41.011. PDC23: Propensity Score Methods for Causal Inference in Education Research. Professional Development and Training Committee; Professional Development Course
Convention Center, Level One, Room 151 B; 8:00am to 12:00pm
Instructors: Wei Pan, Duke University; Haiyan Bai, University of Central Florida; Christopher M. Swoboda, University of Cincinnati

41.012. PDC24: Comparative Case Studies and Ethnographies—Organized by the World Education Research Association (WERA). Professional Development and Training Committee Cosponsored with World Education Research Association (WERA); Professional Development Course
Convention Center, Level One, Room 152 A; 8:00am to 12:00pm
Instructors: Kathryn M. Anderson-Levitt, University of California - Los Angeles; Belmira Oliveira Bueno, Universidad de Sao Paulo

41.013. PDC25: Building Public Scholarship: Imagining and Designing a Translating Research Training Seminar for Students and Faculty. Professional Development and Training Committee; Professional Development Course
Convention Center, Level One, Room 152 B; 8:00am to 12:00pm
Instructor: Kendace M. Knudson, Sacramento City College

Sunday, 8:15 am

Governance Meetings and Events

42.001. AERA Graduate Student Council: Closed Meeting. AERA Governance Cosponsored with Graduate Student Council; Governance Session
Marriott Marquis, Level One, University of DC; 8:15-9:45am
Chair: Gabriel Joei Merrin, University of Illinois - Urbana-Champaign

42.002. Educational Evaluation and Policy Analysis Closed Editorial Board Meeting. AERA Governance; Governance Session
Marriott Marquis, Level Four, Archives; 8:15-9:45am
Chairs: Joshua M. Cowen, Michigan State University; Cassandra M. Guarino, University of California - Riverside; Spyros Konstantopoulos, Michigan State University; Peter A. Youngs, University of Virginia

Presidential Sessions

42.010. Increasing Educational Opportunities and Improving Outcomes for English Learners: Partnerships Between Public Scholars and School Leaders. AERA Presidential Session; Invited Speaker Session
Convention Center, Level Two, Room 201; 8:15-10:15am
Chair: Peggy Estrada, University of California - Santa Cruz
Participants: Karen D. Thompson, Oregon State University; Peggy Estrada, University of California - Santa Cruz; Ilana Marice Umanycz, University of Oregon; Claude N. Goldenberg, Stanford University; Claudio Sanchez, National Public Radio; Cynthia Lim, Los Angeles Unified School District; Hilda Maldonado, Los Angeles Unified School District; Katherine G. Hayes, Los Angeles Unified School District; Christina Mei-Yue Wong, San Francisco Unified School District; Laura P. Wentworth, California Education Partners; Tira House, Tahoe-Truckee School District; Patricia C. Gándara, University of California - Los Angeles; John Q. Easton, Spencer Foundation; Sean F. Reardon, Stanford University; Patrick M. Shields, Learning Policy Institute; Haiwen Wang, sRI International; Timea Parkas, University of California - Santa Cruz; Sooyoung Park, Stanford University; Eduardo Rafael Munoz-Munoz, Stanford University; Kenji Hakuta, Stanford University; Robert T. Lingqqui, WestEd; Claudia Rodriguez, Santa Clara University

AERA Sessions

42.011. Public Scholars on the Social Impact of School-Related Inequalities: Perspectives From Multiple Disciplines. AERA Presidential Session; Invited Speaker Session
Convention Center, Level Two, Room 202 A; 8:15-9:45am
Chair: William H. Schmidt, Michigan State University
Participants: Greg Duncan, University of California - Irvine; Jennifer Jennings, New York University; Debra Satz, Stanford University; Bob Wise, Alliance for Excellent Education; Michael Cohen, Achieve

42.012. Public Scholarship and Teacher Education for Diverse Democracies. AERA Presidential Session; Invited Speaker Session
Convention Center, Level Two, Room 202 B; 8:15-10:15am
Chair: Marilyn Cochran-Smith, Boston College
Participants: A Statewide Coalition of Teacher Educators Engaging in Research-Based Advocacy for Linguistically Diverse Democracies. Kara Mitchell Vesca, University of Colorado - Denver; Loretta Chavez, Metropolitan State University of Denver; Karla J. Esser, Regis University; Peter M. Vigil, Metropolitan State University of Denver
Rethinking Schools as a Site of Critical Scholarly and Popular Engagement in the Politics of Teacher Education. Wayne Au, University of Washington - Bothell; Katy Swalwel, Iowa State University
Teacher Education Accountability Initiatives: Where’s the Evidence? Marilyn Cochran-Smith, Boston College; Rebecca H. Stern, Boston College; Juan Gabriel Sanchez, Boston College; Andrew Frederic Miller, Boston College; Elizabeth Stringer Keele, Lesley University; Maria Beatriz Fernandez Cofre, Boston College; Wen-Chia Claire Chang, Boston College; Molly Cummings Carney, Boston College; Stephani Burton, Boston College; Megan Baker, Boston College
Speaking Collectively and Publicly to Leverage Scholarship for the Public Good. Kevin Kumashiro, University of San Francisco

42.013. Undocumented Students and Postsecondary Education Access: The State of the Knowledge, Co-Sponsored with the Association for the Study of Higher Education. AERA Sessions; Invited Speaker Session
Convention Center, Level Two, Room 202 B; 8:15-10:15am
Chair: Scott L. Thomas, Claremont Graduate University
Participants: H. Kenny Niemhasser, University of Hartford; William Perez, Claremont Graduate University; Roberto G. Gonzales, Harvard University
Discussants: Miriam Feldblum, Pomona College; Maria Blanco, University of California - Davis

42.014. National Science Foundation Directorate for Education and Human Resources (EHR) Core Research Poster Session. AERA Sessions; Invited Poster Session
Convention Center, Level Three, Ballroom South Foyer; 8:15-10:15am
Chair: Karen D. King, National Science Foundation
Participants:
1. INSPIRE: Crowd-sourcing neuroscience: Neural oscillations and human social dynamics. David Poeppel, New York University
2. Collaborative Research: Explaining, exploring, and scientific reasoning in museum settings. Maureen A. Callanan, University of California - Santa Cruz
3. Embodied Physics Learning. Susan M Fischer, DePaul University
4. Re-Crafting Mathematics Education: Designing Tangible Manipulatives Rooted in Traditional Female Crafts. Kylie A. Peppler, Indiana University - Bloomington; Melissa Sommefeld Gresalfi, Vanderbilt University
5. Community College Roots of STEM: Interactive influences of individual, secondary school, and college factors predicting the success of underrepresented groups. Elizabeth Stearns, University of North Carolina - Charlotte; Melissa Dancy, University of North Carolina - Charlotte
6. Developing Common Core Classrooms Through Rubric-Based Coaching. Corinne M. Herlihy, Harvard University
7. States as STEM Learning Environments: Building an Indicator
System to Guide Instructional Improvement at Scale. Mary Kay Stein, University of Pittsburgh
8. The Effects of Social Capital and Cultural Models on the Retention and Degree Attainment of Women and Minority Engineering Undergraduates. Gladis Kersaint, University of South Florida
10. Collaborative Research: STEM Education Effects on a Diverse Workforce’s Development over the Life Cycle. John R. Warren, University of Minnesota; Chandra Muller, The University of Texas - Austin

Discussant: Evan Heit, National Science Foundation

**Committee Sessions**

**42.015. Pathways to Excellence: Strengthening the Learning and Development of Black Students.** Committee on Scholars of Color in Education; Symposium
Convention Center, Level One, Room 144 A; 8:15-9:45am
Chair: Gloria S. Boutte, University of South Carolina
Participants:
- Ring the Alarm: Moving From Educational Gaps to Educational Opportunities for Black Students. Marahsha Humphries, University of Illinois at Chicago; Iheoma U. Iruka, University of Nebraska
- Why Culturally Relevant Pedagogy? Why Now? Tonia Renee Durden, University of Nebraska - Lincoln; Stephanie Michelle Curenton, Rutgers University - New Brunswick/Piscataway
- No Exceptions: An Observation Protocol to Provide Equitable Learning Opportunities for Young Black Children. Bryant Jensen, Brigham Young University

**WERA Sessions**

**42.016. A Cross-National Examination of Knowledge, Policy, and Practice in Learning to Teach: Part I.** World Education Research Association (WERA); WERA Symposium
Convention Center, Level One, Room 154 A; 8:15-10:15am
Chair: Maria Teresa Tato, Michigan State University
Participants:
- Learning to Teach in the United Kingdom and the United States: Reviewing Policy and Research Trends. Ian Menter, University of Oxford; Maria Teresa Tato, Michigan State University
- How Do Teachers Learn to Teach in Ireland? A Review of Policy and Research Literature. Paul F. Conway, University of Limerick
- Trajectory of Teacher Education in South Korea: A Review of Policy and Research. James Pippin, Michigan State University; Eunjug Jin, Michigan State University

Discussant: Geoff Whitty, The University of Newcastle

**42.017. International Pathways to Governance and Sustainability in Higher Education.** World Education Research Association (WERA); Paper Session
Convention Center, Level One, Room 146 C; 8:15-9:45am
Chair: Raj Mestry, University of Johannesburg
Participants:
- Instructional Program Delivery as It Relates to Certification Exam Results. Warren Gordon Orloff, Texas A&M University - Commerce; Laura Trujillo-Jenks, Texas Woman’s University; Peggy Malone, Texas Woman’s University
- The Role of Governance in Higher Education and Its Impact on University Restructuring. Sue-Teon Song, New York University

**42.018. Retaining Quality Teachers: International Perspectives on Teacher Resilience.** World Education Research Association (WERA); WERA Symposium
Marriott Marquis, Level Two, Marquis Salon 12; 8:15-9:45am
Chair: Susan Bellman, Curtin University
Participants:
- Exploration of Novice Teachers’ Resilience in Canada: An Evolutionary Perspective. Mylene Leroux, Université du Québec en Outaouais
- Teacher Resilience in Europe: A Multidimensional View on a Significant Construct. Marold S. Wosnitza, RWTH Aachen University; Francisco Peixoto, Instituto Superior de Psicologia Aplicada; José Castro Silva, Instituto Superior de Psicologia Aplicada; Jennifer Schwarz
- Great Southern Lands: Making Space for Teacher Resilience in South Africa and Australia. Caroline F. Mansfield, Murdoch University; Liesel Ebersohn, University of Pretoria; Susan Bellman, Curtin University; Tilda Loso, University of Pretoria

Discussant: Helen M.G. Watt, Monash University

**42.019. Women Scholars of Color in the United States and World: Transcending International Borders in Academia.** World Education Research Association (WERA); WERA Symposium
Convention Center, Level One, Room 154 B; 8:15-9:45am
Chair: Gaetane Jean-Marie, University of Louisville
Participants:
- Voices of Immigrant Scholars as Outsiders-Within the Academy: Navigating Turbulent Territory. Natalie A. Tran, California State University - Fullerton; Gaetane Jean-Marie, University of Louisville
- Narrative Experiences of Emerging Women Scholars of Color in the Academy: Mentoring Relationships to Support Preparation, Socialization, and Acclamation. Cosette M. Grant; Hollie Mackey, The University of Oklahoma
- Disrupting the Traditional in the Academy: Creating a Sense of Belonging Among Latina Faculty. Elizabeth T. Murakami, Texas A&M University San Antonio; Anne-Marie Nunez, The University of Texas - San Antonio; Elsa C. Ruiz, The University of Texas - San Antonio
- “Otherness” as a Shared Experience for Women of Color in the Professoriate in the United States and the World. Brenda Lloyd-Jones, University of Oklahoma; Lorri Michelle Johnson Santamaria, The University of Auckland

**Division Sessions**

**42.021. Black Mask-ulinity: An Emerging Framework for Black Masculine Caring.** Division A - Administration; Symposium
Marriott Marquis, Level Three, LeDroit Park; 8:15-9:45am
Chair: Lisa Bass, North Carolina State University
Participants:
- Black Masculine Caring in Educational Leadership: Introducing a Masculine-Centered Framework. Lisa Bass, North Carolina State University
- The Risk of Cultivating Care in an Urban High School: Exploring a Black High School Principal’s Experience and His Castigation. Mark A. Gooden, The University of Texas - Austin; Daniel D. Spikes, Iowa State University
- Black Fathers as Curriculum: Adopting Sons and Advancing Progressive-Regressive Black Masculinity. Ty-Ron M.O. Douglas, University of Missouri - Columbia
- Who Cares? The Ethic of Care and Black Boys in School. James Earl Davis, Temple University; Julia Camille Ransom, Temple University
- Manhood Development and Sustainable Institutional Care: John Hope at Morehouse College. Amber Marie Jones, Emory University
- Masking Mentorship: Critical (Race) Care Among Black Males in Special Education. Fonzell Agosto, University of South Florida; Roderick Jones, University of South Florida

**42.022. Ethics, STEM, and the Possibilities and Limitations of Transformation in Capitalist, Militarist Democracies.** Division B - Curriculum Studies; Symposium
Marriott Marquis, Level Four, Liberty Salon N; 8:15-9:45am
Chair: Ayush Gupta, University of Maryland - College Park
Participants:
- Political Imagination, Responsibility, and Ethics in Engineering Students’ Discussions of Drone Surveillance and Warfare. Thomas M. Philip,
Scale Alternate Assessment. Chao Xie, American Institutes for Research; Ming Lei, American Institutes for Research
Evaluation of Limited Information Model Fit Statistics With Mixed-Format Tests. Mengyao Cui, Florida State University; Zhongtian Lin, Florida State University; Yanyun Yang, Florida State University
Modeling Learning Growth With a Cross-Classified Multilevel Item Response Theory Model. Chen Li, University of Maryland - College Park; Hong Jiao, University of Maryland-College Park
Modeling Skipped and Not Reached Responses in the PISA (Programme for International Student Assessment) 2009 Reading Assessment Data Using IRTrees. Dries Debeer, University of Leuven; Rianne Janssen, KU Leuven
Multilevel Item Response Theory Models: Allowing the Discriminations to Vary Across Levels. Ken Fujimoto, Loyola University Chicago WTC
Discussant: Lihksheng Wei Wang, University of Cincinnati
42.029. Vice Presidential Invited Centennial Session: Educating Researchers for Methodological Diversity. Division D - Measurement and Research Methodology; Invited Speaker Session Marriot Marquis, Level Four, Monument; 8:15-10:15am
Chair: Pamela A. Moss, University of Michigan
Presenters: Jennifer C. Greene, University of Illinois at Urbana-Champaign; Mirka E. Koru-Liingberg, Arizona State University; Diane Larsen-Freeman, University of Pennsylvania; William R. Penuel, University of Colorado - Boulder; Gloria J. Ladson-Billings, University of Wisconsin - Madison; Laurence Parker, University of Utah
Discussant: Edward H. Haertel, Stanford University
42.030. Some Engage, Others Don’t: New Directions on the Development of Teachers’ Professional Ethos. Division E - Counseling and Human Development; Symposium Convention Center, Level One, Room 145 B; 8:15-9:45am
Chairs: Fritz K. Oser, University of Fribourg; Horst Biedermann, Paris-Lodron-University of Salzburg
Participants:
Creating and Sustaining Social Justice in Schools: Teachers’ Work Environment and Teaching for Multicultural Fairness. Ann Higgins-D’Alessandro; Ping Gao, Fordham University; Tina R. Merriweather; Ethical Culture Fieldston School / Fordham University Construction of School Ethos: Based on Moral Values, Changes in Time, Space, and Relationships. Ulisses Ferreira Araujo, University of Sao Paulo; Valeria Arantes, University of Sao Paulo
Teachers and Controversial Issues in Their Classroom. Wiel M. Vengelers, University of Humanistic Studies Utrecht; Jaap Schuitema, University of Amsterdam
Do Teachers Accept the Challenge of Responsible Handling of New Technologies? Teachers’ Professional Information and Communications Technology Responsibility. Horst Biedermann, Paris-Lodron-University of Salzburg; Fritz K. Oser, University of Fribourg
Discussants: Karin Heinrichs, Otto Friedrich University Bamberg; Gil G. Noam, Harvard University
42.031. Educators and Leadership for Social Justice. Division F - History and Historiography; Paper Session Convention Center, Level One, Room 102 A; 8:15-9:45am
Chair: Christine A. Ogren, University of Iowa
Participants:
Break the Annual Meeting: Depression- and Recession-Era Keynote Speeches to Educators as Calls to Action. Ryan H. Ozar, The College of Wooster
Discussant: Christine A. Ogren, University of Iowa
42.032. Immigrant Families and Literacies: Collaborative Research and Advocacy in a Diverse Faith Community. Division G - Social Context of Education; Structured Poster Session Convention Center, Level One, Room 101; 8:15-9:45am
Chair: Gerald Campano, University of Pennsylvania
Participants:
1. Advocacy Discourse Communities in a Multilingual Parish: A Conceptual Model. Gerald Campano, University of Pennsylvania; Maria Paula Ghiso, Teachers College, Columbia University
2. Redefining Nonfiction Reading and Writing as a Critical Community Practice. Grace D. Player, University of Pennsylvania; David Eric Low, California State University - Fresno
3. Teacher Education as Community-Based Inquiry. Katharine Emily Bartow Jacobs, University of Pittsburgh; Lan Ngo, University of Pennsylvania
5. Multilingual Counterpublics: Collective Responses to Precarity in a Latina/o Intergenerational Language and Literacy Inquiry. Alicia Pantoya, University of Pennsylvania; Emily Rose Schwab, University of Pennsylvania
42.033. Incorporating Contextual Knowledge in Facilitating Professional Development for Teachers of Multilingual Learners. Division G - Social Context of Education; Symposium Marriot Marquis, Level Two, Marquis Salon 10; 8:15-9:45am
Chair: Mariana Castro, University of Wisconsin - Madison
Participants:
Deepening Teaching Practices: Examining the Roles of Hearing and Being Heard in Teachers’ Concept Development. Kersti Tyson, University of New Mexico; Casandra Sisneros, University of New Mexico
The Dialogical Process of Professional Learning: Transforming Practice With Teachers of Multilingual Students. Susana Ibarra Johnson, University of New Mexico
The Role of Classroom Observations in the Facilitation of Professional Learning for Middle School Teachers. Daniella Moller, University of Wisconsin
Attending to Context When Facilitating Professional Learning Focused on Continuous Improvement and Multilingual Learners. Amanda Nell Spalter, University of Wisconsin - Madison
Discussant: Kathy Escamilla, University of Colorado - Boulder
42.034. Knowing Thy Past to Chart the Future: A Centennial Look Into Whiteness Studies in Education Then and Now. Division G - Social Context of Education; Symposium Marriot Marquis, Level Three, Chinatown; 8:15-10:15am
Chair: Beverly D. Tutun, Spelman College
Participants:
Questioning the Appropriateness of Race Talk: Middle-Class White Women Teachers’ Silencing of Racialized Humor in School. Irene H. Yoon, University of Utah
“Grief, Melancholia, and Death”: Emotionally Exploring the Psychoanalytic Roots of Whiteness. Cheryl E. Mattias, University of Colorado - Denver
Discussants: Zeus Leonardo, University of California - Berkeley; David Gillborn, The University of Birmingham; Ricky Lee Allen, University of New Mexico; Christine E. Sleeter, California State University - Monterey Bay
42.035. Smoke, Mirrors, and Education Practices: “Access” as Gatekeeping for Students and Communities of Color. Division G - Social Context of Education; Symposium Marriot Marquis, Level Three, Union Station; 8:15-9:45am
Chair: Adrienne D. Dixon, University of Illinois - Urbana-Champaign
Participants:
“Direct Admits Versus Intending”: How College Students of Color Are Systematically Pushed Out of STEM. Ivory Marcel Berry, Wright State University
“They’ll Get Cs and Ds; That’s Good Enough”: Teachers Positioning Black Students as Academic Afterthoughts. Shameka Nija Powell, Tufts University
Culturally Irrelevant, Exclusively White: Latina/o Student Experiences of Leadership Education and Opportunities in College. Cecilia Elizabeth Suarez, University of Illinois at Urbana-Champaign
42.036. Investigating the Validity and Utility of Student Learning Objectives in Educator Effectiveness Systems. Division H - Research, Evaluation and Assessment in Schools; Symposium Marriott Marquis, Level Two, Marquis Salon 2; 8:15-10:15am
Chair: Lisa Lachlan-Hache, American Institutes for Research
Participants:
Teacher and Leader Perceptions of and Engagement With Student Learning Objectives. Katie H. Buckley, Harvard University; Susan Lyons, National Center for the Improvement of Educational Assessment, Inc. Effective District Supports for Student Learning Objectives (SLOs): A Mixed-Methods Study of SLO Implementation. Karen S. Herbert, Colorado Education Initiative; Elena Kitaoka Diaz-Bilello, University of Colorado - Boulder; Steve Lehman, Educational Consultant; Rajendra Chattergoon, University of Colorado - Boulder Exploring Quality, Validity, and Educator Perspectives of Student Learning Objective Use in a Teacher Effectiveness System. Kelly Reese, American Institutes for Research; Rachel Garrett, American Institutes for Research; David English, American Institutes for Research; Amy Potemski, American Institutes for Research; Lisa Lachlan-Hache, American Institutes for Research
Discussions: Scott P. Marion, National Center for the Improvement of Educational Assessment, Inc.; Sarah K. Silverman, National Governors Association

42.037. Math for All: Lessons Learned from Piloting a Randomized Controlled Trial in a Large Urban District. Division H - Research, Evaluation and Assessment in Schools; Symposium Marriott Marquis, Level Two, Marquis Salon 3; 8:15-9:45am
Chair: Babette Moeller, Education Development Center, Inc.
Participants:
Lessons Learned About Recruiting Schools and the Implementation of Professional Development. Babette Moeller, Education Development Center, Inc.; Barbara Dubitsky, Bank Street College of Education Lessons Learned About Designing a Randomized Controlled Trial for the “Real” World. John H. Hinchcock, Indiana University - Bloomington; Teresa Garcia Duncan, ICF International; Rosemarie O’Conner, ICF International Lessons Learned About Videotaping and Coding Classroom Observations. Teresa Garcia Duncan, ICF International; Rosemarie O’Conner, ICF International Lessons Learned About Using Interviews to Assess Classroom Practices. Ellen B. Meier, Teachers College, Columbia University; Dawn M. Horton, Teachers College, Columbia University; Carol M. Mineo, Teachers College, Columbia University; Joanne Beckwith, Teachers College, Columbia University
Discussions: Shane Shope, Morehead State University

42.038. The Use of Formative Assessment Results to Educate All in Diverse Democracies: Research Results From Four Different Countries. Division H - Research, Evaluation and Assessment in Schools; Invited Speaker Session Marriott Marquis, Level Two, Marquis Salon 1; 8:15-9:45am
Chair: Kim Schildkamp, Universiteit Twente
Participants:
Teachers’ Use of Formative Assessment in the Classroom. Kim Schildkamp, Universiteit Twente; Cindy Louise Poortman, University of Twente; Wilma Berdien Kippers, University of Twente Assessment for Learning in New Zealand Schools: Professional Judgment Supported by a Diagnostic, Low-Stakes, Curriculum-Aligne, and School-Based Assessment Toolbox. Gavin T. Brown, The University of Auckland Developing Teacher Formative Assessment Practices Through Professional Dialogue: Case Studies of Practice From Queensland, Australia. Jill Willis, Queensland University of Technology; Lenore Ellen Adie, Australian Catholic University
Reshaping Formative Assessment for Inquiry Classrooms. Christine Harrison, Kings College, London
Discussions: Margaret Heritage, WestEd; Maria Araceli Ruiz-Primo, University of Colorado - Denver

42.039. Emotions in Medical Education: Causes and Effects. Division I - Education in the Professions; Symposium Convention Center, Level One, Room 143 B; 8:15-10:15am
Chair: Anthony R. Artino, Uniformed Services University of the Health Sciences
Participants:
Mapping Emotions to Appraisals and Performance in Authentic Medical Learning Environments. Melissa Duffy, McGill University; Susanne P. Lajoie, McGill University; Amanda Jarrell, McGill University; Jason Matthew Harley, University of Alberta; Melissa Duffy, McGill University; Maher Chaouach; Tara Tressel, McGill University; Tenzin Doleck, McGill University; Maedeh Assadat Kazemtabar, McGill University; Jeffrey Wiseman, McGill University Epistemic Emotions in Medical Education. Elisabeth Vogl, University of Munich; Karsten Stegmann, University of Munich; Reinhard Pekrun, University of Munich Video-Based, Worked-Out Examples in Medical Education: Effects of Model Features on Anxiety and Communication Skills. Karsten Stegmann, University of Munich; Lena Hofmann; Frank Fischer, Ludwig Maximilian University of Munich; Matthias Siebeck Understanding the Antecedents and Effects of Acute Stress in Complex Medical Settings. Vicki R LeBlanc
Discussions: Sebastian Uijtdehaag, Uniformed Services University of the Health Sciences

42.040. A Focus on Beginning Teachers’ Aspirations, Efficacy, and Support Systems. Division K - Teaching and Teacher Education; Paper Session Marriott Marquis, Level Two, Marquis Salon 9; 8:15-9:45am
Chair: Katherina Ann Payne, The University of Texas - Austin
Participants:
The Best and the Rest: Discourses of Teacher Selection and the Aspirations of Would-be Teachers. Jennifer M. Gore, The University of Newcastle; Rosie Joy Barron, The University of Newcastle; Kathryn Holmes, The University of Newcastle; Max Smith, University of Newcastle Beyond Induction: A Comprehensive View on Novice Teachers’ Induction in Dutch Secondary Education. Renate Wesselsink, Wageningen University; Piety Runhaar, Wageningen University; Judith Gulikers, Wageningen University Mapping Differentiation in Beginning Teachers’ Perceived Support During the First Year on the Job. Michelle Helms-Lorenz, University of Groningen; Ridwan Maulana, University of Groningen; Wim van de Grift, University of Groningen Perceived Beginning Teachers’ Self-Efficacy Across the Second and Third Years of Professional Practice. Michelle Helms-Lorenz, University of Groningen; Ridwan Maulana, University of Groningen; Wim van de Grift, University of Groningen Trends in Beginning Teacher Efficacy: Implications for Support by Alternative Certification Programs. Elisabeth Fornaro, Temple University; Kristie Jones Newton, Temple University

42.041. Building Voices of Passion and Justice in Preservice Teachers. Division K - Teaching and Teacher Education; Paper Session Marriott Marquis, Level Two, Marquis Salon 8; 8:15-9:45am
Chair: Susan M. Baker, California State University - Sacramento
Participants:
Eight Years After Obama’s Race Speech: Transcending Teacher Candidates’ Fear via Democratic Teaching. Meghan E. Barnes, University of Georgia - Athens; Denise Davila, University of Nevada - Las Vegas Heightening Cultural Awareness Through Reflective Contemplative Practices. Sara J. Olis Zimmerman, Appalachian State University; Susan Musilli, Appalachian State University
Novice Talk: A Critical Discourse Analysis of Preservice Teachers in a Practice-Based Elementary Literacy Course. Wagma Mommand, University of Colorado - Boulder; Elizabeth M. Dutro, University of Colorado Boulder

Using Critical Digital Literacies Pedagogies to Reframe Preservice Teachers’ Work With “At-Promise” Students. Janette Michelle Hughes, University of Ontario Institute of Technology; Jennifer Laffter, University of Ontario Institute of Technology

Discussant: Beatrice S. Fennimore, Indiana University of Pennsylvania

42.042. Efforts to Conceptualize Key Structures of Teaching Practice in the Content Areas. Division K - Teaching and Teacher Education; Symposium Marriott Marquis, Level Two, Marquis Salon 15; 8:15-9:45am

Chair: Deborah Loewenberg Ball, University of Michigan - Ann Arbor

Participants:
- Core Practices in Science Teacher Education: The Value and Challenges of Being Explicit About Rigorous and Equitable Instruction. Mark A. Windschitl, University of Washington; Karin Lohwasser, University of Washington
- Identifying Key Structures for Teaching: Teachers’ Professional Scripts for Practice. Rebecca Gadd, University of Michigan - Ann Arbor
- Instructional Regimes as a Tool for Classroom Observation. Kolby Gadd, University of Michigan
- Enacting a Teaching Persona in English Language Arts and Social Studies Classrooms. Martha Curren-Prest, University of Michigan

Discussant: Robert E. Floden, Michigan State University

42.043. Innovative Practices in Co-Teaching and Collaborative Evaluation of Preservice Student Teachers. Division K - Teaching and Teacher Education; Paper Session Marriott Marquis, Level Three, Judiciary Square; 8:15-9:45am

Chair: Christopher J. Meidl, Duquesne University

Participants:
- Can Both Co-Teaching and Coaching Improve Teacher Readiness? What the Data Tell Us. Kristen Cuthrell, East Carolina University; Christina M. Tschida, East Carolina University; Joy Stapleton, East Carolina University; Elizabeth A Fogarty, East Carolina University; Ann A. Bullock, East Carolina University
- Collaborative Coaching of Preservice Teachers: Bridging University and Practicum in Teacher Education. James V. Hoffman, The University of Texas - Austin; Melissa Mosley Wetzel, The University of Texas - Austin; Beth Maloch, The University of Texas - Austin; Sahi Khan Vlach, The University of Texas - Austin; Natalie Sivcek, The University of Texas - Austin; Laura Taylor, The University of Texas - Austin; Samuel DeJulio, The University of Texas - Austin; Erin Greeter, The University of Texas - Austin
- Co-Teaching Partnerships During Student Teaching: Cooperating Teachers’ Professional Realizations and Growth. Elizabeth Testa, Kent State University; Lisa A. Borgerding Donnelly, Kent State University; Todd S. Hawley, Kent State University
- Problematizing Co-Evaluation in Co-Teaching: Shifting Emphases and Restructuring Stakeholder Roles. Jennifer Gallo-Fox, University of Delaware; Kathryn Scontlebury, University of Delaware; Elizabeth Gayle Soslau, University of Delaware

Discussant: Donna M Drury, Texas A&M University - College Station

42.044. Political Conversations in the Lives of Teachers. Division K - Teaching and Teacher Education; Paper Session Marriott Marquis, Level Three, Mount Vernon Square; 8:15-9:45am

Chairs: Kenneth James Fasching-Varner, Louisiana State University; Darrell F. Harris, Keene State College

Participants:
- Narratives of Teacher Activists: Paths Toward Social Justice Pedagogy. Ananya Mukhopadhyay, University of Southern California
- Teacher Learning in Teacher Community: Community Roles and Novice Teacher Educator Contributions. Vy Dao, Michigan State University
- The Impact of Politics on the Work of Literacy/English Teacher Educators. Bethan-Jane Marshall, Kings College, London; Clare Kosnik, University of Toronto/OISE; Lydia Menna, OISE/University of Toronto; Pouja Dharamshi, University of Toronto - OISE; Clive M. Beck, OISE/University of Toronto

Discussant: The Making of a Teacher Educator: Pedagogy in Politics in Learning How to Teach Teaching. Brad Cawn, University of Michigan - Ann Arbor

Discussant: Elizabeth Wright, The Pennsylvania State University

42.045. Preparing Linguistically Qualified Bilingual/Dual Language Teachers: Challenges and Opportunities in Spanish Language Assessment and Development. Division K - Teaching and Teacher Education; Symposium Marriott Marquis, Level Two, Marquis Salon 7; 8:15-10:15am

Chair: Fernando Rodriguez-Valls, California State University - Fullerton

Participants:
- Ensuring Bilingual Candidates’ Spanish Language Proficiency as a Democratic Principle. Belinda Bustos Flores, The University of Texas - San Antonio
- Do I Speak Good Enough? Is Proficiency Testing a Barrier Heritage Speakers of Spanish Face on the Road to Becoming Credentialed Bilingual Teachers? Breena Mudrick, San Diego State University
- Preparing Linguistically Competent and Ideologically Clear Bilingual Teachers. Cristina Alfaro, San Diego State University
- Developing “Pedagogical Spanish” Competencies in Bilingual Teacher Education: Why and How? Cristian R. Aquino-Sterling, The Graduate Center, City University of New York (CUNY)

Discussant: Michael D. Guerrero, The University of Texas Rio Grande Valley

42.046. Reconceptualizing Humanity and Solidarity in Teacher Education: Confronting and Transforming Its Structural Violence. Division K - Teaching and Teacher Education; Symposium Marriott Convention Center, Level Two, Room 209 A; 8:15-9:45am

Chair: Ernest D. Morrell, Teachers College, Columbia University

Participants:
- Benevolent Dictatorship: How Good Intentions Maintain the Status Quo. Tiffani Johnson, University of California - Berkeley
- Disrupting Dehumanization in Social Studies Classrooms: Engaging Racial Literacy and Humanizing Pedagogies in Teacher Education. Christina “V” Villarreal, Teachers College, Columbia University
- Solidarity Not Charity: Anticolonial Teacher Education. Patrick Camangian, University of San Francisco

Discussant: David O. Stoval, University of Illinois at Chicago

42.047. Responsive Teaching: Practices and Models of Professional Development. Division K - Teaching and Teacher Education; Paper Session Marriott Marquis, Level Four, Liberty Salon I; 8:15-9:45am

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

Participants:
- Social Perspective-Taking: A Professional Development Induction to Improve Teacher-Student Relationship and Student Learning. Bryan Mascio, Harvard University; Joe McIntyre, Harvard University; Hunter Gehlbach, University of California - Santa Barbara
- Maintaining Coherence Across Research and Practice: A Common Framework for Describing Teachers’ Reacting Moves. Amanda Marie Milewski, University of Michigan - Ann Arbor; Sharon Kay Strickland, Texas State University-San Marcos

Lesson Study Professional Learning Community in Elementary Mathematics: A Randomized Controlled Study. Cynthia DaBois, Northwestern University; Kirabo Jackson, Northwestern University; Hiromi Masunaga, California State University - Long Beach; Linda Symcoz, California State University - Long Beach

How Do School Staffs Respond to Cyberbullying? A Scenario-Based Investigation. Yin-Lan Chen, National Chiao Tung University; Yun-Yu Huang, National Central University; Chien Chou, National Chiao Tung University

Discussant: Shelley B Harris, Texas A&M University - San Antonio

42.048. Teacher Professional Collaboration and Learning: Lessons From an International Teacher Policy Study. Division K - Teaching and Teacher Education; Symposium Marriott Marquis, Level Four, Liberty Salon J; 8:15-9:45am

Chair: Linda Darling-Hammond, Stanford University

Participants:
- Collaborative Initiatives and Teacher-Led Practices: Developing Collaborative Professional Learning in Ontario. Carol Campbell, University of Toronto - OISE; Pamela Janie Osmond-Johnson, University of Toronto
SIG Sessions

42.050. What the Program for the International Assessment of Adult Competencies Says About the Effects of Social Background on Adult Skills and Social Mobility. SIG-Adult Literacy and Adult Education; Symposium
Convention Center, Level One, Room 149 B; 8:15-9:45am
Chair: Jaleh Soroui, American Institutes for Research
Participants:
Skills and Competencies of Immigrant-Origin Young Adults in North America and Europe. Jeanne Batalova, Migration Policy Institute
Exploring the Program for the International Assessment of Adult Competencies U.S. National Supplement Findings on Young Adults, the Unemployed, and the Incarcerated. Stephen Provasnik, National Center for Education Statistics; Holly Xie, National Center for Education Statistics
Discussant: Heidi V Silver-Pacuilla, U. S. Dept. of Education

42.051. Bilingual Education Research SIG Mentoring Meeting, SIG-Bilingual Education Research; Invited Speaker Session
Convention Center, Level One, Room 147 A; 8:15-10:15am
Participants: Kate Kenken, Queens College and Graduate Center, City University of New York; Deborah K. Palmer, The University of Texas; Jon Hale, University of Colorado - Boulder; Audrey Figueroa Murphy, Saint John's University; Melinda E. Martin-Beltran, University of Maryland - College Park

42.052. Documentary Research in Education: Issues and Concerns, SIG-Biographical and Documentary Research; Symposium
Marriott Marquis, Level Four, Independence Salon B; 8:15-10:15am
Chair: Philo A. Hutcheson, The University of Alabama
Participants:
Documentary Research in Education: Issues and Concerns. Dionne Danns, Indiana University
Documentary Research in Education: Issues and Concerns. Jon Hale, College of Charleston
Documentary Research in Education: Copyright Issues. Philo A. Hutcheson, The University of Alabama
Documentary Research in Education: Issues and Concerns. Kate B. Rousmaniere, Miami University

42.053. Black Excellence: An Exploration of the Literacy and Learning Practices of Black Youth. SIG-Critical Educators for Social Justice; Symposium
Marriott Marquis, Level Two, Marquis Salon 17; 8:15-9:45am
Chair: Valerie Kinloch, The Ohio State University
Participants:
Adolescent Literacies Across Contexts: Directions in Contemporary Research. Tanja Burkhard, The Ohio State University - Columbus
Black Adolescents and Counter-narrative Production. Carlotta Penn, The Ohio State University - Columbus
Black Literature, Literacy, and Liberation: Implications for Teaching and Learning. Donja Bridges, The Ohio State University
Discussant: Valerie Kinloch, The Ohio State University

42.054. Race and Gender Examinations in Higher Education. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Paper Session
Marriott Marquis, Level Four, Liberty Salon K; 8:15-9:45am
Chair: Stacie DeFreitas, University of Houston - Downtown
Participants:
“What It Is and What It’s Not”: Men of Color Identity Formations in a Collegiate Peer-to-Peer Antiviolence Organization. Diego Luna, University of Utah
“Minor Injuries Were Reported”: Sexualized Violence, Power, and Teaching. Nikola Hobbel, Humboldt State University; Tessa Pitre, Humboldt State University
Engineering at the Intersection: Black Women’s Experiences in Engineering Doctoral Programs. Lydia Bentley, Vanderbilt University; Ebony Omotola McGee, Vanderbilt Peabody College; William H. Robinson, Vanderbilt University; Stacey Houston, Vanderbilt University; Portia Kwarterma Botchway, Vanderbilt University - Peabody College; Ruchi Roy, Vanderbilt University - Peabody College
From Historically Black College/University to Predominantly White University: Support Systems and Coping Strategies for African American Women in Graduate School. Quentin Alexander, Longwood University; Lisa Jackson, Virginia Commonwealth University; DeShawn Preston, Clemson University
Class, Race, and the Impact of Involvement on College Students’ Baccalaureate Attainment. Marjorie L. Dorine-Williams, Borough of Manhattan Community College; Matt Giani, The University of Texas - Austin

42.055. Reconceptualizing the Making and Taking of Early Childhood Public Spaces. SIG-Critical Perspectives on Early Childhood Education; Symposium
Marriott Marquis, Level Four, Independence Salon A; 8:15-9:45am
Chair: Jenny Ritchie, Victoria University of Wellington
Participants:
(Re)making Shared Space in the Early Childhood Center: Collective Practices in Assemble. Casey Voss, Myers, Kent State University - Kent; Rochelle Hostler, Kent State University
Cyborganic Ethnography With Children and Spatial Literacies. Päivi Helena Jokinen, University of Oulu
Taming Childhoods in Public Spaces. Marek Tesar, The University of Auckland
Who’s Afraid of a Running Child? Pauliina Raatto, University of Oulu
Surveillance of Childhood Participatory Research Spaces. Kylie Smith, University of Melbourne
Discussant: Jenny Ritchie, Victoria University of Wellington

42.056. Boundary Makers at the Intersections of Disability Studies in Education and Special Education: Toward a More Radical Conceptualization and Enactment of Inclusive Education. SIG-Disability Studies in Education; Symposium
Convention Center, Level One, Room 149 A; 8:15-9:45am
Chairs: Federico R. Waitoller, University of Illinois at Chicago; Kathleen King Thorius, Indiana University - IUPUI
Participants:
Constraints, Tensions, Ambiguities, and Ignorance: In Search of Frameworks for Exploration and Liberation. Elizabeth B. Kozleski, The University of Kansas
Working at the Intersections of Disability Studies and Special Education.
42.057. Assessing Children’s Learning and Development, Parenting Practice, and Home/School Connection. SIG-Early Education and Child Development; Paper Session
Convention Center, Level One, Room 143 A; 8:15-9:45am
Chair: Elisa L. Klein, University of Maryland
Participants:
The Association Between the Teaching Strategies GOLD Assessment System and Direct Assessments of Child Progress. Richard G. Lambert, University of North Carolina - Charlotte; Do-Hong Kim, University of North Carolina - Charlotte; Diane C. Barts, Louisiana State University
Validating Pediatric Symptoms Checklist–17 in a New Population. Jin Liu, University of South Carolina - Columbia; Yin Burgess, University of South Carolina; Christine DiStefano, University of South Carolina; Fan Pan, University of South Carolina - Columbia; Ning Jiang, University of South Carolina - Columbia
Quality Connections in Early Education: Measuring Relationships Between Families and Providers, Teachers, and Family Services Staff. Valerie Atkinson, Westat; Ning Rui, Westat; Kwang Kim, Westat
Discussant: Francis Howard Lim Huang, University of Missouri

42.058. Early Childhood Education Workforce: Quality, Leadership, and Development. SIG-Early Education and Child Development; Paper Session
Convention Center, Level One, Room 147 B; 8:15-9:45am
Chair: Debra J. Ackerman, Educational Testing Service (ETS)
Participants:
Child Care Workforce Training: On Which Topics Is the Workforce Focusing? Debra J. Ackerman, Educational Testing Service (ETS)
A Study of the Danielson Framework for Teaching for Evaluating Early Childhood Teachers. Lisa Hood, Illinois State University; Sarai Coba Rodriguez, University of Illinois at Urbana-Champaign; Pamela Reimer Rosa, Consortium of Educational Change; Erika Lee Hunt, Illinois State University
Co-Creating Advanced Leadership Pathways in Early Care and Education. Anne Douglass, University of Massachusetts - Boston
Shifting Early Childhood Leader Mind-Sets Through Job-Embedded Professional Development: Implications for Classroom Practice. Heather L. Horsley, University of Illinois at Chicago; Samuel Paul Whalen, University of Illinois at Chicago; Debra M Pacchiano, The Ounce of Prevention; Steven E. Tozer, University of Illinois at Chicago
The Influence of Early Childhood Teacher Certification on Kindergarten and First-Grade Students’ Academic Outcomes. Alison Hooper, University of Delaware
Discussant: Stephanie C. Sanders-Smith, University of Illinois at Urbana-Champaign

42.059. Tracking Philanthropic Giving: Strategies, Partnerships, and Policies in K–12 Schooling. SIG-Education and Philanthropy; Paper Session
Marriott Marquis, Level Four, Conference Room; 8:15-9:45am
Chair: Jamie B. Lewis, Georgia Gwinnett College
Participants:
Network Dynamics and the Changing Logics of Philanthropic Giving to Charter Schools. David Diehl, Vanderbilt University - Peabody College; Robert Mars, Vanderbilt Peabody College
Responding to the Philadelphia Public Education Crisis: The Role of Public-Private Partnerships in Neighborhood Schools. Julia A. McWilliams, University of Pennsylvania
Discussant: Kathleen P. deMarras, University of Georgia

42.060. Integrating Environmental Education: International Policy and Program Initiatives. SIG-Environmental Education; Paper Session
Marriott Marquis, Level Four, Independence Salon D; 8:15-10:15am
Chair: Dilafraz R. Williams, Portland State University
Participants:
Teasing Through a “Rhetoric of Integration”: Moving Environmental Education From the Margins to the Mainstream. Douglas David Karrow, Brock University; Maurice Digisiappe, University of Toronto
The Effectiveness of Education for Sustainable Development. Jelle Boevede Pauw, University of Amsterdam; Niklas Gerick, Karlstad University; Daniel Olsson, Karlstad University; Teresa Berglund, Karlstad University
Environmental Education as Critique to Education for Sustainable Development: Challenges From Struggles in Latin America. Inna Aikens, University of Saskatchewan
Borrowed Strengths of State and Federal Policy Entrepreneurs in the Environmental Literacy Planning Movement. Karen Murphy Ruggiero, University of Tennessee
Discussant: Any N. Cutter-Mackenzie, Southern Cross University

