Program Schedule

WEDNESDAY, APRIL 26

WEDNESDAY, APRIL 26 ▶ 8:00 AM

Division Sessions

1.010. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy—Sponsored by the University Council for Educational Administration, Division A, Division L, and SAGE Publications (Day 1 of 2, General Session). Division A—Administration Cosponsored with Division L—Educational Policies and Politics; Graduate Student Seminar
Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon A; 8:00am–5:00pm

1.011. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy—Sponsored by the University Council for Educational Administration, Division A, Division L, and SAGE Publications (Day 1 of 2, Group 1). Division A—Administration Cosponsored with Division L—Educational Policies and Politics; Graduate Student Seminar
Grand Hyatt San Antonio, Fourth Floor, Crockett A; 8:00am–5:00pm

1.012. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy—Sponsored by the University Council for Educational Administration, Division A, Division L, and SAGE Publications (Day 1 of 2, Group 2). Division A—Administration Cosponsored with Division L—Educational Policies and Politics; Graduate Student Seminar
Grand Hyatt San Antonio, Fourth Floor, Crockett B; 8:00am–5:00pm

1.013. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy—Sponsored by the University Council for Educational Administration, Division A, Division L, and SAGE Publications (Day 1 of 2, Group 3). Division A—Administration Cosponsored with Division L—Educational Policies and Politics; Graduate Student Seminar
Grand Hyatt San Antonio, Fourth Floor, Crockett C; 8:00am–5:00pm

1.014. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy—Sponsored by the University Council for Educational Administration, Division A, Division L, and SAGE Publications (Day 1 of 2, Group 4). Division A—Administration Cosponsored with Division L—Educational Policies and Politics; Graduate Student Seminar
Grand Hyatt San Antonio, Fourth Floor, Crockett D; 8:00am–5:00pm

1.015. David L. Clark National Graduate Student Seminar in Educational Leadership and Policy—Sponsored by the University Council for Educational Administration, Division A, Division L, and SAGE Publications (Day 1 of 2, Group 5). Division A—Administration; Graduate Student Seminar
Grand Hyatt San Antonio, Fourth Floor, Republic A; 8:00am–5:00pm

WEDNESDAY, APRIL 26 ▶ 8:30 AM

Division Sessions

2.010. Division J Emerging Scholars Workshop (Day 1 of 2). Division J—Postsecondary Education; Mentoring Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 D; 8:30am–6:00pm

WEDNESDAY, APRIL 26 ▶ 9:00 AM

Division Sessions

3.010. International Scholars: Open University Pre-Conference.
Division A—Administration; Seminar
Grand Hyatt San Antonio, Fourth Floor, Republic B; 9:00am–5:00pm

WEDNESDAY, APRIL 26 ▶ 10:00 AM

Division Sessions

4.010. Division C Graduate Student Seminar: Invitation Only (Day 1 of 2). Division C—Learning and Instruction; Graduate Student Seminar
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 216 A; 10:00am–6:00pm

WEDNESDAY, APRIL 26 ▶ 1:00 PM

AERA Related Activities

5.010. AERA–Consortium of University and Research Institutions Conference: Invitation Only. AERA Related Activities; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, 302 A&B; 1:00–6:00pm

Division Sessions

5.011. Division A Early-Career Faculty Mentoring Seminar (Day 1 of 2). Division A—Administration; Mentoring Session
Grand Hyatt San Antonio, Fourth Floor, Republic C; 1:00–5:00pm

5.012. Division B International Curriculum Research Graduate Student Seminar (Day 1 of 2). Division B—Curriculum Studies; Graduate Student Seminar
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 211; 1:00–5:00pm
Participants: Suniti Sharma, Saint Joseph’s University; Min Yu, Wayne State University

5.013. Division B Pre-Conference Early-Career Curriculum Scholar Seminar: Thriving Courageously and Creatively in the...
Contested Landscapes of Education (Day 1 of 2). Division B–Curriculum Studies; Mentoring Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 213 B; 1:00–5:00pm
Participants: Crystal T. Laura, Chicago State University; Valerie Kinloch, The Ohio State University; William C. Ayers, University of Illinois at Chicago

5.014. Division B Pre-Conference Seminar. Invigorating Historical Work in Curriculum Studies: Past, Present, and Future (Day 1 of 2). Division B–Curriculum Studies; Seminar
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 210 A; 1:00–5:00pm
Participants: Janet L. Miller, Teachers College, Columbia University; William (Bill) H. Schubert, University of Illinois at Chicago; Anthony L. Brown, The University of Texas at Austin; Christopher B. Crowley, Wayne State University

5.015. Division B Pre-Conference Seminar. Sensuous Curriculum: Possibilities and Politics of the Senses in Curriculum Studies (Day 1 of 2). Division B–Curriculum Studies; Seminar
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 212 A; 1:00–5:00pm
Participants: Walter S. Gershon, Kent State University; David L. Carlson, Arizona State University

5.016. Division B Pre-Conference Seminar. Soka Studies and Value Creation Curriculum: The Urgency of Non-Western/International/Comparative Curriculum Inquiry (Day 1 of 2). Division B–Curriculum Studies; Seminar
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 210 B; 1:00–5:00pm
Participants: Namrata Sharma, SUNY–College at Oswego; Jason Goulah, DePaul University

5.017. Division B Pre-Conference Seminar: #BlackLivesMatter (Day 1 of 2). Division B–Curriculum Studies; Seminar
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 B; 1:00–5:00pm
Participants: Boni Wozolek, Kent State University/Medina City Schools; Denise M. Taliaferro Baszle, Miami University; Bettina L. Love, University of Georgia; Lance Trevor McCready, University of Toronto

5.018. Division B Vice-Presidential Graduate Student Seminar. Inspiring Curriculum Inquiries Into Life in Schools, Communities, and Neighborhoods: Liberating Dissertation Writing (Day 1 of 2). Division B–Curriculum Studies; Graduate Student Seminar
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 209; 1:00–5:00pm
Participants: Ming Fang He, Georgia Southern University; Debbie Souu, Hunter College–CUNY; Mayme Francyne Huckaby, Texas Christian University

5.019. Division C New Faculty Mentoring Seminar: Invitation Only (Day 1 of 2). Division C–Learning and Instructions; Graduate Student Seminar
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 215; 1:00–6:00pm

5.020. AERA Indigenous Peoples of the Americas/Indigenous Peoples of the Pacific 11th Annual Pre-Conference. SIG-Indigenous Peoples of the Americas; Seminar
Guadalupe Arts Center, 723 S Brazos St, San Antonio; 1:00–9:00pm

WEDNESDAY, APRIL 26 ▶ 4:00 PM

Division Sessions

5.010. Division I Faculty Development Publication Planning Meeting 1. Division I–Education in the Professions; Board Meeting
Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon D; 4:00–8:00pm

5.011. Division K Graduate Student Pre-Conference Seminar (Day 1 of 2). Division K–Teaching and Teacher Education; Graduate Student Seminar
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 206 B; 4:00–9:00pm
Chair: Dorinda Carter Andrews
Participants: Rich Milner, University of Pittsburgh; Mariana Souto-Manning, Teachers College, Columbia University; Dorinda Carter Andrews, Michigan State University; Thomas M. Philip, University of California, Los Angeles

5.012. Division K New Faculty Pre-Conference Seminar (Day 1 of 2). Division K–Teaching and Teacher Education; Mentoring Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 207 A; 4:00–9:00pm
Chairs: Donna Y. Ford, Vanderbilt University; Kenneth James Fasching-Varner, Louisiana State University

WEDNESDAY, APRIL 26 ▶ 5:45 PM

Division Sessions

5.020. AERA Indigenous Peoples of the Americas/Indigenous Peoples of the Pacific 11th Annual Pre-Conference. SIG-Indigenous Peoples of the Americas; Seminar
Guadalupe Arts Center, 723 S Brazos St, San Antonio; 1:00–9:00pm

WEDNESDAY, APRIL 26 ▶ 7:00 PM

Division Sessions

8.010. Division F Mentoring Seminar for Graduate Students and Junior Faculty. Historians and the Call to Action: Leadership and Public Engagement in the History of Education (Day 1 of 2). Division F–History and Historiography; Mentoring Session
ACENAR, 146 E. Houston Street, San Antonio, TX; 7:00–9:30pm

THURSDAY, APRIL 27

Division Sessions

9.010. Division I Faculty Development Publication Planning Meeting 2. Division I–Education in the Professions; Board Meeting
Grand Hyatt San Antonio, Third Floor, Bonham A; 7:00am–1:00pm
11.016. PDC07: How to Get Published—Guidance From Emerging and Established Scholars. Professional Development and Training Committee; Professional Development Course
Henry B. Gonzalez Convention Center, Ballroom Level, Room 305; 8:00am–3:45pm
Instructors: Lauren M. Singer, University of Maryland–College Park; Sophie Jablansky, University of Maryland–College Park; Yuting Sun, University of Maryland–College Park; DeLeon Lauron Gray, North Carolina State University; Matthew T. McCrudden, Victoria University of Wellington; Panayioti Kendeou, University of Minnesota; Laura M. Stapleton, University of Maryland; Diane L. Schueller, The University of Texas at Austin; Sofie Loyens, University College Roosevelt; Jeff A. Greene, University of North Carolina–Chapel Hill

11.017. PDC08: Introduction to Systematic Review and Meta-Analysis. Professional Development and Training Committee; Professional Development Course
Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon D; 8:00am–3:45pm
Instructors: Amy L. Dent, Harvard University; Terri D. Pigott, Loyola University Chicago; Joshua R. Polanin, Development Services Group; Joseph Taylor, BSCS

11.018. PDC09: Propensity Score Methods and Their Applications in Observational Studies. Professional Development and Training Committee; Professional Development Course
Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon E; 8:00am–3:45pm
Instructors: Haiyan Bai, University of Central Florida; Wei Pan, Duke University; Christopher M. Swedoba, University of Cincinnati

11.019. PDC10: Reimagining School Accountability Under ESSA: Opportunities and Challenges for Evaluating School Quality and Student Success. Professional Development and Training Committee; Professional Development Course
Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon F; 8:00am–3:45pm
Instructors: Rolf K. Blank, NORC at the University of Chicago; Joshua R. Polanin, Development Services Group; Joseph Taylor, BSCS

11.020. PDC11: Researchers’ Learning Exchange: Interrogating Research Through Historical and Socio-Cultural Lenses (Day 1). Professional Development and Training Committee; Professional Development Course
San Antonio Marriott Rivercenter, Third Floor, Grand Ballroom Salon G; 8:00am–3:45pm
Instructors: Lynda Tredway, Institute for Educational Leadership; Miguel Angel Guajardo, Texas State University–San Marcos; Francisco Guajardo, The University of Texas at Rio Grande Valley; Matthew C. Miltiello, East Carolina University; Gretchen Givens Genette, Duquesne University; Christopher A. Janson, University of North Florida

11.021. Barbara L. Jackson Scholars Workshop—Sponsored by Division A and the University Council for Educational Administration: Closed Session. Division A—Administration; Seminar
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon B; 8:00am–12:00pm

11.022. Black Deans’ Workshop: Leading Education Preparation Programs to Achieve the Promise of Educational Opportunity
11.023. Division L. Clark National Graduate Student Seminar in Educational Leadership and Policy—Sponsored by the University Council for Educational Administration, Division A, Division L, and SAGE Publications (Day 2 of 2, General Session). Division A—Administration Cosponsored with Division L—Educational Policies and Politics; Graduate Student Seminar
Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon A; 8:00am–12:00pm
Chair: Michael E. Dantley, Miami University

11.024. Division L. Clark National Graduate Student Seminar in Educational Leadership and Policy—Sponsored by the University Council for Educational Administration, Division A, Division L, and SAGE Publications (Day 2 of 2, Group 1). Division A—Administration Cosponsored with Division L—Educational Policies and Politics; Graduate Student Seminar
Grand Hyatt San Antonio, Fourth Floor, Crockett A; 8:00am–12:00pm

11.025. Division L. Clark National Graduate Student Seminar in Educational Leadership and Policy—Sponsored by the University Council for Educational Administration, Division A, Division L, and SAGE Publications (Day 2 of 2, Group 2). Division A—Administration Cosponsored with Division L—Educational Policies and Politics; Graduate Student Seminar
Grand Hyatt San Antonio, Fourth Floor, Crockett B; 8:00am–12:00pm

11.026. Division L. Clark National Graduate Student Seminar in Educational Leadership and Policy—Sponsored by the University Council for Educational Administration, Division A, Division L, and SAGE Publications (Day 2 of 2, Group 3). Division A—Administration Cosponsored with Division L—Educational Policies and Politics; Graduate Student Seminar
Grand Hyatt San Antonio, Fourth Floor, Crockett C; 8:00am–12:00pm

11.027. Division L. Clark National Graduate Student Seminar in Educational Leadership and Policy—Sponsored by the University Council for Educational Administration, Division A, Division L, and SAGE Publications (Day 2 of 2, Group 4). Division A—Administration Cosponsored with Division L—Educational Policies and Politics; Graduate Student Seminar
Grand Hyatt San Antonio, Fourth Floor, Crockett D; 8:00am–12:00pm

11.028. Division L. Clark National Graduate Student Seminar in Educational Leadership and Policy—Sponsored by the University Council for Educational Administration, Division A, Division L, and SAGE Publications (Day 2 of 2, Group 5). Division A—Administration Cosponsored with Division L—Educational Policies and Politics; Graduate Student Seminar
Grand Hyatt San Antonio, Fourth Floor, Republic A; 8:00am–12:00pm

11.029. Division C Graduate Student Seminar: Invitation Only (Day 2 of 2). Division C—Learning and Instructions; Graduate Student Seminar
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 216 A; 8:00am–1:30pm

11.030. Division C New Faculty Mentoring Seminar: Invitation Only (Day 2 of 2). Division C—Learning and Instructions; Graduate Student Seminar
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 215; 8:00am–1:30pm

11.031. Considerations for Using Assessments Worldwide in Principled Ways. Division D—Measurement and Research Methodology; Seminar
Grand Hyatt San Antonio, Third Floor, Bonham C; 8:00–11:00am
Chair: Maria Elena Oliveri, Educational Testing Service
Participants: Michael J. Feuer, The George Washington University; Guillermo Solano-Flores, Stanford University

11.032. Division D Graduate Student Seminar: Advancing Your Career in Measurement or Research Methodology and Finding the Real Meaning of Growth, Path Analysis, and Curves. Division D—Measurement and Research Methodology; Seminar
Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon B; 8:00–11:00am
Chair: Dubravka Svetina, Indiana University—Bloomington
Participants: Susan Natasha Beretvas, The University of Texas at Austin; Carol Eckerly, Alpine Testing Solutions; Andrew Ho, Harvard University; Joseph M. O’Reilly, Mesa Public Schools; Jasmine Ulmer, Wayne State University; Jennifer R. Wolgemuth, University of South Florida

11.033. New Approaches to Critical and Comparative Case Study Methodologies. Division D—Measurement and Research Methodology; Seminar
Grand Hyatt San Antonio, Third Floor, Bonham D; 8:00–11:00am
Participants: Lesley Bartlett, University of Wisconsin—Madison; Rachelle Winkle-Wagner, University of Wisconsin; Penny A. Pasque, University of Oklahoma; Barbara Dennis, Indiana University; Dorian L. McCoy, Louisiana State University

11.034. Division E Early Career Pre-Conference Workshop. Division E—Counseling and Human Development; Mentoring Session
Henry B. Gonzalez Convention Center, Ballroom Level, Room 303 A; 8:00am–12:00pm

11.035. Division E Graduate Student Pre-Conference Workshop. Division E—Counseling and Human Development; Graduate Student Seminar
Henry B. Gonzalez Convention Center, Ballroom Level, Room 303 B; 8:00am–12:00pm

11.036. Division G Early Career Mentoring Seminar. Division G—Social Context of Education; Mentoring Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 B; 8:00am–12:00pm
Chairs: Laura A. Roy, The Pennsylvania State University; H. Bernard Hall, West Chester University of Pennsylvania
Participants: Joanna C. Larson, University of Rochester; Margarita Machado-Casas, The University of Texas at San Antonio; Emery Marc Petshauer, Michigan State University; Beverly Lindsay, University of California; Marcelle M. Haddix, Syracuse University; Erika C. Bullock, University of Wisconsin—Madison

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 C; 8:00am–12:00pm
**THURSDAY, APRIL 27 ▶ 8:30 AM**

**Division Sessions**

12.010. Division A Early-Career Faculty Mentoring Seminar (Day 2 of 2). Division A–Early-Career Faculty Mentoring Seminar; Mentoring Session

**THURSDAY, APRIL 27 ▶ 9:00 AM**

**Division Sessions**

13.010. Division B International Curriculum Research Graduate Student Seminar (Day 2 of 2). Division B–Curriculum Studies; Graduate Student Seminar

13.011. Division B Pre-Conference Early-Career Curriculum Scholar Seminar: Thriving Courageously and Creatively in the Contested Landscapes of Education (Day 2 of 2). Division B–Curriculum Studies; Mentoring Session

13.012. Division B Pre-Conference Seminar. Invigorating Historical Work in Curriculum Studies: Past, Present, and Future (Day 2 of 2). Division B–Curriculum Studies; Seminar


13.014. Division B Pre-Conference Seminar. Soka Studies and Value Creation Curriculum: The Urgency of Non-Western/International/Comparative Curriculum Inquiry (Day 2 of 2). Division B–Curriculum Studies; Seminar

13.015. Division B Pre-Conference Seminar: #BlackLivesMatter (Day 2 of 2). Division B–Curriculum Studies; Seminar

13.016. Division B Vice-Presidential Graduate Student Seminar. Inspiring Curriculum Inquiries Into Life in Schools, Communities, and Neighborhoods: Liberating Dissertation Writing (Day 2 of 2). Division B–Curriculum Studies; Graduate Student Seminar
14.011. Increasing the Opportunity for Academic and Life Success: Trauma-Informed Schooing and Consequences. AERA Presidential Session; Invited Speaker Session

Henry B. Gonzalez Convention Center, Ballroom Level, Room 301 A&B; 12:00–1:30pm
Chair: Ramon Markie Jevon Griffin, Michigan State University
Participants: Tony Brown, Rice University; Lalitha M. Vasudevan, Teachers College, Columbia University; Margaret Beale Spencer, University of Chicago
Discussant: Leon D. Caldwell, The Annie E. Casey Foundation

14.012. Leading Schools in Uncertain Times: Toward Equal Educational Opportunity in Texas. AERA Presidential Session; Invited Speaker Session

Henry B. Gonzalez Convention Center, Ballroom Level, Room 302 C; 12:00–1:30pm
Chair: Enrique Alaman, The University of Texas at San Antonio; Jean Madsen, Texas A&M University; April L. Peters, University of Houston; Mario Torres, Texas A&M University–College Station; Angela Valenzuela, The University of Texas at Austin; Betty M. Merchant, The University of Texas at San Antonio

14.013. Graduate Student Orientation: Navigating AERA’s Multiple Offerings. Graduate Student Council; Invited Speaker Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 221 A&B; 12:00–1:30pm
Chairs: Keisha L. Siriboe, The University of Hong Kong; Kate Rollert French Speakers: Alaina Elizabeth Flannigan, University of Texas at Austin; Emma P. Bullock, Utah State University; Gabriel Joey Merrin, University of Illinois Participants: Ah Ra Cho, University of North Texas; Maria Ferris Greene Wallace, Louisiana State University; Wei-Ling Sun, The University of Texas at Austin

14.014. A Cross-Disciplinary Conversation About Productive Disciplinary Engagement. Division C–Learning and Instructions; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 218; 12:00–1:30pm
Chair: Susan B. Nolen, University of Washington–Seattle
Participants:
What Counts as “Disciplinary” Engagement? The Case of Design in Science and Engineering: Susan B. Nolen, University of Washington–Seattle; Milo D. Kovetsky, Oregon State University

What Contributes to Students “Doing Science” in Classrooms? Jessica Watkins, Tufts University; David Hammer, Tufts University; Jennifer Radoff, Tufts University; Anna McLean Phillips, Tufts University

Productive Disciplinary Engagement in History: Understanding Teacher Growth in Facilitating Whole-Class Text-Based Discussion: Abby Reisman, University of Pennsylvania; Elizabeth Simmons, University of Pennsylvania

The Relationship Between Productive Disciplinary Engagement and the Construction of Student Authority During Collaborative Mathematics Problem Solving: Jennifer Marie Langer-Osuna, Stanford University; Jen Munson, Stanford University; Emma Carene Gargroetzi, Stanford Graduate School of Education

Expanding the Study of Productive Disciplinary Engagement to a High School Biology Classroom: Ellice A. Forman, University of Pittsburgh

14.015. Making Spaces for Youth From Nondominant Communities: New Approaches for Supporting Equitable and Consequential Experiences. Division C–Learning and Instructions; Structured Poster Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 221 C; 12:00–1:30pm
Chair: Jean J. Ryoo, Exploratorium
Participants:
1. Probing Participatory Partnerships: Equitably Consequential Making by, for, and With Marginalized Youth. Angela Calabrese Barton, Michigan State University; Edna Tan, University of North Carolina at Greensboro
2. Designing for Equity: Supporting Youth to Navigate Sociotechnical Resource Networks. Lee Michael Martin, University of California, Davis; Saget Betser, University of California, Davis; Colin Dixon, University of California, Davis
3. Toward Indigenous Making and Sharing. Megan Bang, University of Washington; Filiiberto Barajas-Lopez, University of Washington
4. “He Knows a Lot of Things”: Youth Meshwork Mapping in Making Spaces. Brian E. Gravel, Tufts University; Eli Tucker-Raymond, TERC; Aditi Wagh, Tufts University
5. E-Textiles in Exploring Computer Science: Promoting Equity Through a Making Curriculum for High School. Deborah A. Fields, Utah State University; Yasmín B. Kafai, University of Pennsylvania; Tomoko M. Nakajima, University of California, Los Angeles
7. Tracking Equity in the Language of Making: A Functional Linguistic Approach. Abigail W. Konopasky, George Mason University; Kimberly Marie Sheridan, George Mason University
8. Making Connections: Can Making in Museums Play a Role in Community Engagement and Equity Work? Lauren Causey, Science Museum of Minnesota; Marjorie Ballitt Bequette, Science Museum of Minnesota; Gina Navoa Svarovsky, University of Notre Dame
11. When Words and Objects Collide: Exploring Equity in a Poetry Makerspace. Emma Anderson, University of Pennsylvania; Dorothea Lasky, University of Pennsylvania; Susan A. Yoon, University of Pennsylvania
Discussant: Nichole D. Pinkard, DePaul University


Henry B. Gonzalez Convention Center, River Level, Room 7A; 12:00–1:30pm
Chair: Elizabeth Adams St Pierre, University of Georgia–Athens
Participants:
A More–Than-Social Movement: The Posthuman Condition of Quality in the Early Years. Sonja Arndt, University of Auckland
Attuning to the Corporeality of Pedagogies as a Basis for Social Resistance in Postindustrial Communities in South Wales, U.K. Gabrielle Ivison, Manchester Metropolitan University; Emma Renold, Cardiff University
Productive Aporias and Inten(t/s)ionalities of Paradigming: Spacetime matters in an Introductory Qualitative Research Course. Candace Ross Kubly, University of Missouri–Columbia; Rebecca C. Christ, University of Missouri
Not Everything Is Decided in Advance: A Speculative Pragmatics of Play in Higher Education. Carol A. Taylor, Sheffield Hallam University


Chair: Elizabeth A. St. Pierre, University of Georgia
Participants:
Logical Empiricism/Logical Positivism. Elizabeth A. St. Pierre, University of Georgia
The Hyper-Empiricism of Husserl's Phenomenology. Melissa Freeman, University of Georgia
Beyond the Rational/Epistemic Divide: Implications of Deleuze’s Transcendental Empiricism for Qualitative Research. Bridget Pannell, Victoria University–Melbourne
Rethinking the Quantitative in Sociology: Elizabeth De Freitas, Manchester Metropolitan University

Discussant: Tyson E. Lewis, University of North Texas

14.018. Educational Policy and Its Implications for School Choice, Access, and Curriculum. Division F–History and Historiography; Paper Session

Chair: Atiya S. Strothers, Rutgers University–New Brunswick/Piscataway
Participants:
Continuing “Crisis” Over the Schools: The 1950s Origins of Systemic Reform. Ronald W. Evans, San Diego State University

Discussant: Dionne Dunn, Indiana University


Chair: Grand Hyatt San Antonio, Fourth Floor, Republic B; 12:00–1:30pm
Participants: Sofia A. Villenas, Cornell University; Cindy Cruz, University of California, Santa Cruz; Pierre W. Orelus, New Mexico State University; sj Miller, NYU Steinhardt–The Metropolitan Center


Chair: Catherine Darrow, Abt Associates Inc.
Participants:

14.021. A Closer Look at the Self in Research and Practice. Division J–Postsecondary Education; Paper Session

Chair: LaVar Jovan Charleston, University of Wisconsin–Madison
Participants:
A Contextualized, Pragmatic Exploration of Epistemic Cognition Among Nontheistic and Nonreligious College Students. Amanda Armstrong, College of William and Mary
The Development of the Scale of Contemplative Practice in Higher Education. Maryann Krikorian, Loyola Marymount University; Manny A. Aceves, Loyola Marymount University
Applying Item Response Theory to Examine Extreme Survey Response Style. Xiaolin Wang, Indiana University; Amy Ribera, Indiana University; Robert M. Gonzalez, Indiana University–Bloomington
Expressing the Self: Self-Authoring in an Era of Increased Parental Involvement. Dana Marie Winters, Saint Vincent College
Discussant: Keon M. McGuire, Arizona State University–Tempe

14.022. Exploring the Lived Experience of College Access and Readiness Through Qualitative Inquiry. Division J–Postsecondary Education; Paper Session

Chair: Mauriell H. Amechi, University of Wisconsin–Madison
Participants:
Prospective First-Generation Students: Navigating the Pathway to Higher Education. Sally Patfield, The University of Newcastle; Jennifer M. Gore, The University of Newcastle; Leanne Fray, The University of Newcastle; Adam Lloyd, The University of Newcastle
The K–12 STEM Experiences of African American Collegiate Women in STEM Majors: A Counternarrative. Sharonda Renee Eggleton, North Carolina State University
The Lived Experiences of African American Community College Achievers in Developmental Education: A Phenomenological Study. Janice Marie Hicks, Eastfield College

14.023. Indigenizing International and Comparative Higher Education. Division J–Postsecondary Education; Invited Speaker Session

Chair: Grand Hyatt San Antonio, Fourth Floor, Republic B; 12:00–1:30pm
Participants: Speakers: Michelle E. Pidgeon, Simon Fraser University; Brendan Cantwell, Michigan State University
Presenters: Prof–Airini, Thompson Rivers University; Adrian Miller, Griffith University; Sweeney Windchief, Montana State University; K. Laiana Wong, University of Hawaii

14.024. Language, Reading, and Writing. Division J–Postsecondary Education; Paper Session

Chair: Rocky Philip Christensen, University of Missouri–Columbia
Participants:
Peer Feedback on Writing: The Relation Between Students’ Ability Match, Feedback Quality, and Essay Performance. Bart Ananda Huiteman, Leiden University; Nadira Saab, Leiden University; Jan H. Van Driel, University of Melbourne; Paul van den Broek, Leiden University
Effect of Study Skills Participation on Freshmen Academic Performance. John Jordan, Sam Houston State University; Julie P. Combs, Sam Houston State University; Susan Troncoso Skidmore, Sam Houston State University
New Approaches to Developmental Education Pathways: Integrating Reading and Writing Remediation. Russell Gerber, The University of Texas; Trey Miller, RAND Corporation; Federick Joseph Ngo, University of Southern California; Shana Michele Shaw, Texas Center for Educator Effectiveness; Lindsay Daughtery, RAND Corporation
English as Lingua Franca: Exploring the Challenge of English Proficiency in Vietnamese Graduate Student Learning. Christina Yao, University of
14.025. (Re)Claiming Bodies Marked by Institutional Oppression and Trauma: Teachers and Youth Raise Their Voices. Division K–Teaching and Teacher Education; Symposium
Grand Hyatt San Antonio, Second Floor, Mission A; 12:00–1:30pm
Chair: Lauren M. Anderson, University of Massachusetts
Participants:
“IT’s Not About Becoming a Better Educator”: Negotiating Multiple Dimensions of Trauma at an F School. Katherine Crawford-Garrett, University of New Mexico; Rebecca M. Sanchez, University of New Mexico
Under the Gun: (Re)Traumatizing the Physical, Emotional, and Spiritual Well-Being of Incarcerated Youth. Shiv Raj Desai, University of New Mexico
Curriculum of the Mestiza/o Body: Living and Learning in a Corporal Landscape of Resistance, Regeneration. Mia Sosa-Provenza, The University of New Mexico
Discussant: Lindsay Perez Huber, California State University–Long Beach

14.026. Dispositions for Teaching and Learning: Conceptualization and Enactment Across Teacher Education Contexts. Division K–Teaching and Teacher Education; Symposium
Grand Hyatt San Antonio, Second Floor, Bowie C; 12:00–1:30pm
Chair: Mistilina D. Sato, University of Minnesota
Participants:
A Dialogic Approach to Dispositional Coaching and Assessment Within a Distributed Knowledge Community. Jehanne Beaton, University of Minnesota; Jenna Cushing-Leabner, University of Minnesota–Twin Cities; Su Jung Kim, University of Minnesota–Twin Cities; Miranda Schornack, University of Minnesota–Twin Cities; Jessica Tobin, University of Minnesota–Twin Cities; Mistilina D. Sato, University of Minnesota
Teacher Dispositions as a Means to Moral Practice and the Cultivation of Practical Wisdom. Deborah L. Schussler, The Pennsylvania State University–University Park
Measuring and Evaluating Dispositional Affekt: Addressing the Elephant in the Room. Dr. Thomas J. Shearan, Niagara University; Vince Joseph Rinaldo, Niagara University
Assessing Dispositions in Teacher Education: Forsaking the Teachings of Paulo Freire. Maria del Carmen Salazar, University of Denver
Discussant: Chance W. Lewis, University of North Carolina–Charlotte

14.027. Exploring Preservice Teachers’ Knowledge and Engagement in Digital Literacies in Multiple Settings. Division K–Teaching and Teacher Education; Paper Session
Grand Hyatt San Antonio, Third Floor, Bonham E; 12:00–1:30pm
Chair: Eliza G. Braden, University of South Carolina–Columbia
Participants:
Examining Preservice Teachers’ Knowledge and Action for Digital Literacies Integration. Tanya M. Christ, Oakland University; Poonam Arya, Wayne State University; Wen Wu, Oakland University; Yu Liu, Oakland University
Media and Information Literacy in Teacher Education: Preservice Teachers’ Perspectives. Sarah Grettner, Year; Aman Yadav, Michigan State University
Preservice Teachers’ Perceptions of Using Maker Activities in Formal Educational Settings. Montgomery Jones, Virginia Commonwealth University; Shanna Smith, Texas State University; Jonathan Cohen, Georgia State University
Supporting Praxis: Exploring the Digital Practices of Literacy Teacher Educators With a Critical Stance. Pooja Dharamshi, Simon Fraser University; Clare Kosnik, University of Toronto/OISE; Cathy Marie Miyata, University of Toronto
Discussant: Peter C. Corman, California University of Pennsylvania

14.028. Powerful and Emancipatory Practices of Teachers of Color. Division K–Teaching and Teacher Education; Paper Session
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon D; 12:00–1:30pm
Chair: Jennifer E. Obidah, University of the West Indies
Participants:
“I Am Not the Intended Audience”: (Re)envisioning Culturally Responsive Teacher Education With Preservice Teachers of Color. Ramita Cheruw, William Paterson University
Culturally Relevant Critical Teacher Care in Elementary Classrooms. Elyse L. Hambacher, University of New Hampshire; Elizabeth Bondy, University of Florida
The Affectionate Interrupter: Portrait of a Black Feminist Teacher Educator’s Antiracist Pedagogy of Love. Esther Oganda Ohitoh, Mills College; Toluada Sealey-Ruiz, Teachers College, Columbia University
Toward Emancipation: Black Teachers’ Implementation of a Pedagogy of Racial Realism. Kristen Duncan, Texas State University–San Marcos
Discussant: Monika Williams Shealey, Rowan University

Grand Hyatt San Antonio, Second Floor, Bowie B; 12:00–1:30pm
Chair: Pamela L. Whitehouse, Midwestern State University
Participants:
Metaphorical Conceptualizations of Video Viewing Experience by Student Teachers in a Teacher Development Program. Jessica Shuk Ching Leung, University of Hong Kong; Kennedy Kam Ho Chan, The University of Hong Kong; Tracy Culling He, The University of Hong Kong
Promoting Preservice Teacher Reflection: Implementation of Classroom Video Cases in a Teaching Methods Course. Sanguwn Shin, Texas Tech University; Thomas Brubh, Indiana University
Structuring Video-Based Discussions of Preservice Teachers’ Own Teaching of Core Literacy Practices. Charles W. Peters, University of Michigan; Deanna D. Birdyshaw, University of Michigan; Amy E. Bucevich, Northern Kentucky University
Supporting Preservice Teachers’ Development of Professional Vision: Performance Assessments and Beyond. Andrea Sarah Gomoll, Indiana University–Bloomington; Andi M. Rehak, Indiana University; Cindy E. Hmelo-Silver, Indiana University; Joshua Adam Danish, Indiana University; Mengying Jiang, Indiana University–Bloomington; Yuxin Chen, Indiana University; Joey Huang, Indiana University–Bloomington
Discussant: Kirsten Letofsky, University of Illinois at Urbana-Champaign

14.030. STEM Professional Development in Teacher Education: University Partnerships, Teacher Collaboration, and Improved Assessments. Division K–Teaching and Teacher Education; Paper Session
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon C; 12:00–1:30pm
Chair: Suzanne Fischer Lindt, Midwestern State University
Participants:
From Focusing on Grades to Student Thinking: A Case Study of Change in Assessment Practice. Stephanie Raffanelli, Stanford University; Hilda Borko, Stanford University; Matthew J. Kloser, University of Notre Dame; Matthew Wilkes, University of Notre Dame
Teachers Engaged in STEM and Literacy (TESAL): Engineering Design for Middle School Teaching and Learning. Reagan Curtis, West Virginia University; Johanna Bolyard, West Virginia University; Darran Cairns, West Virginia University; David Luke Loomis, West Virginia University; Sera Mathews, West Virginia University; Kelly Watts
Teachers as Designers: Facilitating Pedagogical Change for STEM Learning. Ellen B. Meier, Teachers College, Columbia University; Caron M. Mineo, Teachers College, Columbia University; Jessica Yusaitis Pike, Teachers College, Columbia University; Dawn H. Morden, Teachers College, Columbia University; Seth A. McCall, Teachers College, Columbia University; Rita Sanchez, Teachers College, Columbia University; Alexandra Thomas, Teachers College, Columbia University
Walking the Walk: Authentic Science and Mathematics Research Conducted by Preservice and In-Service Teachers. Cherie A. McCollough, Texas A&M University–Corpus Christi; Tonya D. Jeffery, Texas A&M University–Corpus Christi; Kim Moore, Texas A&M University–Corpus Christi

14.031. What Do We Know About the Promise of Teacher Residencies for Quality Educator Preparation? Division K–Teaching and Teacher Education; Symposium
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon A; 12:00–1:30pm
Chair: Barnett Barry, Center for Teaching Quality
14.032. Data Use for Improving Teaching and Expanding Opportunities to Learn: Implications for Policy and Practice. Division L—Educational Policies and Politics; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 A; 12:00–1:30pm

Chair: Vicki Park, San José State University

Participants:
- Opening or Closing Doors for Students? Equity and Data-Informed Instruction. Amanda L. Datnow, University of California, San Diego; Vicki Park, San José State University
- What Counts as Quality Teaching? Who Decides? How Data-Centric Reforms Undervalue Teacher Sensemaking. Chris Bradford, University of Wisconsin–Madison; Melissa Braaten, University of Colorado–Boulder
- A View Into Kindergarten Classrooms: Data Use Practices Within the Context of Literacy. Tonya R. Moon, University of Virginia; Marcia A. Invernizzi, University of Virginia; Catherine M. Brighton, University of Virginia; Jordan Buckrop, University of Virginia

Using Standardized Test Data as a Starting Point for Inquiry. Brett Garner, Vanderbilt University–Peabody College; Ilana S. Horn, Vanderbilt University; Britnec Delinger Kuan, University of Colorado; Hollie M. Appelgate, Iowa State University; Jonelle Wilson, Vanderbilt University; Jason Brasil, Vanderbilt Peabody College

Discussant: Carol A. Tomlinson, University of Virginia


Henry B. Gonzalez Convention Center, Meeting Room Level, Room 216 B; 12:00–1:30pm

Chair: Amy Stuart Wells, Teachers College, Columbia University

Participants:
- Making the Unequal Metropolis: School Desegregation and Its Limits. Ansel T. Erickson, Teachers College, Columbia University
- Diversity or Desegregation? Racial Differences in Discourses on Social Distance in a Desegregated Suburban District. R. L’Héritier Lewis-McCoy, City College of New York–CUNY
- 21st-Century Lessons From Metropolitan School Desegregation. Genevieve Parker Siegel-Hawley, Virginia Commonwealth University

Discussant: Amy Stuart Wells, Teachers College, Columbia University

SIG Sessions

14.034. Teachers: Sources of Resistance, Sources of Support? SIG-Critical Educators for Social Justice; Paper Session

Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon E; 12:00–1:30pm

Participants:
- What Can We Learn From Luis? An Art Teacher’s Use of Art as Creative Resistance. Cleveland Hayes, University of La Verne
- The Use of Historical Inquiry Practice to Support a Critical Inquiry of Capitalism. Jennifer Lynn Gallagher, Iowa State University
- Mediating Teacher Positionality: Intersectional Understandings of Who We Are. Brittany Alexis Aronson, Miami University–Oxford; Esther Alice Enright, Boise State University; Tasmeeam Amatullah, Miami University–Oxford

“On Fire” or “Lacking the Spark”: Four Types of Self-Directed Critical Thinking of Preservice Teachers. Monica A. Medina, Indiana University–Indianapolis; Erik James Shaver, Indiana University–JUPUI

14.035. Marginalized Women and Their Quests for Better Lives: Themes of Disequilibrium, Learning, and Adaptation. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium

Grand Hyatt San Antonio, Second Floor, Mission B; 12:00–1:30pm

Chair: Tom Valentine, University of Georgia

Participants:
- The Positive and Negative Influence of Children on Their Mothers’ Experiences in Developmental Education. Jamie L. Caudill, Georgia Gwinnett College
- Learning to Be a “Good” Wife: The Challenging Lives of Marriage-Immigrant Filipinas in South Korea. Jihyun Kim, University of Georgia
- The Up-and-Down Lives of Soviet Marriage-Immigrants in America: Overcoming Obstacles Through Resilience and Personal Transformation. Tatiana Pavlusenco, Georgia Highlands College

Discussants: Juanita Johnson-Bailey, University of Georgia; Kathleen P. deMarrais, University of Georgia

14.036. Decolonizing Disability Categories of Mental Health at Their Intersections: A Collaborative Interdisciplinary Approach. SIG-Disability Studies in Education; Symposium

Grand Hyatt San Antonio, Second Floor, Bowie A; 12:00–1:30pm

Chair: Chantal Figueroa, University of California, Los Angeles

Participants:
- Counternarratives Versus Traditional Mental Health Narratives: African American Women’s Lived Experiences With A Dis/ability. Mercedes Adell Cannon, Indiana University–Indianapolis
- Problematizing Mental Disorders From a Gender Perspective in Guatemala. Chantal Figueroa, University of California, Los Angeles
- The Case Studies of Ben, Luna, and Daniel: Toward a Decolonizing Global Mental Health Perspective. Carlyn Mueller, University of Washington; Laurie Gutmann Kahn, University of Oregon; David Isaac Hernandez-Saca, University of Northern Iowa

Discussant: Nirmala Erevelles, The University of Alabama

14.037. Building International Professional Learning Communities. SIG-International Studies; Symposium

San Antonio Marriott Rivercenter, Third Floor, Conference Room 17; 12:00–1:30pm

Chair: Katariina Salmela-Aro, Cicer Learning, University of Helsinki

Participants:
- The Influence of an International Professional Development Program for the Design of Engaging Secondary Science Teaching in Finland. Jari Lounonen, University of Helsinki
- International Projects Involving Chile. Beatrice Avalos, Universidad de Chile
- Improving Students’ Learning Through Creativity and Critical Thinking. Stephan Vincent-Lancrin, Organisation for Economic Co-operation and Development
- Teaching Science Outdoors. Tati Tal, Technion Israel Institute of Technology; Irene Bayer, Michigan State University; Kara Haas, Michigan State University; Joseph S. Krajcik, Michigan State University; Katherine Gross, Michigan State University

Discussant: Lynn W. Paine, Michigan State University

14.038. Preparing Leaders to Work for Educational Equality: Effective Feedback to Students on Leadership and Scholarship. SIG-Learning and Teaching in Educational Leadership; Working Group Roundtable

Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon C; 12:00–1:30pm

Chair: Arlisa Armond, University of North Carolina–Greensboro

Participants:
- Leveraging Technology—Including Video—to Provide Feedback. Kimberly Kappler Hewitt, University of North Carolina–Greensboro
Delivering Feedback for Diverse Students: Culturally Relevant Feedback.
Lisa Bass, North Carolina State University
Students as Feedback Providers: Building Student Capacity Through Feedback. Megan Tschanen-Moran, College of William and Mary

14.039. Negotiating Differences in Middle-Level Education. SIG-Middle Level Education Research; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 7D; 12:00–1:30pm
Chair: Francine C. Falk-Ross, Pace University
Participants:
- Synthesizing Middle-Grades Research on Cultural Responsiveness: The Importance of a Shared Conceptual Framework. Brianna L. Kennedy, Utretch University; Kathleen Marie Brinegas, Johnson State College; Ellis Hurd, Illinois State University; Lisa Harrison, Ohio University
- Language Arts Classroom Practices and Early Adolescents’ Needs: A Comparison of Student and Teacher Perceptions. Sarah Pennington, Montana State University
- Pathways to Personalization in Middle Schools. John M. Downes, The University of Vermont; Steven Netco, University of Vermont; Kathy Faber, The University of Vermont; Scott Thompson, The University of Vermont
- Penny A. Bishop, The University of Vermont; Jessica DeMink-Cartthew, The University of Vermont
- The Role of Gender, School Support, and Absenteeism in the Achievement of African American Middle School Students. James Ryan Alverson, Northern Kentucky University
- This Who Believes? A Critical Race Discourse Analysis of the Association for Middle Level Education’s This We Believe. Christopher Busey, Texas State University
Discussant: Robert M. Capraro, Texas A&M University

14.040. Peace Education in Conflict and Postconflict Settings. SIG-Peace Education; Paper Session
Grand Hyatt San Antonio, Third Floor, Bonham C; 12:00–1:30pm
Chair: Jennifer Elaine Killham, University of Cincinnati
Participants:
- Contact Theory and Arab and Jewish Students in Higher Education in Israel. Zehavit Gross, Bar-Ilan University; Rotem Maor, Bar-Ilan University
- Youth Perspectives on What Mediates Learning in Postconflict Settings. Grace Tamara Handy, The University of Kansas
- Transitional Spaces and Peaceful Places: Trauma-Sensitive Schools and Best Practices for Supporting Refugee Youth. Jan Stewart, University of Winnepeg
- The Challenges to a Quality Education During Late-Stage Refugee Resettlement. Jerome A. Cranston, University of Manitoba
Discussant: Kelli Marie Jette, University of Cincinnati

14.041. Integrating Philosophy Into Educational Practice. SIG-Philosophical Studies in Education Cosponsored with SIG-Dewey Studies; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 206 A; 12:00–1:30pm
Chair: Stephanie A. Burdick-Shepherd, Lawrence University
Participants:
- Higher Education for Society’s Grand Challenges: Toward a Capabilities-Oriented Critical Pedagogy. Xiuying Sophy Cai, University of Illinois at Urbana-Champaign
- Bearing Witness to the Person in the Role of Teacher. David T. Hansen, Teachers College, Columbia University
- Making Education Educational. Marit Hannerd Hovind, Norwegian University of Science and Technology; Halvor Hovind, Norwegian University of Science and Technology
Discussant: Kurt Stenhagen, Virginia Commonwealth University

14.042. Teacher Noticing for Equitable Teaching Practices in Mathematics. SIG-Research in Mathematics Education; Symposium
Henry B. Gonzalez Convention Center, Second Floor, Lone Star Ballroom Salon F; 12:00–1:30pm
Chairs: Janet Dawn Kim Walkoe, University of Maryland; Elizabeth A. van Es, University of California, Irvine
Participants:
- Noticing Preservice Teachers’ Conceptions of Equitable Mathematics Teaching. Imani Masters Goffrey, University of Houston
- Interpreting Teacher Noticing for Equity. Janet Mercado, University of California, Irvine; Elizabeth A. van Es, University of California, Irvine
- Noticing for Equity. Victoria M. Hand, University of Colorado–Boulder; Elizabeth A. van Es, University of California, Irvine
- Noticing for Equity: Emerging Themes From Video Club Discussions Focused on Algebraic Thinking. Alice LaRue Joy Cook, University of Maryland–College Park; Angela Stoltz, University of Maryland–College Park; Janet Dawn Kim Walkoe, University of Maryland
Discussant: Frederick D. Erickson, University of California, Los Angeles

Henry B. Gonzalez Convention Center, River Level, Room 6D; 12:00–1:30pm
Chair: Kathleen Norris, Plymouth State University
Participants:
- Demystifying “Participation” in Participatory Monitoring and Evaluation. Akashi Kaul, George Mason University
- The Use of Narrative Inquiry in Research on Evaluation: Studying the Development of India’s Annual Status of Education Report. Melissa Goodnight, University of California, Los Angeles
- Using Membership Categorization Analysis to Reveal Implementers’ Worldview. Justin Paulsen, Indiana University—Bloomington
- The Effects of Instructor Gender on Student Ratings of Instruction Across Academic Disciplines. Dan Li, The IDEA Center, Inc.; Stephen L. Benton, The IDEA Center; Jason J. Barr, Monmouth University
- Fidelity of Implementation in a Randomized Control Trial Study: The Effect of Virtual Professional Development. Shifang Tang, Texas A&M University–College Station; Cindy Lynn Guerrero, Texas A&M University; Tamara Lopez, Texas A&M University–College Station; Fahui Tong, Texas A&M University–College Station; Beverly J. Irby, Texas A&M University–College Station; Rafael Lara-Alecio, Texas A&M University; Shuqiong Lin, Texas A&M University–College Station; Yue Mo, Texas A&M University
Discussant: Anne T. Vo, Keck School of Medicine of USC

Division and SIG Roundtables

14.044. Roundtable Session 1; Roundtable Session

14.044-1. An Examination of School Policies in Practice. Division A—Administration; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 12:00–1:30pm
Chair: Linh-Dang, University of Rochester
Participants:
- The Finite Quality and Dimensions of Autonomy: Policy Makers in England Rethink the Regulation of Education. Dan Gibson, TEL Aviv University

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 12:00–1:30pm
Chair: Rebecca L. Faison, Prairie View A&M University
14.044-7. Leadership and Professional Development. Division A—Administration; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:00–1:30pm
Chair: Re Saravanabhavan, Howard University
Participants: Principal Retention: An Analysis of Retention in the 2010 Principal Cohort. Silvester G. Mata, University of Houston; Toni Templeton, University of Houston; Riccy Frierson, University of Houston
Principals’ Professional Development Needs Around English Language Learners. Belinda Louis, University of Washington–Tacoma; Bronwyn Pugh, University of Washington–Tacoma; Anna Caney Kuo, Stanford University; Elin Bjornling, University of Washington
Rethinking Leadership: The Effect of Exposure to Collaboration on District-Wide Leadership Within a Leadership Team. Yi-Hwa Liong, National Taipei University of Education; Alan J. Daly, University of California, San Diego
Micro-Learning for Professional Development on the Job. George Hanshaw, Azusa Pacific University; Janet Lee Hanson, Azusa Pacific University; William Loose, Azusa Pacific University; Ursula Revels, Azusa Pacific University

14.044-8. Leadership Capacity for Cultural Competence. Division A—Administration; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:00–1:30pm
Participants: A Systematic Review of the Research on Arab Educational Leadership. Izhav Oplatka, Tel Aviv University; Khalid Arar, The Center for Academic Studies Advancing Critical Consciousness in American Muslim Students: A Qualitative Case Study on Culturally Relevant Leadership. Miraam Deborah Ezzani, University of North Texas; Melanie Carol Brooks, Monash University
Culturally (Ir) Relevant School Leadership: The Case of Northern Mindanao, Philippines. Melanie Carol Brooks, Monash University
Why Principals Choose to Remain in an Urban District. Ethan Bradley Heinen, Central Connecticut State University; Jennifer Hills-Papetti, Central Connecticut State University

14.044-9. Leadership Development Across the Leadership Pipeline. Division A—Administration; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:00–1:30pm
Chair: Lisa Maria Grillo, Howard University
Participants: Examining Ethical Drift in Educational Leadership and the Role of Moral Literacy. Patrick M. Jenlink, Stephen F. Austin State University; Karen Embry-Jenlink, Stephen F. Austin State University
On-the-Job Mentoring for Aspiring Assistant Principals. Anna Q. Sun, Rowan University

14.044-10. Leadership Development and Diverse Realities. Division A—Administration; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:00–1:30pm
Chair: Knut G. Stockley, Howard University
Participants: A Systematic Mapping of the Negative Space in Educational Leadership Literature. Amy L. Reynolds, University of Virginia; Bryan Alexander VanGroningen, University of Virginia; Frank Perrone, University of Virginia; Angel M. Miles Nash, University of Virginia
14.044-11. Leadership Development and Teaching. Division A—Administration; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 12:00–1:30pm
Chair: Emily R. Crawford, University of Missouri–Columbia Participants:
Learning Outside the University Classroom: How Principals Define and Prepare to Be Instructional Leaders. Linda R. Vogel, University of Northern Colorado
Principal Facilitation and Teacher Leadership Development: Beginning Teachers’ Perspectives. Annie Y.N. Cheng, The Education University of Hong Kong; Elson S.Y. Szeto, The Education University of Hong Kong
Principals’ Accuracy in Evaluating Teachers’ Social and Emotional Learning Effectiveness. Christi Crosby Bergin, University of Missouri; Sara Bernice Chapman, University of Delaware; Eli Andrew Jones, University of Missouri–Columbia; Chia-Lin Tsai, University of Missouri; Sara L. Prewett, University of Missouri–Columbia
14.044-12. School Reform Expectations and Impacts. SIG-School Turnaround and Reform; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 12:00–1:30pm
Chair: Joshua L. Glazer, The George Washington University Participants:
Education Reforms Between Idealism and Realities: Case Studies—Egypt and Jordan. Amany Saleh, Arkansas State University; Suhair A. Mrayan, Arkansas State University
What to Do After High School? The Influence of Schooling on Students’ Changing Expectations. Nina Arshavsky, University of North Carolina–Greensboro; Bryan C. Hutchins, University of North Carolina–Greensboro; Julie A. Edmunds, University of North Carolina–Greensboro
14.044-13. Educational Change and the Work of Teachers. SIG-Educational Change; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 12:00–1:30pm
Chair: Corrie Stone-Johnson, University at Buffalo—SUNY Participants:
Developing Capacity for Urban Science Education Reform: The Role of Resource Chains and Constellations. Kathryn N. Hayes, California State University—East Bay; Christine Lee Bae, Virginia Commonwealth University; Dawn M. O’Connor, Alameda County Office of Education; Rachelle DiStefano, California State University—East Bay; Jeffrey C. Setz, California State University—Hayward
Reviewing and Rating Teacher Preparation: Examining the National Council on Teacher Quality’s Reform Initiative. Wen-Chia Claire Chang, Boston College; Molly Cummings Carney, Boston College; Megan Baker, Boston College / Harvard Graduate School of Education
Sustaining an Innovation in STEM Instruction Through Deep Change: The Case of Peer-Enabled Restructured Classroom. Sarah M. Bonner, Hunter College—CUNY; Katharine Diehl, Hunter College; Roberta Trachman, Allenwood Company, LLC
Virtuoso at Work: What Schools and Systems Can Learn From Excellent Teachers. James H. Nehring, University of Massachusetts—Lowell; Megan Charner-Laird, Salem State University; Stacy Agee Szczesiul, University of Massachusetts—Lowell
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 12:00–1:30pm
Chair: K. Ann Renninger, Swarthmore College Participants:
Closing Achievement Gaps Among Brazilian Kindergartners With Interest-Driven Self-Regulated Learning Journals. Akane Ŷudō, Fordham University; Rhianda Suzanne Bondie, Fordham University; Anne Taffin d’Hérelle Baldisseri, Avenues World School
Fluctuations in Situational Interest Mapped Onto Students’ Interpreted Sources During a Science and Engineering Unit. Toni Kempler Regat, Purdue University; Temitope Adeoye, Purdue University; Maurina Loren Aranda, Purdue University; Selcen Geyzy, Purdue University
Predicting Transformative Experience: Role of Personality and Interest. Sarah Geiger, Andrews University; Kevin J. Pugh, University of Northern Colorado; Maha Bent Salem, University of Northern Colorado
Talking About Science Interest: Appraisals of Positive Responsiveness Impact Women’s Science Interest Development. Christina Curti, San Diego State University; Jeanette Zambrano, San Diego State University; Garam Lee, San Diego State University; Matthew Jackson, San Diego State University; Dustin Thomam, San Diego State University
14.044-15. Diverse Approaches to Achievement, Learning, and Understanding in Physical Education. SIG-Research on Learning and Instruction in Physical Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 12:00–1:30pm
Chair: Ben P. Dyson, The University of Auckland Participants:
A Survey of Students’ Perceptions of Learning Life Skills in Physical Education. Jennifer M. Jacobs, Northern Illinois University; Paul M. Wright, Northern Illinois University; Kevin Andrew R. Richards, University of Alabama
An Ecological Approach to Understanding Academic Achievement: Considering Intrapersonal, Physical Activity, and Support Variables. Erin Elizabeth Centei, Wayne State University; Cheryl Leigh Somers, Wayne State University; Alex C. Garn, Louisiana State University; Noel Kulik, Wayne State University; Jeffrey Martin, Wayne State University; Bo Shen, Wayne State University; Nathan A. Mcaughtry, Wayne State University
Behavioral Mechanism of Mental Health Among Hispanic Children. Xiang Li Yu, University of North Texas
Cognitive Engagement and Knowledge Achievement in Physical Education: Integrating the Nature of Learning Tasks. Yunbing Wang, University of North Carolina–Greensboro; Ang Chen, University of North Carolina–Greensboro; Ray Schweighardt, University of North Carolina–Greensboro; Tan Zhang, Arkansas State University; Elizabeth Staffa, University of North Carolina–Greensboro; Stephanie Wells; Catherine D. Ennis, University of North Carolina–Greensboro
Fourth- and Fifth-Grade Students’ Naïve Conceptions and Misconceptions About Energy. Tin Zhang, Arkansas State University; Catherine D. Ennis, University of North Carolina–Greensboro
14.044-16. Being and Becoming Critical: Developing Teacher Identities in an Era of Surveillance. Division B—Curriculum Studies; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 12:00–1:30pm
Chair: Natasha Flowers, Indiana University—Purdue University at Indianapolis Participants:
Critical Race Curriculum Anchoring Black Professor Reflexivity and Urban School Educators’ Advocacy Awareness. Natasha Flowers, Indiana University—Purdue University at Indianapolis
Curriculum Integration Policies: Investigating the Sociohistorical Teacher Objectification Processes in Brazilian High School Education. Heloíza da Cunha Charret, Universidade Federal do Rio de Janeiro; Marcia Serra Ferreira, Universidade Federal do Rio de Janeiro
Talking About Panopticons in Teacher Education. Erin Adams, Kennesaw State University
Speech Sounds: Unsettling the Relationships Between Disability, Racism, and Colonialism in the Pedagogy of Speech. Fiona Cheuk, University of Toronto
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:00–1:30pm
Chair: Theodora Regina Berry, The University of Texas at San Antonio
Participants:
Community Engagement, Neoliberalism, and the Potential for an Engaged University. Miguel E. Alvelo Rivera, University of Illinois at Chicago
Women of Color Cultivating Critical Hope Through Solidarity Work. Ananka Kesari Shony, Isaura Betzabe Pulido, Northeastern Illinois University; Cecily Relloco-Hensler, University of Illinois at Chicago; Valentina Gamboa-Turner, Illinois State University; Carolina Gaete-Tapia, Blocks Together; Erica R. Davila, Lewis University; Ann Marie Ariles, University of Delaware
Storied Theory From a Mother’s scholar: Interrogating Whiteness and (Re)imaging Solidarity in Critical Pedagogies. Alissa Case, University of Minnesota–Twin Cities

14.044-18. Diasporic Curriculum, Youth Resistance, and World Citizenship. Division B–Curriculum Studies; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:00–1:30pm
Chair: Mayme Francynce Huckaby, Texas Christian University
Participants:
When Equality Fosters Inequity: Indigenous and African-Descendant Students in a Colombian Public University. Andres Fernando Valencia, Universidad del Valle
African Diasporic Consciousness as Curricular Model for Equal Educational Opportunity in Study Abroad. Kirsten T. Edwards, University of Oklahoma
Humor: Youth’s Language for Resistance. Dilber Celebi; Marcelo R. Schmidt, Texas Tech University; Brian Scott Fortney, The University of North Texas in Denton

14.044-19. Diversity and Social Change in Curriculum Studies. Division B–Curriculum Studies; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:00–1:30pm
Chair: Cinthia S. Salinas, The University of Texas at Austin
Participants:
Developing a Framework for Interprofessional Deliberation on Gender Awareness and Inclusion. Geraldine Mooney Simmey, University of Limerick; Manfred Lang, IPN–Leibniz Institute for Science and Mathematics Education
Vulnerability and Violence: Disabled Bodies Protest in the Global South. Katie Roquemore, Syracuse University
It Will Bleed. Derrika Hunt, yyyy

14.044-20. Dreaming, Planning, Designing in Decolonizing Curriculum. Division B–Curriculum Studies; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:00–1:30pm
Chair: Arjen E. Wals, Wageningen University
Participants:
Against the Romance of “Traditional”: Historicizing Teacher Education’s Relationship to “Alternative Certification.” Erin Lee Dyke, Oklahoma State University; Zachary A. Casey, Rhodes College
Decolonization for All? Complicating Indigenous and Settler Relations Through Decolonizing Curricular Design. Bayley Marquez, University of California, Berkeley; Joely Sacramento, University of California, Berkeley
Dreaming of the New High School: Youth Participatory Action Research as a Tool for Envisioning Better Urban Schools. Andrea N. Juarez-Mendoza, Mills College; Subrina Zirkel, Santa Clara University
Diversifying Education and Poetry for Democracy in Mexico Within the Latin American Context. Raúl Olmo Ballón, Universidad Pedagógica Nacional; Miguel Bazdresch Parada, ITESO Mexico; Manuel Moreno Castañeda, UdG

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:00–1:30pm
Chair: Boni Wozolek, Kent State University/Medina City Schools
Participants:
Implications of Zero-Tolerance Policies for Minority Urban Students Through Teachers’ Voice. Dominique A. Branco, New Bedford Public Schools
An Application of Iris Marion Young’s Concepts of Inclusion Toward Increased LGBTQ Inclusion in Curriculum. Steven Paul Camicia, Utah State University

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:00–1:30pm
Chair: Carolina Valdez, California State University–Monterey Bay
Participants:
The Mestizo Latinoamericano as Dialectical Image: Upon and Beyond Modernity as Educational Project. Daniel Fernando Johnson Mardones, University of Illinois at Urbana-Champaign
Race Against the White Book: Disrupting the Epistemological Ignorance of African American Educational History. Tara Meister, University of Denver
A Future Full of Passes: Curriculum Theory in Capitalist Ruins. Gabriel Stephen Huddleston, Texas Christian University; Robert James Helfenbein, Loyola University Maryland
Implicated in All of It: Positionality and Epistemology in Educational Research. Adam Musser, University of California, Davis

14.044-23. Positioning Ethical Commitments in Research Methodologies. Division B–Curriculum Studies; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:00–1:30pm
Chair: Daniel Lipo, University of Hawaii at Mānoa
Participants:
A Review of U.S.-Based Testimonio Research in Education. Froyca Calderon-Berumen, Texas Christian University; James C. Jupp, Georgia Southern University; Karla O’Donald, Texas Christian University
Free Your Mind and the Rest Will Follow: A Critique of Consciousness-Raising as Research Methodology. Juliet Kunkel, Berkeley University of California
Latina Adolescent Becominings: Curriculum, Post-Qualitative Research, and Post/Anticolonial Feminist Entanglements. Alycia M. Elfreich, Indiana University–Indianapolis
Making Sense of It All: Meta-Ethnography and Public Pedagogy Research. Jeremy Godwin, University of North Carolina–Chapel Hill; Joseph D. Hooper, University of North Carolina–Chapel Hill

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:00–1:30pm
Chair: Theresa Burrue Stone, University of California, Berkeley
Participants:
(II)legitimate Teacher Educators: Critical Race Testimonio as Pedagogical Resistance. Theresa Burrue Stone, University of California, Berkeley; Dinorah Sanchez Loza, University of California, Berkeley
Ally Pedagogy: Theorizing Praxis in Troubling Times. Melissa Leigh Gibson, Marquette University
Endangered Feminist Epistemology: Excerpts From a Phenomenological Case Study. Sarah Militz-Frielink, University of Illinois at Chicago
Gender Constructions in the Common Core: Examining the Exemplar Text List. Kelly DeLuca, Teachers College, Columbia University
14.045. Roundtable Session 2; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 12:00–1:30pm
Chair: Jerry West, University of Maryland–College Park
Participants:
- Examining Cumulative Bias in Standardized Science Test Items. Juliann Dupuis, Notre Dame of Maryland University; Eleanor Diane Abrams, University of Hampshire
- Comparing Black, White, and Biracial Students’ Math Achievement Using Propensity Score Matching: Data From the High School Longitudinal Study. Travis Marn, University of South Florida; Elizabeth Emily Mahoney, University of South Florida; Seang-hwan Joo, University of South Florida
- Equalizing Unequal Opportunities to Advance With Computer Science. Jennifer Wang, Google Inc; Sepehr Hejazi Moghadam, Google Inc

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 12:00–1:30pm
Chair: Rouhollah Aghasaleh, Georgia State University
Participants:
- Fantasies of Ballin’: The Educational and Occupational Aspirations of Homeless Youth. Shanta R. Robinson, University of Chicago
- The Effect of Students’ Social-Ecological Engagement on Educational Attainment. Michael A. Lawson, University of Alabama
- “Get Myself Back on Track to Graduate”: Understanding the Pathways, Experiences, and Relationships of “Recovery Students.” Marian A. Robinson, The George Washington University
- “I Had (My Dreams) on Hold, I Had to ...”: Latina/o High School Student Dropout Aspirations. Bryant G. Valencia, The University of Arizona; Juvenal Caporable, The University of Arizona; Andrea Romero, University of Arizona

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 12:00–1:30pm
Chair: Jamie Jiret, University of Virginia
Participants:
- Learning Science and Engineering Practices in Robotics Class: A Child’s Hybrid Approaches. Sung-eun Jung, University of Georgia–Athens; Kyung Hwa Lee, University of Georgia; Shara Cherniak, University of Georgia; Eunjii Cho, University of Georgia–Athens
- The “Name” Project: Learning in a Team of High School Students Addressing a Climate Mitigation Challenge. Gillian M. Puttick, TERC; Brian E. Drayton, TERC
- The Impact of Arts Engagement on Interpersonal and Intrapersonal Capacities of Underprivileged Youth. Kerry O’Grady, Johns Hopkins University
- Youth Theorize Silencing by Way of Collective Filmmaking. Amy H. Senta, University of North Carolina–Wilmington

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 12:00–1:30pm
Chair: Marjorie Faulstich Orellana, University of California, Los Angeles
Participants:
- Apprenticeship Learning: An Analogue for Standardized Writing Tasks. Christine Bridget Malbury, Vassar College
- Beyond Translanguaging: Building on Shared Linguistic Heritage for Academic Literacy Development Among Immigrant Students. Inmaculada Maria Garcia Sanchez, Temple University
- Reimagining Literacy Pedagogies: Cultivating Transcultural, Translingual Competencies. Jacqueline A. D’Warte, University of Western Sydney

14.045-5. Exploring Language and Literacies in Schools and Beyond. Division G–Social Context of Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 12:00–1:30pm
Chair: Michael D. Guerrero, The University of Texas Rio Grande Valley
Participants:
- ¿Por qué estamos Code-Switching? Understanding Language Use in a Second-Grade Classroom. Susan Hopewell, University of Colorado–Boulder; Patricia Abril Holt, University of Colorado–Boulder
- Potential Opportunities for Purposeful Use of Palabras: When Might Strategic Use of Language Pop Up? Patricia Abril Holt, University of Colorado–Boulder; Ophelia Schepers, University of Colorado–Boulder
- Multimodal Literacies: Imaging Lives Through Korean Dramas. Grace MyHyun Kim, University of California, Berkeley; Delila Omerbasic, Tulane University
- Being Seen and Heard: Language and Literacy Development of Two Guatemalan Students in the United States. Rebecca Linares, University of Illinois at Urbana-Champaign
- Reenvisioning Exemplary Teaching in Intercultural Bilingual Learning Environments: The Experiences of One Non-Latina/o Bilingual Educator. Leanne M. Evans, University of Wisconsin–Milwaukee

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 12:00–1:30pm
Chair: Heather Hill, The Ohio State University
Participants:
- Navigating Middle-of-the-Road Reforms Through Collaborative Community. Andrea J. Bingham, University of Colorado–Colorado Springs; Patricia Burch, University of Southern California
- Cultivating Social Entrepreneurial Capacities in Students Through Film: Implications for Social Entrepreneurship Education. Zayd Waghd, Cape Peninsula University of Technology

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 12:00–1:30pm
Chair: Victor Sohmen, Drexel University
Participants:
- The Role of Research Activity in Advancing Culturally Responsive Intervention Systems for Diverse Learners. Sarah Diaz, Arizona State University–Tempe; Taucia Gonzalez, University of Wisconsin–Madison; Sultan Klinc, Arizona State University
- An Exploratory Study of Disciplinary Infraction Reporting in Alabama. Carey E. Andrzejewski, Auburn University; Hannah Carson Baggett, Auburn University; Brittany Larkin, University of Florida

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 12:00–1:30pm
14.045-9. STEM Education in Local Contexts. Division G–Social Context of Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 12:00–1:30pm

Chair: Michelle Scribner-Maclean, University of Massachusetts–Lowell

Participants:
Access to Science Through Literacy Instruction in Urban Schools: Who Has Access and to What? Angela J. Stefanski, Ball State University; Nicole Michelle Martin, Ball State University; Melinda Zurcher, Ball State University; Linda E. Martin, Ball State University;
Centering Children in Mathematics Education Classroom Research. Amy Noelle Parks, Michigan State University

Engineer Literacy Practices: A Study of Reading and Writing in an Engineering Laboratory. Carolyn Giroux, University of Michigan–Ann Arbor

Invisible Potential: The Social Contexts of Technology in Three Ninth-Grade English Language Arts Classrooms. Kristina M. Stamatis, University of Colorado—Boulder; Mary Rose Kelly, University of Colorado—Boulder; Antero Garcia, Stanford University

“For My Family, for My People”: Altruism, Science Identity, and Protective Spaces. Rachel Fix Dominguez, University at Buffalo–SUNY; Kristin Cipollone, Ball State University; Lois Weis, University at Buffalo–SUNY

14.045-10. Strengths and Challenges for Families and Communities. Division G–Social Context of Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 12:00–1:30pm

Participants:
Accessing Capital: Recognizing Strengths and Resources in Culturally and Linguistically Diverse Children and Families. Jane Wakefield, The University of British Columbia

Effect of Hispanic Parental Workshops on Parent Early Literacy Knowledge and Their Children’s Expressive Vocabulary. Doris Luft Baker, Southern Methodist University; Hao Ma, Southern Methodist University; Elisa Gallegos, Southern Methodist University

Exploring a Resident-Led Model for Out-of-School-Time Education in a Public Housing Community. M. Meghan Raisch, Temple University; Jawan Z. Bennett, Temple University; James Earl Davis, Temple University

Parental Health, Education Involvement, Children’s Perceived Treatment, and School Functioning in Immigrant Families. Eunjoo Jung, Syracuse University; Yue Zhang, Syracuse University; Woon-sang Kwang, Syracuse University; Ying Zhang, Syracuse University

Supportive Housing Contexts and Educational Opportunities for Foster Youth Transitioning out of Care. Harriett D. Romo, The University of Texas at San Antonio; Sophie Marie Ortiz, The University of Texas at San Antonio; Mariisa Mendiza, The University of Texas at San Antonio


Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 12:00–1:30pm

Chair: Mary Kay Delaney, Meredith College

Participants:
State Sanctioned, Teacher Enacted: The Racial Violence of Teach Like a Champion—Driven Pedagogy. Wagnu S. Mommandi, University of Colorado—Boulder; Jason Buell, University of Colorado—Boulder

Teaching Experiences of Preservice Teachers in an International Service-Learning Project. Burcu Ates, Sam Houston State University; Helen Berg, Sam Houston State University; Soohnhyang Kim, University of North Florida

What Does a Relational Approach to Assessment Look Like in Preservice Teacher Education? Phillip Dawson, Deakin University; Andrew Eyers, Deakin University; Glenn Auld, Deakin University

14.045-12. Supporting Student Talk in the Classroom. Division G–Social Context of Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 12:00–1:30pm

Chair: Ingrid Gogolin, University of Hamburg

Participants:

Student-Teacher Talk for Dialogic Teaching: Challenging and Changing the Interaction Order in Whole-Class Talk. Christina R. Davidson, Charles Sturt University; Christine Edwards-Groves, Charles Sturt University

The Lost Link: Conversations About Violence and Human Rights Education in Classrooms. Diana Rodriguez Gomez, Universidad de los Andes; Susan Garrett Russell


Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 12:00–1:30pm

Chair: Adam Lefstein, Ben Gurion University of the Negev

Participants:
Putting Schemata to the Test: Social Context and Math Teachers’ Beliefs About Intelligence. Andrew D. Hoyt, University of Notre Dame

Standardization and Contextualization in the Era of Accountability: Teachers’ Decisions in the Marginalized Student Context. Michael Cawdry, Leeward Community College


Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 12:00–1:30pm

Chair: Amy Elizabeth Stich, Northern Illinois University

Participants:
A Community Approach to Improving the Preparation of Indigenous Language Teachers. Kathryn Stemper, University of Minnesota–Twin Cities

Conjuring Students: The Politics of Presence in Online K–12 Teaching. Jan K. Nespor, The Ohio State University; Rick J. Voithofer, The Ohio State University

Course Placement: Why It Matters and Why We Must Understand the Process. Philip Evan Bernhardt, Metropolitan State University of Denver

Understanding Creativity in the School Context: Korean Teachers’ Perspectives. Kyunghoo So, Seoul National University; Yee-ji Hu, Seoul National University

“I Don’t Want to Just Stand Up Here Spouting Frustrations”: Teachers’ Accounts of Policy Reform. Amber N. Warren, University of Nevada–Reno; Natalia Ward


Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 12:00–1:30pm

Chair: Leah Katherine Saal, Loyola University Maryland

Participants:
14.045-19. The Materiality and Multimodality of Writing in the 21st-Century Classroom. SIG-Writing and Literacies; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 12:00–1:30pm
Chair: Julia Gillen, Lancaster University
Participants:
- Assessing Students’ Multimodal Compositions: A Systematic Review of the Literature. Kate T. Anderson, Arizona State University; Dani Kachorsky, Arizona State University–Tempe; Megan Hoeting, Arizona State University–Tempe
- Voicing Young Children’s Perspectives on “Being a Writer.” Aspa Baroutis, Queensland University of Technology; Lisa Kervin, University of Wollongong; Barbara M. Comber, University of South Australia; Annette Woods, Queensland University of Technology
- Learning From High School Students’ Lived Experiences Reading e-Books and Printed Books. Ellen J. Evans, Minnetonka High School
- Multimodality in Instructional Design for Literacy: A Portraiture Study. Cecilia Joyce Price, University of North Texas; Nancy Nelson, University of North Texas
- Rural High School Students and the Construction of Multimodal Arguments: A Formative Experiment. Emily Howell, Iowa State University; David P. Reinking, Clemson University

14.045-20. Exploring the Nature of Science: Student Understanding and Teachers’ Practices. SIG-Science Teaching and Learning; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 12:00–1:30pm
Chair: Susan Gunn, Davenport University
Participants:
- Constitution of Nature in Science of Teaching Practices. Darren Glen Hoog, University of Toronto–OISE
- Development of Third Graders’ Identities as “Persons Who Understand Nature of Science” Through an Electricity Unit. Naima Elcan; Valerie Akerson, Indiana University–Bloomington; Emil Cevik, Texas A&M University–College Station
- Examining High School Students’ Views on Nature of Science in a University Internship. Pei-Ling Hsu, University of Texas at El Paso; Gabriel Hayes, The University of Texas at El Paso
- “Hey, It’s Just Not My Thing”: Exploring Nature of Science Learning With Diverse, Urban Students. Margaret R. Blanchard, North Carolina State University; Meredith Weaver Kier, College of William & Mary; Karen Rose; Sherry A. Southerland, Florida State University

14.045-21. Community of Practice, Attitudinal Learning, Personal Learning Networks, and Community. SIG-Online Teaching and Learning; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 12:00–1:30pm
Chair: Sheng-Lun Cheng, The Ohio State University–Columbus
Participants:
- Targeted Learning Outcomes, Primary Assessment Activity, and Learner Perceptions of Attitudinal Learning in Four MOOCs. William R. Watson, Purdue University; Sunni Lee Watson, Purdue University; Woori Kim, Purdue University
- Immersive Complexity, Motivation, Learning, and Identity: Lived Experiences of Connectedness in Students’ Personal Learning Networks. Jolie Kennedy, Lenoir Rhyne University
- The Interplay Between Students’ Use of Pronouns and Community Levels in Online Courses. Carrie Demmans Epp, University of Pittsburgh; Krystal Phirangue, OISE/University of Toronto; Jini Hewitt, OISE/University of Toronto
14.045-22. #RealTalk: Insight From Research About Navigating the Academy. SIG-Research Focus on Black Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 12:00–1:30pm
Chair: William Atkins, University of Florida
Participants:
Counter-Life Herstories: Black Women Faculty’s Retrospective Experiences in U.S. Computing Education. Shetay N. Ashford, Texas State University–San Marcos
Feeding the Ph.D. Pipeline: Understanding the Role of Mentorship, Networking, and Social Capital at Historically Black Colleges and Universities. DeShawn Preston, Clemson University; Lakia M. Scott, Baylor University
Resistance and Resilience: Understanding the Experiences of Black Women in Doctoral Education. Tonisha B. Lane, University of South Florida; Shawna Patterson-Stephens, Williams College; Louise Michelle Vital, The Global Citizens’ Initiative

14.045-23. Queering Positionality. SIG-Queer Studies; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 12:00–1:30pm
Chair: Andrés Castro Samayoa, University of Pennsylvania
Participants:
Queer Identity Critique and Reflexivity. Michael Denton, University of South Florida
Situating the Knowledges of Quaintification: Understanding How Bodies Count in Postsecondary Education. Andrés Castro Samayoa, University of Pennsylvania
Imagining a Trans* Epistemology: What Liberation Thinks Like in Postsecondary Education. Z Nicolazzo, Northern Illinois University
Positioning “Participation”: Queerly Configuring Reflexivity. Susan Marine, Merrimack College

14.045-24. Youth Media, Youth Research: Empowering Queer, Trans, and Nonbinary Youth, Young Women of Color, and Young Rural Women. Division B–Curriculum Studies; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 12:00–1:30pm
Chair: Michelle S. Bae-Dimitriadis, Buffalo State College–SUNY
Participants:
Doing Youth Media in Career and Technical Education: Place-Making as Relational and Learning Opportunities Toward Transformative Education. Korina Jacon, University of Massachusetts–Amherst
Intersectional Identities, Queerness, Youth, and Enmeshed Selves. Lisa W. Leutzeheiser, The University of British Columbia
Making HERstory: The Undoing of Safe Space Understanding Through a Feminist Youth Program. Jennifer Job, Oklahoma State University
Making a Difference: Story of a Rural Positive Youth Development Program for Adolescent Young Women. Denise Tambasco, University of California, Davis

14.046-2. Division K Section 10 Poster Sessions. Division K–Teaching and Teacher Education; Poster Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 2; 12:00–1:30pm
Posters:
2. Development of an Instrument to Measure Prospective Teachers’ Noncognitive Skills. Kelli R. Thomas, The University of Kansas; Rick Ginsberg, The University of Kansas; John Poggiolo, The University of Kansas; Steven H. White, The University of Kansas; Jim Ellis, The University of Kansas; Brain Davidson
4. Validity issues in Assessing Disposition: The Confirmatory Factor Analysis of a Teacher Disposition Form. Chunling Niu, Western Kentucky University, Kimberly Callister Everson, Western Kentucky University; Cassie F. Zipay, Western Kentucky University; Sylvia Dietrich, Western Kentucky University

14.046-3. Division K Section 4 Poster Session 1. Division K–Teaching and Teacher Education; Poster Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 2; 12:00–1:30pm
Posters:
5. Academic Self-Efficacy of African American Male Thurgood Marshall Preserve Teacher Candidates. Douglas M. Butler, Prairie View A&M University; Doris Wright Carroll, Kansas State University
6. Deepening Teacher-to-Community Engagement and Entanglements Among Math, Ethnicity, and Culture. Lakesia L. Dupree, University of South Florida; Vonzell Agosto, University of South Florida
7. Giving Students the Mic: A Review of Hip-Hop Education. Camea Davis, Ball State University
8. Secondary Teachers’ Articulation of Humanizing Teaching Practices in Steps to College Through Science Family Workshops. Mehtap Kirmaci, University of Georgia–Athens; Martha A. Allexsah-Ni, University of Georgia
11. “Hyped Up” or “Breaking Free”? Contrasting Cases of White Racial Identity Development. Autumn M. Dodge, St. John’s University; Karen M. Wieland, Saint Bonaventure University

14.046-4. Design and Research in Learning Environments. Division C–Learning and Instructions; Poster Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 2; 12:00–1:30pm
Posters:
12. “You Have to Make a Makerspace”: Intra-Active Scaling of a Youth-Serving Makerspace. Anna Keune, Indiana University–Bloomington; Kyle A. Pepler, Indiana University–Bloomington
13. Authentic Purpose and Audience: Utilizing Local Contexts to Enhance Project-Based Learning. Lucy Kosturko, SAS Institute Inc.; Kristin Fisher Hoffmann, North Carolina State University; Rebecca Bissette, North Carolina State University; Jennifer Sabourin, North Carolina State University; Cathy Crossland, North Carolina State University; John L. Niefeld, North Carolina State University
14. Characterizing Middle School Girls’ Science and Engineering Identity in an After-School STEM Club. Danielle Cadieux Boulden, North Carolina State University; Michael A. Evans, North Carolina State University; Autumn M. Dodge, St. John’s University; Karen M. Wieland, Saint Bonaventure University
15. Dynamics of Reflective Assessment of Knowledge-Building Discourse by Students With Low Academic Achievement. Yaqin Yang, Central China Normal University; Jan van Aalst, The University of Hong Kong; Carol K. Chan, University of Hong Kong
14.046-5. College Student Adjustment: Health, Well-Being, and Achievement Outcomes. Division E–Counseling and Human Development; Poster Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 2; 12:00–1:30pm

Posters:
24. Fleeing the Nest or Staying Close? How Family and Place Shape Rural Adolescents’ Postsecondary Outcomes. Charlotte A. Agger, Indiana University–Bloomington; Judith L. Mece, University of North Carolina–Chapel Hill; Soo-yong Byun, The Pennsylvania State University

25. Implications of Diverse Peer Interactions for Body Image and Cosmetic Surgery Acceptance Among College Students. Shumekia Woods, University of Southern Mississippi

26. Significant Predictors of Korean College Students’ Subjective Well-Being. Namok Choi, University of Louisville; Lucas Hukahuy, University of Louisville; Sun J. Kang, Manchester University; Maki Itoh, Juntendo University

27. Validation of the Brief Resilience Scale From a Korean College Sample. Namok Choi, University of Louisville; Stephen M. Leach, University of Louisville; J. Michael Hart, University of Louisville; Hongyun Woo, University of Louisville

14.046-6. Contemporary Mental Health Issues Facing Students and Schools. Division E–Counseling and Human Development; Poster Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 2; 12:00–1:30pm

Posters:
28. Are Certain Schools More Prone to Suicide Ideation? Ron avi Astor, University of Southern California; Rami Benbenishty, Bar-Ilan University

29. Student Threat Assessment as an Innovative Violence Prevention Strategy: Results From a Statewide Implementation Study. Jennifer L. Maeng, University of Virginia; Anna Grace Burnette, University of Virginia; Dewey G. Cornell, University of Virginia

30. College Students’ Disordered Eating, Substance Use, and Body Satisfaction. Mandy Perryman, University of Mississippi; Marie Barnard, University of Mississippi; Rebekah Reyes

31. International College Students’ Internet Addiction and Associated Factors. Katte K. Koo, Northern Arizona University
44. Exploring Sources of Reading Comprehension Difficulties Among English Language Learners. Mia Li, Brock University

THURSDAY, APRIL 27 2:00 PM

AERA Related Activities

15.010. AERA Undergraduate Student Education Research Training Workshop and Dinner: Closed Session. AERA Related Activities; Invited Speaker Session
San Antonio Marriott Rivercenter, Third Floor, Conference Room 9; 2:00–8:00pm
Chair: George L. Wimberly, American Educational Research Association

THURSDAY, APRIL 27 2:15 PM

Presidential Sessions

16.010. Stop Killing Us! The Praxis of Morally Engaged Research Advancing Equal Educational Opportunity and Human Freedom. AERA Presidential Session; Symposium
Henry B. Gonzalez Convention Center, Ballroom Level, 302 A&B; 2:15–3:45pm
Chair: Joyce E. King, Georgia State University
Participants:
Give Us Water: Decolonizing Inquiry and Restorative Curriculum Praxis for Critically Conscious Citizenship. Joyce E. King, Georgia State University; Melissa Speight Vaughan, North-West University
The Fallacy of Social Justice in Teacher Education and the Urgency for Afrocentric Epistemology and Praxis. Adrian Neely, Georgia State University
Black and Brown Students Criminalized in Class: Impacts of Police in Schools as Educational Policy. La Trina Jackson, Georgia State University
Participatory Action Research as Liberatory Praxis: Beyond Curriculum Violence, Toward Africology in Teacher Professional Learning Communities. Thais M. Council, Georgia State University
Stop Dehumanizing Us! Moral Disengagement Factors as Curriculum Violence in Educational Games About American Slavery. Valora M. Richardson, Georgia State University
Discusants: Linda C. Tillman, University of North Carolina–Chapel Hill; Petronilha Beatriz Goncalves e Silva, Federal University of Sao Carlos

16.011. The Fight for Ethnic Studies in Texas: Decolonizing the Curriculum. AERA Presidential Session; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, 303 A&B; 2:15–3:45pm
Chair: Angela Valenzuela, The University of Texas at Austin
Participants: Linda McSpadden McNeil, Rice University; Juan Tejeda, Palo Alto College; Emilio Zamora
Discusant: Martha P. Cotera

AERA Sessions

16.012. His Fingerprint Are on the Work: A Commemoration of Sam Stringfield’s Influence on the Field of Data Use. AERA Sessions Cosponsored with Division H–Research, Evaluation and Assessment in Schools; Invited Speaker Session
Grand Hyatt San Antonio, Third Floor, Bonham B; 2:15–3:45pm
Chair: Jeff Wayman, Wayman Services, LLC
Participants:
Data Use in Baltimore City Public Schools. Mary E. Yakimowski, Sacred Heart University
Facilitating Careers in Data Use. Amanda L. Datnow, University of California, San Diego; Jeff Wayman, Wayman Services, LLC; Elizabeth N. Farley-Ripple, University of Delaware
How Sam Stringfield’s Work Will Affect the Future of Data Use. Karen Seashore, University of Minnesota

San Antonio Marriott Rivercenter, Third Floor, Conference Room 17; 2:15–3:45pm
Chair: Iveta Silova, Arizona State University–Tempe
Participants:
How Municipalities Govern Local Education Markets in Finland. Janne Varjo, University of Helsinki; Mina Kalalahiti, University of Helsinki
Memories of Socialist Childhood and Schooling. Iveta Silova, Arizona State University–Tempe; Elena Ayadrova, Arizona State University; Zuzsanna Miller, University of Newcastle; Nelli Puttokeva
Standards and Poor: Evidence of Global Citizenship Orientation in Australian and U.S. Education Standards. Sue Ledger, Murdoch University; Michael Thier, University of Oregon
What Kind of Education for Equal Opportunity? Teacher Educators’ Views About Democracy and Education. Marta Estelles Frade, University of Cantabria

16.014. Gender Activism, Advocacy, and Policy Formation. Committee on Scholars and Advocates for Gender Equity in Education; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Republic C; 2:15–3:45pm
Chair: Odis Johnson, Washington University in St. Louis
Participants:
No Publication Without Representation: A Case Study of Women’s Activism in the Massachusetts Daily Collegian. Genia Bettencourt, University of Massachusetts–Amherst
Fulfilling the Promise of Equal Opportunity for Women in Physics, Math, and Computer Science. Angela Johnson, Saint Mary’s College of Maryland
Girls’ Education Policy Discourses and Digital Advocacy in Cyber Public Spaces. Emily Anderson, Centenary University
Gender Equity and Student Loans: Is Lower Salary and Higher Debt Burden Progress? Amany Saleh, Arkansas State University; Qian Yu, Arkansas State University; H. Steve Steve Leslie, Arkansas State University; John Seydel, Arkansas State University
Discussant: Odis Johnson, Washington University in St. Louis

16.015. Transforming Educational Pathways for Chicana/o-Latina/o Students: A Decade of Critical Race Feminista Praxis. Committee on Scholars of Color in Education; Symposium
San Antonio Marriott Rivercenter, Third Floor, Conference Room 18; 2:15–3:45pm
Chair: Enrique Alomé, The University of Texas at San Antonio
Participants:
“Ratchet of the Earth”: Brown Youth Resistance in Neoliberal Schooling Contexts. Sororro Morales, University of Utah; Sylvia Mendoza, Palomar College
Radical Mothering Praxis as Leadership: Lessons of Self-Love, Self-Worth, and the Audacity to Hope. Nereida Camacho Oliva, University of Utah
“Two Schools Within a School”: Tensions Perceived by Dual Language and Non–Dual Language Teachers. Juan A. Freire, Brigham Young University
Understanding the Impact of the Diversity Scholars Program on the Adelante Undergraduate Mentors. Judith C. Perez-Torres, University of Utah
Sustaining a K–6 College-Going Culture, Influencing Chicana Feminist Values in a Community School Mission. Jana Edward, University of Utah; Alicia De Leon, University of Utah
Discussant: Dolores Delgado Bernal, University of Utah

Division Sessions

16.016. Leading Teacher Efficacy: Principal Support, Teacher Needs, and Student Achievement. Division A–Administration; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 215; 2:15–3:45pm
Chair: Vanessa Hammler Kenon, The University of Texas at San Antonio
Participants:
16.017. Partnerships for School Reform in Urban Education: Models, Dynamics, and Challenges. Division A—Administration; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 A; 2:15–3:45pm
Chair: Bronwen E. Low, McGill University
Participants:
Framing, Supporting, and Tracking College-for-All Reform: A Local Case of Public Scholarship. Marco Antonio Murillo, University of California, Berkeley; Karen Hunter Quartz, University of California, Los Angeles
Collaborating for Equity: Comprehensive School Reform in an Innovative University/School Partnership. Joanne C. Larson, University of Rochester; Bronwen E. Low, McGill University
Building a Tripartite Urban Arts High School Partnership: School, University, and Community. Bronwen E. Low, McGill University; Elizabeth Wood, McGill University
Scaling a Charter Management Organization: Studio 4 and High School for Recording Arts. Michael Lispet, McGill University; Tony Simmons, High School Recording Arts

16.018. Confronting the Past in Transnational Textbooks, Schooling, and Curriculum. Division B—Curriculum Studies; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 B; 2:15–3:45pm
Chair: Bradley J. Porfilio, California State University–East Bay
Participants:
Remembering Different Pasts: An Analysis of History Textbooks in Mainland China and Taiwan. Arny Ye, The Pennsylvania State University–Abington
Repeating the Mistakes of the United States? The Others and Privatization in the Shanghai Context. Yiming Jin, Georgia Southern University
No Singular Revelation: The Black Struggle for Educational Opportunity and Access in the United States and South Africa. David J. Roof, Ball State University; Michael Takafon Ndenmanu, Ball State University
Unsettling Settler Spaces Toward an Ethos of Reconciliation: Engaging With the Truth and Reconciliation Commission of Canada Report. Adriana Boffa, University of Alberta
“Will You Remember This?” Performances of a Confederate Geography Textbook and the Construction of Childhood. Jeremy Godwin, University of North Carolina–Chapel Hill

16.019. Counternarratives/Testimonios/Mestizaje Epistemologies. Division B—Curriculum Studies; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 C; 2:15–3:45pm
Chair: Vajra M. Watson, University of California, Davis
Participants:
Testimonios: A 21st-Century Colonial Project. Elizabeth K. Jeffers, Georgia State University
Narratives and Counternarratives: Parents’ Experiences With Dis/Abilities. Kelly P. Vaughan, Purdue University Northwest
Counternarratives and Collective Identity in Migrant Communities in China. Min Yu, Wayne State University
Cultural Curriculum of the Home: Composing Mestizaje Epistemologies. Freyza Calderon-Berumen, Texas Christian University
Discussant: Theodora Regina Berry, The University of Texas at San Antonio

16.020. Advancing Mathematics Education Through the National Science Foundation's Discovery Research PreK–12 (DRK-12) Program. Division C—Learning and Instructions; Structured Poster Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 221 D; 2:15–3:45pm
Chair: Catherine McCulloch, Education Development Center, Inc.
Participants:
1. Beginners’ Skills With Interpreting Students’ Thinking: Preservice Teachers’ Inferences and Their Use of Supporting Evidence. Timothy A. Boerst, University of Michigan; Meghan M. Shaughnessy, University of Michigan
2. Building Teacher Teams: Evidence of Positive Spillovers From More Effective Colleagues. Min Sun, University of Washington–Seattle; Susanna Loeb, Stanford University; Jason A. Grissom, Vanderbilt University
3. Comparisons in U.S. and Chinese Elementary Classrooms. Meixia Ding, University of Texas; Wei Chen, Temple University; Ryan Scott Haslett, Temple University; Xiaobao Li; Eli Barnett, Temple University
7. Teaching and Learning Algebraic Thinking Across the Middle Grades Using PhET Interactive Simulations. Katherine K. Perkins, University of Colorado—Boulder; Ian Whitacre, Florida State University; Karen R. Hensberry, University of South Florida St. Petersburg; Jennifer Schilling, The Florida State University; Kelly Findley, Florida State University
8. Teacher Learning in a Combined Professional Development Program. Gloria Gonzalez, University of Illinois at Urbana-Champaign; Lisa Skulety, University of Illinois at Urbana-Champaign; Jason Deal; Gabriela Vargas, University of Illinois at Urbana-Champaign
12. Zooming In on K–8 Preservice Teachers’ Knowledge of Mathematical Argumentation and Proving. Marta T. Magiera, Marquette University
Discussant: Karen D. King, National Science Foundation

16.021. Modeling Scientific Writing: Current Problems and Potential Solutions for Teaching Writing to Struggling Students. Division C—Learning and Instructions; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 209; 2:15–3:45pm
Chairs: Tracey S. Hodges, University of Southern Mississippi; Erin M. McTigue, Texas A&M University
Participants:
Writing Tasks in Content-Area Instruction for Secondary Students: A Systematic Review of the Literature. Diane M. Miller, University of Houston–Downtown; Erin M. McTigue, Texas A&M University; Chyllis Elayne Scott, University of Nevada–Las Vegas
Writing-to-Learn in Secondary Science Classes: For Whom Is It Effective? Katherine Landau Wright, Boise State University; Xiaojun Ryan Jiu, Texas A&M University–College Station; Matthew James Ethells, Texas A&M University–College Station; Wendi Zimmer, Texas A&M University–College Station
Disciplinary Literacy in Elementary School: How a Struggling Student Positions Herself as a Writer. Anne Haland, University of Stavanger
A Disciplinary Perspective on Writing Instruction in Science Class. Sally Valentina Drew, Central Connecticut State University; Natalie Olinghouse, University of Connecticut; Michael N. Fugge-Julia, University of Connecticut
Solutions for Effective Writing: Developing Preservice Teachers’ Beliefs About Writing Through Teacher Preparation Programs. Tracey S. Hodges, University of Southern Mississippi; Erin M. McTigue, Texas A&M University
Henry B. Gonzalez Convention Center, River Level, Room 7A; 2:15–3:45pm
Chair: Gustave John Weltsek-Medina, Indiana University
Participants:
- Critical Performative Pedagogy: A Dramatic Pursuit of “Dissociation.”
  Gustave John Weltsek-Medina, Indiana University; Clare Hamoon, Blue Soap
- The Value of Quantitative Collection and Analysis in Drama Education Research. Carmine Tabone
- Toward Culturally Responsive Research Practice: Studying the Indigenous Cultures Institute Arts Program. Roxanne L. Schroeder-Arce, The University of Texas at Austin
- Arts-Based Research Between Literacies. Elizabeth Murray, University of North Carolina–Charlotte
Discussant: Brian W. Edmiston, The Ohio State University–Columbus

16.023. Developing Design Principles for Improving State Assessment Items to Support More Valid and Equitable Measurement. Division D–Measurement and Research Methodology; Symposium
Henry B. Gonzalez Convention Center, River Level, Room 7B; 2:15–3:45pm
Chair: Raymond Lee Pecheone, Stanford University
Participants:
- Evaluating Item Quality in Large-Scale English Language Arts Assessments. Nicole Renner, Stanford University
- Evaluating Item Quality in Large-Scale Mathematics Assessments. Vincenzo Dutoi, Kari Naomi Kokka, Harvard University
- Evaluating Item Quality in Next Generation Science Standards Assessments. Jill Wertheim, Stanford University; Nicole Holthuis, Stanford University; Susan E. Schultz, Stanford University
- Evaluating Item Quality in Large-Scale History Assessments. Daisy A. Martin, Stanford University
Discussant: Pascal D. Forgione

16.024. Learning From and Teaching Others: Individual Differences in Strategies Preschoolers Use to Learn and Teach. Division E–Counseling and Human Development; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214A; 2:15–3:45pm
Chair: Katelyn E. Kurkul, Merrimack College
Participants:
- The Role of Temperament in Children’s Selective Learning. Lauren Blackwell, Boston University; Kathleen H. Corriveau, Boston University
- Learning From Explanations: Socioeconomic Differences in How Children Use Explanations to Learn From Others. Katelyn E. Kurkul, Merrimack College; Kathleen H. Corriveau, Boston University
- Cultural Differences in Children’s Teaching Strategies. Yixin Kelly Cui, Boston University; Samuel Ronfard, Boston University; Kathleen H. Corriveau, Boston University
Discussant: Maureen A. Callanan, University of California, Santa Cruz

16.025. Agency in Education. Division F–History and Historiography; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 205; 2:15–3:45pm
Chair: Jon Hale
Participants:
- The Tuskegee Student Revolt and the Legacy of Booker T. Washington. Brian P. Jones, City University of New York
- Revolutionary Nationalism, Curriculum, and Pedagogy in the Oakland Community School. Robert P. Robinson, The Graduate Center, CUNY
Discussant: Jon Hale

Grand Hyatt San Antonio, Fourth Floor, Crockett D; 2:15–3:45pm
Chairs: Erica Ow Yang Turner, University of Wisconsin–Madison; Kathryn Moeller, University of Wisconsin–Madison
Participants:
- Toward a Theoretical Understanding of Corporations and Corporatization in Education. Kathryn Moeller, University of Wisconsin–Madison; Maria Velazquez, University of Wisconsin–Madison
- The Redefinition of Civil Rights Through School Choice: Equity and the Market in Education Policy. Janelle T. Scott, University of California, Berkeley
- Unpacking “the Public Schools”: The Racial State, Test Cheating, and the Perspective of Working-Class Blacks. Erica OwYang Turner, University of Wisconsin–Madison
- Refusing Hero Narratives: Black Youth, Neoliberal Paternalism, and Community-Based Educational Spaces. Bianca Jontae Baldridge, University of Wisconsin–Madison
Discussants: Ujju Aggarwal, Graduate Center of the City University of New York; Pauline Lipman, University of Illinois at Chicago

Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon F; 2:15–3:45pm
Chair: sj Miller, NYU Steinhardt–The Metropolitan Center
Participants:
- Adopting a Queer Pedagogy as a Teaching Assistant: A Queer Autoethnography. Stephanie Anne Shelton, The University of Alabama
- Undone and (Mis)Recognized: Disorienting Experiences of a Queer, Trans* Educator. Erich N. Pitcher, Oregon State University
- Road’s Scholars: On Contingent Labor and the Work of Contingency. Adam Joseph Goretman, School of the Art Institute of Chicago
- Intersectional Warrior: Battling the Ouslayment of Layered Microaggressions in the Academy. Darrel C. Hucks, Keene State College

Grand Hyatt San Antonio, Second Floor, Mission B; 2:15–3:45pm
Chairs: Mingjung Ryu, Purdue University; Shannon Mary Daniel, Vanderbilt University–Peabody College
Participants:
- Image of Refugees in Children’s Literature: A Content Analysis. Ekaterina Strekalova-Hughes, University of Missouri–Kansas City; X. Christine Wang, University at Buffalo–SUNY
- Playful Digital Authoring: Multilingual Identity Enactments Among Adolescent Girls With Refugee Backgrounds. Delila Omerbasic, University of KwaZulu-Natal

Discussant: Cri Mayo, University of Illinois at Urbana-Champaign

16.029. Examining Identity to Enhance Learning Opportunities Among Resettled Refugee Youth. Division G–Social Context of Education; Symposium
Grand Hyatt San Antonio, Second Floor, Mission B; 2:15–3:45pm
Chairs: Mingjung Ryu, Purdue University; Shannon Mary Daniel, Vanderbilt University–Peabody College
Participants:
- Image of Refugees in Children’s Literature: A Content Analysis. Ekaterina Strekalova-Hughes, University of Missouri–Kansas City; X. Christine Wang, University at Buffalo–SUNY
- Playful Digital Authoring: Multilingual Identity Enactments Among Adolescent Girls With Refugee Backgrounds. Delila Omerbasic, University of KwaZulu-Natal

Discussant: Cri Mayo, University of Illinois at Urbana-Champaign

Grand Hyatt San Antonio, Second Floor, Mission B; 2:15–3:45pm
Chairs: Mingjung Ryu, Purdue University; Shannon Mary Daniel, Vanderbilt University–Peabody College
Participants:
- Image of Refugees in Children’s Literature: A Content Analysis. Ekaterina Strekalova-Hughes, University of Missouri–Kansas City; X. Christine Wang, University at Buffalo–SUNY
- Playful Digital Authoring: Multilingual Identity Enactments Among Adolescent Girls With Refugee Backgrounds. Delila Omerbasic, University of KwaZulu-Natal

Discussant: Cri Mayo, University of Illinois at Urbana-Champaign
Grand Hyatt San Antonio, Fourth Floor, Republic A; 2:15–3:45pm
Chair: Carrie Sampson, Arizona State University–West
Participants:
Young Latinx Counternarratives in a Two-Way Dual-Language (Spanish-English) White Supremacist Context. Sandra Lucia Osorio, Illinois State University
Latinx Students in Chicagoland Suburbs: Navigating and Deconstructing White Supremacy. Gabriel Rodriguez, University of Illinois at Urbana-Champaign
Latinx Community College Students Travelling a White Supremacist Off-Campus Environment. Moises Orozco Villicana, University of Illinois at Urbana-Champaign
Discussant: Julio Cammarota, Iowa State University

Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon E; 2:15–3:45pm
Chair: Cheryl E. Mattias, University of Colorado–Denver
Participants:
I Might Be Maroon: Racial Socialization of Biracial (Black/White) Boys. Joy Howard, University of Southern Indiana
The Nexus of Black Rage and Healing Praxis: A Critical Autoethnography. Janicee Zalina Mackey, University of Denver
This One Time at Summer Camp: A Critical Approach for a Race-Conscious Curriculum. Ronda Taylor Bullock, University of North Carolina–Chapel Hill
Discussant: Dorinda Carter Andrews, Michigan State University

Grand Hyatt San Antonio, Second Floor, Mission A; 2:15–3:45pm
Chairs: Dorothy M. Anagnostopoulos, The University of Connecticut; Morgaen L. Donaldson, University of Connecticut–Storrs
Participants:
At the Intersection of Race(s)m and Black Education: White Supremacy and Black Schooling in the Antebellum North. Monique Golden, University of Connecticut–Storrs
The Costs and Benefits of Framing Educational Opportunity as a Private Good. Britney LeAnn Jones, University of Connecticut
Educational (In)equality: The Legacy of Supreme Court Cases in Charlotte-Mecklenburg and Detroit Public Schools. Jeremy B. Landa, University of Nevada–Las Vegas
Sheff v. O’Neill: Balancing Private Interests and the Public Good. Shannon Holder, University of Connecticut
For What It’s Worth: Argumentation, Persuasion, and Propaganda in the No Excuses Charter School Debate. Sian Charles-Harris, University of Connecticut
Discussant: David F. Labaree, Stanford University

16.032. Plugging the Leaky Pipeline: Evaluating Programs That Encourage Minorities in STEM-Related Fields. Division H–Research, Evaluation and Assessment in Schools; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 7C; 2:15–3:45pm
Chair: Louis S. Nadelson, Colorado Mesa University
Participants:
The Impact of the Michigan Merit Curriculum on High School Math Course-Taking. Soobin Kim, Michigan State University; Gregory Wallworth, Michigan State University; Ran Xu, Michigan State University; Kenneth A. Prunk, Michigan State University; Barbara Schneider, Michigan State University
Effectiveness of an Engineering Curriculum Intervention for Elementary School: Moderating Roles of Student Background Characteristics. Cathy Pauline Lachapelle, Museum of Science; Yoonkyung Oh, The Pennsylvania State University; Christine M. Cunningham, Museum of Science, Boston
Integrating Computer-Based Curricula in the Classroom: Lessons From a Blended Learning Intervention. James Cameron Anglim, University of Pennsylvania; Laura M. Desimone, University of Pennsylvania; Kirsten Lee Hill, University of Pennsylvania
Beyond One Size Fits All: Evidence From a Randomized Trial of Multi-Tiered System of Supports (MTSS). Dina Bulakoglu-Cooke, Wake County Public Schools; Matthew A. Lenard, Wake County Public School System
Discussant: Virginia Walker Snodgrass Rangel, University of Houston

16.033. Uses of Simulation. Division I–Education in the Professions; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 213 B; 2:15–3:45pm
Chair: Anne T. Vo, Keck School of Medicine of USC
Participants:
An Investigation of Professionalism reflected by Student Comments on Formative Virtual Patient Encounters. Ting Dong, The Uniformed Services University of the Health Sciences; William Kelly; Meredith Hays; Norman Berman, Dartmouth College/Geisel Medical School; Steven J. Durning, The Uniformed Services University of the Health Sciences
Developing the Simulation-Based Assessment Task for Aviation English: An Evidence-Centered Design. Moonyoung Park, Chinese University of Hong Kong
Knowledge Accessed and Used by Nursing Students During a High-Fidelity Patient Simulator Experience. Jane Kropp Durham, University of Toledo; Thomas G. Dunn, University of Toledo
Stop! In the Name of Safety. Casey B. White, University of Virginia; Andrew Roby, Clemson University
Discussant: Alexis Battista, The Henry M. Jackson Foundation for the Advancement of Military Medicine

16.034. (Re)Envisioning Educational Equity: Explorations of Teacher Practice. Division K–Teaching and Teacher Education; Paper Session
Grand Hyatt San Antonio, Second Floor, Bowie B; 2:15–3:45pm
Chair: Cleveland Hayes, University of La Verne
Participants:
( Un)Becoming Teacher of School-Based Indigenous Education: Early-Career Teachers, Teacher Identity, and Indigenous Education Across Institutions. Brooke Madden, University of Alberta
Examining Teachers’ Visions During Literacy Instruction Across Multiple Rural Contexts. Margaret Vaughn, University of Idaho
Privileged Pages: Contextualizing the Realities, Challenges, and Successes of Culturally Responsive Canonical British Literature Instruction. Jeanne Dyches Bissome, Iowa State University
Unwittingly Complicit: Resisting and Opting Out in an Attempt to Redress Wrongdoing. Mary E. Libby, Teaching for Equity
Discussant: Steven T. Bickmore, University of Nevada–Las Vegas

16.035. Analyses of Whiteness: Identities and Dilemmas in Teaching. Division K–Teaching and Teacher Education; Paper Session
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon D; 2:15–3:45pm
Chair: Christoph Fischer, University of Paderborn
Participants:
An Ideological Unveiling: Using Critical Narrative and Discourse Analysis to Examine Discursive White Teacher Identity. Beth Coleman, University of North Carolina–Chapel Hill
White Women Teachers, Black Mammyes, and The Secret Life of Bees. Erin Till Miller, University of North Carolina–Charlotte; Timothy J. Lensmire, University of Minnesota–Twin Cities
“I’m Not Doing the Book Justice’: White Teachers Negotiate Dilemmas of Multicultural Young Adult Literature. Ricki Ginsberg, University of Connecticut
Discussant: Maleka Donaldson, Harvard University
16.036. Disciplinary Literacy in Teacher Preparation. Division K–Teaching and Teacher Education; Paper Session
Grand Hyatt San Antonio, Second Floor, Bowie C; 2:15–3:45pm
Participants:
- Developing Disciplinary Linguistic Knowledge: Systemic Functional Linguistics and the New Knowledge Base of Teaching. Kathryn Accurso, University of Massachusetts–Amherst
- Disciplinary Standards: Exploring Teacher Candidates’ Feedback on Writing About Literature. Joelle Pedersen, Boston College
- Fostering Discussion-Based Disciplinary Learning Through Shared Reading Experiences. Allison Beth Hintz, University of Washington–Bothell; Antony T. Smith, University of Washington–Bothell
- Toward a More Detailed Model of Professional Learning Within Disciplinary Literacy Professional Learning Projects. Christina L. Dobbs, Boston University; Jacy C. Ippolito, Salem State University; Megin Charner-Laid, Salem State University
Discussant: Debra J. Coffey, University of Delaware

16.037. Exploring and Transforming Teacher Preparation Practices in International Settings. Division K–Teaching and Teacher Education; Paper Session
Grand Hyatt San Antonio, Third Floor, Bonham E; 2:15–3:45pm
Chair: Vera J. Lee, Drexel University
Participants:
- A B-Learning Program for Developing Mathematical Knowledge for Teaching in In-Service Primary School Teachers. Flavio Guinez, Universidad de Chile; Salome Martinez, Universidad de Chile; Pablo Ricardo Dartnell, Universidad de Chile; Sofia del Mar Bustos Chaimovich, Universidad de Chile
- Are We “Finnished” Yet? Teacher Preparation and the Rise of “Glocalization.” David R. Hollier, Saint Edward’s University
- Developing School/Higher Education Institution Partnership Through Collaborative Practicum Design. Julie Ul Choistealbhaa, Marino Institute of Education; Patricia Slevin, Marino Institute, Dublin
- The Clinical Interactive Dimensions of the Math Teacher Education Residency Program. Dalia Imanuel, Beit Berl Academic College; Titi Wagner, Beit Berl Academic College
Discussant: Antonette Gagné, University of Toronto

16.038. Shifting Policy Approaches to “Safe” Schooling: Preparing Preservice Teachers to Understand and Address Systemic Marginalizations. Division K–Teaching and Teacher Education; Symposium
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon C; 2:15–3:45pm
Chair: Elisabeth Payne, Queering Education Research Institute (QuERI)
Participants:
- Teacher Beliefs About Race and Culture. Edward Fergus, New York University
- Implementation of New York State’s Dignity for All Students Act: Missing the Forest for the Trees. Elizabeth Payne, Queering Education Research Institute (QuERI)
- Increasing Competence and Overcoming Fear: A Case for LGBTQ-Inclusive Multicultural Education. Melissa J. Smith, University of Central Arkansas
- What Are the Benefits of Diversity Education for Teachers and Teacher Education? Melissa Scheible, Hunter College–CUNY
Discussant: George Theoharis, Syracuse University

16.039. Teacher Shortages, Fact or Fiction? New Perspectives on Tracking Trends in the Teacher Workforce. Division K–Teaching and Teacher Education; Symposium
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon A; 2:15–3:45pm
Chair: Linda Darling-Hammond, Stanford University
Participants:
- Teacher Shortages: How They Are Measured, Framed, and Addressed (or Not). Ellen J. Behrstock-Sherratt, American Institutes for Research
- A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the United States. Leib Satcher, Learning Policy Institute; Linda Darling-Hammond, Stanford University; Desiree Carver-Thomas, Learning Policy Institute

Massachusetts Study of Teacher Supply and Demand: Trends and Projections. Jesse D. Levin, American Institutes for Research; Alex Berg-Jacobsen, American Institutes for Research
Discussant: Patrick M. Shields, Learning Policy Institute

16.040. Teachers Writing: Developing Norms That Support Reflexivity and Practice. Division K–Teaching and Teacher Education; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon B; 2:15–3:45pm
Chair: Kysa Nguyen, University of Massachusetts–Amherst
Participants:
- Educating Education Majors’ Reflections About After Tutoring: A Poetic Exploration. Janet C. Richards, University of South Florida; Christiana Cobb Suckar, University of South Florida
- Examining the Usefulness of I-Poems for Interpreting Interviews of Teachers’ Experiences. Jason T. Jay, Brigham Young University; Stefnee E. Pinnegar, Brigham Young University
- Literacy Quadrants and Teacher Narratives: Pedagogical Tools to Foster Reflection and Improve Dialogue About Diverse Democracies. Elise Ludy Olan, University of Central Florida; Maureen McDermott, Nova Southeastern University; Kia Jane Richmond, Northern Michigan University
- Navigating the Neglected R: Revisiting Writing Instruction in a Teacher Preparation Context. Kiersten Greene, SUNY–College at New Paltz
- Teachers’ Interpretations of Preschool Students’ Problem Behavior. Faiza M. Jamil, Clemson University; Andrea Miller Emerson, Clemson University
Discussant: Daisy Indira Collins, Missouri State University

SIG Sessions

16.041. Studies in Adult Literacy and Adult Learning. SIG-Adult Literacy and Adult Education; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 6B; 2:15–3:45pm
Chair: M Cecil Smith, West Virginia University
Participants:
- Literacy, Numeracy, and Problem Solving: Which Skills Are Facilitating STEM Outcomes for Adults With Disabilities? Jacob Karksey, University of California, Santa Barbara; Micaela Victoria Cesario Morgan, University of California, Santa Barbara
- Predicting Adult Literacy Students’ Reading Comprehension: Variations by Assessment Type. Elizabeth Tighe, Georgia State University; Amy Marcelle Johnson, Arizona State University–Tempe; Danielle S. McNamara, Arizona State University
- Teaching for Digital Equity: Examining Digital Problem Solving in a Public Library. Jill M. Castek, University of Arizona; Gloria E. Jacobs, Portland State University
Discussant: Steven Richard Yussen, University of Minnesota–Twin Cities

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 206 B; 2:15–3:45pm
Chair: Joseph J. Tobin, University of Georgia
Participants:
- The Adventures of Blocks and Others in a Pre-K Classroom. Su Yan Choi, University of Georgia–Athens
- Living Together: The Bodily Life of Preschools in China and the United States. Chang Liu, University of Georgia–Athens
- Exploring Early Childhood Robotics Education for Reconceptualizing and Practicing the Mind-Body-Material Connection. Kyung Hwa Lee, University of Georgia; Shara Cherniak, University of Georgia; Eunjoo Cho, University of Georgia–Athens; Sung-eun Jung, University of Georgia–Athens
16.043. Applying Cultural Historical Activity Theory to Resolve Long-Standing Inequities at the Intersections of Dis/ability, Race, and Language in Education. SIG-Cultural-Historical Research; Symposium

Henry B. Gonzalez Convention Center, River Level, Room 6A;
2:15–3:45pm

Chair: Federico R. Waitoller, University of Illinois at Chicago

Participants:
Redistribution of Labor: Surfacing Forms of Exclusion in the Bilingual Special Education Children (BiSPED) Classroom. Patricia Martínez-Álvarez, Teachers College, Columbia University
Teacher Learning as Curating: Professional and Institutional Notions of Justice and Inclusivity as Catalysts for expansive Learning. Federico R. Waitoller, University of Illinois at Chicago
Toward Equity in Mathematics Education for Students With Severe Disabilities: A Case Study of Professional Learning. Kathleen King-Thorius, Indiana University–IUPUI
The Uses of Qualitative Research: Powerful Methods to Inform Practice in Education. Elizabeth B. Kozleski, The University of Kansas

Discussant: Peter Smagorinsky, University of Georgia

16.044. Deweyan Discourses on Democracy in a Neoliberal Era: Toward Liberating Education. SIG-Dewey Studies
Cosponsored with SIG-Philosophical Studies in Education; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217
C; 2:15–3:45pm

Chair: Ali H. Hachem, Stephen F. Austin State University

Participants:
Dewey’s Counter-narrative to Neoliberalism. Ira E. Bogotch, Florida Atlantic University
Everyday Civic Education: From Civic Virtues to Habits of Democracy. Galeon Dishon, University of Pennsylvania
Ending the “Schoolification Epidemic”. Child-Centeredness, Curriculum, and Reconceptualizing Education as a Process of Forming Fundamental Dispositions. Emer Ring, Mary Immaculate College; Lisha O’Sullivan, University of Limerick; Michael Hayes, Mary Immaculate College
Liberating the Deweyan Learning Environment. LeAnn M. Holland, Teachers College, Columbia University

Discussant: Charles L. Lowery, Ohio University–Athens

16.045. Striving for Educational Equality: Extending the Conversation Across Diverse Contexts. SIG-Holistic Education; Workshop

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 207 A; 2:15–3:45pm

Chairs: Bruce J. Novak, Foundation for Ethics and Meaning; Jennifer Elaine Killham, University of Cincinnati; Michelle L. Tichy, University of La Verne

Participants:
From Surviving to Thriving: A Tribute to Dr. Samuel Stringfield. Jennifer Elaine Killham, University of Cincinnati
Holistic Approaches to Teacher Education: Caring for the Whole Teacher in Difficult Times. Karen F. Tardrew, National Louis University
From Rural to Urban: A Tribute to Teachers Across America. Kelli Marie Jette, University of Cincinnati
Meeting the Diverse Needs of Pre-K–12 Environment: A Tribute to Special Educators. Michael Skivington, Sam Houston State University
Holistic Education in Higher Education. Bruce J. Novak, Foundation for Ethics and Meaning

16.046. Supporting the Learning of Educational Robotics and Computational Thinking in Primary, Middle, and Preservice Education. SIG-Instructional Technology; Paper Session

Grand Hyatt San Antonio, Fourth Floor, Republic B; 2:15–3:45pm

Chair: Tugsão Aldemir, The Pennsylvania State University–University Park

Participants:
Effective Scaffolding Strategies in Support of Learning Computational Thinking in a Primary Robotics-Programming Course. Biam Wu, East China Normal University
Growing Computational Thinkers: Longitudinal Trajectories of Middle School Students. Yi-Cheng Pan, University of Delaware; Chrystalla Mouza, University of Delaware; Hui Yang, University of Delaware; Hatica Çilsalar, Middle East Technical University
Using Scaffolding Programming Scripts in Educational Robotics Activities to Teach Preservice Teachers Computational Thinking. Charoula M. Angeli, University of Cyprus; Kamini Jaipal-Jamani, Brock University
Validation of the Student Attitudes Toward STEM (S-STEM) Survey: Conditions Under a Middle School Robotics Learning Environment. Wenjing Luo, University of Florida; Hsin-Ro Wei, University of Florida; Anne Corinne Huggins-Manley, University of Florida; Albert Dieter Ritzhaupt, University of Florida; Christina Gardner-McCune, University of Florida

16.047. Longitudinal Studies of Students’ Educational Outcomes. SIG-Longitudinal Studies; Paper Session

Henry B. Gonzalez Convention Center, River Level, Room 7D; 2:15–3:45pm

Chair: Jerry West, University of Maryland–College Park

Participants:
Parental Influence on Who Seeks a Career in STEM. Adam Lloyd, The University of Newcastle; Jennifer M. Gore, The University of Newcastle; Max Smith, University of Newcastle; Leanne Fray, The University of Newcastle
Piecewise Growth Mixture Model With More Than One Unknown Knot: Application of Reading Ability Development. Yuan Liu, Southwest University; Hongyun Liu, Beijing Normal University
Social Capital and Mathematics Achievement of Fourth- and Fifth-Grade Children in Segregated Primary Schools. Kenneth Hemmert, Vrije Universiteit Brussel; Dimokritos Melenas Kavadias, Vrije Universiteit Brussel; Orhan Agirdag, KU Leuven
Self-Regulation as Predictor of Development of Problem Behaviors: Implications for Education. Qinsin Shi, Texas A&M University–College Station; Jade Kestian, Texas A&M University–College Station; Jeffrey Lew, Texas A&M University–College Station; Steven Weller, Texas A&M University–College Station

Discussant: Suzanne E. Graham, University of New Hampshire

16.048. Breaking the Code: Developing a Mentorship Network for Minority Faculty in Academic Settings. SIG-Mentorship and Mentoring Practices; Workshop

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 213 A; 2:15–3:45pm

Chairs: Nilsa Thorsøs, National University; Sharon H. Ulanoff, California State University–Los Angeles

Participants:
Institutional Practices of Institutes of Higher Education: Minority Faculty Challenges for Hiring and Retention. Nilsa Thorsøs, National University; Sharon H. Ulanoff, California State University–Los Angeles
Minority Faculty and Their Journey to Promotion, Tenure, and Leadership in the Institute of Higher Education. Ke Wu, University of Montana
Building Capacity for Promotion and Tenure From a Branch Campus. Anne L. Kern, University of Idaho
Learning the Inside Culture. Antonette M. Aragon, Colorado State University

16.049. Moral Development and Education: Knowledge to Action. SIG-Moral Development and Education; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 207 B; 2:15–3:45pm

Chair: Richard D. Osguthorpe, Boise State University

Participants:
Gender-Specific Moral Dilemmas Related to Religion in Iranian Schools. Nasibeh Hedayati, University of Helsinki; Elina Kuusisto, University of Helsinki; Khalil Gholami, University of Kurdistan; Kirsì A. Tirri, University of Helsinki
How to Make Moral Education More Effective: From a Brain Study to Policy Making. Hyemin Han, The University of Alabama; Stephen J. Thoma, The University of Alabama; Furat Soylu, The University of Alabama; Kangwook Lee, KAIST
16.050. Diversity and Multiculturalism in Higher Education. SIG-Multicultural/Multietnic Education: Theory, Research and Practice; Paper Session
Grants Hyatt San Antonio, Third Floor, Bonham C; 2:15–3:45pm
Chair: Melissa Vang, San Diego State University
Participants:
Developmental Education Advocate Program: Reshaping a College’s Leadership Problem. Sim Barhoum, San Diego Mesa College; Elliott Coney, West Los Angeles College; Michelle Vogel Traut, San Diego State University
On a Continuum: Examining the Development of Multicultural Competence in Student Affairs Professionals. Jennifer Lynn Plagman-Galvin, Iowa State University; Ann Marie Gansser-Topf, Iowa State University
Scratchin’ and a-Surviv’. Contradictions of Diversity as Action at the Front Lines of the Neo-Democratic Postracial. Kenneth James Fasching-Varner, Louisiana State University; Christine Clark, University of Nevada–Las Vegas; Lori Latrice Martin, Louisiana State University
The Multiple Meanings of Diversity: College Students’ Views. Eleni Oikonomidoy, University of Nevada–Reno; Lynda R. Wiest, University of Nevada–Reno; Jafeth Sanchez, University of Nevada–Reno; Lydia DeFlorio, University of Nevada–Reno
Discussant: Adriel Adon Hilton

16.051. Pedagogies of Peace in Action. SIG-Peace Education; Paper Session
Grants Hyatt San Antonio, Fourth Floor, Crockett B; 2:15–3:45pm
Chair: Zehavit Gross, Bar-Ilan University
Participants:
Literacy Instruction for Conflict Analysis and Response of Compassion. Candice C. Carter, Saint Martin’s University
My Story Our Story: Interpretations of Violence in the Middle School Classroom. Rita Verma, Adelphi University
Peace and Music in Action: Implications for Pedagogy and Research. Juliana Moomette Santé Manrique, St. Scholastica’s College–Manila
The Impact of Multicultural Literature on Empathy Development in Third-Grade Students: A Pilot Study. Linda Gordon, Imagine Schools
Restorative Practices in One Northwest Middle School: A Case Study of Multiple Stakeholders’ Perspectives and Experiences. Erin Brook Shepherd, University of Portland
Discussant: Blythe F. Hinzit, The College of New Jersey

16.052. Critical Perspectives on Black Males in Education. SIG-Research Focus on Black Education; Paper Session
Grants Hyatt San Antonio, Fourth Floor, Crockett A; 2:15–3:45pm
Chair: Christopher J.P. Sewell, General Assembly
Participants:
Black Male Students’ Struggle to Be Fully Cared About in Nontraditional School Spaces. Julia Camille Ransom, Hunter College; Lashia Jackson
Black Males in Education: Building a Research Collection. Anthony L. Brown, The University of Texas at Austin; Louis Harrison, The University of Texas at Austin; Jessica Leah Leitner, The University of Texas at Austin
Black Males, Masculinities, and Otherfathering: Exploring Black Male Student Experiences With Their Black Male Teachers. Derrick R. Brooms, University of Louisville
Black Male High School Student Athlete Dreams and Neighborhood Realities: Implications of Perceptions, Aspirations, and Identities. Adeoye Adeyemo, University of Georgia
Discussant: Franklin A. Tuitt, University of Denver

16.053. Research in Reading and Literacy SIG II. SIG-Research in Reading and Literacy; Paper Session
Grants Hyatt San Antonio, Fourth Floor, Crockett C; 2:15–3:45pm
Chair: Francine C. Falk-Ross, Pace University
Participants:
Development of a Literacy Instructional Model for Students in Special Education: Year 1 Results. Emily M. Rodgers, The Ohio State University; Jerome V. D’Agostino, The Ohio State University; Spyros Konstantopoulos, Michigan State University; Robert H. Kelly, The Ohio State University–Columbus
Discourse Practices During Middle School Students’ Close Readings of Texts: A Multiple-Case Study. Colleen Pennell, Carroll University
Early L2 Reading Growth Trajectories in Language-Minority Students: The Moderating Effect of L2 Proficiency on Cross-Language Influence. Jackie Eun jung Relyea, University of Houston
Elementary Spanish-Speaking English Learners Improve in Comprehension With Text Structure Instruction on the Web. 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; Andrea Beerwinkle, Texas A&M University–College Station
Embedding Multimedia in Secondary English Language Arts: Findings From a Multiple-Case Study. Kerrigan Mahoney, University of Virginia
Examining Student and Home Factors Leading to Successful Chinese Reading in the International PIRLS (Progress in International Reading Literacy Study) 2011. Wei Meng Cheung, The University of Hong Kong; Yani Huang, University of Hong Kong; Hector W. H. Tsang, The Hong Kong Polytechnic University

16.054. The Impact of Service-Learning in Teacher Education. SIG-Service-Learning & Experiential Education; Paper Session
Henry B. Gonzales Convention Center, Meeting Room Level, Room 218; 2:15–3:45pm
Chair: Christian Winterbottom, University of North Florida
Participants:
The Impact of Photo Journals and Structured Narrative Reflections on Preservice Teachers Engaged in Service-Learning. Ashley Brailsford Vaughns, College of Charleston
Knowledge to Action: Transforming 10 Years of Research to Achieve. Kathy M. Bussert-Webb, The University of Texas at Brownsville
Students Serving Students: Reciprocal Benefits of a Service-Learning Mentoring Project for Preservice Elementary Teachers. Jannah Walters Nenner, Sam Houston State University; Susan Reily, Stephen F. Austin State University
Community Field Experiences as a “Win-Win” in Teacher Preparation Programs. Kathleen Tice, The University of Texas at Arlington; Larry Paul Nelson, The University of Texas at Arlington

16.055. Salvaging Civic Education: Powerful Teaching and Learning to Address the Civic Opportunity Gap. SIG-Social Studies Research; Symposium
Henry B. Gonzales Convention Center, Meeting Room Level, Room 206 A; 2:15–3:45pm
Chair: Hilary Gebelbach Conklin, DePaul University
Participants:
Having a Voice and Lending an Ear: Student Learning From an Action Civics Curriculum. Molly W. Andolina, DePaul University; Hilary Gebelbach Conklin, DePaul University
Confronting the Civic Opportunity Gap: Integrating Action Research With Youth Into Preservice Teacher Education. Beth C. Rubin, Rutgers University; Thea R. Abuel-Haj, Rutgers University; Eliot Graham, Rutgers University–New Brunswick/Piscataway; Kevin Lowell Clay, Rutgers University
Powerful Knowledge in Action: The Role of Civics Coursework in Supporting Civic Engagement. Jane C. La, Florida State University
Just Economics? A Mixed-Methods Study Examining Whether and How Social Studies Teachers Address Economic Inequality. John S. Rogers, University of California, Los Angeles; Joel Westheimer, University of Ottawa
Discussant: Meira Levinson, Harvard University
16.056. Examining the Role of Social and Emotional Learning in Young Children's Racial Development. SIG-Social and Emotional Learning; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 212 A; 2:15–3:45pm
Chair: Shannon Beth Wanless, University of Pittsburgh
Participants:
Preschool Expulsion Rates and Social-Emotional Learning Support Across Neighborhood Contexts. Kate M. Zinsser, University of Illinois at Chicago; Vinoodharen Nair Das, University of Illinois at Chicago; Courtney Anne Zulauf, University of Illinois at Chicago
Teacher and Parent Beliefs About Addressing Race in Preschool. Jennifer Briggs, University of Pittsburgh; Shannon Beth Wanless, University of Pittsburgh
Discussant: Stephanie Michelle Carenton, Boston University

16.057. Special Education Research SIG Paper Session 7: Issues About Students With Emotional and Behavioral Disorders. SIG-Special Education Research; Paper Session

Grand Hyatt San Antonio, Second Floor, Bowie A; 2:15–3:45pm
Chair: Gretchen M. Cole-Lade, Oklahoma State University
Participants:
Teacher Perceptions of Students’ Academic Competence and Problem Behaviors: Does Awareness of Student Difficulties Influence Instructional Time? Jessica R. Texe, The University of Texas at Austin; Carol M. Connor, University of California, Irvine; Peng Peng, University of Nebraska–Lincoln; Lisa Anne Didion, The University of Texas at Austin
Teacher Reports of Verbal Aggression in School Settings Among Students With Emotional and Behavioral Disorders. Stephen W. Smith, University of Florida; Gregory G. Taylor, Florida State University; Daniel V. Poling, University of Florida
Teachers’ Thinking and Decision Making in Response to Intervention and Positive Behavior Interventions and Support Tiered Systems of Support. Felicia Castro-Villarreal, University of Texas at San Antonio; Amanda Turner, Sharon L. Nichols, The University of Texas at San Antonio
The Challenges of Providing Individuals With Disabilities Education Act Mental Health–Related Services to Children With Emotional/Behavioral Disorders. Lois A. Weinberg, California State University–Los Angeles; Paul Luemlo, University of California, Los Angeles; Jenny Chow; Bryan Thornton, University of California, Los Angeles

16.058. The Impact of Academic Workload on Students’ Stress and Well-Being in Rigorous College Prep Programs. SIG-Stress and Coping in Education; Symposium

Henry B. Gonzalez Convention Center, River Level, Room 6D; 2:15–3:45pm
Chair: Jennifer L. Kobrin, The Graduate Center, City University of New York
Participants:
Attaining Optimal Academic and Emotional Well-Being in Advanced Placement and International Baccalaureate: The Role of Students’ Stress, Coping, and Engagement. Elizabeth Shaunessy-Dedrick, University of South Florida; Shannon M. Suldo, University of South Florida; John M. Feron, University of South Florida; Robert F. Dedrick, University of South Florida
Discussant: John W. Young, International Baccalaureate

16.059. Developing Instructional Leadership Across a Continuum: Voices From the Field. SIG-Supervision and Instructional Leadership; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 B; 2:15–3:45pm
Chair: Yanira Oliveras-Ortiz, The University of Texas at Tyler
Participants:
Models of Influence on Mathematics Instructional Coaches. Sue Brown, University of Houston–Clear Lake; Scott Dennis Harrell, University of Houston–Clear Lake; Sandra Browning, University of Houston–Clear Lake
Reciprocal Teacher and Leader Learning. Jim Brandon, University of Calgary; Sharon Friesen, University of Calgary; Candace Saar, University of Calgary
“Multiple Layers”: Conceptualizing the University Supervisor’s Role. Colleen Horn, Teachers College, Columbia University; Kelsey Keturah Darity, Teachers College, Columbia University; Laura Vernikoff, Teachers College, Columbia University; A. Lin Goodwin, Teachers College, Columbia University
Discussant: Ian Mette, University of Maine

16.060. Roundtable Session 3; Roundtable Session


Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 2:15–3:45pm
Chair: Julie F. Mead, University of Wisconsin–Madison
Participants:
Ensuring Equal Opportunity and Access Through Policy: Is the Promise Enough? Examining Persistent Racial Inequities in Special Education. Catherine Kramarczuk Voulgarides, New York University; Adai A. Tefera, Virginia Commonwealth University; Sarah Diaz, Arizona State University–Tempe; Alfredo J. Arítes, Arizona State University; Lisa Jackson, Virginia Commonwealth University; Alexandra Aylward, New York University
Examining Teachers’ Attitudes About Religious Free Exercise in the Public School Classroom. Suzanne N. Rosenthal, Clemson University; Benjnim J. Bindewald, Oklahoma State University; Laura Olson, Clemson University; Daniel Frost, Clemson University
Pregnant and Parenting Students: An Examination of Title IX and Attendance Policies in the Midwest. Tiffany Puckett, Illinois State University
State Special Education Regulations and Their Relationships to Inclusion for Students With Intellectual Disability. Julia M. White, Syracuse University; Deborah Taub, Keystone Assessment; Meghan Cosier, Chapman University

16.060-2. Beyond Subject Knowledge Acquisition: Two Distinct Approaches Toward Student Well-Being and 21st-Century Competencies. Division L–Educational Policies and Politics; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 2:15–3:45pm
Participants:
Classroom and School Assessment of Creativity, Social Emotional Learning, Citizenship, and Health: The Importance of Collaboration, Risk-Taking, and Experimentation. David Hagen Cameron, People For Education
Measuring What Matters: Connections and Disconnections Between Jurisdictional Measurement and Classroom-Based Assessment in Measuring Student Well-Being. David Hagen Cameron, People For Education; Annie Kidder, People for Education
Applying a “Social Lab” Process to Advance Student Well-Being in K–12 Schools. Vani Jain; Paul McArthur, McConnell Foundation
“Everyday Practices” as Disruptive Innovations in Advancing Student Well-Being. Paul McArthur, McConnell Foundation; Mali Sinai, The University of British Columbia
16.060-3. Current Issues in International Educational Policy and Politics. Division L—Educational Policies and Politics; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 2:15–3:45pm
Chair: Janet Gao, American Institutes for Research
Participants:
Private Actors and the Promise of Educational Opportunity for Syrian Refugees. Zeena Zakharova, University of Massachusetts–Boston; Francine Mendash, University of Massachusetts–Boston; Sheetal Bachegowda, University of Massachusetts–Boston
Education for All and Out-of-School Children: A Case Study of Pakistan and Nigeria. Nooruddin G. Shah, University of Maryland–College Park
Local Enactment of the Swedish National "Advanced Teacher Reform." Tomas England, Örebro University; Anders Lennart Bergh, Örebro University, Sweden
Equal Educational Opportunities: Legal Regulation and Professional Discretion in Schools. Berit Karseth, University of Oslo; Jarunn Moller, University of Oslo
Top-Down Education Policy and Bottom-Up Parents’ Perspective: The Case of English Education in Japan. Jinnyong Choi, University of Missouri–Columbia; Carol Lickenbrock Fujii, University of Missouri–St. Louis; Lisa M. Dorney, University of Missouri–Columbia

16.060-4. Educating Marginalized Youth in the Current Social Context. Division L—Educational Policies and Politics; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 2:15–3:45pm
Chair: Horace R. Hall, DePaul University
Participants:
A School-to-Prison Pipeline or a System at Work? A Synthesis of Literature. Andrea F. Kalvesmaki, University of Utah; Irene H. Yoos, University of Utah
Effects of Messages From the Nonschool Environment: A Cycle of Promise or Perpetuation of Poverty? Victoria M. Kaffen, University of Southern California (Rossier)
Revisiting the Crisis of Authority in Predominantly Black Schools: Evidence From the High School Longitudinal Study Data. Baeksan Yu, University of Pittsburgh; Sean P. Kelly, University of Pittsburgh
The Effect of Career and Technical Education Participation on College-Going and Employment for Marginalized Youth. Shaun Michael Dougherty, University of Connecticut; Michael A. Gottfried, University of California (Rossier)

16.060-5. Starting Out Right: The Impacts of Early Childhood Education. Division L—Educational Policies and Politics; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 2:15–3:45pm
Chair: Mimi Engel, Vanderbilt University
Participants:
Estimating the Relationship Between Preschool Attendance and Kindergarten Science Achievement: Implications for Early Achievement Gaps. Chris Curran, University of Maryland–Baltimore County
Examining Childcare Choices and Their Causal Impact on School Readiness Among Children of Immigrants. Qi Xing, University of North Carolina–Chapel Hill
Summer Learning and Parent Investments in Summer Enrichment Activities. Kathleen Lynch, Harvard University
The Impact of Public Pre-K on Test-Taking for Gifted and Talented Kindergarten Programs. Sharon L. Weinberg, New York University; Ying Lu, New York University

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 2:15–3:45pm
Chair: Edward G. Fierros, Villanova University
Participants:
Education Policy Proposals in State Legislatures: A Look at Virginia. Sara Townsend, George Mason University
Fractures in the Accountability Paradigm: Policy Actors in Search of New Ideas to Achieve Student Equity. Erin Coghan, University of California, Berkeley
Reading Test-Based Third-Grade Retention Policies: What Does North Carolina’s Read to Achieve Really Achieve? Rachel Anne Levy, Virginia Commonwealth University; Whitney Sherman Newcomb, Virginia Commonwealth University

16.060-7. Test-Based Accountability and Achievement Gaps. Division L—Educational Policies and Politics; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 2:15–3:45pm
Participants:
Reinvestigating the Achievement Gap: An Analysis of Student Performance on the Smarter Balanced Assessment Consortium and California High School Exit Examination (CAHSEE). Alexandrina Maylen Hurrut, University of California, Davis; Sherrie Reed, University of California, Davis; Michiel Kurlander, University of California, Davis; Paolo Martorell, University of California, Davis; Matthew Naven, University of California, Davis
School Response to District Classification of Certain Students as “Priority”: Test Score Effects Under Shifting Accountability Systems. Emily C. Kern, Vanderbilt University

16.060-8. The Politics of School Choice and Educational Opportunity. Division L—Educational Policies and Politics; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 2:15–3:45pm
Chair: Elise Castillo, University of California, Berkeley
Participants:
Going Home? State Takeover Districts as a Method of Exacerbating Excessive School Removals for Black Girls. Monica L. Ridgeway, University at Buffalo; Steven Leonice Nelson, The University of Memphis
Beyond Basic: The State’s Role in Ensuring Equal Educational Opportunity for Homeschooled Students. Gwen D. Roulhet, Durham Public Schools; Cheryl A. Fields-Smith, University of Georgia
On Becoming a District of Choice: Implications for Segregation Along the U.S.-Mexico Border. Stephen Kotok, The University of Texas at El Paso; David S. Knight, University of Texas at El Paso; Rodolfo Rincones, The University of Texas at El Paso; Luis Eduardo Rivera, University of Texas at El Paso
An Examination of the Effectiveness of Modern-Day Magnet Schools. Julie Christine Harris, CNA Corporation

16.060-9. (Re)Considering Environmental Education: Learning From Policy and Higher Education. SIG-Environmental Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 2:15–3:45pm
Chair: Nora Timmerman, Northern Arizona University
Participants:
The Role of Actors in Enacting Sustainability in Higher Education. Naomi Mumbi Maina, University of Saskatchewan
Redesigning Higher Education in Times of Systemic Dysfunction Using a Responsible Research and Innovation Approach. Valentina Tassiore, Wageningen University; Arjen E. Wals, Wageningen University
Sustainability Sidelined: A Study of Education for Sustainability (EFS) Policy Implementation in Australian Schools. Melissa Barnes, Monash University; Sylvia Christine Almeida, Monash University; Deborah Moore, Monash University

16.060-10. Classroom Assessment SIG Roundtable. SIG-Classroom Assessment; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 2:15–3:45pm
Chair: Megan E. Welsh, University of California, Davis
Participants:
Improving Teaching Through Direct Student Feedback: The Use of Student Perception Surveys With Preservice Teachers. Claire Jacobson, Council for the Accreditation of Educator Preparation

Dialogic Peer Feedback in Second-Language Writing Classrooms: Assessors’ and Assesses’ Perspectives. Qiyun Zhu, University of Hong Kong

Responsive Pedagogy and Student Learning: Feedback Practice and Student Learning in Mathematics. Siv Mäsiödävä Gamel, Volda University College; Kari Smith, Norwegian University of Science and Technology; Knut Steinan Engelsen, Stord/Haugesund University College

Classroom Assessment for Assimilating and Evaluating First-Year University Students. Zhou Jiming, Fudan University; Ke Zhao, Shanghai University of Finance and Economics

16.060-11. Early Childhood Education Policy, Program Quality, and Quality Rating and Improvement System. SIG-Early Education and Child Development; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 2:15–3:45pm

Chair: Anne Douglass, University of Massachusetts–Boston

Participants:

- The Importance of Investing in High-Quality Early Education: A Policy Analysis of Colorado Shines Quality Rating and Improvement System. Rebecca Keith, University of Colorado–Colorado Springs; David W. Keith, Lifting Off Academy
- Development and Implementation of Quality Rating and Improvement Systems in the Midwest. Ann-Marie Faria, American Institutes for Research; Ariela C. Greenberg, American Institutes for Research; Laura Hawkson, University of Pennsylvania; Ivan Metzger, United States Department of Education
- Where Has Choice Gone? Pre-K in the Shadow of Accountability. Sharon Ryan, Bank Street College of Education; Mary Elizabeth (Beth) Graue, University of Wisconsin–Madison; Kaitlin Northey, Rutgers University–New Brunswick/Piscataway

16.060-12. Early Childhood Teachers’ Professional Development. SIG-Early Education and Child Development; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 2:15–3:45pm

Chair: Bethany Wilinski, Michigan State University

Participants:

- Effects of a STEM Preschool Professional Development Model on Teachers, Coaches, and Children. Alissa Anne Lange, East Tennessee State University; Kimberly Brenneman, Heising-Simons Foundation
- Take Two: Supporting Head Start Teacher Engagement With Instructional Support Practices. Katherine Kresin Delaney, University of Toledo; Karen Krepp, University of Toledo
- Partnerships in Public Pre-Kindergarten: Implications for Teachers. Bethany Wilinski, Michigan State University
- Examining Preservice Teachers’ Conceptual and Practical Understandings of Adopting iPads Into Their Teaching of Children. Christopher P. Brown, The University of Texas at Austin; Joanna Englehardt, The University of Texas at Austin
- The Early Childhood Preservice Teacher’s Journey to International-Mindedness. Kathleen Heydorn, Kent State University–Kent; Martha J. Lash, Kent State University


Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 2:15–3:45pm

Chair: Enrique Lopez, University of Colorado–Boulder

Participants:

- Exploring Teachers’ Emotional Ecologies Through Socioscientific Issues: Using an Unconventional Pedagogy on Climate Change. Sarah Halwany, University of Toronto; Minja Milanovic, University of Toronto; Mirjan Krstovic, Peel District School Board; Majd Zouda, University of Toronto; John Lawrence Bence, OISE/University of Toronto
- Practicing Teachers’ Challenges in Integrating Argumentation Into Science Instruction: A Metasynthesis. Ozden Sengul, Georgia State University
- STEM Coaches’ Conceptions and Practices of Socioscientific Issues. Majd Zouda, University of Toronto; Sarah Halwany, University of Toronto; Minja Milanovic, University of Toronto; John Lawrence Bence, OISE/University of Toronto
- “Mother Nature Does Not Allow for a Comfortable Death”: Argumentation, Critical Friends, and Socioscientific Issues. Vanessa Ann Klein, Kent State University; Evan Mooney, Montclair State University; Sara Raven, Kent State University–Kent; Bahadur Nandmarg, Recep Tayyip Erdoğan University

16.060-14. Teachers’ Perspectives on Satisfaction, Online Interaction, and Collaborative Learning. SIG-Online Teaching and Learning; Roundtable Session

Henry B. González Convention Center, Ballroom Level, Hemisfair Ballroom 1; 2:15–3:45pm

Chair: Victor Solben, Drexel University

Participants:

- Flipped Classroom Strategy: A Study of Student Performance, Perceptions, and Teacher Satisfaction. Ashkan Ural, Georgina Southern University; Zafer Ural, University of South Florida–St. Petersburg; Yasar Badiu, Georgia Southern University
- Comparisons of Online and Face-to-Face Teacher Preparation Programs. Tina Lane Heafner, University of North Carolina–Charlotte; Teresa Petty, University of North Carolina–Charlotte
- Dialogue Pedagogical Strategies Perceived to Enhance Online Interaction: Instructors’ Perspective. Alex Kumi-Yeboah, University at Albany–SUNY; James Doghey, Texas A&M University–Corpus Christi
- Faculty Experiences With Collaborative Learning in the Online Classroom. Heather Ann Robinson, University of North Texas; Whitney Kilgore, University of North Texas; Scott Joseph Warren, University of North Texas

16.060-15. Mobile Technologies in the Classrooms. SIG-Computer and Internet Application in Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 2:15–3:45pm

Chair: Julie M. Kallio, University of Wisconsin–Madison

Participants:

- Understanding Teachers’ Use of iPads in Instruction: Examining the Role of Professional Development. Min Liu, The University of Texas at Austin; Yajung Ko, The University of Texas at Austin; Cynda Pickert, The University of Texas at Austin; Amanda Willmann, The University of Texas at Austin
- Children’s Gender and Age Impact on Technology Adoption and Use. Lauren Eutsler, University of North Texas; Pasha Antonenko, University of Florida; Kara M. Dawson, University of Florida
- Improving English Speaking Through a Mobile Social Network. Chin-Hsi Lin, Michigan State University; Zhong Sun, Capital Normal University
- Effects of Mobile Phone Dependency on Grade Point Average. Bulent Ertas, Ziya Kalkavan Maritime Vocational High School; Ipek Ozer, Evaluation Systems group of Pearson

16.060-16. Design Thinking and Learning Improvement. SIG-Design and Technology; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 2:15–3:45pm

Chair: Yashu Kaufmann, Massachusetts Institute of Technology

Participants:

- A Study of Student Engagement in Test Feedback in a Large Undergraduate Engineering Course. Jiamei Yuan, West Virginia University; Siddharth Sanadatti, University of Georgia
- Community of Practice: Teachers’ Perceptions of Online Professional Development in Design Thinking. Julie K. Marsh, College of William and Mary
- Design Thinking for Teacher Education: Solving Problems of Practice With Design in an Online Learning Setting. Danah A. Henriksen, Arizona State University; Rohit Mehta, Michigan State University; Carmen Richardson, Michigan State University
- The Creativity Landscape Framework and Design of Learning. Jonan Phillip Donaldson, Drexel University
- The Designer in the Design Student: The Evolution of Feedback in an Instructional Graphics Studio. Elizabeth Boling, Indiana University; Colin M. Gray, Purdue University; Kenyon M. Smith, Indiana University–Bloomington
16.060-17. (Young) Adults and Their Stories: Dis/ability Policy, Practice, and Research. SIG-Disability Studies in Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 2:15–3:45pm
Chair: Audrey A. Trainor, New York University
Participants:
- A Social Ecological Framework to Approach Social Skills Instruction With Youth With Autism. Marisa Kofke, University of Delaware
- Emancipatory Partnerships in Research. Sarah M. Hart, Auckland University; Janet S. Gaffney, The University of Auckland; Mary F. Hill, University of Auckland
- Schools as “Asylum”: A Baharkinian Discourse Analysis. Xiaoying Zhao, University of Georgia–Athens

16.060-18. Bilingual Teachers: Preparation and Perspectives. SIG-Bilingual Education Research; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 2:15–3:45pm
Chair: Jung-Min Lee, Ohio State University Extension
Participants:
- Abandoning an English-Only Approach to Preparing Bilingual Education Teachers: ¿En donde están los libros? Michael D. Guererro, The University of Texas Rio Grande Valley
- Learning to Teach for Social Justice: Bilingual Teacher Candidates’ Contribution to the Conversation. Esperanza De La Vega, Portland State University; Carrie Larson, Portland State University
- Linguistic Identities and Pedagogy of Transnational Dual Language Teachers: Practitioner Perspectives From the U.S.-Mexico Frontera. Brenda Oriana Aranda, Northern Illinois University
- Spanish in Conflanza: Linguistic and Professional Development in a Bilingual Teacher Education Program in the Borderlands. Blanca Gabriela Caldas, University of Minnesota–Twin Cities; Deborah K. Palmer, University of Colorado Boulder
- The Affordances of Preparing Bilingual Teachers via Teacher-Education Partnerships. Karla del Rosal, Southern Methodist University; Diego Roman, Southern Methodist University; Deni L. Basaraba, Bethel School District S2

16.060-19. Exploring Issues of Parental Involvement for Immigrant Children in the United States. SIG-Family, School, Community Partnerships; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 2:15–3:45pm
Chair: Darsella Vigil, University of Denver
Participants:
- Madres para Niños: Latina Mothers as Consultees Reimagining Their Children’s Schooling. Marta Sánchez, University of North Carolina–Wilmington; Steven Knott; University of North Carolina–Chapel Hill
- Asian Immigrants’ Family-School Relationships and Literacy Learning: Patterns and Explanations. Guofang Li, University of British Columbia; Zhiping Sun, The University of British Columbia
- Meaning of Parental Involvement Among Korean Immigrant Parents: A Mixed Methods Approach. Yangheet Anna Kim, Kennesaw State University; Sohyun An, Kennesaw State University; Hyun Chu Leah Kim, Kennesaw State University; Ji Hyo Kim, Kennesaw State University
- Saving Chi: Exploring Key Factors Affecting Korean Immigrants’ Parental School Involvement. Young-Hoon Ham, University of Minnesota; Mark D. Vagle, University of Minnesota

16.060-20. Democratic Citizenship in Education SIG Paper Discussion (Roundtable) Session 2. SIG-Democratic Citizenship in Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 2:15–3:45pm
Chair: James M. Mitchell, California State University–East Bay
Participants:
- Conflict and Resolution in Teacher Education: Understanding the Role of Disagreement in Democratic Education. Kiel Francis Harell, University of Minnesota–Morris
- Imagining a गातुक (Citizen): Education Policy, Citizenship, and the Civic Mission of Indian Schools. Joseph Randolph Nichols, Saint Louis University; Amrita Chaturvedi, Saint Louis University
- Learning Gain in Active Citizenship at University: Undergraduates’ Perspectives. Maria Cerrato Lara, Oxford Brookes University; Mary Deane Young; Civic Engagement in Nations With Diverse Democratic Traditions. Catherine A. Broom, The University of British Columbia–Okayangan
- “Citizenship” in Troubling Times: Belonging, Exclusion, and Self-Determination. Marc Pray, Monash University; Lisa Cary, Murdoch University

16.061. Roundtable Session 4; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm
Chair: Luis Antonio Leyva, Vanderbilt University–Peabody College
Participants:
- The Danger of Covering: Marginalized Filipino Student Schooling Experiences. Kathleen C. Calantonio-Yurko, University of Florida; Henry Cady Miller, University of Florida
- “A Hawaiian Encroachment”: Interrogating a Liberatory Education Research Agenda While “Trespassing on White Property.” Brandi Jean Nanali Balutski, University of Hawaii; Erin K. Wright, University of Hawaii
- “Aliens in Their Own Land”: Examining Race, Affirmative Action, Citizenship, and Belonging. Vivek Vellanki, Michigan State University; Tashall Brown, Michigan State University
- “In School I Really Feel American”: Complicating “American” Identity-in-Practice in a Rural Southern Elementary School. Matthew Green, University of Northern Iowa
- Internalizing Racial Discourses and White Dominance in Two Korean American Community Educational Spaces. Eujin Park, University of Wisconsin–Madison

16.061-1. “Othered” Identities in and out of Educational Contexts. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm
Chair: Ayana Allen-Handy, Drexel University
Participants:
- Sampling for Focus Group Research: A Mixed Method for Identifying Homogeneous and Heterogeneous Groups. Todd Dane Boceman, Texas A&M University–College Station; Jennifer K. LeBlanc, Johns Hopkins University; Riffa Views International School; Adriana Lunsford, Texas A&M University–College Station
- Critical Race Theory, Teacher Attributes, and School-Based Professional Development. Hope L. Crenshaw, University of Illinois at Urbana-Champaign; Hyejin Tina Yoo, University of Illinois at Urbana-Champaign; Michele D. Crockett, University of Illinois at Urbana-Champaign
- Enagements of Teenage Motherhood Identities: A Critical Ethnography Within a Community-Based Organization. Jana LoBello, University of Minnesota
- Examining the College Choice Processes of High-Achieving African American Students: A Critical Race Theory Analysis. Eddie Comeaux, University of California, Riverside; Thaneeka K. Chapman, University of California, San Diego; Frances Contreras, University of California, San Diego

16.061-2. Educational Research Using Critical Methods. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm
Chair: Ayana Allen-Handy, Drexel University
Participants:
- Entanglements of Teenage Motherhood Identities: A Critical Ethnography Within a Community-Based Organization. Jana LoBello, University of Minnesota
- Examining the College Choice Processes of High-Achieving African American Students: A Critical Race Theory Analysis. Eddie Comeaux, University of California, Riverside; Thaneeka K. Chapman, University of California, San Diego; Francis Contreras, University of California, San Diego

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm
Chair: Michael Wilson, Teachers College, Columbia University
Participants:

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm

Chair: Hilton Kelly, Davidson College

Participating:
- Community-Based Interventions to Disrupt Racially Disproportionate School Discipline in an Urban School District. Denise Gray Yull, State University of New York; Marguerite A. Wilson, Binghamton University – SUNY; Marion Martinez; Sean Massey, Binghamton University – SUNY; Lisa Blitz, Binghamton University – SUNY; Lawrence Parham

- Are You Sure It’s Racialized Disproportionately? Interrogating the Data to Disrupt Disproportionate School Discipline. Sean Massey, Binghamton University – SUNY

- A Superintendent’s Story: Rivertown Challenges Racial Inequities in Schools. Marion Martinez

- Using a Culturally Responsive Trauma-Informed Pedagogy to Help Teachers Unpack Structural Racism and Disrupt Disproportionate Disciplinary Practices. Lisa Blitz, Binghamton University – SUNY

- Race-Conscious Parent Engagement and Restorative Justice: Lessons Learned From the First Three Years of Two Interventions to Disrupt Disproportionate Discipline in Rivertown. Denise Gray Yull, State University of New York; Marguerite A. Wilson, Binghamton University – SUNY; Lawrence Parham

16.061-5. Extending Mindset Research: Implicit Beliefs of Teachers and Students in Diverse Contexts. SIG-Motivation in Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm

Chair: Allen G. Harbaugh, Boston University

Participating:
- Challenging Conventional “Wisdom”: Implicit Beliefs About Giftedness and Intelligence Among Preservice Teachers. Kate E. Snyder, University of Louisville; Matthew C. Maked, Duke University; Jill L. Adelson, University of Louisville; Michael M. Barger, University of Illinois at Urbana-Champaign

- Elementary School Teachers’ Theories of Intelligence Predict Their Differential Treatment of Low- and High-Ability Students. David B. Miele, Boston College; Shenina A. Perez, Boston College; Ruth Butler, Hebrew University of Jerusalem


- Individual Differences in Perceived Effort Source Influence Students’ Judgments of Ability. David B. Miele, Boston College; Marina Yashleva, Boston College; Chen Shen, Boston College; Katherine Marie Muenks, Indiana University – Bloomington

- The Effects of Praise on a “Praiser.” Kyo-suok Kakimin, Doshisha University; Ayumi Tanaka, Doshisha University

16.061-6. Addressing Racism in the Academy: Experiences of Faculty of Color. Division J–Postsecondary Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm

Chair: Veronica Jones, The University of Texas at San Antonio
16.061-10. Complicating Identities in Higher Education. Division J–Postsecondary Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm
Chair: Amy Elizabeth Stich, Northern Illinois University
Participants:
Forming Identities in Community College. Jessica Robinson, Baylor University; Cara Cliburn Allen, Baylor University; Nathan Alleman, Baylor University; Ryan Erck, Baylor University; Katie Robbins, Baylor University
Material Hardship: An Overlooked Dimension of America’s College Completion Problem. Katharine Breton, University of Wisconsin–Madison
Mentoring for Inclusion: The Impact of Mentoring on Undergraduate Researchers. Heather Haeger, California State University–Monterey Bay; Carla Fresquez, California State University–Monterey Bay; Flor Gomez, California State University–Monterey Bay
Women of Color With Critical Epistemologies Constructing Spaces of Resistance in Ph.D. Higher Education and Student Affairs Programs. Dian D. Squire, Iowa State University; Kristin I. McCann, Loyola University, Chicago

16.061-11. Influence of Faculty on Student Engagement and Perceptions. Division J–Postsecondary Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm
Chair: Crystal Eufemia García, University of Nebraska–Lincoln
Participants:
A Comparison of International Students’ Engagement and Faculty Perceptions of International Student Engagement. Rong Wang, Indiana University–Bloomington; Allison Breckalorenz, Indiana University
Faculty-Student Undergraduate Research Mentoring Relationships: Social Capital for Students of Color? Duhita Mahatmya, The University of Iowa; Pamela W. Garner, George Mason University; Rebecca Jones, George Mason University; Shannon Davis, George Mason University
Predicting Student-Faculty Interaction in College: The Influence of Students’ Precollege and College Experiences. Teneill L. Troihan, University of Albany, State University of New York; KC Culver, The University of Iowa

16.061-12. Institutional and International Contexts. Division J–Postsecondary Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm
Chair: Ifyinwa U. Onyenekwu, Rutgers University New Brunswick
Participants:
Are For-Profit Institutions Contributing to Equal Educational Opportunity? A Critical Analysis of Proprietary Institutional Marketing. Ashley N. Gaskew, University of Wisconsin–Madison
What Are the Most Important Predictors of the Earnings of College Graduates? Data From the College Scorecard. Ewan Wright, The University of Hong Kong; Qiang Hao, University of Georgia; Joshua Michael Rosenberg, Michigan State University

16.061-13. Partnerships, Mentorships, and Other Faculty Development. Division J–Postsecondary Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm
Chair: Diane R. Dean, Illinois State University
Participants:
Community Writing Workshop as Nontraditional Professional Development: Benefits for Teacher Educators, Students, and Preserve Teachers. Lauren E. Burrow, Stephen F. Austin State University; Chrissy J. Cross, Stephen F. Austin State University; Heather K. Olson Beal, Stephen F. Austin State University
Faculty Development in Liberal Arts Colleges: A Look at Divisional Trends, Preferences, and Needs. Vicki Baker, Albion College; Meghan Pifer, University of Louisville; Laura G. Lunsford, The University of Arizona
Influences on the Content of Interactions in Faculty Mentorship Networks. Dan Berebitsky, Southern Methodist University; Sarah Kiersten Ferguson, Southern Methodist University; Molly K. Ellis, Southern Methodist University
Teaching Centers That Thrive: Aspiring to Move From Knowledge to Action. Heather A. Kamukka, University of Alberta; Jason Holmes, University of Alberta; Summer Juliet Cowley, University of Alberta

16.061-14. Promising Practices That Address Diverse Learning Styles. Division J–Postsecondary Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm
Participants:
Acceleration Programs in Minnesota: Characteristics and College Pathways of Students Who Participate. Elisabeth Davis, American Institutes for Research
Diversity Matters: Access and Outcomes of Cooperative Education Programs. Nichole M. Ramirez, Purdue University; Joyce Mair, Purdue University
How Does Distance Education Course-Taking Impact Time to Degree Completion? Evidence From a National Sample. Cameron Sublett, University of California, Santa Barbara
The Impact of Instructor Experience on Student Success for a Blended, Undergraduate Engineering Class. Nick A. Stites, Purdue University; Craig Zywicki; Edward Berger, University of Virginia; Charles Kreusgrill, Purdue University; Jeffrey F. Rhoads, Purdue University; Jennifer Deboer, Purdue University

16.061-15. Support Services. Division J–Postsecondary Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm
Chair: Esther Alice Enright, Boise State University
Participants:
Academic Achievement and Support Service Use of University Students With a History of Reading Difficulty. Bradley W. Bergey, Queens College, CUNY; Hannah Horne-Robinson, Dalhousie University; Rauno Parrila, University of Alberta; Annie Larche; Helene Deacon
Gender Differences in Remedial Mathematics Performance at a Texas Community College: A Multyear Analysis. Edred Stoneham, Brazosport College; George W. Moore, Sam Houston State University; John R. Slate, Sam Houston State University; Cynthia Martinez-Garcia, Sam Houston State University
The Role of Health Services in Student Veterans’ Private School Choice. Janet Hall Bagby, Baylor University; Tracey Nicole Sulak, Baylor University; Rachel L. Renbarger, Baylor University; Lauren Hertzberg, Baylor University; Caitlin Miller, Baylor University; Kayla Rhuddenour, Baylor University

16.061-16. Understanding Faculty Throughout Their Life-Span. Division J–Postsecondary Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm
Chair: Cecile Huynh Sam, Rowan University
Participants:
Beyond Research: Analyzing the Challenges Professors Face When Confronted With a Variety of Work Responsibilities. Elizabeth Ocampo Gomez, Universidad Veracruzana; Silvia Jiménez García, Universidad Veracruzana; Lilia Palacios Ramírez, Universidad Veracruzana
Experiences of Faculty Earning Early Tenure in U.S. Institutions of Higher Education. Susan K. Gardner, University of Maine
Mid-Career Faculty Perceptions of Fit at Public Comprehensive Universities. Anne M. DeFelippa, Salem State University; Jay R. Dee, University of Massachusetts Boston; Cheryl Daly, University of Massachusetts–Boston
16.061-17. Critical and Participatory Approaches to Qualitative Research. SIG-Qualitative Research, Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 3; 2:15–3:45pm

Chair: Amber N. Warren, University of Nevada–Reno

Participants:
- Exploring Intersubjectivity: Using Culturally Relevant Methodology to Understand Mentorship for Black Women in the Academy. Candace Maddox Moore, University of Maryland, College Park; Jillian A. Martin, University of Georgia–Athens
- Philosophical Foundations to Critical Race Theory. Sabrina Bobsin Salazar, University of Michigan
- I Won’t Play With You: Promises and Pitfalls of Participatory Research. Catherine Tébaldi, University of Massachusetts–Amherst

16.061-18. Latino Communities: Historical Perspectives. SIG-Hispanic Research Issues, Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 3; 2:15–3:45pm

Chair: Patricia D. López, San José State University

Participants:
- Improving Schooling Outcomes for Latinos in Rural California: A Placed-Based Approach to Farmworkers’ History. Adam Sawyer, Bard College; Oliver Rosales, Bakersfield College; Oscar Medina, Soka University of America
- Venimos de Raíces Fuertes: Urban Communities Shaping Pathways for Latino Educational Opportunity. Daisy Denise Alfaro, California State University–Los Angeles
- Between Whiteness and Indigeneity: A Century of Latino Education and the Future of Latinidades. Eric Ruiz Bybee, Brigham Young University; Luis Urrieta, The University of Texas at Austin

16.061-19. Promoting Undergraduate and Adult Learning in Informal Settings. SIG-Informal Learning Environment Research, Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 3; 2:15–3:45pm

Chair: Sinem Siyahhan, California State University–San Marcos

Participants:
- Educator Self-Efficacy in Informal Science Centers. Megan Ennes, North Carolina State University; M. Gail Jones, North Carolina State University; Katherine Chesnut, North Carolina State University; Hardin Engelhardt, Marbles Children’s Museum
- The Impact of eHealth on Taiwanese College Students’ Healthy Lifestyle. ShuChing Yang, National Sun Yat-Sen University; Yi-Fang Luo, Institute of Education—National Sun Yat-sen University; Chia Hsun Chiang
- “On the Cusp of Something New”: University-Museum Partnerships for Preservice Teacher Education. Jenna Carlson, Loyola University Chicago; Lara Smetana, Loyola University Chicago

16.061-20. Multiple Spaces of Activism for Educators and Their Students. Division K–Teaching and Teacher Education, Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 3; 2:15–3:45pm

Chair: Kristina Weiss, Rowan University

Participants:
- (Re)constituting Teacher Identity for Inclusion in Urban Schools: A Process of Reification and Resistance. Molly Elizabeth Stuty, University of Kansas
- Critical Pedagogy in Urban U.S. History Classrooms: From Theory to Practice. Hillary Parkhouse, Virginia Commonwealth University
- English Teachers’ Negotiations With Professional Development: Toward Greater Justice and Academic Achievement in Urban Schools. Allison Skerritt, The University of Texas at Austin; Thea Williamson, The University of Texas at Austin; Amber Warrington, Boise State University
- Multidimensional Justice Praxis in Teacher Education. Brittney Leigh Beck, University of Florida; Stephanie Schroeder, University of Florida; Rachelle Bandy, University of Florida; Elizabeth Bondy, University of Florida
- Preparing Teachers for Students in Juvenile Justice Settings. Douglas B. Larkin, Montclair State University; LaChan V. Hannon, Montclair State University

Division and SIG Posters

16.062. Poster Session 2; Poster Session

16.062-1. School Leadership and Principals’ Management Practices. Division A–Administration; Poster Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 2; 2:15–3:45pm

Posters:
1. A Systematic Review of Principal Time Use Research: Examining Methodology, Constructs, and External Validity. Abby S. Mahone, Lehigh University; Craig Dennis Hochbein, Lehigh University; Sara Catherine Vanderbeck, Centennial School of Lehigh University
3. Defining Learning in Educational Leadership: Reframing the Narrative. Steve P. Myran, Old Dominion University; Ian Sutherland, Old Dominion University
4. From Oversight to Advocacy: An Examination of School Board Leadership. Sachin Maharaj, University of Toronto
5. Global Education Leadership Competencies: A Delphi Study of UNESCO Delegates and Administrators. George Saltzman; Kaye Shelton, Lamar University
6. Promoting Student Creative Problem Solving Through Principal and Teacher Creative Practices in Public and Private Schools. Ibrahim Dayar, University of Arkansas at Little Rock; Keri D. Mina, University of Arkansas; Jeremy S. Owoh, Jacksonville North Pulaski School District; Carol L. Torturro, University of Arkansas at Little Rock
7. The Utility of Teacher and Student Surveys in Principal Evaluations: An Empirical Investigation. David Stutt, Basis Policy Research; James J. Lindsay, American Institutes for Research
8. Dual Enrollment: (Re)defining Pathways to College and Career Deep in The Heart of Texas. Laura Jean Cortez, Texas State University–San Marcos; Victor Suárez, The University of Texas at Austin; Melissa Ann Martinez, Texas State University; Fernando Valle, Texas Tech University
9. Too Short a Cord, Too Long a Distance: Phase II. Stormy Shock; Adam J. Vanderbeck, The Pennsylvania State University
10. Why Mission Matters More for (Some) Charter Principals. Robert A. Maranto, University of Arkansas; Leesa Foreman, University of Arkansas

16.062-2. Division K Section B Poster Session 4. Division K–Teaching and Teacher Education; Poster Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 2; 2:15–3:45pm

Posters:
14. Early Childhood Teachers of Mainstream English Language Learners: How Attitudes Shape Instruction. Kerry C. Rizzuto, Monmouth University; Lilly Steiner, Monmouth University
16.062-3. Research in Mathematics Education. Division C—Learning and Instructions; Poster Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemsfair Ballroom 2; 2:15–3:45pm

Posters:
26. Adaptive Number Knowledge and the Development of Early Algebra Knowledge. Jake A. McMullen, University of Turku; Boglarka Brezovszky, University of Turku; Minna M. Hannula-Sormunen, University of Turku; Erno A. Lehtinen, University of Turku

27. Empowering Underachieving Students Through Model-Eliciting Activities: Breaking the Stereotype. Jair Aguilar, The University of Texas at Austin; Angeles Dominguez, Tecnologico de Monterrey

28. Using Worked Examples to Improve Student Learning and Error Anticipation in Algebra. Julie L. Booth, Temple University; Kreshnik Nasi Begoli, Temple University; Nicholas F. McCann

29. A Wrinkle in Time: A Second Grader’s Shifting Treatment of the Analog Clock. Darrel Earnest, University of Massachusetts-Amherst; Alicia C. Gonzales, University of Massachusetts-Amherst

30. Cognitive and Noncognitive Outcomes in Mathematics Classrooms and Their Relationship With Instructional Quality. Anja Schiepe-Tiska, Technische Universität München

31. Shifting the Focus: Changing What It Means to Be “Good at Math.” Jennifer L. Rues, University of Oregon

32. Teachers’ Learning of Multiple Strategies: Understanding Challenges to the Mathematics Florida Standards. Guillermo J. Farfan, Florida State University; Aki Murata, University of Florida

33. Pathways to Fraction Learning: Numerical Abilities Mediate the Relation Between Cognitive Competencies and Fraction Knowledge. Ai Ye, University of North Carolina—Chapel Hill; Illya Resnick, University of Delaware; Nicole Hansen, Fairleigh Dickinson University; Jessica Carrique, University of Delaware; Luke Rinne, University of Delaware; Nancy C. Jordan, University of Delaware

34. Lesson Plan Implementation: Positive Elementary Teachers’ Noticing of Mathematics Curricula. Darrell Earnest, University of Massachusetts-Amherst; Julie Amador, University of Idaho

35. Promoting K–1 Students’ Numerical Learning: Investigating the Effect of Instructional Intervention. Yu Zhang, University of California, Davis; Yukari Okamoto, University of California, Santa Barbara; Michael M. Gerber, University of California, Santa Barbara; Mary E. Brenner, University of California, Santa Barbara

36. Supporting Fourth-Grade Students’ Representations and Solution Strategies for Equal Sharing Problems. Helena P. Osana, Concordia University; Nathalie Duponsel, Concordia University; Emmanuel Adrien, Concordia University—Montreal; Katherine Foster, Concordia University—Montreal


16.062-4. Learning Sciences SIG Poster Session. SIG-Learning Sciences; Poster Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemsfair Ballroom 2; 2:15–3:45pm

Posters:
38. Bifocal Modeling in a Science Class: Combining Computer Models and Real World Data in a Diffusion Unit. Tamar Fuhrmann, Stanford University; Paulo Blikstein, Stanford University

39. Computational Thinking (CT) in Practice: How STEM Professionals Use CT in Their Work. Elham Beheshti, Northwestern University; David Wientrop, University of Chicago; Hillary Lucille Swanson, Northwestern University; Kari Orton, Northwestern University; Michael S. Horn, Northwestern University; Kemi Jona, Northwestern University; Laura Trouple, Northwestern University; Uri J. Wilensky, Northwestern University

40. Creating Visual Representations to Support Learning in the “Messy” Domain of Teaching. Lee Michael Martin, University of California, Davis; Steven Z. Athanases, University of California, Davis; Sergio Leonardo Sanchez, University of California, Davis; Crystal Marie Bronte, University of California, Davis

41. Designing for Data Literacy With Collaboration and Multitouch Technology. Luettamae Lawrence, University of Illinois at Urbana-Champaign; Susan Bromley Kelly, University of Illinois at Urbana-Champaign; Emma M. Mercier, University of Illinois at Urbana-Champaign

42. Designing for Learning Transfer as Formative Transitions in, Through, and Beyond Changing Activity. Steven J. Zauber, Arizona State University

43. Epistemic Agency and Regulation in Jigsaw Instruction. Jun Oshima, Shizukuoka University; Ayano Ohsaki, Okayama University; Ritsuko Oshima, Shizuoka University

44. Goal-Driven Discourse and Gameful Learning. Beaumie Kim, University of California; Diali Gupta, University of Calgary


47. Real-World Roles for Real-World Skills: Negotiation and Growth Through Interdisciplinary Project-Based Learning. Penny Marie Thompson, Oklahoma State University; Jane S. Vogler, Oklahoma State University; David W. Davis, Oklahoma State University; Blayne E. Mayfield, Oklahoma State University—Stillwater; Patrick M. Finley; Dar Tasseri, Oklahoma State University—Stillwater

48. Student Use of Cued Gestures in Explanations of Scientific Phenomena. Robert Charles Wallon, University of Illinois at Urbana-Champaign; Christina Silliman, University of Illinois, Urbana-Champaign; Robb Lindgreen, University of Illinois at Urbana-Champaign

49. Toward a Framework for Co-Designing Complex Technology-Based Science Curricula With Teachers: An Investigation Using Multiple Case Study Methodology. Tamar Fuhrmann, Stanford University; Paulo Blikstein, Stanford University; Andre Luis Alice Raide, UNIVALI

50. Using Learning Analytics to Characterize Programming Practices in a Code-First Environment for Learning About Evolution. Yu Guo, Northwestern University; Aditi Wagh, Tsights University; Sharon T. Levy, University of Haifa; Corey Brady, Vanderbilt University—Peabody College; Michael S. Horn, Northwestern University; Uri J. Wilensky, Northwestern University

THURSDAY, APRIL 27 • 4:00 PM

Presidential Sessions

17.010. Visiting The Mexico Center at the University of Texas at San Antonio. AERA Presidential Session; Off-Site Visit
Grand Hyatt San Antonio, Lobby; 4:00–6:00pm
Visit Leaders: Harriett D. Romo, The University of Texas at San Antonio; Sophie Marie Ortiz, The University of Texas at San Antonio
Participants: Attendees who would like to attend will meet in the lobby of the Grand Hyatt at 3:45 pm. Harriett D. Romo, The University of Texas at San Antonio; Sophie Marie Ortiz, The University of Texas at San Antonio

THURSDAY, APRIL 27 • 4:05 PM

Presidential Sessions

18.014. New Direction of Educational Reform for Educational Equality: Lessons From East Asia. International Relations Committee; Symposium
San Antonio Marriott Rivercenter, Third Floor, Conference Room 17; 4:05–5:35pm
Chair: Eva L. Baker, University of California, Los Angeles
Participants:
Educational Reform in China Focusing on Narrowing the Education Gap: Progress, Challenges, and Trends in the 21st Century. Tao Xin, Beijing Normal University; Qian Zhao, Beijing Normal University; Yujia Liu, Beijing Normal University
Stagnation and Persistent Inequality in University Education in Japan Owing to Market-Based Policies. Wataru Nakazawa, Osaka University
Korean Versus American Ways of “No Child Left Behind”: A Comparative Study of Accountability Policy Impact on Educational Inequalities and Achievement Gaps. Jaekyung Lee, University at Buffalo–SUNY; Changseo Kang, University at Buffalo–SUNY
Does School Innovation Matter? The Effects of School Innovation on Decreasing the Socioeconomic Educational Gap in Korea. Byoungbu Baek, Gyeonggi Institute of Education; Kisin Sung, The Catholic University of Korea; Sungchan Kim, Gyeonggido Office of Education
Discussants: Andy Hargreaves, Boston College; Soo-yong Byun, The Pennsylvania State University

International Organization Sessions

18.015. Diversity in Community: Indigenous Scholars Writing. New Zealand Association for Research in Education; Invited Speaker Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 209; 4:05–5:35pm
Chair: Charmaine Iwalani Kaimikaua, Loyola Marymount University
Participants:
Tuakana-Tangata: A Pedagogy of Māori Doctoral Study and Research. Cheryl E. Stephens, Ngā Pūmanawa e Waru Education Trust
Fakakoloa he kaungāfonongā: A Tongan Perspective on Ngā Pae o te Māramatanga International Writing Retreats. Linita Manu’atu, AUT
Discussants: Paul Whittini, University of Otago; Onowa McIvor, University of Victoria

State and Regional Organization Sessions

Grand Hyatt San Antonio, Third Floor, Travis A; 4:05–5:35pm
Chair: Kathleen Taylor Campbell, Southeastern Louisiana University
Participants: Thanh Truc Thi Nguyen, University of Hawai’i–Mānoa; Michael S. Green, Hudson Valley Community College; Harry L. Bowman, Council on Occupational Education; John M. Enger, Nova Southeastern University; Keith M. Kershner, Research and Evaluation International

Division Sessions

18.017. Exploring the K–12 Leadership Labor Market in Different Contexts. Division A–Administration; Working Group Roundtable
Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon C; 4:05–5:35pm
Chair: Elizabeth N. Farley-Ripple, University of Delaware
Participants:
Formative Evaluation of Principal Preparation Program Reform in Illinois. Brad White, Illinois Education Research Council

AERA Sessions

18.013. Remembering David Tyack: His Life, Work, and Impact on Educational History. AERA Sessions; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, 303 A&B; 4:05–5:35pm
Chair: Joy Ann Williamson-Lott, University of Washington

18.011. Learning and Schooling of African American Students: Three Critical Paragdigm Shaping the Field. AERA Presidential Session; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, 301 A&B; 4:05–6:05pm
Chair: Walter R. Allen, University of California, Los Angeles
Participants: Margaret Beale Spencer, University of Chicago; Olga M. Welch, Duquesne University; V. P. Franklin, Association for the Study of African American Life and History; Carol Camp Yeakey, Washington University in St. Louis; Ezekiel J. Dixon-Roman, The University of Pennsylvania; Fayeene Miller, Hamline University; Bruce R. Hare, Onondaga Community College

18.012. Solving Teacher Inequities by Putting Knowledge Into Action. AERA Presidential Session; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, 302 A&B; 4:05–5:35pm
Chair: Linda Darling-Hammond, Stanford University
Participants: Linda Darling-Hammond, Stanford University; Desiree Carver-Thomas, Learning Policy Institute; Leib Satcher, Learning Policy Institute; Sharon P. Robinson, American Association of Colleges for Teachers of Education; Aaliyah Arrocha-Samuels, National Governors Association; Michelle Exstrom, National Conference of State Legislatures; David G. Hinojosa, Intercultural Development Research Association; Richard Ingersoll, University of Pennsylvania; Marc S. Tucker, National Center on Education and the Economy

18.010. How Social Media Is Changing the Politics of Education. AERA Presidential Session, Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, Room 304 C; 4:05–5:35pm
Chair: Jonathan A. Supovitz, University of Pennsylvania
Participants: Alan J. Daly, University of California, San Diego; Jonathan A. Supovitz, University of Pennsylvania; James P. Spillane, Northwestern University; Jeffrey R. Henig, Teachers College, Columbia University; Ryan Boyd, University of Texas at Austin; Christian Kolouch, University of Pennsylvania

Participants: Patricia Albjerg Graham, Harvard University; Benjamin J. Justice, Rutgers University; Deborah Kerdeman, University of Washington

Committee Sessions

18.014. New Direction of Educational Reform for Educational Equality: Lessons From East Asia. International Relations Committee; Symposium
San Antonio Marriott Rivercenter, Third Floor, Conference Room 17; 4:05–5:35pm
Chair: Eva L. Baker, University of California, Los Angeles
Participants:
Educational Reform in China Focusing on Narrowing the Education Gap: Progress, Challenges, and Trends in the 21st Century. Tao Xin, Beijing Normal University; Qian Zhao, Beijing Normal University; Yujia Liu, Beijing Normal University
Stagnation and Persistent Inequality in University Education in Japan Owing to Market-Based Policies. Wataru Nakazawa, Osaka University
Korean Versus American Ways of “No Child Left Behind”: A Comparative Study of Accountability Policy Impact on Educational Inequalities and Achievement Gaps. Jaekyung Lee, University at Buffalo–SUNY; Changseo Kang, University at Buffalo–SUNY
Does School Innovation Matter? The Effects of School Innovation on Decreasing the Socioeconomic Educational Gap in Korea. Byoungbu Baek, Gyeonggi Institute of Education; Kisin Sung, The Catholic University of Korea; Sungchan Kim, Gyeonggido Office of Education
Discussants: Andy Hargreaves, Boston College; Soo-yong Byun, The Pennsylvania State University

International Organization Sessions

18.015. Diversity in Community: Indigenous Scholars Writing. New Zealand Association for Research in Education; Invited Speaker Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 209; 4:05–5:35pm
Chair: Charmaine Iwalani Kaimikaua, Loyola Marymount University
Participants:
Tuakana-Tangata: A Pedagogy of Māori Doctoral Study and Research. Cheryl E. Stephens, Ngā Pūmanawa e Waru Education Trust
Fakakoloa he kaungāfonongā: A Tongan Perspective on Ngā Pae o te Māramatanga International Writing Retreats. Linita Manu’atu, AUT
Discussants: Paul Whittini, University of Otago; Onowa McIvor, University of Victoria

State and Regional Organization Sessions

Grand Hyatt San Antonio, Third Floor, Travis A; 4:05–5:35pm
Chair: Kathleen Taylor Campbell, Southeastern Louisiana University
Participants: Thanh Truc Thi Nguyen, University of Hawai’i–Mānoa; Michael S. Green, Hudson Valley Community College; Harry L. Bowman, Council on Occupational Education; John M. Enger, Nova Southeastern University; Keith M. Kershner, Research and Evaluation International

Division Sessions

18.017. Exploring the K–12 Leadership Labor Market in Different Contexts. Division A–Administration; Working Group Roundtable
Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon C; 4:05–5:35pm
Chair: Elizabeth N. Farley-Ripple, University of Delaware
Participants:
Formative Evaluation of Principal Preparation Program Reform in Illinois. Brad White, Illinois Education Research Council

AERA Sessions

18.013. Remembering David Tyack: His Life, Work, and Impact on Educational History. AERA Sessions; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, 303 A&B; 4:05–5:35pm
Chair: Joy Ann Williamson-Lott, University of Washington
The Spatial Geography of Principal Labor Markets in Texas. Karen J. DeAngels, University of Rochester; Christine M. Iselhardt, University of Rochester

Training or Career? Exploring the Ambiguous Role of the Assistant Principalship in the Leadership Pipeline. Peter Trabert Gaff, University of Wisconsin–Madison; Kevin Christopher Bastian, University of North Carolina

Transitional From Assistant Principal to Principal: Differences by Personal, School, and Labor Market Characteristics. Ed Fuller, The Pennsylvania State University

18.018. Theoretical and Topical Focuses of Educational Leadership From The International Handbook of Educational Leadership. Division A—Administration; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 A; 4:05–6:05pm

Chair: Duncan Waite, Texas State University

Participants:

Resisting and Reclaiming the Global Discourse of Leadership: From Entrepreneurial to Advocacy Leadership. Gary L. Anderson, New York University; Andrea Lopez, New York University

Educational Leadership for What? An Educational Examination “Beyond Learning.” Gert J. Biesta, Brunel University

Orientations to Creativity in Educational Leadership Journals. Susan Field Waite, Texas State University

Educational Leadership for Teaching and Learning. Sally J. Zepeda, University of Georgia

Freedom to What Ends? School Autonomy in Neoliberal Times. Richard Nische, UNSW, Australia; Patricia Lorna Thomson, University of Nottingham


18.019. Supporting Schools in "Unexpected" Places: Standing Rock and Chicago Freedom Square. Division B—Curriculum Studies; Invited Speaker Session

Henry B. Gonzalez Convention Center, Ballroom Level, Room 301 C; 4:05–5:35pm

Chairs: Timothy Jose San Pedro, The Ohio State University; Hollie Anderson Kalage, Elmira College; Eve Tuck, University of Toronto; K. Wayne Yang, University of California, San Diego

Speakers: Adrienne Keene, Brown University; Renee Holt, Washington State University; Crystal T. Laura, Chicago State University; Horace R. Hall, DePaul University; Alayna Eagle Shield, Defenders of the Water School

Discussant: Django Paris, Michigan State University


Henry B. Gonzalez Convention Center, Ballroom Level, Room 302 C; 4:05–6:05pm

Chair: Qiwei He, Educational Testing Service

Participants:

A General Cognitive Diagnosis Modeling Framework for Polytomous Responses. Jinsong Chen, Sun Yat-Sen University

Estimating Multiple Levels of Attribute Mastery in Diagnostic Measurement. Ren Liu, University of Florida; Anne Corinne Huggins-Manley, University of Florida; Amber Elizabeth Benedict, University of Florida; M. David Miller, University of Florida; Mary T. Browell, University of Florida; Cameron Martin

Investigation and Treatment of Missing Responses in the Implementation of Cognitive Diagnostic Models. Shenghai Dai, Indiana University–Bloomington; Dubravka Svetina, Indiana University–Bloomington

Multiple Group Cognitive Diagnostic Models and Their Applications in Detecting Differential Item Functioning. Wenchao Ma, Rutgers University–New Brunswick/Piscataway; Raagi Terzi, Rutgers University–New Brunswick/Piscataway; Soo Youn Lee, American Institutes for Research; Jimmy de la Torre, The University of Hong Kong

The Application of Minimum Discrepancy Estimation in Implementation of Cognitive Diagnostic Models. Shenghai Dai, Indiana University–Bloomington; Xiaolin Wang, Indiana University; Dubravka Svetina, Indiana University–Bloomington; Stephanie Underhill, Indiana University–Bloomington; Yanan Feng, Indiana University–Bloomington

The Effects of Q-Matrix Misspecification on Classification Accuracy and Consistency for Cognitive Diagnostic Assessment. Cong Chen, University of Illinois at Urbana–Champaign; Jinming Zhang, University of Illinois at Urbana-Champaign; Shenghai Dai, Indiana University–Bloomington

18.021. The Challenges of Assessing Across Languages and Cultures. Division D—Measurement and Research Methodology; Invited Speaker Session

Henry B. Gonzalez Convention Center, River Level, Room 7A; 4:05–6:05pm

Chair: Paul A. Westrick, ACT, Inc.

Speakers: Gregory Camilli, Rutgers University–New Brunswick/Piscataway; Kurt F. Geisinger, University of Nebraska; Xiao Luo, National Council of State Boards of Nursing; Stanley N. Rabinowitz, WestEd; Changhua S. Rich, ACT, Inc.

18.022. Rising to the Challenge: College and Career Readiness for All! Division E—Counseling and Human Development; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 A; 4:05–6:05pm

Chair: Carol A. Dahir, New York Institute of Technology

Participants:

Changing Beliefs and Shifting Perceptions: The Impact of a Middle School Early College and Career Awareness Program. Carol A. Dahir, New York Institute of Technology; Susan Nesbit Perez, Commission on Independent Colleges and Universities

Evidence-Based Practice: A Comprehensive Counseling Program for Leading to Every Urban Student's College Readiness and Access. Ocay Yavuz, Southern Connecticut State University

Increasing College Opportunity: School Counselors and Free Application for Federal Student Aid Completion. Laura Owen, American University


Elevating College and Career Success: Examining the Impact of Targeted Professional Development. Brandie M. Oliver, Butler University; Matt Fleck, Fleck Education

18.023. Juvenile Delinquency, Student Voices, and 20th-Century School Reform. Division F—History and Historiography; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 207 B; 4:05–5:35pm

Chair: Judith R. Kafka, Baruch College–CUNY

Participants:

Harlem Youth Opportunities Unlimited (HARYOU): Listening to Youth in 1960s Harlem. Ansley T. Erickson, Teachers College, Columbia University

Heat in the Halls: Shifting Justifications for Police in Chicago's Schools, 1960s Harlem. Louis Mercer, University of Illinois at Chicago

Learning the Wrong Lessons From School Vandalism. Campbell Scribner, University of Maryland–College Park

Discussant: Judith R. Kafka, Baruch College–CUNY

18.024. #StayWoke: Cultivating Critical Consciousness With Differently Positioned Youth. Division G—Social Context of Education; Symposium

Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon A; 4:05–5:35pm

Chair: Beth S. Catlett, DePaul University

Participants:

Understanding Their Own Worlds: Tracing the Critical Consciousness Development of Adolescent African American and Latina Girls. Charlotte E. Jacobs, University of Pennsylvania; Katherine L. Clonan-Rey, University of Pennsylvania

White Feminists Not White Feminism: Political and Psychological Resistance in Intersectional Education With Privileged Girls. Beth Cooper Benjamin, Ma'yan; Andrea M. Jacobs, Ma'yan; Beth S. Catlett, DePaul
Grand Hyatt San Antonio, Second Floor, Bowie C; 4:05–5:35pm
Chair: Maria Roberta Diaz, Other
Participants:
- Between Blackness and Africanness: Indexing Puerto Rican Identity Through Discourse. Krista L. Cortes, University of California, Berkeley
- Learning to Coexist. Black Latina/o: A Critical Race Theory Approach to Education. Maria Roberta Diaz, Other
- Interrogating Blackness and Overlapping Diasporas in Afro-Central American First-Generation Communities. Nicole Denise Ramsey, Berkeley University of California

Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon B; 4:05–5:35pm
Chair: Leslie R. Herrenkohl, University of Washington
Participants:
- Making Toward What Ends? A Relational View of Learning and Equity. Shirin Vossoughi, Northwestern University; Meg Elena Escudé, Exploratorium; Fan Kong, University of Washington
- Facilitating Making Activities for Low-Income and Immigrant Youth: Critical Strategies From Undergraduate STEM Majors. Leslie R. Herrenkohl, University of Washington; Fan Kong, University of Washington
- ArtsScience: Participative Thinking, Feeling, and Making With Socioecological Phenomena. Beth M. Warren, Boston University; Megan Bang, University of Washington; Ann Rosebery, TERC
Discussants: Paula K. Hooper, Northwestern University; Kyle A. Peppler, Indiana University–Bloomington

Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon C; 4:05–5:35pm
Chair: Inmaculada Maria Garcia Sanchez, Temple University
Participants:
- Linking Church and School: Language and Literacy Practices of Bilingual Latina/o Pentecostal Students. Lucila D. Ek, University of Texas at San Antonio
- "It's Like They're Taking Away Their Past ...": Detroit Youth Changing the Narrative Through Community History. Counterstorytelling, and Disciplinary Literacy. Enid Rosario Ramos, Northwestern University; Jennifer Sawada, University of Michigan–Ann Arbor
- The Politicized Funds of Knowledge of Children From Mixed-Status Families: Connections to Civic Education. Sarah Gallo; Holly Link, Centro de Cultura, Arte, Trabajo y Educación (CCATE); Jessica Somerville, The Ohio State University–Columbus
- Leveraging Youth Cultural Data Sets for Teacher Learning. Danny C. Martínez, University of California, Davis; Elizabeth Montaño, Saint Mary's University
Discussant: Carol D. Lee, Northwestern University

Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon D; 4:05–5:35pm
Chair: Catherine J. Michener, Rowan University
Participants:
- Revealing the Real: Discursive Dissonance in Community Discussions of Goals for "Real" Education. Kenzo K. Sung, Rowan University
- The Downside of Local Control: Isolation as a Barrier to Teacher Growth and School Improvement. Maryl A. Randel, Rowan University
- The Problems and Promise of Educating Culturally and Linguistically Diverse Students in a Context of Shifting Demographics. Catherine J. Michener, Rowan University
- Advocating for the Public Education of Minority Students: What Is Needed for Literacy Learning? Jane Bean-Folkes, Marist College
- Group Dynamics of Educational Stakeholders Engaged in Roundtable Dialogues: A Critical Incident Technique Inquiry. Kara Ieva, Rowan University; Elif Balin, San Francisco State University
Discussant: Shelley Zion, Rowan University

Henry B. Gonzalez Convention Center, River Level, Room 7B; 4:05–5:35pm
Chair: Rachel A. Hickson, Montgomery County Public Schools
Participants:
- Evaluating the Tripod 7Cs Composite as an Alternate Measure of School Quality. Sarah Phillips, Tripod Education Partners; Ronald F. Ferguson, Harvard University; Jacob Rowley, Tripod Education Partners
- Student MetaSkills Survey: Measuring Opportunity to Learn, Practice, and Demonstrate Essential Skills. Ross C. Anderson, Educational Policy Improvement Center; Paul T. Beach, Educational Policy Improvement Center
- Imagining the Future of Accountability: Pilot Test Results From a Holistic School Quality Measurement System. Douglas Gagnon, University of New Hampshire; Jack Schneider, College of the Holy Cross
- Exploring the Limitations of Composite Accountability Indicators: A Longitudinal Analysis of Oklahoma's A–F School Grade System. Timothy G. Ford, University of Oklahoma; Curt M. Adams, University of Oklahoma; Patrick B. Forsyth, University of Oklahoma; Jordan Ware, University of Oklahoma; Jentie J. Olsen, University of Oklahoma; John A. Lepine, University of Oklahoma; Laura L.B. Barnes, Oklahoma State University; Jam Khojasteh, Oklahoma State University–Tulsa; Mwarumba Mwavia, Oklahoma State University

18.030. Examining Public Policy in the Lone Star State: Culture, Practice, and Policies. Division J–Postsecondary Education; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 6A; 4:05–6:05pm
Chair: Sondra Nicole Barringer, Southern Methodist University
Participants:
- Estimating the Effects of the Texas B-On-Time Loan Program: A Propensity Score Analysis. Holly Kosiewicz, Texas Higher Education Coordinating Board
- Led by an Invisible Hand: The Unintended Consequences of Tuition Deregulation for Adult Learners. Sean Ryan, University of North Texas; demesia razo, Tarrant County College; Barrett Taylor, University of North Texas
- Legislating in the Lone Star State: Predicting the Passage of Higher Education Bills in Texas. Christopher Russell Mariscano, Vanderbilt University–Peabody College; Anna Drake, The University of Texas at Austin
- Transfer Policies and Pathways in a Decentralized Higher Education System: Vertical Transfer in Texas. Lauren Theresa Schudde, The University of Texas at Austin; Dwuanah Bradley, The University of Texas at Austin
- Women and Campus Carry. Patricia A. Somers, The University of Texas; Jessica Fry, The University of Texas at Austin; Carlton Jing Fong, The University of Texas at Austin; Francesca Cicero, University of Texas at Austin; Suchitra Gururaj, The University of Texas at Austin; Nicholas D. Phelps, The University of Texas at Austin; Ashley Jones, The University of Texas at Austin; Afshanum Chanel Inez Newton–Anderson, The University of Texas at Austin; Angela Valenzuela, The University of Texas at Austin; Amy Heitzman, The University of Texas at Austin; Stephanie Hart, Larkin Cummings
Discussant: Nicholas Hillman, University of Wisconsin–Madison
18.031. Faculty in STEM: Exploring Pedagogy and Service. Division J–Postsecondary Education; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 6C; 4:05–5:35pm
Chair: Sarah-Jane Lorenzo, Ohio University–Athens
Participants:
A New Mentoring and Advocacy-Networking Paradigm: Pairing Underrepresented Minority (URM) and Emeriti Engineering Faculty. Sylvia L. Mendez, University of Colorado–Colorado Springs; Rebecca Keith, University of Colorado–Colorado Springs; Valerie Martin Conley, University of Colorado–Colorado Springs; Comas Haynes, Georgia Institute of Technology; Rosario Gerhardt, Georgia Institute of Technology
Examing STEM Faculty Participation in Professional Development: Implications for Instructional Change at Research Universities. Jennifer Shalini Collins, Oregon State University; Jana Bouwma-Gearhart, Oregon State University
Examing the Service Work of Engineering Faculty: The Influence of Faculty Gender and Institutional Support. Hyun Kyoungrk, Bowling Green State University; Karla I. Loya, University of Hartford; Krystal Allen, Bowling Green State University
Having Skin in the Game: Faculty Pedagogical Change for Producing STEM Graduates of Color. Deborah F. Carter, Claremont Graduate University; Rocío Mendoza, Claremont Graduate University; Juanita Razo Duenas, Claremont Graduate University; Sylvia Hurtado, University of California, Los Angeles; Kevin Eagan, University of California, Los Angeles; Tanya Figueroa, University of California, Los Angeles; Ashlee Wilkins, University of California, Los Angeles
Discussant: Ann E. Austin, Michigan State University

18.032. Latinas’ Journey in Higher Education and Leadership Model for Students, Faculty, and Administrators. Division J–Postsecondary Education; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 205; 4:05–5:35pm
Chair: Jeni Hart, University of Missouri–Columbia
Participants:
Hispanic Women/Latinas’ Journey to Higher Education Institutions in the Midwest of the United States. Daisy Indira Collins, Missouri State University
Exploring the Pathways to Senior Leadership for Latina Student Affairs Administrators. Michelle M. Espino, University of Maryland–College Park
The Power of Recognition: Positioning Latina Faculty as Intellectuals. Leslie D. Gonzales, Michigan State University; Guadalupe Baldaví, Michigan State University

18.033. Statewide Innovations in the College Access Space: Perspectives From Researchers, Practitioners, and Evaluators. Division J–Postsecondary Education; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 210A; 4:05–5:35pm
Chair: Amanda Kay Ochsner, University of Southern California
Participants:
Cross-Segmental Partnerships: Leveraging the Common Core to Create Seamless Transitions for Students. Kristin R. Bosetti, SRI International; Regie D. Stites, SRI International
Transforming Remedial Education in California: Lessons From a Statewide Campaign. Audrey Dow, Campaign for College Opportunity; Michele Patricia Siqueiros, Campaign for College Opportunity
A Digital Approach to Increasing College Access in California High Schools. Zee Corwin, University of Southern California; Amanda Kay Ochsner, University of Southern California; Tatiana Marucu, University of Southern California; Robert William Danielson, University of Southern California; Antar Akari Tichavakunda, University of Southern California; Sunneal Kolluri, University of Southern California; Ian Edgar Thacker, University of Southern California; Carlos A. Galar, University of Southern California; Gage S. Sinatra, University of Southern California; William G. Tierney, University of Southern California
Discussant: James T. Minor, U.S. Department of Education

18.034. Student Success in Different Contexts: The Roles of Pedagogy, Data, and Instructors. Division J–Postsecondary Education; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 6B; 4:05–6:05pm
Chair: Ah Ra Cho, University of North Texas
Participants:
Pedagogical Design Capacity and Improving Developmental Mathematics Teaching. Emily Pressman, University of California, Los Angeles; Louis M. Gomez, University of California, Los Angeles; Kimberly Gómez, University of California, Los Angeles; Katherine Rodela, Washington State University
The Usefulness of Linked Data for Improving Math Course Placement and Instruction in Community Colleges. Tatiana Melguizo, University of Southern California; Frederick Joseph Ngo, University of Southern California
High School coursework and success in gateway courses in college. Chenoa S. Woods, Florida State University; Toby Park, Florida State University; Shouping Hu; David Allen Tandberg, SHEEO; Tamara Bertrand Jones, Florida State University
Improving Disadvantaged Students’ Learning at a Chilean University, via an Intensive “Flipped Class” Approach. J. Enrique Poomel, Universidad Autonoma de Chile; Ernesto Schiefelbein, Universidad Autonoma de Chile; Paulina Schiefelbein; Noel McGinn; Alberto Lecaros
Reexamining the Association Between Part-Time Faculty Employment and Institutional Graduation at Community Colleges. Hongwei Yu, Center for Community College Student Engagement; Bernard Oliver, United Arab Emirates University; E. Michael Bohig, The University of Texas

18.035. Managing Complex Systems for Implementation and Scale. Division L–Educational Policies and Politics; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 215; 4:05–5:35pm
Chair: Marisa A. Cannata, Vanderbilt University
Participants:
Sensemaking, Sense-Breaking, Sense-Giving, and Sense-Taking: How Educators Construct Meaning in Complex Policy Environments. Noa Ram, Hebrew University of Jerusalem; Ori Eyal, Hebrew University
The Promise and Fundamental Challenge of Systems Reforms. Lok-Sze Wong, Northwestern University
Using Continuous Improvement Approaches to Achieve Scale: Implications for Depth, Spread, Ownership, and Sustainability. Marisa A. Cannata, Vanderbilt University; Stacey A. Rutledge, Florida State University; Mollie Rubin, Vanderbilt University; Christopher Redding, Vanderbilt University–Peabody College
Discussant: V. Darleen Opfer, RAND Education

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217B; 4:05–5:35pm
Chair: Jacqueline Kerstetter, Center on Standards, Alignment, Instruction, and Learning (C-SAIL)
Participants:
What Research Do Local Educational Leaders Use? James P. Spillane, Northwestern University; Caitlin Farrell, University of Colorado–Boulder
Connecting Academic Researchers and Intermediary Organizations. Laura W. Perna, University of Pennsylvania
Eliminating Barriers That Separate Policy and Practice. Bari E. Walsh, Harvard University
Engaging Parents, Teachers, and Journalists With Data Visualizations. Dakarai I. Aarons, Data Quality Campaign
18.039. Reconceptualizing Teachers’ Roles for Canada’s Creative Economy. SIG-Arts and Learning; Symposium
Henry B. Gonzalez Convention Center, River Level, Room 6D; 4:05–5:35pm
Chair: Mitchell McLarnon, McGill University
Participants:
- Complicating the Human Capital Argument With A/r/tography. Mitchell McLarnon, McGill University
- Planting the A/r/tographic Seeds for Flourishing in the Creative Economy. Mindy Roberts Carter, McGill University
- Establishing an A/r/tographic Ethos at Prince Edward Island High School. Sean P. Wiebe, University of Prince Edward Island; Layal Shuman, McGill University
- Inquiry-Based Learning as a Performatve Event. Kathryn Ann Ricketts, University of Regina
- Affinity Spaces and Ecologies of Practice in Digital Media Content Creation. Patrick Howard, University of Alberta

18.040. Translanguaging Pedagogies Shaping Language Policy and Program Design Toward Educational Opportunity for Emergent Bilinguals. SIG-Bilingual Education Research; Symposium
Grand Hyatt San Antonio, Fourth Floor, Crockett A; 4:05–5:35pm
Chair: Deborah K. Palmer, University of Colorado Boulder
Participants:
- Moments of Metalinguistic Awareness in a Kindergarten Class: Translanguaging for Simultaneous Biliterate Development. Patricia Velasco, Queens College–CUNY
- Translanguaging as a Tool to Transgress: Bilingual Teachers Negotiate and Resist Inflexible Language Policy. Lorraine Theresa Falchi, Teachers College, Columbia University
- Bilingual Ethos as Policy-in-Practice: Translanguaging Pedagogies and Bilingual Identities in Dual-Language Classrooms. Dina A. Lopez, City College of New York–CUNY; Carmina Makar, City College of New York–CUNY
- Professional Development for Practicing Teachers of Emergent Bilinguals: A Focus on Inquiry and Agency. Laura Ascenzi Moreno, Brooklyn College–CUNY; Cecilia M. Espinosa, Lehman College/CUNY
- Discussant: Deborah K. Palmer, University of Colorado Boulder

18.041. Classroom Assessment: Issues in Grading. SIG-Classroom Assessment; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 7D; 4:05–5:35pm
Chair: Lee Ann Jung, University of Kentucky
Participants:
- Teachers’ Grading Beliefs: Examining a Nonacademic Factor. Peggy P. Chen, Hunter College–CUNY; Sarah M. Bonner, Hunter College–CUNY
- Gender Differences in Teachers’ Predictions of Student Achievement. Jed Crockell, Yaddo County Schools; George H. Olson, Appalachian State University
- Grading Practices and Policies in Canada: A Landscape Study. Christopher DeLuca, Queen’s University–Kingston; Heather Brando, Queen’s University–Kingston; Addina Valiquette, Queen’s University–Kingston; Lying Cheng, Queen’s University
- Grades Represent Achievement and ‘Something Else’. Analysis of the Nonachievement Factors Teachers Consider in Determining Students’ Grades. Thomas R. Guskey, University of Kentucky; Laura J. Link, Indiana University–Purdue University
- Decisions and Tensions: Summative Assessments in PBL Advanced Placement Classes. Susan E. Cooper, University of Washington
- Discussant: Rob McEntarff, Lincoln Public Schools

18.037. Examinations of Faculty Motivation and Engagement Within Current Sociopolitical Contexts for Teacher Education Reform. SIG-Accreditation, Assessment, and Program Evaluation Research in Educator Preparation; Structured Poster Session
Chair: Joyce E. Many, Georgia State University
Participants:
- Welcome to the Machine: A Meta-Analysis of Teacher Education Faculty Accreditation Practices and Responses. Raymond W. Francis, Central Michigan University; Gina M. Garner, Aquinas College
- Leveraging Mandates for Program Improvement: Developing Transparency, Cohesion, and Shared Ownership in Urban Teacher Preparation. Connor Warner, University of Missouri–Kansas City; Etta R. Hollins, University of Missouri–Kansas City; Clare Valarie Bell, University of Missouri–Kansas City
- A Conceptual Blueprint for Program Redesign and Improvement. Diana B. Lys, University of North Carolina–Chapel Hill; Jocelyn A. Glazier, University of North Carolina–Chapel Hill
- Mandates Revisited: Utilizing Professional Learning Communities to Address Teacher Education Reform Through Collegiality and Inquiry. Holley Morris Roberts, Georgia College & State University
- Leveraging Collective Inquiry to Improve Teacher Education. Diane E. Salmon, National-Louis University; Jack Denny, National Louis University; Ruth Freedman, National Louis University; Ayn Keneman, National Louis University; Madi Phillips, National Louis University; Xiuren Wu, National Louis University
- Systemic Change Through Faculty Collaboration: Breaking Down Silos to Improve Outcomes for Students With Disabilities. Lynn R. Larsen, Brandman University
- A Statewide Blueprint to Improve Educator Effectiveness for All Learners. Amy Lingo, University of Louisville; Ann E. Larson, University of Louisville; Laurie A. Henry, University of Kentucky; Mary John O’Hair, University of Kentucky
- K–12 Students With Disabilities: A Needs Assessment of University Education Faculty Attitudes, Knowledge, and Beliefs. Paul William Jimenez, Loyola Marymount University; Victoria L. Graf, Loyola Marymount University; Christine Chavez, Loyola Marymount University; Jonte Myers, University of Florida
- Understanding Faculty Concerns and the Change Process Resulting From Adoption of a High-Stakes Performance Assessment. Ruchi Bhattacharjee, Georgia State University; Jihye Kim, Kennesaw State University; Joyce E. Many, Georgia State University; Tamra W. Ogletree, The University of West Georgia; Shaneeka Favors-Welch, Georgia State University; Clarice Thomas, Georgia State University; Morgin Jones Williams, Georgia State University; Carla Tanguay, Georgia State University; Karen Kurz, Berry College; Judi Wilson, Augusta University; Mary Arai, Georgia State University
- Can the edTPA Be Reenvisioned as a Lever Rather Than a Hammer? Harriet R. Foye, Lehman College–CUNY; Gaoyin Qian, Lehman College–CUNY
- Acting as One: The Power of Motivation to Improve edTPA Outcomes. Cynthia Bolton, Armstrong State University; Kathleen Fabrikant, Armstrong State University
- Inspired to Go Beyond: Action Research and Exploration of Points of Intersection and Subj ectivity Within the Quest for Social Good and Change. SIG-Action Research; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon B; 4:05–5:35pm
Chair: Jacalyn M. Griffen, University of the Pacific
Participants:
- Action Research and Evaluation: Integration for Promoting Democratic Knowledge Creation and Mobilization. Elena Yu Polush, Iowa State University; Linnea L. Rademaker, Abilene Christian University
- Leading and Facilitating Educational Change Through Action Research Learning Communities. Craig Alan Merler, Arizona State University–West
- Discussions: Antoinette Gagné, University of Toronto

SIG Sessions

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 B; 4:05–5:35pm
Chair: Bree Picower, Montclair State University
Participants:
"Race Space" Critical Professional Development: Social Justice Ideological Becoming and Enactment Among In-Service Urban Teachers. Tiffany M. Nyachae, University at Buffalo–SUNY
H.E.L.L.A. Bay Area: A Critical, Community Cultural Wealth Model of Teacher Development. Farima Pour-Khorshid, University of California, Santa Cruz
Community of Transformative Praxis: Validating and Inspiring Social Justice Teaching. Oscar Navaarro, California Polytechnic State University–San Luis Obispo
Discussant: Tyrone C. Howard, University of California, Los Angeles

18.043. Using Critical Race Theory to Extend Methodological Inquiry in the Field of Education Research. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium

Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon E; 4:05–5:35pm
Chairs: Thandeka K. Chapman, University of California, San Diego; Paul A. Schutz, The University of Texas at San Antonio
Participants:
None of Us Are Free: Researching Race in the Era of Education Reform. Adrienne D. Dixson, University of Illinois–Urbana-Champaign
Utilizing Critical Race Theory to Promote Multicultural Counseling Competency. Malik S. Henfield, University of San Francisco
Utilizing Critical Race Theory to Reframe Analysis of the U.S. Census Bureau’s American Community Survey for Communities of Color. Lindsay Perez Huher, California State University–Long Beach; Veronica Nelly Vélez, Western Washington University; Daniel Gilbert Solorzano, University of California, Los Angeles
"You Speak Good English Now Lupe": Historicizing Policy, Applying a Critical Race Policy Research Framework and Methodology. Enrique Aleman, The University of Texas at San Antonio
Discussant: Gloria J. Ladson-Billings, University of Wisconsin–Madison

18.044. Democratic Citizenship in Education SIG Paper Session 2. SIG-Democratic Citizenship in Education; Paper Session

Grand Hyatt San Antonio, Third Floor, Bonham B; 4:05–6:05pm
Chair: James M. Mitchell, California State University–East Bay
Participants:
Guiding Discussions of Presidential Debates: Opportunities and Challenges for Fostering Students’ Civic Learning. Lauren Collet-Gildard, University at Albany–SUNY; Thomas Owendy, University of Wisconsin-Madison; Brett L. M. Levy, University at Albany–SUNY
How Schools Influence the Citizenship of Adolescents: Understanding the Relationship Between School Community and Citizenship Strategies. Willemijn Rimnooy Kan, University of Amsterdam; Virginie Marz, Université Catholique de Louvain; Anne Bert Dyjstra, University of Amsterdam
Joining the Fray: Supporting Civic Dialogue and Expression Online. Ellen Middaugh, San Jose State University
Knowledge to Action in Social Studies Education: Impact of Instruction on Beliefs About STEM Integration. Caroline R. Pryor, Southern Illinois University–Edwardsville; Brandt W. Pryor, Educational Research Associates; Rui Kang, Georgia College & State University
Knowledge to Action: Teachers’ Perception and Enactment of Democracy, Equity, and Diversity in China and the United States. Tao Wang, East China Normal University; Anthony Longoria, University of Washington–Seattle
Discussant: Rui Kang, Georgia College & State University


Henry B. Gonzalez Convention Center, Meeting Room Level, Room 212 A; 4:05–5:35pm
Chair: Roger David Phillips, Private consulting practice
Participants:
Opportunities for Implementing, Studying, and Evaluating an Arts-Integrated Early Childhood Education Program. Rebecca L. Gorton, Northampton Community College
Impacts on Children of an Arts-Integrated Early Childhood Education Program. Roger David Phillips, Private consulting practice
Intentionality, Complexity, and Collaboration: The Identity of an Arts-Integrated Teacher. Patricia Pinciotti, East Stroudsburg State University of Pennsylvania
Art as a Way of Learning’s Journey to ArtsIN: An Arts Integration and Infusion Framework. Lynn C. Hartle, The Pennsylvania State University–Brandywine
Discussant: Christopher M. Schulte, The Pennsylvania State University

18.046. Teachers Leading Education Reform: The Power and Potential of Professional Learning Communities. SIG-Educational Change; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 C; 4:05–5:35pm
Chairs: Helen Janc Malone, Institute for Educational Leadership; Alma Harris, University of Bath; Carol Campbell, University of Toronto–OISE
Participants:
Professional Learning Communities: Taking a Contemporary View. Michelle Suzette Jones, University of Bath; Alma Harris, University of Bath
Taking the Lead: Teachers Leading Educational Reform Through Collaborative Inquiry. Christopher James Chapman, University of Glasgow
Decentralization, Localism, and the Role of Professional Learning Communities in Supporting School Collaborations in Wales. Mark P. Hadfield, Cardiff University
Transitioning From Professional Learning Community (PLC) Implementation to PLC Sustainability: The Pivotal Role of District Support. Dianne F. Olivier, University of Louisiana at Lafayette
Teacher-Led Professional Collaboration and Systemic Capacity Building: Developing Communities of Professional Learners. Carol Campbell, University of Toronto–OISE; Ann Lieberman, Stanford University, Anna Yakina, OISE/University of Toronto
Teachers Leading Educational Reform Through Inquiry Networks. Linda Kaser, Networks of Inquiry and Innovation; Judy Lindsay Halbert, The University of British Columbia
Discussants: Ann Lieberman, Stanford University; Christopher W. Day, University of Nottingham

18.047. Statistical Research in the Contexts of Propensity Scores, Longitudinal Models, and Bayesian Analyses. SIG-Educational Statisticians; Paper Session

Henry B. Gonzalez Convention Center, River Level, Room 7C; 4:05–5:35pm
Chair: Rhonda K. Kowalchuk, Southern Illinois University–Carbondale
Participants:
The Effect of Different Propensity Score Distributions on the Performance of Propensity Score Weighting. Ji An, University of Maryland–College Park; Laura M. Stapleton, University of Maryland
Respondent Attrition in Longitudinal Analysis of Panel Data. Daniel Y. Lee, University of Maryland–College Park; Laura M. Stapleton, University of Maryland; Jeffrey R. Haring, University of Maryland
Bayesian Analysis of Longitudinal Approximate Measurement Invariance in Autoregressive Cross-Lagged Models. Xinya Liang, University of Arkansas; Yanyun Yang, Florida State University; Jiajing Huang, Florida State University
The Impact of Prior Distributions for Variance Parameters in Cross-Classified Multiple-Membership Random Effects Modeling. Hyewon Chung, Chungnam National University; Byoungsun Park, Wayne State University; Jisoon Kim, University of Washington–Seattle; Hyoeong Jeon, Chungnam National University
18.048. Education for What? Shaping the Field of Climate Change Education With Children and Young People as Co-Researchers. SIG-Environmental Education; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 206; 4:05–6:05pm

Chair: Bob Jickling, Lakehead University

Participants:
- Activating Children and Young People’s Political Agency in Climate Change. Elizabeth Barratt Hacking, University of Bath; Robert Barratt, University of Gloucestershire; Karen Malone, University of Western Sydney
- Climate Change + Me. Amy N. Cutter-Mackenzie, Southern Cross University; David Roussell, Southern Cross University
- Climate Change Education as an Emerging Field. Amy N. Cutter-Mackenzie, Southern Cross University; David Roussell, Southern Cross University; Robert Barratt, University of Gloucestershire
- Education for What? Amy N. Cutter-Mackenzie, Southern Cross University; Elizabeth Barratt Hacking, University of Bath; David Roussell, Southern Cross University; Karen Malone, University of Western Sydney; Robert Barratt, University of Gloucestershire

Discussant: Paul Hart, University of Regina

18.049. New Thinking on Student Rating. SIG-Faculty Teaching, Evaluation, and Development; Paper Session

Grand Hyatt San Antonio, Second Floor, Mission B; 4:05–5:35pm

Chair: Stephen L. Benton, The IDEA Center

Participants:
- Are Student Evaluations of Teaching Gender-Biased? Kianne B. Bouanouzou, Ball State University; James A. Jones, Ball State University
- Continual Improvement of a Student Evaluation of Teaching Over Seven Semesters at a State University. Christopher Rates, University at Buffalo–SUNY; Xiaofeng Liu, University at Buffalo–SUNY; Carol Vanzile-Tamsen, University at Buffalo–SUNY; Cathleen Morrèale
- Graduate Student Ratings of Instruction for Face-to-Face and Online Courses. Suzanne Young, University of Wyoming; Maryalice Bruce, University of Wyoming; Athena Marie Kennedy, Arizona State University; Leslie S. Rush, University of Wyoming

Discussant: Mehmet “Dali” Oztuk, College of the Sequoias

18.050. Bilingual Education Programs, Policies, and Practices. SIG-Hispanic Research Issues; Paper Session

Grand Hyatt San Antonio, Fourth Floor, Crockett B; 4:05–5:35pm

Chair: Rachel G. Salas, University of Nevada Reno

Participants:
- One-Way or Two-Way Dual Language: Developing Bilingualism in the Borderlands. Suzanne García-Mateus, Southwestern University; Christian Ellen Zuniga, The University of Texas at Rio Grande Valley
- “Que nos devo de ir paratras a Mexico”: Identity, Linguistic Violence, and Latina/o Bilingual Adolescents. Armando Garza, Texas A&M University–Kingsville
- Trusting Their Intuition and Experience: Latino Teachers’ Agency in the Bilingual Classroom. Gilberto P. Lara, Oregon State University; Maria G. Leija, Oregon State University
- What Do Narratives Tell Us About Latina Teacher Identity? Sharon H. Ulanoff, California State University–Los Angeles; Joan C. Fingon, California State University–Los Angeles; Alice Maris Leilani Quiñcho, California State University–San Marcos
- How Do Effective Upper Elementary Teachers of English Language Learners Show Support? Holland Wendel Dirksen, University of Virginia

18.051. Mobile Apps and Mobile Learning in K–16 Environments. SIG-Instructional Technology; Paper Session

Grand Hyatt San Antonio, Fourth Floor, Republic B; 4:05–5:35pm

Chair: Desayani Tirthali, Brown University

Participants:
- Attribute Modification in Children’s Mathematical Interactions With Touch Screen Tablet Apps. Stephen J. Tucker, Virginia Commonwealth University; Teri Nicole Johnson, Virginia Commonwealth University
- Enhancing STEM Majors’ College Trigonometry Learning Through Building Mobile Apps. Yu-Chang Hsu, B. State University; Yu-Hui Ching, Boise State University; Janet Callahan, Boise State University; Doug Bullock, Boise State University
- Peer Scaffolding Patterns in Inquiry-Based Collaborative Learning Tasks Supported by Mobile Devices. Sukhyung Shin, Texas Tech University; Thomas Brush, Indiana University; Sungwon Shin, Texas Tech University; Krista D. Glazewski, Indiana University
- Promoting Educational Opportunity and Achievement for English Learners Through 1:1 iPads at an Urban High School. Gayle Y. Thieman, Portland State University; Tatiana M. Cevallos, George Fox University

18.052. School Leadership for Equity in Student Learning. SIG-Leadership for School Improvement; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 213 A; 4:05–6:05pm

Chair: Mary A. Hooper, The University of West Georgia

Participants:
- Designing Instructional Artifacts to Promote Culturally Relevant Practices. Jason Salisbury, Iowa State University
- Supporting School Leaders in the Implementation of Culturally and Linguistically Responsive Teaching and Learning. Tonkiaia Orange, University of California, Los Angeles; Alison Karin Munzer, University of California, Los Angeles
- Equity and Impact of Linked Learning for Students With Disabilities: An Investigation of Implementation Fidelity. Jocelyn Hively, California State University–Fresno; Nancy Akhavan, California State University–Fresno
- Access to General Education for Students With Intellectual Disability: A Survey of District Administrators. Julia M. White, Syracuse University; Qiu Wang, Syracuse University; Meghan Cosier, Chapman University

Discussant: Martin Scanlan, Boston College


Grand Hyatt San Antonio, Fourth Floor, Crockett C; 4:05–5:35pm

Chair: Carolyn M. Shields, Wayne State University

Participants:
- (Re)constituting Educational Leadership Knowledge(s) to Action(s): Educating Toward an Eco-tistical Leadership. John Joseph Lupinacci, Washington State University–Pullman
- Engaging in the Battle of Snails: Challenging Hegemonic Notions of Doctoral Scholarship. Brianna L. Kennedy, Utrecht University; Miriam Altmann, Educational Consultant; Ana Cristina Pizano, Florida International University
- Crossing Borders to Change the Game. Anita Bright, Portland State University
- Redesigning the Ed.D. to Reflect a Social Justice Focus. Deborah Peterson, Portland State University

Discussants: Bradley J. Porfilio, California State University–East Bay; Kathryn Jill Strom, California State University–East Bay

18.054. New Approaches to Assessing Learning Environments. SIG-Learning Environments; Paper Session

Grand Hyatt San Antonio, Second Floor, Mission A; 4:05–5:35pm

Chair: Julie M. Kullio, University of Wisconsin–Madison

Participants:
- Evaluation of the Extended Version of My Teacher Questionnaire: One-Parameter Logistic Model. Ruhman Mallana, University of Groningen; Michelle Hehn-Lorenz, University of Groningen
- Students’ Perceptions of Their Autonomy, Competence, and Relatedness in Personalized Learning Environments: An Examination Using Self-Determination Theory. Steven Netcoh, University of Vermont
- Supporting Language Learning and Self-Regulation in Technologically Enhanced Learning Environments. Katrin Saks, University of Tartu; Ali Leijen, University of Tartu
- The Influence of Seating Location on Student Engagement, Experience, and Course Performance. David J. Shernoff, Rutgers University; Alexander J. Sannella, Rutgers University–Newark; Lina Sanchez Wall, Fairleigh

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18.055. Supporting Teacher Educators, Preserve Teachers, and Early-Career Teachers. SIG-Lives of Teachers; Paper Session
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon F; 4:05–5:35pm
Chair: Karrin Lukacs, Shenandoah University
Participants:
- Enacted Professionalism: Four Propositions on How to Support, Conceptualize, and Research Teacher Educator Professionalism. Eline Vansasche, Maastricht University
- Rural Schools as Sites for Teacher Education. M. Shaan Murphy, University of Saskatchewan; Lynnette M. Driedger-Enns, Prairie Spirit School Division No. 206; Janice Huiber, University of Alberta
- Sticking to What Works: Preserve Teachers’ Mindset and Motivation Before and After Student Teaching. Eleftheros Kyprianos Solesas, Queen’s University; Ji Yeon Hong, University of Oklahoma
- Walking the Walk, Finding the Talk: Disentangling Professional Development During the First Year of Teaching. Geert Kelchtermans, University of Leuven; Ann Deketelaere, University of Leuven
Discussant: Theodore Chao, The Ohio State University

18.056. Educational Commons in Theory and Practice. SIG-Marxian Analysis of Society, Schools and Education; Invited Speaker Session
Grand Hyatt San Antonio, Third Floor, Bonham D; 4:05–6:05pm
Chair: David W. Harsh, University of Rochester
Participants:
- Reframing the Common: Race, Coloniality, and Pedagogy. Noah De Lissovoy, The University of Texas at Austin
- Impersonal Education and the Commons. Tyson E. Lewis, University of North Texas
- Reassembling the Natural and Social Commons. Jesse Bazzul, University of Regina; Sara E. Töllber, The University of Arizona
- Revitalizing the Commons in New Mexico: A Pedagogical Consideration of Socially Engaged Art. Michelle Gautreaux, The University of British Columbia
- Toward an Educational Commons. Alexander Means, SUNY–Buffalo State; Graham Bryan Slater, University of Utah; Derek R. Ford, DePaul University

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 D; 4:05–5:35pm
Chair: Katherine Marie Muenks, Indiana University–Bloomington
Participants:
- Supporting Latino High School Students’ Science Motivation: Examining the Unique and Collective Contributions of Family, Teachers, and Friends. Sandra D. Simpkins, University of California, Irvine; Xiangyang Liu, University of California, Irvine; Gabriel Estrella, University of California, Irvine
- Teacher Motivation, Student-Perceived Teacher-Student Relationship, and Students’ Motivation in Mathematics. Rebeka Christine Lazareides, University of Potsdam; Charlotte Rubach, University of Potsdam; Janine Buchholz, German Institute for International Educational Research (DIPF)
- Associations Between Parents’ and Students’ Motivational Beliefs: The Role of Gender. Isabelle Häfner, University of Tübingen; Jessica Rose Gladstone, University of Maryland–College Park; Lara Alden Turci, University of Maryland–College Park; Katherine Marie Muenks, Indiana University–Bloomington; Heide Kneissler, University of Tübingen; Benjamin Nagengast, University of Tübingen; Ulrich Trautwein, University of Tübingen
- A Utility-Value Intervention With Parents Increases Students’ STEM Preparation and Career Pursuit. Chris Rokz, University of Chicago; Ryan C. Svoboda, Northwestern University; Judith Harackiewicz, University of Wisconsin; Chris S. Hullemann, University of Virginia; Janet S. Hyde, University of Wisconsin–Madison
Discussant: Jacqueline Eccles, University of California, Irvine

18.058. Multicultural/Multiethnic Education: Students Navigating Educational and Social Contexts. SIG-Multicultural/Multiethnic Education: Theory, Research and Practice; Paper Session
Grand Hyatt San Antonio, Third Floor, Bonham E; 4:05–5:35pm
Chair: Yaoran Li, University of San Diego
Participants:
- I Am Not One of Them, but I Am Still One of Them. Hwayeon Myeong, University of Washington–Seattle
- Reconciling Multiple Identities: Experiences of International Undergraduate Students in the United States. Yi Meng, The Pennsylvania State University–University Park; Chao Su, Pennsylvania State Education Association; Maraki Shimelis Kebede, The Pennsylvania State University–University Park
- Using Sense of Belonging to Understand the Experiences of Canadian Students at a Historically Black College/University. Deena Khalil, Howard University; R. Davis Dixon, The Education Trust; Robert Terry Palmer, Binghamton University–SUNY; Jennifer Lee, Howard University
- Latina Youth in the United States: Racial Exclusion and the Implications for Citizenship Education. Jennifer M. Bondy, Virginia Polytechnic Institute and State University
Discussant: Rachel Endo, Hamline University

18.059. Research Without Method in Post-Qualitative Inquiry. SIG-Qualitative Research; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 206 B; 4:05–5:35pm
Chair: Elizabeth A. St. Pierre, University of Georgia
Participants:
- Being Methodology-Free: Untraining Qualitative Researchers. Elizabeth A. St. Pierre, University of Georgia
- Rethinking the Temporality of Research Methods. Elizabeth De Fretas, Manchester Metropolitan University
- Deleuze’s Athleticism: Encounters With the Outside of Method. Alcícia Youngblood Jackson, Appalachian State University
- Mobilizing Sense and Nonsense for Research Without Method. Maggie Maclure, Manchester Metropolitan University
- Concepts as a Contour for Inquiry. Lisa A. Mazzee, University of Oregon
Discussant: David R. Cole, Western Sydney University

18.060. Religion and Education SIG Business Meeting. SIG-Religion and Education; Business Meeting
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 C; 4:05–5:35pm
Participant: Zehavit Gross, Bar-Ilan University
Officers: Kimberly R. White, Carroll University; William H. Jeynes, California State University–Long Beach; Mary Poplin, Claremont Graduate University; James Martin McCabe Hartwick, University of Wisconsin–Whitewater; Charlie Russo, University of Dayton

18.061. Discourse, Identity, and Mathematics Learning. SIG-Research in Mathematics Education; Paper Session
Grand Hyatt San Antonio, Second Floor, Bowie B; 4:05–5:35pm
Chair: Karen L. Terrell, University of Massachusetts–Dartmouth
Participants:
- Language, Mathematics, and Learning: Beginning Teachers’ Instantiation of Equity-Oriented Pedagogies. Cathery Yeh, Chapman University
- Language Positions: Constructing Institutional and Interactional Analyses of Student Failure in Mathematics. Tesha Sengupta-Irving, Vanderbilt University
- Negotiating Multiple Mathematical Goals: Broadening Competence and Engaging 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 Turner, University of California, Los Angeles; Noreen M. Webb, University of California, Los Angeles; Joy Zimmerman, University of California, Los Angeles
- Perseverance, Precision, and Mathematics Identity: Jane’s Experiences Learning Mathematics in a Third-Grade Classroom. Thomas Roberts, University of Kentucky
Assessing Variation in Mathematical Strategies Using Dynamic Technology at Scale. Daniel Vito Manzo, Worcester Polytechnic Institute; Erin R. Ottmar, Worcester Polytechnic Institute; David Landy, Indiana University–Bloomington; Erik Weitnauer; Christian Ashgill, Indiana University–Bloomington

**18.062. Predicting Growth, Achievement, and Creativity: Conceptual and Methodological Advances. SIG-Research on Giftedness, Creativity and Talent; Paper Session**

Grand Hyatt San Antonio, Second Floor, Bowie A; 4:05–6:05pm

Chair: Carol A. Carman, University of Houston–Clear Lake

Participants:
- Intellect, Personality, and Suppression Effects in the Predicting of Creativity. Jef S. Puryear, University of Connecticut
- Predictive Factors for Creativity in Writing. Kristen Lamb, University of North Texas; Todd Kettler, University of North Texas; J Helen McGregor, University of North Texas
- Trends in Reading Growth Between Gifted and Nongifted Students: An Individual Growth Model Analysis. Michael Shane Tutwiler, Harvard University; D. Betsy McCoach, University of Connecticut; Rashea Hamilton, University of Connecticut–Storrs; Del Siegle, University of Connecticut
- Which Cognitive Abilities Predict Academic Achievement for Gifted and Gifted–Learning Disabled Individuals? Donika Maddocks, The University of Texas at Austin

Discussant: Matthew C. Maked, Duke University

**18.063. Action, Activist, and Narrative-Oriented Research in Physical Education. SIG-Research on Learning and Instruction in Physical Education; Paper Session**

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 208; 4:05–5:35pm

Chair: Paul B. Rukavina, Adelphi University

Participants:
- Challenges in Becoming an Activist Researcher in a Socially Vulnerable Sport Context. Carla Nascimento Luguetti, Santa Cecília University; Kimberly L. Oliver, New Mexico State University
- Support Structures for Teacher Professional Learning of an Activist Approach to Working With Adolescent Girls. David Kirk, University of Strathclyde; Carla Lamb, University of Strathclyde; Kimberly L. Oliver, New Mexico State University
- “OK, We Need Solutions”: Learning to Be Student-Centered Activist Teachers. Kimberly L. Oliver, New Mexico State University; Carla Nascimento Luguetti, Santa Cecília University; Raquel Aranda, New Mexico State University; Oscar Nunez Enriquez, New Mexico State University; Ana-Alicia Rodriguez, J. Paul Taylor Academy
- Creative Movement Narratives: Collective Sharing within a Physical Activity Environment Among Convention Refugees. Karamjeet Dhillon, Wayne State University; Erin Elizabeth Centeno, Wayne State University; Suzanna Rocco Dillon, Wayne State University; Nathan A. McCaughtry, Wayne State University
- “Pushed Out” of Physical Education: Narratives of Two Teachers’ Career Trajectories. Cassandra Iannucci, University of Limerick; Ann MacPhail, University of Limerick

Discussant: Michael Waring, Loughborough University

**18.064. Waves of Change in Institutional Transformation: The Role of Feminism. SIG-Research on Women and Education; Symposium**

Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon A; 4:05–5:35pm

Chair: Adrianna Kezar, University of Southern California

Participants:
- Feminism and Work-Life “Conflict”: Waves of Difference. Susan K. Gardner, University of Maine
- Revisiting the Impact of Gender Equity Beliefs on Organizational Change Movements. Jaime R. Lester, George Mason University
- Gender and Campus Service: Leaning Toward Change. Kerry Ann O’Meara, University of Maryland–College Park

Gender and Feminism: Epistemological Perspectives on Institutional Transformation. Kelly A. Ward, Washington State University

**18.065. The Role of Bullying and Teacher-Student Relationships in Secondary Students’ Health and Achievement. SIG-School Community, Climate, and Culture; Paper Session**

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 211; 4:05–5:35pm

Participants:
- Bullying Involvement, Psychosocial Outcomes, and Teacher-Student Relationships. Francis Howard Lim Huang, University of Missouri; Crystal Lewis, University of Missouri; Dan Cohen, University of Missouri; Keith Herman, University of Missouri
- Explaining the Relationship Between Bullying Victimization and Student Achievement: An Analysis of TIEQ’s (Trends in International Mathematics and Science Study) 2011 Data. Martin Hooper, Boston College
- Temperature Check: Assessing Teacher Ownership Over School Climate and Student Achievement. Ela Joshi, Vanderbilt University
- Relationships Between Teacher Characteristics and Teacher Perceptions of School Climate: A Multiple Indicators–Multiple Causes (MIMIC) Model Investigation. Zhanzia Guo, University of South Carolina–Columbia; Mihaela Ene, University of South Carolina; Diane M. Monrad, University of South Carolina; Christine DiStefano, University of South Carolina; Elizabeth Leighton, University of South Carolina; Kathleen Virginia McGrath, University of South Carolina–Columbia
- Class Warfare in the Classroom: A Qualitative Study of Clothing and Bullying. William P. Williams, Concord University; Angela W. Williams, Virginia Polytechnic Institute and State University

Discussant: Jonathan Cohen, National School Climate Center

**18.066. Leadership and Coaching for School Turnaround. SIG-School Turnaround and Reform; Paper Session**

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 216 A; 4:05–5:35pm

Chair: Tyrone D. Blöcker, Blocker Education Research, LLC

Participants:
- Against All Odds: The Tale of One Urban School’s Successful Turnaround Effort by Focusing on Learning and Character. Mette Lise Baran, Cardinal Stritch University; Gladys Van Harpen, University of Wisconsin–Oshkosh
- School Principal Turnover: Implications of Anticipatory Socialization and Role Exit. Felicia Rae Truong, AppleTree Institute For Education Innovation
- School Turnaround in 10 Schools in Germany: School Leadership and Coordinated System Efforts as a Key to School Development. Stephan Gerhard Huber, University of Teacher Education Zug; Guni Skedemos, University of Oslo

**18.067. Exploring Tensions in Policy Through Self-Study. SIG-Self-Study of Teacher Education Practices; Paper Session**

Grand Hyatt San Antonio, Fourth Floor, Republic A; 4:05–5:35pm

Chair: Alicia R. Crowe, Kent State University–Kent

Participants:
- Facing Practice: Teacher Educators Learn From Studying Program Graduate Performance. Jennifer L. Snow, Boise State University; Sherry Dismuke, Boise State University; Serena Hicks, Boise State University; Julianne A. Winner, Boise State University
- From National Council for Accreditation of Teacher Education to National Council for Accreditation of Teacher Education: Seeking to Understand Decision Making in One Teacher Education Program. Lucaetta E. Penny Pence, University of New Mexico; Laura C. Hanford, University of New Mexico
- Illuminating a Deliberative Democratic Process: Self-Study of Teacher Educators Doing Public Scholarship for State Policy Making. Claudine Prairie Bedell, Saint Michael’s College; David J. McGough, Johnson State College; Barri E. Tinkler, The University of Vermont
- Self-Study Narratives of Our Two Years of Experience With the edTPA. Stephanie Cronenberg, Rutgers University; Dori Leigh Harrison, University of Illinois at Urbana-Champaign; Marilyn A. Johnston-Parsons, University of Illinois at Urbana-Champaign; Alexa Jones, University of Illinois at Urbana-Champaign; Stacey J. Korsen, University of Illinois at Urbana-Champaign;
18.068. Educational Technology State of the Field: Policy and Practice. SIG-Technology as an Agent of Change in Teaching and Learning; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Republic C; 4:05–5:35pm
Chair: Joan E. Hughes, The University of Texas at Austin
Participants:
“Syntax Error”: Reconciling Discrepancies Between Teacher Belief and Policy Ideology About Technology Integration. Chris Wiebe
Where Are We as a Certifiable Body of Knowledge? Technology Certificates and Endorsements Offered by State Departments of Education in the United States. Albert Dieter Ritzhaupt, University of Florida; Jessica Levene, University of Florida; Kara M. Dawson, University of Florida
A Model of Digital Equity: A Case Study of the Digital Tutoring Program in Taiwan. C. Candace Chou, University of Saint Thomas; Hsu-Hua Chuang, National Sun Yat-Sen University; Dai-Yun Wu, National Sun Yat-Sen University; Tze-Han Lu; Ji-Chyuang Yang, Cheng Shiu University of Science and Technology
Discussant: Sousan Arafeh, Southern Connecticut State University

18.069. Learning-Centered Online Environments and Assessing Online Information. SIG-Technology, Instruction, Cognition & Learning; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Crockett D; 4:05–6:05pm
Chair: Betina Hsieh, California State University–Long Beach
Participants:
A Theory-Driven Approach to Design a Learning-Centered Online Environment. Benilde Garcia-Cabáner, National Autonomous University of Mexico; Michael Lindley Hoover, McGill University; Susanne P. Lajoie, McGill University
Assessing Intrinsic and Extrinsic Cognitive Complexity of E-Textbook Learning. Elena Novak, Kent State University; Jerry Dady; Kerrie McDaniel
Reading Less and Learning More: Expertise in Assessing the Credibility of Online Information. Sarah McGrew, Stanford University; Sam Wineburg, Stanford University
Student Preference of a Customized Multitouch Digital Textbook in a Teacher Education Course. Michael S. Mills, University of Central Arkansas
Discussant: Doug Hearrington, James Madison University

18.070. Interrogating the Multiple Meanings of Digital Literacies. SIG-Writing and Literacies; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 210 B; 4:05–5:35pm
Chair: Amy Stornaiuolo, University of Pennsylvania
Participants:
Assembling “Digital Literacy”: Tracing Its Histories and Possible Futures. Amy Stornaiuolo, University of Pennsylvania; T. Philip Nichols, University of Pennsylvania
Digital Literacy as Collaborative, Transdisciplinary, and Applied. Julie Coiro, University of Rhode Island; Renee Hobbs, University of Rhode Island
“Save Our School”: Children’s Critical Digital Literacy Work in an Embattled School. Jessica Zacher Pandya, California State University–Long Beach
Literacies Unseen: Why the Sub-Screen World of Computer Code, Data, and Algorithms Demands Literacy Researchers’ Attention. Tom Llam Lynch, Pace University
Discussant: Glynda A. Hull, University of California, Berkeley

Division and SIG Roundtables

18.071. Roundtable Session 5; Roundtable Session

18.071-1. The Journey of Improvement at the School Level. Division A–Administration; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 4:05–5:35pm
Chair: Israel Aguilar, Texas A&M University Corpus Christi
Participants:
Social Return on Investment: When a School Improvement Grant Works. Rachael Lawrence, University of Massachusetts–Amherst; Sharon F. Rallis, University of Massachusetts–Amherst
Social and Emotional Learning at the Middle Level: One School’s Journey. Barry J. Aidman, Texas State University; Peter Price
The Evolution of School Development Work in High-Poverty, High-Minority Schools: Toward Equal Opportunity. Rose M. Ylimaki, The University of Arizona; Lynnette Brunderman, University of Arizona; Mindy Carter White, University of Arizona; Linsay DeMartino, The University of Arizona

18.071-2. School Effectiveness and School Improvement SIG Roundtable Session. SIG-School Effectiveness and School Improvement; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 4:05–5:35pm
Chair: Julia Nell Ballenger, Texas A&M University–Commerce
Participants:
Investigating Early Primary School Big Fish Little Pond Effects Using Multilevel Latent Variable Models. Ioulia Televantou, University of Cyprus; Herbert W. Marsh, Australian Catholic University
Long-Term Effects of Primary Schools on Mathematics Achievement and Noncognitive Outcomes of 17-Year-Old Students. Griet Vanwynsberghe, KU Leuven; Gudrun Vanlaar, KU Leuven; Jan A. Van Damme, KU Leuven; Bieke De Praine, K.U. Leuven
Measuring Instructional Quality: Attending to Stability, Criterion Consistency, and the Effect of Different Teacher Characteristics. Charalambos Y. Charalambous, University of Cyprus; Sophia Agathangelou, University of Cyprus
Teaching Mathematics and Physical Education: Does Teaching Effectiveness Vary by Subject Matter? Charalambos Y. Charalambous, University of Cyprus; Ermis Kyriakides, University of Cyprus; Leonidas Kyriakides, University of Cyprus; Niki Tsangaridou, University of Cyprus

18.071-3. Attending to the Gray Among the Black and White: Addressing English Language Learner Needs in Southern Louisiana. Division K–Teaching and Teacher Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 4:05–5:35pm
Chairs: Estanislado S. Barrera, Louisiana State University; Nancy Nelson, University of North Texas
Participants:
Are We Prepared to Respond Culturally? English Language Learners and the Educational Climate in Southeast Louisiana. Estanislado S. Barrera, Louisiana State University
Training and Supporting ESL Instructors: Perspectives on Teaching English Language Learners in the Secondary English Classroom. Danielle Butcher, Livingston Parish School System

18.071-4. Building and Leveraging Teacher-Leaders’ Expertise to Improve Students’ Writing: National Writing Project’s College-Ready Writers Program. Division K–Teaching and Teacher Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 4:05–5:35pm
Chairs: Judith Warren Little, University of California, Berkeley; Cynthia E. Coburn; Maria E. Hyler, Learning Policy Institute
18.071-5. Building Instructional Capacity Through Teacher Leadership. Division K–Teaching and Teacher Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 4:05–5:35pm
Chair: Karla Scornavacco, University of Colorado–Boulder
Participants:
Accountable Change Agents: Analyzing the Contribution of Practitioner Inquiry to Teacher Leadership. Sue Mary Nichols, University of South Australia; Phillip A. Cormack, University of South Australia
Leveraging California Educators’ Expertise to Build Leadership Capacity and Institutional Partnerships. Melissa C. Gilbert, Stanford University; Ann C. Jaquith, Stanford University
Teacher Leaders’ Facilitation of Lesson Study Discussions: Taking Up and Building on Participants’ Ideas. Angelina Kaleshova, Florida State University; Aki Maruta, University of Florida; Cassie Howard, Florida State University; Guillermo J. Farfan, Florida State University; Matoko Akiba, Florida State University

18.071-6. Chinese Teachers and North American Schools: Navigating Language, Culture, and Identity. Division K–Teaching and Teacher Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 4:05–5:35pm
Chair: Brian L. Wright, The University of Memphis
Participants:
Becoming and Being a Chinese Language Teacher in American Schools. Qiamei(Maggie) Lu, University at Buffalo–SUNY; Yin Wu, University at Buffalo–SUNY
Building Successful Reciprocal Learning Relationships Between Canadian and Chinese Mathematics Teachers Through Narrative Case Studies. Sijia Cynthia Zhu, University of Toronto; Douglas E. McDougall, University of Toronto
Exploring an Immigrant Teacher’s Reconstruction of Identities: An Autoethnography Study. Yani Li Tian, University of Wisconsin–Madison
Negotiating My Perspectives on the Professional Identity of Teachers Through Reengagement With a Canada-China Teacher Partnership. Ying Chen, University of Toronto
Straddling Two Cultures: Uncovering Parts of a Transnational Chinese Teacher’s Implicit Cultural Model of Teaching Within the Context of American Kindergarten. Pei-Ying Wu, University of North Carolina–Chapel Hill

18.071-7. From Resistance to Submission: Teacher Education Programs Respond to edTPA. Division K–Teaching and Teacher Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 4:05–5:35pm
Chair: Sheila R. Vaidya, Drexel University
Participants:
Adopting edTPA as a High-Stakes Assessment: Resistance, Advocacy, and Reflection. Jennifer D. Olson, University of Illinois at Chicago; Arthi B. Rao, University of Illinois at Chicago
Equity and edTPA: An Examination of the Impact on Preservice Teachers. Mary Beth Bessler, North Central College; Kathleen B. King, North Central College; Heidi C. Nelson, North Central College; Lamia Siddiqi, North Central College
edTPA: Implications for Urban Education Curriculum. Nathan Joynt, University of Wisconsin–Milwaukee

