47.048. Research Focus on Black Education SIG Business Meeting and 2010 W.E.B. DuBois Distinguished Lecture With Dr. Vanessa Siddle Walker. SIG-Research Focus on Black Education; Business Meeting Hyatt Regency, Fourth Level, Capitol Ballroom 4 & North Corridor 6:15 pm to 7:45 pm

Participant:
In Spite of This Old Devil Segregation: Professors and Professional Development in Segregated Schooling in the South. Vanessa Siddle Walker; Emory University

47.049. Research Use SIG Business Meeting. SIG-Research Use; Business Meeting Sheraton, Plaza Concourse Level, Plaza Court 6 6:15 pm to 7:45 pm

47.050. Research in Reading and Literacy SIG Business Meeting. Does American Educational Research Matter? Moving From Evidence to Action. SIG-Research in Reading and Literacy; Business Meeting Sheraton, Plaza Concourse Level, Governor’s Square 11 6:15 pm to 7:45 pm

Chairs:
Rosalind Horowitz, University of Texas - San Antonio
Wayne H. Slater, University of Maryland

Participant:
Mentoring as a Successful Strategy to Support the Development of Experienced Teachers. Susan G. Hanson, New Teacher Center; Ellen Moir, University of California - Santa Cruz

47.051. Research in Social Studies Education SIG Business Meeting. SIG-Research in Social Studies Education; Business Meeting Colorado Convention Center, Street Level, Room 702 6:15 pm to 8:15 pm

47.052. Research on Teacher Induction SIG Business Meeting. SIG-Research on Teacher Induction; Business Meeting Sheraton, Plaza Concourse Level, Governor’s Square 10 6:15 pm to 7:45 pm

Participant:
Mentoring as a Successful Strategy to Support the Development of Experienced Teachers. Susan G. Hanson, New Teacher Center; Ellen Moir, University of California - Santa Cruz

47.053. Rural Education SIG Business Meeting. SIG-Rural Education; Business Meeting Sheraton, Plaza Concourse Level, Plaza Court 3 6:15 pm to 7:45 pm

Chair:
John Maddaus, University of Maine

47.054. School Choice SIG Business Meeting. SIG-School Choice; Business Meeting Colorado Convention Center, Street Level, Room 102 6:15 pm to 7:45 pm

47.055. School Effectiveness and School Improvement SIG Business Meeting. SIG-School Effectiveness and School Improvement; Business Meeting Sheraton, Plaza Concourse Level, Governor’s Square 16 6:15 pm to 7:45 pm

Chair:
Leonidas Kyriakides, University of Cyprus

47.056. Second Language Research SIG Business Meeting. SIG-Second Language Research; Business Meeting Colorado Convention Center, Street Level, Room 101 6:15 pm to 7:45 pm

Participants:
Theresa Y. Austin, University of Massachusetts - Amherst
Andrea M. Honigfeld, Molloy College
Paul Reece-Miller, Texas Tech University
Anna M. Akrofi, Texas Tech University
Paul Reece-Miller, Texas Tech University
Youngjoo Yi, Georgia State University

47.057. Self-Study of Teacher Education Practices SIG Business Meeting. There’s No Meeting Like the Self-Study Business Meeting. SIG-Self-Study of Teacher Education Practices; Business Meeting Colorado Convention Center, Street Level, Room 601 6:15 pm to 8:15 pm

Participants:
Jeffrey Stuart Kaplan, University of Central Florida
Amanda K. Berry, Monash University

Reception Contact:
Deborah L. Tidwell, University of Northern Iowa

47.058. Special Education Research SIG Business Meeting, SIG-Special Education Research; Business Meeting Colorado Convention Center, Street Level, Room 204 6:15 pm to 8:15 pm

Participants:
Delinda Van Garderen, University of Missouri
Eve M. Puhalla, Consultant
Paul L. Morgan, The Pennsylvania State University

47.059. Structural Equation Modeling SIG Business Meeting. SIG-Structural Equation Modeling; Business Meeting Colorado Convention Center, Street Level, Room 712 6:15 pm to 7:45 pm

Participant:
Barry J. Zimmerman, The Graduate Center - CUNY

47.060. Studying and Self-Regulated Learning SIG Business Meeting and Invited Address. SIG-Studying and Self-Regulated Learning; Business Meeting Colorado Convention Center, Street Level, Room 712 6:15 pm to 7:45 pm

47.062. Teaching Educational Psychology SIG Business Meeting. SIG-Teaching Educational Psychology; Business Meeting Sheraton, Plaza Concourse Level, Plaza Court 2 6:15 pm to 7:45 pm

Sunday, 7:45 pm

Division Sessions

48.010. Division A, Division L, University Council for Educational Administration, University of Texas-Austin, and SAGE Publications Joint Reception. Division A - Administration Organization & Leadership; Reception Sheraton, Plaza Concourse Level, Plaza Ballroom AB 7:45 pm to 9:00 pm

SIG Sessions

48.011. Research Focus on Black Education SIG, Washington University of St. Louis, and Critical Examination of Race, Ethnicity, Class, and Gender in Education SIG Joint Reception, SIG-Research Focus on Black Education cosponsored with SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Reception Hyatt Regency, Third Level, Centennial Ballroom GH 7:45 pm to 9:45 pm

Monday, 6:45 am

AERA Sessions

49.010. AERA-Grants Program Focus Group and Early Bird Breakfast. AERA Sessions; Invited Session Hyatt Regency, Third Level, Agate C 6:45 am to 8:00 am

Chair:
George L. Wimberly, American Educational Research Association
Monday, 8:00 am

Professional Development Courses

50.010. Deriving Casual Relationships from Observational Data: A Concise Overview of Propensity Score Matching. Professional Development and Training Committee; Professional Development Course
Hyatt Regency, Fourth Level, Capitol Ballroom 3
8:00 am to 12:00 pm
Directors:
Sinan Gemicic, University of Georgia
Jay W. Rojewski, University of Georgia
In Heok Lee, University of Georgia

50.011. Implementing and Researching Preformatory Learning Environments: Meeting the Challenge of Integrating Cognitive-Social-Emotional Learning. Professional Development and Training Committee; Professional Development Course
Hyatt Regency, Fourth Level, Capitol Ballroom 4
8:00 am to 12:00 pm
Directors:
Lois Holzman, East Side Institute for Group and Short Term Psychotherapy
Carrie L. Lobman, Rutgers University
Anthony T. Perone, University of Illinois - Chicago
Jaime E. Martinez, East Side Institute for Group and Short Term Psychotherapy

50.012. Using Research to Lead School Improvement. Professional Development and Training Committee; Professional Development Course
Hyatt Regency, Fourth Level, Capitol Ballroom 5
8:00 am to 12:00 pm
Directors:
S. David Brazier, George Mason University
Scott C. Bauer, George Mason University

50.013. Using the PIRLS 2006 International Database for Secondary Data Analysis. Professional Development and Training Committee; Professional Development Course
Hyatt Regency, Fourth Level, Capitol Ballroom 1
8:00 am to 12:00 pm
Director:
Eugenio Gonzalez, ETS
Instructors:
Plamen Mirazchiyski, IEA Data Processing and Research Center
Ann M. Kennedy, Boston College

Monday, 8:15 am

Governance Meetings and Events

51.001. AERA Government Relations Committee - Closed Meeting. AERA Governance; Governance Session
Hyatt Regency, Fourth Level, Sandstone
8:15 am to 10:15 am
Chair:
Thomas B. Corcoran, Teachers College, Columbia University

51.002. AERA Annual Meeting Policies and Procedures Committee - Closed Meeting. AERA Governance; Governance Session
Hyatt Regency, Fourth Level, Limestone
8:15 am to 10:15 am
Chair:
Mitchell Nathan, University of Wisconsin - Madison

51.003. Planning Committee Meeting for the AERA Research Workshop on GLBT Issues in Education - Closed Meeting. AERA Governance; Governance Session
Hyatt Regency, Third Level, Mineral Hall C
8:15 am to 10:15 am
Chair:
George L. Wimberly, American Educational Research Association

51.004. AERA Research Advisory Committee - Closed Meeting. AERA Governance; Governance Session
Hyatt Regency, Fourth Level, Marble
8:15 am to 10:15 am
Chair:
Deborah L. Vandell, University of California - Irvine

AERA Sessions

Colorado Convention Center, Lower Level, Korbel Ballroom 1 D
8:15 am to 10:15 am
Chair:
Henry T. Frierson, University of Florida
Speakers:
The Genre-Specific Nature of Reading Comprehension and the Case of Informational Text. Nell E. Duke, Michigan State University
Postracial America and Equal Educational Opportunity: Does Affirmative Action Matter? Michele S. Moses, University of Colorado - Boulder

51.011. AERA Web Content Management System Training for Division and SIG Web Managers - Session 2. AERA Sessions; Workshop
Colorado Convention Center, Street Level, Room 401
8:15 am to 9:45 am
Chair:
Tracy Young, American Educational Research Association
Committee Sessions

51.012. GSC Chair Fireside Chat: Best Practices in Finding, Obtaining, and Maximizing Internship Opportunities in Measurement and Educational Research. Graduate Student Council cosponsored with Division D - Measurement and Research Methodology; Fireside Chat Colorado Convention Center, Street Level, Room 207 8:15 am to 9:45 am

Chairs: Andrea L. Tyler, Miami University of Ohio

Participants: Thanos Patelis, The College Board Cathy L.W. Wendler, ETS Lauer L. Davis, Pearson Scott F. Marion, National Center for Improvement of Educational Assessment Ross E. Markle, Northern Kentucky University Leslie Shaw, Buros Center for Testing Shelley Ragland, James Madison University

51.013. SAGE Business Meeting and Breakfast. An Open Conversation on Women, Poverty, and Education With Valerie Polakow and Lorna Rivera, Committee on Scholars and Advocates for Gender Equity in Education; Business Meeting Hyatt Regency, Third Level, Granite BC 8:15 am to 9:45 am

Chair: Valerie J. Janesick, University of South Florida

Participants: Valerie Polakow, Eastern Michigan University Lorna Rivera, University of Virginia

51.014. The Development of Youth Competence: Cultural and Contextual Considerations. Committee on Scholars of Color in Education; Invited Session Colorado Convention Center, Street Level, Room 402 8:15 am to 9:45 am

Chair: Cynthia Hudley, University of California - Santa Barbara

International Organization Sessions

51.015. Social, Cultural and Ethnic Diversity in Dutch Education: Sociological Consequences and Pedagogical Possibilities. Netherlands Educational Research Association; Invited Session Colorado Convention Center, Street Level, Room 403 8:15 am to 9:45 am

Chair: Theo Wubbels, Utrecht University

Participants: Segregation in Dutch Primary and Secondary Education. Lex Herweijer, The Netherlands Institute for Social Research School Choice, Segregation and Efforts to Influence School Choice. Sjoerd Karsten, University of Amsterdam Cognitive and Non-Cognitive Effects of Ethnic-Cultural Diversity in Dutch Elementary Schools. Geert Driessen, Radboud University, Nijmegen; Joep Bakker, Radboud University, Nijmegen; Eddie Denessen, Radboud University, Nijmegen Pedagogical Possibilities in Education and Diversity. Yvonne A.M. Leeman, University of Winsheim; Wiel M. Veegelers, University of Amsterdam

Discussant: Jeannie Oakes, The Ford Foundation

51.016. Calling Out “a Nation of Cowards”? Educators Breaking the Silence and Engaging in Critical, Honest, and Self-Reflective Racial Dialogue. Division B - Curriculum Studies; Invited Session Colorado Convention Center, Street Level, Room 110 8:15 am to 10:15 am

Chairs: Korina M. Jocson, Washington University

Participants: Eve Tuck, SUNY - College at New Paltz K. Wayne Yang, University of California - San Diego

Studying the Re-invention of “Classroom” Research Involving Web 2.0-Enabled Learning Environments. Christine M. Greenhow, University of Minnesota; Joan E. Hughes, University of Texas - Austin Enhancing Creative Knowledge Work With Collaborative Technologies. Jianwei Zhang, University at Albany - SUNY Literacy Online: Reading in Complex Environments. Greg McVerry, University of Connecticut Teacher Professional Development: Blending the Traditional With Web-Based Learning Environments. Ronald D. Owston, York University

Discussants: Curtis J. Bonk, Indiana University

51.019. Exploring Student Thinking, Reasoning, and Conceptual Development Across the Mathematics Curriculum. Division C - Learning and Instruction; Paper Session Colorado Convention Center, Street Level, Room 104 8:15 am to 9:45 am

Chair: Nir Madjar, Ben-Gurion University of the Negev

Participants: When Change Does Not Mean Progress: Historical Thinking, Intertextual Reading, and Domain-Specific Epistemic Beliefs in the Context of One High School History Class. Liliana Mazzoni, University of Maryland - College Park; Emily W. Fox, University of Maryland; Patricia A. Alexander, University of Maryland Student Perceptions of Methods of Justification in the Classroom. Maeghan N. Hennessey, University of Oklahoma; SukJeun Im, University of Oklahoma; Kelli Higley, The Pennsylvania State University Epistemological Beliefs Related to Mathematics. Jesse L. M. Wilkins, Virginia Polytechnic Institute and State University Three Knowledge Concepts Applicable to Subject-Matter Teaching and Inquiry Learning. Carl Bereiter, University of Toronto; Marlene Scardamalia, OISE/University of Toronto

Discussant: Jeffrey A. Greene, University of North Carolina

51.017. Complex Ecologies: Moving From “Educational Researcher” Position Statements to Research on Web 2.0-Enabled Learning Environments. Division C - Learning and Instruction; Symposium Colorado Convention Center, Street Level, Room 106 8:15 am to 9:45 am

Chair: Curtis J. Bonk, Indiana University

Participants: When Change Does Not Mean Progress: Historical Thinking, Intertextual Reading, and Domain-Specific Epistemic Beliefs in the Context of One High School History Class. Liliana Mazzoni, University of Maryland - College Park; Emily W. Fox, University of Maryland; Patricia A. Alexander, University of Maryland Student Perceptions of Methods of Justification in the Classroom. Maeghan N. Hennessey, University of Oklahoma; SukJeun Im, University of Oklahoma; Kelli Higley, The Pennsylvania State University Epistemological Beliefs Related to Mathematics. Jesse L. M. Wilkins, Virginia Polytechnic Institute and State University Three Knowledge Concepts Applicable to Subject-Matter Teaching and Inquiry Learning. Carl Bereiter, University of Toronto; Marlene Scardamalia, OISE/University of Toronto

Discussant: Jeffrey A. Greene, University of North Carolina

Division Sessions
Qualitative Calculus of Systems: Exploring Students’ Understanding of Rate of Change and Accumulation in Multiagent Systems. Michelle Hoda Wilkerson-Jerde, Northwestern University; Uri J. Wilensky, Northwestern University

The Occurrence of Indirect Reasoning: An Analysis. Dina Yankelewitz, Rutgers University; Mary Frances Mueller, Seton Hall University; Carolyn Maher; Rutgers University

Discussant: Sarah Jane Harris, University of Texas - Austin

51.020. Leveraging Research and Practice: Building a Large-Scale, High-Stakes Assessment That Supports Educators’ Goals for Teaching and Learning. Division C - Learning and Instruction; Symposium Colorado Convention Center, Street Level, Room 203 8:15 am to 9:45 am

Chair: Maureen Ewing, The College Board

Participants:

From Domain Analyses to Claims and Evidence: Developing Models of Student Knowing and Learning to Guide the Design of Curriculum, Instruction, and Assessment. James W. Pellegrino, University of Illinois - Chicago

Summative Assessment Design That Supports Teaching and Learning: One Example of Shifting the Paradigm. Kristen L. Huff, The College Board

Discussant: Joan L. Herman, University of California - Los Angeles

51.021. Recent Advances in the Design of Games That Support Learning. Division C - Learning and Instruction; Paper Session Colorado Convention Center, Street Level, Room 201 8:15 am to 10:15 am

Chair: Elisabeth R. Hayes, Arizona State University

Participants:
Are There Serious Obstacles to Serious Gaming? Current Trends in Education. Peter G. Schrader, University of Nevada - Las Vegas; Kimberly A. Lawless, University of Illinois - Chicago; Paula R. Johnson, Western Washington University

Computer Games and Learning Transfer. Rick Chan Frey, University of California - Berkeley

Effects of Game-Based Performance on Science Learning: A Transactional Theoretical Perspective. Hsien-Nan Wang, University of North Carolina; Kym L. Turner, North Carolina State University; Jonathan Rowe, North Carolina State University

Effects of Instructional Gaming on e3-Learning. Elena Novak, Florida State University; Tristin Johnson, Florida State University

Why Game Mechanics and Core Mechanics Should Be Linked to Instructional Methods and Strategies in Games for Learning. Richard A. Wainess, University of California - Los Angeles; Markus Iseli, University of California - Los Angeles; Alan Koenig, University of California - Los Angeles; Heather Choi, Polytectnic School; Victoria Barnes, Polytectnic School; Lina Vadlamani, Polytectnic School

51.022. Unusual Spaces: Exploring Unconventional Sites for the Study of Teaching and Learning. Division C - Learning and Instruction; Invited Session Colorado Convention Center, Street Level, Room 103 8:15 am to 9:45 am

Chair: Kelly A. Rodgers, University of Texas - San Antonio

Participants:

Spaces of Possibility: Translational Research in Urban Contexts. Robert James Helfenbein, Indiana University; Joshua S. Smith, Indiana University/Purdue University

Hip-Hop Learning: Graffiti Crews as Educational Sites for Urban Teenagers. Richard S. Christen, University of Portland

The Public Scholar Trading Card. Elke Wood, Indiana University/Purdue University at Indianapolis

The Pedagogies of Markets: Rethinking the Educational Role of Capital. Joshua J. Kurz, The Ohio State University

Discussant: Sharon L. Nichols, University of Texas - San Antonio

51.023. Improving the Validity of Content Assessments With Accommodation Usage for ELL Students. Division D - Measurement and Research Methodology; Symposium Sheraton, Plaza Concource Level, Governor’s Square 16 8:15 am to 9:45 am

Chair: Sue Rigney, U.S. Department of Education

Participants:
Validity of Accommodations for English-Language Learners. Jamal Abedi, University of California - Davis

Mean Effects of Test Accommodations for ELLs and Non-ELLs: A Meta-Analysis. Maria J. Pennock-Roman, MPR Psychometric and Statistical Research Consulting; Charlene Rivera, The George Washington University

Examining the Effects of Read-Aloud and Glossary Accommodations on ELL Students’ Performance in a Mathematics Assessment. Mhyung Kim Wolf, ETS; Jinok Kim, University of California - Los Angeles; Nichole Rivera, University of California - Los Angeles

ELL Accommodations in Eighth-Grade Math Assessments: Exploring Teacher Practices. Jenny C. Kao, University of California - Los Angeles; Noelle Griffin, University of California - Los Angeles; Sandy Chang, University of California - Los Angeles

Discussant: Sue Rigney, U.S. Department of Education

51.024. Using Item Response Theory to Investigate Various Challenges in Current Measurement Practice. Division D - Measurement and Research Methodology; Paper Session Sheraton, Plaza Concource Level, Governor’s Square 17 8:15 am to 9:45 am

Chair: Joy L. Matthews-Lopez, National Association of Boards of Pharmacy

Participants:
A Comparison of Item Selection Procedures for Mixed-Format Tests Based on the Generalized Partial Credit Model. Tsang-Han Ho, University of Texas - Austin; Barbara G. Dodd, University of Texas - Austin; Yi-Wei Hsin, Xi-Da College of Business

An Item Response Model With Hierarchical Latent Traits. Hung-Yu Huang, Hsun Chwang University; Wen-Chung Wang, The Hong Kong Institute of Education; Po-Hsi Chen, Taiwan Normal University

Comparison of Scale Transformation Methods inIRT Equating for the Common-Item Nonequivalent Groups Design. Chyunan Liu, University of Iowa; Michael J. Kolen, University of Iowa


A Comparison of Global Fit Indexes in a Multidimensional Rasch Analysis of Polytomous Data. Leigh M. Harrell, Virginia Polytechnic Institute and State University; Edward W. Wolfe, Pearson

Discussant: Chingwei D. Shin, Pearson

51.025. Indigenous History as Education History. Division F - History and Historiography cosponsored with SIG-Indigenous Peoples of the Americas, SIG-Indigenous Peoples of the Pacific; Symposium Colorado Convention Center, Street Level, Room 405 8:15 am to 9:45 am

Chair: Michelle M. Morgan, University of Wisconsin - Madison

Participants:
American Indian Histories as Education Histories. Donald Warren, Indiana University

Citizenship Education in Pueblo Indian Territory at the Turn of the 20th Century. Adele Lawrence, American University

"Epic Heroes and Barbecued Mutton": Competing Indigeniities in Northern Japan. Christopher Joseph Frey, Bowling Green State University

History and Education Among the Arikara People: Then and Now Linked. Standing Bear Kroupa, Indiana University

Discussant: K. Tsuinae Lomavainia, The University of Arizona

51.026. (Re)Thinking Context(s) in Education Research: International
Perspectives on Context as a Theoretical and Methodological Concept. 
Division G - Social Context of Education; Invited Session 
Colorado Convention Center, Street Level, Room 108 
8:15 am to 10:15 am 
Chair: 
Minjeong Kim, University of Massachusetts - Lowell 
Participants: 
What Counts as Context. Minjeong Kim, University of Massachusetts - Lowell; Judith L. Green, University of California - Santa Barbara 
Learning in Community Contexts: Plazas, Computers, and Sewing Rooms. Judy Kalman, Centro de Investigación y Estudios Avanzados - Mexico City, Mexico 
Learning Lives in Communities and Schools. Ola Erstad, University of California - San Diego 
Indigenous Groups and Higher Education. Bryan McKinley Jones Brayboy, Arizona State University 
History, Place, and Time in the Social Construction of Contexts of Education. Jerome E. Morris, University of Georgia; David M. Bloom, The Ohio State University 
Discussant: 
Vivian L. Gaabden, University of Pennsylvania 

51.027. Contrasting the Social Contexts of Indigenous, Heritage, and “Critical” Language Education and the Prospects for Deepening Multilingual Practice in the U.S. 
Division G - Social Context of Education; Symposium 
Colorado Convention Center, Street Level, Room 705 
8:15 am to 9:45 am 
Chair: 
Sarah Catherine K. Moore, Center for Applied Linguistics 
Participants: 
Donald Jeffrey Bale, Michigan State University 
Larisa Warhol, University of Connecticut 
Discussant: 
Terrence G. Wiley, Arizona State University 

51.028. Means and Effects of Scholarly Teaching. 
Division I - Education in the Professions; Paper Session 
Colorado Convention Center, Street Level, Room 710 
8:15 am to 9:45 am 
Chair: 
Casey B. White, University of Michigan Medical School 
Participants: 
UTeach Engineering: Preparing Secondary School Teachers to Deliver Design-Based Engineering Courses. Christina M. Cestone, University of Texas - Austin; Sarah Jane Harris, University of Texas - Austin; William McKenna, University of Texas - Austin; Taylor Martin, University of Texas - Austin 
Exploring the Effects of Teachers and School Experiences on Adolescents’ Choice of Engineering Careers. Doug D. Hamman, Texas Tech University; Fanni Liu Coward, Texas Tech University; Amani Zaier, Texas Tech University 
Interrogation of Outcomes of the Carnegie Project on the Education Doctorate. Syraj Syed, University of Florida; Jill A. Perry, Carnegie Project on the Education Doctorate; David G. Imig, University of Maryland 
The Development and Implementation of a “Resident as Teacher Program” for a Large, Tertiary-Care, Academic Health-Care Institution: Use of a Faculty-Driven “Train-the-Trainer” Program. Lily C. Pien, Cleveland Clinic; Christine Ann Taylor, Cleveland Clinic Lerner College of Medicine 
Discussant: 
Luann Wilkerson, University of California - Los Angeles 

51.029. Prestige, Performance, and Benchmarking in Higher-Education Policy. 
Division J - Postsecondary Education; Paper Session 
Colorado Convention Center, Street Level, Room 107 
8:15 am to 10:15 am 
Chair: 
Luciana Dar, University of California - Riverside 
Participants: 
Examining the Influence of Prestige on Alumni Giving at Public Universities: A Dynamic Panel Modeling Approach. Sean Anthony Simone, National Center for Education Statistics/Association for Institutional Research 
Institutional and State Public Higher-Education Performance: A Longitudinal Study (1997-2007). Ronald H. Heck, University of Hawaii - Manoa; Wendy Lam, Hawaii Pacific University; Scott L. Thomas, Claremont Graduate University 
Not Just the “Ivies”: The Adoption of “No-Loan” Programs at Public Colleges and Universities in the U.S. Michael K. McLeod, Vanderbilt University; Stella M. Flores, Vanderbilt University; Toby Park, Vanderbilt University 
Benchmarking Equity in Transfer Policies for Career and Technical Associate Degrees. Megan Michaelene Chase, University of Southern California 
Exploring the Conditional Effects of University Rankings on Institutional Reputation. Nicholas A. Bowman, University of Notre Dame; Michael N. Bastedo, University of Michigan 
Discussant: 
Christopher C. Morpew, University of Iowa 

51.030. Social Contexts, Supports, and Variables. 
Division J - Postsecondary Education; Paper Session 
Colorado Convention Center, Street Level, Room 105 
8:15 am to 10:15 am 
Chair: 
Tu-Lien Kim Nguyen, University of California - Los Angeles 
Participants: 
A Longitudinal Study of Change in Sense of Belonging From the First to the Fourth Year of College. Nicole Long, University of Maryland - College Park; Karen K. Inkelaar, University of Maryland 
Social Support and Community College Persistence: A Grounded Theory Model. Stanley Vason Burdette, Clemson University; Frankie K. Williams, Mississippi State University 
Understanding How Complex Ecologies Affect African American Gay Male Undergraduates in College: A Qualitative Study. Terrell Lamont Strayhorn, The University of Tennessee; Amanda M. Blakewood, The University of Tennessee; James M. Devita, The University of Tennessee - Knoxville 
Rurality, Social Capital, and College Completion. Soo-Yong Byun, University of North Carolina; Judith L. Meece, University of North Carolina; Matthew J. Irvin, University of North Carolina - Chapel Hill 
Discussant: 
Maria Estela Zarate, University of California - Irvine 

51.031. Critical Multiculturalism: Theory and Praxis in Teacher Education. 
Division K - Teaching and Teacher Education; Symposium 
Colorado Convention Center, Street Level, Room 601 
8:15 am to 10:15 am 
Chair: 
Stephen A. May, University of Auckland 
Participants: 
Critical Multiculturalism and Higher Education: Resistance and Possibilities Within Teacher Education. Michael Vavrus, Evergreen State College 
Daring to Infuse Ideology Into Language Teacher Education. Lilas I. Bartolome, University of Massachusetts - Boston 
The Arts and Social Justice in a Critical Multicultural Teacher Education Program. Mary Stone Hanley, George Mason University 
Digital Stories for Critical Multicultural Education: A Freirean Approach. James McShay, Iowa State University 
Discussant: 
Christine E. Sleeter, California State University - Monterey Bay 

51.032. Developing Capacities of Moral Agency and Ethical Practice in Teachers and Teaching. 
Division K - Teaching and Teacher Education; Symposium 
Colorado Convention Center, Street Level, Room 702 
8:15 am to 10:15 am 
Chair: 
Deborah L. Schussler, Villanova University 
Participants: 
The Moral and Ethical Practice of Teaching Diverse Learners: Infusing Humanizing Education Into Teacher Preparation. Maria del Carmen Salazar, University of Denver; Karen L. Lowenstein, Boettcher Teachers Program; Andrea Brill, Public Education & Business Coalition 
A Teacher-Designed Formative Assessment Tool in Teacher Preparation on Urban Teaching. Eleni Katsarou, University of Illinois - Chicago 
The Moral Work of Teaching: In Search of Conceptual Clarity. Lisa E. Johnson, Winthrop University; Rebecca Barr Evers, Winthrop University; Jonatha W.
51.033. Examining the Complexities of Whiteness in Teacher Education.

Division K - Teaching and Teacher Education; Paper Session
Colorado Convention Center, Street Level, Room 704
8:15 am to 9:45 am

Chair: Mary E. Easick, Plymouth State University
Participants:
- Acquiring Double Images: White Preservice Teachers Locating Themselves in a Raced World. Barbara L. Seidl, The Ohio State University; Stephen D. Hancock, University of North Carolina - Charlotte
- Among White People: Race as a Site of Hegemonic Struggle Within White Communities. Timothy J. Lenzsir, University of Minnesota; Audrey J. Appelsies, University of Minnesota
- Considering the Complexities of Whiteness in Teacher Education: Reading Race Within the Context of Multiculturalism and Social Justice. Miguel Guillermo Lopez, California State University - Monterey Bay
- “Engaging in Whiteness”: A Method for Teacher Educators. Kerri A. Ullucci, University of Massachusetts
- Race, Pedagogy, and the Ideal of Fair Teaching: Paley’s White Teacher and Her Critics 30 Years Later. Patricia M. Cooper, New York University

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

51.034. Reconceptualizations of South African Teacher Education.

Division K - Teaching and Teacher Education; Paper Session
Colorado Convention Center, Street Level, Room 706
8:15 am to 10:15 am

Chair: Arnetta F. Ball, Stanford University
Participants:
- Preservice Teachers in Pursuit of “Transcurricular”: Social Awareness in a Field Excursion Program. Joesph De Beer, University of Johannesburg; Elizabeth Henning, University of Johannesburg
- The English Medium Solution for Accommodating Diversity. Mandle Uys, North-West University; Maryna Reyncke, North-West University; Katie Kaiser, North-West University
- Ubuntu and the Reconceptualization of a South African Teacher Education Program. Joesph Waghid, Stellenbosch University; Lesley Lionel Leonard Le Grange, Stellenbosch University; Peter Allan Damont Bets, University of Stellenbosch; Berte Van Wyk, Stellenbosch University, South Africa

Discussant: Petra Engelbrecht, North-West University, South Africa


Division L - Educational Policy and Politics; Symposium
Sheraton, Plaza Concourse Level, Governor’s Square 15
8:15 am to 10:15 am

Chair: Heather C. Hill, Harvard University
Participants:
- Validating Value-Added Scores: An Instructional Analysis. Heather C. Hill, Harvard University; Kristin Umland, University of New Mexico; Laura Ring Kapitula, Calvin College
- Examining Different Value-Added Models Through Analysis of Instruction. Laura Ring Kapitula, Calvin College; Kristin Umland, University of New Mexico
- Predicting Teacher Value-Added Model Scores: Which Instructional Elements Explain Variance? Heather C. Hill, Harvard University; Laura Ring Kapitula, Calvin College; Kristin Umland, University of New Mexico
- Images of High-Quality Mathematics Instruction. Jennifer M. Lewis, University of Michigan

Discussant: Laura S. Hamilton, RAND Corporation

51.036. Transformative Play: Games as 21st-Century Curriculum. SIG-Applied Research in Virtual Environments for Learning; Symposium
Sheraton, Plaza Concourse Level, Plaza Ballroom D
8:15 am to 9:45 am

Chair: Sasha A. Barab, Indiana University
Participants:
- Taiga Fiskkill: Example 1 of Transformational Play. Sasha A. Barab, Indiana University; Adam Ingram-Goble, Indiana University
- “Modern Prometheus”: Example 2 of Transformational Play. Patrick Pettijohn, Indiana University; Maria Solomou, Indiana University
- Ander City: Example 3 of Transformational Play. Melissa Sommefeld Gresalfi, Indiana University
- Virtual Mesa Verde: Example Four of Transformational Play. Anna A. Ari, Indiana University; Charlene Volk, Indiana University

Discussants: James Paul Gee, Arizona State University; James G. Greeno, University of Pittsburgh

51.037. Crossing Border Terrains: Cultural Response, Embracing Change, and Community Memories. SIG-Critical Issues in Curriculum and Cultural Studies; Paper Session
Colorado Convention Center, Street Level, Room 711
8:15 am to 10:15 am

Chair: Alberto Lopez-Carrasquillo, Northeastern Illinois University
Participants:
- Embracing Change: Reflection on Practice in Nondominant Communities. Gresilda A. Tilley-Lubs, Virginia Polytechnic Institute and State University; Jennifer Sinik McClound, Virginia Polytechnic Institute and State University
- Navigating the Pathways of Emerging Indigenous Researchers. Pohai L. Kakea-Shultz, University of Hawaii; Raviri Stephen Tinrur, Massey University; Mischa KauaAnuhea Lenchanko, University of Hawaii; Eomailani Bettencourt, University of Hawaii - Manoa
- Standing on the Shoulders of Others: Deconstructing the Role of Collective Community Memories in White Identity. Anna F. Wilson, Chapman University
- Reimagining Education: Cultural Responsivity Through Critical Curriculum Studies Across One District. Bernadette Bridget Misetti, Kennesaw State University; Julie Elmore, Barrow County Schools
- Theorizing Identities in a “Just(s)” Contested Terrain: Practice Theories of Identity Amid Critical-Poststructural Debates. Limarys Carabalito, Teachers College, Columbia University

Discussant: William B. Stanley, Monmouth University

51.038. Becoming a Learning Subject: An Agential Realist and Relational Materialist Approach to ECE Research and Practices. SIG-Critical Perspectives on Early Childhood Education; Symposium
Colorado Convention Center, Street Level, Room 101
8:15 am to 10:15 am

Chair: Elizabeth Mary Jones, Manchester Metropolitan University
Participants:
- “Becoming Bark Boat in the Event”: A Feminist Agential Realist Approach to Analysis of Educational Data and Observations of Pedagogical Practices. Hillevi Loret Tagachi, Stockholm University
- Pedagogical Photo-Documentation of Children and Other Agentic Forces: Relational Materialism and Research on Early Childhood Education. Karin Hultman, Stockholm University
- Rethinking Mathematical Subjectivity in Early-Childhood Teacher Education. Anna Pulmer, The Stockholm University

Discussants: Lisa A. Mazzei, Gonzaga University; Ann Merete Otterstad, Oslo University College
51.039. The Influence of the Academic Disciplines on Doctoral Education. SIG-Doctoral Education across the Disciplines; Paper Session
Colorado Convention Center, Street Level, Room 703
8:15 am to 9:45 am
Chair: Bianca L. Bernstein, Arizona State University
Participants:
Connecting Faculty Epistemology and Graduate Education in the Engineering Disciplines. Zarrina A. Azizova, Oklahoma State University; Tani L. Moore, Oklahoma State University - Tulsa; Meng Wang, Oklahoma State University; Dawn M. Shinn, Washington State University; Shane A. Brown, Washington State University
Doing Chemistry in Changing Times: Mapping Trends and Tensions in U.S. Chemistry Graduate Education. Heidi G. Loshaugh, University of Colorado - Boulder; Heather L. Thiry, University of Colorado - Boulder; Sandra Laarsen, University of Colorado - Boulder
The Influence of Environmental Variables on Doctoral Students’ Perception of Teaching and Research Integration. Michelle A. Maher; University of South Carolina; Joanna Angeline Gilmore, University of South Carolina; Brianna Crotwell Timmerman, University South Carolina; Cindy K. Siegelmeier, University of South Carolina
Future-Faculty Professional Development Programs for STEM Doctoral Students: An Exploratory Classification Scheme. Mark R. Connolly, University of Wisconsin - Madison; Julia N. Savoy, University of Wisconsin - Madison; Shihmei Barger, University of Wisconsin - Madison

51.040. Ecologies of Imagination and Activism in Ecological and Environmental Education. SIG-Ecological and Environmental Education; Symposium
Colorado Convention Center, Street Level, Room 709
8:15 am to 10:15 am
Chair: Amy N. Cutter-Mackenzie, Monash University
Philip G. Payne, Monash University
Participants:
Conceptual Positioning: Ecologies of Imagination and Activism. Phillip G. Payne, Monash University
Methodological Positioning: Ecologies of Imagination and Activism. Paul Hart, University of Regina
Pedagogical Positioning: Ecologies of Imagination and Activism. Amy N. Cutter-Mackenzie, Monash University
Personal Positioning (of Self): Ecologies of Imagination and Activism. Peta Urquide, University of Regina
Discussant: Leesa K. Fawcett, York University

Sheraton, Plaza Concourse Level, Plaza Court 3
8:15 am to 10:15 am
Chair: Allison Ann Howland, Indiana University
Participants:
Is Parental Depression a Predictor of Externalizing and Internalizing Problems of Immigrant Children? Heejung Kim, University of Virginia; Mido Chang, Virginia Polytechnic Institute and State University; Sunha Kim, Virginia Polytechnic Institute and State University
Parental Divorce, Remarriage, and Student Educational and Health-Related Outcomes. William H. Jeynes, California State University - Long Beach
Prevalence and Pedagogy: Understanding Substance Abuse in Schools. Twyla L. Salm, University of Regina
Dose-Response Relations Between Participation in Integrated Early Childhood Services and Child Outcomes: Ecological Complexities. Sejal Patel, OISE/University of Toronto; Carl M. Corter, OISE/University of Toronto
Discussant: Guang Zeng, Texas A&M University - Corpus Christi

Sheraton, Plaza Concourse Level, Governor’s Square 9
8:15 am to 9:45 am
Chair: Joseph P. McDonald, New York University
Participants:
Going to Scale With New School Designs: Reinventing High School. Meg A. Riordan, Expeditionary Learning Schools Outreach Bound; Joseph P. McDonald, New York University; Emily J. Klein, Montclair State University
Early-College High School: Modest Experiment or National Movement? Nancy Hoffman, Jobs for the Future
Scaling-Up High Tech High. Larry Rosenstock, High Tech High School
The Politics of Scaling Up Aspire Public Charter Schools. Don Shalvey, Gates Foundation

51.043. Foucault, Genealogy, History: (Re)Reading Education’s History of the Present. SIG-Foucault and Education; Paper Session
Colorado Convention Center, Street Level, Room 608
8:15 am to 10:15 am
Chair: Christine Clark, University of Nevada - Las Vegas
Participants:
“A Perilous Act: The Production of Experience, the Transformation of Subjectivity, and Historical Truth. John Ambrosio, Ball State University
“Pantaloons and Power”: The Case of Lee Boo and the Normalization of the Student in Micronesia. David W. Kupferman, University of Hawaii - Manoa
The Good Student: A Genealogy of Adolescence and Schooling for Citizenship. Julie E. McLeod, University of Melbourne

51.044. Latino Students in Elementary Schools: Identity, Students’ Views, and Pedagogy. SIG-Hispanic Research Issues; Paper Session
Colorado Convention Center, Street Level, Room 708
8:15 am to 9:45 am
Chair: Sharon H. Ulanoff, California State University - Los Angeles
Participants:
“Off Script” and on Task: Embellishing an English-Only Scripted Reading Program for English-Language Learners. Mary Carol Combs, The University of Arizona; Carol A. Evans, The University of Arizona
“Martin Luther King Stopped Discrimination”: Intergenerational Latino Elementary Students’ Perceptions of Social Issues. Margaret Sauceda Curwen, Chapman University
Examining the Effects of the Latino Family on Children’s Kindergarten Social Competence. Amy Lynn Pacino, University of Maryland - Baltimore County; Claudia Lucia Galindo, University of Maryland - Baltimore County

51.045. Changing Ourselves and the World. SIG-Holistic Education; Invited Session
Colorado Convention Center, Street Level, Room 406
8:15 am to 10:15 am
Chair: Anne McCrary Sullivan, National-Louis University
Participants:
Being in Our Bodies: Changing Ourselves and the World. Mara Sapon-Shevin, Syracuse University
Spirit, Body, and Transformation: Visions of Holistic Professional Development for Educators. Anne McCrary Sullivan, National-Louis University; Sara K. Schneider, National-Louis University; Luz Carime Bers, National-Louis University; Randee Lawrence, National-Louis University; Karen F. Tardrew, National-Louis University
Discussants: Maya Lewanon, National-Louis University; Michelle L. Tichy, Saint Norbert College; Suzanne Soocho, Chapman University

51.046. Indigenous Storytelling: Addressing the Social, Cultural, Pedagogic, and Epistemological Needs of Indigenous Communities. SIG-Indigenous Peoples of the Americas cosponsored with Division B - Curriculum Studies; Symposium
Colorado Convention Center, Street Level, Room 602
8:15 am to 9:45 am

Chair: Judy M. Iseke, Lakehead University

Participants:
Indigenous Storywork: Educating the Heart, Mind, Body, and Spirit. Jo-Ann Archibald, University of British Columbia
Learning Stories From and of Grandmothers of the Metis Nation: Community Leaders, Historians, Educators, and Healers. Judy M. Iseke, Lakehead University

Discussants:
Susan Dion, York University
Cora Weber-Pillwax, University of Alberta

51.047. “E.T. Phone Home”: Indigenous Scholars Finding Our Place. SIG-Indigenous Peoples of the Pacific cosponsored with SIG-Indigenous Peoples of the Americas; Symposium
Colorado Convention Center, Street Level, Room 206
8:15 am to 10:15 am

Chair: Tarajeun Jizzle-Mintz, Indiana University

Participants:
Situating/Being Situated in Vizenor’s Survivance Narrative. Troy Richardson, Cornell University
Homeward Bound. Adreanne Ormond, The University of Auckland
Kahi E Noho Ai: Creating Places From Which to Speak. Katrina Kapaunakoalaokeloa Oliveira, University of Hawaii

Discussant:
Gregory Cajete, University of New Mexico

51.048. Globalization’s Impact Upon Internationalization of East Asian Higher Education. SIG-International Studies; Symposium
Colorado Convention Center, Street Level, Room 610, 612
8:15 am to 9:45 am

Chair: John D. Palmer, Colgate University

Participants:
Does Globalization and Internationalization Really Mean Americanization? Internationalization Efforts of South Korean Universities. John D. Palmer, Colgate University; Young Ha Cho, Kyung Hee University; Korea
Innovative Trends and Contrasting Paradigms of Higher Education: An East Asian Exemplar. Amy Roberts, University of Wyoming
What It Takes to Internationalize Higher Education in Korea and Japan: English and International Students. Jae-Eun Jon, University of Minnesota; Eun Young Kim, University of Illinois - Urbana-Champaign
The Trends and Implications of Taiwan’s Higher-Education Internationalization. Gregory Siy Ching, lungwa University of Science and Technology
Chinese Educational Policies for Minorities at the Higher Education Level: A Case Study on Korean Nationality. Heejin Park, University of Pittsburgh

Discussant:
Heidi A. Ross, Indiana University

Colorado Convention Center, Street Level, Room 707
8:15 am to 9:45 am

Chair: Ira E. Bogotch, Florida Atlantic University

Participants:
Social Justice in Educational Leadership: Where Have We Been and Where Can We Go? Whitney H. Sherman, Virginia Commonwealth University; Tameka L. King, Florida Atlantic University
Inquiry and Equity in Educational Leadership. Gerardo R. Lopez, Indiana University; Michelle D. Young, University Council for Education Administration / University of Texas
Social Justice in Teacher Education: Re-theorizing Some Fundamental Distinctions. Kurt Stomhagen, Virginia Commonwealth University; Gabriel Aaron Reich, Virginia Commonwealth University
Social Justice and School Counseling. Mary Hermann, Virginia Commonwealth University; Donna Dockery, Virginia Commonwealth University

Discussant:
What Can Educational Leaders Learn About Social Justice From the Social Sciences? Jeffrey S. Brooks, University of Missouri
Incorporating Global Perspectives Into an Existing Research Discourse on Educational Leadership for Social Justice. Anthony H. Normore, California State University - Dominguez Hills

51.050. Middle-Grades Teachers: Positioning and Pedagogy. SIG-Middle-Level Education Research; Paper Session
Sheraton, Plaza Concourse Level, Plaza Court 7
8:15 am to 10:15 am

Chair: Regina E. Rahimi, Armstrong Atlantic State University

Participants:
Deep Thinking and Differentiation: Developing a Logic Model for Responsive Teaching in an Urban Middle School. David B. Strahan, Western Carolina University; Jessy Kronenberg, Western Carolina University; Richard Burgner, Asheville City Schools; Jennifer Doherty, Asheville City Schools; Melissa Hed, Ashevile Middle School
Differentiated Instruction: Exploring Implementation at the Middle Level. Jim C. Smith, University of Colorado - Colorado Springs
Well-Prepared Middle-Grades Teachers: Common Ground or Subtle Divide Between Practitioners and University Faculty? P. Maureen Musser, Consultant; William L. Greene, Southern Oregon University; Linda L. Samek, George Fox University; Micki M. Caskey, Portland State University; Jay Cashon, Oregon State University - Cascades; Younghee M. Kim, Southern Oregon University
Repositioning Literacy Pedagogy Through a Whole-School Read. Pamela C. Jewett, University of South Carolina; Jennifer L. Wilson, University of South Carolina; Michelle Vanderburg, University of South Carolina
Teacher-Student Relationships Among Behaviorally At-Risk African American Youth. Christopher J. Murray, University of Oregon; Keith Zvoch, University of Oregon

Discussant:
Nan Bahr, Queensland University of Technology

51.051. Interest, Engagement, and Learning: Implications for STEM. SIG-Motivation in Education; Symposium
Colorado Convention Center, Street Level, Room 605
8:15 am to 9:45 am

Chair: Paul A. Cobb, Vanderbilt University

Participants:
Interest, Engagement, and Learning Over Time: Making It Personal. Carol Sansone, University of Utah; Tamara B. Fraughton, University of Utah; Joseph L. Zachary, University of Utah; Cecily Heiner, University of Utah
Interest, Engagement, and Learning: Virtual Fieldwork in Mathematics. K. Ann Remminger, Swarthmore College; Ming Cai, Swarthmore College; Mark Chin, Swarthmore College; Dennis Fan, Swarthmore College
On the Nature of Long-Term Engagement and Its Implications for Classroom Instruction. Flavio S. Azevedo, University of Massachusetts - Amherst
Focusing on Students’ Mathematical Interest in the Professional Development of Mathematics Teachers. Jana Yvonovska, The University of Queensland; Qing Zhao, Vanderbilt University

Discussant:
Paul A. Cobb, Vanderbilt University

51.052. Teacher Motivation: Applying Motivational Theories Using International Samples and Diverse Methodological Approaches. SIG-Motivation in Education; Symposium
Colorado Convention Center, Street Level, Room 210
8:15 am to 10:15 am

Chairs:
Chris S. Hullman, James Madison University
Ulrich Schiefele, University of Potsdam

Participants:
Interest in Teaching: Affective and Value-Based Components. Chris S. Hullman, James Madison University; Matthew G. Springer, Vanderbilt University; Susan Burns, Vanderbilt University; Cate Gardner, Vanderbilt University
Relations Between Teacher Interest, Occupational Stress, and Instructional Preferences. Ulrich Schiefele, University of Potsdam; Lilian Streblov, University of Bielefeld; Jan Retelsdorf, Christian-Albrechts-University of Kiel
Extension and Examination of an Achievement Goal Approach to Teacher Motivation. Ruth Butler, Hebrew University; Jerusalem
Achievement Goals for Teaching and Teachers’ Reference Norms: Joint
Relations With Instructional Practices. Jan Retelsdorf, Christian-Albrechts-University of Kiel

Teachers’ Motivational Beliefs and Instructional Practices: A Person-Centered Approach. Annemarie M. Cordey, University of California - Irvine; Nicholas Paul Yoder, University of Michigan; Stuart A. Karabenick, University of Michigan

Changing Motivations for Teacher Subtypes in the First 5 Years of Teaching. Helen M. G. Watt, Monash University; Paul W. Richardson, Monash University

Discussant: Georgios D. Sideridis, University of Crete

51.053. Multicultural/Multiethnic Education: Examining Teacher Representation and Success. SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Paper Session Colorado Convention Center, Street Level, Room 604
8:15 am to 9:45 am

Chair: Michael John Oroso, University of California - Riverside

Participants:
The Absence of African American Teachers in the Classroom. Edward L. Mason, Prairie View A&M University; Sherril Veen Morris, Prairie View A&M University

Characterizing Culturally Responsive Teacher Communication With African American Middle School Students. Audra L. Gray, University of Washington

Understanding Cultural Competence Among Preservice Teachers. Yan Yang, University of Texas - Brownsville; Diane Montgomery, Oklahoma State University

“White Teachers, Stay Here ... Everyone Else Is Dismissed”: The Unintended Consequences of Whiteness Research. Tahavee Apiron Jackson, Emory University

Discussant: Claudia Peralta Nash, California State University - Chico

51.054. Relationship Between Academic Experience in Early Childhood, Selected Demographic and Background Variables, and Performance on NAEP Eighth-Grade Reading Assessment. SIG-NAEP Studies; Symposium Sheraton, Plaza Concourse Level, Plaza Court 6
8:15 am to 10:15 am

Chair: Cadele Hemphill, American Institutes for Research

Participants:
A Statistical Linkage Between NAEP and ECLS Grade 8 Reading Assessments. Burhan Ogut, American Institutes for Research; Young Yee Kim, American Institutes for Research; Enis Dogan, American Institutes for Research

Early Childhood Reading Levels and Performance on NAEP Eighth-Grade Reading Assessment. Enis Dogan, American Institutes for Research; Sharyn Rosenberg, American Institutes for Research

Understanding the Association Between the National School Lunch Program, SES, and Reading Among Grade 8 Students in NAEP. Salvador Rivas, American Institutes for Research; Burhan Ogut, American Institutes for Research

Modeling the Effects of Academic Self-Concept on NAEP Grade 8 Reading Achievement. Young Yee Kim, American Institutes for Research; Chaturont Santrakul, American Institutes for Research

Discussant: Andrew J. Kolstad, National Center for Education Statistics

51.055. Reinventing Freirean Praxis: Perspectives From Across the Americas. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Paper Session Colorado Convention Center, Street Level, Room 606
8:15 am to 9:45 am

Chair: Pia I. Wong, California State University - Sacramento

Participants:
Enacting Principles of Freirean Praxis at the Local and Macro Level: Radical Democratization of School Practices in Brazil. Louise B. Jennings, Colorado State University; Gylton Brandao Da Matta, University of South Carolina

Politicizing Freirean Dialogue. Timothy John O’Brien

Inéditos Viales, Theology, and Popular Education: Liberating Praxes of Women Educators in El Salvador, Nicaragua, Bolivia, and Argentina. Lauren Ila Jones, University of California - Los Angeles

Research Methods and Methodology Conducted by Reinventing Freirean Pedagogy: Ecopedagogy Research in the Americas. Greg William Misiaszek, University of California - Los Angeles

51.056. Researching Curricular Effectiveness: Insights From a 3-Year Longitudinal Study of the Impact of Secondary-School Mathematics Curricula. SIG-Research in Mathematics Education; Symposium Colorado Convention Center, Street Level, Room 205
8:15 am to 9:45 am

Chair: Jere Confrey, North Carolina State University

Participants:
The Essential Role of Curricular Analyses in Comparative Studies of Mathematics Achievement: Developing “Fair” Tests. Oscar Chavez, University of Missouri; Daniel James Ross, University of Missouri; Ira Joel Papick, University of Nebraska; Douglas A. Grouws, University of Missouri

Conceptualizing and Measuring “Fidelity of Implementation” of Secondary Mathematics Textbooks: Results of a 3-Year Study of Curriculum Implementation. Melissa D. McNaught, University of Iowa; James E. Tarr, University of Missouri - Columbia; Ruth Mae Sears, University of Missouri

Identification of Student- and Teacher-Level Variables in Modeling Variation of Mathematics Achievement Data. James E. Tarr, University of Missouri - Columbia; Melissa D. McNaught, University of Iowa; Oscar Chavez, University of Missouri; Daniel James Ross, University of Missouri; Douglas A. Grouws, University of Missouri; Robert E. Reys, University of Missouri; Rukiye Didem Taylan, University of Missouri

Discussant: Jere Confrey, North Carolina State University

51.057. Experiences of Asian American Students in Higher Education. SIG-Research on the Education of Asian and Pacific Americans; Paper Session Colorado Convention Center, Street Level, Room 712
8:15 am to 9:45 am

Chair: Carol Huang, Independent Researcher

Participants:
Asian American College Students’ Perceptions of Leadership Support on Their Campus. Melissa L. Kwon, University of California - Santa Barbara; Mary E. Brenner, University of California - Santa Barbara

Asian American College Students: Diverse Stories From the Community College Setting. Nga Kim Hyang, University of California - Berkeley

Over 40 Percent: Asian Americans and the Road(s) to Community Colleges. Julie Jinwon Park, Miami University

Discussant: Rachel K. Endo, College of Saint Mary

51.058. Emerging Perspectives on Assessment and Literacy for Students Who Are Deaf or Hard of Hearing. SIG-Research on the Education of Deaf Persons; Paper Session Colorado Convention Center, Street Level, Room 204
8:15 am to 10:15 am

Chair: Beverly J. Trezek, DePaul University

Participants:
Adapted Interactive Writing Instruction With Young, Deaf Children. Cheri Williams, University of Cincinnati

An Examination of Vocabulary Research With Students Who Are Deaf or Hard of Hearing. John L. Luckner, University of Northern Colorado

