Convention Center, Level One, Room 158 B; 1:00-5:00pm
Chairs: Crystal T. Laura, Chicago State University; Valerie Kinloch, The Ohio State University; William C. Ayers, University of Illinois at Chicago

5.013. Division B Pre-Conference Seminar. Emergent Perspectives in Curriculum Studies: Activism and Grassroots Movement Building (Day 1 of 2). Division B - Curriculum Studies; Seminar
Convention Center, Level One, Room 159 A; 1:00-5:00pm
Chairs: Isabel Nunez, Concordia University - Chicago; Kristen L. Buras, Georgia State University

5.014. Division B Pre-Conference Seminar. Understanding Cultural Studies: Theory, Methods, and Research—A Double Seminar (Day 1 of 2). Division B - Curriculum Studies; Seminar
Convention Center, Level One, Room 159 B; 1:00-5:00pm
Chairs: Cameron R. McCarthy, University of Illinois at Urbana-Champaign; Ergin Bulut, Koc University

5.015. Division B Vice Presidential Graduate Student Seminar. Methodological Tensions of Curriculum Inquiries Into the Life in Schools, Communities, and Neighborhoods: Liberating Dissertation Writing (Day 1 of 2). Division B - Curriculum Studies; Graduate Student Seminar
Convention Center, Level One, Room 155; 1:00-5:00pm
Chairs: Ming Fang He, Georgia Southern University; Denise M. Taliaferro Baszile, Miami University; Sabrina Nicole Ross-Griffin, Georgia Southern University

5.016. Division C New Faculty Mentoring Seminar: Invitation Only (Day 1 of 2). Division C - Learning and Instruction; Graduate Student Seminar
Marriott Marquis, Level Four, Independence Salon FGH; 1:00-6:00pm

Thursday, 2:00 pm

6.010. Learning for All Employees: A Site Visit to Hilton Worldwide. SIG-Workplace Learning; Off-Site Visit Hilton Worldwide Headquarters, 7930 Jones Branch Drive, McLean, VA; 2:00-5:30pm

Thursday, 4:00 pm

7.010. Division K Graduate Student Pre-Conference Seminar (Day 1 of 2). Division K - Teaching and Teacher Education; Graduate Student Seminar
Convention Center, Level One, Room 143 A; 4:00-9:00pm
Chair: Dorinda Carter Andrews, Michigan State University
Participants: Marvin Lynn, Indiana University - South Bend; Ana Maria Villegas, Montclair State University; Gerald Campano, University of Pennsylvania

Thursday, 5:00 pm

AERA Related Activities

8.010. Higher Education Leadership Conference - Reception. AERA Related Activities; Invited Speaker Session
Marriott Marquis, Level Four, Independence Salon C; 5:00-6:00pm

Thursday, 5:45 pm

Division Sessions

9.010. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Sponsored by the University Council for Educational Administration, Division A, Division L, and SAGE Publications: Reception and Dinner. Division A - Administration; Graduate Student Seminar
Convention Center, Level One, Room 146 B; 5:45-8:00pm

Friday, 7:30 am

Division Sessions

11.010. Division F Mentoring Seminar for Graduate Students and Junior Faculty. Making a Contribution to the Field: Teaching, Research, and Service in the History of Education (Day 2 of 2). Division F - History and Historiography; Mentoring Session
Convention Center, Level One, Room 144 A; 7:30-11:45am

Friday, 8:00 am

Professional Development Courses

12.010. PDC01: Community Learning Exchange: Using Transformative Pedagogies for Research and Practice (Day 2 of 2). Professional Development and Training Committee; Professional Development Course
Convention Center, Level One, Room 146 A; 8:00am to 3:45pm
Instructors: Lynda Tredway, Institute for Educational Leadership; Matthew C. Militello, East Carolina University; Miguel Angel Guajardo, Texas State University - San Marcos; Francisco Guajardo, The University of Texas - Rio Grande Valley; Christopher A. Janson, University of North Florida; Gretchen Givens Generett, University of Pittsburgh

12.011. PDC03: Advanced Meta-Analysis. Professional Development and Training Committee; Professional Development Course
Convention Center, Level One, Room 151 B; 8:00am to 3:45pm
Instructors: Therese D. Pigott, Loyola University Chicago; Ariel M. Aloe, University of Iowa; Joshua R. Polanin, Development Services Group; Ryan Williams, American Institutes for Research

12.012. PDC04: An Introduction to Hierarchical Linear Modeling for Education Researchers. Professional Development and Training Committee; Professional Development Course
Convention Center, Level One, Room 151 A; 8:00am to 3:45pm
Rich Milner, University of Pittsburgh; Roland Sintos Coloma, Miami University
12.013. PDC05: Autoethnography: Product, Process, and Possibility for Public Scholarship to Educate Diverse Democracies. Professional Development and Training Committee; Professional Development Course
Convention Center, Level One, Room 145 B; 8:00am to 3:45pm
Instructors: Patricia A. Alexander, University of Connecticut; Ann A. O’Connell, The Ohio State University

12.014. PDC06: Centering Race and Racism Through Action Inquiry in Graduate Education. Professional Development and Training Committee; Professional Development Course
Convention Center, Level One, Room 150 A; 8:00am to 3:45pm
Instructors: Milagros Castillo-Montoya, University of Connecticut; Estella M. Bensimon, University of Southern California; Erin L. Castro, University of Utah; Alicia C. Dowd, Penn State University

Convention Center, Level One, Room 144 B; 8:00am to 3:45pm
Instructors: Shannon Russell, American Institutes for Research; Gail M. Mulligan, NCES, Department of Education; Jill McCarroll, U.S. Department of Education; Kristin Flanagan, American Institutes for Research; Daniel Potter, American Institutes for Research

12.016. PDC08: Designing Surveys for Education Research. Professional Development and Training Committee; Professional Development Course
Convention Center, Level One, Room 152 B; 8:00am to 3:45pm
Instructors: Yan Liu, Harvard University; Alexander Volfovsky, Harvard University; Howard Wainer, National Board of Medical Examiners

12.018. PDC10: Using Critical Race Theory in Secondary and Higher Education Research. Professional Development and Training Committee; Professional Development Course
Convention Center, Level One, Room 150 B; 8:00am to 3:45pm
Instructors: Royel M. Johnson, The Ohio State University - Columbus; Terrell Lamont Strayhorn, The Ohio State University

12.019. PDC11: Use of Research and Tools From Implementation Science to Design More Useful Evaluations of Education Initiatives. Professional Development and Training Committee; Professional Development Course
Convention Center, Level One, Room 147 B; 8:00am to 3:45pm
Instructors: Rolf K. Blank, NORC at the University of Chicago; Dean Fissen, University of North Carolina - Chapel Hill; Caryn Sabourin Ward, University of North Carolina - Chapel Hill

12.020. PDC12: How to Get Published. Professional Development and Training Committee; Professional Development Course
Convention Center, Level One, Room 146 B; 8:00am to 3:45pm
Instructors: Patricia A. Alexander, University of Maryland - College Park; Lauren M Singer, University of Maryland - College Park; DeLeon Lavron Gray, North Carolina State University; Matthew T. McCrudden, Victoria University of Wellington; Panayiota Kendeou, University of Minnesota; Gregory R. Hancock, University of Maryland; Diane L. Schallert, The University of Texas - Austin; Jeff A. Greene, University of North Carolina - Chapel Hill; Tamara van Gog, Utrecht University

12.021. PDC13: Blogging Education Policy With School Finance 101 and...
12.032. Division C New Faculty Mentoring Seminar: Invitation Only (Day 2 of 2). Division C - Learning and Instruction; Graduate Student Seminar
Marriott Marquis, Level Four, Independence Salon FGH; 8:00am to 1:30pm

12.033. Division D Graduate Student Seminar. Your Very Own Career GPS: Guidance and Directions From Measurement and Research Methodology Professionals. Division D - Measurement and Research Methodology; Graduate Student Seminar
Marriott Marquis, Level Four, Independence Salon D; 8:00-11:00am

12.034. Division E Early Career Pre-Conference Workshop. Division E - Counseling and Human Development; Mentoring Session
Convention Center, Level Two, Room 209 A; 8:00am to 12:00pm
Chairs: Malik S. Henfield, University of San Francisco; Namok Choi, University of Louisville

12.035. Division E Graduate Student Pre-Conference Workshop. Division E - Counseling and Human Development; Graduate Student Seminar Convention Center, Level One, Room 102 A; 8:00am to 12:00pm
Chairs: Kathleen H. Corriveau, Boston University; Shadi Roshandel, Dominican University of California

12.036. Division G Graduate Student Mentoring Event. Scholarship by and for the People: Engaging in Grassroots Change for Democratic Education—Closed Session. Division G - Social Context of Education; Mentoring Session
Convention Center, Level Two, Room 202 A; 8:00am to 12:00pm
Chairs: Justin Avery Coles, Michigan State University; Mary Candace Raygoza, University of California - Los Angeles; Sroa Shidron, The Ohio State University; Adeyanju O. Odotola, Cлемson University; Eric Felix, University of Southern California
Participant: Tyrone C. Howard, University of California - Los Angeles
Participants:
Negotiating Scholar Activism as an Academic. Jeffrey M.R. Duncan-Andrade, San Francisco State University; Bree Picower, Montclair State University; Alfredo J. Artilles, Arizona State University; Fabienne Doucet, New York University
Developing and Fostering Community Partnerships for Educational Justice. Melanie Beirrand, Arizona State University; Melinda Webber, The University of Auckland; Brian P. Jones, City University of New York
Writing Grassroots Change? Getting Published. Django Paris, Michigan State University; Kris Gutierrez, University of California - Berkeley
Connecting Scholarship to Justice Movements. Eve Louise Ewing, Harvard University; Adrienne D. Dixon, University of Illinois - Urbana-Champaign

12.037. Navigating the Academy: A Seminar for Early-Career Scholars in Division G—Closed Session. Division G - Social Context of Education; Mentoring Session
Convention Center, Level One, Room 102 B; 8:00am to 12:00pm
Chairs: Chiara Cannella, Fort Lewis College; Laura A. Roy, The Pennsylvania State University
Discussants: SJ Miller; University of Colorado - Boulder; Katherine Schultz, Mills College; Patricia Sanchez, The University of Texas - San Antonio; David O. Stovall, University of Illinois at Chicago; Erika C. Bullock, The University of Memphis; Maria Hantzopoulos, Vassar College

12.038. Division K Graduate Student Pre-Conference Seminar (Day 2 of 2). Division K - Teaching and Teacher Education; Graduate Student Seminar
Convention Center, Level One, Room 143 A; 8:00-11:45am
Chair: Dorinda Carter Andrews, Michigan State University
Participants: Gerald Campano, University of Pennsylvania; Marvin Lynn, Indiana University - South Bend; Ana Maria Villegas, Montclair State University

12.039. Division K New Faculty Pre-Conference Seminar (Day 2 of 2). Division K - Teaching and Teacher Education; Mentoring Session
Convention Center, Level One, Room 143 B; 8:00-11:45am
Chairs: Clare Koonik, University of Toronto/OISE; Renee T. Cliff, The University of Arizona
Participants: Renee T. Cliff, The University of Arizona; Thomas M. Dana, University of Florida; Clare Kosnik, University of Toronto/OISE; Rich Milner, University of Pittsburgh; Roland Sintos Coloma, Miami University

12.040. Division K TEACH Seminar for Advanced Graduate Students: Teaching for Equity, Action, and Change in Higher Education (Day 2 of 2). Division K - Teaching and Teacher Education; Graduate Student Seminar
Convention Center, Level One, Room 143 C; 8:00-11:45am
Chair: Kimberly A. White-Smith, Chapman University
Participants: Cynthia B. Dillard, University of Georgia; Antoinette S. Linton, California State University - Fullerton; Dianne L.H. Mark, Coastal Carolina University; Tuesday Roberts, University of Pittsburgh; Kimberly A. White-Smith, Chapman University

SIG Sessions

12.041. The Asa G. Hilliard III and Barbara A. Sizemore Research Course on African Americans and Education. SIG-Research Focus on Black Education; Invited Speaker Session
Marriott Marquis, Level Four, Liberty Salon J; 8:00am to 12:00pm

Friday, 8:30 am

Division Sessions

13.010. Division A Early-Career Faculty Mentoring Seminar (Day 2 of 2). Division A - Administration; Mentoring Session
Marriott Marquis, Level Four, Independence Salon A; 8:30am to 12:00pm
Chairs: Angela Urick, The University of Oklahoma; Andrea E. Evans, Governors State University; Linda C. Tillman, University of North Carolina - Chapel Hill

Friday, 9:00 am

Division Sessions

14.010. Division B Graduate Student Seminar: International Curriculum Research (Day 2 of 2). Division B - Curriculum Studies; Graduate Student Seminar
Convention Center, Level One, Room 158 A; 9:00am to 12:00pm
Chairs: JoAnn I. Phillips, Purdue University; Min Yu, Wayne State University

14.011. Division B Pre-Conference Early-Career Curriculum Scholar Seminar: Thriving Courageously and Creatively in the Contested Landscapes of Education (Day 2 of 2). Division B - Curriculum Studies; Mentoring Session
Convention Center, Level One, Room 158 B; 9:00am to 12:00pm
Chairs: Crystal T. Laura, Chicago State University; Valerie Kinloch, The Ohio State University; William C. Ayers, University of Illinois at Chicago

14.012. Division B Pre-Conference Seminar. Emergent Perspectives in Curriculum Studies: Activism and Grassroots Movement Building (Day 2 of 2). Division B - Curriculum Studies; Seminar
Convention Center, Level One, Room 159 A; 9:00am to 12:00pm
Chairs: Isabel Nunez, Concordia University - Chicago; Kristen L. Buras, Georgia State University

14.013. Division B Pre-Conference Seminar. Understanding Cultural Studies: Theory, Methods, and Research—A Double Seminar (Day 2 of 2). Division B - Curriculum Studies; Seminar
Convention Center, Level One, Room 159 B; 9:00am to 12:00pm
Chairs: Cameron R. McCarthy, University of Illinois at Urbana-Champaign; Ergin Bulut, Koc University

14.014. Division B Vice Presidential Graduate Student Seminar. Methodological Tensions of Curriculum Inquiries Into the Life in Schools, Communities, and Neighborhoods: Liberating Dissertation Writing (Day 2 of 2). Division B - Curriculum Studies; Graduate Student Seminar
Convention Center, Level One, Room 155; 9:00am to 12:00pm
14.015. Division J Emerging Scholars Workshop (Day 2 of 2). Division J - Postsecondary Education; Mentoring Session.
Convention Center, Level One, Room 145 A; 9:00am to 12:00pm

SIG Sessions

Marriott Marquis, Level One, George Washington University; 9:00-11:00am
Chair: Amanda Kibler, University of Virginia

Friday, 10:00 am

Committee Sessions

15.010. Creating and Sustaining Successful Student-Run Publications: An AERA Pre-Conference Graduate Student Working Group Session.
Graduate Student Council; Invited Speaker Session
Marriott Marquis, Mezzanine Level, Silver Linden; 10:00am to 12:00pm
Chair: Gabriel Joey Merrin, University of Illinois - Urbana-Champaign
Speakers: Kayla Marie Johnson, The Pennsylvania State University; Constantin Schreiber, Arizona State University

Division Sessions

15.011. Division H Graduate Students/Early Career Mentoring Seminar. Division H - Research, Evaluation and Assessment in Schools; Graduate Student Seminar
Convention Center, Level Two, Room 207 B; 10:00am to 12:00pm

Friday, 12:00 pm

Governance Meetings and Events

16.001. AERA 2015–2016 Council Meeting. AERA Governance; Governance Session
Marriott Marquis, Level One, University of DC; 12:00-3:45pm
Chair: Jeannie Oakes, University of California - Los Angeles

Presidential Sessions

16.010. Public Scholarship on Global Migration, Structural Inclusion, and Democratic Civic Education Across Nations. AERA Presidential Session; Invited Speaker Session
Convention Center, Level Three, Ballroom C; 12:00-1:30pm
Chair: James A. Banks, University of Washington - Seattle
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; Yukyoung Cha, Hanyang University; Audrey Helen Osler, University College of South East Norway; Joseph E. Kahne, Mills College; Angela M. Banks, William & Mary Law School

16.011. Where Might the 2016 Election Year Take Us? Exploring the Implications of Political Framing for Future Education Legislation. AERA Presidential Session; Invited Speaker Session
Convention Center, Level Two, Room 201; 12:00-1:30pm
Chair: Kevin G. Welner, University of Colorado Boulder
Participants: Pedro A. Noguera, New York University; John Jackson, Schott Foundation; Judith Browne-Dianis, The Advancement Project

AERA Sessions

16.012. The Life and Legacy of Joshua Fishman: Seminal Contributions to Sociolinguistics and Human Development. AERA Sessions
Co-sponsored with SIG-Research in Reading and Literacy, SIG-Second Language Research and SIG-Bilingual Education Research, Division B - Curriculum Studies; Invited Speaker Session
Convention Center, Level Two, Room 202 B; 12:00-2:00pm
Chairs: Rosalind Horowitz, The University of Texas - San Antonio; Francine C. Falk-Ross, Pace University
Participants: Terrence G. Wiley, Center for Applied Linguistics; Nancy S. Hornberger, University of Pennsylvania; Kenji Hakuta, Stanford University; Stanton Wortham, University of Pennsylvania; Ofelia García, City University of New York; Asya Vaisman Schulman, The Yiddish Book Center

Division Sessions

16.013. Theorizing Space and Place. Division B - Curriculum Studies; Paper Session
Marriott Marquis, Level Four, Liberty Salon P; 12:00-1:30pm
Chair: David M. Callejo Perez, Saginaw Valley State University
Participants:
Learning in the Eventful Space: Nomadic Pedagogies and Other Mobilities. Rachel Fenelon, Florida State University
Place, Privilege, and Possibility: An Examination of Boundary Work in Elite Students’ Neighborhood Narratives. Jessica Tseming Fei, Harvard University
Using Spatial Theory to Investigate Disability, Exclusion, and Inclusion. Susan L. Gabel, Wayne State University; Srikala Naraim, Teachers College, Columbia University

16.014. Analyses on Nonformal and Informal Learning Environments in Educational Panel Studies. Division E - Counseling and Human Development; Symposium
Convention Center, Level One, Room 142; 12:00-1:30pm
Chairs: Hans-Guenther Rossbach, Otto Friedruch University Bamberg; Jutta von Maurice, LUB/Leibniz-Institut für Bildungsverläufe e.V. an der Otto-Friedrich-Universität Bamberg
Participants:
Parents’ Social Integration and Child Development: Impact of the Parents’ Affiliations, Neighborhood Relation, and Sociability. Bertrand Geay, University of Picardie; Pierg Humeau, GRESCO - FRANCE
Home-Based Parent Involvement, Gender, and Self-Regulated Learning in the Early Years of Schooling. Graham Daniel, Charles Sturt University; Con Wang, Charles Sturt University
Heterogeneity in Practicing Sports: Results of the National Educational Panel Study, Thomas Baumeier, LUB/ Leibniz-Institut für Bildungsverläufe e.V.; Kerstin Hoenig, LUB/Hans-Guenther Rossbach, Otto Friedrich University Bamberg

16.015. Exploring the Implementation and Effects of Various Levers in Multiple-Measure Teacher Evaluation. Division L - Educational Policies and Politics; Symposium
Convention Center, Level Two, Room 209 B; 12:00-1:30pm
Chair: Julie A. Marsh, University of Southern California
Participants:
Evaluating Teachers in the “Grand Experiment”: How Organizational Context Shapes Policy Responses in New Orleans. Julie A. Marsh, University of Southern California; Katharine Omenn Strunk, University of Southern California; Susan C. Bush-Mecenas, University of Southern California; Jane Arnold Lincove, Tulane University; Alice Huguet, Northwestern University
Principals and the Validity of Observation Scores in High-Stakes Teacher Evaluation. Courtney A. Bell, ETS; Nathan Jones, Boston University; Jennifer M. Lewis, Wayne State University; Yi Qi, Educational Testing Service; Leslie Stickley, ETS
The Reliability and Validity of Teacher Scores Based on Student Learning Objectives. Katie H. Buckley, Harvard University
Observations and Exits: The Relationship Between Observational Measures of Teacher Effectiveness and Teacher Retention. Katharine
Omenn Strunk, University of Southern California; Julie A. Marsh, University of Southern California; Edward Cremata, University of Southern California

Discussants: Morgaen L. Donaldson, University of Connecticut; Matthew Philip Steinberg, University of Pennsylvania

SIG Sessions

16.016. Implementing the edTPA—a National Performance-Based Assessment: Research on Concerns, Implications, and Impact. SIG-Academic Audit Research in Teacher Education; Structured Poster Session

Convention Center, Level One, Room 101; 12:00-1:30pm

Chair: Joyce E. Many, Georgia State University

Participants:
1. Evolution of edTPA's Tensions for Teaching Candidates in New York and Washington States. Kevin W. Mewiesen, University of Rochester; Jeffrey M. Choppin, University of Rochester; Haireong Shang-Butler, University of Rochester; Kathrynn Cloonan, University of Rochester
2. What Does It Mean to Be Student-Centered? An Institutional Case Study of edTPA Implementation. Harriet R. Faye, Lehman College - CUNY; Gaoxin Qian, Lehman College - CUNY
3. Statewide Implementation of edTPA in Preparation for High-Stakes Testing: A Mixed-Methods Study of the Concerns of edTPA Coordinators. Joyce E. Many, Georgia State University; Ruchi Bhatnagar, Georgia State University; Mary Ariail, Georgia State University; Carla Tanguay, Georgia State University; Morig Jones Williams, Georgia State University; Clarice Thomas, Georgia State University; Judi Wilson, Georgia Regents University; Tamarra W. Ogletree, The University of West Georgia; Karen Kurz, Berry College; Jihye Kim, Kennesaw State University; Susan Ophelia Cannon, Georgia State University; Shameeka Favors, Georgia State University; Shannon Howrey, Georgia State University; Sohyun An, Kennesaw State University
4. Eating an Elephant: Impact, Implications, and Impressions of Implementing edTPA. Cynthia Bolton, Armstrong Atlantic State University; Kathleen Fabricant, Armstrong Atlantic State University; June Erskine, Armstrong Atlantic State University
5. Does Distance Matter? Preparing and Supporting Elementary Preservice Teachers Abroad for edTPA. Stacy Daleczak, Kennesaw State University
6. Program Alignment Considering edTPA: Process, Constraints, Affordances, and Results. Amy Heath, University of Georgia; Meghan E. Barnes, University of Georgia - Athens; William Fassbender, University of Georgia; Heidi Hadley, University of Georgia - Athens; Stephanie P. Jones, University of Georgia; Margaret Ann Robbins, University of Georgia - Athens; Jennifer Bogdanich, University of Georgia
7. Identity Development of a Teacher Preparation Program in Response to edTPA. Karynne L M Kleine, Young Harris College; Sharon C. Jackson, Young Harris College; Mark D Brunner, Young Harris College
8. edTPA Implementation: Impact of Faculty Familiarity With edTPA on Teacher Candidates’ Experiences. Sharilyn Steadman, East Carolina University; Diana B. Lys, University of North Carolina - Chapel Hill; Elbert Maynard, East Carolina University

Discussion: Lisa Barron, Austin Peay State University

16.017. Disrupting Whiteness as Social Justice. SIG-Critical Educators for Social Justice; Paper Session

Marriott Marquis, Level Four, Liberty Salon K; 12:00-1:30pm

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

Participants:
Dangers Unforeseen: A Critical Race Perspective on Teachers’ Assignment Practices. Darrisw Stanley, Michigan State University
We Don’t Need Another Hero: Disrupting White Savorism, Fragility, and Innocence Through a Critical Race Theory Curriculum. James Arthur Gambrell, Portland State University; Ania Bright, Portland State University
Black Messiah: Deconstructing the Presumption of Shared Experience With Black Teacher Candidates. Simone Gibson, Morgan State University; Thurman L. Bridges, Morgan State University

Discussion: Rene F. Antrop-Gonzalez, Metropolitan State University

16.018. Identifying the Complex Needs of Graduate Students and Developing Institutional Approaches to Support. SIG-Graduate and Postdoctoral Education across the Disciplines; Symposium

Marriott Marquis, Level Four, Independence Salon C; 12:00-1:30pm

Chair: Craig Anne Heffinger, Vanderbilt University/Peabody College

Participants:
Development of Successful Strategies and Initiatives to Increase Community Building Among Professional and Graduate Students. Sharon L. Shields, Vanderbilt University; Kathleen Rall, Vanderbilt University - Peabody College; Carol Nixon, Vanderbilt University - Peabody College; Craig Anne Heffinger, Vanderbilt University/Peabody College

Developing 21st-Century Career Services: Producing Positive Career Outcomes Through Effective Strategies, Programming, and Tracking. Dayle Savage, Vanderbilt University - Peabody College; Kathleen Rall, Vanderbilt University - Peabody College

Exploring the Pathway to Postdoctoral Careers: Examining the Facilitators and Challenges Confronting Predoctoral Professional Development. Bernadette Doykos, Vanderbilt University - Peabody College; Craig Anne Heffinger, Vanderbilt University/Peabody College

Usability Evaluation of Two Graduate Student Development Websites: Findings and Lessons Learned. Magaleta C. Bethune, Vanderbilt University - Peabody College

16.019. Dismantling the Educational Pipeline: Structural Changes That Impact Latina/o Participation in Engineering. SIG-Hispanic Research Issues; Symposium

Convention Center, Level One, Room 160; 12:00-1:30pm

Chair: Joel Alejandro Mejia, Angelo State University

Participants:

Uncovering the Stresses of STEM Education and Research: An Exploration of Case Studies for Undergraduate and Graduate Students. Idalis Villanueva, Utah State University

Engineering Identity Dimensions for Latina/o Student Members of a Professional Engineering Organization. Renata Alejandra Revelo Alonso, University of Illinois at Chicago

16.020. Applied Theater as Methodological Intervention in Qualitative Research With Urban Youth. SIG-Qualitative Research Cosponsored with SIG-Arts-Based Educational Research; Symposium

Marriott Marquis, Level Four, Independence Salon B; 12:00-1:30pm

Chair: Dirk J. Rodricks, University of Toronto

Participants:
Methodological Resilience Through Drama as Ethnographic Practice. Anne Wessels, University of Toronto - OISE

Applied Theater Methodology as Pedagogy: Drama Engagement, Affect, and Embodied Creative Resilience. Rachel Rhoades, University of Toronto

Facilitating a “Community Cultural Wealth” of Drama Classrooms Using Applied Theater Methodology. Dirk J. Rodricks, University of Toronto

Mobilizing Affect Through Intercultural Applied Theater Methodologies. Kathleen M. Gallagher, OISE/University of Toronto

Discussion: Madeleine Gumen, University of North Carolina - Chapel Hill


Convention Center, Level One, Room 141; 12:00-1:30pm

Chair: Michele S. Moses, University of Colorado Boulder

Participants:
Hull-House as Queer Counterpublic: How the Present “Outs” the Past. Maureen P. Hogan, The University of Alaska - Fairbanks

“Policy Is the Battleground”: Sexuality Education Policy and Heteronormativity. Katie Fitzpatrick, University of Auckland

Bringing Together Democratic and Queer Theories in Education Policy: Queering Democratic Theory. Bethy Leonard, University of Colorado - Boulder; Michele S. Moses, University of Colorado Boulder

16.022. Conceptualizing Equity in Mathematics Education Research, Practices, and Policy. SIG-Research in Mathematics Education; Paper Session
Marriott Marquis, Level Four, Liberty Salon I; 12:00-1:30pm
Chair: Ilana S. Horn, Vanderbilt University
Participants:
- A Gramscian Perspective on Mathematics Education Reform: Three Commonsense Ideas. Alyse Schneider, University of California - Berkeley
- Analyzing Equity in Whole-Class Discussions in Mathematics Classrooms. Niral Shah, Michigan State University; Daniel Reinholtz, University of California - Berkeley; Lynette Guzman, Michigan State University; Kenneth R. Bradfield, Michigan State University; José Artón Fernandes de Farias
- Reframing Equity in Mathematical Systems: On the Roles of Access, Allies, and Agency. Gregory F. Larew, University of Illinois at Chicago; Carlos Alfonso LopezLeiva, University of New Mexico; Beth A. Herbel-Eisenmann, Michigan State University; Victoria M. Hand, University of Colorado - Boulder; Anita A. Wager, University of Wisconsin; Mary Q. Foote, Queens College - CUNY; Courtney Koester, Ohio University; Joel Amidon, The University of Mississippi

16.023. Changing Dimensions of Literacies: Multilingualities, Transliteracies, New Media Literacies, and Biliteracies. SIG-Writing and Literacies; Symposium
Marriott Marquis, Level Four, Liberty Salon O; 12:00-1:30pm
Chair: Sandra Schamroth Abrams, Saint John's University
Participants:
- Dimensions of Multilingualities. Mary Kalantzis, University of Illinois at Urbana-Champaign
- Transliteracies: A Theoretical Framework. Amy Stornaiuolo, University of Pennsylvania; Anna Smith, University of Illinois at Urbana-Champaign; Nathan C. Phillips, University of Illinois at Chicago
- The Role of New Media in Expanding the Construct of Literacies. Justin Olmanson, University of Nebraska - Lincoln; Zoe Falls, University of Nebraska - Lincoln
- New Directions in Biliteracy. Eurydice B. Bauer, University of Illinois at Urbana-Champaign; Soria Elizabeth Colomer, Oregon State University

16.024. Roundtable Session 1; Roundtable Session
16.024-1. Approaches to Sustaining District-Wide Improvement: Curriculum, Organizational Coherence, and Data Use. Division A - Administration; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section A; 12:00-1:30pm
Participants:
- Building a Data Analytics Partnership to Inform School Leadership Evidence-Based Improvement Cycles. Alex J. Bowers, Teachers College, Columbia University; Andrew E. Krumm, SRI International; Mingyu Feng, SRI International; Timothy Podkul, SRI International
- Curriculum Work-Leadership for Sustainable District and School Practices. Nathan C. Phillips, University of Illinois at Urbana-Champaign; Joseph Adamson, University of Arizona
- Developing District Coherence: Supporting Factors and Obstacles in the Multiyear Systems Coherence Collaborative. 2013-2015. Mary G Briggs, University of California - Davis; Kelsey Krausen, University of California - Davis; Thomas B. Timar, University of California - Davis