42.061. Critical Issues in Parent Involvement: Race, Ethnicity, and Social Class. SIG-Family, School, Community Partnerships; Paper Session
Convention Center, Level One, Room 155; 8:15-9:45am
Chair: Michael A. Lawson, University of Alabama
Participants:
Navigating Race, Racists, and Racism in Schools: Shifting the Analysis of Black Parental Involvement in Education. Jada A Phelps-Moultrie, Indiana University - Indianapolis
Parenting Practices of Black Mothers Amid an Uptick in Racial Violence: Implications for Family-School-Community Partnerships. Dana C. Griffin, University of North Carolina - Chapel Hill
Analyzing Profiles and Predictors of Parent Involvement in Elementary School. Michael A. Lawson, University of Alabama; Tania Alamedo-Lawson, The University of Alabama
Discussant: Margaret M. Ferrar, University of Nevada - Reno

42.062. Challenging Neoliberal Reforms Through Collaborative, Community-Engaged Research. SIG-Grassroots Community and Youth Organizing for Education Reform; Symposium
Convention Center, Level One, Room 150 B; 8:15-9:45am
Chair: Sarah Reed Kohson, SUNY - College at Cortland
Participants:
Social Movement Activist Research in the Struggle for Education Justice and the Right to the City. Pauline Lipman, University of Illinois at Chicago; Rhoda Rae Gutierrez, University of Illinois at Chicago
Participation and Transformation: Considering the Goals and Tensions of University-Initiated Youth Participatory Action Research Projects With K–12 Youth. Nicole Mirra, The University of Texas - El Paso; John S. Rogers, University of California - Los Angeles
Into Their Hoods: Where Youth Participatory Action Research and Critical Performance Pedagogy Birth Resistance. Allyson Tintiango-Cubales, San Francisco State University; Arlene Sudaria Daus-Magbual, University of San Francisco; Maharaj Desai, University of Hawaii - Manoa
Place-Based Media Production and Collaborative Inquiry in Career and Technical Education. Korina Jocson, University of Massachusetts - Amherst
42.063. Making Museums an Integral Part of Formal Teaching and Learning, SIG-Informal Learning Environment Research; Structured Poster Session
Convention Center, Level One, Room 102 B; 8:15-9:45am
Chairs: Sameer Horwad, University of New Hampshire; Sara Clarke-Vivier, University of New Hampshire
Participants:
2. Promoting STEM Teaching and Learning Through an After-School Teaching Practicum. James F. Kissel, California State University - Long Beach
4. Preparing Teachers for Place-Based Instruction at the Tsongas Industrial History Center. Sheila Kirschbaum, University of Massachusetts - Lowell; Anita M. Greenwood, University of Massachusetts - Lowell
6. Supporting Educator Learning: Designing, Leveraging, and Integrating Field Trips. Jenny D. Inger, American Museum of Natural History; Roberta Altman, Bank Street College of Education
Discussant: Timothy D. Zimmerman, Hampshire College

42.064. The Challenges and Possibilities of Including Students in School Leadership, SIG-Leadership for School Improvement; Symposium Convention Center, Level Two, Room 209 C; 8:15-10:15am
Chair: Marc Brasof, Arcadia University
Participants:
We the Civics Kids: Supporting Operation Civics in Our Elementary Schools. Anne Spector, Rendell Center for Civics and Civic Engagement
Ethical Dilemmas of Youth Participatory Action Research in a Democratic School. Dana L. Mitra, The Pennsylvania State University; Paul R. McCormick, University of Pennsylvania
Giving Students Voice in School Reform. John Weiss, Neutral Zone
The Role of Student Voice in a Qualitative Study on Early College High School Principals. Hattie Lee Hammonds, Clemson University
Co-Created Curricula: Practicing and Practicing Democratic Citizenship. Jeroen Gerard Bron, SLO - The Netherlands Institute for Curriculum Development
Discussant: Marc Brasof, Arcadia University

42.065. Inclusive Practices and Social Justice Leadership for Special Populations in Urban Settings, SIG-Leadership for Social Justice; Symposium Convention Center, Level One, Room 141; 8:15-9:45am
Chair: Anthony H. Normore, California State University - Dominguez Hills
Participants:
Why Equity Matters in a “Turn White and Speak English” Political Climate: Educational Trajectories of Students Who Are Learning the English Language. Irina S. Okhemtchouk, Arizona State University
Deaf Culture and Education: Toward a Culturally Relevant Leadership. Catherine Ann O’Brien, Gallaudet University; Jeffrey S. Brooks, Monash University
Creating Inclusive Schools for LGBTQQ Students: Applying a Social Justice Framework. Mary C. Esposito, California State University - Dominguez Hills; James Thing, University of Southern California
Intersections of Autism, Race, and Class: A New Social Justice Agenda for Inclusive Leadership Practices. Melissa Spence, Los Angeles Unified School District; Edlyn Vallejo Pena, California Lutheran University
Our Forgotten Sons: The Underachievement of Boys of Color in America’s Urban Centers. Nicole Limperopoulos, Teachers College, Columbia University
Chemically Dependent Adolescent Latino Offenders: Restorative Justice and Social Justice as Alternatives to Incarceration. Paul Mariotti, Ventura County Office of Education; Janice L. Tucker, California Lutheran University
Discussant: Anthony H. Normore, California State University - Dominguez Hills

42.066. Methodologies of Researching Emotions in Teaching and Teacher Education, SIG-Lives of Teachers; Symposium Marriott Marquis, Level Two, Marquis Salon 16; 8:15-9:45am
Chairs: Paul A. Schult, The University of Texas - San Antonio; Michalinos Zembylas, The Open University of Cyprus
Participants:
Nostalgia and Longing in Teachers’ Biographical Narratives: Researching Emotion Through Oral Histories of Educational Change. Julie E. McLeod, University of Melbourne
Putting Data and Theories in Conversation: Methodological Implications for Researching Emotions. Candace Ross Kuby, University of Missouri - Columbia
Race and Emotions in the Researching of Teachers and Teaching. Keffrelyn D. Brown, The University of Texas - Austin
Emerging Emotions in Poststructural Participant Ethnography in Education. Maija-Lisa Lanas, University of Oulu
Discussant: Christopher W. Day, University of Nottingham

42.067. Educators and Mentors as Connected Learners, SIG-Media, Culture, and Learning; Symposium Marriott Marquis, Level Four, Liberty Salon O; 8:15-9:45am
Chair: Rebecca Woodward, University of Illinois at Chicago
Participants:
Participatory Design for Emergence: Connected Learning as Transformative Professional Development in an Open Networked Collaboration. Stephanie West-Puckett, East Carolina University; Anna Smith, University of Illinois at Urbana-Champaign; Christina Cartrill, National Writing Project; Mia Zamora, Kear University
How Adults Support Youth in Connected Learning. Bernadette Sanchez, DePaul University; Tene Gray, Digital Youth Network; Els Rodrigue, Mozilla/Hive Chicago Learning Network
Discourses of Navigation: Teachers Shifting Connected Learning Pedagogies From a Teacher Network to Their Individual School Sites. Stephanie Rollag, University of Minnesota - Twin Cities
Divergent and Convergent Discourses: Co-Designing Connected Learning Through Participatory Professional Development. Lindy L. Johnson, The College of William and Mary
Teachers and Digital Media Mentors Engaging in “Constant Challenge” as Connected Learners. Rebecca Woodward, University of Illinois at Chicago; Nathan C. Phillips, University of Illinois at Chicago; Emily Machado, University of Illinois at Chicago
Discussant: Jayne C. Lammers, University of Rochester

42.068. Middle School Reform and Academic Achievement, SIG-Middle-Level Education Research; Paper Session Marriott Marquis, Level Four, Independence Salon G; 8:15-9:45am
Chair: Stephanie M Bennett, Mississippi State University
Participants:
Predicting Middle School Students’ Academic Self-Esteem: Family- and School-Level Antecedents. Megan L. Smith, West Virginia University; Kristin Molanen, West Virginia University
Principals’ Perceptions of Middle-Grades Programs in Public Middle and K–8 Schools. J. Brent Cooper, University of North Carolina - Chapel Hill; Nancy B. Ruppert, University of North Carolina - Asheville; Dustin N. Johnson, High Point University
The Impact of Advancement via Individual Determination on the Achievement of Eighth-Grade Students. Heather R. Wooldridge, Notre Dame of Maryland University
The National Schools to Watch Initiative: Characteristics and Implementation Levels of Successful Middle-Level Schools. Steven B. Mertens, Illinois State University; Nancy Flowers, University of Illinois
Discussant: Jenny Denyer, University of Toledo
42.069. Advances in the Assessment of Moral Growth and Issues in the Moral Dimensions of Teaching. SIG-Moral Development and Education; Paper Session
Marriott Marquis, Level Four, Independence Salon C; 8:15-9:45am
Chair: Richard D. Ogutohrbo, Boise State University
Participants:
Online DTF-2 Normative Trends From 2010 to 2014. Meghan Marie Saculla, University of Alabama; Erin O’Connor, University of Alabama; Stephen J. Thoma, The University of Alabama
Using Multidimensional Ethics Scale to Examine College Students’ Ethical Academic Judgments and Behaviors: Cross-Country Comparison. Shu Ching Yang, National Sun Yat-Sen University; Chiao Lung Huang, Institute of Education - National Sun Yat-sen University
Ethical Dimensions of Secondary School Teachers’ Curriculum Practices. Elizabeth Campbell, OISE/University of Toronto; David Bussell, OISE/University of Toronto; Gillian Rosenberg, OISE/University of Toronto
An International Survey of Ethics Education in Preservice Teaching Programs. Bruce Maxwell, Université du Québec à Trois-Rivières

42.070. Curriculum in Narrative Research. SIG-Narrative and Research; Paper Session
Marriott Marquis, Level Four, Liberty Salon P; 8:15-9:45am
Chair: M. Shaun Murphy, University of Saskatchewan
Participants:
Edging Toward an In-Between Curriculum-Making World. Sean Michael Lessard, University of Alberta; Lee Mason Schaefer, McGill University; Brian Lewis, University of Regina
One Musical Connection at a Time: Student Interests in the Era of School Reform. Stephanie Cronenberg, University of Illinois at Urbana-Champaign
Rural Places, Changing Times: Rural Education in Transition. Janet Spring, University of Toronto
Teacher Professional Identity Reconstruction: Challenges and Possibilities of Retelling Stories in Narrative Inquiry. Yucui Ju, East China Normal University; Yi Li, University of Manitoba; Anxia Li, Hangzhou MaoYiSheng Experimental School
Discussant: D. Jean Clandinin, University of Alberta

42.071. Postcolonial Epistemologies and Transnational Social Justice: Knowledge, Power, and Difference. SIG-Postcolonial Studies and Education; Symposium
Marriott Marquis, Level Four, Independence Salon E; 8:15-9:45am
Chair: Roland Sintos Coloma, Miami University
Participants:
Examining Grassroots Transnational Gender Equity and Social Justice Commitments. Sharon S. Subrenudth, Bowling Green State University
The Act of Re/Membering: Daughtersly Haunting and Ghostly Others. Jeong-Eun Rhee, Long Island University - C.W. Post Campus
Becoming a Problem: Filipinos and America’s Imperial Fixations. Roland Sintos Coloma, Miami University
Reading a Case of Cultural Appropriation: Sherpa Identity in the Global Marketplace. Binaya Subedi, The Ohio State University
Pop Methodology: Unpacking Who and What’s “New” in Research Methodology. Stephanie Lynn Curley, Manchester Metropolitan University

42.072. Problem-Based Education SIG Full Paper Session: Teachers and Problem-Based Education. SIG-Problem-Based Education; Paper Session
Convention Center, Level One, Room 143 C; 8:15-10:15am
Chair: Mahnaz Moallem, University of North Carolina - Wilmington
Participants:
Examining Differences Among Teacher Implementation Patterns. Kamila Brodowska Bruscianneli, University of Illinois at Chicago; Kimberly A. Lawless, University of Illinois at Chicago; Scott W. Brown, University of Connecticut; Addison Zhao, University of Connecticut; James B Owen, University of Illinois at Chicago; Jeremy Riel, University of Illinois at Chicago; Lisa J. Lynn, University of Illinois at Chicago
Teachers’ Adaption of a Problem-Based Lesson During Lesson Study. Lisa Shkeltly, University of Illinois at Urbana-Champaign; Gloriana Gonzalez, University of Illinois at Urbana-Champaign; Gabriela Elizabeth Vargas, University of Illinois at Urbana-Champaign
Teacher Scaffolding Strategies for Socioscientific Inquiry Based Learning in a High School Biology Classroom. Fatih Ergulec, Indiana University - Bloomington; Thomas Brush, Indiana University; Sukhyung Shin, Indiana University; Sungwon Shin, Texas Tech University; Krista D. Glazewski, Indiana University; Peter Hogaboam, Indiana University; Meize Gao, Indiana University - Bloomington
Problem-Based Learning and Technology: Impact on Preservice Teachers’ Motivational Orientations. Bee Leng Chua, National Institute of Education - Nanyang Technological University; Oon Seng Tan, Singapore National Institute of Education; Woon Chia Liu, National Institute of Education - Nanyang Technological University
Closing the Gap Using Feedback and Feed-Foward to Promote Problem-Based Learning in Distance Education. Ashley E Webb, University of North Carolina - Wilmington; Mahnaz Moallem, University of North Carolina - Wilmington
Epistemic Beliefs and Need for Closure: Effects on Students’ Responses to Feedback in a Problem-Based Learning Environment. Kun Huang, Mississippi State University; Victor Law, University of New Mexico; Xun Ge, University of Oklahoma
Discussant: Eileen G. Merritt, University of Virginia

42.073. On the Use and Validity of Tests in the Professions. SIG-Professional Licensure and Certification; Paper Session
Convention Center, Level One, Room 142; 8:15-9:45am
Chair: Louis J. Grosso, American Board of Internal Medicine
Participants:
Computer Science Education Certification: Preservice Teacher, Alumni, and Faculty Experiences in a Licensure Program. Michael Karlin, Indiana University - Bloomington; Gmane Oozogul, Indiana University - Bloomington; Gina Howard; Cheryl Hughes; Chih Han Chung
Separating Assessment of Subject Matter Knowledge From Assessment of Higher Order Cognitive Constructs. William Joseph Muntean, Pearson; Marie Lindsay, Pearson Assessment & Information; Joseph Betts, Pearson VUE; Doyoung Kim, National Council of State Boards of Nursing; Ada Woo, National Council of State Boards of Nursing; Philip Dickson, National Council of State Boards of Nursing
In-Training Examinations: All About Predictive Validity and Meaningful Feedback. Ying Du, American Board of Pediatrics; Robert Thomas Furter, American Board of Pediatrics; Rachael Jin Bee Tan, Schroeders Measurement Technologies, Inc.
Effects of Self-Study and Self-Assessment Continuing Medical Education Programs on Maintenance of Certification Examination Performance. Huaping Sun, The American Board of Anesthesiology; Yan Zhou, The American Board of Audiology; Ann Elizabeth Harman, American Board of Anesthesiology (ABA)
Discussant: Stephanie Stoll Dalton, CREDE Foundation

42.074. 50 Shades of Gay: Past, Present, and Future of Research on the Spectrum of Sexuality and Education. SIG-Queer Studies; Symposium
Convention Center, Level One, Room 146 A; 8:15-9:45am
Chairs: Alan D. Antzis, The College of New Jersey; Janna Jackson Kellinger, University of Massachusetts - Boston
Participants:
A Safer Place? LGBT Educators, School Climate, and Implications for Administrators. Tiffany Wright, Millsersville University of Pennsylvania; Nancy J. Smith, Millersville University of Pennsylvania
“Everyone Needs a Class Like This”: High School Students’ Perspectives on a Gay and Lesbian Literature Class. Kirsten Helmer, University of Massachusetts - Amherst
Teaching Transgressive Representations of LGBTIQ People. Todd Jennings, California State University - San Bernardino
Queering Constructions: Proposing a Dynamic Gender and Sexuality Model. T.J. Jourian, Loyola University Chicago
Discussants: Therese M. Quinn, University of Illinois at Chicago; Kristen A. Renn, Michigan State University

42.075. We’re Here, We’re Queer, We’re in Elementary Schools. SIG-Queer Studies; Symposium
“Only a Tip of the Iceberg”: Educators’ Processes of Becoming Gender and Sexual Diversity Inclusive. Bethy Leonard, University of Colorado - Boulder; Sara Staley, University of Colorado - Boulder

Troubling Transnormativity and the Gender Binary: An Analysis of Children’s Picture Books. Scott Ritchie, Kennesaw State University

Transgender Narratives, Drag Performance, and Gender Fluency in the Late Elementary Classroom. Jacob McWilliams, University of Colorado - Boulder


Discussant: Elizabeth J. Meyer, University of Colorado - Boulder

42.076. First-Year Results for the Multiple-Choice Online Causal Comprehension Assessment: Project MOCCA. SIG-Research in Reading and Literacy; Symposium Marriott Marquis, Level Four, Treasury; 8:15-10:15am

Chair: Gina Biancarosa, University of Oregon

Participants: Multiple-Choice Online Causal Comprehension Assessment (MOCCA) Item Development. HyeJin Yoon, University of Oregon - Center on Teaching and Learning; Gina Biancarosa, University of Oregon; Sarah Elizabeth Carlson, University of Oregon; Mark L. Davison, University of Minnesota; Ben Seipel, California State University, Chico; Joan Grohman, California State University - Chico Multiple-Choice Online Causal Comprehension Assessment (MOCCA): Classical Test Theory Results. Gina Biancarosa, University of Oregon; Mark L. Davison, University of Minnesota; Bowen Liu, University of Minnesota - Twin Cities; Sarah Elizabeth Carlson, University of Oregon; Ben Seipel, California State University, Chico; HyoJin Yoon, University of Oregon - Center on Teaching and Learning

Multiple-Choice Online Causal Comprehension Assessment (MOCCA): Selecting an Item Response Theory. Mark L. Davison, University of Minnesota; Bowen Liu, University of Minnesota - Twin Cities; Ben Seipel, California State University, Chico; Sarah Elizabeth Carlson, University of Oregon; Gina Biancarosa, University of Oregon

Text and Item Feature Analysis of the Multiple-Choice Online Causal Comprehension Assessment (MOCCA). Ben Seipel, California State University, Chico; Gina Biancarosa, University of Oregon; Sarah Elizabeth Carlson, University of Oregon; Mark L. Davison, University of Minnesota; HyeJin Yoon, University of Oregon - Center on Teaching and Learning; Joan Grohman, California State University - Chico

Identifying Subgroups of Struggling Comprehenders: Triangulation of Reading Comprehension Processing Methods. Sarah Elizabeth Carlson, University of Oregon; Gina Biancarosa, University of Oregon; Ben Seipel, California State University, Chico; HyoJin Yoon, University of Oregon - Center on Teaching and Learning; Joan Grohman, California State University - Chico; Mark L. Davison, University of Minnesota

Discussant: Arthur C. Greeser, The University of Memphis

42.077. Research on Coaching Approaches and Teacher Education. SIG-Research in Reading and Literacy; Paper Session Marriott Marquis, Level Four, Independence Salon H; 8:15-10:15am

Chair: Katie Dredger, James Madison University

Participants: Implementing the Common Core State Standards in English Language Arts: A Case Study of Three Elementary Teachers’ Experiences. Rebecca Rodriguez, Whittier City School District; Sharon H. Ulanoff, California State University - Los Angeles Learning the Language of Literacy Coaching: A Longitudinal Study. Allison Ward-Parsons, George Mason University; Jennifer Drake-Patrick, George Mason University; Susan V. Groundwater, George Mason University Promoting Family Literacy Through the Five Pillars of Family and Community Engagement. Nai-Cheng Kuo, Augusta University Relational Dynamics in Literacy Coaching. Carla Finkelstein, Towson University The Reader With Stamina: Physical Compliance in the Reading Classroom. David Costello, University of South Australia

“There’s a Lot of Power With Peer Interaction”: Teacher Learning in a Cross-Age Reading Intervention. Megan DelStefano, University of Maryland - College Park; Megan Madigan Peery, University of Maryland - College Park; Stephanie Guthrie, University of Maryland - College Park; Melissa E. Martin-Beltran, University of Maryland - College Park; Rebecca Deffes Silverman, University of Maryland - College Park; Johanna M. Tigert, University of Maryland - College Park

Discussant: Jenny Tuten, Hunter College - CUNY

42.078. Measuring, Enacting, and Persistence: Multinational Women Leaders’ Agency. SIG-Research on Women and Education; Paper Session Convention Center, Level One, Room 160; 8:15-10:15am

Chair: Michele Jean Sims, The University of Alabama - Birmingham

Participants: Does Gender Matter? A Multinational Study of Women Educational Leaders. Virginia Roach, Fordham Graduate School of Education; Ahebayehu Amemor Tekleselassie, The George Washington University; Gulay Dalgic, University of Auckland

Gendered Microaggression Inventory: Construction and Initial Validation. Lydia Yang Yang, Kansas State University; Doris Wright Carroll, Kansas State University

Highlighting the Bright Side: Pioneer Arab Women in Higher Education in Israel. Khalid Arar, The Center for Academic Studies

Nursing Practice: Excluding the Voices of Internationally Educated Nurses Within a Caring and Gendered Profession. Nadia M. Prendergast, University of Toronto

Gender, Identity, and the Arts and Leadership Experiences of Females in Canadian Faculties of Education. Lisa Joanne Starr, McGill University; Mindy Roberto Carter, McGill University

Discussant: Ayesha Khurshid, Florida State University

42.079. Research on the Superintendency and Leadership: Paper Session. SIG-Research on the Superintendency; Paper Session Convention Center, Level One, Room 158 A; 8:15-9:45am

Chair: Linda K. Lemasters, The George Washington University

Participants: Disentangling the Personal Agenda: Identity and School Board Members’ Perceptions of Problems and Solutions. Richard Blissett, Vanderbilt University - Peabody College; Thomas L. Alsbury, Seattle Pacific University


Metaphors of Superintendency: Israeli Superintendents’ Views of Their Role in Transitional Times. Ronit Bogler, The Open University of Israel; Adam Nir, The Hebrew University of Jerusalem

Miles to Go Before I Sleep: An Ethnography of Multidistrict Superintendency. Erin McHenry-Sorber, West Virginia University; Daniella Hall, Northwestern University

Superintendents Who Lead Learning Final Report: Lessons From Six Highly Successful School Districts. Jim Brandon, University of Calgary; Paulette Hanna, College of Alberta School Superintendents; Dorothy Gail Negropontes, CASEA

42.080. Explaining Teaching Effectiveness Beyond Value-Added Models. SIG-School Effectiveness and School Improvement; Symposium Convention Center, Level One, Room 158 B; 8:15-9:45am

Chair: Eckhard J. Klieme, German Institute for International Educational Research

Participants: School Subjects Do Not Matter? Investigating the Subject Specificity of Teaching Quality. Anna-Katharina Praetorius, German Institute for International Education Research (DIPF); Svenja Vieluf, German Institute for International Educational Research; Stefani Sass, IPN - Leibniz Institute for Science and Mathematics Education; Andrea Bernholt, IPN - Leibniz Institute for Science and Mathematics Education

The Interplay Between Students’ Heterogeneity and Classroom Process Quality in Elementary School Students’ Science Understanding. Jasmin Deeristan, German Institute for International Educational Research; Benjamin Caspar Fauth, Goethe University; Svenja Rieser, Goethe
University; Gerhard Buettnner, University Frankfurt am Main
Allocation, Realization, and Use of Learning Time: An Internationally
Comparative Reconstruction of Provision and Loss. Susanne Kager, 
German Institute for International Educational Research
On the Sensitivity of Achievement Test Items to Cognitive Activation. 
Alexander Naumann, German Institute for International Educational 
Research; Svenja Rieser; Goethe University; Jan Hochweber; German 
Institute for International Educational Research; Johannes Hartig, 
German Institute for International Educational Research
Discussant: A. Bell, ETS

42.081. Approaches to Turnaround and Engagement in Learning. SIG-
School Turnaround and Reform; Paper Session
Convention Center, Level One, Room 153; 8:15-9:45am 
Chair: Ian Mette, University of Maine
Participants:
A Perspective on College Readiness From Schools Where Most Students 
Take Multiple College Courses. Nina Arshavsky, University of North 
Carolina - Greensboro; Karla C. Lewis, University of North Carolina 
- Greensboro; Beth Thrift, University of North Carolina at Greensboro; 
Julie A. Edmunds, University of North Carolina - Greensboro
Does Time Equal Results for All? Effects of School Turnaround Using 
Expanded Learning Time. Erin F Haynes, American Institutes for 
Research; Martyna Cikowicz, American Institutes for Research; 
Alexandra Kistner, American Institutes for Research; Susan Bowles 
Therriault, American Institutes for Research; Diana Wogan, Education 
Development Center
School Turnaround: A Case Study of Two Rural Arizona Districts. Evelyn 
Concepcion Baca, Arizona State University - Tempe; Jameson David 
Lopez, Arizona State University - Tempe; Sharon Nelson-Barber, WestEd
Systemic Equity Pedagogy in Science Education: Analysis of High-
Achieving Schools in Texas. Tyrone D. Blocker, Blocker Education 
Research, LLC
Discussant: Jessica Shupik, School District of Philadelphia

42.082. Informing Public Scholarship on Multilingual and English 
Language Learners: Understanding Federal Education Policies and 
Data. SIG-Second Language Research; Symposium
Marriott Marquis, Level Four, Liberty Salon L; 8:15-10:15am
Chair: Peggy G. Carr, National Center for Education Statistics/IES, U.S. 
Department of Education
Participants:
Legal Decisions on the Education of English Language Learners and 
the Office for Civil Rights. James Ferg-Cadina, U.S. Department of 
Education
Office of English Language Acquisition: Mission, Programs, and Policies. 
Carlos Martinez, U.S. Department of Education
Civil Rights Data Collection and National Center for Education Statistics 
Administrative Data on English Language Learners. Joel McFarland, 
National Center for Education Statistics
NAEP: English Language Learner Student Achievement and Online Tools. 
Grady Wilburn, U.S. Department of Education
The Condition of Education and National Center for Education Statistics 
Survey Data on English Language Learners. Amy D Yamashiro, 
National Center for Education Statistics; Linda Hamilton, U.S. 
Department of Education
Discussants: Kenji Hakuta, Stanford University; Diane L. August, American 
Institutes for Research

42.083. Inequality of Access, Opportunity, and Outcome: Research on 
the Working Classes and Higher Education. SIG-Sociology of 
Education; Symposium
Convention Center, Level Two, Room 206; 8:15-9:45am
Chair: Amy Elizabeth Stich, Northern Illinois University
Participants:
Conferring Selective Excellence? Tracking Within a “Working-Class” 
College. Amy Elizabeth Stich, Northern Illinois University
Normative Institutional Arrangements and the Mobility Pathway: How 
Campus-Level Forces Impact First-Generation Students. Jenny Stuber, 
University of North Florida
Moving Beyond Access: Class and College Outcomes. Allison Hurst, 
Furman University
Bewildernent and Betrayal in the Age of College for All. Jennifer M. 
Silva, Harvard University
The Experience: First-Generation Female College Student Identity. Carrie 
Freie, The Pennsylvania State University - Altoona
Discussant: Lois Weis, University at Buffalo - SUNY

42.084. Nurturing Education Through the Arts and Spirituality. SIG-
Spirituality & Education; Symposium
Convention Center, Level One, Room 159 A; 8:15-10:15am
Chair: Regina M. Murphy, St Patrick’s College
Participants:
The Spirit of Inquiry: Beginner’s Mind and Spacious Connection in 
Buddhism, Arts, and Qualitative Research. Liora Bresler, University of 
Illinois
Kokoro: A Holistic View of Spirituality and Art Education From a Japanese 
Perspective. Koji Matsunobu, University of Queensland
Soul, Spirit, Difference, and Democracy. Margaret Carmody, University of 
North Carolina - Chapel Hill
Gestating Spiritually Infused Art as Intertextual Curricula. Barbara A. 
Bicke, Southern Illinois University - Carbondale; Nane Ariadne 
Jordan, The University of British Columbia; Medwyn Mconachy, 
Independent Scholar; Ingrid Rose, Emily Carr University of Art & 
Design; Cindy Lou Griffith
Queen Contemplative Activism in/Beyond the Academy. Kerri Mesner, 
Arcadia University
Discussant: Madeleine Gramet, University of North Carolina - Chapel Hill

42.085. Examining the Synergistic Relationship Between Motivational 
Variables and Self-Regulated Learning. SIG-Studying and Self-
Regulated Learning Cosponsored with SIG-Motivation in Education; 
Paper Session
Convention Center, Level One, Room 159 B; 8:15-9:45am
Chair: Marie Catherine White, Nyack College
Participants:
Effects of Intervention on Self-Regulated Learning for Second Language 
 Learners. Lu Yu, University of Arkansas; Wen-Juo Lo, University of 
Arkansas
Mexican High School Students’ Motivational Beliefs, Self-Regulatory 
Behaviors, and Academic Achievement: A Structural Equation Model. 
David S. Chirinos, George Mason University
Theories of Intelligence and Belonging in Math: Incremental Theories 
Increase Sense of Belonging and Achievement. Jordan Fossen, 
Washington State University - Pullman; Joyce Ehrlinger, Washington 
State University; Kali Tresniewski, University of California - Davis; 
Catherine Good, Barnard College; Julia Catherine Singleton, 
University of California - Davis; Mycah Harrold, Washington State 
University - Pullman; Bethany Spring, Arizona State University
The Effects of Preference: Investigating a Path Model for Achievement 
Goals, Anxiety, and Self-Regulated Emotions. Adar Ben-Eliyahu, 
University of Haifa; Liz Elmakias, University of Haifa; Mazi Avelos, 
University of Haifa
Plan and Act: Examining the Development of Elementary Students’ Self-
Regulatory Behaviors. Angela D. Miller, George Mason University; 
Anastasia Kitsantas, George Mason University; David S. Chirinos, 
George Mason University
Discussant: Dale H. Schunk, University of North Carolina - Greensboro

42.086. Meta-Analytic Methods and Concepts at Crossroads: Relations of 
Student and Context Variables With Meaningful Outcomes. SIG-
Systematic Review and Meta-Analysis; Symposium
Marriott Marquis, Level Two, Marquis Salon 14; 8:15-9:45am
Chair: Anastasiya A. Lipnevich, Queens College and the Graduate Center of 
the City University of New York
Participants:
A Meta-Analytic Review of the Predictors of Student Evaluations of 
College Instructors. Marcus Crede, University at Albany - SUNY; Nikki 
Blacksmith, George Washington University
The Correlation Between Chronological Age and Acceptance of (Learning) 
Berlin; Stefan Krumm, University of Münster
Chronotype, Personality, and Academic Achievement: A Meta-Analytic 
Investigation. Anastasiya A. Lipnevich, Queens College and the 
Graduate Center of the City University of New York; Marcus Crede, 
University at Albany - SUNY; Elisabeth Hahn, Saarland University; 
Frank M. Spinath, Saarland University; Richard Dean Roberts,
42.087. Pedagogical Applications of Systems Thinking, SIG-Systems Thinking in Education; Paper Session
Marriott Marquis, Level Four, Mint; 8:15-9:45am
Participants:
- Game-Based Structural Debriefing: Development of a Pedagogical Framework for Promoting Systems Thinking Skills. Yoon Jeon Kim, Massachusetts Institute of Technology; Oleg V. Pavlov, Worcester Polytechnic Institute
- Primary-Grade Teachers and Students Incorporating Systems Thinking in the Curriculum to Address a Statewide Drought. Margaret Sauceda Curwen, Chapman University; Amy L. Ardell, Chapman University; Laurie MacGillivray, The University of Memphis
- The Application of Systems Thinking When Teaching About the Water Cycle. Tammy Lee, East Carolina University; M. Gail Jones, North Carolina State University; Bonnie Glass, East Carolina University; Katherine Chesnutt, North Carolina State University

Discussant: Richard Dean Roberts, Professional Examination Service

42.089. Game Design and Game-Based Learning, SIG-Technology, Instruction, Cognition & Learning; Paper Session
Marriott Marquis, Level Two, Marquis Salon 13; 8:15-10:15am
Chair: Elena Novak, Kent State University
Participants:
- Game Over: Detrimental Effects of Game Features on Persistence and Learning of Computer Programming. Laura Malkiewich, Teachers College, Columbia University; Chenmu Xing, Teachers College, Columbia University; Stefan Slater, University of Wisconsin - Madison; Alison Lee, Teachers College, Columbia University; Catherine C. Chase, Teachers College, Columbia University
- Interweaving Learning Game Design and Game-Based Learning Assessment: A Design Experiment. Fengfeng Ke, Florida State University; Valerie J. Shute, Florida State University; Kathleen Clarke, Florida State University; Gordon Erlebacher, Florida State University; Sungwoong Lee, Florida State University; Peyman Faizian; Danial Smith; Gregory Moore, Florida State University; Xinbao Xu
- Renovating the Castle: Game Design Through the Technology, Pedagogy, Content Knowledge, and Learning Theory (TPACK-L) Framework. Stephen Thomas Slota, University of Connecticut Health Center; Michael F. Young, University of Connecticut
- Teaching With a Digital Game: Roles and Mathematical Engagement. Amanda Marie Bell, Vanderbilt University - Peabody College

Game-Based Learning and 21st-Century Skills: A Review of Recent Research. Meihua Qian, Clemson University; Karen Clark, Clemson University
Implementing the Play Curricular Activity Reflection Discussion (PCaRD) Model in the Middle School Mathematics Classroom. Andre R. Denham, The University of Alabama
Discussant: Michael F. Young, University of Connecticut

42.090. Top 20 Principles From Psychology for Pre-K–12 Teaching and Learning, SIG-Teaching Educational Psychology; Symposium
Convention Center, Level One, Room 146 B; 8:15-9:45am
Chair: Joan Lucariello, CUNY Graduate Ctr
Participants:
- An Inquiry Into the “Undiagnosed” Potential of Upgrading Students. Will Edwards, University of Toronto - OISE
- Going Beyond the Standards: Centering Teacher-Student Relationships in Curriculum Creation. Julia Hainer-Violand, Washington DC Public Schools
- A Sojourn Through “Place-Identity” and Text: Young Students Mobilize Memory as a Multiple Voice to Learn About Indian Residential Schools. Daniela Bascuñan, Toronto District School Board

Discussant: Debrah Anne Broderick, Chester County Intermediate Unit

42.092. Roundtable Session 28; Roundtable Session
Division A - Administration; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section A; 8:15-9:45am
Chair: Joanna Dolores Sanchez, The University of Texas - Austin
Participants:
- Translating and Transforming Educational Leadership Across International Contexts: The Comprehensive Assessment of Leadership for Learning. Helle Bjerg, University College Copenhagen; Marsha E. Moderate, The Pennsylvania State University

42.092-1. Educational Leadership From a Global Perspective. Division A - Administration; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section A; 8:15-9:45am
Chair: Hee Jin Chung, The Pennsylvania State University
Participants:
- Respect, Trust, Caring, and Organizational Learning in Schools: The Principal’s Role. Karen Seashore Louis, University of Minnesota; Joseph F. Murphy, Vanderbilt University; Mark A. Smylie, University of Illinois

Highly Adaptive Learning Systems: Research in Alberta’s Redesigned High Schools. Michele Jacobsen, University of Calgary; Sharon Friesen, University of Calgary; Barb Brown, University of Calgary.
42.092-3. Exploring the Possibilities and Perils of Turning Around Low-Performing Schools. Division A - Administration; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section A; 8:15-9:45am
Participants:
Implementing a Blueprint for District-Led School Turnaround: Case Studies of Two Districts. Julie Haan-Frank, Middle Tennessee State University; Grant A. Chandler, Calhoun Intermediate School District
Move On When Reading: Arizona Third-Grade Retention Policy Implementation Study. Lenay D. Dunn, WestEd; Patricia Castillo, Arizona State University - Tempe
Problematising School Improvement and Leadership in Chile: The Case of the "Leading Principals" Project. Alvaro Gonzalez Torres, Pontificia Universidad Católica de Valparaíso

42.092-4. International Perspectives of Effective School Leadership Development. Division A - Administration; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section A; 8:15-9:45am
Chair: Mariam Orkodashvili, Vanderbilt University
Participants:
Developing Effective Leadership Conversations: The Significance of Open-Mindedness. Deidre Le Fevre, University of Auckland; Viviane M. Robinson, University of Auckland; Frauke Meyer, The University of Auckland
Development of Systems Thinking in School Leadership. Haim Shaked, Bar Ilan University; Chen Schechter, Bar-Ilan University
Authentic Cases Derived From School Practices: Learning Resources in School Leadership Development. Kirsten Foshaug Vennebo, University of Oslo; Ruth Jensen, University of Oslo
Analyzing Effectiveness of Principal Instructional Leadership: A Self-Other Congruence Perspective. Seung-Hwan Ham, Hanyang University; Ibrahim Davar, University of Arkansas at Little Rock; Sedat Gumus, Necmettin Erbakan University

42.092-5. Latina/o Families and Democratic Schooling: The Role of Schools, Families, and Leaders. Division A - Administration; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section A; 8:15-9:45am
Chair: Augustina Reyes, University of Houston
Participants:
Gabriela Alonso-Yanez, Simon Fraser University
Educational Leaders’ Thinking About School Change: Between Improvement Science and the Garbage Can. Rick Mintrop, University of California - Berkeley
42.092-6. Superintendent Leadership Across Educational Contexts. Division A - Administration; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section A; 8:15-9:45am
Chair: Greg Johnson, Champaign Unit 4 School District
Participants:
How Superintendents Use Narrative to Foster a Culture of Learning and Promote Positive Change. Barry J. Aidman, Texas State University
What Women Know: Portraits of Seven South Texas Superintendents Revealing Aspirations, Motivations, Challenges, and Successes. Polly Dee Allred, Texas A&M University - Kingsville; Gerri Marie Maxwell, Texas A&M University - Kingsville

42.092-7. Teacher Leadership and Development. Division A - Administration; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section A; 8:15-9:45am
Chair: Stefanie L. Marshall, Michigan State University
Participants:
Teacher Leader Role: The Center of Reculturing Leadership in Schools to Improve Teaching and Learning. Barbara Cozza, St. John’s University; Joanne Kelleher, William T. Rogers Middle School; Bong H. Su, St. John’s University; Elizabeth Cuevas de Jesus, University of Puerto Rico; Naomi Beth Laddau, St. John’s University
When Teachers Take the Lead: Implications for Principal Leadership. Cynthia L. Curver, Oakland University
Recognizing and Rewarding “Leading Teachers”; U.K. Principals’ Views Regarding the Future of the Best Teachers. Andrew C. Goodwyn, University of Reading

42.092-8. Mentorship and Mentoring Practices SIG Roundtable. SIG-Mentorship and Mentoring Practices; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section A; 8:15-9:45am
Chair: Diane R. Dean, Illinois State University
Participants:
A Tale of Two Mentors: Contrasting Educative and Traditional Mentoring in the Induction Years. Julie Bell, Michigan State University; Randi N. Staudt, Michigan State University; Michael Macaluso, Michigan State University
Contemporary Issues on Democracy and Mentorship: A Literature Review. Carol A. Mullen, Virginia Polytechnic Institute and State University
Inquiry, Dialogue, and Relational Encounters: Envisioning Teacher Mentorship in British Columbia. Ching-Chiu Lin, The University of British Columbia; Rita L. Irwin, The University of British Columbia; Linda Farr Darling, The University of British Columbia
Mentoring in Teacher Education: A Critical Review of the Literature From 1986 to 2016. Geraldine Mooney Simmie, University of Limerick
To Help Them Be Successful: The Social Identities of Three Mentor Teachers. Christina Santoyo, University of Nevada - Las Vegas; Derek R Riddle, University of Nevada - Las Vegas; Amy Aikins, University of Nevada - Las Vegas; Jori S. Beck, University of Nevada - Las Vegas; Chyllis Elayne Scott, University of Nevada - Las Vegas

42.092-9. Charter School Governance, Leadership, and Mentoring. SIG-Charters & School Choice; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section A; 8:15-9:45am
Chair: Daniel Hamlin, University of Toronto - OISE
Participants:
Board Governance: Developing Leadership Motivation and Capacity Through Delegation and Accountability. Katherine A. Curry, Oklahoma State University; Alexandra Jane Holter, Oklahoma State University; Tania Benoito, Oklahoma State University - Stillwater; Sean Kinder, Oklahoma State University - Stillwater
Charting a New Course? A Comparison of Charter School Leadership and Traditional Public School Leadership. Sarah G Hale Keuseman, University of Iowa
Leadership Practices in Charter Schools. Maryzta Anne Gawlik, Florida State University

42.092-10. Global Considerations of Educational Change. SIG-Educational Change; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section A; 8:15-9:45am
Chair: Karen E. Edge, UCL Institute of Education
Participants:
Bringing Effective Pedagogy to Scale in Mexico and Colombia. Santiago Rincon-Gallardo, Ontario Institute for Studies in Education
Cross-Cultural Curriculum Development in Global Education: Strategies, Structures, and Translation. Anne Tee Vera Cruz, Boston College; Anna
Noble, Boston College
Using Design-Based Research to Improve the Lesson Study Approach to Professional Development. Chris Brown, Institute of Education University of London; Carol Taylor, Institute of Education - London; Lorna Ponambalam, Haverson School

42.092-11. Socialization and Identity: Who Do They Say We Are?
Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section A; 8:15-9:45am
Chair: Ashley N. Stone, University of Texas at Austin
Participants:

42.092-12. Critical Perspectives on Culture, Race, and Academia.
SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section A; 8:15-9:45am
Chair: Gresilda A. Tilley-Lubbs, Virginia Polytechnic Institute and State University
Participants:
Perspectives on Critical Media Literacy for Youth Development. Maguela C. Bethune, Vanderbilt University - Peabody College; Ahmad Rashad Washington, University of Louisville Phase 3, Sista/Hermana: Scholar Transitions, Revolutionizing Our Tenure-Track Chronicles in the Academy. Antonette M. Aragon, Colorado State University; Jennifer R. Esposito, Georgia State University; Venus E. Evans-Winters, Illinois State University Restructuring Traditional Spaces: The Hip-Hop Cipher as a Contemporary Cultural Circle. Jan Levy, New Visions Charter High School for Advanced Math and Science II; Edmund S Adapong, Teachers College, Columbia University; Christopher Emdin, Teachers College, Columbia University

42.092-13. Research in Vocabulary.
SIG-Vocabulary; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section A; 8:15-9:45am
Chair: Anita C. Hernandez, New Mexico State University
Participants:
A Vocabulary Corpus for Pre-Kindergarten Children. Jill F Grifenhagen, North Carolina State University Advancing Low-Income English Language Learners’ Vocabulary Knowledge in Preschool. Rebecca Dowling, University of Maryland - Baltimore County; Susan Sonnenschein, University of Maryland - Baltimore County; Shayan Sun, University of Maryland - Baltimore County; Linda Bakes; University of Maryland - Baltimore County Differential Vocabulary Growth Trajectories Among Adolescent Language-Minority Students: A Two-Year Longitudinal Study. Jin Kyoung Hwang, University of California - Irvine; Joshua Fahey Lawrence, University of California - Irvine; Catherine E. Snow, Harvard University

42.093. Roundtable Session 29; Roundtable Session

42.093-1. Socialization and Identity: Who Do They Say We Are?
SIG-Graduate and Postdoctoral Education across the Disciplines; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section B; 8:15-9:45am
Chair: Pamela Petrease Felder, University of Maryland - Eastern Shore
Participants:

42.093-2. Perspectives in Catholic Education: Changes Over Time.
SIG-Catholic Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section B; 8:15-9:45am
Chair: Karie Huchting, Loyola Marymount University
Participants:

