve English proficiency and grade-level content standards within a reasonable time period is urgent. This session presents the work of the EL Partners—three university-district partnerships committed to improving EL policies, practices, and outcomes by investigating problems of practical and research significance. Participants will share findings, policy recommendations, and lessons learned from their collaborative research. In both small and large districts, the partnerships have investigated such thorny issues of practice as reclassification to English proficient, access to core content, language program models, and achievement. Findings across the partnerships make a compelling case for recommendations to improve EL classification and reclassification, collecting and using EL data, and EL access to core content, bilingual instruction, and highly qualified teachers. Lessons learned focus on aspects critical to partnering success.

CHAIR: Peggy Estrada, University of California – Santa Cruz

PARTICIPANTS: Karen D. Thompson, Oregon State University; Peggy Estrada, University of California – Santa Cruz; Ilana Marice Umansky, University of Oregon; Claude N. Goldenberg, Stanford University; Claudio Sanchez, National Public Radio; Cynthia Lim, Los Angeles Unified School District; Hilda Maldonado, Los Angeles Unified School District; Katherine G. Hayes, Los Angeles Unified School District; Christina Mei-Yue Wong, San Francisco Unified School District; Laura P. Wentworth, California Education Partners; Tara House, Tahoe-Truckee School District; Patricia C. Gandara, University of California – Los Angeles; John Q. Easton, Spencer Foundation; Sean F. Reardon, Stanford University; Patrick M. Shields, Learning Policy Institute; Haiwen Wang, SRI International; Timea Farkas, University of California – Santa Cruz; Soyoung Park, Stanford University; Eduado Rafael Munoz-Munoz, Stanford University; Kenji Hakuta, Stanford University; Robert T. Linquanti, WestEd; Claudia Rodriguez-Mojica, Santa Clara University

Public Scholars on the Social Impact of School-Related Inequalities: Perspectives From Multiple Disciplines.

Convention Center, Level Two, Room 202 A | 8:15 – 9:45 am

Recent research provides strong evidence that unequal educational outcomes between richer and poorer students are due in part to curricular inequalities occurring within schools and between schools. Accordingly, rather than ameliorating background inequalities, the U.S. educational system may be exacerbating them. This session premiers a new short video—an artifact of public scholarship that communicates these research findings. Scholars from multiple disciplinary perspectives (sociology, economics, political science, and educational theory) will discuss implications of this research. They also consider how public scholarship focused on schooling inequality; its relationship to larger social, political and economic inequalities; and the public's understanding of what a commitment to equality requires can inform and be informed by insights from different intellectual perspectives.
This session features four very different examples of public scholarship related to teacher preparation: evidence-based public advocacy work to shape state regulations regarding teaching for multilingual learners; an equity-centered educational magazine that bridges scholarship and policy/practice; a National Education Policy Center policy brief that assesses the claims and evidence behind teacher education accountability initiatives; and recent cross-institutional and cross-state efforts in teacher education to work collectively and publicly to challenge federal regulations. The last segment of the session will feature interactive discussion with the audience about: the conditions that make public scholarship possible in teacher education, the impact it has at multiple levels, the range and variation of this work, and the current limited resources that support teacher educators in this work.

University Center Directors come together as public scholars to report on five centers’ efforts to leverage fundamental K-12 change, using strategies beyond the obvious efforts of sponsoring talks and seminars. They present efforts to study pressing issues with local partners; to hone programs improving the education of local students or teachers; to shift local/national conversations and increase commitment to K-12 equity; and to squeeze the resource sponge of a university to create K-12 opportunities to learn. We invite questions about typical and transformational efforts to work via Centers to leverage universities for the K-12 sector.
Public Scholarship and Immigrant Students and Families: Leveraging Community and Research Partnerships.
Convention Center, Level Two, Room 201 | 10:35 am - 12:05 pm

Focusing on the education of undocumented students and students from mixed-status families, this panel of educators, immigrant advocates, political leaders, journalists, lawyers and researchers examines the potential of public scholarship to advance equitable, research-informed immigration and education policies. Undocumented students and their families, and increasingly the U.S.-born children of undocumented immigrants, face enormous risks in the U.S. Moreover, our nation’s legacy of failed immigration policies creates barriers for undocumented students’ pathways toward higher education and authorized immigration status. This policy failure is compounded by challenges researchers face to inform public debate and policy deliberations about more constructive approaches through the use of empirical evidence. Public scholarship, developed and disseminated in the context of research-public sector partnerships, is greatly needed to understand and address the complex conditions of undocumented students.