18.071-8. From Stress to Serenity: Measuring Teacher Satisfaction. Division K–Teaching and Teacher Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 4:05–5:35pm
Chair: Larry C. Bryant, University of North Texas–Dallas
Participants:
Examining Teacher Stress and Vocational Concerns: Does Cultural Congruence Matter? Paul G. Pritchett, University of North Carolina–Charlotte; Richard G. Lambert, University of North Carolina–Charlotte; Christopher J. Mccarthy, The University of Texas at Austin; Maytal Eyal, The University of Texas at Austin; Eugenia B. Hopper, University of North Carolina–Charlotte
Relationship Between School Professional Climate and Teachers’ Satisfaction With the Evaluation Process. Natalie Lacireno-Paquet, WestEd; Candice Bocela, WestEd; Jessica Bailey, Education Development Center, Inc.
The Impact of Teacher Education Programs on Teachers’ Career Decisions: A Michigan Case Study. Amy Auletto, Michigan State University; Joshua M. Cowen, Michigan State University
The Terrain of Intermediary Organizations’ Professional Development Offerings. Sarah L. Woulfin, University of Connecticut; Rachael Gabriel, University of Connecticut; Britney LeAnn Jones, University of Connecticut

18.071-9. Global Challenges and Opportunities in Teacher Education: Equity, Inclusion, and Entry Into the Profession. Division K–Teaching and Teacher Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 4:05–5:35pm
Chair: Janice B. Fournilier, Georgia State University
Participants:
A Qualitative Investigation of China’s Free Teacher Education Policy. Peter A. Youngs, University of Virginia; Hong Qian, National Council of State Boards of Nursing; Sihua Hu, Michigan State University; Xueying Ji, Michigan State University
Following Through on South Korea’s Commitment to Inclusive Education: The Role of Teacher Education. Justin Freedman, Syracuse University; Yosung Song, Syracuse University
Local Frames in Initial Teacher Education: Articulating Local, National, and International Discourses. Maria Beatriz Fernandez Cofre, Universidad Alberto Hurtado
“The Problem Is Bigger Than Us”: Grappling With Educational Inequity in TeachFirst New Zealand. Katherine Crawford-Garrett, University of New Mexico

18.071-10. Restorative Relationships and Counter-Spaces in Schools. Division K–Teaching and Teacher Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 4:05–5:35pm
Chair: Kimi L. Wilson, California State University–Los Angeles
Participants:
Creating Alternatives Spaces: Language Development in Young, Emergent Bilingual Children With Special Needs. Jessica Miguel, University of California, San Diego
From Sequential to Expansive Learning for Urban Latina/o Youth: Toward High Challenge and Meaningful Support. Steven Z. Athanases, University of California, Davis
Restorative Relationships and Inclusive Education. Michal Razer, Oranim Academic College of Education; Victor J. Friedman, Max Stern Yezreel Valley College
Classroom Programs as Counterspace: Black and Latino Students’ Perceptions of Relationships With Teachers. Bernadette Castillo, Michigan State University

18.071-11. Structural, Conceptual, Interpersonal, and Critical Challenges to Teacher Leadership. Division K–Teaching and Teacher Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 4:05–5:35pm
18.071-12. Teacher and Student Learning in the Math Classroom. Division K–Teaching and Teacher Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 4:05–5:35pm
Chair: Angela Malone Cartwright, Midwestern State University
Participants:
- Counting With Real Coins: Does the Perceptual Richness of Manipulative Money Influence Student Learning? Carlos Joe Anguiano, Washington State University; Kira Joy Carboneau, Washington State University–Pullman
- Distributive Partitioning and Its Implications for Fraction Multiplication. Eun Jung, University of Georgia
- Early Mathematics Teacher Educators’ Accounts of Their Work. Abigail Stein, Northwestern University; Kristin Lyn Whyte, Northwestern University; Debbie Kim, Northwestern University
- How Student Questions in Mathematics Classrooms Are Related to Authority Distribution. Melissa Kenmerle, University of Michigan–Ann Arbor

18.071-13. Teacher Educator Practice to Improve Preservice Teacher Preparation. Division K–Teaching and Teacher Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 4:05–5:35pm
Chair: Jennifer J. Wimmen, Brigham Young University
Participants:
- Effectiveness of Writing Instructional Practice: A Case Study Approach to Evaluating How Teacher Educators Influence Preservice Teachers. Tracey S. Hedges, University of Southern Mississippi; Sharon Diane Matthews, Texas A&M University–College Station
- Facebook Usage Within a Preservice Teacher Education Classroom: An Inquiry Through Currere. Keri Rodgers, Ball State University
- Instructional Coaching in Higher Education: Partnering to Integrate English Language Learner Instructional Practices Into University Courses. Melissa Thibault, Arizona State University; Sarah Saltmarsh, Arizona State University; Anne E. Smith, Arizona State University–Tempe; Ray R. Buss, Arizona State University
- Teacher Educator Moves and Intern Responses in Rehearsals of Elementary Science Lessons. Rachel Kuck, University of Michigan–Ann Arbor; Elizabeth A. Davis, University of Michigan; Annemarie S. Palinscar, University of Michigan
- Teacher Educator Technology Integration Preparation Practices: Looking at the National Picture. Rick J. Voithofer, The Ohio State University; Michael Jay Nelson, The Ohio State University–Columbus; Guang Han, Iowa State University

18.071-14. Teacher Testing as Tools for Learning? Teachers’ Learning Amid Teacher Evaluation and Assessment Demands. Division K–Teaching and Teacher Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 4:05–5:35pm
Chair: Eleanor A. Maddock, University of Connecticut–Storrs
Participants:
- Effect of Middle School Math Teacher Evaluations on Math Teaching and Learning. Xi Zeng, Texas Tech University; Paul Sims, Texas Tech University; Irma Laura Almager, Texas Tech University; Fernando Valle, Texas Tech University
- How Do Teachers Learn in the Context of a Federal Teacher Incentive Fund Program? Rick Mintrop, University of California, Berkeley; Ern Coghlan, University of California, Berkeley; Miguel Ordenes, University of California, Berkeley; Cristóbal Madrero, University of California, Berkeley, Laura Pryor, University of California, Berkeley
Setting the Stage for Learning: Preservice Teacher Performance Assessment and Novice Teacher Assessment Literacy. Audrey P. Rogers, Southern New Hampshire University; Emilee Mitesca Reagan, University of New Hampshire; Chris Ward, Upper Valley Educators Institute

18.071-15. Using Inquiry With Preservice Teachers to Understand and Reflect on Inquiry. Division K–Teaching and Teacher Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 4:05–5:35pm
Chair: Michelle Falter, North Carolina State University
Participants:
- Becoming Response-able Teachers: How Sustained Inquiry Mediated Prospective Teachers’ (Re)Authoring of Self. Audra Slocum, West Virginia University; Sharon B. Hayes, West Virginia University; Keisha Hopkins Kibler, Preston County Schools; Casey King, Harrison County Schools; Jessica B. Lough, West Virginia University; Michael Lane, West Virginia University
- Beyond Reflection: Using Word Clouds to Support Metacognitive Processes. Monica Cavender, Quinnipiac University; Karim Medico Letwinsky, Wilkes University
- Educational Disadvantage of Students With a Migration Background in the German Educational System: Teacher Education Students and Their Beliefs (in Germany). Kerstin Merz-Atlak, Pädagogik bei Behinderung und Exploring Cultural Hegemony as the Context for Race and Social Class Inequities in the Classroom. Virginia M. Lea, University of Wisconsin–Stout; Roberta Ahlquist, San José State University
- Equitable Issues: Preservice Teachers’ Developing Dispositions of Inquiry in Diverse Learning Environments. Yvonne Franco, University of Tampa; Margaret Billings Krause, University of South Florida

18.071-16. Measuring Social and Emotional Learning Behaviors and Attitudes in Teachers and Students. SIG-Social and Emotional Learning; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 4:05–5:35pm
Chair: Noemi Patricia Villegas Gallegos, California State University–Long Beach
Participants:
- Measuring Mindset: Revisiting the Construct and Expanding Measurement to Develop a New Student Questionnaire Scale. Bryan Mascio, Harvard University; Joe McIntyre, Harvard University; Hunter Gehlbach, University of California, Santa Barbara

18.071-17. Framing Educational (In)Equity in Baltimore: From Origins to Solutions. SIG-Urban Learning, Teaching, and Research; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 4:05–5:35pm
Chairs: Tracy R. Rone, Morgan State University; Simone Gibson, Morgan State University
Participants:
- Educational Inequity in Baltimore: Some Historical and Legal Highlights. Dan Sparaco
- Mapping History and Policy: A Spatial Analysis of Educational Inequity in Baltimore City. Tracy R. Rone, Morgan State University; Jeannetta Churchill, Morgan State University
- Mergers and the Neoliberal Agenda in Baltimore: Considering the Impact on Marshall High School. Simone Gibson, Morgan State University; Thurman L. Bridges, Morgan State University
- Addressing the Trauma of Inequity in a Baltimore City School Through a Healing Intervention. Leon D. Caldwell, The Annie E. Casey Foundation
18.071-18. Learning in Museum Settings. SIG-Informal Learning Environment Research; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 4:05–5:35pm
Chair: Deborah Cockerham, Fort Worth Museum of Science and History
Participants:
Consuming, Wasting, and Developing Awareness; Science, Technology, Society, and the Environment Perspectives in a Science Museum Exhibit.
Ana Maria Navas Iannini, University of Toronto; Erminia G. Pedretti, OISE/University of Toronto; Daniel Atkinson, University of Toronto
Designing Digital Rails to Foster Scientific Curiosity Around Museum Collections. Steven McGee, Northwestern University; Jessica Roberts, University of Illinois at Chicago; Amartuya Banerjee, Northwestern University; Eureka Fox, Northwestern University; Matthew Matuck, The Field Museum; Michael S. Horn, Northwestern University
The Interactivity of Learning Through Making. Annie McNamara, University of Pittsburgh; Thomas Akiva, University of Pittsburgh; Peter Wardrip, Children’s Museum of Pittsburgh; Lisa Brahms, Children’s Museum of Pittsburgh

18.071-19. A Glimpse of STEM Across International Contexts. SIG-International Studies; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 4:05–5:35pm
Chair: Roy Y. Chan, Indiana University–Bloomington
Participants:
Trends Toward Using Information and Communications Technology as a Tool to Ensure Education for All in India. Shilpa Sahay, University of Florida
The Development of an International Medical Education Program With an Emphasis on English for Specific Purposes. Qian Chen, Northern Arizona University
Variance Contributions to Math Teachers’ Confidence in Korea and the United States. Jihyun Park, Korea Institute for Curriculum and Evaluation; Yujin Lee, Texas A&M University–College Station

18.071-20. Foucauldian Genealogy as Disruptive Inquiry in Educational Research. SIG-Foucault and Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 4:05–5:35pm
Chair: John Goldberg, Saint Joseph’s University
Participants:
A Genealogy of Student Success at the University of Oregon. Laura Elizabeth Smithers, University of Oregon; Emily Mathis, University of Oregon; Maggie Newton, University of Oregon
Discursive Formations of “Good” and “Bad”: The Genealogy of Japanese Schooling. Jie Qi, Utsunomiya University; Sheng Ping Zhang, Meijo University
From “Serene” to “Law and Order Crackdown”: A Genealogy of (De) segregation in Suburban Maryland. Deirdre Dougherty, Rutgers University–New Brunswick/Piscataway
Shaping Education Space: Deleuze’s Notion of Territorialization and Global Citizenship Education. Ji-Hye Kim, University of Wisconsin–Madison

18.072. Roundtable Session 6; Roundtable Session

18.072-1. Agency, Discourse, and Youth. SIG-Language and Social Processes; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 4:05–5:35pm
Chair: Melissa Gonzales, North East Independent School District
Participants:
Rational but Relational: A Classroom Ethnography on Language Pracitices in an English Classroom. Min-Young Kim, The Ohio State University
Moments That Flow: Examining Substantive Engagement in a Dialogic English Classroom. Ashley Johnson, Michigan State University; Allison Gulamhusein, The George Washington University
Who Looks at Whom? Talking About Queer-Themed Literature in a Secondary LGBT-Themed Literature Course. Ryan Schez, The Ohio State University–Columbus; Mollie V. Blackburn, The Ohio State University

18.072-2. Indigenous Methodologies and Praxis: Case Studies of Educational Success. SIG-Indigenous Peoples of the Americas; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 4:05–5:35pm
Chair: Meixi ’7, University of Washington–Seattle
Participants:
Dream Catchers Project: Are Cultural Liaisons the Key to Reducing Disproportionality in Special Education Assessment? Donna R. Patterson, Augsburg College; Govinda Badros, Nay Ah Shing Schools
Educational Change and Self-Governing Agreements: A Yukon First Nation Case Study. Brian Ellis Lewthwaite, James Cook University–Australia; Thomas Owen, Auckland University of Technology; Ashley Doiron, Trondelég Hwิชิช in; Melanie Bennett, Elijah Smith Elementary School
“Cultural Disjuncture and Ideological Disjuncture at One Tribal School’s Kindergarten Graduation. Mel M. Engman, University of Minnesota–Twin Cities

18.072-3. Exploring Environment for Doing Science. Division C–Learning and Instructions; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 4:05–5:35pm
Chair: Lauren M. Singer, University of Maryland–College Park
Participants:
Toward a More Personalized MOOC: Resources, Activities, and Technologies for MOOC Design and Implementation. Curtis J. Bonk, Indiana University; Najia Sabor, Indiana University–Bloomington; Shuya Xu, Indiana University–Bloomington; Minkyong Kim, Texas Tech University; Meina Zhu, Indiana University–Bloomington; Annissa Sari, Indiana University–Bloomington
Science Lab as Maker Studio: Creating and Critiquing Electronic Textiles in a High School Class. Breanne K. Litto, Utah State University; Debra Lui, University of Pennsylvania; Sari Widman, University of Pennsylvania; Justice Tobias Walker, University of Pennsylvania; Yasmin R. Kafai, University of Pennsylvania
What Is Happening in the Science Classroom When Academic Language Is Used With English Language Learners? Tiberio Garza, University of Nevada–Las Vegas; Margarita Huerta, University of Nevada–Las Vegas; Tracy Spies, University of Nevada–Las Vegas; Rafael Lara-Alecio, Texas A&M University; Beverly J. Irby, Texas A&M University–College Station; Fuhui Tong, Texas A&M University–College Station
Implementing the Dance of Science in Constructivist Classrooms: Choreography of Dualities. Mimi Miyoung Lee, University of Houston; Rebecca B. Valls, University of Houston; Carolyn Black, University of Houston
Critical Race Design: Blending the Perspectives of Critical Race Theory and Social Design Experiments. Dennis Khalil, Howard University; Meredith Weaver Kier, College of William & Mary; Joseph E. Thomas, The College of William & Mary

18.072-4. Fostering Engagement, Motivation, and Achievement in Engineering Education. Division C–Learning and Instructions; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 4:05–5:35pm
Chair: Jennifer G. Cromley, University of Illinois at Urbana-Champaign
Participants:
What Changes Over the Summer Before Entering an Engineering Program? Jennifer G. Cromley, University of Illinois at Urbana-Champaign; Jennifer Seidel, University of Illinois at Urbana-Champaign
STEM Integration Curricula Impact on Achievement in STEM: Year 2 Results of a National Science Foundation–Funded Project. Yadira Valenzuela, University of Minnesota–Twin Cities; Selcen Guzey, Purdue University; Michael R. Harwell, University of Minnesota; Tamara Jo Moore, Purdue University; Wei Song, University of Minnesota–Twin Cities
18.072-5. **Global Perspectives on Humanities Instruction and Access.** Division C–Learning and Instructions; Roundtable Session  
   Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair  
   Ballroom 3; 4:05–5:35pm  
   Chair: Charity Anderson, University of Chicago  
   Participants:  
   Access to English in Pakistan: English a Source of Prestige and Failure due to Differential Access. Sham Haidar, University of Rochester  
   Epistemic Games: Model for Designing Democratic and Media Education Simulations. Jeremy D. Stoddard, College of William and Mary  
   Learning Economics and Attitudes to Market Solutions to Environmental Problems. Niklaus Harring, University of Gothenburg; Peter I. Davies, University of Birmingham; Cecilia H. Lundholm, Stockholm University  
   Reading Like an Economist: A Multicase Study. Chang Yuan, North Carolina State University  
   “It Changed My Life Forever”: Low-Income Adults’ Experiences in the Clemente Course in the Humanities. Charity Anderson, University of Chicago

18.072-6. **Instructional Design in Online and Blended Settings.** Division C–Learning and Instructions; Roundtable Session  
   Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair  
   Ballroom 3; 4:05–5:35pm  
   Chair: Kirsten R. Butcher, University of Utah  
   Participants:  
   Does Proximity Matter in Learning? Comparing an Online and Flipped Course Format. Raymond Brown, The University of Texas at Austin; Stephanie C. Corliss, The University of Texas at Austin; Jennifer Ebberle, University of Texas  
   Instructor Response in Online Courses: Facilitating Student Motivation and a Community of Inquiry. William C. James, Oklahoma State University; Jane S. Vogler, Oklahoma State University  
   Investigating Factors That Influence Chinese Students’ Time Management in Online Group Work. Jianzhong Xu, Mississippi State University; Jianxian Du, University of Macau; Xitao Fan, University of Macau; Ruaping Yuan, Mississippi State University

18.072-7. **Investigating and Supporting Science Engagement.** Division C–Learning and Instructions; Roundtable Session  
   Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair  
   Ballroom 3; 4:05–5:35pm  
   Chair: Sheri Berkeley, George Mason University  
   Participants:  
   Science Engagement and Knowledge Application of Middle School Students With Learning Disabilities Through Student-Created Serious Educational Games. Sheri Berkeley, George Mason University; Aubrey Whitehead, George Mason University; Anna Menditto, George Mason University; Leigh Ann Kurz, George Mason University; Len Annetta, George Mason University; Jennifer Mischel, George Mason University  
   Learning Science From Youth: Examining Youths as Science Information Sources. Amie Puchen, Boston College  
   Transforming Science Teaching and Learning Through Arts Integration. Kathryn Green, North Carolina State University; Kathy Cabe Trundle, North Carolina State University; Maria Shaheen, Kent State University  
   Framing of Everyday Decisions and Inscriptional Resources in High School Biology Textbooks in China. Shihan Xiao, East China Normal University; Chang Liu, University of Georgia–Athens

18.072-8. **Problem-Based and Inquiry Learning in Science.** Division C–Learning and Instructions; Roundtable Session  
   Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair  
   Ballroom 3; 4:05–5:35pm  
   Chair: Steven J. Zueker, Arizona State University  
   Participants:  
   School Gardens as Sites for Project-Based Science. Steven J. Zueker, Arizona State University  
   Building Capacity for Learning: Urban First Graders Exploring Dinosaurs Through Project-Based Learning and 3-D Technologies. Zeynep Isik-Ercan, Rowan University; Corine Meredith Brown, Rowan University; Nicole Kammer, Rowan University; Serhat Ercan, Susel University

18.072-9. **Supporting STEM Learning.** Division C–Learning and Instructions; Roundtable Session  
   Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair  
   Ballroom 3; 4:05–5:35pm  
   Chair: Kamini Jaipal-Jamani, Brock University  
   Participants:  
   System-Wide STEM Implementation in a Large Urban School District: Implications for Equity and Instruction. Kamini Jaipal-Jamani, Brock University; Erhan Sinay, Toronto District School Board  
   First-Generation Latinx Students’ Success in Undergraduate STEM: The Importance of Instructor-Student Interactions. Katherine Hanna, University of California, Irvine; Lynn C. Reimer, University of California Merced; Amanda Nili, University of California, Irvine

18.072-10. **Understanding Science Learning.** Division C–Learning and Instructions; Roundtable Session  
   Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair  
   Ballroom 3; 4:05–5:35pm  
   Chair: John Lawrence Benze, OISE/University of Toronto  
   Participants:  
   Science Students’ Sociopolitical Actions: Attachments From Epistemic Reflections. John Lawrence Benze, OISE/University of Toronto; Mirjan Krstovic, Peel District School Board  
   Teaching and Learning Scientific Writing: Explanation and Argumentation as Interrelated Social Practices. George E. Newell, The Ohio State University; Eileen Buescher, The Ohio State University; Andria Stammen, The Ohio State University–Columbus; Dorothy Sutton, Metro Early College High School

18.072-11. **Exploring Freire’s Dimensions.** SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Roundtable Session  
   Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair  
   Ballroom 3; 4:05–5:35pm  
   Chair: Luis Huerta-Charles, New Mexico State University  
   Participants:  
   Paulo Freire’s Dialectic of Spirituality and Activism. James D. Kirylo, University of South Carolina; Drick Boyd, Eastern University  
   Teachers as Cultural Workers: Freire on Literacy, Love, and Authority in the Classroom. Mitchell Colver, Utah State University  
   Transforming the Loveless Society: Psychoanalysis in the Work of Paulo Freire. Ricky Lee Allen, University of New Mexico; Katrina Elizabeth Dillon, University of New Mexico  
   Utopia as Critical Method: Paulo Freire 20 Years After His Passing. Robert Lewis Lake, Georgia Southern University

18.072-12. **Teaching, Learning, and Educational Leadership From a Complexity Perspective.** SIG-Chaos and Complexity Theories; Roundtable Session  
   Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair  
   Ballroom 3; 4:05–5:35pm  
   Chair: Sarah Smitherman Pratt, University of North Texas  
   Participants:  
   A Quest for Certainty in the Face of Uncertainty: Dewey, Chaos, and Explaining the Unexplainable. Serina A. Cinnamon, University of North Carolina at Pembroke  
   An Ecological, Dynamical Systems Perspective on Teacher Learning and Professional Development. Joanna K. Garner, Old Dominion University; Avi Kaplan, Temple University  
   Great Expectations: The Changing Ecosystem of University Professional School Deans. Eugene Gary Kowek, University of Calgary; James K. Donlevy, University of Calgary; Dianne Gereluk, University of Calgary;
18.072-13. Addressing Social Justice and Democracy in the Social Studies. SIG-Social Studies Research; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 3; 4:05–5:35pm
Chair: Andrea M. Hawko, University of Missouri
Participants:
- Countering Islamophobia: Teaching About Islam in a World History Course. Sarah Belle Brooks, Millsersville University of Pennsylvania
- Unpacking Patriotism in an Elementary Social Studies Methods Class. Sohuyen An, Kennesaw State University
- “He Wants to Get Rid of All the Muslims”: Student Perspectives on Donald Trump. Paul J. Yoder, Eastern Mennonite University
- “The Great Limbacle”: Exploring Elementary Teacher Decision Making in an Election Year. Alice Miriam Sullivan, University of Texas at Austin

18.072-14. (Re)thinking and (Re)defining Approaches to Research in Early Childhood. SIG-Critical Perspectives on Early Childhood Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 3; 4:05–5:35pm
Chair: Candace Ross Kofo, University of Missouri–Columbia
Participants:
- Challenging Normative Childhood -m-e-t-h-o-d-ologies. Mirka E. Koro-Ljungberg, Arizona State University; Marek Tesar, The University of Auckland; Adam Clark, Arizona State University
- Looking Away: An Analysis of Children’s Learning Experiences When Classroom Quality Is Framed by Adult/Child Interactions via Quality Metrics. Katherine Kresin Delaney, University of Toledo
- “This Is Research, Boy!” Emerging and Be[com]ing With Objects in an Early Childhood Literacy Workshop. Kortney B. Sherbine, Framingham State University

18.072-15. Pedagogical Approaches to Support Young Adolescents. SIG-Middle-Level Education Research; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 3; 4:05–5:35pm
Chair: Heather Rogers Hauserback, Towson University
Participants:
- Do the Write Thing Violence Prevention Program: Lessons From a Middle School on the U.S.-Mexican Border. Josefina V. Tinajero, The University of Texas at El Paso; Sarah E. Peterson, University of Texas at El Paso; R. Craig Williams, The University of Texas at El Paso; Rick Myer, The University of Texas at El Paso; Corina Garrison, University of Texas at El Paso; Cynthia Pantojas; Alejandro Hernandez, University of Texas at El Paso
- Integrating Mindset Interventions With Language Arts Instruction: An Exploratory Study. David B. Strahan, Western Carolina University; Jennifer Doherty, Asheville City Schools; Annie Meyer, Western Carolina University; Kloé Hansen, Western Carolina University; Jerry Ryan Buchanan
- Picturing School: Exploring Middle School Students’ Perceptions of What Supports and Hinders Academic Success. Kathleen Marie Alley, Mississippi State University

18.072-16. Stress, Coping, and Resilience Among College Students. SIG-Stress and Coping in Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 3; 4:05–5:35pm
Chair: Kerry Kathleen Robinson, University of Tennessee Knoxville
Participants:
- Examining the Psychological Well-Being of Thai College Students Through a Self-Presenational and Impression Management Lens. John Joseph Soxik, The Pennsylvania State University–Great Valley; Ravindar Koyal, The Pennsylvania State University; Jae Uk Chun, Korea University
- Fear of Speaking in a Second Language and Instruction: Foreign Language Anxiety During Microteaching. Melvak Pesen, Bogazici University; Emine Erkin, Bogazici University
- Mitigating the Conflict Students Experience With Group Projects Through Self-Compassion and Compassion to Others. Jongho (John) Park, The University of Texas at Austin; Phoebe Long, The University of Texas at Austin; Hyungh-Sok (Nathan) Cho, The University of Texas at Austin; Diane L. Schallert, The University of Texas at Austin

18.072-17. Design and Technology-Mediated Learning. SIG-Design and Technology; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 3; 4:05–5:35pm
Chair: Tugce Aldemir, The Pennsylvania State University–University Park
Participants:
- Effects on Computer-Based Scaffolding in a Problem-Centered Approach for Engineering Education: Meta-Analysis. Jacob Charles Piland, Utah State University; Nam Ju Kim, Utah State University; Brian R. Belland, Utah State University; Andrew Walker, Utah State University
- Participatory Design and Testing of Gamification Elements in a Mobile App for Music Learning. Heather J. S. Birch, OISE/University of Toronto
- “Third Places”: The Impact of Gameplay and Student/Teacher Interaction in a Game Design Course. Michele D. Dickey, Miami University

18.072-18. Expanding Understandings of Genders and Sexualities in Early Childhood and Elementary Education. SIG-Queer Studies; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 3; 4:05–5:35pm
Chair: Rachel Skrlac Lo, Villanova University
Participants:
- Crushes and Kissing: Children’s Romantic Play as a Lens to Consider Queer Theory. Rachel Skrlac Lo, Villanova University
- From Preservice to Professional Teaching: A Longitudinal Study of Two LGBTQI First-Year Elementary Teachers’ Experiences. Bridget Leigh Maher, University of Michigan–Ann Arbor; William Toledo, University of Michigan–Ann Arbor

18.072-19. A Global Perspective. SIG-International Studies; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 3; 4:05–5:35pm
Chair: Betty Jean Usher-Tate, University of Nebraska–Lincoln
Participants:
- Using Photo-Cued Reflection to Examine Incidental Learning in Short-Term Study Abroad. Kayla Marie Johnson, The Pennsylvania State University
- Valuing the American Research University Model Through Exploring Students’ Perceptions: A Comparative Analysis. Saman Abid, Oklahoma State University; Edgar Apanacatz-Ibarra, Oklahoma State University; Stephen P. Wanger, Oklahoma State University
- Understanding International Student Leadership Self-Efficacy: Which Student Involvement Activities Are Impactful? David H. K. Nguyen, University of North Dakota
- International Student Social Capital and Its Effect on Attachment to the Institution. Peggy Gesting, Old Dominion University

18.072-20. Learning Together: Teachers and Teacher Educators Learning in Professional Communities. Division K–Teaching and Teacher Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 3; 4:05–5:35pm
Chair: Kerry Kathleen Robinson, University of Tennessee Knoxville
18.073-1. A Longitudinal Study of Supplemental Instruction’s Impact on Anatomy and Physiology Course Performance. Division J—Postsecondary Education; Poster Session

Poster:
1. A Longitudinal Study of Supplemental Instruction’s Impact on Anatomy and Physiology Course Performance. Jennifer L. Grimm, Old Dominion University; Tony Perez, Old Dominion University

18.073-2. A Path Analysis of Language Teachers’ Pedagogical Use of Technology. Division J—Postsecondary Education; Poster Session

Poster:
2. A Path Analysis of Language Teachers’ Pedagogical Use of Technology. Haixia Liu, Michigan State University; Dongbo Zhang, Michigan State University; Chin-Hsi Lin, Michigan State University; Babin Zhong, Michigan State University

18.073-3. Antagonism and Allyship: Peer Attitudes Toward Undocumented Students at a Catholic University. Division J—Postsecondary Education; Poster Session

Poster:
3. Antagonism and Allyship: Peer Attitudes Toward Undocumented Students at a Catholic University. Ryan L. Young, University of Iowa; Cassie L. Barnhardt, The University of Iowa; Carson Phillips, The University of Iowa; Gowendolyn Archibald, The University of Iowa; Jessica Kathryn Ezzell Sheets, University of Iowa

18.073-4. College Students’ Political Identity, Fluency, and Campus-Community Partnerships. Division J—Postsecondary Education; Poster Session

Poster:
4. College Students’ Suicide Thoughts and Attempts: An Exploratory Study. Marlena Ballard Coco, Florida Atlantic University; Lynn University; Frankie Santos Laanan, Florida Atlantic University; Malissa Sunan

5. Engineering Political Fluency: Conceptualizing the Political Identity Development of Engineering Majors. Demetri L. Morgan, Loyola University Chicago; Kendrick Davis, University of Pennsylvania

6. Post-Combat Veteran College Students: Issues Influencing Academic Engagement and Success. Sean Berryman, University of Arkansas at Little Rock; Jim Vander Putten, University of Arkansas at Little Rock


18.073-5. Division J Section 1 Poster Session. Division J—Postsecondary Education; Poster Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 2; 4:05—5:35pm

Posters:

9. Exploring Students’ National Identity Through Short-Term Study Abroad Programs: A Postcolonial Hong Kong Perspective. Annie Y.N. Cheng, The Education University of Hong Kong; Elson S.Y. Szeto, The Education University of Hong Kong

10. Measuring the Influence of Racism on the Development of Professional Identity in Graduate Education. Rohl M. Johnson, The Ohio State University—Columbus; Terrell Lamont Strayhorn, The Ohio State University; Meng-Ting Lo, The Ohio State University—Columbus

11. Non—Science Major Undergraduate Students’ Ideas on Socioscientific Issues Through Writing. Changhwan Kim, University of Georgia; Young Ae Kim, University of Georgia—Athens; Deborah J. Tippins, University of Georgia


13. Utilizing Qualitative Data to Design Pragmatic Solutions for Underrepresented Nursing Student Success. Vanessa Bogan Melini, University of Texas Health Science Center at San Antonio; David A. Byrd, Texas A&M University


18.073-6. Evaluating Early Alert Midterm Grade Reports: Quasi-Experimental Evidence From a California Community College. Division J—Postsecondary Education; Poster Session

Poster:
15. Evaluating Early-Alert Midterm Grade Reports: Quasi-Experimental Evidence From a California Community College. Christian Andersen, College of the Sequoias

18.073-7. From Service Member to Student: A Qualitative Examination of Student-Veterans’ Experiences of Campus Safety. Division J—Postsecondary Education; Poster Session

Poster:
16. From Service Member to Student: A Qualitative Examination of Student-Veterans’ Experiences of Campus Safety. Nate Cradit, Michigan State University; Wayne Hutchison, Michigan State University; Mark Hunsaker, Michigan State University

18.073-8. Harvesting the Sun’s Energy, Learning by Doing: Increasing Undergraduate Students’ Confidence, Motivation, and Knowledge Gains. Division J—Postsecondary Education; Poster Session

Poster:
17. Comparing Student Motivation and Performance Between a Flipped and Traditional College Calculus Class. Mariela Janet Rivas, University of California, Irvine; Teomara Rathford, North Carolina State University; Fernando Rodriguez, University of California, Irvine; Mark Warschauer, University of California, Irvine

18.1. Harvesting the Sun’s Energy, Learning by Doing: Increasing Undergraduate Students’ Confidence, Motivation, and Knowledge Gains. Sara Stewart, The University of the West Indies–Mona Campus; Nicole A. Stephenson, University of the West Indies
18.073-9. Adult Literacy Learners. SIG-Adult Literacy and Adult Education; Poster Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 2; 4:05–5:35pm

Posters:
19. Adult Learners’ Background Knowledge: Effect on Reading Comprehension and Item Analysis of Assessments. Amani Talwar, Georgia State University; Daphne Greenberg, Georgia State University; Hongli Li, Georgia State University
20. Where Do We Go From Here? An Interactive Narrative for Adult Literacy Learners. Amy Marcelle Johnson, Arizona State University–Tempe; Elizabeth Tighe, Georgia State University; Matthew Jacovina, Arizona State University–Tempe; Danielle S. McNamara, Arizona State University

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 2; 4:05–5:35pm

Posters:
23. Diversity and Isolation Indicators of Spatial Segregation Within and Across School Districts. Mark Hogrebe, Washington University in St. Louis; William F. Tate, Washington University in St. Louis
24. High School Factors’ Influence on College Selectivity: An Examination of Undermatching in a School District. Shilching Liu, Montgomery County Public Schools; Kecia L. Addison, Montgomery County Public Schools
25. Impact of Comprehensive Student Support on Academic Achievement in Turnaround Schools. Laura M. O’Dwyer, Boston College; Anastasia Raczek, Boston College; Mary Walsh, Boston College; Caroline Vuilleumier, Boston College; Berceen Akbayin-Sahin, College Board; Eric Dearing, Boston College; Erin Sibley, Boston College; Diego Armando Luna Bazaldua, Teachers College, Columbia University
26. Piloting Performance-Based Compensation in Mississippi: Findings on Teacher Mora, District Capacity, and Salary Preference. Kristen Dechert, Mississippi State University; Anne Hierholzer, Mississippi State University
27. Privacy Versus the Integrity of Research and Evaluation in Schools. Glynn Ligon, ESP Solutions Group
28. The Mediation Function of Human Capital in College Enrollment: An Examination of Gender Differences. Mingyung Zheng, University of Nebraska–Lincoln

18.073-11. Immersive Environments for Learning: Student Engagement and Learning in Games and Augmented Reality. SIG-Applied Research in Immersive Environments for Learning; Poster Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 2; 4:05–5:35pm

Posters:
31. Classifying Learning Activities in 3-D, Haptic-Enabled, Virtual Reality Science Instruction Through Students’ Questioning, Rebecca Hite, Texas Tech University; M. Gail Jones, North Carolina State University; Gina Childers, University of North Georgia; Megan Ennes, North Carolina State University; Katherine Chesnutt, North Carolina State University; Mariana Pereyra, North Carolina State University; Emily Cayton, North Carolina State University
32. Design, Development, and Evaluation of the Augmented Reality With Pedagogical Agent (AR-PA) Mobile Learning System on Renewable Energy. Sanghoon Park, University of South Florida; Howard Kaplan, University of South Florida
33. Exploring Student Engagement in an Augmented Reality Game. Nicolaas John VanMeerten, University of Minnesota–Twin Cities; Keisha Varma, University of Minnesota
34. Formative Reflection in Design-Based Research and Development of a Game-Based Virtual Learning Environment. Victoria Sellers, Clemson University; D. Matthew Byer, Clemson University; Catherine Mobley, Clemson University
35. Using Gameplay Data to Examine Learning Behavior Patterns in a Serious Game. Jina Kang, The University of Texas at Austin; Min Liu, The University of Texas at Austin; Wen Qu, The University of Texas at Austin

18.073-12. Special Education Research SIG Poster Session. SIG-Special Education Research; Poster Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 2; 4:05–5:35pm

Posters:
37. Bridging the Gap Between Research and Policy: Fostering Advocacy and Policy Engagement in Special Education. Katharine Shepherd, The University of Vermont; Sarah Nagro, George Mason University; Jane Ellen West, The University of Maryland–College Park; Janewestconsulting, Kimberly Marie Knackstedt, The University of Kansas; Steven Nagy, George Mason University
38. Coaching Parents and Teachers How to Positively Support Individuals With Autism That Present Challenging Behaviors. Fernanda Orsati, Hussman Institute for Autism; Arsema Ghirmai; Colleen George
39. Social Skill Interventions for Culturally and Linguistically Diverse Students With Disabilities. Sunyoung Kim, The University of Alabama; Min-Chi Yan, Northeastern State University–Broken Arrow; Saill S. Kulkarni, California State University–Dominguez Hills
40. The Implementation of Peer Supports in a Work-Based School Setting for Students With Severe Disabilities. Lindsay Athamanah, University of Illinois at Chicago; Lisa S. Cushing, University of Illinois at Chicago
42. Modifications and Accommodations in Classroom Artifacts: A Preliminary Investigation into Changes in Expectations and Quality. Jeanette Joyce, Rutgers University; Judith Harrison, Rutgers University–New Brunswick/Piscataway
43. Psychosocial Health and Well-Being Among Educators Serving Students in Residential Self-Contained Special Education School Settings: A Case Study. Tia Navelene Barnes, University of Delaware; Christina Ciprians, University of Massachusetts–Dartmouth; Lisa Flynn, Yale University; Susan E. Rivers, Yale University
44. Social Validity of a Behavioral Intervention for Children With Autism: A Mixed-Methods Study. Emily Oglivie, Victoria University of Wellington; Matthew T. McCrudden, Victoria University of Wellington

THURSDAY, APRIL 27 ▶ 4:30 PM

Division Sessions

19.010. Division I Executive Committee Meeting. Division I–Education in the Professions; Board Meeting
San Antonio Marriott Riverwalk, Second Floor, Ballroom Level, Milam; 4:30–6:00pm

THURSDAY, APRIL 27 ▶ 6:15 PM

State and Regional Organization Sessions

Grand Hyatt San Antonio, Third Floor, Travis B; 6:15–7:45pm
Chair: Kathleen Taylor Campbell, Southeastern Louisiana University
Participants: Thanh Truc Thi Nguyen, University of Hawai‘i–Mānoa; Michael S. Green, Hudson Valley Community College; Harry L. Bowman, Council on Occupational Education; John M. Enger, Nova Southeastern University; Keith M. Kerchner, Research and Evaluation International
THURSDAY, APRIL 27 6:30 PM

Opening Plenary

21.010. The Challenges of Higher Education in a Diverse and Divergent World. AERA Sessions; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, Stars at Night Ballroom 1; 6:30–8:00pm
Chair: Vivian L. Gadsden, University of Pennsylvania
Speakers: Jonathan Jansen, University of the Free State; Cynthia Teniente-Matson, Texas A&M University San Antonio; Michael A. Olivas, University of Houston
Moderator: Katherine Mangen, The Chronicle of Higher Education

THURSDAY, APRIL 27 8:00 PM

AERA Sessions

22.010. AERA Fiesta! AERA Sessions; Reception
Henry B. Gonzalez Convention Center, River Level, The Grotto; 8:00–10:00pm

FRIDAY, APRIL 28

AERA Related Activities

23.010. AERA Undergraduate Student Education Research Training Workshop and Breakfast: Closed Session. AERA Related Activities; Invited Speaker Session
San Antonio Marriott Rivercenter, Third Floor, Conference Room 9; 7:00am–12:00pm
Chair: George L. Wimberly, American Educational Research Association

23.011. AERA Welcoming Orientation for New Members and First-Time Attendees. AERA Sessions; Invited Speaker Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 220–Cantilever; 7:00–8:00am
Chairs: Felice J. Levine, American Educational Research Association; Vivian L. Gadsden, University of Pennsylvania; Deborah Loewenberg Bal, University of Michigan–Ann Arbor

FRIDAY, APRIL 28 8:00 AM

Professional Development Courses

24.010. PDC12: Advanced Meta-Analysis. Professional Development and Training Committee; Professional Development Course
San Antonio Marriott Riverwalk, Second Floor, Ballroom Level, Alamo Ballroom Salon D; 8:00am–3:45pm
Instructors: Terri D. Pigott, Loyola University Chicago; Joshua R. Polanin, Development Services Group; Ryan Williams, American Institutes for Research; Ariel M. Aloe, University of Iowa

San Antonio Marriott Riverwalk, Second Floor, Ballroom Level, Alamo Ballroom Salon A; 8:00am–12:00pm
Instructors: David M. Fetterman, Fetterman and Associates; Jason Ravitz, Google Inc

24.012. PDC14: Strategies for Sharing Your Research. Professional Development and Training Committee; Professional Development Course
San Antonio Marriott Riverwalk, Second Floor, Ballroom Level, Alamo Ballroom Salon C; 8:00am–12:00pm
Instructor: Jenny Grant Rankin, University of Cambridge

24.013. PDC15: Using R Software for Item Response Theory (IRT) Model Calibrations. Professional Development and Training Committee; Professional Development Course
San Antonio Marriott Riverwalk, Second Floor, Ballroom Level, Alamo Ballroom Salon E; 8:00am–12:00pm
Instructors: Ki Matlock Cole, Oklahoma State University; Insu Paek, Florida State University; Taeyoung Kim, University at Buffalo–SUNY

FRIDAY, APRIL 28 8:15 AM

Professional Development Courses

25.010. PDC11: Researchers’ Learning Exchange: Interrogating Research Through Historical and Socio-Cultural Lenses (Day 2). Professional Development and Training Committee; Professional Development Course
San Antonio Marriott Rivercenter, Third Floor, Grand Ballroom Salon G; 8:15am–3:45pm
Instructors: Lynda Tredway, Institute for Educational Leadership; Miguel Angel Guajardo, Texas State University–San Marcos; Francisco Guajardo, The University of Texas at Rio Grande Valley; Matthew C. Militello, East Carolina University; Gretchen Givens Generett, Duquesne University; Christopher A. Janson, University of North Florida

Governance Meetings and Events

25.001. AERA SIG Leadership Orientation: Session 1. AERA Governance; Governance Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 218; 8:15–9:45am

25.002. AERA Fellows Breakfast: Invitation Only. AERA Related Activities; Governance Session
Henry B. Gonzalez Convention Center, River Level, Room 4; 8:15–9:45am
Chair: Diana Pullin, Boston College

25.003. AERA Web Content Management System Training for Division and SIG Web Managers: Session 1. AERA Related Activities; Workshop
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 216 B; 8:15–9:45am
San Antonio Marriott Rivercenter, Third Floor, Conference Room 17; 8:15–9:45am
Chair: Jess Renee Weiler, Western Carolina University
Participants: Colleen A. Capper, University of Wisconsin–Madison; Elise M. Pratt, University of Wisconsin–Milwaukee
Discussant: Betty M. Merchant, The University of Texas at San Antonio

25.005. An Informal Conversation on Racial Conciliation and the Role of Education and Schooling. Graduate Student Council; Invited Speaker Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 221 A&B; 8:15–9:45am
Chair: Keisha L. Siriboe, The University of Hong Kong
Speaker: Jabari Mahiri, University of California, Berkeley

25.006. Committee on Scholars and Advocates for Gender Equity: Open Meeting and Breakout Session. Committee on Scholars and Advocates for Gender Equity in Education; Business Meeting
Henry B. Gonzalez Convention Center, Ballroom Level, 301 A&B; 8:15–9:45am
Chairs: Karen L. Graves, Denison University; Ana M. Martinez-Aleman, Boston College
Participants: Engaging Gender Issues in the International Context: A Fireside Chat With Mary Ann Danowitz. Mary Ann Danowitz Sagaria, University of Denver

25.007. Division C Fireside Chat: Navigating the Academic Job: Perspectives From Deans, Late-Career Faculty, and New Faculty at Varying Universities. Graduate Student Council; Invited Speaker Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 A; 8:15–9:45am
Chairs: Jennifer Jackson Whitley, University of Georgia–Athens; Jon Margerum-Leys, Oakland University
Participants: Jon Margerum-Leys, Oakland University; Danielle T. Ligocki, Oakland University; Emery Marc Petchauer, Michigan State University; Kevin Lawrence Henry, University of Arizona; Jill P. Koyama, The University of Arizona; Ronald W. Marx, The University of Arizona; John E. Jacobson, Ball State University; Patricia Clark, Ball State University; Kristin Cipollone, Ball State University; Donna E. Alvermann, University of Georgia–Athens; Stephanie Anne Shelton, The University of Alabama

Division Sessions

25.008. Division A Graduate Student Research Dialogic Forum. Division A–Administration; Graduate Student Seminar
Grand Hyatt San Antonio, Third Floor, Independence; 8:15–9:45am

25.009. Interactions Between School Leaders and Teachers and Impact on Improvement. Division A–Administration; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 215; 8:15–10:15am
Chair: Timothy G. Ford, University of Oklahoma
Participants: Building Science Leadership: An Examination of Teacher and Administrator Perspectives on Science Education. Ashley Chiu, Museum of Science and Industry—Chicago; C. Aaron Price, Museum of Science and Industry—Chicago; Elise Ornahim, Museum of Science and Industry—Chicago
STEAM Education, College Readiness, and Policy Hopes of Urban Schools: Teachers and Administrators as Implementers. Victoria Christine Rodriguez, Stanford University School of Education; Xavier J. Monroe, Stanford University

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 C; 8:15–9:45am
Chairs: Abigail Gray, University of Pennsylvania; Tonya E. Wolford, School District of Philadelphia
Suspension Profiles: Findings From a Cluster Analysis of School Disciplinary Practices. Philip M. Sirinides, University of Pennsylvania; Abigail Gray, University of Pennsylvania; Tesla DuBois, University of Pennsylvania
School Profiles in Context: Findings From an In-Depth Study of Suspension in Philadelphia. Ryan Fink, University of Pennsylvania; Abigail Gray, University of Pennsylvania; Katrina Morrison, University of Pennsylvania; Kirsten Lee Hill, University of Pennsylvania

25.011. Curriculum Paradigms, Perspectives, and Possibilities in Asia. Division B–Curriculum Studies; Invited Speaker Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 B; 8:15–10:15am
Chair: Ming Fang He, Georgia Southern University
Participants: Curriculum Paradigms, Perspectives, and Possibilities in China. Min Yu, Wayne State University; Mengzhao Xiao, Faculty of Education, Northwest Normal University; Zeyuan Yu, Southwest University, Chongqing, China; Jian Wang, Northwest Normal University, Lanzhou, China; Meng Deng, Beijing Normal University, Beijing, China
Curriculum Paradigms, Perspectives, and Possibilities in Hong Kong. John Chi Kin Lee, The Hong Kong Institute of Education; Angel Mei Yi Lin, University of Hong Kong
Curriculum Paradigms, Perspectives, and Possibilities in Korea. Yoonjung Choi, Ewha Womans University
Curriculum Paradigms, Perspectives, and Possibilities in Indonesia. Dinny Risi Altheia, Yale University
Curriculum Paradigms, Perspectives, and Possibilities in Singapore. Ghim Lian Phyllis Chew, National Institute of Education, Nanyang Technological University, Singapore
Curriculum Paradigms, Perspectives, and Possibilities in Japan. Jason Goulah, DePaul University; Namrata Sharma, SONY–College of Osogbo
Curriculum Paradigms, Perspectives, and Possibilities in India. Nina Asher, University of Minnesota–Twin Cities; Suniti Sharma, Saint Joseph’s University
Curriculum Paradigms, Perspectives, and Possibilities in Vietnam. Le Van Canh, Hanoi National University
Discussants: John Chi Kin Lee, The Hong Kong Institute of Education; William (Bill) H. Schubert, University of Illinois at Chicago
Henry B. Gonzalez Convention Center, Ballroom Level, Room 303 C; 8:15–9:45am
Chair: Sabrina Nicole Ross-Griffin, Georgia Southern University
Participants:
Transforming Teacher Education Through Emancipatory Forms of Hip-Hop Culture. Bradley J. Portillo, California State University–East Bay
Teaching Disney in the Age of Perpetual, Disposable Consumption. William M. Reynolds, Georgia Southern University
Rupturing the Status Quo of Instruction: Lines of Flight in First-Year Teaching. Kathryn Jill Strom, California State University–East Bay; Adrian D. Martin, New Jersey City University; Charity Mack Dacey, Montclair State University
Developing Our Collective Capacity to Resist “New Professionalism.” Linda Whalen Abrams, Montclair State University
Discussants: Christine E. Sleeter, California State University–Monterey Bay; Peter L. McLaren, Chapman University

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 C; 8:15–10:15am
Chair: Thomas S. Popkewitz, University of Wisconsin
Participants:
Schooling That “Saves”: The Emergence of Literacy as Secular Salvation in Colonial Kenya. Christopher Mark Kirchgasler, University of Wisconsin–Madison
Exceptionalism, Immigration, and Democratic Citizenship: What the Law Reveals and Sustains. Brenda Nyandike Sanya, University of Illinois at Urbana-Champaign
On the Limits of Democracy: Krishnalal Shridharani’s War Without Violence and Its Significance to the Black Left of the 1940s. Malathi Michelle Iyengar, University of California, San Diego
Adapting Science Education for Everyday Needs: The Production of Pathologized Populations. Kathryn Lewkowicz Kirchgasler, University of Wisconsin–Madison
Discussant: Daniel Friedrich, Teachers College, Columbia University

25.014. CS4All, but Why? Exploring How Different Visions, Motivations, and Ideologies of Computer Science Education Impact Implementation Contexts. Division C–Learning and Instruction; Structured Poster Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 221 C; 8:15–10:15am
Chair: Leigh Ann DeLyser, New York University
Participants:
1. Visions of Computer Science Education at Coding Boot Camps and University Classrooms. Louise Ann Lyon, ETR; William Quinn Burke, College of Charleston; Jim Dennen, Education, Training, and Research Associates; Jim Bowring, College of Charleston
2. We Are the Earth: Ancestral Computing for Sustainability. Ceeponcachitl Dianna Moreno Sandoval, Arizona State University
3. Analyzing the Impact of Teacher Perceptions of Computer Science on Computer Science Certification Success. Carol Fletcher, The University of Texas at Austin; Lisa Garbrecht, The University of Texas at Austin; Wesley Monroe, The University of Texas at Austin; Carol Ramsey, The University of Texas at Austin; Joyce R. Warner, The University of Texas at Austin
4. Including Students With Disabilities in CS for All: Research Findings and Implications for Practice. Maya Israel, University of Illinois at Urbana-Champaign; Quentin Werfel; Moon Y. Chung, University of Illinois at Urbana-Champaign; Saadadine S. Shehah, University of Illinois at Urbana-Champaign
5. Examining CS4All Principals and Their Visions for Content-Specific Leadership for Computer Science Education. Kenneth E. Graves, Teachers College, Columbia University; Alex J. Bowers, Teachers College, Columbia University
7. Blocks-Based Programming and Preparation for Future Computer Science Learning. David Weintrop, University of Chicago; Uri J. Wilensky, Northwestern University
8. CSed Visions: A Framework for Considering the Underlying Rationales for and Purposes of Computer Science Education. Sara Vogel, The City University of New York; Raft Santo, Indiana University–Bloomington; Dixie Ching, New York University
Discussant: Christopher Hoadley, New York University

25.015. Improving the Evaluation and Scalability of Social Psychological Interventions in Schools. Division C–Learning and Instruction; Cosponsored with SIG-Motivation in Education; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 208; 8:15–9:45am
Chair: Joseph Thomas Powers, Stanford University
Participants:
Developing, Testing, and Scaling Up Psychological Interventions Through Networked Improvement Communities. Kenn E. Barron, James Madison University; Chris S. Hullemen, University of Virginia; Thomas Hartka, James Madison University; R. Bryce Inouye, Commonwealth Computer Research Inc.
Can We Change the Mindsets of a Nation? Evidence From the National Mindset Study. David Scott Yeager, Stanford University; Paul Hanseman, The University of Texas at Austin; Chris S. Hullemen, University of Virginia; Elizabeth Tipton, Teachers College, Columbia University
Revising the Scarlet Letter of Probation: Reframing Institutional Communications Reduces Stigma and Improves Student Outcomes. Shannon Brady, Stanford University; Geoffrey L. Cohen, Stanford University; Gregory Mariotti Walton, Stanford University
The Joint Influence of Convention and Evidence Among Education Researchers. Joseph Thomas Powers, Stanford University; David Yeager, The University of Texas at Austin; Geoffrey L. Cohen, Stanford University
Discussant: Max Mcgee, Palo Alto Unified School District

25.016. Motivation and Engagement in Literacy. Division C–Learning and Instruction; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 209; 8:15–9:45am
Chair: Qizhen Dong, University of Nebraska–Lincoln
Participants:
Research Tools as Opportunities for Educational Equity: Validating the Motivation to Read Survey in Chile. Pelusa Orellana, Universidad de los Andes; Mariana Navarro, Universidad de los Andes; Paul Baldwin, Universidad de los Andes
Motivating Literacy: Teachers’ Beliefs and Practices in a Secondary Intervention Setting. Susan Cantrell, University of Kentucky; Margaret Rintamaka, University of Kentucky
Student Perceptions of Teacher and Peer Enthusiasm for Writing, Writing Attitudes, and Writing Self-Regulation: A Mixed-Methods Study. Sharon Zambrunn, Virginia Commonwealth University; Sarah Anne Marrs, Virginia Commonwealth University; Lisa Jackson, Virginia Commonwealth University; Michael Broda, Virginia Commonwealth University; Eric Ekholm, Virginia Commonwealth University; Morgan DeBusk-Lane, Pennsylvania State System of Higher Education
Elementary Students’ Attitudes Toward Digital Literacy Practices: A National Survey in Korea. Byeon-Young Cho, University of Pittsburgh; Hyounjin Ok, Korea Institute for Curriculum and Evaluation; Jong-Yun Hyounjin; Ji-Youn Kim, Myongji University; Insuk Kim, Korea Institute for Curriculum and Evaluation
Increasing Children’s Engagement in Recreational Reading. Margaret Kristin Mergo, Murdoch University
Discussant: Dale H. Schunk, University of North Carolina–Greensboro

25.017. Supporting Spatial Thinking to Enhance STEM Learning. Division C–Learning and Instruction; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 210 A; 8:15–9:45am
Chair: Bob Kolvoord, James Madison University
25.018. Advanced Analysis and Inference Issues. Division D–Measurement and Research Methodology; Paper Session

Participants:
- Henry B. Gonzalez Convention Center, Center, River Level, Room 7A; 8:15–10:15am
- Chair: Melissa D. Barnett, Massachusetts Institute of Technology

**Participants:**
- Evaluation of Covariate Selection in Propensity Score Analysis. Akihito Kamata, Southern Methodist University; Patrick Lan, Southern Methodist University; Elisa Gallegos, Southern Methodist University
- Teaching Neural Networks to Estimate Propensity Scores. Zachary Kendall Collier, University of Florida; Walter L. Leite, University of Florida
- Optimal Design in Cluster-Randomized Trials of Cross-Level Mediation. Zuchao Shen, University of Cincinnati; Benjamin Kelcey, University of Cincinnati; Kyle T. Cox, University of Cincinnati; Jiaa Zhang, University of Cincinnati
- Three-Level Longitudinal Mediation With Nested Units: How Does an Upper Level Predictor Influence a Lower Level Outcome via an Upper Level Mediator Over Time? Qian Zhang, Florida State University
- TIMSS (Trends in International Mathematics and Science Study) Student and Teacher Variables Through Machine Learning: Focusing on Korean Fourth Graders’ Mathematics Achievement. Jin Eun Yoo, Korea National University of Education

25.019. Academic Engagement, Achievement, and Risk in Adolescence: School, Family, and Peer Predictors. Division E–Counseling and Human Development; Paper Session

Participants:
- Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 A; 8:15–9:45am
- Chair: Eric Buhs, University of Nebraska–Lincoln

**Participants:**
- Permanently Low Science Achievement in U.S. Schools: Multivariate Longitudinal Trajectories and Early Risk Factors. Paul L. Morgan, The Pennsylvania State University; George Parkas, University of California, Irvine; Yoonkyung Oh, The Pennsylvania State University; Marianne Hillemeier, The Pennsylvania State University; Steven M. Weisberg, The Pennsylvania State University
- Peer Norms as a Predictor of Academic Achievement: An Ecological Perspective. Carmen Angelica Carrion, Georgia State University; Sarah Elizabeth Kiperman, Georgia State University; Audrey J. Leroux, Georgia State University
- Parental Well-Being as a Mediator of Adversity: Parenting Stress and Adolescents’ Academic Engagement. Michelle V. Porche, Boston University; Jingtong Pan, Tufts University; Jonathan Zaff, America’s Promise Alliance; Elana R. McDermott, Tufts University
- School Connection, Adult Support, and Substance Use Among LGB Adolescents in California Public Schools. Kris M. De Pedro, Chapman University
- Social Development and Educational Aspirations Among Abused and Nonabused Adolescents. Mary A. Hershberger, The University of New Mexico; Martin H. Jones, University of New Mexico

25.020. Lifelong Historians: The Intersection of the Personal and Professional. Division F–History and Historiography; Invited Speaker Session

Participants:
- Henry B. Gonzalez Convention Center, Meeting Room Level, Room 205; 8:15–10:15am
- Chair: Vanessa Siddle-Walker, Emory University

**Participants:**
- “Can I Say They’re More Vibrant?” Gender and Literacy in Gendered English Classes. Christopher Parsons, University of Michigan
- “I Don’t Think Books Can Be Girly or Boy-e’y”: Adolescent Boys’ Gendered Notions of Reading. Megan Manson-Warren, The University of Vermont

25.021. Adolescent Male Students and Their Negotiation of Patriarchal Privilege Across Literacies and Literary Contexts. Division G–Social Context of Education; Symposium

Participants:
- Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon F; 8:15–9:45am
- Chair: Marcella M. Haddix, Syracuse University

**Participants:**
- The Stories They Tell: Mainstream Media, Pedagogies of Healing, and Critical Media Literacy in the Wake of Racial Violence. April Baker-Bell, Michigan State University
- Saying Her Name as Critical Demand: English Education in the Age of Erasure. Tamara T. Butler, Michigan State University
- Black/Latinx Solidarity in Response to Racial Violence: Implications for Culturally Sustaining Pedagogies of Language. Danny C. Martinez, University of California, Davis
- Where Do We Go From Here? Embracing the Radical Imagination of Critical Race English Education. Lamar L. Johnson, Michigan State University

**Discussant:** Marcella M. Haddix, Syracuse University


Participants:
- Grand Hyatt San Antonio, Third Floor, Bonham C; 8:15–9:45am
- Chair: Irenka Dominguez-Pareto, University of California, Davis

**Participants:**
- The Effects of School Choice on Parent Involvement for Latino Students. Wes Logan Edwards, The University of Texas at Austin; Eliza Epstein, The University of Texas at Austin; Michael R. Scott, The University of Texas at Austin
- Parental Involvement in High-Choice Inner-City Settings: A Mixed-Methods Comparison of Charter and Public Schools in Detroit. Daniel Hamlin, University of Toronto–OISE
- Parenting While Black: Strategic School Choice as an Act of Parental Racial Protectionism. Jada A. Phelps-Moultrie, Portland State University
- When There Is No Choice: Family Resource Centers and Advocacy Training for Spanish-Speaking Families With Children With Disabilities in Northern California. April Baker-Bell, Michigan State University

**Discussant:** Marcella M. Haddix, Syracuse University


Participants:
- Grand Hyatt San Antonio, Second Floor, Bonham C; 8:15–9:45am
- Chair: Irenka Dominguez-Pareto, University of California, Davis

**Participants:**
- The Effects of School Choice on Parent Involvement for Latino Students. Wes Logan Edwards, The University of Texas at Austin; Eliza Epstein, The University of Texas at Austin; Michael R. Scott, The University of Texas at Austin
- Parental Involvement in High-Choice Inner-City Settings: A Mixed-Methods Comparison of Charter and Public Schools in Detroit. Daniel Hamlin, University of Toronto–OISE
- Parenting While Black: Strategic School Choice as an Act of Parental Racial Protectionism. Jada A. Phelps-Moultrie, Portland State University
- When There Is No Choice: Family Resource Centers and Advocacy Training for Spanish-Speaking Families With Children With Disabilities in Northern California. April Baker-Bell, Michigan State University
- Parental Involvement in High-Choice Inner-City Settings: A Mixed-Methods Comparison of Charter and Public Schools in Detroit. Daniel Hamlin, University of Toronto–OISE

**Discussant:** Marcella M. Haddix, Syracuse University
Henry B. Gonzalez Convention Center, River Level, Room 7B; 8:15–9:45am
Chair: Scott Norton, Council of Chief State School Officers
Participants:
An Example Next-Generation Alignment Methodology for Next-Generation Tests: Rationale, Developmental Process, Lessons Learned. Brian Gong, Center for Assessment
Evaluating the Evaluation: What Worked and Didn’t Work in the New Alignment Methodology? Morgan S. Polkoff, University of Southern California
Implementing Lessons Learned From the First Administration of the High-Quality Assessment Evaluation Methodology. Hillary R. Michaels, Human Resources Research Organization
Setting Quality Benchmarks for Next-Generation Assessments: Lessons Learned in Assessing Deeper Learning. Joan L. Herman, University of California, Los Angeles
Discussant: Scott Norton, Council of Chief State School Officers

25.025. Leadership and Scholarship Development Across the Professions. Division I–Education in the Professions; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 213 B; 8:15–10:15am
Chair: Monica M. Cuddy, National Board of Medical Examiners
Participants:
Lead to Learn: Effects of Vertical and Shared Leadership on Learning in University Teacher Teams. Mieke Koeslag, Zuyd University of Applied Sciences; Piet Van den Boshce, Maastricht University; Marcel Van der Klink, Zuyd University of Applied Sciences; Win H. Gijselaers, Maastricht University
Measuring Leader Development in the Army Profession: An Exploratory Study. Robert R. Kaiser, United States Army, Lydia Yang Yang, Kansas State University
Work in Progress: Toward a Progression Model of Competence-Based Employability. Dominik Emanuel Froehlich, University of Vienna; Mingyang Liu, University of Toledo; Beatrice Van der Heijden
Discussant: Larry D. Gruppen, University of Michigan–Ann Arbor

25.026. Assessment and Accountability in Teacher Education Systems: Four Nations, Four Cases. Division K–Teaching and Teacher Education; Symposium
Grand Hyatt San Antonio, Fourth Floor, Republic A; 8:15–9:45am
Chair: Kari Smith, Norwegian University of Science and Technology
Participants:
Teacher Education in Scotland: More Than a Question of Values? Louise Hayward, University of Glasgow
Accountability in Teacher Education in Norway: A Case of Mistrust and Trust. Kari Smith, Norwegian University of Science and Technology
Understanding Policy to Turn Knowledge Into Action for Teacher Educators: An Australian Perspective. Simone Jane White, Monash University
Framing Accountability in Teacher Education: The U.S. Case and Its Implications. Marilyn Cochran-Smith, Boston College
Discussant: Lily Orland-Barak, University of Haifa

25.027. Frameworks for Self-Reflection: Emerging Teacher Identities. Division K–Teaching and Teacher Education; Paper Session
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon D; 8:15–9:45am
Chair: Larry C. Bryant, University of North Texas–Dallas
Participants:
Illuminating Teacher Educator Identities: A Heuristic. Kate R. Johnson, Brigham Young University; Alisa Claire Belliston, University of Wisconsin–Madison
Teacher Educator Identity Development: Emotional Enactment and Engagement in Preparing Teachers for Diverse Students. Jessica Tobin, University of Minnesota–Twin Cities
The Principled Practice of a Teacher Educator of Color: Journey of a Rose That Grew in Concrete. Maria del Carmen Salazar, University of Denver
Unstable Ground: Teacher Educators as Experiential Pioneers. Jocelyn A. Glazier, University of North Carolina–Chapel Hill; Cheryl Mason Bolick, University of North Carolina–Chapel Hill; Christophe Stutta, University of North Carolina–Chapel Hill
Discussant: Melissa C. Gilbert, Stanford University

25.028. Innovative Teacher Education Program Designs. Division K–Teaching and Teacher Education; Paper Session
Grand Hyatt San Antonio, Second Floor, Bowie B; 8:15–10:15am
Chair: Daisy Indira Collins, Missouri State University
Participants:
Future Teachers’ Concerns in Undergraduate Studies: “What If I Can’t Teach It?” Susan M. Tracc, California State University–Fresno; Christian Wandel, California State University–Fresno; Lisa H. Bennett, California State University–Fresno; Cathy Von, California State University–Fresno; Frederick Nelson, California State University–Fresno; Steven Hart, California State University–Fresno
It Is Not Just Modeling: Co-Designing Anti-Oppressive Practice With Preservice Teachers. Mary Rose Kelly, University of Colorado–Boulder; Emily Claire Price, University of Colorado–Boulder
Linguistically Responsive Teaching in Content Classrooms: e-Learning Module for Preservice Teachers’ Professional Competency Development. Svenja Hammer, University of Lüneburg; Lisa Otto, University of Paderborn; Timo Ehmk, Leuphana University–Lüneburg
Toward a Critical Transformative Teacher Education: Thinking With/ Through Bourdieu’s Social Field Theory. Jennifer A. Tupper, University of Regina; Kathleen Theresa Nolan, University of Regina
Focus on Equity: Preparing Preservice Teachers Through Dialogue Across Distance and Difference. Amy Dawrow, Kent State University–Stark; Jacquelyn Sue Sweeney, Arizona State University
Discussant: Debra J. Coffey, University of Delaware

25.029. Learning to Teach Mathematics in Bilingual Classrooms: Considering Preservice Teachers’ Past, Present, and Future Experiences. Division K–Teaching and Teacher Education; Symposium
Grand Hyatt San Antonio, Second Floor, Mission A; 8:15–9:45am
Chair: José Manuel Martínez, Michigan State University
Participants:
A Literature Review on Preservice Teacher Preparation to Teach Mathematics in Bilingual Classrooms. Yue Bian, Michigan State University; José Manuel Martínez, Michigan State University
In Preservice Teachers’ Own Voices: Bilinguals’ Lessons for Mathematics Teacher Preparation Programs. Gladys Krause, The University of Texas at Austin
Limiting Preservice Teachers’ English Use to Reveal the Role of Language in Mathematics Learning. Frances Harper, Michigan State University
A Future Learning Perspective on Preservice Teachers’ Preparation to Teach Mathematics in Bilingual Classrooms. José Manuel Martínez, Michigan State University
Discussant: Sandra M. Crespo, Michigan State University

25.030. Pedagogical Practices in English Language Arts. Division K–Teaching and Teacher Education; Paper Session
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon C; 8:15–10:15am
Chair: Mauricio Cadavid, California State University–San Bernardino
Participants:
“The Aha’s’ Only Come as You Teach It”: Learning Through Teaching a Concurrent Enrollable Composition Course. Cornelia Anne Kirkling, University of Washington
From Units to Projects: Designing and Implementing Project-Based Learning in High School Language Arts. Alison Gould Boardman, University of Colorado–Boulder; Joseph L. Polman, University of Colorado–Boulder; Bridget Dalton, University of Colorado–Boulder; Karla Scornavacca, University of Colorado–Boulder
How Do Middle-Grades Teachers Leverage Specialized Knowledge of Reader-Text Interactions to Provide Effective, Equitable Reading
25.031. Preparing Future Educators to Teach for “Deeper Learning”: Lessons From Seven Promising Preparation Programs. Division K–Teaching and Teacher Education; Symposium
Henry B. Gonzalez Convention Center, Ballroom Level, Room 302 C; 8:15–10:15am
Chair: Linda Darling-Hammond, Stanford University
Participants:
- University of Colorado–Boulder: Teaching for Deeper Learning Is Teaching for Social Justice, Jennie Oakes, University of California, Los Angeles; Channa M. Cook, Stanford University
- Bank Street College of Education: A Living Laboratory for Deeper Learning, Anne Poledsky, Learning Policy Institute; Linda Darling-Hammond, Stanford University
- Alverno College and Montclair State University: Building a Culture of Deeper Learning, Maria E. Hyle, Learning Policy Institute; Anne Poledsky, Learning Policy Institute; Akeelah Harrell, Learning Policy Institute
- San Francisco Teacher Residency and Trinity University: Teaching for Deeper Learning Through an Equity Perspective, Roneta Gula, Learning Policy Institute; Tara Elizabeth Kini, Learning Policy Institute
- High Tech High’s District Intern Program: Preparing Teachers for Deeper Learning Through an Alternative Route, Charmaine Mercer, Self-employed; Akeelah Harrell, Learning Policy Institute
Discusants: Gloria J. Ludden-Billing, University of Wisconsin–Madison; Angela Valenzuela, The University of Texas at Austin

25.032. Rethinking Discipline and Incarceration: Examining Systemic and Pragmatic Issues That Limit and Promote Positive School and Community Climates. Division K–Teaching and Teacher Education; Invited Speaker Session
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon A; 8:15–10:15am
Chairs: Jim L. Hollar, Alverno College; Kristine Pytash, Kent State University
Participants:
- School-to-Prison Pipeline: Framing Considerations, Kenneth James Fasching-Brown, Louisiana State University; Karen Bennett-Haron, Las Vegas Justice Court; Lori Latrice Martin, Louisiana State University
- Special Education and Discipline (Over)Representation, Gifted (Under)Representation for Students of Color, Donna Y. Ford, Vanderbilt University
- Reexamining Literacy and Its Relationship to Mass Incarceration, David E. Kirkland, New York University
- Demanding the Impossible: School and Family Considerations of the School-to-Prison Pipeline, William C. Ayers, University of Illinois at Chicago; Crystal T. Laura, Chicago State University
Discusants: Christine Clark, University of Nevada–Las Vegas

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 216 A; 8:15–9:45am
Chair: Whitney A. LeBoeuf, University of Pennsylvania
Participants:
- The Multisite Findings of the Impact of Assisted Housing on Educational Well-Being, Whitney A. LeBoeuf, University of Pennsylvania; Katie Barghaus, University of Pennsylvania; Cassandra Henderson, University of Pennsylvania; Dennis P. Calhane, University of Pennsylvania
- Accounting for School Moves to Help Understand the Impact of Assisted Housing in New York City, Eileen Johns, NYC Office of Deputy Mayor for Health and Human Services; Andy Martens, NYC Office of Deputy Mayor for Health and Human Services; Maryanne Schretzman, NYC Office of Deputy Mayor for Health and Human Services
- The Influence of School Quality on the Impact of Assisted Housing in Milwaukee, Robert H. Meyer, Education Analytics; Grant Sim, Wisconsin Center for Education Research; Katev Akram, Wisconsin Center for Education Research
- The Effect of Assisted Housing on Residential and School Instability in Washington State, Deleena Patton, Washington State Department of Social and Health Services; Jim Mayfield, Washington State Department of Social and Health Services

25.034. Issues With the Design and Implementation of Test-Based Accountability Policies. Division L–Educational Policies and Politics; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 6D; 8:15–9:45am
Chair: Dorothea M. Anagnostopoulos, The University of Connecticut
Participants:
- How Do Teachers Change the Distribution of Their Classroom’s Achievement? Katerina Schenke, University of California, Los Angeles; Megan Kuhfeld, The University of Texas at Austin; Li Cai, University of California, Los Angeles
- Moving Beyond Means: Revealing Features of the Learning Environment by Investigating Consensus Among Student Ratings, Jonathan Schweig, The RAND Corporation; Jose Felipe Martinez, University of California, Los Angeles; Meredith Langi, University of California, Los Angeles
- Preemption in the Face of Shifting Dilemmas: Comparing Two Accountability Policies at Adams School, Debbie Kim, Northwestern University
- The Failure to Account for Structural Factors Within Educational Policy: Evaluating Teachers on the Basis of Value-Added Scores, Dara Renee Shiffer, Portland State University
Discusants: Andrew Saultz, Miami University–Oxford; Jackieung Lee, University at Buffalo–SUNY

25.035. The Role of Networks and Social Capital Within and Beyond Organizations in Implementation and Scaling Up. Division L–Educational Policies and Politics; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 207 B; 8:15–10:15am
Chair: Megan Hopkins, University of California, San Diego
Participants:
- Cross-Institutional Organizational Learning in a Network Linking Middle Schools and After-School Program Providers, Kimberly Bess, Vanderbilt University; Charrise Hallingworth, Vanderbilt University–Peabody College; Adele Malpert, Vanderbilt University–Peabody College
- How Ideas Spread: Establishing a Networked Improvement Community, Marisa A. Cannata, Vanderbilt University; Stephanie Brown, Florida State University; Ela Joshi, Vanderbilt University; Christopher Redding, Vanderbilt University–Peabody College; Stacey A. Ratledge, Florida State University
- The Role of Physical Proximity in Work-Related Social Ties Among School Staff, Matthew A. Shirrell, The George Washington University; James P. Spillane, Northwestern University; Tracy Sweet, University of Maryland–College Park
- Coaching “Tight and Loose”: Intermediating the Politics of Professionalism in School District Reform, Sarah Hilary Galey, Michigan State University
Discusants: Andrew Saultz, Miami University–Oxford; Ebony N. Bridwell-Mitchell, Harvard University

25.036. Undertheorized and Understudied: New Directions in the Research of Educational Inequality. Division L–Educational Policies and Politics; Paper Session
Henry B. Gonzalez Convention Center, Ballroom Level, Room 301 C; 8:15–9:45am
Chair: Q. Tien Le, University of Southern California
Participants:
Take Care When Cutting: Five Approaches to Disaggregating Data on Rural Schools. Michael Thiry, University of Oregon; Paul T. Beach, Educational Policy Improvement Center; Charles R. Martínez, University of Oregon; Keith L. Hollenbeck, University of Oregon

Does It Matter Which Parent Is Migrating? Parental Absence, Parenting, and Adolescent Development. Ying Xu, University of California, Irvine; Di Xu, University of California, Irvine; Yehui Lao, South China Normal University; Mark Warschauer, University of California, Irvine


I Grew Up, I Was Still Small: Experiences Before and After Juvenile Corrections in South Africa. Kristin Marie Murphy, University of Massachusetts—Boston; Joseph C. Gagnon, University of Florida; Sheryl Howie, University of Florida

Stumbling in the Dark: Principal Sensemaking of Positive Behavior Interventions and Supports Policy and Practice in Racially Diverse Schools. Marcia Faye Carmichael-Murphy, Jefferson County Public Schools; Erica Young; Bradley W. Carpenter, The University of Houston

Discussant: Catherine C. DiMartino, St. John's University

SIG Sessions

25.037. Increasing Our Understanding of Classroom Assessment. SIG-Classroom Assessment; Paper Session

Henry B. Gonzalez Convention Center, River Level, Room 7D; 8:15–9:45am
Chair: Rebecca S. New, University of North Carolina–Chapel Hill

Participants:
- Personalized Feedback and Annotated Exemplars in the Writing Classroom: An Experimental Study In Situ. Donna Price, University of Otago; David A.G. Berg, University of Otago; Jeffrey K. Smith, University of Otago
- Examining Variability in Teachers’ Approaches to Classroom Assessment: A Latent Class Analysis Study. Christopher DeLuca, Queen’s University–Kingston; Andrew Coombs, Queen’s University–Kingston; Danielle LaPointe, Queen’s University; Agnieszka Chalas, Queen’s University
- Not All Finns Think Alike: Varying Views of Assessment in Finland. Ashleigh Feell Franco, Johns Hopkins University; Cameron S. White, University of Houston

New Frontiers of Assessment Using a Disciplinary Literacy Approach: Perspectives From Teachers. Jeanne Sinclair, University of Toronto; Eunice Eunhee Jang, University of Toronto; Saskia Stille, York University; Gina Park, University of Toronto

Using Anonymous Peer and Expert Reviews to Support Middle School Students in Building Science Knowledge. Sania Zahra Zaidi, University of Illinois Chicago

Discussant: Thomas R. Guskey, University of Kentucky

25.038. Technology as a Mechanism for Supporting Learning, Motivation, Identity, and Social Interaction. SIG-Computer and Internet Application in Education; Paper Session

Grand Hyatt San Antonio, Fourth Floor, Crockett A; 8:15–10:15am
Chair: Minze Fazal, New York Institute of Technology

Participants:
- Students’ Perceptions of Interactions in a MOOC: Completing Students’ Perspective. Hengtuo Tang, The Pennsylvania State University; Shuyan Wang
- Teacher Perceptions and Uses of Digital Badges Awarded as Recognition of Professional Development. Monty Jones, Virginia Commonwealth University; Samantha Hope, Virginia Commonwealth University; Brianne Adams, Virginia Commonwealth University
- A Digital Constellation of Selves: Building a Professional Teaching Identity on Social Media. Janine Schank Davis, University of Mary Washington
- Studying English Language Learners’ Digital Practices in an Online Environment to Create Equal Learning Opportunities. Julian Viera, The University of Texas at El Paso; Olga M. Kosheleva, The University of Texas at El Paso

#PDBookChat: A Case Study of Professional Learning via Twitter Chat. Suzanne L. Porath, Kansas State University

25.039. Pedagogy of Heart, Being, and (Non)Action. SIG-Confucianism, Taoism, and Education; Paper Session

Grand Hyatt San Antonio, Third Floor, Bonham D; 8:15–10:15am
Chair: Dr. Tom E. Culham, The University of British Columbia

Participants:
- Cultivating the Ability of the Heart: Educating Through the Pedagogy of Love. Dr. Tom E. Culham, The University of British Columbia; Jing Lin, University of Maryland–College Park; Rebecca L. Oxford, University of Alabama at Birmingham
- An Ethico-onto-epistemological View on Learning: Dialogue With Laozi and Barad. Shaofei Han, Louisiana State University
- Knowledge to (non)Action for Nonviolence: A Conversation Between Deleuzian Thought and Eastern Epistemology. Seungbo Moon, Loyola University Chicago; Charles Toccio, Loyola University Chicago
- Nonviolence, Psychoanalysis, and Pedagogical Relationships. Hongyu Wang, Oklahoma State University–Tulsa

Discussant: Claudia Eppard, University of Alberta

25.040. Teaching and Teacher Education Intersectionalities With Race, Class, and Gender: Movement Toward Equity in Education. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium

Grand Hyatt San Antonio, Third Floor, Bonham B; 8:15–10:15am
Chair: Michael Vavrus, Evergreen State College

Participants:
- Approaches of White Teachers and Teacher Educators to Issues of Race and Racism. Amy Jo Samuels, University of Montevideo
- Intersectionality of Class and Ethnicity With Disciplinary Policies for Indigenous Students: Implications for Teacher Education. Denise Katherine Whitford, Purdue University
- Intersectional Tensions in Culturally Responsive Teaching Within the Varied Discourse of Diversity in Teacher Education. China Jenkins, Houston Community College; Gwendolyn C. Webb-Hasan, Texas A&M University–College Station
- Intersections of Race and Class in Preservice Teacher Education for Equity. Kamala Vychel Williams, Prairie View A&M University; Quinta Ogletree
- Intersectionality of Black Male Identity With Policies and Practices in Teaching and Teacher Education. Marlon C. James, Texas A&M University–College Station

25.041. Young Children’s Cognition, Play, and Learning Experience. SIG-Early Education and Child Development; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 212 A; 8:15–9:45am
Chair: Su-Jeong Wee, Purdue University Northwest

Participants:
- Understanding Predictors of Two-Year-Old Girls’ Visual-Spatial Skills. Joanna Zambrzycka, University of Toronto; Samantha Makosz, Wilfrid Laurier University; Donna Kotsopoulos, Wilfrid Laurier University; Victoria Gisondi, Wilfrid Laurier University; Vivian Nelson, Wilfrid Laurier University
- Promoting Children’s Critical Thinking Using Parody Stories. Su-Jeong Wee, Purdue University Northwest; Kyoung Jin Kim, Wheelock College
- Developmental Progression in Children’s Performance Evaluations: Discrimination Between Judgments of Confidence and Judgments of Reward. Mariette Van Loon, University of Bern; Nesrin Destan, University of Bern; Manuela Spies, University of Bern; Anique De Bruin, Erasmus University; Claudia Reebers, University of Bern
- The Role of Pretend Play in Social Interactions: Evidence From Peer-Dyadic Play in Singaporean Preschoolers. Mengguo Jing, The University of Wisconsin–Madison; Qiang Hao, University of Georgia; Hui Li, University of Hong Kong
- Early Educational Experiences and Students’ Academic Achievement in the Primary Grades. Yoon Ah Jung, Florida State University; Ichthel Jones, Florida State University

25.042. (Re)Considering STEM Education for Social Justice and Sustainability. SIG-Environmental Education; Working Group Roundtable

Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon C; 8:15–10:15am
Chair: Mark Wolfinbarger, Kutztown University of Pennsylvania

Participants:
25.045. Creative Resource Leveraging and Critical Mobilities in Equity-Oriented Makerspaces. SIG-Informal Learning Environment Research; Symposium
Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon A; 8:15–9:45am
Chair: Edna Tan, University of North Carolina at Greensboro
Participants:
Creative Connections: Disrupting the Norm in a Community-Based Makerspace. Sarah Keenan, Michigan State University; Day W. Greenberg, Michigan State University
Expansive Learning Through Counternarratives in Co-Constructed Multimodal Cases of Engineering Work Over Time. Christina Restrepo Nazar, Michigan State University; Angela Calabrese Barton, Michigan State University
“Make Your Dream a Reality”: Mapping the Nodes of Criticalities in African American Boys’ Making Endeavors. Edna Tan, University of North Carolina at Greensboro
Discussant: Angela Calabrese Barton, Michigan State University

25.046. Large-Scale Assessments in International Settings: Methods and Practices. SIG-Large-Scale Assessment Cosponsored with SIG-Large-Scale Assessment; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon E; 8:15–10:15am
Chair: Sage Ro, IBM
Participants:
An Application of Latent Class Analysis: A Cross-Cultural Comparison of Eighth-Grade Mathematics Achievement on the Fourth TIMSS (Trends in International Mathematics and Science Study)—2011. Turker Toker; Kathy E. Green, University of Denver
Trends in the Relationships Between Early Learning Activities, Parent Education, and Child Performance (PIRLS [Progress in International Reading Literacy Study], TIMSS [Trends in International Mathematics and Science Study]). Sabine Mennck, IEA Hamburg, Aguas Stancel-Piquet, IEA Data Processing and Research Center
Reasons for Gender-Related Differential Item Functioning in a College Admissions Test. Jonathan Wedman, Umeå Universitet
Pacific Islander and Native Hawaiian Students’ Reading Achievement in Hawaii. Malkeet Singh, Education Northwest
Searching Coherence Between Large-Scale Assessment Programs and Classroom-Based Assessment: The Challenge for the Italian School System. Serefina Pastore, University of Bari; Michela Preddano, Istituto nazionale per la valutazione del sistema educativo di istruzione e di formazione
Discussants: Sharyn Rosenberg, National Assessment Governing Board; Shu-Kang Chen, ETS

25.047. Role of Teachers in School Leadership and Improvement. SIG-Leadership for School Improvement; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 213 A; 8:15–10:15am
Chair: Douglas M. Wieczorek, Iowa State University
Participants:
Supporting School Leaders in the Implementation of a District-Supported, Teacher Leader–Developed Mentorship Model. Lisa Jo Vernon-Dotson, Rowan University; Kathryn McGinn Lueck, Rowan University; Brie Morettini, Rowan University
Mid-Level Learning Leaders Driving Innovation in Schools. Barb Brown, University of Calgary; Sharon Friesen, University of Calgary; Chenoa Marcotte, Galileo Educational Network
Growing Shared Leadership in High-Poverty High Schools: The Role of Instructional Leadership Teams. Elizabeth Leisy Stosich, Stanford Center for Opportunity Policy in Education
The Roles of Teacher Leadership in School Improvement: Past, Present, and Future. Tian D. Nguyen, Vanderbilt University–Peabody College
Conceptualizing a Theory of Emerging Teacher Leadership. Jason Swanson, University of Illinois–Chicago; Jennifer D. Olson, University of Illinois at Chicago; Victoria F. Trinder, University of Illinois at Chicago; Lisa Walker, University of Illinois at Chicago
Discussant: Shelby A. Cosner, University of Illinois at Chicago

Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon D; 8:15–10:15am
Chair: Arash Daneshzadah, University of San Francisco
Participants:
Artistic Resistance: Creating a Transformative Teaching Praxis Through Hip-Hop. Vajra M. Watson, University of California, Davis
Bridging Theory and Practice: Utilizing a Hip-Hop Pedagogical Framework in an Urban Science Classroom. Edmund S. Adjapong, Teachers College, Columbia University; Christopher Emdin, Teachers College, Columbia University; Ian Levy, Teachers College, Columbia University
Personal Epistemology and Black Culture: Understanding Individual Beliefs About Knowledge Through Hip-Hop. Ashley Payne, The University of Memphis; Denise Lynne Winsor, The University of Memphis
“We Gon’ Be Alright”: Hip-Hop-Based Education and the Freedom School Experience. Kristal Moore Clemens, Florida State University; Paula Groves Price, Washington State University; Kawachi Ahmon Clemens, Virginia State University
Shifting Stigma Around Mental Health Services: Student Perceptions of an In-School Hip-Hop Studio. Ian Levy, Teachers College, Columbia University; Edmund S. Adjapong, Teachers College, Columbia University; Christopher Emdin, Teachers College, Columbia University
“It’s Bigger Than Hip-Hop”: School Counseling as an Exercise of Counterhegemonic Healing. Ahmad Rashad Washington, University of Louisville; Arash Daneshzadah, University of San Francisco
Discussant: Joycelyn Wilson, Virginia Polytechnic Institute and State University

25.044. Achieving the Promise for Indigenous Peoples: Research on Ways of Knowing and Doing. SIG-Indigenous Peoples of the Pacific; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon B; 8:15–10:15am
Chair: Patricia Maringi Gina Johnston, Te Whare Wananga o Awanuiarangi
Participants:
Ka’an Hawai‘i: Vocabulary Sequencing in the Hawaiian Language. Kerry Laiana Wong, University of Hawaii–Mānoa
Reimagining Indigenous Childhood and Youth Within Australian Educational Research. Lilly Lauren Brown, University of Melbourne
STEM Education Transformation Through Native Hawaiian Fishing Practices. Kapua Chandler, University of California, Los Angeles
Insider? Outsider? Reflection on the Current Studies of Indigenous Science Education in Taiwan. Tung-Hsing Hsiung, National Taitung University; Yung-Shen Lin, National Taitung University; Dawa Takalap, National Taitung University
Discussant: Tanya L. M. Sumu, University of Auckland
Grand Hyatt San Antonio, Fourth Floor, Crockett C; 8:15–10:15am
Chair: Ali H. Hachem, Stephen F. Austin State University
Participants:
Autonomous Decision Making: A Contested Practice in Schools in Finland, Australia, and Jamaica. Laurette Maria Stacy Bristol, UWW School of Business & Applied Studies Ltd (UWW-ROYTEC); Jane Wilkinson, Monash University; Hannu L.T. Heikkinen, University of Jyväskylä
Equity Through Community: Equity-Oriented Leadership and Understandings in Conservative and Rural School Districts. Katherine Rodela, Washington State University; Emily Pressman, University of California, Los Angeles
Matters of Urgency for Social Justice Principals. Joshua Bornstein, Felician University; George Theocharis, Syracuse University
Leadership for Social Justice: Coming to Know Another Possibility. Jacob Daniel Skousen, University of Northern Colorado; Kathleen M. Budge, Boise State University
Discussant: Kathryn Bell McKenzie, California State University–Stanislaus

25.049. Critically Engaging With Children’s and Young Adult Literature by, About, and With Latinas/os. SIG-Literature; Symposium
Henry B. Gonzalez Convention Center, River Level, Room 6A; 8:15–10:15am
Chair: Denise Davila, University of Nevada–Las Vegas
Participants:
Literature Discussions Not Just for Kids: Engaging Latino Mothers to Enhance Their Children’s Academic Success. Julia Maria Lopez-Robertson, University of South Carolina
A Critical Content Analysis of Latina/o Children’s Books. Eliza G. Braden, University of South Carolina–Columbia; Sanjuanita Carrillo Rodriguez, Kennesaw State University
Apartheid of Youth Imagination? A Critical Race Analysis of Books by and About Latinas/os in Children’s Literature. Lorena Camargo Gonzalez, California State University–Long Beach; Lindsay Perez Huber, California State University–Long Beach
Consuming Identities: Identity and Agency in Adolescent Transactions With Branded Young Adult Literature. Nora Peterman, University of Missouri–Kansas City
A Critical Analysis of Chicana/o Children’s Literature. Laura A. Alamillo, California State University–Fresno
Discussant: Carmen M. Martinez-Roldan, Teachers College, Columbia University

25.050. Middle-Level Teacher Development: Learning, Practice, and Enactment. SIG-Middle-Level Education Research; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 7C; 8:15–9:45am
Participants:
An Analysis of Approaches to Goal-Setting Within Middle School Personalized Learning Environments. Jessica DeMink-Carthew, The University of Vermont; Mark W. Olofson, The University of Vermont; Steven Netcho, University of Vermont; Life LeGeros, Milton Public Schools; Susan Turgen Hennessey, University of Vermont
Measuring Teacher Practices to Support Personalized Learning in the Middle Grades. Mark W. Olofson, The University of Vermont; John M. Downs, The University of Vermont; Penny A. Bishop, The University of Vermont; Carmen Patrick Smith, The University of Vermont; Life LeGeros, Milton Public Schools
Navigating Instructional Decision Making as a First-Year Middle-Grades Teacher. Chris Cook, Appalachian State University; Michael DiCiccio, Northern Kentucky University; Shawn A. Faulkner, Northern Kentucky University
Quick Polls as Evidence of Technological, Pedagogical, and Content Knowledge of Middle School Mathematics Teachers. Shirley M. Matteson, Texas Tech University; Sonya Ellouise Sherrod, Texas Tech University; S. Ceyhun Cetin, Texas Tech University
“That Had a Major Impact”: Learning to Teach Middle-Grades Reading Over Time. Katie Wexter-Neal, University of Georgia
Discussant: Mary F. Roe, Washington State University

25.051. Applied Moral Problems in Globalized Current Societies. SIG-Moral Development and Education; Symposium
Henry B. Gonzalez Convention Center, River Level, Room 6B; 8:15–10:15am
Chairs: Fritz K. Oser, University of Fribourg; Horst Biedermann, Saint Gallen University of Teacher Education
Participants:
Teacher Education and Social and Emotional Learning and the Cycle of Violence in Colombia. Andrea Bustamante, University of Missouri–St. Louis; Marvin W. Berkowitz, University of Missouri–St. Louis
Teaching Common Values: Democracy and Tolerance in Educational Policies and Practices in the European Union. Wiel M. Veuvegeurs, University of Humanistic Studies Utrecht; Idoel de Groot, University of Humanistic Studies; Vincent Stolk, University of Humanistics Studies
Moral Dilemmas in Iranian Schools Identified by Students. Nasibeh Hedavi, University of Helsinki; Elina Kuusisto, University of Helsinki; Khalil Gholami, University of Helsinki; Kiri A. Tirri, University of Helsinki
Blasphemy, Victimization, and Harassment in Virtuality. Cyberbullying: Attitudes, Experiences, and Influencing Factors of Eighth Graders. Horst Biedermann, Saint Gallen University of Teacher Education; Fritz K. Oser, University of Fribourg
What Is Justice for Victims of Civil Violence in Colombia, South America? John Anibal Gomez Varon, Fordham University; Ann Higgins-D’Alessand, Fordham University
Discussant: Larry P. Nucci, University of California

25.052. Who I Am and What It Means: Relevance and Identity in Motivation Research. SIG-Motivation in Education; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 211; 8:15–10:15am
Chair: Revathy Kumar, University of Toledo
Participants:
The Multidimensionality and Content-Specificity of Perceived Relevance: Undergraduates’ Relevance Constructions of Evolution and Organicism Diversity. Yonaton S. Davidson, Temple University; Avi Kaplan, Temple University; Matthew Hartwell, Temple University; Kyle Mara; Michael Balsal; Jennifer G. Cromley, University of Illinois at Urbana-Champaign; Tony Perez, Old Dominion University; Ting Dai, Temple University; Monica D’Antonio, Montgomery County Community College; Dana Jean Russell, Temple University
The Role of Cultural Task Value in Engaging Rural and Indigenous Science Learners. Erica Jablonski, University of New Hampshire; Michael J. Middletone, Hunter College; Eleanor Diane Abrav, University of New Hampshire; Marlena Kopen, University of New Hampshire; Catalina C. Kirsch, University of New Hampshire
Understanding Social Class Differences in STEM Course-Taking Through Identity-Based and Expectancy-Value Theories of Motivation. Ryan C. Svoboda, Northwestern University; Chris Rozek, University of Chicago; Janet S. Hyde, University of Wisconsin–Madison; Judith Harackiewicz, University of Wisconsin; Memin Destin, Northwestern University
Discussant: Akane Zusho, Fordham University

25.053. Differences Between Online and Classroom Teaching and Other Comparisons. SIG-Online Teaching and Learning; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Republic C; 8:15–9:45am
Chair: Emilda Jannet Romero-Hall, University of Tampa
Participants:
Online Learning in the Community Colleges of the State University of New York: Initial Analysis of Differences Between Classroom and Online Learners. Peter Shea, University at Albany–SUNY; Temi Bidjerao, Purman University
Comparing Face-to-Face and Online Discussions: Similarities and Differences in Facilitation Strategies and Problem Space Coverage. Adrie A. Koehler, Purdue University; Peggy A. Ertmer, Purdue University
College Faculty’s Readiness for OpenCourseWare (OCW) in Experienced and Unexperienced Groups: A Comparative Study. Hui-Chuan Wei, Institute of Education–National Chiao Tung University; Chien Chou, National Chiao Tung University
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 210 B; 8:15–9:45am

Chair: Michelle Nathalie Jutzi, University of Zurich; Rebecca Mazur, University of California, Irvine
Participants:
Aligning the Delivery of Multiple Funding Sources as a Pathway to Improving Academic Support After School: Another Case for Building and Retaining High-Quality Professional Staff. Deborah L. Vandell, University of California, Irvine. Creating a Stronger Workforce: Toward Professional Development and Recognition of After-School Staff. Ellen S. Gannett, National Institute for Out-of-School Time
Practitioners’ Inclusive Beliefs: Views on Inclusion as a Basis for Multiprofessional Collaboration in Extended Education. Stephan Kielbäck, Justus Liebig University of Giessen
Innovation in After-School Programs: Effects of Professional Training on the Benefit of Collaboration. Michelle Nathalie Jutzi, University of Zurich
Discussant: Rebecca H. Woodland, University of Massachusetts–Amherst

25.055. Teaching as Meeting and Responding to Students in the Troubled World: Multiple Perspectives. SIG-Philosophical Studies in Education; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 206 B; 8:15–10:15am

Chair: Huajun Zhang, Beijing Normal University
Participants:
Trying to Be at Home in the World: An Argument for World-Centered Education. Gert J. Biesta, Brunel University
Redefine Teacher-Student Relationship in the Troubled World. Guoping Zhao, Oklahoma State University
Rethinking Teaching and Teachers: A Perspective From the German Didaktik Tradition. Zongyi Deng, Nanyang Technological University–National Institute of Education
Remembering the Person in the Role of Teacher. David T. Hansen, Teachers College, Columbia University
Teaching and Learning as Practice of Reciprocal Wholeness in Chinese Classrooms. Huajun Zhang, Beijing Normal University

25.056. Reconfiguring the Imagined and Real Futures of Educational Research: The Importance of Being Qualitative. SIG-Qualitative Research; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 207 A; 8:15–9:45am

Chair: Sarah E. Truman, University of Toronto–OISE
Participants:
Findings From the Laboratory of Speculative Sociology. Elizabeth De Freitas, Manchester Metropolitan University
Invisible Cities: Reading and Writing Speculative Fictions in High Schools. Sarah E. Truman, University of Toronto–OISE
We Are Weather: Reimagining Climate Change Through Speculative Art. Stephanie Springgay, OISE/University of Toronto
The Ontology of Speculating Childhoods. Marek Tesar, The University of Auckland

25.057. Research in Reading and Literacy SIG I. SIG-Research in Reading and Literacy; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon F; 8:15–9:45am

Chair: Rosalind Horowitz, The University of Texas at San Antonio
Participants:
Do You Get the Picture? A Meta-Analysis of the Effect of Graphics on Reading Comprehension. Daibao Guo, Texas A&M University–College Station; Shuai Zhang, Texas A&M University–College Station; Erin M. McGuff, Texas A&M University; Katherine Landau Wright, Boise State University
An Appraisal of the Basal: An Examination of an “Aligned” Reading Program’s Agreement With the Common Core State Standards. Kim Skinner, Louisiana State University; Estanislao S. Barrera, Louisiana State University; Alecia P. Tate, Louisiana State University–Baton Rouge; Emily France, Louisiana State University
Clarity in Detail? A Comparison of Item Difficulty Between Drawn and Photographed Picture Items. Ian F. Hembry, MetaMetrics; Heather Hughes Koons, MetaMetrics; Robert F. Baker, MetaMetrics; Kate Pringle, MetaMetrics; Eleanor E. Sanford-Moore, MetaMetrics
Comparative Perceptions of Teacher Candidates’ Reading Clinical Experiences. Amy Thompson, University of Central Arkansas; Donna Wake, University of Central Arkansas

25.058. Challenging All Advanced Learners: Research Insights From Projects Funded by the Jacob J. Javits Program. SIG-Research on Giftedness, Creativity and Talent; Structured Poster Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 221 D; 8:15–9:45am

Chair: Annalee G. Good, University of Wisconsin–Madison
Participants:
Supporting and Promoting Advanced Potential in the Primary Grades. Catherine A. Little, University of Connecticut; Jill L. Adelson, University of Louisville; Kelly L. Kearney, University of Connecticut; Kathleen Cash, University of Louisville; Rebecca O’Brien, University of Connecticut
Alternative Identification and Curriculum Models for Rural, High-Poverty Schools. Carolyn M. Callahan, University of Virginia; Amy Price Azano, Virginia Polytechnic Institute and State University; Annalissa V. Brodersen, University of Virginia; Melanie Caughhey, University of Virginia
Supporting Underidentified and Underserved Advanced Middle School Students’ Through Online Platforms. Annalee G. Good, University of Wisconsin–Madison; Paula M. Olczewski-Kubinski, Northwestern University; Lauren Angelone, Northwestern University; Eric Calvert, Northwestern University; Bradley R. Carl, University of Wisconsin–Madison; Kimberly L. Chandler, College of William and Mary; Tracy L. Cross, College of William and Mary; Jennifer Riedl Cross, College of William and Mary; Jennifer Rogers, College of William and Mary; Rebecca Vonesh, University of Wisconsin–Madison
Teacher Perceptions of Developing Engineering Talent in Low-Income Young Children Through Evidence-Based Curriculum. Ann E. Robinson, University of Arkansas at Little Rock; Kristy Kidd, University of Arkansas at Little Rock; Jill Adelson; Christine Deitz, Little Rock School District; Monica Meadows, University of Arkansas at Little Rock
Improving the Diversity of the Primary Talent Pool: Evidence From the Reaching Academic Potential Project. Jill L. Adelson, University of Louisville; Kate E. Snyder, University of Louisville; Caroline Pittard, University of Louisville; La’Tonya Frazier, Jefferson Co. Public Schools; Haley York, University of Louisville
Identifying and Serving High-Ability Low-Income Students With Problem-Based Learning. Anne Horak, George Mason University; Beverly D. Shuklee, George Mason University; Nancy Holincheck, George Mason University
An Examination of the Identification of Underrepresented Rural Minority Gifted Students in a Western State. Norma L. Hafenstein, University of Denver; Kristina Astrid Hesbol, University of Denver
Training Rural Teachers, School Leaders, and Parent/Communities to Support Underserved Gifted Learners. Wendy Behrens, Minnesota Department of Education; Cori Paulet, Minnesota Department of Education
Talent Development Academies: Providing Access and Opportunity to Advanced Learning for Title I Students. Julie D. Swanson, College of Charleston; Laura L. Brock, College of Charleston; Lara Walker Keisler, University of Virginia
25.059. Examining the Impacts of Practicum-Based Professional Development. SIG-Science Teaching and Learning; Symposium
Grand Hyatt San Antonio, Fourth Floor, Republic B; 8:15–9:45am
Chair: Jamie N. Mikeska, Educational Testing Service
Participants:
Quality Elementary Science Teaching (QuEST): A University-Based Elementary Summer Science Camp. Deborah Hamuscic, University of Missouri; Zandra de Araujo, University of Missouri; Dante Cisterna, University of Missouri; Mark W. Elder, University of Missouri; Kelley Gillstrom, University of Missouri–Columbia
Practicum Academy to Improve Science Education (PRACTISE). Hilda Borko, Stanford University; Evan J. Fishman, Stanford University; Florencia Gomez Zaccarelli, Stanford University; Jonathan F. Osborne, Stanford University; Craig Strong, University of California, Berkeley; Emily Weiss, Lawrence Hall of Science, UC Berkeley
Middle School Science Teacher Program: Science Inquiry Through Modeling Pedagogy, Content Learning, and Evaluation (SIMPLE). Christine R. Lotter, University of South Carolina
University-Based High School STEM Camp. Jonathan E. Singer, University of Maryland–Baltimore County
Discussant: Kathleen J. Roth

25.060. Scaffolds and English Learners’ Participation in Academic Discussions: Too Much or Just Right? SIG-Second Language Research; Symposium
Grand Hyatt San Antonio, Third Floor, Bonham E; 8:15–10:15am
Chair: Marco A. Bravo, Santa Clara University
Participants:
Scaffolding Translanguaging by Making It a Classroom Norm: Teacher Sensemaking in English-Dominant Elementary Schools. Shannon Mary Daniel, Vanderbilt University–Peabody College; Robert T. Jimenez, Vanderbilt University; Lisa Pray, Vanderbilt University
A Language-Based Approach to Content Instruction (LACI): The Six Cs of Scaffolding in First Grade. Luciana C. de Oliveira, University of Miami (In)Equitable Participation in Linguistically Diverse Book Clubs: A Case of Overscaffolding. Margarita Zisselberger, Loyola University Maryland; Mark A. Lewis, Loyola University Maryland
Sentence Starters: Facilitating or Hindering English Learner Classroom Talk? Claudia Rodriguez-Mejica, Santa Clara University; Sara Ann Rutherford-Quach, Stanford University
Discussant: Esther J. de Jong, University of Florida

25.061. Second Language Research SIG Mentoring Session. SIG-Second Language Research; Mentoring Session
San Antonio Marriott Rivercenter, Third Floor, Conference Room 11; 8:15–10:15am
Chairs: Amanda Kibler, University of Virginia; Peter Ignatius De Costa, Michigan State University; Luis Ernesto Peza, University of Colorado–Denver; Liv Thorstensson Davila, University of Illinois at Urbana-Champaign

25.062. Reform and the Social Studies. SIG-Social Studies Research; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 206 A; 8:15–9:45am
Chair: Christine Baron, Teachers College, Columbia University
Participants:
Contextual Predictors of Students’ Perceptions of an Open Classroom Climate. Lies Maurissen; Ellen Claes, University of Leuven; Carolyn Elizabeth Barber, University of Missouri–Kansas City
Rigor in the Social Studies: Making Sense of a Complicated Concept. Brian C. Gibbs, University of North Carolina–Chapel Hill
Teacher Responsibility in an Age of Accountability: Elementary Teachers’ Responsibility to Teach Social Studies. Stephanie Schroeder, University of Florida
The Effects of Teacher Video Case Reflection on Teacher Practice. Jada Kohlmeier, Auburn University; John W. Saye, Auburn University
When Professional Development in History Intersects With Teacher Accountability: What Enables Changes in Practice? Kevin W. Meuwissen, University of Rochester
Discussant: Anthony Tuf Francis, Oakland University

25.063. Special Education Research SIG Paper Session 5: Interventions for Content Area Instruction. SIG-Special Education Research; Paper Session
Grand Hyatt San Antonio, Second Floor, Bowie A; 8:15–9:45am
Chair: Julia Nell Ballenger, Texas A&M University–Commerce
Participants:
A Meta-Analysis of Reading Interventions for English Language Learners (ELLs) With Disabilities and ELLs at Risk for Disabilities. Libbey Horton, Hope College; Jane Finn, Hope College
Improving the Historical Knowledge and Writing of Students With or at Risk for Learning Disability. Daniel R. Wissinger, Indiana University of Pennsylvania; Susan De La Paz, University of Maryland
Writing Self-Efficacy, Writing Self-Concept, and Text Engagement in School-Age Children With Autism Spectrum Disorder and Attention Deficit Hyperactivity Disorder. Matthew Zajic, University of California, Davis; Nancy McIntyre, University of California, Davis; Lindsay Swain, University of California, Davis; James McCauley, University of California, Davis; Hillary Schlitz; Tasha Oswald, University of California, Davis; Peter Mundy, University of California, Davis
Improving Access to Quality Writing Instruction for High School Students With Learning Disability Through Computer-Based Graphic Organizers. Ansa Y. Evmenova, George Mason University; Kelley Sarah Regan, George Mason University; Shalini Rana, George Mason University; Jessica Schwartz, George Mason University; Kevin Good, George Mason University
Teaching and Learning Biology With iPads for High School Students With Disabilities. Joan E. Hughes, The University of Texas at Austin; Minwook Ok, The University of Texas at Austin; Audrey R. Boklage, Arizona State University

25.064. Thinking About the Field: Supervision Scholars Think About Its Past, Present, and Future. SIG-Supervision and Instructional Leadership; Symposium
Henry B. Gonzlez Convention Center, Meeting Room Level, Room 217 B; 8:15–9:45am
Chair: Helen M. Hazi, West Virginia University
Participants:
10 Important Ideas About Supervision Put Forward by Members of the Supervision and Instructional Leadership SIG. Stephen P. Gordon, Texas State University–San Marcos
Teacher Education as Instructional Supervision. Frances O. Rast, University of Pennsylvania
The Commodification of Instructional Improvement in an Age of High-Stakes Accountability. Helen M. Hazi, West Virginia University
What Literature Is of Special Interest in the Supervision and Instructional Leadership SIG. Exhaustion or Replenishment? A 35-Year Commemorative. Noeren B. Garman, University of Pittsburgh
Discussant: Diane Yendol-Hoppey, University of North Florida

Henry B. Gonzalez Convention Center, River Level, Room 6C; 8:15–9:45am
Chair: Maribel Santiago, Michigan State University
Participants:
25.067-3. Confronting Racism in Teacher Education: Navigating Whiteness. SIG-Critical Educators for Social Justice; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 8:15–9:45am
Chairs: Bree Picower, Montclair State University; Rita Kohli, University of California, Riverside

Participants:
Navigating Whiteness: Counterstories of Critical Teacher Educators. Rita Kohli, University of California, Riverside; Bree Picower, Montclair State University

Why Are You Still Wearing Pink, Mister? How a Kindergartner Led to Queer Antiracist Teacher Education. Eduardo Lara, California State University–Long Beach

Privileging the Pragmatic: Interrogating Stance in Teacher Preparation. Alison G. Dover, California State University–Fullerton

Written All Over My Face: A Black Man’s Toll of Teaching White Students About Racism. Daren Graves, Simmons College

Navigating the Freeiran Classroom: Democratic Learning, Antiracist Curricula, and Teacher/Student Positionalities. Joanne Tien, University of California, Berkeley

25.067-4. Environments. Division J–Postsecondary Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 8:15–9:45am
Chair: Patricia Ryan, Texas Tech University

Participants:
Creating Equal Educational Opportunities in Higher Education: An Ecological Perspective on Nontraditional Students. Vicki J. Lynton, The University of Texas at San Antonio; Misty Michelle Ferguson, The University of Texas at San Antonio; Mingxia Zhu, The University of Texas at San Antonio; Zelitha Kokak, University of Texas at San Antonio; Howard L. Smith, The University of Texas at San Antonio

Examining Hazing at Three NCAA Division III Institutions. David Kerschner, University of Maine at Orono; Elizabeth J. Allan, University of Maine

Holland’s Theory and the Impact of Person-Environment Fit on Grades, Perceived Gains, and Satisfaction. Louis Racconi, The University of Tennessee Knoxville; Xigian Liu, Indiana university; Gary R. Pike, Indiana University–Purdue University at Indianapolis

25.067-5. Examining Mechanisms for Educational Delivery. Division J–Postsecondary Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 8:15–9:45am
Chair: Winona M. Taylor, Bowie State University

Participants:
Advancements in MOOCs: A Meta-Trend Analysis. Heather Keahey, University of North Texas; Gwendolyn Morel

Convergences and Divergences of Theory and Curricula Embodied in Textbooks: A Content Analysis Study. Sonya L. Armstrong, Northern Illinois University; Norman A. Stahl, Northern Illinois University; Jodi P. Lampi, Northern Illinois University


25.067-6. Exploring the Experiences of Doctoral Students. Division J–Postsecondary Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 8:15–9:45am

Participants:
25.067-7. Faculty Identity and Decision Making. Division J–Postsecondary Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15–9:45am

Chair: Melissa Whately, University of Georgia–Athens

Participants:
- Influences on Personal and Professional Stress in Higher Education Faculty. Dan Berebitsky, Southern Methodist University; Molly K. Ellis, Southern Methodist University
- Learning Within Teaching: A Study of Adjunct Faculty. Liza Ann Bolitzer, Teachers College, Columbia University
- The Intersection of Social Media and Emotional Intelligence: A Collaborative Autoethnography. Edna Martinez, California State University–San Bernardino; Chinasu Ada Elue, Kennesaw State University; Rene O. Guillaume, New Mexico State University
- Why Do Faculty Members Engage With Academic Capitalist Activities? Jingning Zhang, Southeast University


Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15–9:45am

Chair: Kathryn Bethea, University of Pittsburgh

Participants:
- (In)consistencies in College Readiness Understandings, Expectations, and Practices: School Personnel and Student Perspectives. Melissa Ann Martinez, Texas State University; Isaac A. Torres, Texas State University; Minor Baker, Texas State University; Katherine Lewis, Texas State University–San Marcos
- Emotions and (Un)Familiarity: The Emotional Work Behind the College-Going Process. Cynthia Lua Alvarez, University of California, Los Angeles
- Missed Messages and Motivated Students: Examining the Summer Before College. Antar Akari Tichavakunda, University of Southern California; Carlos A. Galan, University of Southern California

25.067-9. Leaders Moving Through the Academy. Division J–Postsecondary Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15–9:45am

Chair: Kimberly Ann Reyes, University of San Francisco

Participants:
- An Overview of Governing Board Member Socialization. Raquel M. Rall, University of California, Riverside
- Farm Women in the Academy: A Collective Biography of Two Higher Education Leaders. Kathryn A.E. Enki, College of Saint Benedict; Leslie R. Zenk, University of North Carolina–Charlotte
- Propagating Ivy: Diversity, Isomorphism, and Social Capital Among Governing Boards of Ivy League Universities. Diane K. Dean, Illinois State University; Antigoni Papadimitriou, Johns Hopkins University
- What Does It Take to Lead? An Inside Look at the Requisites and Qualifications of Trustees of Public Higher Education Boards. Raquel M. Rall, University of California, Riverside

25.067-10. Leadership as Faculty Development and Support. Division J–Postsecondary Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15–9:45am

Chair: Cecile Huyynh Sam, Rowan University

Participants:
- Aligning Institutional Policies and Faculty Needs: Supporting Faculty Work in Liberal Arts Colleges. Meghan Pifer, University of Louisville; Vicki Baker, Albion College; Laura G. Lunsford, The University of Arizona
- Content Analysis of Research on Department Chairs: Has the Knowledge Base Changed With the Role? Jim Vander Putten, University of Arkansas at Little Rock; Amanda L. Nolen, University of Arkansas at Little Rock
- Identity, Environment, and Support: Predictors of Faculty Contentment With Service Amount and Work Role Balance. Jessica Kathryn Ezell, Southern University of Iowa; Cassie L. Barnhardt, The University of Iowa; Peggy Valdes, University of Iowa; Carson Phillips, The University of Iowa

25.067-11. Leadership as Fostering Diversity. Division J–Postsecondary Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15–9:45am

Chair: Erin Doran, Iowa State University

Participants:
- Broad Access or Minority-Serving? Exploring Racial Discourses in Postsecondary Education’s Emerging Institutional Typologies. Andrés Castro Samayoa, University of Pennsylvania; Marybeth Gorman, University of Pennsylvania
- Organizing for STEM Learning: Strategies to Increase and Diversify Institutional STEM Degree Productivity. Tanya Figueroa, University of California, Los Angeles; Sylvia Hurtado, University of California, Los Angeles; Tracy Teel, University of California, Los Angeles; Kristle Cobb, University of California, Los Angeles; Kevin Eagan, University of California, Los Angeles; Deborah F. Carter, Claremont Graduate University
- Understanding How Senior Student Affairs Administrators Improve Community College Campus Engagement of Male Students of Color. Luis Ponjuan, Texas A&M University–College Station; Susana H. Hernandez, Texas A&M University–College Station

25.067-12. Persisting Through and Beyond the College Pipeline. Division J–Postsecondary Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15–9:45am

Chair: Dominique Baker, Southern Methodist University

Participants:
- Employment and Earnings of International Science and Engineering Graduates of U.S. Universities: A Comparative Perspective. Throy Alexander Campbell, The University of Texas at Arlington; Maria Adamic-Trache, The University of Texas at Arlington; Krishna Bista, University of Louisiana at Monroe
- Postgraduation Employment Outcomes: Examining Time-to-Employment for Georgia’s Graduates. Lorn Prince Hoggard, University of Georgia–Athens; Angela Bell, University System of Georgia; Rachana Bhatt, Board of Regents of the University System of Georgia

25.067-13. Student Engagement at Minority-Serving Institutions. Division J–Postsecondary Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15–9:45am

Chair: Ramon Goings, Loyola University Maryland

Participants:
- Examining the Relationship Between the Collegiate Learning Assessment and Student Engagement: Implications for Colleges and Universities. Theodore Stefan Kaniuka, Fayetteville State University; Matthew Wynne, Fayetteville State University
- Focusing on the Girls: Women-Focused Centers, Programs, and Services at Historically Black Colleges and Universities. Felicia Elana Commodore, Old Dominion University; Megan Covington, Western Carolina University
"This Motivated Me to Fight for Rights of Asian Americans": Developing the Civic Leadership Capacities of Community College Students. Cynthia Maribel Alcantar, University of California, Los Angeles

25.067-14. Teaching, Learning, and Pedagogy. Division J–Postsecondary Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 8:15–9:45am
Chair: Josh M. Beach, The University of Texas at San Antonio
Participants:
Academic Professional Identity and Its Relationship With Agency and Emotions. Evelyn Morales Vazquez, University of California, Riverside
Analyzing School Data: Understanding How Education Practitioners Internalize and Apply Introductory Statistical Concepts. Carol S. Parke, Duquesne University
Collaborative Learning and Critical Thinking: Testing the Link. Chad Loes, Mount Mercy University; Ernest T. Pascarella, The University of Iowa
Teaching Through Solving: Exploring the Use of Problem-Based Learning in a Professional Development Class. Rob Moore, North Carolina State University

25.067-15. The Relationship Between Faculty and Student Outcomes. Division J–Postsecondary Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 8:15–9:45am
Chair: Alenouch Saroyan, McGill University
Participants:
Community College English Instructors’ Perceptions on Learning and Enacting Culturally Sustaining Teaching Methods. Milagros Castillo-Montoya, University of Connecticut; Joshua Abreu, University of Connecticut–Storrs; Kirsten Kortz, Northern Essex Community College
Pedagogy and Curricular Choice in Community College Accelerated Writing Courses. Sharon A. Wuy, Borough of Manhattan Community College–CUNY; Heather Bobrow Finn, Borough of Manhattan Community College

25.067-16. Thoughtfulness, Mindfulness, and Wellness. Division J–Postsecondary Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 8:15–9:45am
Chair: Emni Park, Johns Hopkins University
Participants:
Self-Kindness in the Face of Criticism: Self-Compassion Influences Undergraduates’ Perceptions of Constructive Feedback. Zachary H. Williamson, The University of Texas at Austin; Carlton Jing Pang, The University of Texas at Austin; Sheng Li, The University of Texas at Austin; Kyle M. Williams, The University of Texas at Austin; Youngwon Kim, The University of Texas at Austin; Diane L. Schallert, The University of Texas at Austin
The Relationship Between Dietary Micronutrient Intake and Attention of Community College Freshmen. Julie Anne Seier, The University of Iowa
Understanding Habits of the Mind Among Diverse First-Year College Students. Angela M. Locke, California State University–Long Beach; Rocio Mendoza, Claremont Graduate University; Elizabeth Primero, California State University–Long Beach
What Students Think About When Told Not to Think: Student Experiences With Mindfulness. Jason S. Jones, University of Virginia; Karen K. Inkelas, University of Virginia

25.067-17. Issues in Urban Learning, Teaching, and Research. SIG-Urban Learning, Teaching, and Research; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 8:15–9:45am
Chair: Jennifer Elizabeth Cunic, Council for the Accreditation of Educator Preparation
Participants:
Ranking and Sorting America’s Children: ‘The Vertical View. Shelly L. Counsell, University of Memphis; Brian L. Wright, The University of Memphis
"Everybody Stumbles ... but I’ve Got a Firm Grip": Alternative Spaces Reframing. Joyce Mahler Duckles, University of Rochester; Jeremy S. Smith, Northeast Area Development, Inc; Robert Moses, Northeast Area Development
"Never Say Never": Engendering Hope to Scaffold Collective Classroom Efficacy in Urban Schools. Suzanne H. Jones, Utah State University; LeAnn G. Putney, University of Nevada–Las Vegas; Brett D. Campbell, Brigham Young University

25.067-18. Perspectives in Peace Education Table 2. SIG-Peace Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 8:15–9:45am
Chair: Jerome A. Cranston, University of Manitoba
Participants:
The National Human Rights Education Network: A Catalyst for Policy and Practice. Sandra Sires, Teachers College, Columbia University
Engendering Ethico-Philosophico-Pedagogy in Peace Education: Repositioning Scholarship in an Arriving Postcritical Epoch. Bryan Wright, OISE/University of Toronto

25.067-19. Challenging Power and Transforming Relationships Through Grassroots Organizing. SIG-Grassroots Community and Youth Organizing for Education Reform; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 8:15–9:45am
Chair: Tim Conder, The University of North Carolina–Chapel Hill
Participants:
Bearing Witness to Power: Ecumenical Faith-Based Community Organizing Deployed for Public Education Reform. Tim Conder, The University of North Carolina–Chapel Hill
Critical Relational Epistemologies: Challenging Inequitable Knowledge Relationships in Educational Organizing. Christopher Milk Bonilla, Texas State University–San Marcos

25.067-20. Latino Parent Involvement: A Focus on Community. SIG-Hispanic Research Issues; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 8:15–9:45am
Chair: Gilda M. Bloom-Leiva, San Francisco State University
Participants:
It Takes a Community: Creating Supporting Partnerships With Latino Parents of First-Generation College Students. Lisceth Brazil–Cruz, University of California, Davis
Evaluating the Building Confident Families Program: A Parenting Intervention for Low-Income Hispanic Parents. Hector H. Rivero, Texas A&M University–College Station; Kayla Braziel Rollins, Texas A&M University; Nancy Dubinski Weber, Texas A&M University–College Station; Hersch C. Wuxman, Texas A&M University
Understanding Latino Parents’ Community Concerns and Parenting Strategies to Support Children’s Educational Pathway. Jasmine Adriana Medrano, California State University–Los Angeles; Claudia Koyoumidjian, California State University–Los Angeles; Bianca Guzman, California State University–Los Angeles
Community-Based Organizations Fostering Knowledge Toward Parental Involvement. Elizabeth Gil, Michigan State University; Ashley Johnson

25.068. Roundtable Session 8; Roundtable Session

25.068-1. Examining Issues in Mathematics Education at Scale. SIG-Research in Mathematics Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 3; 8:15–9:45am
Chair: Qiang (Andy) Cheng, The University of Mississippi
Participants:
Mathematics Teacher Effectiveness: Profiles of Practice and Teacher Knowledge Predicting Student Growth. Melissa A. Gallagher, University of Louisiana at Lafayette
Measuring Secondary Geometry Teachers’ Relationships With an Instructional Norm. Ander Willard Erickson, Western Oregon University; Nicholas Bolzante, University of Michigan; Moller Huisenga, University of Michigan—Ann Arbor; Patricia G. Herbst, University of Michigan—Ann Arbor

Modeling Math Achievement With Symbolic Mathematics Language Literacy and Math Anxiety: Effect Size and Implications. Marcia Gail Headley, University of Cincinnati; Lori Foote, University of Cincinnati; Laura E. Kelley, University of Cincinnati

Single-Group Summaries Using Confidence Intervals: An Opportunity to Inform Gap Analysis in Mathematics Education. Jaanuu Young, University of North Texas; Jennieh Lea Young, University of North Texas

Who Is Taking Statistics in High School? Travis Weiland, University of Massachusetts—Dartmouth

25.068-2. Indigenous College Students’ Experiences: Identity, Mentorship, and Promising Practices. SIG-Indigenous Peoples of the Americas; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair

Ballroom 3; 8:15–9:45am

Chair: Chris A. Nelson, University of Denver

Participants:

Academic Colonialism and the Indigenous Student Experience in the United States. Stephanie Masta, Purdue University

American Indian/Alaska Native Graduate Students in STEM: A Framework of Faculty and Institutional Promising Practices. Catherine Mary Johnson, Montana State University; Carrie B. Myers, Montana State University; Kelly A. Ward, Washington State University; Nick Sanyal, University of Idaho; Dustin Hollist, University of Montana

Native Students in College: Identity Development at a Culturally Grounded Precollege Access Program. Adrienne Keene, Brown University

One Size Does Not Fit All: Culturally Attuned Mentorship for American Indian Students in STEM. Sweeney Windchief, Montana State University

25.068-3. Leveraging Self-Study to Transform Our Identities. SIG-Self-Study of Teacher Education Practices; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair

Ballroom 3; 8:15–9:45am

Chair: Amanda K. Berry, RMIT University

Participants:

Disruptive Teacher Education: Using Stories of Self to Confront Assumptions and Transform Beliefs and Practices. Laurie A. Ramirez, Appalachian State University; Valerie A. Allison, Susquehanna University

Managing Racial Stress While Educating White Teacher Candidates: A Self-Study. Elizabeth Gayle Josuau, University of Delaware; Nicholas Steven Bell, University of Delaware

Placed-Based Learning as a Model to Transform Practice and Foster a Passion for Teaching. Stacy A. George, Manuka Lani Elementary School

Transforming Relationships: Transforming Learning. Angela Pack, Montclair State University

25.068-4. Critical Service-Learning in Education. SIG-Service-Learning & Experiential Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair

Ballroom 3; 8:15–9:45am

Chair: Joe Blosser, High Point University

Participants:

John Dewey and Lewis Mumford: Critical Service-Learning and a More Equitable Democratic Education. Kurt Stemhagen, Virginia Commonwealth University; Amanda Faith Hall, Virginia Commonwealth University

“I See Myself In Them”: Students of Color Engaging in Critical Service-Learning. Judith C. Pérez-Torres, University of Utah; Liliana Castrellon, University of Utah

Medical Service-Learning in Rural Kenya: Examining the Key Learning Experiences of Senior Nursing Students. Eloise Miriam Hockett, George Fox University; Linda L. Samek, George Fox University; Stephanie Joy Fisher

25.068-5. Broadening Perspectives and Fostering Responsive Approaches to Early Childhood Teacher Education and...
An Exploratory Study of Disciplinary Writing in a Social Science Course.
Vicki McQuitty, Towson University; Brian William Miller, Towson University
Cross-Institutional Affinity Spaces for Writing Teachers’ Professional Development. Alecia Marie Magnifico, University of New Hampshire;
Christina Ormteer-Hooper, University of New Hampshire
Inviting Conflict in Literacy Professional Development: Interactions That Facilitate Learning About the Teaching of Writing. Danielle Lillo,
Missouri State University
The Use(s) of Engineering Notebooks by Bilingual College Students in a Freshman Pre-Engineering Course. Erik L. Mein, The University of Texas at El Paso; Christina Convertino, The University of Texas at El Paso

25.068-9. Culture, Identity, and Social Responsibility in Art and Design Education. SIG-Arts and Learning; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Michelle Zoss, Georgia State University
Participants:
An Arts-Integrated Approach to Global Citizenship Education: Analysis of Outcomes and Impact. Moussumi De, Indiana University–Bloomington
Arts Equity as Praxis. Amelia M. Kraehe, University of North Texas
Child Docent Training and Cultural Reproduction: A Taiwanese Case. Chien-Chen Kung, National Taipei University, New Taipei City, Taiwan
The Importance and Availability of Factors Influencing Socially Responsible Design Curriculum. Amanda Rose Garcia, Texas A&M University–Corpus Christi; Bryant Griffith, Texas A&M University–Corpus Christi
“You Are Not Invisible”: Using Ritual to Develop Pedagogical Relationships in Kathak Dance. Betsy Maloney Leaf, University of Minnesota–Twin Cities; Bic H. Ngo, University of Minnesota

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Bradley J. McMillen, Wake County Public School System
Participants:
A Priori Analysis of Error Rates in Value-Added Models. Matthew R. Lavery, Bowling Green State University; Debbie L. Haha-Vaughn, University of Central Florida; Stephen A. Sivo, University of Central Florida; Haiyan Bai, University of Central Florida; Audrey Amrein-Beardsley, Arizona State University
Value-Added Modeling Alternatives That Reflect Classroom Composition. Kimberly Callister Iverson, Western Kentucky University; Erika Feinauer, Brigham Young University
Comparing Value-Added Model Classification Outcomes for National and Statewide Assessments. Chen An, Orange County Public Schools; Brandon McKelvey, Orange County Public School; Tasy Wells Chen, Orange County Public Schools

25.068-11. Educational Statistical Research: Accuracy in Analytics and in the Context of Quasi-Experimental Designs. SIG-Educational Statisticians; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Mohan Dev Pani, The University of Texas at Arlington
Participants:
What is an “Expert” in Analytics? Lies, Damned Lies, and Educational Statistics! Scan W. Mulvenon, University of Arkansas

25.068-12. Implementing Assessments in Teacher Preparation: Relationship to Faculty Characteristics, Effects on Teachers, and Implications for Educator Preparation Providers. SIG-
Accreditation, Assessment, and Program Evaluation Research in Educator Preparation; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Participants:
Developing a Teacher Candidate Dispositions Instrument: Lessons From the Field. Kelley Marie King, University of North Texas; Libeth Ann Dixon-Krauss, University of North Texas; Brandon Bush, Texas Woman's University; Irene Frank, University of North Texas
Examining the Impact of edTPA on Practicing Teachers. John Louis Seelke, University of Maryland–College Park
Linking Faculty Knowledge and Skills to Candidate Performance: Applying “Levels of Use” to edTPA Implementation. Guoyin Qian, Lehman College–CUNY; Harriet R. Payne, Lehman College–CUNY

25.068-13. Professional Development for Technology Integration: The Role of Technological Pedagogical Content Knowledge (TPACK) and Pedagogical Change. SIG-Technology as an Agent of Change in Teaching and Learning; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: P. Kevin Keith, Landmark College
Participants:
Agents of Change: Teachers’ Innovative Information and Communication Technology Pedagogical Practices. Thirussellvan Vandyvar, University of Pretoria
Evaluating Technology Professional Development in Teachers’ Technological Pedagogical Content Knowledge (TPACK), Technology Beliefs, and Leadership. Nathan Andrew Hawk, The Ohio State University; Lin Lu, The Ohio State University; Min Kyu Kim, Georgia State University; Kui Xie, The Ohio State University
Preservice Special Education Teachers’ Technological Knowledge, Pedagogical Knowledge, Content Knowledge, and Technological Pedagogical Content Knowledge (TPACK). Aleksandra Anna Kaplon-Schultis; Irina Lyublinskaya, College of Staten Island–CUNY
The Contextual Landscape of Technological Pedagogical Content Knowledge (TPACK) Development Research on In-Service Teachers. Michael Jay Nelson, The Ohio State University–Columbus

25.068-14. Career and Technical Education SIG Roundtable Session 1. SIG-Career and Technical Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Johanna Lahja Lasonen, University of South Florida
Participants:
Educators’ Perceptions of Career and Technical Education in Mississippi. Dana Seymour, Mississippi State University; Supriya Deepak Mubah, Mississippi State University; Kristen Dechert, Mississippi State University
Assessing Validity of Math Beliefs Scales for Community College Students. Larissa Holm-Smith, Athens Technical College; In Heek Lee, University of Georgia
Exploring Graduate Students’ Soft Skills Development at a Vietnamese German University. Christina Yao, University of Nebraska–Lincoln; Minerva Dotollo-Tuliao, University of Nebraska–Lincoln

25.068-15. Navigating Postsecondary Places and Spaces. SIG-Disability Studies in Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Pat Rogan, Indiana University–Purdue University at Indianapolis
Participants:
Dis/Abled Citizens of and in the Classroom: Enacting a Challenge to the Deficit View of Citizenship. Ashley Taylor, Colgate University
Student-College Matching: Prevalence of Postsecondary Undermatch, Overmatch, or Match for Students Enrolled in Special Education. Ryan Preston Hudes, Seton Hall University; Katherine C. Aquino, Seton Hall University
25.068-16. Strategies for Ensuring Black Student Success in Education: Insights From Research. SIG-Research Focus on Black Education, Roundtable Session  
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 3; 8:15–9:45am  
Chair: Pamela E. Ray, St. Philip’s College  
Participants:  
Black Adolescents’ Critical Encounters With Media and the Counteracting Possibilities of Critical Media Literacy. Kalisha A. Waldon, Florida Atlantic University  
Examining Middle School Minority Males’ Student Achievement: Is Student-Centered Instructional Coaching Effective? Andrea M. Kent, University of South Alabama; Maegan Ford, University of South Alabama; Andre M. Green, University of South Alabama  
Talking Race in Elementary Science Classrooms: A Call for Sociocultural Knowledge. Stefanie L. Marshall, Michigan State University  

25.068-17. Intersectional Identity Development in School and Community Contexts. SIG-Queer Studies; Roundtable Session  
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 3; 8:15–9:45am  
Chair: Dafina-Lazarus Stewart, Bowling Green State University  
Participants:  
Sedimented Gender Histories: Engaging Phenomenological Perspectives to Understand Gender and Salient Identities of Trans* Academics. Erich N. Pitcher, Oregon State University  
When I Open My Alas: Developing a Transnational Mariposa Consciousness. Juan Rios, Bradley University  
“It’s Not Pans, It’s People”: Student and Teacher Perspectives on Bisexuality and Pansexuality. Álícia Anne Lavenpte, The University of Western Ontario  

25.068-18. Teacher Education. SIG-International Studies; Roundtable Session  
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 3; 8:15–9:45am  
Chair: Magdalena H. Gross, University of Maryland—College Park  
Participants:  
Exploring Culture for Improving Teacher Education: A Narrative Study of a Teacher Educator. Esther Y.M. Chan, The Education University of Hong Kong  
Students’ and Teachers’ Perceptions of Students’ Self-Assessment Ability: Malaysian Perspectives. Shams‘ ah Md-Yunus, Eastern Illinois University  
Teacher Leadership: Voices of Backbone Teachers in China. Jia Grace Liang, Kansas State University; Feiye Wang, East China Normal University  
Teacher as Researcher. Restoring Autonomy and Increasing Educational Opportunity: Emergent Possibilities From Teacher Research. Marie Ryan, Mary Immaculate College; Emer Ring, Mary Immaculate College; Eugene Wall, Mary Immaculate College; Oliver McGarr, University of Limerick  

25.068-19. Vocabulary Instruction for Young Children. SIG-Vocabulary; Roundtable Session  
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 3; 8:15–9:45am  
Chair: Sharolyn D. Pollard-Durodola, University of Nevada Las Vegas  
Participants:  
Different Approaches to Implementation Fidelity and Vocabulary Instruction in Urban Kindergarten Classrooms. Sabina Rak Negebungauer, Loyola University Chicago; Michael D. Coyne, University of Connecticut; Elin Giatsou, Loyola University Chicago  
Playing With Words: Teacher Language During Children’s Playtime. Judy Hicks Paalick, University of Virginia  

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 3; 8:15–9:45am  
Chair: Lori Ann Delâle-O’Connor, University of Pittsburgh  
Participants:  
Toward a Black Habitus. Richard Lofon, Johns Hopkins University; James Earl Davis, Temple University  
The Cultural Resonances of Higher Education in Enrollment Narratives of Adult Undergraduates. David Monaghan, Wisconsin HOPE Lab, University of Wisconsin-Madison  
Homelessness as a Socially Constructed Identity: Intersectional Group Formation Among Homeless Youth. Shanta R. Robinson, University of Chicago  

FRIDAY, APRIL 28 • 9:00 AM  
AERA Related Activities  

26.010. AERA International Relations Committee: Closed Meeting  
Honoring International Travel Award Recipients. AERA Related Activities; Invited Speaker Session  
Grand Hyatt San Antonio, Third Floor, Travis B; 9:00–10:30am  

FRIDAY, APRIL 28 • 9:30 AM  
Presidential Sessions  

27.010. Homelessness and Trauma: A Visit to Haven for Hope. AERA Presidential Session; Off-Site Visit  
Grand Hyatt San Antonio, Lobby; 9:30am–12:30pm  
Visit Leader: Wintre Foxworth Johnson, University of Pennsylvania  
Attendees who would like to attend will meet in the lobby of the Grand Hyatt at 9:30 am. Wintre Foxworth Johnson, University of Pennsylvania  

FRIDAY, APRIL 28 • 9:45 AM  
Governance Meetings and Events  

28.001. AERA Fellows Committee Meeting: Closed Meeting. AERA Governance; Governance Session  
Grand Hyatt San Antonio, Third Floor, Travis A; 9:45–10:15am  

FRIDAY, APRIL 28 • 10:35 AM  
Governance Meetings and Events  

29.001. AERA International Relations Committee: Closed Meeting. AERA Governance; Governance Session  
Grand Hyatt San Antonio, Second Floor, San Jacinto; 10:35am–12:05pm  

29.002. AERA Journal Publications Committee: Closed Meeting. AERA Governance; Governance Session  
Grand Hyatt San Antonio, Third Floor, Travis A; 10:35–12:05pm  

29.010. Genealogies of Indigenous Research: Leadership and the Making of Educational Opportunities. AERA Presidential Session; Invited Speaker Session  
Henry B. Gonzalez Convention Center, Ballroom Level, 304 A&B; 10:35am–12:05pm  

2017 AERA Annual Meeting > Program Schedule > FRIDAY, APRIL 28 • 9:00 AM  
Two Voices: The Discourses on Disability Disclosure in Higher Education. Holly Pearson, Chapman University; Lisa Boskovitch
29.011. The Science of Measurement: Using Testing Standards to Discussants: Peggy G. Carr, National Center for Education Statistics/Institute of Chair: Joan L. Herman, University of California, Los Angeles Participants: James A. Banks, University of Washington–Seattle; Carola Suarez-Orozco, University of California – Los Angeles; Guadalupe Valdes, Stanford University; Hugh Starkey, UCL Institute of Education–London; Gerard Postiglione, The University of Hong Kong; Bassel Akar, Notre Dame University, Louaize


Henry B. Gonzalez Convention Center, Room 301 C; 10:35am–12:05pm
Chair: Jamie A. Banks, University of Washington–Seattle Participants: Deborah L. Vandell, University of California, Irvine; Vivian L. Gadsden, University of Pennsylvania; Mary Elizabeth (Beth) Graue, University of Wisconsin–Madison; Greg Duncan, University of California, Irvine

AERA Sessions


Henry B. Gonzalez Convention Center, Room 301 C; 10:35am–12:05pm
Chair: Joan L. Herman, University of California, Los Angeles Participants: The Quality of Existing Measures: The Case for Standards’ Relevance. Joan L. Herman, University of California, Los Angeles The Need for Test Validity Evidence in Research: Examples From the Literature. Frank C. Worrell, University of California, Berkeley Developing and Selecting Quality Instruments for Research: The Role of the Fairness Standards. Linda L. Cook, Educational Testing Service Discussants: Peggy C. Carr, National Center for Education Statistics/Institute of Education Sciences; Larry V. Hedges, Northwestern University

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

Henry B. Gonzalez Convention Center, Room 301 C; 10:35am–12:05pm

8. Journal of Literacy Research. Misty Sailors, The University of Texas at San Antonio; Miriam Martinez, The University of Texas at San Antonio; Rebecca Storz, The University of Texas at San Antonio
10. Educational Psychologist. Tony Dimitry, Taylor & Francis; Kathryn R. Wentzel, University of Maryland
11. Teaching Education. Diane E. Mayer, The University of Sydney; Julianne Mass, Deakin University; Robyn Ann Ewung, The University of Sydney; Roger Sle, Victoria University
15. Journal for Research in Mathematics Education. Jufa Cai, University of Delaware
17. Theory and Research in Social Education. Wayne Journell, University of North Carolina–Greensboro

29.015. Pro Bono Education Research Service Projects (ERSPs): AERA’s ERSP Initiative. AERA Sessions; Invited Poster Session

Henry B. Gonzalez Convention Center, Room 301 C; 10:35am–12:05pm
Chair: Nathan E. Bell, American Educational Research Association
Presenters: Joy Ann Williamson-Lott, University of Washington; Shaun R. Harper, University of Pennsylvania; Danette Waller McKinley, Foundation for Advancement of International Medical Education and Research

Participants:
1. Identifying the Professional Development Needs of Rural Educators to Enhance School-Wide Positive Behavioral Interventions and Supports. Brittany Lynn Hett, Texas A&M University–Commerce; Cambell Reid, Texas A&M University–Commerce
3. Sustaining Navajo Knowledge for Navajo Youth and Communities. Tiffany S. Lee, University of New Mexico; Colin Ben, University of Utah
4. Exploring Individual Impacts and Documenting Collective Voice at the Youth Bike Summit. Allison Mattheis, California State University–Los Angeles
5. An Analysis of Teachers’ Career Paths in Arizona: Retention, Mobility, and Attrition. Jeannt M. Powers, Arizona State University; Margarita Piovovarova, Arizona State University–Tempe
6. Portraits of Prison-Connected Youth: Analyzing the Impact of Support Programs for Children of Incarcerated Parents. Alyssa Hadley Dunn, Michigan State University; Darius Johnson, Michigan State University; Justin Avery Coles, Michigan State University
7. Refugee Teens as Successful Agents: Leveraging Refugees’ Agitative Choices to Improve Academic Support in After-School Programs. Shamon Mary Daniel, Vanderbilt University–Peabody College
9. The Grow Your Own Community Voices Project. Conda R. Gist, University of Arkansas; Fawn Pochel, GYI Illinois
10. Serving Bilingual Elementary Students in a Small Urban Community: An Evaluation of a Literacy-Based After-School Program. Victor H. Perez, University of Illinois; William T. Trent, University of Illinois at Urbana-Champaign; Patrick Smith, University of Illinois at Urbana–Champaign; Maria G. Lang, University of Illinois at Urbana-Champaign
11. Examination of the Do the Write Thing Challenge Program in El Paso, Texas. Sarah E. Peterson, University of Texas at El Paso; R. Craig Williams, The University of Texas at El Paso; Josefina V. Tijerino, The University of Texas at El Paso; Rick Myers, The University of Texas at El Paso; Corina Garrison, University of Texas at El Paso; Cynthia Meraz Pantoja, The University of Texas at El Paso;Alejandra Hernandez, University of Texas at El Paso; Elizabeth Rodriguez, University of Texas at El Paso
12. Ensuring Early Literacy Opportunities for At-Risk Preschoolers: Evaluating Multiple Pathways of the Impact in Salt Lake City Public Library’s Storytime. Seung-Hee Claire Son, University of Utah
Committee Sessions

29.016. #MakeAmericaInteGREAT: Student Activism for Social Justice and Implications for Researchers. Social Justice Action Committee; Invited Speaker Session
San Antonio Marriott Rivercenter, Third Floor, Conference Room 16; 10:35am–12:05pm
Chair: Matt Gonzales, New York Appleseed
Participants: Sonya Douglas Horsford, Teachers College, Columbia University; Jessica Cruz, Northern Michigan University; Iman Abdul, Education Consultancy Intern
Presenters: Olivia Dunbar, Epic Theatre Ensemble; Vickandy Figueroa, Epic Theatre Ensemble; Jeremiah Green, Epic Theatre Ensemble; Davion Osborne, Epic Theatre Ensemble
Discussants: Sonya Douglas Horsford, Teachers College, Columbia University; Jessica Cruz, Northern Michigan University

29.017. Division A Fireside Chat. STEM Education and School Leadership: Equitably Accessing the Playing Field. Graduate Student Council; Invited Speaker Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 215; 10:35am–12:05pm
Chairs: Wei-Ling Sun, The University of Texas at Austin; Emma P. Bullock, Utah State University
Participants: Alexis Martin, Level Playing Field Institute; Lisa Riggs, San Antonio Independent School District; Erin E. Peters Burton, George Mason University; Tia C. Madkins, University of Notre Dame
Discussant: Issam Hafez Abi-el-Mona, Rowan University

29.018. Pathways to Achieving Equally Educational Opportunities for Teachers and College Students of Color. Committee on Scholars of Color in Education; Paper Session
San Antonio Marriott Rivercenter, Third Floor, Conference Room 18; 10:35am–12:05pm
Chair: Latosha Marie Williams, Indiana University–Bloomington
Participants: A Perfect Storm: Men of Color and Their Perspectives on the College Transition. Diane Cardenas Elliott, Immaculata University; Meghan Wilson Becton, Enrollment Management Association
Examining the Intersections of Race, Belongingness, and Retention Within Honors Programs. Jason C. Garvey, University of Vermont; Amanda N. Ingram, The University of Alabama; Laura A. Sanders, The University of Alabama– Tuscaloosa
Motivation to Address the Role of Race/Ethnicity in Research Mentoring Relationships. Amanda R. Butz, University of Wisconsin– Madison; Kim Spencer, University of Wisconsin– Madison; Nancy Thayer-Hart, University of Wisconsin– Madison; Ivan Cabrera, University of Wisconsin– Madison; Angelia Byars-Winston, University of Wisconsin– Madison
The Coalition to Increase Teachers of Color and American Indian Teachers in Minnesota. René F. Antrop-Gonzalez, Metropolitan State University; Maurella L. Cunningham, University of Minnesota; Rachel Endo, Hamline University; Lasunda Clayborn; Yvonne RB-Banks, Metropolitan State University; Gerald White, ISD 317; Faustina Cueva, University of Minnesota– Twin Cities
The Emergence of UndocuPh.D.s: Undocumented Students Creating and Documenting the Journey Through Doctoral Education. Gloria Itzel Montiel, Claremont Graduate University; Jessica Itzel Valenzuela, Claremont Graduate University; Iliana Perez, Claremont Graduate University
Discussant: Judy A. Alston, Ashland University

Division Sessions


International Organization Sessions


Canadian Society for the Study of Education; Invited Speaker Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 207B; 10:35am–12:05pm
Chairs: Kumari Beck, Simon Fraser University; Shibao Guo, University of Calgary
Participants: Experiences of Internationalization From a Canadian University. Kumari Beck, Simon Fraser University
Global Ethics in Higher Education: Imaginaries of Interdependence and Global Change. Vanessa de Oliveira Andreotti, The University of British Columbia
Revisiting Curriculum in the Age of Transnational Migration: Beyond a Nationalistic Assimilationist Approach. Shibao Guo, University of Calgary
The Impact of the Canadian Context on Global Citizenship Education. Lynette Anne Shulte, University of Alberta

State and Regional Organization Sessions

San Antonio Marriott Rivercenter, Third Floor, Conference Room 15; 10:35am–12:05pm
Chair: Michael S. Green, Hudson Valley Community College
Participants: Northeastern Educational Research Association. The Effects of Reading Mode and Format on Decision Making. Anne M. Niccoli, U.S. Coast Guard
Virginia Educational Research Association. Motivational Factors That Sustain Experienced Teachers in High-Need, Low-Performing Public Schools: A Phenomenological Study. Michelle S. Casey, East Carolina University; Samuel James Smith, Liberty University
Discussants: Kelly E. Demers, St. Anselm College; Leslie R. Zenz, University of North Carolina– Charlotte

Division Sessions

29.021. Equity Leadership: Preparation and Practice. Division A– Administration; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 216A; 10:35am–12:05pm
Chair: Anthony H. Normore, California State University– Dominguez Hills
Participants: Centering Equity Audits in a Job-Embedded Principal Fellows Preparation Program: Advancing Equitable Leadership Frameworks. Selenda Kay Cumby, Texas Tech University; Mehmet Akif Cihan, Texas Tech University; Chau Phuoc Hong Nguyen; Erika Zavala, Texas Tech University; Fernando Valle, Texas Tech University
Developing and Validating the Community Equity Literacy Leadership Assessment for Principals. Terrance Green, The University of Texas at Austin; Melissa Angelina Rodgers, The University of Texas at Austin
The Equity Series: A Critical Look at Race, Class, Identity, and Gender in Principal Preparation. Phillip A. Smith, Teachers College, Columbia University; Nicole Limperopoulos, Teachers College, Columbia University
The Preparation of Principals in Ethnically Diverse, High-Poverty, High-Performing Schools. Elizabeth T. Murakami, Texas A&M University– San Antonio; Wowek Sean Kearney, Texas A&M University
29.022. Principals’ Practices in Different Contexts: Behavior, Organizational Change, and Sensemaking. Division A—Administration; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217
A; 10:35am–12:05pm
Chair: Mary Bridget Burns, Boston College

Participants:
The School Principal’s Workday: Portraits of the Principal at Practice. James Sebastian, University of Missouri–Columbia; Eric M. Lamburn, University of Wisconsin; James P. Spillane, Northwestern University
Leading Practices: Examining the Practice Conditions for Educational Change in High Schools. Jane Wilkinson, Monash University; Christine Edwards-Groves, Charles Sturt University; Peter John Grootenboer, Griffith University; Stephen Kemmis, Charles Sturt University; Sherilyn Lennon, Griffith University
Challenging the Potential for Strengthening Leadership Distribution in a Context of Education Reform: Chilean Case Studies. Stephen E. Anderson, University of Toronto; Javiara Marfán, Ministry of Education Chile; Magdalena Fernandez Hermosilla, OISE/University of Toronto
Unlearning Certainty: An Inquiry Into the Learning of Instructional Leaders During a Process of Organizational Change. Sarah Melanie Fine, Harvard University; Christopher W. Walters, The Ohio State University
Leadership Metaphors: School Principals’ Sensemaking of a National Reform. Haim Shaked, Hendrat Hadarom College of Education; Chen Schechter, Bar-Ilan University

29.023. (De)Colonial Research: Space, Place, Memory, and Bodies in Unsettling Narratives of Educational Opportunity. Division B–Curriculum Studies; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 B; 10:35am–12:05pm
Chair: Daniel Perlestein, University of California, Berkeley

Participants:
Cultural Memory, School Protest, and the (re)Making of the City: Detroit Educational Futures of the Past. Bianca Ayanna Suarez; University of California, Berkeley
Decolonial (In)Possibilities in Dual-Sited Ethnography: Including Settler/Accumulation Along With Dispossession in the Research “Gaze.” Dinorah Sanchez Léa, University of California, Berkeley
Theorizing Settler Colonialism in Teacher Education in Intercultural Education. Andrea Lira, Teachers College, Columbia University
The Racialized Technology of Liberal Schooling: Socializing Racialized Youth Into the Relations of Coloniality. Theresa Burrell Stone; University of California, Berkeley
Race and Revolution From Law & Order: An Intellectual History of the Colonial Cultural Formations of (In)Civility. Rebecca Avalos; University of Colorado–Boulder

Discussant: Patricia Krueger-Henney, University of Massachusetts at Boston

29.024. Dystopian Futures, Black Queer Sex, and Racial Rememory: New Critical Perspectives on Education Through Film. Division B–Curriculum Studies; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 C; 10:35am–12:05pm
Chair: Edward Brockenbrough, University of Rochester

Participants:
Feminist (Re)Visions of Dystopian Futures: Learning to Fight in Hunger Games and Divergent. Kristen Luschen; Hampshire College
Dildos, Enemas, and Good Friends: Teaching Black Queer Sex(ualities) in Pariah and The Skinny. Edward Brockenbrough; University of Rochester
Race, Mission, Rememory: Disrupting the “Anachronistic Black College” as a Controlling Image in School Daze. Hilton Kelly; Davidson College

Discussant: Ezekiel J. Dixon-Roman, The University of Pennsylvania


Henry B. Gonzalez Convention Center, Meeting Room Level, Room 210
B; 10:35am–12:05pm
Chair: Christine Waywood, University of Wisconsin–Milwaukee

Participants:
Art and Conflict: Theater of the Oppressed With Educators. Shanti Elliott; Northwestern University School of Education and Social Policy Learning Sciences
The Pint-Sized Door. Audrey Hudson, OCAD University
Unsettling Images in Urban Schools. Nikkii Ratas; OISE/University of Toronto
Secret Identities in the Classroom: Negotiating Conceptions of Identity With Comics and Bilingual Grade 4 Students. Julian Lawrence; The University of British Columbia
Discussant: Candace Jesse Stout, The Ohio State University

29.026. Advances in Achievement Goal Research. Division C–Learning and Instructions Cosponsored with SIG-Motivation in Education; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 209; 10:35am–12:05pm
Chair: Nir Madjar, Bar Ilan University

Participants:
Achievement Goals and Self-Regulated Learning: A Multiple-Goals Perspective Using Latent Profile Analysis. Sungjun Won; The Ohio State University
Adaptability, Personal Best Goals, and Student Outcomes: Longitudinal Analysis From a Social Cognitive Perspective. Emma Conor Burns; University of New South Wales; Andrew J. Martin; The University of New South Wales; Rebecca J. Collie; University of New South Wales
Do Self-Efficacy and Achievement Goals (3 × 2 Model) Predict Pride and Shame in Mathematics? Hadley J. Solomon; University of New Hampshire; Suzanne E. Graham; University of New Hampshire; Carla M. Evans; University of New Hampshire; Te-Hsin Chang; University of New Hampshire

Teacher Boredom: Examining the Antecedents and Correlates of an Underepressed Emotion. Beth S. Fornauf; University of New Hampshire; Hadley J. Solomon; University of New Hampshire; Joy Dangora Erickson; University of New Hampshire

29.027. Designing Digital Environments to Support Mathematical and Scientific Reasoning: Theoretical and Disciplinary Perspectives. Division C–Learning and Instructions; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 208; 10:35am–12:05pm
Chair: Melissa Sommefeld Gresalfi, Vanderbilt University

Participants:
Problem Solving in Coordinated Embodied Activity: Emergent Goals and Solutions. Megan Alyse Humbarg; Indiana University–Bloomington; Joshua Adam Danish; Indiana University; Noel D. Eyndy; University of California, Los Angeles; Asmali Saheb; Indiana University
Designing to Support Data Visualization as an Exploratory Tool in Science. Michelle Hoda Wilkerson; University of California, Berkeley; Vasiliki Laina; University of California, Berkeley
Looking at Versus Looking Through: Designing for Problem Solving and Conceptual Understanding. Melissa Sommefeld Gresalfi; Vanderbilt University; Isaac Thomas Nichols; Vanderbilt University–Peabody College; Panchompo Wiwittanawat; Vanderbilt University
Designing and Investigating Dialogue-Intensive Online Math Videos. Joanne Lobato; San Diego State University; Carren Senn Walker; San Diego State University; C. David Walters; San Diego State University

Discussant: Doug Clark, Vanderbilt University

29.028. Novel Methods for Assessing and Enhancing Metacognitive Monitoring. Division C–Learning and Instructions; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 210
A; 10:35am–12:05pm
Chair: Christine B. McCormick, University of Massachusetts–Amherst

Participants:
Can Sequence Mining Augment Our Understanding of Metacomprehension During Multimedia Learning? Evidence From Eye Movements. Nicholas Vincent Mudric; North Carolina State University; Joseph Grafsaard; North Carolina State University; Roger Azevedo; North Carolina State University
Self-Explaining to Improve Monitoring and Self-Regulation When Learning to Solve Problem-Solving Tasks. Martine Baars, Erasmus University Rotterdam; Claudia Leopold, University of Fribourg; Fred Paas, Erasmus University

Web-Delivered Training to Improve Learning and Achievement for Underrepresented and First-Generation STEM Learners. Matthew L. Bernacki, University of Nevada–Las Vegas; Lucie Vosicka, University of Nevada, Las Vegas; Jenifer Utz, University of Nevada–Las Vegas

Identifying the Underlying Processes of Generative Drawing: An Eye-Tracking Study. Johannes Hellenbrand, University Duisburg-Essen; Maria Opfermann, University of Duisburg-Essen; Annett Schmeck (nee Schwamborn), University Duisburg-Essen; Detlev Leutner, University of Duisburg-Essen

Tracing Metacognition by Highlighting and Tagging to Predict Recall and Transfer. Philip H. Winne, Simon Fraser University; John Cale Nesbit, Simon Fraser University; Iana Ram, Simon Fraser University; Zahia Marzouk, Simon Fraser University; Jovita Vytasek, Simon Fraser University; Donya Samadi, Simon Fraser University; Jason Stewart-Alonso, Simon Fraser University; Mladen Rakovic, Simon Fraser University; Amna Liaquat, Simon Fraser University; Michael Pin-Chuan Lin, Simon Fraser University; Azar Pakdaman Savoij, Simon Fraser University

Improving Calibration Accuracy by Providing Standards: High and Low Performers Do Not Benefit Equally. Marloes Lisanne Nederhand, Erasmus University Rotterdam; Huub Tabbers, Erasmus University; Remigius M. Rikers, University College Roosevelt

29.029. Teacher Associations and Professionalism From Jim Crow to Desegregation. Division F—History and Historiography; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 206 B; 10:35am–12:05pm

Chair: Bethany Lynn Rogers, College of Staten Island–CUNY

Participants:

Desegregating and Merging the Southern Teacher Associations, 1963–1979. Jon Hale

Negotiation and Integrating the Mississippi Teachers Associations. Jason Mayernick, University of Maryland–College Park


Discussant: Kathleen A. Murphy, Indiana University–Purdue University at Fort Wayne

29.030. Advancing Educational Opportunities Through Inclusive Education: Community-Based Research in Special Education. Division G–Social Context of Education; Symposium

Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon E; 10:35am–12:05pm

Chair: Adai A. Tefera, Virginia Commonwealth University

Participants:

Shared Reading to Support Membership and Participation in English/Language Arts Classes. Andrea Ruppard, University of Wisconsin

Creating Systemic Change After School in a Youth Participatory Action Research Club. Taucia Gonzalez, University of Wisconsin–Madison; Melanie Bertrand, Arizona State University

Advancing Inclusive Education Systems by Connecting Stakeholders to Spark Community-Engaged Research and Catalyze Innovation. Jack C. Jorgensen, University of Wisconsin–Madison

Discussant: Alfredo J. Artiles, Arizona State University


Henry B. Gonzalez Convention Center, Meeting Room Level, Room 221 C; 10:35am–12:05pm

Chair: Matthew Holsapple, The Spencer Foundation

Participants:

1. Supporting a Historic Expansion in Pre-K Through a University-Practice Partnership: Co-Developing an Educational Experiment for Policy and Practice. Pamela Morris, New York University; Natalia Rojas; Alisha Brady, New York City Department of Education; Sophia Pappas, New York City Department of Education; David Berman, Center for Economic Opportunity; Elise Cappella, New York University

2. Implementing an Intervention to Transform the Placement of Student Teachers in Spokane Public Schools. Dan Goldhaber, American Institutes for Research; Cyrus Grout, Center for Education Data & Research, University of Washington; Reddy Theobald, American Institutes for Research


4. The Affordances and Constraints of Research-Practice Partnerships at the State Level. Karen D. Thompson, Oregon State University; Martha Irene Martinez, Oregon Department of Education; Chelsea Clinton, Oregon Department of Education

5. Enacting Research-Practice Partnerships Within Decentralized Organizational Networks: A Case Study of Hive Research Lab and Hive NYC Learning Network. Paul C. Cobb, Vanderbilt University; Nicholas M. Kochmanski, Vanderbilt University–Peabody College; Hannah Nieman, University of Washington–Seattle

6. Design-Based Research-Practice Partnerships: Connecting the Expertise of Researchers and Practitioners to Improve Educational Opportunities for All Students. Eron Craig Henrick, Vanderbilt University; Kara J. Jackson, University of Washington–Seattle; Paul A. Cobb, Vanderbilt University; Martha Jacobson, University of California, Los Angeles / LAERI

Discussants: Saskia Thompson, MDRC; Ruth Lopez Turley, Rice University

29.032. Micro-Analyses of STEM Teachers’ Discursive Practice in Diverse Classrooms: Implications for Teacher Preparation. Division G–Social Context of Education; Symposium

Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon F; 10:35am–12:05pm

Chair: Juliet Langman, The University of Texas at San Antonio

Participants:
When Procedure Limits Practice: Lab Versus Lecture in High School Science Classrooms. Kerry A. Enright, Stanford University

Developing Oral Science Explanations: Secondary English Learners’ Appropriation of Academic Language. Holly H. Hanson-Thomas, Texas Woman’s University; Juliet Langman, The University of Texas at San Antonio

 Learner Agency and Academic Discourse in a Sheltered-Impersion Mathematics Class. Daniel Ginsberg, American Anthropological Association

Providing Access to the Discourse of Science for Elementary-Grade English Learners. Marco A. Bravo, Santa Clara University; Eduardo Mosquera, University of California, Santa Cruz

Adaptation and the Language of Learning Science in a Bilingual Classroom. Jorg L. Solis, The University of Texas at San Antonio

Discussant: Wayne E. Wright, Purdue University


Grand Hyatt San Antonio, Second Floor, Mission B; 10:35am–12:05pm

Chair: Pauline Lipman, University of Illinois at Chicago

Participants:
Digital Space as Discursive Space: Students’ Articulations of Their Educational Wants and Needs. Claudia Diera, University of California, Los Angeles

Everyday Actions for Change: Teachers of Color Engaging in Political Struggles for Justice. Josephine Pham, University of California, Los Angeles
Latina Mothers of English Learners as Policy Makers? Barriers and Opportunities Toward Critical Participation in the Local Control and Accountability Plan. Diana A. Porras, University of California, Los Angeles

Discussant: Pauline Lipman, University of Illinois at Chicago

Grand Hyatt San Antonio, Second Floor, Bowie B; 10:35am–12:05pm
Chair: Susan J. Paik, Claremont Graduate University
Participants:
Family, Community, and Culture: Inspirations for Grit in Second-Generation Latino Students. Stacy Kula, Azusa Pacific University
Discussant: Susan J. Paik, Claremont Graduate University

29.035. ACCESS Matters: Student Achievement Through Robust Adolescent Literacy and Professional Development Programs Is the Path to Academic Success. Division H–Research, Evaluation and Assessment in Schools; Invited Speaker Session
Henry B. Gonzalez Convention Center, River Level, Room 7A; 10:35am–12:05pm
Chair: Sharan Marie Saez, WestEd
Participants: Jeffrey M.R. Duncan-Andrade, San Francisco State University; Cynthia L. Greenleaf, WestEd; Stephanie Wood-Garnett, Alliance for Excellent Education
Discussant: Paul LeMahieu, The Carnegie Foundation for the Advancement of Teaching

29.036. Building the Latino Pipeline for Medical Careers: The Hispanic Center of Excellence Experience. Division I–Education in the Professions; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 213 B; 10:35am–12:05pm
Chair: Jorge Girotti, University of Illinois at Chicago
Participants:
The Medicina Academy Apprentices Program. Kendy Olaguez, University of Illinois at Chicago
Science and Health Immersion Program. Natalia Suarez-Montero, UIC
The Medicina Scholars Program. Alicia J. Rodriguez, University of Illinois at Chicago
The Medicina Fellows Program. Juan Pablo Mosqueda, University of Illinois at Chicago
Discussant: Ilene B. Harris, University of Illinois at Chicago

29.037. (In)Equities in College Access: A Focus on Latin America and the Latinx Diaspora. Division J–Postsecondary Education; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 6A; 10:35am–12:05pm
Chair: Darsella Vigil, University of Denver
Participants:
Examining the Postsecondary Decision-Making Behaviors of Rural Latina/o Youth and Factors That Predict Enrollment. Nestor Alexis Ramirez, University of North Carolina–Chapel Hill; Judith L. Mecez, University of North Carolina–Chapel Hill
Rural Latina/o Students and College Access. Todd Ruecker, The University of New Mexico
The Influence of Equitable Treatment on Latina/o High School Students’ College Aspirations. Amanda Taggart, California State University–Bakersfield; Jianui Puschal, California State University–Bakersfield
“Somos Guerrieras”: Women’s Contested Identities, Discourses, and Roles in Latin American Public Universities. Lina Trigos-Carrillo, University of Missouri–Columbia
Discussant: Erin Doran, Iowa State University

29.038. (New) American Injustices and the “Ticket” to Higher Education: Social Dispossession and Community Protectors. Division J–Postsecondary Education; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, Room 305; 10:35am–12:05pm
Chairs: Judy Marquez Kiyama, University of Denver; Amalia Zadeyman Duch-Gerbinio, University of Missouri–Columbia; Vijay Kanagala, The University of Vermont; Susan Marine, Merrimack College; Amanda R. Tuchine, Arizona State University–Tempe
Participants: Alayna Eagle Shield, Defenders of the Water School; Marisa Bono, Mexican American Legal Defense & Educational Fund

29.039. A Holistic View of College Choice: Cost, Schools/Statewide Influence, and For-Profit Experiences. Division J–Postsecondary Education; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 6B; 10:35am–12:05pm
Chair: Helen O. Au, University of Hawaii at Mānoa
Participants:
Individualized Learning Plans: Do Students Who Fail to Plan, Plan to Fail? Brian Britton, Harvard University; George Spencer, Harvard University
Inequality in Accurate Knowledge of College Costs and the Returns to Education. Brian Holzman, Rice University
Understanding the Educational Choices of Students Who Attend For-Profit Institutions. Molly McClelland, University of Pittsburgh; Linda DeAngelo, University of Pittsburgh
Unpacking Undermatch: What Factors Impact College Application, Admission, and Matriculation for Texas Students? Matt Gian, The University of Texas at Austin; Amy Patterson Lippa, The University of Texas at Austin; Sammi Morrill, The University of Texas at Austin
Discussant: Maria Veronica Santelices, Catholic University of Chile

29.040. Examining International Education: The Roles of Gender and Government. Division J–Postsecondary Education; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 6C; 10:35am–12:05pm
Chair: Roy Y. Chan, Indiana University–Bloomington
Participants:
Gender Gap in Private Returns to Higher Education in Kazakhstan. Aizat Nursahatyova, University of Pittsburgh
Marginality of Women and Minority Faculty in Academia in Israel: The Case of Conferences. Devorah — Eden, Western Galilee College; Ido Liberman, Western Galilee College
Teachers’ Enactment of Curriculum Materials in a Nationalized Curriculum Context. Zhan Li, The University of Hong Kong; Gary James Harffit, The University of Hong Kong
Women in International Higher Education: More Support to Better Involve. Alper Calikoglu, Canakkale Onsekiz Mart University; Hasan Arslan, Canakkale Onsekiz Mart University
Discussant: Christopher Charles Deneen, Nanyang Technological University–National Institute of Education

29.041. Leadership and Legitimacy in Diverse Postsecondary Organizational Contexts. Division J–Postsecondary Education; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 205; 10:35am–12:05pm
Chair: Christian Noumi, OISE/University of Toronto
Participants:
Beyond Boundaries: The Faculty Role in Academic Innovation in Small Private Colleges. Jarrett B. Warshaw, Florida Atlantic University; Erin B. Ciaramboli, University of Georgia
Beyond Striving: Prestige and Legitimacy-Seeking at Regional Comprehensive Universities. Cecilia M. Orphan, University of Denver
Data-Driven Decision-Making Literacy in Community Colleges: The Role of Leadership Competencies. Yu Chen, Iowa State University; Brett Monaghan, Indian Hills Community College; Matt Schmit, Eastern Iowa Community College; Marvin Dejaer, Evelyn K. Davis Center for Working Families; Sylvester C. Upah, Iowa State University
The Role of Organizational Identity During Times of Stress at Regional Comprehensive Universities. Cecilia M. Orphan, University of Denver
29.045. edTPA’s Threats to Equity in Teacher Education: Policy Analysis at Statewide, Program, and Individual Levels. Division K–Teaching and Teacher Education; Symposium
Grand Hyatt San Antonio, Fourth Floor, Republic A; 10:35am–12:05pm
Participants:
The Contradictions and Consequences of the edTPA. Deborah Greenblatt, Manhattan College
Outsourcing Community: The Impact of the edTPA on a Professional Development School Model. Adam Wade Jordan, University of North Carolina–Chapel Hill
Low edTPA Submission Rates Threaten Equity, Expose Flaws in Accreditation Standards Focused on Pass Rates. David M. Gerwin, Queens College–CUNY
I Fought the Law and the Law Won: Documenting a Failed Attempt to Create an Alternative to the edTPA. Todd S. Hawley, Kent State University; Lisa A. Borgerding Donnelly, Kent State University; William Kist, Kent State University
Discussant: Leslie Grey, Queens College–CUNY

29.046. Intersections in Education: Reaching and Teaching Diverse Students. Division K–Teaching and Teacher Education; Paper Session
Grand Hyatt San Antonio, Second Floor, Mission A; 10:35am–12:05pm
Participants:
Culturally Responsive Social Studies Teaching Remains Elusive: Reasons, Implications, and Way Forward. Omunnot A. Upekodu, University of Missouri–Kansas City
Integrating Science, Language, and Literacy With Diverse Learners: One Teacher’s Perspective and Practice. Tracy Spies, University of Nevada–Las Vegas; Margarita Huerta, University of Nevada–Las Vegas; Tiberio Garza, University of Nevada–Las Vegas; Joseph John Morgan, University of Nevada, Las Vegas
Mediation Matters: Disrupting Deficit Discourse Through Classroom-Based Methods Courses. Hannah Nieman, University of Washington
Discussant: Traci Kelley, The University of Texas at San Antonio

Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon C; 10:35am–12:05pm
Participants:
Exploring K–2 Teacher Learning About Modeling in Practice-Based Online Courses. Jennifer Richards, University of Washington; Lea Alison Fox, University of Washington–Seattle; Soo-Yean Shim, University of Washington–Seattle; Eleanor Anderson, Northwestern University; Tracy Dobie, Northwestern University; Bruce Sherin, Northwestern University; Jielun Lee, University of Washington; Jessica J. Thompson, University of Washington; Elham Kazemi, University of Washington; Kendra Lomax, University of Washington–Seattle; Miriam G. Sherin, Northwestern University
A Framework for Learning About and Teaching With Models as an Anchor for Relational Equity. Todd Campbell, University of Connecticut; Thomas J. McKenna, University of Connecticut–Storrs
Teachers’ Evolving Pedagogical Frames for Scientific Modeling: Three-Year Longitudinal Study in a Professional Learning Community. Soo-Yean Shim, University of Washington–Seattle; Jessica J. Thompson, University of Washington
Model Scaffolds, Puzzling Phenomena, and Affordances for Equitable Student Learning. Karin Lohwasser, University of Washington; Jessica J. Thompson, University of Washington

29.048. Practice What You Teach: International Studies of the Enactment of Practice in Teacher Education. Division K–Teaching and Teacher Education; Symposium
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon A; 10:35am–12:05pm
Participants:
Exploring “Practice What You Teach” at the International University of Schweinfurt. Helen Clay, University of Schweinfurt
Student-Teacher Collaboration in the Practice of Teaching. Ines R. C. Carneiro, University of Aveiro; Tereza F. S. Almeida, University of Aveiro
Globalizing the Classroom: Cross-Cultural Learning Experiences in the U.S. Jennifer A. Echevarria, Teachers College, Columbia University; Ana J. Verba, Teachers College, Columbia University
Discussant: Sharon Feinman-Nemser, Brandeis University
Opportunities to Enact Practice: Taking a Student Perspective. Esther T. Cann (Nunes, The Research Council of Norway; Ole Kristian Bergem, University of Oslo; Kirsti Klette, University of Oslo; Karen M. Hammerness, American Museum of Natural History; Sergio Ballaster Pedrosa, University of Pedagogic Sciences; Cristina Gonzalez Dosi, University of Pedagogic Sciences)

Opportunities to Enact Practice Within Coursework on Campus. Inga Staal Jansen, University of Oslo; Kirsti Klette, University of Oslo; Karen M. Hammerness, American Museum of Natural History

Student Teacher Learning of Action-Oriented Knowledge From Triggering Teaching Practices. Auli Toom, University of Helsinki; Jukka Haas, University of Turku; Mikko Tiilikainen, University of Turku; Lauri Heikonen, University of Helsinki; Ali Leijen, University of Tartu; Juan-José Mena Marcos, Universidad de Salamanca; Dubravka Knezic, Hegeschool van Amsterdam–University of Applied Sciences; Margus Pedaste, University of Tartu; Paulien C. Meijer, Radboud University Nijmegen; Riaill Allas, University of Tartu

Teacher Candidates’ Perceptions of Opportunities to Develop Core Practices in a Chilean Teacher Education Program. Magdalena Müller, Pontificia Universidad Catolica de Chile; Pilar Álamos, Pontificia Universidad Catolica de Chile; Lorena Meckes, Universidad Catolica de Chile; Anita Sanyal, University of Maryland–College Park; Pål Cax Vial, Pontificia Universidad Catolica de Chile

Participants: Shsrn Feinman-Nemser, Brandeis University

29.049. Reforming Teacher Reform. Division K–Teaching and Teacher Education; Symposium

Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon B; 10:35am–12:05pm

Chair: Renee T. Clift, The University of Arizona

Participants: Teaching as Bounded Rational Design: Ecology, Practicality, and Rationality. Walter Doyle, The University of Arizona

Understanding Teachers’ Practice: A Goal-Systems Approach. Fred Janssen, Leiden University

Actually Changing Teachers’ Practices: A Bridging Methodology. Hanna Barbara Westbroek, VU University Amsterdam

Discussions: Hilda Borko, Stanford University; Pamela L. Grossman, University of Pennsylvania; Judith Warren Little, University of California, Berkeley

29.050. Teacher Education for Equity: National and International Perspectives. Division K–Teaching and Teacher Education; Symposium

Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon C; 10:35am–12:05pm

Chair: Marilyn Cochran-Smith, Boston College

Participants: The Politicized Discourse of “Quality Teachers” in High-Poverty Schools in Australia. Jo Lampert, Queensland University of Technology; Bruce Munro Barnett, Queensland University of Technology; Barbara M. Comber, University of South Australia; Annette Woods, Queensland University of Technology

Preparing Teacher Educators for Equity. A. Lin Goodwin, Teachers College, Columbia University; Dirk Roosevelt, Teachers College, Columbia University

Teacher Candidates Learning to Challenge Inequality: Obstacles to Making the Invisible Visible. Fiona Rath Epp, University of Auckland; Lexie Barbara Grudnoff, The University of Auckland; Marilyn Cochran-Smith, Boston College; Mavis Haigh, The University of Auckland; Mary F. Hill, University of Auckland; Larry H. Ludlow, Boston College

Community Mentors, Teacher Candidates, and Transformational Learning Through a Pedagogy of Care and Connection. Eva M. Zygmont, Ball State University; Kristin Lipollone, Ball State University; Patricia Clark, Ball State University; Susan Tancock, Ball State University; Jon M. Clausen, Ball State University

Discussions: Thomas M. Phillip, University of California, Los Angeles

29.051. Teacher Leadership, Learning, and Change. Division K–Teaching and Teacher Education; Paper Session

Grand Hyatt San Antonio, Third Floor, Bonham E; 10:35am–12:05pm

Chair: Tricia Niesz, Kent State University

Participants: Change From the Outside: Teacher Leaders and External Change Initiatives. Bill Zvolick, School of Institute

Collaborative Professional Learning: Cultivating Science Teacher Leaders Through Vertical Learning Communities. Kristen Trabona, Montclair State University; Zareen Rahman, Montclair State University; Emily J. Klein, Montclair State University; Mika Manakata, Montclair State University; Monica Taylor, Montclair State University

Teacher Leaders’ Influence on Teachers’ Perceptions of the Teacher Evaluation Process. Jill Bradley-Levine, Ball State University; Gina Gabrielle Mosier, Indiana University–Bloomington; Michelle Reichard, Ball State University

The Role of a District Teacher Leadership Program in Supporting School and District Improvement Initiatives. Ana M. Eflies, University of Washington; Margaret L. Plecki, University of Washington

Discussions: Jenny Tuten, Hunter College–CUNY

29.052. Rethinking Policy Approaches: Go Big or Go Home. Division L–Educational Policies and Politics; Invited Speaker Session

Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon F; 10:35am–12:05pm

Chair: Terrenda Corisa White, University of Colorado-Boulder

Participants: Closing the Opportunity Gaps in Communities and Schools. Kevin G. Welner, University of Colorado Boulder


Striving in Common: Bolder Approaches to Educational Failure and Inequality in the 21st Century. Jennifer Jellison Holmes, The University of Texas at Austin; Kara S. Finngan, University of Rochester

The Collective Impact Movement: Hope or Hype? Jeffrey R. Hugn, Teachers College, Columbia University

Discussions: William F. Tate, Washington University in St. Louis; Josh Starr

SIG Sessions


Grand Hyatt San Antonio, Fourth Floor, Crockett D; 10:35am–12:05pm

Chair: Krista Terry, Appalachian State University

Participants: CI Spy: The Use of Mixed Reality to Support Inquiry Into Local Hidden Histories. Todd Ogle, Virginia Polytechnic Institute and State University; David Hicks, Virginia Polytechnic Institute and State University; David Cline, Virginia Polytechnic Institute and State University; Thomas Tucker, Virginia Polytechnic Institute and State University; Johnathan Abbott, Virginia Polytechnic Institute and State University

EcoXPT: Learning About Ecosystems Science and Complex Causality Through Experimentation in a Virtual World. Amy M. Kamarainen, Harvard Graduate School of Education; Shari J. Metcalf, Harvard University

Connected Worlds: Learning in Immersive Social Spaces. Stephen Miles Uzzo, New York Hall of Science

Fusing Tool and Task: Students Constructing Meaningful Experiences in Simulations and Augmented Reality. Bob Croucher, Missouri Botanical Garden

Embodied Simulations Addressing Crosscutting STEM Concepts. Robb Lindgren, University of Illinois at Urbana-Champaign; Jason W. Murphy, University of Illinois at Urbana-Champaign

Ask Dr. Discovery: Facilitating Museum Evaluation With Real-Time Data Reporting. Brian C. Nelson, Arizona State University; Richard Lindgren, University of Illinois at Urbana-Champaign; Margaret L. Plecki, University of Washington

ARIS: Augmented Reality and Interactive Storytelling for Research and Design. David Gagnon, University of Wisconsin–Madison

29.054. Exploring Equity and Access for Priority Populations: Learning From Students, Teachers, and Arts Partnerships. SIG-Arts and Learning; Symposium

Grand Hyatt San Antonio, Third Floor, Bonham E; 10:35am–12:05pm

Chair: Gail Burnaford, John F. Kennedy Center for the Performing Arts

Participants: The Development of a Scale to Assess Student Arts Engagement in Low-Income Urban Schools. Bina Ali, John F. Kennedy Center for the Performing Arts; Annie Bogle, John F. Kennedy Center for the Performing Arts

Examining Access and Equity in Arts Partnerships Programming: A Continuum of Impact Exploratory Study. Gail Burnaford, John F. Kennedy Center for the Performing Arts

Discussed: Larry Scripp, New England Conservatory of Music

29.055. Dual-Language Education and the Promise of Equal Educational Opportunity. SIG-Bilingual Education Research; Symposium

Grand Hyatt San Antonio, Fourth Floor, Crockett A; 10:35am–12:05pm

Chair: M. Beatriz Arias, Center for Applied Linguistics

Participants:

Achieving the Promises of Dual-Language Education: Goals Achieved, Goals Overlooked, and Goals Reimagined. M. Beatriz Arias, Center for Applied Linguistics; Amy M. Markos, Arizona State University–Tempe

Early Childhood Dual Language. Kathryn Lindholm-Leary, San Jose State University

Dual Language in Secondary Settings. Estela J. de Jong, University of Florida; Carol Irene Baeza, Touro College

Teacher Preparation for Dual-Language Education. Barbara Kennedy, Center for Applied Linguistics

The History of Dual-Language Bilingual Education in New York City. Oflia Garcia, Columbia University; Patricia Velasco, Queens College–CUNY; Kate Menken, Queens College and Graduate Center, City University of New York; Sara Vogel, The City University of New York

Discussed: M. Beatriz Arias, Center for Applied Linguistics

29.056. Documenting Justice, Equity, and Inclusion. SIG-Biographical and Documentary Research; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 207 A; 10:35am–12:05pm

Chair: Pamela J. Konkol, Concordia University–Chicago

Participants:

A Study on the Impact of Culturally Relevant Biographies on Social Studies Instruction. Audrey Baramm Southall, Aurora University; Chara H. Bohan, Georgia State University

Pushing Into the Unknown: Emergent Podcasting and Filmmaking as Documentary Research for Teaching Social Action. Brian D. Schultz, Northeastern Illinois University; Allison G. Dover, California State University–Fullerton

Stories From the American South: From Living Experiences to the Promise of Equal Educational Opportunities. Nicoletta Christodoulou, Augusta University; Darla Linville, Georgia Regents University; Molly Quinn, Augusta University

The Educational and Spiritual Influence of Howard and Sue Bailey Thurman. Mark Giles, The University of Texas at San Antonio

Discussed: KaaVonia Hinton, Old Dominion University

29.057. School Choice in Parent and Community Contexts. SIG-Charters & School Choice; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 216 B; 10:35am–12:05pm

Chair: Kacy Martin, Michigan State University

Participants:

Care to Comment? Parent Perspectives on Louisiana Scholarship Program (LSP) and Non-LSP Schools as Revealed Through Expressed Commentary. Lindsey Marie Burke, The Heritage Foundation


School Choice and Urban Residency: The Impact of Expanded Choice on Camden Housing Decisions. Keith Benson, Camden City School District, Rutgers University

What Factors Enable School Choice Among Demographically Similar Parents in Inner Cities? Daniel Hamlin, University of Toronto–OISE


Grand Hyatt San Antonio, Third Floor, Bonham C; 10:35am–12:05pm

Chair: Carolina Valdez, California State University–Monterey Bay

Participants:

Using Photovoice to Explore How Raza Studies Can Harvest Literacies of Civic Action. Cati V. de los Rios, Teachers College, Columbia University

Teaching to Incite: The Impact of Ethnic Studies Curricula in Los Angeles Public Schools. Edward Ryan Curammeng, University of California, Los Angeles

Reading, Writing, and Discussing the Word to Read the World: Racial Literacy Through Ethnic Studies. Arturo Nevarez, University of California, Riverside

Youth Will Speak: Youth Participatory Action Research as a Vehicle to Connect an Ethnic Studies Pedagogy to Communities. Mark Bautista, The University of Texas at Arlington; Dani O’Brien, University of Massachusetts–Amherst

Discussed: Tracy Lachica Buenavista, California State University–Northridge

29.059. Dewey’s Influence on Teaching and Learning and the Educative Experience. SIG-Dewey Studies Cosponsored with SIG-Philosophical Studies in Education; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 C; 10:35am–12:05pm

Chair: Vicki Thomas, Stephen F. Austin State University

Participants:

Growing Up Teacher: Embracing the Experience of Becoming as a Teacher Candidate During Student Teaching. Stephanie A. Burdick-Shepherd, Lawrence University


Fostering a Commonplace of Living Curriculum. Margaret A. MacIntyre Latta, The University of British Columbia–Okanagan; Karen Ragoonen, The University of British Columbia; Rhonda Draper; Kelly Hanson, The University of British Columbia

Experiential Learning, Disproportionality, and Culturally Relevant Teaching: Applying Dewey’s Philosophy to the Diverse Classroom. Stacy JM Fox, Faribault Public Schools

Discussed: Susan Jean Mayer, Critical Explorers

29.060. Uncovering Complexity: Intersectionality and Interdisciplinary Approaches. SIG-Disability Studies in Education; Paper Session

Grand Hyatt San Antonio, Second Floor, Bowie A; 10:35am–12:05pm

Chair: Mara Sapon-Shevin, Syracuse University

Participants:

Discovering What’s “Behind the Cabinet”: Instructional Conversations Among English Learners With Autism. Sayyoung Park, Stanford University

“You Can’t Use Your Pregnancy as an Excuse”: Higher Education and the Intersections of Civil Rights, Disability, and Race Studies. Lauren Shallish, The College of New Jersey

Correcting Misconceptions of Racial/Ethnic Bias in Mild Disability Identification and Labeling Research. Thomas M. Skrtic, The University of Kansas; Argun Saatcioglu, The University of Kansas; Austin Nichols; Eugene T. Parker, The University of Kansas

Equal Educational Opportunities for Dis/abled Children in Pre-Primary Programs Through Relational Inclusion: A Capabilities Perspective. Maryam Dalkilic, University of British Columbia; Jennifer A. Vadeboncoeur, The University of British Columbia

Discussed: Elizabeth B. Kolesski, The University of Kansas

29.061. Research on Districts: From Policies and Structures to Leadership. SIG-Districts in Research & Reform; Paper Session

Henry B. Gonzalez Convention Center, River Level, Room 6D; 10:35am–12:05pm

Chair: Dilar K. Singh, Morehead State University

Participants:

Professional Learning in a Top-Down Curriculum Reform: Districts as Mediators Between States and Schools. Kathryn S. Schiller, University at Albany–SUNY; Sarah J. Zuckerman, University of Nebraska–Lincoln; Francesco T. Durand, The Sage Colleges; Deborah J. Hecht, The Graduate Center–CUNY; Dahlia Kaufman, Center for Advanced Study in Education; Karen Gregory, University at Albany–SUNY
Ascribing Place: School District Composition Effects on Middle School Literacy Achievement. Elizabeth Thorne Wallington, Missouri Western State University

The Role of Central Office Leaders in New Haven’s Professional Educator Program. Morgan L. Donaldson, University of Connecticut--Storrs; Kimberly LeChasseur, University of Connecticut; Jeremy B. Landa, University of Connecticut

Reorienting the Roles of District Leaders: Profiles of Three Principal Supervisor/Principal Pairs in Leading School Improvement. Rebecca Ann Thiesin, The George Washington University

Discussant: Karen Seashore Louis, University of Minnesota

29.062. Early Childhood Education Workforce: Professional Development and Leadership. SIG-Early Education and Child Development; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 A; 10:35am–12:05pm

Chair: Debra J. Ackerman, Educational Testing Service (ETS)

Participants:
When Preschool Teachers Learn Together Online: Defining the Terrain of Early Educator Online Learning. Emily Brown Hoffman, University of Illinois at Chicago

Improving Teacher Capacity in Early Childhood Classrooms Through an Innovative Professional Learning System. Mary Kathleen Rodgers, University of Florida; Jingyi He, University of Florida; Walter L. Leite, University of Florida; Selcuk Dogan, University of Florida

Using State Early Care and Education Workforce Registry Data to Inform Training-Related Questions. Debra J. Ackerman, Educational Testing Service (ETS)

The Importance of Teacher Credentials for Early Achievement: A Replication Study. Rachel L. Renbarger, Baylor University; Grant B. Morgan, Baylor University; Tracey Nicole Sulak, Baylor University

Who Are State Early Education Leaders and How Did They Get There? Katiein Norhcy, Rutgers University–New Brunswick/Piscataway

29.063. College Knowledge to College Action: (Re)Shaping College Information, Access, and Opportunity in San Antonio. SIG-Family, School, Community Partnerships; Symposium

Grand Hyatt San Antonio, Fourth Floor, Crockett B; 10:35am–12:05pm

Chair: Enrique Aleman, The University of Texas at San Antonio

Participants:
Colegio en la Comunidad: A Critical, Community-Based College Fair Model. Enrique Aleman, The University of Texas at San Antonio; Vanessa Ann Sansone, The University of Texas at San Antonio


“No One Ever Told Me”: Understanding the College Aspiration to Attainment Gap. Elizabeth Severance, Texas Education Agency

Building Confianza Through Shifting Paradigms: Mapping a Conceptual and Literature Base for Community-Based College Fairs. Ripsime Bledsoe, University of Texas-San Antonio

29.064. Hip-Hop-Infuenced Mental Health and Wellness Interventions: Experiences From the Field. SIG-Hip Hop Theories, Praxis & Pedagogies; Symposium

Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon D; 10:35am–12:05pm

Chair: Malik Henfield

Participants:
The 10 Biggest Concerns of Hip-Hop-Integrated Education and Mental Health and Wellness Promotion. Raphael Travis, Texas State University–San Marcos


Hip-Hop and Spoken Word Therapy: A School Counseling Intervention. Ian Levy, Teachers College, Columbia University

29.065. Pedagogies of Joy :) Reigniting Conversations About the Intersectionalities of Joy Within Learning Pathways. SIG- Informal Learning Environment Research; Symposium

Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon A; 10:35am–12:05pm

Chair: Deana Scipio, TERC

Participants:
Joy in Inquiry and the Playful and Productive Adaptation of Practice. Danielle Keifert, University of California, Los Angeles

Moments of Critical Joy in STEM. Day W. Greenberg, Michigan State University; Angela Calabrese Barton, Michigan State University; Sarah Keenan, Michigan State University

Laughing and Learning Together: Intersections of Socioemotional Activity With Science Talk. Sara Hagenah, Boise State University

Authoring Joy: Multimodal Artifacts as Tools for Broadening Definitions of STEM Participation. Deana Scipio, TERC

Discussant: Dean J. Grosshandler, University of Illinois at Chicago

29.066. Cross-Cultural Intersections of Gender and Race Among Black Female School Leaders in the United States, the United Kingdom, and South Africa. SIG-International Studies; Invited Speaker Session

San Antonio Marriott Rivercenter, Third Floor, Conference Room 17; 10:35am–12:05pm

Chair: Deilois L. Maxwell, Bowie State University

Participant:
Cross-Cultural Intersections of Gender and Race Among Black Female School Leaders in the United States, the United Kingdom, and South Africa. Elizabeth C. Reilly, Loyola Marymount University; Kay Fuller; Pontso Maorosi, North-West University

29.067. Conversation About Mixed-Methods Research. SIG-Mixed Methods Research; Invited Speaker Session

Henry B. Gonzalez Convention Center, River Level, Room 7B; 10:35am–12:05pm

Chair: Sinem Toraman, University of Cincinnati

29.068. Using NAEP Data to Understand What Students in the United States Know and Can Do. SIG-NAEP Studies; Paper Session

Henry B. Gonzalez Convention Center, River Level, Room 7D; 10:35am–12:05pm

Chair: Rocco Russo, IMPAQ International, LLC

Participants:
deleters and indentes—what’s in a keystroke? Analysis of the 2011 NAEP Computer-Based Writing Assessment. Tamara Powell Tate, University of California, Irvine; Mark Warschauer, University of California, Irvine

Race, Cognition, and Gender Gaps in Eighth-Grade Music Achievement. Colleen Pinar, Independent Researcher

The Relationship Between Students’ Contextual Factors Related to Technology and Technology and Engineering Literacy Performance. Bithuna Jasmine Park, American Institutes for Research; Markus Broer, American Institutes for Research; George W. Bohrnstedt, American Institutes for Research

Discussant: Joanna Sandra Gorin, Educational Testing Service

29.069. Curriculum Moments and Knowledge in Narrative Inquiry. SIG-Narrative and Research; Paper Session

Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon E; 10:35am–12:05pm

Chair: Derek A. Hutchinson, The University of Kansas

Participants:
Hovering Between Passion and Responsibility: Complexities of Teacher Knowledge Development to Support Student Literacy. Elaine Chan, University of Nebraska–Lincoln

The Embodied Nature of Narrative Knowledge: A Cross-Study Analysis of Teaching, Learning, and Living. Cheryl J. Craig, Texas A&M University; Jeong Ae You, Chung-Ang University; Yali Zou, University of Houston; Paige K. Evans, University of Houston; Gayle A. Curtis, Texas A&M University–College Station
Weaving Narrative Conceptions of Teacher Knowledge and Knowledge Landscapes With Relational Agency. Lee Mason Schafer, McGill University; C. Aiden Downey, Emory University; D. Jean Clandinin, University of Alberta

Researchers’ Cartographies of Their Learning Trajectories Inside and Outside University. Fernando Hernández-Hernández, University of Barcelona; Juana M. Sancho-Gil, Universitat de Barcelona

Discussant: Stefanie E. Pinnegar, Brigham Young University

29.070. Promoting Student Success. SIG-Online Teaching and Learning; Paper Session

Grand Hyatt San Antonio, Fourth Floor, Republic C; 10:35am–12:05pm
Chair: Denice Ward Hoo, University of Illinois
Participants:
Online Learning and Requesting Accommodations for College Students With Disabilities. Lucy M. Barnard-Bruk, Texas Tech University; Rosario Moreno, Texas Tech University
Investigating the Effect of an Adaptive Learning Intervention on Students’ Learning. Min Liu, The University of Texas at Austin; Emily S. McKenroy, University of Texas at Austin; Stephanie B. Corliss, The University of Texas at Austin; Jamison Carrigan, The University of Texas at Austin
I Am Because We Are Creative Equals: Technology Skills as Defined, Discussed, and Demonstrated by Students in a Middle School. Renee Jordan, Georgia State University
Student Success and the Taking of Courses Online. Karen P. Swan, University of Illinois at Springfield; Scott James; Sandy Daston; Ellen D. Wagner, Hobsons

29.071. Communist Study: Theorizing and Enacting the Pedagogy of Critical Pedagogy. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 211; 10:35am–12:05pm
Chair: Bradley J. Porfilio, California State University–East Bay
Participants:
The April 1 Shutdown and Anticapitalist Struggle in the United States. Michelle Gautreau, The University of British Columbia
Student Activism: Building an Alternative Logic in Opposition to Corporatized Learning. Sandra Ximena Delgado Betancourt, University of British Columbia
Articulating the Taking-Place of Study Whatever Through Heidegger’s Thinking on Language and Chinese Dao. WeiLi Zhao, The Chinese University of Hong Kong
Technocapitalism and Race: Toward a Binary of Whiteness. Zane C. Wulbena, Texas State University
Discussants: Peter L. McLaren, Chapman University; Derek R. Ford, DePauw University; Ana Lucia Cruz, Saint Louis Community College

29.072. Policies and Practices Affirming Transgender and Gender-Creative Students: Cases From Australia, Canada, and the United States. SIG-Queer Studies; Symposium

Grand Hyatt San Antonio, Third Floor, Bonham D; 10:35am–12:05pm
Chair: Elizabeth J. Meyer, University of Colorado–Boulder
Participants:
Policies and Supports for Transgender and Gender-Creative Students in California: A Unique Legislative Context. Elizabeth J. Meyer, University of Colorado–Boulder; Harper Keenan, Stanford University
Investigating Policies of Transgender Inclusivity in the Education System in Ontario, Canada. Wayne J. Martino, The University of Western Ontario; Lee Airtone, OISE/University of Toronto; Wendy Marie Cumming-Potvin, Murdoch University
What’s Involved in “the Work”? Understanding Administrators’ Roles in Bringing Trans-Affirming Policies Into Practice. Bethany Leonard; University of Colorado–Boulder; Sara Staley, University of Colorado–Boulder
Addressing Transgender Equality and Gender Diversity in the Western Australian Education System: A Policy Analysis. Wendy Marie Cumming-Potvin, Murdoch University; Wayne J. Martino, The University of Western Ontario
Discussant: Emily Greytak, GLSEN-Gay, Lesbian & Straight Education Network

29.073. Learning to Teach and Using a Models-Based Approach in Physical Education. SIG-Research on Learning and Instruction in Physical Education; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 218; 10:35am–12:05pm
Chair: Sara Barnard Flory, University of South Florida
Participants:
A Case Study of Pedagogical Change in Adopting a Models-Based Approach to Teaching Physical Education. Ashley Casey, Loughborough University; Ann MacPhail, University of Limerick
Enhancing Practice Through Clinically Rich Methods Courses in Physical Education. Sara Barnard Flory, University of South Florida; Rebecca West Burns, University of South Florida
Learning to Teach Sport Education: The Experience of a Physical Education Preservice Teacher. Mats Hordvik, Norwegian School of Sport Sciences; Lars Tore Ronglan, Norwegian School of Sport Sciences; Ann MacPhail, University of Limerick
The Outcomes of Enhancing Preservice Physical Education Teachers’ Need-Supportive Instruction in Sport Education. Nicholas Washburn, The University of Alabama; Oleg A. Snedhkov, University of Alabama; Kevin Andrew R. Richards, University of Alabama
The Development of Cooperative Learning Through Professional Learning Communities. Ben P. Dynon, The University of Auckland
Discussant: Stephen Silverman, Teachers College, Columbia University

29.074. Women, Girls, and STEM. SIG-Research on Women and Education; Paper Session

Henry B. Gonzalez Convention Center, Ballroom Level, Room 303 C; 10:35am–12:05pm
Chair: Elizabeth Cook, The University of Texas at San Antonio
Participants:
The Unique Contributions of Math and Science Motivation to STEM Outcomes: A Gender Comparison Study. Amy M. Sharp, University of Washington; Elizabeth A. Sanders, University of Washington; Susan B. Nolen, University of Washington–Seattle
STEM Students’ Soft Skills: Differences in Men’s and Women’s Views on Leadership, Politics, and Spirituality. Kathleen Lehman, University of California, Los Angeles; Tiffany A. Riggers-Pehi, Baylor University
Mentoring Women in STEM Fields: A Meta-Analysis of the Synergistic Processes and Models Used Toward Occupational Advancement. Maniphone S. Dickerson, University of South Florida; Makini Z. Beck, Rochester Institute of Technology; Anne L. Kern, University of Idaho; Melinda Howard, University of Idaho; Ke Wu, University of Montana; SueAnn I. Bottoms, Oregon State University
African American Women in STEM Education: Microaggressions From Pre-K–12 Classrooms to Higher Education. Susan Ferguson Martin, University of South Alabama; Andrea M. Green, University of South Alabama; Melissa D. Dean, University of South Alabama

29.075. Exploring Disaggregation With the Asian Pacific American Community. SIG-Research on the Education of Asian and Pacific Americans; Paper Session

Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon B; 10:35am–12:05pm
Chair: Amanda E. Assalone, Southern Education Foundation, Inc.
Participants:
Count Me In! Ethnic Data Disaggregation Advocacy, Racial Mattering, and Lessons for Transformative Racial Justice Coalitions. O’Han A. Poon, Loyola University Chicago; Jude Paul Dixon, University of Maryland; Dian D. Squire, Iowa State University
Lao Families’ Educational Engagement: How Lao Parents and Family Members Support Their Children. Phitsamay Syechitkokhong Uy, University of Massachusetts Lowell
Developing Southeast Asian Immigrant Youth as Agents for Social Change in North Carolina. Lan Quach Kolano, University of North Carolina–Charlotte; Liv Thorsness Davila, University of Illinois at Urbana-Champaign
A Stairway of Peripheral Sticks: An Exploratory Narrative Inquiry of Female Asian/American School Leadership Strategies. Ngoc-Dieu T. Nguyen, Northeastern Illinois University; Tri Thit Morita Nullanay, Purdue University
The Benefits and Constraints to “Cultural Insider” Researchers When Recruiting Participants in Chinese Immigrant Communities. Wenyang Sun, University of North Carolina–Chapel Hill; Xue Lan Rong, University of Illinois at Urbana-Champaign; Trish Morita Nullanay, Purdue University


Discussant: Emily Greytak, GLSEN-Gay, Lesbian & Straight Education Network
North Carolina–Chapel Hill; Rebecca S. New, University of North Carolina–Chapel Hill
Discussant: Gilbert C. Park, Ball State University

29.076. School Effectiveness and School Improvement SIG Paper Session, SIG-School Effectiveness and School Improvement; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 213 A; 10:35am–12:05pm
Chair: Arie J. van der Ploeg, Retired
Participants:
Improving Educational Opportunities for Underrepresented Students: The Educational Impact of T-STEM Academies. Ali Bicer, Texas A&I University–College Station; Robert M. Capraro, Texas A&M University; Mary Margaret Capraro, Texas A&M University; Sandra B. Niu, Texas A&M University–College Station
Learning Environment as a Mediator of Family Background in Students’ Mathematics Achievement in Confucian Countries. Yu Hu, Indiana University–Bloomington
Quality and Equity in Match Achievement in Primary Schools Based on TIMSS (Trends in International Mathematics and Science Study) 2015. Kim Bellens, KU Leuven; Jan A. Van Damme, KU Leuven
Using the Dynamic Approach to Teacher Professional Development for Promoting Student Self-Assessment for Formative Purposes. Anastasia Panayiotou, University of Cyprus; Leonidas Kyriakides, University of Cyprus; Margarita Christoforidou, Cyprus International Institute of Management; Bert Creemers, University of Groningen

29.077. Special Interest Group to the Every Student Succeeds Act: New Lessons in School Turnaround. SIG-School Turnaround and Reform; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 B; 10:35am–12:05pm
Chair: John C. Fischetti, The University of Newcastle
Participants:
Measuring Impact and Understanding Implementation of School Improvement Grants in Massachusetts. Laura Stein, American Institutes for Research; Christina LiCalzi, American Institutes for Research; Alexandra Kistner, American Institutes for Research; Dionia Garcia-Piriz, American Institutes for Research; Karen Melchior, American Institutes for Research; Amelia Auchteterle, American Institutes for Research
School Turnaround Providers: What Evidence Do We Have That They Work? Coby Meyers, University of Virginia; Bryan Alexander VanGroningen, University of Virginia
Turning Around Chronically Low-Performing Schools. Lindsey Devers Basileo, Learning Sciences International; Michael Toth, Learning Sciences International
What’s Next for Low-Performing Schools? State Plans Related to the Every Student Succeeds Act. Caitlin Scott, Education Northwest; Steve Fleischman, Education Northwest

29.078. A Framework for Sociopolitical Actions on Socioscientific Problems: International Perspectives. SIG-Science Teaching and Learning; Symposium
Grand Hyatt San Antonio, Third Floor, Bonham B; 10:35am–12:05pm
Chair: Catherine E. Milne, New York University
Participants:
An Activist Science Teacher “Teaching Against the Grain”: Tensions and Possibilities. John Lawrence Bennett, OISE/University of Toronto; Mirjan Krestovic, Peel District School Board
In Which Ways Can (Science) Education Promote the Well-Being of Individuals, Subjects, and Environments? Isabel Martins, Universidade Federal do Rio de Janeiro
“I Had to Take Action Straight Away”: Preservice Teachers’ Accounts of Pre-Environmental Action. Lyn Catherine Carter, Australian Catholic University; Jennifer Lynne Martin, The Australian Catholic University
Student Teachers, Social and Economic Disparities, and a Discussion Game. Chantal Pouliot, Université Laval; Audrey Croleau, University of Quebec
SE4C (Science and Technology Education Promoting Well-Being for Individuals, Societies, and Environments) in the Era of Global Education Reform Movements. Matthew Weinstein, University of Washington–Tacoma
Socioscientific Issue-Based Learning: Taking Off From SE4C (Science and Technology Education Promoting Well-Being for Individuals, Societies, and Environments). Ralph Levenson, Institute of Education University of London

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 212 A; 10:35am–12:05pm
Chair: Tenelle Porter, University of California, Davis
Participants:
Using Behavioral Tasks to Overcome Frame of Reference Biases When Measuring Socioemotional Competencies. Joseph O’Brien, The University of Texas at Austin; David Scott Yoger, Stanford University
Testing a Measure of Growth Mindset–Relevant Behavior: The Persistence, Effort Investment, Resilience, Challenge-Seeking (PERC) Task. Tenelle Porter, University of California, Davis; Lisa Blackwell, Mindset Works; Sylvia Rodriguez, Mindset Works; Diego Catalan Molina; Kali Trzesniowski, University of California, Davis
Students’ Study Behavior Mediates the Relation Between Growth Mindset and Sustained Learning. Marisa K. Hartwig, Washington State University–Pullman; JoyceEbinger, Washington State University; Mycah Harrold, Washington State University–Pullman; Jordan Vossen, Washington State University–Pullman; Ansley Mitchell; Audra Bierman; Kali Trzesniowski, University of California, Davis
Assessing Middle School Students’ Feedback and Revision Behavior in a Computer-Based Task. Maria Catunia, University of Alberta; Daniel L. Schwartz, Stanford University
Domain-Specificity of Performance Measures of Academic Diligence. Sidney K. D’Mello, University of Notre Dame; Brian Gallia, University of Pittsburgh; Angela L. Duckworth, University of Pennsylvania

29.080. Through the Lens of Teacher Research: Building Bridges Toward a Critical and Equitable Future. SIG-Teacher as Researcher; Paper Session
Grand Hyatt San Antonio, Second Floor, Bonham B; 10:35am–12:05pm
Chair: Mary Kehr, Madison Metropolitan School District/University of Wisconsin–Madison
Participants:
Deepening Our Practitioner Inquiry Stance Through Indigenous Epistemologies of Relationality. Daniela Bascuñán, University of Toronto; Velta Douglas, University of Toronto
An Examination of Social Power Dynamics Between Black Male Scholars and Educators. Donald Ivy Frazier, Jr, San Francisco Unified School District
College Writing on the High School Campus: Writing Beyond the Test and Toward Futures. Aimee Elizabeth Hendrie Soto, The University of Texas at Austin; Kristen Nicole Jones, Austin Independent School District; Ellen Thibodeaux, Austin Independent School District

29.081. Pedagogical Practices in Urban Settings. SIG-Urban Learning, Teaching, and Research; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Crockett C; 10:35am–12:05pm
Chair: Barbara L. Bates, University of Wisconsin–Milwaukee
Participants:
Critical Pedagogy of Place: Using Geospatial Technologies and Community Mapping to Promote Civic Identity. Victoria C. Stewart, University of Toledo; Beth Schliemper, University of Toledo; Sujata Shetty; Kevin Czajkowski
Culturally Relevant Pedagogy in Action: Asset Mapping in Urban Classrooms. Noah Borrego, University of San Francisco; Gabriel Sanchez
Culturally Responsive Urban Charter School Pedagogy. Timothy L. Weekes, San Francisco State University
Exploring Reality Pedagogy Through Students’ Perceptions of the Learning Environment and Attitudes Toward Science. George Sirvacos, Kutztown University of Pennsylvania
Discussant: Jennifer E. Obidah, University of the West Indies
Division and SIG Roundtables

29.082. Roundtable Session 9; Roundtable Session

29.082-1. Conceptualization, Measurement, and Significance of School and Campus Communities. SIG-School Community, Climate, and Culture; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 10:35am–12:05pm
Chair: Katherine J. Gutierrez, University of Oklahoma
Participants:
Community Landmarks: Sociohistoric Constructions of Community and Their Influence on Schooling Practices. Anna Falkner, The University of Texas at Austin
Not Exactly “Clyde Girl Material”: Deconstructing Belonging at an Elite New York City All-Girls School. Emily Bailin Wells, Teachers College, Columbia University
Parental and School Factors in High School Students’ Academic and Career Intentions in STEM Fields. Hongryun Woo, University of Louisville; Na Mi Bang, University of Central Arkansas; Malik S. Henfield, University of San Francisco
Psychometric Examination of a Risk Perception Scale for Evaluation. Anthony P. Setari, District of Columbia Public Schools; Kelly D. Bradley, University of Kentucky; Marjorie L. Stanek, Kentucky Justice and Public Safety Cabinet; Shannon O. Sampson, University of Kentucky

29.082-2. Black and Latino Men Overcoming Obstacles to Equitable Education Opportunities. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 10:35am–12:05pm
Chair: Charles Harold Frederick Davis, University of Pennsylvania
Participants:
Black and Latino Males Challenging Archetypal Masculinity in an Out-of-School-Time Program. Mellie Torres, New York University; Marlon Walker
Disrupting the Narrative of Failure: The Black Male High-Achiever Historically Black College/University Experience. Ramon Goings, Loyola University Maryland
Masculinity Habitus: The Socialization of Adolescent Black Males’ Masculinity Ideologies. Nino Rodriguez, University of Illinois at Urbana-Champaign
Socially Mediated Voices of Adolescent Black Females. Nakeshia N. Williams, North Carolina A&T State University; Chance W. Lewis, University of North Carolina—Charlotte
The Limitations of Freedom in Higher Education: Impacts of Natural Hair on Black Female Development. Robin Phelps-Ward, Clemson University; Jimmy L. Howard, Clemson University

29.082-3. Positive Identity Development in Words and Action. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 10:35am–12:05pm
Chair: Alice LaRue Joy Cook, University of Maryland–College Park
Participants:
Bordering on Difference: A Study of Identity and Space in an Elementary Classroom. Matthew Green, University of Northern Iowa
Postracial Already? Desegregation and Interest Divergence in a Small Liberal Arts College. 1990–2010. Crystal Renee Chambers, East Carolina University; Adriel Adon Hilton
Reframing Discourse From White Privilege to White Freedom: Teaching Black Lives Matter on New Terms. Taharee A. Jackson, University of Texas at Austin
Southeastern Oklahoma State University and Choctaw Nation of Oklahoma’s ConnectHome Intergenerational Mentoring Partnership. Crystal Claudett Jensen, Southeastern Oklahoma State University
Urban Settings, All-Boys Charter Schools, and Increased Violence: 2014 to Now. Margaret M. Ferrara, University of Nevada–Reno; Jack Winters, University of Nevada–Reno; Miranda L. Holback, University of Nevada–Reno

29.082-4. Teaching and Learning Mathematics Through Variations: An International Perspective. SIG-Research in Mathematics Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 10:35am–12:05pm
Chair: Yeeping Li, Texas A&M University; Rongjin Huang, Middle Tennessee State University
Participants:
Comparisons of Two Major Theories on Teaching and Learning Mathematics Through Variation. Ida Ah Chee Mok, University of Hong Kong; Chunxia Qi, Beijing Normal University
Improving Teaching Through Variation: A Japanese Perspective. Keiko Hino, University of Luxembourg
Developing Algebraic Reasoning Through Variation in the United States. Angela T. Barlow, Middle Tennessee State University; Alyson Lischka, Middle Tennessee State University

29.082-5. Developing Language Proficiency in Multilingual Settings. SIG-Second Language Research; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 10:35am–12:05pm
Chair: Chris J. Jochum, Fort Hays State University
Participants:
English Language Learners’ Language Growth in Texas Charter and Traditional Public Schools. Shifang Tang, Texas A&M University–College Station; Kara Sutton-Jones, Texas A&M University–College Station; David Daniel Jimenez, Texas A&M University
Online Mentoring for In-Service Spanish Teachers: Enhancing Proficiency and Practice. Chris J. Jochum, Fort Hays State University
Writing Across Communicative Contexts: The Role of English Proficiency and Native Language. Wenjuan Qin, Harvard University; Paola Uccelli, Harvard University

29.082-6. Portfolios, Reflection, and Professional Development. SIG-Portfolios and Reflection in Teaching and Teacher Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 10:35am–12:05pm
Participants:
Aesthetical Biographies in Teacher Training: A Key to Professional Development. Michelle Brendel, The University of Luxembourg; Viviane Bourg, University of Luxembourg; Déborah Poncet, University of Luxembourg; Sylvie Kerger, University of Luxembourg; Roger Frisch, Ministère de l’éducation nationale de l’enfance et de la jeunesse; Philippe Kloe, University of Luxembourg
Rethinking the Teaching Portfolio in Higher Education: My Portfolio Is More Than an Assessment Scrapbook! Sylvia Maureen Henry, University of the West Indies
What Do Students Really Think? Perception and Implementation of ePortfolios. Monika Ciesielkiewicz, ČU/Villanueva, Complutense University of Madrid, Spain

29.082-7. Drawing Upon Arts-Based Educational Research. SIG-Arts-Based Educational Research; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 10:35am–12:05pm
Chair: Nick Sousanis, San Francisco State University
Participants:
Comics-Making in Ethnographic Interviews. Ebony V. Flowers, University of Wisconsin–Madison
Walking and Sketchbooks: Arts-Based Research Practices for Novice Educational Researchers. Thalia Mulvihill, Ball State University
29.082-8. Work/Think/Play in Post-Qualitative Inquiry. SIG-Qualitative Research; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 10:35am–12:05pm
Chairs: Sarah Bridges-Rhoads, Georgia State University; Elizabeth A. St. Pierre, University of Georgia
Participants:
- Getting After Things Amid Failure: Inquiry, Impotency, and Collaboration in the Posts. Kevin Burke, University of Georgia–Athens; Adam Joseph Greteman, School of the Art Institute of Chicago
- Inquiry on the Sly: Playful Intervention as Philosophical Action. Aaron M. Kuertz, The University of Alabama; Kelly Woodall Guyotte, The University of Alabama
- Writing Techniques and Post-Qualitative Inquiry: A Visual, Material Play Space. Jasmine Ullner, Wayne State University
- Laziness in Post-Qualitative Inquiry. Ryan Evély Gildersleeve, University of Denver
- Engaging Uselessness in Post-Qualitative Inquiry. Jessica Van Cleave, Mars Hill University

29.082-9. Holistic Synergies in Education. SIG-Holistic Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 10:35am–12:05pm
Chair: Michelle L. Tichy, University of La Verne
Participants:
- Being Somatically Coherent While Teaching. Genevieve Emond, Université du Québec–Montréal
- Contemplative Practices in Education and Training of Teachers. Nooruddin G. Shah, University of Maryland–College Park

29.082-10. Fostering Educational Equality Through Decolonizing Methods and Postcolonial Perspectives. SIG-Postcolonial Studies and Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 10:35am–12:05pm
Chair: E. Sybil Durand, Arizona State University
Participants:
- Tangible First Steps: Inclusion Committees as a Strategy to Create Inclusive Schools in Western Kenya. Michelle L. Damiani, Hartwick College; Brent C. Elder, Rowan University; Theophilus O. Okongo
- Literacy From the Trenches of Social Mobilization: Landless Rural Learning and the Institutionalization of Academic Identities. Charlene Bezerra; Cesar A. Rosatto, The University of Texas at El Paso

SIG-Spirituality & Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 10:35am–12:05pm
Chair: Barbara J. Dry, Transforming Practices in Education, LLC
Participants:
- Assessing the Disposition Toward Teaching Moral and Spiritual Education: A Caribbean Case Study. Sylvia Rose-Ann Walker, University of Trinidad and Tobago; Cecelia Reece-Peters, The University of Trinidad and Tobago; Cecilia Hall, The University of Trinidad and Tobago
- Our Write to Heal: The Art, Science, and Soul of Transformative Classrooms. Vajra M. Watson, University of California, Davis

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 10:35am–12:05pm
Chair: Qiwei He, Educational Testing Service
Participants:
- Computerized Adaptive Testing With Response Revision: A Model-Based Approach Utilizing All Response Data. Shiyou Wang, University of Georgia; Georgios Fellouris, University of Illinois at Urbana–Champaign; Hua-Hua Chang, University of Illinois at Urbana-Champaign
- Evaluating Effectiveness of Standard Error of Score Estimation as a Computerized Adaptive Testing Termination Criterion. Chansoon Lee, The University of Wisconsin-Madison; Kyung (Chris) T. Han, The Graduate Management Admission Council; Doyoung Kim, National Council of State Boards of Nursing
- Performance Estimation for Multistage Testing (MST) Designs. Ryoungsun Park, Wayne State University; Jiseon Kim, University of Washington–Seattle; Hywon Chung, Chungnam National University; Barbara G. Dodd, The University of Texas at Austin
- The Impact of Missing Data and Multidimensionality on Item Calibration in Computerized Adaptive Testing. Can Shao, National Board of Osteopathic Medical Examiners; Ying Cheng, University of Notre Dame; Doyoung Kim, National Council of State Boards of Nursing; Ada Woo, National Council of State Boards of Nursing

29.082-13. Improving the Accuracy of Human Rating and Scoring. Division D–Measurement and Research Methodology; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 10:35am–12:05pm
Chair: Christina Cipriano, University of Massachusetts–Dartmouth
Participants:
- Exploring Decision Consistency Across Rating Designs in Rater-Mediated Assessments. Stéfanie Anne Wind, The University of Alabama–Tuscaloosa; Pey Shin Ooi, The University of Adelaide; George Engelhard, University of Georgia
- Features of Mathematics Performance Tasks Associated With the Accuracy of Human Scoring. Jie Chen, The University of Kansas; Marianne Peric, The University of Kansas; Zachary Conrad, Kansas State Department of Education; Wenhao Wang, The University of Kansas
- Impact of Repeater Judges on Intra- and Inter-Judge Consistency in an Angoff Standard Setting. Tanya Longabach, Excelsior College
- Sampling Variability in the Generalizability of Observation Instruments. Mark White, University of Michigan–Ann Arbor
- Using Multivariate Generalizability Theory to Evaluate Subscore Utility for Different Subgroups of Examinees. Zhehan Jiang, The Center for Educational Teaching & Evaluation – The University of Kansas; Mark R. Raymond, National Board of Medical Examiners

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 10:35am–12:05pm
Chair: Nina Deng, Measured Progress Inc
Participants:
- An Investigation of the Psychometric Properties of an Observational Checklist of Children’s Emergent Literacy Skills Within a Multilevel Item Response Theory Framework. Jason C. Immekus, University of Louisville; Timothy S. Lau, University of Louisville; Thomas J. Reece, University of Louisville
- Application of Pseudo-Equivalent Groups (PEGs) Linking for Testing Mode Adjustment. Hyconjo J. Oh, ETS; Junhui Liu, Educational Testing Service; Mark White, University of Michigan–Ann Arbor
- Applications of Multidimensional Item Response Theory Models With Covariates to Longitudinal Test Data. Jianbin Fu, ETS
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Simultaneous Linking: Developing a Multidimensional Item Response Theory Item Pool From Multiple Sequentially Linked Test Forms. Tsung-Han Ho, ETS

29.082-15. Methodologies for Helping to Ensure Accurate Screening and Diagnostic Decisions. Division D–Measurement and Research Methodology; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm

Chair: Stephen Cribbottoli, American Board of Internal Medicine
Participants:
- Anomaly Detection Strategy for Screening Field Test Items. Tsung-Hsun Tsai, Research League LLC; Yung-Chen Hsu, GED Testing Service
- Comparing Methods in Determining the Cut-Off Score on a Universal Screener Test. Xin Luo, NWEA; Michael Peter Dahlin, Northwest Evaluation Association
- Selecting a Weighting Scheme for a Composite Score: Theory and Application. Amanda Clauser, National Board of Medical Examiners; Kelly Jane Foeller, James Madison University
- The Model-Based K-Index for Answer Copying Detection. Hsue-Yi Chao, National Chung Cheng University; Yuan-Hong Chao, National Sun Yat-sen University; Shu-Ying Chen, National Chung Cheng University
- Using Certainty-Related Information to Enhance Test Reliability. Yiran Chen, University of Michigan–Ann Arbor

29.082-16. Assessing Science and Mathematics for Diverse Learners. Division D–Measurement and Research Methodology; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm

Chair: Rosemary A. Reshetar, The College Board
Participants:
- Evidencing Learning Improvement in Higher Education: An Example of Closing the Loop. Megan Rodgers Good, Auburn University; Keston H. Fulcher, James Madison University

29.082-17. Issues in School Assessment. Division D–Measurement and Research Methodology; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm

Chair: Kim H. Koh, University of Calgary
Participants:
- Are We Underestimating Summer Learning Loss? Exploring the Necessity of School Calendar Adjustments. Allison C. Attebery, University of Colorado–Boulder; Andrew McEachin, RAND Corporation
- Can We Measure Student Potential? Denis Dumas, Howard University; Daniel McNeish, University of Maryland
- Classroom Artifact Protocols in Assessment: The Role of Domain Specificity in Two Studies. Jeannette Joyce, Rutgers University; Robert C. Zisk, Rutgers University–New Brunswick/Piscataway; Drew H. Gitomer, Rutgers University–New Brunswick/Piscataway

29.082-18. Stress, Coping, and Resilience. SIG-Stress and Coping in Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm

Chair: Kimberly Michele Underwood, University of Phoenix
Participants:
- Sex, Agency, and Communion as Predictors of Coping Mechanisms in College Students. Gretchen Maria Reovy, California State University–East Bay; John Chung, California State University–East Bay
- Sleepless in School? Young People’s Bedtime Rest and Routines. Sally Anne Power, Cardiff University; Christopher M. Taylor, Cardiff University; Kimberly Louise Horton, Cardiff University
- Students’ Self-Regulation Changes at Schools With Yoga Programs: The Role of Stress Level. Anne Keicher, University of San Diego; Andria Parrott, USD School of Education and Leadership Sciences

The Relationship Between Stress, Sleep, and Accuracy During a Stress-Inducing Cognitive Task. Christopher Pickett, Texas A&M University; Brenna Lin, Texas A&M University–College Station; Steven Wolterng, Texas A&M University–College Station

29.082-19. Adult Educators Addressing Deficit, Disability, Illness. SIG-Adult Literacy and Adult Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm

Chair: Leah Katherine Saal, Loyola University Maryland
Participants:
- Including Adults With Disabilities in Thinking About Social Justice: Toward an Integrated Model for Research and Practice. Jovita M. Ros-Gordon, Texas State University–San Marcos; Merrh Ugurel Kamisb, Texas State University; S. Renes Jones, Texas State University
- Self-Directed Learning and Lupus: Using Adult Education to Actively Cope With Chronic Illness. Kristin Brittain, Florida Atlantic University; Valerie Bryan, Florida Atlantic University; Mary G. Lieberman, Florida Atlantic University
- “Don’t Tell Me About a Tough Week”: Practitioners’ Deficit Discourse About Adult College Student Lives. Danielle Gioia, University of Pennsylvania

29.082-20. Latina/o Identity Development. SIG-Hispanic Research Issues; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm

Chair: Norma A. Guzman, Texas A&M University–Kingsville
Participants:
- Why We Teach: An Examination of Latina/o Male Perceptions of Teaching. Cleveland Hayes, University of La Verne; Roberto Montoya, University of Colorado–Denver
- Racial Battle Fatigue for Latina/o Graduate Students at an Emerging Hispanic-Serving Research Institution. Patricia Marin, Michigan State University; Priscilla Peregshica, University of California, Santa Barbara
- Recuperando nuestra identidad: Afro-Latina Students Decolonizing Their African Lineage. Claudia Garcia-Louis, The University of Texas San Antonio

29.082-21. Research in Reading and Literacy SIG Roundtable. SIG-Research in Reading and Literacy; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm

Chair: Donald A. Barringer, Michigan State University
Participants:
- An Analysis of Seven Literacy Journals: Comparing the Content of Higher Impact and Lower Impact Journals. Seth A. Parsons, George Mason University; Melissa A. Gallagher, University of Louisiana at Lafayette; Erin Marie Ramirez, California State University–Monterey Bay; Allison Ward Parsons, George Mason University; Nisreen Daoud, George Mason University; Alicia Kay Bruning, George Mason University; Lesley King, George Mason University; Susan V. Groundwater, George Mason University
- Disentangling the Web: Unpacking Unequal Access and Opportunity in Teaching and Learning Through a Syncretic Approach to Classroom-Based Research. Andrea Caroline Bien, Boston University
- The Relationship Between Reading Informational Text and Student Reading Achievement at Fourth Grade: A Study Based on PIRLS (Progress in International Reading Literacy Study) 2011 Data. Dan Li, Iowa State University; Constanza C. Beecher, Iowa State University

29.082-22. Decentering School: Exploring Community Spaces as Rich Sites for Teaching and Learning. SIG-Grassroots Community and Youth Organizing for Education Reform; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm

Chairs: Shelby Zion, Rowan University; Bianca Jontae Baldridge, University of Wisconsin–Madison
Participants:
- Centering Community Toward a Liberatory Public Education. Antwan Jefferson, University of Colorado–Denver; Cindy Gutierrez, University of Colorado–Denver
29.082-23. Curriculum Innovations and Technology in Mathematics Education. SIG-Research in Mathematics Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm
Chair: Corey Brady, Vanderbilt University–Peabody College
Participants:
Concreteness Fading: Inverse Relations Between Addition and Subtraction in Korean Elementary Mathematics Textbooks. Ji-Won Son, University at Buffalo–SUNY; Seungljo Jo, University at Buffalo–SUNY
Core Practices in Elementary School Teaching: Anticipating and Noticing Children’s Mathematical Thinking. Susan B. Empson, University of Missouri–Columbia; Victoria R. Jacobs, University of North Carolina–Greensboro; Gladys Krause, The University of Texas at Austin; Naomi Jessup, University of North Carolina–Greensboro; Amy Hewitt, The University of North Carolina at Greensboro; Kristen D’Anna Pyne, The University of Texas at Austin
Formative Assessment Framework in Mathematics Instruction. Tersuni D. Lamborg, University of Nevada–Reno; Linda Gillette-Koyen, Washoe County School District
Generating Mathematical Problems From a Real-Life Setting With a Mobile Device: An Exploratory Study. Ying Xie, Northern Illinois University; David A. Coiffland, Idaho State University
“It Does So Matter!” Fifth-Grade Students’ Attention and Agency in Writing Mathematical Explanations. Leslie C. Banes, University of California, Davis

Division and SIG Posters
29.083. Poster Session 4: Poster Session
29.083-1. Developing Successful Mentoring Programs for Graduate Students. SIG-Mentorship and Mentoring Practices; Poster Session
Henry B. Gonzalez Convention Center, Street Level, Stars at Night Ballroom 4; 10:35am–12:05pm
Poster:
1. Mentoring and the Negotiation of STEM, Racial/Ethnic, and Graduate Student Identities for Underrepresented Minorities (URMs) in STEM. Brittini R. Brown, University of Maryland Baltimore County; Levon T. Esters, Purdue University; Neil A. Knobloch, Purdue University

29.083-2. Innovation in Science Instruction and Science Teacher Preparation. Division K–Teaching and Teacher Education; Poster Session
Henry B. Gonzalez Convention Center, Street Level, Stars at Night Ballroom 4; 10:35am–12:05pm
Posters:
3. Designed Intentions and Teacher Enactment: Examining the Implementation of a Project-Based Science Curriculum in a Rural Context. Janice L. Anderson, University of North Carolina–Chapel Hill; Lana Meskew, University of North Carolina–Chapel Hill; Kelly Johnson Barber-Lester, University of North Carolina–Chapel Hill; Sharon Derry, University of North Carolina–Chapel Hill
4. General and Content-Specific Teacher Evaluation Instruments: Interpretations of Novice Elementary Science Instruction. Julianne A. Wenner, Boise State University; Sherry Dismuke, Boise State University
5. Learning From Text: Examining Teacher Thinking and Practice in Advanced Placement Environmental Science. Sara Nachtigal, University of Washington–Seattle
6. Noticing Students’ Thinking in Classroom Artifacts From an Integrated Math and Science Unit. Melissa J. Luna, West Virginia University; Sarah Selmer, West Virginia University
7. Understanding Nature of Science: A Two-Year Study With Middle School Science and Mathematics Teachers. Sissy S. Wong, University of Houston
8. Using Novakian Concept Maps as a Lens to Examine Prospective Teachers’ Conceptions of Buoyancy. Pamela E. Harrell, University of North Texas; Karthikeyan Subramaniam, University of North Texas
9. Exploring Influencing Factors on Preservice EarlyElementary Teachers’ Science Teaching Self-Efficacy Beliefs. Shannon Lee Gorden, Florida State University; Ahmet Simsar, Florida State University

Henry B. Gonzalez Convention Center, Street Level, Stars at Night Ballroom 4; 10:35am–12:05pm
Poster:
10. Investigating the Bidirectional Relationship Between Home Environment and Student Achievement: A Cross-Lagged Longitudinal Analysis. Ai Ye, University of North Carolina–Chapel Hill; Laura Cutler, University of Delaware; Cory Golden; Yannmee Xie, University of Delaware; Yi-Yung Yun; Juana Gaviria, University of Delaware

29.083-4. Poster Session 3: Cognitive Processes. Division C–Learning and Instructions; Poster Session
Henry B. Gonzalez Convention Center, Street Level, Stars at Night Ballroom 4; 10:35am–12:05pm
Posters:
13. Calibration Among Undergraduate Students: The Role of Gender and Performance Attributions. Antonio P. Gutierrez de Blame, Georgia Southern University
14. Development of the Pragmatic Executive Help-Seeking Scale. Philip M. Reeves, Yale University; Rayne A. Sperling, The Pennsylvania State University
16. Effects and Contributions of External Presentation Constrained Finding Prior Knowledge During Multimedia Learning. Thomas Kin Fang Chiu, The University of Hong Kong
18. Focused Breathing and Expressive Writing: Effects on Performance and Anxiety. Virginia E. Clinton, University of North Dakota; Stacy Meester, Minnesota State University–Moorhead
19. Group Versus Individual Learning Across 15 Studies: A Further Test of the Complex-Demonstrable Framework. David Sears, Purdue University; Julia Bergmann; Ming Ming Chiu, Purdue University
20. How to Best Facilitate and Measure Cognitive Engagement. Hue Ryan Jang, Korea University; Johoichi Kato, Kee University; Jee Seul Ahn, Korea University–Department of Education
21. Learning by Quizzing: Recall From an Interactive>Constructive>Active>Passive Perspective. Christiana Bruchak, Arizona State University; Christopher Mari, Salisha Akca-Hobkins; Harrison Potter; Scotty D. Craig, Arizona State University
23. Playing With the Language of the Classroom: Teacher Prompts and Multitouch Table Apps. Catherine Anne Miller, The University of Vermont
24. Ruminations-Related Learning Biases. Amanu Maydon, Trinity University; Sarah Lincoln; Paula Hertel
26. Test of Relational Reasoning—Junior (TORJr): Measuring Relational Reasoning in Children and Adolescents. Sophie Jablansky, University of Maryland—College Park; Patricia A. Alexander, University of Maryland—College Park; Billie Elikam, University of Haifa; Iris Aharon, Oranim Academic College of Education; Yuting Sun, University of Maryland—College Park

29.083-5. Strategic Implementation of Open Educational Resources in Higher Education Institutions. SIG-Education and Philanthropy; Poster Session

- Henry B. Gonzalez Convention Center, Street Level, Stars at Night
- Ballroom 4; 10:35am–12:05pm

Poster:
27. Strategic Implementation of Open Educational Resources in Higher Education Institutions. Eulho Jung

29.083-6. Longitudinal Studies SIG Posters. SIG-Longitudinal Studies; Poster Session

- Henry B. Gonzalez Convention Center, Street Level, Stars at Night
- Ballroom 4; 10:35am–12:05pm

Posters:

29.083-7. Test Validity Research and Evaluation SIG Poster Contribution. SIG-Test Validity Research and Evaluation; Poster Session

- Henry B. Gonzalez Convention Center, Street Level, Stars at Night
- Ballroom 4; 10:35am–12:05pm

Poster:
30. The Predictive Validity of the Specialized High School Admissions Test at Three New York City High Schools. Jonathan Taylor, Hunter College–CUNY

29.083-8. Examining Synergistic Relationships Among Self-Regulated Learning and Motivational Variables. SIG-Studying and Self-Regulated Learning; Poster Session

- Henry B. Gonzalez Convention Center, Street Level, Stars at Night
- Ballroom 4; 10:35am–12:05pm

Posters:
32. Effect of Interest on Monitoring Accuracy and Academic Performance During Weekly Monitoring Exercises. Ondray Pesout, North Carolina State University; Dan Spencer, North Carolina State University; Li Cao, The University of West Georgia; John L. Nettelfield, North Carolina State University
33. Exploring Elementary Student Writing Self-Regulation Strategies: A Qualitative Inquiry. Diya Varier, Virginia Commonwealth University; Sharon Zambourn, Virginia Commonwealth University; Sarah Conklin, Virginia Commonwealth University; JK Stringer, Virginia Commonwealth University; Sarah Anne Mars, Virginia Commonwealth University
34. The Role of Social Goals in Chinese Students’ Self-Regulated Learning. Jing Wang, The University of Hong Kong; Jingyan Liu, The University of Hong Kong
35. The Role of Self-Regulation and Personal Epistemological Beliefs in Predicting Students’ Performance in Idea Improvement. Mahir Akgun, The Pennsylvania State University; Priya Sharma, The Pennsylvania State University; Pui-Wa Lei, The Pennsylvania State University
36. Do Both Teachers and Their Students Benefit From Self-Regulation Intervention in Mathematics? Fischer Marowski, Bar-Ilan University; Anat Shilo, Bar-Ilan University
37. Preserve Teachers’ Capacity to Teach Self-Regulated Learning: Effects of Different Degrees of Scaffolding Professional Vision. Tova Michałski, Bar-Ilan University
38. Study Skills Class Membership and Academic Performance. John Jordan, Sam Houston State University; Susan Troncoso Skidmore, Sam Houston State University; Julie P. Combs, Sam Houston State University
39. The Miller-Lan—Measure of Online Self-Regulated Learning. Scale Development and Validation: A Quantitative Study. Avery D. Miller; William Y. Lan, Texas Tech University; Kamau Oginga Swatu, Texas Tech University; Amanda S. Williams, Texas Tech University

29.083-9. Division K Section 9 Poster Session 1. Division K–Teaching and Teacher Education; Poster Session

- Henry B. Gonzalez Convention Center, Street Level, Stars at Night
- Ballroom 4; 10:35am–12:05pm

Posters:
40. Learner Readiness for an Online Multicultural Teacher Education Course: Characteristics, Concerns, and Cautions. Ramona Maile Catrì, Brigham Young University; Erin Feinauer Whiting, Brigham Young University
41. Teacher Preparation Program Quality and Its Impact on Beginning Teacher Satisfaction and Resiliency: Fallon Wagner, Meriden, CT Public Schools
42. Using Technology to Facilitate Language Acquisition of English Language Learners. Sarah Thomas, Prince George's County Public Schools; Nicol R. Howard, University of Redlands
44. Chinese Teachers’ Perceptions of an Online In-Service Teacher Training Program and Its Results. Nan Li, Eindhoven School of Education; Ruard Taconis, Eindhoven School of Education; Perry den Brok, Eindhoven University of Technology

29.083-10. Systems Thinking in Education SIG. SIG-Systems Thinking in Education; Poster Session

- Henry B. Gonzalez Convention Center, Street Level, Stars at Night
- Ballroom 4; 10:35am–12:05pm

Poster:
45. Revisiting the Early Intervention Coaching Model: Are We Fully Empowering Caregivers? Nicole Megan Edwards, Rowan University

29.083-11. Why Multiliteracies? A Case Study of One First-Grade Teacher’s Enactment of Multiliteracies. Division K–Teaching and Teacher Education; Poster Session

- Henry B. Gonzalez Convention Center, Street Level, Stars at Night
- Ballroom 4; 10:35am–12:05pm

Poster:
46. Why Multiliteracies? A Case Study of One First-Grade Teacher’s Enactment of Multiliteracies. Xing Meng; Mi Song Kim, University of Western Ontario

29.083-12. Motivation in Education SIG Poster Session 2. SIG-Motivation in Education; Poster Session

- Henry B. Gonzalez Convention Center, Street Level, Stars at Night
- Ballroom 4; 10:35am–12:05pm

Poster:
47. Measuring Students’ Affinities Toward Representations of Their Academic Achievement: The Motivated Information-Seeking Questionnaire. Stephen J. Aguilar, University of Southern California

29.083-13. Division G Section 5 Poster Session. Division G–Social Context of Education; Poster Session

- Henry B. Gonzalez Convention Center, Street Level, Stars at Night
- Ballroom 4; 10:35am–12:05pm

Poster:
48. Evidence-Based Practices for Improving Secondary School Climate: A Systematic Review. Adam Voight, Cleveland State University; Maury Nation, Vanderbilt University
29.083-14. Instructional Technology SIG Poster Session 2. SIG-Instructional Technology; Poster Session
Henry B. Gonzalez Convention Center, Street Level, Stars at Night Ballroom 4; 10:35am–12:05pm
Poster:
49. Design and Development of a Tangible Multitouch Interactive Application for Students With Specific Learning Disabilities. Elif Polat, Istanbul University; Kursat Cagiltay, Middle East Technical University; Necdet Karasu, Gazi University; Cigil Aykut, Gazi University

29.083-15. Early Education and Child Development SIG Poster Session 2. SIG-Early Education and Child Development; Poster Session
Henry B. Gonzalez Convention Center, Street Level, Stars at Night Ballroom 4; 10:35am–12:05pm
Poster:
50. Early Childhood Preservation Teachers’ Beliefs About Developmentally Appropriate Practice and Influences of Teacher Education and Field Experience. Hae Kyoung Kim, Seoul Women’s University

FRIDAY, APRIL 28 ▶ 12:25 PM

AERA Sessions

30.013. Reenvisioning Immigration in Contested Borderlands: In Search of the Promise of Equal Educational Opportunity for Immigrant Students. AERA Presidential Session; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, 304 A&B; 12:25–1:55pm
Chair: Kevin C. R. Roxas, Western Washington University
Participants:
An Andaluz Feminista Perspective to Reenvision Education for (Im)migrant Students. Dolores Delgado Bernal, University of Utah
Rethinking Immigrant Adaptation: Difficult Transitions in a New Era of Immigration Policy. Roberto G. Gonzales, Harvard University
Cultivating Contestation: Immigrant Youth Performing Resistance in a Community-Based Theater Program. Big H. Ngo, University of Minnesota
Extended Borderlands and Urban Diversity in a Changing World: Education in San Antonio, a Multicultural City. Harriett D. Romo, The University of Texas at San Antonio

30.014. AERA Distinguished Contributions to Research in Education Award (2016) Address: Micheline T. H. Chi. AERA Sessions; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, 302 A&B; 12:25–1:55pm
Chair: Rodney K. Hopson, George Mason University
Participant:
Translating Interactive>Constructive>Active>Passive on Student Engagement Into Practice. Micheline T. H. Chi, Arizona State University

30.015. Comparing Ethnographies: Local Studies of Education Across the Americas: A New AERA Publication. AERA Sessions; Invited Speaker Session
Grand Hyatt San Antonio, Second Floor, Bowie C/D; 12:25–1:55pm
Chair: Frederick D. Erickson, University of California, Los Angeles
Co-Editors: Kathryn M. Anderson-Levitt, University of California, Los Angeles; Elise Rockwell, Centro de Investigacion y de Estudios Avanzados del Instituto Politecnico Nacional, Mexico
Discussants: Mary Elizabeth (Beth) Grase, University of Wisconsin–Madison; Fabienne Doucet, New York University

30.016. Supporting Students’ College Success: The Role of Assessing Intrapersonal and Interpersonal Competencies—An Academies Report. AERA Sessions; Invited Speaker Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 220–Cantilever; 12:25–1:55pm
Chair: Shirley M. Malcom, American Association for the Advancement of Science Committee Members: Joan L. Herman (Chair), University of California, Los Angeles; Sylvia Hurtado, University of California, Los Angeles; Tabbye Maria Chavous, University of Michigan–Ann Arbor; Margaret Hilton, National Research Council
Discussants: Estela M. Bensimon, University of Southern California; Nicholas A. Bowman, University of Iowa

30.017. Meet Journal Editors: Journal Talks 2. AERA Sessions; Invited Roundtable
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 3; 12:25–1:55pm
Participants:
1. Arts Education Policy Review. Colleen M. Conway, University of Michigan
2. Global Studies of Childhood. Nicola J. Yelland, Victoria University of Western Ontario; Sue Saltmarsh, The Australian Catholic University; I-Fang Lee, The University of Newcastle; Esther Y.M. Chan, The Education University of Hong Kong
3. Journal of Curriculum Studies. Zongyi Deng, Nanyang Technological University–National Institute of Education; Rachel May Heydon, University of Western Ontario
5. The Journal of Educational Research. Mary F. Heller, University of Hawaii–West Oahu; Louis S. Nadelson, Colorado Mesa University; Ray Reutzel,
Committee Sessions

30.018. Division G Fireside Chat. Staying Woke: Creating and Sustaining Sites and Networks for Action Research and Youth Organizing in Schools and Communities. Graduate Student Council; Invited Speaker Session
Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon D; 12:25–1:55pm
Chair: Berenice Sanchez, Indiana University–Bloomington; Cassie J. Brownell, Michigan State University; Kevin Lowell Clay, Rutgers University; Eric Felix, University of Southern California
Participants: Decoteau Irby, Monique Antoineutz Guishard, Bronx Community College–CUNY; Terah Talei Venzant Chambers, Michigan State University; Nicole Mirra, The University of Texas at El Paso

Henry B. Gonzalez Convention Center, River Level, Room 6D; 12:25–1:55pm
Chair: Karley Riffle, University of Georgia; Ab Ra Cho, University of North Texas; Meseret Hailu, University of Denver; Laura Parsons, University of Louisville
Participants: Meghan Pifer, University of Louisville; Erik C. Ness, University of Georgia; Nicholas Hillman, University of Wisconsin–Madison; Samuel D. Museus, University of Denver; Jamey Rorsion, Institute for Higher Education Policy; Denis Gandra, Southern Methodist University; Dilip Das, University of Michigan–Ann Arbor

30.020. Having It All: Finding Your Work-Life Balance. Graduate Student Council; Invited Speaker Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 221 A&B; 12:25–1:55pm
Chair: Ramon Markee Jevon Griffin, Michigan State University
Participants: Mark A. Gooden, The University of Texas at Austin; Terah Talei Venzant Chambers, Michigan State University; Jeffrey M.R. Duncan-Andrade, San Francisco State University; Julian Vasquez Heilig, California State University, Sacramento

30.021. Immigration and Multicultural Urban Educational Policies and Their Implementation in India, Korea, Japan, and Singapore. International Relations Committee; Symposium
San Antonio Marriott Rivercenter, Third Floor, Conference Room 18; 12:25–1:55pm
Chair: Xue Lan Rong, University of North Carolina–Chapel Hill
Participants: Globalization, Decolonization, and Education in India: Engaging Identities and Cultures in Urban Contexts. Nina Auer, University of Minnesota–Twin Cities
Educational Responses to Address Diversity and Social Inequality in Japan: Programs for Immigrant Students. Kaori Okano, La Trobe University
Diversities and Multicultural Education: History and Policies in Korea. Insoo Chang, Gyeongin National University of Education, Seoul, Korea; Harim Aln, University of Maryland
Educating All Children in Multicultural, Multilingual, Urban Singapore: The Quest for Equity Amid Diversity. A. Lin Goodwin, Teachers College, Columbia University; Ee-Ling Low, National Institute of Education–Nanyang Technological University
Rethinking Diversity in South Korea: Examining the Ideological Underpinnings of Multicultural Education Policies and Programs. Ji-Yeon O. Jo, University of North Carolina–Chapel Hill; Minsueng Jung, Korean National Open University
Discussant: George W. Noblit, University of North Carolina at Chapel Hill

International Organization Sessions

30.022. Steering Dynamics in Focus. Netherlands Initiative for Education Research; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, Room 301 C; 12:25–1:55pm
Chair: Edith H. Hooge, TIAS School for Business and Society
Participants: Studying Steering Dynamics With Foucault’s Concept of Governmentality. Edith H. Hooge, TIAS School for Business and Society; Sietske Waslander, Tilburg University; Henno Theisens, The Hague University for Applied Sciences
Raising Standards and Civic Education: Steering Dynamics at the Dutch National Level. Timeke Dreesw, BMC Groep; Edith H. Hooge, TIAS School for Business and Society; Sietske Waslander, Tilburg University
Steering Dynamics and Teachers’ Daily Practice: Steering Dynamics in Boards of Dutch Secondary Schools. Cissy Pater, University of Amsterdam; Sietske Waslander, Tilburg University; Edith H. Hooge, TIAS School for Business and Society

Division Sessions

30.023. Examining Power Dynamics in Schools. Division A–Administration; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 215; 12:25–1:55pm
Chair: Karen Stanberry Beard, The Ohio State University–Columbus
Participants: Effective Equality Beyond the Urban Core: Struggling Schools, Educational Opportunity, and the “In-Between” School District. Erin Anderson, University of Denver; David H. Eddy Spicer, University of Virginia; Frank Perrone, University of Virginia
School Support for Beginning Teachers Through the Eyes of Principals. Erin ‘Tanya’ Tel Aviv University
Looking to the Past, Looking to the Future: The History and Promise of the Community Schools Movement. John L. Lane, Michigan State University; Brian Joseph Boggs, Michigan State University
Discussant: Kathryn Bell McKenzie, California State University–Stanislaus

