Chou, National Sun Yat-sen University, Kaohsiung
20. The Phenomenon of Character Development in a Distance Education Course. Michael C. Johnson, Brigham Young University; Richard D. Osguthorpe, Boise State University
21. The Role of Character Strengths in Individual Student Growth Trajectories. Laura Caroline Cummings, National Heritage Academies; Brooks Applegate, Western Michigan University
22. The Role of Cognitive Closure in the Relationship Between Moral Judgment and Moral Action. Heather Mechele; The University of Alabama Discussants:
   Pamela Bolotin Joseph, University of Washington - Bothell
   Charles L. Howell, Northern Illinois University
   Jeffrey R. Thibert, University of Illinois - Urbana-Champaign
   Wiel M. Vugeler, University of Amsterdam
   Nancy Maldonado, Kaplan Virtual Education
   Rita Nawrocki-Chabin, Alverno College

40.020. Multiple Perspectives on Curriculum. Division B-Curriculum Studies
San Diego Marriott Hotel & Marina, Marriott Hall Salon 4
11:25 am to 12:05 pm

Table: Cultural Caring: Students’ and Teacher’s Perspectives. Lynda Park Cha, Indiana University
24. Curriculum Theorizing in the Midst of Standardization. Jeong-Hee Kim, Kansas State University; Deb Abernathy, Kansas State University
25. Epistemological Interplay Between Teachers and Students: From Ways of Thinking to Ways of Being. Donald B. Bierman, University of Rhode Island
27. J. A. Moore, Ernst Mayr, and the Influence of Scientific Culture on Biology Curriculum. Lisa Anne Green, University of California - Riverside
28. Real Homework Tasks: A Pilot Study of Types, Values, and Resource Requirements. Mary Lee Danielson, Carroll University; Bruce L. Srom, Carroll College; Kramer Katherine, Carroll College
29. Sex Education in the Age of Abstinence: Conversations Toward a Revitalized Curriculum. Brian Casemore, The George Washington University; Jen Gilbert, York University; Karyn E Sandlos, Chicago School of the Art Institute

40.021. The Diverse Range of Induction and Mentoring Programs: Different Approaches, Different Outcomes. SIG-Research on Teacher Induction
San Diego Marriott Hotel & Marina, Marriott Hall Salon 4
11:25 am to 12:05 pm

Table:
30. Beginning Science Teachers in Different Induction Programs: The Second Year. Julie A. Luft, Arizona State University; Jennifer Neakrase, Arizona State University; Eunjin Bang, Arizona State University; Krista L. Adams, Arizona State University; Jonath B. Firestone, Arizona State University; Ira Ortega, Arizona State University; Sissy Sze-Man Wong, Arizona State University
31. Comprehensive Full-Time Induction or Add-On Mentoring: Impact on Teacher Practice and Student Engagement. Lisa S. Johnson, University of California - Santa Cruz
32. From Us to You: Street Scholars as Teacher Preparer. Larry C. Bryant, Saint Xavier University
33. Has Project IMPACT Had an Impact? A Multimethod Analysis of an Experimental Induction Program. Marnie Curry, University of California - Berkeley; Elisa Salasin, University of California - Berkeley
34. School Culture: Understanding the Interaction Between School Culture and Beginning Science Teachers’ Induction Experiences. Yauze Suak, Florida State University; Sherry A. Southerland, Florida State University; Jeffrey S. Brooks, Auburn University; Barry W. Golden, Florida State University
35. Teacher Retention and Teacher Induction: A Longitudinal Study of a California BTSA Consortium. Linda D. Scott Hendrick, University of California - Riverside; Deborah L. Huston, University of California - Riverside
36. “Knowing I’m Not Alone”: Exploring the Role of Social Affordances Within an Online Induction Environment. Joel D. Dona, University of Minnesota; Gillian Roehrig, University of Minnesota

41.012. The Economic Downturn and Its Global Impact. Presidential Session co-sponsored with International Relations Committee
San Diego Convention Center, Ballroom 6D
12:25 pm to 1:55 pm

Chair: Michael N. Bastedo, University of Michigan
Participants:
   Martin Carnoy, Stanford University
   D. Bruce Johnstone, University at Buffalo - SUNY
   Reitumetse O. Mabokela, Michigan State University
   Imanol Ordorika, Universidad Nacional Autonoma de Mexico

41.013. Federal Agency Support for Education Research in 2009 and Beyond. AERA Session
San Diego Convention Center, Ballroom 6D
12:25 pm to 1:55 pm

Chair: Deborah L. Vandell, University of California - Irvine
Participants:
   Allen Ruby, Institute of Education Sciences
   Janice H. Earle, Education and Human Resources, National Science Foundation
   Amy L. Sussman, Social, Behavioral and Economic Sciences, National Science Foundation
   James A. Griffin, National Institute of Child Health and Human Development

41.014. Diversifying the Circle of Knowledge: Investigating the Experiences of American Indians, Asian Americans, and Latino Americans in Public Education. Committee on Scholars of Color in Education
San Diego Convention Center, Room 10
12:25 pm to 1:55 pm

Chair: Dorothy Garrison-Wade, University of Colorado - Denver
Participants:
   Beneath Our Sacred Minds, Hands, and Hearts: Stories of Success From American Indian Graduate Students. Shawn Lee Secatero, University of New Mexico
   Emerging Faces of Goose Family: Forming and Informing of a Hidden
41.015. International Education. International Relations Committee
San Diego Convention Center, Room 25A
12:25 pm to 1:55 pm
Chair:
Rodney K. Hopson, Duquesne University
Discussant:
Virginia M. Gonzalez, University of Cincinnati
Participants:
A Trend Study of Self-Concept and Mathematics Achievement in a Culture-Comparative Context. Jianjun Wang, California State University - Bakersfield
Characteristics of Science and Mathematics Departments Producing Outstanding Educational Outcomes in Public High Schools. Debra L. Panizzon, Flinders University, John E. Pegg, University of New England
International and Citizen Female Faculty Productivity at Research Universities in the United States. Katerina Mamiseishvili, University of Arkansas
On the Way to Becoming Global Citizens: Social Inclusion of Ukrainian Students. Mariya Yuhymenko; Scott W. Brown, University of Connecticut
Teacher Attitudes Toward Moslem Student Integration Into Civil Society:. Lotte Rahbek Schou, University of Aarhus; Donald K. Sharpe, Arizona State University; Geir Karlsten, The Norwegian University of Science and Technology; Trondheim; Ove Haugdalen, The Norwegian University of Science and Technology, Trondheim; Iouri Zagoumennov, National Institute of Education, Minsk
Discussant:
Rodney K. Hopson, Duquesne University
41.016. Educational Leaders as Politicians and Policy Makers. Division A-Administration, Organization and Leadership
Manchester Grand Hyatt, Manchester Ballroom - Section C
12:25 pm to 1:55 pm
Chair:
Nancy M. Sanders, Washington State University - Vancouver
Participants:
Political Dimensions of Instructional Leadership in a Conservative Era. Rose M. Ylimaki, The University of Arizona
A Descriptive Study of Education Leaders’ Participation in the Meaningful Formation of Educational Policy. Curtis Anthony Brewer, Clemson University; Bradley Wayne Carpenter, University of Texas
A Peanut-y Dilemma. Dianne L. Hoff, University of Maine; Sidney N. Mitchell, University of Maine; Mary Mahoney-O’Neil, University of Maine
A Study of the Interaction of Constructs and Contexts in a Teacher Pay for Performance System: Implications for Leadership Development and Student Achievement. Kathleen Foord, Minnesota State University; Daria Paul Dona, Minnesota State University - Mankato
Discussant:
Robert O. Slater, University of Louisiana - Lafayette
41.017. Equity, Leadership, and Student Achievement. Division A-Administration, Organization and Leadership
San Diego Convention Center, Room 15B
12:25 pm to 1:55 pm
Chair:
Linda C. Tillman, University of North Carolina - Chapel Hill
Participants:
Advancing Educational Equity: The Implications of Site-Based Management and Shared Decision-Making. Angelina E. Castango, Northern Arizona University; Charles S. Haukman, University of Kentucky
Leadership for Mathematics Reform: Principals’ Conceptions of Their Leadership Roles in Predominantly Latino Schools. Barbara B. Trujillo, University of New Mexico
Increasing Representation of Black American Students in Gifted Education. Barbara C. Roquemore, Georgia College & State University; Emily Byas Felton, Douglas County Schools, Georgia
The Response of School Leaders to Equity Demands in the Environment of Accountability. Mark Ronald Salibar; Kris Bosworth, The University of Arizona; Jeffrey V. Bennett, The University of Arizona
Discussant:
Kathryn Bell Mckenzie, Texas A&M University - College Station
41.018. Exploring Professional Development Through Instructional Coaching, Student Achievement, and Technological Resources. Division A-Administration, Organization and Leadership
San Diego Convention Center, Room 16A
12:25 pm to 1:55 pm
Chair:
Lee Hollingsworth, University of Iowa
Participants:
How Instructional Coaches Support D2A Driven Decision Making: Implementation and Effects in Florida Middle Schools. Julie A. Marsh, RAND Corporation; Jennifer Sloan Mcombs, RAND Corporation; Francisco Martinez, RAND Corporation
Increasing Student Achievement in Math and Science: Research Findings From an Underachieving High School Professional Development Model. Hisauro Garza, Sierra Research & Technical Services; Debra Lee Cook Hira, California State University - Bakersfield; Susana C. Mata, California State University - Fresno; Irene M. Borrego, California State University - Bakersfield; Emilio Garza, California State University - Bakersfield
The Impact of Technology-Enriched Learning Communities on Equity and School Culture: A Mixed-Methods Investigation. Leslie Ann Williams, University of Oklahoma; Perri J. Applegate, University of Oklahoma; Linda Atkinson, University of Oklahoma; Mary John O Hair, University of Oklahoma; Gayda A. Mears, University of Oklahoma; Brenda J. Craig, University of Oklahoma
“I Love My Group”: Maintaining, Reframing, and Disrupting Traditional Expectations and Outcomes for Professional Development With Critical Friends Groups. Wendy M. Burke, Eastern Michigan University; Gary E. Marx, Eastern Michigan University; James E. Berry, Eastern Michigan University
Discussant:
Douglas R. Davis, The University of Mississippi
41.019. Leadership for Accountability. Division A-Administration, Organization and Leadership
San Diego Convention Center, Room 24A
12:25 pm to 1:55 pm
Chair:
Jeffrey S. Brooks, Auburn University
Participants:
Designing Transparency and Accountability Into Distributed School Leadership: A High School Case Study. Samuel Paul Whalen, University of Illinois - Chicago; Peter Martinez, University of Illinois - Chicago
Does Doing the Right Thing Get Results? Examining the Relationship Between Ethical Leadership and Student Achievement. Joanne M. Marshall, Iowa State University
The Intersection of Race and Gender in School Leadership for Six African American Principals. Latish Cherie Reed, University of North Carolina - Chapel Hill
Critique of Grounded Theory Method for Leadership in Education Research. William Roderick Hanson, Clemson University; Brent Igo, Clemson University
Discussant:
Susan C. Bon, George Mason University
41.020. The New DEEL (Democratic Ethical Educational Leadership): Contributing to the Circle of Knowledge. Division A-Administration, Organization and Leadership
San Diego Convention Center, Room 16B
12:25 pm to 1:55 pm
Chairs:
Steven Jay Gross, Temple University
Joan P. Shapiro, Temple University
Participants:
Joan P. Shapiro, Temple University
Steven Jay Gross, Temple University
Anthony H. Normore, California State University - Dominguez Hills
Colleen L. Larson, New York University
Lisa Bass, The University of Oklahoma
Michael E. Dantley, Miami University
Judy A. Alston, Ashland University
Patricia A.L. Ehrensal, The George Washington University
Paul T. Begley, The Pennsylvania State University
Marilyn P. Begley, The Pennsylvania State University
Philip Arthur Woods, University of Gloucestershire
Kathleen S. Sernak, Rowan University
41.021. Curricularizing a Troubled Past: Research From Germany, Rwanda, and Israel. Division B-Curriculum Studies
San Diego Marriott Hotel & Marina, Chicago and Atlanta
12:25 pm to 1:55 pm
Chair: Yifat Ben-David Kolikant, The Hebrew University of Jerusalem
Participants: Holocaust Education and Family Recollections of the Second World War in Germany, Sabine Möller, Oldenburg University
The Complexities of Conflict When Teaching History in Rwanda: Interactions Between Politics and Learning, Sarah W. Freedman, University of California - Berkeley
Learning to Think Historically Through a Conflict-Based Bi-Ethnic Collaborative Learning Environment. Yifat Ben-David Kolikant, The Hebrew University of Jerusalem; Sara Pollack, Hebrew University of Jerusalem
Discussant: Walter C. Parker, University of Washington

41.022. Curriculum and Critical Literacy Practices. Division B-Curriculum Studies co-sponsored with Graduate Student Council
San Diego Marriott Hotel & Marina, Anaheim
12:25 pm to 1:55 pm
Chair: Dawnene D. Hassett, University of Wisconsin - Madison
Participants: Engaging Students With Situated Privilege in Critical Literacy Practices. Sara Lewis-Bernstein Young, University of Massachusetts
Social Justice in Learning for a World of Migration: Rethinking Curriculum Through Critical Literacy. Elizabeth P. Quintero, California State University - Channel Islands
Falling in Horizontal Spaces and Other Incongruities of Literacy Teaching in a Digital Age. James Lorne Nahachesky, University of Victoria
Literary Study and 21st-Century Literacy Education: The Case for Relevance via Teacher Education. Leslie D. Burns, University of Kentucky
Discussant: Dawnene D. Hassett, University of Wisconsin - Madison

41.023. Complexity, Learning, and Research: Under the Microscope, New Kinds of Microscopes, and Seeing Differently. Division C-Learning and Instruction
Omni San Diego, Salon C
12:25 pm to 1:55 pm
Chair: Uri J. Wilensky, Northwestern University
Participants: Emergence and Electricity: Making Electricity Learnable. Pratim Sengupta, Northwestern University; Uri J. Wilensky, Northwestern University
Actions Across Levels (AAL): A Multiple-Lets Perspective on What It Means to Make Sense of Complex Systems. Sharan T. Levy, University of Haifa - Israel; Uri J. Wilensky, Northwestern University
Complementarity in Equational and Agent-Based Models: A Pedagogical Perspective. Michelle Wilkersen, Northwestern University; Uri J. Wilensky, Northwestern University
A Complexity-Grounded Case for Integrating Computational, Quantitative, and Qualitative Methods. Manu Kapur, National Institute of Education - Singapore; John Voiklis, Teachers College, Columbia University; Michael J. Jacobson, University of Sydney
Toward a Framework for Cognitive Research Using Agent-Based Modeling and Complexity Sciences. Paulo Blikstein, Northwestern University; Dor Abrahamson, University of California - Berkeley; Uri J. Wilensky, Northwestern University
Discussant: Nora H. Sabelli, SRI International

41.024. Hypermedia and Multimedia Learning. Division C-Learning and Instruction
Manchester Grand Hyatt, Manchester Ballroom - Section D
12:25 pm to 1:55 pm
Chair: Nicolaos C. Valanides, University of Cyprus
Participants: Feedback During Learning With Hypermedia: Cognitive, Metacognitive, and Motivational Considerations. Daniel Charles Moon, Gustavus Adolphus College
The Impact of Feedback on Student Learning and Monitoring With Dynamic Visualizations. Jennifer L. Chiu, University of California - Berkeley
Countering Diagrammatic Narratives: The Effects of Animation on the Interpretation of Evolution. Camilla Faye Matuk, Northwestern University; David Henry Utal, Northwestern University
Cognitive Technologies in the Teaching and Learning of Statistics. Jared Bucker, Nova Southeastern University
Discussant: Paul L. Ayres, University of New South Wales

41.025. Metacognitive Monitoring and Learning. Division C-Learning and Instruction
Omni San Diego, Gaslamp 5
12:25 pm to 1:55 pm
Chair: Marcel VJ Veerman, Leiden University
Participants: Using Intra-Sample Statistical Analysis to Uncover the Relationship Between Monitoring Proficiences and Task Understanding. Vivek Venkatesh, Concordia University
Self-Monitoring and Knowledge Building in Learning by Teaching. Rod Roscoe, Vanderbilt University
Relations Among Goal Orientation, Comprehension Calibration, and Comprehension Performance in University Students. Mingming Zhou, Simon Fraser University
A Study on Learners’ Perception of Multiple-Perspective Learning and Their Perspective Preference. Yan Wang, New York University; Xiaodong Lin, Teachers College, Columbia University
Discussant: Jill D. Salisbury-Glenon, Auburn University

41.026. Redefining Boundaries of Mathematics Teaching for Latina/o Youth: Examining Community, Multistate, and Transnational Contexts. Division C-Learning and Instruction
Omni San Diego, Gaslamp 2
12:25 pm to 1:55 pm
Chair: Julia Aguirre, University of Washington - Tacoma
Participants: Latino Parents as Teachers of Mathematics: Examples of Interactions Outside the Classroom. Jose Maria Menendez, The University of Arizona; Marta Civil, The University of Arizona
Uncovering Teachers’ Perspectives: Concerns for Latino Students and Mathematics Achievement. Cynthia O. Anhalt, The University of Arizona; Maria Elena Rodríguez Perez, Universidad de Guadalajara, Mexico
Bilingual and ESL Teachers’ Perceptions of Integrating Contextualized Word Problems Into a Reform Curriculum for Latino Students. Sylvia Celedon-Pattichis, University of New Mexico; Sandra I. Mosant, University of New Mexico; Mary Elizabeth Marshall, University of New Mexico
Supporting Students Learning Mathematics: What Can We Learn From a Mexican Secondary? Rocchelle Gutierrez, University of Illinois - Urbana-Champaign
Discussant: Sandra M. Crespo, Michigan State University

41.027. Research on Teaching and Learning History. Division C-Learning and Instruction
Omni San Diego, Gaslamp 3
12:25 pm to 1:55 pm
Chair: Carolyn Omahony, Oakland University

Participants:

The Road to Ambitious Teaching: Creating Big Ideas in History Classes. S. G. Grant, Binghamton University - SUNY; Jill M. Gradwell, Buffalo State College - SUNY

Assessing Disciplinary Understanding and Reasoning in Students’ History Essays. Chauncey B. Monte-Sano, University of Maryland

The Impact of Digital Technology and the Need for Technological Pedagogical Content Knowledge: Lessons From the Virtual Historian With Canadian Students. Stephanie Levesque, University of Ottawa

The Past in Motion: Frameworks for Teaching History With Film. Alan Marcus, University of Connecticut; Scott Alan Metzger, The Pennsylvania State University; Richard J. Paxton, Pacific University; Jeremy D. Stoddart, College of William and Mary

Discussant: David Hicks, Virginia Polytechnic Institute and State University


Manchester Grand Hyatt, Manchester Ballroom - Section E 12:25 pm to 1:55 pm

Chairs: Natalie Rusk, Tufts University
Kylie A. Peppel, Indiana University - Bloomington

Participants:

Yasmin B. Kafai, University of Pennsylvania
Laura Beals, Tufts University
Marina U. Bers, Tufts University
Gail Breslow, Museum of Science, Boston
Robbin N. Chapman, Massachusetts Institute of Technology
Caitlin Kennedy Martin, Stanford University
Brigid J.S. Barron, Stanford University
Susie Wise, Stanford University
Amon D. Millner, Massachusetts Institute of Technology
Mitchel Resnick, Massachusetts Institute of Technology
Elisabeth Silvan, Massachusetts Institute of Technology

Discussant: Michael Cole, University of California - San Diego

41.029. The Role of Metacognitive Knowledge in Learning and Achievement. Division C-Learning and Instruction

Omni San Diego, Gaslamp 4 12:25 pm to 1:55 pm

Chair: Dawn C. Beza, Wilfrid Laurier University, Canada

Participants:

Metacognitive Knowledge and Regulation: The Connection to Academic Performance. Brianna M. Scott, National Collegiate Athletic Association

The Read-Write Cycle Project: Integrating Metacognition in Content Area Instruction. Roxanne Gretz Miller, Chapman University; Margaret Sanceda Curwen, Chapman University; Kimberly A. White-Smith, Chapman University; Robert Caffee, University of California - Riverside; Brett Schmidt, Chapman University

Use of Metacognitive Strategies in High- and Low-Critical-Thinking Performance: A Think-Aloud Approach. Yee Lai Kelly Ku, The Chinese University of Hong Kong; Irene T. Ho, The University of Hong Kong; Kit-Tai Hau, Chinese University of Hong Kong

The Role of Students’ Prior Knowledge and Metacognitive Skills in a Problem-Based Hypermedia Learning Environment. Saniye Tugba Bulu, Middle East Technical University, Turkey; Susan Pedersen, Texas A&M University

Discussant: Nancy E. Perry, University of British Columbia

41.030. Film, Photo, Video, and Song, Division D-Measurement and Research Methodology co-sponsored with SIG-Qualitative Research

Omni San Diego, Salon D 12:25 pm to 1:55 pm

Chair: Aaron M. Kurtz, The University of Alabama

Participants:

Researching and Writing Songs as Educative Tools in the Sharing of Maori and Indigenous Knowledge. Rãwiri Stephen Tinirau, Massey University; Debi Marshall-Lobb, Te Kura Kaupapa Maori o Manawatu

Tell Me About Your Picture: Using Photography as a Method to Engage Children as Co-Researchers. Annie Grugel, University of Wisconsin - Madison


Focus of Attention: Differences, Observation Notes, and Video and Audio Technologies in Data Gathering. Anne Reece, University of Washington

The Multilayered Qualitative Analysis of Multimodal Data: The Study of Identity in Youth-Produced Films. Erica Halverson, University of Wisconsin - Madison; David Woods, Wisconsin Center for Education Research; Michelle Beth Bass, University of Wisconsin - Madison

Discussant: Sharon F. Rallis, University of Massachusetts

41.031. Growth Modeling: Methods and Applications. Division D-Measurement and Research Methodology

Omni San Diego, Salon E 12:25 pm to 1:55 pm

Chair: Sheryl S. Lazarus, University of Minnesota

Participants:

An IRT-Based Linear Growth Model for Longitudinal Data. Xiaohai Zheng, University of California - Berkeley; Mark R. Wilson, University of California - Berkeley

Consistency of District Annual Yearly Progress (AYP) Determinations Across Three Types of NCLB Growth Models. Jennifer Nicole Beimers, University of Iowa

Modeling Growth in English Language Proficiency With Longitudinal Data Using the Latent Growth Curve Model. Zhen Wang, Pearson; Husein Taherbhai, Pearson; Ming Xu, New York State Education Department; Shuyan Wu, New York State Education Department

The Impact of Recent Changes to No Child Left Behind: How Growth Models and Index Systems Alter Trends Below Proficiency. Tracey Magda, University of Iowa; Andrew Dean Ho, University of Iowa

Discussant: Marc W. Julian, CTB/McGraw-Hill LLC


Omni San Diego, Gaslamp 4 12:25 pm to 1:55 pm

Chair: Feifei Ye, University of Pittsburgh

Participants:

Optimal Design in Three-Level Cluster Randomized Designs. Spyros Konstantopoulos, Boston College

Estimation of MIMIC Model Parameters With Multileveled Data. William Holmes Finch, Ball State University; Brian F. French, Washington State University

Two Approaches to Power Analysis in Two-Level Hierarchical Linear Models. Pan Yi, University of North Carolina - Chapel Hill; Matthew McBee, Frank Porter Graham Child Development Institute

Constructing a More Powerful Test in Three-Level Cluster Randomized Designs. Spyros Konstantopoulos, Boston College

Discussant: James A. Bovaird, University of Nebraska - Lincoln

41.033. Working Group Roundtable: Responding to Errors in High Stakes Assessments. Division D-Measurement and Research Methodology co-sponsored with Division I-Education in the Professions

Omni San Diego, Gallery 1 12:25 pm to 1:55 pm

Chair: Linda L. Cook, ETS

Participants:

Craig N. Mills, American Institute of Certified Public Accountants
Ronald J. Nungester, National Board of Medical Examiners
Lawrence J. Fabrey, Applied Measurement Professionals, Inc.
Susan M. Case, National Conference of Bar Examiners
Robert L. Brennan, University of Iowa
Barbara S. Plake, University of Nebraska - Lincoln
Stephen G. Sireci, University of Massachusetts
41.034. Counseling and Mental Health With Diverse Populations. Division E-Counseling and Human Development
San Diego Convention Center, Room 28B
12:25 pm to 1:55 pm
Chair: Christopher J. Mccarthy, University of Texas - Austin
Participants:
Counseling Muslim American Students in U.S. Public Schools. Shaza Khan, University of Rochester; Derek Seward
Effective High School Counseling for Latino/a High School Students. Vanessa Jeanette Ochoa, University of California - Los Angeles
Feminist Pastoral Counseling and the Self-Esteem of Female Christian Pastors in Taiwan. Yi-Fen Lin, Sam Houston State University; Genevieve H. Brown, Sam Houston State University; Beverly J. Irby, Sam Houston State University
Minority Stress and Mental Health of Lesbian, Gay, and Bisexual Individuals: Implications for Counseling Practice. Eric C. Chen, Fordham University; Ryan Androsovio, Fordham University; Vicky Ng, Fordham University
Discussant: James W. Lichtenberg, The University of Kansas

41.035. Life Outside of School: The Experiences of Children and Adolescents. Division E-Counseling and Human Development
San Diego Convention Center, Room 24B
12:25 pm to 1:55 pm
Chair: Cynthia A. Hudley, University of California - Santa Barbara
Participants:
Are They “Harried”? A Cross-Cultural Investigation of Middle-Class Children’s After-School Activity Patterns. Temi Bidjerano, Furman University; Joan Newman, University at Albany - SUNY
Culture, Motivation, and Vocational Choice: A Mixed-Method Investigation. Jae Yup Jung, University of New South Wales; John McCormick, University of Wollongong; Gary Gregory, University of New South Wales; Kerry Barnett, University of New South Wales
Discussant: Daniel A. Hart, Rutgers University

41.036. In the Name of Public Good? Revisiting the Business/Higher Education Relationship—Historical/Comparative Perspectives. Division F-History and Historiography
Manchester Grand Hyatt, Manchester Ballroom - Section A
12:25 pm to 1:55 pm
Chair: Edward P. St. John, University of Michigan
Participants:
Business and Higher Learning in the United States: How They Mixed and Why It Was Good for Both. Heinz Meyer, University at Albany - SUNY
“Shall the University Become a Business Corporation?” A Case Study of the Organizational and Functional Transformation of the University of Michigan in the Early Twentieth Century. Xia Li, University of Michigan
Universities in the Crossfire: Economic, Social, and Political Goals in the Finnish Degree Reform of the 1970s. Marja Jalava, University of Helsinki
Proprietary Precedents to the Business College, 1820-1920. Kevin P. Kinser, University at Albany - SUNY
Discussant: Edward P. St. John, University of Michigan

41.037. Questioning Boundaries in Race and Desegregation in the 18th, 19th, and 20th Centuries. Division F-History and Historiography
San Diego Convention Center, Room 3
12:25 pm to 1:55 pm
Chair: Patrice Preston-Grimes, University of Virginia
Participants:
The Pursuit of “Intellectual Manhood”: Higher Education and Male Youth in the American South, 1795-1861. Timothy Williams, University of North Carolina - Chapel Hill
“Assistance Without Control”? White Superintendents and Missouri’s Black Schools, 1865-75. Linda C. Morice, Southern Illinois University - Edwardsville; John W. Hunt, Southern Illinois University - Edwardsville
Nannie Helen Burroughs and Booker T. Washington: The Life and Work of Two African American School-Builders. Shantina Shannell Jackson, University of California - Berkeley
Why Did Communities Abandon the Racial Desegregation of Schools? Joseph L. Water, University of Dayton
Discussant: Wayne J. Urban, The University of Alabama