42.093-3. Writing and Literacies SIG Roundtable 3: Spaces for Unlocking Writing for Democratic Participation.
SIG-Writing and Literacies; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section B; 8:15-9:45am
Chair: Matthew Hall, The College of New Jersey
Participants:
The Impact of Context on How Writing Gets Taught. Juliet Michelsen Wahlteither, California State University - Fresno Policy Into Practice: Investigating State-Endorsed Writing Resources for the Common Core State Standards. Susanna Latham Benko, Ball State University; Serena Jean Salloum, Ball State University; Emily Hodge, Monclair State University Collaborative Writing as Mentorship in Disciplinary Literacies. George Lovell Boggs, Florida State University; Trevor Thomas Stewart, Virginia Polytechnic Institute and State University

42.093-4. Perspectives on Arts Integration Curriculum Policy, Instruction, and Learning.
SIG-Arts and Learning Cosponsored with Division B - Curriculum Studies; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section B; 8:15-9:45am
Chair: Andrea Kantrowitz, Temple University
Participants:
Arts Integration for Understanding: A Model for Deepening Teacher Practice. Linda E. Krakauer, University of Marylnd Does Arts Integration Make a Difference? Min Zhu, North Carolina State University; Ashley A. Lewis, University of South Carolina; Yu Meng, Western Governors University The Exclusion of the Creative Arts From Contracted School Curricula for Teaching the Common Core. Peter McDermott, Pace University; Kathleen Gormley, The Sage Colleges Program Evaluation of A+ Schools Model: Year 1 Results. Rachelle Miller, University of Central Arkansas; Donna Wake, University of Central Arkansas; Jeff Whittingham, University of Central Arkansas

42.093-5. Race, Space, and Popular Culture.
SIG-Critical Issues in Curriculum and Cultural Studies; Roundable Session
Convention Center, Level Two, Exhibit Hall D Section B; 8:15-9:45am
Chair: Marc Lamont Hill, Morehouse College
Participants:
From Blues to Hip-Hop: Black Women, Public Scholar(ship), and Curriculum Studies. Paula Groves Price, Washington State University; Courtney Pearl Benjamin, Washington State University - Pullman Media, Youth, and the War on Terror. Noah De Lissovoy, The University of Texas - Austin; Venkat Ramaprasad, The University of Texas - Austin; Stacia Ceddito, The University of Texas - Austin; Courtney Cook, The University of Texas - Austin Seminolees and Cigar Store Indians: Curricular Implications of Spatial
42.093-6. **Teacher Perceptions of Social Emotional Learning**, SIG-Social and Emotional Learning; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section B; 8:15-9:45am
Chair: Danielle Hagood, University of California - Davis
Participants:
- Kindergarten Teacher Perceptions of Kindergarten Readiness: The Importance of Social-Emotional Skills. **Timothy W. Corby**, George Mason University; **Elizabeth Berke**, George Mason University
- Teacher Observations of Preschoolers' Social-Emotional Behavior: A Formative Evaluation. **Claire Christensen**, SRI International; **Katherine M. Zinsser**, University of Illinois at Chicago
- Teachers' Perceptions of Kindness in School. **John-Tyler Binet**, The University of British Columbia; **Holli-Anne Passmore**, University of British Columbia

42.093-7. **Issues in and Around Religious Schools**: Roundtable Discussions, SIG-Religion and Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section B; 8:15-9:45am
Participants:
- Intergenerational Challenges and Religious Education: A Case Study. **Zehavit Gross**, Bar-Ilan University
- Spiritual Health in Christian Schools: An Exploratory Factor Analysis. **Chad A. McBane**, Spanish River Christian School

42.093-8. **Problem-Based Education SIG Roundtable Session**: Problem-Based Learning and STEM Education. SIG-Problem-Based Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section B; 8:15-9:45am
Chair: **Chia Jung Yeh**, East Carolina University
Participants:
- A Phenomenological Study of Lecturers' Experiences Using Problem-Based Learning to Transform Engineering Education. **Shannon M. Chance**, Dublin Institute of Technology; **Gavin Duffy**, Dublin Institute of Technology; **Brian Bove**, Dublin Institute of Technology
- Influence of Teacher Dispositions About Project Lead the Way Curriculum and Practice. **Mary Kemunto Nyaema**, University of Iowa; **David Rethwisch**, University of Iowa; **Mark McDermott**, University of Iowa
- Adolescent Problem Posing: What Problems Do Middle School Students Wish to Solve? **Rouhollah Aghasaleh**, University of Georgia - Athens; **Cory A. Buxton**, University of Georgia - Athens; **Martha A. Alexesabt-Snider**, University of Georgia; **Amanda M Latimer**, University of Georgia - Athens; **Christina Hylton**, University of Georgia - Athens; **Yu Xiu**

42.093-9. **Education and the Creative Spirit**, SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section B; 8:15-9:45am
Chairs: **Vicki Thomas**, Stephen F. Austin State University; **Laura Fatall**, William Paterson University
Participants:
- Composing Uncertainty: The Evocative Writing Response as Dialogue and Disruption. **Vittoria S. Daiello**, University of Cincinnati
- Dance as Cultural Exploration and Identity Development. **Fuad Elhage**, University of Georgia - Athens; **Yuwen Ding**, University of Michigan; **Yinuo Wu**, Peking University; **Jin Yang**, Peking University
- Music Is Research: Lyrical Inquiry Through Song. **Denny Bakan**, University of British Columbia; **Peter J. Gouzouasis**, The University of British Columbia
- Rhizomatic Cartography as Research Method: An Interdisciplinary Poetry Reading. **Elizabeth Dubin**, Messiah College

42.093-10. **Interrogating “Becoming” Through Self-Study**, SIG-Self-Study of Teacher Education Practices; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section B; 8:15-9:45am
Chair: **Stefanie E. Pinnegar**, Brigham Young University
Participants:
- Assessing What I Value as a Teacher Educator. **Arlene Grierson**, Nipissing University
- Becoming-Teacher Educator: A Self-Study Using Deleuzian Concepts. **Alan Owens**, University of Auckland; **Dawn Garbett**, University of Auckland; **Kathryn Jill Strom**, California State University - East Bay
- Becoming Academic: Using Self-Study to Explore Emerging Beliefs and Practices of a Teacher Educator. **Alexandra Michelle Weiss**, Indiana University

42.093-11. **Validity and Measurement Issues in Student Learning and Development Research**, Division J - Postsecondary Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section B; 8:15-9:45am
Chair: **Xyanthe N. Neider**, Washington State University
Participants:
- How Problematic Is Self-Selection Bias in College Student Research? **Nicholas A. Bowman**, University of Iowa; **Cindy Ann Kilgo**, University of Iowa; Teniell L. Trojan, University of Iowa
- Is More Always Better? The Curvilinear Relationship Between College Student Experiences and Outcomes. **Nicholas A. Bowman**, University of Iowa; Teniell L. Trojan, University of Iowa; **Cindy Ann Kilgo**, University of Iowa

42.094. **Roundtable Session 30**: Roundtable Session

42.094-1. **Global Perspectives on Higher Education**, Division J - Postsecondary Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section C; 8:15-9:45am
Chair: **M. Najeeb Shafiq**, University of Pittsburgh
Participants:
- Democratizing Higher Education Policy Making in Francophone and Anglophone Africa: The Cases of Senegal and Ghana. **Christian Noumi**, University of Toronto - OISE
- Exploring the Relationships Among Chinese Tertiary Teachers’ Goal Orientations for Teaching, Engagement, and Teaching Approaches. **Hongbao Yin**, Chinese University of Hong Kong
- Why Chinese Students Intend to Study Abroad? An Economic Analysis With Survey Data on Seven Cities in China. **Jinyan Zhou**, Beijing Normal University

42.094-2. **Higher Education Access, Opportunity, and Experience Across the Globe**, Division J - Postsecondary Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section C; 8:15-9:45am
Chair: **Meseret Hailu**, University of Denver
Participants:
- Maintained Inequality of Educational Opportunity in the Perspective of Second Chance. **Huanying Ju**, SUNY
- Temae and Hone: Interpreting the Theory Versus Practice of International Student Development and Outreach. **Daniel A Collier**, University of Illinois at Urbana-Champaign; **Xavier J. Hernandez**, University of Illinois at Urbana-Champaign
- The Elite Exclusion: Stratified Access and Production of Higher Education During the Expansion in China. **Yanqing Ding**, Peking University; **Yaxiu Ye**, University of Michigan; **Yinuo Wu**, Peking University; **Jin Yang**, Peking University
- Understanding the Value of Experiential Learning: Study Abroad. **Jing Li**, Columbia University

42.094-3. **Institutional Dimensions of Research: Planning, Supports, and Culture-Building**, Division J - Postsecondary Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section C; 8:15-9:45am
Chair: **Alaine Allen**, University of Pittsburgh
Participants:
- How Do Data-Driven Decision-Making Policies Impact Faculty Planning and Teaching Activities? Examining the Dynamics Among Policy, Structure, Culture, and Practice. **Matthew Tadashi Hora**, University of Wisconsin - Madison; **Jana Bowonna-Gearhart**, Oregon State University
University; Hyoung Joon Park, University of Wisconsin - Madison
Assessing Institutional Supports for Community-Engaged Scholarship at Higher Education Institutions. Michael J. Middleton, University of Massachusetts - Boston; Gaelee Amazan, Syracuse University; John Saltmarsh, University of Massachusetts - Boston; Timothy K. Etman, Syracuse University
Learning Analytics: Institutional Opportunities, Incentives, and Barriers to Adoption. Jaime R. Lester, George Mason University; Carrie Klein, George Mason University; Aditya Johri, George Mason University; Huzefa Rangwala, George Mason University
Finding Meaning in the Measure: Understanding Employee Performance and Customer Service Evaluation in Higher Education. Emily Messa, University of Houston

42.094-4. Instructional, Programmatic, and Student Service Support for Undergraduate Students. Division J - Postsecondary Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section C; 8:15-9:45am
Chair: Mehmet “Dali” Ozturk, College of the Sequoias
Participants:
Closing the Equity Gap: Student Support Services Matter. Erika Beck, Nevada State College; Tony Scinta, Nevada State College; Robin Cresiski, Nevada State College; Sandip Thambi, Nevada State College; Qingmin Shi, Nevada State College
Combating the “Sophomore Slump” - Investigating the Contributions of On-Campus Living. Ai Ye, University of Delaware; Elizabeth N. Farley-Ripple, University of Delaware
Digital Disparity in Public Higher Education: Using Learning Analytics to Predict Student Success and Persistence. Maureen A. Guarello, San Diego State University
Effectiveness of the Student Success Course for Persistence, Retention, Academic Achievement, and Student Engagement. Michelle L. Peters, University of Houston - Clear Lake; Kris Kimbark, College of the Mainland; Tim Richardson, University of Houston - Clear Lake
The Impact of Summer Bridge Programs on Division I Student-Athlete Academic Success. Keke Liu, The National Collegiate Athletic Association; Lydia F. Bell, National Collegiate Athletic Association; Thomas S. Paskus, National Collegiate Athletic Association

42.094-5. Integrative and Interdisciplinary Collaborations: Navigating Boundaries, Intersections, and Diversity. Division J - Postsecondary Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section C; 8:15-9:45am
Chair: Julie Elizabeth Owen, George Mason University
Participants:
Crossing Boundaries: Toward Conceptualization of Interdisciplinary Interaction. Jeanette Joyce, Rutgers University; Veronica Cervera, Rutgers University - New Brunswick/Piscataway; Kevin Crouse, Rutgers University - New Brunswick/Piscataway
Navigating the Interdisciplinary Landscape in a Pseudo-Community of Practice: Crossing Boundaries or Building Roadblocks? Stephanie Schroeder, University of Florida; Elizabeth Bondy, University of Florida
The Impact of Disciplinary Diversity on Interdisciplinary Collaboration. Karri A. Holley, The University of Alabama

42.094-6. Interventions and Outreach to Improve College Access. Division J - Postsecondary Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section C; 8:15-9:45am
Chair: Cherese Fine, Clemson University
Participants:
Capital Gatekeeping and Community Outreach: Diversity College Admission Professionals’ Views on Race/Ethnicity in College Access. Kathryn Bethea, University of Pittsburgh
Parental Involvement in the College-Going Process: A Q Methodology Study. Glori Peters, Duval County Public Schools; Christopher A. Janson, University of North Florida; Sophie Maxis, University of North Florida
The Impact of Virtual College Advising on Disadvantaged Students’ Access to Information and Social Support. Meredith Phillips, University of California - Los Angeles; Sarah Reber, University of California - Los Angeles
Utilizing Domestic Off-Campus Experiences to Improve College Access. Mark E. Engberg, Loyola University Chicago

42.094-7. Off the Beaten Path: Transferring and Dual Enrollment Programs. Division J - Postsecondary Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section C; 8:15-9:45am
Chair: Mark M. D’Amico, University of North Carolina - Charlotte
Participants:
Estimating Community College Attendance Effect on STEM Baccalaureate Completion. Dale Campbell, University of Florida; Hongwei Yu, Baylor University
Evaluating the Transfer Culture at a Texas Public University: Experiences of Community College Transfer Students. Josel Reyes Del Real Viramontes, The University of Texas - Austin
Missed Opportunity: Students of Color and Dual Enrollment Opportunities. Jennifer Trost, University of Minnesota - Twin Cities
Outcomes of Dual Enrollment: Are Colleges and Universities Implementing Policy Before the Results Are Known? Guadalupe M. Lamadrid, Louisiana State University; Renee Lastrapes, University of Houston - Clear Lake; Keena N. Arbuthnot, Louisiana State University; Adam C. Elder, Louisiana State University

42.094-8. Pathways and Academic Experiences. Division J - Postsecondary Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section C; 8:15-9:45am
Participants:
Differences in Academic Risk-Taking Behaviors by College Major. Sara A. Abercrombie, Northern Arizona University; Hyeyoung Bang, Bowling Green State University
How and When Do Students Select Majors? Understanding the Decision-Making Process. Elizabeth Kopko, Community College Research Center; Marisol Ramos, Teachers College, Columbia University; John Fink, Community College Research Center; Melinda Meehur Karp, Columbia University
Testing the Notions of Acceleration and Supportive Targeted Remediation as a Pathway Through Community College Developmental Math. Susan S. Yonezawa, University of California - San Diego; Tracey Kiser, University of California - San Diego
Tracking High School Students’ Pathways to Male- and Female-Dominated STEM Careers. Marcela Reyes, California State University - Irvine; Melissa Powell, University of California - Irvine; Anne McDaniel, The Ohio State University

42.094-9. Postsecondary Experiences to Promote Social Agency. Division J - Postsecondary Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section C; 8:15-9:45am
Chair: Brenda A. Martin, University of Arkansas at Pine Bluff
Participants:
African American Engineering Students’ Opportunities for Developmental Experiences Through Noncurricular Activities. Stacey D Garrett, Clemson University; Julie P. Martin, Clemson University; Shannon Stefl, Clemson University; Stephanie G Adams, Virginia Polytechnic Institute and State University; Lamonda Pete, Clemson University
Higher Education as a Mechanism to Promote Civic Engagement of Latina/o College Students. Cynthia Maribel Alcantar; University of California - Los Angeles
Layering Instructional Strategies: Applications of Small-Group Dynamics in the Service-Learning Classroom. Leigh Zimmerman Gilchrist, Vanderbilt University; Suzanne Pratt, Teachers College, Columbia University; Tamar Alexanian, Vanderbilt University - Peabody College
Take It Personally: Incorporating Personality Traits as Input Covariates in College Impact Research. Matthew Mayhew, New York University; Benjamin Scott Selznick, New York University; Marc A. Lo, New York University; Stephen J. Vassallo, New York University

42.094-10. Preparing for College. Division J - Postsecondary Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section C; 8:15-9:45am
Chair: Ingrid Nelson, Bowdoin College
Participants:
Addressing College Readiness at the Postsecondary Level: A Case Study of Underserved Students of Color in STEM. Tonisha B. Lane, University of South Florida
Dreaming Big: The Educational Aspirations of Rural First-Generation College Students and How They Prepare for College Success. Nestor Alexis Ramirez, University of North Carolina - Chapel Hill; Judith L.
Meece, University of North Carolina - Chapel Hill; Cynthia Demetriou, University of North Carolina-Chapel Hill; Terrell Roderick Morton, University of North Carolina - Chapel Hill

Impact of Parental Investment on Educational Expectations and College Preparation of Low-Income Students. Jenna Weber Kramer; Vanderbilt University - Peabody College

Preparing Students for College in a Neoliberal Context: An Institutional Narrative. Jessica Gallo, University of Montana; Bailey Herrmann, University of Wisconsin - Oshkosh; Mel Freitag, University of Wisconsin; James R. Carlson, University of Wisconsin - LaCrosse

42.094-11. Promoting Early- and Mid-Career Faculty Success. Division J - Postsecondary Education; Roundtable Session

Convention Center, Level Two, Exhibit Hall D Section C; 8:15-9:45am

Chair: Crystal Garcia, University of Nebraska - Lincoln

Participants:
- How Public Comprehensive Universities Promote Mid-Career Faculty Vitality. Anne M. DeFelippo, Salem State University; Jay R. Dee, University of Massachusetts - Boston
- Enacting Efficacy in Early Career. Elizabeth Niehaus, University of Nebraska - Lincoln; Jillian N Reading, University of Nebraska - Lincoln
- Professional Role Confidence and the Meanings of Success Among Higher Education Faculty. Sarah Jane Brubaker, Virginia Commonwealth University; Mairle I. Philippsen, Virginia Commonwealth University; Mary Moore, Virginia Commonwealth University; Jennifer Reed, Virginia Commonwealth University
- Using Cultural Historical Activity Theory to Examine Policy Changes That Impact Faculty Work. Erin Doran, The University of Texas - San Antonio

42.094-12. Religious Diversity in and Beyond Higher Education: Building a Common Good Through Religious Pluralism. Division J - Postsecondary Education; Roundtable Session

Convention Center, Level Two, Exhibit Hall D Section C; 8:15-9:45am

Chair: Michael D. Waggoner, University of Northern Iowa

Participants:
- Exploring Institutional and Student Engagement With Religious Diversity in Higher Education. Ben Correa, Interfaith Youth Core
- Learnings From the Quad: Leadership Practices for Promoting Interfaith Cooperation in Higher Education. Brendan Randall, Interfaith Youth Core
- Religion and Encounter in the Public Sphere: Using the Case Method in Religious Studies. Whitney Barth, Pluralism Project at Harvard University
- Illuminating Postcolonial Pedagogy Through Kuchipudi Dance for Diverse Democracies in Higher Education. Sabrina D. Mistry-Hiralall, Montclair State University

42.094-13. Students’ Understanding of Evidence and Research. Division J - Postsecondary Education; Roundtable Session

Convention Center, Level Two, Exhibit Hall D Section C; 8:15-9:45am

Chair: Monica Christina Esqueda, Old Dominion University

Participants:
- Understanding the Concept of Theory in University Master’s Education. Heidi Ponsiliuoma, University of Turku; Mari S. Murtonen, Centre for Learning Research; Margaret Mary Kiley, The Australian National University
- “I Was So Guiltless!” First-Year College Students’ Emerging Understandings of Evidence. Rebecca Shargel, Towson University; Lisa Anne Twiss, Towson University
- The Effect of an Interactive Component on Students’ Conceptual Understanding of Hypothesis Testing. Sarah Inkpen, College of the North Atlantic-Qatar

42.095. Roundtable Session 31; Roundtable Session

42.095-1. Diverse Considerations for Designing and Implementing Effective Student Ratings of Instruction. SIG-Faculty Teaching, Evaluation, and Development; Roundtable Session

Convention Center, Level Two, Exhibit Hall D Section D; 8:15-9:45am

Chair: Chriss Walther-Thomas, Virginia Commonwealth University

Participants:
- Developing a Course Evaluation Form Using a Mixed Methods Design. Lisa W. Harris, Winthrop University; Carolyn C. Shields, Winthrop University
- Predicting Overall Student Satisfaction of College Courses: The Role of Teacher Flexibility. Julia H. Too, Lamar University
- Should the Student Evaluation of Teaching Feedback Period End Before Finals Week? Kianre B. Eouanzouli, Ball State University; James A. Jones, Ball State University
- Student Ratings of Instruction: How Do Course Raters Differ Among Course Level and Delivery Modalities? Suzanne Young, University of Wyoming; Maryalice Bruce, University of Wyoming; Athena Marie Kennedy, Arizona State University

42.095-2. Teachers’ Beliefs About and Uses of Assessment. SIG-Classroom Assessment; Roundtable Session

Convention Center, Level Two, Exhibit Hall D Section D; 8:15-9:45am

Chair: Kimberly Austin, Relay Graduate School of Education

Participants:
- Factors and Conditions That Influence the Use of Data From Performance Assessments. Deirdre Faughney, Teachers College, Columbia University; Thomas C. Hatch, Teachers College, Columbia University; Jessica Wallenstein, Center for Public Research and Leadership, Columbia University
- In-Service Teachers’ Grading Beliefs. Peggy P. Chen, Hunter College - CUNY; Sarah M. Bonner, Hunter College - CUNY

42.095-3. Supporting Valid Decisions at the Individual and Program Levels. SIG-Test Validity Research and Evaluation; Roundtable Session

Convention Center, Level Two, Exhibit Hall D Section D; 8:15-9:45am

Chair: Sarah Anne Marrs, Virginia Commonwealth University

Participants:
- Afterschool Program Practices Tool (APT) Validity and Reliability: Identifying and Minimizing Measurement Error of Youth Observation Ratings. Amanda Richer; Allison Tracy, Wellesley Centers for Women; Linda Charnaraman, Wellesley Centers for Women
- Examining the Validity of Assessment of Students’ Academic Writing Using Comparative Judgment. Liesje Coebergh, University of Antwerp; Tine Van Daal, University of Antwerp; Marije Lesterhuis; Sven De Maeyer, University of Antwerp; Vincent Donche, University of Antwerp
- How Does the Use of Concordant Admission Test Scores Impact Admissions Decisions? Jessica Martini, The College Board; Emily J. Shaw, The College Board; Linda Young, The College Board; Michael E. Walker, The College Board

42.095-4. Alternatives to Parametric Analysis in the Contexts of Regression and Analysis of Variance. SIG-Educational Statisticians; Roundtable Session

Convention Center, Level Two, Exhibit Hall D Section D; 8:15-9:45am

Chair: Richard G. Lomax, The Ohio State University

Participants:
- Performance of Ordinary Least Squares and Heteroscedastic Consistent Covariance Matrix Estimators in Heteroscedastic Analysis of Covariance Models. T. Mark Beasley; The University of Alabama - Birmingham
- Testing Mean Equality Under Heterogeneity and Nonnormality: An Empirical Comparison of Tests for One-Factor Models. Diep Thi Nguyen, University of South Florida; Eun Sook Kim, University of South Florida; Thanh Van Pham, University of South Florida; Yan Wang, University of South Florida; Jeffrey D. Kromrey, University of South Florida; Y-Hsin Chen, University of South Florida

42.095-5. Online Teaching and Learning SIG Roundtable Session 3. SIG-Online Teaching and Learning; Roundtable Session
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<th>Session</th>
<th>Title</th>
<th>Chair</th>
<th>Participants</th>
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<tr>
<td>42.096-1</td>
<td>Cultural (Mis)Understanding</td>
<td>Elsa de la Cruz</td>
<td>Jihyoung Kim, Yusuke Seki, Kyoko Murakami, Yuki Inoue, and Nihon University</td>
<td>Convention Center, Level Two, Exhibit Hall D Section D; 8:15-9:45am</td>
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<td>42.096-2</td>
<td>Poster Session 6</td>
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33. Posters:

19. Integrated Learning Progressions: Advancing Synergetic Development
20. Evaluating the Effectiveness of Inquiry-Based Science Instruction
21. Dietitians-in-Training Developing a Diet Plan for a Diabetic Case:
22. Preparation for a Study Abroad Program in the United Kingdom:
23. Effects of International Student Teaching on U.S. Classroom Practice:
24. Comparing the Contextual Structure of Top-Performing Countries
26. Student Learning and Conceptual Understanding.
27. Academic Language Performances of English Language Learners.
29. Poster Session Convention Center, Level Two, Exhibit Hall D; 8:15-9:45am

34. Student Perceptions of Academic Grades and Grading: A Comparison of Multiple Interventions on Identity Threat.
35. Students’ Envy Predicted by Personal Control and Value Appraisals
36. High Expectations for Students’ Educational Degree Attainment: The Pivotal Role of Parents for Their Eighth-Grade Students’ Reading Outcomes and Their Correlates.
39. I Deserve More! Crediting Own and Others’ Recognition Performance
40. Context. Colleen Horn, Teachers College, Columbia University
41. Refutation Texts for Effective Climate Change Education. Michael Nussbaum, University of Nevada - Las Vegas; Jacqueline Rae Cordova, University of Nevada - Las Vegas; Abeera Rehmat, University of Nevada - Las Vegas
42. Should K–12 Science Education Adopt a Wiser Goal? John Y Myers, University of Illinois at Urbana-Champaign; Fouad S. Abd-El-Khalique, University of Illinois at Urbana-Champaign
43. Teacher-Student Negotiations During Context-Based Chemistry Renewals: A Case Study. Michelle Overman, Saxion University of Applied Sciences; Paulien C. Meijer, Radboud University Nijmegen; Jan Vermunt, University of Cambridge; Mieke Brekelmans, Utrecht University
44. The Development of Pattern Knowledge in Response to Instruction. Hillary Lucille Swanson, Northwestern University
46. The Nature of “Nature” in Science Education. Ajay Sharma, University of Georgia
47. D 2. Social and Cultural Influences on Learning and Motivation.

32. High Expectations for Students’ Educational Degree Attainment: The Pivotal Role of Parents for Their Eighth-Grade Students’ Reading Outcomes and Their Correlates.
33. Dismantling Negative Stereotypes About Latinos in STEM: A Comparison of Multiple Interventions on Identity Threat. Diley Hernandez, Georgia Institute of Technology; Shaheen Rana, Georgia Institute of Technology; Analia Rao, Georgia Institute of Technology; Marion Vissel, Georgia Institute of Technology
34. How Expectations for Students’ Educational Degree Attainment: The Pivotal Role of Parents for Their Eighth-Grade Students’ Reading Outcomes and Their Correlates. Diley Hernandez, Georgia Institute of Technology; Shaheen Rana, Georgia Institute of Technology; Marion Vissel, Georgia Institute of Technology
35. The Impact of Mobile Technology Integration on Elementary School Students’ Academic Engagement. Susan J Chambria, Fordham University; Sean Kennedy Adcroft, Fordham Law Clinic; Mahito Arnold, Fordham University; Jamyie Paige Stein Green, Paterson Public Schools; Tomasita Ortiz, Fordham Graduate School of Education; Sara Skukazeck, New York Department of Education; Staci Tedrow, Fordham Graduate School of Education; Kristen H. Turner, Fordham University; Akane Zasho, Fordham University; Carmina Marcial, Michael Cohen Group LLC
36. Mindfulness-Based Breathing as a Negotiated Practice in an Elementary Classroom. Joanna Higgins, Victoria University of Wellington; Raewyn Eden, Victoria University of Wellington
38. Teacher-Student Negotiations During Context-Based Chemistry Renewals: A Case Study. Michelle Overman, Saxion University of Applied Sciences; Paulien C. Meijer, Radboud University Nijmegen; Jan Vermunt, University of Cambridge; Mieke Brekelmans, Utrecht University
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30. The Impact of Mobile Technology Integration on Elementary School Students’ Academic Engagement. Susan J Chambria, Fordham University; Sean Kennedy Adcroft, Fordham Law Clinic; Mahito Arnold, Fordham University; Jamyie Paige Stein Green, Paterson Public Schools; Tomasita Ortiz, Fordham Graduate School of Education; Sara Skukazeck, New York Department of Education; Staci Tedrow, Fordham Graduate School of Education; Kristen H. Turner, Fordham University; Akane Zasho, Fordham University; Carmina Marcial, Michael Cohen Group LLC
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46. Mindfulness-Based Breathing as a Negotiated Practice in an Elementary Classroom. Joanna Higgins, Victoria University of Wellington; Raewyn Eden, Victoria University of Wellington
47. Student Perceptions of Academic Grades and Grading: A Comparison of American and Taiwanese University Students. Edward J. Caropreso, University of North Carolina - Wilmington; Sue-Jen Chen, University of North Carolina - Wilmington
48. Teacher-Student Negotiations During Context-Based Chemistry Renewals: A Case Study. Michelle Overman, Saxion University of Applied Sciences; Paulien C. Meijer, Radboud University Nijmegen; Jan Vermunt, University of Cambridge; Mieke Brekelmans, Utrecht University
49. The Development of Pattern Knowledge in Response to Instruction. Hillary Lucille Swanson, Northwestern University
51. The Nature of “Nature” in Science Education. Ajay Sharma, University of Georgia

42.096-4. Special Education Research SIG: Research in Special Education. SIG-Special Education Research; Poster Session Convention Center, Level Two, Exhibit Hall D; 8:15-9:45am

Posters:
43. Equity and Diversity in the Distribution of Special Education Teachers: Trends From California. North Cooc, The University of Texas - Austin; Man Yung, The University of Texas - Austin

44. Examining the Role of Parent Training and Information Centers: A Study of the Federation for Children With Special Needs. North Cooc, The University of Texas - Austin; Monica Ng, Harvard University; Oanh Bui, Federation for Children with Special Needs

45. Speech-Language Pathologists’ Knowledge and Self-Perception of Preparedness to Diagnose and Service English Language Learners. Audrey Cohen, Molloy College; Andrea M. Honigsfeld, Molloy College; Barbara Schmidt, Molloy College

46. Stigmatizing Attitudes Toward Autism Spectrum Disorders Among Japanese and American College Students. Fumio Someki, College of Staten Island - CUNY; Miyuki Torii, Kanto University; Kristen Gillespie, College of Staten Island

47. TASH Inclusive Education National Research Agenda: A Call to Action and Advocacy. Julia M. White, Syracuse University; Mary E. Morningstar, The University of Kansas; Jean Ann Gonsier-Gerdin, California State University - Sacramento; Diane M Ryndak, University of North Carolina - Greensboro; Deborah Taub, Keystone Assessment; Jennifer Kurth, The University of Kansas; Heather C Alcock, Providence College

48. The State of Black Male Special Education Teachers. Christopher Cormier, University of Illinois; Derek A. Houston, University of Illinois at Urbana-Champaign; William T. Trent, University of Illinois at Urbana-Champaign

49. What Do 30 Years of Practitioner Publications Provide? An Analysis of Prominent Special Education Journals. Sheri Berkeley, George Mason University; Brittany Lynn Hott, Texas A&M University - Commerce; Donna Sacco, George Mason University

42.096-5. Division K Section 3 Poster Session 1. Division K - Teaching and Teacher Education; Poster Session Convention Center, Level Two, Exhibit Hall D; 8:15-9:45am

Posters:
50. Analyzing Prospective Elementary Teachers’ Mathematics Autobiographies. Shannon P. Sweeney, Michigan State University

51. Are Teachers’ Goals Distinct From Their Knowledge and Beliefs? Testing a Theoretical Model. Todd L Huthner, The University of Texas - Austin; Arthur B Markman, The University of Texas - Austin

52. Avoiding Avoidance: Using Dynamic Life History Narratives as a Tool to Encourage White Teachers’ Reconceptualizations of Race. Sandra Beth Schneider, Radford University; Tamara K. Wallace, Radford University

53. Deploying Dispositional Measures to Better Understand Characteristics of In-Service Urban Teachers. Nicholas Daniel Hurtlep, Illinois State University; Christopher Michael Hansen, Illinois State University; Grant B. Morgan, Baylor University

54. Development of Middle School Science and Mathematics Teacher Beliefs Through Online Instruction: A One-Year Study. Sissy S. Wong, University of Houston

55. Exploring Teachers’ Beliefs About Teaching ESL: A Discursive Psychology Approach. Amber N. Warren, Indiana University - Bloomington

56. Finding the Reward in the Challenge: Teachers’ Stories of Balancing Difficult Relationships With Students. Anna Maria Rytivaara, University of Tampere; Anneli Frelin, University of Gävle

57. Intersecting Intersectionality: Examining Teachers’ Intersecting Identities and Perceived Practical Knowledge Development Within a Research-Practice Partnership. Tamara J Smolek, Michigan Department of Education

58. New Teacher Capacity for Inclusive Practice: A Mixed-Methods Investigation of Teacher Candidate Retention of Theory. Eleftherios Kyprianos Soleas, Queen’s University

59. Perspectives on Formal Lesson Plans in Teacher Education. Scott Courtney, Kent State University; Rashmi Singh, Kent State University - Kent

60. Seeing Students: The Power of Teacher Recognition in Alternative Education. Jessica Blum-DeStefano, Teachers College, Columbia University

61. Subject Matter Knowledge of Geometry Needed in Tasks of Teaching and Experience Teaching Geometry. Inah Ko, University of Michigan - Ann Arbor; Patricio G. Herbst, University of Michigan - Ann Arbor; Yang-Chi Lin, National Changhua University of Education


63. Voices From the Field: Teachers’ Reported Experiences Amid Education Reforms. Jessica Alexander, National Institute for Excellence in Teaching; Taneed Hudgens, National Institute for Excellence in Teaching

64. “It’s Only a Movie!” Teachers Reducing Stress and Promoting Mental Health Through Humor and Play. Shanna Rose Thompson, University of Massachusetts - Lowell

65. Measuring More: Teacher Effects on Group Management and Interdisciplinary Writing Through Technology and Faculty Orientation in Teacher Education. Emily DeStefano, Teachers College, Columbia University

42.096-6. Multicultural/Multiethnic Education: Theory and Practice. SIG-Multicultural/Multiethnic Education: Theory, Research and Practice; Poster Session Convention Center, Level Two, Exhibit Hall D; 8:15-9:45am

Posters:
66. Seeing Beyond: Improving Preservice Teachers’ Cultural Competence and Interdisciplinary Writing Through Technology and Faculty Collaboration. Jennifer Jill Kidd, Old Dominion University; Judith M Dunkerly-Bean, Old Dominion University

67. “I Guess I’m White, or Italian”: Teachers Developing Social Justice Orientation in Teacher Education. AnnMarie Albertson Gunn, University of South Florida - St. Petersburg

42.096-7. The Interplay of Math, Science, and Literacy I. Division H - Research, Evaluation and Assessment in Schools; Poster Session Convention Center, Level Two, Exhibit Hall D; 8:15-9:45am

Posters:
68. Evaluating Instructional Intervention in Promoting Students’ Scientific Development and Science Learning in an Urban District. Beverly J. Irby, Texas A&M University - College Station; Fuhui Tong, Texas A&M University - College Station; Rafael Lara-Alecio, Texas A&M University; Cindy Lynn Guerrero, Texas A&M University; Tamara Lopez, Texas A&M University - College Station; Rosin P. Corcoran, John Hopkins University; Steven M. Ross, Johns Hopkins University; Alan Cheung, The Chinese University of Hong Kong; Robert Slavin, Johns Hopkins University

69. High School Students Making Sense of STEAM. Bobby J. Jeaneppie, University of Central Florida; Debra Reinhart, University of Central Florida

70. Language and Early Literacy Growth in Preschool-Aged Students. Aleksis K Kincaid, University of Minnesota - Twin Cities; Scott McConnell, University of Minnesota; Greg Feldmann, Iowa Department of Education

71. The Interplay Among Interest, Motivation, and Task Characteristics
and Its Impact on Chemistry Test Performance. Vanessa Pupkowski, University of Duisburg-Essen; Elke Samfleth, University Duisburg-Essen; Maik Walpuski, University of Duisburg-Essen
72. Visual Scaffolds and Home Language (L1) May Influence Learning Outcomes in an Online Chemistry Simulation. Anna Gustava Brady, New York University; Ruth N. Schwartz, Quinnipiac University; Catherine E. Milne, New York University; Jan L. Plass, New York University; Bruce Douglas Homer; City University of New York; Trace Jordan, New York University; Susan Letourneau, New York University
73. What Was the Impact of Third-Grade Retention Legislation on Reading Achievement? Joseph M. O’Reilly, Mesa Public Schools; Robert Carlsile, Mesa Public Schools; Cynthia R. Bochma, Mesa Public Schools

42.096-8. Multiple Linear Regression: The General Linear Model SIG Poster Session. SIG-Multiple Linear Regression: The General Linear Model; Poster Session
Convention Center, Level Two, Exhibit Hall D; 8:15-9:45am
Posters:
74. Examining Production Efficiency in Higher Education: A Stochastic Frontier Latent Class Approach. Marvin A. Tius, University of Maryland; Kevin Eagan, University of California - Los Angeles
75. Where Is My Something? B Weight and Structure Coefficient in Multiple Regression Analysis. Leily Ziljari, Texas A&M University
76. Validity Concentration Formula Validation. Mary G. Lieberman, Florida Atlantic University; John D. Morris, Florida Atlantic University

Sunday, 8:30 am

AERA Sessions

43.010. Coffee and Conversation: New Funding for Studies of the Use of Research Evidence in Education. AERA Sessions; Invited Speaker Session
Convention Center, Level One, Room 103 B; 8:30-9:30am
Chair: Adam Gamoran, William T. Grant Foundation
Presenter: Adam Gamoran, William T. Grant Foundation

SIG Sessions

43.011. Writing for Your Life: Building a Writing Life to Successfully Publish in the Academy. Jeanine Stephane Graduate Student Coordinator. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Reception
Marriott Marquis, Mezzanine Level, Scarlet Oak; 8:30-10:30am

Sunday, 10:35 am

Governance Meetings and Events

44.001. AERA Journal Publications Committee and Journal Editors: Closed Meeting. AERA Governance; Governance Session
Marriott Marquis, Level Four, Archives; 10:35am to 12:05pm
Chair: Linda C. Tillman, University of North Carolina - Chapel Hill

44.002. SIG Executive Committee: Open Meeting. SIG Leadership Best Practices. AERA Governance; Invited Speaker Session
Marriott Marquis, Level Four, Independence Salon H; 10:35am to 12:05pm
Chair: Geni Cowan, California State University - Sacramento

Presidential Sessions

44.010. Going Beyond the Obvious: University Centers Leveraging Public Scholarship for K--12 Equity. AERA Presidential Session; Invited Speaker Session
Convention Center, Level Two, Room 202 B; 10:35am to 12:05pm
Chair: Mica Pollock, University of California - San Diego
Participants: Mica Pollock, University of California - San Diego; Susan S. Tonezawa, University of California - San Diego; Rich Milner, University of Pittsburgh; Lori Ann Delale-O’Connor, University of Pittsburgh; Tyrone C. Howard, University of California - Los Angeles; John S. Rogers, University of California - Los Angeles; Katerine Bielaczyc, Clark University; Kevin M. Foster, The University of Texas - Austin; Tifani M. Blakes, The University of Texas - Austin; Shaun R. Harper, University of Pennsylvania

44.011. Public Scholarship and Immigrant Students and Families: Leveraging Community and Research Partnerships. AERA Presidential Session; Invited Speaker Session
Convention Center, Level Two, Room 201; 10:35am to 12:05pm
Chairs: Ruth Maria Lopez, Brown University; Jaime Del Razo, Brown University; Juen Lee, Harvard University
Participants: Marcelo M. Suarez-Orozco, University of California - Los Angeles; Roberto G. Gonzales, Harvard University; Laura M Bohórquez Garcia, United We Dream; Apolonio Morales, Coalition for Humane Immigrant Rights of Los Angeles; Sandra Lucia Osorio, Illinois State University; Samuel Orozco, Radio Billingüe

44.012. Public Scholarship on the Witstand: The Impact of Research and Expert Testimony in Educational Reform Litigation. AERA Presidential Session; Invited Speaker Session
Convention Center, Level Two, Room 202 A; 10:35am to 12:05pm
Chair: Bill Koski, Stanford University
Participants: Eric A. Hanushek, Stanford University; Bruce D. Baker, Rutgers University; Patricia C. Gandara, University of California - Los Angeles; Kathleen Gebhardt, Children’s Voices; Marisa Bono, Mexican American Legal Defense & Educational Fund

44.013. AERA E. F. Lindquist Award (2015) Lecture: Howard Wainer. AERA Sessions; Invited Speaker Session
Convention Center, Level Two, Room 206; 10:35am to 12:05pm
Chair: Gerunda B. Hughes, Howard University
Participant: Four Easy Pieces. Howard Wainer, National Board of Medical Examiners

44.014. Barriers and Opportunities for Two-Year and Four-Year STEM Degrees: Systemic Change to Support Students’ Diverse Pathways—An Academies Report. AERA Sessions; Invited Speaker Session
Convention Center, Level Two, Room 207 A; 10:35am to 12:05pm
Chair: Susan Singer, National Science Foundation
Committee Members: Shirley Malcolm, American Association for the Advancement of Science; Tabyhe Maria Chavous, University of Michigan - Ann Arbor; Sylvia Hurtado, University of California - Los Angeles
Discussants: Gary A. Orfield, University of California - Los Angeles; William T. Trent, University of Illinois at Urbana-Champaign

44.015. Future Directions for Longitudinal Studies Conducted by the National Center for Education Statistics. AERA Sessions; Invited Speaker Session
Convention Center, Level Two, Room 204 C; 10:35am to 12:05pm
Chair: Adam Gamoran, William T. Grant Foundation
Speaker: Peggy G. Carr, National Center for Education Statistics/IES, U.S. Department of Education
Discussants: Thomas D. Cook, Northwestern University; Institute for Policy Research; Kristin Moore, Child Trends; Dorothy L. Espelage, University of Illinois at Urbana-Champaign

44.016. Thinking and Acting Systemically: Improving School Districts Under Pressure: A New AERA Publication. AERA Sessions; Invited Speaker Session
Convention Center, Level Two, Room 204 B; 10:35am to 12:05pm
Chair: Russell W. Rumberger, University of California - Santa Barbara
Co-editors: Sara S. Finnnigan, University of Rochester; Alan J. Daly, University of California - San Diego
Discussants: James Spillane, Northwestern University; Tonya Wolford, Office

44.017. Meet Journal Editors: Journal Talks 5. AERA Sessions; Invited Roundtable
Convention Center, Level Two, Exhibit Hall D Section A; 10:35am to 12:05pm

Participants:
1. Teachers and Teaching: Theory and Practice. Christopher W. Day, University of Nottingham
2. Education Policy. Shadow William Jon Armfield, Northern Arizona University; Rosemary Papa, Northern Arizona University; Dawn M. Armfield, Frostburg State University; Daniel Wayne Eades, Northern Arizona University
5. Journal of Moral Education. Wiel M. Veugelers, University of Humanistic Studies Utrecht; Darcia F. Narvaez, University of Notre Dame
7. Asia Pacific Journal of Education. Oon Seng Tan, Singapore National Institute of Education
8. Journal of Curriculum and Pedagogy. Jennifer April Sandlin, Arizona State University; Will Lets, Charles Sturt University
9. Educational Assessment. Joan L. Herman, University of California - Los Angeles; Jose Felipe Martinez, University of California - Los Angeles; Guillermo Solano-Flores, Stanford University; Margaret Heritage, WestEd; Jamal Abed, University of California - Davis
10. Educational Technology Research and Development. J. Michael Spector, University of North Texas; Tristan Johnson, Northeastern University; Patricia A. Young, University of Maryland - Baltimore County; Carol Bischoff, Springer Publishing Company
11. Gifted and Talented International. Ann E. Robinson, University of Arkansas at Little Rock; Nielsen Pereira, Purdue University; Barbara Kerr, The University of Kansas; Leonie Kronborg, Monash University; Franzia Preckel, University of Trier

44.018. Meet Journal Editors: Journal Talks 6. AERA Sessions; Invited Roundtable
Convention Center, Level Two, Exhibit Hall D Section B; 10:35am to 12:05pm

Participants:
2. International Journal of Education Policy and Leadership. Daniel A. Latitsch, Simon Fraser University; Penelope M. Earley, George Mason University
3. Educational Psychologist. Kathryn R. Wentzel, University of Maryland
4. Community College Review. Jaime R. Lester, George Mason University; Martha Avtandilian, SAGE Publications
5. Journal for Research in Mathematics Education. Jinfa Cai, University of Delaware
9. Journal of Language and Literacy Education (JoLLE). Meghan E. Barnes, University of Georgia - Athens; Peter Smagorinsky, University of Georgia
10. Journal of Urban Mathematics Education. Erika C. Bullock, The University of Memphis; David W. Stinson, Georgia State University