16.024-2. Change in a Democratic Society: Following the Lead of Theory and Leadership Style. Division A - Administration; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section A; 12:00-1:30pm
Chair: Gaetane Jean-Marie, University of Louisville
Participants:
- Leadership Change Theory. Ana Hartnett
- Change Theory and the Learning Environment. Elizabeth Libby, Harlandale ISD, San Antonio; Ana Hartnett
- How Different Leadership Styles May Impact School Climate. Yan Liu, Michigan State University; Mehmet Sukru Bellibus, Adıyaman University
- Gauging Administrators’ Perceptions About Their Ability to Lead Demographically Diverse Schools: Developing an Inclusionary Model. Jean Madsen, Texas A&M University; Mario Sergio Torres, Texas A&M University; Jessica Yue, Texas A&M University; Qian Cao, Texas A&M University - College Station; Melissa Y. Ji, Texas A&M University - College Station; Lixia Qin, Texas A&M University - College Station

16.024-3. Critical Knowledge and Development Perceptions of Novice Principals. Division A - Administration; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section A; 12:00-1:30pm
Chair: Liz Hollingworth, University of Iowa
Participants:
- Opening the Black Box of Leadership Coaching: Principals’ Opportunity to Learn From Feedback. Ellen B. Goldberg, Vanderbilt University; Laura Rogers Jackins, Vanderbilt University - Peabody College; Susan Kemper Patrick, Peabody College - Vanderbilt University; Viviane M. Robinson, University of Auckland
- Principals’ Perceptions of Their Knowledge in Special Education. Fred Guerra, The University of Texas Rio Grande Valley; Maria Banda Roberts, Texas A&M University- Texarkana
- Teacher Evaluation Through the Eyes of the Principal: How the Role of Experience and School Context Shape Perceptions. Alyson Lavigne, Roosevelt University; Amy Michelle Olson, Duquesne University; Caroline Reina

16.024-4. Diverse Perspectives on School and District Improvement. Division A - Administration; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section A; 12:00-1:30pm
Chair: Darsella Vigil, University of Denver
Participants:
- Studying Implementation Within a Continuous Improvement Process: What Happens When We Design With Adaptations in Mind? Ariel Tichnor-Wagner, University of North Carolina - Chapel Hill; Danielle Allen, University of North Carolina - Chapel Hill; Allison Rose Socol, University of North Carolina - Chapel Hill; Lora A. Cohen-Vogel, University of North Carolina - Chapel Hill; Stacy A. Rutledge, Florida State University; Qi Xing, University of North Carolina - Chapel Hill
- Technology-Enriched Learning Communities Creating Change for Improved Learning in Diverse Communities. Leslie Ann Williams, University of Oklahoma; Linda Atkinson, University of Oklahoma; Sharon Ann Wilbur, University of Oklahoma; Nicki Watkins, University of Oklahoma; Sharon Gill Dean, University of Oklahoma
- The K-3 Reading/Writing Improvement Sector: An Ecological Perspective on School Improvement in New York City. Daniel E. Ferguson, Teachers College, Columbia University; Alyson Rumberger, National Center for Restructuring Education, Schools, and Teaching; Meesuk Ahn, Teachers College, Columbia University; Thomas C. Hatch, Teachers College, Columbia University

16.024-5. Leadership and Identity Politics. Division A - Administration; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section A; 12:00-1:30pm
Chair: Darsella Vigil, University of Denver
Participants:
- Africana Womanism Within a Patriarchal School District: Navigating the Double Bind. Stephanie Schroeder, University of Florida; Elizabeth Bondy, University of Florida; Ola Kali, University of Central Florida; Mario Worlds, University of Florida
16.024-6. Relating School Organization and Practice to Educational Outcomes. Division A - Administration; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section A; 12:00-1:30pm
Chair: Virginia Walker Snodgrass Rangel, University of Houston
Participants:
Leadership Activities and Student Behavioral/Emotional Outcomes
Across Traditional and Community Schools. Bridget V. Dever, Lehigh University; Craig Dennis Hochbein, Lehigh University; George White, Lehigh University
Deep Professionals in Challenging Circumstances: Exemplary Teachers in Public Charter Schools Serving Marginalized Students. Rick Mintrop, University of California - Berkeley; Cristóbal Madero, University of California - Berkeley; Miguel Ordesen, University of California - Berkeley
Social Capital of Professional Learning Communities and Its Implications for Student Achievement. Argun Sautcioglu, The University of Kansas; Turgay Ozkan, The University of Kansas; Cody Christensen, The University of Kansas

16.024-7. Teacher Professional Learning. Division A - Administration; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section A; 12:00-1:30pm
Chair: Lorenda Chisolm, State University of New York
Participants:
Professional Learning Communities (PLCs) and School Culture: A Case Study on District-Wide PLC Implementation. Jaime Lopez, The University of Texas Rio Grande Valley; Jesus Abrego, The University of Texas Rio Grande Valley
Teachers, Leadership, Collaboration, and Power. Bill Zoellick, Schoodic Institute; Somnath Sinha, University of Missouri
Key Leadership Tasks That Develop and Sustain Effective Professional Learning Communities. Barbara McDonald, Houghton Mifflin
Harcourt Publishing
Developing Teachers’ Capabilities in STEAM Teaching. Jingjing Sun, The University of Alabama; Brenda Jane Mendiola, The University of Alabama; Richard Rice, University of Alabama; Sijia Zhang, The University of Alabama

16.024-8. Teachers’ Perceptions of Leadership and Change. Division A - Administration; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section A; 12:00-1:30pm
Chair: Christine Tran, University of Washington - Seattle
Participants:
Orchestrating Teacher-Led Change From the Top: Examining Administrators’ Efforts to Facilitate Teacher Leadership. Michelle DeVogt Van Lare, George Mason University; Yi-Hwa Liou, National Taipei University of Education
Teachers’ Perceptions of Authentic Leadership, Leader-Member Exchange, and Their Work Attitudes in Taiwan. Feng-I Feng, ChiNan University Taiwan; Weilin Chen, University of Iowa
Teachers’ Conceptions About Public School Democratic Management. Renata Maria Moschen Nascente, Universidade Federal de São Carlos - UFSCar; Maria Vitória Alves Cayres
Fundamental Features of Fostering Teacher Collective Efficacy: Principals’ Characteristics, Attitudes, Common Practices, and Behaviors. Suzanne H. Jones, Utah State University; LeAnn G. Putney, University of Nevada - Las Vegas; Shelley Nordick, Jordan School District

Convention Center, Level Two, Exhibit Hall D Section A; 12:00-1:30pm
Chair: Gladys Labas, Southern Connecticut State University
Participants:
Facilitating Active Agency Through Interactive Formative Feedback and Self-Monitoring: Implications for Educational Leadership. Steve P. Myran, Old Dominion University; Ian Sutherland, Old Dominion University
Reliability of the Leadership Capacity Questionnaire Phase II. Larchin Leslie, Prairie View A&M University; Mathias R. Vairez, Prairie View A&M University; Jerrel Moore, Prairie View A&M University; Ramiro Baustista, Prairie View A&M University

Different Levels of Analysis: Engaging the Sociocultural, Organizational, and Personal for School Improvement. Encarnacon Garza, The University of Texas - San Antonio; Betty M. Merchant, The University of Texas - San Antonio; Curtis Anthony Brewer, The University of Texas - San Antonio; Juan Manuel Nino, The University of Texas - San Antonio; Nathan S. Okihwa, The University of Texas - San Antonio; Rebecca Garza, The University of Texas - San Antonio; Karina Ivette Vielma, The University of Texas - San Antonio; Hugo Saezco, University of Texas San Antonio

Convention Center, Level Two, Exhibit Hall D Section A; 12:00-1:30pm
Chair: Corrie Stone-Johnson, University at Buffalo - SUNY
Participants:
Relating Motivation Research to Urban Teacher and Leader Development Schools. Jason Swanson, University of Illinois at Chicago; Jennifer D. Olson, University of Illinois at Chicago; Margery B. Ginsberg, University of Illinois at Chicago
Being Connected: How a Relational Network of Educators Promotes Productive Communities of Practice. Misoong Kim, Boston College
Understanding Utility-Value Interventions: The Devil Is in the Methodological Details. Stacy J. Prinsiki, University of Wisconsin - Madison; Judith Harackiewicz, University of Wisconsin

16.024-11. Advances in Utility-Value Intervention Research. SIG-Motivation in Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section A; 12:00-1:30pm
Chair: Chris S. Hulleman, University of Virginia
Participants:
Maximizing Effectiveness: Identifying Beneficial Writing Patterns in Affirmation Interventions. Yoi Tibbetts, University of Wisconsin; Judith Harackiewicz, University of Wisconsin
Value Interventions With Writing and Messages Facilitate Interest and Performance in Undergraduate Physics. Taylor Wayne Acee, Texas State University-San Marcos; Darold A. Flaggs, Texas State University; Theresa Hoang, Texas State University; Erin M. Scanlon; Ren VanderLind, Texas State University - San Marcos
Understanding Utility-Value Interventions: The Devil Jr in the Methodological Details. Stacy J. Prinsiki, University of Wisconsin - Madison; Judith Harackiewicz, University of Wisconsin; Elizabeth Ann Canning, University of Wisconsin - Madison; Yoi Tibbetts, University of Wisconsin
Assessing and Predicting Student Treatment Compliance in a Utility-Value Intervention Study. Brigitte Maria Brisson, Tufts University; Chris S. Hulleman, University of Virginia; Hanna Gaspard, University of Tübingen; Isabelle Hänfer, University of Tübingen; Barbara Flungo, University of Tübingen; Anna-Lena Dicke, University of California - Irvine; Ulrich Trautwein, University of Tübingen; Benjamin Nagengast, University of Tübingen
The Synergistic Effect of Combining Self-Generated and Directly Communicated Utility Value Information. Elizabeth Ann Canning, University of Wisconsin - Madison; Stacy J. Prinsiki, University of Wisconsin - Madison; Yoi Tibbetts, University of Wisconsin; Judith Harackiewicz, University of Wisconsin

Convention Center, Level Two, Exhibit Hall D Section A; 12:00-1:30pm
Chair: Nancy Ares, University of Rochester
Participants:
- A Freirean Countervailing Vision to the Accelerated Conformism of U.S. Community Colleges to Neoliberal Drivers. Ana Lucia Cruz, Saint Louis Community College; Joachim Dorsch, St. Louis Community College at Meramec
- Paulo Freire and Dialogue: Addressing Issues With Critical Thinking in Common Core. Timothy Bolin, Chapman University

16.025. Roundtable Session 2; Roundtable Session

16.025-1. Children’s Development of Mathematical Concept Knowledge. Division C - Learning and Instruction; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section B; 12:00-1:30pm
Chair: Janet Stramel, Fort Hays State University
Participants:
- Elementary School Students’ Quantitative Reasoning: Processing Whole Numbers and Proportions. Ty W. Boyer, Georgia Southern University; Natalie Branch, Georgia Southern University
- Developmental Trajectory of Fraction Magnitude Estimation in Young Children. Ali Ye, University of Delaware; Nancy C. Jordan, University of Delaware; Vinaya Rajan, University of Delaware
- Evaluating a Revised Developmental Progression for Volume Measurement—Kindergarten Through Grade 2. Douglas W. Van Dine, University of Denver
- Using Student Written Work to Investigate Stages in Sixth-Grade Students’ Ways of Operating With Numbers. Catherine Ulrich, Virginia Polytechnic Institute and State University; Jesse L.M. Wilkins, Virginia Polytechnic Institute and State University

16.025-2. Connections Between Drawings and Written Text in Student-Generated Particle Model Realizations. Division C - Learning and Instruction; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section B; 12:00-1:30pm
Chairs: Elon Langbeheim, Arizona State University - Tempe; Sharon T. Levy, University of Haifa
Participants:
- Assessing the Evolution in Model Construction in Sixth Grade: Drawing Versus Written Explanation. Jodi Meritt, Arizona State University
- Using Written and Pictorial Tasks to Analyze Middle School Students’ Models of Phase Change. Elon Langbeheim, Arizona State University - Tempe
- A Comparison of Students’ Pictorial and Verbal Explanations of Liquid-Vapor Equilibrium. Sevil Akaygun, Bogazici University

16.025-3. Discourse and Social Interactions in Mathematics Lessons. Division C - Learning and Instruction; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section B; 12:00-1:30pm
Chair: Christopher I Cohitz, Wingate University
Participants:
- Complex Listening and Number Sense: Evidence From Bilingual Classrooms. Higinio Dominguez, Michigan State University
- Discourse-Oriented Instruction: How Does a Teacher’s Talk Affect the Talk of Students With Learning Disabilities? Yan Ping Xin, Purdue University; Ming Ming Chiu, Purdue University; Ron Tao, University of Colorado - Denver; Joo Young Park, Purdue University; Xiaoqian Ma; Xuan Yang, Purdue University
- Negotiating What Counts as Competent Participation Through Student Presentations. Kimberly Seashore, University of California - Berkeley; Alyssa Sayavedra, University of California - Berkeley; Lawrence Tong, University of California - Berkeley; Sarah R. Firestone, University of California - Berkeley
- The Impacts of Teacher Rapport and Pedagogy on College Students’ Engagement, Motivation, and Mathematics Achievement. Hannah Keith, Western Kentucky University; Lisa C. Duffin, Western Kentucky University; Jennifer Dawn Cribbs, Western Kentucky University

16.025-4. Home Literacy. Division C - Learning and Instruction; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section B; 12:00-1:30pm
Chair: Arturo Rodriguez, Boise State University
Participants:
- Dialogic Reading With Families. Christy Irish, George Mason University
- Family Literacy or Adult Basic Education? Making Room for Adult Learners in Public Schools. Jennifer Stacy, California State University - Dominguez Hills
- Meta-Analysis of Home-Based Early Literacy Instruction for At-Risk Children. Richard Kong, University of California - Riverside

16.025-5. Learning Designs of Service-Learning and Community Activities. Division C - Learning and Instruction; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section B; 12:00-1:30pm
Chair: Patricia Kawi, University at Buffalo - SUNY
Participants:
- Didactical Design of Service-Learning: Empirical Results of a Pilot Study in Business Education. Karl-Heinz Gerholz, University of Paderborn; Verena Lizst, University of Paderborn; Katrin Klingensiek, University of Paderborn; Dagmar Festner, University of Paderborn
- More Than a Dance: Interactions Between Designed and Naturalistic Factors in Senior Community Learning of Contemporary Square Dance. Patricia L. Hardre, University of Oklahoma
- Museum Education: Learning Outcomes of Guided Tours and Desired Competencies of Museum Docents. Mark Schep, University of Amsterdam; Carla Van Boxtel, University of Amsterdam; Julia Noordegraaf

16.025-6. Learning Environments With Elementary-Age Classrooms. Division C - Learning and Instruction; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section B; 12:00-1:30pm
Participants:
- Elementary Teachers’ Perceptions of Project-Based Learning. Jill Bradley-Levine, Ball State University; Gina Gabriele Mosier, Indiana University - Bloomington
- Learning Circuitry Through Making. Erica Rosenfeld Halverson, University of Wisconsin - Madison; Lawson Chris, University of Wisconsin - Milwaukee; Ethan Fleischau, University of Wisconsin - Milwaukee; Maria Bakker, University of Wisconsin - Madison; Kailee Saplan, Pacific University Oregon
- Response to Intervention Implementation to Educate the Diverse Needs of Elementary Students. Valerie Robnolt, Virginia Commonwealth University; James H. McMillan, Virginia Commonwealth University; Amy C. Hutton, Virginia Commonwealth University
- Teacher-Student Interaction and the Educational Gaming Context. Kristen J Shanahan, Edinboro University; Tanya R. Moon, University of Virginia; Catherine M. Brighton, University of Virginia; Christine Patricia Trinter, Virginia Commonwealth University

16.025-7. Studies of Diversity and Equity in Mathematics Education. Division C - Learning and Instruction; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section B; 12:00-1:30pm
16.025-8. Teacher Practice and Student Learning in History and Political Science. Division C - Learning and Instruction; Roundtable Session Convention Center, Level Two, Exhibit Hall D Section B; 12:00-1:30pm

Chair: Jeremy Hilburn, University of North Carolina - Wilmington

Participants:
- Teacher Perceptions of the Role of Social Studies in the Education and Acculturation of Immigrant Youth. Jeremy Hilburn, University of North Carolina - Wilmington
- Intercultural Historical Learning: Balancing Models of Theoretical Conceptualizations and Applied Practice. Maria Johansson, Karlstad University; Kenneth Nordgren, Karlstad University
- What’s Positive About Positive Rights? Students’ Everyday Understandings and the Challenges of Teaching Political Science. Linda Ekstrom, Stockholm University; Cecilia H. Lundholm, Stockholm University
- "Just Because ...": Developing Causal Historical Reasoning Through Explicit Teaching of Strategies, Concepts, and Epistemological Beliefs. Gerhard Stoel, University of Amsterdam; Jannet Van Drie, University of Amsterdam; Carla Van Boxtel, University of Amsterdam

Helping Intermediate-School Teachers Develop Professional Teaching Knowledge. Cory Callahan, The University of Alabama

16.025-9. Teachers’ and Students’ Use of Technology in Mathematics Education. Division C - Learning and Instruction; Roundtable Session Convention Center, Level Two, Exhibit Hall D Section B; 12:00-1:30pm

Chair: Dina B. Rosen, Montclair State University

Participants:
- Affordance-Ability Relationships in Children’s Interactions With Mathematics Virtual Manipulatives. Stephen I. Tucker, Virginia Commonwealth University; Patricia S. Moyer-Packenham, Utah State University; Arla Westenskow, Utah State University; Terry Jordan, Utah State University
- Heuristic Processes Employed by a High School Student Engaged in a Nonroutine Robotics-Based Task. Patricia Vela, Emory University
- Online Resources for Mathematics: Exploring How and Why They Support Student Learning. Carolyn Mitten, University of Florida; Zachary Kendall Collier, University of Florida; Walter L. Leite, University of Florida

16.025-10. Expanding on Queer Research and Practice in Environmental Education. SIG-Environmental Education; Roundtable Session Convention Center, Level Two, Exhibit Hall D Section B; 12:00-1:30pm

Chair: Joshua James Russell, Canisius College

Participants:
- Queering Environmental Education: Beyond Identity Politics. Stefan Bengtsson, Uppsala University
- Queering Identity Stereotypes in Environmental Education. Joe Heimlich, Center of Science and Industry; Constance L. Russell, Lakehead University
- Queer Commitments in Environmental Education: Orientating Around Perceived Barriers. Joshua James Russell, Canisius College
- The Practice of Queering Environmental Education. Megan C. McGinty, University of Washington - Seattle

16.025-11. Media, Culture, and Learning SIG Roundtable: Exploring Media and Learning in School Spaces. SIG-Media, Culture, and Learning; Roundtable Session Convention Center, Level Two, Exhibit Hall D Section B; 12:00-1:30pm

Chair: Eric Meyers, The University of British Columbia

Participants:
- Meeting the Challenges of Integrating Digital Media and Learning in Classrooms Through School-University Partnerships. Danielle Christine Herro, Clemson University; Melhua Qian, Clemson University
- Making Space in Schools: Youth as Cultural Producers. Veena Vasudevan, University of Pennsylvania
- Youth Leading Change: The Role of Critical Citizenship and Youth Voice to Ignite Educational and Community Reform. Temple Sharese Lovelace, Duquesne University; Tyra Lynn Good, Chatham University; Jason Boll, Pittsburgh Public Schools
- "It Was ... the Word Scrotum on the First Page": Educators’ Perspectives on Controversial Literature. Sue C. Kimmel, Old Dominion University; Danielle Eileen Forest, University of Southern Mississippi

16.025-12. Collaboration in Self-Study: Variations on a Theme. SIG-Self-Study of Teacher Education Practices; Roundtable Session Convention Center, Level Two, Exhibit Hall D Section B; 12:00-1:30pm

Chair: Anastasia P. Samaras, George Mason University

Participants:
- Developing a Pedagogy of “Making” Through Collaborative Self-Study. Shawn M. Bullock, Simon Fraser University; Andrea J Sator, Simon Fraser University
- Dialogic Interactions as Objects of Self-Study: Two Teacher Educators’ Transformative Journey Through Narrative Pedagogy. Jeffrey Stuart Kaplan, University of Central Florida; Elsie Lindy Olsen, University of Central Florida

From Skepticism to Scholarship: Learning and Living Self-Study Research in a Doctoral Seminar. Kristen H. Gregory, Old Dominion University; Brandon M. Butler, Old Dominion University; Mark M Diacopoulos, Old Dominion University; Angela Branyon, Old Dominion University

16.025-13. Lives of Teachers: Teacher Identity. SIG-Lives of Teachers; Roundtable Session Convention Center, Level Two, Exhibit Hall D Section B; 12:00-1:30pm

Chair: Karen F. Tardrew, National Louis University

Participants:
- An Uneasy Fit: Teacher Identity, Best Practices, Public Expectation, and Schooling Circumstance. Lissa D’Amour, University of Calgary
- Identity-Making of Beginning Teachers in Relation to Administrators. Lynnette M. Driedger-Enns, University of Alberta; M. Shaun Murphy, University of Saskatchewan
- Navigating the Internship and Developing Teacher Identity as Nonnative English-Speaking Teacher Candidates. Jheea Kang, Michigan State University
- Resistance and Democracy in Teacher Preparation: Understanding the Complexity of Preservice Teacher Resistance to Diversity and Multiculturalism. Shirley N. Mbethwa-Sammons, Nazareth College; Kenneth James Fasching-Varner, Louisiana State University; Christine Clark, University of Nevada - Las Vegas

Understanding the Lives of Transnational Teachers in Canadian Schools Overseas. Robert Muzzi, University of Manitoba; Alisha June Slaone, Manitoba School Improvement Program; Sunny Lynn Munn, The Ohio State University

16.026. Roundtable Session 3; Roundtable Session

16.026-1. College Dreams: Access and Success Among Undocumented Students. Division J - Postsecondary Education; Roundtable Session Convention Center, Level Two, Exhibit Hall D Section C; 12:00-1:30pm

Chair: Wendy Y. Perez, University of California - Los Angeles

Participants:
- California DREAMers: Activism, Identity, and Empowerment Among Undocumented College Students. Linda Deangelio, University of Pittsburgh; Maximilian Schuster, University of Pittsburgh
Factors That Affect College Access and Enrollment of Undocumented College Students. Cynthia Maribel Alcantar, University of California - Los Angeles; Edwin Hernandez, University of California - Los Angeles; Robert T. Teranishi, University of California - Los Angeles; Paviot Peumusng, University of California - Los Angeles

Undocumented Latinos in a Historically Black College/University: A Qualitative Examination of College Choice. Taryn Ozuna Allen, The University of Texas - Arlington; Yi Leaf Zhang, University of Texas at Arlington

"Telling Them to Dream, but They Have to Wake Up": Implementing the Maryland Development, Relief, and Education for Alien Minors Act. Michelle M. Espino, University of Maryland - College Park; Colleen O’Neal, University of Maryland - College Park; Molly Morin, University of Maryland - College Park; Casey Lynn Maliszewski, University of Maryland

16.026-2. College-Going, Success, and Persistence Among Veterans and Military Families. Division J - Postsecondary Education; Roundtable Session Convention Center, Level Two, Exhibit Hall D Section C; 12:00-1:30pm
Chair: Seth Matthew Fishman, Villanova University
Participants:
Student Veteran Persistence and Graduation: An Exploratory Analysis Using a Discrete-Time Hazard Model. Vanessa Ann Sansone, The University of Texas - San Antonio; Jennifer T. Tucker, The University of Texas at San Antonio
Student Veterans’ Outcomes by Higher Education Sector: Evidence From Three Cohorts of Baccalaureate and Beyond. Jennifer L. Steele, American University; Peter Buryk, RAND Corporation; Geoffrey McGovern, RAND Corporation
The Effects of Academic Coaching on Military and Veteran Undergraduate Students. Michael Hill, University of California - Davis
The Invisible 1 Percent: Stepping-Stones Toward College Among Military Brats. Alberto F. Cabrera, University of Maryland; Alicia M. Peralta, University of Maryland - College Park; Elizabeth Kurban

16.026-3. Developmental Education and Academic Skill Building. Division J - Postsecondary Education; Roundtable Session Convention Center, Level Two, Exhibit Hall D Section C; 12:00-1:30pm
Chair: Shelia Rae Goodwin, University of South Carolina - Beaufort
Participants:
Dialogism as Remediation: Building Self-Efficacy of Underprepared Writing Students. Gurupreet K. Khalsa, University of South Alabama
Remediating Academic Support: An Ethnographic Reading of a Postsecondary Learning Center. Ryan Miller, University of Pennsylvania
Moving Students to Read: Unpacking the Relationship With Reflective and Integrative Learning. Rong Wang, Indiana University - Bloomington; Amy Ribera, Indiana University

16.026-4. Diversity, Validation, and Learning. Division J - Postsecondary Education; Roundtable Session Convention Center, Level Two, Exhibit Hall D Section C; 12:00-1:30pm
Chair: Laura Parson, University of North Dakota
Participants:
Examining the Impact of Diversity Courses and Diversity-Related Experiences on College Students’ Critical Thinking in Malaysia. Darnell G. Cole, University of Southern California; Faridah Katty; Michael Lanford, University of Southern California
Investigating Values of Diversity on Campus. Kristen Juskiewicz, University of Connecticut
Whiteness FAQ: Direct and Subcontextual Responses to Classroom Questions. Naomi Nishi, University of Colorado - Denver; Cheryl E. Matias, University of Colorado - Denver; Roberto Montoya, University of Colorado - Denver; Geneva L. Sareida, University of Colorado - Denver

“The Support System Is Just Amazing Here”: The Role of Validating Agents at Two-Year Tribal Colleges and Native American–Serving Nontribal Institutions. Nydia C. Sanchez, University of North Texas; Amy J. Fann, University of North Texas

16.026-5. Enhancing Community College Student Success: Influence of Psychosocial Factors in Achievement, Persistence, and Degree Pursuit. Division J - Postsecondary Education; Roundtable Session Convention Center, Level Two, Exhibit Hall D Section C; 12:00-1:30pm
Chairs: Carlton Jing Fong, The University of Texas - Austin; Gloria Crisp, The University of Texas - San Antonio
Participants:
Success of Two-Year Technical College Students in Manufacturing Programs: The Role of Interpersonal Interaction Motivations. Hsun-yu Chan, University of Wisconsin - Madison; Xueli Wang, University of Wisconsin - Madison
Self-Efficacy and Degree Aspiration for Hispanic and Non-Hispanic Community College Students: A Structural Equation Model. Ya Chen, Iowa State University; Soko S. Starobin, Iowa State University
Differences Among Community College Students in Anxiety-Coping Typologies. Samuel Rikoon, Educational Testing Service; Margarita Olivera Aguilar, Educational Testing Service
Psychosocial and Self-Regulatory Correlates of Community College Student Success: A Systematic Review and Meta-Analysis. Carlton Jing Fong, The University of Texas - Austin; Yi-hsi Kim, The University of Texas - Austin; Coreen Davis, The University of Texas - Austin; Youngwoon Kim, The University of Texas - Austin; Lauren Marriott, The University of Texas - Austin; Soo Yeon Kim, The University of Texas - Austin

16.026-6. Pedagogy and Student Outcomes. Division J - Postsecondary Education; Roundtable Session Convention Center, Level Two, Exhibit Hall D Section C; 12:00-1:30pm
Chair: Xyanthe N. Neider, Washington State University
Participants:
A Two-Year Campus-Wide Study of Student Response Systems in STEM Courses. Mariela Janet Rivas, University of California - Irvine; Lynn C Reimer, University of California - Irvine; Amanda Nili, University of California - Irvine; Mark Warschauer, University of California - Irvine
Whiteboarding Draws Upon Multiple Learning Processes to Increase Performance in a College Biology Course. Caron Inouye, California State University - East Bay; Christine Sue-Jeung Lee, California State University - East Bay; Kathryn N. Hayes, California State University - East Bay
Cultivating Collaborative Skills in a Hybrid Educational Leadership Ed.D. Laya Salomon, Yeshiva University; Suzanne Brooks, Yeshiva University
The Impact of the Feedback Source on Developing Oral Presentation Competence. Stan Olivier van Ginkel, Wageningen University; Judith Gulikers, Wageningen University; Harm Biemans, Wageningen University; Martin Mulder, Wageningen University

16.026-7. Philosophy and the Future of Higher Education. Division J - Postsecondary Education; Roundtable Session Convention Center, Level Two, Exhibit Hall D Section C; 12:00-1:30pm
Participants:
Constructive Discussion or Polarizing Attacks? An Analysis of Reactions to Carey’s End of College Proposition. Kris Windorski, Michigan State University
Education’s Role in Global Sociopolitical Transformations With Emphasis on Postsocialist Countries. Renata Horvatek, The Pennsylvania State University
Power Elites or Community Organizers? Trustee Ties to Local Communities. Neoma Mullens, University of Georgia; Barrett Taylor, University of North Texas
Theorizing Commodities and Consumption in Higher Education Through the Exploration of Rankings. Daniel Saunders, The University of Texas - Arlington; Gerardo Blanco Ramirez, University of Massachusetts - Boston

16.026-8. Postsecondary Decision Making Among Students of Color: Perceptions, Reflections, and Influences. Division J - Postsecondary Education; Roundtable Session Convention Center, Level Two, Exhibit Hall D Section C; 12:00-
1:30pm
Chair: Chinasa Ada Elue, Kent State University - Kent
Participants:
Choosing an All-Black Experience: Black College Alumnae Reflections on
Deciding to Attend a Historically Black College/University. Rachelle
Winkle-Wagner, University of Wisconsin; Tangela Blakely Reavis,
University of Wisconsin - Madison; Jamila Lee-Johnson, University of
Wisconsin - Madison
Factors That Influence the Enrollment of Doctoral Students of Color.
DeShawn Preston, Clemson University
“AA Good Choice” for Black Students: Examining African American
Students’ Perceptions About Attending a Historically Black College/
University. Lakia M Scott, Baylor University

16.026-9. Students and Society: Developing Broader Skills. Division J -
Postsecondary Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section C; 12:00-
1:30pm
Chair: Marguerite Bonous-Hammath, University of California - Irvine
Participants:
Conceptualizing a Local Sense of Belonging. Jennifer Rosemary Pollard,
University of Michigan - Ann Arbor; Michele M. Randolph, University
of Michigan; Erika Moosyowski, University of Michigan - Ann Arbor;
Lisa R. Lattuca, University of Michigan; Michael Brown, University of
Michigan
Increasing Students’ Understandings of Factors Impacting Student
Experiences and Outcomes in Education: A Postsecondary Intervention.
Thandeka K. Chapman, University of California - San Diego
Noncognitive Skill Development in Higher Education: A Landscape
Analysis. Cheri L. Fancsali, Research Alliance for New York City
Schools; Mandy Savitz-Romer, Harvard University; Heather T. Rowan-
Kenyon, Boston College; Maria DiFuccio, IMPAQ International, LLC;
Michaela Gulemetova, IMPAQ International, LLC
Student Writing for Self-Authorship and Democracy. Angelo Joseph
Letizia, Newman University