41.038. Division G Vice-Presidential Address: Carol D. Lee. Division G-Social Context of Education
San Diego Convention Center, Room 33B
12:25 pm to 1:55 pm
Participant:
Everyday Experience as Robust Learning Environments: Implications for Understanding the Cultural Foundations of Schooling and Our Science of Learning and Development. Carol D. Lee, Northwestern University

41.039. From Preservice and Professional Development to Teacher, Student and Family: The Contested Social Context of Cultural and Linguistic Students. Division G-Social Context of Education
San Diego Marriott Hotel & Marina, Torrey 1
12:25 pm to 1:55 pm
Chair: Kelle Rolstad, Arizona State University
Participants:
Deconstructing the Model Minority Myth: A Case Study of Chinese English Language Learners in Inner-City Schools. Jia (Joan) Li
The Impact of a Teaching-in-Mexico Program on the Development of Cultural Critical Consciousness. Jose M. Garcia-Paine, University of Colorado - Boulder; Kathy Escamilla, University of Colorado - Boulder
“Speaking Back [and Forth]”: Multiperspectival Dialogues as Embedded Professional Practice for English Language Learners. Patricia C. Paugh, University of Massachusetts - Boston
Discussant: Sharon H. Ulanoff, California State University - Los Angeles

41.040. Growing Alliances: Scholarship for Equity and Opportunity Across Divisions and SIGs. Division G-Social Context of Education
San Diego Marriott Hotel & Marina, Torrey 2
12:25 pm to 1:55 pm
Chairs:
Carla R. Monroe, University of Georgia
Garrett Albert Duncan, Washington University in St. Louis
Participants:
Joyce L. Epstein, Johns Hopkins University
Roslyn Michelson, University of North Carolina
Jerome E. Morris, University of Georgia
Discussant:
Tyrone C. Howard, University of California - Los Angeles

41.041. Interdisciplinary Crossings: Negotiating Change in Community-Driven Development. Division G-Social Context of Education
San Diego Convention Center, Room 31B
12:25 pm to 1:55 pm
Chair:
Joanne C. Larson, University of Rochester
Participants:
Narrating Identities: When “Race Matters” Mattered. Charlna Yvette Simmons, University of Rochester; Cameron Lewis, University of Rochester; Joanne C. Larson, University of Rochester
¿Y Nosotros, Qué? Circulations of Power in a Community Change Initiative. Maryam Razvi Padela, University of Rochester; Sandra Quinones, University of Rochester; Nancy M. Ares, University of Rochester; Stephanie E. Webster, University of Rochester
Community Coauthoring: Whose Voice Remains? Mindy Hopper, University of Rochester; Joanne C. Larson, University of Rochester; Stephanie E. Webster, University of Rochester
Discourse and Boundary Crossing in the Collective Organizing of Community Change. Kevin O’Connor, University of Rochester

Discussant:
Kris D. Gutierrez, University of California - Los Angeles

San Diego Convention Center, Room 31A
12:25 pm to 1:55 pm
Chair:
Ingrid Y. Seyer-Ochi, University of California - Berkeley
Participants:
But It’s Not Appropriate for School: Constituting Child Sexuality Through the (Imaginary) Public/Private Binary. Erica Misako Boas, University of California - Berkeley
Constructing Non-normative Gender and Sexuality Through Language. Susan Walker Woolley, University of California - Berkeley
Sex in the Stairwell. Darla Linville, The Graduate Center - CUNY
Queer Leadership Curriculum: Gender Non-Conformity in the Urban Classroom Setting. Lea Robinson, Suffolk University
Discussant:
Lance Trevor Mcevoy, OSIE/University of Toronto

41.043. The Pedagogy and Promise of Truth Tellin’: Researching Transformative Teaching in Our Own Image. Division G-Social Context of Education
San Diego Convention Center, Room 30E
12:25 pm to 1:55 pm
Chair:
Adrienne D. Dixson, The Ohio State University
Participants:
Seeing It for Themselves: Teaching the Truth to Urban Youth. Patrick Camangian, University of San Francisco
Block Biz: Liberatory Education and Truth Tellin’ in Chicago. David O. Stovall, University of Illinois - Chicago
Don’t Be No Punk: What Is a Pedagogy of Hope and Love in Times Like These? Jeffrey M. R. Duncan-Andrade, San Francisco State University
Discussant:
Antonia Darder, University of Illinois

San Diego Convention Center, Room 30D
12:25 pm to 1:55 pm
Chair:
Jie Yie Park, University of Pennsylvania
Participants:
Susan Bickerstaff, University of Pennsylvania
Cleo Y. Jacobs, University of Pennsylvania
Ian Bennett, University of Pennsylvania
Philippe Bourgois, University of California - Berkeley
Terri Lipman, University of Pennsylvania
Discussant:
Vivian L. Gadson, University of Pennsylvania

San Diego Marriott Hotel & Marina, San Diego Ballroom Salon C
12:25 pm to 1:55 pm
Chair:
Jean Maude Anyon, The Graduate Center - CUNY
Participants:
Finding Theory in Pedagogical and Personal Practices. Nabin Chae, The Graduate Center - CUNY; Daniel R Walsh, CUNY Graduate Center
Theory as an Unwelcome Guest. Amy Moran, The Graduate Center - CUNY; Ashleigh Thompson, City University of New York
Structural Oppression and the Power of Theory. Kiersten Greene, The Graduate Center - CUNY; Patricia Krueger, The Graduate Center - CUNY
Uses of Theory Work in Educational Research. Jean Maude Anyon, The Graduate Center - CUNY
Discussant:
Michael J. Dumas, California State University - Long Beach

41.046. Understanding Neoliberalism in Multiple Educational Contexts. Division G-Social Context of Education
San Diego Convention Center, Room 30C
12:25 pm to 1:55 pm
Chair:
Sabinah Elena Vaughn, Tufts University
Participants:
Hypercredentialing: Institutional Advantaging for Neoliberal Times. Peter Demerath, University of Minnesota
Reframing the Discourse of the Standards Movement: An Approach to Legitimize College Preparatory Programs. Siduri Hased, University of California - Los Angeles
The Final Piece of the Revitalization Puzzle? Public Schools and Urban Revitalization. Maia B. Cucchiara, Temple University
Three New Trends in Fourth-Wave Immigration and the Challenges to Schools and Educational Policies. Xue Lan Rong, University of North Carolina - Chapel Hill; Judith Preisle, University of Georgia
Discussant:
Ricky Lee Allen, University of New Mexico

41.047. Developing Collaborative Research Initiatives Across Disciplines: Bridging the Research-Practice Gap. Division H-Research, Evaluation and Assessment in Schools
Omni San Diego, Salon A
12:25 pm to 1:55 pm
Chair:
Madeline M. Hafer, Wisconsin Center for Education Research
Participants:
Laura A. Cooper, Evanston Township High School - IL
John B. Diamond, Harvard University
Suzezanne Donovan, SERP Institute
Ronald F. Ferguson, Harvard University
Dale Whittington, Shaker Heights City School District
Discussant:
Steve A. Henry, Topca Public Schools - Kansas

41.048. Improving Students’ Reading Achievement and English Language Through Identifying Effective Factors and Literacy Strategies. Division H-Research, Evaluation and Assessment in Schools
Omni San Diego, Salon B
12:25 pm to 1:55 pm
Chair:
Nancy R. Bauen, Wake County Public School System - North Carolina
Participants:
Identifying Effective Practices for Supporting American Indian Students Within Statewide Reading Initiatives: Two Studies. Naomi Hapert, Education Development Center, Inc.; Lee Pearce, Black Hills State University
The Success Rate of California’s English Learners in Becoming English Proficient Students: English Immersion Versus Bilingual Program. Renyi Liu, California Department of Education; Shuqin Guo, California Department of Education; Robert O. Bernstein, California Department of Education
Supporting Adolescent Learners Through Intensive Literacy Strategies and Instruction. Carolyn H. Hofstetter, University of California - San Diego; Betsy Strick, University of California - San Diego; Colin W. Ong-Dean, University of California - San Diego
Discussant:
Lydia A. D’Alois, Prince George’s County Public Schools, Maryland

41.049. Research on Moving Students to Graduation and Beyond. Division H-Research, Evaluation and Assessment in Schools
Omni San Diego, Balboa 4
12:25 pm to 1:55 pm
Chair:
James A. Salzman, Cleveland State University
Participants:
Improving High School Completion: Using School-Based Accountability Data to Inform Educational Research and Policies. Anna Nadirova, Alberta Education; John M. Burger, Alberta Education
Navigating Pathways to College: Evaluating a University-Based Access
Program for Urban High School Students. Cynthia Pineda-Scott, University of California - Los Angeles

Toward a Model of High School Completion: A Modified Socio-Cognitive Perspective. Catherine Lenna Polydore, Eastern Illinois University; Arturo Oliveira, University of Texas - El Paso; Kamau Oginga Siwatu, Texas Tech University; William Y. Lan, Texas Tech University

Predicting Developmental/Remedial Mathematics Course Taking in Minnesota Public Postsecondary Institutions. Geoffrey M. Maruyama, University of Minnesota; Mark L. Davison, University of Minnesota; Mayuko Simon, University of Minnesota; John Kellogg, University of Minnesota; Craig Schoenecker, Minnesota State Colleges and Universities

Discussant: Steven M. Cantrell, Bill and Melinda Gates Foundation

41.050. Faculty Satisfaction and Productivity in Higher Education. Division J-Postsecondary Education
San Diego Convention Center, Room 14A
12:25 pm to 1:55 pm

Chair: Carolyn Pearson, University of Arkansas - Little Rock

Participants:
Decomposing the Differences in Time Allocation, Research Productivity, and Satisfaction Between Latino and Non-Latino Faculty. Sylvia Martinez, Indiana University; Robert Kevin Tzotkoashian, Indiana University - Bloomington; John V Moore, Indiana University
Predicting International Faculty Satisfaction and Productivity Using Alternative Definitions and Institutional Characteristics. Donghun Kim, The University of Kansas; Lisa E. Wolf-Wendel, The University of Kansas; Susan B. Twombly, The University of Kansas; Hongwook Suh, The University of Kansas
Curiosity and Commercialization: Faculty Perspectives on Sponsored Research, Research Agendas, and Academic Science. Thomas E Perorazio, University of Michigan
Exploring the Role of Generational Difference in Faculty Satisfaction. Kate Quinn, University of Washington; James S. Antony, University of Washington

Discussant: Philo A. Hatcheson, Georgia State University

41.051. Faculty and Student Learners in Higher Education. Division J-Postsecondary Education
San Diego Convention Center, Room 11A
12:25 pm to 1:55 pm

Chair: Jesse Perez Mendez, Oklahoma State University

Participants:
Factors Shaping Faculty-Student Contact Outside of Class. Bradley E. Cox, The Pennsylvania State University; Patrick T. Terenzini, The Pennsylvania State University; Robert D. Reason, The Pennsylvania State University; Brenda Latovsky, University of Maryland - College Park
Faculty in an Emerging Field: Community College Developmental Reading/Writing Instructors' Pedagogical and Professional Development Practices. Nigar Farakish, Hudson County Community College
"In Other Words": The Challenges of EMI (English Mediated Instruction) in Internationalizing Korean Higher Education. Joook Paik, Soongsil University
Students' Perceptions of Characteristics of Effective and Flexible College Teaching. Julia Hyunjeong Yoo, University of Texas - Austin; Marilla D. Svinicki, University of Texas - Austin; Diane L. Schallert, University of Texas - Austin
Negotiating Learning in a PhD in Educational Studies. Phil Teetswenn, Brock University; Snazana Ratkovic, Brock University; Susan A. Tilley, Brock University

Discussant: Shederick A. McClendon, University of Massachusetts

41.052. Graduate Student Learning. Division J-Postsecondary Education
San Diego Convention Center, Room 14B
12:25 pm to 1:55 pm

Chair: Courtney Brown, Indiana University

Participants:
Blended Learning: A Milieu for Intellectual Work and Growth. Jane M. Agee, University at Albany - SUNY; Sedef Uzuner, University at Albany - SUNY; Ruchi Mehta, University at Albany - SUNY
Graduate Students’ Descriptions of Research-Teaching Relationships Across Academic Disciplines: Separating, Balancing, or Integrating Identities? Michelle A. Maher, University of South Carolina; Briana Crockett Timmerman, University of South Carolina; Melissa D. Hurst, University of South Carolina; Joana Angeline Gilmore, University of South Carolina
Research Values Revisited: The Next Phase of Defining Research Values and Attributes Across the Academic Spectrum. Melissa D. Hurst, University of South Carolina; Michelle A. Maher, University of South Carolina; Briana Crockett Timmerman, University of South Carolina; Joana Angeline Gilmore, University of South Carolina
"It’s an Image Thing": Doctoral Student Socialization at a Striving Research Institution. Susan K. Gardner, University of Maine

Discussant: Benita J. Barnes, University of Massachusetts - Amherst

41.053. “Urbanizing” Teacher Education Curricula to Prepare Community-Focused Teachers for City Schools. Division K-Teaching and Teacher Education
San Diego Convention Center, Room 31C
12:25 pm to 1:55 pm

Chair: Jane Fleming, Erikson Institute

Participants:
“Urbanizing” Educational Psychology. Marisha Humphries, University of Illinois - Chicago
Informing Teacher Preparation Through Interdisciplinary Research. Cassandra McKay, University of Illinois - Chicago
Familiarizing Teachers With High-Quality Urban Children’s Literature. Jane Fleming, Erikson Institute
Making Connections With Urban Community Organizations Through a Natural Science Project-Based Seminar. Marilyn K. Nishiumi, University of Illinois - Chicago
Examining Race, Class, and Gender Through Textual Response. Eleni Katsarou, University of Illinois - Chicago

41.054. Becoming a Teacher: Developing Teachers’ Knowledge and Understanding About Teaching. Division K-Teaching and Teacher Education
San Diego Convention Center, Room 33C
12:25 pm to 1:55 pm

Chair: Kelli Jo Kerry-Moran, Indiana University of Pennsylvania

Participants:
Constructing Professional Knowledge From Teaching and Learning Experiences in a Preservice Teacher Education Program. Shawn M. Bullock, Queen’s University
Preservice Teachers’ Construction of Becoming a Teacher. Christina C. McIntyre, Southern Illinois University; D. John McIntyre, Southern Illinois University; Grant R. Miller, Southern Illinois University; Kelly F Glassett, Southern Illinois University; Joyce E. Killian, Southern Illinois University; Cathy Mogharreban, Southern Illinois University - Carbondale
Role-Switching in the Development of Knowledge for Teaching. Jasmine Y. Ma, Vanderbilt University; Marcy Singer-Gabella, Vanderbilt University
The Evolution of Preservice Teachers’ Concerns About Teaching. Lisa F. Smith, University of Otago; Gaynor Corkery, University of Otago; Judy Buckley, University of Otago
Becoming Teachers: Examining How Two Preservice Elementary Teachers Use Language to Construct Teacher Identities. Anne Swenson Ticknor, University of Iowa

Discussant: Christy M. Moroye, University of Iowa

41.055. English as a Second Language: Preparing Teachers for Dealing With Issues of Language in the Classroom. Division K-Teaching and Teacher Education
San Diego Convention Center, Room 33A
12:25 pm to 1:55 pm

Chair: Marilyn Kaff, Kansas State University

Participants:
A Clash of Cultures: Exploring How Preservice Teachers Engage With a Secondary English Education Program. Peter M. Cowan, Indiana University; Tina Mickleborough, Indiana University; Frank William...
Discussant: Jennie A. Whitcomb, University of Colorado - Boulder

41.056. Examining Teachers’ Sense-Making: Struggle, Success, and Agency.
Division K-Teaching and Teacher Education
San Diego Convention Center, Room 32B
12:25 pm to 1:55 pm
Chair: Cynthia A. Bolton, University of South Carolina - Beaufort
Participants: Examining Successes and Struggles During the First Year: Implications for Teacher Education and Professional Development. Molly E. Romano, The University of Arizona
Teacher Accountability Without Agency: Mission Impossible? Diane R. Wood, University of Southern Maine; Betty Lou Whitford, University of Southern Maine
Teacher Learning: The Importance of Teachers’ Sense-Making of Workplace Conditions. Klaas Van Veen, University of Leiden; Rosanne Cathelijne Zwart, Vrije Universiteit; Jeroen G.M. Imants, Radboud University; Nijmegen; Jacobiene Meirink, Leiden University; Annemarieke Hoekstra, Northern Alberta Institute of Technology
“Above the Morass of the Classroom”: A New Zealand Professional Development Initiative for Experienced Teachers. Mike Taylor, Victoria University of Wellington - New Zealand; Penny Kinsella, Victoria University of Wellington - New Zealand; Anne Speirs Yates, Victoria University of Wellington - New Zealand; Luanna H. Meyer, Victoria University, Australia
Discussant: Thomas H. Levine, University of Connecticut

41.057. Explorations of Pedagogical Content Knowledge During Preservice Science Teacher Education Programs. Division K-Teaching and Teacher Education
San Diego Marriott Hotel & Marina, Marriott Hall Salon 2
12:25 pm to 1:55 pm
Chair: Julie A. Luft, Arizona State University
Participants: Jan H. Van Driel, Leiden University; Onno De Jong, Karlstad University; Pernilla Karin Nilsson, Halmstad University; Patrick Brown, Washington University in St. Louis; Patricia J. Friedrichsen, University of Missouri - Columbia; Sandra K. Abell, University of Missouri; J. John Laughren, Monash University; Amanda K. Berry, Monash University; Pamela Mulhall, Melbourne University
Discussant: Julie A. Luft, Arizona State University

41.058. Explorations of Teacher Identity in K-12 and University Settings.
Division K-Teaching and Teacher Education
San Diego Marriott Hotel & Marina, Torrey 3
12:25 pm to 1:55 pm
Chair: Nathalie Dionne Mizelle, San Francisco State University
Participants: Understanding New Teachers’ Professional Identity Through Metaphor. Lynn A. Thomas, University of Sherbrooke; Catherine Beauchamp, Bishop’s University;Identity Crises in Elementary Teachers Who Are Implementing New Mathematics Pedagogies. Joy Ann Osland, Michigan State University; The Identities We Teach: A Qualitative Study of Three Teachers’ Conceptual and Enacted Identities. Deborah Ann MacPhie, University of South Carolina - Aiken
Who Am I Now? Reconciling Past, Present, and Future Teacher Identities of Black Women Professors. Tambra O. Jackson, University of South Carolina; Catherine Lynne Packer, University of South Carolina; Michelle Jay, University of South Carolina
The Disposition of Hope in Teaching. Carrie J. Birmingham, Pepperdine University
Discussant: Luis Urrieta, University of Texas - Austin

41.059. Methodological Approaches to Investigating Science Teachers’ Cognitive Resources. Division K-Teaching and Teacher Education
San Diego Marriott Hotel & Marina, Manchester 1
12:25 pm to 1:55 pm
Chair: Melissa J. Luna, Northwestern University
Discussant: Corey Drake, Iowa State University

41.060. New Media, Gaming, and Globalization: Implications for Research and Practice. Division K-Teaching and Teacher Education
San Diego Marriott Hotel & Marina, San Diego Ballroom Salon A
12:25 pm to 1:55 pm
Chair: Korina M. Jocson, Washington University in St. Louis
Participants: Yasmin B. Kafai, University of Pennsylvania; James Paul Gee, Arizona State University; Sanjay Asthana, Middle Tennessee State University; Nicholas C. Burbules, University of Illinois
Discussant: Martin Haberman, University of Wisconsin - Milwaukee

41.061. Star Teachers of Children in Poverty: A Look at the Empirical Research Stemming From Haberman’s Vision of Good Teachers. Division K-Teaching and Teacher Education
San Diego Marriott Hotel & Marina, Marriott Hall Salon 1
12:25 pm to 1:55 pm
Chair: Beverly E. Cross, The University of Memphis
Discussant: Martin Haberman, University of Wisconsin - Milwaukee

41.062. Students of Color, Researchers of Color: Rigorous, Transformative Scholarship in and for Our Communities. Division K-Teaching and Teacher Education
San Diego Marriott Hotel & Marina, San Diego Ballroom Salon B
12:25 pm to 1:55 pm
Chair: Jason G. Irizarry, University of Connecticut
Participants: Kafi D. Kumasi, Wayne State University; Marcelle M. Haddix, Syracuse University; Benji Chang, University of California - Los Angeles
Discussant: Jason G. Irizarry, University of Connecticut
41.063. Teacher Knowledge and Classroom Outcomes: Research on Teacher Practice. Division K-Teaching and Teacher Education
Manchester Grand Hyatt, Manchester Ballroom - Section B
12:25 pm to 1:55 pm
Chair:
Patricia M. Cooper, New York University
Participants:
Disrupting the Inherited Circle of Knowledge and Gaze: Engaging Teacher Candidates in Alternative Narratives of Canadian History. Kent G. Den Heyer, University of Alberta; Laurence Abbott, University of Alberta
The Complex Effects of Teacher Qualifications, Teacher Self-Efficacy and Classroom Practices on Fifth Graders’ Reading Outcomes. Ying Guo, The Ohio State University; Carol M. Connor, Florida State University; Yanyun Yang, Florida State University; Alysia D. Roehrig, Florida Center for Reading Research; Frederick J. Morrison, University of Michigan
A Practice-Based Approach to Studying Teachers’ Knowledge in Reading. Geoffrey C. Phelps, University of Michigan; David J. Johnson, University of Michigan
Classroom Organization and Literacy Teaching: Experiences, Views, and Practices of New Teachers Over 3 Years. Clive M. Beck, OISE/University of Toronto; Clare Kosnik, University of Toronto; Julian D. Kitchen, Brock University; Kirsten Tenebaum, University of Toronto
Measuring Early Childhood Teacher Practice: A Valid and Reliable Method to Measure the Enacted Curriculum. Robert D. Carpenter, Eastern Michigan University; Susan B. Neuman, University of Michigan - Ann Arbor; Jenny Demonte, University of Michigan - Ann Arbor
Discussant:
Karen M. Douglas, International Reading Association

41.064. To Teach or Not to Teach: Teaching in and Preparing to Teach in Urban Schools. Division K-Teaching and Teacher Education
San Diego Convention Center, Room 32A
12:25 pm to 1:55 pm
Chair:
Bethany Brent, University of Wisconsin - Madison
Participants:
Urban, but Not Too Urban: Unpacking Teachers’ Desires to Teach Urban Students. Dyan Watson, Willamette University
Developing Moral Sensibility in an Urban Teacher Preparation Program. Joan L. Whipp, Marquette University; Sharon M. Chubbuck, Marquette University
Highly Mobile Students in Urban Schools: An Exploration of Teacher Attitudes. Lan Hue Quach, University of North Carolina - Charlotte; Laura Hoing, University of North Carolina - Charlotte; Chuang Wang, University of North Carolina - Charlotte
Asian American Teachers and Their Motivations for Teaching and Staying in Urban Public Schools. Jessica K. Kim, University of Pennsylvania
Discussant:
Patty Bode, Tufts University

41.065. Consequences and Evaluation of School Policies. Division L-Educational Policy and Politics
San Diego Convention Center, Room 21
12:25 pm to 1:55 pm
Chair:
Christopher A. Lubinski, University of Illinois - Urbana-Champaign
Participants:
Peering Inside the “Black Box” of Charter School Achievement: Case Studies of New York’s Highest Achieving and Most Improved Charter Schools. Jonah Liebert, Teachers College, Columbia University; Pearl R. Kane, Teachers College, Columbia University
Teacher Working Conditions in Charter Schools and Traditional Public Schools. Yongmei Ni, University of Utah
Discussant:
Julian Betts, University of California - San Diego

41.066. Determinants and Consequences of School Choice. Division L-Educational Policy and Politics
San Diego Convention Center, Room 22
12:25 pm to 1:55 pm
Chair:
Eric J. Brunner, University of Connecticut
Participants:
An Analysis of Public School Choice Information Distributed by the NYC Department of Education to Parents. Sarah Butler-Jessen, New York University
Resegregation Through Charter Schools: How Demographics of the Community Predict Charter School Implementation. Heather E. Price, University of Notre Dame
Multietnic Metropolitan School Desegregation and Housing Integration. Ross E. Mitchell, University of Redlands; Douglas E. Mitchell, University of California - Riverside; Michael Batie, University of California - Riverside
Plotting School Choice: The Challenges of Crossing District Lines. Erin Dillon, Education Sector
Discussants:
Courtney A. Bell, ETS
Kieran M. Killeen, The University of Vermont

41.067. Multiple Perspectives on Teacher Recruitment and Hiring. Division L-Educational Policy and Politics
San Diego Convention Center, Room 23A
12:25 pm to 1:55 pm
Chair:
Peter A. Youngs, Michigan State University
Participants:
Erin Grogan, Michigan State University
Ben Pogodzinski, Michigan State University
Mark R. Low, Michigan State University
Discussant:
Edward Liu, Rutgers University

41.068. Taking Inequality to Court: Opportunities and Challenges of Education Reform Through Litigation. Division L-Educational Policy and Politics
Manchester Grand Hyatt, Manchester Ballroom - Section F
12:25 pm to 1:55 pm
Chair:
Milbrey W. McLaughlin, Stanford University
Participants:
The Crucial Role State Courts Play in School Finance Reform. Michael Rebell, Teachers College, Columbia University
Courts as Context: Looking at Current Detracking Reform Through a Lens of Legal Rights. Kevin G. Welner, University of Colorado
Litigation and School Reform at the Local Level: A Case Study of the Ravenswood/California Department of Education Special Education Litigation. William S. Koski, Stanford University
The Role of Moral Claims in Education Litigation: An Examination of Williams v. California. Anne Rebecca Newman, Washington University in St. Louis
Moving Beyond Equity and Adequacy: New Approaches to Meet Students’ Needs. Mark Rosenbaum, ACLU of Southern California
Discussant:
Bruce D. Baker, Rutgers University

41.069. Action Research and Professional Schools: Developing Cultures of Inquiry to Bridge Gaps Between Research and Practice. SIG-Action Research
San Diego Convention Center, Room 4
12:25 pm to 1:55 pm
Chair:
Lonnie L. Rowell, University of San Diego
Participants:
Cross-Disciplinary Inquiry as a Tool. Steven A. Gelb, University of San Diego
Lessons From Advising Action Research Projects in Education. Noriyuki Inoue, University of San Diego
Teaching Collaborative Action Research in School Counseling: Challenging the Quick Fixes of Helpers. Lonnie L. Rowell, University of San Diego
Assessing the Impact of a New Funding Stream in School Counseling: A Collaborative Action Research Project. Chelse Petzel, University of San Diego
Discussant: Lea A. Hubbard, University of San Diego

41.070. Perspectives of Youth Development: Multicultural Themes and Contexts. SIG-Adolescence and Youth Development
San Diego Convention Center, Room 29A
12:25 pm to 1:55 pm
Chair: Laura C. Perez-Felkner, University of Chicago
Participants:
Friendship in Cultural Context: A Qualitative Study of How Chinese Adolescents and Their Mothers Understand Friendship. Xu Zhao, Harvard University
When Change Is the Only Consistency: The Case of Long-Term English Language Learners in Secondary Schools. Kate Menken, The Graduate Center - CUNY; Tatyana Kleyn, City College of New York - CUNY; Nabin Chae, The Graduate Center - CUNY
A Transdisciplinary Perspective on Multicultural Youth Engagement: Intersecting Education Research With Community Planning. Emily A. Wexler Love, University of Colorado - Boulder; Debra Flanders Cushing, University of Colorado
Discussant: Evelyn M. Reid, Webster University