Development of an Academic Risk Scale to Determine Services to Deaf and Hard-of-Hearing Students in Public Schools. Shirin D. Antia, The University of Arizona; Patricia B. Jones, The University of Arizona

Improving Deaf Children’s Literacy: The Importance of Morphology. Terezinha Nunes, University of Oxford; Diana Burman, University of Oxford; Deborah Evans, University of Oxford; Rossana Barros Baertl, University of Oxford

Progress Monitoring in Reading and Writing for Deaf and Hard-of-Hearing Students. Lauren M. Barkmeier, University of Minnesota; Susan Rose, University of Minnesota

Teaching Deaf Prekindergartners Alphabetic Knowledge, Phonological Awareness, and Emergent Literacy Skills. Amy R. Lederberg, Georgia State University; Jennifer Beal-Alvarez, Georgia State University; Elizabeth Miller, Georgia State University; Jessica Page Bergeron, Georgia State University; Susan Easterbrooks, Georgia State University; Carol M. Connor, Florida State University

51.059. Recruitment, Induction, Renewal, Job Satisfaction, and Retention of Texas High School Science Teachers. SIG-Science Teaching and Learning;
Structured Poster Session
Sheraton, Plaza Concourse Level, Plaza Ballroom F
8:15 am to 10:15 am
Chair: Carol L. Stukey, Texas A&M University
Participants:
1. Method: Sampling Design, Instrument Development, and Calculations of Retention for Texas High School Science Teachers. Dane Bozean, Texas A&M University; Rasheeda Richardson, Texas A&M University; Caroline Vasquez, Texas A&M University
Method: Using Interviews to Develop Recruitment, Induction, and Professional Development Scores for Texas High Schools. Carol L. Stukey, Texas A&M University; Toni Ivey, Oklahoma State University
2. School Recruitment Strategies, Teachers' Job Satisfaction, and Career Status of Texas High School Science Teachers. Irving A. Brion, Texas A&M University; Rongjin Huang, Texas A&M University; Omah Williams, Texas A&M University
3. Relationship Between Recruitment Strategies and Retention of Science Teachers in Medium-Sized Texas High Schools. Hui-Kai Chuang, Texas A&M University; Barbara Conway, Texas A&M University; Sayeon Kim, Texas A&M University
4. Relationship of Induction Practices to Job Satisfaction and Retention of High School Science Teachers. Toni Ivey, Oklahoma State University; Tori Hollas, Texas A&M University
5. Professional Development Practices and Science Teachers' Job Satisfaction in Large Texas High Schools. Injeong Jo, Texas A&M University; Jing Zhao, Texas A&M University
6. Understanding the Relationship Between Professional Development Practices and Job Satisfaction in Texas High Schools. D swoon Too, Texas A&M University; Mehmet Ayar, Texas A&M University
7. Determining Texas High Schools' Professional Development Policies and Their Retention Rates. Quintina Ogletree, Texas A&M University; Laura E. Ruebush, Texas A&M University - College Station; Sara Spikes, Texas A&M University
Discussant: Cathleen C. Loving, Texas A&M University

51.060. Teaching and Researching for Peace in the Palestinian-Israeli Context. SIG-Second Language Research; Invited Session
Colorado Convention Center, Street Level, Room 407
8:15 am to 10:15 am
Chair: Rachel A. Grant, George Mason University
Participants:
Mono Assaf, George Mason University
Azim Assaf, Birzeit University
Khawla Shakhsheer Sabri, Birzeit University
Akram Habeeb, The Islamic University
Nasmi al Masri, The Islamic University
Nurit Peled-Elhanan, Hebrew University and David Yellin Teachers College
Lawrence N. Berlin, Northeastern Illinois University
Shelley Wong, George Mason University
Discussant: John McRae, University of Nottingham

51.061. Discovering Self-Study in the Complex Ecologies in a Changing World. SIG-Self-Study of Teacher Education Practices; Paper Session
Colorado Convention Center, Street Level, Room 603
8:15 am to 10:15 am
Chair: Linda M. Fitzgerald, University of Northern Iowa
Participants:
Being on the Edge: A Study of Teacher Educators' Professional Development as an Edge Community. Judith Barak, Kaye Academic College of Education; Ariela Gidron, Kaye College of Education; Robbie Turmanisky, Kaye College of Education
Using Self-Study to Explore Tensions Resulting From Dialogic Participatory Research in School Settings. Josephine Arce, San Francisco State University; Janet Garret, San Francisco State University; Cindy Lazzarevchi, San Francisco State University; Stacy Kaplan, San Francisco State University; Debra L. Luna, San Francisco State University
Transcribing the Unsaid: Finding Silence in a Self-Study. Robyn T. Brandenburg, University of Ballarat; Christina R. Davidson, Central Queensland University
What We Tell: Self-Study of Professional Identity Narratives. Tomas Galdueira, Mills College; Diane P. Ketelle, Mills College

51.062. Service Learning, School, and Teachers. SIG-Service-Learning & Experiential Education; Paper Session
Colorado Convention Center, Street Level, Room 208
8:15 am to 10:15 am
Chair: Amy White, Wingate University
Participants:
When Service Learning Fosters Efficacy Beliefs of Preservice Teachers. Kathleen Tice, University of Texas - Arlington; Larry Nelson, University of Texas - Arlington
The Bumps Along the Way: The Journey of Novice Service-Learning Practitioners in an Urban School. Robert Weldon Simmons, Loyola University Maryland
Moving Into Communities: Developing Cultural Competence With Preservice Educators Through Community Service-Learning Experiences. Heather Marie Coffey, University of North Carolina - Charlotte
Community Service Learning: Impact on Tutees. Kathy M. Bussert-Webb, University of Texas - Brownsville; Maria Diaz, University of Texas - Brownsville; Liliana Lugo, The University of Texas - Brownsville
Discussant: Kathleen B. Wasserman, University of Scranton

51.063. State and Regional Educational Research Associations Distinguished Papers Session 3. SIG-State and Regional Educational Research Associations; Invited Session
Sheraton, Plaza Concourse Level, Plaza Court 5
8:15 am to 10:15 am
Chair: John M. Enger, Nova Southeastern University
Participants:
California Educational Research Association - The Effectiveness of a Standards-Based Integrated Chemistry and Mathematics Curriculum on Improving the Academic Achievement in Chemistry. Blessing Tendai Mupanduki, Ausa Pacific University
Hawaii Educational Research Association - "The Effects of the Environmental Mode of Instruction on 4th Grade Writing Scores". April Gardner Taylor, Argosy University
Northeastern Educational Research Association - Financial Planning for College: What Parents Do to Prepare. Catherine A. Mandy, University of Massachusetts - Amherst; Ryan S. Wells, University of Massachusetts - Amherst
Discussants: Julie Ellen Flegal, United States Postal Service
Pauline E. Egelson, College of Charleston

51.064. Rethinking Teacher Evaluation: Piloting the Charlotte Danielson “Framework for Teaching” in Chicago Public Schools. SIG-Supervision and Instructional Leadership; Symposium
Sheraton, Plaza Concourse Level, Plaza Ballroom E
8:15 am to 9:45 am
Chair: John Q. Easton, U.S. Department of Education
Participants:
An Overview of the Danielson Framework for Teaching and the Evaluation Study. Sara Ray Stoelinga, University of Chicago; Charlotte F. Danielson, Outcomes Associates
Exploring Principal and External-Rater Ratings. Lauren Sartain, University of Chicago; John Q. Easton, U.S. Department of Education
The Reliability of the Framework. Stuart Luppescu, University of Chicago; Lauren Sartain, University of Chicago
Principal and Teacher Reflections on the Evaluation Process. Eric Brown, University of Chicago; Kavita Kapadia, University of Chicago; Sara Ray Stoelinga, University of Chicago
Discussant: Charlotte F. Danielson, Outcomes Associates
51.065. Working in, and Against, the Neo-Liberal State: Global Perspectives on Teacher Union Research. SIG-Teacher’s Work/Teachers Unions; Paper Session
Sheraton, Plaza Concourse Level, Plaza Court 2
8:15 am to 10:15 am
Chair: George Joseph Lamoureaux, Brock University
Participants:
The California Teachers Association Gay, Lesbian, Bisexual, Transgender Caucus: Transforming a Heteronormative Institution. James R. Sheldon, San Francisco State University
Some Teachers Are Brave, Others Are Caring: Teachers’ Work Incentives, Politics, and Educational Inequality in Argentina. Sarah A. Robert, University at Buffalo - SUNY
Teacher Learning Representatives Furthering Teacher Professional Development in the U.S. and Scotland Through Organic Intellectualism. Alex Alexandrou, Freelance Academic
"Terminating the Teaching Profession": Neoliberal Reform, Resistance, and the Assault on Teachers in Chile. Jill Andrea Pinkney Pastruna, University of Wisconsin
Post-Reform Teacher Unionism? The 2008 Bellevue Teacher Strike. Keith Nitta, University of Washington - Bothell; Daniel F. Jacoby, University of Washington - Bothell
Discussant: Wendy L. Poole, University of British Columbia

51.066. TICL 6: The Fostering of System Thinking: Empirical Evidence for the Paradigm. SIG-Technology, Instruction, Cognition & Learning; Symposium
Sheraton, Plaza Concourse Level, Governor’s Square 11
8:15 am to 10:15 am
Chair: Klaus U. Breuer, University of Mainz, Germany
Participants:
Integrating a Systems-Thinking Perspective Into Learning and Instruction for Complex and Challenging Tasks. J. Michael Spector, University of Georgia
Development of Cognitive Competence: System Thinking to Tackle Complex Problems. Stefanie Andrea Hillen, University of Agder - Kristiansand
Simulation as Cognitive Tools for Coping With Complex Business Environments. Klaus U. Breuer; University of Mainz, Germany
Effects of Face-to-Face and Online Training on Self-Confidence and Performance in Industrial Operators. Jose E. Diazcamacho, Universidad Veracruzana
Building and Assessing Teachers’ Knowledge Representations of Historical Events. Susan M. Miller, Kent State University; Dirk Pinkhaler, University of Freiburg; David M. Gerwin, Queens College - CUNY; Avram Barlowe, Urban Academy High School; Richard Miller, Beacon High School
Discussant: Harold F. O’Neil, University of Southern California

51.067. Topics in Test Validity Research and Evaluation. SIG-Test Validity Research and Evaluation; Paper Session
Sheraton, Plaza Concourse Level, Governor’s Square 12
8:15 am to 10:15 am
Chair: Sharon E. Osborn Popp, Arizona State University
Participants:
Exploring Test Construct Equivalence for English-Language Learners on a Statewide Testing Program. Karla L. Eggen, CTB/McGraw-Hill LLC; Christina Schneider, CTB/McGraw-Hill LLC; Michael Muensks, Missouri Department of Elementary and Secondary Education
Evaluating Analytical Writing for Admission to Graduate Business Programs. Eileen Talento-Miller, Graduate Management Admission Council; Kara O. Siegert, Salisbury University; Hillary Tafajerzo, Graduate Management Admission Council
A Generalizability Investigation of Cognitive Demand and Rigor Ratings of Items and Standards in an Alignment Study. Allison Lombardi, University of Oregon; David T. Conley, Educational Policy Improvement Center; Mary Seburn, American Institutes for Research; Eric B. Snie, SRI International
Examining the Comparability of Revised GRE Items on Paper and Computer Using Cognitive Lab Methodology. Teresa C. King, ETS; Elizabeth A. Stine, ETS; Cara Calahan Laitusis, ETS
Discussant: John W. Young, ETS

51.068. Exploring Contexts and Practices in Urban Schools. SIG-Urban Learning, Teaching, and Research; Paper Session
Colorado Convention Center, Street Level, Room 404
8:15 am to 9:45 am
Chair: Virginia Louise Navarro, University of Missouri - St. Louis
Participants:
Attitudes and Communication: Implementation Cornerstones. Kimberly D. Burkhalter, Wichita Public Schools; JK Campbell, Unified School District 470; Arkansas City Schools - KS; Robert Diepenbrock, Flinths Unifed School District 492; Gina Marx, Wichita State University; Mara Alagia, Wichita State University - Wichita; Craig Elliott, Wichita State University
Institutional Impacts of an Urban High School-University Partnership. Rebecca J. Joseph, California State University - Los Angeles; Wendy Duran Alii, University of California - Los Angeles; Cynthia Pineda Scott, University of California - Los Angeles
Painting a Portrait of Segregated High Schools With 2.85-Mile Brushstrokes. Kelly McNeal, William Paterson University
Student Literacy Learning and Transition to High School Assessments: Tools Developed and Lessons Learned. Leanne Kallemeyn, Loyola University Chicago; Donna Ogle, National Louis University; Katherine S. Mcknight, Northeastern Illinois University; Carrie Livingston, Loyola University Chicago; Daniela Schiazza, Loyola University Chicago
Discussant: Julie M. Slayton, University of Southern California

Division and SIG Roundtables

51.069. Collaboration and Self-Direction: Strategies for Professional Learning; Roundtable Session
Colorado Convention Center, Street Level, Room 701
8:15 am to 9:45 am

51.069-1. Collaboration and Self-Direction: Strategies for Professional Learning; Division K - Teaching and Teacher Education; Roundtable Session
Chair: Deborah A. Bieler, University of Delaware
Participants:
An Examination of How Teachers Use Common Planning Time to Foster Professional Learning. Robin Mio, Heidelberg University; Martha J. Lash, Kent State University
Team Time as Professional Learning in the Context of Cultural and Linguistic Diversity. Felice Atesoglu Russell, University of Washington
Self-Directed Teacher Learning in Collaborative Contexts. David B. Slavit, Washington State University - Vancouver; Amy M. Roth Mcduffie, Washington State University - Tri-Cities; Tamara Holmlund Nelson, Washington State University
Inside and Out: A Collaborative Learning Project Developed to Promote Quality Teacher Education, and Self-Directed Faculty and Teacher Learning. Donna Marie Johnson, City College of New York - CUNY

51.070. Roundtable Session 31; Roundtable Session
Colorado Convention Center, Lower Level, Korbel Ballroom 2
8:15 am to 9:45 am

51.070-1. Academic Experiences of Immigrant Students. Division G - Social Context of Education; Roundtable Session
Chair: Ravneet Kaur Tiwana, University of California - Los Angeles
Participants:
Afghan Refugees’ Ethnic Identity, Acculturation, and Academic Success. Maysoon Mazayd Almazayd, University of Virginia
Divergent Paths to School Achievement Among Immigrant and Second-Generation Children and Youth. Cecilia Rios Aguilar, The University of Arizona; Manuel S. Gonzalez Canche, The University of Arizona; Pedro R. Portes, University of Georgia
Immigrant College Students’ Academic Adjustment. Eunyoung Kim, Seton Hall University

Chairs:
Leslie Rebecca Bloom, Roosevelt University
Erica R. Meiners, Northeastern Illinois University
Theresa M. Quinn, School of the Art Institute of Chicago
Ming Fang He, Georgia Southern University

Participants:
Collective Action and Sense of Community: African American Home Educators and Their Perceptions of Community. Meca R. Williams-Johnson, Georgia Southern University
Improving Curriculum Practice Through Action Research in Taiwan. Pei-Hsuan Lin, National Taipei University of Education
Impact of Creating Learning Communities of Youth Development Practitioners to Promote Change on Multiple Levels. Sarah Machel Zeller-Berkman, The Graduate Center - CUNY

Translated Tween Identity: Sense of Self in Junior High. Stefani Bouteiller, Chapman University
The Impact of Culturally Relevant Pedagogy Within a Culture of Accountability. Michael Conner, Celenato Museum Academy, New Haven Public Schools; Dan W. Buton, Merrimack College

51.070-3. Awareness to Action: Educator Journeys Toward Support of LGBT Youth. Division B - Curriculum Studies; Roundtable Session

Chairs:
Melissa J. Smith, Syracuse University
Barbara Dennis Korth, Indiana University

Participants:
“I’m a Professional, I’m an Educator, and I Care”: Stories of Care and Support for the LGBTQ Student. Melissa J. Smith, Syracuse University
“These Are Dangerous Words”: Teacher LGBT Advocates and an Ecology of Fear. Elizabeth Payne, Syracuse University


Chair:
Bernard P. Ricca, St. John Fisher College

Participants:
Does Self-Organization Exist in Education? Bernard P. Ricca, St. John Fisher College

51.070-5. Critical Pedagogy in Action: The Possibilities of Hermeneutics, Epistemology, and Decolonization. Division B - Curriculum Studies; Roundtable Session

Chairs:
Arlene Daus-Magbual, San Francisco State University
Allyson Tintiange-Cubales, San Francisco State University

Participants:
Emplotting New Understandings of Filipina/o American Identity Through Teaching and Learning Critical Filipina/o American Studies. Roderick Davis-Magbual, University of San Francisco
“Eye to Eye”: Tracing the Epistemology of Filipino American Teachers Along an Educational Pipeline. Melissa-Ann Nielo Nievera, University of California - Santa Cruz
Decolonizing Pedagogy: Interventions to Create Engaged Literacy With Pin@y Students. Liza Gueden, San Francisco State University
Decolonizing Community College Leadership Pedagogy: Counter-Narratives of Transformative Community College Administrators of Color. Alexis Monteviron, San Francisco State University

51.070-6. DSE Roundtable 4: Perceptions and Representations of Disability in Personal and Cultural Contexts. SIG-Disability Studies in Education; Roundtable Session

Chair:
Emily A. Nusbaum, California State University - Fresno

Participants:
Addressing the Wound: A Synthesized Theory of Disability. Ashley Taylor, Syracuse University
Perception and Representation of Children With Disabilities in Russian Mass Media. Maria J. Oreshkina, University of Scranton; Jessica Nina Lester, The University of Tennessee; Sharon A. Judge, Old Dominion University
The Discursive Power of the “Classic Dyslexic”: Chris Hale, College of Staten Island - CUNY
Perceptions of Socialization by Adolescents Who Are Blind and Their Parents. Katrina Aroudi, Saint John Fisher College


Chair:
Jesse H. Goodman, Indiana University

Participants:
Curriculum Deliberation as Teacher Education for a Diverse Student Population. Elaine Chan, University of Nebraska - Lincoln
Navigating the Complex Ecology of Intercultural Teaching in an Era of Globalization. Candace M. Schlein, University of Missouri - Kansas City
Shamanismo, Cultural Revitalization, and Multicultural Education: English Teaching in the Rural Andes. Kathleen Hanley Mchmeny, Saint Xavier University - Chicago; Steven H. Wille, Universidad de Espiritu Santo
Beyond the Color Zone: An International Study of Cultural Identity in Post-Democratic Taiwanese Elementary Schools. Ming-Chu Hsu, Bloomsburg University of Pennsylvania

51.070-8. Postcoloniality, Sexuality, Language, Race, and Gender. SIG-Postcolonial Studies and Education; Roundtable Session

Chair:
Marisol Ruis, New Mexico State University

Participants:
Fluid Relocations: Experiences of Students of Middle-Eastern Heritages on One U.S. College Campus. Xyaurette N. Neider, Washington State University
Interrogating the Hijab Discourse. Manal Hamzeh, New Mexico State University
“Multiculturalism and Beyond”: Transnational Interventions to the Limits and Possibilities of Identity Politics. Jungah Kim, Teachers College, Columbia University; En-Shu Robin Liao, SUNY - College at Fredonia

51.070-9. Professional Development in Social Justice Education. Division K - Teaching and Teacher Education; Roundtable Session

Chair:
Jennifer L. Snow, Boise State University

Participants:
A Close Encounter With Personal Bias: Teacher Responses to the Implicit Association Test. Patricia Clark, Ball State University; Eva M. Zygmunt-Filipwalk, Ball State University
Examining Teacher Change Over Time Using Surveys and Video Observation Data. Alice K. Holt Taum, Native Hawaiian Education Council
Implementing a Social Action Curriculum: The Journey Begins. Michelle L. Vander Veldt, California State University - Fullerton; Jennifer Ponder, California State University - Fullerton; Genell Dawn Lewis-Ferrell, Birmingham-Southern College
Transformative and Academic Professional Learning: Relationship to Student Achievement. Brad W. Kose, University of Illinois - Urbana-Champaign

51.070-10. Progressivism and Social Justice in Historical and Philosophical Perspective. Division B - Curriculum Studies; Roundtable Session

Chair:
Elinor A. Scheier, University of North Florida

Participants:
A Deweyan Perspective on the Community College Vocational Curriculum. Clifford P. Harbour, University of Wyoming; Michael Day, University of Wyoming; Malinda Daniel, University of Wyoming
Genetic Literacy: How Will We Teach Students to “Read the Code”? Rick J. Vothofer, The Ohio State University
The American Jeremiad and Reforms: The Dramatistic Vulnerabilities of Reform Texts. Ifyan Muzaffar, Michigan State University
51.070-11. Research Approaches to Teacher Knowledge and Teaching Practice.
Division B - Curriculum Studies; Roundtable Session
Chair: Rafael Lara-Alecio, Texas A&M University
Participants:
Collaborating With Teachers and Principals to Enhance the Dissemination of Research Findings. Judy Moreland, University of Wyoming; Ileen Wiltz, Western Michigan University; Kevin Early-Cast, University of Wyoming; New Zealand
Teachers' Moral Reflections: Contemplating Personal Reality. Sara G. Efron, National Louis University; Pamela Bolotin Joseph, University of Washington - Bothell
Home/Work: Engaging the Methodological Dilemmas and Possibilities of Intimate Research. Crystal T. Laura, University of Illinois - Chicago
"Can You Hear Me Now?" Toward a Deepening of Listening Pedagogy in Language Education. Bradley Baurain, University of Nebraska - Lincoln

Division B - Curriculum Studies cosponsored with SIG-Ivan Illich; SIG-Educational Statisticians; Roundtable Session
Chair: Kurt Love, Central Connecticut State University
Participants:
Teaching Against the "Illusion of Disembodiedness": Ecofeminism, Ecosystem, and Science Education. Rebecca Martinae, Eastern Michigan University; Jeff Edmundson, University of Oregon
Global Realities and Place Pedagogies: New Contexts for (Science) Education. David A. Greenwood, Washington State University
Reindigenizing Curriculum: An Eco-Hermeneutic Approach to Learning. Andrijs Kubnieks, York University; Dan Longboat, Trent University; Kelly A. Young, Trent University

Division B - Curriculum Studies; Roundtable Session
Chair: Mary Louise Gomez, University of Wisconsin - Madison
Participants:
Using Visual Methods to Examine Asian American College Students' Dilemmas of Space and Race. Michelle Samuel, University of California - Santa Barbara
Without Solid Ground: Methodological Dilemmas of a Poststructural Grounded Theorist. Lisa M. Perhamus, University of Rochester
Reflections on Militarism From the Margins of the Counter-Recruitment Movement. Suzie Moses Abajian, University of California - Los Angeles; Maricela Guzman, American Friends Service Committee

51.070-14. Special Education.
Division G - Social Context of Education; Roundtable Session
Chair: Maria E. Perez, University of Texas - Brownsville
Participants:
Researching Conceptualizations of Difference: Exploring the Personal in Method and Content. Hazel Lawson, University of Exeter; Ruth Boyask, University of Plymouth; Sue Waite, University of Plymouth
Spaces of Inclusion? Teachers' Perceptions of School Communities With Differing Student Racial and Socioeconomic Composition. Genevieve Parker Siegel-Hawley, University of California - Los Angeles; Erica Frankenberg, University of California - Los Angeles
Special Education and the Construction of the Sovereign Self. Michael Jay Sierba, University of Oklahoma
Surveillance and Support: Mothers, Teachers, and Child Protection Workers Define Collective Responsibility for the Educational Success of Malnourished Children. Kelly A. Gallagher-Mackay, OISE/University of Toronto

Division G - Social Context of Education; Roundtable Session
Chair: Janine Marie McIlheran, University of Wisconsin - Milwaukee
Participants:
On Goats and Grades: An Examination of Hearing Voices and Being Heard in Education Today. Kersti Tyson, University of Washington
Paraprofessional-to-Teacher: Program Design That Values the "Academic Literacies" of Urban Degree Candidates. Patricia C. Paugh, University of Massachusetts - Boston; Jorgelina Abbate-Vaughn, University of Massachusetts - Boston
The Racial Geography of Teaching: One White Teacher's Construction of Race. Kelly E. Domers, Brandeis University

51.070-16. Tests of Mean Differences.
SIG-Educational Statisticians; Roundtable Session
Chair: Marilyn S. Thompson, Arizona State University
Participants:
Estimation of the Standardized Mean Difference for Repeated-Measures Designs. Lindsey J. Smith, University of Texas - Austin; Susan Natasha Beretvas, University of Texas - Austin
The ANOVA and ANCOVA Designs Under Range Restriction: When the Sample Is Not Random. Jorge L. Mendez, University of Oklahoma; Christopher S. Chasteen, Eieri; Janet D. Held, Navy Personnel Research and Development
The Robustness of the t Test With Different, Non-Normal Distributions. Alan J. Klocars, University of Washington; Julie Ann Lorah, University of Washington

Division B - Curriculum Studies; Roundtable Session
Chair: Barry M. Franklin, Institute of Education - London
Participants:
Beyond "Otherness": Toward a Critical Multicultural/Multilingual Curriculum in South Korea. Mi Ok Kang, University of Wisconsin - Madison
Historicizing the Image of Asian American Children From 1850 to 1960: A Foucauldian Genealogy. Kiyung Eun Jahng, University of Wisconsin - Madison

Division B - Curriculum Studies cosponsored with SIG-Queer Studies; Roundtable Session
Chairs: Darla Linville, Colby College; Brett Stoudt, City University of New York
Participants:
Hegemony Has His Hand Up Again: Masculinities Mediated in Talk. Shannon Dawon Maree Moore, University of British Columbia
When Teen Pregnancy Happens to a White, Upper-Middle-Class Girl: How Bristol Palin Became the Voice of Sexual Abstinence. Thuy Dao Jensen, University of Southern Indiana
The Contradictory Ideologies of Young Adolescent Innocence: Nymphet Subjects and Their Sexualized/Skewedieried Peers. Hilary E. Hughes, University of Georgia

51.070-19. Youth Literacy Experiences in Multicultural Contexts.
Division G - Social Context of Education; Roundtable Session
Chair: Sarah Leah Santillanes, University of New Mexico
Participants:
Capitalizing on Multilingualism of Migrant Youth: Results of a Large-Scale Assessment Investigation on Language Acquisition in Germany. Hermann Gouart Hesse, German Institute for International Educational Research, Germany; Kerstin Goebel, Bergischen Universität Wuppertal; Johannes Hartig, German Institute for International Educational Research, Germany
A Critical Race Analysis of African American Students' Multiple Literacy Perspectives. Tyson E.J. Marsh, University of California - Los Angeles
Transforming Incarcerated Youth: Exploring New Possibilities for Disenfranchised Students and Their Teachers to Shape and Negotiate Multimodal Literacy Practices in the Classroom Through the Arts. Sean Gregory Turner, University at Buffalo - SUNY; John M. Scott, New York University
Low Rider and the Scientist: An Eco-semantic Perspective on Multiliteracies Research
and Bilingual Youth roundtable. Rachel J. Pinnow, University of Missouri

51.071. Roundtable Session 32: Roundtable Session
Colorado Convention Center, Street Level, Room 109, 111, 113
8:15 am to 9:45 am

51.071-1. Education, Forgiveness, and Identity Development in the Quest for Israeli-Palestinian Peace. SIG-Peace Education; Roundtable Session
Chair:
Zehava Gross, Bar-Ilan University
Participants:
Socializing Agents and Personal Experiences as Predictors of Israeli Adolescents’ Understanding of Conflict and Peace. Shai Fuxman, Harvard University
Exploring Concepts of Forgiveness Among Palestinian Teachers in Israel. Ilham Nasser, George Mason University; Mohammed abunimer, American University; Najwa Alhass, Ben-Goron University
Arab and Jewish Students at the University of Haifa: Identity Map Drawings Within the Intricate Israeli Political Context. Rachael Hertz-Lazarowitz, Haifa University; Haggai Kupermintz, University of Haifa; Tamar Zelniker, Tel-Aviv University; Abber Farah, University of Haifa; Moran Yosef-Meltzer, University of Haifa
The Emotional Complexities of Teaching Conflictual Historical Narratives: The Case of Integrated Palestinian-Jewish Schools in Israel. Zvi Bekerman, Hebrew University of Jerusalem; Michalinos Zembylas, Open University; Cyprus

51.071-2. Exploring Linguistic Practices, Competencies, and Identities Across Different Settings. SIG-Language and Social Processes; Roundtable Session
Chair:
LeAnn G. Patney, University of Nevada - Las Vegas
Participants:
Daily Linguistic Competencies of Mexican and Korean Immigrant Children in Home and School Settings. Jin-Sook Lee, University of California - Santa Barbara; Pilpyo P. Kang, University of California - Santa Barbara; Eunsook Jeong, University of California - Santa Barbara; Graciela Fernandez, University of California - Santa Barbara; Veronica Lopez, University of California - Santa Barbara; Jane Choi, University of California - Santa Barbara; Exploring the Discourse Practices of African American Girls in an After-School Reading and Writing Workshop. Danneil D. Edwards, Troy University
Language and Pedagogical Practices in Haiti: Ethnographic Investigation of a Third-Grade Classroom in Haiti. Marky-Jean-Pierre, University of Massachusetts - Amherst

51.071-3. Interviews and Fieldwork. SIG-Qualitative Research; Roundtable Session
Chair:
Travis S. Wright, The George Washington University
Participants:
Dealing With Challenges in Interview Research. Kathryn J. Roulston, University of Georgia
Ethnographer of the Day. Lori Marie Wells, University of Texas - Brownsville
Mixed and Matched? Mixing Critical Incident Technique and Phenomenological Interviewing. Richard E. West, Brigham Young University

51.071-4. Music Education SIG Roundtable Session II. SIG-Music Education; Roundtable Session
Chair:
Lisa R. Hunter, Buffalo State College - SUNY
Participants:
A Story Within a Story: Introspective Phases of an Ethnographic Researcher. Bridget Mary Sweet, Bucknell University
From the Band Room to the General Music Classroom: Why Instrumentalists Choose to Teach General Music. Mitchell Robinson, Michigan State University
“Multiple Modalities Reframed”: Preservice Music Educators’ Perspectives on Their Preparation to Work With Special Needs Students. Rhoda J. Bernard, Boston Conservatory

51.071-5. Practical Issues in Multilevel Analyses. SIG-Hierarchical Linear Modeling; Roundtable Session
Chair:
Wei Pan, University of Cincinnati
Participants:
An Evaluation of Multiple Imputation Methods in Multilevel Modeling. Jee-Seon Kim, University of Wisconsin - Madison; Christopher M Swoboda, University of Wisconsin - Madison
Applying Cross-Classified Multilevel Discrete-Time Hazard Analysis to a Longitudinal Study of Student Dropouts. Pete G. Goldschmidt, California State University - Northridge; Jennifer Renee Breeneman, California State University - Northridge
Estimation Methods and Software Comparison for Hierarchical Generalized Linear Models. Ann A. O’Connell, The Ohio State University; Sandra Reed, The Ohio State University; Weijia Ren, The Ohio State University; Juan Li, The Ohio State University

51.071-6. Pushing the Boundaries of Critical Pedagogy: Challenges and Possibilities. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Roundtable Session
Chair:
Fatima Pirbhai-Illich, University of Regina
Participants:
Messianic Pedagogy. Tyson E. Lewis, Montclair State University
Transformative Hope in Education: Advantages, Challenges, and Possibilities. Emily A. Daniels, University of Rochester
Dangerous Liaisons: Neoliberalism and the Depoliticizing of Knowledge. Richard Van Heemert, College of Staten Island
“Authors Meet Critic”: Reinventing Critical Pedagogy, Widening the Circle of Anti-Oppression Education. Cesar A. Rosatto, University of Texas - El Paso
The Teacher as Coolie (Surviving and Not Surviving in Education). Hans Jansen, Hogeschool Utrecht

51.071-7. SEL Processes and Outcomes: Teacher/Classroom Level. SIG-Social and Emotional Learning; Roundtable Session
Chair:
Ramona S. Trevino, University of Texas - Elementary School
Participants:
Differences Between Student and Staff Perspectives on School Bullying: Findings From a 33-School Study. Sabina M. Loy, Wichita State University; Brian H. Smith, Committee for Children; Eric C. Brown, University of Washington
The Contributions of Emotionally Supportive Classrooms to Social Outcomes in First Grade. Eileen G. Merritt, University of Virginia; Claire Cameron Ponte, University of Virginia; Shannon Beth Wanless, Oregon State University; Sara E. Rimm-Kaufman, University of Virginia
Preparing Students for a Complex World: Implementing a Social and Emotional Learning Program Within Academic Content Areas. Ramona S. Trevino, University of Texas - Elementary School; Jennifer L. Hargrave, University of Texas - Austin; Mary E. Ledbetter, University of Texas - Austin; Rose V. Tran, University of Texas - Austin; Kelly J. Mullin, University of Texas - Austin

51.071-8. Theoretical and Methodological Issues in Cultural-Historical Theory. SIG-Cultural Historical Research; Roundtable Session
Chair:
Elina Lampert-Shepel, Mercy College
Participants:
Transformative Activist Stance: Conceptualizing the Links Between Learning and Development. Anna Stetsenko, The Graduate Center - CUNY
What We Can Learn From Activity Theoretical Research Critics. Lisa C. Yomogata-Lynch, Northern Illinois University
The Primary Interactive Pathway: An Analytic Tool For Examining and Comparing Students’ Representational Activities. Joshua Adam Danish, Indiana University
The Interactional Representation of the Imaginary Situation in a Fifth-Dimension After-School Program. Deborah Poole, San Diego State University

51.071-9. Trends in Two-Way Immersion Education. SIG-Bilingual Education Research; Roundtable Session
Chair:
Magaly Lavazende, Loyola Marymount University
Participants:
Evaluating Success in the First Years of a Public Dual-Language Program. Stephanie N. Beane, Georgia State University; Chandra Faye Johnson, Clayton County Public Schools - GA; Laura Jeanne Quaynor, Emory University
Evaluating the Effectiveness of an English-Spanish Dual-Language Program on the Long-Term Academic Achievement of Middle School Students in a Diverse Suburban School District. Stephen J. Caldas, Hofstra University; Christy Lee Baralis, Hofstra University
Resilient and Nonresilient Middle-School Latino Students’ Perceptions of Learning Environments. Yolanda N. Padron, Texas A&M University; Susana
51.072. Roundtable Session 33: Roundtable Session
Sheraton, Tower Mezzanine Level, Grand Ballroom Session 2
8:15 am to 9:45 am

51.072-1. An Engaged Discussion of Charter Schools. SIG-Charter School Research and Evaluation; Roundtable Session
Chair: Zorka Karunza, University of South Florida
Participants:
A Case Study With Green Dot on Managing Tension Between Fidelity and Adaptation When Scaling Up. Pedro Felipe Cevallos, University of California - Los Angeles
Charter Support Organizations and Charter School Achievement. Kristie J. R. Phillips, Brigham Young University; Paul E. Teske, University of Colorado - Denver; Anna C. Nicotera, National Alliance for Public Charter Schools
Teacher Job Engagement and Satisfaction at Academically Successful College Preparatory Charter Schools. Alfred Chris Torres, New York University

51.072-2. CTE Learning and Outcomes. SIG-Career and Technical Education; Roundtable Session
Chair: Cecilia Maldonado, University of Nevada - Las Vegas
Participants:
A Description of Science Integrating Learning Objectives in Career and Technical Education Programs of Study. Matthew Kenneth Spinnder, SUNY - College at Oswego
Animal Science Experts' Opinions of the Nontechnical Skills That Secondary Agricultural Education Graduates Need for Employment. Wendy Lee Slusher, Prague High School; J. Shane Robinson, Oklahoma State University; M. Craig Edwards, Oklahoma State University

51.072-3. Current Issues in Instructional Design. SIG-Instructional Technology; Roundtable Session
Chair: Ying Xie, Lewis University
Participants:
Do Instructional Designers Evaluate? A Qualitative Study of the Integration of Evaluation Theory and Practice. David Dwanye Williams, Brigham Young University; Joseph B. South, Brigham Young University; Stephen C. Yancha, Brigham Young University; Brent G. Wilson, University of Colorado - Denver; Stephanie Allen, Brigham Young University
Using Activity Theory to Understand Learning Design Requirements of Patient Self-Management Environments. Lisette Reyes, Purdue University; Scott P. Schaffer, Purdue University; Hannah Kim, Purdue University; Bart Collins, Purdue University
Web-Based Support for Patient Self-Management. Scott P. Schaffer, Purdue University; Bart Collins, Purdue University; Hannah Kim, Purdue University; Lisette Reyes, Purdue University

51.072-4. Data Collection and Instrumentation Issues in Survey Research. SIG-Survey Research in Education; Roundtable Session
Chair: Steven Siera, Saint Martin's University
Participants:
Mathematics Teacher Efficacy: Conceptual and Measurement Issues. Lyn Ely Swackhamer, RMRC Research Corporation
Integration of Information From Item Review Methods and Validity in Survey Development. Kathy E. Green, University of Denver
Investigating Students' Transition From High School to College: How Can We Best Collect the Data? Steven L. Kramer, Arcadia University; R. Lorraine Bernotys, West Chester University; Edward Wolff, Arcadia University; Kathleen Krie, Temple University; F. Joseph Merlino, La Salle University
The Effect of Lottery Incentives on Respondent Behavior and Response Quality. Jerold Laguilles, Springfield College; Elizabeth A. Williams, University of Massachusetts - Amherst; Daniel Saunders, University of Massachusetts - Amherst
Using the Principles of Survey Research and Rasch Measurement Results to Guide Refinement of a Survey Measuring Perceptions of Good Research. Kelly D. Bradley, University of Kentucky; Jessica D. Cunningham, Western Carolina University; Kenneth Royal, American Board of Family Medicine

51.072-5. Design and Development of Online and Blended Courses. SIG-Instructional Technology; Roundtable Session
Chair: Glenn E. Nelnbecker, Temple University
Participants:
A Grounded Research Model for Educational Podcasting Research: Mixed-Methods Research Across Contexts Provides Direction. Kathleen P. King, Fordham University
An Examination of Student Discourse in an Online Course After the Integration of Multimedia. Dolores T. Burton, New York Institute of Technology
Employing the Flow Theory of Motivation in the Design and Implementation of a Blended Course. Theano Yerasimou, CARDET - Indiana University; Charalamhos Vrasidas, CARDET - University of Nicosia
Investigating the Needs of Teachers Involved in Pre-Secondary Online Course Development for Virtual Public Schools. Kevin M. Oliver, North Carolina State University; Tricia Townsend, North Carolina State University; Kevin Patrick Brady, North Carolina State University; Ruchi Patel, North Carolina State University

51.072-6. Fostering Online Discussions. SIG-Instructional Technology; Roundtable Session
Chair: Andrew S. Gibbons, Brigham Young University
Participants:
An Examination of Critical Thinking Skills of Undergraduate Students Using Asynchronous Discussions: A Qualitative Study. Larissa A. Olesova, Purdue University; Jennifer C. Richardson, Purdue University
Development and Preliminary Application of a Composite Coding Scheme for Online Asynchronous Discussion Analysis. Lisa Welter-Ward, Kaplan University, Walden University
Examining the Relationship Between Students’ Preferred Instructional Strategies and Critical Thinking Levels in Online Discussions. Jennifer C. Richardson, Purdue University; Peggy A. Ermer, Purdue University; Ayesha Sadaf, Purdue University; Christopher James Mong, Purdue University; James D. Lehman, Purdue University
Impact of Peer Feedback in Online Discussions on Students’ Motivations and Learning Strategies. Jennifer C. Richardson, Purdue University; Peggy A. Ermer, Purdue University; Ayesha Sadaf, Purdue University; Christopher James Mong, Purdue University; James D. Lehman, Purdue University
The Effects of Self-Reflection on Students’ Motivation in Online Discussions. Kue Xie, Mississippi State University; Todd Beadley, Mississippi State University

51.072-7. Narratives of Tension in School Lives. SIG-Narrative Research; Roundtable Session
Chair: Vicki Ross, Northern Arizona University
Participants:
Sharing Danny’s Narrative: Unresolved Layers of Tension. Deborah V. Blair, Oakland University
Can We Really Make a Difference? A Primary Teacher’s Autoethnographic Reflections. Sonya Gaches, Oakland University
Family-School Partnerships in Special Education: A Narrative Study of Parental Experiences. Cara McDermott-Fasy, Rhode Island College

51.072-8. Online Collaboration and Communication. SIG-Instructional Technology; Roundtable Session
Chair: Anna Latif, University of North Carolina - Greensboro
Participants:
Supporting Online Collaborative Group Work in an Authentic Learning Environment: A Design Research Project. Eunjung Oh, University of Georgia; Ying Liu, University of Georgia; Thomas C. Reeves, University of Georgia
Text Messaging and Teens. Suzanne Porth, University of Wisconsin - Madison
Validity of Computer-Mediated Formative Peer Assessment: Preserve Teachers’ Asynchronous Communication Online. Andrew Frederick Barrett, Indiana University; Craig Howard, Indiana University - Bloomington
Wiki and Threaded Discussion for Collaborative Case-Study Analysis: Do Students Use the Technologies Differently? Andri Ioannou-Nicolau, University of Connecticut; Scott W. Brown, University of Connecticut
51.072-9. Playing Games and Problem Solving. SIG-Design and Technology; Roundtable Session
Chair: John Martin, University of Wisconsin - Madison
Participants:
Problem Solving in a Graphic Design Process: Problems, Strategies, and Factors Involving Student Designers. Shih-Ping Kao, Purdue University; Cella (Rui) Pan, Purdue University; Johannes Strobelt, Purdue University
Student Characteristics That Affect Ninth-Grade Students’ Mathematics Achievement in Digital Game-Based Learning. Dixie Swearengen, University of Oklahoma; Deniz Eseryl, University of Oklahoma
Teaching Computational Thinking Through the Scalable Game Design Curriculum. Alex Repenning, AgentSheets Inc.; Andri Ioannidou, AgentSheets Inc.; David C. Webb, University of Colorado - Boulder; Diane Keyser, University of Colorado - Boulder; Heather MacGillivary, University of Colorado; Krista Sekeres Marshall, University of Colorado - Boulder; Calvin Pohavapatcho, University of Colorado - Boulder

51.072-10. Portraits of Leadership Development. SIG-Learning and Teaching in Educational Leadership; Roundtable Session
Chair: Kathryn Bell McKenzie, Texas A&M University - College Station
Participants:
Leadership by Adjective: Changing Trends in Leadership Theory and the Effects on Preparation Programs. Julie K. Shepherd, University of Iowa; Liz Hollingworth, University of Iowa
Preparing School Leaders to Integrate Early Childhood and K-12 Systems into a Coordinated Learning Continuum. Lisa Hood, Illinois State University; Erika Lee Hunt, Illinois State University
The Justice League of Leadership: How Principal Preparation Programs Can Shift From Teaching Individual Attributes to the Collective Practice. Matthew C. Miltiello, North Carolina State University; Sharon F. Ralls, University of Massachusetts; Ellen B. Goldring, Vanderbilt University

51.072-11. Roundtable: Since Dewey: Pragmatist Influences in Education. SIG-John Dewey Society; Roundtable Session
Chair: Linda Jeanne O’Neill, Northern Illinois University
Participants:
Amy Gutmann and the University Center for Human Values. Barbara J. Thayer-Bacon, The University of Tennessee
Can Pragmatism Offer Optimism Outside the Frame of Growth? Garret Dekavan, University of Utah
Pragmatism and the Philosophical Foundations of Mixed-Methods Research. Gert J. J. Biesta, University of Sirling
Richard Rorty’s Pragmatism as a Philosophy of Education: A Contrast With Progressive Education in the First Half of the 20th Century. Philip Lloyd Smith, The Ohio State University
Symbol and Narrative as Sources of Motivation in Education. Paul S. Shaker, Simon Fraser University

51.072-12. Rural SIG: Roundtable 2. SIG-Rural Education; Roundtable Session
Chair: Cathy C. Leogrande, Le Moyne College
Participants:
An Ecological Perspective on Preparing Teachers for Rural and Remote Schools. Dennis M. Mulcahy, Memorial University - Newfoundland; Karen C. Goodnow, Memorial University - Newfoundland
Experiences in Virtual Schooling: A Case Study of Students at One Rural School. Michael Kristopher Barbour, Wayne State University

51.072-13. Structural Equation Modeling: Assessing the Validity of Educational Test Scores. SIG-Structural Equation Modeling; Roundtable Session
Chair: Judith A. Barry-Stock, The University of Alabama
Participants:
Latent Class Clustering of Child Behavioral Adjustment. Christine DiStefano, University of South Carolina; Randy William Kamphaus, Georgia State University
Using a Care-Provider Instrument to Better Understand Validation Methods. Grant B. Morgan, University of South Carolina

Recovery of Test Dimensionality in Multiple-Choice Data When Guessing Is Present. Anja Rõnhild, University of Nebraska; James A. Bovaird, University of Nebraska - Lincoln
Multigroup Comparability Testing for Latent Variables of the Profile Analysis via Multidimensional Scaling in Multiple-Choice Data. Jang Soo Kang Kim, Fordham University; Ian S. Little, Pearson Educational Measurement

51.072-14. Supporting Learner Engagement and Inquiry. SIG-Instructional Technology; Roundtable Session
Chair: William A. Kealy, University of North Carolina - Greensboro
Participants:
A Multimedia Instructional System for Teacher Inquiry. Olga V. Kritskaya, Towson University
Assessing Preservice Teachers’ Knowledge of Implementing Problem-Based Inquiry Strategies in Social Studies. Thomas Brush, Indiana University; John W. Saye, Auburn University; Jada Kohlmeier, Auburn University; Lamont Maddox, Auburn University; James Howell, Auburn University
Teachers’ Online Interaction and Conceptual Understanding. Ugar Kale, West Virginia University
What’s Your Best Learning Experience? What Students’ Stories Tell Us About Engaging Teaching and Learning. Joanna C. Dunlap, University of Colorado - Denver; Patrick R. Lowenthal, University of Colorado - Denver

51.072-15. Writing to Read. SIG-Research in Reading and Literacy; Roundtable Session
Chair: Mary M. Juwitz, Michigan State University
Participants:
The Nature of Elementary Writing Instruction in Classrooms in Eight Western School Districts. Nancy L. Peterson, Utah Valley University; Susan Zimmerman, Utah Valley University; Timothy G. Morrison, Brigham Young University; Brad Wilcox, Brigham Young University; Stan V. Harward, Utah Valley University; Linda E. Pierce, Utah Valley University; Byran Korth, Brigham Young University; Monica Thomas, Brigham Young University; Jill Shumway, Brigham Young University
Struggling Writers Designing Digital Stories: An Examination of the Process and Potential. Ruth Sylvester, University of South Florida Polytechnic
Visual Readings of Literary Texts: Observations of Critical and Perceptual Thinking in Language Arts Classrooms. Suzanne S. Choo, Teachers College; Columbia University
The Art of Negotiation: Intersubjective Interpretations of Textual Meaning. Estasimisalo S. Barrera, Texas A&M University - Corpus Christi; Nancy J. Nelson, University of North Texas

Division and SIG Posters

51.073. Poster Session 10; Poster Session
Colorado Convention Center, Lower Level, Lower Ballroom 3
8:15 am to 9:45 am

51.073-1. Administration Issues. SIG-Special Education Research; Poster Session
Posters:
1. Assessing Response to Intervention as a School Reform Initiative: A System’s Perspective. Kristin Biehl, Michigan State University; Rebecca Cutler, Michigan State University
2. Critical Issues in Teacher Leadership and Supervision of Paraprofessionals Serving Students With Disabilities. Thienuong Hoang, California Polytechnic State University - Pomona
5. IEP Quality and Curricular Access for Students With Disabilities. Tamika Patrice La Salle, Georgia State University; Andrew T. Roach, Georgia State
Posters:

51.073-3. Emotional Disturbance and Behavioral Interventions. SIG-Special Education Research; Poster Session

Posters:

23. A Synthesis of Self-Determination Intervention Studies for Students With Emotional and Behavior Disorders: An Ecological Perspective. John Richard Kelly, University of Texas - Austin; Karrie A. Shogren, University of Texas - Austin; Minyi Shih, California State University - Los Angeles

51.073-7. New Directions in Research on Achievement Goal Orientation. SIG-Motivation in Education; Poster Session

51.073-8. Research on Gifted Education Poster Session I. SIG-Research on Giftedness and Talent; Poster Session

51.073-9. Social, Structural, and Contextual Issues in Learning and Schooling. Division G - Social Context of Education; Poster Session

51.073. Monday Morning, May 3, 2010 275

Monday, 9:00 am

Goverance Meetings and Events

52.001. AERA Grants Program Governing Board - Closed Meeting. AERA Governance; Goverance Session

Hyatt Regency, Third Level, Mineral Hall B
Chair: William H. Schmidt, Michigan State University

Monday, 10:35 am

Governance Meetings and Events

53.001. AERA Affirmative Action Council - Open Meeting. AERA Governance; Governance Session Colorado Convention Center, Street Level, Room 604 10:35 am to 12:05 pm Chair: James Earl Davis, Temple University

53.002. AERA Books Editorial Board - Closed Meeting. AERA Governance; Governance Session Hyatt Regency, Fourth Level, Sandstone 10:35 am to 1:55 pm Chair: Cherry A. Banks, University of Washington - Bothell

Presidential Sessions


53.011. Teacher Knowledge and Student Diversity. Presidential Session; Invited Session Colorado Convention Center, Lower Level, Korbel Ballroom 1 EF 10:35 am to 12:05 pm Chair: Arnetta F. Ball, Stanford University Participants: Deborah Loewenberg Ball, University of Michigan Beth M. Warren, TERC Ann Rosebery, TERC Fokoshade Cromwell Solomon, Harvard University Josiane Hudicot-Burnes, TERC Christopher George Wright, Tufts University Eli Tucker-Raymond, TERC Yolanda J. Majors, University of Illinois - Chicago

AERA Sessions


53.013. Online Program Management System (All Academic): Demonstration and Training for Program Chairs - Open Session 2. AERA Sessions; Workshop Colorado Convention Center, Street Level, Room 401 10:35 am to 12:05 pm Chair: Rick Peacor, All Academic Inc.