16.026-10. Technology in the Classroom. Division J - Postsecondary
Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section C; 12:00-
1:30pm
Chair: Tracie E. Costantino, Rhode Island School of Design
Participants:
Using Videoconferencing-Mediated Mentoring to Support Experienced
Faculty on Videoconferencing Pedagogy. Jillian Ardley; Jale Aldemir,
University of North Carolina - Wilmington
Social Media Acceptance and Usage by Business Communications Faculty.
Kayla N. Sapkota, University of Arkansas at Little Rock; Jim Vander
Putten, University of Arkansas at Little Rock
Using Mobile Technologies to Support Tertiary Teaching: A New Zealand
Case Study. Kwock-Wing Lai, University of Otago; Lee Smith, University
of Otago

Division J - Postsecondary Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section C; 12:00-
1:30pm
Chair: Lucas Benjamin Hill, Michigan State University
Participants:
How Strategic Planning Can Foster Organizational Learning in Higher
Education Institutions. Jay R. Dee, University of Massachusetts -
Boston; Kate Bresniss, University of Massachusetts - Boston; Anne M.
DeFelippe, Salem State University
A School of Education Annual Report Process Study Used to Advance
a Professional Learning Community. Manny A. Aceve, Loyola
Marymount University; Maryann Krikorian, Loyola Marymount
University
Leading Teaching Excellence in Vocational and Professional Education.
Anne Marieke Hoekstra, NAIT Institute of Technology, Edmonton,
Alberta; Paul Newton, University of Saskatchewan
Learning Trajectories Within Third-Cycle Teacher Education. Line Witte
University of Oslo; The Sophie Proitz, University College of Southeast
Norway

16.026-12. The Importance of Relationships and College Knowledge
for First-Generation College Students. Division J - Postsecondary
Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section C; 12:00-
1:30pm
Chair: MaryBeth Walpole, Rowan University
Participants:
An Examination of Social Capital Building: Support Networks of Latino
First-Generation College Students. Trista Beard, University of Southern
California
Redefining Success: The Importance of Communal Success for First-
Generation Latino Students. Courtney Lauren Luedke, University of
Wisconsin - Whitewater
The Impact of Faculty Mentorship on Leadership Self-Efficacy: The Role
of Gender and First-Generation Status. Jennifer M Blaney, University of
California - Los Angeles
“It’s Different Here”: Complicating Concepts of “College Knowledge”
and “First Generation” Through an Immigrant Lens. Chrystal George
Mwangi, University of Massachusetts - Amherst
Predicting College Performance From Test Scores: Investigating Differential Prediction for Disadvantaged Students and Schools. Preeya Pandya Mbekeani, Harvard University

The Effect of High School Math Teacher Characteristics and Expectations on the Selection of a STEM Major in College. Virgil Ampaw, Central Michigan University; Joy Gaston Gayles, North Carolina State University; Ariel Cochrane-Brown, North Carolina State University

16.027. Roundtable Session 4; Roundtable Session

16.027-1. Parent, School, Community, and University Partnerships. SIG-Family, School, Community Partnerships; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section D; 12:00-1:30pm
Chair: Julia Bryan
Participants:
- Engaging Community and University Partners in Research: Families Involved in Education Sociocultural Teaching and STEM. Kathryn E. McIntosh Ciechanowski, Oregon State University; SueAnn I. Bottoms, Oregon State University; Adam Talamanes, Oregon State University; Ana L. Fonseca, The University of Arizona; Flor Lizbeth Hernandez
- Forging School-Community Collaboration: From Community Involvement Policies to Their Implementation in Districts, Schools, and Classrooms. Catherine Hands, Brock University; Karen Julien, Brock University; Katelyn Scott, Brock University
- Importance of Community Network Services: Sojourning Experiences of Japanese Mothers in the U.S. Midwest. Reiko Akiyama, Purdue University
- Youth Experiences, Business Partnerships, and Career Academies: Rethinking the Voices in Education. Ashli Walker, University of Georgia
- The Community Creativity Collective and Ideational Speed Dating: A Group-Based Approach to Creative Curriculum Development. Jay Zuelke Breslow, Educational Policy Improvement Center

16.027-2. Arts in Early Childhood Classrooms and Teacher Education. SIG-Early Education and Child Development; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section D; 12:00-1:30pm
Chair: Mayra Almodovar, Oklahoma State University
Participants:
- Boosting Children’s Abilities of Inference and Arts Appreciation Through a Visual Art Program. Kyoung Jin Kim, Ball State University; Su-Jeong Wee, Purdue University - Calumet; Carolyn Ann Hitchens, Ball State University
- Making Home-Based Learning Visible: Family Perspectives on Early Learning and Development Through Photographs. Kyle Elizabeth Miller, Illinois State University; Miranda Lin, Illinois State University
- More Than Just a Drawing: Preserve Teachers’ Perspectives on Their Future Integration of the Arts (Visual Arts, Music, and Drama) in the Early Childhood Classroom. Mayra Almodovar, Oklahoma State University
- The Effects of a Drama-Enhanced Professional Development Program on Preschool Teachers’ Knowledge and Self-Efficacy. Kathryn Patricia Chapman, Arizona State University - Tempe; Sultan Kilinc, Arizona State University; Michael F. Kelley, Arizona State University
- West; Jenny Millinger, Childsplay Theatre Company; Korbi Adams, Childsplay Theatre Company
- What Survives the Flight Home? A Review of Research of the Reggio-Inspired Approach. Andrea Miller Emerson, Clemson University; Sandra Mammano Linder, Clemson University

Convention Center, Level Two, Exhibit Hall D Section D; 12:00-1:30pm
Chair: Zsofia K. Takacs, Eötvös Loránd University
Participants:
- Development of an Early Mathematics Assessment to Evaluate the Promise of a Program for Families. Sara Vasquez, SRI International; Regan Calabro Vidkaas, EDC Center for Children and Technology; Ximena Dominguez, SRI International
- Empirical Alignment of Assessments to Standards: A New Direction for Kindergarten Entry. Megan Cox, Minnesota Department of Education; Michael C. Rodriguez, University of Minnesota; Katherine Edwards, Minnesota Department of Education
- Exploring the Role of Language and Other Cognitive Demands in Phonological Awareness Assessments. Christina Cassano, Salem State University; Lilly Steiner, Monmouth University
- Multilevel Analysis of Body Mass Index Growth Trajectories of U.S. Schoolchildren: Features and Risk Factors. Maria Stack, Virginia Polytechnic Institute and State University; Yasuo Miyazaki, Virginia Polytechnic Institute and State University
- Utility of U.S. Norms for the Bayley Scales of Infant Development (III) in U.K./Irish Children. Sarah Miller, Queen’s University - Belfast; Laura Dunne, Queen’s University - Belfast; Carol McGuinness, Queen’s University, Belfast, School of Education

16.027-4. Early Childhood Teacher Preparation and Professional Development. SIG-Early Education and Child Development; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section D; 12:00-1:30pm
Chair: Christopher P. Brown, The University of Texas - Austin
Participants:
- Conceptions of and Early Educators’ Experiences in Early Childhood Professional Development Programs: A Qualitative Metasynthesis. Christopher P. Brown, The University of Texas - Austin; Joanna Englehardt, The University of Texas - Austin
- Faculty Beliefs in Early Childhood Teacher Preparation. Michael B. Abel, National Louis University
- Innovations in Early Educator Professional Development: Collaborative Learning and Improvement. Anne Douglass, University of Massachusetts - Boston
- How Male Early Childhood Educators Construct Their Professionalism. David L. Brody, Efrata College of Education
- Relationship-Based Infant Care as a Foundation for Early Childhood Professional Preparation. Susan L. Recchia, Teachers College, Columbia University; Misun Shin, Montclair State University; Seung Yeon Lee, Ewha Womans University

16.027-5. Performing Blackness in Higher Education. SIG-Research Focus on Black Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section D; 12:00-1:30pm
Chair: Timothy L. Weekes, San Francisco State University
Participants:
- Entertainers or Education Researchers? The Challenges Associated With Presenting While Black. Lasana Kazembe, DePaul University; Ebony Omotola McGee, Vanderbilt Peabody College
- Navigating the Paradox of Doctoral Socialization: Black Males Experiencing Success in Diverse Doctoral Programs. LaVar Jovan Charleston, University of Wisconsin - Madison; Spencer Platt, University of South Carolina - Columbia; Adriel Adon Hilton, Grambling State University; Dwaun Warmack, Harris-Stowe State University
- Reconstructing History: African American Alumnae at the University of Public Good. Nicole Michelle Joseph, University of Denver; Katherine Crowe, University of Denver

16.027-6. Enhancing Teacher Skills and School Culture for Social Emotional Learning. SIG-Social and Emotional Learning; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section D; 12:00-1:30pm
Chair: Adam Voigt, Cleveland State University
Participants:
- Attachment Aware Schools. Janet Rose, Bath Spa University; Louise Gilbert, Bath Spa University; Rebecca McGuire-Snieckus, Bath Spa University
- Developing Teachers’ Emotional Competence. Joanna Maria Madalińska-Michalak, University of Warsaw
- The Role of The Leader in Me in the Social-Emotional Development of Elementary Students. Madora Souter, Boston University; Scott Clifford Seider, Boston University; Saira Malhotra, Boston University

16.027-7. Professional Identity, Division I - Education in the Professions;
**16.027-8. Reflection.** Division I - Education in the Professions; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section D; 12:00-1:30pm

Chair: Ting Dong, The Uniformed Services University of the Health Sciences

Participants:
- Case-Based Learning and Reflective Thought: Increasing Clinical Diagnostic Reasoning in Physical Therapy Education. Rachel Trommelen, Aryn C. Karpinski, Kent State University - Kent; Sheila W. Chauvin, Louisiana State University - Health Sciences Center New Orleans
- From Medical Trainees to Reflective Practitioners: Understanding Teaching and Learning of Reflection in Medical Education. Kuo-Chen Liao, Chang Gung University; Alenoush Saroyan, McGill University; Linda Snell, McGill University; Xiuhu Wang, McGill University; Chien-Da Huang
- Professionalism in Action: A Technology-Enhanced Approach for Internal Medicine Residents. Cecile M. Foshee, Cleveland Clinic Lerner College of Medicine; Ali Mehdi, Cleveland Clinic; S. Beth Bierer, Cleveland Clinic Lerner College of Medicine; Elias I. Traboulsi, Cleveland Clinic Lerner College of Medicine; J. H. Isaacson, Cleveland Clinic Lerner College of Medicine; Abby L. Spencer, Cleveland Clinic; Cassandra Calabrese, Cleveland Clinic; Brian B. Burkey, Cleveland Clinic

**16.027-9. Unpacking the “Black Box” of Clinical Preparation of Educators: An Opportunity for Public Scholarship.** Division I - Education in the Professions; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section D; 12:00-1:30pm

Chair: Patricia S. Tate, The George Washington University; Renee T. Cliff, The University of Arizona

Participants:
- Framing a Research Agenda for Study of Clinical Practice in Preparation of Educators. Patricia S. Tate, The George Washington University; Carol A. Kochhar; Ashley Briggs
- Discovering the Perceptions Supervisors Have of School Counselor Trainees’ Ability to Meet Needs of Diverse Students. Maria Coyle, George Washington University; Sally Ventrella, George Washington University; Miranda Love, George Washington University

**16.027-10. Preparation for Working Life: Utilizing Workplace Experiences to Support Initial Occupational Preparation.** SIG-Workplace Learning; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section D; 12:00-1:30pm

Chair: Christian Hartes, Paderborn University

Participants:
- Collective Guidance in the Apprenticeship Education in Finnish Small and Medium-Sized Companies. Petri J. Nokelainen, Tampere University of Technology; Laura Pylväs, University of Tampere; Heta Rintala, University of Tampere; Susanna Mikkonen, University of Tampere
- Integrating Workplace Experiences in Formal Educational Programs. David Gijbels, University of Antwerp; Vincent Donche, University of Antwerp; Piet Van den Bossche, Maastricht University
- Two Distinct Conceptions of Apprenticeship. Stephen Richard Billett, Griffith University
- The Role of Emotions in Learning From Errors in the Workplace. Andreas Rausch, University of Bamberg; Christian Hartes, Paderborn University; Juergen Seifried, University of Mannheim

**16.027-11. Arts, A/r/tography, and Identity.** SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section D; 12:00-1:30pm

Chairs: Carol Frierson-Campbell, William Paterson University; Laura Fattal, William Paterson University

Participants:
- Reconceptualizing Teacher Professional Development Through A/r/tography. Mitchell McLarson, McGill University; Sean P. Wiebe, University of Prince Edward Island
- Resistance and Identity: Art as a Vehicle for Authenticity. Kyle Reyes, Utah Valley University

**16.027-12. Interrogating Race, Policy, and Disability in Global Contexts.** SIG-Disability Studies in Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section D; 12:00-1:30pm

Chair: Lauren Gutmann Kahn, University of Oregon

Participants:
- Can Equity Be Mandated and Achieved? Examining the Relationships Among Policy, Local Context, and the Production of Racial Inequities in Special Education. Catherine Kramarczuk Yolgarides, New York University; Alexandra Ayward, New York University; Adai A. Tefera, Virginia Commonwealth University; Alfredo J. Ariles, Arizona State University
- “Are You Catching Up?” Examining How Social Capital and Friendship Mediated the Identities of “Struggling” Readers in a High-Stakes Testing Environment. Michiko Hikida, The Ohio State University - Columbus
- “Playing the Disability Card”: Untangling Race and Disability in Asylum-Seeking Children’s Education in Rome. Valentina Migliarini, Università degli Studi di Roma
- Understanding Disability in North Korea Through the Lived Experiences of North Korean Defectors. Yousang Song, Syracuse University
16.027-14. Teacher Education in Cyberspace: Tech-Based Platforms and Practices. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section D; 12:00-1:30pm
Chair: Theresa Y. Austin, University of Massachusetts - Amherst
Participants:
- Disciplinary Engagement and Persistence in an Online Learning Environment. Lama Ziad Jaber, Florida State University; Vesal Dini, Tufts University; David Hammer, Tufts University; Ethan Danahy, Tufts University; Lily Withington
- The Role of Student-Centered Teaching in Professional Learning Networks on Twitter. Anna Noble, Boston College; Patrick J. McQuillan, Boston College; Joshua Littenberg-Tobias, Center for Collaborative Education
- Collaborative Autoethnographic Study of Faculty iPad Integration in Elementary Teacher Preparation Courses. Sheri Vasisda, Oklahoma State University - Stillwater; Di Ryter, Fort Lewis College; Quying Wang, Oklahoma State University; Stephanie J. Hathcock, Oklahoma State University
- Increasing Teacher Productivity and Participation in Curriculum Development via a Customized Content Management System. Megean Garvin, University of Maryland - Baltimore County; Shawn Squire, University of Maryland - Baltimore County; Marie desJardins, University of Maryland - Baltimore County

16.027-15. Teacher Leader Learning Needs. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section D; 12:00-1:30pm
Chair: David Allen, College of Staten Island - CUNY
Participants:
- Investigating the Content and Pedagogy of District Professional Development for Coaches. Sarah L. Woulfe, University of Connecticut
- Understandings and Applications of Data-Driven Decision Making by STEM Teacher Leaders. Lori C. Bland, George Mason University; Toya Jones Frank, George Mason University

16.028. Roundtable Session 5; Roundtable Session

16.028-1. (In)Equitable Access to High-Quality Teaching. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Level One, West Salon GHI; 12:00-1:30pm
Chair: Jeongmi Kim, South Dakota State University
Participants:
- Educational Equity in Exclusionary School Settings: An Analysis of Teachers’ Qualifications, Preparation, and Specialized Training. Loreta Mason-Williams, Binghamton University - SUNY; Joseph C. Gagnon, University of Florida
- Teacher Readiness to Work With English Language Learners: California Context. Irina S. Okhremtchouk, Arizona State University; George Saber Selli, Santa Rosa Junior College; Taucia Gonzalez; University of Wisconsin - Madison; Rachel M. Manak, Arizona State University
- The Best and the Brightest Myth: Teach For America and the Challenge of Preparing Urban Teachers. Megan Blumenreich, City College of New York - CUNY; Bethany Lynn Rogers, College of Staten Island - CUNY

16.028-2. Assessment and Program Improvement in Teacher Preparation. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Level One, West Salon GHI; 12:00-1:30pm
Chair: Karen L. Terrell, University of Massachusetts - Dartmouth
Participants:
- A Multidimensional Analysis of Texas Educator Preparation Programs and Their Alignment With Teacher Effectiveness. Daniella G Varela, Texas A&M University - Kingsville; Lori Kupczynski, Texas A&M University - Kingsville; Marie-Anne Mundy, Texas A&M University - Kingsville
- Faculty Data Use Practices in Teacher Education: A Cross-Case Analysis of Three Programs. Susannah Davis, University of Washington - Seattle
- Teacher Tests: A Driving Force or an Afterthought in the Design of Teacher Education Programs? Stephanie Shedrow, University of Wisconsin; Lindsay M. Stotzel, University of Wisconsin - Madison
- The Features of Teacher Preparation Programs and Beginning Teacher Retention. Courtney Preston, Florida State University; Kirby Whittington, Florida State University

16.028-3. Becoming Who We Were Meant to Be: Black Teachers’ Experiences of Teaching and Becoming Teachers. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Level One, West Salon GHI; 12:00-1:30pm
Chair: Marcelle M. Haddix, Syracuse University
Participants:
- Teaching Is a Revolutionary Act: The Legitimate Knowledge(s) of Black Women Teachers Enacting Activist Literacies. Reba Tashema Hodge, Syracuse University
- Decolonizing Teacher Preparation Programs: Strategies for a Changing K-12 School System. Kimberly Natalia Williams Brown, Syracuse University
- The Postcolonial Language Identity Narratives of Transnational Kenyan Teachers in U.S. Universities. Nyaboke Nduati, Syracuse University

16.028-4. Diverse Frameworks to Guide Preservice Teacher Instructional Practices. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Level One, West Salon GHI; 12:00-1:30pm
Chair: Brandon L. Yost, Washington County School District
Participants:
- An Investigation of Universal Design for Learning for Preparing Early Childhood Special Educators. Serra De Arment, Virginia Commonwealth University; Frances G. Smith, The George Washington University; Yuoying Xie, Virginia Commonwealth University
- Epistemic Practices to Prepare Preservice Teaching Candidates for the Common Core. Tony M. Williams, University of South Carolina; Antoinette S. Linton, California State University - Fullerton
- Supporting English Language Learners Through Response to Intervention: What Preservice Teachers Need to Know. Stacie Kae Pettit, Augusta University; Nai-Cheng Kao, Augusta University

16.028-5. International Uses of Professional Development. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Level One, West Salon GHI; 12:00-1:30pm
Chair: Misfer Saud AlSaloudi, King Saud University
Participants:
- Data Use in Norwegian Schools: School Leaders and Teachers’ Interaction Around Use of National Test Results. Solvi Mausethagen, Oslo and Akershus University College; Tine Sophie Proitz, Nordic Institute for Studies in Innovation, Research and Education; Guri Skedsmo, University of Oslo
- Teacher Professional Development in Saudi Arabia Through the Implementation of Universal Design for Learning. Majed Alsalem, King Saud University; Turki Khalaf Alzahrani, The University of Kansas
- Exploration of Practicing Educators’ Situative Learning Experiences Through an International Cultural Immersion Project. Jung Won Hur, Auburn University; Suhayn Suh, Auburn University

16.028-6. Investigations of Preservice Teacher Identity Development. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Level One, West Salon GHI; 12:00-1:30pm
Chair: Jennifer Catsforth Kaschak, University of Scranton
Participants:
- A Reader Response Approach to Preservice Teacher Identity Development. Elizabeth Isidro, Texas Tech University; Kathryn Button
- Constructing a Teaching Identity Through Planning to Teach The Diary of a Young Girl. Laura C. Hanford, University of New Mexico
- Learning About and Through Discussions in a Teacher Education Class. Laura J. Hopkins, Michigan State University

16.028-7. Learning From Teacher Leader Preparation Programs. Division K - Teaching and Teacher Education; Roundtable Session
Learning to Teach Students With Disabilities via Service-Learning: Preservice Physical Education Teachers’ Perspectives. Jihoon An, East Carolina University; Minjeong Kim, University of Massachusetts - Lowell

Preparing Teachers for Mathematics Consultations That Advance Equity for Students With Special Education Needs. Sarah Ann van Ingen, University of South Florida; Samuel L. Eskelson, University of South Florida; David Alsupp, University of South Florida

Preservice Teachers as Writers: How Do Writing Experiences Impact Their Teaching? Vicki McQuitty, Towson University; Ellen Ballock, Gordon College

“I Felt Like My Brain Was Going to Explode”: Positioning Beginning Teachers as Struggling Readers. Emily Pendergrass, Vanderbilt University; Dan Reynolds, Vanderbilt University - Peabody College

16.028-12. Professional Development in Math and Science. Division K - Teaching and Teacher Education; Roundtable Session

Chair: Yvonne E. Gonzalez-Rodriguez, Rowan University

Participants:
- The Impact of Metro Denver Urban Advantage on Teachers and Students. Andrea Giron Mathern, Denver Museum of Nature & Science; Erin Caldwell, National Research Center
- It’s Complicated: An Examination of High- and Low-Performing Projects’ Professional Development Programming Features. Debra L. Junk, The University of Texas - Austin; Yasemin Copur-Gencturk, University of Houston

University-School Partnerships: Professional Development of Math and Science Teachers Through Action Research. Kim D. MacGregor; Louisiana State University; James Joseph Madden, Louisiana State University; Lester Archer, Louisiana State University; Xue Wen; Louisiana State University - Baton Rouge


Chair: Dina Rosen, Kean University

Participants:
- Champlain Research Experience for Secondary Teachers Touchstones for Teacher Professional Learning. Regina E. Toolin, The University of Vermont; Alan Scott Tinkler, The University of Vermont; Amy Demarest, Our Curriculum Matters
- Alliance for Physics Excellence: A Professional Development Model for Enriching Teaching and Learning in Physics. Dennis Sunal, The University of Alabama; Justina Arienem Oyogo, The University of Alabama; Marsha Emelene Simon, The University of Alabama; Tara Y. Ray, University of Alabama; Cynthia S. Sunal, The University of Alabama; John A. Dantzer, The University of Alabama; Lauren Holmes, The University of Alabama - Tuscaloosa; James WI Harrell; Mohan D Aggarwal, Alabama A&M University
- Beyond Team Chemistry: How High School Departments Influence How Intra-department Teacher Learning Communities Collaborate. Paul Patton, Pacific Lutheran University

16.029. Roundtable Session 6: Roundtable Session


Chair: Carole R. Collins Ayana

Participants:
- Examining Racial, Linguistic, and Course-Taking Disparities in Urban School Contexts. Eduardo Mosquera, University of California - Santa Cruz; Marco A. Bravo, Santa Clara University; Arnold E. Sanchez Ordaz, University of California - Santa Cruz; Pedro E. Nava, Mills College
- Racialized Tracking: Effects on Race/Gender Gaps in STEM Aspirations. Brian L. Chang, Temple University

"A Ditcher and a Scholar": How Tracking Shapes College-Going Identity...
Convention Center, Level Three, Ballroom A; 12:00-1:30pm
Chair: Yolanda J. Majors, The University of Minnesota
Participants:
Intertextuality and “Successful” Urban Adolescent African American Males: Beyond a Single Reading Test. Yolanda Stewart, Columbus City Schools
Race and Resilience: Understanding the Experiences of High-Achieving African American Male Students. Afra Ahmed Hersi, Loyola University Maryland; Sedrick Smith, University of Maryland - Baltimore County
The Stories We Tell: Toward an Understanding of Black Male Youths’ Co-Constructed Identities Within a Culturally Relevant Classroom. Keisha McIntosh Allen, University of Maryland - Baltimore County

16.029-3. Agency and Identification: Equitable Opportunities for Marginalized Students. Division G - Social Context of Education; Roundtable Session
Convention Center, Level Three, Ballroom A; 12:00-1:30pm
Chair: Donna R. Patterson, Augsburg College
Participants:
“Good Kids, Bad Kids”: How Policy, Practice, and Place Shape Social Identities. Kristen Margaret Pozzoboni, San Francisco State University
“You Two Are Good Teachers!” Hmong Immigrant Youth Leading and Learning in a Dance Program. Bic H. Ngo, University of Minnesota; Betsy Maloney Leaf, University of Minnesota - Twin Cities
Agency and Equity: Perspectives From a Texas School District Serving Young Children of Latina/o Immigrants. Kiyomi Sanchez-Suzuki Colegrove, Texas State University; Jennifer Keys Aday, The University of Texas - Austin; Molly Ellen McManus, University of Texas at Austin
Shifting Racial Models of Personhood in Late Adolescence: Heterogeneous Resources and the New Latino Diaspora. Katie Clonan-Roy, University of Pennsylvania; Stanton Wortham, University of Pennsylvania; Briana Nichols, University of Pennsylvania

Convention Center, Level Three, Ballroom A; 12:00-1:30pm
Participants:
Nine Daughters ≠ One Son: Case Study of a Hmong Family’s Educational Expectations and Experiences. Kaozong Nancy Mouvangsou, University of California - Davis
Disconnects Between an English Language Arts Teacher-Reader Lens and Predictions for Student Responses to Literature. Lee William Kibbie, The University of Iowa
Visual Storying of Becoming and Belonging: A Cross-Cultural Negotiation of Asian American Students. Ah Ran Koo, The Ohio State University - Columbus
“We Share Similar Struggles”: How a Vietnamese Immigrant Youth Organizing Program Shapes Participants’ Critical Consciousness of Interracial Tension. Chi Nguyen, The Pennsylvania State University; Rand Quinn, University of Pennsylvania

16.029-5. Broadening Learning Across Subject Areas. Division G - Social Context of Education; Roundtable Session
Convention Center, Level Three, Ballroom A; 12:00-1:30pm
Chair: Jim L. Hollar, Central Washington University
Participants:
A Cross-Case Analysis of Culturally Responsive Approaches to Science, Language Arts, and Health Education in Informal Education Contexts. Tambra O. Jackson, Indiana University - IUPUI; Brittany Ashley Garvin, Clemson University; Julian Owens, Johns Hopkins University
Seven Chilis: Expanding “Repertoires of Practice” Through Documenting and Designing for “Third Space” in a Multicultural Learning Environment. Daniela Kruel DiGiacomo, University of Colorado - Boulder; Kris D. Gutiérrez, University of California - Berkeley
The Arts and Urban Education: A Question of Equity. Amelia M. Kraehe, University of North Texas; Joni Boyd Acuff, The Ohio State University; Sarah Travis, University of North Texas

16.029-6. Collaborations to Standardize the Educators. Division G - Social Context of Education; Roundtable Session
Convention Center, Level Three, Ballroom A; 12:00-1:30pm
Chair: Steven Paul Camicia, Utah State University
Participants:
Education Policy in Transnational Times: Professional Standards for School Leaders. Wei Wei, University of Western Ontario; Augusto Riveros, University of Western Ontario
Teachers as Global “Target Populations.” Gerald K. LeTendre, The Pennsylvania State University
The Fordham Institute and the Future of the Teaching Profession. Donal E Mulcahy, Wake Forest University

Convention Center, Level Three, Ballroom A; 12:00-1:30pm
Chair: Shaka Ravils, University of Illinois at Chicago
Participants:
The Impact of Precollege Access Programs on the Academic Identity of African American High School Students in Los Angeles, California. Nichole Garcia, University of California - Los Angeles; Tyrone C. Howard, University of California - Los Angeles; Joni Tunstall, University of California - Los Angeles; James Parker, Morehouse College
“The Sky Is the Limit for My Children”: Maternal Strategies to Promote School Readiness. Danielle Michelle Perry, University of Illinois at Urbana-Champaign; Robin L. Jarrett, University of Illinois at Urbana-Champaign

16.029-8. Microaggressions Across College and University Contexts. Division G - Social Context of Education; Roundtable Session
Convention Center, Level Three, Ballroom A; 12:00-1:30pm
Chair: Dana Thompson Dorsey, University of North Carolina - Chapel Hill
Participants:
“But What Did You Expect?” Being a Black Female Student in a Predominately White University. Alaina Neal, University of Michigan - Ann Arbor; Natalie Renee Davis, University of Michigan - Ann Arbor
University Students’ Learning of Argument-Counterarguments to Examine an Ill-Structured Issue Regarding Africans and African Americans. Olubusayo Olojo, South University; Jazlin Ebenezer, Wayne State University
White Women on Campus: Methodologies for Exploring Intersections of Privilege and Oppression. Moira Ozias, University of Oklahoma
Revealing Cuts Beneath the Skin: Black Men and the Biopsychosocial Impact of Racial Microaggressions. Kenjus Terrel Watson, University of California - Los Angeles

Convention Center, Level Three, Ballroom A; 12:00-1:30pm
Chair: Natalia Guzman, University of Maryland - College Park
Participants:
Investigating the Possibilities and Problems of Biliteracy With an Endangered Language in Web 2.0. Sarah McMonagle, Universität Hamburg
Building a Community of Practice to Overcome the Marginalization of Adolescent Language Learners. Natalia Guzman, University of Maryland - College Park; Melinda E. Martin-Beltran, University of Maryland - College Park; Tabitha Kidwell, University of Maryland - College Park

16.029-10. Navigating STEM Trajectories From School to Professional Fields. Division G - Social Context of Education; Roundtable Session
Convention Center, Level Three, Ballroom A; 12:00-1:30pm
Chair: Shakhnoza Kayumova, University of Massachusetts - Dartmouth
Participants:
Examining the Impact of a Culturally Relevant Computing Intervention for Underrepresented High School Students of Color. Alexis Martin, Level
Convention Center, Level Three, Ballroom A; 12:00-1:30pm
Chair: Yanan Fan, San Francisco State University
Participants:
- Contextual Affordances and Constraints: Supporting Beginning Teacher Agency in a Mathematics-Specific Induction Program. Anne Swenson Ticknor, East Carolina University; Catherine Stein Schwartz, East Carolina University
- Contextual Influences on Novice Elementary Teacher Job Satisfaction. Lynn Marie Sikma, University of North Carolina - Wilmington
- Building Knowledge With Immigrant Students: A Case of a Community-Based Teacher Education Program. Yanan Fan, San Francisco State University
- Exploring Visceral Literacies: Positioning, Vulnerability, and the Affective Dimensions of Teaching and Learning. Ashley Cartun, University of Colorado - Boulder

Convention Center, Level Three, Ballroom A; 12:00-1:30pm
Chairs: Soo Hong, Wellesley College; Anne T. Henderson, Brown University
Participants:
- Transformation or Adaptation? Lessons From the Investing in Innovation Fund (i3) We Are a Village Grant. Vianna Alcantara, Annenberg Institute for School Reform; Joanna D. Geller, Annenberg Institute for School Reform; Ruth Maria López, Brown University; Keith C. Catone, Brown University; Rosann Tung, Annenberg Institute for School Reform
- Building School Capacity for Effective Parent Engagement. Maria S. Quezada, California Association for Bilingual Education; Maria Villa Marquez, California Association for Bilingual Education; Rachel Saldivar