41.071. Arts and the Power of Aesthetics. SIG-Arts and Learning
San Diego Convention Center, Room 26B
12:25 pm to 1:55 pm
Chair: Tracie E. Costantino, University of Georgia
Participants:
Embodying Aesthetics, Evocative Art Criticism. Boyd Eric White, McGill University
Lived Narratives for Aesthetic Inquiry. Nicole Renai Harper, Georgia Southern University
Show Me What You Know: Aesthetic Representations as Nontraditional Assessments in University Classrooms. Courtney Lambert Crim, University of Texas - San Antonio; Kimberly K. Cuero, University of Texas - San Antonio; Jennifer Brooks, North East Independent School District - TX
The Power to Transform: Implementation as Aesthetic Awakening. P. Bruce Uhrmacher, University of Denver; Caitlin Lindquist, University of Denver; Bradley M. Conrad, University of Denver
Discussant: Jeffrey K. Smith, University of Otago

41.072. Arts-Based Research in Education: Building on the Foundation. SIG-Arts-Based Educational Research
San Diego Marriott Hotel & Marina, Marina Ballroom Salon E
12:25 pm to 1:55 pm
Chair: Karinna Riddett Moore, University of Georgia
Participants:
What Bilingual Poets Can Do: Re-Visioning ESOL Education and Research for Poetic Inquiry. Melissa Misha Cahman-Taylor, University of Georgia
Disrupting Voices, Silences, and Telling Secrets: The Rigor of Qualitative Methods in Arts-Based Approaches. Kakali Bhattacharya, Texas A&M University - Corpus Christi
The Drama and Poetry of Qualitative Method. Johnny Saldana, Arizona State University
Three Forms of Visual Research. Richard E. Siegesmund, University of Georgia
Discussant: Candace Jesse Stout, The Ohio State University

41.073. Language Policy, Heritage Language, and Dual Language Education. SIG-Bilingual Education Research
San Diego Marriott Hotel & Marina, Columbia 3
12:25 pm to 1:55 pm
Chair: Elena Izquierdo, University of Texas - El Paso
Participants:
Between Constraints and Possibilities: Teachers as Mediators in Language Policy Implementation in Paraguay. Valentina Canese, Arizona State University
Immersion Programs in German Elementary Schools. Sandra Kristina Kuska, University of Kiel; Anna Chr. M. Zaubauer, University of Kiel; Jens Moeller, University of Kiel
Inventing and Disinventing the National in Heritage Language Schools in the United Kingdom. Adrian Blackledge, University of Birmingham, England
Perceived Impact of Two-Way Dual Immersion Programs on Latino Students’ Relationships in Their Families and Communities. Nicholas C. Block, Montebello Unified School District
Discussant: Patricia H. Stall, California State University - San Marcos

41.074. Advances in Cooperative Learning. SIG-Cooperative Learning: Theory, Research and Practice
San Diego Marriott Hotel & Marina, Rancho Las Palmas
12:25 pm to 1:55 pm
Chair: Roger T. Johnson, University of Minnesota
Participants:
Cooperative Learning Structured Through Handhelds: Results From a Randomized Trial in Elementary Mathematics Classrooms. Ken Rajzman, SRI International; Gucci Estrella, SRI International; Jeremy Roschelle, SRI International; Ruchi Tirumala Bhattacharya, SRI International
Effect of Graduate Students’ Levels of Study Coping and Examination-Taking Coping Strategies on Group Performance in Research Methodology Courses. Qun G. Jiao, Baruch College - CUNY; Kathleen M. Collins, University of Arkansas; Anthony J. Ongwuehuazie, Sam Houston State University
The Relationship Between Teamwork Skills and Team Flow in a Collaborative Learning Environment. Maria Loures De Hoyos, Austin Independent School District - TX; Paul E. Resta, University of Texas - Austin
The Development of Cooperation and Social Competence in Teacher Education. Marjolein Dobber, ICLON, Leiden University; Inne Vandyck, CETAR, VU University; Sanne Akkerman, IVLOS, Utrecht University; Rick de Graaff, IVLOS, Utrecht University; Jos J. Beishuizen, Vrije Universiteit; Albert Pilot, Utrecht University; Nico Verloop, Leiden University; Jan D.H.M. Vermunt, Utrecht University
Cooperative Learning Effectiveness With Undergraduate Hispanic Students. Bobbette M. Morgan, University of Texas - Brownsville; Ruth A. Keitz, University of Texas - Brownsville
Discussant: Cary J. Roseth, Michigan State University

41.075. Graduate Student Invited Poster Session. SIG-Critical Examination of Race, Ethnicity, and Gender in Education
San Diego Convention Center, Room 30A
12:25 pm to 1:55 pm
Chair: Theodorea Regina Berry, Independent Scholar
Participant: William C. Ayers, University of Illinois - Chicago
Discussant: Kimberly A. Scott, Arizona State University

41.076. Memory, Vision, and Bergamo/JCT in Motion. SIG-Critical Issues in Curriculum and Cultural Studies
San Diego Convention Center, Room 28C
12:25 pm to 1:55 pm
Chair: Adam Howard, Colby College
Participants:
(Re)creating Sites of Resistance to the “Nightmare That Is the Present”. Adam Howard, Colby College
Memory, Movement, Melancholy, and Method. Bruce Parker, Louisiana State University - Baton Rouge
What Does It Take to “Be International”? An Introspective Look at Accessibility Across Borders for Bergamo-JCT. Aliya M. Rahman, Miami University
Dynamics of Flow. Hongyu Wang, Oklahoma State University
Discussant: Janet L. Miller, Teachers College, Columbia University
41.077. Democratic Citizenship in Education Paper Session 2. SIG-Democratic Citizenship in Education
San Diego Convention Center, Room 28D
12:25 pm to 1:55 pm
Chair: James M. Mitchell, California State University - East Bay
Participants:
- An Evaluation of Civic Engagement/Democracy Education Online Resources.
  Ching-Fu Lan, Teachers College, Columbia University; Hui Soo Chae, Teachers College; Columbia University; George Nantw, Saint Peter’s College
- Characteristics of Student Dialogue in Citizenship Education. Jaap Schuitema, University of Amsterdam; Carla Van Boxtel, University of Amsterdam; Wiel M. Vugeler, University of Amsterdam; Geert Ten Dam, University of Amsterdam
- Citizenship Education in Prevocational Schools: Teachers’ Views and Students Views. Wiel M. Vugeler, University of Amsterdam; Helene Leenders, University of Amsterdam; Ewoud De Kat, SCO-KohnStamm InSitu

Discussant: Leesa K. Fawcett, York University

41.078. Theory and Doctoral Education Research. SIG-Doctoral Education Research
across the Disciplines
Omni San Diego, Balboa 1
12:25 pm to 1:55 pm
Chair: Catherine M. Millett, ETS
Participants:
- An Evaluation of Civic Engagement/Democracy Education Online Resources.
  Ching-Fu Lan, Teachers College, Columbia University; Hui Soo Chae, Teachers College; Columbia University; George Nantw, Saint Peter’s College
- Characteristics of Student Dialogue in Citizenship Education. Jaap Schuitema, University of Amsterdam; Carla Van Boxtel, University of Amsterdam; Wiel M. Vugeler, University of Amsterdam; Geert Ten Dam, University of Amsterdam
- Citizenship Education in Prevocational Schools: Teachers’ Views and Students Views. Wiel M. Vugeler, University of Amsterdam; Helene Leenders, University of Amsterdam; Ewoud De Kat, SCO-KohnStamm InSitu

Discussant: Ann E. Austin, Michigan State University

41.079. Math and Science Teaching and Learning in Early Childhood. SIG-Ecological and Environmental Education
San Diego Convention Center, Room 28A
12:25 pm to 1:55 pm
Chair: Peggy Clements, Education Development Center, Inc.
Participants:
- How Kindergarten Teachers Conceptualize Effective Math Instruction and Address Children’s Informal Mathematical Knowledge Within a Standards-Based Education System. Jae Eun Lee, University of Texas - Austin
- The Effectiveness of the Big Math for Little Kids Curriculum: Does It Make a Difference? Peggy Clements, Education Development Center, Inc.; Ashley E. Lewis, Education Development Center, Inc.
- Toddlers’ Spontaneous Attention to Number and Verbal Quantification Skills. Xia Li, University of Illinois - Urbana-Champaign; Arthur J. Baroody, University of Illinois
- Children’s Emerging Participation in Science Language and Practices: Creating Participation Structures in a Preschool Classroom. Joyce Mahler Duckles, University of Rochester; Lucia French, University of Rochester; Amy E. Cassata-Widera, Vanderbilt University; Yako Kato-Jones, University of Rochester; Kathleen M. Conezio

Discussant: Daniel Ness, Dowling College

41.080. Working the Disciplines in Ecological and Environmental Education Research. SIG-Ecological and Environmental Education
San Diego Marriott Hotel & Marina, Santa Rosa
12:25 pm to 1:55 pm
Chair: Constance L. Russell, Lakehead University
Participants:
- Being an Interdisciplinary Environmental Education Researcher. Nicole M. Ardoine, Stanford University
- Education for Worldview Change: Transdisciplinarity and the Planetary Ecological Crisis. Paul A. Morgan, West Chester University of Pennsylvania
- Inter- and Transdisciplinary Research Cooperation in Environmental Education. Jasmin Godemann, Universitat Luenburg
- Participation in Transdisciplinary Knowledge Production in Sustainable Development. Merritt Polk, Goteborgs University

Discussant: Bonnie B. Mullinix, Teaching Learning and Technology Group (TLT Group)
San Diego Marriott Hotel & Marina, Columbia I
12:25 pm to 1:55 pm
Chair: Eugene E. Garcia, Arizona State University
Participants:
Comparing Mexican Transnational Students’ School Experiences in the United States. Edmund T. Hamann, University of Nebraska - Lincoln; Victor Zúñiga, University of Monterrey; Juan Sanchez Garcia, Normal School, Miguel F. Martinez
Beyond the Obvious: Assumptions as Barriers to Culturally Relevant Pedagogy. Stephanie Wexels, University of Nebraska; Melissa Ann Holmes, Kansas State University; Sacorro Herrera, Kansas State University
Does Out-Migration Improve Educational Opportunity for Those Left Behind? Evidence From Mexico’s Mixteca Alta. Adam Samuel Winslow Sawyer, Harvard University
Literacy Development of Three Mexican Third Graders: Assessing the Influence of the Home, the School, and the Classroom. Bryant T. Jensen, Arizona State University
Discussant: Angela Valenzuela, University of Texas - Austin

San Diego Marriott Hotel & Marina, San Francisco
12:25 pm to 1:55 pm
Chair: Susan Heredia, California State University - Sacramento
Participants:
Addressing the “Wicket Problem of Education”: A View From After School. Olga A. Vasquez, University of California - San Diego; Angelica Marcello, University of California - San Diego
Identifying the Familial, Social, Educational, and Personal Implications of “Staying Behind and Reuniting” in the Lives of Children of Transnational Dominican Immigrants: Educational, Sociological, and Anthropological Implications. Luis Carro, Univ. of Valladolid / Faculty of Education & Social Work; Martha A. Montero-Sieburth, University of Amsterdam; Lidia Cabrera, University of La Laguna
Puerto Rican Teacher’s Cultural Capital Enhances Academic Achievement. Yvonne E. Gonzalez-Rodriguez, Rowan University
Variations in Latino Fathers’ School Involvement. Veronica Terriquez, University of California - Los Angeles
Discussant: Alejandro J. Gallard, Florida State University

San Diego Convention Center, Room 30B
12:25 pm to 1:55 pm
Chairs: Sandy M. Grande, Barnard College; Susan C. Faircloth, The Pennsylvania State University
Participants:
Malia Villegas, Harvard University
Eve Tuck, SUNY - College at New Paltz
Megan Bang, Technical Education Research Centers (TERC)
Tarajean Yazzie-Mintz, Indiana University
Adreanne Ormond, The University of Auckland
Discussant: Sandy M. Grande, Barnard College

41.088. Supporting Learning With Technology. SIG-Instructional Technology
Manchester Grand Hyatt, Madeleine Room C
12:25 pm to 1:55 pm
Chair: Christy Goldbach Keeler, Consultant and Independent Researcher
Participants:
A Model for Designing Video-Based Advanced Organizers Grounded in Human Cognition. Mohamed Ibrahim, Tulia Community College; Pavlo Antonenko, Oklahoma State University
Scaffolding Problem-Solving Processes: Learning From Scientific Inquiry With Metacognitive Prompts. Wei Chen Hung, Northern Illinois University; Ifeng Jeng, Indiana University
The Effects of Agent Emotional Support and Motivational Messages on Learning, Math Anxiety, and Motivation. E. Shen, Florida State University; John M. Keller, Florida State University
The Impact of Asynchronous Audio Feedback in the Dissertation Advising Process. Marie V. Simonsson, University of Texas - Pan American; Lori Kupczynski, University of Texas - Pan American; Phillip Ice, American Public University System; Anita Pankake, University of Texas - Pan American
The Impact of Scaffolds and Self-Directedness in Computer-Mediated, Problem-Based Learning. Srijana Chilakamarri, Arizona State University; Yiju Su, Arizona State University; James D. Klein, Arizona State University
Discussant: Thomas C. Reeves, University of Georgia

41.089. International Perspectives on School Reform. SIG-International
Studies co-sponsored with Division G-Social Context of Education, SIG-Comprehensive School Reform
San Diego Convention Center, Room 25B
12:25 pm to 1:55 pm
Chair: Stefan Thomas Hopmann, University of Vienna
Participants:
“Mock Reform”: The Role of International Actors in Moldovan Education Reform and Implications for Other Transitional States. Elizabeth A. Anderson, American University
Taiwan’s Ban on Corporal Punishment: Teachers’ Perceptions of Impact and Meaning. Yi-Ching Chiang, Roger C. Houshe, The Pennsylvania State University
Becoming Active Citizens in a Global Age: A Study of Two Schools. Merry M. Merryfield, The Ohio State University
Evaluation of International Education Masters Programs Based on Standards and Benchmarks: A Model. David A. Urias, Drexel University; Michel L. Miller, Drexel University
Discussant: Donald K. Sharpes, Arizona State University

41.090. Fostering Critical Dialogue Across Educational Settings. SIG-Language and Social Processes
Omni San Diego, Gallery 3A
12:25 pm to 1:55 pm
Chair: Louise B. Jennings, University of South Carolina
Participants:
Fostering Critical Dialogue Across Educational Settings. Louise B. Jennings, University of South Carolina; Tasha Marie Troyt Luman, University of South Carolina; Pamela C. Jevett, University of South Carolina; Mariana Souto-Manning, University of Georgia; Jennifer L. Wilson, University of South Carolina
Discussant: Stacie L. Tate, American University

41.091. Leadership That Facilitates Qualities of School Improvement. SIG-Leadership for School Improvement
**41.092. Teacher Leader Program Development: Universities Respond to the Field. SIG-Learning and Teaching in Educational Leadership**
San Diego Convention Center, Room 17A
12:25 pm to 1:55 pm

**Chair:** Sara Ray Stoelinga, Consortium on Chicago School Research

**Participants:**
- Teacher Leader Program Development: Results From a National Survey. Melinda M. Mangin, Michigan State University
- Bridging the Chasm Between Leadership and Instruction: The Masters in Instructional Leadership Program (MIL) at the University of Washington. Chyan Galucci, University of Washington
- The Evolution of a Teacher Leadership Masters Program: The Leadership in Education Program at the University of Minnesota. Jennifer Yorke-Barr, University of Minnesota
- Teacher Leader Program Development: In Compliance With the State at the University of Illinois at Chicago. David Mayrowetz, University of Illinois - Chicago; Mark A. Smylie, University of Illinois

**Discussant:** Mark A. Smylie, University of Illinois

**41.093. Issues in Middle Grades Education. SIG-Middle-Level Education Research**
San Diego Marriott Hotel & Marina, Mission Hills
12:25 pm to 1:55 pm

**Chair:** Steven L. Turner, Kent State University

**Participants:**
- Educating Students With Insecure Attachment Histories: The Role of Teachers as Attachment Figures for Early Adolescents. Brianna Kennedy, University of Southern California
- How Middle School Interdisciplinary Teams Define Themselves in the Context of No Child Left Behind. Marilyn Jean Taylor, University of Hawai’i
- “It All Depends…” Middle School Teachers Evaluate Single-Sex Classes. Frances R. Spielhagen, Ph.D., Mount Saint Mary College
- Classroom Activities in Eighth-Grade Science Classes and Student Achievement: Evidence From TIMSS 2003. Kassum Singh, Virginia Polytechnic Institute and State University; Yun Mo, Virginia Polytechnic Institute and State University; Mido Chang, Virginia Polytechnic Institute and State University

**Discussant:** Keith Tilford, Illinois State University

**41.094. Motivation in Education SIG Invited Address. SIG-Motivation in Education**
San Diego Convention Center, Room 29C
12:25 pm to 1:55 pm

**Chair:** Michael J. Middleton, University of New Hampshire

**Participant:** Intervening to Enhance Students’ Reading Motivation and Comprehension: Lessons Learned and New Directions. Allan L. Wigfield, University of Maryland – College Park

**41.095. PEA 40th Anniversary Session: Education Interest Groups, Coalitions, and Community Power. SIG-Politics of Education**
San Diego Convention Center, Room 23B
12:25 pm to 1:55 pm

**Chair:** Kathryn A. McDermott, University of Massachusetts - Amherst

**Participants:**
- Censorship in a Rural Pennsylvania School: A Case of Strong Special Interests and Weak Leadership. Erin Carol McHenry-Sorber, The Pennsylvania State University
- The Politics of Coalitions in State Educational Policy Making: The Formation, Maintenance, and Importance of Short- and Long-Term Coalitions. Tamara Y. Young, North Carolina State University; Marla Saterica Sanders, Francis Marion University; Wayne Dan Lewis, North Carolina State University
- Community Power and Influence in School Closure Decisions. Kara S. Finnigan, University of Rochester; Mark Lavner, Camadigaua City School District

**Discussant:** Carolyn D. Herrington, Florida State University

**41.096. Framing “the Child”: Opening Up Methodology in Early Childhood Research. SIG-Qualitative Research**
Omni San Diego, Gallery 2
12:25 pm to 1:55 pm

**Chair:** Maggie MacIver, Manchester Metropolitan University

**Participants:**
- Cinematic/Ethnographic Spectatorship: Caricatures and Deprivation. Rachel Holmes, Manchester Metropolitan University
- Framing Children: Looking at Observation. Christina MacRae, Manchester Metropolitan University
- “Dissimulation, Ruse, and Perfidy”: The Veil of Writing. Elizabeth Mary Jones, Manchester Metropolitan University; Maggie MacIver, Manchester Metropolitan University

**Discussant:** Gale S. Cannella, Tulane University

**41.097. Urban Renewal: Rethinking Education for Optimizing the Success of African American Males. SIG-Research Focus on Black Education**
San Diego Marriott Hotel & Marina, Columbia 2
12:25 pm to 1:55 pm

**Chair:** La Mont Terry, University of California - Los Angeles

**Participants:**
- The Black Male Youth Academy. Curtis Levern Lewis, Michigan State University; Marini Calette Lee, Michigan State University
- Promoting Academic and Social Success: A Summer School Mentoring Program for Young Men of Color. Curtis Lovern Lewis, Michigan State University

**Discussant:** Marvin Lynn, University of Illinois - Chicago

**41.098. Measuring the Current and Future Lives of College Student Athletes. SIG-Research Focus on Education & Sport**
San Diego Marriott Hotel & Marina, Torrance
12:25 pm to 1:55 pm

**Chair:** John McArdle, University of Southern California

**Participants:**
- Long-Term Educational Outcomes and Aspirations From SCORE. John McArdle, University of Southern California
- Improving Predictions of Academic and Health Outcomes for College Student-Athletes. Thomas S. Pashas, National Collegiate Athletic Association
- Athletic Competition and Contact Among Students of Different Ethnicities. James S. Jackson, University of Michigan

**Discussant:** Keith Widaman, University of California - Davis
41.099. Teachers’ Knowledge and Perceptions of Mathematics Teaching, SIG-Research in Mathematics Education
San Diego Convention Center, Room 5A
12:25 pm to 1:55 pm
Chair: Gerald Kulin, Texas A&M University
Participants:
Chinese Teachers’ Knowledge of Teaching Whole Number Division with Multiple Digits. Shuhua An, California State University - Long Beach; Zhonghe Wu, National University; Song An, Texas A&M University.
Developing Procedural Proficiency With Conceptual Understanding and Beyond: The Case of Teaching and Learning Fraction Division in China. Yeping Li, Texas A&M University; Xi Chen, Texas A&M University - College Station; Roning Huang, Texas A&M University.
Chinese Master and Novice Teachers’ Views of Good Mathematics Classroom Instruction. Roning Huang, Texas A&M University; Yeping Li, Texas A&M University.
Mathematics Teachers’ Preferential Uses of Knowledge for Teaching and the Intervention of Personal Perceptions and Experiences. Xiaohui Li, California State University - Long Beach.
Discussants: Shiqi Li, East China Normal University; Carl Kalani Beyer, National University.

41.100. Texts and Teaching Practices. SIG-Research in Reading and Literacy
San Diego Convention Center, Room 29B
12:25 pm to 1:55 pm
Chair: Marilyn J. Chambliss, University of Maryland
Participants:
A Tale of Two Settings: A Story of Professional Development in Content-Area Literacy Instruction. Amy Alexandra Wilson, University of Georgia; Michael Boatright, University of Georgia.
Investigating the Readability of the Florida Comprehensive Assessment Test (FCAT) Reading Test Through Linguistic Analysis. Chu-Chuan Chiu, University of Florida; Ivy Hao Yin Hsieh, San Houston State University.
But I Know It Worked: Unpacking Content Teachers’ Perceptions About the Effects of Literacy Strategies on Student Achievement. Kelly Feighan, Research for Better Schools; Debra Coffey, Research for Better Schools.
How the High-Stakes Climate Positioned Two Fourth-Grade Teachers and Shaped Their Literacy Instruction. Theodore B. Kesler, Queens College - CUNY.
Discussant: Mark William Conley, The University of Memphis.

41.101. The Next “Greatest” Generation: Investigating the Promise of Millennial Preservice Teachers. SIG-Research in Social Studies Education
San Diego Convention Center, Room 29D
12:25 pm to 1:55 pm
Chair: Janet E. Alleman, Michigan State University
Participants:
Sherry L. Field, University of Texas - Austin; Antonio J. Castro, University of Texas - Austin; Michelle Bauml, University of Texas - Austin; Deborah L. Morowski, Auburn University; Brent E. Hasty, University of Texas - Austin.
Discussant: John W. Saye, Auburn University.

41.102. Negotiating Roles and Realities: Gender Influences in the University Setting. SIG-Research on Women and Education
Omni San Diego, Gallery 3B
12:25 pm to 1:55 pm
Chair: Wynnetta Scott-Simmons, Mercer University
Participants:
Implementing Feminist Pedagogy in Instructional Technology Courses for Preservice Teachers. Terti L. Sosa, Saint Joseph’s University.
Inside the Double Bind: Women of Color in Science, Technology, Engineering, and Mathematics. Maria (Mia) Ong, Technical Education Research Centers (TERC); Loredale Espinosa, University of California - Los Angeles; Carol A. Wright, TERC / MIT.
Negotiating Multifaceted Roles and Identities: Describing the Experiences of Six Female Master of Education Students. Christina Skorobohatz, Brock University.
Safety Nets: Gender and Social Capital for Women PhD Students in Engineering. Shelley K. Erickson, Arizona State University.
Understanding the Parental Influence of Engineers in the College Major Choice of Their Daughters. Herbert Louis Hoffman, University of Washington; Timothy St Louis, University of Wisconsin; Jennifer L. Hoffman, EDLPS.
Discussant: Carolyn S. Ridemour, University of Dayton.

San Diego Marriott Hotel & Marina, Marriott Hall Salon 5
12:25 pm to 1:55 pm
Chair: Carol Huang, City College of New York - CUNY
Participants:
Asian American Women in the Academy. Shwayi Leu, Saint Xavier University.
How Does Diversity Really Matter? My Experiences of Being First-Year Faculty in a Small Liberal Arts College. Shujun Chen, University of Illinois.
Teaching About Racism as a Foreign Faculty Member. Jung - Ah Choi, Governors State University.
In/Outside the Teaching Machine: A Stitched Herstory. Carol Huang, City College of New York - CUNY.
Growth in Academia: Adjustment and Adaptation of an International Female Faculty Member. Teresa Chen, California State University - Long Beach.
Discussant: (Re)thinking Success: One Scholar’s Journey in Academia. Kimberly Woo.

41.104. Restorative Justice, School Safety, and Discipline: International Perspectives. SIG-Safe Schools and Communities
San Diego Marriott Hotel & Marina, Warner Center
12:25 pm to 1:55 pm
Chair: Dennis L. White, The George Washington University
Participants:
Beyond Discipline: Suspension, Expulsion, and the Road to Restorative Justice. Elizabeth Vazquez, University of California - Los Angeles; Anita Kumari Walheva, Harvard University.
Interpreting Restorative Justice for the Effective Building of Safe School Communities. Dorothy Vaandering, University of Western Ontario.
Teachers Are Afraid We Are Stealing Their Strength: Discipline and Restorative Practices in Scottish Schools. Gwynedd Lloyd, University of Edinburgh; Joan Stead, University of Edinburgh.
Discussant: Brenda Elizabeth Morrison, Simon Fraser University.