CHAIRS: Ruth Maria López, Brown University; Jaime Del Razo, Brown University; Jaein Lee, Harvard University
PARTICIPANTS: Marcelo M. Suarez-Orozco, University of California – Los Angeles; Roberto G. Gonzales, Harvard University; Laura M Bohórquez García, United We Dream; Apolonio Morales, Coalition for Humane Immigrant Rights of Los Angeles; Sandra Lucia Osorio, Illinois State University; Samuel Orozco, Radio Billingüe

Public Scholarship on the Witness Stand: The Impact of Research and Expert Testimony in Educational Reform Litigation.
Convention Center, Level Two, Room 202 A | 10:35 am - 12:05 pm

The thoughtful and methodical process of educational research could not be more different from the hurly-burly of the courtroom. Yet, many scholars have used the expert witness stand to shape the outcomes of landmark legal cases (the affirmative action case Grutter v. Bollinger, 2003, for example), and work with advocates to affect important policy change through the courts. Members of the academic and legal community will examine the challenges, risks, and significant opportunities of public scholarship on the witness stand. They will provide candid insights about the uncomfortable contentious process of moving scholarship through the judiciary. They discuss the tensions in navigating burden-of-proof standards, explaining and interpreting complex research, and diving into the adversarial process and the surrounding public arena.

CHAIR: Bill Koski, Stanford University
PARTICIPANTS: Eric A. Hanushek, Stanford University; Bruce D. Baker, Rutgers University; Patricia C. Gándara, University of California – Los Angeles; Kathleen Gebhardt, Children’s Voices; Marisa Bono, Mexican American Legal Defense & Educational Fund
Can Public Scholarship Help School Finance Policy Meet the Challenge of Increasing Diversity?

Public school funding is central to providing a high quality compulsory K-12 education in a democratic society yet it is one of the most entrenched and antiquated systems resistant to change. This challenge exists alongside the reality that our K-12 student population has seen dramatic demographic shifts in the past 100 years making our country more culturally and linguistically diverse. This "Town Hall" Session will demystify public school finance policy and practice by engaging researchers and stakeholders in a moderated discussion. AERA members, education and political leaders, and the general public will participate both in person and through social media.

**CHAIR:** Sophie Anne Fanelli, Stuart Foundation

**PARTICIPANTS:** Bruce D. Baker, Rutgers University; Raul M. Grijalva, Arizona US Congressman; David Hinojosa, Mexican American Legal Defense and Educational Fund; Michael Rebell, Teachers College, Columbia University; Anthony Rolle, University of Houston; Gloria M. Rodriguez, University of California – Davis; Oscar Jimenez-Castellanos, Arizona State University

The Unique Role of Non-University Research Centers in the Study of Educational Equity.

Non-university research centers are sometimes thought of as unable or unwilling to tackle divisive social and political issues. Research on equity in particular has been avoided by many government contractors because of concerns that it is partisan, unscientific advocacy. The panelists in this session will discuss the critical role that their institutions can play in bringing rigorous social science methodology to one of education’s most intractable problems. Topics will include differences in capacity for large-scale research and technical assistance, willingness to form partnerships, perspectives on ownership of ideas, academic freedom, and the pace of progress. Specific areas of research, such as school funding and the pipeline of researchers will also be addressed.

**CHAIR:** David Silver, RTI International

**PARTICIPANTS:** Kathleen M. Shaw, Research for Action; Peter Willis Cookson, American Institutes for Research; David Silver, RTI International; Ash Vasudeva, The Bill & Melinda Gates Foundation; Zakia Redd, Child Trends; Rose Owens-West, WestEd; Denise Glyn Borders, SRI International

Making Knowledge Public: Books as Public Scholarship.