Convention Center, Level Three, Ballroom A; 12:00-1:30pm
Chairs: Brendan D. Maxcy, Indiana University - IUPUI; Thu Suong Thi Nguyen, Indiana University - IUPUI
Participants:
- Constructing and Contesting Racialized Identities Among Somali Youth: Visible Identities as Sites of Racialization. Nimo Abdi, University of Minnesota
- Exploring Complex and Hybrid Identities Within U.S. Schools: The Afghan American Experience. Sangaar Nojan, University of California - Santa Cruz
- Former Burmese Refugees Negotiate Non-/mis-/emerging Recognition: Community Organizing and U.S. Midwest Schools. Thu Suong Thi Nguyen, Indiana University - IUPUI; Brendan D. Maxcy, Indiana University - IUPUI

Convention Center, Level Three, Ballroom A; 12:00-1:30pm
Chair: Patricia D. López, San Jose State University
Participants:
- Funds of Identity: Actualizing Lived Experience in Learning to Teach for Justice and Cultural Sustainability. Maria Timmons Flores, Western Washington University; Kristen Bythue French, Western Washington University; Barbara Waxman
- Identity Development of Preservice Elementary Teachers as Teachers of Culturally Diverse Students. Michael R. Scott, The University of Texas - Austin; Katherine D. Danby, Virginia Commonwealth University
- Intergroup Dialogue: Uncovering the Racial Experiences and Identities of Preservice Teachers. Natasha C. Murray, University of Illinois at Urbana-Champaign
Convention Center, Level Three, Ballroom A; 12:00-1:30pm
Chair: Okan Bulut, University of Alberta
Participants:
A Blocked Computerized Adaptive Testing Procedure for Cognitive Diagnosis Computerized Adaptive Testing (CD-CAT). Mehmet Kaplan, Turkish Ministry of National Education; Jimmy de la Torre, Rutgers University; Juan Ramon Barrada, Universidad de Zaragoza
Multidimensional Computerized Adaptive Testing for Ranking Items. Chia-Wen Chen, The Hong Kong Institute of Education; Wen-Chang Wang, The Hong Kong Institute of Education; Sage Ro, IBM
Computerized Adaptive Testing for Itpasive Tests With Multidimensional Forced-Choice Items. Xue-Lan Qiu, The Hong Kong Institute of Education; Wen-Chang Wang, The Hong Kong Institute of Education
Development of Multistage Testing (MST) Test Information for Measurement Precision. Ryoungsun Park, Wayne State University; Jiseon Kim, University of Washington - Seattle; Hyewon Chang, Chonnam University - South Korea; Barbara G. Dodd, The University of Texas - Austin

Convention Center, Level Three, Ballroom A; 12:00-1:30pm
Chair: Megan Cotnam-Kappel, Harvard University
Participants:
A Multimodal Methodology for the Detection of Emotion Regulation. Maedeh Assadat Kazemitabar, McGill University; Susanne P. Lajoie, McGill University
Crowdsourcing Method: Participatory Archives, Images, and Flux. Jasmine Ubler, Wayne State University
Making and Unmaking Phenomena in Postintentional Phenomenology. Mark D. Vagle, University of Minnesota; Kelly Gast, University of Minnesota; Jeff Henning-Smith, University of Minnesota; Tracy Leitl, University of Minnesota; Olivia Taylor Christensen, University of Minnesota - Twin Cities
What’s Assumed in “What Works”: A Critical Construct Synthesis Approach. Jennifer R. Wolgemuth, University of South Florida; Tyler Hicks, University of South Florida; Fonzell Agosto, University of South Florida

Convention Center, Level Three, Ballroom A; 12:00-1:30pm
Chair: Kathleen Banks, LEAD Public Schools
Participants:
A Power Formula for the Crossing Simultaneous Item Bias Test (SIBTEST) for Non-Uniform and Uniform Differential Item Functioning. Zhuoshan Mandy Li, Boston College
Examining Sequence of Contextualized Items in Science: Experimental Evidence on English Learners and Non-English Learners. Ting Wang, Educational Testing Service
Exploring Gender Differential Item Functioning in Eighth-Grade Mathematics Items for the United States and Taiwan. Ming-Chih Lan, University of Washington
The Effect of the New Variance-Covariance Estimation Method on Differential Functioning of Items and Tests: BILLOG-MG3 Versus IRTPRO. T. C. Oshima, Georgia State University; Keith Darnell Wright, Secondary School Admission Test Board; David R. J. Fikis, Georgia State University; Scott B Morris, Illinois Institute of Technology
User-Friendly and Effective Item Purification for Differential Item Functioning Analysis in IRTPRO. David R. J Fikis, Georgia State University; T. C. Oshima, Georgia State University

Convention Center, Level Three, Ballroom A; 12:00-1:30pm
Chair: Yasha Kauffmann, Massachusetts Institute of Technology
Participants:
A Comparison of Estimation Methods for a Multi-Unidimensional Graded Response Item Response Theory Model. Tzu Chun Kuo, Southern Illinois University - Carbondale; Yanyan Sheng, Southern Illinois University - Carbondale
A Random Item Effects Multilevel Multidimensional Item Response Theory Model. Shanshan Wang, University of Cincinnati; Benjamin Kelcey, University of Cincinnati
The Effect of Examinee Omit Behavior on Item Response Theory Parameter Estimation. Jane Rogers, University of Connecticut; Haritharan Swaminathan, University of Connecticut
Nonparametric Item Response Theory for Continuous Items. Jyun-Hong Chen, National Sun Yat-sen University; Ching-Lin Shih, National Sun Yat-sen University; Shu-Ying Chen, National Cheng Cheng University

Convention Center, Level Three, Ballroom A; 12:00-1:30pm
Chair: Rochelle S. Michel, Curriculum Associates
Participants:
Evaluating Rater Accuracy and Cognition for Document-Based Literacy Assessments Using a Mixed Methods Approach. Jue Wang, University of Georgia - Athens; George Engelhard, University of Georgia; Kevin Raczynski, University of Georgia; Tian Song, Pearson; Edward W. Wolfe, Pearson
Exploring Rater Errors and Systematic Biases in Language Assessment Using Mokken Scale Analysis. Stefanie Anne Wood, The University of Alabama - Tuscaloosa; George Engelhard, University of Georgia
A Validation Framework for Automated Essay Scoring Systems. Lucy Lu, NSW Department of Education; James Tognolli, Pearson plc

16.029-23. VISUALizing Qualitative Methods. Division D - Measurement and Research Methodology; Roundtable Session
Convention Center, Level Three, Ballroom A; 12:00-1:30pm
Chair: Joyce Mahler Duckles, University of Rochester
Participants:
Conducting Interview Conversations With Computer-Mediated Communication in Virtual Space: Gaining Emic Perspectives. Monaliza Maximo Chian, University of California - Santa Barbara; Azure Janee Stewart, University of California - Santa Barbara; Ethny A. Stewart, University of California - Santa Barbara; Judith L. Green, University of California - Santa Barbara
Using Forward and Backward Snowballing to Synthesize Qualitative Research on Women of Color in Engineering. Nuria Jaumot-Pascual, TERC; Maria (Mia) Ong, TERC; Lily Ko, TERC; April K. Hodari, Council for Opportunity in Education
“I’m Curious ...”: A Critical Examination of Pronoun Use in the Co-Construction of Science Student Identities. Marie-Claire Shanahan, University of Calgary; Lydia E Carol-Anne Burke, University of Toronto

Convention Center, Level Three, Ballroom A; 12:00-1:30pm
Chair: Ashley N. Briggs, U.S. Department of Education
Participants:
(Re)Defining Cultural Assets and Their Impact on Research, Youth, Schools, and Communities. Noah Borroto, University of San Francisco; Christine Jean Yeh, University of San Francisco
Coming to Class Awareness in College and Overcoming Challenges: The Experiences of High-Achieving Low-Income Students. Sylvia Hurtado, University of California - Los Angeles; Adriana Ruiz Alvarado, University of California - Los Angeles; Theresa Jean Stewart-Ambo, University of California - Los Angeles
Participants:
Chair:
Speakers:

18.010. AERA Undergraduate Student Education Research Training Workshop and Dinner: Closed Session. AERA Related Activities; Invited Speaker Session
Marriott Marquis, Level One, George Washington University; 2:00-8:00pm
Chair: George L. Wimberly, American Educational Research Association

Friday, 12:30 pm

AERA Sessions

17.010. National Library of Education Site Visit 1. AERA Sessions; Off-Site Visit
U.S. Department of Education, National Library of Education, 400 Maryland Avenue, SW Washington, DC; 12:30-3:30pm

Friday, 2:00 pm

AERA Related Activities

18.010. AERA Undergraduate Student Education Research Training Workshop and Dinner: Closed Session. AERA Related Activities; Invited Speaker Session
Marriott Marquis, Level One, George Washington University; 2:00-8:00pm
Chair: George L. Wimberly, American Educational Research Association

Committee Sessions

19.010. Graduate Student Orientation: Navigating AERA’s Multiple Offerings. Graduate Student Council; Invited Speaker Session
Convention Center, Level One, Room 140 AB; 2:15-3:45pm
Chairs: Gabriel Joey Merrin, University of Illinois - Urbana-Champaign; Kate Michelle Rollert, Michigan State University; Ashley N. Patterson, The Pennsylvania State University
Speakers: Robert William Danielson, University of Southern California; Eric Felix, University of Southern California; Laura Carolina Chavez-Moreno, University of Wisconsin - Madison; Laura Parson, University of North Dakota; Priya戈ol La Lone, University of Illinois at Urbana-Champaign; Kristen Lynn Smith, James Madison University; Atiya S Strothers, Rutgers University - New Brunswick/Piscataway

19.011. The Prison-to-School Pipeline: Nondeficit Approaches to Examining the Educational Trajectories of Marginalized Latino Males. Committee on Scholars and Advocates for Gender Equity in Education; Symposium
Convention Center, Level One, Room 160; 2:15-3:45pm
Chair: James Diego Vigil, University of California - Irvine
Participants:
Reclaiming the Innocence of Latino Males: A Message to Middle School Teachers From Latino Male Students. Eligio Martinez, University of California - San Diego
Pushed out and Pulled In: Creating a Youth Support Complex Within a School-Based Intervention Program. Victor Rios, University of California - Santa Barbara; Mario Gerardo Galicia, University of California - Santa Barbara
Cultural Capital and Habitus: The Influence of Gang and College Knowledge for Low-Income Latino Male High School Students in Nevada. Adrian H. Huerta, University of California - Los Angeles; Patricia M. McDonough, University of California - Los Angeles; Walter R. Allen, University of California - Los Angeles
The Prison-to-College-to-Jobs Pipeline. Cecilia Rios Aguilar, University of California - Los Angeles; Luis G. Giraldo, University of California - Los Angeles
Discussant: Tyrone C. Howard, University of California - Los Angeles

WERA Sessions


World Education Research Association (WERA); Paper Session
Convention Center, Level One, Room 153; 2:15-3:45pm
Chair: Joanna Maria Madalinska-Michalak, University of Warsaw
Participants:
Learning to See Research Context via Photo Collage: An Aesthetic Approach to Data Collection, Analysis, and Representation. Laura Blythe Liu, Indiana University
Travel and the Pedagogical Constructions of Space. Thanh Thi Ngo, Luong The Vinh High School; Thanh Ha Phung, Michigan State University; Ha Thanh Nguyen, Michigan State University
The Impact of the Cultural Revolution on a Chinese Music Educator’s Musical Life. CHENGCHENG LONG, Arizona State University - Tempe

Convention Center, Level One, Room 154 A; 2:15-3:45pm
Chair: Aslam Fataar, Stellenbosch University
Participants:
Shaping Education Policy in Global Context for the Future We Want. Olajide O. Aguloye, Augusta University
From Program to Policy: Organizing the Transition of Career Guidance Services in Egypt. Shahinaz Mohamed Khalil, Philips Universität Marburg
Transnational Migrants: U.S. and Italian Educators’ Views on Education for Integration. Rina Manuela Contini, University of Chieti-Pescara (Italy); Mariella M. Espinoza-Herold, Northern Arizona University
Educating Teachers From a Distance: A Comparison of Neoliberal Policies and Discourses Between Brazil and the United States. Rick J. Voithofer, The Ohio State University; Josie Amanar Bastos, The Ohio State University

19.014. Articulations of Higher Education Across the Globe. World Education Research Association (WERA); Paper Session
Convention Center, Level One, Room 154 B; 2:15-3:45pm
Chair: Lori Diane Hill, American Educational Research Association
Participants:
Global Poverty and Higher Education: Exploring Integrative Pedagogical Possibilities in an International Subsistence Marketplaces Initiative. Xiuying Sophy Cai, University of Illinois at Urbana-Champaign
Measuring Principals’ Attitudes Toward Poverty and the Poor. Melissa L. Ghoshon, West Virginia Department of Education

19.015. Creative Thinking and Learning Within a Global Context. World Education Research Association (WERA); Paper Session
Convention Center, Level One, Room 155; 2:15-3:45pm
Chair: Theo Wubbels, Utrecht University
Participants:
An Interdisciplinary Study of Global Education Issues Within Sociopolitical Spheres of World Dominance. Carol A. Mullen, Virginia Polytechnic Institute and State University
Examining Ethnic Differences in Creative Thinking Abilities and Achievement in Science, Mathematics, and Reading. William M. Bart, University of Minnesota; Brad Hokanson, University of Minnesota; Iclal Sahin, Middle East Technical University Northern Cyprus Campus; Mohammed Abdelhady Abdelsemaa, South Valley University
Children’s Questions Across Cultures: A Universal Tool for Learning? Andrew Powers Minigan, The Right Question Institute; Codie Kane, The Right Question Institute; Dan Rothstein, Right Question Project; Luz Santana, The Right Question Institute
Applying the Assessment Scale for Creative Collaboration to Online Collaborative Learning. Margarida Romero, Universitat Lleida; Elena Barberà, The Open University of Catalonia

19.016. The Challenges of Assessing and Comparing Young Children in Different Cultures. World Education Research Association (WERA); WERA Symposium
Convention Center, Level One, Room 143 B; 2:15-3:45pm
Chair: Peter B Tynms, Durham University
Participants:
The Logistic Problems of Developing the International Project and Some
19.007. Focusing on Social Justice as a Catalyst for Improving Diverse Schools. Division A - Administration; Paper Session
Convention Center, Level Two, Room 209 B; 2:15-3:45pm
Chair: Bianca J. Baldridge, University of Wisconsin - Madison
Participants:

The Double Bind of Labeling English Language Learners: Classification Policies in Practice. Rebecca Jane Lowenhaupt, Boston College; Sarah Bradley, Boston College; Jori Dallas, Boston College


White Principals Attempting to Lead Race-Conscious School Improvement: A Distributive Perspective. Jason Swanson, University of Illinois at Chicago; Anjale DeVawn Welton, University of Illinois at Urbana-Champaign

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

19.018. Against Inclusion: Resisting School Militarization in the Name of Gender Justice. Division B - Curriculum Studies; Symposium
Convention Center, Level One, Room 102 A; 2:15-3:45pm
Chair: Lance Trevor McCready, University of San Francisco
Participants:
Schooling Bodies for War: An Ethnography of the Making of Military Men. Nicole Nguyen, University of Illinois at Chicago

The New Normal? Good Soldiers and the Punishing Present of Gay Equality. Erica R. Meiners, Northeastern Illinois University; Therese M. Quinn, University of Illinois at Chicago

Student Constructions of the Gendered Body at a Public Military Academy. Heather L. Horsley, University of Illinois at Chicago

Discussant: Lance Trevor McCready, University of San Francisco

19.019. Reimagining "the" Colonizing/Colonized Subject: The Next 100 Years. Division B - Curriculum Studies; Paper Session
Marriott Marquis, Level Four, Liberty Salon P; 2:15-3:45pm
Chair: Nicholas Ng-A-Fook, University of Ottawa
Participants:
Refusing One Box: Dual Indigenous Identities and Teaching and Learning in Universities. Sereena Naepi, University of British Columbia

"Be Real Black for Me": Imagining Black Crit in Education. Michael J. Dumas, University of California - Berkeley; kihana miraya ross, University of California - Berkeley

"Theater of the Oppressed": Asian American Youth Violence, U.S. Imperialism, and Decolonization. Kevin D. Lam, Drake University

Research at the Limits of Ethics: Why a Pedagogy? Sheeva Sabati, University of California - Santa Cruz

19.020. School Engagement, Artistic Practice, and Democracy. Division B - Curriculum Studies; Symposium
Marriott Marquis, Level Four, Liberty Salon O; 2:15-3:45pm
Chair: Kathleen M. Gallagher, OISE/University of Toronto
Participants:

Radical Visibilities. Wendy L. Luttrell, Graduate Center City University of New York

Who in Attendance Is Present? Madeleine Grumet, University of North Carolina - Chapel Hill

What Does It Mean to Care? Julie Salverson, Queen’s University

19.021. Bridging Research and Practice: Findings From the National Center on Cognition and Mathematics Instruction. Division C - Learning and Instruction; Structured Poster Session
Convention Center, Level One, Room 101; 2:15-3:45pm
Chair: Steven Arnold Schneider, WestEd
Participants:
1. Measuring the Efficacy of Research-Based Revisions to Middle School Mathematics Curricula. Jodi Davenport, WestEd; Yvonne Kao, WestEd; Bryan Matlen, WestEd; Perman Gochyey, University of California - Berkeley; Steven Arnold Schneider, WestEd

2. Mapping Skills and Knowledge in the Connected Mathematics Project 2 Curriculum. Deena Sofer Goldstein, University of Illinois at Chicago; Cristina Heffernan, Worcester Polytechnic Institute; Neil T. Heffernan, Worcester Polytechnic Institute; James W. Pellegrino, University of Illinois at Chicago; Susan R. Goldman, University of Illinois at Chicago; Timothy Matthew Stoeblinga, University of Illinois at Chicago

3. Improving Mathematical Learning Outcomes Through Applying Principles of Spaced Practice and Assessment With Feedback. Deena Sofer Goldstein, University of Illinois at Chicago; James W. Pellegrino, University of Illinois at Chicago; Susan R. Goldman, University of Illinois at Chicago; Timothy Matthew Stoeblinga, University of Illinois at Chicago; Neil T. Heffernan, Worcester Polytechnic Institute; Cristina Heffernan, Worcester Polytechnic Institute

4. Evaluating the Differences in Students’ Performance and Retention for Mathematics Skills Given Various Forms of Feedback. Timothy Matthew Stoeblinga, University of Illinois at Chicago; Deena Sofer Goldstein, University of Illinois at Chicago; Cristina Heffernan, Worcester Polytechnic Institute; James W. Pellegrino, University of Illinois at Chicago; Susan R. Goldman, University of Illinois at Chicago; Neil T. Heffernan, Worcester Polytechnic Institute

5. Improving Student Learning in Math Through Web-Based Homework Review. Kim Kelly; Neil T. Heffernan, Worcester Polytechnic Institute; Cristina Barbieri, University of Delaware; Julie L. Boothe, Temple University

7. The Relationship Between Fraction Magnitude Knowledge and Pre-Algebra Learning. Christina Barbieri, University of Delaware; Julie L. Boothe, Temple University


Convention Center, Level Two, Room 201; 2:15-3:45pm
Chair: Steve Graham, Arizona State University
Participant: Erika Alisha Patall, The University of Texas - Austin
Participating:
The Promise and Peril of Choice Provision as a Motivational Strategy. Erika Alisha Patall, The University of Texas - Austin

19.023. Finding the Hook: Engaging Teachers and Students in Computer Science. Division C - Learning and Instruction; Symposium
Convention Center, Level One, Room 149 A; 2:15-3:45pm
Chair: Meghan McCarthy Welch, Georgia State University
Participants:
Collaborative Research. ITEST-Strategies: Human-Centered Robotics Experiences for Exploring Engineering, Computer Science, and Society. Cindy E. Hmelo-Silver, Indiana University; Andrea Sarah Gomoll, Indiana University - Bloomington; Matt Francisco, Indiana University; Selma Sabanovic, Indiana University; Whitney E Novak, Indiana University - Bloomington

The Proof Is in the Pudding: Designing for Gender Equity in STEM Interest and Persistence. Kemi Jona, Northwestern University; Reed Seitz, Northwestern University; Lucy Tang, Northwestern University

Design-Based Information Technologies Learning Experiences: Year I Results. Marcus Lee Johnson, University of Cincinnati; Helen Meyer, University of Cincinnati; Chengcheng Li, University of Cincinnati; Hazem Said, University of Cincinnati; Rebekah Michael, University of Cincinnati

Social Cognitive Predictors of Math/Science Outcomes Among a Self-Selected, Diverse Sample of Middle School Students. Alfred Hall, The University of Memphis; Christian E. Mueller, The University of Memphis; Danielle Z. Miro, The University of Memphis

Integrated Computer Science (ICS): Teacher Learning as a Means to Transform Curriculum. Zebra Ozzurk, Georgia State University; Meghan McCarthy Welch, Georgia State University; Caitlin M. Dooley, Georgia State University; Chris Thompson, Georgia Institute of Technology; Alison Shelton, Centennial Academy, Atlanta

Discussant: Darryl Williams, Tusfts University

19.024. Mathematics and Technology-Based Learning Environments. Division C - Learning and Instruction; Paper Session

Chair: Orly Buchbinder; University of New Hampshire

Participants:

Changes in Student Perceptions Following Mathematics Education Technology Implementation. Katarina Panic, Utah State University; Sarah Jane Harris-Brasiel, Utah State University; Frederick Poole; Clarence Ames, Utah State University; Min Yuan, Utah State University; Taylor Martin, O’Reilly Media

Effect of Technological Interventions on Students’ Mathematics Achievement, Attitude, and Motivation: A Meta-Analyses. Kristina Higgins, Tarleton State University; Jacqueline Hucroft-D’Angelo, Texas Christian University; Lindy L. Crawford, Texas Christian University

Getting Personal With Big Data: Stories With Multivariable Models About Global Health and Wealth. Jennifer Beth Kahn, Vanderbilt University - Peabody College; Rogers P. Hall, Vanderbilt University

Situating Embodied Learning of Mathematical Fractions in Narratives and Utilizing Gestures in a Tablet-Based Game. Michael I. Swart, Teachers College, Columbia University; John B. Black, Teachers College, Columbia University; Benjamin Paul Friedman, Teachers College, Columbia University; Sorachai Kornkasem, Columbia University; Jonathan Michael Vitale, University of California - Berkeley; Sandra Sheppard, WNET-Thirteen: Cyberchase; Alison Lee, Teachers College, Columbia University

Discussant: Emma P. Bullock, Utah State University

19.025. Science and Inquiry in Technology-Based Learning Environments. Division C - Learning and Instruction; Paper Session

Chair: Brian R. Belland, Utah State University

Participants:

Cogeneration of Pragmatic Structure to Support Sustained Inquiry Over a School Year. Dan Tao, University at Albany - SUNY; Jianwei Zhang, University at Albany - SUNY; Dandan Gao, East China Normal University

Design and Evaluation of an Online Inquiry Learning Space to Support Students’ Conceptualization Skills. Leo Aleksander Sliman, University of Tartu; Margus Pedaste, University of Tartu; Mario Mäeots, University of Tartu; Zacharias C. Zacharia, University of Cyprus

How Prior Knowledge and Self-Efficacy Influence Multiple Indicators of Student Performance in Virtual Environments. Xiaoyang Gong, University of Maryland - College Park; Kelly Mills, University of Maryland - College Park; Bradley W. Bergey, Queens College; Diane Jass Ketelhut, University of Maryland - College Park; Ashley Coon, University of Maryland

Promoting Socioscientific Literacy in Middle-Grade Students Through an Educational Problem-Based Learning Simulation. Scott W. Brown, University of Connecticut; Kimberly A. Lawless, University of Illinois at Chicago; Sarah D. Newton, University of Connecticut

Robots and Romeo and Juliet: Studying Teacher Integration of Robotics Into Middle School Curricula. Debra Bernstein, TERC; Karen Mutch-Jones, TERC; Emily Hammer, Carnegie Mellon University; Jennifer Light Cross, Carnegie Mellon University

Discussant: Margus Pedaste, University of Tartu

19.026. The Role of Teachers in Identifying and Supporting Students With Mental Health Problems. Division E - Counseling and Human Development; Symposium

Convention Center, Level One, Room 145 A; 2:15-3:45pm

Chair: Jennifer Greif Green, Boston University

Participants:

A Vignette Study to Understand Teacher Identification of Adolescent Mental Health Needs. Jennifer Greif Green, Boston University; Noah Segal, Boston University; Kathryn Adams, Boston University

Teacher Supports for Students With Mental Health Needs and Collaboration With Mental Health Providers. Javier Guzman, Boston University; Shannon Gribben, Boston University

Case Study: Using a University-School Partnership to Identify Teacher Training Needs. James Michael Llabilios, Norwell Public Schools; Javier Guzman, Boston University; Jennifer Greif Green, Boston University

A Critical Review of Existing Teacher Training Programs in Student Mental Health. Suzanne Vinnes, Boston University; Claire Brown, Boston University; Rebecca Levine, Boston College

Discussant: Amie E. Grills, Boston University

19.027. Access, Choice, Enrollment, and College Completion Patterns: Pathways of Underserved Students. Division J - Postsecondary Education; Paper Session

Chair: Marriott Marquis, Level Four, Independence Salon C; 2:15-3:45pm

Amanda E. Assalone, Southern Education Foundation, Inc.

Participants:

Adult Undergraduates and Bachelor’s Degree Attainment: How Common Is Completion? And Who Completes? David Monaghan, Wisconsin HOPE Lab, University of Wisconsin-Madison

Pacific Islanders in College Football: Expectations and Realizations. Keali'i Troy Kauakahok, University of California - Los Angeles; Kulehua Mueller, University of Hawaii - Manoa

Access and Self-Advocacy for Students With Learning Disabilities. Joanna Drivalas, University of Southern California

When Developmental Education Is Optional: Understanding Course Enrollment and Completion Following Florida’s Developmental Education Reform. Toby Park, Florida State University; Chenous S. Woods, Florida State University; David Allen Tandberg, Florida State University; Shouping Hu, Florida State University; Tamara Bertrand Jones, Florida State University

Discussant: Marcela Cuellar, University of California - Davis

19.028. Conceptualizing University Identity: Mission, Branding, and the Quest for Quality. Division J - Postsecondary Education; Paper Session

Chair: Marriott Marquis, Level Four, Independence Salon A; 2:15-3:45pm

Christine M Isselhard, University of Rochester

Participants:


The Role of External Stakeholders in the Development of a “Corporate Brand” in Higher Education. Louise Mary Spry, Nottingham Trent University; Marie Parker-Jenkins, University of Limerick; Sheine Peart, Nottingham Trent University; Carley Foster, Nottingham Trent University

University Identity: The Role of Trustees. Karley Riffe, University of Georgia; Sondra Nicole Barringer, University of Georgia

Visualizing Quality: University Online Identity as Organizational Performativity in Higher Education. Gerardo Blanco Ramirez, University of Massachusetts - Boston; Amy Scott Metcalfe, The University of British Columbia

Discussant: Stella L. Smith, The University of Texas - Austin

19.029. Developing and Evaluating the Psychometric Quality of Next-
Generation Student Learning Outcomes Assessments. Division J - Postsecondary Education; Symposium
Chair: Ou Lydia Liu, ETS
Participants: Ou Lydia Liu, ETS  
Developing and Validating a Next-Generation Critical Thinking Assessment for Higher Education. Liyang Mao, IXL Learning; Jun Xu, Educational Testing Service; Ou Lydia Liu, ETS  
Analysis of a Next-Generation Quantitative Literacy Assessment: Results From a Pilot Test. Katrina Crotts Roohr, Educational Testing Service; HyeSun Lee, University of Nebraska - Lincoln; Jun Xu, Educational Testing Service; Ou Lydia Liu, ETS  
Validity Evidence Based on Internal Structure for a Higher Education Written Communication Assessment. Joseph A. Rios, Educational Testing Service; Liyang Mao, IXL Learning  
Investigating the Response Length of Video-Based Oral Communication Performance Tasks. Kri Noel Burkander, Educational Testing Service; Katrina Crotts Roohr, Educational Testing Service; Liyang Mao, IXL Learning  
Discussant: Terry A. Ackerman, University of North Carolina

19.030. It’s a Hard Doc Life. Division J - Postsecondary Education  
Cosponsored with SIG-Graduate and Postdoctoral Education across the Disciplines; Paper Session
Chair: Lucas Benjamin Hill, Michigan State University
Participants: A Critical Race Examination of the Neo-Liberal, Neo-Colonial, and Neo-Racist Implications of U.S. Admissions of International Doctoral Students of Color. Dian D Squire, University of Denver  
Violations Beyond Words: Misappropriation of Graduate Students’ Works. Kimberly Becker, University of North Dakota; Jeffrey C. Sun, University of Louisville  
We, Monsters: An Autoethnographic Review of Literature of Experiencing Doctoral Education Programs. Jordan Corson, Teachers College, Columbia University; Tara Schwitzman, Teachers College, Columbia University  
“I Feel Like a Fraud”: Reducing Imposter Phenomenon in Graduate Students Through Literacy Interventions. Jonathan Cisco, University of Missouri  
Discussant: Susan K. Gardner, University of Maine

19.031. Scholarly Conversations: Considering Pressing Issues in Higher Education. Division J - Postsecondary Education; Invited Speaker Session  
Chair: Kristan Venegas, University of Southern California  
Speaker: Laura I. Rendon, The University of Texas - San Antonio  
Participants: Incarceration and college-going. Erin L. Castro, University of Utah  
Foster care youth and college-going. Molly Sarubbi, The University of Denver; Jarrett Gupton, University of Minnesota  
Sexual Assault and College Campuses. Melora A. Sundt, University of Southern California  
21st Century Faculty. Gary Rhodes, University of California - Los Angeles; Leslie Gonzalez, Michigan State University  
Racial Conflicts on Campus. Nolan L. Cabrera, The University of Arizona @Realacademics. Bryan Gopaal, University of Rochester  
The role of boards in today’s campus climate. Raquel M. Rall, University of California - Riverside  
Substance Abuse and College Students. Ross Douglas Aikins, University of Pennsylvania  

19.032. Division L Invited Session: Reconceptualizing How We Study and Support Research Use. Division L - Educational Policies and Politics; Invited Speaker Session  
Chair: William R. Pennel, University of Colorado - Boulder  
Participants: Philip L. Bell, University of Washington; Derek C. Briggs, University of Colorado, Boulder; Pamela J. Buffington, Education Development Center, Inc.; Cynthia E. Coburn, Northwestern University; Elizabeth N. Farley-Ripple, University of Delaware; Heather C. Hill, Harvard Graduate School of Education; Henry May, University of Delaware; James P Spillane, Northwestern University  