41.105. Theoretical Perspectives and Models of School Effectiveness. SIG-School Effectiveness and School Improvement
Omni San Diego, Balboa 3
12:25 pm to 1:55 pm
Chair: Arie J. van der Ploeg, Learning Point Associates
Participants:
Generic and Differential Effects of Factors and Dimensions of the Dynamic Model of Educational Effectiveness. Bert P Creemers, University of Groningen; Leonidas Kyriakides, University of Cyprus.
Closing the Gap in Performance With a Reading First Program: A Longitudinal Study in Vermont. Herman W. Meyers, The University of Vermont; Hadey Woodside-Iron, The University of Vermont.
How Does Leadership Affect Student Achievement? Karen R. Seashore, University of Minnesota; Kyla L. Wahlstrom, University of Minnesota; Beverly J. Dretzke, University of Minnesota.
Target Effects on Student Learning Gains in First Grade: Which Aspects Matter Most? Tinka-boon, Catholic University of Leuven - Belgium; Jan A. Van Damme, Catholic University of Leuven - Belgium; Patrick Mjl Ongheena, Catholic University of Leuven - Belgium.
Discussant: Charles B. Teddie, Louisiana State University.
41.106. Teachers’ and Students’ Physical Science Perspectives. SIG-Science
Teaching and Learning
Manchester Grand Hyatt, Madeleine Room B
12:25 pm to 1:55 pm
Participants:
Can Assessment of Student Conceptions of Force Be Enhanced Through Linguistic Simplification? A Rasch Model Common Person Equating of the FCI and the SFCl. Sharon E. Osborn Popp, Arizona State University; Jane C. Jackson, Arizona State University
Reforming the Teaching and Learning of the Macro/Submicro/Symbolic Representational Relationship in Chemical Education. David F. Treagust, Curtin University of Technology, Australia; John Gilbert, University of Reading - United Kingdom
Speaking Across Levels: Teacher and Student Perspectives of Chemistry. Mike Steff, University of Maryland - College Park; Minjung Ryu, University of Maryland - College Park; Jason Yip, University of Maryland - College Park
Three Teachers’ Approaches to Content-Embedded Inquiry-Based Instructional Practice. Julie Brockman Smart, Clemson University; Jeff C Marshall, Clemson University
What Do Teachers’ Concept Maps Tell Us About Their Knowledge of Semiconductors? Marissa S. Rollnick, Wits University; Phatuwani Mandalamo, Wits University

41.107. Teaching Social and Emotional Learning in a Global Classroom. SIG-Social and Emotional Learning
San Diego Marriott Hotel & Marina, Newport Beach
12:25 pm to 1:55 pm
Chair: Victoria Lee Blakeney, Anchorage School District - AK
Participant: Christine Garbe, Anchorage School District - AK
Discussant: Enil Silverstein, Anchorage School District - AK

41.108. Multi-tiered Instruction for Students with Disabilities. SIG-Special Education Research
Omni San Diego, Balboa 2
12:25 pm to 1:55 pm
Chair: Martyn Rouse, School of Education
Participants:
Study of Tiered Middle School Literacy Instruction: Targeting English Learners With and Without Learning Disabilities. Anne W. Grueve, San Diego State University; Luke S. Duesbery, San Diego State University; Regina Brandon, San Diego State University; Angela Stephens McIntosh, San Diego State University; Nicole Faye Block, San Diego State University
The Successes and Challenges of Response to Intervention: A Case Study of RTI Implementation. Michelle Kristin Kimmel, University of California - San Diego
Investigating the Effects of a Response to Intervention Framework in New York City. Katherine D. Stahl, New York University; Roxe Vukovic, New York University; Annette Keane, New York University
Response to Intervention: The New Continuum? Beth A. Ferri, Syracuse University
Discussant: Brian A. Bottge, University of Kentucky

San Diego Convention Center, Room 27B
12:25 pm to 1:55 pm
Chair: Karen L. Nylund-Gibson, University of California - Santa Barbara
Participants:
When Good Analyses Go Bad: Treating Class Membership as an Observed Variable. Shannon L. Clark, University of California - Los Angeles; Bengt Muthen, University of California - Los Angeles
The Consequences of (Latent) Classes: Results of a Simulation Study Evaluating Approaches to Specifying and Testing the Effects of Latent Class Membership on Distal Outcomes. Katherine E. Mayn, University of California - Davis
A Mixture Model Approach to Mediation. Ginger Lockhart Burrell, Johns Hopkins University / Arizona State University; David Mackinnon, Acadia University
Two-Level Regression Mixture Modeling. Bengt Muthen, University of California - Los Angeles; Tihomir Asparouhov, Muthén & Mathéin Inc., Los Angeles
Discussant: Karen L. Nylund-Gibson, University of California - Santa Barbara

41.110. Lifelong Learning: From Definition to Intervention. SIG-Studying and Self-Regulated Learning
San Diego Marriott Hotel & Marina, Oceanside
12:25 pm to 1:55 pm
Chairs: Michaela Schmidt, Technical University of Darmstadt; Berhard Schmitz, Institute of Psychology University of Darmstadt
Participants:
How to Encourage Lifelong Learning (LLL) in School? Theoretical Specifications and Implementation of a Training Program. Marko Luefenegger, University of Vienna, Institute of Psychology; Monika Finstervald, University of Vienna, Institute of Psychology; Barbara Schober, University of Vienna, Faculty of Psychology; Petra Wagner, Christiane Spiel, University of Vienna, Faculty of Psychology
Promoting Engagement in Lifelong Learning: Katarina Salmela-Aro, Helsinki Collegium for Advanced Studies; Jukka Vuori, Institute of Occupational Health, Helsinki, Finland
Promoting Lifelong Learning: Training Programs to Improve Postgraduate Students’ Self-Regulation. Michaela Schmidt, Technical University of Darmstadt; Berhard Schmitz, Institute of Psychology University of Darmstadt
Self-Regulated Learning With Digital Media as an Aspect of Life-Long Learning: Results From a Study Using the Thinking-Aloud Method. Markus Dresel, University of Augsburg
Participants: Christiane Spiel, University of Vienna, Faculty of Psychology; Katarina Salmela-Aro, Helsinki Collegium for Advanced Studies; Michaela Schmidt, Technical University of Darmstadt; Markus Dresel, University of Augsburg
Discussant: Adam Moylan, University of California - San Francisco

41.111. Scale and Design Considerations in Survey Research. SIG-Survey Research in Education
San Diego Marriott Hotel & Marina, Pacific
12:25 pm to 1:55 pm
Chair: Randall E. Schumacker, The University of Alabama
Participants:
A Design Approach to Online Survey Research: Lessons Learned From Gottesman Libraries. Eric Strome, Teachers College, Columbia University; Adam Mitchinson, Teachers College, Columbia University; Hui Soo Chae, Teachers College, Columbia University
How Often Is “Often” Revisited: The Meaning and Linearity of Vague Quantifiers Used on the National Survey of Student Engagement. Ali Korkmaz, Indiana University - Bloomington; Thomas F. Nelson Laird, Indiana University; Pu-Shih Daniel Chen, University of North Texas
Measuring the Mathematical Attitudes of Elementary Students: The Effects of a 4-Point or 5-Point Likert Scale. Jill L. Adelson, University of Connecticut; D. Betsy McCoach, University of Connecticut
A Novel Approach to Detecting Satisfiers in Survey Design. Jason McGilvray Dixon, The University of Queensland; George A. Johanson, Ohio University
Discussant: Michaela Schmidt, Technical University of Darmstadt

41.112. Perspectives on Technology and Educational Change. SIG-Technology as an Agent of Change in Teaching and Learning
Manchester Grand Hyatt, Madeleine Room D
12:25 pm to 1:55 pm
Chair: Neel Struddler, University of Nevada - Las Vegas
Participants: Gene E. Hall, University of Nevada - Las Vegas
41.113. Technology, Instruction, Cognition, and Learning III: Cognitive Load in Learning and Technology, SIG-Technology, Instruction, Cognition and Learning
Manchester Grand Hyatt, Del Mar
12:25 pm to 1:55 pm
Chair: Lynne R. Schrum, George Mason University
Participants:
A Follow-Up Study of the Effects of Student-Written Wiki-Based Textbooks on Preservice Teachers’ Epistemological Beliefs. Zhongtang Ren, Old Dominion University; Peter B. Baker, Old Dominion University; Jennifer Jill Kidd, Old Dominion University; Donald Myers, Old Dominion University; Alice Wakefield, Old Dominion University; David Blackburn, Old Dominion University
Learning as Guided Navigation: Using Automatically Generated Knowledge Maps to Facilitate Learning and Decision-Making. Pablo Nicolai Orsay-Dummer, University of Freiburg - Department of Educational Science; Inka Sara Hähnlein, University of Freiburg; Claudia Muth, University of Freiburg; Rebecca Navratil, University of Freiburg
Measuring Learners’ Cognitive Load in Complex Problem Solving: A Convergent Approach. Robert Zheng, University of Utah; Anne Cook, University of Utah
That’s the Way! Exploring the Transition of Cognitive Structures From Mental Models to Schemata. Dirk Jentschke, University of Freiburg; Jung-Mi Lee, Florida State University; Norbert M. Seel, University of Freiburg, Germany
Using Evidence-Centered Design for Learning to Examine the ASSISTments System. Mingyu Feng, Worcester Polytechnic Institute; Eric G. Hansen, ETS; Diego Zapata-Rivera, ETS
Discussant: Peter Fadde, Southern Illinois University

41.114. Learning in the Workplace: Final Findings From the U.K. Teaching and Learning Research Programme, SIG-Workplace Learning
San Diego Convention Center, Room 28E
12:25 pm to 1:55 pm
Chair: Alan John Brown, University of Warwick
Participants:
Researching Emergent Practices: Learning in and for Inter-Professional Collaborations. Anne Edwards, University of Oxford; Harry Daniels, University of Bath
Learning in Work Placements of University Students. Michael R. Eraut, University of Sussex
Discussant: Miriam E. David, Institute of Education - London

41.115. Involving Young People as Collaborators in Educational Research: Insights on Challenges and Opportunities in the New Zealand Context. SIG-Technology, Instruction, Cognition and Learning
San Diego Convention Center, Room 24C
12:25 pm to 1:55 pm
Chair: Lynley H. Anderman, The Ohio State University
Participants:
“Some People Don’t Really Bother Asking You Questions Like That”: Children’s Theories About Emotion and Learning in the Elementary School Classroom. Veronica O’Toole, University of Canterbury
“Critical Literacy Gets Your Brain Thinking”: How Listening to Young People Can Enhance Our Understandings of Critical Literacy. Susan Sandretto, University of Otago
“Just Tell Us What to Do, So We Can Get on With It”: Exploring Co-Research With Secondary Students. Lia de Vocht-van Alphen, Te Tari Puna Ora o Aoteaorua/New Zealand Childcare Association
Student Voice: Is It All Nice and Positive, and Simple and Easy? Vanessa Andreotti, University of Canterbury
Discussant: Alison Cook-Sather, Bryn Mawr College

41.116. Journal Talks — Session 2. AERA Session
San Diego Convention Center, Ballroom 6A
12:25 pm to 1:55 pm
Tables:
1. 5 EAR (Educational Action Research: An International Journal). Pat Lorna Thomson, The University of Nottingham; Christopher W. Day, The University of Nottingham; Kenneth Zeichner, University of Wisconsin - Madison; Susan E. Noffke, University of Illinois - Urbana-Champaign; Marie T. Brennan, University of South Australia
5. Contemporary Issues in Early Childhood. Nicola J. Yelland, Victoria University, Australia; Susan J. Grieshaber, Queensland University of Technology
6. Curriculum and Teaching Dialogue. Barbara S. Stern, James Madison University; David J. Flinders, Indiana University
7. Curriculum Inquiry. Elizabeth Campbell, OISE/University of Toronto; Heather Sykes, OISE/University of Toronto; Kelli Lynn Nigh, OISE/University of Toronto; Frances Tolnai, OISE/University of Toronto; Dennis Thiessen, University of Toronto
8. Education and Urban Society. Charles J. Russo, University of Dayton
9. Educational Administration Quarterly (EAQ). Diana G. Founder, University of Utah; Bob L. Johnson, University of Utah
11. Educational Philosophy and Theory. Michael A. Peters, University of Illinois - Urbana-Champaign
12. Educational Policy. Diana Pullin, Boston College
13. Educational Psychology Review. Daniel H. Robinson, University of Texas
15. Educational Researcher. Patricia B. Ehmke, Southern Illinois University; Gregory Camilli, Rutgers University; Anthony J. Onwuegbuzie, Sam Houston State University; Marla H. Mallette, Southern Illinois University - Carbondale; Julie P. Combs, Sam Houston State University
17. Educational Technology Research and Development. Steven M. Ross, The University of Memphis; J. Michael Spector, University of Georgia
18. TechTrends. Sharon E. Smaldino, Northern Illinois University
19. Educational Media International. Charalampos Vrasidas, Centre for the Advancement of Research and Development in Educational Technology - Intercollege
20. Effective Education. Paul Connolly, Queen’s University Belfast
21. eJournal of Education Policy. Rosemary Puka, Northern Arizona University; Glen T. Wilson, Northern Arizona University
22. Environmental Education Research. Alan Douglas Reid, University of Bath
23. Ethnography and Education. Geoffrey Walford, University of Oxford
25. Educational Research. Elizabeth E. Blair, Harvard University; Sara Casey Ticken, Harvard University; Rebecca B. Miller, Harvard University; Kristy S. Cooper, Harvard University; Christina Dobbs, Harvard University
26. Innovative Higher Education. Libby V. Morris, University of Georgia
28. International Journal of Education & the Arts (IJEA). Liora Bresler, University of South Florida; Christopher W. Day, The University of Nottingham; Kenneth Zeichner, University of Wisconsin - Madison; Susan E. Noffke, University of Illinois - Urbana-Champaign; Marie T. Brennan, University of South Australia
29. International Journal of Leadership in Education. Duncan Waite, Texas State University - San Marcos
Texas A&M University; M. Carolyn Clark, Texas A&M University
31. Connexions. Theodore B. Creighton, Virginia Polytechnic Institute and State University
32. Journal of Scholarship and Practice. Fred L. Dembowski, Southeastern Louisiana University
33. Education Leadership Review. Sandra L. Harris, Lamar University
34. Curriculum & Pedagogy. James G. Henderson, Kent State University; Patrick Slattery, Texas A&M University
35. Education and Practice. Patrick M. Jenlink, Stephen F. Austin State University
36. Practitioner Quarterly. Patrick M. Jenlink, Stephen F. Austin State University
37. Graduate Research Journal. Judith A Nelson, Sam Houston State University; Rebecca McBride Bustamante, Sam Houston State University
38. Educational Administration. Diana G. Pounder, University of Utah; Bob L. Johnson, University of Utah
40. Journal of Research on Leadership Education. Edith A. Rusch, University of Nevada - Las Vegas
42. Journal of Educational and Behavioral Statistics. David M. Rindskopf, The Graduate Center - CUNY
43. Equity & Excellence in Education. Marianne Adams, University of Massachusetts - Amherst
44. High Ability Studies. Kírsí A. Tírri, University of Helsinki

41.117. Design Dialectics: Negotiating Participant and Researcher Agency in
Designs for Learning, SIG-Learning Sciences
San Diego Marriott Hotel & Marina, Marriott Hall Salon 4
12:25 pm to 1:05 pm
Chair: Kate T. Anderson, National Institute of Education - Singapore

Tables:
1. Designing With Stakeholders for Learning Innovations: Voyage to the Age of Dinosaurs. Beaumie Kim, Nanyang Technological University - Singapore
2. Designing for Agency and Learning in and out of School Through Digital Storytelling Workshops. Kate T. Anderson, National Institute of Education - Singapore; Mark Evan Nelson, University of California - Berkeley; Wing Foo Ho, National Institute of Education
3. “Let’s Make an Obstacle Course!” Examining the Evolution of Chat as a Speech Genre. Florence R. Sullivan, University of Massachusetts - Amherst; Claire E. Hamilton, University of Massachusetts - Amherst
4. Co-Constituting Identities: An Examination of Teachers’ Enactment of Identities Across Different Discourse Communities. Melissa Sommefeld Gresalfi, Indiana University; Mitzi A. Lewison, Indiana University; Lenny Sanchez, Indiana University
5. Looking Across Enactments of Game-Based Learning in Singapore. Steven J. Zuiker, National Institute of Education - Singapore; Asmalina Saleh, National Institute of Education

Discusses:
Yrjo H. Engeström, University of Helsinki
Ranid A. Engle, University of California - Berkeley

41.118. Division K: Teachers and Teacher Education, Session 8. Division
K-Teaching and Teacher Education
San Diego Marriott Hotel & Marina, Marriott Hall Salon 4
12:25 pm to 1:05 pm

Tables:
6. The Nature of Elementary Teachers’ Explanations of Their Science Teaching Practice in Multicultural Classrooms. Cynthia C. Minchew Deaton, Clemson University; Thomas R Koballa, University of Georgia; Lynn A. Bryan, Purdue University
8. The Relationships Among Teacher Preparation, Teacher Practice, and Student Performance. Suzanne Franco, Wright State University; Kathryn Kinnucan-Welsch, University of Dayton, Martha S. Hendricks-Lee, University of Cincinnati; Kevin Kula, The Ohio State University
9. The Study of Racial Identity and Dispositions of Student Teachers in a Midwestern University. Katherine R. Sprott, Kansas State University
10. The Unintended Effects of No Child Left Behind on the Number of Minority Teachers and English Learner Students. Candace Kelly, Pepperdine University; Adelina Victoria Alegria, Occidental College
11. Through the Looking Glass: An Examination of the Teaching and Learning Cases That Teacher Candidates Produce From Their Own Field Experience. John F. O Flahavan, University of Maryland; Melissa Landa, University of Maryland
12. In the Margins: Preservice Teachers and Multicultural Education. Hillary N. Brud, Louisiana State University - Baton Rouge

41.119. Examining Service Learning, SIG-Service-Learning and Experiential Education
San Diego Marriott Hotel & Marina, Marriott Hall Salon 4
12:25 pm to 1:05 pm

Tables:
14. Assessing the Service and Learning of a Service-Learning Program in Teacher Education Using Mixed-Methods Research. Guiyi Zhang, East Carolina University; Robin Griffith, East Carolina University; Debbie Metcalf, East Carolina University; Nancy D D Zeller, East Carolina University; Katherine Moulis, East Carolina University; Christine M. Shea, East Carolina University; Jennifer Williams, East Carolina University
15. College in High School: Millennial Students’ Experiences in a Blended Leadership and Service Learning Course. David S. Fleming, Clemson University; Michelle Elizabeth Bartlett, Clemson University
17. Exploring Gender Differences on Community Service Self-Efficacy of Gifted Adolescents. Nicole Webster, The Pennsylvania State University; Trac Stewart, University of Central Florida; Hyajin Bai, University of Central Florida
18. Gardening Justice, Year 3: How Tutoring and Native Gardening Impacted Preservice Teachers. Kathy M. Bussert-Webb, University of Texas - Brownsville

41.120. Individual and Collaborative Communities. Division C-Learning and Instruction
San Diego Marriott Hotel & Marina, Marriott Hall Salon 4
12:25 pm to 1:05 pm

Tables:
20. Development and Validation of a Questionnaire to Assess Problem Familiarity, Problem Interestingness, and Extent to Which Problem Leads to Learning Goals in PBL. Nachamna Sockalingum, Republic Polytechnic
21. Engaging Students in an Inquiry Into Their Theories of Learning Scientific Vocabulary. Tatiana F. Miller, University of California - Santa Cruz
22. Project WetKids: Community Partners Champion Interdisciplinary Out-of-School Learning. Julie C. Cwikla, University of Southern Mississippi Gulf Coast; Anita Davis, University of Southern Mississippi; Christopher Barry, University of Southern Mississippi
24. Virtual Worlds as Naturally Occurring Online Learning Environments. Constance A. Steinke-Wehr, University of Wisconsin - Madison
25. “Getting Older, Learning Harder?” Adult and Younger Students in Various Online Course Designs. Fengfeng Ke, University of New Mexico; Kue Xie, Mississippi State University

41.121. Moral Development and Education SIG Paper Discussion, Session 1. SIG-Moral Development and Education
San Diego Marriott Hotel & Marina, Marriott Hall Salon 4
12:25 pm to 1:05 pm

Tables:
27. DIT-2: Moral Schema Norms—The Updates From Recent Data Sets. Chu-Ting Chung, University of Minnesota; Muriel J. Bebeau, University of Minnesota; Di You, Alvernia University; Stephen J. Thoma, The University of Alabama
28. Graduate Students’ Perceptions of Faculty Members’ Academic Integrity—
41.122. Perspectives on Supervision and Instructional Leadership. SIG-Supervision and Instructional Leadership
San Diego Marriott Hotel & Marina, Marriott Hall Salon 4
12:25 pm to 1:05 pm

12:25 pm to 1:05 pm

Discussants:
Sharon Nodje Oja, University of New Hampshire
Robert J. Colesante, Siena College
Vaughn S. Millner, University of South Alabama
Richard D. Osguthorpe, Boise State University
Theresa A. Thorkildsen, University of Illinois - Chicago
Rose A. Radnitski, SUNY - College at New Palz
John F. Covaleskie, University of Oklahoma

41.123. Rurality, Community, and Education. SIG-Rural Education
San Diego Marriott Hotel & Marina, Marriott Hall Salon 4
12:25 pm to 1:05 pm

38. The Two Faces of Modern Rurality and Their Impact on Rural Education.
Essie Lom, University of New Brunswick; Barbara G. Barter, OISE/University of Toronto

41.124. Science Curriculum, Instruction and Assessment. SIG-Science Teaching and Learning
San Diego Marriott Hotel & Marina, Marriott Hall Salon 4
12:25 pm to 1:05 pm

Discussant:
Catherine K. Wade, Carnegie Mellon University;
Mai Grace Strand Cary, Carnegie Mellon University;
Cressida Magaro, Carnegie Mellon University

41.125. Examining At-Risk and Low-Achieving Students From the Perspective of Motivational Theory. SIG-Motivation in Education
San Diego Marriott Hotel & Marina, Marriott Hall Salon 3
12:25 pm to 1:55 pm

Chair:
Kimberly A. Gordon Biddle, Sacramento State University

1. Attributional Thinking about Failure in New Achievement Settings.
Raymond P. Perry, University of Manitoba; Lia Marie Daniels, University of Alberta; Tara Lynn Haynes, University of Manitoba; Steve Hladkyj, University of Manitoba; Allison Bates, University of Manitoba

2. Comparison of Relationships Among Goal Structure, Motivation, and Achievement for High, Average, and Low Achievers.
Andrea Lynn Christensen, University of Notre Dame

3. Motivation in High- and Low-Achieving African American Middle School Students. Elizabeth Danielle Ricks; Kimberly E. Freeman, School of Education

Janine Bempechat, Wheelock College; Jin Li, Brown University; Caroline Gillis, Wheelock College; Shelby Neier, Wheelock College; Alex Shannon, Wheelock College; Sylk Copp, Wheelock College; Jenna Duncalf, Wheelock College; Margaret Evans, Wheelock College; Lucy Jane Folger, Wheelock College; Erin Godfrey, Wheelock College; Ashley Manfield, Wheelock College; Emily Miltss, Wheelock College; Bridgitt Paula, Wheelock College; Laura Power, Wheelock College; Philip Jared Traini, Wheelock College

Kathryn R. Westen, University of Maryland; Danette A. Morrison, University of Maryland; Alice E Donlan, University of Maryland - College Park; Shannon Russell, University of Maryland - College Park; Sandra Ann Baker, University of Maryland

6. Profiling the Gifted Underachiever: Examination Through a Motivational Lens.
Kate E. Flanagan, Duke University; Lisa Linnenbrink-Garcia, Duke University

SueWung Pan, The Pennsylvania State University; Rayne A. Sperling, The Pennsylvania State University

Discussant:
Kimberly A. Gordon Biddle, Sacramento State University

41.126. Advances in Motivation Research Poster Session. SIG-Motivation in Education
San Diego Convention Center, Sails Pavilion
12:25 pm to 1:55 pm
Posters:
1. Attributional Analysis of Personal and Interpersonal Motivation for Collaborative Projects: A Replication Study. Sarah E. Peterson, Duquesne University; James B. Schreiber, Duquesne University
2. Attributional Retraining and the Job Interview: Implications for Self-Esteem and Employment in College Students. Nathan C. Hall, University of Maryland - College Park; Shannon Jackson, University of Waterloo, Ulrike Elisabeth Nett, University of Konstanz; Hanna Cronjé-Jager, University of Konstanz; Thomas Goetz, University of Konstanz / Thurgau University of Teacher Education
3. Control and Autonomous Regulation in Latino High School Students: Associations With Relatedness. Robert M. Nelson, University of Central Oklahoma; Janet Jordan White, Texas Tech University; Bryan L. Duke, University of Central Oklahoma
5. Engineering Students’ Beliefs, Coping Strategies, and Academic Performance. Peggy (Pei-Hsuan) Hsieh, University of Texas - San Antonio; Jeremy Sullivan, University of Texas - San Antonio; Dan Saus, University of Texas - San Antonio; Rebecca L Phillips, University of Texas - San Antonio
6. Engineers Taking Physics: Motivation and Cognitive Strategies Revisited. Kendrick A. Davis, University of Oklahoma; Raymond B. Miller, University of Oklahoma; Barbara A. Greene, University of Oklahoma; Connie L. Dillton, University of Oklahoma; Bruce Mason, University of Oklahoma
7. Longitudinal Relationships Among Students’ Expectancy Beliefs, Task Values, and Their Motivational Responses in Running Activities. Ping Xiang, Texas A&M University; Jeffrey Lieve, Texas A&M University - College Station; Ron E. McBride, Texas A&M University; April R. Bruene, Texas A&M University
8. Self-Determination and Self-Regulation: The Effects of Three Psychological Needs on American and Korean Undergraduates’ Learning. Hyunjin Jinny Kim, University of Texas - Austin; Joshua D. Walker, University of Texas - Austin; Marilla D. Svinicki, University of Texas - Austin
9. Teacher Effects on Motivation in Ability-Grouped Fifth-Grade Mathematics Classes. Lurlayn Bailey, University of South Dakota; Amy Schweinle, University of South Dakota
10. Testing Event Characteristic and Psychosocial Precedors to Causal Search: When and Which Students Ask Why? Robert H. Stumpisky, University of Manitoba; Lisa Marie Daniels, University of Alberta; Tara Lynn Haynes, University of Manitoba; Raymond P. Perry, University of Manitoba
11. The Effects of Normative and Self-Referenced Feedback on Motivation and Learning in Online Learning Environments. Tai Seob Shin, Michigan State University; Patrick Dickson, Michigan State University
13. The Mediating Role of Self-Beliefs in the Effect of Academic Stereotypes on Grades and Career Intentions. Isabelle Plante, University of Montreal; Manon Theoret, University of Montreal; Olga Eizner Favreau, University of Montreal
41.127. College and University Posters. Division J-Postsecondary Education
San Diego Convention Center, Sails Pavilion
12:25 pm to 1:55 pm
Posters:
15. Hidden Essentials and Cultural Capital: Navigating and Code-Switching in the University Environment. John W. White, University of North Florida; Steven R. Aragon, University of Illinois - Urbana-Champaign
16. “Do I Matter?” Perceptions of Diverse American and International College Students on Maturing to Instructors and Counselors. Merrill A. Simon, California State University - Northridge, Esan Tovar, Claremont Graduate University; Sachiko Fujimaki, California State University - Northridge
17. Examining the “Success” Components in Access and Success Programs in Higher Education. Joshua S. Smith, Indiana University/Purdue University; Robert James Heffernin, Indiana University - Indianapolis; Robin L. Hughes, Indiana University - Indianapolis
18. From Educational Aspirations to College Enrollment: A Road With Many Paths. Sunny Liu, University of Southern California
19. Multiple Case Study of College First-Year Seminars. Karen M. Reid, University of Nevada - Las Vegas; Peggy Perkins, University of Nevada; Ralph E. Reynolds, University of Nevada - Las Vegas
20. A Blended, Experiential, and Situated Learning Model for Vocational Higher Education Programs. Josianne Basque, Tele-Universite, Thérese Nault, Université du Québec à Montréal; Marjolaine St-Pierre, University of Quebec - Montreal; Pierre Toussaint, Université du Québec à Montréal; Luc Brunet, Université de Montréal; Beatrice Pudello, LICEF Research Center, Tele-universite, Université du Québec a Montréal; Denis Ross, UQAM
21. An Exploration of Faculty Motivation for Participation in a Newly Developed Residential College. Matthew R. Wóworzynski, Michigan State University; Jody Elizabeth Jessup-Anger, Michigan State University; Katie Stole, Michigan State University; Cindy Helman, Michigan State University
22. Contingent Faculty in Higher Education. Maura Jean Murphy, North Carolina State University
24. Guarded Optimism for the Community College Staffing Pipeline. John R. Shoup, California Baptist University; Lori O. Keeler, Riverside City College
25. Opportunities and Challenges for Persistent Knowledge Construction in a Wiki-Supported Interdisciplinary Seminar. Hedeh Najafi, OISE/University of Toronto; James D. Slotta, University of Toronto; David Gelb, University of Toronto
26. Student Difficulties With Quantum Chemistry at the Introductory College Level. Sandhya Rao, University of California - Berkeley; Angelica Stacy, University of California - Berkeley; Michelle Doneskey, University of California - Berkeley
27. The Experience of Organizational Commitment in Community College Faculty. Monica Flores Pactol, Folsom Lake College; Clifford P. Harbour, University of Wyoming
28. The Implementation of Advancement via Individual Determination (AVID) in a Community College Setting: A Case Study. Karen M. Watt, University of Texas - Pan American; Jeffery J. Huerta, University of Texas - Pan American; Ersan Alkan, University of Texas - Pan American
29. The Influence of Apprenticeships on Observation of STEM Recitation Instructors’ Teaching Practices and Epistemological Flexibility. Lisa Ann Brooks, Washington University in St. Louis; Bugrahan Yalvac, Texas A&M University - College Station; Christine Ehlig-Economides, Texas A&M University; Jim Ferguson, Texas A&M University; Judy R. Cryer, Texas A&M University
30. Walking the Walk: Social Justice and Family-Friendly Policies for Faculty at Catholic Colleges. Emily D. Arms, University of Southern California; Jill Patricia Bicket, Loyola Marymount University
41.128. Divergent Issues in Science Teaching and Learning. Division C-Learning and Instruction
San Diego Convention Center, Sails Pavilion
12:25 pm to 1:55 pm
Posters:
31. Does a Writing-to-Learn Science Curriculum Contribute to the Development of Science Explanations? A Case Study. Alberto Esquinza, University of Texas - El Paso
32. Designing Multimedia Presentations in Science to Enhance Learning. Michelle Patrick Cook, Clemson University; Ryan D. Visser, Clemson University; Carol Wade, Clemson University
33. High School Students’ Masculine and Feminine Gender Ideology and College STEM Aspirations. Michelle V. Porche, Wellesley College; Corinne McKamey, Wellesley Center for Women; Judy Chu, Stanford University
34. Children’s Understanding of Erosion. Jonathan Boxerman, Northwestern University
35. The Effects of a Single-Gender Science Camp and Its Implications for Similar Polices. Roxanne M. Hughes, Florida State University
36. Interdisciplinary Efforts Used to Assess Research Experiences for Undergraduates. Stolla Erbes, Pepperdine University; Sarah Beth Moore, Pepperdine University
37. Building Models From Scratch. Brian J. Foley, California State University - Northridge; Jarod Kawasaki, Cleveland High School
38. The Role of Time on Task: Exploring the Effectiveness and Efficiency of Learning With Self-Constructed and Presented Visualizations of Science Text Information. Annett Schwamborn, University Duisburg-Essen; Hubertina Thillmann, Ruhr-University Bochum; Elke Sunfleth, University of Duisburg-Essen; Detlev Leutner, Duisburg-Essen University
39. Promoting Students to Make Connections Between Inheritance and
40. Guided Inquiry Science Instruction in Inclusive Classrooms. Thiennhuong Houng, California State Polytechnic University, Pomona
41. Understanding the Role of the Interviewer in Cognitive Clinical Interviews. Rosemary Russ, Northwestern University; Victor R. Lee, Utah State University; Bruce L. Sherin, Northwestern University
42. Elementary Science Kits: Classroom Practices, Instructional Strategies, and Assessment Types. Laura E. Robertson, North Carolina State University; Gail Jones, North Carolina State University; Grant E. Gardner, North Carolina State University; Sharon Dogter, North Carolina State University; Denise Louise Krebs, North Carolina State University
43. Supporting Students in Using a Learning Strategy When Learning With Texts and Pictures. Sabine Schlag, University of Education - Freiburg, Germany; Rolf Ploetner, University of Education - Freiburg