 Speakers: Adeyanju O. Odutola, Clemson University; Erica Felix, University of Southern California; Kevin Kumashiro, University of San Francisco; Pedro A. Noguera, New York University; Rodney K. Hopson, George Mason University; Glenna B. Martinez, University of New Mexico; Maria Elena Torre, City College of New York - CUNY

Marriott Marquis, Level Two, Marquis Salon 1; 10:35am to 12:05pm
Chairs: Oral B. Grant, Howard University; Beth Adams, University of North Carolina - Chapel Hill
Speakers: John Wolfe, University System of Maryland; Dewayne Morgan, University System of Maryland; Thy Nguyen, Norfolk Public Schools

44.021. Racial Inequity in Special Education: Implications for Federal Policy. Social Justice Action Committee; Invited Speaker Session
Convention Center, Level One, Room 147 A; 10:35am to 12:05pm
Chair: Daniel Losen, University of California - Los Angeles
Speakers: Russell J. Skiba, Indiana University; Elizabeth B. Kozleski, The University of Kansas; Alfredo J. Artilles, Arizona State University; Beth Harry, University of Miami

44.022. The Global Education Industry: Emerging Edu-Businesses and Education Markets. International Relations Committee; Symposium Convention Center, Level One, Room 147 B; 10:35am to 12:05pm
Chair: Christopher A. Lubienski, University of Illinois at Urbana-Champaign
Participants:
The Emergence and Structuring of the Global Education Industry: Toward an Analytical Framework. Antoni Verger, Universitat Autonoma de Barcelona
Privatizing Education Policy: Pearson and the Rise of Edu-Business. Sam Sellar, The University of Queensland; Robert L. Lingard, University of Queensland; Anna Hogan, University of Queensland
The “Parallel Universe” of Firm-Based Education. Eva Hartmann, Copenhagen Business School
Teach For All, Public-Private Partnerships, and the Erosion of the Public in Education. Daniel Friedrich, Teachers College, Columbia University
Discussant: Gita Steiner-Khamsi, Teachers College, Columbia University

44.023. The Intersections of Gender Diversity. Committee on Scholars and Advocates for Gender Equity in Education; Paper Session Convention Center, Level One, Room 155; 10:35am to 12:05pm
Chair: Rachel Endo, Hamline University
Participants:
Defining Our Classroom Selves: Our Gender, Our Shoes. Kristan Venegas, University of Southern California; Araceli Espinoza-Wade, University of Southern California
High-Impact Practices and Student-Faculty Interactions for Gender Variant Students. Allison Brecha Lorenzo, Indiana University; Jason C. Garvey, The University of Alabama; Sarah S Hurtado, Indiana University - Bloomington; Keely Latopolski, The University of Alabama - Tuscaloosa
Impact of Media and Gender Classes in High School: Agenda-Setting and Civic Engagement. Elizaveta Friesem, Central Connecticut State University
No One Wants to Be a “Girlie Girl.” Amy Burke, Texas Woman’s University
Resource Awareness, Availability, and Inclusiveness for LGBTQ Student Survivors of Sexual Violence. Sara Carrigan Wooten, Louisiana State University

WERA Sessions

44.024. Colonialities of Being: Speaking Our Voices. World Education Research Association (WERA); WERA Symposium Convention Center, Level One, Room 154 A; 10:35am to 12:05pm
Chair: João Menelau Paraskeva, University of Massachusetts
Participants:
Resistance, Reproduction, and Pena. Carmelia Silva, University of Massachusetts - Dartmouth
Colonialism and Colonialities in the Cape Verde Islands. Soraya Isabel De Barros, University of Massachusetts - Dartmouth
Coloniality of Being: U.S. Imperial Hand of Culture and Identity. Elizabeth Janson, University of Massachusetts - Dartmouth

Committee Sessions

44.019. Division G Fireside Chat. Social Contexts and Public Research: Ways We Engage Educational Stakeholders and Policy Makers to Enact Change. Graduate Student Council Cosponsored with Division G - Social Context of Education; Invited Speaker Session
Marriott Marquis, Level Three, Chinatown; 10:35am to 12:05pm
44.025. Content Area Reading Comprehension and Writing in European and American Schools. World Education Research Association (WERA); WERA Symposium
Convention Center, Level One, Room 154 B; 10:35am to 12:05pm
Chair: Karen Douglas, U.S. Department of Education
Participants:
Two Crucial Components for Expository Text Comprehension: Knowledge About Connectives and Metacognitive Knowledge. Camille Welle
Improving Content Area Reading Comprehension of Fourth- and Fifth-Grade Spanish-Speaking English Language Learners. Kausalai K. Wijekumar, Texas A&M University - College Station; Bonnie J. F. Meyer, The Pennsylvania State University; Pui-Wa Lei, The Pennsylvania State University; Anita C. Hernandez, New Mexico State University; Jose A. Montelongo, New Mexico State University
Factors Contributing to Writing Skills of Fifth-Grade Learners. Steve Graham, Arizona State University; Kausalai K. Wijekumar, Texas A&M University - College Station; Karen R. Harris, Arizona State University; Pui-Wa Lei, The Pennsylvania State University; Bonnie J. F. Meyer, The Pennsylvania State University
Transcription as a Foundational Block in Early Text Production in Portugal. Steve Graham, Arizona State University
Discussion: Karen Douglas, U.S. Department of Education

44.026. Context and Place in International Education Research. World Education Research Association (WERA); Paper Session
Convention Center, Level One, Room 158 A; 10:35am to 12:05pm
Chair: Krisanna L. Machtes, Ohio University - Athens
Participants:
Introspective Inquiry: A Reflective Examination of Context and Culture to Strengthen Global Educational Research. Dovin V. Robinson, Ohio University - Athens; Krisanna L. Machtes, Ohio University - Athens
Analysis and Critique of the Segmented Assimilation Model for the Educational Mobility of the Second Generation in Different Countries and From Multiple Scholars’ Perspectives. Martha A. Montero-Sieburth, University of Amsterdam

International Organization Sessions

44.027. Scaffolding Self-Assessment and Task Selection Skills to Improve Self-Regulated Learning. Netherlands Initiative for Education Research; Invited Speaker Session
Marriott Marquis, Level Four, Monument; 10:35am to 12:05pm
Chair: Jeroen G.J. Van Merrienboer, Maastricht University
Participants:
Using Adaptive Scaffolding Delivered by Pedagogical Agents to Improve Self-Regulation During Complex Learning. Roger Aztevedo, North Carolina State University; Michelle Taub, North Carolina State University; Nicholas Vincent Mudrick, North Carolina State University; Jesse James Farnsworth, North Carolina State University; Seth A. Martin, North Carolina State University
Using Video Modeling Examples to Improve Self-Assessment and Task-Selection Skills. Steven Raajmakers, Utrecht University; Tamara van Gog, Utrecht University; Martine Baars, Erasmus University Rotterdam; Lydia Schaap, Erasmus University; Fred Paas, Erasmus University; Jeroen G.J. Van Merrienboer, Maastricht University
Scaffolding Self-Regulated Learning Through Tutoring. Michelle Nagtelen, Utrecht University; Halszka Jarodzka, The Open University of the Netherlands; Liesbeth Kester, The Open University of the Netherlands; Jeroen G.J. Van Merrienboer, Maastricht University
Metacognitive Support in Self-Regulation Through Checklists. Jimmie Leppink, Maastricht University; Jeroen G.J. Van Merrienboer, Maastricht University
Discussion: Philip H. Winne, Simon Fraser University

Division Sessions

44.028. The Intersection of Public Scholarship and Social Media: Possibilities, Politics, and Pitfalls. Division A - Administration;
Invited Speaker Session
Convention Center, Level One, Room 146 A; 10:35am to 12:05pm
Chair: April L. Peters, University of Georgia
Presenters: James L. Moore, The Ohio State University; Julian Heilig, California State University, Sacramento; Bettina L. Love - Athens, University of Georgia; Angela Valenzuela, The University of Texas - Austin
Discussant: Michael E. Danley, Miami University

44.029. Grounding Red Pedagogy: Decentering Settler Logics in Education. Division B - Curriculum Studies; Invited Speaker Session
Marriott Marquis, Level Four, Liberty Salon M; 10:35am to 12:05pm
Chairs: Eve Tuck, University of Toronto; Rubén Gatzambide-Fernández, University of Toronto - Ontario Institute for Studies in Education
Speakers: Sandy Grande, Connecticut College; Lisa (Leigh) Patel, Boston College; Malia Villegas, National Congress of American Indians Policy Research Center; Mary Hermes, University of Minnesota - Twin Cities; Sweeney Windchief, Montana State University; Jeremy Garcia, University of Arizona; Timothy Jose San Pedro, The Ohio State University
Discussants: Linda T. Smith, The University of Waikato; Alex Wilson, University of Saskatchewan

44.030. The Emerging Politics of STEM Education: Policy, Discourse, and Governance. Division B - Curriculum Studies; Symposium
Marriott Marquis, Level Four, Liberty Salon O; 10:35am to 12:05pm
Chair: Alexander Means, SUNY - Buffalo State
Participants:
Toward Eco-Justice Through STEM Education Dispositifs. John Lawrence Benze, OISE/University of Toronto; Chantal Pouliot, Université Laval Manufacturing a STEM Reserve Army Through Racial Capitalist Schooling. Clayton Todd Pierce, University of Utah
The Royal Science of STEM. Lyn Catherine Carter, Australian Catholic University
STEM Education as Discourse: Affordances, Limits, and Governance. Jesse Bazzul, University of Massachusetts - Dartmouth; Beste Gucler, University of Massachusetts - Dartmouth
Rereading Science Standards: Exploring and Exploiting Contradictions in STEM Policy. Matthew Weinstein, University of Washington - Tacoma

44.031. Comprehension and Integration of Text, Visual, and Multimedia Sources. Division C - Learning and Instruction; Symposium
Convention Center, Level One, Room 144 B; 10:35am to 12:05pm
Chair: Sandra Michelle Loughlin, University of Maryland
Participants:
Does Medium Matter When Comprehending Narratives? Joe Magliano, Northern Illinois University; James A. Clinton, Northern Illinois University
When Two Become One: Comprehension and Integration Across Media. Alexandra List, Ball State University
When Students Conduct Research With Images and Text: The Role of Knowledge and Interest in Source Integration. Emily M. Grossnickle, Georgetown University; Patricia A. Alexander, University of Maryland - College Park
Strategic and Inferential Processing in Text, Diagrams, and Text + Diagram Representations. Jennifer G. Cromley, University of Illinois at Urbana-Champaign; Theodore W. Wills, Temple University
Discussion: Richard E. Mayer, University of California - Santa Barbara

44.032. Division C Affirmative Action Council Session. Expanding Learning Opportunities for Underserved Students: The Role of Public Scholarship. Division C - Learning and Instruction; Invited Speaker Session
Marriott Marquis, Level Four, Mint; 10:35am to 12:05pm
Chair: Francesca Lopez, The University of Arizona
Participants: Annie Adamian, University of San Francisco; Julio Fregoso, Santa Ana College
Presenters: Julian Vasquez Heilig, California State University - Sacramento; Uma Madhure Jayakumar, University of San Francisco; Andrea Romero, University of Arizona
Discussant: Jeffrey F. Milem, The University of Arizona
44.033. Feedback to the Future: Impacts of a Venerable Construct on 21st-Century Motivation and Learning. Division C - Learning and Instruction; Symposium
Convention Center, Level One, Room 150 A; 10:35am to 12:05pm
Chairs: Alison C. Koenka, The Ohio State University; Carlton Jing Fong, The University of Texas - Austin
Participants:
Grade Expectations: The Motivational Consequences of Performance Feedback. Alison C. Koenka, The Ohio State University
Impact of Praise on Adolescents’ Responses to Success and Failure in Group Work. Yvonne Skipper, Keele University; Rebecca Behbington, Keele University
Making Feedback Constructive: The Interplay of Undergraduates’ Mastery Goal Orientation With Feedback Specificity and Friendliness. Carlton Jing Fong, The University of Texas - Austin; Diane L. Schullert, The University of Texas - Austin; Kyle M. Williams, The University of Texas at Austin; Zachary H. Williamson, The University of Texas - Austin; Shengjie Lin, The University of Texas - Austin; Ling-Hui Chen, Senior Edward’s University; Youngwon Kim, The University of Texas - Austin
Discussant: Ruth Butler, Hebrew University of Jerusalem

44.034. Oral and Written Argumentation. Division C - Learning and Instruction; Paper Session
Convention Center, Level One, Room 144 C; 10:35am to 12:05pm
Chair: Michael J. Kieffer, New York University
Participants:
Improving Written Argumentation Through Web-Based, Interdisciplinary Simulations: The GlobalEd 2 Project. Kimberly A. Lawless, University of Illinois at Chicago; Scott W. Brown, University of Connecticut; Lisa J. Lynn, University of Illinois at Chicago; Kamila Brodowska Brascianelli, University of Illinois at Chicago; Jeremy Riel, University of Illinois at Chicago; James B Oren, University of Illinois at Chicago
Modeling Relationships Among Writing Anxiety, Self-Efficacy, and Self-Regulation in Argumentative Writing: A Goal Theory Perspective. Narmada Paul, The Ohio State University; Tzu-Jung Lin, The Ohio State University; Seung Yon Ha, The Ohio State University; Jing Chen, The Ohio State University - Columbus; George E. Newell, The Ohio State University
The Effect of Collaborative Group Work on Language Production in Children’s Argumentative Talk. Shufang Ma, University of Illinois at Urbana-Champaign; Richard C. Anderson, University of Illinois at Urbana-Champaign
Using Quality Talk to Foster Transfer of Students’ Critical-Analytic Discussions to Their Argumentative Writing. Carla Marie Fietto, The Pennsylvania State University; P. Karen Murphy, The Pennsylvania State University; Jeff A. Greene, University of North Carolina - Chapel Hill; Mengyi Li, The Pennsylvania State University - University Park; Liwei Wei, The Pennsylvania State University - University Park; Cristin Montalbano, University of North Carolina - Chapel Hill; Brendan Hendrick; Rachel Miriam Friend Croninger, The Pennsylvania State University
Writing and Revising in Science. Libby F. Gerard, University of California - Berkeley; Marcia Linn, University of California - Berkeley

44.035. The Role of a Science Identity: Effects on Attitudes and Career Choices. Division C - Learning and Instruction; Paper Session
Convention Center, Level Two, Room 209 A; 10:35am to 12:05pm
Chair: Marianna Lumnana, Teachers College, Columbia University
Participants:
A Hidden Challenge to Successful Inquiry-Based Science: Stereotype Threat’s Impact on Middle School Student Collaboration. Samantha G Daley, Center for Applied Special Technology; Sam Catherine Johnston, Harvard University; Miriam Evans, CAST; Graham Gardner; Kristin Robinson, Center for Applied Special Technology; Allison Posey, Center for Applied Special Technology
Little Scientists: Identity, Self-Efficacy, and Attitudes Toward Science in a Girls Science Camp. Brandy Todd, University of Oregon
Measuring and Visualizing STEM Pathways. Adam V. Mulatee, Indiana University
Students’ Discursive Identity Construction in Dialogic Science Teaching. Kristiina P Kumpulainen, University of Helsinki; Antti Juhani Rajala, University of Helsinki / Department of Teacher Education
Discussant: Kenneth Jerard Taylor, U.S. Department of Education

44.036. Ethnography and Public Scholarship: Ethical Obligations, Tensions, and Opportunities. Division D - Measurement and Research Methodology; Symposium
Marriott Marquis, Level Two, Marquis Salon 3; 10:35am to 12:05pm
Chair: Antar Akari Tichavakanda, University of Southern California
Participants:
The Role of Ethnography as Ethical and Policy-Related Public Scholarship. Randall F. Clemens, Saint John’s University; William G. Tierney, University of Southern California
Going Digital: The Affordances and Ethical Challenges of Virtual Ethnographies. Jessica Nina Lester, Indiana University
What Do We Want to Tell? And to Whom Do We Want to Tell It? The Ethnographer’s Ethical Dilemma. Yvonna S. Lincoln, Texas A&M University - College Station
Ethnography and the Role of Intersectionality and Complex Methodologies. Laurence Parker, University of Utah
“Whales Tales, Dog Piles, and Beer Goggles” Redux: An Exploration of Ethnographic Ethics. Robert A. Rhoads, University of California - Los Angeles
Discussant: Michelle Fine, City University of New York

44.037. Creating Positive School Climates and Cultures. Division E - Counseling and Human Development; Paper Session
Convention Center, Level One, Room 145 B; 10:35am to 12:05pm
Chair: Lisa De La Rue, University of San Francisco
Participants:
Associations Among Self-Reported School Violence, Military Connection, and Gang Membership in Secondary Schools in California. Joey Nuñez Estrada, San Diego State University; Tamika Gilreath, University of Southern California; Cathia Yadira Sanchez; Ron Avi Astor, University of Southern California
Discovering the Stories of Introverted Adolescent Females: Innovative Approaches to Qualitative Methodology. Barrette Plett, Prairie Spirit School Division
Immigrant Youth Speak Back to Racism and Discrimination Through a Photovoice Project. Maria L. Gabriel, Poudre School District; Kevin C. Roxas, Western Washington University; Kent Becker, University of Wyoming
Students’ Feelings of Safety in School: The Perspective of Minority and Majority Ethnic Groups. Yaacov B Yablon, Bar-Ilan University

44.038. Influential Thinkers and Their Legacy in the History of Education. Division F - History and Historiography; Paper Session
Convention Center, Level One, Room 159 B; 10:35am to 12:05pm
Chair: Susan R. Studer, California Baptist University
Participants:
On the Historiography of Curriculum: The Legend of Petrus Ramus. Yu-Ling Lee, University of British Columbia; Stephen Petrina, The University of British Columbia; Franc H. Feng, The University of British Columbia
Contributions to a Marxist Historiography for the History of Education. Curry Stephenson Malott, West Chester University of Pennsylvania
Discussant: Diana D’Amico, George Mason University

44.039. A Nation at Promise: Challenging Deficit Constructions of Male Youth Labeled “At-Risk.” Division G - Social Context of Education; Symposium
Marriott Marquis, Level Four, Liberty Salon K; 10:35am to 12:05pm
Chair: David E. Kirkland, New York University
Participants:
Failing to Learn: What Male Youth Labeled “At-Risk” Have to Teach Educators About Schooling. Robert Petrone, Montana State University
Still Searching: Understanding Black Males in (Literacy) Education. David
44.040. Increasing College-Going Opportunities for Black and Latino Youth. Division G - Social Context of Education; Symposium Marriott Marquis, Level Two, Marquis Salon 9; 10:35am to 12:05pm Chair: Toks S. Fashola, JHU/MERA Participants:

- Exploring Institutional Culture of Care. Robert Cooper, University of California - Los Angeles; DeMarcus Antonio Jenkins, University of California - Los Angeles
- Employing Care to Build a College-Going Culture. Shena Sanchez, University of California - Los Angeles; Alison Karin Munzer, University of California - Los Angeles; Jonathan C. W. Davis, University of California - Los Angeles
- Yes We Can! Shifting Paradigms and Utilizing Student-Centered Media in College Access Reform. Michelle G. Knight-Manuel, Teachers College, Columbia University; Joanne E. Marciano, Michigan State University
- Teaching for Empowerment and Excellence: The Transformative Potential of Teacher Expectations in an Urban Latina/o Classroom. Daniel D. Liou, Arizona State University; Leticia Rojas, Brandon University

Discussant: Rene F. Astrop-Gonzalez, Metropolitan State University

44.041. Teaching and Learning in Politically Charged Classrooms: Negotiating Tensions and Opportunities for Democratic Education. Division G - Social Context of Education; Symposium Marriott Marquis, Level Two, Marquis Salon 10; 10:35am to 12:05pm Chair: Judith L. Pace, University of San Francisco Participants:

- Politically Charged Identities in the Peace Education Classroom: Insights From a Superdiverse Setting in Cyprus. Constantina Charalambous, European University Cyprus; Panayiota Charalambous; Michalinos Zemylas, The Open University of Cyprus
- The Banality of Civic Education in Israeli Classrooms: The Subversion of Political Ideology by Pedagogical Realities. Itay Pollak, Ben Gurion University of the Negev; Aliza Segal, Ben-Gurion University of the Negev; The Hebrew University of Jerusalem; Adam Lefstein, Ben Gurion University of the Negev; Assaf Meshulam, Ben Gurion University of the Negev
- The Influence of Children’s “Practical Sense” of Race, Class, Gender, and School Relationships on Their Participation in Deliberative Dialogue. Jennifer H. James, University of Georgia; Jessica Frances Kobe, University of Georgia - Athens

Discussant: Kathy Bickmore, OISE/University of Toronto

44.042. The Elementary Years: A Longitudinal Look at Literacy and Language Practices of Immigrant Children. Division G - Social Context of Education; Symposium Marriott Marquis, Level Three, Union Station; 10:35am to 12:05pm Chair: Catherine F. Compton-Lilly, University of Wisconsin - Madison Participants:

- Leveling Texts or Leveling Students: A Longitudinal Look at Literate Identities. Laura Hamman, University of Wisconsin - Madison; Dana L. Hageman, Edgewood College
- Young Writers’ Identities: Elementary Perceptions of Self as Writer Over Time. Kristin Papoi, University of Wisconsin - Madison; Stephanie Shedrow, University of Wisconsin
- Being Bilingual: Navigating Linguistic Binaries and Power. Erin Quast, University of Wisconsin - Madison; Jeon Kim, University of Wisconsin - Madison; Brooke Ward, University of Wisconsin - Madison
- The Influence of Children’s “Practical Sense” of Race, Class, Gender, and School Relationships on Their Participation in Deliberative Dialogue. Jennifer H. James, University of Georgia; Jessica Frances Kobe, University of Georgia - Athens

Discussant: Patricia E. Enciso, The Ohio State University

44.043. Exploring Best Practices to Promote English Language Learner Achievement in the New South: The Instructional Conversation Pedagogy. Division H - Research; Evaluation and Assessment in Schools; Symposium Marriott Marquis, Level Two, Marquis Salon 2; 10:35am to 12:05pm Chair: Pedro R. Portes, University of Georgia Participants:

- The Instructional Conversation Model: Raising Latino Student Achievement From a Cultural-Historical Perspective. Pedro R. Portes, University of Georgia; Rolf Straubhaar, University of Georgia; Paula Jean Mellom, University of Georgia
- Using Classroom Video to Determine Teacher Instructional Conversation Competency. Rob Stollberg, University of Georgia - Athens; Pedro R. Portes, University of Georgia; Manuel S. Gonzalez Canche, University of Georgia; Albert Manuel Jimenez, Kennesaw State University; Rolf Straubhaar, University of Georgia
- The Utility of Teacher Logs in Assessing Teacher Implementation of the Instructional Conversation Pedagogy. Rolf Straubhaar, University of Georgia; Rebecca K. Gokee, University of Georgia; Pedro R. Portes, University of Georgia; Manuel S. Gonzalez Canche, University of Georgia
- Understanding the Impact of the Instructional Conversation on the Cognitive/Affective Domains of English Learners. Rebecca K. Gokee, University of Georgia; Albert Manuel Jimenez, Kennesaw State University; Pedro R. Portes, University of Georgia; Rolf Straubhaar, University of Georgia

44.044. Evaluation of Competence in Competency-Based Education. Division I - Education in the Professions; Paper Session Convention Center, Level One, Room 143 B; 10:35am to 12:05pm Chair: Bridget Colleen O’Brien, University of California - San Francisco Participants:

- Determining Student Competency in Field Placements: An Emerging Theoretical Model. Twyla L. Sahn, University of Regina; Randy Johner; Florence Luahanga
- Using a Competency-Based Achievement System for Practice-Ready Assessment of Internally Trained Physicians in Canada. Fang Tian, Medical Council of Canada; Marguerite Roy, Medical Council of Canada; Cindy Streeterkolk, Medical Council of Canada; Andra F. De Champlian, Medical Council of Canada; Erin Anderson, College of Physicians & Surgeons of Alberta; Helen Cuddihy, College of Physicians and Surgeons of Alberta
- Tracing Prevalence of Assessment Concepts: What We Need to Know for the Competency-Based Medical Education Movement. Saad Chahine, University of Western Ontario
- Contributing to Guidelines on the Use of Competency Evaluations in Health Professions Education. YoonSoo Park, University of Illinois at Chicago; Fred Zarr, University of Illinois at Chicago; John J. Norcini, Foundation for Advancement of International Medical Education and Research; Ara Tekian, University of Illinois at Chicago

Discussant: Trudie Elizabeth Roberts, University of Leeds

44.045. Federal and State Higher Education Policy Making. Division J - Postsecondary Education; Paper Session Convention Center, Level One, Room 149 B; 10:35am to 12:05pm Chair: Brooke Midkiff, University of North Carolina - Chapel Hill Participants:

- “Talking to People Alters You”: A Shifting Civil-Military Gap in Veterans Education Policy. Lesley McBain, NAC/BO
- Adoption of In-State Tuition Policies for Undocumented Students: Lessons from Policy Narratives. John Wachen, University of North Carolina - Chapel Hill; Cheryl Varghese, University of North Carolina - Chapel Hill
- New Federal Teacher Preparation Accountability Regulation: Reshaping Political, Professional, and Market Forces. Maria Beatriz Fernandez Cifre, Boston College; Stephanie Burton, Boston College

Discussant: Karen L. Miksch, University of Minnesota - Twin Cities

44.046. On the Cutting Edge: Supporting Student Success. Division J - Postsecondary Education; Paper Session Convention Center, Level One, Room 159 A; 10:35am to 12:05pm Chair: Mauricio Cadavid, California State University - San Bernardino Participants:

- Exploring a Dual-Pedagogical Approach for Promoting Online Student Success in a Community College Summer Course. Bianca C. Rowden-Quince, University of San Francisco; Dionne J. Clabaugh, Pacific Oaks College
- The Nexus of Knowledge Production and Acquisition: Integrating Research and Teaching in STEM Classrooms. Ashlee Wilkins,
University of California - Los Angeles; Sylvia Hurtado, University of California - Los Angeles; Kevin Eagan, University of California - Los Angeles; Tanya Figueroa, University of California - Los Angeles

High-Impact Pedagogies and Student Engagement in Learning. Carol Evans, University of Southampton; Daniel R. Muijs, University of Southampton; Michael Tomlinson, University of Southampton - Highfield; Li-Fang Zhang, University of Hong Kong


Discussant: Judith L. Green, University of California - Santa Barbara

44.047. The Evolving Higher Education Community: Reflecting on Our Past to Inform the Future of the Field. Division J - Postsecondary Education; Invited Speaker Session

Convention Center, Level One, Room 146 C; 10:35am to 12:05pm

Chairs: Stephanie J Blackmon, The College of William & Mary; Michael S. Hevel, University of Arkansas

Speakers: Eddie R. Cole, College of William and Mary; Kirsten T. Edwards, University of Oklahoma

Presenter: Susan B. Twombly, The University of Kansas

44.048. The Intersection of State Policy and Student Attainment. Division J - Postsecondary Education; Paper Session

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

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

Participants:
- Examining the Role of the State: Need-Based Grants and Their Effect on Student Persistence and Degree Completion. Ray Franke, University of Massachusetts - Boston
- Making the Grade: The Academic Side of College Life Among Financial Aid Recipients. Peter Miles Kinley, University of Wisconsin - Madison; Sara Goldrick-Rab, University of Wisconsin Madison
- Outcomes-Based Funding in Postsecondary Education: An Expanded Analysis of Effects in Three States. Jane Gao, Research for Action; Kate Callahan, Research for Action; Daniel A. Long, Research for Action; Kasey Meehan, Research for Action; Lucas Westmaas, Research for Action; Ran Liu, The University of Pennsylvania
- The Equity Factor: Reproducing or Reducing Equity Through Reverse Transfer Policies. Jason L. Taylor, University of Utah; Debra D. Bragg, University of Illinois at Urbana-Champaign; Matt Giani, The University of Texas - Austin

Discussant: Nicholas Hillman, University of Wisconsin - Madison

44.049. Addressing Educational Inequality Through School-Based Learning Designs. Division K - Teaching and Teacher Education; Symposium

Marriott Marquis, Level Two, Marquis Salon 7; 10:35am to 12:05pm

Chair: Kathryn Glasswell, California State University - Fullerton

Participants:
- Collaborative Inquiry as Pedagogic Intervention: Improving Literacy Learning in Disadvantaged Communities in Australia. Kathryn Glasswell, California State University - Fullerton; Parlo Singh, Griffith University
- An Iterative Refinement Approach to Collaborative Professional Development. Kimberley Gomez, University of California - Los Angeles; Louis M. Gomez, University of California - Los Angeles
- The Role, Requisite Knowledge and Skills, and Impact of Expert Literacy Facilitators in School Improvement. Judy M. Parr, University of Auckland; Helen S. Timperley, University of Auckland; Kane Meissel, The University of Auckland

Discussant: Kay Livingston, University of Strathclyde

44.050. Cognition, Dispositions, and Perceptions of Preservice Teachers Regarding Field Experiences. Division K - Teaching and Teacher Education; Paper Session

Marriott Marquis, Level Four, Independence Salon E; 10:35am to 12:05pm

Chair: Shaoan Zhang, University of Nevada - Las Vegas

Participants:
- A Case Study of Preservice Teacher Development Using Korthagen’s Three-Level Teacher Learning Model. Iwan Syahril, Michigan State University
- Challenges of Problem-Posing Education as Opportunities to Transform Limiting Situations. Genejane Adarlo, Ateneo de Manila University; Abigail Estacio Lim, Ateneo de Manila University

Cultivating Urban Civic Educators: Transforming Preservice Teacher Education With Youth Participatory Action Research. Beth C. Rubin, Rutgers University; Thea R. Abeel-Haj, Rutgers University; Elliot Graham, Rutgers University - New Brunswick/Piscataway; Kevin Lowell Clay, Rutgers University

The Influence of a Practicum on Student Teachers’ Beliefs About Intelligence, Talent, and Learning. Andrea M. Ehnl, University of Oldenburg; Barbara Moschner, Universität Oldenburg

Discussant: Kathy Renita Fox, University of North Carolina - Wilmington

44.051. Conceptualizing and Integrating STEM Teaching Practices. Division K - Teaching and Teacher Education; Paper Session

Marriott Marquis, Level Four, Liberty Salon N; 10:35am to 12:05pm

Chair: Anne L. Kern, University of Idaho

Participants:
- An Examination of Preservice Teachers’ Sense-Making of STEM Integration in a STEM Education Methods Course. Minjuung Ryu, Purdue University; Nathan Mentzer, Purdue University; Neil A. Knobloch, Purdue University
- Is STEM Education a “Thing”? The Integration of Mathematics With Other Subjects in Teacher Journals. Andrea McCloskey, The Pennsylvania State University; Jung Youn Colen, Penn State University
- Integrated STEM—Problem-Based Learning Curriculum: Implications for Conceptualization and Practice From an Interdisciplinary Professional Development Program. Susan Gomez Zwieg, California State University - Long Beach

Identifying Teachers’ Goals Around the Next Generation Science Standards by Coordinating Between Their Described and Observed Classroom Instruction. Jarod N. Kawasaki, University of California - Los Angeles; William A. Sandoval, University of California - Los Angeles

Discussant: Christopher R. Rakes, University of Maryland - Baltimore County

44.052. Differing Notions of Responsive Teaching Across Mathematics and Science: Does the Discipline Matter? Division K - Teaching and Teacher Education; Structured Poster Session

Convention Center, Level One, Room 101; 10:35am to 12:05pm

Chair: Andrew R. Elby, University of Maryland - College Park

Participants:
1. Conceptions of and Research on Responsive Teaching. Amy Robertson, Seattle Pacific University; Jennifer Richards, University of Washington
2. Characterizing a New Dimension of Progress in Attending and Responding to Students’ Scientific Thinking. Jennifer Richards, University of Washington; Ayash Gupta, University of Maryland - College Park; Andrew R. Elby, University of Maryland - College Park
3. Teacher Noticing of Student Algebraic Thinking. Janet Dawn Kim Walkoe, University of Maryland; Miriam G. Sherin, Northwestern University
4. Framing the Task: Variation in One Teacher’s Attention to Students’ Ideas Across Disciplinary Practices. Melissa J. Luna, West Virginia University
5. The Subject Matters for Teachers’ Perceptions of Responsive Teaching. Janet E. Coffey, Gordon and Betty Moore Foundation; Ann R. Edwards, Carnegie Foundation
6. Exploring Diversity in Researchers’ Conceptualizations of Responsive Teaching. Rosemary Russ, University of Wisconsin - Madison; Andrew R. Elby, University of Maryland - College Park; Jennifer Richards, University of Washington; Amy Robertson, Seattle Pacific University; Janet Dawn Kim Walkoe, University of Maryland; Melissa J. Luna, West Virginia University

Discussant: David Hammer, Tufts University

44.053. Division K Dialogues 1: Reimagining Teaching and Teacher Education in the Next 100 Years—What Next? Division K - Teaching and Teacher Education; Invited Speaker Session

Convention Center, Level One, Room 103 B; 10:35am to 12:05pm

Chairs: A. Lin Goodwin, Teachers College, Columbia University; Suzanne C. Carothers, New York University

44.054. Education for Diverse Democracy Requires Democracy for Diverse Educators: Critical Insights From National Teaching Fellows. Division K - Teaching and Teacher Education; Symposium

Marriott Marquis, Level Two, Marquis Salon 8; 10:35am to 12:05pm

Chair: David Johns, U.S. Department of Education
44.055. Inquiry Into the Influence of Teacher Education Program Design on Preservice Teachers. Division K - Teaching and Teacher Education; Paper Session
Chair: Tempestt Richardson Adams, University of North Carolina at Charlotte
Participants:
- Model of Research-Based Education (MORE) for Teachers: Research-Based Elementary Science Methods. Chris Ohana, Western Washington University; Dan Hanley, Western Washington University; Phil Buly, Western Washington University
- Powerful Learning, Powerful Teaching in Urban Contexts: The Case for University-Based Teacher Preparation. Anna E. Richert, Mills College; Klaudia M. Rivera, Long Island University; Katherine Schultz, Mills College

44.056. Issues, Trends, and Concerns in Teacher Education: International Perspectives Drawn From the Research in the International Handbook of Teacher Education. Division K - Teaching and Teacher Education; Invited Speaker Session
Chair: Mary Lynn Hamilton, The University of Kansas
Participants:
- The Complexities of Teaching and Teacher Education. Cheryl J. Craig, University of Houston; Maria A. Flores, Minho University
- Knowledge and Practice of Teacher Education. Diane E. Mayer, The University of Sydney; Beatrice Avalos, Universidad de Chile
- Teacher Educators. J. John Loughran, Monash University; Lily Orland-Barak, University of Haifa

44.057. Teachers as Makers, Writers, and Players. Division K - Teaching and Teacher Education; Symposium
Chair: Rebecca Woodard, University of Illinois at Chicago
Participants:
- Teacher-Writer-Crafter-Maker: Moving Beyond the “Teacher Writer.” Rebecca Woodard, University of Illinois at Chicago
- The Pedagogical Artist: Teachers as Designers of Classroom Experiences. Katrina Kennett, University of Illinois at Urbana-Champaign

44.058. The Figured World of Bilingual Education: Proyecto Bilingüe as Context for Teacher Self-Authoring. Division K - Teaching and Teacher Education; Symposium
Chair: Minda M. Lopez, Texas State University - San Marcos
Participants:
- Proyecto Bilingüe: Constructing a Figured World of Bilingual Education for Latina/o Bilingual Teachers. Lucila D. Ek, University of Texas at San Antonio
- “Figuring” Bidirectional Home and School Connections Along the Biliteracy Continuum. Maria E. Franquiz, University of Utah; Maria G. Leija, Oregon State University
- The Tejano History Curriculum Project: Creating a Space for Authoring Tejanos/As Into the Social Studies Curriculum. Cinthia S. Salinas, The University of Texas - Austin; Naseem Rodriguez

44.059. The Impact of High-Stakes Evaluation Systems for Teachers and Student Teachers on the Student Teaching Experience. Division K - Teaching and Teacher Education; Paper Session
Chair: Guniva Reyes, The University of Texas - Austin
Participants:
- Feasibility of Using the Rapid Assessment of Teacher Effectiveness With Teacher Candidates. Ann A. Bullock, East Carolina University; Kristen Cuthrell, East Carolina University; Elizabeth A Fogarty, East Carolina University; Joy Stapleton, East Carolina University
- Experiencing the edTPA as a Licensure Exam: Perspectives of Student Teachers. Christine D. Clayton, Pace University
- Student Teaching in the Age of Accountability. Amy S Murphy, University of Georgia
- edTPA as Window of Opportunity? Preservice Teachers Utilize Performance Assessment to Teach Outside Scripted Curriculum. Kathryn Struthers, Bank Street College of Education

44.060. Can University-District Partnerships Promote Educational Equity? Division L - Educational Policies and Politics; Symposium
Chair: Laura P. Wentworth, California Education Partners
Participants:
- The Causal Effects of Cultural Relevance: Evidence From an Ethnic Studies Curriculum Situated in a University-District Partnership. Thomas Dee, Stanford University; Emily K. Penner, Stanford University; Bill W. Sanderson, San Francisco Unified School District
- The Study of a Large Urban District’s Secondary Reading Initiative Targeted at Struggling Readers. Ruth Lopez Turley, Rice University; Carla J. Stevens, Houston Independent School District

44.061. Common Core Implementation: Curriculum and Instruction. Division L - Educational Policies and Politics; Paper Session
Chair: Jonathan A. Supovitz, University of Pennsylvania
Participants:
- An Investigation Into the Impact of Common Core Integration on Early Literacy Curriculum Systems. John Hannigan, Sanger Unified School District; Linda Hauser, California State University - Fresno
- Assessing the Alignment With the Common Core: Coherence, Rigor, and Focus of Mathematics Instructional Materials. Jiuhui Zhang, Michigan State University; Richard T. Houang, Michigan State University; William H. Schmidt, Michigan State University
- Instructional Materials and Their Use in the Era of Common Core State Standards. Julia Heath Kaufman, RAND Corporation; Darleen Opfer

Common Core Connections: A Social Network Analysis of State-Level
SIG Sessions

44.064. Access, Quality, and Impact in Museums: Exploring Recent Research in Museum Education. SIG-Arts and Learning; Symposium Marriott Marquis, Level Four, Liberty Salon P; 10:35am to 12:05pm
Chair: Marit Dewsurst, City College of New York - CUNY
Participants:
Art Museums and Teacher Professional Development: A Randomized Experiment. Anne Kraybill, Crystal Bridges Museum of American Art; Alexandra Vasilie, University of Arkansas at Fayetteville
Investigating the Long-Term Impact of Teen Programs in Art Museums. Danielle Linzer, Whitney Museum of American Art; Mary Ellen Munley
Learning From What’s Missing: Challenges of Museum Education Research. Susan McCullough, City College of New York; Marit Dewsurst, City College of New York - CUNY; Scott Jones, Art Education Partnership
A Randomized Controlled Trial of School Visits to an Art Museum. Brian Kysida, University of Arkansas at Fayetteville; Jay Phillip Greene, University of Arkansas at Fayetteville; Daniel Henry Bowen, Texas A&M University
Discussant: Marit Dewsurst, City College of New York - CUNY

44.065. Translanguaging Practices and Vocabulary Development for Emergent Bilingual Learners. SIG-Bilingual Education Research; Paper Session Convention Center, Level One, Room 141; 10:35am to 12:05pm
Chair: Norma G. Guzman, Texas A&M University - Kingsville
Participants:
Investigating the Effectiveness of Cognate Strategy Instruction With Spanish-Speaking Bilingual Students. Shira Lubliner, California State University - East Bay; Dana L. Grisham, National University; Raquel Moran, Hayward Unified School District
Investigating the Demands of English Learners’ Fourth-Grade English Language Arts Vocabulary Instruction and Learning Pre- and Post–Common Core State Standards. Mary A. Avalos, University of Miami; Irina Malova, The University of Miami; Susan R. Massey, Saint Thomas University; Alain Bengochea, The Ohio State University; Maria S. Carlo, The University of Texas - Health Science Center at Houston
Exploring the Pedagogical Potential of Translanguaging Among Bilingual Peers Reading Together. Johanna M. Tigar, University of Maryland - College Park; James Groff, University of Maryland - College Park; Melinda E. Martin-Belen, University of Maryland - College Park; Megan Madison Peercy, University of Maryland - College Park; Rebecca Defex Silverman, University of Maryland - College Park
Translanguaging in the Secondary English Class Through Poetry: A Case of a Transnational Youth. Mary Amanda Stewart, Texas Woman's University; Holly H. Hansen-Thomas, Texas Woman's University
“The Pumpkins Are Coming ... Vienen las Calabazas ... That Sounds Funny”: Translanguaging Practices of Young Emergent Bilinguals. Ysacca Axelrod, University of Massachusetts - Amherst; Mikel Walker Cole, Clemson University
Discussant: Sharon H. Ulanoff, California State University - Los Angeles

44.066. Education for Diverse Democracy: A Deweyan Complexity-Based Vision of Schools. SIG-Chaos and Complexity Theories; Symposium Marriott Marquis, Level Three, Mount Vernon Square; 10:35am to 12:05pm
Chair: William E. Doll, The University of British Columbia
Participants:
The Roots of Complexity Theory in John Dewey’s The School and Society. Leonard J. Waks, Tempo University
Complex wholes and holes in schooling. Sarah Smitherman Pratt, University of North Texas; Randall Colvin, University of North Texas
Discussant: Craig A. Cunningham, National Louis University

44.067. Social Justice in Action. SIG-Critical Educators for Social Justice; Paper Session Marriott Marquis, Level Two, Marquis Salon 17; 10:35am to 12:05pm
Chair: Andy Steck, University of La Verne
Participants:
A Practitioner Inquiry Into Instructing an Activist Postprocess Writing Community. Amir Kalan, University of Toronto
Critical Literacy GED Academic Writing Pedagogy: Encouraging a Repressive Tolerance? Sasha V. Lotas, University of Washington - Seattle
Moving Beyond Teacher Prep 2.0: A Critical Analysis of “No Excuses” Teacher Preparation Programs and an Alternative Vision for Transformative Teacher Education. Kerry Kretchmar, Carroll University; Kenneth M Zeichner, University of Washington - Seattle
Preparation of the Next Generation: Dialectical Thought, Multicultural Education, and Social Justice. Daniel Ian Rubin, Jacksonville State University

44.068. Advancing Critical Race Theory in Educational Quantitative Methods. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium Marriott Marquis, Level Four, Supreme Court; 10:35am to 12:05pm
Chair: Daniel Gilbert Solorzano, University of California - Los Angeles
Participants:
Toward a Critical Race Theory Transformative Explanatory Sequential
Mixed Method. Nichole Garcia, University of California - Los Angeles; Oscar Jose Mayorga, University of California - Los Angeles

Degrees With “Value”: A Critical Race Critique on the Discourse of “Value” in Latina/o Degree Attainment. Lindsay Perez Huber; California State University - Long Beach; Daniel Gilbert Solorzano, University of California - Los Angeles; Veronica Nelly Velez, Western Washington University

Making the Invisible Visible: Critical, Intersectional Quantitative Methods for Social Justice Praxis in Education. Nancy Lopez; University of New Mexico

Discussant: Lindsay Perez Huber, California State University - Long Beach

44.069. Power and Privilege in the Learning Sciences: Critical and Sociocultural Theories. SIG-Cultural-Historical Research; Symposium Marriott Marquis, Level Four, Independence Salon C; 10:35am to 12:05pm

Chair: Indigo Esmonde, University of Toronto - OISE

Participants:

Poststructuralism, the Learner, and the Learning Process. Niral Shah, Michigan State University; Zeus Leonardo, University of California - Berkeley

Queering Safe Spaces by Design. Jacob McWilliams, University of Colorado - Boulder; William R. Pennel, University of Colorado - Boulder

Learning and Transformative Social Change: A Dialogue Across Freirean and Vygotskian Traditions. Shirin Vossoughi, Northwestern University; Kris D. Gutiérrez, University of California - Berkeley