SIG Sessions

19.033. Assaults on Communities of Color: Transacademic Exploration of the Realities of Race-Based Violence. SIG-Critical Educators for Social Justice; Symposium
Chair: Valerie Kinloch, The Ohio State University  
Participants: Breathe: Notes on White Supremacy and the Fierce Urgency of Now. William C. Ayers, University of Illinois at Chicago; Richard Ayers, University of San Francisco  
When Michael’s Death Means Our Own Children’s Death: Critical Race Parenting in a Time of Racial Extermination. Cheryl E. Matias, University of Colorado - Denver; Roberto Montoya, University of Colorado - Denver  
Desensationalizing Black Males: Navigating and Deconstructing Extreme Imageries of Black Males and Masculinities. Roderick LaMar Carey, University of Pittsburgh  
And, to Make Matters Worse: Continuing Police Violence Against Communities of Color. Lori Latrice Martin, Louisiana State University  
Prisons, and Schools, and Failure, Oh My! An Open Letter. Kenneth James Fasching-Varner, Louisiana State University; Lori Latrice Martin, Louisiana State University; Christine Clark, University of Nevada - Las Vegas; Arash Daneshzadeh, University of California - Davis; Nicholas Daniel Hartlep, Illinois State University  
Discussant: Valerie Kinloch, The Ohio State University

19.034. Mentoring as a Touchstone for Reinvention, Transforming, and Transitioning. SIG-Mentorship and Mentoring Practices; Symposium
Chair: SueAnn I. Bottoms, Oregon State University  
Participants: A Reflective, Dialogic, and Democratic Exploration of Cross-Cultural Mentoring. Antonette M. Aragon, Colorado State University; Talia Randa Estrada, The University of Trinidad and Tobago; Vonzell Agosto, University of South Florida; Deidre Cobb-Roberts, University of South Florida; Christine Wanjiku Nganga, South Dakota State University; Ann Unterreiner, Education Consultant/Independent Scholar; Makini Z. Beck; Zorka Karanska, University of South Florida  
Mentoring Professional Transitions Through Collegiality, Loyalty, and Friendship. Ann Unterreiner, Education Consultant/Independent Scholar; Antonette M. Aragon, Colorado State University; Joyanne Beverly De Four-Babb, Caribbean Educators’ Research Initiative; Laurette Maria Stacy Bristol, Catholic College of Mundeville  
Strengths and Challenges of Communications in a Global, Informal Women Researchers’ Peer Mentoring Community. Nilsa J. Thorsos, National University; Ke Wu, University of Montana; Anne L. Kern, University of Idaho  
Discussant: Candice Valenzuela, California Institute of Integral Studies

19.035. Gender Equity and LGBTQ Students: Policy, Practice, and Possibility. SIG-Queer Studies; Symposium
Chair: Elizabeth Payne, Queering Education Research Institute (QuERI)  
“I Accept All Students”: The Tolerance Discourse and Ally Work in U.S. Public Schools. Melissa J. Smith, University of Central Arkansas  
Gender Policing: Shifting the Bullying Discourse. Elizabeth Payne, Queering Education Research Institute (QuERI)

19.036. International Perspectives of Black Male Teachers. SIG-Research Focus on Black Education; Symposium
Chair: Chance W. Lewis, University of North Carolina - Charlotte; Ivory A.
Division and SIG Roundtables

19.038. Roundtable Session 10; Roundtable Session

Convention Center, Level Two, Exhibit Hall D Section D; 2:15-3:45pm
Chair: Shaljan Areepattamannil, Emirates College for Advanced Education
Participants:
Building Competence in Science and Engineering Content: Research to Inform Practice. Susan Haag
Engineering Literacy by Design. Zenaida Aguirre-Munoz, Texas Tech University; Delia Carrizales, Texas Tech University; Michelle Pantoya, Texas Tech University
Experiences in a Summer Engineering Camp: Impact on Students’ Knowledge of Science Content and Engineering Practices. Deborah D. Dailey, University of Central Arkansas; Alicia Cotahish, University of Central Arkansas; Nykela Jackson, University of Central Arkansas
High School Students’ Experience of Cogenerative Dialogues With Scientists. Pei-Ling Hsu, University of Texas - El Paso

19.038-2. Online Teaching and Learning SIG Roundtable Session 2. SIG-Online Teaching and Learning; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section D; 2:15-3:45pm
Chair: Christina Hamilton, Texas A&M University-Central Texas
Participants:
From Ha-Ha to Ah-Ha: When Humor and Learning Intermingle in an Online Classroom Discussion. Jane S. Vogler, Oklahoma State University; Sonya Erin Mansell, Rogers State University; Douglas Knutson, Oklahoma State University

Massive Open Online Course Learner Subpopulations: A Person-Centric Analysis of Longitudinal Course Utilization Classes With Predicting Factors. Isaac Benjamin Thompson, North Carolina State University; Eric N. Wiebe, North Carolina State University; Jim Creager, North Carolina State University; Megan Frankosky, North Carolina State University
The Impact of Instructor Interaction in Massive Open Online Course Discussion Forums. Tiffany Wong, Harvard University; Drew Lichtenstein, Harvard University; Jacob Whitehill, Harvard University; Glenn Lopez; Isaac Chuang, Massachusetts Institute of Technology; Andrew Dean Ho, Harvard University

19.038-3. Design and Assessment of Learning With Technology. SIG-Instructional Technology; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section D; 2:15-3:45pm
Chair: Michael A. Evans, North Carolina State University
Participants:
Massive Open Online Courses and Assessment of Learning Outcomes. Andrew P Stanley, University of North Carolina-Wilmington; Mahnaz Moallem, University of North Carolina - Wilmington
Field-Testing a Conceptual Design Framework to Study Teachers’ Intentions With and Use of Educational Technology. Jörgen Holmberg, University of Gävle
Front-End Analysis and Prototype of a Technology-Rich Learning Environment for Urban Middle School Youth. Brendan D. Calandra, Georgia State University; Maggie Renken, Georgia State University; Jonathan Cohen, Georgia State University
Computer Games in a Science Fiction Novel to Learn Climate Change Science. Glenn Gordon Smith, University of South Florida; Allan Feldman, University of South Florida; Molly Trendell Nation, University of South Florida; Yiping Lou, University of South Florida; Yi-Hsin Chen, University of South Florida; Connie Walker, University of South Florida; Ping Wang, University of South Florida; Metin Besalti, University of South Florida
When Do Self-Data Matter in Technology-Supported Statistics Learning? Jeffrey Thayne, Utah State University; Victor R. Lee, Utah State University

19.038-4. Learning Sciences SIG Roundtable: Issues in Identity Development. SIG-Learning Sciences; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section D; 2:15-3:45pm
Chair: Breanne K. Litts, Utah State University
Participants:
Advocacy, Access, Activity, and Agency: Librarian Practices That Position Adolescents in Public Library Spaces. Sarah Amber Evans, University of Washington - Seattle
Iterative Identity: Reengaging Youth in Alternative High Schools. Gavin Tierney, University of Washington
What Is Freddie Science? The Role of Personal Epistemologies in Science/Engineering Identity Development. Jason Tip, University of Washington - Seattle; Andrew R. Elby, University of Maryland - College Park

19.038-5. Education for the Digital Natives. SIG-Computer and Internet Application in Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section D; 2:15-3:45pm
Chair: Sadia A. Khan, Teachers College, Columbia University
Participants:
Middle School Struggling Learners, Technology Use, and Motivation. Kelli M. Bippert, The University of Texas - San Antonio
Reconceptualizing Interactivity Around Interactive Whiteboards From Cultural Historical Activity Theory Perspective. Ibrahim Latheef, Monash University
Student Investigation and Involvement in a Multidiscipline, Inquiry-Based Learning Course. Liane Wardlaw, Pearson Education; Rob Kadel, Pearson Education, Inc.
Team-Based Instructional Leadership for High-Quality Technology-Supported Math and Science Instruction. Sara L. Dexter, University of Virginia; Melissa Anderson Morgan, University of Virginia; Patrick Meyer, University of Virginia

19.038-6. Public Early Childhood Education: Policy and Equity Considerations. Division L - Educational Policies and Politics; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section D; 2:15-3:45pm
19.037. Roundtable Session: Using Complexity Theory Toward a Deeper Understanding of Educational Processes. SIG-Chaos and Complexity Theories; Roundtable Session

Participants:
Insights From Complexity: A Literacy Initiative Through the Lens of Complexity Theory. Mary Kathryn Hudson, Louisiana State University; Renee M. Casbergue, Louisiana State University - Baton Rouge
More Than the Sum of Its Parts: Understanding Peer Group Interactional Dynamics Through Complementarity Between Situativity and Complexity Theories. Kate T. Anderson, Arizona State University; Michelle Jordan, Arizona State University; Olivia Grace Stewart, Arizona State University - Tempe;Steven J. Zuiker, Arizona State University
Systems Within Systems: Formulating a Theory of Education From Gregory Bateson’s Theory of Stochasticity. Sarah Cashmore, University of Toronto

19.038-7. Roundtable Session: Using Complexity Theory Toward a Deeper Understanding of Educational Processes. SIG-Chaos and Complexity Theories; Roundtable Session

Participants:
Insights From Complexity: A Literacy Initiative Through the Lens of Complexity Theory. Mary Kathryn Hudson, Louisiana State University; Renee M. Casbergue, Louisiana State University - Baton Rouge
More Than the Sum of Its Parts: Understanding Peer Group Interactional Dynamics Through Complementarity Between Situativity and Complexity Theories. Kate T. Anderson, Arizona State University; Michelle Jordan, Arizona State University; Olivia Grace Stewart, Arizona State University - Tempe;Steven J. Zuiker, Arizona State University
Systems Within Systems: Formulating a Theory of Education From Gregory Bateson’s Theory of Stochasticity. Sarah Cashmore, University of Toronto

19.038-8. New Research in Conflict Resolution. SIG-Conflict Resolution Violence Prevention; Roundtable Session

Participants:
Supporting Mental Health and Adjustment for Victims of Violence in College. Joseph H. Gardella, Vanderbilt University - Peabody College; Catherine Cerulli, University of Rochester; Corey Nichols-Hadeed, University of Rochester
The Clery Act and Its Impact on Campus Violence Statistics. Rocky Philip Christensen, University of Missouri - Columbia; Dena Lane-Bonds, University of Missouri - Columbia
Urban School Climate and Bullying: Domains Associated With Victimization. SeriaShia Chatters, Penn State; Hyungyung Joo, The Pennsylvania State University - University Park
“It Is Called Bullying Also”: Exploring Adolescents’ Talk About Bullying on an Online Message Board. Gretchen A. Brion-Meisels, Harvard University; Bernice Raveche Garnett, University of Vermont

19.039-9. Relationships for Service-Learning in Teacher Education. SIG-Service-Learning & Experiential Education; Roundtable Session

Participants:
College IN Communities: An Analysis of a Community-Based Service-Learning Experience for Pre-Service Teachers and Early Head Start Teachers and Mothers. Lauren E Burrow, Stephen F. Austin State University
Small Stories Research in Service-Learning Contexts: Disrupting Narratives of Homelessness in Teacher Education. Minjeong Kim, University of Massachusetts - Lowell; Soon-Yong Pak, Yonsei University

19.039-1. Considering the Impact of School Segregation and Student Mobility on Educational Opportunity and Student Achievement. Division L - Educational Policies and Politics; Roundtable Session
Anagnostopoulos, The University of Connecticut
Principals’ Use and Understanding of Teacher Evaluation Policy Tools: A Four-Year Study. Mary Lynne Derrington, The University of Tennessee; John Wilson Campbell, Alcoa City Schools

Convention Center, Level Two, Exhibit Hall D Section A; 2:15-3:45pm
Chair: Seth Gershenson, American University
Participants:

Overeducation, Skills, and Wage Penalty With Focus on Heterogeneous Labor. Chungsёo Kang, University at Buffalo - SUNY; Sungwoo Hong, University at Buffalo - SUNY
Alaskans’ Pathways From High School to Postsecondary Education and Employment. Havala Hanson, Education Northwest; Ashley Pierson, Education Northwest

19.039-6. Qualitative Explorations of Policy Implementation in Districts and Schools. Division L - Educational Policies and Politics; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section A; 2:15-3:45pm
Chair: Jane Clark Lindle, Clemson University
Participants:
Anticipation, Reorganization, and Preemption: A Study of Pre-Implementation at Adams School. Debbie Kim, Northwestern University
Atole con el Dedo: Learning From Parents’ Experiences With the Parent Empowerment Act. Rodolfo Acosta, California State University - Fullerton

It’s Not the Stuff, It’s the Staff: The Process of Scaling In to a School. Marisa A. Cannata, Vanderbilt University; Tuan Nguyen, Vanderbilt University - Peabody College; Christopher Redding, Vanderbilt University - Peabody College

19.039-7. School Choice in International Contexts. Division L - Educational Policies and Politics; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section A; 2:15-3:45pm
Chair: Christian Nouni, University of Toronto - OISE
Participants:
Are Private Schools More Effective Than Public Schools in Improving Student Math Achievement? Young Ran Kim, Michigan State University
Failed Regulations and School Composition: Selective Admission Practices in Chilean Primary Schools. Alejandro Carrasco, Pontificia Universidad Catolica de Chile; Gabriel Gutierrez; Carolina Flores, Agencia de Calidad de la Educacion, Chile
Inside an “Autonomous” Urban School. Maja Salokangas, Trinity College Dublin; Mel Ainscow, University of Manchester
Location, Location, Location: Authenticating Education Through Privileged Spaces. Eric Larsson, Stockholm University
The Public Good in English Private School Governance. Ruth Boyask, Plymouth University

19.039-8. Social Context and Academic Outcomes Across the Educational Pipeline. Division L - Educational Policies and Politics; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section A; 2:15-3:45pm
Chair: Patricia D. López, San José State University
Participants:
Digging Deeper: Exploring the Latino Male Achievement Gap on a State and Local Level. Daniel Corral, University of Wisconsin - Madison
Literacy Achievement Gap Between African American and Latino Students in Early School Years. Mario Moreno, University of Minnesota

19.039-9. Socioeconomic Inequality and Student Achievement. Division L - Educational Policies and Politics; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section A; 2:15-3:45pm
Chair: Amanda J. Taylor, American University
Participants:
Socioeconomic Inequality in the United States and International Achievement Outcomes: Are the Poor Really to Blame for the United States’ Underperformance? Jonathan Jarvis; Kristie J. Bowley, Brigham Young University; Florencia Silveira, Brigham Young University; Mikaela J. Dufur, Brigham Young University
Places, Pupils, and Poverty: Exploring Key Predictors of Advanced Placement Access. Michael Thier, University of Oregon; Paul T Beach, University of Oregon and the Educational Policy Improvement Center; Jandee Todd, Educational Policy Improvement Center; Matthew Coleman, Educational Policy Improvement Center
Socioeconomic Tipping Points: Reconsidering Approaches to School Success. Ludmila Z Hruda, Fairfax County Public Schools; Recardo V. Rockwell, Gatehouse Administration Center; Kahil Ford

19.039-10. Special Education Policies. Division L - Educational Policies and Politics; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section A; 2:15-3:45pm
Chair: Maria Lewis, The Pennsylvania State University - University Park
Participants:
General and Special Education Teacher Collaboration Within Two Response to Intervention Models. Joyce Melissa Gomez-Najarro, University of Southern California
Going Off Script: Structure and Agency in Individualized Education Program Meetings. Laura E. Bray, University of Pittsburgh; Jennifer L. Russell, University of Pittsburgh
School Contexts, Teachers’ Perceptions of Student Ability, and Implication for Special Education Disproportionality. Roey Abram, New York University; Alexandra Aylward, New York University

19.039-11. The Role of Teachers for School Improvement. SIG-School Effectiveness and School Improvement; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section A; 2:15-3:45pm
Chair: Judi Kokis, Ontario Ministry of Education
Participants:
School Context, Teacher Perceptions, and Hiring: A Culture of Change or Changing a Culture. Deena Khalil, Howard University; Emily J. Yanisko, Urban Teachers
Searching for the Impact of Teacher Behavior on Promoting Students’ Cognitive and Metacognitive Skills. Leonidas Kyriakides, University of Cyprus; Maria Anthimou, Cyprus Ministry of Education and Culture; Charalampos Y. Charalambous, University of Cyprus
Why and How Teachers Involve Students With Data. Jo Beth Jimerson, Texas Christian University; Vincent Cho, Boston College; Kimberly A. Scroggins, Eagle-Mountain Saginaw ISD; Rita Ballal, Fort Worth Independent School District; Reginald Robinson, Fort Worth Independent School District
Teacher Effects on Student Fraction Proficiency in Primary Education. Maaike Koopman, Eindhoven University of Technology; Marielle Thurlings, Eindhoven University of Technology; Perry den Brok, Eindhoven University of Technology

19.039-12. If John Dewey Were Alive Today ... SIG-Dewey Studies; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section A; 2:15-3:45pm
Chair: Susan Jean Mayer, Critical Explorers
Participants:
Dewey in Germany: Traces and Horizons. Sales Rödel, Humboldt University - Berlin
Dewey in Germany: Traces and Horizons. Sales Rödel, Humboldt University - Berlin
Dewey, Parker, Blaine, and the Chicago Laboratory School: Potential for Success or Failure of Egos. Susan R. Studer, California Baptist University
Dewey’s Social Imaginary of Education: Democracy’s Role in Educating a Democratic Society. Patrick M. Jenlink, Stephen F. Austin State University
Exploring the European Education Policy Through the Lens of Dewey’s
Democracy and Education. Ninni Wahlström, Linnaeus University; Andreas Nordin, Linnaeus University

19.039-13. Effects of Organizational Structures. SIG-Sociology of Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section A; 2:15-3:45pm
Chair: Jacob Hibel, University of California - Davis
Participants:
- Built-in Burnout: Charter School Organizational Logics and Teacher Workloads. Sean Edward Arseo, University of California - Davis; Jimmy Ojeda, University of California - Davis; Jeremy Kidd Prim, Morehouse College; Darien Waite, morehouse; Jacob Hibel, University of California - Davis


Vocational Vestiges: Technology Education and the Reorganization of the Comprehensive High School. Cassidy Packett, Tufts University; Brian E. Gravel, Tufts University

Co-sponsored with Division E - Counseling and Human Development; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section A; 2:15-3:45pm
Chair: Robert H. Stupnisky, University of North Dakota
Participants:
- Improving Student Relatedness Through an Online Discussion Intervention: Applying Self-Determination Theory in Synchronous Hybrid Programs. Nikolaus Theodor Bu&z; University of North Dakota; Robert H. Stupnisky, University of North Dakota
- Influence of a Growth Mind-Set Intervention on Ninth-Grade Students’ Motivation and Achievement. Teresa K. DeBauke, University of Oklahoma; Julianna E. Kersh, The University of Oklahoma; Benjamin C. Heddy, University of Oklahoma; Jacqueline Goldman, University of Oklahoma

Critical Curiosity: Its Development and Role in Youth Sociopolitical Development. Shelby Clark, Boston University; Scott Clifford Seider, Boston University

Connecting Action to Identity: Developing an Attainment Value Intervention. Cameron Hecth, University of Wisconsin - Madison; Elizabeth Ann Canning, University of Wisconsin - Madison; Yoi Tibbets, University of Wisconsin; Stacy J. Prinski, University of Wisconsin - Madison; Judith Harackiewicz, University of Wisconsin

19.040. Roundtable Session B; Roundtable Session

19.040-1. Envisioning Literacy, Engaging Undergraduate Trends, and Exploring the Environment. Division F - History and Historiography; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section B; 2:15-3:45pm
Chair: Ronald W. Evans, San Diego State University
Participant:
- Fostering Critical Literacy: Experiences of the Planning Committee During the Cuban Literacy Campaign in 1961. Rita Sacay, University of Illinois at Chicago

19.040-2. Revisiting Approaches to Qualitative Data Collection and Analysis. SIG-Qualitative Research; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section B; 2:15-3:45pm
Chair: Ann M. Bennett, Kennesaw State University
Participants:
- Time-Series Analysis: An Exploration of an Uncommon Qualitative Case Study Technique in Education. Monica Reid Kerrigan, Rowan University; Anne Turner Johnson, Rowan University; Jill Patterson, William Paterson University
- Ignition Points: Sampling and Timelining in the Digital Age. Andrew LaFave, University of Southern California

New Possibilities and Challenges for Qualitative Research Through the Reuse of Records Practice. Karla Szazka, University of Michigan; Elizabeth Yadel, University of Michigan - Ann Arbor

Coding Twitter: Reflections on Analyzing Science Tweets. Noah Goodman, Education Development Center; Inc.; Daniel Light, Education Development Center; Inc.

19.040-3. International Adult Literacy and Language Learning. SIG-Adult Literacy and Adult Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section B; 2:15-3:45pm
Chair: Marguerite Lukes, Internationals Network for Public Schools
Participants:
- Community Service-Learning as Critical Curriculum: Expanding Possibilities of International Students’ Second Language Experiences. Xia Chao, Duquesne University
- Using Multilevel Modeling to Identify Differential Item Functioning in Reading Assessments for Struggling Adult Readers. Elena Colette Nightingale, Georgia State University; Erin R FitzPatrick, Georgia State University; Audrey J. Leroux, Georgia State University

19.040-4. Complexities of Teachers’ Practices in Social Studies Classrooms. SIG-Social Studies Research; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section B; 2:15-3:45pm
Chair: Jennifer Cutsforth Kaschak, University of Scranton
Participants:
- A Survey of Teachers’ Perceptions of Race and Gender in Social Studies. Christopher C. Martell, Boston University; Kaylene Mae Stevens, Boston University
- Deficit Thinking and the Need for Asset-Based Perspectives Among Social Studies Educators. Natalie Elizabeth Keefer, University of Louisiana at Lafayette

19.040-5. International Perspectives on Parent Involvement. SIG-Family, School, Community Partnerships; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section B; 2:15-3:45pm
Chair: Mehmet “Dali” Oztruk, College of the Sequoias
Participants:
- Diverse Perceptions in a Democracy: Sectorial Perceptions of Parental Involvement in Israel. Yael Fisher, Achva Academic College; Noga Magen-Nagar, Gordon Academic College, Israel; Muhammed Abu Nasra, The Hebrew University of Jerusalem
- What Is Setting the Obstacles? Investigating Roma Families’ Perspectives About Their Children’s School Exclusion. Loizos Symeou, European University Cyprus; Eleni Theodorou, European University
- The Role of Parental Involvement in the Education of Secondary School Children in Barbados: An Examination of Family and School Context in Classroom Motivation. David Graham, Coppin State University; Gerunda B. Hughes, Howard University
- Linking Education Opportunities in Networked Systems: Intermediate Findings From a Longitudinal Study in Switzerland. Stephan Gerhard Huber, University of Teacher Education Zug; Pierre Tulyotwiti, University of Teacher Education in Zug (PH Zug); Marius Schwander, University of Teacher Education Zug; Selin Kilic, Institute for the Management & Economics of Education; Jasper Maas, University of Teacher Education Zug; Sarah Wüest, University of Teacher Education Zug
- An Investigation of the Factors That Influence Chinese Public School Teachers’ Attitudes Toward Family Intervention. Wei Gu, Grand Valley State University

19.040-6. ChildhoodNature Public Scholarship: Disrupting Theory, Methodology, Relationships, and Pedagogies. SIG-Environmental Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section B; 2:15-3:45pm
Chair: Robert Barratt, University of Gloucestershire
Participants:
- ChildhoodNature Theoretical Disruptions. Karen Malone, University of Western Sydney; Amy N. Cutter-Mackenzie, Southern Cross University; Elisabeth Barratt Hacking, University of Bath; Robert Barratt, University of Gloucestershire; David Roussel, Southern Cross University

19.040-7. Children as Active Agents: Game Players, Curriculum Designers, Actors of Violence, and Digital Curators. SIG-Critical Perspectives on Early Childhood Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section B; 2:15-3:45pm
Chair: Valérie Polakow, Eastern Michigan University
Participants:
- Exploring Young Children’s Many Forms of Game Play: An Ethnographic Case Study. Youn Jung Huh, Salem State University
- Follow the Leader: Attending to the Curriculum-Making Potential of Preschoolers. Monica Miller Marsh, Kent State University - Kent; Ilfa Zhulamanova, Kent State University - Kent; Adonia Porto, Kent State University - Kent
- “Low-Performing” Students as Digital Curators and Text Designers in a Second-Grade Classroom. Ting Yuan, College of Staten Island, City University of New York

19.040-8. Arts-Based Research and Interdisciplinarity. SIG-Arts-Based Educational Research; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section B; 2:15-3:45pm
Chair: Rosemary C. Reilly, Concordia University
Participants:
- Engaging in the Drama in Teacher Leadership. Jerome A. Cranston, University of Manitoba; Kristin Kusano维奇, Santa Clara University
- Making Knowledge Visible: The Distillation of Course Content Through Visual Poetry. Csaba Osvath, University of South Florida
- Meaning-Making Processes in Music Therapy Clinical Improvisation: An Arts-Informed Qualitative Research Synthesis. Katherine Wimpenny, Coventry University; Anthony Meadows, Shenandoah University
- Turning to the Arts to Foster Education Students’ Reflections About Teaching Writing. Janet C. Richards, University of South Florida

19.040-9. Difference and Recognition in Education. SIG-Philosophical Studies in Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section B; 2:15-3:45pm
Chair: Denise Egia, Nazarbayev University - Astana, Kazakhstan
Participants:
- On Diversity: Toward Thinking Educational In-Difference With Deleuze, Agamben, and Chinese Dao. Amy L. Sloane, University of Wisconsin - Madison; WeiLi Zhao, The Chinese University of Hong Kong
- Reconfiguring the Justice of Recognition for Democratic Education. Guoping Zhao, Oklahoma State University
- White Schools, White Ignorance: How the “Best” Schools Fail Our Children. Brandon Buck
- From Separation to Proximity in Educational Relations: Introducing Educational Relationality. Simon Ceder, Lund University

19.040-10. Writing and Literacies SIG Roundtable 2: Translingual, Transnational, and Stateless Narratives. SIG-Writing and Literacies; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section B; 2:15-3:45pm
Chair: Anna Smith, University of Illinois at Urbana-Champaign
Participants:
- Transnational Lives, Loves, and Longings: Children Writing the Visceral Border Within the Threat of Immigration Policy. Elizabeth M. Duro, University of Colorado Boulder; Ellie Haberl, University of Colorado - Boulder
- Assessing Emerging Bilinguals’ Writing in Elementary Dual Language Contexts From a Holistic Lens. Margarita Zisselsberger, Loyola University Maryland; Gloria Ramos Gonzalez, University of Southern California
- Leveraging Resources to Navigate Tensions in Writing: A Case Study of an Emergent Bilingual Student. Joanna W. Wong, California State University - Monterey Bay
- Teaching Writing in Primary Education: Classroom Practices, Learning Time, Teacher Characteristics, and Their Relationships. Saska Riedijk, University of Amsterdam; Tanja Janssen, University of Amsterdam; Daphne Weijen; Gert Rijlaarsdam, University of Amsterdam

19.040-11. Current Issues in Arts Education: Teacher Shortages, Curricular Innovations, and Creativity Assessment. SIG-Arts and Learning Cosponsored with Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section B; 2:15-3:45pm
Chair: Vicki Thomas, Stephen F. Austin State University
Participants:
- Closing Gaps in Educational Opportunity: Interarts Licensing Programs
- Increase Equity and Access and Ease Arts Teacher Shortages. James W. Bequette, University of Minnesota; Betsy Maloney Leaf, University of Minnesota - Twin Cities
- Corporal Knowing: Refugee Youths’ New Material Agency and Art Space. Michelle S. Bae-Dimitriadis, Buffalo State College - SUNY
- Understanding Creativity and Assessment in Art Education. Sarah Victoria Ritz Swain, Westbrook School Department/University of Southern Maine; Jeffrey S. Beaudry, University of Southern Maine

19.040-12. Discovering Tensions in Practice Through Self-Study. SIG-Self-Study of Teacher Education Practices; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section B; 2:15-3:45pm
Chair: Amanda K. Berry, RMIT University
Participants:
- Those Who Can Do Self-Study, Do Self-Study: But Can They Teach It?
  Jason K. Ritter, Duquesne University
- A Self-Study of Side-Coaching: Applying the Pedagogy of Improvisational Theater to Teacher Education. Lisa M. Barker, Towson University
- Teacher Candidates’ Realistic Experiences of Practicum: A Self-Study of Theory and Practice Integration. Gladys Stierenberg, Mount Royal University; Kevin O’Connor, Mount Royal University; David Dillon, McGill University

19.040-13. Multicultural Teacher Education. SIG-Multicultural/Multiethnic Education: Theory, Research and Practice; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section B; 2:15-3:45pm
Chair: Dr. Monica Ol Yee Wong-Ratcliff, Texas A&M University - Kingsville
Participants:
- Elementary Teachers’ Multicultural Education Practices. Emily Aragona-Young, Saucon Valley School District; Brook Sawyer; Lehig University
- Measuring Changes in Teachers’ Perceived Cultural Competence and Actual Competence Using the Intercultural Development Inventory. Stephanie L. Savick, Notre Dame of Maryland University; Candice Logan-Washington, Baltimore County Public Schools
- The Relationships Between Students’ Ethnic-Majority Status in School and Their School Connectedness in Multiethnic Schools. Sookwoon Min, University of Wisconsin - Madison
- Young Children Responding to Multicultural Children’s Books: A Multiple-Site Report. Xiufang Chen, Rowan University; Susan Browne, Rowan University

19.041. Roundtable Session 9; Roundtable Session

19.041-1. Considerations of Experience and Identity. SIG-Narrative and Research; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section C; 2:15-3:45pm
Chair: Vicki Ross, Northern Arizona University
Participants:
- From Leavers to “In-Betweeners”: How Cultural Factors Shape Beginning Teachers’ “Stories to Leave By.” Gary James Harfitt, The University of Hong Kong
- My Tapestry of Identities: A Critical Autoethnography of a Nonnative Among Two Indigenous Language Communities. Kristine Sudbeck, University of Nebraska - Lincoln
- Narratives of Identity: How Deaf and Hard-of-Hearing Youth Come to Know Themselves Through Relationships With Their Specialist Itinerant Teachers. Nancy Norman, Kwantlen Polytechnic University
- “No More Mr. Nice Guy”: How Metaphors Reflect Identity in Teachers’ First-Year Experiences Abroad. Nicola Gram, The University of Hong Kong; Gary James Harfitt, The University of Hong Kong