This workshop will provide educational researchers with detailed guidance on how to communicate research findings in book form in a manner that can reach a broader public and influence how issues of educational policy and practice are understood and discussed. The workshop panel will include editors from book publishing houses and authors of books whose research-based works have enjoyed broad visibility. Panelist will share insights about integrating research findings into books that will attract readers beyond the educational research community. Session participants will learn how to prepare research-based books to "make scholarship public," and time will be given for audience participation and feedback.
CHAIR: Brian Ellerbeck, Teachers College, Columbia University
PARTICIPANTS: Elizabeth Branch Dyson, University of Chicago; Joel Westheimer, University of Ottawa; James Loewen, University of Vermont; Gloria J. Ladson-Billings, University of Wisconsin – Madison; Penny B. Sebring, University of Chicago; Claudio Sanchez, National Public Radio

SUNDAY, APRIL 10 | 4:35 PM
AERA Presidential Address (#AERAPres).
Followed by Champagne Reception.
Convention Center, Level Three, Ballroom C | 4:35 – 5:50 pm
CHAIRS: Kevin G. Welner, University of Colorado Boulder; Michelle Renée Valladares, University of Colorado Boulder
PARTICIPANT: Jeannie Oakes, University of California – Los Angeles

MONDAY, APRIL 11 | 7:45 AM
Public Scholarship to Inform Equity and New Accountability: The Iterative Relationship Between Research and Policy.
Convention Center, Level Three, Ballroom C | 7:45 – 9:45 am
This session will examine the iterative relationship between research and policy. We begin with two cases from California: a pioneering set of teacher investments and, later, one of the nation’s most progressive school funding and accountability policies. We then turn to the national level where, building in part on California’s new approach and research on innovations in other states, researchers, practitioners, policymakers and advocates designed a set of principles for a new accountability system that has made its way both into the Senate ESEA bill and federal “flexibility waivers” under ESEA and into the emerging accountability systems of numerous states.
The session will have three parts with audience engagement in between. It will involve researchers, advocates, foundation officials, and policymakers at the state and Federal level.
CHAIRS: Jennifer A. O’Day, American Institutes for Research; Jeannie Oakes, University of California – Los Angeles
PARTICIPANTS: Linda Darling-Hammond, Stanford University; Patrick M. Shields, Learning Policy Institute; Susanna Loeb, Stanford University; Marshall S. Smith, Carnegie Foundation; Paul K. Leather, New Hampshire Department of Education

MONDAY, APRIL 11 | 8:00 AM
Public Scholarship and Community Organizing for Sustainable Community Schools.
Montgomery Knolls Elementary School, 807 Daleview Dr., Silver Spring, MD | 8:00 – 11:30 am
Registration is required.
This participatory workshop takes place at a local community school, bringing researchers and practitioners together to discuss the scholarship and organizing on community schools that currently exists and also to discuss what more is needed. High-quality community schools are deeply rooted in and responsive to engaged communities. The community school model is gaining attention across
the nation in recognition of the potential for schools to become centers of opportunity and support in communities of poverty. The session focuses on the research infrastructures needed to create and sustain such schools, discussing the challenges and opportunities in using research to support the reform.

CHAIR: Julia A. Daniel, University of Colorado Boulder

PARTICIPANTS: Julia A Daniel, University of Colorado Boulder; Jitu Brown, Journey for Justice; Tina M. Trujillo, University of California – Berkeley; Mark R. Warren, University of Massachusetts – Boston; Reuben Jacobson, Institute for Educational Leadership

MONDAY, APRIL 11 | 10:00 AM

#BlackGirlsMatter: Public Scholarship Engaging With the Race/Gender Interaction in Schools.
Convention Center, Level Three, Ballroom C | 10:00 – 11:30 am

In 2014, the White House’s Council on Women and Girls issued a report highlighting the progress of women and girls of color, most notably in education. Along with an increase in high school and college graduation rates it was reported, "Since 2009, both fourth and eighth grade math scores on the National Assessment of Educational Progress, the largest nationwide assessment, have improved for all girls of color" (p. 2). Absent from this conversation, however, were the distinct challenges based on the intersection of race and gender that left Black girls with the least growth across all categories and contexts.

This session seeks to open up new avenues of scholarship focused on the promises and perils Black girls and women encounter in PK – 20 systems. The session will also explore how such scholarship could inform policy-based solutions to improve the academic success and life chances of Black girls and women.

CHAIR: April L. Peters, University of Georgia

PARTICIPANTS: Bettina L. Love, University of Georgia; Lori Patton Davis, Indiana University – IUPUI; Adrienne D. Dixson, University of Illinois – Urbana-Champaign; Melissa Harris-Perry, Wake Forest University

Public Scholarship ED-Talks: Broadening Conceptions of Learning.
Convention Center, Level Two, Room 207 B | 10:00 – 11:30 am

This series of talks seek to explain how students actually learn and how to apply this knowledge to effective teaching methods. The talks will explain why policy and practice need to be undergirded by robust knowledge of how people learn across contexts and life activities, and how identity, culture, and history are implicated.