Discussant: Paula K. Hooper, Exploratorium

44.070. Unpacking Longitudinal Outcomes of School Readiness Among Low-Income and Ethnic-Minority Students: Findings From Four Projects. SIG-Early Education and Child Development; Symposium Convention Center, Level One, Room 143 A; 10:35am to 12:05pm

Chair: Rachel M Abenavoli, The Pennsylvania State University

Participants:

The Contribution of Social-Emotional Readiness to Children’s Social-Emotional Growth Trajectories in Low-Income, Rural Communities. Rachel M Abenavoli, The Pennsylvania State University; Mark T. Greenberg, The Pennsylvania State University; the Family Life Project

Links From Preschoolers’ Academic and Social Skills to Later School Success Among Low-Income Children. Christine P. Li-Grinstead, Loyola University Chicago; Emily Pressler, New York University; C. Cybele Raver, New York University


Do Early Education Policies Moderate Generational Differences in School Readiness and Achievement of Latino Students? Erin Powell Baumgartner; Rice University - Kinder Institute

44.071. Eisner in Mind: Fresh Perspectives on Inquiry and Education. SIG-Elliot Eisner; Paper Session

Convention Center, Level One, Room 153; 10:35am to 12:05pm

Chair: Bruce Uhrmacher, University of Denver

Participants:


Elliot Eisner’s Contribution to Differentiated Instruction. Miriam Leah Gamdriel, Yeshiva University; Laya Salomon, Yeshiva University

Imagination and the Arts as Antidotes for STEM Education Malaise and Alienation. Merrie Koester, University of South Carolina

Nobody’s Gonna Make a Movie About You: Perspective of a Cooperating Teacher of Color. Jehanne Beaton, University of Minnesota

The Art of Improvisation in Teaching and Learning. Erica Rosenfeld Halverson, University of Wisconsin - Madison

Discussant: David J. Flinders, Indiana University

44.072. English Language Learning Students. SIG-Hispanic Research Issues; Paper Session

Convention Center, Level One, Room 160; 10:35am to 12:05pm

Chair: M. Beatriz Arias, Center for Applied Linguistics

Participants:

Planning Strategies Used by English Learners to Solve Math Problems. David J. Tarazon, Claremont University - Claremont Graduate University

Teaching for Social Justice: How Teacher Knowledge and Advocacy Make the Critical Difference for Latino English Language Learners. Exchel Samson, Stanford University

Validating the Linguistic Assets of English Language Learners via the Seal of Biliteracy Awards Program. Alina C. Castro, Compton Unified School District

Examining Tutor Training in a Peer-Tutoring Mathematics Program for Hispanic Students. Elba Barahona, Texas A&M University - College Station; Yolanda N. Padron, Texas A&M University; Kayla Braziel Rollins, Texas A&M University; Hersh C. Waxman, Texas A&M University

Examining the Differential Impact of Academic Engagement on Achievement: Comparing Latina/o and European American Adolescents. James L. Rodriguez, California State University - Fullerton; Ioakim Phillipos Boutakidis, California State University - Fullerton

44.073. Games, Simulations, and Gamified Environments. SIG-Instructional Technology; Paper Session

Marriott Marquis, Level Two, Marquis Salon 12; 10:35am to 12:05pm

Chair: Stephen Thomas Slota, University of Connecticut Health Center

Participants:

An Investigation of a Gamified Mobile Learning Environment to Support Young Children’s Science Learning Outdoors. Brian J. Seely, Penn State University; Susan M. Land, The Pennsylvania State University

Teaching Complex Problem Solving Through Digital Game Design. Mete Akcayolu, Georgia Southern University; Philipp Sonnleitner, University of Luxembourg; Charles Brent Hodges, Georgia Southern University; Antonio P. Gutierrez, Georgia Southern University

World Leaders in the Local Classroom: Using Simulations to Promote Global Competence in Middle School. Seungok Paek, University of Hawaii - Manoa; Daniel L. Hoffman, Kamehameha Schools; Helen O. Au, University of Hawaii at Mānoa

An Interaction Between Children’s Field Dependence-Independence and Order of Learning With Glass Box and Black Box Simulations. Charoula M. Angelou, University of Cyprus; Nikolaos C. Vafadakis, Frederick University; Eirini Polemitou; Elena Fraggoulidou

44.074. Educating Diverse Democracies: Comparing the Voices of Teachers and Students on Implementation of Secondary Reforms in Seven Countries. SIG-International Studies; Symposium Convention Center, Level One, Room 144 A; 10:35am to 12:05pm

Chair: Peter Yee Han Joong, University of Toronto

Participants:

Comparing the Voices of Teachers and Students on Implementation of Secondary Reforms in Seven Countries. Peter Yee Han Joong, University of Toronto; Disraeli M. Hutton, University of the West Indies; Peter Francis Wintz, University of Guyana; Nalini Ramasawak-Jodha, The University of the West Indies

Sample Results of Open-Ended Questions From Survey. Peter Yee Han Joong, University of Toronto; Nalini Ramasawak-Jodha, The University of the West Indies

Substantiated Conclusions. Peter Yee Han Joong, University of Toronto; Nalini Ramasawak-Jodha, The University of the West Indies; Peter Francis Wintz, University of Guyana; Disraeli M. Hutton, University of the West Indies

44.075. Characterizing How Students Learn Through Collaborative Activity. SIG-Learning Sciences; Paper Session

Marriott Marquis, Level Two, Marquis Salon 14; 10:35am to 12:05pm

Chair: Emma M. Mercier, University of Illinois

Participants:

Exploring a Text-Mining Approach for the Analysis of Computer Collaborative Data From a Design-Based Research Project. Alejandro Andrade, Indiana University - Bloomington; Asminal Saleh, Indiana University - Bloomington; Andrea M. Rehak, Indiana University; Andrea Sarah Gemoll, Indiana University - Bloomington; Joshua Adam Danish, Indiana University; Cindy E. Hmelo-Silver, Indiana University

Investigating Collaborative Meaning-Making in an Open, Peer Production Environment. Phil Tietjen, The Pennsylvania State University -
University Park; Priya Sharma, The Pennsylvania State University
Learning From the Periphery in a Collaborative Robotics Workshop for Girls. Florence R. Sullivan, University of Massachusetts - Amherst; P. Kevin Keith, Landmark College; Nicholas C. Wilson, Stanford University

Patterns of Collaborative Actions in a Body-Based Mathematics Task. Carmen Patrick Smith; Barbara Anne King, Florida International University; Diana Gonzalez, University of Vermont; Tegan Garon, The University of Vermont; Kiersten Bare, The University of Vermont; Jessica Craft, The University of Vermont; Samuel Scrivani, The University of Vermont

Discussant: Marcela Borge, The Pennsylvania State University

44.076. Innovative Approaches for Developing and Assessing Student Learning Outcomes in Higher Education. SIG-Measurement and Assessment in Higher Education; Paper Session
Marriott Marquis, Level Four, Congress; 10:35am to 12:05pm
Chair: Hongli Li, Georgia State University
Participants:
- More Than a Number: An Ideal-Theoretical List of Community College Capabilities. Amelia Marcetti Topper
- Propensity Score Matching in Higher Education Assessment. Heather Dawn Harris, James Madison University; S Jeanne Horst, James Madison University
- Relationship Between Student Writing Ability and Student Characteristics at a Texas Four-Year University. Jeff Roberts, Sam Houston State University

The Interrater Reliability of an Adapted Version of the Association of American Colleges and Universities VALUE Rubric: Evidence From Multifaceted Rasch Model. Huda Sarraj, The University of Texas - Arlington; Araya Maurice, The University of Texas - Arlington

Discussant: Ross Edward Markle, Educational Testing Service

44.077. Achieving Quality in Mixed Methods Research: Examining Research Contexts and Methods. SIG-Mixed Methods Research; Paper Session
Marriott Marquis, Level Two, Marquis Salon 4; 10:35am to 12:05pm
Chair: Mehmet “Dali” Ozturk, College of the Sequoias
Participants:
- Collaboration Patterns as a Function of Article Genre Among Mixed Researchers: A Mixed-Methods Bibliometric Study. John Jordan, Sam Houston State University; Melanie Wachsmann, Sam Houston State University; Susan Hoisington, Sam Houston State University; Vanessa Gonzalez, Lone Star College - North Harris; Rachel Valle, Sam Houston State University; Jarod Lambert, Sam Houston State University; Majed Aleisa, Taif University; Rachael Wilcox, Sam Houston State University; Cindy Lee Benge, Aldine Independent School District; Anthony J. Onwuegbuzie, Sam Houston State University
- Tacit Cultural Knowledge: An Instrumental Qualitative Case Study of Mixed Methods Research in South Africa. Debra Rena Miller, Doane College; Leslie R. Hawley, University of Nebraska - Lincoln
- Sampling Considerations in Mixed Research. Kathleen M.T Collins, University of Arkansas; Anthony J. Onwuegbuzie, Sam Houston State University

The State of Qualitative Reliability in Mixed Methods Research. Marcus B. Weaver-Hightower, University of North Dakota
Developing Credible Conclusions: Findings From a Mixed-Method Content Analysis of Research Exemplars. Elizabeth G. Creamer, Virginia Polytechnic Institute and State University; Cherrie D Edwards, Virginia Polytechnic Institute and State University; Peter Musaeus, Aarhus University

Discussant: Nataliya V. Ivankova, The University of Alabama - Birmingham

44.078. Motivational, Cognitive, and Dispositional Antecedents of Academic Help Seeking. SIG-Motivation in Education Cosponsored with SIG-Studying and Self-Regulated Learning; Symposium Convention Center, Level One, Room 150 B; 10:35am to 12:05pm
Chairs: Sungok Serena Shim, Ball State University; Karla A. Makara, University of Glasgow
Participants:
- Academic Help Seeking From Peers During Adolescence: The Role of Social Goals. Sarah M. Kiefer, University of South Florida; Sungok Serena Shim, Ball State University
- What Matters More for Students’ Beliefs About Help-Seeking: Academic Goals or Social Goals? Kara A. Makara, University of Glasgow
- Monitoring Accuracy as Antecedent to Help Seeking. Teomara Rutherford, North Carolina State University; Katerina Schenke, University of California - Los Angeles; Arena C. Lam, WestEd; Sarah Marina Kessler, North Carolina State University

When Perfectionism Is Coupled With Low Achievement: The Effects on Academic Engagement and Help-Seeking in Middle School. Sungok Serena Shim, Ball State University; Lisa DuVia Rubinstei, Ball State University; Christopher W. Drapeau, Ball State University

Discussant: Stuart A. Karabenick, University of Michigan

44.079. Multiple Linear Regression: The General Linear Model SIG Special Topics Paper Session. SIG-Multiple Linear Regression: The General Linear Model; Paper Session
Convention Center, Level One, Room 145 A; 10:35am to 12:05pm
Chair: Isadore Newman, Florida International University
Participants:
- A Simulation Study Evaluating the Generalized Additive Model for Assessing Intervention Effects With Small Samples. William Holmes Finch, Ball State University; Maria E. Hernandez Finch, Ball State University
- A Coefficient of Discrimination for Use With Multinomial and Ordinal Regression Models. Thomas J. Smith, Northern Illinois University; David A. Walker, Northern Illinois University; Cornelius McKenna, Kishwaukee College
- Best Subset Selection Criteria for Multiple Linear Regression. Gordon P. Brooks, Ohio University - Athens; Pornchanok - Ruengvirayudh, Ohio University - Athens
- Interpreting Canonical Correlation Results: Using That Software to Analyze Canonical Variates. Kim Nimon, The University of Texas - Tyler; Linda Reichwein Zientek, Sam Houston State University
- Number of Predictors and Multicollinearity: What Are Their Effects on Error and Bias in Regression? Matthew R. Lavery, Polk County Public Schools; Parul Acharya, University of Central Florida; Stephen A. Sivo, University of Central Florida; Lihua Xu, University of Central Florida

Discussant: David O. Newman, Florida Atlantic University

44.080. Innovations in NAEP: From Technology and Engineering Literacy (TEL) and Scenario-Based Assessment to New Contextual Reporting. SIG-NAEP Studies; Symposium
Marriott Marquis, Level Four, Independence Salon G; 10:35am to 12:05pm
Chair: William J Beshow, Phi Delta Kappa International
Participants:
- NAEP Technology and Engineering Literacy as Pioneer: Pushing T and E to the Forefront of STEM Assessment. William Ward, U.S. Department of Education; Cary Sneider, National Assessment Governing Board

Discussant: Cary Sneider, National Assessment Governing Board

Marriott Marquis, Level Four, Independence Salon D; 10:35am to 12:05pm
Chair: Anne Rebecca Newman, University of California - Santa Cruz
Participants:
- Who Is This Research For? Finding the “Ethical” in Community Organization–Researcher Relationships. Michele Moses, University of Colorado Boulder
- References Paper #1. Michele Moses, University of Colorado Boulder
- Rewriting African Epistemology/Wisdom Into Morally Engaged Collaborative Community-Based Research. Joyce E. King, Georgia State University; Hassimi Maiga, The Academy for Diaspora Literacy, Inc.,
- References Paper #2. Joyce E. King, Georgia State University; Hassimi Maiga, The Academy for Diaspora Literacy, Inc.,
Indigenous Knowledge Systems and Ethical Research: Indigenous Well-Being, Land Relationality, and Ethics as Transitional Knowledge System. Troy Richardson, Cornell University

Participants: 44.084. Disseminating Education Research: Communication Strategies—Discussant: Ronald David Glass, University of California - Santa Cruz; Sheeva Sabati, University of California - Santa Cruz

Discussants: Anne Rebecca Newman, University of California - Santa Cruz; Patricia Krueger-Henney, University of Massachusetts at Boston

44.082. Examining the Practice and Place of Interviewing in Qualitative Research. SIG-Qualitative Research; Paper Session

Marriott Marquis, Level Four, Independence Salon A; 10:35am to 12:05pm

Chair: Eric Archer, Western Michigan University

Participants: Contextualizing Interviewing for Understanding Participant Perspectives: Potentials of Interactional Ethnography. Audra Sklaukaukite, University of the Incarnate Word

The Data You Get Depend on What You Ask: Systematically Developing Interview Protocols. Milagros Castillo-Montoya, University of Connecticut

Purposeful Entanglements: A New Materialist Analysis of Transformative Interviews. Travis Marn, University of South Florida; Jennifer R. Wolgemuth, University of South Florida

Discussant: Robert B. Donmoyer, University of San Diego

44.083. Understanding Student-Athlete Identities and Experiences. SIG-Research Focus on Education and Sport; Paper Session

Marriott Marquis, Level Four, Treasury; 10:35am to 12:05pm

Chair: Rebecca Crandall, North Carolina State University

Participants: LGB Students and School Sports: A Positive Youth Development Approach. Kyle Nickodem, University of Minnesota; Martin Van Boekel, University of Minnesota - Twin Cities; Luke Stanke, University of Minnesota; Jose R. Palma Zamora, University of Minnesota; Kory Vue, University of Minnesota - Twin Cities; Okan Bulat, University of Alberta; Youngsoon Kang, University of Minnesota - Twin Cities; Yu-Feng Chang, University of Minnesota; Michael C. Rodriguez, University of Minnesota

The Relationship Between Prosocial and Antisocial Conduct of Athletes and Achievement Goal Orientation. Mariya Yukhymenko, Ph.D., California State University - Fresno

The Role That Academic, Athletic, and Social Integration Plays in the Freshman Student Athlete Experience. Adam McFarlane, Winthrop University; James W. Satterfield, Clemson University; Michael Gary Godfrey, Clemson University

“Shortcut to Serenity”: Black Male Student-Athlete Identity, Leadership, and Success at a Division I University. Ty-Ron M.O. Douglas, University of Missouri - Columbia; Patrick Ivey, University of Missouri - Columbia; Kimberly Lambert, University of Missouri

Stereotype Threat Among STEM Division I College Athletes. Eddie Comeaux, University of California - Riverside; Whitney Griffen, University of California - Riverside; Patina Lynn Bachman, University of California - Riverside; Jeff I Porter, University of Michigan - Ann Arbor

Discussant: Derek M. Van Rheenen, University of California - Berkeley

44.084. Disseminating Education Research: Communication Strategies—National Centers for Education Research and Special Education Research. SIG-Research Use; Workshop

Marriott Marquis, Level Four, Independence Salon F; 10:35am to 12:05pm

Chair: Elizabeth R. Albro, Institute of Education Sciences

Participants: Dissemination and Communications Strategies at the National Center for Education Research/National Center for Special Education Research (Institute of Education Sciences Research). Vinita Chhabra, IES/NCER

Writing About Research in Everyday Language. Kaitina Stapleton, IES/NCER

The National Center for Research in Policy and Practice: Documenting Research Use in Schools. Caitlin Farrell, University of Colorado - Boulder

44.085. Promoting Discourse in Mathematics Classrooms. SIG-Research in Mathematics Education; Paper Session

Marriott Marquis, Level Two, Marquis Salon 16; 10:35am to 12:05pm

Chair: Samuel Otten, University of Missouri - Columbia

Participants: Constructing Competence: Creating Space for Students to Engage With Each Other's Mathematical Ideas. Nicholas Charles Johnson, University of California - Los Angeles; Megan L. Franke, University of California - Los Angeles; Marsha M. Ing, University of California - Riverside; Angela Chan Turro, University of California - Los Angeles; Noreen M. Webb, University of California - Los Angeles; Joy Zimmerman, University of California - Los Angeles

Dialogic Discourse and Standards for Mathematical Practice in Linguistically Diverse Elementary Classrooms. Mary P. Truxaw, University of Connecticut

Promoting Student Questions in Mathematics Classrooms. Melissa Kemmerle, University of Michigan - Ann Arbor

Characterization of Strategies to Support Both Language and Mathematics Learning. Jose Martinez-Hinestroza, Michigan State University

Cultivating Opportunities for Mathematical Practice Engagement: Responsive Teaching in Secondary Mathematics Classrooms. Sarah Kate Selling, University of Michigan - Ann Arbor

44.086. Climate Matters: An Examination of Factors That Impact the Schooling Experience. SIG-School Community, Climate, and Culture; Paper Session

Convention Center, Level One, Room 158 B; 10:35am to 12:05pm

Chair: Joan Gaynor Mowat, University of Strathclyde

Participants: School Climate and Beginning Teacher Retention. Courtney Preston, Florida State University; Elf Ozzu, Florida State University

School Climate and Leadership: Levers for School Improvement Efforts. Lois B. Costa, Southern New Hampshire University

School Security Measures and Students’ Perceptions of School Climate. Benjamin Fisher, Vanderbilt University; Joseph H. Gardella, Vanderbilt University - Peabody College; Emily Tanner-Smith, Vanderbilt University

Using Children’s Drawings to Examine Student Perspectives on Classroom Climate in a School within a School Elementary School. Mindy Spearman, Clemson University; Jenise L. Farmer, Clemson University; Mehluah Qian, Clemson University; Alison E Leonard, Clemson University; Suzanne N. Rosenblith, Clemson University; David M Johnstone, Greenville County School District

School Climate and K–12 Student Mental Health: A Systematic Review of the Literature. Alison Klehanoff Cohen, University of California - Berkeley; Emily Ozer, University of California - Berkeley; Juliana Deardoff, University of California - Berkeley

Discussant: Cathy C. Leogrande, Le Moyne College

44.087. Self-Studies of Technology Integration in Teacher Education. SIG-Self-Study of Teacher Education Practices; Structured Poster Session

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

Chair: Ramona Maile Cutri, Brigham Young University

Participants: 1. Asynchronous Electronic Sessions as Productive Breaks From Professor Presence. Ramona Maile Cutri, Brigham Young University; Erin Feinauer Whiting, Brigham Young University

2. Creating Meaningful Online Learning in Teacher Education. Hafdis Gudjonsdottir, University of Iceland; Svanaorg Rannveig Jonisdottir, University of Iceland; Karen Rut Gisladottir, University of Iceland

3. Using Web-Based Instruction to Improve Undergraduate “Introduction to Literature Courses”: An Evaluation of the Blended Course Format. Julie Klein, University of Northern Iowa

4. Online Course Interactions: Issues of Vulnerability and Opportunities for Empowerment. Denise M. McDonald, University of Houston - Clear Lake

5. Learning About Supporting Distance Learners on Practicum. Lynn A. Thomas, Université de Sherbrooke

6. Negotiating a Synchronous Online Environment: Examining My Role as an Online Instructor. Deborah L. Tidwell, University of Northern Iowa

7. Asynchronous Online Versus Face-to-Face With Online Supports in a Doctoral Seminar. Linda M. Fitzgerald, University of Northern Iowa
44.088. Fostering Students’ Political Engagement. SIG-Social Studies Research; Paper Session
Marriott Marquis, Level Four, Independence Salon B; 10:35am to 12:05pm
Chair: Christopher Strople, University of Maine at Farmington
Participants:
Civic Education and Partisan Alignment. Christopher Clark, University of Minnesota - Twin Cities
Developing and Practicing Public Voice: Civic Agency in an International Videoconference. J. Spencer Clark, Utah State University
I Do Discuss Politics: Overcoming the Fear of Discussing a Polarized Election. Ann Herrera Ward, University of Wisconsin - Madison
Discussant: John P. Broome, University of Mary Washington

44.089. Special Education Research: Transition Issues. SIG-Special Education Research; Paper Session
Convention Center, Level One, Room 149 A; 10:35am to 12:05pm
Chair: Elisabeth K. Hess Rice, The George Washington University
Participants:
Beyond the Schooling Years: The Impact of Special Education on Postsecondary Outcomes. Tomoe Kanaya, Claremont University - Claremont McKenna College; Brenda Miranda, Claremont Graduate University
Building Transition Teacher Leadership to Improve Transition Outcomes. Michelle Parker-Katz, University of Illinois at Chicago; Lisa S. Cushing, University of Illinois at Chicago
Improving Transition Education and Services: Paper Versus Online Strategic Planning. Paula D. Kohler, Western Michigan University; June Watters Gotthberg, Western Michigan University; Caitlyn Bukaty, University of Central Florida

44.090. Teacher Stress and Coping: Teacher Preparation and Professional Development for Students’ Mental Health Needs. SIG-Stress and Coping in Education; Symposium
Convention Center, Level One, Room 142; 10:35am to 12:05pm
Chair: Elizabeth Levine Brown, George Mason University
Participants:
U.S. and Canada Teacher Certification Standards for Student Mental Health: A Comparative Case Study. Karen J. Weston, Columbia College; Elizabeth Levine Brown, George Mason University; Kate L. Phillippo, Loyola University Chicago; Susan C. Rodger, University of Western Ontario
Early Childhood Educators’ Emotional Labor and Well-Being. Elizabeth Levine Brown, George Mason University; Colleen Vesely, George Mason University
Examining Special Educators’ Well-Being When Working With Students With Mental Health Needs. Michael W Valenti, Pressley Ridge; Elizabeth Levine Brown, George Mason University; Christy Suzanne Galletta Horner, University of Pittsburgh
K-12 Teacher Professional Development Resources to Support Well-Being and Knowledge of Mental Health. Jill Haak Bohnenkamp, University of Maryland; Lorraine Bernstein, University of Maryland; Meghan Kozlowski, University of Maryland; Sharon Stephans; Nancy Lever; Carrie Fressher, Baltimore County Public Schools; April Lewis, Baltimore County Public Schools
Discussant: Karen J. Weston, Columbia College

44.091. Supporting Technology Integration Through Professional Development. SIG-Technology as an Agent of Change in Teaching and Learning; Paper Session
Marriott Marquis, Level Two, Marquis Salon 13; 10:35am to 12:05pm
Chair: Rachel Anne Winston, George Washington University
Participants:
Does Participation in Video-Supported Collaborative Reflection Change Teacher Practice? Kim Lebak, Stockton University
Enhancing Urban Teachers’ STEM, Technological, and Leadership Capacities Through Innovative Instructional Practices. Purna Mishra, Michigan State University; Leigh Graves Wolf, Michigan State University; Sonya Gunnings-Morton, Michigan State University; Christopher Seals, Michigan State University; Inese Berzina-Pitcher, Michigan State University; Rohit Mehta, Michigan State University
How Teachers Learn and Become Competent via the Evaluation of Digital Materials. Kui Xie, The Ohio State University; Sheng-Lun Cheng, The Ohio State University - Columbus; Min Kyu Kim, The Ohio State University; Nicole Carter Luthy, The Ohio State University - Columbus
Longitudinal Effects of Technology Integration and Teacher Professional Development on Students’ Mathematics Achievement. Ali Bicier, Texas A&M University - College Station; Mahati Kopparla; Robert M. Capraro, Texas A&M University - College Station; Mary Margaret Capraro, Texas A&M University - College Station
Discussant: Nicole Wang, Penn State

44.092. Working Learners: Challenges and Opportunities for Theory, Research, and Practice. SIG-Workplace Learning; Symposium
Convention Center, Level One, Room 143 C; 10:35am to 12:05pm
Chair: Tobin Kyle, ACT Foundation
Participants:
Informal Learning: Beyond the Formal Educational Setting. Michelle Van Noy, Rutgers University - New Brunswick/Piscataway
Doubling Up: Analyzing the Educational and Employment Trajectories of High School Longitudinal Study Youth. Sarah Blanchard, The University of Texas School Climate. Dickson Streete, Teachers College, Columbia University
Work/Learning Balance: Is It Possible for Students? Mary LeFebvre, ACT, Inc.
Increasing Student Success Through Integrating Program of Study Instructional and Work Experiences. Daniel Ash, Jefferson Community and Technical College

44.093. Roundtable Session 32; Roundtable Session
44.093-1. Exploring Attitudes, Beliefs, and Perceptions That Influence School Climate. SIG-Caribbean and African Studies in Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section C; 10:35am to 12:05pm
Chair: Djanna A. Hill, William Paterson University
Participants:
A Comparison of Barbadian and Grenadian Teachers’ Beliefs About Creativity. Mary Grace-Anne Jackman, University of the West Indies - Barbados; James E. J Young, The University of the West Indies - Cave Hill
Free Higher Education in Trinidad and Tobago: The Price Paid. Denzil Streete, Teachers College, Columbia University
Unearthing the Layers: Deconstructing Science Attitudes for Better Understanding of Influencing School and Student Factors. Ramona Erica Archer-Bradshaw, Erdiston Teachers’ Training College; Martin Timothy Hall, Charles Start University

44.093-2. International Freirean Experiences. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section C; 10:35am to 12:05pm
Chair: Blanca Gabriela Caldas, The University of Texas - Austin
Participants:
Freire in the Kitchen: Micro-Farming Grandmothers and the New South Africa. Marguerite K. Rivage-Seul, Berea College
Freirean Pedagogy in a Refugee Camp: Building the Teacher-Student Relationship to Educate Syria’s Displaced Youth. Katherine Koch
Learning How to Become Popular Educators in Brazil. Julio E. Diniz-Pereira, Federal University of Minas Gerais
Reinventing Freire During Gezi Resistance: Reading the Gezi Movement
44.093-3. Investigating Students’ Psychomotor Outcomes, Energy Balance, and Cardiorespiratory Fitness. SIG-Research on Learning and Instruction in Physical Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section C; 10:35am to 12:05pm
Chair: Erin Elizabeth Centeio, Wayne State University
Participants:
Children’s Motor Skill, Physical Activity, and Cardiorespiratory Fitness: A Development Perspective. Xiangli Gu, University of North Texas; Katherine Thomas Thomas, The University of North Texas; Yulin Chen, University of North Texas
Predicting Student Psychomotor and Affective Outcomes in Physical Education Using Different Measures of Teaching Quality. Charalambous Y. Charalambous, University of Cyprus; Ernisc Kyriakides, University of Cyprus; Niki Tsangaridou, University of Cyprus; Leonidas Kyriakides, University of Cyprus
The Process and Outcome of Learning Energy Balance Knowledge in a Physical Education Unit. Senlin Chen, Iowa State University

44.093-4. Intersections of Literacy, Leadership, and Identities of Adult Women. SIG-Adult Literacy and Adult Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section C; 10:35am to 12:05pm
Chair: Margaret B. Patterson, Research Allies for Lifelong Learning
Participants:
Female Literacy in Sub-Saharan Africa: Examining the Role of Index of Economic Freedom and Religion. Amon Okey Okpala, Fayetteville State University; Comfort O. Okpala, North Carolina A&T State University
Women in Social Welfare Programs: Learning to Negotiate and Construct Their Identities. Mary V. Alfred, Texas A&M University; Michelle A Johnson, Texas A&M University - College Station
“A Big and Excellent Opportunity for My Future”: Adult Learner Leadership in Education Services. Margaret B. Patterson, Research Allies for Lifelong Learning

44.093-5. Preservice Teachers’ Learning About Family and Community Involvement. SIG-Family, School, Community Partnerships; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section C; 10:35am to 12:05pm
Chair: Joyce Mahler Duckles, University of Rochester
Participants:
Enacting Family and Community Partnerships and Reciprocal Learning in Inclusive Teacher Education. Victoria I. Paig, Montclair State University
Introducing and Integrating Parental Involvement Case Studies Into Preservice Teacher Training Programs. Zafer Unal, University of South Florida - St. Petersburg; Ashlan Unal, Georgia Southern University; Yasar Bodur, Georgia Southern University
Whose Role Is It to Address National Parent-Teacher Association Standards? Shared Insights of Preservice Teachers. Margaret M. Ferrara, University of Nevada - Reno; Casey A Everheart, University of Nevada Reno; Justine Cooper, University of Nevada Reno
Preservice Teachers’ Self-Efficacy in Working With Families: Can an Immersive Course Make a Difference? Kyong Jin Kim, Ball State University; Linda Taylor, Ball State University

44.093-6. Food Communities, Garden Communities: Underlying Lessons, Limits, and Limitinality. SIG-Environmental Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section C; 10:35am to 12:05pm
Chair: Sybil Kelley, Portland State University
Participants:
Community-Supported Agriculture as a Context for Environmental Education. Alan Wight, University of Cincinnati
Beyond Calories: Food as Relationship in the Learning Gardens. Dilafraz R. Williams, Portland State University
Underlying Epistemologies in the School Garden: What Educators Know and What They Teach. Megan C. McGinty, University of Washington - Seattle
Garden Communities: Ecological Intersubjectivities. Janet McVittie, University of Saskatchewan; Vince B. Anderson, University of Saskatchewan; Ranjan K. Datta, University of Saskatchewan

44.093-7. Rethinking Traditions in (Normative) Literacy Practices: Heteronormativity, Multilingualism, and Dialogue. SIG-Critical Perspectives on Early Childhood Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section C; 10:35am to 12:05pm
Chair: Julia Gillen, Lancaster University
Participants:
Exploring the Use of Literacy as a Tool to Challenge Gender/ Heteronormativity With Second Graders. Paul Hartman, University of Illinois at Chicago
Reconceptualizing Early Childhood Education at the Intersection of Early Learning, Literacies, and Multilingualism. Diana Masny, University of Ottawa; Maria Bastien, University of Ottawa
Reconceptualizing Teacher-Student Dialogue to Support Dual Language Learners’ Oral and Written Responses to Questions. Maureen Schwartz, Lawrence Union Free School District; Lynn E. Cohen, Long Island University - C.W. Post Campus

44.093-8. Educating Teachers Through Arts-Based Educational Research. SIG-Arts-Based Educational Research; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section C; 10:35am to 12:05pm
Chair: Sarah Jean Morrison, Appleby College
Participants:
“It’s Hard to Understand Until You Are in It”: Discussions With Early-Career Teachers. Tabitha Dell’Angelo, The College of New Jersey Images, Speech Balloons, and Artful Representation: Comics as Visual Narratives of Early-Career Teachers. Julian Lawrence, The University of British Columbia; Rita L. Irwin, The University of British Columbia; Ching-Chiu Lin, The University of British Columbia
Making Invisible Intersectionality Visible Through Theater of the Oppressed in Teacher Education. Beth Powers, Millersville University of Pennsylvania; Peter Duffy, University of South Carolina
Researcher as Artist: Cultivating Arts-Based Practices in an Early Preservice Teacher Education Program. Deborah Anne Broderick, Chester County Intermediate Unit

Convention Center, Level Two, Exhibit Hall D Section C; 10:35am to 12:05pm
Chair: Stephanie Stoll Dalton, CREDE Foundation
Participants:
How Playfulness, Popular Culture, and Support of Psychological Needs Sustain Adolescents’ Online Writing. Kathleen Marie Alley, Mississippi State University
Tuned In: The Importance of Peer Empathic Feedback in a Media Literacy Class With Foster Youth. Tony Friesen, Central Connecticut State University; Kelsey Greene, Columbia College Chicago
Educational Research and Visual Cultures: The Case of Video Publishing. Michael A. Peters, The University of Waikato; Tina Besley, The University of Waikato; Petar Jandric, Polytechnic of Zagreb; Milan Bajic, University of Applied Sciences in Zagreb
“Something Is Wrong in the Education System”: Manufacturing a Crisis in the School Documentary. Jacqueline Bach, Louisiana State University

44.093-10. Successes and Challenges in Working With Schools and Educators on Peace Programs. SIG-Peace Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section C; 10:35am to 12:05pm
Chair: Shani Beth-Halachmy, National-Louis University
44.094-3. Research on Literacy Development for Preadolescents. SIG-Research in Reading and Literacy; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section D; 10:35am to 12:05pm
Chair: Patricia Smith, Texas Tech University
Participants:
Before and Beyond Reading Comprehension Strategies: Sixth Graders’ Diverse ModI Operando for Reading. Paul Morsink, Michigan State University
Examining Preadolescents’ Online Literacy Practices: A Survey. Amy Carter Hutchison, Iowa State University; Jamie Colwell, Old Dominion University
Place-Based Education and English Language Arts: Using Local Literature to Foster Relationships With Nature and the Environment. Michael Patrick Cook, Millikin University
The “Stretch” Lexile Band: Potential Implications for Adolescent Struggling Readers. Jennifer Anne Vlangas, Notre Dame of Maryland University; Joan Sattler, Notre Dame of Maryland University

44.094-4. Girls and Women: Forward and Upward in STEM Education. SIG-Research on Women and Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section D; 10:35am to 12:05pm
Chair: Ceal Craig, Druai Education Research
Participants:
African American Women in STEM: Examining the Impact of Social and Cultural Capital on Resiliency. Danielle Ferguson, Morgan State University; Catherine Martin-Dunlop, Morgan State University
An Investigative Shift: Thinking Differently About Research on Women and Undergraduate Engineering Education. Lisa L. Zagourmas, Tennessee Technological University; Sally J. Purdue, Tennessee Technological University; Holly Garrett Anthony, Tennessee Technological University
Complex Algorithms and Diminished Degrees of Freedom: Women Elementary Preservice Teachers’ Narrative Experiences in Mathematics. Kathleen Jablon Stoehr, Santa Clara University; Kathy Carter, The University of Arizona; Amanda Sugimoto, The University of Arizona
The CHARMS Project Research About Elementary African American and Latina Girls: Implications for STEM. Patricia J. Larke, Texas A&M University; Gwendolyn C. Webb-Hasan, Texas A&M University - College Station; Yeping Li, Texas A&M University; Teresa Jimérez, University of Texas Pan American

44.094-5. Interventions and Curriculum Policies. Division L - Educational Policies and Politics; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section D; 10:35am to 12:05pm
Chair: Shauna Campbell, University of Southern California
Participants:
From Rhetoric to College Readiness: Evaluating the Expository Reading and Writing Course. Tony Fong, WestEd; Norman J. Unruh, California State University - Los Angeles; Lisa Benham, Fresno County Office of Education
Partner-Language Learning Trajectories in Dual Language Immersion: Evidence From an Urban District. Jennifer L. Steele, American University; Susan Burkhauser, The RAND Corporation; Robert Slater, American Councils for International Education; Jennifer Li, RAND Corporation; Michael Bacon, Portland Public Schools; Gema Zamarron, University of Southern California; Troy Miller, RAND Corporation

44.094-6. Multicultural Higher Education Theory and Practice. SIG-Multicultural/Multiethnic Education: Theory, Research and Practice; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section D; 10:35am to 12:05pm
Chair: Incho Lee, University of Wisconsin - Eau Claire
Participants:
Diversity and the Need for Cross-Cultural Leadership and Collaboration. Kenneth Robert Roth, California State University - Dominguez Hills; Zachary Stephen Ritter, University of Redlands
Do Transfer Services Staff in Community Colleges Care About Black Male
Responding to Diversity: Enhancing a University’s Teaching Practice for Minority Students. Huangshu Yuan, University of Washington - Seattle

44.094-7. The Complexities and Intersections of Dis/ability Identity in Political and Educational Contexts. SIG-Disability Studies in Education; Roundtable Session Convention Center, Level Two, Exhibit Hall D Section D; 10:35am to 12:05pm
Chair: Kathleen King Thorius, Indiana University - IUPUI
Participants:
A Look Inside: A Systematic Review of Disability Intersectional Research. Lauren Gutmann Kahn, University of Oregon; David Isaac Hernandez-Saca, Arizona State University; Mercedes Adell Cannon, Indiana University - Indianapolis
Exclusion and Identity Production in U.S. Public Schools. Laura Vernikoff, Teachers College, Columbia University; Michael Wilson, Teachers College, Columbia University
Transition Trials. Sarah M Hart, Auckland University; Janet S. Gaffney, The University of Auckland; Mary F. Hill, University of Auckland
“Why Are You Like That, and I’m Like This?” Understanding Disability Identity Development. Carlyn Mueller, University of Washington

44.094-8. Telling the Asian American Story Through Education. SIG-Research on the Education of Asian and Pacific Americans; Roundtable Session Convention Center, Level Two, Exhibit Hall D Section D; 10:35am to 12:05pm
Chair: Kaoru Miyazawa, Gettysburg College
Participants:
An Exploratory Study on the College Pathways and Experiences of Asian American Community College Students. Amanda E. Assalone, Southern Education Foundation, Inc.
Asian American Representation in U.S. History Curriculum Standards. Sohyun An, Kennesaw State University

44.094-9. Current Issues in African and Black Education. SIG-Research Focus on Black Education; Roundtable Session Convention Center, Level Two, Exhibit Hall D Section D; 10:35am to 12:05pm
Chair: Ceola Ross Baber, North Carolina A&T State University
Participants:
A Comparative Study of Racial Discipline Disproportionality in Montessori and Traditional Public Schools. Katherine Elizabeth Brown, University of North Carolina - Charlotte; Amy Shantell Steele, The University of North Carolina at Charlotte
Racial/Ethnic Disparities in Student Exclusions: The Role of School Security. Timothy J Servoss, Canisius College; Jeremy D. Finn, University at Buffalo - SUNY
Get Them in the Game: Multiple Identities in Social Worlds of African Youth. George Nantwi, Teachers College, Columbia University; Hai Soo Chae, Teachers College, Columbia University; Gary J. Natriello, Teachers College, Columbia University
Understanding the Impact of a Class-Based Affirmative Action Policy on Access and Experiences of Black Immigrant Students in Higher Education. Meseret Haitu, University of Denver; Rebecca G Kaplan, University of Colorado - Boulder

Division and SIG Posters

44.095. Poster Session 7; Poster Session
44.095-1. Designing Effective Learning Environments I. Division C - Learning and Instruction; Poster Session Convention Center, Level Two, Exhibit Hall D; 10:35am to 12:05pm
Posters:
1. A Teacher’s Adaptive Expertise Model for Understanding Implementation of Computer-Supported Complex Systems Science Reform Projects. Emma Anderson, University of Pennsylvania; Susan A. Yoon, University of Pennsylvania; Jessica Koehler Yom, University of Pennsylvania; Chad Evans, University of Pennsylvania
2. A Case Study of a Middle School’s STEAM Practices to Promote 21st-Century Skills. Jiaming Cheng, Syracuse University; Yifei Wu, Syracuse University; Tiffany A. Koszalka, Syracuse University
3. Collegiate Research Experiences and Self-Perceived Personal and Professional Development Among University Undergraduates. Susan Carol Losh, The Florida State University; Brandon Joshua Okechukwu Nzeke, University of South Florida
4. Constructivist Approach to Resilience by Families From a Low-Socioeconomic-Status Community of Mamelodi in South Africa. Motlalepule Ruth Mampane, University of Pretoria
5. Engaging Students Through Movement Integration: A Mixed-Method Study to Understand Interest and Concept Retention. Stacia C. Miller, Midwestern State University; Suzanne Fischer Lindt, Midwestern State University
6. Game-Based Teaching for Your Health: Testing a Board Game, Monster Appetite, for Classroom Implementation. Maria Lara Hwang, Teachers College, Columbia University

44.095-2. Division C Section 2a Poster Session 2: Motivational and Affective Processes. Division C - Learning and Instruction; Poster Session Convention Center, Level Two, Exhibit Hall D; 10:35am to 12:05pm
Posters:
9. A Panel Structural Equation Model of the Effects of Trust and Sympathy on Learner Outcomes. Jacqueline P. Leighton, University of Alberta; Qi Guo, University of Alberta; Man-Wai Chu, University of Calgary; Wei Tang, University of Alberta
10. Affective Profiles and Academic Success in a College Anatomy Course. Kristy Amber Robinson, Michigan State University; John Ranellucci, Michigan State University; You-kyung Lee, Michigan State University; Stephanie V. Wormington, Michigan State University; William Saltarelli, Central Michigan University; Cary J. Roseth, Michigan State University; Lisa Linnenbrink-Garcia, Michigan State University
11. Emotions in School Context, Social Relationships, and Academic Adjustment in Kindergarten. Maciel M. Hernández, Arizona State University; Nancy Eisenberg, Arizona State University; Carlos Valente, Arizona State University; Sarah K. VanSchenkeld, Arizona State University; Tracy L. Spinrad, Arizona State University; Kassondra M. Silva, Arizona State University; Rebecca H. Berger, Arizona State University; Anjoli Diaz, Ball State University; Nathan Terrell, Arizona State University - Tempe; Marilyn S. Thompson, Arizona State University; Jody Southworth, Arizona State University
12. Fear Appeals in the College Classroom: Does Perception Match Reality? Tim Urdan, Santa Clara University; Richard Remedios, Northcentral University; Caitlin Courshon, Santa Clara University; Lillian Nguyen
13. Homework Emotion Regulation Scale: Psychometric Properties for Middle School Students. Jianshong Xu, Mississippi State University; Xiaofan Fan, University of Macau; Jiansia Du, University of Macau; Ruiping Yuan, Mississippi State University; Hongyun Wu, Suzhou University of Science and Technology; Guochen Wu, Beijing Normal University
14. Managing Emotions When It Counts: Stress, Academic Achievement Emotions, and Perceptions of Instrumentality. Jenefer E. Husman, Arizona State University; Katherine C Cheng, Arizona State University; Maryann Elizabeth Barnes, Arizona State University; Kurtis Espino, Arizona State University - Tempe
15. University Students’ Daily Goal Motivation and Situational Academic Emotions: An Experience-Sampling Approach. Elina E. Ketonen, University of Helsinki; Julia Dietrich, University of Jena; Julia Moeller, Universität Erfurt; Katarina Salmela-Aro, Ciceco Learning, University of Helsinki; Kirsti M. Lonka, University of Helsinki
20. Better Under Pressure? A Phenomenology of College Students’ Active Procrastination. Lauren C. Hensley, The Ohio State University

23. Development of Student Leaders: Impact of Mentoring by Student Affairs Professionals. Kim D. MacGregor, Louisiana State University; Jerry Michael Whitmore, University of Wisconsin - Madison; Eric C. Vaughn, Jackson State University; Craig A Marcus, Louisiana State University - Baton Rouge


27. General Education Pathways to Success: The Impact of General Education Pathways on Student Writing. Su L. Swarat, California State University - Fullerton; Alison Wynn, California State University - Fullerton; Brent Foster, California State University - Fullerton; Irena Praitis, California State University - Fullerton; Steve Westbrook, California State University - Fullerton; Laura Lohman, California State University - Fullerton; Peter Nwossu, California State University - Fullerton