19.041-2. Explorations in Culture and Curriculum: Possibilities and Considerations. SIG-Critical Issues in Curriculum and Cultural Studies; Roundtable Session
19.041-9. Factors Contributing to Performance Differences of Practicing Physicians in Internal Medicine. Division I - Education in the Professions; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section C; 2:15-3:45pm
Chair: Stephen Cubbellotti, American Board of Internal Medicine
Participants:
- Comparison of Time Used by U.S. Medical Graduates and International Medical Graduates on Maintenance of Certification Exams Across Multiple Disciplines. Stephen Cubbellotti, American Board of Internal Medicine; Yanling Zhang, American Board of Internal Medicine; Bozhidar M. Bashkov, American Board of Internal Medicine
- Factors Influencing Success on Maintenance of Certification of Internal Medicine International Medical Graduates. Yanling Zhang, American Board of Internal Medicine; Stephen Cubbellotti, American Board of Internal Medicine; Bozhidar M. Bashkov, American Board of Internal Medicine
- Using Multilevel Item Response Theory to Explain Differential Item Functioning on a Medical Maintenance of Certification Exam. Bozhidar M. Bashkov, American Board of Internal Medicine; Stephen Cubbellotti, American Board of Internal Medicine; Yanling Zhang, American Board of Internal Medicine
- Does Changing From Solo to Group Practice Relate to Maintenance of Certification Exam Performance? Andrew Jones, American Board of Surgery; Brendan J Barnhart, American Board of Internal Medicine

19.041-10. Are We Identifying the Right Students for Special Education? Emerging Directions in Disproportionality Research. SIG-Special Education Research; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section C; 2:15-3:45pm
Chair: Alaa Houri, University of Minnesota - Twin Cities
Participants:
- Repeated Evidence of Minority Underrepresentation in Special Education. Paul L. Morgan, The Pennsylvania State University; George Forkas, University of California - Irvine
- Comparing Autism Spectrum Disorders Prevalence Among Somali, Black Non-Somali, Caucasian, and Hispanic Children in Minneapolis. Joseph Reischle, University of Minnesota - Twin Cities
- Are School Psychologists’ Decisions Reliable and Unbiased? Results From Experimental Analogue Studies. Amanda L. Sullivan, University of Minnesota; Alaa Houri, University of Minnesota - Twin Cities; Shanna Sadeh, University of Minnesota - Twin Cities
- Making a Right at the Intersection of Diagnosis and Culture: Examining Diagnostic Disparity in Learning Disability. Julie A Washington, Georgia State University; Katherine T Rhodes, The Ohio State University - Columbus

Convention Center, Level Two, Exhibit Hall D Section C; 2:15-3:45pm
Chair: Mara Sapon-Shevin, Syracuse University
Participants:
- Am I Disabled Enough? Jamie Buffington-Adams, Indiana University - East
- Disgust, Denial, and Discomfort in Teachers’ Constructions of Disability: A Semiotic Phenomenographic Study. Elizabeth E. Heilman, Michigan State University; JoDell R. Heroux, Central Michigan University
- Inclusive Education as Democratic Negotiation: Contradictions and Communion in (Re)Constructing Practice. Margaret R. Beneke, The University of Kansas; Thomas M. Skrtic, The University of Kansas; Chunlan Debbie Guan, The University of Kansas; Sorchia D Hyland, The University of Kansas; Zhe An, The University of Kansas; Turkey Khalaf Alzahabi, The University of Kansas; Hatice Uyanik, University of Kansas; Hailey Love, University of Kansas; Jennifer Marie Amilivia, The University of Kansas
- What’s (Dis)Ability Got to Do With It? Examining Ability Privilege in a Disability Studies Course. Christa S. Bidka, Villanova University; Danielle Morro, Villanova University

19.041-12. Rethinking Teacher Knowledge: Frameworks and Contexts. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section C; 2:15-3:45pm
Chair: Crystal Chen, Teachers College, Columbia University
Participants:
- An Aesthetic Approach to Integrating Visual Arts in Literacy Teacher Education. Nadine Bryce, Hunter College - CUNY
- Crossing the Boundaries of Our Historical Ways of Thinking in Conceptualizing Teachers’ Knowledge. Thorsten Scheiner, University of Hamburg
- Teacher Knowledge and Uncertainty in Online Teaching. Eileen Fernandez, Montclair State University; Jason McManus, Montclair State University; Douglas M Platt, Montclair State University
- The Teaching and Learning Inquiry Framework. Philip E. Molebash, Loyola Marymount University; John K. Lee, North Carolina State University
- Toward an Integrated Taxonomy of Teacher Discourse Moves in Small-Group Text-Based Discussions. Liwei Wei, The Pennsylvania State University - University Park; P. Karen Murphy, The Pennsylvania State University; Carla Marie Faretto, The Pennsylvania State University

19.041-13. Teacher Leadership and Teacher Agency. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section C; 2:15-3:45pm
Chair: Karla Scornavacca, University of Colorado - Boulder
Participants:
- Achieving Teacher Professional Agency in Three Professional Development Contexts. Rosanne Zwart, Utrecht University; Anna van der Want, Leiden University; Harmen Schaap, Utrecht University; Helma Oolbekkink, Radboud University Nijmegen; Jaciobine Meirink, ICLON-Leiden University; Paulien C. Meijer, Radboud University Nijmegen; Han Leefker
- Taking Back Teaching: Teachers’ Involvement in an Activist Organization. Nicole Mittenfusser Carl, University of Pennsylvania; Rand Quinn, University of Pennsylvania
- Teacher Leadership in (inter)Action: About Positioning and Receiving Legitimacy. Charlotte Struyve, KU Leuven; Karin Hannes, Katholieke Universiteit Leuven; Chloé Meredith, University of Leuven; Bieke De Fraene, Katholieke Universiteit Leuven; Sarah Gielen, Katholieke Universiteit Leuven
- Role of Mentoring Practices in Evolving Teacher Leadership, Professional Vision, and Identity. Tugce Gul, Georgia State University

Convention Center, Level Two, Exhibit Hall D Section C; 2:15-3:45pm
Chair: Niu Gao, Public Policy Institute of California
Participants:
- A Critical Analysis of the Special Education edTPA Using Teacher-Candidate and Faculty Perspectives. Jessica K. Bacon, Montclair State University; Sheila Blachman, Lehman College
- New York City Elementary Education Teacher Candidates’ Experience With the Implementation of the edTPA. Deborah Greenblatt, City University of New York

Convention Center, Level Two, Exhibit Hall D Section C; 2:15-3:45pm
Chair: Daniel M. Levin, University of Maryland - College Park
Participants:
- Do Preservice Science Teachers Develop Goals Reflective of Teacher
Education? An Exploratory Study. Todd L. Hunter, The University of Texas - Austin; Cinthia S. Salinas, The University of Texas - Austin; Anthony Petrosino, The University of Texas - Austin
Preservency Elementary Teachers' Obedience and Conformity to Errors in Science Curriculum. Brian Edward Kinghorn, Marshall University; Jared T Peterson, Brigham Young University - Hawaii
Professional Development to Support Teachers' Practices of Engaging Students in Constructing and Critiquing Scientific Explanations in Writing. Daniel M. Levin, University of Maryland - College Park; Susan De La Paz, University of Maryland; Tewon Lee, University of Maryland - College Park
Teacher Learning for Inquiry Science Instruction: The Centrality of Self-Reflection on Instructional Role. Julie A. Marsh, University of Southern California; Ananya Mukhopadhyay, University of Southern California; Susan McKibben, University of Southern California; Q. Tien Le, University of Southern California; Morgan S. Polikoff, University of Southern California; Gale M. Sinatra, University of Southern California

Friday, 4:05 pm

**Governance Meetings and Events**

20.001. Educational Researcher Closed Editorial Board Meeting. AERA Governance; Governance Session
Marriott Marquis, Level Three, Judiciary Square; 4:05-5:35pm
Chair: Carolyn D. Herrington, Florida State University

**Presidential Sessions**

20.010. AERA Distinguished Lecture: Linda Darling-Hammond. AERA Presidential Session; Invited Speaker Session
Convention Center, Level Two, Room 202 A; 4:05-5:35pm
Chair: Jeanne Oakes, University of California - Los Angeles
Participant:
Designing the “New Accountability”: How Public Scholars Can Contribute to a Productive Policy Framework for Education. Linda Darling-Hammond, Stanford University

Convention Center, Level Two, Room 201; 4:05-5:35pm
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

**WERA Sessions**

20.012. An International Perspective on Educational Research on Social Justice. World Education Research Association (WERA); Paper Session
Convention Center, Level One, Room 154 A; 4:05-5:35pm
Chair: Liesel Ebersohn, University of Pretoria
Participants:
- Adapting the Social Change Model for Leadership to Discuss Social Justice Issues: Moving From Self to Society to International Issues. Alia Sheety, Walden University
- Social Justice and Evidence-Based Education Policy. Ruth Boyask, Plymouth University
- Exposure to Social Justice Issues in a Study Abroad Program. Burcu Ates, Sam Houston State University; Helen Berg, Sam Houston State University

20.013. Contexts of Leadership Across the Globe. World Education Research Association (WERA); Paper Session
Convention Center, Level One, Room 154 B; 4:05-5:35pm
Chair: Maryam Hossain, University of Houston
Participants:
- Rural Educational Leadership: An Ethnographic Case Study. Brigitte Smit, University of South Africa; Rollete Machaisa, University of South Africa; Vincent Thulani Zengele, University of South Africa
- Comparing Higher Education Leadership Practices and Cultural Competencies in Kenya and the United States. Kennedy Musamali, Wichita State University; Barbara Nell Martin, University of Central Missouri
- Unveiling Leadership Commonalities and Differences Among Georgian, Saudi, and U.S. Female College Students. Ana Gil-Garcia, Northeastern Illinois University; Julie Nash, Prince Mohammad Bin Fahd University; Izabella Petriashvili, Thilisi State University, Georgia

20.014. Global Issues in the Assessment of Learning. World Education Research Association (WERA); Paper Session
Convention Center, Level One, Room 153; 4:05-5:35pm
Chair: Eva L. Baker, University of California - Los Angeles
Participants:
- An Examination of the Tensions Between Stability and Change in Education: Implications for Formative Assessment. Man Ching Esther Chan, The University of Melbourne
- A Comparative Analysis Using Reciprocal Questioning With College Students in China and the United States. James D. Allen, College of Saint Rose; Yan Dai, Nanxun High School
- Implementing Habits of Mind to Improve Student Success at a Hispanic-Serving Institution. Dawn R. Person, California State University - Fullerton; Robert Dawson, California State University - Fullerton; Diana Phan, California State University - Fullerton

**Division Sessions**

20.015. Instructional Leadership. Division A - Administration; Paper Session
Convention Center, Level Two, Room 209 A; 4:05-5:35pm
Chair: Emily Germain, The University of Texas - Austin
Participants:
- The Need for K-8 Science Supervision: Instructional Leadership in the Era of Reform. Rebecca Jane Lowenhaupt, Boston College; Kyle Fagan, Boston College; Rebecca Katz-Singer, Boston College; Katherine L. McNeill, Boston College
- Understanding the Role of Principal Leadership in Implementing Teacher Peer Excellence Groups. Laura Rogers Jackins, Vanderbilt University - Peabody College; Timothy Drake, Vanderbilt University; Xiu Cravens, Vanderbilt University; Ellen B. Goldring, Vanderbilt University
- Talking About Teaching: How Teacher Participation Matters to Principal Instructional Leadership. Niyata Venkateswaran, RTI International
- Impacting Instructional Improvement Through Organization Management: A Qualitative Examination of Principal Leadership in China. Qian Zhao, Beijing Normal University; Xiu Cravens, Vanderbilt University
Discussant: Reginald D. Wilkerson, University of North Carolina - Greensboro

20.016. Leaders’ Decision Making in the Front Lines. Division A - Administration; Paper Session
Convention Center, Level One, Room 149 A; 4:05-5:35pm
Chair: Audrey M. Dentith, Appalachian State University
Participants:
- Subversive Leadership: The Tabooed Dilemma. Fei Wang, The University of British Columbia
- Truth-Seeking or Truth-Claiming? Leaders’ Patterns of Social Problem Solving. Viviane M. Robinson, University of Auckland; Frauke Meyer, The University of Auckland; Claire Sinnema, The University of Auckland; Deirdre Le Fevre, University of Auckland
- Creative Bridging: School Principals’ Sense-Making of Their Leadership Role in Large-Scale Education Reforms. Sherry Ganon-Shilon, Bar Ilan University; Haim Shaked, Bar Ilan University; Chen Scheckter,
20.017. **Affect in Education.** Division B - Curriculum Studies; Symposium

**Session**

**Convention Center, Level One, Room 102 A; 4:05-5:35pm**

**Chair:** Nancy L. Lesko, Teachers College, Columbia University

**Participants:**
- Reanimating Affective Agency. Bessie Dernikos, Florida Atlantic University
- Affects of Sensational True Crime Sex and Violence Texts. A. Jonathan Ekle, George Washington University
- The Cruelty of Happy Futures and Female Success With/in the Logics of “College” Knowledge. Stephanie McCall, Teachers College, Columbia University

**Discussant:** Lisa A. Mazzei, University of Oregon

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20.018. **Doing New Materialism: Art Education and Object Vibrancy.** Division B - Curriculum Studies; Symposium

**Session**

**Convention Center, Level Four, Independence Salon B; 4:05-5:35pm**

**Chair:** Jennifer Stoops, The City University of New York

**Participants:**
- New Materialist Pedagogy: Art and the Power of Things. Tyson E. Lewis, University of North Texas
- Curating With New Materials: Exploring New Materialism and Thing-Power in the Art Museum. Jeremy Michael Blair, University of Colorado - Boulder
- Transferring Material Vibrancy Through Performativity and Ritual. Emily Jean Hood, University of North Texas

**Discussant:** Nathan Snaza, University of Richmond

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20.019. **Maddening Lessons: Critical Engagements With Mad Men and Curriculum Thought.** Division B - Curriculum Studies; Symposium

**Session**

**Convention Center, Level Four, Independence Salon C; 4:05-5:35pm**

**Chair:** Mark Helmsing, University of Wyoming

**Participants:**
- Mad Men’s Don Draper as Artist as Teacher. Gabriel Stephen Huddleston, Texas Christian University
- Mad Men and the Curricular Pastiche of Nostalgia. Samuel Rocha, The University of British Columbia
- Learning to Fail: Mad Men and Failure as a Mode of Curriculum Thought. Mark Helmsing, University of Wyoming
- The Help: Secretaries, Servants, and the Imagined Black Feminine in Mad Men. Stephanie Troutman, Appalachian State University

**Discussant:** Robert James Helfenbein, Loyola University Maryland

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20.020. **The Spaces of Pedagogy: Reticulations of Participation, Engagement, and Action.** Division B - Curriculum Studies; Symposium

**Session**

**Convention Center, Level Four, Liberty Salon K; 4:05-5:35pm**

**Chair:** Hannah M. Tavares, University of Hawaii - Manoa

**Participants:**
- On Cultivating Reflexivity Relationally. Mary Chang, University of Hawaii - Manoa
- Point of Entry: Crossing Borders—Both Real and Perceived—in the University. Cathy Kanoelani Kea, University of Hawaii - West Oahu
- Pedagogical Possibilities of Becoming and the Transitional Space. Amy Sojot, University of Hawaii - Manoa
- Dangerous Liaisons: Metonymic Effects Between Schooling and Education. David W. Kupferman, University of Hawaii West Oahu
- Leading Something Transformative? Public Scholars and the “Subject of History” Problem. Hannah M. Tavares, University of Hawaii - Manoa

**Discussant:** Marek Tesar, The University of Auckland

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20.021. **Advances in Mind-Set Research.** Division C - Learning and Instruction Cosponsored with SIG-Motivation in Education; Paper Session

**Session**

**Convention Center, Level One, Room 143 B; 4:05-5:35pm**

**Chair:** David B. Miele, Boston College

**Participants:**
- Who Holds a Fixed Mind-Set and Who Does It Harm in High School Mathematics? NaYoung Hwang, University of California - Irvine; Marcela Reyes, California State University - Irvine; Jacqueline Eccles, University of California - Irvine
- Do Implicit Beliefs Cause Self-Efficacy in Mathematics? Evidence From Three Experimental Studies. Madhav Aziz, Hanyang University; To Seob Shin, Hanyang University; Cary J. Rosseth, Michigan State University
- Influence of Seventh- and Ninth-Grade Science Teachers’ Mind-Set Statements on Students’ Motivational Beliefs. Lee Shumow, Northern Illinois University; Jennifer A. McIntire, Michigan State University; Hayal Zeyneg Kaykar-Cam, Northern Illinois University
- The Relationship Between Changes in Implicit Intelligence Theories and Achievement in Computer Science. Markeya Petermanetz, University of Nebraska - Lincoln; Abraham Flanigan, University of Nebraska - Lincoln; Duane F. Shell, University of Nebraska - Lincoln; Leen-Kiat Soh, University of Nebraska - Lincoln
- Language Learning and Mind-Sets. W. Quin Yow, Singapore University of Technology and Design

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20.022. **Designing Effective Learning Environments for Science and Medicine.** Division C - Learning and Instruction; Paper Session

**Session**

**Convention Center, Level One, Room 143 A; 4:05-5:35pm**

**Chair:** Mengyi Li, The Pennsylvania State University - University Park

**Participants:**
- Implementing Culturally Responsive Instructional Strategies in Urban STEM Learning Contexts: A Conceptual Framework. Tashera Boldis, Syracuse University
- Socializing Science: The Nature and Role of Context for Developing Young Adults’ Science Literacy. Enigda Hailye Gebre, Simon Fraser University; Joseph L. Polman, University of Colorado - Boulder
- Student Collaborative Problem Solving in a Scientific Inquiry Learning Environment. Haggai Kupermintz, University of Haifa; Iris Wolf, World ORT Kadima Mada; Yigal Rosen, Harvard University
- Watching People Fail: Improving Diagnostic Competence by Peer Feedback on Erroneous Modeling Examples. Christian Guenther; Strobel, Ludwig-Maximilians-Universität München; Martin Richard Fischer, Clinics LMU Munich; Jan-Willem Strijbos, Ludwig-Maximilians-Universität München; Ingo Kollar, University of Munich; Nicole Heitzmann, University of Munich

**Discussant:** Patrick Sims, Saxion University of Applied Sciences

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20.023. **Individual Differences in Reading Comprehension.** Division C - Learning and Instruction; Paper Session

**Session**

**Convention Center, Level One, Room 142; 4:05-5:35pm**

**Chair:** Theresa T. Austin, University of Massachusetts - Amherst

**Participants:**
- Effects of Comprehension Skill on Digital Reading Are Both Mediated and Moderated Through Navigation Behavior. Johannes Naumann; Johann Wolfgang Goethe University; Ladsalo Salmeron, University of Valencia
- Epistemic Metacognition During Reading Online: A Think-Aloud Study of More and Less Successful Readers. Byeong-Young Cho, University of Pittsburgh; Lindsay Woodward, Drake University; Dan Li, Iowa State University
- Patterns of Prior Knowledge Activation in Classroom Discourse. Courtney Hatton, University of Maryland - College Park; Patricia A. Alexander, University of Maryland - College Park
- Switching Reading Stances: A Study of Intertextuality and Meaning-Making in Multimodal Texts. Rohit Mehta, Michigan State University; Purna Mishra, Michigan State University
- The Intersection of Beliefs and Reading Goals. Catherine M. Bohn-Getter, College of Saint Benedict; Matthew T. McCruden, Victoria University of Wellington

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20.024. **Influence of Texts and Contexts on English Language Learners and Struggling Readers.** Division C - Learning and Instruction; Paper Session

**Session**

**Convention Center, Level One, Room 141; 4:05-5:35pm**

**Chair:** Beata Latawiec, Wichita State University

**Participants:**
- Dueling Narratives: A Struggling Reader’s Positioning in Differing English
Course Contexts. Ricki Ginsberg, University of Connecticut
Experiential Learning, Textbook Learning, and Self-Efficacy. Matthew Wheelock, Live It Learn It
Engagement and Disciplinary Learning From and With Text for Reclassified as Fluent English Proficient Adolescents. Susanna C Eng, George Mason University
Effects of Title Concreteness on Comprehending Expository Texts: A Cross-Cultural Investigation. Marie Lippmann, Dresden University of Technology; Neil Garrett Jacobson, California State University - Chico; Neil H. Schwartz, California State University - Chico; Hermann J. Koerndle, Technical University of Dresden; Susanne Narciss, Technische Universität Dresden
Explore the Relationship Among Metacognition, L1 Reading Ability, L2 Language Proficiency, and L2 Reading. Lin Guo, Miami University - Middletown

Marriott Marquis, Level Four, Liberty Salon O; 4:05-5:35pm
Chair: Ross Edward Markle, Educational Testing Service
Participants:
Sensitivity Analysis of Fit Indices for Multilevel-Multidimensional Item Response Models. Dandan Liao, University of Maryland; Ji Seung Yang, University of Maryland - College Park
The Impact of Informative Priors for Parameter Recovery in Bayesian Confirmatory Factor Model. Dingqing Shi, University of Virginia; Xin Tong, University of Virginia
Information Complexity and Several Other Information Theoretic Criteria in the Selection of Structural Equation Models. Hamparsum Bozdogan, The University of Tennessee; Kenneth A. Bollen, University of North Carolina; Hongwei Yang, University of Kentucky
Discussant: Liusheng Leigh Wang, University of Cincinnati

20.026. Comparative Educational Ideology in Transnational Contexts. Division F - History and Historiography; Paper Session
Marriott Marquis, Level Four, Independence Salon A; 4:05-5:35pm
Chair: Dionne Danns, Indiana University
Participants:
Perspectives From a Transatlantic Creole Worldview: Rethinking the Enlightenment, Democracy, and Public Education. Petra Munro Hendry, Louisiana State University; Robyn Andermann, Louisiana State University - Baton Rouge
Educational Reform in Japan and China in Anticipation of Dewey: Imperialism and the Great War. Richard C. Miller, University of Nevada - Las Vegas; Katrina Liu, University of Nevada - Las Vegas
American and European Meritocratic Traditions: Transatlantic Trends and Contesting Concepts for Measuring Merit. Sverre Tveit, University of Oslo; Christian Jan Lundahl, Örebro University
A Recent History of Iraqi Education: Historical Perspectives, Current Issues, Refugee Voices. Brian D Selstad, The Ohio State University
Discussant: Daniel Perlstein, University of California - Berkeley

20.027. “First-Generation” Faculty of Color in Higher Education: Voicing Silenced Narratives in Academe. Division J - Postsecondary Education; Symposium
Convention Center, Level One, Room 155; 4:05-5:35pm
Chair: Maria C. Ledesma, University of Utah
Participants:
The Filipino 1.5-Generation College Student Experience: Navigating Faculty of Color Life From the Margins. Latonya Rease-Miles, Loyola Marymount University
Unsafe in the Classroom: First-Generation Faculty of Color Teaching Experiences. Dimpal Jain, California State University - Northridge
First-Generation Faculty of Color in Higher Education: Toward a Tenure-Attaining Culture. Maria C. Ledesma, University of Utah
Conceptualizing Bicultural Accountability Measures for Indigenous Scholars at Predominantly White Institutions. Sweeney Winchief, Montana State University
Discussant: Daniel Gilbert Solorzano, University of California - Los Angeles

20.028. Academic Outcomes. Division J - Postsecondary Education; Paper Session
Convention Center, Level Two, Room 209 B; 4:05-5:35pm
Chair: Danielle Gioia, University of Pennsylvania
Participants:
Conditional Effects of Need for Cognition on Achievement and Life Satisfaction: The Importance of Perceived Cognitive Challenges for College Students. Lisa DaVia Rubenstein, Ball State University; William Holmes Finch, Ball State University; Eric Eugene Pierson, Ball State University; Christopher W. Drapeau, Ball State University
Do Noncognitive Factors Predict Academic Achievement in Diverse College Freshmen? M Jeanne Wilcox, Arizona State University; Scott C. Marley, Arizona State University - Tempe; Natalie Nailor, Arizona State University; Wendy Miedel Barnard, Arizona State University
Effective Advising: How Academic Advising Influences Student Learning Outcomes in Different Institutional Contexts. Luanl Mu, Indiana University - Bloomington; Kevin John Fosnacht, Indiana University
Intersecting Outcomes: Intercultural Effectiveness and Integration of Learning for College Students. Rosemary J. Perez, Iowa State University; James Patrick Barber, College of William and Mary
Discussant: MaryBeth Walfpole, Rowan University

20.029. Faculty Identities and Academic Workplaces. Division J - Postsecondary Education; Paper Session
Convention Center, Level Two, Room 209 C; 4:05-5:35pm
Chair: Brandon D Daniels, Government of the District of Columbia
Participants:
Becoming an Institutional Agent: Embedded Agency in Boundary Work of the Professoriate. Román Liera, University of Southern California; Alicia C. Dowd, Penn State University
Trans* Academics’ Perspectives About Informal Practices That Create Supportive, Neutral, or Hostile Academic Workplaces. Erich N. Pitcher, Michigan State University
Understanding Faculty Experiences With Discrimination: The Role of Intersecting Identity and Institutional Characteristics. Sarah S Hurtado, Indiana University - Bloomington; Allison Breck Lorenzo, Indiana University
Examining Intersectionalities and Masculinities Among Male Faculty of Color on the Tenure Track. Melissa Ann Martinez, Texas State University; Juan Manuel Nino, The University of Texas - San Antonio; Isaac A Torres, Texas State University
Discussant: Leslie D. Gonzales, Michigan State University

20.030. Student and Institutional Contexts. Division J - Postsecondary Education; Paper Session
Convention Center, Level One, Room 144 A; 4:05-5:35pm
Chair: Rong Wang, Indiana University - Bloomington
Participants:
College Student Retention: Theoretical Considerations Based on Data From a Racially Diverse Institution. Yonghong Jade Xu, The University of Memphis; Karen Webber, University of Georgia
Reclaiming Pride and Purpose: Identity Reintegration of Student Veterans in Transition. Jae Hoon Lim, University of North Carolina - Charlotte; Claudia G Iteriano, University of North Carolina - Charlotte; Dymilah Luwanna Hewitt, University of North Carolina - Charlotte; Peter Tkach, University of North Carolina - Charlotte
“I Was 14 When I Started College”: Exploring the Experiences of Adolescents Attending Postsecondary Institutions. Montrischa Money Williams, American Institutes for Research; Denice Ward Hood, University of Illinois; William T. Trent, University of Illinois at Urbana-Champaign
Discussant: Deborah F. Carter, Claremont Graduate University

Marriott Marquis, Level Two, Marquis Salon 9; 4:05-5:35pm
Chair: Julio E. Diniz-Pereira, Federal University of Minas Gerais
Participants:
How Hegemony of Corporate and Market Education Shapes the Current Teacher Education Policies in Brazil. Julio E. Diniz-Pereira, Federal University of Minas Gerais
The Deregulation of Teacher Education and the Role of Public Universities: Lessons From the Neoliberal Laboratory. Ilich Silva-Peña, Universidad Católica Silva Henríquez; César Peña-Sandoval, Pontificia
20.032. Advances in Drama-Based Research: Student and Teacher Experiences to a Meta-Analysis of Drama-Based Pedagogy. SIG-Arts and Learning Cosponsored with SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Paper Session
Marriott Marquis, Level Four, Liberty Salon N; 4:05-5:35pm
Chair: Jill L. Hare, Silver Consolidated Schools - Silver High School
Participants:
Building Relationships Through Playwriting. Barry A. Oreck, Long Island University - Brooklyn
Common Factors in Preservice Teachers’ Perceptions of Integrating Drama in the Elementary Literacy Curriculum: A Bayesian Approach. Lana Farran, University of West Georgia; Diana Luminita Mindrila, The University of West Georgia
Nurturing Young Children’s Narrative Skills With Educational Drama. Wendy K. Mages, Mercy College
Tableau’s Influence on the Oral Language Skills of Students With Language-Based Learning Disabilities. Alida Anderson, American University; Katherine Adams Berry, The George Washington University
The Effects of Drama-Based Pedagogies on Literacy-Related K–16 Student Outcomes: A Meta-Analysis of the Research. Bridget Lee, The Ohio State University; Patricia E. Enciso, The Ohio State University; Megan R Brown, The Ohio State University
Discussant: Matt Omasta, Utah State University

20.033. Research in STEM and Career and Technical Education. SIG-Career and Technical Education; Paper Session
Marriott Marquis, Level Two, Marquis Salon 13; 4:05-5:35pm
Chair: Benjamin Scott Selznick, New York University
Participants:
A Fixed Effects Model of STEM Occupational Aspirations of U.S. Adolescents. In Hoek Lee, University of Georgia; Jay W. Rojewski, University of Georgia
Evaluation of an Integrative STEM Program: The Students’ Perspective. John Motivo, University of Georgia - Athens; Betty P. Smith, University of Georgia
Factors That Influenced STEM/Information and Communications Technology Aspirants’ Persistence in Rigorous High School Course-Taking. Shetay Ashford, University of South Florida; Reginald S. Lee, University of South Florida; Rheta E. Lanehart, University of South Florida; Tasha-Neisha Wilson, University of South Florida; Gladis Kersaint, University of South Florida; Jeffrey D. Kromrey, University of South Florida
Influence of School Culture on Job Satisfaction and Teacher Self-Efficacy on Beginning Agriculture Teachers. Tracy J. Kitchel, University of Missouri; Kevin Herndon, University of Missouri - Columbia; Laura Hasselquist, University of Missouri - Columbia
The Development of Self-Efficacy for Trade and Industrial Career and Technical Education Teachers. Karen L. Sanzo, Old Dominion University; Jay P. Scribner, Old Dominion University; Corey McCray, Tidewater Community College
Discussant: Howard R. Gordon, University of Nevada - Las Vegas

20.034. Enhancing Classroom Management Through Professional Development and Teacher Education. SIG-Classroom Management; Paper Session
Convention Center, Level One, Room 149 B; 4:05-5:35pm
Chair: Candace M. Schlein, University of Missouri - Kansas City
Participants:
Classroom Climate and Behavior Guidance in Elementary Classrooms: Teacher Candidates Connect Theory to Practice. Jannah Walters
Norren, Stephen F. Austin State University; Tracey Covington Hasbun, Stephen F. Austin State University
Introducing Power Posing in Education: Results and Future Perspectives. Elke Struyf, University of Antwerp; Luk Smits
Mans ki te Mana: A Kaupapa Maori Approach to Behavior Support. Porsha London, Te Tapua; Sonja Macfarlane, University of Canterbury; Angus Hikairo Macfarlane, University of Canterbury; Catherine Savage, Ihi Research and Development
Reimagining Discipline as Dialogical: Critical Theory, Restorative Practices, and Teacher Pushback. Olivia Marucciu, Washington University in St. Louis
The Impact of Self-Assessment and Classroom Management. Lauren Oropeza Snead, University of Houston; Jerome Freiberg, University of Houston
Discussant: Kent Alan Divoll, University of Houston - Clear Lake