CHAIRS: Sasha A. Barab, Arizona State University; Mary Helen Immordino-Yang, University of Southern California; Patricia A. Alexander, University of Maryland – College Park; Lori Diane Hill, American Educational Research Association

PARTICIPANTS: Michelene T.H. Chi, Arizona State University; Kris Gutierrez, University of California – Berkeley; Young-Suk Kim, Florida State University; Barbara Rogoff, University of California – Santa Cruz
Public Scholarship as Creating and Studying Excellent and Equitable Schools for a Diverse Democracy.
Convention Center, Level Two, Room 202 A | 10:00 – 11:30 am

Scholars from University of California campuses and practitioners report on five educational field stations (college-preparatory high schools for low-income students of color) developed through university-district partnerships. Each has the goal of using public scholarship to improve the preparation of underrepresented students for success in college and to illuminate the conditions for improved preparation in high schools. This interactive session blends brief site-specific presentations, cross-site comparisons, and small group discussion to explore the value and challenge of research-practice partnerships in schools. It highlights how site-based public scholarship and leveraged networks (district, university, and statewide) combine to develop schools that advance both educational equity and excellence. This works provides evidence that contrasts with the prevailing norm of educating the increasing proportion of low-income children and children of color in poorer quality schools with limited opportunities.

CHAIR: Frank C. Worrell, University of California – Berkeley
PARTICIPANTS: Hugh Mehan, University of California – San Diego; Mica Pollock, University of California – San Diego; David Weber, The Preuss School, University of California-San Diego; Rhona S. Weinstein, University of California – Berkeley; Gail Kaufman, University of California – Berkeley; Tatiana Lim-Breitbart, Aspire Richmond California College Preparatory Academy; Karen Hunter Quartz, University of California – Los Angeles; Jody Z. Priselac, University of California – Los Angeles; Leyda Garcia, UCLA Community School; Harold G. Levine, University of California – Davis
DISCUSSANT: Jeannie Oakes, University of California – Los Angeles

Teachers, School Leaders, and Public Scholars Developing an Ecosystems Approach to Growing Educator Capacity.
Convention Center, Level Two, Room 201 | 10:00 – 11:30 am

This session describes the process and early outcomes of the Instructional Leadership Corps (ILC), a collaborative project of the California Teacher Association, Stanford Center for Opportunity Policy in Education, and the National Board Resource Center. The ILC brings teachers and site-based leaders together with researchers to develop expertise in growing the local capacity necessary for implementing the new California Standards and the Next Generation Science Standards. Researchers and teachers collaborated in the development and implementation of research-based strategies to bring the new CA standards into the classroom. By making teaching and learning visible, sharable, and thus improvable, the work of the ILC makes teaching, and the development of teaching and leadership practices, a form of public scholarship.

CHAIR: Justo Robles, California Teachers Association
PARTICIPANTS: Eric Heins, California Teachers Association; Jon D. Snyder, Stanford University; Esther Wu, Mountain View High School
Innovative Qualitative Methodologies for Public Scholarship.
Convention Center, Level Two, Room 207 B | 11:45 am – 1:15 pm

This session is designed to increase educational researchers’ capacity to develop and use innovative qualitative methods to more effectively engage diverse publics and participants who are from outside academic contexts in education scholarship. Presenters will share five-minute videos that capture a variety of methods and illustrate innovative and participant-driven aspects of those methods. They will focus on methodological discourses, design details, and examples of scholarly engagement with non-researchers. Presenters will focus specifically on techniques that can increase the methodological capacity of AERA members to engage the public throughout the research process. They will also illustrate how citizens are important knowledge creators and knowledge brokers. Presenters will highlight insights about research methods, from their own work, that illustrate how and why diverse practices are needed to engage participants.