30.024. Under Scrutiny: Redesigning the Instructional Infrastructure of “Turnaround” Schools. Division A–Administration; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 A; 12:25–1:55pm
Chair: Marcy Singer-Gabella, Vanderbilt University
Participants: Teaching Practice: Quelque Chose est en Train de Changer. David K. Cohen, University of Michigan
30.025. Work at the Core: Teacher Identity, Development, and Efficacy in Schools. Division A—Administration; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 216
A; 12:25–1:55pm
Chair: Kate Rollert French, Michigan State University
Participants:
- Held to Another Standard: Teacher Perception of Prior and Current Coaching. Margaret Smith, University of Connecticut–Storrs; Sarah L. Wolyn, University of Connecticut
- Schools’ Socioeconomic Background and School Effectiveness: The Moderating Effect of Teachers’ Needs Support Climate. Ori Eyal, Hebrew University; Adam Nir, The Hebrew University of Jerusalem
- Teacher Perception of External and Organizational Factors Related to Teacher Retention in Urban Schools. Meredith Wronowski, University of Oklahoma
- Working a System That Doesn’t Work for Them: The Influence of Teachers’ Collaboration on Their Political Efficacy. Lauren P. Bailes, University of Delaware
Discussant: Karen Seashore Louis, University of Minnesota

30.026. Challenging Dominant Ways of Learning in the Classroom Through Chicana Studies Pedagogies. Division B—Curriculum Studies; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214
B; 12:25–1:55pm
Chair: Sonia Alejandra Rodriguez, LaGuardia Community College
Participants:
- Transformative Critical Media Literacy for Latina Teens. Renee Lemus Elsalvador, Los Angeles Community College District
- Implementing Decolonial Methodological Tools in the Chicana Studies Classroom. Monica Hernandez, Grossmont College
- School Fights: Chicana Resisting Oppression in Classrooms in Chicana Children’s and Young Adult Literature. Sonia Alejandra Rodriguez, LaGuardia Community College

30.027. Decolonial Utopics, Voices, and Visions. Division B—Curriculum Studies; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214
C; 12:25–1:55pm
Chair: Crystal Claudette Jensen, Southeastern Oklahoma State University
Participants:
- Filipinx Critical Theory: From Racialization to Radicalization. Michael Joseph Voja, Saint Mary’s College of California
- Decolonization as Utopia and the Potentiality of Ethnic Studies: Beyond Neoliberalism and the Settler State. Michael Singh, University of California, Berkeley
- Decolonizing Divestment. Joe Curnow, University of Toronto–OISE
- “Let’s Talk About a De(Kolla)nization”: Political and Epistemic Debate From Within the Bolivian Academe. Martina Arnal, Independent Scholar
Discussant: Michael J. Dumas, University of California, Berkeley

30.028. Impacting the Life and Research of Others: A Tribute to Gregg Schaw. Division C—Learning and Instructions; Invited Speaker Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 213
A; 12:25–1:55pm
Chair: Bobby Hoffman, University of Central Florida
Participants: Matthew T. McCrudden, Victoria University of Wellington; Terri L. Flowerday, University of New Mexico; Daniel H. Robinson, The University of Texas at Austin; Rayne A. Sterling, The Pennsylvania State University; Antonio P. Gutierrez de Blume, Georgia Southern University

30.029. Integrating Literacy and Science to Promote Equitable Opportunities in Project-Based Learning: An Interdisciplinary Effort. Division C—Learning and Instructions; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 208; 12:25–1:55pm
Chair: Joseph S. Krajecik, Michigan State University
Participants:
- Approaches for Using Texts to Advance Literacy and Science Learning. Annemarie S. Palincsar, University of Michigan; Linda L. Kucan, University of Pittsburgh
- The Integrative Use of Multiple Texts and Writing to Support Knowledge Building in Science. Meredith Baker Marcum, University of Michigan–Ann Arbor; Miranda Fitzgerald, University of Michigan–Ann Arbor; Kirsten D. Edwards, Michigan State University; Annemarie S. Palincsar, University of Michigan
- Using Text for Problem Engagement and Modeling of Scientific/Engineering Practice. Miranda Fitzgerald, University of Michigan–Ann Arbor; Meredith Baker Marcum, University of Michigan–Ann Arbor; Kirsten D. Edwards, Michigan State University; Annemarie S. Palincsar, University of Michigan
Discussants: P. David Pearson, University of California, Berkeley; Eve Manz, Boston University

30.030. Intensive Data Approaches to Students’ Day-to-Day, Moment-to-Moment Emotions, Motivation, and Engagement. Division C—Learning and Instructions Cosponsored with SIG-Motivation in Education; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 209; 12:25–1:55pm
Chair: Erika Alisha Patall, University of Southern California; Jin (EunJin) Seo, The University of Texas at Austin; Ariana Christine Vasquez, University of Pittsburgh
Participants:
- A Primer on Intensive Longitudinal Design and Analysis for Classroom Research. Keenan A. Pituch, The University of Texas at Austin; Erika Alisha Patall, University of Southern California
- Daily Exercise Habits and Well-Being: The Effects of Autonomy, Competence, and Relatedness. Ariana Christine Vasquez, University of Pittsburgh; Erika Alisha Patall, University of Southern California
- Characteristics of College Students’ Personal Academic Goals, Daily Effort, and Affective Well-Being. Jin (EunJin) Seo, The University of Texas at Austin; Erika Alisha Patall, University of Southern California
- It’s Boring I Won’t Do That: State and Trait Boredom Predicting Students’ Career Aspirations. Maiko Kramnik, Universität Konstanz; Thomas Goetz, University of Konstanz; Anastasiya A. Lipnevich, Queens College and the Graduate Center of the City University of New York; Anna-Lena Roos, University of Konstanz
Discussant: Reinhard Palinkas, University of Munich

30.031. Learning, Cognition, and Motivation in Postsecondary Engineering and Computer Science. Division C—Learning and Instructions; Paper Session

Henry B. Gonzalez Convention Center, River Level, Room 6B; 12:25–1:55pm
Chair: Jenefer E. Hueman, University of Oregon
Participants:
- Students’ Expectations, Types of Instruction, and Instructor Strategies Predicting Student Response to Active Learning. Kevin A. Nguyen, The University of Texas at Austin; Jenefer E. Hueman, University of Oregon; Maura J. Borrego, The University of Texas at Austin; Prateek A. Schmidt, Michigan State University; Joshua Michael Rosenberg, Michigan State University; Patrick Neil Beymer, Michigan State University
- Exploring Undergraduate Engineering Researchers’ Identities and Epistemologies: Who Are They and What Do They Believe. Rachel Louis Kajfez, The Ohio State University; Anne McAlister; Courtney June Faber, The College of New Jersey; Kathy Ehler; Lisa Benson, Clemson University; Marist Kennedy, Clemson University; Dennis Lee, Clemson University
30.032. Opening the File Drawer for Innovation in Task Value Intervention. Division C–Learning and Instructions Cosponsored with SIG-Motivation in Education; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 210
A; 12:25–1:55pm
Chair: Stuart A. Karabenick, University of Michigan
Participants:
- Accepting the Null: Exploring the Varieties of Value Construction in College Statistics. Jeffrey R. Albrecht, University of Michigan–Ann Arbor; Nicolle Rausch, University of Michigan–Ann Arbor, Stuart A. Karabenick, University of Michigan
- Replication, Attenuation, and Null Effects of Value- reappraisal and Comparison Interventions. Taylor Wayne Ace, Texas State University–San Marcos; Theresa V. Hoang, Texas State University; Darelyn A. Flagg, Texas State University
- Testing a Utility Value Intervention in Two-Year Colleges. Elizabeth Ann Canning, Indiana University–Bloomington; Stacy J. Friniski, University of Wisconsin–Madison; Judith Hanackiewicz, University of Wisconsin
- Motivating Students to Engage With Motivation Interventions: Case Study of Large-Scale Utility Value Intervention Implementation. Jeff John Kosovich, University of Virginia; Chris S. Hulleman, University of Virginia
Discussant: Chris S. Hulleman, University of Virginia

30.033. Teaching and Learning Science. Division C–Learning and Instructions; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 211; 12:25–1:55pm
Chair: Bryan A. Brown, Stanford University
Participants:
- Student Development and Use of Model-Based Explanations About Carbon Cycling and Climate Change. Laura Zangori, University of Missouri–Columbia; Mandy Peal, University of Missouri–Columbia; Andrew T. Kinslow, University of Missouri–Columbia; Patricia J. Friedrichsen, University of Missouri–Columbia; Troy D. Sailer, University of Missouri–Columbia
- Nature of Science Tasks as a Lens to Understand Students’ Opportunities to Learn. Miray Tekkumru-Kisa, Florida State University; Hannah Hiester, Florida State University; Zahid Kisa, Florida State University
- Exploring Elementary Teachers’ Model-Based Science Instruction About Water: A Three-Year Longitudinal Multi-case Study. Tina Vo, University of Nebraska–Lincoln; Cory T. Forbes, University of Nebraska–Lincoln; Laura Zangori, University of Missouri–Columbia; Christina V. Schwartz, Michigan State University
- Active Retrieval and Peer Discourse Strategy: Whiteboarding Increases Deeper Understanding in a College Biology Course. Christine Lee Bae, Virginia Commonwealth University; Caron Inouye, California State University–East Bay; Kathryn N. Hayes, California State University–East Bay
- What Is Right With the Wrong Answer? How Teacher Language Ideology Impacts Science Teaching. Bryan A. Brown, Stanford University; Catherine Lenni, Stanford University; Andrew J. Wild, Stanford University; Lynne Zummo, Stanford University; Quentin Sedlacek, Stanford University
- Effectiveness of the Teacher as Partner Approach in Developing Scientific Practices and Self-Efficacy: Quasi-Experimental Evidence. Tali Sabag, Carasso Science Park; Iris Tabak, Ben-Gurion University of the Negev

30.034. The Ecology of Citizen Science: An Opportunity for Learning. Division C–Learning and Instructions; Structured Poster Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 221 C; 12:25–1:55pm
Chair: Ornit Sagy, University of Haifa
Participants:
- Public Participation in Science Research on the Genetics of Taste at a Museum. Joseph L. Polman, University of Colorado–Boulder; Leigianne Hinajosa, University of Colorado–Boulder; Rebecca Deborah Swanson, University of Colorado–Boulder; Patty McNamara; Nicola Garneau, Denver Museum of Nature & Science
- How to Achieve Broad Learning Outcomes Through Participation in Citizen Science Projects. Yuva Z. Columbic, Technion Israel Institute of Technology; Ayelit Banam–Tzabari, Technion–Israel Institute of Technology; Barak Fischhain, Technion Israel Institute of Technology
- Science Learning in Online Communities of Scientific Investigations: Evidence and Suggestions. Maria Aritsidou, The Open University; Eileen Scanlon, The Open University; Mike Sharples, The Open University
- Open Science Hardware for Citizen Science in the Global South. (Indonesia, Thailand, and Nepal). Denisa Kera, Arizona State University; Hermes Huang; Irene Agricole; Stefania Druga, HackEdemia
- Learning in the STEAM Room. Kate Thompson, Griffith University; Harry Kanaa, Griffith University
- Developing Statistical Reasoning in Educational Citizen Science Projects. Hana Manoy, University of Haifa; Dani Ben-Zvi, University of Haifa; Ornit Sagy, University of Haifa
- Jellyfish and People: A Citizen-Science Collaboration With Mutual Benefits to Citizens and Scientists. Osnat Atlas, University of Haifa; Ornit Sagy, University of Haifa; Yael Kali, University of Haifa; Dror Angel, University of Haifa; Dor Edelst
- Social Network Scaffolds for a Citizen Science Community. James D. Slotta, Boston College; Alisa Acosta, University of Toronto; Timothy D. Zimmerman, Hampshire College
Discussant: Heidi L. Ballard, University of California, Davis

30.035. Division D Measurement and Research Methodology Luncheon and Business Meeting. Division D–Measurement and Research Methodology; Business Meeting
Henry B. Gonzalez Convention Center, River Level, Room 4; 12:25–1:55pm
Chair: Kadriye Ercek, University of British Columbia/Educational Testing Service

30.036. Community and University Partnerships to Enhance the Academic Success and Well-Being of African American Youth. Division E–Counseling and Human Development; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 A; 12:25–1:55pm
Chairs: Malik S. Henfield, University of San Francisco; Lisa De La Rue, University of San Francisco
Participants:
- Navigating Success: The Community Engineer Model. Malik S. Henfield, University of San Francisco
- Everybody Reads! Social Justice Summer Reading Program to Support Academic Success. Sheryl Evans Davis, San Francisco Human Rights Commission; Helen Maniates, University of San Francisco
- Community Trauma and Police Interactions: Youth-Facilitated Discussions to Support Dialogue. Lisa De La Rue, University of San Francisco
Discussant: Sheryl Evans Davis, San Francisco Human Rights Commission

30.037. Formative Interventions for Expansive Learning and Transformative Agency in the Service of Equity and Sustainability. Division G–Social Context of Education; Symposium
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon C; 12:25–1:55pm
Chair: Yrjo H. Engeström, University of Helsinki
Participants:
- Disrupting the Racialization of Discipline: Culturally Responsive Behavioral Support at an Urban Middle School. Aydin Bal, University of Wisconsin–Madison; Lydie E. M. Bala, University of Wisconsin–Milwaukee; Sarah Chacon, University of Wisconsin–Milwaukee; Robin J. Hinojosa, University of Wisconsin–Milwaukee; Andrew J. Wild, Stanford University; Patricia J. Friedrichsen, T. Kinslow, University of Missouri–Columbia; Andrew Mandy Peel, University of Missouri–Columbia; Laura Zangori, University of Missouri–Columbia; Christina V. Schwartz, Michigan State University; Irene Agricole; Stefania Druga, HackEdemia; Osnat Atlas, University of Haifa; Ornit Sagy, University of Haifa; Yael Kali, University of Haifa; Dror Angel, University of Haifa; Dor Edelst; Social Network Scaffolds for a Citizen Science Community. James D. Slotta, Boston College; Alisa Acosta, University of Toronto; Timothy D. Zimmerman, Hampshire College
Discussant: Heidi L. Ballard, University of California, Davis

2017 AERA Annual Meeting > Program Schedule > FRIDAY, APRIL 28 • 12:25 PM
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon A;
12:25–1:55pm
Chair: Ivery Marcel Berry, George Mason University
Participants:
- The Inequities of Assimilationism: Leadership Development for High School Students of Color. Cecilia Elizabeth Suarez, University of Florida
- Undermined on All Sides: Suburban School Policies and Practices Threatening Black Student Academic Success. Shameka Nija Powell, Tufts University
- Broken Promises: Charter Schools as Opportunities for Anti-Blackness. Kevin Lawrence Henry, University of Arizona
Discussant: Adrienne D. Dixon, University of Illinois–Urbana-Champaign

30.039. Exploring Reliability and Validity Measures in Student Assessment. Division H—Research, Evaluation and Assessment in Schools; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 7A;
12:25–1:55pm
Chair: Dicya Varzier, Virginia Commonwealth University
Participants:
- Inter-Rater Reliability Estimator Accuracy and Double-Rating Percentages: A Monte Carlo Investigation. Zhaoxia Guo, University of South Carolina–Columbia; Ning Jiang, University of South Carolina–Columbia; Robert L. Johnson, University of South Carolina; Yin Burgess, University of South Carolina
- Measuring Students’ College and Career Readiness in English Language Arts Using a Rasch-Based Self-Efficacy Scale. Shelagh M. Peoples, Massachusetts Department of Elementary and Secondary Education; Kathleen Marie Flanagan, Massachusetts Department of Elementary and Secondary Education
- The Education Value-Added Assessment System: Methodological Issues and Implications for Policy and Practitioners. Troy Geiger, Arizona State University; Audrey Amrein-Beardsley, Arizona State University
- Validating the Problem Behavior Scale of the Social Skills Improvement System: Testing Between-Level Measurement Invariance. Leina Zhu, The University of Houston; Omin Kwok, Texas A&M University–College Station; Jorge E. Gonzalez, Texas A&M University–College Station; Jacqueline R. Anderson, University of Houston
Discussant: Jose Felipe Martinez, University of California, Los Angeles

30.040. Promoting Academic Achievement for English Language Learners Through Instructional Interventions and Teacher Preparation. Division H—Research, Evaluation and Assessment in Schools; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 7B;
12:25–1:55pm
Chair: Rolf K. Blank, NORC at the University of Chicago
Participants:
- Assessment of Reading Comprehension by Text Genre in English Language Learners and English-Fluent Adolescents. Danielle M. Homand, Mt. Diablo Unified School District; Amy C. Moughnian, Saint Mary’s College
- Change in Knowledge, Beliefs, and Practices: A Look at Professional Development for In-Service Teachers. Jason T. Joy, Brigham Young University; Dennis Eggert, Brigham Young University; Lisa McLachlan, Brigham Young University; Stéfanie E. Pinnegar, Brigham Young University
- Exploring Reading Achievement Differences Between Elementary School Students Receiving and Not Receiving English Language Services. Tingting Reid, University of Hawaii at Mānoa; Ronald H. Heck, University of Hawaii–Mānoa
- Instructional Intervention and Bilingual Students’ English Achievement: A Randomized Controlled Trial in School. Rafael Lara-Aleci, Texas A&M University; Fahui Tong, Texas A&M University–College Station; Beverly J. Irby, Texas A&M University–College Station; Cindy Lynn Guerrero, Texas A&M University
Discussant: Peggy Cleggs, American Institutes for Research

30.041. Factors Relating to Career Success. Division I—Education in the Professions; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 213 B;
12:25–1:55pm
Chair: Angela D. Blood, Rush University
Participants:
- Rethinking Success in Physical Therapist Education: First-Year Students’ Experiences. Thuha Hoang, Louisiana State University–Health Sciences Center New Orleans
- Satisfaction With the Decision to Become a Lawyer: The Implications for Diversity in the Legal Profession. Yonghong Jade Xu, The University of Memphis
- Success in Vocational Education of German Electronic Technicians: Does School Background Matter? Leo van Waveren, Technical University of Kaiserslautern; Felix Walker, Technical University of Kaiserslautern
- Teacher Candidate Dispositions: Assessing the Intangible. Vince Joseph Rinaldi, Niagara University; Dr. Thomas J. Sheeran, Niagara University
Discussant: LuAnn Wilkerson, The University of Texas at Austin

Henry B. Gonzalez Convention Center, River Level, Room 6C;
12:25–1:55pm
Chair: Vincent D. Carales, The American Council on Education/UT San Antonio
Participants:
- The Accidental and the Intentional: A Critical History of Two Hispanic-Serving Institutions. Erin Doran, Iowa State University; Oscar Medina, University of Pittsburgh
- Factors Influencing Latina/o Student Satisfaction at Hispanic-Serving Institutions. Marceda Cuellar, University of California, Davis
- Beyond the Hispanic-Serving Institution Dichotomy: The Relationship of Emerging (In)Equity, Geography, and Demographic Contexts. Deryl Keith Hatch, University of Nebraska–Lincoln; Desiree Zerquera, University of San Francisco; Crystal Eufemia Garcia, University of Nebraska–Lincoln
- Apri Medina, University of Nebraska-Lincoln
Discussant: Victor Saenz, The University of Texas at Austin

30.043. Living in Neoliberal Times: Complicating Notions of Progress in Higher Education. Division J—Postsecondary Education; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 205; 12:25–1:55pm
Chair: Yoruba Taiheerah Mutukabbi, Texas Southern University
Participants:
- Compromises and Contradictions: Responding to Rape on College Campuses in the Neoliberal State. Julie Ann White, Onondaga Community College
- Is Inclusive Excellence the New Interest Convergence in Higher Education? Naomi Nishi, University of Colorado–Denver
- Trauma, Violence, and Healing: Diversity Plans as Crisis Management, a Reconceptualization. Siduri J. Haslerig, The University of Oklahoma; Kirsten T. Edwards, University of Oklahoma
30.044. Research in Higher Education in the Global South: Scope, Themes, and Trends. Division J–Postsecondary Education; Invited Speaker Session
Henry B. Gonzalez Convention Center, River Level, Room 6A; 12:25–1:55pm
Chair: Hans de Wit, Boston College
Participants:
- Zooming Into Research in Higher Education in Chile. Daniela Vélez Calderón, Pontificia Universidad Católica de Chile; Andres Bernasconi, Universidad Católica de Chile
- Trends in Higher Education Research in China: Evolving Themes and Methods. Jian Liu, Shanghai Jiao Tong University; Yuhao Cen, Shanghai Jiao Tong University; Niancai Liu, Shanghai Jiao Tong University
Research in Higher Education: Interrogating the Measures in South Africa. Damtew Teferra

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 218; 12:25–1:55pm
Chair: Molly Quinn, Augusta University
Participants:
- Dynamics of a Scholarly Life: Conversational Complexity in Pursuit of the Mysterium Tremendum. M. Jayne Fleener, North Carolina State University
- Travels With Bill Doll in Search of America (and Beyond). Noel Gough, La Trobe University
- The Pedagogy of the King of Chaos in a Postmodern Era. Jie Yu, Rollins College
- Playful Engagement With Difference. Hongyu Wang, Oklahoma State University–Tulsa
- Struggles With Spirituality: On (Not) Knowing Bill Doll. Reta Ugena Whittlock
Discussant: Juan Carlos Garibay, University of Virginia

30.044. Research in Higher Education in the Global South: Scope, Themes, and Trends. Division J–Postsecondary Education; Invited Speaker Session
Henry B. Gonzalez Convention Center, River Level, Room 6A; 12:25–1:55pm
Chair: Molly Quinn, Augusta University
Participants:
- Zooming Into Research in Higher Education in Chile. Daniela Vélez Calderón, Pontificia Universidad Católica de Chile; Andres Bernasconi, Universidad Católica de Chile
- Trends in Higher Education Research in China: Evolving Themes and Methods. Jian Liu, Shanghai Jiao Tong University; Yuhao Cen, Shanghai Jiao Tong University; Niancai Liu, Shanghai Jiao Tong University
Research in Higher Education: Interrogating the Measures in South Africa. Damtew Teferra

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 206 A; 12:25–1:55pm
Chair: Elizabeth Severance, Texas Education Agency
Participants:
- An Examination of Experiences, Positionality, and Privilege of Campus Climates. Elisabeth Fornaro, Temple University; Elizabeth Sweet; Karen M. Turner; Kimmika Williams-Whitherspoon
Impact of Campus Carry Laws on Discussing Controversial Topics in College Classrooms: Faculty Perspective. Joslyn Krismer, The University of Texas at Arlington
Shrinking Budgets, Growing Expectations: Neoliberalism and Faculty Identity Tensions at the Regional Public University. Daryl Mortensen Dugas, Northern Illinois University; Lindsay Harris, Northern Illinois University; Amy Elizabeth Stich, Northern Illinois University; Kelly Summers, Northern Illinois University
From Start to Finish: Investigating the Relationship Between Applicant Pool Composition and the Likelihood of Hiring Women Into Senior Management. Jeralu Mackey, Harvard University
Discussant: Jarrett B. Warshaw, Florida Atlantic University

30.046. Can the “Blunt Instruments” of Education Policy Affect Classroom Practice for English Learners? Division L–Educational Policies and Politics; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 B; 12:25–1:55pm
Chair: Anne-Marie Nunez, The Ohio State University
Participants:
- English Learner Classroom Composition, English Proficiency, and Content Achievement. Peggy Estrada, University of California, Santa Cruz
- Axes of Variation in Bilingual Program Implementation: Learning From School and District Leaders. Ilana Marice Unamsky, University of Oregon; Misafl Flores, University of Oregon; Nikki Cox; Scari F. Reardon, Stanford University; Rachel Valentino, Stanford University
- Identity Tensions at the Regional Public University. Jie Yu, Rollins College
- Dancing on the Fence: Personal and Professional Struggle to Develop a Lens for Equitable Education. Angela J. Cox, Georgetown College
- Life Ain’t Been No Crystal Stair: An African American Educator’s Journey Against Whiteness. Tiffany Renee Wheeler, Transylvania University
Co-Construction of Literacy Instruction. Miriam Elizabeth Stroder, Asbury University
Discussant: Desocene L. Jones, Trinity University

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 218; 12:25–1:55pm
Chair: Molly Quinn, Augusta University
Participants:
- Dynamics of a Scholarly Life: Conversational Complexity in Pursuit of the Mysterium Tremendum. M. Jayne Fleener, North Carolina State University
- Travels With Bill Doll in Search of America (and Beyond). Noel Gough, La Trobe University
- The Pedagogy of the King of Chaos in a Postmodern Era. Jie Yu, Rollins College
- Playful Engagement With Difference. Hongyu Wang, Oklahoma State University–Tulsa
- Struggles With Spirituality: On (Not) Knowing Bill Doll. Reta Ugena Whittlock
Discussant: Juan Carlos Garibay, University of Virginia

30.048. In and beyond the Classroom: Youth-Led Participatory Action Research. SIG-Critical Educators for Social Justice; Paper Session
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon F; 12:25–1:55pm
Chair: Brittnay Leigh Beck, University of Florida
Participants:
- Perspectives on Teacher Quality and Testing From African American and Latina/o Elementary School Students. Martin J. Wasserberg, University of North Carolina–Wilmington
Teacher and Student Participatory Action Research in a Seventh-Grade Science Classroom. Annie S. Adamian, California State University–Chico
- “We the Afro Club”: Investigating a Teacher and African American Boys’ Co-Construction of Literacy Instruction. Grace Yun Kang, Illinois State University
- “What Color Are Our Hearts?” Challenging Social and Literacy Inequalities in an Elementary School Writing Club. Judith M. Dunkerly-Bean, Old Dominion University; Thomas W. Bean, Old Dominion University; David Kidd, Norfolk Academy; Elizabeth Johnson, Norfolk Academy
Discussant: Diego Luna, University of Utah

30.049. Moving From Knowledge to Action: Using Self-Excavation to Advance Equitable Educational Opportunities. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium
Grand Hyatt San Antonio, Second Floor, Bowie B; 12:25–1:55pm
Chair: Norvella P. Carter, Texas A&M University
Participants:
- Improving Educational Policy and Practice: Equitable Learning Opportunities for Each Child. Sherry W. Powers, Eastern Kentucky University
- Dancing on the Fence: Personal and Professional Struggle to Develop a Lens for Equitable Education. Angela J. Cox, Georgetown College
- Life Ain’t Been No Crystal Stair: An African American Educator’s Journey Against Whiteness. Tiffany Renee Wheeler, Transylvania University
- Co-Construction of Literacy Instruction. Miriam Elizabeth Stroder, Asbury University
Discussant: Desocene L. Jones, Trinity University

30.050. Disrupting Deficit Ideologies: The Role of Context and Content to Reposition Literacy Learners as Competent. SIG-Disability Studies in Education; Symposium
Grand Hyatt San Antonio, Second Floor, Bowie A; 12:25–1:55pm
Chair: Maryl A. Randel, Rowan University
Participants:
- “I Am an OK Reader, but I Am Smart”: Fifth Graders Challenge the “Struggling Reader” Construct. Maryl A. Randel, Rowan University
- Using Local Knowledge to Inform Text Selection for “Struggling” Readers of Color. Michiko Hicka, The Ohio State University–Columbus
- Collaborative Composition and the Writing Process: Analysis of the Construction of a Dance. Erin Whitney, California State University, Chico
Discussant: Kathleen M. Collins, The Pennsylvania State University

30.051. STEM in Graduate Education. SIG-Doctoral Education Across the Disciplines; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 207 B; 12:25–1:55pm
Chair: Michelle A. Maher, University of Missouri–Kansas City
Participants:
- Challenges and Opportunities: Multivariate Analysis of Underrepresented Minority (URM) STEM Doctoral Completion. Hironao Okahana,
30.052. Early Childhood Program Quality and Assessment. SIG-Early Education and Child Development, Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 212 A; 12:25–1:55pm
Chair: Patsy Cooper, Queens College, City University of New York
Participants:
- Integrating Antibias Education Into the Measurement of Early Childhood Education Quality. Larissa Michelle Gaia, Arizona State University; Eva Marie Shivers, Indigo Cultural Center, Inc.; Larry E. Dumka, Arizona State University
- Patterns of Quality in Head Start and Center-Based Early Education Classrooms. Clare Waterman Irwin, Education Development Center Inc.; John P. Madura, University of Connecticut; David Bamat, Education Development Center; Paul A. McDermott, University of Pennsylvania
- Neglected Validities: Evaluating Preschool Assessment Against the Standards. Katharine Buek, University of Pennsylvania; Katherine Barghaus; John Fantuzzo, University of Pennsylvania
- Longitudinal Measurement Invariance of the Preschool Child Observation Record. Zijia Li, National Institute for Early Education Research; Caroline Gooden, University of Kentucky; Michael Island, University of Kentucky

30.053. The Emerging Age of Engagement, Identity, and Well-Being: New Research Findings from Ontario. SIG-Educational Change; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 C; 12:25–1:55pm
Chair: Alma Harris, University of Bath
Participants:
- Exploring the Intersection of Student Identity and Educational Well-Being. Mark D’Angelo, Boston College
- Fostering Professional Engagement and Well-Being to Ensure the Success of All Students. Shanelle A. Wangia, Boston College
- Attaining Well-Being Through Student Voice: New Directions in Ontario. Chris K. Bacon, Boston College
- Emergent Student Engagement in Ontario School Reform. Dennis Lynn Shirley, Boston College; Andy Hargreaves, Boston College
Discussant: Alma Harris, University of Bath

30.054. Determining Faculty Success. SIG-Faculty Teaching, Evaluation, and Development; Paper Session
Grand Hyatt San Antonio, Second Floor, Mission B; 12:25–1:55pm
Chair: Peggy Ann Lumpkin, Young Harris College
Participants:
- Faculty Merit Review: Supporting the Consistency of Merit Ratings. Maria Araceli Ruiz-Primo, Stanford University; Dorothy Faye Garrison-Wade, University of Colorado–Denver; Honorine D. Nocon, University of Colorado Denver
- Pretenure Faculty Members’ Motivation for Teaching and Research Success: Testing a Model of Self-Determination Theory. Robert H. Stumpsky, University of North Dakota; Mandi-Leigh Peterson, University of North Dakota; Nathan C. Hall, McGill University
- Rewarding Collegiality: The Use of Collegiality as a Factor in Faculty Evaluation and Employment Decisions. Ann E. Blankenship Knox, University of Southern Mississippi; R. Eric Platt, University of Southern Mississippi; Hannah Read, University of Southern Mississippi
Discussant: Molly M. Goldbasser, Duke University

30.055. Undocumented Latina/o Students Navigating Higher Education. SIG-Hispanic Research Issues; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Crockett C; 12:25–1:55pm
Chair: Ana Gil-Garcia, Northeastern Illinois University
Participants:
- Navigating Alternative Possibilities: Experiences of Undocumented Latina/o College Graduates. Angelia Lara, Mills College; Pedro E. Nava, Mills College Educational Trajectories and Activism: The Impact of DACA. Cristina Patricia Salazar Gallardo, Teachers College, Columbia University
- The Internationalization of Undocumented/DACAmented Students in Higher Education. Darsella Vigil, University of Denver; Susana Maria Munoz, Colorado State University–Fort Collins
- "A Rude Wake-Up Call": Stories of DACA Students in South Carolina. William McCorkle, Clemson University; Heidi Cian, Clemson University
- The Undocumented Status of Mexican Immigrants and Their Children’s Educational Attainment. Pat Rubio Goldsmith, Texas A&M University–College Station; Nadia Flores
Discussant: Ruth Maria Lopez, University of Houston

30.056. Achieving the Promise for Indigenous Peoples: Research on the Politics of Storytelling. SIG-Indigenous Peoples of the Pacific; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Republic A; 12:25–1:55pm
Chair: Kawipuni Lipe, University of Hawaii–Mānoa
Participants:
- What Personal Stories Tell Us About the Indigenous Psyche. Margaret J Maaka, University of Hawaii–Mānoa; Patricia Maringi Gina Johnston, Te Whare Wananga o Awamurangi
- The Aloha Spirit Law: Criticize It, Don’t Legalize It. Kekealoha Perry, University of Hawaii–Mānoa
- Discourse Analysis of Portraying Indigenous Pacific Islanders in Taiwan’s English as a Foreign Language Textbooks. Yann-Ru Ho, University of California, Los Angeles
- Leadership Preparation in an Indigenous Institution: Stories About Self-Determination. WIREMU DOHERTY, TE WHARE WANANGA O AWAMURANGI; Nathan Matthews, TE WHARE WANANGA O AWAMURANGI
Discussant: Linda T. Smith, The University of Waikato

30.057. Learning Analytics and Data Mining to Improve Student Learning and Teacher Professional Development. SIG-Instructional Technology; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Republic C; 12:25–1:55pm
Chair: Lijia Lin, East China Normal University
Participants:
- An Adaptive Course Recommender System for Teachers’ Professional Development. Fengwei Sui; J. Michael Spector, University of North Texas; Youqun Ren, East China Normal University; Lijia Lin, East China Normal University; Huahao Zhang, Shanghai Teacher Training Center–Shanghai; Yi Zhang, East China Normal University; Layne Peng
- Examining Students’ Self-Regulated Learning Strategies Using Learning Management System Data: An Evidence-Centered Design Approach. Ji Eun Lee, Utah State University; Mimi M. Recker, Utah State University
- Facilitating Student Success in Introductory Chemistry With Feedback on an Online Platform. Samuel Van Horne, University of Iowa; Maura Curran, The University of Iowa; Anna Smith; Ross Miller, The University of Iowa; Russell Larsen, The University of Iowa
- Students’ Expectations of Learning Analytics Features. Clara Schumacher, University of Mannheim; Dirk Jentzsch, University of Mannheim

30.058. Equitable Education Opportunities. SIG-International Studies; Paper Session
San Antonio Marriott Rivercenter, Third Floor, Conference Room 17; 12:25–1:55pm
Chair: Krishna Bista, University of Louisiana at Monroe
Participants:
- “It’s Unfair and It Shouldn’t Be Like That”: International Students and Racial Identity Development. Ashley Michelle Macrande, Washington University in St. Louis
- The Relationship Between Emotion Regulation and Social Competence in School-Aged Children. Sibel Zeynep Taskin, Incesehir college
- “Boys Don’t Rule Us”: Rwandan Girls’ Critical Interrogations of Masculine Domination in Classrooms. Derron Wallace, University of Cambridge
30.059. Innovations in Learning Environments Research in STEM Classrooms. SIG-Learning Environments; Paper Session
Grand Hyatt San Antonio, Second Floor, Mission A; 12:25–1:55pm
Chair: Melissa C. Gilbert, Stanford University
Participants:
- Evaluation of Learning Environments of the UTeach Teacher Development Program for Secondary STEM Teachers. Kimberly Distin, Curtin University; Barry J. Fraser, Curtin University
- Development and Validation of the Questionnaire Assessing Connections to Science (QuACS). George Sirrakos, Kutztown University of Pennsylvania; Meredith Heffner, Kutztown University of Pennsylvania; Barry J. Fraser, Curtin University

30.060. Computational Learning Environments: Access, Equity, and Agency. SIG-Learning Sciences; Paper Session
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon B; 12:25–1:55pm
Chair: Danielle Hagood, University of California, Davis
Participants:
- Increasing Diversity in Makerspaces by Building for Connectedness. Nathan Holbert, Teachers College, Columbia University
- Solder and Wire or Needle and Thread: Can the Tools We Use Change the Way We Think? Richard Davis, Stanford University; Christopher Proctor, Stanford University; Michelle Friend, University of Nebraska–Omaha; Paolo Blikstein, Stanford University
- The Design of Unplugged Activities Promoting Computational Thinking and Mathematics Learning in Early Childhood Education. Wooshee Sung, Teachers College, Columbia University; Jung-Hyun Ahn, Teachers College, Columbia University; John B. Black, Teachers College, Columbia University
- “What I Can and Cannot Do”: Self-Assessment and Learners’ Construction of Agentive Selves in Computing. Christina Pei, Northwestern University School of Education and Social Policy Learning Sciences; Corey Brady, Vanderbilt University–Peabody College; Uri J. Wilensky, Northwestern University

30.061. Attracting and Keeping the Best Teachers. SIG-Lives of Teachers; Symposium
Grand Hyatt San Antonio, Third Floor, Bonham C; 12:25–1:55pm
Chair: Anna M. Sullivan, University of South Australia
Participants:
- Unpacking Teacher Quality: Key Issues for Early-Career Teachers. Maria A. Flores, Minko University, Portugal
- Retaining Teachers, Sustaining Commitment. Christopher W. Day, University of Nottingham
- Mapping the Origins of the Emotional Turning Points in Early-Career Teachers’ Lives. Anna M. Sullivan, University of South Australia
- Reforming Replacement Teachers’ Conditions: A Game Changer for the Development of Early-Career Teachers. Barbara Preston, University of Canberra
- Why Early-Career Teachers Need Mentors and Coaches. Andrea Marlene Gallant, Deakin University-Melbourne Australia; Philip Riley, Australian Catholic University

30.062. A Closer Examination of Cost: Expectancy-Value Theory Revisited. SIG-Motivation in Education; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 D; 12:25–1:55pm
Chair: Emily Quinn Rosenweig, University of Maryland–College Park
Participants:
- An Expectancy-Value-Cost Approach in Predicting Students’ Academic Motivation and Achievement. Yi Jiang, East China Normal University; Emily Quinn Rosenweig, University of Maryland–College Park; Hanna Gaspard, University of Tübingen
- Antecedents of Costs: What Shapes the Cost Perceptions of Non–Science Majors in a Science Course? Delaram A. Totonchi, Old Dominion University; Tony Perez, Old Dominion University; Yuanyuan Yue, Old Dominion University
- Establishing the Invariant Natures and Exploring the Variable Relations of Value and Cost. Rachel Part, University of Nevada–Las Vegas; Matthew L. Bernacki, University of Nevada–Las Vegas; Gwen C. Marchand, University of Nevada–Las Vegas

30.063. Multicultural/Multiethnic Education: Exploring Learning Environments and Student Outcomes. SIG-Multicultural/Multiethnic Education: Theory, Research and Practice; Paper Session
Grand Hyatt San Antonio, Third Floor, Bonham E; 12:25–1:55pm
Participants:
- Do Roma Parents’ Views of Their Children’s Learning Problems Align With Special Education Overrepresentation? Bob Ives, University of Nevada–Reno; Brian Lee, University of Nevada–Reno
- Italian Schools and Interculturality: Integration and Discrimination in Friendship Formation. Cinzia Pica-Smith, Assumption College; Rina Manuelia Contini, University of Chieti-Pescara (Italy)
- The Relations of a School’s Organizational Climate to Adolescents’ Academic Achievement in Racially Diverse Schools. SookSweon Min, Korea Research Institute for Vocational Education and Training
- The Relationship Between Multicultural Education and Academic Achievement: The Quantitative Evidence. Orhan Agiland, KU Leuven

30.064. Alternative Analyses of Learners’ Interactions. SIG-Online Teaching and Learning; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Republic B; 12:25–1:55pm
Participants:
- How Does Students’ Self-Regulation of Learning Influence Their Online Learning Outcomes? A KHB Model Analysis. Zhenzhong Huang, Tsinghua University; Xiaolei Zhang, Tsinghua University; Manli Li, Tsinghua University
- Using Social Network Analysis of Online Discussion Interactions to Develop Better Assessment Metrics. Audrey Fried, University of Toronto
- Fostering Online Discussions Through Social Learning Analytics. Bodo Chen, University of Minnesota–Twin Cities; Ya-Hui Chang, University of Minnesota–Twin Cities; Fan OuYang, University of Minnesota; Wanying Zhou, University of Minnesota–Twin Cities
- Implications of Measuring Cognitive Load in a Fully Online Learning Experience. Kadir Kozan, Bahcesehir University
- Investigating Socially Situated Identity in Peer-Moderated Online Collaborative Learning: A Discourse Analysis Study. Lin Lu, The Ohio State University; Serkan Ezmirli, Canakkale Onsekiz Mart University; Sheng-Lun Cheng, The Ohio State University–Columbus; Kui Xie, The Ohio State University
30.065. **Productive Methodological Tensions: Intervening Through Creativity, Collaboration, and Critique.** SIG-Qualitative Research; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 207 A; 12:25–1:55pm

Chair: Jasmine Ulmer, Wayne State University

Participants:
- Generative Texts and Collaborative Creativity. Sarah Bridges-Rhoads, Georgia State University; Jessica Van Cleave, Mars Hill University
- Affirming and Debunking? Intervening Through, and in, Critique. Maggie Macule, Manchester Metropolitan University
- Stuttering Toward Method: The Challenge of Sound to Everyday Practice. Walter S. Gershon, Kent State University

Process Photography: How Do Images Produce? Jasmine Ulmer, Wayne State University

Discussant: Harry Torrance, Manchester Metropolitan University

30.066. **Educational Research and the (Re)Construction of Black Educational Opportunity in Public Discourse and Civic Action.** SIG-Research Focus on Black Education; Symposium

Grand Hyatt San Antonio, Fourth Floor, Crockett A; 12:25–1:55pm

Chair: Carla D. O'Connor, University of Michigan

Participants:

Seeing #BlackGirlMagic in Mathematics. Maisie L. Gholson, University of Michigan—Ann Arbor

30.067. **New Perspectives on Teacher Noticing in Mathematics Education.** SIG-Research in Mathematics Education; Symposium

Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon D; 12:25–1:55pm

Chair: Giovanna Gonzalez, University of Illinois at Urbana-Champaign

Participants:
- A Methodology That Does Not Break the Complexity in Noticing. Higinio Dominguez, Michigan State University
- Exploring Teacher Noticing of Student Algebraic Thinking. Janet Dawson Kim Walkow, University of Maryland
- Understanding Teacher Noticing of Students' Prior Knowledge: Challenges and Possibilities. Giovanna Gonzalez, University of Illinois at Urbana-Champaign

Discussants: Miriam G. Sherin, Northwestern University; Bruce Sherin, Northwestern University

30.068. **Curriculum and Instruction for the Gifted and Talented: Promises and Challenges.** SIG-Research on Giftedness, Creativity and Talent; Paper Session

Grand Hyatt San Antonio, Third Floor, Bonham D; 12:25–1:55pm

Chair: Kimberley L. Chandler, College of William and Mary

Participants:
- Gifted Education Structures in Elementary Schools and Their Connections to Program Focus. Del Siegle, University of Connecticut; Jeb S. Puryear, University of Connecticut; William Estep-Garcia, University of Connecticut; Carolyn M. Callahan, University of Virginia; E. Joan Gubbins; D. Betty Mccoch, University of Connecticut; Rachel U. Mun, University of North Texas; Christina M. Amspaugh, University of Connecticut
- The Use of Robotics and Aerospace Technology as Learning Tool for Elementary-Level Gifted Students. Dafne Ashley Almazan, Talent Attention Center CEDAT; Delanie Alina Almazan, Talent Attention Center (CEDAT); Erick Rodrigo Reyes Labastida, Talent Attention Center (CEDAT); Tifsc Habib, Talent Attention Center (CEDAT); Mayada Arco, Talent Attention Center (CEDAT); Emiliano Morales Landa, Talent Attention Center (CEDAT); Sebastian Perez Saracho, Talent Attention Center (CEDAT); Eduardo De la Cruz, Talent Attention Center (CEDAT); Leon Lopez Cortes, Talent Attention Center (CEDAT); Luis Eruviel, Talent Attention Center (CEDAT)
- A Talent for Tinkering: Developing Talents in Young Low-Income Children Through Engineering Curriculum. Ann E. Robinson, University of Arkansas at Little Rock; Jill L. Adelson, University of Louisville; Kristy Kid, University of Arkansas at Little Rock; Keda Moreno Navarette, University of Arkansas; Amanda Maher; Kathleen Cash, University of Louisville; Christine M. Cunningham, Museum of Science, Boston
- Small Change, Big Impact: From Doing Math to Thinking Mathematically. Nancy B. Hertzog, University of Washington; Rachel U. Mun, University of North Texas

Game-Based Learning and Creativity: A Review of Recent Research. Meihua Qian, Clemson University; Karen Clark, Clemson University

Discussant: Marcia L. Gentry, Purdue University

30.069. **Women and Educational Leadership.** SIG-Research on Women and Education; Paper Session

Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon B; 12:25–1:55pm

Chair: Julia Nell Ballenger, Texas A&M University—Commerce

Participants:
- Women in Educational Leadership and the Politics of Fit. Jennifer L. Martin, The University of Mount Union; Elizabeth Chase, St. John's University
- Female Leadership in a Rural Educational Landscape in South Africa. Brigitte Smith, University of South Africa; Robelette Machaia, University of South Africa
- Muslim Women Learning Leadership. Amaarah N. DeCuir, Paragon Education Consulting

30.070. **Knowledge to Action: Articulating and Enacting a Practice-Based Pedagogy for Teaching English Learners.** SIG-Second Language Research; Symposium

Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon E; 12:25–1:55pm

Chair: Megan Madigan Peercy, University of Marylan—College Park

Participants:
- Common Language, Common Practice: Core Practices as a Guiding Framework for Novice Teacher English Learner Pedagogy. Megan Madigan Peercy, University of Maryland—College Park; Tabitha Kidwell, University of Maryland—College Park; Megan DeStefano, University of Maryland—College Park; Johanna M. Tigert, University of Maryland—College Park; Daisy Fredricks, University of Maryland—College Park
- Approaches to Studying Core Teaching Practices for English Learners. Nancy E. Dubetz, Lehman College—CUNY; Jennifer Marie Collett, Lehman College—CUNY

Learning to Integrate Language and Content Instruction Through English Learner/Math Studio Days. Kerry Soo Von Esch, Seattle University

Dismantling Silos: Facilitating English Learner Instructional Change in Science Teaching. Anna Van Windens, University of Washington—Seattle; Kerry Soo Von Esch, Seattle University; Jessica J. Thompson, University of Washington; Jennifer Richards, University of Washington; Karin Lobwasser, University of Washington

Discussant: Francesca Forzani, University of Michigan

30.071. **Self-Study Research in a Digital Age.** SIG-Self-Study of Teacher Education Practices; Paper Session

Grand Hyatt San Antonio, Third Floor, Bonham B; 12:25–1:55pm

Chair: Karen Ragoonaden, The University of British Columbia

Participants:
- Access and Equity for All Learners in Introductory Literature Classes Using a Blended Learning Format. Julie Klein, University of Northern Iowa
- Critical Hybrid Pedagogies: An Self-Study Inquiry Into Faculty Practices in a Blended Educational Leadership Ed.D. Program. Kathryn Jill Strom,
30.072. Curriculum and Purpose in the Social Studies. SIG-Social Studies Research; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 206
B; 12:25–1:55pm
Participants:
Telling a Story With Economics: Preservice Teachers and Critical Consciousness in Social Studies. Neil Shanks, The University of Texas at Austin
Appraising Justice in Our Research: A Content Analysis of Two Social Studies Education Journals. J. Spencer Clark, Kansas State University; Steven Paul Camicia, Utah State University
Stealth Integration: An Examination of Curricular Integration by Elementary School Teachers. Kristy Brugar, University of Oklahoma; Annie McMahon Whitlock, University of Michigan–Flint
Using Lesson Study to Develop Geography Teachers’ Capacity to Design and Implement Problem-Based Inquiry. James B. Howell, The University of Southern Mississippi; Lamont E. Maddox, University of North Alabama
Why the Social Studies Needs Her Poets: A Case for Spoken Word Poetry in the Social Studies Classroom. Lauren Bagwell, Baylor University; Brooke Blevins, Baylor University; Natalie Jansing, Baylor University
Discussant: Wayne Journell, University of North Carolina–Greensboro

30.073. The Vital Role of Social and Emotional Learning in Preservice Teacher Education. SIG-Social and Emotional Learning; Symposium
Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon E; 12:25–1:55pm
Chair: Deborah Ann Donahue-Keegan, Tufts University
Participants:
A National Scan of Social and Emotional Learning in Teacher Preparation Programs in the United States. Kim A. Schonert-Reichl, The University of British Columbia; M. Jennifer Kital, The University of British Columbia; Maria Leroze, The University of British Columbia; Lina Swess, The University of British Columbia; Michelle Sipl, The University of British Columbia; Zahra Tiya, University of California, Berkeley
Culturally Responsive Social-Emotional Learning in Teacher Preparation: Challenges and Promising Possibilities. Deborah Ann Donahue-Keegan, Tufts University; Rhea Brown
Bringing an “SEL Lens” Into Teacher Preparation: Second-Year Evaluation Outcomes. Nancy Lourie Markowitz, San Jose State University; Rebecca Diaz, WestEd; Wendy Thowdlo, San Jose State University
Copbing During Preservice Teacher Education: A Latent Growth Curve Analysis. Raoin P. Corcoran, Johns Hopkins University; Joanne O’Flaherty, University of Limerick
Discussant: Janie Victoria Ward, Simmons College

30.074. Issues in Parameter Estimation and Model Comparison. SIG-Structural Equation Modeling; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 7C; 12:25–1:55pm
Participants:
A Simulation Study of Parameter Estimates of Nonparametric Multilevel Latent Class Analysis With Covariates. Chi Chang, University of New Mexico; Xiaoran Tong, Michigan State University
Distinguishing Outcomes From Indicators via Bayesian Modeling. Roy Levy, Arizona State University

Effect of Single-Value Response Styles on Latent Factor Model Convergence and Measures of Fit. Allen G. Harbaugh, Boston University; Min Liu, University of Hawaii–Mānoa
Robustness of Structural Means Model to Non-Normality: A Simulation Study. Meng Qiu, Avar Consulting, Inc.
The Impact of Prior Specifications on Model Comparison in Bayesian Structural Equation Modeling. Jiajing Huang, Florida State University; Xinya Liang, University of Arkansas; Yanyun Yang, Arizona State University
Discussant: Elizabeth A. Sanders, University of Washington

30.075. The Meta-Analysis of Single-Subject Experimental Design Data: Methodological Challenges and Approaches. SIG-Systematic Review and Meta-Analysis; Structured Poster Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 221 D; 12:25–1:55pm
Chair: Wim Van den Noortgate, Katholieke Universiteit Leuven
Participants:
1. Review of Systematic Reviews and Meta-Analyses of Single-Subject Experimental Studies. Lalith Jamshidi, KU Leuven; Mieke Heyvaert, Katholieke Universiteit Leuven; Wim Van den Noortgate, Katholieke Universiteit Leuven
2. Estimating Instantaneous and Maximum Treatment Effect Sizes for Nonlinear Treatment-Phase Trajectories in Single-Subject Experimental Design Studies. Christopher Runyon, The University of Texas at Austin; Susan Natasha Beretvas, The University of Texas at Austin
4. Bias and Precision of Within- and Between-Series Effect Estimates in the Meta-Analysis of Multiple Baseline Studies. Seang-Iwone Joo, University of South Florida; Yan Wang, University of South Florida; John M. Ferron, University of South Florida
10. A Demonstration and Evaluation Using Single-Subject Experimental Design Studies Data. Daniel Pche Gonzalez, The University of Texas at Austin; Susan Natasha Beretvas, The University of Texas at Austin; Christopher Runyon, The University of Texas at Austin
11. The Power to Test Moderator Effects in Multilevel Modeling of Single-Case Data. Diana Akhmedjanova, University at Albany–SUNY; David Bogen, University at Albany–SUNY; Mariola Moeyaert, University at Albany
12. Waiting for Baselines to Stabilize: Consequences of Response-Guided Experimentation on Meta-Analyses of Single-Case Studies. John M. Ferron, University of South Florida; Seang-Iwone Joo, University of South Florida
Discussant: Ariel M. Aloe, University of Iowa

30.076. Communities of Practice: A Framework for Mentoring and Professional Development in Educational Psychology. SIG-Teaching Educational Psychology; Workshop
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 216 B; 12:25–1:55pm
Chair: Martha J. Strickland, The Pennsylvania State University–Harrisburg
Participants:
Faculty and Student Mentoring. Sandra A. Deemer, Millersville University of Pennsylvania
Using Communities of Practice Models Within Educational Psychology. Laurie B. Hanich, Millersville University of Pennsylvania
Faculty and Student Professional Development Opportunities. Allison Gefuso Butler, Bryant University
30.077. Applications in Validity Research and Theory. SIG-Test
Validity Research and Evaluation; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 7D;
12:25–1:55pm
Chair: Carina McCormick, University of Nebraska–Lincoln
Participants:
Creating a Brief Tool for Measuring Positive Youth Development: Applying
Validity Theory in Scale Development. Leslie R. Hawley, University of
Nebraska–Lincoln; Michelle Howell Smith, University of Nebraska–Lincoln;
Ann Arthur, University of Nebraska; Andrew S. White, University
of Nebraska–Lincoln; Natalie Anne Koziol, University of Nebraska–Lincoln;
Jared Stevens, University of Nebraska–Lincoln; Beth Birnстиhl, National
4-H Council; Jill Lingard, University of Nebraska–Lincoln; Jessica Bauman,
University of Nebraska–Lincoln.
Evaluating the Validity Argument for the Early Grade Mathematics
Assessment Relational Reasoning Subtask. Lindsey Perry, Southern
Methodist University
Leveraging Eye Tracking and Student Think-Aloud Interviews to Examine
Sequence of Contextualized Items in Science. Ting Wang, Educational
Testing Service; Yuan-Liu Liu, University of Oslo; Min Li, University
of Washington; Gary Feng, Educational Testing Service
Evaluating the Validity of Less Standardized Assessments. Yi-Chen Chang,
Indiana University–Bloomington; Brian Gong, Center for Assessment
Measuring Turkish Teachers’ Work Engagement: Adaptation of the Engaged
Teacher Scale. Sundus Yerdelen, Kafkas University; Tracy Lyn Durksen,
University of New South Wales; Rob Klassen, University of York
Discussant: Sharyn Rosenberg, National Assessment Governing Board

30.078. Perspectives and Issues for Diverse Students in Urban Schools. SIG-Urban Learning, Teaching, and Research; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Crockett B; 12:25–1:55pm
Chair: Judy Jackson May, Bowling Green State University
Participants:
Empowering Girls of Color Through Authentic Science Internships. Edmund
S. Adjapong, Teachers College, Columbia University; Christopher Emdin,
Teachers College, Columbia University; Ian Levy, Teachers College, Columbia
University
Invictus Minds: A Critical Heuristic Case Study of Giftedness in African
American Males. Jermaine Arnell Wilson, Kansas City Public Schools; Loyce
E. Carathers, The University of Missouri–Kansas City
Staying in the Fight: African American Males’ Experiences in the
Advancement via Individual Determination Program. John Jordan Goines,
Lancaster School District; Ying Hong Jiang, Azusa Pacific University; Jenny
Y.P. Yau, Azusa Pacific University
The Effects of Belonging and Racial Identity on Urban African American
High School Students’ Achievement. Colette Boston, Los Angeles Unified
School District; Susan R. Warren, Azusa Pacific University
Discussant: Kimi L. Wilson, California State University–Los Angeles

30.079. Exploring Sexuality and Gender in English Language Arts Classrooms: Creating Opportunities for Challenging Heteronormativity. SIG-Writing and Literacies; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 210
B; 12:25–1:55pm
Chair: Ryan Schey, The Ohio State University–Columbus
Participants:
Desire and Gender in Classroom Discourses and Writing in the English
Language Arts Classroom. John Edward Brady, The Ohio State University;
Resisting the Single Narrative: Using Argumentation to Create Complexity. Eileen
Buescher, The Ohio State University
Wondering About Rapunzel: Feminist Fairy Tales Explored With Seventh-
Grade Readers. Ashley Kaye Dallacqua, The University of New Mexico
Affordances and Constraints of Three Approaches to LGBTQ-Inclusive
Curricula in a Secondary Language Arts Classroom. Ryan Schey, The Ohio
State University–Columbus
Discussant: Stephanie Anne Shelton, The University of Alabama

Division and SIG Roundtables

30.080. Roundtable Session 10; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25–1:55pm
Chair: Chetanath Gautam, Delaware State University
Participants:
Exploring the Relationship Between Remote Coaching Interactions and
Teacher Noticing. Marguerite Elizabeth Walsh, University of Pittsburgh;
Dena Zock-Howell, University of Pittsburgh; Donna D. Bickel, University
of Pittsburgh; Lindsay Clare Matsumura, University of Pittsburgh; Richard
James Correnti, University of Pittsburgh
STEM Learning Coaches: An Exploratory Study of Differential Effects.
Erhan Sinay, Toronto District School Board; Thomas Gerald Ryan, Nipissing
University

30.080-1. Deweyan Perspectives on Social Media, Communication, and Reconceptualizing Community. SIG-Dewey Studies; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25–1:55pm
Participants:
Communication and (Educational) Media: Dewey’s “Media Theory”
Reconstructed. Norm Friesen, Boise State University
Social Media and the College Community. Ana M. Martinez-Aleman, Boston
College
Rethinking Independence: A Deweyan Approach to Community for
Adults With Developmental Disabilities. Amy Lynn Boele, University of
Colorado–Denver

30.080-2. Coaching and Feedback in Teacher Education. Division K–Teaching and Teacher Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25–1:55pm
Participants:
Developing Preservice Teachers’ Capacity for Giving Feedback on Math
Writing With Systemic Functional Linguistics. Kathryn Accurso,
University of Massachusetts–Amherst; Meg Gelbard, University of
Massachusetts–Amherst; Stephanie Purington, University of Massachusetts–
Amherst
Rethinking the Relationship Between Remote Coaching Interactions and
Teacher Noticing. Marguerite Elizabeth Walsh, University of Pittsburgh;
Dena Zock-Howell, University of Pittsburgh; Donna D. Bickel, University
of Pittsburgh; Lindsay Clare Matsumura, University of Pittsburgh; Richard
James Correnti, University of Pittsburgh
STEM Learning Coaches: An Exploratory Study of Differential Effects.
Erhan Sinay, Toronto District School Board; Thomas Gerald Ryan, Nipissing
University

30.080-3. Collaborative Approaches to Preparing Teachers: University, School, and Community Partnerships. Division K–Teaching and Teacher Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25–1:55pm
Chair: Vicki Thomas, Stephen F. Austin State University
Participants:
“Mutually Beneficial”: Developing a Clinically Based Teacher Education
Partnership With K–12 and University Partners. McKenzie Selland, Utah
Valley University
Innovations for Increasing Teachers of Mathematics: Lessons From
an Alternative Route to Licensure Collaborative. Mary D. Burbank,
University of Utah; Wynn Shooter, Utah Education Policy Center; Andrea K.
Rorrer, University of Utah
Promising Pathways: How Enhanced Educator Preparation Programs
Improve Teacher Quality. Joshua H. Barnett, National Institute for
Excellence in Teaching; Jessica Alexander, National Institute for Excellence in
Teaching
An Indigenous-University Partnership: How Universities Can Provide Equal
Access to Teacher Preparation for Indigenous Communities. Marjori
M. Krebs, University of New Mexico; Cheryl A. Torrez, University of New
Mexico; Hayes Lewis, Zuni Public Schools; Stacy Panteah, Zuni Public
Schools
A School-University Partnership: Preservice Educators Collaborate With
Middle School Student Leaders Through I Am Malala. Anne Katz,
Armstrong State University

30.080-4. Confronting Racism in Teacher Education: Building for Transformation. Division K–Teaching and Teacher Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25–1:55pm
30.080-5. Cooperating Teachers and Supervisors: Voices From the Field. Division K–Teaching and Teacher Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25–1:55pm

Chair: Jannah Walters Nerren, Sam Houston State University

Participants:
- Literacy Coaching and Teacher Leadership: Promoting Expansive Learning in a Community of Practice. James V. Hoffman, The University of Texas at Austin; Melissa Mosley Wetzel, The University of Texas at Austin; Beth Maloch, The University of Texas at Austin; Charlotte Land, The University of Texas at Austin; Kira Leckeenan, The University of Texas at Austin; Catherine Anne Lammert, The University of Texas at Austin; Cori Salmeron, The University of Texas at Austin
- Mentor-Mentee Self-Disclosure and Mentoring Preservice Teachers’ Learning to Teach in Field Experience. Khaleed Ismael Alnajjar, University of Nevada–Las Vegas; Shoaan Zhang, University of Nevada–Las Vegas
- The Difference Explicit Preparation Makes in Cooperating Teacher Practice. Karen Elizabeth Lafferty, San Diego State University
- Academic Mothering in the Supervision of Preservice Teacher Education. Sarah Capello, University of Pittsburgh
- Transforming Teaching Practice Through a Yearlong Residency Program: Mentor Teachers’ and Interns’ Perceptions. Kate Bowski, Cape Henlopen School District; Pamela Curtis, Wilmington University

30.080-6. How Do Teachers Measure Up? Tools and Approaches for Measuring Teacher Quality. Division K–Teaching and Teacher Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25–1:55pm

Chair: Jennifer Elizabeth Carinci, Council for the Accreditation of Educator Preparation

Participants:
- Indices of Teacher Candidate Quality and Urban Children’s Achievement in a Reading Intervention Program. Kathleen F. Clark, Marquette University; Karen S. Evans, Marquette University
- Reliability and Factor Structure of a Student Survey of Teacher Effectiveness. Sara Bernice Chapman, University of Delaware; Christi Crosby Bergin, University of Missouri; Eli Andrew Jones, University of Missouri–Columbia; Chia-Lin Tsai, University of Missouri
- Teacher Response to Feedback From Evaluators: What Feedback Characteristics Matter? Trudy Cheraskar, Marzano Research; Marc Brodersen, Marzano Research Lab; Mary Maguire Klute, Marzano Research; David Yanoski, Marzano Research Laboratory

30.080-7. Innovative Design for Teacher Learning. Division K–Teaching and Teacher Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25–1:55pm

Chair: Janice L. Anderson, University of North Carolina–Chapel Hill

Participants:
- High, Medium, and Low Implementation of Professional Development to Support English Learners. Theresa Deussen, Education Northwest; Claudia Rodriguez-Mojica, Santa Clara University; Makoto Hanita, Education Northwest; Angela Roccorogandi, Education Northwest

30.080-8. Professional Development From the Ground Up: Teachers at the Center of Their Own Learning. Division K–Teaching and Teacher Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25–1:55pm

Chair: Kristen D’Anna Pynes, The University of Texas at Austin

Participants:
- K–5 Job-Embedded Professional Development: Using English/Language Arts Common Core Standards With Science and Social Studies. Janie Daniel Hubbard, The University of Alabama; Melisa Fowler, The University of Alabama–Tuscaloosa; Lee Freeman, The University of Alabama
- Positing a Theoretical Model for Teacher-Led Collaborative Professional Learning. Megan Charner-Laird, Salem State University; Christina L. Dobbs, Boston University; Jacy C. Ippolito, Salem State University
- Professional Learning That Empowers Teachers With Choice: A Conference Approach. Rebecca Smith, University of Portland; Nicole Ralston, University of Portland; Zulena Naegle, University of Portland
- The Relative Effectiveness of Lesson Study and the Curriculum Management Project in Japan. Tetsuo Kuramoto, Aichi University of Education; Kenji Tsuyuguchi, Elime University

30.080-9. Promoting Critical Reflection in Teacher Education to Achieve the Promise of Equal Educational Opportunity. Division K–Teaching and Teacher Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25–1:55pm

Chairs: Alison LaGarry, University of North Carolina–Chapel Hill; Dana C. Griffin, University of North Carolina–Chapel Hill

Participants:
- Tailored Teacher Education to Support Preservice Teachers’ Critical Reflection Processes. Jeanne Dyche, Lafayette; Iowa State University
- Critical Reflection for Critical Literacy: Examining the Translation From Self to Practice. Ashley Summer Boyd, Washington State University–Pullman

30.080-10. Promoting Teacher Candidates’ Cultural Awareness and Understanding of Diversity. Division K–Teaching and Teacher Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25–1:55pm

Chair: Carol A. Mullen, Virginia Polytechnic Institute and State University

Participants:
- A Longitudinal Study of Preservice Teachers’ Conceptions of Learners and Learning. Kathleen Horgan, Mary Immaculate College; Emer Ring, Mary Immaculate College; Lisha O’Sullivan, University of Limerick; Mary Horgan, UCC
- Educating Norwegian Preservice Teachers: Promoting Equality in School. Wenche Elisabeth Thomassen, University of Stavanger, Norway; Elaine Munden, University of Stavanger
- Multicultural Literature Circles: Promoting Teacher Candidates’ Cultural Awareness and Understanding. Natasha A. Thornton, Kennesaw State University; Sanjuana Carrillo Rodriguez, Kennesaw State University; Eliza G. Braden, University of South Carolina–Columbia; Kamania Wynter-Hoyte, University of South Carolina
- Rural, White Preservice Teachers’ Understandings of Diversity. Emily Gleason, Castleton University
30.080-11. Race Within and Around Professional Development: Teachers, Identity, and Efficacy. Division K–Teaching and Teacher Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25–1:55pm
Chair: Ayfer Eker, Indiana University–Bloomington
Participants:
Facilitating Aha Moments: Promoting Asset-Based Dispositions Toward Black and Latino Male Students Through Professional Development. Kelly Gavin Zuckerman, Teachers College, Columbia University; Michelle G. Knight-Manuel, Teachers College, Columbia University; Laura Vernikoff, Teachers College, Columbia University
An Educator-Scholar’s Reflexive Approach to Facilitation in a Black Girls’ Online Street Literature Book Club. Delicia Tiera Greene, University at Albany–SUNY
Cultural Hybridity: Examining the Impacts of Teacher Efficacy and Cultural Responsiveness and African American Teachers. Janeula M. Burt, Bowie State University; Camile Fears Floyd, University of Georgia
25 Years of Race-Evasive Literature on White Teacher Identity. Alisa Leckie, Georgia Southern University; James C. Jupp, Georgia Southern University

30.080-12. Race, Teaching, and Learning. Division K–Teaching and Teacher Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25–1:55pm
Chair: Sherry Lynn Deckman, Lehman College
Participants:
Building Racial Literacy With Preservice Teachers. Rosalie Robon-Dow, University of Delaware; Jill Ewing Flynn, University of Delaware; Hilary Mead, University of Delaware; Lynn Worder
Early Childhood Preservice Teachers’ Color-Blind Racial Attitude and Its Association With Multicultural Efficacy. Hyunjin Kim, University of Rhode Island; Diana Marshall, University of Rhode Island
Intelectual Carinó and Transformative Learning: A Case Study of an Urban School’s Culture of Engaged Learning for Low-Socioeconomic-Status Latina/o Students. Marnie Curry, University of California, Santa Cruz


Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25–1:55pm
Chair: Kirsten Letofsky, University of Illinois at Urbana-Champaign
Participants:
An Examination of Teachers’ Dispositional Self-Efficacy. Sladja Sandy Rakish, Soka University of America
Continually “Becoming” and “Being” a Teacher: Imagining a Recursive Process of Teacher Dispositional Development. Jennifer Niedzielski, University of Minnesota
Teacher Background Characteristics and Students’ Socioemotional and Behavioral Growth in Kindergarten. Sarah Kaboure, Vanderbilt University–Peabody College; Mimi Engel, Vanderbilt University
Teacher Dispositions as Disciplinarity: A Bakhtinian Analysis of Teacher Perceptions and Pedagogical Practice. Jeffrey King, Concordia University–Texas

30.080-14. Researching Empathy and Relations in an Era of Neoliberalism. Division K–Teaching and Teacher Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25–1:55pm
Chair: Joan Y. Pedro, University of Houston–Clear Lake
Participants:
Empathy, Dispositions, and the Preparation to Enact Culturally Responsive Pedagogy. Chezare A. Warren, Michigan State University
Fitting Into Our Students’ Shoes: An Exploration of Empathy in Early Childhood Teacher Education. Leah Schoenberg Muccio, University of Hawaii at Manoa; Lea Ann Christenson, Towson University; Kevin McGowan, Sam Houston State University

30.080-16. Various Approaches to Reflecting on, Measuring, and Sharing Teacher Identities. Division K–Teaching and Teacher Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25–1:55pm
Chair: Amber N. Warren, University of Nevada–Reno
Participants:
Influence of Self-Efficacy on Faculty Levels of Digital Technology Integration in Teacher Preparation Programs. Di Ryter, Fort Lewis College; Qiyung Wang, Oklahoma State University; Sheri Vasinda, Oklahoma State University–Stillwater; Stephanie J. Hatthcock, Oklahoma State University
Special Education Teachers’ Deconstructing Praxis: The Intersection of Life Histories, School Context, and the External Political Environment. Regina Marie Weir, Indiana University; Gretchen D. Butera, Indiana University
Teacher Cognition of Students (Dis)Engagement Focusing on Behavioral Engagement. Soojin Lee, University of North Carolina–Chapel Hill; Jocelyn A. Glazier, University of North Carolina–Chapel Hill
Teaching in Niches: New Divisions of Teachers’ Work in Online K–12 Schools. Jan K. Neapor, The Ohio State University; Rick J. Voitthofer, The Ohio State University
The Special Educators Problem Solving Approaches Survey: Toward Measurement of Special Educator Adaptive Expertise. Serra De Arment, Virginia Commonwealth University

30.080-17. Special Education Research SIG Roundtable Discussion 1. SIG-Special Education Research; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25–1:55pm
Chair: Meghan Bosier, Chapman University
Participants:
Effective Interventions for English Learners With Learning Disabilities: A Review of Single-Subject Design Studies. Cara Richards-Tutor, California State University–Long Beach; Doris Lauf Baker, Southern Methodist University; Anthony Sparks, Southern Methodist University; Rebecca Canges, Metropolitan State University of Denver
Interims, Exit Slips, and More: An Examination of Co-Teachers’ Use of Student Data. Xiwen Wu, National Louis University; Shaunnt Nkaud, National Louis University; Harry J. Ross, National Louis University
Lessons From Middle School Teachers on Their Provision of Content-Area Literacy Instruction in Co-Taught Classrooms. Laura E. Bray, University of Pittsburgh; Erin Clancy, University of Maryland–College Park; Yan Wei, Southern Connecticut State University; Anne Sinclair, Vanderbilt University; Jade Wexler, University of Maryland; Christopher Lemons, Vanderbilt University–Peabody College; Devin Kears, University of Connecticut–Storrs
Supporting a New Co-Teaching Team Through Online Coaching and Weekly Planning. Jennifer A. Hollbrook, University of Central Florida

30.080-18. Policy, Equity, and Bilingual Students. SIG-Bilingual Education Research; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 12:25–1:55pm
Chair: Patricia E. Venegas, University of Wisconsin–Madison
Participants:
A District’s Language Policy Change: A Portrait of Bilingual Teachers. Jody A. Slavick, University of Colorado–Boulder
Conceptualizing Imagined Bilingual Identities and Communities for Dual Language Learners With Disabilities. Chunlan Debbie Guan, The University of Kansas
Promoting Bilingual/Bicultural Teacher Dispositions Through Community-Centered Cultural and Language Revitalization Programs. Christopher Milk Bonilla, Texas State University–San Marcos; Brenda Rubio, The University of Texas at Austin; Randy Clinton Bell, The University of Texas at Austin; Anthony Martinez, The University of Texas at Austin
The No Child Left Behind Flexibility Waiver: Leadership and Self-Governance With School and District Administrators. Trish Morita Mullaney, Purdue University
“It’s About Mutual Respect”: Exploring the Leadership Practices of Bilingual School Principals in Abu Dhabi. Patience A. Sowa, Senior Education Analyst; Lolowa Al Marzougui, Zayed University

30.080-19. We Are Clearly Not Asking the Right Questions: Rethinking “Knowledge to Action” as Social Justice. SIG-Leadership for Social Justice; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 12:25–1:55pm
Chair: Ira E. Bogotch, Florida Atlantic University
Participants:
Diversity to What Ends? Terri Nicole Watson, City College of New York–CUNY
Expanding the Notion of “the Other”: A More Inclusive Multicultural Leadership Response. Floyd D. Beachum, Lehigh University
Rethinking and Redesigning Social Justice Research Theories and Methods. Sonya Douglas Harford, Teachers College, Columbia University

30.080-20. Challenging Neoliberal Education From the Local to the Global. SIG-Marxian Analysis of Society, Schools and Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 12:25–1:55pm
Chair: Graham Bryan Slater, University of Utah
Participants:
Managerialism, Neoliberalism, and Teachers’ Profession in Brazil. Alvaro Moreira Hypolito, Federal University of Pelotas; Bekiszewske S. Ndmambe, The University of Texas at San Antonio
The Hegemony of Neoliberalism Is Changing the Face of Education Even As Far as Pakistan: Looking at the Agenda Behind Education by Pearson. Aneeka Cheema, University of Massachusetts–Dartmouth; Traci Almeida, University of Massachusetts–Dartmouth

30.080-21. Organizing in Diverse Communities. SIG-Grassroots Community and Youth Organizing for Education Reform; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 12:25–1:55pm
Chair: Carolina Silva Martinez, Washington State University–Pullman
Participants:
Community Organizations and Empowerment-Based Mentors’ Cultivation of Critical Consciousness With/or Youth of Color. David Thomas Ladnier, Montclair State University; Kathryn G. Herr, Montclair State University; Autumn M. Bermea, Montclair State University; Brad Forezna, Montclair State University; Pauline Garcia-Reid, Montclair State University; Robert J. Reid, Montclair State University
Transforming Action to Knowledge: Lessons From Immigrant Youth Movements. Carolina Silva Martinez, Washington State University–Pullman
Health of Boys and Men of Color. Christian Wanderer, California State University–Fresno; Paul A. Garcia, Center for Leadership, Equity, and Research

30.080-22. Youth and Environmental Education. SIG-Environmental Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 12:25–1:55pm
Chair: Sybil Kelley, Portland State University
Participants:
Environmental Change-Making: How Youth Situate Their Roles Toward Transformative Action. Alexandra Schindel, University at Buffalo–SUNY; Sara E. Tolbert, The University of Arizona; Tina M. Bampton, University at Buffalo; Amanda Barbou, University at Buffalo–SUNY
Teaching Environmental Sustainability: Model My Watershed. Nanette L. Marcum-Dietrich, Millersville University of Pennsylvania; Steve Kerlin, Stroud Water Research Center; Carolyn Staude, The Concord Consortium; Kyle Jola, Millersville University of Pennsylvania
Young Children’s Caring Relationships With Nature in a Nature-Based Preschool. Deepthi Khedkar, The University of Texas at San Antonio
“How Do You Bring Nature to Them?” A Teacher’s Quest for Equity in Environmental Education Through Learning Gardens. Dilara F. Williams, Portland State University

30.080-23. Examining and Developing Technology and Information Literacies Within Preservice Teachers’ Lives. Division K–Teaching and Teacher Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 12:25–1:55pm
Chair: Naomi Jessup, University of North Carolina–Greensboro
Participants:
Exploring the Role of Information Literacy in Preservice Teachers’ Current and Future Lives. Jennifer J. Winmer, Brigham Young University; Sophie Marie Ladd, University of Nevada–Las Vegas
Modeling and Developing 21st-Century Skills With Preservice Teachers. Shadi Roshandel, Dominican University of California; Rosemarie Michaels, Dominican University of California; Jacqueline M. Urbani, Dominican University of California; Elizabeth A. Truesdell, Dominican University of California
Understanding Teaching Knowledge: What Pedagogies Do Preservice Teachers Practice Across Subjects? Elson S.Y. Szeto, The Education University of Hong Kong; Annie Y.N. Cheng, The Education University of Hong Kong
Using iPads as the Digital Tool to Integrate Authentic Assignments Into a Teacher Preparation Program. Nanette Edeken Cooperman, Saint Joseph’s University
The Internet-Based Epistemological Belief Profiles Among Preservice Teachers. Karen, Yuan-Hsuan Lee, National Tsing Hua University; Jian-Yu Wu, National Chiao Tung University

30.080-24. Advancing STEM Learning and Teaching for Preservice Teachers and K-12 Students. Division K–Teaching and Teacher Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 12:25–1:55pm
Chair: Jim L. Hollar, Alverno College
Participants:
Exploring the Common Story Lines in an Online Community Through Visual Mapping to Design STEM Pedagogical Resources. Meredith Weaver Kier, College of William & Mary; Deena Khalil, Howard University; Paige Teamay; Barbara Boakey, Howard University; Alexandra Bazdar, The College of William & Mary; Joseph E. Thomas, The College of William & Mary
Preparing Special Educators to Promote College and Career Readiness in STEM: The Interdisciplinary Coaching as a Nexus (iCAN) Project. Matthew Marini, University of Central Florida; Eleazar Vasquez, University of Central Florida; James D. Baslam, The University of Kansas
An Exploration of Design Thinking Practices: Building a Teacher Education Model From the Ground Up. Kristin Elwood, Arizona State University–Tempe; Michelle Jordan, Arizona State University; Steven J. Zuiker, Arizona State University
Preparing Preservice Teachers to Teach Science. Amy Lewis, Rutgers University–New Brunswick/Piscataway
Division and SIG Posters

30.081. Poster Session 5; Poster Session

30.081-1. Division L Section 3. Division L–Educational Policies and Politics; Poster Session
Henry B. Gonzalez Convention Center, Street Level, Stars at Night Ballroom 4; 12:25–1:55pm

Posters:
1. Anticipating the Relationship of Instructional Alignment With Common Core State Standards for Mathematics and Student Mathematics Achievement. Siwon Guo, Michigan State University; William H. Schmidt, Michigan State University
2. Do Underrepresented Minority Students Experience Higher Quality Instruction in High-Socioeconomic-Status Classrooms? L. Joy Johnson, University of Michigan–Ann Arbor; Kolby Gadd, University of Michigan
4. Negotiating Curriculum Policies and Practices Across Local and Global Educational Communities: Pursuing Educational Equity. Allison Skerrett, The University of Texas at Austin; Saba Khan Vlach, The University of Texas at Austin
5. Our Purpose in Teaching Literature: What the Historical Documents Say. Matthew Lambert McConnell, Binghamton University–SUNY; Andrew M. Blaine, Sidney Central Schools
6. Section 11.1, Alberta’s Parental Opt Out: Implementation, Reaction, and Legacy. Alix Esterhuizen, University of Calgary; Dianne Gerehr, University of Calgary
7. Teacher Practice as Policy: Information and Communications Technology Agents of Change. Thruselvan Vandyar, University of Pretoria

30.081-2. Division L Section 5 Poster Session. Division L–Educational Policies and Politics; Poster Session
Henry B. Gonzalez Convention Center, Street Level, Stars at Night Ballroom 4; 12:25–1:55pm

Posters:
9. The Factor Structure of the Phonological Awareness Literacy Screening Pre-K—Español. David B. Yaden, The University of Arizona; Ronald W. Marx, The University of Arizona; Adriana Diane Cimetta, The University of Arizona; Gahdah Saleh Alkhadim, University of Arizona; Christina Cutshaw, The University of Arizona
10. Third-Grade Retention in Tennessee: Evaluating Longitudinal Patterns and Legislative Changes in Retention. Susan Kemper Patrick, Vanderbilt University–Peabody College

30.081-3. Science Learning and Teaching Posters I. Division C–Learning and Instructions; Poster Session
Henry B. Gonzalez Convention Center, Street Level, Stars at Night Ballroom 4; 12:25–1:55pm

Posters:
12. A Latent Transition Analysis of Pathways in Learning Science. Brian F. French, Washington State University; Andrew Eldon Furman Iverson, Washington State University–Pullman; Brian Hand, University of Iowa
14. BeeSim: Utilizing Technology to Enhance Exploration of Systems Thinking in the Classroom. Larice Abby Thoroughgood, Indiana University–Bloomington; Kyle A. Pellegr, Indiana University–Bloomington; Joshua Adam Danish, Indiana University
15. 3-D-Printed and Origami Models for Teaching DNA Structure and Function. Jacklyn Powers, WestEd; Jodi Davisport, WestEd; Kristen Johannes, WestEd; Matt Silberglied, WestEd; Lisa Cooper, WestEd
16. Using Virtual Models to Improve Science Understanding in a Hands-On Solar Ovens Unit. Elizabeth McBride, University of California, Berkeley; Jonathan Michael Vitale, University of California, Berkeley; Lauren R. Applebaum, University of California, Berkeley; Jacqueline J. Madhok, University of California, Berkeley; Marcia Linn, University of California, Berkeley
17. Developing Epistemic Cognition Through Reflective Inquiry in Computer-Supported Collaborative Knowledge Building. Carol K. Chan, University of Hong Kong; Ivan CK Lam, Maryknoll Convent School (Secondary Section)
18. Probing Middle School Students’ Understanding of Computer Models. Eliane Stangger Wiese, University of California, Berkeley; Hannah Gogel, University of California, Berkeley; Libby F. Gerard, University of California, Berkeley; Jonathan Michael Vitale, University of California, Berkeley; Marcia Linn, University of California, Berkeley
19. Forms of Hybrid Reasoning: How Undergraduate Students Integrate Computer Simulations and Physical Experiments in Hybrid Labs. Julia Soboda Gouveia, Tufts University; Aditi Wagh, Tufts University; Matthew Simon, Tufts University; Robert Hayes, Tufts University
21. Designing Scoring Rubrics to Support Next Generation Science Standards–Aligned, Classroom-Based Formative Assessment. Kevin McElhaney, SRI International; Brian D. Gane, University of Illinois at Chicago; Louis V. DiBello, University of Illinois at Chicago; Reina Fujii, SRI International; Phyllis Haugabroek Pennock, Michigan State University; Gauri A. Vaishampayan, University of Illinois at Chicago; James W. Pellegrino, University of Illinois at Chicago

30.081-4. Science Learning and Teaching Posters II. Division C–Learning and Instructions; Poster Session
Henry B. Gonzalez Convention Center, Street Level, Stars at Night Ballroom 4; 12:25–1:55pm

Posters:
22. Three- and Four-Year-Olds Learn About Gears Through Arts Incorporation. Desy S. Stoycheva, University of Northern Iowa
23. Measuring the Impact of Service-Learning in an Honors Chemistry II Course. Claudia Patricia Aguirre-Mendez, Emporia State University; Megan O’Reilly Mahoney, Emporia State University; Diane Nutbrown, Emporia State University; Andrew Walker Miller, University of Nebraska–Omaha
24. “Getting Students to Use Relational Reasoning”: Sequential Analysis of Eighth-Grade Science Classroom Discourse. Hongyang Zhao, University of Maryland–College Park; Yutong Sun, University of Maryland–College Park; Patricia A. Alexander, University of Maryland–College Park
25. Explaining the Dearth of African Americans in Evolutionary Biology as a Function of Religiosity. Maryann Elizabeth Barnes, Arizona State University; Gail M. Sinatra, University of Southern California; Sara Bownell, Stanford University
26. Making Connections Between Specific Phenomena and General Ideas to Build Scientific Knowledge. Lelena G. Berland, University of Wisconsin–Madison; Win Yueh Chan, University of Wisconsin–Madison; Christina R. Krist, University of Maryland–College Park
27. Opportunity to Learn Science: Changing Teaching Practices, Changing Student Outcomes. Mon-Lin Ko, University of Illinois at Chicago; Susan R. Goldman, University of Illinois at Chicago
28. Effectiveness of a Refutational Text on Teachers’ Understanding of Influenza. Ashley R. Vaughn, University of Cincinnati; Marcus Lee Johnson, University of Cincinnati
29. Patterns of College Students’ Energy Understanding Across Science Disciplines. Milhwa Park, University at Buffalo–SUNY
30. Content and Pedagogical Knowledge Among Three Groups of College Students on Praxis and Critical Race Theory Measures. Anthony Petroso, The University of Texas at Austin; Michele Johnson Mann, The University of Texas at Austin; Sheba Tharayil
31. An Exploration of Teacher-Child Relationships and Interactions in Elementary Science Lessons. Bulent Kocyigit, Florida State University; Ithel Jones, Florida State University; Christian Winterbottom, University of Northern Florida
32. Undergraduates’ Knowledge of Age of Events and Duration of Processes in Geoscience. Osman Aksit, North Carolina State University; Cesar
30.081-5. Organizational Theory SIG Posters. SIG-Organizational Theory; Poster Session
Henry B. Gonzalez Convention Center, Street Level, Stars at Night Ballroom 4; 12:25–1:55pm
Posters:
33. Organizing With Care: Managing Vulnerability While Finding a Way in an Emerging Organization. Rodney S. Whiteman, Indiana University
34. Transcending Mediocrity: A Conceptual Analysis of Success for All. Seth A. McCall, Teachers College, Columbia University
35. Understanding Knowledge-Brokered Organizations: The Constitutive Role of Language and Artifacts in Designing Websites. Eliane Dulude, University of Ottawa; Virginie Marz, Université Catholique de Louvain; Martial Dembele, University of Quebec–Montreal
36. Women District Leaders’ Perspectives on Organizational Change in a Rural Women’s Education and Empowerment Program in India: An Appreciative Inquiry. Rashmi Sharma, University of West Florida

30.081-6. Program Evaluation With a Purpose: Creating Equal Opportunities for Learning in Schools. Division H–Research, Evaluation and Assessment in Schools; Poster Session
Henry B. Gonzalez Convention Center, Street Level, Stars at Night Ballroom 4; 12:25–1:55pm
Posters:
37. An Evaluation of Public Montessori Education in South Carolina. David J. Fleming, Furman University; Brooke Culclasure, Furman University
38. An Experimental Evaluation of Holocaust Museum Field Trip Experiences in Secondary Students’ Civic Values. Daniel Henry Bowen, Texas A&M University; Brian Kisida, University of Missouri
39. Public School Educational and Therapeutic Support for Students With Emotional and Behavioral Disorders. Nai-Cheng Kuo, Augusta University
40. Examining the Effects of a Professional Learning Community Initiative on School- and District-Level Teacher Networks Using Social Network Analysis. Rebecca Mazur, University of Massachusetts–Amherst; Rebecca H. Woodland, University of Massachusetts–Amherst; Rachel Darley Gary, University of Massachusetts–Amherst
42. Impacts of Ramp-Up to Readiness After One Year of Implementation. Elisabeth Davis, American Institutes for Research; James J. Lindsay, American Institutes for Research; Amy Proger, American Institutes for Research
43. Developing Screensers Versus Short Forms: A Comparative Illustration. Jin Liu, University of South Carolina–Columbia; Christine DiStefano, University of South Carolina; Fred Greer, University of South Carolina
44. High- Versus Low-Performing Learner-Centered Schools: School Profile, Personalized Learning Practice, and Technology Use. Dabae Lee, Sam Houston State University; Yeol Huh, Emporia State University; Chun-Yi Lin, Indiana University–Bloomington; Charles M. Reigeluth, Indiana University
45. Mixture Rasch Model Analysis of a Professional Preparation Survey for Teachers, Teacher Candidates, and Teacher Education Program Faculty. Turker Toker; Kathy E. Green, University of Denver; Kent Seidel, University of Colorado Denver
46. Revision of the Kentucky Statewide Victimization Survey. Renée Setari, University of Kentucky; Shannon O. Sampson, University of Kentucky; Kelly D. Bradley, University of Kentucky; Marjorie L. Stanek, Kentucky Justice and Public Safety Cabinet; Shannon O. Sampson, University of Kentucky
47. An Analysis of Award-Winning Science Trade Books. Laura B. Kelly, Arizona State University–Tempe
48. Developing an Assessment for Students’ Collaborative Problem Solving in STEAM Activities. Danielle Christine Herrero, Clemson University; Cassie Fay Quigley, Clemson University; Jessica J. Andrews, Educational Testing Service; Girle Delacrutz
49. Interdisciplinary Science and Mathematics Education: A Scoping Review. Andrea Weinberg, Colorado State University; Laura B. Sample McMeeking, Colorado State University; Carlie D. Trott, Colorado State University
50. Investigating Problem-Based Learning’s Driving Questions: Surveying Relevance and Purpose. Lindsey Young, Michigan State University; Deborah Peek-Brown, Michigan State University; Jason Burns, Michigan State University; Kellie Renee Finnie, Michigan State University; Christopher R. Klager; Tom Bielik, Michigan State University
51. Promoting Creative Reasoning to Engage Students in Learning Science. Bruce G. Waldrip, University of Tasmania; Vaughn Prain, La Trobe University
52. Relationship of Teachers’ Collaboration, Teaching Approaches, and Student Self-Efficacy to Student Science Achievement. Su Gao, University of Central Florida; Dan Li, University of Iowa
53. Teasing Out the Body: Reflections on Embodied Pedagogy Research in Science Education. Liv Kondrup Kristensen, University College Zealand
54. Testing Measurement Invariance on a Framework for Observing and Categorizing Instructional Strategies Measure in Science Education Across American and Chinese Students. Robert H. Tai, University of Virginia; Ji Hoon Ryoo, University of Virginia; Angela D. Skeele-Worley, University of Virginia; Silin Wei, Hangzhou Normal University
55. The Development and Validation of the Writing and Self-Regulation Strategies Instrument for Biology Lab Reports. Huiping (Helen) Hu, The Pennsylvania State University–University Park; Peggy N. Van Meter, The Pennsylvania State University; Robert J. Stevens, The Pennsylvania State University
56. “I Know That’s a Weird Question”: How Undergraduate Biology Laboratory Teaching Assistants Elicit Student Explanations. Anna Margaret Strimaitis, Florida State University; Sherry A. Southerland, Florida State University

30.081-7. Survey Research in Education SIG Poster Session 1. SIG-Survey Research in Education; Poster Session
Henry B. Gonzalez Convention Center, Street Level, Stars at Night Ballroom 4; 12:25–1:55pm
Posters:
42. Developing Screeeners Versus Short Forms: A Comparative Illustration. Jin Liu, University of South Carolina–Columbia; Christine DiStefano, University of South Carolina; Fred Greer, University of South Carolina
43. High- Versus Low-Performing Learner-Centered Schools: School Profile, Personalized Learning Practice, and Technology Use. Dabae Lee, Sam Houston State University; Yeol Huh, Emporia State University; Chun-Yi Lin, Indiana University–Bloomington; Charles M. Reigeluth, Indiana University
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51. Relationship of Teachers’ Collaboration, Teaching Approaches, and Student Self-Efficacy to Student Science Achievement. Su Gao, University of Central Florida; Dan Li, University of Iowa
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54. The Development and Validation of the Writing and Self-Regulation Strategies Instrument for Biology Lab Reports. Huiping (Helen) Hu, The Pennsylvania State University–University Park; Peggy N. Van Meter, The Pennsylvania State University; Robert J. Stevens, The Pennsylvania State University
55. “I Know That’s a Weird Question”: How Undergraduate Biology Laboratory Teaching Assistants Elicit Student Explanations. Anna Margaret Strimaitis, Florida State University; Sherry A. Southerland, Florida State University

30.081-8. Science Teaching and Learning SIG Poster Session. SIG-Science Teaching and Learning; Poster Session
Henry B. Gonzalez Convention Center, Street Level, Stars at Night Ballroom 4; 12:25–1:55pm
Posters:
FRIDAY, APRIL 28 ▶ 1:00 PM

Professional Development Courses

31.010. PDC16: Using NAEP Data on the Web for Educational Policy Research. Professional Development and Training Committee; Professional Development Course
San Antonio Marriott Riverwalk, Second Floor, Ballroom Level, Alamo Ballroom Salon A; 1:00–5:00pm
Instructors: Edward M. Kulick, ETS; Emmanuel Sikali, U.S. Department of Education

31.011. PDC17: Using the AERA/APA/NCME Standards for Educational and Psychological Testing to Improve the Quality of Education Research. Professional Development and Training Committee; Professional Development Course
San Antonio Marriott Riverwalk, Second Floor, Ballroom Level, Alamo Ballroom Salon C; 1:00–5:00pm
Instructors: Wayne J. Camara, ACT, Inc.; Michael T. Kane, ETS

31.012. PDC18: What Would It Take to Change Your Inference? Quantifying the Discourse About Causal Inferences in the Social Sciences. Professional Development and Training Committee; Professional Development Course
San Antonio Marriott Riverwalk, Second Floor, Ballroom Level, Alamo Ballroom Salon B; 1:00–5:00pm
Instructor: Kenneth A. Frank, Michigan State University

FRIDAY, APRIL 28 ▶ 2:15 PM

Governance Meetings and Events

32.001. AERA Government Relations Committee: Closed Meeting. AERA Governance; Governance Session
Grand Hyatt San Antonio, Third Floor, Travis A; 2:15–3:45pm

32.002. AERA Professional Development and Training Committee: Closed Meeting. AERA Governance; Governance Session
Grand Hyatt San Antonio, Third Floor, Travis B; 2:15–3:45pm

32.003. AERA SIG Executive Committee: Closed Meeting. AERA Governance; Governance Session
Grand Hyatt San Antonio, Third Floor, Travis C/D; 2:15–3:45pm

32.004. Educational Researcher Closed Editorial Board Meeting. AERA Governance; Governance Session
Grand Hyatt San Antonio, Third Floor, Presidio A/B/C; 2:15–3:45pm

Presidential Sessions

32.010. Pioneers in Education: Exploring AERA Past President David Krathwohl’s 1969 Vision for Education Research. AERA Presidential Session; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, Room 304 C; 2:15–3:45pm
Chair: Catherine E. Snow, Harvard University
Participants: Robert Slavin, Johns Hopkins University; William F. Tate, Washington University in St. Louis; Lorrie A. Shepard, University of Colorado–Boulder

32.011. The Enduring Trek to Diversify STEM Ph.D. Programs. AERA Presidential Session; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, 304 A&B; 2:15–3:45pm
Chair: Henry T. Frierson, University of Florida
Participants:

Clear Success: The Vanderbilt-Fisk Master’s to Ph.D. Physics Project. Keivan Guadalupe Stassun, Fisk University
Exceptional Underrepresented Ph.D. Production in Computer Science. Juan E. Gilbert, University of Florida
The Lay of the Land and What Underrepresented Minority (URM) Successes in STEM Ph.D. Programs Mean. James Moore, National Science Foundation
Discussant: Shirley M. Malcom, American Association for the Advancement of Science

32.012. The Meaning of a Just Society in a Period of Massive Change (Views by Two). AERA Presidential Session; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, 302 A&B; 2:15–3:45pm
Chair: Kris D. Gutiérrez, University of California, Berkeley
Speakers: Christopher Edley, Jr.; Maria Echaveste, The Opportunity Institute

32.013. Using Big Data: The Ethics, Dilemmas, and Possibilities for Educational Opportunity. AERA Presidential Session; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, 301 A&B; 2:15–3:45pm
Chair: Felice J. Levine, American Educational Research Association
Participants: Larry V. Hedges, Northwestern University; Victoria Stodden, University of Illinois at Urbana–Champaign; Andrew Ho, Harvard University
Discussant: Felice J. Levine, American Educational Research Association

32.014. AERA E. F. Lindquist Award (2016) Lecture: Jamal Abedi. AERA Sessions; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, 303 A&B; 2:15–3:45pm
Chair: Gerunda B. Hughes, Howard University
Participant: Science and Politics in the Instruction and Assessment of English Learners. Jamal Abedi, University of California, Davis

32.015. Becoming a Peer Reviewer: An Interactive Session on Learning to Review Annual Meeting Papers—Cospersoned by the Annual Meeting Policies and Procedures and Research Advisory Committees. AERA Sessions; Invited Speaker Session
Henry B. Gonzalez Convention Center, River Level, Room 4; 2:15–3:45pm
Chairs: Neal D. Finkelstein, WestEd; Cherry A. McGee Banks, University of Washington–Bothell
Participants: Chandra Muller, The University of Texas at Austin; Barbara A. Greene, University of Oklahoma; Elizabeth Birr Moje, University of Michigan; David Silver, RTI International; Megan L. Franke, University of California, Los Angeles; Patricia Marin, Michigan State University; William T. Trent, University of Illinois at Urbana-Champaign

32.016. Citizenship Education and Global Migration: Implications for Theory, Research, and Teaching. AERA Sessions; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, Room 303 C; 2:15–3:45pm
Chair: Diana E. Hess, University of Wisconsin–Madison
Book Participants: James A. Banks, University of Washington–Seattle (Editor); Audrey Helen Oser, University College of Southeast Norway (Author); Walter Parker, University of Washington–Seattle (Author)
Discussant: Gerard Postiglione, The University of Hong Kong
32.017. Parenting Matters: Supporting Parents of Children Ages 0–8: An Academies Report. AERA Sessions; Invited Speaker Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 220; Cantilever; 2:15–3:45pm
Chair: Dorothy L. Espelage, University of Florida
Committee Members: Vivian L. Gaddis (Chair), University of Pennsylvania; Theuma O. Iraka, University of Nebraska; Greg Duncan, University of California, Irvine
Discussants: Robert L. Crosnoe, The University of Texas at Austin; Fabienne Doucet, New York University

Committee Sessions

32.018. Division D Fireside Chat: How Can the Philosophy of Measurement Illuminate What We Mean When We “Measure” in Education? Graduate Student Council; Invited Speaker Session
Henry B. Gonzalez Convention Center, River Level, Room 6D; 2:15–3:45pm
Chair: James M. Mason, University of California, Berkeley; Christopher Runyon, The University of Texas at Austin
Participants: Andrew Maul, University of California, Santa Barbara; Gregory J. Cizek, University of North Carolina–Chapel Hill; Brent Bridgeman, ETS

San Antonio Marriott Rivercenter, Third Floor, Conference Room 16; 2:15–3:45pm
Chair: Jill Alexa Perry, University of Pittsburgh
Participants: Bradley J. Porfijo, California State University–East Bay; Kathryn Jill Strom, California State University–East Bay; Jess Renee Wesley, Western Carolina University; John Joseph Lapinacci, Washington State University—Pullman; Laurie Hoffman, Louis University; Koff Lamotey, Western Carolina University

32.020. Scholars of Color Leading in Professional Colleges/Schools of Education: Challenges, Opportunities, and New Perspectives on Socially Responsible Leadership. Committee on Scholars of Color in Education; Symposium
San Antonio Marriott Rivercenter, Third Floor, Conference Room 18; 2:15–3:45pm
Chair: Rachel Endo
Participants:
An Ethnic Studies Scholar/Third-World Feminist Up Against Most Odds: Leading in Racially Contested Spaces. Rachel Endo, Hamline University
Leadership to Dismantle White Supremacy: The Lived Experiences of a Latina Leadership. Mia Tran, University of Minnesota–Rochester
Getting Explicit About Social Justice Action。“Oh, the Places You’ll Go!” Reflections on an Asian American Woman’s Administrative Journey. Mia Tran, University of Washington–Seattle
Discussant: Fayeneese Miller, Hamline University

International Organization Sessions

Henry B. Gonzalez Convention Center, Ballroom Level, Room 301 C; 2:15–3:45pm
Chair: Ken Brien, University of New Brunswick
Participants:
Instructional Leadership in Germany: An Evolutionary Perspective. Stefan Brauckmann, Alpen-Adria-University Klagenfurt; Gert Geißler, German Institute for International Educational Research; Tobias Feldhoff, German Institute for International Educational Research; Petros A. Pashiardis, The Open University of Cyprus

Embracing Work Passion: Perspectives of Filipino Principals and School Heads. Jerome Trisne Buenaventura, University of the Philippines

Sponsored Academy School Principals in England: Autonomous Leaders or Sponsor Conduits? Mark T. Gibson, University of Gloucestershire

Dare to Make a Difference: Successful Principals Who Explore the Potential of Their Role. David M. Gurr, University of Melbourne; Lawrence George Drysdale, University of Melbourne

Ethical Leaders Without Borders: The Cultural Validation of the Ethical Leadership Questionnaire. Claire Marie Lapointe, Laval University; Lyse Langlois, Université Laval; Pierre Valois, Université Laval; Maullin Bilgin Aksu, Akdeniz University; Christopher Bezzina, University of Malta; Olof CA Johanson, Umeå universitet; Katarina Norberg, University of Umeå; Ezhar Oplata, Tel Aviv University; Khalid Arar, The Center for Academic Studies

Principals’ Work in Ontario, Canada. Katrina E. Pollock, University of Western Ontario

Developing an Incipient Model to Understand School Leaders’ Data Use. Jingping Sun, The University of Alabama; Bob L. Johnson, The University of Alabama; Robert Przybylski, Nanjing Normal University

Leadership Preparation and Development: Comparative Perspectives. Alma Harris, University of Bath

Division Sessions

32.022. Bridging Educational Leadership and Curriculum Theory/Didaktik for Achieving Educational Opportunity in an Era of Globoplatinism. Division A–Administration; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 A; 2:15–3:45pm
Chairs: Rose M. Ylmaki, The University of Arizona; Michael Uljens, Abo Academy University–Finland
Participants:
Reading and Revising History: Educational Leadership as Currere. Ira E. Bogotch, Florida Atlantic University; Dilsy Schoorman, Florida Atlantic University; Daniel Reyes-Guerra, Florida Atlantic University
School Leadership and Curriculum: German Perspectives. Stephan Gerhard Huber, University of Teacher Education Zug; Piotr Tulowitzki, Ludwigshurg University of Education; Une Heameyer, University of Kiel
Curriculum and Teacher Leadership Development. Daniel J. Castner, Bellarmine University; Jennifer Schneider, Kent State University; James G. Henderson, Kent State University
Preparing School Leaders: Standards-Based Curriculum in the United States. Michelle D. Young, University Council for Educational Administration; Erin Anderson, University of Denver; Angel M. Miles Nash, University of Virginia
Commodification of Present Swedish Processes: Linking Educational Experiences Over Time and Space. Eva Forberg; Elisabet Nilforss, Uppsala University; Daniel Pettersson, University of Gåve; Pia Skett, Stockholm University
A Framework for Bridging Curriculum Theory/Didaktik With Educational Leadership Studies: Discursive Educational Leadership. Michael Uljens, Abo Academy University–Finland; Rose M. Ylmaki, The University of Arizona
Discussant: Carolyn M. Shields, Wayne State University

32.023. School Leaders’ Roles and Actions Toward Improvement. Division A–Administration; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 215; 2:15–3:45pm
Participants:
Leaders’ Efficacy for School Improvement: Building Teacher Collective Efficacy and Improving School Climate Under High-Stakes Accountability. Irene H. Yoon, University of Utah; Sandra E. Lee, University of Utah; Cori A. Groth, University of Utah; Ashley McKinney, University of Utah; Andrea K. Rorrer, University of Utah
Mind the Gaps: How Leaders Respond to Gaps in Data When Making School Improvement Decisions. Lydia Rainey, University of Washington
Examining State Plans to Improve Access to Effective Educators and New Opportunities Under the Every Student Succeeds Act. Ed Fuller, The Pennsylvania State University; Liz Hollingworth, University of Iowa
32.024. Division B Vice-President Outgoing Address. Exile Curriculum: Compelled to Hope Radically and Live Creatively. Division B—Curriculum Studies; Invited Speaker Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 B; 2:15–3:45pm
Presenter: Ming Fang He, Georgia Southern University

32.025. Antecedents and Consequences of Students’ Math Anxiety. Division C—Learning and Instructions; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 208; 2:15–3:45pm
Chair: Melissa C. Gilbert, Stanford University
Participants:
An Expectancy-Value Perspective on Elementary Students’ Worries About Their Math and Reading Performance. Fumi Lauermann, University of Bonn; Jacqueline Excles, University of California, Irvine; Reinhard Pakrun, University of Munich
Math Anxiety Trajectories and Their Associations With STEM Career Attainment. Wondimu Ahmed, The University of Akron
Moving Up! Or Down? Mathematics Anxiety in the Transition From Elementary School to Junior High. Holly L. Kee, George Mason University; Angela D. Miller, George Mason University
Confusion? Frustration! Curiosity: The Role and Sequencing of Academic Emotions During Mathematics Problem Solving. Ivana Di Leo, McGill University; Krista R. Muis, McGill University; Cari Adrianne Singh, McGill University

32.026. Interventions for Enhancing Cognitive and Motivational Outcomes. Division C—Learning and Instructions Cosponsored with SIG-Motivation in Education; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 209; 2:15–3:45pm
Chair: David B. Miele, Boston College
Participants:
Large Gains in Undergraduate Biology Student Achievement From a Combined Cognitive-Motivational Intervention. Jennifer G. Cromley, University of Illinois at Urbana-Champaign; Avi Kaplan, Temple University; Delaram A. Totonchi, Old Dominion University; Erica Chew, Old Dominion University
Pursuing the “Half Empty Question”. Biology Undergraduates’ Differential Engagement in a Brief Relevance Writing Intervention. Ting Dai, Temple University; Avi Kaplan, Temple University; Ying Wang, Temple University; Jennifer G. Cromley, University of Illinois at Urbana-Champaign; Tony Perez, Old Dominion University; Kyle R. Mara, University of Southern Indiana; Michael Balsari, Taylor Williams, University of Illinois at Urbana-Champaign; Ting Dai, Temple University; Tony Perez, Old Dominion University; Yonaton S. Davidson, Temple University
Using Technology to Teach Mindfulness: Effects on Working Memory, Behavior, and Attentionness. Michele Greigre Gill, University of Central Florida; Valerie Sims; Bradford Schroeder, University of Central Florida; Daphne Whitmer; Derek Cavilla
Cognitive Load-Based Instruction and Self-Efficacy Changes in an Undergraduate Biology Course: A Shift in Frameworks’ Interaction. Joanna Franco, Utah State University; David F. Feldon, Utah State University; James Pugh, University of Virginia; Cathy Maahs-Fladung, Utah State University
Discussant: Daniel H. Robinson, Colorado State University

32.027. New Directions. Public Scholarship Through Community Engagement: A Landscape for Educational Equity, Opportunity, and Access. Division C—Learning and Instructions; Invited Speaker Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 D; 2:15–3:45pm

32.028. Relations Between Religious Belief and Learning About Evolution: A Cross-Cultural Perspective. Division C—Learning and Instructions; Symposium

Henry B. Gonzalez Convention Center, River Level, Room 8A; 2:15–3:45pm
Chair: Eli Gottlieb, Mandel Leadership Institute
Participants:
Religion, Superstition, and Evolution: An Overview of Recent Studies in Austria and Germany. Erich Eder, Sigmund Freud University
Divided We Fall: The Evolution Controversy as a Driver for Rethinking Science Education. Amanda Glaze, George Southern University
A Need for Culturally Sensitive Evolution Education: Perspectives From College Biology Instructors and Students. Maryann Elizabeth Barnes, Arizona State University
Influence of Evolution Discourse on Religious Belief: Israeli Public Schools as a Natural Experiment. Eli Gottlieb, Mandel Leadership Institute
Discussant: Gail M. Sinaur, University of Southern California

32.029. Supporting Science as a Modeling Practice in the Classroom Through the Lens of Next Generation Science Standards. Division C—Learning and Instructions; Structured Poster Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 221 C; 2:15–3:45pm
Chair: Doug Clark, Vanderbilt University
Participants:
2. Signaling in Disciplinarily Integrated Games to Promote Representational Competence in Manipulating and Translating Across Models. Doug Clark, Vanderbilt University; Satyugjit Singh Virk, Teachers College, Columbia University
4. Modeling WallCology: Technology Scaffolds for Building, Predicting, and Reasoning Around Models of Simulated Ecosystems. James D. Notta, Boston College; Michelle Lui, University of Toronto—OISE; Rebecca Cober, University of Toronto; Tom Moher, University of Illinois at Chicago
5. Modeling the Wild: Using Microcosms to Support Students’ Ecological Field Studies. Michele Forsythe, Texas State University
7. Longitudinal Analysis of Upper Elementary and Middle School Students’ Modeling Practices. Christina V. Schwarz, Michigan State University; Li Ke, Michigan State University
8. Using a Drawing, Animation, and Simulation Sequence to Scaffold Student Production of Scientific Models. Michelle Hoda Wilkerson, University of California, Berkeley
9. Factors Affecting Implementation of Model-Based Reasoning in High School Biology. Candice Guy-Gaytán, University of California, Davis; Julia Svoboda Gouvea, Tufts University; Cynthia M. Passmore, University of California, Davis
10. The Big Ideas of Science as Means for Promoting Interdisciplinary Science Learning. Eleftheria Tsourlidaki, Ellinogermaniki Agogi school
11. The Sustainability of Instructional Innovations as an Emergent Property of the Systems That Implement Them. Corey Brady, Vanderbilt University–Peabody College; Nathan Holbert, Teachers College, Columbia University; Uji J. Wilensky, Northwestern University
12. Development of a Formative Assessment Initiative in Support of District Implementation of Model-Based Science Instruction. Philip L. Bell, University of Washington; Shelley Stromholt, University of Washington; Deb Morrison, University of Washington–Seattle
Discussant: Joshua Adam Danis, Indiana University

Design-Based School Improvement for Educational Equity. Rick Mintrop, University of California, Berkeley; Mahua Baral, University of California, Berkeley; Elizabeth Zampe, University of California, Berkeley
Discussant: Jane Clark Lindle, Clemson University

Chairs: Tashera Bold, Syracuse University; Jennifer Jackson Whitley, University of Georgia–Athens
Participants: Mecca R. Williams-Johnson, Georgia Southern University; Ahmad Rashad Washington, University of Louisville
32.030. Supporting Science Learning for English Language Learner and Linguistically Diverse Students. Division C–Learning and Instructions; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 210
A; 2:15–3:45pm
Chair: Lorena Llosa, New York University
Participants:
Making Sense of Science Using Dynamic Visualizations: Creating Discourse-Rich Opportunities for Linguistically Diverse Students. Khilyan “Kelly” Ryoo, University of North Carolina–Chapel Hill; Kristin Bedell, University of North Carolina–Chapel Hill; Emily Toutkoushan, University of North Carolina–Chapel Hill
Impact of a Multiyear Elementary Science Intervention Focused on English Language Learners. Lorena Llosa, New York University; Okhee Lee, New York University; Christopher D. Van Booven, New York University; Alison Marie Haas, New York University
Exploring Different Types of Assessment Items to Elicit Linguistically Diverse Students’ Understanding of Chemistry. Emily Toutkoushan, University of North Carolina–Chapel Hill; Amanda Swearingen, University of North Carolina–Chapel Hill; Khilyan “Kelly” Ryoo, University of North Carolina–Chapel Hill; Kristin Bedell, University of North Carolina–Chapel Hill
ESCOLAR: Improving Education Equity for Students With Disabilities and English Learners Through Online Science Units. Fatima Elvira Terrazas-Arellanes, University of Oregon; Alejandro J. Gallard, Georgia Southern University; Lisa Stryczer, University of Oregon; Emily Walden, University of Oregon
Discussant: Julie Bianchini, University of California, Santa Barbara

32.031. On Assumptions and Applications of Measurement Models: Is the Tail Wagging the Dog? Division D–Measurement and Research Methodology; Invited Speaker Session
Henry B. Gonzalez Convention Center, River Level, Room 7A; 2:15–3:45pm
Speaker: Richard J. Shavelson, SK Partners & Stanford University

32.032. Financial Matters: Tax Reform, Teachers’ Pay, and Philanthropy. Division F–History and Historiography; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 206
A; 2:15–3:45pm
Chair: Jim Carl, Sacred Heart University
Participants:
Examining the Calls for Higher Teacher Pay During the Women’s Suffrage Movement. Andrea Guiden, George Mason University
Poor Communities, Poor Schools: Progressive-Era Tax Reform and the Rise of the District Property Tax in California. Matthew G. Kelly, Stanford University
Claver (Catholic) College: A Promise of Equal Higher Educational Opportunity in Oklahoma, 1936–1942. Katriona M. Sanders, University of Iowa
Discussant: David A. Gamson, The Pennsylvania State University

32.033. Frontiers and Issues in Written Tests. Division I–Education in the Professions; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 213
B; 2:15–3:45pm
Chair: Justin Louis Sewell, University of California, San Francisco
Participants:
A Comparison of Open-Book and Closed-Book Formats for Medical Certification Exams: A Controlled Study. Bradley G. Brossman, American Board of Internal Medicine; Kelli Samonte, American Board of Internal Medicine; Bryn Herrschaft, American Board of Internal Medicine; Rebecca S. Lipner, American Board of Internal Medicine
Assessing Test Speediness: An Analysis of the Multistate Bar Examination. Juan Chen, National Conference of Bar Examiners; Mark A. Albanese, National Conference of Bar Examiners
Implementing a New Score Scale for the Clinical Science Subject Examinations. Carol A. Morrison, National Board of Medical Examiners; Linette P. Ross, National Board of Medical Examiners; Gregory Baker, National Board of Medical Examiners; Marie Maranki, National Board of Medical Examiners; Beth Fletcher, National Board of Medical Examiners
The Effect of Item and Examinee Characteristics on Item Score and Response Time on the United States Medical Licensing Examination. Ren Liu, University of Florida; Jonathan D. Rubright, National Board of Medical Examiners; Irina Grabovsky, National Board of Medical Examiners
Discussant: Kimberly A. Swygert, National Board of Medical Examiners

32.034. Academic Leadership: Research, Recruitment, and Development. Division J–Postsecondary Education; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 6A; 2:15–3:45pm
Chair: Ah Ra Cho, University of North Texas
Participants:
From the Ground Up: Building a Professional Development and Support Program for Academic Department Chairs. Karen E. Brinkley-Etzekorn, The University of Tennessee–Knoxville; India F. Lane, The University of Tennessee
Implementing a Pathway Reform: How Department Chairs Make Sense of a Pathway Initiative in a Community College. Megan Michaelene Chase, University of Southern California; Jason Robinson, University of Southern California; Estela M. Bensimon, University of Southern California
Leadership in Researcher Communities: How Is It Organized, and Does It Matter? Kiri Maria Pyyhalto, University of Helsinki; Auli Toom, University of Helsinki; Outi Kaven, University of Helsinki
Commitment Climate: The Effect of Organizational Climate on the Affective Commitment of Senior Personnel in Up-or-Out Promotion Systems. Jerald Mackey, Harvard University
Discussant: David E. Hardy, The University of Alabama

32.035. Exploring Connections Between Climate, Context, Pedagogy, Diversity, and Outcomes. Division J–Postsecondary Education; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 6B; 2:15–3:45pm
Chair: Vincent D. Carales, The American Council on Education/UT San Antonio
Participants:
Exploring Organizational Climate for Teaching in Postsecondary Settings: The Development and Validation of the Survey of Climate for Instructional Improvement. Emily Marie Walter, California State University–Fresno; Andrew L. Beach, Western Michigan University; Cody Tyler Williams, Western Michigan University; Charles R. Henderson, Western Michigan University; Ivan Ceballos Madrigal, California State University–Fresno
How Collaborative Learning Enhances Students’ Openness to Diversity. Chad Loes, Mount Mercy University; KC Culver, The University of Iowa; Teniel L. Trolian, University at Albany, State University of New York
Prioritizing Faculty Diversity at a Religiously Affiliated University: Inquiry Activities and Identity-Based Boundaries in Faculty Hiring. Román Liera, University of Southern California; Cynthia Diana Villarreal, University of Southern California
The Influence of Diverse Perspectives on Student Thriving Among First-Year Students of Color. David Dufault-Hunter, Azusa Pacific University; Steve Conn, Le Tourneau University; Eric J. McIntosh, CityTech Learning; Laurie A. Schreiner, Azusa Pacific University; Neil Best, Geneva College
Discussant: Diane R. Dean, Illinois State University

32.036. Minority-Serving Institutions and Student Success. Division J–Postsecondary Education; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 205; 2:15–3:45pm
Chair: Mauriell H. Amiche, University of Wisconsin–Madison
Participants:
High-Achieving African American Males, Masculinity, and Historically Black Colleges and Universities: Jennifer Michelle Johnson, Bowie State University Belonging in Historically Black Colleges and Universities: Understanding the Perceptions of Latino Male Students. Taryn Ozuna Allen, The University of Texas at Arlington; Ashley N. Stone, The University of Texas at Austin; Trang Van Dinh, The University of Texas at Arlington; Robert Terry Palmer, Binghamton University–SUNY; Dina C. Maramba, Claremont Graduate University; Dina C. Maramba, Claremont Graduate University; Victor Saenz, The University of Texas at Austin
32.037. A Collaborative Approach to Teacher Preparation Policy Development. Division K–Teaching and Teacher Education; Invited Speaker Session
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon A; 2:15–3:45pm
Chair: Nancy Zimpher, State University of New York; Elizabeth L. Bringsjord, University at Albany–SUNY
Speaker: Elizabeth L. Bringsjord, State University of New York
Participants: Jhone Ebert, New York State Education Department; David T. Cantafia, University at Buffalo–SUNY; Jessica Todtman, State University of New York
Discussant: Lucy Arellano, Oregon State University

32.038. Advancing Equitable Student Learning Through Teacher Preparation and Professional Development Innovations That Leverage Learning Technologies. Division K–Teaching and Teacher Education; Symposium
Grand Hyatt San Antonio, Third Floor, Bonham A; 2:15–3:45pm
Chair: Lanette Johnson, University of California, Berkeley
Participants: Teaching and Learning With Technology: Preparing 21st-Century Educators. Sarah Gretter, Year
Developing Digital Pedagogies: Redesigning Preservice Teacher Education With 21st-Century Literacies in Mind. Cherise McBride, University of California, Berkeley
Designing for Critical Technology Literacy in an Urban Teacher Residency: Practice-Based Identity Development. Jamie Gravell, University of California, Los Angeles
Identifying Educator Techquity Shifts in a Research-Practice Partnership. Jeremiah Holden Kalir, University of Colorado–Denver
Discussant: Jabari Mahiri, University of California, Berkeley

32.039. Approximations of Practice Across Teacher Education Contexts. Division K–Teaching and Teacher Education; Symposium
Grand Hyatt San Antonio, Third Floor, Bonham E; 2:15–3:45pm
Chair: Sarah Schneider Kavanagh, University of Washington–Seattle
Participants: Creating Pedagogical Problem Spaces: Grounding Practice-Based Teacher Education in Pedagogical Problems. Sarah Schneider Kavanagh, University of Washington–Seattle; Sarah Munger, University of Washington
Approximating Discussions in History: Investigating the Pedagogical Dilemmas That Arise Within Approximations of Discussion Facilitation. Chauncey Monte-Santo, University of Michigan–Ann Arbor; Sarah Schneider Kavanagh, University of Washington–Seattle; Bradley Fogo, Stanford University
Using Rehearsals Across Teacher Education Contexts. Kristine Marie Schutz, University of Illinois at Chicago; Katie Danielson, New York University; Julie Jackson Cohen, University of Virginia
Can Responsiveness Be Specified and Approximated? An Investigation Into Approximations Within Professional Development. Sarah Schneider Kavanagh, University of Washington–Seattle; Mike Metz, University of Missouri; Mary Hauser, Stanford University
Discussant: Beth Maloch, The University of Texas at Austin

32.040. Getting Accountability Right in Teacher Education. Division K–Teaching and Teacher Education; Symposium
Grand Hyatt San Antonio, Second Floor, Bowie C; 2:15–3:45pm
Chair: Marilyn Cochran-Smith, Boston College
Participants:
Teacher Education Accountability: A Multidimensional Framework. Marilyn Cochran-Smith, Boston College
Unpacking Teacher Education Accountability: Four Cases. Molly Cummings Carney, Boston College; Elizabeth Stringer Keefe, Lesley University
The Problem With Accountability: Looking Across the Cases. Stefani Burton, Boston College; Wen-Chia Claire Chang, Boston College
Toward Democratic Accountability for Teacher Education. Juan Gabriel Sanchez, Boston College; Maria Beatriz Fernandez Cofre, Universidad Alberto Hurtado
Reclaiming Accountability: Promising Practices and Directions Forward. Megan Baker, Boston College / Harvard Graduate School of Education; Andrew Frederic Miller, Boston College
Discussant: A. Lin Goodwin, Teachers College, Columbia University

32.041. Lights, Camera, Action: Video as a Tool for Teacher Development and Noticing. Division K–Teaching and Teacher Education; Paper Session
Grand Hyatt San Antonio, Second Floor, Mission A; 2:15–3:45pm
Chair: Kristina M. Stamatia, University of Colorado–Boulder
Participants:
How Did the Practicing Teachers Feel When Cameras Were Recording Their Teaching? Mingyuan Zhang, Central Michigan University; Xiaoping Li, Central Michigan University
Teacher Change in the Context of a Video-Based Professional Development Program for English Language Learners. Rukiyeh Didem Taylan, MEF University; Kathryn B. Chval, University of Missouri–Columbia
Teachers’ Perspectives on Using Video-Recorded Lessons During Professional Development. Lorelei R. Coddington, Whittier College
What Science Teachers Notice: Development of a Rubric to Assess Middle School Science Teachers’ Noticing. Jennifer Donze, University of Houston; Sissy S. Wong, University of Houston; Lionel Rouduen, University of Houston
Discussant: Victoria M. Hand, University of Colorado–Boulder

32.042. Literature as Liberation: Culturally Responsive Teaching in Constrained Contexts. Division K–Teaching and Teacher Education; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Republic A; 2:15–3:45pm
Chair: Elizabeth J. Meyer, University of Colorado–Boulder
Participants:
Reaching Conservative Teachers Regarding Gender and Sexual Diversity in the Wake of Obergefell. Scott A. Beck, Georgia Southern University; Dina C. Walker-DeVose, Georgia Southern University; Laura Agnih, Georgia Southern University; Caren Town, Georgia Southern University; Trina Smith, Georgia Southern University
Sustained Professional Development: Scholar Circle Collaboration Toward Equity. Jacqueline Sue Sweeney; Arizona State University; Eva Belle Garin; Bowie State University; Patricia A. Clayborne, Montgomery County Public Schools
Teacher Attributions in School-Based Professional Development. Hope L. Crenshaw, University of Illinois at Urbana-Champaign; Michele D. Crockett, University of Illinois at Urbana-Champaign; Hyejin Tina Yeo, University of Illinois at Urbana-Champaign
Building a Movement by Reading Together: Teacher Book Groups as Radical Professional Development. Kathleen Riley, West Chester University of Pennsylvania
Discussant: Marcelle M. Haddix, Syracuse University

32.043. Opportunities for Learning From Participation in International Professional Experience. Division K–Teaching and Teacher Education; Symposium
Grand Hyatt San Antonio, Second Floor, Room 8B; 2:15–3:45pm
Chair: Judy Joy Williams, Monash University
Participants:
Confronting and Expanding: Impact of International Professional Experience on Student Teachers. David Mittelberg, Oranim Academic College of Education
Intercultural Understanding and Global Threat. Julie Faulkner, Monash University; Anne Keary, Monash University
The Relational Work of Leading an International Professional Experience. Judy Joy Williams, Monash University
32.044. Preservice Teachers’ Visual and Literate Understandings of Classroom Environments. Division K–Teaching and Teacher Education; Paper Session

Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon B; 2:15–3:45pm

Chair: Lea Ann Christenson, Towson University

Participants:
Beyond Pinterest: Teacher Candidates’ Consideration of the Role of Classroom Literacy Environments. Jackie Sydor, Ball State University; Tammi R. Davis, University of Louisville; Sharon Daley, Indiana University–Bloomington; Linda Coggin, King University

Integrating Children’s Literature in Elementary Math Methods: Fostering Understandings and Connections. Dittika Gupta, Midwestern State University; Daphney Learn Curry, Midwestern State University

Preservice Teachers’ Growth in Understanding the Contribution of Visual Craft to the Development of Picture Book Narratives. Rebecca Stortz, The University of Texas at San Antonio; Miriam Martinez, The University of Texas at San Antonio; Janis Marie Harmon, The University of Texas at San Antonio; Raquel Catudal, The University of Texas at San Antonio


Discussant: Deborah Loewenberg Ball, University of Michigan–Ann Arbor

32.045. Science and Mathematics Education in the Context of Culturally Relevant Practice. Division K–Teaching and Teacher Education; Paper Session

Grand Hyatt San Antonio, Second Floor, Bowie B; 2:15–3:45pm

Chair: Tammy C. Cline, University of West Georgia

Participants:
“Chasing Purple Dinosaurs”: Teacher Autonomy and District Expectations of Culturally Responsive Pedagogy in an Urban District. Ashley Nicole Woodson, University of Pittsburgh; Roderick LaMar Carey, University of Pittsburgh; Heather B. Cunningham, University of Pittsburgh; Erika Gold Kestenberg, University of Pittsburgh; DaVonna Graham, University of Pittsburgh

Cultivating Pedagogy in a Seventh-Grade Science Classroom. Annie S. Adamian, California State University–Chico

Culturally Inclusive Science Teaching for Promoting Equal Educational Opportunities. Jiyoung Yoon, The University of Texas at Arlington; Kyoung Jin Kim, Wheelock College; Leisa Martin, University of Texas at Arlington

What Do Preservice Early Childhood Teachers Need Beyond Enhanced Self-Efficacy Beliefs About Equitable Science Teaching? Eun Young Lee, University of North Texas; Karhuygen Subramanian, University of North Texas; Dina C. Castro, University of North Texas; Yilmin Koo, University of North Texas

32.046. Teacher Education Partnerships That Prepare Educators to Support English Learners to Learn Mathematics and Science. Division K–Teaching and Teacher Education; Symposium

Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon C; 2:15–3:45pm

Chairs: Elizabeth A. Franklin, University of Northern Colorado; Lori A. Reinsvold, University of Northern Colorado

Participants:
Mathematics and Science Teaching for English Learners (MAST-EL): A Teacher Education Reform Model. Elizabeth A. Franklin, University of Northern Colorado; Lori A. Reinsvold, University of Northern Colorado

Training Teachers With Linguistically and Culturally Responsive Math Teaching (LCRMT) Versus Observing Math Teaching: LCRMT Within Two Activity System Triangles. Kim Hyunsoon Song, University of Missouri–St. Louis; Sarah A. Coppersmith, University of Missouri-St. Louis

Developing Linguistically Responsive Content Teachers Through e-Workshops. Kara Mitchell Viscus, University of Nebraska–Lincoln; Barbara J. Dray, Transforming Practices in Education, LLC; Nancy L. Leech, University of Colorado–Denver

Discussant: Socorro Herrera, Kansas State University

32.047. Teacher Leadership: New Perspectives on Competition in Schools. Division K–Teaching and Teacher Education; Paper Session

Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon D; 2:15–3:45pm

Chair: Cynthia L. Carver, Oakland University

Participants:
Toward a More Empirically Useful Conception of Teacher Leadership. Jill Harrison Berg, University of Massachusetts–Boston; Bill Zeollaick, Schoolic Institute

Teacher Leadership Development: Emerging Themes From Urban, Suburban, and Rural Schools. Jonathan Eckert, Wheaton College

Flipping the Frame: Juxtapositions of Educational Quality, Creative Capacities, and Leadership Across Cases of Difference. Marilyn J. Narey, Narey Educational Consulting, LLC

Development of a Situational Judgment Task for Assessing Teacher Leadership in Mathematics. Bret Franchuk, Logos Consulting Group, LLC; Megan Deiger, Loyola University Chicago

Discussant: Melinda M. Mangin, Rutgers University


Henry B. Gonzalez Convention Center, Meeting Room Level, Room 216 A; 2:15–3:45pm

Chair: Jennifer L. Steele, American University

Participants:
Implementation of College- and Career-Ready Standards: A 50-State Comparison. Katie Pok, University of Pennsylvania; Mengli Song, American Institutes for Research; Laura M. Desimone, University of Pennsylvania

Early Effects of States’ Adoption of College- and Career-Ready Standards on Student Achievement. Mengli Song, American Institutes for Research; Rui Yang, American Institutes for Research; Michael S. Garet, American Institutes for Research

Does Vocational Still Imply Tracking? Examining the Evolution of Technical Education Curricular Policy in Texas. Matt Giani, The University of Texas at Austin

The Benefits of Advanced Math Placement in High School. Brendan Bartanen, Vanderbilt University

Experimental Evidence on the Effects of Advanced Placement Courses on Students’ Science Interest and Ability. Dylan P. Conger, The George Washington University; Mark C. Long, University of Washington; Raymond McGhee, SRI International; Alec Kennedy, University of Washington

32.049. New Perspectives on Competition in Schools. Division L–Educational Policies and Politics; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 213 A; 2:15–3:45pm

Chair: Tomeka M. Davis, Emory University

Participants:
The Competitive Effects of School Choice on Student Outcomes: A Systematic Review and Meta-Analysis. Huriya Jabbar, The University of Texas at Austin; Carlton Jing Fong, The University of Texas at Austin; Emily Germain, The University of Texas at Austin; Dongmei Li, The University of Texas at Austin; Joanna Dolores Sanchez, The University of Texas at Austin; Wei-Ling Sun, The University of Texas at Austin; Michelle DeVall, Del Valle Independent School District


The Impact of School Choice on the Ability to Predict Enrollment Size and Needs. Benjamin Creed, Northern Illinois University


Discussant: David D. Arsen, Michigan State University
SIG Sessions

32.050. Best Practices in Teacher Education and Professional Development in the Arts. SIG-Arts and Learning; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 210 B; 2:15–3:45pm
Chair: Rachel Louise Geesa, Ball State University
Participants: 
- Examining the Role of Visual and Performing Arts in California Preservice Teacher Education. Maureen R. Lorimer, California Lutheran University
- Measuring the Effect of Arts Integration on Disadvantaged Students and Their Teachers. Robert A. Southworth, The Schoolworks Lab, Inc.; Martin Frederick Gardner, Brown University
- Program Evaluation of the A+ Schools Model: Year 2 Results. Rachelle Miller, University of Central Arkansas; Donna Wake, University of Central Arkansas; Jeff Whittingham, University of Central Arkansas
- Stepping Onto Fertile Ground: Urban Teachers Growing as Change-Makers With and Through the Arts. Christine Woywood, University of Wisconsin–Milwaukee; Candance Doerr-Stevens, University of Wisconsin–Milwaukee
- Joelle Worm, University of Missouri–Kansas City
- Reflecting and Reaching Out: How Students and Teachers Use Visual Arts for Critical Thinking and Social Transformation. Claudia G. Cervantes-Soon, The University of Arizona
- DevelopingShared LearningSpaces. Patricia Leavy, Self-employed
- Nick Sousanis, San Francisco State University
- The Story of Narrative in Multicultural Education. Martha E. Wright, University of Central Florida
- Rhoda Misty Mohammed, Trinidad and Tobago
- Hannah Gabrielle Katwaroo, Ministry of Education- Trinidad and Tobago
- Initial Steps Toward the Development of School Climate Instruments for Caribbean Schools. Anica G. Bowe, Oakland University
- Discussant: Aderennaya Chidinma Onyewuenyi, University of Washington

32.054. Thinking Through Think-Alouds: Contemporary Contributions to Validation. SIG-Cognition and Assessment; Symposium
Henry B. Gonzalez Convention Center, Ballroom Level, Room 302 C; 2:15–3:45pm
Chair: Kristen L. Huff, Curriculum Associates, Inc.
Participants:
- Using Think-Alouds to Validate a Formative Assessment. Daniel F. Mix, Curriculum Associates; Shuqin Tao, Curriculum Associates
- The AVCS of Response Processing Data: The Latest What, When, and How of Think-Alouds. Jacqueline P. Leghtoon, University of Alberta
- How Can We Use Think-Aloud Protocols to Investigate Item Wordings Effects. Deborah L. Bandolos, James Madison University
- Digital and Remote Collection of Response Process Validity Evidence. Laine Bradshaw, University of Georgia–Athens; Kate Hoehl Gutirrie, University of Georgia–Athens; Meina Bian, University of Georgia
- Discussant: Kadiyie Erckan, University of British Columbia/Educational Testing Service

32.055. New Developments in Conflict Resolution. SIG-Conflict Resolution Violence Prevention; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 218; 2:15–3:45pm
Chair: David W. Johnson, University of Minnesota
Participants:
- Direct Verbal Aggression in Schools: A Review of the Literature. Daniel Y. Poling, University of Florida; Stephen W. Smith, University of Florida; Gregory G. Taylor, Florida State University
- Effects of Integrating Conflict Resolution in Mathematics Classes. Susan D. Anderson, The University of the West Indies– Mona Campus; Peter Yee Han Joong, University of Toronto; Shandelle Khadine Kedida-Bins-Thompson, Student
- Latent Profiles of Victimization and the Likelihood of Carrying Weapons to School. Diana Luminita Mindrila, The University of West Georgia; Pamela Davis, University of West Georgia
- The Theoretical Discussion Advance of the Dialogic Feminism Course at the Universidade Federal de Sao Carlos Between 2009 and 2016. Denise Badhega, University of Sao Carlos; Ernesto Ferreira Galli, Federal University of Sao Carlos; Roseli Rodrigue de Mello, Federal University of Sao Carlos; Daniela Mara Gouvea Bellini, Federal University of Sao Carlos
- Trends in Teacher Victimization, 1993–2012. Belinda Gimbert, The Ohio State University; Jeremy Byron Luke, The Ohio State University–Columbus; Ryan Kapa, The Ohio State University; Dorothy Moulthrop

32.056. Expanding the Table: Schools as Inclusive Spaces. SIG-Critical Educators for Social Justice; Paper Session
Grand Hyatt San Antonio, Second Floor, Mission B; 2:15–3:45pm
Chair: Larry C. Bryant, University of North Texas–Dallas
Participants:
- “Even With the Diversity, It’s Still White-Dominant”: Reinforming Normativity at a Multicultural School. Jia-Hui Stefanie Wong, University of Wisconsin–Madison
- (Black) Community Control Over Community Schools: Lessons From the Black Panther Party’s Oakland Community School. Gwendolyn Basley, University of Wisconsin–Madison; Michael A. Davis, University of Wisconsin–Madison
- Trans-Inclusive Pedagogies: Embracing Gender Diversity in K–20 Classrooms. Jacob McWilliams, University of Colorado–Denver
- Welcome to the Beautiful Struggle: The Institutional Enactment of Critical Cariño With Latina/o Youth in an Urban High School. Marnix Carry, University of California, Santa Cruz
- Discussant: Tamara T. Butler, Michigan State University
32.057. Activity Theory: Mediating Interdisciplinary Methods and Methodologies. SIG-Cultural-Historical Research; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 207
A; 2:15–3:45pm
Chair: Aria Razfar, University of Illinois at Chicago
Participants:
Cultural Historical Activity Theory and Sensemaking: An Inclusive Frame of Analysis for Investigating Educational Change. Andrea J. Bogham, University of Colorado—Colorado Springs
Expanding the Theory of Expansive Learning: Toward a Dialectic of the Regressive and the Emancipatory. Yrjo H. Engestrom, University of Helsinki
Boundary Spanning Among Educational Partners in the Service of Equality of Opportunity. Therese Laferrerie, Laval University; Sylvie Barma, Laval University; Marie-Claude Bernard, Laval University; Chantal Trepapier, Laval University; Marie-Caroline Vincent, Laval University
What Is and What Could Be: Technology Access, Use, and Impact in Riverville Middle Schools. Kristin G. Sherwood, Wichita State University; Cody Rierson, McPherson Unified School District 418; Kristi Arends, Wichita State University; Felicity Moraa Nyaronge, Wichita State University
Discussant: James V. Wertsch, Washington University in St. Louis

32.058. Democratic Citizenship in Education SIG Paper Discussion (Roundtable) Session 1. SIG-Democratic Citizenship in Education; Paper Session
Grand Hyatt San Antonio, Third Floor, Bonham D; 2:15–3:45pm
Chair: Rui Kang, Georgia College & State University
Participants:
Democratic Cosmopolitan Practices of Youth: An Invitation to Embody an Inquiry Stand Through Care Ethics. Ahram Park, Teachers College, Columbia University
Justifying the Status Quo: The Implications of Ideology in Teachers’ Emphasized Civic Behavior. Ryan Thomas Knowles, Utah State University; Antonio J. Castro, University of Missouri–Columbia
Reenvisioning Curriculum and Pedagogy Through Understanding the Politics of Citizenship and Belonging. Min Yu, Wayne State University; Christopher B. Crowley, Wayne State University; Christina P. Denicolo, Wayne State University; Susan L. Gabel, Wayne State University
Reimaging Education’s Role in the Imagined Community: Toward a More Comprehensive Theory of Political Socialization. Kristina Brezicha, Georgia State University
Teachers’ Beliefs About Citizenship Education: Dimensions and Differences Across Teachers and Schools. Reinhold Pulinx, Universiteit Gent; Piet Van Avermaet, Ghent University; Orhan Agirdag, KU Leuven
Discussant: James M. Mitchell, California State University–East Bay

32.059. Designing Technology-Mediated, Constructionist, and Open Learning. SIG-Design and Technology; Paper Session
Grand Hyatt San Antonio, Third Floor, Bonham B; 2:15–3:45pm
Chair: Ying Xie, Northern Illinois University
Participants:
Anatomy of an Established Massive Online Course About Statistics. Lloyd P. Rieber, University of Georgia
Partners in Technology-Mediated Practice Design: How Student-Designed Interventions Improved Equity in School Technology Use. Ung-Sang Lee, University of California, Los Angeles; Kimberly Gomez, University of California, Los Angeles
Constraints on Instructional Media Design: How Do Media Developers Deal With Them? Kei Tomita, Indiana University–Bloomington
Scholars in the Public Forum: Increasing Online Access to Research, Informing Policy, and Improving Practice. Noelle Angeline Paufler, University of North Texas; Audrey Amrein-Beardsley, Arizona State University
Discussant: Vanessa Suhila, University of New Mexico

32.060. Strategies and Outcomes of Grassroots Organizing. SIG-Grassroots Community and Youth Organizing for Education Reform; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214
A; 2:15–3:45pm
Chair: Christine Clark, University of Nevada–Las Vegas
Participants:
Youth Organizing: Capacity Building and Organizational Learning. Dana E. Wright, Connecticut College
How Undocumented Youth in Tennessee Navigate the Intersection of Immigration Status and Race. Krissa Craven, Guilford College; Jazmin Ramirez, Trevecca Nazarene University; Maria Robles, McGavock High School; Rodrigo Robles, Fisk University; Diana Montero, Fisk University
Youth Organizing as College Access for Low-Income Latina/o Students. Claudia Diera, University of California, Los Angeles
Discussant: Vajra M. Watson, University of California, Davis

32.061. Massive Online Open Courses as a Tool to Improve Instruction and Increase Equality in Education. SIG-Instructional Technology; Workshop
Grand Hyatt San Antonio, Fourth Floor, Republic C; 2:15–3:45pm
Chairs: Miguel (Miko) Nino, Virginia Polytechnic Institute and State University; Judit Torok, Berkeley College; Esteban Rodriguez, Parsons The New School for Design

32.062. International Education. SIG-International Studies; Paper Session
San Antonio Marriott Rivercenter, Third Floor, Conference Room 17; 2:15–3:45pm
Chair: Delois L. Maxwell, Bowie State University
Participants:
Assessing Swiss STEM Potential With Achievement Profiles and PISA (Programme for International Student Assessment) Data: An International Comparison. Esther Kaufmann, University of Zurich; Werner W. Wittmann, University of Mannheim
Computer-Based Scaffolding in STEM Education Across Countries and U.S. States: Meta-Analysis and Cluster Analysis. Nam Ju Kim, Utah State University; Brian R. Belland, Utah State University; Andrew Walker, Utah State University; Jacob Charles Piland, Utah State University
Competing for Talents: Recruiting and Hiring Women Through Positive Action Programs in Japan. Masako Hosaka, University of the Ryukyu
The Endorsement of Math Gender Stereotype: A Comparative Perspective From China. Xiao Yu, Johns Hopkins University

32.063. Undertaking and Remaking Identity Politics in Educational Institutional Practice. SIG-Language and Social Processes; Symposium
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon F; 2:15–3:45pm
Chairs: Nicholas Limerick, Teachers College, Columbia University; Stephen Peters, McGill University
Participants:
What Will You Stand Up For? Elementary-Aged Undocumented Students Speak Out on Immigration Reform. Arianna Maniguel Figueroa, Rutgers University
"Instead of Being Racist, Just Say ‘M’ for Mexican”: Children Exploring Race and Immigration. Holly Link, Centro de Cultura, Arte, Trabajo y Educación (CCATE)
Multilingual Speaking and the Promotion of Indigenous Education in Ecuador. Nicholas Limerick, Teachers College, Columbia University
Voicing Identity in Popular Education: Difference and Distinction in the Practice of Indigenous Public Speaking. Stephen Peters, McGill University
Heterogeneous Ethnicities in the New Latino Diaspora. Stanton E. F Wortham, Boston College; Briania Nichols, University of Pennsylvania

32.064. Achieving Epistemic Justice by Enabling Epistemic Agency. SIG-Learning Sciences; Symposium
Grand Hyatt San Antonio, Fourth Floor, Crockett D; 2:15–3:45pm

Chair: Sonya Sharpfjord, Pepperdine University

Participants:
- Characterizing Mentoring Capital in a Residency Program Through Mentors’ Voices. Rubén Garza, Texas State University; Raymond Reynosa, Texas State University–San Marcos
- Defining Mentor-Mentee Self-Disclosure in Mentoring Preservice Teachers in Field Experience. Shaoan Zhang, University of Nevada–Las Vegas; Khaled Ismail Alnajjar, University of Nevada–Las Vegas
- Changing the Lens: Mentors and Their Effect on Novice Teacher Attitudes Toward Student Achievement. William David Harris, Los Angeles Unified School District
- Meeting the Challenges of Mentoring Across Cultures. Sara Efrat Efron, National-Louis University–Illinois; Jeffrey S. Winter, National Louis University; Sherri Bressman, National Louis University

Discussant: Carol A. Mullen, Virginia Polytechnic Institute and State University

32.066. Presentation of a Mixed-Methods Randomized Controlled Trial Design and Lessons Learned (So Far). SIG-Mixed Methods Research; Symposium

Chair: John H. Hitchcock, Indiana University–Bloomington

Participants:
- The Math for All Education RCT: Contrasting an Enacted Design With the Potential of Mixed Randomized Controlled Trials. John H. Hitchcock, Indiana University–Bloomington; Ellen B. Meier, Teachers College, Columbia University
- A Qualitative Perspective on Randomized Control Trial Mixed-Method Approaches. Ellen B. Meier, Teachers College, Columbia University; Dawn M. Horton, Teachers College, Columbia University; Jessica Yasaitis Pike, Teachers College, Columbia University
- Using Classroom Observations to Assess the Efficacy of the Math for All Professional Development Program. Teresa Garcia Duncan, ICF International; Rosemarie O’Conner, ICF International; Jason Schoeneberger, ICF International
- Using Mixed Methods to Assess Fidelity of Implementation of the Math for All Professional Development Program. Babette Moeller, Education Development Center, Inc.; Matthew McLeod, Education Development Center, Inc.; Barbara Dubitsky, Bank Street College of Education; Marvin T. Cohen, Bank Street College of Education; Nesta Marshall, Bank Street College of Education; Karen J. Rothschild, Rothschild Education Consulting

Discussant: Colleen E. Chesnut, Indiana University–Bloomington

32.067. Multiple Linear Regression: The General Linear Model SIG Paper Session: Special Adaptations of the General Linear Model to Best Reflect the Research Question. SIG-Multiple Linear Regression: The General Linear Model; Paper Session

Chair: Haiyan Bai, University of Central Florida

Participants:
- An Examination of Link Function Choice in Ordinal Regression Models. Thomas J. Smith, Northern Illinois University; David A. Walker, Northern Illinois University; Cornelius McKenna, Kishwahoe College
- Interpreting Multiple Regression Results: β Weights and Structure Coefficients. Lily Ziglar, Texas A&M University
- Multivariate Regression With Small Samples: A Comparison of Estimation Methods. William Holmes Finch, Ball State University; Maria E. Hernandez Finch, Ball State University
- Regression as the Univariate General Linear Model: Examining Test Statistics, P-Values, Effect Sizes, and Descriptive Statistics Using R. Kim Nimon, The University of Texas at Tyler; Julia Berrios; Mandolen Mulli; Jon Muagave, Indiana State University; Gregg Keiffer
- The Effect of Multicollinearity on Prediction in Regression Models. Daniel J. Mundfrom, Eastern Kentucky University; Michelle L. DePoy Smith, Eastern Kentucky University; Lisa W. Kay, Eastern Kentucky University

Discussant: Isadore Newman, Florida International University

32.068. Portfolios and Reflection in Teacher Education: User Perceptions, Assessments, and Cultural Implications. SIG-Portfolios and Reflection in Teaching and Teacher Education; Paper Session

Chair: Joan Y. Pedro, University of Houston–Clear Lake

Participants:
- Exploring Reflective Thinking Among Preservice Teachers in a Virtual Learning Community. Libbi Miller, California State University–Fresno; Frederic Nelson, California State University–Fresno; Emy Lopez Phillips, California State University, Fresno
- Improving Teacher Education Through Assessment of Portfolio Reviews: The Role of Inter-Rater Reliability. David J. McGough, Johnson State College
- Innovative Learning in a Digital Age: Preservice Teachers’ Reflections on Their Social, Cognitive, and Teaching Presence in an Online Learning Course. Joan Y. Pedro, University of Houston–Clear Lake
- Perspectives on Culture: Teachers’ Development of Critical Reflective Capacity Through the Cultural Inquiry Process. Rebecca K. Fox, George Mason University; Stephanie L. Dodman, George Mason University; Nancy Holmes, George Mason University; Kelley E. Webb, George Mason University

Discussant: Leah Schoenberg Muccio, University of Hawaii at Mānoa

32.069. The Postcolonial And: Interstices and Liberation Across Educational Spaces. SIG-Postcolonial Studies and Education; Symposium

Chair: Nina Asher, University of Minnesota–Twin Cities

Participants:
- The Post/Colonial Work of Service-Learning. Colleen Rost-Banik, University of Minnesota–Twin Cities
- Hegemony or History? Technologies of Colonial Power in History Classrooms. Ryan Oto, St. Paul Academy and Summit School
- An Implicated Praxis. Daniel Bordwell, University of Minnesota
- The Damages of Colonization and (Mis)Representation of Native American Women. Heather P. Abrahamson, Becker Public Schools
- Understanding Experiences of Othering: Examining a South Korean International Student in a U.S. University. Jungsok Park, University of Minnesota–Twin Cities

Discussant: Aparna Mishra Tarc

32.070. Learning From Professional Development School Models: Lessons and Innovations in School-University Partnership Work. SIG-Professional Development School Research; Paper Session

Chair: Gayle Andrews, University of Georgia

Participants:
- Just Starting Out: Challenges and Wins in an Emerging Professional Development School. Laura Rychly, Augusta University; Stacie Kae Pettit, Augusta University; Megan Bunting, Augusta University
- A Comparative Study on the Impact of a Professional Development School Partnership on Student Achievement. Stephen J. Caldas, Manhattanville College; Diane W. Gomez, Manhattanville College; JoAnne Ferrara, Manhattanville College
Designing a STEM Professional Development Program for Preschool Teachers, With Supports for Dual Language Learners. Hebbah El-Mohdmany, Rutgers University; Alissa Anne Lange, East Tennessee State University; Kimberly Brennenman, Heising-Simons Foundation

Perspectives of Leaders Regarding the Impact of School-University Partnerships: A Qualitative Study of a Professional Development Schools Model in Rural Ohio. Charles L. Lowery, Ohio University–Athens; Sara Lorham Hartman, Ohio University; Michael Hess, Ohio University–Athens; Chris Kennedy, Ohio University

Design Features, Impacts, and Research of a Professional Development School Partnership's State-Funded Project. Linda A. Catelli, City University of New York; Joan T. Carlino, Belmont Elementary; GinaMarie Petraglia, Belmont Elementary PDS/NBSD

Discussant: Sandra M. Webb, Georgia College & State University

32.071. Perspectives on the Role of Parent Involvement in Black Education. SIG-Research Focus on Black Education; Paper Session

Grand Hyatt San Antonio, Fourth Floor, Crockett B; 2:15–3:45pm
Chair: Montrisha Money Williams, American Institutes for Research
Participants:
- By Any Means: Decision Making Among Single Black American and Black Immigrant Mothers Who Homeschool. Cheryl A. Fields-Smith, University of Georgia
- Distinctiveness, Deference, and Dominance in Black Caribbean Fathers' Engagement With London and New York City Public Schools. Derrick Wallace, University of Cambridge
- Parenting While Black: Racial Protectionism as Parental Involvement in Education. Jada A. Phelps-Moultrie, Portland State University; Jomo W. Mutegi, Indiana University–IUPUI
- The Experiences of African American Parents With the College Choice Process. Thandeka K. Chapman, University of California, San Diego; Frances Contreras, University of California, San Diego

Discussant: Toks S. Fashola, Johns Hopkins University

32.072. Research-Practice Partnerships: Lessons Learned by Two Regional Educational Laboratories. SIG-Research Use; Symposium

Henry B. Gonzalez Convention Center, River Level, Room 7D; 2:15–3:45pm
Chair: Julie R. Kochanek, American Institutes for Research
Participants:
- Forming a Professional Learning Community to Overcome Collaborative Research Challenges. Carrie Lynne Scholz, American Institutes for Research; Stacy B. Ehrlich, University of Chicago Consortium on School Research; Erin Roth, American Institutes for Research
- Research-Practice Partnerships: Dissemination Lessons From Two Regional Educational Laboratories. Lisa Shimmel, American Institutes for Research; Alicia N. Garcia, American Institutes for Research; Sonica Dhillon, American Institutes for Research; Rebecca A. Carey, Education Development Center, Inc.; Jill Weber, Education Development Center, Inc.

Lessons Learned in Working With Stakeholder Advisors Through Research-Practice Partnerships. Heather Lavin, Education Development Center, Inc.; Julie Riordan, Education Development Center, Inc.; Julie Kochanek, American Institutes for Research; James J. Lindsay, American Institutes for Research

Identifying and Measuring Potential Outcomes of Collaborative Research. Sarah M. Ryan, Education Development Center, Inc.; Julie Riordan, Education Development Center, Inc.; Maria-Paz Avery, Education Development Center, Inc.


Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon E; 2:15–3:45pm
Chair: Jeffrey M. Choppin, University of Rochester
Participants:
- Conceptualizing the Dimensions of Alignment. Corey Drake, Michigan State University; Amy Ray, Michigan State University
- Teachers’ Use of Teacher Resources and Common Core State Standards for Mathematics in Lesson Planning. Amy M. Roth McDuffie, Washington State University; Jennifer Rae Brown, Washington State University–Vancouver

Updating Perspectives on Lesson Structure in U.S. Classrooms. Demeke Gesesse Yeneayhu, University of Rochester; Jeffrey M. Choppin, University of Rochester

The Mediating Role of the Designated Curriculum in the Enacted Common Core State Standards for Mathematics. Jeffrey M. Choppin, University of Rochester; Amy M. Roth McDuffie, Washington State University; Demeke Gesesse Yeneayhu, University of Rochester

Discussant: Cynthia E. Coburn

32.074. Complex Politics in Rural School and Community Relationships. SIG-Rural Education; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 C; 2:15–3:45pm
Chair: Andrea D. Beesley, IMPAQ International
Participants:
- Rural Community Groups as a Catalyst to Drive School Reform. Catharine Biddle, University of Maine; Ian Mette, University of Maine
- You Were Considered: Small School Closure Politics and Networks of Decision. Jennifer Renee Tinkham, University of Saskatchewan; Michael J. Corbett, University of Tasmania
- Boom and Bust, Rage and Rust: Rethinking Rural Community Cohesion and the Rural School Superintendency. Kathleen M. Budge, Boise State University; Erin McHenry-Sorber, West Virginia University
- Making Sense of Place in Adapting a Rural Cradle-to-Career Network. Sarah J. Zuckerman, University of Nebraska–Lincoln

School-Community Partnerships and Stemming the Rural Brain Drain: Implications for Educational Equity. Jennifer Seelig, University of Wisconsin–Madison

32.075. Emerging Critical Voices in the Field of Science Education: Sharing Narratives of Hope, Struggle, and Learning. SIG-Science Teaching and Learning; Symposium

Grand Hyatt San Antonio, Fourth Floor, Republic B; 2:15–3:45pm
Chair: Jesse Bazzul, University of Regina
Participants:

Pushing the Political, Social, and Disciplinary Boundaries of Science Education: Science Education as a Site for Resistance and Transformation. Carolina Castano Rodriguez, Australian Catholic University

Engaging Multiple Identities and Ethical Commitments as a Science Education Researcher/Scholar-Activist/Nonleech School-University Partner: A Metalogue. Sara E. Tolbert, The University of Arizona; Alexandra Schindel, University at Buffalo–SUNY; Alberto J. Rodriguez, Purdue University

Exploring Socioscientific Issues in the Indian Context: Charting an Academic Journey. Aaswathy Raveendran, Homi Bhabha Centre for Science Education, Tata Institute of Fundamental Research

Discussant: Christina Siry, University of Luxembourg

32.076. Special Education Research SIG Paper Session 1: Issues About Special Education. SIG-Special Education Research; Paper Session

Grand Hyatt San Antonio, Second Floor, Bowie A; 2:15–3:45pm
Chair: M. Nathan R. Templeton, Texas A&M University–Commerce
Participants:
- A Structural Model on the Relationship Between Disability Identity and Accommodations Usage. Yana Wong Lam, University of California; Mian Wang, University of California, Santa Barbara

Academic and Behavior Outcomes in Behavior-Focused Alternative Middle Schools. Kemal Afacan, University of Wisconsin–Madison; Kimberly L. Wilkerson, University of Texas; Chris Kin

Determinants of Educational Outcomes in PISA (Programme for International Student Assessment) Countries: Socioeconomic Factors, Educational Context, and Special Education. Dimitris Anastasiou, Southern Illinois University–Carbondale

Extending Research to Practice: Using the Evidence to Improve Adult Outcomes for Students With Disabilities. June Watters Gathberg, Western Michigan University; Paula D. Kohler, University of Central Florida; Jennifer Coley, Catherine Fowler, University of North Carolina–Chapel Hill
32.077. Contemplative Approaches to Transforming Education: Engagement in Awake-Dreaming, Spiritual Activism, De-colonial Perspectives, and Mindfulness. SIG-Spirituality & Education; Symposium
Henry B. Gonzalez Convention Center, River Level, Room 6C; 2:15–3:45pm
Chair: Meaghan Cochrane, Kansas State University
Participants:
- Time Carriers: Dreaming Reciprocal Relations Through Arts-Based Inquiry. Barbara A. Bickel, Southern Illinois University–Carbondale
- Shadow Work, Healing, and Spiritual Activism: A Contemplative Mixed-Media Arts-Based Study. Kakaki Bhattacharya, Kansas State University
- Performing God: Creativity, Religion, and Youth Cultures. Anne M. Harris, Monash University
- Reviewing an Arts-Based Contemplative Book Through Arts-Based Contemplative Practices. Pauline Sameshima, Lakehead University; Muga Miyakawa, Lakehead University
Discussant: Robert H. London, California State University–San Bernardino

32.078. Stress, Coping, and Resilience Among Teachers. SIG-Stress and Coping in Education; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 212 A; 2:15–3:45pm
Chair: Marie L. Masterson, McCormick Center for Early Childhood Leadership
Participants:
- Beginning Teachers' Perceived Stress: Causes, Responses, and Relationships With Teaching Behavior and Attrition. Ruth Harmsen, University of Groningen; Ridwan Maulana, University of Groningen; Michelle Hebns-Lorenz, University of Groningen; Klaas Van Veen, University of Groningen
- Burnout and Stress Prevention Among Teaching and Social Work Internship Students in Germany. Andrea Daniela Schwanzer, Ostfalia University of Applied Sciences; Annette Ullrich, Duale Hochschule Baden-Württemberg Stuttgart; Richard G. Lambert, University of North Carolina–Charlotte
- Examination of Educational and Contextual Factors Associated With Secondary Teachers' Risk for Occupational Stress. Richard G. Lambert, University of North Carolina–Charlotte; Paul G. Fitchett, University of North Carolina–Charlotte; Christopher J. McCarthy, The University of Texas at Austin; Lauren Helena Boyle, The University of Texas at Austin; Maytal Eyal, The University of Texas at Austin; Thomas Fisher, University of North Carolina–Charlotte
- Examining Possible Student and School Characteristics to Teacher Job Satisfaction Besides Teacher Factors. Ke Wang, Texas A&M University–College Station; Yeping Li, Texas A&M University; Wen Luo, Texas A&M University–College Station

32.079. What Can Be Inferred From Trace Data? Current Methods to Triangulate and Validate Traces of Learning Behavior. SIG-Studying and Self-Regulated Learning; Structured Poster Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 221 D; 2:15–3:45pm
Chairs: Matthew L. Bernitski, University of Nevada–Las Vegas; Philip H. Winne, Simon Fraser University
Participants:
2. Using Eye-Tracking and Log File Data as Indicators of Metacognitive Monitoring and Cognitive Learning Strategies With Game-Based Learning Environments? Michelle Taub, North Carolina State University; Nicholas Vincent Mudrick, North Carolina State University; Nicholas Vincent Mudrick, North Carolina State University; Garrett C. Millar, North Carolina State University; Jonathan Rowe, North Carolina State University; James Lester, North Carolina State University
3. Inferring Emotional States During Metacomprension Judgments: Evidence From Facial Expressions, Eye Movements, and Metacognitive Judgments. Nicholas Vincent Mudrick, North Carolina State University; Roger Azavedo, North Carolina State University; Michelle Taub, North Carolina State University
5. How Well Do Logged Events Represent Students' Learning Processes? Aligning Students' Reports With Trace Data. Lucie Vosicky, University of Nevada, Las Vegas; Matthew L. Bernacki, University of Nevada–Las Vegas

32.080. Measurement and Validity Issues in Survey Research. SIG-Survey Research in Education; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 7C; 2:15–3:45pm
Chair: Jinghuan Zhang, Florida Gulf Coast University
Participants:
- Illustration of a Survey Refinement Process Using Psychometric Analysis. William Zachary Smith, University of South Carolina–Columbia; Tammiene S. Dickenson, University of South Carolina–Columbia; Bradley David Rogers, University of South Carolina
- Random Contamination and Select Response Styles Affecting Measures of Fit and Reliability in Factor Analysis. Allen G. Harbaugh, Boston University; Min Liu, University of Hawaii–Mānoa
- Using Generalizability Theory to Explore the Trustworthiness of Survey Data From an International Development Evaluation. Louise M. Bahry, University of Massachusetts–Amherst
- Measuring Preparedness for Teaching Math: An Application of Rasch Analysis. Liuhan Cai, University of Nebraska–Lincoln
Discussant: Kathy E. Green, University of Denver

32.081. Decentering Commonly Held Assumptions in Writing Research and Teaching: Thinking With Posthumanist Perspectives. SIG-Writing and Literacies; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 C; 2:15–3:45pm
Chair: Gail M. Boldt, The Pennsylvania State University
Participants:
(Re)imagining What Counts as Writing in a Writers’ Studio. Candace Ross Kuby, University of Missouri–Columbia
Exploring Vibrant Matter in Community-Based Participatory Research. Jaye Johnson Thiel, University of Georgia–Athens
Thinking With Translingual Literacies in the Adolescent Writing Classroom. Angie Zapata, University of Missouri–Columbia
Discussant: Lalitha M. Vasudevan, Teachers College, Columbia University

Division and SIG Roundtables

32.082. Roundtable Session 11; Roundtable Session

32.082-1. Developing Principals to Become Instructional Leaders. SIG-Supervision and Instructional Leadership; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 2:15–3:45pm
Chair: Jim Brandon, University of Calgary
Participants:
- Are We Adequately Preparing Principals for the Role? A Principal Preparation Practicum Program Review. Margaret A. Scott, University of Colorado–Colorado Springs
- Supervision and Preservice Administrators: Using Technology (TeachLive) to Strengthen Student Understanding. Teresa Martin Starrett, Texas Woman's University
- Understanding How Principal and Teacher Interactions Affect Teacher Professional Growth in an Era of Reform. Molly Funk, Core School Solutions, LLC; David Anderson, Eastern Michigan University

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 2:15–3:45pm
Chair: Valerie J. Jonesick, University of South Florida
Participants:
32.082-3. Multicultural/Multiethnic Education: Culturally Responsive Teaching and Instruction. SIG-Multicultural/Multiethnic Education: Theory, Research and Practice; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 2:15–3:45pm

Chair: Ramona Maile Cutri, Brigham Young University
Participants:
- Amanda Elizabeth Vickery, Arizona State University
- Guadalupe Arreguin-Anderson, The University of Texas at San Antonio
- Iliana Alanis, The University of Texas at San Antonio
- Guillaume Marini, Pontificia Universidad Catolica de Chile
- Brooke Anne Hofess, Appalachian State University

32.082-4. Teaching and Teacher Motivation. SIG-Motivation in Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 2:15–3:45pm

Chair: Lia Marie Daniels, University of Alberta
Participants:
- James A. Prejean, University of North Carolina–Chapel Hill
- Kenneth D. Novak, University of Connecticut
- Dale Martelli, Simon Fraser University
- Daniel O. Abravanel, Northern Illinois University
- Johnmarshall Reeve, Korea University

32.082-5. Critical Perspectives in the Social Studies. SIG-Social Studies Research; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 2:15–3:45pm

Chair: Christopher C. Martell, Boston University
Participants:
- Amanda Raddi, University of Alberta
- Xiaomei Chen, York University
- Dale Martelli, Simon Fraser University
- Johnmarshall Reeve, Korea University
- Rebecca O’Hara, Idaho State University

32.082-6. Listening, Hesitation, Space: Reconstructing Educational Relations. SIG-Philosophical Studies in Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 2:15–3:45pm

Chair: Samuel Rocha, The University of British Columbia
Participants:
- Listening to Speakers as People. Leonard J. Waks, Temple University
- Reconstructing Educational Relations: Origins and Interpretations. Norm Friesen, Boise State University
- Beyond Deconstruction: Georgio Agamben’s Potential for Education. Harvey Shapiro, Northern University
- Everyday Aesthetics of Schools: Revealing How Schools Organize and Re-Create Sensibility. Guillermo Marini, Pontificia Universidad Catolica de Chile

32.082-7. Reconnection: Finding the Whole Student in Modern American Education. SIG-Holistic Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 2:15–3:45pm

Chair: Mara Sapon-Shevin, Syracuse University
Participants:
- Beyond Academic Achievement: Supporting Whole-Child Development in Holistic Schools—Waldorf, Montessori, and Homeschool Teachers’ Perspectives. Autumn Joy Joy Florencio-Wain, State University of New York at Albany
- Development of a Holistic Instrument to Assess the Need and Readiness of “Forgotten Middle” Students. Dan W. Rea, Georgia Southern University
- Cordelia Zinskie, Georgia Southern University
- Health and Wellness in a Large, Urban School District: Program Findings From Year 1. Andrea Parrott, USD School of Education and Leadership Sciences; Joanne Carman, University of North Carolina—Charlotte; Edwina Boateng Kumi, University of San Diego
- Working With Dogs, Working With Ourselves: Humane Education and Student Development. Robert Marx, Vanderbilt Peabody College

32.082-8. Considering Multiple Accounts in and About History. SIG-Teaching History; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 2:15–3:45pm

Chair: Robert A. Bennett, The Ohio State University
Participants:
- Development and Field Testing of a Formative Assessment of Metahistorical Conceptions. Kevin D. O’Neill, Simon Fraser University; Sheryl Guloy, Simon Fraser University; Fionn M. MacKellar, The University of British Columbia; Dale Martelli, Simon Fraser University
- Rethinking Historical Thinking. Stephanie Konle, University of North Carolina—Chapel Hill
- Student Learning in a Standards-Based Setting: A Case of the Byzantine Empire. Stephanie D. Van Haver, University of Virginia; Collene Fitzpatrick, University of Virginia; David Hicks, Virginia Polytechnic Institute and State University

32.082-9. Advances in Cooperative Learning. SIG-Cooperative Learning: Theory, Research and Practice; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 2:15–3:45pm

Chair: Cary J. Roseth, Michigan State University
Participants:
- Exploring Teachers’ Facilitative Behaviors Across Implementation Years. James B. Oren, University of Illinois at Chicago; Kimberly A. Lawless, University of Illinois at Chicago; Scott W. Brown, University of Connecticut; Jeremy Rieh, University of Illinois at Chicago; Lisa J. Lynn, University of Illinois at Chicago; Kamila Brodzinska Bruscinielli, University of Illinois at Chicago
- Oral Language by Design: Bilingual Preservice Teachers’ Purposeful Infusion of Paired Strategies During Science Instruction. Maria Guadalupe Arreguin-Anderson, The University of Texas at San Antonio; Ilana Alanis, The University of Texas at San Antonio
- Socializing Interpersonal Immediacy in Collaborative Small-Group Discussions. Irina V. Kaznetcova, The Ohio State University—Columbus;
32.082-10. Actionable Knowledge? Continuing the Debate on Value-Added Approaches to School Accountability. Division H—Research, Evaluation and Assessment in Schools; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 2:15–3:45pm

Chair: John Paggio, The University of Kansas Participants:

VAM on Trial: Authority and Expertise in the Construction of Value-Added Models for Teacher Evaluation. Jessica Holloway, Kansas State University; Rachael Gabriel, University of Connecticut More Funding in Exchange for Increased School Accountability: Policy Effects Using the Quarterly School Value-Added Approach. Maria Veronica Santelices, Catholic University of Chile; Garrit Page, Pontificia Universidad Catolica de Chile; Ernesto San Martin, Pontificia Universidad Catolica de Chile Simulating the Effects of Test Score Reliability and Dimensionality on Teacher Value-Added Scores and Inferences. Danielle Nicole Dupuis, CAREI—University of Minnesota

32.082-11. Considering Culture and Creating Opportunities: International Perspectives on School Evaluation and Accountability. Division H—Research, Evaluation and Assessment in Schools; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 2:15–3:45pm

Participants:

Does High-Stakes Accountability Improve Student Learning or Teach Schools to Game the System? The Chilean Case. Alvaro Quezada Hofflinger, Universidad de La Frontera Teacher Accountability Disposition, Cultural Values, and School Support: A Multicountry Comparative Study. Zehawa Rosenblatt, University of Haifa; Theo Wubbels, Utrecht University; Nora Arato, University of Michigan; Johan Booyse, University of South Africa; Noel Hurley, Memorial University; Milagros Sainz, Universitat Oberta de Catalunya; Chris Phielix; Joris Beek, Utrecht University Toward Equal Education Opportunity in a Polycentric Inspection Context. Gerry P. Mcnamara, Dublin City University; Joe O’Hara, Dublin City University; Martin Brown, Dublin City University

32.082-12. International Perspectives on Student Learning. Division H—Research, Evaluation and Assessment in Schools; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 2:15–3:45pm

Chair: Michelle Preddano, Istituto nazionale per la valutazione del sistema educativo di istruzione e di formazione Participants:

A Cross-Cultural Study of Relationships Between Epistemological Beliefs and Self-Regulated Learning Strategies. Ying Hong Jiang, Azusa Pacific University; Jia Wang, University of California, Los Angeles; Jenny Y.P. Yau, Azusa Pacific University; Patricia J. Bonner, Azusa Pacific University; Thomas S. Bruce, Arcadia Unified School District; Rick Charles Barsh, Azusa Pacific University Learner Poor Performance: Provoking Bourdieu’s Key Concepts in Analyzing School Education in South Africa. Prevanand (Lobby) Ramrathan, University of KiwaZulu-Natal New Education Experiment: A Growing National Program in China. Dongjin Li, Suzhou University; Renmin Ye, Houston Independent School District

32.082-13. Maximizing Knowledge: Utilizing the Interplay of Rigor, Evidence, Culture, and Achievement to Inform Systems of High-Stakes Accountability. Division H—Research, Evaluation and Assessment in Schools; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 2:15–3:45pm

Chair: Rolf J. Blank, NORC at the University of Chicago Participants:


Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 2:15–3:45pm

Chair: Anita Gale Welch, Ball State University Participants:

Generating Environment for Equal Educational Opportunities: Mental Health Capacity Building in Schools. Anna Nadirova, Albert Health Services; Ann Harding; Servi Lasuik; Alexander Elkader Measuring Student Engagement With the Web-Based Student Orientation to School Questionnaire. John M. Burger, Practical Data Solutions; Anna Nadirova, Albert Health Services; Steven Mitchell Colp The Impacts of an Intervention to Promote Belonging in Advanced Courses Among Underrepresented Students. Holly L. Karako, Equal Opportunity Schools; Rika Marita Leslani Meyer, Equal Opportunity Schools; Shannon Brady, Stanford University; Adam Kay, Equal Opportunity Schools

32.082-15. Through the Technological Lens of Assessment. SIG-Measurement and Assessment in Higher Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 2:15–3:45pm

Chair: Ruth C. Slotnick, Bridgewater State University Participants:

An Empirically Derived Faculty Model of Assessment Culture in Higher Education. Matthew Bryan Fuller, Sam Houston State University; Susan Trancoso Skidmore, Sam Houston State University; Rebecca McBride Bustamante, Sam Houston State University; Nora M. Martirosyan, Sam Houston State University Multidisciplinary Course Assessment With Multiple Assessors in Technical Science Education. Kelly Meusen, HZ University of Applied Sciences; P. A. M. Klengeld, Eindhoven University of Technology; J.J.L Sperers, Eindhoven University of Technology Expanding Measuring Climate to Higher Education’s Schools/Colleges: Developing an Instrument With Strong Technical Properties. Mary E. Yakimowski, Sacred Heart University Initial Development and Testing of a Professional Identity Scale in Graduate Education. Terrell Lamont Strayhorn, The Ohio State University; Royel M. Johnson, The Ohio State University—Columbus; Meng-Ting Lo, The Ohio State University—Columbus

32.082-16. Structural Equation Modeling With Difficult Data. SIG-Structural Equation Modeling; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 2:15–3:45pm

Chair: Amber Michelle Gonzalez, California State University—Sacramento Participants:

Comparing Model Fit Indexes Across Different Estimators in Structural Equation Modeling With Ordered Categorical Variables. Yan Xia, Arizona State University—Tempe; Yanyun Yang, Florida State University
32.082-17. Writing, Bookmaking, and Academic Language in Early Childhood Education. SIG-Early Education and Child Development; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 2:15–3:45pm

Chair: Sara C. Michael-Luna, Queens College–CUNY
Participants:
A Meta-Analysis on Using LENA Technology. Shi Lingyun, Teachers College, Columbia University; Sonia Arora, Teachers College, Columbia University; Ellie Tunison, Teachers College, Columbia University; Narul Akmar Abdil-Azeiz, Teachers College, Columbia University; Maria C. Hartman, Teachers College, Columbia University; Ronda Rufreheit, Teachers College, Columbia University; Ye Wang, Teachers College, Columbia University
Supporting International Partnerships Between Canadian and Tanzanian Kindergarten Children: A Multimodal Bookmaking Project. Jodi Streelasky, University of Victoria
Decontextualized Language Use in Early Child-Caretaker Interactions. Serpil Demir-Vegter, Koç University
Emergent Academic Language: Preservice Teacher Knowledge to Action. Sara C. Michael-Luna, Queens College–CUNY

32.082-18. Intersecting Social-Emotional and Academic Domains: Observational Studies of Contexts and Personal Characteristics. SIG-Social and Emotional Learning; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 2:15–3:45pm

Chair: Patrick Pieng, California State University–Sacramento
Participants:
Do Emotionally Responsive Climates Promote Language-Rich Environments in Preschool Classrooms? Maria Accavitti, Yale University; Chín Regina Reyes, Yale University
The Development of Theory of Mind: Predictors and Moderators of Improvement in Kindergarten. Laura L. Brock, College of Charleston; Helin Kim, The Brookings Institution; Cara Adams
Using Expectancy-Value Theory to Explain Academic Self-Control. Brian Gall, University of Pittsburgh; Jamie Achemian, University of Pittsburgh; Ming Te-Wang, University of Pittsburgh


Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 2:15–3:45pm

Chairs: Vijay Kanagala, The University of Vermont; Federick Joseph Ngo, University of Southern California
Participants:
Reshaping the Research Agenda on the Model Minority Myth. Melissa Vang, San Diego State University; Jenna Sablan, American Educational Research Association
The Influence of the Model Minority Myth on Educational Practices. Soua Xiong, San Diego State University; True HaMa, CSULB
The Impact of the Model Minority Myth on Educational Policy. Amanda E. Assalone, Southern Education Foundation, Inc.; David H. K. Nguyen, University of North Dakota

32.082-20. Girls as Students in STEM. SIG-Research on Women and Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 2:15–3:45pm

Chair: Patricia J. Larko, Texas A&M University
Participants:
Effects of STEM Self-Efficacy on STEM Identity in a Middle School Girls’ Summer Science Camp. Karli L. Roberts, National High Magnetic Field Laboratory; Roxanne M. Hughes; Madeline Austin, Florida State University
Examining Texas’s State Assessment for African American and Latina Females, Grades 3–8: Implications for STEM-Trajecotory Courses. Patricia J. Larko, Texas A&M University; Gwendolyn C. Webb-Hasan, Texas A&M University–College Station; Chi Yun Moon, Texas A&M University–College Station; Daihve Guo, Texas A&M University–College Station
Girls Can’t Code and Other Myths: Middle School Girls’ Identities and Future Career Interests in Programming. Nikheetha Dasuva, Clemson University; Alison E. Leonard, Clemson University; Shaundra Bryant Daily, University of Florida; Sophie Joerg, Clemson University; Sabarish Babu, Clemson University; Dhaval Parmar, Clemson University; Lorraine Lin; Kara Gundersen, University of Florida; Elham Ebrahimi, Clemson University
Mathematics Anxiety: A Timeline Approach to Understanding Preservice Teachers’ Experiences of Learning to Teach Mathematics. Kathleen Jablon Steeh, Santa Clara University
Examining How Instructional Interactions in Mathematics Shape Access to Learning Differently Across Undergraduate Women. Esther Alice Enright, Boise State University

32.082-21. How Social Contexts Constrain and Promote Educational Opportunities. SIG-Sociology of Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 2:15–3:45pm

Chair: Will J. Jordan, Temple University
Participants:
Changing Contexts, Changing Scores: Rethinking How School Transitions Matter. Amy G. Langenkamp, University of Notre Dame; William Carbonaro, University of Notre Dame
Differential Returns: School Socioeconomic Status and Advanced Math Learning Opportunity in Racial Differences in Math Course-Taking. Dauniah S. Childs, Temple University
The Stability and Change of Friendship on College-Going Orientation: Examination of Disadvantaged Students. I-Chien Chen, Michigan State University; Barbara Schneider, Michigan State University; Yi Wei, Peking University
Structure and Agency in Adolescents’ Educational Transitions: Capability to Aspire for Pursuing Postsecondary Education. Esther Sui-Cha Ho, The Chinese University of Hong Kong; Chrysa Pui Chi Keung, Chinese University of Hong Kong

32.082-22. Exploring Classroom Observation Research: Issues and Uses. SIG-Classroom Observation; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 2:15–3:45pm

Chair: Nancy Dubinski Weber, Texas A&M University–College Station
Participants:
Methodological Challenges Concerning Time Scales and Time Segments in Video Studies. Cecilia Pedersen Dalland, Oslo and Akershus University College of Applied Sciences; Sigrid Sevkerud, Bukerud and Vestfold University College; Kirsti Klette, University of Oslo
The Impact of Teacher Coaching on Student Engagement: A Mixed-Methods Study. Roque do Carmo Amorim Neto, Davenport University; Jeffrey Moore, Anderson University; Nancy Simmons Gole, Merced College; Meaghan Polega, Davenport University; Susan Gunn, Davenport University
Toward a Narrative Inquiry of Classroom Observation: A Study of Science Teaching in Chile. Ivan Salinas, Universidad de Chile; Nicole Gonzalez-Carrillo; Andrea Chebair; Loreto Fernandez

32.083. Roundtable Session 12; Roundtable Session


Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm

Chairs: Won Shun Eva Lam, Northwestern University; Catherine F. Compton-Lilly, University of Wisconsin–Madison
Participants:
Staying in Touch: Transglobal Language and Literacy Practices. Catherine F. Compton-Lilly, University of Wisconsin–Madison
32.083-2. Critical Literacy/Distance/Consciousness: Educating Teachers and Students for Equity. Division G–Social Context of Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm

Chair: Ayana Allen-Handy, Drexel University

Participants:
- Critical Consciousness and Schooling: The Impact of the Community as Classroom Program on Academic Indicators. Gavin Luter, University of Wisconsin; Austin Mitchell, Texas A&M University–College Station; Henry L. Taylor, SUNY–Buffalo

- Critical Literacies for a Critical Consciousness: Participatory Action Research With Raza Youth. Miguel Zavala, Chapman University

- Playing Inside Critical Distance: Black Speculative Fiction and Antiracist Teacher Education. Bevin Reue, Auburn University


Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm

Chair: Jennifer Buehler, Saint Louis University

Participants:
- Front Street Pedagogy: A Challenge in Preparing Diverse Teachers for Diverse Students. Chelda Smith, Georgia Southern University

- Insights and Reflections From Teaching Hip-Hop-Based Spoken Word Poetry for Social Justice. H. Bernard Hall, West Chester University of Pennsylvania

- Negotiating Curriculum, Authority, and Humanizing Pedagogy: A Microethnographic Analysis of Tensions in Literacy Conferencing. Laura Taylor, The University of Texas at Austin

- An Exploration of Culturally Responsive Teacher Practices Using Discourse Analysis. Adrienne Flack, University of Pennsylvania


Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm

Chair: Toya Jones Frank, George Mason University

Participants:
- Cuentos y Ciencia: Advancing Families’ Scientific Habits of Mind via Dual-Language Narratives. Denise Davila, University of Nevada–Las Vegas; Max Vazquez, University of Georgia; Silvia C. Noqueron-Liu, University of Colorado–Boulder

- Integrating Latino Immigrant Parents’ Funds of Knowledge in an Engineering Education Curriculum. Rebecca M. Callahan, The University of Texas at Austin; Desiree M. Pallais-Dowling, The University of Texas at Austin; Mayte De Paz, The University of Texas at Austin

- The Mathematical and Racial Identities of a Black Teenager After Participating in an Advancement via Individual Determination Program. LaVarr Dixon, Community College of Philadelphia

- Exploring the Physics Summer Program Experiences of Undergraduate Students Underrepresented in the Physical Sciences. Tammie Visintainer, TERC; Andrew R. Elby, University of Maryland–College Park; Angela Little, University of California, Berkeley; Gina Quan, University of Maryland–College Park; Ana Aceves


32.083-5. Early Childhood and Elementary Students Becoming Bilingual in Schools and Homes. Division G–Social Context of Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm

Chair: Dina A. Lopez, City College of New York–CUNY

Participants:
- The Effect of Bilingualism on Various Types of Creativity in Early Childhood. Esther Tow Li, Shusan College

- We Read at the Kitchen Table: Latina Student/Mothers’ Literacy Practices in Their Homes. Laura A. Alamillo, California State University–Fresno; Susana Hernandez, California State University–Fresno; Ignacio Hernandez, California State University–Fresno

- Language Ideologies of Arizona Preschool Teachers (Monolingual, Bilingual, and Spanish-Learning) in New Dual-Language Classrooms. Katie Bernstein, Arizona State University; Kathleen Ferrand, Arizona State University–Tempe; Sultan Kilinc, Arizona State University; Michael E. Kelley, Arizona State University–West; Scott C. Marley, Arizona State University–Tempe; Megan Treadel, Mary Lou Fulton Teachers College Arizona State University

- Being Bilingual, Being a Reader: Case Studies in Young Dual Language Learners’ Reading Identities. Christopher J. Wagner, Queens College

- “I Have These Books Upstairs”: Elementary Bilingual Students’ Funds of Literate Identity. Pamela J. Hickey, Towson University

32.083-6. Educational Understandings Across Spaces and Distances. Division G–Social Context of Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm

Participants:
- “So It’s Just Gon’ Be Us Leaders?” From “At-Risk” to Leadership via School Community Partnerships. Y’Shanda Young-Rivera, Northwestern University

- Paddling the Same Boat: Building Intercultural Partnerships With the Asian American Community. Michael Ishimoto, University of California, Los Angeles

- Reimagining New Ruralism, Digital Equity, and Deficit Discourses Through the Thirdspace. Anna Montana Cirelli, Arizona State University–Tempe

- School Facades: The Ideological Impostion of Educational Iconography on Urban Students of Color. Benjamin D. Parker, University of Georgia

- “Layers Nobody Knows About”: School Kids Investigating Language in Life and Society. Albert Anthony Clairmont, University of California–Santa Barbara; Tara Clark, University of California, Santa Barbara; Jin-Sook Lee, University of California, Santa Barbara; Mary Bucholtz, University of California, Santa Barbara

32.083-7. Educator Identity, Preparation, and Assessment: Framing Teachers as Social Actors. Division G–Social Context of Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm

Chair: Louise B. Jennings, Colorado State University

Participants:
- Behind the Curtain: Performative Pedagogy and Social Justice Teaching Identity. Mary Rose Kelly, University of Colorado–Boulder; Emily Claire Price, University of Colorado–Boulder; Melia E. Repko-Erwin, University of Colorado–Boulder

- Storying a Social Drama: How Discourse and Practice Prevent Transformation Through Culturally Relevant Pedagogy. Ann Magush Mason, University of Minnesota–Twin Cities

- What Happens in Praxis, Stays in Praxis: Spatial Theories for Studying High-Stakes Teacher Tests. Emyr Marc Petchauer, Michigan State University

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

32.083-8. Efforts Toward Educational Equity for Bilingual and Emergent Bilingual Children. Division G–Social Context of Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm

Chair: Theresa Y. Austin, University of Massachusetts–Amherst
Participants:
Examining Our Own Language Stories and Their Impact as Scholars in Bilingual Education. Alexandra T. Silva, Arizona State University; Tracey Terece Flores, Arizona State University–Tempe; Margarita Jimenez-Silva, Arizona State University
Large-Scale Testing: Identifying Equal Assessment Opportunities for English Language Learners. Cynthia Esperanza Lima, The University of Texas at San Antonio
Mobile Technology Use for English Language Learners in the United States. Katherine T. Ratliffe, University of Hawaii; Min Ok, University of Hawaii–Mānoa
Spaces In Between: An Examination of Community Cultural Wealth for English Learners in Middle School. Lottie L. Baker, The George Washington University
Student Characteristics, School Characteristics, ESL Programs, and the Reading Achievement of 10th-Grade English Language Learners. Lyun Zhang, University of South Carolina–Columbia; Sandra Lynn Rogelberg, University of South Carolina

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 3; 2:15–3:45pm
Chair: Kathleen King Thorsius, Indiana University–IUPUI
Participants:
Household Wealth and Adolescents’ Social-Emotional Functioning in Schools. Robert K. Ream, The University of California, Riverside; Michael A. Gottfried, University of California, Santa Barbara
Varieties in School Careers: Social Class Differences in Equal Opportunities in the Dutch Educational System. Esmer Jonk, Maastricht University
School of Business and Economics; Trudie Schils, Maastricht University; Inge DeWolf, Dutch Inspectorate of Education
“They Are So Poor”: Korean Kindergartners Discussions About Poverty and Inequality During Interactive Read-Alouds. So Jung Kim, The University of Texas at El Paso; Soyeon Park, San Francisco State University

32.083-10. Social Contexts Research in International Education Settings. Division G–Social Context of Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 3; 2:15–3:45pm
Chair: Donna-Marie Cole-Malott, The Pennsylvania State University–University Park
Participants:
A Cross-National Examination of the Effect of the Schwartz Human Values on PISA (Programme for International Student Assessment) Performance Assessments. Pascale Sarah Benoliel, Bar-Ilan University; Izhak Berkovich, The Open University of Israel
Congruent and Incongruent Home-Kindergarten Literacy Experiences of Chinese Immigrant Children in Aotearoa New Zealand. Bo Zhou, The University of Auckland; Janet S. Gaffney, The University of Auckland; Stuart Munaughton, The University of Auckland
Identifying Students in the Most Need in Low-Income Bolivian High Schools Through Surveys: A Data Mining Application. Kathleen Campbell, Saint Joseph’s University; Miguel Angel Marca Barrientos, Fe y Alegría Bolivia; Joao Neiva de Figueiredo, Saint Joseph’s University; Christine Wolf, Deloitte & Touche
The Young and the Stateless: Kurdish Youth in Canada. Dilek Kayaelp, University of North Florida
Black Girls, Education, and the Collateral Consequences of Mass Incarceration. Mary Canatto-Covello, Syracuse University
Fighting to Be Seen: (Re)Visioning the Strengths of Persistently Disciplined Black Girls. Erica Young; Marcia Faye Carmichael-Murphy, Jefferson County Public Schools; Bradley W. Carpenter, The University of Houston

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 3; 2:15–3:45pm
Chair: Dana Thompson Dorsey, University of North Carolina–Chapel Hill
Participants:
Identidad: Understanding Teachers’ Identity as a Mediation Tool for Promoting Latina/o Students’ Mathematical Agency. Joanna Maravilla-Canio, University of Illinois at Chicago
Organizational Contexts and Retention of Teachers of Color. Jean Madsen, Texas A&M University; Reitumetse Obakeng Mabokela, Michigan State University
The Importance of Minority Teachers: Student Perceptions of Minority Versus White Teachers. Hua-Yi Sebastian Cheng, New York University; Peter F. Hulpin, New York University

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 3; 2:15–3:45pm
Chair: Ramon Gaings, Loyola University Maryland
Participants:
Optimism for College: Parental Expectations of Language-Minority and Bilingual Students’ Educational Attainment. Sooyon Youh, Johns Hopkins University
The Broken Promise of Equal Educational Opportunity: Refugee Youth in American Urban Public Schools. Sally Wesly Bone, Wellesley University
Understanding the Role of Social Supports: African American and Latino Male Students’ Pathways to College. Kisong Kim, St. John’s University

32.083-14. Critical Examinations of Academic Persistence and Outcomes Among Students of Color. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 3; 2:15–3:45pm
Chair: Erica R. Davila, Lewis University
Participants:
Examining African American Academic Persistence Through Identity Maps. Stacey Vicario Freeman, Arizona State University–Tempe
Gifted Ethnic-Minority Students and Academic Achievement: A Meta-Analysis. Na Mi Bang, University of Central Arkansas; Hongryun Woo, University of Louisville; Maliek S. Henfeld, University of San Francisco
The Relationship Between Faculty Diversity and Graduation Rates in Higher Education. Rebecca Stout, University of Houston–Clear Lake; Cephas Archie, University of Houston–Clear Lake; James David Cross, University of Houston–Clear Lake; Carol A. Carman, University of Houston–Clear Lake
Exploring Educator Preparedness to Respond to Youth Trauma in Urban Contexts. Adam Alvarez, University of Pittsburgh

32.083-15. Changing Conceptions of Teaching and Learning. SIG-Faculty Teaching, Evaluation, and Development; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 3; 2:15–3:45pm
Chair: Jennifer D. Moss, Purdue University
Participants:
Connecting Faculty Conceptions of Teaching, Academic Learning, and Assessment With Implicit Theories of Intelligence. Stanley M. Lo, University of California, San Diego
Learning, Pedagogy, and Space: Student Engagement and Faculty Teaching Paradigm Shift. Yan Sun, University of West Alabama; Celeste Andria
32.083-16. Indigenous Education Frameworks in Research: Storytelling and Community Knowledge. SIG-Indigenous Peoples of the Americas; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 3; 2:15–3:45pm
Chair: Roxanne J. Gould, University of Minnesota-Duluth
Participants: Community-Held Knowledge: Indigenous Methodologies in Educational Research. Sweeney Windchief, Montana State University
Perspectives of Indigenous Education Frameworks in the United States and Their Application in Latin America. Paulina Grino, The University of Arizona

32.083-17. Talent Development of Students Placed at Risk SIG Roundtable Session. SIG-Talent Development of Students Placed at Risk; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 3; 2:15–3:45pm
Chair: R. Davis Dixon, The Education Trust
Participants: Functional Language Deficits Among High- and Low-Achieving Alternative School Students. Aaron Green-Mitchell, Portland Public Schools; Elynn Arwood, University of Portland
Poetic Justice: Spoken Word Poetry as an Alternative to the School-to-Prison Pipeline. Tiffany Hollis, University of North Carolina—Charlotte
Summer: More Than Just Fun, an Extension to Academic Learning. Monica L. Dillhnut, The University of Alabama–Huntsville

32.083-18. Parents’ Voices in Response to Educational Policy and Practice. SIG-Family, School, Community Partnerships; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 3; 2:15–3:45pm
Chair: Kimberly Howard Robinson, W.K. Kellogg Foundation
Participants: Counterengagement: Families Refusing the Partnership for Assessment of Readiness for College and Careers and Questioning the Common Core. Stephanie Lynn Abraham, Rowan University; Beth A. Wassell, Rowan University; Kathryn McGinn Luett, Rowan University; Nancy Vitolone-Raccaro, Rowan University
Parent Activism and the Role of Social Media in the Opt Out Movement. Michael P. Evans, Miami University–Oxford; Andrew Saultz, Miami University–Oxford

32.083-19. Confucianism in Practice. SIG-Confucianism, Taoism, and Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 3; 2:15–3:45pm
Chair: Jing Lin, University of Maryland–College Park
Participants: The Revival of Confucianism in China: Native Chinese’s Attitudes. Dengying Boyanton, Shenzhen Tianti Education
The Comparative Studies on Experiential Education Between Deweyan Pragmatism and Traditional Chinese Confucian Doctrine. Shaobing Li, Miami University–Oxford
Politics, Examinations, and Becoming Culturally Visible: A Genealogy of Confucian Texts. Mary Chang, University of Hawaii–Manoa
Rejection Against Innovation: Educational View of Confucianism From the Perspective of Weber. Yuting Lan, University of Wisconsin–Madison

32.083-20. Emerging Approaches in Environmental Education Research. SIG-Environmental Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 3; 2:15–3:45pm
Chairs: Michael W. Derby, Simon Fraser University; Teresa Katrina Llоро-Bidart, California State Polytechnic University–Fomona
Participants: Material-Political Engagements With Carnal and Ecological Hermeneutics in Environmental Education. Joshua James Russell, Canisius College
Spatial and Temporal Dynamics in Climate Change Education Discourse: An Eco-Linguistic Perspective. Joseph A. Henderson, University of Delaware; Asi Sezen-Barrir, Towson University; Andrea Drewes, University of Delaware
The Importance of a Semiotics of Semiosis for Educationalizing Ecology and Ecologizing Education. Ramsey Affifi, University of Edinburgh
“It’s Not a Stick”: Examining Power Relations Within Unstructured Play at Nature-Based Elementary Schools. Laura Piersol, Simon Fraser University

32.083-21. Subjectivity and Reflexivity in Qualitative Research. SIG-Qualitative Research; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 3; 2:15–3:45pm
Chair: Mimi Miy Young Lee, University of Houston
Participants: To Sketch a Queer Portraiture: Questioning the Subject in Qualitative Inquiry. Josha M. Cruz, Arizona State University–Tempe; David L. Carlson, Arizona State University; Joseph D. Sweet, Arizona State University
Songwriting in Qualitative Data Analysis. William McCorkle, Clemson University; Mindy Spearman, Clemson University
“Site-Seeing”: Place Reflexivity as a Methodological Tool for Qualitative Researchers. Raji Swaminathan, University of Wisconsin–Milwaukee; Thalia Mulvihill, Ball State University

32.084. Poster Session 6; Poster Session

32.084-1. Division K Section 8 Poster Session 3. Division K–Teaching and Teacher Education; Poster Session
Henry B. Gonzalez Convention Center, Street Level, Stars at Night Ballroom 4; 2:15–3:45pm
Posters:
1. Change in Novice Teachers’ Self-Efficacy: Understanding the Relations to Supports. Anne Garrison Wilhelm, Southern Methodist University; Dawn Marie Woods, Southern Methodist University
2. Coping With Constraints: A Longitudinal Study of K–2 Science Instruction After Professional Development. Judith H. Sandholz, University of California, Irvine; Cathy Ringstaff, WestEd; Bryan Mattlen, WestEd
3. Development and Validation of the Teacher Intentionality of Practice Scale: A Guide for Professional Development. Julie Brockman Smart, Clemson University; Jeff C. Marshall, Clemson University; Daniel M. Alston, Clemson University
5. Enhancing Teachers’ Self-Efficacy in Integrating Digital Storytelling in the Classroom. Ning Zhou, University of California, Irvine; Viet Vu, University of California, Irvine; Ying Xu, University of California, Irvine; Mark Warschauer, University of California, Irvine
6. Exploring Relationships Among Teacher Beliefs, Motivation, and Classroom Practices: A Structural Equation Modeling Analysis. Lisa McLachlan, Brigham Young University; Richard R. Sudweeks, Brigham Young University; Stfnes E. Pinnegar, Brigham Young University

Wheat, University of West Alabama; Jessica C. Wedgworth, University of West Alabama; Martha Hocutt, University of West Alabama
Racial Consciousness and Faculty Behavior: Exploring How Teaching Can Become Susceptible to White Self-Interests. Chapla Haynes Davison, Texas A&M University–College Station
9. Investigating Typologies of Teachers Based on Instructional Strategies: A Latent Class Analysis of PIRLS (Progress in International Reading Literacy Study) 2011. Yi Zhang, Teachers College, Columbia University; Shu-Yi Hsu, Teachers College, Columbia University

10. Opportunities and Challenges of Engaging Teachers as Co-Designers to Support Reading for Understanding in Science. Mon-Lin Ko, University of Illinois at Chicago; Angela Fortune, The University of Illinois at Chicago; Susan R. Goldman, University of Illinois at Chicago

11. Teacher Learning in the Context of Practice-Driven Design. Maritza Lozano, University of California, Los Angeles; Louis M. Gomez, University of California, Los Angeles

12. Teacher or Team? The Role of Individual and Team Resources in Its Relationship to the Uptake of Professional Development. Dirk Richter, University of Potsdam; Marc Kleinknecht, Technische Universität München; Alexander Groeschner, University of Paderborn

13. Teachers’ Sensemaking About an Innovative Science Curriculum: The Influence of Context and Issues of Alignment. Elizabeth Xeng de los Santos, Michigan State University; Charles W. Anderson, Michigan State University

14. Teachers’ Motivation for Participating in Professional Development and Its Relationship to the Uptake of Professional Development. Dirk Richter, University of Potsdam; Marc Kleinknecht, Technische Universität München; Alexander Groeschner, University of Paderborn


**32.084-2. Emerging Technology Environments for Learning.** Division C–Learning and Inquiries; Poster Session

**Posters:**

17. Intentional Noticings: How Intentions Shape Perceptions of Learning in MOOCs. Kimberly Austin, Center for Public Research and Leadership, Columbia University; Cristina Lamas, Relay Graduate School of Education

18. Teaching a MOOC: Tales From the Front Lines of Massive Open Online Courses. Patrick R. Louwenhal, Boise State University; Ross A. Perkins, Boise State University; Chareen L. Snelson, Boise State University

19. Design-Based Professional Learning for K–12 Teachers in Interdisciplinary STEM. Barb Brown, University of Calgary; Pratim Sengupta, Vanderbilt University; Kenzlie Rushton, University of Calgary

20. Implementing Learning By Teaching Within a Narrative Educational Game. Logan Fiorella, University of Georgia

21. Learning a Second Language by Playing a Game. Richard E. Mayer, University of California, Santa Barbara; Kelsey James, University of California, Santa Cruz

22. Teacher Use of Analogical Reasoning With Digital Games in Science. Wendy B. Martin, Education Development Center, Inc.; Megan Silander, Education Development Center, Inc.

23. The Effect of a Strategy Game on Academic and Affective Outcomes for Statistics Instruction. Angela Urick, The University of Oklahoma; Meredith Wronowski, University of Oklahoma; Alison Wilson, The University of Oklahoma; Scott Neal Wilson, University of Oklahoma; Javier Elizondo, University of Oklahoma; William Thompson, University of Oklahoma; Ryan Ralston, University of Oklahoma

24. Exploring the Differences in Learning Processes in Active Discussions of an Informal Online Learning Community. Yanyun Sun, East China Normal University; Donglang Zheng, East China Normal University; Jiaojiao Zhong, East China Normal University

25. Gender Effects on Emotional States and Knowledge Acquisition During Tablet Computer–Based Learning in Economics. Matthias Josef Conrad, University of Konstanz; Stephan Schumann, University of Konstanz

26. Elementary Online Tutoring as a Response to High-Stakes Testing in Mathematics. Damian P. Murchan, Trinity College Dublin; Peter John Lombard, Trinity College Dublin; Elizabeth Oldham, Trinity College Dublin, the University of Dublin; Keith Johnston, Trinity College

27. Using Mobile Devices to Facilitate Student Questioning in Large Undergraduate Science Classes. Helen Crompton, Old Dominion University; Stephen Burgin, University of Arkansas at Fayetteville; Kristen H. Gregory, Old Dominion University; Declan De Paor, Old Dominion University; Raleta Chanell Summers, Old Dominion University

**32.084-3. Learning and Teaching in Social and Cultural Contexts: Methodological Insights.** Division C–Learning and Inquiries; Poster Session

**Posters:**

28. Child Respondents: Types and Level of Error Within Questionnaire-Based Judgments of Instructional Quality. Gerlinde Lenske, University of Koblenz-Landau; Anna-Katharina Praetorius, German Institute for International Education Research (DIPF)

29. Pursuing Sweeter Lemons for Lemonade: Strengthening Social Interventions Through Exploratory Analyses in Field Experiments. Carly Dolan Robinson, Harvard University; Whitney Scott, California State University–Northridge; Joe McIntyre, Harvard University; Hunter Gehlbach, University of California, Santa Barbara


**32.084-4. Research on Evaluation SIG Poster Session.** SIG-Research on Evaluation; Poster Session

**Posters:**

32. Focusing Lessons Learned: Measurement Issues in Fidelity of Implementation. Kristen Juskiewicz, University of Connecticut

33. NASA Education Internship STEM Outcomes Measurement: Developing Valid and Reliable Surveys From the Inside Out. Lisa Elizabeth Wills, Valador, Inc. for NASA Office of Education; Carolyn Knowles, National Aeronautics and Space Administration; Roosevelt Y. Johnson, National Aeronautics and Space Administration

34. Using Stufflebeam’s Context, Input, Process, and Product Model to Verify Process: To What Extent Was the Program Implemented? Pamela A. Sandoval, Binghamton University–SUNY; C. Beth Burch, Binghamton University; Nicole Scarlett Fenty, Binghamton University–SUNY; Andrea Emilia Allo, Binghamton University–SUNY; Andrew M. Blaine, Sidney Central Schools

**32.084-5. District Research.** SIG-Districts in Research & Reform; Poster Session

**Posters:**

35. Civically Engaging Teachers in a Politically Charged Environment. Cassandra R. Davis, University of North Carolina–Chapel Hill; Aubrey N. Comperatore, University of North Carolina–Chapel Hill; Kristina M. Patterson-Marcinkevich, University of North Carolina–Chapel Hill

36. Students’ Perceptions of District Consolidation: A Case Study Analysis of a Rural Southern School District. Dayan Garreth Durrant, Stephen F. Austin State University

**32.084-6. Learners’ Perspectives on MOOCs, Knowledge, Interactions, and Preferences.** SIG-Online Teaching and Learning; Poster Session

**Posters:**

37. What Engages MOOC Learners? An Interview Study With ChinaX Learners. Selen Turkey, Harvard University; Tiffany Wong, Harvard University

38. Technology and Data-Driven Online Instruction: Students’ Knowledge and Course Satisfaction. Alia Sherty, Cabrini University & Walden University
39. Audio-Based Versus Text-Based Online Discussions: Studying Students’ Preferences to Improve the Analysis of Case Studies. Jesus Trepalacios, Boise State University

40. Social Network Analysis of Student-Student Interaction in a Blog Activity of an Online Course. Jiaming Cheng, Syracuse University; Jing Lei, Syracuse University; Mary Wilhelm-Chapin, Syracuse University

41. A Pilot Study of Harnessing the Flipped Classroom Strategy in Social Inquiry Learning. Morris S.Y. Jong, The Chinese University of Hong Kong; Vincent Tam, The University of Hong Kong; Wilfred W.F. Lau, The Chinese University of Hong Kong; To Chan, The Chinese University of Hong Kong; Junjie Shang, Peking University; Eric Luk, The Chinese University of Hong Kong

32.084-7. Professional Development for Success in Urban Schools. SIG-Urban Learning, Teaching, and Research; Poster Session

Henry B. Gonzalez Convention Center, Street Level, Stars at Night Ballroom 4; 2:15–3:45pm

Poster:

42. An Exploration of Exemplar Educators in Diverse and Urban Schools. Omuihotu N. Ukpokodu, University of Missouri–Kansas City; Candace M. Schelin, University of Missouri–Kansas City; Jennifer H. Waddell, University of Missouri–Kansas City

43. Centralizing Student Epistemic Privilege to Provide Equitable Opportunities for Learning. Teresa Sosa, Indiana University–IPUI

44. Exploring Disproportionality in Discipline at the Classroom Level: Teacher and Student Perspectives and Pedagogical Implications. Kristine Massey, The University of Texas at Austin

45. Much Reform, Little Change: How Inefficiencies Stalled an Urban School Reform Initiative. Kristin Kistner Hall, Texas A&M University–College Station; Marlon C. James, Texas A&M University–College Station; Janet Nichols, University of Maine at Orono; William H. Ruple; Vernice Butterfield, Texas A&M University–College Station

32.084-8. Division K Section 4 Poster Session 2. Division K—Teaching and Teacher Education; Poster Session

Henry B. Gonzalez Convention Center, Street Level, Stars at Night Ballroom 4; 2:15–3:45pm

Poster:

46. Effects of Different Types of Teacher Professional Development on Teachers’ Efficacy and Attitude: The Case of Multicultural Teacher Education in South Korea. Hara Ku, Hanyang University; Yun-Kyung Cha, Hanyang University

AERA Related Activities

34.010. AERA Online Annual Meeting Management System (All Academic), Demonstration and Training for Program Chairs: Open Session 1. AERA Related Activities; Workshop

San Antonio Marriott Rivercenter, Third Floor, Conference Room 15; 4:05–5:35pm

Chair: Rick Peacock, All Academic, Inc.

Presidential Sessions


Henry B. Gonzalez Convention Center, Ballroom Level, 304 C; 4:05–5:35pm

Chair: Gregory R.W.K. Chung, University of California, Los Angeles

Participants: Christine Ortiz, Massachusetts Institute of Technology; Eva L. Baker, University of California, Los Angeles; Jeremy Roberts, PBS KIDS Digital; Nagaraju Pappu, EKStep; Tao Xin, Beijing Normal University; Brendesha M. Tynes, University of Southern California

34.012. STEM, Diversity, and the Future of Teaching and Schooling. AERA Presidential Session; Invited Speaker Session

Henry B. Gonzalez Convention Center, Ballroom Level, 301 C; 4:05–5:35pm

Chair: Susan A. Tuo, University of Pennsylvania

Participants: Marcia Linn, University of California, Berkeley; Jim Slotta, Boston College; Brian J. Reiser, Northwestern University; Bryan A. Brown, Stanford University; William A. Sandoval, University of California, Los Angeles; Eileen R.C. Parsons, University of North Carolina–Chapel Hill

34.013. The 21st Annual Continuation of Conversations With Senior Scholars on Advancing Research and Professional Development Related to Black Education. AERA Presidential Session; Invited Roundtable

Henry B. Gonzalez Convention Center, River Level, Room 4; 4:05–6:05pm

Chair: Henry T. Frierson, University of Florida

Participants:

Women of Color in Academe: The Difference-Makers. Arnetha F. Ball, Stanford University; Olga M. Welch, Duquesne University

Men of Color in Academe: Roles That Must Be Undertaken and Sustained. James D. Anderson, University of Illinois at Urbana-Champaign; Kofi Lomotey, Western Carolina University

Quantitative Research Does Shape Educational Policy and Practice: Are You In? Jomillis H. Braddock, University of Miami; Olajideko S. Fashola, Johns Hopkins University; Vinetta C. Jones, Howard University

Addressing and Advancing the Role of Culture in Educational Research. Lisa Denise Delpr, Southern University and A&M College; Geneva Gay, University of Washington; Carol D. Lee, Northwestern University

The Crucial Role of a Multidisciplinary Perspective in Politics and Policy Decisions. Walter R. Allen, University of California, Los Angeles; Phillip J. Bowman, University of Michigan; William T. Trent, University of Illinois at Urbana-Champaign

Advancing Educational Equity Through Academic Leadership: From Chair to President. Wanda J. Blanche, Rutgers University; Howard C. Johnson, Syracuse University

Career Opportunities Outside Academe and Consultation Allowing Educational Research and Influence on National Policies: The Ronald D. Henderson Topical Table. Eugene L. Anderson, Association of Public and Land-Grant Universities; Peggy G. Carr, National Center for Education Statistics/Institute of Education Sciences; Mary E. Diworth, Catholic University of America

Generating External Funding. Vivian L. Gadson, University of Pennsylvania; Caesar Jackson, North Carolina Central University; James L. Moore III, The Ohio State University

Effective and Efficient Methods for Publishing. Gloria J. Ladson-Billings, University of Wisconsin–Madison; Margaret Beale Spencer, University of Chicago
Academic and Professional Expectations for Graduate Students and Postdoctoral Fellows: Establishing Foundations for Productive Careers: The Edgar G. Epps Topical Table. Tahbye Maria Chavous, University of Michigan--Ann Arbor; James Earl Davis, Temple University; Carol Camp Yearkey, Washington University in St. Louis


Developing Meaningful University–Public School Partnerships and International Opportunities. Charles L. Rankin, Kansas State University; Bernard Oliver, United Arab Emirates University

Leveraging and Advancing a Career and Opportunities in Program Evaluation. Stafford Hood, University of Illinois at Urbana-Champaign; Rodney K. Hopson, George Mason University

The Politics of Knowledge and Educational Research: The Consequences of Reality. Linda Darling-Hammond, Stanford University; William F. Tate, Washington University in St. Louis

The Importance of and Approaches for Conducting Community-Based Research. Rich Milner, University of Pittsburgh; Jerome E. Morris, University of Missouri-St. Louis

Developing Educational Research Programs and Centers. Lamont A. Flowers, Clemson University; Jerlando E.L. Jackson, University of Wisconsin–Madison; Chance W. Lewis, University of North Carolina–Charlotte

**AERA Sessions**

**34.014. Advancing Research on the School as an Instructional System. AERA Sessions; Invited Speaker Session**

Henry B. Gonzalez Convention Center, Ballroom Level, 303 A&B; 4:05–5:35pm

Chair: James P. Spillane, Northwestern University

Participants: Robert Slavin, Johns Hopkins University; Adam Gamoran, William T. Grant Foundation; Stephen W. Raudenbush, University of Chicago; Anna K. Chmielewski, OISE/University of Toronto

**34.015. Advocating for Federal Research Support—Navigating New Waters in Challenging Times. AERA Sessions; Invited Speaker Session**

Henry B. Gonzalez Convention Center, Ballroom Level, Room 301 A&B; 4:05–5:35pm

Chair: Felice J. Levine, American Educational Research Association

Participants: Wendy Naus, Consortium of Social Science Associations; Juliane Baron, American Educational Research Association; Ed Liebow, American Anthropological Association; Mark D. Vieth, Cavarocchi Ruscio Dennis Associates

**34.016. Innovative Strategies for the Diffusion and Utilization of Education Research. AERA Sessions; Invited Speaker Session**

Henry B. Gonzalez Convention Center, Ballroom Level, Room 302 A&B; 4:05–5:35pm

Chair: Barbara Schneider, Michigan State University

Participants: John Hughes, FSU/F-CRR; Ruth Currin Neild, Philadelphia Education Research Consortium; Vivian Tseng, William T. Grant Foundation; Lori Diane Hill, American Educational Research Association

**34.017. National Science Foundation’s Big Idea on the Human-Technology Frontier: A Conversation. AERA Sessions; Invited Speaker Session**

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 220–Cantilever; 4:05–5:35pm

Chair: Amy L. Baylor, National Science Foundation

Participants: Chandra Muller, The University of Texas at Austin; Pasha Antonenko, University of Florida; Kurt VanLehn, Arizona State University–Tempe

Discussant: Amy L. Baylor, National Science Foundation

**34.018. Excellence in Education Research: Early-Career Scholars and Their Work. AERA Sessions; Invited Poster Session**

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 2; 4:05–6:05pm

Chair: George L. Wimberly, American Educational Research Association

Participants:

1. A Difference-in-Difference Analysis of “Promise” Financial Aid Programs in Postsecondary Institutions. Jennifer A. Delaney, University of Illinois at Urbana-Champaign; Bradley K. Hemenway, University of Illinois at Urbana-Champaign

2. Classroom Age Composition in Preschool: Understanding When It Matters Most. Kelly Purcell, The Ohio State University

3. Transferring From a Community College or Initiating in a Four-Year College Directly: Interpreting the Effects in the Presence of Heterogeneity. Di Xu, University of California, Irvine


7. Measuring Student Opportunities for Deeper Learning. Denis Dumas, Howard University

8. Measuring Interpersonal and Intrapersonal Competencies: An Application of Item Response Theory. Megan Kuhfeld, The University of Texas at Austin


10. A Deeper Look at Deeper Learning: Evidence From Item Response Theory Models. Meihua Qian, Clemson University

11. Classroom Quality and Academic School Readiness Outcomes in Head Start: The Indirect Effect of Approaches to Learning. Andres Sebastian Bustamante, Temple University

12. Group Parent Training Plus Phone Calls to Increase Positive Parent-Child Interactions. Alana Schnitz, University of Kansas

13. Exploring Learning and Theorizing Engineering Identity: The Key to Sustaining STEM Participation for Black Males. Brian Burt, Iowa State University

14. Forced Repatriation and Binational Schooling in Mexico. Sarah Gallo, The Ohio State University

15. “Growing” Your Own Black Teachers: Investigating Double Binds Across Teacher Development. Conna D. Gist, University of Arkansas

16. A History of Gay Student Organizations’ Struggle-for-Recognition Lawsuits. Michael S. Hevel, University of Arkansas


18. Scaling Up the Teaching of Literary Interpretation. Sarah Levine, Stanford University

19. The Role of ESL Education for Recent Arrivals: Adolescent English Language Learners and Academic Literacy in the First Year of High School. Jie Park, Clark University

20. Multimodal Composing-to-Learn: Understanding How Bilingual Adolescents Analyze Literature Through Multiple Modes in Digital Environments. Blaine Elizabeth Smith, University of Miami

21. Pathways to Prosperity or Persistent Inequality? Academic Tracking in American Universities. Amy Elizabeth Stich, Northern Illinois University


23. Infusing High-Leverage Teaching Practices Through Modification of Routine Activities: A Professional Development Model of Early Writing Instruction. Chenyi Zhang, Georgia State University

24. Helping Students With Mathematics Difficulties to Understand the Concept of Units in Learning Fractions. Yu Zhang, University of California, Davis

25. Equation Modeling Approach. Megan Kuhfeld, The University of Texas at Austin


27. Collaborative Social Reasoning. Tzu-Jung Lin, The Ohio State University
34.019. Global Perspectives on Teacher Motivation. International Relations Committee; Symposium
San Antonio Marriott Rivercenter, Third Floor, Conference Room 18; 4:05–6:05pm
Chairs: Kari Smith, Norwegian University of Science and Technology; Jean-Louis Berger, Swiss Federal Institute for Vocational Education and Training
Participants:
How Personality Dimensions and Motivation to Teach Shape the Learning Achievement Goals of Future Teachers in Croatia. Iris Marulic, Institute for Social Research; Ivanja Juvov, Institute for Social Research; Tea Pavin Ivance, Faculty of Teacher Education, University of Zagreb
Attracting Better Teachers in Spain: The Role of Positive Prior Teaching Experiences. Gloria Grutacos, C.U. Villanueva (UCM); Guiomar Nocito; Santiago Sastre; Ernesto Lopez-Gomez
Family Background as an Antecedent of Motivation to Teach in Norway. Christian Brandmo, Department of Teacher Education and School Development–University of Oslo; Katrine Neeje, University of Oslo
Discussant: Stuart A. Karabenick, University of Michigan

34.020. Exploratory Practice as Support for Teacher Development. British Educational Research Association; Invited Speaker Session
Henry B. Gonzalez Convention Center, River Level, Room 7D; 4:05–5:35pm
Chair: Assia Rolls, Regent University London
Participants:
Co-Constructing the Curriculum: A Collaborative Approach to Learner and Teacher Development. Bee Bond, The University of Leeds
Integrating Research and Pedagogy: Bridging the Theory-Practice Divide. Judith Ingeborg Hanks, University of Leeds
Leadership of Exploratory Practice Processes for Staff Development. Assia Rolls, Regent University London
Integrating Research Into Teaching. Anna Costantino, University of Greenwich
Discussant: Judith Ingeborg Hanks, University of Leeds

34.021. Distributed Leadership Outcomes: Climate, Empowerment, and Transformation. Division A–Administration; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 215; 4:05–6:05pm
Chair: Mary Frances Jones, University of Illinois at Chicago
Participants:
Principals and Distributed Leadership: Mechanism for Stimulating, Sustaining, and Scaling Up Lesson Study. Gareth Bryan Wilkinson, Florida State University; Motoko Akiba, Florida State University
Open the Black Box of Distributed Leadership. Yan Liu, Central Connecticut State University; Susan M. Printy, Michigan State University
Effects of Distributed Leadership on Teachers’ Job Satisfaction, Self-Efficacy, and the Role of Trust in Principal. Zheng Xin, Southwest University
Distributive Leadership Effects on Teachers’ Sense of Empowerment. Argun Saatcioglu, The University of Kansas; Eric William Shannon, The University of Kansas
Distributed Leadership in Career Academies: Insights From a District-Level Case Study of Linked Learning. Michael Lanford, University of Southern California; Tattiya Maruco, University of Southern California

34.022. Leadership Preparation: Systems and Policy. Division A–Administration; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 A; 4:05–6:05pm
Chair: Charles F. Vanover, University of South Florida
Participants:
Performance Assessment for Principal Licensure: Validity and Reliability Results From the First Two Years. Margaret Terry Orr, Bank Street College of Education; Liz Hollingworth, University of Iowa
Preparing Pre-Retirement Principals: Results of an Impact Analysis of Four Innovative Preparation Programs. Matthew A. Clifford, American Institutes for Research; Stephen Eric Larsen
Principal Preparation Programs and Principal Outcomes. Jason A. Grissom, Vanderbilt University; Hajime Mitani, Rowan University; David S. Woo, Vanderbilt University–Peabody College

34.023. Curriculum History as Memory Work: Deterritorializing the Field. Division B–Curriculum Studies; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 B; 4:05–6:05pm
Chair: Ann G. Winfield, Roger Williams University
Participants:
Narrative, Pedagogy, History. Madeleine Gramnet, University of North Carolina–Chapel Hill
A Rogue Curriculum: Transatlantic, Creole Pedagogies and Historical Imagination. Petra Munro Hendry, Louisiana State University
Curriculum Feminisms: Tangles of Transgenerational Relationalities. Janet L. Miller, Teachers College, Columbia University
Thinking Past Discipline: Curriculum History and Teacher Subjectivity. Stephanie Kowle, University of North Carolina–Chapel Hill
Provincializing History? Reapproaching Educational Neuroscience and the Narration of Past-Present. Bernadette M. Baker, Queensland University of Technology
Discussant: William (Bill) H. Schubert, University of Illinois at Chicago

34.024. Curriculum of Conquest and Borders: Land-Based Violences and Land-Based Relationships. Division B–Curriculum Studies; Invited Speaker Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 C; 4:05–5:35pm
Chairs: Veronica Nelly Velez, Western Washington University; Julie Gorelewski, Virginia Commonwealth University; K. Wayne Yang, University of California, San Diego; Eve Tuck, University of Toronto
Participant:
Sand Creek Meets *blacklivesmatter: Decolonial Collective Remembrance. Sara Chais, Berkeley University of California
Presenting Authors: Bryan McKinley Jones Braby, Arizona State University; Dolores Calderon, Western Washington University; Cinthya M. Saavedra, University of Texas Rio Grande Valley
Discussant: Alison Jones, University of Auckland

34.025. Truth, Reconciliation, and Building Relational Accountability: Fostering New Approaches to Educational Engagement With Indigenous Communities. Division B–Curriculum Studies; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 C; 4:05–5:35pm
Chairs: Judy M. Iske, Grant MacEwan University; Leisa Anne Desmoulens, Lakehead University
Participants:
Place-Based Activism Through Dance: Spatializing Pedagogy and Reconciliation in the Canadian Context. Tracy L. Friel, The University of British Columbia
Walking With Our Sisters Exhibit/Memorial Teaches Relational Accountability. Leisa Anne Desmoulens, Lakehead University
The Grassroots in Reconciliation: Generating Educational Practices in a Book Club. Jonathan David Anuik, University of Alberta
“All My Relations”: Metis Elders’ Stories Teach Relational Accountability. Judy M. Iske, Grant MacEwan University
34.026. Advances in Self-Concept Research. Division C–Learning and Instructions Cosponsored with SIG-Motivation in Education; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 209; 4:05–5:35pm
Chair: Dale H. Schunk, University of North Carolina–Greensboro
Participants:
Frieze Science Student to Scientist: Predictors and Outcomes of Multiple Science Identity Development Trajectories. Kristy Amber Robinson, Michigan State University; Tony Perez, Old Dominion University; Amy K. Nottall, Michigan State University; Cary J. Roseth, Michigan State University; Lisa Linnebrink-Garcia, Michigan State University
Mathematical Reading Patterns: The Influence of Self-Concept and Situational Context. Anseh Robert Strohmaner, Technical University of Munich; Anja Schiepe-Tiska, Technische Universität München; Fabian Müller, Technical University of Munich; Kristina M. Reiss, TU München
The Development of Adolescents’ Math and English Self-Concept Patterns and Their Associations With College Major Selection. Osman Umarji, University of California, Irvine; Jacqueline Eccles, University of California, Irvine
Reciprocal Effects Between Perceived Teacher Behavior, Students’ Self-Concept, and Academic Achievement in Accounting. Christoph Helm, Johannes Kepler University of Linz; Maria Krumpoltz; Karin Heinrichs, Otto Friedrich University Bamberg
Self-Efficacy and Self-Concept as Predictors of Language Learning Achievements in an Asian Bilingual Context. Chik Nuo, Grace Chao, The Chinese University of Hong Kong; Dennis M. McInerney, The Education University of Hong Kong; Barry Bai, The Chinese University of Hong Kong
Using an Interpersonal Approach to Disentangle Components of Academic Self-Concept and Their Associations With Achievement. Thomas Lüsch, Eberhard Karls Universität Tübingen; Oliver Lüdtke, Leibniz Institute for Science and Mathematics Education, Kiel, Germany; Alexander Robitsch, Bundesinstitut für Bildungsforschung; Augustin Kelava, Eberhard Karls Universität Tübingen; Benjamin Nagengast, University of Tübingen; Ulrich Trautwein, University of Tübingen

34.027. Digital and Analog Games Transforming Social Sciences Education: A Research Road Map Going Forward. Division C–Learning and Instructions; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 208; 4:05–6:05pm
Chair: Doug Clark, Vanderbilt University
Participants:
Triumph and Failure: Methodological Lessons for the Study of Learning in Social Science Games. Renee Jackson, Temple University; Emily Shepky, Concordia University–Montreal; Thomas Fennwald, Self-employed; David Isaac Waddington, Concordia University
Substantial Integration of Typical Educational Games Into Extended Social Studies Curricula. Doug Clark, Vanderbilt University; Emily Tanner-Smith, Vanderbilt University; Andrew L. Hosteller, Vanderbilt University; Aryah Fradkin, Armistead Gardens Elementary/Middle School; Vadim Polikov, Agora Ventures
Role-Playing Games to Critique the Ideologies of Schooling. Chris Georgens, Indiana University–Bloomington; Sean C. Duncan, Indiana University
Public Participation in Democracy Through Games. Kurt D. Squire, University of Wisconsin–Madison; James Mathews, University of Wisconsin–Madison
“I Always Wanted to Touch Them!” Curriculum-Embedded Game-Based Learning for Young Elementary History Education. Julie Oltman, Lehig University; Thomas C. Hammond, Lehig University
Discussant: Elisabeth R. Gee, Arizona State University

34.028. From Making to Agentic Participation: Perspectives on and Approaches to Fostering Epistemic Engagement in Making. Division C–Learning and Instructions; Structured Poster Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 221 C; 4:05–5:35pm
Chair: Jennifer Lynn Weible, Central Michigan University
Participants:
2. Critically Examining What We Mean by “Youth Voice” and “Agency” in STEM. Day W. Greenberg, Michigan State University; Angela Calabrese Barton, Michigan State University; Sarah Keenan, Michigan State University
3. Shifts in Agency in a High School Maker Class. Lee Michael Martin, University of California, Davis; Sagit Betser, University of California, Davis; Colin Dixon, University of California, Davis
4. Supporting Educators as Designers: Making Workshops as Professional Development in a Research-Practice Partnership. Katherine Goodman, University of Colorado–Denver; Jennifer Phelps, University of Colorado–Denver; Jeremiah Holden Kair, University of Colorado–Denver
6. Connected Spaces: A Technology Framework to Support Distributed Collaboration and Mentorship Across Makerspaces. Mike Tissenbaum, Massachusetts Institute of Technology; Vishesh Kumar, University of Wisconsin–Madison; Wm. Beaumont Johnson, University of Wisconsin–Madison; Erica Rosenfeld Halverson, University of Wisconsin–Madison; Matthew W. Berkland, University of Wisconsin–Madison
8. Collaborative E-Crafting: Adopting Collectivist Orientations Toward E-Textiles Maker Projects. Branne K. Litts, Utah State University; Yasmin B. Kafai, University of Pennsylvania; Debra Lui, University of Pennsylvania; Sari Widman, University of Pennsylvania; Justice Toshiba Walker, University of Pennsylvania
9. Fostering Learner Agentic Participation Through Design Activities. Tullaleni I. Asino, Oklahoma State University
10. Conceptual Agency in Making: Young People’s Engagement in a Science Center Summer Camp. Kristina P. Kumpainen, University of Helsinki; Anvari Jukani Rajala, University of Helsinki / Department of Teacher Education; Anna Mikkola, University of Helsinki
12. Learners Crafting Understandings of What It Means to Persuade. Jennifer Lynn Weible, Central Michigan University
Discussant: Victor R. Lee, Utah State University

34.029. Multiple Text Engagement: Addressing Questions About Methods and Measurement. Division C–Learning and Instructions; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 210 A; 4:05–5:35pm
Chair: Emily Grossnickle Peterson, James Madison University
Participants:
What to Read and How to Read It: Perceptions of Context Determine Information-Seeking Strategies. Jean-François Rouet, CNRS and University of Poitiers; Colin Lescarret, University of Poitiers; Amanda Marie Durik, Northern Illinois University; Anne Brit, Northern Illinois University
Intermittent Testing Reduces Proactive Interference in Multiple Document Comprehension. Rebecca M. McCabe, The University of Memphis; Jason Braasch, The University of Memphis
Information Management During Multiple Text Use: A Mixed-Methods Investigation. Alexandra List, Ball State University
An Integrated Approach to Measuring Multiple Source Use. Ladjikso Salmeron, University of Valencia; Laura Gil, University of Valencia; Ivar Braten, University of Oslo
Discussant: Patricia A. Alexander, University of Maryland–College Park

34.030. Physiology of Emotion in Education: Theory, Methodology, and Insight. Division C–Learning and Instructions; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 D; 4:05–5:35pm
Chair: Jason Matthew Harley, University of Alberta
Participants:
Test Anxiety and Physiological Arousal: A Systematic Review. Anna-Lena Roos, University of Konstanz; Thomas Goetz, University of Konstanz;
34.031. Bringing Evidence-Based Academic and Mental Health Practices to Schools. Division E–Counseling and Human Development; Invited Speaker Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 A; 4:05–5:35pm
Chairs: Melissa K. Holt, Boston University; Amie E. Grills, Boston University
Speakers: Allison G. Gandhi, American Institutes for Research; Amie E. Grills, Boston University; Jennifer Greif Green, Boston University
Discussants: Reinhard Pekrun, University of Munich

34.032. Post-Structural Approaches to Educational History. Division F–History and Historiography; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 206 A; 4:05–5:35pm
Chair: Deirdre Doughtery, Rutgers University–New Brunswick/Piscataway
Participants:
From Desks to Desktops: A Genealogical History of the Evolving Functions of Pedagogical Power. David L. Carlson, Arizona State University; Anna Montena Cirell, Arizona State University–Tempe; Joshua M. Cruz, Arizona State University–Tempe; Joseph D. Sweet, Arizona State University; Adam Clark, Arizona State University
Discussant: Isaac Gettesman, Iowa State University

Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon F; 4:05–5:35pm
Chair: Daniel Gilbert Solorzano, University of California, Los Angeles
Participants:
Blended Portraiture: Nurturing Pedagogies of Self-Recovery With Young Women of Color. Stephanie Cardia, University of California, Los Angeles
Toward an Ethnographic Portraiture. Edward Ryan Curammeng, University of California, Los Angeles
The Art of Selfies: Self-Portraits in an Urban Elementary Classroom. Carolina Valdez, California State University–Monterey Bay
The Muxerista Portraitist: Engaging Portraiture and Chicana Feminist Theories in Qualitative Research. Alma Itze Flores, University of California, Los Angeles
Discussant: Adrienne D. Dixon, University of Illinois–Urbana-Champaign

34.034. From Vygotsky to Critical Multiculturalism: A Call for Education Equity in San Antonio Schools. Division G–Social Context of Education; Symposium
Grand Hyatt San Antonio, Second Floor, Mission B; 4:05–5:35pm
Chair: Teresa Mobley Sellers, The University of Texas at San Antonio
Participants:

Inequities in Quality Preschool Access. Melissa Siller, The University of Texas at San Antonio
Reading the World Before Reading the Word: A Critical Analysis of Equity in Teacher Education. Reanna S. Roby, University of Texas at San Antonio
Why Is Children’s Literature So Monolithic? Socorro Garcia-Alvarado, The University of Texas at San Antonio
Teachers of Emergent Literacy Learners From Economically Disadvantaged Situations. Teresa Mobley Sellers, The University of Texas at San Antonio
Storytelling in Education: The Power of Mothers and Daughters Reconceptualizing Education. Raquel Catalá, The University of Texas at San Antonio
Discussant: Bekisizwe S. Ndimande, The University of Texas at San Antonio

34.035. Funds of Knowledge, Community Cultural Wealth, and Forms of Capital: Strengths, Tensions, and Ethical Considerations. Division G–Social Context of Education; Symposium
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon C; 4:05–6:05pm
Chairs: Cecilia Rios Aguilar, University of California, Los Angeles; Adrian H. Huerta, University of California, Los Angeles; Rebecca Colina Neri, University of California, Los Angeles
Participants:
Vygotsky’s Legacy and the Concept of Funds of Knowledge. Luis C. Moll, The University of Arizona
The Meaning and Relevance of Community Cultural Wealth. Tara J. Yosso, University of Michigan
Exploring Positionality and Agency in the Application of Funds of Knowledge and Community Cultural Wealth. Gloria M. Rodríguez, University of California, Davis
Bourdieu and the Forms of Capital. Patricia M. McDonough, University of California, Los Angeles
Antessentialism in the Lives of Young Men of Color. Tyrone C. Howard, University of California, Los Angeles
Toward an Expansive Methodology for Learning With Nondominate Communities. Kris D. Gutiérrez, University of California, Berkeley
Discussant: Lew Ziprin, Victoria University–Melbourne

34.036. Ghetto Schooling 20 Years Later: New Directions in the Study of the Political Economy of Urban Education. Division G–Social Context of Education; Symposium
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon E; 4:05–6:05pm
Chair: Michael J. Dumas, University of California, Berkeley
Participants:
Toward New Radical Possibilities: Confronting Urban Education as Racialized State Violence. Pauline Lipman, University of Illinois at Chicago
Justifying School Inequality: Anti-Black Imaginaries and the Cultural Political Economy of Urban Education. Michael J. Dumas, University of California, Berkeley
“Zones” of (non)Being: Neoliberal Charter School Reform and Prerequisites for White Accumulation. Kevin Lawrence Henry, University of Arizona
Trabajando en ambos: Toward a Latinx-Centered Cultural Political Economy of Urban Education. Edwin Mayorga, Swarthmore College
Rent, Race, and the Struggle Over Space: Charter School Co-Location Policy and the Racial Logic of Neoliberal Restructuring in Urban Education. Jeremy P. Benson, Rhode Island College
Discussant: Bianca Fontae Baldrige, University of Wisconsin–Madison

34.037. Neoliberal Education Reforms at the Intersection of Dis/Ability, Race, and Class. Division G–Social Context of Education; Symposium
Grand Hyatt San Antonio, Third Floor, Bonham C; 4:05–5:35pm
Chair: Federico R. Waitoller, University of Illinois at Chicago
Participants:
The Irony of Rigor: Understanding Conflict Between Black and Latina/o Parents of Students With Dis/abilities and Charter Schools. Federico R. Waitoller, University of Illinois at Chicago
Neoliberal Spatial Practices at the Intersections of Race, Class, and Dis/ability: A Case Study. Nirmala Erelve, The University of Alabama
34.038. Fostering Deeper Learning in High Schools and Examining Its Effects on Student Outcomes. Division H—Research, Evaluation and Assessment in Schools; Symposium

Chair: Barbara A. Chow, William and Flora Hewlett Foundation
Discussant: Zeus Leonardo, University of California, Berkeley
Participants:

Connecting Deeper Learning to High School Graduation. Jordan Rickles, American Institutes for Research
Deeper Learning and College Attendance: What Happens After High School? Rui Yang, American Institutes for Research
Deeper Learning and Equitable Outcomes: Is the Impact of Deeper Learning Consistent Across Student Subgroups? Kristina Lillian Zeiser, American Institutes for Research

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

34.039. Building Research Capacity in Health Professions Education: Practices, Challenges, and Future Directions for Degree Programs. Division I—Education in the Professions; Symposium

Chair: Anthony R. Artino, Uniformed Services University of the Health Sciences
Participants:

Worldwide Perspective on Master of Health Professions Education Degree Programs and Current Accreditation Efforts. Ara Tekian, University of Illinois—Chicago
The Master of Health Professions Education at the University of Illinois—Chicago. Ilene B. Harris, University of Illinois at Chicago
The Maastricht University Master of Health Professions Education. Renee Stalmeyer, Maastricht University; Jonneke Frambach, Maastricht University; Diana Dolmans, Maastricht University
The McMaster Master of Science in Health Science Education. Kelly L. Dore, McMaster University
The University of Michigan Master of Health Professions Education. Larry D. Gruppen, University of Michigan—Ann Arbor
The Uniformed Services University Master of Health Professions Education. Steven J. Durning, The Uniformed Services University of the Health Sciences

Discussant: Trudie Elizabeth Davidson, Independent Scholar; Chris A. Nelson, Keene, Brown University; Kaiwipuni Lipe, University of Hawaii–Mānoa

34.040. Multiple Layers of Empowerment and Tension: Indigenous Research in Higher Education. Division J—Postsecondary Education; Invited Speaker Session

Chair: Amanda R. Tachine, Arizona State University—Tempe; Chris A. Nelson, University of Denver
Speakers: Heather Shotton, University of Oklahoma; Robin Starr Minthorn, The University of New Mexico; Erin K. Wright, University of Hawaii; Adrienne Keene, Brown University; Katwipuni Lipe, University of Hawaii–Mānoa; Charlotte Elizabeth Davidson, Independent Scholar; Chris A. Nelson, University of Denver; Amanda R. Tachine, Arizona State University—Tempe; Natalie Rose Youngbull, The University of Arizona

34.041. Community-Based Field Experiences for Preservice Teachers. Division K—Teaching and Teacher Education; Paper Session

Chair: Matthew Green, University of Northern Iowa
Participants:

Applying Kolb’s Model to a Nontraditional Preservice Teaching Practicum. Amy Burns, University of Calgary
Playing Teacher, Teacher Playing: Early Childhood Teacher Education, Informal Learning, the Arts, and Play. Alison E. Leonard, Grinnell College
Preservice Teachers’ Transformative Learning Experiences in Working With Families. Linda Taylor, Ball State University; Kyoung Jin Kim, Wheelock College
Adolescents, Artifacts, Exhibits, and Teacher Education: Learning to Teach in a Museum School. Erica R. Hamilton, Grand Valley State University

Discussant: Leilaya Petre, Louisiana State University—Baton Rouge

34.042. Connecting the Controversial: Negotiating Pedagogical Tensions With Preservice Teachers. Division K—Teaching and Teacher Education; Paper Session

Chair: Rory Philip Tannebaum, Merrimack College
Participants:

Connecting Controversial Public Issues With Democratic Education: A Multicase Study Investigating Teachers’ Understandings. Rory Philip Tannebaum, Merrimack College
Pedagogical Tensions in Helping Teacher Candidates Become Social Class—Sensitive. Mark D. Vagle, University of Minnesota; Kelly Gast, University of Minnesota; Tracy Leitl, University of Minnesota; Colleen H. Clements, University of Minnesota; Erin Beeman Stutelberg, Salisbury University
Politically Conservative Preservice Teachers, the Spiral of Silence, and Teacher Education. Wayne Journell, University of North Carolina—Greensboro

"I Do Not Like Making Others Upset": Preservice Teachers’ Anxiety About Teaching Slavery. Sebastian Burkholt, University of Georgia–Athens; Kimberly R. Logan, University of Georgia; Xiaoying Zhao, University of Georgia—Athens

Discussant: Kysa Nygren, University of Massachusetts—Amherst

34.043. Developing Cultural Responsiveness Through Field Experiences. Division K—Teaching and Teacher Education; Paper Session

Chair: Bernard J. Badiali, The Pennsylvania State University
Participants:

Asymmetry of Literacy Perspectives and Practice: Preservice Teachers’ Development in High-Poverty Schools. Kathryn Struthers, Bank Street College of Education
Interrogating Two Teacher Educators’ Practices and the Impact on Developing Culturally Relevant Urban Teachers. Craig J. Willey, Indiana University—Indianapolis; Paula A. Magee, Indiana University—IUPUI
Learning-to-Notice Students’ Contributions: Field Experiences as Opportunities for Novice Teacher Learning. Melissa Braaten, University of Colorado—Boulder; Leema G. Berland, University of Wisconsin—Madison; Rosemary Russ, University of Wisconsin—Madison
Supporting Preservice Teacher Learning in a Community-Based Experience. Jennifer Jacobs, University of South Florida; Jeni Davis, University of South Florida; Angela Hoos, University of South Florida
“So Why Is It OK Here?” Literacy Candidates’ Perceptions of Culture/Culturally Relevant Pedagogy in Urban Field Sites. Katharine Emily Bartow Jacobs, University of Pittsburgh

Discussant: Deborah Loewenberg Ball, University of Michigan—Ann Arbor

34.044. Division K: Successful Proposal Submission and Reviewing Tips From Section Co-Chairs. Division K—Teaching and Teacher Education; Invited Speaker Session

Chair: Kenneth James Fasching-Varnier, Louisiana State University; Tricia Niesz, Kent State University
Participants:

Sections 4, 7, 8, and 9. Melissa M. Mangin, Rutgers University; Cynthia L. Carver, Oakland University; Cleveland Hayes, University of La Verne; Jon L. Hollar, Alverno College; Steven T. Bickmore, University of Nevada–Las Vegas
Sections 1 and 2. Melinda M. Margin, Rutgers University; Cynthia L. Carver, Oakland University; Cleveland Hayes, University of La Verne; Jon L. Hollar, Alverno College; Steven T. Bickmore, University of Nevada–Las Vegas
Sections 3 and 4. Beth A. Wassell, Rowan University; Beatrice S. Fennimore, Indiana University of Pennsylvania; Chonika Coleman King, The University of Illinois at Chicago

Reviewing Tips From Section Co-Chairs. Kevin J. Carver, Oakland University; Jessica Bonham, University of Connecticut; Dawn A. Jones, University of Wyoming; Beth A. Wassell, Rowan University; Beatrice S. Fennimore, Indiana University of Pennsylvania; Chonika Coleman King, The University of Illinois at Chicago

Discussant: Kevin J. Carver, Oakland University; Jessica Bonham, University of Connecticut; Dawn A. Jones, University of Wyoming; Beth A. Wassell, Rowan University; Beatrice S. Fennimore, Indiana University of Pennsylvania; Chonika Coleman King, The University of Illinois at Chicago
of Tennessee–Knoxville; Kathryn McGinn Luet, Rowan University; Cindy Cruz, University of California, Santa Cruz
Sections 5 and 6. Yuacac Oxalub, University of Massachusetts–Amherst; Jung E. Kim, Lewis University; Elizabeth A. van Es, University of California, Irvine; Dana L. Bickmore, University of Nevada–Las Vegas; Kristine Pytash, Kent State University
Sections 7 and 8. Margarita Jimenez-Silva, Arizona State University; Pablo Cortes Ramirez, Arizona State University; Elizabeth M. Duto, University of Colorado–Boulder; Elizabeth J. Meyer, University of Colorado–Boulder; Jamey Stillman, University of Colorado–Boulder
Sections 9 and 10. Kenneth Alonzo Anderson, Howard University; Vera J. Lee, Drexel University; Terry Kyle Flennagh, Michigan State University; Ebony Omotola McGee, Vanderbilt Peabody College; Emery Marc Petchauer, Michigan State University
Directions and Introductions for a Successful Proposal. Tricia Niez, Kent State University; Kenneth James Fasching-Verner, Louisiana State University

34.045. Issues in Preservice Teacher Education. Division K–Teaching and Teacher Education; Paper Session
Grand Hyatt San Antonio, Second Floor, Bowie B; 4:05–6:05pm
Participants:
Views and Understandings About Mathematical Reasoning and Proving in Elementary School Mathematics Evident in Preservice Teachers’ Reflections. Marta T. Magiera, Marquette University
Practice-Based Structures to Support Elementary Teacher Candidates’ Movement Toward Reform-Oriented Science. Julienne A. Wenner, Boise State University; Jullie Kittleson, University of Georgia
The Teaching Skills That Novices Bring to Teacher Education: The Case of Eliciting Student Thinking. Meghan M. Shaughnessy, University of Michigan; Timothy A. Boerst, University of Michigan
Using a Simulated Student Interaction to Support Elementary Science Preservice Teacher Learning. Anna Maria Arias, Illinois State University; Elizabeth A. Davis, University of Michigan
Relationships Between Teachers’ Content Knowledge and Pedagogical Practices Evident in Lesson Plans. Jacqueline Gayle Van Schooneveldt, West Chester University of Pennsylvania
Discussant: Duane Bernard Davis

34.046. Issues of Race in Mathematics Instruction. Division K–Teaching and Teacher Education; Paper Session
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon D; 4:05–5:35pm
Participants:
Analyzing Racial Gaps in Math Performance From Kindergarten Through Grade 8. Joohi Lee, The University of Texas at Arlington; Mohan Dev Paut, The University of Texas at Arlington
Creating Equal Education Opportunities in Mathematics Classrooms Through Innovative Teaching Strategies That Leverage Students’ Resources. Angela Janett Witters, Washington State University–Tri-Cities; Amy M. Roth McDuffie, Washington State University
Mathematics Engagement: Effective Practices for Urban Minority Students. Tristan Hamm, Johns Hopkins University
Training Linguistically and Culturally Responsive Mathematics Teachers Versus Teaching Mathematics in English Learners: LCRTM Model. Kim Hyunsook Song, University of Missouri–St. Louis; Sarah A. Coppersmith, University of Missouri-St. Louis

34.047. Mentoring Matters, but How? Conceptualizing Mentoring Effectiveness From Preservice to In-Service Teaching. Division K–Teaching and Teacher Education; Symposium
Grand Hyatt San Antonio, Second Floor, Mission A; 4:05–5:35pm
Chair: Sharon Feman-Nemser, Brandeis University
Participants:
The Role of Cooperating Teachers in Preserving Preservice Teachers: A District-Wide Portrait. Kavita Kapadia Matsu, National Louis University; Matthew Ronfeldt, University of Michigan; Hillary L. Greene, University of Michigan–Ann Arbor; Michelle Reininger, Stanford University; Stacey L. Brockman, University of Michigan–Ann Arbor
Experienced Teachers and High-Leverage Practices: Helping Mentor Teachers Learn to Support Novices in the Learning of High-Leverage Science Teaching. Karen M. Hammerness, American Museum of Natural History; Elaine Howes, American Museum of Natural History; Ro Kinzler, American Museum of Natural History; Maritza B. Macdonald, American Museum of Natural History; Cristina Trowbridge, American Museum of Natural History
The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Matthew A. Kraft, Brown University; David Blazar, Harvard University; Dylan Hogan
Promoting Instructional Improvement: Experimental Evidence of Coaching That Benefits Teacher Practice. Kiel McQueen, University of Michigan–Ann Arbor
The More the Merrier? A Contextual Analysis of the Frequency of Teacher Mentoring. Yihua Hong, RTI International; Kavita Kapadia Mats, National Louis University
Discussant: Susan Moore Johnson, Harvard University

34.048. Preparing All Teachers to Become Language Teachers: A National Perspective. Division K–Teaching and Teacher Education; Symposium
Henry B. Gonzalez Convention Center, Ballroom Level, Room 303 C; 4:05–6:05pm
Chairs: Luis Ernesto Poza, University of Colorado–Denver; Barbara J. Dray, Transforming Practices in Education, LLC
Participants:
An Investigation of What Linguistically Responsive Teaching Looks Like in a Real Course Setting With Preservice Teachers. Refika Turgut, University of Nevada–Las Vegas; Elif Adilhah Sahin, TED University
Measuring Linguistically Responsive Teaching: First Results. Tamara Millbourn, University of Colorado–Boulder; Kara Mitchell Viesca, University of Nebraska–Lincoln; Nancy L. Leech, University of Colorado–Denver
All Teachers Are Language Teachers: Transforming Teachers’ Practices Through Collaborative Professional Learning, Barbara J. Dray, Transforming Practices in Education, LLC; Ruth Brancard, University of Colorado–Denver
Using Instructional Coaching to Improve Teachers’ Pedagogical Knowledge for Teaching English Learners. Annalena Tameen, Indiana University–Purdue University at Indianapolis; Serena Tyra
Preparing Content-Area Teachers to Be Language Teachers: A Model for an Online ESL Endorsement Program. Analis Carattini-Ruiz; Barbara J. Dray, Transforming Practices in Education, LLC; Veronica E. Valdez, University of Utah; Ed Buendia, University of Washington, Bothell
Discussant: Tamara F. Lucas, Montclair State University

34.049. Teacher Education Redesign in Research-Intensive Universities: Perspectives From Research and Practice. Division K–Teaching and Teacher Education; Symposium
Grand Hyatt San Antonio, Third Floor, Bonham E; 4:05–5:35pm
Chair: Jessica Tobin, University of Minnesota–Twin Cities
Participants:
Redesigning Teacher Education in a Research-Intensive University: Identifying Organizational Assumptions Through Double Loop Learning. Mistilina D. Sato, University of Minnesota
Delineating an Approach to the Design and Redesign of a Preservice Teacher Preparation Program. Eta R. Hollins, University of Missouri–Kansas City
Improving Teacher Education by Learning Across Programs. Patrick Sexton, University of Washington–Seattle
Developing a Faculty Learning Community for Professional Development, Improvement, and Research in an R1 University. Thomas H. Levine, University of Connecticut; Dorothea M. Anagnostopoulou, The University of Connecticut; Rene Roselle, University of Connecticut
Discussant: Jon D. Snyder, Stanford University

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 216 A; 4:05–6:05pm
Chair: Danfeng Soto-Vigil Koon, University of San Francisco
Participants:
Racial Politics and the Role of Coded Appeals in Preserving Educational Inequality in the Post-Brown Era. Laura Elena Hernandez, University of California, Berkeley
Concentrated Affluence, Segregation, and Boundaries in the Metropolitan South. Kendra Taylor, The Pennsylvania State University; Erica Frankenberg, The Pennsylvania State University
34.051. Improving Indicators of K–12 STEM Education Policy and Practice: What Have We Learned? Division L–Educational Policies and Politics; Symposium
Chair: Karen D. King, National Science Foundation
Participants:
- Monitoring Adequate Time and Opportunities for Science Learning in Elementary Schools. Ardice Hartry, University of California, Berkeley; Rena Dorph, University of California, Berkeley
- Developing Guidelines for the Evaluation of Instructional Materials in Science. Jody Bintz, Biological Sciences Curriculum Study; April Lynn Gardner, Biological Sciences Curriculum Study; Audrey Mohan
- Artifacts as Potential Indicators of Enacted Math Standards: Pilot Study Results. Drew H. Gitomer, Rutgers University–New Brunswick/Piscataway; Jeanette Joyce, Rutgers University
- Exploration of the Alignment of State Data and Infrastructure to Mathematics and Science Success Indicators. Ellen B. Mandinach, WestEd; Shandy Hauk, WestEd
- Developing and Implementing an Online System for Reporting State Assessment Policies in Mathematics and Science. Rolf K. Blank, NORC at the University of Chicago
- Elevating Science to the Importance of Mathematics and Reading. Jessica L. Misley, SRI International; Shari Gardner, SRI International
Discussant: William H. Schmidt, Michigan State University

34.052. Teacher Mobility and Retention. Division L–Educational Policies and Politics; Paper Session
Chair: Jackson Carson, Montgomery County Public Schools
Participants:
- Are Early-Career Teachers Turning Over During the School Year? A Survival Analysis. Christopher Redding, Vanderbilt University–Peabody College; Gary Henry, Vanderbilt University
- Does Social Capital Travel? The Classroom Compositions of Teachers Who Change Assignments. Laura K. Rogers, Vanderbilt University–Peabody College; Quoc-Sy Doan
- Exploring the Role of Workplace Conditions Measurement in Teacher Turnover Research. Eun Fonseca, Johns Hopkins University; Ashley Anne Grant, Johns Hopkins University; Marc L. Stein, Johns Hopkins University
- Principal Working Conditions and Principal Turnover in K–12 Public Schools. Rui Yan, University of Utah; Yoonmi Ni, University of Utah
- Where Do New Teachers Want to Teach? Exploring Preferences Using Application Data. Courtney Preston, Florida State University; Peter Trubert Goff, University of Wisconsin–Madison; Maida A. Finch, Salisbury University
An Examination of the Movement of Educators Within and Across Three Midwest States. Michael Podgursky, University of Missouri–Columbia; Mark W. Ehlerd, University of Missouri; James J. Lindsay, American Institutes for Research; Yoonmi Han, American Institutes for Research
Bienkowski, SRI International;Putti Constantakis, Digital Promise; Susanne Noble, Old Dominion University
The Design and Implementation of a Technological Pedagogical Content Knowledge (TPACK)–Based Teacher Professional Development Program in a Public Education Center. Ecezet Alemoag, Middle East Technical University; Seher Cevikbas, Middle East Technical University; Evrim Baran, Middle East Technical University
Assumptions Reexamined: The Applicability of Andragogy for Generation 1 Learners’ Experience in Community College. Emily Sub, University of Nebraska–Lincoln
The Role of Networked Improvement Communities in Helping Community College Students Transition to College-Level Coursework. Rebecca Brower, Florida State University; Tamara Bertrand Jones, Florida State University; Amanda N. Nix, Florida State University; Sophia Glynse Rahming, Florida State University; James Harrisson, Florida State University; Jenay R. Sermon, Florida State University; Shuoung Hs, Florida State University; Toby Park, Florida State University; David Allen Tandberg, SHEEO
Discussant: Mary V. Alfred, Texas A&M University

34.054. Washington State: Investigating Outcomes and Experiences of Bilingual and English Learner Students and Programs. SIG-Bilingual Education Research; Symposium
Chair: Rebecca M. Callahan, The University of Texas at Austin
Participants:
- Advanced Course Enrollment and Performance Among English Learners in Washington State. Hwaly Hannon, Education Northwest
- Assessing the Impact of Washington State’s Transitional Bilingual Instructional Program, Alec Kennedy, University of Washington
- High School English Language Learner (ELL) Teachers and the Implementation of ELL Program Policy. Aliza Fones, University of Washington
- Teaching to Learn: Developing English Learner (EL) Instructional Practice in a Shifting EL Policy Context. Thad Williams, University of Washington
Discussant: Hana Maricic-Umanzky, University of Oregon

34.055. Career Development and Attainment in Career and Technical Education. SIG-Career and Technical Education; Paper Session
Chair: Ninfa Cadena
Participants:
- The Career Adapt-Abilities Scale: Measurement Equivalence in Japan and South Korea. In Heok Lee, University of Georgia
- Motivational Values Ascribed by Students of Color When Selecting Academic Majors in Agricultural and Life Sciences. Rachelle Purnell, Virginia Polytechnic Institute and State University; James C. Anderson, Virginia Polytechnic Institute and State University
- Longitudinal Latent Class Analysis of College-Educated Women’s Economic Attainment Patterns During Mid-Career. Hyojung Han, University of Georgia–Athens; Jay W. Rojewski, University of Georgia
Discussant: Jennifer K. Holtz, University of Arkansas at Little Rock

34.056. Doings and Dialogues of Post-Qualitative Experimentations: Transversal Methods and Justice-to-Come in Early Childhood Education. SIG-Critical Perspectives on Early Childhood Education; Symposium
Chair: Kathleen Krummen, Capilano University
Participants:
- Caring. Denise Hodgens, University of Victoria
- Weaving/Knotting. Veronica Pacini-Ketchabaw, University of Western Ontario
- Moving-Through. Mindy Blaize, Victoria University–Melbourne
- Gathering. Mary Caroline Rowan, Concordia University
- Muscling, Nicole Land, University of Victoria
- Grappling. Pikile Nuxalolu, The University of Texas at Austin; Aimee Elizabeth Hendrix Soto, The University of Texas at Austin; Michael R. Scott, The
34.057. Democratic Citizenship in Education SIG Paper Session 1. SIG-Democratic Citizenship in Education; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Crockett C; 4:05–6:05pm
Chair: Rui Kang, Georgia College & State University
Participants:
- Academic Humility and Global Citizenship: International Baccalaureate Students’ Historical Understanding. Di Ryer, Fort Lewis College
- Can’t Be What You Can’t See: Civic Role Models’ Influence on Immigrant Students’ Political Socialization. Kristina Brezicha, Georgia State University
- Citizenship Education for Recent Immigrants in an Era of Shifting Curriculum Standards. Matthew R. Deroo, Michigan State University
- Cultivating Democratic Educational Technology Within Pedagogical Encounters. Yousef Waghid, University of Stellenbosch; Faiq Waghid, Stellenbosch University; Zayd Waghid, Cape Peninsula University of Technology
- Dewey’s Social Imaginary of Democratic Education: Democracy’s Role in Educating Democratic Citizenship. Patrick M. Jenlink, Stephen F. Austin State University
Discussant: Caroline R. Pryor, Southern Illinois University–Edwardsville

34.058. Design of Innovative and Active Learning Environments. SIG-Design and Technology; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Crockett D; 4:05–5:35pm
Chair: Enilda Jannet Romero-Hall, University of Tampa
Participants:
- Designing Games and Virtual Environments to Facilitate Identity Change. Arouth Nathaniel Foster, Drexel University; Mamta Shah, Drexel University; Tamara Galoyan, Drexel University
- Balancing Between Trade-Offs: Iterative Design of Inquiry Learning Visualizations to Support Sensemaking and Conceptual Understanding. Jennifer King Chen, University of California, Berkeley; Kevin McElrath, SRI International; Doug Kirkpatrick, University of California, Berkeley; Marcia Linn, University of California, Berkeley
- Captology in Education: A Theoretical Framework for the Design of Persuasive Games in Education. Ali Nazil Alshammari, Purdue University
- Designing Provocative Objects for Mathematical Play. Caroline Cassie-Marie Williams-Pierce, University at Albany–SUNY
Discussant: David F. Feldon, Utah State University

34.059. Young Children’s Multimodal Literacies. SIG-Early Education and Child Development; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 212 A; 4:05–5:35pm
Chair: Jennifer Jo Baumgartner, Louisiana State University–Baton Rouge
Participants:
- Print and e-Book Shared Reading: A Comparison of Maternal Language Use When Reading to Infants. Corinne Eggleston, University at Buffalo–SUNY
- Effects of Digital and Conventional Media on the Vocabulary Acquisition of Two-Year-Olds. Barbara Moschner, Universiteit Oldenburg; Catherine Walter-Laager, Karl-Franzens-University Graz; Manfred Rolf Pfiffner, Zurich University of Teacher Education
- The Role of Instructional Contexts for Promoting Play-Literacy Integration in Kindergarten Classrooms. Daniel Polisczuk, University of Toronto–OISE; Angéla Pyle, University of Toronto–OISE; Erica Paige Dannels, University of Toronto; Miles Parkinson, University of Toronto
- Big Words for Little People: Word Learning and Storybook Reading, an Intervention for Caregivers. Mary Kathryn Requa, University of California, Berkeley

Not Either/Or but Both/And: How the Policies and Protocols of Preschool Support Culturally Sustaining Literacy Interactions. Colleen Elizabeth Whittingham, University of Illinois at Chicago

34.060. Unpacking Philanthropy Networking: Exploring Guanxi, Local Relevance, Segmentation, and Implicit Bias. SIG-Education and Philanthropy; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 6B; 4:05–5:35pm
Chair: Kathleen F. deMarrais, University of Georgia
Participants:
- East Meets West: Chinese Parent Donors Build a Philanthropic Guanxi With American Universities. Jinrui Mone, University of the Pacific
- Segmentation in the Charter Management Organization Philanthropy Field. Rand Quinn, University of Pennsylvania; Ji Eun Park, University of Pennsylvania
- The Implicit Biases of the “Well-Meaning”: An Analysis of Rhetoric Used in Philanthropic Educational Partnerships. Amieris Brenda Lavender, Michigan State University
Discussant: Jamie B. Lewis, Georgia Gwinnett College

34.061. Putting Theory to Work: Social Justice, the New Materialisms, and Posthumanism. SIG-Foucault and Posthumanism; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 207 B; 4:05–6:05pm
Chair: Maggie Macleod, Manchester Metropolitan University
Participants:
- Critical Posthumanism as a Future Ethical Condition in Education. Michael A. Peters, The University of Waikato
- Positioning Whitehead as a Means to Enhance Social Justice in Education. David R. Cole, Western Sydney University; Mehrzi Marzzeifa, The University of Texas at Dallas
- Object-Oriented Ontology and Art Education: New Contours of Thought. Tyson E. Lewis, University of North Texas
- Monstrous, Porous Bodies in the Anthropocene: Exploring Onto-Epistemological Possibilities of Posthuman Pedagogy. Karen Malone, University of Western Sydney
- Using Posthuman and New Materialist Theories of the “Not-Yet” to Reconfigure Small-Scale Urban Spaces. Linda Michelle Knight, Queensland University of Technology
- Posthumanism, New Materialism, and Philosophy as a Method. Marek Tesař, The University of Auckland
Discussant: Elizabeth A. St. Pierre, University of Georgia

34.062. Constructing a Space and Place of Our Own: (Transnational) Latinas/os Navigating Educational Pathways. SIG-Hispanic Research Issues; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 212 A; 4:05–5:35pm
Chair: Patricia Sanchez, The University of Texas at San Antonio
Participants:
- Refocusing Our Educational Lens on the Diversity and Culture of Latina Immigrant Mothers and Daughters. Erinda Teniente Valderas, Northside ISD
- Educational Opportunities for Latina High School Students: Reflections on Their Cultural Identity, College Aspirations, and Social Media Use. Daphne Villarreal
- “We Can Do Anything That We Set Our Minds To”: The Schooling of Rural Mexican-Descent Students in Wyoming. Mariana Zaragoza, The University of Texas at San Antonio
- The Latina Educational Advantage: The Educational Expectations of the Daughters of Latina Immigrant Parents. Janeth Martinez, The University of Texas at San Antonio
Discussant: Dolores Delgado Bernal, University of Utah
34.063. Deep Learning: Life as Embodied Primary Text for Reading the Word, World, and Ourselves. SIG-Holistic Education; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 205; 4:05–6:05pm
Chair: Shakhnoza Kayumova, University of Massachusetts–Dartmouth
Participants:
Deconstructing Reading: Knowing the Self and Understanding Others. Maureen Patrick Hall, University of Massachusetts–Dartmouth
Deep Dialogues of Spiritualities and Beings: Dialectical Prism of Student and Teacher Socioemotional Needs. Elizabeth Janson, University of Massachusetts–Dartmouth
Deep Living: The Art, Science, and Soul of Transformative Classrooms. Vajra M. Watson, University of California, Davis

34.064. Preparing Teachers With Global Competencies for Intercultural Teaching: Internationalizing Curriculum and Pedagogy for Equitable Educational Opportunity. SIG-International Studies; Symposium
San Antonio Marriott Rivercenter, Third Floor, Conference Room 17; 4:05–5:35pm
Chair: Suniti Sharma, Saint Joseph’s University
Participants:
Preservice Teachers’ Understanding of Social Justice Within the Context of Study Abroad Programs. Kathryn M. Obenchain, Purdue University; Jill Annette Newton, Purdue University; JoAnn L. Phillips, Purdue University; Andrew Joseph Hoffman, Purdue University; Erin Vaughn, Purdue University
Intercultural Competence at the Intersection of Culture and Behavior in Social Studies Classrooms. Candace M. Schlein, University of Missouri–Kansas City; Raol J. Tafl, University of Missouri–Kansas City
Global Citizenship or Neo-Eurocentrism? Analyses of Preservice Teachers’ Professional Identity Development During a Semester Abroad. Suniti Sharma, Saint Joseph’s University
Here or There—Why Study Abroad? How National Ethos Informs How Preservice Teachers Perceive Their Study Abroad Experiences. Hannah Dockrill, Purdue University; Jubin Rahatzad, Purdue University
Promoting and Assessing Intercultural Learning for Preservice Teachers. David M. Moss, University of Connecticut; Helen Marx, Southern Connecticut State University
Discussant: Jubin Rahatzad, Purdue University

34.065. Leaders and Change in Policy and Practice. SIG-Leadership for School Improvement; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 213 A; 4:05–6:05pm
Chair: Jayson W. Richardson, San Diego State University
Participants:
School Leaders’ and Teachers’ Work With National Test Results: Lost in Translation? Ann Elisabeth Gunnufsen, University of Oslo
How Principals’ Instructional Feedback Practices Changed During Race to the Top. Douglas M. Wieczorek, Iowa State University; Brandon Clark, Iowa State University; George Theoharis, Syracuse University
The Challenge of Change: New Principals’ Experiences of Leading for Change. Raji Swaminathan, University of Wisconsin–Milwaukee
Becoming a Principal in Chile: Learning the Role of School Improvement. Magdalena Fernandez Hermosilla, OSIE/University of Toronto
Developing Experienced Leaders’ Coaching Capacities: A Preliminary Analysis of a Research Practice Partnership. Kristin Dawn Huggins, Washington State University; Hans W. Klar, Clesmont University; Frederick Chaim Buskey, Clesmont University; Julie K. Desmangles, Clesmont University; Robin Phelps-Ward, Clesmont University
Discussant: Kristina Astrid Hesbol, University of Denver

34.066. Program Directors for Social Equity: Eliminating Barriers to Opportunities and Success. SIG-Leadership for Social Justice; Symposium
Grand Hyatt San Antonio, Fourth Floor, Crockett B; 4:05–6:05pm
Chair: Rachelle LaNette Rogers-Ard, Oakland Unified School District
Participants:
Maneuvering Neoliberal Directives to Disrupt Hierarchical Power and Discourse. Lisa L. Zagumny, Tennessee Technological University; Tessa Bishop, Tennessee Technological University
Navigating NeoliberalPressures and Program Coordination to Construct an Equity-Centric Program. Brandon L. Fox, Stephen F. Austin State University
Ethical Educational Leadership Within Academic Plantations. Christopher B. Knaus, University of Washington–Tacoma
A Critical Program Director Exploring the Revolutionary Potential of Postmodern and Posthuman Ideals: A Self-Study. Lauren P. Hoffman, Lewis University
Discussants: Bradley J. Porfilio, California State University–East Bay; Carolyn M. Shields, Wayne State University

34.067. Organizational Theory and Organizing in Schools. SIG-Organizational Theory; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 8B; 4:05–5:35pm
Chair: David H. Eddy Spicer, University of Virginia
Participants:
Using Data to Align Program Missions, Strategies, and Outcomes in Cross-Sector Collaborations for Education. Carolyn J. Riehl, Teachers College, Columbia University; Melissa A. Lyon, Teachers College, Columbia University
Knowledge and Innovation in Education Organizations. Mahua Baral, University of California, Berkeley; Rick Mintrop, University of California, Berkeley
The Story of the Glorious Failure of an Innovative School. Hilla Tol, Ben Gurion University of the Negev; Dorit Tubin, Ben-Gurion University of the Negev
Developing Educational Organizational Theory: This Time With Feelings. Megan Crawford, Plymouth University; Christopher R. James, University of Bath; Izhar Oplatka, Tel Aviv University
Discussant: Sarah L. Woulfin, University of Connecticut

34.068. Transforming Relations Through Community-Based Research and Projects: The Paulo Freire Democratic Project. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Symposium
Henry B. Gonzalez Convention Center, Ballroom Level, Room 305; 4:05–6:00pm
Chair: Yan Wang, Chapman University
Participants:
Community Education: A Critical Pedagogy of Place. Anaida Color-Muniz, Chapman University
Padres Unidos and Chapman University Partnership. Suzanne SooHoo, Chapman University; Patricia Huerta-Meza, Padres Unidos
Ethnic Studies and Youth Participatory Action Research: Working With and Alongside Urban and Migrant Youth. Jose Paolo Magalaas, Chapman University; Miguel Zavala, California State University–Fullerton
La Escuela Paulo Freire: Historic Possibility, Struggle, and Design in the Context of Neoliberal Privatization of Public Education. Anat Herzog, Chapman University; Thomas C. Wilson, Chapman University
Discussants: Peter L. McLaren, Chapman University; Lilia D. Monzo, Chapman University

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 210 B; 4:05–5:35pm
Chair: Anne T. Vo, Keck School of Medicine of USC

34.070. Expanding the Research Foundation for Service-Learning. SIG-Service-Learning & Experiential Education; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 218; 4:05–5:35pm
Chair: Jannah Walters Neren, Sam Houston State University
Participants:
Whom Does Service-Learning Really Serve? The Impact of Socioeconomic Status on Service-Learning Outcomes. Joe Blosser, High Point University; Cara Kozma, High Point University; Alxandra Yamas, High Point University
An Examination of the Impact of Service-Learning on Underrepresented College Students’ Academic Outcomes. Wei Song, University of Minnesota–Twin Cities; Andrew Fuca, University of Minnesota; Geoffrey M. Maruyama, University of Minnesota

Service-Learning as an Experimental Treatment for Improving Preservice Teachers’ Academics, Attitudes, and Competencies for Teaching English Language Learners. Lauren E. Burrow, Stephen F. Austin State University; Laureen Brower, Stephen F. Austin State University

Service-Learning and Transfer of Learning: Roles of Cognitive Conflict and Behavior Engagement. Cong Wang, Purdue University; Xiao Zhang; Melin Yao, Beijing Normal University

34.071. Educational Opportunities and Culture Across Time and Space. SIG-Sociology of Education; Paper Session

Henry B. Gonzalez Convention Center, River Level, Room 6D; 4:05–6:05pm

Chair: Kathryn S. Schiller, University at Albany–SUNY

Participants:
Rethinking Assimilation Within Multicultural Education. Cristina L. Lash, Stanford University
Old Spaces, New Faces: Adjusting to a Changing Student Body in a Rural School District. Eric Freeman, Wichita State University; Kristin G. Sherwood, Wichita State University
The Aftermath of School Closings in Chicago: How Staff and Students Experienced the Transition to New Schools. Molly P. Gordon, University of Chicago; Jennifer R. Cowhy, University of Chicago; Maria Luisa de la Torre, University of Chicago; Paul Moore, Consortium on Chicago School Research
Equality Over Time? Cumulative Impacts of Exposures to Effective Teachers. Paul Henselman, The University of Texas at Austin

Discussant: Jeanne M. Powers, Arizona State University

34.072. Special Education Research SIG Paper Session 6: Issues Related to Early Intervention. SIG-Special Education Research; Paper Session

Grand Hyatt San Antonio, Second Floor, Bowie A; 4:05–5:35pm

Chair: Antonio Lattrell Ellis, College of Charleston

Participants:
Development of an Arts-Integrated Assessment Instrument. Kevin Wayne Spencer, Carlow University; Susan O’Rourke, Carlow University; FrancesKelley, Carlow University
Knowledge to Inform Access to Early Literacy Intervention: The Role of English and Spanish Assessments. Veronica Mellado De La Cruz, Southern Methodist University; Brenna Rivas, Southern Methodist University; Stephanie Al Otaiba, Southern Methodist University; Nathan H. Clemens, Texas A&M University; Doris Lafl Bader, Southern Methodist University
Latina Caregiver Responsivity Toward Infants and Toddlers With Communication Delays. Nancy S. Stockall, Sam Houston State University; Corinna Cole, Sam Houston State University; Abna Contreras-Venegas, Sam Houston State University
Understanding Fidelity of Implementation of Assessment in Early Intervention Programs. Lianna Pizzo, University of Massachusetts–Boston; Angela Stone-Donald, University of Massachusetts–Boston

34.073. Providing Equitable Opportunities to Educate Diverse Populations for Achievement Outcomes That Equal or Exceed Expectations. SIG-Talent Development of Students Placed at Risk; Symposium

Grand Hyatt San Antonio, Third Floor, Bonham B; 4:05–5:35pm

Chair: Gerunda B. Hughes, Howard University

Participants:
Using “Bloom” and Culturally Responsive Pedagogy to Teach Statistical Concepts to Diverse Learners. David Graham, Coppin State University

Using Poetry as a Multimodality to Encourage Reading Engagement. Cherie Ward, Howard University

Discussant: Deena Khalid, Howard University

34.074. The Underpinnings of Cognitive Flexibility and Instructional Implications: An Interactive Symposium. SIG-Teaching Educational Psychology; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 216

Chair: M Cecil Smith, West Virginia University
Participants:
Cognitive Flexibility Theory and Initial Empirical Investigations. Marlene A. Schommer-Aikins, Wichita State University; Marilyn K. Easter
Individual Differences Assessment of Prior Knowledge (Both Semantic and Episodic) as Predictor of Cognitive Flexibility. Gary D. Phye, Iowa State University
Semantic Processing and Cognitive Flexibility in Hypertext Environments. Dale S. Niederhauser, West Virginia University
Flexibility in Strategy Use During Reading Comprehension: One Instantiation of Cognitive Flexibility. Jennifer C. Crowley, University of Illinois at Urbana-Champaign

Discussant: Daniel H. Robinson, The University of Texas at Austin

34.075. Symposium on Intelligent Tutoring Systems, BIG DATA–Learning Analytics, and Automated Humanlike Tutoring: Similarities and Differences. SIG-Technology, Instruction, Cognition & Learning; Symposium

Henry B. Gonzalez Convention Center, Ballroom Level, Room 302 C; 4:05–6:05pm

Chairs: Arnon Herschkowitz, Tel Aviv University; Elena Novak, Kent State University

Participants:
Precision Education: Using Prior Students’ Data to Personalize Instruction for Future Students. Dexter Fletcher, Institute for Defense Analyses
Modeling Human Tutors. Joseph M. Scandura, Merge Research Institute

Discussants: Wellesley R. Foshay, Walden University; J. Michael Spector, University of North Texas; Scott Joseph Warren, University of North Texas; Gilbert Paquette

34.076. Key Issues in Validity Research and Theory. SIG-Test Validity Research and Evaluation; Paper Session

Henry B. Gonzalez Convention Center, River Level, Room 7C; 4:05–5:35pm

Chair: Yi-Fang Wu, ACT, Inc.