Wednesday, 1:15 pm

42.010. An Analysis of All Populations and All Options for Participation in Large-Scale Testing. SIG-Inclusion and Accommodation in Large-Scale Assessment
San Diego Marriott Hotel & Marina, Marriott Hall Salon 4
1:15 pm to 1:55 pm
Tables:
1. Accommodations for Students Who Are Deaf or Hard of Hearing in Large-Scale, Standardized Assessments: Surveying the Landscape and Charting a New Direction. Stephanie W. Cawthon, University of Texas - Austin; Seong-Hyeon Kim, University of Texas - Austin; Matt Hersh, University of Texas - Austin; Online Research Lab, Walden University
3. Considerations for Research to Design Alternate Assessments Based on Modified Achievement Standards. Ryan J. Kettler, Vanderbilt University; John Putnam, Edvantia; Martha L. Thurlow, University of Minnesota; Leanne R. Ketterlin-Geller, University of Oregon; Sue E. Bechard, Measured Progress
4. Curriculum Alignment and Student Performance on an Alternate Assessment Based on Alternate Achievement Standards. Megan Karvonen, Western Carolina University; Charlene Turner; Wyoming Department of Education; William Herrera, Wyoming Department of Education
5. An Investigation of Differential Performance on Reading Test Items for English Language Learners. Harlon J Hawthorne, Florida State University; Hirotsuka Fukahara; Florida State University; Sangvook Park, Florida State University; Akihito Kamata, Florida State University
6. Teacher Evaluation Methods and Language Minority Mathematics. Mido Chang, Virginia Polytechnic Institute and State University; Kimberly L. Filer, Virginia Polytechnic Institute and State University; William Carson Byrd, Virginia Polytechnic Institute and State University
7. Teachers’ Assignment of Accommodations: Unmediated Changes or Insightful Practices. Leanne R. Ketterlin-Geller, University of Oregon; Eliza Jamgochian, University of Oregon; Nancy J. Nelson, University of Oregon; Josh Paul Geller, University of Oregon
8. The Development of English Language Proficiency Alternate Assessment Procedures for ELLs With Significant Disabilities. Craig A. Albers, University of Wisconsin - Madison; Corey E. Ray-Subramanian, Northern Illinois University; Allison A. Lundahl, University of Wisconsin - Madison; Amanda N. Spalter, University of Wisconsin - Madison

42.011. Division K: Teachers and Teacher Education, Session 9. Division K-Teaching and Teacher Education
San Diego Marriott Hotel & Marina, Marriott Hall Salon 4
1:15 pm to 1:55 pm
Tables:
10. Teaching Disciplinary Literacy: Exploring Teacher Beliefs About Disciplinary Literacy Through Photo Elaboration. Kathleen D. Stoch, University of Illinois - Chicago; Michael Manderino, University of Illinois - Chicago
12. The Acquisition and Utilization of Professional Knowledge in the Classroom: A Critical Case Study of Middle School Math Teachers. Kirk Walters, American Institutes for Research
13. The Case for Poetry in Teacher Education: Preservice Teachers’ Genre Knowledge and Development in a University-Based Course. Janine L. Certo, Michigan State University; Laura J. Apol, Michigan State University; Erin Wibbens, Michigan State University; Lisa Hawkins, Michigan State University
14. The Habits of School Coaching as a Professional Practice. David Allen, College of Staten Island - CUNY
15. The Impact of Model-Facilitated Learning on Preservice Mathematics Teachers’ Initial Experiences With TI-Nspire. Nirmal Bayazit, Florida State University; Elizabeth M. Jakubowski, Florida State University; Linnnguo Bu, Florida State University; Lydia Dickey, Florida State University; Orhan Curaoglu, Florida State University; J. Michael Spector, University of Georgia
16. The Importance of the Nonverbal Aspects of Communication in Teaching and the Teacher Education Curriculum. Hans G. Klötzli, University of Tuebingen & University of Stuttgart, FRG


33. Enhancing Intelligent Tutoring Systems With Simulation Games. Xin Bai, York College - CUNY; John B. Black, Teachers College, Columbia University

34. Facilitating Collaborative Inquiry: A Tangible User Interface for Pre-K-3 Mathematics Instruction. Michael A. Evans, Virginia Polytechnic Institute and State University; Jesse L.M. Wilkins, Virginia Polytechnic Institute and State University; Roger W. Ehrlich, Virginia Polytechnic Institute and State University; David McNeill, University of Chicago; Francis Quek, Virginia Polytechnic Institute and State University

35. Social Comparison Visualization for Fostering Participation in Online Learning. Ran-Young Hong, University of Missouri - Columbia; Krista Galyen, University of Missouri; James M. Laflay, University of Missouri; J-Chun Tsai, University of Missouri

36. Creating Motivating YouTube Videos: Using Dual Coding Theory and Multimedia Learning Theory to Investigate Viewer Perceptions. Ya-Ting Teng, University of Illinois - Urbana-Champaign; Curtis J. Bonk, Indiana University; Alex Bonk, Indiana University; Meng-Fen Grace Lin, University of Hawai‘i; Georgette M. Michko, University of Houston

42.016. Spirituality and Education: Roundtable Discussions. SIG-Spirituality and Education

43.012. Education Research and the Disciplines: Porous Boundaries? Presidential Session


48. The Body Teaching: Professional Development in Kinesthetic Learning for the General Education Classroom. Sara K. Schneider, National-Louis University

49. What Is Spirituality? Saran Donahoo, Southern Illinois University; Ronald Caffey, Southern Illinois University

Wednesday, April 15, 2009

2:15 pm to 3:45 pm

AERA Governance Meetings and Events

43.001. AERA Books Editorial Board — Closed Meeting. AERA Governance

San Diego Marriott Hotel & Marina, Del Mar

2:15 pm to 3:45 pm

Chair:

Cheryl A. Banks, University of Washington - Bothell

43.002. AERA Social Justice Action Committee — Closed Meeting 2. AERA Governance

San Diego Marriott Hotel & Marina, Encinitas

2:15 pm to 3:45 pm

Chair:

Kris D. Gutierrez, University of California - Los Angeles

43.003. Review of Research in Education (2010) — Closed Editorial Board Meeting. AERA Governance

San Diego Marriott Hotel & Marina, Carlsbad

2:15 pm to 3:45 pm

Chairs:

Allan J. Lake, Queensland University of Technology; Judith L. Green, University of California - Santa Barbara; Gregory J. Kelly, The Pennsylvania State University


San Diego Convention Center, Room 7A

2:15 pm to 3:45 pm

Chair:

Kent McGuire, Temple University

Participants:

Robert C. Granger, William T. Grant Foundation; Vicki Phillips, Bill and Melinda Gates Foundation; Michael S. McPherson, The Spencer Foundation

43.012. Education Research and the Disciplines: Porous Boundaries? Presidential Session

San Diego Convention Center, Ballroom 6D

2:15 pm to 3:45 pm

Chair:

Elizabeth A. St. Pierre, University of Georgia

Participants:

Judith Preisle, University of Georgia; Handel K. Wright, University of British Columbia; Ronald E. Butchart, University of Georgia; Thomas A. Schwandt, University of Illinois; Annette B. Hemmings, University of Cincinnati
43.013. Education Research, the Institute of Education Sciences, and the Place of R&D in the Obama Stimulus Package. AERA Session
San Diego Convention Center, Ballroom 6E
2:15 pm to 3:45 pm
Chair: Kenji Hakuta, Stanford University
Participant: Marshall S. Smith, U.S. Department of Education
Discussant: Jane Hannaway, Urban Institute

43.014. So You Want To Be a Peer Reviewer - Learning to Review Annual Meeting Papers and Enhancing Annual Meeting Quality. AERA Session
San Diego Convention Center, Room 25A
2:15 pm to 3:45 pm
Chair: Roslyn Mickelson, University of North Carolina
Participants:

43.015. GSC Division A Fireside Chat: Toward Critical and Cultural Responsiveness in the Administration, Organization, and Leadership of Schools. Graduate Student Council co-sponsored with Division A-Administration, Organization and Leadership
San Diego Convention Center, Room 24A
2:15 pm to 3:45 pm
Chairs:
Danielle C. Hayes, University of Texas - Austin
Tirza Wilbon White, Emory University
Participants:
Angela Valenzuela, University of Texas - Austin

43.016. GSC Division K Fireside Chat: Reclaiming Highly Qualified Teachers: Multidisciplinary Inquiry in Teacher Knowledge. Graduate Student Council co-sponsored with Division K-Teaching and Teacher Education
San Diego Convention Center, Room 31A
2:15 pm to 3:45 pm
Chairs:
Yong Zhang, University of Maryland
Aaliyah Ameedah Baker, University of Wisconsin - Madison
Participants:
Carl A. Grant, University of Wisconsin - Madison
Lawrence M. Clark, University of Maryland
Arnetha F. Ball, Stanford University

43.017. Union Matters: Low Wage Workers, Their Children, and School Reform. Social Justice Action Committee
San Diego Convention Center, Room 7B
2:15 pm to 3:45 pm
Chair: John S. Rogers, University of California - Los Angeles
Participants:
John S. Rogers, University of California - Los Angeles
Veronica Terrizque, University of California - Los Angeles

43.018. Educational Policy, Practice, Research: Schools and Society. Division A-Administration, Organization and Leadership Manchester Grand Hyatt, Manchester Ballroom - Section C
2:15 pm to 3:45 pm
Chair: Sharon Kruse, The University of Akron
Participants:
A "Three-Legged Stool" of Education Reform: School District, Foundation, and University Collaboration. Michelle B. Nayfack, University of Southern California; Cecilia Hayoh Sam, University of Southern California; Priscilla Wehlteeter, University of Southern California
How Policy Context Shapes Trust in Schools: Understanding How “Success for All” Promotes Trust in a High-Performing Urban Midwestern District. Timothy Ford, Michigan State University; Peter A. Youngs, Michigan State University
The Human Face of Research-Based Reform: Connections Between Trust and Teacher Buy-In. Caitlin Scott, Northwest Regional Educational Laboratory Turnaround Schools and the Leadership They Require. Kenneth A. Leithwood, OISE/University of Toronto; Tiu Strauss, Brock University
Discussant: Panayiotis A Angelides, University of Nicosia

43.019. Exploring Issues in Teacher Leadership. Division A-Administration, Organization and Leadership
San Diego Convention Center, Room 15B
2:15 pm to 3:45 pm
Chair: Rebecca McBride Bustamante, Sam Houston State University
Participants:
Exploring How Teacher Leaders Learn How to Facilitate School Improvement. Monica Byrne-Jimenez, Hofstra University
Identifying Attributes of Teacher Leaders Within the AVID Program: A Survey of School Principals. Karen M. Watt, University of Texas - Pan American; Shirley J. Mills, University of Texas - Pan American; Jeffery J. Huerta, University of Texas - Pan American; Ersan Alkan, University of Texas - Pan American; Patricia Reyes, University of Texas - Pan American
Preparing Future Teacher Leaders: Expanding Preservice Teachers’ Horizons for Leadership. Jennifer L. Fisler, Messiah College, Anita N. Voelker, University of Maryland
Why Teachers With Leadership Certification Are Not Taking Administrative Positions. Linda M. Arthur, Georgia Southern University; Barbara J. Mallory, Georgia Southern University; Ahebayehu Aemero Tekleselassie, The George Washington University
Discussant: Kenneth Frank Jerich, Illinois State University

43.020. International Perspectives on Leadership Theory and Practice. Division A-Administration, Organization and Leadership
San Diego Convention Center, Room 16A
2:15 pm to 3:45 pm
Chair: Lenoo Foster, Washington State University
Participants:
The Cross-Cultural Generalizability of U.S. Leadership Theories: A Study of the Fit of Learning-Centered Leadership Framework and Assessment for Chinese Principals. Xiu Cravens, Vanderbilt University
Developing a Thai-Specific Model of Leadership for Inclusive Education. Diane M. Dunlap, University of Oregon; Sermsap Vorapanay, University of Oregon
School Business Managers: Role and Impact. Daniel R. Muijs, University of Manchester; Charlotte Emma Woods, University of Manchester; Joanna Bragg, University of Manchester
A Case Study of an Elementary School Principal’s Leadership on Multicultural Education. Hsiang-I Chiu, Yu-Min Chien, Chung-Yuan Christian University
Discussant: Bradley S. Portin, University of Washington

43.021. Understanding the Nature and Function of Social Networks in School Organizations. Division A-Administration, Organization and Leadership
San Diego Convention Center, Room 16B
2:15 pm to 3:45 pm
Chair: Alex J. Bowers, University of Texas - San Antonio
Participants:
Digging Deeper, Going Further: A Social Capital Analysis of Professional Communities in a Districtwide Literacy Initiative. Michelle DeVoogt Van Lare, University of Washington; Irene H. Youn, University of Washington Professional School Communities From a Social Capital Perspective: An Empirical Study Across Multiple Levels of Analysis. Nieneke Moolenaar, University of Amsterdam; Bonne J.H. Zijlstra, University of Amsterdam; Peter Sleegers, University of Twente
The Ebb and Flow of Network Ties: Evolution of a District Leadership Team. Alan J. Daly, University of California - San Diego; Kara S. Finnigan, University of Rochester; Jose Manuel Bolivar, University of California - San Diego
The Role of Schools’ Social Networks in Intervention Diffusion. Allison C. Atteberry, Stanford University; Anthony S. Bryk, Stanford University
Discussant: Curt M. Adams, University of Oklahoma

43.022. Creating Identities in Teaching and Learning. Division B-Curriculum Studies
San Diego Convention Center, Room 15B
2:15 pm to 3:45 pm
Chair: Todd P. Chess, University of California - Los Angeles
Participants:
East Indian and Mexican American Alejandrinos: Changing the Field of Bilingual Education. W. Michael Collins, University of Wisconsin - Madison; Cecilia González, University of Colorado - Boulder; John E. Cornett, University of North Carolina - Charlotte
Creating Identities through the Crossing of Disciplines: An Analysis of Creativity and Identity in First-Year Physics. Bruce P. Lowe, University of Southern California; Elizabeth Jardine, University of Western Ontario; Lizette M. Kwon, University of California - Santa Barbara
Discussant: Mary A. Ginns, University of British Columbia
San Diego Marriott Hotel & Marina, Anaheim
2:15 pm to 3:45 pm
Chair: Evelyn M. Reid, Webster University
Participants:
Speaking Back to Self: Collaborative Critical Reflection on the First Through Third Years of Teaching. Elizabeth Powers-Costello, University of South Carolina; Ashton Wheeler
Subject of/in to Education: Findings From an Interdisciplinary Autoethnography of Learning and Teaching. Colette A. Granger, York University
Writing Curriculum as Auto/Biographical and Cosmopolitan Text. Erika L. Hasebe-Ludt, University of Lethbridge
At-Risk Voices Speak, Theory Is All Ears: Toward an Empirically Based Model of Agency for STEM Learning. Sneha Veeragoudar Harrell, University of California - Berkeley; Dor Abrahamson, University of California - Berkeley
Discussant: Margaret E. Manson, York University

43.023. Difficult Knowledge/Difficult Knowing: Examining the Pedagogical Address of Social Trauma in Public Museums. Division B-Curriculum Studies
San Diego Marriott Hotel & Marina, Chicago and Atlanta
2:15 pm to 3:45 pm
Chair: Roger J. Simon, University of Toronto
Participants:
Difficult (Public) Knowledge: Narratives of Remembrance in Public Museum in South Africa. Jim Garrett, Michigan State University; Sandra Schmidt, University of South Carolina
Difficult (Absent) Knowledge: A Public Museum and Its Complicity in a Contested Historical Narrative. Anver Segall, Michigan State University; Brenda M. Troyanenko, University of Illinois - Urbana-Champaign
Difficult (Self) Knowledge: Objects and Objects in Researching a Natural History Museum. William Gaudelli, Teachers College, Columbia University
Discussant: Roger J. Simon, University of Toronto

43.024. Contemporary Data on Gender, Mathematics, and Spatial Performance. Division C-Learning and Instruction
Omni San Diego, Salon C
2:15 pm to 3:45 pm
Chair: Marcia Linn, University of California - Berkeley
Discussant: Anne Petersen, Stanford University

43.025. Investigations in Literacy Education for English Learners. Division C-Learning and Instruction
Omni San Diego, Gaslamp 5
2:15 pm to 3:45 pm
Chair: Rafael Lara-Alecio, Texas A&M University
Participants:
Improving Comprehension Online: Effects of Deep Vocabulary Instruction With Bilingual and Monolingual Fifth Graders. Patrick Proctor, Boston College; Bridget Dalton, Vanderbilt University; Paolo Uccelli, Harvard University; Elaine Mo, Center for Applied Special Technology; Catherine Snow, Harvard University
Joining With Playwrights to Transfer Literacy to Standardized Writing Assessments. Alexander W. Chizik, San Diego State University
Learning to Read in a Second Language: Instructional Practices and Reading Comprehension in EL and Non-EL Students. Jennifer A. O’Day; American Institutes for Research
Success in Bilingual Classrooms: Home and School Effects on Second-Grade Reading Comprehension. Yuako Uchikoshi, University of California - Davis; Helen J. Maniates, University of California - Berkeley
Discussant: Sharon H. Ulanoff, California State University - Los Angeles

43.026. Mathematical Thinking and Classroom Interaction. Division C-Learning and Instruction
Manchester Grand Hyatt, Manchester Ballroom - Section E
2:15 pm to 3:45 pm
Chair: Emily Lin, University of Nevada - Las Vegas
Participants:
Talking Mathematically: Learning Mathematics in High-Discourse Communities. Kara Louise Inmon, The Graduate Center - CUNY; Rachel Lambert, The Graduate Center - CUNY; Nabin Chua, The Graduate Center - CUNY; Despina A. Stylianou, City College of New York - CUNY
An Analysis of Peer Interactions in a Reform-Oriented Elementary Mathematics Classroom. Tonia Jo Land, Iowa State University; Corey Drake, Iowa State University
Graphing in Groups: Collaboration in Classroom Device Networks. Tobin White, University of California - Davis; Matthew Wallace, University of California - Davis; Kevin Lai, University of California - Davis
The Mathematical Development of Struggling First-Grade Students. John K. Lannin, University of Missouri; Delinda Van Garderen, University of Missouri; Christa Jackson, University of Missouri; Kelley Buchheister, University of Missouri; John Matthew Switzer, University of Missouri
Discussant: Ann R. Edwards, University of Maryland

43.027. Technology in English and Literature. Division C-Learning and Instruction
Manchester Grand Hyatt, Manchester Ballroom - Section D
2:15 pm to 3:45 pm
Chair: David J. Shernoff, Northern Illinois University
Participants:
Investigating the Impact of Native Language Podcasts as an Instructional Tool to Support English Language Learners. Carla S Mathison, San Diego State University; Elsa M. Billings, San Diego State University; Kitty Gabriel, San Diego Unified School District; Juli Bowes, Zoological Society of San Diego
Lessons From Third-Year Secondary English Teachers’ TPCK and Teaching With Technology. Sara Kajder, Virginia Polytechnic Institute and State University
“I Always Look Forward to English”: Middle School Students and Teachers Respond to Laptop Use. Marga Madhuri, University of La Verne
Digital Storytelling: A Model of Participatory Culture and Interdisciplinary Learning. Elizabeth Ann Fogel, The Walt Disney Company; Joanne M. Falinski, Pace University; Renee Sandra Cherov-O’Leary, Teachers College, Columbia University
Discussant: Jane M. Agee, University at Albany - SUNY

43.028. Testing and Practice: Influences on Knowledge Acquisition. Division C-Learning and Instruction
Omni San Diego, Gaslamp 4
2:15 pm to 3:45 pm
Chair: Matthew T. McCudden, Victoria University of Wellington - New Zealand
Participants:
Practice Schedules in Cognitive Skill Acquisition: Effects of Example Order on Categorization and Problem Solving. Brian D Gane, Georgia Institute of Technology; Richard Catrambone, Georgia Institute of Technology
A Testing Effect With Multimedia Learning. Cheryl I. Johnson, University of California - Santa Barbara; Richard E. Mayer, University of California - Santa Barbara
The Effect of Intervening Tests on Text Retention. Liesbeth Kester, Open University of the Netherlands; Huib Tabbers, Erasmus University Rotterdam, Netherlands
Discussant: David H. Jonassen, University of Missouri

43.029. Tracing Learning Across, Within, and Between “Real” and “Virtual” Worlds: A Discussion of Methods, Ethics, and Findings. Division C-Learning and Instruction
Omni San Diego, Gaslamp 2
2:15 pm to 3:45 pm
Chair: Yasin B. Kafai, University of Pennsylvania
Participants:
Behind the Methodological Curtain: Theoretically Driven Decision Making in
Research Across Virtual and Physical Contexts. Gloria E. Jacobs, St. John Fisher College
Opportunities and Challenges for Understanding Learning and Game Play in Homes. Thomas J. Savicki, University of Georgia; Reed R. Stevens, University of Washington; Laurie S. Mecarthy, University of Washington
Synchronizing Learning Across Time and Spaces: Trajectories of Participation in a Tween Virtual World. Deborah A. Fields, University of California - Los Angeles; Michael Thuan Giang, University of California - Los Angeles; Yasmin B. Rafii, University of Pennsylvania
Mixed Methods Research In Virtual Worlds. Constance A. Steinkuehler, University of Wisconsin - Madison; Sean C. Duncan, University of Wisconsin - Madison; Elizabeth M. King, University of Wisconsin - Madison; David W. Simkins, University of Wisconsin - Madison; Danielle Christine Fehser-Herro, University of Wisconsin - Madison; Esra Alagöz, University of Wisconsin - Madison

Participants:
Deborah A. Fields, University of California - Los Angeles

Discussant:
Wan Shun Eva Lam, Northwestern University

43.030. Young Children's Mathematical Thinking and Learning. Division C-Learning and Instruction
Omni San Diego, Gaslamp 3
2:15 pm to 3:45 pm
Chair:
Jian Wang, University of Nevada - Las Vegas
Participants:
0.6 = 0/6: Students’ Understanding of Translating Between Fraction Notation and Decimal Notation. Meghan M. Shaugnessy, University of California - Berkeley
Academic Music: Understanding Basic Fraction Concepts Through Music Notation. Susan Courry, San Francisco State University; Endre Balogh, Toons Academic Music
Hypothetical Learning Trajectory for Length: A Multidisciplinary Study. Jennifer A. Schiller, University at Buffalo - SUNY; Nostis Nellie Feza-Piyose, University at Buffalo - SUNY; Douglas H. Clements, University at Buffalo - SUNY; Jeffrey E. Barrett, Illinois State University; Julie Sarama, University at Buffalo - SUNY; Kathie Bartelo, University at Buffalo - SUNY
Building Conceptual Understanding and Procedural Knowledge of Fractions in Technology-Rich Problem-Solving Environments. Brian A. Botte, University of Kentucky

Discussant:
Barbara Graves, University of Ottawa

43.031. Revising Our Test Standards. Division D-Measurement and Research Methodology
Omni San Diego, Salon D
2:15 pm to 3:45 pm
Chair:
Barbara S. Plake, University of Nebraska - Lincoln
Participants:
Access for All. Linda L. Cook, ETS
How the Committee Will Operate. Barbara S. Plake, University of Nebraska - Lincoln
Increased Use of Testing for Accountability. Brian Gong, National Center for the Improvement of Educational Assessment, Inc.
Increased Use of Technology in Testing. Walter D. Way, Pearson
Issues With Work-Place Testing. Laurens L. Wise, Human Resources Research Organization