CHAIR: Mirka E. Koro-Ljungberg, Arizona State University
PARTICIPANTS: Django Paris, Michigan State University; Kathleen M. Gallagher, OISE/University of Toronto; Wendy L. Lutrell, Graduate Center City University of New York; Emily Clark, Graduate Center City University of New York; Jimena Trejo Oropeza, Youth Solidarities Across Borders; M. Francyn Huckaby, Texas Christian University; Ruth Kravetz, Community Voices for Public Education; Alpa Sridharan, Community Voices for Public Education
DISCUSSANTS: Lisa A. Mazzei, University of Oregon; Donna Marie Johnson, Independent Scholar; Lesley Bartlett, University of Wisconsin – Madison; Rubén Gaztambide-Fernández, University of Toronto – OISE

Public Scholarship and #BlackLivesMatter: New Directions for Research and Policy K Through College.
Convention Center, Level Two, Room 202 A | 11:45 am – 1:15 pm

If we believe that Black lives matter, education research must engage the entire spectrum of factors that marginalize and limit Black students’ educational opportunities and outcomes. This interactive dialogue moderated by the Executive Director of the White House Initiative on Educational Excellence for African Americans, examines topics like the school to prison pipeline, post-traditional student experiences and nontraditional college pathways, Black student protest in the K-College Pipeline, and the educational opportunities Black students do and do not have. Accordingly, this session aims to change the narrative by focusing on the "unheard" and "overlooked" in the Black student research agenda, towards new scholarly and policy approaches for K-12 and higher education.

CHAIR: Michael Harris, University of Colorado Boulder
PARTICIPANTS: David Johns, U.S. Department of Education; Constance Iloh, University of California – Irvine; David O. Stovall, University of Illinois at Chicago; Prudence L. Carter, Stanford University; Walter R. Allen, University of California – Los Angeles
The Power of Public Scholarship to Transform Policy and Practice: Five Award-Winning Books.
Convention Center, Level Two, Room 201 | 11:45 am - 1:15 pm

Five recent Grawemeyer Award winners articulate their theories of scholarship-in-action and discuss their experiences working with policymakers and practitioners to use their work to prompt educational change. The University of Louisville’s prestigious Grawemeyer Award in Education, celebrating its 30th anniversary, recognizes annually a work most likely to have an impact on practice worldwide. Each award-winning work provides a theoretical perspective, grounded in empirical evidence, and offers implications for reform in districts, schools, teacher education, and/or professional development. The session will be facilitated by an educational journalist who will frame questions that engage the scholars in discussing the impact of both their work and the award on their efforts to bridge research to policy and practice in communities and schools.

CHAIRS: Ann E. Larson, University of Louisville; Valerie Strauss, Washington Post
PARTICIPANTS: Linda Darling-Hammond, Stanford University; Michael Fullan, OISE/University of Toronto; Andy Hargreaves, Boston College; Diane Ravitch, New York University

The Wallace Foundation Distinguished Lecture: Warren Simmons (#AERAWallace).
Convention Center, Level Three, Ballroom C | 11:45 am - 1:15 pm

CHAIR: Jeannie Oakes, University of California – Los Angeles
PARTICIPANT: Warren Simmons, Brown University

MONDAY, APRIL 11 | 1:00 PM

Youth Engagement in Transformative School/Community Problem Solving: Challenges and Opportunities in Washington, D.C., and Atlanta, Georgia.
Ballou Senior High School, 401 4th St SE, Washington, DC | 1:00 - 6:00 pm

Registration is required and there is a $25 fee that includes transportation.

This 2-part session begins with a 2-hour field trip to an urban school in South East Washington, DC where youth are engaged in a Restorative Justice Program and Youth Participatory Research. The aim is to contribute to the body of "public scholarship for diverse democracies" around youth engagement in school/community transformation, with a focus on youth research as critical literacy learning in the African American education for liberation tradition. Part 1 is a 2-hour guided field trip experience. Field trip participants will observe and interact with students and staff involved in youth engagement programs at Ballou Senior High School. Invited guests / panelists, including Atlanta-area police department leaders engaged with a youth crime prevention/diversion university-community partnership, will participate in a facilitated feed-back session with the host school students and staff who are involved in "youth engagement in transformative school-community problem solving."
Part 2 is a 90-minute public Forum following the site visit. Two research-based panel presentations will focus on outcomes and the challenges, opportunities and results of engaging youth in transformative school/community problem solving in Washington, DC (Ballou Senior High School) and Atlanta metropolitan area public schools.