Participants:
Getting to Know Your Criterion: Examining College Course Grades and GPAs Over Time. Jessica Marini, The College Board; Emily J. Shaw, The College Board; Linda Young, The College Board; Maureen Ewing, The College Board

Validity Evidence for Predictions Used in College Admission: Thinking Beyond Correlations. Jonathan Beard, The College Board; Sanja Jagesic, College Board


Using Latent Class Approach to Investigate Differential Item Functioning With Heterogeneous Populations. Yuan-Ling Liaw, University of Oslo

Potential Sources of Invalidity When Using Value-Added Estimates: Artificial Inflation, Deflation, and Conflation. Audrey Anrewin-Beardsley, Arizona State University; Tracy Geiger, Arizona State University

Discussant: Matthew Newman Gaertner, SRI International

34.077. Moving Toward a Multicomponent Model of Vocabulary Learning in School. SIG-Vocabulary; Symposium

Henry B. Gonzalez Convention Center, River Level, Room 6C; 4:05–5:35pm

Chair: Elfrieda H. Hiebert, TextProject

Participants:
Factors Associated With Individual Differences in Vocabulary Acquisition. Young-Suk Kim, University of California, Irvine
The Academic Vocabulary of Elementary-Grades Core Disciplinary Textbooks. Jeff Elmore, MetaMetrics; Jill Fitzgerald, University of North Carolina—Chapel Hill; Michael F. Graves, University of Minnesota; Heather Hughes Koons, MetaMetrics; Ian F. Hembry, MetaMetrics

An Analysis of the Features of Words That Influence Vocabulary Difficulty. Elfrieda H. Hiebert, TextProject; Ruben Castaneda, University of California, Merced

Estimating the Semantic Network of Vocabulary Created by Teacher Talk and Text Reading in a Fifth-Grade Humanities Class. Amy Elleman, Middle Tennessee State University; Donald L. Compton; Laura Steacy, Vanderbilt University; Jeff Elmore, MetaMetrics; Jill Fitzgerald, University of North Carolina—Chapel Hill

Discussant: Gina Cervetti, University of Michigan

Division and SIG Roundtables

34.078. Roundtable Session 13; Roundtable Session

34.078-1. Understanding Diverse Approaches to Charter School Practice. SIG-Charters & School Choice; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 4:05–5:35pm

Chair: Heather K. Olson Beal, Stephen F. Austin State University

Participants:

Charter School Typologies: Differences Among Charter Schools That May Explain Contradictory Claims. Molly D. Galloway, University of Illinois at Urbana-Champaign; Leah Peoples, University of Illinois at Urbana-Champaign

Culturally Responsive Urban Charter School Education for Minority and Low-Income Students. Timothy L. Wekes, San Francisco State University

It Can Be Done: A Charter School’s Success at Preventing the School-to-Prison Pipeline. Letitia Basford, Hamline University; Joseph D. Lewis, Hamline University

34.078-2. Educational Change in Classrooms, Schools, and Communities. SIG-Educational Change; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 4:05–5:35pm

Chair: Noni Mendosa-Reis, San José State University

Participants:

How School Context Mediates the Enactment of Teacher Beliefs in Urban Schools. Megan Charner-Laid, Salem State University; James H. Sfeeding, University of Massachusetts–Lowell; Stacy Agee Szczesniak, University of Massachusetts–Lowell

Mobilizing Teachers as Researchers to Promote an Innovative Classroom Practice of Implementing Mathematical Modeling in the Elementary Grades. Jennifer M. Suh, George Mason University; Kathleen Ann Matson, George Mason University; Monique Apollon Williams, George Mason University; Spencer Jamieson, Fairfax County Public Schools; Padmanabhan Seshaiyer, George Mason University

The Power of Recess: Voices From One School’s “Experiment” With Additional Unstructured Time for Students. Bryan Mascio, Harvard University; Siffat Hangorani, University School of Nashville; Vrina Loiwal, Summit Public Schools—California; Audrey Pinmill, Harvard University

“We’re Kind of at a Pivotal Point”: Opt Out’s Vision for an Ethnic Care. Stephanie Schroeder, University of Florida; Elizabeth Currin, University of Florida; Todd McCord, University of Florida

34.078-3. The Transdisciplinary Nature of Mathematics Education. SIG-Research in Mathematics Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 4:05–5:35pm

Chairs: Senad Radakovic, College of Charleston; Limin Jao, McGill University

Participants:

Integrating the Urban Arts and Mathematics: The Journey of One Teacher and His Students. Limin Jao, McGill University; Marta Anna Kobiela, McGill University; Melissa Proietti, McGill University; Deborah Friedmann Complexity as a Discourse on School Mathematics Reform. Brent Davis, University of Calgary

Transdisciplinarity, Critical Mathematics Education, and Sustainability. Travis Weiland, University of Massachusetts–Dartmouth; Senad Radakovic, College of Charleston; Jesse Bazzul, University of Regina

Echoed Rememberings: Mathematics and Science Education as Reconciliation. Lisa Ann Lunney Borden, Saint Francis Xavier University; Dwayne Wiseman, University of Alberta

Opening a Space of/for Curriculum, or, The Learning Garden as Context and Content for Difference in Mathematics Education. Susan Jagger, Ryerson University

34.078-4. International Perspectives on Second Language Learning. SIG-Cultural-Historical Research; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 4:05–5:35pm

Chair: Tiffany J. Smith, Claremont Graduate University

Participants:

Internship Reports as Tools and Teacher Development: A Cultural-Historical Narrative. Fernando Silvio de Lima, Sao Paulo State University

Investigating Experiences of Chinese Language Teachers From a Sociocultural Framework of Mind, Activity, and Culture. Juanjuan Zhao, University of Cincinnati; Gulbahar H. Beckett, Iowa State University

34.078-5. Doctoral Education Across the Disciplines: Roundtable Session 1. SIG-Doctoral Education Across the Disciplines; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 4:05–5:35pm

Chair: Valerie Anne Storkey, University of Central Florida

Participants:

Doctoral Examination With and Without the Viva: A Habermasian Analysis. Terence Lowat, The University of Newcastle; Allyson Patricia Holbrook, The University of Newcastle; Hedy Fairbairns

Postgraduate Reflections on Graduate Teaching Training and Experiences. Heidi Legg Burross, The University of Arizona; Benjamin Caldera, The University of Arizona

Research Ethics: Footnote or Footprint in Doctoral Thesis Examination? Allyson Patricia Holbrook, The University of Newcastle; Kerry Dally, University of Newcastle, Australia; Terence Lowat, The University of Newcastle; Hedy Fairbairns; Carol Avery, The University of Newcastle, Australia

34.078-6. Surveying the Frontiers of Research on Young Adult Literature: Speculation, Representation, Emotion, and Action. SIG-Literature; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 4:05–5:35pm

Chair: Denise Davila, University of Nevada–Las Vegas

Participants:

A Student Perspective on Reading, Learning, and Knowing: Urban Literature and School Library Collections. Sabrina Carneu, Old Dominion University; Steve P. Myran, Old Dominion University

Expecto Albitudo! Critical Distance, Speculative Literature, and the Overrepresentation of Whiteness in the Harry Potter Series. Bevin Rose, Auburn University

From Reading to Action: Engaging Young Adult Literature Through Youth Participatory Action Research. E. Sybil Durand, Arizona State University


34.078-7. Funds of Knowledge and Grammars for Diverse Education Communities. SIG-Writing and Literacies; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 4:05–5:35pm

Chair: Wayne H. Slater, University of Maryland

Participants:

A Funds of Knowledge Approach for Scaffolding a Culture-Based Narrative Writing Curriculum for iPanichitos. Yan Chen, Northern Illinois University; Hayley J. Mayall, Northern Illinois University; Cindy S. York, Northern Illinois University; Ying Xie, Northern Illinois University

Nurturing the Next Generation of Scholars Focused on the Early Literacy Development of Black Boys. Sakeena Everett, University of Illinois at Chicago; Alfred W. Tatum, University of Illinois at Chicago; Melissa
A Powerful Influence: An Educator Professional Online Book Club. Suzanne L. Forath, Kansas State University
Lessons Learned From Designing and Facilitating an Open Online Course for Educators. Torrey Trust, University of Massachusetts–Amherst
Online Teacherpreneur Collaborations: Exploring Participation in an Online Community of Practice. Catharyn Crane Shelton, Arizona State University–Tempe; Leanna Mattchett Archambault, Arizona State University
Teachers/Makers/Remixers/Connectors: Connected Learning in Teacher Education. Kira J. Baker-Doyle, Arcadia University; Katie Miller, Arcadia University; Laurissa Chaud Whitfield, Arcadia University

34.078-11. Connected Forms of Professional Development: Social Media, Open Online Courses, and Teacherpreneurs. SIG- Technology as an Agent of Change in Teaching and Learning; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 4:05–5:35pm
Chair: Denise L. Lindstrom, West Virginia University
Participants:
@AcademicsSay: A Case Study of Academic Engagement via Twitter. Nathan C. Hall, McGill University
34.078.18. Critical Perspectives on Key Issues in Black Education. SIG-Research Focus on Black Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 4:05–5:35pm

Participants:
Principal Challenges in the Gauteng Region of South Africa. Michele Schmidt, Simon Fraser University; Raj Mistry, University of Johannesburg

34.079. Critical Examinations of Black Girls and Women in Education. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 4:05–5:35pm

Chair: Monika Williams Shealey, Rowan University
Participants:
I Stay ... All Day: Black Mothers Survive and Thrive in the Academy. Marcelle Mentor, Teachers College, Columbia University; Alexis McLean, The City University of New York; Johanna Nicole Rogers, Indiana University
Ladies First: The Experiences of Black Women College Student Government Association Presidents. Joelle Davis Carter, Yoruba Taheerah Mutakabbir, Texas Southern University
Raced and Gendered Erasure: A Case Study on the Schooling Experiences of a Black Girl. Jamie Uva, Teachers College, Columbia University
The Influential Factors of Locus of Control. Arthur Loranzie Petterway, Prairie View A&M University; Tyrome Tanner, Prairie View A&M University; Shonda Whetstone, Prairie View A&M University; Cephas Riggins, Prairie View A&M University; Pamela T. Barber-Freeman, Prairie View A&M University


Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 4:05–5:35pm

Chair: Marvin Lynn, Indiana University–South Bend
Participants:
Critical Race Pedagogy as Educational Debt Relief: Putting Theory to the Test in Classroom Space. David O. Stovall, University of Illinois at Chicago
A Critical Race Sympathetic Touch: Shifting From Classroom Management to Dismantle the School-to-Prison Pipeline. Subini Ancy Annamma, The University of Kansas; Deb Morrison, University of Washington–Seattle; Darrell Jackson, University of Wyoming
Leading Through Critical Race Theory (CRT): How Administrators Use CRT to Reframe Deficit Perspectives of Children of Color. Laurence Parker, University of Utah
"I'm Not Crazy!" Teachers of Color and Racial Battle Fatigue in K–12 Schools. Marcos Pizarro, San José State University; Rita Kohli, University of California, Riverside

34.079.3. Aspects of Co-Constructed Identities. SIG-Language and Social Processes; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 4:05–5:35pm

Chair: Chia Jung Yeh, East Carolina University
Participants:
Social Identity Construction Through Positionality and Conceptualization of Silence in a 10th-Grade ESL Biology Classroom. Minseok Choi, The Ohio State University–Columbus
Temporal Conclusions: Educational Equity Across Time. Catherine F. Compton-Lilly, University of Wisconsin–Madison
"You Are a Slow Reader": Co-Constructed Literate Identity Through Collaborative Literacy Activities. Oaram Kim, University of California, Santa Barbara
34.079-4. Political and Attitudinal Experiences Related to Physical Education. SIG-Research on Learning and Instruction in Physical Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 4:05–5:35pm
Chair: Erin Elizabeth Centeio, Wayne State University
Participants:
- Neoliberalization of Physical Education: Analyzing New Jersey Physical Education Policy. Dillon Landi, The University of Auckland
- Preservice Physical Education Teachers’ Professional Identity: A Phenomenological Study. Jingwen Liu, The University of Texas at Austin; Xiaofen D. Keating, The University of Texas at Austin; Lori Nolte, The University of Texas at Austin; Minjae Kim, The University of Texas at Austin; Jessica Leah Leiner, The University of Texas at Austin
- State Physical Education Program Changes From 2001 to 2016. Brian D. Dauenhauer, University of Northern Colorado; Xiaofen D. Keating, The University of Texas at Austin; Peter Stoepker, University of Northern Colorado; Robert Knipe III, The University of Texas at Austin
- Student Attitude Toward Physical Education Before and After a Fitness Unit Integrated With Technology. Risto Marttinen, California State University–Fullerton; Stephen Silverman, Teachers College, Columbia University; Ray Noble Fredrick, Teachers College, Columbia University
- The Power of Administrative Persuasion on Presidential Youth Fitness Program Support. Jeanne M. Barcelona, The University of Texas at Austin; Darla M. Castelli, The University of Texas at Austin; Elizabeth M. Glowacki
- Caged Pedagogies: Disney’s Animal Kingdom, Affect, and Colonial Experience. Jason Michael Lukasik, Augsburg College; Jennifer April Sandlin, Arizona State University
- It’s the End of the World as We Know It, and I Feel Fine: Public Pedagogies of the Apocalypse. Jake Burdick, Purdue University; Jennifer April Sandlin, Arizona State University
- Powers of the False, Identity, and Identification in Contemporary Brazilian Comedies: Contributions to Curriculum Studies. Antonio Carlos Rodrigues de Amorim, State University of Campinas; David Martin-Jones, University of Glasgow

34.079-5. Critical Perspectives on Digital Tools in Qualitative Research. SIG-Qualitative Research; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 4:05–5:35pm
Chair: Justin Paulsen, Indiana University–Bloomington
Participants:
- A Framework for Using Social Media for Qualitative Research. Randall F. Clements, Saint John’s University
- Digital Diaries: A Qualitative Tool to Capture Participants’ Experiences. Ronald Hallett, University of the Pacific; Joseph Kitchen, University of Southern California; Rosemary J. Perez, Iowa State University
- Production Values: Objectivity and First-Person-Perspective Video in Educational Research. Deborah Shviv, University of Washington–Seattle
- Credible Qualitative Analysis: Deconstructing and Visualizing Multivariate Findings Beyond Theory Bits. Michelle Salmona, University of Canberra; Ehli Lieber, University of California, Los Angeles; Dan Kaczynski, Central Michigan University

34.079-6. Building Students’ Historical Thinking and Reasoning Skills. SIG-Teaching History; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 4:05–5:35pm
Chair: Michelle M. Morgan, Missouri State University
Participants:
- Adopting a Historical Perspective Regarding Sensitive Topics in History. Geerte Maria Savenije, University of Amsterdam
- Correcting for Presentism in Student Reading of Historical Accounts Through Digital History Methodologies. Kalani L. Craig, Indiana University–Bloomington; Charlie Mahoney, Indiana University–Bloomington; Joshua Adam Danish, Indiana University
- Promoting Historical Thinking: Lessons From Teachers’ Use of the Smithsonian Learning Lab. Nicole Gilbertson, University of California, Irvine; Doron Zinger, University of California, Irvine; Kate Harris, Smithsonian Center for Learning and Digital Access; Linda Muller; Mark Warschauer, University of California, Irvine
- “What’s Your Response to That?” Responsive Teaching Among History Teacher Candidates. Michael Alan Neel, Vanderbilt University–Peabody College

34.079-7. Curriculums of Popular Culture. SIG-Critical Issues in Curriculum and Cultural Studies; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 4:05–5:35pm
Chair: Mark Helmsing, University of Wyoming
Participants:
- Credible Qualitative Analysis: Deconstructing and Visualizing Multivariate Findings Beyond Theory Bits. Michelle Salmona, University of Canberra; Ehli Lieber, University of California, Los Angeles; Dan Kaczynski, Central Michigan University

34.079-8. High-Quality Out-of-School-Time Programming and Youth Outcomes. SIG-Out-of-School Time; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 4:05–5:35pm
Chair: Lesley Bartlett, University of Wisconsin–Madison
Participants:
- After-School Attendance, Program Quality, and Youth Outcomes in 21st-Century Community Learning Centers. Hilary Knipe Swank, Plymouth State University; Eric Laframme, Plymouth State University
- Essential Elements of Quality Summer Learning Programming. Graciela Borsato, Stanford University; Kendra Frim, John W. Gardner Center
- Extracurricular Programs and At-Risk Youth: Different Benefits for Different Groups. Ryan Douglas Heath, University of Chicago; Charity Anderson, University of Chicago; Ashley Careton, University of Chicago; Charles M. Payne, University of Chicago

34.079-9. Diversifying Methodologies. Division D–Measurement and Research Methodology; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 4:05–5:35pm
Chair: Cicely Alagoz, University of the Virgin Islands
Participants:
- Academy Achievement g–Diva or a Workhorse? Further Insights From Bifactor Modeling With the Woodcock-Johnson IV. Ryan McGill, The College of William & Mary
- Fine-Tuning Parallel Analysis to Make More Nuanced Decisions About the Number of Factors. Samuel B. Green, Arizona State University; Yuning Xu, Arizona State University; Marilyn S. Thompson, Arizona State University
- Investigating the Dimensionality of the Instrument Measuring Teachers’ Mathematical Knowledge for Teaching Secondary Geometry. Inah Ko, University of Michigan–Ann Arbor; Patricia G. Herbst, University of Michigan–Ann Arbor
- Evaluating the Dimensionality of Tests Comprising Traditional and Technology-Enhanced Items. Michelle Boyer, University of Massachusetts–Amherst; Stephen G. Sireci, University of Massachusetts–Amherst
- Measurement of Preschool Teacher Self-Efficacy. Caroline Gooden, University of Kentucky; Zijia Li, National Institute for Early Education Research
- Michael Toland, University of Kentucky

34.079-10. Innovative Research on Factor Analysis and Dimensionality. Division D–Measurement and Research Methodology; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 4:05–5:35pm
Chair: Cicely Alagoz, University of the Virgin Islands
Participants:
- Analyzing the Dimensionality of Tests Comprising Traditional and Technology-Enhanced Items. Michelle Boyer, University of Massachusetts–Amherst; Stephen G. Sireci, University of Massachusetts–Amherst
- Mathematical Knowledge for Teaching Secondary Geometry. Inah Ko, University of Michigan–Ann Arbor; Patricia G. Herbst, University of Michigan–Ann Arbor
- Evaluating the Dimensionality of Tests Comprising Traditional and Technology-Enhanced Items. Michelle Boyer, University of Massachusetts–Amherst; Stephen G. Sireci, University of Massachusetts–Amherst
- Measurement of Preschool Teacher Self-Efficacy. Caroline Gooden, University of Kentucky; Zijia Li, National Institute for Early Education Research
- Michael Toland, University of Kentucky

34.079-11. Ordinal and Binary Data: From Differential Item Functioning to Classification and Regression Tree. Division
34.079-12. Reflexive Multimodal Transcription of Young Children: What Is Made Visible and Possible to Theorize. Division D–Measurement and Research Methodology; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 4:05–5:35pm

Chairs: Frederick D. Erickson, University of California, Los Angeles; Katie Bernstein, Arizona State University

Participants:
- Transcribing the Social Construction of Key: Generating Mid-Level Theory Through Transcription. Faythe P. Beauchemin, The Ohio State University–Columbus
- The Mysterious Case of Pre-K’s “Best” Language Learner: When Words Just Aren’t Enough. Katie Bernstein, Arizona State University
- “Re-Presenting” Student Agency: Multimodal Discourse Negotiation in a Third-Grade Classroom. Adrian L. Allen, University of Illinois at Chicago

34.079-13. Validity and Psychometrics in Support of Culturally and Linguistically Diverse Learners. Division D–Measurement and Research Methodology; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 4:05–5:35pm

Chair: Stephen Cabbellotti, American Board of Internal Medicine

Participants:
- Dimensions of Attitudes Toward Science: A Translation and Validation for the U.S. Context. Jillian L. Wendi, University of the District of Columbia; Amanda Rockinson-Scapkin, University of Memphis
- Investigation of the Psychometric Properties of the National Higher Education Entrance Examination in China. Do-Hong Kim, University of North Carolina–Charlotte; Chuang Wang, University of North Carolina–Charlotte; Chunlian Jiang, University of Macau
- Measurement of Learning Inequalities Among Brazilian Elementary School Students. Jose Francisco Soares, Federal University of Minas Gerais; Victor Maia Delgado, Federal University of Ouro Preto
- Psychometric Properties and Convergent Validity of the Chinese Version of the Rosenberg Self-Esteem Scale. Meng-Ting Lo, The Ohio State University–Columbus; Su-Kuang Chen, National Chiao Tung University, Taiwan; Ann A. O’Connell, The Ohio State University

34.079-14. Preparing Teachers for Middle-Level Classrooms. SIG-Middle-Level Education Research; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 4:05–5:35pm

Chair: Gayle Andrews, University of Georgia

Participants:
34.080. Poster Session 7; Poster Session

Henry B. Gonzalez Convention Center, Street Level, Stars at Night Ballroom 4; 4:05–5:35pm

Posters:
2. Development and Validation of the Preservice Teachers’ Resilience-Strategy Scale. Ji Yoon Hong, University of Oklahoma; Younan Nie, National Institute of Education—Nanyang Technological University; Laura A. Lewis, University of Oklahoma; Kristyna Looney, The University of Oklahoma; Eleftherios Kyprianos Soeas, Queen’s University
3. Exploring Climate Change and Disciplinary Literacy: Future Social Studies Teachers Evaluate the Reliability of Internet Sources. James S. Damico, Indiana University; Alexandra Panos, Indiana University–Bloomington
4. Initial Teacher Education and the Formation of Teacher Identity: Findings From a Longitudinal Study. Maria A. Flores, Minho University, Portugal
5. Master and Novice Teacher Collaboration: Reasserting the Role of the Teacher in Instructional Design. Brian R. Sevier, Metropolitan State University of Denver
6. Preservice Elementary Teachers’ General and Domain-Specific Theories of Intelligence and Self-Efficacy in Teaching. Brittney Mitchell, Marygrove College; Li-Hsuan Yang, Marygrove College
7. Teacher Mentoring as a Way to Prompt Student Teachers’ Practical Knowledge in the Practicum. Juan-Jose Mena Marcos, Universidad de Salamanca; Anthony Clarke, The University of British Columbia; Maria-Luisa Garcia Rodriguez, Universidad de Salamanca; Taiso Barkatsas
8. The Influence of Tasks and Prompts on Preservice Teachers’ Information Integration From Multiple Domain-Specific Texts. Thomas Lehmann, University of Bremen; Benjamin Rott, University of Duisburg-Essen; Florian Schmidt-Bordhorst, University of Bremen
9. Transforming Classroom Interactions Through Compassionate Self(Other) Awareness in Teacher Education. Malgorzata Powietrzynska, SUNY Brooklyn EOC; Linda Noble, Brooklyn College
10. Understanding Preservice Teachers’ Perceptions of a Performance-Based Assessment: edTPA and Its Implications for the TESOL. Natalia Guzman, University of Maryland–College Park; Joanna M. Tigert, University of Maryland–College Park; Christina Budde, University of Maryland–College Park; Megan DeStefano, University of Maryland–College Park; Tabitha Kidwell, University of Maryland–College Park; Megan Madonna Pecra, University of Maryland–College Park; Daisy Fredricks, University of Maryland–College Park
11. When Pupils Evaluate Student Teachers: Does Anonymous Evaluation by Pupils Provide Useful Information? Harald Eriksen, University of Oslo; El Lejon, University of Oslo; Eyvind Elstad, University of Oslo; Knut-Andreas Christophersen
12. Writing as Representation(s) of Practice: Literacy Practices, Genre, and the edTPA. Lindsay M. Stoezel, University of Wisconsin–Madison
13. For Whom the Wind Blows: Designing for Equity-Oriented Teacher Education. A. Susan Jurow, University of Colorado—Boulder; Leah Anne Teeters, Vanderbilt University Medical Center
14. Teacher Preparation for Religious Diversity: Uncovering What Is and Isn’t Happening in Teacher Education. Kate Soules, Boston College
15. Creativity Within the Preservice Teacher Classroom in Rural China. Carol A. Mullen, Virginia Polytechnic Institute and State University
16. What Does It Mean to Be an Effective Teacher? Preservice Teacher Beliefs About Effective Classroom Instruction. Aman Yadav, Michigan State University; Mauricio A. Herron, Universidad del Norte

34.080-2. Principles of Cognition and Multimedia Design. Division C—Learning and Instructionss; Poster Session

Henry B. Gonzalez Convention Center, Street Level, Stars at Night Ballroom 4; 4:05–5:35pm

Posters:
17. E-Textbook Situation in Canada: A Descriptive and Didactic Analysis. Normand Roy, Université du Québec à Trois-Rivières; Priscilla Boyer, Ghislain Samson, Université du Québec à Trois-Rivières; Lebrun-Brossard Monique, Université du Québec à Montréal
18. Effects of a Model’s Struggle and Expertise in a Simulation-Based Science Learning. Ahram Choi, Teachers College, Columbia University; John B. Black, Teachers College, Columbia University
19. Examination of the Relationship Between Vision Training and Reading Performance Abstract. Megan Buning, Augusta University; Paulette Harris, Augusta University
20. Multilevel Reflections to Co-Frame Epistemic Objects of Inquiry for Sustained Knowledge Building Over a School Year. Dan Tao, University at Albany–SUNY; Jianwei Zhang, University at Albany–SUNY; Xi Xiong, East China Normal University
21. Multimedia Materials for Patient Education Increase Confidence and Explanation Quality. Kirsten R. Butcher, University of Utah; Matthew Orr, University of Utah; Sunil Verma, University of California, Irvine
22. Multimedia-Based Functional Sight Word Instruction for Children With Autism. Ifiat Jabeen, The University of Texas at San Antonio; Timothy T. Yuen, The University of Texas at San Antonio; Lee L. Mason, The University of Texas at San Antonio
23. Problem-Based Learning in a Pathophysiology Online Review System. Peter Carl Carafano, Florida State University Schools
24. STEM Friendling: Characterizing a Media-Based Mentoring Model. Deena Lee Gould, Arizona State University
25. Applying the Segmenting Principle to Online Geography Lessons. Richard E. Mayer, University of California, Santa Barbara; Jeff Howarth, Middlebury College; Michelle Kaplan, University of California, Santa Barbara; Sara Hanna, University of California, Santa Barbara
27. Learning With Animations and Static Pictures: The Influence of Prompting and Time of Testing. Tim Kühl, University of Mannheim; Sabrina Dominique Navratil, University of Mannheim; Stefan Munzer, University of Mannheim

34.080-3. Motivation in Education SIG Poster Session 1. SIG—Motivation in Education; Poster Session

Henry B. Gonzalez Convention Center, Street Level, Stars at Night Ballroom 4; 4:05–5:35pm

Posters:
29. Belonging 2.0: Resisting a Fairy-Tale Interpretation of Belonging. Beverly S. Faircloth, University of North Carolina–Greenboro
30. Comparing the Influence of Parents and Students on Latino High School Students’ Science Motivation. Gabriel Estrella, University of California, Irvine; Sandra D. Simpkins, University of California, Irvine; Yangyang Liu, University of California, Irvine
31. Effects of Model Types by Goal Structures and Perceived Ability Levels on the Perceived Similarity and Self-Efficacy of Observers. Hyun Seon Ahn, Korea University–Brain and Motivation Research Institute; Mimi Bong, Korea University; Sung-II Kim, Korea University
32. Flipping the Classroom: Perceptions and Reality. Mike Youh, Oklahoma State University; Hillary Elizabeth Merzdorf, Purdue University; Heather Fedesca, Colorado College; Hyun Jin Cho, Purdue University; Dongyao Tan, Purdue University
33. Motivational Patterns of College Students With Disabilities. Alyssa Emery, The Ohio State University; Lynley H. Anderman, The Ohio State University
34. Predicting Academic Achievement and Satisfaction Among Undergraduates With Histories of Reading Difficulty: An Expectancy-Value Approach. Bradley W. Bergey, Queens College, CUNY; Rauno Parrilla, University of Alberta; Helene Deacon
35. Predicting Students’ Competence-Related Outcomes Using a Multidimensional Operationalization of Parental Structure. Catherine Ratelle, Université Laval; Frederic Guay, Université Laval; Stephane...
36. Social Support, Goal Pursuit, and Classroom Behavior of Adolescents: A Multilevel Study. Katherine Marie Muens, Indiana University – Bloomington; Daniel McNeish, University of Maryland; Kathryn R. Wentzel, University of Maryland

37. Student Narratives as Expressions of Motivational Constructs. Jessica Vandenberg, North Carolina State University; Teomara Rutherford, North Carolina State University; Sarah Marina Kesler, North Carolina State University

38. Students’ Engagement in Science and Optimal Learning Moments: Comparing Results From Finland and the United States. Katja Upayada, University of Jyvaskyla; Jukka Marjaniemi, University of Helsinki; Barbara Schneider, Michigan State University; Jari Lavonen, University of Helsinki; Katarina Salmela-Aro, Cicero Learning, University of Helsinki

39. The Influence of the High School Classroom Environment on Learning as Transmitted by Student Engagement. David J. Sherroff, Rutgers University; Erik Ruzeck, University of Virginia; Suparna Sinha, Rutgers University

40. The Role of Instructional Relevance and Teacher Competence Support in Student Motivation in Math Classrooms. Yuqin Chang, The Ohio State University–Columbus; Eric M. Anderman, The Ohio State University

41. The Role of Mastery Goal Structure and Academic Self-Efficacy in Academic Procrastination. Sun-Young Lee, Korea University; Mimi Bong, Korea University; Sung-II Kim, Korea University

42. Sources of Self-Efficacy and Gender: Examining the Mathematics Self-Efficacy of Elementary School Students. Angela D. Miller, George Mason University; Anastasia Kitsantas, George Mason University; Erin Marie Ramirez, California State University–Monterey Bay

43. Student Engagement and Beginning Teachers’ Differentiation Practices in Dutch Secondary Education: Are There Gender Differences? Ruhwan Mualana, University of Groningen; Michelle Helms-Lorenz, University of Groningen

**34.080-4. Brain, Neurosciences, and Education SIG Poster Session**

SIG-Brain, Neurosciences and Education; Poster Session

Henry B. Gonzalez Convention Center, Street Level, Arts at Night Ballroom 4; 4:05–5:35pm

Posters:

44. Attentional Bias Toward Threat in Adolescents With Different Anxiety Levels. Saiqi Chen, Texas A&M University–College Station; Yajun Jia, Texas A&M University–College Station; Steven Woltering, Texas A&M University–College Station

45. Exploring the Relationship Between Perceived Mental Effort and Cerebral Blood Flow During Learning With Digital Media. Jay Loftus, Schulich School of Medicine & Dentistry–Western University; Michele Jacobsen, University of Calgary; Timothy D. Wilson, The University of Western Ontario

46. Profiles of Executive Function in Young Children With Autism Spectrum Disorders: A Systematic Review. Mei Chang, University of North Texas; Liwei Sun, University of North Texas; Guang Li, University of North Texas

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**36.011. Division D International Committee Reception**

Division D–Measurement and Research Methodology; Reception

Henry B. Gonzalez Convention Center, River Level, Room 8A; 6:15–7:45pm

**36.012. Division I Business Meeting**

Division I–Education in the Professions; Business Meeting

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 213 B; 6:15–7:45pm

**36.013. Division L Business Meeting**

Division L–Educational Policies and Politics; Business Meeting

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 221 D; 6:15–7:45pm

**SIG Sessions**

**36.014. Accreditation, Assessment, and Program Evaluation in Education Preparation SIG Business Meeting**

SIG-Accreditation, Assessment, and Program Evaluation Research in Educator Preparation; Business Meeting

Henry B. Gonzalez Convention Center, River Level, Room 7C; 6:15–7:45pm

Officers: Joyce E. Many, Georgia State University; Christine Carrino Gorowara, University of Delaware

**36.015. Action Research SIG Business Meeting**

SIG-Action Research; Business Meeting

Grand Hyatt San Antonio, Second Floor, Bowie C; 6:15–7:45pm

**36.016. Adult Literacy and Adult Education SIG Business Meeting**

SIG-Adult Literacy and Adult Education; Business Meeting

Henry B. Gonzalez Convention Center, River Level, Room 6A; 6:15–7:45pm

Participant: Heidi V. Silver-Pacuilla, U. S. Dept. of Education

Officers: Aydin Durgunoglu, University of Minnesota–Duluth; Margaret B. Patterson, Research Allies for Lifelong Learning

**36.017. Arts-Based Educational Research SIG Business Meeting**

SIG-Arts-Based Educational Research; Business Meeting

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 206 B; 6:15–7:45pm

Chair: Richard E. Siegesmund, Northern Illinois University

**36.018. Career and Technical Education SIG Business Meeting**

SIG-Career and Technical Education; Business Meeting

Grand Hyatt San Antonio, Second Floor, Mission A; 6:15–7:45pm

Participant: Overview of Journals in Career and Technical Education: Status, Issues, and Opportunities for Publication. Victor M. Hernandez-Gantes, University of South Florida; James E. Bartlett, North Carolina State University; Edward...
36.019. Chaos and Complexity Theories SIG Business Meeting
Including Keynote Address by Patrick McQuillan. SIG-Chaos and Complexity Theories; Business Meeting
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 210 A; 6:15–7:45pm
Chair: Donald L. Gilstrap, The University of Alabama
Participants: All Models Are Wrong, Some Are Useful, Others Are Confusing: Making the Complex Adaptive System Great Again. Patrick J. McQuillan, Boston College

36.020. Classroom Assessment SIG Business Meeting. SIG-Classroom Assessment; Business Meeting
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 B; 6:15–7:45pm

36.021. Joint Cooperative Learning: Theory, Research and Practice and Conflict Resolution and Violence Prevention SIGs Business Meeting and Social Hour. SIG-Conflict Resolution Violence Prevention Cosponsored with SIG-Cooperative Learning: Theory, Research and Practice; Business Meeting
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 218; 6:15–7:45pm
Chair: David W. Johnson, University of Minnesota

36.022. Confucianism, Taoism, Buddhism and Education SIG Business Meeting. SIG-Confucianism, Taoism, and Education; Business Meeting
Grand Hyatt San Antonio, Fourth Floor, Crockett B; 6:15–8:15pm
Chairs: Hongyu Wang, Oklahoma State University–Tulsa; Jing Lin, University of Maryland–College Park
Participants:
Tao and Tai Chi in Education. Yang Fan, University of Science and Technology of China; Jing Lin, University of Maryland–College Park
Daoism, Critical Thinking, and Creativity. Xin Li, California State University–Long Beach

36.023. Critical Perspectives on Early Childhood Education SIG Business Meeting. SIG-Critical Perspectives on Early Childhood Education; Business Meeting
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 206 A; 6:15–7:45pm
Chair: Will Parnell, Portland State University

36.024. Cultural Historical Research SIG Business Meeting. Building Bridges Across Methodologies: A Creative Conversation Between Colleagues. SIG-Cultural-Historical Research; Business Meeting
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 207 A; 6:15–7:45pm
Participant: Natalia Gajdamaschko, Simon Fraser University
Officers: Aria Razfar, University of Illinois at Chicago; Nancy Ares, University of Rochester

36.025. Democratic Citizenship in Education SIG Business Meeting. SIG-Democratic Citizenship in Education; Business Meeting
Grand Hyatt San Antonio, Third Floor, Bonham C; 6:15–7:45pm

36.026. Design and Technology SIG Business Meeting. SIG-Design and Technology; Business Meeting
Grand Hyatt San Antonio, Fourth Floor, Republic C; 6:15–7:45pm

36.027. Dewey Studies SIG Business Meeting. SIG-Dewey Studies; Business Meeting
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 216 B; 6:15–7:45pm
Chair: A.G. Rud, Washington State University
Participant: Gert J. Biesta, Brunel University

36.028. Districts in Research and Reform SIG Business Meeting: Policy and Politics in District Responses to Demographic Change. SIG-Districts in Research & Reform; Business Meeting
Henry B. Gonzalez Convention Center, River Level, Room 6C; 6:15–7:45pm

36.029. Educational Change SIG Business Meeting. SIG-Educational Change; Business Meeting
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 C; 6:15–7:45pm

36.030. Educational Statisticians SIG Business Meeting. The Overlooked Problem of Nonconstant Variance: T. Mark Beasley, the University of Alabama–Birmingham. SIG-Educational Statisticians; Business Meeting
Henry B. Gonzalez Convention Center, River Level, Room 7A; 6:15–7:45pm
Chair: Walter L. Leete, University of Florida

36.031. Environmental Education SIG Business Meeting. SIG-Environmental Education; Business Meeting
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 205; 6:15–7:45pm
Officers: Nora Timmerman, Northern Arizona University; Dilafruz R. Williams, Portland State University; John Joseph Lupiniacci, Washington State University–Pullman; Joseph A. Henderson, University of Delaware; Ramsey Affifi, University of Edinburgh

36.032. Faculty Teaching, Evaluation and Development SIG Business Meeting. SIG-Faculty Teaching, Evaluation, and Development; Business Meeting
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon B; 6:15–7:45pm
Officer: Suzanne Young, University of Wyoming

36.033. Hip Hop Theories, Praxis and Pedagogies SIG Business Meeting. SIG-Hip Hop Theories, Praxis & Pedagogies; Business Meeting
Grand Hyatt San Antonio, Second Floor, Bowie A; 6:15–7:45pm

Henry B. Gonzalez Convention Center, Ballroom Level, 303 A&B; 6:15–8:15pm
Chair: Ida Oberman, Community School for Creative Education
Participants: Holistic Education and Equity: A Critical Intersection. Kyle Beckham, Stanford University

36.035. Indigenous Peoples of the Americas SIG Business Meeting. SIG-Indigenous Peoples of the Americas; Business Meeting
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon C; 6:15–8:15pm
Participants: Linda T. Smith, The University of Waikato; Graham H. Smith, Te Whare Wānanga o Awanuiārangi; Marissa Munoz, The University of British Columbia; Sharon Nelson-Barber, WestEd; Ananda Maria Marin, University of California, Los Angeles; Margaret J. Maaua, University of Hawai‘i–Mānoa
36.036. Leadership for School Improvement SIG Business Meeting. SIG-Leadership for School Improvement; Business Meeting  
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 B; 6:15–7:45pm  
Participants: Alison Wilson, The University of Oklahoma; Lee D. Flood, The University of Tennessee–Knoxville  

36.037. Leadership for Social Justice SIG Business Meeting. SIG-Leadership for Social Justice; Business Meeting  
Grand Hyatt San Antonio, Third Floor, Bonham B; 6:15–7:45pm  
Chair: Martin Scanlan, Boston College

36.038. Learning Environments SIG Business Meeting. SIG-Learning Environments; Business Meeting  
Grand Hyatt San Antonio, Second Floor, Bowie B; 6:15–8:15pm  
Officers: Catherine Shelley Martin-Dunlop, Morgan State University; Donna Wilson, Center for Innovative Education and Prevention

36.039. Literature SIG Business Meeting. Multi-SIG Event: Conversation and Reception With Texas Poet Laureate Dr. Carmen Tafolla. SIG-Literature; Business Meeting  
Henry B. Gonzalez Convention Center, Ballroom Level, 302 A&B; 6:15–8:15pm  
Participants: Susan Hopewell, University of Colorado–Boulder; Jen Katz-Buonocontro, Drexel University; Margarita Machado-Casas, The University of Texas at San Antonio; Amanda Kibler, University of Virginia; Jessica Zacher Pandya, California State University–Long Beach; Katharine Emily Bartow Jacobs, University of Pittsburgh; Matt Omasta, Utah State University; Deborah K. Palmer, University of Colorado Boulder; Augustina Reyes, University of Houston; Peter Ignatius De Costa, Michigan State University; Cathy Ann Mills, Australian Catholic University; Denise Davila, University of Nevada–Las Vegas; David Eric Low, California State University–Fresno; Brianne Davila, Cal Poly Pomona  
Participants:  
Chapter and Verse: Opportunity and Equality for Linguistically and Culturally Diverse Children at School. Carmen Tafolla, The University of Texas at San Antonio

36.040. Lives of Teachers SIG Business Meeting: Huberman Award Celebration. SIG-Lives of Teachers; Business Meeting  
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon D; 6:15–8:15pm  
Chair: Theodore Chao, The Ohio State University  
Participant: Geert Kelchtermans, University of Leuven  
Officer: Karen R. Lucas, Catawba College

36.041. Longitudinal Studies SIG Business Meeting. SIG-Longitudinal Studies; Business Meeting  
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 210 B; 6:15–7:45pm

36.042. Mentorship and Mentoring Practices SIG Business Meeting. SIG-Mentorship and Mentoring Practices; Business Meeting  
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 215; 6:15–7:45pm

36.043. Middle-Level Education Research SIG Business Meeting. SIG-Middle-Level Education Research; Business Meeting  
Henry B. Gonzalez Convention Center, River Level, Room 7B; 6:15–7:45pm  
Chair: Shawn A. Faulkner, Northern Kentucky University

36.044. Moral Development and Education SIG Business Meeting. SIG-Moral Development and Education; Business Meeting  
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 207 B; 6:15–7:45pm  
Chair: Richard D. Osguthorpe, Boise State University

36.045. Organizational Theory SIG Business Meeting. SIG-Organizational Theory; Business Meeting  
Henry B. Gonzalez Convention Center, River Level, Room 6B; 6:15–7:45pm  
Chair: Ebony N. Bridwell-Mitchell, Harvard University

36.046. Paulo Freire, Critical Pedagogy, and Emancipation SIG Business Meeting. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Business Meeting  
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 D; 6:15–8:15pm

36.047. Peace Education SIG Business Meeting: Past, Present, and Future Directions of the Peace Education SIG. SIG-Peace Education; Business Meeting  
Grand Hyatt San Antonio, Fourth Floor, Crockett A; 6:15–7:45pm  
Chair: Candice C. Carter, Saint Martin's University

36.048. Portfolios and Reflection in Teaching and Teacher Education SIG Business Meeting. SIG-Portfolios and Reflection in Teaching and Teacher Education; Business Meeting  
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon E; 6:15–7:45pm  
Participant:  
ePortfolios in Teacher Education: Challenges in Preparing Reflective Practitioners. Michael K. Thomas, University of Illinois at Chicago; Frederick Nelson, California State University–Fresno; Barbara Rae Peterson, Austin Peay State University; Katrina Liu, University of Nevada–Las Vegas; Todd K. Lilly, Edgewood College; Richard C. Miller, University of Nevada–Las Vegas

36.049. Research in Mathematics Education SIG Business Meeting and Distinguished Scholar Lecture. SIG-Research in Mathematics Education; Business Meeting  
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon A; 6:15–8:15pm  
Participant:  
What Does It Take to Support Improvements in the Quality of Mathematics Teaching on a Large Scale? Paul A. Cobb, Vanderbilt University

Distinguished Scholar Presentation: Novel Approaches for Evaluating STEM Education Programs. SIG-Research on Evaluation; Business Meeting  
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 C; 6:15–7:45pm  
Chair: Arturo Olivarez, The University of Texas at El Paso

36.051. Research on Giftedness, Creativity, and Talent SIG Business Meeting. SIG-Research on Giftedness, Creativity and Talent; Business Meeting  
Grand Hyatt San Antonio, Third Floor, Bonham E; 6:15–7:45pm
36.052. Research on Learning and Instruction in Physical Education SIG Business Meeting. SIG-Research on Learning and Instruction in Physical Education; Business Meeting
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 209; 6:15–8:15pm

Grand Hyatt San Antonio, Third Floor, Bonham D; 6:15–7:45pm
Chair: Kerri Tobin, Louisiana State University–Baton Rouge

36.054. School Effectiveness and School Improvement SIG Business Meeting. SIG-School Effectiveness and School Improvement; Business Meeting
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 216 A; 6:15–7:45pm
Chair: Coby Meyers, University of Virginia

36.055. School Turnaround and Reform SIG Business Meeting. SIG-School Turnaround and Reform; Business Meeting
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 213 A; 6:15–7:45pm
Chair: Tara O’Neill, University of Hawaii–Mānoa

36.056. Science Teaching and Learning SIG Business Meeting. SIG-Science Teaching and Learning; Business Meeting
Smoke The Restaurant (Downtown), 1170 E. Commerce, San Antonio; 6:15–8:15pm
Chair: Tara O’Neill, University of Hawaii–Mānoa

Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon F; 6:15–7:45pm

36.058. Service-Learning and Experiential Education SIG Business Meeting. SIG-Service-Learning & Experiential Education; Business Meeting
Smoke The Restaurant (Downtown)–upper level, 1170 E. Commerce, San Antonio; 6:15–7:45pm

36.059. Social and Emotional Learning SIG Business Meeting. SIG-Social and Emotional Learning; Business Meeting
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 212 A; 6:15–7:45pm

36.060. Sociology of Education SIG Business Meeting. SIG-Sociology of Education; Business Meeting
Henry B. Gonzalez Convention Center, Ballroom Level, Room 301 C; 6:15–7:45pm
Chair: Sean P. Kelly, University of Pittsburgh

36.061. Stress, Coping, and Resilience SIG Business Meeting. SIG-Stress and Coping in Education; Business Meeting
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 208; 6:15–7:45pm
Chair: Gretchen Maria Reovy, California State University–East Bay
Officer: Annahita Ball, University at Buffalo–SUNY

36.062. Supervision and Instructional Leadership SIG Business Meeting. SIG-Supervision and Instructional Leadership; Business Meeting
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 A; 6:15–7:45pm
Chair: Diane Yendol-Hoppey, University of North Florida

36.063. Systematic Review and Meta-Analysis SIG Business Meeting. SIG-Systematic Review and Meta-Analysis; Business Meeting
Grand Hyatt San Antonio, Fourth Floor, Crockett D; 6:15–7:45pm

36.064. Talent Development of Students Placed at Risk SIG Business Meeting. SIG-Talent Development of Students Placed at Risk; Business Meeting
Henry B. Gonzalez Convention Center, River Level, Room 6D; 6:15–7:45pm
Chair: Deirdre Thompson, University of Houston–Clear Lake

36.065. Teaching Educational Psychology SIG Business Meeting. SIG-Teaching Educational Psychology; Business Meeting
Henry B. Gonzalez Convention Center, Ballroom Level, Room 303 C; 6:15–7:45pm

36.066. Technology, Instruction, Cognition and Learning SIG Business Meeting: Reception and Keynote by Scandura. SIG-Technology, Instruction, Cognition & Learning; Business Meeting
Henry B. Gonzalez Convention Center, Ballroom Level, 301 A&B; 6:15–7:45pm

36.067. Joint Test Validity Research and Evaluation SIG and Professional Licensure and Certification SIG Business Meeting. SIG-Joint Test Validity Research and Evaluation Cosponsored with SIG-Professional Licensure and Certification; Business Meeting
Henry B. Gonzalez Convention Center, River Level, Room 7D; 6:15–7:45pm
Chairs: Leslie R. Hawley, University of Nebraska–Lincoln; Carol A. Morrison, National Board of Medical Examiners
Participant: David B. Swanson, American Board for Medical Specialties
Officer: Jonathan D. Rubright, National Board of Medical Examiners

36.068. Vocabulary SIG Business Meeting. SIG-Vocabulary; Business Meeting
Henry B. Gonzalez Convention Center, Ballroom Level, Room 302 C; 6:15–7:45pm
Chair: Kathy Ganske, Vanderbilt University

FRIDAY, APRIL 28 • 6:30 PM

AERA Related Activities

37.010. A New AERA Publication Reception. Citizenship Education and Global Migration: Implications for Theory, Research, and Teaching—Invitation Only. AERA Related Activities; Reception
Grand Hyatt San Antonio, Third Floor, Travis A; 6:30–8:00pm

37.011. A New AERA Publication Reception. Comparing Ethnographies: Local Studies of Education Across the Americas—Invitation Only. AERA Related Activities; Reception
Grand Hyatt San Antonio, Third Floor, Travis B; 6:30–8:00pm
FRIDAY, APRIL 28 ▶ 8:30 PM

Goverance Meetings and Events

38.001. AERA Journal Publications Committee Reception: Invitation Only. AERA Governance; Reception
Grand Hyatt San Antonio, Fourth Floor, Republic B; 8:30–10:00pm

SATURDAY, APRIL 29

SATURDAY, APRIL 29 ▶ 7:00 AM

AERA Related Activities

39.010. AERA Undergraduate Student Education Research Training Workshop Early-Bird Breakfast: Closed Session. AERA Related Activities; Invited Speaker Session
San Antonio Marriott Rivercenter, Third Floor, Conference Room 9; 7:00–8:30am
Chair: George L. Wimberly, American Educational Research Association

SATURDAY, APRIL 29 ▶ 8:00 AM

Professional Development Courses

40.010. PDC19: Accessing and Exploring NCES Data. Professional Development and Training Committee; Professional Development Course
San Antonio Marriott Riverwalk, Second Floor, Ballroom Level, Alamo Ballroom Salon C; 8:00am–12:00pm
Instructors: Stephen Quin, U.S. Department of Education; Emmanuel Sikali, U.S. Department of Education; Andrew A. White, National Center for Education Statistics; Laura Nixon, U.S. Census Bureau; Osei Ampadu, U.S. Census Bureau; Jumaane Young, U.S. Census Bureau

40.011. PDC20: Enhancing the Validity Argument of Assessments: Identifying, Understanding, and Mitigating Unintended Consequences of Test Use. Professional Development and Training Committee; Professional Development Course
San Antonio Marriott Riverwalk, Second Floor, Ballroom Level, Alamo Ballroom Salon A; 8:00am–12:00pm
Instructors: Maria Elena Oliveri, Educational Testing Service; Cathy LW Wendler, Educational Testing Service

40.012. PDC21: Qualitative Analysis Software Data Jam: MAXQDA Hands-On. Professional Development and Training Committee; Professional Development Course
San Antonio Marriott Riverwalk, Second Floor, Ballroom Level, Alamo Ballroom Salon B; 8:00am–12:00pm
Instructors: Christian Schmidt, University of Wisconsin–Extension; Ellen Bechtol, Large Synoptic Telescope

40.013. PDC22: Research Toward Equity and Justice: The Gordon Paradigm of Inquiry and Practice. Professional Development and Training Committee; Professional Development Course
San Antonio Marriott Riverwalk, Second Floor, Ballroom Level, Alamo Ballroom Salon D; 8:00am–12:00pm
Instructors: Ezekiel J. Dixon-Roman, The University of Pennsylvania; Louis M. Gomez, University of California, Los Angeles; Stafford Hood, University of Illinois at Urbana-Champaign; Carol D. Lee, Northwestern University; Edmund W. Gordon, Teachers College, Columbia University; William T. Trent, University of Illinois at Urbana-Champaign; David Wall Rice, Morehouse College; Eleanor Armour-Thomas, Queens College–CUNY; Carol Camp Yeakey, Washington University in St. Louis

FRIDAY, APRIL 28 ▶ 8:30 PM

Goverance Meetings and Events

38.001. AERA Journal Publications Committee Reception: Invitation Only. AERA Governance; Reception
Grand Hyatt San Antonio, Fourth Floor, Republic B; 8:30–10:00pm

SATURDAY, APRIL 29

SATURDAY, APRIL 29 ▶ 7:00 AM

AERA Related Activities

39.010. AERA Undergraduate Student Education Research Training Workshop Early-Bird Breakfast: Closed Session. AERA Related Activities; Invited Speaker Session
San Antonio Marriott Rivercenter, Third Floor, Conference Room 9; 7:00–8:30am
Chair: George L. Wimberly, American Educational Research Association

SATURDAY, APRIL 29 ▶ 8:00 AM

Professional Development Courses

40.010. PDC19: Accessing and Exploring NCES Data. Professional Development and Training Committee; Professional Development Course
San Antonio Marriott Riverwalk, Second Floor, Ballroom Level, Alamo Ballroom Salon C; 8:00am–12:00pm
Instructors: Stephen Quin, U.S. Department of Education; Emmanuel Sikali, U.S. Department of Education; Andrew A. White, National Center for Education Statistics; Laura Nixon, U.S. Census Bureau; Osei Ampadu, U.S. Census Bureau; Jumaane Young, U.S. Census Bureau

40.011. PDC20: Enhancing the Validity Argument of Assessments: Identifying, Understanding, and Mitigating Unintended Consequences of Test Use. Professional Development and Training Committee; Professional Development Course
San Antonio Marriott Riverwalk, Second Floor, Ballroom Level, Alamo Ballroom Salon A; 8:00am–12:00pm
Instructors: Maria Elena Oliveri, Educational Testing Service; Cathy LW Wendler, Educational Testing Service

40.012. PDC21: Qualitative Analysis Software Data Jam: MAXQDA Hands-On. Professional Development and Training Committee; Professional Development Course
San Antonio Marriott Riverwalk, Second Floor, Ballroom Level, Alamo Ballroom Salon B; 8:00am–12:00pm
Instructors: Christian Schmidt, University of Wisconsin–Extension; Ellen Bechtol, Large Synoptic Telescope

40.013. PDC22: Research Toward Equity and Justice: The Gordon Paradigm of Inquiry and Practice. Professional Development and Training Committee; Professional Development Course
San Antonio Marriott Riverwalk, Second Floor, Ballroom Level, Alamo Ballroom Salon D; 8:00am–12:00pm
Instructors: Ezekiel J. Dixon-Roman, The University of Pennsylvania; Louis M. Gomez, University of California, Los Angeles; Stafford Hood, University of Illinois at Urbana-Champaign; Carol D. Lee, Northwestern University; Edmund W. Gordon, Teachers College, Columbia University; William T. Trent, University of Illinois at Urbana-Champaign; David Wall Rice, Morehouse College; Eleanor Armour-Thomas, Queens College–CUNY; Carol Camp Yeakey, Washington University in St. Louis

SATURDAY, APRIL 29 ▶ 8:15 AM

Governance Meetings and Events

41.001. AERA Ethics Committee: Closed Meeting. AERA Governance; Governance Session
Grand Hyatt San Antonio, Second Floor, Second Floor, San Jacinto; 8:15–9:45am

41.002. AERA Graduate Student Council: Closed Meeting. AERA Governance Cospersoned with Graduate Student Council; Governance Session
Grand Hyatt San Antonio, Third Floor, Travis C/D; 8:15–9:45am

41.003. American Educational Research Journal Closed Editorial Board Meeting. AERA Governance; Governance Session
Grand Hyatt San Antonio, Third Floor, Presidio A/B/C; 8:15–9:45am

Presidential Sessions

41.010. Education Research and the African Diaspora: A Call to Action. AERA Presidential Session; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, 304 A&B; 8:15–10:15am
Chair: Kassie Freeman, African Diaspora Consortium
Participants: Kassie Freeman, African Diaspora Consortium; Pat Manning, University of Pittsburgh; Nafees Mohammad Khan, Clemson University; Rhonesha L. Blake, Teachers College, Columbia University; Kim Nesta Archung, Clafin University; Sonya Douglas Horsford, Teachers College, Columbia University; Phillip A. Smith, Teachers College, Columbia University; William Ackah, University of London; Henry M. Levin, Teachers College, Columbia University; Paolo Da Silva, U.S. State Department
Discussants: Ernest D. Morrell, Teachers College, Columbia University; Michele Foster, University of Louisville

41.011. Education, Democracy, and Citizen Justice. AERA Presidential Session; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, 302 A&B; 8:15–9:45am
Chair: Alfredo J. Ariles, Arizona State University
Participants: Prudence L. Carter, University of California, Berkeley; John S. Rogers, University of California, Los Angeles; Gloria J. Ladson-Billings, University of Wisconsin–Madison; Marc Lamont Hill, Morehouse College

41.012. Practitioner Inquiry and Educational Equality/Inequality: The Next Generation. AERA Presidential Session; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, 301 A&B; 8:15–10:15am
Chairs: Marilyn Cochran-Smith, Boston College; Susan L. Lytle, University of Pennsylvania
Participants: Maria Paula Ghiso, Teachers College, Columbia University; Beth Myers, Syracuse University; Shawn Savage, Boston College; Melissa Kapadia-Bodi, University of Pennsylvania; Patricia Cruice, School District of Philadelphia; Alicia Riusa, University of Pennsylvania

AERA Sessions

41.013. AERA Early Career Award (2016) Lecture: Christopher Emdin. AERA Sessions; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, 303 A&B; 8:15–9:45am
Chair: Terrie Epstein, Hunter College–CUNY
Participant: Reprisal and Revival in an Age of Denial: Pentecostal Hip-hop Pedagogies in the Key of Life. Christopher Emdin, Teachers College, Columbia University
41.014. Bringing Education Research to Congress: Meet the 2017 AERA Hill Delegation. AERA Sessions; Invited Speaker Session

Henry B. Gonzalez Convention Center, Ballroom Level, Room 304 C; 8:15–9:45am

Chair: Juliane Baron, American Educational Research Association
Participants: Jamaal Matthews, Montclair State University; Andre M. Green, University of South Alabama; Eleanor Diane Abrams, University of New Hampshire; Ruth Lopez Turley, Rice University; Joshua L. Brown, Fordham University

Discussants: Wendy Naus, Consortium of Social Science Associations

41.015. Education and Labor Policies in Conservative Contexts.

AERA Sessions; Invited Speaker Session

Henry B. Gonzalez Convention Center, Ballroom Level, Room 303 C; 8:15–9:45am

Chair: Andraéa Barbosa Gouveia, ANPED
Participants:

The Paraguayan Case. Teachers as Political Subjects: Teaching Unions Face Paraguayan Educational Reform. Rodolfo Elias, National University of Asunción, Paraguay

The Brazilian Case: Career Development and Teacher Compensation Policies. Márcia Aparecida Jacomini, Universidade Federal de São Paulo

The Chilean Case: What Does Teachers’ Work Look Like After 40 Years of Neoliberal Experimentation? María Beatriz Fernandez Cofre, Universidad Alberto Hurtado; Javier Campos-Martínez, University of Massachusetts–Amherst

Committee Sessions

41.016. Committee on Scholars of Color in Education Open Business Meeting. Committee on Scholars of Color in Education; Business Meeting

San Antonio Marriott Rivercenter, Third Floor, Conference Room 12; 8:15–10:15am

Chair: Dorinda J. Gallant, The Ohio State University
Participants: Dolores Delgado Bernal, University of Utah; Shonda Lemons-Smith, Georgia State University; Jomills H. Bradicock, University of Miami; Leslie D. Gonzales, Michigan State University; Shaun R. Harper, University of Pennsylvania; Denise Ward Hood, University of Illinois; Jabari Mahiri, University of California, Berkeley

41.017. For the Public Good: Qualitative Research Methods, Public Engagement, and Racial Inequality in “Diverse” Public Schools. Social Justice Action Committee; Invited Speaker Session

San Antonio Marriott Rivercenter, Third Floor, Conference Room 18; 8:15–9:45am

Chair: Michelle Renée Valladares, University of Colorado Boulder
Participants:

How Systematic Qualitative Research Can Foster More Meaningful Engagement About Racial Inequality in Education. Amy Stuart Wells, Teachers College, Columbia University; Lauren Fox, Teachers College, Columbia University; Diana K. Cordova-Cobo, Teachers College, Columbia University; Juantel White, Teachers College, Columbia University; Dominic Walker, Teachers College, Columbia University

Educational Displacement Physically and Culturally From Neighborhood Public Schools: Parents of Color on the Impact of Gentrification on Education. Diana K. Cordova-Cobo, Teachers College, Columbia University; Constance Margarite Clark, Teachers College, Columbia University; Erin Swen, Teachers College, Columbia University

The Best Intentions: The Paradox of White, Privileged Parents in Gentrifying Public Schools. Lauren Fox, Teachers College, Columbia University; Amy Stuart Wells, Teachers College, Columbia University; Dominic Walker, Teachers College, Columbia University; Erin Swen, Teachers College, Columbia University

Rethinking “Public” and the Meaning of a Good School: The Role of Research in Advocacy and Back Again. Amy Stuart Wells, Teachers College, Columbia University; Diana K. Cordova-Cobo, Teachers College, Columbia University; Juantel White, Teachers College, Columbia University; Constance Margarite Clark, Teachers College, Columbia University

41.018. Organizing Schools for Student Social and Academic Outcomes. Division A–Administration; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 213 A; 8:15–10:15am

Chair: Ebony N. Bridwell-Mitchell, Harvard University
Participants:

Civic Opportunities and the “No Excuses” School Model. Rand Quinn, University of Pennsylvania; Sigal Raday Ben-Porath, University of Pennsylvania

Igniting Students’ Inner Determination: The Role of a Self-Regulated Climate. Curt M. Adams, University of Oklahoma; Jam Khojasteh, Oklahoma State University–Tulsa

Principal Equity Advocacy: Urban Elementary School Evidence Related to Academic Attainment. John Settle, University of Connecticut–Avery Point; Shelby Little, University of Connecticut

Restorative Small Schools in Locked-Down Buildings: The Impact of Zero-Tolerance District-Wide Discipline on Small School Culture. Hilary Lustick, Texas State University–San Marcos


The Complex Associations Between School Climate and Student Absenteeism in Detroit. Ben Peregönszki, Wayne State University; Sarah Windell Lennhoff, Wayne State University


Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 B; 8:15–10:15am

Chair: William (Bill) H. Schubert, University of Illinois at Chicago
Participants:

Overview: Curriculum of Love, Justice, and Peace. William (Bill) H. Schubert, University of Illinois at Chicago

Ki Hadjar Dewantara: Curriculum of Indigenous Cultural Traditions of Radical Love and Evolving Peace. Dimny Risri Aletheian, Yale University


Tu Weiming: Contested Curriculum Traditions in China. Ming Fang He, Georgia Southern University


Rodolfo Kusch: Curriculum of Indigenous Thought From Argentina. Gonzalo Obelrelo, DePaul University

Discussant: Jim Garrison, Virginia Polytechnic Institute and State University

41.020. Learning Through Place: Using Place-Based Pedagogies to Realize Communities. Division B–Curriculum Studies; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 C; 8:15–9:45am

Chair: Petra Munro Hendry, Louisiana State University
Participants:

Understanding Environmental Racism Through a Place-Based Pedagogy. Heatheryl N. Stone, University of Louisiana at Lafayette

Education and Agency in South Louisiana Ethnic Communities. Jenna Michelle LaChenaye, The University of Alabama–Birmingham

Negotiating Repressed Histories: An Autoethnography of a Local Learning Curricular Partnership. Toby A. Daspit, University of Louisiana at Lafayette

Indigenous Ecological Citizenship as Model. Stephen Swenson

41.021. Approaches to Cross-Cultural Reciprocal Learning Between Mathematics Educators: Collaborations Between Districts, Schools, and Teachers. Division C–Learning and Instruction; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 208; 8:15–9:45am

Chair: Douglas E. McDougall, University of Toronto
Participants: Cross-Cultural Reciprocal Learning in Mathematics: Collaborations Between Districts, Schools, and Teachers. Douglas E. McDougall, University of Toronto; Yunpeng Ma, Northeast Normal University; Aihui Peng, Southwest University; Tingting Wang, Southwest University; xie dan, Southwest University; Chongqing Province, China; Anthony Ezeife, University of Windsor; Siija Cynthia Zhu, University of Toronto; Bo Yu, Southwest University; Shu XIE, Northeast Normal University; Zhang lingling; Yingying Bai, Northwest Normal University

Representation of Problem Solving in Canadian and Chinese Elementary Mathematics Textbooks: A Comparative International Study. Aihui Peng, Southwest University; Anthony Ezeife, University of Windsor; Bo Yu, Southwest University

Understanding Elementary Mathematics Classroom Teaching: An Analysis of Mathematics Lessons Between China and Canada. Yunpeng Ma, Northeast Normal University; Shu XIE, Northeast Normal University; Yingying Bai, Northwest Normal University

Third-Grade Math Test at the Provincial Level in China and Canada: Differences and Implications. Tingting Wang, Southwest University; Aihui Peng, Southwest University

A Comparative Study of Creative Solution Reasoning in Chinese and Canadian Math Tests. xie dan, Southwest University; Chongqing Province, China; Aihui Peng, Southwest University; Zhang lingling

Discussant: Cheryl J. Craig, Texas A&M University

41.022. Building Bridges From Research to Policy: How Can Division C Researchers Work More Effectively With Policy Professionals? Division C–Learning and Instructions; Invited Speaker Session

Henry B. Gonzalez Convention Center, Ballroom Level, Room 305;
8:15–9:45am

Chair: Barbara A. Greene, University of Oklahoma

Participants: Susan R. Goldman, University of Illinois at Chicago; Steve Graham, Arizona State University; Lora A. Cohen-Vogel, University of North Carolina–Chapel Hill; William H. Schmidt, Michigan State University

41.023. Exploring Links Between Interest and Learning. Division C–Learning and Instructions; Cosponsored with SIG-Motivation in Education; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 D;
8:15–10:15am

Chair: K. Ann Renninger, Swarthmore College

Participants: The Role of Situational Interest in Personalized Learning. Matthew L. Bernacki, University of Nevada–Las Vegas; Candace A. Walkington, Southern Methodist University

Longitudinal Perspectives on Classroom Effects on Students’ Interest and Learning. Rebecca Christine Lazarides, University of Potsdam; Diana Raufelder, Ernst-Moritz-Arndt Universität Greifswald; Charlott Rubach, University of Potsdam; Julia Dietrich, University of Jena; Paeivi Hannele Taskinen, Friedrich-Schiller-Universität

On the Relationship Between Interests and Learning: Lessons From/for Research. Flavio S. Azevedo, Dept. of Curriculum and Instruction

Native American Children’s Motivation for School and Mathematics. Terri L. Flowerday, University of New Mexico; Veronica Lane Lee, University of New Mexico

Tailoring Attention as a Support for Interest Development and Learning. K. Ann Renninger, Swarthmore College; Fatema Jivanjee, Swarthmore College; Ashley McQuiller, Swarthmore College

Discussants: Duane F. Shell, University of Nebraska–Lincoln; Suzanne E. Hidi, University of Toronto

41.024. Interventions to Support Literacy Development. Division C–Learning and Instructions; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 209;
8:15–9:45am

Chair: Amy C. Crosson, The Pennsylvania State University

Participants: Development of an Academic Vocabulary and Morphology Intervention to Enhance Literacy Outcomes for Adolescent English Learners. Amy C. Crosson, The Pennsylvania State University; Margaret G. McKeown, University of Pittsburgh

Effects of Embedded Morphological Instruction on Children’s Reading and Writing in Grades 4 and 5. Deborah E. Mccutchen, University of Washington; Becky Logan Herrera, University of Washington; Teixeira Clark, University of Washington; Mary Northey, University of Washington; Emma Huey, University of Washington–Seattle

Evaluating the Impact of the Investing in Innovation Fund (i3) UPSTART Project on Rural Preschoolers’ Early Literacy Skills. Melanie Overby, Evaluation and Training Institute; L. Jon Hobbs, Evaluation and Training Institute; Andrew Thomas, Walden University

Preliminary Results of an Instructional Intervention to Support Composition of Written Arguments. Margaret G. McKeown, University of Pittsburgh; Richard James Correnti, University of Pittsburgh; Amy C. Crosson, The Pennsylvania State University; Lindsay Clare Matsumura, University of Pittsburgh; Rafael Quintana, University of Pittsburgh; Mary Sartoris, University of Pittsburgh

Teacher Implementation of an Adolescent Reading Intervention. Margaret Troyer, Harvard University

Discussant: Rayne A. Sperring, The Pennsylvania State University

41.025. Learning, Engagement, and Assessment in Technology-Rich Learning Environments. Division C–Learning and Instructions; Structured Poster Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 221 C;
8:15–10:15am

Chairs: Susanne P. Lajoie, McGill University; Eric G. Poitras, University of Utah

Participants:
1. Antecedents and Effects of Emotions in Technology-Based Learning: Integrating Three Decades of Research. Kristina Laderer, University of Munich; Reinhard Pekrun, University of Munich; James Lester, North Carolina State University

2. Analysis of an Instructor Dashboard to Support Learning and Facilitation in an Online Problem-Based Learning Environment. Yuexin Chen, Indiana University; Peter Hugoboom, Indiana University; Maedeh Assadat Kazemitabar, McGill University; Stephen Bodnar, Juan Pablo Sarmiento, New York University; Ruth K. Sherman, New York University; Cindy E. Hmelo-Silver, Indiana University; Susanne P. Lajoie, McGill University; Ricky Goldman, New York University


4. Fostering Historical Reasoning and Positive Emotions With Location-Based Augmented Reality and Tour Guide Prompts. Jason Matthew Harley, University of Alberta; Tara Tressel, McGill University; Amanda Jarrell, McGill University; Susanne P. Lajoie, McGill University; Laura Pipe, McGill University

5. Mining Sequential Patterns in Student Collaborative Dialogue While Learning From Research Quest. Eric G. Potrus, University of Utah; Kirsten R. Butcher, University of Utah; Michelle Hudson, University of Utah

6. Person-Oriented Learner Modeling Approaches to Assessing, Predicting, and Tracking Learning in Technology-Rich Environments. Eunice Eunhee Jung, University of Toronto; Clarissa Lau, University of Toronto; Jeanne Sinclair, University of Toronto

7. Understanding and Reasoning About Cognitive, Metacognitive, and Affective Processes Used During Complex Learning With Advanced Learning Technologies. Roger Azevedo, North Carolina State University; Michelle Taub, North Carolina State University; Nicholas Vincent Mudrick, North Carolina State University; Joseph Grafsaard, North Carolina State University; Garrett C. Millar, North Carolina State University; Megan Price, North Carolina State University

Discussant: Sharon Derry, University of North Carolina–Chapel Hill

41.026. Show and Tell: How Teachers’ Emotional Expressions Shape Student Outcomes. Division C–Learning and Instructions; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 210 A;
8:15–9:45am

Chairs: Danika Maddocks, The University of Texas at Austin; David J. Osman, The University of Texas at Austin

Participants:
Teacher Enthusiasm and Student Outcomes: A Meta-Analysis. Danika Maddocks, The University of Texas at Austin; David J. Osman, The University of Texas at Austin; Erika Alisha Patall, University of Southern California

Participants:
Is Learning More Fun With an Enthusiastic, Intrinsically Motivated Instructor? Insights From a Field Experiment. Anne C. Prenzel, University of Munich (LMU); Jamie Taxer, Stanford University; Carolin Schwab, University of Munich

It’s All Show? Lesson Profiles in Experienced and Displayed Teacher Enthusiasm. Melanie M. Keller, IPN Kiel–University of Kiel; Eva Susann Becker, Thurgau University of Teacher Education

Intrinsic Emotion Regulation From the Teachers’ Perspective: A Mixed-Methods Account of Goals, Strategies, and Correlates. Jamie Taxer, Stanford University; James J. Gross, Stanford University

Examining the Role of Professional Development in Elementary Teachers’ Emotional Shifts. Dionne Indera Cross Francis, Indiana University; Ji Yeon Hong, University of Oklahoma; Jingting liua, Indiana University–Bloomington; Ayfer Eker, Indiana University–Bloomington

Discussant: Paul A. Schutz, The University of Texas at San Antonio

41.027. Recent Advances in Modeling Response Style Bias in Rating Scale Data. Division D–Measurement and Research Methodology; Symposium

Henry B. Gonzalez Convention Center, River Level, Room 7B; 8:15–10:15am

Chair: Lisheng Leigh Wang, University of Cincinnati

Participants:
Measuring Response Styles in Likert Items Using Item Response Tree Models. Ulf Bockenholt, Northwestern University

Generalized Item Response Tree Models for Psychological Assessments. Minjoung Jeon, University of California at Los Angeles; Paul De Bock, The Ohio State University

Identification of Response Styles in Attitude Measurement Using a Multiprocess Mixture Item Response Theory Model. Ryan Derickson, U.S. Department of Veteran Affairs; Lisheng Leigh Wang, University of Cincinnati; Jiaqi Zhang, University of Cincinnati

Analyzing Response Styles and Trait-Based Rating Responses With Multiprocess Item Response Theory Models. Thorsten Meier, University of Mannheim; Hansjoerg Pleninger, University of Mannheim

Differentiating Between Types of Response Styles and Valid Responses Using Mixture and Multiprocess Item Response Theory Models. Lale Khorrumdel, ETS; Matthias Von Davier, NBME; Artur Pokropek, Polish Academy of Science

Separating Content-Related Effects From the Tendency Toward Middle or Extreme Categories in Rating Scale Data. Moritz Berger, University of Bonn; Gerhard Tutz, Ludwig-Maximilians-Universität München; Matthias Schmid, University of Bonn

Discussant: Paul De Bock, The Ohio State University

41.028. Contemporary Topics Facing School Counselors: Increasing Competencies for Working With Diverse Youth. Division E–Counseling and Human Development; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 A; 8:15–9:45am

Chair: Annie E. Grills, Boston University

Participants:

Lyrical Interventions: Hip-Hop, Counselor Education, and School-to-Prison. Arash Daneshzadeh, University of San Francisco; Ahmad Rashad Washington, University of Louisville

School Counselors’ Competency in Working With LGBTQ Youth. Qi Shi, Loyola University Maryland; Sylvia Doud, Loyola University Maryland

41.029. Teachers of Color as Wounded Healers: Disrupting Dehumanization in the Teaching Profession. Division G–Social Context of Education; Symposium

Henry B. Gonzalez Convention Center, River Level, Room 7A; 8:15–9:45am

Chair: David O. Stovall, University of Illinois at Chicago

Participants:
Conocimiento as Praxis: Revealing, Reinterpreting, Rewriting Pedagogy. Stephanie Caragi, University of California, Los Angeles

Community of Healers: Decolonial Approaches for Elementary Youth and Teachers. Carolina Valdez, California State University–Monterey Bay

Teachers of Color as (Un)natural Bridges: Navigating Warring Worlds While Remaining Whole. Sharim Hannegan-Martinez

Resisting the Hostility of “Safe” Spaces: Anticolonial Healing in Teacher Education. Patrick Camangian, University of San Francisco

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


Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salón E; 8:15–10:15am

Chair: Janelle T. Scott, University of California, Berkeley

Participants:
A Literature Review of Latino Engagement in School Choice Policies. René López Kissell, University of California, Berkeley

Privatizing Education in New Orleans and Liberia: The Case of Two Colonies. Maahasn Violet Chaney, University of California, Berkeley; Michael Myers, University of California, Berkeley

Racial Politics, Strategic Messaging, and the Coalition-Building Efforts of Charter Management Organizations. Laura Elena Hernandez, University of California, Berkeley

Opportunities for Democratic Governance Across Ideologically Diverse Charter Schools. Elise Castillo, University of California, Berkeley

The Possible in California’s School Funding Formula and Accountability Plan: Participation Frames by an Intermediary Organization. Senna Chong, University of California, Berkeley

Oral Histories of Community Engagement in Market Reform: Black and Brown Perspectives on Schooling. Frances Free Ramos, University of California, Berkeley

Discussants: Gary L. Anderson, New York University; Terrenda Corisa White, University of Colorado–Boulder

41.031. Ready for Kindergarten? Screening, Formative Assessment, and Performance Assessment. Division H–Research, Evaluation and Assessment in Schools; Paper Session

Henry B. Gonzalez Convention Center, River Level, Room 7C; 8:15–10:15am

Chair: Brandan Keaveny, Independent

Participants:
Effects of District-Specific Professional Development on Teacher Knowledge of a Statewide Kindergarten Formative Assessment. Angela Ferrara, University of North Carolina–Charlotte; Erica Merrill, University of North Carolina–Charlotte; Richard G. Lambert, University of North Carolina–Charlotte; Priscilla G. Badouh, University of North Carolina–Charlotte

Examining the Factor Structure and Measurement Invariance of a Large-Scale Kindergarten Entry Assessment. Phillip Shawn Irvin, University of Oregon; Gerald A. Tindal, University of Oregon; Stephen John Slater, Oregon Department of Education

Quality of Mathematics Instruction in Kindergarten: Score Stability and Associations With Students’ Achievement and Motivation. Panayota Y. Mantzicopoulos, Purdue University; Brian F. French, Washington State University; Helen Patrick, Purdue University; ChangChia James Liu, Purdue University; Yaheng Lu, Purdue University

The Alaska Developmental Profile: Perceptions of a Statewide Kindergarten Assessment Tool. Kathyn Ann Ohle, University of Alaska Anchorage; Hattie Harvey, University of Alaska Statewide; Sophie Leshan, anchorage sc

Equity for All Learners Through Formative Assessment: Rapid Recognition of Instructional Needs. Karen Burstein, University of Louisiana Lafayette; Renee M. Casbergue, Louisiana State University–Baton Rouge

Discussant: Debra J. Ackerman, Educational Testing Service (ETS)

41.032. Implications of Learning Theory for Instruction. Division I–Education in the Professions; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 213 B; 8:15–9:45am

Chair: Christina M. Cescone, Drexel University College of Medicine

Participants:
Improving Procedural Teaching by Understanding Features Associated With Cognitive Load. Justin Louis Sewell, University of California, San Francisco
41.036. Experiences and Challenges of Latinx Students. Division J–Postsecondary Education; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 6C; 8:15–9:45am
Chair: Vincent D. Carales, The American Council on Education/UT San Antonio
Participants:
Examining the Educational Experiences of Immigrant Latinx Students Through a Ventajas y Conocimientos Framework. Linda DeAngel, University of Pittsburgh; Vijay Kanagala, The University of Vermont; Maximilian Schuster, University of Pittsburgh
Growing Up Latina: The Role of Family in Education. Christina Zavala, University of California, Los Angeles
The Funds of Knowledge of Latina Student Mothers at a Hispanic-Serving Institution. Susana Hernandez, California State University–Fresno; Ignacio Hernandez, California State University–Fresno; Laura A. Alamillo, California State University–Fresno
La Frontieras: Latino Male Students Describe Their Academic Experiences at Border Texas Community Colleges. Luis Ponjuan, Texas A&M University–College Station; Leticia Palomin, Texas A&M University–College Station
Discussions: Taryn Ozuna Allen, The University of Texas at Arlington

41.037. Noncognitive Factors in Student Success. Division J–Postsecondary Education; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 205; 8:15–9:45am
Chair: Melissa D. Barnett, Massachusetts Institute of Technology
Participants:
The Effect of Subject-Specific Impactor Phenomenon and Self-Efficacy on Expected Grade in Statistics. Lauren A. Blondeau, The University of Texas at Austin; Cheon-woo Han, University of Illinois at Chicago
Noncognitive Factors in College Student Success: Testing a Hypothesized Model. Sue P. Farruggia, University of Illinois at Chicago; Cheon-woo Han, University of Illinois at Chicago; Bonnie Solomon, University of Illinois at Chicago
The Impact of Pell Grant Eligibility on College Persistence: An Application of Regression Discontinuity Design. Brent Joseph Evans, Vanderbilt University; Tuan D. Nguyen, Vanderbilt University–Peabody College
Discussions: Paulina Perez Mejias,

41.038. Perspectives on Higher Education Internationalization and Institutional Strategy. Division J–Postsecondary Education; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 206 A; 8:15–9:45am
Chair: Shuyun Liu, Beijing Normal University
Participants:
Faculty Visions of Internationalization in Higher Education and Realities. Hanife Akan, Middle East Technical University; Eman Yilmaz, Middle East Technical University; Gulcin Gilmaz-Dag, Middle East Technical University

41.035. Complicating Undocufriendly: Institutional Responses to Undocumented Student Services in Higher Education. Division J–Postsecondary Education; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 206 B; 8:15–9:45am
Chair: Darsella Vigil, University of Denver
Participants:
“I Just Changed the Sign!” The Role of Community College Staff in Shaping Campus Climate. Genevieve Negron-Gonzalez, University of San Francisco
Where Activism Meets the University: A Case Study of the Institutionalization of Undocumented Student Programs. Jennifer R. Najera, University of California, Riverside
“Our Hands Are Tied”: Perceptions of Faculty and Staff Institutional Support for Undocumented Students. Susana Maria Munoz, Colorado State University–Fort Collins; Darsella Vigil, University of Denver
Discussions: Carol Suarez Orozco, New York University

41.034. College Curriculum at the Crossroads: Women of Color Reflect and Resist. Division J–Postsecondary Education; Working Group Roundtable
Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon C; 8:15–9:45am
Chairs: Maria Davidson, University of Oklahoma; Kirsten T. Edwards, University of Oklahoma
Participants:
De donde tu eres? Pedagogies of a Puerto Rican Academic. Mirelsie Guillory, Kennesaw State University
How Do I Survive? When Silent Curriculum Is Excruciating. Ebony C. Pope, University of Oklahoma
Black Feminist/Womanist Epistemologies, Pedagogies, and Methodologies. Altheria Caldera, Texas A&M University–Commerce
Complicated Boundary Crossing: A Collaborative Study of Co-Teaching and Curriculum Development With School-Based Faculty. Nichole A. Guilory, Kennesaw State University
For Women of Color Who Have Considered Social Theories: When Dominant Narratives Are Not Enough. Devita Bishundat; Briellen Elizabeth Griffin, Loyola University Chicago; OYyan A. Poon, Loyola University Chicago; Ester Sihite, Loyola University Chicago; Natasha Turman
Claiming Diversity Classrooms as Spaces of Liberation, Resistance, and Empowerment: Reflections From 15 Years of Teaching. Bridget Turner Kelly, Loyola University Chicago
Discussions: T. Elon Dancy, University of Oklahoma

41.033. Beyond College Aspirations: Credit Transfers, Advisement, and College Readiness. Division J–Postsecondary Education; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 6B; 8:15–10:15am
Chair: Ryan Nicholas Goodwin, University of Central Florida
Participants:
Improving College Attendance for At-Risk Youth: Impacts and Costs of the Advancement via Individual Determination/Teens of Promise (AVID/TOPS) Program. Rachel C. Feldman, University of Wisconsin–Madison; Tammy Kolbe, The University of Vermont; Peter Miles Kinsley, University of Wisconsin–Madison; Sara Goldrick-Rab, Temple University
Preparing Students for Postsecondary Enrollment: A Difference-in-Difference Analysis of College Advising on College Readiness. Ashley Brooke Clayton, University of Georgia
Reducing Undermatching: The Experience of Students and Advisors in a Virtual Advising Intervention. Karen D. Arnold, Boston College; Denise Deutschlander, University of Virginia; Jonathan Lewis, Boston College
The Impact of the Florida College and Career Readiness Initiative on Postsecondary Outcomes. Christine Mokher, CNA; Julie Christine Harris, CNA Corporation; Daniel Marik Leeds, CNA
Discussions: Jason L. Taylor, University of Utah
41.039. Protest, Progress, and 2 Fists Up: Examining the Impact of Mizzou’s Concerned Student 1950 on Higher Education. Division J–Postsecondary Education; Invited Speaker Session
	Henry B. Gonzalez Convention Center, River Level, Room 6A; 8:15–10:15am
	Chair: Chayla Haynes Davison, Texas A&M University–College Station
	Participants: Abigail Hollis, University of Missouri–Columbia; Storm Ervin, Rutgers University

41.040. Addressing the Need for STEM Teachers From and for Diverse Communities. Division K–Teaching and Teacher Education; Paper Session
	Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon B; 8:15–10:15am
	Chair: Margarita Jimenez-Silva, Arizona State University
	Participants:
	- Coming to America: International Mathematics Teacher Recruitment and Adaptation to U.S. Public High Schools. Dennis Kombe, California State University, Monterey Bay
	- Race to the Top Teacher Preparation Program and School- and Classroom-Level Effects on Mathematics and Science Teacher Turnover. Bonnie Swan, University of Central Florida; M. H. Clark, University of Central Florida; Rosemary Taylor, University of Central Florida; Christine Destefano, University of Central Florida
	- Taking What They Can Get: Job Search and School Selection Among Beginning Math and Science Teachers. Alisson Thompson, University of California, Santa Cruz; Lora Bartlett, University of California, Santa Cruz
	- Using STEM Internships to Recruit and Retain Noyce Scholars in Elementary Education. Sanam Aryana, University of Wyoming; Jacqueline Leonard, University of Wyoming; Monica B. Mitchell, MERA; Marina Lazic, University of Wyoming

41.041. At a Critical Crossroad: The Plight of Unaccompanied Youth and Undocumented Migrant Youth. Division K–Teaching and Teacher Education; Invited Speaker Session
	Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon A; 8:15–10:15am
	Chair: Cindy Cruz, University of California, Santa Cruz
	Participants:
	- La bestia, las hileras y vivir entremundos: Preparing Preservice Teachers to Work With Undocu/DACAmmented Students. Patricia Sanchez, The University of Texas at San Antonio
	- Creating Pedagogical Spaces of Acompañamiento With and for Undocumented and Unaccompanied Youth. Mariela Nunez-Janes, University of North Texas
	- From DREAMers to DACAdemics: A la Escuela sin Pasaporte. Carlos Aguilar
	- Law, Children, and Advocacy. Jonathan Ryan, RAICES
	Discussant: Marjorie Faulstich Orellana, University of California, Los Angeles

41.042. Bilingual Co-Teaching Model: Art Gallery Lessons as an Exploration of a Collaborative Interdisciplinary Pedagogical Approach. Division K–Teaching and Teacher Education; Demonstration/Performance
	Grand Hyatt San Antonio, Third Floor, Bonham A; 8:15–10:15am
	Chair: Deborah K. Palmer, University of Colorado Boulder
	Participants:
Collective Resistance: Relational Activism by an Intergenerational Collective of Urban American Educators. Sumer Seki, University of San Francisco

Simulating Authenticity: Designs for Case-Based Parent Teacher Conferences. Simona Goldin, University of Michigan; Debi Khasnabis, University of Michigan; Carla D. O’Connor, University of Michigan; Kendra Hearn, University of Michigan–Ann Arbor

The Role of Political Education in the Formation of Teachers as Community Organizers: Lessons From a Grassroots Activist Organization. Miguel Zavala, Chapman University; Nick Henning, California State University–Fullerton

“iEngage” Freedom School: Affirming Community Cultural Wealth Through Advocacy and Action. Karon Nicol LeCompte, Baylor University; Lakia M. Scott, Baylor University; Brooke Blevins, Baylor University

Discussant: Beatrice S. Fennimore, Indiana University of Pennsylvania

**41.046. How Can a Teacher Preparation System Be Improved? Lessons Learned From Purposeful Intervention and Research.** Division K–Teaching and Teacher Education; Symposium

Grand Hyatt San Antonio, Fourth Floor, Republic A; 8:15–9:45am

Chair: Hosun Kang, University of California, Irvine

Participants:

- Designing Mathematics Teacher Preparation That Matters: Results and Lessons Learned From a 15-Year Effort. Dawn M. Berk, University of Delaware
- The Development of Teaching Knowledge in Elementary Mathematics. Peter A. Youngs, University of Virginia; Julie Jackson Cohen, University of Virginia; Corey Drake, Michigan State University; Dorothea M. Anagnostopoulou, The University of Connecticut; Tutila M. Casa, University of Connecticut
- Learning Together in Practice: Examining the Teacher Time-Out Routine. Lynsey K. Gibbons, Boston University; Elham Kazemi, University of Washington; Allison Beth Hintz, University of Washington–Bothell; Elizabeth Hartmann, University of Fukui
- Trajectories of Development for Ambitious Elementary Science Teaching. Elizabeth A. Davis, University of Michigan; Ammamie S. Palmbcar, University of Michigan; Amber Schultz Bismack, University of Michigan–Ann Arbor; Benjamin Loran Tupper, University of Michigan–Ann Arbor
- Promoting Rigorous and Responsive Science Teaching With Well-Prepared Beginners. Hosun Kang, University of California, Irvine; Doron Zinger, University of California, Irvine

Discussant: Pamela L. Grossman, University of Pennsylvania

**41.047. International Perspectives on Teacher Education: A Spectrum of Subjects and Contexts.** Division K–Teaching and Teacher Education; Paper Session

Grand Hyatt San Antonio, Second Floor, Bowie B; 8:15–10:15am

Chair: Jon L. Hollow, Alverno College

Participants:

- Beginning Teachers’ Differentiation Practices in Secondary Education: Perspective From Students. Michelle Helms-Lorenz, University of Groningen; Ridwan Maulana, University of Groningen; Annemieke Elisabeth Jacobs, University of Groningen
- Cross-National Study of Lower Secondary Mathematics Teachers’ Content Knowledge in the United States and Russia. Mourat Tchoihoario, The University of Texas at El Paso; Maria de los Angeles Cruz Quiñones; Elena Ibragimova
- Factors Contributing to the Use of Technology for Saudi Female K–12 ESL Teachers. Huaa Alangari, Indiana University; Thomas Brush, Indiana University; Elizabeth Boling, Indiana University
- Music Education as Human Education: The Ethos of the Suzuki Method Teachers’ Community. Naomi Katsura, Toyo University
- Cognitive Activation in the Classroom: How Vocational Education and Training Teachers Support Learning Processes in Accounting Lessons. Patricia Köpfer, The University of Frankfurt–Frankfurt Germany; Eveline Wuttke, Johann Wolfgang Goethe University; Juergen Seifried, University of Mannheim

Discussant: James Stephen Ewing, Stephen F. Austin State University

**41.048. Moving Toward Linguistically Responsive Teaching Across Content Areas.** Division K–Teaching and Teacher Education; Paper Session

Grand Hyatt San Antonio, Second Floor, Mission A; 8:15–9:45am

Chair: Stephanie Michelle Current, Boston University

Participants:

- Dialogic Instruction: Providing Feedback During Whole-Group Discussions While Supporting English Language Learner Students. Amber Meyer, Salisbury University
- Horizontes de observación: Using Linguistic and Spatial Resources to Teach Across Language Difference. Samuel David, University of Minnesota–Twin Cities
- Integrating Critical Pedagogy for Emergent Bilinguals Through a Linguistically Focused Engineering Professional Development. Rebecca M. Callahan, The University of Texas at Austin; Andrew Hilton Hurie, The University of Texas at Austin
- Operationalizing the Linguistically Responsive Teaching Framework for Teacher Training. Tamara Milbourn, University of Colorado–Boulder; Honorine D. Nocon, University of Colorado Denver; Colin Hueston, University of Colorado–Denver; Colleen Thompson, Seattle University

Discussant: Mark Barba Facheo, Illinois State University

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**SIG Sessions**

**41.049. Stories From the Field: Integrating Computational Thinking Across Curricular Domains.** SIG-Advanced Technologies for Learning; Structured Poster Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 221 D; 8:15–9:45am

Chair: Cynthia M. D’Angelo, SRI International

Participants:

1. Building Mathematics + Computational Thinking Trajectories From Existing Literature. Kathryn Rich, University of Chicago; Jelena Pokimica, University of Illinois at Urbana-Champaign; Quentin Wherfel; Carla Strickland, University of Chicago; Cheryl Moran, University of Chicago
2. From Classroom Lessons to Learning Trajectories: Mathematics + Computational Thinking. Maya Israel, University of Illinois at Urbana-Champaign; Quentin Wherfel; Jelena Pokimica, University of Illinois at Urbana-Champaign
4. Integrating Computational Thinking in High School Statistics Through Data Modeling With R. Michelle Hoda Wilkerson, University of California, Berkeley; Elise Dietrich, Tufts University; Eric Simonet
5. Embedding Computational Thinking Practices Into Data Science Education. Emi Mustafaraj, Wellesley College
6. Self-Explanation to Support Students Programming Newtonian Trajectories in a Digital Game. Doug Clark, Vanderbilt University; Satyugit Singh Virk, Teachers College, Columbia University; Jackie Barnes, Northeastern University; Deanne Marie Adams, University of Notre Dame
7. Computational Circuitry: High School Student Code Circuits in Electronic Textile Designs. Breanne K. Litts, Utah State University; Debora Lui, University of Pennsylvania; Justice Toshiba Walker, University of Pennsylvania; Sari Widman, University of Pennsylvania; Yasmin B. Kafai, University of Pennsylvania
8. Equitable Approaches: Computational Thinking Through Design. Nichole D. Pinkard, DePaul University; Sheena Erete, DePaul University; Caitlin Kennedy Martin, DePaul University–Digital Youth Network
9. Collaborative Interdisciplinary Computational Thinking. Bushra Chowdhury, Virginia Tech; Aditya Johri, George Mason University

**41.050. Bilingual Education Research SIG Mentoring Meeting.** SIG-Bilingual Education Research; Invited Speaker Session

Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon A; 8:15–10:15am

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

Participants:

Advancing the Promise of Educational Equity in Belize: A Case Study. Katherine A. Curry, Oklahoma State University; Lou L. Sabina, Stetson University; Kiara L. Sabina, Oklahoma State University; Ed Harris,
41.052. Constructivist Theory, Research and Practice SIG: Focus on Preservice and Classroom Practices. SIG-Constructivist Theory, Research, and Practice; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 216B; 8:15–9:45am

Chairs: Barbara M. Butler, North Carolina A&T State Univ; Janannah Walters Nenren, Sam Houston State University

Participants:

Construalism and Authorship Learning. Jon Phillips Donaldson, Drexel University; Mary Bucy, Western Oregon University

Constructivism as a Framework for Literacy Teacher Education Courses: Case Studies of Five Literacy Teacher Educators. Clare Koonik, University of Toronto/OISE; Pooya Daramshahi, Simon Fraser University; Lydia Menna, University of Alberta; Cathy Marie Miyata, University of Toronto

Influence of Teacher-Directed Scientific Inquiry on Students’ Primal Inquiries in Two Science Classrooms. Brian A. Stone, Northern Arizona University

Discussions: Dengting Boyanton, Shenzhou Tianli Education; Tracive Cavington Hasbun, Stephen F. Austin State University; Vicki Thomas, Stephen F. Austin State University

41.053. New Developments in Cooperative Learning. SIG-Cooperative Learning: Theory, Research and Practice; Paper Session

Henry B. Gonzalez Convention Center, River Level, Room 6D; 8:15–9:45am

Chair: Roger T. Johnson, University of Minnesota

Participants:

Effects of Constructive Controversy in Theological Education. Carolyn L. Poterek, Seattle University; Laurie Stevahn, Seattle University

The Effects of Ostracism in Cooperative Online Discussions. Karen Virginia Bedell, University of Michigan Flint; You-kyang Lee, Michigan State University; Cary J. Roseth, Michigan State University

Using Cooperative Learning to Prevent Smoking in High School Students. Allen Thurston, Queen’s University Belfast; Laura Duane, Queen’s University–Belfast; Frank Kee, Queen’s University Belfast; Aidenn Gildea, Queen’s University; Anne Lazennh. Queen’s University–Belfast; Nicole Craig, Queen’s University–Belfast; Patrick Stark, Queen’s University–Belfast

Collaborative Questioning and Use of Graphic Organizers. Angela M. O’Donnell, Rutgers University

Choice in Quality of Interactions Explains Preservice Educators’ Perceptions of Group-Related Stress and Skills. Peris Driver, University of Illinois at Chicago; Jill Rothamer-Wallenfeld, University of Illinois at Chicago; Theresa A. Thorkildsen, University of Illinois at Chicago

41.054. Critical Examinations of Race, Class, and Gender in Higher Education. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Paper Session

Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon E; 8:15–10:15am

Chair: Jeanine M. Staples, The Pennsylvania State University

Participants:

The Experiences of Black and Latinx Graduate Students in STEM: A Critical Race Perspective. Nancy Campos, University at Buffalo–SUNY

41.055. Data-Driven Decision Making and the Classroom Context. SIG-Data-Driven Decision Making in Education; Paper Session

Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon D; 8:15–10:15am

Chair: Kevin Forner, Georgia State University

Participants:

Critically Examining the Allure of Data and Its Role in Teaching and Learning Contexts. Dennis S. Davis, North Carolina State University; Reanna S. Roby, University of Texas at San Antonio; Julie Koepke, Institute for Public School Initiatives; Raquel Cataldo, The University of Texas at San Antonio; Stephanie Curtis, The University of Texas at San Antonio; Vicki J. Lynton, The University of Texas at San Antonio; Rebecca Anna Palomo, The University of Texas at San Antonio; Ruben C. Rodriguez, The University of Texas at San Antonio

Data-Driven Inequities: The Impact of Data Use on Students and Teachers. Laura Vernikoff, Teachers College, Columbia University; Tari Schwartzman, Teachers College, Columbia University; Carolyn J. Riehl, Teachers College, Columbia University; victoria parra, Teachers College, Columbia University

Data Inquiry Facilitators’ Attitudes Toward Protocol-Driven Meetings: The Relationship to Gender, Professional History, and Work Style. Morgun Lockwood, Harvard Graduate School of Education

Instructional Responses to Student Assessment Data: Toward a Classification of Teacher Uses of Interim Data. Elizabeth N. Farley-Ripple, University of Delaware; Joan L. Buttram, University of Delaware

When Data Use Works: How a Teacher Team Effectively Uses Data to Support the Education of All Students. Amanda L. Datnow, University of California, San Diego; Vicki Park, San Jose State University

Discussions: Lori C. Bland, George Mason University

41.056. Examining the Relationship Between Teachers’ Language and Literacy Knowledge and Practice in Early Childhood Classrooms. SIG-Early Education and Child Development; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 212A; 8:15–9:45am

Chair: Julie Dywer, Boston University

Participants:

How Does Language and Literacy Professional Development Change Preschool Teachers’ Knowledge? Evidence From the ExCELL Teacher Knowledge Assessment. Annemarie H. Hindman, Temple University; Barbara Wasik, Temple University

What Types of Knowledge Are Used by Early Childhood Teachers to Inform Their Moment-to-Moment Instruction? Rachel E. Schachter, University of Nebraska

Investigating the Relationship Between Preschool Teachers’ Knowledge and Practice Using Two Measures of Teacher Knowledge. Julie Dywer, Boston University; Rachel E. Schacht, University of Nebraska; Alessandra Ward-Goldberg, Boston University

Discussions: Tricia A. Zucker, University of Virginia

41.057. Novel Perspectives of Teaching and Teachers: An Eisernian Exploration. SIG-Elliot Eisner; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217B; 8:15–9:45am

Chair: Bruce Uhrmacher, University of Denver

Participants:

Beginning Teachers and the Experience of Shattered Hopes: Mozart as Representation. Aaron Samuel Zimmerman, Texas Tech University
41.058. Community Schools and Education Networks in Support of Educational Opportunity. SIG-Family, School, Community Partnerships; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Crockett B; 8:15–9:45am
Chair: Rosalina Diaz, City University of New York
Participants:
- Supplementary School Funding and Concentration of Poverty: Academic Performance in Chicago’s Community Schools. Kallie Ann Clark, Chicago Consortium on School Research At The University of Chicago; Dannell Leatherwood, University of Chicago
- Improving Education Opportunities Through Networked Systems: Findings From a Longitudinal Study in Switzerland. Stephan Gerhard Huber, University of Teacher Education Zug; Pierre Tulowitzki, Ludwigspurg University of Education; Marius Schwanzer, University of Teacher Education Zug
- Cultivating Latino Family Engagement: A Case Study of Conditions at a Community School in Pennsylvania. Sandra Quinones, Duquesne University; Anne Marie FitzGerald, Duquesne University
- Bridging the Community and School: Exploring the Role(s) of the Full-Service Community School Coordinator. Mavis G. Sanders, University of Maryland–Baltimore County; Claudia Lucia Galindo, University of Maryland–College Park; Dante DíeTablan, Ben Franklin Center for Community Schools
- Mediator, Radar, or Interference? Exploring the Role(s) of Facilitators in the Development of Education Networks. Pierre Tulowitzki, Ludwigspurg University of Education; Stephen Gerhard Huber, University of Teacher Education Zug; Marius Schwanzer, University of Teacher Education Zug
Discussant: Hal A. Lawson, University at Albany–SUNY

41.059. PAR Entremundos: A Pedagogy of the Americas. SIG-Grassroots Community and Youth Organizing for Education Reform; Symposium
San Antonio Marriott Rivercenter, Third Floor, Conference Room 17; 8:15–9:45am
Chair: Julio Cammarota, Iowa State University
Participants:
- A Pedagogy of Re-Membering: Participatory Action Research in an Urban Latina Core Community. Edwin Mayorga, St. Thomas College
- Self-Empowerment, Activism, and Institutional Change Through Participatory Action Research Entremundos. Rubén A. González, Florin High School; Navena S. Ujagar, University of California, Davis
- Our Stories as the Curriculum: Using Educational Journeys Within the Context of Participatory Action Research. Louie F. Rodríguez, University of California, Riverside
Discussants: Jennifer Ayala, Saint Peter’s University; Melissa Rivera, National Latino/a Education Research and Policy Project

41.060. Forms of Capital: Latinas/os Overcoming Institutional Barriers. SIG-Hispanic Research Issues; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon F; 8:15–9:45am
Chair: Santos Gutierrez, The University of Texas at San Antonio
Participants:
- Cultural Capital and Community Cultural Wealth Activated by Latina Adolescents Engaged in Engineering. Amy Wilson-Lopez, Utah State University; Indhira Maria Hasbun, Virginia Polytechnic Institute and State University
- Pedagogical Methodologies in the Creation of a Scientist Identity Among Latinas. Lisceth Brazil–Cruz, University of California, Davis; Yvette Flores, UC Davis
- Digital Literacies, Access, and College Readiness Among Mexican-Origin College Students on the U.S.-Mexico Border. Christina Convertino, The University of Texas at El Paso; Erika L. Mein, The University of Texas at El Paso; Angelica Monarrez, University of Texas at El Paso
- Latina/o Undergraduates’ Experiences at a Hispanic-Serving Institution Research University. Rebeca Mireles-Rios, University of California, Santa Barbara; Nichole Garcia, University of Pennsylvania
- Decision Making Among Latina Undergraduates: Social Configuration of Pursuing Graduate School. Amy Aldama, University of California, Los Angeles; Ana Elizabeth Rosas, University of California, Irvine
Discussant: Esther Victoria Garza, Texas Wesleyan University

41.061. “There Can Never Really Be Justice on Stolen Land”: A Discussion for Emerging Scholars. SIG-Indigenous Peoples of the Americas; Symposium
Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon B; 8:15–10:15am
Chairs: Michael J. Dumas, University of California, Berkeley; Eve Tuck, University of Toronto
Participants:
- When History Repeats Itself: KIPP and Postcolonial Theory as an Analytical Tool. Jacque Forbes, University of Wisconsin–Madison
- Postcolonial Theory and Alternative Financial Understandings for Low-Income Latinx College Students. Kathy Villalon, University of Wisconsin–Madison
- Lessons From Idle No More, No One Is Illegal, and Black Lives Matter. Talia London, University of Massachusetts Amherst
- Blended Analysis. Afi Alabi Academy; Sylvia Wynter, Critical Race Theory.
- To Teach Our Way out of Educational Inequality? The Role of Schools. Sarah Idzenbo, The University of Texas at Austin
- Postcolonial Theory and the Schooling Experiences of Black Postcolonial Subjects in U.S. Schools. Mercy Agyepong, University of Wisconsin–Madison
- Dyett High School and Decoloniality: The Chicago Context. Prudence Browne, University of Illinois at Chicago

41.062. Bridging the Differences: Equitable Education Opportunities in Barbados, Ghana, New Zealand, and the United States. SIG-International Studies; Symposium
San Antonio Marriott Rivercenter, Third Floor, Conference Room 17; 8:15–9:45am
Chair: Michael R. Scott, The University of Texas at Austin
Participants:
- Can We Teach Our Way out of Educational Inequality? The Role of Schools. Jacqueline Theresa McDonough, Virginia Commonwealth University
- Breaking the Unequal Cycle: English Language Learners in American Schools. Gueofan Wan, University of West Florida; Michael R. Scott, The University of Texas at Austin; Ellen Yeh, Columbia College Chicago
- Toward Education for All in Barbados: Quality of Universal Secondary Education. Ramona Ericka Archer-Bradbhour, Erldston Teachers’ Training College; Ian Alwyn Marshall, The University of the West Indies–Cave Hill; Mary Grace-Anne Jackson, The University of the West Indies–Cave Hill
- Transforming Intergenerational Inequality of Indigenous Students: New Zealand Secondary Schools. Mere Berryman, University of Waikato; Margaret Egan, University of Waikato; Therese Dale Ford, The University of Waikato
- Broken Silence: A Phenomenological Analysis of Stakeholders’ Perspectives on Shortchanging Girls in Ghanaian Schools. Francis Ebenzer Godwyn, Ohio University–Athens; Collins Annin, Ohio University–Athens

Grand Hyatt San Antonio, Third Floor, Bonham C; 8:15–10:15am
Chair: Dimpal Jain, California State University–Northridge
Participants:
- A Tale of Interest Convergence: Interrogating Definitions of Success and Their Differential Impact on Schools and Students of Color. Jason Salisbury, Iowa State University
Displacement, Marginalization, and Sabotage: Examining the Implications of Contemporary Teacher Tracking. Darriss Stanley, Michigan State University
Do Principals Have the Skill Set to Practice Invitational Leadership to Enhance Learning in Diverse Student Populations? Barbara Nell Martin, University of Central Missouri
Interest Convergence and the New York City High-Stakes Test “Opt Out” Movement. Rosa L. Riveria-McCutchan, Lehman College–CUNY
Discussants: Judy A. Alston, Ashland University; Katherine Cummings Mansfield, Virginia Commonwealth University
41.064. Advancing the Methodology of Mixed-Methods Research. SIG-Mixed Methods Research; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 7D; 8:15–10:15am
Chair: Reagan Curtis, West Virginia University
Participants:
Toward a Mixed-Methods Theory of Causation: The Meeting of Philosophy, Science, and Practice. Burke Johnson, University of South Alabama; Federica Russo, University of Amsterdam; Judith Schoonenboom, University of Vienna
Expanding Mixed-Methods Instrument Development Designs. Michelle Howells Smith, University of Nebraska–Lincoln; Ann Arthur, University of Nebraska; Leslie R. Hawley, University of Nebraska–Lincoln; Natalie Anne Koziol, University of Nebraska–Lincoln
Mixed-Methods Research Designs: A Refined Definition With Quality Criteria. Marcia Gail Headley, University of Cincinnati; Laura E. Kelley, University of Cincinnati; Lori Boote, University of Cincinnati
Paradigms at Play: Pursuing Complexity With a Mixed-Method Initiation Design. Elizabeth G. Cremer, Virginia Polytechnic Institute and State University; Cherie D. Edwards, Virginia Polytechnic Institute and State University
The Multiphase Design: How Mixed-Methods Research Adds Value to Research Projects. Lisbeth M. Brevik, University of Oslo; Burke Johnson, University of South Alabama
Discussant: Cheryl-Anne Nadine Poth, University of Alberta
41.065. Motivation Theory Yesterday, Today, and Tomorrow: Reflections of Founders and Descendants. SIG-Motivation in Education Cosponsored with Division C–Learning and Instruction; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 211; 8:15–10:15am
Chairs: Allan L. Wigfield, University of Maryland–College Park; Alison C. Koenka, The Ohio State University
Participants:
Attribution Theory. Bernard Weiner, University of California, Los Angeles
Expectancy-Value Theory. Jacquelynne Eccles, University of California, Irvine; Chris S. Hulleman, University of Virginia
Self-Determination Theory. Edward L. Deci, University of Rochester; Richard M. Ryan, Australian Catholic University
Achievement Goal Theory: Where It Came From and Where It Is Going. Tim Urdan, Santa Clara University
Discussant: Sandra Graham, University of California, Los Angeles
41.066. The Development and Applications of Alternative Student Socioeconomic Status Measures. SIG-NAEP Studies; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 C; 8:15–10:15am
Chair: Judy H. Tang, Westat
Participants:
Overview on the NAEP Student Socioeconomic Status Module. Jonas Bertling, Educational Testing Service
Construction and Validation of a New Proxy Socioeconomic Status Measure for NAEP Grade 12. Markus Broer, American Institutes for Research; Qingshu Xie, MacroSys LLC; George W. Bohrstedt, American Institutes for Research
Exploring the Construction of a Proxy Socioeconomic Status Index for NAEP Grade 4 Assessments. Qingshu Xie, MacroSys LLC; Markus Broer, American Institutes for Research
Examining the Validity and Reliability of Alternative Student-Level Socioeconomic Status Measures. Judy H. Tang, Westat
Exploring Neighborhood and School Socioeconomic Status (SES) as Part of an Expanded SES Composite Measure. Ning Rui, Westat; Judy H. Tang, Westat
Discussant: William Ward, U.S. Department of Education
41.067. Indigenous Philosophies and Narrative Inquiry: Deepening the Connections. SIG-Narrative and Research; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 A; 8:15–9:45am
Chair: Roland W. Mitchell, Louisiana State University
Participants:
Survivance Stories: Imagining Urban Indigenous Education Against the Grain of Settler Ideologies. Leilani Saltisian, University of Oregon
Narrative Uses and Narrative Agents in Indigenous Studies Literature: Implications for Narrative Inquiry. Jimmy Snyder, University of Oregon; Jerry L. Rosiek, University of Oregon; Scott L. Pratt, University of Oregon
Dimá Way Makinak: Embodied Ethical Relations in Narrative Inquiry. Dustin Brass, University of Alberta
Time, Space, and Place in Narrative Inquiry: Learning From Indigenous Perspectives. Vera F. Caine, University of Alberta; Sean Michael Lessard, University of Alberta; D. Jean Cladinnin, University of Alberta
Discussant: D. Jean Cladinnin, University of Alberta
41.068. Massive Open Online Courses, Flipped Classrooms, and Learner Support. SIG-Online Teaching and Learning; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Republic C; 8:15–9:45am
Chair: Jill Buban, Online Learning Consortium
Participants:
Wherefore Art Thou MOOC? Defining Massive Open Online Courses. Stephanie J. Blackmoon, The College of William & Mary; Claire C. Majar, The University of Alabama
MOOC: A Vector of Accessibility for Higher Education in Developing Countries? Bruno Peolhuber, Université de Montréal; Caroline Levasseur, Université de Montréal; Normand Roy, Université du Québec à Trois-Rivières
Perceptions of Faculty and Instructional Designers on Multicultural Learners’ Needs in Massive Open Online Courses. Trang Phan, California State University, Fresno; Sara G. McNeil, University of Houston; Bernard R. Robin, University of Houston
An Examination of the Supports of Online Graduate Students. Casey Graham Brown, University of Texas at Arlington
41.069. Deliberation, Democracy, and Justice. SIG-Philosophical Studies in Education; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 207 A; 8:15–10:15am
Chair: Bryan R. Warnick, Ohio State University
Participants:
The Duties of Disagreement. Zachary L. Barber, University of Rochester
Diversity in Deliberation: The Importance of Responsiveness and Respect. Augusta Ann Moore, University of Wisconsin–Madison
Troubling Consensus: Guiding Principles for Community Dialogues When Unanimity Is Not the Aim. Maraveen Taylor-Heine, University of Colorado–Boulder
Revising Deliberative Democracy as the Guiding Ideal for Civic Education. Macy M. Salzberger, University of North Carolina–Chapel Hill
Children, Deliberative Democracy, and Temporal Epistemic Injustice. Christopher Martin, The University of British Columbia–Okanagan
Should America’s Teachers Be Armed? An Ethical Analysis. Douglas Yacke, The Ohio State University
Discussant: Sarah Marie Stitzlein, University of Cincinnati
41.070. Methodological Quandaries in Qualitative and Post-Qualitative Research (Mentoring Session). SIG-Qualitative Research; Invited Speaker Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 207 B; 8:15–9:45am
Chair: Sarah Bridges-Rhoads, Georgia State University
Participants: Lors M. West, University of Illinois at Urbana-Champaign; Veronica Ann Mitchell, University of the Western Cape; Susan Ophelia Cannon,
41.071. Learning While Black: Addressing the Educational and Social Deprivation of Black Students in Schools. SIG-Research Focus on Black Education; Symposium
Grand Hyatt San Antonio, Fourth Floor, Crockett A; 8:15–9:45am
Chair: Linda C. Tillman, University of North Carolina–Chapel Hill
Participants:
Must White Entitlement Be Preserved Even to the Deprivation of Equal Educational Opportunity for Black Students? Mark A. Gooden, The University of Texas at Austin
Overcoming Political Unrest and Societal Violence Through Institutional Care: Realizing the Power of Principals to Promote Educational Opportunities for Black Students. Lisa Bass, North Carolina State University
The Politics of Collective Bargaining Agreements: Examining Teacher Quality, Personnel Autonomy, and the Impact on Black Students. Wayne D. Lewis, University of Kentucky; Madelyn Roeder, University of Kentucky
Discussant: Julian Vasquez Heilig, California State University, Sacramento

41.072. Potential and Challenges: Research on Students’ and Teachers’ Interactions With Digital Mathematics Curriculum Materials. SIG-Research in Mathematics Education; Symposium
Grand Hyatt San Antonio, Second Floor, Mission B; 8:15–9:45am
Chair: Birgit Pepin, Technische Universität Eindhoven
Participants:
Research on Digital Curricula and e-Textbooks in Mathematics Education: The State of the Field. Jeffrey M. Choppin, University of Rochester; Birgit Pepin, Technische Universität Eindhoven
The Development of Tablet-Based Feedback Systems to Inform Teachers’ Classroom Pedagogies. Geoff David Wake, The University of Nottingham; Daniel Pead, University of Nottingham; Sheila Evans, University of Nottingham
Flipped Mathematics Teachers as Curriculum Developers. Zandra de Araujo, University of Missouri; Samuel Otten, University of Missouri–Columbia
Solving Geometric-Extremal Problems in a Nondifferential Approach: Low Achievers Learning in a Digital Dynamic Environment. Michal Tabach, Tel Aviv University; Assaf Dvir, Levinsky College, Tel-Aviv
Discussant: Kenneth Ruthven, University of Cambridge

Henry R. Gonzalez Convention Center, Meeting Room Level, Room 215; 8:15–9:45am
Chair: Kerry Kathleen Robinson, University of Tennessee Knoxville
Participants:
Administration in the Moral Dimension: A Model for Superintendent Leadership That Connects, Supports, and Empowers Individuals in the Global Society. Mary E. Gardiner, University of Idaho; Penny L. Tenuto, University of Idaho
Identification of Campus and District Leadership Pathway/Succession Planning Practices: A Texas Study. Beverly J. Irby, Texas A&M University–College Station; Nahed Abdeldrahem, Texas A&M University; Laura Cajaia-Wengech, Texas A&M University–College Station; Rafael Lara-Alicio, Texas A&M University; Fahui Tong, Texas A&M University–College Station; Bobbie Eddins, Texas A&M University–Central Texas; William Holt, Texas A&M University–Commerce; Gary D. Bigham, West Texas A&M University
School Board Alignment to Superintendent Values and Beliefs and the Effect on Student Performance. Justin Blasko, Monroe School District; Thomas L. Albury, Seattle Pacific University
Superintendent Leadership for Full-Circle Governance. Jim Brandon, University of Calgary; Jeffrey Turner, University of Calgary; James K. Dowdery, University of Calgary; Dennis Parsons, University of Calgary
The Impact of the Office of Superintendent of Schools on the Personal Lives of Superintendents. Dennis Parsons, University of Calgary; Jim Brandon, University of Calgary
Discussant: Robert G. Smith, George Mason University

41.074. Educational Gatekeepers: How Capital and Organizational Structures Endorse or Impede Equal Opportunities. SIG-School Effectiveness and School Improvement; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 216 A; 8:15–9:45am
Chair: Ericka DeAnn Brown, Chaffey Joint High School District
Participants:
Oral Histories of Shared Capital: African American Teachers and Students Before, During, and After Desegregation. Gina M. Newton, The University of Redlands
Steering Success: Highly Effective, Majority-Black Charter Schools and Their Leaders. Calista Kelly, Claremont Graduate University
Discussant: Angela Clark-Loague, California State University–San Bernardino

41.075. Development of Disciplinary Knowledge and Student Academic Achievement and Persistence. SIG-Science Teaching and Learning; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Republic B; 8:15–10:15am
Chair: Douglas B. Larkin, Montclair State University
Participants:
College Preparation and Persistence of Inclusive STEM-Focused High School Graduates. Ann House, SRI International; Emi Iwata, University of Pittsburgh; Vanessa L. Peters, SRI International
Differing Contextualized Tasks in Science Education and Their Impact on Students’ Situational Interest and Understanding. Sebastian Habig, University of Duisburg-Essen; Helena van Vorst, University of Duisburg-Essen; Elke Sunfleth, University Duisburg–Essen
Evaluating Middle School Students’ Spatial-Scientific Performance Within Earth/Space Astronomy. Jennifer A. Wilhelm, University of Kentucky; Merryn Cole, University of Kentucky
Improving Underrepresented High School Chemistry Students’ Sub-Microrepresentations Through a Technology-Supported Desalinator Design Project. Dernot Francis Domelly, California State University–Fresno
The Effect of Short Mathematics Instruction in High School Geometry Courses on Student Chemistry Achievement. Omri Shick, John W. Lavelle Preparatory Charter School; Iryna Lyublinskaya, College of Staten Island–CUNY

41.076. Investigating L2 Teacher Beliefs and Ideologies. SIG-Second Language Research; Paper Session
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon F; 8:15–10:15am
Chair: Susana E. Franco-Fuenmayor, University of Saint Thomas
Participants:
Building Teacher Educators’ Understanding of Preservice Teachers’ Notions of Social Justice: A Critical Self-Study. Theresa V. Austin, University of Massachusetts–Amherst; Marie Polizzi, University of Massachusetts–Amherst
Educators’ Beliefs About Pedagogical Models for Spanish-Speaking English Language Learners Differing in Home- and English-Language Abilities. Audrey Figueroa Murphy, Saint John’s University; Bruce Torff, Hofstra University
Examining Teachers’ and Administrators’ Perceptions of Dual-Language Program Implementation. Susana E. Franco-Fuenmayor, University of Saint Thomas; Higinia Terres Rimba, University of St. Thomas
41.077. Children With Special Education Needs: Examining School Climate in Primary Education Settings. SIG-Special Education Research; Symposium

Grand Hyatt San Antonio, Second Floor, Bowie A; 8:15–9:45am

Chairs: Shana R. Cohen, University of California, San Diego; Sasha Zeedyk, California State University–Fullerton

Participants:
- Classroom Placement Decisions for Children With Autism Spectrum Disorder: Empirically or Policy-Based? Sasha Zeedyk, California State University–Fullerton; Jan Blacher, University of California, Riverside; Yasamine Bolourian, University of California, Riverside; Regan Linn; Abby Eisenhower, University of Massachusetts–Boston
- The Business of School Readiness: Preparing Our Children With Autism Spectrum Disorder for Early School Success. Shana R. Cohen, University of California, San Diego; Jan Blacher, University of California, Riverside; Abby Eisenhower, University of Massachusetts–Boston
- Inclusion and Social Networks of Students With Special Educational Needs and Disabilities. Christoforos Mamas, University of California, San Diego; Alan J. Daly, University of California, San Diego
- Teacher Use of Classroom Pivotal Response Teaching to Support Students With Autism During Group Instructional Activities. Jessica Suhreinrich; Sasha Zeedyk, California State University–Fullerton; Sarah Rieth; Aubyn Stahmer

Discussant: Jan Blacher, University of California, Riverside

41.078. Spirituality and Education SIG Paper Session. SIG-Spirituality & Education; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 218; 8:15–10:15am

Chair: Oren Ergas, Beit Berl Academic College and Hebrew University

Participants:
- "The Willful Girl": Performing Un/intelligible Aspirational Subjectivities in High-Stakes Curriculum. Shane Duggan, RMFT University
- An Examination of Religious Struggle Among Undergraduates Attending Evangelical Institutions. Jenny Carter, Geneva College; Young K. Kim, Azusa Pacific University
- Hawaiian String Figures: Spiritual Connections, Learning, and Research. Keith Kalani Akana, Office of Hawaiian Affairs
- Indigenous Ideas of Nonhuman Agency as a Concept in Education. Issac O. Akande, University of Illinois at Urbana–Champaign

Spirituality as a Humanizing Pedagogy of Practice and Praxis. Christine Wanjiku Nganga, The George Washington University; Jyanne Beverly De Four-Babb, Caribbean Educators’ Research Initiative; MakintZ. Beck, Rochester Institute of Technology

41.079. Documentation and Inquiry in Early Childhood: Research Stories on Building School Communities of Reflective Practice. SIG-Teacher as Researcher; Symposium

Grand Hyatt San Antonio, Third Floor, Bonham B; 8:15–10:15am

Chair: Martha Melgoza, Skytown Preschool

Participants:
- Introduction to School-Wide Inquiry in Early Childhood Urban Settings. Linda R. Kroll, Mills College; Daniel Meier, San Francisco State University
- Children’s Inquiry and Documentation. Tracy Neal, Stretch the Imagination Preschool; Elizabeth Quinn, Centro las Olas
- Teaching Adults About Inquiry. Martha Melgoza, Skytown Preschool; Sara Sutherland, Mills College; Jenine V. Schmidt, Mills College

Promoting School-Wide Inquiry. Anne Bauer, Aquatic Park School; Catherine Malin, Aquatic Park School; Ambreen Ahsan Khawaja, George Miller III Head Start Center; Elisa Paghalaro, Bay Area Discovery Museum

Discussant: Brenda S. Frye, Webster University

41.080. What Does a Spectrum of Technological Pedagogical Content Knowledge (TPACK) Applications Look Like? SIG-Technology as an Agent of Change in Teaching and Learning; Symposium

Grand Hyatt San Antonio, Fourth Floor, Crockett D; 8:15–9:45am

Chair: Chrystalla Mouza, University of Delaware

Participants:
- Examining the Observable Indicators of Science Teachers’ Technological Pedagogical Content Knowledge (TPACK) Through Video Study. Evrim Baran, Middle East Technical University; Ceren Ocak, Middle East Technical University
- Showcasing Preservice and In-Service Teachers’ Knowledge of Game-Based Learning. Mamta Shah, Drexel University; Arouit Nathaniel Foster, Drexel University
- Exposure to Enactment: Assessing Preservice Teachers’ Preparedness for Technology Integration. Mamta Shah, Drexel University; Sarah Ulrich, Drexel University

Discussant: Arouit Nathaniel Foster, Drexel University

41.081. Pedagogical Implications of Multimodal Pedagogy: Findings From the Reimagining Futures Project. SIG-Urban Learning, Teaching, and Research; Demonstration/Performance

Grand Hyatt San Antonio, Fourth Floor, Crockett C; 8:15–9:45am

Chair: Lalitha M. Vasudevan, Teachers College, Columbia University

Participants:
- Visual Anthropology as a Framework for Photographic Engagement. Cristina Patricia Salazar Gallardo, Teachers College, Columbia University

Discussant: Kelly W. Wissman, University at Albany–SUNY

41.082. Meanings, Flows, and Relational Spaces: A Symposium in Honor of Steve Witte. SIG-Writing and Literacies; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 210 B; 8:15–10:15am

Chair: Jennifer Rowsell, Brock University

Participants:
- Playing Around With Literacy: Children Imagining Possibilities as They Play. Annette Woods, Queensland University of Technology; Margaret Jean Somerville, University of Western Sydney
- Rolling in the Deep: Seeing Differently. Jennifer Rowsell, Brock University
- Disrupting Privilege: Exploring the Everyday Spaces Children Inhabit Through Talk and Text. Kerryn Dixon, University of the Witwatersrand; Hilary Janks, University of the Witwatersrand
- Imagining Literacy: Teachers and Children Finding Time and Space in a Crowded Curriculum. Barbara M. Comber, University of South Australia; Annette Woods, Queensland University of Technology

Discussant: Barbara M. Comber, University of South Australia

Division and SIG Roundtables

41.083. Roundtable Session 15; Roundtable Session

41.083-1. Educational Equity, Access, and Teacher Misconduct in Texas Schools: Lessons on Law and Policy. Division L–Educational Policies and Politics; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 8:15–9:45am

Chair: Eric A. Houch, University of North Carolina–Chapel Hill

Participants:
- Are Higher Need School Districts Disproportionately Impacted by State Funding Cuts? School Finance Equity in Texas Following the Great Recession. David S. Knight, University of Texas at El Paso
41.083-2. Educator Responses to Accountability Policies. Division L—Educational Policies and Politics; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 8:15–9:45am
Chair: Shaun Michael Dougherty, University of Connecticut
Participants:
- Is the Common Core Racing the United States to the Top? Tracking State Proficiency Standards and Achievement. Jackyung Lee, University at Buffalo–SUNY; Yin Wu, University at Buffalo–SUNY

41.083-3. Expanding and Understanding: Evidence on Classroom Processes and Taking Early Childhood Interventions to Scale. Division L—Educational Policies and Politics; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 8:15–9:45am
Chair: Mimi Engel, Vanderbilt University
Participants:
- Making Pre-K Count: Impacts From a Large-Scale Randomized Control Trial of a Preschool Math Curriculum. Shira Mattera, Manpower Demonstration Research Corp.; Pamela Morris; Michelle Maier

41.083-4. Exploring Teacher Turnover. Division L—Educational Policies and Politics; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 8:15–9:45am
Chair: Jennifer L. Steele, American University
Participants:
- Teacher Turnover in Hard-to-Staff Schools: A Review of Theory in the Literature. Ashley Anne Grant, Johns Hopkins University; Lively Leon, Johns Hopkins University
- Novice Teacher Willingness to Stay in Rural Schools: Effects of Relatedness Support and Competence Support. John A. Lepine, University of Oklahoma; Jente J. Olsen, University of Oklahoma
- Understanding Teacher Motivation, Job Satisfaction, and Perceptions of Retention Among Arizona Teachers. Craig Alan Mertler, Arizona State University–West

Rethinking Teacher Turnover: Developing New Measures of Instability in Schools. Huriya Jabbar, The University of Texas at Austin; Jennifer Jellison Holme, The University of Texas at Austin; Emily Germann, The University of Texas at Austin; John Dimmig, Texas Higher Education Coordinating Board
41.083-9. Understanding the Causes and Consequences of Educational Achievement Gaps. Division L—Educational Policies and Politics; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15—9:45am
Chair: Kristopher Stewart, UW-Madison
Participants:
Disproportionate Discipline Contributes to Racial Differences in Educational Attainment. Claire Emmanuelle Kunesh, University of California, Berkeley
Constructing an Index of Educational Opportunity: Examining Access Across Poverty and Place. Douglas Gagnon, University of New Hampshire; Marybeth J. Mattingly, University of New Hampshire
Excellence Gaps and Advanced Placement: An Exploration of State Policy Patterns. Melanie Caughhey, University of Virginia; Annalisa V. Brodersen, University of Virginia; Carolyn M. Callahan, University of Virginia
Nordic Lessons: What We Learn About Educational Achievement From an Analysis of PISA (Programme for International Student Assessment) Scores. Mikaela J. Dufur, Brigham Young University; Kristie J. Rowley, Brigham Young University; Jonathan Jarvis; Florence Silveira, Brigham Young University; Bethany Wood, Brigham Young University; Shelby M. McNeill, Brigham Young University
Left Behind: The Effects of College Preparatory Math on the Persistence of Low Performers. Jacob Kepins, University of California, Irvine

41.083-10. Ecological Perspectives on School Culture and Climate in Socioeconomically and Ethnically Diverse Contexts. SIG—School Community, Climate, and Culture; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15—9:45am
Chair: George McMahon, University of Georgia—Athens
Participants:
Exploring the Support Function “School Host” as Equalizer of Educational Opportunity in the School Environment. Anneli Frelin, University of Gavle; Jan Granums, University of Gavle
Leadership Perceptions of Campus Programs for Refugee Students. Richard Pelton, Texas State University
Parental Perceptions of Economic Diversity in Schools. Luba Feigenberg; Joe McIntyre, Harvard University; Eric Torres; Sarah Bruhn, Harvard University; Richard J. Weissbourd, Harvard University

41.083-11. Considering Various Methodologies in Developing Supervision and Evaluation Skills. SIG—Supervision and Instructional Leadership; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15—9:45am
Chair: Brandon M. Butler, Old Dominion University
Participants:
Developing a Personal Pedagogy of Instructional Coaching: An Autoethnographic Self-Study of Reflection-for-Action. Charlotte Greene, Norfolk Public Schools; Brandon M. Butler, Old Dominion University
Evaluating Low-Performing Teachers: Are Raters Able to Be Consistent in Classroom Observations? Sally J. Zepeda, University of Georgia; Albert Manuel Jimenez, Kennesaw State University
Exploring Fieldwork Experiences: Telling Our Unique and Collective Stories. Melody Eldred, University of South Florida

41.083-12. Cracking the Knowledge Bases of Educational Equity: Integrating Findings From the Laboratory With Those From the Classroom. SIG—Brain, Neurosciences and Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15—9:45am
Chair: Jixuan Zhou, East China Normal University
Participants:
The Neural Mechanism Underlying Education: Comparing Chinese Educators, Ex-niliterate, and Illiterate. Yi Zhang
Neural Basis of the Resource Replenishment Function of Interest. Yi Jiang; East China Normal University; Sung-Il Kim, Korea University; Jeesoo Lee, Korea University; Sun Kyung Lee, Korea University
Anxiety Effect on Chinese Preschoolers: Evidence From Behavioral, Psychological, and Neuroscience Studies. Qinxin Shi, Texas A&M University—College Station

41.083-13. Creativity and Agency as Resistance to Governing Discourses in/Outside of the Early Childhood Classroom: Interrogations and Transformative Imaginaries. SIG—Critical Perspectives on Early Childhood Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15—9:45am
Chair: Janette Hababi, University of Oklahoma
Participants:
“Sit Still and Be Good”: Silencing Bodies of Learning in Early Childhood. Dana Franz Bentley, Buchanan, Browne, and Nichols School
Reframing Resistance as Agency: Gendered Identities in Early Mathematics. Anne Karakon, University of Nebraska Omaha; Anita A. Wager, University of Wisconsin
Desks: Sites of Institutional Structure and Kids’ Agency in a First-Grade Classroom. Meredith Devennie, Syracuse University
Creative Capacity Building When Young Children Visit Museums: Theorizing Artifacts as Coauthors. Bronwen Cowie, University of Waikato; Margaret A. Carr, University of Waikato; Jeanette Clarkin-Phillips, The University of Waikato; Brenda Soutar, Mana Tamanki

41.083-14. Moral Development and Measurement. SIG—Moral Development and Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15—9:45am
Chair: Wiw M. Vogelers, University of Humanistic Studies Utrecht
Participants:
Measuring Student-Teacher Caring Relationships: Theoretical and Methodological Critique. Te-Hsin Chang, University of New Hampshire
The Morally Dumb Jock: Reexamining Psychological Evidence on Athletes and Moral Reasoning. K. Amy Banas, University of California, Berkeley
Validation of the Sense of Purpose Inventory With Adults. Mariya Yakhymenko, Ph.D., California State University—Fresno; Gitima Sharna, California State University—Fresno

41.083-15. Qualities of Effective Arts Educators, Teaching Artists, and Lessons. SIG—Arts and Learning; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15—9:45am
Chair: Jill L. Hars, Silver Consolidated Schools—Silver High School
Participants:
A National Survey of Teaching Artists. Scott Snyder, The University of Alabama—Birmingham; Timarie Fisk, Vestavia High School
Analyzing Multimodal Engagement: Examining the Effectiveness of Creative Pedagogies. Marni E. Fischer, Chapman University; Holly Pearson, Chapman University; Meredith Anne Dorner, Chapman University; Kimita Sohrab Maghzi, Chapman University; Charlotte Ahierg-Evensen, Downey Unified School District; Elizabeth Hind, Chapman University; Lisa Baskovich
Quality in STEAM Education: Evaluation and Examination of Lesson Plans. Hope Elisabeth Wilson, University of North Florida; Lucinda Presley, Innovation Collaborative
To Be Genuine in Artificial Circumstances: Using the Theater Analogy to Understand Teachers’ Workplace and Work. Kevin D. O’Neill, Simon Fraser University
41.083-16. Research Use: Perspectives on Engagement With and Around Research. SIG-Research Use; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15–9:45am

Chair: Chris Brown, UCL Institute of Education

Participants:
- How Educational Leaders Use Research: Findings from a National Survey. Kristen L. Davidson, University of Colorado–Boulder; Derek C. Briggs, University of Colorado, Boulder; William R. Penuel, University of Colorado–Boulder; Caitlin Farrell, University of Colorado–Boulder; Heather C. Hill, Harvard Graduate School of Education
- Small Talk: Teachers’ Decisions Around Research Use. Jason Burns, Michigan State University

41.083-17. Roundtable: Examining Construct-Irrelevant Factors Impacting Test Score Interpretrations in Statewide Assessments. SIG-Test Validity Research and Evaluation; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15–9:45am

Chair: James Wright, Ohio Department of Education

Participants:
- Investigating the Test Mode Difference in Item Characteristics and Student Subgroups in Statewide Assessments. Xiaoxin Elizabeth Wei, American Institutes for Research; Wenchao Ma, Rutgers University–New Brunswick/Piscataway; Lietta M. Scott, Arizona Department of Education
- The Effect of the Time When the Test Is Taken on Student Performance in Statewide Assessments. Yuan Hong, American Institutes for Research; Irene Hunting, Arizona Department of Education; Stephan A. Ahadi, American Institutes for Research
- Investigating the Student Growth Across Subgroups From 2015 to 2016 in the AZMERIT Statewide Assessment. Miyoung Hee Im, American Institutes for Research; Irene Hunting, Arizona Department of Education; Stephan A. Ahadi, American Institutes for Research
- The Impact of Item Difficulty Drift on Pre-Equated Assessments. Lietta M. Scott, Arizona Department of Education

41.083-18. Using Assessments to Understand Cognition. SIG-Cognition and Assessment; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15–9:45am

Chair: Neil M. Kingston, The University of Kansas

Participants:
- Validating a Learning Progression Through a Cognitive Diagnostic Model. Yigal Attali, Educational Testing Service; Meirav Arieli-Attali, ETS
- Why Shanghai Students Performed Not So Well on a PISA (Programme for International Student Assessment) Problem-Solving Test: A Control-Value Perspective. Yiling Hu, East China Normal University; Biao Wu, East China Normal University; Xiaoping Gu


SIG-Research on Evaluation; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15–9:45am

Chair: Kathleen Norris, Plymouth State University

Participants:
- Current Topics in Research on Evaluation. Kathleen Norris, Plymouth State University
- Opportunities for Publishing and Presenting Research on Evaluation. Anne T. Vo, Keck School of Medicine of USC
- Opportunities for Collaboration in Research on Evaluation. Arturo Olivarez, The University of Texas at El Paso

41.083-20. Leadership and Citizenship in Religious Schools. SIG-Religion and Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15–9:45am

Chair: Allison Blosser, High Point University

Participants:
- An Argument for Service-Learning as a Spiritual Avenue for Christian and Secular Border Crossings in Higher Education. Joe D. Nichols, Indiana University–Purdue University at Fort Wayne
- Measuring Leadership Practices in Jewish Day Schools. Yael Kidron, American Institutes for Research
- Intersections of Religion, Race, and Citizenship in a Lutheran Secondary School. Esther June Kim, The University of Texas at Austin

41.083-21. Drivers and Barriers to Get the Most out of Workplace Learning in Educational Settings. SIG-Workplace Learning; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15–9:45am

Chair: Dominik Emanuel Froehlich, University of Vienna

Participants:
- Guiding Workplace Learning in Vocational Education and Training: A Literature Review. Heta Rintala, Tampere University of Technology; Laura Pyläis, University of Tampere; Petri J. Nokelainen, Tampere University of Technology
- Problems for Practitioners Leading Community Colleges: Examining the Workplace. Jason B. Bartlett, North Carolina State University; Michelle Elizabeth Bartlett, North Carolina State University
- Role of Competences, Integration, and Work Practices in Apprenticeship Training: Empirical Study at 10 Finnish Workplaces in the Sectors of Technology and Health and Social Care Services. Laura Pyläis, University of Tampere; Heta Rintala, Tampere University of Technology; Petri J. Nokelainen, Tampere University of Technology
- Conceptualizing and Measuring Approaches to Teaching of Trainers Within the Further Education Context. Caroline Bonnes, University of Konstanz; Sabine Hochholdinger

41.083-22. LGBTQ+ Lives: Beyond Safety and Inclusion. SIG-Queer Studies; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15–9:45am

Chair: José Ramón Lizárraga, University of California, Berkeley

Participants:
- Contexts for Thriving Among Queer Young Adults of Color. Kia Darling-Hammond, Stanford University
- Exploring School Victimization and Weapon Carrying Among Military-Connected LGBT Youth in California Schools. Kris M. De Pedro, Chapman University; Monica Christina Esqueda, Old Dominion University
- The Power of Thoughts and Actions: Examining the School-to-Death Pipeline Murder of Larry King. Paulina Abustan, Washington State University

41.083-23. Perspectives in Peace Education. SIG-Peace Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15–9:45am

Chair: Jan Stewart, University of Winnipeg

Participants:
- From Human Rights to Neoliberal Peace: Discourse on Reunification in South Korean Social Studies Textbooks. Yeji Kim, Teachers College, Columbia University
- Interdisciplinary Case Studies and Engaged Peace Education: Using the Models of Teaching to Deepen Learning. William M. Timpson, Colorado State University; Clifford P. Harbour, University of Wyoming; Shawn Schafer, Metropolitan State College of Denver; Renee Harmon, Colorado State University
- Miscommunication in Sport for Development and Peace Programs. Hillevi Wahrman, Oranim Academic College of Education
- Challenges to Interruptive Democratic Citizenship Education in Postwar Contexts: The Case of Sri Lanka. Thuriyica Kowinthan, University of Ottawa
41.084. Roundtable Session 16; Roundtable Session

41.084-1. Constructing and Deconstructing Capital: Analyses of Students’ Experiences in Schools. Division G–Social Context of Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Horace R. Hall, DePaul University
Participants:
(Re)Framing Research on the School-to-Prison Pipeline. Hugo Alberto Garcia, Texas Tech University; Marco Antonio Cruz, Claremont Graduate University; Rachel Romero Camacho, Claremont Graduate University
Adding a Social Perspective to “Grit”: Investigating How Disadvantaged Students Navigate Obstacles and Gain Agency. Anindya Kundu, New York University
Private Tutoring and Students’ Attitudes Toward School and Learning: Is It Aiding or Challenging Formal Schooling? Audrey Addi-Raccau, Tel Aviv University; Mimi Azriel, Tel Aviv University
The Effect of Key Competency on Social Capital. Kenji Tsuyuguchi, Ehime University; Tetsuo Kuramoto, Aichi University of Education

41.084-2. Literacy and the Social Contexts of Education. Division G–Social Context of Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Ebony Elizabeth Thomas, University of Pennsylvania
Participants:
Is Summer Reading Loss of Disadvantaged Children Universal? Dacian Delean, East Georgia College; Iona Tincas, Baber-Bolyai University; Crina Danca
What I Gotta Say: Male Motivation to Write. JeanMarie Farrow, Temple University
Learning From the Lessons of Literacy Educators in Underperforming Schools. Julie Smit, Texas Tech University; Patrimann Smith, Texas Tech University; Ana Berta Torres, Texas Tech University; Mellinee K. Lesley, Texas Tech University

41.084-3. Mapping the Margins of Marginalization: School Closing, Space, Place, and Educational Policy. Division G–Social Context of Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Melinda Lenke, University at Buffalo–SUNY
Participants:
Closed Schools, Open Markets: Mapping the Spatial Distribution of Closures and Charters in Detroit. Terrance Green, The University of Texas at Austin; Joanna Dolores Sanchez, The University of Texas at Austin
Race, Class, and Belonging: Debating School Desegregation in Gentrifying New York. Alexandra Fradis, New York University
From 2-D to 3-D: Examining the Relationship Between Student Mobility, Schools, and Neighborhoods. Richard Welsh, University of Georgia; Tenice Hardaway, University of Southern California; Q. Tien Le, University of Southern California
Toward a Theory of Institutional Mourning: School Closure as Emotional Phenomenon. Eve Louise Ewing, University of Chicago

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Joseph E. Flynn, Northern Illinois University
Participants:
(De)Constructing Deficiency: A Critical Analysis of the Colorado Reading to Ensure Academic Development Act. Melia E. Repko-Erwin, University of Colorado–Boulder
Buen Vivir: Toward a Normative Framework for Education Reform Emerging From the Global South. Pablo Cevallos Estarellas, UNESCO IIEP; Patricia L. Marshall, North Carolina State University
"No Promoo Homo": Religion and the Politics of Texas Public Schools. Michael Andrew Thorson, Conroe Independent School District; Catherine A. Lugg, Rutgers University
Ontario Universities’ Valued Applicants: Critically Analyzing the Discourse in Mission Statements and Strategic Mandate Agreements. Fatima Samji, University of Toronto; Ruth A. Childs, University of Toronto–OISE

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chairs: Kris D. Gutiérrez, University of California, Berkeley; Silvia C. Noguero-Liu, University of Colorado–Boulder
Participants:
Digital Media Practices of Chinese- and Mexican-Heritage Youth Across Spaces and Scales. Wen Shen Eva Lam, Northwestern University; P. Zitlali Morales, University of Illinois at Chicago
More Than Devices and Translations: Digital Equity and Opportunity for Immigrant Families in the New Latino South. Silvia C. Noguero-Liu, University of Colorado–Boulder
Global Youth Developing Multilingual Literacies Through Digitally Mediated Transnational Communication. Grace MyHyn Kim, University of California, Berkeley

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chairs: Mary Kalantzis, University of Illinois at Urbana-Champaign; Sarah Michaels, Clark University
Participants:
Poetry Inside Out: An Ethnographic Context for Collaborative Research and Practice. Je Park, Clark University; Sarah Michaels, Clark University; Lori Simpson, Claremont Academy; Jesse Bicknell, Claremont Academy
Youth Research Into the “How” and “What” of Poetry Inside Out. Deborah Diaz, Clark University; Saint Cyr Dimanche, Brandeis University; Elvis Arancibia; Abby Moon, Clark University
Funds of Knowledge and Poetry Inside Out. Morufat Ayo Obola, Clark University; Bryan Feliz, Clark University; Juliette Padilla, Clark University; Oumou Cisse, Salem State University; Angel Toribo
Undergraduate Research on Building Multiliteracies Through “Compassionate” Listening. Celia Ringland, Clark University; Margaret Foster, Clark University; Savannah MacLean, Clark University
Undergraduate Research on a Third Space After-School Program That Supports Productive Diversity. Kefiana Kabuti, Clark University
41.084-7. Narratives of Professional Identity Building. Division G—Social Context of Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Patricia J. Lurka, Texas A&M University
Participants:
* #likeagirl: Out-of-School Lessons From Pedagogical Thirdspace Roller Derby Learning Communities. Mary Catherine Nino Beven, Stephen F. Austin State University
* Conocimiento y Enseñanzas: Latina Preservice Teachers’ Narrative of Teaching and Learning in a Predominantly White Teacher Education Program. Andrea Garavito Martinez, University of Utah
* Contextualizing Rural Teachers’ Personal and Professional Technological Identities. Mary E. Rice, The University of Kansas
* Genuine Doubt and Reflections of Social Inequality in a Practicum Experience. Martha Stella Bonilla Rodriguez; Clara Ines Palacios Burbano

I Shouldn’t Be So Unique, but I Am: A Case Study on the Professional Identity of Teachers of Color. Katrinia Liu, University of Nevada–Las Vegas; Brenda Anne Pearson, University of Nevada–Las Vegas; Steve Hayden, University of Nevada–Las Vegas

41.084-8. Negotiating Relationships. Division G—Social Context of Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Carol A. Mullen, Virginia Polytechnic Institute and State University
Participants:
* Relatedness Between Students and Teachers: Supporting Students Academically and Knowing Them Personally. Hillary L. Greene, University of Michigan—Ann Arbor
* The Social Construction of Key: Analyzing Relations in Daily Classroom Life. Faythe P. Beauchemin, The Ohio State University—Columbus
* “I’ve Never Been Exposed to the Steps It Takes”: The Social Aspects of Future Orientation. Erica Jeanne Van Stenis, University of Colorado—Boulder

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Isha Jackson, Arizona State University—Tempe
Participants:
* Areas of Disconnect Between Immigrant Parents and Language-Related School Practices. Gina Arnone, University of North Carolina—Chapel Hill; Rebecca S. New, University of North Carolina—Chapel Hill
* Mothers on a Mission: African American Mothers Raising and Loving Their High-Achieving African American Sons. Brian L. Wright, The University of Memphis; Shelly L. Counsell, University of Memphis
* Voices of Parents in Poverty: What Do Low-Income Parents Need to Support Their Young Children? Molly Ellen McManus, The University of Texas at Austin; Marie-Anne Suizza, The University of Texas at Austin
* “She Fought to Stay”: Institutional Barriers and the Schooling Experiences of Young Puerto Rican Mothers. Melissa Colon, Tufts University; Jayanthi Mistry, Tufts University

41.084-10. Opportunity and Challenge for Students of Color and Indigenous Students in Higher Education. Division G—Social Context of Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Karen Seashore Louis, University of Minnesota
Participants:
* “Possibility” and “Desirability”. Key Concepts in Achieving the Promise of Equal Opportunity for Indigenous Students. Jennifer M. Gore, The University of Newcastle; Sally Patfield, The University of Newcastle; Kathryn Holmes, Western Sydney University; Maree Gruppetta, The University of Newcastle; Adam Lloyd, The University of Newcastle; Jess Harris, University of Newcastle; Max Smith, University of Newcastle; Leanne Pray, The University of Newcastle
* “They Expect You to Know That You Are the Minority”. Black College Students’ Experiences in a Predominantly White University in the Southeast United States. Sherry C. Wang, Santa Clara University; Kamden Strunk, Auburn University

On the Road to Graduation: Successful Latino Male Students’ Perspectives on Their Academic Success. Carolina E. Gonzalez, Montclair State University
Contact Hypothesis: Intergroup Friendships Among Graduate Students of Color. Saejin Kwak, University of Washington—Seattle
Postsecondary Transitions Among Marginalized Student Populations Across Four Gateway Cities: Implications for Policy and Action. Karen Rolison, McMaster University; Paul Anisef, York University; Kelly A. Gallagher-Mackay, Wilfrid Laurier University; Jenny K. Nagoaka, University of Chicago; James J. Kemple, New York University; Sean Demack, Sheffield Hallam University; Robert S. Brown, Toronto District School Board

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Hua-Yu Sebastian Cheng, New York University
Participants:
* Education and Civic Engagement: A Case Study of Three Korean Immigrant Youths. Sunun Park, University of Washington—Seattle
* Keeping Up With School: The Parental Practices of Working-Class Fuzhounese Chinese Immigrants in a Midwest Town. Yu-Ling Hsiao, Oklahoma State University—Stillwater
* The Role of Social Trust in Building the Civic Capacities of Transnational Dominican Youth. Patrick Keegan, Teachers College, Columbia University

41.084-12. Playing at the Fault Line: Segregation and Challenges to Promoting Equity Through Educational Policies. Division G—Social Context of Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Participants:
* Cultural Processes in the Educational and Political Displacement of Marginalized Families in a Gentrifying Context. Daphne M. Penn, Harvard University
* Parenting in Post-Obergefell America: Implications for School Administrators Interacting With LGBTQ Parents. Andrew Leland, Rutgers University—New Brunswick/Piscataway
* Place-Based Digital Inequality as an Overlooked Consequence of Income Inequality. Eric Ambroso, Arizona State University—Tempe; Anna Montana Cirell, Arizona State University—Tempe; Margarita Pivovarova, Arizona State University—Tempe
* Subgrouping Segregated Students: The Promise of Group-Specific Policies for Promoting Equity in Segregated Schools. Rachel Garver, New York University

41.084-13. Youth’s Identity Work in Diverse Multilingual and Multicultural Contexts. Division G—Social Context of Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Catherine E. Compton-Lilly, University of Wisconsin–Madison; Sujin Kim, University of Missouri
Participants:
* Language Immersion Students’ Concepts of Writing and Multilingualism. Angela Layton, University of Missouri—St. Louis
* Multimodal Translanguaging of Transnational Migrant Youth in Digital Media. Sujin Kim, University of Missouri
* Multilingual Talk: One Student’s Evolving Identity. Rebecca Schwerdtfeger, University of Missouri—Columbia

41.084-14. Imagining Education: Beyond the Logic and Learning in Neoliberal Capitalism. SIG-Critical Educators for Social Justice; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Arturo Rodriguez, Boise State University; Kevin Russel Magill, University of Texas, Austin
Participants:
From Right-to-Work to Lenin's Communist Pedagogy. Curry Stephenson
Mallett, West Chester University of Pennsylvania
Making Marxist Pedagogy Magical: From Critique to Imagination. Derek R.
Ford, DePaul University
Engaging Neoliberalism. Angelo Joseph Letizia, Newman University
A Critical Theology of the People: Toward a Christian Communism. Peter L.
McLaren, Chapman University
Neoliberalism and the Contradictions of Freedom: Ideology, Subjectivity,
and Critical Pedagogy. Noah De Lissovoy, The University of Texas at Austin

41.084-15. Social Justice in Global Contexts. SIG-Critical
Educators for Social Justice; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Brian Whitney Collier, Bellarmine University
Participants:
Cultural Competence and Diversity Experiences Among First-Time-in-
College Latina and African American Females. Emily Summers, Texas
State University-San Marcos; Audwin Anderson, Texas State University;
Amarilis M. Castillo, Texas State University–San Marcos; Darvlyn A. Flagg,
Texas State University; Na Wei, Texas State University
Supporting Social Justice Education in Schools: Through Critical
Community Collaboration. Fernando Naiditch, Montclair State University;
Elizabeth P. Quiñero, California State University–Channel Islands
Using Postcolonial Literature to Develop a Pedagogy of Social Justice: Possibilities and Contradictions. Magdalena Vergara, The University of
British Columbia; Teresa M. Dobson, The University of British Columbia

41.084-16. Equity and Identity: Language and Literacy Tools for
Change. SIG-Language and Social Processes; Roundtable
Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Sarah Meredith Vander Zanden, University of Northern Iowa
Participants:
Exploring the Role of Interextuality in Promoting Young English Language
Learner Children's Poetry Writing and Academic Learning: A Discourse
Analytic Approach. Huilí Hong, East Tennessee State University
"I Don't Like Reading... It's My Specialty, but I Don't Like It": Youth
Speak(s) Identities. Jenny Sperling, University of California, Santa Barbara;
Diana J. Araya, University of California, Santa Barbara.
"That's Not Fair!" Meaning-Making Through Story-Based Process Drama in
Dual-Language Classrooms. Erin Greeter, Keene State College
Gatekeeping the Interactional Order: Field Access and Linguistic Ideologies in
Secondary Schools in Spain. David Patrick Poveda, Universidad Autónoma de Madrid; Frances Giampapa, University of Bristol; Ana Maria
Relano-Pastor, Universidad de Castilla–La Mancha; Alicia Fernández,
Universidad de Castilla–La Mancha

41.084-17. Multicultural/Multiethnic Education: Exploring
Institutional Support for Student Empowerment and
Resilience. SIG-Multicultural/Multiethnic Education: Theory,
Research and Practice; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Rikan Vue, Oregon State University
Participants:
Black Lives Matter, Queer Lives Are Precious: Supporting Resilience in the
Classroom and on Campus in the Midst of Attack. Meredith Shockley-
Smith, Northern Kentucky University; Françoise Kazimirzuk, Northern
Kentucky University; Brandelyn L. Tosi, Northern Kentucky University
Perception of Chief Diversity Officers Regarding Support for LGBT
Students in Higher Education. Walter Andre Brown, Jackson State
University; Melissa McCoy, Shelby Mentoring and Counseling
Rethinking Damunwha Education: Critical Multiculturalism in Learning
Circles to Empower Multicultural Students in South Korea. Gilbert C.
Park, Ball State University; SangOk Park, Kongju National University

41.084-18. Adolescent Relationships as the Basis for Problem
Solving and Civic Engagement. SIG-Adolescence and Youth
Development; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Eric Toshalis, Jobs for the Future
Participants:
Beating the Odds: Successful Stories of “At-Risk” Latina/o Students in a New
Hispanic Magnet State. Chang Pu, Berry College
Black Youth Activism in an Age of #BlackLivesMatter. Chrystal S. Johnson,
Purdue University; Harvey Hinton, Purdue University; James Holly, Purdue
University
The Role and Influence of Friendships in the Educational Achievement of
Adolescent Males in a Community-Based Educational Space. Tanya
Wiggins, Pace University
Youth Participatory Action Research in a School Counseling Space: Working
Toward Liberation in a Neoliberal System. Gretchen A. Brion-Meisels,
Harvard University; Zanny Alter, Bryn Mawr College

41.084-19. Self-Study From the Start: Journeys of Novice Teacher
Educators. SIG-Self-Study of Teacher Education Practices;
Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Jason K. Ritter, Duquesne University
Participants:
Skirting the Edge of Chaoe: Maintaining a Community of Practice in a
Doctoral Program. Mark M. Diacopoulos, Old Dominion University;
Kristen H. Gregory, Old Dominion University; Angela Branyon, Old
Dominion University
Rethinking Education Through Self-Study: An International Doctoral
Student’s Narrative. Yue Mi, University of Houston
Getting Down to Identities to Trace a New Career Path: Understanding
Beginning Teacher Educator Identities in Multicultural Education
Teaching. Vy Dan, Michigan State University; Scott D. Farver, Michigan
State University; Davena Y. Jackson, Michigan State University

41.084-20. Freirean Pedagogical Experiences. SIG-Paulo Freire,
Critical Pedagogy, and Emancipation; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Marc Pruny, Monash University
Participants:
Promoting Equity and Social Justice in K–12 Schools: A Critical Exploration
of Outcomes and Implications of Hip-Hop-Based Education. Bradley J.
Portillo, California State University–East Bay; Lauren Gardner; Debangshu
Raychaudhury, City College of New York–CUNY
Social Justice Mathematics: Pedagogy of the Oppressed or Pedagogy of the
Privileged? Kari Naomi Kokka, Harvard University
At the Lost and Found in Translation: Examining Freirean Reading Cultures
in Anglophone Academia. Sandro Barros, Michigan State University
On Becoming Transformative Educators: Leveraging Critical Youth
Research in a High School Teacher Pipeline Program. Van Lac, University
of Wisconsin–Madison
Facilitating Intergenerational Conflict Dialogue Through Community-Based
Forum Theater. Christina Parker, Ryerson University

41.084-21. Hip-Hop, Belonging, and Democratic Practice. SIG-Hip
Hop Theories, Praxis & Pedagogies; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Bettina L. Love, University of Georgia
Participants:
Developing a Sense of Belonging in Street Gangs in Miami. Christine A.
Keaney, San Diego State University
Hip-Hop as Democratic Practice Using the “Reggio Approach” to Build the
Skills of Democratic Merit. Shuaib James Meacham, University of Northern
Iowa; Sohyun Meacham, University of Northern Iowa
To Fall Asleep in the Barber's Chair: Understanding Black Students When
You're a White Teacher. Michael J. Seaberry, Louisiana State University–
Baton Rouge; Brandon Stroud, Rochester Institute of Technology
AERA Sessions

42.013. Considering the Future of the NAEP Long-Term Trend Assessment Program. AERA Sessions; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, 304 A&B; 10:35am–12:05pm
Chair: Joseph L. Willhoft, Consultant
Participants:
Future of NAEP Long-Term Trend Assessments. Edward H. Haertel, Stanford University
Is It Time to Retire Long-Term Trend? Louis M. Fabrizio, North Carolina Department of Public Instruction
Why Continue an Old Assessment? Jack Jennings, retired
A Rescue Plan for NAEP Long-Term Trend Assessments: Thoughts on Edward Haertel’s White Paper. Andrew J. Kolstad, P20 Strategies LLC
Content of the Long-Term Trend Assessments Compared to Main NAEP. Joseph L. Willhoft, Consultant
Technical and Administrative Considerations for the Future of Long-Term Trend. Peggy G. Carr, National Center for Education Statistics/Institute of Education Sciences

42.014. Early Career Research Funding: Dissertation, Postdoctoral, and Small-Grant Support. AERA Sessions; Invited Speaker Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 209; 10:35am–12:05pm
Chair: William H. Schmidt, Michigan State University
Participants: Adam Gamoran, William T. Grant Foundation; George L. Wimberly, American Educational Research Association; Randall Higgins, National Academy of Sciences, Engineering, and Medicine; Sarah W. Freedman, University of California, Berkeley and National Academy of Education

42.015. Education Research Indicators Worldwide—Sponsored by the World Education Research Association. AERA Sessions; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, Room 304 C; 10:35am–12:05pm
Chair: Félic J. Levine, American Educational Research Association
Participants: Stephanie Vincent-Lancrin, Organisation for Economic Co-operation and Development; Joanna Maria Madalinska-Michalak, University of Warsaw; Pedro Alejandro Flores-Crespo, Universidad Autónoma de Querétaro; Ingrid Gogolin, University of Hamburg

42.016. Teaching and Learning: How Teachers and Students Learn in Chile and Barbados. AERA Sessions; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, Room 305; 10:35am–12:05pm
Chair: Beatrice Avalos, Universidad de Chile
Participants:
Chilean Teacher Learning Through Informal Collaboration: Perceptions and Opportunities. Martín Bascope, The Pontifical Catholic University of Chile
Learning to Play in the Graduate Classroom. Valeria M. Cabello, Universidad de Chile
Connections Between Student Teacher Instruction and Student Learning: A Study on Explanations About Natural Phenomena. Sheron C. Burns, University of the West Indies
Discussant: Sylvia Maureen Henry, University of the West Indies

42.017. Toward a STEM DBER Alliance (DBER-A): Building an Interdisciplinary Education Research Community Across Disciplines. AERA Sessions; Invited Speaker Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 220–Cantilever; 10:35am–12:05pm
Chair: Shirley M. Malcom, American Association for the Advancement of Science
Participants: Ann E. Austin, Michigan State University; Susan Randell Singer, Rollins College; Michael C. Loui, Purdue University; Charles R. Henderson, Western Michigan University
42.018. Meet Journal Editors: Journal Talks 3. AERA Sessions; Invited Roundtable
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 3; 10:35am–12:05pm

Participants:
1. British Journal of Educational Technology; Sara Hennessy, University of Cambridge
2. International Journal of Problem-Based Learning; Michael M. Grant, University of South Carolina; Krista D. Glazewski, Indiana University
3. Journal of Early Childhood Literacy; Julia Gillen, Lancaster University; Justine Hope, SAGE Publications
4. Learning for Democracy; An International Journal of Thought and Practice; Caroline R. Pryor, Southern Illinois University–Edwardsville; Char Johnson, Southern Illinois University–Edwardsville
5. The Teacher Educator; Thalia Mudril, Ball State University; Linda E. Martin, Ball State University
6. 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; Gloria Natividad, Technological Institute of Higher Education; Hande Ilgaz, Temple University
7. International Multilingual Research Journal; Jeff MacSwan, University of Maryland; Natalia Giusman, University of Maryland–College Park
8. Journal of Moral Education. Wiel M. Vugeleers, University of Humanistic Studies Utrecht
9. Taboo: The Journal of Culture and Education; Kenneth James Fasching-Bauer, Louisiana State University; Linda E. Martin, Ball State University
10. Middle Grades Research Journal; Larry G. Daniel, The Citadel
11. Journal of Research in Childhood Education; X. Christine Wang, University at Buffalo–SUNY
12. The Internet and Higher Education; Ann Corney, Elsevier Ltd; Vanessa Paz Dennen, The Florida State University; Cher Ping Lim, The Education University of Hong Kong
13. 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; Gloria Natividad, Technological Institute of Higher Education; Hande Ilgaz, Temple University
14. Vitae Scholariae: The Journal of Educational Biography; Lucy E. Bailey, Oklahoma State University
15. Dual Language Research and Practice; Beverly J. Irby, Texas A&M University–College Station; Rafael Lara-Alecio, Texas A&M University; Nahed Abdelrahman, Texas A&M University; Fuhui Tong, Texas A&M University–College Station
17. AERA Open. Mark Warschauer, University of California, Irvine

Committee Sessions

42.019. Community Engagement and Participatory Action Research. Graduate Student Council; Invited Speaker Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 221 A&B; 10:35am–12:05pm
Chair: Kate Rollert French
Participants: Ana Carolina Fernandes de Bessa Antunes, University of Utah; Emily Borg, University of California, Santa Cruz; Paige Bray; Joy Howard, Heritage University; Sarah Reed Hobson, Community Allevies, LLC.; Mark R. Warren, University of Massachusetts–Boston; Limea Kristina Beckett, University of California, Santa Cruz; Sophia Rodriguez, College of Charleston; Dana E. Wright, Connecticut College

42.020. Division H Fireside Chat. The Power of Working Together: Highlighting Highly Effective District–University Partnerships. Graduate Student Council; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, Room 301 C; 10:35am–12:05pm
Chairs: David T. Marshall, Virginia Commonwealth University; Ross C. Anderson, Educational Policy Improvement Center; Beth Adams, University of North Carolina–Chapel Hill
Participants: Thy Nguyen, Norfolk Public Schools; James H. McMillan, Virginia Commonwealth University; Stephen R. Porter, North Carolina State University; Colleen Graham Paeplow, Wake County Public School System;

Carmen P. Mombourquette, University of Lethbridge; Matthew A. Lenard, Wake County Public School System

42.021. Future International Directions in Educational Leadership: Can We Locate and Expand Equal Opportunities? International Relations Committee; Symposium
San Antonio Marriott Rivercenter, Third Floor, Conference Room 17; 10:35am–12:05pm
Chair: Ira E. Bogotch, Florida Atlantic University
Participants:
Leadership Development in the Middle East and in East and West Africa. Khalid Arar, The Center for Academic Studies; Maysaa Y. Barakat, Florida Atlantic University; Ezhar Oplatka, Tel Aviv University; Selahattin Turan, BIYODISIAL; Beverly Lindsay, University of California–Los Angeles
U.S. and Canadian Contexts of Educational Leadership. Robert E. White, St. Francis Xavier University; Karyn A. Cooper, University of Toronto; Karen Seashore Louis, University of Minnesota
From Welfarism to Neoliberalism: Conceptualizing the Diversity of Leadership Models in Europe. Jorunn Moller, University of Oslo; David John Hall, University of Manchester; Michael Schratz, Leopold-Franzens University of Innsbruck
The Importance of Leaders in Neocolonial Education Reforms: The Case of Australian and Maori Leadership. Mere Berryman, University of Waikato; Dawn Lawrence; Jane Wilkinson, Monash University
Privatizing Leadership in Education in England and Neoliberal Influences in Hong Kong and Throughout Asia. Steven John Courtney, University of Manchester; Darren A. Bryant, The Education University of Hong Kong

42.022. Knowledge to Action: Academic Journeys in and out of School. Committee on Scholars of Color in Education; Paper Session
San Antonio Marriott Rivercenter, Third Floor, Conference Room 18; 10:35am–12:05pm
Chair: Dorothy Faye Garrison-Wade, University of Colorado–Denver
Participants:
A Counterstory of a Mexican American Family Getting to College on Their Own Terms. Amanda Jo Cordova, University of Texas At San Antonio; Juan Manuel Nino, The University of Texas at San Antonio; Encarnacion Garza
An Exploratory Study of Educational Contexts of Asian American Children: Focusing on Neighborhood, School, Classroom, and Home Environments. Yoonjeon Kim, University of California, Berkeley
Parental Involvement in African American and Latino Families and Its Impact on Academic Attainment. Selena Williams, The Graduate Center of the City University of New York; Cindy Maria Bautista-Thomas, Columbia School of Social Work
Pathways to Achieving Equal Opportunity in Citizen Science Projects: Insight From Fellow Project Leaders. Renee Mary Lyons, Clemson University

Discussant: Robert A. Bennett, The Ohio State University

International Organization Sessions

42.023. How Educational Research and Assessment Can Be Used to Address Educational Inequalities: An International Perspective. International Academy of Education; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, Room 302 C; 10:35am–12:05pm
Chair: Richard J. Shavelson, SK Partners & Stanford University
Speaker: Sean F. Reardon, Stanford University
Presenters: Elliott Friedlander, Stanford University; Alejandra Mizala, Universidad de Chile; Jon Douglas Willms, University of New Brunswick

Participants:
Leveraging Existing Data to Study Educational Inequality: Examples, Lessons, and Recommendations. Sean F. Reardon, Stanford University
It Takes a Village to Raise a Reader: The Untapped Potential of Enabling Communities to Support Children’s Learning in Developing Countries. Elliott Friedlander, Stanford University; Claude N. Goldenberg, Stanford University
Henry B. Gonzalez Convention Center, River Level, Room 6A; 10:35am–12:05pm
Chairs: Michael Uljens, Abo Academy University–Finland; Rose M. Ylimaki, The University of Arizona
Participants:
- Globalizing Curriculum and Evaluation Policy: A Nonaffirmative Approach for Democratic Education. Rose M. Ylimaki, The University of Arizona; Michael Uljens, Abo Academy University–Finland
- Constructing a Nonaffirmative Approach: Rethinking Text, Talk, and Technology Within an Academic Curriculum Discourse. Kirsten Sivesind, University of Oslo
- Dewey, Democracy, and Nation-State Education. Ninni Wahlström, Linnaeus University
- Against the Epistemicide: Toward a Nonabsyllastic Curriculum. João Menelau Parakseva, University of Massachusetts
- Ambivalence, Reflexivity, and Morality as Contested Coordinates for Cosmopolitan Curriculum. Tero Henrik Auto, Tallinn University
Discussant: Robert James Heffernan, Loyola University Maryland

State and Regional Organization Sessions

42.025. Consortium of State and Regional Educational Research Associations: Distinguished Paper Session 2. Consortium of State and Regional Educational Research Associations; Invited Speaker Session
San Antonio Marriott Rivercenter, Third Floor, Conference Room 14; 10:35am–12:05pm
Chair: Keith M. Kershner, Research and Evaluation International
Participants:
- Eastern Educational Research Association. Student Views Regarding Offering a Physics Course Online. Susan Elizabeth Ramlo, The University of Akron
- Rocky Mountain Educational Research Association. Moral Decision Making in College Students and Faculty: Exploring the Impacts of Faculty Exemplars and Coursework on Moral Perspectives. Daniel Marangoni, Rogers State University; Francis Grabowski, Rogers State University
- California Educational Research Association. Socially Responsive Classrooms for Students With Special Educational Needs and Disabilities. Christoforos Mamas, University of California, San Diego; Giovanna Hartmann Schaelli, University of Zurich; Alan J. Daly, University of California, San Diego
- Mid-Western Educational Research Association. Convergence, Divergence, and Epistemologies: Connections Between Teachers’ Subject Domain and Their Understanding of Data. Gary Lee Johns, Purdue University; Rachel Roegman, Purdue University
Discussants: Mike Nelson, University of Central Oklahoma; Richard Choe Seder, University of Hawai‘i–Mānoa

Division Sessions

42.026. (Re)visioning the Profession: What Should Professors of Educational Leadership Be Doing and How Should We Be Supported? Division A–Administration; Invited Speaker Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 C; 10:35am–12:05pm
Chair: Michael E. Dantley, Miami University
Participants: Judy A. Alton, Ashland University; Fenwick W. English, University of North Carolina–Chapel Hill; Gary M. Crow, Indiana University; Steven Jay Gross, Temple University; Catherine A. Lugg, Rutgers University

42.027. Neoliberal Racism as Educational Policy. Division B–Curriculum Studies; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 C; 10:35am–12:05pm
Chair: Clayton Todd Pierce, University of Utah
Participants:
- The Violence of Compassion: Education Reform, Race, and Neoliberalism’s Elite Rationale. Noah De Lissovoy, The University of Texas at Austin
- Hyper-Precarity and Latina/o DACAmented Teachers. Jose Garcia, California State University–Channel Islands
- Caste Education and Population Racism: A Du Boisian Analysis of Neoliberal Data Economies. Clayton Todd Pierce, University of Utah

42.028. Sandra Bland and Responsibilities of Educational Researchers to Say Her Name. Division B–Curriculum Studies; Invited Speaker Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 B; 10:35am–12:05pm
Chair: Crystal T. Laura, Chicago State University; Eve Tuck, University of Toronto; K. Wayne Yang, University of California, San Diego; Vonzell Agosto, University of South Florida
Presenters: Valerie Kinloch, The Ohio State University; Joyce E. King, Georgia State University; Kefraylyn D. Brown, The University of Texas at Austin; Denise M. Taliaferro Bazzie, Miami University

42.029. Then and Now: Grappling With Race in Psyche and Society. Division B–Curriculum Studies; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 210 B; 10:35am–12:05pm
Chair: Debbie Sonu, Hunter College–CUNY
Participants:
- Collective Turning and Modern-Day Persons Unknown: An Ideological Critique of White Supremacy in Public. Courtney Cook, The University of Texas at Austin
- Is “Diversity” the Word? How Seeking Equality (Re)produces Invisibility and Racial Melancholia. Alissa Case, University of Minnesota–Twin Cities; Ezeekiel Joubert, University of Minnesota–Twin Cities; Colleen Rost-Banik, University of Minnesota–Twin Cities; Noah Isaiah Sims, University of Minnesota–Twin Cities; David Andrew Melendez, The University of Minnesota
- Mendez as the “Mexican American Brown.” Maribel Sanchez, Michigan State University

Suppressed Curriculum Histories and Emerging Futures of Desegregation: Experiences of African American Educators and Students. Candace M. Schlein, University of Missouri–Kansas City; Jennifer Ingrid Friend, University of Missouri–Kansas City; Joyce E. Caruthers, The University of Missouri-Kansas City

42.030. Developing Optimal Learning Moments in Science by Engaging Students in Project-Based Learning Across K–12. Division C–Learning and Instructions; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 208; 10:35am–12:05pm
Chair: Barbara Schneider, Michigan State University
Participants:
- Design Principles and Theoretical Foundation of Project-Based Learning. Joseph S. Krajcik, Michigan State University; Emily Miller, University of Wisconsin–Madison
- Using Project-Based Learning to Leverage Elementary Students’ Home and Cultural Resources in Sensemaking. Emily Miller, University of Wisconsin–Madison
- Supporting Three-Dimensional Energy Learning in a Project-Based Approach That Emphasizes Modeling Energy Transfers Between Systems. Jeffrey Nordine, Leibniz Institute for Science and Mathematics Education; Marcus Kubisch, IPN
- Using Technology Tools to Help Students Bridge Understanding of Macroscopic and Submicroscopic Electrical Interactions. Leemona
2.031. STEM Identity Development: The Contribution of Educational and Schooling Experiences. Division C–Learning and Instructions; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 210
A; 10:35am–12:05pm
Chair: Gale M. Sinatra, University of Southern California

Participants:
Development of STEM Identity Among Adolescent Girls and Students of Color: A Social Identity Theoretical Perspective. Ann Young Kim, University of Southern California; Gale M. Sinatra, University of Southern California

Students’ Self-Efficacy and Interest in an Elementary Makerspace Program. Vanessa Wanchant Vongkullakorn, The Ohio State University; Ananya Mukhopadhyay, University of Southern California; Gale M. Sinatra, University of Southern California; Julie A. Marsh, University of Southern California

The Experiences and Malleable Factors That Support the Development of Science Identity in Middle School Students. Paulette Vincent-Ruz, University of Pittsburgh; Rena Dorph, University of California, Berkeley; Kevin R. Bonning, University of California, Los Angeles; Christian D. Schunn, University of Pittsburgh

Exploring the STEM Capability Profiles of Special Populations to Predict STEM Identity. Micaela Victoria Cesario Morgan, University of California, Santa Barbara

Mentoring and Identity as a Scientist: Insights From Ethnically Diverse Undergraduates and Their Research Mentors. Rachael Robinett, University of Nevada–Las Vegas; Martin Chemers, University of California, Santa Cruz; Eileen Zurbringen, University of California, Santa Cruz; Faye Crosby, University of California, Santa Cruz

Discussant: Brendesha M. Tynes, University of Southern California

2.032. Technology Experiences That Cognitively and Metacognitively Engage Learners. Division C–Learning and Instructions; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 211; 10:35am–12:05pm
Chair: Roger Azevedo, North Carolina State University

Participants:
Latent Class Profiling of Self-Regulated Learning in MetaTutor: A Technology-Rich Learning Environment. Clarissa Lau, University of Toronto; Eunice Eunhee Jang, University of Toronto; Jeanne Sinclair, University of Toronto; Roger Azevedo, North Carolina State University; Michelle Tuib, North Carolina State University

A Design-Based Intervention on Flipped Instruction: Longitudinal Effects on Undergraduates’ Engagement and Achievement. Cary J. Roseh, Michigan State University; Lisa Linnenbrink-Garcia, Michigan State University; William Saltarelli, Central Michigan University; You-kyoung Lee, Michigan State University; Joshua Michael Rosenberg, Michigan State University; Emily Bovee, Michigan State University; Kristy Amber Robinson, Michigan State University; John Ranelucci, Hunter College; Stephanie V. Wortonminton, University of Virginia; Hannah Klauteke, Michigan State University; Christopher Seals, Michigan State University; Patrick Neil Beymer, Michigan State University

Metaheuristics of Cognitive and Video Segmentation. Aaron Owen Thomas, University of Florida; Pasha Antonenko, University of Florida; David J. Therrill, University of Florida; Kent J. Crippen, University of Florida


Adolescent Social Media Behavior, Personality Factors, and Academic Performance: A Path Analysis. Jingyan Lu, The University of Hong Kong; Mengmiao Jing, The University of Wisconsin–Madison; Qi Huang, University of Georgia

Discussant: Do Not Forget Continuous Feedback in a Flipped Classroom. Ngoc Thuy Thi Thi, Ghent University; Bram De Wever, Ghent University; Martin M. Valkema, Ghent University

42.033. Tensions in Division C: Shifting Between Building Individual Agency and Promoting Systemic Change. Division C–Learning and Instructions Cosponsored with Division L–Educational Policies and Politics; Invited Speaker Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217
D; 10:35am–12:05pm
Chair: Janaad Matthews, Montclair State University
Participants: Sandra Graham, University of California, Los Angeles; Ari Kaplan, Temple University; Tara J. Yosso, University of Michigan; Dennis M. McNerney, The Education University of Hong Kong

42.034. Estimation and Model Advances for Causal Inference and Treatment Effects. Division D–Measurement and Research Methodology; Paper Session

Henry B. Gonzalez Convention Center, River Level, Room 7A; 10:35am–12:05pm
Chair: Whitney Smiley, American Board of Internal Medicine

Participants:
A Comparison of a Fixed-Effects Model and Random-Effects Model for a Multivariate Structural Equation Modeling–Based Meta-Analysis. Zhihui Cai, University of Macau; Xitao Fan, University of Macau

Comparing Bias Reduction Approaches for Estimating Average Treatment Effect in Multiple Quasi-Experiment Contexts. Elizabeth A. Sanders, University of Washington; Elizabeth A. Dietrich, University of Washington–Seattle

Evaluating Methods for Analyzing Subpopulation Data With Single-Level and Multilevel Pseudo Maximum Likelihood. Natalie Anne Koziol, University of Nebraska–Lincoln; Jayden Nord, University of Nebraska–Lincoln; Houston Lester, University of Nebraska–Lincoln

Small Area Estimates of the Average Treatment Effect With Applications to Generalizability. Wendy Chan, The University of Pennsylvania

Discussant: Elizabeth A. Sanders, University of Washington

42.035. Statistical Power and Missing Data. Division D–Measurement and Research Methodology; Paper Session

Henry B. Gonzalez Convention Center, River Level, Room 7B; 10:35am–12:05pm
Chair: Qi Diao, Pacific Metrics Corporation

Participants:
Simulation-Based Power Analysis in Latent Transition Analysis. Ji Hoon Ryu, University of Virginia; Robert H. Tai, University of Virginia

Comparing the Power of Three Repeated Measure Methods. Ryongsun Park, Wayne State University; Hyowon Chung, Chungnam National University; Jison Kim, University of Washington–Seattle; Keenan A. Pituch, The University of Texas at Austin

Power and Optimal Sample Allocation in Cluster-Randomized Trials of Mediation. Kyle T. Cox, University of Cincinnati; Benjamin Kelcey, University of Cincinnati; Zuchao Shen, University of Cincinnati

An Evaluation of the Performance of Multiple Imputation and Auxiliary Variables in a Unique Case Study. Christopher M. Swoboda, University of Cincinnati; Gita Tasoobshirazi, Kennesaw State University; Benjamin Kelcey, University of Cincinnati; Kearn McKinley, University of Cincinnati

Discussant: Allen G. Harbaugh, Boston University

42.036. Historical Perspectives on Educational Opportunity. Division F–History and Historiography; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 206
A; 10:35am–12:05pm
Chair: Charles Tocci, Loyola University Chicago

Participants:
Educated in the Ecclesiastical Square: Social Divide and the Redemptorist Schools of New Orleans, Louisiana. R. Eric Plaut, University of Southern Mississippi; Melandie McGee, University of Southern Mississippi

Lire, Écrire, et Chiffrer: Apprenticeships and the Education of Antebellum Louisiana’s Gens de couleur libres. Alisha Johnson, University of Illinois at Urbana-Champaign
2017 AERA Annual Meeting > Program Schedule > SATURDAY, APRIL 29 > 10:35 AM

Student Perspectives on Equality and Educational Opportunity in the Territory of Hawai‘i. Michelle M. Morgan, Missouri State University
Discussant: James W. Prair, New York University

42.037. Perspectives on Comparative and Transnational Education During the First Half of the 20th Century. Division F—History and Historiography; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 207 A; 10:35am–12:05pm
Chair: Shawn Pendley, Mustang High School
Participants:
But Was It Ethical? Dewey in China and Japan and the Perils of Translation. Richard C. Miller, University of Nevada–Las Vegas; Katrina Liu, University of Nevada–Las Vegas
Dual Empires: International Schools and the Building of Japan. John Y. Jones, Truman State University
Leading for Diversity Across Transnational Borders in the 1940s: San Diego, California, and Kirkland Lake, Ontario. Lauri Johnson, Boston College;
Yoon K. Pak, University of Illinois at Urbana-Champaign
Discussant: Mario Rios Perez, Syracuse University

Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon E; 10:35am–12:05pm
Chair: Camika Royal, Loyola University Maryland
Participants:
Teacher Education in the Era of #BlackLivesMatter. Edwin Mayorga, Swarthmore College; Bree Picower, Montclair State University
Sub-Saharan Africa in the Era of #BlackLivesMatter. Krystal Strong, University of California, Berkeley
#SayHerName: Black Girls and Women in the Era of #BlackLivesMatter. Angela N. Campbell, Cabrini College
Suburban #BlackLivesMatter. R. L’Heureux Lewis-McCoy, City College of New York–CUNY
Black Educators as Convicted Felons in the Era of #BlackLivesMatter. Camika Royal, Loyola University Maryland; Vanessa Diane Dodo Seriki, Loyola University Maryland
Discussant: Marc Lamont Hill, Morehouse College

42.039. Co-Designing Family and Community Wellness and Educational Justice: Findings From the Family Leadership Design Collaborative. Division G—Social Context of Education; Symposium
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon F; 10:35am–12:05pm
Chair: Megan Bang, University of Washington
Participants:
Advancing Educational Justice Given the Benefits, Challenges, and Potential of Participatory Action Research. Camille M. Wilson, University of Michigan; Dana Nicson; Dawn Wilson-Clark; Carolyn Hetrick, University of Michigan
Inclusion of Families Into School-Based Race and Equity Teams. Filiberto Barajas-Lopez, University of Washington
Grow Your Own Community Power: Citizens for a Better Greenville. Joyce Parker
West Side School-Community Design Circle: A Community Leadership Partnership on the West Side of Salt Lake City, Utah. Gerardo R. Lopez, University of Utah; Paul Kuttner, University of Utah
Discussant: Ann M. Ishimaru, University of Washington

Grand Hyatt San Antonio, Second Floor, Mission A; 10:35am–12:05pm
Chair: Eric Haas, California State Polytechnic University–Pomona
Participants:
A Journey of English Learner Students in Arizona: Lessons Learned From Three Studies. Min Huang, WestEd; Eric Haas, California State Polytechnic University–Pomona; Loan Tran, WestEd; Niujeng Zhu, WestEd
The Achievement Progress of English Learners in Nevada and Utah. Min Huang, WestEd; Eric Haas, California State Polytechnic University–Pomona; Loan Tran, WestEd
English Learner Students’ Readiness for Academic Success in Arizona and Nevada. Loan Tran, WestEd; Eric Haas, California State Polytechnic University–Pomona
Strategies to Identify and Support English Learners Who May Have Learning Disabilities. Eric Haas, California State Polytechnic University–Pomona
Discussant: Howard Gary Cook, University of Wisconsin

42.041. Innovations in Methods and Approaches to Tracing Youth Pathways Into STEM. Division G—Social Context of Education; Structured Poster Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 221 C; 10:35am–12:05pm
Chair: Karen M. Hammerness, American Museum of Natural History
Participants:
1. Innovations in Examining Pathways of Youth Who Stay in Science. Karen M. Hammerness, American Museum of Natural History; Preeti Gupta, American Museum of Natural History; Timothy Podkú, SRI International
2. STEM Pathway Explorations in Virtual Reality Game Play: A Critical Youth Project. Angela Calabrese Barton, Michigan State University; Day W. Greenberg, Michigan State University
3. “We Are All Scientists Here”: How Museum Program Design Supports Youth’s STEM-Linked Identities. Carrie D. Allen, SRI International; Vera Safa Michalchik, SRI International; William R. Penuel, University of Colorado–Boulder
4. The Need for Mixed Methods in the Study of Youth Pathways: The Case of the Longitudinal Study of Connected Learning. Erica Jeanne Van Steenis, University of Colorado–Boulder; Josie Chang-Order, University of Colorado–Boulder; Michael D. Harris, Colorado University–Boulder; Katie Von Horns, University of Colorado–Boulder; Daniela Kruel DiGiacomo, University of Colorado–Boulder; William R. Penuel, University of Colorado–Boulder
5. Latinas’ Pathways Through the STEM Pipeline. Liza Renee Lizzano, Stanford University
7. Pathways Have Two Ends: Mixed Methods to Understand Girls’ Trajectories to Computing Careers. Michelle Friend, University of Nebraska–Omaha
8. Youth Signaling as a Means of Generating Social Support Around Interest-Driven Learning With Technology. Dixie Ching, New York University; Rafi Santo, Indiana University–Bloomington; Christopher Headley, New York University; Kyle A. Peppler, Indiana University–Bloomington
9. Synergies: Customizing Interventions to Sustain Youth STEM Interest and Participation Pathways. Lynn Diane Dierking, Oregon State University; Nancy Staats, Oregon State University; John Falk, Oregon State University; Jennifer Nicole Wyld, Oregon State University
Discussant: Vera Safa Michalchik, SRI International

42.042. Practice in the Borderlands: Teaching and Teacher Education and the Promise of Educational Opportunities. Division G—Social Context of Education; Symposium
Grand Hyatt San Antonio, Second Floor, Mission B; 10:35am–12:05pm
Chair: Nancy Staus, Oregon State University
Participants:
Traversing and Negotiating the Interstices of Nuestros Mundos Through Pedagogía Transmundial. Belinda Bustos Flores, The University of Texas at San Antonio; Ellen R. Clark, The University of Texas at San Antonio; Olga A. Vasquez, University of California, San Diego
Social Justice Leadership on the Border: Fostering Dual-Language Education and Meaningful Family Engagement for Historically Marginalized Communities. Elena Izquierdo, The University of Texas at El Paso; David Edward DeMatthews, The University of Texas at El Paso
Working in Mathematical Borderlands: Preserve Teachers Bridging Bilingual Children’s Funds of Knowledge and Mathematics Lessons. Carlos Alfonso Lopez-Leiva, University of New Mexico
In search of the Chupacabra: Preparing bilingual education teachers in the Borderlands. Michael D. Guerrero, The University of Texas Rio Grande Valley; Alcione N. Ostorga, University of Texas Rio Grande Valley

Preparing bilingual teachers in the Borderlands: The role of language in bilingual classrooms. Alma D. Rodriguez, The University of Texas Rio Grande Valley; Sandra I. Musanti, The University of Texas Rio Grande Valley

Discussant: Angela Valenzuela, The University of Texas at Austin

42.043. Promoting and Measuring STEM Learning. Division H–Research, Evaluation and Assessment in Schools; Paper Session

Henry B. Gonzalez Convention Center, River Level, Room 7C; 10:35am–12:05pm

Chair: Virginia Walker Snodgrass Rangel, University of Houston

Participants:
Curriculum and Cognitive-Level Alignment Among the Intended, the Enacted, and the Assessed Curricula in Mathematics Education. Paolina Seitz, St. Mary’s University Calgary

Development and Validation of an Instrument Assessing Preschool Children’s Attitude Toward Science. Tingting Reid, University of Hawaii at Mānoa

How Elementary Students Use Gesture to Enhance Verbal Meaning-Making in Procedural Mathematics Explanations. Anne Blackstock-Bernstein, University of California, Los Angeles; Alison L. Bailey, University of California, Los Angeles


Discussant: Rachel E. Durham, Johns Hopkins University

42.044. From Medical Problem Solving to Signature Pedagogies in the Professions. Division I–Education in the Professions; Invited Speaker Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 213B; 10:35am–12:05pm

Presenter: Lee S. Shulman, Stanford University

42.045. As Goes Texas: Knowledge to Action toward Educational Equity in the Lone Star State. Division J–Postsecondary Education; Symposium

Henry B. Gonzalez Convention Center, River Level, Room 6B; 10:35am–12:05pm

Chair: Laura Struwe, The University of Texas at Austin

Participants:
Project MALES (Mentoring to Achieve Latino Educational Success): A Research and Mentoring Ecology Promoting Educational Equity for Males of Color. Victor Suezn, The University of Texas at Austin

The Texas Higher Education Symposium: Advancing Scholarship to Impact the Policy Climate. Beth E. Bukoski, The University of Texas at Austin; Gerry Dizinno, The University of Texas at San Antonio

What Happens to a Dream Conquered?: The Division of Diversity and Community Engagement’s Focus on Men of Color. Richard J. Reddick, The University of Texas at Austin

Discussion: Claudia García-Louis, The University of Texas at Austin

42.046. Funds of Knowledge in Higher Education. Division J–Postsecondary Education; Symposium

Henry B. Gonzalez Convention Center, River Level, Room 6C; 10:35am–12:05pm

Chairs: Judy Marquez-Kiyama, University of Denver; Cecilia Rios Aguilar, University of California, Los Angeles

Participants:
La Loteria and Creative Resistance: A Funds of Knowledge Approach to Art Education. Luis Genaro Garcia, Los Angeles Unified School District

“Hacerle la Lucha”: Hard Work as Funds of Knowledge of Undocumented Mexican Ivy League Students. Gloria Itzel Montiel, Claremont Graduate University

College and Career Aspiration: A Funds of Knowledge Approach to Reimagining Career and Technical Education. Rebecca Colina Neri, University of California, Los Angeles

Funds of Knowledge, Community Cultural Wealth, and Critical Race Theory in the Prison-to-College Pipeline. Luis Giraldo, Claremont Graduate University

Aligning Practice With Pedagogy: Funds of Knowledge for Community College Teaching. Juana Maria Mora, Claremont Graduate University

42.047. Intersections of Typology and Identity. Division J–Postsecondary Education; Paper Session

Henry B. Gonzalez Convention Center, Center Meeting Room Level, Room 206B; 10:35am–12:05pm

Chair: Sheryl Jefferson, Prairie View A&M University

Participants:
The Implications of Asking: An Autoethnographic Exploration of Researching College Student Trauma. Tricia Shafty, University of Rochester

Latinas in STEM: The Influence of Religious Identity on STEM Identity Development. Sarah Rodriguez, Iowa State University; Tara Marron, Iowa State University; Morgan Bartlett, Iowa State University

Race in Cyberspace: College Students’ Moral Identity and Engagement With Race-Related Issues on Social Media. Vandha Gill, North Carolina State University; Jessica T. DeCuir-Gunby, North Carolina State University

Family Income and Financial Concerns: Socioeconomic Status and College Students’ Development of Social Agency. Hannah Whang, University of California, Los Angeles; Carrie Miller, University of California, Los Angeles

Discussant: Luis Antonio Leyva, Vanderbilt University–Peabody College

42.048. Not Just About the Bachelor’s: Access Pathways for Community College and Graduate School. Division J–Postsecondary Education; Paper Session

Henry B. Gonzalez Convention Center, Center Meeting Room Level, Room 205; 10:35am–12:05pm

Chair: Josh M. Beach, The University of Texas at San Antonio

Participants:
Multiple Measures Assessment: Improving Community College Student Placement in California. Peter Riley Bahr, University of Michigan; Loris Fugoli, Irvine Valley College; Craig Hayward; John Hetts, Educational Results Partnership; Daniel Lamoore; Mallory Angeli Newell, De Anza College; Alyssa Nguyen; Ken Sorey; Terrence Willett, Cal-PASS

Improving Community College—to—Four-Year College Transfer: A Policy Analysis and Student Perspective. Michelle Hodara, Education Northwest; Mary Martinez-Wenzel, Education Northwest; David Stevens, University of Chicago; Christopher J. Mazzoni, Education Northwest

The Influence of Distal Family Background and Proximal Family Status on the Occurrence and Timing of Postbaccalaureate Enrollment. Brian An, University of Iowa; Michelle Kronfeld, Saint Ambrose University

Exploring Underrepresented Minority Students’ Paths to the Biomedical Science Ph.D. Michelle A. Maher, University of Missouri—Kansas City; Josipa Roksa, University of Virginia; Stacey Custer, University of Missouri—Kansas City

Discussant: Julie Renee Posselt, University of Southern California

42.049. You Don’t Know What You Don’t Know: Making the Most of Each Stage of Graduate Education. Division J–Postsecondary Education; Invited Speaker Session

Henry B. Gonzalez Convention Center, River Level, Room 8A; 10:35am–12:05pm

Chairs: Karley Riffe, University of Georgia; Mesaret Hailu, University of Denver; Ah Ra Cho, University of North Texas; Laura Parson, University of Louisiana

Presenters: Vijay Kanagala, The University of Vermont; Nicholas A. Bowman, University of Iowa; Jennifer R. Crandall, American Council on Education; Sondra Nicole Barringer, Southern Methodist University; Steve D. Mobley, Jr., The University of Alabama; Keon M. McGuire, Arizona State University–Tempe

42.050. Co-Teaching Models for Preservice Teacher Development. Division K–Teaching and Teacher Education; Paper Session

Grand Hyatt San Antonio, Third Floor, Bonham E; 10:35am–12:05pm

Chair: Pamela A. Mason, Harvard University

Participants:
42.051. Collaboration, Agency, and Equity in Literacy Professional Development. Division K–Teaching and Teacher Education; Paper Session

Grand Hyatt San Antonio, Third Floor, Bonham D; 10:35am–12:05pm
Chair: Ellie Haberl, University of Colorado–Boulder

Participants:

A Disciplinary Literacy Framework Fostering Equity, Access, and Agency in a History International Baccalaureate Curriculum. David G. O’Brien, University of Minnesota; Deborah R. Dillon, University of Minnesota–Twin Cities; Patricia G. Avery, University of Minnesota–Twin Cities; Robert Poch, University of Minnesota; Lisa L. Ortmann, Western Illinois University; Megan McDonald VanDeventer, University of Minnesota; Rhonda Hylton, University of Minnesota–Twin Cities

Building Teacher Knowledge and Creating Capacity Through Writing Professional Development: A Promise of Educational Opportunity. Margaret-Mary Sulentic Dowell, Louisiana State University–Baton Rouge


Participatory Action Research Teacher Professional Development Framework: Analysis of Teacher Talk in a Learning Community. Patrick Dean Hales, South Dakota State University

Professional Development in Dialogic Teaching: Impact on Teacher Beliefs and Practices and Student Argument Literacy. Ian A. G. Wilkinson, Ohio State University; Alina Reznitskaya, Montclair State University; Joe Oyler, Montclair State University; Kristin Bourdage Renner, Otterbein College; Ariel Sykes; Min-Young Kim, The Ohio State University; Robert S. Drewry, The Ohio State University–Marion; Monica B. Glinn, Montclair State University

Discussant: Jeff Zwers, Stanford University

42.052. Negotiating Conflicting Frameworks to Reimagine Literacy, Language, and Dyslexia. Division K–Teaching and Teacher Education; Paper Session

Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon D; 10:35am–12:05pm
Chair: Kira J. Baker-Doyle, Arcadia University

Participants:

Conflicting Understandings of Dyslexia Perspectives and Experiences of Teachers and Dyslexia Specialists. Natalie Sue Svecek, The University of Texas at Austin; Jo Worthy, The University of Texas at Austin; Annie Daley-Lesch, The University of Texas at Austin; Susan Tily, The University of Texas at Austin

Examining the Professional Life of an Elementary School Teacher: Literacy Education in the Making. Yiola Cleooucoula, University of Toronto–OISE; Clive M. Beck, OISE/University of Toronto; Clare Kosnik, University of Toronto–OISE

Knowledge to Action: Novice Teachers’ Decision Making Regarding Literacy Instruction and Assessment. Andrew Huddleston, Abilene Christian University; Hannah Lowry, Abilene Christian University; Denae Shackle, Abilene Christian University

Shifting Practices Across Figured Worlds: A Teacher Reimagines Identity, Literacy, and the “Human Aspect.” Jessica Cira Rubin, The University of Texas at Austin; Charlotte Land, The University of Texas at Austin

Discussant: Virginia M. Lea, University of Wisconsin–Stout

42.053. Preparing Preservice Teachers to Teach Mathematics and Science to English Language Learners. Division K–Teaching and Teacher Education; Paper Session

Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon A; 10:35am–12:05pm
Chair: Linh Dang, University of Rochester

Participants:

Developing a Practice-Grounded Understanding of Academic Language: An Investigation of Preservice Science Teachers. Valerie Meier, University of California, Santa Barbara; Jin-Sook Lee, University of California, Santa Barbara; Julie Bianchini, University of California, Santa Barbara; Walter Aminger, University of California, Santa Barbara; Stacey L. Carpenter; Sarah Hough, University of California, Santa Barbara; Ashley Ireland, WestEd STEM; Sungmin Moon, University of California, Santa Barbara; Santa Barbara Latino Families and Preservice Teachers: An Investigation of Perspectives in Culturally Relevant Mathematics and Science. Olga M. Ramirez, University of Texas at Rio Grande Valley; Cherie A. McCollough, Texas A&M University–Corpus Christi

Prepare Secondary Science Preservice Teachers to Teach English Language Learners Through a Science Methods Course. Su Gao, University of Central Florida; Jonathan Hall, University of Central Florida; Malcolm B. Butler, University of Central Florida

Preservice Teachers’ Responses to an Integrated Math-Science Methods Course Focused on English Learners. Sarah Ann Roberts, University of California, Santa Barbara; Julie Bianchini, University of California, Santa Barbara

42.054. Raising Critical Consciousness: Disruptive Teaching Through Engagement. Division K–Teaching and Teacher Education; Paper Session

Grand Hyatt San Antonio, Second Floor, Bowie C; 10:35am–12:05pm
Chair: Jenny Denyer, University of Toledo

Participants:

Becoming a More Disruptive Teacher Through Engaging Rather Than Avoiding Discomfort. Quentin Andre Freeman, University of Colorado–Boulder; A. Susan Jarow, University of Colorado–Boulder

Establishing Undocumented Teacher Allies in North Carolina Through Critical Multicultural Curriculums. L. Quach Kolano, University of North Carolina–Charlotte; Leslie Clement Gutierrez, Johnson C. Smith University

Exploring the Variables That Mediate the Facilitation of Critical Consciousness Among Preservice Teachers Taught by Critical Pedagogues. Barb Anne Pollard, University of Windsor

Social Justice and Transformative Learning: Unrealized Goal and Barriers in Teacher Education. Omionotu N. Ukpong, University of Missouri–Kansas City

Discussant: Victoria F. Trinder, University of Illinois at Chicago

42.055. Teacher Identities and Global Contexts: Teacher Preparation, Development, and Decision Making. Division K–Teaching and Teacher Education; Paper Session

Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon B; 10:35am–12:05pm
Chair: Felicia V. Black, Long Island University–Brooklyn

Participants:

English Language Learner Preservice Teacher Identities: Efforts at Decolonization Through Study Abroad. G. Sue Kasun, Georgia State University; Cinthya M. Saavedra, University of Texas Rio Grande Valley

Pre-University Teachers’ Knowledge, Beliefs, Attitudes, and Practices Regarding University Preparation. Els Cornelis Maria van Rooy, University of Groningen; Ellen Jansen, University of Groningen

Professional Identity Development of University-Based Teacher Educators in China. Weijia Wang, University of Washington–Seattle; Yiting Chu, University of Washington

Understanding the Role of Data and Intuition in Teachers’ Decision for Grade Retention. Kristin Vanlommel, University of Antwerp; Roos Van Van Gasse, University of Antwerp; Jan Vanhoof, Antwerp University; Peter Van Petegem, University of Antwerp

Discussant: Carla Becker, Delaware State University

42.056. Teacher Identities: How Race, Gender, and Sexual Orientation Inform Pedagogy and the Sense of
Belongingness. Division K–Teaching and Teacher Education; Paper Session
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon C; 10:35am–12:05pm
Chair: Christopher Michael Hansen, University of Tennessee Chattanooga
Participants:
A Critical Discourse Analysis Exploring Teacher Conceptualizations of Identity: Glancing Beyond the Binary. Eli Kean, Michigan State University
Learning Through Listening: African American Male Teachers and Their Experiences in K–12 Public Schools. Yolanda Davis, University of Illinois at Urbana-Champaign
Voices at the Intersection: Exploring the Role of Race and Gender in the Pedagogies of Black Male Special Educators. Patrice Elizabeth Fenton, University of Miami; Addie Cox, NYC Department of education; Kareem McQuailkin, Hunter College
Discussant: Jim L. Hollar, Alverno College

42.057. Teacher Noticing for Equity: A TRU Perspective. Division K–Teaching and Teacher Education; Symposium
Grand Hyatt San Antonio, Second Floor, Bowie B; 10:35am–12:05pm
Chair: Alan H. Schoenfeld, University of California, Berkeley
Participants:
Shifting the Culture of Teaching Through a Focus on Agency, Authority, and Identity. Nicole Louie, The University of Texas at El Paso
Teaching for Robust Understanding Framework and Lesson Study (TRUE-LS) Beyond Four Walls: Teacher Noticing of How Socially Constructed Mathematics Narratives Leak Into Classrooms. Angela Dosahmus, Mills College; Kevin Lai, Mills College; Catherine C. Lewis, Mills College
EQUIP-ing Teachers to Address Issues of Classroom Equity. Daniel Reinholz, San Diego State University; Niral Shah, Michigan State University
A TRU Story: Integration of Mathematical and Social Practices in One Teacher’s Learning Trajectory. Alyssa Dray Sayavedra, University of California, Berkeley; Kimberly Seashore, San Francisco State University
Discussant: Danny B. Martin, University of Illinois at Chicago

42.058. Developing Linguistically Responsive Standards-Based Reform for English Learners. Division L–Educational Policies and Politics; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 213 A; 10:35am–12:05pm
Chair: Nelson Flores, University of Pennsylvania
Participants:
Dynamic Translanguaging Progressions: Extending Language Development Standards to Better Understand Emergent Bilinguals’ Language Practices. Susana Ibarra Johnson, University of New Mexico
“We Leave It Up to the District”; Meeting the Needs of English Learners in Standards-Based Reform. Nelson Flores, University of Pennsylvania
Deepening Elementary Teacher Expertise to Engage English Learners in Linguistic Practices for Mathematics. Andrew Haiwen Chu, WestEd
Discussant: Tatiana Klyen, City College of New York—CUNY

42.059. Policy, Politics, Choice, and Geography: How Place Matters Across the Pre-K–20 Spectrum. Division L–Educational Policies and Politics; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 215; 10:35am–12:05pm
Chair: Stephen Kotok, The University of Texas at El Paso
Participants:
There Goes the Neighborhood: An Analysis of School Leaders’ Responses to Gentrification. Terrance Green, The University of Texas at Austin; Emily Germain, The University of Texas at Austin; Joanna Dolores Sanchez, The University of Texas at Austin

A Decade Later: The Impact of Hurricane Katrina on Racial Segregation in New Orleans Schools. Stephen Kotok, The University of Texas at El Paso; Shane Lemieux Nelson, The University of Memphis; Brian Robert Beabout, The University of New Orleans; Luis Eduardo Rivera, University of Texas at El Paso
Marginalized Urban Families’ Practices of Choosing K–12 Schools in an Unequal City: The Case of Vancouver. Es-Seul Yoon, University of Manitoba; Christopher A. Lubinski, Indiana University
A Mixed-Methods Analysis of the Role of Geography in Community College Students’ Decision Making About Transfer Institutions. Hariya Jabbar, The University of Texas at Austin; Joanna Dolores Sanchez, The University of Texas at Austin; Eliza Epstein, The University of Texas at Austin
Discussant: Casey D. Cobb, University of Connecticut

SIG Sessions

42.060. Linking Knowledge to Action Through Youth Participatory Action Research to Reduce Latina/o Educational Disparities. SIG-Action Research; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 216 A; 10:35am–12:05pm
Chair: Tim Mainhard, Utrecht University–Dept of Education
Participants:
Omeyocan Youth Empowerment and Sexuality (Omeyocan YES) Project: A Chicana/o Studies and Youth Participatory Action Research Curriculum Awakens Youth Critical Ethnic Consciousness. Rachel Gomez, The University of Arizona; Andrea Romero, University of Arizona
From Community Mapping to Community Action: Youth Participatory Action Research on the Educational Pipeline. Maura Shremkos, The University of Arizona; Andrea Romero, University of Arizona
Scaling Up Youth Participatory Action Research Through Collaborative Research in Action. Gabriel Figuera, The University of Arizona

42.061. Managing Classrooms: Beginning Teachers’ Developing Emotions, Attitudes, and Beliefs and How They Translate Into Practice. SIG-Classroom Management; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 216 B; 10:35am–12:05pm
Chair: Martin Hard, Utrecht University–Dept of Education
Participants:
Attitudes and Attitude Change of Student Teachers Toward the Complexity of Teaching. Andreas Bach, University of Salzburg; Horst Biedermann, Saint Gallen University of Teacher Education; Thomas Fischer, Europa-Universität Flensburg
Seed to Harvest: Linking Development of Responsive Classroom Management to Teacher Effectiveness in Urban Schools. Kim Stevens Barker, Augusta University; Nancy Jo Schaefer, Georgia State University
Managing the Classroom Begins With Managing Ourselves: Early-Career Teachers as Culturally Responsive Classroom Managers. Isha Jackson, Arizona State University–Tempe
The Development of Novice Teachers’ Culturally Responsive Classroom Management Practice. Yelena Patish, University of Washington
Types of Classroom Management Beliefs and Actions on Instructional Quality. Andrew Kwok, California State University, San Bernardino; Jason Patrick Moore, University of Michigan; Ryan McKenzie, University of Michigan; Adam Hengen, University of Michigan

42.062. Classroom Observations: Reliability, Validity, and Use in Determining Teacher Effectiveness. SIG-Classroom Observation; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 216 B; 10:35am–12:05pm
Chair: Kayla Brazel Rollins, Texas A&M University
Participants:
Identifying Sources of Variability in Classroom Observational Data: A Grounded Theory. Julie Brockman Smart, Clemson University; Jeff C. Marshall, Clemson University
Principals’ Use of Rating Scale Categories in Teacher Evaluation. Stefanie Anne Wind, The University of Alabama–Tuscaloosa; Chia-Lin Tsai, University of Missouri; Sara Bernice Chapman, University of Delaware; Christi Crosby Bergin, University of Missouri
Validating the Emotion-Focused Interactions Scale for Teacher-Student Interactions. Lyubomir N. Kolev; Christina Cipriano, University of...
42.063. Technology Integration in Mathematics and Computer Science Education. SIG-Computer and Internet Application in Education; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Crockett D; 10:35am–12:05pm
Chair: Virginia Byrne, University of Maryland—College Park
Participants:
The Direct, Indirect, and Total Effects of Computer Uses on Mathematics Performance of Immigrant Youths. Sunha Kim, University at Buffalo–SUNY; Mide Chang, Florida International University; Jeehyun Park, Florida International University
The Effects of Information and Communication Technology on Student Math Achievement: Path Analysis. Jiujiao Ji, University at Buffalo–SUNY; Sunha Kim, University at Buffalo–SUNY
Extending Scopes: Teachers’ Experience of Teaching Mathematics and Physics in the Israeli Virtual High School. Osnat Felius, University of Ottawa; Yaniv Biton; Dafna Raviv, Center for Educational Technology
Effect of First Programming Language on College Students’ Achievement in CS1: A Closer Look Into Graphical and Textual Languages. Chen Chen, Harvard University; Paulina Haduwong; Karen A. Brennan, Harvard University; Gerhard Sonnert, Harvard University; Philip M. Sadler, Harvard University

42.064. Race Theory and Educational Research: The Power of “Representations.” SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium
Grand Hyatt San Antonio, Fourth Floor, Republic A; 10:35am–12:05pm
Chair: Zeus Leonardo, University of California, Berkeley
Participants:
Getting Killed by Getting Along: The Strangulation of (Black) Suffering in Elementary Education. Ellen Lin, University of California, Berkeley
Decolonization of the Safety Discourse in Education: A Shift Toward Spiritual Pedagogies. Gema Cardona, Berkeley University of California
Discussant: Roland Sintos Coloma, Northern Kentucky University

42.065. Translating Eastern Ontologies Into the Classroom: Challenges and Openings for Equity Pedagogy. SIG-Critical Issues in Curriculum and Cultural Studies; Symposium
Henry B. Gonzalez Convention Center, River Level, Room 6D; 10:35am–12:05pm
Chair: Weiil Zhao, The Chinese University of Hong Kong
Participants:
Self-Cultivation Without “Self”: Spirituality as Cross-Cultural Curriculum Discourse. Seungho Moon, Loyola University Chicago
The (Un)Teachableability of On-to-Ethical Co-Being With: Translating Daoist Ecology Into Classrooms and Its Challenges. Weiil Zhao, The Chinese University of Hong Kong
Teaching Nonviolence in Teacher Education. Hongyu Wang, Oklahoma State University–Tulsa
Engaged Ethics: Becoming a Mindful Teacher. Mei W. Hoyt, University of North Texas
Discussant: Thomas S. Popkewitz, University of Wisconsin
42.070. Defining Latino Educational Leadership: Guiding the Field to Serve Latino Communities and Prepare Latinx Leaders. SIG-Hispanic Research Issues; Symposium
Grand Hyatt San Antonio, Fourth Floor, Crockett A; 10:35am–12:05pm
Chair: Cristobal Rodriguez, Howard University
Participants:
- National Latino Leadership Project: Identity, Leadership, and Advocacy of Latina/o School Principals. Elizabeth T. Murakami, Texas A&M University–San Antonio; Frank Hernandez, The University of Texas; Monica Byrne-Jimenez, Hofstra University; Sylvia Mendez-Morse, Texas Tech University
- Latino Educational Leadership: Serving Latino Communities and Preparing Latina/o Leaders Across the Pre-K–20 Pipeline. Cristobal Rodriguez, Howard University; Melissa Ann Martinez, Texas State University; Fernando Valle, Texas Tech University
- Latina/o Educational Leadership: Testimonials From the Field. Rebecca Burciaga, San José State University; Gloria M. Rodriguez, University of California, Davis
- En la Racha/In the Fight: Latinas’ Professional Journeys in School Leadership. Melissa Ann Martinez, Texas State University; Jacob Melendez Marquez, Texas State University; Yvette Cantu, Texas State University; Patricia Rocha, Texas State University; Marilena Dawn Rivera, Texas State University
Discussant: Maria-Luisa Luisa Gonzalez, The University of Texas at El Paso

42.071. Achieving the Promise for Indigenous Peoples: Research on Transforming Systems of Education. SIG-Indigenous Peoples of the Pacific; Paper Session
Grand Hyatt San Antonio, San Antonio, Fourth Floor, Texas Ballroom Salon B; 10:35am–12:05pm
Chair: Ina Te Wiata, Massey University
Participants:
- Knowledge to Action: Barriers and Enablers to Māori Innovation and Participation in the Tertiary Sector. Huaia Tomlins Jahnke, Massey University
- More Than the Power of Two: Sharing Leadership for Social Justice in Australian Schools With Australian Aboriginal and Torres Strait Islander Students. Eleanor Louise Wilkinson, James Cook University–Australia; Brian Ellis Lewthwaite, James Cook University–Australia; Suzanne Claire McGinty, James Cook University–Australia
- Mānoa āina momona: Higher Education Models of Transformation and Leadership From the Land Herself. Kawiwipuni Lipe, University of Hawaii–Mānoa
- Policy Directions and Māori Educational Transitions in Aotearoa New Zealand. Margie Kahiakura Hohepa, The University of Waikato
Discussant: Kekaloa Perry, University of Hawaii–Mānoa

42.072. Observational Methodologies Across Informal Learning Spaces. SIG-Informal Learning Environment Research; Structured Poster Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 221 D; 10:35am–12:05pm
Chair: A. Aaron Price, Museum of Science and Industry–Chicago
Participants:
- Exploring Museum Visitors’ Learning With an Interactive Tabletop Exhibit on Electricity. Elhum Beheshti, Northwestern University; Michael S. Horn, Northwestern University
- Beam Me Up! Telepresent Data Collection Using a Beam Smart Presence System. Jennifer Borland, Rockman-Bloomington
- Participant-Observation in Informal Learning Spaces: The Role of Rapport and Ethnographic Detail in Data Collection and Analysis. Faith R. Kares, Museum of Science and Industry–Chicago

7. Observing Space in a Digital Makerspace. Euridice A. Oware, Museum of Science and Industry–Chicago; C. Aaron Price, Museum of Science and Industry–Chicago
9. How Informal Educators Help Visitors Make Sense of an Interactive Zoo Exhibit. Brian Slattery, University of Illinois at Chicago; Leilah Lyons, University of Illinois at Chicago; Priscilla Jimenez-Pazmino, University of Illinois at Chicago
10. Visitor and Interpreter Connections: The Role of Free Play Space in an Informal Learning Environment. Manda Smith, Lincoln Park Zoo; Brian Slattery, University of Illinois at Chicago
Discussant: Sherry H. Hsi, The Concord Consortium

42.073. Educational Leadership Preparation: Propositions for More Effective Training Programs. SIG-Learning and Teaching in Educational Leadership; Paper Session
Henry B. Gonzalez Convention Center, Ballroom Level, Room 303 C; 10:35am–12:05pm
Chair: Laurie Jo Murdock, SFUSD; SFSU
Participants:
- A Comparison of Field Experiences Among Principal Preparation Programs in the South. Kathleen Taylor Campbell, Southeastern Louisiana University; Mindy L. Crain-Dorrough, Southeastern Louisiana University; Randy Parker, Louisiana Tech University
- An “Uncommon” Theory of Educational Leadership: Preparing Leaders Who Can Facilitate Transformational Change in Schools. Jaci C. Ippolito, Salem State University; Angela Breidenstein, Trinity University; S. Frances Hensley, University of Georgia; Kevin Fahey, Salem State University
- Building a Culture of Feedback: Promising, Developmental Strategies for School Change and Capacity Building. Eleanor E. Drago-Severson, Teachers College, Columbia University; Jessica Blum-DeStefano, Teachers College, Columbia University
- Educational Leadership Program Redesign Based on Faculty, Principal, and Research Implications. Arvin Johnson, Kennesaw State University; Stephanie Janes, Jacksonsville University
- Feedback: Preparation and Practice for School Leaders. Kristin Smith Alvarez, Aspire Public Schools
Discussant: Eric J. Dommitt, Cardinal Stritch University

42.074. Troubling (Post)Colonial Histories: Curriculum, Policy, and Public Spaces. SIG-Postcolonial Studies and Education; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 218; 10:35am–12:05pm
Chair: E. Sybil Durand, Arizona State University
Participants:
- “Re-Membering” North African Immigrants in High School French History Textbooks: A Fanonian Analysis. David Alexander, Georgia Department of Education; Michael Bartons, Central Connecticut State University
- Inequality in Okinawans’ Identification: Nationalism and Patriotism in Japanese Educational Laws and Curriculum Standards. Kazufumi Taira, University of Hawaii–Mānoa
- Reimagining the “Educated Citizen”: Creolization and Democratic Praxis in Public Spaces. Robyn Andermahen, Louisiana State University–Baton Rouge
Discussant: Gabriel Stephen Huddleston, Texas Christian University

42.075. Queering Identities in Adolescent Literature and Classrooms. SIG-Queer Studies; Symposium
Grand Hyatt San Antonio, Fourth Floor, Crockett B; 10:35am–12:05pm
Chair: Darla Linville, Georgia Regents University
Participants:
- Intersections of Race and Sexuality in LGBTQ Young Adult Literature. E. Sybil Durand, Arizona State University–Tempe
Creating Spaces for Freedom for Gender and Sexuality for Queer Girls in Young Adult Literature. Darla Linesville, Georgia Regents University
Reading Young Adult Literature Queerly: A Queer Literacy Framework for Inviting (A)gender and (A)sexuality Self-Determination and Justice. sj Miller, NYU Steinhardt–The Metropolitan Center
Teaching LGBTQ Young Adult Sports Literature Through a Queer Theory Youth Lens. Nicole Sieben, SUNY College at Old Westbury
Queer Literacies: A Multidimensional Approach to Reading LGBTQ+-Themed Literature. Kirsten Helmer, University of Massachusetts–Amherst
Discussant: Adam Joseph Greteman, School of the Art Institute of Chicago

42.076. Talent Ignored: Investigating the Underidentification of English Learners for Gifted Programs. SIG-Research on Giftedness, Creativity and Talent; Symposium
Grand Hyatt San Antonio, Second Floor, Bowie A; 10:35am–12:05pm
Chair: Del Siegle, University of Connecticut
Participants: Identifying and Serving English Learners for Gifted and Talented Education: A Systematic Literature Review. Rachel U. Mun, University of North Texas; Susan Dulong Langley, University of Connecticut
Identification of Gifted English Learners: An Empirical Examination of Two States. Rasheen Hamilton, University of Connecticut–Storrs; Betsy Mccoch, University of Connecticut; Michael Shane Tuuttiwer, Harvard University; William Estepar-Garcia, University of Connecticut
Identification of Gifted English Learners: Reforging the Leaky Pipeline into Programming and Services. Michael S. Matthews, University of North Carolina–Charlotte; Matthew McBe, East Tennessee State University; Scott Joseph Peters, University of Wisconsin–Whitewater
Identification of English Learner Gifted From Parents’ Perspective: Challenges and Recommendations. Rasheen Hamilton, University of Connecticut–Storrs; Rachel U. Mun, University of North Texas
Discussant: Rena F. Subotnik, American Psychological Association

42.077. A Globalized Perspective on Women, Girls, and Education. SIG-Research on Women and Education; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Crockett C; 10:35am–12:05pm
Chair: Barbara Eleanor Polnick, Sam Houston State University
Women in the Field. Anne Turner Johnson, Rowan University
Inclusive Education and Solidarity-Based Interactions for Preventing Sex Trafficking of Youth in Today’s World. Guiamor Merodio-Alonso, University of Barcelona; Ikosa Tellado, University of Vic; Javier Diez-Palomar, Universitat de Barcelona
The Role of Women Empowerment in Societal Development in the Northeast Region of Nigeria. Francisca Nonyelum Odigwe, University of Calabar; Ikpi Inyang Okoi, University of Calabar; Mary Sule, University of Calabar
Crossing Continents in Pursuit of Equal Educational Opportunities. Bita Hend Yazerki, Indiana University–Bloomington
Free Women’s Movement: Contributions to Working-Class Women’s Education During the Spanish Civil War and Beyond. Sandra Girbés-Peco, Universitat Rovira i Virgili; Fernando Macías, Universitat de Barcelona; Rocío García-Carrion

42.078. Innovations and Misunderstandings of Self-Study Methodology. SIG-Self-Study of Teacher Education Practices; Paper Session
Grand Hyatt San Antonio, Third Floor, Bonham B; 10:35am–12:05pm
Chair: Linda M. Fitzgerald, University of Northern Iowa
Participants: Dialogic Interactions as Objects of Self-Study: Two Teacher Educators’ Transformative Journey Through Narrative Pedagogy. Jeffrey Stuart Kaplan, University of Central Florida; Elsie Lindy Ohn, University of Central Florida
Toward Focus Group as Self-Study Method: Cathy Yun, California State University–Fresno; Lisa H. Bennett, California State University–Fresno; Libbi Miller, California State University–Fresno; Frederick Nelson, California State University–Fresno; Juliet Michelsen Wahlteifer, California State University–Fresno
Critical Friendship to Uncover Life History: Discovering the Sources of Pedagogy. Shawn M. Bullock, Simon Fraser University; Andrea J. Sator, Simon Fraser University
Discussant: Stefnene E. Pinnegar, Brigham Young University

42.079. Social and Emotional Learning Assessment: Bias, (dis) Agreement, and the Great Direct Assessment Versus Behavior Rating Scale Debate. SIG-Social and Emotional Learning; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 212 A; 10:35am–12:05pm
Chair: Jeremy Jay Taylor, Collaborative for Academic, Social, and Emotional Learning
Participants: Predictors of Rater Bias in the Assessment of Social Emotional Competence. Paul Augustine LeBaff, Aperture Education; Valerie Shapiro, UC Berkeley; B. K. Elizabeth Kim, University of Southern California; Sarah Accomazzo, University of California, Berkeley; Joe N. Roscoe, University of California, Berkeley
Exploring the Convergence Between Self- and Out-of-School-Time Staff Report of Social Emotional Competence Among Student Leaders. Jennifer Rob taille, Aperture Education; Valerie Shapiro, UC Berkeley; Sarah Accomazzo, University of California, Berkeley; Sophie Shang, University of California, Berkeley
Comparing the Direct Assessment of Social-Emotional Comprehension to the Indirect Assessment of Social-Emotional Competence. Valerie Shapiro, UC Berkeley; Sarah Accomazzo, University of California, Berkeley; Nicole Russo-Ponsoran, Rush NeuroBiological Center; B. K. Elizabeth Kim, University of Southern California

42.080. Instructional Leadership and Supervision in the Age of School Reform and Accountability. SIG-Supervision and Instructional Leadership; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 B; 10:35am–12:05pm
Chair: Lyn Crowell, GF Educators
Participants: Does Leadership Matter in Adverse Circumstances? Findings From a Three-Year Study. Maria A. Flores, Minho University, Portugal
Examining Factors That Impact Retention andAttrition of Instructional Coaches. Amy Lancaster, University of Houston–Clear Lake; Denise M. McDonald, University of Houston–Clear Lake; Sandra Browning, University of Houston–Clear Lake
Principal’s Use of Teaching Effectiveness Rubrics in a Race to the Top Evaluation System. Douglas M. Wieczorek, Iowa State University; Brandon Clark, Iowa State University; George Theoharis, Syracuse University
Technology Leadership Then and Now: A Comparative Study of District Technology Leadership Over 15 Years. Jayson W. Richardson, San Diego State University; William L. Sterrett, University of North Carolina–Wilmington
The Role of Leadership for Departments as Professional Learning Communities and Teachers’ Professional Development. Jasja Valckx, Ghent University; Geert Devos, Ghent University; Ruben Vanderlinden, Ghent University

42.081. Survey Design and Construction. SIG-Survey Research in Education; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 7D; 10:35am–12:05pm
Chair: Melissa D. Barnett, Massachusetts Institute of Technology
Participants: Social Desirability Bias and Faculty Respondents: Is “Good Behavior” Harming Survey Results? Angie L. Miller, Indiana University; Amber Desire Dunford, Indiana University
An Experimental Study of Reading Online Consent Forms and Participant Honesty in a Self-Report Survey. Laura M. Jakiel, Florida State University; Alysia D. Roehrig, Florida State University
Discussant: Matthew Newman Gaertner, SRI International
42.082. Reimagining Online: Fostering Inclusivity, Engagement, and Participation in a Digital Age. SIG-Technology as an Agent of Change in Teaching and Learning; Symposium
Grand Hyatt San Antonio, Fourth Floor, Republic B; 10:35am–12:05pm
Chair: Amy Stornaiuolo, University of Pennsylvania
Participants:
Vectors of Participation: Locating Social Presence in Assemblages of Content. John Michael Scott, University of California, Berkeley
ReMEDiAtng College Writing. Jennifer K. Dizio, University of California, Berkeley
“Please Stop Being That Nice, Please?” Intersections, Near Misses, and Collisions as Youth and Mentors Connect Online. José Ramón Lizárraga, University of California, Berkeley; Jason Sellers, University of California, Berkeley
Collaborative Meaning-Making in Online and Hybrid Classroom Contexts. Glynda A. Hull, University of California, Berkeley; Sophia Sobko, University of California, Berkeley; Devashri Unadkat, University of California, Berkeley
Discussants: David E. Kirkland, New York University; Jessica Powell, Google Inc

Division and SIG Roundtables

42.083. Roundtable Session 17; Roundtable Session

42.083-1. School and District Leaders Making Policy Decisions. SIG-Leadership for School Improvement; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 10:35am–12:05pm
Participants:
Bolstering Legal Literacy Through Immersive Simulation to Better Prepare Principals to Lead School Reform. Kristen A. Gilbert, Augusta University
Building Administrator Toolbox: Using Cost-Effectiveness Analysis in Decision Making. Marlon I. Cummings, Governors State University
Factors Related to Teacher Perceptions of School-to-Parent Communication Policy. Sarah Linda Patton, Peél District School Board

42.083-2. Reconsidering Spatial Inequity in the 21st Century. SIG-Rural Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 10:35am–12:05pm
Chair: Hernan Cuervo, University of Melbourne
Participants:
Addressing Deficits Without a Deficit Mindset: What’s at Stake in Rural Education Research. Amy Price Azano, Virginia Polytechnic Institute and State University; Catharine Biddle, University of Maine
School Farms: Anachronism or Crucial Community Bridge? Michael J. Corbett, University of Tasmania
Resource Identification and Allocation for Learning Improvement: Administrator Practices and Community Connections in Rural Schools. Wesley Henry, University of Washington
Contemporary Kansas School Consolidation: A Critical Discourse Analysis on State Policy Development. Katie Lynn Allen, Kansas State University

42.083-3. Investigations in Mathematics Teachers’ Learning and Practice. SIG-Research in Mathematics Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 10:35am–12:05pm
Chair: Theodore Chao, The Ohio State University
Participants:
Examining the Role of Problem Solving in Changing Elementary Teachers’ Beliefs About Mathematics. Dionne Indera Cross Francis, Indiana University; Rick Alan Hudson, University of Southern Indiana; Mi Yeon Lee, Arizona State University
Learning to Notice Ambitious Mathematics Instruction Through Cycles of Structured Observation and Reflection. Melissa A. Gallagher, University of Louisiana at Lafayette; Jennifer M. Suh, George Mason University; Lesley King, George Mason University
Pedagogical Listening: A Framework for Supporting Students’ Verbalized Struggles During Mathematical Discussion. Andrea R. English, University of Edinburgh; Kersti Tyson, University of New Mexico; Allison Beth Hintz, University of Washington–Bothell
Understanding and Responding to Students’ Mathematical Thinking: A Study in Measurement and Theory Building. Laurie O. Casey, Boise State University; Michele Carney, Boise State University; Gwyneth Hughes, Boise State University
Teachers’ Conceptions of Argumentation: Supporting Change in Content Understandings and Teachers’ Evaluations of Student Arguments. Megan E. Staples, University of Connecticut

42.083-4. Literacy, Language, and Learning: Increasing Educational Equity for All Students. SIG-Critical Educators for Social Justice; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 10:35am–12:05pm
Chair: Veronica Luna, University of California, Berkeley
Participants:
How Social Stratification Shapes Schooling. Anne Lilla Blanchard, Western Washington University
An English Learner or Just a Student? Identities, Choices, and Access to Academic Success. Chung-Pei Tsai, Pu Jen Catholic University
What About English Language Learners? A Critical Look at the Alignment of Grant Goals Among Key Stakeholders. Margarita Jimenez-Silva, Arizona State University; Cathy A. Coulter, The University of Alaska–Anchorage; Anthony J. Trefiro, Arizona State University; Jaclyn Hernandez, Arizona State University; Amy M. Markos, Arizona State University–Tempe

42.083-5. Reflexiones From Nepantlerx Researchers: Exposing the Tension-Rich Realities of Working With Latinx Youth. SIG-Critical Educators for Social Justice; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 10:35am–12:05pm
Chair: Gabriel Alejandro Cortez, Northeastern Illinois University
Participants:
Situating Youth Participatory Action Research Within a Nepantlerx Methodology. Monica Gonzalez, University of Colorado–Boulder
Reexamining Theories of Resistance to Include Chicana/o/x Elementary-Aged Youth. Sylvia Mendaza, Palomar College
Notes From the Field: Reflexiones, Dudas, y Convivencia. Gabriel Rodriguez, University of Illinois at Urbana-Champaign
The “Intellecultural Vato”: The Testimony of a Youth Outreach Worker and Scholar-Activist in Mexican Chicago. Miguel Angel Saez, University of Illinois at Urbana-Champaign

42.083-6. Freire, Democracy, and Anticolonial Research. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 10:35am–12:05pm
Chair: Arturo Rodriguez, Boise State University
Participants:
Concerning Education “Reform”: A Freire-Dewey Dialogue in Celebration of the 100th Anniversary of Democracy and Education. Tania Ramalho, SUNY–College at Oswego
Connecting Democracy, the Environment, and Education in Haiti Since the Earthquake. Paul R. Carr, Université du Québec en Outaouais; Gina These, University of Quebec–Montreal

42.083-7. Domestic and International Diversity in Social Studies. SIG-Social Studies Research; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 10:35am–12:05pm
Participants:
“What Does Voting Even Mean?” U.S. History Teachers’ Sensemaking About Disjunctions in Civic Education. Rebecca Cooper Geller
Empowered by Historical Figures: Children of Nigerian Immigrants in Ireland Developing Irish Identities. Don McClure, St. John’s University
Working With English Learners: Insights From a Secondary Social Studies Teacher. Ye He, University of North Carolina–Greensboro; Wayne Journell, University of North Carolina–Greensboro; Joshua Faircloth
42.083-8. Examining Race and Transgender Identity Politics in Early Childhood Literacy, School Discipline, and Pedagogy. SIG-Critical Perspectives on Early Childhood Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 10:35am–12:05pm

Chair: Mark Nagasawa, Erikson Institute
Participants:
When the Clips Are Down: How Students Make Sense of School Discipline.
Amy Noelle Parks, Michigan State University; Cassie J. Brownell, Michigan State University
Out of the Mouths of Babes: Black Male Kindergartners on Culturally Relevant Black Male Teachers.
Nathaniel Bryan, University of South Carolina—Columbia
Race Talk in Preschool: Academic Readiness and Participation During Shared-Book Reading.
Margaret R. Beneke, The University of Kansas
Rainbow Reflections: Transgender Characters in Bilingual Children’s Picture Books.