30. Meta-Analysis of Self-Efficacy Interventions in Higher Education. Monica Maria Silva, University of San Francisco; Lisa Ryan, Saint Mary’s College of California; Kimberly Kalkbrenner, University of San Francisco; Carl Featherston, University of San Francisco; Patricia L. Busk, University of San Francisco

32. Division J Section 7 Poster Session 1. Division J - Postsecondary Education; Poster Session

Convention Center, Level Two, Exhibit Hall D; 10:35am to 12:05pm

Posters:

20. Applying Risk Management Theory to Assess Career Aspiration Scale. Hyojong Han, University of Georgia - Athens; Minho Kwak, University of Georgia - Athens; Jay W. Rotecki, University of Georgia

33. Between Avoidance and Problem Solving: What Roles Do Resilience, Efficacy, and Social Support-Seeking Play? Robert Eschenauer, Saint John’s University; Ming-Hui Li, Saint John’s University; Heather Robertson, St. John’s University


37. How High School Counseling Departments Relate to Student College Preparation Behaviors and Institutional Preferences. Chenoa S. Woods, Florida State University

39. How Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP) Supports College Enrollment and Success: A “Whole-Person” Counseling Approach. Dolores DeRaro Mena, San José State University; Lorri Capizzi, San Jose State University; Carolyn H. Hofstetter, University of California - San Diego

41. School Counselors’ Impact on Underrepresented Students’ Thinking About Postsecondary Education: A Nationally Representative Study. Blaire Cheolwa, University of Virginia; Christina Koch Burkhardt, Rockbridge County Schools; Michael Fox Hull, University of Virginia

42. Understanding the Connection Among Belonging, Resilience, and Self-Regulatory Learning Among Urban Youth: A Structural Equation Modeling Model. Christopher D. Slaten, University of Missouri - Columbia; Ming Ming Chiu, Purdue University; Zachary Elison, Purdue University; Chad Allen Rose, University of Missouri - Columbia

43. College Experiences and Depression Among Asian American College Students. Katie Kwon Koo, University of Maryland - College Park

44. Gender and Identity: Links to Adjustment. Division E - Counseling and Human Development; Poster Session

Convention Center, Level Two, Exhibit Hall D; 10:35am to 12:05pm

Posters:

44. Adolescents’ Beliefs About the Nature of Gender and Sexual Orientation: The Role of Essentialist Thinking in Intergroup Attitudes and Peer Relations. Negin Ghavami, University of California - Los Angeles

45. “We Staked Our Claim”: The Resilience Strategies of Transgender Students in Middle and High School. Kris M. De Pedro, Chapman University

46. Ego Identity Statuses in Lebanese Youth: Relation With Gender and Achievement. Ketty M. Sarouphim, Lebanese American University; Nadya Kaddoura

47. Traditional Gender Role Beliefs Have Consequences: Long-Term Impacts on Educational and Occupational Choices. Anna-Lena Dicke, University of California - Irvine; Nayssan Safavian, University of California - Irvine; Jacqueline Eccles, University of California - Irvine
44.095-7. Current Issues in Gifted Education and Creativity Research.
SIG-Research on Giftedness, Creativity and Talent; Poster Session
Convention Center, Level Two, Exhibit Hall D; 10:35am to 12:05pm
Posters:
48. Applying a Psychoeducational Identification Model to Middle School Rural Gifted Students With High Aptitude in STEM. Susan G. Assouline, University of Iowa; Ann Lupkowski Shoplik, The University of Iowa; Lori Marie Ibrig, The University of Iowa
49. Applying the Mixed Rasch Model to the Runco Ideational Behavior Scale. Sedat Sek, Harvard University
50. Comparing Dual Enrollment and Advanced Placement in the Context of Gifted Education. Melanie Caughey, University of Virginia; Annalissa V. Brodersen, University of Virginia
51. Gifted Secondary School Students: The Perceived Relationship Between Enrichment and Achievement Orientation. Carla Brigandi, West Virginia University; Del Siegle, University of Connecticut; Jennie Weiner, University of Connecticut; E. Jean Gubbins; Catherine A. Little, University of Connecticut
52. Giftedness in Mathematics and Peak Performance: Can Motivation of Classroom Structure Make a Difference? Marks Lutfiengger, Universität Wien; Marlene Kollmayer, University of Vienna; Evelyn Bergmann, University of Vienna; Gregor Jöstl, University of Vienna; Christiane Spiel, University of Vienna; Barbara Schober, University of Vienna
53. Growing Within and Outside of School: Voices of “Super Users” of Supplemental Gifted Programs. Saiying Steenbergen-Hu, Northwestern University; Paula Olszewski-Kubilius, Northwestern University; Eric Calvert, Northwestern University
54. Studying Engineering Technology Courses Designed to Promote Student Creativity. Jen Katz-Buonincontro, Drexel University; Orin Davis, Baruch College
55. Teacher Perceptions of Creativity: A Systematic Synthesis of the Literature. Amy Willerson, University of North Texas; Dianna R. Mullet, University of North Texas; Kristen Blackmon, University of North Texas
56. The Identification Gap: When Just as Good Isn’t Enough. D. Betsy Mccoach, University of Connecticut; Del Siegle, University of Connecticut; Carolyn M. Callahan, University of Virginia; E. Jean Gubbins
57. Toward an Iranian Conception of Giftedness. Sareh Karami, Purdue University; Mehdi Ghahremani, Purdue University; Pamela Richardson, The University of British Columbia; Lynn Bosetti, The University of British Columbia
58. Underrepresentation of English Learners in Gifted Education: Using Critical Discourse Analysis to Foster Conversation. Susan Dulong Langley, University of Connecticut
59. Using State District Program Plans to Analyze District Practices in Identifying and Delivering Services to Gifted Students. Carolyn M. Callahan, University of Virginia; E. Jean Gubbins; Mona Aliana Mohammad Almin, University of Virginia; Annalissa V. Brodersen, University of Virginia; Sarah Hack Luria, University of Connecticut; Melanie Caughey, University of Virginia; Karen Cross, University of Connecticut; Susan Dulong Langley, University of Connecticut; Sunhee Park, University of Virginia

44.095-8. Propensity Score Analysis for Examining the Effects of a District-Level Intervention: A Model for School-University Partnerships. SIG-School/University Collaborative Research; Poster Session
Convention Center, Level Two, Exhibit Hall D; 10:35am to 12:05pm
Poster:
60. Propensity Score Analysis for Examining the Effects of a District-Level Intervention: A Model for School-University Partnerships. Laura M. O’Dwyer, Boston College; Avery Newton, Boston College

SIG-Systematic Review and Meta-Analysis; Poster Session
Convention Center, Level Two, Exhibit Hall D; 10:35am to 12:05pm
Posters:
62. Are Practice Tests Effective for Learning? Reexamining the Testing Effect! Oluosola Olailekan Adesope, Washington State University; Dominic Angelo Trevisan, Simon Fraser University; NarayanKripa Sundararajan, Washington State University - Pullman

44.095-10. Division J Section 3 Poster Session. Division J - Postsecondary Education; Poster Session
Convention Center, Level Two, Exhibit Hall D; 10:35am to 12:05pm
Poster:
63. Evaluating the Role of Leadership in an Institutional Initiative to Reform Undergraduate Biology Education. Rebecca Matz, Michigan State University; Sarah E. Jardeleza, Michigan State University

44.095-11. Division E Section 1 Poster Session. Division E - Counseling and Human Development; Poster Session
Convention Center, Level Two, Exhibit Hall D; 10:35am to 12:05pm
Poster:
64. Childhood Adversity Associated With Educational and Health Outcomes for a National Sample of Students. Michelle V. Porche, Boston University; Darcé M. Costello, Wellesley College; Myra Rosen-Reynoso, University of Massachusetts - Boston

Sunday, 12:25 pm

AERA Sessions

45.010. Awards Luncheon (#AERAAwards), AERA Sessions; Invited Speaker Session
Convention Center, Level Three, Ballroom ABC; 12:25-2:25pm
Chair: Jeanne Oakes, University of California - Los Angeles
Award Chairs: Thomas S. Popkewitz, University of Wisconsin; Terrie Epstein, Hunter College - CUNY; Rodney K. Hopson, George Mason University; Marybeth Gasman, University of Pennsylvania; Sharon Nelson-Barber, WestEd; A. Wade Boykin, Howard University; Dorinda J. Gallant, The Ohio State University; Koji Lomote; Western Carolina University; Gerunda B. Hughes, Howard University; Lauria W. Perna, University of Pennsylvania; Beverly Lindsay, University College London; Micheline T.H. Chi, Arizona State University; Kent McGuire, Southern Education Foundation; Cleveland Hayes, University of LaVerne

Sunday, 2:00 pm

Goverance Meetings and Events

46.001. Review of Research in Education Editorial Closed Board Meeting. AERA Governance; Governance Session
Marriott Marquis, Level Three, Adams Morgan; 2:00-4:35pm
Chairs: Maisha T. Winn, University of Wisconsin - Madison; Mariana Souto-Manning, Teachers College, Columbia University

Sunday, 2:45 pm

Goverance Meetings and Events

47.001. Journal of Educational and Behavioral Statistics Closed Management Committee Meeting. AERA Governance; Governance Session
Marriott Marquis, Level One, University of DC; 2:45-4:15pm
Chair: Brian W. Junker, Carnegie Mellon University

AERA Related Activities

47.010. AERA Online Annual Meeting Management System (All Academic). Demonstration and Training for Program Chairs: Open Session 2. AERA Related Activities; Workshop
Marriott Marquis, Level Four, Independence Salon H; 2:45-4:15pm
Chair: Rick Peacaon; All Academic, Inc.

Presidential Sessions

47.011. Can Public Scholarship Help School Finance Policy Meet the Challenge of Increasing Diversity? AERA Presidential Session; Invited Speaker Session
Committee Sessions

47.021. Challenges and Successes in Early-Grades Mathematics Education in Low-Income Contexts. International Relations Committee; Symposium
Convention Center, Level One, Room 144 A; 2:45-4:15pm
Chair: Wendi D.S. Ralaingita, RTI International
Participants:
Mathematics Assessment in Low-Resource Countries. Deepa Srikantaiah, Global Partnership for Education
Teachers’ Use of Formative Assessment Data: Challenges and Opportunities. Lindsey Perry, Southern Methodist University; Leanne R. Ketterlin-Geller, Southern Methodist University
Teacher Knowledge and Beliefs: Challenges and Opportunities in Low-Resource Countries. Wendi D.S. Ralaingita, RTI International
25 Years of Mathematics Teaching in the Classroom: Recommendations for the Field. Linda Michele Platas, San Francisco State University

47.022. Gender and the STEM Fields. Committee on Scholars and Advocates for Gender Equity in Education; Paper Session
Convention Center, Level One, Room 155; 2:45-4:15pm
Participants:
Are Efficacy Beliefs Enough? An Investigation of High School Girls’ Potential Science Course Paths. Jill Patterson, William Paterson University; Ane Turner Johnson, Rowan University
Female Undergraduate Engineering Major Experiences and Perspectives: Going Beyond Just Getting Them In. Diane H. Silva Pimentel, University of New Hampshire
Sex Differences in Career Guidance of Undergraduate Math Students and the Relation to Help-Seeking Behaviors. Lauren A Blondeau, The University of Texas - Austin; Germaine Awad, The University of Texas - Austin; Brett Cooper, The University of Texas - Austin; Colette di Rea, The University of Texas - Austin;盖伊·弗瑞, The University of Texas - Austin; Christy Koons, The University of Texas - Austin; ...
The Act of Negotiating “Icky” Aspects and Minority Ambitions to Pursue Postsecondary in STEM. Rashmi Kumar, University of Pennsylvania


Discussant: Melinda Anne Lemke, Swansea University

47.023. Graduate Student Council Fireside Chat. Bullying and Cyber Bullying: What Do We Know and Where Do We Go From Here? Graduate Student Council; Invited Speaker Session
Convention Center, Level One, Room 140 AB; 2:45-4:15pm
Chair: Gabriel Joey Merrin, University of Illinois - Urbana-Champaign; Matthew King, University of Illinois at Urbana-Champaign
Speakers: Dorothy L. Espelage, University of Illinois at Urbana-Champaign; Chad Allen Rose, University of Missouri - Columbia

47.024. The Definition of “English Learner” as a Matter of Social Justice for Policy Making. Social Justice Action Committee; Invited Speaker Session
Convention Center, Level One, Room 147 A; 2:45-4:15pm
Chair: Kenji Hakuta, Stanford University
Speakers: Robert T. Linquanti, WestEd; Joseph P. Robinson-Cimpian, University of Illinois at Urbana-Champaign; Ilana Marice Umansky, University of Oregon; Karen D. Thompson, Oregon State University; James Soland, Kingsbury Center at NWEA; Guadalupe Diaz, Oregon State University

Discussants: Patricia C. Gándara, University of California - Los Angeles; Jennifer A. O’Day, American Institutes for Research

47.025. Challenges Related to Learning Outcomes. World Education Research Association (WERA); Paper Session
Convention Center, Level One, Room 151 A; 2:45-4:15pm
Chair: Margaret Funke Omidire, University of Pretoria
Participants:
- Academic Probation (Policy/Classification) and Student Engagement. Abraham Barouch-Gilbert, Instituto Tecnologico de Santo Domingo

From “Pushed out” to “Pulled In”: Creating Spaces of Cooperative Learning Using Cultural Education. Mario Gerardo Galicia, University of California - Santa Barbara; Victor Rios, University of California - Santa Barbara

47.026. Educating Diverse Democracies: Comparing the Voices of Teachers and Students on Activity-Based Learning in Eight Countries. World Education Research Association (WERA); WERA Symposium
Convention Center, Level One, Room 154 A; 2:45-4:15pm
Chair: Peter Yee Han Joong, University of Toronto
Participants:
- Descriptions of Education System and Context and Reform Initiatives in Each Country. Peter Yee Han Joong, University of Toronto
- Comparisons of the Survey Results From All Eight Countries. Peter Yee Han Joong, University of Toronto; Kathryn A. Noel, University of Western Ontario; Peter Francis Wintz, University of Guyana; Nalini Ramsawak-Jodha, The University of the West Indies; Thomas Gerald Ryan, Nipissing University
- Sample Results of Open-Ended Questions From Surveys. Peter Yee Han Joong, University of Toronto; Thomas Gerald Ryan, Nipissing University; Peter Francis Wintz, University of Guyana; Kathryn A. Noel, University of Western Ontario; Nalini Ramsawak-Jodha, The University of the West Indies

Conclusions and Discussions. Peter Yee Han Joong, University of Toronto
Discussant: Peter Yee Han Joong, University of Toronto

47.027. School Leadership and Practitioner Research: Criticality or Domestication? World Education Research Association (WERA); WERA Symposium
Convention Center, Level One, Room 153; 2:45-4:15pm
Chair: Pete Boyd, University of Cumbria
Participants:
- Action Research by Early Childhood Teachers in Chile: A Tool for a Broader Change? Paula Guerra, Universidad Diego Portales; Ignacio Figueroa, Universidad Diego Portales
- School Leadership and Supporting Culture for Quality Improvement in Practitioner Research: Toward a Research Partnership. Joanna Maria Madalinska-Michalak, University of Warsaw
- Teacher Researchers: Position, Knowledge, Power, and Criticality. Pete Boyd, University of Cumbria; Lesley Curtis, Everett Nursery School and Family Centre

Discussant: Tim Wall, Northwest Missouri State University

47.028. Teacher Leadership and Professional Development. World Education Research Association (WERA); Paper Session
Convention Center, Level One, Room 144 C; 2:45-4:15pm
Chair: Sue Winton, York University
Participants:
- From Guided Teacher Into a Leader: A Three-Stage Professional Development Model for Empowering Teachers. Anat Abramovich, Technion Israel Institute of Technology; Shirley Medijensky, Oranim Academic College of Education
- A Missing Link? Contemporary Insights Into Principal Preparation and Training in Russia. Katsiaryna Kukso, National Research University Higher School of Economics; Natalia Isaeva; Nadezhda Bysik
- Who’s Known and What’s Important in Forming a School Reputation. Tiedan Huang, Fordham University; Dale Cox; Theron Mott; Courtney Lowe; Roland K Yoshida

47.029. World Education Research Association Outreach Committee.
World Education Research Association (WERA); Governance Session
Convention Center, Level Three, Room 302; 2:45-4:15pm
Chair: Rocio Garcia-Carrion
Participant: Motlalepule Ruth Mampane, University of Pretoria

State and Regional Educational Research Association Sessions

47.030. State and Regional Educational Research Associations: Distinguished Paper Session 3. Consortium of State and Regional Educational Research Associations; Invited Speaker Session
Marriott Marquis, Level Four, Monument; 2:45-4:15pm
Chair: Walter Mathews, Evaluation Associates of New York
Participants:
- Georgia Educational Research Association: Promising Practices for Supervisors of Teacher Candidates Enrolled in Yearlong, Co-Taught Clinical Experiences. Toni Strieker, Kennesaw State University; Woong Lim, Kennesaw State University; Daphne W. Hubbard, University of South Alabama; Megan Adams, Kennesaw State University; Neporcheta Cone, Kennesaw State University; Cherry Steffen, Washburn University
- Southwest Educational Research Association. The Student Writing Affect Survey: Measurement Development and Validation. Katherine Landau Wright, Texas A&M University - College Station; Tracey S. Hodges, University of Southern Mississippi
- Rocky Mountain Educational Research Association: Effects of Positively and Negatively Worded Items on Estimated Latent Trait Scores. Ki Matlock, Oklahoma State University; Ronna C Turner, Oklahoma State University; Wallace D. Gitchel, University of Arkansas at Little Rock

Discussants: Christa R. Winter, Springfield College; Grant B. Morgan, Baylor University

Division Sessions

47.031. Culturally and Racially Responsive Leadership. Division A - Administration; Paper Session
Convention Center, Level Two, Room 206; 2:45-4:15pm
Chair: Joseph Wiemelt, Urbana School District 116
Participants:
Does Cultural Intelligence Matter? Effects of Principal and Teacher Cultural Intelligence on Latino Student Achievement. Kathy S. Collins, Ouachita Baptist University; Ibrahim Duyar, University of Arkansas at Little Rock; Carolyn Pearson, University of Arkansas at Little Rock

Student Achievement, Well-Being, and School Improvement: Applying Critical and Culturally Responsive Leadership in Transnational Contexts. Andres Peter Santamaria, Auckland University of Technology; Lorri Michelle Johnson Santamaria, The University of Auckland; Melinda Webber, The University of Auckland; Lincoln Dam, The University of Auckland; Sharon Jayavant, University of Auckland


Early College High School Principals as Democratic, Socially Just, Culturally Responsive Leaders. Hattie Lee Hammond, Clemson University

Leading Dual Language Programs: Social Justice Leadership Along the U.S.-Mexico Border. David Edward DeMatthews, The University of Texas - El Paso; Elena Iquiadero, The University of Texas - El Paso; Vanessa Espitia Mendosa, The University of Texas - El Paso

Discussant: Rosa L. Rivera-McCutchlen, Lehman College - CUNY

47.032. Inverting the Leadership Paradigm: Voices of Youth and Parent Leaders for Social Justice. Division A - Administration; Symposium Marriott Marquis, Level Three, LeDroit Park; 2:45-4:15pm Chair: Melanie Bertrand, Arizona State University

Participants:
The Racial Politics of Social Justice Education and Leadership: Perspectives of High School Students of Color. Anjale Devaun Welton, University of Illinois at Urbana-Champaign; Tiffany Octavia Harris, University of Illinois
The Potential of Youth Participatory Action Research to Reposition Students of Color as Social Justice Educational Leaders. Melanie Bertrand, Arizona State University

Discussant: Ann M. Ishimaru, University of Washington

47.033. Critical Theory as Race Intervention. Division B - Curriculum Studies; Paper Session Marriott Marquis, Level Four, Liberty Salon M; 2:45-4:15pm Chair: Michael J. Dunas, University of California - Berkeley

Participants:
The Antinomy of Whiteness: A Pedagogical Engagement With the Duality of the White Psyche. Ricky Lee Allen, University of New Mexico
(Un)doing the Black Male in Special Education: Examining Discourses of Disability, Eugenics, Medicalization, and Curriculum. Karla R Manning, University of Wisconsin - Madison

Discussant: Amber Pabon, University of Pittsburgh


Participants:
Hopi Educators Reimagine Curriculum and Pedagogy as Nation Building. Jeremy Garcia, University of Arizona
Complicating Democracy by Clarifying the Diné Community. Hollie Anderson Kulago, Elmira College
Humanizing Teaching and Research: Co-Creating and Sustaining Dialogic Relationships. Timothy Jose San Pedro, The Ohio State University
Positioning Indigenous Early Childhood Preservice Teachers as Nation Builders. Danielle R. Lansing, Southwestern Indian Polytechnic Institute

Discussant: Tiffany S. Lee, University of New Mexico

47.035. Cyber-Enabled Research That Repurposes a Major Video Collection on Students’ Mathematical Reasoning. Division C - Learning and Instruction; Symposium Convention Center, Level One, Room 144 B; 2:45-4:15pm Chair: Carolyn Alexander Maher, Rutgers University

Participants:
Creating and Using VMCAnalytics for Preservice Teachers’ Studying of Argumentation. Cheryl K. Van Ness, Rutgers University
Teachers Support Students’ Construction of Mathematical Understanding and Development of Academic Language. Louise C. Wilkinson, Syracuse University
Applying Child Development Theories to Classroom Videos: Preservice Teachers Construct Multimedia Narratives. Marjory F. Pallas, Rutgers University - New Brunswick/Piscataway
Multimedia Narratives as Windows Into Teachers’ Perspectives on Pedagogy. Robert Sigley, Rutgers University - New Brunswick/Piscataway

Discussant: Elizabeth B Uptegrove, Felician College

47.036. Dealing With Hard Words: Measurement, Relations, and Instruction of Academic Vocabulary That Considers Word Properties. Division C - Learning and Instruction; Symposium Convention Center, Level One, Room 150 A; 2:45-4:15pm Chair: Amanda P. Goodwin, Vanderbilt University

Participants:
Embracing Complexity: Assessing Morphological Knowledge for Middle School Students. Amanda P. Goodwin, Vanderbilt University; Yaacov Petscher; The Florida Center for Reading Research
Developing a New Approach to Measuring Polysemy. Kenneth Logan, New York University; Michael J. Kieffer, New York University
Diverse High School Students’ Academic Vocabulary Knowledge: Implications for Academic Achievement Across Disciplines. Dianna R. Townsend, University of Nevada - Reno; Hannah Carter, University of Nevada; Ana Taboada Barber; University of Maryland; Daii Kiernan, Washoe County School District
Contributions of Lexical Morphology to English Learners’ Academic Vocabulary Learning. Amy C. Crosson, University of Pittsburgh; Margaret G. McKeown, University of Pittsburgh; Debra W. Moore, University of Pittsburgh; Elizabeth Hirshorn, University of Pittsburgh

Discussant: David K. Dickinson, Vanderbilt University - Peabody College

47.037. Designing for Teacher Learning and Enduring Reform Within Science Education. Division C - Learning and Instruction; Structured Poster Session Convention Center, Level One, Room 101; 2:45-4:15pm Chairs: Carrie D. Allen, University of Colorado - Boulder; Sara C. Heredia, Exploratorium Teacher Institute

Participants:
1. Examining the Relationship Between Teachers’ Organizational Sense-Making and Their Implementation of Next Generation Science Standards–Aligned Instruction. Carrie D. Allen, University of Colorado - Boulder
2. An Assets-Based Professional Development Approach to Support Middle School Teachers’ Implementation of Next Generation Science Standards. Sara C. Heredia, Exploratorium Teacher Institute
3. Co-Designing Supports for Science Instruction: Lessons From a Research-Practice Partnership. Eileen Gillgun, Clark County School District; Nomy Alizce, SRI International; Savitha Moorthy, SRI International; Andrew E. Krumm, SRI International; David Miller, Clark County School District; Kevin David Biesinger, Clark County School District
4. Designing a New Next Generation Science Standards–Aligned High School Biology Curriculum Unit and Associated Teacher Professional Development. Louisa J. Stark, University of Utah; Nicola Barber, University of Utah; Kristin M. Bass, Rockman et al; Molly Malone, Jo Ellen Roseman, American Association for the Advancement of Science
5. Designing Scaffolds to Support Teacher Use of a Learning Progression for Formative Assessment Tools and Practice. Erin Marie Furtak,
47.038. Research in Secondary Mathematics Contexts. Discussion C - Learning and Instruction; Paper Session
Convention Center, Level One, Room 150 B; 2:45-4:15pm
Chair: Orly Buchbinder, University of New Hampshire
Participants:
- High School Mathematics Teachers’ Recognition of the Diagnostic Register in Proof Problems. Patricia G. Herbst, University of Michigan - Ann Arbor; Justin Kelly Dimmel, University of Michigan; Ander Willard Erickson, University of Michigan
- Paging the Mathematician General: Empirical Warnings for Diagram Use. Brian D. Beitzel, SUNY - College at Oneonta; Richard K. Staley, SUNY - College at Oneonta
- Geometry Students’ Arguments About a One-Point Perspective Drawing. Anna Fricano DeJarnette, University of Cincinnati; Giorisana Gonzalez, University of Illinois at Urbana-Champaign
The Effects of Promoting Error Reflection on Algebra Learning. Christina Barbieri, University of Delaware; Julie L. Booth, Temple University
Discussant: Samuel Otten, University of Missouri - Columbia

47.039. Youth Engagement and Belonging. Discussion E - Counseling and Human Development Cosponsored with SIG-Motivation in Education; Paper Session
Convention Center, Level One, Room 145 B; 2:45-4:15pm
Chair: Cynthia Hudley, University of California - Santa Barbara
Participants:
- Cross-Ethnic Friendships, School Belonging, and the Moderating Roles of Ethnicity and School Ethnic Representation. Hannah Levy, University of California - Los Angeles; Sandra Graham, University of California - Los Angeles
- Promotive and Corrosive Roles of School Racial Climates in African American Students’ Mathematics Self-Concepts and Outcomes. Sarah E. McKeear, University of Michigan - Ann Arbor; Aisa Daphne Marchand, University of Michigan; Matthew Diemer, University of Michigan; Oksana Malanchuk, University of Michigan
- Relationship Between Parent Education and Students’ Sense of Belonging in Secondary School. Nidia Ruedas-Gracia, Stanford University; Teresa D. LaFromboise, Stanford University; Saima Malik, Stanford University; Shadab Hussain, Stanford University
The MAP to Purpose: A Model of Youth Purpose, Motivation, and Civic Engagement in Adolescence. Lía Falco, The University of Arizona; Jessica J. Summers, The University of Arizona

47.040. State Policy and Schools. Discussion F - History and Historiography; Paper Session
Convention Center, Level One, Room 159 B; 2:45-4:15pm
Chair: Michelle M. Morgan, Missouri State University
Participants:
- The Framing, Reframing, and Recontextualization of Bilingual Education Policy in Texas. Kathryn Dixon, Texas A&M University - Commerce
Discussant: Michelle M. Morgan, Missouri State University

47.041. Advancing Ancestral Knowledge Systems as a Conceptual Framework to Decolonize Research Methodologies in Arizona. Discussion G - Social Context of Education; Symposium
Marriott Marquis, Level Two, Marquis Salon 9; 2:45-4:15pm
Chair: Teresa L. McCarty, University of California - Los Angeles
Participants:
- Educating Emerging Researchers: Voicing a Multiplicity of Knowledge Systems in the Academy. Lydia Montelongo, Arizona State University
- Language Revitalization in La Casa: Reclaiming Mexicano. Rosalva Mojica Lagunas, Arizona State University - Tempe
Discussant: Eve Tuck, University of Toronto

47.042. Bilingualism as a Resource for Meeting the Demands of the Common Core State Standards. Discussion G - Social Context of Education; Symposium
Marriott Marquis, Level Four, Liberty Salon K; 2:45-4:15pm
Chair: Carmina Makar, City College of New York - CUNY
Participants:
- Bilingual Classrooms and the Common Core: Examining Teacher Practices in the Era of Standards-Based Reform. Carmina Makar, City College of New York - CUNY; Dina A. Lopez, City College of New York - CUNY
- Developing a Heteroglossic Vision of Dual Language Education: Translanguaging Texts and the Common Core. Nelson Flores, University of Pennsylvania
- Institutionalizing Bilingual Education in New York State: The Principles of the Bilingual Common Core Initiative. Patricia Velasco, Queens College - CUNY
Discussant: Sonia Nieto, University of Massachusetts - Amherst

Marriott Marquis, Level Two, Marquis Salon 10; 2:45-4:15pm
Chair: Elizabeth Bier Moje, University of Michigan
Participants: Alfredo J. Artilles, Arizona State University; Adam Gamoran, William T. Grant Foundation
Participants:
- A Point in Time: A Point of Origin. Richard J. Meyer, University of New Mexico; Bess Allweger, Towson University
- The Education Revolution Will Not Be Standardized: The “Moral Imperative” of Testing Refusal. Morna M. McDermott, Towson University
- Building Resistance by Seizing Tensions Within the Conservative Restoration. Denisha Jones, Howard University; Becky L. Noel Smith, Opt Out Orlando & Save Our Schools; Ricardo D. Rosa, University of Massachusetts - Dartmouth; Jessica Heybach, Aurora University

Marriott Marquis, Level Two, Marquis Salon 16; 2:45-4:15pm
Chair: Jennifer R. Nájera, University of California - Riverside
Participants:
- The Margins of Neoliberal Reform: Envisioning Critical Race Praxis Along the Borders of K–12 Education. Steven Moreno-Terrill, University of California - Riverside
Lessons Learned From Immigrant Latina Mothers on Parent Trigger in Compton, California. Lizette Lucha Arévalo, University of California - Riverside
Preparing Teachers of Color in the Alternative Education System. Nallely Arteaga, University of California - Riverside
Making Space for Transformative Teaching: An Analysis of Student-Centered and Critical Race Pedagogies in Higher Education. Franklin Christopher Perez, California State University - Fullerton
Teach For America as Neoliberal Racism: A Critical Race Analysis of an Alternative Teacher Certification Program. Arturo Navarez, University of California - Riverside

Marriott Marquis, Level Two, Marquis Salon 3; 2:45-4:15pm
Chair: Carmen L. Medina, Indiana University - Bloomington
Participants:
Small Data, Big Moments: Bearing With-ness in Community-Based Research. Lalitha M. Vasudevan, Teachers College, Columbia University
Theorizing Practices of Queer Chicana Teachers: Decolonizing the Violence of Silence. Carol Brochin, The University of Arizona
“You Have to Be a Circle, Not a Square”: Theorizing Personal, Professional, and Community Knowledge With Puerto Rican Teachers. Sandra Quinones, Duquesne University
Discussant: Gerald Campano, University of Pennsylvania

47.047. Lessons in Community School Implementation: Case Examples From Oakland, Chicago, and Utah. Division H - Research, Evaluation and Assessment in Schools; Symposium
Marriott Marquis, Level Two, Marquis Salon 2; 2:45-4:15pm
Chair: Reuben Jacobson, Institute for Educational Leadership
Participants:
Lessons From Oakland: Collaborative Leadership and Strategic Coordination in Community Schools. Kendra Fehr, John W. Gardner Center; Jacob Leos-Orubel, Stanford University
Lessons From Chicago: The Role of Lead Community-Based Agencies in Elev8. Stephen Baker, Chapin Hall at the University of Chicago; Amelia Kohm, Chapin Hall at the University of Chicago
Lessons From Utah: The Role of the State and District in Supporting Community Schools. Dawn Anderson-Butcher, The Ohio State University - Columbus; Lauren Palata, The Ohio State University - Columbus
Discussant: Joseph P. McDonald, New York University

47.048. Expertise and Complex Decision Making. Division I - Education in the Professions; Paper Session
Convention Center, Level One, Room 143 B; 2:45-4:15pm
Chair: Anthony R. Artino, Uniformed Services University of the Health Sciences
Participants:
Process Modeling: A Structured Approach to Assessing Complex Decision Making. Robert J. Cook, American Board of Internal Medicine; Steven J. Durning, The Uniformed Services University of the Health Sciences
Preventing the Covering up of Errors: Designing Professional Work Environments for Learning From Error. Therese Grohnert, Maastricht University; Roger Meuwissen, Maastricht University; Wil H. Gijseelaers, Maastricht University
How Engineering Experts Solve Complex Transport Problems: Findings to Influence Engineering Education and Student Innovation. Stephanie Rivale, University of Colorado; Kenneth R. Diller, The University of Texas - Austin
Does Cognitive Expertise in Design Exist? Implications for Design Education. Sarah Uqquhart, Utah State University; Joana Franco, Utah State University
Discussant: Jeroen J.G. Van Merrienboer, Maastricht University

47.049. 100 Years of Inequities in Higher Education: A Critical Conversation About the Realization of Social Justice in the Academy. Division J - Postsecondary Education; Invited Speaker Session
Convention Center, Level One, Room 146 C; 2:45-4:15pm
Chair: Lori D. Patton, Indiana University
Participants:
James D. Anderson, University of Illinois at Urbana-Champaign; Joy Ann Williamson-Lott, University of Washington; Shaun R. Harper, University of Pennsylvania; Eddie R. Cole, College of William and Mary

47.050. Focus on STEM. Division J - Postsecondary Education; Paper Session
Convention Center, Level One, Room 159 A; 2:45-4:15pm
Chair: Montrischa Money Williams, American Institutes for Research
Participants:
Beyond Traditional STEM Success Measures: Predictors of Social Agency and Conducting Research for Social Change. Juan Carlos Garibay, University of Virginia
Exploring Self-Efficacy and Agency in Supporting Students’ Ability to Metacognitively Self-Regulate in a STEM Course. Yaxihe N. Nieder, Washington State University; Julie Dangremond Stanton; Isaura J. Gallegos; Jonathan Torres; James Lewis; Nicole Clark, Washington State University - Pullman
The Next Generation of Innovators: Examining Differences Between Humanities and STEEM Students. Tiffany Lee Tang, University of California - Los Angeles
Discussant: Melissa McDaniels, Michigan State University

47.051. Philanthropy and Community Partnerships. Division J - Postsecondary Education; Paper Session
Convention Center, Level One, Room 102 A; 2:45-4:15pm
Participants:
Designing Dialogues for School and Community Transformation: A Model of University-Community Planning for College Access. Katherine R. Bruna, Iowa State University; Jane Rongerude, Iowa State University; Glenna M. Bivens, Iowa State University; Kim Greder; Carla A. McNelly, Iowa State University; Jacqueline Nester
Global Poverty and Higher Education: A Business Education Course About Subsistence and Sustainability. Xiuying Sophy Cai, University of Illinois at Urbana-Champaign
Mirroring Social Identity and Philanthropic Motivations in Higher Education. Noah Daniel Drezen, Teachers College, Columbia University
University-Community Civic Collaboration: Reaching for Equity in Partnership Beyond the University. Jessica Shiller, Towson University
Discussant: Tami L. Moore, Oklahoma State University

47.052. Arts Integration and Imagination: Professional Development in a New Key. Division J - Teaching and Teacher Education; Paper Session
Marriott Marquis, Level Two, Marquis Salon 8; 2:45-4:15pm
Chair: Kevin Fortner, Georgia State University
Participants:
Breaking the ICE: Changing Teachers’ Pedagogical Belief and Practice Through Imagination and Creativity Education. Hsu-Chun Kuo, National Sun Yat-sen University; Ying-Yao Cheng, National Sun Yat-sen University; Jing-Jyi Wu, Foundation for Scholarly Exchange; Hua-Chien Sun, University of Cambridge
The Collaborative Residency: The Influence of Co-Teaching on Professional Development in Arts Integration. Jamie Christine Simpson Steele, University of Hawaii - Manoa; Nicole Schlaack, University of Hawaii - Manoa
Listening Up: Improvisational Theater as a Tool for Improving the Leading of Whole-Class Discussion. Lisa M. Barker, Towson University
Utilizing Multimodal Concepts Across the Disciplines: Lessons Learned From Teachers and Students. Nancy T. Walker, University of La Verne; Maria Goff, Arizona State University - Tempe; Frank W. Serafini, Arizona State University
Discussant: Jacqui Speculand, Coventry University

47.053. Building Culturally Responsive Teacher Communities Through Collaborative Reflection. Division K - Teaching and Teacher Education; Paper Session
Marriott Marquis, Level Two, Marquis Salon 7; 2:45-4:15pm
Chair: Yukari Takimoto Amos, Central Washington University
Participants:
47.054. Emerging Teacher Professional Development Models Using Technology. Division K - Teaching and Teacher Education; Paper Session
Marriott Marquis, Level Two, Marquis Salon 15; 2:45-4:15pm
Chair: Jane E. Neapolitan, Towson University
Participants:
- Self-Directed Online Learning: A Theoretical Model for Understanding Elementary Teachers’ Online Learning Experiences. Pamela Beach, University of Toronto - OISE
- Reconceptualizing Teacher Professional Development: Game-Based Learning for 21st-Century Competencies. Matthew Gaydos, National Institute of Education - Nanyang Technological University; Wei Leng Neo, National Institute of Education - Nanyang Technological University; Mingfong Jan, National Central University - Taiwan
- A Face-to-Face Professional Development Model’s Feasibility and Effectiveness to Enhance Teaching of Internet Research Strategies. Fatima Elvira Terrazas-Arellanes, University of Oregon; Lisa Strycker, University of Oregon; Emily Walden, University of Oregon
Ongoing Faculty Development: Merging the Instructional Design Process With Faculty Development. Daniel Maurum, University of South Dakota
Discussant: Michael F. Young, University of Connecticut

47.055. Enhancing Teachers’ Learning Through Discourse and Dialogue. Division K - Teaching and Teacher Education; Paper Session
Marriott Marquis, Level Three, Judiciary Square; 2:45-4:15pm
Chair: Stéfanie E. Pinnegar, Brigham Young University
Participants:
- “Like a Shot in the Arm”: Systems Thinking Professional Development as Dialogic Learning. Amy L. Ardell, Chapman University; Margaret Saucedo Curwen, Chapman University; Kimberly A. White-Smith, Chapman University; Laurie MacGillivray, The University of Memphis
- Teacher Talk: (Re)negotiating Resistance, Tension, and Peripheral Participation in Professional Development. Hayriye Kayi Aydar, University of Arizona; Christian Zachary Goering, University of Arkansas
- Becoming More Thoughtfully Adaptive and Responsive Teachers Through Participation in Cognate Dialogues With Students. John Luciano Beltramo, University of Southern California
- Enhancing Teachers’ Discourse Practices: Professional Development in Dialogic Teaching to Promote Students’ Argument Literacy. Ian A. G. Wilkinson, Ohio State University; Alina Reznitskaya, Montclair State University; Kristin Bourdaghe Reningier, Otterbein College; Joe Oyler, Montclair State University; Monica B. Gilna, Montclair State University; Kathryn Scott Nelson, The Ohio State University - Columbus; Robert S. Drewry, The Ohio State University - Marion; Min-Young Kim, The Ohio State University
Discussant: Jeanine M. Staples, The Pennsylvania State University

47.056. Inquiry-Based Professional Development in Science. Division K - Teaching and Teacher Education; Paper Session
Marriott Marquis, Level Three, Mount Vernon Square; 2:45-4:15pm
Chair: Alison L. Rutter, East Stroudsburg University
Participants:
- The Role of Professional Development in Promoting the Use of Inquiry in the Classroom. Lisa M. Abrams, Virginia Commonwealth University; Sarah Conklin, Virginia Commonwealth University; Clay Aschliman, Virginia Commonwealth University; Patricia StAtlum, Virginia Commonwealth University
Discussant: Jodie A. Galosy, Knowles Science Teaching Foundation

47.057. Policy, Governance, and Quality in Teacher Education Systems: Four Cases. Division K - Teaching and Teacher Education; Symposium
Marriott Marquis, Level Three, Chinatown; 2:45-4:15pm
Chair: Ian Menter, University of Oxford
Participants:
- Teacher Education and Policy Reform in Australia: Using and Connecting Research to Shape Public Education Debates. Simone Jane White, Monash University
- Teacher Education in England: Competing Conceptions and Unresolved Tensions. Katharine Burn, University of Oxford; Ian Menter, University of Oxford; Trevor Muton, University of Oxford
- Recent Developments in Norwegian Teacher Education. Kari Smith, Norwegian University of Science and Technology
- Teacher Education Reform in the United States: Where’s the Field Turning? Marilyn Cochran-Smith, Boston College
Discussant: Pasi Sahlberg, Harvard University

47.058. Professional Learning Communities’ Impact on Teacher and Student Learning. Division K - Teaching and Teacher Education; Paper Session
Marriott Marquis, Level Four, Liberty Salon 1; 2:45-4:15pm
Chair: Kent Alan Divoll, University of Houston - Clear Lake
Participants:
- Teacher Educators’ Learning in Community. Linor Lea Hadar; University of Haifa; David L. Brody, Efrata College of Education
- Professional Learning Communities as Teacher Educator Professional Development: Articulating the Impact on Pedagogy and Student Learning. Lisa Brown Buchanan, University of North Carolina - Wilmington; Amelia K. Moody, University of North Carolina - Wilmington; Kathy Renita Fox, University of North Carolina - Wilmington; Tracy Yarbrough Hargrove, University of North Carolina - Wilmington; Kathleen Roney, University of North Carolina - Wilmington; Alicia Brophy, University of North Carolina - Wilmington
- Do Professional Learning Communities Impact Student Learning? An Analysis of Recent Studies. Selcuk Dogan, University of Florida; Alison J. Adams, University of Florida
- The Role of the Facilitator in Professional Development Communities for Teacher Educators. David L. Brody, Efrata College of Education; Linor Lea Hadar; University of Haifa
Discussant: Stephanie L. Knight, The Pennsylvania State University

47.059. Stronger Classrooms, Stronger Communities: Developing Revolutionary Educational Practices to Transform Teaching and Learning. Division K - Teaching and Teacher Education; Symposium
Marriott Marquis, Level Three, Union Station; 2:45-4:15pm
Chair: Monique Lane, Teachers College, Columbia University
Participants:
- Not Your Average Brotha: Examining the Educational Lives, Literacies, and Masculinities of Black Males. Crystal Belle, University of Houston - Downtown
- Cyphers For Justice: The Power of Culturally Sustaining Literacies in Youth Participatory Action Research. Jamila Lyiscott
- The Professional and Cultural Experiences of Black Male Teachers. Marcelle Mentor, Teachers College, Columbia University
- Building a Movement: Exploring the Pedagogy, Learning, and Organizing Efforts of Youth of Color. Wanda Watson, Mills College
Discussant: Ernest D. Morrell, Teachers College, Columbia University
47.060. Community Policing, Educational Institutions, and Third-Order Change: The Promise of Interinstitutional Partnerships. Division L - Educational Policies and Politics; Symposium
Chair: Rebecca Colina Neri, University of California - Los Angeles
Participants:
Next-Generation Urban Policing: A Pan-Institution Educational Commitment. Susan Searls Giroux, McMaster University
Third-Order Changes in Policing Through Critical Pedagogy: Implications From a Participatory Action Research Study. Rebecca Colina Neri, University of California - Los Angeles; Anthony A Berryman, University of California - Los Angeles
Schools, Police, and Student Voice: Creating Democratic Educative Spaces Through Interinstitutional Partnerships. Bianca Nayeli Haro, University of California - Los Angeles; Rebecca Colina Neri, University of California - Los Angeles
Discussant: Thomas M. Philip, University of California - Los Angeles

47.061. Designing Systems of Support and Accountability for Meaningful Learning: Early Lessons From State Efforts. Division L - Educational Policies and Politics; Symposium
Chair: Linda Darling-Hammond, Stanford University
Participants:
The Role of Performance Assessment in Preparing All Students for College, Career, and Life. Elizabeth Leisy Stotish, Stanford Center for Opportunity Policy in Education; Jon D. Snyder, Stanford University; Katherine Wilczak, Stanford University
Growing Professional Capacity From Within: Educators as Leaders of Learning. Elizabeth Leisy Stotish, Stanford Center for Opportunity Policy in Education; Travis Bristol, Stanford University
School Quality Reviews: Developing a Culture of Continuous Improvement. Soung Bae, Stanford University
A Multiple Measures Approach to Accountability: Incentivizing and Supporting Schools for Deeper Learning and Continuous Improvement. Soung Bae, Stanford University; Linda Darling-Hammond, Stanford University
Discussants: Paul K Leather, NH Department of Education; Billy Haun, Virginia Department of Education