20.035. Emotions as Radical and Racially Just Pedagogy: Reasserting Our Hearts During Times of Undemocratic Educational Dures. SIG-Critical Educators for Social Justice; Symposium Convention Center, Level One, Room 146 C; 4:05-5:35pm
Chair: Megan Boile, University of Toronto
Participants:
Critical Emotional Events, Teacher Identity Development, and the Situational Marginalization of Students of Color. Paul A. Schutz, The University of Texas - San Antonio
"Let’s Talk, Cry a Little, and Learn About Each Other": The Failures of Dialogue, Sarita Srivastava, Queen’s University - Kingston
The Narcissism of Whiteness: Digging Deep for a More Racially Democratic Education. Cheryl E. Matias, University of Colorado - Denver
Race and Racism as Technologies of Affect: The Transformative Power of Critical Love. Michalinos Zymbalis, The Open University of Cyprus
Discussant: Antonia Darder, Loyola Marymount University

20.036. “Hell You Talmbout”: Solidarity or Bust. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education Cosponsored with SIG-Hip Hop Theories, Praxis and Pedagogies; Invited Speaker Session of Race, Ethnicity, Class and Gender in Education Cosponsored with SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium Marriott Marquis, Level Four, Liberty Salon P; 4:05-5:35pm
Chair: Bettina L. Love - Athens, University of Georgia
Participants: Treva Lindsey, The Ohio State University; Brittnay Cooper, Rutgers University; Joycelyn Wilson, Virginia Polytechnic Institute and State University
Participant:
“Hell You Talmbout”: Solidarity or Bust. Christopher Emdin, Teachers College, Columbia University; Arash Daneshzadeh, University of California - Davis; Emery Marc Petchauer, Oakland University; Ruth Nicole Brown, University of Illinois at Urbana-Champaign

20.037. “I Am Because We Are”: Critical Narratives of Community and Identity Among Black Women. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium Marriott Marquis, Level Four, Liberty Salon P; 4:05-5:35pm
Chair: Tanja Burkhard, The Ohio State University - Columbus
Participants:
The Black Women’s Gathering Place: A Black Feminist-Centered Space of Storying. Arianna Howard, The Ohio State University
Black Women and Critical Narrative Inquiry. Ashley N. Patterson, The Pennsylvania State University
Stories From Within: A Black Feminist-Centered, Intergenerational Community of Practice. Taryn A Lewis-Smith, Columbus City Public Schools; Tori Washington, Columbus City Schools
Broadening the Conversation and Bringing the Conversation Home. Valerie Kinloch, The Ohio State University; Ashley N. Patterson, The Pennsylvania State University; Arianna Howard, The Ohio State University; Tori Washington, Columbus City Schools; Taryn A Lewis-Smith, Columbus City Public Schools; Tanja Burkhard, The Ohio State University - Columbus

Discussant: Valerie Kinloch, The Ohio State University

20.038. Disparities in Education: Historical Trends, Alternative
20.039. Interrogating Discourses in Early Childhood and Childhood Studies and Policies Through a Foucauldian Lens. SIG-Critical Perspectives on Early Childhood Education; Symposium
Marriott Marquis, Level Two, Marquis Salon 15; 4:05-5:35pm
Chair: Marianne N. Bloch, University of Wisconsin - Madison
Participants:
“Sharing the Burden of Education”: The Emergence of Public-Private Partnerships for Early Education. Sabiba Bilgi, Abant Izzet Baysal University
Monetarization, Risk, and Education in the Contemporary United States. Theodora A. Lightfoot, IISSE
Technologies of Educational Governance. Koen Kim, New Mexico State University
The Politics of Wisconsin’s Educational Budget “Crises”: Political Discourses of Scarcity, Normalization, and the Dangerous Outsider. Ruth Peach
In the Belly of the Beast: Rethinking Power/Knowledge and Resistance as Multiple and Complex. Devorah J. Kennedy, Alice Lloyd College
Discusant: Marianne N. Bloch, University of Wisconsin - Madison

Marriott Marquis, Level Two, Marquis Salon 1; 4:05-5:35pm
Chair: Susan L. Recchia, Teachers College, Columbia University
Participants:
21st Century Early Childhood Teacher Education: New Frames for a Shifting Landscape. Rebecca S. New, University of North Carolina - Chapel Hill
Teacher Preparation That Addresses the Needs of Young Children with Diverse Abilities and Developmental Differences. Leslie J Couse, University of New Hampshire
Multiculturally Sustaining Early Childhood Pedagogy. Mariana Souto-Manning, Teachers College, Columbia University; Ranita Cheruva, William Paterson University
Social Justice Approach to Diverse Families. Beatrice S. Fennimore, Indiana University of Pennsylvania
Alternative Perspectives on Early Childhood Teacher Education: Shifting Pedagogies. J. Amos Hatch, The University of Tennessee
Promising Practices in Early Childhood Teacher Assessment. Faiza M. Jamil, Clemson University

20.041. Early Literacy at Home and School. SIG-Early Education and Child Development; Paper Session
Convention Center, Level One, Room 143 C; 4:05-5:35pm
Chair: Lucinda G. Heimer; University of Wisconsin - Whitewater
Participants:
Associations Among Chinese Parents’ Reading Beliefs, Home Literacy Practices, Children’s Reading Interests, and Literacy Development. Wei Tong, Shanghai Normal University, Tianhua College; Marilyn E. Draheim, University of the Pacific; Rachelle Kiss Hackett, University of the Pacific; Justin Low, University of the Pacific
Associations Among Child and Family Characteristics, Home and Classroom Environments, and Children’s Emergent Literacy Skills. Jissu Han, University of Michigan - Dearborn; Marisa Leigh Schlieber, Southern Utah University; Bradley Gregory, North Carolina State University
Quality Profiles of Parent-Child Book Reading. Shanshan Wang, University of Cincinnati; Ying Guo, University of Cincinnati; Jamie Dawn Busch, University of Cincinnati; Allison Breit-Smith, University of Cincinnati
The Influence of Home Literacy Environment and Parental Reading Beliefs on Vocabulary Development. Gloria Yeomans-Maldonado, The Ohio State University - Columbus; Alain Bengochea, The Ohio State University; Ann A. O’Connell, The Ohio State University
The Play-Literacy Connection in Full-Day Kindergarten Classrooms. Angela Pyle, University of Toronto - OISE; Daniel Polisczuk, University of Toronto - OISE; Jessica Prioletta, University of Toronto; Ellen Fesseha, University of Toronto
Discusant: Leanne M. Evans, University of Wisconsin - Milwaukee

20.042. Enacting Systemic Climate Change Education: Maryland and Delaware Climate Change Education, Assessment and Research (MADE CLEAR) Research and Practice for a Changing Planet. SIG-Environmental Education; Symposium
Marriott Marquis, Level Two, Marquis Salon 2; 4:05-5:35pm
Chairs: Joseph A. Henderson, University of Delaware; Nancy S. Shapiro, University System of Maryland
Participants:
Examining Middle School Students’ Thinking on Climate Change: An Earth History Perspective From a Maryland and Delaware Climate Change Education, Assessment and Research (MADE CLEAR) Classroom. Andrea Drewes, University of Delaware; Chrystalla Mouza, University of Delaware
Examining a Process for Developing a Learning Progression for Sea Level Rise in the Maryland and Delaware Climate Change Education, Assessment and Research (MADE CLEAR) Project. Wayne Breslyn, University of Maryland; J. Randy McGinnis, University of Maryland; Chris McDonald, University of Maryland - College Park; Emily E. Henst, University of Maryland
Examining the Impact of an Informed Climate Change Education Community of Practice. Cathlyn D. Styinski, University of Maryland; Sasha D. Palmquist, Institute for Learning Innovation
Professional Development Across Communities of Practice: Using Lessons From K–12 Classrooms to Facilitate Preservice Teachers’ Learning to Teach Climate Change. Asli Sezen, Towson University; Jane Wolfson, Towson University; Dana Veron, University of Delaware; Gudniðal Özbay, Delaware State University; Rebecca F. Fox-Lyken, Shepherd University
Evaluation of Maryland and Delaware Climate Change Education, Assessment and Research (MADE CLEAR). Joan L. Buttram, University of Delaware; Hilary Mead, University of Delaware
Discusant: Laura Petes, White House Office of Science and Technology Policy

20.043. Family Engagement in Secondary and Postsecondary Schools. SIG-Family, School, Community Partnerships; Paper Session
Convention Center, Level One, Room 158 A; 4:05-5:35pm
Participants:
Collaborating for College Access: Counseling and Family Engagement in Urban High Schools. Paul Kattner, University of Utah; Tangela Blakey Reavis, University of Wisconsin - Madison; Kelly K. Rifelj, Tulane University
The Role of College Information in Financial Aid Applications. Enyu Zhou, University of Missouri-Columbia
Understanding Latina/o Undocumented Parents’ Engagement in Students’ College Readiness: A Literature Review. Stephany Cuevas, Harvard University
Revisiting the Challenges Linked to Parenting and Home-School Relationships at the High School Level. Rollande Deslandes, Université du Québec à Trois-Rivières; Sylvie Barma, Laval University
Resilient Girls in a Troubled Setting: Capturing the Spirited Voices of Midwestern Latina Adolescents. Alycia M. Elfreich, Indiana University - Indianapolis; Monica A. Medina, Indiana University - Indianapolis
Discusant: Dana C. Griffin, University of North Carolina - Chapel Hill

20.044. Supporting Family Talk and Practice Around Science for Young Children. SIG-Family, School, Community Partnerships; Symposium
Marriott Marquis, Level Two, Marquis Salon 3; 4:05-5:35pm
Chair: Susanna E. Hapgood, University of Toledo
Participants:
Taking a Layered Approach: Design Principles for STEM Materials and
Facilitation Within Informal Learning Environments. Susanna E. Hagood, University of Toledo; Lacey Jean Strickler Eppard, University of Toledo; Eugenia Johnson-Whitt, University of Toledo

Family Practices Around Science at Community Science Events. Nicole Tuttle, University of Toledo; Amanda Gilbert, Association of American Medical College; Susanna E. Hagood, University of Toledo

A Detailed Analysis of Family Utilization of Science Activity Packs. Lacey Jean Strickler Eppard, University of Toledo; Charlene M. Czerniak, University of Toledo

Integrating Math Standards Into Science Family Packs. Meredith Lynne Reinhart, University of Toledo; Debra Bloomquist, University of Toledo; Winnfried Namatovu, University of Toledo

Discussant: Maria Varelas, University of Illinois at Chicago


Marriott Marquis, Level Two, Marquis Salon 4; 4:05-5:35pm

Participants:

Socioeducational Constellations of Influence: A 10-Year Content Analysis of Technology-Supported Writing Implementation and Research. Justin Olmanson, University of Nebraska - Lincoln; Katherine Robbins, TalentSprout by Sykes; Lyrica Lucas, University of Nebraska - Lincoln; Fitisum Fekadeselasie Abebe, University of Nebraska - Lincoln; Eric Kyle, University of Nebraska - Lincoln; Guiweswende Hyacinthe Rouamba, University of Nebraska - Lincoln; Valerie Jones, University of Nebraska - Lincoln

Applying a knowledge structure analysis model to identify the optimal use of first language to support second language expository text comprehension. Kyung Kim, The Pennsylvania State University - University Park; Roy B. Clariana, The Pennsylvania State University

Impact of Question Prompts Designed With the Practical Inquiry Model on Cognitive Perspective in Case-Based Discussions. Ayeesha Sadaf, Ball State University; Larisa A. Olesova, George Mason University

20.046. Civic Engagement, Civic Challenge, and Cultural Competency in International Educational Environments. SIG-International Studies; Paper Session

Convention Center, Level One, Room 158 B; 4:05-5:35pm

Chair: Gabriela Walker, University of South Dakota

Participants:


Impact of International Student Teaching Experiences on Preservice Teachers’ Cultural Competency. M. Jayne Fleener, North Carolina State University; Ivonne Chirino-Klevans, North Carolina State University

Profiles of Adolescents’ Civic Attitudes in 16 Countries: Examining Changes From 1999 to 2009. Carolyn Elizabeth Barber, University of Missouri - Kansas City; Jessica Ross, University of Missouri - Kansas City

Promoting Cultural Responsiveness and Multicultural Competency Through the Classroom Experience of Teachers in Hong Kong Schools. Ming-tak Hue, The Hong Kong Institute of Education

Understanding How Teachers Conceptualize Drug Trafficking Violence in Mexico: What Are the Implications for Schools’ Yanira Madrigal-Garcia, University of California - Davis

20.047. FUSE Studios: An Alternative Infrastructure for Learning in Schools. SIG-Learning Environments; Symposium

Marriott Marquis, Level Two, Marquis Salon 8; 4:05-5:35pm

Chair: Reed Stevens, Northwestern University

Participants:

The Crucible of Participant Engagement in Learning Activity Design. Kemi Jona, Northwestern University; Henry Mann, Northwestern University

Social Variations of Diverse Learning Arrangements in FUSE Classrooms. Lauren Penney, Northwestern University; Dionne N. Champion, Northwestern University

Developing and Recognizing Relative Expertise. Dionne N. Champion, Northwestern University; Lauren Penney, Northwestern University

Preparing Children and Adolescents for Future STEM Learning. Kay Ellen Ramey, Northwestern University

Discussant: William R. Pemul, University of Colorado - Boulder

20.048. The Next 100 Years: Research and Revelations in the Field of Higher Education Assessment. SIG-Measurement and Assessment in Higher Education; Paper Session

Marriott Marquis, Level Two, Marquis Salon 7; 4:05-5:35pm

Chair: Keston H. Fulcher, James Madison University

Participants:

Trends in Outcomes Assessment: A 15-Year Assessment Update Review. Trudy W. Banta, Indiana University - IUPUI; Peter Ewell, National Center for Higher Education Management Systems; Cynthia A. Cogswell, Dartmouth College

Assessment for All Students: An Exploration of Minority-Serving Institutions. Erick Montenegro, University of Illinois at Urbana-Champaign; Natasha Alexis Jankowski, University of Illinois at Urbana-Champaign

Assessment Coordinators’ Perceptions of the Impact of Using Electronic Assessment Systems in Accreditation. Saoussan Maurof, Columbus State University; Deirdre C. Greer, Columbus State University

From the Field: A Portrait of the Director of Assessment—Results of a National Survey. Ruth C. Slotnick, Bridgewater State University; Mark C. Nicholas, Framingham State University

Assessment Coordinators’ Perceptions of the Need for Support in Managing Data to Meet Accreditation Standards. Deirdre C. Greer, Columbus State University; Saoussan Maurof, Columbus State University

20.049. Black People Living in a White World: Educating Black Youth. SIG-Research Focus on Black Education; Paper Session

Convention Center, Level One, Room 159 A; 4:05-5:35pm

Chair: LaBotta S. Taylor, University of North Texas

Participants:

Filling the Culture Gap: Community-Led Asset Pedagogy for Black Students in White Schools. Venice Thandi Sule, Oakland University; Michelle A. Cade, Oakland University; Tiffany Elliott, Oakland University

Moving Beyond Cultural Desynchronization: White Mathematics Teachers and Black Students. Carla R. Bidwell, Metropolitan Regional Educational Service Agency; David W. Stinson, Georgia State University

Black Male Teacher Retention and Recruitment: An Exploratory Analysis of Professional Characteristics and School Demographics. Chance W. Lewis, University of North Carolina - Charlotte; Paul G. Fitchett, University of North Carolina - Charlotte; Marcia Watson, Towson University; Amber C Bryant, University of North Carolina - Charlotte

Factors That Predict the Decision to Homeschool Among African Americans. Trudy-Ann Crossbourne, Western Kentucky University; Kimberlee Callister Everson, Western Kentucky University

20.050. Extending Second Language Theoretical and Research Perspectives. SIG-Second Language Research; Paper Session

Marriott Marquis, Level Four, Liberty Salon J; 4:05-5:35pm

Chair: Mariana Castro, University of Wisconsin - Madison

Participants:

Academic Language Development and Second Language Learning: A Review of Current Theoretical and Research Perspectives. Higinia Torres Rimbau, University of St. Thomas; Susana E Franco-Fuenmayor, University of Saint Thomas

Climate Change and English Language Learners: Language, Literacies, and the Creation of Eco-Ethical Consciousness. Jason Goulah, DePaul University

ESL Teachers as Theory Makers: A Discourse Analysis of Advanced Second Language Acquisition Coursework. Paul L. Markham, The University of Kansas; Mary F. Rice, The University of Kansas; Behnaz Darban, University of Kansas

Examining Preschool-Aged Dual Language Learners’ Language Use: From a Functional Approach. Ahyoung (Alicia) Kim, WIDA, University of Wisconsin-Madison; Akira Kondo, University of Wisconsin - Madison; Mariana Castro, University of Wisconsin - Madison

Home, Away From Home: A Hermeneutic Approach to L2 Metaphor Understanding. Farzaneh Salehi Kahrizsangi, University of Ottawa

Institutionalizing Translingualism in Mainstream Literacy Pedagogy. Hyun
Kyung Kim, The Ohio State University

20.051. Special Education Research SIG: Accessibility and Accommodations. SIG-Special Education Research; Paper Session
Convention Center, Level One, Room 160; 4:05-5:35pm
Chair: Kristen C. Wilcox, University at Albany - SUNY
Participants:
Accessibility of the Common Core for Special Education Students: Results From a Multiple-Case Study. Heather Anne Kurtz, University at Albany - SUNY; Kristen C. Wilcox, University at Albany - SUNY
An Examination of Families With Deaf-Blindness: Satisfaction With School Services and Partnerships. Kathleen Kyez, Texas Christian University; Shana J Haines, The University of Vermont
Culturally Inclusive Referral for Cyber School Students: From Prereferal to Appropriate Eligibility for Diverse Students. York Williams, West Chester University of Pennsylvania; Nicole Snyder, Latasha Davis & McKenna
Findings From a Survey of Special Education Directors’ Attitudes Toward Access to General Education. Julia M. White, Syracuse University; Meghan Coster, Trinity Washington University; George Theoharis, Syracuse University; Qiu Wang, Syracuse University
The Association of Family-Centered Care With School Outcomes Among Children With Special Health Care Needs. Lucy M. Barnard-Brak, Texas Tech University; Tara Stevens, Texas Tech University; Julianna Nickens

20.052. Special Education Research: Multimedia Interventions. SIG-Special Education Research; Paper Session
Convention Center, Level One, Room 159 B; 4:05-5:35pm
Chair: Michael J. Kennedy, University of Virginia
Participants:
A Disciplined Application of Universal Design for Learning: Promoting Students’ Disciplinary Thinking in English Language Arts. Jennifer Gravel, Harvard University
Exemplary Technology Integration in Diverse Teaching and Learning Environments: A Grounded Theory. Jennifer Courduff, Azusa Pacific University
iPAd-Based Communication Intervention on Responding Skills of an Individual With Autism. Neslihan Canpolat Cig, Florida State University; Oguzcan Cig, Florida State University
Using Multimedia to Improve Science Vocabulary Performance of Students in At-Risk Populations. Michael J. Kennedy, University of Virginia; John Romig, University of Virginia; Wendy J. Rodgers, University of Virginia; Kat Alves, University of Virginia
Using Multimedia to Improve Vocabulary Instruction for Middle School Science Teachers. Wendy J. Rodgers, University of Virginia; Michael J. Kennedy, University of Virginia; John Romig, University of Virginia; Kat Alves, University of Virginia

20.053. “Inside” Innovation ... “It’s Not Pretty”?: Embodied Responses to Discourses of Technological Advancement and Accountability. SIG-Writing and Literacies; Symposium
Marriott Marquis, Level Two, Marquis Salon 10; 4:05-5:35pm
Chair: Stephanie Anne Schmier, College of Staten Island
Participants:
Discourses and Discomforts as a (Digital) Literacy Teacher Educator. Elisabeth Johnson, College of Staten Island - CUNY
Designing Responsive Curriculum: How One Teacher Made Space for Multimodality in a Curriculum-Sanctioned Underperforming School. Stephanie Anne Schmier, College of Staten Island
Discussants: Jessica Zacher Pandya, California State University - Long Beach; Sarah C. Lohnes Watulak, Towson University

Division and SIG Roundtables

20.054. Roundtable Session 11; Roundtable Session
20.054-1. Approaches to Assessing Teacher Quality in a Variety of K–12 Settings. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section A; 4:05-5:35pm
Participants:
Repositioning Teacher-Learners’ Relationship for Optimum Fulfillment of the Nigerian Educational Policy. Mosunmola Adehunmi Amusan, federal College of Education, Abeokuta, Nigeria
Narrowing the Gap: Examining Achievement Gaps in Indiana TAP Schools. Kellie Wills, National Institute for Excellence in Teaching; Joshua H. Barnett, National Institute for Excellence in Teaching
Students’ Pathways to STEM: Exploring the Role of Teacher Quality in STEM Readiness. Se Woong Lee, University of Wisconsin - Madison; Geoffrey Mamereow, Office of Inst. and Market Research
Correlation Between Science Curriculum and Large-Scale Exam Questions. Yilmaz Kara, California State University - Long Beach
Teaching Strategies GOLD: Associations With Performance-Based Literacy Measures and Impact of Teacher Experience and Training. Paul Strand, Washington State University - Tri-Cities; Chad M. Gotch, Washington State University; Brian F. French, Washington State University; Constance C. Beecher, Iowa State University; Kathleen Lenihan, Washington Educational Service District 105; Cynthia Juarez, Washington Educational Service District 105

Convention Center, Level Two, Exhibit Hall D Section A; 4:05-5:35pm
Chair: Katie Johnston-Goodstar, University of Minnesota
Participants:
School Climate and Native American Youth Well-Being. Katie Johnston-Goodstar: University of Minnesota; Ross Ronald Velure Roholt, University of Minnesota; Alexander Fink, University of Minnesota - Twin Cities; Andrew Zieffler, University of Minnesota
Understanding the Complexities of Membership and Belonging for Undocumented High School Students. Marco Antonio Murillo, University of California - Los Angeles
Perceived Support Within Immigrant Community Predicts School Aspirations and Performance, While Self-Affirmation Lowers Adolescent Stress. Juan Miguel Arias, Stanford University; Amado M. Padilla, Stanford University

Convention Center, Level Two, Exhibit Hall D Section A; 4:05-5:35pm
Chair: Rick Minton, University of California - Berkeley
Participants:
Exploring the Concept of “Unearned Advantage” in Native American Studies Content: Is Multicultural Education Enough? Noorjehan Kelsey Brantmeier, James Madison University; Louise B. Jennings, Colorado State University
High Expectations for All: Goal-Setting and Deservingness in the Formation of Teacher Expectations. Rick Minton, University of California - Berkeley; Elizabeth Zumpe, University of California - Berkeley

20.054-4. Critical Analysis of International Education Issues. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section A; 4:05-5:35pm
Chair: Shehida Khoja-Moolji, Teachers College, Columbia University
Participants:
Examining Intersectionality of Race and Language: Microaggressions Encountered by International Teacher Candidates During Their Internship. Jhieta Kang, Michigan State University
Ethnic Identification and Conflicts of Migrant Muslim Students in Northwest China. Tao Wang, University of Washington - Seattle
School Experiences and Changes in Students’ Ethnic Identity Over Time. Hirah Mir, University at Albany - SUNY
Three Refugee Youths’ Journey to Education in the United States: A Participatory Action. Eunbae Lee, Georgia Southern University; Daniel Gilhooly, University of Georgia
The Hegemony of “Conservative Sisterhood”: Women Teachers of the Gülmen Movement in Turkey. Duhyun Gokturl, Middle East Technical
Convention Center, Level Two, Exhibit Hall D Section A; 4:05-5:35pm
Chair: Kathy-Ann C. Hernandez, Eastern University
Participants:
Designing Group- and Multisite Group-Randomized Studies of Teacher Development. Benjamin Kelcey, University of Cincinnati; Jessica K. Spybrook, Western Michigan University; Geoffrey C. Phelps, Educational Testing Service; Nathan Jones, Boston University
Evaluation of the “Look-Ahead” Professional Development Model: Impact on Teacher Learning and Student Outcomes. Thomas Baird, Windsor Public Schools; Linda E Clark, Central Connecticut State University
School Capacity and Implementation of Professional Development. Sun Young Yoon, New York University
Enhancing Missouri’s Instructional Networked Teaching Strategies (eMINTS) Professional Development Impact on Middle School Teacher Instruction and Student Achievement: Year 3 Results. Coby Meyers, University of Virginia; Ayrin C. Molefe, American Institutes for Research; W. Christopher Brandt, Community Unit School District 303; Sonica Dhillon, American Institutes for Research
Merit Pay and Teacher Retention: Evidence From a Teacher Incentive Program in Arizona Public Schools. Margarita Pivovarova, Arizona State University - Tempe; Tray Geiger, Arizona State University

20.054-6. Evaluating Programs and Practices That Foster Literacy and Language Development. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section A; 4:05-5:35pm
Chair: Monique Liston, University of Wisconsin - Milwaukee
Participants:
Fostering Literacy Development From Birth to Third Grade in Rural America: A Longitudinal Comparative Analysis. Melanie Yahner, Save the Children; Cara A. Srack, Save the Children; Judith Jerald, Save the Children; Deborah Brown, Brown Buckley Tucker; Katie Nazar, Save the Children; Andrea Palmiter; Julie Meredith, Policy Studies Associates, Inc.; Barbara Lunnenmann, Save the Children
Literacy and Language Outcomes of Balanced and Developmental Approaches to Early Childhood Education: A Systematic Review. Bette Chambers, University of York; Alan Cheung, The Chinese University of Hong Kong; Robert Slavin, Johns Hopkins University
Evaluation of Middle School Reading Intervention Programs Using Student Growth on Gates-MacGinitie Reading Tests. Mei-Hui Wang, Anne Arundel County Public Schools; Christopher Grandieri, Anne Arundel County Public Schools; Amanda R. Adley, Anne Arundel County Public Schools; Kristy Pence, Anne Arundel County Public Schools
Preparing Students for the Common Core State Standards in Reading: An Evaluation of the McGraw-Hill Reading Wonders Program. Roisin P. Corcoran, John Hopkins University; Jane M. Eisinger, Johns Hopkins University; Elizabeth Kim, Johns Hopkins University; Alan Cheung, The Chinese University of Hong Kong; Steven M. Ross, Johns Hopkins University
Parallel Puzzles: Case Studies Evidencing the Design-Based Dilemmas With Which Reading Apprenticeship Implementors Are Faced. Whitney Hegseth, University of Michigan; Jenna Lynn Zacamy, Empirical Education Inc.