53.014. What Do We Know About Understanding the Strengths and Limitations of Value-Added Models? The Report of the NRC-NAEd Workshop on Getting Value Out of Value-Added. AERA Sessions; Invited Session Colorado Convention Center, Street Level, Room 404 10:35 am to 12:05 pm Chair: Stuart W. Elliott, The National Academics Participants: Henry J. Braun, Chair, Committee; Boston College Jane Hannaway, Member, Committee; Urban Institute Scott F. Marion, Member Committee; National Center for Improvement of Educational Assessment Discussants: William F. Tate, Washington University in St. Louis Douglas N. Harris, University of Wisconsin - Madison

Committee Sessions

53.015. Crafting Your Work for General Audiences: Researchers and Mass Media. Communications and Outreach Committee; Invited Session Colorado Convention Center, Street Level, Room 112 10:35 am to 12:05 pm Chair: Paul Alan Baker, Wisconsin Center for Education Research
53.016. GSC Division D Fireside Chat: Experimental Versus Quasi-Experimental Design in Educational Research. Graduate Student Council cosponsored with Division D - Measurement and Research Methodology; Fireside Chat Sheraton, Plaza Concourse Level, Plaza Court 2 10:35 am to 12:05 pm

Chairs: Debby Kaniskan, Arizona State University Karen E. Ranbo, University of Connecticut

Participants: Gregory R. Hancock, University of Maryland Joan L. Herman, University of California - Los Angeles Neal M. Kingston, The University of Kansas Charles S. Reichardt, University of Denver

Discussant: Jill L. Adelson, University of Louisville

53.017. GSC Division H Fireside Chat: A Triangular Relationship? International Perspectives on the Links and Tensions Between Accountability, Summative Testing, and Ongoing Classroom Assessments. Graduate Student Council cosponsored with Division H - Research, Evaluation and Assessment in Schools; Fireside Chat Sheraton, Plaza Concourse Level, Plaza Court 7 10:35 am to 12:05 pm

Chairs: Burec Kaniskan, University of Connecticut Whitney Elaine Wall, Queens University Belfast

Participants: Jannette Elwood, Queen's University Belfast Zollie Stevenson, Bowie State University Lorrie A. Shepard, University of Colorado - Boulder David C. Berliner, Arizona State University Anne Davies, Classroom Connections International

Discussion: Jill L. Adelson, University of Louisville

Monday Morning, May 3, 2010 277
Participants: Boosting Academic Effort: Can Interest Substantiate for a Lack of
Conscientiousness? Ulrich Trautwein, University of Tuebingen; Oliver
Luedtke, University of Tuebingen
The Long-Term Effects of Math Self-Efficacy: Evidence From the Education
Longitudinal Study of 2002. Temi Bidjerano, Farman University
The Role of Motivation in Choice of Engineering Among Ethnically Diverse
Adolescents. Shirley L. Yu, University of Houston; Danya Marie Corkin,
University of Houston; Julie Martin Trenor; Clemson University
The Impact of the Kalamazoo Promise on Student Attitudes, Goals, and
Aspirations. Gary J. Moore, Western Michigan University; Jeffrey N. Jones,
Western Michigan University; Allison J. Kelaher Young, Western Michigan
University
Discussant:
Ellen L. Usher, University of Kentucky

53.023. Exploring the Role of Feedback on Students’ Learning and Motivation.
Division C - Learning and Instruction; Paper Session
Colorado Convention Center, Street Level, Room 104
10:35 am to 12:05 pm
Chair:
Jeaninne E. Turner, Florida State University
Participants:
Feedback in Higher Education: Exploring Perceptions and Processes Among
Major Stakeholders. Kamran Shahid, Concordia University; Vivek Venkatesh,
Concordia University
Influence of Informative or Affective Feedback on Learning in Children:
Combining Educational and Neuro-Imaging Investigations. Barbara
Moschner, Universitaet Oldenburg; Andrea Anscheidt, Universitaet
Oldenburg; Sascha Bernholt, IPN Leibniz-Institute for Science and
Mathematics Education; Ilka Parchmann, Universitaet Oldenburg; Jale
Chavarri, Universitaet Oldenburg; Christiane Thiel, Universitaet Oldenburg
Can Student Control Be Optimized by Feedback? Effects on Learning and
Motivation. Gemma Corbalan, Open University, Netherlands; Liesbeth
Kester, Open University, Netherlands; Jeroen J.G. Van Merrienboer,
Maastricht University
Promoting Goal Orientation, Motivation, Self-Related Cognitions, and Learning
in Schools by Teacher Feedback? Effects of Attribution Training. Andrea
Anscheidt, Universitaet Oldenburg; Sascha Bernholt, IPN Leibniz-Institute
for Science and Mathematics Education; Barbara Moschner; Universitaet
Oldenburg
Discussant:
Douglas F. Kauffmann, University of Nebraska - Lincoln

53.024. Fostering Communities of Argumentation in Science Classrooms.
Division C - Learning and Instruction; Symposium
Colorado Convention Center, Street Level, Room 205
10:35 am to 12:05 pm
Chair:
William A. Sandoval, University of California - Los Angeles
Participants:
The Appropriation of Argumentation Norms in an Elementary Science
Classroom. Sana Ryu, University of California - Los Angeles; William A.
Sandoval, University of California - Los Angeles
Small-Group Argumentation With Visual Data: Negotiating What Is Seen and
What It Means. Joshua L. Radinsky, University of Illinois - Chicago; Susan
R. Goldman, University of Illinois - Chicago; Rachel Doherty, University of
Illinois - Chicago; Raedy Ping, University of Illinois - Chicago
Epistemic Growth in Model-Based Argumentation. Luke Andrew Backlund,
Rutgers University; Clark A. Chinn, Rutgers University; Ravit Golan Duncan,
Rutgers University
Talking to Learn and Learning to Talk in Secondary Science: Developing
Teachers’ Pedagogy With Argumentation. Jonathan F. Osborne, Stanford
University; Christina Howell-Richardson, Kings College, London; Katherine
Richardson, Institute of Education - London; Shirley Simon, Institute of
Education - London
Discussant:
Randi A. Engle, University of California - Berkeley

53.025. Integration, Depth, and Complexity: Characterizing Reader Types
Through Multidimensional Profiling. Division C - Learning and
Instruction; Symposium
Colorado Convention Center, Street Level, Room 203
10:35 am to 12:05 pm
Chair:
Danielle McNamara, The University of Memphis
Participants:
Exploring How Relevance Instructions Affect Goal Focusing and Text
University of Wellington; Joe Magliano, Northern Illinois University;
Gregory Schraw, University of Nevada - Las Vegas
Beyond Knowledge and Interest: Explanatory Individual Difference Variables
in Comprehension of Text and Diagrams in STEM Learning Environments.
Rayne A. Spering, The Pennsylvania State University; Crystal M. Ramsay,
The Pennsylvania State University
A Deeper Look at Why Readers Succeed or Fail. Daniel Diessmore, University
of Maryland; Emily W. Fox, University of Maryland; Meghan Margaret
Parksison, University of Maryland; Talissa Rahman
Examining Youth Reading and Writing From Many Angles: What Multiple
Theories and Methods Reveal About Who Young People Are as Literate
Beings. Elizabeth B. Moje, University of Michigan; Hyen-ju Kim, University
of Michigan; Darin B. Stoddall, University of Michigan; Christopher Kolb,
University of Michigan
Discussant:
Patricia A. Alexander, University of Maryland

53.026. Learning With Computers: Technology and Cognition. Division C -
Learning and Instruction; Paper Session
Colorado Convention Center, Street Level, Room 105
10:35 am to 12:05 pm
Chair:
Joan L. Whipp, Marquette University
Participants:
Helping Students SOAR to Success on Computers. Dharmananda Jairam, The
Pennsylvania State University; Kenneth A. Kiewra, University of Nebraska
High School Students’ Comprehension of Text and Diagrams: Testing a Model
With Eye-Tracking Data. Shannon Fitzhugh, Temple University; Jennifer G.
Crowley, Temple University; Nora Newcombe, Temple University; Anthony C.
Perez, Temple University; Theodore W. Wills, Temple University
Testing the Additivity Hypothesis of Cognitive Load Theory: Modality and
“Seductive Details” in Multimedia Instruction. Babette Park, Saarland
University; Roxana Moreno, University of New Mexico; Tina Seefert, Ulm
University; Roland Brunken, Saarland University
Effects of Metacognitive Training in the Classroom and Computer Support
on Self-Efficacy and Mathematics Performance in Upper Elementary
School. Annemieke Elisabeth Jacobse, University of Groningen; Egbert G.
Harskamp, University of Groningen
Discussant:
Steven M. Crooks, Texas Tech University

53.027. Let’s Talk This Over: Discourse and Argumentation in Mathematics.
Division C - Learning and Instruction; Paper Session
Colorado Convention Center, Street Level, Room 103
10:35 am to 12:05 pm
Chair:
Taylor Martin, University of Texas - Austin
Participants:
Classroom Influences on Students’ Generalizing: Categories and Cycles of
Interaction. Amy Ellis, University of Wisconsin - Madison
Invalid Argumentation in Student Reasoning: Are There Benefits? Mary Frances
Mueller, Seton Hall University; Dina Yankielewizt, Rutgers University;
Carolyn Maher, Rutgers University
Interaction in the Mathematics Classroom: Patterns in Teacher-Student Dialogue
and Their Relationship to Learning. Jessica Pierson, San Diego State
University; Ian Whitacre, San Diego State University
Talking Mathematics in a 10th-Grade Classroom: A Second Language
Acquisition Perspective. Codruta Temple, SUNY - College at Cortland; Helen
M. Doerr; Syracuse University
Discussant:
Melissa Sommefeld Gresalfi, Indiana University

53.028. New Directions in the Field of Learning and Instruction. Division C -
Learning and Instruction; Invited Session
Colorado Convention Center, Street Level, Room 402
10:35 am to 12:05 pm
Chairs:
Marcus Lee Johnson, University of Nevada - Las Vegas
Jonathan David Bostic, University of Florida
Participants:
The Role of Motivation and Social Relationships in Learning and Achievement.
Jessica J. Sumners, The University of Arizona
Understanding Motivational Processes in Today's Schools. Annemarie M. Conley, University of California - Irvine
Contextual Supports for Student Motivation. Lisa Linnenbrink-Garcia, Duke University

53.029. Windows Into Reading Comprehension for Diverse Learners. Division C - Learning and Instruction; Symposium on Reading Comprehension Challenges of English-Language Learners. Sheila Valencia, University of Washington; Alethea Westover, University of Washington; Audrey Lucero, University of Nevada - Reno; Leonard Alvarez, University of Wisconsin
Teaching Comprehension Through Strategies and Rich Conversations in Science. P. David Pearson, University of California - Berkeley; Gina Cervetti, University of Colorado - Boulder
The Effectiveness and Ease of Implementation of an Academic Vocabulary Intervention for Urban Middle School Students. Nonie K. Lesaux, Harvard University; Andrea E. Anshuk, Harvard University; Joa Kelley, Harvard University; Michael J. Kieffer, Harvard University; Jennifer Jacoby, Harvard University

Discussions:
Robert S. Rueda, University of Southern California
Karen K. Wixson, University of Michigan

53.030. Implementing Large-Scale, Technology-Based Assessments in Five Countries. Division D - Measurement and Research Methodology; Symposium on Large-Scale Assessment Designs. Sheraton, Plaza Concourse Level, Governor’s Square 16

Chair:
Beno Csapo, University of Szeged

Participants:
Measuring Problem Solving With Technology: A Demonstration Study for NAEP. Randy E. Bennett, ETS; Hilary Persky, ETS; Andy Weiss, ETS; Frank F. Jenkins, Westat
Online Performance Assessment of Students’ Information Literacy to Support Learning in Science, Mathematics, and the Mother Tongue. Nancy Law, University of Hong Kong; Yeung Lee, University of Hong Kong; Allan K. Yuen, University of Hong Kong
Monitoring Mathematics Competency in Luxembourg Schools Using a Fully Integrated Computer-Based System. Thibaud Latour, Public Research Centre Henri Tudor, Luxembourg; Patrick Plichart, Public Research Centre Henri Tudor; Romain Martin, University of Luxembourg
Implementing an Online Formative Assessment System: From Paper-Based to Computer-Based Testing. Beno Csapo, University of Szeged; Gyongyves Mohar, University of Szeged; Krisztina R. Toth, University of Szeged

Discussions:
Jean-Paul Reeff, DIPF
Eric R. Hamilton, Pepperdine University

53.031. Key Issues in Teaching Qualitative Research. Division D - Measurement and Research Methodology; Symposium on SIG-Qualitative Research; Working Group Roundtable. Sheraton, Plaza Concourse Level, Director’s Row H

Chair:
Margaret A. Eisenhart, University of Colorado - Boulder
Susan Jurow, University of Colorado - Boulder

Participants:
What Counts as Qual? Boundaries in Teaching Qualitative Research. Judith Preissle, University of Georgia
Qualitative Research and Epistemology. Elizabeth A. St. Pierre, University of Georgia
Discovering “Stereoscopic Data” in Information Sources: A Precursor to Data Analysis. Frederick D. Erickson, University of California - Los Angeles
Teaching for “Real” Research. Margaret A. Eisenhart, University of Colorado - Boulder
Learning by Doing Is Not Enough: The Role of Classroom Activities in a Qualitative Methods Course. Susan Jurow, University of Colorado - Boulder

Discussions:
Sarah Bridges-Rhoads, University of Georgia
Benjamin W. Domingue, University of Colorado - Boulder
Julia Churchill Kantor, University of Colorado - Boulder

53.032. Linear Models in Experimental and Quasi-Experimental Research Designs. Division D - Measurement and Research Methodology; Paper Session on Linear Models in Experimental and Quasi-Experimental Research Designs. Sheraton, Plaza Concourse Level, Governor’s Square 17

Chair:
Amy Semerjian, University of Massachusetts - Amherst

Participants:
A Comparison Between Marginal Mean Weighting Through Stratification and Inverse-Probability-of-Treatment Weighting. Guanglei Hong, University of Chicago
Non-Centrality Parameters for Contrast Tests in One-Way ANOVA. Xiaofeng Steven Liu, University of South Carolina
OLS Regression With Heteroscedastic and Non-Normal Error Distributions. Ting Xu, University of Pittsburgh; Feifei Ye, University of Pittsburgh
The Role of Outcome Proxies and Thresholds in Propensity Score Variable Selection. Benjamin Kelcey, Wayne State University
Automated Path Tracing for General Linear Models. William R. Dardick, University of Maryland; Jeffrey R. Harring, University of Maryland

Discussions:
Mary G. Lieberman, Florida Atlantic University

53.033. Educational Innovations: Conflicts and Contexts. Division D - Measurement and Research Methodology; Paper Session on Educational Innovations: Conflicts and Contexts. Colorado Convention Center, Street Level, Room 108

Chair:
Kathleen A. Murphey, Indiana University/Purdue University at Fort Wayne

Participants:
The School of Ideals and “School Infamy” in the Disorderly City. Kathleen Adams, University of California - Riverside
Exploring the Factors Behind British Columbia’s First Large-Scale Integration Initiative. Helen S. Raptis, University of Victoria
Breaking Down the Barriers: The Unintended Consequences of World War II on Austin High School. Whitney G. Blankenship, University of Texas - Austin

Discussions:
John L. Rury, The University of Kansas

53.034. Intersections of Health and Education: Change and Possibilities Within Local Ecologies. Division G - Social Context of Education; Symposium on Intersections of Health and Education: Change and Possibilities Within Local Ecologies. Colorado Convention Center, Street Level, Room 703

Chair:
Vivian L. Gadsden, University of Pennsylvania
Susan Bickerstaff, University of Pennsylvania
Cleopatra Y. Jacobs, University of Pennsylvania
Shannon Mauro Kane, University of Pennsylvania

Participants:
Measuring Children’s Health and Well-Being: Toward Evidence-Based Practice in Community Health. Terri Lipman, University of Pennsylvania
Consequences of Physical Health and Mental Illness Risks for Academic Achievement in Grades K-12. Sean Joe, University of Michigan
Exploring Weight and Body Image in High School: An Educational Leadership Perspective. Tulane Jackson, University of Pennsylvania
Barriers to Health and Education for the Children of Women With Low Literacy. Ian Bennett, University of Pennsylvania

53.035. Learning Through Participation in Multiple and Complex Contexts: Research(ers) in North and South America. Division G - Social Context of Research(ers) in North and South America; Symposium on Learning Through Participation in Multiple and Complex Contexts: Research(ers) in North and South America.
Colorado Convention Center, Street Level, Room 607
10:35 am to 12:05 pm
Chair: Jacqueline Leonard, Temple University
Participants:
1. Knowledge of Students’ Mathematics Identity Formation: An Argument for Inclusion in Mathematics Teacher Knowledge Discourse. Lawrence M. Clark, University of Maryland
2. Instructional Effect of Scripted Mathematics Curricula. Andrew M. Brantlinger, University of Maryland; Daniel J. Chazan, University of Maryland
3. The Possibilities of Culturally Relevant Mathematics Instruction in Community College Contexts. Alycia Marshall, Anne Arundel Community College - Arnold
4. Exploring Dimensions of Teachers’ Identities in Relation to Teaching Practice in the Case-Studies Data. Ann R. Edwards, University of Maryland
5. Learning From Black Female Mathematics Teachers: Effective Teaching for Underserved Students in Urban Schools. Della R. Leavitt, University of Illinois - Chicago
6. Contrasting Mathematics Classrooms in African-Centered and Non-African-Centered Schools. Farhuaa Nyamekye, University of Maryland - College Park
Discussant: Rich Miller, Vanderbilt University

Colorado Convention Center, Street Level, Room 711
10:35 am to 12:05 pm
Chair: Geoff Whitty, Institute of Education - London
Participants:
Discussants: Children’s Spontaneous Contributions to Family Work in Mexican Communities Varying in Indigenous Heritage. Lucía Alcalá, University of California - Santa Cruz; Andrew Dee Coppen, University of California - Santa Cruz; Angélica López, University of California - Santa Cruz
Attention as a Form of Communication in Mexican Children. Maricela Correa-Chavez, Clark University; Rebeca Mejía Arauz, ITESO University, Guadalajara
Literacy in/as Performance: Performance Modes in Mexican Immigrant Children’s Everyday Lives in Home and Community. Kathryn M. Howard, University of Pennsylvania
Ecological Impact: Vernacular Writing and Social Change. Judy Kalman, Centro de Investigación y Estudios Avanzados - Mexico City, Mexico
Women’s Writing in Peru: A Village Way for Documenting Life. Mercedes Nino-Murcia, University of Iowa
Discussants: Barbara Rogoff, University of California - Santa Cruz; Kris D. Gutierrez, University of Colorado - Boulder

53.038. Early Childhood Programs and School Readiness Initiatives: Are They Effective? Division H - Research, Evaluation and Assessment in Schools; Paper Session
Sheraton, Plaza Concourse Level, Plaza Ballroom E
10:35 am to 12:05 pm
Chair: Thel Kocher
Participants:
Effect of Longer Instruction Time on Academic Achievement and Cost-Benefit Estimates of Full-Day Prekindergarten Program. Huangfang Zhao, Montgomery County Public Schools, Maryland; Shapar Modarres, Montgomery County Public Schools, Maryland; Shilching Liu, Montgomery County Public Schools, Maryland; Janine G. Bacquie, Montgomery County Public Schools, Maryland
Effects of Parent Involvement in School-Based Preschool Education: Evaluation of the Parent Mentoring Play-Group Initiative. Deborah Anne Widdowson, The University of Auckland; Robyn Shirley Dixon, University of Auckland, New Zealand
Formative and Summative Evaluation of an Early Reading First Project in Promoting Preschoolers’ School Readiness: Staying Safe, Virginia Commonwealth University; Christopher E. Chin, Virginia Commonwealth University; Evelyn Reed-Victor, Virginia Commonwealth University; Cynthia W. Hutchinson, Virginia Commonwealth University; Bin Liu, Yanyang Medical College
Impact of Project Early Kindergarten on Cognitive Aspects of Children’s School Readiness. Jennifer Lee Schultz, University of Minnesota; Daniel P. Mueller; Wilder Research Center; Mark R. Anton, Wilder Research Center; Edith Gazali-Lee, Wilder Research; Ernest C. Davenport, Jr., University of Minnesota
Discussant: Jennifer Elise Irri, University of Pittsburgh

53.039. Formative and Summative Evaluations of Math Interventions. Division H - Research, Evaluation and Assessment in Schools; Paper Session
Sheraton, Plaza Concourse Level, Plaza Ballroom D
10:35 am to 12:05 pm
Chair: Dale Whittington, Shaker Heights City School District
Participants:
Does the Mathematics Recovery Program Improve Students’ Mathematics Learning? Thomas M. Smith, Vanderbilt University; Paul A. Cobb, Vanderbilt University; Charles Muter, Vanderbilt University; Dale C. Farran, Vanderbilt University; David Conbray, Vanderbilt University
Education for All as a Challenge: Exploring the Impact of Pedagogical School Improvement Interventions on Education Effectiveness in Sub-Saharan Africa. Claudia Bergmüller, University of Erlangen - Nuremberg
Implementation and Evaluation of K-5 Singapore Math in 21 Elementary Schools. James Badger, North Georgia College and State University; Dianna Spence, North Georgia College & State University

53.040. Scholarship, the Final Frontier: Meaning, Measuring, and Maximizing. Division I - Education in the Professions; Invited Session
Colorado Convention Center, Street Level, Room 710
10:35 am to 12:05 pm
Chair: Ara Tekian, University of Illinois - Chicago
Monday Morning, May 3, 2010 281

Participants:
Trudie Roberts, University of Leeds

53.041. Division J Vice Presidential Address - Moving Beyond a Culture of Defense and Critique Toward More Theoretically Oriented, Policy Relevant Research on Community Colleges. Division J - Postsecondary Education; Invited Session
Colorado Convention Center, Street Level, Room 107
10:35 am to 12:05 pm

Chair: Christopher C. Morpheus, University of Iowa
Participant: Moving Beyond a Culture of Defense and Critique Toward More Theoretically Oriented, Policy-Relevant Research on Community Colleges. Susan B. Twombly, The University of Kansas

Discussants:
Richard L. Colvin, Teachers College, Columbia University

Taiwanese and U.S. Prospective Elementary Teachers' Mathematical Knowledge and Rhetorical Knowledge Entailed in Presenting Mathematical Ideas: One First-Grade Teacher’s Lessons on Probability. Ann M. Lawrence, Michigan State University

The Role of Task Sequences on the Development of Specialized Knowledge for Teaching. Jeffrey M. Choppin, University of Rochester

Taiwanese and U.S. Prospective Elementary Teachers’ Mathematical Knowledge for Teaching: An Exploratory Study. Jane-Jane Lo, Western Michigan University; Andrea Ploucher Francis, Michigan State University; Raven S. McCrory, Michigan State University

The Relationship between Middle School Mathematics Teachers’ Beliefs and Practices: Creating and Implementing a Web Model of Belief. Kurt Stembach, Virginia Commonwealth University

53.042. Exploring What We Know: Mathematics, Teachers’ Knowledge, and Beliefs. Division K - Teaching and Teacher Education; Paper Session
Colorado Convention Center, Street Level, Room 605
10:35 am to 12:05 pm

Chair: Nicholas Daniel Hartlep, University of Wisconsin - Milwaukee
Participants:
Mathematical Knowledge for Teaching of Teachers on the Onset of the Second Stage of Their Teaching Career. Sereigne Mbaye Gnangue, Lehman College - CUNY; Roger Peach, Lehman College - CUNY; Jay Gottlieb, New York University

Rhetorical Knowledge Entailed in Presenting Mathematical Ideas: One First-Grade Teacher’s Lessons on Probability. Ann M. Lawrence, Michigan State University

The Role of Task Sequences on the Development of Specialized Knowledge for Teaching. Jeffrey M. Choppin, University of Rochester

Taiwanese and U.S. Prospective Elementary Teachers’ Mathematical Knowledge for Teaching: An Exploratory Study. Jane-Jane Lo, Western Michigan University; Andrea Ploucher Francis, Michigan State University; Raven S. McCrory, Michigan State University

The Relationship between Middle School Mathematics Teachers’ Beliefs and Practices: Creating and Implementing a Web Model of Belief. Kurt Stembach, Virginia Commonwealth University

53.043. Inclusion and Special Education: Teacher Attitudes, Efficacy, and Perceptions. Division K - Teaching and Teacher Education; Paper Session
Colorado Convention Center, Street Level, Room 603
10:35 am to 12:05 pm

Chair: Kathryn A. Noel, University of Western Ontario
Participants:
Fostering Collaboration: Elementary and Special Education Preservice Teachers’ Perceptions of Coteaching. Audra Parker, University of South Florida; Patricia M. McChuton, University of South Florida; Leila Rosa Dias, University of South Florida; Diedre Allen, University of South Florida

Influences During Student Teaching on Preservice Teachers’ Attitudes Toward the Inclusion of Students With Disabilities. Jennifer-Jeanne Huber, Clemson University; Vivian Ivonne Correa, Clemson University

Interrogating the Meaning of Collaboration Between General and Special Education in Merged Teacher Education Program Curricula. Marleen Carol Pagach, University of Wisconsin - Milwaukee; Linda Blanton, Florida International University

Teaching Students With Disabilities Efficacy Survey: Follow-Up and Findings. Heather Sue Davson, The Ohio State University - Columbus

“Less Afraid to Have Them in My Classroom”: Understanding Preservice General Educators’ Perceptions About Inclusion. Erica D. McCrory, University of Florida; Patricia M. McChuton, University of South Florida

Discussant: Delar K. Singh, Eastern Connecticut State University

53.044. New Directions for Education in Culturally/Linguistically Relevant Teaching With Culturally/Linguistically Diverse Teachers Across Their Careers. Division K - Teaching and Teacher Education; Symposium
Colorado Convention Center, Street Level, Room 704
10:35 am to 12:05 pm

Chair: Betty Achinstein, University of California - Santa Cruz
Participants:
“From Warm Demanders to Repertoires of Practice”: Changing the Frame of Culturally Relevant Teacher Preparation. Morva McDonald, University of Washington

A Knowledge Base of Culturally Relevant Mentoring of New Teachers of Color: Theory and Practice. Betty Achinstein, University of California - Santa Cruz

The Teacher Development Continuum for Teachers of English-Language Learners. Ana Maria Villegas, Montclair State University; Tamara F. Lucas, Montclair State University

Tensions in Learning to Teach English-Language Learners: Cases of Two Latina Preservice Teachers. Steven Z. Athanases, University of California - Davis

Discussant: Gloria J. Ladson-Billings, University of Wisconsin - Madison

53.045. New Directions in Practitioner Research: Big-Picture Perspectives. Division K - Teaching and Teacher Education; Symposium
Colorado Convention Center, Street Level, Room 601
10:35 am to 12:05 pm

Chair: Susan L. Lytle, University of Pennsylvania
Participants:
Practitioner Research: Taking Stock of the Movement, 1999-2009. Marilyn Cochran-Smith, Boston College; Susan L. Lytle, University of Pennsylvania

Community-Mediated Practitioner Inquiry Within a Blues Epistemology: A Case Study of Culturally Authentic Teaching and Assessment. Joyce E. King, Georgia State University

The Promise and Perils of Data-Based Practitioner Inquiry in Schools. Kathryn G. Henn, Montclair State University; Gary L. Anderson, New York University

Producing Knowledge Alongside Building Coalitions for Change: Action Research to Build “the Capacity to Aspire”. Susan E. Noffke, University of Illinois - Urbana-Champaign

Discussants:
Gerald Campano, Indiana University

Anthony S. Bryk, The Carnegie Foundation for the Advancement of Teaching

53.046. Race, Gender, and Sociopolitical Context: Teachers’ Lives and Experiences in K-12 Classrooms. Division K - Teaching and Teacher Education; Paper Session
Colorado Convention Center, Street Level, Room 706
10:35 am to 12:05 pm

Chair: Malayna Bernstein, West Virginia University
Participants:
Perceptions and Practices of Beginning Male Teachers: Implications for Teacher Preparation. Sarah Enterline, Boston College; Stephanie Chappie, Boston College; Kirstin Pesola McEachern, Boston College

Microwaving the Teacher Induction Process: A Case Study of First-Year Teachers’ Experiences in High-Stakes Contexts. Christopher P. Brown, University of Texas - Austin


Coconstructing Professional Strength and Voice With Latina Early Childhood Educators. Rosario M. Ordonez-Jasis, California State University - Fullerton; Pablo Jasis, California State University - Fullerton; Susana Y. Flores, California State University - Fullerton

Toward Creative Production of Identities: Life Histories of Committed White Male Teachers of Inner-City Students. James C. Jupp, Arkansas State University; Patrick Slattery, Texas A&M University

Discussant: Carl A. Grant, University of Wisconsin - Madison

53.047. The Promise of Induction: Individual Development and School Change. Division K - Teaching and Teacher Education; Symposium
Colorado Convention Center, Street Level, Room 702
10:35 am to 12:05 pm

Chair: Lisa Smulyan, Swarthmore College
Participants:
An Analysis of Career Choices Among Teachers of High Academic Ability. Anne
53.048. Between Public and Private: Contracting Regimes and Urban School Reform. Division L - Educational Policy and Politics; Symposium Sheraton, Plaza Concourse Level, Governor’s Square 10
10:35 am to 12:05 pm
Chair: Jeffrey R. Henig, Teachers College, Columbia University
Participants: Learning From Philadelphia’s Experience With Diverse Providers. Katrina E. Babble, Mount Clare State University; Jolley B. Christman, Research for Action; Eva Gold, Research for Action
Portfolio Management Reforms and the School District Central Office. Meredith I. Honig, University of Washington; Michael Dearing, University of Washington
Disseminating and Legitimating a New Approach: The Role of Foundations. Sarah Reckhow, Michigan State University
Local and Federal Models of Education Contracting: Convergence or Collision? Patricia Burch, University of Wisconsin - Madison
Discussant: Dorothy Shipp, Baruch College - CUNY

53.049. Who Seeks and Benefits From School Choice? Social and Policy Implications of New Empirical Research. Division L - Educational Policy and Politics; Symposium Sheraton, Plaza Concourse Level, Governor’s Square 15
10:35 am to 12:05 pm
Chair: Joshua M. Coven, University of Kentucky
Participants: How and Why Parents Choose: An Analysis of School Choice in Milwaukee. David J. Fleming, Furman University; John F. Witte, University of Wisconsin - Madison; Joshua M. Coven, University of Kentucky
School Choice Across and Within Public and Private Schools. Eugenia Toma, University of Kentucky; J.S. Butler, University of Kentucky; Douglas Carr, Oakland University; Ron Zimmer, Michigan State University
The Washington, DC, School Voucher Program: Achievement Impacts and Their Implications for Social Justice. Patrick J. Wolf, University of Arkansas
School Choice, Student Achievement, and Student Mobility: How NCLB Choice Provisions Influence Student Achievement. Betty S. Teasley, Vanderbilt University; Anna Nicotera, Vanderbilt University
Discussant: Barry Chiswick, University of South Carolina

SIG Sessions

53.050. Lines of Flight: Studying Children’s Production of Art and Culture. SIG-Arts and Learning; Symposium Colorado Convention Center, Street Level, Room 705
10:35 am to 12:05 pm
Chair: Joanna Miriam Black, University of Manitoba
Action Figuring: A Liminality of Aesthetic. Victoria J. Grube, Appalachian State University
Changing Girlhoods: Preteen Girls and eRepresentations of Girl Power. Olga V. Ivashkevich, University of South Carolina
Child as Totem: Redressing the Myth of Creativity in Early Childhood Art Education. Marissa McClure, The University of Arizona
Discussant: Juliette Guillard, The Pennsylvania State University

53.051. Complicated Ecologies: Life Writing as Méétisage. SIG-Biographical and Documentary Research; Symposium Colorado Convention Center, Street Level, Room 406
10:35 am to 12:05 pm
Chair: Erika L. Hasebe-Ludt, University of Lethbridge
Participants: Stories Take Care of Us: Life Writing in the Cosmos of the Commons. Erika L. Hasebe-Ludt, University of Lethbridge
Sojourners Sojourning. Anita Sinner, University of Lethbridge
Dangerous Strokes. Carl Leggo, University of British Columbia
Mixed and Mixing Identities: I Am a Living Méétisage. Vicki Lynn Kelly, Simon Fraser University
Opening to the World. Janet Pletz, University of British Columbia
All Our Tangled Relations. Christy Atdet, University of Lethbridge
Discussant: Karen Ann Meyer, University of British Columbia

53.052. The Political Calypso Art-Form: A Tool to Enhance Empowerment and Learning Among People of Caribbean/African Origin. SIG-Caribbean and African Studies in Education; Demonstration/Performance Colorado Convention Center, Street Level, Room 708
10:35 am to 12:05 pm
Chair: Janice B. Fourmullier, Georgia State University

53.053. Formative Assessment and Feedback: Effects on Student Motivation and Learning. SIG-Classroom Assessment; Paper Session Sheraton, Plaza Concourse Level, Plaza Court 3
10:35 am to 12:05 pm
Chair: Michael J. Strait, University of Missouri - Kansas City
Participants: Students as the Definitive Source of Formative Assessment: Academic Self-Assessment and Self-Regulated Learning. Heidi L. Andrade, University at Albany - SUNY
A Review of Motivational Outcomes of Classroom Feedback Practice. Andrew E. Morozov, University of Washington; Yue Yin, University of Illinois - Chicago; Maria Arceli Ruiz-Ruizo, University of Colorado - Denver; Min Li, University of Washington
Formative Assessments of Literacy and Numeracy in Primary Grades. Hwei Ming Wong, Nanyang Technological University, Singapore; Scott G. Paris, National Institute of Education, Singapore
Middle-Grade Students’ Responses to Two-Tier Tasks. Shajahan Begum Haja, University of Melbourne; David J. Clarke, University of Melbourne
Discussant: Nancy R. Cook-Smith, Harvard University

53.054. Critical Pedagogy and Mathematics Teacher Education: Learning to Teach Mathematics for Social Justice. SIG-Critical Educators for Social Justice; Symposium Colorado Convention Center, Street Level, Room 709
10:35 am to 12:05 pm
Chair: David W. Stinson, Georgia State University
Participants: Affordances and Constraints of Lesson Study to Support Teachers’ Learning to Teach for Social Justice. Tonya Bartell, University of Delaware
Teaching Mathematics for Social Justice: Reflections on a Community of Practice for Mathematics Teachers. Lidia Gonzalez, York College - CUNY
A Course in Critical Pedagogy and Teaching Mathematics for Social Justice: Exploring the Outcomes. David W. Stinson, Georgia State University; Carla R. Bidwell, Marietta High School; Ginny C. Powell, Georgia Perimeter
53.055. Black Scholar Activists: The Revolution That Was Not Televised. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education;
Invited Session
Colorado Convention Center, Street Level, Room 602
10:35 am to 12:05 pm
Chair:
Deneese L. Jones, Longwood University
Participants:
Dinner With DuBois: Three Life Lessons for the Aspiring Intellectual/Activist. 
Denise M. Tafafiero Baszile, Miami University
Angela Davis and the Multi-Dimensionality of a Black Female Activist-Scholar. 
Theodorea Regina Berry, Independent Scholar
Marian Thompson Wright: A Life in Quiet Struggle. Hilton Kelly, Davidson College
Race, Religion, and Social Change: The Spiritual Activism of Howard Thurman.
Mark Giles, Miami University
Discussant:
Bernardo P. Gallegos, National University

53.056. The Learning and Practice of Design: Thinking, Knowing, Seeing, Doing. SIG-Design and Technology; Paper Session
Sheraton, Plaza Concourse Level, Plaza Court 8
10:35 am to 12:05 pm
Chair:
Patricia L. Hardre, University of Oklahoma
Participants:
Guidelines for Facilitating Studio-Based Learning Across Design Disciplines. 
Katherine S. Cenanno, Virginia Polytechnic Institute and State University; Carol B. Brandt, Virginia Polytechnic Institute and State University; Britgitte C. Scott, Virginia Polytechnic Institute and State University; Sarah Douglas, University of Oregon; Yolanda Reimer, University of Montana
A Comparative Case Study of Approaches to Authentic Learning in Instructional Design at Two Universities. Ana-Paula Correia, Iowa State University; Farrah Dina Yisop, Iowa State University; Jay R. Wilson, University of Saskatchewan; Richard Alan Schwier, University of Saskatchewan
Educational Design as the Production of Boundary Objects. Jose Francisco Gutierrez, University of California - Berkeley; Timothy Charoenying, University of California - Berkeley
Learning and Teaching as Communicative Actions: An Experimental Course Design. Scott Joseph Warren, University of North Texas; Ruby Bohannon, University of North Texas; Mohammed Alajmi, University of North Texas
Discussant:
Peter Faddle, Southern Illinois University

53.057. Transformations: Inquiry and the Reshaping of Practice in Early Childhood Education. SIG-Early Education and Child Development; Working Group Roundtable
Colorado Convention Center, Street Level, Room 212
10:35 am to 12:05 pm
Chair:
Diane Lapp, San Diego State University
Participants:
Program-Level View of Variability in Preschool Teachers’ Language Use. 
David K. Dickinson, Vanderbilt University; Catherine Darrow, Vanderbilt University; Jill Brooke Freiberg, Vanderbilt University
Case Studies of Preschool Teachers’ Support for Language Across Contexts. 
David K. Dickinson, Vanderbilt University; Jill Brooke Freiberg, Vanderbilt University; Sarah DeIsle, Vanderbilt University; Erica Barnes, Vanderbilt University; Keenan Fagan, Vanderbilt University
Studying Children’s Confusions During Story Reading and Teachers’ Feedback Responses. Judith Schickedanz, Boston University; Molly F. Collins, Erikson Institute
One Path Toward Oral Language Growth: Young Children Becoming Competent Narrators. Nancy L. Roser, University of Texas; Sharon O’Neal, Texas State University; Abby Brady, University of Texas - Austin; Catherine C. Davis, Round Rock Independent School District - Texas; Stephanie Heinchon, Texas State University; Kwangok Song, University of Texas - Austin; Angie Zapata, University of Texas - Austin; Katie Peterson, University of Texas - Austin

Colorado Convention Center, Street Level, Room 606
10:35 am to 12:05 pm
Chair:
María E. Franquiz, University of Texas - Austin
Participants:
Reclaiming Biliterate Voices: Latina Preservice Teachers Authoring Stories of Transformation. Carol Brochín Ceballos, University of Texas - San Antonio
Recovering Interrupted Voices: Early-Career Latina Bilingual Education Teachers Narrate Their Experiences in a Changing World. Linda Prieto, Texas A&M University - San Antonio
Examining the Ecology of the Classroom: A Veteran Mexican American Bilingual Education Teacher Narrates an Autobiographical Self. Linda Guardia Jackson, University of Texas - Austin
Discussant:
Sonia Nieto, University of Massachusetts - Amherst

53.059. Higher-Education Issues in an International Context. SIG-International Studies; Paper Session
Colorado Convention Center, Street Level, Room 610, 612
10:35 am to 12:05 pm
Chair:
Karma A. El Hassan, American University - Beirut, Lebanon
Participants:
Improving the Reliability of International Higher-Education Indicators Through Time-Series Analysis. Thomas D. Snyder, National Center for Education Statistics
Cross-Mobility of University International Students: Contemporary Trends and Challenges in East Asia. Gregory S. Ching, Longhua University of Science and Technology; Amy Roberts, University of Wyoming
Teaching Preferences and Performance of Foreign-Born Faculty at 4-Year American Colleges. Ketevan Mamiseishvili, University of Arkansas
Implementing Reforms in Armenia: Policy Diffusion and Transfer and Teachers’ Perceptions Within the Bologna Reforms. Susanna Karakhandyan, National Center for Professional Education Quality Assurance Foundation; Klaas Van Veen, University of Leiden; Theo C. M. Bergen, Radboud University, Nijmegen
Discussant:
Stephen P. Heyneman, Vanderbilt University

53.060. Curricula That Combine Features and Processes of Informal and Formal Contexts of Student Learning: Comparing the Envisioned, Realized, and Enacted Principles for the Design of Three Elementary Science Units. SIG-Learning Sciences; Symposium
Sheraton, Plaza Concourse Level, Governor’s Square 9
10:35 am to 12:05 pm
Chair:
William R. Penuel, SRI International
Participants:
Developing Science Inquiry Skills With Challenge-Based, Student-Directed Learning. Karl Shutt, University of Washington; Rachel Sophia Phillips, University of Washington; Nancy J. Iye, University of Washington; Katie Van Horne, University of Washington; John D. Bransford, University of Washington
Micros and Me: Leveraging Students' Cultural Repertoires of Practice Around Microbiology and Health in the Redesign of a Commercially Available Science Kit. Carrie T. Tsou, University of Washington; Philip L. Bell, University of Washington
Implementing Added-Value Technology to Science Instruction Using Teachable Agents. Isha Marie Dohmen, Stanford University; Daniel L. Schwartz, Stanford University; Doris B. Chin, Stanford University; Britte Cheng, SRI International
Enacting a Socially Centered Design in the Classroom: Comparing Two Teachers’ Uptake of Student Questions. William R. Penuel, SRI International; Britte Cheng, SRI International; Christopher J. Harris, SRI International; Rachel Sophia Phillips, University of Washington
Discussants:
Linda de Lucchi, University of California - Berkeley
Thomas B. Corcoran, Teachers College, Columbia University

53.061. Teacher Identity as Holistic Framework for Exploring Teacher
Development: Results From Five Empirical Studies. SIG-Lives of Teachers; Symposium Sheraton, Plaza Concourse Level, Director’s Row I 10:35 am to 12:05 pm Chair: Brad Olsen, University of California - Santa Cruz Participants: Discovering a “Discourse of Hope”: Researching Beginners’ Developing Identities as Teachers in Urban Classrooms. Christina Berchini, Michigan State University; Susan Florian-Ruane, Michigan State University; Angela Calabrese Barton, Michigan State University Professional Identity Dilemmas of Beginning Teachers During Their Transition Period From Student to Teacher. Marielle T. Pillen, Eindhoven School of Education; Donoue Beijiaard, Eindhoven University of Technology; Perry Den Brok, Eindhoven University of Technology Examining the Question of Identity in the Sociocultural Ecology of Learning to Teach. Patrick M. Jenlink, Stephen F. Austin State University “Reasons for Entry” as a Heuristic to Explore Teacher Identity Development Among Preservice Teachers. Dena Marie Sexton, University of California - Santa Cruz Associations Between Identity, Well-Being, and Effectiveness. Christopher W. Day, University of Nottingham Discussant: Brad Olsen, University of California - Santa Cruz


53.063. Mentoring Preservice Teachers: Dialogues and Divides. SIG-Mentorship and Mentoring Practices; Paper Session Sheraton, Plaza Concourse Level, Plaza Court 6 10:35 am to 12:05 pm Chair: Helenrose Fives, Montclair State University Participants: Learning to Teach With Two Mentors: Revisiting the “Two-Worlds Pitfall.” Emily R. Smith, Fairfield University; Avril Talone, Fairfield University Mentoring at the Encounter Between Two Cultures: A Deliberative Critical Language for Examining Mentoring Conversations. Lily Orland-Barak, Haifa University; Ella Mazor, Gordon College of Education The Discursive Nature of Mentoring: Transforming the Identities and Practices of Prospective and Practicing Teachers. Sharon B. Hayes, West Virginia University Discussant: Colleen M. Conway, University of Michigan

53.064. Utilizing Mixed-Methods Research to Increase Our Understanding of Educational Contexts. SIG-Mixed Methods Research; Paper Session Sheraton, Plaza Concourse Level, Governor’s Square 11 10:35 am to 12:05 pm Chair: Julie P. Combs, Sam Houston State University Participants: A Mixed Methodological Examination of Early Childhood Teachers’ Efficacy Beliefs. Shin J Kang, James Madison University Building More Robust School Program Appraisal Methods to Improve Learning Outcomes. Mark E. Weston, University of Colorado - Denver; Sandra Elliott, Colorado Department of Education; Rodney Muth, University of Colorado - Denver Doctoral Students’ Perceptions of Barriers to Reading Empirical Literature: A Mixed-Methods Analysis. Cindy Benge, Sam Houston State University; Melissa Burgess, Sam Houston State University; Ana Rojas-Lobouf, Sam Houston State University; Mae Lane, Sam Houston State University; Julie Carson, Sam Houston State University; Elizabeth Torres, Sam Houston State University; Anthony J. Onwuegbuzie, Sam Houston State University; Marla H. Mullette, Southern Illinois University - Carbondale Instrument Development for Exploring the Professional Growth Continuum: A Methodological Approach. Mary Elizabeth Hobbs, University of Texas; Todd Sherron, University of Texas - Austin; Amy L. Moreland, University of Texas - Austin Revisiting Quantitative Data Through Qualitative Inquiry: University Supervisors’ Perceptions of Inter-Rater Agreement Data Based on Student-Teacher Performance Evaluations. Elizabeth Gayle Soslan, University of Delaware; Kandia Lewis, University of Delaware Second Language Learning Motivation: A Mixed Methods Approach. Pamela Wesly, University of Iowa Discussant: Vicki L. Plano Clark, University of Nebraska - Lincoln

53.065. Singularization, Antidialogues, and the End of Learning. SIG-Phenomenological Studies in Education; Paper Session Colorado Convention Center, Street Level, Room 210 10:35 am to 12:05 pm Chair: Kathryn A. Hytten, Southern Illinois University Participants: Levinas and the New Mission of Education. Guoping Zhao, Oklahoma State University Deferring Totality: An Anti-Dialectic Theory of Identity. David Powell, Independent Researcher; Jana Noel, California State University - Sacramento The End(s) of Learning. Gert J. J. Biesta, University of Stirling Discussant: Barbara S. Stengel, Millersville University

53.066. Developing the Encyclopedia of African American Education: Insights From the Editor and Editorial Advisory Board. SIG-Research Focus on Black Education; Workshop Colorado Convention Center, Street Level, Room 608 10:35 am to 12:05 pm Chair: Jerome E. Morris, University of Georgia Participants: Editor’s Reflections on the Encyclopedia of African American Education. Kofi Lomotey, Southern University Insights From Serving on the Editorial Board of the Encyclopedia of African American Education. Jerome E. Morris, University of Georgia

53.067. Learning and Understanding of Mathematical Concepts and Teaching. SIG-Research in Mathematics Education; Paper Session Colorado Convention Center, Street Level, Room 201 10:35 am to 12:05 pm Chair: Birgit Pepin, Høgskolen i Sør-Trøndelag Participants: Discourse and Knowing in Undergraduate Students’ Learning of Proof. Maria L. Blanton, University of Massachusetts; Despina A. Stylianou, City College of New York - CUNY They Know the Steps, Do They Know Why? Student Thinking About Statistical Hypothesis Testing. Toni M. Smith, George Mason University Geometry Teachers’ Mathematical Sensibility: The Role of Theory Building and Problem Solving in the Secondary Geometry Course. Michael Kevin Weiss, Oakland University; Patricio G. Herbst, University of Michigan Teachers’ Conceptions of Integration: A Search for Understanding. Zandra U. De Araujo, University of Georgia; Laura Singletary, University of Georgia; Patricia S. Wilson, University of Georgia; Erik D. Jacobson, University of Georgia; Laura Love, University of Georgia; Anne Marie Marshall, University of Georgia Discussant: Jeffrey E. Barrett, Illinois State University

53.068. Understanding and Overcoming Reading Achievement Gaps. SIG-Research in Reading and Literacy; Paper Session Sheraton, Plaza Concourse Level, Plaza Court 4 10:35 am to 12:05 pm
53.070. Addressing the Challenges to Improving School Climate for Each Student. SIG-School Community, Climate, and Culture; Paper Session Sheraton, Plaza Concourse Level, Plaza Court 5 10:35 am to 12:05 pm

Participants:
- Creating a Ninth-Grade Community of Care. Cheryl Rose Ellerbrock, University of South Florida; Sarah M. Kiefer, University of South Florida
- Prejudice Against International Students: The Role of Threat Perceptions and Authoritarian Dispositions in U.S. Students. Giffine C. Charles-Toussaint, The University of Oklahoma; H. Michael Crowson, University of Oklahoma
- Trauancy in Switzerland: How Schools Matter. Christine Carin Saezler, University of Tuebingen

Discussant:
- Carolyn S. Ridenour, University of Dayton

53.071. School-University Collaboration: Domestic and International Perspectives. SIG-School/University Collaborative Research; Paper Session Colorado Convention Center, Street Level, Room 712 10:35 am to 12:05 pm

Chair:
- Raymond L. Calabrese, The Ohio State University

Participants:
- Making Sausage: Multilevel Relationship Building in University-School Research Collaborations. Ingrid Nelson, Stanford University; Sarah B. Miles, Stanford University; Karen Strobel, Stanford University
- Collaborative Inquiry in Coconstructing an Understanding of Integrating Technology Into Language Learning: Multiple Perspectives. Lung Hsiang Wong, National Institute of Education - Singapore; Ping Gao, National Institute of Education, Singapore; Ching Sing Chiai, National Institute of Education, Singapore; Chee Kuen Choe, National Institute of Education, Singapore; and National Institute of Education, Singapore
- Processes and Pathways: How Do Mathematics/Science Partnerships Measure and Promote Teacher Content Knowledge Growth? Patricia S. Moyer-Peckham, Utah State University; Arla Jean Westenskow, University of Utah
- Mentor Connector: 21st-Century Learners and e-Mentors for Student Success. Candace Figg, Brock University; Vince Joseph Rinaldo, Niagara University; Kamini Jajpal, Brock University; Pat Mete, Niagara Catholic District School Board; Thomas J. Sheehan, Niagara University; Robert Michael Smith, Niagara University

Discussant:
- Rick R. McCon, Duquesne University

53.072. Scaling Individualized SEL Interventions: What Can Technology Add? SIG-Social and Emotional Learning; Symposium Colorado Convention Center, Street Level, Room 208 10:35 am to 12:05 pm

Chair:
- Maurice J. Elias, Rutgers University

Participants:
- Contextual Sensitivity and Personal Trauma: CBT for SEL Enables Crossing Domains in Discipline Settings. Valeria M. Patterson, Northcentral University
- The Effect of an Emotion Self-Regulation Technology (the EmWave PC) on Student Test Anxiety and Performance. Jeffrey E. Goelitz, Institute of HeartMath
- Efficacy of Computer-Based SEL and RTI under IDEA: Preliminary Findings of Impact on Teachers’ Self-Efficacy. Linda M. Bruene Butler, Social Decision Making/Problem Solving Program

Discussant:
- Robin Stern, Columbia University

53.073. The 2010 Charles DeGarmo Lecture: Tinkering Toward Utopia, the 2010 Version. SIG-Society of Professors of Education; Symposium Sheraton, Plaza Concourse Level, Plaza Court 1 10:35 am to 12:05 pm

Chair:
- William G. Wraga, University of Georgia

Participants:
- Are Racial/Ethnic Minority Children Over- or Under-Represented in Their Receipt of Early Intervention and Special Education Service? Paul L. Morgan, The Pennsylvania State University
- Do Poor Readers Feel Angry, Sad, and Unpopular? Paul L. Morgan, The Pennsylvania State University; George Farkas, University of California - Irvine; Qiong Wu, The Pennsylvania State University
- Home, School, and Community Partnerships: Experiences of Actively Involved Chinese Parents of Children With Disabilities. Lasa Lo, University of Massachusetts - Boston

Discussant:
- Lizzanne DeStefano, University of Illinois

53.075. Spirituality and Education: Selected Papers. SIG-Spirituality & Education; Paper Session Colorado Convention Center, Street Level, Room 407 10:35 am to 12:05 pm

Chair:
- Robert H. London, California State University - San Bernardino

Participants:
- A Qualitative Study of the Role Choral Reading Plays in Supporting Children’s Spirituality. Ann Mangham Troedelae, Louisiana State University; Jacqueline Bach, Louisiana State University
- Faith, Community, and Struggle “Inside”: Faith Talk by and for Incarcerated Youth. Joby B. Gardner, DePaul University
- Leaders Cultivating the Heart of Education: Wisdom and Compassion in an Era
Learning, Teaching, and Research; Paper Session
Colorado Convention Center, Street Level, Room 403
10:35 am to 12:05 pm
Chair: Monika Williams Shealey, Florida International University
Participants:
- Examining the Complexities of Attitudes Toward Language Difference in a Changing World. Xenia Hadjiioannou, The Pennsylvania State University; Laurie Joy Katz, The Ohio State University; Jerrie Cobb Scott, The University of Memphis
- Social Policy and the Achievement Gap: What Do We Know? Where Should We Head? Corey Bunje Bower, Vanderbilt University
- Subjectivity, Space, and Class Among Urban, Working-Class Girls: An Ethnographic Inquiry. Stephanie Skowrues, University of British Columbia
- “White People Gonna Be Thinking That It’s Just an F” Stereotype Threat in an Urban Elementary School. Martin J. Wasserberg, Florida International University
Discussant: Lois Andre Bechely, California State University - Los Angeles

53.077. Professional/Vocational Expertise: Contextual Change and the Ensuing Challenges. SIG-Workplace Learning; Paper Session
Colorado Convention Center, Street Level, Room 405
10:35 am to 12:05 pm
Chair: Leonard George Cairns, Monash University
Participants:
- Emerging Global Epistemologies in Professional Work and Learning. Torill Strand, University of Oslo; Karen Jensen, University of Oslo; Monika Nerland, University of Oslo; Hege Hermanussen, University of Oslo
- Expertise in Transition: On the Analysis of Individual and Institutional Change in Technology-Rich Work Environments. Andreas Gegenfurtner, University of Turku; Erno A. Lehtinen, University of Turku; Roger Saljo, Göteborg University, Sweden
- Types of Engagement in Learning From Errors at Work: A Person-Centered View. Johannes Bauer, Technische Universität München; Barbara Drechsel, Leibniz Institute for Science Education
- Designing Effective Workplace Learning: Evidence-Based Development of Vocational and Professional Education. Roark F.M. Nieuwenhuis, University of Tilburg

53.078. Dimensions of Context in Digital Storytelling and Youth Radio. SIG-Writing and Literacies; Symposium
Colorado Convention Center, Street Level, Room 206
10:35 am to 12:05 pm
Chair: Dana Walker, University of Northern Colorado
Participants:
- It’s Official: Digital Storytelling in the Context of Institutional Discourses. Heather M. Pleasants, The University of Alabama
- Identity, Agency, and Border Crossings: Digital Stories of Immigration. Alan Davis, Colorado University - Denver; Daniel Weinschenker, Center for Digital Storytelling
- Examining the Intersections of Popular Culture and Youth Radio After School. Dana Walker, University of Northern Colorado
- Hey, There we are! Digital Youth Media and the On-Screen Realization of Self. Deborah Romero, University of Northern Colorado
Discussant: Barbara J. Guzzetti, Arizona State University

53.079-1. Arts and Learning: Activism, Transitions, and Integrations. SIG-Arts and Learning; Roundtable Session
Chair: Robin A. Mello, University of Wisconsin - Milwaukee
Participants:
- Compromised Intent: Funders of Arts-Based Educational Reform, False Generosity, and the Missionary Model. Stacy Otto, Illinois State University; Diane Montgomery, Oklahoma State University
- Emergent Motifs of Social Justice Storytelling. Louise Gwenneth Phillips, University of Southern Queensland
- Social Justice Through the Arts: Learning From Latin American Artist Activists. Barbara A. Beyerbach, SUNY - College at Oswego; Tania Ramalho, SUNY - College at Oswego; Leah Russell, University of California - Santa Barbara