CHAIR: Cirecie West-Olatunji, Xavier University
VISIT LEADERS: Joyce E. King, Georgia State University; Yetunde Reeves, Frank W. Ballou Senior High School
PARTICIPANTS: Regina Nadir, Frank W. Ballou Senior High School; Andre Ford, Frank W. Ballou Senior High School; K. Ivy Hylton, Frank W. Ballou Senior High School; N.S. Hylton, Frank W. Ballou Senior High School; Thais M Council, Georgia State University; Keith Meadows, College Park, GA., Police Department; Byron Martin, Atlanta Police Department; Shadonna Davis, Georgia State University; Brian Williams, Georgia State University
DISCUSSANTS: Ben Kirshner, University of Colorado Boulder; Yolanda Anyon, University of Denver; Stafford Hood, University of Illinois at Urbana-Champaign; Johnaé Strong, BYPI00 Chicago Chapter

MONDAY, APRIL 11 | 2:45 PM

Career Threats and Opportunities: What Is the Role of Social Media in Public Scholarship?
Convention Center, Level Three, Ballroom C | 2:45 – 4:15 pm

Researchers will discuss social media approaches to public scholarship that can democratize education knowledge. Panelists will focus on how social media can advance academic scholarship discussions but also may pose threats to academic careers, particularly for junior scholars. Questions from audience-generated social media will be discussed by the panelists, as both conference participants and streaming viewers from across the nation and world contribute comments and questions in advance and in real-time via Twitter, Facebook and YouTube, using the hashtag #AERAPubScholar.

CHAIR: Julian Vasquez Heilig, California State University – Sacramento
PARTICIPANTS: Diane Ravitch, New York University; Sara Goldrick-Rab, University of Wisconsin Madison; Frederick M. Hess, American Enterprise Institute; Nolan L. Cabrera, The University of Arizona

Public Scholarship and Public Education in a Time of Civil Unrest.
Convention Center, Level Two, Room 201 | 2:45 – 4:15 pm

This session examines the roles of public scholarship and public education during a time of heightened civil unrest. Over the past two years, increased attention to police violence against people of color has galvanized new conversations about civil rights and discriminatory practices. The protests following the deaths of Michael Brown, Eric Garner, and Tamir Rice have brought attention to the ways in which individual and institutional racism and racialized practices reinforce systems of racial bias and violence in our schools and in our society. The participation of young people, parents, and community members in these protests via public demonstrations, walk-outs, and social media highlight the intersection of race, discrimination, and public schooling. Presenters will examine and engage in interactive conversations, discussing the roles of public scholarship and public education during a time of heightened civil unrest in the U.S.
MONDAY, APRIL 11 | 4:30 PM

How Public Scholarship Helped Put School Integration Back on the Public Agenda.
Convention Center, Level Three, Ballroom C | 4:30 – 6:00 pm

This conversation-style session brings together journalists, scholars and advocates to offer perspectives on public scholarship about one of the nation's most intractable and complex challenges. After decades of near silence, high-impact media reports have shone new light on racial segregation in schools and neighborhoods as a driver of inequality and social division. They also point to racially equitable integrated schools as an alternative for engendering opportunity, cohesion and fairness. What role have researchers played in putting segregation and integration back onto the cultural and policy agendas? To what extent did collaborative relationships between scholars and advocates help "move" the research into the public sphere via media? What's next for engaged scholars?

CHAIRS: Susan Eaton, Brandeis University; Derek Black, University of South Carolina School of Law
PARTICIPANTS: John Brittain, University of the District of Columbia; Nikole Hannah-Jones, The New York Times; Sarah Carr, New Orleans Times-Picayune; Jennifer Jellison Holme, The University of Texas – Austin

Convention Center, Level Two, Room 207 B | 4:30 – 6:00 pm

These talks highlight the importance of intersections among families, schools, and communities in student development, how teaching and schooling contribute to learning in and out of school, and how educational and social policies can combine to support learning, development, and wellbeing across different communities. The talks will examine the obstacles students from varying communities face, as well as address how to harness community relationships to help overcome barriers.

CHAIRS: Prudence L. Carter, Stanford University; Stella M. Flores, New York University; Chandra Muller, The University of Texas – Austin; Michelle Renée Valladares, University of Colorado Boulder
PARTICIPANTS: Vivian L. Gadsden, University of Pennsylvania; Laura W. Perna, University of Pennsylvania; Barbara Schneider, Michigan State University
Public Scholarship in Campaigns to Change Hearts, Minds, and Policy: Discipline Disparities and the School-to-Prison Pipeline.
Convention Center, Level Two, Room 202 A  |  4:30 – 6:30 pm

For three years, the Discipline Disparities Research-to-Practice Collaborative—a national initiative involving researchers, educators, community organizers, and policy-makers—galvanized national attention and action (including through a national conference, Congressional briefing, and briefing paper series) and advanced an intervention and policy agenda to address disparities in school discipline by race, gender, and sexual orientation. This Presidential session will explore the impact of this collaboration on the research agenda, focusing on the process of moving from evidence to public discourse to policy and action. Presenters will identify remaining challenges and areas of future work. Session attendees will participate in facilitated table discussions to identify opportunities for engaging as public scholars with diverse stakeholders in their own work. Reception to follow.