42.083-9. Engaging in Post-Qualitative Inquiry. SIG-Qualitative Research Cosponsored with Division D—Measurement and Research Methodology; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 10:35am–12:05pm

Chair: Mirka E. Koro-Ljungberg, Arizona State University
Participants:
Posthumanism, Indigenous Philosophy, and Agentially Realistic Approaches to Educational Research.
Jerry L. Kosiek, University of Oregon; Jimmy Snyder, University of Oregon; Scott L. Pratt, University of Oregon
Reading Barad Through Deleuze and Guattari: Critique, Diffraction, and Response-ability.
Karín Saskia Murris, University of Cape Town; Vivienne Grace Bezalek, University of the Western Cape
In-Between “Things”: Entanglements and Transpositions of a Becoming-Researcher.
Rebecca C. Christ, University of Missouri

42.083-10. From Posthuman Literacies to the Arts: Fictocriticism, Comics, Poetry, and Songwriting. SIG-Writing and Literacies; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 10:35am–12:05pm

Chair: Kathy Ann Mills, Australian Catholic University
Participants:
Writing During and After the Holocaust: Posthuman Expressions of How Writing Moves.
Christian Ehret, McGill University; Daniela D’Amico, McGill University
Insights From a Professional Songwriter’s Approach to Writing: Enhancing the Flower and Hayes Cognitive Model.
Regina Chantal Rodriguez, West Texas A&M University; Bryant Griffith, Texas A&M University–Corpus Christi
Reading Comics Collaboratively and Challenging Literacy Norms in a Social Studies Classroom.
Ashley Kaye Dallacqua, The University of New Mexico
Writing Poems From Idea Bundles.
S. Rebecca Leigh, Oakland University

42.083-11. Mixed-Methods Research and Technology. SIG-Mixed Methods Research, Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 10:35am–12:05pm

Chair: Michelle Howell Smith, University of Nebraska–Lincoln
Participants:
Barriers to the Adoption of Technological Tools in Mixed-Methods Research.
Michelle Salmona, University of Canberra; Eli Lieber, University of California, Los Angeles; Dan Kaczynski, Central Michigan University
The Role of Linguistic Inquiry Software in Conducting Mixed Methods: An Analysis of Focus Group Venues. June Watters Goftberg, Western Michigan University; Brooks Applegate, Western Michigan University
A Mixed-Methods Investigation of Involvement in Technology-Enhanced Formative Assessment Within Higher Education Learning Environments. Cheryl-Anne Nadine Poth, University of Alberta
Interpreting the Intertwined Process of Teaching and Learning in an Online Graduate Mixed Research Course. Kathleen M.T Collins, University of Arkansas

42.083-12. Emerging Dialogues in Assessment. SIG-Measurement and Assessment in Higher Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 10:35am–12:05pm

Chair: Ruth C. Slotnick, Bridgewater State University
Participants:
Measuring the Learning Gains of Undergraduate Students: A Longitudinal Study Using Rasch Modeling. Joseph Chow, Hong Kong University of Science and Technology; Phoebe Mok
Using Servant Leadership to Reframe Cultures of Assessment. Angelo Joseph Letizia, Newman University; Matthew Bryan Fuller, Sam Houston State University
What an Idea! Improving Feedback and Developing Effective Assessment for Higher Education. Serena Pastore, University of Bari; Monica Pentassuglia; Amelia Manuti, University of Bari; Fausta Scardigno; Antonella Curci

42.083-13. Models for Cognitively Diagnostic Assessments. SIG-Cognition and Assessment; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 10:35am–12:05pm

Chair: Jeffrey T. Steedle, ACT, Inc.
Participants:
Category-Level Model Selection for Graded Response Data Within the Cognitive Diagnosis Model Framework. Weinchao Ma, Rutgers University–New Brunswick/Piscataway; Jimmy de la Torre, The University of Hong Kong
Predicting Others’ Knowledge: Judgment Conditions Affect the Accuracy of Estimates of Difficulty for Others. Jonathan Garrett Nullis, University of Arizona
The Role of Linguistic Complexity in the Redesigned SAT’s Critical Reading Test. Maryam Pezeshki, Georgia Institute of Technology; Susan Embretson, Georgia Institute of Technology

42.083-14. Special Education Research SIG Roundtable Discussion 2. SIG-Special Education Research; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 10:35am–12:05pm

Chair: Antonio Latrell Ellis, College of Charleston
Participants:
Culturally and Linguistically Diverse Student and Family Perspectives on Using Augmentative and Alternative Communication Devices. Salli S. Kulkarni, California State University–Dominquez Hills; Jessica Parmar, California State University–Dominquez Hills
Mapping Communicative Support: Documentation of Augmentative and Alternative Communication Services in Individualized Education Programs. Katherine Vroman, Syracuse University; Christine Elaine Ashby, Syracuse University; Brianna Dickens, Syracuse University; Casey Woodfield, Husman Institute for Autism
Social Validity of Pivotal Response Treatment With Korean Americans With Autism. Sunyoung Kim, The University of Alabama; Audrey A. Trainor, New York University
Struggling in Silence: A Qualitative Study of Six African American Male Stutterers in Educational Settings. Antonio Latrell Ellis, College of Charleston; Nicholas Daniel Hartlep, Metropolitan State University; Eddie Vanderhorst, Capella University
The Effect of Attention Deficit Hyperactivity Disorder Diagnosis on Social Factors: A Causal Model Using Propensity Score Analysis. Tracey Nicole Sulak, Baylor University; Grant B. Morgan, Baylor University; Kristen L. Padilla-Main, Baylor University; Harlee Floyd, Baylor University
42.083-15. Factors Impacting the Social and Emotional Well-Being and Educational Outcomes of Deaf Students. SIG-Research on the Education of Deaf Persons; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 10:35am–12:05pm
Chair: Ajay Singh, Eastern New Mexico University
Participants:
Knowledge to Action: Interactions Between Science Knowledge and Advocacy Skills Among Parents of Hearing-Impaired Children. Ayulet Baram-Tsabari, Technion–Israel Institute of Technology; Sophie Shauli, Technion Israel Institute of Technology
Teacher-Student Relationships: How Itinerant Teachers Support the Social and Emotional Development of Deaf and Hard-of-Hearing Students. Nancy Norman, University of the Fraser Valley/Kwantlen Polytechnic University
Deaf Students’ Understanding of Arithmetic With Rational Numbers: Educational Implications. ChongMin Lee, Lamar University; Christopher A.N. Kurz, Rochester Institute of Technology; Keith Mousley, Rochester Institute of Technology

42.083-16. Translanguaging. SIG-Bilingual Education Research; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 10:35am–12:05pm
Chair: Mary A. Avilés, University of Miami
Participants:
Expanding the "Linguistic Repertoire": How Machine Translation Practices (Google Translate) Expand Translanguaging Pedagogies. Sara Vogel, The City University of New York; Laura Ascensi Moreno, Brooklyn College–CUNY
Disappearing Emergence: Comparing Translanguaging Practices Across U.S.-Mexico Borderland Elementary and Secondary Dual-Language Programs. Katherine Mortimer, The University of Texas at El Paso; Gabriela Dolsa, University of Texas at El Paso
Multilingual Chit-CHAT: How Social and Material Factors Foster Classroom Translanguaging Interactions. James Groff, University of Maryland–College Park; Johanna M. Tigtert, University of Maryland–College Park; Melinda E. Martin-Beltran, University of Maryland–College Park; Megan Madigan Peercy, University of Maryland–College Park; Rebecca Deffes Silverman, University of Maryland–College Park
Translanguaging as Bilingual Adolescents’ Online Reading Strategy. Kwangok Song, Arkansas State University; Byeong-Young Cho, University of Pittsburgh
¿Cómo lo hiciste? Revealing Mathematical Ideas in a Dual-Language Classroom Through a Translanguaging Lens. Luz A. Maldonado, Texas State University; Gladys Krause, The University of Texas at Austin

42.083-17. Critical Perspectives on Race and Equity in Higher Education. SIG-Research Focus on Black Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 10:35am–12:05pm
Chair: Stuart Rhoden, Arizona State University
Participants:
Behind the White Veil: Total Marginality and African American Student Development at a Predominantly White University. Sonia Marrero, Texas A&M University–College Station; Marlon C. James, Texas A&M University–College Station; Kristin Kistner Hall, Texas A&M University–College Station; Vanessa Liles, Texas A&M University–College Station; Angela Katrina Swinton, Texas A&M University–College Station
Voces Ocultas: Black Students’ Sense of Belonging and Community Within a Hispanic-Serving Institution. Henrietta Williams Pichon, New Mexico State University

42.083-18. Literacies Across Families, Schools, and Communities. SIG-Family, School, Community Partnerships; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 10:35am–12:05pm
Chair: Beth Beschorner, Minnesota State University–Mankato
Participants:
Connecting Through Connectivity: Parent Engagement Through Technology and 4G Tablets. Alexandra E. Pavlakis, Southern Methodist University; Karla del Rosal, Southern Methodist University; Paige Ware, Southern Methodist University; Jillian Marie Cony, Southern Methodist University
Knowledge to Action and Awareness to Agency: Examining African American Fathers’ Digital Literacy Practices. Tisha Lewis Ellison, The University of Georgia
Reading Together: A Partnership to Promote Reading Early Literacy in a Latino Rural Community. Rosa Manzo, University of California, Davis
“Dream More, Learn More, Care More, Be More”: The Imagination Library’s Influence on Storybook Reading. Chad H. Waldron, University of Michigan–Flint

42.083-19. Student and Teacher Voices in Urban Settings. SIG-Urban Learning, Teaching, and Research; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 10:35am–12:05pm
Chair: Cory T. Brown, Murray State University
Participants:
Exploring the Implementation of a District-Initiated Student Voice Program in Urban High Schools. Regina J. Giraldo-Garcia, Cleveland State University; Adam Voight, Cleveland State University; Elizabeth Klancher, Cleveland State University
The Impact of a High School Dropout Prevention Program Sponsored by the NBA. Tray Geiger, Arizona State University; Audrey Amrein-Beardsley, Arizona State University

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 10:35am–12:05pm
Chair: Jennifer E. Obidah, University of the West Indies
Participants:
Disrupting the Canon: Rethinking Student Engagement Within a Culturally Responsive Leadership Framework. Ann E. Lopez, OISE/University of Toronto
Racialized Arab Femininities and Masculinities: A Multi-Age, Multisited Ethnography and Call for Activism. Younna Diri Rieder, The Ohio State University–Columbus; Ryan Rieder, Ohio University–Athens
Toward a Framework for School Leadership in the Context of Immigration. Reva Jaffe-Walter, Montclair State University; Rebecca Jane Lowenhaupt, Boston College
Transformative Learning and Leading: Exploring Practice Architectures in the Development of Social Justice–Driven Practitioner Scholars. Sarah Jane Twomey, University of Hawaii; Veselina Lambrev, University of Hawaii–Mānoa; Sylvia Hussey; Camille Hampton, University of Hawaii–Mānoa; Jerelyn Watanabe, University of Hawaii–Mānoa; Ed Noh, Lanikai School; Kari Leong, University of Hawaii–Mānoa; Gari-Vic Baxa, University of Hawaii–Mānoa

42.083-21. Promising Programs and Practices to Support College Athlete Development. SIG-Research Focus on Education and Sport; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 10:35am–12:05pm
Chair: Lisa Melanie Rubin, Kansas State University
Participants:
Real Talk: The Influence of Intentional First-Year Programming on Student-Athletes’ Cultural Competency (CQ). Kristina Navarro, University of Wisconsin
Attributional Retraining: Assisting High-Stress Student Athletes in an Achievement Setting. Patti C. Parker, University of Manitoba; Jeremy M. Hamm, University of California, Irvine; Raymond P. Perry, University of California, Irvine
42.083-22. Teaching and Learning Through an International Lens. SIG-International Studies; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 10:35am–12:05pm
Chair: Melvin J. Tanner, University of Florida
Participants:
- Analysis of the Flipped Classroom Development Trends in China. Xin Yang, Northeast Normal University; Ying Xiu, Oklahoma State University
- Soft Skills: Is There Also an East-West Gap? Yan Zhu, East China Normal University; Jinfa Cai, University of Delaware; Xuemei Xiu, Shanghai Academy of Education Sciences

42.083-23. The Role of Science in Early Childhood Education. SIG-Science Teaching and Learning; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 10:35am–12:05pm
Chair: Jamie Jirout, University of Virginia
Participants:
- Developing a Theory of Change With Teachers as Co-Researchers: Child-Led Early Science Education. Audrey Kittredge, University of Cambridge; Natalie Day, University of Cambridge; Sara Baker, University of Cambridge
- E-STEM in Practice: Examining the Role of Science in Supporting Young Children’s Environmental Learning. Sylvia Christine Almeida, Monash University; Marilyn Fleer, Monash University
- The Impact of Elementary Time on Science on Student Achievement: A Longitudinal Analysis. Susan Poland, George Mason University; Cheryl O’Connor, George Mason University

Division and SIG Posters

42.084. Poster Session 8; Poster Session

42.084-1. Division L Politics and Policy Poster Session. Division L–Educational Policies and Politics; Poster Session
Henry B. Gonzalez Convention Center, Street Level, Stars at Night
Ballroom 4; 10:35am–12:05pm
Posters:
1. Charter School Prevalence and Local Support for Public School Funding Ballot Measures. Ngaire Honey, Vanderbilt University; Richard Blissett, Vanderbilt University–Peabody College; David S. Woo, Vanderbilt University–Peabody College
2. Education Finance and the Politics of California Policy Making: A Case Study of the Local Control Funding Formula. Michelle Hall, University of Southern California
4. The Quest for Quality and the Rise of Accountability Systems in Teacher Education. Maria Teresa Tatro, Arizona State University–Tempe; James Pippin, Michigan State University

42.084-2. Division L Section 9 Posters. Division L–Educational Policies and Politics; Poster Session
Henry B. Gonzalez Convention Center, Street Level, Stars at Night
Ballroom 4; 10:35am–12:05pm
Posters:
- S. Building More Productive Relationships: District Leaders’ Advice to Researchers. Christopher Harrison, Montana State University–Billings; Kristen L. Davidson, University of Colorado–Boulder; Caitlin Farrell, University of Colorado–Boulder
- Dual Enrollment and Dual Credit in Kentucky: Examining Program Implementation, Participation, and Completion. Patricia J. Kannapel, CNA; Chad Lochmiller, Indiana University; Michael Flory, CNA; Molly Stewart, Indiana University–Bloomington
- Dual-Language Immersion Education at Scale: An Analysis of Program Costs and Mechanisms. Jennifer L. Steele, American University; Gema Zamarron, University of Southern California; Stephanie Brown, Florida State University; Christopher Harrison, Montana State University–Billings; Courtney Preston, Florida State University
- Improving Educational Equality for Younger Youth Through Building Welcoming Communities: Policy, Programs, and Strategies. Linyuan Guo-Brennan, University of Prince Edward Island; Michael Guo-Brennan, Troy University
- School Principals’ Sensemaking of and For Their Leadership Role Within a National Reform. Sherry Ganon-Shilon, Bar Ilan University; Chen Schechter, Bar-Ilan University

Henry B. Gonzalez Convention Center, Street Level, Stars at Night
Ballroom 4; 10:35am–12:05pm

42.084-4. Mentoring Faculty in Academia. SIG-Mentorship and Mentoring Practices; Poster Session
Henry B. Gonzalez Convention Center, Street Level, Stars at Night
Ballroom 4; 10:35am–12:05pm
Posters:
- A Quantitative Study of the Mentoring Needs of Contingent Faculty. Heidi Batiste, Heidi Batiste & Associates, LLC; Cecilia Maladoño, University of Nevada–Las Vegas
- Evaluating a New Faculty Mentoring Program: An Application of the Context-Input-Process-Product Model. Noelle Angeline Paufler, University of North Texas; Soo Jeong Kim, University of North Texas; David A. Brackett, University of North Texas

42.084-5. Teaching Educational Psychology to Promote Equal Educational Opportunities. SIG-Teaching Educational Psychology; Poster Session
Henry B. Gonzalez Convention Center, Street Level, Stars at Night
Ballroom 4; 10:35am–12:05pm
Posters:
- A Modeling Result on Concrete-Pictorial-Abstract Representations. Ke Wang, Texas A&M University–College Station; Mary Margaret Capraro, Texas A&M University
- In Loving Memory: Students Create Obituaries as Assessment of Psychosocial and Morality Theories. Alandra S. Devall, Benedictine University
- Psychology and Education in Dialogue for the Democratization of Educational Opportunities. Adriana Fernandes Coimbra Marigo, Universidade Federal de Sao Carlos; Bruno Cortegazo Prezensky, Universidade Federal de Sao Carlos; Juliana Barbosa Cossoni; Roseli Rodrigue de Mello, University of Sao Carlos
- The Impact of Frequent Assessment and Feedback on University Students’ Understanding of Educational Psychology. Paul Eggen, University of North Florida; Clairemarie Gonzalez, University of North Florida
**42.084-6. Division K Section 8 Poster Session** 2. Division K—Teaching and Teacher Education; Poster Session

Henry B. Gonzalez Convention Center, Street Level, Stars at Night
Ballroom 4; 10:35am–12:05pm

**Posters:**

19. Applying a Theoretical Framework to Teacher Professional Development in Project-Based Learning. Gia Gabrielle Moster, Indiana University—Bloomington; Jill Bradley-Levine, Ball State University

20. Chinese Elementary Teachers’ Public Examination of Teaching and Opportunities for Their Learning to Teach in Teaching Research Groups. Jian Wang, Texas Tech University

21. Combining the Affordances of Flipped Continuing Professional Development With a Virtual Learning Environment to Promote Teachers’ Formative Assessment Practice. Jillian Kellough, Trinity College Dublin; Damian P. Marshen, Trinity College Dublin

22. Engineering Pedagogy: Using INSPIRES to Support Integration of Engineering Design in Science and Technology Classrooms. Tory H. Williams, University of Maryland—Baltimore County; Jonathan E. Singer, University of Maryland—Baltimore County; Christopher R. Rakes, University of Maryland—Baltimore County; Julia Ross, University of Maryland—Baltimore County; Jacqueline Krikorian, University of Maryland—Baltimore County

23. Examining Inquiry-Based Mobile Learning for Multiple Disciplines and Grade Levels. Benjamin E. Deaton, Anderson University; Cynthia C. Minchew Deaton, Clemson University; Sandra Mammana Linder, Clemson University

24. Examining the Broader Impact of a Special Education Initiative in Rural Honduras. Amanda Kütner, Vanderbilt University—Peabody College

25. Professional Development and Teacher Consistency in Use of a Rating Scale. Rebecca O’Brien, University of Connecticut; Catherine A. Little, University of Connecticut; Kelly L. Kearney, University of Connecticut; Jill L. Adelson, University of Louisville; Kathleen Cash, University of Louisville

26. Social Pedagogues’ Burnout and Their Management Competencies: A Case for Teacher Professional Development Needs in Lithuania. Liudmila Rupsiene, Kaunas University of Technology; Audra Skukauskaitė, Kaunas University of Technology; Ingrida Baranauskienė, Kaunas University of Technology; Lina Tiskuienė, Kaunas University of Technology

27. Sources of Teacher Self-Efficacy: Validation of a French Canadian Questionnaire. Louise Clement, Laval University; Claude Fernet, Université du Québec à Trois-Rivières; Chantale Jeanne, Université Laval

28. Teacher as Researcher and the Issue of Practicality. Hanna Barbara Westbroek, VU University Amsterdam; Fred Janssen, Leiden University; Ilona Mathijsen, Fontys University of Applied Science

29. Teachers’ Expectancies, Values, and Perceived Costs: A Scale to Measure Teachers’ Motivation After Professional Development. Jayce R. Warner, The University of Texas at Austin; David J. Osman, The University of Texas at Austin

30. Teaching Teachers to Differentiate Learning Behaviors: Translating Learnings From Interactive>Constructive>Active>Passive Into Professional Development. Christiana Bruchok, Arizona State University; Nicole Zillmey, Teachers College, Columbia University; Micheline T. H. Chi, Arizona State University


32. The Role of Professional Development in Promoting Teacher Efficacy and Inquiry Instruction. Clay Ashelman, Virginia Commonwealth University; Lisa M. Abrams, Virginia Commonwealth University; Patricia Slattum, Virginia Commonwealth University

33. The Structure of Teachers’ Teaching Expertise: Evidence From Primary and Secondary Schools in China. Yanli Li, Beijing Normal University; Yonghong Cai, Beijing Normal University; Xiaoyue Shen, Zhejiang Normal University; Shuibo Yu, Beijing Union University

34. Timing and Spacing of Work as Predictors of Confidence in Self-Paced, Online Teacher Professional Development. Jeremy Riel, University of Illinois at Chicago; Kimberly A. Lawless, University of Illinois at Chicago; Scott W. Brown, University of Connecticut

35. Exploring Faculty Competencies for Teaching With Technology in Colleges of Education. Sara C. Mcewil, University of Houston; Susie Gronseth, Indiana University; Bernard R. Robin, University of Houston

36. Faculty Development Through Cognitive Coaching. Mary Antony Bair, Grand Valley State University; David E. Bair, Grand Valley State University

37. Faculty Learning Communities as a Means of Promoting Integrative Teaching: Broadening or Deepening? Daria Gerasimova, George Mason University; Margriet A. Halmanson, National Science Foundation; Jill K. Nelson, George Mason University; Lori C. Bland, George Mason University; Anastasia P. Samaras, George Mason University

38. Faculty Transition: Helping Faculty Shift From Face-to-Face to Online Instruction. Michelle Fuls Read, Texas State University; Gwendolyn Morel

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**42.084-8. New Directions in Literacy Research**. Division C—Learning and Instructions; Poster Session

Henry B. Gonzalez Convention Center, Street Level, Stars at Night
Ballroom 4; 10:35am–12:05pm

**Posters:**


40. Multimodal Composing Processes: A Cross-Study Analysis of Youth Composing With Digital Tools and Modes. Blaine Elizabeth Smith, University of Miami; Bridget Dalton, University of Colorado Boulder

41. Literacy Developmental Trajectories Along Socioeconomic Status During Elementary School Years: Vocabulary as an Example. Lily L. Dyson, University of Victoria; Tim Sejler, Memorial University

42. Classroom Socioeconomic Status as a Predictor of Literature-Based Analytic Writing Instruction. Richard James Correnti, University of Pittsburgh; Zahid Kisa, Florida State University

43. Do Socioeconomic Status Gaps and Racial Gaps Exist in Early Reading Growth? A Multilevel Model of Early Reading Growth. Qiangpan Pan, University of Kansas; Walter Williams, The University of Kansas


45. An Investigation of How Decoding Is Related to Reading Comprehension: Is the Relation Linear? Zuowei Wang, Educational Testing Service; John P. Sabatini, ETS; Tenaha P. O’Reilly, ETS

46. Investigating Multiple Source Use Among Students With and Without Dyslexia. Anette Andeen, University of Oslo; Osten Ammarkrud, University of Oslo; Ivar Braten, University of Oslo

47. Toward a Phonological Scope and Sequence: Understanding Phonological Sensitivity in Three- and Four-Year-Old Classrooms. Felicia Rae Truong, AppleTree Institute For Education Innovation

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**AERA Sessions**

**43.010. Awards Luncheon (#AERAwards). AERA Sessions; Invited Speaker Session**

Henry B. Gonzalez Convention Center, Ballroom Level, Stars at Night
Ballroom 1; 12:25–2:25pm

**Chair:** Vivian L. Gaddis, University of Pennsylvania
**Award Chairs:** Karen L. Graves, Denison University; Vanessa Siddle Walker, Emory University; Kent McGuire, Southern Education Foundation, Inc.; Jaekyung Lee, University of Buffalo, SUNY; Carolyn D. Herrington, Florida State University; Carol D. Lee, University of Buffalo, SUNY; Carol D. Lee, University of Buffalo, SUNY; Neal D. Finkelstein, Southern Education Foundation, Inc.; Jaekyung Lee, University of Buffalo, SUNY; Shirley Bricke Heath, Stanford University; Laura W. Perna, University of Pennsylvania; Catherine E. Snow, Harvard University; Kent McGuire, Southern Education Foundation, Inc.; Dorinda J. Gallant, The Ohio State University; Western Carolina University

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**42.084-7. Current Issues in Faculty Development**. SIG-Faculty Teaching, Evaluation, and Development; Poster Session

Henry B. Gonzalez Convention Center, Street Level, Stars at Night
Ballroom 4; 10:35am–12:05pm

**Posters:**
SATURDAY, APRIL 29 ★ 2:45 PM

Governance Meetings and Events

44.001. AERA Books Editorial Board: Closed Meeting. AERA Governance; Governance Session
Grand Hyatt San Antonio, Third Floor, Travis C/D; 2:45–4:15pm

44.002. AERA SIG Leadership Orientation: Session 2. AERA Governance; Governance Session
Grand Hyatt San Antonio, Fourth Floor, Crockett C; 2:45–4:15pm

AERA Related Activities

44.010. AERA Online Annual Meeting Management System (All Academic). Demonstration and Training for Program Chairs: Open Session 2. AERA Related Activities; Workshop
San Antonio Marriott Rivercenter, Third Floor, Conference Room 15; 2:45–4:15pm
Chair: Rick Peacor, All Academic, Inc.

Presidential Sessions

44.011. Evidence, Equity, and the Every Student Succeeds Act. AERA Presidential Session; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, 303 A&B; 2:45–4:15pm
Chair: Jeannie Oakes, University of California, Los Angeles
Participants: Linda Darling-Hammond, Stanford University; Kevin G. Welner, University of Colorado Boulder; Michelle Renée Valladares, University of Colorado Boulder; Beth Clem, Education Justice Network; DeQuandre Bertrand, Education Justice Network
Discussants: Kent McGuire, Southern Education Foundation, Inc.; Jon D. Snyder, Stanford University

44.012. Pedagogical Imagination: A Conceptual Retrospective on the Scholarship of Dr. Edmund W. Gordon Addressing Seven Decades of Scholarship on Opportunity to Learn. AERA Presidential Session; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, 304 A&B; 2:45–4:15pm
Chair: Carol D. Lee, Northwestern University
Participants: Eleanor Armour-Thomas, Queens College–CUNY; Carl F. Kaestle, Brown University; Louis M. Gomez, University of California, Los Angeles; Ezekiel J. Dixon-Roman, The University of Pennsylvania; Eva L. Baker, University of California, Los Angeles

44.013. The Wallace Foundation Distinguished Lecture (#AERAWallace): Rubén G. Rumbaut. AERA Presidential Session; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, 302 A&B; 2:45–4:15pm
Chair: Alfredo J. Artiles, Arizona State University
Participant: From Middle School to Middle Adulthood: Education and the Social Mobility of the Immigrant Second Generation in an Age of Inequality. Rubén G. Rumbaut, University of California, Irvine
Discussant: Min Zhou, University of California, Los Angeles

AERA Sessions

44.014. A Global South Perspective on Education Research—Sponsored by the World Education Research Association. AERA Sessions; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, Room 304 C; 2:45–4:15pm
Chair: Liesel Ebersohn, University of Pretoria

Participants: Beatrice Aivalo, Centro de Investigación Avanzada en Educación (CIAE), Chile; Daniela Vélez Calderón, Pontificia Universidad Católica de Chile; Pedro Alejandro Flores-Crespo, Universidad Autónoma de Querétaro; Loyiso C. Jita, University of the Free State; Motlalepule Ruth Mampane, University of Pretoria; Geovana Mendonça Lunardi Mendes, Universidade do Estado de Santa Catarina; Raj Mistry, University of Johannesburg; Prevanand (Lobby) Ramrathan, University of KwaZulu-Natal; Chris Paul Reddy, Stellenbosch University; Brigitte Smit, University of South Africa; Veronica Villarán, Group for the Analysis of Development (GRADE), Peru

44.015. Communicating Science Effectively. A Research Agenda and Science Literacy: Concepts, Contexts, and Consequences—Two Recent Academies Reports. AERA Sessions; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, 301 A&B; 2:45–4:15pm
Chair: Gloria J. Ladson-Billings, University of Wisconsin–Madison
Speakers: Catherine E. Snow, Harvard University; William Hallman, Rutgers University–New Brunswick
Commentators: Ed Liebow, American Anthropological Association; Sarah Dockery Sparks, Education Week; Susan Nall Bales, Frameworks Institute

44.016. Meet the National Science Foundation Program Officers Table: Opportunities to Talk. AERA Sessions; Invited Speaker Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 220–Cantilever; 2:45–4:15pm
Chair: Evan Helt, National Science Foundation
Presenter: Sylvia Margaret James, National Science Foundation
Participants: Discovery Research PreK–12 (DRK-12), Innovative Technology Experiences for Students and Teachers. Margret A. Hjalmarson, National Science Foundation
Cyberlearning, Innovative Technology Experiences for Students and Teachers. Amy L. Baylor, National Science Foundation
EHR Core Research, Discovery Research PreK–12 (DRK-12). Joan M. T. Walker, National Science Foundation
Faculty Early Career Development Program (CAREER). Julio E. Lopez-Ferrao, National Science Foundation

44.017. The Production and Dissemination of Educational Knowledge in Latin America and the Role of Educational Research Journals. AERA Sessions; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, Room 305; 2:45–4:15pm
Chair: Armando Alcantara, National Autonomous University of Mexico
Participants: The privatization of Open Access: New forms of Academic Colonization in Latin America and their impact on the evaluation of Research, Judith Naidorf, University of Buenos Aires
Looking for Quality Scenarios for Academic Education Journals in Brazil. Antonio Carlos Rodrigues de Amorim, State University of Campinas
Scientific production in Ibero-American education and its social impact: An analysis of some of the main educational research journals, Alejandro Márquez, National Autonomous University of Mexico
Discussant: Gustavo E. Fischman, Arizona State University

44.018. Meet Journal Editors: Journal Talks 4. AERA Sessions; Invited Roundtable
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 3; 2:45–4:15pm
Participants: 1. Community College Review. Jaime R. Lester, George Mason University
2. International Journal for Qualitative Studies. Jaime Joseph “Jim” Scheurich, Indiana University–Indianapolis; Berenice Sanchez; Craig J. Willey, Indiana University–Indianapolis
4. Professional Development in Education. Ken Jones, Professional Development in Education; Alex Alexandrou, Freelance Academic
5. The Urban Review. William T. Pink; George W. Noblit, University of North Carolina at Chapel Hill
44.024. Understanding How to Improve Teacher Quality Through International Comparative Research. International Relations Committee; Symposium
San Antonio Marriott Rivercenter, Third Floor, Conference Room 18; 2:45–4:15pm
Chair: Francesca Borgonovi
Participants:
High-Quality Teacher Professional Development and Cooperation Among Teachers: Toward Significant Global Indicators to Support Teachers’ Work. Fabian Barrera-Pedemonte, UCL Institute of Education
International Comparisons of Special Education Teacher Preparation. North Cocc, The University of Texas at Austin
Teacher Satisfaction in High-Poverty Schools in Estonia, Georgia, and Latvia. William C. Smith, RESULTS Educational Fund
The Transition From Graduate Student to Assistant Professor. Graduate Student Council; Invited Speaker Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 221
Chair: Shelly M. Lewis, Sam Houston State University
Participants: Jessica Holloway, Kansas State University; Matthew R. Lavery, Bowling Green State University; Taucia Gonzalez, University of Wisconsin–Madison; Jesus Cisneros, University of Central Arkansas
State and Regional Organization Sessions

44.025. Consortium of State and Regional Educational Research Associations: Distinguished Paper Session 3. Consortium of State and Regional Educational Research Associations; Invited Speaker Session
San Antonio Marriott Rivercenter, Third Floor, Conference Room 14; 2:45–4:15pm
Chair: Thanh Truc Thi Nguyen, University of Hawaii–Mānoa
Participants:
Hawaii Educational Research Association. Stepping Up to College Success in Hawai‘i. Mulkzet Singh, Education Northwest; Michelle Hodara, Education Northwest
Arizona Educational Research Organization. School Choice in the Wild West: Statistical Predictors of Student Enrollment. Matthew Hom, Yale University; Patrick Cizek, University of Arizona
Florida Educational Research Association. Retrofitting Diagnostic Classification Models to Responses From Item Response Theory–Based Assessment Forms. Ren Liu, University of Florida; Anne Corinne Huggen-Manley, University of Florida; Okan Bulut, University of Alberta
Discussant: Christa R. Winter, Springfield College
Division Sessions

44.026. Building a Wall of Resistance Through Critical Solidarities: Attending to Our Personal and Professional Needs and Those of Others in the Current Political Climate. Division A–Administration; Invited Speaker Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 213
A; 2:45–4:15pm
44.027. Gender and Racial Identity Influences on Leadership Behavior and Choice. Division A–Administration; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 A; 2:45–4:15pm
Chair: Augustine Reyes, University of Houston
Participants:
"I’m the Only Person of Color": Latinx School Board Members’ Leadership Toward Equity. Carrie Sampson, Arizona State University—West
The Problems With Color-Blind Leadership Revealed: A Call for Race-Conscious Leaders. Oysi Flores, University of Pittsburgh; Michael G. Gunzenhauser, University of Pittsburgh
Reconstructing Pre-Brown Principals’ Leadership Paradigms to Inform and Expand Contemporary Principals’ Leadership Paradigms. Sheryl Jones Croft, Kent State University
Gender, Career Paths, and Bureaucratic Ambition in Public Schools. Robert A. Maranto, University of Arkansas; Manuel Teodoro, Texas A&M University—College Station; Kristen Carroll, Texas A&M University—College Station; Albert Cheng, University of Arkansas at Fayetteville

44.028. Understanding Leader Effects: Preparation, Experience, and Retention. Division A–Administration; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 216 B; 2:45–4:15pm
Chair: Jane Clark Lindle, Clemson University
Participants:
Organizational Managers in the English School System: Professional Identity and Territory Negotiation. Paul Wilfred Armstrong, University of Manchester
The Relationship Between Distributed Leadership, Enabling School Structure, Teacher Collaboration, Academic Optimism, and Student Achievement. Yussuf Irbai Oldac, Middle East Technical University; Yasar Kondakci, Middle East Technical University
Discussant: Bob L. Johnson, The University of Alabama

44.029. Making Up People: Futurities, Fear, and Hope. Division B–Curriculum Studies; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 C; 2:45–4:15pm
Chair: Jinting Wu, University at Buffalo—SUNY
Participants:
Envisioning the Future: In/exclusion of Competency Discourse in Global Citizenship Education. Ji-Hye Kim, University of Wisconsin–Madison
Contesting a Transnational Crisis: A History of "the Child," "the African," and "the Chosen." Christopher Mark Kirchgauser, University of Wisconsin-Madison
Mental Hygiene and the Regulation of "Problem Child" Populations as Limits of Republican Subjectivity. Yasin Tunc, University of Georgia–Athens
Discussant: Jinting Wu, University at Buffalo–SUNY

44.030. How Can Educational Psychology Become More Culturally Relevant? Reimagining Traditional Educational Psychology

Concepts. Division C–Learning and Instructions; Invited Speaker Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 D; 2:45–4:15pm
Chair: Jamaal Matthews, Montclair State University
Participants: William Perez, Claremont University—Claremont Graduate University; DeLeon Loravo Gray, North Carolina State University, Idalis Villanueva, Utah State University
Presenters: Francesca Lopez, The University of Arizona
Discussant: Jessica T. DeCuir-Gunby, North Carolina State University

44.031. Exemplary Work From Promising Scholars. Division D–Measurement and Research Methodology; Invited Speaker Session
Henry B. Gonzalez Convention Center, River Level, Room 7A; 2:45–4:15pm
Participants:
Motivation for Mathematics: The Development and Validation of an Abbreviated Instrument. Kenneth L. Butler, University of South Florida
An Investigation of the Effect of DIF on MDS weights. Hyun Joo Jung
Assessing Estimation of the Three-level Meta-analysis model: Synthesizing Effect Sizes for Multiple Outcomes per Study. Sunyoung Park, The University of Texas at Austin

44.032. Bridging Home, Community, and School: Approaches to Family Engagement in Mexican-Origin, Immigrant, Rural Communities. Division G–Social Context of Education; Symposium
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon B; 2:45–4:15pm
Chair: Gloria M. Rodriguez, University of California, Davis
Participants:
Mexican Immigrant Mothers Engaging in Educational Advocacy. Rosa Manzo, University of California, Davis
Parental Motivation and Support: Narratives of Undocumented Latino/o Graduate Students. Argelia Lara, Mills College
Racialization of Space in a Rural San Joaquin Valley Context: Mexican (Im)igrant Farmworkers and Apoyo as Educational Engagement. Pedro E. Naia, Mills College
What Matters Most to Parents? A Mixed-Method Approach to Parent Involvement in Rural Central California. Araceli Gonzalez, University of California, Davis
Discussant: Louise F. Rodriguez, University of California, Riverside

Grand Hyatt San Antonio, Second Floor, Bowie C; 2:45–4:15pm
Chair: Carla Shalaby, University of Michigan–Ann Arbor
Participants:
Achieving the Promise of Educational Opportunities for the Incarcerated. Deborah A. Appleman, Carleton College
Reconfiguring the Meaning of “Good Student”: Alternative Schools and Teen Mom Student of the Month. Canina Reyes, Miami University–Tenn.
Recording the Controversial: Students as Oral Historians in a Guatemalan International School. Chris Lemley, Baylor University; Tony Lee Talbert, Baylor University; Brooke Blevins, Baylor University
Unpacking the Schooling Experiences and Postsecondary Academic Trajectories of Undocumented Latina/o High School Students. Evelyn C. Baca, Arizona State University–Tempe; Audrey Amrein-Beardsley, Arizona State University
Discussant: Miguel Zavala, Chapman University

Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon C; 2:45–4:15pm
Chair: Carlos Martinez-Cana, University of Pennsylvania
Participants:
44.038. Learning From Each Other: Can We Better Achieve Social Goals With Cross-Professional Teams? Division I–Education in the Professions; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 213
B; 2:45–4:15pm
Chair: Lynn Curry, Curry Corporation
Participants:
Challenge-Centered Systemic and Supported Interactions Among Educators in the Professions. Brian Noveselich, United States Military Academy
Finding Common Ground by Conceptually Regrouping Education in the Professions. Sarah Urquhart, Utah State University
Facilitating the Exchange of Knowledge, Evidence, and Insights Derived From Research Between Professional Fields. Bruce Maxwell, Université du Québec à Trois-Rivières
Cognitive Task Analysis as an Empirical Framework for Identifying Cross-Domain Training Opportunities. David F. Feldon, Utah State University
Discussant: Anne Christine McKee, King’s College London

44.039. Division J Graduate Student Reception. Division J–Postsecondary Education; Board Meeting
San Antonio Marriott Riverwalk, Second Floor, Ballroom Level, Travis;
2:45–4:15pm

44.040. #NoMoreHashtags: Disrupting and Interrupting Systemic Racism in Teaching and Teacher Education. Division K–Teaching and Teacher Education; Invited Speaker Session
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon A;
2:45–4:15pm
Chair: Gholnecsar E. Muhammad, University of Illinois at Chicago
Speaker: Marc Lamont Hill, Morehouse College
Discussant: Marcelle M. Haddix, Syracuse University

44.040a. How Can Equity-Oriented Teacher Educators Respond to Corporatization? A Research and Resistance Roundtable. Division K–Teaching and Teacher Education; Working Group Roundtable
Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon D;
2:45–4:15pm
Chair: Deborah A. Bieler, University of Delaware
Participants:
It Has Come to This: Direct Action for Teacher Educators. Deborah A. Bieler, University of Delaware; Noah Asher Golden, Chapman University; Alison G. Dover, California State University–Fullerton
Competency-Based Education and the Gig Economy. Morna McDermott, Towson University
Reclaiming Teacher Education: Preparing Critically Conscious Teachers to Resist Corporate Education Reform. Denisha Jones, Trinity Washington University

44.041. Red Classroom, Blue Classroom: Examining the Politics of America’s Teachers Amid Growing Partisanship. Division K–Teaching and Teacher Education; Symposium
Grand Hyatt San Antonio, Third Floor, Bonham A; 2:45–4:15pm
Chair: John S. Rogers, University of California, Los Angeles
Participants:
The Political Identitities and Civic Education Practices of America’s High School Social Studies Teachers. John S. Rogers, University of California, Los Angeles; Joel Weitkemper, University of Ottawa
The Political Identities and Civic Education Practices of America’s High School Mathematics Teachers. Mary Candace Raygoza, University of California, Los Angeles
The Political Identities and Civic Education Practices of America’s High School English Teachers. Nicole Mirra, The University of Texas at El Paso
Blue Teachers, Red Teachers, Purple Schools? A Multilevel Analysis of ‘Teachers’ Civic Identities and Practices. Michael H. Seltzer; University of California, Los Angeles; Ellie Jung-eun Yun, University of California, Los Angeles
Discussant: Diana E. Hess, University of Wisconsin–Madison

44.035. Historical Perspectives on Critical Internationalization. Division G–Social Context of Education; Symposium
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon D;
2:45–4:15pm
Chair: Lynnette Anne Shultz, University of Alberta
Participants:
#QueeringThePresent, #QueryingTheFuture: The Learning, Identity, and Performativity of New Possible Futures Through Digital Queer Online. José Ramón Lizárraga, University of California, Berkeley; Arturo Cortez, University of California, Berkeley
Discussant: Amy Stornaiuolo, University of Pennsylvania

Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon E;
2:45–4:15pm
Chair: Thomas C. Pedroni, Wayne State University
Participants:
The “Neoliberalizing of Race”? Youths’ Experiences of School Choice in a Postcolonial City. Ee-Seul Yoon, University of Manitoba
School Choice and Low-Income Black Communities in South Africa. Bekiszwe S. Ndimande, The University of Texas at San Antonio
Euphemizing School Choice Policy: The Neoliberal Remaking of Schools in the Name of Racial Justice. Nicole Nguyen, University of Illinois at Chicago
Critical geographies of schooling and identity in Detroit: Experiments on the Black body politic. Nicole Mirra, The University of Texas at El Paso
Discussant: Kalervo N. Liivon, University of New South Wales

44.037. Achieving the Promise of Equal Educational Opportunity by Evaluation and Research in Schools. Division H–Research, Evaluation and Assessment in Schools; Invited Speaker Session
Henry B. Gonzalez Convention Center, River Level, Room 7B;
2:45–4:15pm
Chair: Kim Schildkamp, Universiteit Twente
Participants:
Creating Learning Organizations: What Can Be Learned From Research-Engaged Schools. Chris Brown, UCL Institute of Education
School-Based Project Integrating Research and Practice: The Importance of Continuous Negotiation. Ulf Blessing, University of Gothenburg; Mette Liljenberg, University of Gothenburg
Self-Evaluating Schools: Keeping Up Appearances or Revealing the Truth? The Effect of Motivation and Socially Desirable Responding on Self-Evaluation Results. Jerich Faddar, University of Antwerp; Sven De Maeyer, University of Antwerp; Jan Vanhoof, Antwerp University
Gathering Feedback by Means of Student Perceptions’ Through a Digital Feedback System. Adrie Vischer, Universiteit Twente; Bernard P. Wielkamp, Universiteit Twente
Discussants: Alan J. Daly, University of California, San Diego; Cynthia E. Coburn

Playing Dungeons & Dragons in an Era of Terror, Violence, and Discrimination. Antero Garcia, Stanford University
From Imagination to Action: Architectural Ingenuity and the Role of Play in a Summer Book Writing Program. Arturo Cortez, University of California, Berkeley; José Ramón Lizárraga, University of California, Berkeley; Nicola McClench, University of San Francisco
The Limits of Coding: Mexican-Origin Boys as Aspiring Technology Experts in the Educational Borderlands. Carlos Martínez-Cano, University of Pennsylvania
44.038. Learning From Each Other: Can We Better Achieve Social Goals With Cross-Professional Teams? Division I–Education in the Professions; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 213
B; 2:45–4:15pm
Chair: Lynn Curry, Curry Corporation
Participants:
Challenge-Centered Systemic and Supported Interactions Among Educators in the Professions. Brian Noveselich, United States Military Academy
Finding Common Ground by Conceptually Regrouping Education in the Professions. Sarah Urquhart, Utah State University
Facilitating the Exchange of Knowledge, Evidence, and Insights Derived From Research Between Professional Fields. Bruce Maxwell, Université du Québec à Trois-Rivières
Cognitive Task Analysis as an Empirical Framework for Identifying Cross-Domain Training Opportunities. David F. Feldon, Utah State University
Discussant: Anne Christine McKee, King’s College London

44.039. Division J Graduate Student Reception. Division J–Postsecondary Education; Board Meeting
San Antonio Marriott Riverwalk, Second Floor, Ballroom Level, Travis;
2:45–4:15pm

44.040. #NoMoreHashtags: Disrupting and Interrupting Systemic Racism in Teaching and Teacher Education. Division K–Teaching and Teacher Education; Invited Speaker Session
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon A;
2:45–4:15pm
Chair: Gholnecsar E. Muhammad, University of Illinois at Chicago
Speaker: Marc Lamont Hill, Morehouse College
Discussant: Marcelle M. Haddix, Syracuse University

44.040a. How Can Equity-Oriented Teacher Educators Respond to Corporatization? A Research and Resistance Roundtable. Division K–Teaching and Teacher Education; Working Group Roundtable
Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon D;
2:45–4:15pm
Chair: Deborah A. Bieler, University of Delaware
Participants:
It Has Come to This: Direct Action for Teacher Educators. Deborah A. Bieler, University of Delaware; Noah Asher Golden, Chapman University; Alison G. Dover, California State University–Fullerton
Competency-Based Education and the Gig Economy. Morna McDermott, Towson University
Reclaiming Teacher Education: Preparing Critically Conscious Teachers to Resist Corporate Education Reform. Denisha Jones, Trinity Washington University

44.041. Red Classroom, Blue Classroom: Examining the Politics of America’s Teachers Amid Growing Partisanship. Division K–Teaching and Teacher Education; Symposium
Grand Hyatt San Antonio, Third Floor, Bonham A; 2:45–4:15pm
Chair: John S. Rogers, University of California, Los Angeles
Participants:
The Political Identitities and Civic Education Practices of America’s High School Social Studies Teachers. John S. Rogers, University of California, Los Angeles; Joel Weitkemper, University of Ottawa
The Political Identities and Civic Education Practices of America’s High School Mathematics Teachers. Mary Candace Raygoza, University of California, Los Angeles
The Political Identities and Civic Education Practices of America’s High School English Teachers. Nicole Mirra, The University of Texas at El Paso
Blue Teachers, Red Teachers, Purple Schools? A Multilevel Analysis of ‘Teachers’ Civic Identities and Practices. Michael H. Seltzer; University of California, Los Angeles; Ellie Jung-eun Yun, University of California, Los Angeles
Discussant: Diana E. Hess, University of Wisconsin–Madison

44.035. Historical Perspectives on Critical Internationalization. Division G–Social Context of Education; Symposium
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon D;
2:45–4:15pm
Chair: Lynnette Anne Shultz, University of Alberta
Participants:
#QueeringThePresent, #QueryingTheFuture: The Learning, Identity, and Performativity of New Possible Futures Through Digital Queer Online. José Ramón Lizárraga, University of California, Berkeley; Arturo Cortez, University of California, Berkeley
Discussant: Amy Stornaiuolo, University of Pennsylvania

Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon E;
2:45–4:15pm
Chair: Thomas C. Pedroni, Wayne State University
Participants:
The “Neoliberalizing of Race”? Youths’ Experiences of School Choice in a Postcolonial City. Ee-Seul Yoon, University of Manitoba
School Choice and Low-Income Black Communities in South Africa. Bekiszwe S. Ndimande, The University of Texas at San Antonio
Euphemizing School Choice Policy: The Neoliberal Remaking of Schools in the Name of Racial Justice. Nicole Nguyen, University of Illinois at Chicago
Critical geographies of schooling and identity in Detroit: Experiments on the Black body politic. Nicole Mirra, The University of Texas at El Paso
Discussant: Kalervo N. Liivon, University of New South Wales

44.037. Achieving the Promise of Equal Educational Opportunity by Evaluation and Research in Schools. Division H–Research, Evaluation and Assessment in Schools; Invited Speaker Session
Henry B. Gonzalez Convention Center, River Level, Room 7B;
2:45–4:15pm
Chair: Kim Schildkamp, Universiteit Twente
Participants:
Creating Learning Organizations: What Can Be Learned From Research-Engaged Schools. Chris Brown, UCL Institute of Education
School-Based Project Integrating Research and Practice: The Importance of Continuous Negotiation. Ulf Blessing, University of Gothenburg; Mette Liljenberg, University of Gothenburg
Self-Evaluating Schools: Keeping Up Appearances or Revealing the Truth? The Effect of Motivation and Socially Desirable Responding on Self-Evaluation Results. Jerich Faddar, University of Antwerp; Sven De Maeyer, University of Antwerp; Jan Vanhoof, Antwerp University
Gathering Feedback by Means of Student Perceptions’ Through a Digital Feedback System. Adrie Vischer, Universiteit Twente; Bernard P. Wielkamp, Universiteit Twente
Discussants: Alan J. Daly, University of California, San Diego; Cynthia E. Coburn
44.042. Developing Responsive Organizational Supports and Accountability for Recently Arrived English Learners: Federal, State, Local Perspectives. Division L–Educational Policies and Politics; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217B; 2:45–4:15pm
Chair: Robert T. Linquanti, WestEd
Participants:
Recently Arrived English Learner Students: A Collaborative Project Interviewing State Title III Directors. Ilana Marice Umansky, University of Oregon; Delia Pompa, Migration Policy Institute; Lorna Porter, University of Oregon
Policies and Practices to Support Recently Arrived Immigrant and Refugee Students With Interrupted Formal Education. Ilana Marice Umansky, University of Oregon; Megan Hopkins, University of California, San Diego; Dafney Blanca Dubach, University of Washington–Seattle
Addressing Conceptual and Policy Issues in Assessment and Accountability for Recently Arrived English Learners. Robert T. Linquanti, WestEd; Howard Gary Cook, University of Wisconsin
Empirically Examining Status and Growth Accountability Models for Recently Arrived English Learners. Howard Gary Cook, University of Wisconsin; Narek Sahakyan, University of Wisconsin–Madison; Robert T. Linquanti, WestEd
Discussant: Rebecca M. Callahan, The University of Texas at Austin

44.043. Race and Human Capital Development. Division L–Educational Policies and Politics; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 215; 2:45–4:15pm
Chair: Detra DeVerne Johnson, University of Louisville
Participants:
“Doing Well in Spite of School”: African American Students and California’s Local Control Funding Formula. Angela Clark-Louque, California State University—San Bernardino; Wil Greer, California State University—San Bernardino; April Marie Clay, University of Redlands; Ayanna Marie Ibrahim-Balogun, University of Redlands
How Does Principal-Teacher Racial Congruence Impact Teacher Hiring? Peter Trubert Goff, University of Wisconsin–Madison; Yasmin Rodriguez-Escutia, University of Wisconsin–Madison; Minsook Yang, University of Wisconsin–Madison; Yi-jung Wu, University of Wisconsin–Madison
Who Is Here to Help Me? The Work-Related Social Networks of Teachers of Color. Travis Bristol, Boston University; Matthew A. Shirrell, The George Washington University

SIG Sessions

44.044. What the Program for the International Assessment of Adult Competencies Says About Adult Skills, Employment, Education, and the Workforce. SIG-Adult Literacy and Adult Education; Symposium
Henry B. Gonzalez Convention Center, River Level, Room 6B; 2:45–4:15pm
Chair: Bitnara Jasmine Park, American Institutes for Research
Participants:
The Forgotten 90%: Adult Nonparticipation in Education. Margaret B. Patterson, Research Allies for Lifelong Learning
Employment and Educational Activities Across Life Phases. Emily Pawlowski, American Institutes for Research; Saida Mamedova, American Institutes for Research
Discussant: Daphne Greenberg, Georgia State University

44.045. Immersive Virtual Environments for Science Education. SIG-Applied Research in Immersive Environments for Learning; Paper Session
Grand Hyatt San Antonio, Third Floor, Bonham B; 2:45–4:15pm
Chair: Krista Terry, Appalachian State University
Participants:
Blending Formal and Informal Learning Environments: The Case of SAVE Science. Diane Jass Ketchut, University of Maryland—College Park; Brian C. Nelson, Arizona State University
Changes in Student Experimentation Strategies Within an Inquiry-Based Immersive Virtual Environment. Shari J Metcalf, Harvard University; Amy M. Kamarianen, Harvard Graduate School of Education; Tina A. Grotzer, Harvard University; Christopher J. Dede, Harvard University
Research on Chinese Middle School Students’ Scientific Practices With the Affordance of a Virtual World. Guangtao Xu, East China Normal University; Youguan Ren, East China Normal University; Michael J. Jacobson, The University of Sydney; Chunlei Zhang, East China Normal University; Xunlei Yang, Luoxing Middle School; Xudong Zheng, East China Normal University; Lijia Lin, East China Normal University; Yinglian Jin, East China Normal University
Using Projective Reflection as an Analytical Lens for Exploring Identity Change in Science Games. Aroutis Nathaniel Foster, Drexel University; Amande Barany, Drexel University; Mamtal Shah, Drexel University

44.046. Exploring the Intersections of Post-Qualitative Inquiry and Arts-Based Research. SIG-Arts-Based Educational Research; Symposium
Henry B. Gonzalez Convention Center, River Level, Room 6A; 2:45–4:15pm
Chair: Fernando Hernandez-Hernandez, Universitat de Barcelona
Participants:
Artistic Gestures as Knowledge-Generating Practices in Nomadic Inquiry. Rachel Fendler, Florida State University
From a Formative Intervention to Nomadic Arts-Based Educational Research. Fernando Hernandez-Hernandez, Universitat de Barcelona; Juana M. Sancho-Gil, Universitat de Barcelona; Maria Domingo-Coccollola, Universitat Internacional de Catalunya
A Canvas for Learning Qualitative Research: Using Arts-Based Research Processes to Explore Reflexivity. Audra Skukauskaitë, Klaipeda University; Liudmila Rupsiene, Klaipeda University
Discussant: Judith L. Green, University of California, Santa Barbara

44.047. Explorations of Bilingualism and Biliteracy as a Resource Across School, College, and Career: Challenges and Opportunities. SIG-Bilingual Education Research; Symposium
Grand Hyatt San Antonio, Fourth Floor, Crockett A; 2:45–4:15pm
Chair: Mariana Pacheco, University of Wisconsin—Madison
Participants:
Young Emergent Bilinguals’ Classroom Participation: Access to Language and Learning Opportunities. Mariana Pacheco, University of Wisconsin—Madison
Bilingual Identities in the Borderlands: Bilingualism and Mestiza Consciousness on the Path to College. Colleen Hamilton, University of Wisconsin—Madison
(Dis)Connections: Students’ Perceptions of Their Sociolinguistic Needs in Spanish Heritage Language Classrooms. Jason A. Kemp, University of Wisconsin—Madison
Bi/multilingual Teachers’ Professional Holistic Lives: Enacting Inquiry-Based, Equity-Oriented Identities Across School Contexts. Patricia E. Venegas, University of Wisconsin—Madison
Discussant: Jamy Stillman, University of Colorado—Boulder

44.048. Using Neuroscience Methods to Study Learning: Focus on the Process, Not Just the Outcomes. SIG-Brain, Neurosciences and Education; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 208; 2:45–4:15pm
Chair: Pasha Antonenko, University of Florida
Participants:
Converging Behavioral and Psychophysiological Measures: Evaluating the Effectiveness of Multimedia Learning Conditions With Dyslexic Learners. Jihui Wang, University of Florida; Kara M. Dawson, University of Wisconsin–Madison
Research on Chinese Middle School Students’ Scientific Practices With the Affordance of a Virtual World. Guangtao Xu, East China Normal University; Youguan Ren, East China Normal University; Michael J. Jacobson, The University of Sydney; Chunlei Zhang, East China Normal University; Xunlei Yang, Luoxing Middle School; Xudong Zheng, East China Normal University; Lijia Lin, East China Normal University; Yinglian Jin, East China Normal University
of Florida; Pasha Antonenko, University of Florida; Kendra Saunders, University of Florida; Linda Lombardini, University of Florida; Albert Dieter Ritsema, University of Florida; Nihan Agacigoglu, University of Florida; Li Cheng, University of Florida; Wenjing Luo, University of Florida; Robert Davis, University of Florida; Carole R. Real, University of Florida; Andreas Keil, University of Florida

Visuospatial Abilities of Scientists and Students With and Without Dyslexia. Matthew H. Scheps, University of Massachusetts–Boston; Marc Pomplun, University of Massachusetts–Boston; L. Todd Rose, Harvard University; Chen Chen, Harvard University; Gerhard Sonnert, Harvard University; Amanda S. Heffner-Wong, Harvard University; Jennifer M. Thomson, Harvard Graduate School of Education; Linda Hecker, Michigan State University; Manju Banerjee, University of Connecticut; Lincoln Greenhill, Harvard-Smithsonian Center for Astrophysics

Brain-to-Brain Synchrony Predicts Student Engagement and Social Dynamics in the Classroom: A Crowdsourcing Neuroscience Study. Lu Wan, University of Florida; Suzanne Dikker, New York University; Ida Davidsen, New York University; Lisa Kaggen, Stanford University; Matthias Ostrik, Oostrik Industries; Jess Rowland, University of Florida; Jay Van Bavel, New York University; David Poeppel, New York University; Mingzhou Ding, University of Florida

Using Alpha Event-Related Desynchronization to Explore Individual and Visuospatial Abilities of Scientists and Students With and Without Dyslexia. Carrie Larson, Portland State University; Kelly JoAnn Cutler, Portland University of Texas at El Paso; Cesar A. Rossatto, The University of Texas at El Paso; Melissa Eckert Brock, University of Texas at El Paso; Julio Cammarota, Iowa University; S. Michael Putman, University of North Carolina–Charlotte; Heafner, University of North Carolina–Charlotte; Deborah Young, Naropa University; Sapna Thapa, University of Wisconsin–Stout


Discussions: Carole R. Real, University of Florida

44.049. Constructivist Theory, Research and Practice SIG: Focus on Teacher Development and Efficacy. SIG-Constructivist Theory, Research, and Practice; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 216 A; 2:45–4:15pm

Chairs: Kate Rollert French, Michigan State University; Kathy L. Schuh, University of Iowa

Participants:
Constructing What It Means to Teach: Applications of the Inquiry Processing Model With First-Year Students. Erik Jon Byker, University of North Carolina–Charlottesville; Heather Marie Coffey, University of North Carolina–Charlottesville; Amy J. Good, University of North Carolina–Charlottesville; Tine Lane Heath, University of North Carolina–Charlottesville; Susan Harden, University of North Carolina–Charlottesville; S. Michael Putman, University of North Carolina–Charlottesville; Bruce Taylor, University of North Carolina–Charlottesville; Larry Fisher, University of North Carolina–Charlottesville

Teachers Implementing a System Inquiry Learning Initiative: A Constructivist Perspective. Chive M. Beck, OISE/University of Toronto; Clare Kosnik, University of Toronto/OISE; Monica Eileen McGlynn-Stewart, George Brown College; Tiffany MacKay, Peel District School Board; Belinda Monique Longe, University of Toronto–OISE; Julie Middleton, OISE/University of Toronto

Discussions: Yu-Hui Chang, University of Minnesota–Twin Cities; Sheila R. Vaidya, Drexel University

44.050. Inside Schools, Outside Schools: Transforming Student Experiences. SIG-Critical Educators for Social Justice; Paper Session

Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon F; 2:45–4:15pm

Participants:
Beyond Academic Achievement: Latina/o Youth Learning Transformational Resistance for School Change and Social Justice. Julio Cammarota, Iowa State University; Carlos Casanova, Iowa State University

Unshackling Youth From Control and Reproduction of Oppression: Deconstructing Discriminatory Socialization Practices in Education. Melissa Eckert Brock, University of Texas at El Paso; Cesar A. Rosatte, The University of Texas at El Paso

Unpacking the Social Construct of Race: Exploring Racial Categories With Predominantly White Middle Schoolers. Kelly JoAnn Cutler, Portland State University; Carrie Larson, Portland State University

Transformation Through Nonfiction Young Adult Literature: Developing Critical Consciousness in the Era of Common Core. Ashley Summer Boyd, Washington State University–Pullman; Jeanne Dyches Bissenette, Iowa State University

Discussions: Amber Pabon, University of Pittsburgh

44.051. Paths to Gender Justice in Education: Theories and Practices. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium

Grand Hyatt San Antonio, Second Floor, Bowie B; 2:45–4:15pm

Chairs: Sheila L. Macriene, University of Massachusetts–Dartmouth; Pierre W. Orelus, New Mexico State University

Participants:
Gender Ain’t Neutral: Bad Girl Citizens, Unhomed. Lisa Cary, Murdoch University

Queering the Classroom. Bethany Coston

Explicating Socialized Notions of Gender in Media With Undergraduate Students. Andrew Gilbert, George Mason University

Dismantling (Fe)Male “Whiteness” in Teaching Spaces: The “Bloody Black Bitch” and the “Race Traitor” Get Bagels. Marc Pruyne, Monash University; Prasanna Brinivasan, Monash University

The Internal Power of Chicanas/os-Latinas/os. Mariol Oria Ruiz, Humboldt State University

Discussions: Curry Stephenson Malott, West Chester University of Pennsylvania

44.052. Decolonizing and Indigenous Cross-Cultural Research Methodologies. SIG-Critical Perspectives on Early Childhood Education; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 207 A; 2:45–4:15pm

Chairs: Mary Jane Moran, The University of Tennessee

Participants:
Decolonizing Research With Children and Persons With Disabilities: Critical Reflections on North/South Collaborations. Kageno Mutua, The University of Alabama; Beth Blue Swadener, Arizona State University

Collaboration as a Healing Research Tool: The Narratives of Three Early Childhood Researchers. Samara D. Madrid, University of Wyoming; Deborah Young, Naropa University; Sapna Thapa, University of Wisconsin–Stout

Narrative as a Philosophical Method of Re-Membering and Re-Evaluating Cultural Complexities. Sonja Arndt, University of Waikato; Marek Tesar, The University of Auckland

Embodied Complexities of Insider- Outsider Tensions in a Comparative Education Study. Christine Massing, University of Regina; Anna Kirowa, University of Alberta; Larry Prochner, University of Alberta

44.053. Diverse “How” to Do Qualitative Research: Challenging White Qualitative Research Methods and Methodologies in Disability Studies in Education. SIG-Disability Studies in Education; Symposium

Grand Hyatt San Antonio, Second Floor, Bowie A; 2:45–4:15pm

Chair: Christine Elaine Ashby, Syracuse University

Participants:
What’s (Y)our Story? Co-Constructing Narrative Accounts With/of Students With Autism Who Type to Communicate. Casey Woodfield, Husman Institute for Autism

Real and Radical Vulnerability: Exploring My Role and Identity as a Researcher. Brianna Dickens, Syracuse University

Navigating Within/Outside of the Local Context: A Lesson From Qualitative Research in South Africa. Young Song, Syracuse University

Current Absence and Future Potential of Korean Methods and Methodology in Disability Studies in Education. Eun Young Jung, Elmira College

44.054. (Re)Considering Place and Place-Based Education in Environmental Education. SIG-Environmental Education; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 206 A; 2:45–4:15pm

Chair: Nora Timmerman, Northern Arizona University

Participants:
Developing a Critical Consciousness of Race in Place-Based Environmental Education: The Case of Franco. Hannah K. Miller, Johnson State College
44.055. Measuring and Reconceptualizing Parental Involvement. SIG-Family, School, Community Partnerships; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Crockett B; 2:45–4:15pm
Chair: Jaime Lynn Puccioni, University at Albany—SUNY
Participants:
- Measurement Analyses of School-Based Parental Involvement: Rethinking Its Concept, Dimensions, and Measurement. Sira Park, UC Berkeley
- A New Instrument to Measure Parent Perceptions of Being a School Volunteer. Laurel Brandon, University of Connecticut
- Trajectories of Parent School Involvement From Kindergarten to Eighth Grade: Antecedents and Outcomes. Yoonkyung Oh, The Pennsylvania State University
- Racing Relationships: New Directions for Research on the Relationship Between Parents of Color and Schools. Seenae Chong, University of California, Berkeley
Discussant: Steven B. Sheldon, Johns Hopkins University

44.056. Student Experiences of Online Help-Seeking and Online Learning. SIG-Instructional Technology; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Crockett D; 2:45–4:15pm
Chair: Robert L. Bangert-Drowns, University at Albany—SUNY
Participants:
- Exploring the Influence of the Perceived Goal Structure and Instructor Support on College Students’ Help-Seeking. Erkan Er, University of Valladolid; Michael Orey, University of Georgia–Athens; Lu Ding, University of Georgia–Athens
- Investigation of College Students’ Intentions to Use a Web-Based Help-Seeking System. Lu Ding, University of Georgia–Athens; Erkan Er, University of Valladolid
- Selecting the Most Important Predictors of College Students’ Online Help-Seeking Behaviors. Qiang Hao, University of Georgia; Robert C. Branch, University of Georgia; Ewan Wright, University of Hong Kong
- Exploring Veterinary Students’ Learning Experience and the Perceived Role of a Medical Error Case. Hui Rong, The University of Georgia; Ikseon Choi, University of Georgia; Chad Schmiedt; Kevin Clarke

44.057. International Education and Research. SIG-International Studies; Paper Session
San Antonio Marriott Rivercenter, Third Floor, Conference Room 17; 2:45–4:15pm
Chair: Michael Owen, University of Ontario Institute of Technology
Participants:
- Beating the Odds: Trees to Success in Different Countries. Gregory J. Marchant, Ball State University; William Holmes Finch, Ball State University
- Examining the Partnership Between a Belizean Primary and Secondary School: The Case of Central Coast Academy. Lou L. Sabina, Stetson University; Katherine A. Curry, Oklahoma State University; Kiara L. Sabina, Oklahoma State University
- International Community College Student Success: Factors Influencing Academic Performance, Persistence, and Degree Attainment. Yi Leaf Zhang, University of Texas at Arlington
- The Relationship Between Teaching Efficacy and Teaching Quality of EFL Teachers in Niger. Bong Gee Jang, Syracuse University; Hyunsook Cho, University of North Dakota; Peter Wiens, University of Nevada–Las Vegas
Discussant: Jason Harshman, The University of Iowa

44.058. Making Space for Students’ Language Practices: Teaching and Learning From Linguistic Complexity. SIG-Language and Social Processes; Symposium
Grand Hyatt San Antonio, Third Floor, Bonham E; 2:45–4:15pm
Chair: Michiko Hikida, The Ohio State University–Columbus
Participants:
- Learning From Language in Practice. Michelle Fowler-Amato, Old Dominion University
- Noticing and Naming What Young Bilingual Children Already Know About Translating Writing. Leah Durán, The University of Arizona
- Examining Practices of Inclusion for Fifth-Grade “Struggling” Readers of Color. Michiko Hikida, The Ohio State University–Columbus
- A New Era of Language Instruction. Thomas Norreby, University of Copenhagen
Discussant: Patricia E. Enciso, The Ohio State University

44.059. Perspectives on Identity and Equity With Digital Media. SIG-Media, Culture, and Learning; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 6D; 2:45–4:15pm
Chair: Martha J. Strickland, The Pennsylvania State University–Harrisburg
Participants:
- Early and Diverse Access to Technology to Support Equitable Outcomes for Girls. Amanda Kay Ochsner, University of Southern California
- YouTube Ethnicity: Latinx Youth Reframe and Resist Gentrification in Echo Park. Los Angeles, California. Pamela Ezell, Chapman University
- Critical Mirrors: Diverse College Students’ Perspectives on Stereotypes Depicted in Popular Films About College Life. Elena M. Venegas, Baylor University; Lakia M. Scott, Baylor University; Karon Nicol LeCompte, Baylor University; Toby Zhu, Baylor University; Mia Moody-Ramirez, Baylor University
Discussant: Sinem Siyahhan, California State University–San Marcos

44.060. Achievement Goal Theory: Continuing the Conversation. SIG-Motivation in Education; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 209; 2:45–4:15pm
Chair: Wondima Ahmed, The University of Akron
Participants:
- Achievement Goals Predict Not Only Levels of Intrinsic Motivation but Also Its Stability. Jin (EunJin) Seo, The University of Texas at Austin; You-kyung Lee, Michigan State University; Erika Alisha Patal, University of Southern California
- The Impact of Respondents’ Approach and Avoidance Beliefs on Performance Goal Self-Reports. Emily Hangen (Greenwood), University of Rochester; Andrew J. Elliot, University of Rochester
- Probing Achievement Goal Theory by Comparing Ability Validation and Normative Performance Goal Performance Goals. Younkyung Chung, Korea University; Inha Bong, Korea University; Sung-II Kim, Korea University
- Situating Achievement Goals in Collaborative Contexts: Shared Goals. Karyn R. Adami-Wiggins, The University of Texas at Tyler; Tomy Kempler Rogat, Purdue University; Temitope Adeoye, Purdue University; Zhiping Zhang, Purdue University
Discussant: Nir Madjar, Bar Ilan University

44.061. Multicultural/Multietnic Education: Considerations for Teacher Education. SIG-Multicultural/Multietnic Education: Theory, Research and Practice; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Republic A; 2:45–4:15pm
Chair: Jennifer F. Samson, Hunter College–CUNY
Participants:
- Developing Culturally Relevant Teachers: Centering Relationship Building at the Forefront of Education Field Experiences. Marie Worldz, University of Florida; Ester J. de Jong, University of Florida
- Measuring Changes in Teachers’ Perceived and Actual Cultural Competence Using the Intercultural Development Inventory. Stephanie L. Sanick, Notre Dame of Maryland University; Candice Logan-Washington, Baltimore County Public Schools
44.062. Learners' Engagement and Interactions in Online Learning. SIG-Online Teaching and Learning; Paper Session
Grand Hyatt San Antonio, San Antonio, Republic C; 2:45–4:15pm
Chair: Lin Lu, The Ohio State University
Participants:
Student Perceptions on the Importance of Engagement Strategies in the Online Learning Environment. Florence Martin, Univ. of North Carolina Charlotte; Doris U. Bolliger, University of Wyoming
How Much Does Student Engagement With Videos and Forums in a MOOC Affect Their Achievement? Fernanda Cesar Bonafini, Pennsylvania State University; Chunjie Chae, The Pennsylvania State University–University Park; Eunsung Park, The Pennsylvania State University; Rebecca Yvonne Bayeck, The Pennsylvania State University, Kathryn Jablakow, The Pennsylvania State University–Great Valley
Building Online Collaborative Learning Teams. Funda Ergulec, Indiana University–Bloomington
What Makes a Leader: Online Activity, Language Quality, or Social Background? Simon Wang, University of Connecticut; Addison Zhao, University of Connecticut; Sarah D. Newton, University of Connecticut; Shyu Song, University of Connecticut; Marussa Lyn Morasini, University of Connecticut–Storrs; Scott W. Brown, University of Connecticut; Kimberly A. Lawless, University of Illinois at Chicago
Discussant: Michael Bartone, Central Connecticut State University

44.063. Organizational Theory: Changes and Challenges. SIG-Organizational Theory; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 205; 2:45–4:15pm
Chair: Ebony N. Bridwell-Mitchell, Harvard University
Participants:
Brokerage and the Research-Practice Gap: A Theoretical and Empirical Examination. Elizabeth N. Farley-Ripple, University of Delaware; Katherine Tilley, University of Delaware; Joseph Tise, Pennsylvania State University
New Data on Beginning Teacher Attrition. Richard Ingersoll, University of Pennsylvania; Philip M. Sirinides, University of Pennsylvania; Gregory J. Collins, University of Pennsylvania
Principals’ Characteristics and Organizational Learning Mechanisms: Predicting Faculty Properties and Student Achievement in Elementary Schools. Chen Schechter, Bar-Ilan University; Mouwafq Qadach, Óhø University of Oslo; Renata D’Alessandro, Al-Qasemi Academic College of Education
School Principals: Their Adult Ego Development Stage, Their Sensemaking Capabilities, and How Others Experience Them. Sam Carey, University of Bath; Neil Gibride, University of Bath; Christopher R. James, University of Bath
Discussant: Vincent Cho, Boston College

44.064. Fostering Networks and Collectives in the Out-of-School Sector: Achieving Equity, Innovation, and Learning Ecosystems Through Large-Scale Collaborations. SIG-Out-of-School Time; Structured Poster Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 221 D; 2:45–4:15pm
Chairs: Rafi Santo, Indiana University–Bloomington; Dixie Ching, New York University
Participants:
3. Rethinking Community Participation in Cross- Institutional Collaboration. Jennifer Elaine Pacheco, University of Colorado–Boulder; Ben R. Kirshner, University of Colorado–Boulder
4. Making to Make Change in Oneself and One's Social World. Bronwyn Bevan, Exploratorium; Jean J. Ryoo, Exploratorium; Molly Shea
5. Heterogeneous Networks and Local Learning: How We Collaborate in the Informal World. Lauren B. Allen, University of Pittsburgh; Kevin Crowley, University of Pittsburgh
6. Beyond Shrink-Wrap: How Boundary Objects Can Support Learning and Sharing Between Informal Learning Networks. Mary Ann Hess Steiner, University of Pittsburgh; Kevin Crowley, University of Pittsburgh
Discussant: Jennifer L. Russell, University of Pittsburgh

44.065. Literacies of Social Transformation: Enacting Freirean Perspectives Across Contexts. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 210 A; 2:45–4:15pm
Chair: Keisha McIntosh Allen, University of Maryland–Baltimore County
Participants:
Trump Effect in a Second-Grade Dual-Language Classroom: Exploring Literacies of Social Transformation. Sandra Lucia Osorio, Exploring State Literacies
Picturing Raza Studies: Exploring Youth Literacies of Social Transformation. Catí V. de los Ríos, Teachers College, Columbia University
“I Also Like to Write”: Enacting Literacies of Social Transformation Among Black Male Secondary Students. Sakeena Everett, University of Illinois at Chicago
The Role of Environmental Safety Zones in the Critical Consciousness of Latina/o Migrant Farmworker Youth. Lorena Gutierrez, Michigan State University
Discussant: Clifford H. Lee, Saint Mary’s College of California

44.066. Factors That Influence Student Learning in the Problem-Based Learning Process. SIG-Problem-Based Education; Paper Session
Henry B. Gonzalez Convention Center, Ballroom Level, Room 302 C; 2:45–4:15pm
Chair: Mahnaz Moallem, University of North Carolina–Wilmington
Participants:
The Role of Epistemic Beliefs in the Process of Solving an Information Problem. Kun Huang, Mississippi State University; Victor Law, University of New Mexico; Xu Ge, University of Oklahoma; Chien Yu, Mississippi State University
A Meta-Analysis on the Effect of Problem-Based Learning Versus Conventional Teacher-Centered Learning on Student Motivation. Lisette Wijnaar, Erasmus University Rotterdam and Roosevelt Center for Excellence in Education; Sofie Loyens, University College Roosevelt; Gera Noordzij, Erasmus University; Remigius M. Rikers, University College Roosevelt
A Longitudinal Study on University Students’ Learning Strategies in a Thirteen-Year Problem-Based Learning Bachelor’s Program. Marin Wijnen, Erasmus Rotterdam University; Sofie Loyens, University College Roosevelt; Guus Sloots, Erasmus Rotterdam University; Maarlen Kroese, Erasmus Rotterdam University; Henk van der Molen, Erasmus Rotterdam University
The Effect of Self-Directed Versus Model Answer Study on Different Learning Outcomes in Problem-Based Learning. Lisette Wijnaar, Erasmus University Rotterdam and Roosevelt Center for Excellence in Education; Jolanda Ista; Charly Eliefs, Erasmus University Rotterdam; Marij Wijnen, Erasmus Rotterdam University
The Effects of Problem-Based Learning on Preservice Teachers’ Assessment Literacy and Conceptions of Assessment. Kim H. Koh, University of Calgary; Jennifer Lock, University of Calgary
“We Are a Nonlinear, Dynamic System”: Problem-Based Design in Engineering at a Hispanic-Serving Institution. Krista D. Glazewski, Indiana University; Andrea Sarah Gomoll, Indiana University–Bloomington; Cindy E. Elmo-Silver, Indiana University; Thomas Brush, Indiana University; Jyoon Jung, Indiana University–Bloomington

44.067. Examinations of Partnership: Approaches for Teaching, Learning, and Leading Together in Professional Development Schools. SIG-Professional Development School Research; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 211; 2:45–4:15pm
Chair: Janna Dresden, University of Georgia
Participants:
Developing Teacher Leaders to Renew Schools Together: A Collaborative Inquiry of a Partner School. Rebecca West Burns, University of South Florida; Woodland Johnson, Most Elementary School; Amanda Bellas, University of South Florida–Tampa; Francesca Perrone-Britt, University of South Florida–Tampa; Kristen Nicole Hodges, University of South Florida

Adapting and Adjusting in Professional Development Schools to Positively Impact Preservice Efficacy. Ron R. Siers, Salisbury University; James Thomas Fox, University of Southern Mississippi; Kimberly Michele McCormick; Towson University; Peter Papczyński, University of Toledo


Reciprocity and Professional Capital as Measures of Success in a Professional Development School. Amy Hanreddy, California State University–Northridge

Discussant: Robert Michael Capuzzo, University of Georgia–Athens

44.068. How Test Takers Prepare for and Take Professional Licensure and Certification Examinations. SIG-Professional Licensure and Certification; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 A; 2:45–4:15pm

Chair: Hao Song, Independent Consultant

Participants:

Does Extra Training Help Passing a Medical Certification Examination? Evaluation of the Time Limit Eligibility Policy. Ying Du, American Board of Pediatrics; Linda A. Althouse, American Board of Pediatrics

Examining the Impact of Accessing References on a Maintenance of Certification Examination. Richard A. Feinberg, National Board of Medical Examiners; Daniel Pacheco Jurich, National Board of Medical Examiners; Lauren Foster, National Board of Medical Examiners

Examining the Preparation of Highly Effective Teachers. Nisreen Daoud, George Mason University; Alicia Kay Bruyning, George Mason University

Association Between Behavioral Style and Performance in a Self-Paced Assessment Program. Yan Zhou, The American Board of Anesthesiology; Haqnuang Sun, The American Board of Anesthesiology; Ann Elizabeth Harman, American Board of Anesthesiology (ABA)

A Predictive Model for United States Medical Licensing Examination Step 1 Performance. Athena Ganchor, The University of Arizona; Sanlyn Buxner, The University of Arizona; Jacob Alfredo Vasquez

Discussant: Danette Waller McKinley, Foundation for Advancement of International Medical Education and Research

44.069. New Approaches to Queer Methodologies in Education: Engaging the Queer Research Process. SIG-Qualitative Research; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 207 B; 2:45–4:15pm

Chair: Rigoberto Marquez, Teachers College, Columbia University

Participants:

Always the Least-Adult: The Intersections of Gender and Age in the Field. LJ Slovin, The University of British Columbia

Ethnography On-the-Go: Youth, Mobility, and Queering the Research Process. Sam Stiegler, The University of British Columbia

Showing, Telling, and Curating Queerlore Narratives. Tomas Boatwright, University of San Francisco

Toward a Queer LatCrit Epistemology in Education: Methodological and Pedagogical Possibilities. Rigoberto Marquez, Teachers College, Columbia University

Discussant: Cindy Cruz, University of California, Santa Cruz

44.070. Interrogating Whiteness in Mathematics Education. SIG-Research in Mathematics Education; Symposium

Grand Hyatt San Antonio, Second Floor, Mission A; 2:45–4:15pm

Chair: Trevor Warburton, Jordan School District

Participants:

Whiteness and Mathematics: Parallels in Perceived Neutrality. Dan Battey, Rutgers University; Luis Antonio Leyva, Vanderbilt University–Peabody College


Equity Discourse in Mathematics Education as an Exercise in White Benevolence. Erika C. Bullock, University of Wisconsin–Madison

Gendering Whiteness in Mathematics Education. Maise L. Gholson, University of Michigan–Ann Arbor

Discussant: Danny B. Martin, University of Illinois at Chicago

44.071. Research in Reading and Literacy SIG III. SIG-Research in Reading and Literacy; Paper Session

Grand Hyatt San Antonio, Third Floor, Bonham D; 2:45–4:15pm

Chair: Christopher Michael Hansen, University of Tennessee Chattanooga

Participants:

Examining the Monitoring and Responding Strategies of Proficient Fourth-Grade Readers on Complex Texts. Stephen B. Kucer, Washington State University–Vancouver

Gaming and Reading in Middle School: The Effects of Tablettop Gaming on English Language Arts Students’ Study of Literature. Mike P. Cook, Auburn University

Initiation-Response-Follow-Up and Beyond: An Analysis of Discourse in a Tutorial Setting. Elizabeth L. Jaeger, The University of Arizona

Morphology Matters, but What Do Teacher Candidates Know About It? Erin Kuhl Wishburn, Binghamton University–SUNY; Candace A. Mulcahy, Binghamton University–SUNY

Not Just Books for Boys: Gender, Reading Comprehension, and Student Experience With Graphic Novels. Mike P. Cook, Auburn University; Brandon Lee Sans, Auburn University

Sociocultural and Cognitive Dimensions of Reading Attitudes: High School Students’ Self-Reported Hours Spent Reading. Amanda O. Maher, Eastern Michigan University; Robert D. Carpenter, Eastern Michigan University

44.072. The Structured Physical Education Collaboration Towards Reflection for Upbuilding Mentoring (SPECTRUM) Initiative: A Professional Development Partnership to Promote Teaching and Mentoring in Physical Education. SIG-Research on Learning and Instruction in Physical Education; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214; 2:45–4:15pm

Chair: Steven K.S. Tan, National Institute of Education–Nanyang Technological University

Participants:

Overcoming Acculturation in Teaching: Features of and Experiences From a Mentoring Program in Physical Education. Steven K.S. Tan, National Institute of Education–Nanyang Technological University; Isabella Y. F. Wong, National Institute of Education–Nanyang Technological University; Seck Heong Tan, Physical Education and Sports Teacher Academy, Singapore; Helen Kwai Fong Low, Physical Education and Sports Teacher Academy, Singapore; Isabella Y. F. Wong, National Institute of Education–Nanyang Technological University


Strengthening Physical Education Instruction With the Physical Education Lesson Observation Tool: Concerns and Challenging Experiences of Beginning Teachers. Helen Kwai Fong Low, Physical Education and Sports Teacher Academy, Singapore; Seck Heong Tan, Physical Education and Sports Teacher Academy, Singapore; Steven K.S. Tan, National Institute of Education–Nanyang Technological University

Supporting the New Teacher: Misconceptions and Successes of School-Based Physical Education Teacher-Mentors. Isabella Y. F. Wong, National Institute of Education–Nanyang Technological University; Steven K.S. Tan, National Institute of Education–Nanyang Technological University

Discussant: Bryan A. McCullick, University of Georgia


Grand Hyatt San Antonio, Third Floor, Bonham C; 2:45–4:15pm

Chair: Stacey J. Lee, University of Wisconsin–Madison

Participants:

A Different Shade of Brown: Investigating South Asian American Preservice Teacher Identities. Venkat Ramaprasad, The University of Texas at Austin; Noreen Naseem Rodriguez, The University of Texas at Austin
44.074. Inclusive and Culturally Relevant Perspectives on Science Education. SIG-Science Teaching and Learning; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Republic B; 2:45–4:15pm
Chair: Jean Rackford Aguilar-Valdez, Portland State University
Participants:
Contextual Mitigating Factors as a Methodological Approach to Understand How Latinos Navigate STEM Pipelines. Alejandro J. Gallard, Georgia Southern University; Wesley B. Pitts, Lehman College–CUNY; Silvia Lizette Ramos de Robles, Universidad de Guadalajara; Belinda Bustos Flores, The University of Texas at San Antonio; Lorena Cleay, The University of Texas at San Antonio; Katie Bricht, Georgia Southern University
Motivational Factors Underlying Rural, Underrepresented Students’ Achievement and STEM Perceptions in After-School STEM Clubs. Margaret R. Blanchard, North Carolina State University; Kristie Gutierrez, North Carolina State University; Kylie Jayne Hoyle, North Carolina State University; Lauren A. Harper; Jason L. Painter, North Carolina State University; Scott Ragan, North Carolina State University
The Problematic Use of Urban, Suburban, and Rural in Science Education. Frederick Bradley, University of South Florida; Allan Feldman, University of South Florida; Stephanie Bauman, University of South Florida; Javier Areas, University of South Florida
What Does Culturally Relevant STEM Pedagogy Look Like? Angela Johnson, Saint Mary’s College of Maryland

44.075. Trends in L2 Writing and Literacy Research. SIG-Second Language Research; Paper Session
Grand Hyatt San Antonio, Second Floor, Mission B; 2:45–4:15pm
Chair: Dong-shin Shin, University of Cincinnati
Participants:
Vanilla Sauce and Poetry: Culturally Embedded Literacy in a Heritage Language Classroom. Johanna M. Tigert, University of Maryland–College Park
Corpus-Based Implications for Arabic ESL Learners’ Academic Writing: Analyzing Temporality in English Verbs. Yibin Koo, University of North Texas; Eun Young Lee, University of North Texas
Scaffolding Disciplinary Language Development: Linguistic Challenges of Writing Science Reports. Dong-shin Shin, University of Cincinnati
Impacts on Science Reading Comprehension and Interest: Do Pictures Always Help English Learners? Yuliya Ardasheva, Washington State University–Tri-Cities; Anna Karin Roo; Zhe Wang, Washington State University–Pullman; Oluosola Olalekan Adesope, Washington State University
The Relationships Among Use of Writing Strategies, Grade Level, and Writing Competence in Singapore Primary Schools. Barry Bai, The Chinese University of Hong Kong; Chuang Wang, University of North Carolina–Charlotte
Exploring Design-Based L2 Writing Research: Research Synthesis. Meng Zhang, The Ohio State University; Youngjoo Yi, The Ohio State University–Columbus

44.076. Beyond Borders in the Social Studies. SIG-Social Studies Research; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 206 B; 2:45–4:15pm
Chair: William L. Smith, The University of Arizona
Participants:
Terror Management Theory and Social Studies Education. Cathryn van Kessel, University of Alberta
Transnational Research in Four Countries: The Need for Critical Border Discourse. Timothy C. Cashman, The University of Texas at El Paso
United States of Fantasy: Mythic Pedagogies in Three High School Social Studies Courses. Mark Helmsing, University of Wyoming
Young Months of Construction of Citizenship Through Critical Geography. Katherine Ann Payne, The University of Texas at Austin; Anna Falkner, The University of Texas at Austin; Jennifer Keys Adair, The University of Texas at Austin
“They Fought for Our Language”: Historical Narratives and National Identification Among Young French Canadians.Stephane Levesque, University of Ottawa; Jocely Létourneau, Laval University
Discussant: Sarah B. Shear, The Pennsylvania State University–Altoona

44.077. How Competition and Power Shape Educational Opportunities. SIG-Sociology of Education; Paper Session
Henry B. Gonzalez Convention Center, Ballroom Level, Room 301 C; 2:45–4:15pm
Chair: Erin Bauerngarter, Rice University–Kinder Institute
Participants:
Who Likes to Compete (and Does It Matter)? Gender, Competitiveness, and Intentions to Pursue STEM Fields. Catherine C. Riegel-Crumb, The University of Texas; Mengh Peng, The University of Texas at Austin; Jenny Buontempo, University of Texas–Austin; Anita Patrick, The University of Texas at Austin
Better Scores, Better Jobs, an Untested Assumption: Social Mobility and Achievement in Mathematics and Science. Haigen Huang, Wake County Public Schools; Vijay Kesha Rao Parakar, Miami University–Oxford
With the Wind at Their Backs: How Socioeconomic Advantage Shapes Competitive High School Admissions Outcomes. Kate L. Philippo, Loyola University Chicago
Strategic Thinkers on Uneven Terrain: Urban School Choice as Political Empowerment. Scott Ellison, University of Northern Iowa; Ariel M. Aloe, University of Iowa
Discussant: Amy G. Langenkamp, University of Notre Dame

44.078. Advanced Issues in Structural Equation Modeling. SIG-Structural Equation Modeling; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 7C; 2:45–4:15pm
Chair: Mehmet “Dali” Ozturk, College of the Sequoias
Participants:
Effects of Misspecification of Unidimensionality on the Assessment of Measurement Invariance and Latent Mean Differences. Yuning Xu, Arizona State University; Samuel B. Green, Arizona State University
Identifying Latent Interaction Effects in Situations With Many Predictor Variables: Challenges and Solutions. Holger Brandt, University of Kansas; Jenna Cambria, University of Arkansas; Augustin Kelava, Eberhard Karls Universität Tübingen
Nonlinear Structural Equation Mixture Models in a Multilevel Framework: An Empirical Study. Jeffrey R. Harring, University of Maryland; Jinwang Zou, University of Maryland–College Park; Holger Brandt, University of Kansas; Augustin Kelava, Eberhard Karls Universität Tübingen
Partial Measurement Invariance Biases Observed Composite Scores. Jessica Kay Flake, York University; David B. Floria, York University; Suz-Han (Steven) Chen, York University
The Effects of Cluster Bias in Multilevel Structural Equation Modeling. Christopher Runyon, The University of Texas at Austin; Tiffany Ann Whittaker, The University of Texas at Austin
Discussant: Allen G. Harbaugh, Boston University

44.079. Factors Impacting Students’ Self-Regulated Learning and Motivation. SIG-Studying and Self-Regulated Learning Cosponsored with SIG-Motivation in Education; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 212 A; 2:45–4:15pm
Chair: Maria K. DiBenedetto, Bishop McGuinness Catholic High School
Participants:
Relations of Parental Autonomy Support and Control With Students’ Academic Time Management and Procrastination. Sunghun Won, The Ohio State University; Shirley L. Yu, The Ohio State University; Marissa Green, The Ohio State University–Columbus; Kristin Nicole Henk saline, The Ohio State University
The Effects of Self-Efficacy for Self-Regulated Learning and Motivational Context on Students’ Perception of Temptation. Yeo-eun Kim, The Ohio State University
44.082. Change Laboratories Across Cultures: Lessons From Formative Interventions in Work and Education. SIG-Workplace Learning; Symposium

Henry B. Gonzalez Convention Center, River Level, Room 7D; 2:45–4:15pm

Chair: Annalisa Sammino, University of Helsinki

Participants:
Examining Change Laboratories: Conceptual Framework and a Case Illustration. Yrf H. Engestrom, University of Helsinki; Anu Kajamaa, CRADLE, University of Helsinki; Annalisa Sammino, University of Helsinki
“One Student, One Curriculum Timetable”: Expansive Learning in Curriculum Reform Within a Taiwanese High School. Peiyin Chen, National Taiwan Normal University; Fei Ji, Taipei Zhongzheng High School; Hongda Lin, University of Helsinki; Paul Hsu, Lotus Creek Foundation; Wei-Yang Lan, Taipei Li-Shang High School
Conflict Avoidance, Resistance, and the Emergence of Agency in a Mexican Change Laboratory. Carlos Montoro, University of Guanajuato
Change Laboratories in Southern Africa: Lessons From Formative Interventions in Sustainable Agriculture Workplaces. Mutizwa Mukute, Rhodes University

Discussant: Aydin Bal, University of Wisconsin–Madison

44.083. Introduction to Posthuman Literacies. SIG-Writing and Literacies; Structured Poster Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 221 C; 2:45–4:15pm

Chairs: Karen Spector, The University of Alabama; Jaye Johnson Thiel, University of Georgia–Athens; Candace Ross Kuby, University of Missouri–Columbia

Participants:
1. Using Bifocals to See Better: A Differing Reading of a Soweto Classroom. Denise Roleen Newfield, University of the Witwatersrand; Vivienne Grace Bezaile, University of the Western Cape
3. Threads and Fingerprintes: Partial and Entangled Readings and Writings of Place. Teri J. Holbrook, Georgia State University; Susan Ophelia Cannon, Georgia State University
4. Layered Becomings: Literacy Through Natural/Material/Human Intra-Action. Lucy E. Bailey, Oklahoma State University
5. Where Are the Posthumans in Posthumanism? Configuring Materialities for Literacy Research and Teaching. T. Philip Nichols, University of Pennsylvania
6. Collage Pedagogy: Toward a Posthuman Racial Literacy. Asila K. Franklin-Phipps, University of Oregon; Courtney L. Rath, University of Oregon
9. Encountering Waste Landscapes: More-Than-Human Place Literacies in Early Childhood Education. Fikile Nxumalo, The University of Texas at Austin; Jessica Cira Rubin, The University of Texas at Austin
10. Étienne Souriau: An Instaurative Event of the Work To-Be-Read. Petra Mikulaj, Simon Fraser University

Discussants: Candace Ross Kuby, University of Missouri–Columbia; Jaye Johnson Thiel, University of Georgia–Athens

Division and SIG Roundtables

44.084. Roundtable Session 18; Roundtable Session

44.084-1. Educational Leadership Doctoral Program Enhancement: Strategies for Improving Program Quality. SIG-Learning and Teaching in Educational Leadership; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 2:45–4:15pm

Participants:
Exploring the Influence of Faculty Diversity on Education Leadership Doctoral Students. Monica Byrne-Jimenez, Hofstra University
Facilitating Active Agency Through Interactive Formative Feedback and Discourse: Implications for Educational Leadership. Ian Sutherland, Old Dominion University; Steve P. Myran, Old Dominion University

Mentoring for the Educational Leadership Professoriate: Insights From Jay D. Scribner Mentoring Award Recipients and Mentees. Joel R. Malin, Miami University–Oxford; Donald G. Hackmann, University of Illinois at Urbana-Champaign

Supervising Doctoral Dissertations Online: How to Support Faculty. Maja Miskovic, Concordia University; Daniel T. Tomal, Concordia University

44.084-2. Effective Mentoring Practices of Educational Leaders. SIG-Mentorship and Mentoring Practices; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 2:45–4:15pm

Chair: Julia Nell Ballenger, Texas A&M University–Commerce

Participants:

- Mentoring New Superintendents in Kansas: An Examination of Experience and Program Quality. Jia Grace Liang, Kansas State University; Donna Augustine-Shaw, Kansas State University
- The Examination of the Leadership Style of Mentors Through the Experiences of the Mentee. Audrey Ebbrecht; Barbara Nell Martin, University of Central Missouri

44.084-3. Beginning Teacher Induction. SIG-Research on Teacher Induction; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 2:45–4:15pm

Chair: Colleen M. Conway, University of Michigan

Participants:

- Educational Equity: A Narrative Inquiry Into a Chinese Novice Teacher’s Induction in West China. Ju Huang, University of Windsor; Shijun Xu
- How Training and Mentoring Affect the Retention of Alternatively Certified Mathematics Teachers. Andrew M. Brantlinger, University of Maryland; Laurel A. Cooley, Brooklyn College–CUNY
- Leveraging Induction to Inform Next-Generation Science Instruction: Changing Communities of Practice. Amanda Rabidue Boczack, Radford University; Cindy Kern, Quinnipiac University; Rosemary Whelan, University of New Haven
- Theorizing Teacher Induction Through Preservice Teachers’ Expectations of the Principal’s Role. Matthew Nishimoto, University of Nevada, Las Vegas; Shaoan Zhang, University of Nevada–Las Vegas; Dana L. Bickmore, University of Nevada–Las Vegas; Gene E. Hall, University of Nevada–Las Vegas

44.084-4. Evaluation and Standards in Math and Science Through Teacher Research. SIG-Teacher as Researcher; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 2:45–4:15pm

Chair: Christopher B. Crowley, Wayne State University

Participants:

- Evaluating the Guided Math Program in an Early Primary Classroom. Sonja Kurkiniemi, Nesika Elementary School; Elaine Radner, Gonzaga University
- The Role of Differentiation and Standards-Based Assessment in Deteracting Efforts in an Honors Biology Classroom. Michelina MacDonald, P.K. Yonge Developmental Research School
- The Evaluation of Two Mathematics Tools Within a 21st-Century Framework in a Grade 6 Classroom. Allison Bos, Nesika Elementary/SD#27; Elaine Radner, Gonzaga University

44.084-5. Service-Learning for Preservice and In-Service Teachers. SIG-Service-Learning & Experiential Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 2:45–4:15pm

Chair: Lea Ann Christenson, Towson University

Participants:

- Urban Teachers’ Experiences With Service-Learning. Elisabeth Fornaro, Temple University

Service-Learning in the Community as Part of a Preservice Elementary Multicultural Education Course. Kathleen Carroll Luttenegger, Metropolitan State University of Denver

Praxeological Education: What Are the Teacher Perceptions of Service-Learning in Early Childhood Education in Ohio? Christian Winterbottom, University of North Florida; Matthew Ohlson, University of North Florida

44.084-6. First-Generation Students: Factors That Shape Their Pathway to Degree. Division J–Postsecondary Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 2:45–4:15pm

Chair: Montrischa Money Williams, American Institutes for Research

Participants:

- Former Foster Youth in College: A Needs and Assets Assessment. Christopher Gjesfeld, Illinois State University; Doris Houston, Illinois State University; Aimée Miller-Ott, Illinois State University; Tiffany C. Gholson, East Saint Louis School District

44.084-7. How Student Engagement Mediates Student Success. Division J–Postsecondary Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 2:45–4:15pm

Chair: Tania Reis, Gannon University

Participants:

- Addressing Low Transfer Rates Through Culturally Responsive Approaches: A Multicase Study of Learning Communities. Cynthia Maribel Alcántar, University of California, Los Angeles; Bach Mai Dolly Nguyen, University of California, Los Angeles; Margaret Martin, University of Hawaii at Hilo; Robert T. Teranishi, University of California, Los Angeles; Josie Munoz, New York University
- Examining Parental Influence on College Choice and Major of Homeschooled Pre- and Post-STEM Transfer Students. Veronica Lavenant Fanuitt, University of California, Santa Barbara; Micaela Victoria Cesario Morgan, University of California, Santa Barbara
- If the Engagement Fits: Effective Educational Practices That Relate to College Students’ Sense of Belonging. Angie L. Miller, Indiana University; Amy Ribera, Indiana University; Amber Desiree Dumford, Indiana University
- The Influence of Working on Undergraduate Student Involvement and Grade Point Average. Jason C. Garvey, University of Vermont; Laura A. Sanders, The University of Alabama–Tuscaloosa; Keely Latopolski, The University of Alabama–Tuscaloosa; Sarah Elizabeth Wever, The University of Alabama

44.084-8. International Issues in Higher Education. Division J–Postsecondary Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 2:45–4:15pm

Participants:

- Leadership Qualities of Canadian Academic Deans Sought in Job Announcements From 2011 Through 2015. Eric Larigne, University of Toronto
- Praxeological Education: What Are the Teacher Perceptions of Service-Learning in Early Childhood Education in Ohio? Christian Winterbottom, University of North Florida; Matthew Ohlson, University of North Florida

A Call to Action: Strengthening Accreditation for U.S.-Affiliated Pacific Institutions of Higher Education. Natasha A. Sauls, Indiana University–Bloomington; Joy Hannibal, Michigan State University
44.084-9. Making an Impact: The Role of High Schools and Precollege Programs in College Access. Division J–Postsecondary Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 2:45–4:15pm

Chair: Jameson David Lopez, Arizona State University–Tempe

Participants:
Graduate Isn’t a Sure Thing: How Long Do the Effects of High School Social Support Last? Lara Perez-Felker, Florida State University; Amber E. Hampton, Florida State University
Determining the Effectiveness of a Summer Bridge Program: Eliminating Developmental Coursework, Achieving Scholarships, and Developing Academic and Non-Academic Skills for College Readiness. Thomas G. Barrett, University of Arkansas at Little Rock; John A. Kuykendall, University of Arkansas at Little Rock; Amber R. Smith, University of Arkansas at Little Rock; Sherry J. Robertson, University of Arkansas at Little Rock; Jonathan Boba, University of Arkansas at Little Rock
The Effect of STEM-Focused High School Students on Intent to Declare a STEM College Major. Lantana Dixon, The University of Mississippi; Hsienn-Yuan Hsu, University of Texas Health Science Center at Houston; Suzanne M. Dugger, The University of Mississippi

44.084-10. Managing Crisis and Violence. Division J–Postsecondary Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 2:45–4:15pm

Chair: Rocky Philip Christensen, University of Missouri–Columbia

Participants:
An Analysis of Factors Affecting Campus Crime in U.S. Postsecondary Institutions. Nino Kalatozi, Saint Joseph’s College
Exploring Campus Implementation of Legislation Allowing Guns on Campus. Ashley Erin Grantham, Duke University; Audrey J. Jaeger, North Carolina State University
Leading Through Crisis: Assessing Higher Education Executive Communications and Management Styles After the Darren Wilson Grand Jury Decision. Tommy Joe Lucas, Saint Louis University; Whitney Linzenmeyer, Saint Louis University; Dominique Baker, Southern Methodist University; Richard Blissett, Vanderbilt University–Peabody College

44.084-11. Online Learning and Perceptions. Division J–Postsecondary Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 2:45–4:15pm

Chair: Denice Ward Hood, University of Illinois

Participants:
Going the Distance! Exploring Student Perceptions and Experiences of Online Courses at Community Colleges. Constance Iloh, University of California, Irvine
“Heck, Yea. Technology Is the Bomb, Yo”: Student Perspectives on a Mobile Tablet Pilot Project. Heather K. Olson Beal, Stephen F. Austin State University; Mark S. Montgomery, Stephen F. Austin State University
Learning Experiences of Female Undergraduate Students in Scientific and Technological Fields in Taiwan. Tsai-Wei Wang, National Dong Hwa University; Te-Sheng Chang, National Dong Hwa University

44.084-12. Pathway to Degree. Division J–Postsecondary Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 2:45–4:15pm

Chair: Jason L. Taylor, University of Utah

Participants:
College Undermatching and the Pathway to College Completion. Chingseo Kang, University at Buffalo–SUNY
Extending the Literature on First-Generation University Students: A Phenomenological Study of Chilean Experiences. Andrea Flanagan, Universidad de Valparaiso, Chile

Nearby College Enrollment and Educational Outcomes. Manuel S. Gonzalez Canche, University of Georgia

44.084-13. Questioning Equity and Measurement: Criticality in Research on College-Going Policies and Pathways. Division J–Postsecondary Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 2:45–4:15pm

Chair: Brian Holzman, Rice University

Participants:
DACA in the Buckeye State: DACA Recipients’ Pursuit of a Postsecondary Education in Ohio. Luis Fernando Macias, The Ohio State University–Columbus
In the Name of Meritocracy: ACT, SAT, and College Admission of Racial Stratification. Justin TenEyck, College Track; Tara Meister, University of Denver
Who Owns the Postsecondary Pipeline? Whiteness as Property and the Myth of Meritocracy. Brandy S. Bryson, Appalachian State University

44.084-14. Race, Identity, and Ethnicity. Division J–Postsecondary Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 2:45–4:15pm

Chair: Natalie Marie Khoury Ridgwell, University of Florida

Participants:
Part of the Solution and Part of the Problem: The College Campus Ecology of Whiteness. Nolan L. Cabrera, The University of Arizona; Abigail Kiyoko Bates, University of California, Los Angeles; Edwin Hernandez, University of California, Los Angeles
“We Can Be a Good Bridge”: Multietnic College Students on a Private University Campus. Jenna Sablan, American Educational Research Association; Kim Misa, Loyola Marymount University; Abbie Robinson-Armstrong, Loyola Marymount University
Portraiture of Identity Among Students of Color at an Institute of Art and Design. Lyssa H. Palauy, Massachusetts College of Art and Design–Boston

44.084-15. Student Outcomes and Higher Education Productivity. Division J–Postsecondary Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 2:45–4:15pm

Chair: Taryn Ozuna Allen, The University of Texas at Arlington

Participants:
Professionalization or Advancement? Roles of STEM Master’s Degrees in Career Outcomes. Hironao Okahana, Council of Graduate Schools
The Opportunity Costs of Initial Community College Enrollment for Baccalaureate Recipients. Xiaohan Hu, University of Florida; Justin C. Ortagus, University of Florida; Dennis Allan Kramer, University of Florida
Understanding and Improving Higher Education Productivity. Hannah Bennett Coates, University of Melbourne; Gwylm Crouch, University of Melbourne; Kenneth Scott Moore, University of Melbourne

44.084-16. Student Resiliency and Agency in STEM. Division J–Postsecondary Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 2:45–4:15pm

Participants:
Examining the Daily Lives of Undergraduate Students in STEM Majors. Nathan Jones, Boston University
Mental Health and High-Achieving STEM Scholars. Leticia Osegera, The Pennsylvania State University; Maria Javiera de los Rios, The Pennsylvania State University; Hyun Ju Park, Pennsylvania State University; Eliza Aparicio
Voices of Resilience: Latinas in STEM at a Predominantly White Institution. Carmen DeLas Mercedes, Alamo Colleges–District; Veronica Pecero, The Ohio State University
The Role of Personality and Self-Efficacy in Achievement in Science Classes. Rachel Henderson, West Virginia University; John C. Stewart, University of Arkansas at Fayetteville; Lynnette Michaluk, West Virginia University; Cheryl Murphy, University of Arkansas
44.084-17. Transition and Persistence to Higher Education. Division J–Postsecondary Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 2:45–4:15pm
Chair: Elaine Wen Juen Leigh, University of Pennsylvania
Participants:
Beyond Enrollment: How College Access Programs Aid Participants Not Just to College but Through College. Leslie A. Williams, University of Connecticut–Storrs
Understanding How Students Manage the Transition From Early College High School to a University Environment. Roberta Rincon, Society of Women Engineers
Was the Recruiting Promise Fulfilled? African American Football Players 20 Years After Graduation. Bradley J. Bates, Boston College
What’s the Situation? Post-Transfer Experiences of Transfer Students at a Four-Year Public Research University. Dalinda Martinez, Michigan State University
When Self-Reliance Becomes a Barrier: Why Foster Youth Cannot Ask for Help. Brenda Marie Morton, George Fox University

44.084-18. Tuition and Aid Policies: How State and Federal Policy Shapes Students and Institutions. Division J–Postsecondary Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 2:45–4:15pm
Chair: Shannon Lopez, University of Denver
Participants:
Profitering From State Aid: Evidence From the For-Profit College Market. James Dean Ward, University of Southern California
Can the Elimination of Aid Toward For-Profit Colleges Shift Student Enrollment? California as Case Study. Oded Gurantz, Stanford University
Federal Financial Aid and Its Merit Component: Examining Effects of the Satisfactory Academic Progress Requirements. Ray Franke, University of Massachusetts–Boston; Jesu Montoya

44.084-19. Understanding Local and Community Partnerships. Division J–Postsecondary Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 2:45–4:15pm
Chair: Berte Van Wyk, Stellenbosch University
Participants:
An Uncommon Read: Inviting Faculty Participation Through Relevant Content and Context. Frederick Nelson, California State University–Fresno; Mara Brady, California State University–Fresno; David Drexler, California State University–Fresno; Alison Mandaville, California State University–Fresno; Beth Weinman, California State University–Fresno
City-University-Community Partnerships to Address Critical Societal Issues: A Case Study. Ashley N. Stone, The University of Texas at Austin; Suchitra Gururaj, The University of Texas at Austin
Claiming Space in the Academic Landscape: Negotiating the Geography of Belonging in Undergraduate Research. Heather Haeger, California State University–Monterey Bay; Natasha Oehlman, California State University–Monterey Bay; Karina Ruiz, California State University–Monterey Bay
Community Engagement in Curricula: Partnerships of Learning Beyond the Classroom. R. Tyler Derreth, The Pennsylvania State University
Dilemmas in Service-Learning: (Missed) Opportunities for Transformative Partnership. Genejane Monroy Adarlo, University of Hong Kong; Urduja Amor, Ateneo de Manila University; Norman Dennis Marcquez, Ateneo de Manila University

44.084-20. Becoming Artist Music Teachers: Four Perspectives on Music Teacher Identity Construction. SIG-Music Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 2:45–4:15pm
Chair: Cynthia L. Wagner, East Carolina University
Participants:
Becoming Music Teachers in a Supportive String Project Community. Kristen Pellegrino, The University of Texas at San Antonio
Cultivating Artistry: Intersections of Applied Musicanship and Mentorship in a Preservice Teaching Community. Erik Alan Johnson, Colorado State University
All the World's a Stage: Preservice Music Teacher Identity Construction Through Metaphor. Cynthia L. Wagner, East Carolina University
Preservice Music Teacher Identity: Emerging Figured Worlds. Sean Powell, University of North Texas
Discussant: Cynthia L. Wagner, East Carolina University

44.084-21. Doctoral Education Across the Disciplines: Roundtable Session 3. SIG-Doctoral Education Across the Disciplines; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 2:45–4:15pm
Chair: Louis Bertrand Gallien, Appalachian State University
Participants:
Self-Efficacy of Generational College Students in Educational Doctoral Programs in Texas. Stephanie Yuma, Texas A&M University–Kingsville; Lori Kuczynski, Texas A&M University–Kingsville; Marie-Anne Mundy, Texas A&M University–Kingsville; Alberto Ruiz, Texas A&M University–Kingsville
The Modern Education Doctorate: Faculty Perceptions and Program Design in the United Kingdom and the United States. Valerie Anne Storey, University of Central Florida; John Anthony Fulton, University of Sunderland
The Role of Identities in the Doctor of Nursing Practice Student Experience. Marilaina E. Klopfer, West Chester University of Pennsylvania

44.084-22. Intersections of Teachers/Teaching With Culture and Curriculum. SIG-Critical Issues in Curriculum and Cultural Studies; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 2:45–4:15pm
Chair: Rouhollah Aghasaleh, Georgia State University
Participants:
Learning Beyond the Classroom Walls: What Can Preservice Teachers Learn? Miranda Lin, Illinois State University
Showtime: Biopolitics and Becoming an Effective Beginning Science Teacher. Maria Ferris Greene Wallace, Louisiana State University
“Securing the Future!!” Disrupting the Linearity of Time in the Practices of Teaching. Sun Young Lee, University of Wisconsin–Madison

44.084-23. Using Spiral Dynamic Theory as a Guide to Examine Civic Engagement at For-Profit Universities. Division J–Postsecondary Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 2:45–4:15pm
Participants:
Using Spiral Dynamic Theory as a Guide to Examine Civic Engagement at For-Profit Universities. Lisa Rochelle Brown, Columbus City Schools

Division and SIG Posters

44.085. Poster Session 9; Poster Session

44.085-1. School Effectiveness and School Improvement SIG Poster Session. SIG-School Effectiveness and School Improvement; Poster Session
Henry B. Gonzalez Convention Center, Street Level, Stars at Night
Ballroom 4; 2:45–4:15pm
Posters:
1. School Climate and School Effectiveness Across Organizational Levels: A Multilevel Investigation. Michaela Enze, University of South Carolina; Elizabeth Leighton, University of South Carolina; Zhaoxia Guo, University of South Carolina–Columbia; Kathleen Virginia McGrath, University of South Carolina–Columbia; Christine DiStefano, University of South Carolina; Diane M. Monrad, University of South Carolina
2. The First Year at School and Its Impact on Equal Educational Opportunity. Peter B. Tymms, Durham University; Christine Merrell, Durham University; Helen Cranham, Durham University UK; Katharine Elizabeth Bailey, CEM-Durham University
17. Surviving and Thriving: Examining Resilience in Black Women Attending Graduate School at a White University. Quentin Alexander, Longwood University; Katherine Cummings Mansfield, Virginia Commonwealth University

18. A Longitudinal Investigation of Multicultural Competence in Counselor Education. A. Elizabeth Crunk, University of Central Florida; Sejal Barden, University of Central Florida; Jessica Gonzalez, Colorado State University; Haniyan Bai, University of Central Florida; Shaywanna Harris, University of Central Florida; Christopher Belser, University of Central Florida; Seungbin Oh, University of Central Florida

19. The Relationship Between Supervisors’ Self-Efficacy and Their Supervisees’ Satisfaction in the Clinical Supervisory Relationship. Shaywanna Harris, University of Central Florida; Glenn Lambie, University of Central Florida; Haniyan Bai, University of Central Florida


44.085-6. Early Childhood: Contexts for Learning and Development. Division E—Counseling and Human Development; Poster Session

Henry B. Gonzalez Convention Center, Street Level, Stars at Night

Ballroom 4; 2:45–4:15pm

Posters:
21. Children’s Temperament and Later School Engagement: Peer and Teacher Relationships in Elementary School as Mediating Processes. Eric Buhs, University of Nebraska–Lincoln; Natalie Anne Koziol, University of Nebraska–Lincoln; Kathleen Moritz Rudaasil, University of Nebraska–Lincoln; Lisa Crockett, University of Nebraska–Lincoln

22. Young Children’s Understanding of Learning Based on Learner’s Knowledge State. Jeein Jeong, University of Pennsylvania; Douglas Frye, University of Pennsylvania

44.085-7. Workplace Self-Efficacy and Satisfaction Among School Counselors and Teachers. Division E—Counseling and Human Development; Poster Session

Henry B. Gonzalez Convention Center, Street Level, Stars at Night

Ballroom 4; 2:45–4:15pm

Posters:

24. School Counselors’ Perceptions of Job Satisfaction and Shared Leadership: Mitigating Factors in Response to the Pressures of School Reform. Ian Mette, University of Maine; Howard Wakkinen

25. Relations of Teacher Personality With Teacher Self-Efficacy, Work Engagement, and Job Satisfaction: A Person–Centered Perspective. Harshia Perera, University of Nevada–Las Vegas; Helena Gronziera, NSW Department of Education; Peter McKeen, University of Southern Queensland

44.085-8. Early Education and Child Development SIG Poster Session. SIG-Early Education and Child Development; Poster Session

Henry B. Gonzalez Convention Center, Street Level, Stars at Night

Ballroom 4; 2:45–4:15pm

Posters:
26. Analysis of Japanese Culture Portrayed in Young Children’s Picture Books. Su-Jeong Wee, Purdue University Northwest; Kanae Kura, Purdue University–Calumet

27. Early Childhood Credentials Held by K–3 Teachers and Elementary Principals in Five States. R. Clarke Fowler, Salem State University

28. Early Childhood Teachers’ Perceptions of Data Use for Individualizing Instruction. Elizabeth J. Humberstone, Johns Hopkins University; Kelly Fisher, Temple University

29. Lessons From Implementing Evidence-Based Parenting Intervention in Early Head Start. Myae Han, University of Southern Mississippi; Julius A. Smith, University of Delaware; Kanae Kura, University of Southern Mississippi


31. Use of a Scripted Dialogic Book Reading Intervention to Increase Preschool Children’s Emotion Vocabulary Knowledge. Elizabeth Diane
Kennedy, University of Florida; Kristen Mary Kemple, University of Florida; Raquel F. Concepcion, University of Florida; Tina M. Smith-Bov华南, University of Florida; Joni Marie McReynolds, University of Florida; Katherine E. Matthews, University of Florida

32. Implications of Common Core State Standards for the Field of Early Childhood Education. Jyotsna Pattanaik, California State University–Long Beach; Fawzia Reza, University of Roehampton; Rana Shokry

33. The Preschool Education Environment and Child Development in Western China: Baseline Study. Margo O’Sullivan; Xuefeng Chen; Chunfang Lou; Yingquan SONG; Peking University; Bing-Chong Gao; Lisa Qin, UNICEF; Li Wang, Hebei University of Engineering


35. A Play-Based STEM Activity: Children’s Understanding About the Concept of Volume. De Yong Park, Illinois State University; Mi-Hoa Park, Murray State University; Alan B. Bates, Illinois State University

36. Kindergartners’ General Knowledge About Maps and Their Function. Billie Eilam, University of Haifa; Kineret Abda, University of Haifa

37. Household Food Insecurity and Academic Performance: Results From the Early Childhood Longitudinal Study: Yunniao Xie, University of Delaware; Meng Pan, University of Delaware

38. Elementary School Principals’ Perspectives on School Readiness: Perspectives, Implications, and Policy Considerations. Angela L. Eckhoff, Old Dominion University; Peter Baker, Old Dominion University; Rebecca John, Old Dominion University

44.085-9. Access, Equity, and Identity Development in Informal STEM Education. SIG-Informal Learning Environment Research; Poster Session

Posts:


42. Free-Choice STEM Learning: American Adults’ Choices, and Motivations Compared by Age and Gender. Eysa Corin, Exploratorium; M. Gail Jones, North Carolina State University; Thomas Andre, Iowa State University; Gina Childers, University of North Georgia

43. STEM Identity Growth in Co-Ed and Single-Sex Science Summer Camps. Kari L. Roberts, National High Magnetic Field Laboratory; Roxanne M. Hughes; Madeline Austin, Florida State University

44.085-10. Large Scale Assessment SIG Poster Session. SIG-Large-Scale Assessment; Poster Session

Posts:

44. A Comparison of Instructional Sensitivity Methods. Megan E, Welsh, University of California, Davis; Jackson Tan, University of California, Davis

45. An Investigation of Gender Difference in the Causal Relationship Between Mathematics Self-Efficacy and Mathematics Achievement. Ruixue Liu, University of Kentucky; Cindy Jong, University of Kentucky


47. Indicators of Inter-Rater Reliability for Classroom Observation Instruments as Fidelity of Implementation in Large-Scale Randomized Controlled Trials. Fuhui Tong, Texas A&M University–College Station; Beverly J. Irby, Texas A&M University–College Station; Shifang Tang, Texas A&M University–College Station; Shuaqiong Lin, Texas A&M University–College Station; Cindy Lynn Guerrero, Texas A&M University; Rafael Lara-
**SIG Sessions**

**47.014. Arts and Learning SIG Business Meeting and Awards. SIG-Arts and Learning; Business Meeting**

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 C; 6:30–8:00pm

Officer: Jen Katz-Buonincontro, Drexel University

**47.015. Biographical and Documentary Research SIG Business Meeting: Imagining an Activist Future for a Blue Guitar. SIG-Biographical and Documentary Research; Business Meeting**

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 206 B; 6:30–8:00pm

Chair: Lucy E. Bailey, Oklahoma State University

Participants: Sonia Nieto, University of Massachusetts–Amherst; William C. Ayers, University of Illinois at Chicago; Pamela J. Konkol, Concordia University–Chicago

Participants:

Greene and Freire's Blue Guitar Duet of Radical Hope in Hopeless Times.

Robert Lewis Lake, Georgia Southern University; Tricia M. Kress, University of Massachusetts–Boston

Imagination Is Walking Dead. Yolanda A. Medina, Borough of Manhattan Community College–CUNY

Naming With Maxine Greene: A Teacher's Becoming. Christine Neider, Birchwood School

Resignifying Self: On the Mattering of Black and Blue Lives in the Work of Maxine Greene. Denise M. Taliaferro Baszile, Miami University

The Slow Fuse of the Gradual Instant Reprised. Rebecca J. Luce-Kapler, Queen's University

On Innervations and Becoming in Urban Education: Pentecostal Hip-Hop Pedagogies in the Key of Life. Christopher Emdin, Teachers College, Columbia University


Henry B. Gonzalez Convention Center, Meeting Room Level, Room 216 A; 6:30–8:00pm

Chair: Priscilla Wohletzter, Teachers College, Columbia University

**47.017. Charters and School Choice SIG Business Meeting. Understanding No-Excuses Discipline–A Panel Discussion. SIG-Charters & School Choice; Business Meeting**

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 216 A; 6:30–8:00pm

Chair: Joan M.T. Walker, National Science Foundation

**47.018. Classroom Management SIG Business Meeting. SIG-Classroom Management; Business Meeting**

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 215; 6:30–8:00pm

Chair: Sandee G. McClowry, New York University

Participant: Nancy Jo Schafer, Georgia State University

**47.019. Cognition and Assessment SIG Business Meeting. SIG-Cognition and Assessment; Business Meeting**

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 218; 6:30–8:00pm

**47.020. Constructivist Theory, Research and Practice SIG Business Meeting. SIG-Constructivist Theory, Research, and Practice; Business Meeting**

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 213 A; 6:30–8:00pm

Chairs: Erik Jon Byker, University of North Carolina–Charlotte; Violeta Vainer, Jacaranda School

**47.021. Critical Educators for Social Justice SIG Business Meeting. SIG-Critical Educators for Social Justice; Business Meeting**

Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon F; 6:30–8:30pm

**47.022. Critical Examination of Race, Ethnicity, Class and Gender in Education SIG Business Meeting. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Business Meeting**

Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon A; 6:30–8:30pm

**47.023. Disability Studies in Education SIG Business Meeting. SIG-Disability Studies in Education; Business Meeting**

Grand Hyatt San Antonio, Second Floor, Bowie A; 6:30–8:00pm

**47.024. Early Education and Child Development SIG Business Meeting. SIG-Early Education and Child Development; Business Meeting**

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 212 A; 6:30–8:00pm

Chair: Nancy K. File, University of Wisconsin–Milwaukee

**47.025. Philanthropy and Education SIG Business Meeting. SIG-Philanthropy and Education; Business Meeting**

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 207 A; 6:30–8:00pm

Chair: Kathleen P. deMarrais, University of Georgia

**47.026. Elliot Eisner SIG Business Meeting. SIG-Elliot Eisner; Business Meeting**

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 213 B; 6:30–8:00pm

Participant: Stephen J. Thornton, University of South Florida–Tampa

Officers: Christy McConnell Moroye, University of Northern Colorado; Bradley M. Conrad, Capital University; Valerie J. Janesick, University of South Florida

**47.027. Family, School, Community Partnerships SIG Business Meeting. SIG-Family, School, Community Partnerships; Business Meeting**

Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon B; 6:30–8:00pm

Chair: Joan M.T. Walker, National Science Foundation

**47.028. Foucault and Contemporary Theory in Education SIG Business Meeting: Revisiting Foucault and Contemporary Theory in Education. SIG-Foucault and Education; Business Meeting**

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 207 B; 6:30–8:00pm

Participant: Michael A. Peters, The University of Waikato

Officer: David W. Kupferman, University of Hawaii West Oahu

**47.029. Grassroots Community and Youth Organizing for Education Reform SIG Business Meeting. SIG-Grassroots Community and Youth Organizing for Education Reform; Business Meeting**

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 B; 6:30–8:00pm

**47.030. Indigenous Peoples of the Pacific SIG Business Meeting. Achieving the Promise for Indigenous Peoples: Getting Down...**
to Business. SIG-Indigenous Peoples of the Pacific; Business Meeting
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon C; 6:30–8:30pm
Chairs: Margie Hohepa, University of Waikato; Tanya L. M. Samu, University of Auckland
Participant:
Connecting the Field: Mapping Indigenous Education. Elizabeth McKinley, University of Melbourne; Linda T. Smith, The University of Waikato; Megan Bang, University of Washington; Bryan McKinley Jones Brayboy, Arizona State University; George J. Dei, OISE/University of Toronto; Margie Kahukura Hohepa, The University of Waikato; Zanette Johnson, Stanford University; Jenny Bof Jun Lee-Morgan, The University of Waikato; Carl Mika; Sharon Nelson-Barber, WestEd; Lzontie Pihana, The University of Waikato; Jean-Paul Restoule, University of Toronto; Graham H. Smith, Te Whare Wānanga o Awanuiārangi; Melinda Webber, The University of Auckland

47.031. Informal Learning Environments Research SIG Business Meeting. SIG-Informal Learning Environment Research; Business Meeting
Grand Hyatt San Antonio, Third Floor, Bonham D; 6:30–8:00pm
Chair: Maureen A. Callanan, University of California, Santa Cruz

47.032. International Studies SIG Business Meeting. SIG-International Studies; Business Meeting
San Antonio Marriott Rivercenter, Third Floor, Conference Room 12; 6:30–8:30pm

47.033. Joint Business Meeting for the Advanced Technologies for Learning and Learning Sciences SIGs. SIG-Learning Sciences; Business Meeting
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon E; 6:30–8:30pm
Officers: Tamara Lynnette Clegg, University of Maryland–College Park; Nathan Holbert, Teachers College, Columbia University; Breena K. Litts, Utah State University

47.034. Marxian Analysis of Society, Schools and Education SIG Business Meeting. SIG-Marxian Analysis of Society, Schools and Education; Business Meeting
Henry B. Gonzalez Convention Center, Ballroom Level, Room 302 C; 6:30–8:00pm
Chair: Peter L. McLaren, Chapman University

47.035. Measurement and Assessment in Higher Education SIG Business Meeting. SIG-Measurement and Assessment in Higher Education; Business Meeting
Henry B. Gonzalez Convention Center, River Level, Room 7C; 6:30–8:00pm

47.036. Mixed Methods Research SIG Business Meeting. SIG-Mixed Methods Research; Business Meeting
Henry B. Gonzalez Convention Center, River Level, Room 7B; 6:30–8:00pm
Chair: Lisa Hall Foster, Liberty University

47.037. Multiple Linear Regression: The General Linear Model SIG Business Meeting. SIG-Multiple Linear Regression: The General Linear Model; Business Meeting
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 209; 6:30–8:00pm

47.038. NAEP Studies SIG Business Meeting. SIG-NAEP Studies; Business Meeting
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 210 A; 6:30–8:00pm

47.039. Online Teaching and Learning SIG Business Meeting. SIG-Online Teaching and Learning; Business Meeting
Grand Hyatt San Antonio, Fourth Floor, Republic C; 6:30–8:00pm
Chair: Steven R. Terrell, Nova Southeastern University
Officer: Min Liu, The University of Texas at Austin

47.040. Out-of-School Time SIG Business Meeting. SIG-Out-of-School Time; Business Meeting
Henry B. Gonzalez Convention Center, River Level, Room 6D; 6:30–8:00pm
Officer: Kathryn Brohawn, ExpandED Schools, Inc.

47.041. Philosophical Studies in Education SIG Business Meeting. SIG-Philosophical Studies in Education; Business Meeting
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 206 A; 6:30–8:00pm
Participant:
Invited Lecture. Kathleen Knight-Abowitz, Miami University
Officers: Bryan R. Warnick, Ohio State University; Sheron Andrea Fraser-Burgess, Ball State University

47.042. Postcolonial Studies and Education SIG Business Meeting: Considerations Regarding Educational Equality in Transnational Contexts. SIG-Postcolonial Studies and Education; Business Meeting
Henry B. Gonzalez Convention Center, River Level, Room 6A; 6:30–8:00pm
Participant:
Considerations Regarding Educational Equality in Transnational Contexts. Nina Asher, University of Minnesota–Twin Cities

47.043. Professional Development School Research SIG Business Meeting. SIG-Professional Development School Research; Business Meeting
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 208; 6:30–8:00pm

47.044. Queer Studies SIG Business Meeting. SIG-Queer Studies; Business Meeting
Grand Hyatt San Antonio, Third Floor, Bonham E; 6:30–8:30pm
Officers: sj Miller, NYU Steinhardt–The Metropolitan Center; Adam Joseph Gretzman, School of the Art Institute of Chicago; Allison Matthes, California State University–Los Angeles; Susan Walker Woolley, Colgate University; Lee Arton, OISE/University of Toronto; Kevin Burke, University of Georgia–Athens; David L. Carlson, Arizona State University; Darla Limville, Georgia Regents University; Kanden Strunk, Auburn University; Stephanie Anne Shelton, The University of Alabama; Zaid M. Haddad, The University of Texas at San Antonio; Paulina Abustan, Washington State University; Stephen Adam Crawford, University of Georgia

47.045. Research Use SIG Business Meeting. SIG-Research Use; Business Meeting
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 211; 6:30–8:00pm

47.046. Research on Women and Education SIG Business Meeting. SIG-Research on Women and Education; Business Meeting
Grand Hyatt San Antonio, Third Floor, Bonham C; 6:30–8:30pm

47.047. Research on the Superintendency SIG Business Meeting. SIG-Research on the Superintendency; Business Meeting
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 216 B; 6:30–8:00pm
Chair: Leigh E. Wallace, University of Wisconsin–Milwaukee
SATURDAY, APRIL 29 › 7:30 PM

**47.048. Rural Education SIG Business Meeting.** SIG-Rural Education; Business Meeting
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 C; 6:30–8:30pm

**47.049. School Community, Climate and Culture SIG Business Meeting.** SIG-School Community, Climate, and Culture; Business Meeting
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 210 B; 6:30–8:00pm
Chairs: Lisa Bass, North Carolina State University; Adam Voight, Cleveland State University

**47.050. Second Language Research SIG Business Meeting.** SIG-Second Language Research; Business Meeting
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon B; 6:30–8:30pm
Participant: Amanda Kibler, University of Virginia
Officer: Peter Ignatius De Costa, Michigan State University

**47.051. Special Education Research SIG Business Meeting.** SIG-Special Education Research; Business Meeting
Grand Hyatt San Antonio, Second Floor, Bowie B; 6:30–8:00pm

**47.052. Spirituality and Education SIG Business Meeting.** SIG-Spirituality & Education; Business Meeting
Henry B. Gonzalez Convention Center, River Level, Room 6B; 6:30–8:30pm

**47.053. Structural Equation Modeling SIG Business Meeting.** SIG-Structural Equation Modeling; Business Meeting
Henry B. Gonzalez Convention Center, River Level, Room 7D; 6:30–8:00pm
Officer: Marie Catherine White, Nyack College

**47.054. Studying and Self-Regulated Learning SIG Business Meeting.** SIG-Studying and Self-Regulated Learning; Business Meeting
Henry B. Gonzalez Convention Center, Ballroom Level, Room 301 C; 6:30–8:00pm
Instructor: Shazia R. Miller, American Institutes for Research

**47.055. Systems Thinking in Education SIG Business Meeting.** SIG-Systems Thinking in Education; Business Meeting
Grand Hyatt San Antonio, Fourth Floor, Crockett D; 6:30–8:00pm
Officer: William R. Watson, Purdue University

**47.056. Teacher as Researcher SIG Business Meeting.** SIG-Teacher as Researcher; Business Meeting
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon D; 6:30–8:30pm
Participant: Gloria J. Ladson-Billings, University of Wisconsin–Madison

**47.057. Teacher’s Work/Teachers Unions SIG Business Meeting.** SIG-Teachers Work/Teacher Unions; Business Meeting
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 D; 6:30–8:00pm
Chairs: Deena Khalil, Howard University; Sarah A. Robert, University at Buffalo–SUNY

**47.058. Teaching History SIG Business Meeting.** SIG-Teaching History; Business Meeting
Henry B. Gonzalez Convention Center, River Level, Room 6C; 6:30–8:00pm

**47.059. Writing and Literacies SIG Business Meeting.** “The Truth That I Owe You”: Teaching Literacy in the Light of #BlackLivesMatter. SIG-Writing and Literacies; Business Meeting
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 B; 6:30–8:30pm
Participant: David E. Kirkland, New York University
Officers: Jessica Zacher Pandya, California State University–Long Beach; Amy Stornaiuolo, University of Pennsylvania; Anna Smith, Illinois State University; Kathy Ann Mills, Australian Catholic University

SATURDAY, APRIL 29 › 8:00 PM

**48.010. Division C Reception Following Business Meeting.** Division C–Learning and Instructions; Reception
Henry B. Gonzalez Convention Center, River Level, The Grotto; 7:30–8:30pm

SATURDAY, APRIL 30

SUNDAY, APRIL 30 › 7:00 AM

**50.001. AERA Research Advisory Committee: Closed Meeting.**
AERA Governance; Governance Session
Grand Hyatt San Antonio, Second Floor, San Jacinto; 7:00–10:15am

SUNDAY, APRIL 30 › 8:00 AM

**51.010. PDC23: Building Researchers’ Capacity to Partner With Practitioners to Conduct Relevant and Useful Research.**
Professional Development and Training Committee; Professional Development Course
San Antonio Marriott Riverwalk, Second Floor, Ballroom Level, Alamo Ballroom Salon A; 8:00am–12:00pm
Instructor: Shazia R. Miller, American Institutes for Research

**51.011. PDC24: The Stanford Education Data Archive: Using Big Data to Study Academic Performance.**
Professional Development Courses
51.012. PDC25: Using Multilevel Modeling to Meta-Analyze Single-Case Experimental Design Studies’ Results. Professional Development and Training Committee; Professional Development Course
San Antonio Marriott Riverwalk, Second Floor, Ballroom Level, Alamo Ballroom Salon C; 8:00am–12:00pm
Instructors: Sean P. Reardon, Stanford University; Andrew Ho, Harvard University; Benjamin R. Shear, University of Colorado Boulder; Erin Michelle Fuhle, Stanford University

51.013. PDC26: Writing an Application for an IES Grant. Professional Development and Training Committee; Professional Development Course
San Antonio Marriott Riverwalk, Second Floor, Ballroom Level, Alamo Ballroom Salon B; 8:00am–12:00pm
Instructors: Wim Van den Noortgate, Katholieke Universiteit Leuven; Susan Natasha Beretvas, The University of Texas at Austin; John M. Ferron, University of South Florida; Mariola Moeyaert, University at Albany

51.014. Annual Division H Breakfast Business Meeting and Awards Presentations With Zollie Stevenson. Division H—Research, Evaluation and Assessment in Schools; Business Meeting
Henry B. Gonzalez Convention Center, River Level, Room S; 8:00–10:00am
Chairs: Colleen Graham Pieplow, Wake County Public School System; Nancy R. Baenen, Wake County Public School System
Participant: Zollie Stevenson Jr., Philander Smith College
Officer: Zollie Stevenson Jr., Philander Smith College

SUNDAY, APRIL 30 • 8:15 AM

Goverance Meetings and Events

52.001. AERA—Consortium of University and Research Institutions Executive Committee: Closed Meeting. AERA Governance; Governance Session
Grand Hyatt San Antonio, Third Floor, Travis B; 8:15–9:45am

52.002. Journal of Educational and Behavioral Statistics Closed Editorial Board Meeting. AERA Governance; Governance Session
Grand Hyatt San Antonio, Third Floor, Presidio A/B/C; 8:15–9:45am

AERA Related Activities

52.010. AERA Web Content Management System Training for Division and SIG Web Managers: Session 2. AERA Related Activities; Workshop
Henry B. Gonzalez Convention Center, Ballroom Level, Room 302 C; 8:15–9:45am

Presidential Sessions

52.011. Revisiting San Antonio v. Rodriguez: Have We Achieved Equal Educational Opportunity in School Funding? AERA Presidential Session; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, 301 A&B; 8:15–10:15am
Chairs: William Kyle Ingle, University of Louisville; Oscar Jimenez-Castellanos, Arizona State University
Participants: Enrique Aleman, The University of Texas at San Antonio; Marisa Bono, Mexican American Legal Defense & Educational Fund; Bruce Fuller, University of California, Berkeley; Oscar Jimenez-Castellanos, Arizona State University; Lawrence O. Picas, University of Southern California
Discussant: Linda Darling-Hammond, Stanford University

52.012. Youth Research in Intergenerational Communities of Inquiry: Possibilities and Challenges of Participatory and Democratized Knowledge. AERA Presidential Session; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, 303 A&B; 8:15–9:45am
Chair: Arnetta F. Ball, Stanford University
Participants: Jie Yie Park, Clark University; Sarah Michaels, Clark University; Jesse Bicknell, Claremont Academy; Lori Simpson, Claremont Academy; Jenny Chen, Claremont Academy; Joe Damon, Claremont Academy; Debah Gowe, Claremont Academy; Jonathan Slay, Claremont Academy; Eric J. DeMedenaure, Clark University; Mezziah Tuvezar, Worcester Technical High School; Sinneh Gazel, Clark University; Star-Aasia Kworsno, Bridgewater State University; Timi Ogungbile, University of Massachusetts–Lowell; Kefiana Kabati, Clark University; Abby Moon, Clark University; Micky Strachota, Clark University; Margaret Foster, Clark University; Morujat Ayoola Bello, Clark University; Fatima Diulio, Clark University; Anne-Claire Merkle-Scotland, Clark University
Discussant: Arnetta F. Ball, Stanford University

AERA Sessions

52.013. Conversations Around the Collection and Use of Sexual Orientation and Gender Identity Data. AERA Sessions
Cosponsored with SIG-Queer Studies, Committee on Scholars and Advocates for Gender Equity in Education; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, 302 A&B; 8:15–10:15am
Chair: George L. Wimberly, American Educational Research Association
Participants: Joseph R. Cimpian, New York University; Elise Christopher, National Center for Education Statistics/Institute of Education Sciences; Emily Greytak, GLSEN: Gay, Lesbian & Straight Education Network; Jason C. Garvey, University of Vermont; sj Miller, NYU Steinhardt—The Metropolitan Center

52.014. Evaluation of the Achievement Level for Mathematics and Reading on NAEP—An Academies Report. AERA Sessions; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, Room 304 C; 8:15–9:45am
Chair: William H. Schmidt, Michigan State University
Committee Members: Christopher Edley, Jr. (Chair); David J. Francis, University of Houston; Laurens L. Wise, Human Research Resources Organization
Discussants: Eva L. Baker, University of California, Los Angeles; Lorrie A. Shepard, University of Colorado—Boulder

52.015. Latin American Experiences in Migration and Mobility: Why Did We Arrive? Why Did We Leave? AERA Sessions; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, 304 A&B; 8:15–9:45am
Chair: Angelica Buenia, National Autonomous University of Mexico
Participants: Educatice Policy and Rural Internal Migration in Mexico. Teresa Rojas Rangel, Universidad Pedagogica Nacional

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52.016. Perspectives From Congressional Fellows: A Role That Matters and Career Impact. AERA Sessions; Invited Speaker Session
Henry B. Gonzalez Convention Center, River Level, Room 4; 8:15–9:45am
Chair: Ruby Takanishi, New America
Participants: Jenna Sablan, American Educational Research Association; Martin West, Harvard Graduate School of Education; Devon G. Brenner, Mississippi State University

Committee Sessions

52.017. Reading Gender Roles and Educational Expectations. Committee on Scholars and Advocates for Gender Equity in Education; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon A; 8:15–9:45am
Chair: Lynn W. Paine, Michigan State University
Participants: Striving for Equal Opportunities: Gender Roles and Educational Challenges of Migrant Muslim Girls in Northwest China. Tao Wang, East China Normal University
Girls’ Education in Pakistan. David J. Roof, Ball State University
Discussant: Lynn W. Paine, Michigan State University

52.018. Women in the Academy: Closing the Gender Gap. Graduate Student Council; Invited Speaker Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 221 A&B; 8:15–9:45am
Chairs: Kacy Martin, Michigan State University; Kate Rollert French
Participants: Gloria J. Ladson-Billings, University of Wisconsin–Madison; Deborah Loewenberg Ball, University of Michigan–Ann Arbor; Ellen B. Goldring, Vanderbilt University; Marybeth Gasket, University of Pennsylvania; Sonia Nieto, University of Massachusetts–Amherst

International Organization Sessions

Henry B. Gonzalez Convention Center, Ballroom Level, Room 303 C; 8:15–9:45am
Chair: Ruurd Taconis, Eindhoven School of Education
Participants: Society, Reality, and STEM Education: Challenging Contributions to ‘Science as Practice.’ Ruurd Taconis, Eindhoven School of Education
Toward Making the Primary School Mathematics Curriculum More Mathematical. Marja Van Den Haavel-Panhuizen, Utrecht University; Michiel Veldhuis, Utrecht University
Developing Expertise for Teaching “Science as Practice”: Learning Progressions for Science Teachers. Fred Janssen, Leiden University; Michiel Dam, University of Amsterdam
Sustainability as a Catalyst for Context-Rich Transboundary Education. Arjen Wals, Wageningen University
Context-Based Tasks on Differential Equations: A Vehicle for Enhancing Students’ Beliefs About the Relevance of Mathematics and Teacher Design Competences. Birgit Pepin, Technische Universität Eindhoven; Die Gijbers, Eindhoven School of Education

52.020. District Policies for School Improvement. Division A—Administration; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 215; 8:15–10:15am
Chair: John J. Hall, Temple University
Participants: A Model for District and School Reform: The Development of the Reform Readiness Survey. Erin Stokes, Rapidfire Parish School System; Dianne F. Olivier, University of Louisiana at Lafayette
Understanding Implementation Through a Continuous Improvement Approach in Two Districts. Stacey A. Rutledge, Florida State University; Marisa Cannata; Stephanie Brown, Florida State University; Christopher Redding, Vanderbilt University–Peabody College
Improve or Innovate? The Possibilities and Challenges for Educational Transformation in New York City. Thomas C. Hatch, Teachers College, Columbia University; Deirdre Faughey, Teachers College, Columbia University; Jordan Corson, Teachers College, Columbia University; Sarah van den Berg, Teachers College, Columbia University
Discussant: Karen Seashore Louis, University of Minnesota

52.021. Generating Teacher Job Satisfaction: Leadership Makes a Difference. Division A—Administration; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 A; 8:15–9:45am
Chair: Christopher R. James, University of Bath
Participants: Teaching and Learning International Survey 2013: Distributed Leadership, Professional Collaboration, and Teacher Job Satisfaction in U.S. Schools. Darlene Garcia Torres, SUNY–Buffalo
Professional Capital: Principal Practice and Teacher Job Satisfaction. Dr. Christine Annette Burke Adams, Self-employed
Predicting Teachers’ Job Satisfaction. Robert Eugene Shockley, Florida Atlantic University; John D. Morris, Florida Atlantic University; Eliah Watlington, Florida Atlantic University; Jacob R. Hidrowoh, Florida Atlantic University
How Principals Affect Early-Career Teacher Turnover. Jihyun Kim, Michigan State University; Peter A. Youngs, University of Virginia
Examining Teacher and Principal Influence on Teacher Job Satisfaction: A Hierarchical Linear Model Analysis. Chelsey Saunders, Teachers College, Columbia University; Eleanor E. Drago-Severson, Teachers College, Columbia University; Alex J. Bowers, Teachers College, Columbia University

52.022. Issues in "Middle Space" School Leadership: Creating an Agenda for Assistant Principal Research. Division A—Administration; Working Group Roundtable
Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon C; 8:15–10:15am
Chair: Linda J. Searby, Auburn University
Participants: The Politics of Leadership Coaching for Assistant Principals. Chad Lohmiller, Indiana University
The Relevance and Promise of Relational Mentoring for School Leadership: A Conversation. Kathleen Mary Cowin, Washington State University; Tricia Kilgore, Gordon S. Gates, Washington State University; Kathleen A. Luhkett, Loudoun County Public Schools
Significant Mentoring and Professional Development Experiences for Assistant Principals. Bruce C. Barnett, The University of Texas at San Antonio; Alan R. Shoho, The University of Texas at San Antonio
Mentoring and Support for Middle-Space Leaders: New Assistant Principals’ Recommendations. Denise E. Armstrong-Shaw, Kansas State University; Jia Grace Liang, Kansas State University
Mentoring and Coaching Assistant Principals for Culturally and Linguistically Rich Diverse Schools in Canada. Lyle Donald Hamm, University of New Brunswick
52.023. Quantitative and Qualitative Methods Are Not Enough! The Ethics of Research Beyond Methodocentrism. Division B–Curriculum Studies; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 C; 8:15–10:15am
Chair: John A. Weaver, Georgia Southern University
Participants:
Rhetoric and Echoes: Beyond Qualitative (Post) Nexts. Walter S. Gershon, Kent State University
Stone Walks: Inhuman Animacies and Queer Archives of Feeling. Sarah E. Truman, University of Toronto–OISE; Stephanie Springgay, OISE/University of Toronto
Philosophy of Education as "Pre-Qualitative" Research. Samuel Rocha, The University of British Columbia
More Haunting Revelations: Race, Remembrance, and Storytelling. Denise M. Talafero Bazille, Miami University
Discussants: Christopher Emdin, Teachers College, Columbia University; Ming Fang He, Georgia Southern University

52.024. The Influence of Greg Dimitriadis’s Interdisciplinary Work: Advancing and Transforming Curriculum Studies. Division B–Curriculum Studies; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 B; 8:15–10:15am
Chair: Robert James Helfenbein, Loyola University Maryland
Participants:
Postcolonial Studies, Globalization, and Art. Aparna Rita Mishra Tan; York University; Michelle S. Bae-Dimitriadis, Buffalo State College–SUNY
Rethinking Popular Culture and Hip-Hop Studies. Bettina L. Love, University of Georgia
Curricular Considerations in Urban Education. Marc Lamont Hill, Morehouse College
Cultural Studies and Qualitative Research in Education. Robert James Helfenbein, Loyola University Maryland
Critical Methodologies and Educational Policy. Amy Elizabeth Stich, Northern Illinois University
Critical Youth Studies. Eve Tuck, University of Toronto; Awdad Ibrahim, University of Ottawa
Discussant: Cameron R. McCarthy, University of Illinois at Urbana-Champaign

52.025. Automation and Data Analytics to Inform Teaching and Learning. Division C–Learning and Instructions; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 209; 8:15–9:45am
Chair: Rod D. Roscoe, Arizona State University Polytechnic
Participants:
Automated Writing Evaluation: College Student Perceptions and Future Intentions. Rod D. Roscoe, Arizona State University Polytechnic; Joshua Wilson, University of Delaware; Adam C. Johnson, Arizona State University Polytechnic; Christopher Mayra, Arizona State University Polytechnic
Design of Automated Guidance and Students’ Guidance-Giving in a Web-Based Inquiry Science Environment. Charissa Tansoomboon, University of California Berkeley; Libby F. Gerard, University of California, Berkeley; Marcia Linn, University of California, Berkeley
The Affordances of Blended Learning Environments: Promoting Data Use by Teachers and Students. Ellen B. Mandich, WestEd; Ryan Charles Miskell, WestEd
Use of Smart Devices to Predict Students’ Achievement and Interest in Science and Mathematics Learning. Margus Pedaste, University of Tartu; Oler Must, University of Tartu; Ali Leijen, University of Tartu; Mía Rannikmaa, University of Tartu; Leo Aleksander Stoman, University of Tartu; Mario Mäeots, University of Tartu; Linna Adov, University of Tartu; Kalli Kori, University of Tartu; Regina Soobard, University of Tartu; Moonika Teppo, University of Tartu; Merlin Saulep, University of Tartu; Terje Hönn, University of Tartu; Karin Täht, University of Tartu; Gerli Slim, University of Tartu; Peter R. Simons, University of Utrecht
Discussant: Kurt VanLehn, Arizona State University–Tempe

52.026. Emerging Computer Science Research From K–12 Contexts. Division C–Learning and Instructions; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 221 C; 8:15–9:45am
Chair: Shuchi Grover, SRI International
Participants:
The Design and Outcomes of Story-Enhanced Games to Teach Computer Science Concepts. Elizabeth R. Gee, Arizona State University; Earl Aguilera, Arizona State University–Tempe; Dani Kachorsky, Arizona State University–Tempe; Priyanka Parekh, Arizona State University–Tempe; Kelly Tran, Arizona State University–Tempe; Carolee Stewart-Gardiner, Kean University; Gail Carmichael, Shopify
Mind the Metaphor: Charting the Rhetoric About Introductory Programming in K–12 Schools. William Quinn Burks, College of Charleston
Leveraging Computational Thinking: Exploring the Voices of Elementary Third-Grade Students. Yune Kim Tran, George Fox University
Blocking Progress? Transitioning From Blocks-Based to Text-Based Programming. David Weintrop, University of Chicago; Connor Bain, Northwestern University; Uri J. Wilensky, Northwestern University
Computer Science for All: Role of Gender in Middle School Student Perceptions About Programming. Aman Yadav, Michigan State University; Sarah Gitter, Year; Jonathon Good, Michigan State University

52.027. Fostering Deep Learning in Problem-Solving Contexts Through Effective Design of Learning Environments With Technology Support. Division C–Learning and Instructions; Structured Poster Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 221 C; 8:15–9:45am
Chairs: Minhong Wang, The University of Hong Kong; Sharon Derry, University of North Carolina–Chapel Hill; Xun Ge, University of Oklahoma
Participants:
1. EcoXPT: Learning Through Experimentation in an Immersive Virtual Ecosystem. Christopher J. Dedé, Harvard University; Tina A. Grotzer, Harvard University; Shar J. Metcalf, Harvard University; Amy M. Kamarainen, Harvard Graduate School of Education; Michael Shane Tutwiler, Harvard University
2. Fostering Deep Learning in Middle School Design-Based Science: Findings, Challenges, and Recommendations From Two Studies. Sharon Derry, University of North Carolina–Chapel Hill; Mary J. Leonard, Montana State University; Janice L. Anderson, University of North Carolina–Chapel Hill; Kelly Johnson Barber-Lester, University of North Carolina–Chapel Hill; Lara Minshew, University of North Carolina–Chapel Hill
4. Embodiment and Framing: Key Pieces of Deep Learning in One Student Interview. Andrea Sarah Gomoll, Indiana University–Bloomington; Cindy E. Emelo-Silver, Indiana University; Selma Sabanovic, Indiana University; Matt Francisco, Indiana University
5. Supporting Deep Learning in Complex Problem-Solving Contexts Through Process Visualization and Adaptive Feedback. Minhong Wang, The University of Hong Kong; Bei Yuan; Andre Kushniruk; Paul A. Kirschner, Open University of the Netherlands
6. Enhancing Learning Environments to Foster Self-Regulated Learning in Problem-Based Learning Programs. Sanne Rovers, Maastricht University; Geraldine Clarebout; Jeroen J.G. Van Merriënboer, Maastricht University
7. Learners’ Deep and Surface Processing of the Instructor’s Feedback: Motivational and Epistemological Perspectives. Kun Huang, Mississippi State University; Xun Ge, University of Oklahoma; Victor Law, University of New Mexico
8. Reflective Structuration of Sustained Deep Inquiry in a Grade 5 Classroom. Dan Tao, University at Albany–SUNY; Jianwei Zhang, University at Albany–SUNY
52.028. Race, Gender, and Ethnicity in Educational Contexts. Division C–Learning and Instruction; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 210 A; 8:15–9:45am
Chair: Rethavy Kumar, University of Toledo
Participants:
The Effects of a Culturally Relevant Intervention on Computer Science Motivation Among Underrepresented Minority Students in High School Geometry. Danya Marie Corkin, Rice University; Adem Ekmecki, Rice University; Alice Fisher, Rice University
Promoting Academic Expectations and Preventing Worries: Family Management Among African American Families Across Socioeconomic Lines. Nestor Tulagan, University of California, Irvine; Jacqueline Ecles, University of California, Irvine
Learning in Privileged Antiracist Organizing. Julia A. Daniel, University of Colorado–Boulder; Erica Jeanne Van Steenis, University of Colorado–Boulder
Classes Where “Kids Learn/Don’t Learn a Lot”: A Study of Mexican American Adolescents’ Voices. Janine Bempuchat, Wheelock College; Jin Li, Brown University; Susan D. Holloway, University of California, Berkeley

52.029. Race, Rights, and Rigor: Identity, Learning, and Motivation Among African American Youth. Division C–Learning and Instruction; Symposium
Henry B. Gonzalez Convention Center, River Level, Room 7D; 8:15–9:45am
Chair: Carol D. Lee, Northwestern University
Participants:
Race, Identity, and Opportunity to Learn. Carol D. Lee, Northwestern University
The Effects of Awareness of the Achievement Gap on Black Youth and Parents. Stephanie J. Rowley, University of Michigan
The Complex Ecology of Racial and Learning Identities: The Consequences of Racial Stratification in Schools. Na’ilaah Suad Nasir, University of California, Berkeley; Sepehr Vakil, University of Texas at Austin
Discussant: Tabbye Maria Chavous, University of Michigan–Ann Arbor

52.030. Using Next Generation Science Standards to Inform and Provide Equitable Instruction, Learning, and Assessments to Diverse Students. Division C–Learning and Instruction; Structured Poster Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 221 D; 8:15–9:45am
Chair: Nonye Alozie, SRI International
Participants:
2. Problem-Based Enhanced Language Learning: Preparing Preservice Teachers to Work With Language Learners. Joi Merritt, Arizona State University; Peter Billero; Margarita Jimenez-Silva, Arizona State University
3. Promoting Agency and Relevant Learning for All Through a Citizen Science Design Challenge. Samuel Severance, Michigan State University; Tamara Summer, University of Colorado; William R. Pennell, University of Colorado–Boulder; Katie Van Horne, University of Colorado–Boulder; David Quigley, University of Colorado–Boulder; Raymond Johnson, University of Colorado–Boulder
4. Supporting Teacher and Student Use of Discourse Tools for Engagement in Equitable Sensemaking. Emily Miller, University of Wisconsin–Madison; Phyllis Haugabook Penoick, Michigan State University
9. Like Expecting Water to Be Turned Into Wine: Exposing the Next Generation Science Standards’ Frustrating and Pervasive Contradictions. Alberto J. Rodriguez, Purdue University
Discussant: Okhee Lee, New York University

52.031. Division D In-Progress Research Gala. Division D–Measurement and Research Methodology; Invited Speaker Session
Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon E&F; 8:15–9:45am

52.032. Ethical Dilemmas Related to Assessment, Testing, and Selection. Division D–Measurement and Research Methodology; Invited Speaker Session
Henry B. Gonzalez Convention Center, River Level, Room 8B; 8:15–10:15am
Participants: Avi Alladaol, National Institute for Testing and Evaluation (NITE); Therese Nerheim Hopfenbeck, University of Oxford; M. Lawrence, ETS; Stephen G. Sireci, University of Massachusetts–Amherst; Craig N. Mills, National Board of Medical Examiners

52.033. Life History Research: Different Approaches, Future Directions. Division D–Measurement and Research Methodology; Symposium
Henry B. Gonzalez Convention Center, River Level, Room 7B; 8:15–9:45am
Chair: Michael Lanford, University of Southern California
Participants:
Three Approaches to Life History Research. Michael Lanford, University of Southern California
Complicating Life History: The Problems of New Theoretical Proposals. Yvonna S. Lincoln, Texas A&M University–College Station
Inequitable Structures: Class and Caste in Indian Higher Education. William G. Tierney, University of Southern California; Nidhi Sabharwal
Life Before the Personal: Duration and Multiplicities in Histories. Mirka E. Koro-Ljungberg, Arizona State University; Justin Hendricks, University of Florida
Discussant: Marc T. Spooner, University of Regina

Henry B. Gonzalez Convention Center, River Level, Room 7A; 8:15–10:15am
Chair: Qwai He, Educational Testing Service
Participants:
Applying Bayesian Statistics for Estimating Intervention Effects in Single-Case Designs. Li-Ting Chen, University of Nevada, Reno; Alejandro Andrade, Indiana University–Bloomington; Matthew James Hanauer, Indiana University–Bloomington
Comparing Visual and Statistical Analyses of Single-Case Designs. Katie Wolff, University of South Carolina–Columbia; Tammie S. Dickenson, University of South Carolina–Columbia; Kathleen Virginia McGrath, University of South Carolina–Columbia
52.035. Contemporary Youth Activism: Advancing Social Justice in the United States. Division G—Social Context of Education; Symposium
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon F; 8:15—9:45am
Chairs: Sonia M. Rosen, Arcadia University; Jerusha Osberg Conner, Villanova University
Participants:
Black Freedom and White Supremacy. Bernadine Dohrn, Northwestern University; William C. Ayers, University of Illinois at Chicago
Youth Environmental Stewardship and Activism for the Environmental Commons. Erin Gallay, University of Wisconsin–Madison; John Joseph Lupinacci, Washington State University–Pullman; Carolina Sarmiento, University of Wisconsin–Madison; Constance A. Flanagan, University of Wisconsin–Madison; Ethan A. Lowenstein, Eastern Michigan University
"We Have the Power to Make Change": Asian Immigrant Youth Struggling Against School Violence. Mary Yee, University of Pennsylvania
In Defense of Education Justice: Postsecondary Institutional Decision Making Regarding American Indian Programs and Services. Jessica Solyom, Arizona State University
Discussant: Zhenqiu Lu, University of Georgia

52.036. Identities of School(ing) in Urban Contexts. Division G—Social Context of Education; Symposium
Grand Hyatt San Antonio, Third Floor, Bonham B; 8:15—9:45am
Chair: Cheryl E. Jones-Walker, University of San Francisco
Participants:
Social Identities of Teaching and Learning in Urban Schools. Cheryl E. Jones-Walker, University of San Francisco
Fifth-Grade Black Boys’ Identities in a Single-Sex School for Boys of Color. Joseph D. Nelson, Swarthmore College
More Than Curriculum: Developing a Racially Just School Culture. Anita Chikkattu, Carleton College Northfield
Discussant: Katherine Schultz, University of Colorado–Boulder

52.037. Islam, Gender, and Education: (De)Constructing Tradition and Modernity in the United Arab Emirates, Pakistan, and India. Division G—Social Context of Education; Symposium
Grand Hyatt San Antonio, Fourth Floor, Crockett A; 8:15—9:45am
Chair: Arshad Imtiaz Ali, George Washington University
Participants:
Gendered Spaces in Education: Between Modernity and Tradition. Gergana Al Zer, Zayed University
What Does It Mean to Practice “Choice”? Education, Islam, and Gendered Modernity. Ayeesha Khurshid, Florida State University
Contested Forms of Educated Modernity in India: The Shalwar Kameez. Payal Shah
Discussant: Arshad Imtiaz Ali, George Washington University

52.038. Public Scholarship Encouraging Research Use: A Symposium About Knowledge Development. Division G—Social Context of Education; Symposium
Grand Hyatt San Antonio, Third Floor, Bonham C; 8:15—9:45am
Chair: Angela K. Fruscianite, Knowledge Designs to Change LLC
Participants:
Developing Dynamic Agency: Co-Construction With Parents Through Inquiry. Paige Bray; Erin Kenney, University of Hartford
Co-Constructing Legitimate Local Data Work in Education Partnerships. Kimberly LeChasseur, University of Connecticut
A Case of "Assessing" for Organizational Self-Knowledge, Alignment, and Learning. Sousan Alrafah, Southern Connecticut State University
Community/University Partnership: Research About Parents’ Perception of Teacher Quality in Early Childhood Education. Theresa J. Canada, Western Connecticut State University

52.039. Theater of Liberation: Participatory Action Research and Cultural Flexibility in a Mostly White High School. Division G—Social Context of Education; Demonstration/Performance
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon E; 8:15—10:15am
Chair: Susan Desha Stahl, University of Washington–Seattle
Participant: Participatory Action Research in a Mostly White High School: Cultural Flexibility and Theater of the Oppressed. Susan Desha Stahl, University of Washington–Seattle
Discussant: Antero Garcia, Stanford University

52.040. Community College Pipeline: Understanding Needs and Challenges to Improve Student Success. Division J—Postsecondary Education; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 6B; 8:15—9:45am
Chair: Amanda E. Assalboune, Southern Education Foundation, Inc.
Participants:
Transfer Student Engagement: Characteristics of the Sending Institution That Influence Post-Transfer Engagement. Kathryn Wheatley, University of Houston
Hanging In, Stopping Out, Dropping Out: Community College Students in an Era of Precarity. Beth Ann Hart, University of California, Davis
The Asian American and Native American Pacific Islander—Serving Institution–Funded STEM Program: An Institutional Response to the Needs of Asian American Community College Students. Victoria Kim; University of California, Los Angeles; Cynthia Maribel Alcantar, University of California, Los Angeles; Robert T. Tamashii, University of California, Los Angeles
Discussant: Josh M. Beach, The University of Texas at San Antonio

52.041. Higher Education Leadership Perspectives on Gender, Sexuality, and Student Services. Division J—Postsecondary Education; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 6C; 8:15—9:45am
Chair: Erich N. Pitcher, Oregon State University
Participants:
Academic Advisers as Leaders: Understanding How Professional Academic Advisers Perceive Their Leadership Development Skills. Ebony Green, Ohio University
Queer Leaders: LGBTQ Advocacy at an Urban Arts College. Jonathan T. Pryor, University of Missouri
Sexual Misconduct Discourses Within a Gendered Campus Environment. Kathryn A.E. Enke, College of Saint Benedict

52.042. Minoritized in the Academy. Division J—Postsecondary Education; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 6A; 8:15–10:15am
Chair: Vanessa Ann Sansone, The University of Texas at San Antonio
Participants:
Black Women Senior Scholars on Mentoring: How Race and Gender Shape Mentoring Motivations, Benefits, and Processes. Tamara Bertrand Jones, Florida State University; Shawna Patterson-Stephens, Williams College; Yi-Chin Wu, The Ohio State University–Columbus
Is There a Gendered Path to Tenure? Examining the Academic Trajectories of U.S. Doctoral Recipients. Karen L. Webber, University of Georgia; Manuel S. Gonzalez Canche, University of Georgia
52.043. STEM Student Success: From Transfer to Baccalaureate Completion. Division J—Postsecondary Education; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 205; 8:15—9:45am

Chair: Bryce Edward Hughes, Montana State University

Participants:
- Evaluation for Impact: Using Matched Samples to Measure the Impact of a Hispanic-Serving Institution STEM Grant Program on Latino/o STEM Success, Avery B. Olson, California State University—Long Beach; Hannah Whang Sayson, University of California, Los Angeles; Melissa M. Mahoney, California State University—Long Beach
- STEM Degree Completion and First-Generation College Students: What Explains the Gap? Ezekiel Kimball, University of Massachusetts—Amherst; Genia Bettencourt, University of Massachusetts—Amherst; Catherine A. Manly, University of Massachusetts—Amherst; Juan Manuel Ruiz-Hau, University of Massachusetts—Amherst; Ryan B. Wells, University of Massachusetts—Amherst
- The Fractured STEM Pipeline: The Complicity of Four-Year Universities in the Transfer Penalty. Diane Cardenas Elliott, Immaculata University; Joni M. Lakin, Auburn University
- Community College and University Engineering Students’ Perceptions of Classroom Climate and Fundamental Engineering Skills. Maria Stack Haggerty, Virginia Polytechnic Institute and State University; Penny L. Burge, Virginia Polytechnic Institute and State University; David Knight, Virginia Polytechnic Institute and State University; Rick Seidel, Virginia Tech Carilion Research Institute; Gary E. Skaggs, Virginia Polytechnic Institute and State University

Discussant: Tonisha B. Lane, University of South Florida

52.044. “Un-Othering”: Supporting Preservice Teachers in Their Understanding of Diversity and Equity. Division K—Teaching and Teacher Education; Paper Session

Grand Hyatt San Antonio, Second Floor, Bowie B; 8:15—10:15am

Participants:
- “Un-Othering”: A Developmental Perspective for Teacher Educators of Preservice Teachers. Tanya Espinosa Cordoba, University of Illinois at Urbana-Champaign; Olivia Soutullo, University of Florida; Stephanie C. Sanders-Smith, University of Illinois at Urbana-Champaign; Tina M. Smith-Bonahue, University of Florida
- An Exploration of Self-Reflection and Cultural Critical Consciousness of Teacher Education Students. Qiana M. Cuts, Mississippi State University
- Getting It but Not Getting It: Preservice Teachers’ Understandings of Equity in a Capstone Seminar. Amber Pabon, University of Pittsburgh; Sarah Capello, University of Pittsburgh
- Historical and Personal Understandings of Race: Racial Discourse in Bilingual and Monolingual Teacher Education Courses. Renee Shank, University of Washington—Seattle
- Prospective Teachers’ Perceptions of Classroom Disciplinary Action in Relation to Diversity. Katrina Liu, University of Nevada–Las Vegas; Sandra Candel, University of Nevada–Las Vegas; Ana Paola Zenteno, University of Nevada–Las Vegas; Yichen Yang, University of Nevada–Las Vegas

Discussant: Jacqueline Gayle Van Schooneveld, West Chester University of Pennsylvania

52.045. Argumentation Within and Beyond K–12 Classrooms. Division K—Teaching and Teacher Education; Symposium

Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon B; 8:15—10:15am

Chair: Jill Annette Newton, Purdue University

Participants:
- Teachers’ Contextualization of Argumentation in the Mathematics Classroom. Megan E. Stables, University of Connecticut; Jill Annette Newton, Purdue University
- IRE/F as a Cross-Curricular Collaborative Genre of Implicit Argumentation. Ann M. Lawrence, University of South Florida–Sarasota-Manatee; Sandra M. Crespo, Michigan State University
- Argumentation and Decision Making in Professional Practice. Julie Gainsburg, California State University—Northridge; John Fox; Lawrence Solan
- Argumentation in Educational Policy Debates: Competing Visions of Quality and Equity. Robert L. Lingard, University of Queensland; Sam Sellar, The University of Queensland; Dorothea M. Anagnostopoulou, The University of Connecticut

Discussant: Dorothea M. Anagnostopoulou, The University of Connecticut
52.048. Culture in the Classroom: Examining the Influence of Teachers’ Identities and Attitudes. Division K–Teaching and Teacher Education; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Republic A; 8:15–9:45am
Chair: Kimo Alexander Cashman, University of Hawai‘i–Mānoa
Participants:
- Multicultural Attitude Shifts of Career-Changers. Jennifer L. Cuddapah, Hood College; Yolanda Abel, Johns Hopkins University; Francine Winston Johnson, Johns Hopkins University
- Multicultural Matters: An Investigation of Key Assumptions of Multicultural Education Reform in Teacher Education Programs. Hua-Yu Sebastian Cherng, New York University; Laura A. Davis, New York University
- Teachers Bring Themselves: The Intersection of Cultural Narrative and Responsiveness to Students in the Margins. Patricia A. DiCarbo, The George Washington University
- The Salency of Race in Three Domains of Teachers’ Lives: Classroom Teaching, Social Attitudes, Racial Identity. Courtney M. Jean, Madison Public Schools, CT
Discussant: Angela Malone Cartwright, Midwestern State University

52.049. Improving, Inquiring, and Innovating (3 Is) Teacher Educators and Teachers Through an Ever-Evolving Professional Learning Community. Division K–Teaching and Teacher Education; Symposium
Grand Hyatt San Antonio, Second Floor, Mission B; 8:15–9:45am
Chair: Jenelle L. Dorner, Indiana University
Participants:
- Improving, Inquiring, and Innovating a Linguistically and Culturally Responsive Teaching Community: Is It Possible? Mark Tranl, University of Missouri–St. Louis; Kim Hyunsook Song, University of Missouri–St. Louis
- Preparing and Enriching Linguistically and Culturally Responsive Educators Through Professional Development. Alima Slapac, University of Missouri
- Can We Call It Racism? Exploring Connections Between Teachers’ Color-Blind Racial Attitudes and Linguistic Biases. Lauren Rua Preston, St. Louis Public School District
- Applying the Linguistically and Culturally Responsive Math Teaching Model to Training Teachers With English Language Learners and Their Actual Math Teaching. Kim Hyunsook Song, University of Missouri–St. Louis; Sarah A. Coppersmith, University of Missouri-St. Louis

52.050. Teacher Leaders’ Identity Development. Division K–Teaching and Teacher Education; Paper Session
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon C; 8:15–10:15am
Chair: Monica Taylor, Montclair State University
Participants:
- Informal Teacher Leaders’ Characteristics, Relationships, Activities, and Impact. Stephen P. Gordon, Texas State University-San Marcos; Jennifer Jacobs, University of South Florida; Susan M. Croteau, Texas State University–San Marcos; Rachel Solis, Texas State University
- Rigor for Democracy: In Defense of Justice-Oriented Approaches to Social Studies Teaching. Brian C. Gibbs, University of North Carolina–Chapel Hill
- Impacts of Teacher-Driven Professional Development on Leadership Characteristics, Professional Vision, and Identity. Tugce Gul, Georgia State University; Brett Allen Criswell, University of Kentucky; Kadir Demir, Georgia State University; Greg Ruhston, Kennesaw State University
Discussant: Jason M. Margolis, Duquesne University

52.051. They/She/He/Us: Provocative Teacher Alliances With the Gender Identities of Students. Division K–Teaching and Teacher Education; Paper Session
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon D; 8:15–9:45am
Chair: Edward G. Fierros, Villanova University
Participants:
- Accommodation, Education, or Systemic Transformation? Preservice Teachers’ Approaches to Including Trans- and Gender-Creative-Identified Students. Elizabeth E. Blair, Beloit College; Sherry Lynn Deckman, Lehman College
- Queering LGBTQ Ally Identity: The Contradictions and Complexities of Being an Effective Teacher Ally. Stephanie Anne Shelton, The University of Alabama
- Supporting Gender and Sexual Diversity–Inclusive Education in Schools: A Case Study. Mary Quaintz, University of Colorado–Boulder
Discussant: Christine Clark, University of Nevada–Las Vegas

52.052. Trust and Distrust in Schools: How Teachers Navigate Challenging Workplace Relations. Division K–Teaching and Teacher Education; Paper Session
Grand Hyatt San Antonio, Third Floor, Bonham E; 8:15–9:45am
Chair: Kathryn McGinn Luett, Rowan University
Participants:
- Act Wisely: Examining the Relationships Between Emotional Labor in Teaching and Teacher Efficacy. Hongbo Yu, Chinese University of Hong Kong; Shenghua Huang, The Chinese University of Hong Kong
- Teachers’ Experiences With Bullying and Mistreatment in Their Workplaces. Amy Orange, University of Houston–Clear Lake
- Workplace-Based Relational Dynamics and Beginning Elementary Teachers’ Emotions. Daniel O’Sullivan, University College Cork
- “They Hate on Me!” Black Teachers Addressing Their White Colleagues’ Racism. Kristen Duncan, Texas State University–San Marcos
Discussant: Barbara J. Dray, Transforming Practices in Education, LLC

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 216 A; 8:15–10:15am
Chair: Michael Kristopher Barbour, Touro University–California
Participants:
- Moving Beyond Test-Focused Policies. Kevin G. Weiler, University of Colorado Boulder; William J. Mathis, University of Colorado–Boulder
- The Predictable Failure of Federal Sanctions–Driven Accountability for School Improvement—and Why We May Retain It Anyway. Rick Minnich, University of California, Berkeley; Gail Sunderland, University of Maryland
- Methodological Concerns and Challenges With Evaluating Teacher Education Programs. Audrey Amlrein-Beardsley, Arizona State University; Tirupalavanam G. Ganesh, Arizona State University; Kerry Chase Lawton, Arizona State University
- Community Organizing, School Improvement, and Educational Justice. Mark R. Warren, University of Massachusetts–Boston
- School Reconstitution as a Turnaround Strategy: An Analysis of the Evidence. Betty Male, University of Maryland; Jennifer K. Rice, University of Maryland
Discussant: Patricia Burch, University of Southern California

52.054. Research to Action: Strategic Use of Data in Early Education. Division L–Educational Policies and Politics; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 213 A; 8:15–9:45am
Chair: David Kirp, The University of California-Berkeley
Participants:
- A Generation of Research-Practitioner Collaboration. Ellen S. Peissner-Feinberg, University of North Carolina–Chapel Hill
Bigger and Better: Utilizing Just-in-Time Research While an Initiative Goes to Scale. Josh Walzick, New York City Department of Education

Strengthening the Research Architecture for High-Quality, Universal Pre-K: A New University Role. Pamela Morris, New York University; C. Cybele Raver, New York University

From Research to Action in Oklahoma: The Role of Research in Supporting Early Childhood Programs. Steven Dow, CAP Tulsa

Developing a Research-Based Continuous Improvement System: The University Perspective. Gail E. Joseph, University of Washington

Discussant: Marjorie E. Wechsler, Learning Policy Institute

52.055. The Educational Implications of U.S.-Mexico Border Policy. Division L—Educational Policies and Politics; Invited Speaker Session

Henry B. Gonzalez Convention Center, Ballroom Level, Room 301 C; 8:15–9:45am

Participants:

Eduational Challenges and Opportunities Facing Bilingual Youth in San Diego and Tijuana. Melissa Floca, University of California, San Diego; Ana Barbara Munagay, Universidad Autónoma de Baja California

Centering Transborder Students: Perspectives on Identity, Language, and Schooling Between the United States and Mexico. Tatyana Kley, City College of New York–CUNY

Rethinking Immigrant Adaptation: Difficult Transitions in a New Era of Immigration Policy. Roberto G. Gonzalez, Harvard University

Improving Educational Experiences and Outcomes for Immigrant Students.

Delia Pompia, Migration Policy Institute

Discussant: Manoj Govindaiah, RAICES Texas

SIG Sessions

52.056. Presence, Engagement, and Learning in Immersive Virtual Reality and Educational Games. SIG-Applied Research in Immersive Environments for Learning; Paper Session

Grand Hyatt San Antonio, Fourth Floor, Republic C; 8:15–9:45am

Chair: Selin Turkay, Harvard University

Participants:

Cognitive Development and Virtual Presence in 3-D, Haptic-Enabled, Virtual Reality Science Instruction. Rebecca Hite, Texas Tech University; M. Gail Jones, North Carolina State University; Gina Childers, University of North Georgia; Megan Ennes, North Carolina State University; Katherine Chesnutt, North Carolina State University; Mariana Pereyra, North Carolina State University; Emily Cayton, North Carolina State University

Identifying User Profiles for Immersive Virtual Learning in Education: A Case Study. Daniela Janssen, RWTH Aachen University

Teen Career Pathway: An Analysis of a Career Preparation Video Game for Middle School Students With and Without Disabilities. Matthew Marino, University of Central Florida; James D. Badham, The University of Kansas; Eleazar Vasquez, University of Central Florida

Toward Understanding the Impact of Visual Themes and Embellishment on Performance, Engagement, and Self-Efficacy in Educational Games. Dominic Kao, Massachusetts Institute of Technology; D. Fox Harrell, Massachusetts Institute of Technology

Discussant: Robin Lindgren, University of Illinois at Urbana-Champaign

52.057. How to Draw Comics the Scholarly Way. SIG-Arts-Based Educational Research; Workshop

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 207 A; 8:15–10:15am

Chair: Patricia Leahy, Self-employed

Participants:

Comics-Based Research: Affordances and Process, a Workshop. Nick Sousanis, San Francisco State University

Comics-Based Research: From the Empirical to the Panel, a Workshop. Marcus B. Weaver-Hightower, University of North Dakota

52.058. Teaching for Equity in Complex Times: Negotiating the Common Core State Standards in a High-Performing Bilingual School. SIG-Bilingual Education Research; Symposium

Grand Hyatt San Antonio, Fourth Floor, Crockett B; 8:15–9:45am

Chair: Jamy Stillman, University of Colorado–Boulder

Participants:

How Much Is Too Much? Struggle, Scaffolding, and the Common Core. Kathryn Struthers, Bank Street College of Education

Unlearning to Label? Holding High Expectations and Differentiation in Tenison. Joyce Melissa Gonzalez-Najarro, University of Southern California

Churn and Burn(out)? Identity, Overwork, and Education Reform. John Luciano Beltramo, Regis University

Constructing “Contexts of Criticism”? Theory and Methods for Focusing on Learning, Culture, and Contradiction. Janny Stillman, University of Colorado–Boulder

The “Dream School”? The Consequences of Functioning Over Time in a Dysfunctional System. Lauren M. Anderson, Connecticut College

Discussants: Elizabeth M. Dutro, University of Colorado Boulder; Mariana Pacheco, University of Wisconsin–Madison

52.059. Brain, Neurosciences, and Education SIG Invited Speaker. SIG-Brain, Neurosciences and Education; Invited Speaker Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 D; 8:15–10:15am

52.060. The Promise of University Partnerships. SIG-Critical Educators for Social Justice; Paper Session

Grand Hyatt San Antonio, Second Floor, Bowie A; 8:15–9:45am

Chair: Michael Bartone, Central Connecticut State University

Participants:

How Community University Partnerships Facilitate Equity: A Dialectic Between Dialogue and Practice. Timothy Bolin, Chapman University; Patricia Huerta-Meza, Padres Unidos; Kevin James Stockbridge, Chapman University; Suzanne SooHoo, Chapman University

Police Ride-Alongs for Teacher Candidates: Implications for Equity and Social Justice. Anita Bright, Portland State University

Reimagining Urban Teacher Pathways: Engaging the University With Justice-Centered Praxis in Inner-City Schools and Communities. Brent Showalter, Illinois State University; Valentina Gamboa-Turner, Illinois State University


Discussant: Laura Ruth Johnson, Northern Illinois University

52.061. Critical Examination of Race, Ethnicity, and Gender in Education SIG Graduate Student Breakfast. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium

Henry B. Gonzalez Convention Center, River Level, Room 8A; 8:15–9:45am

Chair: Wideline Seraphin, The Pennsylvania State University

Participants:

Critical Examination of Race, Ethnicity, and Gender in Education. SIG AERA Final Report. Jeannine M. Staples, The Pennsylvania State University

Critical Examination of Race, Ethnicity, Class and Gender in Education SIG Graduate Breakfast Report 2. Norvellia P. Carter, Texas A&M University

Critical Examination of Race, Ethnicity, Class and Gender in Education SIG AERA Report 3. Malik S. Henfield, University of San Francisco

Discussant: Jeannine M. Staples, The Pennsylvania State University

52.062. Inclusion and Exclusion Across the Educational Pipeline. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Paper Session

Grand Hyatt San Antonio, Third Floor, Bonham D; 8:15–10:15am

Chair: Elizabeth Cook, The University of Texas at San Antonio

Participants:

A Review of Los Angeles Unified Data Following an Office of Civil Rights Compliance Review. Catherine Robert, The University of Texas at San Antonio; Nathern S. Okihwa, The University of Texas at San Antonio

Activism, Identity, and Racism: Perceptions and Experiences of Black Women at a Predominantly White Institution. Hattie Lee Hammonds,
52.063. The Child in Question: Exploring Social Constructions of Childhood. SIG-Critical Perspectives on Early Childhood Education; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 206
B; 8:15–9:45am
Chair: Julie C. Garlen, Georgia Southern University
Participants:
What You Do to Children Matters: Memory, Crisis, and the Myth of Childhood Innocence. Julie C. Garlen, Georgia Southern University
The Counterfeit Child and Unequal Terrains of Innocence: Race, Gender, and Murder in Junior High. Lisa Farley, York University
Luk Thep Dolls and Child Angels. Sandra Chang-Kredd, Concordia University
Michael DeForge’s Big Kids and the Problem of Childhood Memory and Representation. David Leckiwch, University of Alberta
Discussants: Julie C. Garlen, Georgia Southern University; Lisa Farley, York University

52.064. Ethic, Equity, and Opportunity. SIG-Doctoral Education Across the Disciplines; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 211; 8:15–10:15am
Participants:
African American Doctoral Students Experiencing Psychological Warfare at a Predominantly White Institution. Deniece Dorch, University of Utah
Designing for Equity: Outreach Programs as Contexts for Graduate Students to Develop as Educators. Elaine Renee Klein, University of Washington–Seattle
What Is Ethics in Doctoral Supervision, and Does It Matter? Erika Löfström, University of Helsinki; Kirsti Maria Pyhalto, University of Helsinki
Who Said We Do Not Want to Learn? Give Us the Opportunity to Flourish. Maryam Heydari, University of Wisconsin–Madison
Discussant: Susan K. Gardner, University of Maine

52.065. Moving Gender From Margin to Center in Environmental Education Research. SIG-Environmental Education; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 206 A; 8:15–10:15am
Chair: Constance L. Russell, Lakehead University; Hilary Whitehouse, James Cook University–Australia
Participants:
En-Gendering the Material in Environmental Education Research: Reassembling Otherwise. Catherine Hart, University of Regina
Ecofeminist Imaginings: Storytelling and Dialogue as Lived Politics for Environmental Educators in Academia. Laura Piersol, Simon Fraser University; Nora Timmerman, University of Regina
Toward a Feminist Ethic of Self-Care for Environmental Educators. Teresa Katrina Lloro-Bidart, California State Polytechnic University–Pomona; Keri Semenko, Durham College
Gender and the Environment: Intersectional Considerations for Sustainability Policy in Canadian Higher Education. Naomi Mumbi Maina, University of Saskatchewan; Jada Renee Koushik, University of Saskatchewan; Alex Wilson, University of Saskatchewan
Gender and Environment in Matrilineal Communities in India: The Environmental Perspective of Postgraduate Students in Meghalaya, India. Yodida Bhutta, North Eastern Hill University; Georgia Liaراكou, University of the Aegean
Lesbian and Women’s Lands and Sustainability Programs as Sites of Creativity Learning. Marna Hauk, Ph.D., Institute for Earth Regenerative Studies and Prescott College
Discussants: Annette E. Gough, RMIT University; Jesse Buzzell, University of Regina; Chessa Adsit-Morris; Noël Gough, La Trobe University

52.066. Foucault, Postfoundations, and the Complexities of Contemporary Educational Experiences. SIG-Foucault and Education; Paper Session
Henry B. Gonzalez Convention Center, Ballroom Level, Room 305; 8:15–10:15am
Chair: Wangari Gichiru, Central Connecticut State University
Participants:
Governmentality, Curriculum Theory, and the Synoptic Text. Jim Burns, Florida International University; Colin D. Green, The George Washington University
On Dandyism and Care of the Self: A Genealogy of College Exercise. Tim White, Arizona State University; David L. Carlson, Arizona State University
The Matrix Ate My Homework: Accelerationist Aesthetics in an Age of Neoliberal Education. David W. Kupferman, University of Hawaii West Oahu
“This State Is Racist...”: Policy Problematisation and Undocumented Youth Experiences in the New Latino South. Sophia Rodriguez, College of Charleston; Timothy Monreal, University of South Carolina–Columbia
Teaching as Student: Biopolitics and Rethinking Teacher Effectiveness. Maria Ferris Greene Wallace, Louisiana State University
Truth-Telling, Educational Inquiry, and Affirmative Ethical Practice. Aaron M. Kuntz, The University of Alabama

52.067. Language and Social Processes SIG Annual Research Mentoring Session and Methods Workshop: Approaches to Re-Presenting Rich, Multimodal, and Multimedia Data. SIG-Language and Social Processes; Workshop
Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon B; 8:15–10:15am
Chairs: Allison S. Wynhoff Olsen, Montana State University; Katrina Bernstein, Arizona State University; Kate T. Anderson, Arizona State University; Jon Michael Wargo, Wayne State University, Beth A. Buchholz, Appalachian State University
Participants:

52.068. Litigation Trends in K–12 Education Relating to Students With Special Needs and School Privatization. SIG-Law and Education; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 B; 8:15–9:45am
Chair: Vicki Thomas, Stephen F. Austin State University
Participants:
Parents’ Use of Litigation to Enhance the Experience of Students With Disabilities in Online Schools. Regina R. Lempsted, Central Michigan University; Nicole Snyder, Latsha Davis & McKenna; Linda Weiss, Central Michigan University
School Privatization Initiatives: Legal Vulnerability and Implications for Equal Educational Opportunities. Martha M. McCarthy, Loyola Marymount University
Discussant: Julie F. Mead, University of Wisconsin–Madison

52.069. Just a Minute! New Methods for Observing Conceptual Change in STEM. SIG-Learning Sciences; Symposium
Grand Hyatt San Antonio, Fourth Floor, Republic B; 8:15–9:45am
Chair: Jonathan Bozeman, WestEd
Participants:
52.070. Life-Span of a Music Educator: Preserve to Retirement. SIG-Music Education; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 207
B; 8:15–10:15am

Chair: Sommer H. Forrester, University of Massachusetts–Boston
Participants:
- Music Teachers in the United States: A Demographic Profile. Kenneth Elpus, University of Maryland–College Park
- Service-Learning in Preschool: Perceptions of Music Education Preservice Teachers. Roy M. Legette, University of Georgia
- First Impressions Matter: Relative Performance of Music Teacher Candidates on Prescreening Job Interviews. Ryan Shaw, Capital University
- Meeting New Teachers Where They Are: Digital Mentoring Program Focused on Orchestra Content-Specific Support. Rosemary Russ, University of Wisconsin–Madison; Melissa Braaten, University of Colorado–Boulder

52.071. Perceptions and Reactions: Political Responses to Education Policy. SIG-Politics of Education; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 216
B; 8:15–9:45am

Chair: Rachel White, Michigan State University
Participants:
- Educational Order and Decay: Oklahoma's Political Experiences With the Common Core. David Casalaspi, Michigan State University; Jason Burns, Michigan State University
- The Political Context of Research Evidence and Charter School Reform: The Case of Los Angeles. Janelle T. Scott, University of California, Berkeley; Elizabeth H. DeBroy, University of Georgia; Christopher A. Lubinski, Indiana University; Eliza Castillo, University of California, Berkeley; Johanna Petersen Hanley, University of Georgia–Athens
- The Social Networks and Paradox of the Opt Out Movement: The Case of New York. Yining Wang, Georgia State University
- Voter Reactions to National Interest Group Involvement in Local School Board Elections. David Casalaspi, Michigan State University

52.072. Professional Development School Teacher Residents: Storied Journeys With Implications for Partnerships and Teacher Recruitment, Development, and Retention. SIG-Professional Development School Research; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 218; 8:15–9:45am

Chair: Gwendolyn T. Benson, Georgia State University
Participants:
- Mode of Inquiry Throughout Symposia Presentations. Teresa R. Fisher-Ari, Georgia State University
- Evidence of Innovation and Stories of Growth: Setting the Context of the Partnership and Program. Gwendolyn T. Benson, Georgia State University; Susan L. Ogletree, Georgia State University
- Evidence of Innovation and Stories of Growth: Perspectives From a Current Resident. Victoria Cox, Georgia State University

52.073. Expanding the Idea of Equal Educational Opportunity Through a Cosmopolitan Prism. SIG-Religion and Education; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214
A; 8:15–10:15am

Chair: Eli Vinokur, University of Haifa
Participants:
- Contemplative Cosmopolitan Education: From Mindfulness of the Breath to Mindful Citizenship. Oren Ergas, Beit Berl Academic College and Hebrew University
- Cosmopolitan Education and the Need for a New Transreligious Imaginary: A Muslim Perspective. Ayman Kamel Agbaria, University of Haifa and Mandel Leadership Institute
- God Dwells Between Self and Other: Cosmopolitanism Viewed From a Jewish Perspective. Eli Vinokur, University of Haifa

52.074. Teacher, Classroom, and Student Impacts of Teacher Mindfulness Programs in Elementary and Middle School Settings. SIG-Social and Emotional Learning; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 212
A; 8:15–9:45am

Chair: Robert William Roesser, Portland State University
Participants:
- The Long-Term Effects of the CARE for Teachers Program on Teachers’ Well-Being and Classroom Quality: Results From a Randomized Controlled Trial of Cultivating Awareness and Resilience in Education. Patricia A. Jennings, University of Virginia; Joshua L. Brown, Fordham University; Jennifer L. Frank, The Pennsylvania State University; Sebrina Doyle, The Pennsylvania State University; Toonskyung Oh, The Pennsylvania State University; Regin Tanler, Fordham University; Damira S. Rasheed, Fordham University; Anna DeWeese, Fordham University; Anthony DeMauro, University of Virginia; Mark T. Greenberg, The Pennsylvania State University
- The Direct and Moderated Impacts of the CARE for Teachers Program on Student Behavioral and Academic Development. Joshua L. Brown, Fordham University; Patricia A. Jennings, University of Virginia; Damira S. Rasheed, Fordham University; Sebrina Doyle, The Pennsylvania State University; Jennifer L. Frank, The Pennsylvania State University; Regin Tanler, Fordham University; Anna DeWeese, Fordham University; Mark T. Greenberg, The Pennsylvania State University

52.075. Special Education Research SIG Paper Session 3: Issues About Disproportionality in Special Education. SIG-Special Education Research; Paper Session

Grand Hyatt San Antonio, Second Floor, Mission A; 8:15–9:45am

Chair: Julia Nell Ballenger, Texas A&M University–Commerce
### 52.076. Longitudinal Data Modeling. SIG-Structural Equation Modeling; Paper Session

**Henry B. Gonzalez Convention Center, River Level, Room 7C; 8:15–10:15am**

**Chair:** Ajay Singh, Eastern New Mexico University

**Participants:**
- A Comparison of One-Step and Three-Step Approaches in the Shared Parameter Growth Mixture Model. Dee Dwyga Cetin-Berkey, University of Florida; Walter L. Leite, University of Florida
- Detecting Sigmoidal Trajectories in Structured Latent Curve Models: An Examination of Fit Measure Performance. Kevin Wills, Baylor University
- Impact of Misspecified Turning Points on Growth Trait Estimation in Multiple-Group Analyses. Ling Ning, University of California, Davis; Wen Luo, Texas A&M University–College Station
- Statistical Power of the Multiple-Domain Latent Growth Model for Detecting Group Differences. Kejin Lee, The University of Texas at Austin; Tiffany Ann Whittaker, The University of Texas at Austin

**Discussant:** Walter L. Leite, University of Florida

### 52.077. Measuring and Facilitating Self-Regulated Learning. SIG-Studying and Self-Regulated Learning; Paper Session

**Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 C; 8:15–9:45am**

**Chair:** Hefer Bembenutty, Queens College–CUNY

**Participants:**
- Development and Validation of the Brief Regulation of Motivation Scale. Yee-eun Kim, The Ohio State University–Columbus; Anna C. Brady, The Ohio State University; Christopher A. Welters, The Ohio State University
- Utility of a Self-Regulated Learning Micro-Analysis for Scientific Argumentation in Professional Development Experiences. Erin E. Peters Burton, George Mason University; Michael Briscoe, George Mason University; Jordan D. Goffena, George Mason University
- Web-Based Training to Improve Undergraduates' Cognitive and Metacognitive Skills: Impact on Performance and Behavior. Megan Cogliano, University of Nevada–Las Vegas; Matthew L. Bernacki, University of Nevada–Las Vegas
- Self-Regulation of Middle School Students With Learning Disabilities During a Complex Project-Based Science Activity. Sheri Berkeley, George Mason University; Anna Menditto, George Mason University; Amanda Lah, George Mason University; Robert K. Yin, COSMOS Corporation

**Discussant:** Timothy J. Cleary, Rutgers University

### 52.078. Recent Reviews in Education. SIG-Systematic Review and Meta-Analysis; Paper Session

**Grand Hyatt San Antonio, Fourth Floor, Crockett D; 8:15–9:45am**

**Chair:** Laura Elizabeth Tipton, Northwestern University

**Participants:**
- Do Noncognitive Interventions Enhance Community College Student Success? A Systematic Review and Meta-Analysis. Carlton Jing Fong, The University of Texas at Austin; Youngwon Kim, The University of Texas at Austin; Sammi Morrill, The University of Texas at Austin; Shengjie Lin, The University of Texas at Austin; Theresa V. Hoang, Texas State University; Wonsun Ryu, The University of Texas at Austin
- Examining Computer-Based Scaffolding Research Quality Through a Risk of Bias Lens. Andrew Walker, Utah State University; Brian R. Belland, Utah State University; Nam Ju Kim, Utah State University; Mason Lefer, Utah State University
- A Meta-Analysis of Signaling in Multimedia Learning Environments. David Alpizar, Washington State University–Pullman; Oluola Olalekan Adesope, Washington State University; Latisha Sterndor, Washington State University

### 52.079. Tracked in or Tracked Out: How Students and Teachers Make Sense of Curricular Tracking. SIG-Tracking and Detracking; Paper Session

**Henry B. Gonzalez Convention Center, River Level, Room 6D; 8:15–9:45am**

**Chair:** Steven Druin, Stanislaus State University

**Participants:**
- Implications for Equity in Teachers' Enactment of a Secondary College Prep Program in Suburban Settings. Suzanne Van Steenbergen, University of California, San Diego
- School Discipline Policies and the Undermining of College Aspirations for Latino Male Students. Adrian H. Huerta, University of California, Los Angeles; Shannon M. Calderone, Washington State University–Pullman; Patricia M. McDonough, University of California, Los Angeles
- Tracking and Student Choice: The Perspective of Organizational Routines Theory. Talmor Rachel Farchi, Ben Gurion University of the Negev; Dorit Tubin, Ben-Gurion University of the Negev
- Crossing Tracks: How Students in Mainstream and Advanced-Track Classes Discuss Their Career Aspirations. Todd McCordle, University of Florida

**Discussant:** Hugh Mehan, University of California, San Diego

### 52.080. Literacy and Stories in Urban Settings. SIG-Urban Learning, Teaching, and Research; Paper Session

**Grand Hyatt San Antonio, Fourth Floor, Crockett C; 8:15–9:45am**

**Chair:** Theresa Y. Austin, University of Massachusetts–Amherst

**Participants:**
- Bridging the Information and Digital Literacy Divide: An I-LEARN Project With Urban Middle School Students. Mary Jean DeCarlo, Drexel University; Allen Grant, Drexel University; Vera J. Lee, Drexel University; M. Delia Neuman, Drexel University
- Dimensions of Learning: Building Trust Inside of Writing Conferences in an Urban English Classroom. Annmary Consalvo, The University of Texas at Tyler
- Impact of a Generative Literacy Professional Development Initiative in an Urban School District. Jenny Tutun, Hunter College–CUNY; Sherryl B. Graves, Hunter College School of Education
- Retelling Immigrant Stories: Asset-Based Pedagogy in a Second-Grade Classroom. Beverly (Lee) Milner Biskand, Queens College–CUNY; Sanghee Shin, Queens College–CUNY

**Discussant:** Sharon H. Ulanoff, California State University–Los Angeles

### 52.081. The Enhancement of Competence Development in Vocational Education and Training. SIG-Workplace Learning; Paper Session

**Henry B. Gonzalez Convention Center, Meeting Room Level, Room 213 B; 8:15–9:45am**

**Chair:** Petri J. Nokelainen, Tampere University of Technology

**Participants:**
- The Role of Economic Competencies of Swiss Trainees on the Threshold Between Work and University. Stephan Schumann, University of Konstanz; Michael Christoph Juettler, University of Konstanz; Andreas Juettler, University of Konstanz; Franz Eberle, University of Zurich
- Predictors of Interindividual Differences in Intra-Individual Developments of Economic-Civic Knowledge Across Vocational Education and Training. Fabio Sticca, University of Zurich; Silja Mentele, University of Zurich; Doreen Holtsch, University of Zurich; Franz Eberle, University of Zurich

**Discussant:**
52.082. Equalizing Opportunity in Academia: Demystifying Submission and Revision Processes for New Scholars and Novice Researchers. SIG-Writing and Literacies; Workshop

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 210
By: 8:15–9:45am

Chair: Margaret-Mary Sulentic Dowell, Louisiana State University–Baton Rouge; Jennifer R. Curry, Louisiana State University; Tynisha Meidl, Saint Norbert College; Leah Katherine Saal, Loyola University Maryland

Participants:
Creating Writing Goals: A Realistic Research Agenda for a RU/VH (Research Universities–very high research activity). Renee M. Casbergue, Louisiana State University–Baton Rouge

Co-Authoring and the Notion of Reverse Mentoring: Establishing a Writing Routine, Setting a Submission Schedule, and Effectively Utilizing Writing Groups. Tynisha Meidl, Saint Norbert College

Getting Mileage from your Research: Shared Interests and Collaboration. Leah Katherine Saal, Loyola University Maryland

Reconciliation Charts: A Tool for Revision. Margaret-Mary Sulentic Dowell, Louisiana State University–Baton Rouge

Avoiding the Blank Page: Starting from What You Know. Cynthia Fontcuberta DiCarlo, Louisiana State University

Division and SIG Roundtables

52.083. Roundtable Session 19; Roundtable Session

52.083-1. Affective Leadership in Schools. SIG-Leadership for School Improvement; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 8:15–9:45am

Chair: Catherine Ann O’Brien, Gallaudet University

Participants:
An Investigation on the Sustainability of Character Education Programs and the Impact of Principal Turnover. Rebecca Rocha, California State University–Fresno; Susan M. Tracz, California State University–Fresno; Jacques S. Benninga, California State University–Fresno; Christian Wanderle, California State University–Fresno

The Relationship Between Behavioral Integrity, Competence, Goodwill, Trustworthiness, and Motivating Language of a Principal. William Holmes, University of Wyoming; Michele A. Parker, University of North Carolina–Wilmington


52.083-2. Leadership for Educational Change. SIG-Educational Change; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 8:15–9:45am

Chair: Juana M. Sancho-Gil, Universitat de Barcelona

Participants:
A Comparative Review of School Leadership Reforms: Actor of Reform or Agent of Improvement? Beatriz Pont, OECD–Directorate for Education

Collective Leadership in Action: School Council Contributions to Student Success. Paulette Hanna, College of Alberta School Superintendents; Jim Brandon, University of Calgary; James K. Donlevy, University of Calgary

Fostering Research Engagement in School: Becoming Intentional With Networking. Frank Cornelissen, University of Amsterdam; Ros McLellan, University of Cambridge; Jan Schofield, University of Cambridge

Rebuilding a Secondary School: Perceptions and Experiences of Students Through the Change Process. Pamela Woolner, Newcastle University; Ulrike Thomas, Newcastle University

52.083-3. School Leadership Across Diverse Ruralities. SIG-Rural Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 8:15–9:45am

Chair: Ian Mette, University of Maine

Participants:

Political Activity as Moral Agency for Appalachian Superintendents: A Cross-Case Analysis. Charles L. Lowery, Ohio University–Athens; Chetanath Gautam, Delaware State University; Chance D. Mays, Mount Enterprise ISD; Michael Hess, Ohio University–Athens

Hispanic Female Superintendents Securing Positions at Small Rural School Districts: A Case Study Approach. Irma Castillo, The Science Academy of South Texas; Veronica L. Estrada, University of Texas Rio Grande Valley; Velma Menchaca, University of Texas Rio Grande Valley

Principal Self-Efficacy in the Bakken: Leading Social Justice in a Boom/Bust Environment. Teni Versland, Montana State University

To Spend or to Save Oil Wealth: A Paradox for Plenty for Rural Superintendents in Texas. Lynn Michelle Hemmer, Texas A&M University–Corpus Christi; Israel Aguilar, Texas A&M University Corpus Christi; Kathleen Gallagher Fleming, Texas A&M University–Corpus Christi

52.083-4. Achieving the Promise for Indigenous Peoples: Research and Praxis I. SIG-Indigenous Peoples of the Pacific; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 8:15–9:45am

Chair: Huia Tomlins Jahnke, Massey University

Participants:
Between Extinction and Hope: Indigenous Students Coming of Age in a Militarized Zone. Maung Nyeu, Harvard University

Child Poverty, Research, and the Role of the State on Aotearoa New Zealand. Frances White, Massey University; Ina Ti Wiata, Massey University

What Aboriginal and Torres Strait Islander Students in North Queensland Say About Effective Teaching Practices: Measuring Teacher and Understanding Pedagogical Cultural Competence. Brian Ellis Lewthwaite, James Cook University–Australia; Helen Joanna Boon, James Cook University–Australia; Tammi Webber, The Diocese of Catholic Education: Townsville; Gail Laffin, Catholic Education Office

Decolonizing the University of California, Los Angeles: Reconnecting to Indigenous Roots. Theresa Stewart-Ambo, University of California, Los Angeles

52.083-5. Frameworks and Assessments: Effects on the Social Studies. SIG-Social Studies Research; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 8:15–9:45am

Chair: Kevin W. Meeuwissen, University of Rochester

Participants:
Impact of edTPA on Elementary Social Studies Teacher Education: A National Survey. Sohyun An, Kenesaw State University

Secondary Social Studies Teachers’ Experiences Planning and Implementing Inquiry Using the College, Career, and Civic Life (C3) Inquiry Arc. Emma Sowards-Thacker, James Madison University; John K. Lee, North Carolina State University; Paul G. Fitchett, University of North Carolina–Charlotte; Wayne Journell, University of North Carolina–Greensboro

Using Discourses of a College, Career, and Civic Life (C3)–Based Inquiry to Examine Preservice Teachers’ Thinking About Teaching Social Studies. Michelle Bauml, Texas Christian University

A Multilevel Model to Identify Predictors of Students’ Achievement on the 2012 NAEP Economics. Tina Lane Haefner, University of North Carolina–Charlotte; Phillip J. VanFossen, Purdue University; Paul G. Fitchett, University of North Carolina–Charlotte

52.083-6. Moral Development and Educational Context. SIG-Moral Development and Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 8:15–9:45am

Chair: Zehavit Gross, Bar-Ilan University

Participants:
Costa Rican Youth’s Morality: Exploring the Influences of Context, Gender, and Secure Attachment in Prosociality. Natacha Monestel-Mora, The University of British Columbia

Promoting Moral Development Through Addressing the Ethics of Animal Experimentation in High School Biology Classes: An Exploratory Case Study in the Chinese Context. Yu Chen, Hong Kong Institute of Education; Winnie Wing-Mui So, The Hong Kong Institute of Education

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52.083-7. Social Justice in Arts Education. SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15–9:45am
Chair: Andrea Kantrowitz, SUNY–College at New Paltz
Participants:
Bringing a Critical Multiculturalist Perspective to the Art History Classroom. Kristy Master, The University of Texas at San Antonio
Knowledge in Action: Fostering the Social Imagination Through Poetic Inquiry in Teacher Education. Amanda Nicole Gulla, Lehman College–CUNY
Reconsidering the History of Art Education: Making the Influence of Jane Addams and Hull-House Visible. Melanie L. Buffington, Virginia Commonwealth University; Courtnie N. Wolfgang, Virginia Commonwealth University; Pamela G. Taylor, Virginia Commonwealth University
Enriching and Sustaining Inclusive Learning Spaces Through Visual Storying as Projects in Humanization. Madith Barton, The Ohio State University–Columbus

52.083-8. Finding Answers: Using NAEP Data to Guide Research. SIG-NAEP Studies; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15–9:45am
Chair: Kimberly Howard Robinson, W.K. Kellogg Foundation
Participants:
Evaluating the Relationship Between Teacher Professional Development and Student Achievement on NAEP Civics. Joshua Littenberg-Tobias, The New Teacher Project
The Impact of Professional Development Involving Technology on Reading Achievement. Dawn-Marie Sealy, St. John’s University; Marcella Mandracchia, St. John’s University

52.083-9. Error Culture and Corporate Climate: Dealing With Errors and Near Misses at Work. Division I–Education in the Professions; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15–9:45am
Chairs: Christian Harteis, Paderborn University; Bridget N. O’Connor, New York University
Participants:
Learning From and Emotional States in Error Situations in the Workplace: An Expanded Replication Study. Andreas Rausch, University of Mannheim
“Sense of Failure”: Negative Knowledge, Fear of Failure, and Responsibility in Entrepreneurship. Fritz K. Oer, University of Pilsen
The Learning Potential of Near Misses: The Case of a Chemical Company. Juergen Seifried, University of Mannheim
On the Importance of Error and Learning Culture for the Digitalization of Industry. Christoph Fischer, University of Paderborn; Christian Harteis, Paderborn University

52.083-10. From Challenges to Opportunities: Pedagogical Principles for the Next Generation of Educating Professionals. Division I–Education in the Professions; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15–9:45am
Chairs: Patricia S. Tute, The George Washington University; Lynn Curry, Curry Corporation
Participants:
Pedagogical Principles for the Professions: Promoting a Self-Regulatory Approach. Carol Evans, University of Southampton
Getting It Right From the Beginning: Locating a Praxis-Based Pedagogy for Educating the Professional Novice. Dorothy H. Evesen, The Pennsylvania State University
Evolving Expectations of Professional Practice: Contributions of Conceptual Frameworks and Best Practices From Learning Theories. Ilene B. Harris, University of Illinois at Chicago
Public Trust and Service: Honoring the Heart of Professional Education. Kathleen M. Quinlan, University of Kent

52.083-11. Roundtable Session: Opportunities and Access. Division I–Education in the Professions; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15–9:45am
Chair: Michael Soh, University of California, Los Angeles
Participants:
Advancing Underrepresented Students’ STEM Career Pathways Within Diverse Institutional Contexts. Felisha Herrera, San Diego State University; Gabriela Kovats Sanchez, San Diego State University; Melissa Arabel Navarro, San Diego State University; Anthony Villarreal, San Diego State University
Diversification of Career Pathways in Engineering: The Impact of a Historically Black College/University Faculty and Student Seminar. Jared Christian Avery, Association of Public and Land-Grant Universities; Robison D. Bartee, Association of Public and Land-Grant Universities
Race Matters: Occupational Therapy as a Career Choice for High School Students of Color. Kirsten Wilbur, University of Puget Sound

52.083-12. Policy and Innovation: Multiple Perspectives on Technology Integration. SIG-Technology as an Agent of Change in Teaching and Learning; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15–9:45am
Participants:
Leading the Pack: Developing a Conceptual Model for Acceptable Use Policies. Jayson W. Richardson, San Diego State University; Nick Johnson Sauers, Georgia State University
Success Stories: A Case Study in Administrator and Teacher Collective Sensemaking Around 1:1 Computer Technology. Stacy Gherardi, New Mexico State University
The Roles of Technology in Teaching and Learning in the Global Read-Aloud. Jeffrey Paul Carpenter, Elon University; Julie Ellison Justice, Elon University
When You Use It, Do You Learn? Student Perceptions on Technology to Support Learning. Kate Spence-Ado, Fairleigh Dickinson University
Technology Awareness, Access, and Training: Connecting Schools, Community, Parents, and Students. Tina N. Hohlfeld, University of South Florida; Albert Dieter Ritzhaupt, University of Florida; Kara M. Dawson, University of Florida; Matthew Wilson, University of Florida

52.083-13. Designing Digital Learning Environments. SIG-Technology, Instruction, Cognition & Learning; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15–9:45am
Chair: Julia Hogge, The Ohio State University–Marion
Participants:
Creating Effective Digital Learning Environments: Using Evidence-Centered Design and Stealth Assessments. Elizabeth M. McCarthy, WestEd
Designing for Incidental Learning: Spatial Contiguity in a Multimedia Environment. Seungsoo Paek, University of Hawaii–Mānoa; Daniel L. Hoffman, Kamehameha Schools; Antonios Saravacos, University of Oxford
Instructor Presence in Mathematics Instructional Videos: Effects on Learning, Visual Attention, and Perceptions. Jiahui Wang, University of Hawaii; Pasha Antonenko, University of Florida; Yerika Jimenez, University of Florida
Sensemaking Around 1:1 Computer Technology. Jiahui Wang, University of Hawaii; Lin Lin, University of North Texas; Chris William Bigenho, Greenhill School
Effect of Chats on High School Students’ Comprehension and Memory. Julie Ellison Justice, Elon University; Jeffrey Paul Carpenter, Elon University

52.083-14. Career and Technical Education SIG Roundtable Session 2. SIG-Career and Technical Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15–9:45am
Chair: Matthew Kenneth Spindler, Virginia Polytechnic Institute and State University
Participants:
Improving Student Achievement Through Professional Cultures of Teaching. Ingeborg Plackle, Vrije Universiteit Brussel; Wolfgang Jacquet, Vrije Universiteit Brussel; Karen Koning; Arno Libotton, Vrije Universiteit Brussel; D. Bartee, Association of Public and Land-Grant Universities
Race Matters: Occupational Therapy as a Career Choice for High School Students of Color. Kirsten Wilbur, University of Puget Sound
52.083-15. Dis/Ability Identities. SIG-Disability Studies in Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15–9:45am
Chair: Jamie Buffington-Adams, Indiana University–East
Participants:
- Trumbling the "Troubled Girl" Narrative: Identity Formation, Ableism, and the Hidden Curriculum. Mikela Bjork, City University of New York; Kylah Torre, City University of New York
- Navigating Identity: A Critical Literature Review on Young Children's Conceptualizations of Race and Dis/ability. Margaret R. Beneke, The University of Kansas
- Application of Models of Disability Identity Development to Creating a New Measure: Preliminary Findings. Anjali J. Forber-Pratt, Vanderbilt University–Peabody College; Dominique A. Lyew, Vanderbilt University–Peabody College; Leah B. Samples, Vanderbilt University–Peabody College; Carlyn Mueller, University of Washington
- Teacher Identity in Inclusive Teacher Preparation: A Literature Review. Francesca Ciottoli, Montclair State University

52.083-16. Parents’ Perspectives Around Early Childhood Family Education and Special Education Programs. SIG-Family, School, Community Partnerships; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15–9:45am
Chair: Christy Tirrell-Corbin, University of Maryland–College Park
Participants:
- Creating Caregiver Connections: Perceptions and Impact of an Early Childhood Family Engagement Program. Jaesook L. Gilbert, Northern Kentucky University; Helene Harte, University of Cincinnati
- Families’ Perspectives on Promoting Foundations of Self-Determination Skills for Taiwanese Young Children With Special Needs. Su-Yin Chu, National Tsing Hua University

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15–9:45am
Chair: Antonia Rebecca Isa Lahera, California State University–Dominquez Hills
Participants:
- Developing Nontraditional Authentic Social Justice Secondary Principals to Lead Underserved Student Populations. Heather M. McMahan, Camino Nuevo Charter Academy; Joe Navarro, Social Justice Humanitas Academy; Cynthia Gonzales
- Developing Social Justice–Oriented Principals and Assistant Principals. Chris Carr, Alliance Simon Technology College Ready Academy; Melissa Mendoza, Camino Nuevo Sandra Cisneros Academy; Doron Zinger, University of California, Irvine
- Secondary Teacher Leaders and High-Needs Schools Within a STEM Context. Kamal Hamdan, California State University–Dominquez Hills; Cecilia Dueñas, California State University–Dominquez Hills; Laura Avendano, California State University, Dominquez Hills
- Developing Special Education Urban Teacher Leaders Within a Social Justice Context. Mary C. Esposto, California State University–Dominquez Hills; Deborah Ward, California State University–Dominquez Hills; Kekai Bryant, California State University, Dominquez Hills

52.083-18. Social Inequality in Access to and Success in College. SIG-Sociology of Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15–9:45am
Chair: Sean P. Kelly, University of Pittsburgh
Participants:
- The Effects of Segregation on the Performance of Black and Latino Students at Selective Universities. Andrew D. Hoyt, University of Notre Dame
- What Do Community Colleges Have to Do With Underprivileged Students’ STEM Participation? Marta Cecilia Bottia, University of North Carolina–Charlotte; Roslyn Arlin Mickelson, University of North Carolina–Charlotte; Elizabeth Stearns, University of North Carolina–Charlotte; Cayce Jamal, University of North Carolina–Charlotte; Stephanie Moller, University of North Carolina–Charlotte
- Getting Into University From Poor Rural and Ethnic-Minority Regions of China. Gerard Postiglione, The University of Hong Kong; Li-Fang Zhang, University of Hong Kong; Ailei Xie, The University of Hong Kong; Yanbi Hong, Southeast University; Xiaoliang Li, The University of Hong Kong; Zhiyong Zhu, Beijing Normal University

52.083-19. Advances in Differential Item Functioning Research. Division D–Measurement and Research Methodology; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15–9:45am
Chair: Dubravka Svetina, Indiana University–Bloomington
Participants:
- A Comparison of Three Nonparametric Methods for Detecting Differential Item Functioning in Multidimensional Items. Elizabeth Adele Patton, University of North Carolina–Greensboro
- Assessing Differential Item Functioning on the Test of Relational Reasoning. Denis Dumas, Howard University
- Detecting Differential Options Functioning Using Multinomial Logistic Regression in SPSS. Minglong Park, The University of British Columbia; Amery Dai Ling Wu, University of British Columbia
- Item Response Theory Observed Score Equating Performance in the Presence of Differential Item Parameter Drift. Brooke Milstead, Buros Center For Testing

52.084. Roundtable Session 20; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Margret A. Hjalmarson, National Science Foundation
Participants:
- Evaluating Quality of Early Math Interactions. Bilge Cercaci, Erikson Institute; Erin E. Reid, Erikson Institute
- A Meta-Analysis: The Effects of Writing Interventions on Students’ Mathematics Success. Ali Bicer, Texas A&M University–College Station; Burhan Ozfidan, Texas A&M University–College Station; Mary Margaret Capraro, Texas A&M University; Robert M. Capraro, Texas A&M University; Sandra B. Nite, Texas A&M University–College Station
- Integrating Students’ Experiences: Measuring Instructional Quality in Calculus 1 Lessons. Dae S. Hong, University of Iowa; Kyung Mi Choi, University of Iowa; Jiyoung Hwang, University of Iowa; Cristina Runnalls, The University of Iowa
- Strengthening Precalculus Skills in a Summer Program for Engineering Students. Sandra B. Nite, Texas A&M University–College Station; G’ Donald Allen, Texas A&M University–College Station; Ali Bicer, Texas A&M University–College Station; Robert M. Capraro, Texas A&M University
- The Influence of Mathematical Language on the Effectiveness of Self-Explanation Prompts. Kelly McGinn, Temple University; Julie L. Booth, Temple University
52.084-2. Qualitative Approaches to Studying Learning Environments. SIG-Learning Environments; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Catherine Shelley Martin-Dunlop, Morgan State University
Participants:
Effects of Synchronous Hybrid Solutions for Student Research Groups.
Amy T. Peterson, Michigan State University; William Cain, Michigan State University; John E. Bell, Michigan State University
Environmental Perceptions of Gifted Secondary School Students Engaged in Enrichment. Carla Brigandi, West Virginia University; Jennie Weiner, University of Connecticut; Del Sigele, University of Connecticut; Elizabeth Jean Gubbins, University of Connecticut; Catherine A. Little, University of Connecticut
Task Perception Taking Place: Comparing Student Welfare Officers in Differing School Environments Using Spatial Perspectives. Jan Grannas, University of Gävle; Anneli Frelin, University of Gävle

52.084-3. Problematizing Teacher Education Practices Through Self-Study. SIG-Self-Study of Teacher Education Practices; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Brandon M. Butler, Old Dominion University
Participants:
Part-Time University Teaching in Ontario: A Self-Study. Georgann Ellen Cope Watson, Thompson Rivers University
Teacher Educators’ Experiences of Accessing and Responding to Students’ Engagement With Pedagogies of Teacher Education. Tom Fletcher, Brock University; Deirdre Ni Chroinin, Mary Immaculate College; Mary O’Sullivan, University of Limerick

52.084-4. Reimagining Social Science Learning. Division C–Learning and Instructions; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Sonya Sharififard, Pepperdine University
Participants:
How Much Politics Is There? Students’ Understandings of the Role of Values in Political Science. Linda Ekstrom, Luleå University of Technology; Cecilia H. Lundholm, Stockholm University
Process and Product: Examination of a Student's Historical Thinking While Writing and Thinking Aloud in History. Michael J. Bolz, University of Illinois at Chicago
Promoting Second-Order Historical Domain Knowledge Through Professional Development That Features Recursive, Lesson Study–Type Collaboration. Cory Callahan, The University of Alabama
Reimagining World History: Analyzing College Learners’ Conceptual Understanding of World History. Carol A. Wong, University of Delaware; Hannah Kim, University of Delaware; Barry Alan Joyce, University of Delaware

52.084-5. Biography as Educational History. Division F–History and Historiography; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Emily Jean Moran, Wilkes University
Participants:
The Modern School of Francisco Ferrer i Guàrdia (1859–1909), an Experience Reference for Equal Educational Opportunity. Oriol Rios, Universitat Rovira i Virgili; Carme Garcia Yeste, Universitat Rovira i Virgili; Maria Padró Caxart, Universitat de Barcelona
Into the Void: Deconstructing John Dewey’s Whiteness. Pete Newlove, University of Colorado—Denver; Cheryl E. Mattis, University of Colorado—Denver
Oliver Cromwell Carmichael: A Casualty of Neutrality. Sarah Elizabeth Weaver, The University of Alabama

52.084-6. Knowledge and Knowing in Education. SIG-Philosophical Studies in Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Sheron Andrea Fraser-Burgess, Ball State University
Participants:
The Personal Benefits of Moral Action in Plato’s Republic and Meno. Arick Arve Segen, Ben Gurion University of the Negev; Kaye Academic College of Education
Getting to Open-Mindedness: The Rational Subject and Barriers of Bias to Social Action. Sheron Andrea Fraser-Burgess, Ball State University
Institutional Vice: An Exploration of Collective Epistemology. Jeffery M. Frank, St. Lawrence University
Toward an Educational Leadership of Critique. Yusef Waghid, University of Stellenbosch; Nanaa Davids, Stellenbosch University

52.084-7. Putting the Work to Work: Getting Smart, Messy, and Lost With the Work of Patti Lather. SIG-Qualitative Research; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Patti A. Lather, The Ohio State University
Participants:
Tracing, Tracking, and Troubling Readings of Lather. Lucy E. Bailey, Oklahoma State University
Productive Disorientations. Sara M. Childers, Independent Scholar
What Does Data Matter? Putting the Work to Work in Policy Futurities. Wanda Pillow, University of Utah
Power of the Preposition: Researching With/for/About Young Women of Color. Lisa Weens, Miami University
Discussant: Patti A. Lather, The Ohio State University

52.084-8. The Use of Mixed-Methods Research in Different Disciplinary and Methodological Contexts. SIG-Mixed Methods Research; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Gene W. Glocenknecht, Colorado State University
Participants:
Mapping Multimethod and Mixed-Methods Research Designs in Education and Learning: A Social Network Analysis. Dominik Emanuel Frewelhik, University of Vienna
Research Paradigm Trends and Mixed Methods Design Transparency in a Top Science Education Journal. Ana Margarita Rivero Arias, University of Nebraska–Lincoln
Approximating Psychometric Methods for Small Sample Sizes: Decision Accuracy as Grounded Theory and Discerning Triangulation. Amy R. Semerjian, Boston College
Developing Measures of Abstract Constructs Using a Mixed Methods Approach: Introducing an Analytic Framework. Shannon Lyn David, North Dakota State University; John H. Hitchcock, Indiana University–Bloomington; Anthony J. Omeuagbuezie, Sam Houston State University

52.084-9. Early Childhood Teachers: Leadership, Collaboration, and Self-Efficacy. SIG-Early Education and Child Development; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Marie L. Masterton, McCormick Center for Early Childhood Leadership
Participants:
Examining Instructional Leadership Development in Cross-Sector Preschool Contexts. Heather L. Horseby, University of Illinois at Chicago; Karen Fong, University of Illinois at Chicago; Jaime Madison Vasquez, University of Illinois at Chicago; William Teale, University of Illinois at Chicago; Xue Jiang, University of Illinois at Chicago
Walking in Two Worlds: The Power of Translation in One Collaborative Effort. Lucinda G. Heimer, University of Connecticut; Elizabeth A. Stigsby, University of Wisconsin–Whitewater; Thelma Nanyonobe, Lac Courte Oreilles Ojibwe Community College; Dianne Sullivan
Early Educators as Entrepreneurial Leaders: Transforming Leadership in Early Childhood Education. Anne Douglas, University of Massachusetts–Boston
No Play Zone: Observing Pre-Kindergartners and Their Teachers in a Metropolitan School District. Beverly L. Alford, University of Houston–Downtown; Kayla Brazel Rollins, Texas A&M University; Yolanda N. Padron, Texas A&M University; Hersh C. Wazman, Texas A&M University

Educators’ Self-Efficacy Beliefs: A Scale Regarding Subjective Competencies in Assessment and Promotion of School-Relevant Skills. Lea Hoelge, German Institute for International Educational Research; Jan-Henning Ehm, German Institute for International Educational Research; Ulrike Hartmann, University of Wuppertal

52.084-10. Vocabulary Learning and Language Environment in Early Childhood Classrooms. SIG-Early Education and Child Development; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Julie Dwyer, Boston University

Participants:
Associations Between the Head Start Classroom Language Context and Dual Language Learners’ Vocabulary Development. Elisa B. Garcia, Stanford University

Investigating the Language Environment in Preschool Settings: Do Different Activity Settings Offer Different Language Opportunities? Julie Dwyer, Boston University; Sarah Yeates Arnold, Boston University

Photovoice in Focus: Preschoolers With (dis)Abilities as Co-Researchers. Allison Lester, University of Cincinnati

Rainbow Sight Word Program Intervention: Increasing Grade 1 Students’ Fountas & Pinnell Reading Benchmark Levels. April Umile, Anne Arundel County Public Schools; Mark J. Fenster, Notre Dame of Maryland University

The Quality of the Preschool Language Environment in Different Types of Settings. Julie Dwyer, Boston University; Sarah Yeates Arnold, Boston University; Alessandra Ward-Goldberg, Boston University

52.084-11. Students’ Perceptions, Outcomes, Online Engagement, and Satisfaction. SIG-Online Teaching and Learning; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am

Participants:
What Do They Really Like? A Retrospective Study of Students’ Perceptions of Their Online Coursework. Jesus Trespalacios, Boise State University; Patrick R. Lownenthal, Boise State University

Investigating the Relationship Between Students’ Online Engagement and Their Online Course Outcomes. Peggy Clements, American Institutes for Research; Heather Lavigne, Education Development Center, Inc.; Angela Pazzaglia, Education Development Center, Inc.; Erin Stafford, Education Development Center, Inc.

The Effects of Student-Centered Learning Constructs on Satisfaction in Online Courses. Hunter Snow, Lamar State College–Orange; Kaye Shelton, Lamar University

Undistancing the Distant Learner: What Activities Promote Online Student Engagement? Michael Lindlsey Hoover, McGill University; Egan Valentine, Universite du Quebec a Trois Rivières

52.084-12. Online Learning Design and Assessment. SIG-Instructional Technology; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Cristina Diordieva, Texas Tech University

Participants:
A Collaborative Intervention Integrating Biology and Physics in Radiation Oncology: A Design-Based Research Case Study. Monica W. Tracey, Wayne State University; Sara Elizabeth Kacin, Wayne State University; Alisa Hutchinson, Wayne State University

Ensuring Quality Online Education: Analysis of 90 Online Course Designs. Sungwon Shin, Texas Tech University; Jongjul Cheon, Texas Tech University


Systematic Review of Two Decades (1995 to 2014) of Research on Synchronous Online Learning. Florence Martin, Univ of North Carolina Charlotte; Lynn A. Ahlgren-Delzell, University of North Carolina–Charlotte; Kiran Buhmra, University of North Carolina–Charlotte

The Six Key Elements of an Active and Thriving Community of Practice. Torrey Trust, University of Massachusetts–Amherst; Brian Horrocks, University of Massachusetts–Amherst

52.084-13. Lesson Learned From the Formal and Informal Use of Technology and Media. SIG-Computer and Internet Application in Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Virginia Byrne, University of Maryland–College Park

Participants:
The Cyberbullying and Cyber-Victimization Experiences of Young Online Gamers. Shu Ching Yang, National Sun Yat-Sen University; Lu-Sheng Hsieh, National Sun Yat-sen University; Chiao Ling Huang, Institute of Education–National Sun Yat-sen University; Heng Jeng, Indiana University

Why Interactive Whiteboards (IWBS) Are Still Not Used as Transformative Tools: Comparing Their Use over a Decade. Ibrahim Latheef, Monash University

Strategic Knowledge, Cognitive Apprenticeship, and Computer Science Teacher Education. Ching-Fu Lan, Teachers College, Columbia University; Hui Sso Chae, Teachers College, Columbia University; Gary J. Natriello, Teachers College, Columbia University

52.084-14. Conversations in School Finance. SIG-Fiscal Issues, Policy and Education Finance; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Brooks David Knight, Knight Publications

Participants:
Intraprovince Equity of School Resources Distribution in China: A View From Western China 2008–2013. Ling Li, University of Toronto; Yisu Zhou, University of Macau; Wei Li, University of Missouri–Columbia; You You, Peking University


52.084-15. Educating and Empowering Black Males: Insights From Research. SIG-Research Focus on Black Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Christopher S. Travers, The Ohio State University–Columbus

Participants:
Fostering Spaces for Empowering Black Male Youth. Kmt G. Shockley, Howard University; Rona M. Frederick, The Catholic University of America

Marked Men: African American Men Overcoming Comparative Racialized Marking in Their Undergraduate Experience at a Historically White Institution. Ray Black, Colorado State University–Fort Collins

Schools, Prisons, and the Dignity of Black Boys: Disrupting the Statistical Discourse of Black Male Dysfunction. Decoteau J. Ibry, University of Illinois at Chicago

52.084-16. Latino Parents and Funds of Knowledge. SIG-Hispanic Research Issues; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Santos Gutierrez, The University of Texas at San Antonio

Participants:
Latino/o Parents Communicating “Funds of Knowledge.” Maria de Jesus Cisneros, California State University–Northridge; Karen Alvarez, California State University–Northridge; Griselda Martinez, California State University–Northridge; Gabriela Chavira, California State University–Northridge

Mobilization of Funds of Knowledge in Latino/o Families: A Systems Analysis of Involvement. Molly Sarubbi, The University of Denver; Judy Marquez Kiyama, University of Denver; Janette Mariscal, The University of Arizona; Victoria Navarro Benavides, The University of Arizona

A Father’s Connection Beyond Responsibilities: Findings From a Qualitative Study on Latino Fathers. Cindy Ola, University of Washington–Seattle; Holly Schindler, University of Washington–Seattle
Parents’ Perceptions on Raising Bilingual Children Through Effective Home-School Collaborations. Gina Garza-Reyna, Texas A&M University–Kingsville; Gisela Ramos, Texas A&M University–Kingsville; Hortencia Morales, Texas A&M University–Kingsville; Esmeralda Ramirez, Excellence Leadership Academy; Berenice Trevino, Mercedes ISD
Pedagogy of the Puppet: Ensuring Equal Educational Opportunities for Latino Family Engagement. Margarita Machado-casas, Wayne State University; Katherine Espinoza, The University of Texas

52.084-17. Exploring Educational Issues in an International Context. SIG-International Studies; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 3; 8:15–9:45am
Chair: Elena Aydarova, Arizona State University
Participants:
Meeting the Needs of At-Risk Ethnic-Minority Students in China: Beliefs and Practices of Effective Teachers. Leslie W. Grant, College of William and Mary; James H. Stronge, College of William and Mary; Yaling Sun, Yunnan Normal University; Xiansuan Xu, Stronge & Associates Educational Consulting, LLC; Zheng Fang, South China Normal University
What’s Hiding Beneath International Estimates? Thomas D. Snyder, National Center for Education Statistics; Rachel Dinkes, American Institutes for Research
Migrants’ Career Prospects, Progression, and Employment: A Case Study From England and Finland. Johanna Lahja Lasonen, University of South Florida; Andrea Laczik, University of Oxford

52.084-18. International Global Perspectives. SIG-International Studies; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 3; 8:15–9:45am
Chair: Victoria Showunmi, UCL Institute of Education,London
Participants:
Higher Education Professors’ Perspectives on Their Use of Universal Design for Learning. Kathleen Abou-Rjaily, Northern Arizona University; Marta Sandoval, Universidad Autonoma de Madrid; Cecilia Simon; Alma Montemayor Sandigo, Northern Arizona University; Susan Stoddard, Northern Arizona University; Patricia J. Peterson, Northern Arizona University; Sherry Marked, Northern Arizona University; Gregory Prater, Northern Arizona University; Willard Sakiestewa Gilbert, Northern Arizona University
Incongruence Between Native and Test Administration Languages: Toward Equal Opportunity in International Literacy Assessment. Patriann Smith, Texas Tech University; Jaeooln Lee, Texas Tech University; Rong Chang, Texas Tech University; Alex Kumi-Yeboah, University at Albany–SUNY Social Capital Mapping in the Rwenzori Region of Western Uganda. Wendy M. Green, Cleveland State University; Richard Muhindo, Makerere University; Sason Jong, University of San Francisco

AERA Related Activities

53.010. AERA Online Annual Meeting Management System (All Academic), Demonstration and Training for Program Chairs: Open Session 3. AERA Related Activities; Workshop
San Antonio Marriott Rivercenter, Third Floor, Conference Room 16; 10:35am–12:05pm
Chair: Rick Peacock, All Academic, Inc.