53.079-2. Cognition and Assessment Roundtable 2. SIG-Cognition and Assessment; Roundtable Session
Chair: Kristen L. Huff, The College Board
Participants:
- Domain-General, Domain-Specific, and Study-Related Predictors of Performance in Advanced-Placement Science. Paul Ward, Florida State University; Kevin R. Harris, Austin Peay State University; David W. Eccles, Florida State University; Joel Suss, Florida State University; Joyce Ehlinger, Florida State University
- The Effect of Format and Gender on Mathematics Test Performance and Strategy Use. Sarah M. Bonner, Hunter College - CUNY
What Item Writers Think: Toward a Theory of Item-Writing Expertise. Dennis Fulkerson, Pearson; Paul D. Nichols, Pearson Educational Measurement; David J. Mittelholz, Pearson Educational Measurement

53.079-3. Diverse Worlds of Literature: Cultural Studies, Literary Language, and Hybridy. SIG-Literature; Roundtable Session
Chair: Andrea L. Tyler, Miami University of Ohio
Participants:

53.079-4. Empowering Co-Researchers. SIG-Qualitative Research; Roundtable Session
Chair: Karen L. Tonso, Wayne State University
Participants:
- Participatory Video, or Video in Participatory Research: Methodological Problems and Possibilities. Mark P. Hadfield, University of Wolverhampton; Kaye F. Haw, University of Nottingham
- Toward Critical, Emancipatory, and Pluralistic Research: Critical Systems Theory for Qualitative Research Methodology. William R. Watson, Purdue University; Sunny Lee Watson, Ball State University
- Using Portraiture Methodology and Participant Self-Reports to Enhance the Research of Struggling Elementary Readers. Roland Kerry Schendel, University of Northern Colorado

Chair: Kate T. Anderson, National Institute of Education, Singapore
Participants:
- Race Talk and Difference: An Analysis of Classroom Interaction. Amy Carpenter Ford, University of Michigan
- The Difficulties of “Reworking Common Sense”: How Institutional Language Constrains Teachers’ Imagination of Inclusive Pedagogies. Patricia C. Pau, University of Massachusetts - Boston; Curt Dudley-Marling, Boston College

Division and SIG Roundtables
53.079-6. Freirean Approaches to Service Learning and Teacher Induction in Laos, Brazil, and the U.S. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Roundtable Session

Chair: Cesar A. Rossatto, University of Texas - El Paso

Madalena Freire’s Approach in a Teacher Education Program in Brazil: A Methodology of Reflection Committed to Social Justice. Maria Ines G. F. Marcondes De Souza, Pontifical University - Rio De Janeiro
Reinvention and Context: Freirean Approaches to Dialogue in Catholic, Jewish, and Public Schools. John L. Watzke, Saint Louis University; Maria Fernanda Montes Valencia, Saint Louis University

53.079-7. From Vertical to Lateral Learning: New Directions for Philanthropy in the 21st Century; SIG-Education and Philanthropy; Roundtable Session

Chair: Ida Oberman, San Francisco State University

Participants: Evaluation in Support of Foundation Decision Making: An Example From an Omaha Reading Program. Theresa Deusen, Northwest Regional Educational Laboratory; Caitlin Scott, Education Northwest; Kathryn Weitz White, Northwestern University; Arthur Burke, Northwest Regional Educational Laboratory
Increasing Prosocial Behavior Among African-American Students: A Case Study of the National Pre-Alumni Council of the UNCF. Noah Daniel Drezner, University of Maryland - College Park
Philanthropy in an Age of Capitalism: Rethinking the Public Good. Randall F. Clemens, University of Southern California

53.079-8. Linking Environment and Community Through Informal Science Institutions; SIG-Ecological and Environmental Education; Roundtable Session

Chair: Heather Toomey Zimmerman, The Pennsylvania State University

Participants: Teacher Variation in Linking Students to Their Community: Initial Evidence in Support of an Emerging Typology of Practice. Robert Coalter, Missouri Botanical Garden
Understanding Adult Learning Through Human-Dolphin Interactions in Zoological Facilities. Diane L. Sweeney, University of California - San Diego
Using Museum Resources to Develop Environmental Science Modules That Link Daily Human Behavior to Ecological Principles. Yaël Wyner, City College of New York - CUNY; Janice Koch, Hofstra University; Steve Gano, American Museum of Natural History; David L. Silverman, University of Southern Maine
Project WetKids: Findings and Plans for an Out-of-School Program That Improves Student Interest in Science. Christopher Barry, University of Southern Mississippi; Julie C. Cwokla, University of Southern Mississippi - Gulf Coast; Virgil Zeigler-Hill, University of Southern Mississippi

53.079-9. Reflexive Research Practices; SIG-Qualitative Research; Roundtable Session

Participants: Educational Bricolage: Using Multiple Lenses to Enhance Understanding of Students’ English Language and Literacy Acquisition. Sallie G Helms, Sam Houston State University; Beverly J. Irby, Sam Houston State University; Richard Watts, Sam Houston State University; Rafael Lara-Alecio, Texas A&M University; Genevieve H. Brown, Sam Houston State University; Judith A. Nelson, Sam Houston State University; Harlene Anderson, Our Lady of the Lake University; Cindy Lynn Guerrero, Texas A&M University
Interpreting and Analyzing Policy Through the Use of the Researcher Reflective Journal. Ruth C. Slotnick, University of South Florida; Valerie J. Janesick, University of South Florida
The Role of Feedback Mechanisms in the Interpretation of Complex Educational Ecologies. Peter Demerath, University of Minnesota
Using Online Tools to Facilitate High-Quality Audited Reflexivity. Frank A. Nelson, Sam Houston State University; Harlene Anderson, Our Lady of the Lake University; Cindy Lynn Guerrero, Texas A&M University

53.079-10. Second Language Research SIG Roundtable 3: Foreign Language Pedagogy; SIG-Second Language Research; Roundtable Session

Chair: Jing Fu, Michigan State University

Participants: A New Way to Teach Chinese Characters: Using Meaningful Interpretation. Xiaoxia Xu, Stanford University
Students’ Technology Use in Learning French: A Comparative Case Study. Aliye Karabulut, Iowa State University
The Influence of Students’ Ethnicity on Foreign Language Enrollment. Cassandra Glynn, University of Minnesota

53.080. Roundtable Session 35; Roundtable Session

Sheraton, Tower Mezzanine Level, Grand Ballroom Section 2
10:35 am to 12:05 pm

53.080-1. Developing Community and Collaboration in Virtual Worlds; SIG-Applied Research in Virtual Environments for Learning; Roundtable Session

Chair: Jonathan J. Richter, University of Oregon

Participants: Being Polite in Second Life: Discourse Strategies When Learning Collaboratively in a Virtual World. Yueh-hui Vanessa Chiang, University of Texas - Austin; Diane L. Schallert, University of Texas - Austin
Understanding and Fostering Online Communities For Game Design. Sean C. Duncan, Miami University; Idit Harel Caperton, World Wide Workshop Foundation
A Statewide University System Goes Virtual: Building Learning Communities in Second Life. Mario Guerra, University of Texas - Austin; Leslie Jarmon, University of Texas - Austin

53.080-2. Developing Technology-Using Teachers; SIG-Technology as an Agent of Change in Teaching and Learning; Roundtable Session

Chair: Kara M. Dawson, University of Florida

Participants: “Plan It Lively”: Using Digital Storytelling as a Lesson Planning Tool for Preservice Teachers. Rui Hu, University of Georgia
Perceptions of Preservice Teachers’ Technology Ability. Dianne S. Goldsby, Texas A&M University; Robin A. Rackley, Texas A&M University; G. Donald Allen, Texas A&M University - College Station; Zeynep Ebrar Yekis, Texas A&M University
Quality Indicators for Effective Early Literacy Teaching With Technology From Multiple Sources. Jaclyn Prizant Gordon, The University of Akron; Kristine Lynn Still, Cleveland State University
Multimedia Capstone Project: A Conduit for Developing Teachers as Change Agents. Nancy Jo Schafer, Georgia State University; Vera Steenhouse, Emory University
The Role of Incentives in Facilitating Technology Integration Into Teaching: A Human Performance Technology Perspective. Jing Lei, Syracuse University; Blaine Morrow, Palomar College

53.080-3. Examining Relationships Among Technology, Pedagogy, and Content; SIG-Technology as an Agent of Change in Teaching and Learning; Roundtable Session

Chair: Margaret Josephine Cox, Kings College, London

How Teachers Use Technology Differently in Varied Subject Areas: A National Study. Anne Todd Ottenbreit-Leftwich, Indiana University; Thomas Brush, Indiana University; Sendar Abaci, Indiana University - Bloomington; Susie Grouseth, Indiana University; Tiffany Anne Todd Ottenbreit-Leftwich, Indiana University - Bloomington; Jesse Stryker, Indiana University - Bloomington; Peter van der Leun, Indiana University - Bloomington
The Continuing Development, Validation, and Implementation of a TPACK Assessment Instrument for Preservice Teachers. Denise A. Schmidt, Iowa State University; Ervin Baran, Iowa State University; Ann D. Thompson, Iowa State University; Matthew J. Koehler, Michigan State University; Punya Mishra, Michigan State University; Tae Seob Shin, Michigan State University
Creating Sustainable Peer Networks to Infuse Interactive Whiteboard Technology in Teacher Education. Nobuko L. Fujita, OISE/University of Toronto; John Dowyn, OISE/University of Toronto; Cathi Gibson-Gates, OISE/University of Toronto

Facilitating Technology Integration in an ELL High School Science Class: A Year-Long Multiple-Case Study. Karleen R. Goubeaud, Long Island University; Melissa Hofmann, Long Island University

53.080-4. Informal Learning: Diverse Settings and Learners. SIG-Informal Learning Environments Research; Roundtable Session

Chair: Leah M. Melber, Lincoln Park Zoo

Participants:
- Costumed Interpreters’ Beliefs About Museum Learning: Effects on Visitor Engagement Strategies. Johanna Bromberg Craig, University of Virginia
- Lifting as We Climb: Developing Constellations of Practice Within an Online Radio Format. Margaret Egan Mistry, University of Colorado - Denver
- Self-Regulated Learning in an Informal Online Community: Impacting Professional Development in Higher Education. Jennifer Bausum Myers, Florida State University; Vanessa Paz Donnen, Florida State University; Christie Seggs, Florida State University

53.080-5. Large-Scale Professional Development Reform: Understanding Complex Ecologies of Educational Change. SIG-Educational Change; Roundtable Session

Chair: Kevin M. Cloninger, University of Denver

Participants:
- Building and Sustaining Ongoing Local School Improvement Through Collaborative Inquiry Within a Large-Scale Reform in Ontario: A Case Study of an Urban, 17-School Teaching and Learning Network. David Cameron, Ontario Ministry of Education; Barnabas Chukwujiebere Emenogu, The Literacy and Numeracy Secretariat, Judi Koko, Toronto Ministry of Education; Judith Taylor, The Literacy and Numeracy Secretariat, Ministry of Education; Patricia Manson, The Literacy & Numeracy Secretariat, Ministry of Education
- Perceptions of Teachers and Students on China’s Secondary Education Reform: Understanding Complex Ecologies in Educational Change. Peter Yee Han Joong, University of the West Indies; Ting Xiong, Sino-Canadian International College, Guangxi University
- Usina Multidistrict Professional Development School Learning Communities and Collective Learning Actions to Support School Change. Patricia Ann Hoffman, Minnesota State University - Mankato

53.080-6. Narrative Identities in Higher Education. SIG-Narrative Research; Roundtable Session

Chair: Wynetta Scott-Simmons, Mercer University

Participants:
- Intellect and Identity: Future Male Academics Make Sense of Gender in the Academy, or “I Guess It Doesn’t Mean Anything to Me to Be a Male Graduate Student.” Jennifer R. Wolgemuth, Charles Darwin University
- Parallel Landscapes and Converging Stories: Embodied Critical Consciousness in Teaching and Teacher Education. Dixie K. Keyes, Arkansas State University
- The Role of “Post-Hoc Rationalization” in Narrating Aspirations, Choices, and Decision Making Across the Transition to University. Valerie L. Farnsworth, University of Manchester; Laura Black, The University of Manchester

53.080-7. Nature of Science. SIG-Science Teaching and Learning; Roundtable Session

Chair: Issam Hafez Abi-el-Mona, Rowan University

Participants:
- Influences of a Professional Development Program on Science Teachers’ Views and Instruction of Nature of Science. Jale Cakiroglu, University of Manchester; Aamer Shujah, University of Windsor; Mark A. Gooden, University of Texas - Austin; An O’Deherty, University of Texas - Austin; Michelle D. Young, University Council for Education Administration / University of Texas
- Building Educational Leadership Capacity Through a Graduate Action Research Course. Kellie Terry, University of Kentucky

53.080-8. Online Learning and Diverse Students. SIG-Online Teaching and Learning; Roundtable Session

Chair: Dave L. Edyburn, University of Wisconsin - Milwaukee

Participants:
- Digital Learning Contexts in Chaotic School Worlds: Complex, Diverse, and Local. Margaret E. Robertson, LaTrobe University
- ESL Learners’ Readings in Hypermedia Learning Contexts. Ho-Ryong Park, University of South Florida
- Supplemental Educational Service for English Language Learners: The Educate Online Reading Program. Maura J. Pereira, Indiana University

53.080-9. Perceptions of Science. SIG-Science Teaching and Learning; Roundtable Session

Chair: Joohi Lee, University of Texas - Arlington

Participants:
- A Comparison of Student-Labeled Versus Student-Generated Drawings on Understanding of Earth Science Concepts. Amy B. Adcock, Old Dominion University; Cathy S. McConaughy, Norview High School
- Comparisons of Elementary and Middle School Students’ Perceptions of Scientists. Michael Edwards, Science East; Karen S. Sullivan, University of New Brunswick
- Identifying African American Students’ Conceptualizations of Science: A Worldview Interview Protocol. Jomu W. Metuge, Indiana University/Purdue University at Indianapolis; Crystal A. Hill, Indiana University/Purdue University at Indianapolis
- The Impact of Scientist Mentors on Science Teachers’ Perceptions of Science. Roxanne M. Hughes, Florida State University; Patrick James Enderle, Florida State University; Patricia J. Dixon, Florida State University; Jose Sanchez, National High Magnetic Field Laboratory

53.080-10. Qualitative Studies of Reform in Science Education. SIG-Science Teaching and Learning; Roundtable Session

Chair: Aamer Shujah, University of Windsor

Participants:
- Implementing Science Innovation in the Primary Grades: Case-Study Research. Lori C. Bland, College of William and Mary; Joyce Vantassel-Baska, College of William and Mary; Kimberly L. Chandler, College of William and Mary
- Science Crites in the Classroom: A Qualitative Study. Ann Sherman, University of Calgary; Anthony Leo MacDonald, Saint Francis Xavier University; Hyacinth Schaeffer, Science Alberta Foundation
- Voices From the Front Lines: Science Teachers on Education Reform. Erin E. Peters, George Mason University; Wendy M. Frazier, George Mason University

53.080-11. Research on Leadership Preparation Initiatives. SIG-Leadership Preparation; Roundtable Session

Chair: Sue Feldman, University of Washington

Participants:
- Measuring Change as a Result of Program Pedagogy: An Exploration of Aspiring Leaders’ Perspectives. Elisabeth Joan Goodnow, University of Texas; Mark A. Gooden, University of Texas - Austin; An O’Deherty, University of Texas - Austin; Michelle D. Young, University Council for Education Administration / University of Texas
- Using Team Role Orientations in School-Community-University Partnerships to Support Leadership Development and Organizational Learning. Kami M. Patrizio, Towson University
53.080-12. Rural Education SIG: Roundtable 7. SIG-Rural Education; Roundtable Session
Chair: Amy I. Cole, McGill University
Participants:
Country Connectivity: Increasing Academic Success, Learning, and Engagement at a High-Tech Rural High School. Emily Summers, Texas State University; Gail D. Dickinson, Texas State University
Duck and Cover: Are Rural Students Taking Basic Courses to Avoid Taking Them Online? Dennis M. Mulcahy, Memorial University – Newfoundland; Michael Kristopher Barbour Wayne State University
Online Distance Education in Rural High Schools: Expanding the Role of the On-Site Facilitator. Julie Thompson Keane, University of North Carolina - Chapel Hill; Matthew J. Irvin, University of North Carolina - Chapel Hill; Claire de la Varre, University of North Carolina - Chapel Hill; Wallace Hannum, University of North Carolina
Rural Schools, Multiculturalism, and Place-Based Education in the Standardization Era. Carol E. Marzen, University of Minnesota - Morris

53.080-13. School Turnaround: Research and Inquiry From the States of Washington and New Jersey. SIG-School Turnaround and Reform; Roundtable Session
Chair: Suzanne Schwartz McCotter, Montclair State University
Participants:
Capacity Building in Underperforming Schools. Brenda H. Leake, The College of New Jersey; Donald Leake, The College of New Jersey
The State Department of Education: Formal and Informal Leadership Networks. Thomas Gamblin, New Jersey State Department of Education
Critical Friends Networks. Virginia Doolittle, Rowan University
A Study That Identifies the Barriers Preventing Underperforming Schools From Turning Around. Robert R. Rayburn, Northwest Regional Educational Laboratory; Roy Kruger; Northwest Regional Educational Laboratory

53.080-14. Students’ Technology Use: Perceptions, Creations, and Relations. SIG-Technology as an Agent of Change in Teaching and Learning; Roundtable Session
Chair: Sherry B. Graves, Hunter College - CUNY
Participants:
Social Networking Sites: Capital Exchanges on an Electric Medium and the Construction of Youth Identity. John Michael Scott, New York University
Fostering Student Engagement in History Through the Creation of Digital Media. Richard Curby Alexander, University of Illinois - Springfield
Teaching History With Digital Documentaries: Understanding Student Perceptions. Thomas C. Hammond, Lehigh University; Meghan McGlinn Manfra, North Carolina State University
“Welcome Home to Facebook”: Social Networking as a Tool for Maintaining Social Capital. Dino Sossi, Teachers College, Columbia University
The Digital Divide: One Middle School Teacher’s Disconnect With His Students in Online Literature Discussions. Joellen Maples, Saint John Fisher College

53.080-15. Tools to Support Decision Making and Improvement of Instruction for Students With Disabilities. SIG-Inclusion & Accommodation in Large-Scale Assessment; Roundtable Session
Chair: Lindy L. Crawford, University of Colorado - Colorado Springs
Participants:
Alternate Assessments in Practice: Understanding Teacher Practice and Student Knowledge. Jessica A. Goldstein, University of Connecticut; Peter Behuniak, University of Connecticut
Improving Accommodations Assignment: Reconceptualizing Professional Development to Support Accommodations Decision Making. Lindy L. Crawford, University of Colorado - Colorado Springs; Leanne R. Ketterlin-Geller, Southern Methodist University
Relationships Between Curricular Priorities, Instructional Practices, and Statewide Assessment Scores for Students Eligible for AA-MAS. Meagan Karvonen, Western Carolina University; Vasanthi Rao, University of South Carolina; Grant B. Morgan, University of South Carolina; John R. Payne, University of South Carolina
The Invariance of the EasyCBM Math Measures Across Educational Setting and Language Groups. Bitnara J. Park, University of Oregon; Gina J. Mariano, University of Oregon; Gerald A. Tindal, University of Oregon

53.080-16. Topics in Advanced Higher-Education Science. SIG-Science Teaching and Learning; Roundtable Session
Chair: Alan Ka-fai Szeto, Purdue University Calumet
Participants:
Designing a Computer-Assisted Instruction Tool to Support Traditional Microscopy Learning in Histology and Exploring Students’ Attitudes. Hasan Deniz, University of Nevada - Las Vegas; Hasan Cakir, Gazi University, Turkey
Fostering Authentic Research Opportunities for Undergraduates: Integrating a Portable X-Ray Fluorescence Instrument Across Science Disciplines. Lesley Nora Rosenthal, University of Denver; Keith Miller, University of Denver
Research on Undergraduate Students’ Understanding of Nanoscience and the Development of a Nanoscience Concept Inventory. Alan Ka-fai Szeto, Purdue University Calumet; George Bodner, Purdue University

Division and SIG Posters

53.081. Poster Session 11; Poster Session
Colorado Convention Center, Lower Level, Korbel Ballroom 3
10:35 am to 12:05 pm

53.081-1. Evaluating Constructivist Learning Environments. SIG-Constructivist Theory, Research, and Practice; Poster Session
Poster: 1. Strategies of Student Evaluation in Constructivist Learning Environments. Kwangsoo Kim, Andong National University; Ji-Youn Na, Andong National University; Changmi Kwon, Andong National University; Yeon-Soon Kim, Andong National University; Young-Jae Cho, Andong National University; Yong-Chill Yang, Andong National University

53.081-2. Instructional Technology SIG Poster Session I. SIG-Instructional Technology; Poster Session
Posters:
2. A Content Analysis of Methodological Characteristics of Research Published in Three Instructional Technology-Related Journals. Susan Hutchinson, University of Northern Colorado; Heng-Yu Ku, University of Northern Colorado; Berlinda L. Saenz, University of Northern Colorado
4. Design Considerations in Deploying Mobile Learning Devices for Underserved Communities. Maria Carmela Segona; Paul Hong Suk Kim, Stanford University
5. Examining Childhood Obesity Prevention Public Service Announcements Through Lenses of Instructional Design, Motivation, and Emotion. ChaoYun Dong, New York University; Arthur Fierman, New York University; George Foltin, New York University; Mary Jo Messito, New York University; Benjamin Perrella, Hunter College - CUNY; Stephen Wall, New York University
6. How Class Size Affect Note Reading Load: A Mixed Methods Study of Note Reading and Class Size in Online Graduate Courses. Mingzhu Qiu, OISE/University of Toronto; Jim Hewitt, OISE/University of Toronto
7. Learning, Connecting, and Contributing in Organizations: Developing a Knowledge Management and Sharing System. Janette R. Hill, University of Georgia
8. The Data Deluge: Research Opportunities in Complex Learning Ecologies. Beijie Xu, Utah State University; Mimi M. Recker, Utah State University; Sherry H. Hsi, Lawrence Hall of Science
10. Transforming Students’ International Experiences Through the Use of Web 2.0 Tools. Peggy A. Ermee, Purdue University; Tim Newby, Purdue University; Wei Liu, Purdue University; Annette J. Tomory, Purdue University; Ji Hyun Yu, Purdue University; Kimberly Arnold, Purdue University

53.081-3. Poster Session: Using Technology to Develop Learners in a Variety of Academic Settings. Division C - Learning and Instruction; Poster Session
53.081-4. Research in Early Education and Child Development. SIG-Early Education and Child Development; Poster Session

Posters:

16. Age of Entry Into Kindergarten: A Longitudinal Analysis. Unmuhuan Yusil-Dagli, East Carolina University; Ithel Jones, Florida State University

17. Analysis of Screening Policies in Part B and Pre-Kindergarten Programs: Findings and Recommendations. Belinda J. Hardin, University of North Carolina - Greensboro; Catherine Scott-Little, University of North Carolina - Greensboro; Megan Mims, University of North Carolina - Greensboro

18. Enhancing Head Start Children’s Cognitive Abilities to Increase Their Numeracy and Literacy Achievement. Julie K. Kidd, George Mason University; Robert Pasnak, George Mason University; Peter R. Barchey, George Mason University; Debbie Gallington, George Mason University; Jessica Machado, George Mason University; Caroline Boyer-Ferhat, George Mason University

19. Humor Through Art: Conceptual and Artistic Incongruities. Eleni Loizou, University of Cyprus

20. Parental Attention Commands During Shared Book Reading and Children’s Language and Literacy Skills in Two Social Groups. Seung-Hee Son, Purdue University; Maria Fernanda Tineo, Purdue University; Matthew Joseph Poes, Purdue University; Frederick J. Morrison, University of Michigan

21. Promoting the Quality of Family Child Care Through In-Home Professional Development. Shira M. Peterson, Children's Institute, Inc.; Melissa R. Weber, Children’s Institute, Inc.

22. Science Teaching and Learning in Kindergarten. Refika Olgan, Middle East Technical University; Ithel Jones, Florida State University

23. The Great Frame-Up: An Analysis of Newspaper Portrayals of Head Start Policy Changes. Alexandra Claire Rolfmeyer, Michigan State University; Rebecca Jane Jacobsen, Michigan State University

24. Infant Joint Attention, Child-Caregiver Joint Attention, and Language Development in Children Prenatally Cocaine Exposed. Dolores Farhat, University of Miami; Shira Kolnik, University of Miami; Marygrace Yale Kaiser, University of Miami

25. Sustainability of State Pre-K Program Effects on Children’s Outcomes in Pre-K and Kindergarten. Ellen S. Peisner-Feinberg, University of North Carolina - Chapel Hill; Jennifer Maria Paska, University of North Carolina - Chapel Hill

26. The Role of Play in Development: Views of U.S. Early-Childhood Educators. Winnie Wing-mai So, The Hong Kong Institute of Education; Fiona Ngai Ying Chang, The Hong Kong Institute of Education

53.081-5. Social Studies Education in Secondary Schools. SIG-Research in Social Studies Education; Poster Session

Posters:

32. “Koreans Are More Racist”: Korean American Youth Navigate Racism in the U.S. Sohyun An, Augsburg College

33. Locating Citizenship: Curriculum, Social Class, and the Good Citizen. Jennifer A. Tupper, University of Regina; Michael Cappello, University of Regina

34. “Powerful Social Studies”: The Story of One Eighth-Grade American History Teacher. Keith Tilford, Illinois State University

35. Students’ Use of Technology in the Social Studies: Investigating Its Influence on Students’ Perceptions of Democratic Citizenship in Global Times. Brad M. Maguth, Hiram College

36. US and Them: Social Studies Teachers’ Talk About Global Education. Jeffery Angelo Mangram, Syracuse University; Watson Lia Ardyth, Syracuse University

53.081-6. Technology Use in Science Education. Division C - Learning and Instruction; Poster Session

Posters:

37. Agent-Based and Aggregate-Level Reasoning Elicited by Problem Scenarios and an Agent-Based Model. Aditi Waghi, Northwestern University; Uri J. Wiersky, Northwestern University

38. Comparing Students’ Performance With Physical and Virtual Manipulatives in a Simple Machines Curriculum. Jacqueline J. Chini, Kansas State University; Adrian Carmichael, Kansas State University; N. Sanjay Rebbelo, Kansas State University; Sadhana Puntambekar, University of Wisconsin

39. Comparing the Effects of Physical and Virtual Experimentation Sequence on Students’ Understanding of Mechanisms. Adrian Carmichael, Kansas State University; Jacqueline J. Chini, Kansas State University; N. Sanjay Rebbelo, Kansas State University; Sadhana Puntambekar, University of Wisconsin

40. Effects of Playing SPORE on Beliefs and Understandings About Evolution. Thomas Edward Bean, University of Nevada - Las Vegas; Gale M. Sinatra, University of Nevada - Las Vegas; Louis S. Nadelson, Boise State University

41. Launched Into Outer Space Yet Tethered to Earth: PBL Science Curriculum Within Middle School Milieus. Justin Olmanson, University of Texas - Austin; Min Liu, University of Texas - Austin; Jennifer Wivagg, University of Texas - Austin; Kurtin Hamilton, University of Texas - Austin

42. Longitudinal Professional Development to Support Teaching With Complex Scientific Visualizations. Stephanie B. Corliss, University of Texas - Austin; Libby F. Gerard, University of California - Berkeley; Or Lydia Liu, ETS

43. Science Instructors’ Views on the Risks of Biotechnology. Grant E. Gardner, North Carolina State University; Gail Jones, North Carolina State University

44. Using an Engineering-Design-Based Logo Module for Teaching Sound to Third Graders. Ismail Marrudu, Boston College; Michael Barnett, Boston College

45. Model-Based Physics: Is It Suitable for All Students? Nanette J. Marcum-Dietrich, Millersville University; Douglas P. Vallette, UniVillage High School

53.081-7. Topics in Mathematics Education. Division C - Learning and Instruction; Poster Session

Posters:


47. Agent-Based and Aggregate-Level Reasoning Elicited by Problem Scenarios and an Agent-Based Model. Aditi Waghi, Northwestern University; Uri J. Wiersky, Northwestern University

48. Comparing Students’ Performance With Physical and Virtual Manipulatives in a Simple Machines Curriculum. Jacqueline J. Chini, Kansas State University; Adrian Carmichael, Kansas State University; N. Sanjay Rebbelo, Kansas State University; Sadhana Puntambekar, University of Wisconsin

49. Comparing the Effects of Physical and Virtual Experimentation Sequence on Students’ Understanding of Mechanisms. Adrian Carmichael, Kansas State University; Jacqueline J. Chini, Kansas State University; N. Sanjay Rebbelo, Kansas State University; Sadhana Puntambekar, University of Wisconsin

50. Comparing the Effects of Physical and Virtual Experimentation Sequence on Students’ Understanding of Mechanisms. Adrian Carmichael, Kansas State University; Jacqueline J. Chini, Kansas State University; N. Sanjay Rebbelo, Kansas State University; Sadhana Puntambekar, University of Wisconsin

51. Evaluating Diagnostic Accuracy and Utility of “mCLASS”: Math CBM for K-3 Students. Gee Hoon Kim, Teachers College, Columbia University; Young-Sun Lee, Teachers College, Columbia University

52. Expertise in Early Rational Number Problem Solving: The Role of Structural Awareness. Bryan J. Moseley, Chaminade University; Yukari Okamoto, University of California - Santa Barbara

53. Fifth-Grade Students’ Reinterpretations of Fraction and Decimal Notations as
Monday, May 3, 2010

Shaded Parts of Area. Megan M. Shaughnessy, University of Michigan
54. Just Learning Math Is Not Enough: The Impact of Different Working
Memory Components on Young Children’s Arithmetic Achievement.
Dominique Arndt, Duisburg-Essen University; Maria Opfermann, Duisburg-
Essen University; Annesmarie Fritz-Stratmann, Duisburg-Essen University;
Detlev Leutner, Duisburg-Essen University
55. “Playing the Game of Story Problems”: Situated Cognition in Algebra
Problem Solving. Candace Walkington, University of Texas - Austin; Milan
Sherman, University of Pittsburgh; Anthony Petrosino, University of Texas -
Austin
56. Representations of Geometric Misconceptions. Jessica Masters, Boston
College; Michael K. Russell, Boston College; Andrea Humes, Boston College;
Mark J. Driscoll, Education Development Center, Inc.; Rachel E. Wing
DiMatteo, Education Development Center, Inc.; Johanna Nikula, Education
Development Center, Inc.
57. The Conflict Between Decimal Numbers and Whole Numbers. Stacy Karl,
University of Minnesota; Sashank Varma Varma, University of Minnesota
58. The Use of Numeric and Non-Numeric Symbols by Preschool Children in
Early Addition. Sally C. Moorman, University of Cincinnati; Anne Dorsey
Dragan Trninic, University of California - Berkeley
60. What Kinds of Difficulties Do Students Encounter in Solving Geometric
Construction Problems? A Taiwan Perspective. Hak Ping Tam, National
Taiwan Normal University; Yi-Liang Chen, National Taiwan Normal University
61. Young Children’s Adding and Subtracting Objects. Natalie L. Bohmman,
Montana State University - Billings; Peter Gillette, University of California -
Berkeley; Jonas Langer, University of California - Berkeley
53.081-8. What’s Next? Directions in Professional Learning and Professional
Development. Division K - Teaching and Teacher Education; Poster Session
Posters
62. Connecting Complexity Thinking to the Sustainability of Action Research
in Educational Settings. Sheila C. Baldwin, Monmouth University; Leslie
Patterson; Ernest Thomas Stringer, Curtin University of Technology; Juan
Araujo, University of North Texas; Christina Savely; Farris ISD (Texas);
Ragha Shearer; Denton ISD; Mary Amanda Stewart, University of North
Texas; Karen Walker; University of North Texas
63. Differences Across Academic Subjects in Teachers’ Attitudes About
Professional Development. Bruce Torff, Hofstra University
64. Looking Through a Distributive Leadership Lens: Teacher Learning
Communities and Teacher Learning. James F. Nagle, Saint Michael’s College
65. Making Teacher Learning Visible: Networked Teacher Professional
Development. Pamela L. Whitehouse, West Virginia University
66. Quality Professional Learning Opportunities: What Do They Look, Sound,
and Feel Like? Julie M. Staley, University of Southern California; Katherine
G. Hayes, Los Angeles Unified School District - California; Nina Hoffer, Los
Angeles Unified School District - California
67. The Impact of Mathematics and Science Partnerships (MSP) Project
Implementation on Project Success. Calli A. Holaway, The University of
Alabana; Charles E. Stegman, University of Arkansas; Jamie Havley,
University of Arkansas
68. The Impact of AVID Professional Development on School Culture and
Climate. Karen M. Witt, University of Texas - Pan American; Jeffrey J.
Huerta, University of Texas - Pan American; Patricia Reyes, University of
Texas - Pan American
69. The Impact of Evaluation on Professional Development Design and
Implementation. Fran Arbaugh, The Pennsylvania State University; Rose M.
Marra, University of Missouri; Sandra K. Abell, University of Missouri; John
K. Lunnin, University of Missouri; Yi-Wen Cheng, University of Missouri -
Columbia; Mark Gagnon, University of Missouri; Rena Smith, University of
Missouri; Dominko Merle, University of Missouri
70. Students Talk, Teachers Learn. Lauren M. Shea, University of California -
Irvine; Terry Boulding Shahan, University of California - Irvine
Portrait of Practice. Jamie N. Mikelsa, Michigan State University; Jodie
A. Galwey, University of California - Davis; Jeffrey J. Rozelle, Syracuse
University; Katie R. Green, Michigan State University; Suzanne M. Wilson,
Member; National Research Council Panel; Michigan State University
72. Teachers’ Opportunity to Learn: An Examination of Professional Learning
Activities Among Middle School Mathematics Teachers and Organizational
Support for Teacher Learning. Motoko Akiba, University of Missouri -
Columbia
73. Reviewing the Experiences of Novice Mathematics and Science Teachers:
Encouragers and Discouragers. Juliana Utle, Oklahoma State University;
Julie Thomas, Oklahoma State University; Adrienne Anne Redmond,
Oklahoma State University; Kansas Pope, Oklahoma State University
74. Conversations With the Curriculum: Making Links Between Testing and
Teacher Development. Karin M. Brodie, Wits University; Yael D. Shalem,
University of Winwatersrand; Ingrid Sapiere, Wits University; Lynette Manson,
Wits University
75. Responses to Reform: Shifting Notions of Teacher Accountability and
Agency in Smaller Learning Communities. Taruka A. Barrett, New York
University
76. Identifying Best Professional Development Strategies That Correlate With
Job Satisfaction for Science Teachers in Texas High Schools: A Mixed-
Methods Study. Obid Matus, Texas A&M University

Monday, 12:25 pm

Governance Meetings and Events

54.001. SIG Leadership Orientation - Session 3. AERA Governance; Governance
Session
Colorado Convention Center, Street Level, Room 401
12:25 pm to 1:55 pm
Chairs:
Lynne Schrum, George Mason University
Vincent A. Anfara, The University of Tennessee
Geri Cowan, California State University - Sacramento
Virginia M. Gonzalez, University of Cincinnati
LeAnn G. Putney, University of Nevada - Las Vegas
Sharon H. Uranoff, California State University - Los Angeles
Phoebe H. Stevenson, American Educational Research Association

Presidential Sessions

54.010. Intersections of the Physiological, the Environmental, and the Social in the Complex
Cultural Ecologies of Learning and Development. Presidential Session; Invited Session
Colorado Convention Center, Lower Level, Korbel Ballroom 1 D
12:25 pm to 1:55 pm
Chair:
Shirley Heath, Stanford University
Participants:
Tireas R. Spencer, University of North Carolina - Chapel Hill
Joan Chiao, Northwestern University
Discussant:
Shirley Heath, Stanford University

AERA Sessions

54.011. AERA Distinguished Contributions to Research in Education Award
(2009) Address: Linda Darling-Hammond. AERA Sessions; Invited Session
Colorado Convention Center, Lower Level, Korbel Ballroom 1 ABC
12:25 pm to 1:55 pm
Chair:
Faynese Miller, The University of Vermont
Speaker:
What Kind of Change Can We Believe In? Toward an Equitable System of Good
Schools. Linda Darling-Hammond, Stanford University

54.012. Journal Talks - Session 6. AERA Sessions; Invited Roundtable
Colorado Convention Center, Lower Level, Four Seasons Ballroom 4
12:25 pm to 1:55 pm
Participants:
University; Nicole Erika Fiore, McGill University; Shirley R. Steinberg,
McGill University
2. High Ability Studies. Kirs A. Tirtt, University of Helsinki
Hogskolen i Sor-Trondelag
4. Research Papers in Education. Debra Ann Myhll, University of Exeter
54.013. Research Perspectives on Teacher Evaluation World-Wide. AERA Session cosponsored with World Education Research Association; Invited Session Colorado Convention Center, Street Level, Room 603 12:25 pm to 1:55 pm Chair: Joan L. Herman, University of California - Los Angeles
Participants:
- Teachers' Self Appraisal: Implications on Staff Appraisal by Reporting Officers. Ong Kim Lee, National Institute of Education; Jonathan Goh, National Institute of Education
- Teacher Evaluation in Initial Teacher Education: A Nine-Country Cross-National Study. Paul F. Conway, National University of Ireland, Cork; Rosaleen Murphy, University College, Cork; Kathy Hall, University College, Cork
- Measuring Teaching Effectiveness - Research Issues in a High Stakes Policy Environment. Drew H. Gitomer, ETS; Courtney A. Bell, ETS

Discussants:
- John R. Gardner, Queens College - Belfast

54.014. The Place of Education Research in a Science Agency: A Perspective From the National Science Foundation. AERA Sessions; Invited Session Colorado Convention Center, Lower Level, Korbel Ballroom 1 EF 12:25 pm to 1:55 pm Chair: Camilla P. Benbow, Member, National Science Foundation National Science Board; Vanderbilt University
Speaker:
- Joan Ferrini-Mundy, Assistant Director (Acting), Education and Human Resources Directorate, National Science Foundation
Discussants:
- Timothy L. Killeen, Assistant Director, Geosciences Directorate, National Science Foundation
- Richard J. Shavelson, Stanford University

54.015. Inclusion and Civic Engagements in Schools and Beyond. International Relations Committee; Paper Session Colorado Convention Center, Street Level, Room 402 12:25 pm to 1:55 pm Chair:
- P. Rudy Mattai, University at Buffalo - SUNY

Participants:
- Factors Influencing Educational and Career Choices of Senior High School Students in Vietnam. Stacey Butler Roberts, University of Hawaii - Manoa; Thay T. La, University of Hawaii - Manoa
- Making Antibullying Research a Part of Early Childhood Classroom Practice in Comparative International Contexts. Blythe F. Hinz, The College of New Jersey; Margaret Shore, Sekolah, My School, Yogyakarta, Indonesia; Amita Kamara, University of Gadjah Mada
- Parents and Teachers' Beliefs About Including Children With Disabilities in Regular Preschools in P.R. China. Linlin Li, Hatchet Tabernik & Associates; Linda L. Hestenes, University of North Carolina - Greensboro
- Promoting Motivation and Prospective Engagement Related to Global Political Processes in High School Students: The GlobalEd Project. Maritza Yakhymenko; Scott W. Brown, University of Connecticut; Mark A. Boyer, University of Connecticut; Greg Williams, University of Connecticut; Wesley Renfro, University of Connecticut; Nicole Powell, University of Connecticut

54.016. The Insiders and Outsiders Perspectives of Teachers Engaged in Developing Global Citizenship at a “Zwarte”/Black and Elite High School in the Netherlands. International Relations Committee; Invited Session Colorado Convention Center, Street Level, Room 403 12:25 pm to 1:55 pm Chair: Beverly Lindsay, The Pennsylvania State University
Participants:
- Outsiders' Perspective of Cosmicus College, a Dutch Black and Elite High School in the Netherlands. Martha A. Montero-Sieburth, University of Amsterdam; Irene Giolitti, University of Amsterdam
- The Vision, Mission of Cosmicus College and its Use of Global Citizenship Education. Ibrahim Elmaaggae, Cosmicus College
- The Engagement and Implementation of Global Citizenship Education at Cosmicus College. Rene Hirsch, Cosmicus College
- Using Strategies from Culture and Arts with Second Generation Dutch Adolescents of Turkish and Moroccan Backgrounds. Valerie Avery, Cosmicus College

Division Sessions

54.017. Leading in Diverse Times: The Complexities of Recruitment and Retention. Division A - Administration Organization & Leadership; Paper Session Sheraton, Plaza Concourse Level, Governor’s Square 12 12:25 pm to 1:55 pm Chair:
- Rick Ginsberg, The University of Kansas
Participants:
- An Investigation of Leadership Development Among Women in Mid- and Upper-Level Leadership Positions. Eileen S. Johnson, Oakland University; Shannon Rue Flumerfelt, Oakland University; Beverly Brown, Oakland University
- Black and Minority Ethnic Teachers' Careers and Leadership Aspirations. Ovwen McNamara, University of Manchester; John O. Howson, Education Data Surveys Ltd.; Andrew Fryers, University of Manchester
- Influences Affecting the Retention of Highly Qualified and Diverse Principals. Cynthia J. Reed, Auburn University; Ellen H. Reanes, Auburn University
- The Complexities of Growing One’s Own Leaders: An Examination of District-Based Leadership Preparation Programming. Jacob Easley II, Mercy College; Carolyn J. Riehl, Teachers College, Columbia University

54.018. New Forms of School Organization: Interrogating the Multiple Impacts of Privatization and New Roles for Leadership. Division A - Administration Organization & Leadership; Symposium Sheraton, Plaza Concourse Level, Governor’s Square 11 12:25 pm to 1:55 pm Chair:
- Gary L. Anderson, New York University
Participants:
- Schools as Franchises Delivering “Treatments”: Considering the Impact of Private Sector Models for School Organization. Mary H. Metz, University of Wisconsin - Madison
- When Diversity Is Division: The Creation of New Forms of Schooling and “Strong School Leadership” as “Misrecognition”—The English Case. Pat Lorna Thomson, University of Nottingham; Helen Gunter, Manchester University
- School Leadership Policy Networks and the New Entrepreneurial Leader. Gary L. Anderson, New York University
Discussant:
- Janelle T. Scott, University of California - Berkeley

54.019. Research on Teaming and Collaboration: Implications for Leadership for Learning. Division A - Administration Organization & Leadership; Paper Session Sheraton, Plaza Concourse Level, Governor’s Square 14

Committee Sessions
12:25 pm to 1:55 pm

Chair: Dianne L. Taylor, Louisiana State University

Participants:

How Efforts at Building Professional Learning Communities in High-Needs, Rural High Schools Can Facilitate Phenomenal School Improvement. Geerti Marie Maxwell, Texas A&M - Kingsville; Jim Scheurich, Texas A&M University

Reform Diffusion: Its Nature and Effects in a Network of Community Schools. Curt M. Adams, University of Oklahoma; Gaetane Jean-Marie, University of Oklahoma

Talk That Talk: A Qualitative Exploration of Relevance and Depth in Elementary Teachers’ Team Conversations. Susan F. Henry, Harvard University

Translating Data Into Action: A Data Team Model as the Seed of Comprehensive District Change. Karen Blake Ruffner, University of Wisconsin - Platteville

Discussant: Nona A. Prestine, The Pennsylvania State University


Organization & Leadership; Paper Session
Sheraton, Plaza Concours Level, Governor’s Square 17

12:25 pm to 1:55 pm

Participants:

Implementing Diversity Plans: Principals’ Perceptions of Their Ability to Address Diversity in Their School. Billy L. Young, Austin Community College; Jean Madson, Texas A&M University

Racial Identity Development in Principal Preparation Programs: Linking Theory Into Practice. Frank Hernandez, Hamline University

The Role of School Leadership in Assisting Teacher Learning of Culturally Relevant Pedagogy. Judith Toure, Carlow University

The Persistence of Gender Bias in the Pathways and Selection of Public School Principals. William J. Fowler, George Mason University; Jennifer Flanagan, George Mason University

Discussant: Katherine Cummings Mansfield, University of Texas - Austin

54.021. International and Comparative Education in a Globalized Context. Division B - Curriculum Studies cosponsored with SIG-International Studies; Paper Session

Colorado Convention Center, Street Level, Room 112

12:25 pm to 1:55 pm

Chair: Susan Jean Mayer; Brandeis University

Participants:
Curriculum Opportunities for Number Sense Development: A Comparison of Chinese and U.S. First-Grade Textbooks. Qiang Cheng; Jian Wang, University of Nevada - Las Vegas

Curriculum Thinking as Counter-Hegemonic Practice: Prerequisites for Actually “Understanding Complex Ecologies in a Changing World.” Tony Whiston, University of Delaware

Imagined Nationality Through History Curriculum Reform: Case Study on Across-Taiwanese Generations in the U.S. Kuo-Mu Chiu, University at Buffalo - SUNY

“Globalization”: Challenges for Modern Curricula, or a Power-Knowledge Complex in the Production of Curriculum Variables? Maja Plum, University of Copenhagen

54.022. Violence, Subjectivity, and Intimate Revolt: Kristeva and Curriculum. Division B - Curriculum Studies; Symposium

Colorado Convention Center, Street Level, Room 110

12:25 pm to 1:55 pm

Chair: Madeleine Grumet, University of North Carolina - Chapel Hill

Participants:
Images of Females and Violence: An Educational Speculation via Kristeva From Kirchner to Arendt to Today. Lynda Stone, University of North Carolina - Chapel Hill

Just Reading the Book Is Not Enough: Enacting Revolt With Middle and High School Students. Jacqueline Bach, Louisiana State University

“A Fantasy of Untouchable Fullness”: Kristeva on Melancholia and Subjectivity. James Stillwagon, Iona College

Unteachable Moments and Pedagogical Relationships: A Kristevian Lens. Hongyu Wang, Oklahoma State University

Discussant: Madeleine Grumet, University of North Carolina - Chapel Hill

54.023. Antecedents and Consequences of Academic Goal Orientations Across Varied Contexts and Groups. Division C - Learning and Instruction; Paper Session

Colorado Convention Center, Street Level, Room 102

12:25 pm to 1:55 pm

Chair: Keith Damien Ciani, University of Missouri - Kansas City

Participants:
Parents and Identity as Influences on College Students’ Achievement Goals. Suzanne Fischer Lindh, University of Houston; Shirley L. Ju, University of Houston; Wellington Fan, University of Houston; Christopher A. Wolters, University of Houston; Catherine L. Horn, University of Houston

Latino English-Language Learners’ Goal Orientation: Relationship Between Engagement, Achievement, and Teachers’ Practices in Mathematics. Patricia Ann Dickinson, University of Southern California

How Writing Achievement Goals and Self-Efficacy Beliefs Relate to College Writing Grades and Grade Point Averages. Sharon K. Zambrunn, University of Nebraska - Lincoln; Douglas F. Kaufman, University of Nebraska - Lincoln; Mary MacLean Hayes, University of Nebraska - Lincoln; Meryem Yilmaz Soydu, Hacettepe University

Student Achievement Goals and the Use of Self-Regulatory Learning Strategies: A Cross-Ethnic Comparison. Hyo Jin Lim, University of Southern California; Robert S. Roscoe, University of Southern California; Harold P. O’Neil, University of Southern California; Noelie Griffin, University of California - Los Angeles

Discussant: Avi Kaplan, Temple University

54.024. Cognitive, Motivational, and Classroom Factors Related to Text Comprehension. Division C - Learning and Instruction; Paper Session

Colorado Convention Center, Street Level, Room 104

12:25 pm to 1:55 pm

Chair: Ana M. Taboada, George Mason University

Participants:
Does Amount of Naturally Occurring Comprehension Strategy Instruction Make a Difference When Students Read Expository Text? Oistein Anmarkrud, University of Oslo; Ivar Braten, University of Oslo

Motivational and Cognitive Determinants of Text Comprehension: The Moderating Role of Text Availability. Ellen Schaffner, University of Potsdam; Ulrich Schiefele, University of Potsdam

Reading Perspectives, Targeted Questions, and Relevance-Driven Text Comprehension. Mark Lewis, University of Minnesota; Michael C. Mensink, University of Minnesota

Finding Success in Upper-Elementary Content Areas: Results From the Read-Write Cycle Project. Kimberly A. White-Smith, Chapman University; Margaret Sauerca Carwen, Chapman University; Roxanne Greitz Miller, Chapman University; Robert Calfee, University of California - Riverside; Colette Marie O’Bannon, Chapman University

Discussant: Steven Richard Yussen, University of Minnesota

54.025. Current Research in Cognitive Load, Flexibility, and Efficiency Involving Learning. Division C - Learning and Instruction; Paper Session

Colorado Convention Center, Street Level, Room 106

12:25 pm to 1:55 pm

Chair: Rafael Lara-Alecio, Texas A&M University

Participants:
Conceptions of Cognitive Efficiency: Applications in Learning and Problem Solving. Bob Hoffman, University of Central Florida; Gregory Schraw, University of Nevada - Las Vegas

Effectiveness of Different Pinyin Presentation Formats in Learning Chinese: A Cognitive Load Perspective. Chee Hu Lee, University of New South Wales; Slava Katygina, University of New South Wales

Mental Model Progression in Complex Learning: Effects of Instructional
Strategies and Cognitive Flexibility. Ashleen A. Durabi, Florida State University; Jennifer Hemphill, Florida State University; David W. Nelson, Florida State University; Xinya Liang, Florida State University; Wilma Boulware, Florida State University

The Role of Task Complexity in Individual and Collaborative Learning Efficiency. Femke Kirschmer, Open University, Netherlands; Fred Paas, Open University of the Netherlands; Erasmus University Rotterdam; Paul A. Kirschmer, Open University, Netherlands

Discussant: John Sweller

54.026. Effective Characteristics of Agents, Tutors, and Interactive Environments: Recent Advances. Division C - Learning and Instruction; Paper Session Colorado Convention Center, Street Level, Room 203 12:25 pm to 1:55 pm

Chair: Amy B. Adcock, Old Dominion University

Participants: A Politeness Effect in Learning With Web-Based Intelligent Tutors. Bruce M. McLaren, Carnegie Mellon University; Krista E. DeLeenheer, University of California - Santa Barbara; Richard E. Mayer, University of California - Santa Barbara

Teachable Agents Go to School: Benefits of an Educational Technology in a Real-World Learning Environment. Doris B. Chin, Stanford University; Ilia Marie Dohmen, Stanford University; Daniel L. Schwartz, Stanford University

The Impact of Interface Agent Race and Gender on Female Students’ Attitudes and Beliefs Toward Engineering. Rinat B. Rosenberg-Kima, Florida State University; E. Ashby Plant, Florida State University; Amy L. Baylor, Florida State University; Celeste E. Doerf, Florida State University

Effects of Interactivity on Children’s Cognitive Empathy Toward Narrative Characters. Tyler Dodge, Indiana University


Discussant: Amy B. Adcock, Old Dominion University

54.027. How Can Today’s Schools Be Transformed so as to Become Learning Environments for the 21st Century? Division C - Learning and Instruction; Symposium Colorado Convention Center, Street Level, Room 205 12:25 pm to 1:55 pm

Chair: David Istance, Centre for Educational Research and Innovation

Participants: Why We Need to Rethink the Practices of Today’s Schools. Hanna Dumont, University of Tuebingen

Conceptions of Learning: The Current Scene. Erik De Corte, University of Leuven

The Cognitive Perspective on Learning. Michael Schneider, ETH Zurich

The Crucial Role of Motivation and Emotion in Learning. Monique Boekaerts, Leiden University

The Search for Next Practice. Valerie Hannon, The Innovation Unit

54.028. Jan Hawkins Award Address: Susan A. Yoon. Division C - Learning and Instruction; Invited Session Colorado Convention Center, Street Level, Room 406 12:25 pm to 1:55 pm

Chairs: Barry J. Fishman, University of Michigan

Noel D. Enyedy, University of California - Los Angeles

Participant: Susan A. Yoon, University of Pennsylvania


Chair: Emily J. Shaw, The College Board

Participant: Answering the “Whys” and “How’s” of Building a Diverse Student Body: Where Measurement and Research Methodology Meet Social Justice. Mitchell J. Chang, University of California - Los Angeles; Patricia Gurin, University of Michigan; Sylvia Hurtado, University of California - Los Angeles

Discussant: Stephen W. Raudenbush, University of Chicago

54.030. Division D Mentoring Luncheon for New Professionals. Division D - Measurement and Research Methodology; Mentoring Session Hyatt Regency, Third Level, Centennial Ballroom D 12:25 pm to 1:55 pm

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

Audra Shakaeskaité, University of Texas - Brownsville


Chair: Thomas P. Proctor, The College Board


2. Developing Form Assembly Specifications for Exams With Multiple Choice and Constructed Response Item Sections. Amy B. Hendrickson, The College Board; Brian Francis Patterson, The College Board; Maureen Ewing, The College Board