47.062. Division L Junior Faculty Mentoring Seminar. Division L - Educational Policies and Politics; Mentoring Session
Chair: Christina Clark Tuttle, Mathematica Policy Research, Inc
Participants:
Discussant: Freddy Gonzalez, KIPP Foundation

47.064. Building Foundations for Strategic University-Community Research Collaborations for Equity: Challenges and Opportunities. SIG-Action Research; Symposium
Chair: Ronald David Glass, University of California - Santa Cruz
Participants:
Regional-Scale Cross-Sector University-Community Equity-Oriented Research Collaborations: Lessons From the Field. Ethan Chang, University of California - Santa Cruz; Rebecca A. London, UC Santa Cruz; Ronald David Glass, University of California - Santa Cruz; Emily Borg, University of California - Santa Cruz
Seeding University-Community Research Collaborations: What Matters? Objectives. Ethan Chang, University of California - Santa Cruz; Rebecca A. London, UC Santa Cruz; Ronald David Glass, University of California - Santa Cruz; Saugher Nojan, University of California - Santa Cruz; Sheeva Sabati, University of California - Santa Cruz
Pivoting From Critical Service-Learning to Youth Participatory Action Research: The Challenges and Benefits Perceived by Undergraduate Participants. Jerusha Oxberry Conner; Villanova University
Community-Based, Participatory Research: Documenting Young People’s Engagement as Decision Makers and Knowledge Producers. Dana E. Wright, Connecticut College
Discussants: Thomas M. Philip, University of California - Los Angeles

47.065. Growing Up Across Settings: Finding Support, Identity, and Motivation in a Multisocketing World. SIG-Adolescence and Youth Development; Paper Session
Chair: Gretchen A. Brion-Meisels, Harvard University
Participants:
How Racial Typicality Relates to Perceptions of In-Group Belonging and Stereotyping Among African American Youth. Antoinette Wilson, University of California - Santa Cruz; Catherine R. Cooper, University of California - Santa Cruz
Myth Busters: Student Assets, Commitment to Learning, and Self-Selected Leadership Programming. Erin Kostina-Ritchey, Texas Tech University; Paulina Velez-Gomez, Texas Tech University; Sara L Dodd, Texas Tech University
Navigating Parent Disengagement and Family Stressors in Adolescence: Urban Youth Co-Constructing Academic Identities in School. Dorothy Hines-Datiri, University of Kansas
Social Support and Youth-Adult Relationships. Shannon Mary Varga, University of Virginia; Haley E. Johnson, University of Virginia; Mark Vincent B Yu, University of Virginia; Nancy L. Deutsch, University of Virginia; Valerie A Futch Ehrlich, Center for Creative Leadership
Socialization of Interconnected Youth: Experiencing Identity in an Augmented Society. Eduardo Fernandez Rodriguez, University of Valladolid; José Miguel Gutierrez Pequeño, University of Valladolid; Rocío Anguita Martínez, University of Valladolid; Inés Ruiz Reques, University of Valladolid
Discussant: Thomas Akiva, University of Pittsburgh

Chair: David Eric Low, California State University - Fresno
Participants:
Comics-Based Research: Toward a Field of Scholarly Practice. Paul Kuttner, University of Utah

SIG Sessions
From Data to Comic: Qualitative Research Through Comics. Marcus B. Weaver-Hightower, University of North Dakota
Drawing the Self Into Existence: Diversity and Inquiry Through Comics Fandom. Ebony Elizabeth Thomas, University of Pennsylvania
Comics as a Way of Representing and Embodying Complex Ideas. Nick Sousansis, University of Calgary
Discussant: Amanda O. Latz, Ball State University

47.068. Developing Theory to Explain Achievement Gains in High-Poverty Primary Schools of Trinidad and Tobago. SIG-Caribbean and African Studies in Education; Symposium
Convention Center, Level One, Room 141; 2:45-4:15pm
Chair: Jerome De Lisle, University of the West Indies
Participants:
Building Contextualized Theory on Low-Performing, High-Poverty Schools From Comparative Case Studies. Jerome De Lisle, University of the West Indies
Identifying Leadership Frameworks and Processes Used to Improve High-Poverty Schools. Sean Matthew Aminette, Tranquility Secondary School; Rinnelle Lee-Piggott, University of Nottingham; Dwight ken Merrick, Archi-duceo of Port Spain
Understanding the Perspectives of Parents and Teachers in Schools Showing Consistent Annual Achievement Gains. Cheryl Bowria, University of Trinidad and Tobago; Joann Neaves, The University of Trinidad and Tobago
In the Words of the Child: The Experience of School Improvement From the Students’ Perspective. Linda Lila Mohammed, The University of Trinidad and Tobago
Discussant: Launcelot Brown, Duquesne University

47.069. Classroom Assessment Research on Interventions and Student Learning. SIG-Classroom Assessment; Paper Session
Marriott Marquis, Level Two, Marquis Salon 4; 2:45-4:15pm
Chair: Hongli Li, Georgia State University
Participants:
The Impact of Grades, Comments, and No Feedback on Academic Achievement: A Meta-Analysis. Alison C. Koenka, The Ohio State University; Hannah Moshontz, Duke University; Kayla Atkinson, Duke University; Carmen Sanchez, Duke University; Harris M. Cooper, Duke University
Automated Essay Evaluation Software in English Language Arts Classrooms: Effects on Amount, Type, and Level of Feedback. Joshua Wilson, University of Delaware; Amanda Czik, University of Delaware
Do Online Formative Assessments Providing Customized Feedback and Revision Opportunities Promote Greater Learning in Students? Sania Zahra Zaidi, University of Michigan; Nancy Butler Songer, Drexel University
Teaching Young Students to Self-Assess Critically. Beverly Ann Fitzpatrick, Memorial University; Henry W. Schulz, Memorial University
Discussant: Andrea D. Beesley, IMPAQ International

47.070. Using Multiple Learning Progressions to Support Assessment. SIG-Cognition and Assessment; Symposium
Marriott Marquis, Level Four, Independence Salon G; 2:45-4:15pm
Chair: E. Caroline Wylie, ETS
Participants:
Using a Proportional Reasoning Learning Progression to Develop, Score, and Interpret Student Explanations. E. Caroline Wylie, ETS; Malcolm Bauer, ETS
Tandem Learning Progressions Provide a Salient Intersection of Student Mathematics and Language Abilities. Alison L. Bailey, University of California - Los Angeles; Margaret Heritage, WestEd
Simultaneous Assessment of Two Learning Progressions for Mathematical Practices. Gabrielle Alexis Cayton-Hodges, Educational Testing Service; Leslie Nabors Olah, Educational Testing Service; Sarah Ohls, ETS; Allyson J. Kiss, University of Minnesota
Professional Development to Support Formative Assessment of Mathematics Constructs and Language in Mathematics Classrooms. Rita MacDonald, University of Wisconsin - Madison
Discussant: Guadalupe Carmona, The University of Texas at San Antonio

47.071. Teachers’ Training, Practice, and Research. SIG-Constructivist Theory, Research, and Practice; Paper Session
Convention Center, Level One, Room 158 A; 2:45-4:15pm
Participants:
Constructing the Inquiry Processing Cycle: Preparing Prospective Teacher Candidates for Success With Constructivist Practices. Erik Jon Byker, University of North Carolina - Charlotte; Heather Marie Coffey, University of North Carolina - Charlotte; Amy J. Good, University of North Carolina - Charlotte; Tina Lane Heathney, University of North Carolina - Charlotte; Susan Harden, University of North Carolina - Charlotte; Christopher P. O’Brien, University of North Carolina - Charlotte; Katherine Elizabeth Brown, University of North Carolina - Charlotte; Debbie Gordon Holzberg, University of North Carolina - Charlotte; Brian Williams, University of North Carolina - Charlotte
Research Related to Facilitating Instructional Differentiation via Teacher Reflections About Desired and Current Constructivist Practices. Walter S. Polka, Niagara University; Monica J. VanHusen, Stafford County Public Schools; William M. Young, Oglala Lakota College; Terrell M Peace, Huntington University; Cathy J. Pearman, Missouri State University; Jennifer Young, Jackson State University; Shirley A. Lefever-Davis, Wichita State University; Nancy P. Gallavan, University of Central Arkansas; Kurt Minervino, City Honors High School
Uncovering Qualities of Teachers’ Pedagogical Reasoning Related to Constructivist-Associated Teaching. Mikko Tilikainen, University of Turku; Jukka Hasu, University of Turku; Auli Toom, University of Helsinki
Discussant: Violeta Vainer, FLACSO Argentina

47.072. The Hydra of Educational Reform: Racial Capitalism and Market-Based School Reforms. SIG-Critical Educators for Social Justice; Symposium
Marriott Marquis, Level Four, Independence Salon F; 2:45-4:15pm
Chair: Edward Ryan Curammeng, University of California - Los Angeles
Participants:
Urban School Closings: White Supremacy, State Abandonment, and Accumulation by Dispossession. Pauline Lipman, University of Illinois at Chicago
School Choice: The Freedom to Choose, the Right to Exclude. Ujjii Aggarwal, Graduate Center of the City University of New York
Union Busting: Black Teachers, Privatization, and the Future of Teacher Unions. Brian P. Jones, City University of New York
Slaying the Hydra: Understanding and Critiquing Neoliberal Education Reform in This Era of Racial Capitalism. Edwin Mayorga, Swarthmore College; Brie Picower, Montclair State University
Discussants: Michelle Fine, City University of New York; Wayne Au, University of Washington - Bothell; Amy E. Brown, University of Pennsylvania; David O. Stovall, University of Illinois at Chicago

47.073. Disability Critical Race Theory and Conceptualizations of Place and Space: Working Toward Intersectional Understanding. SIG-Disability Studies in Education; Symposium
Convention Center, Level One, Room 149 B; 2:45-4:15pm
Chair: Kathleen M. Collins, The Pennsylvania State University
Participants:
Locating Race and Learning Disabilities: Fantasies of Identification and the Problematic Body. Justin Freedman, Syracuse University; Beth A. Ferri, Syracuse University
Conceptualizing Color-Evasiveness: Using Disability Critical Race Theory to Expand Notions of Color Blindness. Subini Ananyan Amma, The University of Kansas; Darrell Jackson, University of Wyoming
Spatial Dis-locations at the Intersections of Race, Class, and Disability: Exploring Section 504 and Disproportionality. Nirmala Erevelles, The University of Alabama
Discussant: David O. Stovall, University of Illinois at Chicago

47.074. Networks of Contemporary Truth and Resistance. SIG-Foucault and Education; Paper Session
Marriott Marquis, Level Four, Independence Salon E; 2:45-4:15pm
Chair: Jie Qi, Utsumoita University
Participants:
Critical Inquiry for Social Good: Conception of Research Within Truth-Telling Philosophical Stance Across Cultural Boundaries. Elena Yu
Polush, Ball State University; David J. Roof, Ball State University; Mary Theresa Seig, Ball State University; Phil Boltz, Ball State University


The Future in a Goody Bag: An Actual School-Market Investigation. Martin Harling, Linköping University; Magnus Dahlstedt, Linköping University

"Governing the Contracted Subject": Early-Career Teachers and Short-Term Contracts in Australia. Timothy Mark Bush, The University of Melbourne

47.075. Race, Ethnicity, and Gender in Doctoral Education. SIG-Graduate and Postdoctoral Education across the Disciplines; Paper Session

Marriott Marquis, Level Four, Independence Salon B; 2:45-4:15pm

Chair: Maria Cerrato Lara, Oxford Brooks University

Participants:

Examining Transition Barriers in the American M.D./Ph.D. Programs: Perspectives Across Different Racial/Ethnic Groups. Devesmita Chakraverty, University of Virginia; Donna B. Jeffe, Washington University in St. Louis; Dorothy Andriole, Washington University in St. Louis; Heather D. Waithington, University of Virginia; Robert H. Tai, University of Virginia

Accessing Doctoral Education: Salient Factors of Black Ph.D. Students. Theresa E Hernandez, Columbia University; Veronica Puente


Gender Inequality in Supervised Research Time: A National Study of Ph.D. Students in Biological Sciences. David F. Feldon, Utah State University; James Peugh, University of Virginia; Chongun Sun, Utah State University; Michelle A. Maher, University of Missouri - Kansas City; Josipa Roksa, University of Virginia

Three Latina School Leaders Pursuing a Doctorate: Stories of Tension and Resiliency in the Workplace, as Doctoral Students, and as Future Academics. Vette Cantu, Texas State University; Patricia Rocha, Texas State University

Discussant: Caren Arfit, RTI International

47.076. Hispanics and Higher Education: Aptitudes, Community Colleges, and Labor Market Returns. SIG-Hispanic Research Issues; Paper Session

Convention Center, Level One, Room 160; 2:45-4:15pm

Chair: Augistina Reyes, University of Houston

Participants:

Cognitive Development Among Latino Students at Selective Universities: An Examination by Gender, Socioeconomics, and Language. Young K. Kim, Azusa Pacific University; Marla Franco, The University of Arizona; Liz A. Rennick, Azusa Pacific University

Cultivating a College-Going Identity: Latina/o Students’ Perceptions of Teacher Support. Rebeca Mireles-Rios, University of California - Santa Barbara; Tiffany Ibarra, University of California - Santa Barbara; Diana Chagolla, San Diego State University; Patti Martin

Labor Market Returns for Graduates of Hispanic-Serving Institutions. Toby Park, Florida State University; Stella M. Flores, New York University; Christopher J. Ryan, Vanderbilt University

Incorporating Culturally Relevant Curriculum Into Developmental Courses for Hispanic College Students. Erin Doran, The University of Texas - San Antonio

Career Capital and Workforce Implications for Latina/o Community College Students in the New South. Mark M. D’Amico, University of North Carolina - Charlotte; Spencer Salas, University of North Carolina - Charlotte; Manuel S. Gonzalez Canche, University of Georgia; Cecilia Rios Aguilar, University of California - Los Angeles

Discussant: Adam Sawyer, Bard College

47.077. Seeing and Working Differently: Space, Movement, and Diversity in Holistic Education. SIG-Holistic Education; Paper Session

Marriott Marquis, Level Four, Independence Salon D; 2:45-4:15pm

Chair: Karen F. Tardrew, National Louis University

Participants:


School and Classroom Design: foundation for pedagogy and student learning, with examples from Waldorf schools. Elizabeth Seward, Independent Scholar

The Dance of Teaching: Embodying Caring in the Classroom. Kimber J. Andrews, University of Illinois

Transformative Approaches to Teacher Education: Becoming a Holistic Educator in an “Unholistic” Setting. Robert H. London, California State University - San Bernardino

Yoga Instruction and School Leadership: Lessons Learned From Charter School Communities. Andria Shook, University of San Diego

Service-Learning for Community Building: Empowering Students to Serve the Public Good. Rosemarie Stallworth-Clark, Georgia Southern University

Discussant: Jennifer Elaine Killham, University of Cincinnati

47.078. Literacy, Language, and the Exploration of an Online Text: Where Are We Now? SIG-Language and Social Processes; Symposium

Marriott Marquis, Level Four, Congress; 2:45-4:15pm

Chair: Catherine F. Compton-Lilly, University of Wisconsin - Madison

Participants:

A Narrative Under Construction: The Scared Is Scared. Catherine F. Compton-Lilly, University of Wisconsin - Madison

Examining Fluidity, Complexity, and Emergence in Young Children’s Action Texts. Karen E. Wohlwend, Indiana University - Bloomington

Looking for Mimesis and Remix in The Scared Is Scared. Jennifer Rowell, Brock University

Discussant: David M. Bloom, The Ohio State University

47.079. Extending the Expectancy-Value-Model: Definitions and Functions of Cost in Students’ Choice, Engagement, and Performance. SIG-Motivation in Education; Symposium

Convention Center, Level One, Room 145 A; 2:45-4:15pm

Chair: Mimi Bong, Korea University

Participants:

Role of Perceived Cost in Students’ Academic Motivation and Achievement. Yi Jiang, Korea University; Sung-II Kim, Korea University; Mimi Bong, Korea University

Patterns of Subjective Task Values and Cost in Five Subjects Over Secondary School. Benjamin Nagengast, University of Tübingen; Hanna Gaspard, University of Tübingen; Isabella Höfner, University of Tübingen; Ulrich Trautwein, University of Tübingen

The Combined Effects of Competence Beliefs and Opportunity Cost on Achievement of Undergraduate Biology Students. Tony Perez, Old Dominion University; Erica Chew; Old Dominion University; Jennifer G. Cromley, University of Illinois at Urbana-Champaign; Ting Dai, Temple University; Yotanot S. Davidson, Temple University; Kyle Mara; Michael Babai

Reduced Effort Cost as a Mechanism Underlying the Effect of Interest on Academic Engagement. Juyeon Song, Korea University; Sung-II Kim, Korea University; Mimi Bong, Korea University

Moving From an Expectancy-Value Model of Motivation to an Expectancy-Value-Cost Model of Motivation. Kenn E. Barron, James Madison University; Chris S. Hulleman; James Madison University; Jessica Kay Flake, York University; Jeffery John Kosovich, University of Virginia; Rory Lazowski, The College Board

Discussant: Allan L. Wigfield, University of Maryland - College Park

47.080. Moving Beyond Traditional Assessment: Using Authentic Assessment in Online Learning Environments. SIG-Online Teaching and Learning; Working Group Roundtable

Marriott Marquis, Level Four, Archives; 2:45-4:15pm

Chair: Wayne Padover, National University

Participants:

Does Real-Time Collaboration Improve Student Assessment? Patricia A. Dickenson, National University

Using Social Media to Informally Assess Graduate Students in Education Policy. Christina Yukins, Gallaudet University

Using Video-Sharing Platforms for Assessment: A Case Study. Gylo Herculinsky, University of Canberra

Polysynchronously Assessing Prior Knowledge Through Establishing a Community of Learners. Martin Timothy Hall, Charles Sturt University;
47.081. Leveraging Partnerships to Improve Outcomes for English Language Learners: Designing, Implementing, and Evaluating Effective Out-of-School Time Programs. SIG-Out-of-School Time; Symposium
Marriott Marquis, Level Four, Liberty Salon P; 2:45-4:15pm
Chair: Sara J. Hines, Hunter College - CUNY
Participants:
- Capitalizing on Funds of Knowledge: Increasing Teacher Knowledge and Skills to Support English Language Learners. Brian A. Collins, Hunter College - CUNY; Jennifer F. Samson, Hunter College - CUNY
- Increased Collaboration and Alignment in Out-of-School Time Programs: Formative/Summative Evaluation Results. Shannon Stagman, ExpandED Schools; Rachel Chase
Discussant: Christine Rosalia, Hunter College - CUNY

47.082. The Multifaceted Aspects of Conducting Educational Research: Applicability, Relevance, and Impact. SIG-Professors of Educational Research; Paper Session
Convention Center, Level One, Room 143 C; 2:45-4:15pm
Chair: E. Lea Witta, University of Central Florida
Participants:
- A Tutorial and Case Study in Propensity Score Analysis: An Application to Educational Research. Rebecca Putman, Tarleton State University
- Examination of Research Methods Used in Four Educational Leadership Journals. Mindy L. Crain-Dorough, Southeastern Louisiana University; Thomas A. Devaney, Southeastern Louisiana University
- Finding Empathy as We Guide Doctoral Students and Repair Mentore/Mentee Relationships: Using Rubb’s Model to Explore Our Work. Limnea L. Rademaker, Northcentral University; Elizabeth Wetzler, Northcentral University; Waseem Fish, Northcentral University; Jennifer O’Connor Duffy, Northcentral University
- Toward a Framework for Debriefing the Transcriber of Interviews. Rebecca K. Frei, Lamar University; Anthony J. Onwuegbuzie, Sam Houston State University
- Undergraduate Students’ Perceptions of an Introductory Statistics Course: A Mixed-Methods Study. Courtney McKim, University of Wyoming
Discussant: Vicki L. Plano Clark, University of Cincinnati

47.083. Critical Inquiry for the Social Good: Methodological Work as a Means for Truth-Telling in Education. SIG-Qualitative Research; Symposium
Marriott Marquis, Level Four, Independence Salon A; 2:45-4:15pm
Chair: Austin James Pickup, Aurora University
Participants:
- Getting Intimate: The Promise and Problems of Bringing Love Into Qualitative Research. Crystal T. Laura, Chicago State University
- Illuminating Truth-Telling in Education Through Intersectional and Qualitative Research Methods. Jill Robinson
- Dropping My Anchor Here: Working With Truth Claims Within and Beyond Academia. Kakali Bhattacharya, Kansas State University
- “I Do Activist Things Even Though I’m Nothing”: Deleuze’s Philosophy as Method for Critical Ethnography on Latino Youth Activists. Sophia Rodriguez, College of Charleston
Discussant: Aaron M. Kuntz, The University of Alabama

47.084. Preparing Preservice Teachers for Ambitious and Equitable Mathematics Teaching, SIG-Research in Mathematics Education; Symposium
Marriott Marquis, Level Four, Liberty Salon L; 2:45-4:15pm
Chair: Imani Masters Goffney, University of Houston
Participants:
- Mathematics Methods as a Site for Developing Ambitious and Equitable Teaching Practices for Preservice Teachers. Imani Masters Goffney, University of Houston; Monica Gonzalez, University of Houston
- Mathematics Methods as a Site for Developing Ambitious and Equitable Teaching Practices for Preservice Teachers. Julia Maria Aguirre, University of Washington - Tacoma
- Preparing Teachers to Teach in Diverse Classrooms. Meghan M. Shaughnessy, University of Michigan; Lindsey Mann, University of Michigan; Deborah Loewenberg Ball, University of Michigan - Ann Arbor
- Preparing Teachers to Teach in Diverse Classrooms. Jennifer M. Lewis, Wayne State University
Discussant: Deborah Loewenberg Ball, University of Michigan - Ann Arbor

47.085. School Turnaround: Multiple Policy Perspectives. SIG-School Turnaround and Reform; Paper Session
Convention Center, Level One, Room 158 B; 2:45-4:15pm
Chair: Karen L. Terrell, University of Massachusetts - Dartmouth
Participants:
- School Leaders’ Sense-Making of Turnaround Policy. Jennie Weiner, University of Connecticut; Sarah L. Woulfin, University of Connecticut
- Urban Teachers as Educational Policy Analysts: The Interpretation, Implementation, and Impacts of the Title I School Improvement Grants Program. Tueda Roberts, University of Pittsburgh
- School Turnaround in 10 Schools in Germany: Successful Factors and Obstacles to School Development. Stephan Gerhard Huher, University of Teacher Education Zag; Guri Skedsom, University of Oslo; Kristin Thorshaug, University of Teacher Education Zag

47.086. Indigenous and Non-Western Cultural Science Perspectives and Their Implication for Science Education. SIG-Science Teaching and Learning; Paper Session
Marriott Marquis, Level Two, Marquis Salon 13; 2:45-4:15pm
Chair: Nele Nicole Kampa, Leibniz Institute for Science and Mathematics Education
Participants:
- Science in a New Zealand Indigenous School: Insight Into Teacher Beliefs About Science Inquiry. Craig Rafe, Victoria University of Wellington; Dayle Margaret Anderson, Victoria University of Wellington; Azra Moed, Victoria University of Wellington
- Views of Muslim Undergraduate Rejecters of Evolution: Implications for Teaching Evolution to Muslim Students. Khadija Engelbrecht Fouda, Indiana University - Bloomington
- Exploration of Factors Related to Acceptance of Evolutionary Theory Among Chinese Preservice Biology Teachers. Hasan Deniz, University of Nevada - Las Vegas; Su Gao, University of Central Florida; Elf Adilbelli, University of Nevada Las Vegas
- Process-Oriented Guided Inquiry Learning as a Culturally Relevant Pedagogy in Qatar. Venkat Rao Vishnumolakala, Curtin University; Katherine Bradley, Weill Cornell Medical College in Qatar; Sheila Qureshi, Weill Cornell Medical College in Qatar; David F. Freagu, Curtin University; Daniel Southam, Curtin University; Mauro Mocerino, Curtin University
- Resolving an Integrative Conundrum: The Beliefs and Practices of Beginning and Experienced Physics Teachers. Imelda Santos Caleon, National Institute of Education - Nanyang Technological University; Yuen Sze Michelle Tan, University of British Columbia; Young Hoan Cho, Seoul National University
Discussant: Sara E. Tolbert, The University of Arizona

47.087. Educating Linguistically and Culturally Diverse Learners: New Approaches to Practice in Teacher Education. SIG-Second Language Research; Symposium
Marriott Marquis, Level Two, Marquis Salon 17; 2:45-4:15pm
Chair: Megan Madigan Peercy, University of Maryland - College Park
Participants:
- “It Just Won’t Stick”: Enacting Core Practices in ESOL Teacher Education. Megan Madigan Peercy, University of Maryland - College Park; Megan DeStefano, University of Maryland - College Park; Tabitha Kidwell, University of Maryland - College Park; Johnna M. Tigert, University of Maryland - College Park; Daisy Fredricks, University of Maryland - College Park; Rebekah Ramirez, University of Maryland - College Park
- Identifying Core Teaching Practices That Ensure Academic Success for
English Language Learners. Nancy E. Dubetz, Lehman College - CUNY; Jennifer Marie Collett, Lehman College - CUNY

Content-Specific English Learner Core Practices and Preparing Mainstream Classroom Teachers. Kerry Soo Von Esch, Seattle University; Sarah Schneider Kavanagh, University of Washington - Seattle

Opening Spaces for Inquiry and Noticing Language: Negotiating Tools and English Learner/Science Teaching Practices. Jessica J. Thompson, University of Washington; Kerry Soo Von Esch, Seattle University; Jennifer Richards, University of Washington; Anna Wheeler Van Winden, University of Washington - Seattle; Karin Lohwasser, University of Washington; Manka M. Varghese, University of Washington

Discussant: Halia N. Ghousseini, University of Wisconsin - Madison

47.088. Service-Learning for Democracy, Engagement, and Success. SIG-Special Education & Experiential Education; Paper Session

Marriott Marquis, Level Four, Supreme Court; 2:45-4:15pm

Chair: John F. Broome, University of Mary Washington

Participants:
- African American Service-Learning Quantitative Outcomes. Thomas Penniston, University of Maryland - Baltimore County

Beyond “Transfer Shock”: Exploring the Relationship Between Service-Learning Participation and Transfer Students’ Sense of Belonging. Travis T. York, Association of Public and Land-Grant Universities;

Frank Joseph Fernandez, The Pennsylvania State University - University Park

Educating for Democracy Through Service-Learning Engagement: Service-Learning Habitus Among University Faculty, Students, and Community Partners. Virginia M. Jagla, National-Louis University; Antonina Lukenchuk, National-Louis University; Todd Alan Price, National Louis University; Kate Zilla, National Louis University

The Development of the Civic Action and Service Orientation Survey. Christina M Amspaugh, University of Connecticut; Del Siegle, University of Connecticut

47.089. Exploring Processes of Implementation and Influence of Mindfulness Programs in Education. SIG-Social and Emotional Learning; Symposium

Convention Center, Level One, Room 143 A; 2:45-4:15pm

Chair: Julia Mahfouz, The Pennsylvania State University

Participants:
- Mindfulness in a Required Special Education Course: From Resistance to Commitment to Practice. Shelley Murphy, OISE/University of Toronto


Mindfulness in Teaching: A Case Study. Anthony DeMauro, University of Virginia


Discussant: Deborah L. Schussler, The Pennsylvania State University - University Park

47.090. Special Education Research SIG: Working to Improve Outcomes of Students With Intellectual Disabilities. SIG-Special Education Research; Paper Session

Convention Center, Level One, Room 149 A; 2:45-4:15pm

Chair: Jennifer Kurth, The University of Kansas

Participants:
- Examining the Past Decade of Education Settings for Students With Significant Disabilities. Mary E. Morningstar, The University of Kansas; Jennifer Kurth, The University of Kansas

Examining the Variability in Inclusive Placements for Students With Intellectual Disabilities. Meghan Cosier, Trinity Washington University; Julia M. White, Syracuse University

Eco-Behavioral Characteristics of Self-Contained Special Education Classrooms: Is Exclusion Justified? Jennifer Kurth, The University of Kansas

Interventions Blending Functional and Academic Content in Instruction for Students With Intellectual Disability: A Meta-Analysis. Carly A. Roberts, University of Washington; Matthew Brodhead, Purdue University; Amy Olson, University of Northern Iowa

Use of Video Feedback and Self-Evaluation in Teaching Classroom Rules to Students With Intellectual Disabilities. Cigil Aykut, Gazi University; Necdet Karasu, Gazi University

47.091. Estimation Accuracy and Conditions for Complex Latent Variable Models. SIG-Structural Equation Modeling; Paper Session

Marriott Marquis, Level Four, Mint; 2:45-4:15pm

Chair: Wei Pan, Duke University

Participants:
- Factors Affecting the Robust Weighted Least Squares Model Fit Measures in Confirmatory Factor Analysis. Yu Zhao, The Pennsylvania State University - University Park; Pui-Wa Lei, The Pennsylvania State University

Structural Equation Modeling With Misspecification and Nonnormal Data: A Comparison of Bayesian and Maximum Likelihood Estimation. Xinya Liang, University of Arkansas at Fayetteville; Tanyun Yang, Florida State University

The Effects of Estimation Methods in Multilevel Structural Equation Modeling With Unequal Family Groups and Small Samples. Yu Su, University of Florida; Walter L. Leite, University of Florida

The Intersection of Sample Size, Number of Indicators, and Class Enumeration in Latent Class Analysis: A Monte Carlo Study. Diane Morovati; Ryan Grimm, University of California - Davis; Karen L. Nylund-Gibson, University of California - Santa Barbara

Testing the Effectiveness of Three-Step Approaches With Auxiliary Variables in Latent Class Analysis. Zachary Kendall Collier, University of Florida; Walter L. Leite, University of Florida

Discussant: Roy Levy, Arizona State University

47.092. Using Digital Technology to Create Unique Learning Spaces. SIG-Technology as an Agent of Change in Teaching and Learning; Paper Session

Marriott Marquis, Level Two, Marquis Salon 14; 2:45-4:15pm

Chair: Roy Y. Chan, Indiana University - Bloomington

Participants:
- Processes for Growth: A Model for Teachers’ Uses of Professional Learning Networks. Daniel G Krutka, Texas Woman’s University; Jeffrey Paul Carpenter, Elon University; Torrey Trust, University of Massachusetts - Amherst

Bring Your Own Device in the Classroom: Teacher Perceptions. Derrel Vaughn Fincher, Oklahoma Corporation Commission

The Effect of One-to-One Initiatives on Classroom Climate: A Teacher’s Perception. Carol Wyatt, Jesuit High School

The Implementation and Impacts of Blended Learning in Catholic and Jewish Community Day Schools. Tricia Maas, University of Washington; Betheny Gross, University of Washington; Larry Miller, Rutgers University; Patrick Denice, University of Washington

Discussant: Natalie B. Milman, The George Washington University

47.093. Technology for Improving Robotics and Mathematics Learning in Early Educational Settings. SIG-Technology, Instruction, Cognition & Learning; Paper Session

Marriott Marquis, Level Two, Marquis Salon 12; 2:45-4:15pm

Chair: Byeong-Young Cho, University of Pittsburgh

Participants:
- Heterogeneous Associations of Second Graders’ Learning in Robotics Class. Eunji Cho, University of Georgia; Kyung Hwa Lee, University of Georgia; Shara Cherniak, University of Georgia; Sung-eun Jung, University of Georgia - Athens

The Effects of Embodied Planning in Children’s Robotics Education.
47.094. Urban Education Initiatives Across Settings and Contexts. SIG-Urban Learning, Teaching, and Research; Paper Session
Convention Center, Level One, Room 142; 2:45-4:15pm
Chair: Mary Jean DeCarlo, Drexel University
Participants:
Beyond Test Scores: A Longitudinal Examination of Turning Around Failing Schools. Judy Jackson May, Bowling Green State University; Jennifer Erin May, Bowling Green State University
Standing Ground in Urban Schools: Anticipatory Advocacy as Vision and Defense for Effective Teachers. Kim Stevens Barker, Georgia State University
“We’re Like a Family”: What Matters to Nine Graduating Seniors of an Urban, Early College High School. Mary Beth Schaef er, Saint John’s University; Lourdes M. Rivera, Queens College - CUNY
Urban Students’ Reengagement Through a Dropout Recovery Initiative. Pamela Arnold, Old Dominion University; Shanan L. Chappell, Old Dominion University; The Center for Educational Partnerships; John A. Nunnery, Old Dominion University; Terrell Perry, Old Dominion University; Jasmine Davis, Old Dominion University
Discus sant: Ryan Coughlan, Rutgers University

47.095. Literacies in Circulation: Exploring a Transliteracies Framework for Understanding Diverse Learning Pathways. SIG-Writing and Literacies; Symposium
Marriott Marquis, Level Four, Liberty Salon O; 2:45-4:15pm
Chair: Nathan C. Phillips, University of Illinois at Chicago
Participants:
Developing Global Rhetorical Arts: Networked Collaboration in the Write4Change Online Writing Community. Amy Stornaiuolo, University of Pennsylvania; Matthew Hall, The College of New Jersey
Temporality and Pathways of Learning: A Transliteracies Perspective on Young Men’s Writing Development. Anna Smith, University of Illinois at Urbana-Champaign
Imaginative Geographies of Community Change: Supporting Evidence-Based Argumentation From Spatial Data in Schools. Nathan C. Phillips, University of Illinois at Chicago; Katherine Headrick Taylor, University of Washington - Seattle; Sim eko Washington, University of Illinois at Chicago; Shawndra Allen, University of Illinois at Chicago; Benjamin Sugar, Georgia Institute of Technology
Connective Compositions and Sitings of Selves: Queer Rhetorics and Writing Resonances With Mobile Media. Jon Michael Wargo, Michigan State University
Discus sant: Kris D. Gutiérrez, University of California - Berkeley

47.096-2. Democratic Citizenship in Education SIG Paper Discussion Session 2. SIG-Democratic Citizenship in Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section C; 2:45-4:15pm
Chairs: Caroline R. Pryor, Southern Illinois University - Edwardsville; James M. Mitchell, California State University - East Bay
Participants:
Measuring the Relational Aspects of Civic Engagement and Action. Alison Klebanoff Cohen, University of California - Berkeley; Jason C. Fitzgerald, Wagner College
Next-Gen Democracy: Evaluating Citizenship and Democracy Education in School and Community Contexts. Zane Hann, University of Alberta
Political Efficacy in Black American Eighth Graders. Adrianne Rochelle Pinkney, Emory University
Reinventing the High School Government Course: Political Simulations, Literacy Development, and District Context. Walter Parker, University of Washington - Seattle; Jane C Lo, Florida State University; Sheila Valencia, University of Washington; Diem T. Nguyen, University of Washington

47.096-3. Teacher Training and Development to Enhance Change Capacity. SIG-Educational Change; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section C; 2:45-4:15pm
Chair: Erik Richard Conklin, University of California - San Diego
Participants:
How to Improve Economic Competence of Teacher Students? Christin Siegfried, Goethe University
Improving Teacher Evaluation and Training: A Blueprint for Comprehensive Assessment of Teacher Dispositions. Bradley M. Conrad, Capital University; Paige Shalter Bruening, Capital University
Lego Serious Play as Pedagogy for K–12 Teacher Development. Shin Ji Kang, James Madison University

47.096-4. The Importance of Social Context. SIG-Sociology of Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section C; 2:45-4:15pm
Chair: Elizabeth J. Meyer, University of Colorado - Boulder
Participants:
Factors Influencing Teachers’ Confidence in Intervening in Harassment: Testing a Theoretical Model. Elizabeth J. Meyer, University of Colorado - Boulder; Catherine Taylor, University of Winnipeg; Tracey Peter, University of Manitoba
Social Reproduction in Vietnam: Educational Attainment, Employment, and Skills Usage. Tuan Nguyen, Vanderbilt University - Peabody College

47.096-5. Influences of Inquiry on Secondary Students’ Learning in the Social Studies. SIG-Social Studies Research; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section C; 2:45-4:15pm
Chair: Stephanie D. Van Hover, University of Virginia
Participants:
Enhancing Young People’s Civic Responsibility: Action Civics in Three Contexts. Brooke Blevins, Baylor University; Karen Nicol LeCompte, Baylor University; Sunny Wells, Baylor University
High School Students’ Social Trust and Use of Evidence. Margaret S. Crocco, Michigan State University; Anne-Lise F. Halvorsen, Michigan State University; Rebecca Jane Jacobsen, Michigan State University; Avner Segall, Michigan State University
Historical Agency of Others: A Troublesome Knowledge. Maria Johansson, Karlstad University
Youth Conceptualizations of Evil and Social Studies Education. Cathryn Anne van Kessel, University of Alberta
47.096-6. Teaching Social Justice Ain’t Easy: Stories of Historically Black College and University Faculty Who Walk the Talk. SIG-Leadership for Social Justice; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section C; 2:45-4:15pm
Chair: Dana N. Nix-Stevenson, Southwest Guilford High School
Participants:
Walking the Talk: A Hip-Hop Baby’s Take on Teaching Social Justice. Dawn Nicole Hicks Tafari, Winston-Salem State University
Walking the Talk: A Journey to Prepare Teacher Candidates With Social Justice Dispositions. Fran Bates Oates, Winston-Salem State University
Virginia Commonwealth University; Caitlin Mewborn, Virginia Commonwealth University; JK Stringer, Virginia Commonwealth University; Savanna Love, Randolph-Macon College
Developing the Student Writing Affect Survey: A Measure of Student Self-Efficacy Toward Writing. Katherine Landau Wright, Texas A&M University - College Station; Tracey S. Hodges, University of Southern Mississippi; Erin M. McGtigue, Texas A&M University
Sentence Stems as Supports for Interpretive Reading and Writing. Sarah Levine, Stanford University
Exploration of the Gendered Nature of Children’s Self-Selected Writing Topics in a Diverse Classroom Community. Jeonghee Choi, Arkansas State University; Yeonsun (Ellie) Ro, Institution of Early Global Education; Kwangok Song, Arkansas State University

47.096-7. Discursive Constructions of Early Childhood Education
Teachers: Defiance, Commonalities, and Mismatches. SIG-Critical Perspectives on Early Childhood Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section C; 2:45-4:15pm
Chair: Sara C. Michael-Luna, Queens College - CUNY
Participants:
“Glorified Babysitters”: Discursive Constructions of Work in the Early Years. Megan Gibson, Queensland University of Technology; Felicity Anne McInerlie, Queensland University of Technology
Commonalities, Differences, and Mismatches: Central Stakeholders’ Perspective on Quality in Early Childhood Education. Kyoung Jin Kim, Ball State University
The View From Within: Documentation as Defiance in Early Childhood Education. Dana Frantz Bentley, Buckingham, Browne, and Nichols School

47.096-8. Values, Concepts, Cases: Questions of Method in Philosophy of Education. SIG-Philosophical Studies in Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section C; 2:45-4:15pm
Chair: Benjamin J. Bindewald, Oklahoma State University
Participants:
Using Normative Case Studies to Engage Multiple Publics in Educational Ethics. Meira Levinson, Harvard University; Jacob Fay, Harvard University
Reframing “Choice” and “Aspiration”: Bringing Philosophy to Bear on Concepts of Social Capital and Preferences. Michele S. Moses, University of Colorado Boulder; Kathryn Elizabeth Wiley, University of Colorado - Boulder
The Varieties of Educational Value. Leonard J. Waks, Temple University

47.096-9. Music Education SIG: Music Education Pedagogy. SIG-Music Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section C; 2:45-4:15pm
Chair: Sarah Jean Morrison, Appleby College
Participants:
Education in Rhythm and by Rhythm: An Exploration of the Holistic Aspects of Dalcroze Pedagogy. Sharon Elizabeth Dutton
Features of Most and Least Helpful Professional Development Experiences: A Study With Primary Music Specialists. Joanne Wong, Nanyang Technological University - National Institute of Education; Alfredo Bautista, Nanyang Technological University
Making Music in Rural Places: Four Music Educators Celebrate Their Local Place Through Community Involvement. Janet Spring, University of Toronto
Pedagogical Context Knowledge: Insights From a Week in the Life of Itinerant Urban Music Educators. Julia Shaw, The Ohio State University

47.096-10. Writing and Literacies SIG Roundtable 4. Children’s Writing: The Truth About Feedback, Self-Efficacy, and Gender Bias. SIG-Writing and Literacies; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section C; 2:45-4:15pm
Chair: Jessica Zacher Pandya, California State University - Long Beach
Participants:
Exploring Elementary Student Perceptions of Writing Feedback. Sarah Anne Mars, Virginia Commonwealth University; Sharon Zambran, University - College Station; Tracey S. Hodges, University of Southern Mississippi; Erin M. McGtigue, Texas A&M University
Sentence Stems as Supports for Interpretive Reading and Writing. Sarah Levine, Stanford University
Exploration of the Gendered Nature of Children’s Self-Selected Writing Topics in a Diverse Classroom Community. Jeonghee Choi, Arkansas State University; Yeonsun (Ellie) Ro, Institution of Early Global Education; Kwangok Song, Arkansas State University

47.096-11. Marxian Analysis of Society, Schools and Education SIG Roundtable Session. SIG-Marxian Analysis of Society, Schools and Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section C; 2:45-4:15pm
Chair: Alexander Means, SUNY - Buffalo State
Participants:
A Critical Intersectional Study of Class, Student Diversity, and Social (In)Justice in Secondary Education. Kathryn J. Teasley, University of A Coruna; Jurjo Torres-Santome, Universidade da Corunha; Ana Sánchez-Bello, Universidade da Coruña
Autonomist Marxism and Educational Theory: Compositional Struggles, Educational Insurgency, and the Politics of Recuperation. Graham Bryan Slater, University of Utah; Gregory N. Bourassa, University of Northern Iowa
Education and the Sharing Economy: How Teachers Pay Teachers Advances the Neoliberal Capitalist Regime. Anne Martin, Georgia State University

47.096-12. International Perspectives on Gifted Education. SIG-Research on Giftedness, Creativity and Talent; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section C; 2:45-4:15pm
Chair: Kimberley L. Chandler, College of William and Mary
Participants:
Global Gifted Education: How International Views of Giftedness Influence Educational Practices and Student Performance. Katie Larsen McClarty, Pearson; Roger S. Franzt, Pearson Education
The Finnish Public Discussion of Gifted Education. Sonja Laine, University of Helsinki
Factors Predicting Native American Students’ High Achievement on NAEP. Jiaxi Wu, Bucknell University; Marcia L. Gentry, Purdue University; Yukiko Maeda, Purdue University
The Complexities of Gifted Students’ Inner Lives: The Social Realm. Maria Paz Gomez-Arizaga, Universidad de los Andes

47.097. Roundtable Session 35; Roundtable Session

47.097-1. Lives of Teachers: Beliefs, Gender, Vulnerabilities. SIG-Lives of Teachers; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section D; 2:45-4:15pm
Chair: Mary E Robinson, Montgomery College
Participants:
Do In-Service Teachers Teach in Ways That They Believe? A Ghanaian Perspective. Jacob Manu, University of North Dakota; Woei Hung, University of North Dakota
Male Elementary Teachers: Thoughts and Perceptions From Meager Misters. Edward Miller, Teachers College, Columbia University
Novice Teacher Educators’ Lived Experience and the Illumination of Professional and Personal Vulnerability. Aaron Samuel Zimmerman, Michigan State University