Presidential Sessions

53.011. Toward Democratic Possibilities: Another Kind of Public Education Revisited. AERA Presidential Session; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, 301 A&B; 10:35am–12:05pm
Chair: Vivian L. Gaddis, University of Pennsylvania
Speaker: Patricia Hill Collins, University of Maryland–College Park
Discussants: Joseph R. Cimpian, New York University; Kimberly A. Scott, Arizona State University; Anthony L. Brown, The University of Texas at Austin

53.012. Telling Perspectives on the Struggles and Hopes for Public Education. AERA Presidential Session; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, 304 A&B; 10:35am–12:05pm
Chairs: Deborah Loewenberg Ball, University of Michigan–Ann Arbor; Carla D. O’Connor, University of Michigan; Suzanne M. Wilson, University of Connecticut
Participants: Marybeth Gasman, University of Pennsylvania; James G. Ladwig, The University of Newcastle; Patricia Baquedano-Lopez, University of California, Berkeley
Discussant: Carl Cohn, California Collaborative for Educational Excellence

53.013. A Visiting Appointment at the National Science Foundation: Enhancing Your Career and the Field as a Rotator. AERA Sessions; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, Room 302 C; 10:35am–12:05pm
Chair: Evan Heit, National Science Foundation
Participants: Amy L. Baylor, National Science Foundation; Margret A. Hjalmarson, National Science Foundation; Joan M.T. Walker, National Science Foundation; Sharon J. Lynch, The George Washington University; Ann E. Austin, Michigan State University

53.014. Data Sharing and Research Transparency at the Stage of Journal Publishing. AERA Sessions; Invited Speaker Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 220–Cantilever; 10:35am–12:05pm
Chair: Felice J. Levine, American Educational Research Association
Participants: Victoria Stodden, University of Illinois at Urbana–Champaign; Mark Berends, University of Notre Dame; Arthur (Skip) Lupia, University of Michigan; Carolyn D. Herrington, Florida State University; Margaret Levenstein, Inter-university Consortium for Political and Social Research (ICPSR)

53.015. Promoting the Educational Success of Children and Youth Learning English: Promising Futures—An Academies Report. AERA Sessions; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, 303 C; 10:35am–12:05pm
Chair: Kris D. Gutierrez, University of California, Berkeley
Committee Members: Ruby Takanishi (Chair), New America; Alfredo J. Artiles, Arizona State University; Diane L. August, American Institutes for Research; Harriet D. Romo, The University of Texas at San Antonio
Discussants: P. David Pearson, University of California, Berkeley; Rebecca M. Callahan, The University of Texas at Austin

SUNDAY, APRIL 30 • 10:35 AM
53.016. Research, Statistics, and Data: The Vital Role of the Institute of Education Sciences in Retrospect and Prospect. AERA Sessions; Invited Speaker Session

Henry B. Gonzalez Convention Center, Ballroom Level, Room 302
A&B; 10:35am–12:05pm
Chair: Kent McGuire, Southern Education Foundation, Inc.
Presenters: Thomas Brock, The National Center for Education Research (NCER); Peggy G. Carr, National Center for Education Statistics/Institute of Education Sciences
Discussants: Larry V. Hedges, Northwestern University; Susanna Loeb, Stanford University; Michael S. McPherson, The Spencer Foundation

53.017. School and Classroom Climate: Research on Programs Promoting Social Harmony and Violence Prevention in Latin American Schools. AERA Sessions; Invited Speaker Session

Henry B. Gonzalez Convention Center, Ballroom Level, Room 304 C; 10:35am–12:05pm
Chair: Verónica Villarán, Group for the Analysis of Development (GRADE), Peru
Participants:
Classrooms in Peace Within Violent Contexts: Field Evaluation of Aulas en Paz en Colombia. Ana María Velázquez, Universidad de los Andes
Adult School Support and Disruptive Climate in Students’ Aggressive Behavior at Urban At-Risk Schools. Rafael Alberto Miranda Ayala, Universidad Continental del Perú
School Climate in Brazilian Schools. Leila Maria Ferreira Salles, Universidade Estadual Paulista; Joyce Mary Adam, Universidade Estadual Paulista
Discussant: Inés Kudo Tovar, World Bank

53.018. State of the Education Beat. AERA Sessions; Invited Speaker Session

Henry B. Gonzalez Convention Center, Ballroom Level, 303 A&B; 10:35am–12:05pm
Chair: Jeffrey R. Henig, Teachers College, Columbia University
Participants: Caroline Hendrie, Education Writers Association; R. Holly Yettick, Editorial Projects in Education, Inc.
Discussants: Robert Moore, El Paso Times; Alia Malik, San Antonio Express-News

53.019. Meet Journal Editors: Journal Talks 5. AERA Sessions; Invited Roundtable

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 3; 10:35am–12:05pm
Participants:
1. Contemporary Issues in Early Childhood. Nicola J. Yelland, Victoria University–Australia; Sue Greishaber, Monash University
3. Journal of Formative Design in Learning. Robert F. Kenny, Florida Gulf Coast University; Glenda A. Gunter, University of Central Florida
4. Social Studies Research and Practice. Cynthia S. Sunal, The University of Alabama
5. European Journal of Teacher Education. Maria A. Flores, Minho University, Portugal
8. Technology, Knowledge and Learning. Dirk Jentzsch, University of Mannheim
9. Curriculum Inquiry. Rubén Gaztambide-Fernández, University of Toronto–OISE; Neil Ramjawan, University of Toronto; Christie Guthrie, University of Toronto; Alexandra Arúa Matute, University of Toronto–OISE
11. Journal of Transformative Education. Tracy Kachur, North Carolina State University; Chad Hoggan, North Carolina State University
12. Education Law and Policy Briefs Journal. Beverly J. Irby, Texas A&M University–College Station; Mario Torres, Texas A&M University–College Station; Nahed Abdelrahman, Texas A&M University
13. Linguistics and Education. Ann Conrey, Elsevier Ltd; David Patrick Poveda, Universidad Autónoma de Madrid

53.020. Division I Fireside Chat: Advancing Diversity Scholarship in Professional Education. Graduate Student Council; Invited Speaker Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 213 B; 10:35am–12:05pm
Chairs: Sarah B. McBrien, Univ. of Nebraska Medical Center & Univ. of Nebraska-Lincoln; Christina S. Morrow, New York University
Participants: Hugh A. Stoddard, Emory University; Eugene L. Anderson, Association of Public and Land-Grant Universities; Ilene B. Harris, University of Illinois at Chicago

53.021. Division K Fireside Chat. Navigating the Terrain of Teacher Education: Multiple Trajectories for Prospective Teacher Educators. Graduate Student Council; Invited Speaker Session

Grand Hyatt San Antonio, Second Floor, Bowie B; 10:35am–12:05pm
Chairs: Maria Ferris Greene Wallace, Louisiana State University; Josephine Pham, University of California, Los Angeles
Participants: Kenneth M. Zeichner, University of Washington; Linda Darling-Hammond, Stanford University; A. Lin Goodwin, Teachers College, Columbia University; Patricia Sanchez, The University of Texas at San Antonio

Division Sessions

53.022. Immigrant, Refugee, and Latina/o Populations: Lessons for School Leaders. Division A–Administration; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 A; 10:35am–12:05pm
Chair: Catherine Ann O’Brien, Gallaudet University
Participants:
Educational Equity for Refugee Populations: A Review of Literature. Martin Scanlan, Boston College; Francesca Lopez, The University of Arizona; Rebecca Jane Lowenhaupt, Boston College
Enhancing Educational Opportunity for Disconnected and Immigrant Youth. Colleen L. Larson, New York University; Noel S. Anderson, New York University; Chandler Patton Miranda, New York University
Educational Opportunities for Immigrant Youth: An Ethnographic Case Study of an International High School. Chandler Patton Miranda, New York University
Discussant: Charol Shakeha, Virginia Commonwealth University

53.023. Using Organization Theory to Improve Schools. Division A–Administration; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 216 B; 10:35am–12:05pm
Chair: David H. Eddy Spicer, University of Virginia
Participants:
The Function of Gaps Between Declarations and Actions in Schools. Hilla Tal, Ben Gurion University of the Negev
How Do Schools Learn as Organizations? Understanding of Growth Mindset During a School Improvement Initiative. Elia Joshi, Vanderbilt University; Susan Kemper Patrick, Vanderbilt University–Peabody College
Black Feminist Epistemology and Organizational Theory: Lessons for White People Leading to Eliminate Inequities. Colleen A. Capper, University of Wisconsin–Madison; Heather L. Roth, University of Wisconsin–Madison
Leadership and Teamwork: The Organizational Routines Perspective. Talmor Rachel Farchi, Ben Gurion University of the Negev; Dorit Tuvia, Ben-Gurion University of the Negev
Discussant: Christopher R. James, University of Bath

53.024. Action in the Era of Global Warming: Changing Climate Change Education. Division B–Curriculum Studies; Invited Speaker Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 C; 10:35am–12:05pm
53.025. Pedagogical Research Lines at the Universidad Nacional Autónoma de México (UNAM): Toward a Dialogic Encounter With UNAM Researchers. Division B–Curriculum Studies; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214
B; 10:35am–12:05pm
Chair: Zarély Sánchez Vásquez, La Universidad Nacional Autónoma de México–Facultad de Estudios Superiores (FES)

Participants:

- Pedagogy of Liberation, Research, and Curriculum at the Universidad Nacional Autónoma de México Within the Mexican Neoliberal System. Lucero Argot, La Universidad Nacional Autónoma de México–Facultad de Estudios Superiores
- Ideals and Conceptions of the Founders of Professional Studies in Pedagogy at the Universidad Nacional Autónoma de México. Zazira Navarrete Cazales, La Universidad Nacional Autónoma de México
- Decolonizing Pedagogies From an Alternative Curriculum: An Educational Look From an Intercultural Perspective. Mícela González Delgado, La Universidad Autónoma de México–Facultad de Estudios Superiores (FES) Acatlán

Discussants:

- Nathalia E. Jaramillo, Kennesaw State University
- Miryam Espinosa-Dulanto, University of Texas at Rio Grande Valley

53.026. Broadening Opportunities for Classroom Learning With Dialogic Pedagogies. Division C–Learning and Instructions; Structured Poster Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 221 C; 10:35am–12:05pm
Chair: Sara Hennessy, University of Cambridge

Participants:

2. The Process of Change: Teacher Growth in Dialogic Pedagogy. Sherice Clarke, University of California, San Diego; Lauren B. Resnick, University of Pittsburgh
3. Challenging Teacher Assumptions About Marginalized Students’ Capacity to Participate in Dialogic Pedagogies in Science. Leslie Duhaaylongos, Clark University; Sarah Michael, Clark University; Catherine O'Connor, Boston University; Jie Park, Clark University; Renee A. Affolter, University of Massachusetts–Amherst
4. Examining the Impact of Dialogic Literacy Gatherings on Reading Comprehension and Prosocial Behavior. Rocio Garcia Carrion, University of Deusto; Lourdes Villardon-Gallego, University of Deusto
5. How Is Teacher-Student Dialogue Related to Student Participation? Sara Hennessy, University of Cambridge; Christine Howe, University of Cambridge; Neil McKay Mercer, University of Cambridge; Maria Vriki, University of Cambridge; Lisa Wheatley, University of Cambridge
6. Compelling Student Voice: Dialogic Practices of Public Confession. Adam Lefstein, Ben Gurion University of the Negev; Aliza Segal, Ben-Gurion University of the Negev
7. Studying Student Framing of Content Questions Across Classrooms. Alythea McKinley, Critical Explorers; Susan Jean Mayer, Critical Explorers
8. Measuring Students’ Argument Literacy Skills in Speaking, Listening, Reading, and Writing. Alina Reznitskaya, Montclair State University; Ian A. G. Wilkinson, Ohio State University
9. Indicators and Principles of Dialogic Teaching in Teacher Professional Development. Klara Sedova, Masaryk University; Roman Svarček, Masaryk University

Discussants: Catherine O'Connor, Boston University; Ian A. G. Wilkinson, Ohio State University

53.027. Devices in the Classroom for Collaboration and Individualization. Division C–Learning and Instructions; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 208; 10:35am–12:05pm
Chair: Sara G. Meneil, University of Houston
Participants:

- An Examination of Academic Tasks and Pedagogical Shifts in One-to-One Technology Instructional Environments. Jason Hodgson, Kern County Superintendent of Schools; Linda Hauser, California State University–Fresno
- Exploring the Dynamics of the 1:1 Classroom. Arnon Herschkowitz, Tel Aviv University; Amran Shanyalu, Ministry of Education–Israel
- Learning From Online Lectures in STEM: Effects of Transparent Whiteboards. Andrew T. Stull, University of California, Santa Barbara; Logan Fiorella, University of Georgia; Richard E. Mayer, University of California, Santa Barbara
- Tablets and Mobile Devices in the Classroom: Implications From a Systematic Review and Meta-Analysis. Rana Tanmim, Zayed University; Evgueni Borokhovski, Concordia University; David Pickup, Concordia University–Montreal; Robert M. Bernard, Concordia University; Lina El Saadi
- Robots as Extensions of Telepresent Students in an Engineering Design Class. John E. Bell, Michigan State University; William Cain, Michigan State University; Amy T. Peterson, Michigan State University
- An Exploration of Third Graders’ Epistemological Thinking While Using iPad Science Applications. Mahububul Hasan, The University of Memphis

Discussant: Patricia S. Mayer-Packham, Utah State University

53.028. Division C Early Career Award (2016) Lecture: Amanda Goodwin. Division C–Learning and Instructions; Invited Speaker Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 209 D; 10:35am–12:05pm
Chair: Jeff A. Greene, University of North Carolina–Chapel Hill
Participants: Amanda P. Goodwin, Vanderbilt University; Steve Graham, Arizona State University

53.029. Epistemic Education and Learning. Division C–Learning and Instructions; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 209; 10:35am–12:05pm
Chair: Eli Gottlieb, Mandel Leadership Institute
Participants:

- Rethinking the Goals of Epistemic Education. Sarit Barzilai, University of Haifa; Clark A. Chinn, Rutgers University
- The Adaptive Nature of Learners’ Epistemic Criteria for Evaluating Scientific Visual Representations. Sarit Barzilai, University of Haifa; Billie Eilam, University of Haifa

Discussant: Marlene A. Schommmer-Aikins, Wichita State University

53.030. FUSE Studios: Exploring the Adoption and Sustainability of an Informal STEM Education Innovation in and out of School. Division C–Learning and Instructions; Symposium

Henry B. Gonzalez Convention Center, Ballroom Level, Room 305; 10:35am–12:05pm
Chair: Reed Stevens, Northwestern University
Participants:

- Adaptation Begets Adoption: How an Unusual Educational Innovation Became Part of the Regular School Day. Jaakko Hilpö, Northwestern University; Reed Stevens, Northwestern University; Kemi Jona, Northwestern University
- Designing and Supporting Productive Adaptation: Cross-Context Teacher Perspectives on Using FUSE in Classrooms. Daniela Krueel DiGiacomo, University of Colorado–Boulder; Katie Van Horne, University of Colorado–Boulder; William R. Penuel, University of Colorado–Boulder
53.03. Strategies for Promoting Active Learning. Division C–Learning and Instructions; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 210 A; 10:35am–12:05pm
Chair: Scott C. Marley, Arizona State University–Tempe
Participants:
Exploration Before Instruction Improves Transfer in Undergraduate Physics.
Joanna Weaver, University at Albany–SUNY; Marci S. DeCaro, Vanderbilt University; Raymond Chetail, University of Louisville; Daniel DeCaro, University of Louisville
Writing-to-Learn During Ill-Structured Physics Problem Solving. Daniell DiFrancesco, Lawrence University; John L. Nietfeld, North Carolina State University
The Benefits of Testing by Actually Teaching During Complex Mathematics Problem Solving. Cynthia Psaradellas, McGill University; Krista R. Muis, McGill University; Ivona Di Leo, McGill University; Susanne P. Lajoie, McGill University
Sit Still! How Opportunity to Move Affects Students’ Thinking. Marily Ann Opepezzo, Stanford University; Ilsa Dohmen; Daniel L. Schwartz, Stanford University
Increasing Curiosity Through Invention. Mariannam Lammina, Teachers College, Columbia University; Catherine Chase, Teachers College, Columbia University

53.032. The Roles of Instructional Practices and Assessment in Literacy Learning. Division C–Learning and Instructions; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 211; 10:35am–12:05pm
Chair: Stephanie Michelle Curenton, Boston University
Participants:
Effect of Oral Reading Accuracy on the Reading Progress of First Graders in a Literacy Intervention. Robert H. Kelly, The Ohio State University–Columbus; Emily M. Rodgers, The Ohio State University; Jerome V. D’Agostino, The Ohio State University
The Role of Authentic Learning in Upper Secondary School Language Arts Lessons. Marie Glickstal-Balas, University of Oslo; Kirsti Klette, University of Oslo; Astrid Roe, Oslo University College
Content Literacy and the Common Core. Elizabeth Kim, Johns Hopkins University; Marcia H. Davis, Johns Hopkins University; Rebeca Gmez, Johns Hopkins University; Helen Min
High Literacy in Odd-Boating Middle Schools Implementing the Common Core. Kristen C. Wilcox, University at Albany–SUNY; Marc Nachowitz, Miami University–Oxford; Robin Ward
Comprehension-Based Silent Reading: Helping Students Read to Thrive.
Blank, NORC at the University of Chicago
Marc W. Hernandez, NORC at the University of Chicago
Nhuan Le, NORC at the University of Chicago

53.034. Family and School Contexts in Early Childhood: Effects on Academic and Developmental Outcomes. Division E–Counseling and Human Development; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 212 A; 10:35am–12:05pm
Chair: Eric Buhs, University of Nebraska–Lincoln
Participants:
Assessing Changes in Chronic Absenteeism Behaviors Over Time: Evidence From the Early Childhood Longitudinal Study, Kindergarten Class of 2010–2011. Kevin A. Gee, University of California, Davis; Michael A. Gottfried, University of California, Santa Barbara
Home Learning Environment, Personal Qualities, and Socioeconomic Differences in Preschoolers’ Language Competences. Tobias Linberg, Leibniz Institute for Educational Trajectories; Anja Linberg, University of Bamberg
Children of Immigrants: Home Language Environment and Dual Language Proficiency in Relation to Socioemotional Well-Being. Brian A. Collins, Hunter College–CUNY; Claudia O. Toppelberg, Harvard University
Is There a Trade-Off Between Academic Achievement and Social-Emotional Development in Academically Rigorous Kindergarten Classrooms? Vi-Nhuan Le, NORC at the University of Chicago; Kristen Neshi, University of Michigan; Marc W. Hernandez, NORC at the University of Chicago; Rolf K. Blank, NORC at the University of Chicago

53.035. Problematizing Early Childhood Education Since the 19th Century. Division F–History and Historiography; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 206 B; 10:35am–12:05pm
Chair: Ann Marie Ryan, Loyola University Chicago
Participants:
The Paramouncty of Women at the Oswego State Normal School: 1861–1897. William Jeffrey Davis, Teachers College, Columbia University; Ellen E. Siderias, Teachers College, Columbia University; Alyssa Getzel, Teachers College, Columbia University
The McMillan Sisters, the Roots of the Open-Air Nursery, and Breaking the Cycle of Poverty. Betty J. Liebovich, University of London–Goldsmiths
Why Children’s Agency? What Kind of Children’s Agency? A Literature Review. Xiaoying Zhao, University of Georgia–Athens
Why Did Americans Block Young Children From Learning, and Have We Stopped? Kathryn P. Chapman, Arizona State University–Tempe
Discussant: Blythe F. Himz, The College of New Jersey

53.036. Interdisciplinary Perspectives on Education Inequalities: Exploring Alternatives to the “Neoliberalism” Critique. Division G–Social Context of Education; Symposium
Grand Hyatt San Antonio, Third Floor, Bonham B; 10:35am–12:05pm
Chair: Christopher A. Lubinski, Indiana University
Participants:
Metrics, Markets, and Equity: An Australian Story. Radhika Gorur, Deakin University
Teacher Capability and Effectiveness: Conceptualizing Contemporary Teacher Education Reform in “Input-Output” Terms. Andrew Skourdoumbis, Deakin University
Remaking Public Schooling Within the Corporate Economy. Emma E. Rowe, Deakin University
Contested Social Imaginaries: Uncovering the Economic and Educational Roots of Inequality. David W. Harsh, University of Rochester; Emma E. Rowe, Deakin University
Discussant: Christopher A. Lubinski, Indiana University

53.037. Is Superdiversity the Way Forward for Educational Linguistics? Division G–Social Context of Education; Symposium
Grand Hyatt San Antonio, Fourth Floor, Crockett A; 10:35am–12:05pm
53.038. It Takes a Pueblo: Reimagining Educational Equity for Latino Emergent Bilinguals. Division G—Social Context of Education; Symposium
Grand Hyatt San Antonio, Third Floor, Bonham C; 10:35am–12:05pm
Chair: Ariana Mangual Figueroa, Rutgers University
Participants:
- Engaging by Advocating: Latino Parents Advocating for Their Children and Family’s Language Needs and Goals. Lorena Mancilla, University of Wisconsin–Madison
- Unveiling Language Bonds: An Examination of Linguistic Capital Through the Creation of Biliteracy Family Projects. Adriana Alvarez, University of Colorado–Boulder
- Understanding Bilingual Worlds: Language and Literacy Environments of Grade 4 Spanish-English Emergent Bilinguals Outside School. Alissa Anne Blair, University of Wisconsin–Madison
- Flexible Biliteracy Model: Using Translanguaging as a Resource. Susana Ibarra Johnson, University of New Mexico
- The Impact of Language and Literacy Practices on Bilingual Teacher Candidates’ Identity and Development. Sera Jean Hernandez, San Diego State University
Discussant: Cristina Alfaro, San Diego State University

53.039. Achieving the Promise of Equal Educational Opportunity for Subgroups of English Learners in Washington State. Division H—Research, Evaluation and Assessment in Schools; Structured Poster Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 221 D; 10:35am–12:05pm
Chair: Christopher J. Mazzeo, Education Northwest
Participants:
2. Are English Learners Over- or Underrepresented in Special Education? It’s Complicated. Jason Greenberg Metamed, Education Northwest; Monica B. Cox, Chalkboard Project; Jacob Williams, Education Northwest
3. Opportunities to Soar: Advanced Course Enrollment and Performance of Students From Different Language Backgrounds. Havala Hanson, Education Northwest
5. Credit Where Credit Is Due: Interpreting Newcomers’ Foreign Transcripts. Mary Martinez-Wenzl, Education Northwest; Manuel Vazquez, Education Northwest
6. How Well Can We Predict Which English Learners Are Most at Risk of Dropping Out? Theresa Deussen, Education Northwest; Havala Hanson, Education Northwest

53.040. Ensuring Evidence Is Evident to Everyone. Division H—Research, Evaluation and Assessment in Schools; Invited Speaker Session
Henry B. Gonzalez Convention Center, River Level, Room 7B; 10:35am–12:05pm
Chair: Zollie Stevenson Jr, Philander Smith College
Participants: Robert Slavin, Johns Hopkins University; Joseph M. O’Reilly, Mesa Public Schools
Discussant: Glynn Ligon, ESP Solutions Group

53.041. Research, Evaluation, Assessment, and Accountability in Schools: Showcasing the Work of Graduate Student Scholars. Division H—Research, Evaluation and Assessment in Schools; Division Graduate Student Poster Session
Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon E&F; 10:35am–12:05pm
Chair: Beth Adams, University of North Carolina–Chapel Hill
Participants:
- An Initial Approach for Evaluating the Validity of Less Standardized Assessments. Yi-Chen Chiang, Indiana University–Bloomington; Brian Gong, Center for Assessment
- An Investigation of the Effect of Authentic Research Course on Student Learning Outcomes. Daehong Chen, Seattle Pacific University; Kimberly Murphy, Augustaana College; Jennifer Tenlen, Seattle Pacific University; Katey Houmiel, Seattle Pacific University; David M. Rhoads, California State University–San Bernardino; Brad Goodner, Hiram College; Stefan Slater, University of Wisconsin–Madison; Andrew Lumspe, Seattle Pacific University; Derek Wood
- An Evaluation of a High School Graduation Coach Initiative in an Urban School District. David T. Marshall, Virginia Commonwealth University; Thy Nguyen, Norfolk Public Schools; John P. Bailey, Norfolk Public Schools
- Estimating Return on Social Investment for High School Completion Programs Using On Track to Graduation Metrics. Sadeq Sohrabi, Westat; Eric L. Rolphus, Westat; Eishi Adachi, Westat; Emily A. Price, Westat; Lauren Decker; Gay Lamey, Westat
- Explaining Differences in Data Use Based on Teacher Identity. Kristin Vanlommel, University of Antwerp; Roos Van Van Gasse, University of Antwerp; Jan Vanhoof, Antwerp University; Peter Van Petegem, University of Antwerp
- Principals’ Perceived and Actualized Leadership Styles at the Elementary School, Middle School, and High School Levels. Sonia E. Beckford, Howard University
- Relate to Motivate: An Online Intervention for Students From Backgrounds of Poverty. Natalie Durall, Milton Hershey School
- Scoring When Self-Identified First Languages Differ From Official Language. Betty Jean Usher-Tate, University of Nebraska–Lincoln; Gabriel Rodriguez, University of Massachusetts–Amherst; Brooke Milstead, Buros Center For Testing
- Technologically Enhanced Performance Tasks: Measuring Student Engagement Through Authentic Assessment and Technological Enhancements. Meg A. Guerreiro, Northwest Evaluation Association; Deborah Adkins, Northwest Evaluation Association
- Challenging the Conventional Wisdom of “Teaching to the Test”: A Mixed-Methods Analysis. Seth B. Hunter, Vanderbilt University–Peabody College; Audrey Eldridge, Vanderbilt University–Peabody College

53.042. Issues in Interprofessional Teamwork and Practice. Division I—Education in the Professions; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 215; 10:35am–12:05pm
Chair: Laura Ellen Hirshfield, University of Illinois at Chicago
Participants:
- Assessing Interprofessional Attitudes of Pharmacy and Nursing Students. Sharon McDonough, The University of Tennessee–College of Pharmacy; Shanna Finks, The University of Tennessee–College of Pharmacy; Nancy Hart, The University of Tennessee–College of Pharmacy
- Conceptualizing the Problems and Possibilities of Cross-Professional Preservice Preparation for Educators. Jessica Charles, Bank Street College of Education; Susan J. Stone, University of California, Berkeley
- Are We on the Same Page? Shared Mental Models to Support Clinical Teamwork Among Health Professions Learners—A Scoping Review. Leslie Carstensen Floren, University of California, San Francisco; Dor Anne Donevsky, UCSP; Olle ten Cate, University Medical Center Utrecht; David M. Irby, University of California, San Francisco; Bridget Collen O’Brien, University of California, San Francisco
- “Good News”/“Bad News”: The Consequences of Repeated Team Performance Feedback on Team Processes and Performance. Catherine Gabelica, IESEG School of Management; Sven De Maeyer, University of Antwerp
53.043. Comparative Higher Education: Critical and Global Approaches. Division J–Postsecondary Education; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 6B; 10:35am–12:05pm
Chair: Ifeyinwa U. Onyenwere, Rutgers University–New Brunswick
Participants:
A Critical Perspective on Equity and Access in Higher Education in South Africa. Berte Van Wyk, Stellenbosch University
Examining the Feasibility of Using the Global Perspective Inventory Within the Jamaican Cultural Context. Sarah A. Mathews, Florida International University
Preparing College Graduates for a Global Workforce: Examining Predictors of Pluralistic Orientation. Kari George, University of California, Los Angeles
Racial Microaggressions Targeting International Students on a U.S. Campus. Hyejin Tina Yeo, University of Illinois at Urbana-Champaign
Sink or Swim: Korean Graduate Students’ Adjustment Process to U.S. Institutions. Haein Oh, The University of Texas at Austin
Discussant: Danette Waller McKinley, Foundation for Advancement of International Medical Education and Research

Henry B. Gonzalez Convention Center, River Level, Room 6A; 10:35am–12:05pm
Chair: Susan Marine, Merrimack College
Participants: William G. Tierney, University of Southern California; Estela M. Bensimon, University of Southern California; Patricia Marin, Michigan State University; Lillian M. Garces, The Pennsylvania State University–University Park
Discussant: Ana M. Martinez-Aleman, Boston College

53.047. Transition and Adjustment to College. Division J–Postsecondary Education; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 206A; 10:35am–12:05pm
Chair: Amber Michelle Gonzalez, California State University–Sacramento
Participants:
Enacting Equal Educational Opportunity: Promising Pedagogical Practices That Influence Students’ Ability to Thrive in College. Christina Daguyo, University of Denver; Tat Nouchka, Colorado State University–Fort Collins
Is What Glitters Really Gold? A Quasi-Experimental Study of First-Year Seminars and College Student Success. Nicholas A. Bowman, University of Iowa; KC Culver, The University of Iowa
Low-Income and First-Generation Students at Elite Colleges: “I Made a Place for Me.” Emily Parrott, University of Washington–Madison
Self-Esteem as a Moderator of the Link Between Peer Support and Transition Efficacy Among First-Year College Students. Terrell Lamont Strayhorn, The Ohio State University; Christopher S. Travers, The Ohio State University–Columbus; Meng-Ting Lo, The Ohio State University–Columbus
Discussant: Linda DeAngelo, University of Pittsburgh

53.048. Cultural Clashes in Teacher Preparation: Language in Interdisciplinary Collaboration. Division K–Teaching and Teacher Education; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 205; 10:35am–12:05pm
Chair: Laurie Joy Katz, The Ohio State University
Participants:
Unpacking the Similarities and Differences in Language Among Special and General Educators. Carrie D. Wysoczki, The Ohio State University–Newark; Laurie Joy Katz, The Ohio State University
Providing Access for All Students: Course Design for Special and General Educators. Kristall J. Day, Ohio Dominican University; Laurie Joy Katz, The Ohio State University
The Language Culture of Inclusive Practice in World Language Education. Francis J. Troyan, The Ohio State University; Kristall J. Day, Ohio Dominican University; Carolyn Kaplan, The Ohio State University–Columbus
Discussant: Marleen Carol Pugach, University of Wisconsin–Milwaukee

53.049. Effective and Inclusive School Strategies for Children of Immigrants. Division K–Teaching and Teacher Education; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 205; 10:35am–12:05pm
Chair: Beth A. Wассell, Rowan University
Participants:
Cultivating Social Justice Through Critical (Bi)Literacies in an Elementary Bilingual Classroom. Brenda Ayala Lewis, University of Texas at Austin; Maria E. Pranquiz, University of Utah
The Emotional Impact of the Separation of Languages Among Recent Immigrants in the United States and Their Counternarratives: A Plea for Educational Reform. Maria Del Rosario Talamanes, The University of Texas at El Paso
“We Aren’t Terrorists ... We Are Good Citizens”: The Micro-Invitations of Immigrant High School Students. Kevin C. Rojas, Western Washington University; Veronica Nelly Velez, Western Washington University
Discussant: Theresa Y. Austin, University of Massachusetts–Amherst

53.044. Gender Performance, Sexual Knowledge, and the Influence of Campus Environments on LGBTQ Students. Division J–Postsecondary Education Cosponsored with SIG–Queer Studies; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 6C; 10:35am–12:05pm
Chair: David E. Hardy, The University of Alabama
Participants:
Queer and Trans* Students of Color: Navigating Identity Disclosure and Collegiate Environments. Jason C. Garvey, University of Vermont; Steve D. Mobley, Jr., The University of Alabama; Kiara S. Summerville, The University of Alabama; Gretchen T. Moore, The University of Alabama
Revaluing the Influence of Campus Environments on LGBTQ Students: A New Framework for Assessing Change. Cindy Ann Kilgo, University of Alabama; David J. Nguyen, Ohio University; Robert L. Hill, Michigan State University; Heather Shea Gasser, Michigan State University; Alex C. Lange; Kristen A. Renn, Michigan State University; Michael R. Woodford, University of Michigan
Students Who Transcend: The Role of Gender Performance in Self-Reported Outness Among LGBTQ Colleagues. Jason C. Garvey, University of Vermont; Lauren Bennett, The University of Alabama; Cindy Ann Kilgo, University of Alabama
Theorizing Insurgent Sexual Knowledge and Practices: Lessons From Kinky, Queer, and Trans* Students. Jason Laker, San José State University; Erica Misake Boas, Santa Clara University

53.045. Practices That Facilitate and Help Assess Learning. Division J–Postsecondary Education; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 205; 10:35am–12:05pm
Participants:
Reducing Procrastination in an Undergraduate Study Skills Course: A Qualitative Exploration of Change and Change Resistantness. Lauren C. Hensley, The Ohio State University; Jessica Cutshall, The Ohio State University–Columbus
What Are the High-Impact Educational Practices in Korean Undergraduate Education? A Mixed-Method Approach. Su Youn Byun, Busan University of Foreign Studies; Jae-Soon Jon, Semyung University; Kyong Byun, Korea University; Sang Hoon Bae, Sungkyunkwan University
Learning Dashboards: How Data Accuracy, Context, and Trust Impact Student Sensemaking and Learning Behaviors. Carrie Klein, George Mason University; Jaime R. Lester, George Mason University; Huezfa Rangwala, George Mason University; Aditya Johri, George Mason University
Visual Model Comprehension as a Predictor of Academic Success. Supporting the Great Unknown? Thomas Dickmann, University of Duisburg-Essen; Maria Oppermann, University of Duisburg-Essen; Stefan Rumann, University of Duisburg–Essen
Discussant: Karin Ann Lewis, University of Texas Rio Grande Valley

53.054. What Is Glitters Really Gold? A Quasi-Experimental Study of First-Year Seminars and College Student Success. Nicholas A. Bowman, University of Iowa; KC Culver, The University of Iowa
53.050. Immersion Opportunities to Develop Preservice Teachers’ Understanding of Diversity. Division K–Teaching and Teacher Education; Paper Session
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon F; 10:35am–12:05pm
Participants:
Confronting the Reality of Racism: Preparing Future Teachers Through Community Immersion. Dea Marx, University of Missouri–Kansas City; Uzebel Hernandez Pecina, University of Missouri– Kansas City
Effects of a Community-Engaged Teacher Preparation Program on the Culturally Relevant Teaching Self-Efficacy of Preservice Teachers. Christopher Lee Thomas, Ball State University; Susan Tancock, Ball State University; Eva M. Zygmunt, Ball State University; Jon M. Clausen, Ball State University; Kristin Cipollone, Ball State University; Patricia Clark, Ball State University
Teacher Candidates’ Immersion in Immigrant Communities in Israel and the United States: A Comparative Study. Melissa Landa, University of Maryland; Doly Levi; Michal Ganz Meisfar, Levinys College of Education; Jennifer Albro, University of Maryland–College Park
Teacher Preparation for a Diverse, Global Society: Using Student Photos From Study Abroad to Develop the Critical Lens. M. Allison Witt, University of Illinois
Discussant: Patricio G. Herbst, University of Michigan–Ann Arbor

53.051. Negotiating Transnational Lives: Teaching in Global Contexts. Division K–Teaching and Teacher Education; Paper Session
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon E; 10:35am–12:05pm
Chair: Chonika Coleman King, The University of Tennessee–Knoxville
Participants:
Lessons on Learning to Teach From the Margins in the Borderless Classroom. Carmen I. Mercado, Hunter College–CUNY
Meet Annie: One Fourth-Grade Teacher’s Story of Hope. Tammi R. Davis, University of Louisville
Teachers as Civic Actors: Understanding Intersections of Civic and Teacher Identity in Hungarian Transylvanian Teachers. Kathryn M. Obenchain, Purdue University; Jeannette Alarcon, University of North Carolina– Greensboro; Gabriel Badoscu, Universitatea Babes-Bolyai
Testimonios de New York City Immigrant Teachers in the U.S. Educational System: Finding Possibilities of Cultural Flexibility. Lucia Cardenas Curiel, The University of Texas at Austin
Discussant: Noni Mendoza-Reis, San José State University

53.052. Online Professional Development Across Disciplines and Contexts. Division K–Teaching and Teacher Education; Paper Session
Grand Hyatt San Antonio, Second Floor, Mission B; 10:35am–12:05pm
Chair: Julia Nell Ballenger, Texas A&M University–Commerce
Participants:
New Participatory Culture: Hong Kong Canadian Teacher Professional Training Undergirded by New Media Literacies. Zheng Zhang, Northwest University; Jia (Juan) Li; Feifei Liu, The Chinese University of Hong Kong; Zhuang Miao, The Chinese University of Hong Kong
Results of an Online Professional Development Model’s Effectiveness in Enhancing Teaching of Internet Research Strategies. Fatima Elsaiva Terrazas-Arellanes, University of Oregon; Chrissabelle Moore, University of Oregon; Lisa Stryczer, University of Oregon; Emily Walden, University of Oregon
Teacher Systems of Practice for Technology Integration Learning: Relationships Among Formal, Informal, and Independent Learning. Emily A. Barton, University of Virginia; Sara L. Dexter, University of Virginia
Using Video-Based Online Coaching to Support Teacher Facilitation of Whole-Class Text-Based Discussion in History. Abby Reisman, University of Pennsylvania; Lisette Ennumah, The University of Pennsylvania
Discussant: Christopher J. Dede, Harvard University

Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon A; 10:35am–12:05pm
Chair: Zachary A. Casey, Rhodes College
Participants:
Developing Teachers and School Leaders in England: How Teaching School Alliances Make a Difference. Qing Gu, University of Nottingham; Simon Rea; Lindsey Sneath, University of Nottingham; Matt Varley, Nottingham Trent University; John Dunford
Educational Cosmopolitanism and Collaborative Inquiry: A Collective Case Study With Teachers From China and the United States. Hiller A. Spires, North Carolina State University; Shena N. Kerkhoff, Purdue University; Nicholas Fortune, North Carolina State University; Marie Himes, North Carolina State University; Erin Lyyak, North Carolina State University
Teachers’ Academic Interactions: A Cross-National Study. Shu-Ling Lai, Asia University; Renmin Ye, Houston Independent School District
Teachers’ Professional Development and the Impact on Teachers’ Self-Efficacy for Teaching. Yan Liu, Central Connecticut State University; Wei Liu, Michigan State University
Discussant: Beatrice Avals, Universidad de Chile

53.054. Reconceptualizing Preservice Teachers’ Understanding of Diversity: Advocating Inclusion for Immigrant, Migrant, Refugee, Emergent Bilingual, and Incarcerated Students. Division K–Teaching and Teacher Education; Symposium
Grand Hyatt San Antonio, Second Floor, Bowie C; 10:35am–12:05pm
Chair: Suniti Sharma, Saint Joseph’s University
Participants:
Negotiating Absence: Muslim, Female Youths’ Experiences of the Ontario Secondary Language Curriculum. Diane Patricia Watt, University of Ottawa
Bridging the Gap Between Somali Refugee Parents and U.S. American Teachers: Expanding the Meaning of Family Diversity. Wangari Gichuru, Central Connecticut State University
Closing the Gap Between Bilingual Preservice Teachers and Bilingual Students in Migrant Spaces: Developing Complex Border Pedagogies at the U.S.-Mexico Border. Sandra Mercuri, The University of Texas at Brownsville
An Analysis of Preservice Teachers’ Changing Beliefs and Perceptions of the Language Capacities of Emergent Bilingual Students. Althier M. Lazar, Saint Joseph’s University
Preservice Teacher Transformation From Knowing About Diversity to Political Activism for Disrupting the School-to-Prison Pipeline. Suniti Sharma, Saint Joseph’s University

53.055. Reflections on Teachers as Learners: Selective Attention, In-the-Moment Decisions, Affect, and Culture. Division K–Teaching and Teacher Education; Symposium
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon B; 10:35am–12:05pm
Chair: Man Ching Esther Chan, The University of Melbourne
Participants:
Learning From Lessons: Studying the Construction of Teacher Knowledge Catalyzed by Purposefully Designed Mathematics Lessons. Man Ching Esther Chan, The University of Melbourne; Doug McLean Clarke, Australian Catholic University–Melbourne; David J. Clarke, University of Melbourne; Anne Roche, The Australian Catholic University
Student Teachers’ Feelings When Viewing Their Own Videos and Their Peers’ Videos. Kennedy Kam Ho Chan, The University of Hong Kong; Jessica Shuk Cheng Leung, University of Hong Kong; Tracy Caiying He, University of Hong Kong
Teacher Professional Learning Through a Culturally Embedded Implementation of Lesson Study in Two Philippine Schools. Marlón Eliaequin, University of Melbourne
Discussant: Patricia G. Herbst, University of Michigan–Ann Arbor

53.056. Teaching Multiple Language Learners: The Role of Teachers’ Identities, Beliefs, and School Curriculum. Division K–Teaching and Teacher Education; Paper Session
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon C; 10:35am–12:05pm
Participants:
**53.057. These Challenges Are Not New to Us: Lessons From Teacher Education at Minority-Serving Institutions.** Division K–Teaching and Teacher Education; Symposium

Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon D; 10:35am–12:05pm

Chairs: Lynnette K. Mawhinney, The College of New Jersey; Emery Marc Petchauer, Michigan State University

Participants:
- Teacher Preparation for Our Communities: Building Co-Teaching Collaborative Schools From the Ground Up. Cheryl A. Torrez, University of New Mexico; Jonathan D. Brinkerhoff, University of New Mexico; Irene Welch, University of New Mexico
- From Our Own Gardens: Growing Our Own Bilingual Teachers in the Southwest. Sandra Browning, University of Houston—Clear Lake
- The Promise of Equity: Preparing Future Teachers to Be Socially Just Educators. Maiz Susanne Chaplin, California State University–Sacramento; Annette M. Daoud, California State University–San Marcos
- Lifting Gates and Building Skills: Preparing Diverse Candidates to Pass New Certification Exams. Joni Kolman, California State University, San Marcos; Denise L. McLurkin, City College of New York–CUNY; Laura M. Gellert, City College of New York–CUNY

Discussant: Rich Milner, University of Pittsburgh

**53.058. Toward Powerful Coaching and Mentoring as Contexts for Teacher Learning.** Division K–Teaching and Teacher Education; Paper Session

Grand Hyatt San Antonio, Third Floor, Bonham E; 10:35am–12:05pm

Chair: Mary Rose Kelly, University of Colorado–Boulder

Participants:
- A Model for Developing Coaches of Elementary Science and Mathematics Teachers. Juliet A. Baxter, University of Oregon; Angie Ruzicza, Eugene 4J Schools
- Mentoring for All: Building a Community of Knowledge for Mentors and Teacher Candidates. Suzanne J. Molitor, University of Toronto; Lana Parker, York University; Diane Vetter, York University
- Professional Development for Instructional Coaches: Recommendations Based on the Evaluation of Two Coaching Initiatives. Daisia Williams, University of South Carolina; Nivedita Ranade, University of South Carolina; Ashlee A. Lewis, University of South Carolina; Tammiee S. Dickenson, University of South Carolina–Columbia; Dawn Coleman, Central Piedmont Community College
- Reflective Coaching as a Mirror, Window, and Doorway to Teacher Learning and Transformation. Mary Kathleen Rodgers, University of Florida

Discussant: Robert T. Ackland, SUNCY–College at Plattsburgh

**53.059. Understanding Preservice Teachers’ Developing Core Practices.** Division K–Teaching and Teacher Education; Paper Session

Grand Hyatt San Antonio, Fourth Floor, Republic A; 10:35am–12:05pm

Chairs: Alice LaRue Joy Cook, University of Maryland–College Park; Angela Malone Cartwright, Midwestern State University

Participants:
- Changes in Preservice Teachers' Planning Practices During Practice-Based Elementary Methods Courses. Sarah Jennings Pick, Wake Forest University; Emma Sowards, James Madison University
- Nature of Tasks Selected by Preservice Teachers. Kirby Whittington, Florida State University; Muhammad Haider, Florida State University; Miray Tekkumru-Kisic, Florida State University; Christine Joy Andrews-Larson, Florida State University
- Practice-Based Learning Examining Learning Goals in Discussions and Enactments of Practice. Elizabeth Hartmann, University of Fukui

Preservice Teachers’ Planning Using Complete and Incomplete Curriculum Materials. John-Carlos Marino, University of Michigan

**53.060. Rethinking Accountability: Early Research on California’s CORE Waiver Districts.** Division L–Educational Policies and Politics; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 213 A; 10:35am–12:05pm

Chair: Julie A. Marsh, University of Southern California

Participants:
- More Than Test Scores: Designing Accountability Systems That Include Noncognitive Factors. Taylor N. Allbright, University of Southern California; Julie A. Marsh, University of Southern California; Heather Hough, Stanford University
- Measuring Social-Emotional Skills at Scale: Evidence From California’s CORE Districts. Martin West, Harvard Graduate School of Education; Ethan Scherer, Harvard University; Aaron W. Dow, Harvard University
- Identity Crisis: Multiple Measures and the Identification of Schools Under the Every Student Succeeds Act. Heather Hough, Stanford University; Emily Penner, University of California, Irvine; Joe Witte, Stanford University

At the Forefront of the New Accountability Era: Early Implementation in California’s CORE Waiver Districts. Julie A. Marsh, University of Southern California; Susan C. Bush-Mecenas, University of Southern California; Heather Hough, Stanford University; Vicki Park, San Jose State University; Taylor N. Allbright, University of Southern California; Michelle Hall, University of Southern California

Discussants: Camille A. Farrington, University of Chicago; Noah Bookman, CORE Districts

**53.061. Action Research (AR) as a Relational Space for Transformational Action: Collegial AR, Interactions, and a Novel Look at Urban Science Education.** SIG-Action Research; Paper Session

Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon A; 10:35am–12:05pm

Chair: Andrea C. Burrows, University of Wyoming

Participants:
- Sharing Action Research–Based Knowledge With Colleagues After Graduation From a Master’s Program. Frank Cornelissen, University of Amsterdam; Alan J. Daly, University of California, San Diego
- Two Teacher Educators’ Collegial Action Research Study. Evrim Erbilgin, Journal of Inquiry Based Activities
- Urban Science Education Through Community Health Needs: Reality Pedagogy–Based Curricula. Christopher Emdin, Teachers College, Columbia University; Sheila Ivelisse Borges, Teachers College, Columbia University

Discussant: Vajra M. Watson, University of California, Davis

**53.062. Online and Mobile Learning Interactions.** SIG-Advanced Technologies for Learning; Paper Session

Grand Hyatt San Antonio, Fourth Floor, Crockett D; 10:35am–12:05pm

Chair: Virginia Byrne, University of Maryland–College Park

Participants:
- Productive Disruption in a Technological Mediated Environment: The Emerging Communities for Mathematical Practices and Assessment (EnCoMPASS) Project for Mathematics Education. Wesley Shuman, Drexel University; Valerie Klein, Drexel University; Jason Silverman, Drexel University; Carol B. Brandt, Temple University
- The Effects of Whiteboard Animations on Learning and Subjective Experiences When Learning With Popular Social Science Lessons. Selen Turkay, Harvard University; Samuel Taylor Moulton, Harvard University
- Shared Lessons in Mobile Learning Between K–20 Education and Industry: An International Delphi Study. Vitaliy Popov, University of San Diego; Yang Jiang, University of San Diego

**53.063. Documenting Practice and Profession.** SIG-Biographical and Documentary Research; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 207 A; 10:35am–12:05pm

Chair: Louise Lockard, Northern Arizona University

Henry B. Gonzalez Convention Center, River Level, Room 6D; 10:35am–12:05pm

Chair: James C. Jupp, Georgia Southern University
Participants:
- Fighting Mediocrity: Unraveling Crisis Narratives of Black Education. Brian Lozanski, Macalester College
- "Might as Well Be What They Want": Whiteness, Schooling, and Resistance. Boni Wzokek, Kent State University/Medinah City Schools

Discussant: James C. Jupp, Georgia Southern University

53.065. School Readiness: Indicators, Predictors, and Effects. SIG-Early Education and Child Development; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 A; 10:35am–12:05pm

Chair: Dominic F. Gullo, Drexel University
Participants:
- The Role of Protective Factors in School Readiness Among Boys of Color. Christina Branom, Applied Survey Research
- Relationship Between Comprehensive School Readiness Profiles and Longer Term Academic Growth. Erin Winters, University of California, Davis; Elizabeth A. Sanders, University of Washington
- A Structural Model of Early Indicators of School Readiness Among Children of Poverty. Dominic F. Gullo, Drexel University
- Getting Ready for School: Findings and Implications of Summer Loss Prior to Kindergarten Entry. Tomoko Wakabayashi, Oakland University; Fernando Andrade-Adaniya, HighScope Educational Research Foundation; Zengpeng Xiang, HighScope Educational Research Foundation; Beth Hardin, HighScope Educational Research Foundation; Richard Lower, Michigan Department of Education
- The Relationship Between College Readiness and Early Mathematics and Reading Skills. Burhan Ogut, American Institutes for Research; Lu Michelle Yin, American Institutes for Research

53.066. The Past, Present, and Future of Educational Change. SIG-Educational Change; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 B; 10:35am–12:05pm

Chair: Dennis Lynn Shirley, Boston College
Participants:
- Waves of Educational Change: A Review of the Journal of Educational Change’s Historical Core. Juan Cristobal Garcia-Huidobro, Boston College; Allison Nannemann, Boston College; Chris K. Bacon, Boston College; Katherine Thompson, Boston College
- Tracing the Development of www.internationalednews.com. Thomas C. Hatch, Teachers College, Columbia University; Deirdre Faughey, Teachers College, Columbia University
- “Lead the Change” Series: An Informal Conversation Within the Field of Educational Change. Helen Janc Malone, Institute for Educational Leadership

Discussant: Dennis Lynn Shirley, Boston College

53.067. Statistical Research in the Contexts of Parametric Assumption Violations, Simulation, Structural Equation Modeling, and Ordinal or Nominal Data Analyses. SIG-Educational Statisticians; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 216 A; 10:35am–12:05pm

Chair: Daniel H. Robinson, The University of Texas at Austin
Participants:
- Evaluating the Efficacy of Conditional Analysis of Variance Under Non-Normality and Heterogeneity. Yan Wang, University of South Florida; Eun Sook Kim, University of South Florida; Deep Thi Nguyen, University of South Florida; Thanh Vinh Pham, University of South Florida; Yi-Hsin Chen, University of South Florida; Zhiyao Yi, University of South Florida; Yue Yin, University of South Florida; Jeffrey D. Kromrey, University of South Florida
- A Characterization of Power Method Transformations Through the Method of Percentiles. Tzu Chun Kuo, American Institutes for Research; Todd Christopher Headrick, Southern Illinois University–Carbondale
- Investigation of Conditions Required to Use Meta-Analysis Handling a Missing Variable in Structural Equation Modeling. Jing Lyu, Purdue University; Yukiko Maeda, Purdue University
- Investigating the Effects of Extreme Response Styles Using the Nominal Response Model. Ki Matlock Cole, Oklahoma State University; Romna L. Turner, University of Arkansas; Wallace D. Gitchel, University of Arkansas at Little Rock
- Forward and Backward Continuation Ratio Models for Ordinal Response Variables. Xing Liu, Eastern Connecticut State University; Hayjan Bai, University of Central Florida; Hari P. Koirala, Eastern Connecticut State University

53.068. Gamification and Game-Based Learning. SIG-Instructional Technology; Paper Session

Grand Hyatt San Antonio, Fourth Floor, Republic C; 10:35am–12:05pm

Chair: Crystal Claudette Jensen, Southeastern Oklahoma State University
Participants:
- Consequential Factors in Education Gamification: An Instrument for Studying Pleasurability in Learning. Gulinna A, Fort Hays State University; Young-Jin Lee, The University of Kansas; John Poggio, The University of Kansas
- Gamification in Science Education to Promote Gender Equality and Learning Achievement. Kuan-Chen Hsu, University of Notre Dame; Yu-Ping Hsu, The University of Kansas; Ryan Olesh, The University of Kansas
- Student Engagement in Gamified Online Discussions. Lu Ding, University of Georgia–Athens; Michael Orey, University of Georgia–Athens; Erkan E., University of Valladolid
- Faded Worked Examples Facilitate Knowledge Acquisition in Prevocational Computer Game–Based Mathematics Education. Judith ter Vrugte, University of Twente; Ton de Jong, Universiteit Twente; Sylke Vanderwruyss, K.U. Leuven; Pieter Wouters, Utrecht University; Herre Van Oostendorp, Utrecht University; Jan M. Elen, KU Leuven

53.069. Shifting Socioeconomic and Educational International Challenges: Models to Foster Equity in Colleges and Universities. SIG-International Studies; Symposium

San Antonio Marriott Rivercenter, Third Floor, Conference Room 15; 10:35am–12:05pm

Chair: Elizabeth C. Reilly, Loyola Marymount University
Participants:
- Historically Black College/University Campus Internationalization and Brazilian Student Study Campus Case Study. Kassie Freeman, African Diaspora Consortium
- Fostering STEM Professionals From Diverse American and English Demographics. Beverly Lindsay, University of California
Discussant: Petronilha Beatriz Goncalves e Silva, Federal University of Sao Carlos
53.070. Trends, Challenges, and Opportunities in Higher Education Student Learning Outcomes Assessment. SIG-Measurement and Assessment in Higher Education; Symposium

Henry B. Gonzalez Convention Center, River Level, Room 7D; 10:35am–12:05pm
Chair: Megan Rodgers Good, Auburn University
Participants: Assessment for Improvement; Javarro Antoine Russell, Educational Testing Service; Ross Edward Markle, Educational Testing Service; Student-Level Assessment; Ross Edward Markle, Educational Testing Service; Expanding Skills in Higher Education Assessment; Maria Elena Oliveri, Educational Testing Service; Ross Edward Markle, Educational Testing Service
Discussants: Natasha Alexis Jankowski, University of Illinois at Urbana-Champaign; Keston H. Fulcher, James Madison University

53.071. Applications of Mixed-Methods Research to Advance Understanding of Educational Issues. SIG-Mixed Methods Research; Paper Session

Henry B. Gonzalez Convention Center, River Level, Room 7C; 10:35am–12:05pm
Chair: Anna Q. Sun, Bowan University
Particpants: Relative Disadvantage: Financial Concerns and College Selectivity Among High-Achieving, Low-Income College Students; Adriana Ruiz Alvarado, University of Redlands; Sylvia Hurtado, University of California, Los Angeles; Theresa Jean Stewart Ambo, University of California, Los Angeles; College Persistence: Socio-cultural Factors and Early-College Minority Students’ Pursuit of Four-Year STEM Degrees. Leah McAlister Shields, University of Houston; Rebecca McBride Bustamante, Sam Houston State University; Anthony J. Onwuegbuzie, Sam Houston State University
Recapturing Hope and Efficacy After High School Dropout: A Mixed-Methods Study. Keith E. Howard, Chapman University; Margaret Sageda Curwen, Chapman University; Nicol R. Howard, University of Redlands; Anaida Colon-Muniz, Chapman University; Lilia D. Monzo, Chapman University
Principals, Academic Optimism, and Student Achievement: A Mixed-Methods Sequential Quan -> Qual Study. William Harper, University of Alabama at Birmingham; Nataliya V. Ivankova, The University of Alabama–Birmingham
Discussant: Judith Schoonenboom, University of Vienna

53.072. Cultural Considerations in Math Motivation. SIG-Motivation in Education; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 218; 10:35am–12:05pm
Chair: Danielle Hagood, University of California, Davis
Participants: Motivation and Future Intention to Pursue Mathematics: A Cross-National Study in the United States and Korea. Hyeyoung Hwang, University of North Carolina–Chapel Hill; Judith L. Meece, University of North Carolina–Chapel Hill
Understanding Occupational Aspirations of Adolescent Hispanic Youth: Associations of Mathematics Motivation and Mathematics-Relatedness of Aspirations. Naysson Safavian, University of California, Irvine; Anna-Lena Dicke, University of California, Irvine; Jacqueliney Eccles, University of California, Irvine; Stuart A. Karabenick, University of Michigan; AnneMarie M. Conley, University of California, Irvine
Frame-of-Reference Effects on Value Beliefs in Mathematics: Evidence From German Academic-Track Students. Jenna Cambria, University of Arkansas; Holger Brandt, University of Kansas; Benjamin Nagengast, University of Tübingen; Ulrich Trautwein, University of Tübingen
Discussant: Janneal Matthews, Montclair State University

53.073. Online Course Development as Design Cases. SIG-Online Teaching and Learning; Paper Session

Grand Hyatt San Antonio, Fourth Floor, Republic B; 10:35am–12:05pm
Chair: Dave L. Edburn, University of Central Florida
Participants: Student-Centered Problem-Based Learning Approach: Redesigning an Online Computer Science Postbaccalaureate Course. Margaret L. Niess, Oregon State University; Terry Rooker, Oregon State University
Improving Distance Learning by Linking Interaction Theory to Practice Through a Systemic Interaction Design Framework. Wei Li, Virginia Tech; Jennifer M. Brill, Virginia Polytechnic Institute and State University
Happy Hour: A Design Case on Integrating Live Synchronous Web Meetings Into Asynchronous Online Courses. Patrick R. Lowenthal, Boise State University; Joanna C. Dunlap, University of Colorado–Denver; Charleen L. Snelson, Boise State University
The Challenges and Successes Distance Learners Face During Hybrid Synchronous Instruction: A Case Study. Enilda Jannet Romero-Hall, University of Tampa; Cristiane Vicentini, University of Tampa
Hybrid Learning in Higher Education: The Potential of Teaching and Learning With Robot-Mediated Communication. Christine M. Greenhow, Michigan State University; Benjamin William Gleason, Iowa State University

53.074. Creating and Theorizing Hybridized Spaces of Inquiry: Onto-Epistemological Challenges and Possibilities in Qualitative Research. SIG-Qualitative Research; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 207B; 10:35am–12:05pm
Chair: Kakali Bhattacharya, Kansas State University
Participants: Critical Qualitative Inquiry and Affirmative Ethics: Challenging the Status Quo Through Radical Cartography. Aaron M. Kuntz, The University of Alabama
Reworking, Rethinking Prejudice in Qualitative Inquiry With Gadamer, Hermeneutics, and De/colonizing Onto-Epistemologies. Jeong-Hee Kim, Texas Tech University; Kakali Bhattacharya, Kansas State University
My Body, My Care of the Self: Ethics of Disorientation and Narratives of Vulnerability. David L. Carlson, Arizona State University
What Might Happen If We Begin With Concept in Post-Intentional Phenomenology? Mark D. Vogle, University of Minnesota
Discussant: Jessica Nina Nina Lester, Indiana University

53.075. Making Black Lives Matter: Transforming Pedagogy and Curriculum at Traditionally White Institutions. SIG-Research Focus on Black Education; Symposium

Grand Hyatt San Antonio, Fourth Floor, Crockett B; 10:35am–12:05pm
Chair: Meseret Hailu, University of Denver
Participants: Interrogations of Whiteness by White Faculty: Making Black Lives Matter in the Classroom. Chayla Haynes Davison, Texas A&M University–College Station
“Radical Honesty”: A Truth-Telling Pedagogical Approach to Making Black Lives Matter in Undergraduate College Classrooms. Bianca Williams, University of Colorado–Boulder
What a Discourse Analysis of the Black Lives Matter Movement Can Tell Us About Teaching at Predominately White Institutions. Milagros Castillo-Montoya, University of Connecticut
Making Black Lives Matter in the Classroom: A Critical and Inclusive Pedagogical Perspective. Franklin A. Tuitt, University of Denver
Discussant: Sarun Stewart, The University of the West Indies–Mona Campus

53.076. What Should Be the “Mathematics” in Mathematics Education? SIG-Research in Mathematics Education; Symposium

Grand Hyatt San Antonio, Second Floor, Bowie A; 10:35am–12:05pm
Chair: Erika C. Bullock, University of Wisconsin–Madison
Participants: The Unintended Consequences of Mathematizing Play. Anna M. Cheesman, University of Wisconsin; Anna Karabon, University of Nebraska Omaha
Relinquishing What We Think Is True: Teachers Contesting What Counts as “Real” Math/Science Learning. Tesha Songupta-Irving, Vanderbilt University; Jessica Tunney, University of California, Irvine; Meghan Micas, University of California, Irvine
Attending to the Intersectionality of Mathematics Experiences to Inform Institutional Change in Undergraduate STEM Education. Luis Antonio Leyva, Vanderbilt University–Peabody College
(Mathematics) Education That Doesn’t Hurt. Indigo Esmende, University of Toronto–OISE
53.077. Year 2 Results for the Multiple-Choice Online Causal Comprehension Assessment: Project MOCCA. SIG-Research in Reading and Literacy; Symposium
Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon B; 10:35am–12:05pm
Chair: Sarah Elizabeth Carlson, University of Oregon
Participants:
A Review of the Original and Revised Multiple-Choice Online Causal Comprehension Assessment (MOCCA); Sarah Elizabeth Carlson, University of Oregon; Ben Seipel, University of Wisconsin–River Falls; Gina Biancarosa, University of Oregon; Mark L. Davison, University of Minnesota; Hyeonjoo Yoon, University of Oregon
Multiple-Choice Online Causal Comprehension Assessment (MOCCA): Year 2 Classical Test Theory Results. Gina Biancarosa, University of Oregon; Mark L. Davison, University of Minnesota; Ben Seipel, University of Wisconsin–River Falls; Sarah Elizabeth Carlson, University of Oregon; Hyeonjoo Yoon, University of Oregon
Continued Efforts in Selecting an Item Response Theory: Year 2 Multiple-Choice Online Causal Comprehension Assessment (MOCCA) Results. Mark L. Davison, University of Minnesota; Gina Biancarosa, University of Oregon; Sarah Elizabeth Carlson, University of Oregon; Ben Seipel, University of Wisconsin–River Falls; Bowen Liu, University of Minnesota–Twin Cities; Hyeonjoo Yoon, University of Oregon
Text and Item Feature Analysis of Multiple-Choice Online Causal Comprehension Assessment (MOCCA): Year 2 MOCCA Results. Hyeonjoo Yoon, University of Oregon; Gina Biancarosa; Sarah Elizabeth Carlson, University of Oregon; Ben Seipel, University of Wisconsin–River Falls; Sarah Elizabeth Carlson, University of Oregon; Mark L. Davison, University of Minnesota; Gina Biancarosa, University of Oregon; Hyeonjoo Yoon, University of Oregon
The Future of Multiple-Choice Online Causal Comprehension Assessment (MOCCA) and Diagnostic Assessments: Adult Readers, Reading Times, and a Computer Adaptive Version. Ben Seipel, University of Wisconsin–River Falls; Sarah Elizabeth Carlson, University of Oregon; Mark L. Davison, University of Minnesota; Gina Biancarosa, University of Oregon; Hyeonjoo Yoon, University of Oregon
Discussant Comments Regarding Year 2 Multiple-Choice Online Causal Comprehension Assessment (MOCCA) Activities. Kristen L. McMaster, University of Minnesota
Discussant: Kristen L. McMaster, University of Minnesota

53.078. Social Consequences of Educational Inequality: International Perspectives. SIG-Sociology of Education; Paper Session
Henry B. Gonzalez Convention Center, Ballroom Level, Room 301 C; 10:35am–12:05pm
Chair: Wei-Ling Sun, The University of Texas at Austin
Participants:
International Assessments of Student Achievement and Public Confidence in Education: Evidence From a Cross-National Study. Oren Pirzony Levy, Teachers College, Columbia University; Pete Bjorklund, University of California, San Diego
Rural Students in China’s Elite Universities: Understanding Their First-Year Academic and Social Success. Ailei Xie, The University of Hong Kong; Yanhi Hong, Southeast University; Gerard Postiglione, The University of Hong Kong; Li-Fang Zhang, University of Hong Kong
Examining the Causal Effect of Education on Tobacco Use in China. Tian Fu, Capital Normal University
Understanding the Role of Education in Breaking the Occurrence of Domestic Violence in Peru. Ismael Guillermo Munoz, The Pennsylvania State University–University Park
Discussant: David P. Baker, The Pennsylvania State University

53.079. Navigating Work: Considering Context, Conflict, Ethics, and Activism in Teachers’ Labor. SIG-Teachers Work/Teacher Unions; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 C; 10:35am–12:05pm
Chair: Brandon L. Fox, Stephen F. Austin State University
Participants:
Teachers and Paras: Conflict and Compromise in Corridors and Classrooms. Johanna S. Quinn, University of Wisconsin–Madison

53.080. And Then What? Aesthetics, Ethics, and the Senses in and After the Visual and Digital Turns. SIG-Writing and Literacies; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 210 B; 10:35am–12:05pm
Chair: Walter S. Gershon, Kent State University
Participants:
Sensory Literacies: The Forgotten Role of the Feet and Locomotion in Multimodal Design. Kathy Ann Mills, Australian Catholic University
The Gesture as a New Materialist Literacy in Early Childhood. Linda Michelle Knight, Queensland University of Technology
Discussant: Dawnene D. Hassett, University of Wisconsin–Madison

53.081. Cultural Considerations for Mentoring Practices. SIG-Mentorship and Mentoring Practices; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm
Chair: Delar K. Singh, Morehead State University
Participants:
Mentoring Across Race, Gender, and Generation in Higher Education: A Cultural Analysis. Frances K. Kochan, Auburn University; Sydney Freeman, University of Idaho
Peer Mentoring Programs Can Promote Equal Educational Opportunity Among At-Risk Black and Latino Freshmen. Robert M. Mangione, St. John’s University
Clearing the Air and Purifying the Water: The Emergence of Critical Mentoring. Torie L. Weiston, Claremont Graduate University

53.081-1. Online Learning, Achievement, and Innovation in Charter Schools. SIG-Charters & School Choice; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm
Chair: Julie M. Kallio, University of Wisconsin–Madison
Participants:
Charter Schools’ Innovation Reporting Levels and Student Achievement. Einav Danan Cabrera, Florida Virtual School
Do Testing Conditions Explain Cyber Charter Schools’ Failing Grades? Dennis Beck, University of Arkansas at Fayetteville; Robert A. Maranto, University of Arkansas; Angela Watson, University of Arkansas
K–12 Online Learning and School Choice: Growth and Expansion in the Absence of Evidence. Michael Kristopher Barbour, Touro University–California

53.081-3. Critical Perspectives on Racism in Education. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm
Chair: Erica R. Dawila, Lewis University
Participants:
An Investigation of Microaggression Frequency and the Effect of Educational Leadership Graduate Students at a Historically Black College/University. Pamela T. Barber-Freeman, Prairie View A&M University; Lucyll Elizabeth Freeman, Prairie View A&M University; Mathias R. Vairez, Prairie View University
Cruel Optimism, Precarity, and the Explosion of Short-Term Teaching Contracts in Australian Schools. Timothy Mark Bush, The University of Melbourne
Discussant: Elizabeth Pittard, Georgia State University

53.081. Division and SIG Roundtables

53.081.2. Online Learning, Achievement, and Innovation in Charter Schools. SIG-Charters & School Choice; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm
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Cruel Optimism, Precarity, and the Explosion of Short-Term Teaching Contracts in Australian Schools. Timothy Mark Bush, The University of Melbourne
Discussant: Elizabeth Pittard, Georgia State University
A&M University; Derek Irvin, Prairie View A&M University; Jerrel Moore, Prairie View A&M University.

“We Could Be Leaders, Pero Otra Cosa Es Si Queremos”: Latinx Youth Redefining Leadership. Julissa Ventura, University of Wisconsin–Madison

A Qualitative Analysis of Discipline and the College-Going Engagement of Urban Girls of Color. Shena Sanchez, University of California, Los Angeles

Advantages to Being Invisible. Aaron Jermaine Griffen, Texas A&M University—College Station

53.081-4. Positionality on Trial: Examining Global Tensions of Privilege While Performing Humanizing Research With Minoritized Populations. SIG-Critical Educators for Social Justice; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm

Chair: Edelmira Patricia Garcia, NALEO Educational Fund

Participants:

Critical Reflections on Challenging Researcher Privilege in Doing Research on Undocumented Korean American Youth. Ga-Yong Chung, University of Illinois at Urbana-Champaign

Understanding Latina/o Youth Identity in Suburbia: Negotiating the Tensions Through a Humanizing Approach. Gabriel Rodriguez, University of Illinois at Urbana-Champaign

Toward Decolonizing the Research Process: Exposing Tensions Through Critical Autoethnography. Kristine Sudbeck, Nebraska Indian Community College

Youth Agency and Resiliency: A Case Study of “Si Se Puede” Church in Mexican Chicago. Miguel Angel Saucedo, University of Illinois at Urbana-Champaign

Researcher Identity Negotiations: A Narrative Inquiry of Tensions Within Early Childhood Home Learning Environments. Keisha L. Siriboe, The University of Hong Kong


Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm

Chairs: Emma H. Fuentes, University of San Francisco; Linda Prieto, The University of Texas at San Antonio

Participants:


La Receta del Testimonio Mole: A Value-Rich Recipe for Folklórico Resilience Testimonio. Manuel Alejandro Pérez, University of San Francisco

Call to Action: Speaking to Educators on the Praxis of Testimonio and the Napal Metaphor. Vincent Chandler, City College of San Francisco

A Testimonio From the Other California: Immigrant Life in the Central Valley and the Road Toward the Professoriate. Rosa M. Jimenez, University of San Francisco

Documenting the Undocumented: Testimonios as a Humanizing Pedagogy. Laura Ochoa, University of San Francisco

53.081-6. Lives of Teachers: Professional Development and Teacher Identity. SIG-Lives of Teachers; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm

Chair: Gerald J. Brunetti, Saint Mary’s College of California

Participants:

I Can’t Go in That Classroom: Professional Development and Instructional Experiences in Juvenile Corrections Schools. Kristin Marie Murphy, University of Massachusetts–Boston; Keri Madsen, The University of Texas Health Science Center at Houston; Holly B. Lane, University of Florida

A Trajectory of K–8 Teacher Development in Early and Mid-Career. Susan H. Marston, Saint Mary’s College of California; Gerald J. Brunetti, Saint Mary’s College of California; Kari Lynn Stewart, St. Mary’s College of California

Those Who Can, Teach: Shifting Identity After Illness. Erin Parke, Pinellas County Schools

“Being in the Classroom Really Wakes You Up”: Identity Development of Teach First Candidates. Katrine Nesje, University of Oslo; Esther T. Cantriss, The Research Council of Norway

53.081-7. LGBTQ Issues in the Catholic Educational Context. SIG-Catholic Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm

Chair: Karie Huchting, Loyola Marymount University

Participants:

Fulfilling the Promise: Preparing Catholic Leaders to Advocate for LGBT Students and Families. Karie Huchting, Loyola Marymount University; Jill Patricia Bickett, Loyola Marymount University

You Are Not Alone: The Power of Solidarity for Queer Catholic School Teachers. Kevin James Stockbridge, Chapman University

“Put the Jesuit Out Front”: How a Catholic, Jesuit University Addresses LGBT Issues. Bryce Edward Hughes, Montana State University

53.081-8. Moral Development and Professional Ethics. SIG-Moral Development and Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm

Chair: Daniel Fasko, Bowling Green State University

Participants:

One Principal’s Moral and Ethical Orientation to Practice. Kelly Ann Manning, OISE/University of Toronto

Seeking the Elusive Ethical Base of Teacher Professionalism in Canadian Codes of Ethics. Bruce Maxwell, Université du Québec à Trois-Rivières; Marina Schwimmer, McGill University

Situation-Specific Morality of Economists and Noneconomists: Empirical Findings and the Question of Professional Ethics. Gerhard Minnemaier, University Frankfurt am Main; Karin Heinrichs, Otto Friedrich University Bamberg

53.081-9. Tensions and Wonders About Narrative Inquiry Methodology. SIG-Narrative and Research; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm

Chair: Sean Michael Lessard, University of Alberta

Participants:

Waiting as an Active Space. Eliza Anne Pinnegar, University of Alberta

Practitioner to Researcher: A Narrative Inquiry Into Three Teachers’ Lived Experiences of Their Transition Process. Michelle Novelli, Northern Arizona University; Kathleen Abou-Rajjai, Northern Arizona University; Holly B. Lugano, Northern Arizona University; Vicki Ross, Northern Arizona University

Narrative Smoothing and Constructing in the Wild: Navigating the Space of Co-Constructing Narratives for Analysis. Brooke Coley, National Science Foundation; Audrey B. Boklage, Arizona State University; Nadia Kellam, Arizona State University

Phone It In: Reevaluating Phone Interviewing Through Analysis of Graduate(d) Student Athletes’ Experiences. Siduri J. Haslerig, The University of Oklahoma

53.081-10. Research on Assessment Design and Development. Division D–Measurement and Research Methodology; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm

Chair: Matthew Newman Gaertner, SRI International

Participants:

Does Information Order Matter? Examining Students’ Modeling Behaviors and Strategy Choices Using Game Log Data. Dongsheng Dong, University of Washington–Seattle; Min Li, University of Washington; Phonnaruep Thummaphan, University of Washington–Seattle; Alec Kennedy, University of Washington

Feasibility of Forced-Choice Assessments in Middle and High School Students. Cristina Anguiano Carrasco, Educational Testing Service; Kevin Tremont Petway, Educational Testing Service; Meghan Wilson Brennenman, Enrollment Management Association; Christopher Kurzum, Educational Testing Service

The Interaction Between Item-Writing Guideline Violations and Gender Differences in Academic Performance. Erkan Hasan Atalms, Sultan Imam University; Mehmet Kaplan, Artvin Coruh University
53.081-11. Social and Emotional Support in Schools: Student, Teacher, and Staff Perspectives. SIG-Social and Emotional Learning; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm
Chair: Paul Augustine LeBuffe, Aperture Education Participants:
Creating School Belonging: The Role of Nonacademic Teachers and Staff. Sara Kemper, University of Minnesota; Peter Demerath, University of Minnesota
The Five Awarenesses of Expert Teachers: Exploring Individual Social-Emotional Cognitive Processes. Vanessa Rodriguez, NYU School of Medicine
A Statewide Analysis of School Staff Perceptions of School Climate in California. Gordon Capp, University of Southern California; Ron Avi Astor, University of Southern California; Tamika Gilreath, Texas A&M University–College Station

53.081-12. All About Problems: Considerations of Problem-Based Learning Problems for Learning Processes and Outcomes. SIG-Problem-Based Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm
Chairs: Woei Hung, University of North Dakota; Mahnaz Moallem, University of North Carolina–Wilmington
Participants:
Assessing Problem Difficulty: A Problem Difficulty Scale. Woei Hung, University of North Dakota
Problem Difficulty: Prior Knowledge, Experience, and Perceived Need for Scaffolding in Problem-Based Learning. Xin Ge, University of Oklahoma; Ching-Huei Karen Chen, National Changhua University of Education; Victor Law, University of New Mexico
Case Designs for Ill-Structured Problems. Nada Dabbagh, George Mason University
Problem-Based Learning, Complexity, and Similiarity Assessment in Case-Based Reasoning. Andrew Tanfik, Northern Illinois University
Problem Posing and Technology: Impact on Preservice Teachers’ Learning Strategies. 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

53.081-13. What (Knowledge) Do We Learn in the Workplace and How to Measure It? SIG-Workplace Learning; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm
Chair: Kimberly Michele Underwood, University of Phoenix Participants:
Acquisition of Hard-to-Learn Knowledge in the Domain of Geriatric Care Nursing. Bianca Steffen, Paderborn University; Michael Goller, University of Paderborn; Christian Hartes, Paderborn University
Capturing Informal Learning From Others Using Mixed Methods Designs: A Literature Review and Empirical Demonstration. Dominik Emanuel Frechlich, University of Vienna
Learning to Innovate in Seed Phase Entrepreneurial Teams. Stacey Robbins, Seattle University
Making Connections: Workplace Learning and the Knowledge Life Cycle. Julaine Fowlie, Auburn University; Katherine S. Cennamo, Virginia Polytechnic Institute and State University
Understanding the Process of Transfer of Learning From Military Context to Civilian Workplace. Khalil M. Dirani, Texas A&M University–College Station

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm
Chair: Tara O’Neill, University of Hawaii–Mānoa Participants:
Being and Becoming Scientists Today: Reclaiming a Theoretical-Practical Approach to Science Education. Susan A. Kirch, New York University; Michele Amoroso, New York City Department of Education
Diversity and the Promise of Science in the Learning Gardens: Students’ Motivation, Achievement, and Science Identity in Low-Income Middle Schools. Dilaraç R. Williams, Portland State University; Heather Anne Brule, Portland State University; Sybil Kelley, Portland State University; Ellen Skinner, Portland State University; Claire Lagerwey, Portland State University
Relationships Among Students’ Science Class Perceptions, Science Identification, and Career Goals. Sumeya Sahbaz, Oklahoma State University; Jessica Chittum, East Carolina University; Asta B. Schram, The University of Iceland; Brett D. Jones, Virginia Polytechnic Institute and State University
STEM Identity: How Professionals in STEM Position Their Work. Amber Simpson, Indiana University–Bloomington; Adam V. Malteze, Indiana University

53.081-15. Game-Based Learning and Discovery. SIG-Technology, Instruction, Cognition & Learning; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm
Chair: Ibrahim Halid Yetter, Texas Tech University Participants:
Designing Instruction With Game-Based Learning: Game Mechanics in Courses From Middle School to Higher Education. Larysa N. Nadohny, Iowa State University; Zina Alaswad; Donna Eugene Culver, Iowa State University; Wei Wang, Iowa State University
Gaming Dr. Discovery: Iterative Game Design for Informal Science Learning. Brian C. Nelson, Arizona State University; Catherine D.D. Bowman, Arizona State University; Judi Bowman, Arizona State University; Jared Korinko

53.081-16. Interrupting, Promoting, Constructing, and Reframing: How New Narratives Are Created and Challenged. SIG-Disability Studies in Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm
Chair: Kathleen King Thorius, Indiana University–IUPUI Participants:
Promoting Access Through Segregation: The Emergence of the “Prioritized Curriculum” Class. Jessica K. Bacon, Montclair State University; Carrie E. Rood, SUNY–College at Cortland; Beth A. Ferri, Syracuse University
Reframing the Master Narratives of Dis/ability Through an Emotion Lens: Sophia Cruz’s Emotion-Laden Talk. David Isaac Hernandez-Saca, University of Northern Iowa
“Society Likes to Put People Into Socially Constructed Boxes”: Exploration of the Liminal Space Through Undergraduate Students’ Critical Reflections of Disability. Marisa Kofke, University of Delaware
Interrupting the School-to-Prison Pipeline: An Argument for Paradigm Expansion in Special Education Transition Research. Audrey A. Trainor, New York University

53.081-17. Special Education Research SIG Roundtable Discussion 3. SIG-Special Education Research; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm
Chair: Heidi R. Cornell, Wichita State University Participants:
Examining the Variability in Access to General Education Contexts for Students With Autism. Meghan Cosier, Chapman University; Julia M. White, Syracuse University; Qur Wang, Syracuse University
Fostering Reading Motivation in Self-Containing Classrooms for Students With Emotional and Behavioral Disorders. Heidi R. Cornell, Wichita State University

Practice and Perception: General Educators’ Behaviors and Beliefs When Teaching Students With Emotional Behavior Disabilities. Nina F. Weising, Cardinal Stritch University

Sources of (In)Stability in Classrooms Serving Students With Emotional and Behavioral Disorders. Christina Cipriano, University of Massachusetts–Dartmouth; Tia Nawelene Barnes, University of Delaware; Lisa Flynn, Yale University; Susan E. Rivers, Yale University

The Design and Implementation of a Web-Based Vocabulary Instruction for Visually Impaired Students: Direct Instruction Approach. Tugha Kamalı Arslantas, Middle East Technical University; Soner Yıldırım, Middle East Technical University; Banu Arslantekin, Gazi University; Abdulmenaf Gul, Middle East Technical University

53.081-18. Dual-Language Education. SIG-Bilingual Education Research; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm
Chair: Laurie Jo Murdock, SFUSD; SFSU
Participants:
- Educational Trajectories of Latino English Language Learner Students in Dual-Language Programs. Kathryn Lindholm-Leary, San José State University
- Exploring Teacher-Facilitated Peer-Peer Interaction in Dual-Language Classrooms. Jennifer Gisi Himmel, Center for Applied Linguistics; Barbara Kennedy, Center for Applied Linguistics; Keira Gebbie Ballantyne, Center for Applied Linguistics; Jennifer Reun, Center for Applied Linguistics
- Investigating Teachers’ Perceptions About Dual-Language and ESL Programs in Texas. Susana E. Franco-Fuenmayor, University of Saint Thomas; Yolanda N. Padron, Texas A&M University
- Placement of Reclassified English Language Learners: General Education or Dual Language? Audrey Figueroa Murphy, Saint John’s University; Bruce Tarf, Hofstra University
- Students’ Attitudes and Cantonese Proficiency in a Cantonese Dual-Immersion School. Lu Yang, University of California, Davis; Yuuko Uchikoshi, University of California, Davis; Genevieve Leang, University of California, Davis; Rosina Tong, San Francisco Unified School District

53.081-19. Research on Women and Higher Education. SIG-Research on Women and Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm
Chair: Elizabeth Cook, The University of Texas at San Antonio
Participants:
- Physics Doctoral Retention and Graduation: Gender and Predoctoral Factors. Katherine P. Dalme, Virginia Commonwealth University; Amy C. Hutton, Virginia Commonwealth University; Devasmita Chakraverty, Washington State University–Spokane; Robert H. Tai, University of Virginia
- The Salience of Family in Promoting Women’s Doctoral Persistence in Limited Residence Programs. Amanda Reckinson-Szapkiw, University of Memphis; Lucinda S. Spaulding, Liberty University; Lisa Sosin, Liberty University
- Pathways to Business School for Women. Paula Steisel Goldfarb, New York University
- Our Teacher Bodies and the Male Gaze: Knowing and Unknowing Ourselves Through Collective Memory Work. Erin Beeman Stutelberg, Salisbury University


Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm
Chair: Cristimou; Monticello Leider, Boston University
Participants:
- Chinese Students’ Emotional Experiences in Learning English as a Foreign Language: A Mixed-Methods Study. Yidan Wang; Shengjie Lin, The University of Texas at Austin; Diane L. Schallert, The University of Texas at Austin
- EFL Teachers’ Pedagogical Beliefs and Practices With Regards to Using Technology. Ar-Chu Dong, Indiana University–Bloomington; Anne Leftwich, Indiana University; Yu-Huei Lu; Shuya Xu, Indiana University–Bloomington; Krista D. Glazewski, Indiana University
- Engaging in Early Literacy and Technology Practices With Immigrant Parents. Vera J. Lee, Drexel University; Bruce Levine, Drexel University
- Expanding Circle: The Case of Nigerian EFL Teachers’ English, Training, and Career Satisfaction. Peter Wiens, University of Nevada–Las Vegas; Elena Andrei, Cleveland State University
- What About Spanish? Examining Language Growth Trajectories Among First-, Second-, and Third-Generation Latino Immigrants. Christine Monticello Leider, Boston University; Patrick Proctor, Boston College; Rebecca Deffes Silverman, University of Maryland–College Park

53.082. Poster Session 10; Poster Session

53.082-1. Multicultural/Multiethnic Education: Theory and Practice. SIG-Multicultural/Multiethnic Education: Theory, Research and Practice; Poster Session

Henry B. Gonzalez Convention Center, Street Level, Stars at Night Ballroom 4; 10:35am–12:05pm
Posters:
1. Applying Multicultural Education in Christian Contexts. Shalyshe Iseninger, Purdue University
2. Same-Ethnic Friendships Influencing Academic Achievement Among Minorities. Amy Aldana, University of California, Los Angeles; Danielle Sayre Smith, University of California, Los Angeles; Jaana Juwonen, University of California, Los Angeles

53.082-2. Poster Session 4: Cognitive and Motivational Processes. Division C–Learning and Instructions; Poster Session

Henry B. Gonzalez Convention Center, Street Level, Stars at Night Ballroom 4; 10:35am–12:05pm
Posters:
3. Absent During Instruction? Computer Game Usage and Students’ Cognitive and Physical Lesson Avoidance. Arvid Nagel, University of Teacher Education St.Gallen; Horst Biedermann, Saint Gallen University of Teacher Education
4. English Academic Achievement in South Korea: Longitudinal and Structural Analysis. Young Ju Joo, Ewha Womans University; Kye Yon Lim, Ewha Womans University; Eugene Lim, Ewha Womans University
5. Korean Secondary Students’ Beliefs About High-Stakes Assessment and Motivation in Second Language Learning. Hyun Jin Cho, Purdue University; Mike Yough, Oklahoma State University; Chorong Lee, Purdue University
6. Selective Attention When Developing Math Self-Concept. Peter McPartlan, University of California, Irvine
7. The Impact of Working Memory Training on Near and Far Transfer Measures: Is It All About Fluid Intelligence? Meaghan Beth McDunnan, University of California, Riverside; H. Lee Swanson, University of California, Riverside
8. The Effect of Analogical Transfer on Belief Bias in Scientific Reasoning. Matthew T. McCrudden, Victoria University of Wellington; Gwen C. Marchand, University of Nevada–Las Vegas
10. “It’s Important to Have Those Tools”: Teaching Noncognitive Skills During Literacy Instruction. Laura Northrop, Cleveland State University
11. The Eyes Have It: Examining a Physiological Measure of Cognitive Load. Michelene T. H. Chi, Na Li, Arizona State University–Tempe; Sayre Smith, University of California, Los Angeles; Jaana Juwonen, University of California, Los Angeles
12. Reducing Interference From Misconceptions: The Role of Inhibition. Reese Butterfuss, University of Minnesota–Twin Cities; Panayiota Kendeou, University of Minnesota
13. Refuting Vaccine Misconceptions. Greg Trevor, University of Minnesota; Panayiota Kendeou, University of Minnesota; Bader IMNM Møhnes, University of Minnesota–Twin Cities
14. Strategic Help-Seeking and School-Related Outcomes: A Systematic Review of Interventions. Yen Kim Pham, University of New Mexico
53.082-3. Special Topics in Engineering and Computer Science: Engineering Design, Computational Thinking, and Assessment. Division C—Learning and Instructions; Poster Session

Henry B. Gonzalez Convention Center, Street Level, Stars at Night
Ballroom 4; 10:35am–12:05pm

Posters:
16. Understanding Engineering Design in the Context of Making: Teacher and Student Perceptions of Design Thinking in a Classroom Maker Activity. Alexandra Killion Hansen, University of California, Santa Barbara; Danielle Boyd Harlow, University of California, Santa Barbara
17. Transdisciplinary Design for Undergraduate Engineering: Experimental Study With Implications for Future Research and Teaching. Heather Greenhalgh-Spencer, Texas Tech University; Atila Ertas, Texas Tech University; Kelli Frias, Texas Tech University
18. Designing Programming Tasks for Measuring Computational Thinking. Shuchi Grover, SRI International; Satatadi Basu, Vanderbilt University; Marie Bienkowski, SRI International
19. Assessing the Performance of Automated Short Answer Scoring to Support Integrated Engineering and Science Understanding. Jin Bywater, University of Virginia; Xiang Fu, Hofstra University; Jennifer L. Chiu, University of Virginia
20. First-Year Engineering Student Domain-Specific Spatial and Creative Skills in Design. Jacob K. Murray, University of Michigan–Ann Arbor
22. Assessing Children’s Creativity Through Engineering Design: An Investigation of Students in Grades 3 Through 8. Ashley Ireland, WestEd STEM; Danielle Boyd Harlow, University of California, Santa Barbara
23. The Impact of STEM Innovation and Design Courses on Secondary Students’ Achievement and Noncognitive Skills. Meltem Ateşdar, Georgia Institute of Technology; Jeremy Lingle, Georgia Institute of Technology; Stefanie Anne Wind, The University of Alabama–Tuscaloosa; Roxanne Moore, Georgia Institute of Technology; Jeff Rosen, Georgia Institute of Technology
24. The Influence of Toy Design Activities on Middle School Students’ Self-Efficacy in Engineering Design. Ning Zhou, University of California, Irvine; Nilsen Pereira, Purdue University; Tarun George, Purdue University; Kartik Ramani, Purdue University
25. Students’ Conceptions of Engineering Design: An Experiential Study in Engineering Capstone. Swati Mehta, Michigan State University; Aman Yadav, Michigan State University; Ashlie Martini, University of California, Merced
26. Puzzling the Pieces: Using Heuristic Cues for Engineering Student Design Idea Generation. Idalis Villaneuva, Utah State University; Brett D. Campbell, Brigham Young University; Suzanne H. Jones, Utah State University
27. Elementary School Students’ Computational Thinking Practices in a Robotics-Programming Environment. Lauren Barth-Cohen, University of Utah; Shayan Jiang, University of Miami; Ji Shen, University of Miami; Guanlsua Chen, University of Miami; Moataz Elnoukhly, University of Miami
28. Integrating Computational Thinking Strategies That Support Science Inquiry: A Case Study From a Summer Professional Development. Christina R. Krist, University of Maryland–College Park; Andrew R. Elby, University of Maryland–College Park; Jonathon Good, Michigan State University; Ayash Gupta, University of Maryland–College Park; Erin Renayne Solt, University of Maryland–College Park; Aman Yadav, Michigan State University
30. Assessing Mechanistic Reasoning. Paul Jason Weinberg, Oakland University
31. Normality Versus Non-Normality: Enhancing Understanding of Engineering Interventions’ Impact for Multilevel Models With Variance Heterogeneity. Yadira Peralta, University of Minnesota–Twin Cities; Michael R. Harwell, University of Minnesota; Selen Guzey, Purdue University; Mario Moreno, University of Minnesota; Tamara Jo Moore, Purdue University

53.082-4. Technology as an Agent of Change in Teaching and Learning SIG Poster Session. SIG-Technology as an Agent of Change in Teaching and Learning; Poster Session

Henry B. Gonzalez Convention Center, Street Level, Stars at Night
Ballroom 4; 10:35am–12:05pm

Posters:
32. Examining STEM Changes in a Middle School Robotics Learning Environment: Attitudes Before and After the Experience. Christina Gardner-McCune, University of Florida; Wenjing Luo, University of Florida; Albert Dieter Ritzhaupt, University of Florida
33. How Teachers Plan to Integrate Technology Into Literacy Instruction: A Think-Aloud Study of Planning Processes. Lindsay Woodward, Drake University; Amy Carter Hutchison, George Mason University
34. Personalizing Online Professional Development, by Design. Nancy Flanagan Knapp, University of Georgia; Angela Chambler, University of Georgia
35. Self-Regulated Learning Skills as the Predictors for Positive Perceptions of Online Minimester Learning Experiences. Cheryn-Jyh Yen, Old Dominion University; Chih-Hsiang Tu, Northern Arizona University; Laura Esthela Sujo-Montes, Northern Arizona University; Claudia Rodas, Northern Arizona University; hoda harati, North Arizona university; Elizabeth Y. Moore, Northern Arizona University; Shadow William Jon Armfield, Northern Arizona University; Michael Blocher, Northern Arizona University
36. The Role of Educators in the EdTech Entrepreneurship Ecosystem. Joan E. Hughes, The University of Texas at Austin; Sean Duffy, EdTech Austin
37. Understanding Users’ Continued Use Intention of a Virtual Professional Development Community. Shenghua Zha, James Madison University; Cheryn-Jyh Yen, Old Dominion University; Liangjuan Qin, University of International Business and Economics; Wu He, Old Dominion University
38. Using Wireless Pedometors to Measure Children’s Physical Activity: A Pilot Study. Erik Jon Byker, University of North Carolina–Charlotte; Tingting Xu, Stephen F. Austin State University; Monica Gonzales, Lone Star College–Montgomery

53.082-5. Meta-Analysis: New Methods and Reviews. SIG-Systematic Review and Meta-Analysis; Poster Session

Henry B. Gonzalez Convention Center, Street Level, Stars at Night
Ballroom 4; 10:35am–12:05pm

Posters:
39. Obtaining Standardized Mean Change Effect Sizes From Regression Frameworks. Adam Reeger, University of Iowa; Ariel M. Aloe, University of Iowa
41. A Reliability Generalization Study of the Brief Symptom Inventory—18. Daren Alzahrani; Antonio Olmos, University of Denver; Kathy E. Green, University of Denver


Henry B. Gonzalez Convention Center, Street Level, Stars at Night
Ballroom 4; 10:35am–12:05pm

Posters:
42. Who Wants to Become a Teacher in Tanzania? Profiles of Student–Teachers’ Commitment to Teaching. Ikupa Moses, ICLON-Leiden University; Amanda K. Berry, RMIT University; Nadira Saab, Leiden University; Wilfried Abdon, Leiden University
43. Ripped From the Headlines: A Critical Discourse Analysis of the Nature, Style, and Impact of Jamaica Newspaper Media Reporting on Homosexuality. Andrew Bruce Campbell, The University of the West Indies–Open Campus
44. Achieving Equal Opportunity Through Engaging the Voices of Caribbean Students About Education Leadership. Stacey Natasha Jillian Blackman, University of the West Indies; Kenneth A. Williams, STI Graduate Institute; Theresa L. Abodeeh-Gentile, University of Hartford; Dennis Conrad, State University of New York
45. Beyond the Concerns-Based Adoption Model? Using Implementation Science for an Evidence-Informed Curriculum Implementation Plan in Trinidad and Tobago. Jerome De Lisle, University of the West Indies; Susan Herbert, University of the West Indies; Sharmilla Harry, University of the West Indies; Tracey Michelle Lucas, Government of The Republic of Trinidad
53.082-7. Survey Research in Education SIG Poster Session 2. SIG-Survey Research in Education; Poster Session

Henry B. Gonzalez Convention Center, Street Level, Stars at Night
Ballroom 4; 10:35am–12:05pm
Poster:
46. Assessing Emergent Bilingual Students. Jennifer Daddino, Fordham Graduate School of Education

53.082-8. Division B, Section 6 poster session 2. Division B—Curriculum Studies; Poster Session

Henry B. Gonzalez Convention Center, Street Level, Stars at Night
Ballroom 4; 10:35am–12:05pm
Poster:
47. The Myth of One Person, One Vote: A Political Economy of Electoral Participation. Michael Christopher Barnes, University of Texas at Austin

SUNDAY, APRIL 30 ▶ 12:25 PM

Governance Meetings and Events

54.001. AERA Committee on Scholars and Advocates for Gender Equity in Education: Closed Meeting. AERA Governance; Governance Session

Grand Hyatt San Antonio, Third Floor, Travis A; 12:25–1:55pm

54.002. Review of Educational Research Closed Editorial Board Meeting. AERA Governance; Governance Session

Grand Hyatt San Antonio, Third Floor, Presidio A/B/C; 12:25–1:55pm

54.003. SIG Executive Committee. SIG Leadership Best Practices: Open Meeting. AERA Governance; Governance Session

Grand Hyatt San Antonio, Third Floor, Travis C/D; 12:25–1:55pm

Presidential Sessions

54.010. Bias in the Classroom: Then, Now, Tomorrow. AERA Presidential Session; Invited Speaker Session

Henry B. Gonzalez Convention Center, Ballroom Level, 303 A&B; 12:25–1:55pm
Chair: Shaun R. Harper, University of Pennsylvania
Participants: Walter Gilliam, Yale University; James D. Anderson, University of Illinois at Urbana-Champaign; Karolyn D. Tyson, University of North Carolina—Chapel Hill

54.011. Education Unbordered: Immigrant, Refugee, Detained, and Undocumented Children and Families. AERA Presidential Session; Invited Speaker Session

Henry B. Gonzalez Convention Center, Ballroom Level, Room 301 A&B; 12:25–1:55pm
Chair: Angela E. Arzubiaga, Arizona State University
Speaker: Saskia Sassen, Columbia University
Discussants: Rogelio Saenz, The University of Texas at San Antonio

54.012. Former Presidents Respond to Annual Meeting Theme. AERA Presidential Session; Invited Speaker Session

Henry B. Gonzalez Convention Center, Ballroom Level, 302 A&B; 12:25–1:55pm
Chair: Caroline Hendrie, Education Writers Association
Participants: Eva L. Baker, University of California, Los Angeles; James A. Banks, University of Washington—Seattle; Linda Darling-Hammond, Stanford University; Frank H. Farley, Temple University; Kris D. Gutierrez, University of California, Berkeley; Gloria J. Ladson-Billings, University of Wisconsin—Madison; Carol D. Lee, Northwestern University; Jeannie Oakes, University of California, Los Angeles; Barbara Schneider, Michigan State University; Catherine E. Snow, Harvard University; William F. Tate, Washington University in St. Louis; William G. Tierney, University of Southern California

54.013. Commemorating the Life and Legacy of Claire Ellen Weinstein. AERA Sessions Cosponsored with SIG-Motivation in Education and SIG-Studying and Self-Regulated Learning, Division C—Learning and Instructions; Invited Speaker Session

Henry B. Gonzalez Convention Center, Ballroom Level, Room 301 C; 12:25–1:55pm
Chair: Anita Woolfolk Hoy, The Ohio State University—Columbus
Participants: Wilbert J. McKeachie, University of Michigan; Paul A. Schutz, The University of Texas at San Antonio; Jefrey E. Husman, University of Oregon; Taylor Wayne Acee, Texas State University–San Marcos; Nancy K. Stano, The University of Texas at Austin; Sonja L. Larchert, The University of Texas at San Antonio; Dale H. Schunk, University of North Carolina—Greensboro; Barry J. Zimmerman, City University of New York

54.014. Donald H. Layton Memorial Symposium: A View of Half a Century of Politics in Education. AERA Sessions; Invited Speaker Session

Henry B. Gonzalez Convention Center, Ballroom Level, Room 304 C; 12:25–1:55pm
Chair: William Kyle Ingle, University of Louisville
Participants: Enrique Alman, The University of Texas at San Antonio; Curtis Anthony Brower, The University of Texas at San Antonio; Bryan Duarte, The University of Texas at San Antonio; Leslie A. Lewis, Clemson University; Jane Clark Lindle, Clemson University; Samantha Paredes Scribner, Indiana University—Indianapolis; Erik James Shaver, Indiana University—IUPUI


Henry B. Gonzalez Convention Center, Ballroom Level, 305; 12:25–1:55pm
Chair: Galo Naranjo López, Universidad Tecnica de Ambato
Participants: Zaira Navarrete Cazales, La Universidad Nacional Autónoma de México; Patricia A. Somers, The University of Texas; Jorge Luis Inzunza, Delavan Darten School District; Lauren Ilia Misiaszek, Beijing Normal University
Discussant: Greg William Misiaszek, Beijing Normal University

54.016. Inclusion of Students With Disabilities in Primary Education in Countries of the Americas: The Experience of Brazil, Peru, and Costa Rica. AERA Sessions; Invited Speaker Session

Henry B. Gonzalez Convention Center, Ballroom Level, Room 302 C; 12:25–1:55pm
Chair: Geovana Mendonça Lunardi Mendes, Universidade do Estado de Santa Catarina
The Schooling of Students With Disabilities in Their Prescribed Form: A Comparative Study Between Brazil and Argentina (2000 to 2010). Fabiony de Cassia Tavares Silva, Universidade Federal de Mato Grosso do Sul
Do Vision Problems Affect Children’s Educational Achievement? Evidence From Peru. Santiago Cueto, Grupo de Análisis para el Desarrollo, GRADE; Javier Escobal, GRADE; Juan León, GRADE; Alejandra Miranda, GRADE; Mary Penny, Institute of Nutritional Research, Lima, Peru

54.017. Meet Journal Editors: Journal Talks 6. AERA Sessions; Invited Roundtable

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 3; 12:25–1:55pm
Participants:
2. International Journal of Disability, Development and Education. Robyn Margaret Gillies, The University of Queensland
3. Journal of Interactive Online Learning. Vivian H. Wright, The University of Alabama; Cynthia S. Sunal, The University of Alabama
5. Vocations and Learning. Bernadette Olsner, Springer Netherlands
6. Gender and Education. Carol A. Taylor, Sheffield Hallam University; Kathryn Scantlebury, University of Delaware
7. Journal of Cases in Educational Leadership. Vonzell Agosto, University of South Florida; Zorka Kavanxha, University of South Florida; William R. Black, University of South Florida; Laura Traujillo-Jenks, Texas Woman's University
8. Journal of Teacher Education. Robert E. Flenod, Michigan State University; Dorinda Carter Andrews, Michigan State University; Gail Richmond, Michigan State University
9. TechTrends. Charles Brent Hodges, Georgia Southern University; Carol Bischoff, Springer Publishing Company
12. Journal of Literacy Research. Misty Sailors, The University of Texas at San Antonio
13. Educational Administration Quarterly. Casey D. Cobb, University of Connecticut; Sarah L. Woulfin, University of Connecticut
14. Mentoring and Tutoring: Partnership in Learning. Beverly J. Irby, Texas A&M University–College Station; Brad Bizzell, Radford University; Kimberly Kappfer Hewitt, University of North Carolina–Greensboro; Jennifer Boswell, University of Houston–Victoria; Nahed Abdelrahman, Texas A&M University
16. Teaching and Teacher Education. Ann Conrey, Elsevier Ltd
17. Educational Assessment. Joan L. Herman, University of California, Los Angeles; Ivy Gray-Klein, Taylor & Francis; Jamal Abedi, University of California, Davis; Jose Felipe Martinez, University of California, Los Angeles; Guillermo Solano-Flores, Stanford University
18. Journal of Educational and Behavioral Statistics. Daniel F. McCaffrey, ETS; Li Cai, University of California, Los Angeles
19. A Critical Exploration of the Potential Utility of Rule-Induction Data Mining Methods to “Orthodox” Education Research. Emi Iwatan, University of Pittsburgh
21. Graphic Novels and Academic Vocabulary Acquisition: Preliminary Implications for Students Across English Levels. Alejandra Ojeda-Beck, University of California Berkeley
22. The Sociocultural Context of Play as a Pedagogical Tool: Play Experiences of Indigenous Children of the Sierra Nevada de Santa Marta, Colombia. S. Lynnech Solis, Harvard University
24. They're the Worst Students? Constructions of Criminality, Racialized Safety, and Punishment in Texas Public Schools. Kay Sarai Varela, Texas A&M University
25. Tracking the Receipts: Revealing Federal Funding Disparities Between Maryland's Black and White Land-Grant Colleges, 1887–1939. Katherine Ica Elizabeth Wheatle, Institute for Higher Education Policy, Institute for Higher Education Policy
26. Supportive Classroom Contexts for Upper Elementary Latina/o English Language Learners. Holland Windels Bane, University of Virginia
27. Inside the Classroom: Which Teaching Skills Explain Teacher Quality? Alanna Vinsen Bjorklund-Young, Johns Hopkins University – Baltimore
28. Locked Up Means Locked Out: The Effects of the War on Drugs on Black Male Students’ College Enrollment. Tolani Britton, Harvard University
31. Learning to Talk Across Digital and Face-to-Face Contexts. Jennifer Higgs, University of California, Berkeley
32. Title Pending. Rebecca Hinze-Pifer, University of Chicago
34. School Autonomy and School Discipline: Contradictions Between Innovation Plans and Implementation. Kathryn Elizabeth Wiley, University of Colorado–Boulder
35. The Mark of a Woman’ Record: Gender and Academic Performance in Hiring. Natasha Quadlin, Indiana University
37. Expanding Competence: Creating Space for Students to Engage With Each Other’s Mathematical Ideas. Nicholas Charles Johnson, University of California, Los Angeles
38. The Tolerance Generation: High School, Inequality, and the Anti-bullying Era. Sarah Miller, University of Massachusetts–Amherst
39. Social Identity, Campus Culture, and STEM Persistence at Selective Colleges and Universities. Anthony Johnson, Northwestern University
40. Patrolling Public Schools: The Impact of Police Funding on Student Discipline and Long-term Education Outcomes. Emily Weisburst, The University of Texas at Austin
41. Branding against Closure: Neighborhood Schools and the Management of Risky Futures. Julia A. McWilliams, University of Pennsylvania
42. Organizational Supports and Barriers to Teacher Workforce Diversity. Johanna S. Quinn, University of Wisconsin–Madison
43. Educational Uplift Along the U.S.-Mexico Border: How Students, Families, and Educators Cultivate a College-Going Culture in Contested Terrain. Nydia C. Sanchez, University of North Texas
44. Managing the Brand: Racial Politics, Strategic Messaging, and the Coalition-Building Efforts of Charter Management Organizations. Laura Elena Hernandez, University of California, Berkeley

54.018. Promising Scholarship in Education: Dissertation Fellows and Their Research. AERA Sessions; Invited Poster Session

54.019. Knowledge Mobilization and the Global Politics of Education Reform. International Relations Committee; Symposium

Committee Sessions
Chair: Christopher A. Lubienski, Indiana University
Participants:
An International Study of How Research Funding Agencies Are Shaping the Research-Practice-Policy Interface Globally. Amanda Cooper, Queen’s University; Samantha Jo Shewchuk, Queen’s University–Kingston; Stephen MacGregor, Queen’s University
International Organizations and the Education Privatization Debate: Mapping Knowledge Production Politics Through Bibliographic Coupling. Clara Fontdevila, Universitat Autònoma de Barcelona; Antoni Verger, Universitat Autònoma de Barcelona
Knowledge Banking in Global Education Policy: Bibliometric Analysis of World Bank Publications on Public-Private Partnerships. Francine Menashy, University of Massachusetts–Boston; Robyn Read, OISE/University of Toronto
Global Education Policy as Echo: Unpacking the Global Promotion of Colombia’s Charter School Reform. D. Brent Edwards Jr., University of Hawaii–Mānoa; Jean E. Morrison, Drew University; Stephanie Michelle Hall, University of Maryland–College Park
Discussant: Janelle T. Scott, University of California, Berkeley

State and Regional Organization Sessions

Chair: Thanh Truc Thi Nguyen, University of Hawaii–Mānoa
Participants: Southwest Educational Research Association. A Comparison of Bayesian and DerSimonian and Laird Estimation in Meta-Analysis. Peter Boedeker, University of North Texas
Discussants: Anthony J. Omuweghuzie, Sam Houston State University; Grant B. Morgan, Baylor University

Division Sessions

54.021. Alternative Ways for Improving Student Outcomes: A Restorative Approach to Teaching, Learning, and Leading. Division A–Administration; Symposium
Chair: Anthony H. Normore, California State University–Dominquez Hills
Participants: Connection to Community to Content: Building a Restorative Classroom for Diverse Learners. Abdul Issa
Cultivating Restorative Communities: A K–12 Network Approach to Implementing Restorative Practices. Tanya Franklin, LAUSD; Jeffrey Garrett, LAUSD
Leaders’ Voices in the Field. Chris Carr, Alliance Simon Technology College Ready Academy; Omar Reyes, Alliance Simon Technology College Ready Academy; Jeanne Seky, California State University–Dominquez Hills; Amen Rah, LAUSD
Creating a Community to Restore: View From the Principal’s Chair at a Social Justice High School. Jose Navarro, Social Justice Humanitas Academy

54.022. Early- and Mid-Career Mentoring for Equity-Focused Faculty: Insights From Senior Scholars on Navigating the Pathways of Academia. Division A–Administration; Invited Speaker Session
Chair: Ann M. Ishimaru, University of Washington; Melissa Ann Martinez, Texas State University
Participants: Michael E. Danley, Miami University; Frank Hernandez, Southern Methodist University; Judi A. Alton, Ashland University; Susan C. Faircloth, University of North Carolina–Wilmington

54.023. Leadership Development and Partnerships in the Field. Division A–Administration; Paper Session
Chair: Margaret Terry Orr, Bank Street College of Education
Participants: Examining an Embedded Principal Internship Program Through a Partnership of District and Higher Education. Dusty Palmer, Texas Tech University; Fernando Valle, Texas Tech University; Irina Laura Almager, Texas Tech University; Mehmot Akef Chah, Texas Tech University; Chau Phuc Hong Nguyen; Selenda Kay Cumby, Texas Tech University; Vanessa Deleon, Texas Tech University Health Sciences Center
Fostering and Sustaining School/University Partnerships in Educational Leadership Preparation Programs. Robert Hudson, Lowes County School System; Frances K. Kochan, Auburn University; Ellen H. Reames, Auburn University
Gone Too Soon: Principal Pre-Role Conceptualizations and Early-Career Turnover. Felicia Rae Truong, AppleTree Institute For Education Innovation

54.024. Afrofuturism and Indigenous Futurity: Contested Temporalities, Subjectivities, and Curricular Potentialities. Division B–Curriculum Studies; Symposium
Chair: Silvia Patricia Solís, University of Utah
Participants: Autonomous Marxisms, Queer of Color Critiques, and Futurities: Bridging the Ontological and Epistemological Divide. Isidoro Guzman, University of Utah
(Re)Imagining Our Future: The Ubiquity of Queer Youth of Color in a World They Can’t “Be.” Andrea Vasquez, University of California, Santa Cruz
Curse of the Blue Durito: Popular Education, Comics, and a Politics of Resistance. Diego Luna, University of Utah
Discussants: Wanda Pillow, University of Utah; Juan Jose Garcia, University of Utah

54.025. Racialized Embodied Pedagogies Through Relationship to Land. Division B–Curriculum Studies; Symposium
Chair: Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214
Participants: Looking Beneath Our Feet: Students Engage, Disrupt, and Unear the Topos of Settler-Colonial Toronto. Daniela Bascuñán, University of Toronto
Traumatic Spaces and the Places of Settler Colonialism. Neil Ramjewan, University of Toronto
A Pedagogy of Palestine: Disturbing Turtle Island Settler Identity. Lucy El-Rishri, University of Toronto

54.026. Troubling Colonial Dualisms in Curriculum-Making: Critical and Generative Encounters With the More-Than-
54.027. Best Practices in Peer and Collaborative Learning. Division C–Learning and Instructions; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 208; 12:25–1:55pm
Chair: Toni Kempker Ragat, Purdue University
Participants:
The Influence of Collaborative Small-Group Discussion on Social Self-Efficacy and Class Relationships. Tzu-Jung Lin, The Ohio State University; Jing Chen, The Ohio State University–Columbus; Seung Yon Ha, The Ohio State University; Irima V. Kuznetcova, The Ohio State University–Columbus; Normada Paul, The Ohio State University; Sangjun Won, The Ohio State University; Eric M. Anderman, The Ohio State University
Student Collaboration to Build Joint Understanding of Data. Susan Bromley Kelly, University of Illinois at Urbana–Champaign; Luettamae Lawrence, University of Illinois at Urbana–Champaign; Emma M. Mercier, University of Illinois at Urbana–Champaign
Children’s Causal Reasoning During Collaborative Discussions. Shufeng Ma, University of Illinois at Urbana–Champaign; Richard C. Anderson, Arizona State University at Urbana–Champaign

54.028. Efficacy of an Online Mathematics Homework Intervention: Rigorous Research Transforming Knowledge to Action. Division C–Learning and Instructions; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 209; 12:25–1:55pm
Chair: Jeremy Roschelle, SRI International
Participants:
Research Design and Main Effects From the Maine ASSISTments Efficacy Study. Jeremy Roschelle, SRI International; Mingyu Feng, SRI International; Robert F. Murphy; Craig Mason, University of Maine
Quantitative Analysis of Moderating and Mediating Factors in the Maine ASSISTments Efficacy Study. Craig Mason, University of Maine; Robert F. Murphy
Transforming Teachers’ Instructional Practice: The Role of Formative Assessment Data From Homework. Janet C. Fairfax, University of Maine; Bethany Jorgensen, Cornell University
An Examination of Implementation Costs: Is Affordability a Barrier to Using ASSISTments to Improve Learning? Marianne Bakia, SRI International; Mingyu Feng, SRI International
Discussant: David E. Barnes, National Council of Teachers of Mathematics

54.029. The Role of Real-World Contexts for Learning Mathematics. Division C–Learning and Instructions; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 211; 12:25–1:55pm
Chair: Kira Joy Carbonneau, Washington State University–Pullman
Participants:
Children’s Engagement in Collectible Mathematizing in an Early-Years Classroom: A Semiotic Scaffolding Perspective. Sinikka Kaartinen; Kristiina R Kumpulainen, University of Helsinki
Kindergarten and Grade 1 Students’ Use of Variable Notation to Represent Indeterminate Quantities. Barbara M. Brizuela, Tufts University; Maria Blanton, TERC
Eighth-Grade Students’ Attitudes Toward Math, Problem-Based Learning With Structured Instructional Conversation Lessons, and Writing. Susana Ortega, Los Angeles Unified School District
The Role That Mathematics Plays in College and Career Readiness: Evidence From PISA (Programme for International Student Assessment) 2012. Leland S. Cogan, Michigan State University; William H. Schmidt, Michigan State University; Richard T. Houang, Michigan State University

54.030. Translating Effective Research on Reading and Writing Into Practice at the Elementary Grades. Division C–Learning and Instructions; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217; D; 12:25–1:55pm
Chair: R. Malatesha Joshi, Texas A&M University
Participants:
We-Write Persuasively: A Journey Toward Effective Teacher-Managed Web-Supported Writing Instruction With Fifth-Grade Classrooms. Karen R. Harris, Arizona State University
Transcription: A Key Capability Underlying Effective Writing. Teresa Limpo, University of Porto
Using Text Structures and Writing to Impact Reading Comprehension With Upper Elementary-Grade Children. Michael Hebert, Vanderbilt University
Fourth- and Fifth-Grade Struggling Readers Show Strong Improvements in Reading Comprehension When Taught the Strategy Structure Using a Web-Based Tutoring System. Kausalai K. Wijekumar, Texas A&M University–College Station
Discussant: R. Malatesha Joshi, Texas A&M University

Henry B. Gonzalez Convention Center, River Level, Room 7A; 12:25–1:55pm
Chair: Arshad Intiaz Ali, George Washington University
Participants:
What Makes Citizenship Sayable or Unspeakable? Habitus, Evidence, and Narrative in Mixed-Status Communities. Ariana Manguel Figueroa, Rutgers University
Black and Latina/o Youths’ Utterances as Evidence for What? Danny C. Martinez, University of California, Davis
The Ethnographic Record as Archive: Epistemic Tensions and the Construction of Evidence With Muslim Youth. Arshad Intiaz Ali, George Washington University
Empire and Place: Indigenous Longing and the Ethnographic Archive Along the U.S./Mexico Borderlands. Dolores Calderon, Western Washington University
Discussant: Bryan McKinley Jones Brayboy, Arizona State University

54.032. Measurement of Socioeconomic Status for American Education Surveys. Division D–Measurement and Research Methodology; Symposium
Henry B. Gonzalez Convention Center, River Level, Room 7B; 12:25–1:55pm
Chair: Paul A. Jewsbury, Educational Testing Service
Participants:
Overview of Efforts to Develop a Measure of Socioeconomic Status for National Large-Scale Surveys. William Ward, U.S. Department of Education
54.033. Mixed-Methods Studies for Large-Scale Research Projects in Education. Division D–Measurement and Research Methodology; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, Room 303 C; 12:25–1:55pm
Chair: Lois Weis, University at Buffalo–SUNY

54.034. Improving College Access. Division E–Counseling and Human Development; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 A; 12:25–1:55pm
Chair: Xue Xing, University of Nevada, Las Vegas

54.035. Religion and Public Education in the United States: An Interdisciplinary Symposium. Division F–History and Historiography; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 206 B; 12:25–1:55pm
Chair: Benjamin J. Justice, Rutgers University
Participants: Presenter A (Chair). Benjamin J. Justice, Rutgers University Presenter B. Stephanie Mitchell, University of South Carolina–Columbia Presenter C. Harvey Siegel, University of Miami Presenter D. Adam Laats, Binghamton University–SUNY Presenter E. Colin MacLeod, University of Victoria Presenter F. Mark Chancery, Southern Methodist University Discussant: Benjamin J. Justice, Rutgers University

54.036. Decolonizing the Ivory Tower: Experiences From Recently Conferred Scholars. Division G–Social Context of Education; Invited Speaker Session
Henry B. Gonzalez Convention Center, River Level, Room 4; 12:25–1:55pm
Chair: Eric Felix, University of Southern California; Berenice Sanchez, Indiana University–Bloomington; Angel M. Miles Nash, University of Virginia; Adam Musser, University of California, Davis
54.040. Texan, Born and Raised: Higher Education Tejano Scholars and Equity-Minded Research Agendas. Division J–Teaching and Teacher Education; Invited Speaker Session

Henry B. Gonzalez Convention Center, River Level, Room 6A; 12:25–1:55pm

Chairs: Stella M. Flores, New York University; Victor Saenz, The University of Texas at Austin

Participants: Sylvia Hurtado, University of California, Los Angeles; Fred Arthur Bonner, Prairie Vo New M University; Angela Valenzuela, The University of Texas at Austin; Richard J. Reddick, The University of Texas at Austin; Catherine L. Horn, University of Houston; Cristobal Rodriguez, Howard University; Denise Gandara, Southern Methodist University; Ryan Miller, University of North Carolina–Charlotte

Discussant: Al Kauffman, St. Mary’s University College

54.041. Understanding Access and Student Success in Graduate Education. Division J–Postsecondary Education; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 206 A; 12:25–1:55pm

Participants:
- Bridging the Gap: Linking Network Structures and Social Capital for Graduate Students and Postdoctoral Researchers. Graham Miller, University of Iowa; Christopher C. Morpheus, University of Iowa
- Predicting Success: Sense of Belonging Among Graduate Students. AJ Good, Auburn University; Michael Stoloff, James Madison University; Melissa Aleman, James Madison University; Megan Rodgers Good, Auburn University
- The Early Emergence of Doctoral Student Attrition: Perspectives on Early Departure in the Biomedical Sciences. Anna M. Woford, University of Missouri–Kansas City; Michelle A. Maher, University of Missouri–Kansas City; Josipa Roksa, University of Virginia; David F. Feldon, Utah State University

54.042. Co-Design in Practice: Seven Case Studies. Division K–Teaching and Teacher Education; Structured Poster Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 221 C; 12:25–1:55pm

Chair: Joseph L. Polman, University of Colorado–Boulder

Participants:
1. Co-Designing With Connected Autonomy. Rebecca G. Kaplan, University of Colorado–Boulder
2. (Re)claiming Design: Examining Reiteration Within Co-Design. Kristina M. Stamatis, University of Colorado–Boulder
3. The In-Group: Sharing the Same Role Within Co-Design. Mary Rose Kelly, University of Colorado–Boulder
4. Discourses of Parenting as Resource in the Co-Design Workplace. Maravene Taylor-Heine, University of Colorado–Boulder
7. Collaborative Professional Development Through Role Changing in a Sociotechnical Space. Stephen Sommer, University of Colorado–Boulder

Discussant: Barry J. Fishman, University of Michigan–Ann Arbor

54.043. Decolonial Praxis: Fighting for Democracies Through Teacher Experiences. Division K–Teaching and Teacher Education; Symposium

Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon C; 12:25–1:55pm

Chair: Katie Warren, University of Massachusetts–Dartmouth

Participants:
- Teacher Political Clarity: Public High School Teachers Speak Out. Jesus Castellon, University of Wisconsin–Milwaukee
- Claiming No Easy Victories: De/colonizing Oppressive Knowledges and Languages in the English Classroom. Elizabeth Janson, University of Massachusetts–Dartmouth
- Power of the Narrative: The Fight to Claim Democracy in Urban Education. Dominique A. Brancato, New Bedford Public Schools

Discussant: Antonia Darde, Loyola Marymount University

54.044. Exploring Varied Approaches to Supporting Responsive Teaching in Science and Mathematics. Division K–Teaching and Teacher Education; Structured Poster Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 221 D; 12:25–1:55pm

Chair: Jennifer Richards, University of Washington

Participants:
1. Prioritizing Practice in Professional Development: Anticipating, Noticing, and Questioning Children’s Mathematical Thinking. Victoria P. Jacobs, University of North Carolina–Greensboro; Susan B. Emison, University of Missouri–Columbia; Kristen D’Anna Pyne, The University of Texas at Austin; Amy Hewitt, The University of North Carolina at Greensboro; Naomi Jessup, University of North Carolina–Greensboro; Gladys Krause, The University of Texas at Austin
2. Encouraging Responsive Science Teaching in a Video Club. Tia Barnhart, California State University–Fullerton; Elizabeth A. van Es, University of California, Irvine
3. Attending to the Substance of Ideas in Doing and Teaching Science. Lama Ziad Jaber, Florida State University; Vesal Dini, Tufts University; David Hammer, Tufts University; Ethan Danahy, Tufts University
4. Using Responsive Teaching to Turn Teacher Attention to Student Epistemological Agency. Lecima C. Berland, University of Wisconsin–Madison; Rosemary Russ, University of Wisconsin–Madison
5. Noticing for Equity. Victoria M. Hand, University of Colorado–Boulder; Quinton Andre Freeman, University of Colorado–Boulder; Elizabeth A. van Es, University of California, Irvine; Janet Mercado, University of California, Irvine
7. Characterizing Responsiveness in Middle-Grades Mathematics Classrooms. Jessica Pierson Bishop, University of Georgia; Julia Przybyla-Kucher, University of Georgia–Athens; Hamilton Hardison, University of Georgia–Athens
8. Learning to Teach Responsively: Assessing Progress in Practice-Based Middle-Level Science and Mathematics Teacher Education. Daniel M. Levin, University of Maryland–College Park; Alexander Kammerer, University of Maryland–College Park; Hannah Elizabeth Jardine, University of Maryland–College Park; Janet Dawn Kim Walkoe, University of Maryland
9. Coaching as a Model to Support Beginning Teachers’ Responsiveness to Student Sensesmaking. Christa Haverly, Michigan State University; Christina V. Schwarz, Michigan State University; Angela Calabrese Barton, Michigan State University; Melissa Braaten, University of Colorado–Boulder
10. Teacher Time Out: Examining a Routine That Supports Collective Learning and Innovation in Teaching Mathematics. Elizabeth Hartmann, University of Puiku; Allison Beth Hintz, University of Washington–Bothell; Elham Kazemi, University of Washington
11. A Responsive Approach to Supporting Preservice Physics Teachers in Enacting Responsive Teaching. Amy Robertson, Seattle Pacific University; Jennifer Richards, University of Washington

Discussant: Sarah Michaels, Clark University

54.045. Innovative Professional Development From Around the Globe: Storytelling, Networks, and Blended Learning. Division K–Teaching and Teacher Education; Paper Session

Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon D; 12:25–1:55pm

Chair: Elizabeth M. Dutro, University of Colorado Boulder

Participants:
- Defining Moments in Teacher Professional Development: The Case of a Knowledge-Building Partnership. Therese Laferriere, Laval University; Stephen Allea, Université du Québec à Chicoutimi; Christine Hamel, Université Laval; Sandrine Tucotte, Université de Québec–Outaouais; Alain Breuleux, McGill University; Marlene Scardamalia, University of Toronto
54.049. Transforming Teacher Preparation Through Arts Integration and Language Learning in a Bilingual Community School. Division K–Teaching and Teacher Education; Symposium
Grand Hyatt San Antonio, Second Floor, Bowie C; 12:25–1:55pm
Chair: Rebecca M. Sanchez, University of New Mexico Participants:
Teacher Candidates’ Perspectives on Their Arts-Based Teacher Preparation and Fieldwork in a Linguistically Diverse School. Carlos Alfonso Lopez Leiva, University of New Mexico; Rebecca M. Sanchez, University of New Mexico
Online Literacy Methods Courses: Supporting Preservice Teachers’ Understanding of Language Diversity and Bilingual Literacy. Irene Welch, University of New Mexico
Bringing a Book to Life: Student Teachers’ Arts-Based Learning Approaches Transform Literature Into a Play! Nancy S. Pauly, University of New Mexico; Asha Baker, University of New Mexico
The Art of Musical Performance in Bilingual/ESL Children’s Language Development and Literate Identities. Lela Flores-Duenas, University of New Mexico; Karol Ibarra Zetter, University of New Mexico Discussant: Christian J. Faltis, Ohio State University

54.050. Working Toward Teacher Ownership and Meaningful School Improvement. Division K–Teaching and Teacher Education; Symposium
Grand Hyatt San Antonio, Third Floor, Bonham E; 12:25–1:55pm
Chair: Barnett Berry, Center for Teaching Quality Participants:
Teacher Collective Leadership to Ensure Equal Access to High-Quality Education. Christian Quinto, Los Angeles Unified School District; Marisa Saunders, Annenberg Institute for School Reform
Co-Constructed Knowledge for Collective Teacher Action. Michelle Renée Valladares, University of Colorado Boulder; Wendy Y. Perez, Annenberg Institute for School Reform
Critical Teacher Agency: Transformative Teaching and Learning. Ruth María Lopez, University of Houston; Vianna Alcantara, Annenberg Institute for School Reform

54.051. Education on Trial: Challenging the Constitutionality of Florida’s Public Education System. Division L–Educational Policies and Politics; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 B; 12:25–1:55pm
Chair: Julian Vasquez Heilig, California State University, Sacramento Participants:
Achievement Inequities in Florida’s Public Schools: A Summary of Assessment and Enrollment Data Analyses. Jessica Bailey, Education Development Center, Inc.
Land, Learn, Leave: Florida’s School Destabilization. Barbara Torre Veltri, Northern Arizona University

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 216 A; 12:25–1:55pm
Chair: Marialena Dawn Rivera, Texas State University Participants:
54.053. Language Ideologies and Beliefs Regarding Bilingualism and Bilingual Learners. SIG-Bilingual Education Research; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Crockett A; 12:25–1:55pm
Chair: Kate Menken, Queens College and Graduate Center, City University of New York
Participants:
Understanding How Middle School Latina Language Teachers Negotiate Internalized Raciallinguistic Ideologies in New Latina/o Communities. Soria Elizabeth Colomer, Oregon State University
¿Qué quieren de mí? Examining Teachers’ Belief Systems About Language Use in the Classroom. Jody A. Slavick, University of Colorado—Boulder; Susan Hopewell, University of Colorado—Boulder; Kathy Escamilla, University of Colorado—Boulder; Lucinda A. Sotero-Gonzalez, University of Colorado—Boulder
Translanguaging as Ideological Stance in English-Only Schools: Embracing Bilingualism for Social Justice. Maria Teresa Sanchez, City University of New York; Kate Menken, Queens College and Graduate Center, City University of New York
Discussant: Theresa Y. Austin, University of Massachusetts–Amherst

54.054. Transition Factors Bridging Secondary and Postsecondary Career and Technical Education. SIG-Career and Technical Education; Paper Session
Grand Hyatt San Antonio, Second Floor, Mission B; 12:25–1:55pm
Chair: Michelle Elizabeth Bartlett, North Carolina State University
Participants:
What Constitutes Success in Postsecondary Education? Bradford W. Chaney, Westat; Rebecca Lake, William Rainey Harper College; Meaghan Mingo, Westat
Community College Students and Career Capital: The Alignment of College and Careers. Mark M. D’Amico, University of North Carolina—Charlotte; Manuel S. Gonzalez Canche, University of Georgia; Cecilia Rios Aguilar, University of California, Los Angeles; Spencer Salas, University of California—Charlotte
Does Career and Technical Education (CTE) Course-Taking in High School Link to CTE in College? Jay Plasman, University of California, Santa Barbara; Michael A. Gottfried, University of California, Santa Barbara; Cameron Sublett, University of California, Santa Barbara
Examining Enrollment Decisions and Life Challenges of Adult Learners in Engineering Technology. Edward Charles Fletcher, University of South Florida; Will Tyson, University of South Florida
Discussant: Howard R. Gordon, University of Nevada–Las Vegas

54.055. Knowledge to Action: Teacher Learning and Development as a Pedagogy of Practice. SIG-Caribbean and African Studies in Education; Symposium
Grand Hyatt San Antonio, Third Floor, Bonham C; 12:25–1:55pm
Chair: Laurette Maria Stacy Bristol, UWI School of Business & Applied Studies Ltd (UWI-ROYTEC)
Participants:
Teacher Development in the Caribbean: Revisiting the Past and Examining the Present. Rochelle Williams, Shortwood Teachers’ College
Knowledge Mobilization in Student Teacher Development. Carmel Geneva Roofs, ‘The University of the West Indies–Mona Campus
Beginning Teachers’ Experience in Connecting Theory to Practice. Gideon Johnson
From Knowledge to Action: Effective Pedagogies Versus the Lived Realities of the Classroom. Carmel Geneva Roofs, ‘The University of the West Indies–Mona Campus; Charlotte Inedia Connock, Ministry of Education Jamaica
54.059. Moving From Knowledge to Action Through Humanizing Literacy Curricula. SIG-Critical Educators for Social Justice; Symposium
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon F; 12:25–1:55pm
Chair: Sakeena Everett, University of Illinois at Chicago
Participants:
Utilizing Metaphor to Cultivate Consequential Writing Curriculum for Black Male Secondary Students. Sakeena Everett, University of Illinois at Chicago
We’re More Than What “They” Say We Are: Identity-Making in the Figured World of the Culturally Relevant Classroom. Keisha McIntosh Allen, University of Maryland–Baltimore County
Affirming the Humanity of Black Youth Through Black Literacies. Lamar L. Johnson, Michigan State University
Discussant: Justin Avery Coles, Michigan State University

54.060. The Role of Agency and Control in Early Educational Equity. SIG-Critical Perspectives on Early Childhood Education; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 207 A; 12:25–1:55pm
Chair: Jennifer Keys Adair, The University of Texas at Austin
Participants:
Agency and Discrimination. Jennifer Keys Adair, The University of Texas at Austin
#Blacklivesmatter in First Grade. John Wright, Vanderbilt University–Peabody College
Latina/o Immigrant Parents’ Ideas About Agency and Equity. Kiyomi Sanchez-Suzuki Colegrove, Texas State University
Administrators’ Ideas About Agency in Early Childhood Education. Alejandra Barraza, San Antonio ISD
Discussant: Fabienne Doucet, New York University

54.061. Diversifying Theoretical Commitments for More Inclusive Disability Studies in Education: Lessons From the Global South. SIG-Disability Studies in Education; Symposium
Grand Hyatt San Antonio, Second Floor, Bowie A; 12:25–1:55pm
Chair: Srikala Narain, Teachers College, Columbia University
Participants:
Inclusion in the Global South: Rethinking the Politics of Knowledge in the Global Empire. Xuan Thuy Nguyen, Carleton University
Indigenous Understanding of Inclusive Education and Parental Advocacy: Case Studies From India and Cambodia. Maya Kalantrap, University of San Diego
Disability, Inclusivity, and Community in India: Moving Toward a Stance of Epistemological Engagement. Shridivi Rao, The College of New Jersey
The Affordance of Research in the Global South for a Transnational Inclusive Education: Some New Constructs. Srikala Narain, Teachers College, Columbia University
Discussant: Julie E. Allan, The University of Birmingham

54.062. Parents and Family Involvement in Early Childhood. SIG-Early Education and Child Development; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 212 A; 12:25–1:55pm
Chair: Angela L. Eckhoff, Old Dominion University
Participants:
Effects of Parents’ Undocumented Status on Early Learning and Development: A Systematic Review. Soojin Susan Oh, Harvard University
Graduate School of Education;
‘Teachers’ Perceptions of Parents’ Values Mediate the Relation Between Ethnicity and Ratings of Academic Skill. Elisa B. Garcia, Stanford University
Deborah Stipek, Stanford University
Helping Fathers FIND Their Strengths: An Evaluation of the Filming Interactions to Nurture Development Program. Holly Schneider, University of Washington–Seattle; Phil Fisher; Cindy Ola, University of Washington–Seattle
Parental Involvement and School Readiness Among American Preschoolers. Sisi Dong, Florida State University; Susan Carol Loehr, The Florida State University
A Head Start Teacher’s Understandings of Funds of Knowledge. Kristin Lyn Whyte, Northwestern University

54.063. Parental Involvement in STEM Education. SIG-Family, School, Community Partnerships; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Crockett C; 12:25–1:55pm
Chair: Joohi Lee, The University of Texas at Arlington
Participants:
After-School STEM Partnership as Community of Practice: Families Involved in Education Sociocultural Teaching and STEM. Kathryn E. McIntosh Cicchanowski, Oregon State University; SueAnn J. Bottoms, Oregon State University; Adam Talamanes, Oregon State University; Flor Lizbeth Hernandez; Ana Lu Fonseca, Oregon State University
Parent Involvement and Science Achievement During Transition Years: A Cross-Lagged Panel Analysis Using the Early Childhood Longitudinal Program—Kindergarten. Letao Sun, University of Kentucky; Kelly D. Bradley, University of Kentucky
The Mediation of Math Self-Efficacy in the Relationship Between Parental Involvement and Math Achievement. Mingyu Lu, University at Buffalo–SUNY; Jacqueline Conroy, University at Buffalo–SUNY
Investigating High School Students’ Individual, Environment, and Pygmalion Effect Variables in College Major Selection. Alpadan Sahin, Harmony Public Schools; Adem Ekmekci, Rice University; Hersh C. Waxonman, Texas A&M University
Discussant: Martha A. Allexsaht-Snider, University of Georgia

54.064. Engaging Complex Social and Scientific Issues in Informal Learning Spaces. SIG-Informal Learning Environment Research; Symposium
Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon B; 12:25–1:55pm
Chairs: Sara Clarke-Vivier, University of New Hampshire; Sameer Honwad, University of New Hampshire
Participants:
Teaching With Traumatic Images: War in the Art Museum. Sara Clarke-Vivier, University of New Hampshire; Megan McIntyre, Carrier Museum of Art
But Are They Learning Anything? Assessing Changes in Teachers’ Beliefs and Perceptions About Controversial Topics Presented in Historic Site-Based Professional Development. Christine Baron, Teachers College, Columbia University
Sharing Lived Experience With Incarceration to Inspire Visitor Empathy. Lauren Zalat, Eastern State Penitentiary
“Talkin’ Bout My Generation”: Helping Millennials Understand the Sixties at Kent State University. Mindy Farmer, Kent State University
Understanding Complex Learning in an Informal, Interactive Museum Experience. Geralyn Abinader, New York Hall of Science
Touch Tank as a Learning Tool for Understanding Complex Ecosystem Processes. Samer Honwad, University of New Hampshire; Kate Leavitt, Seacoast Science Center
Discussant: James F. Kistel, California State University–Long Beach

54.065. The Testing of Prospective Teachers: Alternative Approaches and Comparable Validity. SIG-Large-Scale Assessment Cosponsored with SIG-Large-Scale Assessment; Symposium
Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon D; 12:25–1:55pm
Chair: Carina McCormick, University of Nebraska–Lincoln
Participants:
The Comparable Validity of the Content of Two High-Stakes Teacher Tests. Kurt F. Geisinger, University of Nebraska
Cut Score Estimation and Verification Across Measurements. Chin Tsu-Yuan, University of Nebraska–Lincoln
Adapting Concordance Cut Scores for Educator Licensure Assessments: Policy Considerations. Saleem Olga, Florida Department of Education Assessment
Discussant: Wayne J. Camara, ACT, Inc.
54.066. Using Digital Media to Inform Learning, Pedagogy, and Assessment. SIG-Media, Culture, and Learning; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 6D; 12:25–1:55pm
Chairs: Caroline Cassie-Marie Williams-Pierce, University at Albany–SUNY; Discussant: Mara Sapon-Shevin, Syracuse University
Participants:
Scaffolding Long-Term Interest Into Coding Through Scratch. Crystle Martin, University of California, Irvine
Video Publishing and Educational Opportunity: Reconceptualizing Pedagogy. Michael A. Peters, The University of Waikato; Tina Besley, The University of Waikato; Petar Jandric, Polytechnic of Zagreb; Milan Bajić, Zagreb University of Applied Sciences; Jayne White, University of Waikato
Learning and Engagement: Collective Case Study of Children Playing Math Games in a Virtual World. Daisuyane Barreto, University of North Carolina Wilmington
The Quantified Child Reader: When Early Literacy Becomes Big Data. Eric Meyers, The University of British Columbia; Lisa Nathan, The University of British Columbia; Casey Stepanski, The University of British Columbia
Misinformed by Algorithm: How Search Engine Results Can Lead to Biased Student Writing. Alumir Novin, The University of British Columbia; Eric Meyers, The University of British Columbia
Discussant: Breanne K. Litts, Utah State University

54.067. Motivation Theory and Intervention: Progress and Prospects. SIG-Motivation in Education; Invited Speaker Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 205; 12:25–1:55pm
Chair: Ellen L. Usher, University of Kentucky
Presenter: Judith Harackiewicz, University of Wisconsin
Participants:
Transgender Youth: Examining School Leaders’ Knowledge and Practices. Melinda M. Mangin, Rutgers University
Intersecting Identities: An Examination of How In-School Supports Benefit LGBTQ Youth of Color. Noreen M. Giga, GLSEN-Gay, Lesbian & Straight Education Network; Emily Greytak, GLSEN-Gay, Lesbian & Straight Education Network
Building LGBTQ Knowledge and Awareness Among Education Graduate Students and Faculty. Clyde Harrelson, University of North Carolina–Chapel Hill
Discussant: Mara Sapon-Shevin, Syracuse University

54.068. Queering Knowledge to Action: Supporting LGBTQ+ Identities in Educational Spaces. SIG-Queer Studies; Paper Session
Grand Hyatt San Antonio, Third Floor, Bonham B; 12:25–1:55pm
Chair: Michael Sadowski, Bard College
Participants:
Transgender Knowledge to Action: Supporting LGBTQ+ Identities in Educational Spaces. Judith Harackiewicz, University of Wisconsin

54.069. Advances in Rasch Model. SIG-Rasch Measurement; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 7D; 12:25–1:55pm
Chair: Shudong Wang, NWEA
Participants:
A Bayesian Robust Item Response Theory Outlier-Detection Model. Nicole K. Ozturk, University of Illinois at Chicago; George Karabatsos, University of Illinois at Chicago
A Framework for Evaluating and Diagnosing Person Fit With Tukey-Hann Estimates and Root Integrated Squared Error Statistics. Jeremy Kyle Jennings, University of Georgia–Athens; George Engelhard, University of Georgia
Gibbs Sampling and Maximum Likelihood Methods Under the Rasch Model. Seok-Ho Kim, University of Georgia
Discussant: Karen L. Draney, University of California, Berkeley

54.070. Problematizing Equal Education Opportunity Reform: Black Women and Girls in Mathematics and Engineering. SIG-Research Focus on Black Education; Symposium
Grand Hyatt San Antonio, Fourth Floor, Crockett B; 12:25–1:55pm
Chair: Joi A. Spencer, University of San Diego
Participants:
Black Women’s and Girls’ Persistence in the Pre-K–20 Mathematics Pipeline: Two Decades of Research. Nicole Michelle Joseph, Vanderbilt University–Peabody College; Messeret Haile, University of Denver
The Local Politics of Being a Black Girl Mathematics Doer. Maisie L. Gholson, University of Michigan–Ann Arbor
Black Women Engineering Faculty: Exploring the Triple Intersectionality of Race, Gender, and Class. Ebony Omotola McGee, Vanderbilt Peabody College
Black Women as Leaders: When Minorities Lead the Majority. Monica F. Cox, The Ohio State University–Columbus
Discussant: Jacqueline Leonard, University of Wyoming

54.071. Diversifying the Discussion: Experiences of Underrepresented Student-Athletes. SIG-Research Focus on Education and Sport; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon A; 12:25–1:55pm
Chair: Joyce Olushola, Arkansas State University
Participants:
Black Female Students on Predominantly White Campuses: Highly Visible on Basketball Courts but Underrepresented Elsewhere. Felicia Theune, University of Miami; Jovinills H. Braddock, University of Miami
Black Male Scholar Athletes’ Navigational Strategies for Success at a Historically Black College/University and a Historically White University. Joseph Nehemiah Cooper, University of Connecticut
NCAA Division III Minority Female Student-Athlete Experiences. Sheridan Blanford, Minnesota Intercollegiate Athletics Conference; Jennifer L. Hoffman, University of Washington
Perceptions of Climate of NCAA Division I Athletic Departments by LGBT and Non-LGBT Student-Athletes. Robert Greim, Southeast Missouri State University; Jennifer Ingrid Friend, University of Missouri–Kansas City
Outside of My Realm: Athletic Professionals’ Reflections on Their Preparation for Working With Diverse Students. Laura Bernhard, Stanford University; Siduri J. Haslerig, The University of Oklahoma
Discussant: Derek M. Van Rhenen, University of California, Berkeley

54.072. The Role of Teachers’ Social Networks in the Development of Ambitious Mathematics Instruction. SIG-Research in Mathematics Education; Symposium
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon E; 12:25–1:55pm
Chair: Peter A. Youngs, University of Virginia
Participants:
An Inductive Approach to Understanding Novice Teachers’ Social Networks. John L. Lane, Michigan State University; Shannon P. Sweeney, Northern Arizona University
A Phenomenological Investigation Into Early-Career Teachers’ Interactions With Colleagues Around Mathematics Curriculum. Aaron Samuel Zimmerman, Texas Tech University
How Early-Career Elementary Teachers’ Social Networks Affect Ambitious Mathematics Instruction. Kenneth A. Frank, Michigan State University; Kristen Bieda, Michigan State University; Serena Jean Salloum, Ball State University; Peter A. Youngs, University of Virginia
From Conversation to Collaboration: How the Quality of Teacher Work Group Meetings Influences Social Networks. I-Chien Chen, Michigan State University; Brette Garner, Vanderbilt University–Peabody College; Kenneth A. Frank, Michigan State University; Ilana S. Horn, Vanderbilt University
Discussant: James P. Spillane, Northwestern University

54.073. Across the Domains: Mentoring Throughout the Professional Journey. SIG-Research on Teacher Induction; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 216 B; 12:25–1:55pm
Chairs: Andrea M. Kent, University of South Alabama; Andre M. Green, University of South Alabama
Participants:
Mentoring Across Cultures: Supporting Relationships That Inspire Professional Growth. Sara Ejaf Ejron, National-Louis University–Illinois; Jeffrey S. Winter, National Louis University; Sherri Bressman, National Louis University
54.074. Women in Higher Education. SIG-Research on Women and Education; Paper Session
Grand Hyatt San Antonio, Third Floor, Bonham D; 12:25–1:55pm
Chair: Melinda Lemka, University at Buffalo–SUNY
Participants:
Black Women in Academe: A Cross-Contextual Duo-Ethnographic Account. Talia Randa Ennard, The University of the West Indies–St. Augustine; Deidre Cobb-Roberts, University of South Florida
The Road Less Traveled: Career Trajectories of Six Women Presidents in Higher Education. Susan A. Woollen, Illinois State University
“Putting Down” and “Putting Forward”: Gendered Practices in the Academy in Australia. Susan J. Grieshaber, Monash University; Carmel M. Diezmann, Australian Catholic University
Sisters in the Sacred Grove: Catholic Women Religious as Faculty Members at Public Universities. Peggy M. Delmas, University of South Alabama; Nataliya V. Ivankova, The University of Alabama–Birmingham
Beyond Teaching, Research, and Service: Countering the Effects of Isolation and Marginalization in the Academy. Latisre Johnson, The University of Alabama

54.075. Considering Place in Rural Teaching and Learning. SIG-Rural Education; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 C; 12:25–1:55pm
Chair: Michael J. Corbetti, University of Tasmania
Participants:
Dancing Toward the Promise: Educational Opportunity for Rural, Alaska Native Students. Jesse Moon Longhurst, Southern Oregon University; Leslie Kimiko Ward, Southern Oregon University
Reading Rural Place in the Four Corners of Picture Books. Karen Eppley, The Pennsylvania State University
A Rural Education Teacher Preparation Program: Course Design, Student Support, and Engagement. Sarah Elaine Eaton, University of Calgary; Dianne Gereluk, University of Calgary; Roswita Drexler, University of Calgary; Sandra Becker, University of Calgary
Exploring Urban University Preservice Teacher Motivations and Barriers to Teaching in Rural Schools. Hernan Cuervo, University of Melbourne; Daniela A. Acquaro, The University of Melbourne

54.076. Interdisciplinary and International Perspectives on STEM Education: Opportunities and Challenges. SIG-Science Teaching and Learning; Symposium
Grand Hyatt San Antonio, Fourth Floor, Republic B; 12:25–1:55pm
Chair: David J. Clarke, University of Melbourne
Participants:
Disciplinary Boundary Crossing: Permeability and Affordances in STEM Education. David J. Clarke, University of Melbourne
Models of and Challenges to Interdisciplinary STEM Education. Russell W. Tyler, Deakin University
The Integration of Research and Design in Interdisciplinary STEM Education. Jan H. Van Driel, University of Melbourne; Tessa Vossen, Leiden University; Marc de Vries, Delft University of Technology; Ineke Henze-Rietveld, Radboud University Nijmegen

Discussions: Richard A. Duschl, The Pennsylvania State University; Alan H. Schoenfeld, University of California, Berkeley

54.077. Educating Linguistically and Culturally Diverse Learners: New Approaches to Achieving Educational Justice. SIG-Second Language Research; Paper Session
Grand Hyatt San Antonio, Second Floor, Mission A; 12:25–1:55pm
Chair: Liv Thorstenson Davila, University of Illinois at Urbana-Champaign
Participants:
Adolescent African English Learners’ Perceptions of Educational Opportunity. Liv Thorstenson Davila, University of Illinois at Urbana-Champaign; Lan Quach Kolano, University of North Carolina–Charlotte
Enduring the Rough Road to Academic Acculturation: Interrogating Education Equity for Chinese-Speaking International Students. Ya-Li Wu, The Ohio State University–Columbus
Opportunities to Learn English: Geography of Highly Qualified Teachers and St. Louis English Language Learners. Lyndsie Marie Schultz, Washington University in St. Louis
Transforming and/or Reproducing? Church-Based ESL Pedagogy, Spirituality, Language, and Power. Xia Chao, Duquesne University
When Language Services Become Optional for English Learners With Disabilities. Sara E.N. Kangas; Lehigh University
Enhancing Investment to Imagined Identity as Fluent English Speakers in an Online Community of Practice. Rayoung Song, University of Massachusetts–Amherst

54.078. Using Self-Study to Navigate School/University Partnerships. SIG-Self-Study of Teacher Education Practices; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Republic A; 12:25–1:55pm
Chair: Nancy M. Brown, SUNY–College at Old Westbury
Participants:
Care as an Approach to Supporting Students From Preservice to Induction Years. Judith Quander, University of Houston-Downtown; Jacqueline J. Sack, University of Houston–Downtown
Relationships, Relationships, Relationships: Creating a Third Space Within School-University Partnerships. Gladys Stenberg, Mount Royal University; Kevin O’Connor, Mount Royal University; David Dillon, McGill University
Toward a Renewal of Supervisory Practice in Teacher Education: A Co-Autoethnographic Self-Study. Brandon M. Butler, Old Dominion University; Rebecca West Burns, University of South Florida; Craig J. Willey, Indiana University–Indianapolis
“Here Is the Form”: Decolonizing Preservice Teacher Education One Paradox at a Time. Twyla L. Salm, University of Regina; Valerie Mulolland, University of Regina
Discussant: Joseph Randolph Nichols, Saint Louis University

54.079. Inside Classrooms and Homes: Tools for Organizing Teaching and Learning. SIG-Technology as an Agent of Change in Teaching and Learning; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Republic C; 12:25–1:55pm
Chair: Stephen Adam Crawley, University of Georgia
Participants:
An Examination of the Implementation of a Statewide Kindergarten Electronic Portfolio Assessment. Priscila G. Baddou, University of North Carolina–Charlotte; Richard G. Lambert, University of North Carolina–Charlotte; Angela Ferrara, University of North Carolina–Charlotte
Predictors of Portable Technology Adoption to Support Elementary Children Reading in the Home. Lauren Eutsler, University of North Texas; Pasha Antonenko, University of Florida
Language Use and Epistemic Engagement in Synchronous Computer-Mediated Communication. Binbin Zheng, Michigan State University; Mark Warschauer, University of California, Irvine
The Development of an Instrument to Measure the Teacher’s Perception of the Effect of One-to-One Initiatives on Classroom Climate. Carol Wyatt, Jesuit High School
Discussant: Mona M. Bryant-Shanklin, Norfolk State University
Division and SIG Roundtables

54.080. Roundtable Session 22; Roundtable Session

54.080-1. Leadership in Transition: Responding to Outcomes.
Division A–Administration; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25–1:55pm
Chair: Denver Jade Fowler, The University of Mississippi
Participants:
The Impact of Superintendent Turnover on Key District Personnel: Evidence From Ohio. Susan Burkhauser, Loyola Marymount University
School Turnaround Leadership: A Review of Research Evidence. Brenda Jane Mendiola, The University of Alabama; Mingda Sun, The University of Alabama–Tuscaloosa; Jingjing Sun, The University of Alabama
School Principals’ Job Satisfaction: The Effect of Work Intensification. Fei Wang, The University of British Columbia; Katrina E. Pollock, University of Western Ontario; David Cameron Hausen, University of Toronto–OISE

54.080-2. Leadership Related to Teacher Hiring, Evaluation, and Tenure. Division A–Administration; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25–1:55pm
Chair: Virginia Roach, Fordham Graduate School of Education
Participants:
Enacting Social Justice Leadership Through Teacher Hiring. Crystal T. Laura, Chicago State University
Principals’ Perceptions and Enactment of Tasks Related to Changes to Teacher Evaluation. Tiffany Wright, Millersville University of Pennsylvania; Suzanne Schwartz McCotter, Montclair State University
Teacher Tenure in California: A Phenomenological Study From the Perspective of New Administrators in Southern California School Districts. Heather Marie Griffiths, Corona Norce Unified School District; Sunny Liu, University of La Verne; MD Haque, University of La Verne

54.080-3. Leadership Roles in Various Settings. Division A–Administration; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25–1:55pm
Participants:
Tracking Perceived Charisma Over Time: How Good Delivery May Shadow the Vision. Ronit Bogler, The Open University of Israel; Anwer Caspy, The Open University of Israel; Ofr Tzuman, The Open University of Israel
Gender Differences in Participatory Leadership: An Examination of Principals’ Time Spent Working With Others. James Sebastian, University of Missouri—Columbia; Jeong Mi Moon, University of Missouri—Columbia
Between Individual Accountability and Social Responsibility: Leadership as Praxis Against Social Injustices in Education Settings. Patrick M. Jenlink, Stephen F. Austin State University

54.080-4. Leading Educational Innovation Across Sectors. Division A–Administration; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25–1:55pm
Chair: Vincent Cho
Participants:
Cross-Sector Collaborations to Address Chronic Absenteeism: Results From Austin, Iowa City, and Pittsburgh. Joshua Childs, The University of Texas at Austin; Am A. Grooms, The University of Iowa
Implementing Artifacts: Frame Analysis of Innovative Educational Practices. Karen Vermeir, University of Leuven; Geert Kellehmanns, University of Leuven; Virginie Marz, Université Catholique de Louvain
The Role of Intermediary Organizations in Building the Capacity for Improving Reading Outcomes. Meesuk Ahn, Teachers College, Columbia University; Thomas C. Hatch, Teachers College, Columbia University; Daniel E. Ferguson, Teachers College, Columbia University; Alyson Runberg*, National Center for Restructuring Education, Schools, and Teaching

54.080-5. Nourishing the Body and the Mind: An Examination of Contextual Factors to Student Success. Division A–Administration; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25–1:55pm
Chair: Alyson Rumberger, University of North Carolina–Chapel Hill
Participants:
“To Be Honest”: Black Girls and the Places That We Call Schools. Terri Nicol Watson, City College of New York–CUNY
Healthy Lifestyle Intervention for Elementary School Children and Their Families. Namok Choi, University of Louisville; Kristi King, University of Louisville
School Suspension Rates and Community Context: Using GIS Mapping to Understand Neighborhood Variables. Tesa DuBois, University of Pennsylvania; Abigail Gray, University of Pennsylvania

54.080-6. Nurturing Leadership for Change. Division A–Administration; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25–1:55pm
Participants:
Nurturing Hope for Our Schools: A Pedagogy for Revitalizing School and Community Leadership. Samuel Garcia, Texas State University
How Principals Use Narrative to Foster a Culture of Learning and Promote Positive Change. Barry J. Asdman, Texas State University
Principals Seeking Educational Equity and Opportunity in Crafting School Goals. Eric J. Diemutt, Cardinal Stritch University; Carroll Elizabeth Breson, Cardinal Stritch University

54.080-7. Overcoming Gender Bias While Leading Education. Division A–Administration; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25–1:55pm
Chair: Belinda K. Collins, University of Houston
Participants:
Protective Factors and Resiliency: How African American Women Overcome Barriers En Route to the Superintendency. Francemise St. Pierre Kingberry, The University of North Carolina at Chapel Hill; Gaëtane Jean-Marie, University of Northern Iowa
The Impact of Familism and the Good Daughter Dilemma on Hispanic Female Leaders in South Texas Border Public School Districts. Cynthia Laura Villarreal, Texas A&M University–Kingsville; Don Jones, Texas A&M University–Kingsville; Gerri Marie Maxwell, Texas A&M University–Kingsville
Leadership for Academic Excellence at a Girls-Only National High School in Kenya. Natherm S. Okilwa, The University of Texas at San Antonio

54.080-8. Policy Coherence and School Improvement at Scale. Division A–Administration; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25–1:55pm
Chair: Francesca Durand, The Sage Colleges
Participants:
An (Un)Funded Mandate: Race to the Top in a Phase 3 Winner State. Anjale DevCowan Welton, University of Illinois at Urbana-Champaign; Yolanda Davis, University of Illinois at Urbana-Champaign
Onboarding New Schools to Bring Education Innovations to Scale. Mollie Rubin, Vanderbilt University; Ela Joshi, Vanderbilt University; Stephanie Brown, Florida State University
Partnering for Regional School Improvement Coherence: Educational Service Agencies and Improving Rural Schools. Wesley Henry, University of Washington

54.080-9. Policy Effects on Leaders in International Contexts. Division A–Administration; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25–1:55pm
Chair: Rochen Dorsainvil, 21st Century Education Development Research Institute
Participants:
54.080-10. Preparation Program Considerations in Leadership Development. Division A–Administration; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25–1:55pm
Chair: Arnold B. Danzig, San Jose State University/Arizona State University
Participants:
Identifying and Tracking Markers of Leadership in an Urban Principal Preparation Program. Jason Swanson, University of Illinois–Chicago; Paul Edward Zavitzkovy, University of Illinois at Chicago
Is the Full-Time/Full-Semester Internship a Promising and Replicable Strategy for All Principal Programs to Consider? Erika Lee Hunt, Illinois State University; Melissa Brown-Sims, American Institutes for Research; Lora Wolf, Western Illinois University
Perceptions of Social Presence Among Educational Leadership Students Enrolled in Synchronous and Asynchronous Graduate Courses. Daniel M. Lee, University of Montana–Missoula; Rita S. Spear, Montana Tech; Patty Kero
The Role of Leadership Coaches in Mediating the Clinical Experience. Shelby A. Casner, University of Illinois at Chicago; Jason Swanson, University of Illinois–Chicago; Lisa Walker, University of Illinois at Chicago; Martha Hebert, University of Illinois at Chicago

54.080-11. Leadership in High-Poverty Schools. SIG-Leadership for School Improvement; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25–1:55pm
Chair: Emma P. Bullock, Utah State University
Participants:
An Examination of the Leadership Characteristics of a Principal in a High-Poverty, High-Achieving School. Cynthia S. Grant, Independence School District; Barbara Nell Martin, University of Central Missouri
Literacy Leadership in K–5 High-Needs Schools: A Principal’s Perceptions. Janet Lear, University of Denver
Routine Behaviors of Principals in High-Poverty, High-Performing Elementary Schools. Kevin L. Phillips; Ava J. Mutho, Texas A&M University-Commerce

54.080-12. Critical Examinations of Socioeconomic Status and Social Class in Education. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25–1:55pm
Chair: Alice LaRue Joy Cook, University of Maryland–College Park
Participants:
Principal Components of Socioeconomic Status as Predictors of Working Memory Performance: A Binary Response Model. David Bryant Naff, Virginia Commonwealth University; JK Stringer, Virginia Commonwealth University
Examining the Intersection of Race/Ethnicity and Socioeconomic Status in In-School Suspension: A Nationally Representative Study. Blaire Cholewa, University of Virginia; Michael Fox Hull, University of Virginia; Alexandre Smith, University of Virginia; Erin McGivern, University of Virginia
The Development of Sociopolitical Consciousness of Race and Class Inequality in Adolescents Attending Urban Schools. Scott Clifford Seider, Ballston University; Darren Graves, Simmons College; Lauren Kelly, Boston University School of Education; Jalene Tumerat, Boston University; Shelley Clark, Boston University; Madora Soutter, Boston University; Pauline Elizabeth Jennett, Boston University; Aaliyah El-Amin, Harvard University; Saira Mallhotra, Boston University; Jamie Johansen, Boston University; Melanie Cabral, Boston University

54.080-13. Revisiting the Theoretical and Methodological Practices of Phenomenology. SIG-Qualitative Research; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25–1:55pm
Chair: Mark D. Vagle, University of Minnesota
Participants:
Bursting Toward Writing-as-Thinking and Fluid Methodology: Enacting Nomadic Thinking in Post-Intentional Phenomenology. Jolie Kennedy, Lenoir Rhyne University
Exploring Postreflection: Implications for Navigating Data Gathering and Analysis in Socially Constructed Research. Amanda Armstrong, College of William and Mary
Questioning the White Body: On Applying a Phenomenological Methodology to Whiteness Studies in Education. Gardner R. Sewright, University of Utah

54.080-14. Digital Literacies, Digital Lives: Bloopers Reels to Cliff Top Literacies. SIG-Writing and Literacies; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25–1:55pm
Chair: Kathy Ann Mills, Australian Catholic University
Participants:
Tracing the Functions of the Bloopers Reel in Children’s Digital Videos. Jessica Zacher Pandya, California State University–Long Beach
Cliff Top Literacies: Digital Technologies Supporting Composing Literacies in an English Primary (Elementary) School. Julia Gillen, Lancaster University; Peter Tinning, The Open University
Writing for the 21st Century: Google Docs, DocuViz, and Collaboration in a Middle School Context. Jennel Krishman, University of California, Irvine; Andrew Cusmano, Cassadaga Valley Central School District; Dukuo Wang, University of California, Irvine
Learning to Write Online: An Actor-Network Analysis of Children’s Writing and Digital Delivery in Networked Publics. Audra K. Roach, The University of Texas at Austin
Writing Media: A Case Study of Literacy Sponsorship, Practice, and Identity in a Story-Sharing App. Ksenia A. Korobkova, University of California, Irvine

54.080-15. Opportunities and Challenges for Technology in the Arts. SIG-Arts and Learning; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25–1:55pm
Chair: Ah Ran Koo, The Ohio State University–Columbus
Participants:
Another Digital Divide: Rural Art Teachers’ Technology Access Today. Scott Joseph Warren, University of North Texas; Dennis Beck, University of Arkansas at Fayetteville
Design-Based Learning With Digital Fabrication Technologies to Impact Visualization Abilities. Shauna Smith, Texas State University
Multidisciplinary Methods for Virtual Studio Development. Jessica Briskin, Penn State University; Susan M. Land, The Pennsylvania State University; Gary Chinn, Penn State University

54.080-16. Conversations of the Self, the Other, and the Disciplines. SIG-Critical Issues in Curriculum and Cultural Studies; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25–1:55pm
Chair: Chia Jung Yeh, East Carolina University
Participants:
Building Walls at La Frontera of Literacy Instruction and English Learners: A Critical Content Analysis. Jimmy Hernandez, Brigham Young University;
Roni Jo Draper, Brigham Young University; Jennifer J. Wimmer, Brigham Young University; Alessandro Rosborough, Brigham Young University
Jennifer Diaz, Augsburg College
Self and Curriculum: What Does Subjectivity Mean in the Context of Curriculum Theory?
Kirsten Robbins, Indiana University–IUPUI
The Educational Experience of Encountering the Other and Its Effects on Cultural Identity.
Koari Shimizu, Louisiana State University

54.080-17. Fresh Insights in Social and Emotional Learning: Qualitative Investigations of Toddlers, Teachers, and Travel. SIG-Social and Emotional Learning; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25–1:55pm
Chair: Nancy Norman, University of the Fraser Valley/Kwantlen Polytechnic University
Participants:
Toddler Teachers’ Responses to Emotional and Cognitive Tantrums and Relations With Successful Resolution. Ashley Shafer, University of Pittsburgh; Shannon Beth Wanless, University of Pittsburgh; Jennifer Briggs, University of Pittsburgh
Case Stories Support Teachers’ Understanding of Social and Emotional Learning. Colette Rabin, San José State University; Grinell Smith, San José State University
Doing Both: Teaching for Subject Knowledge and Social and Emotional Learning. Clive M. Beck, OISE/University of Toronto; Clare Kosnik, University of Toronto/OISE; Kirsten Tenebaum, University of Toronto; Mira Gambhir, Branksome Hall; Lydia Menna, University of Alberta
“We Had to Check Our Dignity at the Door”: Social-Emotional Learning in For-Profit International Travel. Kayla Marie Johnson, The Pennsylvania State University; Joseph Levitan, The Pennsylvania State University

54.080-18. Teaching, Religion, and Identity. SIG-Religion and Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25–1:55pm
Participants:
Clash of Cultures: Effects of Culture, Religion, and Immigration on Iranian American Mothers’ Understanding of (Dis)ability. Kimiyi Sobrab Maghzi, Chapman University; Marni E. Fisher, Chapman University
Examining the Nuances of Quakerism and Action Research Through the Teacher in Review Project. Cheryl Mason Bolick, University of North Carolina–Chapel Hill; Renee Prillaman, Carolina Friends School

54.080-19. Teacher as Researcher Reimagined: Building New Ways of Thinking and Acting for Educational Equity. SIG-Action Research; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25–1:55pm
Chair: Miriam B. Raider-Roth, University of Cincinnati
Participants:
Integrating Scientific Practices Into Physics Laboratory Instruction: A Reflective Journey. Oxzen Sengui, Georgia State University
Teachers’ Perspectives and Development of Academic Rigor: An Action Research Study. Thomas W. Christ, University of Bridgeport; Ian M. Banner, University of Bridgeport
The Boys Writing Project: What Boys Have To Teach Us About Teaching. Sharon Beser, Edgewood College
Utilizing Action Research to Develop a Culturally Responsive Teaching Professional Development Guide. Pamela Long, Providence Day School

54.080-20. Stories of Love and Loss From Inuit, Tajik, Buddhist, and Rural American Perspectives: Living Well in the Anthropocene. SIG-Environmental Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25–1:55pm
Chairs: Rebecca A. Martusewicz, Eastern Michigan University; Hecsoom Bai, Simon Fraser University; David Chang, Simon Fraser University
Participants:
On Inuit Teaching and Learning Versus Schooling: A Personal Narrative. Tommy Akulukjuk
The “Great Transformation” of Teaching and Learning and Its Immeasurable Antidotes. Derek Rasmussen, Simon Fraser University

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25–1:55pm
Chair: Virginia Walker Snodgrass Rangel, University of Houston
Participants:
Same Beliefs, Different Techniques: How Principals in High-Poverty Schools Manage “Difficult” Parents. Simone Ispa-Landa, Northwestern University; Jordan Connell, Northwestern University
Qualitative Data Analysis of Parent-Teacher Organizations and the Distribution of Learning Opportunities. Brittany Chevon Murray, University of North Carolina–Chapel Hill; Thurston Domina, University of North Carolina–Chapel Hill; Linda A. Renzulli, University of Georgia; Rebecca L. Boylan, University of Georgia
The School-to-Prison-to-Deporation Pipeline: How Teachers and Administrators Navigate Educational Opportunity for Immigrant Students. Patricia Ann Maloney, Texas Tech University; Duke Austin, California State University–East Bay; Saunjhuli Verma, Rutgers University
Does Socioeconomic Disadvantage Lead to Acting Out? A Reinvigoration of an Old Question. Jannick Demanet, Ghent University; Mieke Van Houtte, Ghent University

54.080-22. Rasch Analysis. SIG-Rasch Measurement; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25–1:55pm
Chair: Ratna Nandakumar, University of Delaware
Participants:
A Comparison of Reviewing and Removing Missfitting Items During Rasch Analysis. Subin Hosa, CRP, Incorporated; Trent Haines, Morgan State University
Rasch Analysis and Differential Item Functioning of a Social Networking Site Activities Scale. Hassam Alhaghanmi, Kent State University–Kent; Aryn C. Karpinski, Kent State University–Kent; Paul A. Kirschner, Open University of the Netherlands; Fred Golden, Kent State University–Kent
Rasch Analysis of the Screener and Opioid Assessment for Patients With Pain Revised. Courtney R. Morris, University of Denver; Kathy E. Green, University of Denver; Richa Ghevarhess, University of Denver

Division and SIG Posters

54.081. Poster Session 11; Poster Session
Henry B. Gonzalez Convention Center, Street Level, Stars at Night
Ballroom 4; 12:25–1:55pm
Posters:
1. Black Men in Early Childhood Education. Christopher J. Meidl, Duquesne University; Jeffrie Mallory, Duquesne University
2. Building Resilience: A Story From the Beginning Teacher Project. Brie Moretti, Rowan University; Kathryn McGinn Luet, Rowan University
3. Challenges and Complexities of Building a Mentoring Practice: Insights From New Mentors. Wendy L. Gardiner, Pacific Lutheran University; Nina F. Weising, Cardinal Stritch University
4. Equal Educational Opportunity for English Learners: ESL Teachers’ Conceptualizations on the Importance of Academic Language. Joan Lachance, University of North Carolina–Charlotte; Andrea M. Honigfeld, Hofstra College; Glenda H. Harrell, Public Schools of North Carolina
5. Examining the Effectiveness of a Special Education Residency Program in Improving the Quantity and Quality of Teachers in Urban Schools. Nancy D. Burstein, California State University–Northridge; Sue Sears, California State University–Northridge; Anne Wilcoxen, California State University–Northridge

275 2017 AERA Annual Meeting > Program Schedule > SUNDAY, APRIL 30 > 12:25 PM
6. Hispanic Teachers in the United States: Recent Past, Present, and Near Future. Gregory J. Collins, University of Pennsylvania; Wendy Castillo, University of Pennsylvania; Roman Ruiz, University of Pennsylvania

7. It’s Equal but It’s Not Fair: The Experiences of Teacher Candidates of Color. Mary Beth Canty, University of Washington

8. Knowledge to Action: Detrimental Impacts and Collateral Damage of Higher GPA for Teacher Preparation Admission. Minda M. Lopez, Texas State University—San Marcos; James P. Van Overschelde, Texas State University

9. More Than a Mentor: The Role of Social Connectedness in Beginning Teachers’ Intention to Leave. Charlotte Struyve, KU Leuven; Alan J. Daly, University of California, San Diego; Machtedt Vandecandeelaere, University of Leuven; Chloé Meredith, University of Leuven; Karin Hannes, Katholieke Universiteit Leuven; Bieke De Fraine, KU Leuven


11. Professional Dyads and Culturally Relevant Literacy Through the Eyes of a Beginning Teacher Leader. Crystal Polite Glover, Winthrop University; Chinyere Ngozi Harris, Teachers College, Columbia University


13. Research Reviews of Teachers’ Beliefs: The Heart of the Matter. Candice Chiavola, Montclair State University; Kit Saizdelamora, Montclair State University; Nicholas Vincent Vancheri, Montclair State University; Janice Marie Maradi; Montclair State University; Erika Oliveros, Montclair State University; Sirine Mabrouk-Hattab, Montclair State University; Helenrose Fives, Montclair State University


15. Teachers’ Perfectionism: Does It Relate to Teacher Motivation, Instructional Quality, and Job Burnout? Gerlinde Lenske, University of Koblenz-Landau; Anna-Katharina Praetorius, German Institute for International Education Research (DIPF); Oliver Dickhäuser, University of Mannheim; Katharina Drexl, University of Augsburg; Markus Dresel, Augsburg University

16. Motivation, Engagement, Academic Buoyancy, and Adaptability: The Roles of Sociodemographics Among Middle School Students in China. Kai Yu, Beijing Normal University; Andrew J. Martin, The University of New South Wales; Yuxue Hou, Beijing Normal University; Justin Osborn, Beijing Normal University

17. Exploring High School Students’ Representations of Their Relationships With Teachers Through Content Analysis. Pei Pei Liu, Harvard University; Mandy Savitz-Romer, Harvard University; John Perella; Nancy E. Hill, Harvard University; Bieke De Fraine, Boston College

18. Transfer in School: Doing the Work of Producing, Recognizing, and Rattifying Transferable Actions. Joshua Adam Danish, Indiana University; Asmaldina Saleh, Indiana University; Andrea Sarah Gonoll, Indiana University—Bloomington; Robert Sigley, Texas State University; Cindy E. Hines-Silver, Indiana University

19. “My Favorite 45 Minutes of My Teaching Career”: Spoken Word Poetry in the Classroom. Robert Marx, Vanderbilt Peabody College; Carol Nixon, Vanderbilt University—Peabody College

20. Student Engagement in Collaborative Discussions of English Language Learners. Yang Liu, Western Kentucky University; Jie Zhang, University of Houston—Downtown; Huan Zhang


22. Antecedents and Consequences of Sense of Classroom Community for College Students’ Academic Engagement. Jeonghyun Joonna Lee, The University of Texas at Austin

23. Exploring College Students’ Experiences of Success and Sense of Belonging Across Contexts: A Phenomenological Study. Leah D. Hoops, The Ohio State University; Marissa Green, The Ohio State University—Columbus; Amanda R. Baker, The Ohio State University; Lauren C. Hensley, The Ohio State University

24. Student Trajectories of Fitting In Within Predominantly African American STEM After-School Clubs at High-Poverty Rural Schools. DeLeon Lavon Gray, North Carolina State University; David Christopher Achin, North Carolina State University; Cameron DeLeon Denson, North Carolina State University; Immannel James Williams, Rutgers University—New Brunswick/Piscataway; Jason Robert Wornoff, North Carolina State University

25. Making the Nation, Competent Youth, and Pedagogies in Taiwan. Yichen Lee, University of Wisconsin—Madison

26. Making the Nation, Competent Youth, and Pedagogies in Taiwan. Yichen Lee, University of Wisconsin—Madison

27. Disrupting the School-to-Prison Pipeline: A Foucauldian Analysis. John Goldberg, Saint Joseph’s University; Ciara Bianculli, Saint Joseph’s University

28. Function of Makerspaces: Learning and Engaging With Others Through Making. Amy Cooper, Indiana University—Bloomington; Wenjuan Sang, Indiana University—Bloomington

29. The Role of Support and Out-of-School Time Structure for American Indian Student Post–High School Goals. Michael C. Rodriguez, University of Minnesota; Raul Gazman Ayala, Carleton College; Isaac Martinez, Carleton College Northfield

30. Early Home Activity and Parental Involvement in Student Reading Interest and Achievement in Hong Kong. Xia Zhao; Lehigh University; Grace Caskie, Lehigh University


54.081-2. Research Reviews of Teachers’ Beliefs: The Heart of the Matter. Division K–Teaching and Teacher Education; Poster Session

54.081-3. Social Comparisons: Effects of Teaching Experience on Adjustment and Emotions in New Teachers. Division K–Teaching and Teacher Education; Poster Session

54.081-4. Teachers and Teaching: Understanding the Social and Cultural Context. Division C–Learning and Instructiors; Poster Session

54.081-5. Discourse Analysis of Educational Theory, Research, and Practice. SIG-Foucault and Education; Poster Session

54.081-6. Recent Research in Out-of-School Time. SIG-Out-of-School Time; Poster Session

54.081-7. Advances and Applications in Structural Equation Modeling. SIG-Structural Equation Modeling; Poster Session
54.081-8. Applying Multilevel Modeling in Substantive Research. SIG-Multilevel Modeling; Poster Session
Henry B. Gonzalez Convention Center, Street Level, Stars at Night Ballroom 4; 12:25–1:55pm
Posters:
33. A Visual Tool to Build Up Multilevel Confirmatory Factor Analysis Models for Multilevel Data. Jun-Yu Wu, National Chiao Tung University; Jr-Hung Lin, National Chiao Tung University; Karen, Yuan-Hsuan Lee, National Tsing Hua University
34. Country-Level Heterogeneity in School-Level Contextual Effect of Socioeconomic Status: International Comparison Using Multilevel Modeling. James M. Mason, University of California, Berkeley
35. Power Analysis for Detecting Growth in Alphabetic Knowledge for At-Risk Kindergarten Students. Yu-Yu Hsiao, Texas A&M University–College Station; Nathan H. Clements, Texas A&M University; Omin Kwok, Texas A&M University–College Station; Leslie Simmons, Texas A&M University
36. The Relationship Between Identity, Goal Orientation, and Sport Conduct of Student-Athletes: Athletic and Academic Contexts. Marriya Yukhymenko, Ph.D., California State University–Fresno
37. The Role of Opportunity to Learn in Math Study: Evidence From PISA (Programme for International Student Assessment) 2012 China Trial. Xuran Wang, Collaborative Innovation Center of Assessment toward Basic Education Quality; Tao Xin, Beijing Normal University

54.081-9. Motivational and Affective Issues With Gifted and Talented Students. SIG-Research on Giftedness, Creativity and Talent; Poster Session
Henry B. Gonzalez Convention Center, Street Level, Stars at Night Ballroom 4; 12:25–1:55pm
Posters:
38. Clarifying the Role of Implicit Theories of Intelligence in the Big-Fish-Little-Pond Effect in Gifted Youth. Yehan Zhou, University at Albany–SUNY; David Yun Dai, University at Albany–SUNY; Shu Guo, Fudan University
39. Gifted Students’ Lived Experiences of Secondary STEM Education. Dianna R. Mullet, University of North Texas; Todd Kettler, University of North Texas
40. Giftedness and Sensory-Processing Sensitivity: Validation of Two Forms of the Highly Sensitive Person Scale. Dianna R. Mullet, University of North Texas; Anne N. Rimm, University of North Texas; Noel Jett, University of North Texas; Tara Nyklos, University of North Texas
41. The Influence of Parental Expectations on Career Decision Making for Asian Americans Who Entered College Early. Rachel U. Mun, University of North Texas; Noel Jett, University of North Texas; Nancy B. Hertzog, University of Washington
42. Psychosocial Keys to African American Achievement: Examining the Relationship Between Achievement and Psychosocial Variables in High-Achieving African Americans. Cyrell Roberson, University of California, Berkeley; Dante Demitrius Dixson, Wayne State University; Frank C. Worrell, University of California, Berkeley

54.081-10. Can We Do That? SIG-International Studies; Poster Session
Henry B. Gonzalez Convention Center, Street Level, Stars at Night Ballroom 4; 12:25–1:55pm
Poster:
43. “Can We Do That?” Global Education as Resistance Pedagogy in Turkey and the United States. Jason Hardiman, The University of Iowa; Emin Kilinc, Dumlapinar University

54.081-11. Engagement and Educational Attainment. SIG-International Studies; Poster Session
Henry B. Gonzalez Convention Center, Street Level, Stars at Night Ballroom 4; 12:25–1:55pm
Posters:
44. Adapting International Math Curricula Using an Online Platform. Leigh Ann Mingle, The College Ready Promise; Victor Kostyk, Reasoning Mind; George A. Khachatryan, Reasoning Mind
45. Leveraging Information and Communications Technology to Facilitate the Development of Education in Sub-Saharan Africa. Kim D. MacGregor, Louisiana State University; Victor Mbarisa, Southern University System and The ICT University; Annie Sikali, ICT-University

46. Poverty and Exclusion: Dalit Women’s Schooling in Kerala, India. Sera Mathew, West Virginia University

54.081-12. Division K Section 8 Poster Session 1. Division K-Teaching and Teacher Education; Poster Session
Henry B. Gonzalez Convention Center, Street Level, Stars at Night Ballroom 4; 12:25–1:55pm
Poster:
47. Making Early Childhood Teachers’ Thinking Visible Through Documentation. Seongmi Lim, Kent State University; Janice Kroger, Kent State University

SUNDAY, APRIL 30 ➞ 1:00 PM

Professional Development Courses

55.010. PDC27: Storing, Managing, Coding, and Sharing Video Data With Databrary. Professional Development and Training Committee; Professional Development Course
San Antonio Marriott Riverwalk, Second Floor, Ballroom Level, Alamo Ballroom Salon E; 1:00–5:00pm
Instructors: Karen E. Adolph, New York University; Rick Gilmore, The Pennsylvania State University

SUNDAY, APRIL 30 ➞ 2:15 PM

Governance Meetings and Events

56.001. AERA Committee on Scholars of Color in Education: Closed Meeting. AERA Governance; Governance Session
Grand Hyatt San Antonio, Third Floor, Travis B; 2:15–3:45pm

56.002. Review of Research in Education Closed Editorial Board Meeting. AERA Governance; Governance Session
Grand Hyatt San Antonio, Third Floor, Presidio A/B/C; 2:15–3:45pm

Presidential Sessions

56.010. Opportunity and Equity Inside Classrooms: Teacher-Child Relationships and Educational Success. AERA Presidential Session; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, 304 A&B; 2:15–3:45pm
Chair: Eric Buls, University of Nebraska–Lincoln
Participants: Carol D. Lee, Northwestern University; Katherine Schultz, University of Colorado Boulder; Pamela L. Grossman, University of Pennsylvania; Robert Pianta, University of Virginia

56.011. Racial Conciliation, Interest Convergence, and the Role of Education and Schooling. AERA Presidential Session; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, 302 A&B; 2:15–3:45pm
Chair: Na’ilah Suad Nasir, University of California, Berkeley
Participants: James Earl Davis, Temple University; Stella M. Flores, New York University; Grace Kao, University of Pennsylvania; Daniel Losen, University of California, Los Angeles

56.012. Technology, Digital Media, and Implications for Learning Sciences (Views by Two). AERA Presidential Session; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, 301 A&B; 2:15–3:45pm
Chair: Yasin B. Kafai, University of Pennsylvania
Speakers: James Paul Gee, Arizona State University; Louis M. Gomez, University of California, Los Angeles
56.013. Education Policy Analysis in the Americas: Theory and Practice—Policy and Politics About Inclusion and Exclusion. AERA Sessions; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, Room 301 C; 2:15–3:45pm
Chair: Pedro Alejandro Flores-Crespo, Universidad Autónoma de Querétaro
Participants: Why Do We Need More Comprehensive Approaches to Analyze Education Policies? Pedro Alejandro Flores-Crespo, Universidad Autónoma de Querétaro
Education Policy: Theories and Epistemologies. Jorge Gorostiaga, RELEPE-Argentina
Educational Policies in Brazil and USA: A Comparative Analysis. Nora Rut Krawczyk, Campusas State University
Education and Inequality: Towards a Comprehensive Policy Framework. Dulce Mendoza
Discussant: Jason Beech, Universidad de San Andres

56.014. Longitudinal Administrative Data Systems—Developing Guidelines for Producers and Users-Co-Sponsored with World Education Research Association. AERA Sessions; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, Room 305; 2:15–3:45pm
Chair: Felice J. Levine, American Educational Research Association
Participants: Stephan Vincent-Lancrin, Organisation for Economic Co-operation and Development; Felice J. Levine, American Educational Research Association
Discussants: Adam Gamoran, William T. Grant Foundation; Sean "Jack" P. Buckley, American Institutes for Research; Barbara Schneider, Michigan State University

56.015. Opportunities for Federal Research Funding: Institute of Education Sciences, National Science Foundation, and National Institutes of Health. AERA Sessions; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, 303 A&B; 2:15–3:45pm
Chair: Gerald E. Sroufe, American Educational Research Association
Participants: Elizabeth R. Albro, U.S. Department of Education; Evan Heit, National Science Foundation; James A. Griffin, National Institute of Child Health and Human Development

56.016. Division E Fireside Chat. Bringing Mental Health Into the Classroom: Policies, Programs, and Practices for Resilience. Graduate Student Council; Invited Speaker Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 218; 2:15–3:45pm
Chairs: Caitlyn McKinzie Bennett, University of Central Florida; Alalina Elizabeth Flannigan, University of Texas at Austin
Participants: Glenn Lambie, University of Central Florida; Robert Cooper, University of California, Los Angeles; Melissa K. Holt, Boston University; Lisa Blitz, Binghamton University–SUNY; Ann Shillingford, University of Central Florida

56.017. Intersections of Race, Color, Language, and Gender: Investigating Dialogue, Access, and Opportunity in Cuba. Committee on Scholars of Color in Education; Symposium
San Antonio Marriott Rivercenter, Third Floor, Conference Room 16; 2:15–3:45pm
Chair: Ebony Terrell Shockley, University of Maryland–College Park
Black Women Educators in 20th-Century Cuba. Angela Crumdy, The Graduate Center, CUNY

56.018. Negotiating Academic Spaces. Committee on Scholars and Advocates for Gender Equity in Education; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon A; 2:15–3:45pm
Chair: Dafina-Lazarus Stewart, Bowling Green State University
Participants: Transgender Students’ Experience and Implications for Campus Policy and Procedure. Tara Lewis, Texas A&M University–Commerce
A Delicate Balance: High-Achieving Latinas Negotiating Academic Demands, Family, and Individual Aspirations. Monica G. Garcia, California State University–Northridge
Different Ships, Same Boat: Examining Racial Battle Fatigue Among Women Academics of Color and Allies. Lori Latrice Martin, Louisiana State University; Carla Albornoz, Louisiana State University; Kenneth James Fasching-Verner, Louisiana State University; Kerri Landry-Thomas, Louisiana State University–Baton Rouge; Carla Albornoz, Louisiana State University; Tat Yau, Louisiana State University–Baton Rouge; Shufang Yang, Louisiana State University–Baton Rouge; Chau Bao Vu, Louisiana State University–Baton Rouge
Discussant: Dafina-Lazarus Stewart, Bowling Green State University

56.019. Teacher Induction Under the Magnifying Glass: A Network Perspective to Study Beginning Teachers. Flemish Forum for Educational Research; Invited Speaker Session
Henry B. Gonzalez Convention Center, River Level, Room 6B; 2:15–3:45pm
Chair: Ruben Vanderlinden, Ghent University
Participants: A Threefold Perspective on Beginning Teachers: Career Path, Support Network, and “Induction Outcomes.” Laura Thomas, Ghent University; Ruben Vanderlinden, Ghent University; Geert Devos, Ghent University
The Networking Teacher: A Qualitative Analysis on Beginning Teachers’ Network Formation, Socialization, and Organizational Role. Virginie Marz, Université Catholique de Louvain; Geert Kelchtermans, University of Leuven
Relating and Negotiating Into the Job: Unpacking Early Career Networking in a Follow-Up Study. Geert Kelchtermans, University of Leuven; Ann Deketele, University of Leuven; Sarah Marent, KU Leuven
Discussant: Lil Orland-Ilak, University of Haifa

56.020. “Equal Education Opportunity”: Seeking Clarity to an Unclear Promise. Division B–Curriculum Studies; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 210 B; 2:15–3:45pm
Chair: Kysa Nygreen, University of Massachusetts–Amherst
Participants: Forgotten Memories of Social Justice Education: Difficult Knowledge and the Impossibilities of School and Research. Debbie Sonu, Hunter College–CUNY
A Case Against Social and Emotional Learning. Tracey Pyscher, Western Washington University; Anne Crampton, University of Minnesota
From a Theory of Change to Methodological Fissures: Rethinking Research and Practice Within Career and Technical Education. Korina Jocson, University of Massachusetts–Amherst; Itza D. Martinez, University of Massachusetts–Amherst
Reframing the Social Contexts of Curriculum Research: Settler Colonialism, Anti-Blackness, and Whitestream Visions of Social Change. Christy Guthrie, University of Toronto
Discussant: Kysa Nygreen, University of Massachusetts–Amherst
56.021. Beyond State-Sanctioned Schooling, K–16: Imagining Black, Brown, and Indigenous Futurities. Division B–Curriculum Studies; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214
B; 2:15–3:45pm
Chair: Dolores Calderon, Western Washington University
Participants:
The War on Black and Brown Male Bodies: Discipline, Crack, and the Schooling of Disposability. Robert Unzueta, University of Utah.
The Liminal Space Between Critical Pedagogy and Deschooling Approaches to Radical Education. Anthony James Ratcliff, California State University–Los Angeles.
Discussant: David O. Stovall, University of Illinois at Chicago

56.022. Reimagining, Rethinking, and Reorienting Transformational Curricula and Pedagogies. Division B–Curriculum Studies; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 C; 2:15–3:45pm
Chair: sj Miller, NYU Steinhardt–The Metropolitan Center
Participants:
Dennis J. Samara, University of Calgary; Rebecca J. Luce-Kapler, Queen’s University.
Reorienting AIDS: The Futures of Sex Educations. Adam Joseph Greteman, School of the Art Institute of Chicago.
The Spatial Politics of Belonging. Susan L. Gabel, Wayne State University.
Christina P. Denicolo, Wayne State University; Min Yu, Wayne State University.
Trans*ing Classrooms: The Pedagogy of Refusal as Mediator for Learning. sj Miller, NYU Steinhardt–The Metropolitan Center
Yes Means Yes: Rethinking Consent in Sex Education. Jen Gilbert, York University

56.023. Bridging the Research-Practice Divide: Designing and Implementing Project-Based Learning in Advanced Placement Physics. Division C–Learning and Instructions; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 209; 2:15–3:45pm
Chair: Nancy J. Yve, University of Washington
Participants:
Positive Affect in Advanced Placement Physics Classes: Results From Project-Based Learning. Amy M. Sharp, University of Washington; Elizabeth A. Sanders, University of Washington; Katherine M. Kovacich, University of Washington–Seattle.
Beyond the White Lab Coat: Student Experiences in an Advanced Placement Project-Based Physics Course. Sarah Amber Evans, University of Washington–Seattle; Gavin Tierney, University of Washington–Bothell; Nancy J. Yve, University of Washington.
In the Service of Student Engagement: Teachers Going “All In.” Sarah Ward, University of Washington; Carol Margaret Adams, Seattle University.
Reframing Professional Development Through a Networked Improvement Community: Turning Curricular Enactments Into Learning Opportunities. Carol Margaret Adams, Seattle University; Nancy J. Yve, University of Washington; Gavin Tierney, University of Washington–Bothell; Sarah Amber Evans, University of Washington–Seattle; Katherine M. Kovacich, University of Washington–Seattle.
Discussants: Stanatis Vokos, Seattle Pacific University; Carrie T. Tzou, University of Washington–Bothell.

56.024. Embodying, Personalizing, and Rendering Mathematics Using Technology. Division C–Learning and Instructions; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 210 A; 2:15–3:45pm
Chair: Samuel Cho, University of Kentucky
Participants:
When Two Equals 10 Times One: Facilitating Reasoning About Exponential Growth With an Embodied Simulation. Nitasha Mathayus, University of Illinois at Urbana-Champaign; Jason W. Morpew, University of Illinois at Urbana-Champaign; Robb Lindgren, University of Illinois at Urbana-Champaign; Sahar Alameh, University of Illinois at Urbana–Champaign.
¿When Is It the Gesture That Counts? Michael I. Swart, Teachers College, Columbia University; Sorachai Kornkasem, Columbia University; John B. Black, Teachers College, Columbia University; Jonathan Michael Vitale, University of California, Berkeley; Sandra Sheppard, WNET-Thirteen: Cyberchase.
Personalized Learning and Middle School Mathematics: Year 1 Results From the Investing in Innovation Fund (i3) Evaluation of Teach to One: Math. Douglas Ready, Teachers College, Columbia University.
Math Learning Through Game-Based Architectural Design and Building. Fengfeng Ke, Florida State University; Xinhuo Xu, Florida State University; Sungwoong Lee, Emporia State University; Jowoong Moon, Florida State University; Zhaihuan Dai, Florida State University; Yanjun Pan, Florida State University; Valerie J. Shute, Florida State University; Kathleen Clark, Florida State University; Gordon Erlebacher, Florida State University.
Discussant: Eric R. Hamilton, Pepperdine University.

56.025. Jan Hawkins Award (2016) Address: Paulo Blikstein. Division C–Learning and Instructions; Invited Speaker Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 D; 2:15–3:45pm
Chair: Barbara A. Greene, University of Oklahoma
Participants: Paulo Blikstein, Stanford University; Melissa Sommefeld Gresalfi, Vanderbilt University; Tobin White, University of California, Davis

56.026. Leveraging Technology-Based Learning Environments for Positive Outcomes Among Underrepresented Minority Groups in STEM Education. Division C–Learning and Instructions; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 208; 2:15–3:45pm
Chair: Maggie Renken, Georgia State University
Participants:
The Effectiveness of e-Textiles Technologies to Promote STEM Learning and Attitudes. Gwen Nugent, University of Nebraska–Lincoln; Neal Grandgenett, University of Nebraska–Omaha; Bradley S. Barker, University of Nebraska–Lincoln.
Writing to Learn and Technology Improve Science Knowledge. M. Javed Khan, Tuskegee University; Marcia Rossi, Alabama State University; Fan Wu.
Designing Accessible Tech-Centered Instruction for an Urban After-School Program. Maggie Renken, Georgia State University; Jonathan Cohen, Georgia State University; Brendan D. Calandra, Georgia State University; Tugba Ayer, Georgia State University.
Discussant: Bernadette Sibuma, Education Development Center, Inc.

56.027. The Influence of Teachers on Students’ Motivation and Metacognition. Division C–Learning and Instructions; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 211; 2:15–3:45pm
Chair: Bobby Hoffman, University of Central Florida
Participants:
Be Specific: Science Teachers’ Utility Value Statements and Students’ Immediate and Global Science Utility Perceptions. Stephen S. Kafkas, Northern Illinois University; Jennifer A. Schmidt, Michigan State University; Lee Shumow, Northern Illinois University; Amanda Marie Durik, Northern Illinois University.
56.028. Our Bodies, Our Diction: Educational Equality Articulated Through the Activism of Youth After Brown. Division F—History and Historiography; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 206A; 2:15–3:45pm

Chair: Vincent Dewayne Willis, University of Alabama

Participants:

“I Called the Police”: Principals Respond to Student Unrest in the Rural South During Desegregation. Natalie G. Adams, The University of Alabama; Jim Adams, Mississippi State University

De la Isla a Chicago: Historizing Puerto Rican Education. Mirelsie Velazquez, University of Oklahoma

“We Were ‘Trying to Just Be’” Black Youth Participation in the Americas Movement. Vincent Dewayne Willis, University of Alabama

Discussant: Scott Baker, Wake Forest University

56.029. Conditions and Consequences of Educational Inequalities. Division G—Social Context of Education; Symposium

Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon B; 2:15–3:45pm

Chair: Nele McElvany, TU Dortmund University

Participants:

Inequalities in Educational Performance: An International Comparison of Socioeconomic Achievement Gaps. Kristie J. Rowley, Brigham Young University

Understanding Parents, Class, and Increasing Educational Inequality in the United States: The Case of Charter Schools. Erin McNamara Horvat, Drexel University; Karen Pezzetti, Grand Valley State University

Can More and Better Education Reduce or Reproduce Racial, Gender, and Social Class Inequality in the United States? Roslyn Arlin Mickelson, University of North Carolina—Charlotte

Contextual Level of Educational Inequalities: Impact of Teacher Consideration of Students’ Heterogeneity. Miriam Marleen Gebauer, TU Dortmund University; Nele McElvany, TU Dortmund University

Corporate Education Reform and the Undermining of Equality. David W. Hursh, University of Rochester

Discussant: Linda Darling-Hammond, Stanford University

56.030. Education Opportunity and the Possibilities of Free Schools for Teaching and Learning. Division G—Social Context of Education; Symposium

Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon C; 2:15–3:45pm

Chair: Tambra O. Jackson, Indiana University—IUPUI

Participants:

Black Elementary-Aged Children’s Identity Development and Engagement With Civil Rights Literature at Freedom Schools. Rebekah Piper, Texas A&M University—San Antonio

Transfer of Instructional Practices From Freedom Schools to the Classroom. Myah D. Stanford, Garland Independent School District

Toward an Understanding of Freedom School Pedagogies and Methodologies for Teacher Learning. Tambra O. Jackson, Indiana University—IUPUI

Discussant: Sonya Douglass Horsford, Teachers College, Columbia University

56.031. Professional Learning With Educators of Multilingual Learners: Responsible and Responsive Facilitation Through Intentional Listening. Division G—Social Context of Education; Symposium

Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon D; 2:15–3:45pm

Chair: Lorena Mancilla, University of Wisconsin—Madison

Participants:

Intentional Listening: Hearing Teachers’ Voices as They Make Sense of New Ideas and Practices. Kerri Tyson, University of New Mexico

Bringing Language to the Fore in Professional Development for Teachers of Multilingual Learners. Daniella Molle, University of Wisconsin

The Dialogical Process of Professional Learning: Transforming Practice With Teachers of Multilingual Students. Susana Ibarra Johnson, University of New Mexico

Discussant: Kathy Escamilla, University of Colorado—Boulder

56.032. Research to Action: Equity and Opportunity for Immigrant English Learners in High Schools. Division G—Social Context of Education; Symposium

Grand Hyatt San Antonio, Third Floor, Bonham A; 2:15–3:45pm

Chair: Marguerite Lukes, Internationals Network for Public Schools

Participants:

District Leader Decision Making: Local Knowledge to Create Access and Opportunity for High School English Language Learners. Julie Sugarman, Migration Policy Institute

School Infrastructure Changes as Catalysts for Instructional Improvement Among High School Teachers of English Language Learners. Trisha Bornan, American Institutes for Research; Natalie Gnedke-Berry, American Institutes for Research; Marguerite Lukes, Internations Network for Public Schools

Leading Schools of Possibility for Recently Arrived Immigrants: Cultivating Collective Responsibility in Teachers’ Professional Communities. Reva Jaffe-Walter, Montclair State University

Engaging the Transnational Lives of Immigrant Youth in High Schools. Stacey J. Lee, University of Wisconsin—Madison

Discussant: Rebecca M. Callahan, The University of Texas at Austin


Grand Hyatt San Antonio, Second Floor, Bowie C; 2:15–3:45pm

Chair: Lisa M. Dorner, University of Missouri—Columbia

Participants:


“Just Feel Seamless About That”: Diversity Integration and Progress in a Suburban District of Immigrants. Isabel Cristina Montes, University of Missouri—Columbia; Sujin Kim, University of Missouri

Where’s the Data? Examining the Case of a Rural Town’s School Board Decision Making. Laura G. Browning, University of Missouri—Columbia

The Role of Local Media and Board Member Sensemaking in a Demographically Changing School District. Jimmyung Choi, University of Missouri—Columbia; Jason C. McKinney, University of Missouri—Columbia

Discussants: Erica Owyoung Turner, University of Wisconsin—Madison; Rhonda Broussard, The Ochosi Group


Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon A; 2:15–3:45pm

Chair: Miriam Espinoza-Dulanto, University of Texas at Rio Grande Valley

Participants:


Resisting Confession and Pushing Past Privilege With White Practicing Teachers. Zachary A. Casey, Rhodes College
Permission to Be Confused: A Youth Participatory Action Research, Theatrical Inquiry Into Whiteness. Samuel Jaye Tanner, The Pennsylvania State University–Altoona
Discussant: Timothy J. Lensmire, University of Minnesota–Twin Cities

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 221 C; 2:15–3:45pm
Chair: Kris D. Gutiérrez, University of California, Berkeley
Participants:
1. Understanding Learning as Movement With Nondominant Communities: Ecological Approaches and Ethnographic Methods in Social Design Experiments. Kris D. Gutiérrez, University of California, Berkeley; Elizabeth Mendoza, University of California, Santa Cruz; Daniela Krul DiGiacomo, University of Colorado–Boulder; Joanne Tien, University of California, Berkeley
2. Uncovering Ingenuity in Working-Class Families’ Everyday Practices. Jennifer Higgs, University of California, Berkeley; Arturo Cortez, University of California, Berkeley; Kris D. Gutiérrez, University of California, Berkeley; Bryce Larkin Chessell Becker, University of California, Berkeley; Karen Viltagias, UCLA Life Sciences Core Education
3. Boundary Crossing and Line Stepping as Ingenuity. Patrick Johnson, University of California, Berkeley; José Ramón Lizárraga, University of California, Berkeley; Krista L. Cortes, University of California, Berkeley; Kris D. Gutiérrez, University of California, Berkeley
5. Social Interactions at Home: The Rhythm of Family Life. Arturo Cortez, University of California, Berkeley; Elizabeth Mendoza, University of California, Santa Cruz; Daniela Krul DiGiacomo, University of Colorado–Boulder; Kris D. Gutiérrez, University of California, Berkeley
6. Learning as Movement: An Ecological Approach to Research With Nondominant Communities. Joanne Tien, University of California, Berkeley; Elizabeth Mendoza, University of California, Santa Cruz; Kris D. Gutiérrez, University of California, Berkeley
Discussant: Philip L. Bell, University of Washington

56.036. How Can Educators Help Improve All (English) Learners’ Academic Success? Findings From Three Randomized Studies. Division H–Research, Evaluation and Assessment in Schools; Symposium
Henry B. Gonzalez Convention Center, River Level, Room 7B; 2:15–3:45pm
Chair: David J. Francis, University of Houston
Participants:
Responsive Teaching for English Learners That Helps All Students: The Academic Impacts of Instructional Conversation. Pedro R. Portes, University of Georgia; Manuel S. Gonzalez Casche, University of Georgia; Rolf Straubhaar, University of Georgia; Melissa Whatley, University of Georgia–Athens
The Impact of Project GLAD on Fifth-Grade Reading, Vocabulary, Writing, and Science Achievement. Theresa Deussen, Education Northwest; Makoto Hanta, Education Northwest; Angela Roccograndi, Education Northwest
Two-Year Impact Study of the Writing Reform and Innovation for Teaching Excellence English Learner Writing Approach: Results and Lessons Learned. Eric Haas, California State Polytechnic University–Pomona; Hay Quoc Chung, University of California, Irvine; Jamal Abedi, University of California, Davis
Discussants: Cecilia Rios Aguilar, University of California, Los Angeles; Annemarie S. Palinscar, University of Michigan

Henry B. Gonzalez Convention Center, River Level, Room 7C; 2:15–3:45pm
Chair: W. James Popham, University of California, Los Angeles
Participants:
Assessment Literacy for Educators. Rick Stiggins; Assessment Literacy for Educational Policy Makers. David C. Berliner, Arizona State University
Assessment Literacy for Parents. W. James Popham, University of California, Los Angeles
Discussants: Frank H. Farley, Temple University; Joan L. Herman, University of California, Los Angeles; Lauress L. Wise, Human Resources Research Organization

56.038. Education Policy and Social Issues: The Balancing Act of Implementing Federal School Food Policy. Division L–Educational Policies and Politics; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 215; 2:15–3:45pm
Chair: Marcus B. Weaver-Hightower, University of North Dakota
Participants:
Implementing Federal School Food Policy at the Local Level: Reshaping the School Food Landscape to Advance Educational Equity. Christyna Serrano, University of California, Berkeley
Privatizing the Lunchroom: Operational Dynamics and Consequences for School Food Programs. Helena Lyson, Berkeley University of California
Hunger and Fullness: How Low-Income Urban Students Experience School Food Policy Through Two Programs. Erin Casar, Temple University
Discussant: Marcus B. Weaver-Hightower, University of North Dakota

56.039. New Evidence on Segregation, Integration, Culturally Relevant Pedagogy, and Educational Equity. Division L–Educational Policies and Politics; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, Room 302 C; 2:15–3:45pm
Chair: Michael J. Dumas, University of California, Berkeley
Participants:
New Evidence on Segregation and Academic Achievement. Sean F. Reardon, Stanford University
Consequences of High School Racial Segregation on the Transition to College. Siri Warkentin, RTI International
Expanding Civic Capacity: Race, Space, and the Politics of School Integration. Kara S. Finnigan, University of Rochester; Jennifer Jellison Holme, The University of Texas at Austin
Unintended Desegregation: Michigan's Proposal A Law and the Irony of Desegregation in Post-Milliken Metro Detroit. Tovah Talei Venzant Chambers, Michigan State University; John T. Yin, Michigan State University; Alonso Antonio Gilzene, Michigan State University; Christine Elizabeth Thelen, Michigan State University
The Benefits of Ethnic Studies Curriculum in K–12 Schools. Angela Valenzuela, The University of Texas at Austin
Discussants: Mark A. Gooden, The University of Texas at Austin; Jeannie Oakes, University of California, Los Angeles

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 216 A; 2:15–3:45pm
Chair: Allison Roda, Molloy College
Participants:
A Contest With No Winners: Student Experiences of Competitive School Choice Policy. Kate L. Philippo, Loyola University Chicago
Choice Without Enthusiasm: Opportunity Hoarding and the School Choice Behaviors of Middle-Class Urban Parents. Carolyn Sattin-Bajaj, Seton Hall University; Allison Roda, Molloy College
Muslim Mothers and School Choice: Racism and Identity Junctures in Choosing Religious and Secular Schools. Taghtheed Jamal Al-deen, Deakin University; Emma E. Rowe, Deakin University
56.041. Theories and Analysis in Relational Governance: Shaping Policy Through Research, Ideas, and Networks. Division L – Educational Policies and Politics; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 213 A; 2:15–3:45pm
Chair: Megan Elizabeth Tompkins-Stange, University of Michigan
Participants:
When and Under What Conditions Do District Leaders Take Up Ideas From External Partners? Caitlin Farrell, University of Colorado–Boulder; Cynthia E. Coburn
Tracing Messages About Common Core Instruction: An Analysis of State-Provided Resources for English/Language Arts. Emily Hodge, Montclair State University; Serena Jean Salloum, Ball State University; Susanna Latham Benko, Ball State University
Policy Network Convergence and Innovation Among Education Advocacy Organizations: An Analysis of the PIE Network. Joseph J. Ferrare, University of Kentucky; Sarah Hilary Galey, Michigan State University; Laura Janel Carter-Stone, University of Kentucky; Stephanie Smith, University of Kentucky
Asking Questions in the Echo Chamber: How and When Uncertainty Emerges in Education Policy Discourse. Sarah Reckhow, Michigan State University; Sarah Hilary Galey, Michigan State University
Discussant: Elizabeth H. DeBray, University of Georgia

SIG Sessions

56.042. Intellectual Character Development in Adolescents: Promoting Learning and Success. SIG-Adolescence and Youth Development; Symposium

Grand Hyatt San Antonio, Second Floor, Mission B; 2:15–3:45pm
Chair: Shelby Clark, Boston University
Participants:
Fostering Adolescent Intellectual Curiosity: Student and Teacher Perspectives on Indirect and Direct Methods of Enculturation. Shelby Clark, Boston University; Tenelle Porter, University of California, Davis; Scott Clifford Seider, Boston University
Actively Open-Minded Thinking in Adolescence. S. Emlyn Metz, University of California, Berkeley; Alisa Yu, University of Pennsylvania
Exploring Intellectual Humility, Achievement Goals, and Grades Among High School Students. Tenelle Porter, University of California, Davis; Karina Schumann, University of Pittsburgh
Intelectual Courage and Autonomy: Virtues for Flourishing in Higher Education. Rebecca M. Taylor, Emory University; Ashley Floyd Kunts, The University of Alabama at Birmingham
Discussant: Jal David Mehta, Harvard University

56.043. Mining Large-Scale Data Sets for Different Purposes: National and International Examples. SIG-Advanced Studies of National Databases; Paper Session

Henry B. Gonzalez Convention Center, River Level, Room 7D; 2:15–3:45pm
Chair: Kimberly Howard Robinson, W.K. Kellogg Foundation
Participants:
Examining the Cultural Sensitivity of Scales Measuring the Sociocultural Adaptation of Ethnically Diverse Adolescents in England. Anica G. Bowe, Oakland University
Relationships Between Family Risks and Children's Academic Gains From Kindergarten to Third Grade. Amy H. Rathbun, American Institutes for Research
Unpacking the M in STEM: A Latent Class Analysis of STEM Graduates on High School Mathematics Attitudes. Yihan Zhao, Teachers College, Columbia University; Alex J. Bowers, Teachers College, Columbia University
The Impacts of No Child Left Behind on Principals’ and Teachers’ Decision Making: A Longitudinal Study. Jiangang Xia, University of Nebraska–Lincoln; Junpeng Shen, Western Michigan University; Xingyuan Gao, Western Michigan University; Houston Lester, University of Nebraska–Lincoln
Discussant: Rand Quinn, University of Pennsylvania

56.044. Visual Thinking in Action Through Drawing and Comics. SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Demonstration/Performance

Henry B. Gonzalez Convention Center, River Level, Room 6C; 2:15–3:45pm
Chair: Sean Justice, Texas State University, San Marcos
Participants:
Thinking Through Drawing. Andrea Kautowitz, SUNY–College at New Paltz
Thinking in Comics. Nick Sousanis, San Francisco State University

56.045. Mathematics and Science Classrooms for Bilingual Learners. SIG-Bilingual Education Research; Paper Session

Grand Hyatt San Antonio, Fourth Floor, Crockett A; 2:15–3:45pm
Chair: Karen L. Terrell, University of Massachusetts–Dartmouth
Participants:
Mediating Hybrid Spaces in the Bilingual Science Class by Learning to Cultivate Children’s Metaphors. Patricia Martinez-Alvarez, Teachers College, Columbia University; Natalia Saez, Teachers College, Columbia University; Maria Paula Ghiso, Teachers College, Columbia University
Assessing Bilingual/ESL Instructional Quality to Teach Math and Science to English Learners. Zenaaida Aguire-Munoz, Texas Tech University; Magdalena Pando, Texas Tech University; Rosario Moreno, Texas Tech University
Teacher and Student Attitudes Toward a Math Intervention for Middle-Grade English Learners: Yes! Diane L. August, American Institutes for Research; Rachel Garrett, American Institutes for Research; Marian Eaton, American Institutes for Research
Science for All Means Using Both Languages: Bilingual Preservice Teachers Engaging in Scientific Discourse Practices. Jorge L. Solis, The University of Texas at San Antonio; Karmin San Martin, The University of Texas at San Antonio; Erika Ortega, The University of Texas at San Antonio
Discussant: Mileidis Gort, University of Colorado–Boulder

56.046. Documenting the Power, Place, and Perseverance of Women. SIG-Biographical and Documentary Research; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 207 A; 2:15–3:45pm
Participants:
Girls in STEM. Deolores N. Rice, Texas A&M University–Commerce
Orange and Scarlet: Critical Auto/biographical Strategies of Women’s Basketball Coaches Pat Summit and Vivian Stringer. Thalita Mudhittal, Ball State University
Supportive Childhood Conditions of Pioneering Asian American Women: Success Starts in the Early Years. Susan J. Puik, Claremont Graduate University; Shirlie Mae Mamaril Choe, Claremont Graduate University; Wendi J. Otto, California State University–Fullerton; Zaynah Rahman, Claremont Graduate University; Christine S. Whang, Claremont Graduate University; Anais Janoyan, Pasadena Unified School District; Tammy L. Johnson, Claremont Graduate University; Charilina Gozali, Claremont Graduate University
Women and the Sport of Boxing. Diane P. Ketelle, Mills College
Discussant: Ka’Vonia Hilton, Old Dominion University

56.047. Examining Charter School Trends in Enrollment, Placement, and Location. SIG-Charters & School Choice; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 A; 2:15–3:45pm
Chair: Dongmei Li, The University of Texas at Austin
Participants:
Does Attending a Charter School Reduce the Likelihood of Being Placed Into Special Education? Marcus Winters, Boston University; Dick M. Carpenter, University of Colorado; Grant A. Clayton, University of Colorado–Colorado Springs
Evaluating the Locational Attributes of Education Management Organizations. Charisse Atihugo Galuso, University of Memphis; Gary J. Miron, Western Michigan University

What Trends in Private School Enrollments, Demographics, and Infrastructure Tell Us About School Choice Policies. Dick M. Carpenter, University of Colorado; Rebecca Keith, University of Colorado–Colorado Springs; Rebecca Theobald, University of Colorado–Colorado Springs; Drew Catt, EdChoice

56.048. Cognitive and Noncognitive Assessment. SIG-Cognition and Assessment; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 6A; 2:15–3:45pm
Chair: Dubravka Svetina, Indiana University–Bloomington
Participants:
- Assessing Noncognitive Domains With Learning Analytics. Danielle Hagood, University of California, Davis
- Relationship Between Critical Thinking Dispositions and Cognitive Styles. Christopher C. Garland, Northeastern State University–Tahlequah; James R. May, Oklahoma State University
- Relationships Between Creativity and Cognitive Abilities in the Educational Context of Saudi Arabia. Khadeel Al-Harbi, National Center for Assessment, Riyadh, Saudi Arabia; Dimitr M. Dimitrov, George Mason University; Abdullah M. Aljughaiman, King Faisal University
- States of Mind and Academic Performance. Colleen Pinar, Independent Researcher
- Student Emotions During Conversation-Based Assessments. Blair Lehman, Educational Testing Service; Diego Zapata-Rivera, Educational Testing Service

Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon F; 2:15–3:45pm
Chair: Alison G. Dover, California State University–Fullerton
Participants:
- The Hydra of Teacher Education: Understanding the Context of Teacher Preparation in Neoliberal Times. Alyssa Hadley Dunn, Michigan State University
- (Dis)positioning Educators: Using Narrative to Rewrite Reform. Julie Gorlewski, Virginia Commonwealth University
- We Fight Alongside You: Teacher Educators, Agency, and Strategic Resistance to Teacher Performance Assessments. Erica K. Dotson, Clayton State University; Alison G. Dover, California State University–Fullerton; Nick Henning, California State University–Fullerton; Ruchi Agarwal-Rangnath, San Francisco State University

56.050. Rationales and Realities of Market-Based School Restructuring: Evidence of Exacerbated Class Stratification Across Four Domains. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon E; 2:15–3:45pm
Chair: Frank M. Adamson, Stanford University
Participants:
- Neoliberal Restructuring and the Exacerbation of Class Stratification: The Student Body. Kenneth J. Saltman, University of Massachusetts–Dartmouth
- A Digital Ethnography of Teach For America: Ethnographic Analysis of the Truth For America Podcast. Julian Vasquez Heilig, California State University, Sacramento; T. Jameson Brewer, University of North Georgia
- Whose Choice? The Strategies and Results of the Charter School System in New Orleans. Frank M. Adamson, Stanford University; Chama M. Cook, Stanford University

56.051. Data-Driven Decision Making: Not the Usual Contexts. SIG-Data-Driven Decision Making in Education; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon D; 2:15–3:45pm
Chair: Kay Uchiyama, Regis University

Participants:
- Parental Use of Data to Make Educational Decisions. Ryan Charles Miskell, WestEd; Ellen B. Mandinach, WestEd; Edith Gunner, Ewing Marion Kauffman Foundation
- How Motivated Are Teachers to Use Data? Kristin Vanlommel, University of Antwerp; Jan Vanhoof, Antwerp University; Peter Van Petegem, University of Antwerp
- Pointed in the Wrong Direction: Examining Louisiana Elementary Teachers’ Use of Compass High-Stakes Teacher Evaluation Data. Timothy G. Ford, University of Oklahoma
- Using Integrated Data to Understand Early Childhood Risks and Access to Quality Early Childhood Education. Katie Banghaus, University of Pennsylvania; Whitney A. LeBoeuf, University of Pennsylvania; John Fontuzzo, University of Pennsylvania; Kristen Cox, University of Pennsylvania; Cassandra Henderson, University of Pennsylvania
- Discussant: Edith Gunner, Ewing Marion Kauffman Foundation

56.052. International Perspectives on Bilingualism in Early Childhood Education and Care Programs. SIG-Early Education and Child Development; Symposium
Grand Hyatt San Antonio, Fourth Floor, Crockett B; 2:15–3:45pm
Chair: Bing Xiao, Austin Peay State University
Participants:
- How the Word Gap Argument Justifies Educational Inequalities for Young Children of Immigrants. Jennifer Keys Adair, The University of Texas at Austin
- The Bilingual Learning and School Readiness of Uyghur Preschoolers in Xinjiang, China. Jing Zhou, East China Normal University; Zhang Li, East China Normal University; Chiang Liu, University of Georgia–Athens; Lanbin Min, Xinjiang Normal University
- Perspectives on Bilingual Education of Turkish Migrant Parents in France and Germany. Fikriye Kurban, Arizona State University
- Immigrant Parents’ Linguistic Pragmatism. Joseph J. Tobin, University of Georgia
- Discussant: Fabienne Doucet, New York University

56.053. Developing Environmental Citizens: Leveraging Disciplinary Strengths to Address an Interdisciplinary Challenge. SIG-Environmental Education; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 206 B; 2:15–3:45pm
Chair: Jane C. Lo, Florida State University
Participants:
- Developing Enlightened Citizens Through Environmental Education. Jane C. Lo, Florida State University
- Climate Change Adaptation and the Necessary Synergy of Science and Social Studies. Noah Weeth Feinstein, University of Wisconsin–Madison
- Teaching the Civics of Sustainable Living Through an Ancient History Course. Jay Shuttleworth, Long Island University, Brooklyn
- Discussant: Margaret S. Crocco, Michigan State University

56.054. Family Engagement in Promise Neighborhoods: A Critical Look at Interventions in Four Federally Supported Sites. SIG-Family, School, Community Partnerships; Symposium
Grand Hyatt San Antonio, Fourth Floor, Crockett B; 2:15–3:45pm
Chair: Lisa Cylar Barrett, PolicyLink
Participants:
- Family Engagement in San Francisco’s Mission Promise Neighborhood: Strategy, Implementation, and Outcomes. Laurel Sipes, Stanford University; Jorge L. Ruiz-de-Velasco, Stanford University
- Family Engagement for Student Success in Chula Vista. Rachel Monezcau, Chula Vista Promise Neighborhood SBCS
- Family Engagement and Return on Investment in North Minneapolis. Ellen Shleton, Wilder Research
56.055. Equity and Adequacy in Public School Funding: Considering State and District Investments in Schools. SIG-Fiscal Issues, Policy and Education Finance; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Crockett D; 2:15–3:45pm
Chair: James Dean Ward, University of Southern California
Participants:
Adequate School Funding for Emergent Bilingual Students: Implications for the Texas School Finance System. David S. Knight, University of Texas at El Paso
Exploring the Discourse of Local Education Finance: A District Case Study. Ean Fonseca, Johns Hopkins University; Soo Bong Jung, Johns Hopkins University; Eric P. Rice, Johns Hopkins University
Some Pennies Are More Equal Than Others: Inequitable School Facilities Investment in San Antonio, Texas. Marisenda Dawn Rivera; Texas State University; Sonia Rey Lopez, Texas State University
Discusants: R. Anthony Rolle, University of Houston–College of Education; Sarah A. Cordes, Temple University

56.056. "We Have Always Been Researchers": Indigenous Land Pedagogies. SIG-Indigenous Peoples of the Americas; Symposium
Grand Hyatt San Antonio, Third Floor, Bonham E; 2:15–3:45pm
Chairs: Judy M. Iseke, Grant MacEwan University; Leisa Anne Desmoulins, Lakehead University
Participants:
Storytelling of Metis Elders: Understanding Pedagogies in Indigenous Education. Judy M. Iseke, Grant MacEwan University
Teaching Inuit Science Pedagogies as Everyday Acts of Resurgence. Leisa Anne Desmoulins, Lakehead University; Glen William Brocklebank; Victor Sammurtok School
Teaching Indigenous Fieldwork Methods and the Power of Place. Kathleen J. Martin, California Polytechnic State University, San Luis Obispo

56.057. Intricacies and Significance of Relational Trust in Schools: A Cross-National Perspective. SIG-International Studies; Symposium
San Antonio Marriott Rivercenter, Third Floor, Conference Room 15; 2:15–3:45pm
Chair: Anthony S. Bryk, The Carnegie Foundation for the Advancement of Teaching
Participannts:
Relational Trust in Illinois Schools. Molly F. Gordon, University of Chicago; Penny B. Sebring, University of Chicago; Maria Luisa de la Torre, University of Chicago
The Trust Game: A Study of Relational Trust in Elementary Schools of Valparaiso Province, Chile. Jose Weinstein, Universidad Diego Portales; Dagmar Raczynski, The Pontifical Catholic University of Chile
Teacher Trust in Students and Organizational School Context: Role of Student Culture and Teachability Perceptions. Miek Van Houtte, Ghent University
Trusworthy School Leaders: A Vital Part of High-Performing Schools. Megan Tschannen-Moran, College of William and Mary

56.058. The Discursive Construction of Learning Opportunities: Developing an Interdisciplinary/Interprofessional Ethnographic Research Agenda for Postsecondary Education. SIG-Language and Social Processes; Structured Poster Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 221 D; 2:15–3:45pm
Chair: Judith L. Green, University of California, Santa Barbara
Participants:
2. Designing and Researching Innovative and Emerging Interdisciplinary Curriculum in an Undergraduate Education Initiative. Monaliza Maximo Chian, Hueneme School District; Stephanie Renee Couch, Massachusetts Institute of Technology
4. Studying Social Systems in the Making: A Telling Case of Researching an Engineering Pathways Program. Koreen Balus, University of California, Santa Barbara; Daina J. Arvy, University of California, Santa Barbara; Maria Teresa Napoli, University of California, Santa Barbara
5. Technology-Enhanced Medical Reasoning: An Interactional Ethnography. Susan Bridges, The University of Hong Kong; Lap Ki Chan, University of Hong Kong
6. The Construction of a Workplace-Based Learning Opportunity for a Student Intern. Rick Bacon, University of California, Santa Barbara
7. Becoming Familiar With an Unfamiliar Disciplinary Context: An Ethnographic Investigation of an Architecture Design Studio. Ethyn A. Stewart, University of California, Santa Barbara; Thomas Fowler, California Polytechnic State University–San Luis Obispo
9. Unanticipated Insights/Challenges in Researching a Multisite Global Course on Engineering Design. Yan Dai, University of California, Santa Barbara; Ang Liu, University of New South Wales; Stephen Lu, University of Southern California
10. Research Learning and Teaching in a Fast-Changing Higher Education Context: Intertextual Constructions of What Counts as Research in Lithuania. Audra Shinkauskuite, Klaipeda University; Liudmila Rapsiene, Klaipeda University; Ingrida Baranauskiene, Klaipeda University
Discusants: Kristiina Kumpulainen, University of Helsinki; Ola Erstad, University of Oslo

56.059. Examining How Principals Engage with Discipline-Specific Instructional Reforms. SIG-Leadership for School Improvement; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 B; 2:15–3:45pm
Chair: Lynsey K. Gibbons, Boston University
Participants:
School Leaders and Framing the Problem of Improving Student Learning in Middle School Mathematics. Adrian Mohamed Larbi-Cherif, Vanderbilt University
Discusants: Tricia Browne-Ferrigno, University of Kentucky

56.060. Designing with and for the Whole Learner. SIG-Learning Sciences; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Republic C; 2:15–3:45pm
Chair: Elaine Renee Klein, University of Washington–Seattle
Participants:
Context: Intertextual Constructions of What Counts as Research in Louisiana. Audra Shinkauskuite, Klaipeda University; Liudmila Rapsiene, Klaipeda University; Ingrida Baranauskiene, Klaipeda University
Racialized and Gendered Participation in a Community of Practice. Joe Curnow, University of Toronto–OISE; Jody Rita Chan, Teachers College, Columbia University
STEP-Bees: Coordinating Embodied Interaction With Peers, Teachers, and Computer Simulation to Support Learning. Joshua Adam Danish, Indiana University; Noel D. Enyedy, University of California, Los Angeles; Asmalina Saleh, Indiana University; Megan Alyse Humburg, Indiana University–Bloomington; David DeLiema, University of California, Los Angeles; Maggie Dahn, University of California, Los Angeles; Christine Lee, University of California, Los Angeles
The Central Role of Epistemic Empathy in Responsive Teaching. Lama Ziad Jaber, Florida State University; Felisha Duke, Florida State University; Sherry A. Southerland, Florida State University
Discusants: Ayush Gupta, University of Maryland–College Park

56.061. Curriculum and Academic Programs for Multicultural/Multiethnic Societies. SIG-Multicultural/Multiethnic Societies, SIG-Leadership for School Improvement; Paper Session
Grand Hyatt San Antonio, Second Floor, Mission A; 2:15–3:45pm
Chair: Delar K. Singh, Morehead State University
Participants:
Comparing Students’ Intercultural Competence After Completing a Cultural Diversity Course Online or Face-to-Face. Shaluye Iseminger, Purdue University; Horane A. Holiage, Purdue University; Pamela Morris, Purdue University
56.062. Counterstories and Communities in Narrative Inquiry. SIG-Narrative and Research; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 6D; 2:15–3:45pm
Chair: Nicola Gram, The University of Hong Kong
Participants:
At Risk? An Inquiry Into the Experiences of Urban Aboriginal Youth. Brian Lewis, University of Regina; Lee Mason Schaefer, McGill University; Sean Michael Lessard, University of Alberta
Both Are Aunts: In-Classroom Relationships for Moving Toward Community in Early Childhood Education. Ichil Silva-Pena, Arturo Prat University; Lynnette M. Driedger-Enns, Prairie Spirit School Division No. 206; Janice Huber, University of Alberta
Research as Experience: Composing Research Stories to Live by, Not Merely to Live With. Derek A. Hutchinson, The University of Kansas; Cindy (Cynthia) Lynne Clarke, Prairie Spirit Teachers’ Association
Lives in the Making: Indigenous Postsecondary Student Experiences. Trudy Michelle Cardinal, University of Alberta
Discussants: Cheryl J. Craig, Texas A&M University; C. Aiden Downey, Emory University

56.063. Problem-Based Learning in Secondary Education: Investigating Hot and Cold Learning Outcomes. SIG-Problem-Based Education; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 213 B; 2:15–3:45pm
Chair: Henk G. Schmidt, Radboud University Nijmegen
Participants:
The Effect of Instruction on Self-Regulated Learning, Motivation, Comprehension, and Retention. Soﬁ e Loyens, University College Roosevelt; Lisette Wijnia, Erasmus University Rotterdam and Roosevelt Center for Excellence in Education; Julia Hauer, University College Roosevelt; Laura Meershoek; Remigius M. Rikers, University College Roosevelt
How Situational Is Situational Self-Efﬁ cacy? Adam Hendry, Parramatta Marist High; Daniel Lynch, Parramatta Marist High
Individual Interest, Situational Interest, and Knowledge Acquisition: A Micro-Analytical Investigation. Jerome I. Rotgans, National Institute of Education–Nanyang Technological University; Henk G. Schmidt; Radboud University Nijmegen
A New Measure of Conceptual Knowledge: The Concept Recall Test. Gavin Hays, Parramatta Catholic Education Ofﬁ ce; Kurt Challinor, Parramatta Marist High
Discussants: Lisette Wijnia, Erasmus University Rotterdam and Roosevelt Center for Excellence in Education; Remigius M. Rikers, University College Roosevelt

56.064. Research Methods in Educational Leadership. SIG-Professors of Educational Research; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 212 A; 2:15–3:45pm
Chair: Maria D. D. Vasquez-Colina, Florida Atlantic University
Participants:
An Investigation of Qualitative and Mixed-Methods Research in Four Educational Leadership Journals. Mindy L. Crain-Dorrough, Southeastern Louisiana University; Thomas A. Devaney, Southeastern Louisiana University
Prevalence of Bayesian Methods in the Field of Education. Peter Boeckers, University of North Texas; Prathiba Natesan, University of North Texas; Anthony J. Ownenburg, Sam Houston State University
Theory Amid Policy and Practice: A Typology of Theory Use in Educational Leadership Scholarship. Marsha E. Moseley, The Pennsylvania State University; Alexandra E. Pawlak, Southern Methodist University

56.065. The History of Qualitative Research in Four Generations. SIG-Qualitative Research Cosponsored with Division D–Measurement and Research Methodology; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 207 B; 2:15–3:45pm
Chair: Patt A. Lather, The Ohio State University
Participants:
From Field Biology to Interpretation: Initial Development of Approaches to Ethnography in Qualitative Inquiry. Frederick D. Erickson, University of California, Los Angeles
(Post) Critical Methodologies: The Science Possible After the Critiques. Patt A. Lather, The Ohio State University
Reading Deleuze Too Soon: Post-Qualitative Inquiry. Elizabeth A. St. Pierre, University of Georgia
Thinking Without Method. Alecia Youngblood Jackson, Appalachian State University
Discussant: Christine Clark, University of Nevada–Las Vegas

56.066. Applications of Rasch Model. SIG-Rasch Measurement; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Crockett C; 2:15–3:45pm
Chair: Robert Andrew Schwartz, Pearson
Participants:
A Multidimensional Rasch Analysis of the Preschool Instructional Leadership Survey. Karen Fong, University of Illinois at Chicago; Heather L. Horsley, University of Illinois at Chicago
An Application of the Mixture Rasch Model: A Cross-Cultural Comparison of Eighth-Grade Mathematics Achievement on the Fourth TIMSS (Trends in International Mathematics and Science Study—2011). Tarker Toker; Kathy E. Green, University of Denver; Calhit Polter, University of Denver
Score Reporting Using Rasch Measurement Model. Subin Homa, CRP; Incorporates; Trent Haines, Morgan State University
A Rasch Analysis of a Global Engagement Measurement Survey. Meng Fan, University of Delaware; Noel Shadownen; Lisa Chieffo
Discussant: Matthew Newman Gaertner, SRI International

56.067. W. E. B. DuBois Lecture. SIG-Research Focus on Black Education; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, Room 303 C; 2:15–3:45pm
Presenter: Arnethe F. Ball, Stanford University

56.068. Mathematics Teachers’ Knowledge, Development, and Practice. SIG-Research in Mathematics Education; Paper Session
Grand Hyatt San Antonio, Second Floor, Bowie B; 2:15–3:45pm
Chair: Margaret I. Ford, Southern New Hampshire University
Participants:
Unintended Artifacts of Mathematical Noticing. Stephen A. Swidler, University of Nebraska–Lincoln; Ruth M. Heaton, University of Nebraska–Lincoln
How Are Preservice Teachers’ Educational Experiences Related to Their Mathematical Knowledge for Teaching Geometry? Ina K, University of Michigan–Ann Arbor; Amanda Marie Milewski, University of Michigan–Ann Arbor; Patricia G. Herbst, University of Michigan–Ann Arbor
Integrating Fieldwork and Methods Courses: Preservice Elementary Teachers Change in Facilitating Mathematics Discussions. Allyson Hallman-Thrasher, Ohio University–Athens
Linking Teacher Knowledge to Student Learning: The Role of Teachers’ Content and Pedagogical Content Knowledge in Students’ Mathematics Achievement. Yasemin Copur-Gencturk, University of Southern California
Scenarios as an Instructional Approach: Prospective Teachers’ Self-Reflections About Teaching Mathematics to English Language Learners. Lillie R. Albert, Boston College; Sungahn Hwang, Boston College; Paul E. Madden, Boston College
Supporting Novice Teachers to Reason About Telling: Leveraging Problems of Practice in Rehearsals of Discussions. Sarah Kate Selling, University of Utah; Erin E. Balldinger, University of Minnesota

LEARN or Not: Academic Bridging Programs for Newcomers at Primary and Secondary Levels in Newfoundland. Hua Que, Memorial University of Newfoundland; Xuemei Li, Memorial University of Newfoundland
The Impact of a Multicultural ‘Thematic Unit on Elementary Students’ Self-Concept, Multicultural Awareness, Cross-Cultural Competence, and Global Citizenship Awareness. Show-Mei Lin, Tennessee State University
Discussant: Christine Clark, University of Nevada–Las Vegas

2017 AERA Annual Meeting > Program Schedule > SUNDAY, APRIL 30 • 2:15 PM
SUNDAY, APRIL 30 • 2:15 PM
56.069. Research in Reading and Literacy SIG IV. SIG-Research in Reading and Literacy; Paper Session
Grand Hyatt San Antonio, Third Floor, Bonham D; 2:15–3:45pm
Chair: Wayne H. Slater, University of Maryland
Participants:
The Affordances of Digital Portfolios in an Intergenerational Art Class: Implications for Literacies and Identities. Rachel May Heydon, University of Western Ontario; Lori McKee, University of Western Ontario
The Effects of Sustained, Collaborative Professional Learning on Literacy Teachers’ Instruction. Allison Ward-Parsons, George Mason University; Seth A. Parsons, George Mason University; Corey Ranish Sell, Metropolitan State University of Denver; Lori Witt Silver, Arlington Public Schools; Christy Irish, George Mason University; Jennifer Drake-Patrick, George Mason University; Lois A. Groth, George Mason University; Erni Marie Ramirez, California State University–Monterey Bay
The Impact of New Literacy Practices Professional Development on Students’ Reading and Science Learning Outcomes. Hui-Yin Hsu, New York Institute of Technology; Shiang-Kwei Wang, New York Institute of Technology
Understanding Our Diverse Classrooms: A Transformatory Strategy for Developing School-Wide Professional Development for Literacy Teachers. Lilly Steiner, Monmouth University; Kerry C. Rizzuto, Monmouth University; Carolyn A. Groff, Monmouth University
Validation of the Revised Elementary Reading Attitude Survey. Michael C. McKenna, University of Virginia; Bong Gee Jang, Syracuse University; Kristen Aleman, North Carolina State University; Kristin Conradi, The College of William & Mary; Dennis Kears, Missouri State University
Visual Processing of Transformed Texts Among Native Speakers of Chinese and Korean. Hye K. Pae, University of Cincinnati

56.070. Means and Ends of Gifted and Talented Identification: New Developments. SIG-Research on Giftedness, Creativity and Talent; Paper Session
Grand Hyatt San Antonio, Third Floor, Bonham C; 2:15–3:45pm
Chair: Matthew C. Mckel, Duke University
Participants:
Identifying and Serving Gifted and Talented Students: Are Identification and Services Connected? Elizabeth Jean Gubbins, University of Connecticut; Del Siegle, University of Connecticut; Patricia O’Rourke, University of Connecticut–Storrs; Susan Dulong Langley, University of Connecticut; Karen Cross, University of Connecticut; Carolyn M. Callahan, University of Virginia; Annalissa V. Brodersen, University of Virginia; Melanie Caughley, University of Virginia; Joseph S. Rensulli, University of Connecticut
Differences in Demographics Using the Cognitive Abilities Test Form 7 (CogAT7) Nonverbal Battery Versus the Naglieri Nonverbal Ability Test—Second Edition (NNAT2) to Identify the Gifted/Talented. Carol A. Carman, University of Houston–Clear Lake
Increasing Opportunity: Using Problem-Based Learning as a Universal Screening to Identify Potential Giftedness in Middle School. Nancy Holincek, George Mason University; Anne Horak, George Mason University; Steven Nagy, George Mason University
Promoting Diversity in the Referral Process: Teacher Ratings and Other Assessments Across Demographic Groups. Kelly L. Kearney, University of Connecticut; Kathleen Cash, University of Louisville; Jill L. Adelson, University of Louisville; Anne Roberts, University of Connecticut–Storrs; Catherine A. Little, University of Connecticut; Rebecca O’Brien, University of Connecticut
A Meta-Analysis of Teachers’ Judgment Accuracy on ‘Their Students’ Cognitive Abilities. Nils Machts, University of Kiel; Johanna Kaiser, University of Kiel; Fabian T. C. Schmidt, Leibniz Institute; Jens Möller, University of Kiel
Discussant: Katie Larsen McClarty, Questar Assessment Inc.