3. Equating Mixed-Format Tests Using Dichotomous Anchor Items. Won-Chan Lee, University of Iowa; Michael J. Kolen, University of Iowa; Sarah L. Hagge, University of Iowa; Y. He, University of Iowa

4. A Comparison of Nonlinear Equating Methods for Mixed-Format Exams. Sonia Powers, University of Iowa; Chunyan Liu, University of Iowa; Sarah L. Hagge, University of Iowa; Y. He, University of Iowa; Michael J. Kolen, University of Iowa

5. Scoring and Combining Multiple-Choice and Free-Response Items in Mixed-Format Tests. H. Jane Rogers, University of Connecticut; Harisharan Swaminathan, University of Connecticut


Discussants: Robert L. Brennan, University of Iowa

Yanwei Oliver Zhang, American Institute of Certified Public Accountants

54.032. Measurement of Counseling-Related Constructs. Division E - Counseling and Human Development; Paper Session Colorado Convention Center, Street Level, Room 708 12:25 pm to 1:55 pm

Chair: Dorothy L. Espelage, University of Illinois - Urbana-Champaign

Participants: Gender Differential Item Functioning on Depression Items With Respect to Self-Esteem. Wallace D. Gittel, University of Arkansas; Ronna L. Turner, University of Arkansas; Elizabeth Ann Keiffer, University of Arkansas

A Reliability Generalization Study of the Personal Attributes Questionnaire. Timothy Michael Sauer, University of Louisville; Namok Choi, University of Louisville; Brittany D. Carpenter, University of Louisville

A Gender-Based Measurement Invariance Study of the Sociocultural Attitudes Toward Appearance Questionnaire-3. Donna L. Wheeler, Oklahoma State University; Matt Vassar, Oklahoma State University; William Davis Hale, Prairie View A&M University

The Career Locus of Control Scale: Further Evidence of Validity and Reliability. Justin C. Perry, Cleveland State University; Xiongxi Liu, Cleveland State University

Children’s Alexithymia Measure: Instrument Development. Brooks Applegate, Western Michigan University; Ineke F. Way, Western Michigan University; Leslie Kimball-Frank, Virginia Commonwealth University; Connie Black-Pond, Western Michigan University; Essence Roberts, Kalamazoo Communities In Schools; Paul Yelsma, Western Michigan University; Mary Muliitt, Lutheran Family Services; Yvette Hyter

54.033. Race and Making Space in Higher Education. Division F - History and Historiography cosponsored with Division J - Postsecondary Education; Paper Session
Colorado Convention Center, Street Level, Room 108
12:25 pm to 1:55 pm

Chair: Katrina M. Sanders, University of Iowa

Participants:
Experiences, Perceptions, and Attitudes of Black Students Who Desegregated Arkansas Higher Education: Applying Integration Theory. Patsy Ramsey, University of Central Arkansas; Thomas G. Barrett, University of Arkansas - Little Rock
Overlooked in Campus Minority Programs: Asian American Students Creating Community in the Midwest, 1968-1975. Sharon S. Lee, University of Illinois - Urbana-Champaign
Toward an Integrated Collaborative Model of Teaching and Research on African American and Mexican American Education. Linda Mizell, University of Colorado - Boulder; Ruben Donato, University of Colorado - Boulder

Discussant: Marybeth Gasman, University of Pennsylvania

54.034. Division G Early Career Mentoring Session. Division G - Social Context of Education; Invited Session
Hyatt Regency, Third Level, Quartz
12:25 pm to 1:55 pm

Chair: Nailah Suad Nasir, University of California - Berkeley

Participants:
Nancy M. Ares, University of Rochester
Bryan McKinley-Jones Brayboy, Arizona State University
Tyrone C. Howard, University of California - Los Angeles
Joyce E. King, Georgia State University
Judith Moschkovich, University of California - Santa Cruz
Susan Riemer Sacks, Barnard College
James P. Spillane, Northwestern University
Stacey J. Lee, University of Wisconsin - Madison
Lois Weis, University at Buffalo - SUNY
Kris D. Gutierrez, University of Colorado - Boulder

54.035. Precarious Ecologies: The Interplay of Metropolitan Schools and Regional Space in Structuring Inequality. Division G - Social Context of Education; Symposium
Colorado Convention Center, Street Level, Room 705
12:25 pm to 1:55 pm

Chair: Pauline Lipman, University of Illinois - Chicago

Participants:
School Redistricting Post-PICS in a Racially Changing Suburb: Do New Boundary Lines Promote or Detract From High School Integration? Genevieve Parker Siegel-Hawley, University of California - Los Angeles
Incorporating You Out! The Class Politics of Educational Segregation Movements in Salt Lake Valley. Ed Buendia, University of Utah; Paul Fisk, University of Utah; Boudong Liu, University of Utah; Thomas Sanchez, University of Utah
New Orleans as Neoliberal Landscape: Schooling, Race, and the Urban Space Economy of the South. Kristen L. Buras, Emory University
Placing Resource Inequities in Regional Contexts. Nancy Erbstein, University of California - Davis; Gloria M. Rodriguez, University of California - Davis; Rebecca Burciaga, University of California - Davis
Collective Memory and Emotion in the Cultural Economy of Cities. John Ackerman, University of Colorado - Boulder; Marla E. Banning, Kent State University

Discussant: Pauline Lipman, University of Illinois - Chicago

54.036. School Food Politics: The Complex Ecology of Food and Hunger in Schools Around the World. Division G - Social Context of Education; Symposium
Colorado Convention Center, Street Level, Room 711
12:25 pm to 1:55 pm

Chair: Marcus B. Weaver-Hightower, University of North Dakota

Participants:
Greening Schools for Development: Garden-Based Learning and School Feeding in Rural Tanzania. Kristin D. Phillips, Michigan State University
A Hunger for Education: High School Feeding Programs, Teachers’ Work, and Education Politics in Argentina. Sarah A. Robert, University at Buffalo - SUNY; Irina Kovalskaya, ILSI Argentina
Hunger and Power in U.S. Schools: Relationships Between Schools, Community Organizations, and Low-Income Parents. Jen Sandler, Trinity College

Lunch Ladies, Dinner Ladies, and the Defense of Food as Usual in Schools. Marcus B. Weaver-Hightower, University of North Dakota
Food Prep 101: Low-Income Teens of Color Cooking Food and Analyzing Media. Catherine Lara Lalonde, D’Youville College

54.037. Revising the Student Evaluation Standards: Moving Forward to Meet Our Evolving Conceptions of Student Evaluation. Division H - Research, Evaluation and Assessment in Schools; Invited Session
Sheraton, Plaza Concours Level, Governor’s Square 16
12:25 pm to 1:55 pm

Chair: Stephen (Steve) A. Henry, REASolutions

Participants:
History of the Joint Consortium on Standards for Educational Evaluation and the Student Evaluation Standards. Donald B. Yarbrough, University of Iowa
Standards for Student Evaluation: Where Have We Been? Don A. Klinger, Queen’s University
Standards for Student Evaluation: Where Are We Going? Patricia J. McDivitt, Data Recognition Corporation

Discussant: W. Todd Rogers, Center for Research In Applied Measurement & Education

54.038. Clinical Skills and Their Assessment. Division I - Education in the Professions; Paper Session
Colorado Convention Center, Street Level, Room 710
12:25 pm to 1:55 pm

Chair: Louis J. Grosso, American Board of Internal Medicine

Participants:
Examining the Educational Value of First-Year Medical Students’ Patient-Encounter Data. Bridget Colleen Obrien, University of California - San Francisco; Viet Cai, Boston University; Amin Azma, University of San Francisco
Association Between Physician Cognitive Skills and Performance in Clinical Practice. Brian J. Hess, American Board of Internal Medicine; Rebecca S. Linper, American Board of Internal Medicine; Wefung Weng, American Board of Internal Medicine
The Effects of Clerkship Order on Standard Clerkship Performance Ratings and the End-Of-Year Objective Structured Clinical Examination. Carol Doyle, Lewis & Clark College Portland; Luann Wilkerson, University of California - Los Angeles; Sebastian Uijtdehaage, University of California - Los Angeles; Paul F. Wimmers, University of California - Los Angeles
Modeling Growth of Knowledge in the Clinical Sciences Using Progress Tests: Results of a Pilot Project Between the National Board of Medical Examiners and a U.S. Medical School. Andre F. De Champlain, National Board of Medical Examiners; Monica M. Cuddy, National Board of Medical Examiners; Peter V. Scales, National Board of Medical Examiners; Marie Brown, National Board of Medical Examiners

Discussant: Katharine Boursicot, St George’s, University of London

54.039. First-Generation, Undocumented, and Second-Generation Students: The Influence of Immigration on College Access and Retention. Division J - Postsecondary Education; Symposium
Colorado Convention Center, Street Level, Room 105
12:25 pm to 1:55 pm

Chair: Dimpal Jain, University of the Pacific

Participants:
Documenting the College Choice Process of Undocumented Latin/o/a Students: Implications for Access, Outreach, and Retention. Patricia A. Perez, California State University - Fullerton
“My Struggle Continues”: A Life History of a Successful Mexican Migrant Community College Student. R. Evely Gildersleeve, Iowa State University
Asian (American) Undocumented Immigrant Experiences: Highlighting the Parallels Between “Model Minority” and Undocumented Student Discourses. Tracy Lachica Buenavista, California State University - Northridge; Angela C. Chen, University of California - Los Angeles
Implications of Economic and Educational Polarization Among Second-Generation Immigrants in Higher Education. Funny P. Yeung, University of California - Los Angeles

Discussant: Jane Elizabeth Pizzolato, University of California - Los Angeles

54.040. State Performance Funding and Policy Alignment in Higher Education. Division J - Postsecondary Education; Paper Session
54.041. The Influences of Rewards and Institutional Support on College Faculty, Division J - Postsecondary Education; Paper Session Colorado Convention Center, Street Level, Room 103 12:25 pm to 1:55 pm

Chair: Elaine R. Laflamme, McGill University

Participants: Bradley Curs, University of Missouri - Columbia

Discussant: Lisa E. Wolf-Wendel, The University of Kansas

54.042. Contextualizing Teacher Learning: Understanding Participation in Mathematics Professional Development in a Political Context, Division K - Teaching and Teacher Education; Symposium Colorado Convention Center, Street Level, Room 706 12:25 pm to 1:55 pm

Chair: Dan Battey, Rutgers University

Participants: Elham Kazemi, University of Washington

54.043. Cross-Disciplinary Investigations of the Preparation of Teachers to Enact Discussions: Exploring a Theoretical Frame, Division K - Teaching and Teacher Education; Symposium Colorado Convention Center, Street Level, Room 703 12:25 pm to 1:55 pm

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

Participants: Sandra Schmidt, University of South Carolina

54.044. Culturally Responsive Education: International Pathways for Research, Teacher Education, and Practice Working With/in Indigenous Communities, Division K - Teaching and Teacher Education; Symposium Colorado Convention Center, Street Level, Room 601 12:25 pm to 1:55 pm

Chair: Christine E. Sleeter, California State University - Monterey Bay

Participants: Tracy Busse, University of Pittsburgh; Jennifer Fong, University of Michigan; Natalie D. Heisey, University of Pittsburgh; Michelle Rimbe, University of Pittsburgh; Kristine Marie Schutz, University of Michigan

Discussants: Pamela L. Grossman, Stanford University; Pamela A. Moss, University of Michigan

54.045. Epistemological Framing: Understanding Shifts in Teachers' Attention, Behavior, and Epistemological Stances, Division K - Teaching and Teacher Education; Structured Poster Session Colorado Convention Center, Street Level, Room 607 12:25 pm to 1:55 pm

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

Participants: Davé’s Ninth-Grade Physics Class: A “Sticky” Shift From Elicitng Ideas to Finding Correct Answers. Matty Las, University of Maryland; Andrew R. Elby, University of Maryland - College Park; David Hammer, University of Maryland; David Hovan, St. John’s College High School - Washington DC

Alex’s 11th-Grade Physics Class: A Shift From a “Science” to an “Engineering” Frame. Colleen Elizabeth Gillespie, University of Maryland; Daniel M. Levin, University of Maryland - College Park; Jennifer Richards, University of Maryland - College Park

“Ms. Seaton’s Biology Discussions Versus Labs”: Inferring Changes in Epistemological Framing From Changes in Attention. Rosemary Bass, Northwestern University; Melissa J. Luna, Northwestern University; Adam A. Colestock, Northwestern University

Kim’s Ninth-Grade Environmental Science Class: A Teacher’s Deliberate Attempt to Epistemologically Reframe Her Students’ Activity. Xiaowei Tang, University of Maryland - College Park; Janet E. Coffey, University of Maryland - College Park; Andrew R. Elby, University of Maryland - College Park; Daniel M. Levin, University of Maryland - College Park

Discussants: Michael J. Ford, University of Pittsburgh

54.046. Gay, Lesbian, Bisexual, Transgender, and Gender Identity Issues in Teacher Education, Division K - Teaching and Teacher Education; Paper Session Colorado Convention Center, Street Level, Room 605 12:25 pm to 1:55 pm

Chair: Sandra Schmidt, University of South Carolina

Participants: Postpositivist Realist Theory of Identity in Teacher Education: Reconfiguring Notions of Gender Identity. Tonda Liggett, Washington State University - Vancouver

Preservice Elementary Teachers’ Perceptions of Family: Considering Future Instruction on Lesbian- and Gay-Headed Families. Timothy G. Larrabee, Oakland University; Younggeo Kim, Oakland University

The Personal Is Professional: Unpacking Cultural Sanctions Through the Identities of Mother/Educator/Lesbians. Laura Bower, Southern Connecticut
State University
Recognition of Redistribution: Preservice Teachers’ Framing and Reframing of Lesbian, Gay, Bisexual, and Transgender Social Justice Issues. Shih-Pei Chang, Michigan State University; Aliah Rayna Carolan-Silva, Michigan State University; Sandra Schmidt, University of South Carolina; John Lockhart, Michigan State University; Stephen M. Vassallo, Michigan State University; Dorothea M. Anagnostopoulos, Michigan State University

54.047. Huerta’s Dilemma: Promoting Agency in Teacher Education. Division K - Teaching and Teacher Education; Symposium Colorado Convention Center, Street Level, Room 704 12:25 pm to 1:55 pm
Chair: Timothy J. Lembis, University of Minnesota
Participants:
It’s What the Individual Brings: Capacity Building in Urban Schools. Kami M. Patrizio, Towson University
Understanding Community Voices as a Force in Teacher Education. Ryan B. Flessner; Indiana University - Indianapolis; Paula A. Magge, Indiana University - Indianapolis
Desegregation in Our Community: Using Oral History Research to Educate Teachers. Grant R. Miller, Southern Illinois University
Discussant: Catherine A. Emighovich, University of Florida

54.048. Insights Into Teacher Education for Social Justice. Division K - Teaching and Teacher Education; Paper Session Colorado Convention Center, Street Level, Room 712 12:25 pm to 1:55 pm
Chair: Stephen D. Hancock, University of North Carolina - Charlotte
Participants:
(Un)Covering the Complex: How Preservice Teachers Construct Sociocultural Knowledge in Teacher Education. Keffrnel D. Brown, University of Texas - Austin; Amelia M. Krauehe, University of Texas - Austin
Apprenticing for Equity Consciousness. Renee Spanos, The Ohio State University; Samatha Wahome, The Ohio State University
Mapping the Gaps: Redesigning a Teacher Education Program to Prepare Teachers for Urban Schools. Shelley Zion, University of Colorado - Denver; Donna Sobel, University of Colorado - Denver; Wanda J. Blanchett, University of Missouri - Kansas City; Cindy Gutierrez, University of Colorado - Denver
The Development of Socially Conscious Dispositions in Preservice Teachers. Mary Frances Mueller, Seton Hall University; Alisa Hindin, Seton Hall University
Discussant: Heather A. Harding, Teach For America

54.049. Middle School Mathematics Professional Development Impact Study. Division K - Teaching and Teacher Education; Symposium Colorado Convention Center, Street Level, Room 602 12:25 pm to 1:55 pm
Chair: Michael S. Garet, American Institutes for Research
Participants:
Middle School Mathematics Professional Development Study: Study Design and Methodology. Frances Stancavage, American Institutes for Research; James E. Taylor, American Institutes for Research
Middle School Mathematics Professional Development Study: Description of the PD Intervention. Kirk Walters, American Institutes for Research
Middle School Mathematics Professional Development Study: Study Results. Andrew J. Wayne, American Institutes for Research; Michael S. Garet, American Institutes for Research; Pei Zhu, MDRC
Discussants: Barbara Peterson, Aurora Public Schools
Mary M. Kennedy, Michigan State University
Heather C. Hill, Harvard University

54.050. Practice-Based Tools Tailored to Support Novices’ Attempts at Ambitious Teaching: Findings From a 4-Year Investigation. Division K - Teaching and Teacher Education; Symposium Colorado Convention Center, Street Level, Room 702 12:25 pm to 1:55 pm
Chair: Christina V. Schwarz, Michigan State University
Participants:
Critical and Contextual Discourses: Explaining the Development of Ambitious Practices Across Early Learning-to-Teach Contexts. Jessica J. Thompson, University of Washington; Melissa Lee Braaten, University of Washington
Where Expert-Like Teaching Begins: A Tool for the Transformation of Curriculum Topics Into “Big Ideas.” David Stroupe, University of Washington; Mark A. Windschitl, University of Washington; Christine Chew, University of Washington
Lenses on Learning: The Roles of Tools and Colleagues in a Science Teacher Video Club. Melissa Lee Braaten, University of Washington; Jessica J. Thompson, University of Washington
Learning Progressions as Vision Tools for Advancing Novice Teachers’ Pedagogical Performance. Mark A. Windschitl, University of Washington; Jessica J. Thompson, University of Washington
Discussant: Christina V. Schwarz, Michigan State University

54.051. Research in the Teaching and Learning of English Language Arts: Methods and Methodologies for Understanding What We Know, Believe, and Do. Division K - Teaching and Teacher Education; Paper Session Colorado Convention Center, Street Level, Room 701 12:25 pm to 1:55 pm
Chair: Thandeka K. Chapman, University of Wisconsin - Milwaukee
Participants:
Research as Praxis. Steven Z. Athanases, University of California - Davis
Emic (Insider) Studies. Thandeka K. Chapman, University of Wisconsin - Milwaukee; Valerie F. Kinloch, The Ohio State University
Theory and Method in Research on Literacy Practices: Adaptations and Alignment in Research and Praxis. Peter Smagorinsky, University of Georgia
Critical Approaches to Research Methodologies in TLELA. Arlette I. Willis, University of Illinois - Urbana-Champaign
Analyzing Talk and Text. Stephanie Carter, Henderson State University
Discussant: David M. Bloome, The Ohio State University

54.052. Education Policy for At-Risk and Special-Needs Students. Division L - Educational Policy and Politics; Paper Session Sheraton, Plaza Concourse Level, Governor’s Square 10 12:25 pm to 1:55 pm
Chair: Theresa Ochoua, Indiana University
Participants:
The Dynamic Interplay Between Individualization and Standardization: Educators’ Perceptions of Special Education and Accountability Policies. Jennifer L. Russell, University of Pittsburgh; Laura Bray, University of Pittsburgh
A Longitudinal Investigation of Response to Intervention in an Urban Setting. Katherine D. Stahl, New York University; Annette Keane, New York University
School Readiness as an Indicator of Child Well-Being: A Longitudinal Case Study. Katherine Kasten, University of North Florida; Stephanie B. Welby, University of North Florida
Educating Homeless Children and Youth: Decision Making in the Implementation of the McKinney Veto Act. La Tara D. Osborne-Lampkin, University of North Florida
Discussant: Theresa Ochoua, Indiana University

54.053. Findings From a Comprehensive Evaluation of Denver’s “ProComp” Teacher Compensation Reform. Division L - Educational Policy and Politics; Symposium Sheraton, Plaza Concourse Level, Governor’s Square 15 12:25 pm to 1:55 pm
Chair: Ed W. Wiley, University of Colorado - Boulder
Participants:
Denver Procomp and Student Achievement. Ed W. Wiley, University of Colorado - Boulder
Denver ProComp: Teacher Quality in Hard-to-Serve Schools. Eleanor R. Spindler, University of Colorado - Boulder
Exceeding Expectations? An Empirical Analysis of ProComp’s Student Achievement Incentive. Amy Nicole Sibert, University of Colorado - Boulder
SIG Sessions

Sheraton, Plaza Concourse Level, Plaza Ballroom A
12:25 pm to 1:55 pm
Chair:
Lisa Dawley, Boise State University
Participants:
Greg Jones, University of North Texas
Scott Joseph Warren, University of North Texas
Sabine Karine Relfic, San Diego State University and University of San Diego
Kyle Gomboy, ReactionGrid
Diane Jass Ketelhut, Temple University
Brian C. Nelson, Arizona State University
Jeremy William Kemp, San Jose State University/Fielding Graduate University

54.055. New Directions in Heritage and Indigenous Language Education. SIG-Bilingual Education Research; Paper Session
Colorado Convention Center, Street Level, Room 707
12:25 pm to 1:55 pm
Chair:
Clara C. Park, California State University - Northridge
Participants:
Language Learning Strategy Use in Classrooms for Chinese as a Foreign Language and Chinese Heritage Language. Ko-Yin Sung, Utah State University
Saving Cherokee One Verb at a Time: Examining Immersion Students’ Acquisition of Cherokee Verb Morphology. Lizette Peter, The University of Kansas
The Literacy Development of Two Emergent Mayan-Spanish Bilingual Children. Patricia Azuara, University of Texas - San Antonio

54.056. Catholic Schools and the Immigrant Church: A Focus on Latinos. SIG-Catholic Education; Symposium
Colorado Convention Center, Street Level, Room 208
12:25 pm to 1:55 pm
Chair:
Shane P. Martin, Loyola Marymount University
Participants:
Culturally Responsive Teaching Practices in Catholic Schools Serving Latino Communities. Christian Dallavis, University of Notre Dame; Ryan Keith Clark, University of Notre Dame
The Promise of Catholic Education for At-Risk Youth. Ignacio Higareda, Loyola Marymount University; Edmundo F. Litton, Loyola Marymount University; Frank Montejano, Loyola Marymount University; Shane P. Martin, Loyola Marymount University
Asset-Based Approaches to Linguistic Diversity in Catholic Schools. Martin Scandal, Marquette University

54.057. Preparing Teachers to Better Serve Latino/a Students: The Development of Conscientización in Language and Literacy. SIG-Hispanic Research Issues; Symposium
Colorado Convention Center, Street Level, Room 606
12:25 pm to 1:55 pm
Chair:
Debora B. Wisneski, University of Wisconsin - Milwaukee
Participants:
From Linguistic Imperialism to Linguistic Conscientización. Howard L. Smith, University of Texas - San Antonio; Patricia Sanchez, University of Texas - San Antonio; Lucila D. Ek, University of Texas - San Antonio; Margarita Machado-Casas, University of Texas - San Antonio
Teacher Leaders Transforming Bilingual Programs: Three Case Studies. Deborah K. Palmer, University of Texas - Austin
Preservice Teachers’ Perceptions of Integrating Children’s Literature Into Mathematics Instruction at a Hispanic-Serving Institution. Elsa C. Ruiz, University of Texas - San Antonio; Kimberly K. Cuero, University of Texas - San Antonio; Jenifer Thornton, University of Texas - San Antonio
Fostering Conocimiento: Collaborative Book Talks in Bilingual Classrooms. Maria E. Franquiz, University of Texas - Austin

54.058. Technical Issues Concerning NAEP Inclusion Rates for ELL Students Across Different States and Districts. SIG-Inclusion & Accommodation in Large-Scale Assessment; Symposium
Sheraton, Plaza Concourse Level, Governor’s Square 9
12:25 pm to 1:55 pm
Chair:
Mary Crovo, National Assessment Governing Board
Participants:
Issue Concerning Inclusion of ELL Students Related to Their Level of English-Language Proficiency. Jamal Abedi, University of California - Davis
Issue Concerning Inclusion of ELL Students With Respect to the Accommodations Offered in NAEP. Arnold A. Goldstein, National Center for Education Statistics
Issue Concerning Inclusion of ELL Students With Respect to the Accommodations Offered in NAEP. Sharif M. Shadravan, National Assessment Governing Board

54.059. Actualizing Effective Leadership for School Improvement: New Roles, Linkages, and Theory to Practice Data Use. SIG-Leadership for School Improvement; Paper Session
Sheraton, Plaza Concourse Level, Plaza Ballroom D
12:25 pm to 1:55 pm
Chair:
Trícia Browne-Ferrigno, University of Kentucky
Participants:
Linkages That Fostered Partnered Schools for School Improvement. Sue G. Lasky, University of Louisville
The Intersection of the Theory of Transformational Leadership and Effective Data Use Practices. Elisabeth Joan Goodnow, University of Texas; Jeff Wayman, University of Texas - Austin
The New Role of School Business Managers: An Additional Route to School Improvement? Daniel R. Muijs, University of Manchester; Charlotte Emma Woods, University of Manchester; Paul Armstrong, University of Manchester; Alison Collins, University of Manchester; Diana Pearson, University of Manchester
Walking the Talk? How School Principals Actualize Effective Leadership for School Improvement. Matthew C. Milletlo, North Carolina State University; Kevin Patrick Brady, North Carolina State University

54.060. Classrooms and Power in Mediated Times: Mapping a “Crisis of Redjustment.” SIG-Media, Culture, and Curriculum; Symposium
Colorado Convention Center, Street Level, Room 101
12:25 pm to 1:55 pm
Chair:
Kari Dehli, OISE/University of Toronto
Participants:
User-Friendly: Classrooms, Power, and Web 2.0. James Remnie, University of Toronto
Censorware and the Media Education Classroom. Colleen McClay, OISE/University of Toronto
Mixing It Up: Power, Profit, and Pedagogy in Young People’s Digital Media Participation. Catherine Barwell, University of Toronto

54.061. Researching the Moral and Political Courage of Teachers. SIG-Moral Development and Education; Symposium
Colorado Convention Center, Street Level, Room 206
12:25 pm to 1:55 pm

Chair:
Cees A. Klaassen, Radboud University, Nijmegen

Participants:
Courage and Moral Education. Clark Power, University of Notre Dame
Wrestling With the Moral Courage of Teachers. Cees A. Klaassen, Radboud University, Nijmegen
Teachers’ Moral Courage in the Field of Agricultural Biotechnology and Genetically Transformed Food Supply. Catherine Naegelein, University of Fribourg; Stefanie Sapientza, University of Fribourg; Fritz Oser, University of Fribourg
Teachers and Global Citizenship: The Moral and the Political. Wiel M. Vengelers, University of Amsterdam

Discussant:
Elizabeth Campbell, OISE/University of Toronto

54.062. Influencing the Music Student: Identity and Achievement. SIG-Music Education; Paper Session
Colorado Convention Center, Street Level, Room 210
12:25 pm to 1:55 pm

Chair:
Bruce Allen Carter, University of Maryland - College Park

Participants:
Peer Influences on Musical Identity: Exploring the High School Music Students’ Crowd. Kenneth Elpus, Northwestern University
“Sampling From the Mentoring Buffet”: A Case Study of Mentoring in a Middle School Wind Ensemble Outreach Program. Margaret H. Berg, University of Colorado - Boulder

Discussant:
Colleen M. Conway, University of Michigan

54.063. Inquiries Into the Workings of Professional Development Schools. SIG-Professional Development School Research; Paper Session
Colorado Convention Center, Street Level, Room 407
12:25 pm to 1:55 pm

Chair:
Jeanne L. Tunks, University of North Texas

Participants:
Inquiry-Oriented School Improvement: Enhancing Learning Through New Roles, Relationships, and Praxes in a PDS. Angela Gregory, University of Florida
Transforming the Culture of Family Involvement Through Deweyan Inquiry in a Title I Professional Development School. Christy Tirrell-Corbin, University of Maryland - College Park; David H. Cooper, Elon University
A Cost-Benefit Analysis From a Professional Development School Partnership. David A. Walker, Northern Illinois University; Portia Downey, Northern Illinois University; Sharon E. Smaldino, Northern Illinois University

Discussant:
Jane E. Neapolitan, Towson University

54.064. Studies on Rasch Conditions and Applications. SIG-Rasch Measurement; Paper Session
Sheraton, Plaza Concourse Level, Plaza Court 6
12:25 pm to 1:55 pm

Chair:
Matthias Von Davier, ETS

Participants:
Analysis of a College Placement Test in Mathematics Using the Rasch Measurement Model. Mary Garner, Kennesaw State University; Meghan Burke, Kennesaw State University
Crossing Person Response Functions: The Influences of Home Language, Gender, and Social Class on Mathematics Literacy in France, Germany, Hong Kong, and the U.S. Aminah Perkins, Emory University; Laura Quaynor, Emory University; George Engelhard, Emory University
Evaluation of a Children’s Mental Health Screening Instrument Using Rasch Rating Scale Methods. Christine DiStefano, University of South Carolina; Grant B. Morgan, University of South Carolina
Learning to Teach for Social Justice Beliefs: An International Construct Invariance Study. Larry H. Ludlom, Boston College; Michael O’Leary, St. Patrick’s College; Fiona Ruth Ell, University of Auckland; Victor Bonilla, University of Puerto Rico; Marilyn Cochran-Smith, Boston College
Measuring Student Flow Experiences From a Classroom Engagement Perspective. Robert Frederick Cavanagh, Curtin University of Technology; Graham B. Della Cuen University of Technology
Optimal Items for Assessing Parent Involvement in Early Childhood Identified Using the Rasch Model: Findings From the ECLS-K Data Set. Hui-Fang Chen Chen, Missouri State University

54.065. Community Engagement: Promising Practices From North Carolina A&T State University: A Land-Grant HBCU. SIG-Research Focus on Black Education; Symposium
Colorado Convention Center, Street Level, Room 709
12:25 pm to 1:55 pm

Chair:
Daniel M. Miller, North Carolina Agricultural and Technical University

Participant:
Community Engagement: Promising Practices From North Carolina A&T State University, a Land-Grant HBCU. Daniel M. Miller, North Carolina Agricultural and Technical University; Ceeola Ross Baber, North Carolina Agricultural and Technical University; Cheryl Llyod, North Carolina State University Cooperative Extension; Forrest Toms, North Carolina Agricultural and Technical University; Calvin Ellison, Success Dynamics

54.066. Balancing Conflicting Interests of Multiple Stakeholders: Evaluation Theory Development. SIG-Research on Evaluation; Paper Session
Sheraton, Plaza Concourse Level, Plaza Court 7
12:25 pm to 1:55 pm

Chair:
Catherine A. Emihovich, University of Florida

Participant:
Understanding How Evaluators Deal With Multiple Stakeholders. Michelle Baron, Independent Evaluation Consultant

Discussant:
William H. Rickards, Alverno College

54.067. Psychological Foundations and Issues in the Study of Giftedness. SIG-Research on Giftedness and Talent; Paper Session
Colorado Convention Center, Street Level, Room 204
12:25 pm to 1:55 pm

Chair:
Pamela R. Clinkenbeard, University of Wisconsin - Whitewater

Participants:
Is There a Relationship Between Gifted Students’ Self-Theories and Perfectionism? Carol L. Tieso, College of William and Mary
The Benefit of Being a Big Fish in a Big Pond: Contrast and Assimilation Effects on Math Academic Self-Concept. Francis Preckel, University of Trier
Social Giftedness in Adolescence Explored. Yuan Lai, University of British Columbia

Discussant:
Sidney Moon, Purdue University

Colorado Convention Center, Street Level, Room 201
12:25 pm to 1:55 pm

Chair:
Rachel A. Grant, George Mason University

Participants:
Rachel A. Grant, George Mason University; Marjorie H. Haley, George Mason University; Jie Tian, George Mason University; Ya-Ling Wang, George Mason University; Rebecca K. Fox, George Mason University
Shelley Wong, George Mason University
Discussant:
Karl Zhang, George Mason University

54.069. Social Processes and Pathways Through Education. SIG-Sociology of Education; Paper Session
Colorado Convention Center, Street Level, Room 405
12:25 pm to 1:55 pm
Chair:
Rita J. Kirshstein, American Institutes for Research

Participants:
Making Connections: Social Networks, Elite Schools, and Residential Decision Making Among Recent Immigrants. Elliot B. Weininger, College at Brockport - SUNY; Diana Khoo, University of Pennsylvania
Timing and Turbulence: A New Look at Mobility and Dropout. Joseph Gasper; Westar, Stefanie A. Deluca, Johns Hopkins University; Angela Estacion, Academy for Educational Development
Creating a Sense of Belonging Through Group Mischief: Rule-Breaking, Fitting in, and Academic Engagement. Errëndira Rueda, Vassar College
Unequal Childhoods and Unequal Adulthoods: How Class Differences in Parents’ Intervention Create Turning Points. Annette Luveau, University of Pennsylvania; Amanda Cox, Stanford University
Discussant:
Hugh Mehan, University of California - San Diego

54.070. Longitudinal Data Analysis and Multilevel Modeling in SEM. SIG-Structural Equation Modeling; Paper Session
Sheraton, Plaza Concourse Level, Plaza Ballroom E
12:25 pm to 1:55 pm
Chair:
Randall E. Schumacker, The University of Alabama

Participants:
A SEM Approach to Continuous Time Modeling of Panel Data. Manuel Voelkle, Max Planck Institute for Human Development; Eldad Davidov, University of Cologne; Peter Schmidt, Justus-Liebig University Giessen; Johan H.L. Oud, Radboud University, Nijmegen
The Effects of Serial Correlation on the Curve-of-Factors Growth Model. Daniel L. Murphy, Pearson; Susan Natasha Berevus, University of Texas - Austin; Keenan A. Pitch, University of Texas - Austin
The Functioning of Global Fit Statistics in Latent Growth Curve Modeling. Kate DeRoche, University of Northern Colorado; Susan Hutchinson, University of Northern Colorado
Modeling Second-Level Cluster Dependency: Which Program Should Be Used? Ross Allen Andrew Larsen, Texas A&M University; Victor L. Wilson, Texas A&M University
Examining the Effectiveness of the Commonly Used Fit Indexes in Detecting the Potential Variation in the Between-Level Model in Multilevel Structural Equation Modeling. Jian-Yi Wu, Texas A&M University - College Station; Omran Kwok, Texas A&M University - College Station; Yuan-Hsuan Lee, Texas A&M University - College Station; Hsien-Yuan Hsu, Texas A&M University - College Station
Discussant:
Gregory R. Hancock, University of Maryland

54.071. Communication and Community in Teaching Educational Psychology. SIG-Teaching Educational Psychology; Symposium
Sheraton, Plaza Concourse Level, Plaza Court 1
12:25 pm to 1:55 pm
Chair:
Keilin L. Seifert, University of Manitoba

Participant:
Communication and Community in Teaching Educational Psychology. Sandra A. Deemer, Millersville University; Stacy L. DeZutter, Millsaps College; Laurie B. Hanich, Millersville University; Jeanne Ellis Oromru, University of New Hampshire; Keilin L. Seifert, University of Manitoba
Discussant:
Greg S. Goodman, Clarion University

54.072. Test Validity Research and Evaluation SIG Business Meeting. Future Directions in Validity Research. SIG-Test Validity Research and Evaluation; Business Meeting
Sheraton, Plaza Concourse Level, Plaza Court 3
12:25 pm to 1:55 pm

54.073. Research on Urban Teacher Learning: The Role of Contextual Factors Across the Professional Continuum. SIG-Urban Learning, Teaching, and Research; Symposium
Colorado Convention Center, Street Level, Room 404
12:25 pm to 1:55 pm
Chair:
J. Amos Hatch, The University of Tennessee

Participants:
“We Know You’re Black at Heart”: A Self-Study of a White, Urban High School Teacher. Alyssa Hadley Dunn, Emory University
Becoming an Urban Teacher in a Professional Development School: A View From Preparation to Practice. Andrea J. Stairs, University of Southern Maine
The Impact of Teacher Preparation for High-Need Schools. Dorene D. Ross, University of Florida; Stephanie L. Dodman, University of Florida; Vicki A. Vescio, University of Florida
A Grounded Theory of the Conditions and Resources in Learning About Urban Teaching. Kelly A. Donnell, Roger Williams University
Discussant:
J. Amos Hatch, The University of Tennessee

Division and SIG Roundtables

54.074. Roundtable Session 36: Roundtable Session
Colorado Convention Center, Lower Level, Korbel Ballroom 2
12:25 pm to 1:55 pm

54.074-1. Access in the Curriculum and Extracurriculum. Division J - Postsecondary Education; Roundtable Session
Chair:
John Michael Lee Jr., The College Board

Participants:
Difference as an Artifact in Representations of Participants and Interactions Within a College Access Program. Kathleen King Thorius, Arizona State University; Alfredo J. Artilles, Arizona State University
Is There Value Added From Attending HBCUs for Students’ Motivation and Achievement in STEM? Kimberly E. Freeman, Howard University; Karmen Tamika Kizzie, Howard University; Cynthia Winston, Howard University
“More Than Just Resources”: Changing Cultural Capital to Improve College Access for Disadvantaged Students. Michelle E. Naffziger, Northwestern University; James E. Rosenbaum, Northwestern University
STEM Best Practices for Underrepresented Minorities. Celin Killmer, Western Michigan University; Aparna Sharma, Western Michigan University; Jennifer Mason, Western Michigan University; Willam W. Cohen, Western Michigan University; Edmund Tang, Western Michigan University

54.074-2. Administrative Issues in Special Education. SIG-Special Education Research; Roundtable Session
Chair:
David Scanlon, Boston College

Participants:
Early-Career Special Education Teachers in High- and Low-Poverty Districts: A Comparison of Their Qualifications, Work Conditions, and Career Commitments. Anna-Maria Fall, University of Texas - Austin
Exploring the Impact of Cultural Dimensions and Distributed Leadership in a State School for the Deaf. Catherine Ann O’Brien, University of Missouri; Brendan D. Maxcy, University of Missouri - Columbia; Thu Thi Nguyen, Indiana University - Indianapolis

54.074-3. College Access Issues. Division J - Postsecondary Education; Roundtable Session
Chair:
Lorenzo DuBois Baber, University of Illinois

Participants:
Competition Versus Coordination Between College Access Programs. Ling Yeh, University of Washington
54.074-4. College Experiences of Students From Marginalized and/or Disadvantaged Groups. Division J - Postsecondary Education; Roundtable Session
Chair: Araceli Espinoza, University of Southern California
Participants:
Low-Income Students and the Transition to College: A Poststructural Analysis of Student Support. Julia Colyar, University at Buffalo - SUNY
Understanding and Supporting the First-Generation Doctoral Student. Karri A. Holley, The University of Alabama; Susan K. Gardner, University of Maine
“My Success Will Be My Family’s Success”: Understanding the Role of Family Support for College Students of Color. Dina C. Maramba, Binghamton University - SUNY; Robert T. Palmer, Morgan State University
Engineering Academic Success and Educational Satisfaction: African American Students in STEM. Darnell G. Cole, University of Southern California; Araceli Espinoza, University of Southern California

54.074-5. College Student Retention and Success. Division J - Postsecondary Education; Roundtable Session
Chair: Lucy Arellano, University of California – Los Angeles
Participants:
Guiding Students to Campus Services: An Evaluation of the Beacon Mentoring Program at South Texas College. Oscar S. Cerna, MDRC
I-E-O Models of First-Year Students’ Academic Success: Warning Indicators and Personal Characteristics. Mack C. Shelley, II, Iowa State University; Donald F. Whalen, Iowa State University; Kevin P. Saunders, Iowa State University
Mobility, Time to Degree, and Institutional Practices: Toward a New Conceptual Model of Undergraduate Retention. Sylvia Hurtado, University of California - Los Angeles; Lucy Arellano, University of California - Los Angeles; Chelsea Guillermo Wann, University of California - Los Angeles; Luc Colín, University of California - Los Angeles
Does Attendance at More Selective Public Institutions of Higher Education Affect 6-Year Degree Attainment? Chris Gonzalez Clarke, Stanford University; Rand Quinn, Stanford University; Megan Elizabeth Tompkins-Stange, Stanford University and University of Michigan

54.074-6. Diversity in Higher Education. Division J - Postsecondary Education; Roundtable Session
Chair: Mica Pollock, Harvard University
Participants:
Education Policy by Ballot Box: Examining the Impact of Anti-Affirmative Action Initiatives. Lauren P. Saenz, University of Colorado
Examining Glass-Ceiling Effects: A Multisector Artifact Analysis Perspective. Raul Leon, University of Wisconsin - Madison
The Key to Diversifying Student Affairs: Findings From a Study of “Discovering” the Field. Ellen W. Eckman, Marquette University; Norma T. Mertz, The University of Tennessee
Gender and Incongruity Between Educational Expectations and College Enrollment: Examining 30 Years of Data. Ryan S. Wells, University of Massachusetts - Amherst; Tricia Jeffert, University of Iowa
“Where Are All the Asians?” Korean American Students Juggle Diversity and Homogeneity. Julie Jinwon Park, Miami University

54.074-7. Examinations and Experiences in Multicultural/Multilingual Education. SIG-Multicultural/Multilingual Education: Theory, Research, and Practice; Roundtable Session
Chair: Elina Lampert-Shep, Mercy College
Participants:
Latino Immigrant Youth’s Civic Development: High School Social Science Teachers’ Classroom Strategies. Rebecca M. Callahan, University of Texas - Austin; Charles Allen Lynn, University of Georgia
Promoting Student Competence Through a Transformative Curriculum. Marlene Sophia Munn-Joseph, Hofstra University; Alan J. Singer, Hofstra University; Michael Pezone, Hofstra University; Roberto Joseph, Hofstra University
Tense Situations Experienced in the Class: Opportunities for Multicultural Education. Hester Radstake, VU University Amsterdam; Yvonne A.M. Leeman, University of Windesheim
The Teacher’s Role in a Multicultural Online Learning Environment. Dongnyub Lee, Teachers College, Columbia University

54.074-8. Faculty Development Roundtable. Division J - Postsecondary Education; Roundtable Session
Chair: Chad D. Ellett, CDE Research Associates, Inc.
Participants:
A Longitudinal Analysis of IHE Faculty Engagement in a Math and Science Partnership Project. Ning Nai, Research for Better Schools; Jill M. Feldman, Research for Better Schools
Examining Faculty Motivation to Participate in Professional Development. Michael L. Wray, Metropolitan State College of Denver; Barbara A. Bates, DeVry Institute of Technology; Terri R. Switzer, University of Colorado - Denver; Ellen A. Stevens, University of Colorado - Denver
Validation of a New Measure of Faculty Assessments of Reformed Teaching and Learning Practices. Chad D. Ellett, CDE Research Associates, Inc.; Judith A. Monsaas, University System of Georgia; Lisa Martin-Hansen, Georgia State University; Abhulmadir Demir, Georgia State University
Mixed-Methods Study Investigating Research University STEM Faculty Motivation to Engage in Teaching Professional Development. Jana Bouvonna-Gearhart, University of Kentucky; Stephen E. Schmid, University of Wisconsin - Rock County
The Effect of Disciplinary Teaching and Learning Center Activities on Faculty Professional Development. Gill Marbach-Ad, University of Maryland; Katerina V. Thompson, University of Maryland

54.074-9. Identity Development Among Ethnic Minority Adolescents. Division E - Counseling and Human Development; Roundtable Session
Chair: Frank C. Worrell, University of California - Berkeley
Participants:
Complex Ethnic/Cultural Ecologies Influencing Identity Development of Adolescent Adoptees: Views of Parents and Adolescents. Doris Bergen, Miami University; Patricia G. Ramsey, Mount Holyoke College
Rushing Through Life, Here and There: Mexican Immigrant Youth in Transnational Spaces. Isabel Martinez, Teachers College, Columbia University

54.074-10. Indigenous Peoples of the Americas SIG: Place, Race, Whiteness, and Indigenous Communities. SIG-Indigenous Peoples of the Americas cosponsored with SIG-Indigenous Peoples of the Pacific; Roundtable Session
Chair: Christine Keller Lemley, Northern Arizona University
Participants:
Claiming “Space” and “Place”: American Indian Students at a Predominantly White University. Joyce A. Cook, Hofstra University; Monica Byrne-Jimenez, Hofstra University
Technologies of Witness in Indigenous Film. Judy M. Isake, Lakehead University; Understanding Place, Race, and Youth Identities in Northern Canada Using Participatory Visual Ethnography. Kristen Ali Eglinton, University of Cambridge

54.074-11. International Gender Studies on Youth. SIG-International Studies; Roundtable Session
Chair: Gustavo E. Fischman, Arizona State University
Participants:
Teaching Behaviors in Boys’ and Girls’ Schools in the United Arab Emirates. Toni M. Briegel, Zayed University, United Arab Emirates; Stephen C. Anderson, Zayed University
Staying in School: The Importance of Educational Experiences for Youth in China. Mary Ann Moxam, Saint John’s University; Jiha Kim, Ajou University; Andrea J. McLaughlin, Long Island University
Secondary School Female Students’ Views of the Nature of Science: A Comparative Study of Ugandan and American Women. Kristen Joy Molyneaux, University of Wisconsin - Madison; Roxanne M. Hughes, Florida State University

54.074-12. Investigating Motivation in Teachers. SIG-Motivation in Education; Roundtable Session
Chair: Mary Anne Duggan, Arizona State University
Participants:
Hopes and Fears About Teaching: The Possible Selves of Preservice Teachers. J Yon Oh, University of Oklahoma; Barbara A. Greene, University of Oklahoma

Sources of Award-Winning Professors’ Teaching Self-Efficacy: A Qualitative Investigation. David Brent Morris, Emory University; Ellen L. Usher, University of Kentucky

Teacher Motivation in Middle Schools That Have or Have Not Achieved Adequate Yearly Progress. Peggy King-Sears, George Mason University; Pamela Hudson Baker; George Mason University

54.074-13. Issues of Gender and Ethnicity in Community Colleges. Division J - Post-secondary Education; Roundtable Session
Chair: Shawn Ann Atken-Wisniowski, University of Utah
Participants:
Gender and Ethnic Differences in Student Engagement at Texas 2-Year Institutions. Angela M. Gibson, American Public University; John R. Slate, Sam Houston State University

Southeast Asian Transfer Students: Exploring Effective Support, Retention, and Graduation. Rick Wagner, University of California - Los Angeles; Anthony Lin, University of California - Los Angeles

The Impact of Interventions on Hispanic Student Achievement in a Developmental Mathematics Course. Olga M. Ramirez, University of Texas - Pan American; Karen M. Watt, University of Texas - Pan American; Xiaohui Wang, University of Texas - Pan American

54.074-14. Multicultural/Multiethnic Education: Improving Outcomes. SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Roundtable Session
Chair: Laura A. Valdiviezo, University of Massachusetts
Participants:
A Critical Analysis Case Study of a Romanian Textbook Taught in Elementary International Language Programs. Dorian Stoilescu, University of Toronto

Dancing With Ethnic Identification: How the Aboriginal Dance Club Shapes Aboriginal Junior High Students’ Ethnic Identification. Shova-Mei Chen, Thanhai University, Taiwan; Young Ah Lee, The Ohio State University - Lima

Identities Other Than Others: Identity Formation of Chinese Students in a Canadian Higher-Educational Institute. Lijuan Wang, OISE/University of Toronto

54.074-15. Programmatic Interventions for College Student Retention. Division J - Post-secondary Education; Roundtable Session
Chair: Jennifer H. Waddell, University of Missouri - Kansas City
Participants:
Developmental Education Program Implementation Analysis: A Difference-in-Differences Approach. Sung-Woo Cho, Community College Research Center; Thomas R. Bailey, Teachers College, Columbia University; Davis Jenkins, Teachers College, Columbia University

Identifying the Factors of Academic Advising Leading to High Student Satisfaction and Increased Retention. Edward B. De Iulio, Clemson University; Jon Fredric Christiansen, Clemson University


Lending the Curriculum My Life: Guidance for Action in Postsecondary Education. Heather Margaret Ritenburg, University of Regina - Regina, SK, Canada

Do First-Fear Experience Programs Increase Persistence? A Meta-Analysis. Aaron Profft, God’s Bible School and College; Shayan San, University of Cincinnati; Janet L. Schluak, University of Cincinnati

54.074-16. Reading Texts, Subtexts, and Contexts: Curriculum, Empire,

Globalization. SIG-Critical Issues in Curriculum and Cultural Studies
cosponsored with SIG-Postcolonial Studies and Education; Roundtable Session
Chair: Jeong-Eun Rhee, Long Island University - C.W. Post Campus
Participants:
A Post-Colonial Analysis of New Imperial Ways of Knowing in Korea’s Social Studies Textbooks. Jeong-Eun Rhee, Long Island University - C.W. Post Campus

Becoming a New Global Citizen Subject. Binaya Subedi, The Ohio State University

Perspectives From Colombia’s Social Studies Textbooks: America, Imperialism, and Difference. Stephanie Daza, University of Texas - Arlington

Nationalism Under Imperialism: Subjectivity, Literacy, and “The Philippine Readers.” Roland Sintos Coloma, OISE/University of Toronto

Rewriting Global-Local History in Post-Apartheid South Africa. Sharon S. Subbreuduth, Bowling Green State University

54.074-17. Recentering Marginalized Knowledges: Histories, Experiences, and Pedagogies. Division B - Curriculum Studies; Roundtable Session
Chair: Nina Asher, Louisiana State University
Participants:
Aporias of Culture in Multicultural Education: A Philosophical Hermeneutic Alternative. Dini Metro-Roland, Western Michigan University

Structuring Curriculum Design: Content and Pedagogy Constructing the Whole. Erja Vitikka, Finnish National Board of Education; Leena Krooks, University of Helsinki

The Power of Knowing: Student Responses to Women's Reclamation Work in the Philosophy of Education. Teresa Genevieve Wojcik, Villanova University; Connie Titone, Villanova University

Using Primary Sources to Understand History: Ropesville, Texas. Barbara Morgan-Fleming, Texas Tech University; Reese H. Todd, Texas Tech University

54.074-18. Social Studies Pedagogies. SIG-Research in Social Studies Education; Roundtable Session
Chair: Jill M. Gradwell, Buffalo State College - SUNY
Participants:
Epistemological Stance: Reinforcing or Negating a Socioconstructivist Social Studies Pedagogy? Caroline C. Sullivan, Georgia State University

Comparing Two Modes of Pedagogy: Traditional and Web 2.0 Instruction in a U.S. History Classroom. Meghan McGlenn Manfra, North Carolina State University; John K. Lee, North Carolina State University

From Research to Practice: Social Studies Teachers’ Use of the “Authentic Intellectual Work” Framework. John Hunter Gunn, Queens College - CUNY

54.074-19. Supporting Math and Science Learning in Early Childhood. SIG- Early Education and Child Development; Roundtable Session
Chair: Maria Hamlin, University of Wisconsin - Milwaukee
Participants:
Early Childhood Educator Professional Development Adds Up to Higher Mathematical Achievement in Young Children. John A. Sutterby, University of Texas - Brownsville; Renee Rubin, University of Texas - Brownsville

Effects of an Early Math Curriculum on Early Literacy and Language: Impacts, Mediators, and Moderators. Alissa Anne Lange, University at Buffalo - SUNY; Julie Sarama, University at Buffalo - SUNY; Douglas H. Clements, University at Buffalo - SUNY

Promoting Children’s Communication: A Kindergarten Teacher’s Conception and Practice of Effective Mathematics Instruction. Hye Young Jung, University of Texas - Austin; Stuart Rejel, University of Texas - Austin

Reconceptualizing Active Learning and Science: Young Children as Active Participants Shaping Family Science Practices. Joyce Maher Duckles, University of Rochester

The Development of Kindergarten Students’ Images of Science: An Examination Using the Picture Identification Task. Tiffani R. Lee, University of Washington; Brianna M. Scott, Rockman et al; Nancy J. Yye, University of Washington; John D. Bransford, University of Washington

54.074-20. Your Relationship With Adolescents Matters. SIG-Adolescence and Youth Development; Roundtable Session
Chair: Elizabeth Levine Brown, University of Pittsburgh
Participants:
Contradiction in Advising Students About Careers: “Follow Your Bliss” or “Have a Backup Plan.” Amanda Benjamin, University of New Brunswick

Mothers’ and Adolescents’ Views of Parent-Adolescent Conflict and the Quality of Their Relationship: A Study of Parent-Adolescent Relationship in Urban and Rural China. Min Chen, University of California - Berkeley

Understanding the Complex Ecologies of Adolescent Schools: Perspectives on a Semi-Rural School in Ohio. Margaret Z. Booth, Bowling Green State University; Jean M. Gerard, Bowling Green State University; Bruce Anthony Collet, Bowling Green State University

54.075. Roundtable 37; Roundtable Session
Colorado Convention Center, Street Level, Room 109, 111, 113
12:25 pm to 1:55 pm