Discussant:
Barbara S. Plake, University of Nebraska - Lincoln

Omni San Diego, Salon E
2:15 pm to 3:45 pm
Chair:
Jonathan P. Weeks, University of Colorado - Boulder
Participants:
Effect of High School Quality on Predictive Validity of SAT Scores and High School GPA. Rebecca Zwick, University of California - Santa Barbara; Igor Hamfelsfarb, University of California - Santa Barbara
Cohort Versus Noncohort High School Students’ Math Performance: Achievement Test Scores and Coursework. Carol S. Parke, Duquesne University
Measuring a Tertiary-Level Digital Divide Among Middle School Teachers and Students. Laurie A. Henry, University of Kentucky
School Context Matters: A Multilevel Study of Immigrant Student Achievement on a High-Stakes Test. Susan Elgie, Independent Scholar
Sensitivity of NAEP to the Effects of Reform-Based Teaching and Learning in Middle School Mathematics. Frances Stancavoucy, American Institutes for Research; Lorrie A. Shepard, University of Colorado - Boulder; Deborah J. Holtzman, Stanford University

Discussant:
Cathy LW Wender, ETS

43.033. Academic Trajectories: Aspirations and Expectations of Achievement. Division E-Counseling and Human Development
San Diego Convention Center, Room 28B
2:15 pm to 3:45 pm
Chair:
W. David Wakefield, California State University - Northridge
Participants:
Facing an Uncertain Future: Aspirations and Achievement of Rural Youth. Victoria A. Schaefer, University of North Carolina; Judith L. Meece, University of North Carolina
Educational Expectations of Rural African American Adolescents: Longitudinal Relations With Math and English Achievement. Matthew J. Irvin, University of North Carolina - Chapel Hill; Spike J. Peterson, University of North Carolina - Chapel Hill; Judith L. Meece, University of North Carolina
Development of the Relation Between Achievement and Academic Self-Concept in Secondary School. Maarten Pinxten, Catholic University of Leuven - Belgium; Bieke De Fraine, Catholic University of Leuven - Belgium; Jan A. Van Damme, Catholic University of Leuven - Belgium; Ellen D’Haemens

Discussant:
April Z. Taylor, California State University - Northridge

43.034. Politics, Identity, and Civic Capacity: Organizing Communities and Education in the 20th Century. Division F-History and Historiography
San Diego Convention Center, Room 3
2:15 pm to 3:45 pm
Chair:
Michael C. Johaneck, University of Pennsylvania
Participants:
Jone Molina, the Hesperian Literary Society, and Politics at the State University of Iowa, 1904-1909. Michael S. Hevel, University of Iowa
“Our Cherished Ideal of Democracy”: Citizenship Education Discourses in Canada and the United States in the 1930s and 1940s. Reva Joshee, OISE/ University of Toronto; Lauri Johnson, University at Buffalo - SUNY; Karen Passby, OISE/University of Toronto
Community Conflict and Compensatory Education in New York City: More Effective Schools and the Clinic for Learning. Barry M. Franklin, Utah State University
“Get Up From Under Your Cactus”: Activism and Identity in the Chicano and Latino Student Movement of Northern California, 1965-1975. Lori J. Rhodes, Stanford University

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

43.035. From Theory to Praxis: Developing a Critical Race Theory Methodology. Division G-Social Context of Education
San Diego Marriott Hotel & Marina, Torrey 1
2:15 pm to 3:45 pm
Chair:
Daniel Gilbert Solorzano, University of California - Los Angeles
Participants:
Robin Nicole Johnson, University of California - Los Angeles
Rita Kohli, University of California - Los Angeles
Ifoma A. Amah, University of California - Los Angeles

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

San Diego Marriott Hotel & Marina, Torrey 2
2:15 pm to 3:45 pm
Chair:
Wednesday Afternoon, April 15, 2009

43.037. Space and Time: Critical Contexts for Educational Research in Schools and Communities, Division G-Social Context of Education
San Diego Marriott Hotel & Marina, San Diego Ballroom Salon C
2:15 pm to 3:45 pm
Chair: Catherine F. Compton-Lilly, University of Wisconsin - Madison
Participants:
Parent's Accounts of Resourcing Children's Learning: Investigating Spatial and Temporal Dimensions Through Interview Analysis. Helen P. Nixon, University of South Australia; Sue Mary Nichols, University of South Australia; Jennifer Roswell, Rutgers University
Every Object Tells a Story: Intergenerational Stories and Artifacts in the Homes of Pakistani Heritage Families in South Yorkshire, United Kingdom. Kate Pahl, University of Sheffield
Chronotopes of Schooling and Student Identities: Time, Space and Student Success. Catherine F. Compton-Lilly, University of Wisconsin - Madison
Discussant: Jackie Marsh, University of Sheffield

43.038. To Touch and Be Touched: The Missing Discourse of Bodies in Education, Division G-Social Context of Education
San Diego Convention Center, Room 30D
2:15 pm to 3:45 pm
Chair: Suzanne SooHoo, Chapman University
Participant:
Mara Sapon-Shevin, Syracuse University
Discussant:
Mara Sapon-Shevin, Syracuse University

43.039. Transnationalism, Displacement, and Identity: Lessons from Latin America and the United States, Division G-Social Context of Education
San Diego Convention Center, Room 30C
2:15 pm to 3:45 pm
Chair: Lucila D. Ek, University of Texas - San Antonio
Participants:
In the Shadow of NAFTA: Producing Transformative Youth Identities in a Mexican Turtle Recovery Project. Maria Timmons Flores, Western Washington University
Exploring the Relationship Between Displaced Children Identities and Place in a Hostile Settlement Context in Colombia. Alba Lucy Guerrero, University of California - Santa Barbara
A Sobremesa Discussion of a Mexican Immigrant Family’s Bilingual, Bicultural, and Binational Family Literacy Experiences. Michelle Ueland, Center for Applied Linguistics
Lessons From Mexico: Transnational Parents’ Perspectives About Their Children’s Cultural Identities and Experiences Outside of the U.S. Classroom. Luis Urrieta, University of Texas - Austin
Discussant:
Margarita Machado-Casas, University of North Carolina - Chapel Hill

43.040. Watts Up! Critical Teacher and Youth Research in Historically Marginalized Communities and Schools, Division G-Social Context of Education
San Diego Convention Center, Room 30E
2:15 pm to 3:45 pm
Chair: Ernest D. Morrell, University of California - Los Angeles
Participants:
The Art of Rehumanizin’ Education: Moving Beyond Standards Towards Intellectualism and Activism. Laurence Tan, 122nd Street Elementary, Watts
Learning Towards Mass Action: Youth Action Research in Watts, California. Elizabeth Silva, Watts Youth Collective; Carlos Mejia, Watts Youth Collective
Speaking Their Minds: Transforming Their World With Their Words. Brenda Owens, 122nd Street Stars
Discussant: Jeffrey M. R. Duncan-Andrade, San Francisco State University

San Diego Convention Center, Room 31B
2:15 pm to 3:45 pm
Chair: Eve Tuck, SUNY - College at New Paltz
Participants:
Dangerous Dignity: Beyond Resistance Toward Repatriation of Schooling. Eve Tuck, SUNY - College at New Paltz
Oppositional Behavior Revisited: Regaining Control Over the Self as Resistance in New Times. Kathleen Nolan, Mercy College
Combinatory Experience: Multiple Jeopardy in the Surveilled Lives of Students. Jen Weiss, The Graduate Center - CUNY
Polling for Justice: Research at the Nexus of Interdisciplinarity, Intergenerationality, and Intersectionality. Maddy Fox, The Graduate Center - CUNY; Jessica Ruglis, The Graduate Center - CUNY; Brett Stoudt, The Graduate Center - CUNY
Discussant: Gregory James Dimitriadis, University at Buffalo - SUNY

43.042. Data for Successful School Identification and Misidentification, Division H-Research, Evaluation and Assessment in Schools
Omni San Diego, Salon A
2:15 pm to 3:45 pm
Chair: Steve Schellenberg, Saint Paul Public Schools
Participants:
State Accountability Systems Under NCLB at Year 6: Do They Report Useful Information? What Is the Role of State Policy? Rolf K. Blank, Council of Chief State School Officers; Matt Pahos, Massachusetts Department of Education; Jeanine Molock, Ohio Department of Education; Paul Bieiwski, Michigan Department of Education; Christy Lyn Hovanetz Lassila, Minnesota Department of Education
An Exploratory Study Into the Use of Accountability Data in the Netherlands. Kim Schildkamp, University of Twente; Melanie Ehren, University of Twente
Embedded Discrimination in the NCLB Labels: Evidence From Milwaukee. Heather E. Price, University of Notre Dame
Discussant: Elizabeth N. Farley-Ripple, University of Delaware

43.043. Literacy Assessment: Lessons Learned, Division H-Research, Evaluation and Assessment in Schools
Omni San Diego, Salon B
2:15 pm to 3:45 pm
Chair: Elizabeth A. Holtzapple, Cincinnati Public Schools - OH
Participants:
Academic Conversation Assessment: A Window Into Oral Academic Language Proficiency, Communication Skills, and Content Understanding. Jeff A. Zwiors, University of California - Santa Cruz
Building Better Understandings of a State’s Title III English Language Proficiency Test Results: An Evaluation of an Annual Training Program. Anne H Davidson, Nevada Department of Education; Ricardo Mercado, CTB/McGraw-Hill LLC; Lily Roberts, California Department of Education
Developing a Diagnostic Assessment of Academic Writing for High School Students: The Construct Definition Phase. Lorena Llosa, New York University; Sarah W. Beck, New York University; Guangfang Zhao, New York University
Lessons Learned From a Nuanced Classroom Observational System for
Wednesday Afternoon, April 15, 2009

Studying Comprehension and Vocabulary Instruction. Russell M. Gersten, Instructional Research Group; Joseph A. Dimino, Instructional Research Group; Madhavi Jayanthi, Instructional Research Group; Rebecca A. Newman-Gonchar, Instructional Research Group

Discussant: Rosanne B. Brown, Peel District School Board

43.044. Working Group Roundtable: Skill Assessment: Advances and Challenges. Division I-Education in the Professions co-sponsored with Division D-Measurement and Research Methodology, Division J-Postsecondary Education and Research Methodology, and Division D-Measurement and Research Methodology, Session 1, Room 14A

Chair: Patricia S. O’Sullivan, University of California - San Francisco

Participants: Melissa J. Margolis, National Board of Medical Examiners; Patrick Kyllonen, ETS; Mark D. Sermis, University of Florida; Mark J. Gierl, University of Alberta; Allan S. Cohen, University of Georgia; Krista J. Breithaupt, American Institute of Certified Public Accountants; John Mattar, American Institute of Certified Public Accountants

Discussants: Krista J. Breithaupt, American Institute of Certified Public Accountants; Rosanne B. Brown, Peel District School Board

43.045. Examining and Rethinking the Purposes and Perceptions of Higher Education. Division J-Postsecondary Education, Session 1, Room 14A

Chair: Gabriela Judith Silvestre, Saint Cloud State University

Participants: Money Matters, but Perhaps It Isn’t Everything: Community Voices About Higher Education Benefits. Elizabeth Hudson, University of Michigan; Reimagining Higher Education: From the Positivist to the Hermeneutic University. Stephanie Alexandra Mackler, Cornell College; Ways of Knowing: Faculty, Social Values, and Anti-Intellectualism in American Film, 1930-1950. Pauline J. Reynolds, University of Redlands; From the U.S. to China: A National Survey of Faculty Perceptions of Sino-U.S. Partnerships. Yongsheng Victor Sun, Columbia Basin College

Discussant: Susan B. Twombly, The University of Kansas

43.046. Finances, Policy, and State Funding. Division J-Postsecondary Education, Session 1, Room 14A

Chair: Luciana Dar, University of California - Riverside


Discussant: Scott L. Thomas, Claremont Graduate University

43.047. Identity Development in College and Beyond. Division J-Postsecondary Education, Session 1, Room 14B

Chair: Julie C. Cwikla, University of Southern Mississippi Gulf Coast

Participants: Affirming the Spirituality of Graduate Students of Color in Knowledge Production. Riyad Ahmed Shahjahan, Iowa State University; Lara Barker, University of Toronto; College Men’s Conceptualizations of Masculinities and Contextual Influences: Toward a Conceptual Model. Frank Harris III, San Diego State University; Not Surviving but Thriving: Theorizing Identity Formations of Successful Undergraduate African American Women. Christina S. Haynes, The Ohio State University; The Influence of Family Dynamics on Racial/Ethnic Identity Among Adult Latinas. Sylvia Martinez, Indiana University; Vasti Torres, Indiana University; Elelia Hernandez, Miami University; Christianne I. Medrano, Indiana University; Andrea Lea Robledo, Indiana University; Lisa D Wallace, Indiana University

Discussant: Steven Yussin, University of Minnesota

43.048. Between Metrics & Magic: Meeting Challenges of Urban Teacher Support Through Alternative Perspectives From Waldorf Education. Division K-Teaching and Teacher Education, Session 1, Room 33C

Chair: B Uhrmacher, University of Denver

Participants: Teacher Support and Revival in 10 Case Studies of Waldorf-Inspired Schools/Classrooms. Mary B Goral, Bellarmine University; Multiculturalism and Diversity in American Waldorf Schools: A Case Study Focusing on Professional Development and Support. Linda G. Williams, Eastern Michigan University; Teacher Lives in Three Waldorf-Inspired Elementary Schools: The Role of the Arts. Ida Oberman, San Francisco State University

Discussants: Richard E. Siegesmund, University of Georgia; Madeleine Grueter, University of North Carolina - Chapel Hill

43.049. Division K: Professional Development: Preparing for Tenure and Promotion; and Is There Life After Tenure? Division K-Teaching and Teacher Education, Session 1, Room 33B

Chair: Cynthia B. Dillard, The Ohio State University

Participants: Cynthia B. Dillard, The Ohio State University; Jeremy N Price, Montclair State University; Rich Milner, Vanderbilt University; Nikola Hobbel, Humboldt State University

43.050. Early Childhood Teacher Education: Opening Up the Circle of Inquiry. Division K-Teaching and Teacher Education, Session 1, Room 33B

Chair: Rebecca S. New, University of North Carolina

Participants: Judith A. Robb Kull, University of New Hampshire; Donna Marie Winn, University of North Carolina; Mary Jane Moran, University of Tennessee

43.051. Elements of Discourse and Dialogue in Teacher Education. Division K-Teaching and Teacher Education, Session 1, Room 33A

Chair: Henry A. St. Maurice, University of Wisconsin

Participants: Cultural Models of Discipline and Subject Matter: Secondary Preservice Teacher Discourse on Content Knowledge. Emily Fitzpatrick, Michigan State University; Emily Fitzpatrick, Michigan State University; Elizabeth B. Moje, University of Michigan; Robert B. Bain, University of Michigan; Dialogic Activity in Science Instruction (DAI): Integrating CREDE Pedagogy Into Observations of Preservice Science Teaching. Jorge L. Solis, University of California - Berkeley; Marco A. Bravo, University of California - Berkeley; Trish Stoddart, University of California - Santa Cruz; Maxine Ramona McKinney De Royston, University of California - Berkeley; Sara Elizabeth Tolbert, University of California - Santa Cruz; Performative Understandings and Positionality of Preservice Teachers: Literacy
Examining Teaching Pedagogies for the Benefit of Teachers and Learners. Division K-Teaching and Teacher Education
San Diego Convention Center, Room 32B
2:15 pm to 3:45 pm
Chair:
Susan F. Waite, Texas State University - San Marcos
Participants:
Enhancing Instructional Agency: Empowerment, Access, and Content Integration Through the Read-Write Cycle. Kimberly A. White-Smith, Chapman University; Roxanne Greitz Miller, Chapman University; Margaret Saucedo Curwen, Chapman University; Robert Calfee, University of California - Riverside; Brett Schmidt, Chapman University
TESOL for ALL: Impact of ESL Professional Development on Mainstream Teachers. Ye He, University of North Carolina - Greensboro; Kathryn Prater, University of North Carolina - Greensboro; Teneka Steed, University of North Carolina - Greensboro
The Problem and Peril of Lesson Study: Challenges to Its Effective Application in the United States. Greg Gero, Chaminond Graduate University
Using Lesson Study to Support Inservice Elementary Teachers’ Understandings of Inquiry-Oriented Science Instruction. Julie Kidleson, University of Georgia
Discussant:
Recep Cakir, Middle East Technical University

Mid-Career Entrants to Teaching: Findings From Four Recent Studies and a Review of the Literature. Division K-Teaching and Teacher Education
San Diego Marriott Hotel & Marina, Manchester 1
2:15 pm to 3:45 pm
Chair:
Susan M. Johnson, Harvard University
Participants:
A First Look at Mid-Career Entrants: Findings From a Literature Review. Karen M Hammerness, Stanford University
Mid-Career Teachers’ Motivations for Entering the Classroom in the New Economy. Patrick Kim Halladay, Michigan State University
Mid-Career Entrants and the Teacher Labor Market. Marisa A. Cannata, Vanderbilt University
Math and Science Mid-Career Entrants: Well Skilled but “Working in a Void”. William Henry Marinell, Harvard University
The Retention of High-Achieving First- and Mid-Career Entrants to Teaching. Morgan L. Donaldson, University of Connecticut
Discussant:
Richard Ingersoll, University of Pennsylvania

Research in Teacher Education: Tensions, Challenges, and Possibilities in History and Social Studies. Division K-Teaching and Teacher Education
San Diego Marriott Hotel & Marina, Marriott Hall Salon 2
2:15 pm to 3:45 pm
Chair:
Jenny Denyer, University of Toledo
Participants:
Teaching From Scratch in a Ready-Made World: Comparing Two Teachers’ Pedagogical Decision Making in Social Studies Courses With High and Low Degrees of Curricular Oversight. Kevin W. Meuvissen, University of Maryland - College Park
Government Websites for Children: How Useful Are They for Content Instruction? Beverly Milner Bisland, Queens College - CUNY
Beyond the Ahistorical Narrative: Latino Social Studies Preservice Teachers and Challenging the Official Curriculum. Cinthia S. Salinas, University of Texas - Austin
Texas - Austin
Antonio J. Castro, University of Texas - Austin; Caroline C. Sullivan, Georgia State University
History Aims and Student Motivation: Reducing the Gap. Jere Brophy, Michigan State University
Closing the Loop in Civic Education: From Teacher Education, to Professional Development, to Student Learning in the Elementary Classroom. Jennifer Ponder, California State University - Fullerton; Genell D. Lewis-Ferrell, The University of Memphis; Michelle L. Vander Veld, California State University - Fullerton
Discussant:
Glenn L. DeVoogd, California State University - Fresno

Social Justice in Elementary Teacher Education Programs: Across Time, Contexts, and Content Areas. Division K-Teaching and Teacher Education
San Diego Marriott Hotel & Marina, Marriott Hall Salon 1
2:15 pm to 3:45 pm
Chair:
Marilyn Cochran-Smith, Boston College
Participants:
Rethinking the Relationship Between Social Justice and Content Area Learning in Elementary Teacher Education. Jennifer C. Stone, The University of Alaska - Anchorage; Manka M. Varghese, University of Washington
Discussant:
Morva McDonald, University of Washington

Taking Community Into Account in Teacher Education. Division K-Teaching and Teacher Education
Manchester Grand Hyatt, Manchester Ballroom - Section B
2:15 pm to 3:45 pm
Chair:
Beth R. Giles, University of Wisconsin System - Institute for Urban Education
Participants:
Expanding the Community of Practice in Teacher Education at the University of Toronto. Antoinette Gagne, University of Toronto; Jackie Eldridge, OISE/University of Toronto; Susan Schwartz, OISE/University of Toronto; Corinne Beausquis, University of Toronto; Michael Deangelis, University of Toronto
Growing Their Own: How States/Districts/Schools Prepare Youth to Teach in Their Home Communities. Eric Toshalis, California State University - Channel Islands
Keeping Authority at the Door: Sustaining a Successful Partnership. Beth R. Giles, University of Wisconsin System - Institute for Urban Education
Striving for Authenticity in Urban Teacher Education: Moving Into Schools and Communities. Jana R. Noél, California State University - Sacramento
Wananga Teacher Education in Aotearoa: Is It A Viable Option? Heeni Grace Jenkins, Te Wananga O Aotearoa
Discussant:
Kip T. Telliez, University of California - Santa Cruz

Toward Responsive Classrooms: Examining the Possibilities and Limitations of Instructional Change. Division K-Teaching and Teacher Education
San Diego Convention Center, Room 32A
2:15 pm to 3:45 pm
Chair:
Karen M. Douglas, International Reading Association
Participants:
What Do We Know About Classroom Instruction From Large-Scale National Surveys? Eric M. Camburn, University of Wisconsin; Seong Won Han, University of Wisconsin - Madison
Reforming Teacher Education for Inclusion and Achievement. Martyn Rouse, School of Education; Lani Florian, University of Aberdeen
The Implementation of Standards-Based Differentiated ELD Instruction: Its Impact on Teaching. Rhoda P Coleman, California State University - Dominguez Hills; Anastasia A. Amabisca, California State University - Long Beach; Claude N. Goldenberg, Stanford University
Better Serving the Needs of LEP Students in the Mainstream Classroom:
43.058. Understanding the Context of Mentoring in the Induction of Beginning Teachers. Division K-Teaching and Teacher Education
San Diego Convention Center, Room 25C
2:15 pm to 3:45 pm
Chair:
Thomas M. Smith, Vanderbilt University
Lauren M. Desimone, University of Pennsylvania
Participants:
Are We on the Same Page? Mentors, Principals, and District Leaders’ Perceptions of New Teacher Challenges. Kristin L. McGraner, Vanderbilt University; Judy Vanderkaan, University of Louisville; Thomas M. Smith, Vanderbilt University
Conceptualizing and Measuring the “Quality” of the Mentoring Relationship. Laura Hawthorn, University of Pennsylvania; Marisa A. Cannata, Vanderbilt University
Characteristics of and Variation in Informal and Formal Mentoring and Induction of New Teachers. Eric Hochberg, University of Pennsylvania; Andrew C. Porter, University of Pennsylvania; Laura M. Desimone, University of Pennsylvania; Laura Hawthorn, University of Pennsylvania
Help in Numbers? Understanding Teachers’ Use of Formal and Informal Mentors. Andrew C. Porter, University of Pennsylvania; Marisa A. Cannata, Vanderbilt University; Laura M. Desimone, University of Pennsylvania; Eric Hochberg, University of Pennsylvania
Discussant:
Pamela L. Grossman, Stanford University

43.059. Universities and Global Diversity: Preparing Educators for Tomorrow. Division K-Teaching and Teacher Education
San Diego Marriott Hotel & Marina, San Diego Ballroom Salon A
2:15 pm to 3:45 pm
Chair:
Wanda J. Blanchett, University of Colorado - Denver
Participants:
Higher Education and the Preparation of Professional Educators in Public and Catholic Universities. Beverly Lindsay, The Pennsylvania State University; Suzanne Michel Hickey, The Pennsylvania State University
Higher Education and Inclusion of Disability as a Component of Global Diversity. Wanda J. Blanchett, University of Colorado - Denver; Kathryn Young, Metropolitan State College of Denver
Indigenous Controlled Colleges and Universities Utilizing Indigenous Knowledges and Ways of Knowing to Prepare Future Educators. Susan C. Faircloth, The Pennsylvania State University; John W. Tippeconnic, The Pennsylvania State University
Discussant:
Cynthia A. Tyson, The Ohio State University - Columbus

43.060. Current Issues in Education and the Law. Division L-Educational Policy and Politics
San Diego Convention Center, Room 21
2:15 pm to 3:45 pm
Chair:
Kelly A. Sherrill, University of Georgia
Participants:
Critical Policy Issues in Deaf Education: Linguistic Modalities, Curriculum, and Instructional Strategies. Thomas P. Horejex, Arizona State University; Adam Stone, University of California - San Diego
Intersecting Law and Responsibility: Policy Implications for Administrators and Teachers. Lynn Michelle Hemmer, Texas A&M University; Jean Madsen, Texas A&M University; Mario Sergio Torres, Texas A&M University

43.061. Education Policy and Reform in the International Context. Division L-Educational Policy and Politics
San Diego Convention Center, Room 22
2:15 pm to 3:45 pm
Chair:
Charles F. Vanover, University of Michigan
Participants:
Continuity or Change? Professional Culture Among the Teaching Profession in Scotland. Moira Hulme, University of Glasgow; Dely Elliot, University of Glasgow
Teacher Education in the Universities of Afghanistan: Nongovernmental Operations and Capacity Building. James H. Mosenthal, The University of Vermont
“Let a Hundred Flowers Bloom”: The Engagement of Teachers by Policy Makers in Curriculum Reform in Scotland. Vivienne Marie Baumbfeld, University of Glasgow; Ian Menter, University of Glasgow; Moira Hulme, University of Glasgow
Discussants:
James H. Mosenthal, The University of Vermont; Beth Gamse, Abt Associates Inc.
Development Interventions to Prevent School Violence. David Scott Yeager, Stanford University; Carol S. Dweck, Stanford University

The Forming and Performing of Identity: Insights From Outside of School Youth Development Programs. Lois Holzman, East Side Institute for Group and Short Term Psychotherapy

Discussant: Bernard Olivier, University of Florida

43.065. Perspectives on Children's Culture From the Arts and Humanities. SIG-Arts and Learning

Chair: Christine M. Thompson, The Pennsylvania State University

Participants:

“Paint My Face Like Superman!” Boys’ Use of Gender, Body, and Superheroes, and the Role of the Teacher in a “Student-Centered” Preschool. Stephanie Cayot Serriere, The Pennsylvania State University

Drawing as Cultural Practice in an Urban Preschool. Christine M. Thompson, The Pennsylvania State University

Kinderculture, Border Crossings, Site-Specific Pedagogy, Meaning Making, and Digital Languages in the Early Childhood Classroom. Marissa McClure Volbath, The University of Arizona

Asking Children How They Learn About the Larger World. Daniel K. Thompson, The Pennsylvania State University

Mapping the Social Landscape of Middle School. Kristine Sunday, The Pennsylvania State University

Discussant: Koon-Hwee Kan, Kent State University

43.066. Poetic Inquiry: Vibrant Voices in the Social Sciences. SIG-Arts-Based Educational Research

Chair: Carl Leggo, University of British Columbia

Pauline Sameshima, Washington State University

Participant:

Poetic Inquiry: Vibrant Voices in the Social Sciences. Monica M. Prendergast, Lesley University; Carl Leggo, University of British Columbia; Pauline Sameshima, Washington State University

Participants:

Lynn Butler-Kisber, McGill University
Melissa Misha Cahnmann-Taylor, University of Georgia
Kimberly Dark, California State University - San Marcos
Lynn Margaret Fels, Simon Fraser University
Alexandra Fidyk, National-Louis University
Sarah K. Mackenzie, Bucknell University
Kelli Jo Kerry-Moran, Indiana University of Pennsylvania
Ahava Shira, University of British Columbia
Dalene M. Swanson, University of Alberta
Suzanne M Thomas, University of Prince Edward Island
John J Guiney Yallow, Acadia University

Discussant: Monica M. Prendergast, Lesley University


Chair: Doris Bergen, Miami University

Participants:


Participants:

Doris P. Fromberg, Hofstra University
Karen Vanderven, University of Pittsburgh

Discussants:

William E. Doll, Louisiana State University; Retired
Sarah Smitherman Pratt, University of North Carolina - Greensboro