56.071. Inclusive Learning Environments in Rural Schools. SIG-Rural Education; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 C; 2:15–3:45pm
Chair: Sheneka M. Williams, University of Georgia
Participants:
The Relationship Between Teacher Professional Development and Frequency of School Violence in Rural Schools. Tracey Nicole Sulak, Baylor University; Robin Wilson, Baylor University; Rachel L. Renbarger, Baylor University; Nicole O’Guinn, Baylor University
Exploring the Role of an LGBTQ-Affirming School Climate in Safety and Victimization in a Rural School District. Kris M. De Pedro, Chapman University; Robert Jason Lynch, Old Dominion University; Monica Christina Esqueda, Old Dominion University
Factors That Foster Student Achievement in High-Poverty, High-Minority, High-Achieving Rural High Schools. William Bergeron, Elmore County Schools; Frances K. Kochan, Auburn University
Rural African American and Latino Middle School Students and College Access. Darrin Reshawn Means, University of Georgia
An Examination of College Persistence Factors for Students From Different Rural Communities: A Multilevel Analysis. Andrew Hudacs, Maine Department of Education

56.072. Improving School Climate in the Context of Urban Secondary Schools Serving Predominantly Low-Income Students. SIG-School Community, Climate, and Culture; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 216 B; 2:15–3:45pm
Chair: Adam Voight, Cleveland State University
Participants:
The Role of School Safety Factors in Supporting Pre- and Young Adolescents With Adverse Backgrounds. Mark O. Olszewski, The University of Vermont
School Connectedness andSuicideality: Is School Connectedness a Protective Factor? Sara E. Tomek, The University of Alabama; Anneliese Bolland, The University of Alabama; Lisa Marie Hooper, The University of Alabama; John Bolland, The University of Alabama–Tuscaloosa
Restorative Circles for Improving School Climate. Elaine Lin Wang, RAND Corporation; Emma Lix, RAND Corporation; Catherine H. Augustine, RAND Corporation
Fostering a Developmentally Responsive Middle–to–High School Transition Through a Summertime Transition Camp. Cheryl R. Ellerbrock, University of South Florida; Erin Parke, Pinellas County Schools; Jennifer M. Denmon, University of South Florida; Michael DiCicco, Northern Kentucky University; Sarah Mead, University of South Florida; Bridget M. Abbas, Thurgood Marshall Academy
The Impact of a Sport-Based Intervention on Student Perceptions of School Climate. Michael Corral, University of Connecticut–Storrs; Jesse Mala, University of Connecticut
Discussant: Horace R. Hall, DePaul University

56.073. Slowing down the STEM Train: Questions, Critiques, and Reflections About the STEM Education Movement. SIG-Science Teaching and Learning; Symposium
Grand Hyatt San Antonio, Fourth Floor, Republic B; 2:15–3:45pm
Chairs: Kristin L. Gunckel, The University of Arizona; Sara E. Tolbert, The University of Arizona
Participants:
Other Worlds Are Possible: Marking and Challenging the STEM Project. Matthew Weinstein, University of Washington–Tacoma
STEMification of Public Education: A Network Governance Perspective. Ajay Sharma, University of Georgia; Cheryl Hudson, University of Georgia–Athens
Exploring the Potentials of Digital Literacies for Disciplinary Learning. Jill M. Castak, University of Arizona
Questioning the Politics, Ethics, and Economics of the Engineering Education Movement. Kristin L. Gunckel, The University of Arizona; Sara E. Tolbert, The University of Arizona
The Need for SYSTEmic Reform: How the Current STEM Movement Prevents Humane Mathematics. Rochelle Gutierrez, University of Illinois at Urbana-Champaign
Discussant: Sara E. Tolbert, The University of Arizona

56.074. Semiotics in Education: Signs, Meanings, and Multimodalities. SIG-Semiotics in Education: Signs, Meanings and Multimodality; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon B; 2:15–3:45pm
Chair: Elvira K. Katic, Ramapo College
Participants:
Exploring the Perspectives of Youth With Asperger’s Syndrome: A Semiotic Perspective. John L. Rausch, John Carroll University; Gabrielle Cregan, John Carroll University
56.075. Affirming Diversity in the Social Studies. SIG-Social Studies Research; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 205; 2:15–3:45pm

Chair: Erin Adams, Kennesaw State University

Participants:
- How Power Relations Take Shape for Students With Historically Marginalized Identities in History Classrooms. Ryan Oto, St. Paul Academy and Summit School
- Silencing Racism: Remembering and Forgetting Race and Racism in 11th-Grade U.S. History Classes. John S. Wills, University of California, Riverside
- Colonial Blindness in Civics Education: Recognizing Colonization, Self-Determination, and Sovereignty as Essential Knowledge. Sarah B. Shear, The Pennsylvania State University–Altoona; Leilani Sabzalian, University of Oregon

Discussant: Ashley Nicole Woodson, University of Pittsburgh

56.076. High School and Beyond: Effects of Equality and Inequality of Educational Opportunity at Midlife. SIG-Sociology of Education; Symposium

Henry B. Gonzalez Convention Center, River Level, Room 7A; 2:15–3:45pm

Chair: David Bills, The University of Iowa

Participants:
- Education and the Intergenerational Transmission of Occupational Advantage. Eric Grodsky, University of Wisconsin
- High School STEM Courses and Midlife Occupation. Chandra Muller, The University of Texas at Austin
- Demographic Differentials in Health Returns to College Degree Attainment and Selectivity. John R. Warren, University of Minnesota
- Sustaining a Nonrepresentative Democracy: How Academic Inequality in High School Affects Voting in Midlife. Jamie Mary Carroll, The University of Texas at Austin

Discussant: David Bills, The University of Iowa

56.077. Special Education Research SIG Paper Session 4: STEM Instructions for Students With Disabilities. SIG-Special Education Research; Paper Session

Grand Hyatt San Antonio, Second Floor, Bowie A; 2:15–3:45pm

Chair: Gretchen M. Cole-Lade, Oklahoma State University

Participants:
- Examining the STEM Capability of Students With Learning Disabilities. Micaela Victoria Cezario Morgan, University of California, Santa Barbara
- Mathematical Ability in Students on the Autism Spectrum Versus Typically Developing Peers: A Meta-Analysis. Tyler Jay Sandersfeld, University of Iowa
- Mathematical Interventions for Secondary Students With Mathematics Difficulties: A Systematic Review and Meta-Analysis. So-hyun Im, University of Minnesota–Twin Cities; Asha K. Iyeteru, University of Minnesota; Amy Lein, University of Minnesota; John Mouanoutoua; Ahmed Alghamdi, University of Minnesota–Twin Cities; Scott Heft, University of Minnesota–Twin Cities
- Progressions in Fraction Partitioning and Quantification Evidenced by Children Who Experience Low Achievement in Mathematics. Jessica Heather Hunt, North Carolina State University; Arla Westenskow, Utah State University; Patricia S. Moye-Puecklham, Utah State University

Science Inquiry-Based Instruction: Are Students With Learning Disabilities Succeeding? Allison McGrath, Skokie District 68

56.078. The Application of Systems Thinking in Education. SIG-Systems Thinking in Education; Paper Session

Grand Hyatt San Antonio, Third Floor, Bonham B; 2:15–3:45pm

Chair: Sharon I. Radd, St. Catherine University

Participants:
- Elementary Students Using Systems Thinking to Interrupt Modern-Day Slavery. Margaret Saezda Curwen, Chapman University; Amy L. Ardell, Chapman University; Laurie MacGillivray, The University of Memphis
- Gatekeeping Roles of District and School Leaders in Implementing Common Core System-Wide. Francesca T. Durand, The Sage Colleges; Kathryn S. Schiller, University at Albany–SUNY; Sarah J. Zackerman, University of Nebraska–Lincoln; Karen Gregory, University at Albany–SUNY; Dahlia Kaufman, Center for Advanced Study in Education; Deborah J. Hecht, The Graduate Center–CUNY

Principles for Personalized Instruction: Instructional Design Theory for a New Paradigm System of Education. William R. Watson, Purdue University; Sunnie Lee Watson, Purdue University

Discussant: Patrick M. Jcnlink, Stephen F. Austin State University

56.079. Voices of Teachers: Inquiry in the Early Childhood Setting. SIG-Teacher as Researcher; Paper Session

Grand Hyatt San Antonio, Fourth Floor, Republic A; 2:15–3:45pm

Chair: Christopher C. Martell, Boston University

Participants:
- Through the Lens of Teacher Research: Digital Photography in a Preschool Classroom. Allison Lester, University of Cincinnati

Discussant: Nathaniel Uriah Weber, Russian Hill School

Division and SIG Roundtables

56.080. Roundtable Session 23; Roundtable Session

56.080-1. Considering Models for Educational Change. SIG-Educational Change; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 2:15–3:45pm

Chair: Helen Jane Malone, Institute for Educational Leadership

Participants:
- Education as a Complex System: Implications for Educational Research and Policy. James A. Levin, University of California, San Diego; Michael J. Jacobson, The University of Sydney
- Paradoxical Distance of Equal Opportunity From Freedom of Choice. An Na Choi, Educator

Initial Evidence for the Utility of a Multilevel Assessment of a Preschool’s Readiness for Change. Afton R. Kirk, University of Pittsburgh; Shannon Beth Wanless, University of Pittsburgh; Jennifer Briggs, University of Pittsburgh

Seven Models of Change and Their Applicability to Educational Reform: Perspectives From Complexity Theory. Matthijs Koopmans, Mercy College

56.080-2. Exploring Labor Contexts and Conditions: Issues in Teachers’ Work and Teacher Unions. SIG-Teachers Work/Teacher Unions; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 2:15–3:45pm

Chairs: Wayne Au, University of Washington–Bothell; Ivan Salinas, Universidad de Chile

Participants:
- The Teachers Union as a Vehicle for Educator Empowerment in the Age of the Every Student Succeeds Act. Leigh Katherine Kennedy, National Education Association
- Personal and Contextual Factors Shaping Novice Teachers’ Early Professional Career. Merilyn Meristo, Tallinn University

56.080-3. Creative Approaches to Teacher Preparation and Praxis. Division K–Teaching and Teacher Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 2:15–3:45pm
Chair: Marta Sian Chun, University at Buffalo–SUNY
Participants:
- (Re)presentations of the “Normal” Classroom: A Queer Reading of Teacher Education Curriculum. Roni Jo Draper, Brigham Young University; Jimmy Hernandez, Brigham Young University; Jennifer J. Wimmer, Brigham Young University; Alejandro Rosborrough, Brigham Young University
- Absent, At Risk, As If, Affirming: A Thematic Transgender Content Analysis of Teacher Education Textbooks. Ely Kean, Michigan State University

56.080-4. Cultivating Reflection Through Inquiry and Research. Division K–Teaching and Teacher Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 2:15–3:45pm
Chair: Michael Bartone, Central Connecticut State University
Participants:
- “Forcing Me to Reflect”: Preservice and Novice Teachers’ Reflective Thinking in Varied School Contexts. Dianna L. Gahldsforder-Terrell, Saint Anselm College; Kathryn McCurdy, University of New Hampshire; Megan L. Birch, Plymouth State University; Thomas H. Schram, University of New Hampshire; Page Tompkins, Upper Valley Educators Institute
- Inquiring About Inquiry: A Research Journey. Margery Staman Miller, Lesley University; Valerie Harlow Shinan, Lesley University
- Linking Research to Classroom Teaching: How and When Questions Evolve. Sarah Ann van Ingen, University of South Florida; Susan Arnew, University of South Florida

Using Reflective Devices to Gain Insight Into Preservice Teachers’ Understandings of Instructional Writing Practices. Leslie La Croix, George Mason University; Julie K. Kidd, George Mason University

56.080-5. Developing Meaningful Opportunities for Preservice Multicultural Awareness. Division K–Teaching and Teacher Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 2:15–3:45pm
Chair: Janine Schank Davis, University of Mary Washington
Participants:
- Developing Self- and Cultural Awareness Through Introductory Education Courses: The “Me” Semester. Heather Marie Coffey, University of North Carolina–Charlotte; Erik Jon Byker, University of North Carolina–Charlotte; Susan Harden; Amy J. Good, University of North Carolina–Charlotte; Tina Lane Huynf, University of North Carolina–Charlotte
- Exercising Power Through Language: An Examination of Two Preservice Educators’ Discourse. Nancy P. Morabito, St. John’s University; Sandra Schamroth Abrams, Saint John’s University


Secondary Preservice Teachers’ Learning Experiences and Instructional Approaches of Multicultural Education. Amy Yun-Ping Chen, Saint Louis University

The Impact of Critical Friendship Groups on Preservice Teachers: Reframing Deficit Views Through Collaborative Reflection. Nadia Behzadbeh, Georgia State University; Clarice Thomas, Georgia State University; Stephanie Behon Cross, Georgia State University

56.080-6. Developing Teacher Leadership and Expertise Through Lesson Study and Action Research: A Cross-Cultural Dialogue. Division K–Teaching and Teacher Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 2:15–3:45pm
Chairs: Erin Craig Herrick, Vanderbilt University; Rongjin Huang, Middle Tennessee State University
Participants:
- Systemic Support for Teacher Leadership: A Closer Look at the Shanghai Teacher-Expertise Infusion System. Xiu Cravens, Vanderbilt University; Jianjun Wang, East China Normal University
- Developing Teachers’ Expertise in Mathematics Instruction as Deliberate Practice Through Chinese Lesson Study. Xue Han, Dominican University; Rongjin Huang, Middle Tennessee State University
- Developing Teachers’ Understanding of Mathematics Teaching Practices Through Chinese Lesson Study in the United States. Kyle Prince

From Shanghai to the United States: Developing Instructional Leadership Through Teacher Peer Excellence Groups. Xiu Cravens, Vanderbilt University

56.080-7. Innovative Uses of Technology to Foster Teacher Preparation and Development. Division K–Teaching and Teacher Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 2:15–3:45pm
Chair: Yashu Kauffman, Massachusetts Institute of Technology
Participants:
- Factors Influencing Bilingual Education Teacher Satisfaction With an Online Professional Development Program. David Daniel Jimenez, Texas A&M University; Kara Sutton-Jones, Texas A&M University–College Station; Shifang Tang, Texas A&M University–College Station; Rafael Lara-Alecio, Texas A&M University; Beverly J. Irby, Texas A&M University–College Station; Fuhui Tong, Texas A&M University–College Station
- Leveraging Technology to Facilitate Feedback and Metacognitive Learning in Practice-Centered Teacher Preparation. Diane E. Sabon, National-Louis University; Jill Zifkin; Ruth Freedman, National Louis University; Sophie Degener, National-Louis University; Rosa Giannelli; Monica Guio, National Louis University

Technology for Differentiated Instruction: Student Teachers’ Perceptions and Actual Implementations in Urban High School Classrooms. Xiuzhen Wu, National Louis University; Kate Zilla, National Louis University

Using an Institutional Hashtag to Expand Professional Learning Networks: A Case Study. Scott Morrison, Elon University; Jeffrey Paul Carpenter, Elon University

- A Design-Based Research Approach to Improving Professional Development of the Smithsonian Learning Lab. Doron Zinger, University of California, Irvine; Ashley Naranjo, Smithsonian Center for Learning and Digital Access; Nicole Gilbertson, University of California, Irvine; Isabel Amador, University of California, Irvine; Mark Warschauer, University of California, Irvine

56.080-8. Investigating Representations and Understandings of Differentiation in Multiple Contexts. Division K–Teaching and Teacher Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 2:15–3:45pm
Chair: Charles Howard Gonzalez, University at Buffalo–SUNY
Participants:
- A Curricular Study of Assessment, Differentiation, and Classroom Management: Innovation Through a Network Improvement Community. Vanessa Anton; John E. Henning, Monmouth University; Carol Ryan, Northern Kentucky University; Diane Fogarty, Loyola Marymount University; Lynne Mills, Georgia Gwinnett College

Using Young Adult Texts in Literature Circles: Examining Preservice Teachers’ Perceptions of Disability. Danielle King, University of North Carolina–Charlotte; John E. Henning, Monmouth University

- A Case Study. Scott Morrison, Elon University; Jeffrey Paul Carpenter, Elon University

- A Design-Based Research Approach to Improving Professional Development of the Smithsonian Learning Lab. Doron Zinger, University of California, Irvine; Ashley Naranjo, Smithsonian Center for Learning and Digital Access; Nicole Gilbertson, University of California, Irvine; Isabel Amador, University of California, Irvine; Mark Warschauer, University of California, Irvine

Novice Teachers’ Conceptions of Differentiated Instruction and Related Practice: A Longitudinal Multilcase Study. Hilary Dack, University of North Carolina–Charlotte
56.080-9. Linking Mathematics Content Knowledge to Preservice Teaching Practice. Division K–Teaching and Teacher Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair

Ballroom 1; 2:15–3:45pm

Chair: Rebecca J. Blankenship, Florida Agricultural & Mechanical University

Participants:

How Preservice Teachers’ Conception and Metaphor of Problem Posing Is Related to Their Problem-Posing Performance. Ji-Won Son, University at Buffalo–SUNY; Mi Yeon Lee, Arizona State University

Improving Undergraduate STEM Majors’ Capacity for Delivering Inquiry-Based Mathematics and Science Lessons. Xiaoxia A. Newton, University of Massachusetts Lowell; Edward Tonelli

Preservice Teachers’ Understanding of an Interpretive Framework for Analyzing Virtual Manipulatives in the Mathematics Classroom. Enrique Ortiz, University of Central Florida; Heidi Eisenreich, University of Central Florida; Laura Tipp, University of Central Florida

The Influence of van Hiele Theory–Based Interventions on Elementary Preservice Teachers’ Geometry Knowledge for Teaching. Minju Yi, Texas Tech University; Raymond Flores, Texas Tech University; Jian Wang, Texas Tech University; Yuanshua Wang, Texas Tech University; Xi Zeng, Texas Tech University; Shuang Zhang, Texas Tech University; Jory Neff, Texas Tech University

56.080-10. Morale and Well-Being: Exploring the Emotional Labor of Teachers. Division K–Teaching and Teacher Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair

Ballroom 1; 2:15–3:45pm

Chair: Jean Kiekel, University of St. Thomas

Participants:

A Teacher Grieving for His Student: Tensions Between Individual Grief Practices and School Bereavement Culture. Nick Thompson, University of Georgia–Athens; Heidi Hadley, University of Georgia–Athens

Breathe for Change: Enhancing the Health and Well-Being of Teachers, Students, and Entire School Communities. Ilana Nankin, University of Wisconsin–Madison

Leadership Fatigue and the Costs Associated With Turnaround Reform. Katie Elizabeth Nuss, University of Houston; Bradley W. Carpenter, The University of Houston

Reconceptualizing Teachers as First Responders: Expanding Our Understanding of Teacher Work. Cecile Huynh Sam, Rowan University; Jarrett Gaption, University of Minnesota

Understanding Teacher Morale and Professionalism in the Neoliberal School Context. Jesse Senechal, Virginia Commonwealth University; Tamara Sober, Virginia Commonwealth University

56.080-11. Teacher Knowledge and Pedagogy in the Literacy Classroom. Division K–Teaching and Teacher Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair

Ballroom 1; 2:15–3:45pm

Chair: Steven T. Bickmore, University of Nevada–Las Vegas

Participants:

Design-Based Research: An Equitable Approach for Empowering Teachers to Turn Knowledge Into Actionable Intelle. Angela Fortune, The University of Illinois at Chicago

Developing a Pedagogy of Literacy Teacher Education. Clare Kosnik, University of Toronto/OISE; Lydia Menna, University of Alberta; Pooja Dharamshi, Simon Fraser University; Cathy Marie Miyata, University of Toronto

Examining Canonicity as an Implicit and Discursive Frame in Secondary English Classrooms. Michael Macaluso, University of Notre Dame

56.080-12. The Impact of Testing on Teacher Identity. Division K–Teaching and Teacher Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair

Ballroom 1; 2:15–3:45pm

Chair: Oren Ergas, Beloit College and Hebrew University

Participants:


Teach to Tests Versus Teach to Students: A Comparative Study of U.S. and Korean Beginning Teachers Learning to Navigate the Tension. Jina Ro, National Institute of Education–Nanyang Technological University

Teacher Beliefs and Classroom Practices: Cognitive Dissonance in High-Stakes Test-Influenced Environments. Zane C. Wiibbena, Texas State University; Patricia Lynn Guerra, Texas State University–San Marcos

Teachers’ Knowledge Work in the Context of Diversity at School: The Many Faces of Standardization as a Quality Assurance Reform in Norway. Galina Shavard, Oslo and Akershus University College of Applied Sciences

56.080-13. Theoretical Perspectives in Preservice Teacher Field Experiences. Division K–Teaching and Teacher Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair

Ballroom 1; 2:15–3:45pm

Chair: Shelley B. Harris, Texas A&M–San Antonio

Participants:

A Cultural Historical Analysis of Co-Teaching Between Student and Cooperating Teachers. Colette Murphy, Trinity College Dublin; Marita Kerin, Trinity College Dublin

An Analysis of Pedagogical Dissonance and Resilience Experienced by Teacher Candidates on Foreign Soil. Boyd Lee Bradbury, Minnesota State University–Morhead

Democratic Collaboration and Cohesion: Combining Forces to Improve Practicum Practices in a Secondary Teacher Education Program. Anne Beiler, University of Washington–Seattle; Winston S. Benjamin, University of Washington; Tina Y. Gour, University of Washington; Cornelia Anne Kirking, University of Washington; Anthony Longoria, University of Washington–Seattle; Morena Newton, University of Washington; Shane Pisani, University of Washington; Renee Shank, University of Washington–Seattle

Examining Special Education Teacher Candidate Access to Inclusive Settings and Practices Through a Cultural Historical Activity Theory Lens. Amanda Miller, University of Kansas

56.080-14. Understanding How Novice Teachers Grow Professionally in the Early Years. Division K–Teaching and Teacher Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair

Ballroom 1; 2:15–3:45pm

Chair: Christina Hamilton, Texas A&M University–Central Texas

Participants:

An Empirical Framework for Analyzing Teacher Candidate Performance Assessment Data. Kevin Christopher Bastian, University of North Carolina; Diana B. Lyons, University of North Carolina–Chapel Hill

The Preparation and Education of First-Year Teachers: A Case Study. Jennifer Alyane Tygret, University of Colorado–Colorado Springs

Where Are They Now? An Inquiry Into New Teacher Development. Sherry Dismuke, Boise State University; Serena Hicks, Boise State University; Jennifer L. Snow, Boise State University

56.080-15. Understanding Preservice Teachers’ Conceptions of English Language Learners and Learning. Division K–Teaching and Teacher Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair

Ballroom 1; 2:15–3:45pm

Chair: Barbara M. Butler, North Carolina A&T State University

Participants:

Case Studies of Teach For America Teachers’ English Language Learner Teacher Identity Development. Refika Turgut, University of Nevada–Las Vegas; Steven G. McCafferty, University of Nevada–Las Vegas

ESOL Preservice Teachers’ Learning of Language and Culture Through a Reflection Paper and Digital Storytelling. Ho Ryong Park, Murray State University
Preserve Teachers’ Perception of Their Preparation for Teaching English Language Learners: Opportunities, Challenges, and Self-Efficacy. Guangyong Li, University of British Columbia; Youngae Jee, Michigan State University
General Education Preserve Teachers’ Attitudes and Beliefs/Knowledge Regarding Second Language Acquisition and English Language Learners. Ezgi Yesilyurt, University of Nevada–Las Vegas; Refika Turgut, University of Nevada–Las Vegas; Erdogan Kaya, University of Nevada–Las Vegas; Hasan Deniz, University of Nevada–Las Vegas

56.080-16. Queer Praxis, Performance, and Capital Across Contexts. SIG-Queer Studies; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 2:15–3:45pm
Chair: Kamden Strunk, Auburn University
Participants:
Queer Kids in the Country: Challenges, Resources, and Queer Cultural Capital of Rural LGBTQIA+ Youth. Michelle L. Page, University of Minnesota–Marviss
“Queer as Shit”: Queering Knowledge and Action in Community-Based LGBTQ Research. Kamden Strunk, Auburn University; Hannah Carson Baggett, Auburn University; Andrea Riemer, Auburn University

56.080-17. Examining the Experiences of Teachers From Diverse Backgrounds and Those Serving in Urban Areas. Division K–Teaching and Teacher Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 2:15–3:45pm
Chair: Wendy Farr, Arizona State University
Participants:
Differential Response to Challenges: Shame, College Persistence, and Students of Color. Donna R. Patterson, Augustsburg College; Susan Elizabeth O’Connor, Augustburg College
Keeping It Real, Keeping (It) Cool, and Navigating White Normalcy: Narratives of Black Male Teachers in Teach For America. Marcelle Mentor, Teachers College, Columbia University
Leaks and Patches: Inquiring Into the Spanish Bilingual Teacher Pipeline. Leslie M. Gauna, University of Houston–Clear Lake; Christine Beaudry, University of Houston; Jane McIntosh Cooper, University of Houston
White Teachers, Chocolate City: Countering Whiteness in Urban Teacher Education at a Historically Black University. Taharee A. Jackson, University of Maryland–College Park; Heidi Oliver O’Gilvio, Anne Arundel County Public Schools
How Am I Going to Make This Work? Learner-Centered Mentoring in Multiple and Layered Contexts. Rachel Roegman, Purdue University; Jeni Kelman, California State University, San Marcos

56.080-18. Faculty Careers Around the World. Division J–Postsecondary Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 2:15–3:45pm
Chair: Nick M. Michelli, City University of New York
Participants:
Beneath the Promise of Equalized Internationalization: The Institutionalization of Internationalization From the Faculty Perspective. Hamije Akan, Middle East Technical University; Gülşen Gülnız-Dağ, Middle East Technical University; Elanur Yilmaz, Middle East Technical University
Chinese Higher Education Faculty Visiting the United States: History, Purpose, Cost, Process, and Impacts. Gui Li, East Carolina University; Xinshui Xie
Fostering Change in Higher Education. Possibilities and Limitations of a Bottom-Up Initiative: The [Acronym] European Project. Juana M. Sancho-Gil, Universitat de Barcelona; Fernando Hernández-Hernández, Universitat de Barcelona; Maria Domingo-Coccolla, Universitat Internacional de Catalunya
The Evolution of the Academic Profession in Chile. Daniela Véliz Calderón, Pontificia Universidad Católica de Chile; Daniel Theurer, Pontificia Universidad Católica de Chile; Victoria Paredes-Walker, Pontificia Universidad Católica de Chile
Tertiary Teachers’ Goal Orientations for Teaching and the Relations to Their Engagement and Teaching Approaches. Ifying Han, Shandong University

56.081. Roundtable Session 24; Roundtable Session
56.081-1. Critical Race Approaches, Resistance, and Black Achievement on Campus. Division J–Postsecondary Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm
Participants:
Campus Racial Violence, Online Anonymity, and Critical Race Counternarratives of Student Resistance Online. Michael Ishimoto, University of California, Los Angeles; Charles Harold Frederick Davis, University of Pennsylvania
Contested Spaces: Cultural Resource Centers in an Era of #BlackLivesMatter. Erich N. Pitcher, Oregon State University
From the Micro to the Macro: Racial Battle Fatigue Across Student Groups. Jeremy D. Franklin, University of Utah
The Influence of Black Greek Affiliation on Persistence for Black Male Student Success. Eric Flowers, University of Arkansas at Little Rock; John A. Kuykendall, University of Arkansas at Little Rock; Ontario Sherrod Wooden, Albany State University

56.081-2. Critical Thinking, Writing, and Reading. Division J–Postsecondary Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm
Chair: Scott C. Marley, Arizona State University–Tempe
Participants:
Reflecting on Papers Past: What College Students’ Recollections Tell Us About Their Growth as Writers. Mary G. Zdeny, University of Nebraska–Lincoln; Linlin Luo, University of Nebraska–Lincoln; LuAnn Larsen, University of Nebraska–Lincoln; Molly Takagi, University of Nebraska–Lincoln; Shiyuan Wang, Rowan University; Katie Graham, University of Nebraska–Lincoln; Nan Wang, University of Nebraska–Lincoln; Moon Yue Q. Yu, University of Nebraska–Lincoln; Roger H. Bruning, University of Nebraska–Lincoln
Using Coh-Metrix to Analyze Writing Cohesion in Introductory Courses With and Without Learning Assistants. Pauline Ho, University of California, Irvine; Amanda Nih, University of California, Irvine; Lynn C. Reimer, University of California Merced
Critical Thinking Through Chinese Students’ Reflections in a U.S. University: A Situated Cognition Perspective. Lei Chen, University of Delaware
Reading in Disciplinary Contexts: Understanding Practices and Perspectives of Upper Division African American Students. Heather Porter, Salisbury University; Courtney Harned, University of Maryland Eastern Shore; Gray Jack, Salisbury University

56.081-3. Difficult Subjects: Radical Teaching in the Neoliberal University. Division J–Postsecondary Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm
Chair: YiYan A. Poorn, Loyola University Chicago; Dian D. Squire, Iowa State University
Participants:
Feeling Black and Blue in Teacher Education: Negotiating Race, Embodiment, and Emotion With White Preservice Teachers. Sherry Lynn Deckman, Lehman College; Esther Oganda Ohito, Mills College
Reimagining Neoliberalism’s Construction of the Individualistic White Campus Classroom Toward Collective and Diverse Intersectional Success. Dian D. Squire, Iowa State University
When Teaching Whiteness Threatens: Pedagogical Strategies for Teaching Whiteness. Cheryl E. Matias, University of Colorado–Denver; Lisa Silverstein, University of Colorado–Denver

56.081-4. Diversity and Campus Climate. Division J–Postsecondary Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm
Chair: Oscar Medina, University of Pittsburgh
Participants:
Do Diversity Courses Make a Difference in Student Outcomes? A Meta-
Analysis of 25 Years of Research. Nida Denson, University of Western
Sydney; Georgia Ovonden, University of Western Sydney; KC Culver, The
University of Iowa; Joshua M. Holmes, University of Iowa; Nicholas A.
Bowman, University of Iowa

How I See It: A Photovoice Project in Understanding and Experiencing
Diversity at Midwestern University. Marshall Alan Baker, Oklahoma
State University; Sarah R. Gordon, Oklahoma State University—Stillwater;
Precious Denise Elmore-Sanders, Oklahoma State University—Stillwater;
Denise F. Blum, Oklahoma State University

The Impact of Campus Racial Climate on Sense of Belonging for Students of
Color. Christina Zavala, University of California, Los Angeles

Urban Latina/o/o Leaders’ Perspectives on Undergraduate Perseverance and
Successful Degree Completion. Uzziel Hernandez Pecina, University of
Missouri–Kansas City; Dea Marx, University of Missouri–Kansas City

56.081-7. Leading, Learning, and Strategy in Higher Education.
Division J—Postsecondary Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm

Participants:
Organizational Learning Research in Higher Education: A Critical Analysis
of the Literature. Jay R. Dee, University of Massachusetts Boston; Cheryl
Daly, University of Massachusetts—Boston; Anne M. DeFelippo, Salem State
University

A Case Study of Leadership, Change Management, and Acculturating in
“Merging” Two Higher Education Institutions. Anita C. Hazelwood,
University of Louisiana at Lafayette; Diane F. Olivier, University of
Louisiana at Lafayette

56.081-8. Learning and Student Success. Division J—
Postsecondary Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm

Chair: Amanda E. Asisabne, Southern Education Foundation, Inc.

Participants:
Learning Technologies and Student Success: Evidence From the Emporium
Instructional Model in Developmental Math Courses. Angela Boatman,
Vanderbilt University–Peabody College

Mastery Learning in Developmental Mathematics as a Pathway to Student
Success in College. Kirk Clifton Bradley, Pensacola State College; Kioh
Kim, University of Louisiana at Monroe; Dorothy Schween, University of
Louisiana at Monroe; Krishna Bista, University of Louisiana at Monroe

An Evaluation of an Abbreviated Summer Bridge Program. Meghan Ecker-
Lyster, University of Kansas; Lauren Coleman-Tempel, University of Kansas;
Paul Tranu, University of Kansas; Gretchen Heasty, University of Kansas

Dual Enrollment and Persistence: Considering the Mediating Effects of
Academic and Social Engagement and Academic Performance. Brian An,
University of Iowa; Chad Loes, Mount Mercy University

56.081-9. Lens of Accessibility: Stories From Marginalized
Communities. Division J—Postsecondary Education;
Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm

Chair: Natalie Rose Youngbull, The University of Arizona

Participants:
How First-Generation College Students Make Meaning of College Access
Programs in Effort to Matriculate. Staci A. Weber, Pine Manor College

The Two-Year Myth: Latina/o Familial Conversations on Access to Four-
Year Institutions. Cynthia Lava Alvarez, University of California, Los Angeles

The Promise of Accessibility: Reconceptualizing College Access for Students
With Disabilities. Tenisha Tervis, Oregon State University; Jacalyn M.
Griffen, University of the Pacific

“Education Is First”: Latina/o Students Share Their Parents’ College
Expectations and Perceptions of Historically Black Colleges and
Universities. Taryn Ozuna Allen, The University of Texas at Arlington; Estee
Hernández, Florida State University; Robert Terry Palmer, Binghamton
University–SUNY; Dina C. Maramba, Claremont Graduate University

56.081-10. Mid-Career Faculty Transitions: Identity and Being
the “Slow” Professor. Division J—Postsecondary Education;
Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm

Chairs: Jaime R. Lester, George Mason University; Lyle McKinney, University of
Houston

Participants:
Diversity of Career Transitions Across the Mid-Career Rank. Kelly A. Ward,
Washington State University

Impact of Institutional Type on Mid-Career Faculty Opportunities. Aimee
LaPointe Terosky, Saint Joseph’s University

Individual Identity and Framing or Defining the Mid-Career Experience.
David Horton, Ohio University

Contemporary Demands on Faculty Work and Their Impact on Scholarship.
Margaret W. Sallee, University at Buffalo–SUNY

56.081-11. Sociopolitical Economic Understandings of Higher
Education. Division J—Postsecondary Education; Roundtable
Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm

Chair: Eugene L. Anderson, Association of Public and Land-Grant Universities
56.081-12. Sources of Support for Students Across the Educational Pipeline. Division J–Postsecondary Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm

Participants:
An Exploratory Study of Improving Career Readiness in Higher Education: The Recent College Graduate Perspective. Olivia Rose Cortellini, Council for Aid to Education
Latinas/os’ Sense of Familismo in Undergraduate Science. Enrique Lopez, University of Colorado–Boulder; Vincent Basel; University of Colorado; Magnolia Landa-Posa; University of Colorado–Boulder; Kaylee Ortega; University of Colorado–Boulder; America Ramirez; University of Colorado–Boulder
Student Peer Mentoring in Doctoral and First-Year Programs. Aram Ayalon, Central Connecticut State University

56.081-13. Using Assessment to Improve Learning, Courses, and Student Persistence. Division J–Postsecondary Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm

Chair: David E. Hardy, The University of Alabama

Implementing Effective Holistic Assessment Feedback Practice in Postsecondary Learning Contexts. Carol Evans, University of Southampton; Michael Waring, Loughborough University; Li-Fang Zhang, University of Hong Kong
The Impact of Assessments With Scientific Practices and Core Ideas on Undergraduate Persistence in Science. Yuuki Angela Mlamb, Michigan State University; Rebecca Matz, Michigan State University; Ezra Brooks, Michigan State University; Mark A. Largent, Michigan State University; Michael P. Colaresi, Michigan State University; Matthew R. Wawrzynski, Michigan State University

56.081-14. Validity. Division J–Postsecondary Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm

Chair: Ajay Singh, Eastern New Mexico University

Participants:
Comparison of Student Classroom Collaborations and Collaboration Scenario-Based Scale for Emotion Regulation (CSSER) Questionnaire Responses. Takashi Shibata, Shizuoka University; Ritsuko Oshima, Shizuoka University; Jun Oshina, Shizuoka University
Construct Validation of an Instrument to Measure University Student Classroom Engagement. Xinfeng Liu, University at Buffalo–SUNY; Carol Vanzale-Tamsen, University at Buffalo–SUNY
Valid Competency Assessment in Higher Education and Results of the German Research Program KoKoRs. Olga Zlatkin-Troitschanskaja, Johannes Gutenberg University of Mainz; Hans Anand Pant, Humboldt University–Berlin; Cornisa Lundenbach, Humboldt University–Berlin; Miriam Toepfer, Johannes Gutenberg University Mainz

56.081-15. Learning out of School. SIG-Cultural-Historical Research; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm

Chair: Rebecca S. New, University of North Carolina–Chapel Hill

Participants:
Equitable Education in a Diverse Society: Concept Development in a University Service-Learning Teacher Education Course. Peter Smagorinsky, University of Georgia; Lindy L. Johnson, The College of William and Mary
Expanding the Stage for Inner-City Youth Through Play and Performance. Carrie L. Lobman, Rutgers University
Using the Change Laboratory Method to Explore Contradictions on Becoming a Student of Teaching. Carmen M. Martinez-Roldan, Teachers College, Columbia University; Sharon Chang, Teachers College, Columbia University; Maria E. Torres-Guzman, Teachers College, Columbia University
Emergence of Learning Community Through a Student-Created and -Led Facebook Group in a Physics Course. Sanaz Farhangi, Florida International University; Pooneh Sabouri, New York University

56.081-16. Daring to Disagree: Dialogic, Critical, and Social Justice Approaches. SIG-Writing and Literacies; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm

Chair: Kathy Ann Mills, Australian Catholic University

Participants:
"Stop Messin With Something!" Students Negotiate Collaborative, Critical, and Multimodal Responses to Literature. Kimberly McDavid Schmidt, University of Colorado–Boulder
"But You Said This ..."; Students' Management of Disagreement Within a Dialogic Approach to Literacy Instruction. Christina R. Davidson, Charles Sturt University; Christine Edwards-Groves, Charles Sturt University
Learning From Each Other; Justice Work With Ninth-Grade Urban English Students. Joanne C. Larson, University of Rochester; Christopher Bethmann, East High School; James Pitta, East High School; Eugene Domiano, East High School

56.081-17. Perspectives on Black Student Success in K–12 Education. SIG-Research Focus on Black Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm

Participants:
Black Girls in High School Mathematics: Crossing the Borders of Deficit Discourses. Terae Kathryn Dunlevy, Vanderbilt University–Peabody College; Nicole Michelle Joseph, Vanderbilt University–Peabody College
Mahogany Adolescent Literacy Identities: Nurturing Relationships With Literacy as if Our Lives Depended on It. Twila Ainsworth, University of Pennsylvania
Reading and Math Achievement for African American Third-Grade Students in Public Montessori Schools. Katherine Elizabeth Brown, National Center for Montessori in the Public Sector; Chance W. Lewis, University of North Carolina–Charlotte

56.081-18. School-University-Community Partnerships: Enhancing Community. SIG-School/University Collaborative Research; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm

Chair: Sarah-Jane Lorenzo, Ohio University–Athens

Participants:
Creating Early Learning Opportunities for Children in a Promise Zone: The Action for Early Learning Partnership Approach. Mary Jean DeCarlo,
56.081-19. Fostering Cultures of Reflective Practice Through Professional Development. Division K–Teaching and Teacher Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 3; 2:15–3:45pm
Chair: John Luciano Beltramo, Regis University
Participants:
Examing Teacher Participation in Video-Supported Reflection at Different Stages of a Teacher's Career. Kim Lebak, Stockton University
Indonesian Government Policy and Secondary School Teachers’ Knowledge of Reflective Practices. Endah Yanuarti, Curtin University; David P. Tregast, Curtin University
Orchestrating Different Modes of Reflective Activities to Foster a Culture of Reflection in a Professional Learning Network. Gyeong Mi Heo, McGill University; Alain Breuleux, McGill University
Teaching as Analogous Personalization: The Principled, Practical, Personal Process of Creating Synchrony in Educational Dialogues. Joshua Kuntzman, University of California, Santa Barbara

Division and SIG Posters

56.082. Poster Session 12; Poster Session
Henry B. Gonzalez Convention Center, Street Level, Stars at Night Ballroom 4; 2:15–3:45pm
Posters:
1. Engagement and Loss of Complexity During Interactive Instruction: A Multilevel Analysis of Energy Science Classrooms. Jonathan C. Hilpert, Georgia Southern University; Gwen C. Marchand, University of Nevada–Las Vegas; Jefere E. Hueman, University of Oregon
2. Undergraduate Biology Students' Motivation to Engage in Relevance Writing: An Interview Study. Marisol Halpern, Temple University; Carly Champagne, Temple University; Avi Kaplan, Temple University; Ting Dai, Temple University; Tonaton S. Davidson, Temple University; Jennifer G. Cromley, University of Illinois at Urbana-Champaign; Tony Perez, Old Dominion University; Kyle Mara; Michael Balsai

56.082-3. Current Issues in School-Based Assessment. Division H–Research, Evaluation and Assessment in Schools; Poster Session
Henry B. Gonzalez Convention Center, Street Level, Stars at Night Ballroom 4; 2:15–3:45pm
Posters:
19. A High School Bioenergy Assessment: Instrument Development and Supporting Valid Inferences. Tengxuan Li, Purdue University; Kari Clase; Weiling Li, Purdue University; Anne Traynor, Purdue University; Nicole Morison
20. A Longitudinal Study of Middle School Students' Creativity. Rui Yang, American Institutes for Research
21. Using the Test of Silent Reading Efficiency and Comprehension (TOSREC) as an Initial Response to Intervention Screen: A Practical Alternative for Urban Schools. Cheryl C. Darwin, Southern Connecticut State University; Dina L. Moore, Southern Connecticut State University; Deborah A. Carroll, Southern Connecticut State University
22. Learning to Read and Reading to Learn: Reading Comprehension and Fluency Assessments. Calvary R. Diggs, Minnesota Department of Education; Theodore Crisp, University of Minnesota
23. Study of Formative Assessment Implementation by Master Teachers in Three Large Urban Districts. Toni A. Sondergeld, Drexel University; Carla C. Johnson, Purdue University
25. The Linguistic Demands of a Statistics Assessment. Patricia E. Carroll, University of California, Los Angeles; Christine Ong, University of California, Los Angeles
27. Did I Do That? Teachers’ Explanations of Students’ Performance Data. Margaret Evans, Illinois Wesleyan University; Rebecca M. Teasdale, University of Illinois at Urbana-Champaign; Hope L. Crenshaw, University of Illinois at Urbana-Champaign; Priya Goel La Londe, University of Illinois at Urbana-Champaign; Nora Gunnam-Slater, University of Illinois at Urbana-Champaign; Priya Goel La Londe, University of Illinois at Urbana-Champaign; Nora Gunnam-Slater, University of Illinois at Urbana-Champaign; Priya Goel La Londe, University of Illinois at Urbana-Champaign; Nora Gunnam-Slater, University of Illinois at Urbana-Champaign; Priya Goel La Londe, University of Illinois at Urbana-Champaign; Nora Gunnam-Slater, University of Illinois at Urbana-Champaign; Priya Goel La Londe, University of Illinois at Urbana-Champaign; Nora Gunnam-Slater, University of Illinois at Urbana-Champaign; Priya Goel La Londe, University of Illinois at Urbana-Champaign; Nora Gunnam-Slater, University of Illinois at Urbana-Champaign; Priya Goel La Londe, University of Illinois at Urbana-Champaign; Nora Gunnam-Slater, University of Illinois at Urbana-Champaign; Priya Goel La Londe, University of Illinois at Urbana-Champaign; 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56.082-4. Alumni Perceptions of Program Quality. SIG-Measurement and Assessment in Higher Education; Poster Session

Henry B. Gonzalez Convention Center, Street Level, Stars at Night Ballroom 4; 2:15–3:45pm

Poster:

30. Assessment of Professional Master’s Program Outcomes: Alumni Experiences During Study and in the Workplace. Kimberly J. Kabor, Boston University

56.082-5. Electronic Assessment Systems. SIG-Measurement and Assessment in Higher Education; Poster Session

Henry B. Gonzalez Convention Center, Street Level, Stars at Night Ballroom 4; 2:15–3:45pm

Poster:

31. Evaluation of Electronic Assessment Systems Used to Support Accreditation as Perceived by Assessment Coordinators. Saoussan Maarouf, Columbus State University; Deirdre C. Greer, Columbus State University

56.082-6. Differentiated Instruction and Advanced Placement: Ensuring Opportunity to Learn Across Curricular Tracks. SIG-Tracking and Detracking; Poster Session

Henry B. Gonzalez Convention Center, Street Level, Stars at Night Ballroom 4; 2:15–3:45pm

Poster:

32. Advanced Placement (AP) and College Readiness: An Examination of AP Course Availability and Enrollment in an Urban School District in Western New York. Donna Marie Harris, Rochester City School District

56.082-7. Using Quantitative Methodologies in the Study of Counseling Psychology. Division E–Counseling and Human Development; Poster Session

Henry B. Gonzalez Convention Center, Street Level, Stars at Night Ballroom 4; 2:15–3:45pm

Posters:

33. Rasch Model to Explore the Psychometric Properties of Client Ratings of Counselor Competence. Hang Jo, University of Central Florida; Haiyan Bui, University of Central Florida; K Daley Jones, University of Central Florida

34. Meta-Analysis: Examining the Role of Race/Ethnicity and Gender in Career Choice. Hansori Jang, The University of Iowa; Seohong Pak, The University of Iowa

35. Quantitative Approaches to Group Research in the Counseling Field: Content Analysis and Best Practice Recommendations. Lauren Helena Boyle, The University of Texas at Austin; Maytal Eyal, The University of Texas at Austin; Tiffany Ann Whittaker, The University of Texas at Austin; Christopher J. Mccarthy, The University of Texas at Austin

36. Students’ Outcome Expectation on Spiritual and Religious Competency: A Hierarchical Regression Analysis. Junfie Lu, The University of Alabama; Hongyun Woo, University of Louisville; Na Mi Bang, University of Central Arkansas

56.082-8. Poster Session: Education and Assessment in the Professions. Division I–Education in the Professions; Poster Session

Henry B. Gonzalez Convention Center, Street Level, Stars at Night Ballroom 4; 2:15–3:45pm

Posters:

56.082-9. Career and Technical Education SIG Poster Session. SIG-Career and Technical Education; Poster Session

Henry B. Gonzalez Convention Center, Street Level, Stars at Night Ballroom 4; 2:15–3:45pm

Poster:

53. FFA Membership Policy and Expanding Access to Private School and Homeschool Students. Matthew J. Kararo, Purdue University; Neil A. Knoblock, Purdue University

57.010. Art and Activism: Learning From Community Praxis. SIG-Grassroots Community and Youth Organizing for Education Reform; Off-Site Visit

Guadalupe Arts Center, 723 S Brazos St, San Antonio; 2:30–5:00pm

Visit Leader: Ana Carolina Fernandes de Bessa Antunes, University of Utah
SUNDAY, APRIL 30 • 4:05 PM

Governance Meetings and Events

58.001. AERA Annual Meeting Policies and Procedures Committee: Closed Meeting. AERA Governance; Governance Session
Gran Hyatt San Antonio, Third Floor, Travis A; 4:05–5:35pm

58.002. AERA SIG Open Meeting and Reception for SIG Officers. AERA Governance; Governance Session
Gran Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon C; 4:05–5:35pm

Presidential Sessions

58.010. A Town Hall Meeting on the Role of AERA as a Research Organization in Socially Challenging Times. AERA Presidential Session; Invited Speaker Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 220–Cantilever; 4:05–5:35pm
Chair: Felice J. Levine, American Educational Research Association
Participants: Vivian L. Gadsden, University of Pennsylvania; Jeannie Oakes, University of California, Los Angeles; Deborah Loewenberg Ball, University of Michigan–Ann Arbor

58.011. Acquired Wisdom: Lessons Learned by Distinguished Researchers. AERA Presidential Session Cosponsored with Division C–Learning and Instructions; Symposium
Henry B. Gonzalez Convention Center, Ballroom Level, 302 A&B; 4:05–6:05pm
Chair: Sigmund Tobias, University at Albany–SUNY
Participants:
Short Skirts, Ice, and Compromise: The Tale of the Growth of a Woman. Eva L. Baker, University of California, Los Angeles
Acquired Wisdom and Expertise. Michelene T. H. Chi, Arizona State University
Lessons Learned on Teaching and Scholarly Disputation. Frederick D. Erickson, University of California, Los Angeles
A 95th-Year Reflection From the Applied Psychology Trenches. Edmund W. Gordon, Teachers College, Columbia University
Transmitting the Acquired Wisdom of Distinguished Senior Researchers. Sigmund Tobias, University at Albany–SUNY
Discussants: J. D. Fletcher, Institute for Defense Analyses; Gustavo E. Fischman, Arizona State University

58.012. The Promise of Equal Educational Opportunity or the Promise of Self-Determination: Indigenous Perspectives. AERA Presidential Session; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, 301 A&B; 4:05–6:05pm
Chair: Tanya L. M. Samu, University of Auckland
Participants: Daniel Lipe, University of Hawai‘i at Mānoa; Keith Kalani Akana, Office of Hawaiian Affairs; Hollie Anderson Kulago, Elmita College; Rae Siliata, The University of Auckland; Sweeney Windchief, Montana State University; Kristen Gabel, University of Waikato
Discussants: Linda T. Smith, The University of Waikato; Huia Tomlins Jahnke, Massey University

58.013. Well-Being: Dilemma or Opportunity in Higher Education. AERA Presidential Session; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, 303 A&B; 4:05–5:35pm
Chair: James Earl Davis, Temple University
Participants: Stanton E. F Wortham, Boston College; Hardin L.K. Coleman, Boston University; Karen Symms Gallagher, University of Southern California; Wanda J. Blanchett, Rutgers University; Diana E. Hess, University of Wisconsin–Madison

AERA Sessions

58.014. Advancing Education Research: Trends and Challenges in the Landscape of Private and Public Funding. AERA Sessions; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, Room 305; 4:05–5:35pm
Chair: Michael S. McPherson, The Spencer Foundation
Participants: Michael J. Feuer, The George Washington University; John Q. Easton, The Spencer Foundation; Sarah Reckhow, Michigan State University; Adam Gamoran, William T. Grant Foundation

58.015. Diversity and the Neoliberal Agenda in Educational Policies: Achievements at Risk. AERA Sessions; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, Room 304 C; 4:05–5:35pm
Chair: Geovana Mendonça Lunardi Mendes, Universidade do Estado de Santa Catarina
Participants:
The Emerging Educational Policies in South America: A Right-Wing Populism? Myriam Southwell, Universidad Nacional de La Plata
Daily Curricular Policies and Resistance Movements to the Governmental Proposal of a National Curricular Common Base. Carlos Eduardo Ferraço, Universidade Federal do Espírito Santo, Brazil

58.016. Quality, Inequality, and Social Justice. AERA Sessions; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, 304 A&B; 4:05–5:35pm
Chair: Lori Diane Hill, American Educational Research Association
Participants:
Indicators for the Characterization of Quality, Equity, and Educational Inequalities in Brazil. Jose Francisco Soares, Federal University of Minas Gerais
Inequality in the Distribution of Education in Mexico. Teresa Bracho, Instituto Nacional para la Evaluación de la Educación
Institutional Contexts of Inequality: U.S. and Canadian Perspectives. Barbara Schneider, Michigan State University

Committee Sessions

58.017. Division L Fireside Chat. From Research to Practice: Partnering With Practitioners to Produce Research That Informs Policy. Graduate Student Council; Invited Speaker Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 D; 4:05–5:35pm
Chair: Nestor Alexis Ramirez, University of North Carolina–Chapel Hill; Megan Austin, University of Notre Dame
Participants: Ruth Lopez Turley, Rice University; Carla J. Stevens, Houston Independent School District; Marias A. Cannata, Vanderbilt University; Shaun Michael Dougherty, University of Connecticut; Matthew A. Lenard, Wake County Public School System; Michael Calder, Fort Worth Independent School District

58.018. Market-Based Teacher Accountability Policies and Practices: Global Perspectives and Critiques. International Relations Committee; Symposium
San Antonio Marriott Rivercenter, Third Floor, Conference Room 16; 4:05–5:35pm
Chair: Audrey Amrein-Beardsley, Arizona State University
Participants:
Teacher Appraisal and Feedback: The Practical Argumentation of the Organisation for Economic Co-operation and Development, the World Bank, and the European Commission. Tore Bernt Sorensen, University of Bristol
58.019. Over 30 Years of Research on Educational Effectiveness, Improvement, and Reform: Past Reflections and Future Directions. International Congress for School Effectiveness and School Improvement; Invited Speaker Session

Chair: Alma Harris, University of Bath

Participants: A Historical Perspective on Future School Effectiveness and School Improvement Research. Craig Dennis Hochbein, Lehigh University
Comprehensive School Reform: Lessons Learned and Prospects for the Future. Amanda L. Datnow, University of California, San Diego; Robert Slavin, Johns Hopkins University
Educational Effectiveness and Improvement Research: Methodology, Improvement, and Systemic Effect. Christopher James Chapman, University of Glasgow; Daniel R. Muijs, University of Southampton; David Reynolds, University of Southampton

Discussants: Michael Schratz, Leopold-Franzens University of Innsbruck; Andy Hargreaves, Boston College

58.020. Fostering Educational Equity and Social Justice. Division A–Administration; Paper Session

Chair: Gladys Labus, Southern Connecticut State University
Exploring Principals’ Perceptions of Developing an Equity-Responsive Climate in Schools: A Multisite Case Study of an Urban School District. Bradley W. Carpenter, The University of Houston; Guatène Jean-Marie, University of Northern Iowa; Lisa Marie Hooper, The University of Alabama; Daniel D. Spikes, Iowa State University; Amanda Marie Bowers, Tía N. Dumas, Clemson University; Carlos Raphael McClary, Fordham University
Equal Educational Opportunity? Principal Leadership Approaches to Ethnic Minorities’ Participation in Schools at Stake. Elson S.Y. Szeto, The Education University of Hong Kong; Annie Y.N. Cheng, The Education University of Hong Kong
Educational Leaders as Mediators of Social Injustice: A Poststructural Perspective on Power and Politics. Patrick M. Jenlink, Stephen F. Austin State University
Constructing School Leadership at the Intersection of Democracy and Coherence. Xi Zhan, The Ohio State University–Columbus; Roger D. Goddard, The Ohio State University; Anika Ball Anthony, The Ohio State University
A Qualitative Study of Educational Leaders Enacting Social Justice for LGBTQ Students. Allison Martin, University of Utah

58.021. Policy Implementation at the Building Level: Leaders and Systems. Division A–Administration; Paper Session

Chair: Shelby A. Cosner, University of Illinois at Chicago
Participants: Creating Productive School Climate for All Children: A Case Study of Caring Policy Implementation. Jisu Ryu, University of Minnesota; Jeff Walls, University of Minnesota–Iowa Cities; Jason Johnson

Going Beyond Fidelity: Adaptive Implementation as a School Improvement Approach. Ryoko Yamaguchi, Plus Alpha Research & Consulting, LLC; Lauren G. Avery, University of California, Los Angeles; Jason A. Cervone, University of California, Los Angeles; Lisa D. Dimartino; Adam Hall, University of North Carolina–Greensboro
School Leaders’ Readiness for Change: Considerations for Supporting School Turnaround. Cori A. Greth, University of Utah; Ashley McKinney, University of Utah; Irene H. Yoon, University of Utah; Sandra E. Leu, University of Utah; Janice Bradley, New Mexico State University; Andrea K. Rorrey, University of Utah
Turnaround School Leader Organizational Priorities: Topics and Trends in 90-Day Planning. Bryan Alexander VanGroningen, University of Virginia; Coby Meyers, University of Virginia; Dallas Hambrick Hitt, University of Virginia

Discussants: Corrie Stone-Johnson, University at Buffalo–SUNY

58.022. We Shall Create–Intergenerational Dialogues on Curriculum Studies–Division B Vice Presidents With Emergent Leading Curriculum Scholars. Division B–Curriculum Studies; Invited Speaker Session

Chair: Ming Feng He, Georgia Southern University
Participants: 4:05–6:05pm
Eve Tuck, University of Toronto; K. Wayne Yang, University of California, San Diego; Rubén Gaztambide-Fernández, University of Toronto–OISE; Wayne Au, University of Washington–Bothell; Jeffrey D. Brown, The University of Texas at Austin; Anthony L. Brown, The University of Texas at Austin; Nicholas Ng-A-Fook, University of Ottawa; Isabel Nunez, Indiana University–Purdue University at Fort Wayne; Robert James Helfenbein, Loyola University Maryland; Nirmala Erevelles, The University of Alabama; Bettina L. Love, University of Georgia; Monisha Bajaj, University of San Francisco; Janet L. Miller, Teachers College, Columbia University; William C. Ayers, University of Illinois at Chicago; William (Bill) H. Schubert, University of Illinois at Chicago; D. Jean Clandinin, University of Alberta; David J. Flinders, Indiana University; Donald Blumenfeld-Jones; Carl A. Grant, University of Wisconsin–Madison; Reba N. Page; Linda McSpadden McNeil, Rice University

Presenter: Chandni Desai, OISE/University of Toronto
Discussant: Denise M. Taliaferro Bassile, Miami University

58.023. Bridging the Divide Between Knowledge and Action to Advance Game-Based Learning. Division C–Learning and Instructions; Symposium

Chair: Mamta Shah, Drexel University
Participants: Game Network Analysis: A Framework for Making Game-Based Learning and Instruction Accessible. Mamta Shah, Drexel University; Arotius Nathaniel Foster, Drexel University
Games and Learning through Online Game-Based Learning Resource. Amanda Barany, Drexel University; Mamta Shah, Drexel University; Arotius Nathaniel Foster, Drexel University

Discussant: Diane Jass Ketelhut, University of Maryland–College Park

58.024. Constructionism, Modeling, and Games: Synergies Through the Lens of Next Generation Science Standards and the Common Core. Division C–Learning and Instructions; Symposium

Chair: Ashlyn Karan, Vanderbilt University
Participants: What Can Students Learn From Making Games? Findings From a Research Synthesis. Yasmin B. Kafai, University of Pennsylvania; William Quinn Burke, College of Charleston
Constructionist Video Games as Preparation for Future Inquiry. Nathan Holler; Teachers College, Columbia University; Catherine Chass, Teachers College, Columbia University

Data Interpretation, Critique, and Personal Meaning: Constructionist Perspectives on Next Generation Science Standards and Activity Monitor Gaming. Cynthia Carter Ching, University of California, Davis

The Role of Authentic Audience in Constructionist Modeling Activities: Supporting Next Generation Science Standards Practices in the Classroom. Ashlyn Karon, Vanderbilt University

Constructionist Approaches for Computational Thinking in Math and Science Classrooms. Uri J. Wilensky, Northwestern University; David Weintrop, University of Chicago

Aesthetic Development and K–12 Science. Pratim Sengupta, Vanderbilt University; Amy Voss Farris, Vanderbilt University, Peabody College, Department of Teaching and Learning; Amanda Catherine Dicke, Vanderbilt University; Kara Krinks, Vanderbilt University

Discussant: Doug Clark, Vanderbilt University

58.025. Culturally Relevant Computer Science Education: From Theory to Practice. Division C—Learning and Instructions; Demonstration/Performance

Chair: Julie Flapan, University of California, Los Angeles

Participants:

Exploring Computer Science: Culturally Relevant Pedagogy in Computing. Joanna Goode, University of Oregon; Jane S. Margolis, University of California, Los Angeles

Leveling the Coding Field: Culturally Relevant Computer Science in the Summer Math and Science Honors (SMASH) Academy. Alexis Martin, Level Playing Field Institute; Tia C. Maddkins, University of Notre Dame; Aaron Hobson, University of California, Berkeley

Discussant: Kimberly A. Scott, Arizona State University

58.026. Longitudinal Evaluation of a Scale-Up Model: Critical Components and Effects on Persistence and Sustainability. Division C—Learning and Instructions; Symposium

Chair: Matthew Newman Gaertner, SRI International

Participants:

Stability in Retrospective Self-Reports of Childhood Peer Victimization. Rachel Oblath, Boston University; Susan Kong, Melissa K. Holt, Boston University

The Longitudinal Association Between Childhood Bullying Victimization and Mental Health in College Students. Javier Guzman, Boston University; Jennifer Greif Green, Boston University

Predictors of Party Safety Bystander Behaviors Among College Students. Chelsey Bowman, Boston University; Melissa K. Holt, Boston University

58.027. Reading Literature—Reading Worlds: The Equity Opportunity. Division C—Learning and Instructions; Symposium

Chair: Valerie Kinloch, The Ohio State University

Participants:

Reading Widely, Reading Deeply: The Equity Challenge. Peter Smagorinsky, University of Georgia

Literature, Identity, and Opportunity to Learn. Carol D. Lee, Northwestern University

Reframing Thematic Interpretation to Support Students’ Literary Reading. Sarah Levine, Stanford University

Discussant: Valerie Kinloch, The Ohio State University

58.028. Applications of Item Response Theory. Division D—Measurement and Research Methodology; Paper Session

Chair: Matthew Newman Gaertner, SRI International

Participants:

A Bayesian Beta-Mixture Model for Nonparametric Item Response Theory. Ethan Arenson; George Karabatsos, University of Illinois at Chicago

Comparison of Single-Stimulus Format and Forced-Choice Format Instruments Using Thurstonian Item Response Theory. David Dueber, University of Kentucky; Abigail M. A. Love, University of Kentucky; Michael Tolan, University of Kentucky; Trisha Anne Turner, University of Kentucky

Consequences of the Proportional Constraint in Multilevel Multidimensional Item Response Theory Models. Ken A. Fujimoto, Loyola University Chicago

Improving Differential Item Functioning Identification With Small Samples: Weighted Area Method. Carl Siebert, Boise State University

Performance of Sandwich Estimator in Item Response Theory When Normality Assumption of Latent Trait Is Violated. Zhongtian Lin, Florida State University; Insa Pack, Florida State University

58.029. Division D Mentoring Reception for Graduate Students. Division D—Measurement and Research Methodology; Reception

Chair: Matthew Newman Gaertner, SRI International

Participants:

Stability in Retrospective Self-Reports of Childhood Peer Victimization. Rachel Oblath, Boston University; Susan Kong, Melissa K. Holt, Boston University

The Longitudinal Association Between Childhood Bullying Victimization and Mental Health in College Students. Javier Guzman, Boston University; Jennifer Greif Green, Boston University

Predictors of Party Safety Bystander Behaviors Among College Students. Chelsey Bowman, Boston University; Melissa K. Holt, Boston University

58.030. From Start to Finish: A Four-Year Study of College Student Victimization and Bystander Behavior. Division E—Counseling and Human Development; Symposium

Chair: Jennifer Greif Green, Boston University; Melissa K. Holt, Boston University

Participants:

Stability in Retrospective Self-Reports of Childhood Peer Victimization. Rachel Oblath, Boston University; Susan Kong, Melissa K. Holt, Boston University

The Longitudinal Association Between Childhood Bullying Victimization and Mental Health in College Students. Javier Guzman, Boston University; Jennifer Greif Green, Boston University

Victimization Exposures Prior to and During College: Effects on Mental Health and Sexual Risk-Taking. Melissa K. Holt, Boston University; Chelsey Bowman, Boston University


Chair: Dianne Dannis, Indiana University

Presenting Author: Joy Ann Williamson-Lott, University of Washington

58.032. Contemporary Public School Closure in the United States. Division G—Social Context of Education; Symposium

Chair: Emily M. Duncan, Washington University in St. Louis

Participants:

Racial Discourse About Charter School Closures. Emily M. Duncan, Washington University in St. Louis

Shuttering Chocolate City: Gentrification and School Closure Decisions in Washington, D.C. Esa Syeed, California State University—Long Beach

The Effects of Public School Closures on Neighborhood Quality. Nob Brazil, University of Southern California
The Consequences of School Governance Change in Detroit: From Proposal A to the Education Achievement Authority. Leanne Kang, Grand Valley State University; Kelly Slay, University of Michigan–Ann Arbor

Grand Hyatt San Antonio, Third Floor, Bonham B; 4:05–5:35pm
Chair: Walter R. Allen, University of California, Los Angeles
Participants:
- Interest Convergence as Power Preservation: Considering the Intersection of Institutional and Individual Interest Convergences. Maria C. Ledesma, University of Utah
- Interest Convergence as Dynamic: Interest Convergence Constriction and Expansion Within the Affirmative Action Context. Uma Madhure Jayakumar, University of San Francisco; Annie S. Adamian, California State University–Chico
- The Color-Blinding of the Segregation Policy: Expanding Interest Convergence Beyond the Black-White Paradigm. Francesca Lopez, The University of Arizona; Uma Madhure Jayakumar, University of San Francisco; Andrea Romero, University of Arizona
Discussant: David O. Stovall, University of Illinois at Chicago

Grand Hyatt San Antonio, Fourth Floor, Crockett A; 4:05–5:35pm
Chair: Jin-Sook Lee, University of California, Santa Barbara
Participants:
- An Asset-Based, Ethnographic Examination of Argument Writing Among Latina/o Elementary Students. Jane Y. Choi, Mathematica Policy Research, Inc
- Engaging With Text: Agency and Identity in Peer Discussions Among Latina/o Elementary Students. Maria Jose Aragon, University of California, Santa Barbara
- High School Students’ Perceptions of the Baltimore City School Police Force: Policy-Formed Research. Patty Esparza, University of Maryland–Baltimore County
- Found in Translation: Latina High School Students on College Radio. Audrey Noel Lopez, University of California, Santa Barbara

Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon C; 4:05–5:35pm
Chair: Jennifer C. Ng, The University of Kansas
Participants:
- Pursuing Educational Opportunities for Immigrant Children in the Rural Midwest. Carolyn A. Colvin, University of Iowa
- Education in Micropolitan America: A Particular Kind of Rural Place. Jennifer C. Ng, The University of Kansas
- Conflicting Rural Discourses: Policy Frames and Educational Equity. Jennifer Seelig, University of Wisconsin–Madison
- What Changes Communities? Spatial Implications for Teachers in the Rural Rust Belt. Alexandra Panos, Indiana University–Bloomington
Discussant: Carolyn A. Colvin, University of Iowa

Grand Hyatt San Antonio, Fourth Floor, Republic A; 4:05–5:35pm
Chair: Emily Lin, University of Nevada–Las Vegas
Participants:
- Resilience and the Enactment of Religious Identity Among Children of Muslim Immigrants. Rohnay Nayan, Massachusetts Institute of Technology
- We Serve Them All: Social Capital and Resilience of Teachers in a Dual-Language Program. Katrina Liu, University of Nevada–Las Vegas; Jorge Luiz Inzenza, Delavan Darien School District
- The Color of Music: Resistance and Resilience in the Recital Hall. Richard C. Miller, University of Nevada–Las Vegas
- Leveraging Culturally Relevant Cybersecurity Content for Social Capital and Resilience. Michael K. Thomas, University of Illinois at Chicago
Discussant: Christine Clark, University of Nevada–Las Vegas

58.037. Issues and Challenges in School-Based Assessment Design. Division H–Research, Evaluation and Assessment in Schools; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 7B; 4:05–5:35pm
Chair: Shu-Kang Chen, ETS
Participants:
- Comparing Student Performance on Paper-and-Pencil and Computer-Based-Tests. Joseph Hardcastle, American Association for the Advancement of Science; Cari F. Herrmann-Abell, American Association for the Advancement of Science; George E. DeBoer, American Association for the Advancement of Science
- Benchmarks for Deeper Learning on Next-Generation Tests: A Study of PISA (Programme for International Student Assessment). Joan L. Herman, University of California, Los Angeles; Deborah M. La Torre, University of California, Los Angeles
- Assessing Argumentative Writing: A Facets Analysis of Rater Use of a Claim-Evidence-Reasoning Rubric. Lisa J. Lynn, University of Illinois at Chicago; Kimberly A. Lawless, University of Illinois at Chicago
- Assessing Students in Human-to-Agent Settings to Inform Collaborative Problem-Solving Learning. Yigal Rosen, Harvard University
Discussant: Neal M. Kingston, The University of Kansas

58.038. Taking the “Measure” of Networked Improvement Communities (NICS): Examining the Role of Measurement Across a NIC. Division H–Research, Evaluation and Assessment in Schools; Symposium
Henry B. Gonzalez Convention Center, River Level, Room 7C; 4:05–5:35pm
Chair: Ann R. Edwards, Carnegie Foundation
Participants:
- The Role of Measurement in Defining and Continuously Improving Quality Professional Development in Developmental Mathematics. Carlos Sandoval, University of California, Irvine; Haley McNamara, Carnegie Foundation for the Advancement of Teaching; Ann R. Edwards, Carnegie Foundation
- A Multilevel Propensity Score Approach to Accelerate Learning to Improve in a Networked Improvement Community. Hiryuki Yamada, Carnegie Foundation; Melrose Huang, The Carnegie Foundation for the Advancement of Teaching
Discussant: Jaime R. Lester, George Mason University

58.039. Inclusivity and Student Wellness. Division J–Postsecondary Education; Paper Session
Henry R. Gonzalez Convention Center, River Level, Room 6B; 4:05–5:35pm
Chair: Daniel A. Collier, University of Illinois at Urbana-Champaign
Participants:
- College, Interrupted: A Case Study of the Mental Health Leave Process. Rachel McDonald, College of William and Mary
- Evaluation of a Gatekeeper Training for College Staff and Discussion of Suicide Intervention Skill Measurement. Laura Rosemary Shannonhouse, Georgia State University; Yung-Wei Dennis Lin, New Jersey City University; Kelly R. Shaw; Reema Wannia; Michael J. Porter
- Disability Self-identification: Tendencies in Identification Status for Students With Disabilities in Higher Education. Joshua David Bittinger,
58.040. Innovation in Student Success. Division J–Postsecondary Education; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 6C; 4:05–5:35pm
Chair: Leah McAlistor Shields, University of Houston
Participants:
Academic Outcomes of Students in Developmental Versus Credit-Bearing Courses at Northern Marianas College. Phillip Herman, McREL International; Daisy Carreon, McREL International; Spencer Scanlan; Lisa Hackskaylo; Leo Pangelinan, Northern Marianas College; Jackie Che, Northern Marianas College; Barbara Merfalen, Northern Marianas College; Rita Aldan Sablan, CNM Public School System
Learning Communities and College Student Success: Exploring Overall and Conditional Effects. Nicholas A. Bowman, University of Iowa; Welin Chen, University of Iowa
Underrepresented Seniors’ Participation in High-Impact Practices and Student Success. Qinqing Shi, Nevada State College; Robin Cresiski, Nevada State College; Tony Scinta, Nevada State College; Sandip Thakni, Nevada State College; Janice Le Nguyen, Nevada State College
Discussant: Vanessa Smith Moret, Norwalk Community College

58.041. Race Matters: Teaching Diversity Beyond the Margins. Division J–Postsecondary Education; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 205; 4:05–5:35pm
Chair: Venice Thandi Sule, Oakland University
Participants:
Race Matters: Panelist 1. Venice Thandi Sule, Oakland University
Race Matters: Panelist 2. Dina C. Maramba, Claremont Graduate University
Race Matters: Panelist 3. Rachelle Winkle-Wagner, University of Wisconsin
Discussant: Alma R. Clayton-Pedersen, Emeritus Consulting Group, LLC

58.042. Racialized Experiences and Leadership for Change in Higher Education. Division J–Postsecondary Education; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 6A; 4:05–6:05pm
Chair: Stella L. Smith, Prairie View A&M University
Participants:
Institutional Isomorphism and Historically Black Colleges and Universities. Thai-Huy P. Nguyen, Seattle University; Marybeth Gasman, University of Pennsylvania; William Casey Boland, University of Pennsylvania; Levon T. Esters, Purdue University
Invisible Life in the Academy: Experiences of African American Women Staff in Higher Education. Kimberly D. Johnson, University of Missouri–Kansas City; Jennifer Ingrid Friend, University of Missouri–Kansas City
Race-Related Campus Activism: How Do Higher Education Diversity Professionals Respond? Kimberly Griffin, University of Maryland; Jeni Hart, University of Missouri–Columbia; Reger L. Worthington, University of Maryland; Jeffrey Young, University of Maryland–College Park
The Long Quest Toward Diversity: Discourse Analysis of a University President. Karina Chantal Canaba, The University of Texas at El Paso; Lucas Endicott, The University of Texas at El Paso; Rodolfo Rincones, The University of Texas at El Paso
Measuring Changes in Institutional Diversity. Michael S. Harris, Southern Methodist University; Molly K. Ellis, Southern Methodist University
Discussant: Felicia Elana Brando, Old Dominion University

58.043. Developing Preservice Teacher Connectivities and Understandings Through Teacher Residencies. Division K–Teaching and Teacher Education; Paper Session
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon E; 4:05–5:35pm
Chair: Leyton Schnellert, The University of British Columbia–Okanagan Campus
Participants:
Diversity and Generativity: In Situ Teacher Education That Positions Teachers as Responsive Possibilizers. Leyton Schnellert, The University of British Columbia–Okanagan Campus; Donna Kazak, UBC Okanagan
Preparing Teachers for Linguistic Diversity in an Urban Teacher Residency. Grace Inae Blum, Central Washington University
Social Responsibility: A Focus for Teacher Education and Also a Course. Rosa Pietanza, New York University; Frank Pignatosi, New York University; Joseph P. McDonald, New York University
The Relational Side of Teaching: How Two Teacher Residencies Prepare Teachers to Connect With Students. Victoria Marie Thiesen-Homer, Harvard University
Discussant: Carla Lisa DiGiorgio, Cape Breton University

58.044. Equitable Instruction Across Content Areas. Division K–Teaching and Teacher Education; Paper Session
Grand Hyatt San Antonio, Second Floor, Mission A; 4:05–5:35pm
Chair: Carolyn O’Mahony, Oakland University
Participants:
Expanding Preservice Teachers’ Understandings of Minoritized Learners’ Assets Through Asset-Based Teaching Experiences. Krista Ruggles, Utah Valley University; Elizabeth Bondy, University of Florida
Learning to Care for Students as Epistemic Agents: The Development of Empathic Presence in Preservice Science and Math Teachers. Sherry A. Southerland, Florida State University; Lama Ziad Jabey, Florida State University; Felisha Duke, Florida State University
Preservice Teachers’ Use of Learning Processes in the Teaching of Science and Mathematics. Peter C. Curns, California University of Pennsylvania
Teacher Candidates’ Discourses of Equity for the Teaching and Learning of Elementary Mathematics. Karen Culum, Minnesota State University–Mankato
Equitable Pedagogical Content Knowledge: An Integrative Framework of Teacher Knowledge—The Case of Literacy. Sarah Schneider-Kavanagh, University of Washington–Seattle; Katie Danielson, New York University
Discussant: Ramona Trinette Pittman, Texas A&M–San Antonio

58.045. Fostering Critical Attitudes and Beliefs of Preservice Teachers Toward English Language Learners. Division K–Teaching and Teacher Education; Paper Session
Grand Hyatt San Antonio, Second Floor, Bowie B; 4:05–6:05pm
Chair: Shadi Roshandel, Dominican University of California
Participants:
Critical Experiences in Preservice Teacher Preparation for Multilingual Learners: A Comparative Study. Laura Jeanne Quaynor, Lewis University; Ana Solano-Campos, University of Massachusetts–Boston; Megan Hopkins, University of California, San Diego
Hispanic Preservice Teachers’ Perceptions of Preparedness to Teach English Language Learners in Mainstream Classrooms. Elf Adibelli Sahin, TED University; Refika Turgut, University of Nevada–Las Vegas; Margarita Huerta, University of Nevada–Las Vegas
Uncovering Bias Against Emerging Bilingual Students in Language Arts Methods Textbooks for Preservice Teachers. David Alan Mann, Florida Atlantic University; Dilys Schoorman, Florida Atlantic University
Discussant: Blanca Gabriela Caldas, University of Minnesota–Twin Cities

58.046. Pedagogical and Organizational Practices for Preservice Teachers’ Learning. Division K–Teaching and Teacher Education; Paper Session
Grand Hyatt San Antonio, Second Floor, Mission B; 4:05–5:35pm

University of Massachusetts–Amherst; Katherine C. Aquino, Seton Hall University
International College Students’ Psychological Well-Being and Associated Factors. Katie K. Koo, Northern Arizona University; Sungok R. Park, Northern Arizona University
Discussant: Jessica Surdey, Binghamton University–SUNY

58.046. Pedagogical and Organizational Practices for Preservice Teachers’ Learning. Division K–Teaching and Teacher Education; Paper Session
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon E; 4:05–5:35pm
Chair: Leyton Schnellert, The University of British Columbia–Okanagan Campus
Participants:
Diversity and Generativity: In Situ Teacher Education That Positions Teachers as Responsive Possibilizers. Leyton Schnellert, The University of British Columbia–Okanagan Campus; Donna Kazak, UBC Okanagan
Preparing Teachers for Linguistic Diversity in an Urban Teacher Residency. Grace Inae Blum, Central Washington University
Social Responsibility: A Focus for Teacher Education and Also a Course. Rosa Pietanza, New York University; Frank Pignatosi, New York University; Joseph P. McDonald, New York University
The Relational Side of Teaching: How Two Teacher Residencies Prepare Teachers to Connect With Students. Victoria Marie Thiesen-Homer, Harvard University
Discussant: Carla Lisa DiGiorgio, Cape Breton University

58.044. Equitable Instruction Across Content Areas. Division K–Teaching and Teacher Education; Paper Session
Grand Hyatt San Antonio, Second Floor, Mission A; 4:05–5:35pm
Chair: Carolyn O’Mahony, Oakland University
Participants:
Expanding Preservice Teachers’ Understandings of Minoritized Learners’ Assets Through Asset-Based Teaching Experiences. Krista Ruggles, Utah Valley University; Elizabeth Bondy, University of Florida
Learning to Care for Students as Epistemic Agents: The Development of Empathic Presence in Preservice Science and Math Teachers. Sherry A. Southerland, Florida State University; Lama Ziad Jabey, Florida State University; Felisha Duke, Florida State University
Preservice Teachers’ Use of Learning Processes in the Teaching of Science and Mathematics. Peter C. Curns, California University of Pennsylvania
Teacher Candidates’ Discourses of Equity for the Teaching and Learning of Elementary Mathematics. Karen Culum, Minnesota State University–Mankato
Equitable Pedagogical Content Knowledge: An Integrative Framework of Teacher Knowledge—The Case of Literacy. Sarah Schneider-Kavanagh, University of Washington–Seattle; Katie Danielson, New York University
Discussant: Ramona Trinette Pittman, Texas A&M–San Antonio

58.045. Fostering Critical Attitudes and Beliefs of Preservice Teachers Toward English Language Learners. Division K–Teaching and Teacher Education; Paper Session
Grand Hyatt San Antonio, Second Floor, Bowie B; 4:05–6:05pm
Chair: Shadi Roshandel, Dominican University of California
Participants:
Critical Experiences in Preservice Teacher Preparation for Multilingual Learners: A Comparative Study. Laura Jeanne Quaynor, Lewis University; Ana Solano-Campos, University of Massachusetts–Boston; Megan Hopkins, University of California, San Diego
Hispanic Preservice Teachers’ Perceptions of Preparedness to Teach English Language Learners in Mainstream Classrooms. Elf Adibelli Sahin, TED University; Refika Turgut, University of Nevada–Las Vegas; Margarita Huerta, University of Nevada–Las Vegas
Uncovering Bias Against Emerging Bilingual Students in Language Arts Methods Textbooks for Preservice Teachers. David Alan Mann, Florida Atlantic University; Dilys Schoorman, Florida Atlantic University
Discussant: Blanca Gabriela Caldas, University of Minnesota–Twin Cities

58.046. Pedagogical and Organizational Practices for Preservice Teachers’ Learning. Division K–Teaching and Teacher Education; Paper Session
Grand Hyatt San Antonio, Second Floor, Mission B; 4:05–5:35pm

University of Massachusetts–Amherst; Katherine C. Aquino, Seton Hall University
International College Students’ Psychological Well-Being and Associated Factors. Katie K. Koo, Northern Arizona University; Sungok R. Park, Northern Arizona University
Discussant: Jessica Surdey, Binghamton University–SUNY
58.047. Power, Culture, and Inclusivity: Critical Dialogues Promoting Teacher Reflection and Action. Division K–Teaching and Teacher Education; Paper Session Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon D; 4:05–5:35pm Chair: Kevin Fortner, Georgia State University
Participants:
Subverting Power Structures in Classroom Discourse: Teachers Making Good on the Promise of Equal Opportunities. Joseph C. Rumennapp, Judson University; Angela Fortune, The University of Illinois at Chicago
The Adoption and Sharing of Critically Inclusive Practices. Dahlia Hamza Constantine, Teachers College, Columbia University; Katherine Newhouse, Teachers College, Columbia University; Jenna Kamrass Morvay, Teachers College, Columbia University; Celia J. Oyler, Teachers College, Columbia University
"I've Always Wanted to Talk About This Stuff": Connecting Critical Theory and Classroom Practice. Saba Khan Vlach, The University of Texas at Austin; Laura Taylor, The University of Texas at Austin; Melissa Mosley Wetzel, The University of Texas at Austin
Discussant: Rachel Lambert, Chapman University

58.048. Reimagining Teacher Education Programs for Equity and Social Justice. Division K–Teaching and Teacher Education; Paper Session Henry B. Gonzalez Convention Center, Ballroom Level, Room 302 C; 4:05–6:05pm Chair: Kristine Lewis Grant, Drexel University
Participants:
“Difficult Dialogues” Online: Creating Communities of Inquiry in an Online, Asynchronous Social Justice Course. Corliss Brown Thompson, Northeastern University; Shaunna Harrington, Northeastern University; Mounira Morris, Northeastern University
Revolutionary, Evolutionary, or Purposeful? Reimagining Social Justice–Oriented Teacher Preparation. Rachel Roegman, Purdue University; Emile Mitescu Reagan, University of New Hampshire; A. Lin Goodwin, Teachers College, Columbia University; Crystal Chen, Teachers College, Columbia University; Laura Vernikoff, Teachers College, Columbia University
Mapping Culturally Relevant Pedagogy Into Teacher Education Programs: A Critical Framework. Ayana Allen-Handy, Drexel University; Stephen D. Hancock, University of North Carolina–Charlotte; Tehia Starker Glass, University of North Carolina–Charlotte; Chance W. Lewis, University of North Carolina–Charlotte
Preparing Teachers for Inclusive Classrooms: Designing Fieldwork Experiences That Make a Difference. Sarah Hopkins, Monash University; Penny Round, Monash University; Pearl Subban, Monash University
Making Sense: Trajectories of Preservice Teachers’ Learning in a Clinical Simulation for Culturally Responsive Teaching. Elizabeth Anne Self, Vanderbilt University
Discussant: Christine Sleet, California State University–Monterey Bay

58.049. Routes to Teaching Certification in Texas and Beyond. Division K–Teaching and Teacher Education; Invited Speaker Session Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon A; 4:05–6:05pm Chair: Wagna S. Monmound, University of Colorado–Boulder Participants: Katherine Schultz, University of Colorado–Boulder; Kenneth M. Zeichner, University of Washington; Angela Valenzuela, The University of Texas at Austin; Scott Ridley, Texas Tech University

58.050. Teacher Discussions of Problems of Practice: Conceptualizing and Investigating “Productive” Pedagogical Discourse. Division K–Teaching and Teacher Education; Structured Poster Session Henry B. Gonzalez Convention Center, Meeting Room Level, Room 221 C; 4:05–5:35pm Chair: Aliza Segal, Ben-Gurion University of the Negev
Participants:
1. Collaborative Reflective Discourse in a Teacher Professional Learning Community: Capturing the Conversational Regime. Alain Breuleux, McGill University; Leah Dayan, McGill University; Gyeong Mi Heo, McGill University
2. Developing Concepts in Teacher Work Groups. Ilana S. Horn, Vanderbilt University; Brette Garnier, Vanderbilt University–Peabody College
3. Thematic and Interactional Asymmetries in Productive Mentoring Dialogues. Kathrin Futter, University of Teacher Education Schwyz; Fritz C. Staub, University of Zurich
4. Developing a Scheme for Coding Teacher Team Discourse at Scale: Methodological Challenges and Solutions. Miraia Babichenko, The Hebrew University of Jerusalem; Christa S.C. Asterhan, The Hebrew University of Jerusalem
5. The Role of Narratives in Teacher Professional Discourse. Aliza Segal, Ben-Gurion University of the Negev; Dana Vedder-Weiss, Ben Gurion University of the Negev
6. Toward a Taxonomy of Disagreement in Teacher Team Meetings. Rotem Trachtenberg, Ben Gurion University of the Negev; Mirit Israeli, Ben Gurion University of the Negev
7. Teacher Professional Learning: The Case of Arab Education in Israel. Islam Abu-Asaad, Ben Gurion University of the Negev
8. Cute Kid, Useless Kid: Discourse Analysis of Teacher Talk in Pedagogical and Placement Committee Meetings. Avner michael Cohen-Zamir, Ben Gurion University of the Negev
Discussant: Judith Warren Little, University of California, Berkeley

58.051. The Diversity of Exceptional Learners: Inclusive and Innovative Practices. Division K–Teaching and Teacher Education; Paper Session Grand Hyatt San Antonio, Third Floor, Bonham E; 4:05–5:35pm Chair: Beatrice S. Pennnower, Indiana University of Pennsylvania
Participants:
Initial Teacher Education for Inclusion in Ireland: Emerging Findings From a Longitudinal Study 2015–2018. Finn O. March, Mary Immaculate College, Thurles, Ireland; Peter Hick, Manchester Metropolitan University; Joseph H. Mintz, University College London; Yvette Solomon, Manchester Metropolitan University; Kathy Hall, University College Cork; Kevon Cahill, University College Cork
School for All: Implementing Inclusive Education in the United Arab Emirates. Catherine M. Hill, American University in Dubai; Nadera Emran Alborno, American University in Dubai
Toward a Fully Inclusive Practice: Unpacking Disability-Based Curriculum. Christa S. Bialka, Villanova University; Gina Mancini, Villanova University
Teacher Educators’ Understandings, Perspectives, and Experiences Around Dyslexia. Jo Worthy, The University of Texas at Austin; Catherine Anne Lammert, The University of Texas at Austin; Cori Salmeron, The University of Texas at Austin; Stacia Long, The University of Texas at Austin; Lindsay Clark, The University of Texas at Austin; Vickie Godfrey, Pfugerville ISD
Discussant: Kathleen King Thiorius, Indiana University–IUPUI

58.052. Transforming the Research-Practice Connection in Mathematics Classrooms With Nondominant Students. Division K–Teaching and Teacher Education; Symposium Grand Hyatt San Antonio, Second Floor, Bowie C; 4:05–5:35pm Chair: Higinio Dominguez, Michigan State University
58.053. Discipline Policies and the School-to-Prison Pipeline: Civil Rights, Disproportionality, and Educational Equity. Division L—Educational Policies and Politics; Paper Session
Henry B. Gonzalez Convention Center, Ballroom Level, Room 303 C; 4:05–5:35pm
Chair: Connie Wu, Mills College
Participants:
- Palace Struggles and the Master’s Tools: The Limitations of Civil Rights Enforcement in the Current Era. Danfeng Soto-Vigil Koon, University of San Francisco
- Ensuring Racial Equity or Racial Subjugation: Examining State Takeover Districts and the School-to-Prison Pipeline. Steven Leonice Nelson, The University of Memphis
- “I Say Anything and Everything to Make Sure They Are Not Going Back In!” A Study of Transition Programs for Youth Returning From Incarcerated Settings to School and Community. Liliana Montoro Donchuk Belkin, New York City Department of Education
- Intradistrict Student Mobility, School Discipline, and Gender: Evidence From a Large Urban District. Richard Welsh, University of Georgia
Discussants: Daniel Losen, University of California, Los Angeles; Judith R. Kafka, Baruch College–CUNY

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 B; 4:05–6:05pm
Chair: Rebecca Jacobsen, Michigan State University
Participants:
- The Politics of Policy Change in Pre-K Education: An Event History Analysis. Lora A. Cohen-Vogel, University of North Carolina– Chapel Hill; James Sadler, University of North Carolina– Chapel Hill; Michael Harris Little, University of North Carolina– Chapel Hill; Rebecca Merrill, University of North Carolina– Chapel Hill; Chris Curran, University of Maryland– Baltimore County
- Mapping Policy Messages From No Child Left Behind to the Individuals With Disabilities Education Act: The Influence of Policy Networks on Educational Reform. Laura E. Bray, University of Pittsburgh; Joshua Childs, The University of Texas at Austin
- Sensemaking of Federal Education Policy: Analyzing Social Media Discourse Around the Every Student Succeeds Act. Chris Curran, University of Maryland– Baltimore County; Ann Kellogg, University of Maryland– Baltimore County
- Subverting the Messages: School Board Sensemaking of Federal and State Accountability Policies. Daniella Hall, Northwestern University
- Studying the Implementation of the Federal Full-Service Community Schools Grant Program. Jennifer Jellison Holme, The University of Texas at Austin; Andrene Castro, The University of Texas at Austin; Michael Christopher Barnes, University of Texas at Austin; Madelene Haynes, The University of Texas at Austin; Emily Germain, The University of Texas at Austin
Discussant: Janelle T. Scott, University of California, Berkeley

SIG Sessions

58.055. Praxis of Participatory Action Research: Generating Equitable Educational Experiences With Youth and Communities. SIG-Action Research; Symposium
Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon A; 4:05–5:35pm
Chair: Jason G. Irizarry, University of Massachusetts–Amherst
Participants:
- Claiming the Classroom: Engaging Youth Participatory Action Research in School to Create a Third Space. Chrystal George Mwangi, University of Massachusetts–Amherst; Keisha L. Green, University of Massachusetts–Amherst; Gena Bettencourt, University of Massachusetts–Amherst; Daniel Morales, University of Massachusetts–Amherst
- Latina Teenagers Forging Community Counter-narratives Through Multimodal Photovoice Youth Participatory Action Research. Nicole Mirra, The University of Texas at El Paso
- Taking Education Back in the Context of Takeover: Participatory Action Research and the Potential of Urban Youth. Jason G. Irizarry, University of Massachusetts–Amherst; Dani O’Brien, University of Massachusetts–Amherst
- Getting Schooled: Reconciling Research Goals and Collective Community Research Fatigue in a Brooklyn Participatory Action Research Project. Maddy Fox, Brooklyn College–CUNY
Discussant: Maria Elena Torre, City College of New York–CUNY

58.056. Augmented Reality and Embodied Learning. SIG-Advanced Technologies for Learning; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Republic C; 4:05–5:35pm
Chair: Robb Lindgren, University of Illinois at Urbana-Champaign
Participants:
- “Repulsion Is Hard to Understand!” Learning About Chemical Bonding With the EL-Chem Simulation. Asnat Zohar, University of Haifa; Sharan T. Levy, University of Haifa
- BeeSim: Remediated Students’ Engagement With Honeybees Collecting Nectar From a First- and Third-Person Perspective. Joshua Adam Danish, Indiana University; Kyle A. Peppler, Indiana University–Bloomington; Naomi Thompson, Indiana University–Bloomington; Larice Thoroughgood, Indiana University–Bloomington
- How Body-Based Actions Support Elementary Students’ Science Explanations About the Particulate Nature of Matter. Asmalina Saleh, Indiana University; Joshua Adam Danish, Indiana University; Megan Alyse Humburg, Indiana University–Bloomington; Noel D. Enyedy, University of California, Los Angeles
- What Are You Doing Over There? Understanding Transitions From Unproductive to Productive States in Open-Ended Inquiry. Mike Tissenbaum, Massachusetts Institute of Technology; Vishesh Kumar, University of Wisconsin–Madison; Matthew W. Berland, University of Wisconsin–Madison

58.057. Reexperiencing Democracy Through the Arts as Scholarly Work in the Public Sphere. SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Demonstration/Performance
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 C; 4:05–5:35pm
Chair: Alex Red Corn, Kansas State University
Participants:
- Posthumanism, Equity, and Monuments as Public Pedagogy. Anne M. Harris, Monash University
- Response Abilities: Performing Arts–Based Research With Franklin Delano Roosevelt and Martin Luther King, Jr. — Take Two. Mary Beth Candello, James Madison University; Celeste Snowber, Simon Fraser University
- Know We Are Beholden: Eleanor Roosevelt at the Franklin Delano Roosevelt Memorial. Barbara A. Bickel, Southern Illinois University–Carbondale
- Mirrored Poetic Performative Response: The Entrapment of Opposition and the Illusion of Democracy. Kakab Bhattacharya, Kansas State University; Maeghan Cochrane, Kansas State University
- How Did We Get Here From There? A Critical Reflection on the Philosophy, Pedagogy, Poiesis, Pragmatics, and Politics of Organizing “Responses.” Joe Norris, Brock University
Discussant: Alexandra Laszczik Cather, Southern Cross University
58.058. Impacts of Arts Integration on Student Outcomes. SIG-Arts and Learning; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 B; 4:05–6:05pm
Chair: Yianna Drivellas, University of Southern California
Participants:
Creating a Pedagogy of Participation: Equitable Arts-Based Practices for English Learners. Kristin Papoi, University of North Carolina–Chapel Hill
Creative Engagement of the Self: A Grounded Approach to Exploring the Effect of Arts-Integrated Learning in School. Christine Pitts, University of Oregon; Ross C. Anderson, Educational Policy Improvement Center; Michele Sinclair, Educational Policy Improvement Center
Embedded and Embodied: A Three-Year Arts-Integration Partnership With a K–2 Fine Arts Academy. Cara Dossert, The University of Texas at Austin; Hayley Lochlin, The University of Texas at Austin; Stephanie W. Cawthon, The University of Texas at Austin; Kathryn Dawson, The University of Texas at Austin
Preserve Teachers' Perception of Teaching Mathematics Through Choreography and Dance. Song An, The University of Texas at El Paso; So Jung Kim, The University of Texas at El Paso; Cameron Wilson, Harmony School of Excellence-El Paso; Josefina V. Tinajero, The University of Texas at El Paso
The Effects of Arts-Integrated Instruction on Memory for Science Content: Results From a Randomized Controlled Trial Study. Marielle Hardiman, Johns Hopkins University; Sanjini Mahinda John Bull, Johns Hopkins University; Deborah T. Carran, Johns Hopkins University
Discussant: Andrea Kantrowitz, SUNY–College at New Paltz

58.059. Classroom Assessment: Formative Assessment. SIG-Classroom Assessment; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 207 B; 4:05–5:35pm
Chair: Matthew R. Lavery, Bowling Green State University
Participants:
An Empirical Study of Formative Assessment in the Arts. Angela M. Lui, University at Albany – SUNY; Heidi L. Andrade, University at Albany–SUNY
Improving Explanations: A Formative Assessment Intervention. Susan E. Rowe, University of California, Davis; Leslie C. Banes, University of California, Davis; Jamal Abdi, University of California, Davis
Interactive Formative Assessment: Putting the Concept Into Practice. Kim Lebak, Stockton University; Priti Haria, The Richard Stockton College of NJ; Chelsea Tracy-Bronson, Stockton University
Relationships Between Formative Use of Homework, Homework Quantity, and Mathematics Achievement in the United States. Qi Qin, Georgia State University; Christopher Cappelli, Georgia State University; Hongli Li, Georgia State University
Variations of Formative Assessment Practices Across Instructional Tasks in a Lesson. Maria Arceli Ruiz-Primo, Stanford University; Heidi Kroog, Smarter Balanced Assessment Consortium
Discussant: Sarah M. Bonner, Hunter College–CUNY

58.060. The Lingering Persistence of Discipline. SIG-Critical Examination of Race, Gender, and Sexuality in Education; Paper Session
Grand Hyatt San Antonio, Third Floor, Bonham D; 4:05–5:35pm
Chair: Victoria F. Trinder, University of Illinois at Chicago
Participants:
Light After Dawn: A Narrative of Escape From the School-to-Prison Pipeline. Clarice Thomas, Georgia State University; Michelle Zoss, Georgia State University
The Impact of Tracking and Discipline on the College-Going Engagement of Students of Color. Shena Sanchez, University of California, Los Angeles; Robert Cooper, University of California, Los Angeles
The Louder They'll Sing: Lessons From Young Troublemakers on Freedom. Carla Shalaby, University of Michigan–Ann Arbor
The Role of School and Discipline as Exoneration: Secondary Policing of Tamir Rice, Trayvon Martin, and Others. Lynette Parker, Reach Institute for School Leadership
Discussant: Victoria F. Trinder, University of Illinois at Chicago

58.061. Critical Explorations of Race, Gender, and Sexuality in Education. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Paper Session
Grand Hyatt San Antonio, Third Floor, Bonham C; 4:05–6:05pm
Chair: Reanna S. Roby, University of Texas at San Antonio
Participants:
Discursive Representation of Mothers in Informational Picture Books. Anna Falkner, The University of Texas at Austin
Maximizing Opportunities to Enroll in Advanced Science Courses: Examining the Social Dispositions of Black Girls. Jemimah Lea Young, University of North Texas; Istro-Toliver, Hampton University; Jamaal Young, University of North Texas; Donna F. Ford, Vanderbilt University
Do Educational Attainments Influence Attitudes Toward Gender Equality in Sub-Saharan Africa? Jede Emilyan Kyore, University of Missouri–Columbia; Idissah Sulemana, Ghana Institute of Management and Public Administration
Complicated Contradictions Amid Black Feminism and Millennial Black Women Teachers Creating Curriculum for Black Girls. Tiffany M. Nyachu, University at Buffalo–SUNY
“White People Are Gay; So Are My Kids”: Examining Intersections of Race, Class, and Sexuality. Stephanie Anne Shelton, The University of Alabama
Discussant: Monika Williams Shealey, Rowan University

58.062. Data-Driven Decision-Making Instrumentation and Methodology. SIG-Data-Driven Decision Making in Education; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon D; 4:05–6:05pm
Chair: Virginia Walker Snodgrass Rangel, University of Houston
Participants:
Confirmation of the Factor Structure of the Data Driven Decision-Making Efficacy and Anxiety Inventory (3D-MEA) Among Teachers in the Midwest. David A. Walker, Northern Illinois University; Todd Reeves, Northern Illinois University; Thomas J. Smith, Northern Illinois University
First-Year Impacts of the Early Warning Intervention and Monitoring System. Ann-Marie Faria, American Institutes for Research; Nicholas Andrew Sorensen, American Institutes for Research; Jessica Heppen, American Institutes for Research; Jill Bowdon, American Institutes for Research; Suzanne Taylor, American Institutes for Research; Ryan Eiser, American Institutes for Research; Shandu Foster, American Institutes for Research
Helping Administrators Get Data on How Teachers Use Data: The Teacher Data Use Survey. Jeff Wayman, Wayman Services, LLC; Stephanie B. Wilkerson, Magnolia Consulting, LLC.; Vincent Cho, Boston College; Ellen B. Mandich, WestEd; Jonathan A. Supovitz, University of Pennsylvania
Initial Validation of the Preservice Data-Driven Decision-Making Efficacy and Anxiety Inventory. Karea E. Dunn, The University of Tennessee–Knoxville; Wen-Juo Lo, University of Arkansas; Denise Tobi, University of Arkansas
Locating Data Use in the Microprocesses of District-Level Deliberations: A Methodological Approach. Alice Huguet, Northwestern University; Annie Allen, University of Colorado–Boulder; Caitlin Farrell, University of Colorado–Boulder; Cynthia E. Coburn; Debbie Kim, Northwestern University; William R. Penuel, University of Colorado–Boulder
Discussant: Shazia R. Miller, American Institutes for Research

58.063. Developing Practitioners. SIG-Doctoral Education Across the Disciplines; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 207 A; 4:05–5:35pm
Chair: Michelle A. Maher, University of Missouri–Kansas City
Participants:
Changes and Supports Needed to Make the Educational Doctorate Into a Degree for Working Professionals. Jill Alexa Perry, University of Pittsburgh; Debby M. Zambo, Carnegie Project on the Education Doctorate
Evaluating an Educational Leadership Doctoral Program: What We Learned About the Program and Evaluating Doctoral Programs. Tamara M. Wals, University of North Carolina–Wilmington; Jessica Ravenberg, University of North Carolina–Wilmington
Preparing Doctoral Students as Effective Teachers: The Impact of a High-Engagement Teaching Development Experience. Ann E. Austin, Michigan
58.064. STEAM Learning and Teaching in Early Childhood. SIG-Early Education and Child Development; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 212 A; 4:05–5:35pm
Chair: X. Christine Wang, University at Buffalo–SUNY
Participants:
Problem Identification in Early Childhood Robotics Class. Shara Cherniak, University of Georgia; Kyung Hwa Lee, University of Georgia; Eunji Cho, University of Georgia; Sung-eun Jung, University of Georgia–Athens
Congruence of Social Competence Ratings and the Math Gains of Young Latino Children. Bryant Jensen, Brigham Young University; Claudia Lucia Galindo, University of Maryland–College Park; Ross Allen Andrew Larsen, Brigham Young University; Tymofiy Wovk, University of Maryland–Baltimore County
Comparative Cultural Perspectives of Early Mathematics Teaching and Learning During Unit Block Play. Wu-Ying Hsieh, University of Hong Kong; Jeannette A. McCollum, University of Illinois at Urbana–Champaign
Approaches to Learning and Science Education in Head Start: Examining Bidirecational. Andrea Sebastian Bustamante, Temple University; Lisa Jean White, University of Miami; Daryl B. Greenfield, University of Miami

58.065. This Is Yanaguana: Reframing Indigenous Peoples of the Americas Cospromised with SIG-Environmental Education; Symposium
Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon B; 4:05–6:05pm
Chair: Alexa Scully, Kativik School Board
Participants:
The Colonial Difference Along the Rio Grande: Implications for Educational Equity. Dolores Calderon, Western Washington University
Tracing Indigenous Healing Knowledge From the Saberes of Women Living in a Place Called the U.S./Mexco Border. Silvia Patricia Solis, University of Utah
Pedagogies of Water: Restoring and Restoring the Traditional Knowledge of Tejas. Marissa Munoz, The University of British Columbia
Death of the Ocelotl: Colonialism and Imperialism on the Rio Grande River. Rosalva Resendiz, University of Texas Rio Grande Valley; Ramon Resendiz, Texas Woman's University

58.066. Evaluating Multimedia Learning and Instructional Design Principles. SIG-Instructional Technology; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Republic B; 4:05–5:35pm
Chair: Vanessa Paz Dennen, The Florida State University
Participants:
Effects of Faded Scaffolding in Computer-Based Instruction on Learners’ Performance, Cognitive Load, and Test Anxiety. Shuang Hao, Florida State University; Vanessa Paz Dennen, The Florida State University
Effects of Organizational Pictures and Modality as a Feedback Strategy on Learner Comprehension and Satisfaction. Albert Dieter Ritzhaupt, University of Florida; Raymond Pastore, University of North Carolina–Wilmington; Robert Davis, University of Florida; Jiahui Wang, University of Florida

58.067. Unequal Access and Cultural Intelligence: Global Student Engagement and Study Abroad Experiences. SIG-International Studies; Symposium
San Antonio Marriott Rivercenter, Third Floor, Conference Room 15; 4:05–5:35pm
Chair: Roblyn Phililita Lewer, The Chicago School of Professional Psychology
Participants:
Cultural Intelligence and Higher Education's Response to Ensuring Global Success. Roblyn Phililita Lewer, The Chicago School of Professional Psychology
Reframing Global Access: A Case Study of Engineering International Student Engagement. Lori M. West, University of Illinois at Urbana-Champaign
Unequal Access to Global Service-Learning Courses. Gwen Berger, West Virginia University
Diversity and Intercultural Awareness: U.S. Minority Student Experiences in Study Abroad Programs. Dinah Armesdtt, University of Illinois at Urbana-Champaign
Discussant: Lori M. West, University of Illinois at Urbana-Champaign

58.068. To Hell With Good Intentions: Illich and AERA. SIG-Ivan Illich; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 212 B; 4:05–5:35pm
Chair: Horace R. Hall, DePaul University
Participants:
Good Intentions Are Not Enough: Breakdown-Driven Inquiry in Study Abroad. Hannah Dockrill, Purdue University; Jubin Rahatzzad, Purdue University
The Power of Puck: When Teachers Just Don’t Wanna Play. Joseph Kyser, The University of British Colombia
Discussant: Mark Wolfmeyer, Kutztown University of Pennsylvania

Grand Hyatt San Antonio, Fourth Floor, Crockett C; 4:05–5:35pm
Chair: Lisa Fetman, Florida Southern College
Participants:
Latino Parental Expectations in U.S.–Mexico Border Contexts Amid Postcolonial Sentiments. Darcy Tessman, East Central University
Schools as Communities: Contemporary Transformative Leadership in Educational Practice. Linsay DeMarinis, The University of Arizona
Using Posthumanism in the Study of Women's Educational Leadership. Erin Matyjasik, The University of Arizona

58.070. Lives of Teachers: Studies of Teacher Resilience and Work Life. SIG-Lives of Teachers; Paper Session
Grand Hyatt San Antonio, Second Floor, Bowie A; 4:05–5:35pm
Chair: Jackie Synder, Ball State University
Participants:
From Legal Segregation to Resegregation: The Journey of Black Educators Serving Predominantly Latino Communities. Samara Lycain Stewart, California State University–Los Angeles; Sharon H. Ulandoff, California State University–Los Angeles
More Harm Than Good? The Impact of Government and School District Initiatives on Teacher Resilience. Elizabeth Rosales, University of Toronto–OISE; Clive M. Beck, OISE/University of Toronto; Clare Kosnik, University of Toronto/OISE; Judy A. Caulfield, Ontario Institute for Studies in Education/University of Toronto; Yoel Cleovoulou, University of Toronto–OISE; Shelley Murphy, OISE/University of Toronto
58.071. Developing Successful Mentoring Programs for Academic Success. SIG-Mentorship and Mentoring Practices; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 216 A; 4:05–5:35pm
Chair: Julianna E. Kershen, The University of Oklahoma
Participants:
Brief Instrumental School-Based Mentoring: Effects on Academic Grades and Behavior of Low-Income Middle School Students. Rebecca Reese Johnson, University of Houston; Jacqueline R. Anderson, University of Houston; Sara Jolly Jones, University of Houston; Samuel D. McQuillin Undergraduates Who Can See the Future Study Harder: Academic Motivation, Mentorship, and Future Possible Selves. Hyung-Sok (Nathan) Choe, The University of Texas at Austin; Jongho (John) Park, The University of Texas at Austin; Diane L. Schallert, The University of Texas at Austin
Student Perceptions of Institutional Agents: Analyzing the Impact of a Mentoring Program for At-Hope Youth. Edwin Hernandez, University of California, Los Angeles; Josie Núñez Estrada Jr, San Diego State University; Adrian H. Huerta, University of California, Los Angeles; Heidi van Mastrand, San Diego State University
Bolstering the Mentoring Relationship: Humanism and the Importance of Narrative Sharing Between Mentor and Mentee. Joshua M. Cruz, Arizona State University–Tempe; Maria Goff, Arizona State University–Tempe; Josephine Peyton Marsh, Arizona State University
Discussant: Rubén Garza, Texas State University

58.072. Developments in Expectancy Value Intervention Research. SIG-Motivation in Education; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 218; 4:05–5:35pm
Chair: Peter McPartlan, University of California, Irvine
Participants:
Are There Benefits to Combining Social and Cognitive Writing Interventions? A Mixed-Methods Investigation. Manognya Murukutla, University of Nevada–Las Vegas; Celeste Calkins, University of Nevada–Las Vegas; Matthew L. Bernacki, University of Nevada–Las Vegas
Do Implementation Intentions Improve the Effects of a Utility Value Intervention in High School Math? Emily Quinn Rosenzweig, University of Maryland–College Park; Isabelle Hafner, University of Tubingen; Hanna Gaspard, University of Tubingen; Brigitte Maria Brisson, Tubingen University; Ulrich Trautwein, University of Tubingen; Benjamin Nagengast, University of Tubingen
Reducing Achievement Gaps With a Utility-Value Intervention in Community Colleges. Stacy J. Priniks, University of Wisconsin–Madison; Elizabeth Ann Canning, Indiana University–Bloomington; Yoi Tibbetts, University of Wisconsin; Cameron Hecht, University of Wisconsin–Madison; Judith Harackiewicz, University of Wisconsin; Sara Goldrick-Rab, Temple University
The Impact of a Utility Value Intervention on Interest in a Student-Centered Biology Course. Dan Spencer, North Carolina State University; Kevin Curry, North Carolina State University; Ondrej Pesout, North Carolina State University; Kimberly Pigford
Finding Value for the Self Versus Close Others: Implications for Culturally Tailored Utility-Value Interventions. Cameron Hecht, University of Wisconsin–Madison; Jonglim Issac Kim, University of Wisconsin–Madison; Yoi Tibbetts, University of Wisconsin; Judith Harackiewicz, University of Wisconsin
Discussant: Michael J. Middleton, Hunter College

58.073. Curricular Issues in Music Education. SIG-Music Education; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 206 B; 4:05–6:05pm
Chair: Sandra B. Nite, Texas A&M University–College Station
Participants:
Band and Orchestra Teachers’ Practices and Attitudes Regarding Their Playing Inside and Outside the Classroom. St Milic, University of Texas at San Antonio; Kristen Pellegrino, The University of Texas at San Antonio
Music Education in Charter Schools. David McKinley Hedgecoth, Ohio State University Development and Validation of a Perceived Need Support Scale. Hyeseo Yoo, Virginia Tech
Meeting the Varied Curricular Needs of Master’s Program Graduates in Music Education. Colleen M. Conway, University of Michigan; Christopher Marra, University of Michigan–Ann Arbor; Jessica Christine Vaughan-Marra, University of Michigan–Ann Arbor

58.074. Discussion and Demonstration of New Digitally Based Assessments for NAEP. SIG-NAEP Studies; Symposium
Henry B. Gonzalez Convention Center, River Level, Room 7D; 4:05–5:35pm
Chair: Jay R. Campbell, ETS
Participants:
An Overview of NAEP’s Transition to Digitally Based Assessments. Peggy G. Carr, National Center for Education Statistics/Institute of Education Sciences
NAEP Technology and Engineering Literacy Assessment. Marc Berger, Educational Testing Service; Michael Friesenhahn, ETS
Transitioning NAEP Reading to a Digitally Based Assessment. Eunice Greer, National Center for Education Statistics; Karen Wisson, ETS
Transitioning NAEP Writing to a Digitally Based Assessment. Jennifer Lynn Fleming, ETS
Transitioning NAEP Mathematics to a Digitally Based Assessment. Luis Enrique Saldivia, ETS
Transitioning NAEP Science to a Digitally Based Assessment. Kathleen Scalise, ETS
Discussants: James W. Pellegrino, University of Illinois at Chicago; George W. Bohmstedt, American Institutes for Research

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 C; 4:05–6:05pm
Chair: Catherine Marshall, University of North Carolina
Participants:
Beyond Mapping Policy Networks: The Micro-Politics of Networks and Policy Transfer. Gary L. Anderson, New York University; Pedro Jose De La Cruz Albiac, New York University; Andrea Lopez, New York University
How Power Is Negotiated in State Policy Arenas. Christopher Harrison, Montana State University–Billings; Andrew Saultz, Miami University–Oxford; Jane Clark Lindle, Clemson University; Mary L. Mason, Michigan State University
Counternetworks of Resistance. Mark Andrew Johnson, University of North Carolina–Chapel Hill; Catherine Marshall, University of North Carolina; Jason P. Murphy, Rutgers University; Atiya S. Strothers, Rutgers University–New Brunswick/Piscataway
Discussant: Michael W. Apple, University of Wisconsin–Madison

58.076. From Verbal Aggression to Physical Violence: LGBTQI Experiences, Everyday Oppression, and Queer Battle Fatigue. SIG-Qeque Studies; Symposium
Grand Hyatt San Antonio, Fourth Floor, Crockett D; 4:05–5:35pm
Chair: Boni Wozelok, Kent State University/Medina City Schools
Participants:
Suicide Notes Written in Homeroom: From Queer Battle Fatigue to the School-to-Collin Pipeline. Boni Wozelok, Kent State University/Medina City Schools
On Cruel Optimism and the Struggles of LGBT Organizing. Roland Sintos Colona, Northern Kentucky University
“Great Course, but You Didn’t Talk About Sexuality Enough!” Queer Battle Fatigue Meets Queer Affirmation. Lee Airtom, OISE/University of Toronto
Tending Toward Friendship: LGBTQI Sexualities in School. Jen Gilbert, York University
Discussant: Erica R. Meiners, Northeastern Illinois University
58.077. District-Driven Problems of Practice: What Can Practitioner-Scholars Learn and How Do Districts Benefit? SIG-School/University Collaborative Research; Structured Poster Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 221 D; 4:05–5:35pm

Chairs: Nicole Ralston, University of Portland; Beth Tarasawa, NWEA; Jacqueline C. Waggoner, University of Portland

Participants:
1. Targeting the Mental Health Needs of Students: Identifying Training and Interventions for District Implementation. Christopher Haug, University of Portland; Michele Hetrick, University of Portland
2. District and Ed.D. Student Learning About Technology Implementation in K–12 Schools. Mary Shortino-Buck, University of Portland; Erin Brook Shepherd, University of Portland
3. One District’s Analysis of Professional Development: District and Ed.D. Student Takeaways. Rebecca Smith, University of Portland
7. An Investigation of College and Career Readiness Indicators for Six Districts. Marla Doughty, University of Portland
8. District Perspectives on a Correlational Validity Research Study. Amy Jackson, Reynolds School District
9. The Impact of Athletic Participation on Student Success in Middle School. Daniel McGinty, University of Portland; Heidi Wigman, Portland Public Schools
10. Effective Language Interventions, Progress Monitoring, and Assessment Tools for English Language Learners. Toshiko Maurizio, University of Portland; Emily Jaskowiak, Kelso School District

Discussant: Paula Arce-Trigatti, National Network of Education Research-Practice Partnerships


Henry B. Gonzalez Convention Center, Meeting Room Level, Room 213 B; 4:05–5:35pm

Chair: Ryan Coughlan, Rutgers University

Participants:
When Job Training Is Not Enough: The Cultivation of Social Capital in Career-Oriented Academies. Michael Lanford, University of Southern California; Tattiya Maruco, University of Southern California
When Charm Is Not Enough: The Struggle for Equality, Social Mobility, and Educational Opportunities in Baltimore. Richard Lofon, Johns Hopkins University
Intergenerational Closure Revisited: New Measures and Implications. Ji Hye Kim, The University of Iowa; Dong Hoan Shin, The University of Iowa

Discussant: Carrie Freie, The Pennsylvania State University–Altoona

58.079. Tools for Professional Communication and Teaching. SIG-Technology as an Agent of Change in Teaching and Learning; Paper Session

Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon B; 4:05–5:35pm

Chair: Donald A. Barringer, Michigan State University

Participants:
Creating Equal Educational Opportunities While Supporting Transformative iPad-Based Pedagogy in an Urban Middle School. Carol A. Smith, West Chester University of Pennsylvania; Diane Santoro, West Chester University of Pennsylvania
Factors Influencing the Use of Technology by Licensed Parenting Educators. Susan K. Walker, University of Minnesota; Seonghee Hong, University of Minnesota–Twin Cities

Online Communication Tools to Facilitate Collaborative Partnerships Between Teachers in Canada and China. Sijia Cynthia Zhu, University of Toronto; Douglas E. McDougall, University of Toronto; Yiu Lun Edmund Leung, University of Toronto
Supporting Practicatory Teacher Learning: A Framework for Professional Learning Network Enrichment. Daniel G. Krutka, Texas Woman’s University; Jeffrey Paul Carpenter, Elon University; Torrey Trust, University of Massachusetts–Amherst

Discussant: Vanessa Hammmer Kenon, The University of Texas at San Antonio

58.080. Expanding Educational Opportunities for Black and Latino Male Students: Lessons From Four Urban School Districts. SIG-Urban Learning, Teaching, and Research; Symposium

Grand Hyatt San Antonio, Fourth Floor, Crockett B; 4:05–5:35pm

Chair: Paul Forbes, New York City Department of Education

Participants:
District-Researcher Partnership for Closing the Black and Latino Male Opportunity Gap. Rosanne Tung, Annenberg Institute for School Reform
The Black Sonrise: Oakland Unified School District’s Commitment to Address and Eliminate Institutionalized Racism. Vajra M. Watson, University of California, Davis
An Implementation Analysis of Minneapolis Public Schools’ Efforts to Support Black Male Student Achievement. Jennie Zumbusch, Minneapolis Public Schools

Discussant: Chezare A. Warren, Michigan State University


Henry B. Gonzalez Convention Center, Meeting Room Level, Room 210 B; 4:05–5:35pm

Chair: Amy Stornaiuolo, University of Pennsylvania

Participants:
What’s Rising? Writing and Semiotic Remediation in Trajectories of Disciplinary Becoming. Paul A. Prior, University of Illinois
Redesigning Civic Education for a Rhetorical Age: Participatory Politics in the Context of Mass Composition. Elsve A. Eidman-Aadahl, University of California, Berkeley
When Everyone Is a Writer: Social Composing in the Wattpad Online Writing Community. Amy Stornaiuolo, University of Pennsylvania; Veena Vassudevan, University of Pennsylvania
"Pretty for a Black Girl": Afro-Digital Black Feminisms and Mobile Black Sociality in and out of Classrooms. Carmen Kynard, John Jay College of Criminal Justice–CUNY

Discussant: Maisha T. Winn, University of California, Davis

Division and SIG Roundtables

58.082. Roundtable Session 25; Roundtable Session

58.082-1. Teacher Perspectives on Classroom Management and Teacher Self-Efficacy. SIG-Classroom Management; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 4:05–5:35pm

Chair: Heather Duncan, University of South Florida–Sarasota-Manatee

Participants:
Examination of Preschool Teachers’ Classroom Management Strategies and the Appropriateness of These Strategies. Emel Durnaz, Ankara University; Caglayan Dincer, Ankara University; Kaan Zulfikar Deniz, Ankara University
Measuring Classroom Management Self-Efficacy Within an Educator Preparation Program: An Examination by Field and Comparison to Practicing Service Professionals. Mary E. Yakimowski, Sacred Heart University; Karen C. Waters, Sacred Heart University; Charles Britton, Sacred Heart University
58.082-2. Examining Motivation and Investment in L2 Research. SIG-Second Language Research; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 4:05–5:35pm
Chair: Keiko Konoeda, Bates College
Participants:
Identities and Investment in Foreign Language Multimodal Production: Contrastive Case Study. Keiko Konoeda, Bates College
Motivational Selves of Second Language Learners Across Different Study Stages and Learning Contexts. Jing Yu, University of Auckland; Gavin T. Brown, The University of Auckland; Jason M. Stephens, University of Auckland; Richard J. Hamilton, The University of Auckland
Understanding Learner Motivation From the Perspective of Imagined Communities: The Case of Korean Language Learners. Siwon Lee, University of Pennsylvania; Haesom Cho, University of Pennsylvania
“I Guess I’m a Heritage Speaker”: Preservice Spanish Teachers Indexing Identities and Imagining Classroom Communities. Katie Romportl Cook, Michigan State University

58.082-3. Promoting Academic Achievement by Navigating Psychosocial Factors. SIG-Adolescence and Youth Development; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 4:05–5:35pm
Chair: Andrea Frazier, Columbus State University
Participants:
Let’s Play to Learn: Does Parent-Child Time Matter for Children’s Math Orientation? Kamilah Legette, Duke University; Emily Persons, Duke University; Angel Harris, Princeton University
Pushed Out, Pulled Down: Examining the Influence of School Suspension on Youth’s Depressive Symptoms. Stacy Houston, Vanderbilt University; Brittany Hearne, Vanderbilt University
Study of Stress, Stress Regulation, Executive Function, and Behavioral Outcomes of Students With Behavioral Problems. Michelle Cumming, University of Nevada–Las Vegas; Stephen W. Smith, University of Florida
Pillars of Academic Interest Among Undergraduate Students: Passion, Confidence, Aspiration, and Self-Expression. Jihyun Lee, National Institute of Education–Nanyang Technological University; Tracy Lyn Durksen, University of New South Wales

58.082-4. Disrupting the Status Quo in Early Childhood Research: Shifting Toward New Possibilities. SIG-Critical Perspectives on Early Childhood Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 4:05–5:35pm
Chairs: Nicola J. Yelland, Victoria University–Australia; Will Parnell, Portland State University
Participants:
Repositioning Academics as Public Intellectuals: Rethinking Early Childhood Teacher Education. Jeanne Marie Iorio, Victoria University–Melbourne; Clifton S. Tanabe, University of Hawaii–Mānoa
Plastics, Birds, and Humans: Awakening and Quickening Ecological Minds in Young Children and Their Teachers. Will Parnell, Portland State University
Engaging With Place: Foregrounding Aboriginal Perspectives in Early Childhood. Catherine Hamm, Victoria University–Melbourne
Carrying Our Roots, Leads to Matters of Concern (Latour, 2004). Elizabeth P. Quinterno, California State University–Channel Islands

58.082-5. Learning Through Tension and Conflict: Global Perspectives. SIG-Cultural-Historical Research; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 4:05–5:35pm
Chair: Kersti Tyson, University of New Mexico
Participants:
A Village of the Simple: Asylums and School Architecture. David J. Roof, Ball State University

58.082-6. Teaching and Learning Qualitative Research. SIG-Qualitative Research; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 4:05–5:35pm
Chair: Jerry L. Rosiek, University of Oregon
Participants:
An Analytic-Themed, Spiral Curriculum for an Introduction to Qualitative Research Methods Course. Johnny Saldana, Arizona State University; Matt Oama, Utah State University
Beginners’ Struggles and Challenges With Qualitative Research: Instructional Strategies From 10 Years of Classroom Teaching. Mimi Miyoungh Lee, University of Houston
Exploring Museums as Learning Sites for Researchers: A Comparative Analysis of Two Case Studies. Raul Alberto Moral, Universidad Pontificia Bolivariana; William Kist, Kent State University; Lisa Hart, Kent State University at Stark; Gloria Gutiérrez, Instituto Tecnológico Metropolitano; Beth Walsh-Moorman, Notre Dame Catholic Latin School; Jennifer L. Toney, Kent State University/Sharpsville Area School District; Mónica López-Ladino, Universidad Pontificia Bolivariana; Ana Karina Rodríguez, Universidad Pontificia Bolivariana; Andrea McGhee, Kent State University
Learning Qualitative Research in Lithuania: Contexts Impacting Qualitative Methodologies. Audra Skukauskaite, Klaipeda University; Liudmila Rupsiene, Klaipeda University

58.082-7. Relationship and Knowledge Landscapes in Narrative Inquiry. SIG-Narrative and Research; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 4:05–5:35pm
Chair: Elaine Chan, University of Nebraska–Lincoln
Participants:
Negotiating Relational Ethics: Stories of Researchers and the Tensions in “Narrative Beginnings.” Keisha L. Sirbue, The University of Hong Kong; Nicola Gram, The University of Hong Kong
Living Deficit–It? Nontraditional Transfer Student Experience in Undergraduate Engineering. Angela Minichelli, Utah State University
Engaging in a Co-Created Narrative Inquiry Research Space Alongside Urban Aboriginal Youth: Pedagogical Implications for Preservice Teachers. Lee Mason Schaefer, McGill University; Sean Michael Lessard, University of Alberta; Brian Lewis, University of Regina

58.082-8. STEM and Maker Spaces in Out-of-School Time. SIG-Out-of-School Time; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 4:05–5:35pm
Chair: C. Aaron Price, Museum of Science and Industry–Chicago
Participants:
Elementary, Middle, and High School Out-of-School Time Science Experiences and STEM Career Interest. Katherine P. Dabney, Virginia Commonwealth University; Teri Nicole Johnson, Virginia Commonwealth University; Zahra Hazari, Florida International University; Remy Dou; Gerhard Sonnert, Harvard University; Philip M. Sadler, Harvard University
The Association Between K–12 Out-of-School-Time Science and STEM Identity at the Beginning of College. Teri Nicole Johnson, Virginia Commonwealth University; Katherine P. Dabney, Virginia Commonwealth University; Zahra Hazari, Florida International University; Gerhard Sonnert, Harvard University; Philip M. Sadler, Harvard University
Zooming Into a Maker Project. Priyanka Parekh, California State University–Temple; Elisabeth R. Gee, Arizona State University

58.082-9. Methodological Advancements in Quantitative Research on Work-Related Learning and Professional Development. Division I–Education in the Professions; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 4:05–5:35pm
**58.082-10. Roundtable Session: Career Formation. Division 1—Education in the Professions; Roundtable Session**

**Chair:** Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair

**Participants:**

- Does College Major Impact Performance on Medical Students’ Communication Skills Assessments? Laura Ellen Hirshfield, University of Illinois at Chicago
- Factors Contributing to M.D.-Ph.D. Program Attrition: A Qualitative Case Study. Devasmita Chakraverty, Washington State University–SPOKANE; Donna B. Jeffe, Washington University in St. Louis; Robert H. Tai, University of Virginia
- Practice, Theory, and Policy in University Practicum Programs of Two Professions: Teaching and Social Work. Ayelet Becher, University of Haifa; Lily Orland-Barak, University of Haifa
- The Study of Women in Dentistry: A Review Since 1975. Rachel Kearney, The Ohio State University—Columbus

**58.082-11. Roundtable Session: Methods and Measures. Division 1—Education in the Professions; Roundtable Session**

**Chair:** Dorthea H. Juul, American Board of Psychiatry and Neurology, Inc.

**Participants:**

- Development of a Competency-Based Assessment System: A Practical Guide to Procedural and Validity Considerations. Melissa J. Margolis, National Board of Medical Examiners; Patricia J. Hicks, The University of Pennsylvania; Alan Schwartz, University of Illinois at Chicago; Carol Carraccio; Brian E. Clauer, National Board of Medical Examiners
- Exploring the Social Processes of Innovative Work Behavior. Dominik Emanuel Froehlich, University of Vienna; Gerhard Messmann, University of Regensburg
- Improving the Test-Taking Experience Through Comprehensive Item Review. Sarah B. McBrien, Univ. of Nebraska Medical Center & Univ. of Nebraska-Lincoln; Donna K. Czarnecki, University of Nebraska—Medical Center
- Revisiting Measurement Construct Definitions in High-Stakes Assessments in the Professions: Necessary Challenges and Practical Strategies. Ulana A. Lucin-Dubas, National Board of Medical Examiners; Monica M. Cuddy, National Board of Medical Examiners; Polina Harik, National Board of Medical Examiners

**58.082-12. Promoting Science Education Understanding Through Curriculum and Instruction. SIG-Science Teaching and Learning; Roundtable Session**

**Chair:** Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair

**Participants:**

- An Exploratory Study Into Instruction, Creativity, and Facilitating Reasoning. Bruce G. Wildrip, University of Tasmania; John Kenny, University of Tasmania; Art Widow, Indonesian University of Education
- Curriculum and Instruction at Exemplar Inclusive STEM High Schools. Erin E. Peters Burton, George Mason University; Ann House, SRI International; Edmund M. Han, The George Washington University; Sharon J. Lynch, The George Washington University
- Exploring a High School Science Teacher’s Use of Socratic Seminars: Scaffolding Argumentation to Promote Conceptual Change in English Language Learners. Malaika E. Jordan, Georgia State University; Suzanne Roman, Georgia State University; Kadir Demir, Georgia State University
- Inquiry, Talk, and Text: Promising Tools That Bridge STEM Learning for Young English Language Learners. Zenaaida Aguirre-Munoz, Texas Tech University; Michelle Pantoya, Texas Tech University; Magdalena Pando, Texas Tech University
- Model-Based Science Teaching: Effects on Confidence Levels and Attitudes of Female High School Students. Grant Williams, St. Thomas University
58.082-16. Special Education Research SIG Roundtable
Discussion 4. SIG-Special Education Research; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 4:05–5:35pm
Chair: Christine Hancock, The University of Kansas
Participants:
Determining the Reliability of a Special Educator Evaluation to Improve Instruction for Students With Disabilities. Angela Rae Crawford, Boise State University; Evelyn Johnson, Boise State University
Multi-Tiered System of Supports (MTSS): Teachers in Urban Schools Speak Up. Gina L. Braun, University of Illinois at Chicago; Christerrayln Brown, University of Illinois at Chicago; Skip Kumm, University of Illinois at Chicago; Samantha Walte, University of Illinois at Chicago; Marie Tejere Hughes, University of Illinois at Chicago; Daniel Montagne Maggin, Vanderbilt University
Using Cultural Historical Activity Theory to Uncover Praxis in Special Education Teacher Preparation. Christine Hancock, The University of Kansas; Amanda Miller, University of Kansas

58.082-17. STEM the Tide: Ensuring the Success of Black Students in STEM. SIG-Research Focus on Black Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 4:05–5:35pm
Chair: Cola Ross Baber, North Carolina Ae/T State University
Participants:
African American Students’ Experiences in STEM Education: An Ecological Systems Approach. Hongyuan Woo, University of Louisville; Na Mi Bang, University of Central Arkansas; Malik S. Henfield, University of San Francisco; Junfei Lu, The University of Alabama
Development of the Predictors of Black Outcomes in STEM Survey: Lessons From Innovations University. Vinetta C. Jones, Howard University; Kenneth Alonzo Anderson, Howard University; Mohammad Mahomed, Howard University
Undergraduate Mathematical Community: Investigating the Case of an All-Male Historically Black College/University. Christopher Charlie Jett, The University of West Georgia
“Yall Can’t Stay Here!” Systematically Eliminating Black Students From STEM Disciplines at Righteous State University. Ivory Marcel Berry, George Mason University

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 4:05–5:35pm
Chair: Michael A. Lawson, University of Alabama
Participants:
Collective Impact or “Selective Impact”: Opportunity Gaps in Initiatives Meant to Provide Opportunities for All. Lori Ann Delale-O’Connor, University of Pittsburgh; Ira Murray, University of Pittsburgh
Family Visits: Parent Voices in a Teacher-Initiated Practice. Nathanie Alice Lee, University of Washington–Seattle
Teacher Home Visits and Their Effect of Connecting With Students and Parents. Samantha Michele Shields, Texas A&M University–College Station; Katie Black, Texas A&M University–College Station; Kim Boddie Wright, Texas A&M University–College Station; Hersh C. Waxman, Texas A&M University

58.082-19. Let’s Talk About Student-Athlete Outcomes: The Gender and Race Conversation. SIG-Research Focus on Education and Sport; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 4:05–5:35pm
Chair: Derek A. Houston, University of Oklahoma
Participants:
Interaction Among Gender, Race/Ethnicity, and School Sports Participation in Youth Development. Youngseon Kang, University of Minnesota–Twin Cities; Martin Van Boekel, University of Minnesota–Twin Cities; Okan Bulut, University of Alberta; Kyle Nickodem, University of Minnesota; Jose R. Palma Zamora, University of Minnesota; Kory Vue, University of Minnesota–Twin Cities; Yoojung Jang, University of Minnesota; Michael C. Rodriguez, University of Minnesota
Is There Success in Duality? Aspirations and Identities of Black Male High School Student Athletes. Adeoye Adeyemo, University of Georgia
Sport Club Participation and Health-Related Outcomes in College Students: Comparisons by Sex and Academic Classification. Tsz Lun Chu, University of North Texas; Tao Zhang, University of North Texas

58.082-20. Lessons From Flint: Engaging Learners With Environmental Crises. SIG-Environmental Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 4:05–5:35pm
Chairs: John Joseph Lupinacci, Washington State University–Pullman; Bradley J. Filporto, California State University–East Bay
Participants:
Change Day: How a High School Environmental Justice Class Transformed Student Identities, Prompting Civic Action. Emilia Askari, Michigan State University; Christopher Burke, University of Michigan–Dearborn; Kristian D. Stewart, University of Michigan–Dearborn; Suzanne Selig, University of Michigan–Flint
Flint in the News: How Visual Framing Influenced Informal Education During an Environmental Crisis. Brian Bowe, Western Washington University; Jennifer Hoewe, University of Alabama; Geri Alumit Zeldes, Michigan State University
Bidirectional Learning: How a University Interacted With 1,000+ Citizens Through a Free, Mid-Environmental-Crisis Course. Suzanne Selig, University of Michigan–Flint; Michelle Sahli, University of Michigan–Flint; E. Yvonne Lewis, University of Michigan–Flint; Kent Key, University of Michigan–Flint; Kay Doer, University of Michigan–Flint
Flint Med: Unpacking Layers of Learning as Film Students Follow Medical Students Helping Flint Residents. Geri Alumit Zeldes, Michigan State University; Hannah Brenner, Michigan State University; Rae Schnath, Michigan State University
(Too) Close to Home: Black Children’s (Re)imaging of Community, Environmental Justice, and Agency. Natalie Renee Davis, University of Michigan–Ann Arbor

58.083. Roundtable Session 26; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 4:05–5:35pm
Chair: Louise B. Jennings, Colorado State University
Participants:
Adolescents at Play: Fostering Civic Engagement Through the Affordances of Multiple Literacies and Humanizing Education. Stuart Greene, University of Notre Dame; Kevin Burke, University of Georgia–Athens; Maria K. McKenna, University of Notre Dame
Exploring Contexts and Interests as Funds of Knowledge in Citizenship Education for Bhutanese/Nepali Elders. Brian D. Seilstad, The Ohio State University
Within the Interstices of Hegemony and Agency: A Case Study of English Language Learning and South African Domestic Work. Anna Kaiper, University of Minnesota–Twin Cities

58.083-2. Multicultural/Multiethnic Education: Perspectives on Family and Institutional Actors’ Roles in the Education of
### Diverse Learners. SIG-Multicultural/Multiethnic Education: Theory, Research and Practice; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 4:05–5:35pm

**Chair:** Gilbert C. Park, Ball State University

**Participants:**
- African American School Principal Decision Making. Wafa Hozenie, Central Michigan University
- Understanding Cultural Competency and Proficiency in Higher Education Through the Perception of Higher Education Administrators. Walter Andre Brown, Jackson State University; Stacy L. Merida, Middle Tennessee State University

### 58.083-3. Achieving the Promise for Indigenous Peoples: Research and Praxis II. SIG-Indigenous Peoples of the Pacific; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 4:05–5:35pm

**Chair:** Kerry Laiana Wong, University of Hawaii–Mānoa

**Participants:**
- Oral Culture in the 21st Century: Bridging Taiwan’s Cultural Gap. Yer Jefferi Thao, Portland State University
- Pacific Islander Cultural Racism Theory (PI-CRiT): Athletic Laborers in U.S. Higher Education. Keali‘i Troy Kukahiko, University of California, Los Angeles
- The Attendance Gap: A Case Study in Hawaii. Malkeet Singh, Education Northwest; Hugh H. Dunn, University of Hawaii

### 58.083-4. Reconstructing Educational Practices and Institutions. SIG-Philosophical Studies in Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 4:05–5:35pm

**Chair:** Liz Jackson, University of Hong Kong

**Participants:**
- Toward a Politics of Humanity in Wellness Education. Erica Kunimoto, University of Calgary; Dianne Gereld, University of Calgary
- The Problem of Happiness in Social Justice Education. Charles Bingham, Simon Fraser University; Liz Jackson, University of Hong Kong

Is Tuition-Free Public College a Desirable Plan? Sula You, University of Oklahoma

### 58.083-5. Poetics of Arts-Based Educational Research. SIG-Arts-Based Educational Research; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 4:05–5:35pm

**Chair:** Maya R. Pindyck, Teachers College, Columbia University

**Participants:**
- Becoming an Educational Researcher: A Poetic Inquiry. Karenanna Boyle Creps, Michigan State University; Aaron Samuel Zimmerman, Texas Tech University
- Using Bodily Writing and Performatice Inquiry as Arts-Based Research Methodology in Collaborative Doctoral Research. Alexia Bueno, University at Buffalo–SUNY; Charles Howard Gonzalez, University at Buffalo–SUNY
- What Can Poetic Inquiry Do? Affect and Form in (Post)Qualitative Research. Maya R. Pindyck, Teachers College, Columbia University
  
  “Follow Through”: Poetic Representation of Action Planning for Social Justice. Christopher Daniel Murakami, University of Missouri–Columbia; Andrea M. Hawkinson, University of Missouri; Crystal Kroner, University of Missouri–Columbia; Jo Anna O’Neill, University of Missouri–Columbia

### 58.083-6. Cultural Praxis as Transformative Pedagogy. Division B–Curriculum Studies; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 4:05–5:35pm

**Chair:** Julie C. Garlen, Georgia Southern University

**Participants:**
- Class, Culture, and Elite Curricula: Researching Class Reproduction in a Singapore Elite School. Leonel Tze-Wei Lim, National Institute of Education–Nanyang Technological University
- Pedagogies of Social Transformation. Michael Patrick O’Malley, Texas State University; Tanya Alyson Long, Texas State University; Diana Barrera, Texas State University–San Marcos; Susan M. Croteau, Texas State University–San Marcos; Laura K. Reyna, Texas State University; Skyller Walkes; Jefry King, Concordia University–Texas

### 58.083-7. Culturally Responsive Schooling and Student Success. Division B–Curriculum Studies; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 4:05–5:35pm

**Chair:** Katherina Ann Payne, The University of Texas at Austin

**Participants:**
- Emergent Conscientization Among Preteens Through Critical, Socioculturally Responsive Literacy Pedagogy. Alma Stevenson, Georgia Southern University; Scott A. Beck, Georgia Southern University
- Everyday Cosmopolitanism Within a Youth Theater Program: Cultivating Interconnections Through Cultural Creativity. Bic H. Ngo, University of Minnesota; Betsy Maloney Leaf, University of Minnesota–Twin Cities

### 58.083-8. Curricular Hacking and Other Suspensions as a (re)Turn to the Commons. Division B–Curriculum Studies; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 4:05–5:35pm

**Chair:** Daniel Friedrich, Teachers College, Columbia University

**Participants:**
- Educational Hacking: The Politics of Appropriation for Common Use in Educational Practice and Research. Tyson E. Lewis, University of North Texas
- Hacking Toward a Public Education. Jordan Corson, Teachers College, Columbia University; Daniel Friedrich, Teachers College, Columbia University
- Speculative Engineering: The Case for Fictional STEM Knowledge. Elizabeth De Freitas, Manchester Metropolitan University

Exemplifying: An Experiential Case for a Unique Educational Practice. Joris Vlieghe, Liverpool Hope University

### 58.083-9. Curriculum as Cultural Production. Division B–Curriculum Studies; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 4:05–5:35pm

**Chair:** Douglas Mcknight, The University of Alabama

**Participants:**
- “But S/He Wasn’t Learning!” Game-Based Pedagogies, Video Games, and Supporting K–12 Teachers in the Classroom. Jennifer Jenson, York University; Cristyne Hebert, York University
- Building Sustainable Bridges of Collaboration Through Online Voices. James Lamar Foster, Duquesne University; Amy Michelle Olsen, Duquesne University; sungtae jung, University of Minnesota–Twin Cities
- The Symbolic Work of Canning Tomatoes: Common Culture in Arts Education Research. Deanna Del Vecchio, University of Toronto

### 58.083-10. Curriculum Reform in Chile, South Korea, China, and the United States. Division B–Curriculum Studies; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 4:05–5:35pm

**Chair:** Min Yu, Wayne State University

**Participants:**
Crafting Curriculum Reform: Differentiating and Diversifying School Curriculum for the Needs of Students. Shuming Liu, Ball State University

The Relationship Among School Culture, Self-Efficacy, and South Korean Teachers’ Agency in Curricular Autonomy Exercise. Mina Min, Indiana University–Bloomington

Doing More, Appearing, or Kill at Another Level: Teacher Approaches to Common Core Implementation. Paul B. McHenry, Mountain View-Los Altos High School District; Jennifer Branch, University of California, Riverside; Michael Arthur Harrison, Big Bear High School

Chilean History Teachers Dealing With Curriculum Modifications. Carmen Zuniga, Universidad Andrés Bello

58.083-11. Innovative Pedagogical Approaches for the 21st Century. Division B–Curriculum Studies; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 4:05–5:35pm
Chair: Theodorea Regina Berry, The University of Texas at San Antonio
Participants:
Curriculum, Pedagogy, and Subjectivity as a Counternarrative. Jim Burns, Florida International University; Christine Wanjiku Nganga, The George Washington University
Outsiders, Outlaws, and Oenophiles: A Border Pedagogy and Currere as Sacred Space. Jennifer L. Martin, The University of Mount Union; Julia Persky, Texas A&M University–College Station
Podcasting as Pedagogy: DIY Technology to Engage Novel Epistemologies With Incarcerated Students in Texas. Isaac A. Torres, Texas State University
Situationist Pedagogy and Curriculum Studies. James Trier, University of North Carolina–Chapel Hill

58.083-12. Land, Language, Place, and the Turnings From Coloniality. Division B–Curriculum Studies; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 4:05–5:35pm
Chair: Katie Johnston-Goedstor, University of Minnesota
Participants:
Fanning the Flames of Curriculum’s Desire Through Complicated Conversations With Martin Heidegger. Sharon Harvey, Arizona State University; M. Jayne Fleener, North Carolina State University, Douglas David Karrow, Brock University; Jie Yu, Rollins College
Language Out of Place: (Settler-)Colonial Language Frames and Racializing Violence. Juliet Kunukel, Berkeley University of California

58.083-13. Outcomes of Learning: Mapping the Processes of Being and Becoming. Division B–Curriculum Studies; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 4:05–5:35pm
Chair: Thomas Greckhamer, Louisiana State University
Participants:
English Language Arts as a Curriculum Field: An Investigation of Cultural Models and Validity. Ross Emmerson Collin, Virginia Commonwealth University; Clay Aschliman, Virginia Commonwealth University
Novice Researchers’ Conceptualization of Research Paradigms: Mapping the Processes and Outcomes of Learning. Sebnem Cilesiz, University of Louisiana at Lafayette; Thomas Greckhamer, Louisiana State University
Receptive Discourse: Listening for Students’ Thinking. Laura Rychly, Augusta University

58.083-14. People of Curriculum: Gloria Ladson-Billings, William Pinar, Gayatri Chakravorty Spivak, and Jessica Benjamin. Division B–Curriculum Studies; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 4:05–5:35pm
Chair: Vonzell Agosto, University of South Florida
Participants:
“But I Teach Black Authors!” A Critical Review of the Historical Works of Gloria Ladson-Billings. Amber C. Bryant, University of North Carolina–Charlotte; Marcia Watson, Towson University; Lakia M. Scott, Baylor University
Curriculum and the Possibility of Conversation: The Tensions Between Pinar and Spivak. Megan Snyder Bailey, The University of Alabama
Relational Mutualiness: Implications for Curriculum Theory. Lisa M. D’Amour, University of Calgary

58.083-15. Resisting Neoliberalism and Reconceptualizing Global Education. Division B–Curriculum Studies; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 4:05–5:35pm
Chair: Christopher B. Crowley, Wayne State University
Participants:
Deconstructing Neoliberalism in Global Citizenship Discourses: An Analysis of Korean Social Studies Textbooks. Yei Kim, Teachers College, Columbia University; Yoongjae Choi, Ewha Womans University
Who Is the Creative Subject? Creativity Discourse as a Global Curriculum. Hye Jin Kim, University of Toronto
Making of the Civilized Subject in Colonial French Vietnamese Curriculum: Ontopolitics of Knowledge. Chau Bao Vu, Louisiana State University–Batson Rouge

58.083-16. Theory in Action: An Exploration of Self and Boundaries. Division B–Curriculum Studies; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 4:05–5:35pm
Chair: Gabriel Stephen Huddleston, Texas Christian University
Participants:
Breaking Through the Shell of the Lesser Self: A Duothematic Exploration of Human Revolution. Melissa Riley Bradford, DePaul University; Julie Nagashima, University of Pittsburgh
Deliberative Curriculum Innovation as Boundary Crossing. Manfred Lang, IPN–Leibniz Institute for Science and Mathematics Education

58.083-17. Transgressive and Transformational Learning in Early Childhood Education. Division B–Curriculum Studies; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 4:05–5:35pm
Chair: Shubhi Sachdeva, The University of Texas at Austin
Participants:
Body-Induced Aporia as a Catalyst for Transformational Learning. LeAnn M. Holland, Teachers College, Columbia University
Diffractions and (in) Between Spaces of Philosophy in a Reggio Emilia-Inspired Preschool. Angela Lewis, University of Wyoming
Time to Learn: What Unschooling Children Need Most to Develop Literacy. Kellie Rolstad, University of Maryland; Khara Schonfeld-Karan, University of Maryland–College Park
When East Meets West: A Case Study of School-Based Curriculum Development in a Chinese Kindergarten. Weipeng Yang, University of Hong Kong; Hui Li, University of Hong Kong

58.083-18. Critical Perspectives on Dual-Language Education. SIG-Bilingual Education Research; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 4:05–5:35pm
Chairs: Cristina Diordieva, Texas Tech University; Jeff MacSwan, University of Maryland
Participants:
“Kids Naturally Segregate”: Exploring Integration and School Culture in a Two-Way Dual-Language Program. Meg Burns, Lesley University
Interest Convergence and Hegemony in Dual-Language Programs: Bilingual Education, but for Whom and Why? Laura B. Kelly, Arizona State University–Tempe
La Comunidad: Family Literacy and Community Connections in a Dual-Language Context. Kristen L. Pratt, Washington State University
Two-Way Immersion, Gentrification, and Critical Pedagogy: Teaching Against the Neoliberal Logic. Daniel Heiman, The University of Texas at Austin

Dual-Language Bilingual Education for All? Access and Equity in Suburban Communities. Zolia Morell, Mercy College; Kimberly Case, Independent Consultant

58.083-19. Learning in Nontraditional Spaces. SIG-Caribbean and African Studies in Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 4:05–5:35pm
Chair: Paula Carole Daley-Morris, University of the West Indies, Mona
Participants:
- Challenges and Solutions in Online Facilitation: The Case of the University of the West Indies Open Campus. Andrew Bruce Campbell, The University of the West Indies–Open Campus
- Organizing Literacy Environments in Early Primary Classrooms in Rural Mozambique. Jeongmin Lee, Florida State University
- The Case of Out-of-School Children in the Eastern Caribbean: Present and Potential Exclusion. Verna Charleen Knight, The University of the West Indies

58.083-20. Research on Women and STEM. SIG-Research on Women and Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 3; 4:05–5:35pm
Chair: Carol A. Mullen, Virginia Polytechnic Institute and State University
Participants:
- Being and Becoming an Engineer: Understanding How Women of Color Form Engineering Identities. Tonisha B. Lane, University of South Florida; Megan Lopez, University of South Florida; Amanda Wahiba, University of South Florida
- Factors Influencing International Women Students’ Choice of STEM Majors: A Partial Least Squares–Structural Equation Modeling Model. Shiva Jahani, University of Central Florida; Haiyan Bai, University of Central Florida; Matthew D. Munyon, University of Central Florida; Mingming Zhou, University of Central Florida
- Gendered Student Ideals in STEM in Higher Education. Laura Parson, University of Louisville
- High-Achieving Women of Color Transfer Students in the STEM Pipeline. Melo-Jean Yap, University of California, Los Angeles

Division and SIG Posters

58.084. Poster Session 13; Poster Session

58.084-1. Teacher Satisfaction in an Urban Independent School: “Marriage to the Mission.” Division K–Teaching and Teacher Education; Poster Session
Henry B. Gonzalez Convention Center, Street Level, Stars at Night Ballroom 4; 4:05–5:35pm
Poster:

58.084-2. Teaching in the Social Studies. Division K–Teaching and Teacher Education; Poster Session
Henry B. Gonzalez Convention Center, Street Level, Stars at Night Ballroom 4; 4:05–5:35pm
Posters:
2. Developing Elementary Teachers’ Knowledge and Practice Through Designing Integrated Curriculum in a Professional Learning Community. Derek Jordan, Clark County School District; Shaoan Zhang, University of Nevada–Las Vegas; Marilyn McKinney, University of Nevada–Las Vegas; LeAnn G. Putney, University of Nevada–Las Vegas
4. History Content Standards and Instructional Choice: Implications for Teacher Education. Brian Girard, The College of New Jersey; Lauren McArthur Harris, Arizona State University
5. Understanding Multiple Perspectives: A Researcher-Practitioner Collaboration to Support Critical Reading in Elementary History

Instruction. Nicole Anne Mancewicz, University of California, Los Angeles; Judith Kantor, UCLA Lab School; Sylvia Gentile, University of California, Los Angeles
6. Technology Integration, Beliefs, and Pedagogical Practices in Middle School Social Studies: A Phenomenological Case Study. Marie Heath, Towson University

58.084-3. The Most Valued Teacher Competencies and Influencing Factors: A Cross-Culture Perspective. Division K–Teaching and Teacher Education; Poster Session
Henry B. Gonzalez Convention Center, Street Level, Stars at Night Ballroom 4; 4:05–5:35pm
Poster:
7. The Most Valued Teacher Competencies and Influencing Factors: A Cross-Culture Perspective. Shuying Ding, Universidad Autónoma de Barcelona

58.084-4. Poster Session 2: Motivational and Affective Processes. Division C–Learning and Instruction; Poster Session
Henry B. Gonzalez Convention Center, Street Level, Stars at Night Ballroom 4; 4:05–5:35pm
Posters:
8. A Process-Oriented Approach to Examine Learners’ Emotions in Learning Microbiology in a Narrative Game. Zhenhua Xu, University of Toronto; Earl Woodruff, OISE/University of Toronto
9. Developing a Measure of Students’ Subjective Experience of Appreciation. Megan Sanders, Carnegie Mellon University; Cristian Gigu; Lynley H. Anderman, The Ohio State University
10. Emotion Regulation During Studying and Exams in Undergraduate Students: Antecedents, Achievement Emotions, and Outcomes. Amanda Jarrell, McGill University; Susanne P. Lajoie, McGill University; Tara Tressel, McGill University; Maadeh Assadat Kazemitabar, McGill University
11. Examining Teachers’ Thoughts and Emotions Toward Students With Fetal Alcohol Spectrum Disorder Using Attribution Theory. Jona Rose Frohlich, University of Alberta; Lia Marie Daniels, University of Alberta; Lindsey Nadon, University of Alberta
12. How Do We Engage Students in Mathematics? Exploring Interest, Goal Orientations, and Achievement Emotions. Brett D. Campbell, Brigham Young University
13. How Social Cognitive Understanding Relates to Task Frustration and Impairs Performance on a Narrative Task. Stephanie Buono, University of Toronto; Earl Woodruff, OISE/University of Toronto
14. Impact of Cognitive and Psychological Factors on Math/Science Career Interest: The Gender Moderating Effect. Xiaoxia Huang, Western Kentucky University; Jie Zhang, University of Houston
15. Investigating Factors Influencing Emotion Regulation in Math Homework. Ruiping Yuan, Mississippi State University; Jianzhuo Xu, Mississippi State University
16. Teacher Self-Efficacy, Burnout, and Control/Value Appraisals: A Closer Look at Specific Relationships. Hadley J. Solomon, University of New Hampshire; Shay Cassily, University of New Hampshire; Mary Dindorfer, University of New Hampshire; Joy Dangora Erickson, University of New Hampshire; Beth S. Fornauf, University of New Hampshire; Minori Haga Stefon, University of New Hampshire
17. The Influence of Attitudes and Emotions in Learning From Multiple Texts. Ian Edgar Thacker, University of Southern California; Krista R. Muis, McGill University; Robert William Danielson, University of Southern California; Gale M. Sinatra, University of Southern California; Reinhard Pekrun, University of Munich; Philip H. Winne, Simon Fraser University; Marianne Chevrier, McGill University
18. Individual Differences in Response to Attributional Praise in an Online Learning Environment. QIN ZHAO, Western Kentucky University; Xiaoxia Huang, Western Kentucky University
19. The Relation Between Motivational Profiles and Self-Regulated Learning Skills. Martine Baars, Erasmus University Rotterdam; Lisette Wijnia, Erasmus University Rotterdam and Roosevelt Center for Excellence in Education
20. Validation of an Adaptive Measure of Reading Motivation. Marcia H. Davis, Johns Hopkins University; Stephen M. Tonks, Northern Illinois University; Michael F. Hock, The University of Kansas; Wenhao Wang, The University of Kansas
58.084-5. Division J Section 2a Poster Session: College Student Access. Division J—Postsecondary Education; Poster Session
Henry B. Gonzalez Convention Center, Street Level, Stars at Night
Ballroom 4; 4:05–5:35pm

Posters:
23. An Examination of Academic, Financial, and Societal Factors Impacting the Decision to Delay Entry to College. Rebecca A. Butler, Lijing Yang, Ohio University–Athens
25. College for Certain: Barriers and Pathways to College Readiness and Success. Victoria Christine Rodriguez, Stanford University School of Education
26. Ethnicity, Academic Ability, and Matriculation: Examining Postsecondary Pathways for Hispanic Students. Paul G. Perrault, Helios Education Foundation; Eric Hedberg, University of Chicago; Michelle Boehm, Helios Education Foundation
27. Factors Influencing College Choice Among First-Generation Underrepresented Minorities. Jerry Jameel Wilson, University of North Carolina; Patrick Ako, University of North Carolina—Chapel Hill; Jen Kretchmar, University of North Carolina—Chapel Hill
28. Interdependence and Independence: Narratives of Constraints and Autonomy in How High-Achieving Students Apply to College. Yang Lor, University of California, Berkeley
29. Leveling the Playing Field: A Comparison Between Recipients and Nonrecipients of Brazilian Programa Universidade para Todos (ProUni) Grants. Vera L. Felicetti, Centro Universitário La Salle; Alberto F. Cabrera, University of Maryland
31. Paving the Road Into STEM for Latino Students. Diley Hernandez, Georgia Institute of Technology; Analia Rao, Georgia Institute of Technology; Shaheen Rana, Georgia Institute of Technology; Meltem Alemzar, Georgia Institute of Technology; Marion Usselman, Georgia Institute of Technology
32. Policy, Access, and Equality: Impacts of State Policy on Undocumented Student Access to Postsecondary Education. Rachel Anne Burns, University of Georgia–Athens
33. Racial Segregation in California Higher Education: Examining Trends Between and Within Sectors. Connie Yan Kang, University of California, Irvine; Rachel Baker, University of California, Irvine; Sabrina Solanki, University of California, Irene; Katherine Hanna, University of California, Irvine; Shelia Malone, Jackson State University; Valerie Acededo, University of California, Irvine
34. “We’re Caught In Between Two Systems”: Exploring Policy Contradictions in Early College High School Implementation. Julia Casmann Duncheon, The University of Texas at El Paso

58.084-6. Investigating the Causal Effects of Advanced Placement Programs on Timely Degree Completion. Division J—Postsecondary Education; Poster Session
Henry B. Gonzalez Convention Center, Street Level, Stars at Night
Ballroom 4; 4:05–5:35pm

Poster:
35. Investigating the Causal Effects of Advanced Placement Programs on Timely Degree Completion. Lori Prince Hagood, University of Georgia–Athens; Karen L. Webber, University of Georgia; Angela Bell, University System of Georgia

58.084-7. Modeling and Visualizing First-to-Second-Year Retention. Division J—Postsecondary Education; Poster Session
Henry B. Gonzalez Convention Center, Street Level, Stars at Night
Ballroom 4; 4:05–5:35pm

Poster:
36. Modeling and Visualizing First-to-Second-Year Retention. Resche Devone Hines, Stetson University; Angela Henderson, Stetson University

58.084-8. Persistence and Attainment of Nontraditional Students. Division J—Postsecondary Education; Poster Session
Henry B. Gonzalez Convention Center, Street Level, Stars at Night
Ballroom 4; 4:05–5:35pm

Poster:
37. Persistence and Attainment of Nontraditional Students. Jijun Zhang, American Institutes for Research; jiashan Cui, American Institutes for Research; Huade Huo, American Institutes for Research; Mark Osofsky; Zoe Padgett, American Institutes for Research

58.084-9. Policy Posters. Division J—Postsecondary Education; Poster Session
Henry B. Gonzalez Convention Center, Street Level, Stars at Night
Ballroom 4; 4:05–5:35pm

Posters:
38. Financial Sustainability for Advanced Degree and Certificate Programs. Yael Kidron, American Institutes for Research
39. Financing Study Abroad: An Exploration of Financial Factors and Undergraduate Study Abroad Patterns. Melissa Whately, University of Georgia–Athens
40. State Postsecondary Policy Innovativeness. David Allen Tandberg, SHEEO; Thomas Austin Lacy, RTI International; Suk Joon Hwang; Francis Berry; Shouping Hu, Florida State University; Toby Park, Florida State University

58.084-10. Student Loan Debt and Financial Stress: Implications for Academic Performance. Division J—Postsecondary Education; Poster Session
Henry B. Gonzalez Convention Center, Street Level, Stars at Night
Ballroom 4; 4:05–5:35pm

Poster:
42. Student Loan Debt and Financial Stress: Implications for Academic Performance. Amanda R. Baker, The Ohio State University; Catherine P. Montalto, Ohio State University

58.084-11. The Geography and Demographics of Student Success in Ohio’s Chain Model For-Profit Colleges. Division J—Postsecondary Education; Poster Session
Henry B. Gonzalez Convention Center, Street Level, Stars at Night
Ballroom 4; 4:05–5:35pm

Poster:
43. The Geography and Demographics of Student Success in Ohio’s Chain Model For-Profit Colleges. Elizabeth Anne Gilblom, Cleveland State University; Jonathan E. Messemier, Cleveland State University; Hilla Sang, Kent State University

58.084-12. To Go or Not to Go? Estimating the Community College Attendance Effect on STEM Baccalaureate Achievement. Division J—Postsecondary Education; Poster Session
Henry B. Gonzalez Convention Center, Street Level, Stars at Night
Ballroom 4; 4:05–5:35pm

Poster:
44. To Go or Not to Go? Estimating the Community College Attendance Effect on STEM Baccalaureate Achievement. Dale Campbell, University of Florida; Hongwei Yu, Center for Community College Student Engagement; E. Michael Bohlig, The University of Texas

58.084-13. Research in Mathematics Education SIG Poster Session. SIG-Research in Mathematics Education; Poster Session
Henry B. Gonzalez Convention Center, Street Level, Stars at Night
Ballroom 4; 4:05–5:35pm

Posters:
45. A Tale of Two Narratives: Divergent Teacher Noticing of Student Collaboration. Heather Fink, University of California, Berkeley
SUNDAY, APRIL 30 · 6:00 PM

AERA Sessions

59.010. Social Justice in Education Award Lecture (#AERASJ). AERA Sessions; Speaker Session

Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon E; 6:00–7:00pm; followed by reception, see 61.010
Chair: Kofo Lomotey, Western Carolina University
Participant: Making Higher Education Just. Estela M. Bensimon, University of Southern California

SUNDAY, APRIL 30 · 6:15 PM

Division Sessions

60.010. Division F Business Meeting. Division F—History and Historiography; Business Meeting

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 206 A; 6:15–7:45pm

60.011. Division G Business Meeting. Division G—Social Context of Education; Business Meeting

Henry B. Gonzalez Convention Center, River Level, Room 4; 6:15–7:45pm

Chair: Elizabeth Birr Moje, University of Michigan

60.012. Division K Business Meeting. Division K—Teaching and Teacher Education; Business Meeting

Henry B. Gonzalez Convention Center, River Level, Room 5; 6:15–7:45pm
Chair: Katherine Schultz, University of Colorado–Boulder

SIG Sessions

60.013. Adolescence and Youth Development SIG Business Meeting. SIG-Adolescence and Youth Development; Business Meeting

Grand Hyatt San Antonio, Second Floor, Bowie B; 6:15–7:45pm

60.014. Advanced Studies of National Databases SIG Business Meeting. SIG-Advanced Studies of National Databases; Business Meeting

Henry B. Gonzalez Convention Center, River Level, Room 7C; 6:15–7:45pm
Participant: Kristin E. Harbour, The University of Alabama
Officer: Carolyn Elizabeth Barber, University of Missouri–Kansas City

60.015. Applied Research in Immersive Environments for Learning SIG Business Meeting. SIG-Applied Research in Immersive Environments for Learning; Business Meeting

Grand Hyatt San Antonio, Fourth Floor, Republic C; 6:15–7:45pm

60.016. Arts and Inquiry in the Visual and Performing Arts in Education SIG Business Meeting. SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Business Meeting

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 B; 6:15–7:45pm
Chair: Mary Beth Cancienne, James Madison University
Participant: Moving Through Physical and Conceptual Space: Dance, Drawing, and Social Justice. William C. Ayers, University of Illinois at Chicago; Douglas J. Loveless, The University of Auckland; Aaron Thomas Bodle, James Madison University; Rachel Bransham; Mark B. DeGarmo, Mark DeGarmo Dance

60.017. Bilingual Education Research SIG Business Meeting. SIG-Bilingual Education Research; Business Meeting

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 211; 6:15–8:15pm
Officers: Deborah K. Palmer, University of Colorado Boulder; Susan Hopewell, University of Colorado–Boulder; Audrey Figueroa Murphy, Saint John’s University; Reyna G. Garcia-Ramos, Pepperdine University

60.018. Brain, Neurosciences, and Education SIG Business Meeting. SIG-Brain, Neurosciences and Education; Business Meeting

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 209; 6:15–8:15pm

60.019. Catholic Education SIG Business Meeting. SIG-Catholic Education; Business Meeting

Henry B. Gonzalez Convention Center, River Level, Room 6B; 6:15–7:45pm
Chair: Katie Huchting, Loyola Marymount University

60.020. Classroom Observation SIG Business Meeting. SIG-Classroom Observation; Business Meeting

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 213 A; 6:15–7:45pm
60.021. Computer and Internet Applications in Education SIG Business Meeting. SIG-Computer and Internet Application in Education; Business Meeting
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon E; 6:15–7:45pm
Chair: James Hatten, University of South Florida

60.022. Critical Issues in Curriculum and Cultural Studies SIG Business Meeting. SIG-Critical Issues in Curriculum and Cultural Studies; Business Meeting
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 C; 6:15–7:45pm
Officers: Debbie Sonu, Hunter College–CUNY; Julie C. Garlen, Georgia Southern University; Hannah Marie Spector, Pennsylvania State University–Harrisburg

60.023. Data-Driven Decision Making in Education SIG Business Meeting. SIG-Data-Driven Decision Making in Education; Business Meeting
Grand Hyatt San Antonio, Third Floor, Bonham C; 6:15–7:45pm
Chair: Ellen B. Mandinach, WestEd

60.024. Graduate and Postdoctoral Education Across the Disciplines SIG Business Meeting. SIG-Doctoral Education Across the Disciplines; Business Meeting
Henry B. Gonzalez Convention Center, River Level, Room 6A; 6:15–7:45pm
Officer: Susan K. Gardner, University of Maine

60.025. Fiscal Issues, Policy and Education Finance SIG Business Meeting. SIG-Fiscal Issues, Policy and Education Finance; Business Meeting
Grand Hyatt San Antonio, Fourth Floor, Crockett D; 6:15–7:45pm

60.026. Inclusion and Accommodation in Educational Assessment SIG Business Meeting. SIG-Inclusion and Accommodation in Educational Assessment; Business Meeting
Grand Hyatt San Antonio, Fourth Floor, Crockett A; 6:15–7:45pm
Chair: Anne H. Davidson, Anne H. Davidson

60.027. Instructional Technology SIG Business Meeting and Conversation With National Science Foundation Program Directors. SIG-Instructional Technology; Business Meeting
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon D; 6:15–8:15pm
Chair: Pasha Antonenko, University of Florida
Participants: Robert L. Russell; Monya Aisha Ruffin, National Science Foundation; Christopher Hoadley, New York University

60.028. Ivan Illich SIG Business Meeting: What Next? Illich and AERA. SIG-Ivan Illich; Business Meeting
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 216 A; 6:15–7:45pm

60.029. Language and Social Processes SIG Business Meeting. SIG-Language and Social Processes; Business Meeting
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon B; 6:15–7:45pm
Chair: Mariana Souto-Manning, Teachers College, Columbia University

60.030. Large Scale Assessment SIG Business Meeting. SIG-Large-Scale Assessment; Business Meeting
Grand Hyatt San Antonio, Fourth Floor, Crockett B; 6:15–7:45pm
Chair: Kurt F. Gesang, University of Nebraska

60.031. Law and Education SIG Business Meeting: Forum on Teaching Education Law. SIG-Law and Education; Business Meeting
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 A; 6:15–7:45pm
Chair: Catherine L. Horn, University of Houston

60.032. Learning and Teaching in Educational Leadership SIG Business Meeting. SIG-Learning and Teaching in Educational Leadership; Business Meeting
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 215; 6:15–7:45pm
Chair: Daniel Reyes-Guerra, Florida Atlantic University
Participants: Liz Hollingsworth, University of Iowa; Karen L. Sanzo, Old Dominion University; Sonya Diana Hayes, Louisiana State University; Vicki Park, San José State University; Maricela Aime Rodrigues, The University of Texas at San Antonio; Edward J. Fuller, The Pennsylvania State University; Erin Anderson, University of Denver; Mounir Bourkiza, Florida Atlantic University

60.033. Lesson Study SIG Business Meeting. SIG-Lesson Study; Business Meeting
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 208; 6:15–7:45pm
Chair: Jennifer M. Lewis, Wayne State University

60.034. Media, Culture, and Learning SIG Business Meeting. SIG-Media, Culture, and Learning; Business Meeting
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 210 B; 6:15–7:45pm

60.035. Motivation in Education SIG Business Meeting. SIG-Motivation in Education; Business Meeting
Henry B. Gonzalez Convention Center, Ballroom Level, Room 301 C; 6:15–8:15pm
Officers: Ellen L. Usher, University of Kentucky; Marcus Lee Johnson, University of Cincinnati; Hadley J. Solomon, University of New Hampshire

60.036. Multicultural/Multiethnic Education: Theory, Research, and Practice SIG Business Meeting Featuring Keynote Speaker Dr. Darnell Cole. SIG-Multicultural/Multiethnic Education: Theory, Research and Practice; Business Meeting
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon A; 6:15–7:45pm
Chair: Rican Vue, Oregon State University
Participant: Darnell G. Cole, University of Southern California
Officer: Spencer Platt, University of South Carolina–Columbia

60.037. Multilevel Modeling SIG Business Meeting: Invited Address by D. Betsy McCoach. SIG-Multilevel Modeling; Business Meeting
Henry B. Gonzalez Convention Center, River Level, Room 7A; 6:15–7:45pm

60.038. Music Education SIG Business Meeting. SIG-Music Education; Business Meeting
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 207 A; 6:15–7:45pm
Chair: Ronald P. Kos, Boston University
Officer: Elizabeth Cassidy Parker, Temple University

60.039. Narrative Research SIG Business Meeting. Beyond Method: Deterritorializing Narrative, by Petra Munro Hendry. SIG-Narrative and Research; Business Meeting
Henry B. Gonzalez Convention Center, River Level, Room 6D; 6:15–7:45pm
Chair: Roland W. Mitchell, Louisiana State University
60.040. Politics of Education SIG Business Meeting. SIG-Politics of Education; Business Meeting
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 C; 6:15–7:45pm

60.041. Problem-Based Education SIG Business Meeting. SIG-Problem-Based Education; Business Meeting
Henry B. Gonzalez Convention Center, River Level, Room 7D; 6:15–7:45pm
Chair: Xun Ge, University of Oklahoma
Participant: The Two Faces of Problem-Based Learning. Henk G. Schmidt, Radboud University Nijmegen

60.042. Professors of Educational Research SIG Business Meeting. SIG-Professors of Educational Research; Business Meeting
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 213 B; 6:15–7:45pm

60.043. Qualitative Research SIG Business Meeting. SIG-Qualitative Research; Business Meeting
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 207 B; 6:15–8:15pm
Chair: Lisa A. Mazzèi, University of Oregon
Participant: Post-qualitative inquiry in the ontological turn. Elizabeth Adams St Pierre, University of Georgia–Athens

60.044. Rasch Measurement SIG Business Meeting. SIG-Rasch Measurement; Business Meeting
Henry B. Gonzalez Convention Center, River Level, Room 7B; 6:15–7:45pm
Chair: Leigh M. Harrell-Williams, The University of Memphis

60.045. Research Focus on Black Education SIG Business Meeting. SIG-Research Focus on Black Education; Business Meeting
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon F; 6:15–7:45pm
Officers: Terrell Lamont Strayhorn, The Ohio State University; T. Elion Dancy, University of Oklahoma; Royel M. Johnson, The Ohio State University–Columbus; Sonja L. Lanehart, The University of Texas at San Antonio; Lisa K. Thompson, Prairie View A&M University

60.046. Research Focus on Education and Sport SIG Business Meeting. SIG-Research Focus on Education and Sport; Business Meeting
Grand Hyatt San Antonio, Fourth Floor, Crockett C; 6:15–7:45pm
Chair: Kristina Navarro, University of Wisconsin

60.047. Research in Reading and Literacy SIG Business Meeting. SIG-Research in Reading and Literacy; Business Meeting
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 205; 6:15–8:15pm
Participant: The Quest for the Universal in Reading: Writing Systems, Languages, and the Brain. Charles Perfetti, University of Pittsburgh
Officers: Francine C. Falk-Ross, Pace University; Wayne H. Slater, University of Maryland; Rosalind Horowitz, The University of Texas at San Antonio; Christopher Michael Hansen, University of Tennessee Chattanooga; James Groff, University of Maryland–College Park

60.048. Research on Teacher Induction SIG Business Meeting. SIG-Research on Teacher Induction; Business Meeting
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 216 B; 6:15–7:45pm
Chair: Andre M. Green, University of South Alabama

60.049. Research on the Education of Deaf Persons SIG Business Meeting. SIG-Research on the Education of Deaf Persons; Business Meeting
Grand Hyatt San Antonio, Second Floor, Bowie A; 6:15–7:45pm

60.050. School/University Collaborative Research SIG Business Meeting. SIG-School/University Collaborative Research; Business Meeting
Grand Hyatt San Antonio, Second Floor, Bowie C; 6:15–7:45pm

60.051. Semiotics in Education: Signs, Meanings, and Multimodality SIG Business Meeting. SIG-Semiotics in Education: Signs, Meanings and Multimodality; Business Meeting
Grand Hyatt San Antonio, Third Floor, Bonham E; 6:15–7:45pm

60.052. Social Studies Research SIG Business Meeting. SIG-Social Studies Research; Business Meeting
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 206 B; 6:15–7:45pm

60.053. Survey Research in Education SIG Business Meeting. SIG-Survey Research in Education; Business Meeting
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 210 A; 6:15–7:45pm
Officers: Peter H. Siegel, RTI International; Kathryn Eveline Peterson, SD 36 (Surrey); Richard G. Lambert, University of North Carolina–Charlotte; Marybeth Lehti, Self-employed

60.054. Technology as an Agent of Change in Teaching and Learning SIG Business Meeting. SIG-Technology as an Agent of Change in Teaching and Learning; Business Meeting
Grand Hyatt San Antonio, Fourth Floor, Republic B; 6:15–8:15pm
Participant: Krista D. Glazewski, Indiana University

60.055. Tracking and Detracking SIG Business Meeting. SIG-Tracking and Detracking; Business Meeting
Henry B. Gonzalez Convention Center, River Level, Room 6C; 6:15–7:45pm
Officers: Steven Drouin, Stanislaus State University; R. Holly Yettick, Editorial Projects in Education, Inc.; Dean Albert Ramser, California State University–Los Angeles; Karen Villegas, UCLA Life Sciences Core Education

60.056. Urban Learning, Teaching and Research SIG Business Meeting. SIG-Urban Learning, Teaching, and Research; Business Meeting
Grand Hyatt San Antonio, Third Floor, Bonham B; 6:15–7:45pm

60.057. Workplace Learning SIG Business Meeting. SIG-Workplace Learning; Business Meeting
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 212 A; 6:15–7:45pm
Chair: Shabron Williams Van Rooij, George Mason University
SUNDAY, APRIL 30 ▶ 7:00 PM

AERA Related Activities

61.010. AERA Joint Social Justice Combined Reception. AERA Related Activities; Reception
Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon F; 7:00–8:30pm

SUNDAY, APRIL 30 ▶ 8:00 PM

Division Sessions

62.010. Divisions K and G Joint Reception. Division K–Teaching and Teacher Education Co-sponsored with Division G–Social Context of Education; Reception
Henry B. Gonzalez Convention Center, Ballroom Level, 304 A&B; 8:00–11:55pm

SUNDAY, APRIL 30 ▶ 8:30 PM

SIG Sessions

63.010. Research Focus on Black Education SIG Reception. SIG-Research Focus on Black Education; Reception
Ruth’s Chris Steak House at the Grand Hyatt San Antonio, 600 E. Market Street, San Antonio; 8:30–11:00pm

MONDAY, MAY 1

MONDAY, MAY 1 ▶ 7:15 AM

Governance Meetings and Events

64.001. AERA Orientation for New Council Members: Closed Meeting. AERA Governance; Governance Session
Grand Hyatt San Antonio, Third Floor, Travis C/D; 7:15–8:45am

MONDAY, MAY 1 ▶ 7:30 AM

Governance Meetings and Events

65.001. AERA Minority Fellows Mentoring Meeting With the Minority Fellowship Selection Committee: Closed Meeting. AERA Governance; Governance Session
Henry B. Gonzalez Convention Center, River Level, Room 5; 7:30–10:15am

MONDAY, MAY 1 ▶ 8:15 AM

Governance Meetings and Events

66.001. AERA Open Editorial Board Meeting: Closed Meeting. AERA Governance; Governance Session
Grand Hyatt San Antonio, Third Floor, Presidio A/B/C; 8:15–9:45am

Presidential Sessions

66.010. Charter Schools and the Future of Public Education. AERA Presidential Session; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, 303 A&B; 8:15–9:45am
Chairs: Kofi Lomotey, Western Carolina University; Jess Renee Weiler, Western Carolina University
Participants: Janelle T. Scott, University of California, Berkeley; Thandeka K. Chapman, University of California, San Diego; Julian Vasquez-Heilig, California State University–Sacramento; Daniel Losen, University of California, Los Angeles

66.011. Promoting Learning, Literacy, and Access Within Contemporary Schooling and Society. AERA Presidential Session; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, 302 A&B; 8:15–9:45am
Chair: Joanne C. Larson, University of Rochester
Participants: David E. Kirkland, New York University; Gerald Campano, University of Pennsylvania; Carla D. O’Connor, University of Michigan
Discussant: Manuel Espinoza, University of Colorado–Denver

AERA Sessions

66.012. Democratization and Inclusion in Higher Education: Latin American Experiences. AERA Sessions; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, 301 A&B; 8:15–9:45am
Chair: Angélica Buendía, National Autonomous University of Mexico
Participants: Equality, Inclusion, and Equity in Higher Education in Mexico: The Budget Situation and the Pending Agenda Items. Dinorah Miller, Universidad Autónoma Metropolitana
Toward Democratic Chilean Higher Education Policies: Through the Voices of Students and Professors. Andrea Flanagan-Borquez, Universidad de Valparaíso; Ana Luisa Munoz-Garcia, Pontificia Universidad Catolica de Chile
Discussant: Sarah A. Robert, University at Buffalo–SUNY

Committee Sessions

66.013. Press and Media Releases: Tips and Strategies on Speaking With the Media. Graduate Student Council; Invited Speaker Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 221 A&B; 8:15–9:45am
Chair: Gabriel Joey Merrin, University of Illinois
Presenters: Dorothy L. Espelage, University of Florida; Anjali J. Forber-Pratt, Vanderbilt University–Peabody College

Division Sessions

66.014. Leading Teacher Professional Development and Collaboration. Division A–Administration; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 A; 8:15–10:15am
Chair: Shelby A. Cosner, University of Illinois at Chicago
Participants: Leadership Teams and Their Instructional Support to Teachers in Chilean Schools: An Unexplored Connection. Carolina Cuellar, Universidad Diego Portales; Gabriela Fajardo, Universidad Diego Portales; Dagmar Rackzynski, Universidad Diego Portales; Jose Weinstein, Universidad Diego Portales
How School Principals Impact the Development of Teacher Leaders in Chinese Middle Schools. Feiye Wang, East China Normal University
Transformational Leadership and Enabling School Structure: Promoting Increased Organizational Citizenship and Professional Teacher Behavior. Roxanne M. Mitchell, The University of Alabama
A Revalidation of the School Participant Empowerment Scale Among Mathematics and Science Teachers. Virginia Walker Snodgrass Rangel, University of Houston; Miljana Suskavcevic, University of Houston; Andrew Kapral, University of Houston; Wallace Dominy, University Of Houston
Within-School Differences in Professional Learning Community Effectiveness: Implications for Leadership. Robert H. Voelkel, University of North Texas
District Perspectives on Principal Professional Development. John J. Hall, Temple University

66.015. "With and For" Not "On" or "About": Engaging the Limits of Education Research for Movement-Building. Division B–Curriculum Studies; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214
B; 8:15–10:15am
Chair: Mary Hermes, University of Minnesota–Twin Cities
Participants:
Beyond the Walls: Community-Generated Radical Afro-Diasporic Research. Brian Lozenski, Macalester College
Memories of Our Teacher Bodies: Building New Pedagogical Imaginings Through Collective Memory Work. Erin Beam Stelteberg, Salisbury University
Embodyed Rescriptings in Ethnography: Critical Performance Ethnography Rehearsing Advocacy in Bilingual Education. Blanca Gabriela Càladas, University of Minnesota–Twin Cities
"Once It's Online, Nobody Can Take It Back": Ethics of (Self-) Representation in Collaborative and Youth-Led Participatory Action Research. Jenna Cushing-Lebner, University of Minnesota–Twin Cities
Breaking the Glass: Tensions in Research “With and For” Education Justice Movements. Erin Lee Dyke, Oklahoma State University
Race Radical Youth Participatory Action Research. Edwin Mayorga, Swarthmore College

66.016. Resisting Regressive Notions of Opportunity: Participatory Scholarship in Action. Division B–Curriculum Studies; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214
C; 8:15–9:45am
Chair: Michelle Fine, City University of New York
Participants:
Moving Beyond the Body Counts: Field Noting the Permanence of Anti-Black Racism in Education. Patricia Krueger-Henney, University of Massachusetts at Boston
In Their Best Interest: Ethics of Education About Sexuality and Gender. Darla Linville, Georgia Regents University
Affirming Student Voices: The Politics of Youth Advocates as Policy Actors. Patricia D. López, San José State University
F*K Promises: Activist Scholarship and Maroon Sites for Demonstrative Decolonial Research Ethics. Monique Antoinette Guishard, Bronx Community College–CUNY
Moving From "They'll Choke" to "We All Have a Heart": Transformation and the Body. Jessica Ruglis, McGill University
Discussant: Monique Antoinette Guishard, Bronx Community College–CUNY

66.017. Content Features in Digitized Stories That Promote Young Children’s Vocabulary and Story Comprehension. Division C–Learning and Instructions; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 209; 8:15–9:45am
Chair: Kerry Laiana Wong, University of Hawai‘i–Mānoa
Participants:
Appraising the Qualities of Two Online Reading Programs: Affordances, Architecture, and Functionality. Kathleen A. Roskos, John Carroll University
Discussant: Julia Gillen, Lancaster University

66.018. Everyday Science. Division C–Learning and Instructions; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 208; 8:15–9:45am
Chair: Adam V. Maltese, Indiana University
Participants:
"Why Don’t Apple Trees Grow in the Desert?" Exploring Children’s Everyday Thinking in Science. Melissa J. Luna, West Virginia University; Ashley N. Murphy, West Virginia University
Identifying Ontological Differences in Causal Explanations of Everyday Science. Nicole Bowes, Arizona State University–Tempe; Michelle Jordan, Arizona State University; Elan Langbeheim, Weizmann Institute of Science; David L. Yaghmourian, Arizona State University–Tempe; Christina Bruchok, Arizona State University; Bryan Henderson, Arizona State University; Na Li, Arizona State University–Tempe; Micheline T. H. Chi, Arizona State University
Examining Citizen Science Engagement in Collaborative Scientific Practices. Joey Huang, Indiana University–Bloomington; Cindy E. Hmelo-Silver, Indiana University; Rebecca Jordan, Rutgers University; Steven Gray, Michigan State University; Troy Frensel; Marc Stern; Greg Newman, Colorado State University
Examining Portrayals of STEM in Early Childhood Television Programming. Adam V. Maltese, Indiana University; Karen E. Wolff, Indiana University–Bloomington; Amber Simpson, Indiana University–Bloomington; Jessica Marie McKown, Indiana University–Bloomington
Evaluating Middle School Students’ Integration of Variable Data in Scientific Explanations. Joseph M. Reilly, Harvard University; Amy M. Kamarainen, Harvard Graduate School of Education; Shari J. Metcalf, Harvard University; Tina A. Groetz, Harvard University; Michael Shane Tutwiler, Harvard University; Christopher J. Dele, Harvard University
Discussant: Douglas B. Larkin, Montclair State University

66.019. Multicultural and Diversity Issues in Measurement and Assessment. Division D–Measurement and Research Methodology; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 7A; 8:15–10:15am
Chair: Ratna Nandakumar, University of Delaware
Participants:
An Affect-Behavior-Cognition (ABC) Model of Multicultural Teaching Competence: Scale Development and Validation. Yan Yang, The University of West Georgia; Cody Cox, Texas A&M University–San Antonio; Soonju Choi, Sungshin University; Linda Cox
Construct-Irrelevant Variance: Examining Differential Speededness in Clinical Science Subject Exams. Linette P. Ross, National Board of Medical Examiners; Carol A. Morrison, National Board of Medical Examiners; Allie Routhenstein
The Development and Validation of the Dispositions for Culturally Responsive Pedagogy Scale. Mamy Whithaker, Colorado College
Evaluating Invariance in Test Performance for Young Learners of English as a Foreign Language. Venessa F. Manna, ETS; Hanwook (Henry) Yoo, Educational Testing Service; Lora F. Morffis, Educational Testing Service
Discussant: Kristen L. Huff, Curriculum Associates, Inc.

66.020. Peer Contexts and Early Adolescent Identity and Adjustment: Peers, Friends, and Bullying. Division E–Counseling and Human Development; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 212 A; 8:15–9:45am
Chair: Eric Buhs, University of Nebraska–Lincoln
Participants:
The Role of School Ethnic Composition in Promoting Ethnic Identity for Numerical-Minority Students. Hannah Levy, University of California, Los Angeles; Amira Lindsey Saafir, University of California, Los Angeles; Sandra Graham, University of California, Los Angeles
Friendship Processes and Academic Engagement: Examining the Moderating Role of Perceived Goal Structures. Huyoung Shin, Oklahoma State University–Stillwater; Allison M. Ryan, University of Michigan–Ann Arbor
Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon B; 8:15–9:45am
Chair: P. Zitlali Morales, University of Illinois at Chicago
Participants:
Mexican American Women's Lived Experiences in 1950s Chicago Schools. Angelica Rivera, Northern Illinois University
Revisiting Dando un Paso: Pushing Brown Boundaries. Ann Marie Aviles, University of Delaware; Erica R. Davila, Lewis University
A Comparative Analysis of College Access in Illinois and Arizona for Undocumented College Students. Roberto G. Gonzales, Harvard University; Maria Elena Luna-Duarte, Northeastern Illinois University
Latina/o Public School Teachers in a Changing Chicago: Testimonios From the Classroom. Ramona Meza, University of Illinois at Chicago; P. Zitlali Morales, University of Illinois at Chicago; Joanna Maravilla-Cano, University of Illinois at Chicago
Discussant: Dolores Delgado Bernal, University of Utah

66.022. Formative Assessments as a Response to the Standards Reform Movement. Division H–Research, Evaluation and Assessment in Schools; Structured Poster Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 221 C; 8:15–9:45am
Chair: Jamal Abedi, University of California, Davis
Participants:
1. Universe of Formative Assessment Components. Leslie C. Banes, University of California, Davis; Hansol Lee, University of California, Irvine; Bahareh Abhari, University of California, Davis
3. The Promise of Innovative Methodologies for English Learners in Formative Assessment. Rebecca Kopriva, University of Wisconsin–Madison; Laura J. Wright, University of Wisconsin–Madison; Drew Curtis, Wisconsin Center for Education Research; Therese G. Carr, Wisconsin Center for Education Research
4. Eliciting All Students’ Conceptual Knowledge to Inform Instruction and Take Action. Christine Ong, University of California, Los Angeles; Deborah M. La Torre, University of California, Los Angeles; Kevin Schaff, University of California, Los Angeles
5. Teacher Use of Formative Assessment Data. Huy Quoc Chung, University of California, Irvine; Susan E. Rowe, University of California, Davis; Hansol Lee, University of California, Irvine
6. Impact of Formative Assessment on the Academic Performance of Middle School Students. Jamal Abedi, University of California, Davis
Discussant: Susan M. Brookhart, Duquesne University

66.023. Using Research-Practice Partnerships to Improve Student Success in College and Career: Three District and State Partnerships Share Challenges and Successes. Division H–Research, Evaluation and Assessment in Schools; Symposium
Henry B. Gonzalez Convention Center, River Level, Room 7B; 8:15–9:45am
Chair: Laura P. Wentworth, California Education Partners
Participants:
College and Career Readiness: Research-Practice Partnerships and the Challenge of District Research Use. Rachel E. Durham, Johns Hopkins University
Using Research on College Outcomes and College Supports to Improve Practice: Lessons Learned From a Research-Practice Partnership on the West Coast. Meredith Phillips, University of California, Los Angeles; Kyo Yamashiro, Claremont Graduate University / Los Angeles Education Research Institute; Carrie Miller, University of California, Los Angeles; Thomas Johnson, University of California, Los Angeles / LAERI; Cynthia Lin, Los Angeles Unified School District; Katherine G. Hayes, Los Angeles Unified School District; Julie Kane, Los Angeles Unified School District; Jennifer Orlick, Los Angeles Unified School District; Derrick C. Chau, Loyola Marymount University
Partnering to Map Trajectories Into Postsecondary Education and Careers: A Research-Practice Partnership and State Policy Research Alliance in the Northwest. Hanwa Hanson, Education Northwest; Ashley Pierson, Education Northwest; Christopher J. Mazzio, Education Northwest; Stephanie Butler, Alaska Department of Labor and Workforce Development
Discussants: Jenny K. Nagaoka, University of Chicago; Carol Alexander, Los Angeles Unified School District
66.027. Countering Deficit Discourse: Preservice Teachers’ Experiences in Field Placements. Division K–Teaching and Teacher Education; Paper Session
Grand Hyatt San Antonio, Second Floor, Bowlie C; 8:15–9:45am
Chair: Lakesia L. Dupree, University of South Florida
Participants:
Creating Flexible Teachers: Engaging Preservice Teachers in Flexible Learning Settings. Shane Duggan, RMIT University; Daniela Acquaro, The University of Melbourne
I Believe I Can: Service-Learning to Raise Preservice Teachers’ Efficacy With English Language Learners. Randall Allan Garver, Texas State Technical College; Zohreh R. Eslami, Texas A&M University–College Station; Fuhui Tong, Texas A&M University–College Station
Jumping Into the Deep End: Developing Culturally Responsive Urban Teachers Through Community Immersive Partnerships. April L. Mustian, Illinois State University; Robert E. Lee, Illinois State University
Using Core Reflection to Address the Deficit Discourses of Student Teachers. Thomas Browning, Indiana University–Bloomington
Discussant: Monica Vasquez Neshya, Texas A&M University–College Station

66.028. Empowerment and Equitable Education for Emergent Bilinguals. Division K–Teaching and Teacher Education; Paper Session
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon B; 8:15–10:15am
Chair: Sarah Díaz, Arizona State University–Tempe
Participants:
Dual Language Teachers’ Stated Barriers to Implementation of Culturally Relevant Pedagogy. Juan A. Freire, Brigham Young University; Veronica E. Valdez, University of Utah
Empowering English Language Learners’ Academic Potential Through Problem-Based Learning: Leading Teachers With a Capacity-Based Lens. Anne Horak, George Mason University; Kelley E. Webb, George Mason University; Nancy Holmcheek, George Mason University
Teacher Positionality When Motivating and Engaging Emergent Bilinguals. Jung-In Kim, University of Colorado–Denver; Shauna P. de Long, University of Colorado Denver; Mari C. Ortega, University of Colorado Denver; Larissa A. Kelly, University of Colorado Denver; Barbara J. Dray, Transforming Practices in Education, LLC; Kara Mitchell Viesca, University of Nebraska–Lincoln
Teachers Broadening Their Knowledge: A Phenomenological Study of Teaching Literacy to English Learners. Jennifer Segall, Missouri Southern State University
Discussant: Yonne e. Gonzalez-Rodriguez, Rowan University

66.029. Examination of Self-Supported Preservice Teachers’ Development as Culturally Responsive Teachers Through Awareness of Self Cultural Heritage. Division K–Teaching and Teacher Education; Paper Session
Grand Hyatt San Antonio, Third Floor, Bonham E; 8:15–9:45am
Chair: Kathy J. Brown, University of Houston
Participants:
Investigating the Effects of Cultural Heritage Exploration on Teacher Candidates’ Intercultural Competence. Yaoying Xu, Virginia Commonwealth University; Rachel Kunemund, Virginia Commonwealth University
Relationship Between Preservice Teachers’ Family-Of-Origin Experiences and Facilitating a Positive Learning Environment in the Classroom. Paulina Flasch, Texas State University–San Marcos; Stephen A. Sivo, University of Central Florida; Edward Hamilton Robinson, University of Central Florida; Sandy Robinson
Supporting Secondary Teacher Candidates’ Identity Development as Culturally Responsive Teachers. Letitia C. Pickel, University of Canterbury; Jane Abbiss, University of Canterbury
Voices From the Periphery: (Inter)cultural Literacy Capitals and Identities of Chinese International Preservice Teachers in Early Childhood Education. Ting Yuan, City University of New York; Mariana Souto-Manning, Teachers College, Columbia University; Elizabeth A. Morphis, SUNY–College at Old Westbury
Discussant: Kathleen A. Hinchman, Syracuse University

66.030. Multiple Meanings of “Education for Social Justice”: From Knowledge to Practice in an Urban District. Division K–Teaching and Teacher Education; Working Group Roundtable
Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon C; 8:15–9:45am
Chair: Kathleen M. Anderson-Levitt, University of California, Los Angeles
Participants:
Council for the Accreditation of Educator Preparation Standards and Their Implications for Diversity and Social Justice in Teacher Preparation. Marta P. Baltodano, Loyola Marymount University
From Theory to Practice: How Apprentice Teachers Learn to Become Social Justice Educators. Kathryn M. Anderson-Levitt, University of California, Los Angeles; Claudia Diera, University of California, Los Angeles; Lindsey Nenadal, University of California, Los Angeles; Josephine Pham, University of California, Los Angeles; Nadine Tanio, University of California, Los Angeles
Becoming Unionized in a Charter School: Teachers and the Promise of Social Justice. Elizabeth Montaña, Saint Mary's College of California

66.031. New Understandings and New Directions: Innovative Practices to Support Shifts in Preservice Teacher Perspectives. Division K–Teaching and Teacher Education; Paper Session
Grand Hyatt San Antonio, Second Floor, Mission A; 8:15–9:45am
Chair: Sandra Villarreal Montgomery, Texas A&M University–Kingsville
Participants:
Mathematical Learning Experiences: Leveraging Elementary Preservice Teachers’ Existing Perspectives to Support New Understandings. Johanna Bolyard, West Virginia University; Keri Duncan Valentine, West Virginia University
Teacher Candidates’ Opportunities to Analyze Students’ Learning: A Key Challenge in Teacher Education? Inga Staal Jeneset, University of Oslo; Esther T. Carinrus, The Research Council of Norway; Kirsti Klette, University of Oslo; Karen M. Hammersted, American Museum of Natural History
Using a “Families as Faculty” Model to Prepare Special and General Education Teacher Candidates. Cristina Corrino Santamaria Graff, Indiana University–Purdue University at Indianapolis
Discussant: Nick M. Michelli, City University of New York

66.032. Pondering Pedagogies of Teacher Activism: Purpose, Power, and Possibility. Division K–Teaching and Teacher Education; Symposium
Grand Hyatt San Antonio, Second Floor, Mission B; 8:15–9:45am
Chair: Rita Kohli, University of California, Riverside
Participants:
Teacher Activism in the Math Classroom: Profiles of Two Social Justice Mathematics Educators. Kari Naomi Kokka, Harvard University
It’s Time to Act: Reflecting and Unpacking Racism to Reimagine Possibility Through Theater. Natalia Ortiz, City University of New York
Discussants: Bree Picower, Montclair State University; Christopher Emdin, Teachers College, Columbia University
66.033. STEM in Teaching Preparation. Division K–Teaching and Teacher Education; Paper Session

Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon E;
8:15–10:15am

Chair: Steven T. Bickmore, University of Nevada–Las Vegas

Participants:

- Examining STEAM Instructional Approaches in Middle School Classrooms. Cassie Fay Quigley, Clemson University; Danielle Christine Herro, Clemson University; Heidi Cian, Clemson University; Lorraine Jacques, Clemson University; Renee Mary Lyons, Clemson University
- Impacts of a K–12 STEM Coach From Multiple Perspectives. Michael Giannellaro, Oregon State University; Debbie Siegel; Alyssa Lopez, Oregon State University–Cascades
- STEMELL Year 2: Preparing STEM Teachers to Teach English Language Learners in Mainstream High-Need Classrooms. Serigne Mbaye Gningue, Lehman College–CUNY; Gillian Ursula Bayne, Lehman College–CUNY; Sunyata Smith, Lehman College; Orlando Braulio Alonso, Lehman College–CUNY
- The Effect of STEM-Focused Teacher Preparation on Beginning Teachers’ Mathematics and Science Instruction. Stephen R. Porter, North Carolina State University; Andrew McEachin, RAND Corporation; Elizabeth Lynn Adams, North Carolina State University; Temple A. Walkowiak, North Carolina State University
- “You Have to Have Beliefs to Believe Something”: Preservice Teachers Collaboratively Examine Climate Change. Alexandra Panos, Indiana University–Bloomington; James S. Darnico, Indiana University

Discussant: Carolyn O'Mahony, Oakland University


Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon C;
8:15–9:45am

Participants:

- Teacher Professional Agency Related to Their Professional Development in Secondary Education in the Netherlands. Harmen Schaap, Radboud Docentenacademie; Anna Van der Want, Eindhoven University of Technology; Jacobien Merink, ICLON-Leiden University; Helm Oolbekkink, Radboud University Nijmegen; Paulien C. Meijer, Radboud University Nijmegen; Rosanne Zwart, Utrecht University; Han Lefersink; Monika Leonie Louws, Utrecht University
- Utilizing the Pedagogical Compass to Navigate Teacher Leadership and Advocacy. Shanneda Dilese Nowell, Oklahoma State University; Sherry Lynn Been, Northeastern State University–Broken Arrow
- Induction Mentors as Teacher Leaders and Agents of Change. Suzanne J. Molitor, University of Toronto
- Teacher Leaders as Change Agents for Equity in STEM Education. Toyi Jones Frank, George Mason University; Lori C. Bland, George Mason University
- “Wiggle Room”: Teaching Against the Grain With Young Latina/o Children. Chestin T. Auzenne-Curl, University of Colorado–Boulder

Discussant: Megin Charner-Laird, Salem State University

66.035. Teachers’ Stories: Critical Narratives of Complexities and Hope. Division K–Teaching and Teacher Education; Paper Session

Grand Hyatt San Antonio, Second Floor, Bowie B; 8:15–10:15am

Chair: Cindy Cruz, University of California, Santa Cruz

Participants:

- Grounded in Hope, Lived Through Action: Findings From Autoethnographic Narratives of Becoming Critical Teacher Educators. Julie Ellison Justice, Elon University; Blake Tenore, Florida State University; Patricia A. Edwards, Michigan State University; Hilary Janks, University of the Witwatersrand; Elizabeth M. Duto, University of Colorado Boulder; Linda J. Handsfield, Illinois State University; Sherick A. Hughes, University of North Carolina–Chapel Hill; Mark R. Davies, Hartford College; Ashley Summer Boyd, Washington State University–Pullman; Scott Morrison, Elon University; Ana C. Iddings, Vanderbilt University–Peabody College; Jennifer Danridge Turner, University of Maryland–College Park; Judson Crandall Laughter, The University of Tennessee–Knoxville; Dennis S. Davis, North Carolina State University; Amber Pabin, University of Pittsburgh; Emily J. Yanisko, Urban Teachers; Jennifer E. Obidah, University of the West Indies
- Reflections at Curtain Call: Stories to Live and Leave From Former Teacher Educators in the Field. Caitlin T. Auzezme-Carl, University of Houston
- Transitioning From “Cradle to In-School Practice”: Deconstructing the Narratives of the Jamaican Preservice Teacher. Hope Antoinette Mayne, University of Technology–Jamaica

Discussant: Pia I. Wong, California State University–Sacramento

66.036. The Role of Culture in Preparing Teachers and Experienced by Teachers. Division K–Teaching and Teacher Education; Paper Session

Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon D;
8:15–9:45am

Chair: Pablo Cortes Ramirez, Arizona State University

Participants:

- At the Intersection of Linguistic and Ability Differences: Southwestern Special Education Teachers’ Perceptions on Readiness to Work With English Learners. Taucia Gonzalez, University of Wisconsin–Madison; Irina S. Okurenchtchuk, Arizona State University; Mary C. Esposito, California State University–Dominquez Hills
- Confessions of a Rebellious Social Studies Teacher: Using Autoethnography to Carve Out Spaces for Teachers of Color Within the Field. Amanda Elizabeth Vickery, Arizona State University
- The Figured World of NextGEN: Reimagined Spaces for Preparing Diverse Working-Class Students for Teaching. Barbara Seid, University of Colorado–Denver; Cindy Gutierrez, University of Colorado–Denver; Paula Gallegos, University of Colorado–Denver; Koki K. Nelson, University of Colorado–Denver; Lisa Silverstein, University of Colorado–Denver; Susan C. Connors, University of Colorado–Denver
- “Cultural Workers” in Data-Driven Contexts: Race and Sociocultural Dimensions of Teacher Turnover in High-Poverty Schools. Terrenda Corisa White, University of Colorado-Boulder; Wagnna S. Mommandi, University of Colorado–Boulder; Meina E. Repko-Erven, University of Colorado–Boulder; Quinton Andre Freeman, University of Colorado–Boulder
- “Wiggle Room”: Teaching Against the Grain With Young Latina/o Children. Leah Durán, The University of Arizona

Discussant: Laveria Hutchison, University of Houston


Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon A;
8:15–10:15am

Chairs: Chonika Coleman King, The University of Tennessee–Knoxville; Cleveland Hayes, University of La Verne

Participants: Cheryl E. Matias, University of Colorado–Denver; Michael J. Dumas, University of California, Berkeley; Belinda Bustos Flores, The University of Texas at San Antonio; Valerie Kinloch, The Ohio State University; Thomas M. Phillip, University of California, Los Angeles


Henry B. Gonzalez Convention Center, Meeting Room Level, Room 216
8:15–9:45am

Chair: Lois A. Weinberg, California State University–Los Angeles

Participants:

- The Case of I.T. v. Los Angeles County. Brian Capra, Public Counsel
- The Role of Quantitative Data in Assessing Institutional Reform. Lois A. Weinberg, California State University–Los Angeles; Denise Herz, California State University–Los Angeles; Kristine Chan, California State University–Los Angeles
- The Role of Qualitative Data in Assessing Institutional Reform. Jolan Smith, University of California, Los Angeles; Michael Oshiro, University of California, Los Angeles; Lois A. Weinberg, California State University–Los Angeles

Discussant: Peter Leone, University of Maryland
66.039. School Choice and Segregation: Evidence on Equity, Achievement, and Diversity. Division L—Educational Policies and Politics; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217B; 8:15–10:15am
Participants:
From Desegregation to Privatization: A Critical Race Theory Policy Analysis of School Choice and Educational Opportunity in North Carolina. Dana Thompson Dorsay, University of North Carolina—Chapel Hill; Gwen D. Roulhac, Durham Public Schools
Magnets and School Turnarounds: A Policy Lever for Promoting Equitable, Diverse Schools. Jenn Ayscue, University of California, Los Angeles; Gary A. Orfield, University of California, Los Angeles; Genevieve Parker Siegel-Hawley, Virginia Commonwealth University; Brian Woodward, University of California, Los Angeles
New Flexibility, New Challenges? Federally Funded Magnet Schools Post-Parents Involved. Genevieve Parker Siegel-Hawley, Virginia Commonwealth University; Erica Frankenbeg, The Pennsylvania State University; Gary A. Orfield, University of California, Los Angeles; Jenn Ayscue, University of California, Los Angeles; Rachel Anne Levy, Virginia Commonwealth University; Tara Vahdati, University of California, San Diego
Shopping for Schools or Shopping for Peers: Public Schools and Catchment Area Segregation. Emma E. Rowe, Deakin University; Christopher A. Lubienski, Indiana University
Reimagining School-Based Practices for a Diverse Student Body. Priscilla Wohlstetter, Teachers College, Columbia University; Amy K. Wang, Bank Street College of Education
The Multiple, Contested Meanings of Diversity: A Critical Policy Analysis of “Intentionally Diverse” Charter Schools. Terri S. Wilson, University of Colorado Boulder; Huriya Ijabbar, The University of Texas at Austin
Discussant: Kara S. Finimm, University of Rochester

66.040. Virtual Social Networks and Social Media: Shaping Teaching, Learning, and Policy Discourse. Division L—Educational Policies and Politics; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 215; 8:15–10:15am
Chair: Vincent Cho, Boston College
Participants:
Virtual Social Networks and Social Media: Shaping Teaching, Learning, and Policy Discourse. Christine M. Greenhow, Michigan State University; Emilia Askar, Michigan State University
Teacherpreneurial Behaviors and Social Networks: Diffusions of Resources Across Virtual Spaces. Kaitlin T. Torphy, Michigan State University; Siuhua Hu, Michigan State University; Yuqing Liu, Michigan State University; Zixi Chen, Michigan State University
To Go Beyond .... New Frontiers for Analyzing Social Networking Sites for Educational Policy and Practice. Alan J. Daly, University of California, San Diego; Martin Rehm, University of Duisburg-Essen; Frank Cornelissen, University of Amsterdam
Examining the Virtual Diffusion of Educational Resources Across One- and Two-Mode Networks Over Time. Yuqing Liu, Michigan State University; Kaitlin T. Torphy, Michigan State University; Siuhua Hu, Michigan State University; Zixi Chen, Michigan State University; Kacy Martin, Michigan State University
Discussant: Vincent Cho, Boston College

SIG Sessions

66.041. Epistemological Considerations in Defining the Pragmatics of Educational Neuroscience. SIG-Brain, Neurosciences and Education; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 211; 8:15–10:15am
Chair: Ajay Singh, Eastern New Mexico University
Participants:
Are We Lost in Translation? Contextualizing Translational Approaches in the Field of Mind-Brain Education. Mary Yee Bonnell, The George Washington University; Elisabeth Kutcher, The George Washington University
The Dangers of Partial Understanding: Neuroscience Literacy and Neuromyths. Alexandra Lynn Murtaugh, Johns Hopkins University; Ranjini Mahinda JohnBull, Johns Hopkins University
University Instructors’ (Mis)Conceptions Regarding the Neuroscience of Learning. Flavia Antoneka, University of Florida; Andrea Burgess, University of Florida; Andreas Keil, University of Florida
The Relationship Between Teacher-Student Psychophysiolc Synchrony and Social-Emotional Cognition. Vanessa Rodriguez, NYU School of Medicine

66.042. “We’re Not Just Changing Diapers, We’re Changing the World!” Young Parents Transforming Their Communities. SIG-Critical Educators for Social Justice; Symposium
Grand Hyatt San Antonio, Fourth Floor, Republic A; 8:15–9:45am
Chair: Laura Ruth Johnson, Northern Illinois University
Participants:
Using Youth Participatory Action Research to Challenge Stereotypes and Affirm Identities as Young Parents. Laura Ruth Johnson, Northern Illinois University
Telling and Sharing Stories of Survival and Success: Intergenerational and Transformational Mentoring for Young Mothers. Danette Sokacick, Pedro Dr. Albizu Campos High School; Cynthia Brito, University of Illinois-Chicago; Roxane Padilla, Proyecto Atabey; Elizabeth Rath Alaniz, Proyecto Atabey
Advocating for Reproductive Justice and Birth Justice in Our Schools and Communities: The Role of Young Parents in Shaping and Transforming Policy. Tiffany Pryor, Illinois Caucus for Adolescent Health

66.043. Decolonizing and Decanonymizing Curriculum Futurity: An Engaged Discussion on João Paraskeva’s Conflicts in Curriculum Theory. SIG-Critical Issues in Curriculum and Cultural Studies; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 210B; 8:15–9:45am
Chair: William (Bill) H. Schubert, University of Illinois at Chicago
Participants:
The Building of Cognitive and Social Justice by Practicing an Ecology of Knowledges. Inês Barbosa de Oliveira, Universidade de Estado do Rio de Janeiro
The (Auto) Critique of the Critical Theorists: A Reading of Paraskeva’s Itinerary Curriculum Theory. Maria Luiza Süsskind, federal university of rio de janeiro state unirio
Navigating the Waters of Power, Identity, and Praxis in Public Schools. Carmelina Silva, University of Massachusetts-Dartmouth; Elizabeth Janson, University of Massachusetts–Dartmouth
On Linguistic Epistemicides and Colonization: Looking at Subtractive Education for Bilingual/Bicultural Children. Maria Alfredo Moreira, Minho University
Teacher Education Meets Itinerant Curriculum Theory. Todd Alan Price, National Louis University
Discussant: James C. Jupp, Georgia Southern University; Michele González Delgado, La Universidad Autónoma de México–Facultad de Estudios Superiores (FES) Acatlán

66.044. Professionalization Experiences in Doctoral Education. SIG-Doctoral Education Across the Disciplines; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 207B; 8:15–10:15am
Chair: Lynnette Marshia Gilbert, University of Houston
Participants:
Investigating National-Scale Variation in Doctoral Student Funding Mechanisms. Timothy J. Kinosita, Virginia Polytechnic Institute and State University; David Knight, Virginia Polytechnic Institute and State University; Maura J. Borrego, The University of Texas at Austin
Research on Researchers: The Social Production of Doctoral Student Research Assistance. Sandra Acker, University of Toronto–OISE; Anne Wagner, Nipissing University; Michelle K. McDon, Brock University
Understanding Physical Education Doctoral Students’ Perspectives on Socialization. Gabriella McLaughlin, University of Illinois at Urbana-Champaign; Kevin Andrew R. Richards, University of Alabama; Victoria Shiver, University of Alabama; Karen Lux Gaudreault, University of Wyoming
Discussant: Julie Renee Posselt, University of Southern California
66.045. The Road to High-Quality Early Care and Education: Lessons Learned in Going to Scale. SIG-Early Education and Child Development; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 A; 8:15–9:45am
Chair: Marjorie E. Wechsler, Learning Policy Institute
Participants:
Scaling While Continuously Improving Quality and Building a Coherent Workforce. Ellen Frede, Bill & Melinda Gates Foundation
Getting Bigger and Better: Lessons Learned Implementing New York City’s Pre-K for All. Josh Wallack, New York City Department of Education
Scaling to Universal Pre-K While Building in Quality. Steven Dow, CAP Tulsa Building In Quality From the Start. Lindy Bach, Independent Consultant
Discussant: David Karp, The University of California-Berkeley
Experiences Affecting Retention of Latino Males in Higher Education: Responding to a Society’s Need. Steve Luis, Texas A&M University–Corpus Christi; Elsa M. Gonzalez, Texas A&M University–Corpus Christi; Rosa Maria Banda, Texas A&M University–Corpus Christi; Fred Arthur Bonner, Prairie View A&M University
Discussant: Mariela Aime Rodriguez, The University of Texas at San Antonio

66.046. Diverse Approaches to Critical Pedagogies of Place in Urban Environmental Education. SIG-Environmental Education; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 206 A; 8:15–9:45am
Chair: Jennifer Dawn Adams, Brooklyn College–CUNY
Participants:
Youth Narratives of Place and Reflections on Learning From a Critical Urban Environmental Pedagogy. Marissa E. Bellino, The College of New Jersey; Kaitlyn Figueroa, High School for Environmental Studies; Christopher Caraballo, High School for Environmental Studies
Reimagining Environmental Education (EE): Incorporating EE Into a Brooklyn Public High School. Amy DeFelice
Redefining “Locally Grown”: The Evolution of Students Into Co-Teachers in an Urban Gardening Program. Pianarina Pironi, City University of New York; Atasi Das, The Graduate Center, CUNY; Alyssa Vasquez; Cecelia Poon
Picturing Place: Youth Reflections on Participatory Art-Making. Jennifer Stoops; The City University of New York
Discussants: John Joseph Lupinacci, Washington State University–Pullman; Alexandra Schindel, University at Buffalo–SUNY

66.047. Policy Considerations in Funding Public Schools: Parental Investments, Publicly Funded Vouchers, and School District Size. SIG-Fiscal Issues, Policy and Education Finance; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Republic C; 8:15–9:45am
Chair: William J. Mathis, University of Colorado–Boulder
Participants:
Off the Hook or Doubling Down: The Effect of School Finance Reform on Parental Investments. Sarah A. Cordes, Temple University
Public Dollars to Private Schools: An Analysis of Accountability Mechanisms in Publicly Funded Voucher Programs. Molly Stewart, Indiana University–Bloomington; Jodi Moon, Indiana University–Bloomington
Top-Heavy? Exploring the Allocative Efficiency of Small School Districts. Lori L. Taylor, Texas A&M University; Shawna Grosskopf, Oregon State University; Kathy Hayes
Discussant: Alex J. Bowers, Teachers College, Columbia University

66.048. Public Policy and Educational Practices for Latinx Students. SIG-Hispanic Research Issues; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Crockett A; 8:15–9:45am
Chair: Augustina Reyes, University of Houston
Participants:
Supporting Systemic Change: Examining Leadership Practices for Latino Family Engagement at a Community School. Sandra Quinones, Duquesne University; Anne Marie FitzGerald, Duquesne University
College Opportunity for Mexicans in a New Destination. Jorge Ballinas, Temple University
What’s in a Name? Prior Schooling Experiences of “Long-Term” English Learners. Patrick D. Rich, Denver Public Schools

66.049. Designing Illustrations Glossaries for Special Populations in a National Large-Scale Mathematics Assessment. SIG-Inclusion and Accommodation in Educational Assessment; Symposium
Grand Hyatt San Antonio, Fourth Floor, Crockett B; 8:15–9:45am
Chair: Rachel R. Kachchaf, Smarter Balanced
Participants:
Conceptual Foundations of Test Illustration Design. Guillermo Solano-Flores, Stanford University
Illustrations Glossaries for English Learners: Findings From Cognitive Labs. Danielle Guzman-Orth, Educational Testing Service; Mihyang Kim Wolf, ETS
Examination of Illustrations Glossaries for Deaf and Hard-of-Hearing Students. Teresa C. King, ETS; Cara Cahalan Lattuis, ETS
Illustrations Ability of Mathematics Items in a Large-Scale Mathematics Assessment. Rachel R. Kachchaf, Smarter Balanced; Magda Chia, UCLA
Discussant: Vitality Shyyan, Smarter Balanced Assessment Consortium, UCLA

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 213 A; 8:15–9:45am
Chairs: Encarnacion Garza; Juan Manuel Nino, The University of Texas at San Antonio
Participants:
A Personal Journey to Social Justice Leadership. Suzanne Figueroa, The University of Texas at San Antonio; Shauete Gomez; Brian Castane; Margarita Silifesantes; Jacob Alonzo; Angelique Gonzalez
A Professional Journey to Social Justice Leadership. Jeremiah Birmingham; Jennifer Leon; Stephanie Campbell; Marisa Perez; Angela Campos; Sarah Merschat
A Study of the Transformational Autoethnographies of Aspiring Urban School Leaders. Connie Flores; Brianna Podjoil; Winslow Phillips; Brenda Seguin; Andrew Campos; San Antonio Independent School District; Sarah Carroll
Discussant: Betty M. Merchant, The University of Texas at San Antonio

66.051. Curiosity and Interest: Clarifying the Relationship. SIG-Motivation in Education; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 D; 8:15–10:15am
Chair: K. Ann Remninger, Swarthmore College
Participants:
Exploring the Boundaries of Curiosity and Interest. Emily Grossnickle; Emily Grossnickle; Peterson, James Madison University; Patricia A. Alexander, University of Maryland–College Park
Situational Interest and Epistemic Curiosity: Identical Twins or Distant Cousins? Henk G. Schmidt, Radboud University Nijmegen; Jerome I. Rotgans, National Institute of Education–Nanyang Technological University
Experiences and Expressions of Epistemic Curiosity: Taking Interest in and Feeling Deprived of New Knowledge. Jordan Arias Litman, University of Maine at Machias
From Curiosity to Interest: How Do They Differ and How Do They Relate? Da-Jungh Diane Shin, Korea University; Sung-II Kim, Korea University
Neuroscience and the Curiosity/Interest Debate. Suzanne E. Hidi, University of Toronto
Discussant: K. Ann Remninger, Swarthmore College

66.052. Estimation Accuracy and Conditions for Complex Multilevel Models. SIG-Multilevel Modeling; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 213 B; 8:15–10:15am
Chair: Eun Sook Kim, University of South Florida
Participants:
66.053. Turning Away From Text in Qualitative Research: Possibilities in Image- and Audio-Based Methods. SIG-Qualitative Research; Symposium Henry B. Gonzalez Convention Center, Meeting Room Level, Room 206B; 8:15–9:45am Chair: Eve Tuck, University of Toronto Participants:
Refusal and Representation in Photovoice. Deanna Del Vecchio, University of Toronto; Eve Tuck, University of Toronto
Expanding Oral History: Mobile Podcasting and Geotagging With Refugee Girls. Michelle S. Bae-Dimitriadis, Buffalo State College–SUNY
Somewhere Recordings: Land- and Place-Based "Research" Relationships. K. Wayne Yang, University of California, San Diego
Frameworking: Making Meaning Through One's Own Lens in a Youth Participatory Action Research Photovoice Camp. Nisha Tooney, University of Toronto Discussant: Normala Erevelles, The University of Alabama

66.054. Unpacking the Technical Vocabulary of Middle School Mathematics Teachers Internationally. SIG-Research in Mathematics Education; Symposium Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon F; 8:15–9:45am Chair: David J. Clarke, University of Melbourne Participants:
The Australian Lexicon: Generic Rather Than Discipline-Specific. Carmel Mesiti, University of Melbourne; David J. Clarke, University of Melbourne
The Chinese Lexicon: Interconnection of Terms and Practice. Cao Yiming, Beijing Normal University; Guowen Yu, Beijing Normal University
The Japanese Lexicon: Embedding Values in Practice. Yoshihiro Shimizu, University of Tsukuba; Yuka Funabashi, Nara University of Education
The Catalan Lexicon: Teaching Mathematics in a Bilingual Setting. Javier Diez-Palomar, Universitat de Barcelona Discussant: Mark R. Wilson, University of California, Berkeley

66.055. Suspension Bridges: Cultural Historical Activity Theory as a Tool for Understanding Productive Tensions Across STEM Learning Communities. SIG-Science Teaching and Learning; Symposium Grand Hyatt San Antonio, Fourth Floor, Republic B; 8:15–9:45am Chair: Sara C. Heredia, University of North Carolina–Greensboro Participants:
Professional Development in an Informal Science Institution: Translating Science Museum Experiences Into the Classroom. Sara C. Heredia, University of North Carolina–Greensboro
Reframing Tensions Between Informal and Formal Educators as Productive Space for Professional Development. Jean J. Ryoo, Exploratorium; Bronwyn Bevan, Exploratorium
Crossing the Bridge: Tensions in Developing Identities as Mentors Across Dual Activity Systems. Deana Scipio, TERC
Building the Bridge: Anchors and Tensions Between Collaborating Designers of Teacher Professional Learning. Danielle Keifert, University of California, Los Angeles Discussant: Shirin Vossoughi, Northwestern University

66.056. Achieving the Promise in Digital Literacy. SIG-Technology, Instruction, Cognition & Learning; Paper Session Grand Hyatt San Antonio, Fourth Floor, Crockett D; 8:15–9:45am Chair: Qasim Mohammad Ahsanunn, United Arab Emirates University Participants:
Affordances of Virtual Manipulative Math Apps: How They Help and Hinder Young Children’s Learning. Patricia S. Moyer-Packenham, Utah State University; Emma P. Bullock, Utah State University; Jessica F. Shumway, Utah State University; Stephen I. Tucker, Virginia Commonwealth University; Christina Watts, Utah State University; Arla Westenskow, Utah State University; Katie Anderson, Utah State University; Jennifer Boyer-Thurgood; Kerry Jordan, Utah State University
Exploring the Phenomenon of Distance in Children’s Mathematical Interactions With a Multitouch Tablet App. Stephen I. Tucker, Virginia Commonwealth University
Latina/o Youth: Achieving the Promise in Digital Literacy. Kathy M. Bussert-Webb, The University of Texas at Brownsville; Laurie A. Henry, University of Kentucky
The Impact of Embodied Approaches on Debugging Practice in Children’s Programming Education. Jung-Hyun Ahn, Teachers College, Columbia University; Yaoi Mao, Teachers College, Columbia University; Woonhee Sung, Teachers College, Columbia University; John B. Black, Teachers College, Columbia University
Examining the Technology Integration Planning Cycle Model of Professional Development to Support Teachers’ Technology Integration. Amy Carter Hutchison, George Mason University; Lindsay Woodward, Drake University Discussant: Nancy Flanagan Knapp, University of Georgia

Division and SIG Roundtables

66.057. Roundtable Session 27; Roundtable Session

66.057-1. Legal Issues in Education. SIG-Law and Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 8:15–9:45am Chair: Sonya Shariffard, Pepperdine University Participants:
Reporting Suspected Cases of Child Exposure to Domestic Violence: Does Teaching Experience Matter? Katherine Vink, University of Alberta; Lauren Denise Goegan, University of Alberta; Lily Le, University of Alberta; Lia Marie Daniels, University of Alberta
“Moving Through the Checkout Line?” Legal Standards, Performance, and State School Inspection Policy. Jeffrey Brooks Hall, University of Oslo, Norway

66.057-2. Indigenous Wombyn’s Cultural Strength Navigating Institutional Power. SIG-Indigenous Peoples of the Americas; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 8:15–9:45am Chair: Jean Rockford Aguilar-Valdez, Portland State University Participants:
Battling Institutional Microaggressions: Joy, a Diné Woman’s Lived Experiences at a Hispanic-Serving Institution. Andrea Adesta, The University of New Mexico; Shir Baj Desai, University of New Mexico
Being a Woman, an Indigenous, and a University Student in Canada: What About the Educational Opportunities? Jo-Ann Joncas, Laval University
Resurgent Indigenousity: Re/Makeing Indigena and Community Through Education. Luis Urrieta, The University of Texas at Austin
The Strength of Traditional Cultural Values and Personal Resources Among American Indian Women School Administrators. Dana E. Christman, New Mexico State University; Anneh Al-Rawaishedh, New Mexico State University
66.057-3. Interdisciplinary Approaches to Historical Inquiry. Division F–History and Historiography; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15–9:45am
Chair: Mario Rios Perez, Syracuse University
Participants:
Humanists and Equal Educational Opportunities in the Netherlands: Three Historical Case Studies (1850–1975). Vincent Stolk, University of Humanistic Studies
Changing Names, Merging Colleges: A Mixed-Methods Approach to Understanding the History of Higher Education Adaptation. R. Eric Platt, University of Southern Mississippi; Steven Randall Chesnut, University of Southern Mississippi; Melanie McGee, University of Southern Mississippi; Xiaoan Song, University of Southern Mississippi

66.057-4. Rethinking Social Studies. SIG-Social Studies Research; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15–9:45am
Chair: Kristy Brugar, University of Oklahoma
Participants:
Comparing the Civic Behaviors of Partisan and Nonpartisan High School Students. Christopher Clark, University of Minnesota–Twin Cities
Investigating Data Literacy for Social Studies. Tamara L. Shreiner, Grand Valley State University
Memorial Site Educators’ Conceptualization of Holocaust Education. Irene Ann Reseney, University of Wisconsin–Madison
Recasting the History Textbook as an e-Book: The Collaborative Creation of Student Authored Interactive Texts. Laura Moorhead, San Francisco State University; Jeremy D. Jimenez, Stanford University

66.057-5. Questioning the “Knowledge to Action” Conduit: Child Development as the Foundation of Early Childhood Education. SIG-Critical Perspectives on Early Childhood Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15–9:45am
Chair: Rebecca S. New, University of North Carolina–Chapel Hill; Joseph J. Tobin, University of Georgia
Participants:
Using “Science” to Teach Other People’s Children: Critique of Developmentally Appropriate Practice Guidelines for 21st-Century Early Childhood Education. Rebecca S. New, University of North Carolina–Chapel Hill
Discourses of Readiness, Normality/Abnormality, and At-Risk Within Developmentally Appropriate Practice Guidelines. Marianne N. Bloch, University of Wisconsin–Madison

66.057-6. Technology and Education: Philosophical Perspectives. SIG-Philosophical Studies in Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15–9:45am
Chair: Craig A. Cunningham, National Louis University
Participants:
An Inconvenient Truth: When Philosophy Goes Online in Graduate Teacher Education. Sarah Militz-Frielink, University of Illinois at Chicago; Pamela J. Konkol, Concordia University–Chicago
Capabilities Approach to Online Education. Heather Greenhalgh-Spencer, Texas Tech University
The Ultimate Tutor, or, Why Innovations in Education Matter. Alexander M. Sidorkin, National Research University Higher School of Economics

66.057-7. Practice and Process in Arts-Based Educational Research. SIG-Arts-Based Educational Research; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15–9:45am
Chair: Carl Bagley, Durham University
Participants:
A Dialogic, Arts-Based Process for Challenging and Reconstructing Representations of Students of Color With Disabilities. Gene L. Feidner, College of Staten Island–CUNY; Helen Kwah, Hunter College
Art Practice as Research: An Example of Praxis. Judith Ann Briggs, Illinois State University
Critical Arts-Based Research: A Performance of Provocation. Carl Bagley, Durham University
Triarchology Unflattened: Creating New Knowledge Through Multimodal Dialogic Team Reading. Amanda O. Lattz, Ball State University; Jessika O. Griffin, Indiana University–East; Ashleigh N. Bingham, Ball State University
Countervisualities of Care: Visualizing Teachers’ Care Work in Context. Victoria G. Rester, City University of New York

66.057-8. Serious Writing: Preteen to Adolescent Writing Attitudes and Processes. SIG-Writing and Literacies; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15–9:45am
Chair: Jayne C. Lammers, University of Rochester
Participants:
Clarifying an Elusive Construct: A Systematic Review of Writing Attitudes. Eric Ekholm, Virginia Commonwealth University; Sharon Zumbrunn, Virginia Commonwealth University; Morgan DeBusk-Lane, Pennsylvania State System of Higher Education
“Writing Helps Me Share My Ideas”: Using NAEP Data to Examine Student Attitudes About Writing. Eva Östström, The Graduate Center, City University of New York
Strategic and Interactive Writing Instruction: Curriculum Development and an Efficacy Study in Grades 3–5. Kimberly Wolbers, University of Tennessee; Hannah M. Dobal, University of Connecticut; Steve Graham, Arizona State University; Lee Brannon-Martin, Georgia State University
Impact of Adolescents’ Writing Processes on Grades in General and Special Education. Kristen H. Turner, Fordham University
The Rubric for Scientific Writing: A Validation Study. Katherine Landau Wright, Boise State University; Tracey S. Hodges, University of Southern Mississippi; Erin M. McGee, Texas A&M University; Jennifer K. LeBlanc, Johns Hopkins University/Riffa Views International School

66.057-9. Exploring Time, Place, and Space With Digital Media. SIG-Media, Culture, and Learning; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15–9:45am
Chair: Denise L. Lindstrom, West Virginia University
Participants:
Community Technology Mapping: Inscribing Places When Everything Is on the Move. Deborah Silvis, University of Washington–Seattle; Katie Headrick Taylor, University of Washington–Seattle
“I Don’t Conversate With Those I Don’t Know”: The Role of Trust in Online Engagement. Martha Joanne Hoff, University of Rochester
Barriers to Brokering Space, Time, and Technology to Support College Knowledge. Amanda Kay Ochsner, University of Southern California; Zoe Corwin, University of Southern California
Symbiotic Learning Partnerships in Youth Action Sports. Ty Hollett, The Pennsylvania State University
Playgrids as New Media Configurations for Learning Across Space, Time, and Scale. Jeremiah Holden Kalir, University of Colorado–Denver; Ty Hollett, The Pennsylvania State University

66.057-10. School Leaders Ready to Lead: Developing the Social and Emotional Skills of School Administrators. SIG-Social and Emotional Learning; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15–9:45am
Chairs: Janet Patti, Hunter College–CUNY; Sue McNamara
Participants: Developing Principals’ Emotional Intelligence. Lorsa Martinez, Lorsa Martinez, SEL Consulting; Susan Stillman, Six Seconds, Emotional Intelligence Network, Fielding Graduate University; Paul Stillman


Psychosocially Safe Early Childhood Workplaces: The Role of Administrators’ Own Social Emotional Competencies. Kate M. Zinsser, University of Illinois at Chicago

66.057-11. Roundtable Session: Resilience and Motivation. Division I–Education in the Professions; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15–9:45am
Chair: Celia O’Brien, Northwestern University

Participants: Effects of an Active Learning Approach on Students’ Motivation in an Engineering Course. Chosung Tendhar, Baylor College of Medicine; Kusum Singh, Virginia Polytechnic Institute and State University; Brett D. Jones, Virginia Polytechnic Institute and State University

Improving Opportunity and Access: Promoting Resilience in Teaching and Learning Using an Innovative Participatory Pedagogy. Michael Waring, Loughborough University; Carol Evans, University of Southampton

66.057-12. Teaching Educational Research. SIG-Professors of Educational Research; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15–9:45am
Chair: Maria D. D. Vasquez-Colina, Florida Atlantic University

Participants: Analysis of Required Twitter Participation in an Online Educational Research Course: Process and Results. Cordelia Zinskie, Georgia Southern University

Prevalence of Grammatical Errors in Journal Article Submissions. Anthony J. Omuegbuzie, Sam Houston State University

Teaching Research: Using Critical Realism When Conducting Program Evaluations. Thomas W. Christ, University of Bridgeport

66.057-13. Preservice and In-Service Teachers’ Technology Integration: Adoption, Implementation, and Evaluation. SIG-Instructional Technology; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15–9:45am
Chair: Heather Leary, Brigham Young University

Participants: Engaging Geographically Distributed Teachers in Technology Design: The Scenario-Guided Design Evaluation Methodology. Heather Leary, Brigham Young University; Holly Devaul, University Corporation for Atmospheric Research; Tamara Sumner, University of Colorado

Intercultural Online Collaboration: What Is Added Value? Jung Won Hur, Auburn University; Ying W. Shen, University of Northwestern–St. Paul; Moon-Heum Cho, Sungkyunkwan University

Resituting Professional Learning: Peer Mentorship for Teaching With Technologies. Lindsay M. Stoetzel, University of Wisconsin–Madison

The Validation of a Systemic Evaluation Framework to Investigate the Multilayered Impacts of Technology Integration Projects. Min Kyu Kim, Georgia State University; Sheng-Lun Cheng, The Ohio State University–Columbus; Kai Xie, The Ohio State University

66.057-14. Promoting Engagement: Teaching and Learning With Digital Means. SIG-Technology as an Agent of Change in Teaching and Learning; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15–9:45am
Chair: Margaret L. Niess, Oregon State University

Participants: Building Digital Video Games at School: A Design-Based Study of Teachers’ Design of Student Learning. Deborah Gail Lambert, University of Calgary; Michele Jacobsen, University of Calgary

Contributing to Young Mexican American English Learners’ Multiliteracy Education Through Technological Funds of Knowledge. Yan Chen, Northern Illinois University; Hayley J. Mayall, Northern Illinois University; Cindy S. York, Northern Illinois University; Ying Xie, Northern Illinois University

Digital Storytelling as a Responsive Critical Method for Empowering In-Service Female Teachers and Primary School. Halah Ahmed Alismail, University of Minnesota–Twin Cities

The Effects of Using Digital Storytelling for Fourth Graders’ Literacy Learning: Multiple Perspectives. Benjamin Benjamin J. Feight; Ping Gao, University of Northern Iowa

The “Airmchair Philosopher”: The StarCraft Metagame and Identity Formation. Josie Chang-Order, University of Colorado–Boulder; Erika Jeanne Van Steenis, University of Colorado–Boulder; Michael D. Harris, Colorado University–Boulder

66.057-15. Outside, Under, and Through: Traversing the Landscape of Schooling and Dis/Ability. SIG-Disability Studies in Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15–9:45am
Chair: Danielle M. Cowley, University of Northern Iowa

Participants: Evading the Apparatus: “Equal Opportunity,” Learning Outside of School, and Anarchist Geography as Emancipatory Lens. Álicia A. Broderick, Montclair State University

Politics of Belonging and the Segregation of Students With Intellectual Disability. Susan L. Gabel, Wayne State University

Undercover Cops, Drug Deals, and Navigating Between Disability Studies in Education and Special Education. Amy J. Petersen, University of Northern Iowa

Losing Hope for Change: Socially Just and Disability Studies in Education Educators Choose to Leave Public Schools. Carrie E. Rood, SUNY–College at Cortland

66.057-16. Literacy and Biliteracy for Bilingual Students. SIG-Bilingual Education Research; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15–9:45am
Chair: Peggy Morrison, Educational Consultant

Participants: Bilingual Approaches to Language and Literacy Intervention for Dual Language Learners With Disabilities: A Synthesis. Chunlan Debbie Guan, The University of Kansas

Emergent Biliteracy: The Development of Reading and Writing Conceptualizations by Young Spanish-English Bilingual Children. Lucinda A. Soltero-Gonzalez, University of Colorado–Boulder; Sandra Adriana Butvilofsky, University of Colorado Boulder; Adriana Alvarez, University of Colorado Boulder

Español: The Unrecognized Foundation of Literacy Learning for Latino Preschool Emergent Bilinguals. Delis Cuellar, University of Wisconsin–Madison

Toward a Flexible and Equitable Bilingual Pedagogy: Emergent Bilinguals Engaging With Culturally Sustaining Biliterate Practices. Lucia Cardenas Curiel, The University of Texas at Austin

66.057-17. Preparing Preservice Teachers for Working With Diverse Parents and Students. SIG-Family, School, Community Partnerships; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15–9:45am
Chair: Reyna G. Garcia-Ramos, Pepperdine University

Participants: “I’m Comfortable With All Families, But ...”: Preservice Teachers’ Preparedness to Serve Different Family Compositions. Kyle Elizabeth Miller, Illinois State University

Preservice Teachers Use a Sociocultural Approach to Help High School Students to Find Their Voice. Reyna G. Garcia-Ramos, Pepperdine University

Using Online Case Studies to Prepare Preservice Teachers Working With Parents: What Would You Do in This Situation? Ashlan Unal, Georgia Southern University; Zafer Unal, University of South Florida–St. Petersburg

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66.057-18. Messages From the Diaspora: Exploring the Lived Experiences of Immigrant Youth. SIG-Caribbean and African Studies in Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15–9:45am
Chair: Adaurennaya Chidinma Onyewuenyi, University of Washington
Participants:
- The Multiple Worlds of Ghanaian-Born Immigrant Students and Academic Success. Alex Kumi-Yeboah, University at Albany–SUNY; Patriamm Smith, Texas Tech University
- "In Their Language Is In": Critical Literacy Practices Among African Immigrant Girls in New York City Schools and Community-Based Organizations. Crystal Chen, Teachers College, Columbia University

66.057-19. Capturing Impacts of Action Research Through Partnerships, Youth Participatory Action Research, and Citizen Science. SIG-Action Research; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15–9:45am
Chair: Dana E. Wright, Connecticut College
Participants:
- Community/School/University Partnerships as Catalyzing Reform in Districts and Across the State. Gavin Luter, University of Wisconsin; Robert F. Kronick, The University of Tennessee
- Fostering Student Voice for School Change: Examining School-Based Youth Participatory Action Research. AJ Schiera, University of Pennsylvania; Nicole Mittenfehler Carl, University of Pennsylvania
- Social Justice Education: Building Systems’ Thinking for Action. Dana E. Wright, Connecticut College

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 8:15–9:45am
Chair: Emeri Marc Petchauer, Michigan State University
Participants:
- How Middle School Teachers Make Sense of Changes in Teacher Evaluation Policy. Peter A. Youngs, University of Virginia; Alketa Brown, Michigan State University
- The New Professionalism? Examining Charter Teachers’ Views of the Teaching Profession. Chris Torres, Michigan State University; Jennie Weiner, University of Connecticut

66.058. Roundtable Session 28; Roundtable Session

66.058-1. “Storying” and Understanding the Diverse Experiences of Marginalized Students in Higher Education. Division G–Social Context of Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Steve D. Mobley, Jr, The University of Alabama
Participants:
- Educational Attainment Trajectories of U.S. Adults: Socioeconomic Differences in When People Finish Their Schooling. Alison Klebanoff Cohen, University of California, Berkeley; Louisa Hills Smith, Harvard University; Robert K. Ream, The University of California, Riverside; Maria Glymour, University of California, San Francisco; Irene H. Yen, University of California, San Francisco
- Giving a Stronger Voice to Marginalized Students in Higher Education: Insights for Creating Affirming Campuses. Karin Ann Lewis, University of Texas Rio Grande Valley; Eric Weber

Understanding Culture Studies Centers and Their Role in the Improvement of Diversity in American Education. Rickey Prierson, University of Houston; Trung A. Phan, University of Houston

Cultural Adaptation of Dominant and Non-dominant College Students: Comparing Spain and the United States. William Alexander Mira, University of Georgia–Athens; Diego Bouda, University of Georgia–Athens; Pedro R. Portes, University of Georgia; Melissa Whately, University of Georgia–Athens; Charles Sanchez, University of Georgia; Dario Andres Gonzales, University of Georgia

66.058-2. From Participatory Praxis to Policy: English Learning and Bilingual Education in Local Contexts. Division G–Social Context of Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Pitharam Sychitkokkong Uy, University of Massachusetts Lowell
Participants:
- Adapting to ESL Policy Changes in New York State: A Study of Odds-Beating Schools. Kristen C. Wilcox, University at Albany–SUNY; Karen Gregory, University at Albany–SUNY; Fang Yu, University at Albany–SUNY; Aaron Lee
- English Learners’ Positioning During Interactions With Monolingual English-Speaking Students. Amanda T. Sugimoto, Portland State University; Kathy Carter, The University of Arizona
- Institutional Bilingual Education Situated in the “New Latino Diaspora”: Teaching With and Against Whitening Logics While Speaking in Spanish. Laura Carolina Chavez-Moreno, University of Wisconsin–Madison
- The Pivotal and Peripheral Roles of Bilingual Classroom Assistants in Sweden. Liv Thordetsen Danila, University of Illinois at Urbana-Champaign; Nihad Bunar, Stockholm University

66.058-3. Gender Complexities in STEM Education. Division G–Social Context of Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Ashley Nicole Woodson, University of Pittsburgh
Participants:
- The (Under)Representation of Women in STEM Careers: The Role of the Self and Emotions in Narrative Research. Michela Insenga, Edge Hill University
- Race, Gender, and Racialized Tracking: Who Gets to Be a Science Person? Briana L. Chang, The College Board
- Dispositional Positioning in the Mathematics Equation: The Gender Variable. Ruby Lynch-Arroyo, University of Texas at El Paso; Lecia Lucero, New Mexico State University
- At a Crossroads: Exploring the Dilemma Discourses of Women in Computer Science. Christina Converting, The University of Texas at El Paso; Ashley Grubisits-Bauer, The University of Texas at El Paso; Viridiana Vidana, University of Texas at El Paso
- The Alphas: Not Your Average Gendered Group. Angela Dosabastos, Mills College; Betsy Brenner, University of California, Santa Barbara

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Participants:
- Hermenitas: Reforming Mentorship Through Sisterhood in Everyday Feminism Among Women of Color in Academia. Magali Campos, University of California, Los Angeles; Lauren Ilano, University of California, Los Angeles; Feliz Quinones, University of California, Los Angeles; Yadira Valencia, University of California, Los Angeles; Christine Vega, University of California, Los Angeles
- Started From the Border Now We Here: Testimonios From Mexican American Scholarship Girls. Estee Hernández, Florida State University; Nydia C. Sanchez, University of North Texas
- Writing to Live: Stories From a Latina Mother and Daughter Writing Workshop. Tracey Terece Flores, Arizona State University–Tempe
- Intersectional Identities of African American and Latina/o Youth in Urban School Settings. Lavinia Sequeira, Montclair State University; Jamaal Matthews, Montclair State University
66.058-5. Global Neoliberalism(s) and Educational Policy: The Varied Impact of Neoliberal Reforms on Culture and Education Around the Globe. Division G–Social Context of Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Participants:
Donors, Scripts, and Playwrights: Global Educational Reforms as Political Theater. Elena Aydorova, Arizona State University
The Equity-Diversity Dialectic in Indigenous Education Policy: Focusing on the Māori Ka Hikitia—Accelerating Success 2013–2017. Yilmin Koo, University of North Texas; Sherrie Rhodes Beeson, Florida International University; Amy Willerson, University of North Texas; Nancy Nelson, University of North Texas
The Global Expansion of Lesson Study and Its Impact on Jugyo-Kenkyu. TakyO Ogasu, Nago University
The Land Was Converted, the River Was Moved: Education and the Production of Rural Spaces. Jason A. Cervone, University of California, Los Angeles
Social Inclusion in Chilean Schools: The First Attempts to Regulate the Educational Market in Chile. Maríateresa Rojas, Alberto Hurtado University

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Jayoung Choi, Georgia State University
Participants:
Diving Into the Language Work: Preparing Teachers for the Diné-Language Classroom. Louise Lockard, Northern Arizona University; Velma M. Hale, Northern Arizona University; Dine’ College
Hybrid Practices in the Alternative Learning Spaces of Community-Based Heritage Language Programs. Tierney Hinnman, University of North Carolina at Greensboro; Ye He, University of North Carolina–Greensboro
The Classroom Peer Networks of Adolescent English Learner–Classified Students: Influences on Engagement and Learning. Lauren Elreda, University of Virginia; Amanda Kbler, University of Virginia; Haley E. Johnson, University of Virginia; Fares Karam, University of Nevada–Reno
Transfrontier Language and Literacy Practices as Community Cultural Wealth. Maria Teresita de la Piedra, The University of Texas at El Paso; Blanca Estela Arujo, New Mexico State University; Alberto Esquínca, The University of Texas at El Paso

66.058-7. Learning From Youth: Examining Education From the Perspective of Youth. Division G–Social Context of Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Adam Voght, Cleveland State University
Participants:
Elementary School Students’ Stories About Identity Negotiation in Their Literary Classrooms: An Interview-Based Study. Kimberly Ilysoy, University of Portland; Jeff Kerssen-Griep, University of Portland
Not Everything That Counts Can Be Counted: The Perplexing Viability of a Noninstrumental Youth Program. Daniela Kruel DiGiacomo, University of Colorado–Boulder
Out-of-School Learning: Students’ Perspectives. Alrigail Felser-Smith, Saint Paul Public Schools
Youth Participatory Action Research: Implementation at an Alternative School. Hannah Carson Baggett, Auburn University; Carey E. Andrzejewski, Auburn University; Marianne Felser, Auburn University

66.058-8. LGBTQ+ Students’ and Families’ Relationships With Heteropatriarchy. Division G–Social Context of Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Huay-Yu Sebastian Cheryng, New York University
Participants:
Interrogating Heterosexual Hegemony Through Collaborative Conversation and Composition in an LGBTQ-Themed High School Literature Course. Mollie V. Blackburn, The Ohio State University; Ryan Schey, The Ohio State University–Columbus
Equivocation and Queerness in the Heteropatriarchy. Patrick K. Finnessy, Lake Forest Academy
The Kids Are All Right, but How Are the Parents? Focusing on Gay Fathers. Andrew Leland, Rutgers University–New Brunswick/Piscataway
Thinking and Rethinking Youth Studies With Queer and Trans Young People. Lisa W. Loutzenheiser, The University of British Columbia; Sam Steigler, The University of British Columbia

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Participants:
Carrying the Water: Black Parent Engagement in a Predominantly White, Independent School. Jane Bolgatz, Fordham University; Enrique Figueroa, Fordham University; Sara Skluzacek, New York Department of Education; Tamar Brown, Fordham University; Ryan M. Crowley, University of Kentucky
Examining Latina/o Parents’ Decision-Making Processes Regarding Enrollment in a Parent Academy. Joanna Dolores Sanchez, The University of Texas at Austin

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Will J. Jordan, Temple University
Participants:
Adolescent Civic Involvement and the Great Recession of 2008: Testing the Certainty of Employment. Eric Suddeeth, The University of Mississippi; Laura Martin, The University of Mississippi–Oxford; Deidra Jackson, The University of Mississippi; Hsien-Yuan Hsu, University of Texas Health Science Center at Houston; Phillis George, University of Mississippi
Can Ogbu’s Cultural Ecological Model Illuminate the Risks of Dropping Out of High School? Roslyn Artin Mickelson, University of North Carolina–Charlotte; Arun Saatcioglu, The University of Kansas
Entrada de Colegio: A Pathway Program for Latina/o Students to Access Higher Education. Antonette M. Aragon, Colorado State University; Aneto Garcia, Stanford University; Joshua Trinidad, Metropolitan State University of Denver; Rene Gonzalez, Regis University
In the Shadows: “Democratizing” College Preparatory Education in Two Urban Schools. Kristin Copollone, Ball State University; Amy Elizabeth Stich, Northern Illinois University

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Elizabeth Ackert, The University of Texas at Austin
Participants:
A Decade After Arizona Structured English Immersion (SEI): ‘Teachers’ Perspectives on the Implementation of SEI and Alternative Approaches. Angela Cruz, University of Arizona; Hortensia “Meg” Cota, Mission View Elementary; Francesca Lopez, The University of Arizona
English Language Learners on the Texas/Mexico Border: An Ethnographic Study Examining State Education Accountability Policies. Amy J. Bach, The University of Texas at El Paso; Jair Munoz, The University of Texas at El Paso
Policy and Practices: Challenges for Involvement of Latino Parents in Children in Bilingual Education Programs. Vanessa Espitia Mendoza, The University of Texas at El Paso
The Role of Perceptions and Interpretations of Arizona’s Standards: A Case Involving English Language Learners. Adam Clark, Arizona State University; Xue Qiao, Arizona State University–Tempe; Joseph D. Sweet, Arizona State University

66.058-12. The Vast Consequences of White Supremacy. Division G–Social Context of Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Zachary A. Casey, Rhodes College
Participants:
Men of Color Who Teach in Single-Sex Schools: Race and the Construction of Anti-Oppressive Masculinities. Chezare A. Warren, Michigan State University; Derrick R. Brooms, University of Louisville
Privilege Under Threat: Color Blindness, White Fragility, and School Choice in a Changing Suburban Community. Lauren Fox, Teachers College, Columbia University
Separate and Unequal: Toward an Understanding of Inequality Among Students of Color in Segregated Schools. Rachel Garver, New York University
The Development of Black and Latino Students’ Perceptions of Racism: A Longitudinal Study of Urban High School Students. Daren Graves, Simmons College; Scott Seider; Aaliyah El-Amin, Harvard University; Lauren Kelly, Boston University School of Education; Shelby Clark, Boston University; Pauline Elizabeth Jennett, Boston University; Madora Soutter, Boston University; Jalene Tamerat, Boston University; Melanie Cabral, Boston University; Jamie Johannsen, Boston University; Saira Malhotra, Boston University

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Natalie Duwalt, Milton Hershey School
Participants:
Mapping Cultural Diversity Through Children’s Voices: From Confusion to Clear Understandings. Christina Hajisieristou, University of Nicosia Research Foundation; Christiana Karousiou, University of Nicosia; Panayiotis A. Angelides, University of Nicosia
Identities in Flux: Race, Class, and Tracking in a “Suburban Turned Urban” High School. Cherese Diane Childers-McKee, University of North Carolina–Charlotte
Making and Civic Engagement: A Heart-Shaped Expression of Community Response. Jasmin Kyle McBeath, University of California, Santa Barbara; Richard P. Duran, University of California, Santa Barbara
Arts Education, Identity Work, and Social Justice. Sarah Travis, University of North Texas

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Sharon Daley, Indiana University–Bloomington
Participants:
A Close Look at ‘Teachers’ Lives. Naime Elcam; Emel Cevik, Texas A&M University–College Station
I Just Feel So Guilty: Teacher Leavers and the Emotional Labor of Leaving the Classroom. Lynnette K. Mawhinney, The College of New Jersey; Carol R. Rinke, Marist College
Revealing the Detrimental Impacts of Teacher Evaluation Reform Upon Teachers’ Lives and Classroom Climate. Allison Smith, University of Nevada–Las Vegas; Alexandru A. Spataru, Houston Baptist University

66.058-15. Opportunities and Challenges for Underrepresented Gifted and Talented Students. SIG-Research on Giftedness, Creativity and Talent; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Jennifer L. Jolly, University of New South Wales
Participants:
A Case Study of Experiences, Challenges, and Perspectives for Low-Income Colombian Adolescents in a Summer Camp for Gifted Children. Fabio Andres Parra Martinez, Purdue University; Nielsien Pereira, Purdue University
Gifted ‘n the ‘Hood: Gender and Giftedness as Predictors of Social Risk Among Low-Income Students. Anneliese Bolland, The University of Alabama; Sara E. Tomek, The University of Alabama; Kevin D. Beany, The University of Alabama; John Bolland, The University of Alabama–Tuscaloosa
The Underrepresentation of Latina/o Students in Gifted Programs: Where Are the Gifted Latina/o/Children? German A. Diaz, University of Wisconsin–Milwaukee
Understanding the Experiences of Gifted Students Living in Poverty. Antonia Zymanski, Western Kentucky University
An Analysis of the Characteristics of Grade 3 Writing Prompts for Mathematically Talented Students. Janine M. Firnender, Saint Joseph’s University; Krista Bourgey, Saint Joseph’s University

66.058-16. Perspectives on Black Student Achievement in Education. SIG-Research Focus on Black Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Lucian Yates, Tennessee State University
Participants:
Achievement Gaps in a Rural School System: An Analysis of Partnership for Assessment of Readiness for College and Careers and i-Ready Data. Diane Stulz, Notre Dame of Maryland University
Black Adults Reflecting on Their Experiences in New York City Gifted and Talented Programs. Christopher J.P. Sewell, General Assembly; Ramon Goyin, Loyola University Maryland

66.058-17. Teaching and Learning in Urban Schools. SIG-Urban Learning, Teaching, and Research; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Timothy L. Weekes, San Francisco State University
Participants:
Addressing Opportunity Gaps: A Causal Comparative Examination of the Effects of an Urban School Mentoring Program. Andrea D. Guice; Judy Jackson May, Bowling Green State University
Unexpected Outcomes: Classroom-Based Research and Social Justice. Ronald Beebe, University of Houston–Downtown
What Should a Proctor Know About L2 Learners? Examining Instructions for High-Stakes Math Testing. Theresa Y. Austin, University of Massachusetts–Amherst

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 8:15–9:45am
Chair: Patricia J. Larke, Texas A&M University
Participants:
66.059-2. Mathematics in Teacher Education and Professional Development. Division K–Teaching and Teacher Education; Poster Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 2; 8:15–9:45am

Posters:
13. Changing Self-Efficacy of Preservice Teachers During a Weeklong Mathematics Camp. Suzanne Fischer Lind, Midwestern State University; Ditika Gupta, Midwestern State University
14. Examining Learning Demands for Facilitators of Collaborative, Classroom-Based Mathematics Professional Development. Lea Alison Fox, University of Washington–Seattle
15. Grouping Typologies for Supporting Productive Engagement in Mathematics Teacher Professional Development. Anthony Matranga, Drexel University; Melinda Sebastian, Drexel University
16. Impact of Teachers’ Advanced Degree on Middle School Students’ Mathematics Achievement. Chuang Wang, University of North Carolina–Charlotte; Xitao Fan, University of Macau; Barry Bai, The Chinese University of Hong Kong; Hufang Zuo, University of North Carolina–Charlotte
17. Interpretative Knowledge: Insight From a Case Study With Students. Arne Jakobsen, University of Stavanger; Miguel Ribeiro, Maria Melissa, University of Naples Federico II; Roberto Tortora, University of Naples Federico II
18. The Impact of a Mathematics Methods Course on Preservice Teachers’ Knowledge of Word Problem Types. Shuang Zhang, Texas Tech University; Raymond Flores, Texas Tech University; Jian Wang, Texas Tech University; Xi Zeng, Texas Tech University; Jory Neff, Texas Tech University; Minju Yi, Texas Tech University; Xianhua Wang, Texas Tech University

66.059-3. Narrative Ethnography on the Engineering Education of Blind and Visually Impaired Students. Division K–Teaching and Teacher Education; Poster Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 2; 8:15–9:45am

Poster:
19. Narrative Ethnography on the Engineering Education of Blind and Visually Impaired Students. Idalis Villanueva, Utah State University; Marialuisa Di Stefano, Utah State University

66.059-4. Division K Section 5 Poster Session 2. Division K–Teaching and Teacher Education; Poster Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 2; 8:15–9:45am

Posters:
21. A Review of Teachers’ Planning: Perspectives on Learning to a Plan and Professional Learning. Elaine Munthe, University of Stavanger; Paul F. Conway, University of Limerick