54.075-1. Children and Parent Perspectives on School-Community Partnerships. SIG-Family, School, Community Partnerships; Roundtable Session
Chair: Azure Dee Smiley, University of Indianapolis
Participants:
Family Perspectives About Children’s Academic Achievement: A Follow-Up Study 12 Years Later. Diane W. Kyle, University of Louisville
Having Their Say: Students’ Perspectives on School-Community Partnerships. Catherine Hands, Independent Researcher
Latino Kindergarten Parents’ Perceptions and Experiences. Elena Fernandez-Kaltenbach, Pepperdine University; Diana B. Huitt-Michael, Pepperdine University

54.075-2. Connecting Multicultural Education and Peace Education. SIG-Peace Education; Roundtable Session
Chair: Candice C. Carter, University of North Florida
Participants:
Peace Education and Gandhian Studies: A Discussion of the A/Symmetries of Two Related Fields. Morishia Bajaj, Teachers College, Columbia University
Institutionalizing an Understanding of Human Rights in American Social Studies Education: Creating Opportunities for the Organic Growth of Awareness. Rosemary A. Blanchard, California State University - Sacramento
Multicultural Peace Education in Brazil: State of Art and Partnerships Between Military and Civilian Education. Rejane Pinto Costa, Universidade Federal do Rio de Janeiro; Ana Camen, Federal University of Rio De Janeiro, Brazil

54.075-3. Divergent Perspectives on Religion From Around the World. SIG-Religion and Education; Roundtable Session
Chair: Sally Campbell Galman, University of Massachusetts - Amherst
Participants:
How Does the Islamic School in Albuquerque Foster the Muslim Diaspora? The Construction of Muslim Identity, Lifestyle, Empowerment, and Sense of Belonging. Randa Nabil Elbih, University of New Mexico
Uncovering: Narratives of Assimilation, Faith, Resistance, and Choice. Sally Campbell Galman, University of Massachusetts - Amherst
Does Religious Education Work? A Linguistic Ethnography of the Relationship Between Policy and Practice in Religious Education in the United Kingdom. James Charles Comroy, University of Glasgow; David Lundie, University of Glasgow

54.075-4. Empirical Investigations of Modeling Complexities in Educational Data. SIG-Educational Statisticians; Roundtable Session
Chair: Walter L. Leite, University of Florida
Participants:
An Empirical Comparison of Propensity Score Matching Methods for Reducing Selection Bias. Haivan Bai, University of Central Florida; Wei Pan, University of Cincinnati
Multilevel Classification Modeling With Empirical Bayesian Cutoff Points on Dropout Data. Qiu Wang, Michigan State University; Brandon K. Vaughn, University of Texas - Austin; Kimberly S. Maier, Michigan State University

54.075-5. Empowering Adult Learners, Educators, and Community Members. SIG-Adult Literacy and Adult Education; Roundtable Session
Chair: Jeffrey Stuart Kaplan, University of Central Florida
Participants:
Adult Literacy Leadership Coaching: Breaking Ground on a Promising Practice. Barbara Sparks, Literacy Assistance Center
Cogenerative Dialogues: Improving Mathematics Instruction in an Adult Basic Education Program. Felicia Wharton, The Graduate Center - CUNY; Wesley Pitts, Lehman College - CUNY
Using Mixed Methods to Understand Adult Behavior Change: Measuring Self-Efficacy of Employed Diabetics. Denise Lea Uehara, University of Hawai’i - Manoa; Landry Leimalani Fukunaga, University of Hawai’i - Manoa

54.075-6. Fostering Self-Regulatory Knowledge and Skills. SIG-Studying and Self-Regulated Learning; Roundtable Session
Chair: Hefer Bembenutty, Queens College - CUNY
Participants:
The Effects of Judgments of Knowledge During Self-Regulation. Melanie Schuette, Ruhr-University, Bochum; Joachim Wirth, Ruhr-University, Bochum
What You Don’t Know Can’t Hurt You, Unless You Don’t Know What You Don’t Know: The Impact of Metacognitive Skill and Prior Knowledge on the Ability to Learn From Text. Tenaha P. O’Reilly, ETS; John P. Sabatini, ETS; Kelly M. Bruce, ETS
Metacognitive Awareness of Task, Strategies, and Performance in Developmental College Writers’ Self-Regulation and Self-Efficacy. Raffaella Negretti, Stockholm University
The Perception of Workload and Task Complexity and Its Influence on Students’ Approaches to Learning. Eva Kyndt, Catholic University of Leuven; Filip J.R.C. Dochy, University of Leuven; Katrien Struyven, Catholic University of Leuven; Eduardo C. Cascallar, Assessment Group International

54.075-7. Gender, Heteronormativity, and Schooling. SIG-Queer Studies; Roundtable Session
Chair: Steven R. Aragon, University of Illinois - Urbana-Champaign
Participants:
Already on the Shelf: Queer Readings of Award-Winning Children’s Literature. Caitlin Law Ryan, The Ohio State University; Jill M. Hermann-Wilmouth, Western Michigan University
“Good Girls, Sluts, and Dykes”: The Policing of Adolescent Girlhood. Elizabethanne Payne, Syracuse University
Hiding in the Open, Navigating Education at the Gender Poles: Transgender Children and Their Interactions With and Within Normalized Early Childhood Spaces. Ashley Lauren Sullivan, Arizona State University

54.075-8. Roundtable 5. SIG-Workplace Learning; Roundtable Session
Chair: Judith O. Brown, Barry University
Participants:
Work Careers, Learning, and Identities Across the Life Course in 10 European Countries. Jenny Bimrose, University of Warwick; Alan John Brown, University of Warwick
Who Is Learning What in Organizational Learning? Agency, Sense Making, and Modes of Knowing in Workplace Settings. K. Peter Kachinike, University of Illinois - Urbana-Champaign
Learning at the Counselor’s Workplace: The Contextualization of Knowledge in the Professional Development of Counselors. Josep Strasser; University of Augsburg; Hans Gruber, University of Regensburg

Chair: Art W. Bangert, Montana State University
Participants:
Action Research: A Tool for Facilitating Professional Development of Preservice Mathematics Teachers. Janice B. Fournillier; Georgia State University; Pier A. Junior Clarke, Georgia State University - Atlanta; Dhanfu Elston, Georgia State University
Implementing Differentiated Instruction in a Professional Learning Community: An Action Research Study. Andrea M. Honigsfeld, Molloy College; Marilyn Johnson, North Bellmore Union Free School District; Mark Wiener, North Bellmore UFSD

Promoting Teacher Learning Through Action Research. Salika A. Lawrence, William Paterson University; Carrie E. Hong, William Paterson University

Sustaining Adolescent Prosocial Commitment to Learning. Edward J. McPherson, Virginia Polytechnic Institute and State University

Using Web 2.0 to Improve My Practice as an Online Instructor. Art W. Bangert, Montana State University

54.075-10. Voices of the Educational Community on Teaching for Social Justice. SIG-Critical Educators for Social Justice; Roundtable Session
Chair: Adrienne Andi Sosin, Education & Labor Collaborative
Participants:
Critical Teaching in an Age of Standards Reform: Voices From the Field. Geraldine Suzanne Van de Kleut, Lambton-Kent District School Board; Connie Lynn White, California State University - Northridge
Restructuring Education to Meet the Needs of Youth Involved in Criminalized Activities. Helen D. Armstrong, Brandon University

54.076. Roundtable Session 38; Roundtable Session
Sheraton, Tower Mezzanine Level, Grand Ballroom Section 2
12:25 pm to 1:55 pm

54.076-1. Evaluations of Programs and Initiatives Implemented to Improve Students’ Academic Development and Achievement. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Chair: Jennifer Elise Irri, University of Pittsburgh
Participants:
Evaluating the Impact of After-School Participation on Students’ Social and Academic Development. Denise Huang, University of California - Los Angeles
Evaluating the Impact of Arkansas MSP Projects: A Meta-Analysis. Calli A. Holaway, The University of Alabama; Charles E. Stegman, University of Arkansas; Jamie Hawley, University of Arkansas
Preparing High School Students for College Success? Putting “Rigor, Relevance, and Relationships” to the Test. Bath Chung Wei, Stanford University; Raymond Lee Pecheone, Stanford University; Bob Lenz, Envision Schools; Orlve Jackson, Envision Schools; Brian Greenberg, Envision Schools
Spatial Temporal Mathematics at Scale: An Innovative and Fully Developed Paradigm to Boost Math Achievement Among All Learners. Michael E. Martinez, University of California - Irvine; Lindsey E. Richland, University of California - Irvine; Stephanie H. Schneider, Orange County Department of Education; Andrew Condon, MIND Research Institute; Franc Antenore, MIND Research Institute; Abby Daniels, MIND Research Institute; Keara Osborne, University of California - Irvine
Using Hierarchical Linear Modeling to Analyze the Effect of the Read180 Program on Incarcerated Youth’s Reading Performance. Heijing Ren, The Ohio State University; William Loadman, The Ohio State University; Rael Moore, The Ohio State University; Ann A. O’Connell, The Ohio State University; Joy Edington, The Ohio State University; Anthony Vander Horst, The Ohio State University

54.076-2. Rural Education SIG; Paper Session. SIG-Rural Education; Paper Session
Chair: Katie A. Schafft, The Pennsylvania State University
Participants:
Updating the Arnold and Coladarci Challenges to Rural Education Research: Is There Progress to Report? Louis F. Cicchinelli, Mid-continent Research for Education and Learning; Zoe A. Barley, Mid-continent Research for Education and Learning
The Rural-Urban Gap in Educational Attainment: Results From the National Educational Longitudinal Study of 1988-2000. Soo-Yong Byun, University of North Carolina; Judith L. Meece, University of North Carolina; Matthew J. Irvin, University of North Carolina - Chapel Hill
Validation Study of the Scales of Educational Attitudes and Behaviors. Melissa S. Mitchell, University of Connecticut; D. Betsy McCoach, University of Connecticut; Del L. Siggel, University of Connecticut

“But She Always Stayed Strong”: Rural Girls’ Identity Development in School. Erin E. Seaton, College

Discussant: Teresa M. Davis, California State University - Chico

54.076-3. Science Education Reform. SIG-Science Teaching and Learning; Roundtable Session
Chair: Douglas B. Larkin, University of Wisconsin - Madison
Participants:
Identifying the Causes of Success and Failure in Sustaining Instructional Reform in the Science Classroom. Christopher Burke, University of Michigan - Dearborn; Ann Saunders, Westminster College
Implementing a Lesson Plan Versus Attending to Student Inquiry: The Struggle of a Kindergarten Student-Teacher Between Different Frames During Teaching Science. Loucas T. Louca, European University - Cyprus; Dora Tzialli, University of Cyprus
Reformation of Science Education in China: Integrated Experiential Learning Curriculum. Dnhui Zhang, Beijing Normal University; Shujie Chen, Capital Normal University

Chair: Mahnaz Moddem, University of North Carolina - Wilmington
Participants:
How Does Computer Use for Schoolwork Differ From Computer Use for Games and Internet? Sunha Kim, Virginia Polytechnic Institute and State University; Miilo Chang, Virginia Polytechnic Institute and State University; Heejung Kim, University of Virginia; Kusum Singh, Virginia Polytechnic Institute and State University
Investigating Teacher Beliefs and Institutional Supports Involving Creative Teaching With Technology. Kimberly M. Fitz, Michigan State University
Investigation of the Redundant Effect of Multimedia Web Pages on Viewers’ Cognitive Processes Based on Viewers’ Eye Movements. Han-Chen Liu, National Chiayi University; Hsueh-Hua Chiang, National Sun Yat-Sen University

54.076-5. Teacher, Student, and School Surveys: Validity Issues and Scale Development. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Chair: Jonathan Beard, National Center for Educational Statistics
Participants:
An Evaluation Framework for Summer Camps Based on the National Research Council Six Strands of Science Learning. Corriena C. Cummings, Northern Illinois University; Lara Eyles, Northern Illinois University
Historical Thinking in Schools in Canada. Peter C. Seixas, University of British Columbia; Kadyri Myers, University of British Columbia
Mixed-Methods Research Visualizations: Improving the Presentation of Q Factor Analysis Data Using Bubble Plots. Jaudore Newman, Florida International University; Susan Elizabeth Ramlo, The University of Akron; Wendy B. Dickson, Ringling College of Art and Design
Revisiting the MSLQ: A Factor Analysis of What Is and What Could Be. Karrie E. Dunn, University of Arkansas; Wenjiao Lo, University of Arkansas; Rachel Satcliffe, University of Arkansas; Sean W. Mulvenon, University of Arkansas

54.076-6. The Case for Coherence in Professional Development. SIG-Educational Change; Roundtable Session
Chair: Yael Fisher, Achva Academic College
Participants:
Participatory Design and Personal Development: A Tale From the U.K. Secondary School Field. Julia Gillen, Lancaster University; Daniela Sangiorgi, Lancaster University; Sabine Junginger, Lancaster University; Roger Whitham, Lancaster University
Taking Teacher Professional Development to Scale: A Comparative Case Study of Three School Designs. Emily J. Klein, Montclair State University; Reva
Jaffe-Walter, The Graduate Center - CUNY; Meg A. Riondian, Expeditionary Learning Schools Outward Bound
The Case for Coherence: Leadership, Community, and Outside Support in Schools as Learning Organizations. James F. Kilbane, Pace University

**54.076-7. The Role of Data in University and School-Based Partnerships.**
Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Chair: Emily R Lai, University of Iowa
Participants: Including Communities in Urban University-School Partnerships. Geoffrey M. Maruyama, University of Minnesota; Robert J. Jones, University of Minnesota; Martin Adams, University of Minnesota
Maximizing College Pathways: An Evaluative, Quasi-Experimental Study of a University-Based Partnership. Cynthia Pineda Scott, University of California - Los Angeles

**Division and SIG Posters**

**54.077. Poster Session 12; Poster Session**
Colorado Convention Center, Lower Level, Korbel Ballroom 3
12:25 pm to 1:55 pm

**54.077-1. Current Topics and Perspectives in Science Learning and Teaching.**
Division C - Learning and Instruction; Poster Session
Posters:
1. College Students Constructing Their Collective Knowledge of Natural Science History. Chia-Jung Wu, National Chengchi University; Huang-Yao Hong, National Chengchi University
2. College Students Solving Chemistry Problems: A Theoretical Model of Expertise. Gita Tausoobshirazi, University of Nevada; Shawn M. Glynn, University of Georgia
3. Comparing the Complexity of Written and Verbal Arguments in a High School Biology Class. Jeffrey Stevens Birchfield, University of Texas; Leena G. Berland, University of Texas - Austin
4. Do High School Students’ Experiences and Perceptions of Autonomy Support During Science Instruction Predict Changes in Their Attitudes Toward Science? M. Cecil Smith, Northern Illinois University; Debora L. Kalkman, Northern Illinois University; Nancy DeFrates-Densob, Northern Illinois University; Solalily Ochoa-Angino, Northern Illinois University
5. Integrating Inquiry With Nature of Science and Multicultural Strategies in Teaching Science to Underrepresented Students. Xenia S. Meyer; Cornell University; Barbara A. Crawford, Cornell University
6. Integrating Science Inquiry and Literacy in Kindergarten: Outcomes Associated With Participation in the Scientific Literacy Project. Panayota Y. Mantzicopoulos, Purdue University; Helen Patrick, Purdue University; Ali Samurapungavan, Purdue University
7. Relationship Between Inquiry-Based Science Instruction and Student Achievement Across Content Areas. Man Hung, University of Utah
9. Steps to College Through Science With Hispanic Middle School Students and Their Families. Cory A. Buxtun, University of Georgia; Martha A. Alexsaht-Snider, University of Georgia
10. Strengthening and Assessing Teachers’ Physics Content Knowledge. Thomas B. Tetter, University of Louisville

**54.077-2. Division C, Section 2: Social Sciences and Fine Arts Poster Session.**
Division C - Learning and Instruction; Poster Session
Posters:
11. Assessment Assemblage: Advancing Portfolio Practice Through the Assessment Stage Theory. Heidi Davis, Indiana University; Kylie A. Pepper; Indiana University - Bloomington; Daniel T. Hickey, Indiana University
12. Cognitive and Affective Sources of Students’ Questioning in History. Albert Logtenberg, University of Amsterdam; Carla Van Boxtel, University of Amsterdam; Bernadette Van Hoe-Gilliers, University of Amsterdam
13. Drama for Schools Professional Development Program and Teacher Evaluation of Student Engagement. Shasta Ion, University of Texas - Austin; Stephanie W. Cavethen, University of Texas - Austin; Kathryn Dawson, University of Texas - Austin
14. Holocaust Educators and Non-Jewish Victims: Tensions Between Perceptions and Actions. Daniel M. Cohen, Northwestern University; Brian J. Reiser, Northwestern University
15. The Relationship Between Classroom Goal Orientation and Personal Goal Orientation in the Secondary Band Classroom. Diana Janet Zaleski, Northern Illinois University
16. What Happens When Non-Specialist Teachers Use “Drama Strategies”? Hannah Grainger Clemson, University of Oxford

**54.077-3. Establishing and Fostering an Interdisciplinary Research Community in Higher Education.**
Division C - Learning and Instruction; Poster Session
Posters:
17. Context-Focused Learning Environments and Student Achievement: Considering Engineering Academies and Mathematics Learning. L. Allen Phelps, University of Wisconsin - Madison; Eric M. Camburn, University of Wisconsin; Julie Durham, University of Wisconsin - Madison; Shana Schuff, Appleton WI East High School
18. Establishing and Fostering an Interdisciplinary Research Community in Higher Education. Shannan M. McCallum, University of New Mexico; Terri L. Flowday, University of New Mexico
19. Entering School: The Impact of Entryways and Foyers on Students and Teachers. Holly Ogden, Queen’s University; Renia B. Uptis, Queen’s University; Julia Brook, Queen’s University; Meagan Alexandra Carson Troop, Queen’s University
20. Longitudinal Study of Primary School Multiage Students’ Performance in Middle School and High School. David Holman, Arkansas State University; Andrea Breckenridge, Westside School; George Foldesy, Arkansas State University
21. School Environment and Students' Engagement in Middle School. Mung Te Wang, Harvard University; Rebecca Holcombe, Harvard University

**54.077-4. Mathematics Learning and Instruction.**
Division C - Learning and Instruction; Poster Session
Posters:
22. A Comparison of Worked Examples to Problem Solving in an Anchored Instruction Context. James P. Van Henghun, University of South Alabama; Tiffany Miller, University of South Alabama
24. How a Standards-Based Mathematics Curriculum Differs From a Traditional Curriculum: A Case of Variables. Bikai Nie, University of Delaware; Jinfu Cai, University of Delaware; John Mayer, Marquette University
25. Effects of a Professional Development Intervention on Low-Income Children’s Knowledge of Mathematics and Teacher Practice. David L. Brown, Head Start of Greater Dallas; Lin Moore, Texas Woman’s University
26. Examining Roots of the Gender Gap: Student Participation and Teacher Behaviors in First-Grade Mathematics Lessons. Leigh Ann Mingle, University of Illinois; Michelle Perry, University of Illinois; Lucia M. Flevaras, The Ohio State University
27. Going Over Mathematics Homework in Middle-Grade Classrooms. Samuel J. Otten, Michigan State University; Beth A. Herbel-Eisenmann, Michigan State University
28. Growing Wrinkles on the Brain: Belief Change in the AYD Transition to Algebra I. Theodore Chao, University of Texas
30. How Are Learning and Development Associated? An Exploration of a Method. Malcolm Cunningham, University of Toronto; Yukari Okamoto, University of California - Santa Barbara
31. An i-Movie in Prospective Secondary Mathematics Teacher Education. Qing Li, University of Calgary; Olive Chapman, University of Calgary
32. Pedagogical Agents Promote Young Females’ Positive Mathematics Learning Experiences. Tanghee Kim, Utah State University; Jae Hoon Lim, University of North Carolina - Charlotte
33. Personal Experience Predicts Sixth-Grade Students’ Epistemological Judgments About What Counts as Math. Lee Michael Martin, University of California - Davis; Pamela R Gourley-Delaney, University of California - Davis
34. Preservice Elementary Education Teachers’ Attitude Toward Graphs. Vivien Mvee Mvabulegaung, Southern Illinois University - Carbondale; Frackson Mumba, Southern Illinois University - Carbondale; Erin Wilson-Miles, Southern Illinois University - Carbondale; William Ernesto Mejia, Southern Illinois University - Carbondale
35. Researching Pakistani Mathematics Teachers’ Knowledge About
Mathematics, Teaching, and Learning of Mathematics; Munira Amiral, Aya Khan University Institute for Educational Development
36. Teaching Beliefs and Teaching Styles of Mathematics Teachers and Their Relationship With Academic Achievement. Pedro J. Canto-Herrera, Universidad Autónoma de Yucatán, Mexico; Humberto Salazar, Autonomoas University of Yucatan
37. The Impact of Teacher Characteristics and Instructional Practices on Kindergarten and First Grade Mathematics Achievement. Cassandra M. Guarino, Michigan State University; Anna Emilia Burgagliotti, The University of Memphis; William Mason, University of California - Los Angeles
38. “Autobiographical Themes” About Border Crossings: The Role of Beliefs in Learning and Literacy. Rosalind Horowitz, University of Texas - San Antonio; Michelle Olvera Dart, University of Texas - San Antonio; Laura Chaffee, The University of Texas - San Antonio; Mark Stewart, University of Texas - San Antonio
40. Improving Reading Achievements of Struggling Learners. Thania A. Houtven, Utrecht University; Willem Van De Grift
41. Integrated Social Readings: A Teaching Approach That Engages Students in Authentic Literacy Learning. Margaret Ann McNamara, Bank Street College of Education
42. Literacy Practice and Reading Performance in the Context of Massively Multiplayer Online (MMO) Games. Constance A. Steinkuehler, University of Wisconsin - Madison; Catherine F. Compton-Lilly, University of Wisconsin - Madison; Elizabeth M. King, University of Wisconsin - Madison
43. One Language, Two Countries: Complexities of Teaching Comprehension in the U.S. and Ireland. Ann M. Courtney, University of Hartford
44. The Effects of Collaboration on a History Teacher Educator’s Perception of Literacy. Jeffrey D. Nokes, Brigham Young University
45. Validating Research: An Examination of Data From a Research-Based, Elementary School Reading Tutoring Program. Angela Roggogradini, Northwest Regional Educational Laboratory; Caitlin Scott, Education Northwest
47. Small Steps and Support: Key Components in Scaffolding Teacher Change. Arlene Grierson, Nipissing University
48. Student Attitudes Toward the Accelerated Reader Program. Karen L. Westberg, University of St. Thomas; Amy F. Smith, University of St. Thomas
49. Teacher Voices and Student Choices: Factors Influencing Student Text Choices for Independent Reading. Jennifer Augusta Davis-Duerr, University of Northern Colorado
50. “Matthew Effect” in Reading: A Study of an Accelerated Reader Program and Elementary Students’ Reading Achievement. Hasyvet Keyim; Lilia M. Ruka, University of Houston; Laveria Hutchison, University of Houston; Kar Man Lee, University of Houston
51. Reading Is Not Something I Choose to Do. Jackie Ferguson, Texas A&M University

54.077-5. Meet the Researcher at Poster Dialogues on Research in Reading and Literacy. SIG Research offers a unique opportunity for researchers to engage with participants at the annual convention. This year, SIG Research is hosting poster sessions designed to facilitate interactions between researchers and attendees. Participants will have the opportunity to discuss their research with other attendees, learn about new research directions, and gain feedback on their work. The poster sessions will feature a variety of topics, including literacy, reading, and language arts. Attendees are encouraged to attend these sessions to learn from researchers and contribute to the ongoing conversation in these fields. SIG Research welcomes researchers to participate in this event and contribute to the dynamic and stimulating environment.

55.077-7. Poster Session: Strategy Use and Self-Regulation. Poster Session Posters:
57. How Does Self-Regulation Affect Reading Comprehension? Jennifer R. Wolgemuth, Charles Darwin University
58. The Role of Self-Regulation in Reading Success. Geoffrey C. Phelps, University of Michigan
60. Self-Regulation Strategies in Reading: A Review of the Literature. John E. Woolf, Pennsylvania State University

54.077-7. Poster Session: Reading, Written Expression, and Language Arts. Division C - Learning and Instruction; Poster Session Posters:
55. The Impact of Parental Involvement on Students’ Writing: A Longitudinal Study. Jennifer R. Kohler, University of California - Los Angeles
56. The Role of Writing in Students’ Academic Success: A National Study. Jennifer R. Kohler, University of California - Los Angeles
58. Writing across the Curriculum: The Role of Writing in Students’ Learning. Jennifer R. Kohler, University of California - Los Angeles

54.077-8. Poster Session: Strategy Use and Self-Regulation. Division C - Learning and Instruction; Poster Session Posters:
55. Using Writing to Improve Reading Comprehension. Jennifer R. Kohler, University of California - Los Angeles
56. The Role of Comprehension in Writing: A Case Study. Jennifer R. Kohler, University of California - Los Angeles
58. Writing across the Curriculum: The Role of Writing in Students’ Learning. Jennifer R. Kohler, University of California - Los Angeles

55.077-8. Poster Session: Strategy Use and Self-Regulation. Division C - Learning and Instruction; Poster Session Posters:
55. The Impact of Parental Involvement on Students’ Writing: A Longitudinal Study. Jennifer R. Kohler, University of California - Los Angeles
56. The Role of Writing in Students’ Academic Success: A National Study. Jennifer R. Kohler, University of California - Los Angeles
58. Writing across the Curriculum: The Role of Writing in Students’ Learning. Jennifer R. Kohler, University of California - Los Angeles
54. SIG-Research in Reading and Literacy Poster Session. SIG-Research in Reading and Literacy Poster Session

Monday, 12:30 pm

AERA Sessions

55.010. Off-Site Visit to Detracking East High School in Denver. AERA Sessions cosponsored with SIG-Tracking and Detracking; Off-Site Visit

East High School in Denver
12:30 pm to 4:45 pm

Visit Leaders:
Kevin G. Werber, University of Colorado - Boulder
R. Holly Yetick, University of Colorado - Boulder
Todd C. Reimer, Metropolitan State College of Denver

Monday, 1:00 pm

Professional Development Courses

56.010. An Introductory Primer/Review of Multivariate Statistics II: Descriptive and Predictive Discriminant Analyses and Canonical Correlation Analysis. Professional Development and Training Committee; Professional Development Course

Hyatt Regency, Fourth Level, Capitol Ballroom 5
1:00 pm to 5:00 pm

Director:
Bruce Thompson, Texas A&M University - College Station

56.011. Designing Appropriately Powered Cluster Randomized Trials. Professional Development and Training Committee; Professional Development Course

Hyatt Regency, Fourth Level, Capitol Ballroom 3
1:00 pm to 5:00 pm

Director:
Jessica K. Spybrook, Western Michigan University

56.012. Textbook Writing: A First Course. Professional Development and Training Committee; Professional Development Course

Hyatt Regency, Fourth Level, Capitol Ballroom 2

56.013. Using the TIMSS 2007 International Database for Secondary Data Analysis. Professional Development and Training Committee; Professional Development Course

Hyatt Regency, Fourth Level, Capitol Ballroom 1
1:00 pm to 5:00 pm

Instructors:
Oliver Neuschmidt, IEA Data Processing and Research Center
Daniel Caro, IEA Data Processing and Research Center

Goverance Meetings and Events

57.010. From Policy to Practice and Sometimes Back Again: The Impact of Educational Policies on the Micro-level Processes of Teaching and Learning. Presidential Session; Invited Session

Colorado Convention Center, Lower Level, Korbel Ballroom 1 EF
2:15 pm to 3:45 pm

Chair:
Gloria J. Ladson-Billings, University of Wisconsin - Madison

Participants:
School District Boundaries, Segregation and Educational Inequality: Separate and Unequal Classrooms in Fragmented and Increasingly Complex Suburbia. Amy Stuart Wells, Teachers College, Columbia University
Why are ‘Good’ Schools Also Failing Some Racial and Ethnic Minority Students? Prudence L. Carter, Stanford University

Discussant:
Gloria J. Ladson-Billings, University of Wisconsin - Madison

57.011. Preparing Researchers to Face the Complex Educational Settings of the 21st Century: Insights From the Spencer RTG Task Force. Presidential Session; Invited Session

Colorado Convention Center, Lower Level, Korbel Ballroom 1 D
2:15 pm to 3:45 pm

Chair:
Denis C. Phillips, Stanford University

Participants:
Denis C. Phillips, Stanford University
William A. Sandoval, University of California - Los Angeles
Robert E. Floden, Michigan State University
Elizabeth B. Moje, University of Michigan
Hunter Gehlbach, Harvard University
Annis N. Brown, Michigan State University

Discussants:
Crain A. Soudien, University of Cape Town
Andrea L. Tyler, Miami University of Ohio
Committee Sessions

57.013. Multiple and Complex Ecologies Around Race, Gender, Culture, and Class: Implications for Educational Practices at Classroom, School, and District Levels. Committee on Scholars of Color in Education; Paper Session
Colorado Convention Center, Street Level, Room 106
2:15 pm to 3:45 pm
Chair: Christopher Dunbar, Michigan State University
Participants:
- Contributing Factors and Impediments to Success in Urban Middle Schools. Daniel Carlton Patton, Los Angeles Unified School District - California
- Sociocultural Perspectives: Investigating Affective and Academic Connections to Sensitive Social Topics in Children’s Literature. Stephen D. Hancock, University of North Carolina - Charlotte, Paola Pilonietu, University of North Carolina - Charlotte
Discusssants:
- Tabbie Maria Chavous, University of Michigan
- Maricela Correa-Chavez, Clark University

57.014. Public Engagement and Indigenous Education: New Domestic and International Relations or the Status Quo? International Relations Committee; Invited Session
Colorado Convention Center, Street Level, Room 403
2:15 pm to 3:45 pm
Chair: Joyce E. King, Georgia State University
Participants:
- Issues of Indigenous Education in a South African University: A Case Study of a Faculty of Education. Petra Engelbrecht, North-West University, South Africa
- Education for Sustainable Development: The International Co-op Experience in Peru as a Holistic Framework to Empower Students and Indigenous Local Communities. David A. Urias, Drexel University
- Universities and the Preparation of Professional Educators in a Geopolitical Region: Illustrations From Mozambique and Angola. Beverly Lindsay, The Pennsylvania State University; Mozinho Mario, Universidad Eduardo Mondlane
Discusssants:
- Joyce E. King, Georgia State University

57.015. The Underrepresentation of Black and Latino Men in Postsecondary Education. Committee on Scholars and Advocates for Gender Equity in Education; Invited Session
Colorado Convention Center, Street Level, Room 402
2:15 pm to 3:45 pm
Chair: Carla R. Monroe, Clayton State University
Participants:
- The Growing Presence of Moms and Conspicuous Absence of Dads in Postsecondary Education. Sara Goldrick-Rab, University of Wisconsin - Madison
- The Vanishing Latino Male in Higher Education. Victor Saenz, University of Texas - Austin; Luis Ponjuan, University of Florida
- Social Institutions, Recruitment, and Retention: African American Males Into Higher Education. Larry C. Bryant, Clayton State University
Discusssant:
- James Earl Davis, Temple University

International Organization Sessions

57.016. New Frontiers in Australian Teacher Education Research. Australian Association for Research in Education; Invited Session
Colorado Convention Center, Street Level, Room 104
2:15 pm to 3:45 pm
Chair: Jo-Anne Reid, Charles Sturt University
Participants:
- Different Types of Beginning Teachers: One Size Does Not Fit All. Helen M. G. Watt, Monash University; Paul W. Richardson, Monash University
- Teacher Education on the Margins: Research in Difficult Climates. Jo-Anne Reid, Charles Sturt University
- “The Ageing Australian Academic: Can You be Replaced And Can We Replace You?” Sarah Katherine Howard, University of Sydney

57.017. New Perspectives on Developing Teacher Leadership. British Educational Leadership, Management, and Administration Society; Symposium
Colorado Convention Center, Street Level, Room 404
2:15 pm to 3:45 pm
Chair: James W. Koschoreck, University of Cincinnati
Participants:
- Leadership for Emotional Well-Being in Educational Institutions. Kathryn Eccleston, University of Birmingham; Marlene Morrison, Oxford Brookes University
- Developing Teacher Leadership in Non-Traditional Contexts - The Experience of Teacher Trade Unionists. Charlie Naylor, British Columbia Teachers’ Federation; Alex Alexandrou, Freelance Academic; Regina M. Murphy, St. Patrick’s College, Jim O’Brien, The University of Edinburgh; Barbara R. Signer, Saint John’s University
- Leadership for Faculty Development: Confronting the Complexity of Professional Development. Linda Evans, University of Leeds, United Kingdom

Division Sessions

57.018. Impact of External Environment on Schools. Division A - Administration Organization & Leadership; Paper Session
Sheraton, Plaza Concourse Level, Plaza Court 3
2:15 pm to 3:45 pm
Chair: Kent E. Seidel, University of Denver
Participants:
- Collaborations Bridging the Formal-Informal Divide in an Educational Ecology. Jennifer L. Russell, University of Pittsburgh; Karen Knutson, University of Pittsburgh; Kevin Crowley, University of Pittsburgh; Miray Tekkumru-Kisa, University of Pittsburgh; Mary Ann Hess Steiner, Duquesne University
- Double Up, Bottoming Out, and Building Bridges: How Conditions of Homelessness Affect Families’ Education Experiences. Peter Michael Miller, University of Wisconsin - Madison; James B. Schreiber, Duquesne University
- Negotiating Cultural Tensions in Cross-Organizational Education Partnerships. Matthew Tudaho Hora, University of Wisconsin - Madison; Laura Elizabeth Delima, University of Wisconsin - Madison
- Reinventing Schools and Communities: Implications of Gentrification on Public Schools. Hayin Kim, Stanford University
- Strategies to Improve Data Collection on New York’s Homeless Students.
57.019. Division C Vice Presidential Address - Applying the Science of Learning.
Chair: Gale M. Sinatra, University of Nevada - Las Vegas
Participant: Richard E. Mayer, University of California - Santa Barbara

57.020. Assessment Validation: Bridging the Gap Between Theory and Practice.
Chair: Katherine E. Ryan, University of Illinois - Urbana-Champaign
Participants:
- Validation in New Contexts. Katherine E. Ryan, University of Illinois - Urbana-Champaign
- The Use of Validity Arguments for States’ Alternate Assessments on Alternate Achievement Standards. Scott F. Marion, National Center for Improvement of Educational Assessment
- Marianne Perie, National Center for the Improvement of Educational Assessment, Inc.; Jacqueline Farmer Kearns, University of Kentucky
- Validity Theory in Context. Pamela A. Moss, University of Michigan
- Do Vertical Scales Lead to Sensitive Growth Interpretations? Evidence From the Field. Derek C. Briggs, University of Colorado
Discussant: Michael T. Kane, ETS

57.021. Postqualitative Research: What Comes Next? Division D - Measurement and Research Methodology cosponsored with SIG- Qualitative Research; Symposium
Chair: Elizabeth A. St. Pierre, University of Georgia
Participants:
- Resisting the Subject of Qualitative Inquiry. Elizabeth A. St. Pierre, University of Georgia
- Methodology and Responsibility. Mirka E. Koro-Ljungberg, University of Florida
- “Monsters”: Teratological Inquiry. Maggie MacLure, Manchester Metropolitan University
Discussant: Erica McWilliam, Queensland University of Technology

Chair: Cindy M. Walker, University of Wisconsin - Milwaukee
Participants:
- A Comparison of the Major Value-Added Models: A General Model Approach. Yuan Hong; Lihua Yao, CTB/McGraw-Hill LLC, Jimmy de la Torre, Rutgers University
- Improving the Reliability and Interpretability of Value-Added Scores for Postsecondary Institutional Assessment Programs. Jeffrey Thomas Stedile, Council for Aid to Education
- Value-Added Assessment in Higher Education: A Comparison of Two Methods. Ou Lydia Liu, ETS
- Cross-Classified Random-Effects Analysis of High School Course Grades and Absences as a Value-Added Measure. Elaine M. Allensworth, University of Chicago; Stuart Luppescu, University of Chicago
Discussant: Lisa Hudson, U.S. Department of Education

57.023. Mental Health and Academic Outcomes Among Children and Adolescents. Division E - Counseling and Human Development; Paper Session
Chair: Sharon L. Nichols, University of Texas - San Antonio
Participants:
- Effects of Duration of Head Start Enrollments on Academic and Mental Health Outcomes. Kyunghee Lee, Michigan State University
- A Longitudinal Investigation of the Impact of Parental Depression on Literacy Development in Young Children. Monica Stamppf יוד, Harvard University
- Investigating the Impact of Ecological Mechanisms on Adolescent Mental Health and Educational Outcomes: Mediating and Moderating the Effects of School Connectedness/Safety. Christina M. Pate, University of Missouri - Columbia; Stephen D. Whitney, University of Missouri - Columbia
Discussant: Steven B. Sheldon, Johns Hopkins University

57.024. In Search of “Quality”: The Contested Terrain of Teacher Recruitment in Post-World War II Urban America. Division F - History and Historiography cosponsored with Division K - Teaching and Teacher Education; Symposium
Chair: Nancy Beadie, University of Washington
Participant:
- In Search of "Quality": The Contested Terrain of Teacher Recruitment in Post-World War II Urban America. Christina Collins; Harvard University; Jeannine E. Dingee-Eason, St. John Fisher College; Bethany Lynn Rogers, College of Staten Island - CUNY; Megan Blumenreich, City College of New York - CUNY
Discussant: Nancy Beadie, University of Washington

57.025. “All Students Are the Same”: Processes of Normalization of Whiteness in K-20 Education. Division G - Social Context of Education; Symposium
Chair: Jillian Carter Ford, Emory University
Participant:
- The Role of School Leadership in the Normalization of Whiteness. Judith Toure, Carlow University
- Latina Identity Construction in Graduate School: A Counter-Storytelling. Gabriela Judith Silvestre, St. Cloud State University
- Leveling the Playing Field: A Case Study of the CLEO Program. Dana Thompson Dorsey, University of Illinois - Springfield
Discussant: William C. Ayers, University of Illinois - Chicago

57.026. Rethinking the Mathematics and Language Connection for Latinos/ as and ELLs: Findings From the Math Pathways and Pitfalls Project. Division G - Social Context of Education; Symposium
Chair: Anna B. Ramirez, WestEd
Participants:
- Understanding the Complexity of Integrating Language and Content Development in Mathematics With Latinos/as: Findings From MPP. Lena Licon Khisty, University of Illinois - Chicago
- Examining Academic Language in Mathematics Test Items for English-Language Learners. Guillermo Solano-Flores. University of Colorado - Boulder; Rachel Rae Prosser, University of Colorado - Boulder; Carne S. Clarke. WestEd; Mazie A. Gluckman, University of California - Los Angeles
- Mediating Mathematical Discourse for English-Language Learners. Aria Razfar, University of Illinois - Chicago, Della R. Leavitt, University of Illinois - Chicago
- Measuring Growth in Mathematics Writing by Elementary Grade Latino/a English Language Learners and Bilingual Students. Joan I. Fowler, Educational Services Associates; Alissa Shethar, Heller Research Associates
Discussants:
- Judith N. Mischloch, University of California - Santa Cruz
- Rochelle Gutierrez, University of Illinois - Urbana-Champaign
57.027. Ending Social Promotion Without Leaving Children Behind: The Case of New York City. Division H - Research, Evaluation and Assessment in Schools; Symposium
Sheraton, Plaza Concourse Level, Plaza Ballroom E
2:15 pm to 3:45 pm
Chair: Julie A. Marsh, RAND Corporation
Participants: Design and Implementation of New York City’s Fifth-Grade Promotion Policy. Jennifer Sloan McCombs, RAND Corporation; Gina S. Ikemoto, RAND Corporation; Catherine DiMartino, New York University; Scott Naftel, RAND Corporation
The Effects of New York City’s Fifth-Grade Promotion Policy on Academic Outcomes. Louis T. Mariano, RAND Corporation; Sheila N. Kirby, RAND Corporation
Examining Students’ Perceptions of Subject-Specific Confidence and School Belonging Under NYC’s Promotion Policy. Vi-Nhuan Le, RAND Corporation; Louis T. Mariano, RAND Corporation
Discussants: Adam Gamoran, University of Wisconsin - Madison
Melissa R. Roderick, University of Chicago
57.028. The Role of Reading and Writing Strategies in Improving Student Learning. Division H - Research, Evaluation and Assessment in Schools; Paper Session
Sheraton, Plaza Concourse Level, Plaza Ballroom D
2:15 pm to 3:45 pm
Chair: Vicki L. Cartwright, Orange County Public School
Participants: Can Financial Literacy Courses Improve Performance in Math? An RCT of the Stock Market Game. Trisha Hinoujoa, Learning Point Associates; Shazia R. Miller, Learning Point Associates; Andrew P. Swanlund, Learning Point Associates; Kelly Ann Hallberg, Northwestern University; Megan Brown, Learning Point Associates; Brenna O’Brien, Learning Point Associates
Improving Literacy Across the Curriculum: Developing a Writing-Intensive School. Roger Peach, Lehman College - CUNY; Anne Campos, Lehman College - CUNY
Local “Intermediaries” and Their Role in Faithful Implementation of a Reading Intervention. Terry S. Salinger, American Institutes for Research; Savitha Moorthy, Berkeley Policy Associates; Emily Rosenthal, Berkeley Policy Associates; Michele Topitz, American Institutes for Research; Erin Hamilton, American Institutes for Research
Supporting Adolescent Striving Readers Through Intensive Literacy 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: Mary E. Yakimowski, University of Connecticut
57.029. Noncognitive Aspects of Professional Practice. Division I - Education in the Professions; Paper Session
Colorado Convention Center, Street Level, Room 703
2:15 pm to 3:45 pm
Chair: Michael G. Jodoin, National Board of Medical Examiners
Participants: Modeling Moral Agency in Higher Education Through Codes of Ethics. Patrick D. Paulken, Bowling Green State University; Terry L. Herman, Bowling Green State University; Frank Latendresse, Bowling Green State University
Noncognitive Variables as Predictors of Success of Graduate International Students in Science and Engineering. Rania Sanford, Stanford University; Thomas R. Harvey, University of Laverne
Relationships Among Perceived Autonomy Support, Coping, Tenure and Nurses’ Affective Commitment to Their Current Jobs. Cynthia A. King, Professional Research Consultants
Performance of Examines on the USMLE® Step 2 CS Communication and Interpersonal Skills Subscales. Kimberly A. Swygert, National Board of Medical Examiners
Discussant: Wim H Gijselaers, Maastricht University
57.030. Preparing Undergraduate Students for Working and Learning in a Pluralistic Society. Division J - Postsecondary Education; Paper Session
Colorado Convention Center, Street Level, Room 107
2:15 pm to 3:45 pm
Chair: Rita J. Kirkstein, American Institutes for Research
Participants: Cultural Constructs in Web-Based Teaching and Learning. Alicia Fedelina Chavez, University of New Mexico; Fengfeng Ke, University of New Mexico; Felisah Herrera, University of California - Los Angeles
Grade 13: Are Undergraduates Prepared for the Real World of Learning? Scott Joseph Warren, University of North Texas; Anjum Najmi, University of North Texas; Deborah Blackwell, University of North Texas
How Schools of Education Conceptualize Diversity and Multiculturalism in Their Curriculum: A Case Study of Two Highly Selective Institutions of Higher Education. Jessica K. Kim, Teachers College, Columbia University; Vivian Y Lim, University of Pennsylvania
Matters of Meaning: Toward a Culturally Relevant Liberal Education for Our Times. Anna Neumann, Teachers College, Columbia University; Milagros Castillo, Teachers College, Columbia University; Liza Bolitzer, Teachers College, Columbia University
Discussant: Jim Vander Putten, University of Arkansas - Little Rock

57.031. Racial Dynamics of and on Campus. Division J - Postsecondary Education; Paper Session
Colorado Convention Center, Street Level, Room 105
2:15 pm to 3:45 pm
Chair: Marc P. Johnston, University of California - Los Angeles
Participants: Curricula, Research, Scholars, and Study Abroad: Evaluating the Internationalization Perspectives and Possibilities at a Hispanic-Serving Institution. Joellen Elizabeth Coryell, University of Texas - San Antonio; Robin Redmon Wright, University of Texas - San Antonio; P. Elizabeth Pate, University of Texas - San Antonio; Beth A. Durodoye, University of North Texas; David Johnson, University of Texas - San Antonio; Shellee Nguyen, University of Texas - San Antonio
“Multiracial Microaggressions”: Exposing Monoracism in Higher Education. Marc P. Johnston, University of California - Los Angeles; Kevin Nadal, City University of New York
The Computing Alliance of Hispanic-Serving Institutions: Supporting Undergraduate Computing Majors at Critical Transition Points. Heather L. Thrall, University of Colorado - Boulder; Sarah Taylor Hag, University of Colorado - Boulder
“Race Shouldn’t Matter, But It Does”: Latino Students at a Predominantly White University. Julie Minkel-Lacocque, University of Wisconsin - Madison
Discussant: Terrell Lamont Strayhorn, The University of Tennessee

57.032. Dealing With Complexity: How Do Teachers Reconcile Contradictions? Division K - Teaching and Teacher Education; Symposium
Colorado Convention Center, Street Level, Room 706
2:15 pm to 3:45 pm
Chair: Christina P. Denicolo, University of Illinois - Urbana-Champaign
Participants: Claudia Peralta Nash, California State University - Chico
Maria E. Franquiz, University of Texas - Austin
Jimena Guerra, University of Texas - San Antonio
Teddi Michele Beam-Conroy, University of Texas
Discussant: Donald Macedo, University of Massachusetts - Boston
57.033. Design Research as a Framework for Examining Effects of Lesson Study: Uncovering Contributions Across Case Studies. Division K - Teaching and Teacher Education; Symposium
Colorado Convention Center, Street Level, Room 702
2:15 pm to 3:45 pm
Chair: Catherine D. Bruce, Trent University
Participants: Using Design Research to Enrich a Lesson Study Model: An Examination of
Lesson-Study Complexities. Catherine D. Bruce, Trent University; Mary Suzanne Ladky, Trent University; Tara Flynn, Trent University; John A. Ross, OISE/University of Toronto

Examining the Circumstances Where Math Knowledge for Teaching of Fractions Is Gained During Lesson-Study Cycles. JoAnn Moss, University of Toronto; Diane Tepilo, University of Toronto

The Value of a Design Research Approach for Uncovering Dependent Variables: One School Story. Tara Flynn, Trent University; Catherine D. Bruce, Trent University

The Contributions and Evolution of Lesson Study in a Longitudinal Design Research Framework. Richard Messina, Institute of Child Study; Elizabeth A. Morley, Institute of Child Study

Discussants:
Allan M. Collins, Northwestern University
Catherine C. Lewis, Mills College

57.034. Exploring Discipline-Based Issues in Preservice Teacher Education. Discussant: Chair: Discussant:
Division K - Teaching and Teacher Education; Paper Session Colorado Convention Center, Street Level, Room 601
2:15 pm to 3:45 pm
Chair: Jennifer L. Snow, Boise State University
Participants:
Can a UTeach-Type Science Teacher Preparation Program Mitigate a Science Expert Blind Spot? David E. Kantor, Temple University; Teresa Yue Chen, Temple University

Exploring the Relationship Between Curriculum Design and Teacher Beliefs. Jane Bolgatz, Fordham University; John Craven, Fordham University

The Effectiveness of an Alternative Teacher Preparation Program to Increase the Number and Diversity of Teachers in High-Poverty Schools. Sarah Jihye Kim, Georgia State University; Judith A. Monsaas, University System of Georgia; Patricia O. Paterson, Georgia State University

Discussant: Mary Louise Gomez, University of Wisconsin - Madison

57.035. Growth, Development, and Change Across Teachers' Lives. Division K - Teaching and Teacher Education; Paper Session Colorado Convention Center, Street Level, Room 605
2:15 pm to 3:45 pm
Chair: Kenneth James Fasching-Bauer, Edgewood College
Participants:
Professional Metaphors: How Career Changers Make Sense of Teaching. Jennifer C. Ng, The University of Kansas; Lizette Perez, The University of Kansas; Kelli R. Thomas, The University of Kansas

Teacher Change in the First 5 Years: Patterns, Factors, and Implications. Clare Koonik, University of Toronto; Clive M. Beck, OISE/University of Toronto; Rosanne B. Brown, Peel District School Board; Tim Fletcher, OISE/University of Toronto; Helen V. Macdonald, OISE/University of Toronto; Monica Eileen McGlynn-Stewart, University of Toronto

What Do They Believe Now? A Cross-Sectional, Longitudinal Follow-Up Study of Teachers’ Personal Practical Theories. Barbara B. Levin, University of North Carolina - Greensboro; Ye He, University of North Carolina - Greensboro; Melony Allen, University of North Carolina - Greensboro

Great Teachers: Reflections of Award-Winning Teachers on Their Professional Practice. Catherine A. Little, University of Connecticut; James H. Stronge, College of William and Mary; Leslie Grant, College of William and Mary

Complex Learning: Addressing the Cognitive, Emotional, and Sociopolitical Dimensions of Literacy Education. Allison Skerritt, University of Texas - Austin

Discussant: Sharon Dumore, DePaul University

57.036. Lighting the Qulliq: The First Graduate Teacher Education Program in Nunavut. Division K - Teaching and Teacher Education cosponsored with SIG-Indigenous Peoples of the Americas; Symposium Colorado Convention Center, Street Level, Room 704
2:15 pm to 3:45 pm
Chair: Elizabeth De Freitas, Adelphi University
Participants:
Lighting the Qulliq: The First Master of Education Program in Nunavut. Fiona Walton, University of Prince Edward Island

The Effect of Residential School Experiences on My Identity. Monica Ittusarrjuaq, Nunavut Arctic College

Uqajjusiars: Gifts of Words of Encouragement. Naullay Arnaqqaq, Department of Culture, Language, Elders and Youth, Government of Nunavut

Achieving Goals in Child's Learning With Tunnganarniq. Nunia Qanatsiaq, Department of Education, Government of Nunavut

Decolonizing Cyberspace: Online Support for the Nunavut M.Ed. Alexander G. McNauley, University of Prince Edward Island

57.037. Making Sense of the Future: Accountability and New Routes to Certification. Division K - Teaching and Teacher Education; Paper Session Colorado Convention Center, Street Level, Room 610, 612
2:15 pm to 3:45 pm
Chair: Barbara L. Bales, University of Wisconsin - Milwaukee
Participants:
Aiming Higher: Presenting Experiences and Making Suggestions for Developing Teacher Education to Meet Future Challenges. Auli Toom, University of Helsinki; Helki Välder Kynaslahi, University of Helsinki; Leena Krohfoer, University of Helsinki; Riitta Jyrhämä, University of Helsinki; Reijo T. Byman, University of Helsinki; Katarina Stenberg, University of Helsinki; Katriina Jenni Johanna Maarunen, University of Helsinki; Pertti J. Kansanen, University of Helsinki

New High School Teachers and Accountability Ratings: A 5-Year Statewide Study. Cynthia Martinez-Garcia, Sam Houston State University; John R. Slate, Sam Houston State University

The Program Features of Alternative Certification Routes: Is There a Relationship to Whether New Teachers Feel Well Prepared to Teach? Ayana N. Kee, Harvard University

The Teach First Alternative Certification Program in England: Impact on Teacher Leadership and Classroom Practice. Daniel R. Muijs, University of Manchester; Christopher James Chapman, University of Manchester; Alison Collins, University of Manchester; Paul Armstrong, University of Manchester

Discussant: Ryan Keith Clark, University of Notre Dame

SIG Sessions

57.038. Resistance and Negotiation: Critical and Postfoundational Perspectives on Teaching in Linguistically Diverse Contexts. SIG-Bilingual Education Research; Symposium Colorado Convention Center, Street Level, Room 208
2:15 pm to 3:45 pm
Chairs:
Laura J. Handfield, Illinois State University
Lucinda Pease Alvarez, University of California - Santa Cruz

Participants:
Using Institutional Structures to Promote Educational Equity: A Critical Perspective. Sandra R. Schecter, York University, Canada
On Dangerous Ground: Bilingual Teachers of Bilingual Students in English-Only Schools, and the Daily Risks of Professional Judgment. Kirstin Ruth Bratt, The Pennsylvania State University; Touness Elboway, Lynn Public Schools

“English Is Here to Stay”: Negotiating Identities and Promoting Agency in Micro Language Policy in a Minority Language Community in Northwestern Mexico. Maria Rebeca Gutierrez Estrada, York University/University of Sonora

Collective Resistance Within an Authoritarian Context. Lucinda Pease Alvarez, University of California - Santa Cruz