20.054-7. Evaluating the Impact of STEM Instructional Programs and Strategies. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section A; 4:05-5:35pm
Chair: Andrea D. Beesley, IMPAQ International
Participants:
Integrating Computer-Based Curricula in the Classroom: Successes, Challenges, and Next Steps. J. Cameron Anglin, University of Pennsylvania; Kaiyla Darmer, University of Pennsylvania; Kirsten Lee Hill, University of Pennsylvania; Laura M. Desimone, University of Pennsylvania
Postsecondary Participation and STEM-Related Majors: The Stimulus of High School Program Participation. Rachel Lomax, Irving Independent School District; Maria Adams-Trecha, The University of Texas - Arlington
The Impact of STEM Schools on High School Success in North Carolina. Elizabeth J. Glennie, RTI International; Marcinda Mason, RTI International; Benjamin W. Dalton, RTI International
The Impacts of the Elevate Math Summer Program on Math Learning. Jason Snipes, WestEd; Chun-Wei Huang, WestEd; Karina Jaquet, WestEd; Neal D. Finkelstein, WestEd
Supporting Math Teachers in Their Transition to the Common Core: Implementation and Effects of Mathematics Design Collaborative. Deborah M. La Torre Matrudella, University of California - Los Angeles

20.054-8. Evaluation of Teacher Professional Development. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section A; 4:05-5:35pm
Chair: Linda A. Catelli, City University of New York
Participants:
A Study on the Teacher Competency Building for Digital Content Evaluation. Min Kyu Kim, The Ohio State University; Sheng-Lun Cheng, The Ohio State University - Columbus; Kui Xie, The Ohio State University; Dennis Pribe, The Ohio State University - Columbus; Sheng-Bo Chen, The Ohio State University - Columbus
The Critical Role of Well-Articulated, Coherent Professional Development Design: A Mathematics and Science Program Evaluation. Christopher R. Rakes, University of Maryland - Baltimore County; Robert N. Ronau, University of Cincinnati; Jon Saderholm, Berea College; Sarah B Bash, Bellarmine University; Margaret Joan Mohr-Schroeder, University of Kentucky
Re-Visioning Teacher Education Program Evaluation and Teacher Induction: A Mutually Beneficial Inquiry of Teacher Effectiveness. Sherry Dismuke, Boise State University; Jennifer L. Snow, Boise State University; Meghan Eliason, Boise State University; Carolyn Loffer, Boise State University

20.054-9. Examinations of Disciplinary Literacy and Writing Practices. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section A; 4:05-5:35pm
Chair: Mary Theresa Kiely, CUNY Queens College
Participants:
Investigating Detailed Lesson Plans as Tools for Teaching Social Studies and Content Area Literacy Through Projects. Susanna Farmer, University of California - Davis; Jacy C. Ippolito, Salem State University; Christina L. Dobbs, Boston University
Framing Professional Learning of Disciplinary Literacy Practices as Adult Development Work. Megin Charner-Laird, Salem State University; Angela Chau, University of California - Davis; Michal Kurlaender, University of California - Davis
Investigating a Literacy-Focused Professional Development Effort: What Happens When Key Elements Are Missing. Juliet Michelsen Wahltehner, California State University - Fresno; Kelsey Krause, University of California - Davis; Meichael Kurlaender, University of California - Davis

20.054-10. Examining Equity by Assessing the Efficacy of the Preparation of Culturally Responsive Teachers. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section A; 4:05-5:35pm
Chair: Vera J. Lee, Drexel University
Participants:
Teacher Preparation, Accreditation, and Surveys: Preservice Teachers’ Culturally Responsive Beliefs and Practices. Jason C. Immekeus, University of Louisville
Reenvisioning Teacher Professional Development for English Teachers in Thailand. Lottie L. Baker, Online Professional Development for Texas ESL and Bilingual Education Teachers. Kara Sutton-Jones, Texas A&M University - College Station; David Daniel Jimenez, Texas A&M University; Shifang Tang, Texas A&M University - College Station; Rafael Lara-Alecio, Texas A&M University; Beverly J. Irby, Texas A&M University - College Station; Fuhui Tong, Texas A&M University - College Station
Preparing K–12 Teachers for the Underserved English Language Learner Students. Nan Li, Claffin University

20.054-11. Student Reasoning and Understanding in K–12 Mathematics Classrooms. SIG-Research in Mathematics Education; Roundtable
Session
Convention Center, Level Two, Exhibit Hall D Section A; 4:05-5:35pm
Chair: Justin Kelly Dimmel, University of Michigan
Participants:
Attending to the Structure of Mathematical Statements: Secondary
Students’ Difficulties and Interpretations. Orly Buchbinder, University of New Hampshire
Authority and Whole-Class Proving in a High School Geometry Class. Samuel Otten, University of Missouri - Columbia; Sarah Kathleen Béler-Baxter, Middle Tennessee State University; Christopher Engledow, University of Missouri
Piloting an Assessment of Elementary Children’s Unit Coordination Related to Multiplicative Reasoning. Karl Wesley Kosko, Kent State University; Rashmi Singh, Kent State University - Kent
Students’ Reasoning About Volume Structuring: Right and Oblique Prisms. Theodore Rupnow, Illinois State University; Craig Cullen, Illinois State University; Jeffrey E. Barrett, Illinois State University; Pamela Beck, University of North Dakota
The Emergence of Young Children’s Understanding of the Equal Sign. Maria Blanton, TERC; Barbara M. Brizuela, Tufts University; Angela Gardner, Tahoe Environmental Research Center; Katherine Sauvey, Tufts University

20.055. Roundtable Session 12; Roundtable Session

20.055-1. Examining Students’ Perceptions and Attitudes Regarding Teaching and Learning Environments. SIG-Learning Environments; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section B; 4:05-5:35pm
Chair: Catherine Shelley Martin-Dunlop, Morgan State University
Participants:
Navigating the Student Teaching Placement: An Investigation of the Situated Identity Performances of Student Teachers. Jennifer Conner-Zachoeki, Indiana University - Purdue University at Columbus; Sharon Daley, Indiana University - Bloomingtom
Comparing the Built Pedagogy in a Learning Space With Users’ Experiences: An Analysis of Two Perspectives. Ko Un Choi, The Pennsylvania State University; Michael M. Roek, American Association for the Advancement of Science; Scott B. McDonald, The Pennsylvania State University
The Open-Campus High School: An Assessment of Student Recovery, Engagement, and Achievement. Shanay L. Chappell, Old Dominion University, The Center for Educational Partnerships; Pamela Arnold, Old Dominion University; John A. Nunery, Old Dominion University; Terrel Perry, Old Dominion University; Jasmine Davis, Old Dominion University

20.055-2. Expanding Roles in Professional Development. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section B; 4:05-5:35pm
Chair: Alicia Wenzel, Western Oregon University
Participants:
Expansive Learning in Teachers’ Professional Development: A Case Study of Preschools in Chile. Rukmini Becerra-Lubies, Pontificia Universidad Catolica de Chile
Investigating the Roles and Responsibilities of District Science Coordinators. Brooke A Whitworth, Northern Arizona University; Jennifer L. Maeng, University of Virginia; Jennifer L. Chiu, University of Virginia
Un-“chartered” Waters: Balancing Montessori Curriculum and Accountability Measures in a Charter School. Catherine Scott, Coastal Carolina University

Convention Center, Level Two, Exhibit Hall D Section B; 4:05-5:35pm
Chair: Matthew P. Campbell, West Virginia University
Participants:
Improving Math Instruction in the Early Grades: Lessons From the Early Learning Math Initiative. Graciela Borzato, Stanford University; Laurel Sipes, Stanford University; Monika Sanchez, Thrive Washington; Tara Chiatovich, Paasic Board of Education
Investigating Teachers’ Mathematics Curriculum Knowledge for Teaching. Zhoaoyun Wang, University of Toronto; Douglas E. McDougall, University of Toronto
Teaching to Support Mathematical Practice Engagement in the Elementary Grades. Eric D. Hochberg, TERC; Traci Higgins, TERC; James K.L. Hammerman, TERC; Sheralyn Dash, TERC
The Pedagogical Power of Care: Exploring Students’ Experiences With a Caring Approach to Mathematics Instruction. Nancy Tseng, San Francisco State University

Convention Center, Level Two, Exhibit Hall D Section B; 4:05-5:35pm
Chair: Rachel Eno, Hamline University
Participants:
Appropriateness or Appropriation? Indexical Competence and Academic Language in a Second-Grade Classroom. Meghan Corella Morales, University of California - Santa Barbara
Characteristics of Teacher-Student Interaction in the Educational Gaming Context. Kristin J Shanahan, Edinboro University; Tonya R. Moon, University of Virginia; Catherine M. Brighten, University of Virginia; Christine Patricia Trienter, Virginia Commonwealth University
Classroom Storybook Reading as a Dialogic Speech Event. Cynthia B. Leung, University of South Florida St. Petersburg; Susan V. Bennett, University of South Florida - St. Petersburg; Ann Marie Albertson Gunn, University of South Florida - St. Petersburg
The nature of DI implementation in Indonesia: a comparison between public and private schools. Muhmad Nanang Suprayogi, Gent University; Martin M. Valece, Ghent University
Rethinking How to Understand Children’s Funds of Knowledge Using the Context of Early Childhood Classrooms. Anne Karabon, University of Wisconsin - Madison

Convention Center, Level Two, Exhibit Hall D Section B; 4:05-5:35pm
Chair: Brian Whitney Collier, Northern Kentucky University
Participants:
Math Attitudes and Math Anxiety in Black and Latina Girls in Low-Income Elementary Schools. Saskias Casanova, Arizona State University - Tempe; Rose K. Yukovic, University of Minnesota - Twin Cities; Michael J. Kieffer, New York University
Race, Gender, and Reality TV: Reading and Resisting Black Female Stereotypes in School and Media. Tiera Tunksley, University of Southern California

20.055-6. Family Roles in Supporting Achievement: Asset-Based Perspectives. Division G - Social Context of Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section B; 4:05-5:35pm
Chair: Brian L. Wright, The University of Memphis
Participants:
The Role of Families in Nurturing Latina/o Youths’ College Aspirations. Luciene Soares Wandermure, The University of Texas - El Paso And They Said We Don’t Care: African American Mothers Raising and Loving High-Achieving African American Sons. Brian L. Wright, The University of Memphis
Student Mothers’ Literacy Practices With Their Children: Counterstories to the Language Gap Discourse. Laura A. Alamillo, California State University - Fresno; Susana Hernandez, California State University - Fresno; Ignacio Hernandez, California State University - Fresno
Jessica Miguel, California State University - Fresno
¡Si Aportamos! Latino Parents Reflect on Their Inclusion in a Southern School. Myriam Casimir, California State Polytechnic University,
20.055-7. Funds of Knowledge in Latino Students’ Family, School, and Community Contexts. Division G - Social Context of Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section B; 4:05-5:35pm
Chair: Cuelpenoaxchitl Dianna Moreno Sandoval, Arizona State University
Participants:
Cuenos en la Cocina: Developing Multiple Literacies in the Kitchen, One Production at a Time. Denise Davila, University of Nevada - Las Vegas; Silvia C. Noqueron-Liu, University of Colorado - Boulder
La Loteria and Creative Resistance: A Funds of Knowledge Approach to Art Education. Luis Genaro Garcia, Los Angeles Unified School District
Representing Family, Culture, and Self: The Experience of Latina/o Students Participating in Baile Folklórico. Angela Meeker, San Francisco State University

20.055-8. Government’s Role in Shaping Education Reform. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section B; 4:05-5:35pm
Chair: Christopher J.P. Sewell, General Assembly
Participants:
Exploring the Notion of “Critical Thinking” in Relation to Teacher Educators’ Professional Judgment Within Teacher Education in Sweden and the Republic of Ireland. Silvia Edling, University of Gävle; Geraldine Mooney Simmie, University of Limerick
Teacher Education Policies in the United States: Public Scholarship or a De Facto National Curriculum? Barbara L. Bales, University of Wisconsin - Milwaukee
“Down to the Foundations to Build the New World”: Teacher Education Reform as Political Theater. Olena Aydaroova, Arizona State University

20.055-9. Identifying Common Language for the Evaluation of Field-Based Preservice Teaching Practice. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section B; 4:05-5:35pm
Chair: Joan L. Whipp, Marquette University
Participants:
Using a Video-Based Protocol to Prompt Preservice Teachers’ Self-Analysis and Change in Pedagogical Practice. Adria R. Hoffman, University of Virginia; Jillian Perlow McGraw, University of Virginia; Meredith McCool, University of Virginia
Danielson Meets Danielson: From Preservice to In-Service. Kimberly Woo, Teachers College, Columbia University; Francesco G. Pignatosti, New York University
The Impact of Student Teachers on Student Achievement: A Case Study of Teacher Perceptions. Jennifer Alayne Tygret, University of Colorado - Colorado Springs

20.055-10. Immigration and Nationalism. Division G - Social Context of Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section B; 4:05-5:35pm
Chair: Judith Toure, Carlow University
Participants:
The Development, Relief, and Education for Alien Minors Act Debate: An Analysis of Political Discourse. Yilmim Koo, University of North Texas; Nancy J. Nelson, University of North Texas
The Intersection of Immigration and K-13 Education Policies in Post-Charlie France. Judith Toure, Carlow University
The Discourse on Nationalism in China’s Traditional Culture Education Policy and in School Practices. Xi Wang, Beijing Normal University

20.056. Roundtable Session 13: Roundtable Session

20.056-1. Immigration, Policy, and Latina/o Students Across Learning Contexts. Division G - Social Context of Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section C; 4:05-5:35pm
Chair: Scott A. Beck, Georgia Southern University
Participants:
“Como Una Jaula De Oro” (It’s Like a Golden Cage): The Impact of Deferred Action for Childhood Arrivals and the California Development, Relief, and Education for Alien Minors Act on Undocumented Chicanas/Latinas. Lindsay Perez Huber, California State University - Long Beach
Dreamer Activism: Constructing a Path to Higher Education Attainment. Samantha Spinney, Synergy Enterprises, Inc.
Up Close and Personal: Critically Analyzing Latina/o Children’s Talk Around Immigration. Eliza Allen, University of South Carolina - Columbia

20.056-2. Improving Districts: Organizational Climate, Leadership, and District-Wide Efforts. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section C; 4:05-5:35pm
Chair: Ryan Fink, University of Pennsylvania
Participants:
Designing Actionable Research: Collaborative Refinement and Deliberate Data. Norma Ming, San Francisco Unified School District
The Role of Informant in Associations Among School Climate, Dropout Rates, and Academic Expectations. Yuane Jia, University of Virginia; Timothy R. Konold, University of Virginia; Dewey G. Cornell, University of Virginia
The Collective Initiative: Foundational Components for Successful Growth and Sustained Success. Michele Fenc-Bagwell, University of Connecticut; Vanessa Ellen Kass, University of Connecticut
Con structs of Equitable and Inclusive Pedagogical Practice: Learning From a Multiwave District-Wide Equity Survey. Motoaki Hara, Portland State University; Elise Christiansen, Portland Public Schools; Esperanza De La Vega, Portland State University; Jeanine Fukuda, Portland Public Schools

20.056-3. Mindfulness and Self-Reflection. Division K - Teaching and Teacher Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section C; 4:05-5:35pm
Chair: Jacqueline Gayle Van Schooneveld, West Chester University of Pennsylvania
Participants:
Mindfulness-Based Stress Reduction as Professional Development for Teachers. Bailey Herrmann, University of Wisconsin - Oshkosh; Jessica Gallo, University of Chalazia
Exploring the Utility of Mindful Gratitude in Teacher Stress, School Connectedness, and Satisfaction With Teaching. Evelyn Bilas-Lolis, Fairfield University
Intertextuality in Instructional Coaching: An Investigation of Video Self-Reflection With a Framework. Jennifer Reichenberg, University at Buffalo - SUNY

20.056-4. National Policies in Multiple Contexts. Division G - Social Context of Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section C; 4:05-5:35pm
Chair: Lauren Ita Mitaszek, Beijing Normal University
Participants:
The Formation and Development of a Creativity Agenda in Korean Education Policy: Tensions and Dilemmas. Kyunghee So, Seoul National University; Yae-ji Hu, Seoul National University; Jong A Lee, Seoul National University
The Historical Development of Public Policies Impacting Single Mothers in Germany and the United States. Katja Robinson, Eastern Michigan University
The Spatial Politics of Standardized Reporting for Educational Accountability. Brenda L. Spencer, University of Calgary
“Who Fits, With Who?” Challenges in Inclusive Education. Sultan Kilinc, Arizona State University

Convention Center, Level Two, Exhibit Hall D Section C; 4:05-5:35pm
Chairs: Arnesta F. Ball, Stanford University; Lorri Michelle Johnson Santamaria, The University of Auckland
Participants:
Navigating the XXX Path: Setting the Course. Cynthia Aleycon Kiro, The University of Auckland
Navigating the Impact of Data Analysis on Student Achievement. Stephen Earl Irving, The University of Auckland

Teachers Navigating Academic Counseling and Culturally Responsive Parent/Student/Teacher Conferences. Anne Shelley Hynds, The University of Auckland

Navigating Students’ Opportunities to Learn. Aaron Wilson, University of Auckland

Revisiting the Challenge of Ensuring Educational Equity and Excellence for All. Elizabeth McKinley, University of Melbourne

20.056-6. Overcoming Fear, Fostering Understanding: Preserve Teacher Identity. Division K - Teaching and Teacher Education; Roundtable Session

Convention Center, Level Two, Exhibit Hall D Section C; 4:05-5:35pm

Chair: Hilary E. Hughes, University of Georgia - Athens

Participants:

A Situated Language Learner Experience: Stimulating Emotional Understandings of Preservice Teachers to Improve English Language Learner Instruction. Estanislado S. Barrera, Louisiana State University; Angela W. Webb, Louisiana State University - Baton Rouge; Paula Summers Calderon, Louisiana State University - Baton Rouge

Negotiating Southerness: How Speaking a Socially Stigmatized Dialect Complicates Preservice Teachers’ Identities and Linguistic Ideologies. Jeanne Dyches Bissonnette, University of North Carolina; Jessica Hatcher, North Carolina State University; Jeffrey Reaser, North Carolina State University; Amanda J. Godley, University of Pittsburgh

The Impact of TESOL Courses on Preservice Teachers’ Emerging Teaching Identities. Cynthia Chasteen, University of Missouri; Kim Hynnusong, University of Missouri - St. Louis

Too Afraid to Teach: Fear and the Teaching Lives of Preservice Teachers Supporting Young Homeless Children. Travis S. Wright, University of Wisconsin-Madison; Kathryn Boonstra, University of Wisconsin - Madison; Elizabeth E. Blair, University of Wisconsin - Madison

“#The Struggle”: An Analysis of Literate Identities in Bilingual Preservice Teachers’ Biliteracy Stories. Idalia Nunez, The University of Texas - Austin; Doris Villareal, The University of Texas - Austin; Samuel DeJulio, The University of Texas - Austin

20.056-7. Preservice Teachers’ Emergent Understanding of Standards and Assessment. Division K - Teaching and Teacher Education; Roundtable Session

Convention Center, Level Two, Exhibit Hall D Section C; 4:05-5:35pm

Chair: Brandon L. Yost, Washington County School District

Participants:

Creativity and Democracy in the Student Teaching Seminar/edTPA Preparation Classroom. Trace M Schillinger, York College

Exploring Teacher Candidate Perspectives on What Defines an Educative Assessment. Emily Claire Price, University of Colorado - Boulder; Mary Rose Kelly, University of Colorado - Boulder; Ashley Seidel Potvin, University of Colorado - Boulder; Maravene Taylor-Heine, University of Colorado - Boulder; Rebecca G Kaplan, University of Colorado - Boulder; Christie-Anne Putnam, University of Colorado - Boulder; Angela Munroe, University of Colorado - Boulder

Implementing an edTPA Task in an Elementary Mathematics Methods Course: Learning Experiences and Outcomes for Prospective Teachers. Tiffany Jacobs, Georgia State University; Susan Swars Auslander, Georgia State University; Marvin E. Smith, Kennesaw State University; Stephanie Z. Smith, Georgia State University; Kayla Myers, Georgia State University

20.056-8. Professional Learning Communities: Attributes, Status, and Resources. Division K - Teaching and Teacher Education; Roundtable Session

Convention Center, Level Two, Exhibit Hall D Section C; 4:05-5:35pm

Chair: Barbara J. Dray, University of Colorado - Denver

Participants:

Bids, Assignments, and Denials: Status in a Teacher Professional Learning Community. Joy Ann Oslund, University of Michigan; Max Altman, University of Michigan

Relations Among Resources in Professional Learning Communities and Learning Outcomes. Tanya M. Chris; Poonam Arya, Wayne State University; Ming Ming Chu, Purdue University

Exploring Key Attributes of Professional Learning Communities and the Relationship With Self-Determination Theory. Jennifer Kane, Azusa Pacific University; Ying Hong Jiang, Azusa Pacific University; Jenny L. Yau, Azusa Pacific University

20.056-9. Public Scholarship Toward Social Justice and Sustainability in Teacher Education. Division K - Teaching and Teacher Education; Roundtable Session

Convention Center, Level Two, Exhibit Hall D Section C; 4:05-5:35pm

Chair: Rebecca A Martusewicz, Eastern Michigan University

Participants:


Teaching Eco-Justice in STEM Methods Courses. Mark Wolfmeyer, Kutztown University of Pennsylvania; Rachel Luther, University of Southern Mississippi

Eco-Justice Mathematics Education for Preservice Elementary and Secondary Mathematics Teachers. Nataly Z. Chesky, SUNY - College at New Paltz

Curricula to Analyze Culture for Sustainability and Justice. Rita Turner, University of Maryland - Baltimore County

20.057. Roundtable Session 14; Roundtable Session


Convention Center, Level Two, Exhibit Hall D Section D; 4:05-5:35pm

Chairs: Carol D. Lee, Northwestern University; Tryphenia B. Peele-Eady, University of New Mexico

Participants:

Lil’ Momma “Gone Work It Out”: Youth Problem Solving Through Cultural Ways of Knowing. Yolanda J. Majors, The University of Minnesota


Black History, Culture, and Identity Frames in the Black Church Bulletin. Tryphenia B. Peele-Eady, University of New Mexico

20.057-2. Racialized Lives and Bodies of Teachers. Division G - Social Context of Education; Roundtable Session

Convention Center, Level Two, Exhibit Hall D Section D; 4:05-5:35pm

Chair: Paul Cameron Gorski, George Mason University

Participants:

African American Teacher Burnout: A Narrative Analysis. Brittany Frieson, University of Illinois at Urbana - Champaign

Behind School Doors: Teachers of Color and the Impact of a Hostile School Racial Climate. Rita Kohli, University of California - Riverside; Arturo Nevarez, University of California - Riverside


Convention Center, Level Two, Exhibit Hall D Section D; 4:05-5:35pm

Chair: Oksana Vorobel, Borough of Manhattan Community College - CUNY

Participants:

“Struggling” and “Proficient” Readers in the Same Classrooms: How Contexts Mediate Youths’ Perspectives on Reading. Julie E. Learned, University at Albany - SUNY; Angela M. Lui, University at Albany/ SUNY; Mary Jo Morgan, University at Albany - SUNY

Adolescent English Language Learners’ Collaborative Literacy Pracitces: Multimodal Expression of Self and Identity Negotiation. Oksana Vorobel, Borough of Manhattan Community College - CUNY; Deoksoon Kim, University of South Florida

Supporting Emergent Bilinguals and Their Teachers: A Case of Effective School-Wide Practices. Alissa Anne Blair, University of Wisconsin - Madison

Dialogism and Sociocultural Conceptualizations of Literacy in Research on Secondary English Classrooms. Hannah Graham, University of Wisconsin - Madison

“And I Haven’t Checked My Grammar Yet”: Transnational Students Negotiating Literacy and Identity Across Border Zones. Annmary
**20.057-4. Supporting Students: The Significance of Relationships, Behaviors, Language, and Abilities for Student Learning**

**Division G - Social Context of Education; Roundtable Session**

Convene in Exhibit Hall D, Level Two, at 4:05 PM for Chair: Jennifer Buehler, Saint Louis University

**Participants:**
- The Association Between Student-Teacher Interactions and Academic Self-Concept Among African American Male High School Students. Lauren Hargrave, University of Kentucky; Kenneth Maurice Tyler, University of Kentucky
- Arizona’s Teachers on Meeting the Needs of English Language Learners: From Language Pedagogies to Parents and Problems. Irina S. Okhrentchook, Arizona State University; Taucia Gonzalez, University of Wisconsin - Madison; Rachel M Manak, Arizona State University
- Culturally Responsive Classroom Management Strategies: What Australian Indigenous Students and Parents Have to Say. Linda Lewellyn, James Cook University - Australia; Brian Ellis Lewebwata, James Cook University - Australia; Helen Joanna Boon, James Cook University - Australia
- “They’ve Weeded Me Out!” Student Sense-Making About the Weed-Out Narrative in Introductory Chemistry. Erin Sandhusen Palmer, University of California - Berkeley

**20.057-5. Teachers’ and Students’ Perspectives and Beliefs About Each Other**

**Division G - Social Context of Education; Roundtable Session**

Convene in Exhibit Hall D, Level Two, at 4:05 PM for Chair: Antonieta Avila, University of Wisconsin - Milwaukee

**Participants:**
- Global Pedagogies: Learning From Immigrant Educators About Teaching Immigrant Youth. Brooke Harris Garad, The Ohio State University
- Student Beliefs That Prevail Over Teacher Expectations. Christine Margaret Rubie-Davies, University of Auckland; Matt Holliday, University of Michigan - Ann Arbor
- Teacher Perspectives on Family Engagement in Elementary Schools Serving Culturally Diverse and Low-Income Students. Kanayo Sakai, University of Hawaii - Manoa; Lois A. Yamauchi, University of Hawaii - Manoa

**20.057-6. Teaching and Learning Math: Examining Student and Teacher Experiences With Math Education**

**Division G - Social Context of Education; Roundtable Session**

Convene in Exhibit Hall D, Level Two, at 4:05 PM for Chair: Eunjoo Jung, Syracuse University

**Participants:**
- “But How Is This Helping Life?” Middle School Students’ Conceptions of the Usefulness of Mathematics. Tracy Dobie, Northwestern University
- Early Mathematics Experiences and Mathematics Learning in Kindergartners. Eunjoo Jung, Syracuse University; Yue Zhang, Syracuse University; Jason Chiang, Syracuse University
- The Effects of Teacher Collective Responsibility on the Math Achievement of Algebra Repeaters. Charlotte Agger, University of North Carolina - Chapel Hill; Jessica Morales-Chicas, University of California - Los Angeles
- Making Space for Place: Embodied Distribution on a Walkable Map Surface. Maren Hall-Wieckert, The City University of New York; Laurie Rubel, Brooklyn College - CUNY; Vivian Y. Lim, University of Pennsylvania

**20.057-7. The Interplay of Math, Science, and Literacy II**

**Division H - Research, Evaluation and Assessment in Schools; Roundtable Session**

Convene in Exhibit Hall D, Level Two, at 4:05 PM for Chair: Violeta Vainer, FLACSO Argentina

**Participants:**
- Confirmatory Factor Analysis of the Student Self-Reported Science Learning Gains Instrument. Daihong Chen, Seattle Pacific University; Kimberly Murphy, Augustana College, David M Rhodes, California State University - San Bernardino; Jennifer Tenlen, Seattle Pacific University
- High Achievers From Low Socioeconomic Backgrounds: The Critical Role of Disciplinary Climate and Grit. Haigen Huang, Miami University - Oxford; Hao Zhu, University of Missouri - Columbia
- Relating Mathematical Understanding to Oral Language Proficiency: Elementary Teachers’ Ratings of Student Mathematical Explanations. Anne Blackstock-Bernstein, University of California - Los Angeles; Amy Woodbridge, University of California - Los Angeles; Sandy Chang, University of California - Los Angeles; Alison L. Bailey, University of California - Los Angeles
- STEM Schools Versus Non-STEM Schools: Comparing Hispanic Students’ Mathematics Growth Rate on High-Stakes Test Performance. Ali Bicer, Texas A&M University - College Station; Robert M. Caprauro, Texas A&M University - College Station; Mary Margaret Caprauro, Texas A&M University - College Station
- Student Engagement in STEM Education: An Examination of STEM Schools, STEM Programs, and Traditional Schools. Suzanne Franco, Wright State University; Nimisha Patel, Wright State University

**20.057-8. Understanding the Pathways From High School to College: Factors and Outcomes**

**Division H - Research, Evaluation and Assessment in Schools; Roundtable Session**

Convene in Exhibit Hall D, Level Two, at 4:05 PM for Chair: Ayana Allen, Drexel University

**Participants:**
- Exploring the Link Between Student Participation in the International Baccalaureate Continuum and Student Learning Outcomes. Darren A. Bryant, Hong Kong Institute of Education; Allan David Walker, The Hong Kong Institute of Education; Moo Young Lee, University of Canberra
- Indicators of College Enrollment and Persistence: Analyzing the College-Going Pipeline. Brandy Holten-Bakshi, Education Northwest; Jeffrey Davis, Nassau Boards of Cooperative Educational Services
- Pathway to College: Variable Impacts of Ninth-Grade Algebra Intervention and the Role of Instructional Organization. Takako Nomi, St. Louis University
- The District Role in Increasing College Readiness: College Readiness Indicator Systems Progress in Dallas. Martha Abele Mac Iver, Johns Hopkins University; Douglas J. Mac Iver, Johns Hopkins University; Emily Clark


**Division G - Social Context of Education; Roundtable Session**

Convene in Exhibit Hall D, Level Two, at 4:05 PM for Chair: Minseok Choi, The Ohio State University - Columbus

**Participants:**
- Designedly Incomplete Utterances and Student Participation. Hadar Netz, Tel Aviv University
- Taking a Stance in the Process of Developing: Developing Perspectives Understandings Through Computer-Mediated Classroom Discussion. J. Hannah Park, The University of Texas - Austin; Kyle M. Williams, The University of Texas at Austin; Jeonghyun Joona Lee, The University of Texas; Eunjoeong Choi, The University of Texas - Austin; Rachel E. Gaines, The University of Texas - Austin; Linda Mattar, The University of Texas - Austin; Diane L. Schallert, The University of Texas - Austin
- Emergence of an Engineering Identity in Elementary Students. Gregory J. Kelly, The Pennsylvania State University; Christine M. Cunningham, Museum of Science, Boston; Amy Rene Ricketts, The Pennsylvania State University
Friday, 6:15 pm

State and Regional Educational Research Association Sessions

22.010. State and Regional Educational Research Associations: Business Meeting and Reception. Consortium of State and Regional Educational Research Associations; Board Meeting
Marriott Marquis, Level Four, Liberty Salon P; 6:15-7:45pm

Friday, 6:30 pm

AERA Sessions

23.010. AERA Centennial Plenary: Discovering Our Past, Creating Our Future. AERA Sessions; Invited Speaker Session
Convention Center, Level Three, Ballroom C; 6:30-8:40pm
Chair: Jeannie Oakes, University of California - Los Angeles
Letter from President Barack Obama presented by Roberto J. Rodriguez, Deputy Assistant to the President for Education at the Domestic Policy Council
Moderator: Donna E. Shalala, Clinton Foundation
Participants:
Patricia A. Alexander, University of Maryland - College Park
Patricia Alberge Graham, Harvard University
Gloria J. Ladson-Billings, University of Wisconsin - Madison
Kenneth Prewitt, Columbia University
Joseph P. Robinson-Cimpian, University of Illinois at Urbana-Champaign
Joy Ann Williamson-Lott, University of Washington
Closing Remarks: Felice J. Levine, American Educational Research Association

Friday, 8:45 pm

AERA Sessions

24.010. AERA Centennial Gala Celebration. AERA Sessions; Reception
Convention Center, Level Three, Ballroom Foyer; 8:45-10:30pm
Chair: Jeannie Oakes, University of California - Los Angeles
Participants: Joyce E. King, Georgia State University; Vivian L. Gadsden, University of Pennsylvania; Felice J. Levine, American Educational Research Association

Saturday, 7:00 am

AERA Related Activities

25.010. AERA Undergraduate Student Educational Research Training Workshop and Breakfast: Closed Session. AERA Related Activities; Invited Speaker Session
Marriott Marquis, Level One, George Washington University; 7:00am to 12:00pm
Chair: George L. Wimberly, American Educational Research Association

Saturday, 8:00 am

AERA Sessions

25.011. AERA Welcoming Orientation for New Members and First-Time Attendees. AERA Sessions; Invited Speaker Session
Convention Center, Level One, Room 103 B; 7:00-8:00am
Chairs: Jeannie Oakes, University of California - Los Angeles; Vivian L. Gadsden, University of Pennsylvania; Felice J. Levine, American Educational Research Association

Professional Development Courses

26.010. PDC15: Advanced Analysis Using School-Based International Large-Scale Assessment Databases (TIMSS, PIRLS, and PISA). Professional Development and Training Committee; Professional Development Course
Convention Center, Level One, Room 151 B; 8:00am to 12:00pm
Instructors: Eugenio Gonzalez, ETS; Plamen Vladik Mouzaki, IEA Data Processing and Research Center

26.011. PDC16: Crafting the Story: An Introduction to Writing With Qualitative Data. Professional Development and Training Committee; Professional Development Course
Convention Center, Level One, Room 151 A; 8:00am to 12:00pm
Instructors: Karri A. Holley, The University of Alabama; Michael S. Harris, Southern Methodist University

26.012. PDC17: Increasing Involvement of Diverse, Vulnerable, and Hard-to-Reach Populations. Professional Development and Training Committee; Professional Development Course
Convention Center, Level One, Room 152 A; 8:00am to 12:00pm
Instructors: June Watters Goetzberg, Western Michigan University; Linda P. Thurstom, Kansas State University

Saturday, 8:15 am

Goverance Meetings and Events

27.001. AERA SIG Executive Committee: Closed Meeting. AERA Governance; Governance Session
Marriott Marquis, Level One, Gallaudet University; 8:15-9:45am
Chair: Geni Cowan, California State University - Sacramento

AERA Related Activities

27.010. AERA Fellows Breakfast: Invitation Only. AERA Related Activities; Governance Session
Marriott Marquis, Level Four, Liberty Salon L; 8:15-9:45am
Chair: Diana Pullin, Boston College

Presidential Sessions

27.011. Influencing Equality Before the Law: Enhancing the Use of Social Science for the Public Good. AERA Presidential Session; Invited Speaker Session
Convention Center, Level Three, Ballroom C; 8:15-9:45am
Chairs: Maria C. Ledesma, University of Utah; Liliana M. Garces, The Pennsylvania State University - University Park
Participants: Loretta Espinosa, American Council on Education; Stella M. Flores, New York University; Uma Mahades Jayakumar; University of San Francisco; Julie J. Park, University of Maryland - College Park; Cecilia Rios Aguilar, University of California - Los Angeles; Avilda Rodriguez, University of Michigan - Ann Arbor

27.012. Privatization, Commercialization, and Disappearing Spaces for Public Scholarship. AERA Presidential Session; Invited Speaker Session
Convention Center, Level Two, Room 202 A; 8:15-9:45am
Chair: Anthony A Berryman, 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