66.059-5. Poster Session 1: Motivational Processes. Division C–Learning and Instructions; Poster Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 2; 8:15–9:45am

Posters:
22. Antecedents and Consequences of Expectancy for Success in Undergraduate Biology. Jennifer G. Cowsley, University of Illinois at Urbana–Champaign; Michael Balsai; Ting Dai, Temple University; Yonaton S. Davidson, Temple University; Avi Kaplan, Temple University; Kyle R. Mara, University of Southern Indiana; Tony Perez, Old Dominion University; Erica Chew, Old Dominion University; Kevin Stine; Delaram A. Karimi, Old Dominion University; Taylor Williams, University of Illinois at Urbana–Champaign

Division and SIG Posters

66.059. Poster Session 14; Poster Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 2; 8:15–9:45am

Posters:
1. A Peer Support Community on Facebook: A Counternarrative to Cyberbullying. Carrie Davenport-Kellogg, Heidi J. Stevenson, University of the Pacific
2. Distributed Instructional Leadership for School-Based Pre-K Classrooms. Michael B. Abel, National Louis University; Tere Talan, National Louis University
3. Dynamic Conceptions of Leadership, Part II: Leadership Metaphors From Across the Globe. John R. Shoup, CBU
5. Out of Balance: The Challenge of Shared Instructional Leadership in an Urban District. Jean A. Patterson, Wichita State University; Karen Kuhn, Sedgwick County Area Educational Services Interlocal Cooperative #618; Connie Jacobs, Wichita State University; Mike Bonner, Valley Center Public Schools; Teresa Miller, Hayville Unified School District 261; Christy Skelton, Sedgwick County Special Education Cooperative; Florence Joanne Olat, Wichita State University; Elisabeth Tinch, Ashford University
6. Principal Supervisors and the Challenge of Principal Support and Development. Ellen B. Goldring, Vanderbilt University; Laura K. Rogers, Vanderbilt University–Peabody College
7. Revisiting Principal Leadership Dilemmas. Taeyeon Kim, Michigan State University
8. School Principals’ Instructional Leadership Preparation in STEM and the Impact on Teacher Retention and Student Performance in STEM. Lisa D. Hobson, Essential Leadership Connections; Catherine L. Horn, University of Houston; Andrea Backsieder Burridge, Houston Community College; John O. Attia, Prairie View A&M University
23. Belonging as a Predictor of First-Year Engineering Students’ Interest and Career Intentions: Emily Bovey, Michigan State University; Kristy Ambrister Robinson, Michigan State University; Yoo-kyung Lee, Michigan State University; S. Patrick Walton, Michigan State University; Daina Briedis, Michigan State University; Lisa Linnenbrink-Garcia, Michigan State University

24. Changes in Preservice Teachers’ Motivation Throughout a Teacher Preparation Program. Benjamin M. Torsney, Temple University; Doug Lord, Temple University; Annette Ponsi, Temple University

25. Changes in STEM Motivation During High School for Domestically and Internationally Adopted Adolescents. Eric M. Anderman, The Ohio State University; Alison C. Koenka, The Ohio State University; Sungjun Won, The Ohio State University

26. Classroom Goal Structure, Achievement Goal Orientation, and Motivational Variables in High-Minority, Low-Achieving, Rural Schools. Jon M. Lakin, Auburn University; Jill D. Salisbury-Glennon, Auburn University; Chih-kuang Wang, Auburn University

27. Cognitive Autonomy Support Versus Choice: Which Is More Connected to College Students’ Cognitive Processing and Interest? Ji-Eun Lee, Dongguk University; Diane L. Schallert, The University of Texas at Austin; Jiung Kim, Yonsei University


29. Grit and Conscientiousness: Two Similar but Separable Constructs? Jürgen Wilbert, Temple University


31. Longitudinal Study of the Impact of Elementary School Students’ Mindset, Motivation, and Engagement on Math Achievement. James Ford, The University of Memphis; Leigh M. Harrell-Williams, The University of Memphis; Christian E. Mueller, The University of Memphis; Martin H. Jones, University of New Mexico; Tegan James Reeves, The University of Memphis

32. Motivation and Engagement at the Crux: Latent Growth Curve Analysis Across the Transition to High School. Ross C. Anderson, Educational Policy Improvement Center; Matthew C. Graham, University of Oregon

33. Motivational Profiles and Achievement-Related Outcomes. Wondimu Ahmed, The University of Akron; Renee R. Madrey, The University of Akron; Shannon Zenital, The University of Akron

34. Predicting Student Effort in Statistics: A Path Model of Student Attitudes and Effort Toward Statistics. Tamarah Smith, Cabrini College; Ting Da, Temple University

35. Social Comparison Feedback and Its Effects on Intrinsic Motivation: An Experimental Study. Janis Bosch, Potsdam University; Jürgen Wilbert

36. Middle Schoolers’ Relationships With Their Math Teachers: Prosocial Behaviors, Self-Efficacy, and Math Interest. Sara L. Prewett, University of Missouri–Columbia; David A. Bergin, University of Missouri

37. What Got Me Here: The Precollege Decision-Making Processes of First-Generation College Students. David Bryant Naff, Virginia Commonwealth University; Anita Crowder, Virginia Commonwealth University; Samantha Hope, Virginia Commonwealth University; Kathleen M. Cauley, Virginia Commonwealth University

38. Native-Immigrant Gaps in Performance and Attitudes Toward Mathematics: Analysis of PISA (Programme for International Student Assessment) 2012 Data. Yemurai Tsokodayi, American Institutes for Research; ceylan oymak, American Institutes for Research; Yuqi Liao, American Institutes for Research

39. An Investigation of the Relationship Between Student Science Achievement and School-Level Variables in the United States and Five High-Achieving Asian Countries. Pey-Yan Liou, National Central University–Graduate Institute of Learning and Instruction

66.059-8. Division 1 Section 1 Poster Session. Division D–Measurement and Research Methodology; Poster Session. Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 2; 8:15–9:45am

Poster:
40. Linking Partnership for Assessment of Readiness for College and Careers and Measures of Academic Progress. Helen Wang, Montgomery County Public Schools; Huafang Zhao, Montgomery County Public Schools; Kecia L. Addison, Montgomery County Public Schools

66.059-9. Division K Section 9 Poster Session 2. Division K–Teaching and Teacher Education; Poster Session. Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 2; 8:15–9:45am

Poster:
41. Decentering Normative Practice Through In Situ Teacher Education. Leytan Schnellert, The University of British Columbia–Okayangan Campus; Shelley Moore, The University of British Columbia

66.059-10. Multilevel Modeling SIG Poster Session. SIG-Multilevel Modeling; Poster Session. Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 2; 8:15–9:45am

Poster:
42. The Effects of Fully Conditional Specification for Treating Missing Data in Multilevel Regression Modeling With Unequal Group Size. Yu Su, University of Florida
68.015. Pathways to Improving Opportunity for Marginalized Children in International Contexts. British Educational Leadership, Management, and Administration Society; Invited Speaker Session

Henry B. Gonzalez Convention Center, River Level, Room 7B; 10:35am–12:05pm
Chair and Discussant: Ian Potter, Bay House School, Gosport
Participants: Mind the Gap: An Examination of Leadership Strategies to Raise the Attainment of Disadvantaged Children. Ian Abbott, University of Warwick; David Middelow, University of Warwick; Sue Robinson, University of Warwick

English as an Additional Language Learners Considered as a Marginalized Group: Need for Systems Changes to Improve Equity and Access to Education. Krishan Sood, Nottingham Institute of Education

Supporting Marginalized Children: Challenges of Three U.S. Principals. Pamela S. Angello, The University of Tennessee; Lee D. Flood, The University of Tennessee–Knoxville; Alex Nathan Oldham, Knox County Public Schools

“Achieving the Impossible” or “Sticking Plasters on a Gunshot Wound”? A Socially Critical Analysis of TeachFirst. Ruth McGinity, The University of Manchester; Justine Mercer, University of Warwick

Advanced Leadership in an Integrated Children’s Service Environment: How Academic Poster Presentations Have Facilitated Developments in Multagency Teamwork and Professional Learning and Dissemination. Deborah Emily Outhwaite, University of Warwick; Amanda L. Chivers, Tapestry Public Charter School; Amy Flack, University of Rochester

68.017. Equity-Focused Implementation of Next Generation Science Standards. AERA Presidential Session; Invited Speaker Session

Henry B. Gonzalez Convention Center, Ballroom Level, 301 A&B; 10:35am–12:05pm
Chair: Philip L. Bell, University of Washington
Participants: The Inquiry Hub Model: Foregrounding Equity in the Co-Design of Next Generation Science Standards Curriculum. Tamara Sumner, University of Colorado; William R. Peniel, University of Colorado–Boulder; Katie Van Horne, University of Colorado–Boulder; Douglas Adam Watkins, Denver Public Schools; Samuel Severance, Michigan State University; David Quigley, University of Colorado–Boulder; Raymond Johnson, University of Colorado–Boulder

Youth as Engineering Community Ethnographers as an Approach to Equitable Engineering Education. Kathleen Anne Schenkel, Michigan State University; Angela Calabrese Barton, Michigan State University; Christina Restrepo Nazar, Michigan State University; Marcos Gonzalez, Michigan State University; Edna Tan, University of North Carolina at Greensboro

Using the Material Semiotics of Actor Network Theory to Support Diversity and Equity in Next Generation Science Standards. Yolanda Denise Payne, University of Georgia–Athens; Yainitza Hernandez-Rodriguez, University of Georgia–Athens; Martha A. Allexsaht-Snider, University of Georgia

‘Ahoʻe puʻa ka ‘ike i ka hālau hoʻokāhi: All Knowledge Is Not Taught in One School. Pauline U.W. Chinn, University of Hawaiʻi–Mānoa; Chantel Wong, University of Hawaiʻi–Mānoa

OrganizationalSensemaking as a Framework to Understand Science Teachers’ Local Implementation of Next Generation Science Standards. Saru C. Heredia, University of North Carolina–Greensboro

Equity at Scale? An Ethnographic Case of an Equity Initiative Within a Large-Scale Implementation Effort. Kerri Wingert, University of Washington–Seattle
68.018. Expanding Our Understanding About Comprehension: Theory, Assessment, and Intervention. Division C—Learning and Instruction; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 209; 10:35am–12:05pm

Chair: Young-Suk Kim, University of California, Irvine

Participants:

- Why Reading Comprehension Is Complex Yet Simple: Pathways in Which Various Language and Cognitive Component Skills Contribute to Reading Comprehension. Young-Suk Kim, University of California, Irvine
- Predictors of Adolescents’ Generation of Causal and Noncausal Inferences. Yusra Ahmed, University of Houston; Carolyn A. Denton, The University of Texas at Health Science Center at Houston; Mischa L. Enos, The University of Texas at Health Science Center at Houston; David J. Francis, University of Houston
- Distinguishing Types of Poor Comprehenders of Intermediate-Grade Readers. Gina Biancarosa, University of Oregon; Ben Seipel, University of Wisconsin–River Falls; Sarah Elizabeth Carlson, University of Oregon; Mark L. Davison, University of Minnesota
- Technology-Based Early Language Comprehension Intervention (TELCI): Making the Case for Language Comprehension. Panayiota Kendeou, University of Minnesota; Kristen L. McMaster, University of Minnesota; Theodore Chriss, University of Minnesota; Mary Jane White, University of Minnesota

68.019. Research on Teacher Identity and Motivation: Mapping Challenges and Innovations. Division C—Learning and Instruction; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 D; 10:35am–12:05pm

Chairs: Ji Yeon Hong, University of Oklahoma; Dionne Indera Cross Francis, Indiana University

Participants:

- “I’m Not Just a Math Teacher”: Understanding the Development of Elementary Teachers’ Mathematics. Ji Yeon Hong, University of Oklahoma; Dionne Indera Cross Francis, Indiana University; Jingju Liu, Indiana University–Bloomington; Ayfer Eker, Indiana University–Bloomington
- A Complex Dynamic Systems Perspective on Teacher Professional Role Identity and Motivation. Awi Kaplan, Temple University; Joanna K. Garner, Old Dominion University
- Engaging Teacher Identities in Teacher Education: Attunement, Motivational Filters, and Pedagogical Judgment. Grace A. Chen, Vanderbilt University; Ilana S. Horn, Vanderbilt University; Susan B. Nolen, University of Washington–Seattle
- Challenging Student Teachers’ Professional Identities Through Immersion in “Teaching for Creativity.” Paulen C. Meijer, Radboud University Nijmegen; Ida Oosterheert, Radboud University Nijmegen

The Entanglement of Identity and Politics in Conceptualizing “Teacher Identity.” Michalinos Zembylas, The Open University of Cyprus; Sharon M. Chubbuck, Marquette University

Discussant: Paul A. Schutz, The University of Texas at San Antonio


Henry B. Gonzalez Convention Center, River Level, Room 7A; 10:35am–12:05pm

Chair: Kamen Strunk, Auburn University

Participants: Jesus Cisneros, University of Central Arkansas; Jaye Johnson Thiel, University of Georgia–Athens; Mayme Franchise Huckabee, Texas Christian University

68.021. Innovations: Exploring Theoretical and Methodological Approaches in the History of Black Education. Division F—History and Historiography; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 206 A; 10:35am–12:05pm

Chair: Derrick Alridge, University of Virginia

Participants:

- Pedagogies of Dissemblance: The Black Women’s Club Movement and Education as a Tool Against Sexual Exploitation. Lindsey Elizabeth Jones, University of Virginia
- Providing a “Usable Past”: Reconciling Secondary and Primary Sources in Black Education History. Alisha Johnson, University of Illinois at Urbana-Champaign

Discussant: Derrick Alridge, University of Virginia

68.022. Cultivating Critical Educators: Ideological Shifts and Programmatic Supports of Equitable Practice Along the Teacher Continuum. Division G—Social Context of Education; Symposium

Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon C; 10:35am–12:05pm

Chair: Bree Picower, Montclair State University

Participants:

- It’s Not Whatever: Dangerous Teacher Development Toward the “Politically Determined Pedagogue.” G. T. Reyes, Stanford University
- From Trauma to Political Clarity: Teachers of Color Reflect on Their Experience as K–12 Students. Lanette Jemison, University of California, Berkeley
- Beyond the Demographic Divide: Shifting Ideological Stances of White Preservice Teachers. Clifford H. Lee, Saint Mary’s College of California

Discussant: Patrick Camangian, University of San Francisco

68.023. Do You Hear What I Hear? Raciolinguistic Ideologies Across Educational Contexts. Division G—Social Context of Education; Symposium

Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon D; 10:35am–12:05pm

Chair: Jonathan Rosa, Stanford University

Participants:

- Neoliberal Multiculturalism and the Political Incorporation of Bilingual Education. Nelson Flores, University of Pennsylvania
- Race and Second Language Acquisition: Who in the World Cares? Catrice Barrett, University of Pennsylvania
- Stylistic Practice, Appropriateness, and Agency at a Public Arts High School. Teresa Pratt, Stanford University

Discussant: Teresa L. McCoy, University of California, Los Angeles
68.024. La Transfronteriza: Navigating the Borderlands Toward Equitable Education. Division G–Social Context of Education; Invited Speaker Session

Grand Hyatt San Antonio, Third Floor, Bonham C; 10:35am–12:05pm
Chair: Kevin C. Roxas, Western Washington University
Participants: Maria E. Franquiz, University of Utah; Maria Teresa de la Piedra, The University of Texas at El Paso; Blanca Estela Araujo, New Mexico State University; Patricia Sanchez, The University of Texas at San Antonio

68.025. Reading Emotion: Affect, Equity, and What We Know About the Teaching of Literature. Division G–Social Context of Education; Symposium

Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon F; 10:35am–12:05pm
Chair: Ebony Elizabeth Thomas, University of Pennsylvania
Participants: Creating Identities: Authorial Intentions in the Representation of Multiracial Characters in Graphic Novels. Rebecca Kuss, University of Pennsylvania
In-equal Shame: Homonormativity in LGBTQ- themed Young Adult Literature and a Call for a Redesign. James Joshua Coleman, University of Pennsylvania
Unwhitewashing Trauma: The Power of Writing Stories for Students of Color at an All-Male High School. Cassie Lo, University of Pennsylvania
Discussant: Patricia E. Enciso, The Ohio State University


Grand Hyatt San Antonio, Second Floor, Bowie B; 10:35am–12:05pm
Chair: Kristiina P. Kumpulainen, University of Helsinki
Participants: Examining Children’s Agency Within Participatory Structures in Primary Science Investigations. Christina Siry, University of Luxembourg; Sara E.D. Wilmes, University of Luxembourg; Jana Maria Haus
Dealing With the Contradiction of Agency and Control During Dialogic Teaching. Aniti Juhani Rajala, University of Helsinki / Department of Teacher Education; Kristiina P. Kumpulainen, University of Helsinki; Anna Paulinina Rainio; Jaakko Hilppö, Northwestern University; Lasse Lipponen, University of Helsinki
Student Agency to Participate in Dialogic Science Discussions. Sherice Clarke; Iris Howley; Lauren B. Resnick, University of Pittsburgh; Carolyn Penstein Rose, Carnegie Mellon University
Sense of Agency and Everyday Life: Children’s Perspective. Jaakko Hilppö, Northwestern University; Lasse Lipponen, University of Helsinki; Kristiina P. Kumpulainen, University of Helsinki; Marika Virlander, University of Helsinki
Discussant: Eilice A. Forman, University of Pittsburgh


Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon A; 10:35am–12:05pm
Chair: Claudia G. Cervantes-Soón, The University of Texas at Austin
Participants: Constructing Latinidad in the Rural South: Youth Negotiations for Epistemic Space and Educational Justice. Michael C. Domínguez, University of North Carolina– Chapel Hill
Engendering Space in a New Latina/o Diaspora Through Testimonios in the New Latino South. Esmeralda Rodríguez, University of North Carolina–Chapel Hill
Discussant: Luis Urrieta, The University of Texas at Austin


Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon B; 10:35am–12:05pm
Chair: Tyrone C. Howard, University of California, Los Angeles
Participants: In Their Own Words: High-Achieving Black Males Operationalizing Achievement. Brian Woodward, University of California, Los Angeles
Black and Latino Males’ Aspirations and System Limitations Through a Human Capital Lens. Adrian H. Huerta, University of California, Los Angeles; Cecilia Rios Aguilar, University of California, Los Angeles; Tyrone C. Howard, University of California, Los Angeles
Voices From the Classroom: Successful Teaching for Black and Latino Male Students. Oscar Navarro, California Polytechnic State University–San Luis Obispo
Home, Happiness, and Love: Expressions of Progressive Masculinities Among Black Youth. Kenjus Terrel Watson, University of California, Los Angeles
The Role of Familial Female Capital in the Lives of Black and Latino Males. Bianca Nayeli Haro, University of California, Los Angeles
Discussant: Victor Saez, The University of Texas at Austin

68.029. Key Teacher Evaluation/Accountability System Components: Using Diverse Methods to Inform Practice and Policy. Division H–Research, Evaluation and Assessment in Schools; Symposium

Henry B. Gonzalez Convention Center, River Level, Room 7C; 10:35am–12:05pm
Chair: Audrey Amrein-Beardsley, Arizona State University
Participants: Examining a Teacher Evaluation System in Context: Elementary and High School Teacher Perceptions of Effectiveness. Noëlle Angeline Paufler, University of North Texas
Examining the Factor Structure of the Danielson Framework for Teaching, Given Its Intended/ Purposed Uses. Edward F. Slout, Arizona State University
The Calculated Teacher: Value-Added Models, Rubrics, and the Disciplined Self. Jessica Holloway, Kansas State University
Impact of Teacher Observation Scores, Value-Added Scores, and School Environment on Retention. Wendy Miedel Barnard, Arizona State University
Teacher Retention and Merit Pay: Trends and Patterns of Job Separation. Margarita Pinovarova, Arizona State University–Tempe; Tray Geiger, Arizona State University
Discussant: David C. Berliner, Arizona State University

68.030. Qualitative Studies: Experiences and Practices of Health Professionals. Division I–Education in the Professions; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 213 B; 10:35am–12:05pm
Chair: Hugh A. Stoddard, Emory University
Participants: A Qualitative Study of Physicians’ Responses to Interruptions in Diagnostic Reasoning Caused by Frequent Handovers. Judith L. Bowen, Oregon Health and Science University; Jonathan Seth Ilgen, Harborview Medical Center; David M. Irby, University of California, San Francisco; Olle ten Cate, University Medical Center Utrecht; Bridget Colleen O’Brien, University of California, San Francisco
Pre-Enrollment Experiences Influencing Medical School Entry and Retention: A Qualitative Study. Devasmita Chakraverty, Washington State University–Spokane; Donna B. Jeffe, Washington University in St. Louis; Robert H. Tui, University of Virginia
What Makes Challenging Patients Challenging for Medical Students? Jody Steinauer, University of California, San Francisco; Patricia S. O’Sullivan, University of California, San Francisco; Felisa Preskill, University of California, San Francisco; Olle ten Cate, University Medical Center Utrecht; Arianne Tetherani, University of California, San Francisco
Discussant: Dorene F. Balbier, University of Pennsylvania
68.031. "The Revolution Will Not Be Televised": Contested Terrain, Student Activism, and Racial Campus Climates. Division J–Postsecondary Education; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 6B; 10:35am–12:05pm
Chair: Ah Ra Cho, University of North Texas
Participants:
Alternative and Activist New Media and the Social Movement Repertoire of Contemporary Student Organizers in College. Charles Harold Frederick Davis, University of Pennsylvania
Educational Uplift as Praxis: A Counternarrative on Mexican American College Students in Contested Terrain. Nydia C. Sanchez, University of North Texas
Endangering Higher Education: The Real Work of Student Activism. Jaliil Bishop, University of California, Los Angeles; Oscar Jose Mayorga, University of California, Los Angeles
"Black Elephant in the Room": Black Students Contextualizing Campus Racial Climate Within the U.S. Racial Climate. Chrystal George Mwangi, University of Massachusetts–Amherst; Barbara Thelamour, The College of Wooster; Ijeoma Ezeofor, University of Maryland–College Park; Ashley Carpenter, University of Massachusetts–Amherst
Discussant: Nolan L. Cabrera, The University of Arizona

68.032. Academic Freedom in Higher Education: International Challenges and Perspectives. Division J–Postsecondary Education; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 A; 10:35am–12:05pm
Chair: Michael Lanford, University of Southern California
Participants:
Debating Academic Freedom in India. William G. Tierney, University of Southern California; Nidhi Sabharwal
China’s Hong Kong and the Changing State of Academic Freedom. Gerard Postiglione, The University of Hong Kong
Academic Freedom in Turkey: Changing Perceptions of Academics. Fatma Nevrha Seggie, Bogazici University; Vysel Gökbel, University of Pittsburgh
Academic Freedom on International Branch Campuses. Michael Lanford, University of Southern California
Discussant: Gary D. Rhoades, The University of Arizona

68.033. Diversity and Campus Climate: Race, Religion, and Civic Engagement. Division J–Postsecondary Education; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 6C; 10:35am–12:05pm
Chair: Vincent D. Carales, The American Council on Education/UT San Antonio
Participants:
The Role of Religion and Spirituality in Promoting a Positive Campus Culture: A Multi-Institutional Study. Kevin John Fosnacht, Indiana University; Cynthia Broderick, Indiana University–Bloomington
Investigating the Effects of Campus Racial Climate, Sense of Belonging, and Resilience on Persistence Intentions. Darolyn A. Flagg, Texas State University; Taylor Wayne Ace, Texas State University-San Marcos
Understanding African American College Students’ Cognitive Engagement: The Role of Racial Microagression. Weimin Chen, University of Iowa; Elizabeth Getachew, The University of Iowa
Modeling Critical Consciousness and Civic Engagement Across Racially Diverse Student Populations. Marcela Cuellar, University of California, Davis; Gina Ann Garcia, University of Pittsburgh
Discussant: Dimpal Jain, California State University–Northridge

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 A; 10:35am–12:05pm
Chair: Nate Schwartz, Tennessee Department of Education
Participants:
From Pilot to Scale-Up: The Challenges of Take-Up in a State’s Rollout of a New Initiative. Ellen B. Goldring, Vanderbilt University; Susan Kemper Patrick, Vanderbilt University–Peabody College
If You Build It, Will They Come? Encouraging Take-Up of State Initiatives Through Extended Outreach and Symbolic Incentives. Mary Elizabeth Laski, Brown University; John Papaio, Brown University; Eric Taylor, Harvard University; John H. Tyler, Brown University
Knowledge, Flexibility, and Persuasion in Program Adoption. Marisa A. Cannata, Vanderbilt University; Jason A. Grissom, Vanderbilt University
Principals’ Decisions on Take-Up: Weighing Perceived Costs and Benefits. Michael Alan Neel, Vanderbilt University–Peabody College; Molly Rubin, Vanderbilt University
Discussant: James P. Spillane, Northwestern University

68.035. Federal Policy as Teacher Policy. Division L–Educational Policies and Politics; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 215; 10:35am–12:05pm
Chair: Gary Sykes, Educational Testing Service
Participants:
What Educational Leaders Should Know About Teacher Policy Under the Every Student Succeeds Act. Andrew Sautlz, Miami University–Oxford; John L. Lane, Michigan State University; Min Sun, University of Washington–Seattle
Knowledge Distribution as Policy Limitation: Governance Over State Teacher Equity Plans. Jesslyn Holler, Edgewood College
Constraint and Variation: State Responses to a Federal Equity Mandate. Gary Sykes, Educational Testing Service; Kacy Martin, Michigan State University
Discussants: Laura D. Goe, ETS; Kenneth M. Zeichner, University of Washington

SIG Sessions

68.036. Youth Seeking Well-Being. SIG-Adolescence and Youth Development; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Republic A; 10:35am–12:05pm
Chair: Xiaopeng Gong, Western Oregon University
Participants:
A Longitudinal Study of Domain-Specificity of Ability and Effort Attributes in African American Students. Heidi Anahí Vuletich, University of North Carolina–Chapel Hill; Beth E. Kurtz-Costes, University of North Carolina; Stephanie J. Rowley, University of Michigan
Mapping the Pathways of Spiritual Health and Engagement With School and Society of Underprivileged Mainstream and Minority Youth in Hong Kong. Celeste Yue Mei Yuen, The Education University of Hong Kong
Questioning Youth: Identifying Youth Who Are Unsure of Their Sexuality. Raul Palacios, University of Nebraska–Lincoln; Michael J. Zweifel, University of Nebraska–Lincoln; Susan Swearer, University of Nebraska–Lincoln; Zachary Myers, University of Nebraska–Lincoln; Weldon Zane Smith, University of Nebraska–Lincoln
Sexual Behavior and Outcome Expectancy Among Impoverished Black Adolescents: Implications for Sex Education. Elizabeth Schlichting, University of Alabama; Amnellce Bolland, The University of Alabama; John Bolland, The University of Alabama–Tuscaloosa
Discussant: Shalha Fayazpour, University of Nevada–Las Vegas

68.037. Translanguaging With Multilingual Students: Learning From Classroom Moments. SIG-Bilingual Education Research; Symposium
Grand Hyatt San Antonio, Fourth Floor, Crockett A; 10:35am–12:05pm
Chair: Tatayana Kley, City College of New York–CUNY
Participants:
Translanguaging Theory and Research Within City University of New York–New York State Initiative on Emergent Bilinguals. Tatayana Kley, City College of New York–CUNY; Kate Menken, Queens College and Graduate Center, City University of New York; Maria Teresa Sanchez
Balancing Windows and Mirrors: Translanguaging in a Linguistically Diverse Classroom. Heather Hononoff Woodley, New York University
Translanguaging in the Social Studies Classroom to Understand Complex Texts. Brian A. Collins, Hunter College–CUNY; Maria Cioe Peña, CUNY Graduate Center
Translanguaging to Support Academic and Student Socioemotional Well-Being. Kate Seltzer, The City University of New York; Brian A. Collins, Hunter College–CUNY
68.038. Curriculum Innovation, Religious Programs, and Faculty Formation in Catholic Schools. SIG-Catholic Education; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 207; B: 10:35am–12:05pm
Chair: Ronald J. Nuzzi
Participants:
- Leading and Reflecting in Spaces of Possibility: A Conceptual Model of an Interdisciplinary Border Studies Program in a Jesuit Secondary School. Jesus Rodriguez, Creighton University; Loyola High School; Chleresa Nebina, Loyola Law School of Los Angeles
- Responding to Laudato Si: Conceptualizing a Professional Development Model With High School and University Faculty. Elizabeth J. Berkes, De La Salle High School; Elizabeth Guneratne, Santa Clara University
- Using Sacred Art, Bibles, and Open-Ended Questions for Religious Instruction in Catholic Elementary Schools. Mirella I. Avalos-Louie, Saint John’s University; Mary Beth Schaefer, Saint John’s University; Steve Neter, St. John’s University; Mary Jane Krebs, St. John’s University
- Mercy Charism and Professional Development. Alison Mary Kline-Kator, Mercy High School
- Teacher Engagement in the Transition to a STEM-Focused School. Julie W. Dallavis, University of Notre Dame
Discussant: Anthony Dominick Miserandino, Fordham University

68.039. Classroom Management: The Effectiveness of Diverse Strategies in Different Settings. SIG-Classroom Management; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 213; A: 10:35am–12:05pm
Chair: Kent Alan Divoll, University of Houston–Clear Lake
Participants:
- Investigating and Comparing the Effectiveness of Three Different Case-Based Instruction Strategies in Classroom Management. Zafer Unal, University of South Florida–St. Petersburg; Ashlan Unal, Georgia Southern University
- Examining Students’ Sense of Self-Efficacy Toward Classroom Management. Nykelja Jackson, University of Central Arkansas; Rachelle Miller, University of Central Arkansas
- Exploring Strategies for Classroom Management Response to Intervention. Rachel Stephanie Lacks, New York University; Jawei Li, New York University; Andrew James Sickles, New York University; Sandee G. McCloy, New York University
- Sustaining Classroom Management Change at a Large British Secondary School Over 14 Years. Jerome Freiberg, University of Houston
Discussant: Theo Wubbels, Utrecht University

68.040. SALEACOM Network: Sharing Global Knowledge to Improve Learning for the Most Disadvantaged Youth. SIG-Critical Educators for Social Justice; Symposium
Grand Hyatt San Antonio, Second Floor, Mission A; 10:35am–12:05pm
Chair: Luis C. Moll, The University of Arizona
Participants:
- Preparing Teachers for Diversity in Culturally and Linguistically Complex Classrooms in Transnational Contexts. Arnetta P. Ball, Stanford University
- Culturally Responsive Leadership in New Zealand Primary Schools: Above and Beyond the National Curriculum. Lorri Michelle Johnson Santamaria, The University of Auckland
- Initial Teacher Education for High-Poverty Schools: A National Australian Teacher Education Program. Bruce Mauro Barnett, Queensland University of Technology; Jo Lamperi, Queensland University of Technology
- Learning Communities: Successful Educational Actions Improving Afro-Brazilian Children’s Identities. Fabiana Marinne Braga, Federal University of São Carlos; Roseli Rodrigue de Mello, University of Sao Carlos; Francisca de Lima Constantino, Universidade Federal de São Carlos
- Turning Difficulties Into Opportunities: Learning Communities and Successful Educational Actions With Roma Children. Rocio Garcia Carrion, University of Deusto; Oriol Rios, Universitat Rovira i Virgili; Carme Garcia Yeste, Universitat Rovira i Virgili
Discussant: Courtney B. Cazden, Harvard University

68.041. "Yes, We Do See Color!" Actively Combating Racism in Early Childhood Education. SIG-Critical Perspectives on Early Childhood Education; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 207; A: 10:35am–12:05pm
Chair: Mara Sapon-Shevin, Syracuse University
Participants:
- How, When, and Why Early Childhood Educators Talk About Race With Young Children. Flora Farago, Stephen F. Austin State University
- “I’m Afraid I’m Gonna Get Shot and Die”: Teaching for Racial Justice in Early Childhood. Mariana Souto-Manning, Teachers College, Columbia University; Jessica Martell, New York City Schools
- It’s Time to Talk: An Exploration of How Kindergartners and Their Teachers Talk About Race. Kathlene Alysia Holmes, University of Texas at Austin
- Words Do Matter: Children’s Books and Music That Challenge Racism, Homophobia, and Bullying. Mara Sapon-Shevin, Syracuse University
Discussant: Beth Blue Swadener, Arizona State University

68.042. Narrative Perspectives for Negotiating In/between Disability, Labels, and Schooling. SIG-Disability Studies in Education; Paper Session
Grand Hyatt San Antonio, Second Floor, Bowie A; 10:35am–12:05pm
Chair: Amy J. Petersen, University of Northern Iowa
Participants:
- The Rise and Fall of the "Promise of ADHD": Family Narrative on a Child's Adverse School Trajectory. Juho Honkasila, University of Jyväskylä
- Emancipatory Research: Compensating for a Mathematical Learning Disability. Katherine Lewis, University of Washington–Seattle; Dylan Lynn
- Mother and Daughter Share Their Story of Living With the Protection and “In-Betweenness” of Disability. Christine A. Woodcock, American International College
Discussant: Elizabeth J. Grace, National Louis University

68.043. Understanding Home Literacy Environment From the Perspectives of Intervention, Language Background, and Special Education. SIG-Early Education and Child Development; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 212; A: 10:35am–12:05pm
Chair: Si Chen, Harvard University
Participants:
- Book-Based Interventions Support Young Emergent Bilinguals’ Narrative Skills. Vilveke Grover, University of Oslo; Veselmay Rydland, University of Oslo
- Supporting Parents’ Early Emergent Reading Activities in Chinese Families: Theories, Materials, and Interaction Strategies. Jing Zhao, East China Normal University; Xiaomei Gao, East China Normal University; Xiaomei Gao, East China Normal University; Jing Zhou, East China Normal University
- Home Literacy Environment and Emergent Literacy Skills Among Chinese Children With Autism Spectrum Disorders. Jing Zhao, Sun Yat-Sen University; L. Quentin Dixon, Texas A&M University–College Station; Zhou Chen, Texas A&M University–College Station
Discussant: Catherine E. Snow, Harvard University

68.044. Family Engagement During Transitions to Secondary and Postsecondary Educational Settings. SIG-Family, School, Community Partnerships; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Crockett B; 10:35am–12:05pm
Chair: Dana C. Griffin, University of North Carolina–Chapel Hill
Participants:
- Engaging Families in the High School Transition: First-Year Findings From a Continuous Improvement Initiative. Martha Abele Mac Iver, Johns
68.045. Using 2015 TIMSS (Trends in International Mathematics and Science Study) Advanced Mathematics and Physics Results to Explore College and Career Readiness. SIG-International Studies; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 211; 10:35am–12:05pm

Chair: Peggy G. Carr, National Center for Education Statistics/Institute of Education Sciences

Participants:
- International Comparisons of Performance in Advanced Mathematics and Physics at the End of Secondary School: Maria Stephens, American Institutes for Research; Ebru Erberber, American Institutes for Research
- Profiles of U.S. Performance in Advanced Mathematics and Physics in an International Context: Teresa A. Neidorf, American Institutes for Research; Alka Arora, American Institutes for Research
- Comparing TIMSS (Trends in International Mathematics and Science Study) Advanced With Advanced Placement Calculus and Physics: Christopher Carmelo Lazzaro, College Board
- Comparing TIMSS (Trends in International Mathematics and Science Study) Advanced With NAEP Grade 12 Assessments in Mathematics and Science: Sarah Guile, American Institutes for Research; Kim Gattis, American Institutes for Research; Teresa A. Neidorf, American Institutes for Research

Discussant: Dirk Hastedt, International Association for the Evaluation of Educational Achievement

68.046. Language Ideologies and Social Justice. SIG-Language and Social Processes; Paper Session

Grand Hyatt San Antonio, Second Floor, Mission B; 10:35am–12:05pm

Chair: Beth V. Yeager, California State University–East Bay

Participants:
- A Case Study of One Student’s Responses to a Social Justice Curriculum in Spanish: Garrett Delavan, University of Utah
- Hablas Social Media? A Review of Research Regarding Adolescent Latina/o Social Media Usage: Sara Beth Gutierrez, Texas Tech University; Anna B. Gonzalez, Pharr-San Juan-Alamo Independent School District; Patrissian Smith, Texas Tech University

Discussant: Ruth Harman, University of Georgia–Athens

68.047. Race and Gender Diversity in Education Law and Policy. SIG-Law and Education; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 B; 10:35am–12:05pm

Chair: Stephen Quin Cormann, U.S. Department of Education

Participants:
- Safe Spaces and the Educational Benefits of Diversity: Vinay Harpalani, Savannah Law School
- The Application of Scholarly Knowledge: Amici Use of Research in Fisher I. Patricia Martin, Michigan State University; Liliana M. Garces, The Pennsylvania State University–University Park

68.048. Methodological Complexities of Understanding Learning. SIG-Learning Sciences; Paper Session

Grand Hyatt San Antonio, Fourth Floor, Crockett D; 10:35am–12:05pm

Chair: Eleanor Anderson, Northwestern University

Participants:
- Capturing the Experience of Agency: Insights From Systemic Functional Linguistics: Abigail W. Konopasky, George Mason University; Kimberly Marie Sheridan, George Mason University
- Metaproblems About Techquity: Defining Joint Work in a Research-Practice Partnership: Jeremiah Holden Kaizer, University of Colorado–Denver
- Methodological Implications for Using Head-Mounted Action Cameras in Video Research: Soo Hyeon Kim, The Pennsylvania State University; Gi Woong Choi, The Pennsylvania State University
- Perspectives on Timescales of Learning and Engagement With Marginalized Youth: Vanessa Sivila, University of New Mexico; Emily Kienzle; Richard J. Reeve, Queen’s University

Visual Timelines: A Proposed Approach to Transcription for Researchers Using Design-Based Research Methods: Rebecca M. Quintana, University of Michigan; James D. Sloff, Boston College

Discussant: Maxine Ramona McKinney de Royston, University of Wisconsin–Madison

68.049. Data, Big and Small. SIG-Media, Culture, and Learning; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 C; 10:35am–12:05pm

Chair: Daniel G. Krutka, Texas Woman’s University

Participants:
- Combining Data Sets and Methods to Explore Equity in Teacher Professional Development: Spencer Paul Greenhalgh, Michigan State University; Matthew J. Koehler, Michigan State University; Joshua Michael Rosenberg, Michigan State University
- Big Data, Small Data in Personalized Learning Professional Development: Heather Greenhalgh-Spencer, Texas Tech University
- Tweeting Alongside Teachers: The Need for an Ecric Approach in Researching Educational Social Media Uses: Daniel G. Krutka, Texas Woman’s University
- Discourses of Research: Toward Transdisciplinary Research on the Tweets of Teachers: Jessica Hochman, Pratt Institute; Doris A. Santoro, Bowdoin College; Stephen Houser, Bowdoin College; Clare Bates Congdon, Bowdoin College; Bridget Gavin, Pratt Institute
- Combining Human and Automated Analyses for Collaboration Dynamics: How Do Small Groups Participate Equitably? Catherine Louise Dorrfeld, University of Wisconsin–Madison; Matthew W. Berlind, University of Wisconsin–Madison; Sadhana Puntambekar, University of Wisconsin

68.050. Motivation and Emotion in Achievement Contexts. SIG-Motivation in Education; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 210 A; 10:35am–12:05pm

Chair: Stephanie V. Wormington, University of Virginia

Participants:
- Effects of Violation-of-Expectation and Anxiety on Curiosity: Hyun Ji Lee, bMRI/Korea University; Sung-Il Kim, Korea University; Mimi Bong, Korea University
- Interventions Gone Wild: Achievement Effects of Online Control- and Value-Enhancing Programs for First-Year Students: Nathan C. Hall, McGill University; Kyle Adam Hubbard, McGill University; Leslie Copeland, McGill University
- Happy Students in Frightening Classes: Traits and States in the Experience of Students’ Academic Emotions: Ulrike Elisabeth Nett, Augsburg University; Madeleine Bieg, University of Konstanz; Melanie M. Keller, IPN Kiel–University of Kiel
- Self-Compassion and Student Communication Apprehension and Behavior: Phoebe Long, The University of Texas at Austin; Kristin Neff, University of Texas at Austin
- What College Is For: Exploring College Students’ Lived Experience of Appreciation: Megan Sanders, Carnegie Mellon University; Lynley H. Anderman, The Ohio State University

Discussant: Nathan C. Hall, McGill University
68.051. Revisiting the Community of Inquiry (CoI). SIG-Online Teaching and Learning; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Republic B; 10:35am–12:05pm
Chair: Yashu Kauffman, Massachusetts Institute of Technology
Participants:
- A Meta-Analysis of Studies Examining the Community of Inquiry. Seel Caskurlu, Purdue University; Jing Lu, Purdue University; Yukako Maeda, Purdue University; Jennifer C. Richardson, Purdue University
- Checklist or Community? Students’ Constructs of the Online Discussion and Their Participation Behaviors. Joyanna Ball, Concordia University–Wisconsin
- Online Learners’ Cognitive Presence and Peer Facilitators’ Contribution: When Facilitation Scripts Are Used. Ye Chen, Syracuse University; Jacob Andrew Hall, Syracuse University
- Community in Online Courses: The Roles Played by Course Length, Facilitation Method, and Student Actions. Krystle Phiruange, OISE/University of Toronto; Carrie Demmans Epp, University of Pittsburgh; Jim Hewitt, OISE/University of Toronto
- Do Individuals’ Levels of Self-Regulation Determine Online Students’ Perceptions About Community of Inquiry and Their Learning Outcome? Moon-Heaum Chu, Sungkyunkwan University; Younghee Kim, Utah State University; Dong-Ho Choi, Sungkyunkwan University; Moonkyoung Byun, Sungkyunkwan University

68.052. Weaving Theory in Research Methods. SIG-Professors of Educational Research; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 7D; 10:35am–12:05pm
Chair: Cordelia Zinskie, Georgia Southern University
Participants:
- Examining Effect Size Presentations in Introductory Statistics Textbooks for Psychology and Education. Andrew Kapral, University of Houston
- Statistical Literacy as a Function of Course Delivery Format. Debbie L. Hahs-Vaughn, University of Central Florida; Hannah Emma Acquaye; Matthew D. Griffith; Hang Jo, University of Central Florida; Ken Matthews, Daytona State College; Parul Acharya, University of Central Florida
- The Effectiveness of Experiential Coding Activities for Novice Qualitative Researchers. Jennifer E. Lineback, Point Loma Nazarene University
- Weaving Theory, in Four Stanzas: Theory as Ethical Imperative in Research Methods. Xanthie N. Neider, Washington State University; A.G. Rud, Washington State University

68.053. Neoliberalism in Black Education: Research, Reform, Reproduction, and Resistance. SIG-Research Focus on Black Education; Symposium
Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon B; 10:35am–12:05pm
Chair: Monique Antoine Geishard, Bronx Community College–CUNY
Participants:
- “Despite the Odds”: Unpacking Black Tax Neoliberalism and Making Space for Black Vulnerability. Kevin Lowell Clay, Rutgers University
- “It Was Never Ours”: Neoliberal Paternalism, Black Youth, and Reclaiming Community-Based Educational Spaces. Bianca Jontae Baldridge, Community-Based Educational Spaces
- Exploring Teacher Support, Math Attitudes, and Math Achievement: A Comparative Analysis of Black and White Students. Ashley Payne, The University of Memphis; Leigh M. Harrell-Williams, The University of Memphis
- Measuring and Understanding Black Women’s Mathematics Identity. Nicole Michelle Joseph, Vanderbilt University–Peabody College; Elizabeth Anderson, University of Denver
- The Effects of Perceptions of Teacher Equity on Students’ Outcomes in Mathematics. Karima Morton, The University of Texas–Austin; Catherine C. Riegel-Crumb, The University of Texas; Jenny Buontempo, University of Texas–Austin
- Using Language-Informed Learning Trajectories to Design Equitable Mathematics Learning Environments for Linguistically Diverse Students. William Carl Zahner, San Diego State University; Lynda Wynn, San Diego State University; Alicia Prieto, San Diego State University; Irania Rivera, San Diego State University
- Assessing for Equity: Item Revision Effects on the Technical Adequacy of Conceptual Measures in Algebra. Anne M. Foegen, Iowa State University; Vincent R. Genareo, Salisbury University; William W. DeLeeuw, Arizona State University; Barbara J. Dougherty, University of Missouri; Jeannette Olson, Iowa State University

68.055. Using Informal Assessment to Support English Learners’ Language and Literacy Development. SIG-Second Language Research; Symposium
Grand Hyatt San Antonio, Third Floor, Bonham E; 10:35am–12:05pm
Chair: Mikyung Kim Wolf, ETS
Participants:
- Language-Related Errors in Reading Formative Assessments: An Analysis of English Learners’ Running Records. Allison Briceno, San Jose State University; Adria F. Klein
- Understanding English Learner Students’ Needs in Academic Writing Skills. Mikyung Kim Wolf, ETS; Saerhim Oh, Teachers College, Columbia University
- Constructing Explanations in Science: Informal Formative Assessment Practices Among Science Teachers of Emergent Bilinguals. Karla del Rosal, Southern Methodist University; Diego Roman, Southern Methodist University
- Discussant: Diane L. August, American Institutes for Research

68.056. Media in the Social Studies. SIG-Social Studies Research; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 206 B; 10:35am–12:05pm
Chair: Jason Harshman, The University of Iowa
Participants:
- Assessments of Digital Literacy: Development and Validation. Joel Breakstone, Stanford University; Sarah McGraw, Stanford University; Mark D. Smith, Stanford University; Teresa Elena Ortega, Stanford University; Sam Wineburg, Stanford University
- Exploring the Use of an Epistemic Game for Media and Democratic Education. Jeremy D. Stoddard, College of William and Mary
- Situated Word Learning: Social Studies Inquiry and Digital Literacies. Tina Lane Heafner, University of North Carolina–Charlotte; Nicholas Paul Triplett, University of North Carolina–Charlotte; Laura Katherine Handler, University of North Carolina–Charlotte; Dixie D. Massey, University of Washington
- Using Video-Stimulated Recall to Understand the Reflections of History Teachers. Rob Martinelle, Boston University
- “It Was Interesting to See So Many Different Perspectives”: Professionalism, Preservice Teachers, and Twitter. Miguel Gomez, Murray State University; Wayne Journell, University of North Carolina–Greensboro
- Discussant: Lance E. Mason, Indiana University–Kokomo

68.057. Taking Up Technology in Preservice Teacher Education: Multiple Approaches. SIG-Technology as an Agent of Change in Teaching and Learning; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Republic C; 10:35am–12:05pm
Chair: P. Kevin Keith, Landmark College
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Participants: 
Infusing Computational Thinking in Teacher Preparation: Examining Preservice Teacher Knowledge, Attitudes, and Practice. Chrystalla Mouza, University of Delaware; Lori Pollock, University of Delaware; Yi-Cheng Pan, University of Delaware; Sulaymaz Ozden, University of Delaware; Hui Yang, University of Delaware

Instructional Design for Technological Pedagogical Content Knowledge (TPACK) Development in Preservice Teachers. Oliver Dream, Millersville University of Pennsylvania; Jennifer Shettel, Millersville University of Pennsylvania

Comparison of Instructional Practices Between Virtually and Traditionally Supervised Teacher Candidates in Their Culminating Internship. Deborah D. Dailey, University of Central Arkansas; Donna Wake, University of Central Arkansas; Tammy Benson, University of Central Arkansas; Alicia Cotabish, University of Central Arkansas

Recognizing Value of Technology: Observation and Review Activities to Enhance Utility Value Toward Technology Integration. Ugur Kale, West Virginia University

Discusant: Florence R. Sullivan, University of Massachusetts–Amherst

68.058. Community Engagement in Urban School Settings. SIG-Urban Learning, Teaching, and Research; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Crockett C; 10:35am–12:05pm
Chair: Michael L. Boucher, Texas State University–San Marcos
Participants:
A Meta-Analysis on the Relationship Between Parental Involvement and School Outcomes for Students of Color. William H. Jynes, California State University–Long Beach

Learning From the City: Communities as Resources in Urban Teacher Preparation. A. Lin Goodwin, Teachers College, Columbia University; Crystal Chen, Teachers College, Columbia University; Colleen Horn, Teachers College, Columbia University

Untapped Resources: Black Parents’ Strategies to Contribute to Student Learning. Angela Clark-Louque, California State University–San Bernardino; Yvette Latunde, Azusa Pacific University

“We All Should Have the Same Opportunity”: Urban Youth’s Experiences Negotiating Barriers to College Access. Joanne E. Marciano, Michigan State University

Discusant: Donna-Marie Cole-Malott, The Pennsylvania State University–University Park

68.059. Assembling the Assemblage in Literacy Studies. SIG-Writing and Literacies; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 B; 10:35am–12:05pm
Chair: Robert Jean LeBlanc, California Polytechnic State University
Participants:
Perpetual Motion: Assemblages and Scaling in Literacy Studies. Robert Jean LeBlanc, California Polytechnic State University; T. Philip Nichols, University of Pennsylvania

Thinking the Assemblage: Immanence in the Movements of Narratives, LEGO, and a Child. Kevin M. Leander, Vanderbilt University; Gail M. Boldt, The Pennsylvania State University


Laminated Assemblage as Becoming: A Flat Cultural Historical Activity Theory Approach to Transliterate Practice and Development. Paul A. Prior, University of Illinois; Anna Smith, Illinois State University

Discusant: Jennifer Rowell, Brock University

Division and SIG Roundtables

68.060. Roundtable Session 29; Roundtable Session

68.060-1. Reframing Theories in Leadership Development. Division A–Administration; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm
Chair: Diana G. Pounder, University of Utah
Participants:
Challenging the Ethics in Educational Leadership: Using Social Justice to Disrupt the Dominant Discourse. Larry C. Bryant, University of North Texas–Dallas

Preparing Administrators to Construct and Lead Systems of Equal Educational Opportunity. Lok-Sze Wong, Northwestern University

Preparing Educational Leaders for Practical Application of Social Justice Advocacy and Scholarship. Andrew Minor Baker, Texas State University–San Marcos; Isaac A. Torres, Texas State University; Richard Pelton, Texas State University; Jason Swisher, Texas State University–San Marcos; Barry J. Aidman, Texas State University; Sarah Nelson Baray, Texas State University

The Educational Leader as Moral Architect: Developing Moral Literacy Through Ethical Dilemma Case Pedagogy. Patrick M. Jenlink, Stephen F. Austin State University

68.060-2. School and District Leadership Engaging Social Justice. Division A–Administration; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm
Chair: Re Saravanabhavan, Howard University
Participants:
Learning (for) Inclusive School Leadership: Exploring New Approaches for Principals’ Professional Development. Pia Skott, Stockholm University; Niclas Ronnstrom, Stockholm University


Perceptions of Rural Principals in a Southern State: Equating Christianity With Social Justice Leadership. Shelly Lynn Albritton, University of Central Arkansas; Stephanie Huffman, University of Central Arkansas; Rhonda McClellan, University of Central Arkansas

68.060-3. School Organization and Effects: Data Use in Schools and Districts. Division A–Administration; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm
Chair: Vincent Cho, Boston College
Participants:
An Empirical Examination of the Effects of Data-Informed Decision Making Using a National Data Set. Xinyuan Gao, Western Michigan University; Jiaming Shen, Western Michigan University; Jiangang Xia, University of Nebraska–Lincoln

The Relationship Between Data-Informed Decision Making Between the District and School Levels. Xinyuan Gao, Western Michigan University; Jiaming Shen, Western Michigan University; Jiangang Xia, University of Nebraska–Lincoln

What’s on Your Dashboard? A Study of Successful Data Dashboard Development in a Large Urban District. Daniel Novak, University of Washington–Seattle; Meredith I. Honig, University of Washington

68.060-4. School Organization and Effects: Building Student Support Capacity. Division A–Administration; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm
Chair: Bob L. Johnson, The University of Alabama
Participants:
Designing for Learning Countercultural Practices: Moving Toward Inclusivity. Martin Scanlan, Boston College

How School Structures Promote Holistic Student Support Services: An Exploration of Support Providers’ Perceptions. Mandy Savitz-Romer, Harvard University; Gretchen A. Brion-Meisels, Harvard University

ICT Leaders: Their Expected Roles and School Contexts. David Woo, Law Ting Pong Secondary School; Nancy Law, The University of Hong Kong

68.060-5. School Organization and Effects: School Culture and Capacity. Division A–Administration; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm
Chair: Roxanne M. Mitchell, The University of Alabama
Participants:
Identifying Factors of a Growth Mindset at the School Level. Janet Lee Hanson, Azusa Pacific University; Art W. Bangert, Montana State University; William G. Ruff, Montana State University
Organizational Culture Expectations on the Preferred Responsibilities of Leadership. Susan Reily, Stephen F. Austin State University
Principals and Teachers Co-Creating a Learning Organization in an Enriching Innovative Culture: A Case Study. Patricia Carey Simons, University of Oklahoma
The Impact of Principal Influence on Organizational Climate in Schools. Patricia Escobedo, University of Texas at San Antonio; Donald Goss, The University of Texas at San Antonio; Elisabeth M. Krimbill, North East Independent School District

68.060-6. School Organization and Effects: School Structure and Design. Division A–Administration; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm
Chair: John J. Hall, Temple University
Participants:
Globally Organized: School System Types That Can Democratize Access to Global Citizenship Education. Michael Thier, University of Oregon; Joanna R. Smith, University of Oregon
School Leadership Team Subgrouping Behavior: The Effect of Fault Lines on Teacher Leadership and Personal Initiative. Wanlu Li, The Education University of Hong Kong; Chia-Wen Chen, The Education University of Hong Kong; Jiafang Lu, The Hong Kong Institute of Education
Small Specialty Schools: Enacting Educational Opportunity in the Context of Institutional Constraint. Sara Kemper, University of Minnesota; Jeff Walls, University of Minnesota–Twin Cities
The Association Between Elementary School Start Time and Students’ Academic Achievement. Danielle Nicole Dupuis, CAREF–University of Minnesota; Stacey K. Lackner, Wayzata Public Schools

68.060-7. School Organization and Effects: Teacher Evaluation, Quality, and Fit. Division A–Administration; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm
Chair: Ibrahim Duyar, University of Arkansas at Little Rock
Participants:
Administrator Use of Teacher Perceptions on Teacher Evaluation to Mediate Improvement in School Effectiveness. Nicole V. Williams, The University of Findlay; Jon Brasfield, The University of Findlay, Kathleen Crates, The University of Findlay
Examining the Relationship Between Teacher Job Satisfaction and Teacher Evaluation in One Urban District. Maura Walsh, Lynn Public Schools
Teacher Hiring and Fit Within a Diverse District. Frank Perrone, University of Minnesota; David H. Eddy Spicer, University of Virginia
The Impact of Statewide Teacher Evaluation Policy on School and District Human Resource Decisions. Ana M. Elfers, University of Washington; Margaret L. Pickle, University of Washington

68.060-8. School Organization and Effects: Teaching Context and Conditions. Division A–Administration; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm
Chair: Kate Rollert French, Michigan State University
Participants:
Supporting Teachers’ Roles in Educational Opportunity: Providing an Opportunity to Teach. Sussan Arafah, Southern Connecticut State University; Theresa Marchant-Shapiro, Southern Connecticut State University
Teacher Incivility and Its Link to Job Satisfaction and Physical Health. Thomas G. Reio, Florida International University; Suzanne Barcus, Florida International University
Teacher Perspectives on Effective Teaching Conditions Across Traditional Public and Charter Schools. Kim M. Garrison, University of Rochester

68.060-9. Teachers and School Leaders: Realities and Perspectives. Division A–Administration; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm
Participants:
A School’s Organizational Landscape: Exploring Schoolteachers’ and Administrators’ Conceptualizations of Community Organizations. Andrea Prado Tuma, Northwestern University
Teacher Commitment to Poor Students: Self-Interest and Ethic of Service in the Face of Adversity. Miguel Orendes, University of California, Berkeley
Lived Experiences of Female High School Principals in Remote Rural Schools of One Southwestern State. Sheryl D. Craig, University of Oklahoma

68.060-10. The Effect of Parental Engagement on Student Achievement and Schooling Experiences. Division A–Administration; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm
Chair: Erin Atwood, Texas Tech University
Participants:
Parental Participation: The Experience of Low-Income Latinx Families in a Catholic School. Tatiana Joseph, University of Wisconsin–Milwaukee; Rene F. Antrop-Gonzalez, Metropolitan State University; William Velez, University of Wisconsin–Milwaukee
Teacher Conceptualizations of Family Engagement: Brokers, Boundaries, and Professional Identity. Rebecca Jane Lowenhaupt, Boston College; Sarah Bradley, Boston College; Jel Dallas, Boston College; Nicholl Denice Montgomery, Boston College

68.060-11. Trust, Change, and Competition: Leaders’ Views. Division A–Administration; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm
Chair: Arnold B. Danzig, San Jose State University/Arizona State University
Participants:
Strategic Shock, Trial and Error, and “Teaching In”: The “How” of Leading District-Wide Change for Principal Learning. Emily K. Donaldson, University of Washington
Traditional Urban Principals’ Perceptions and Reactions to Charter School Competition. Dana L. Bickmore, University of Nevada–Las Vegas
Trust in Transition: A Comparison of How Experienced and Novice Principals Develop Trust With Faculty During Their Transition Period. Carolyn H. Ghanbloc, East Haddam Board of Education; Nancy E. Hoffman, Central Connecticut State University

68.060-12. Development of New Measurement Instruments in Teacher Education. Division K–Teaching and Teacher Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm
Chair: Amanda Shuford Mayeaux, University of Louisiana at Lafayette
Participants:
A Question of Accuracy: Teacher Expectations and the Quest for Equal Educational Opportunities. Christine Margaret Rubic-Davies, University of Auckland; Kane Meissel, The University of Auckland
Conceptions of Equity in Learning to Teach: In/Congruence With Belief Structures. Brian Scott Fortney, The University of North Texas in Denton
Teacher Autonomy: A Tale of Two Scales. Christi Lea Dawson, University of Oklahoma; Maeghan N. Hennessey, University of Oklahoma

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm
Chair: Kevin Fortner, Georgia State University
Participants:
Confronting Myths in Teacher Education Policy and Practice: An Interdisciplinary Collective Approach. Elena Aydarova, Arizona State University; Mildred Boveda, Florida International University; Blanca Caldas, University of Minnesota–Twin Cities; Nini Hayes, Saint Martin’s University; Connor Warner, University of Missouri–Kansas City Framing Teacher Education: An Analysis of the Comprehensive Educator Equity Plans of 16 State Education Agencies. Alexander Cuencia, Saint Louis University; Joseph Randolph Nichols, Saint Louis University Framing Teacher Equity to Provide EQUITABLE Access to Excellent Educators. Andrene Castro, The University of Texas at Austin "All You Need Is a Credit Card": Global Commodification of Teacher Education. Elena Aydarova, Arizona State University

68.060-14. Dissonance Between Preparation and Practice in Teacher Field Experiences. Division K–Teaching and Teacher Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm
Chair: Jeff Henning-Smith, University of Minnesota
Participants:
Exceptionalities in the Classroom: A Phenomenological Study of Preservice Experiences During Student Teaching. Abby Cameron-Standerfer, Northern Michigan University; Sharon Lynn Bohjanen, St. Norbert College Exploring Preservice Teachers’ Concerns About the Implementation of Response to Intervention During Their Practicum Experience. Brenda L. Barrio, Washington State University–Pullman; Andrew Scheef The Role and Impact of Field Experiences in Blended Teacher Preparation. Hailey Love, University of Kansas

68.060-15. Diverse Perspectives on Teachers and Teaching. Division K–Teaching and Teacher Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm
Chair: Christine Clark, University of Nevada–Las Vegas
Participants:
Exploring Student Voice in a High School Mathematics Classroom: Racial Positioning. Rachel Marie Restani, University of California Kindergarten Teachers’ Instructional Priorities Misalignment and Job Satisfaction: A Mixed-Methods Analysis. Larissa Michelle Gaitas, Arizona State University, Manuela Jimenez, Arizona State University; Tasha Abry, Arizona State University; Kristen Granger, Arizona State University–Tempe; Michelle Taylor, Arizona State University Special Educators’ Perceptions of Professional Learning Opportunities: A Call for Greater Access, Relevance, and Collaboration. Lindsey Chapman, University of Miami; Wendy Morrison Cavendish, University of Miami; Chelsea Tey Morris, University of Miami; Kristin Watson Kilber, University of Miami; Lydia L. Ocasio-Stoutenburg, University of Miami Teachers’ Self-Perception of Digital Competence and Open Educational Resources Use as Determined by an xMOOC Training Course. Juan-José Mena Marcos, Universidad de Salamanca; Maria Soledad Montoya, Monterey Institute for Technology and Education; Jose-Antonio Rodríguez-Arroyo, Instituto Tecnológico y de Estudios Superiores de Monterrey, México Understanding Relationship Between Indian Music and Mathematics: Impact on Teacher Practices and Student Learning. Smita Guha, Saint John’s University; Ajay Chakraborty, Shrutinand

68.060-16. Enacting Literacy: Fostering Disciplinary Instructional Practices and Equity-Centered Dispositions in Preservice Teachers. Division K–Teaching and Teacher Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm
Chairs: Sheila Valencia, University of Washington; Elizabeth M. Dutro, University of Colorado Boulder
Participants:
The Use of Coached Rehearsals to Approximate, Represent, and Decompose Literacy Teaching in Different Settings. Kristine Marie Schutz, University of Illinois at Chicago; Katie Danielson, New York University Mistakes Are OK as Long As They’re Not Fatal: Safety to Practice in Teacher Education. Tess Lantos, Vanderbilt University–Peabody College; Emily Pendergrass, Vanderbilt University Ambitious Writing Instruction as Critical Witnessing: Learning From a Practice-Based Model of Literacy Methods Preparation. Elizabeth M. Dutro, University of Colorado Boulder; Ashley Carton, University of Colorado–Boulder; Ellie Haberl, University of Colorado–Boulder Practicing Disciplinary Literacy Instruction: Teacher Educator Pedagogy in Secondary English Language Arts Teacher Preparation. Sarah Schneider Kavanagh, University of Washington–Seattle; Emily Rainey, University of Michigan

68.060-17. Pedagogical Approaches to Support English Language Arts Preservice Teacher Learning. Division K–Teaching and Teacher Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm
Chair: Gang Zhu
Participants:
Complexity, Coherence, and Reconstructions of Knowledge and Practice in Curricular Conversations in Teacher Education. Steven Z. Athanases, University of California, Davis; Lee Michael Martin, University of California, Davis; Crystal Marie Bronte, University of California, Davis; Sergio Leonardo Sanchez, University of California, Davis Investigating the Impact of Practice-Based Preservice Curriculum on Novice Teachers’ Literacy Teaching. Sophie Degener, National-Louis University; Ruth Freedman, National Louis University; Diane E. Salmon, National-Louis University; Deborah O’Connor, National-Louis University The Students Choose: Instructional Text Selection by and for Students. Kim Skinner, Louisiana State University; Estanislado S. Barrera, Louisiana State University; Julie Parrish, Louisiana State University– Baton Rouge; Mary Kathryn Hudson, Louisiana State University Using Complexity Theory to Investigate Influences of Teacher Education on Teacher Practices. Sherry Dismuke, Boise State University; Susan D. Martin, Boise State University

68.060-18. Perspectives on Teacher Identities, Language, and Empowerment. Division K–Teaching and Teacher Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm
Participants:

68.060-19. Preparing Culturally Relevant Early Childhood Teachers: Considerations and Challenges. Division K–Teaching and Teacher Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 10:35am–12:05pm
Participants:
Considerations and Challenges of Promoting Early Childhood Preservice Teachers’ Understandings of Culturally Relevant Pedagogy. Tammra O. Jackson, Indiana University–IUPUI; Brandy S. Bryson, Appalachian State University; Brittany Ashley Garvin-Hudson, The Ohio State University Equal Opportunities for Early Childhood Teachers: Research on High-Quality Teacher Preparation. Courtney Leigh Beers, University of Oklahoma Preparing Early Childhood Teacher Candidates and Teachers Toward Diversity: A Comparative Perspective. Jinh ee Kim, Reson Children Center; Minjung Lim, Kyungpook National University
68.060-20. Preparing Teachers for Diverse Worlds. Division K–Teaching and Teacher Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 10:35am–12:05pm
Chair: Elizabeth Pittard, Georgia State University
Participants:
Speaking in Their Names: The Phenomenon of Urban Teacher Educator Effectiveness. Derrick Robinson, University of South Dakota
University Teacher Preparation Instructors’ Perceptions Concerning Social Justice. Stephen Marcincavage, Central Michigan University

68.060-21. Preservice Field Experiences and International Contexts. Division K–Teaching and Teacher Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 10:35am–12:05pm
Chair: Carmen Montecinos, Universidad Catolica de Valparaiso
Participants:
An Unsettling Journey of Discomfort, Dissonance, and Discovery: A Teaching Practicum in China. Jie Yu, Rollins College
Formative Triad Meetings: Opportunities for Preservice Teachers to Develop Decisional Capital During Student Teaching Practicum. Marta Elisa Quiroga, Pontificia Universidad Catolica de Valparaíso; Cesar Pena-Sandervol, Pontificia Universidad Catolica de Valparaíso
How Experiential Learning Projects Can Transform Traditional Models of Field Experience in Teacher Education. Gary James Harfitt, The University of Hong Kong
Indonesian Preservice English as a Foreign Language Teachers’ Identity Development. Dwi Riyanti, University of Nebraska–Lincoln
What Went Well? Long-Term Environmental Education in an Elementary School in Israel. Adin Gil, Kibbutzim College; Dafna Gan, Hakibbutzim College

68.060-22. The Challenges and Promises of Clinical Practice Programs: Insights From the Field. Division K–Teaching and Teacher Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 10:35am–12:05pm
Chair: Jennifer Elizabeth Carinci, Council for the Accreditation of Educator Preparation
Participants:
Navigating Politics and Building Community: Findings From Extended Clinical Practice. Elizabeth Chase, St. John’s University
Supporting New Teachers Through a Unique Mission-Based Residency Program. David Exley, University of Portland
School-Based and Out-of-School Clinical Experiences in an Elementary Residency: Lessons From the Field. Sherryl B. Graves, Hunter College School of Education; Susan Gonczowitz, East Harlem Tutorial Program
Expanding the Diversity-Constricted Teaching Pipeline. Sarah Ann van Ingen, University of South Florida; Danielle V. Dennis, University of South Florida; Vonzelli Agosto, University of South Florida

68.061. Roundtable Session 30; Roundtable Session
68.061-1. Exploring the Lived Experiences of Girls and Women of Color. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 10:35am–12:05pm
Chair: Jeanine M. Staple, The Pennsylvania State University
Participants:
Community-School Partnerships: A Black Feminist Response. Janelle Baptiste-Brady, University of Toronto
Refusing to Remain Silent: Lived Experiences of Women of Color From a Muslim and Indigenous Perspective. Andrea Abeita, The University of New Mexico; Liaih Resdani Naution, University of New Mexico
There’s No Place Like Home? African American Women in the Residence Halls of a Predominantly White Midwestern University. Christina S. Haynes, University of Wisconsin–LaCrosse

68.061-2. Intersectional Education Research Across Race and Gender Lines. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 10:35am–12:05pm
Chair: Christopher J.P. Sewell, General Assembly
Participants:
Asian American Teacher Man: Gender/Race Intersectionality Creates Invisibility in the Elementary School. Christopher Michael Hansen, University of Tennessee Chattanooga
Reported Prejudice Among Undergraduates of Multiple Race-Ethnic, Gender, and LGBTQ Identities: Corroborated Models and Narratives. Deborah Levine-Donnerstein, The University of Arizona; Elizabeth Ashley Bukoski, The University of Arizona
(Un)Doing Intersectionality in Education Research. Jessica C. Harris, University of California, Los Angeles; Lori D. Patton, Indiana University
A Different Mirror: Nurturing Black Male Life and Success Through Community Wisdom. Marlon C. James, Texas A&M University–College Station; Lauren Ashley Williams, Texas A&M University–College Station; Kevin Levar Jones, Texas A&M University–College Station
Access and Equity: Biracial Men in Teacher Education. Ramon Vasquez, Westfield State University

68.061-3. Sensitive Topics and Ethical Practices in Qualitative Research. SIG-Qualitative Research; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 10:35am–12:05pm
Chair: Stephanie Anne Shelton, The University of Alabama
Participants:
Ethical Subjugation: Institutional Research Boards and the SILENCING of “Vulnerable” Voices? Eric D. Tenam, University of Wyoming; Maria K.E. Lahman, University of Northern Colorado; Veronica Richard, Concordia University–Chicago
Researcher Vulnerability: Implications for Educational Research and Practice. Lionel Howard, The George Washington University; Shane P. Hammond, University of Massachusetts–Amherst
Bookended by Grief: An Autoethnographic Examination of a Sensitive Qualitative Dissertation. Nate Credit, Michigan State University
Redefining Effective In-Depth Interviewing: What We Can Learn From Therapy Research. Julie Minkel-Lacasse, University of Wisconsin–Whitewater

68.061-4. Co-Designing Research, Examining Teacher Performance Assessments, and Rethinking Professional Development. Division B–Curriculum Studies; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 10:35am–12:05pm
Chair: Jillian Carter Ford, Kennesaw State University
Participants:
Designing Without Change: Co-Design and Positioning Within a Research-Teacher Partnership. Kristina M. Stamaty, University of Colorado–Boulder; Mary Rose Kelly, University of Colorado–Boulder
Professional Development as Product Implementation Training: Controlling the Curriculum. Christopher B. Crowley, Wayne State University

68.061-5. Constructing Knowledge in an Infinite Future: Terror, Trauma, Mental Illness, and Immortality. Division B–Curriculum Studies; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 10:35am–12:05pm
Chair: Cathryn van Kessel, University of Alberta
Participants:
68.061-6. Critical Posthumanism, the Affective Turn, and Socially Just Pedagogies and Curricula. Division B–Curriculum Studies; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 10:35am–12:05pm

Chairs: Mindy Blaise, Victoria University–Melbourne; Yusef Waghid, University of Stellenbosch

Participants:
The Anthropocene: A Crisis for Education. Delphi Carstens
A Diffractive Exploration of Affect: Learning, Research, and Teaching in Obstetrics. Veronica Mitchell
Diffractioning Socially Just Pedagogies Through Stained Glass. Vivienne Grace Bazeale, University of the Western Cape
Rhodestatfall: A Critical Posthumanist Reading of Photos of a Statue’s Removal From a University Campus. Karin Saikia Marris, University of Cape Town
In Pursuit of Socially Just Pedagogies in Differently Positioned South African Higher Education Institutions. Brenda Leibowitz, University of Johannesburg

68.061-7. Curriculum as Inclusive Practice. Division B–Curriculum Studies; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 10:35am–12:05pm

Participants:
“It Felt Like Family”: Utilizing Cultural Integrity and Culturally Relevant Pedagogy in Precollapse Preparation Programs. Christina Wright Fields, Indiana University–Bloomington; Stephanie M. Power Carter, Indiana University; Gloria Howell, Indiana University–Bloomington; Bita Hazel Zakeri, Indiana University–Bloomington
Gender, Assemblage, and the Lived Experience of Schools. Kirsten Robbins, Indiana University–IUPUI; Robert James Helfenbein, Loyola University Maryland
Reading Moby Dick From the Borderlands. Kristin Kistner Hall, Texas A&M University–College Station; Patricia Slater, Texas A&M University; Sungjoon Lee; Mario J. Suarez, Texas A&M University
Rights Versus Rights: Compliance and Commitment for Movements to Less Segregated Environments. Katherine Newhouse, Teachers College, Columbia University; Dahlia Hamza Constantine, Teachers College, Columbia University; Jenna Kamnass Morray, Teachers College, Columbia University; Celia J. Oyler, Teachers College, Columbia University

68.061-8. Curriculum Design and Development: Ontological Tensions and Connections. Division B–Curriculum Studies; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 10:35am–12:05pm

Chair: Alan R. Foley, Syracuse University

Participants:
Positing An(other) Ontology Within Multicultural Science Education and as Ethics-to-Come. Marc Roderick Higgins, University of Alberta
Shaping the Promise of Equal Educational Opportunity: Researching Practice in National Curriculum Development. Tanya L. M. Samu, University of Auckland
Transactions in Curriculum Design: A Self-Study to Deepen Understandings of Design-Based Research. Elizabeth Isidro, Texas Tech University

68.061-9. Curriculum Parts in the Context of the Whole: Past, Present, and Future. Division B–Curriculum Studies; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 10:35am–12:05pm

Chair: Laura M. Jewett, The University of Texas Rio Grande Valley

Participants:
Measuring the Impacts of Whole-School Problem-Based Learning Implementation on Student Advanced Placement Scores: An Exploratory Study. Paul Sutton, Pacific Lutheran University; Randy Knuth, Knuth Research, Inc.
The Anthropocene and the Curriculum of the American Land-Grant University. Clifford P. Harbour, University of Wyoming; Joshua M. Cohen, Virginia Polytechnic Institute and State University
When the Whole Winds Up Less Than the Sum of Its Parts: The Fuzzy Curricular Math of STEM With References. Laura M. Jewett, The University of Texas Rio Grande Valley; James A. Teles, The University of Texas Rio Grande Valley
Inheriting the Future and the Past of Learning: Nomadic Returns to a Primary School. Maya R. Pindyck, Teachers College, Columbia University

68.061-10. Decolonial Interventions and Critical Curricular Design. Division B–Curriculum Studies; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 10:35am–12:05pm

Chair: Jerry L. Rosiek, University of Oregon

Participants:
Uncovering Oppressive Discourse in English Curricula Utilizing an Anticolonial, Feminist Literacy Framework. Shawna Carroll, University of Toronto
Still Runnin’ the Underground: Emancipatory Pedagogy in an After-School Club. Dalisha Williams, University of South Carolina
Reading the World Otherwise: Paranoid Reading, Conspiracy Theory, and Critical Thinking. Tadashi Dozono, Berkeley University of California


Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 10:35am–12:05pm

Chair: Daniel Lipe, University of Hawaii at Mānoa

Participants:
Innovation Through Collaboration: Enhancing Participation in Higher Education Through a University-Industry Partnership. Helen Keen-Dyer, CQUniversity Australia; Wendy Madsen, CQUniversity; Andrew Short, Queensland Fire and Emergency Services; Roberta Harrevel, Central Queensland University
Achieving Agency in a Rural English Language Learner Classroom: Navigating the Ecological Context Through Narrative, Relationships, and Introspection. J. Spencer Clark, Kansas State University; G. Sue Kasun, Georgia State University; Emmie Staker, Mountain Crest High School
Deterriorlizing the Chinese “Floating Children” From Sociospatial Normalization Enacted Through Social Scientific Representations. Lei Zheng, University of Wisconsin–Madison
A Principal’s Experience: Redefining Student Success. Lourdes Viloria, Texas A&M International University

68.061-12. Recentering Children, Multiracial Preservice Teachers, Race, and Small Schools in Educational Research. Division B–Curriculum Studies; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 10:35am–12:05pm

Chair: Dinny Risi Aletheian, Yale University

Participants:
It’s Complicated: Multiracial Preservice Teachers and White Supervising Teachers in American History Classrooms. Anna Bost Pеннell, Guilford College; Jocelyn Foshay, Guilford College
Knowledge to Action: Centering Children in Educational Research, Policy, and Practice. Lacey Elizabeth Peters, Hunter College–CUNY; Beth Powers, Millersville University of Pennsylvania

Looks Like Me, Sounds Like Me! How Race Matters in Learning With Digital Tools. Bryan A. Brown, Stanford University; Kareem Edouard, Stanford University

They Closed Our School Today: Firsthand Recollections of the Accountability Movement in New York City. Keri Rodgers, Ball State University

68.061-13. Reform, Resistance, Responses, and Responsibilities in Curriculum Studies. Division B–Curriculum Studies; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 10:35am–12:05pm
Chair: Nikki Rotas, OISE/University of Toronto
Participants:
Shifting Scales in Relation: Tracing a Long-Standing Decolonial Feminist Politics of Resistance. Linnea Kristina Beckett, University of California, Santa Cruz

Response(s) and Responsibilities Across Textual Trajectories: Interdisciplinary Research During Commemorative Events in Argentina. James S. Danico, Indiana University; Alexandra Panos, Indiana University–Bloomington

Ideology, the State, and the Politics of Global Curriculum Reforms: Regulating Critical Thinking in an Illiberal State. Leond Tze-Wei Lin, National Institute of Education–Nanyang Technological University

68.061-14. Reimagining Resistive Agency, Disrupting State-Sanctioned Epistemological Injustice. Division B–Curriculum Studies; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 10:35am–12:05pm
Chair: Elizabeth K. Jeffers, Georgia State University
Participants:
Social Epistemic Injustice: From Baton Rouge to Palestine and Beyond the Children of the Stone. Diane S. Shammash, University of Southern California

Teacher Agency, Racial Literacy, and Antiracist Curricular Choices Within a Secondary Humanities Classroom. Alina Adonyi Pruitt, The University of Texas at Austin

68.061-15. Research on Black Girls, Black Males, and Black Youth in Contested Places. Division B–Curriculum Studies; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 10:35am–12:05pm
Chair: Crystal T. Laura, Chicago State University
Participants:
(Re)membering Black Girls: Memory, Racial Trauma, and Troubling Curricula Constructions of Black Girlhood in the United States. Esther Oganda Ohito, Mills College; Ezekiel Joubert, University of Minnesota–Twin Cities

What We Are About: Developing Researcher Positionalities Toward Educative Meaning for Black Youth. Brian Loezanski, Macalester College

Understanding “Jigsaw Giftedness”: A Multifaceted Framework to Support African American Males. Jermaine Arnell Wilson, Kansas City Public Schools

“But They Don’t Even Know the Basics”: Tensions in Inclusive Curriculum Reform. Kate Dubensky, University of Victoria

68.061-16. Space and Place in Curriculum Studies. Division B–Curriculum Studies; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 10:35am–12:05pm
Chair: Mary Caroline Rowan, Concordia University
Participants:
A Settled Curriculum: Spatial Production in the Curriculum of Booker T. Washington and John Dewey. Bayley Marquez, University of California, Berkeley

Cultivating Critical Food Literacies: Mapping the Civics of Food Injustice in a Place-Based Curriculum. Gardner R. Seawright, University of Utah; Clayton Todd Pierce, University of Utah

Re-Bounding Africa: The Concept of Landscape in Consequential Geography. Sandra Schmidt, Teachers College, Columbia University

Turning Toward Process Theories in Educational Research: Mapping Cartographies of Time, Space, and Place. Nikki Rotas, OISE/University of Toronto

Leaders of the Open School: The Racial Politics of Shaping Educational Space. Esa Syed, California State University–Long Beach

68.061-17. The Beautiful Dance of Philosophy and Education: Lessons From Five Lenses. Division B–Curriculum Studies; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 10:35am–12:05pm
Chair: Theodoria Regina Berry, The University of Texas at San Antonio
Participants:

Mindfulness Education as a Self-Contradictory Endeavor in Western Education: A Critical Analysis. Cuong Huy Nguyen, Michigan State University

Spiritual Lessons: Curricular Uses of Campbell’s Third Stage. Donald Joseph Olinger, Indiana University–Purdue University at Fort Wayne


The Ties That Bind: Curriculum Theory and Critical Race Theory. Theodoria Regina Berry, The University of Texas at San Antonio; Daniella Ann Cook, University of South Carolina–Columbia

68.061-18. Queer Theory in the Classroom. SIG-Queer Studies; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 10:35am–12:05pm
Chair: Susan Walker Wollyer, Colgate University
Participants:
LGBTQ Studies and the Next Class: High School Students and a Transfer Task, One Case Study: Laura Moorhead, San Francisco State University

Recognizing the Puzzle: Knowledge Creation in a Social Justice Math Class. Summer Pennell, Truman State University

University Students’ Views on Heteronormativity: A Concept to Facilitate Students’ Reflections on Heteronormativity and What We Have Learnt From It. Cristian David Magnus, Heidelberg University; Mattias Lundin, Linnaeus university

68.061-19. Research on Identity of Women and Girls in Education. SIG-Research on Women and Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 10:35am–12:05pm
Participants:

Paths 2 the Future: Addressing Barriers to Education and Career Opportunities for Girls With Disabilities. Kara Hirano, University of Oregon; Lauren Lindstrom, University of Oregon

Asian Female Scholars’ Stories About Identity Formation. Deborah Kim, Boston College

Fair Play: Increasing Learning Opportunities Across Genders and Cultures. Barbara Eleanor Polnick, Sam Houston State University; Elizabeth Lasley, Sam Houston State University; Julia Nell Ballenger, Texas A&M University–Commerce

68.061-20. Connecting STEM and Literacy in Informal Environments. SIG-Informal Learning Environment Research; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 10:35am–12:05pm
Chair: Monica Elaine Cardella, Purdue University
Participants:
68.061-21. Inclusion and Accommodation in Educational Assessment SIG Roundtable. SIG-Inclusion and Accommodation in Educational Assessment; Roundtable Session

Chair: Laurene L. Christensen, Wisconsin Center for Education Research

Participants: Catherine Hart, University of Regina

A Comprehensive Evaluation of Computer-Based Accommodations for Secondary Students With Exceptionalities. Pei-Ying Lin, University of Saskatchewan; Yu-Cheng Lin, University of Texas–Rio Grande Valley

Improving Validity Evaluation for Test Accommodations Using Concepts of Congruence and Construct Definition. Anne H. Davidson, Anne H. Davidson; Stephanie W. Cawthon, The University of Texas at Austin

Refresheable Braille Testing Accommodations: Performance Differences and Preferences. Cara Cahalan Laitusis, ETS

68.061-22. Theoretical (Re)Considerations. SIG-Environmental Education; Roundtable Session

Chair: Catherine Hart, University of Regina

Participants: (Re)considering Environmental Education Through Concept Creation. Lesley Lionel Leonard Le Grange, Stellenbosch University

Framing the Anthropocene: Educating for Sustainability. Geraldine R. McNenny, Chapman University

Knowing and Becoming: Constructively Disrupting Environmental Education Research With Worldview in Mind. Catherine Hart, University of Regina; Paul Hart, University of Regina

The "Thalweg" of Currents: "Naturalist" Environmental Education. Douglas David Karrow, Brock University; Sharon Harvey, Arizona State University

Division and SIG Posters

68.062. Poster Session 15; Poster Session

68.062-1. Participation and Adaptation Through Learning Technologies. Division C–Learning and Instructions; Poster Session

Chair: Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair

Poster Session

1. Developing a Large-Scale Adaptive Learning Platform: Integrating Dynamic Concept Maps and Adaptive Recommendations. Chieh-Feng Chiang, Digital Education Institute, Institute for Information Industry, Taiwan; Jun-Long Hung, Boi State University; Brett E. Shelton, Boise State University; Hisiao-Chien Tseng, Digital Education Institute, Institute for Information Industry, Taiwan; Jun-Ming Su, Department of Information and Learning Technology, National University of Tainan, Taiwan; Stephen J. H. Yang, National Central University, Taiwan

2. Math + Making: Exploring Digital Fabrication to Improve Mathematics Education in Middle School FabLabs. Monica Miaoxia Chen, Stanford University

3. Technology Ensembles, Interational Bandwidth, Participatory Teaching, and Identify Shifts in Secondary STEM Education. Eric R. Hamilton, Pepperdine University; Debra Chittur, Independent University; Traci Garff, Pepperdine University; Antha Holt, McCleary School District; Hiroo Kato, Pepperdine University; Helen Teague, Pepperdine University; Kim Welch, Pepperdine University

4. Examining Classroom Interaction Quality Around the Interactive Whiteboard. Sam Watson, Purdue University; Inok Ahn, Purdue University; Helen Patrick, Purdue University; Brian F. French, Washington State University; Panayota Y. Mantzicopoulos, Purdue University

5. Synthesizing Research on Computer-Supported Collaborative Learning: Preliminary Findings. Jessica Marie McKeown, Indiana University–Bloomington; Kylie Ann Hartley, Indiana University; Roosevelt T. Faulkner, Indiana University–Bloomington; Cindy E. Hmel-Silver, Indiana University; Heisawon Jeong, Hallym University; Navo Emmanuel, Indiana University–Bloomington

68.062-2. Pedagogy and Performance. SIG-Music Education; Poster Session

Chair: Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair

Poster Session


7. Reflecting on Practice Related to Teaching University Music Students to Improvise and Compose: A Self-Study. Kristen Pellegrino, The University of Texas at San Antonio; Susan Dill, The University of Texas at San Antonio; Jennifer Beavers, The University of Texas at San Antonio


68.062-3. Poster Session: Innovations on Diverse Methodological Approaches. Division D–Measurement and Research Methodology; Poster Session

Chair: Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair

Poster Session

9. Examining the Relations Among Teacher Social Capital, Teaching Practice, and Student Achievement. Kevin Schaaf, University of California, Los Angeles

10. Investigating Rasch and Two-Parameter Logistic (2PL) Short-Form Model Selection by Minimizing Out-Sample Classification Error. Anthony Raborn, University of Florida

11. The Bayesian Paradigm of the Robustness Indices of Causal Inferences. Tenglong Li, Michigan State University

12. The Impact of Validity Screening on Associations Between Self-Reports of Bullying Victimization and Student Outcomes. Yuane Jia, University of Virginia; Timothy K. Konold, University of Virginia; Dewey G. Cornell, University of Virginia; Francis Howard Lim Huang, University of Missouri
68.062-5. Scaffolding Learning in Problem-Based Learning. Division H—Research, Evaluation and Assessment in Schools; Poster Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 2; 10:35am–12:05pm

Posters:
19. A Case Study of a Small Learning Community Designed to Serve Students With Disabilities. Leila Richay Nuland, Hanover Research; Katherine Unger; Clinton Pogue, Alexandria City Public Schools; Louisa Jelaco

20. A Study of Gender Differences in Online Courses. Peiyi Lin, Teachers College, Columbia University; Susan Lowes, Teachers College, Columbia University; Brian R. C. Kinghorn, Teachers College, Columbia University

21. Benefits of Academic Vocabulary Instruction for Linguistically and Culturally Diverse Students in After-School Settings. Koudier Mokharti, The University of Texas at Tyler; Colleen R. Swain, The University of Texas at Tyler; Justin Velten, The University of Texas at Tyler

22. Cross-Sectional Comparisons of Elementary Students’ Oral and Written Explanations About Academic and Nonacademic Tasks. Anne Blackstock-Bernstein, University of California, Los Angeles; Amy Woodbridge, University of California, Los Angeles; Despina Pitsoulakis Goral, University of California, Los Angeles; Alison L. Bailey, University of California, Los Angeles

23. How Large Are the Cumulative Effects of Interim Assessments on Student Achievement? Spyros Konstantopoulos, Michigan State University; Wei Li, University of Missouri—Columbia; Shazia R. Miller, American Institutes for Research; Arie J. van der Ploeg, Retired

24. Middle School Teacher Characteristics Associated With Perceived Gains From a Mindfulness-Based Intervention. Crissi Pineta, Portland State University


68.062-6. Scaffolding Learning in Problem-Based Learning With Argumentation and Technology. SIG-Problem-Based Education; Poster Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 2; 10:35am–12:05pm

Posters:
28. A Design Architecture for Supporting Interdisciplinary Problem-Based Learning With Technologies. Xun Ge, University of Oklahoma; Qian Wang, The University of Oklahoma

29. Impact of Using a Generic Argumentation Scaffold in Two Successful Problem-Based Learning Units on Different Topics. Brian R. Belland, Utah State University; Nam Ji Kim, Utah State University; D. Mark Weiss, Utah State University; Jiangyu Gu, University of Wisconsin Extension; Jacob Charles Pitland, Utah State University

68.062-7. Expanding the Scope of Learning With Innovative Technologies. SIG-Technology, Instruction, Cognition & Learning; Poster Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 2; 10:35am–12:05pm

Posters:
30. Critical Thinking in the Classroom Using 3-D Models of Museum Objects. Kirsten R. Butler, University of Utah; Michelle Hudson, University of Utah; Madlyn Ramburg, Natural History Museum of Utah

31. Enhancing Opportunities to Learn Linear Function Through Dynamic Linked Multiple Representations. Tai-Yih Tso, National Taiwan Normal University; Shu-Chun Hsiao; Feng-Lin Lu, National Taiwan Normal University; Kin-Hang Lei, National Taiwan Normal University

32. Expanding the Scope of Teacher Candidates’ Learning by Investigating Their Digital Practices. Jenny Heather Gawronski, University of Washington—Seattle; Adam Bell, University of Washington–Seattle

33. Exploring the Validity of a Technological Pedagogical Content Knowledge (TPACK) Measurement Tool. Heath Monroe-Ossi, Florida Institute of Education

34. Instructional Models That Promote Student Agency Using Interactive Simulations. Jennifer Schellinger, The Florida State University; Kelly Findley, Florida State University; Ian Whittacre, Florida State University; Karina K. R. Hensberry, University of South Florida St. Petersburg

35. Learning Progression Shifts: How Touch Screen Virtual Manipulative Mathematics App Design Promotes Children’s Productive Struggle. Christina Watts, Utah State University; Patricia S. Moyer-Packenham, Utah State University; Stephen L. Tucker, Virginia Commonwealth University; Emma P. Bullock, Utah State University; Jessica F. Shumway, Utah State University; Arla Westenskow, Utah State University; Jennifer Boyer-Thurow; Kate Anderson, Utah State University; Salfi Mahamane, Utah State University; Kerry Jordan, Utah State University


37. Middle School Student Use of Interactive Climate Change Simulations: Periods of Observation and Activity. Elizabeth McBride, University of California, Berkeley; Mario Manuel Martinez-Garza, University of California, Berkeley; Jonathan Michael Vitala, University of California, Berkeley; Marcia Linn, University of California, Berkeley

38. Toward a Digital Badge Program for Research Skills: Enhancing First-Year Students’ Academic Competencies. Dana-Kristin Mah, University of Potsdam; Dirk Jenthaler, University of Mannheim


68.062-8. Special Education Research SIG Poster Session. SIG-Special Education Research; Poster Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 2; 10:35am–12:05pm

Poster:
40. Beyond Birthdays and Benchmarks: The Role of the School Social Worker in Disrupting Developmentalism’s Dominance in the Response to Intervention Problem-Solving Process. Erin Sugrue, University of Minnesota–Twin Cities

68.062-9. Division B Section 6 Poster Session. Division B—Curriculum Studies; Poster Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 2; 10:35am–12:05pm

Poster:
41. Continuing the Spiral: Ecofeminism, Eco-Justice, and Mathematics Education. Mark Wolfmeyer, Kutztown University of Pennsylvania; Natalya Z. Chesky, SUNY–College at New Paltz; John Joseph Lupinacci, Washington State University–Pullman

MONDAY, MAY 1 • 12:25 PM

Presidential Sessions

69.010. Back to the Future: Reconsidering Resegregation of American Schools and Educational Opportunity. AERA Presidential Session; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, 303 A&B; 12:25–1:55pm

Chairs: Brett D. Campbell, Brigham Young University; Zollie Stevenson Jr., Philander Smith College
Participants: Tabbie Maria Chavez, University of Michigan–Ann Arbor; Jeanne M. Powers, Arizona State University; Roslyn Arlin Mickelson, University of North Carolina–Charlotte; Jomills H. Braddock, University of Miami

69.011. Democratic Education, Race, and the Classroom: Content and Pedagogy in a Diverse Society. AERA Presidential Session; Invited Speaker Session
Henry B. Gonzalez Convention Center, Ballroom Level, 301 A&B; 12:25–1:55pm

Chair: Rich Milner, University of Pittsburgh
Participants: Kenneth M. Zeichner, University of Washington; David O. Stovall, University of Illinois at Chicago; Cynthia Cruz, University of California, Santa Cruz
Discussant: A. Lin Goodwin, Teachers College, Columbia University

69.012. Systemic Academic Corruption in Higher Education: A Global Perspective. International Relations Committee; Symposium
Grand Hyatt San Antonio, Fourth Floor, Crockett D; 12:25–1:55pm
Chair: Michael Lanford, University of Southern California
Participants: Favor Reciprocity Theory in Education: A New Corruption Typology. Anna Sabic-El-Rayess, Teachers College, Columbia University; Natasha Mansur, The Pennsylvania State University–University Park
Academic Corruption: Culture and Trust in Indian Higher Education. William G. Tierney, University of Southern California; Michael Lanford, University of Southern California
Academic Corruption in China: Insights From the Chinese Literature and a Critical Discourse Analysis. Rui Yang, University of Hong Kong
Academic Dishonesty Among Students in Russia: Institutional Versus Individual Factors. Igor Chirikov, University of California, Berkeley; Evgeniia Shmeleva, National Research University “Higher School of Economics”
Discussant: Laura W. Perna, University of Pennsylvania

69.013. Confronting Racism in Schools: Then and Now. Division A–Administration; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 A; 12:25–1:55pm
Chair: Katherine Cunings Mansfield, Virginia Commonwealth University
Participants: New Spaces for Educational Leadership: Disrupting Color-Blind Neoliberal Agendas in Education. Anjale DeVawen Welton, University of Illinois at Urbana-Champaign; Sarah Diem, University of Missouri
Urban School Leadership and Ecologies of Racism. Jeffrey S. Brooks, Monash University; Terri Nicoll Watson, City College of New York–CUNY
A Qualitative Examination of Relationships Between Leaders and Black Middle-Class Parents in Secondary Schools. Rema Ella Reynolds, Eastern Michigan University
Discussant: James Joseph “Jim” Scheurich, Indiana University–Indianapolis

69.014. Leadership Focused on Students’ Academic and Affective Needs. Division A–Administration; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 215; 12:25–1:55pm
Chair: Laveria Hutchison, University of Houston
Participants: The Impact of Instructional Leadership on High School Student Academic Achievement in China: Evidence From Longitudinal Data. Tianyan Hou, Beijing Normal University; Dankui Zhang, Beijing Normal University
How Do States Implement College and Career Readiness Standards? A Distributed Leadership Analysis of Standards-Based Reform. Katie Pak, University of Pennsylvania; Laura M. Desimone, University of Pennsylvania
Leading to Higher Standards: How Principals Meet the Demands of College and Career Readiness. Brad Cawn, University of Michigan–Ann Arbor; Gina S. Ikamoto, New Leaders
Principal Support of Student Psychological Needs: A Conversational Approach to Greater Trust. Curt M. Adams, University of Oklahoma; Jentre J. Olsen, University of Oklahoma; John A. Lepina, University of Oklahoma

69.015. School Organization and Educational Opportunity. Division A–Administration; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 216 B; 12:25–1:55pm
Chair: Noni Mendoza-Reis, San José State University
Coupling of Institutionalized Structures to Organizational Activity: Examining the Implementation of Individualized Education Programs. Laura E. Bray, University of Pittsburgh; Jennifer L. Russell, University of Pittsburgh
Effects of a Single-Gender STEM Intervention on Student Attitudes Toward STEM. Jacob David Joseph, College of William and Mary; Thomas Joseph Ward, College of William and Mary; Jamer L. Donn, College of William and Mary
Improving Education Opportunity in Texas. Pedro Reyes, The University of Texas at Austin; Celeste Alexander, The University of Texas at Austin
Organizing for Inclusion: Exploring the Routines That Shape Student Supports. Laura Stelitano, University of Pittsburgh; Jennifer L. Russell, University of Pittsburgh

69.016. Connecting Futures: Indigenous Genealogies of Action and Knowledge Production. Division B–Curriculum Studies; Invited Speaker Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 B; 12:25–1:55pm
Chairs: Eve Tuck, University of Toronto; K. Wayne Yang, University of California, San Diego
Presenters: Timothy Jose San Pedro, The Ohio State University; Sweeney Windchief, Montana State University; Jeremy Garcia, University of Arizona; Hollie Anderson Kulago, Elmira College; Leilani Saltzstein, University of Oregon

69.017. The Elephant in the Room: Confronting the Silence(s) About Disability in K–12 Curricula. Division B–Curriculum Studies; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 C; 12:25–1:55pm
Chairs: Emily A. Nusbaum, University of San Francisco; Priya Lalvani, Montclair State University
Disability Studies Curricular as Evidence of Presumed Competence and Capacity Within a Participatory Action Research Project. Emily A. Nusbaum, University of San Francisco
Missed Opportunities: A Mother’s Perspective on Her Children’s High School Experiences Regarding Dis/Ability. Janet S. Sauer, Lesley University
“I Say ‘Time-Out’ and Make My Hand in a Shape of a T”: Giving K–12 Students Space to Ask Critical Questions About Disability. Suzanne Stolz, University of San Diego
Discussant: Linda P. Ware, SUNY–College at Geneseo

69.018. Whose Stories Are We Telling? Literary Knowledge, English Curriculum, and Diversity in Globalized National Contexts. Division B–Curriculum Studies; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 210 B; 12:25–1:55pm
Chair: Donald A. Zancanella, University of New Mexico
Participants: U.S. Literary Knowledge and the New Tests. Donald A. Zancanella, University of New Mexico; Michael T. Moore, Georgia Southern University; Annemarie Sheehan, University of New Mexico; Judith Fronczak, Salisbury University
U.K. Performing Literature? English Teachers Resisting State Demands for an Inequitable Model of English Cultural Heritage. Andrew C. Goodwyn, University of Reading
Knowledge, Understanding, and Skills: Interrogating Australian Curriculum Discourses and the Role of Literature in English. Larissa McLean Davies, The University of Melbourne; Wayne Sawyer, Western Sydney University
What Forces Shape Us? Exploring Teachers’ Literacy Knowledge and Implications for Practice—An International Perspective. Wayne Sawyer, Western Sydney University; Larissa McLean Davies, The University of Melbourne; John Yandell, Institute of Education—London; Andrew C. Goodwyn, University of Reading; Rachel Roberts, Reading University; Brenton Deokee, Deakin University; Lyn Yates, University of Melbourne; Philip Mead, University of Western Australia.

Discussant: Lyn Yates, University of Melbourne

69.019. Examining Uncertainty as a Construct for Promoting Meaningful Scientific Engagement. Division C–Learning and Instructions; Structured Poster Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 221 C; 12:25–1:55pm
Chair: Jessica Watkins, Tufts University
Participants:
2. From Pathological to Productive: How Introductory Physics Students Reorient to Uncertainty and Confusion. Jennifer Radoff, Tufts University; Anna McLean Phillips, Tufts University; David Hammer, Tufts University.
3. Variable Responses to Uncertainty in an Undergraduate Biology Lab: A Case Study. Robert Hayes, Tufts University; Julia Svoboda Gouvea, Tufts University; Aditi Wagh, Tufts University; Matthew Simon, Tufts University.
5. Characterizing How Teachers Respond to Uncertainty to Support Scientific Activity in Classrooms. Jessica Watkins, Tufts University; Eve Manz, Boston University.

Discussant: Leslie J. Atkins, California State University–Chico

69.020. Research About Underrepresented Groups in Engineering and Computer Science Education. Division C–Learning and Instructions; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 209; 12:25–1:55pm
Chair: Amy Wilson-Lopez, Utah State University
Participants:
Pathways to Equity in Engineering and Computer Science: Fostering STEM in Rural Learning Environments. Jacqueline Leonard, University of Wyoming; Alan Buss, University of Wyoming; Andrea C. Burrows, University of Wyoming; Adrienne Unerl, Clark Elementary School.
Understanding the Challenges and Potential of Computer Science Education for Elementary School Students With Disabilities. Alexandria Killian Hansen, University of California, Santa Barbara; Ashley Ireland, WestEd STEM; James Gribble, UC Santa Barbara; Amber Squire Moran, University of California, Santa Barbara; Danielle Boyd Harlow, University of California, Santa Barbara; Diana Franklin, University of California, Santa Barbara.
High School English Learners’ Information-Gathering Activities in the Context of Community-Based Engineering Design Challenges. Amy Wilson-Lopez, Utah State University; Michael D. Boatright, Western Carolina University; Garret Rose, Utah State University.
Examining the Spatial Skills of High School Engineering Students: Considering the Role of Both In-School and Out-of-School Experiences. Anita Patrick, The University of Texas at Austin; Catherine C. Riegle-Crumb, The University of Texas; Jenny Buontempo, University of Texas–Austin; Menghu Peng, The University of Texas at Austin.
The Forgotten Scholar: Professional Development for Minority Postdocs in STEM. Christopher Seals, Michigan State University; Quintanna Clark, Purdue University; Aman Yadav, Michigan State University; Kathy Garza Dixon, Purdue University; Cristina Seto, Purdue University; Nancy Schwartz, University of Chicago.

Chair: Vanessa Wanchanit Vongkullaksn, The Ohio State University
Participants:
Review of Educational Research on Learning With Social Network Sites Among Teenagers. Jiahang Li, Michigan State University; Christine M. Greenhow, Michigan State University.
Museums and Professional Development: A Unique Partnership. Richard T. Houang, Michigan State University; William H. Schmidt, Michigan State University; Leland S. Cogan, Michigan State University; Day W. Greenberg, Michigan State University.
The Theory-Driven Approach to Strengthen Teaching and Learning in After-School Programming. Charisse Hollingsworth, Vanderbilt University–Peabody College; Carol Nixon, Vanderbilt University–Peabody College; Emily Hennessy; Amanda Fuller, Courtney Mullane; Sharon L. Shields, Vanderbilt University.

Discussant: Harold P. O’Neill, University of Southern California

69.022. Sylvia Scribner Award (2016) Address: Karen Harris. Division C–Learning and Instructions; Invited Speaker Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 D; 12:25–1:55pm
Chair: Barbara A. Greene, University of Oklahoma
Participants: Karen R. Harris, Arizona State University; Patricia A. Alexander, University of Maryland–College Park

69.023. Participation in Qualitative Methods: Challenges and Possibilities. Division D–Measurement and Research Methodology; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 7B; 12:25–1:55pm
Chair: Anne Karubin, University of Nebraska Omaha
Participants:
Developing Community-Based Research Methods With LGBTQ Populations in the U.S. South. Kamden Strunk, Auburn University; Hannah Carson Baggett, Auburn University; Andrea Riemer, Auburn University.
Moving From Lens to Mirror: Decolonizing Observational Research. Deepi Khurad, The University of Texas at San Antonio; Misty Sailors, The University of Texas at San Antonio; Kelli M. Bippert, Texas A&M University–Corpus Christi; Caleb Payne Hood, David Lee “Tex” Hill Middle School; Rebecca Storz, The University of Texas at San Antonio.
Perspectives on Participation of Children From Underserved Communities in Informal Science. Lydia E. Carol-Ann Burke, University of Toronto.
What We Don’t Say Out Loud: Opportunities and Challenges of Participatory Ethnography in Urban Schools. Joanne C. Larson, University of Rochester

69.024. That’s How I See It: How Perceptions, Socialization, and Assessment Impact Opportunities for Equal Education. Division E–Counseling and Human Development; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 A; 12:25–1:55pm
Chair: Keisha L. Bentley-Edwards, Duke University
Participants:
"Damaged Goods": A Qualitative Exploration of Educators’ Perceptions of Foster Youth. Alaina Elizabeth Flannigan, University of Texas at Austin.
Helping Them Make the Grade? The Academic Socialization of College Athletes. Paul A. Robbins, The University of Texas at Austin.
Beyond Yes or No: Examiner-Centered Variables Affecting Special Education Eligibility Decisions. Kris Scardamalia, The University of Texas at Austin.
69.025. *Caste Abolished*: Competing Visions of Equal Educational Opportunities in the Long Struggle for Civil Rights. Division F—History and Historiography; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 206
B; 12:25–1:55pm

Chair: Peniel Joseph, The University of Texas at Austin
Participants:
- The Ballot or the Book? Radical Black Abolitionists and the Battle for Northern School Integration. Zoe Burkholder, Montclair State University
- Making “Good Neighbors” out of Bad: How Bilingual Education Shaped Educational Opportunities in Postwar Texas. Jonna Perrillo, The University of Texas at El Paso

Challenging School Segregation in Rurbin California: The Case of Soria v. Oxnard School Board. David G. Garcia, University of Michigan–Ann Arbor

Discussant: Peniel Joseph, The University of Texas at Austin

69.026. Methods for Identifying and Supporting At-Risk Students. Division H—Research, Evaluation and Assessment in Schools; Paper Session

Henry B. Gonzalez Convention Center, River Level, Room 7C; 12:25–1:55pm

Participants:
- Multiple Faces of Victimization: Exploratory Factor Analysis and Latent Class Analysis of Student Victimization in an Israeli National Sample. Rami Benbenishty, Bar-Ilan University; Ron Avi Astor, University of Southern California; Ilan Reznik, Bar-Ilan University
- Using the Screening Tool for At-Risk Students Protocol for Identifying Students at Risk During the Transition to High School. David Stevens, Berkeley Unified School District

69.027. Using Surveys in School Research. Division H—Research, Evaluation and Assessment in Schools; Paper Session

Henry B. Gonzalez Convention Center, River Level, Room 7D; 12:25–1:55pm

Participants:
- Reassessing Constructs of Equitable and Inclusive Pedagogical Practice: Learning From a District-Wide Equity Survey. Motoaki Hara, Portland State University; Else Christiansen, Portland Public Schools; Esperanza De La Vega, Portland State University
- Unpacking “Other”: What Can Researchers Learn From Write-In Responses on a State School Climate Survey? Gretchen A. Brion-Meisels, Harvard University; Bernice Raveche Garnett, University of Vermont
- We Surveyed, So Now What? Using the Teacher Data Use Survey to Inform School Improvement. Jeff Wayman, Wayman Services, LLC; Margie Johnson, Metropolitan Nashville Public Schools; Stephanie B. Willkerson, Mogolga Consulting, LLC.

Discussant: Gwen C. Marchand, University of Nevada–Las Vegas

69.028. Assessment of Behavioral and Noncognitive Competencies: Where Are We and Where Are We Going? Division I—Education in the Professions; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 213 A; 12:25–1:55pm

Chair: Celia O’Brien, Northwestern University
Participants:
- Response Process Validation of Video Communication Items for a Large-Scale Medical Licensure Exam. Kimberly A. Szwergart, National Board of Medical Examiners; Miguel A. Panagia, National Board of Medical Examiners; Ren Liu, University of Florida; Michael Barone, Johns Hopkins University
- A Framework for Assessing Teamwork and Communication Skills in Interprofessional Education. Kelly S. Lockeman, Virginia Commonwealth University
- Ethics Assessment in Undergraduate Medical Education: A Scoping Review. Erika J. Abner, University of Toronto

A Longitudinal Study of Associations Between Surgical Resident Learner Autonomy, Burnout, and Competency Learning Outcomes. Emma Park, Johns Hopkins University
Discussant: Trudie Elizabeth Roberts, University of Leeds

69.029. On Diversity and Culture. Division I—Education in the Professions; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 213 B; 12:25–1:55pm

Chair: Patricia S. O’Sullivan, University of California, San Francisco
Participants:
- A Rasch Analysis of Three Socialization and Communication Measures in Fourth-Year Doctor of Pharmacy Students. Kelli Ryan, Kent State University; Joseph M. LaRochelle, Xavier University of Louisiana; Aryn C. Karpinski, Kent State University—Kent; Abdullah Alsayar, Kent State University
- Dental Students’ Knowledge of LGBT Resources. Xiaoying Feng, University of Florida; Lenda Behar-Horenstein, University of Florida; Leda Mugayar, University of Florida; Edna Perez, University of Florida; Pamela Nagasawa, University of Washington; David G. Brown, University of Nebraska—Medical Center
- Equality at the Starting Line? Gender- and Race-Based Differences at the Transition From Law School to Legal Profession. Yonghong Jade Xu, The University of Memphis
- Using a Cultural Immersion Service-Learning Experience to Facilitate Cultural Consciousness. Julie H. Alexander-Ruff, Montana State University; Art W. Bangert, Montana State University; William G. Ruff, Montana State University

Discussant: Eugene L. Anderson, Association of Public and Land-Grant Universities

69.030. Critical Perspectives on the Future of For-Profit Higher Education: Reconsidering Institutional and Policy Factors. Division J—Postsecondary Education; Symposium

Henry B. Gonzalez Convention Center, River Level, Room 6B; 12:25–1:55pm

Chair: Robert Shireman, The Century Foundation
Participants:
- How Washington Created a Monster. David Halperin, David Halperin
- Do Proprietary Institutions of Higher Education Generate Savings for States? A National Case Study. Jorge Klor de Alva, Nexus Research & Policy Center
- Tracking the Responsiveness of a Sector at the Margins: Examining Proprietary Colleges’ Institutional Research Behavior. Constance Iloeh, University of California, Irvine

69.031. Diversifying the Pipeline to Professor: Insights from the Grad Prep Academy. Division J—Postsecondary Education; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 B; 12:25–1:55pm

Chair: Shaun R. Harper, University of Pennsylvania
Participants:
- Addressing the Shortage of Black Men in the Academy: Insights From the Grad Prep Academy. Mauriell H. Ameci, University of Wisconsin—Madison; Demetri L. Morgan, Loyola University Chicago; Justin Avery Coles, Michigan State University; Jalil Bishop, University of California, Los Angeles; Anthony Johnson, Northwestern University; Chauncey Delorian Smith, John H. Hoppis Defense Research Scholars—Morehouse College—SROP—University of Michigan
- Disrupting the Status Quo Through Racial Justice: Reflections on the Grad Prep Academy. Jalil Bishop, University of California, Los Angeles
- Exploring the Experience of a Black Male in a Teacher Education Doctoral Program. Justin Avery Coles, Michigan State University

Discussant: Jerlando F.L. Jackson, University of Wisconsin—Madison
69.032. Dreams Deferred by Debt: Student Outcomes Federal and State Loan Programs. Division J–Postsecondary Education; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 6C; 12:25–1:55pm
Chair: Molly Sarabiti, The University of Denver
Participants:
Achieving the Promise of Educational Opportunity: Graduate Student Debt for STEM Versus Non-STEM Students. Rachel Anne Burns, University of Georgia–Athens; Karen L. Webber, University of Georgia
All Aid Is Not Created Equal: Examining the Effects of Unsubsidized Federal Loans on Student Persistence Over Time. Ray Franke, University of Massachusetts–Boston; Mike Walker, University of Massachusetts–Boston
Who Is Most Likely to Oppose Federal Tuition-Free College Policies? Investigating Variable Interactions of Sentiments to America’s College Promise. Daniel A. Collier, University of Illinois at Urbana–Champaign; Shubhamshu Mishra, University of Illinois at Urbana–Champaign; Derek A. Houston, University of Oklahoma; Brandon Hensley; Scott A. Mitchell, Wayne State University; Nicholas Daniel Hartlep, Metropolitan State University
How Loan-Averse Students View Income Share Agreements. Audrey Peek, American Institutes for Research; Jessica Mason, American Institutes for Research; Matthew E. Soldner, American Institutes for Research
Students’ Out-Migration Effects of Salary and Loan Debt Accumulation. Manuel S. Gonzalez Canche, University of Georgia
Discussant: Ray Franke, University of Massachusetts–Boston

69.033. Student Learning and In-Class Experiences. Division J–Postsecondary Education; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 205; 12:25–1:55pm
Chair: Stella L. Smith, Prairie View A&M University
Participants:
Momentum Through Course Completion Patterns Among Two-Year College Students Beginning in STEM: Variations and Contributing Factors. Hsun-yu Chan, Texas A&M University–Commerce; Xueli Wang, University of Wisconsin–Madison
Class Size in Higher Education: The Effects of Class Size on Student Performance Across Multiple Factors. Amanda L. Nolen, University of Arkansas at Little Rock; Whitney Thomasson, University of Arkansas at Little Rock
A Mixed-Methods Approach to Understanding Self-Reliance, Help-Seeking, and “Giving Up” in Postsecondary Math Classes. Laura M. Jakiel, Florida State University; Alysia D. Roehrig, Florida State University
Understanding the Self-Regulated Learning Characteristics of First-Generation College Students. Janeen Antonelli, University of Houston; Sara Jolly Jones, University of Houston; Andrea Backscheider Burridge, Houston Community College; Jacqueline Hawkins, University of Houston
Discussant: Cassie L. Barnhardt, The University of Iowa

69.034. Understanding the Experiences and Socialization of Teaching Assistants. Division J–Postsecondary Education; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 206 A; 12:25–1:55pm
Chair: Ripsime Bledsoe, University of Texas–San Antonio
Participants:
Intersections of Racialized Identity and Teacher Identity: Experiences of Graduate Teaching Assistants of Color. Elba Camilla Moise, University of Washington–Seattle
A Symbolic Interactionist Ethnographic Exploration Into How Graduate Students Prepare to Teach for Higher Education. Kirk S. Robinson, Miami University–Oxford
Exploring the Socialization Processes of Mathematics Teaching Assistants Into Their Roles as Teachers. Yianne Drivalas, University of Southern California
Student-Focused Teaching and Deep Learning Conceptions in a Short Mandatory Graduate Teaching Assistant Training Course. Alex Shum, University of Hong Kong; Ada Lee, University of Hong Kong; Suki Ekaratne, University of Colombo
Discussant: Bryan Gopaul, University of Rochester

69.035. Where Are the Minority Students in Higher Education? Focusing on Race Within Developmental Education. Division J–Postsecondary Education; Symposium
Henry B. Gonzalez Convention Center, River Level, Room 6A; 12:25–1:55pm
Chair: Maxine T. Roberts, University of Southern California
Participants:
Where Are All the Black Students in Higher Education? Focusing on Race in Developmental Education. DeShawn Preston, Clemson University; Josh Pretlow, Old Dominion University
Hispanics in Developmental Education. Leticia Tomas Bustillos, The Campaign for College Opportunity; Stephen R. Porter, North Carolina State University; Paul D. Umbach, North Carolina State University
Discussant: Robert Terry Palmer, Binghamton University–SUNY

69.036. “It’s No Accident That This Happens in Texas”: Textbook Controversies, (Mis)Representation, and Racial Violence. Division K–Teaching and Teacher Education; Invited Speaker Session
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon A; 12:25–1:55pm
Chair: Marcelle M. Haddix, Syracuse University
Participants: Anthony L. Brown, The University of Texas at Austin; Keffrelyn D. Brown, The University of Texas at Austin; Linda McSpadden McNeel, Rice University
Discussants: Joyce E. King, Georgia State University; Sylvia Wynter, Stanford University

69.037. Critical Family History and the Novel as Tools of Whiteness Pedagogies: A Theory-to-Practice Symposium. Division K–Teaching and Teacher Education; Symposium
Grand Hyatt San Antonio, Second Floor, Bowie C; 12:25–1:55pm
Chair: James C. Jupp, Georgia Southern University
Participants:
White Bread as Food for Racial Conscientization. Dolores Delgado Bernal, University of Utah
Preservice Teachers’ Understanding of Themselves as Racialized and Cultural Beings. Sandra Lucia Oyarzun, Illinois State University
Teacher Education Students Using White Bread to Examine Themselves and Others. John Maddaus, University of Maine; Bryan Silverman, University of Maine; Tammy Mills, University of Maine
Faces of Change: First-Year Master’s Students’ Journey to Understanding Race, Racism, and Differences. Stacey Hardin, Illinois State University
The Color Line and White Bread: Narrativized Content and White Identity. Carl A. Grant, University of Wisconsin–Madison
Discussants: Cheryl E. Mattas, University of Colorado–Denver; Patricia Leavy, Self-employed

69.038. Examining the Development of Core Teacher Practices With Preservice Teachers. Division K–Teaching and Teacher Education; Paper Session
Grand Hyatt San Antonio, Third Floor, Bonham E; 12:25–1:55pm
Chair: Christy Tirrell-Corbin, University of Maryland–College Park
Participants:
The Contrapuntal Nature of Novice Teaching: Exploring Harmonies and Dissonance Across Variations of Pedagogical Rehearsal. Michael C. Dominguez, University of North Carolina–Chapel Hill; Mary Rose Kelly, University of Colorado–Boulder; Ashley Cartun, University of Colorado–Boulder; Elizabeth M. Duto, University of Colorado Boulder
Examining the Development of Core Teaching Practices for Inquiry-Based Science Instruction. Leigh A. Van Den Kieboom, Marquette University; Jill McNew-Birren
Questioning to Understand Students: A Video Analysis of Preservice Elementary Teachers’ Use of Questions. Xi Zeng, Texas Tech University; Jian Wang, Texas Tech University; Raymond Flores, Texas Tech University; Shuang Zhang, Texas Tech University; Yuanhua Wang, Texas Tech University; Jory Neff, Texas Tech University; Minju Yi, Texas Tech University
69.043. Social Interaction and Authentic Learning Mediated Through Technology, SIG-Computer and Internet Application in Education; Paper Session
Grand Hyatt San Antonio, Third Floor, Bonham C; 12:25–1:55pm
Participants:
Teachers' Evolving Conceptions of 3-D Scanning and Printing as Authentic STEM Practices. Pasha Antonenko, University of Florida; Claudia Grant; Bruce MacFadden, University of Florida; scan Moran, University of Florida Group Interaction Styles and Students' Individual and Group Cognition: A Mixed-Methods Investigation. Ying Xie, Northern Illinois University; Shuyuan Lin, Idaho State University
A Pilot Study of a Computer Program to Promote Social Skills in Children With Autism. JoAnne Cascia, Kean University; Jason Barr, Salus University

69.044. Research and Scholarship From Within the Trenches. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon E; 12:25–1:55pm
Chair: Aaron Jermaine Griffen, Texas A&M University–College Station
Participants:
Practitioners’ Issues in Single-Gendered Education. Margaret M. Ferrara, University of Nevada–Reno
Interpersonal Dynamics of Leadership That Influence the Academic Achievement of Diverse Learners in Urban K–12 Settings. Isaac Carrier Establishing a Shared Culture and Vision of Student Achievement at Disciplinary Alternative Education Programs (DAEAPs): A Practitioner’s Examination of the Need for Culturally Responsive and Relevant Training and Professional Development for Serving Diverse Learners at DAEAPs. George Flores
Advancement Impacts of Academic and Social Excellence Policies of a Ninth-Grade Academy on African American Male On-Time Promotion to 10th Grade. Teresa A. Lance, Harrison School District Two
A Practitioner’s Perspective on the Educational Implications of African American Children Raised in Grandparent-Headed Households. Andrea D. Cain, Texas A&M University–College Station

69.045. On the Interaction Between Embodied and Symbolic Mathematics Knowledge: Implications for Instruction. SIG-Learning Sciences; Symposium
Grand Hyatt San Antonio, Fourth Floor, Republic C; 12:25–1:55pm
Chair: David Henry Uttal, Northwestern University
Participants:
The Influence of Gesture on Undergraduates’ Responses to Questions About Infinite Divisibility. Andrea Marquardt Donovan, University of Wisconsin; Sarah Brown, University of Wisconsin–Madison; Martha W. Alibali, University of Wisconsin–Madison
The Interaction Between Embodied and Symbolic Knowledge in Learning Calculus. Yanning Yu, Northwestern University; David Henry Uttal, Northwestern University

Constraints on Embodiment: Iconicity May Damage Sensorimotor Grounding. Dana Melinda Rosen, University of California, Berkeley; Alik Palatnik, Technion Israel Institute of Technology; Dor Abrahamson, University of California, Berkeley

Getting a Feel for Fractions: Moving From Perceptually Privileged Representations to Formal Symbols. Percival Grant Matthews, University of Wisconsin–Madison

Discussant: Nathalie Sinclair, Simon Fraser University

69.046. Latent Growth/Transition Modeling and Model Selection. SIG-Multilevel Modeling; Paper Session

Henry B. Gonzalez Convention Center, River Level, Room 6D; 12:25–1:55pm

Chair: Jyun-Yu Wu, National Chiao Tung University

Participants:
- Searching for the Accurate Growth Trajectory in Latent Growth Models
  - With Covariates. Minjung Kim, University of Alabama; Hsin-Iuan Hsu, University of Texas Health Science Center at Houston; Oman Kwook, Texas A&M University–College Station
- The Impact of Incomplete Data on Two-Level Linear Growth Models: A Monte Carlo Examination. Bethany A. Bell, University of South Carolina; Jason Schoenbecker, ICF International; Zhaoxia Guo, University of South Carolina–Columbia; Mary Ann Priester, University of South Carolina; Kristina Webber, University of North Carolina; Whitney Smiley, American Board of Internal Medicine; John M. Ferron, University of South Florida
- On Modeling Instruction Absence With Curriculum-Based Measurement Data: Estimating Growth and Reliability With Multiphase Latent Growth Models. Yu-Yu Hsiao, Texas A&M University–College Station; Nathan H. Clemens, Texas A&M University; Oman Kwook, Texas A&M University–College Station; Maria Antonia Henriques, Texas A&M University–College Station; Leslie Simmons, Texas A&M University; Michelle Sookhoo, Texas A&M University–College Station; Emily Greene
- Examination of a Cluster Effect on Model Specification in Multilevel Latent Transition Analysis. Ji Hoon Ryou, University of Virginia
- The Selection Criteria and Indexes for Identifying Factor Numbers and Structures in Multilevel Exploratory Factor Analysis. Melissa Y. Ji, Texas A&M University–College Station; Wen Luo, Texas A&M University–College Station; Oman Kwook, Texas A&M University–College Station; Yanjun Yang, Florida State University

Discussant: Audrey J. Leroux, Georgia State University

69.047. Virtual Schooling, Instructors’ Practices and Perceptions. SIG-Online Teaching and Learning; Paper Session

Grand Hyatt San Antonio, Fourth Floor, Republic B; 12:25–1:55pm

Participants:
- Examining Perspectives of Faculty Regarding Online Program Community. Doris U. Bolliger, University of Wyoming; Craig Erschel Shepherd, University of Wyoming; H. Victoria Bryant, University of Wyoming
- Motivational Profiles, Learning Satisfaction, and Learning Outcomes for K–12 Virtual School Students. Yining Zhang, Michigan State University; Chin-Hsi Lin, Michigan State University
- Elementary Teachers’ Use of the Internet for Literacy Instruction and Professional Learning. Pamela Beach, Queen’s University
- Online Teaching and Learning: Instructor Practices That Support the Formation of Virtual Community. Shari Lee Berry, University of Southern California
- Virtual Terrains: Learning Mathematics and Physics in the Israeli Virtual High School. Osnat Fells, University of Ottawa; Yaniv Biton; Dafna Raviv

69.048. Education in a Minor Key. SIG-Philosophical Studies in Education; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 207 A; 12:25–1:55pm

Chair: Jim Garrison, Virginia Polytechnic Institute and State University

Participants:
- Wonder in Education. A.G. Rud, Washington State University
- On Educational Boredom. Chris Higgins, University of Illinois at Urbana-Champaign
- Courage in a New Key. Barbara S. Stengel, Vanderbilt University

Discussant: Jim Garrison, Virginia Polytechnic Institute and State University

69.049. Critical Posthumanism and Diffractive Post-Qualitative Methodologies. SIG-Qualitative Research; Symposium

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 207 B; 12:25–1:55pm

Chair: Veronica Fucini-Ketchabaw, University of Western Ontario

Participants:
- Diffraction or Reflection? Methodological Implications for Educational Research. Vivienne Grace Bozalek, University of the Western Cape
- Diffractive Methodology and Critique in Educational Research. Dirk Postma
- Reconfiguring the Educator as pregnant Stingray: Reading Three Images Diffractively Through One Another. Karin Saskia Marris, University of Cape Town
- A Schizoanalytical Pedagogical Praxis. Delphi Carstens

Discussant: Wonder in Education.
Developing Measures of Teacher and Student Understanding in Relation to Learning Trajectories. Caroline Brayer Ebby, University of Pennsylvania; Phillip M. Sirinides, University of Pennsylvania

Impacts of the Ongoing Assessment Project (OGAP) on Teacher and Student Learning. Jonathan A. Supovitz, University of Pennsylvania; Abigail Gray, University of Pennsylvania; Maurice Spillane, Center for Policy Research in Education

School-Based Structures That Support Teacher Use of Learning Trajectory Frameworks. Janine Remillard, University of Pennsylvania; Cecil Haynes, Sam, Rowan University; Hayden Lyons, University of Miami; Jordan D’Olier, University of Pennsylvania

Discussants: Hilda Borko, Stanford University; Tonya E. Wolford, School District of Philadelphia

69.053. Racial and Ethnic Variation in School Climate Perceptions and Strategies for a Positive Racial/Ethnic Climate. SIG-School Community, Climate, and Culture; Paper Session

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 216 A; 12:25–1:55pm

Chair: Adam Voight, Cleveland State University

Participants:

Racial Differences in Perceptions of School Climate and Their Associations With Student Outcomes. Timothy R. Konold, University of Virginia; Kathann Dushaynt Shukla, University of Virginia; Dewey G. Cornell, University of Virginia; Francis Huang

Uncovering the Climate of Isolation for Students of Color in Advanced-Level High School Classes. Shameem Rakha, Washington State University—Vancouver

The Role of the Geography of Educational Opportunity in the Well-Being of African American Children. K. Milam Brooks, University of Illinois at Chicago; Pamela Anne Quiroz, University of Illinois at Chicago

Cultivating Culturally Responsive Teachers: Changing Teachers’ Perceptions of Diverse Primary Students Through Project-Based Learning. Corine Meredith Brown, Rowan University; Zeynep Isik-Ercan, Rowan University; Nicole Kammer, Rowan University

Discussant: Dana C. Griffin, University of North Carolina—Chapel Hill

69.054. Actionable Research to Advance Equity: Insights From Three Research-Practice Partnerships. SIG-School/University Collaborative Research; Symposium

Grand Hyatt San Antonio, Fourth Floor, Crockett C; 12:25–1:55pm

Chair: Jonathan Zaff, America’s Promise Alliance

Participants:

Evolution of a University-District, Research-Practice Partnership: Strategies and Challenges. Kendra Fehr, John W. Gardner Center; Erica Messner, Stanford University; Jacob Leos-Urbel, Stanford University

Embedding Research in Practice to Advance Educational Outcomes through an Equity Lens: The Story of One Research-Practice Partnership in Northern California. Hadar Baharav, Stanford University; Elizabeth Newman, Stanford University

The Influence of Place, Power, and Politics: The Dynamics of Cross-Sector Collaborations. Amy R. Gerstein, Stanford University; Jamila Henderson, Stanford University; Samuel Tucho Yi, Stanford University

Discussant: Laura P. Wentworth, California Education Partners

69.055. Special Education Research SIG Paper Session 2: Issues About Transition Planning. SIG-Special Education Research; Paper Session

Grand Hyatt San Antonio, Second Floor, Bowie A; 12:25–1:55pm

Chair: Elisabeth Hess Rice, The George Washington University

Participants:

The Perceptions of Bilingual Parents During the Special Education Process. Rebecca Foster, DC Special Education Cooperative; Elisabeth K. Hess Rice, The George Washington University


Evaluating the Transitions of Detained Youth With Developmental Disabilities. Jolane Smith, University of California, Los Angeles

Facilitating Student and Parent Involvement in Individualized Education Program and Transition Planning. Wendy Morrison Cavendish, University of Miami; David J. Conner, Hunter College—CUNY


Division and SIG Roundtables

69.056. Roundtable Session 31; Roundtable Session

69.056-1. Financing Early Childhood Education and Estimating Its Effects. Division L—Educational Policies and Politics; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 12:25–1:55pm

Chair: Sarah Kabourek, Vanderbilt University–Peabody College

Participants:

Cost-Effectiveness of Early Childhood Interventions That Enhance Head Start in Texas: Evidence From a Randomized Experiment. David S. Knight, University of Texas at El Paso; Susan Landry, The University of Texas; Tricia A. Zucker, University of Virginia; Jeffrey M. Williams, University of Texas Health Science Center at Houston; Emily C. Merz, University of Texas Health Science Center at Houston; Cathy L. Guttenberg, University of Texas Health Science Center at Houston; Heather B. Taylor, University of Texas Health Science Center at Houston

Does Using School Readiness Assessments for Class Placements Lead to Academic Sorting in Kindergarten? Chris Carran, University of Maryland–Baltimore County; Michael Harris Little, University of North Carolina—Chapel Hill; Lora A. Cohen-Vogel, University of North Carolina—Chapel Hill

State Early Childhood Education Finance: The Trade-Off Between Increasing Access and Improving Quality. Kathryn Gonzalez, Harvard University; Emily Hanno, Harvard University

69.056-2. Laying the Groundwork for a STEM Ecosystem. Division L—Educational Policies and Politics; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 12:25–1:55pm

Chair: Femi Vance, University of San Diego

Participants:

Developing a Recipe for Success: Critical Factors for Developing a STEM Ecosystem. Femi Vance, University of San Diego

Getting Everyone to the Table: Cross-Sector Partnerships in a STEM Ecosystem. Katherine Joy Nilsen, University of San Diego

Building the Capacity of Educators to Improve STEM Education. Joseph A. Gardella, SUNY–Buffalo

Creating Authentic Opportunities for Parents to Partner With Informal STEM Educators. Ands Henriquez, New York Hall of Science

Math as the Gateway to STEM Careers. Xan Black

69.056-3. Pecuniary and Nonpecuniary Investments in Education. Division L—Educational Policies and Politics; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 12:25–1:55pm

Chair: Robert Rothman, National Center on Education and the Economy

Participants:


Informal and Teacher-Directed Professional Learning. Jeffrey Paul Carpenter, Elon University; Daniel G. Krutka, Texas Woman’s University; Jayme Nixon Linton, Lenoir-Rhyne University; Torrey Trust, University of Massachusetts–Amherst

Teachers’ Pay Satisfaction Structure: Evidence From Primary and Secondary Schools in China. Yonghong Cai, Beijing Normal University; Xiu Cravens, Vanderbilt University

What Types of Leadership Do Principal Evaluation Policies Promote? Evidence From 25 Districts in Three States. Madeline Mazrogordo, Michigan State University; Megan L. Donaldson, University of Connecticut–Storrs; Peter A. Youngs, University of Virginia; Shawn Michael Dougherty, University of Connecticut; Rachel White, Michigan State University

John L. Lane, Michigan State University

Working for All Public Students? A Comprehensive Analysis of Arizona’s Public Schools’ Tax Credits. Illdiko I. Laczkó-Kerr, Arizona Charter Schools Association; Eric Bershbach, Arizona Charter Schools Association
69.056-4. Policy and Politics in U.S. School Reform. Division L–Educational Policies and Politics; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25–1:55pm
Chair: Megan Hopkins, University of California, San Diego
Participants:
- How Did We Get Here? Institutions, Ideologies, and Meaning-Making in Accountability Policy. Debbie Kim, Northwestern University
- In Search of Excellence or Political Posturing: Understanding Virginia’s Policy Decisions on Common Core Standards. Jay Paredes Scribner, Old Dominion University; Karen L. Sanzo, Old Dominion University; Angela Bhatt, Newport News Public Schools
- The Impact of High School Mathematics and Science Course Graduation Requirements: School Contextual Factors. Guan Saw, The University of Texas at San Antonio
- Peer Effects in Advanced Placement Classes: Evidence From Variations in Racial and Economic Compositions. Taek Hyung Kim, Florida State University; Patrick Iatralola, Florida State University
- The High School–College Disconnect: Examining First-Generation Students’ Perspectives on Their Experiences as College Writers. Juliet Salazar Gallardo, Teachers College, Columbia University

69.056-5. Research on School and Curricular Reform. Division L–Educational Policies and Politics; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25–1:55pm
Chair: Rand Quinn, University of Pennsylvania
Participants:
- Introducing Discursive Institutionalism to Education Technology Scholarship. Ethan Chang, University of California, Santa Cruz
- The Impact of Youth Social Capital on the Educational Attainment of Homeless Young Adults. Stephanie Renee Ancelle, El Camino College
- When States Take Charge: Not Only a Big-City Reform. Andrew Saultz, Miami University–Oxford; Joel R. Malin, Miami University–Oxford; Jeffrey W. Snyder
- Policy/Practice From Our Predominately White Institution. Faith Maina, Stephanie Renee Anckle, El Camino College; Stephanie Renee Anckle, El Camino College

69.056-6. Resilience and Power From the Periphery. Division L–Educational Policies and Politics; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25–1:55pm
Chair: Karen Latrice Jackson, North Carolina A&T State University
Participants:
- Knowledge to Action: Students of Color and Allies Demand Equitable Policy/Practice From Our Predominately White Institution. Brandy S. Bryson, Appalachian State University; Nicholas A. Jordan, Appalachian State University
- The Gifts of the Sacred: Engaging Theology to Address Educational Disparities. Joseph Kyser, The University of British Columbia; Patrick Slattery, Texas A&M University; Reta Ugena Whitlock, Vernon Butterfield, Texas A&M University–College Station

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25–1:55pm
Chair: Christopher A. Lubienski, Indiana University
Participants:
- Introducing Discursive Institutionalism to Education Technology Scholarship. Ethan Chang, University of California, Santa Cruz
- The Impact of High School Mathematics and Science Course Graduation Requirements: School Contextual Factors. Guan Saw, The University of Texas at San Antonio
- Peer Effects in Advanced Placement Classes: Evidence From Variations in Racial and Economic Compositions. Taek Hyung Kim, Florida State University; Patrick Iatralola, Florida State University
- The High School–College Disconnect: Examining First-Generation Students’ Perspectives on Their Experiences as College Writers. Juliet Salazar Gallardo, Teachers College, Columbia University

69.056-8. Turnover in Schools: New Measures, New Contexts. Division L–Educational Policies and Politics; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25–1:55pm
Chairs: Alex J. Bowers, Teachers College, Columbia University; Jennifer Jellison Holme, The University of Texas at Austin
Participants:
- A New Look at Teacher Turnover: Understanding the Geography of Instability in Schools. Jennifer Jellison Holme, The University of Texas at Austin; Huriya Jabbar, The University of Texas at Austin; Emily Germain, The University of Texas at Austin; Wes Logan Edwards, The University of Texas at Austin; Joanna Dolores Sanchez, The University of Texas at Austin
- The Influence of Typologies of School Leaders on Teacher Retention: A Multilevel Latent Class Analysis. Angela Urick, The University of Oklahoma
- Will They Stay or Will They Go? Understanding the Career Decisions of Charter School Principals. Chris Torres, Michigan State University
- Teacher Turnover and Student Achievement. Matthew Ronfeldt, University of Michigan; Susanna Loeb, Stanford University; James H. Wyckoff, University of Virginia

69.056-9. Adolescent Writing Realities Across Time and Space. SIG-Writing and Literacies; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25–1:55pm
Chair: Anna Smith, Illinois State University
Participants:
- Teaching and Learning Literary Argumentation Over Time: Writing as a Social Practice. George E. Newell, The Ohio State University; Subom Kwak, The Ohio State University–Columbus; Theresa Thanos, The Ohio State University–Columbus
- The Literacy Practices of DREAMers: A Qualitative Study. Cristina Patricia Salazar Gallardo,Teachers College, Columbia University

69.056-10. (Re)Considerations and (Re)Configurations of Curriculum in the Contexts of Theory and Culture. SIG-Critical Issues in Curriculum and Cultural Studies; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25–1:55pm
Chair: Robert James Helfenbein, Loyola University Maryland
Participants:
- The Gifts of the Sacred: Engaging Theology to Address Educational Disparities. Joseph Kyser, The University of British Columbia; Patrick Slattery, Texas A&M University; Reta Ugena Whitlock, Vernon Butterfield, Texas A&M University–College Station
- The Mentoring of Dystopian Writers: Understanding the Relationship between the Sacred, the Sacred and the Extraordinary. Richard L. Erickson, South Dakota State University; Reta Ugena Whitlock, Vernon Butterfield, Texas A&M University–College Station
- The Gifts of the Sacred: Engaging Theology to Address Educational Disparities. Joseph Kyser, The University of British Columbia; Patrick Slattery, Texas A&M University; Reta Ugena Whitlock, Vernon Butterfield, Texas A&M University–College Station
69.056-11. Understanding Teacher Transformation Through Narrative Inquiry. SIG-Narrative and Research; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25 – 1:55pm
Chair: Lynnette M. Driedger-Enns, Prairie Spirit School Division No. 206
Participants:
Narratives From the Field: Special Education at the Margins of Social Justice. Bernardo E. Pohl, University of Houston-Downtown
Teacher Transformation in a Local National Writing Project Site. Nigel Waterton, Montana State University

69.056-12. Teacher Development Across Content Areas: Utilizing Knowledge to Improve Teaching and Learning. Division H – Research, Evaluation and Assessment in Schools; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25 – 1:55pm
Chair: Andrea D. Beesley, IMPAQ International
Participants:
Making the Most of Professional Development: How Teacher-Led Professional Development Influences Teaching Practices. Elizabeth Gandhi, Education Northwest; Caitlin Scott, Education Northwest; Lisa Marie Dillman, Education Northwest
Evaluating the Impact of a Community-Based Volunteer Tutoring Reading Program on Teachers’ Ratings of Students’ Reading Skills and Socioemotional Competencies. Danielle Bairrrington Brown, Texas A&M University; Kayla Braziel Rollins, Texas A&M University; Yolanda N. Padron, Texas A&M University; Hersh C. Waxman, Texas A&M University
What Is the Sustained Effect of Reading Recovery? Jerome V. D’Agostino, The Ohio State University; Robert H. Kelly, The Ohio State University–Columbus; Mary K. Loso, Oakland University
How to Grow Community Schools: A Citywide Effort in Year 3. Rachel E. Durham, Johns Hopkins University; Faith Connolly, Johns Hopkins University

69.056-13. Moving the Needle on Social and Emotional Learning: Programs and Potential. SIG-Social and Emotional Learning; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25 – 1:55pm
Chair: Ginger Stoker, American Institutes for Research
Participants:
The Effects of a School-Based Program on Social and Emotional Learning in Elementary Schools. David M. Osher, American Institutes for Research; Yael Kidron, American Institutes for Research
The Impact of the Whole-School Approach for Primary School Students’ Social Emotional Competencies in China. Yuan Du, Beijing Normal University; Yaqing Mao, Beijing Normal University; Chuanli Yang; Xiaoping GOU, UNICEF Country Office for China
Social and Emotional Assessment and Intervention: A Promising Approach to Reducing the Achievement Gap. Paul Augustine LeBuffe, Aperture Education; Jennifer Robitaille, Aperture Education

69.056-14. Perspectives on Preservice Science Teacher Education. SIG-Science Teaching and Learning; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25 – 1:55pm
Chair: Barbara M. Butler, North Carolina A&T State Univ
Participants:
Decompressing Preservice Science Teachers’ Reading Strategies. Kirsten K. N. Manwer, University of Hawaii–Mānoa; Heather Jo Johnson, Vanderbilt University
Investigating Preservice Teachers’ Self-Efficacy, Science, and Computational Thinking During Engagement With Robotics. Kamini Jaipal-Jamani, Brock University; Charoula M. Angel, University of Cyprus
Supporting Preservice Teachers to Develop Asset-Based Ideas of Social Justice Science Teaching. Jarod N. Kawasaki, University of California, Los Angeles; Imelda Nava, University of California, Los Angeles; Anna Marie Mahealani Francois, University of California, Los Angeles
“Should I Already Know...?” A Preservice Biology Teacher of Color Reasons About Race and Pedagogy. Douglas B. Larkin, Montclair State University; Adria Janna Dwyer, Montclair State University

69.056-15. Language Practices of Bilingual Students. SIG-Bilingual Education Research; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25 – 1:55pm
Chair: Nilsa J. Thorsos, National University
Participants:
A Comparison of Narrative Skill in Spanish-English Bilinguals and Their Functionally Monolingual Spanish- and English-Only Peers. Perla Blanca Gamez, Loyola University Chicago; Abdulla Gonzalez, Loyola University Chicago
Pockets of Hope: Cases of Linguistic Flexibility in the Classroom. Leah Durán, The University of Arizona; Kathryn I. Henderson, The University of Texas at San Antonio
The Invisible Linguistic Repertoires of Bilingual Refugee Students in a Public International School. Ana Solano-Campos, University of Massachusetts–Boston
Understanding the Bilingual Reading Practices of Two Hispanic First Graders. Angela María Lopez-Velásquez, Southern Connecticut State University; Georgina E. Garcia, University of Illinois at Urbana-Champaign
“What’s Wrong with the School”? Emergent Bilinguals’ Language Resources in New Migration Destinations. Silvia C. Nogueron-Liu, University of Colorado–Boulder; Courtney Shimek, University of Georgia–Athens; Chelsey Bahnam Bollinger, University of Georgia–Athens

69.056-16. Putting Research in Action: Collaborative Action Research and Action Learning for Transformed Practice. SIG-Action Research; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25 – 1:55pm
Chair: Elena Yu Polush, Iowa State University
Participants:
Action Research: Making Change for Teachers and Students. Christine J. Briggs, University of Louisiana at Lafayette
Reculturing Learning Organizations From the Inside to Diversity and Change: An Action Research Study. Maríela Aime Rodríguez, The University of Texas at San Antonio; Carol A. Mullen, Virginia Polytechnic Institute and State University; Tawannah Gay Allin, High Point University, NC
What Does Critical Action Research in Large Online University Courses Involve? Amir Kalan, University of Toronto; Michelle Troberg, University of Toronto

69.056-17. International Studies. SIG-International Studies; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 12:25 – 1:55pm
Participants:
Gender Equality in Education: Examining the Dialogue Between International and National Policies in Ghana. Keren Dalyot, Technion–Israel Institute of Technology
Practice to Research: Leveraging World Languages With Internationalization of a University Community. Dina Khailova, University of Wyoming; Amy Roberts, University of Wyoming
Promises and Practices: A Case Study on Migrant Children’s Compulsory Education Policy Implementation in China. Shuyin Liu; Wenyang Sun, University of North Carolina–Chapel Hill; Elizabeth Cynthia Barrow, University of North Carolina–Chapel Hill
State of the Nation: K–12 e-Learning in Canada. Michael Kristopher Barbour, Touro University–California; Randy LaBonte, Canadian E-Learning Network
69.057-1. Competing Narratives Around the Lives of Black and Latinx Students in U.S. Schools. Division G—Social Context of Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 12:25–1:55pm
Chair: Dereese L. Jones, Trinity University
Participants:
Exactly When and How Do the Disparities in Education for Black Children Manifest Themselves? Elizabeth Leigh Fair, Notre Dame of Maryland University; Joan Satter, Notre Dame of Maryland University; Mark J. Fenster, Notre Dame of Maryland University; Stephanie L. Savick, Notre Dame of Maryland University
Out From the Shadows: A Counternarrative of Successful African American Males in Schools. Kevin Scott, Fulton County Schools; Richard W. Schmertzlng, Valdosta State University; Lorraine C. Schmertzlng, Valdosta State University
The Multidimensionality of Caring, Connectedness, and Resiliency: Perceptions of African American and Hispanic Students. Rudolph Washington, California State University—Los Angeles; Anne Hafner, California State University—Los Angeles
Validating and Supporting the Culture and Language of Speakers of African American Language. Rita Suh, California State University—Long Beach

69.057-2. Identity and Formal Schooling. Division G—Social Context of Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 12:25–1:55pm
Chair: Maria Sian Chavan, University at Albany–SUNY
Participants:
Biracial Identity Development: Narratives of Biracial Korean American University Students in Heritage Language Classes. Hyein Amber Kim, University of Washington—Seattle
Influential Factors in Chinese American Students’ Cultural Identities. Tianxin Zhou, University of Virginia
Intercultural Relations and First-Generation Immigrant Students: The Effects of School Social Structures. Sigrid Roman, Toronto District School Board
Unburdened From ‘Acting White’: Black Males’ Discussions of Race and Academic Identity. Travis J. Albritton, University of North Carolina—Chapel Hill; Gwen D. Roulhac, Durham Public Schools
Understanding Situated Identity Construction Through English Language Learning in Intrational Migration. Xaoan Guo, Shanghai International Studies University; Mingyue (Michelle) Gu, Chinese University of Hong Kong; Han Yawen, Nanjing Tech University

69.057-3. Imagining More Just and Inclusive Futures for Children and Youth. Division G—Social Context of Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 12:25–1:55pm
Chair: Margary Martin, University of Hawaii at Hilo
Participants:
About Boys: Gender Disproportionality in Special Education. Abigail E. Dudley, Hillsboro School District
Parents’ Constructions of Inclusive Education for Diverse Students. Sultan Kilinc, Arizona State University

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 12:25–1:55pm
Chair: Amber Michelle Gonzalez, California State University–Sacramento
Participants:
Privilege and Prejudice: Discrepancies in Experiences for Faculty Members With Foreign English Accents. Sabrina Francesca Sembiante, Florida Atlantic University; Cristobal Salinas Jr, Florida Atlantic University; Andres Jaime Ramirez, Florida Atlantic University
Persistent Inequalities in Leveraging Social Capital Across Borders. Alberto Esquinda, The University of Texas at El Paso
Parental Aspirations and Investments in the Educational Achievements of African Immigrant Students. Alex Kumi-Yeboah, University at Albany–SUNY

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 12:25–1:55pm
Chair: Joseph E. Flynn, Northern Illinois University
Participants:
“This Place ... Immigration Knocks on My Door”: Examining Undocumented Youth Experiences in the South. Sophia Rodriguez, College of Charleston
Investments in Whiteness: Asian American Affirmative Action Opponents and Racial Politics in College Admissions. Olyan A. Po0, Loyola University Chicago; Megan Segoshi, Loyola University Chicago
Revolutionary Critical Pedagogy in Times of Racial Crisis: Teaching for Freedom. Lilia D. Monzo, Chapman University; Peter L. McLaren, Chapman University
The Role of Interest Convergence in California’s Education: Community Colleges, Latinas/os, and the State’s Future. Tanya J. Gaxierra Serrano, University of California, Los Angeles; Daniel Gilbert Solarzano, University of California, Los Angeles

69.057-6. Justice and the Justice System? Division G—Social Context of Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 12:25–1:55pm
Chair: Ann Mogush Mason, University of Minnesota–Twin Cities
Participants:
#SandraBland’s Mystery: Uncovering the Transmedia Story of Police Brutality on Social Media. Aaminah Norris, California State University, Sacramento; Nalya Arabelle Fenella Rodriguez, University of California, Berkeley
Complex Sentences: A Portrait of Men Searching for the Purpose of Education in a Massachusetts State Prison. Clinton W. Smith, Harvard University
Educational Disenfranchisement and Adjudication: The Case of Formerly Incarcerated Young Men. Tara Marie Brown, University of Maryland–College Park; Daniel Vivas, University of Maryland–College Park; Jesus Santos, Brandeis University
Humanizing Schooling: Reimagining Violence Through a Comparison of School Culture at Two Urban High Schools. Yanira Madrigal-Garcia, University of California, Davis

69.057-7. Language and Literacy in Science Learning Contexts. Division G—Social Context of Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 12:25–1:55pm
Chair: Martha A. Allexsaht-Snider, University of Georgia
Participants:
Teachers on the Side of Unaccompanied Youth: Pedagogical Perspectives From Science Educators. Lourdes Cardozo-Gaibisso, University of Georgia–Athens; Yaimitza Hernandez-Rodriguez, University of Georgia–Athens; Martha A. Allexsaht-Snider, University of Georgia; Max Vazquez Dominguez, University of North Georgia; Cory A. Buxton, University of Georgia–Athens
The Architecture of Science Teaching With Emergent Bilingual Middle School Students in Out-of-School Settings. Max Vazquez Dominguez, University of North Georgia; Martha A. Allexsaht-Snider, University of Georgia; Cory A. Buxton, University of Georgia–Athens; Amanda M. Latimer, University of Georgia–Athens; Mehtap Kirmaci, University of Georgia–Athens
Discursive Functions of Translanguaging in Science Learning Contexts: An Examination of Korean-English Bilingual Learners. Minjung Ryu, Purdue University

69.057-8. Race Talk at Home, at School, and in Communities. Division G–Social Context of Education; Roundtable Session

Chair: Timothy J. Lesumire, University of Minnesota–Twin Cities

Participants:

Student Voice in Urban School Reform: Racialization and Perceptions of Pedagogical Practices. Rose Jackson Buckley, Indiana University–Bloomington

“Letting Myself Get Pulled Away”: Learning to Negotiate Race Talk Dilemmas in the English Classroom. Sophia Tatiana Sarigianidis, Westfield State University; Carlin Borschmann-Black, Central Michigan University

Family Discussions of Race Impacting Children’s Pre-K–12 Schooling. Tarryn McGhee, University of Nevada–Las Vegas; Rebekah Piper, Texas A&M University–San Antonio


Chair: Maxine Ramona McKinney de Rosyton, University of Wisconsin–Madison

Participants:
Activation of Perpetration: White Innocence and the Representation of People of Color as Threats. Richard A. Orozco, The University of Arizona

Exploring Teacher-Teacher Racial Mismatch: How Faculty Racial Contexts Shape Coworker Support. Jennifer Lauren Nelson, Emory University

“I’ve Put Up a Fight to Make Myself Belong Here”: First-Generation College Students Crafting a Sense of Belonging. Erendina Rueda, Vassar College; Jesse Moya, Stena College

69.057-10. Recent Methodological Approaches to Broad Questions in Social Contexts Research. Division G–Social Context of Education; Roundtable Session

Chair: Matthew Green, University of Northern Iowa

Participants:
Convergent Conversations: Finding Productive Synergy Between Advanced Mathematics and Equity via Duetothography. Toyia Jones Frank, George Mason University; Terrie McLaughlin Galanti, George Mason University

Mixed-Method Analysis of Culturally Relevant Pedagogy and College-Going Engagement in Urban High Schools. Alison Karin Munzer, University of California, Los Angeles; Robert Cooper, University of California, Los Angeles

Adaptation of Migrant Youth in South Korea: A Photo-Elicitation Study. Seeyoon Park, San Francisco State University; Sungun Yang, Inha University; So Jung Kim, The University of Texas at El Paso


Chair: Lauren Katzman, Urban Special Education Leadership Collaborative

Participants:
Betwixt and Between: Students of Color With Disabilities and the Paradox of Equity in Educational Policy. Adai A. Tefera, Virginia Commonwealth University; Catherine Kramarczuk Vouglardes, New York University; Alfredo J. Artes, Arizona State University; Sarah Diaz, Arizona State University–Tempe; Lisa Jackson, Virginia Commonwealth University; Alexandra Aylward, New York University

Developmental Education Reform for the Public Good: Contrasting Theoretical Perspectives. Tamara Bertrand Jones, Florida State University; Rebecca Brower, Florida State University; Sophia Glynse Rahming, Florida State University; Sandra K. Martindale, Florida State University; Amanda N. Nix, Florida State University; Shouping Hu, Florida State University; Toby Park, Florida State University; David Allen Tandberg, SHEEO

When You Know Better, Do Better: The Impact of Outdated Placement Decisions for Students With Disabilities. Kathryn MacLeod, Syracuse University; Julie N. Causton-Theoharis, Syracuse University; George Theoharis, Syracuse University

Does Money Matter? Examining the Relationships of Enrollment and Economics in Graduation Rates of Special Education Students. Laura G. Browning, University of Missouri–Columbia; Justin Browning, University of Missouri–Columbia

Is Special Education Improving? Evidence on Segregation, Outcomes, and Spending From New York City. Amy E. Schwartz, Syracuse University; Leanna Shefel, New York University; Michael A. Gottfried, University of California, Santa Barbara; Menbere Shiferaw, New York University; Bryant Gregory Hopkins, New York University

69.057-12. Undocumented and First-Generation Youth Experiences. Division G–Social Context of Education; Roundtable Session

Chair: Tania Gonzalez, University of Wisconsin–Madison

Participants:
The American Dream Conundrum: Undocumented College Student Identity, Education, and Agency. Aurora Chang, Loyola University Chicago

The Experiences of Undocumented Latina/o Youth in Their Transition to College. Brianna Rachel Ramirez, California State University–Long Beach

An Equity Perspective on Out-of-School Enrichment for Newcomer and Immigrant Youth. Rath Maria Lopez, University of Houston; Rosann Tung, Annenberg Institute for School Reform; Sara McAlistre, Annenberg Institute for School Reform; Keni A. Ullucci, Roger Williams University; Vianna Alcantara, Annenberg Institute for School Reform; Jasin Lee, Harvard University


Chair: Tania Gonzalez, University of Wisconsin–Madison

Participants:
Understanding School and Interehtnic Relations of Mexican Immigrant Youth. Roberto Martinez, Brooklyn College

Reflections of Opportunity and Struggle: The Educational Experience of Transmigrant Salvadorans. Michelle Soto-Peña, Claremont Graduate University

Reproductions of Colonialism: The Experiences of Mexican Indigenous Youth in U.S. Schools. Gabriela Kovats Sanchez, San Diego State University

The Challenging Educational Pipeline for Refugee Students in Their New Homeland. Nathan S. Okliwa, The University of Texas at San Antonio; Kerry Haupert

Critical Pedagogies, Chicana/o Literature, and Immigrant Diasporas in a Secondary Classroom. Rosa M. Jimenez, University of San Francisco

69.057-14. Exploring Strategic L2 Development. SIG-Second Language Research; Roundtable Session

Chair: Guofang Li, University of British Columbia

Participants:
Learning Language in a New Culture: A Critical Examination of University English Language Program Curriculum. Yonna Hemmler, University of Virginia

Teacher-Student Interaction in Technology-Enhanced Elementary EFL Classrooms in China: A Discourse Analysis of Initiation-Response-Feedback Patterns. Guofang Li, University of British Columbia; Youngun Te, Michigan State University; Zihao Sun, The University of British Columbia

The Development of Intercultural Communicative Competence for Second Language Learners. Se Jeong Yang, The Ohio State University–Columbus

Validating the Instruments to Measure ESL/EFL Learners’ Self-Efficacy Beliefs and Self-Regulated Learning Strategies. Chuyang Wang, University of North Carolina–Charlotte; Barry Bai, The Chinese University of Hong Kong
69.057-15. Mobilizing Discourses Across Contexts. SIG-Language and Social Processes; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 12:25–1:55pm

Chair: Minseok Choi, The Ohio State University–Columbus

Participants:
- Developing Principles for Teaching Language to Emergent Bilinguals Through Cultural Historical Activity Theory and Design-Based Research. Renata Love Jones, Boston College; Meredith Cromwell Moore, Boston College; Patrick Proutor, Boston College; Rebecca Dyres Silverman, University of Maryland–College Park
- The Analysis of Classroom Discourse Within Teacher Evaluation. Rachael Gabriel, University of Connecticut

69.057-16. Design Experiences for Complex Learning. Division C–Learning and Instructions; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 12:25–1:55pm

Chair: Sara L. Prevost, University of Missouri–Columbia

Participants:
- Intelligent Design? The Enhancement of Nonacademic Abilities Through an Academic Enrichment Program. Yeok Yee Loke, Dorothy Pang, Texas A&M University–College Station; Zhiqing Zhou, Texas A&M University; Jeffrey Liew, Texas A&M University–College Station; Steven Woltering, Texas A&M University–College Station; Jay Woodward, Texas A&M University–College Station
- Collaborative Design Problem Framing: Tensions Between Individual and Group Framing. Verily Tun, Indiana University–Bloomington

69.057-17. Young Children’s Care and Learning in Different Early Childhood Settings. SIG-Early Education and Child Development; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 12:25–1:55pm

Chair: Shuyan Sun, University of Maryland–Baltimore County

Participants:
- Exploring the Educational Practices of Home-Based Childcare Providers. Alison Hooper, University of Delaware
- The Quality of Learning and Care at Community-Based Early Childhood Development Centers in Malawi. Amina Abubakar, Pwani University; Sadaf Shallwani, Firelight Foundation; Moses Nyongesa, KEMRI Wellcome Trust
- The Effects of Early Childhood Education and Elementary School Quality on Noncognitive Outcomes. Stephanie DSouza, Johns Hopkins University

69.057-18. Informal Learning Environments as Opportunities for Broadening Participation in STEM. SIG-Informal Learning Environment Research; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 12:25–1:55pm

Chair: David A. Bergin, University of Missouri

Participants:
- Investigating How Participation in a Soundscape Science Camp Contributes to Youth Conceptual Understanding and Situated Interest. Maryam Ghadiri Khansaposhani, Indiana University–Purdue University; Chang Chia James Liu, Purdue University; Bryan C. Pijanowski; Daniel P. Shepardson, Purdue University
- Impacts of an Informal Science Outreach Program on Girls’ Science Affinities Over Time. Brandy Todd, University of Oregon; Keith Zvoch, University of Oregon
- Bridging the Opportunity Gap: Underrepresented and Underserved in STEM. Michelle L. Peters, University of Houston–Clear Lake; Antonio Corrales, University of Houston–Clear Lake


Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 12:25–1:55pm

Chair: Tamara T. Butler, Michigan State University

Participants:
- Interrogating Cultural Hegemonies in Education: Aleknagikan and Nairobin Youth Voices. David Bwire, The Ohio State University
- Situated Learning: Aligning Beliefs, Thoughts, and Actions During Freedom Summer. Emily Annette Nemeth, Denison University; Heather Hill, The Ohio State University
- Diverse Learners in Diverse Spaces: International Study Abroad Experiences of Historically Underrepresented College Students. Ashley N. Patterson, The Pennsylvania State University; Robert A. Bennett, The Ohio State University; James L. Moore III, The Ohio State University

Division and SIG Posters

69.058. Poster Session 16; Poster Session

69.058-1. Examining Diversity and Cultural Competence in Academic Health Centers. Division L–Educational Policies and Politics; Poster Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 2; 12:25–1:55pm

Poster:
- Examining Diversity and Cultural Competence in Academic Health Centers. Jennifer D. Keeton, University of Kansas Medical Center; Barbara Nell Martin, University of Central Missouri

69.058-2. Poster Session. Division L–Educational Policies and Politics; Poster Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 2; 12:25–1:55pm

Posters:
- Faculty, Staff, and Student Views of Concealed Carry of Handguns on the University Campus. Marylynn M. Griffin, Georgia Southern University; Bryan W. Griffin, Georgia Southern University
- Why Counting Words Tells Us Nothing: Closing the Word Gap Through Critical Discourse Analysis. Stephanie Lynn Abraham, Rowan University

69.058-3. The Role of Academic Attitudes in Unpacking the “Suspension Effect.” Division L–Educational Policies and Politics; Poster Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 2; 12:25–1:55pm

Poster:
- The Role of Academic Attitudes in Unpacking the “Suspension Effect.” Jaynes Pyne, University of Wisconsin


Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 2; 12:25–1:55pm

Poster:
- “Small” States Acting “Big”: How Minority Education Models in Croatia and Kosovo Perpetuate Segregated Societies. Armand Tahirysojab, Linnæus University; Renata Horvatek, The Pennsylvania State University
69.058-5. Students’ Motivations to Teach and Their Perceptions Toward Teaching: Do Gender and Religious Groups Differ? Division K–Teaching and Teacher Education; Poster Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 2; 12:25–1:55pm
Poster: 7. Students’ Motivations to Teach and Their Perceptions Toward Teaching: Do Gender and Religious Groups Differ? Anne Suryani, LIFF Foundation

69.058-6. Teacher Professional Development and Teacher Preparation. Division K–Teaching and Teacher Education; Poster Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 2; 12:25–1:55pm
Posters:
8. An Exploratory Study on the Roles Various Perspectives Play in Teacher Emphasis on Extensive Standardized Testing Preparation in the Classroom. J.J. De Simone, University of Kansas
10. Professional Development for High School Physics Teachers: Does It Matter? Dennis Sunal, The University of Alabama; Cynthia S. Sunal, The University of Alabama; Marsha Emelele Simon, The University of Alabama; James W. Harrell; Tara Y. Rainbow, University of Alabama; Justin Anietem Ogodo, The University of Alabama; Mohan D. Aggarwal, Alabama A&M University; Barbara Cadzi; Sarah C. Davis, The University of Alabama; Jeanine Irons
11. Professional Development to Support a Cognitive Apprenticeship Approach to Disciplinary Writing in Science. Daniel M. Levin, University of Maryland–College Park; Susan De La Paz, University of Maryland; Yewon Lee, University of Maryland–College Park
13. Using Research in Education as the Basis for Decompositions of Teaching Practice. Minusung Kwon, University of Michigan
14. “It Depends…”: (When) Does a Student’s Mistake Become a Teacher’s Dilemma? Ander Willard Erickson, Western Oregon University; Amanda Marie Milewski, University of Michigan–Ann Arbor; Patricio G. Herbst, University of Michigan–Ann Arbor
16. “They May Be Statistically Insignificant, but They Still Count”: Effective Teacher Perceptions of Struggling Students. Lania Johnson, Bastrop Independent School District; Gerri Marie Maxwell, Texas A&M University–Kingsville
17. Practice and Academic Knowledge Colliding in Teacher Education. Amelka Maria Cecilia Åkerblom, Gothenburg University; Anne Harju, Malmö University

69.058-7. Understanding Instruction, Learning, and Motivation in Literacy. Division C–Learning and Instructing; Poster Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 2; 12:25–1:55pm
Posters:
18. Development and Validation of an Instrument to Measure Secondary Teachers’ Self-Efficacy in Reading Instruction (STERI) Across the Content Areas. Erin Marie Ramirez, California State University–Monterey Bay
19. A Review of the Research on Vocabulary Instruction That Impacts Text Comprehension. Tanya S. Wright, Michigan State University; Gina Cerrett, University of Michigan
20. Effects of Counterattitudinal Refutations of a Controversial Topic on Postintervention Learning and Motivated Reasoning. Greg T. Torrey, University of Minnesota; Krista R. Muis, McGill University; Reinhard Pelssen, University of Munich; Gail M. Sinatra, University of Southern California; Philip H. Winne, Simon Fraser University
22. Investigating Summer Reading Achievement Through Curriculum-Based Measures Among Fourth-Grade Students. Laurie O. Campbell, University of Central Florida; Glenn Lambie, University of Central Florida; Debbie L. Hahn-Vaughn, University of Central Florida; Haiyan Bai, University of Central Florida
23. The Development of Oral and Written Argumentation in Upper Elementary School. Preethi Ganesh Samudra, University of Michigan; Kevin F. Miller, University of Michigan–Ann Arbor
24. Students’ Perceptions of Argumentative Writing: Features and Functions. Lisa Hsin, The University of Alabama; Catherine E. Snow, Harvard University
25. Understanding How Language- and Domain-Specific Skills Support Mental Model Construction and Comprehension. Ryan Kopatich, Northern Illinois University; Joe Magliano, Northern Illinois University; Keith Millis, Northern Illinois University; Christoph P. Parker, Northern Illinois University; Melissa N. Ray, Northern Illinois University
27. Disentangling the Effects of Emotion on Inferencing: Does Pride Facilitate Integration or Knowledge Activation? Catherine M. Bohm-Bottler, College of Saint Benedict; Brady Marzolf, Wichita State University; Jil Marzolf, Wichita Public Schools
28. Refutation Text and Inhibition in Conceptual Change Learning. Sonia Zaccocchi, University of Padova; Lucia Mazon, University of Padova; Barbara Carretti, University of Padova; Sara Serrini, University of Padova; Irene-Ana Diakodey, University of Cyprus
29. The Role of Quality Explanations in Knowledge Revision. Kealey Will, University of Minnesota–Twin Cities; Andalusia Masad, University of Wisconsin–Madison; Haley Vlach, University of Wisconsin–Madison; Panayioti Kendeou, University of Minnesota
30. Improving Writing Performance, Self-Efficacy, Self-Regulation, and Knowledge of Writing for Early Elementary Students. Kristen Finlayson, Victoria University of Wellington; Matthew T. McRudder, Victoria University of Wellington
31. Phonological Awareness Instruction: A Design for Low-Income Preschoolers. Pelusa Orellana, Universidad de los Andes; Maria Francisca Valenzuela, Universidad de los Andes; Kattia Muñoz, Universidad de los Andes

69.058-8. Latino Educational Pipeline and Hispanic-Serving Institutions. SIG-Hispanic Research Issues; Poster Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 2; 12:25–1:55pm
Posters:
32. “You Are Not Served!!” Hispanic-Serving Community Colleges Serving White Students. Gabriel Montalvo
33. A Social Ecological Model for Understanding Developmental and Educational Processes Among Mexican Americans: Promoting Positive Development and Achievement. James L. Rodríguez, California State University–Fullerton
34. Issues Facing Recruitment of Latina/o Students in Four-Year Designated Hispanic-Serving Higher Education Institutions. Amanda Rose Garcia, Texas A&M University–Corpus Christi; Joseph Miller, Texas A&M University–Corpus Christi
35. Navigating the Future: Sources of Support From Latina/o High School Students. Patricia Martin, University of California Santa Barbara; Rebecca Mireles-Rios, University of California, Santa Barbara; Tiffany Ibarra, University of California, Santa Barbara
36. Seeking to Cultivate Students’ Voices: A Case Study of the Roles of a Teacher and Counselor in a Puente High School Program. Agnieszka E. Mazur, University of California-Riverside

69.058-9. Expanding Data-Driven Decision-Making Methodology and perspectives. SIG-Data-Driven Decision Making in Education; Poster Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 2; 12:25–1:55pm
Posters:
37. A Snapshot of Response to Intervention Implementation: Stakeholders’ Perspectives at State, District, and School Levels in Florida. Sujay Sabnis, University of South Florida
38. Geographic Weighted Regression: New Opportunities for Data-Driven Decisions. Elizabeth Thorne Wallington, Missouri Western State University

39. Identifying Early Warning Indicators in Three Ohio School Districts. David Sust, Basis Policy Research; James J. Lindsay, American Institutes for Research; Sonia Dhillon, American Institute for Research

40. Using an Early Warning System to Identify Academic Outcomes: Early Identification of Students Who Are Likely to Fail Algebra I in Ninth Grade. Becky A. Smerdon, WestEd; Angela Estacion, WestEd; Margaret Hellen Gheen, WestEd; Aimee J. Evan, WestEd

MONDAY, MAY 1 • 1:00 PM

AERA Related Activities

70.010. AERA Grants Program Capstone Conference With Measures of Effective Teaching and Deeper Learning Fellows (Day 1 of 2). AERA Related Activities; Workshop
   Grand Hyatt San Antonio, Third Floor, Travis A/B; 1:00–6:00pm
   Chair: George L. Wimberly, American Educational Research Association

70.011. The Atlantic Rim Collaboratory: An Emergent Movement for Global Educational Change. International Relations Committee; Symposium
   Grand Hyatt San Antonio, Fourth Floor, Crockett D; 2:15–3:45pm
   Chair: Andy Hargreaves, Boston College
   Participants:
   - The California Way: Local Control for Continuous Improvement. Eric Heins, California Teachers Association
   - Designing Finnish Education Reforms Through Co-Configurative Strategy Work. Sanna Vahlivuori-Häminen, Ministry of Education and Culture of Finland; Olli Vetternin, University of Helsinki
   - Education Reform in Scotland: Achieving Excellence With Equity. William Skene Maxwell, Education Scotland
   - Vermont: Improving Equity and Supporting Continuous Improvement of Learning in the Context of Test-Based Accountability. Rebecca Holcombe, Vermont Agency of Education
   - Discussants: Jeannie Oakes, University of California, Los Angeles; Pasi Sahlberg; Joelle Pedersen, Boston College

70.012. Writing for Publication and Enjoying It: Advice From Emerging Scholars on the Writing Process. Graduate Student Council; Invited Speaker Session
   Henry B. Gonzalez Convention Center, Meeting Room Level, Room 221 A&B; 2:15–3:45pm
   Chair: Kate Rollett French
   Participants: Ashley N. Patterson, The Pennsylvania State University; Erica K. Dotson, Clayton State University; Alyssa Hadley Dunn, Michigan State University; Stephanie Behm Cross, Georgia State University; Nadia Behzadzadeh, Georgia State University

72.013. Empowering Teachers Through Professional Learning. Division A–Administration; Paper Session
   Henry B. Gonzalez Convention Center, Meeting Room Level, Room 215; 2:15–3:45pm
   Chair: Timothy Drake, North Carolina State University
   Participants:
   - Integrating Improvements: How Principals Leverage Professional Learning to Reshape School Culture. Jessica Bigby, University of Washington; Stephanie Forman, University of Washington–Seattle; Rebecca Lewis, University of Washington–Seattle
   - The Effect of Principals' Authentic Leadership on Teachers' Voice Behavior: Examining a Moderated Mediation Model. Sen Zhang, Beijing Normal University; Hongxia Yu, Beijing Normal University; Yaqing Mao, Beijing Normal University
   - Why Do Teachers Collaborate More in Some Schools Than Others? The Central Role of Leadership. Roger D. Goddard, The Ohio State University; Yvonne L. Goddard, The Ohio State University–Columbus; Robert Nichols, The Ohio State University
   - Perceptual Differences of Perceived Instructional Leadership Between Principals and Teachers: Power Distance as a Moderator. Wei Guo, The Education University of Hong Kong; Jiafang Lu, The Hong Kong Institute of Education; Haiyan Qian, The Hong Kong Institute of Education; Zhuan Miao, The Chinese University of Hong Kong

72.014. Leading Across Content: Strategies of Principals and Superintendents. Division A–Administration; Paper Session
   Henry B. Gonzalez Convention Center, Meeting Room Level, Room 217 A; 2:15–3:45pm
   Chair: Benjamin Oliver Shuldiner, Hunter College–CUNY
   Participants:
   - Leading Across Content Areas: Credibility-Enhancing Strategies Employed in Instructional Leadership and Supervision. Chad Lochmiller, Indiana University
   - A Multisite Case Study of School Leadership Teams’ Approaches to Improving Their Technology Leadership Practice. Sara L. Deeter, University of Virginia; Melissa Anderson Morgan, University of Virginia
   - Self-Efficacy’s Influence in Elementary Science Instructional Leadership: Preparing for the Implementation of the Next Generation Science Standards. Kathleen M. Winn, University Council for Educational Administration (UCEA)/University of Virginia
   - Supervision in Context: Instructional Leadership for K–8 Science. Rebecca Jane Lowenhaupt, Boston College; Katherine L. McNeill, Boston College

72.015. Teaching to Resist and Liberate in the Contested Era of Neoliberalism. Division B–Curriculum Studies; Paper Session
   Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 C; 2:15–3:45pm
   Chair: Min Yu, Wayne State University
   Participants:
   - Student Agency and Resistance: Varieties of Engagement in the Neoliberal Classroom. Davis Clement, College of William and Mary
72.016. Innovations in Computerized Test Designs and Implementations. Division D–Measurement and Research Methodology; Symposium

Chair: Fanmin Guo, The Graduate Management Admission Council

Participants:
- What It Really Takes to Implement a Linear-on-the-Fly Test (LOFT) Exam. Kathleen A. Giulica, Pearson
- Executive Assessment Based on Multistage Testing With Cross-Sectional Routing. Kyung (Chris) T. Han, The Graduate Management Admission Council
- Case Study of a Transition From Computerized Adaptive Testing to Pallet Assembly. Jennifer Davis, National Association of Boards of Pharmacy; Paul Edward Jones, National Association of Boards of Pharmacy; Maria Incrocci, National Association of Boards of Pharmacy

Discusant: Hua-Hua Chang, University of Illinois at Urbana-Champaign

72.017. Liminality and Twisted Normativity in Qualitative Inquiry. Division D–Measurement and Research Methodology; Symposium

Chair: Mirka E. Koro-Ljungberg, Arizona State University

Participants:
- Liminal Spaces of Mundane Abjection. Marek Tesar, The University of Auckland; Sonja Arndt, University of Waikato
- Theorizing Twisted Normativity in Critical Qualitative Inquiry. Mirka E. Koro-Ljungberg, Arizona State University; Teija Loytonen, Aalto University; Joshua M. Cruz, Arizona State University–Tempe
- Theorizing Queer Sexualities and Transgendered Liminalities in Transparent. David L. Carlson, Arizona State University; Joseph D. Sweet, Arizona State University

Discusant: Gaile S. Cannella, Independent Researcher

72.018. Research Knowledge and a Vision of Equal Scholarly Participation: International Perspectives and Opportunities for Collaboration. Division D–Measurement and Research Methodology; Working Group Roundtable

Chair: Judith L. Green, University of California, Santa Barbara

Participants:
- Research With Children in Colombia: Creating Opportunities for Agency in the Contexts of Violence. Alba Lucy Guererro, Universidad de la Salle
- Research for Academic Success Versus Understanding and Transforming Education: The Case of ESBRINA’s Research Group. Juana M. Sanchez-Gil, Universitat de Barcelona; Fernando Hernandez-Hernandez, Universitat de Barcelona
- Expanding Notions of Educational Opportunities and Trajectories: Studying Norwegian “Learning Lives.” Ola Erstad, University of Oslo

Research Learning in Lithuania: Historical, National, and International Influences. Liudmila Rupsiene, Klaipeda University; Audra Skukanaitke, Klaipeda University; Ingrida Bananuksienze, Klaipeda University

Discusant: Kathryn M. Anderson-Levitt, University of California, Los Angeles

72.019. Disrupting Intersecting Systems of Oppression in Science Education. Division G–Social Context of Education; Symposium

Chair: Alejandra Frausto, Rudy Lozano Leadership Academy

Participants:
- What Science Education Can Learn From Ethnic Studies. LaToya Strong, The City University of New York
- Orienting to “the Researched” in Secondary Science Classrooms: Negotiating Emotional Subjectivities and Cultural Conflict. Sara E. Tolbert, The University of Arizona
- Re-Turning Feminist Science Education Research Through Matter, Materiality, and an Examination of Material Moments. Kathryn Scantlebury, University of Delaware
- Using Dark Knowledges to Rethink Family Engagement in STEM. Shakhnoza Kayumova, University of Massachusetts–Dartmouth


Chair: Roberto Montoya, University of Colorado–Denver

Participants:
- Behold Closed Doors: Biracial Students’ Experiences in Educational Spaces. Joy Howard, University of Southern Indiana
- Empowerment Through Critical Race Consciousness. Christin A. DePoux, University of Wisconsin–Green Bay
- My Eyes Were Opened to the Lack of Access to Our Best Schools: Reconceptualizing “Diversity Policy” as a Racial Project. Sophia Rodriguez, College of Charleston
- Blackgirl Choreography. Dominique Canic Hill
- Expanding Spaces of Learning Through Collaborative Research. Tia Marie Brown, University of Maryland–College Park

Discusant: James Diego Vigil, University of California, Irvine

72.021. Learning From Ethnography: How We Make Change in Urban School Discipline. Division G–Social Context of Education; Symposium

Chair: Joanne Wang Golann, Vanderbilt University–Peabody College

Participants:
- How Black and Latino Parents Perceive Discipline at No-Excuses and Public Montessori Schools. Joanne Wang Golann, Vanderbilt University–Peabody College; Mira C. Debs, Yale University; Anna Weiss, Vanderbilt University–Peabody College
- “Living the Vision”: Surfacing Dilemmas of Restorative Leadership. Sarah Melanie Fine, Harvard University
- Moving Away From Zero Tolerance: The Challenges Encountered by a New York City High School Implementing Restorative Approaches to Discipline. Sarah Lazarus Klevan, New York University

Discusant: Garrett Albert Duncan, Washington University in St. Louis


Chair: Adrienne D. Diasson, University of Illinois–Urbana-Champaign

Participants:
- Research Learning in Lithuania: Historical, National, and International Influences. Liudmila Rupsiene, Klaipeda University; Audra Skukanaitke, Klaipeda University; Ingrida Bananuksienze, Klaipeda University
Grand Hyatt San Antonio, Fourth Floor, Texas Ballroom Salon B; 2:15–3:45pm
Chair: Suncel Kolluri, University of Southern California
Participants:
Student Perspectives on the Common Core: College Readiness and Critical Pedagogy at Urban High Schools. Suncel Kolluri, University of Southern California; William G. Tierney, University of Southern California
Interrogating the Civic Outcomes of College and Career Readiness in the Common Core and NAEP. Antero Garcia, Stanford University; Nicole Mirra, The University of Texas at El Paso
Common Core and the Exodus of Critical Pedagogy. Tyrone C. Howard, University of California, Los Angeles
Discussant: Gloria J. Ladson-Billings, University of Florida–Madison

72.024. The Multiple Contexts of Indigenous Mexican Students and Their Families: Knowledge, Praxis, and Educational Opportunity. Division G–Social Context of Education; Symposium
Grand Hyatt San Antonio, Second Floor, Lone Star Ballroom Salon B; 2:15–3:45pm
Chair: Teresa L. McCarty, University of California, Los Angeles
Participants:
Nurturing the Psychosocial Assets of Indigenous Mexican Students in U.S. Schools. William Perez, Claremont University–Claremont Graduate University; Rafael Vasquez, University of California, Davis
Ecologies of Adaptation for Mexican Indigenous Immigrant Students and Families in the United States. Saskaia Casanova, Arizona State University–Tempe; Brendan Harold O'Connor, The University of Arizona; Vanessa Anthony-Stevens, University of Idaho
‘Metida en Todo’: Knowledge Sharing, Mothering, and Understandings of Indigenous Diaspora Discourse. Patricia Baquedano-Lopez, UC Berkeley; Omi S. Salas-Salas-SantaCruz, University of California, Berkeley; Rosalinda Godinez, University of California, Berkeley; Gabriela Borge Janetti, University of California, Berkeley
Nahual in Schools: Reclaiming Our Language and Culture. Rosalva Mejia Lagunas, Arizona State University–Tempe
Discussant: Margarita Machado-Casas, The University of Texas at San Antonio

72.025. Psychometric Issues and Performance Over Time. Division J–Postsecondary Education; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 213 B; 2:15–3:45pm
Chair: Chosang Tendhar, Baylor College of Medicine
Participants:
An Exploration of Medical Knowledge Degradation on Recertification Examination. Ya Zhang, University of Pittsburgh; Jeremy Kyle Jennings, University of Georgia–Athens; Andrew Dallas, National Commission on Certification of Physician Assistants
Evaluating Cumulative Standard Errors of Chained Linear Equating for a High-Stakes Clinical Performance Examination. Fang Tian, Medical Council of Canada; Andrea Gottmann, Medical Council of Canada; Sirius Qin, Medical Council of Canada; Liene N. Patsula, Medical Council of Canada; Andre F. De Champlain, Medical Council of Canada
Examining the Reliability of Scores From a Performance-Based Assessment of Student Competencies. Mary Roduta Roberts, University of Alberta; Karin Werther, University of Alberta
The Associations Between Clerkship Objective Structured Clinical Examination Scores and Subsequent Performance. Ting Dong, The Uniformed Services University of the Health Sciences; Christopher Zahn; Aaron Saguil, Uniformed Services University; Kimberly A. Swygert, National Board of Medical Examiners; Michelle Yoon, Uniformed Services University of the Health Sciences; Jessica Servey; Steven J. Durning, The Uniformed Services University of the Health Sciences
Discussant: Linette P. Ross, National Board of Medical Examiners

72.026. "Funds of Knowledge": Community and Family as Educators. Division J–Postsecondary Education; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 6A; 2:15–3:45pm
Chair: Rocky Philip Christensen, University of Missouri–Columbia
Participants:
Institutionalizing Community Engagement: A Quantitative Approach to Identifying Patterns of Engagement Based on Institutional Characteristics. Natasha Hutson, Clayton State University; Travis T. York, Association of Public and Land-Grant Universities
Small-Town Values: Exploring the Values of Latina College Students From Rural Communities. Ashley N. Stone, The University of Texas at Austin; Katelyn Martinez, The University of Texas at Austin; Carmen Serrata, The University of Texas at Austin
Study Circles: Promoting a Restorative Student Community. Anna Bussu, University of Edge Hill; Carolyn Boyes-Watson, Suffolk University; Carmen Narvaez Veloria, Suffolk University
The Embodiment and Enactment of Funds of Knowledge Among University Outreach Staff. Janette Mariscal, The University of Arizona; Judy Marquez Kiyama, University of Denver; Molly Sarubbi, The University of Denver; Victoria Navarro Benavides, The University of Arizona
Discussant: Cathy Amanti, Georgia State University

72.027. Culturally Engaging and Influential Precollege and College Environments. Division J–Postsecondary Education; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 6B; 2:15–3:45pm
Chair: Rachel Anne Burns, University of Georgia–Athens
Participants:
Typology of College Students: A View From Student Transition From High School to College. Lanlan Mu, Indiana University–Bloomington; James S. Cole, Indiana University
Examining the Impact of Culturally Engaging Campus Environments on College Students’ Self-Efficacy. Samuel D. Museus, University of Denver; Diana Lourdes, University of Nevada–Las Vegas; Michael Steven Williams, Baruch College–CUNY
Building Community and Engendering Success for Black Males: Identity and Connectedness in Black Male Initiative Programs. Derrick R. Brooks, University of Louisville
Each One, Teach One: Chicano/Latino Students Creating Pedagogical Sites to Empower and Create Agency. Rudy Medina, University of Idaho; Glenda Palomino, University of Utah; Juan Salazar, University of Utah; Carol Castaneda, University of Utah; Miriam Flores, University of Utah; Carlos Morales; Sheryl Cansino
Discussant: Lorenzo DuBois Baber, Iowa State University

72.028. Examining California State University Remediation Policies and Practices: Implications for Students, Faculty, and Staff. Division J–Postsecondary Education; Symposium
Henry B. Gonzalez Convention Center, River Level, Room 6C; 2:15–3:45pm
Chair: Robert T. Teranishi, University of California, Los Angeles
Participants:
A Descriptive Study of Remedial Policy at Broad-Access Four-Year Public Universities. Carolina Ramirez, University of California, Davis
A Critical Race Case Study: Students of Color Completing a Residential Developmental Math Program. Nancy Acevedo-Gil, California State University–San Bernardino
The Impact of Participation in Early Start on Students’ Literacy Practices. Julieta Michelsen Wahleithner, California State University–Fresno
2017 AERA Annual Meeting > Program Schedule > MONDAY, MAY 1 > 2:15 PM

SIG Sessions

72.029. Student Perception and Performance in STEM. Division J–Postsecondary Education; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 205; 2:15–3:45pm
Chair: Christina Joy Ryan Rodriguez, Claremont Graduate University
Participants:
- Encouraging Interest in STEM Careers: The Role of Dual Enrollment Coursework. Elsya Corin, Exploratorium; Gerhard Sonnert, Harvard University; Philip M. Sadler, Harvard University
- Reconciling Intent With Action: Factors Associated With the Intent-Action (Dis)connection Among Two-Year College Students in STEM. Huan-yu Chan, Texas A&M University–Commerce; Xueli Wang, University of Wisconsin–Madison
- Why STEM Transfers Switch to Non-STEM Majors: A Preliminary Qualitative Investigation. Terrel Roderick Morton, University of North Carolina–Chapel Hill; Lisa Auchincloss Corwin, University of Colorado Boulder; Cynthia Demetriou, University of North Carolina–Chapel Hill; A. T. Panter, University of North Carolina–Chapel Hill

Henry B. Gonzalez Convention Center, Meeting Room Level, Room 213 A; 2:15–3:45pm
Chair: Erica Owyang Turner, University of Wisconsin–Madison
Participants:
- Positioning Students and Communities on School Websites: Competing Discourses of Diversity and Equity. Sujin Kim, University of Missouri; Lisa M. Dornier, University of Missouri–Columbia
- The Contradictory Logics of School District Leaders’ Efforts at Engaging Community. Erica Owyang Turner, University of Wisconsin–Madison
- Los Angeles Unified School District Structures and Processes: The View From Boyle Heights. Allison Mattheis, California State University–Los Angeles

72.031. International Perspectives on Socioeconomic Segregation Between and Within Schools. Division L–Educational Policies and Politics Cosponsored with International Relations Committee; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 216 B; 2:15–3:45pm
Chair: Anna K. Chmielewski, OISE/University of Toronto
Participants:
- School Socioeconomic Composition and Young Children’s Academic Development in the United States. Hanna Dumont, German Institute for International Educational Research; Douglas Ready, Teachers College, Columbia University
- Tracking in Chile: Intensity and Results of a Deeply Ingrained School Practice. Ernesto Treviño, Pontificia Universidad Católica de Chile; Juan Pablo Valenzuela, Universidad de Chile

72.032. Data-Driven Approaches in Educational Neuroscience. SIG-Brain, Neurosciences and Education; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 210 A; 2:15–3:45pm
Chair: Deborah Cockerham, Fort Worth Museum of Science and History
Participants:
- Longitudinal Associations Among Executive Function, Visuomotor Integration, and Achievement: Timing Is Everything. Laura L. Brock, College of Charleston; Helyn Kim, The Brookings Institution; Cara Adams
- Utilizing Event-Related Potential and Behavioral Data to Identify Persistent Low Academic Performance Across the K–1 Transition. Adrienne D. Woods, University of Michigan; Sammy F. Ahmed, University of Michigan; Benjamin Katz, University of Michigan–Ann Arbor; Nicholas Edward Waters, The University of Michigan; Zachary Salander, University of Massachusetts–Amherst; Frederick J. Morrison, University of Michigan
- Neuropsychological Effects of Education on Mental Processing Speed: A Yearlong Comparative Study With Gifted Students. Andrew Alexi Almazan, Talent Attention Center (CEDAT), Mexican Alliance for Giftedness

72.033. The Mountaintop: African American Life, Culture, and the Making of a Ph.D. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium
Grand Hyatt San Antonio, Second Floor, Bowie B; 2:15–3:45pm
Chair: Toby S. Jenkins, Georgia Southern University
Participants:
- Redefining Wealth: Family, Community, and Nontraditional Educational Experiences Outside of School. Toby S. Jenkins, Georgia Southern University
- Intersecting Identities: Personal Geography/ies, Social Class, and Race. Stephanie Trousdale, University of Arizona
- Navigating Tough Terrain: Cultural Resistance, Schooling Culture, and Liberatory Education. Crystal Polite Glover, Winthrop University

72.034. Feminist Approaches to Animal-Focused Education: Illuminating the Intersections and Following New Tracks in Environmental Education. SIG-Environmental Education; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 206 B; 2:15–3:45pm
Chair: Teresa Katrina Lloro-Bidart, California State Polytechnic University–Pomona
Participants:
- Pedagogy Gone Wild! Tackling Sexism, Speciesism, and Sizeism in Environmental, Interspecies, and Social Justice Education. Constance L. Russell, Lakehead University
- Teaching for the Always Here: Interspecies Reciprocity and Responsibility. Leesa K. Favcett, York University
- The Birds Planted the Sunflowers! Feminist Intersections of Animal and Human Performativity in an Urban Community Garden. Teresa Katrina Lloro-Bidart, California State Polytechnic University–Pomona
- Girls That (Can!) Shoot and Boys That (Don’t!) Cry: Considering Gender and Sexual Performativity in Hunting Curricula, Pedagogy, and Practice. Joshua James Russell, Canisius College
- Children, Bilbies, and Spirit Bears: Reconsidering Stewardship in Settler Colonial Contexts. Veronica Pacini-Ketchabaw, University of Western Ontario; Affrica Taylor, University of Canberra

72.035. Teaching Parent-Teacher Communication Through the Use of Online Modules. SIG-Family, School, Community Partnerships; Symposium
Grand Hyatt San Antonio, Fourth Floor, Crockett A; 2:15–3:45pm
Chair: Elizabeth Couv Miner, National Louis University
Participants:
- Developing a Pedagogy of Enactment for Teaching Family Engagement. Claire Jacobson, Council for the Accreditation of Educator Preparation
72.036. Together We Dream: Tribal Colleges and Universities Partnerships and Interdisciplinary Research to Inform Educational Opportunity. SIG-Indigenous Peoples of the Americas; Symposium
Grand Hyatt San Antonio, Third Floor, Bonham E; 2:15–3:45pm
Chair: Tara Janeece-Yazzie-Mintz, American Indian College Fund
Participants:
- Indigenous Data Networks, Tribal Colleges, and Implications for Policy and Practice: David Sanders, American Indian College Fund; Crystal LoudHawk-Hedgepeth, American Indian College Fund
- Sharing the Knowledge, Preserving the Culture: How Tribal Colleges Are Restoring Traditional Native Art Forms and Knowledge: Bridget Skenadore, American Indian College Fund
- We Are Thinking of Our Children’s Future: NativeECE, Restorative Teachings, and Educational Opportunity: Tara Janeece-Yazzie-Mintz, American Indian College Fund
- Developmental Evaluation to Inform Implementation of Grant Programs With Tribal Colleges and Tribal Nations: Emily White Hat, American Indian College Fund
Discussant: Natalie Rose Youngbull, The University of Arizona

72.037. Diversity in Music Education. SIG-Music Education; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 207 A; 2:15–3:45pm
Chair: Roy M. Legette, University of Georgia
Participants:
- A Case Study of Two Music Education Majors With Visual Impairment: Elizabeth Cassidy Parker, Temple University; Amy Spears, Nebraska Wesleyan University; Tami J. Draves, The University of Arizona
- Music Teacher Educator Perceptions of Culturally Responsive Education: Vanessa L. Bond, University of Hartford; Joshua Alexander Russell, University of Hartford
- A Development of a World Music Educational Website Checklist and Its Interrater Reliability: Hyeseo Yoo, Virginia Tech; Sangmi Kang, University of Florida
- Increasing Learning Opportunities for Nontraditional Music Students: Vittorio Marone, The University of Texas at San Antonio; Ruben C. Rodriguez, The University of Texas at San Antonio; Kelli M. Bippert, Texas A&M University–Corpus Christi; James Borrego, The University of Texas at San Antonio; Charles Fletcher, The University of Texas at San Antonio
Discussant: Byun Shwu, Capital University

72.038. Framing Educational Discourse in Contested Political Terrains. SIG-Politics of Education; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 B; 2:15–3:45pm
Chair: Joshua L. Glazer, The George Washington University
Participants:
- Discourse and the Policy-Making Process: Legitimizing a Neighborhood Takeover: Anne Martin, Georgia State University
- Protecting Teachers or Protecting Children? Media Representations of Vergara v. California: Jeanne M. Powers, Arizona State University; Kathryn P. Chapman, Arizona State University–Tempe
- The Agenda Discourse: A Framework for Understanding the Federal Role in Improving Education Research: Allison Rose Socol, University of North Carolina–Chapel Hill; Lora A. Cohen-Vogel, University of North Carolina–Chapel Hill; Qi Xing, University of North Carolina–Chapel Hill; Torrie Kincade Edwards, University of North Carolina–Chapel Hill
Discussant: Kathryn A. McDermott, University of Massachusetts–Amherst

72.039. QueerUptions: Queer of Color Analysis as a Basis for Radical Action and Education Reform. SIG-Queer Studies; Symposium
Grand Hyatt San Antonio, Fourth Floor, Crockett C; 2:15–3:45pm
Chair: Lance Trevor McCready, University of Toronto
Participants:
- Everyday Queerness, Everyday Activism: Sam Stigler, The University of British Columbia
- Queer Latinidad in U.S. Schools: A Community-Based Approach to Education and Outreach: Rigoberto Marquez, Teachers College, Columbia University
- The Places In Between: Institutional Efforts to Support, Nurture, and Promote Personal Agency Among Queer Students of Color in Higher Education: Steven Thurston Oliver, Salem State University
- Flux 'Zine as Engaged Queer of Color Critique and Women of Color Feminist Praxis: Tomas Boatwright, University of San Francisco
- Queer Youth Developing Practices of Digital Interruption, Disruption, and Survival: Cindy Cruz, University of California, Santa Cruz
- "Be a Good Bottom": Networked Technologies as Sexual Pedagogical Sites for Young Black Queer Males: Edward Brockenbrough, University of Rochester
Discussant: Lance Trevor McCready, University of Toronto

72.040. Education and Religious Identities. SIG-Religion and Education; Paper Session
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 214 A; 2:15–3:45pm
Chair: Zehavit Gross, Bar-Ilan University
Participants:
- Civic Development Among Undergraduate Students at Baptist Colleges and Universities: A Comparative Study: Cameron Armstrong Conn, Baylor University; Young K. Kim, Azusa Pacific University
- Learning Leadership, Islamically: Amaarah N. DeCuir, Paragon Education Consulting
- Teachers’ Religious Ideologies and Classroom Equity: Jacqueline Sue Sweeney, Arizona State University
Discussant: Julia Nell Ballenger, Texas A&M University–Commerce

72.041. Researching the Design and Delivery of Equity Courses in Mathematics Education. SIG-Research in Mathematics Education; Symposium
Grand Hyatt San Antonio, Second Floor, Bowie C; 2:15–3:45pm
Chair: Nicole Michelle Joseph, Vanderbilt University–Peabody College
Participants:
- Negotiating Tensions That Arise in Teaching From a Distance About Issues of Equity in Mathematics: Zandra de Araujo, University of Missouri
- Examining the Role of a Course in Advancing Equity in Mathematics Education: Craig J. Willey, Indiana University–Indianapolis
- Examining Undergraduates’ Conceptions of Equity and STEM: Sarah Ann Roberts, University of California, Santa Barbara
- Teaching Future Teachers About Playing the Game and Changing the Game: William Carl Zahner, San Diego State University
Discussant: Victoria M. Hand, University of Colorado–Boulder

SIG-Research on the Education of Deaf Persons; Paper Session
Grand Hyatt San Antonio, Second Floor, Bowie A; 2:15–3:45pm
Chair: Delar K. Singh, Morehead State University
Participants:
- In the Rearview Mirror: Social Skill Development in Deaf Youth From 1990 to 2015: Stephanie W. Cawthon, The University of Texas at Austin; Bentley Fink, The University of Texas at Austin; Sarah Schaffstall, The University of Texas at Austin; Erica Wendel, The University of Texas at Austin
- Exploring Causal Relationships Between American Sign Language and English: Evidence of Cross-Modal Transfer: Alyssa Kastrinakis, College of the Holy Cross; Jonathan Henner, University of North Carolina at Greensboro; Robert J. Hoffmeister, Boston University
- Language Deprivation: The Neglected Factor in Learning Disability Diagnosis in Deaf Children: Kristin Walker, College of the Holy Cross;
72.043. Teacher Education and Professional Development in STEM Education. SIG-Science Teaching and Learning; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Republic B; 2:15–3:45pm
Chair: Tiffanyrose Sikorski, The George Washington University
Participants:
A Pedagogy of Place: Promoting Relational Knowledge in Science Teacher Education. Kevin O’Connor, Mount Royal University; Gladys Sterenberg, Mount Royal University
Exploring Paths to Inquiry-Based Science Instruction: The Development of Questioning as a Core Teaching Practice Supporting Inquiry. Jill McNew-Birren, Marquette University; Leigh A. Van Den Kieboom, Marquette University
PIQUED Curiosity: A STEM Professional Development Project. Angela McKee, The Catholic University of America; Otto Wilson; John Philip; Sofia Castro, The Catholic University of America
The Impact of Research Experience for Teachers on Science Teachers’ Pedagogical Discontentment and Self-Efficacy. Clausell Mathis, Florida State University; Sherry A. Southerland, Florida State University
Understanding Science as Culture: Examining the Influence of a Research Experience for Teachers Program. Shannon Lee Gooden, Florida State University; Rosanne M. Hughes

72.044. The Role of Social and Cultural Capital in Postsecondary School Transitions. SIG-Sociology of Education; Paper Session
Henry B. Gonzalez Convention Center, River Level, Room 7C; 2:15–3:45pm
Chair: Rachel Garner, New York University
Participants:
Enrollment in Two- and Four-Year Colleges: The Role of Family Structures and Transitions. Mikaela J. Dufur, Brigham Young University; Kristie J. Rowley, Brigham Young University; Shana L. Priebel, Old Dominion University; Jonathan Jarvis; Yuanyuan Yue, Old Dominion University; Carolina Otero, Brigham Young University; Alyssa J. Alexander, Brigham Young University; Amanda Ferguson, Brigham Young University
Signaling, Cultural Matching, and the Shared Language of Elite University Admissions. Jonathan D. Schwarz, University of Notre Dame
Discussant: Catherine C. Riegel-Crum, The University of Texas

72.045. Teaching STEM and Data Science Both in and out of Schools. SIG-Technology as an Agent of Change in Teaching and Learning; Symposium
Grand Hyatt San Antonio, Fourth Floor, Republic C; 2:15–3:45pm
Chair: Christopher J. Daly, Harvard University
Participants:
Youth Radio: Student-Driven Data Science Learning. Alexander M. Gurn, Rockman et al
Discussant: Kathleen Tyner, University of Texas at Austin

72.046. Pre- and In-Service Issues in Urban Settings. SIG-Urban Learning, Teaching, and Research; Paper Session
Grand Hyatt San Antonio, Fourth Floor, Crockett B; 2:15–3:45pm
Chair: Kirsten Letofsky, University of Illinois at Urbana-Champaign
Participants:
Initial Validation: The Teacher-Candidate Cultural Awareness, Relevance and Evidence Scale (TC-CARES). Tracey Nix, University of Wisconsin System Institute for Urban Education; Laura Krystal Porterfield, University of Wisconsin-Whitewater
Investigating Preservice Teachers’ Competencies and Beliefs in Relation to Their Hiring Outcomes. Jennifer Elizabeth Carrinci, Council for the Accreditation of Educator Preparation
Learning to Teach Mathematics Through Lesson Study: Minority Preservice Teachers in Urban Elementary School Classrooms. Rupam Saran, Medgar Evers College–CUNY
“It’s This One Teacher ... I Don’t Like Him”: Gender and Culturally Relevant Caring Student-Teacher Relationships. Iesha Jackson, Arizona State University–Tempe
Discussant: Jeanne M. Staples, The Pennsylvania State University

72.047. Rubblings From the #playrevolution in Literacies: Transforming Knowledge Into Action Through the Power of Play. SIG-Writing and Literacies; Symposium
Henry B. Gonzalez Convention Center, Meeting Room Level, Room 210 B; 2:15–3:45pm
Chair: Kristen White, Michigan State University
Participants:
Writing to Play, Playing to Write: (Re)Constructing the Social Scene in Kindergarten. Haeny Susan Yoon, Teachers College, Columbia University
Zombie Boys: Leveraging Play as an Equitable Literacy Assessment Resource in an Era of Standardization. Christy Wessel-Powell, Purdue University
Creative Language Play (gerism): Exploring Elementary Writing as Resistance in the #playrevolution. Cassie J. Brownell, Michigan State University
Digital (Dis)ruptures: A Raucous Writer Plays at the Intersection of the “Real” and the “Virtual.” Beth A. Buchholz, Appalachian State University
Play as Border or Bridge? Facilitating Creative Production Across Contexts With the Digital Dialogue Project. Julie Rust, Millsaps College
Discussant: Jaye Johnson Thiel, University of Georgia–Athens

Division and SIG Roundtables

72.048. Roundtable Session 33; Roundtable Session

72.048-1. Advancing Research on Preservice Teachers’ Mathematical Knowledge for Teaching. Division K–Teaching and Teacher Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 2:15–3:45pm
Chair: Janice L. Anderson, University of North Carolina–Chapel Hill
Participants:
Building Community and Instructional Knowledge in a Multisite Middle-Level Mathematics Program. David Slavit, Washington State University
Elementary Preservice Teachers’ Specialized Content Knowledge and Common Content Knowledge for Teaching Addition and Subtraction. Yuanhua Wang, Texas Tech University; Jian Wang, Texas Tech University; Raymond Flores, Texas Tech University; Minju Yi, Texas Tech University; Jovy Neff, Texas Tech University; Shuang Zhang, Texas Tech University; Xi Zeng, Texas Tech University
Preservice Teacher Knowledge and Transfer of Mathematics Intervention Practices. Amanda R. Hurlbut, Texas Woman’s University; Jeanne L. Tunks, University of North Texas
Relationship Between Secondary School Mathematics Preservice Teachers’ Content Knowledge and Lesson Objectivization. Lucy Hernandez Michal, El Paso Community College; Mourat Tchoshanov, The University of Texas at El Paso
72.048-2. Exploring Teacher Identity in Response to In-Service Professional Development. Division K–Teaching and Teacher Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 2:15–3:45pm
Chair: Patricia A. DiCerbo, The George Washington University
Participants:
5,000 Strong: Teachers’ Responses to a New Educator Effectiveness and Support System. Jessica Alexander, National Institute for Excellence in Teaching; Tanee Hudsons, National Institute for Excellence in Teaching
How Do Professional Development and Implementation of Reform-Based Curriculum Affect Teacher Attitudes and Confidence to Implement the Reform? Brenda Gail Bergman, Michigan Technological University; Stephanie Tulman, Michigan Technological University; Jacqueline Huntton, Michigan Technological University
Negotiation of Professional Identity in Mathmetics Professional Development. Angela Rae Crawford, Boise State University

72.048-3. Preservice Teacher Education and the Role of Technology. Division K–Teaching and Teacher Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 2:15–3:45pm
Chair: Dirck Roosevelt, Teachers College, Columbia University
Participants:
Comparing the Effects of Community Partnerships on Online Preservice Teacher Content Knowledge and Self-Efficacy. Paula Griffin, Stephen F. Austin State University; Alan Sowards, Stephen F. Austin State University
Exploring the Afordances of Video Annotation in Prompting and Supporting Reflection-for-Action. Jackie Sydor, Ball State University; Sharon Daley, Indiana University–Bloomington
Online Student Teaching: Design, Delivery, and Reflections From Student Teachers and Teacher Educators. Kevin J. Graziano, Nevada State College; Lori Feher, Nevada State College
Virtual Coaching: Using Principal Candidates to Improve Teacher Candidate Instruction. Joy Stapleton, East Carolina University; Christina M. Tschida, East Carolina University; Kristen Cuthrell, East Carolina University; Marjorie C. Ringler, East Carolina University

72.048-4. Preservice Teachers’ Learning Across Multiple Contexts. Division K–Teaching and Teacher Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 2:15–3:45pm
Chair: Vicki Thomas, Stephen F. Austin State University
Participants:
A Quasi-Experimental Examination of an Innovative Professional Development School Model. Andrea Weinberg, Colorado State University; Cerissa Ann Stevenson, Colorado State University
Contradictions in Preservice Teacher Lesson Planning: An Activity Theory Analysis. Charlotte Land, The University of Texas at Austin; Jessica Cira Rubin, The University of Texas at Austin
Integrating Knowledge and Action Through Community Inquiry in Teacher Education. Meghan E. Barnes, University of Georgia–Athens; Lindy L. Johnson, The College of William and Mary
Pushing the Boundaries of Partnership: Developing an “Edge Community” for a New-Generation Teacher Residency. Cindy Gutierrez, University of Colorado–Denver; Barbara Seidl, University of Colorado–Denver; Ritu Chopra, University of Colorado–Denver

72.048-5. Preservice Teachers’ Perceptions of Literacy Instruction. Division K–Teaching and Teacher Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 2:15–3:45pm
Chair: Shannon Andrea Fraser-Burgess, Ball State University
Participants:
An Investigation of Bias in Preservice Teachers’ Interpretations of Students’ Reading Scores. Novell E. Tani, Florida Agricultural & Mechanical University; Cheron Davis, Florida A&M University
Connecting With Out-of-School Literacies: Preservice Teachers’ Conceptions, Experiences, and Practices. Lydia Menza, University of Alberta; Carol Doyle-Jones, Niagara University
Learning to Teach Middle-Grades Reading: “It’s Just the Constantly Developing Idea.” Katie Wester-Neal, University of Georgia
“They See Me as the Rich, White Lady”: Otherting Perceptions in the Urban Literacy Classroom. Elena M. Venegas, Baylor University; Lakia M. Scott, Baylor University

72.048-6. Professional Development for Teacher Educators: Lessons Learned. Division K–Teaching and Teacher Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 2:15–3:45pm
Chair: Shelley B. Harris, Texas A&M–San Antonio
Participants:
University Faculty Meets K–12 Reality: What Do Future Teachers Need to Learn? Christian Wimadel, California State University–Fresno; Susan M. Tracz, California State University–Fresno; Cathy Yun, California State University–Fresno; Steven Hart, California State University–Fresno; Frederick Nelson, California State University–Fresno; Lisa H. Bennett, California State University–Fresno
Faculty Perspectives on the Benefits and Challenges of Interdisciplinary Collaboration to Transform Educator Preparation. Allison M. Borden, University of North Carolina–Wilmington; Viola E. Flores, The University of New Mexico
Preparing the Next Generation of Early Childhood Teacher Educators: Reflection of a Wider Need. Joan Y. Pedro, University of Houston–Clear Lake

72.048-7. Teachers as Community Members: Engagement Practices in and out of Schools. Division K–Teaching and Teacher Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 2:15–3:45pm
Chair: Suzanne L. Porath, Kansas State University
Participants:
On an Island: First-Year Middle-Grades Teachers Building Relationship During Their Induction Year. Michael DiCicco, Northern Kentucky University; Shawn A. Faudkner, Northern Kentucky University; Chris Cook, Appalachian State University
The Personal Is Educational: A Developmental Constructivist Perspective for Professional Development in High-Poverty Schools. Tina M. Smith-Bonahue, University of Florida; Olivia Soutullo, University of Florida; Stephanie C. Sanders-Smith, University of Illinois at Urbana-Champaign
On Being, Doing, and Becoming: Understanding Beginning Teachers’ Conceptions, Experiences, and Practices. Lakia M. Scott, Michigan State University; Elena M. Venegas, Baylor University
“I Want Class Moms”: Outdated Images of Parental Involvement That Persist With Preservice Teachers. Kyle Elizabeth Miller, Illinois State University

72.048-8. Teachers Navigating Political Complexity. Division K–Teaching and Teacher Education; Roundtable Session

Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 1; 2:15–3:45pm
Chair: Melissa C. Gilbert, Stanford University
Participants:
Mediating Mutual Accountability and Learning: A Design-Based Study of Co-Generative Dialogues Among Teachers and Students. John Luciano Beltramo, Regis University
Navigating Political Complexity in Schools: Beginning Teachers’ Experiences in the United States and Australia. Nathan D. Brubaker, Monash University
72.048-9. Technology in Teaching and Teacher Preparation. Division K–Teaching and Teacher Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 2:15–3:45pm
Chair: Eleanor A. Maddock, University of Connecticut–Storrs
Participants:
Preservice Teachers’ Approximations of Questioning. Karl Wesley Kosko, Kent State University; Tracy L. Weston, Middlebury College; Anne Estapa, Iowa State University; Julie Amador, University of Idaho
When You Assume: How Teachers’ Beliefs About Technology Fall Short. Mary Rose Kelly, University of Colorado—Boulder; Kristina M. Stamatis, University of Colorado—Boulder
Use of Video-Based Resources in the Preparation of Elementary School Teachers in Chile. Salome Martínez, Universidad de Chile; Alejandro Daniel Lopez, Universidad Andres Bello; Rodrigo Assin, Universidad de Chile; María Bernadita Penaflor, Center for Mathematical Modeling—Education Lab

72.048-10. Evaluating Strategies for Creating Equal Opportunities for College Readiness. Division H–Research, Evaluation and Assessment in Schools; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 2:15–3:45pm
Chair: Brian Holzman, Rice University
Participants:
Impact of a Mentoring Program on Latino Students’ College Aspirations, College Self-Efficacy, and STEM Career Interest. Shaleen Rana, Georgia Institute of Technology; Meltem Alemard, Georgia Institute of Technology; Dion Hernandez, Georgia Institute of Technology; Analia Rao, Georgia Institute of Technology; Marion Uscun, Georgia Institute of Technology
Innovations for Improving College and Career Readiness in Rural Schools: Final Investing in Innovation Fund (j3) Grant Evaluation Results. Christine Mokher, CNA; Steve Sunchu Lee, Center for Naval Analysis; Christopher M. Sun, CNA
Advancing Minority Gifted Identification: Evidence From a Randomized Trial of Nurturing for a Bright Tomorrow. Angel L. Harris, Duke University; Darryl Vernoa Hill, Fulton County Schools; Matthew A. Lenard, Wake County Public School System
Implementing Precalculus Math Remediation in High School: Evaluation of Tennessee Seamless Alignment and Integrated Learning Support. Andrea D. Beesley, IMPAQ International; Angela Boatman, Vanderbilt University–Peabody College; Maria DiFuccia, IMPAQ International, LLC

72.048-11. Examining Interventions and Outcomes for At-Risk Students. Division H–Research, Evaluation and Assessment in Schools; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 2:15–3:45pm
Chair: Christina Cipriano, University of Massachusetts–Dartmouth
Participants:
Examining Long-Term Effects of Elementary-Grade Student Transiency and Absenteeism on Subsequent Achievement Test Performance. Robert Sheehan, Coastal Carolina University; Alexis Wiseman, Coastal Carolina University; Ed Jaddallah, Coastal Carolina University; Heather Chase Sheehan, Harris County Schools
Instructional Strategies That Accelerate Black Male Student Achievement: Evidence From Minneapolis Public Schools. Laura Eisenberg; Christopher T. Moore, Minneapolis Public Schools; Michael Walker; Corey Yeager; Jennie Zumbusch, Minneapolis Public Schools
The Impact of Home Visits as a Family Engagement Strategy in Urban Schools. Sol Bee Jung, Johns Hopkins University; Steven B. Sheldon, Johns Hopkins University
When Students Miss School: The Role of Timing of Absenteeism in Student Achievement. Michael A. Gottfried, University of California, Santa Barbara; Jacob Kirksey, University of California, Santa Barbara
Raising Community Literacy Using a Collaborative Intervention Model. Nicole Ralston, University of Portland; Rebecca Smith, University of Portland; Zulema Naegele, University of Portland; Jacqueline C. Waggoner, University of Portland

72.048-12. Teacher Practices and Judgment in Student Assessment. Division H–Research, Evaluation and Assessment in Schools; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 2:15–3:45pm
Chair: Bradley J. McMillen, Wake County Public School System
Participants:
Teachers’ Judgment Accuracy Concerning Language Proficiency Levels of Prospective University Students. Johanna Fleckenstein, IPN–Leibniz Institute for Science and Mathematics Education; Michael Leucht, Leibniz Institute for Science and Mathematics Education (IPN); Olaf Koeller, Leibniz Institute for Science and Math Education
What Characterizes High-Quality Feedback in Language Arts Classrooms? Lisbeth M. Brevik, University of Oslo; Kirsti Klette, University of Oslo; Marte Blikstad-Balas, University of Oslo
Year-to-Year Stability of Teacher Ratings Using the Tripod 7Cs Framework. Jacob Rowley, Tripod Education Partners; Sarah Phillips, Tripod Education Partners
Nationwide Growth Mixture Modeling of Early Classroom Disengagement Among Children at Risk. Paul A. McDermott, University of Pennsylvania; Michael J. Revine, University of Pennsylvania; Marley Watkins, Baylor University; Jessica Cho, University of Pennsylvania; Clare Waterman Irwin, Education Development Center, Inc.; Roland Reyes, University of Pennsylvania

72.048-13. Exploring International Education. SIG-International Studies; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 2:15–3:45pm
Chair: Magdalena H. Gross, University of Maryland–College Park
Participants:
Academic Marginalism in Post-Socialist Societies: Trends in Public Financing for Higher Education in Central and Eastern Europe. Lucia Brojakovic, American Council on Education; Manuel S. Gonzalez Canche, University of Georgia
Migrant Education in Shanghai: Policy Implementation and Impact on Educational Equity. Dongmei Li, The University of Texas at Austin
Understanding the Global Flow of Tertiary Students: A Network Analysis of 1999 and 2012. Ming Yin, Washington University in St. Louis
Practice to Research: Leveraging an International Comparative Study of Civic and Citizenship Education in Costa Rica, Myanmar, and the United States. Amy Roberts, University of Wyoming; Joan Kay James, University of Wyoming

72.048-14. School-University-Community Partnerships: Building Capacity. SIG-School/University Collaborative Research; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1; 2:15–3:45pm
Participants:
Challenges and Learning Potentials at the Boundary: Encounters of Educational Research and School Practice. Ulrike Hartmann, University of Wuppertal; Jasmin Decristan, German Institute for International Educational Research
Communication Matters in Science and Math: University-School Partnerships and Fellows in the Middle. Sumi Hagihara, Montclair State University; Mika Munakata, Montclair State University; Eliza Leszcynski, Montclair State University
Principal Preparation Beyond Graduation: A Collaboration Between Universities, Districts, and an Educational Service Center. Sean Kearney, Texas A&M University–San Antonio; Jeff Goldhorn, Education Service Center, Region 20; Nathern S. Okihou, The University of Texas at San Antonio
72.048-15. Life After Sport: What Happens When It's Over? SIG-Research Focus on Sport and Roundtable Session  
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair  
Brainstorm 1; 2:15–3:45pm  
Chair: Melvin J. Tanner, University of Florida  
Participants:  
Post–Football Player Career Transitions, Athlete Identity, and Higher Education. Ann Unterreiner, Arizona State University–Tempe; Jyanne Beverly De Four-Babb, Caribbean Educators’ Research Initiative  
Citizen-Athlete: The Relationship Between Community Service and Athletic Identity. Matt Ryan Huml, Texas Tech University; Meg G. Hancock, University of Louisville; Mary A. Hums, University of Louisville  
Interest in Educational Careers: A Survey of University Student-Athletes. Alan Brown, Wake Forest University; Nicole Sibeck, SUNY College at Old Westbury; Zach Gordon, The University of Alabama

72.048-16. Perspectives on Teacher Education: Insights From Research. SIG-Research Focus on Black Education; Roundtable Session  
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair  
Brainstorm 1; 2:15–3:45pm  
Chair: Douglas M. Butler, Prairie View A&M University  
Participants:  
Changing Places: Negotiating Instability in the Emerging Professional Citizen-Athlete: The Relationship Between Community Service and Athletic Identity. Matt Ryan Huml, Texas Tech University; Meg G. Hancock, University of Louisville; Mary A. Hums, University of Louisville  
Navigating the Journey to Culturally Responsive Teaching: Black Teachers Teaching Black Students. Heather Marie Coffey, University of North Carolina–Charlotte; Abiola A. Farinde, University of Pittsburgh  
The Perspectives and Experiences of Black Female Teens Exploring the Importance of Becoming Teachers. Contra D. Gift, University of Arkansas; Terrenda Corsia White, University of Colorado–Boulder; Margarita Bianco, University of Colorado–Denver

72.049. Roundtable Session 34; Roundtable Session  
72.049-1. Trends in L2 Teaching Research. SIG-Second Language Research; Roundtable Session  
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair  
Brainstorm 3; 2:15–3:45pm  
Chair: Mary Amanda Stewart, Texas Woman’s University  
Participants:  
Applying Reader Response Theory for L2 Development: Exploring Possibilities for Instructional Adolescent English Learners. Mary Amanda Stewart, Texas Woman’s University  
Does Vocabulary Knowledge Mediate the English Learner Status Effect in Science Reading Comprehension? Yulyia Ardasheva, Washington State University–Tri-Cities; Sarah N. Newcomer, Arizona State University; Jonah B. Firestone, Arizona State University; Richard Lamb, Washington State University–Pullman  
The Effects of Reading Strategies on the Reading Comprehension of English Language Learners. Juteng Li, Texas A&M University; Rafael Lara-Alecio, Texas A&M University; Fuhui Tong, Texas A&M University–College Station; Beverly J. Irby, Texas A&M University–College Station  
Instructional Strategies to Engage Chinese English Learners in Communicative Language Teaching: A Case Study. Fei Xing, Florida State University; Jeanine E. Turner, Florida State University

72.049-2. Teaching Experiences of Shanghai Teachers, Native English Teachers in Hong Kong, and Chinese Teachers in the United States. SIG-Lives of Teachers; Roundtable Session  
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair  
Brainstorm 3; 2:15–3:45pm  
Chair: Gang Zhu  
Participants:  
Understanding Professional Lives of Chinese Language Teachers in U.S. Classrooms: A Sociocultural Perspective. Juanjuan Zhao, University of Cincinnati; Gulbahar H. Beckett, Iowa State University  
Constructing and Interpreting Graphs of Climate Change With Computer Models. Jonathan Michael Vitale, University of California, Berkeley; Elizabeth McBride, University of California, Berkeley; Marcia Linn, University of California, Berkeley  
Teacher Facilitation of Participatory Pedagogy as Middle Schoolers Design Computer Games About Climate Change. Michael Patrick Cassidy, TERC; Gillian M. Puttik, TERC  
“1 Broke Your Game”: Critique Among Middle Schoolers Designing Computer Games About Climate Change. Eli Tucker-Raymond, TERC; Gillian M. Puttik, TERC; Casper Hartveit, Northeastern University; Michael Patrick Cassidy, TERC  
Designing and Validating a Climate Change Knowledge Instrument. Andrea Drewes, University of Delaware; Wayne Breslyn, University of Maryland; Randy McGinnis, University of Maryland; Chrystalla Mouza, University of Delaware; Joseph A. Henderson, University of Delaware; Emily E. Hestness, University of Maryland

72.049-4. Contemporary Scholarship in Computer-Supported Collaborative Learning. Division C–Learning and Instructions; Roundtable Session  
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair  
Brainstorm 3; 2:15–3:45pm  
Chair: Robb Lindgren, University of Illinois at Urbana-Champaign  
Participants:  
Encouraging Social Annotation—Supported Collaborative Learning in an ESL Translation Class. Fei Gao, Bowling Green State University; Na Zhao, China Pharmaceutical University; Kent Darr, Bowling Green State University  
From Exploring Ideas to Discovering Co- Constructed Meaning: Comparing Students in Different Structures of Computer-Mediated Discussion. Jingyhuyn Jona Lee, The University of Texas at Austin; Rachel E. Gaines, The University of Texas at Austin; J. Hannah Park, The University of Texas at Austin; Kyle M. Williams, The University of Texas at Austin; Eunjyeong Choi, The University of Texas at Austin; Sun Young Hwang, The University of Texas at Austin; Lina Mattar, The University of Texas at Austin; Diane L. Schallert, The University of Texas at Austin  
Measuring Collaboration Quality of Small-Group Interactions for Automated Analysis. Cynthia M. D’Angelo, SRI International; Nonye Alozie, SRI International  
Student-Directed Sustained Inquiry in a Grade 5 Community Featuring Opportunistic Collaboration. Yan Tian, University at Albany–SUNY; Jianwei Zhang, University at Albany–SUNY

72.049-5. Design and Study of Technology for Learning in Mathematics Education. Division C–Learning and Instructions; Roundtable Session  
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair  
Brainstorm 3; 2:15–3:45pm  
Chair: Chieu Minh Vu, University of Michigan  
Participants:  
Can a Teaching Simulation Predict Novice and Expert Teachers’ Decision Making? Chieu Minh Vu, University of Michigan; Nicolas Boileau, University of Michigan; Mollie Huisenga, University of Michigan–Ann Arbor; Amanda Marie Mileski, University of Michigan–Ann Arbor; Patricio G. Herbst, University of Michigan–Ann Arbor  
Interactive, Visual-Spatial Representation of Math Story Problems via an Architectural Game-Based Learning Platform. Fengfeng Ke, Florida State University; Kathleen Clark, Florida State University  
Using Technology to Improve School Performance: A Study of iXL Impact in Illinois Schools. Liyang Mao, iXL Learning
72.049-6. Developing Literacy in English Language Learners. Division C–Learning and Instructions; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm
Chair: Jayoung Choi, Georgia State University
Participants:
Learning Outcomes and Minority Disadvantaged Groups: Observation From Naturalized Tanzanians. Laurent Gabriel Ndijioye, The University of Hong Kong; Nirmala Rao, The University of Hong Kong
An Effective Literacy Intervention Program for Linguistic- and Cultural-Minority Students. Maung Nyeu, Harvard University
Adolescent Multilinguals’ Engagement With Religion in a Book Club. Jayoung Choi, Georgia State University; Gertrude M. Tinker Sachs, Georgia State University; Myoung Eun Pang, Georgia State University; Aram Cho, Georgia State University; Ji Eye Shin, Georgia State University

72.049-7. Effective Strategy Use in Mathematics Education. Division C–Learning and Instructions; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm
Chair: José Francisco Gutiérrez, University of Wisconsin–Madison
Participants:
“What the Heck Are You Doing?” A Micro-Analysis of Relational Equity During Mathematical Collaboration. José Francisco Gutiérrez, University of Wisconsin–Madison; Sarah Brown, University of Wisconsin–Madison; Tiffany Estey, Martha W. Alibali, University of Wisconsin–Madison
Diverse Students’ Perceptions of Math Word Problems: Exploring Linguistic and Semiotic Solution Entry Points. Mary A. Avalos, University of Miami; EDWIN A. MEDINA, University of Miami; Walter G. Secada, University of Miami
Examination of Children’s Strategy Use on Geometric Measurement Assessment Items. Douglas W. Van Dine, Metropolitan State University of Denver; Julie Sarama, University of Denver; Douglas H. Clements, University of Denver; Curtis Tatsuoka, Case Western Reserve University; Kimah Tatsuoka, Teachers College, Columbia University
How Best to Teach the Cardinality Principle? Verna Paiwal, University of West Georgia; Arthur J. Baroody, University of Denver and the University of Illinois at Urbana-Champaign

72.049-8. Innovative Approaches to Writing and Instruction. Division C–Learning and Instructions; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm
Chair: Kristy Brugar, University of Oklahoma
Participants:
In-Service Teachers’ Professional Development Featuring Asynchronous Virtual Conversations. Cory Callahan, The University of Alabama
Language and Identity: Classroom Discourse and Development of Global Identity and Citizenship. Anatoli Rapoport, Purdue University
Text and Task Complexity in the Reading of Two Novels. Allison H. Hall, University of Illinois at Chicago
Writing Race in the Rhizome: The Role of Affect and Art in Critical Writing Practice. Ellie Haberl, University of Colorado–Boulder
"There’s No Crying in Teaching!" Understanding the Role of Emotion in the Teaching of Literature. Michelle Falter, North Carolina State University

72.049-9. Research on Algebraic and Proportional Reasoning. Division C–Learning and Instructions; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm
Chair: Asha K. Jitendra, University of Minnesota
Participants:
Analyzing Item Measure Hierarchies to Develop a Model of Students’ Proportional Reasoning. Michele Carney, Boise State University; Everett V. Smith, EVS Psychometric Services, LLC
Investigating the Efficacy of a Schema-Based Instructional Approach to Proportional Problem Solving: A Replication Study. Asha K. Jitendra, University of Minnesota; Michael R. Harwell, University of Minnesota; Stacy R. Karl, University of Minnesota; Susan Slater, University of Minnesota; Seo-hyun Im, University of Minnesota–Twin Cities; Gregory Simonson, University of Minnesota
Modeling Children’s Mathematics: The Case of the Linear Function x + y = a. Jiyoun Chun, University of Georgia
Not ‘Too Slippery a Slope’—Grounding the Mathematics of Slope in Students’ Perceptions of Steepness. Ian Edgar Thacker, University of Southern California

72.049-10. Strategies to Support Literacy Learning. Division C–Learning and Instructions; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm
Chair: Carla Marie Firetto, The Pennsylvania State University
Participants:
Teachers’ Use of Questioning During Script-Supported Informational Read-Alouds. Elizabeth Hale Rezas, Harvard University; James S. Kim, Harvard University; Helen Chen Kingston, Harvard University
High-Level Literacy Practices in Urban School Contexts. Kindel Turner Nash, The University of Missouri-Kansas City; Etta R. Hollins, University of Missouri–Kansas City; Leah Panther, University of Missouri–Kansas City
Developing Latino Children’s Narratives Through Family Engagement. Illiana Alamin, The University of Texas at San Antonio; Raquel Cataldo, The University of Texas at San Antonio
Planning Processes in Online Reading and Learning for Solving Ill-Structured Problems. Cui Cheng, Michigan State University; Rand J. Spiro, Michigan State University
Values of Six Strategies for Reading Comprehension and Memorization: A Study in Multilinguals. Weilin Dou, East China Normal University; Zhenguo Yuan; Renmin Ye, Houston Independent School District

72.049-11. Technologies to Support Young Writers. Division C–Learning and Instructions; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm
Chair: Qizhen Dong, University of Nebraska–Lincoln
Participants:
Best Practices in Teaching K–3 Online: A Content Analysis of Journals, Blogs, and Electronic Surveys. Nikosi Darnell, Clearview Speech and Consulting Services, PLLC; Rebekah McPherson, Walden University
Cloud-Based Narrative Writing Practice for Young English Learners From a Funds of Knowledge Approach. Yan Chen, Northern Illinois University; Hayley J. Mayall, Northern Illinois University; Cindy S. York, Northern Illinois University; Ying Xie, Northern Illinois University; Thomas J. Smith, Northern Illinois University
Peer Interaction in Multimodal Composition: The Story Behind the Scenes. Shiyian Jiang, University of Miami; Blaine Elizabeth Smith, University of Miami; Ji Shen, University of Miami
"It Uses Power": Exploring Equitable Outcomes for Young Coders Who Write-to-Learn. Yune Kim Tran, George Fox University; Susanna M. Steig, George Fox University

72.049-12. Undergraduate Learning of Mathematics Content and Pedagogy. Division C–Learning and Instructions; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm
Chair: Sarah Powell, The School at Columbia University
Participants:
Assessing College Students’ Math Knowledge: Beyond Common Core State Standards. Marta Krystyna Mielicki, University of Illinois at Chicago; Mara Martinez, University of Illinois; Louis V. DiBello, University of Illinois at Chicago; James W. Pellegrino, University of Illinois at Chicago
Strategy Use for Multiplication Problem Solving in College Engineering Students. Sarah Powell, The School at Columbia University; Yi Ding, Fordham University; Qian Wang, Manhattan College; Jonathan Stein, Fordham University; Ilene Tyler, Fordham University
Studying Preservice Teachers’ Selection of Representations to Serve as Evidence When Investigating the Fairness of Dice. Robert Sigley, Texas State University; Mathe M. Alqahhanti, SUNY Cortland; Victoria Krupnik, Rutgers University–New Brunswick/Piscataway
72.049-13. Understanding Effective Instructional Practices in Mathematics Education. Division C–Learning and Instruction; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm
Chair: Jodi Davenport, WestEd
Participants:
Bridging Research and Practice: Efficacy of a Research-Based Redesign of a Grade 7 Mathematics Curriculum. Yvonne Kao, WestEd; Jodi Davenport, WestEd; Bryan Matlen, WestEd; Larry Thomas, University of California, Los Angeles; Steven Arnold Schneider, WestEd
Understanding Basic Properties of Operations in U.S. and Chinese Elementary School. Meixia Dang, Temple University; Xiaobao Li, Widener University; Ryan Scott Hassler, Temple University; Eli Barnett, Temple University
Unpacking China's Mathematics Instruction With a U.S.-Based Observational Framework: Evidence From 14 Teachers. Shihua Hu, Michigan State University; Wei Liao, Michigan State University
Teachers’ Use of Instructional Analogies With Manipulatives in the Unpacking China’s Mathematics Instruction With a U.S.-Based Observational Framework: Evidence From 14 Teachers. Shihua Hu, Michigan State University; Wei Liao, Michigan State University
Second-Grade Classroom. Arieany Blondin, Concordia University–Montreal; Helena P. Osana, Concordia University; Wei Liao, Michigan State University; Aryann Blondin, Concordia University
The Career Success of First-Generation Artists. Zachary Morgan, Indiana University–Bloomington

72.049-14. Mixed-Methods Research in the Lived Experiences of Artists and Arts Educators. SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm
Chair: Kathy J. Brown, University of Houston
Participants:
Evaluation of a Large-Scale Science Teaching Intervention Employing Arts-Integrated Instruction. Brad Hughes, University of California, Irvine; Robert Kallinowski, University of California, Irvine; Christa Renee Mulker Greenfader, University of California, Irvine; Doron Zinger, University of California, Irvine; Douglas Grove, Concordia University–Montreal; Drew Bailey, University of California, Irvine; Alex Ray, University of California, Irvine
A Fresh Look at the Middle School Transition: A Cross-Sectional Study of Academic and Social Adjustment. Nicole Rausch, University of Michigan–Ann Arbor; Sarah E. McKellar, University of Michigan–Ann Arbor; Elizabeth Anne North, University of Michigan–Ann Arbor; Allison M. Ryan, University of Michigan–Ann Arbor
A Parent-Adolescent Communication in Korean Immigrant Families and Adolescents’ Academic and Emotional Outcomes. Catalina Park, Wayne State University; Cheryl Leigh Somers, Wayne State University; Kathryn Combs; Francesca Pernice-Duca, Wayne State University; Noël Kulk, Wayne State University

72.049-15. Young Children’s Agency, Identity, Self-Regulation, and Executive Function. SIG-Early Education and Child Development; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm
Chair: Heather J. Pinedo-Burns, Teachers College, Columbia University
Participants:
Children’s Sense of Agency in Preschool: A Sociocultural Investigation. Jaakko Hilppö, Northwestern University; Lasse Lipponen, University of Helsinki; Kristiina P. Kumpulainen, University of Helsinki; Anna Paulina Rainio
Public School Discipline Policies and Practices in the United States: Implications for Early Childhood Classrooms. Nicole V.B. Austin, Alabama A&M University; Rebecca Johns, Old Dominion University; Angela L. Eshhoff, Old Dominion University; Peter Baker, Old Dominion University
The Rhythm of the City: the Shadow of the Ivy: Reconsidering Identity of Place in the Early Childhood Classroom. Heather J. Pinedo-Burns, Teachers College, Columbia University; Dana Frantz Bentley, Buckingham, Browne, and Nichols School
The Efficacy of Different Interventions to Foster Executive Functions in Early Childhood: A Meta-Analysis. Zsofia K. Takacs, Eotvos Lorand University; Reka Kasai, Eotvos Lorand University
Preschool Children’s Self-Regulation in High-Poverty, Urban, Community-Based Childcare Settings. Laura Scharphorn, HighScope Educational Research Foundation; Tomoko Wakabayashi, Oakland University

72.049-16. Producing In/Exclusion: Uncommon Narratives of Discourse, Voice, and Representation. SIG-Disability Studies in Education; Roundtable Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 3; 2:15–3:45pm
Chair: MinSoo Kim-Bossard, The College of New Jersey
Participants:
Look Mom, a Pirate! Can Disability Studies Disrupt Malevolent Representations of Physical Difference? Dorothy M. Boisman, University of Nebraska
Exploring the Voices From Students With Disabilities: Application of Psychodrama in Education. Yin Lam Lee-Johnson, Webster University
Using Children’s Literature to Examine the Disability Discourses of Early Childhood Preservice Teachers. Sue Mankiw, William Paterson University
Structured Exclusions and the Construction of Disability in Schools. Gillian Parekh, University of Toronto

Division and SIG Posters

72.050. Poster Session 17; Poster Session

72.050-1. Adolescent Adjustment: Peer, Family, and School Contexts. Division E–Counseling and Human Development; Poster Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 2; 2:15–3:45pm
Posters:
1. A Comparative Case Study of the Content and Functions of Difficult Father-Adolescent Conversations. Marie-Anne Suizzo, The University of Texas at Austin; Molly Ellen McMama, The University of Texas at Austin
2. Differences in Self-Advocacy Among Hard-of-Hearing and Typical Hearing Students. Rinat Michael, Tel Aviv University; Haia Maroon Zidan, Tel Aviv University
3. Fresh Look at the Middle School Transition: A Cross-Sectional Study of Academic and Social Adjustment. Nicole Rausch, University of Michigan–Ann Arbor; Sarah E. McKellar, University of Michigan–Ann Arbor; Elizabeth Anne North, University of Michigan–Ann Arbor; Allison M. Ryan, University of Michigan–Ann Arbor
4. Parent-Adolescent Communication in Korean Immigrant Families and Adolescents’ Academic and Emotional Outcomes. Catalina Park, Wayne State University; Cheryl Leigh Somers, Wayne State University; Kathryn Combs; Francesca Pernice-Duca, Wayne State University; Noël Kulk, Wayne State University
5. Testing a Self-Determination Theory Model of High School Teacher-Student Relationships Across Student Gender and Race. Pei Pei Liu, Harvard University; Mandy Sattività-Romer, Harvard University; John Perella; Nancy E. Hill, Harvard University; Belle Liang, Boston College
6. Understanding High School Adolescents’ Weight Status: Intrapersonal, Family, Peer, Academic, and Behavioral Predictors. Cheryl Leigh Somers, Wayne State University; Kathryn Combs; Francesca Pernice-Duca, Wayne State University; Noël Kulk, Wayne State University

72.050-2. Adolescent and Early Adulthood: Effects on Adult Adjustment. Division E–Counseling and Human Development; Poster Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair
Ballroom 2; 2:15–3:45pm
Posters:
7. Financial Socialization for Black Emerging Adults: A Story of Empowerment and disenfranchisement. Karen Moran Jackson, The University of Texas at Austin; Eunice Afrakensa, The University of Texas at Austin; Roderick Taylor, The University of Texas at Austin; Paul A. Robbins, The University of Texas at Austin
8. Retrospectively Pinpointing the School-to-Prison Pipeline Through the Lenses of Formerly Incarcerated Black Men. Denice D. Nahmert, The Ohio State University; James L. Moore III, The Ohio State University
9. Parental Expectations During Adolescence and Children’s Life Satisfaction in Adulthood. Eunjoo Jung, Syracuse University; Woonang Hwang, Syracuse University; Yue Zhang, Syracuse University; Ying Zhang, Syracuse University
10. Traditional Gender Role Beliefs and Career Attainment in STEM: A Gendered Story? Anna-Lena Dick, University of California, Irvine; Nesam Safavian, University of California, Irvine; Jacqueline Ecles, University of California, Irvine
72.050-3. Online Professional Development, Course Design, and Student Orientation. SIG-Online Teaching and Learning; Poster Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 2; 2:15–3:45pm
Posters:
11. Digital Badges and Differentiated Instruction: Program Evaluation in Supporting Online Professional Development. Chris Brkich, BASE-2 Group, LLC; Thomas Koballa, Georgia Southern University; Tracy A. Linderholm, University of Minnesota
12. Examining the International Association for K–12 Online Learning (iNACOL) Standards for K–12 Online Course Design. David Adelstein, Wayne State University; Michael Christopher Barbour, Touro University—California
13. Online Orientation: An Effective Approach to Initiating an Online Learning Community. Ying-Ying Kuo, George Mason University; Anne-Marie Balzano, George Mason University; Scott C. Bauer, George Mason University
14. The Presence-Achievement Relationship: Designing for Equitable Student Outcomes in Blended Spaces. Michelle Sengara, York University; Ronald D. Owston, York University

72.050-4. Instructional Technology SIG Poster Session 1. SIG-Instructional Technology; Poster Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 2; 2:15–3:45pm
Posters:
15. What Makes an Exemplary Program in Instructional Design and Technology? Thomas Logan Arrington, Florida State University; Aubteen A. Darabi, Florida State University
16. Building Successful Collaborative Relationships Between Faculty and Instructional Designers. Jennifer C. Richardson, Purdue University; Ali Nazil Alshammari, Purdue University; Iryna Ashby, Purdue University; Zai Cheng, Purdue University; Damji Heo; Brian Scott Johnson, Purdue University; Terri S. Krause, Purdue University; Daeyeoul Lee, Purdue University; Anthony Randolph, Purdue University; Huanhuan Wang, Purdue University
17. Online Course Development Among University and College Instructors: A Grounded Theory Model. Sally Baldwin, Boise State University; Norm Friesen, Boise State University; Yi-Hui Ching, Boise State University
19. Adapting the Q Sort Methodology for Instructional Purposes. Lloyd P. Rieber, University of Georgia
20. A Multidisciplinary Investigation of Student Perceptions of Peer Review. Jennifer Jill Kidd, Old Dominion University; Julia Morris, Old Dominion University; Julia Romberger, Old Dominion University; Orlando Ayalà; Stacie Ringleb, Old Dominion University; Rachel Schroeder, Old Dominion University; Silvana Watson, Old Dominion University
21. Enhancing Preservice Elementary Teachers’ Science Interest and Design Thinking Through 3-D Printing Technology. Elena Novak, Kent State University
22. Examining Reflective Thinking in Middle School Design Problem Solving in a Maker Environment. Michael Karlin, Indiana University–Bloomington; Haesol Ba, Indiana University–Bloomington; Manal Sulman Alsaif, Indiana University–Bloomington; Merve Basdogan, Indiana University–Bloomington; Thomas Edelberg, Indiana University–Bloomington; Hamid Nadirazzaman, Indiana University–Bloomington; Annisa Sari, Indiana University–Bloomington; Meina Zhu, Indiana University–Bloomington; Minkyoun Kim, Indiana University–Bloomington
23. Is Flipped Classroom More Effective Than Traditional Classroom? A Meta-Analytic Review. Li Cheng, University of Florida; Albert Dieter Ritzkauf, University of Florida; Pasha Antenko, University of Florida
25. Prospective Elementary Teachers’ Debugging During Block-Based Visual Programming. ChanMin Kim, University of Georgia; Jiangmei Yuan, West Virginia University; Lucas Vasconcelos, University of Georgia–Athens; Minkyoun Shin; Roger B. Hill, University of Georgia–Athens
26. Adapting for Learners’ Cultural Diversity in Open Courses: MOOC Instructors’ Efforts at Personalized Learning Environments. Najia Sabir, Indiana University–Bloomington; Curtis J. Bonk, Indiana University; Mimi Miyoun Lee, University of Houston; Meina Zhu, Indiana University–Bloomington; Shuya Xu, Indiana University–Bloomington; Annisa Sari, Indiana University–Bloomington; Minkyoun Kim, Indiana University–Bloomington

72.050-5. Designing Technologies to Support Learning. SIG-Advanced Technologies for Learning; Poster Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 2; 2:15–3:45pm
Posters:
27. Innovative Assessment of Aviation English: Retrospective Verbal Reporting Integrated With Virtual Task Environments. Moonyoung Park, Chinese University of Hong Kong; Byeong-Young Cho, University of Pittsburgh
28. Caring for Patients in the Pharmacology Inter-Leaved Learning—Virtual Reality (PILL-VR) Hospital to Bridge the Theory-Practice Gap in Higher Education. Ilana Dubovi, University of Haifa; Sharona T. Levy, University of Haifa
29. Research-Driven Game Design: Translating Literacy and Motivation Research Into Practice. Anne-Marie E. Horton, Relay Graduate School of Education; Alison Lee, Teachers College, Columbia University; Nicole Guagliardi, Classroom, Inc.
30. The Effect of Augmented Reality-Based Online Wearable Guides on University Students’ Situational Interest. Shih-Jou Yu, National Chiao Tung University; Jerry Chih-Yuan Sun, National Chiao Tung University; Ocsal Tzyh-Chiang Chen, National Chiang Cheng University

72.050-6. Giftedness and Creativity. SIG-Research on Giftedness, Creativity and Talent; Poster Session
Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 2; 2:15–3:45pm
Posters:
31. College Students’ Definitions of Creativity: Existing Frameworks and New Perspectives. Ondrej Pesout, North Carolina State University; Elena Vladimirova, North Carolina State University; Margareta Maria Thomson, North Carolina State University
32. Examining the Link Between Giftedness and the Measurement of Creativity. Jeb S. Puryear, University of Connecticut; Sarah Ferguson, Rowan University
33. Exploring Alignment in Gifted Education Program Policies and Practices. Annalissa V. Brodersen, University of Virginia
34. Field-Based Creativity Research in Education: A Systematic Review and Synthesis. Amy Willerson, University of North Texas; Dianna R. Mullet, University of North Texas
35. Is Academic Risk-Taking a Trait and Is It Distinct From Need for Cognition? Kira Joy Carbonneaux, Washington State University–Pullman; Sara A. Abercrombie, Northern Arizona University; Carolyn J. Hushman, University of New Mexico
36. Perceptions of Leadership and Its Influences on Teachers’ Fidelity of Implementation of a Curricular Intervention. Lisa Hall Foster, Liberty University
37. The Relationship of Giftedness and Test-Taking Motivation With Low- and High-Stakes Tests. Brittany Flanery Crawford, University of Louisville; Jill L. Adelson, University of Louisville; Jason C. Immekus, University of Louisville; Carl Dean McGee, Kern High School District
38. Thinking Divergently and Finding a Flow: Does a Supportive School Setting Matter? Ross C. Anderson, Educational Policy Improvement Center; Christine Pitts, University of Oregon

TUESDAY, MAY 2 | 8:00 AM

AERA Related Activities

73.010. AERA Grants Program Capstone Conference With Deeper Learning and Measures of Effective Teaching and Deeper Learning
Learning Fellows (Day 2 of 2). AERA Related Activities; Workshop
Grand Hyatt San Antonio, Third Floor, Travis A/B; 8:00am–12:00pm
Chair: George L. Wimberly, American Educational Research Association

TUESDAY, MAY 2 ➔ 8:30 AM

Governance Meetings and Events

74.001. AERA–World Education Research Association Meeting
Council Meeting. AERA Governance; Governance Session
Grand Hyatt San Antonio, Fourth Floor, Crockett A/B; 8:30am–5:00pm

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