Discussant: Richard Ruiz, The University of Arizona

57.039. Understanding Complex Ecologies: Indigenizing Caribbean and African Education. SIG-Caribbean and African Studies in Education; Invited Session Colorado Convention Center, Street Level, Room 608
2:15 pm to 3:45 pm
Chair: Dennis A. Conrad, State University of New York
Participants:
Joan O'Kei Oseiwa, Washington State University
Jonathan D. Jensen, University of the Witwatersrand
57.040. Contemporary Issues in Early Childhood: Critical Perspectives and Discussion of Five International Contexts. SIG-Critical Perspectives on Early Childhood Education; Symposium
Colorado Convention Center, Street Level, Room 101
2:15 pm to 3:45 pm
Chair: Nicola J. Yelland, The Hong Kong Institute of Education
Participants:
Issue 1, New Zealand: Constructions of Childhood National “Treasures”: The Aotearoa New Zealand Child. Judith Duncan, University of Canterbury
Issue 2, United Kingdom: Who Decides What Is “Problem” Behavior? Ontological In/Security and the Necessary “Other”. Elizabeth Mary Jones, Manchester Metropolitan University
Issue 4, Sweden: Shifting From a Linear and One-Dimensional to a Multidimensional and Rhizomatic Approach to Learning and Inclusion in Early Childhood Education. Hillevi Lenz Taguchi, Stockholm University
Discussant: Nicola J. Yelland, The Hong Kong Institute of Education

57.042. Cultural Variation in Advancing Sociocultural Theory: Equity From a Latin American CHAT Lens. SIG-Cultural Historical Research cosponsored with SIG-Hispanic Research Issues; Symposium
Colorado Convention Center, Street Level, Room 110
2:15 pm to 3:45 pm
Chair: Kris D. Gutierrez, University of Colorado - Boulder
Participants:
The Many Faces of CHAT: CAUTION! Unregulated Construction Zones. Pedro R. Portes, University of Georgia; Spencer Salas, University of North Carolina - Charlotte
Vygotisky in Community: Praxis in Discoordination. Margaret A. Gallego, San Diego State University; Olga A. Vasquez, University of California - San Diego
Addressing Diversity: Vygotsky and the Cultural Mediation of Thinking, Luiz C. Moll, The University of Arizona
The Historical Relevance of Vygotisky’s Work and Its Significance for Understandings of Subjectivity in Psychology. Fernando Luis Gonzalez Rey, University of Brasilia
Discussants:
Carl Ratner, Humboldt State University
Robert S. Rueda, University of Southern California

57.043. Dilemmas in Democratic Education. SIG-Democratic Citizenship in Education; Symposium
Colorado Convention Center, Street Level, Room 606
2:15 pm to 3:45 pm
Chair: Jennifer H. James, Kent State University
Participants:
Rethinking AP U.S. Government and Politics: Students’ Views On The Depth/Breadth Dilemma. Susan K. Mosborg, University of Washington; Walter C. Parker, University of Washington; John D. Brunsford, University of Washington; Nancy J. Yye, University of Washington; Natasha Merchant, University of Washington
Approach-Avoidance in Class Discussion: Tensions and the Negotiation of Classroom Authority. Judy Pace, University of San Francisco
Faith and Democratic (Teacher) Education: Dilemmas in Striving for Epistemological Sophistication. Jennifer H. James, Kent State University
Non Disclosure: A Case Study of Three Teachers. Louis M. Ganzler, University of Wisconsin
Evidence, Ethics, and Teacher Disclosure. Diana E. Hess, University of Wisconsin - Madison; Paula Mcnay, University of Wisconsin - Madison
Discussant: Keith C. Barton, Indiana University

57.044. Revisiting Ecological Contexts of Urban Children’s Play: Implications for Learning Literacy and Development. SIG-Early Education and Child Development; Symposium
Colorado Convention Center, Street Level, Room 602
2:15 pm to 3:45 pm
Chair: Diana T. Slaughter Defoe, University of Pennsylvania
Participants:
Using Play and Narrative to Promote Oral Language and Social Competence in Low-Income Preschoolers. Agelidi Nicopolopoulou, Lehigh University; Hande Ilgaz, Lehigh University; Carolyn Brockmeyer, Lehigh University; Kari S. Cortina, University of Michigan
Social Pretend Play, Social Competence, and Language Development Among Low-Income Latino Preschool Children. Alison Gallwey Wishard Guerra, University of California - San Diego; Linda Lee, California Polytechnic State University - San Luis Obispo; Carollee Howes, University of California - Los Angeles
The Arts and Education: New Conceptualizations and Possibilities for Students in Urban Settings. Vivian L. Gadsden, University of Pennsylvania
Discussants:
Eleanor Brown, West Chester University
Diana T. Slaughter Defoe, University of Pennsylvania

57.045. Citizenship, Place, and Public Participation in Ecological and Environmental Education. SIG-Ecological and Environmental Education; Paper Session
Colorado Convention Center, Street Level, Room 709
2:15 pm to 3:45 pm
Chair: Justin Dillon Dillon, Kings College, London
Participants:
Evaluating the Complex Ecology of Participation in Integrated Environmental Studies Programs in Ontario. Mary Catherine Breunig, Brock University; Constance L. Russell, Lakehead University
Public Participation in Scientific Research as a Tool for Ecological and Environmental Education. Heidi L. Ballard, University of California - Davis; Rick Bonney, Cornell Lab of Ornithology; Rebecca Jordan, Rutgers University; Ellen McCullie, Kings College, London; Tina Phillips, Cornell Lab of Ornithology; Jennifer Shirk, Cornell Lab of Ornithology; Candie Wilderman, Dickinson College / Alliance for Aquatic Resource Monitoring
Think Globally, Act Locally: The Complexity of Citizen Perspectives Around Local Environmental Contamination in Herculaneum, Missouri. Jill McNew, Washington University - St. Louis
Place-Based Education: From the Lens of Educators Using and Working at Outdoor Education Centers. Gabriel Roman Ayavvao, OISE/University of Toronto; Erminia G. Pedretti, OISE/University of Toronto
Discussant: Paul Hart, University of Regina
57.046. Diversity, Equity, and Informal Science Learning: New Data and New Directions. SIG-Informal Learning Environments Research; Symposium
Sheraton, Plaza Concourse Level, Governor’s Square 9
2:15 pm to 3:45 pm

Chairs:
Noah R. Feinstein, University of Wisconsin - Madison
Jrene Rahm, University of Montreal

Participants:
Equity in Informal Science Learning: Reconciling Research and Practice. 
Noah R. Feinstein, University of Wisconsin - Madison; David Meshoulam, University of Wisconsin - Madison

Issues of Equity and Diversity: Collaborative Imaginaries of Being and Becoming in and Beyond Science. Jrene Rahm, University of Montreal

Hybrid Participation in Science. Doris B. Ash, University of California - Santa Cruz; Thao Thanh Mai, University of California - Santa Cruz

The Cultural Diversity of Children's Extended Learning Pathways: Accounts of Life-Long, Life-Wide, and Life-Deep Learning. Philip L. Bell, University of Washington

Discussant: Angela Calabrese Barton, Michigan State University

57.047. Video in Teacher Education, Research, and Practice. SIG-Instructional Technology; Symposium
Sheraton, Plaza Concourse Level, Plaza Court 8
2:15 pm to 3:45 pm

Chair: Herbert P. Ginsburg, Teachers College, Columbia University

Participants:
Using Video Analysis to Promote Teachers’ Skills of Observation, Interpretation, and Thinking. Michael D. Preston, Columbia University

The Process of Change: Video Feedback in Varied Contexts. Peter Rich, Brigham Young University; Tonya Tripp, Brigham Young University

Transformation as a Matrix for Teacher Identity: A Framework for Helping Novice Teachers Develop Using Digital Video. Brendan D. Calandra, Georgia State University; Anton Pavurajah, Georgia State University

Production of Video Learning Objects by Graduate Assistant Instructors of a Professional Writing Course. Peter Fadde, Southern Illinois University; Patricia A. Sullivan, Purdue University

The Chilean Instructional Pattern for Opening Mathematics Lessons at Middle School: A Video Survey Study. David D. Preis, Pontifical Catholic University of Chile

Discussant: Herbert P. Ginsburg, Teachers College, Columbia University

57.048. Education as Pathway to Personal and National Development in China. SIG-International Studies; Symposium
Colorado Convention Center, Street Level, Room 604
2:15 pm to 3:45 pm

Chair: Vanessa Fong, Harvard University

Participants:
Reflections on “The Storytelling King”: Chinese Early-Childhood Educators’ Quest for Pedagogies That Promote the Development of Both the Child and the Nation. Yoh Hseuh, The University of Memphis; Joseph J. Tobin, Arizona State University

Why Chinese Youth Want to Study Abroad. Vanessa Fong, Harvard University

Modes of Mobility Explored: Youth Strategies for Escaping Poverty in Rural Northwest China. Jennifer Adams, Stanford University; Emily Hammond, University of Pennsylvania

Rural Girls’ Expectations and Aspirations: Three Pathways of Educational Access, Attainment, and Development. Heidi A. Ross, Indiana University; Lei Wang, Indiana University

Empowerment and Capabilities: Why Village Girls Scramble for Schooling. Vilna Seeberg, Kent State University

“A Ticket to Board on a Train to the City?” Rural Youth’s Shaking Belief in Formal Schooling. Jingjing Lou, Beloit College

57.049. Current Topics in Large-Scale Assessment. SIG-Large Scale Assessment; Paper Session
Sheraton, Plaza Concourse Level, Plaza Court 7
2:15 pm to 3:45 pm

Chair: Jennifer L. Kobrin, The College Board

Participants:
A Blended Standards-Assessment Alignment Approach. Andrea B. Martone, College of Saint Rose; Stephen G. Sireci, University of Massachusetts

An Examination of Linguistic Modifications on a Large-Scale Assessment. Laine Pencil Braddshaw, University of Georgia; Jie Lin, Pearson; Michael J. Young, Pearson; Kwang-Lee Chu, Pearson

Development and Validation of Alternate Science Performance-Level Descriptors. Mary A. Hansen, Robert Morris University; Steven R. Lyon, University of Pittsburgh; Peter W. Heh, University of Pittsburgh; Naomi K. Zigmund, University of Pittsburgh

Getting It “Better”: The Importance of Improving Background Questionnaires in International Large-Scale Assessment. David Joseph Rutkowski, Indiana University; Leslie Rutkowski, Indiana University

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

57.050. Special Topics in Higher-Education Law. SIG-Law and Education; Paper Session
Sheraton, Plaza Concourse Level, Plaza Court 2
2:15 pm to 3:45 pm

Chair: Mark A. Gooden, University of Texas - Austin

Participants:
Uncertain Status of Constitutional Protection for Individual Academic Freedom. Neal H. Hutchens, University of Kentucky

Dual Employment, Multiple Management: How Universities Use Litigation to Strategically Manage Conflicts of Interest. Mark Kavanaugh, University of Georgia

Examining Social Scientific Understanding of Judicial Impact Theory: Higher Education and Affirmative Action Court Decisions. Patricia Marín, University of California - Santa Barbara; Catherine L. Horn, University of Houston

Teachers, Sexual Orientation, and the Law in Canada: A Human-Rights Perspective. Elizabeth Jackson Meyer, Concordia University

Discussant: Karen L. Miksch, University of Minnesota

57.051. Investigating Nontraditional Learning Environments. SIG-Learning Environments; Paper Session
Colorado Convention Center, Street Level, Room 206
2:15 pm to 3:45 pm

Chair: Perry Den Brok, Eindhoven University of Technology

Participants:
Effectiveness of Mathematics Games: Learning Environment and Students’ Attitudes. Ernest Afari, Curtin University of Technology; Jill M. Aldridge, Curtin University of Technology; Barry J. Fraser, Curtin University of Technology; Myint Swe Khine, Emirates College for Advanced Education, United Arab Emirates

Field-Study Science Classrooms as Positive and Satisfying Learning Environments. Julien Marc Zaragoza, Broward County Public Schools - Florida; Barry J. Fraser, Curtin University of Technology

How Complex Is a Complex Environment? The Perspectives of Experts in Working Life. Pirkko Tellervo Hyvonen, University of Oulu, Finland; Nina Impiö, Project Manager, Sanna Jarvela, University of Oulu, Finland

Investigation of the Learning Environment in Higher- and Lower-Performing Education for a New Era School. Stephanie L. Knight, The Pennsylvania State University; Atmane Bihel, Qatar University

Investigating Third- Through Sixth-Grade Students’ Perceptions of School Library Learning Environments. Barbara Schultz-Jones, University of North Texas; Cynthia E. Ledbetter, University of Texas - Dallas

Discussant: Celia E. Johnson, Bradley University

57.052. Embodied and Enactive Approaches to Instruction: Implications and Innovations. SIG-Learning Sciences; Symposium
Sheraton, Plaza Concourse Level, Governor’s Square 14
2:15 pm to 3:45 pm

Chair: Douglas L. Holton, Utah State University

Participants:
Dar Abrahamson, University of California - Berkeley
Mark Howison, University of California - Berkeley
Robert Goldstone, Indiana University
David Landy, University of Richmond
57.053. Reflection Across Complex Leadership Ecologies. SIG-Learning and Teaching in Educational Leadership; Paper Session
Sheraton, Plaza Concourse Level, Governor’s Square 12
2:15 pm to 3:45 pm
Chair: William R. Black, University of South Florida
Participants:
Preservice Administrators’ Problem-Framing Ability: Seeing the Elephant as Part or Whole. Amy von Keyserling Scott, University of Virginia; Pamela D. Tucker, University of Virginia; Sara L. Dexter, University of Virginia
Are School Leaders Prepared to Reflect? Suzanne Schwarz McCoter; Montclair State University
The Development of Leader Self-Efficacy in the Complex Ecologies of Leading for Learning. Hanne B. Mawhinney, University of Maryland - College Park
Discussant: Arnold B. Denizig, Arizona State University

57.054. Innovations in the Use of Longitudinal Data Systems. SIG-Longitudinal Studies; Paper Session
Sheraton, Plaza Concourse Level, Plaza Court 6
2:15 pm to 3:45 pm
Chair: Marilyn M. Seastrom, National Center for Education Statistics
Participants:
From Birth to Workforce: Creating, Researching, and Maintaining a Statewide Integrated Longitudinal Data System. Shannon A. Lasserre-Cortez, University of Louisiana - Lafayette; Gary J. Asmus, University of Louisiana - Lafayette; Angel Blanchard, Picard Center for Child Development
A Longitudinal Cognitive Diagnostic Analysis of TIMSS. Hartono H. Tjo, Teachers College, Columbia University; Yoon Soo Park, Teachers College, Columbia University; Kyong Mi Choi, University of Iowa
Development of Student Inequality in Mathematics in Texas. Michael P. Murdie, University of Texas - Austin; Dhiru Bansal, University of Texas - Austin
Staying in Place but Losing Ground: Effects of Student Mobility on the Achievement of Non-Mobile Students. Lynne Sacks, Harvard University
Discussant: James R. Chromy, RTI International

57.055. Examining the Relation of Achievement Goal Orientation and Instructional Context. SIG-Motivation in Education; Paper Session
Colorado Convention Center, Street Level, Room 103
2:15 pm to 3:45 pm
Chair: Toni Komplinger Rogat, Rutgers University
Participants:
Achievement Goal Effects on Performance Under Low Versus High Challenge Conditions. Corwin Senko, SUNY - College at New Paltz; Amanda Marie Durik, Northern Illinois University; Lily Patel, Northern Illinois University; Chelsea Lovejoy, Northern Illinois University; David Valentin, Northern Illinois University
Achievement Goals and Culturally Responsive Teaching Predict Students’ Educational Outcomes and Feelings of Inclusion in School. Revaithy Kumar, University of Toledo; Stuart A. Karabenick, University of Michigan
Classroom Goal Structures as a Mediator in the Relationship Between Fear of Failure and Test Anxiety With Achievement Goals. John Hsu, Korea University
Goal Orientation and Performance in a Problem-Based Learning Environment. Cassandra M. Russell, University of Northern Colorado; Kevin J. Pugh, University of Northern Colorado
Toward an Integrated Construct of Mastery Goal Structures and Teacher Support. DeLeon Lavorn Gray, The Ohio State University - Columbus; Heather Sue Davson, The Ohio State University - Columbus; Julianne C. Turner, University of Notre Dame; Eric M. Anderman, The Ohio State University
Discussant: Lynley H. Anderman, The Ohio State University

57.056. Applied Techniques in Multiple Linear Regression and General Linear Models. SIG-Multiple Linear Regression: The General Linear Model; Paper Session
Colorado Convention Center, Street Level, Room 407
2:15 pm to 3:45 pm
Chair: Susan M. Trac, California State University - Fresno
Participants:
Comparing Cross-Validated Classification Accuracies for Predictor Subsets in Predictive Discriminant Analysis and Logistic Regression. Mary G. Lieberman, Florida Atlantic University; John D. Morris, Florida Atlantic University
Comparing OLS and HLM Models and the Questions They Answer: The Use of Person Vectors to Approximate Repeated-Measures HLM Models. David O. Newman, Cleveland State University; Isadore Newman, Florida International University; James A. Salzman, Ohio University
Validity of Residualized Dependent Variables After Pretest Covariance Corrections: Still the Same Variable? Kim Nimon, University of North Texas; Robin K. Henson, University of North Texas
Analyzing Longitudinal Data: Multilevel and Repeated Measures ANOVA Models. Kim Nimon, University of North Texas; J. Kyle Roberts, Southern Methodist University; Lindsey Martin, Southern Methodist University
Discussant: Isadore Newman, Florida International University

57.057. Shaping Education Policy: Power and Process. SIG-Politics of Education; Symposium
Sheraton, Plaza Concourse Level, Governor’s Square 10
2:15 pm to 3:45 pm
Chair: Lora A. Cohen-Vogel, Florida State University
Participants:
School Institutions and Their Governance: Fundamental Issues. Jane Hannaway, Urban Institute
Education as a Civic Good and Efforts to Improve the System. Robert L. Crosson, Vanderbilt University
Curriculum Politics and Educational Productivity. David N. Plank, Stanford University
The Politics of Reform: Looking to the Future of Education Policy. Dorothy Shippy, Baruch College - CUNY
Discussant: Bruce S. Cooper, Fordham University

57.058. Constructed Criticism: Fostering Reflective Practice in Preservice Teacher Candidates. SIG-Portfolios and Reflection in Teaching and Teacher Education; Paper Session
Colorado Convention Center, Street Level, Room 103
2:15 pm to 3:45 pm
Chair: Glenda C. Moss, Pacific University
Participants:
Phases of Reflective Practice: Using Blogs and Journaling to Improve Instructional Effectiveness. Barbara Rae Peterson, Austin Peay State University; Bonita Brustor, Austin Peay State University
Teachers' Portfolio Reflections: Expanding Our Understanding of Teachers’ Knowledge and Professional Development During Advanced Master’s Coursework. Rebecca K. Fox, George Mason University; Leah Schoenberg Muccio, George Mason University; Debbie L. Bergeron; Charles Stephen White, George Mason University
What Kinds of Strategies Do Higher-Education Teachers Adopt to Build a High-Stakes Assessment Portfolio? Leopold Puqay, UC/Louivain - University of Louvain; Catherine Van Nieuwenhoven, Catholic University - Louvain; Flor Campos, University of Louvain
Discussant: Carol Ann G. Gittens, Santa Clara University

57.059. Problem-Based Education: Research on Professional Development. SIG-Problem-Based Education; Paper Session
Colorado Convention Center, Street Level, Room 102
57.060. Conceptual and Theoretical Considerations in Qualitative Research. SIG-Qualitative Research; Paper Session
Colorado Convention Center, Street Level, Room 201
2:15 pm to 3:45 pm
Chair: James A. Bernauer, Robert Morris University
Participants:
Paradigmatic Multiplicity: Knowledge Born From Compliment and Contradiction. Ryan R. Poirier, Stayer University; Carzy E. Andrzejewski, Auburn University; Heather A. Davis, North Carolina State University
Owning Up to, and Accounting for, the Messiness in (Qualitative) Research Across National, Cultural, and Linguistic Borders. Eilane B. Rubinstein-Avila, The University of Arizona
A Post-Intentional Phenomenological Research Approach. Mark D. Vagle, University of Georgia

How Transcription Is Taken for Granted: An Analysis of Transcription in Doctoral Theses in Education. Christina R. Davidson, Central Queensland University; Teresa Moore, Central Queensland University

Discussant: Robert B. Donmoyer, University of San Diego

57.061. Beyond Brothers in Crisis: Critical Perspectives on Black Masculinity in Education. SIG-Research Focus on Black Education; Symposium
Colorado Convention Center, Street Level, Room 210
2:15 pm to 3:45 pm
Chair: Edward Brockenbrough, University of Rochester
Participants:
Black Queer Bodies and Masculine Anxiety in Urban Secondary Schools. Lance Trevor McCreary, OSUE/University of Toronto
Emasculations Blues: Black Male Teachers in Predominantly Female Workplaces. Edward Brockenbrough, University of Rochester
Educating Tomorrow’s Men: Perceived School Support, Negative Youth Experiences, and Bravado Attitudes in African American Adolescent Males. Michael Cunningham, Tulane University; Charles Corpore, Tulane University
“Performing Masculinity”: A Qualitative Examination of Adolescent African American Boys’ Responses to Gender Scripting. Lionel Howard, The George Washington University

Discussant: Adrienne D. Dixon, The Ohio State University

57.062. Mathematics Professional Development: Teaching, Teachers, and Administrators. SIG-Research in Mathematics Education; Paper Session
Colorado Convention Center, Street Level, Room 205
2:15 pm to 3:45 pm
Chair: Maria Lorelei Fernandez, Florida International University
Participants:
Making the Abstract Concrete in Mathematics Classes for Future Elementary Teachers. Raven S. McCrory, Michigan State University
Pedagogical Design Capacity for Teaching Elementary Mathematics: A Case of One Teacher’s Development. Tonia Jo Land, Iowa State University; Corey Drake, Iowa State University
Unraveling a Beginning Teacher’s Mathematical Practice: A Case of Connections in Service of Student Understanding. Rose M. Zbiek, The Pennsylvania State University; Susan A. Peters, University of Louisville
The Impact of Elementary Mathematics Coaches on Teachers’ Beliefs and Professional Activity. Patricia F. Campbell, University of Maryland; Nat N. Malhas, University of Maryland

Leadership Content Knowledge for Mathematics: A Large-Scale Investigation of School Administrators. Will J. Jordan, Temple University; Stephanie R. Miller, Temple University; Lynn T. Goldsmith, Education Development Center, Inc.; Kristen E. Reed, Education Development Center, Inc.

Discussant: Walter G. Secada, University of Miami

57.063. Technology, Media, and Popular Culture. SIG-Research in Reading and Literacy; Paper Session
Sheraton, Plaza Concourse Level, Governor’s Square 15
2:15 pm to 3:45 pm
Chair: James R. King, University of South Florida
Participants:
A Project of Possibilities: Using Performance and Positioning Theories to Trace the Multiple Literate Identities Students Enact During Filmmaking Composition. Deborah Kazduras, University of South Florida; James R. King, University of South Florida; Jenifer J. Schneider, University of South Florida; James Welsh, University of South Florida

The Effect of Using Blogs on College Students’ Reading Performance and Motivation. Hui-Yin Hsu, New York Institute of Technology; Shangkwei Wang, New York Institute of Technology

Release the Dragon: The Role of Popular Culture in Children’s Stories. Jennifer E. Urbach, University of Northern Colorado; Angela L. Eckhoff, Clemson University

Working on Understanding: Collaborative Reading Patterns on the Web. Carita Päävi Susanna Kilii, University of Jyväskylä; Leena Laurinen, University of Jyväskylä; Miika Marttunen, University of Jyväskylä

57.064. When Politics and Social Studies Teachers Meet in the Classroom. SIG-Research in Social Studies Education; Symposium
Colorado Convention Center, Street Level, Room 112
2:15 pm to 3:45 pm
Chair: Dianna L. Gahlsdorf Terrell, Boston College
Participants:
“Nobody Asked Us”: Exploring the Relationship Between History/Social Studies Teaching and the Massachusetts History Test. Dianna L. Gahlsdorf Terrell, Boston College

Continuously Uncertain Reform Effort: State-Mandated History and Social Science Curriculum and the Perceptions of Teachers. Christopher C. Martell, Boston University

Politics in the Classroom: Teacher Political Disclosure and the Teaching of the 2008 Election. Anthony J. Zavaglia, Boston University

Discussant: S. G. Grant, Binghamton University - SUNY

57.065. Searching for Transgressive Pedagogies: Race, Sexuality, Gender, and Consciousness in Curricular Interventions. SIG-Research on the Education of Asian and Pacific Americans; Symposium
Colorado Convention Center, Street Level, Room 707
2:15 pm to 3:45 pm
Chair: Roderick Davis-Magbual, University of San Francisco
Participants:
“Pinayist Pedagogy”: Critical Pedagogy in Action. Allyson Tintiangco-Cubales, San Francisco State University
The Making of Our Wave: Redefining Feminism With Young Women of Color. Jocyl Sacramento, San Francisco State University

“Teaching Pleasure With the Pain”: Sexual Literacy and Filipino American Studies. Raymond San Diego, San Francisco State University

Transformative Education: Imagining a Critical Pedagogy for Suburban Pinay Youth. Edward Curameng, San Francisco State University

Discussant: Patricia E. Halagao, University of Hawaii - Manoa
57.066. Strategic Alliances to Improve Instruction and Learning: A Pre-K-20 Partnership in Jackson, Mississippi. SIG-School/University Collaborative Research; Symposium Colorado Convention Center, Street Level, Room 712
2:15 pm to 3:45 pm
Chair: Vernay Mitchell-Mcknight, Academy for Educational Development
Participants:
Evaluation of the Mississippi Learning Institute. Lea Williams Rose, Academy for Educational Development
The Ecology of Partnership Collaboration: Implementation and Outcomes in the MLI Initiative. Nikisha G. Ware, Jackson State University
The Ecology of School-Based Coaching in the MLI Initiative. Kymyona C. Burk, Mississippi Learning Institute
Teacher Perceptions of Professional Development in the Mississippi Learning Institute Initiative. Theresa Green, Jackson Public Schools
A University’s Resolve for the Conventional Teacher Preparation Program. Rodney Washington, Jackson State University
Discussant: Pearl Strickland Pennington, Mississippi Institutions of Higher Learning

57.067. Science Teacher Professional Development. SIG-Science Teaching and Learning; Paper Session Sheraton, Plaza Concours Level, Governor’s Square 11
2:15 pm to 3:45 pm
Chair: John Settlage, University of Connecticut
Participants:
A Pedagogical Model for Ethical Inquiry Into Controversial Science Issues. Kathryn Jean Saunders, University of Waikato
How Professional Development Based on Educative Materials Affects Teacher Pedagogical Content Knowledge (PCK), Classroom Practice, and Student Achievement. Janet Carlson, Biological Sciences Curriculum Study; Julie Gess-Newsome, Northern Arizona University; April Lynn Gardner, Biological Sciences Curriculum Study; Christopher D. Wilson, Biological Sciences Curriculum Study; Molly A.M. Stohlzat, Biological Sciences Curriculum Study
Impact of Environmental Education Summer Science Institute on Teacher-Leader’s Content Knowledge and Pedagogy. Sherri L. Brown, University of Louisville
Discussant: Maria Varelas, University of Illinois - Chicago

57.068. Students’ Emotions as Predictors and Outcomes in Educational Research and Practice. SIG-Social and Emotional Learning; Symposium Colorado Convention Center, Street Level, Room 406
2:15 pm to 3:45 pm
Chairs: Anastasiya A. Lipnevich, ETS
Richard Dean Roberts, ETS
Participants:
Emotional Reactions Toward School Situations: Relationships With Academic Outcomes. Bobby Darius Naemi, ETS; Anastasiya A. Lipnevich, ETS; Jonas P. Bertling, University of Muenster; Carolyn Elizabeth MacCunn, ETS
Longitudinal Factor Analysis and Measurement Invariance of Reactions and Attitudes to Tests for Youths. Yan Zhou, University of Southern California; Megan Katharine France, James Madison University; John McArthur, University of Southern California
Ability Grouping of Gifted Students: Effects on Academic Self-Concept and Boredom. Thomas Goetz, University of Konstanz; Franzis Preckel, University of Trier; Anne Christiane Frenzel, University of Munich
The Effects of Differential Feedback on Students’ Positive and Negative Affect. Anastasiya A. Lipnevich, ETS; Jeffrey K. Smith, University of Otago, New Zealand
Self and Parent Situational Judgments of Emotion Management as Predictors of Academic Achievement. Carolyn Elizabeth MacCunn, ETS; Lijuan Wang, University of Notre Dame; Gerry Matthews, University of Cincinnati; Richard Dean Roberts, ETS
Discussant: Miroslava Malášková, Charles University

57.069. Reading and Written Language: New Approaches. SIG-Special Education Research; Paper Session Colorado Convention Center, Street Level, Room 204
2:15 pm to 3:45 pm
Chair: Janet S. Gaffney, University of Illinois - Urbana-Champaign
Participants:
Persuading Students With Emotional Disabilities to Write Fluently. Margo A. Mastropieri, George Mason University; Thomas E. Scruggs, George Mason University; Sara Mills, George Mason University; Yojanna Cuenca-Sanchez, George Mason University; Nancy Irby, George Mason University; Dannette Brounag, George Mason University; Catherine Thompson, George Mason University; Mary Guckert, George Mason University
Teaching Students With Learning Disabilities: Expository Text Comprehension Using Cognitive Strategy Instruction: The Quality of Evidence. Asha K. Jitendra, University of Minnesota; Meenakshi Gajria, St. Thomas Aquinas College; Clare Burgess, Lehigh University
What Instructional Modifications Should be Made to Enhance Learning-Disabled Students’ Expressive Writing Competence? Faye Antoniou, University of Crete; Katerina Papakonstantinou, University of Crete; Andri Lisandrou, University of Crete; Andriana Karagianni, University of Crete; Sizanu Padelliau, University of Thessaly; Georgios D. Sideridis, University of Crete
Reading Disabilities in Children: A Selective Meta-Analysis of the Cognitive Literature. Brenda D. Arellano, University of California - Riverside; Loan Tran, University of California - Riverside; H. Lee Swanson, University of California - Riverside
Discussant: Janette K. Klingner, University of Colorado - Boulder

57.070. State and Regional Educational Research Associations Distinguished Papers Session 4. SIG-State and Regional Educational Research Associations; Invited Session Sheraton, Plaza Concours Level, Plaza Court 5
2:15 pm to 3:45 pm
Chair: Harry L. Brown, Council on Occupational Education
Participant:
South Carolina Educators for Practical Use of Research, The Influence of Dual Enrollment Policy and Practice on College Student Persistence. Mark D’Amico, University of North Carolina - Charlotte; Grant B. Morgan, University of South Carolina
Discussants: Anthony J. Onwuegbuzie, Sam Houston State University; James R. Machell, Central Missouri State University

57.071. Complexities, Concerns, and Considerations in Fostering Parent Involvement and Family Literacy. SIG-Urban Learning, Teaching, and Research; Symposium Colorado Convention Center, Street Level, Room 405
2:15 pm to 3:45 pm
Chair: Stuart Greene, University of Notre Dame
Participants:
Flipping the Script: What We Can Learn From Parents About Parent Involvement. Stuart Greene, University of Notre Dame; Joyce Fleck Long, University of Notre Dame
Exploring Successful Reading: Following Urban Families Over Time. Catherine F. Compton-Lilly, University of Wisconsin - Madison
Descubriendo Historias/Uncovering Stories: Making Connections Among the Literacy Worlds of Latino Children. Rosario M. Orendez-Jasis, California State University - Fullerton; Susana Y. Flores, California State University - Fullerton
Discussant: Flora V. Rodríguez-Brown, University of Illinois - Chicago

Division and SIG Roundtables

57.072. Roundtable Session 39: Roundtable Session Colorado Convention Center, Lower Level, Korbel Ballroom 2
2:15 pm to 3:45 pm
57.072-1. Academic Identity Construction. Division G - Social Context of Education; Roundtable Session
Chair:
57.072-2. Addressing Privilege, Equity, and Race Through a Multicultural Lens. Division G - Social Context of Education; Roundtable Session

Chair: Joel H. Brown, San Diego State University

Participants:


It’s a Journey, Not a Destination: Understanding Complex Ecologies to Disentangle White Identity. Barbara J. Dray, University of Colorado - Denver; Peggy Hickman, Arcadia University

The White Hegemonic Alliance: Rethinking the Race-Class Dynamic Within the White Race. Ricky Lee Allen, University of New Mexico

African American and White Parents’ Discourses on Race and Education. Melanie Bertrand, University of California - Los Angeles


Chair: Yolanda Lopez

Participants:

Being Raced, Acting Racially: Multiracial College Students’ Representation of Their Racial Identity Choice. Michelle Montgomery, University of New Mexico

The University Race and Equity Dilemma: An Exploration of Diversity Policy and the Role of African American Studies as an Inclusive Space. Cheryl Ann Brown, Stanford University

Voices of the Oppressed in Higher Education: A Case Study of 2-Year Junior College Students in Taipei, Taiwan. Chen-Wei Chang, University of California - Los Angeles


57.072-4. Concepts, Contexts, and Practices: An Exploration of Writing Assessments and Approaches to Writing. SIG-Writing and Literacies; Roundtable Session

Chair: Debra Ann Myhill, University of Exeter

Participants:

Writing Assessment and Its Impact on Scorers. Sherry Seale Swain, National Writing Project; Paul G. Lemahieu, Hawaii State Department of Education; Melanie Sperling, University of California - Riverside; Sandra Murphy, University of California - Davis; Selamawit Fessehaie, University of California - Berkeley

Grammar for Writing? An Investigation Into the Impact of Meaning-Centered Grammar Teaching on Students’ Writing. Debra Ann Myhill, University of Exeter; Susan Mary Jones, University of Exeter

Millennial College Students’ Affect and Practices When Engaged in Academic and Nonacademic Writing. Ayshegul Musallam, University of Texas - Austin; Diane L. Schallert, University of Texas - Austin

Using Scale to Analyze the Effects of No Child Left Behind in and out of Language Arts Classrooms. Jessica C. Zacher, California State University - Long Beach

57.072-5. Critical Conversations, Race, Role, and Exclusion. Division G - Social Context of Education; Roundtable Session

Chair: Erin Castro, University of Illinois - Urbana-Champaign

Participants:

Roadblocks, Detours, and Thruways: Doctoral Student Reflections on Classroom Opportunities for Critical Conversations About Race. Lisa Elizabeth Wills, University of South Carolina; Ashlee A. Lewis, University of South Carolina; Brandi Wilson, University of South Carolina; Mary E. Earick, Plymouth State University; Catherine Lynne Packer, University of South Carolina; Michelle Jay, University of South Carolina

Situated Learning and Engagement Through Conflict Role Plays. Anna G. Shin, University of California - Los Angeles

The Overrepresentation of African American Students in School Exclusion: Toward an Exclusion as Social Interaction Framework. Kris M. De Pedro, University of Southern California

57.072-6. Current Challenges for Urban Youth. Division G - Social Context of Education; Roundtable Session

Chair: Adria R. Hoffman, Virginia Commonwealth University

Participants:

RISKING CHANGE: Portraits of Four Community-Based Educators Successfully Reaching and Teaching “High-Risk” Youth. Vajra M. Watson, University of California - Davis

Asian American Youth Taking Action in Their Education and Community. Judy W. Yu, Teachers College, Columbia University

A Social Network Analysis of Acting White: A Case Study of Somali Immigrant Working-Class Adolescents. Na’im H. Mydun, University of Minnesota; Meesung Lee, The Hong Kong Institute of Education; Mustafa Jumale, University of Minnesota

57.072-7. Educational Opportunities for College-Going. Division G - Social Context of Education; Roundtable Session

Chair: Ruth C. Slotnick, University of South Florida

Participants:


School Discipline Policies and College Readiness for Chicano Students. Brenda Valles, University of Utah

Toward a College-Going Pedagogy: Mexican Migrant Students and Educational Opportunity. R. Evelyn Gildersleeve, Iowa State University

57.072-8. Equity and Education. Division G - Social Context of Education; Roundtable Session

Chair: Enid Marie Rosario-Ramos, Northwestern University

Participants:

Ethics and Power in Education Research: Looking for Equity Across Research Contexts. P. Zitlali Morales, University of California - Los Angeles; Lilia D. Monzo, Chapman University

Tales From the Front Line: Teachers’ Responses to Somali Bantu Refugee Students in Their Classrooms. Kevin C. Roxas, University of Wyoming

Transforming Social Stratification Through English and Literacy Capital: A Case of Undocumented, Indigenous Honduran Immigrants. Shannon C. Reiterson, University of New Mexico

57.072-9. Equity and STEM. Division G - Social Context of Education; Roundtable Session

Chair: Indigo Esmonde, OISE/University of Toronto

Participants:

Developing Equity in the STEM Fields: What Does It Take to Succeed? Angela Marie Hodge, North Dakota State University; Christina D. Weber, North Dakota State University

The Science Achievement of Latino Youth: An Examination of Self-Appraisals, Educational Aspirations, and Home Context. Angela Blaver, Kennesaw State University

Identifying the Weakness of Identity as an Analytic Concept in Mathematics Education Research. Andrew Hatwun Chu, The Graduate Center - CUNY


57.072-10. Equity in the Classroom. Division G - Social Context of Education; Roundtable Session

Chair: Ann Mogush Mason, University of Minnesota

Participants:

Getting in on the Act: Rewriting the Script in an Urban Language Arts Classroom. Denise Ives, University of Massachusetts - Amherst

Reconceptualizing Diversity: Situated Learning With/In Multiple Discourses.
Margaret L. Hoody, Winona State University; Mary Hermes, University of Minnesota - Duluth

Tracking in Mathematics: A Reliance on the “Sixth Sense”. Anita Bright, George Mason University; Shelley Wong, George Mason University; Roger Sadanand Baskin, Fairfax County Public Schools; Gail Sue Kasun, University of Texas

Understanding Complex Social and Cultural Histories in a Changing World: Nationhood in a Diverse High School Socials Class. Ozelim Sensoy, Simon Fraser University; Kevin O’Neill, Simon Fraser University; Sheryl Guloy, Simon Fraser University; Raj Sanghera, Simon Fraser University

57.072-11. Equity, Access, and Information Technology. Division G - Social Context of Education; Roundtable Session

Chair: Chuck Jurich, University of New Mexico

Participants:
Improving Language, Using Technology and Impacting Educational Goals: A Summer Program for Migrant Students. Laura C. Brewer, Arizona State University; Sandra Sutton Andrews, Arizona State University; Angel Kay Jannasch-Pennell, Arizona State University; Samuel Digangi, Arizona State University; Alejandra Enriquez-Gonzalez, Arizona State University

The Role of Resources in Access to Basic Computer Courses for Adults. Debbie Gol, Indiana University

Effects of Socioeconomic Status on the ICT Profile of Young People. Jo Tondeur, Ghent University, Belgium; Ilse Simmaeae, Ghent University; Mieke Van Houtte, Ghent University; Johan Van Braak, Ghent University, Belgium

57.072-12. Family Influences and Education of Immigrant Children. Division G - Social Context of Education; Roundtable Session

Chair: Silvia Cecilia Nogueron, Arizona State University

Participants:
Sociocultural Dimension of New Immigrant Family Literacies: The Immigration Experiences and Cultural Archetypes. Ivy Hao Yin Hsieh, Sam Houston State University

The Influence of Parental Racial and Ethnic Socialization on the Perspectives and Practices of 1.5- and Second-Generation Caribbean American Middle School Students. Choonika Coleman, University of Pennsylvania

“More Than a New Country”: Effects of Immigration, Home Language, and School Mobility on Elementary Students’ Academic Growth. Orlena P. Broumes, OISE/University of Toronto; Ruth A. Childs, OISE/University of Toronto

Home Language, Immigrant Status, Socioeconomic Status, and Academic Achievement: Exploring Relationships Using PISA 2006. Todd Milford, University of Alberta; Shelley Paige Ross, University of Alberta

57.072-13. Family and Self-Beliefs in Home and School Language Development. Division G - Social Context of Education; Roundtable Session

Chair: Zeynep Zem SSR Isik-Ercan, Indiana University/Purdue University at Fort Wayne

Participants:
The Relationship Between Self-Concept and Proficiency in English and Home Language Among Asian Language Minority Students. Yung-Hui Chien, University of Michigan; Anthony Kenneth Tafic Francis, University of Michigan

Determinants of Home Language and English Proficiency Among the Children of Immigrants. Ratna Maya Magarati, University of Washington

Beliefs and Practices of Korean Parents About Their Children’s Language Development. Heekyung Han, University of Illinois - Urbana-Champaign

57.072-14. Minority-Serving Institutions. Division J - Postsecondary Education; Roundtable Session

Chair: Vickie L. Soggy, University of North Carolina - Greensboro

Participants:

The Ecology of a Chicana/Latina Research Collaborative at a Hispanic-Serving Institution. Lucilla D. Ek, University of Texas - San Antonio; Ilhana Alanis, University of Texas - San Antonio; Patricia Del Carmen Quijada, University of Texas - San Antonio; Mariela Arme Rodriguez, University of Texas - San Antonio

57.072-15. Reform Development From a Neo-Liberal Perspective: Can It Make a Difference? Division G - Social Context of Education; Roundtable Session

Chair: Amy Elizabeth Stich, University at Buffalo - SUNY

Participants:
Appropriating Confucius’ Conception of Lifelong Learning: Reconsidering Neo-Liberal Perspective. Kyung Hi Kim, Kyungnam University; Seong Yu Kim, KICE

Marketing Schools for a New Century: An Examination of Neoliberal Reform in New York City. Jessica Shiller, Lehman College - CUNY

The Development of Political Efficacy Through Civic Action in the Grassroots Creation of Charter Schools. Michael Glassman, The Ohio State University - Columbus; Ann M. Allen, The Ohio State University; Lisa Riegel, The Ohio State University


Chair: Cheryl E. Mattes-Padua, University of California - Los Angeles

Participants:
Collaborative Action Research: The Ecological Journey of Early Childhood Professors in China and the U.S. to Support Improved Rural Early Education. Candace Kaye, New Mexico State University; Xiaodong Zeng, Beijing Normal University

Entering the Teacher’s Mind: Teachers Learning to Use Clinical Interviews to Understand Students’ Mathematical Thinking. Mary Anne Heng, Nanyang Technological University, Singapore; Akhila Sudarshan, NIE, Singapore; Ban Har Yeap Ban Han; National Institute of Education, Nanyang Technological University

Multifaceted Aspects of Representation and Meaning Making: Key to Understanding the Multilevel Ecologies of Learning. Kuk-Sing Tang, University of Michigan

57.072-17. Success Stories at School and in the Community: Latino/a Students’ Strengths and Leadership. Division G - Social Context of Education; Roundtable Session

Chair: Mark Helmsing, Michigan State University

Participants:
Diaspora Processes and Additive Schooling: Building on the Strengths of Latino/a Students. Rosalie Rolon-Dow, University of Delaware

Positive Latino Youth Development: The Impact of Perceived Community Support on Latino Youth’s School Plans. Julio C. Cabrera, University of Minnesota; Michael C. Rodriguez, University of Minnesota

Latinas Taking the Lead: The Impact of a Leadership Intervention on the Leadership Behaviors and Self-Esteem of Latinx Girl Scouts. Marilyn M. Butler, San Houston State University; Beverly J. Iby, Sam Houston State University; Genevieve H. Brown, Sam Houston State University

57.072-18. Teaching, Learning, and Choosing Second Languages in Diverse Communities. Division G - Social Context of Education; Roundtable Session

Chair: Alejandro Sofia Albarran, California State University - Northridge

Participants:
Parental Motivation for Enrollment at a Spanish-English Two-Way Immersion Charter School. Erin Feinauer Whiting, Brigham Young University; Erika Feinauer, Brigham Young University

Viceversas de una Sola Dirección: Immigrant Experience in the ESL Classroom. Mary Catherine Nino, Stephen F Austin State University

Managing to Coexist: Two-Way Immersion and the English Strand. Martha Irene Martinez, University of Oregon


Chair: Shantelle K. Jenkins, University of North Carolina - Charlotte

Participants:
Invisibility and Silence: Korean American Students and Suburban Schools. Dwayne Coombs, University of Georgia; Hyo-Young Park, University of Georgia; Robert A. Fecho, University of Georgia

The Five E’s of Elite Schooling. Ruben Gazzambique-Fernandez, OISE/University of Toronto

“These Teachers Give Less Care”: The Interpersonal Roots of Student Defiance in Middle School Classrooms. Erendira Rueda, Vassar College
57.073. Roundtable Session 40: Roundtable Session
Colorado Convention Center, Street Level, Room 109, 111, 113
2:15 pm to 3:45 pm

57.073-1. A Closer Look at Private Education. SIG-Associates for Research on Private Education; Roundtable Session
Chair: Lyndon G. Forst, Andrews University
Participants: Forum Theater and Parables: A Qualitative Field Experiment in a Private, Parochial Secondary School. Dena Davis Freed, Arizona State University
Mar Ivanios: A Pedagogue of the Disenfranchised. Francis A. Samuel, Dowling College
Vision and Teacher Burnout in a Parochial School System. Josephine Esther Katenga, Andrews University; Yu-May Ho, Andrews University; Larry J. Burton, Andrews University

Chair: Nancy M. Brown, Oakland University
Participants: “I’d Never Do That!” “I Can’t Believe I’m Saying This!” A Self-Study of Administrative Practices in Teacher Education. Deborah L. Tidwell, University of Northern Iowa; Melissa L. Heston, University of Northern Iowa
Living an Ethic of Care in a College of Education. Mary P. Manke, University of Wisconsin - River Falls
The Absence-Presence of Emotion in Teaching About Teaching. Michelle Ann Reidel, Georgia Southern University; Tasar Bodur, Georgia Southern University
When Students Know More: Technology and “Two-Way” Constructivism in a Course on Diversity. Kevin G. Bazmadjian, Quinnipiac University

57.073-3. Indigenous Peoples of the Americas SIG-Sponsored Special Topics. SIG-Indigenous Peoples of the Americas cosponsored with Division B - Curriculum Studies; Roundtable Session
Chair: Dolores Calderon, University of Utah
Participants: Home-Going as a Strategy for Success Among Haudenosaunee College Students. Stephanie J. Waterman, University of Rochester
Identity as an Analytic Tool in Math Education Research for Indigenous Students. Belin Manuel Tsinnajinnie, The University of Arizona
Mainstream Systems Within Indigenous School Organizations. Mark Aquash, University of British Columbia

57.073-4. Networks and Doctoral Student Success. SIG-Doctoral Education across the Disciplines; Roundtable Session
Participants: Understanding the Impact of Familial Tradition, or Lack Thereof? A Case Study of African American Doctoral Student Success at Howard University. Pamela Felder Felder, Teachers College, Columbia University; Steve D. Mohley, Jr., University of Maryland - College Park
Socialization of Doctoral Students in Five Disciplines: The Faculty Perspective. Susan K. Gardner, University of Maine
The Feminization of a Discipline: Masculinity in Doctoral Education. Margaret W. Sallee, The University of Tennessee
Developing Stewards: Professional Identity Development in Doctoral Education. Erin D Crede, Virginia Polytechnic Institute and State University; Megan Armbruster, Virginia Polytechnic Institute and State University; Stephen Biscotte, Virginia Polytechnic Institute and State University; Kerry Potter, Virginia Polytechnic Institute and State University; Jenny Watson, Virginia Polytechnic Institute and State University; Sharon Williams, Virginia Polytechnic Institute and State University; Penny L. Burge, Virginia Polytechnic Institute and State University

57.073-5. Practices and Policies in Home-School-Community Relations. SIG-Family, School, Community Partnerships; Roundtable Session
Chair: Lauri Johnson, Boston College
Participants: Conflicting Agendas? The Impact of NCLB and IES on Parent/Family Involvement in Schools. Cheryl T. Desmond, Millersville University
School Counselor Practices of School-Family-Community Collaboration. Dana C. Griffin, University of North Carolina - Chapel Hill; Sam Steen, The George Washington University
Key Processes for Developing School District and Local Business Partnerships: The Influential Role of Leadership. Jeffrey V. Bennett, The University of Arizona

57.073-6. Roundtable 4. SIG-Workplace Learning; Roundtable Session
Chair: John M. Dirks, Michigan State University
Participants: Flexible Goal Adjustment or Tenacious Goal Pursuit: How Students Cope With Critical Situations During Their Professional Learning. Susanne Weber, University of Munich; Sandra Trost, University of Munich
Fostering Reflective Practices Through the Affordance of Reflective Space. Jenny, Wei Kong Chua, Singapore Workforce Development Agency; Soon Joo Gog, Singapore Workforce Development Agency
The Importance of a Self-Directed Learning Orientation in Part-Time Vocational Education. David Gijbels, University of Antwerp; Isabel Raedonk, University of Leiden; Dries Verweecken, Free University of Berlin

57.073-7. Roundtable 6. SIG-Workplace Learning; Roundtable Session
Chair: David John Guille, Institute of Education - London
Participants: Technician-Level Recruitment in Banking, Engineering, and Chemicals: Case Studies From Germany, England, and Switzerland. Ute Hippach-Schneider, Federal Institute for Vocational Education and Training; Tanja Weigel, Federal Institute for Vocational Training (BBiB); Alan John Brown, University of Warwick; Philipp Gonon, University of Zurich
Formal Learning in the Workplace: Exploring SMEs in England. Laura Christine Engel, The George Washington University; John Holford, University of Nottingham

57.074. Roundtable Session 41; Roundtable Session
Sheraton, Tower Mezzanine Level, Grand Ballroom Section 2
2:15 pm to 3:45 pm

57.074-1. Conditions and Tools For and Against Conviviality. SIG-Ivan Illich; Roundtable Session
Chair: Maylan A. Dunn-Kenney, Northern Illinois University
Participants: Industrial Tools Versus Convivial Tools and Their Relationship to Curricula Within a Global Ecology, or “Beware of Industrialists Bearing Gifts.” Lynda George, Central Connecticut State University
Ranciere, Illich, and Schoolmentors Rather Than Schoolmasters. Garrett Delavan, University of Utah
Wringing the Neck of the Swan: Second-Language Learning as a Tool for Conviviality. Kristin Dillman Jones, University of Illinois - Chicago

57.074-2. Innovations of Online Learning in K-12 Schools and Teacher Education. SIG-Online Teaching and Learning; Roundtable Session
Chair: Dave L. Edyburn, University of Wisconsin - Milwaukee
Participants: A Theory-Based Needs Analysis Approach in the Design of an Online Master’s Program. Yusemin Demiraslan, Iowa State University; Evrim Baran, Iowa State University; Ann D. Thompson, Iowa State University
Success in Online High School Biology: Factors Influencing Student Academic Performance. Feng Liu, University of Florida; Cathy Cavanaugh, University of Northern Iowa
Student Perceptions of Electronic Portfolio Integration in the Online Learning Environment. Doris U. Bolliger, University of Wyoming; Craig Erschel Shepherd, University of Wyoming

57.074-3. Latent Growth and Nonlinear Models in Structural Equation Modeling. SIG-Structural Equation Modeling; Roundtable Session
Chair: Weihua Fan, University of Houston
Participants:
57.074-4. Reflective Thinking, Democracy, and the Curriculum. SIG-John Dewey Society; Roundtable Session
Chair: Terri S. Wilson, Teachers College, Columbia University
Participants: Deweyan Democracy and School Mathematics. Kurt Stenhuizen, Virginia Commonwealth University
Narrating the Test: Exploring the Singularity of Multiple-Choice History Exams. Gabriel Aaron Reich, Virginia Commonwealth University
Science, Reflective Thought, and Democracy. Eric Brede, University of Virginia Language Arts, Democracy, and Popular Art. Nakia S. Pope, Winthrop University

57.074-5. Research on Leadership for Instructional Improvement: In Search of Effective and Sustainable Practices. Division A - Administration Organization & Leadership; Roundtable Session
Chair: Theresa Y. Austin, University of Massachusetts - Amherst
Participants: District Improvement Through Systemic Sustained Change: Keys to All Schools Achieving AYP. Gene E. Hall, University of Nevada - Las Vegas; Michael Robison, University of Nevada - Las Vegas
Evidence-Based Practice: Integrating Research Knowledge, Local Knowledge, and Professional Judgment. Leanne Kalleymeyn, Loyola University Chicago
The Use of Standards in Developing Teacher Leaders as Instructional Leaders. Lisa D. Hobson, Prairie View A&M University; Reginald L. Green, The University of Memphis; Bernadine Duncan, Prairie View A&M University
Music Educators’ Ethical Awareness and Students’ Sense of Belonging and Academic Achievement: Implications for Leadership and Learning. Joan M.A. Simonis, Bowling Green State University
The Primary Researchers Program: Fostering Science Learning in Primary School Networks. Joerg Ramseger, Freie Universitaet - Berlin