47.097-2. Locating Our Stories in Learning: Affirming Native Epistemologies. SIG-Indigenous Peoples of the Americas; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section C; 2:45-4:15pm
Chair: Christine Nelson, The University of New Mexico
Participants:
Affirming Native Identity: Connecting Deficit Thinking and Lateral Violence. Hugh Burnam, Syracuse University; Kelsey Dayle John, Syracuse University
Remembrance as Learning. Leisa Anne Desmoulins, Lakehead University
Convention Center, Level Two, Exhibit Hall D Section D; 2:45-4:15pm
Chair: Margaret Josephine Cox, King’s College London
Participants:
Effects of a Math and Science Library-Based Bilingual Program on Preschoolers and Their Families. Alissa Anne Lange, Rutgers University
Out-of-School Time Science Activities and Their Association With Female Career Interest in STEM. Katherine P. Dabney, Virginia Commonwealth University; Philip M. Sadler, Harvard University; Gerhard Sonnert, Harvard University
The Home Literacy Environment: Observational and Interview Study of School-Aged Children. Rachel Zwass, University of California - Los Angeles

47.097-4. From Start to Finish: Student-Athlete Career Development. SIG-Research Focus on Education and Sport; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section D; 2:45-4:15pm
Chair: Chereese Pine, Clemson University
Participants:
Data-Driven Career Preparation Programs for Contemporary Division I Student-Athletes: Assessing Outcomes Beyond the Arena. Kristina Navarro, University of Wisconsin; Heather McCormick, University of Georgia
Using Mobile Learning to Promote College and Career Readiness in Black Male Student Athletes. Paul C. Harris, University of Virginia; Darren Kelly, The University of Texas - Austin; Shelly Pearson Lovelace, University of Virginia; Lindsey Slater, University of Virginia; Sami Tekads, IBM Corporation
The Influence of Youth Sports Participation and Parental Expectations on Career Aspirations in Professional Sports. Lydia F. Bell, National Collegiate Athletic Association; Thomas S. Paskus, National Collegiate Athletic Association

47.097-5. Youth Voice in Educational Justice. SIG-Grassroots Community and Youth Organizing for Education Reform; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section D; 2:45-4:15pm
Chair: Michael P. Evans, Miami University - Oxford
Participants:
Democratic Possibilities for Student Voice within Schools Undergoing Reform: A Student Counterculture Case Study. Claudia Diera, University of California - Los Angeles
The Power of Participatory Action Research in the Undocumented Youth-Led Movement. Krista Craven, Guilford College; Rodrigo Robles, Fisk University; Diana Montero, Fisk University; Jazmin Ramirez, Trevecca Nazarene University; Maria Robles, McGavock High School; Brenda Hernandez, Fisk University
When Youth Decide: Youth Power and Leadership in the Boston Youth Justice Movement. Mark R. Warren, University of Massachusetts - Boston; Perri Sondra Lewis, University of Massachusetts - Boston; Luke Kupscznk, University of Massachusetts - Boston; Kimberly J Williams, Boston Public Schools; Matthew Poirier, University of Massachusetts - Boston; Sandeep Jani, University of Massachusetts Boston
“This Is This Even What I Need to Learn?” Youth Participatory Action Research, Leadership Development, and Urban School Change. Andrea N. Huerez-Mendoza, Mills College; Lauren Mendoza, Mills College; Sabrina Zirkel, Mills College; CHALK Youth Leadership, Communities in Harmony Advocating for Learning and Kids

47.097-6. Critical Practices and Processes in Teacher Reflection and Portfolio. SIG-Portfolios and Reflection in Teaching and Teacher Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section D; 2:45-4:15pm
Chair: Jackie Sydnor, Ball State University
Participants:
Beyond the Dialectical: Social Justice Orientation as Expressed in Teacher Portfolio Reflections. Rebecca K. Fox, George Mason University; Nancy Holinchek, George Mason University; Stephanie L. Dodman, George Mason University; Kelley E Webb, George Mason University
Next-Generation Tablet-Based Electronic Teacher Portfolio for Measuring and Reflecting on Next Generation Science Standards Science

Instruction. Jose Felipe Martinez, University of California - Los Angeles; Matthew J. Kloser, University of Notre Dame; Jayashri Srivinivasan, University of California - Los Angeles; Kate Riedell, University of California, Los Angeles; Brian Stecher, The RAND Corporation; Rose Rocchio, Matthew Wilsey, University of Notre Dame; Honguda Tangmunarunkit

47.097-7. Teacher Evaluation Within Supervision and Instructional Leadership. SIG-Supervision and Instructional Leadership; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section D; 2:45-4:15pm
Chair: Mary Lynne Derrington, The University of Tennessee
Participants:
Principals’ Perspectives on Implementing “Consequential” Teacher Evaluation. Morgan L. Donaldson, University of Connecticut
Teacher Perceptions of the Impact of an Evaluation System on Classroom Instructional Practices. Erika J. Donahue, Eagle County Schools; Linda R. Vogel, University of Northern Colorado

47.097-8. Problem-Based Education SIG Roundtable Session: Problem-Based Education as a Means to Increase Confidence and Essential Skills. SIG-Problem-Based Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section D; 2:45-4:15pm
Chair: Gerry Geitz, Stenden Hgoschool
Participants:
Toward a Future-Oriented Problem-Based Learning Paradigm. Sharon E. Tabachnick, University of Tennessee Health Science Center; Raymond B. Miller, University of Oklahoma; David L. Maness, University of Tennessee Health Science Center
Interdisciplinary Project-Based Learning as an Activity System: A Case Study of One High School Course. Jessica Gale, Georgia Institute of Technology
Sustainable Feedback in Problem-Based Learning. Gerry Geitz, Stenden Hgoschool; Desiree Joosten - Ten Brinke, The Open University of the Netherlands; Paul A. Kirschner, Open University of the Netherlands

47.097-9. Urban Learning, Teaching, and Research SIG Roundtable 1. SIG-Urban Learning, Teaching, and Research; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section D; 2:45-4:15pm
Chair: Linda B. Hopson, North Carolina A&T State University
Participants:
Factors Contributing to the Hard-to-Staff Urban Schools in Texas. Patrick M. Jenlink, Stephen F. Austin State University; Charles L. Lowery, Ohio University - Athens; Karen Embry-Jenlink, Stephen F. Austin State University
Strengthening Public Education Through Research: Closing the Teacher Quality Gap via a Residency Model. Megan E. Britt, Saint Leo University; Sharon A. Judge, Old Dominion University; Tara Donahue, McREL
“Going Public”: Voices of Early College Academy Students in an Urban District. Loyce E. Caruthers, The University of Missouri-Kansas City; Jennifer Ingrid Friend, University of Missouri - Kansas City; Bradley Poos, Avila College; Joseph Seabrooks, Penn Valley Community College

47.097-10. Ensuring Student Success: New Directions in Black Education. SIG-Research Focus on Black Education; Roundtable Session
Convention Center, Level Two, Exhibit Hall D Section D; 2:45-4:15pm
Chair: Andrea Frazier, Columbus State University
Participants:
Sifting for Success: A Grounded Theory Approach to Black Student Academic Success. Shameka Nija Powell, Tufts University
Not Just Race, Not Just Place: Moderating Effects on School District Composition Variables. Elizabeth Thorne Wallington, Washington University in St. Louis
Black Economic Solidarity in Education: A Community-Based Approach for Black Urban Schools and Neighborhoods. Renee Hatcher; Terrance Green, The University of Texas - Austin
Division and SIG Posters

47.098. Poster Session 8; Poster Session

47.098-1. Women, Gender Gaps, and Education. SIG-International Studies; Poster Session
Convention Center, Level Two, Exhibit Hall D; 2:45-4:15pm

Posters:
- 1. Between Power and Empowerment: Theoretical Interpretations of Fathers’ Role for Arab Women Leaders. Samar Abid, Oklahoma State University
- 2. Gender Differences Among Top Performers From PISA (Programme for International Student Assessment) 2012. Ipcek Ceylan Oymak, Anidita Sen, American Institutes for Research
- 3. Gender and Spatial Variation in Longitudinal Trajectories of Middle School Completion Rate in Ghana. David Ansong, The University of North Carolina at Chapel Hill; Mustapha Alhassan, Clark Atlanta University
- 6. Perceptions Toward Girls’ Education: A Multisite Case Study With Teachers and Administrators of Pakistani Elementary Schools. Jyotsna Pattnaik, California State University - Long Beach; Favzia Reza, University of Roehampton; Tania Reza, University of Southern California
- 7. Taking the Bull by the Horns: Exploring the Experiences of Successful STEM Women in Ghana. Fred Kofi Boateng, University of Ghana
- 8. The Paradoxical Relation of TIMSS (Trends in International Mathematics and Science Study) Gender Differences in Mathematics and the Gender Inequality Index. Thomas P Hogan, University of Scranton
- 9. The Impact of Peers’ Motivation on the Gender Gap in Student Mathematics and Science Achievement. Siwen Guo, Michigan State University; Wei Li, University of Missouri - Columbia

47.098-2. Mentorship and Mentoring Practices SIG Poster Session. SIG-Mentorship and Mentoring Practices; Poster Session
Convention Center, Level Two, Exhibit Hall D; 2:45-4:15pm

Posters:
- 10. Fostering Successful Middle to High School Transition for Students With Disabilities Through Cross-Age Peer Mentoring. June Watters Godthop, Western Michigan University; Paula D. Kohler, Western Michigan University; Lori Peterson, University of Northern Colorado

47.098-3. Motivation, Emotion, and Perception in Technology-Based Learning Environments. Division C - Learning and Instruction; Poster Session
Convention Center, Level Two, Exhibit Hall D; 2:45-4:15pm

Posters:
- 12. Community Building in Online Doctoral Programs: A Case Study. Sharla Berry, University of Southern California
- 13. Designing to Engage: How Iterative Design Shapes Learners’ Perceptions of Massive Open Online Courses. Kimberly Austin, Relay Graduate School of Education; Cristina Lamas, Relay Graduate School of Education
- 14. Dropout Prediction in Massive Open Online Courses. Wunli Xing, University of Missouri - Columbia; Tonghe Wu, East China Normal University
- 16. Learners’ Perception of Digital Badges in the College Classroom. Vanessa Paz Dennen, The Florida State University; Jiayue Bong, Florida State University
- 18. Role of Web-Based Tools in the Development of Intrinsic Motivation and Sense of Community in Online and Face-to-Face Environments. Yumiko Murai, Teachers College. Columbia University
- 19. Student Motivation and Engagement in Online Discussion: Effect of Peer Moderators and Original Case Studies. Sara G. Mcneill, University of Houston; Rashmi Chhetri, University of Houston
- 20. Students’ Perception of Flipped Classroom Teaching: Effects of Their Motivational and Self-Determination Orientations. Kit-Tai Hau, Chinese University of Hong Kong; Jianfang Chang, The Chinese University of Hong Kong
- 21. Supporting Massive Open Online Course Communities on Social Media: A Comparative Text Data-Mining Study in China. Ke Zhang, Wayne State University

47.098-4. Division C Section 2a Poster Session 3: Cognitive Processes.
Division C - Learning and Instruction; Poster Session
Convention Center, Level Two, Exhibit Hall D; 2:45-4:15pm

Posters:
- 23. Characterizing 10- to 12-Year-Olds’ Epistemic View of Science: Science as Collectivist Theory-Building Process. Peng Liu, University of Wisconsin - Madison; Carol K. Chan, University of Hong Kong
- 24. Examining University Students’ Conceptions of Inquiry: Relationship to Epistemic Beliefs. Dawit Asrat Getahun, Bahir Dar University; Alenoush Sarayan, McGill University; Mark W. Aulls, McGill University
- 26. The Role of Epistemic Cognition in Teacher Learning and Praxis. Michelle M. Buehl, George Mason University; Helenrose Fives, Montclair State University
- 27. Understanding Epistemological Value Judgments of Plausibility Through the Introduction of Falsifiability. Tyron Keith Young, University of Southern California; Doug Lombardi, Temple University; Janelle M. Bailey, Temple University
- 28. Examining the Relational Reasoning Capabilities of Elementary and Middle School Students With Learning Needs. Sophie Jablansky, University of Maryland - College Park; Patricia A. Alexander, University of Maryland - College Park; Lauren M Singer, University of Maryland - College Park
- 29. Relational Reasoning and Knowledge Revision. Martin Van Boekel, University of Minnesota - Twin Cities; Reese Butterfuss, University of Minnesota - Twin Cities; Panayiota Kendeou, University of Minnesota
- 31. Primary School Students’ Overconfidence When Judging Learning: Effects of Age and Accessibility Cues. Mariette Van Loon, University of Bern; Anique De Bruin, Erasmus University; Jimmie Leppink, Maastricht University; Claudia Roebers, University of Bern
33. Improving in Executive Function and Visuomotor Integration Predicts Kindergarten Achievement: Evidence From Two U.S. States. Claire E Cameron, University at Buffalo - SUNY; Helyn Kim, University of Virginia; Robert Duncan, University of California - Irvine; Derek Becker, Oregon State University; Megan McClelland, Oregon State University

34. Socioeconomic Status and Cognitive Plasticity in Adolescents. Benjamin Katz, University of Michigan - Ann Arbor; Priti Shah, University of Michigan

35. Investigating the Effects of Cognitive and Psychosocial Factors on Young Learners’ Use of Cognitively Diagnostic Feedback. Eunnice Eunhee Jang, University of Toronto; Clarissa Lau, University of Toronto; Megan Vincett, University of Toronto; Edith van der Boom, University of Toronto - OISE; Gina Park, University of Toronto - OISE; Maggie Dunlop, University of Toronto - OISE

36. An Exploratory Look Into the Temporal Aspects of Productive Versus Hopeless Confusion. Jeremiah Ray Sullins, Harding University; Daniel Neely, Harding University; Samuel Aauff, Harding University; Timothy Davis, Harding University

47.098-5. Section 2: College Student Access, Success, and Outcomes Poster Session 1. Division J - Postsecondary Education; Poster Session Convention Center, Level Two, Exhibit Hall D; 2:45-4:15pm

Posters:
37. A Pathway Into the “Gated Community” of College? Social Class and Social Network Site Participation. Michael Brown, University of Michigan; Nicole Ellison, University of Michigan - Ann Arbor; Tushiba Morioka, University of Michigan - Ann Arbor


39. Does the Gender Gap in STEM Majors Vary by Field and Institutional Selectivity? Barbara Schneider, Michigan State University; Carolina Milesi, NORC at the University of Chicago; Lara Perez-Felker, Florida State University; Kevin L. Brown, NORC at the University of Chicago; Illya Gutin, NORC at the University of Chicago

40. Effects of Academic Mind-Sets on College Students’ Performance and Success. Cheon-woo Han, University of Illinois at Chicago; Susan P Farruggia, University of Illinois at Chicago; Tom Moss, University of Illinois at Chicago; Bette Bottoms, University of Illinois at Chicago

41. Extracurricular Involvement, Socioeconomic Status, and Credentialism. Kristine Kengor, University of Pittsburgh

42. Improving College Enrollment Among Low-Income and Minority Students in Title I Schools. Melissa Gordon, University of Denver; Olivia Laura Halic, International Baccalaureate; Emily VanderKamp, International Baccalaureate

43. Investigating Grit as a Noncognitive Predictor of College Success. Patrick Akos, University of North Carolina - Chapel Hill; Jennifer L. Kretchmar, University of North Carolina - Chapel Hill


45. Predictive Validity of a Critical Thinking Assessment for Postcollege Outcomes. Doris Zahner, Council for Aid to Education; Jessalynn James, University of Virginia

46. Predictors of Campus Connectedness in Graduate Students. Christine Mary Karbhet, The Therapy Center of Acadiana; Valanne L. MacGyvers, University of Louisiana at Lafayette; D. Rick Perkins, University of Louisiana at Lafayette

47.098-6. Research in Early Education and Child Development. SIG-Early Education and Child Development; Poster Session Convention Center, Level Two, Exhibit Hall D; 2:45-4:15pm

Posters:
47. Barriers and Facilitators of Classroom Technology Use Among Diverse Early Education and Development Professionals. Lauren McMillin Porter, The Ohio State University - Columbus; Julia DeGreg, University of Cincinnati; Debbie Zorn, University of Cincinnati; Imelda Castaneda-Emenaker, University of Cincinnati

48. Dewey, Vygotsky, and the Exclusion of Imagination From Kindergarten Writing Instruction. Patsy Cooper, Queens College, City University of New York

49. Gender Differences in the Quality of Early Childhood Education Experiences. Alejandra Cortazar, Universidad Diego Portales; Francisca Romo, Centro de Políticas Comparadas de Educación, Universidad Diego Portales de Chile; Constanza Vielma, Universidad Diego Portales

50. Intercultural Competence of Early Childhood Preservice Teachers: Preparing Teachers for Diverse Classrooms. Martha J. Lash, Kent State University

51. Frequency and Type of Math and Spatial Talk by Spanish-Speaking Family Child Care Providers and Assistants. Jemina Munoz, Advancing Excellence in Early Education

52. Identifying the Determinants of Chronic Absenteeism: A Biocological Systems Approach. Michael A. Gottfried, University of California - Santa Barbara; Kevin A. Gee, University of California - Davis

53. The Role of Documentation in a Preschool Professional Learning Community. Jolyon Blank, University of South Florida; Victoria Damjanovic, University of South Florida

54. Measuring Organizational Supports in Early Childhood Education. Stacy B. Ehrlich, University of Chicago Consortium on Chicago School Research; Debra M. Pacchiano, The Ounce of Prevention; Stuart Luppescu, University of Chicago; Amanda Stein, Ounce of Prevention Fund


56. Benefits of Motion in Animated Storybooks for Children’s Comprehension: An Eye-Tracking Study. Zsofia K. Takacs, Eötvös Loránd University; Adriana G. Bus, Leiden University

57. Assessing Teachers’ and Administrators’ Perceived Supports and Barriers to Play in Transitional Kindergarten. Sarah Farrell Baron, Berkshires College; Jason C. Immekus, University of Louisville

58. Shared Reading With the Father: An Investigation of Fathers’ Family Literacy Practices in Taiwan. Yi-Wen Tsai, National Pingtung University (used to be named National Pingtung University of Education); Wei Gu, Grand Valley State University

59. Early Child Care and Child Cognitive and Socioemotional Development: Evidence From Chile. Mariguen Narea, Pontificia Universidad Catolica de Chile

60. The Effect of High-Stakes Testing on Kindergarten Reading Achievement and the Mediating Role of Reading Instruction. Haesung Im, Arizona State University - Tempe

61. Ready for Kindergarten: A Parent Program Designed to Encourage Conversation During the Early Childhood Years. Kathryn Leech, University of Maryland - College Park; Meredith Rowe, Harvard University

62. “Remember the Magic Show?” Educators and Young Children Reminiscing and Talking About the Future. Rebecca Andrews, Macquarie University; Shirley Wyver, Macquarie University; Penny Van Bergen, Macquarie University

47.098-7. Division K Section 4 Poster Session. Division K - Teaching and Teacher Education; Poster Session Convention Center, Level Two, Exhibit Hall D; 2:45-4:15pm

Posters:
63. Teaching Elementary School Students About Poverty and Inequality: A Mixed-Methods Study. Katherine M Griffin, University of California - Los Angeles; Lindsey Nenadal, University of California - Los Angeles; Rashmita Mistry, University of California - Los Angeles

64. Factors Supporting Teachers Who Practice Critical Care in Urban Schools. Joan L. Whipp, Marquette University

65. Show Me, Give Me, Let Me: Educator-Driven Preparation for Teaching. Amanda Stefanski, University of Maryland

66. Embracing, Reframing, and/or Resisting for the Public Good: Justice-Oriented Teachers’ Approaches to the Common Core. Nick Henning, California State University - Fullerton; Rachl Agarival-Rangnath, San Francisco State University; Alison G Dover, Northeastern Illinois University

67. Diversity Matters: How Students of Color and Multiethnic Teachers Build Bridges Toward Cultural Respect. Stuart Rhoden, Arizona State University

68. We Teach Too: Gay Men of Color Share Their Lived Experiences and Pedagogical Practices. Cleveland Hayes, University of La Verne

Sunday Evening, April 10, 2016

47.098-8. Teacher Education Across the Disciplines. Division K - Teaching and Teacher Education; Poster Session
Convention Center, Level Two, Exhibit Hall D; 2:45-4:15pm

Posters:

74. An Examination Characterizing Teacher Talk in Book Club Discussions for Diverse Middle School Students. Mark A. Lewis, Loyola University Maryland; Margarita Zisselserger, Loyola University Maryland

75. Assessing Engagement: Flipping Seventh-Grade English Language Arts With a Diverse Student Population. Carl A. Young, North Carolina State University; Clarice M Moran, North Carolina State University

76. Binning for Equity and Access: Formative Assessment–Focused Teacher Professional Development for Middle School Mathematics Classrooms. Brent M. Duckor, San José State University; Carrie Holmberg, San José State University; Joanne Rossi Becker, San José State University

77. Disciplinary Literacy in the Science Classroom: Using Adaptive Primary Literature. Michele J. Koomen, Gustavus Adolphus College; Karen Oberhauser; Sarah Weaver, University of Minnesota - Twin Cities

78. Learning From Text: Examining Changes in Teacher Thinking and Practice in Advanced Placement Environmental Science. Sara Nachtigel, University of Washington - Seattle

47.098-9. Learning Environments SIG Poster Session. SIG-Learning Environments; Poster Session
Convention Center, Level Two, Exhibit Hall D; 2:45-4:15pm

Posters:

79. Development and Validation of a Student Questionnaire on Adaptive Teaching in Elementary School. Hanna Dumont, German Institute for International Educational Research; Leonie Mach; Juliane Rothe

80. Differentiated Instruction: Teachers’ Perceived Challenges in Hong Kong Secondary Schools. Sally Wai-Tan Chan, The Chinese University of Hong Kong; Alice Hoi-Yan Hui, The Chinese University of Hong Kong; Rita Hau-Kwan Lau, Chinese University of Hong Kong; Coby Ka-Yau Wu, The Chinese University of Hong Kong; Thomas Wing-Ki Lee, The Chinese University of Hong Kong; Kelvin Shing-Pan Chong, The Chinese University of Hong Kong; Lik-Chun Leo Wong, The Chinese University of Hong Kong; Ylena Yan Wong, The Chinese University of Hong Kong; Fergus Tsz-Hin Cheung, The Chinese University of Hong Kong; David Chong-Kwai Yeung, Chinese University of Hong Kong; Donix Kwan-Ho Chan, The Chinese University of Hong Kong

81. Effectiveness of Teacher Action Research in Improving Learning Environments. Paul Edward Rijken, Cardijn College; Barry J. Fraser, Curtin University; Ill M. Aldridge, Curtin University

82. Learning Environment Associated With Integrating Workplace Experience Into Grade 9 Business Studies Curriculum in Singapore. Noi-Keng Koh, Nanyang Technological University - National Institute of Education; Barry J. Fraser, Curtin University

83. Trends in Research on Virtual Learning Environments in Turkey Between 1996 and 2014: A Content Analysis. Faysel Demire; Saleyman Demirel University; Cagdas Erbas, Saleyman Demirel University; Betul Aydin, Saleyman Demirel University

47.098-10. A Path Toward Democracy: Analysis of Chinese Teacher Evaluation Policies From the Stakeholders’ Perspectives. SIG-Research on Evaluation; Poster Session
Convention Center, Level Two, Exhibit Hall D; 2:45-4:15pm
Posters:

84. A Path Toward Democracy: Analysis of Chinese Teacher Evaluation Policies From the Stakeholders’ Perspective. Yumee Han, Southwest University; Wenfan Yan, University of Massachusetts - Boston

47.098-11. Career and Technical Education SIG Poster Session. SIG-Career and Technical Education; Poster Session
Convention Center, Level Two, Exhibit Hall D; 2:45-4:15pm
Posters:


Sunday, 4:35 pm

48.010. AERA Presidential Address Followed by Champagne Reception (#AERAPres). AERA Presidential Session; Invited Speaker Session
Convention Center, Level Three, Ballroom C; 4:35-5:30pm
Chairs: Kevin G. Welner, University of Colorado Boulder; Michelle Renée Valladares, University of Colorado - Boulder
Participant:
Public Scholarship to Educate Diverse Democracies. Jeannie Oakes, University of California - Los Angeles

Sunday, 5:50 pm

49.010. Champagne Reception Following the Presidential Address. AERA Presidential Session; Reception
Convention Center, Level Three, Ballroom Foyer; 5:50-6:30pm

Sunday, 6:30 pm

AERA Related Activities

50.010. A New AERA Publication Reception. Handbook of Research on Teaching: Invitation Only. AERA Related Activities; Reception
Marriott Marquis, Level Three, Dupont Circle; 6:30-8:00pm

50.011. A New AERA Publication Reception. Thinking & Acting Systemically: Invitation Only. AERA Related Activities; Reception
Marriott Marquis, Level Three, LeDroit Park; 6:30-8:00pm

Division Sessions

50.012. AERA Division A Business Meeting. Division A - Administration; Business Meeting
Marriott Marquis, Level Four, Independence Salon E; 6:30-8:00pm

50.013. Division C Business Meeting and Reception. Division C - Learning and Instruction; Business Meeting
Convention Center, Level Two, Room 207 A; 6:30-8:30pm

50.014. Division D International Committee Reception. Division D - Measurement and Research Methodology; Reception
Convention Center, Level One, Room 142; 6:30-8:00pm

50.015. Division E Business Meeting. Division E - Counseling and Human Development; Business Meeting
Convention Center, Level One, Room 101; 6:30-8:00pm
Chair: Kathy Nakagawa, Arizona State University
50.016. **Division F Business Meeting.** Division F - History and Historiography; Business Meeting
Convention Center, Level One, Room 146 C; 6:30-8:30pm

50.017. **Division J International Scholars Reception.** Division J - Postsecondary Education; Reception
Marriott Marquis, Level Two, Marquis Salon 1; 6:30-8:30pm

### SIG Sessions

50.018. **Arts and Learning SIG Business Meeting.** SIG-Arts and Learning; Business Meeting
Marriott Marquis, Level Four, Liberty Salon P; 6:30-8:00pm
Chair: Brooke Anne Hofsess, Appalachian State University

50.019. **Biographical and Documentary Research SIG Business Meeting: Charting the Future.** SIG-Biographical and Documentary Research; Business Meeting
Marriott Marquis, Level Two, Marquis Salon 10; 6:30-8:00pm
Chair: Craig Kridel, University of South Carolina

50.020. **Career and Technical Education SIG Business Meeting.** SIG-Career and Technical Education; Business Meeting
Convention Center, Level One, Room 154 A; 6:30-8:00pm
Participant: Creating Research and Dissemination Opportunities for Graduate Career and Technical Education Students. *James E. Bartlett, North Carolina State University*

50.021. **Caribbean and African Studies in Education SIG Business Meeting.** SIG-Caribbean and African Studies in Education; Business Meeting
Convention Center, Level One, Room 159 B; 6:30-8:00pm
Chair: Berte Van Wyk, Stellenbosch University

50.022. **Charter and School Choice SIG Business Meeting, Regulation Creep -- Improving Charter School Accountability or Stifling Creativity?** SIG-Charters & School Choice; Business Meeting
Convention Center, Level Two, Room 209 B; 6:30-8:00pm
Chair: Priscilla Wohlstetter, Teachers College, Columbia University

50.023. **Classroom Management SIG Business Meeting.** SIG-Classroom Management; Business Meeting
Convention Center, Level One, Room 158 A; 6:30-8:00pm

50.024. **Cognition and Assessment SIG Business Meeting.** SIG-Cognition and Assessment; Business Meeting
Marriott Marquis, Level Four, Liberty Salon I; 6:30-8:00pm

50.025. **Constructivist Theory, Research, and Practice SIG Business Meeting.** SIG-Constructivist Theory, Research, and Practice; Business Meeting
Convention Center, Level One, Room 158 B; 6:30-8:00pm
Chair: Erik Jon Byker, University of North Carolina - Charlotte

50.026. **Critical Educators for Social Justice SIG Business Meeting.** SIG-Critical Educators for Social Justice; Business Meeting
Convention Center, Level Two, Room 201; 6:30-8:30pm
Chair: Cleveland Hayes, University of La Verne

50.027. **Early Education and Child Development SIG Business Meeting.** SIG-Early Education and Child Development; Business Meeting
Convention Center, Level One, Room 150 A; 6:30-8:30pm
Participant: Invited Presentation. *Joseph J. Tobin, University of Georgia; Ashley Brailsford Vaughns, College of Charleston; Cristina Gillanders, University of Colorado - Denver*

50.028. **Education and Philanthropy SIG Business Meeting.** SIG-Education and Philanthropy; Business Meeting
Convention Center, Level One, Room 159 A; 6:30-8:00pm
Chair: Kathleen P. deMarrais, University of Georgia

50.029. **Family, School, Community Partnerships SIG Business Meeting.** SIG-Family, School, Community Partnerships; Business Meeting
Convention Center, Level One, Room 155; 6:30-8:00pm
Chair: Monica Miller Marsh, Kent State University - Kent

50.030. **Foucault and Education SIG Business Meeting.** SIG-Foucault and Education; Business Meeting
Marriott Marquis, Level Four, Independence Salon B; 6:30-8:00pm
Chair: David W. Kauferman, University of Hawaii West Oahu

50.031. **Grassroots Community and Youth Organizing for Education Reform SIG Business Meeting.** SIG-Grassroots Community and Youth Organizing for Education Reform; Business Meeting
Convention Center, Level One, Room 141; 6:30-8:00pm

50.032. **Indigenous Peoples of the Americas SIG Business Meeting.** SIG-Indigenous Peoples of the Americas; Business Meeting
Marriott Marquis, Level Three, Judiciary Square; 6:30-8:30pm
Participant: What Does Water Rights Have to Do With Education? Semisovereignty and Education in Indian Territory. *Lisa Lynn, Oklahoma State University*

50.033. **International Studies SIG Business Meeting.** SIG-International Studies; Business Meeting
Convention Center, Level One, Room 147 B; 6:30-8:00pm
Chair: Johanna Lahja Lasonen, University of South Florida

50.034. **Joint Advanced Technologies for Learning SIG and Learning Sciences SIG Business Meeting.** SIG-Joint Advanced Technologies for Learning with SIG-Learning Sciences; Business Meeting
Marriott Marquis, Level Four, Liberty Salon M; 6:30-8:30pm

50.035. **Mixed Methods Research SIG Business Meeting: Invited Panel Introducing SAGE Mixed Methods Research Series.** SIG-Mixed Methods Research; Business Meeting
Marriott Marquis, Level Two, Marquis Salon 2; 6:30-8:00pm
Chair: Lisa Hull Foster, Liberty University

50.036. **Motivation in Education SIG Business Meeting: With Invited Speaker Cynthia Hudley.** SIG-Motivation in Education; Business Meeting
Convention Center, Level One, Room 145 A; 6:30-8:00pm
Chair: Tim Urdan, Santa Clara University
Participant: Cynthia Hudley, University of California - Santa Barbara

50.037. **Multiple Linear Regression: The General Linear Model SIG Business Meeting.** SIG-Multiple Linear Regression: The General Linear Model; Business Meeting
Convention Center, Level Two, Room 209 A; 6:30-8:00pm
Participant: What If Null Hypothesis Significance Tests Were Banned? An Interactive Discussion of Implications for General Linear Modeling. *Isadore Newman, Florida International University; John H. Hitchcock, Indiana University - Bloomington; David O. Newman, Florida Atlantic University; David A. Walker, Northern Illinois University; Thomas J. Smith, Northern Illinois University; William Holmes Finch, Ball State University; Gordon P. Brooks, Ohio University - Athens*

50.038. **NAEP Studies SIG Business Meeting: In the Forefront.** SIG-NAEP Studies; Business Meeting
Marriott Marquis, Level Two, Marquis Salon 3; 6:30-8:30pm

50.039. **Online Teaching and Learning SIG Business Meeting: Taking Care of Business.** SIG-Online Teaching and Learning; Business Meeting
Marriott Marquis, Level Two, Marquis Salon 13; 6:30-8:00pm

50.040. **Philosophical Studies in Education SIG Business Meeting.** SIG-Philosophical Studies in Education; Business Meeting
Marriott Marquis, Level Four, Independence Salon H; 6:30-8:30pm
Chair: Bryan R. Warnick, Ohio State University
Participants: Terri S. Wilson, University of Colorado Boulder; Sigal Raday Ben-Porath, University of Pennsylvania

50.041. Politics of Education SIG Business Meeting. SIG-Politics of Education; Business Meeting
Marriott Marquis, Level Four, Liberty Salon K; 6:30-8:00pm

50.042. Postcolonial Studies and Education SIG Business Meeting. SIG-Postcolonial Studies and Education; Business Meeting
Marriott Marquis, Level Four, Independence Salon C; 6:30-8:30pm

50.043. Problem-Based Education SIG Business Meeting. SIG-Problem-Based Education; Business Meeting
Convention Center, Level One, Room 144 B; 6:30-8:00pm

50.044. Professional Development School Research SIG Business Meeting. SIG-Professional Development School Research; Business Meeting
Convention Center, Level One, Room 144 B; 6:30-8:00pm
Chair: Susan L. Ogletree, Georgia State University

50.045. Queer Studies SIG Business Meeting: Cocktail Hour. SIG-Queer Studies; Business Meeting
Convention Center, Level One, Room 147 A; 6:30-8:00pm

50.046. Research Use SIG Business Meeting. SIG-Research Use; Business Meeting
Marriott Marquis, Level Four, Congress; 6:30-8:00pm

50.047. Research in Reading and Literacy SIG Business Meeting: Addressing the Achievement Gap. SIG-Research in Reading and Literacy; Business Meeting
Marriott Marquis, Level Four, Liberty Salon J; 6:30-8:00pm
Participants: Rosalind Horowitz, The University of Texas - San Antonio; Francine C. Falk-Ross, Pace University

50.048. Research on Giftedness, Creativity, and Talent SIG Business Meeting. SIG-Research on Giftedness, Creativity and Talent; Business Meeting
Convention Center, Level One, Room 102 A; 6:30-8:00pm

50.049. Research on Women and Education SIG Business Meeting and the Willystine Goodsell Address. SIG-Research on Women and Education; Business Meeting
Marriott Marquis, Level Two, Marquis Salon 7; 6:30-8:00pm
Chair: Tonya B. Perry, The University of Alabama - Birmingham

50.050. Research on the Superintendency SIG Business Meeting. SIG-Research on the Superintendency; Business Meeting
Convention Center, Level Two, Room 209 C; 6:30-8:00pm
Chair: Meredith L. Mountford, Florida Atlantic University

50.051. Rural Education SIG Business Meeting. SIG-Rural Education; Business Meeting
Convention Center, Level One, Room 143 C; 6:30-8:00pm

50.052. School Effectiveness and School Improvement SIG Business Meeting. SIG-School Effectiveness and School Improvement; Business Meeting
Convention Center, Level One, Room 144 A; 6:30-8:00pm
Chair: Coby Meyers, University of Virginia

50.053. School/University Collaborative Research SIG Business Meeting. SIG-School/University Collaborative Research; Business Meeting
Marriott Marquis, Level Two, Marquis Salon 9; 6:30-8:00pm

50.054. Science Teaching and Learning SIG Business Meeting. SIG-Science Teaching and Learning; Business Meeting
Marriott Marquis, Level Four, Liberty Salon N; 6:30-8:00pm
Chairs: Sumi Hagiwara, Montclair State University; Katie Brikich, Georgia Southern University; Tara O’Neill, University of Hawaii - Manoa

50.055. Second Language Research SIG Business Meeting. SIG-Second Language Research; Business Meeting
Marriott Marquis, Level Four, Liberty Salon L; 6:30-8:30pm

50.056. Social Emotional Learning Practitioners Forum. SIG-Social and Emotional Learning; Seminar
Convention Center, Level One, Room 103 B; 6:30-8:00pm

50.057. Special Education Research SIG Business Meeting. SIG-Special Education Research; Business Meeting
Convention Center, Level One, Room 149 A; 6:30-8:00pm

50.058. Spirituality and Education SIG Business Meeting. SIG-Spirituality & Education; Business Meeting
Convention Center, Level One, Room 149 B; 6:30-8:00pm

50.059. Structural Equation Modeling SIG Business Meeting: Invited Address by Gregory R. Hancock. SIG-Structural Equation Modeling; Business Meeting
Marriott Marquis, Level Four, Independence Salon G; 6:30-8:00pm
Participant: Seven dirty secrets of SEM. Gregory R. Hancock, University of Maryland

50.060. Survey Research in Education SIG Business Meeting. SIG-Survey Research in Education; Business Meeting
Marriott Marquis, Level Four, Independence Salon F; 6:30-8:00pm

50.061. Systems Thinking in Education SIG Business Meeting. SIG-Systems Thinking in Education; Business Meeting
Marriott Marquis, Level Two, Marquis Salon 14; 6:30-8:30pm

50.062. Film Screening and Discussion: Schoolidarity. SIG-Teachers Work/ Teacher Unions; Invited Speaker Session
Convention Center, Level One, Room 160; 6:30-8:30pm

50.063. Teaching Educational Psychology SIG Business Meeting. SIG-Teaching Educational Psychology; Business Meeting
Convention Center, Level One, Room 143 A; 6:30-8:00pm

50.064. Teaching History SIG Business Meeting. SIG-Teaching History; Business Meeting
Marriott Marquis, Level Four, Independence Salon A; 6:30-8:00pm
Participant: Representing Racism in the Past and the Present in 11th-Grade U.S. History Classes. John S. Wills, University of California - Riverside

50.065. Tracking and Detracking SIG Business Meeting. SIG-Tracking and Detracking; Business Meeting
Convention Center, Level One, Room 143 B; 6:30-8:00pm
Participant: John B. Diamond, University of Wisconsin - Madison

Sunday, 7:00 pm

Division Sessions

51.010. AERA Division H Social Reception sponsored by ICF. Division H - Research, Evaluation and Assessment in Schools; Reception
Convention Center, Level One, Room 146 B; 7:00-9:00pm

SIG Sessions

51.011. Critical Examination of Race, Ethnicity, Class and Gender Roundtable Forum Reception. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Reception
Chair: Michael Vavrus, Evergreen State College
Participants: Angela J. Cox, Georgetown College; Bettye P. Smith, University of Georgia; Wenting Yang, University of Georgia - Athens; Sherry W. Powers, Ashbury University; Miriam Elizabeth Stroder, Ashbury University; Tiffany Renee Wheeler, Transylvania University; Fred Arthur Bonner, Prairie View A&M University; Tyrone Tanner, Prairie View A&M University; Lisa D. Hobson, Prairie View A&M University; Brenda Martin; Lavada Moore Walden, Fort Bend Independent School District; Aaron Jermaine Griffen, Texas A&M University - College Station; Darlene Russell, William Paterson University; Elsa M.
Sunday, 8:00 pm

Division Sessions

52.010. University Council for Educational Administration, Division A, Division L, and SAGE Publications Joint Reception. Division A - Administration; Reception
Marriott Marquis, Level Two, Marquis Salon 5; 8:00-10:00pm

Monday, 7:30 am

Committee Sessions

53.010. Committee on Scholars of Color in Education Open Business Meeting and Moderated Panel Discussion on Mentoring. Committee on Scholars of Color in Education; Business Meeting
Marriott Marquis, Level Four, Supreme Court; 7:30-9:45am
Chairs: Dorinda J. Gallant, The Ohio State University; Jonills H. Braddock, University of Miami
Participants: Dorinda Carter Andrews, Michigan State University; Keena N. Arbuthnot, Louisiana State University; Stafford Hood, University of Illinois at Urbana-Champaign; James L. Moore, The Ohio State University

Monday, 7:45 am

Governance Meetings and Events

54.001. AERA Annual Meeting Policies and Procedures Committee: Closed Meeting. AERA Governance; Governance Session
Marriott Marquis, Level One, Gallaudet University; 7:45-9:15am
Chair: Cherry A. McGee Banks, University of Washington - Bothell

AERA Related Activities

54.010. AERA Web Content Management System Training for Division and SIG Web Managers: Session 2. AERA Related Activities; Workshop
Marriott Marquis, Level Four, Independence Salon H; 7:45-9:15am
Chair: David Pregraves, American Educational Research Association

54.011. HRTS Rollout. AERA Related Activities; Invited Speaker Session
Marriott Marquis, Mezzanine Level, Scarlet Oak; 7:45-9:15am

Presidential Sessions

54.012. Public Scholarship to Inform Equity and New Accountability: The Iterative Relationship Between Research and Policy. AERA Presidential Session; Invited Speaker Session
Convention Center, Level Three, Ballroom C; 7:45-9:45am
Chairs: Jennifer A. O’Day, American Institutes for Research; Jeannie Oakes, University of California - Los Angeles
Participants:
Research Leading to More Equitable Distribution of Teachers in California. Patrick M. Shields, Learning Policy Institute; Barnett Barry, Center for Teaching Quality

New Approaches to Accountability. Linda Darling-Hammond, Learning Policy Institute and Stanford University; Paul K. Leather, New Hampshire Department of Education; Marshall S. Smith, Carnegie Foundation
Discussant: Amanda Beaumont, Senior Education Counsel for Ranking Member Patty Murray on the U.S. Senate HELP Committee

AERA Sessions

Convention Center, Level Two, Room 202 A; 7:45-9:15am
Chair: Amiunnur S. Palincsar, University of Michigan
Participant: A Decade of Research on What Students Learn About Race Online: A Case for Critical Media Literacy and Inclusive Design. Brendesha M. Tynes, University of Southern California

54.014. Using Data Strategically and Effectively to Promote Learning Opportunities: A Dialogue Designed to Explore and Expand How We Think About Data Use. AERA Sessions; Invited Speaker Session
Convention Center, Level Two, Room 204 B; 7:45-9:45am
Chairs: Robert G. Croninger, University of Maryland - College Park; Gail Sandman, University of Maryland - College Park
Participants: Jaekyung Lee, University at Buffalo - SUNY; Karen H. Miles, Education Resource Strategies Inc.; Thy Nguyen, Norfolk Public Schools; Laura M. Stapleton, University of Maryland - College Park
Discussant: Ruth Lopez Turley, Rice University

Committee Sessions

54.015. Comparing Ethnographies: Learning From Local Studies of Education Across the Americas. International Relations Committee; Symposium
Convention Center, Level One, Room 146 B; 7:45-9:15am
Chair: Elsie Rockwell, Centro de Investigacion y de Estudios Avanzados del Instituto Politecnico Nacional, Mexico
Participants:
Comparing Ethnographies Across the Americas: Why and How. Kathryn M. Anderson-Levitt, University of California - Los Angeles; Elsie Rockwell, Centro de Investigacion y de Estudios Avanzados del Instituto Politecnico Nacional, Mexico
Border Relations: Ethics and Purposes of Ethnology and Meta-Ethnography. George W. Noblit, University of North Carolina at Chapel Hill; Marta Sanchez, University of North Carolina - Wilmington
Majorities and Minorities. Patricia Amex, Institute of Peruvian Studies; Ana Gomes, Federal University of Minas Gerais
Migration and Education in the United States and Argentina: Examining Concepts of Assimilation and Inclusion. Lesley Bartlett, University of Wisconsin - Madison; Gabriela Novaro, Universidad de Buenos Aires
Indigenous Children in and out of Schools. Ana Padawan, Universidad de Buenos Aires; Aurelyn Luks, University of Texas - El Paso
Teachers’ Work: Comparing Ethnographies From Latin America and the United States. Belmira Oliveira Bueno, Universidad de Sao Paulo; Kathryn M. Anderson-Levitt, University of California - Los Angeles

54.016. Graduate Student Council Fireside Chat: Early-, Mid-, and Late-Career Scholars Open Forum on Publishing, Teaching, and Advising. Graduate Student Council; Invited Speaker Session
Convention Center, Level One, Room 140 AB; 7:45-9:15am
Chairs: Gabriel Joey Merrin, University of Illinois - Urbana-Champaign; Matthew King, University of Illinois at Urbana-Champaign
Speakers: Dorothy L. Espelage, University of Illinois at Urbana-Champaign; Chad Allen Rose, University of Missouri - Columbia; Anjali J. Forber-Pratt, Vanderbilt University - Peabody College

WERA Sessions

54.017. A Cross-National Examination of Knowledge, Policy, and Practice in Learning to Teach: Part II. World Education Research Association (WERA); WERA Symposium
Convention Center, Level One, Room 154 A; 7:45-9:45am
Chair: Ian Menter, University of Oxford