43.068. Innovations in Assessment: An Interactive Symposium. SIG-Classroom Assessment

San Diego Marriott Hotel & Marina, Marina Ballroom Salon E

Chair: Heidi L. Andrade, University at Albany - SUNY

Participants: Assessment Literacy for Teachers: Luxury or Necessity? W. James Popham, University of California - Los Angeles
Promoting Learning and Achievement Through Self-Assessment. Heidi L. Andrade, University at Albany - SUNY
Exhibitions: Connecting Classroom Assessment with Culminating Demonstrations of Mastery. Jill Davidson, Coalition of Essential Schools
A New Formative Assessment Technology for Reading and Writing. Tom K. Landauer, University of Colorado - Boulder
Grading and Reporting in a Standards-Based Environment: Implications for Students With Special Needs. Thomas R. Guskey, Georgetown College; Lee Ann Jung, University of Kentucky
Reliability and Validity of Information About Student Achievement: Comparing Large-Scale and Classroom Testing Contexts. Gregory J. Cizek, University of North Carolina - Chapel Hill
Supporting Teachers in Developing Classroom Assessment. David Allen, College of Staten Island - CUNY

Discussant: Heidi L. Andrade, University at Albany - SUNY

43.069. New Developments in Cooperative Learning. SIG-Cooperative Learning: Theory, Research and Practice

San Diego Marriott Hotel & Marina, Rancho Las Palmas

Chair: David W. Johnson, University of Minnesota

Participants: Social Interdependence and Student Motivation: A Meta-Analysis. Cary J. Roseth, Michigan State University; Caroline Lual Hilk, University of Minnesota; Tae Seob Shin, Michigan State University; Sarah H. Young, Michigan State University; David W. Johnson, University of Minnesota; Roger T. Johnson, University of Minnesota

Explaining During Cooperative Group Discussions Enhances Recall of Subsequently Learned Information. Floris M. VanBlankenpen, Maastricht University; Cees van der Vleuten, Maastricht University; Diana Dolmans, Maastricht University, Netherlands; Henk G. Schmidt, Erasmus University Rotterdam, Netherlands

Effects of Social Metacognition on Micro-Creativity: Statistical Discourse Analyses of Group Problem Solving. Ming M. Chiu, University at Buffalo - SUNY

Effective Metacognition in Cooperative Learning: A Case Study. Kyungbin Kwon, University of Missouri - Columbia; Pei-Ju Liu, University of Missouri - Columbia

International Online Reciprocal Peer Tutoring to Promote Second Language Development in Elementary Schools. Allen Thurston, University of Stirling; David Duran, Autonomous University of Barcelona; Silvia Blanch, Autonomaous University of Barcelona; Erika Cunningham, University of Dundee; Keith J. Topping, University of Dundee

Discussant: Laurie Stevahn, Seattle University

43.070. Invited Session: Theoretical Frameworks on Race, Ethnicity, Class, and Gender. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education

San Diego Convention Center, Room 30A

Chair: Theodorea Regina Berry, Independent Scholar

Participants: Kimberly A. Scott, Arizona State University
Sherick A. Hughes, University of Maryland

Discussant: Kimberly A. Scott, Arizona State University

43.071. Empire on Trial: Critical Filipino Resistance and Cultural Studies. SIG-Critical Issues in Curriculum and Cultural Studies co-sponsored with SIG-International Studies

San Diego Convention Center, Room 28C
43.072. World of Warcraft, Second Life, and Other Virtual Environments for K-12 Education and Beyond. SIG-Cultural Historical Research
Omni San Diego, Balboa 3
2:15 pm to 3:45 pm
Chair: Michael A. Evans, Virginia Polytechnic Institute and State University
Participants: Donna L. Russell, University of Missouri - Kansas City; Rachel Cady, University of California - San Diego; Olga A. Vasquez, University of California - San Diego; Kristen Clark, San Jose State University
Discussant: Jonathon L. Stern, University of California - San Diego

43.073. Parent Perspectives: Identity, Participation, and Policy. SIG-Disability Studies in Education
San Diego Convention Center, Room 10
2:15 pm to 3:45 pm
Discussant: Jordan E. Horowitz, California Partnership for Achieving Student Success

43.074. Understanding the Written Components of the Doctoral Experience. SIG-Doctoral Education across the Disciplines
Omni San Diego, Balboa 3
2:15 pm to 3:45 pm
Chair: Pamela Felder Thompson, Teachers College, Columbia University
Participants: Assessing the Quality of Doctoral Dissertation Literature Reviews in Instructional Technology: A Replication Study. Melynda Harrison Fitt, Utah State University; Andrew Walker, Utah State University; Heather Leary, Utah State University; Kristy Bloxham, Utah State University; Rob Barton, Utah State University; Seth Gwalt, Utah State University; The Hidden Curriculum as an Impediment to Thesis Completion by Black Doctoral Students. Kingsley Banya, Florida International University; Duty, Territory, and Empathy: Identifying the Elements in PhD Examination. Allyson Patricia Holbrook, University of Newcastle; Sidney F. Bourke, University of Newcastle
Discussant: David N. Boote, University of Central Florida

43.075. Families in Early Childhood Programs. SIG-Early Education and Child Development
San Diego Convention Center, Room 28A
2:15 pm to 3:45 pm
Chair: Brent A. Mcbride, University of Illinois - Urbana-Champaign
Parenting Preschoolers: Multiple Dimensions and Their Long-Term Contributions to Literacy and Social Skills. Annemarie H. Hindman, Temple University; Lori Elizabeth Skibbe, Michigan State University; Samantha Worzalla, University of Michigan; Frederick J. Morrison, University of Michigan
“Dear Ms. Tricia”: Building Reciprocity Between Home and School in Urban Head Start Classrooms. Jie Tie Park, University of Pennsylvania; Vivian L. Gauden, University of Pennsylvania; Susan Bickerstaff, University of Pennsylvania; Cleo Y. Jacobs, University of Pennsylvania; Marlena E Reese, University of Pennsylvania
Discussant: Virginia C. Shipman, University of New Mexico

43.076. Measuring Outcomes in School-Related Health. SIG-Education, Health, and Human Services Linkages
San Diego Marriott Hotel & Marina, Point Loma
2:15 pm to 3:45 pm
Chairs: Jeffrey A. Anderson, Indiana University; Allison Ann Howland, Indiana University
Participants: Health Insurance Coverage Gaps and Student Math Achievement Trajectories in Yuma County, Arizona Public Schools. Anthony M. Garay, Arizona State University; Children’s Weight and Academic Performance in Elementary School: Cause for Concern? Gina C. Viglietti, Independent Clinical Consultant; David Clark, Sam Houston State University; John R. Slate, Sam Houston State University; Variations in the Educational Adjustment of Students in Foster Care. Lee Shumow, Northern Illinois University; William Michael Boecke, Northern Illinois University; Angela Barones-Jeffrey, Northern Illinois University; A Multilevel Analysis of Child Abuse Prevention Outcomes From a County-Wide Prevention Program. Michael A. Lawson, University of California - Davis
Discussant: Jordan E. Horowitz, California Partnership for Achieving Student Success

43.077. Faculty Roles in Disciplinary Contexts and in Changing Disciplinary Cultures. SIG-Faculty Teaching, Evaluation, and Development
San Diego Marriott Hotel & Marina, New York and Orlando
2:15 pm to 3:45 pm
Chair: Genevieve Shaker, Indiana University
Participants: Understanding the Effects of Faculty Work Patterns on Promoting Essential Learning Outcomes: How Disciplinary Context Matters. Thomas F. Nelson Laird, Indiana University; Amy K. Garver, Indiana University; Faculty Roles and Responsibilities in Interdisciplinary Contexts. Camille B. Kandiko, King’s College London; On the Middle Rung: Understanding the Associate Professor Experience in a School of Medicine. Megan Marie Palmer, Indiana University/Purdue University at Indianapolis; At Work in a Divided Discipline: Full-Time Non-Tenure-Track Faculty in English. Genevieve Shaker, Indiana University
Discussant: Thomas F. Nelson Laird, Indiana University

43.078. Relevant Issues in the School-Home-Community Relationship: Multiple Methodologies of Inquiry. SIG-Family, School, Community Partnerships
San Diego Convention Center, Room 27A
2:15 pm to 3:45 pm
Chair: Oliver C. Møløe

San Diego Marriott Hotel & Marina, Columbia 1

Chair:

Maria E. Franquiz, University of Texas - Austin

Participants:

Dual Language Parents’ Language Ideologies. Minda M. Lopez, Texas State University - San Marcos

Latino Parents’ Language Ideologies as Explored Through Their Parent Participation. Clarena Larrota, Texas State University

Living With Contradictions in the Borderlands: Latina Preschool Teachers’ Ideologies About Bilingualism and Biliteracy. Veronica E. Valdez, University of Utah

Examining the Language Ideologies and Literacy Practices of Former K-12 Bilingual Students. Joel E. Dworin, University of Texas - El Paso

Discussant:

Luis C. Moll, The University of Arizona

43.080. Trends and Issues in Distance Learning. SIG-Instructional Technology

Manchester Grand Hyatt, Madeleine Room C

Chair:

Wayne A. Nelson, Southern Illinois University - Edwardsville

Participants:

Anonymity in Online Peer Reviews: Preserve Teachers’ Online Comments in Two Critique Designs. Craig Howard, Indiana University - Bloomington; Andrew Frederick Barrett, Indiana University

Mining Topic Taxonomies of the Distance Education Literature With Text-Mining Techniques. Ke Zhang, Wayne State University; Jui-Long Hung, Boise State University

Seeing the Forest and the Trees: Visualizing the Temporal Dimension of Asynchronous Online Learning Conversations. Alyssa F. Wise, Simon Fraser University; Poonima Padmanabhan, Simon Fraser University

Students’ Perceptions of Various Instructional Strategies in Online Discussions. Jennifer C. Richardson, Purdue University; Peggy A. Erteme, Purdue University; Tim Newby, Purdue University; James D. Lehman, Purdue University; Ayesha Sadaq, Purdue University; Dazhi Yang, Purdue University; Xi (Carol) Cheng, Purdue University; Naray Tamir Gedik, Purdue University

The Role of Volition in Distance Education: An Exploration of Its Capacities. Markus Deimann, Fern University in Hagen; Theo Bastiaens, Fern University in Hagen

Discussant:

Alan R. Foley, Syracuse University

43.081. Video in Teacher Preparation and Practice. SIG-Instructional Technology

Manchester Grand Hyatt, Mohsen B

Chair:

Peter Fadde, Southern Illinois University

Participants:

Video Editing and Reflection. Brendan D. Calandra, Georgia State University; Laurie Dias, Georgia State University

Video Analysis in Teacher Education. Peter Rich, Brigham Young University; Tonya Tripp, Brigham Young University

Designing Video Clubs to Support Teachers in Learning to Notice Student Thinking. Elizabeth A. van Es, University of California - Irvine

Assessing Teaching Practice via Video Analysis. Michael J. Hannafin, University of Georgia; Arthur M. Reesco, University of Georgia

Video Production and Implementation Issues. Peter Fadde, Southern Illinois University

Discussant:

Scott B. McDonald, The Pennsylvania State University

43.082. Perspectives on Social Justice From International Education Studies. SIG-International Studies co-sponsored with SIG-Critical Educators for Social Justice

San Diego Convention Center, Room 25B

Chair:

Lotte Rahbek Schou, University of Aarhus

Participants:

Being Nicaraguan in Costa Rica: Educational Opportunities and Social Justice for Immigrants. Steven Locke, University of Wyoming; Carlos J. Ovando, Arizona State University

Cults in Nigerian Universities: What Are Cults and Why Do Students Join? S. Adekola Bararinide, University of Ibadan - Nigeria; Soji Oni, University of Lagos, Akoka - Nigeria; Pamela Lichtenwalner; Capella University

Social Justice and Elementary School Mathematics: Preservice Teachers Crossing the Great Divide. Barbara Gurti, SUNY - College at Oswego; Aina Appova, University of Missouri - Columbia

Discussant:

Jonathan D. Jansen, University of the Witwatersrund


San Diego Convention Center, Room 8

Chair:

Ann Brothwell Vibert, Acadia University

Participants:

Conceptualizing Social Justice Pedagogy. Ann Brothwell Vibert, Acadia University; Audrey Oldershaw, Acadia University

“Doing” Social Justice: An Exploration of Contexts and Identities. John Peter Portelli, OISE/University of Toronto; Erin Elizabeth Irish, OISE/University of Toronto

Supporting Social Justice Pedagogies. Carolyn M. Shields, University of Illinois - Urbana-Champaign; Erica Jean Mohan, University of British Columbia

Discussant:

Ann Brothwell Vibert, Acadia University

43.084. Using Ethnography to Understand Learning in Social Context. SIG-Learning Sciences

Manchester Grand Hyatt, Madeleine Room B

Chair:

Wesley Shumar, Drexel University

Participants:

On the Scientific Necessity of Cross-Setting Ethnography for the Learning Sciences Given an Increasingly Multicultural World. Philip L. Bell, University of Washington

Capturing the Studio Method: Using Ethnography to Understand Space, Learning, and Innovation. Carol B. Brandt, Virginia Polytechnic Institute and State University; Katherine S. Cennamo, Virginia Polytechnic Institute and State University


Ethnography in Virtual Learning Environments. Wesley Shumar, Drexel University

Discussant:

Reed R. Stevens, University of Washington

43.085. The Praxis of Preparation: Multiple Perspectives. SIG-Learning and Teaching in Educational Leadership

San Diego Convention Center, Room 17A

Chair:

Kathleen Topolka Jorissen, Western Carolina University

Participants:

In One Voice: Faculty and Principals Call for New Possibilities in Leadership Preparation. Eleanor E. Drago-Severson, Teachers College, Columbia University; Patricia Maslin-Ostrowski, Florida Atlantic University

Leaders Learning in Action and on Action While Connecting to Real Problems in Education. Patricia Maslin-Ostrowski, Florida Atlantic University;
Michele Acker-Hocevar, Florida Atlantic University
Practicum Experience in an Educational Leadership Program: Perspectives of Supervisors, Mentors, and Candidates. Binbin Jiang, Kennesaw State University; Tak C. Chan, Kennesaw State University; Mary M Chandler, Kennesaw State University; Judy Patterson, Kennesaw State University
Discussant: Cynthia J. Reed, Auburn University

43.086. Middle Grades Education: Teachers and Leaders. SIG-Middle-Level Education Research
San Diego Marriott Hotel & Marina, Mission Hills
2:15 pm to 3:45 pm
Chair: Pamela S. Angelle, University of Tennessee
Participants:
Preparing Math, Science, and Social Studies Teachers With English Language Learners. Margarita E. Calderon, Johns Hopkins University; Liliana Minaya-Rowe, Johns Hopkins University
Elementary Teacher Candidates’ Attitudes Toward Middle-Level Teaching. Derek L. Anderson, Northern Michigan University
Developing Leadership With Multicultural Middle-Level Educators: An ‘O‘ana Approach. Paul D. Doering, University of Hawai‘i; Deborah Zuercher, University of Hawai‘i
Discussant: Kristen C. Wilcox, University at Albany - SUNY

San Diego Convention Center, Room 30B
2:15 pm to 3:45 pm
Chair: Suzanne E. Hidi, University of Toronto
Participants:
How Does Task Complexity Affect Interest? The Role of Domain Knowledge and Ability Beliefs. Amanda Marie Durik, Northern Illinois University; Sarah Ritter, Northern Illinois University; Kristina Matarazzo, Northern Illinois University
Predictions and Patterns in Interest, Self-Efficacy, and Learning Contexts. Michelle M. Riconscente, University of Southern California; Helena Seli, University of Southern California
Learner Perceptions and Interest for Learning. K. Ann Renninger, Swarthmore College; Christine Costello, Swarthmore College
Participant: Sarah Ritter, Northern Illinois University
Discussants: Suzanne E. Hidi, University of Toronto; Dale H. Schunk, University of North Carolina - Greensboro

43.088. Motivation for Teaching: Utilizing Diverse Motivational Theories. SIG-Motivation in Education
San Diego Convention Center, Room 29C
2:15 pm to 3:45 pm
Chair: Helen M. G. Watt, Monash University
Participants:
An Expectancy-Value Approach to Teacher Motivation: Why Choose Teaching? Helen M. G. Watt, Monash University
Correlates of Intra-Individual Changes in Teacher Burnout: A Self-Determination Theory Perspective. Frederic Guay; Laval University;
Claude Fernet, Université du Québec a Trois-Rivières; Stéphanie Austin-Fernet, Laval University; Caroline Senécal, Laval University
Possible Selves, Occupational Choice, and Professional Satisfaction Among Beginning Teachers. Paul W. Richardson, Monash University
An Achievement Goal Approach to Teacher Motivation. Ruth Butler, Hebrew University of Jerusalem
Discussant: Avi Kaplan, Ben Gurion University of the Negev

43.089. Methodological Issues in Narrative Inquiry. SIG-Narrative and Research
San Diego Marriott Hotel & Marina, San Francisco
2:15 pm to 3:45 pm
Chair: Naama Sabar, Tel Aviv University
Participants:
An Appreciative Inquiry: Teacher Narratives of Hope. Brigitte Smit, University of Johannesburg; Elzette Fritz, University of Johannesburg
Avoiding Traps in Member Checking. Julie A. Carlson, Minnesota State University - Mankato
Fiction as a Catalyst for Narrative Inquiry. Mary Cain Fehr, Texas Tech University
Scarring as a Palimpsest. Lisa LaJevic, The Pennsylvania State University
Discussant: Anna V. Wilson, Chapman University

43.090. Student Work in Online Environments. SIG-Online Teaching and Learning
San Diego Marriott Hotel & Marina, Solana
2:15 pm to 3:45 pm
Chair: Steven R. Terrell, Nova Southeastern University
Participants:
Virtual Teachers Speak: Teacher Perceptions of Factors Driving Student Success in Online Courses. Margaret D. Robley; University of Tennessee - Chattanooga; Marclyn Porter; University of Tennessee - Chattanooga
Successful Facilitation Strategies in Online Discussions: When Students Take the Lead. Evrim Baran, Iowa State University; Ana-Paula Correia, Iowa State University
Student Engagement in the Postsecondary Online Learning Environment. Pu-Shih Daniel Chen, University of North Texas; Kevin Guidry, Indiana University
“I Can Do It in My PJs”: A Second Summer of Public Library Online Book Clubs for Kids. Cassandra Scharber; University of Minnesota
Discussant: Karen P. Swan, University of Illinois

43.091. Shaping Policy: Organizational Roles and Functions. SIG-Organizational Theory
San Diego Marriott Hotel & Marina, Columbia 3
2:15 pm to 3:45 pm
Chair: Kimberly N. Harris, North Carolina State University
Participants:
A Typology of Government Affairs Functions and Strategies in U.S. Colleges and Universities. Diane R. Dean, Illinois State University
Collegiality’s Impact on the Research University as an Organization. Diane M. Dunlap, University of Oregon; Rosemarie Tillman, Montclair State University
Shaping Public Policy: Case Studies of Effective Policy Centers and Think Tanks. Diane R. Dean, Illinois State University
Discussant: James L. Bess, James L. Bess & Associates

43.092. Bringing In/Up the Young: Child Rearing and Community in Philosophical Perspective. SIG-Philosophical Studies in Education
San Diego Marriott Hotel & Marina, Torrance
2:15 pm to 3:45 pm
Chair: Peter J. Cistone, Florida International University
Participants:
A Neglect of Self-Direction: A Critique of Contemporary American Moral Education. Jeffrey R. Thibert, University of Illinois - Urbana-Champaign
On Being Claimed: Human Communities and Original Sin. James Stillwagon, Iona College
Biology and Moral Duty. Charles L. Howell, Northern Illinois University
Securing Exit: What (if Anything) Does the State Owe to Anabaptist Children Post-Yoder? Paula Mcavoy, University of Wisconsin - Madison
Discussant: Rene V. Arcilla, New York University

San Diego Convention Center, Room 23B
2:15 pm to 3:45 pm
Chair: Jeffrey R. Henig, Teachers College, Columbia University
Participants:
The New Politics of Education: Analyzing the National Education Policy
Landscape in the Post-No Child Left Behind Era. Elizabeth H. Debray-Pelot, University of Georgia; Patrick James McGuinn, Drew University

So Many Solutions, So Little Evidence: The Politics of Off-the-Shelf School Finance Reform. Bruce Baker, Rutgers University; Douglas R. Elmer, The University of Kansas


School Choice Advocacy and Research: Toward a New Political Economy of Knowledge Production? Christopher A. Lubienski, University of Illinois - Urbana-Champaign; Peter Carl Weitzel, University of Illinois - Urbana-Champaign; Sarah Theile Lubienski, University of Illinois


Religion, Advocacy Coalitions, and the Politics of U.S. Public Schooling. Catherine A. Lugg, Rutgers University; Malilda Robinson, Rutgers University

Discussant: Laurence J. Parker, University of Illinois - Urbana-Champaign

43.094. Portfolios and the Growth of Reflective Engagement in Pre- and Inservice Teacher Education. SIG-Portfolios and Reflection in Teaching and Teacher Education
San Diego Convention Center, Room 31C
2:15 pm to 3:45 pm

Chair: Natalie B. Milman, The George Washington University

Participants:
- Characterizing Evidence of Preservice Teacher Reflection in Electronic Portfolios. James Sulzen, PSD Solutions
- Growing Reflective Practice: A Teacher Perspective. Paul D. Gray, University of Houston; Michaelann Kelley, Eisenhower High School; Donna J. Reid, University of Houston; Cheryl J. Craig, University of Houston
- School Administrators’ Use of Professional Portfolios as a Tool for Reflective Practice. Susan Schwartz, OISE/University of Toronto
- Teachers’ Reflective Engagement and Development: Investigating Dimensions of Teacher Development in an Advanced Master’s Program. Rebecca K. Fox, George Mason University; Charles Stephen White, George Mason University; Gail V. Ritchie, George Mason University
- Using a Process of E-Portfolio Development for Preservice Teacher Learning in Science Education. Douglas B. Larkin, University of Wisconsin - Madison; Brian P. Zoellner, University of Wisconsin - Madison

Discussant: Cheryl J. Craig, University of Houston

43.095. Queer Teacher Educators and Queer Preservice Teachers: International Perspectives of Support, Mentoring, and Hope. SIG-Queer Studies
San Diego Convention Center, Room 26A
2:15 pm to 3:45 pm

Chair: William DeJean, Macquarie University

Participants:
- Queer Teacher Educators and Queer Preservice Teachers: International Perspectives of Support, Mentoring, and Hope. William DeJean, Macquarie University

Participants:
- Jill A Aguilar, California State University - Dominguez Hills
- Anne Rene Elsbree, California State University - San Marcos
- William J. Letts, Charles Sturt University
- Lori B. Macintosh, University of British Columbia
- Kerry H. Robinson, University of Western Sydney
- Jeff Sapp, California State University - Dominguez Hills

Discussant: Jeff Sapp, California State University - Dominguez Hills

43.096. Historical and Contemporary Contexts of Black Education: Implications for Research and Practice. SIG-Research Focus on Black Education
San Diego Marriott Hotel & Marina, Marina Ballroom Salon F
2:15 pm to 3:45 pm

Chair: Judith I. Brooks-Buck, Virginia State University

Participants:
- Our History, Our Voices, Our Resourcefulness: James Adams Community School (1943-1956). Jeannita W. Richardson, University of Virginia
- The Influence of Learning Communities on African American Male College Freshmen. Robin Terese Saunders, Johns Hopkins University and Kennesaw State University

Discussant: Jeannine E. Dingus-Eason, St. John Fisher College

San Diego Marriott Hotel & Marina, Marina Ballroom Salon F
2:15 pm to 3:45 pm

Chair: Jon Carroll, University of California - Los Angeles

Participants:
- A Qualitative Study of Black Fathers and Their Engagement in Their Sons’ Academic Success. Tomasha Kenyatta Jones, University of California - Los Angeles
- Civic Engagement and Student Achievement. D’Artagnan Scorza, University of California - Los Angeles
- “Does the Negro Need Separate Schools?” Creating Alternative Spaces for the Mathematics Education of Black Males. La Mont Terry, University of California - Los Angeles

Discussant: Toks S. Fashola, Johns Hopkins University

43.098. What Makes a Difference in Reading Comprehension? SIG-Research in Reading and Literacy
San Diego Convention Center, Room 29B
2:15 pm to 3:45 pm

Chair: Wayne H. Slater, University of Maryland – College Park

Participants:
- Investigating the Reading-Writing Connection Across Multiple Grades and Three Writing Discourse Modes. Heather Hughes Koons, University of North Carolina - Chapel Hill
- Teaching Urban Students the Reading Comprehension Strategies Recommended by the National Reading Panel. Margaret L. Queenan, University of Bridgeport
- Silent Reading Fluency and Its Relationship to Oral Reading Fluency and Reading Comprehension. Guy Trainin, University of Nebraska; Kathleen M. Wilson, University of Nebraska - Lincoln; Elfreda H. Hiebert, University of California - Berkeley
- The Onset of Elements of Beginning Reading Instruction on a Fourth-Grade Reading Assessment. Michael J. Desay, University of Massachusetts - Lowell

Discussant: Wayne H. Slater, University of Maryland – College Park

43.099. Critical Theories, Radical Pedagogies, and Social Education: Towards New Perspectives for Social Studies Education. SIG-Research in Social Studies Education
San Diego Convention Center, Room 29D
2:15 pm to 3:45 pm

Chair: E. Wayne Ross, University of British Columbia

Participants:
- Sabotaging the System! Bringing Anarchist Theory Into Social Studies Education. Abraham Paul DeLeon, University of Rochester
- Eco-Justice, Environmental Politics, and Social Studies Education. Rebecca Martusewicz, Eastern Michigan University; Gary Schnakenberg, Michigan State University
- Neoliberalism and Social Studies Education. David W. Hursh, University of Rochester
- Guy Debord and Radical Social Education: The Society of the Spectacle
43.100. Experiences of Asian and Pacific Americans Students in High Schools and Colleges. SIG-Research on the Education of Asian and Pacific Americans
San Diego Marriott Hotel & Marina, Marriott Hall Salon 5
2:15 pm to 3:45 pm
Chair: Xue Lan Rong, University of North Carolina - Chapel Hill
Participants:
- Abraham De Leon, University of Rochester
- William Promoting Children’s Social-Emotional Development by Targeting Classroom Contextual Considerations in the Evaluation of a School-Based Social Emotional Competence Promotion Program. Kim A. Schonert-Reichl, University of British Columbia; Veronica Smith, University of Alberta; Clyde Hertman, University of British Columbia
- Promoting Children's Social-Emotional Development by Targeting Classroom Social Processes. Joshua L Brown, Fordham University; Stephanie Revisited. Kevin D. Vasson, The University of Arizona; E. Wayne Ross, University of British Columbia
Human Rights and the Reintroduction of Radical Civic Engagement. William T. Armaline, University of Connecticut
Discussant: Abraham Paul Deleon, University of Rochester

43.101. School Choice: Theory and Implementation. SIG-School Choice
San Diego Marriott Hotel & Marina, Newport Beach
2:15 pm to 3:45 pm
Chair: Courtney A. Bell, ETS
Participants:
- Ancient History: School Choice Before Friedman’s Capitalism and Freedom. Rebecca Barber, Arizona State University
- Toward a Conceptualization of the Third Space in the School Choice Debate: Can There Be a Radical Politics in School Choice? Rene F. Antrop-Gonzalez, University of Wisconsin - Milwaukee
- An Examination of Inter-District Public School Transfers in Wisconsin. David Welsch, University of Wisconsin - Whitewater; Bambi Statz, University of Wisconsin - Whitewater; Mark Skidmore, University of Michigan
- Observable Affluence? Evidence on Choosy Parents from the Early Childhood Longitudinal Study. Peter Carl Wetzel, University of Illinois - Urbana-Champaign
Discussant: Craig L. Esposito, University of Connecticut