CHAIRS: Kavitha Mediratta, The Atlantic Philanthropies; Russell J. Skiba, Indiana University; Daniel Losen, University of California – Los Angeles

PARTICIPANTS: Catherine Lhamon, US Department of Education; Russell J. Skiba, Indiana University; Daniel Losen, University of California – Los Angeles; Kavitha Mediratta, The Atlantic Philanthropies; Thena Robinson Mock, Advancement Project; Lisa Thomas, American Federation of Teachers; Anurima Bhargava, Department of Justice; Kathryn E. Wiley, University of Colorado Boulder

TUESDAY, APRIL 12  |  10:35 AM

Convention Center, Level Three, Ballroom C  |  10:35 am – 12:05 pm

An unprecedented number of tests, often with high stakes for students, teachers and schools, has been driven by decades of policy. American students spend considerable school time taking and preparing for standardized tests. The US is not alone, as international educators, scholars, and policymakers wrestle with similar questions. Session participants will respond to the questions and concerns that students, parents, teachers, and other diverse stakeholders have raised in the public debate on testing. How much testing is appropriate? Who should be tested, how frequently, and on what content? How should the results of these tests be used? Crowdsourced questions will inform this session, with discussion starting months prior to AERA, tagged with #HowMuchTesting. Participants will also consider the role and impact of research in a policy arena so infused with politics and ideology.

CHAIR: Matthew R. Lavery, Polk County Public Schools

PARTICIPANTS: Linda Darling-Hammond, Stanford University; Eric A. Hanushek, Stanford University; Lorrie A. Shepard, University of Colorado Boulder; David C. Berliner, Arizona State University; Wayne J. Camara, ACT, Inc.;
### Public Scholarship ED-Talks: Inclusive Education Practices.
**Convention Center, Level Two, Room 207 B | 10:35 am – 12:05 pm**

This series of talks examines the types of practices that create a supportive learning environment for all students. These talks focus on both the barriers to, and possible solutions for providing an equitable education for students from all backgrounds.

**CHAIRS:** Megan L. Franke, University of California – Los Angeles; Na’ilah Suad Nasir, University of California – Berkeley; Michelle Renée Valladares, University of Colorado Boulder; Howard C. Stevenson, University of Pennsylvania

**PARTICIPANTS:** Alfredo J. Artiles, Arizona State University; Diana E. Hess, University of Wisconsin; Elizabeth Birr Moje, University of Michigan; Sharon Nelson-Barber, WestEd

### TUESDAY, APRIL 12 | 2:15 PM

### Public Scholarship Broadening Participation in Computer Science Education.
**Convention Center, Level Three, Ballroom C | 2:15 – 3:45 pm**

This symposium on public scholarship tackles race- and gender stratification in the field of computer science. Learn how the National Science Foundation (NSF), higher education, and K-12 sectors collaborated on a multi-million dollar investment in broadening computer science opportunities. Stories from district-university partnerships illustrate how collective efforts ignited an explosion of computer science courses for underrepresented students, by leveraging the influence, resources, and know-how of federal, university, and K-12 partners. These stories also demonstrate how educational disparities can be addressed via equity-minded curriculum, teacher development, district scale-up, policy advocacy, research, and evaluation.

**CHAIR:** Janice Cuny, National Science Foundation

**PARTICIPANTS:** Jeanne Century, University of Chicago; Roman Enrique Del Rosario, Sweetwater Union High School District; Julie Flapan, University of California – Los Angeles; Joanna Goode, University of Oregon; Art Lopez, Sweetwater Union High School District; Jane S. Margolis, University of California – Los Angeles; Miriam Pike, Wolcott School; Nan Renner, Balboa Park Cultural Partnership; Monica Sweet, University of California – San Diego; Sarah Jean Wille, University of Chicago; Susan S. Yonezawa, University of California – San Diego

**DISCUSSANT:** Brenda Wilkerson, Chicago Public Schools