43.102. The Social-Emotional Climate of Learning: Relevance for Student Academic Success. SIG-Social and Emotional Learning
San Diego Marriott Hotel & Marina, Santa Rosa
2:15 pm to 3:45 pm
Chair: Marc A. Brackett, Yale University
Participants:
- Addressing the Social and Emotional Needs of Students: Links to Student Engagement. Susan E. Rivers, Yale University; Maria Regina Reyes, Yale University; Nicole A Elbertson, Yale University; Marc A. Brackett, Yale University
- Contextual Considerations in the Evaluation of a School-Based Social Emotional Competence Promotion Program. Kim A. Schonert-Reichl, University of British Columbia; Veronica Smith, University of Alberta; Clyde Hertman, University of British Columbia
- Promoting Children’s Social-Emotional Development by Targeting Classroom Social Processes. Joshua L Brown, Fordham University; Stephanie Revisited. Kevin D. Vasson, The University of Arizona; E. Wayne Ross, University of British Columbia
Human Rights and the Reintroduction of Radical Civic Engagement. William T. Armaline, University of Connecticut
Discussant: Abraham Paul Deleon, University of Rochester

43.103. State and Regional Educational Research Associations Distinguished Papers Session 3. SIG-State and Regional Educational Research Associations
San Diego Marriott Hotel & Marina, Oceanside
2:15 pm to 3:45 pm
Chair: Harry L. Bowman, Council on Occupational Education
Participants:
- Northern Rocky Mountain Research Association: Analysis of Asynchronous Discourse in Web-Assisted and Web-Based Courses. David A. Thomas, University of Nevada - Reno; Cleborne D. Maddux, University of Nevada - Reno
- Pennsylvania Educational Research Association: Enhancing the Vocabulary Knowledge of First grade Children With Supplemental Booster Instruction. Eve M. Pahalla, DeSales University
- South Carolina Educators for the Practical Use of Research: Mathematics Teachers’ Instructional Practices in an Era of High Stakes Testing. Kenneth E. Vogler, University of South Carolina; Megan Burton, University of South Carolina
- Virginia Educational Research Association: Testing History: Standards, Multiple-Choice Questions and Student Reasoning. Gabriel Aaron Reich, Virginia Commonwealth University
Discussant: Marilyn M. Green, University of Central Oklahoma; Gary Pevety, Tennessee State University

43.104. Collecting and Analyzing Survey Data. SIG-Survey Research in Education
San Diego Marriott Hotel & Marina, Pacific
2:15 pm to 3:45 pm
Chair: William P. Fisher, Avatar International LLC
Participants:
- Sample Size for Pilot Studies in Survey Research. George A. Johnson, Ohio University; Gordon P. Brooks, Ohio University
- Constructing an Accurate Picture of Responses: A Comparison of Survey Results Through Measurement and Statistical Lenses. Jessica D. Cunningham, University of Kentucky; Kelly D. Bradley, University of Kentucky
- The Use of Gift Cards as a Method to Increase Response Rates in Survey Research. Tim Jacobbe, University of Florida
- Surveying Undergraduates: What Works and Who Responds. Jerold Laguiiles, University of Massachusetts - Amherst; Thomas J. Fleenor, Jr., University of Massachusetts - Amherst; Elizabeth A Williams, University of Massachusetts - Amherst
Discussant: Marilyn M. Seastram, National Center for Education Statistics

43.105. Exploring Technology in Schools and Classrooms. SIG-Technology as an Agent of Change in Teaching and Learning
Manchester Grand Hyatt, Madeleine Room D
2:15 pm to 3:45 pm
Chair: Peter H. Adamy, University of Rhode Island
Participants:
- Variability in U.S. Virtual School Policies Affecting Course Completion Rates. Abigail Hawkins Gonzales, Northface University; Michael Kristopher Barbour, Wayne State University
- Do One-to-One Initiatives Bridge the Way to 21st-Century Knowledge and Skills? Deborah Lowther, The University of Memphis; Jack Daniel Strahl, The University of Memphis; Fethi A. Inan, Texas Tech University; Steven M. Ross, The University of Memphis
- Discussion Forums and the Role of Feedback: Learning From Teacher and Students’ Online Interactions. Erica C. Boling, Rutgers University; Jeanine

Chair: Joseph M. Scandura, MERGE Research Institute

Participants:
- Demonstrations of Advanced Authoring and Tutoring Systems. Joseph M. Scandura, MERGE Research Institute; Gilbert Paquette, Tele-Universite; Allen Munro, University of Southern California; Susanne P. Lajoie, McGill University; Richard A. Wainess, University of California - Los Angeles

Discussant: Christine M. Greenhow, University of Minnesota

43.107. Multiple Perspectives on Tracking, Detracking, and Ability Grouping.

Chair: Margaret E. Malloch, Victoria University, Australia

Participants:
- Multiple Perspectives on Tracking, Detracking, and Ability Grouping. Rachel A. Lotan, Stanford University; Margaret E. Malloch, Victoria University, Australia

Discussant: Christine M. Greenhow, University of Minnesota

43.108. Workplace Learning as Informal and Action Oriented. SIG-Workplace Learning

Chair: Margaret E. Malloch, Victoria University, Australia

Participants:
- Workplace Learning as Informal and Action Oriented. Margaret E. Malloch, Victoria University, Australia

Discussant: Rachel A. Lotan, Stanford University

43.109. Theorizing and Implementing New Directions in Writing and Literacy Research. SIG-Writing and Literacies

Chair: Margaret E. Malloch, Victoria University, Australia

Participants:
- Theorizing and Implementing New Directions in Writing and Literacy Research. Margaret E. Malloch, Victoria University, Australia

Discussant: Margaret E. Malloch, Victoria University, Australia

43.110. Capacity Building Evaluations, Initiatives, and Obstacles Across the UK: Reflections from England, Scotland, Wales and Northern Ireland.

Chair: Andrew Pollard, Institute of Education - London

Participants:

Discussant: Eva L. Baker, University of California - Los Angeles


Chair: Eva L. Baker, University of California - Los Angeles

Participants:

Discussant: Eva L. Baker, University of California - Los Angeles

43.112. Division C, Section 1: Literacy and Language Arts Paper Discussions: English as a Foreign Language.

Chair: Matthew Weinstein, University of Washington - Tacoma

Participants:
- English as a Foreign Language. Matthew Weinstein, University of Washington - Tacoma

Discussant: Matthew Weinstein, University of Washington - Tacoma
43.113. Division C, Section: 1 Literacy and Language Arts Paper Discussions: Critical Issues in Reading and Writing. Division C-Learning and Instruction
San Diego Convention Center, Ballroom 6A
2:15 pm to 2:55 pm

Tables:
11. A Conceptualization of Classroom Reading Assessment. Peter Afflerbach, University of Maryland; Byeon-Young Cho, University of Maryland; Summer Clark, University of Maryland - College Park; Jong-Yun Kim, University of Maryland

12. Accountability to the Children: A Curricular Context for Classroom Literacy Learning. Nancy L. Williams, University of South Florida; Diane Kroeger, University of South Florida

13. An Investigation of the Effect of Student-Generated Drawing on Idea Production and Writing in Grade 4. Yongcheng Gan, OISE/University of Toronto; Marlene Scardamalia, OISE/University of Toronto

14. Cross-Cultural Study of American and Korean Students’ Reflective Essays and Collaborative Literature Discussions. Il-Hee Kim, Indiana University/Purdue University at Fort Wayne; Richard C. Anderson, University of Illinois - Urbana-Champaign; Brian William Miller, University of Illinois - Urbana-Champaign; Jongseong Jeong, University of Illinois; Terri Jo Swim, Indiana University/Purdue University at Fort Wayne

15. Looking Sociologically at High School English Teachers Who Write. Alyson I. Whyte, Auburn University; Nancy E. Ellis, The University of Vermont


43.114. Interrogating Practice Through Critical Self-Study. SIG-Self-Study of Teacher Education Practices
San Diego Convention Center, Ballroom 6A
2:15 pm to 2:55 pm

Tables:
17. Google Talk and Instant Messaging: A Collaborative Self-Study to Encourage Preservice Teachers’ Critical Literacy Practices. Patience A. Sowa, Zayed University - United Arab Emirates; Cynthia M. Schmidt, University of Missouri - Kansas City

18. Examining One’s Own Practices by Taking the Role of Student. Nancy P. Gallavan, University of Central Arkansas; Janet Penner, University of Arkansas; Diane K. Brantley, California State University - San Bernardino

19. Listening to Students: Addressing Preservice Teachers’ Fears of Mathematics and Teaching Mathematics. Monica Eileen McGlynn-Stewart, University of Toronto


21. In Loco Paedagogus: The Pedagogy of a Novice University Supervisor. Alexander Cuenca, University of Georgia


Discussants:
Jason K. Ritter, Duquesne University
Jeffrey Stuart Kaplan, University of Central Florida
Lynn A. Thomas, University of Sherbrooke
Jenny C. Wilson
Barbara Morgan-Fleming, Texas Tech University
Mary P. Manke, University of Wisconsin - River Falls

43.115. Issues in the Lives of Teachers: Leaving, Staying, and Supporting Teachers. SIG-Lives of Teachers
San Diego Convention Center, Ballroom 6A
2:15 pm to 2:55 pm

Tables:
23. A Comparative Multicase Study Examining the Affordances and Constraints of Critical Friends Groups. Nancy-Jo Schaefer, Georgia State University; Barbara Meyers, Georgia State University; Susan L. Swars, Georgia State University; Regine Haarderger, Georgia State University; Kara Kavanagh, Georgia State University; Karen Czaplicki, Georgia State University


25. Head Teacher and Teacher Perceptions of Teacher Involvement in Three Countries: Hungary, the United Kingdom, and the United States. Paul Robert Andrews, University of Cambridge; Nora Arato, University of Michigan; Zsofia Lavicsa, University of Cambridge

26. Leaving the Classroom, Finding My Voice. Janna Dresden, University of Georgia

27. Love Is Not Enough: Teachers’ Experiences and Sustaining Effects of Teacher Preparation in Equity Pedagogy. Sally Campbell Galman, University of Massachusetts - Amherst; Tara M. Nappi, University of Massachusetts

43.116. Division K: Teachers and Teacher Education, Session 12. Division K-Teaching and Teacher Education
San Diego Marriott Hotel & Marina, Marriott Hall Salon 4
2:15 pm to 2:55 pm

Tables:
1. Linking Home and School: Teacher Candidates’ Perceptions and Experiences. Alisa Hindin, Seton Hall University

2. Looking at Things Differently: Understanding the Historical and Contemporary Perspectives of Black and White Teachers’ Capacity to Teach Black Students. Bethany Brent, University of Wisconsin - Madison

3. Looking Back: Practicing Teachers Debrief Their Experience With Multicultural Education. Kerri A. Ulicucci, University of Massachusetts - Dartmouth

4. Making Local Teaching Knowledges Global Resources for Developing Professionally Through Face-to-Face and Digital Video Technologies. Ralph Adon Cordova, Southern Illinois University - Edwardsville; Paula Parson, University of Texas - Brownsville; Amanda L. Matthiesen, St. Louis City Schools


6. Mathematics Curriculum Implementation and Linear Functions in Secondary Mathematics: Results From the Comparing Options in Secondary Mathematics Project. Oscar Chavez, University of Missouri; Daniel James Ross, University of Missouri; James E. Tarr, University of Missouri - Columbia; Douglas A. Grouws, University of Missouri; Melissa D. Mcnaught, University of Missouri - Columbia


43.117. Educational Associations Into Art and Culture Paper Discussions. SIG-John Dewey Society
San Diego Marriott Hotel & Marina, Marriott Hall Salon 4
2:15 pm to 2:55 pm

Tables:

9. Tapestry of Possibility: Using Aesthetic Dimensions to Attain Educational Goals. Peter Ehrman, University of Denver


13. Philosophical and Literary Friendship. Megan J. Laverty, Teachers College, Columbia University

Discussants:
Denise Egea-Kuehne, Louisiana State University
Denise Egea-Kuehne, Louisiana State University

43.118. On the Achievement Gap. SIG-NAEP Studies
San Diego Marriott Hotel & Marina, Marriott Hall Salon 4
2:15 pm to 2:55 pm

Tables:

15. English Language Learners’ Math Achievement Gap: Applying Propensity Score Matching and Hierarchical Linear Modeling to NAEP. Jeokyung Lee, University at Buffalo - SUNY; Jo Young Kim, University of Iowa

17. Validating Student Progress on State Assessments With Results on NAEP: A Longitudinal Analysis of Student Performance and Achievement Gaps. Liu Zhang, Delaware Department of Education; Pattie Kersteter, Delaware Department of Education

43.119. Safe Schools and Communities: Exploring the Complexities. SIG-Safe Schools and Communities
San Diego Marriott Hotel & Marina, Marriott Hall Salon 4
2:15 pm to 2:55 pm
Tables:

21. Restoring Community in Elementary School: A Study of the First-Year Experiences of Three Chinese Tiananmen Student Exiles. Kyung Hee Kim, College of William and Mary; Jae-Young Shim, Korea Advanced Institute of Science & Technology

22. School Safety, Achievement, and Conditions for Learning. David M. Olson, American Institutes for Research; Kimberly Kendziora, American Institutes for Research; Marjorie Chinen, University of California - Los Angeles; Justin Baer, American Institutes for Research; Ying Jin, American Institutes for Research


43.120. Social Studies Curricula: Global Perspectives on Peace and Justice. Division B-Curriculum Studies co-sponsored with Graduate Student Council
San Diego Marriott Hotel & Marina, Marriott Hall Salon 4
2:15 pm to 2:55 pm
Tables:
25. Curriculum in Exile: A Life-Based Inquiry Into the Political Socialization Experiences of Three Chinese Tiananmen Student Exiles. Rowena Xiaoping He, Harvard University


27. Expanding the Circle of Knowledge: What Points of Departure and Hoped-For Destinations Can We Articulate for Curriculum Beyond Disciplined Inquiry? Kent G. Den Heyer, University of Alberta

28. How Social Studies Teachers Chose to Use Source Documents: An Emerging Continuum. Nancy Carol Patterson, Bowling Green State University; Ashley G. Lucas, Towson University; Michael Kithinji, University of Arkansas


43.121. The Dynamics of the Mentoring Role and Mentees’ Experiences. SIG-Mentorship and Mentoring Practices
San Diego Marriott Hotel & Marina, Marriott Hall Salon 4
2:15 pm to 2:55 pm
Tables:
32. A Complex View of Mentorship Within A/r/tographic Inquiry. Nadine M. Kalin, University of North Texas; Daniel Barney, University of British Columbia; Rita L. Irwin, University of British Columbia

33. Does Cross-Gender Pairing of Mentees/Mentors Play a Role in Mentoring Dialogue? Susan G. Getzis, West Plains R-7 Schools; Barbara N. Martin, University of Central Missouri; Linda Bigby, University of Central Missouri

34. Elaborating a Model to Derive Profiles of Mentor Teacher Roles in Dialogues With Student Teachers. Frank Crasborn, Fontys University of Applied Sciences; Paul Hennissen, Fontys University of Applied Sciences; Niels C. Brouwer, Radboud University Nijmegen; Fred A.J. Korthuagen, Vrije Universiteit; Theo C. M. Bergen, Radboud University, Nijmegen

35. First-Year Teachers’ Mentoring Experiences, Efficacy Beliefs, and Classroom Practices: Examining Retention in Subsequent Years. Amanda Rabideau Boazk, University of New Haven

36. Reflections From First-Year Teachers: A University/P12 Partnership. Gayla Holmgren, Saint Cloud State University


43.122. Informal Learning: Multiple Audiences, Goals, and Tools. SIG-Informal Learning Environments Research
San Diego Marriott Hotel & Marina, Marriott Hall Salon 3
2:15 pm to 3:45 pm
Chair:
Leah M. Melber, California State University - Los Angeles

Posters:
1. Do Summer Library Reading Programs Impact Students’ Reading Ability? Deborah T. Carran, Johns Hopkins University; Susanne R. Sparks, Johns Hopkins University

2. Exploring Young Children’s Everyday Encounters With Science. Tiffany R. Lee, University of Washington


4. Integrating Play, Learning, and Creativity: Imaginative Storytelling Game for ESL Learners. Yan Shen, University of Georgia; Thomas J. Satwicz, University of Georgia

5. Lost in the Museum: Children’s Literature, Misconceptions, and Natural History Museums. Leah M. Melber, California State University - Los Angeles

6. Patterns of Engagement: A Case Study of a Local Natural History Exhibit. Barbara A. Greene, University of Oklahoma; Theresa A. Cullen, University of Oklahoma; Jan A. Lubin, University of Oklahoma; Brian F. Licuanan, University of Oklahoma

7. Toward a Model of Family Meaning Making in a Living History Museum. Johanna Bromberg Craig, University of Virginia

8. College Science Students Learning to Communicate Science in Informal Settings. Lynn Uyen Tran, University of California - Berkeley; Scott M. Randol, University of California - Berkeley; Catherine Halversen, Lawrence Hall of Science; Craig Straw, Lawrence Hall of Science


Discussions:
Melissa J. Mercer-Tachick, Albion College

43.123. Best Educational Practices to Support the Development of Giftedness, Talent, and Creativity. SIG-Research on Giftedness and Talent
San Diego Convention Center, Sails Pavilion
2:15 pm to 3:45 pm
Posters:
1. Teaching and Learning Instructional Skill Sets: Developing Independent Learners. Sandra Nina Kaplan, University of Southern California; Robert Keim, University of Southern California; Paige McGinty, University of Southern California

2. Dis-Abled by Society: Family Life With a Highly/Profoundly Gifted Individual. Robert A. Schultz, University of Toledo

3. Comparisons of Ability and Creative Potential Between Gifted and Regular Students in Rural and Urban Settings. Jae-Young Shin, Korea Advanced Institute of Science & Technology; Kyung Hee Kim, College of William and Mary; Shin-Gyu Park, Kyungpook National University

4. As the Pendulum Swings: The Momentum of Educational Discourse After No Child Left Behind. Heather Mosley, University of Missouri - Columbia; Catherine Ann O’Brien, University of Missouri - Columbia; Peggy L.
24. First-Year Student Engagement and STEM Majors: Examining Gender
23. Characteristics of High- and Low-Performing High Schools on a Measure
22. The Use of Biographical Methods in Gifted Education. Ann E. Robinson;
21. Evaluating Teacher Professional Development to Close the Gap Between
20. Community College Students and Social Integration Experiences: Results
19. Characteristics of High- and Low-Performing High Schools on a Measure
18. Bridging the Pipeline: Increasing Low-Income Students’ Preparation for
17. A Comparative Analysis of State Policies Influencing Community College
16. Are We Leaving the Advanced Learners Behind? Sandra Watkins, Western
15. The Zone of Optimal Learning: Cultivating Young, Gifted Children’s
13. Shine, Show Your True Colors: Active Participation in Asynchronous
12. The Impact of Parental Expectations on the Career Decisions of
11. Mapping Spatial Learners: Identification and Learning Preferences. Rebecca
10. Killing the Creative Potential of a Korean Mathematical Prodigy: A 3-Year
9. The Effects of Parental Involvement on Students’ Eighth- and Ninth- Grade
8. Exploring the Relation Between Spatial Experience and Spatial Ability
7. Sorting out the “Children of Gold”: The History, Policy and Politics of
6. The Use of Biographical Methods in Gifted Education. Ann E. Robinson;
5. The Hierarchical Model for Social, Emotional, and Cognitive Development
4. Posters:
3. Personal and Situation Factors in the Decision of High School Students to
2. Revealing the Postsecondary Education Gap: What New Data Tell Us
1. The Effects of Parental Involvement on Students’ Eighth- and Ninth- Grade
43.124. Higher Education Posters. Division J-Postsecondary Education
43.125. Mathematics Learning and Instruction. Division C-Learning and
30. The Effects of Parental Involvement on Students’ Eighth- and Ninth- Grade
27. Personal and Situation Factors in the Decision of High School Students to
26. Exploring the Relation Between Spatial Experience and Spatial Ability
25. Pathways Beyond High School in a Globalized Economy: A View From
24. First-Year Student Engagement and STEM Majors: Examining Gender
23. Characteristics of High- and Low-Performing High Schools on a Measure
22. The Use of Biographical Methods in Gifted Education. Ann E. Robinson;
21. Evaluating Teacher Professional Development to Close the Gap Between
20. Community College Students and Social Integration Experiences: Results
19. Characteristics of High- and Low-Performing High Schools on a Measure
18. Bridging the Pipeline: Increasing Low-Income Students’ Preparation for
17. A Comparative Analysis of State Policies Influencing Community College
16. Are We Leaving the Advanced Learners Behind? Sandra Watkins, Western
15. The Zone of Optimal Learning: Cultivating Young, Gifted Children’s
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12. The Impact of Parental Expectations on the Career Decisions of
11. Mapping Spatial Learners: Identification and Learning Preferences. Rebecca
10. Killing the Creative Potential of a Korean Mathematical Prodigy: A 3-Year
9. The Effects of Parental Involvement on Students’ Eighth- and Ninth- Grade
8. Exploring the Relation Between Spatial Experience and Spatial Ability
7. Sorting out the “Children of Gold”: The History, Policy and Politics of
6. The Use of Biographical Methods in Gifted Education. Ann E. Robinson;
5. The Hierarchical Model for Social, Emotional, and Cognitive Development
4. Posters:
3. Personal and Situation Factors in the Decision of High School Students to
2. Revealing the Postsecondary Education Gap: What New Data Tell Us
1. The Effects of Parental Involvement on Students’ Eighth- and Ninth- Grade
48. Proportional Reasoning Strategies of Upper Elementary Students. Heather Jane Clark, University of Nevada - Reno; Teruni D. Lanham, University of Nevada - Reno

Wednesday, 3:05 pm

44.010. Division C, Section 1: Literacy and Language Arts Paper Discussions: Multiple Perspectives in Reading Instruction. Division C-Learning and Instruction
San Diego Convention Center, Ballroom 6A
3:05 pm to 3:45 pm

Tables:
1. Online Strategy Use by Three Deaf Signers of Different Levels Reading a Text With a Teacher. Daphne A. Ducharme, University of Ottawa; Isabelle C Arcand, University of Ottawa
2. The Relationship Between Reading Comprehension and Reading Speed in Schoolchildren. Jeffrey K. Smith, University of Otago; Lisa F. Smith, University of Otago; Marilyn E. Birnbaum, North Plainfield of Public Schools
3. Transfer Effects of a Reading Comprehension Strategy on Achievement and Teacher Judgments Across Grades 3-7. Nancy Romance, Florida Atlantic University; Michael R. Stale, East Carolina University
5. The Discourse of Reading on Grade Level: “The Purpose of Public Education”. Julie Ellison Justice, Vanderbilt University

44.011. Education in Multicultural Contexts Within and Across Subject Areas
Paper Discussion 1. Division G-Social Context of Education
San Diego Convention Center, Ballroom 6A
3:05 pm to 3:45 pm

Tables:
6. Lived Experience of Diverse Caregivers in Raising a Child With Autism: A Life-Course Perspective. Heather J. Bruce, Sonoma State University; Roseanne Vallice-Kalarikal, University of South Florida
8. Perspectives of Successful Cambodian American High School Students. Michaela Colombo, University of Massachusetts - Lowell; Charles Caraguines, University of Massachusetts - Lowell
9. From “Gangsta Parties” to “Tacos and Tequila”: Racial Performance, Social Network Sites, and Campus Climate. Brendesha Tyres, University of Illinois; Suzanne Hayes, Empire State College; Elizabeth Ann Garcia, Texas State University

44.012. Education in Multicultural Contexts Within and Across Subject Areas
Paper Discussion 2. Division G-Social Context of Education
San Diego Convention Center, Ballroom 6A
3:05 pm to 3:45 pm

Tables:
11. Multiracial Coalitional Politics and Asian American Student Activism. Jennifer Y. Chung, University of Illinois - Urbana-Champaign
12. Identity Interventions; Addressing Developmental Needs of Adolescents From Diverse Backgrounds Through an Ethnic Studies Curriculum. Amber Strong Makaiau, University of Hawaii - Manoa
14. The Impact of Culturally Relevant Pedagogy on the Academic Achievement of Multicultural Students. Charles R. Hancock, The Ohio State University; Eunju Yu, SUNY Canton
15. The Interaction of African American Students' Racial and Mathematics Identities in an African-Centered School. Farhaana Nyamekye, University of Maryland - College Park

44.013. Looking in the Mirror: What Do We See in Our Reflection on Teacher Education? SIG-Portfolios and Reflection in Teaching and Teacher Education
San Diego Convention Center, Ballroom 6A
3:05 pm to 3:45 pm

Tables:
16. E-Portfolios as Professional Development: A Case Study of the Development and Implementation of the Model. Peter B. Baker, Old Dominion University; Amos Fodchuk, Consultant; Marya C. Burke, Old Dominion University; Steve P. Myran, Old Dominion University; David Blackburn, Old Dominion University
17. Preservice Teacher Portfolios: How Do They Mediate Teacher Reflection? Rebecca E. Pennington, Covenant College
18. Reflective Teacher Assessment Through Evidence E-Portfolios: An Experience in Contrast With Reflective Diaries. Gabriela Maria Farias Martinez, Tecnologico de Monterrey; Maria Soledad Ramirez Montoya, Tecnologico de Monterrey
19. Student Teachers’ Perceptions of E-Portfolios to Capture Reflective Practice in a 1-Year Preservice Teacher Education Course. Pamela Cowan, Queen’s University Belfast
20. Teacher Change Through Reflective Practice. Margaret M. Solomon, University of Redlands
21. Teachers Reflect on Their Teachers: The Good, the Bad, and the Ugly. Youngju Kim, Oakland University

44.014. Renewing Practice Through Critically Reflective Self-Study. SIG-Self-Study of Teacher Education Practices
San Diego Convention Center, Ballroom 6A
3:05 pm to 3:45 pm

Tables:
23. From Principal to Professor: A Collaborative Critical Examination of Transitioning to Academe From Public Education. Sandra Petersen, Dixie State College of Utah; Valerie A. Allison-Roan, Susquehanna University
25. Questioning Practice: Critical Friends and Their Contributions to Self-Study Methodology. Mary Lynn Hamilton, The University of Kansas; Vicki Laboskey, Mills College
26. Building Teacher Capacity for “Disciplined” Self-Study. Roger B. Peckover, Saint Mary’s University of Minnesota; Suzanne Peterson, Saint Mary’s University; Pat Christiansen, Saint Mary’s University of Minnesota; Brenda Fischer, Saint Mary’s University of Minnesota; Drury Shirley, Saint Mary’s University of Minnesota
27. Self-Study of Teacher Education Practices: Toward a Personal Understanding of Critical Pedagogy. Jeffrey Stuart Kaplan, University of Central Florida
28. Do I Do What I Say? A Self-Study Into the Use of Centers in an Undergraduate Course on Assessment and Evaluation of Literacy. Deborah L. Tidwell, University of Northern Iowa

Discussants:
Mary P. Manke, University of Wisconsin - River Falls
Monica Taylor, Montclair State University
Maria Ines G. F. Marcondes De Souza, Pontifical University - Rio De Janeiro
Robert Wiggins, Oakland University
Diane E. Lang, Manhattanville College
Eleanor V. Wilson, University of Virginia
Nancy P. Gallavan, University of Central Arkansas