57.074-6. School-Level Programs and School Community. Division A - Administration Organization & Leadership; Roundtable Session
Chair: Andrea Evans, Northern Illinois University
Participants: A Discourse Analysis of Strategic Planning for School Improvement: Leadership Challenges and Possibilities. David Mandel, The University of Arizona; Tiffany McKee, The University of Arizona; Rose M. Yilmaz, The University of Arizona
Designing a Small School for a Large School District: Bringing 20 Years of Experience to a New International Studies Program. Olivia D. Slotta, Curriculum Design Consulting; Karen Fernandez, Denver Public Schools
Getting Students in Versus Getting Done: School Organization of the Counselor Role and Its Implications in a High School Choice Process. Clarisse Haxton, University of Pennsylvania
The Effect of School Culture on Science Education at an Ideologically Innovative Elementary Magnet School. Lori T. Mier, East Tennessee State University
Is Smaller the Better? Leveraging Student Performance Through Creating Small Learning Communities. Annie Woo, Education Northwest; Roy Kruger, Northwest Regional Educational Laboratory

57.074-7. Systemic Approaches to Educational Data Use. Division A - Administration Organization & Leadership; Roundtable Session
Chair: Jeff Wayman, University of Texas - Austin
Participants: Tight and/or Loose Coupling? An Examination of School System Approaches to Data-Driven Decision Making. Amanda L. Datnow, University of California - San Diego; Vicki Park, University of California - San Diego
The Data-Informed District: A Systemic Approach to Educational Data Use. Jeff Wayman, University of Texas - Austin; Vincent Cho, University of Texas - Austin; Jo Beth Jamerson, University of Texas - Austin; Virginia Walker Snoedgras Rangel, University of Texas - Austin
The Potential of Data Systems in Education to Become Knowledge Management Systems. Jonathan A. Saporitz, University of Pennsylvania; Lisa Merrill
The Role of Data in Two Successful, Reliability-Focused School District Improvement Efforts. Samuel C. Stringfield, University of Louisville; Eugene Carl Schaffer, University of Maryland Baltimore County; David Reynolds, University of Plymouth

Chair: Eric M. Edsinger, University of Delaware
Participants: A Content Analysis Method to Measure Critical Thinking on Asynchronous Discuss Forum Interface: Flat-Structured Versus Threaded Discussions. Chih-Hsiung Tu, Northern Arizona University; Cherng-Jyh Yen, Old Dominion University; J. Michael Blocher, Northern Arizona University; Shadow William Jon Arnfield, Northern Arizona University; Laura Sujo-Montes, Northern Arizona University
Determining Effective Media Use and Content Organization for Online Boating Education Courses. Joel L. Moore, University of Missouri - Columbia; Weichao Chen; Gail Kulp, National Association of State Boating Law Administrators
Optimizing Student Learning Outcomes: A Comparative Study of On-Site, Virtual, and Remote Laboratories in Electrical Engineering. Jessica Li, University of North Texas; Shengli Fu, University of North Texas
Research in Mathematics Instructional Technology: Current Trends and Future Demands. Robert N. Ronau, University of Louisville; Christopher R. Rakes, University of Louisville; Margaret L. Niess, Oregon State University

57.074-9. Teacher Education and Narrative. SIG-Narrative Research; Roundtable Session
Chair: Dixie K. Keyes, Arkansas State University
Participants: Inspiring Learning via Teacher Narratives. Rosa T. Chiu-Ching, The Hong Kong Institute of Education; Esther Y. Chan, The Hong Kong Institute of Education
Self-Identity and Knowledge: Narrating Teacher Development in a Multiliteracies English Classroom. Laura Hogge, GISE/University of Toronto
Action and Narrative: Hannah Arendt and Teacher Narratives of Experience. Carrie Ann Barnes Rogers, University of Minnesota

57.074-10. Teachers’ Perceptions of Effective Leadership. Division A - Administration Organization & Leadership; Roundtable Session
Chair: Bernard Oliver, University of Florida
Participants: How Accurate a Snapshot? The Validity of Annual Surveys to Measure Principals’ Practices. Jason Hoff, Vanderbilt University; Eric M. Gamburn, University of Wisconsin; Ellen B. Goldberg, Vanderbilt University; Henry May, University of Pennsylvania
Teachers’ Perceptions of the Leadership Styles of Their Principals. Laxley William Rodney, Prairie View A&M University; Valerie A. Brown, Howard University
The Effect of Procedural Justice in the Relationship Between Charismatic Leadership and Feedback Reactions in Teacher Evaluation. Melissa Andrea Tuyens, Ghent University - Belgium; Geert Devos, Ghent University - Belgium
Life at the Receiving End of Someone Else’s School Reform Idea: Implications for Professional Learning Community Development. James H. Nehring, University of Massachusetts - Lowell; Gray Fitzsimons, University of Massachusetts - Lowell
Evidence That Demands a Theory and Presents a Leadership Challenge. Melissa Andrea Tuyens, Ghent University - Belgium; Geert Devos, Ghent University - Belgium
Facilitating Academic Learning by Promoting Ethnic Identity Development through Curricula and Pedagogy. Andre J. Branch, San Diego State University

57.074-11. Teaching Educational Psychology: New Developments. SIG-Teaching Educational Psychology; Roundtable Session
Chair: Sandra A. Deemer, Millersville University
Participants:

The Effects of Metacognition and Concrete Encoding Strategies on Depth of Understanding in Educational Psychology. Paul Eggen, University of North Florida; Suzanne Schellenberg, University of North Florida; Meiko Negishi, University of North Florida

Teaching Educational Psychology in an Educational Leadership Doctoral Program. Michael P. Verdi, California State University - San Bernardino; Mark Argujo; California State University - San Bernardino; Deborah E. Sine, California State University - San Bernardino

57.074-12. The Design Process and Articulating Design. SIG-Design and Technology; Roundtable Session

Chair:
Mahnaz Moallem, University of North Carolina - Wilmington

Participants:
Assessing Designers' Reflective Thinking in Solving Design Problems: A Survey Study. Yi-Chun Hong, University of Georgia; Ilsoon Choi, University of Georgia

Design Education and Design Character: Perceptions and Values Among Practitioners and Instructors in the Field of Educational Technology. Elizabeth Boling, Indiana University; Kennon M. Smith, Indiana University - Bloomington; Wylie V. Easterling, Indiana University; Nilufar Korkmaz, Indiana University; Patricia L. Hardre, University of Oklahoma; Tiffany Anne Roman, Indiana University - Bloomington; Feng-Ru Sheu, Indiana University

Design Judgment in Instructional Design: Toward an Understanding of What It Really Takes to Design. Nilufar Korkmaz, Indiana University; Elizabeth Boling, Indiana University

57.074-13. The Effects of Teacher Professional Development on Student Achievement Outcomes. Division H - Research, Evaluation, and Assessment in Schools; Roundtable Session

Chair:
Karen Elizabeth Banks, Data Detectives

Participants:
Coaching (and) Commitment: Linking Ongoing Professional Development, Quality Teaching, and Student Outcomes. Janet Helmer, Charles Darwin University; Jennifer R. Wolgemuth, Charles Darwin University; Claire Bartlett, Charles Darwin University; Tess Lea, Charles Darwin University; Susan Emmett, Charles Darwin University

Quantifying Science Teacher Professional Development: Developing an Evaluation Model for a Teacher Research Academy Partnership. Kira Luna, University of New Mexico; George Sella, University of California - Davis; Socorro Shields, University of California - Davis; Caroline Ann Ramirez, University of California - Davis

The Creation of a Cohort of Teacher Researchers. Jon Saderholm, Berea College

Using a Teacher Learning Community to Explore the Impact of Formative Assessment on Children's Reading. Zita Lysaght, St. Patrick's College; Michael O'Leary, St. Patrick's College

57.074-14. The Impact of High-Stakes Accountability on the Whole Child. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session

Chair:
Paul Favaro, Peel District School Board and York University, Ontario

Participants:
A Study of Students Failing the Texas Assessment of Knowledge and Skills: Some Children Are Left Behind. Augustina Reyes, University of Houston; Deb Carruthers, University of Houston

Comparing AMAO Growth Models' Impact on District Identification. H. Gary Cook, University of Wisconsin

Differential Impact of High-Stakes Testing and Test-Based Retention Policy on Student Academic Improvement in Early Grades. Yihua Hong, University of Toronto; Guangde Hong, University of Chicago

The Future of No Child Left Behind: What Does It Mean for Schools for the Deaf?. Stephanie W. Cawthon, University of Texas - Austin

57.074-15. Transformational and Social Aspects of Distributed Leadership for School Improvement. Division A - Administration Organization & Leadership; Roundtable Session

Chair:
Ken E. Martin, University of Cincinnati

Participants:
Distributed Leadership, Teacher Morale, and Teacher Enthusiasm: Unraveling the Leadership Pathways to School Success. Bruce L. Sheppard, Memorial University - Newfoundland; Noel Hurley, Avalon West School Board - Canada; David Dibbon, Memorial University - Newfoundland

Leading and Interacting for Learning: A Social Capital Perspective on Professional Literacy Communities. Yi-Hwa Liao, University of Wisconsin - Madison

Transformational Leadership, Teachers' Commitment to Change, and Effective Schools' Characteristics. A Structural Equation Model. Matthew L. Winner, Azusa Pacific University


Distributed Leadership and Decision Making in High School Conversions. Catherine A. Wallach, University of Washington

57.074-16. Who's in Charge? The Leadership of Superintendents, Principals, Teacher Leaders, and Reform Coaches in One Initiative to Decentralize Urban Schools. Division A - Administration Organization & Leadership, Roundtable Session

Chair:
Luis Alberto Huerta, Teachers College, Columbia University

Participants:
Autonomy for Struggling Schools: Redefining the District-School Relationship. Anysia P. Mayer, University of Connecticut; Casey D. Cobb, University of Connecticut

Do Decentralized Schools Distribute Leadership? Teacher Leadership Within the Together Initiative. Morgaen L. Donaldson, University of Connecticut; Jason G. Irizarry, University of Connecticut; Richard W. Lemons, University of Connecticut

On the Front Line: Complexities of Promoting School Reform Through the Eyes of Urban Principals. Marlon C. James, University of Connecticut; Shuang T. Tucker; University of Connecticut

Coaching for Change: The Challenges and Prospects of School-Based Coaching for Urban School Renewal. Richard W. Lemons, University of Connecticut; Casey D. Cobb, University of Connecticut

Division SIG Posters

57.075. Poster Session 13; Poster Session Colorado Convention Center, Lower Level, Korbel Ballroom 3
2:15 pm to 3:45 pm

57.075-1. Accountability Policy (Division L, Section 5) Poster Session. Division L - Educational Policy and Politics; Poster Session

Posters:
1. A GIS Analysis of the Achievement Gap for Socioeconomically Disadvantaged Students in Arkansas From 2003 to 2008. Kening Wang, University of Arkansas; Sean W. Mulvenon, University of Arkansas; Yanling Xia


3. Academic Performance of Immigrants in American Public Schools. Jian Gao, Florida State University; Thomas F. Luschei, Florida State University


6. Results From the Growth Model Pilot Project Under NCLB. Thomas B. Hoffer, National Opinion Research Center, Andrew L. Abrams, U.S. Department of Education; Eric Hedges, University of Chicago; Kevin L. Brown, University of Chicago; Marie L. Halverson, University of Chicago

7. State High School Math and Science Course Graduation Requirements and Education and Labor Market Outcomes. Ursula Y. Johnson, University of North Texas; Abraham David Benavidas, University of North Texas


57.075-2. Adult Education and Development. SIG-Adult Literacy and Adult Education; Poster Session

Posters:
10. Adult Students’ Motivation in Pursuing Their High School Education. Katie Moulton, University of Southern California
11. Assessing Readiness for Lifelong Learning: Volunteers to a 4-H Youth Development Program. Kenneth Kang, Louisiana State University; Kristanna L. MacIntosh, Louisiana State University
12. Competence at Work: Can Competency-Based Training and Assessment Achieve It? Hui Ying Angeline Lim, Singapore Workforce Development Agency; Howe Song Patrick Goh, Tourism Management Institute of Singapore
13. Exploration of GED Students in Higher-Education Institutions. Pilar Erin McKay, University of California - Los Angeles
14. Reading for Meaning: The Role of Vocabulary Skill, Comprehension, and the Flexibility of Working Memory. Kari-An M. Ediger; University of Minnesota; Wendy Johnson, University of Minnesota; Tom Bouchard, University of Minnesota; S. Jay Samuel, University of Minnesota

57.075-3. Chances and Challenges of Buddhist Education: Master Sheng Yen and CHIBS. SIG-Religion and Education; Poster Session

Poster:
15. Chances and Challenges of Buddhist Education: Master Sheng Yen and CHIBS. Chang Hui Shi, Chung-Hwa Institute of Buddhist Studies; Wen-Ren Liu, The Chung Hwa Institute of Buddhist Study

57.075-4. Curriculum, Testing, and Instructional Practice (Division L, Section 3) Poster Session. Division L - Educational Policy and Politics; Poster Session

Posters:
17. Unintended Consequences of Middle School Organization: Curricula, Classroom, and Community Influences on Student Achievement. Nicole L. Thompson, University of Illinois - Urbana-Champaign; Xiaoming Liao, University of North Carolina - Greensboro; John T. Willse, University of North Carolina - Greensboro; Frank Rijmen, ETS; Mighty Kevin, ETS; Sung-Hyuck Lee, ACT, Inc.
18. Do Cognitive Models Consistently Show Good Model-Data-Fit for Students at Different Ability Levels? Andrea Gottman, University of Alberta; Mary Roduta Roberts, University of Alberta
19. Implication of Gain-Size Mis specification of Q Matrix in DCMs. Zhai Shu, University of North Carolina - Greensboro; John T. Willse, University of North Carolina - Greensboro
20. Latent Profile Analysis of Reading Skills: Synergy of an Exploratory and Confirmatory Approach to Person-Centered Modeling. Cody Ding, University of Missouri - St. Louis
21. Parallel Test Forms for Diagnostic Purposes. Fang Chen Chen, University of North Carolina - Greensboro; Xinhua Wang, University of North Carolina - Greensboro
22. Profile Analysis via MDS With P-P Plot Graphical Interpretation of ACT Subscores. John N. Denbleyker, University of Iowa
23. Comparison of the Classification Accuracy of Subscale Score Estimation Methods. Chingwei D. Shin; Pearson; Yuhmei Chien; Pearson

57.075-5. Diagnostics: Classification and Feedback Using Cognitive Models, Profile Analysis, and Subscores. Division D - Measurement and Research Methodology; Poster Session

Posters:
18. A Comparison of Subscore Reporting Approaches on Dichotomous Items. Yanxuan Qu, ETS; Jianbing Fu, ETS; Li Xiong Gu, ETS; Frank Rijmen, ETS
19. Demonstrating the Feasibility of Retrofitting a Cognitive Diagnosis Model to a Large-Scale IRT Assessment. Alan Huebner, ACT, Inc.; Chun Wang, University of Iowa; Urbana-Champaign; Xiayong Wang, ACT, Inc.; Sung-Hyuck Lee, ACT, Inc.
20. Do Cognitive Models Consistently Show Good Model-Data-Fit for Students at Different Ability Levels? Andrea Gottman, University of Alberta; Mary Roduta Roberts, University of Alberta
21. Implication of Gain-Size Mis specification of Q Matrix in DCMs. Zhai Shu, University of North Carolina - Greensboro; John T. Willse, University of North Carolina - Greensboro
22. Latent Profile Analysis of Reading Skills: Synergy of an Exploratory and Confirmatory Approach to Person-Centered Modeling. Cody Ding, University of Missouri - St. Louis
23. Parallel Test Forms for Diagnostic Purposes. Fang Chen Chen, University of North Carolina - Greensboro; Xinhua Wang, University of North Carolina - Greensboro
24. Profile Analysis via MDS With P-P Plot Graphical Interpretation of ACT Subscores. John N. Denbleyker, University of Iowa
25. Comparison of the Classification Accuracy of Subscale Score Estimation Methods. Chingwei D. Shin; Pearson; Yuhmei Chien; Pearson

57.075-6. Division D, Section 2 Poster Session: Statistical Theory and Quantitative Methods. Division D - Measurement and Research Methodology; Poster Session

Posters:
27. Hierarchical Bayesian ROC Analysis on Diagnostic Testing in Career Assessment. Qiu Wang, Michigan State University; Matthew Diemer, Michigan State University
28. Incorporating Student Mobility in Achievement Growth Modeling: A Cross-Classified, Multiple-Membership Growth Curve Model. Matthew William Grady, University of Texas - Austin; Susan Natasha Beretvas, University of Texas - Austin
32. Reporting Results and Appropriate Alpha Levels in Multiple Regression. Winona M. Burt, University of Houston - Clear Lake; Jermaine T. Vese, University of Texas - San Antonio; Antoinette D. Strover, University of Iowa; Kyndra Violetta Middleton, Howard University
33. The Effect of a Covariate on Standard Error and Confidence Interval Width. Xiaofeng Stevin Liu, University of South Carolina
34. The Implications of Different Multiple Imputation Methods With Multilevel Data. Christopher M Swooboda, University of Wisconsin - Madison; Jee-Seon Kim, University of Wisconsin - Madison
35. Using Microanalytical Simulation Methods in Educational Research: An Exploratory Study. Toni A. Sondergeld, Bowling Green State University; Svetlana A. Beltyukova, University of Toledo; Christine M. Fox, University of Toledo; Gregory E. Stone, University of Toledo

57.075-7. International Policy and Politics (Division L, Section 7) Poster Session. Division L - Educational Policy and Politics; Poster Session

Poster:
36. México’s Educational Reform and the Production of an Empty Curriculum: A Case Study in a Middle School Classroom. Zulma Y. Mendez, University of Texas - El Paso

57.075-8. Issues Spanning the Spectrum of Family-School Partnerships. SIG-Family, School, Community Partnerships; Poster Session

Posters:
37. Development of Effective Partnership With CLD Families: From Special Education Teachers and Chinese American Parents' Perspectives. Szu-Yin Chu, University of Texas - Austin
38. How Do Teachers Use Parent Knowledge in Their Curriculum? Bryce A. Jacobs, National PTA
39. Parental Involvement at School and Children’s Academic Growth: A Comparison Between Caucasian and Asian American Families. Sara Rattanasithy, OISE/University of Toronto; Bing Yu, University of Toronto
40. Parental Involvement: An Analysis of Shifts in Parenting Advice. Sanne A. Ahlberg, The University of Kansas
41. Parents’ Roles in K-12 Education: Perspectives From Science and Engineering Education Research. Juyeon Yun, Purdue University; Monica Elaine Cordella, Purdue University; Senay Purzer, Purdue University

57.075-9. Legal, Judicial, and Intergovernmental Issues (Division L, Section 2) Poster Session. Division L - Educational Policy and Politics; Poster Session
Poster:
42. Spanning Boundaries and Negotiating Barriers: P-16 Legislation and Policy. Francesca T. Durand, University at Albany - SUNY

57.075-10. Market-Based Reforms and Fiscal Issues (Division L, Section 4) Poster Session. Division L - Educational Policy and Politics; Poster Session

Posters:
43. Does School Spending Matter? Financial and Nonfinancial Determinants of 11th-Grade State Test Scores in Mathematics and Reading. Ning Rui, Research for Better Schools; F. Joseph Merlino, La Salle University; Jill M. Feldman, Research for Better Schools; R. Lorriane Bernotsky, West Chester University; Deborah Pomeroy, Arcadia University
44. The Social Networks of Charter School Stakeholders: Introducing a Network Framework and Its Implications for Education Innovation. June Ahn, University of Southern California; Andrew McEachin, University of Southern California
Monday Afternoon, May 3, 2010

California

Poster:

57.075-12. Politics and Governance (Division L, Section 1) Poster Session.
Division L - Educational Policy and Politics; Poster Session
Posters:
47. A Study on Curriculum and the Exercise of Power: Taking the Revision of the Senior High School History Curriculum Guidelines as an Example. Ching-Ju Lin, University of Wisconsin - Madison
48. Agency of Interest Groups in Educational Policy Making, a Case Study: Senate Bill 472 and English-Language Learners in California. Banhi Bhattacharya, Michigan State University
49. Exploring the Nature and Contributions of Critical Policy Analysis. Michelle D. Young, University Council for Education Administration / University of Texas; Pei-Ling Leu, University of Texas - Austin; Sarah Lauren Diem, University of Texas - Austin; Anjale DeWynn Welton, University of Texas - Austin; Bradley Wayne Carpenter, University of Texas - Austin; Brandy J. Baker, University of Texas - Austin; Danielle C. Hayes, University of Texas - Austin; Katherine Cumings Mansfield, University of Texas - Austin; Marilyn Anne Springel
50. Higher Education and the Cult of Efficiency: Fiscal Crises, Conservative Ideology, and Academic Culture. Margaret D. LeCompte, University of Colorado

57.075-13. Self Regulated Learning and Study Strategies. SIG-Studying and Self-Regulated Learning; Poster Session
Posters:
51. Can the Face-Name Mnemonic Strategy Effectively Accommodate Additional Factual Information? Russell N. Carney, Missouri State University; Joel R. Levin, The University of Arizona; Billy J. Myers, Missouri State University
52. Do Self-Regulated Processes Such as Study Strategies and Self-Satisfaction Predict Grade Point Averages for First- and Second-Generation College Students? Maria K. DiBeneditto, Baruch College - CUNY
53. Profiles in Self-Regulated Learning. Lucy M. Barnard-Brah, Baylor University; William Y. Lan, Texas Tech University; Valerie Paton, Texas Tech University
54. Reading Comprehension Strategies of Brazilian Students: Development and Implementation of a Self-Regulation Training Program. Maria Aparecida Mezzulina Gomes, Jundiai University; Evely Boruchovitch, University of Campinas
55. Triangulating Evidence of Students’ Self-Regulated Learning in Online Learning Environments. Moon-Heum Cho, Kent State University - Stark; Michelle Drouin, Indiana University/Purdue University at Fort Wayne; Lesa Vartanian, Indiana University/Purdue University at Fort Wayne
56. The Effect of Goal Setting and Strategy Instruction on Learning History From Hypermedia. Diane Endall-Bruno, The Graduate Center - CUNY

57.075-14. Successful Language and Content Development. SIG-Bilingual Education Research; Poster Session
Posters:
57. Dynamic Strategic Math. Michael John Orosco, University of California - Riverside
58. Increasing Math Understanding Among Bilingual Middle School Students. Maria V. Baldeckrma, California State University - San Bernardino; Yolanda De La Cruz, Arizona State University
59. Narrowing the Achievement Gap for Asian ELL Students: Perspectives on Parental Involvement. Miao Li, University at Buffalo - SUNY
60. The Effects of Self-Efficacy on Academic English Writing With Native Arabic Speakers. Patricia H. Stall, California State University - San Marcos; Sana Tibi, United Arab Emirates University

57.075-15. Teacher Policy and Politics (Division L, Section 6) Poster Session.
Division L - Educational Policy and Politics; Poster Session
Posters:
62. Does Teacher Certification Matter for Students With Disabilities? Bianca Elizabeth Montrosse, SERVE Center
63. Early Literacy and Math Learning: Factors in the School Environment Influencing Effective Teaching. Mariisol Cunningham, Teachers College, Columbia University
64. Getting Teacher Workforce Planning Right: Toward a Robust Framework for Modeling Supply and Demand. Barbara Preston, University of Canberra
65. Multiperspective Embedded Context Approach to the Contextual Influences on Teachers’ Opportunities to Learn. Kyoung-Oh Song, Chosun University
66. Teaching Assessment for Teacher Human Capital Management: Learning From the Current State of the Art. Tony Milanovski, University of Wisconsin - Madison; Steven M. Kimball, University of Wisconsin - Madison; Herb Heneman, University of Wisconsin - Madison
67. The Effects of Field Placement School Characteristics on Teacher Value Added and Retention. Matt Ronfeldt, Stanford University
68. The Impact of School Context on New Teacher Effectiveness in North Carolina. Erin Frances Cooke, New York University; Sean Patrick Corcoran, New York University
69. The Importance of Contextual and Personal Variables in Explaining Teacher Quality: Evidence Using a Standards-Based, Standardized Measure of Teacher Performance. Maria Veronica Santelices, The Catholic University of Chile; Edgar Valencia, Catholic University of Chile; Sandy M. Taut, Pontific Catholic University of Chile; Jorge Manzi, Universidad Catolica de Chile
70. The Local Policy on Professionalization in Flemish Primary and Secondary Schools: Processes, Determinants, and Critical Factors. Vendine Maria, University of Leuven; Katrijn Ballet, University of Leuven; Hilde Colpin, University of Leuven
71. Variables Affecting Perceived Impact of Loan-Forgiveness Policies on Encouraging Teaching in High-Need Areas. Pey-Yan Liao, University of Minnesota; Frances P. Lawrenz, University of Minnesota
72. When Incentives Don’t Attract: Teachers’ Misunderstandings of a Hard-to-Staff School Incentive Program. Whitney Anne Nanan, Excel Academy Public Charter School, Washington, DC
73. What Former Public School Teachers Reveal About Teacher Attrition. William J. Fowler, George Mason University; Jennifer Flanagan, George Mason University

57.075-16. Using the “Learners-as-Ethnographers” Approach to Enhance Foreign-Language Learners’ Intercultural Communicative Competence. SIG-Second Language Research; Poster Session
Poster:
74. Using the “Learners-as-Ethnographers” Approach to Enhance Chinese as a Foreign Language Learners’ Intercultural Learning. Minhui Lu, University of California - Santa Barbara

Monday, 3:30 pm

Division Sessions

58.010. Inner-City Youth-Led Action Research: Changing Education Practice and Policy Off-Site Visit Sponsored by Division G. Division G - Social Context of Education; Off-Site Visit
Project VOYCE
3:30 pm to 5:00 pm
Visit Leader:
Shelley Zion, University of Colorado - Denver

Monday, 4:05 pm

Governance Meetings and Events

59.001. AERA International Relations Committee - Closed Meeting. AERA Governance; Governance Session
Hyatt Regency, Fourth Level, Limestone
Monday Afternoon, May 3, 2010

AERA SIG Open Meeting and Reception for SIG Officers. AERA Governance; Governance Session
Hyatt Regency, Third Level, Centennial Ballroom F
4:05 pm to 6:05 pm
Chair: Beverly Lindsay, The Pennsylvania State University

59.003. AERA Social Justice Action Committee - Closed Meeting 2. AERA Governance; Governance Session
Hyatt Regency, Fourth Level, Sandstone
4:05 pm to 5:35 pm
Chair: William H. Watkins, University of Illinois - Chicago

Presidential Sessions

59.010. Diversity of Learning in Multiple Contexts. Presidential Session; Invited Session
Colorado Convention Center, Lower Level, Korbel Ballroom 1 ABC
4:05 pm to 6:05 pm
Chair: James A. Banks, University of Washington
Participants:
Nadiah Saad Nasir; University of California - Berkeley
Shirley Heath, Stanford University
Kris D. Gutierrez, University of Colorado - Boulder
Margaret Beale Spencer; University of Chicago
Philip L. Bell, University of Washington
Luis C. Moll, The University of Arizona
Discussant: Linda Darling-Hammond, Stanford University

AERA Sessions

59.011. Excellence in Education Research: Early Career Scholars and Their Work. AERA Sessions; Invited Poster Session
Colorado Convention Center, Street Level, Room 501-504
4:05 pm to 6:05 pm
Chairs: George L. Winemier, American Educational Research Association
Felicie J. Levine, American Educational Research Association
Carol D. Lee, Northwestern University
Susan Fuhrman, Teachers College, Columbia University
Participants:
1. ‘Time Pass’ or Transformative Force?: Human Rights Education in Indian Schools. Monisha Bajaj, Teachers College, Columbia University
2. Precollege Ethnoracial Diversity Experiences and Interracial Interactions in College. Donnell Butler, ETS
5. The Shadow School. Charles Downey, University of Pennsylvania
7. Designing for Consequential Engagement: The Role of Push-Back on Student Thinking. Melissa Sommefeld Gresalfi, Indiana University
8. Activities and Inequalities: An Interpretive Perspective on the “Extra” Curriculum. Andrew Guest, University of Portland
9. Effect of Early Experience in a Second Language on Literacy Development. Li-Jen Kuo, Northern Illinois University
10. Investigating Identity and Resilience in Mathematically High-Achieving African American Youth. Ebenyi Omotola McGee, University of Chicago
15. Literacy in Online Games for Adolescents. Constance A. Steinkuehler, University of Wisconsin - Madison
16. Escaping the Projects in Chicago: While still facing the lingering effects of its Racial Divide. Andrea S. Wilson, American Institutes for Research
17. Segregated School Effects on First Grade Reading Gains: Using Propensity Score Matching to Disentangle effects for African-American, Latino, and European-American Students. Kirsten Lynne Kainz, University of North Carolina - Chapel Hill
18. Dialogic Reading with Emotion-Evened Storybooks: Implications for Educational Policy and Practice. Melissa Sue Mncie, University of Colorado - Denver
19. Play Behaviors Before and After a Natural Playground Installation in an Early Childhood Setting. Iris Chia Ponte, Tafts University
20. Degree of Bilingualism and Reading: Cantonese-English Dual Language Learners. Yuuko Uchikoshi, University of California - Davis
21. What Does Quality Instruction Look Like for Preschool English Language Learners: Preliminary Findings From the Los Angeles Universal Preschool Child Outcome Study (UPCOS) Phase III. Christine A. Ong, University of California - Los Angeles
23. Unmet Need and Participation in Developmental Learning Opportunities: Differences Related to Ethnicity, Income, and Education. Lara Meyer Triona, California State University - Fresno
24. Examining the Impact of Teacher Quality on Fourth-Grade Students’ Comprehension and Content-Area Achievement. Angela Renee Hairrell, Texas A&M University
27. Modeling Within-Year Reading Growth Using Curriculum-Based Measurement: Which Model Fits Best?. Joseph F. Nese, University of Oregon
28. Preventing School Dropout With Secondary Students. Nicole Pyle, University of Texas - Austin
29. Different Look on Reliability Testing of easyCBM Reading Assessments. Gina J. Mariano, University of Oregon
30. Investigating Heterogeneity in Student-Teacher Relationships and Its Relations to Preadolescence. Mi-Young Lee Webb, Georgia State University
31. Effects of Adolescents’ Motivations for Reading on Comprehension and Grades. Cassandra Shular Coddington, Georgia State University
32. Panethnic and Nativity Group Differences in the Cognitive Benefits and Behavioral Costs of Center Care. Mcire Keels, University of Chicago
33. Cognitive Validity of Measures of Teacher Support: How Do Middle School Students Understand and Interpret Our Measures?. Bridget V. Dever, Georgia State University
34. Correlates of Child Care Selection. Unmuhan Vsiel-Dagli, East Carolina University
35. Increasing College Readiness: An Investigation of California’s Early Assessment Program. Michal Karlaender, University of California - Davis

59.012. Memorial Session Honoring Jere Brophy. AERA Sessions; Invited Session
Colorado Convention Center, Street Level, Room 706
4:05 pm to 5:35 pm
Chair: Janet E. Allem, Michigan State University

Committee Sessions

59.014. GSC Division A Fireside Chat: Complex Ecologies: Implications for School Leadership. Graduate Student Council cosponsored with Division A - Administration Organization & Leadership; Fireside Chat Sheraton, Plaza Concourse Level, Plaza Court 5 4:05 pm to 5:35 pm
Chair: Tirza Wilton White, Emory University
Participants: Jeffrey S. Brooks, University of Missouri
Cherry A. Banks, University of Washington - Bothell

59.015. Teacher Unions and Social Justice: Exploring Connections and Contradictions Amidst a Global Economic Crisis. Social Justice Action Committee; Invited Session Colorado Convention Center, Street Level, Room 404 4:05 pm to 5:35 pm
Chair: Lois Weiner, New Jersey City University
Participants: Lois Weiner, New Jersey City University
Howard Stevenson, University of Lincoln
Jill Andrea Pinkney Pastrana, University of Wisconsin

Division Sessions

59.016. New Views on Leaders’ Evaluation and Support of Classroom Instruction. Division A - Administration Organization & Leadership; Paper Session Sheraton, Plaza Concourse Level, Plaza Court 4 4:05 pm to 5:35 pm
Chair: Justina Osato Osa, Virginia State University
Participants: Comparing Informal Classroom Observations in Two Districts. Marsha M. Ing, University of California - Riverside
Doers and Delegators: Principal Leadership in New Teacher Induction. Chad D. Ellis, University of Connecticut, Morgan L. Donaldson, University of Connecticut
Evidence-Based Practices in Teacher Professional Development in School Districts. Patricia Moore Shaff, Educational Policy Institute; Watson Scott Swail, Educational Policy Institute
How Principals Following Noddings’ Care Model Affect Job Satisfaction in the Age of Accountability. Rachel Elizabeth Noll, Northern Kentucky University
Instructional Leadership Enactments That Promote the Teaching and Learning of Mathematics in Elementary Schools. Linda Bonne, Victoria University of Wellington; Joanna Higgins, Victoria University of Wellington, New Zealand
Discussant: Dianne L. Taylor, Louisiana State University

59.017. Organization Structures and Student Performance. Division A - Administration Organization & Leadership; Paper Session Sheraton, Plaza Concourse Level, Governor’s Square 11 4:05 pm to 5:35 pm
Chair: Jim Scheurich, Texas A&M University
Participants:

59.018. Perspectives on Distributed and Differentiated Leadership to Support Student Learning. Division A - Administration Organization & Leadership; Paper Session Sheraton, Plaza Concourse Level, Governor’s Square 12 4:05 pm to 5:35 pm
Chair: Charles J. Russo, University of Dayton
Participants: Differentiating Leadership in a Complex Ecology: The District Role. Blair Mascall, OISE/University of Toronto; Stephen E. Anderson, University of Toronto; Jaddin Park, OISE/University of Toronto
Distributed Leadership and the Effect on Organizational Commitment: A Mixed-Method Approach. Hester Hulspas, Universiteit Gent; Geert Devos, Ghent University, Belgium
Distributed Leadership: A Good Theory But What If Leaders Won’t Lead? Kathryn Bell McKenzie, Texas A&M University - College Station; Leslie Ann Locke, Texas A&M University
Finding Common Ground: How Do Teacher Leaders and Their Principals Diverge and Converge in their Descriptions of the Teacher Leader’s Role and the Principal’s Support of the Role? Jennie Weiner, Harvard University
Examining the Moderating Effect of Instructionally Focused Leadership on Teacher Effectiveness and Student Learning. Ronald H. Heck, University of Hawaii - Manoa; Philip Hallinger, The Hong Kong Institute of Education
Research Use and Its Impact on Educational Leaders in Canadian Secondary Schools. Amanda Cooper, OISE/University of Toronto; Benjamin Levin, OISE/University of Toronto
Discussant: Laura B. Lang, Florida State University

59.019. School and Community Context and School Stakeholders. Division A - Administration Organization & Leadership; Paper Session Sheraton, Plaza Concourse Level, Governor’s Square 14 4:05 pm to 5:35 pm
Chair: Cecilia Ross Barber, North Carolina Agricultural and Technical University
Participants: Parent Educational Involvement and Home-School Language Match: Does It Matter for Latino Students? Sandra Tang, Boston College; Eric Dearing, Boston College; Heather Weiss, Harvard University
Parents, Principals, and Teachers: Negotiating Messages About Academic Achievement in Two Elementary Schools in Florida. Stacey A. Rutledge, Florida State University
The Effects of a Public Awareness Campaign on Parent and Student Attitudes, Perceptions, and Motivation in Mathematics and Science. Judith A. Mossaas, University System of Georgia; Rosalind Barnes Fowler, University System of Georgia
The Parent Coordinator: Attempting to Reconcile Differences Between Low-Income, Urban Schools and the Families They Serve. Cate Samelson, University of Washington
The Role of Trust for Teachers’ Retention. Audrey Addi-Raccah, Tel Aviv University; Eti Ofir; Elementary School Principal

59.020. Ciphers, Stories, and Community Action: Urban Youth Pedagogies of Struggle. Division B - Curriculum Studies; Invited Session Colorado Convention Center, Street Level, Room 110 4:05 pm to 6:05 pm
Chair: David O. Stovall, University of Illinois - Chicago
Participants:
The Bogus Gap: Educational Debt Relief Through College Access for African American and Latino/a Youth. David O. Stovall, University of Illinois - Chicago

Mass Appeal: Creating Ciphers and Community Action Through Emancipatory Curricula, Pedagogy, and Practice. Laurence A. Tan, 122nd Street Elementary School, Los Angeles

The Nuances of Warrior Scholarship: Curricular and Pedagogical Reflections on the Step to College Program. Nicole Diana Hidalgo, University of California at Santa Cruz

Popular Education, Not So Popular in Schools: Using Popular Education in a Youth Radio Program to Cultivate Critical Literacy. Keisha L. Green, Emory University

Why Aren’t There Enough of Our Stories to Read? Youth’s Stories for Reimagining the World. Enid Marie Rosario-Ramos, Northwestern University

Trad’t War Stories: Sharing Autoethnographies to Build Critically Reflective and Compassionate Classroom Communities. Patrick Camangian, University of San Francisco

Discussant: Valerie F. Kinloch, The Ohio State University

59.021. Creating Conditions for Collaboration: The Practice of Participatory Action Research. Division B - Curriculum Studies; Symposium Colorado Convention Center, Street Level, Room 108
4:05 pm to 5:35 pm

Chairs: Maria Elena Torre, City University of New York
Maddy Fox, The Graduate Center - CUNY

Participants:
On Research Camps, Theoretical Cramps, and Comforting Critique: Youth-Interrogating Policies and Advocating for Greater Opportunities to Learn. Jennifer Ayala, Saint Peter’s College; Mayida Zaul, Montclair State University

Critical Pedagogy in Youth Participatory Action Research: Education for Liberation, Jessica Rugile, Johns Hopkins University

“Power in Play”: Creating Intimate Spaces of Collaboration Across Difference to Provoke Change. Maddy Fox, The Graduate Center - CUNY

Switching It Up! From Youth PARticipant in a Participatory Action Research Camp to a Facilitator of a Research Camp for Other Youth. Sarah Machel Zeller-Berkman, The Graduate Center - CUNY; Julio Ray, The PAR Collective

“Practicing Radical Research”: Participatory Action Research in Spaces of Mutual Implication. Maria Elena Torre, City University of New York

Discussant: David A. Quijada, University of Utah

59.022. Historical and Philosophical Perspectives on Race and Gender in Curriculum. Division B - Curriculum Studies; Paper Session Colorado Convention Center, Street Level, Room 112
4:05 pm to 6:05 pm

Chair: Brenda M. Trofantenko, University of Illinois - Urbana-Champaign

Discussant: Carol R. Melnick, National-Louis University

59.023. Contextual Factors That Support Self-Determination. Division C - Learning and Instruction; Paper Session Colorado Convention Center, Street Level, Room 104
4:05 pm to 5:35 pm

Chair: Kathleen C. Perencevich, The Catholic University of America

Participants:
Are College Students Sensitive to How Different Courses Fulfill Autonomy, Competence, and Relatedness Needs? Hyunjin Jinny Kim, University of Texas - Austin; Diane L. Schallert, University of Texas - Austin

Effects of Parental Academic Autonomy Support, Self-Esteem, and Academic Motivation on Academic Achievement Among Asian and Latino Adolescents. Yong Hong-Jiang, Azusa Pacific University; Jenny Yao, Azusa Pacific University; Patricia J. Bonner, Azusa Pacific University; Linda H. Chiang, Azusa Pacific University

High School Students’ Experiences During Community Service From Motivation and Identity Development Perspectives. Hayal Zeynep Kacak; Northern Illinois University

Contextual Support, Motivation, and Well-Being in the Online Learning Environment: A Test of Self-Determination Theory. Kuan-Chung Chen, University of Georgia; Robert Maribe Branch, University of Georgia

Discussant: Michael J. Middleton, University of New Hampshire

59.024. Division C, Section 2: Papers in Social Sciences and Fine Arts. Division C - Learning and Instruction; Paper Session Colorado Convention Center, Street Level, Room 106
4:05 pm to 5:35 pm

Chair: Laura B. Turchi, Arizona State University

Participants:
Another Way of Knowing: Visualizing the Ancient Silk Routes. Beverly Miller Bisland, Queens College - CUNY

Historical Thinking, Preservice Teachers, and State Standards: Dividing Allegiances, Negotiating Curriculum. Caroline C. Sullivan, Georgia State University

The Affectively and Rationally Constituted Nature of Interthinking. Eva Klara Vass, University of Bath; Karen Littleton, The Open University; Ann Jones, The Open University

“Within” and “Across” Time Units: Children Representing Synchronous and Asynchronous Time-Movement Events. Billie Eilan, University of Haifa; Shlomit Ofer, Kibbutzim College of Education, Technology & Arts

59.025. Examining the Educational Value of Blogs and Wikis. Division C - Learning and Instruction; Paper Session Colorado Convention Center, Street Level, Room 203
4:05 pm to 5:35 pm

Chair: Meredith K. DiPietro, University of North Carolina - Charlotte

Participants:
Blogging on Education: An Examination of the Use of Blogs Among Graduate Students. Dorothy Vulcervel Craig, Middle Tennessee State University; Barbara N. Young, Middle Tennessee State University

Integrating Wikis and Blogs Into the Classroom: Changing the Culture of Learning. Daniel Light, Education Development Center/Center for Children and Technology

To Blog or Not to Blog: Student Perceptions of Blog Effectiveness for Learning in an Undergraduate Course. Olivia Laura Halle, The University of Tennessee; Debra S. Lee, The University of Tennessee; Trena M. Paudus, The University of Tennessee; Jay A. Piffman, The University of Tennessee; Marsha Lynn Spence, The University of Tennessee

The Sequential Analysis of Individual Versus Collaborative Writing Processes in Wikis. Allan C. Jeong, Florida State University; Patricia Heeter, Florida State University

Discussant: Meredith K. DiPietro, University of North Carolina - Charlotte

59.026. Finding Common Ground: Documenting and Analyzing Student Learning With Hypertext, Multimedia, and Hypermedia. Division C - Learning and Instruction; Structured Poster Session Colorado Convention Center, Street Level, Room 607
4:05 pm to 5:35 pm

Chair: Sarah Sullivan, University of Wisconsin - Madison
Sadhana Puntambekar, University of Wisconsin

Participants:
1. Using Multiple Data Sources to Study and Improve Student Learning With a Hypertext System. Sarah Sullivan, University of Wisconsin - Madison; Sadhana Puntambekar, University of Wisconsin

2. Measuring Online Reading Comprehension in Open Networked Spaces: Challenges, Concerns, and Choices. Jill M. Castek, University of California - Berkeley; Julie Coo, University of Rhode Island

3. Differentiating Cognitive Load in Hypertext-Assisted Learning Environments. Pasha Antenonko, Oklahoma State University; Dale S. Niederhauser; Iowa State University; Joel Giese, Iowa State University

4. Analyzing Group Dialogue to Explore Collaborative Use of Hypertext Systems. Anushree Dattaprasad Bopardikar, University of Wisconsin - Madison; Sarah Sullivan, University of Wisconsin - Madison; Sadhana Puntambekar, University of Wisconsin


Discussant:
Improving Student Interest Toward Science: Results From National Science Foundation ITEST Program. Division C - Learning and Instruction; Symposium

Colorado Convention Center, Street Level, Room 205
4:05 pm to 5:35 pm

Chair: Michael Barnett, Boston College

Participants:
Robotics and GPS/GIS in 4-H: The Impact of Robotics and Geospatial Instruction on Student STEM Attitudes. Gven Nogent, University of Nebraska - Lincoln; Bradley S. Barber, University of Nebraska - Lincoln
Technology-Enhanced Urban Ecology Field Studies: Impacts on Students’ Science Self-Efficacy and Ecological Mindset. Sheron Mark, Boston College; Michael Barnett, Boston College; Meredith E. Houle, San Diego State University; Eric Strauss, Boston College

Project RISE Pilot Study: Methods in Longitudinal Studies of Youth in Informal STEM Education. Caroline E. Parker, Education Development Center, Inc.

A Program for Introducing Computer Vision and Imaging Experience Through High School Mathematics: Evaluation Results From Year 1 of an NSF-Funded ITEST Program. Bonnie Swau, University of Central Florida; Conrad G. Katzenmeyer, University of Central Florida; Nils da Vitoria Lobo, University of Central Florida; Jaime Godek, University of Central Florida


Discussant: Chris J. Dede, Harvard University

The Ready-to-Learn Initiative: A 360-Degree Surround Approach to Enhancing Early Literacy Skills. Division C - Learning and Instruction; Symposium

Colorado Convention Center, Street Level, Room 103
4:05 pm to 5:35 pm

Chair: Cheryl Garnette, U.S. Department of Education

Participants:
Using Scientifically Based Reading Research to Develop an Award-Winning TV Show that Promotes Literacy. Alice Wilder, Out of the Blue

The World of Words: An Embedded Multimedia Vocabulary Intervention for At-Risk Preschoolers. Susan B. Neuman, University of Michigan - Ann Arbor

Do Children Living in Poverty Benefit From Using High-Quality Educational Media? Deborah L. Linebarger, University of Pennsylvania

Results From the Summative Evaluation of the Ready to Learn Initiative. Shelley Parnik, Educational Development Center, Inc.

Promoting Literacy-Related Behaviors Among Low-Income Families Using Social Marketing Principles and Audience Research. Margarita Hurtado, American Institutes for Research

Discussant: Susan Tave Zelman, Corporation for Public Broadcasting

Statistical Investigations of Methods for Correlated Data. Division D - Measurement and Research Methodology; Paper Session

Sheraton, Plaza Concourse Level, Governor’s Square 17
4:05 pm to 5:35 pm

Chair: Wen-Juo Lo, University of Arkansas

Participants:
Conducting Power Analysis in Three-Level Hierarchical Linear Models: A Series of SAS MACROs. Yi Pan, University of North Carolina - Chapel Hill; Matthew McBee, Frank Porter Graham Child Development Institute

Correcting for Bias Induced by Measurement Errors in a Growth Model: The SIMEX Method. Yi Shang, John Carroll University

Effect of Model Misspecification and Centering on 2-1-1 Mediation Effect in Multilevel Linear Models. Hong Wang, University of Pittsburgh; Feifei Ye, University of Pittsburgh

Value-Added Models for Controlling Classroom Mobility and Teacher Turnover in Efficacy Trials. Leslie Hawley-Shaw, University of Nebraska - Lincoln; James A. Bovaird, University of Nebraska - Lincoln

Discussant: Jee-Seon Kim, University of Wisconsin - Madison

Teacher Learning Progressions: Challenges and Opportunities for Articulating Growth in the Profession. Division D - Measurement and Research Methodology; Symposium

Sheraton, Plaza Concourse Level, Governor’s Square 17
4:05 pm to 5:35 pm

Chair: Richard J. Shavelson, Stanford University

Participants:
Mark R. Wilson, University of California - Berkeley
Pamela A. Moss, University of Michigan
Brent M. Duckor, San Jose State University
Mark K. Felton, San Jose State University
Wendy Baron, University of California - Santa Cruz
Diana Bernbaum Wilmot, Santa Clara County Office of Education

Discussant: Raymond Lee Pecheone, Stanford University

Fathers and Mothers: Parental Involvement in Diverse Contexts. Division E - Counseling and Human Development; Paper Session

Colorado Convention Center, Street Level, Room 703
4:05 pm to 5:35 pm

Chair: James L. Rodriguez, California State University - Fullerton

Participants:
Early Father Involvement and Later Child Behavioral Outcomes. Brent A. McBride, University of Illinois - Urbana-Champaign; Wm. Justin Dyer, University of Illinois - Urbana-Champaign; Rosa M. Santos, University of Illinois - Urbana-Champaign; Daniel Lazsom, University of Illinois - Urbana-Champaign; Laurie Jeans, University of Illinois - Urbana-Champaign


Latino Immigrant Adolescents’ Views of Parents’ Changing Involvement in Their Educational Pathways. Angelica Lopez, University of California - Santa Cruz; Catherine R. Cooper, University of California - Santa Cruz; Natalie Schwab, University of California - Santa Cruz; Carrol Moran, University of California - Santa Cruz

Discussant: Kathryn Nakagawa, Arizona State University

Representing “Youth Cultures”(s) and Urban Change in the New Global City: History, Geography, and Space. Division G - Social Context of Education; Symposium

Colorado Convention Center, Street Level, Room 705
4:05 pm to 6:05 pm

Chair: Stephanie Skourtes, University of British Columbia

Participants:
History, Meaning, and Youth Subjectivity on the Urban Fringe: The Case of Vancouver, Canada, and Melbourne, Australia. Jo Anne Margaret Dillabough, University of Cambridge

Time-Space Compression or Distanciation? Understanding Youth Identity in Hackney Across Time. Phil Gardner, University of Cambridge

The Theoretical Emotions of Girls and “Social Class” Revisited: Taking Stock of Paradigmatic Dominance and Intellectual History in Youth Studies. Jo Anne Margaret Dillabough, University of Cambridge; Stephanie Skourtes, University of British Columbia

Caught in School Choice: Youth, Policy, and Space. Es-Seal Youn, University of British Columbia

“Policing the Legitimate Citizen”: Spatiality, Responsibility, and Governance. Jacqueline Kennelly, University of Cambridge

Discussant: Julie E. McLeod, University of Melbourne

Social Constructions of Time and Classroom Education. Division G - Social Context of Education; Symposium

Colorado Convention Center, Street Level, Room 605
4:05 pm to 6:05 pm

Chair: Kevin M. Leander, Vanderbilt University

Participants:
Making Time with Schools. Jan K. Nespor, The Ohio State University

Sacred Time and Endarkened Memories in Research. Cynthia B. Dillard, The Ohio State University

Controlling Times: Pacing Guides, Teacher Autonomy, and Students’ Learning.
59.034. Exploring Effective Strategies and Factors to Prepare Students to Access, Enroll, and Succeed in College. Division H - Research, Evaluation and Assessment in Schools; Paper Session
Sheraton, Plaza Concourse Level, Plaza Court 3
4:05 pm to 5:35 pm

Chair: Lizzanne De Stefano, University of Illinois
Participants:
"Getting in": Does AP Participation Improve Urban Students' College Preparation and Enrollment? Ginger Stoker, University of Chicago
Evaluating the Effects of AVID on Critical Ninth-Grade Outcomes in Chicago Public Schools. Melanie LaForce, University of Chicago, Melissa R. Roderick, University of Chicago; Jenny K. Nagaoa, University of Chicago
Evaluating the Effectiveness of Gates GO Centers in Urban High Schools in Texas. Jacqueline Stillsano Stillsano, Texas A&M University - College Station; Hersh C. Wazana, Texas A&M University; Judy Ann Hostrak, Texas A&M University; Yuan-Hsuan Lee, Texas A&M University - College Station; Brooke E. Kandel-Cisco, Butler University
Evaluating the Effects of Advanced-Placement Courses on 4-Year College Enrollment Using Multilevel Structural Equation Modeling. Ginger Stoker, University of Chicago
Discussant: Vickie L. Cartwright, Orange County Public School

59.035. Focus on Freshmen: Understanding the Factors That Shape Students' Transition to High School in Chicago. Division H - Research, Evaluation and Assessment in Schools; Symposium
Sheraton, Plaza Concourse Level, Plaza Ballroom E
4:05 pm to 5:35 pm

Chair: Elaine M. Allenworth, University of Chicago
Participants:
Changes and Continuities in Classroom Environments and Academic Demands Across the Transition to High School. Amber Sitziai Paraja, University of Chicago; Amber Sitziai Paraja, University of Chicago; Eddie Brown, University of Chicago
Students' Perceptions of Their Transition to High School. William David Stevens, University of Chicago; Desmond Upton Patton, University of Chicago; David Wilson Johnson, University of Chicago
The Process of Failure and Recovery Across the Transition to High School. Elaine M. Allenworth, University of Chicago; Maria Luisa De La Torre, University of Chicago; Alissa C. Bea, University of Chicago; Marisol Mastrangelo, Northwestern University
Discussant: Ruth Curran Neilid

59.036. The Data-Informed District. Division H - Research, Evaluation and Assessment in Schools; Symposium
Sheraton, Plaza Concourse Level, Plaza Ballroom D
4:05 pm to 5:35 pm

Chair: Jeff Wayman, University of Texas - Austin
Participants:
Supports That Facilitate Teacher Data Use in Schools. Mary T. Johnston, University of Texas - Austin
The Principal as an Instructional Leader Within the Context of Effective Data Use. Mary Alice Deike, University of Texas
Central Office Data Use: A Focus on District and School Goals. Kerry Moll, The New Teacher Project
The Data-Informed District: A Preliminary Framework. Jeff Wayman, University of Texas - Austin
Discussant: Michael J. Flicek, Natrona County School District - Wyoming

59.037. Simulation Innovations Across the Professions. Division I - Education in the Professions; Paper Session
Colorado Convention Center, Street Level, Room 710
4:05 pm to 5:35 pm

Chair: Ara Tekian, University of Illinois - Chicago
Participants:
Critical Thinking in Nursing Simulations: Comparisons Across Roles. Peggy A. Ertmer, Purdue University; Johannes Strobel, Purdue University; Xiaojun (June) Chen, Purdue University; Xi (Carol) Cheng, Purdue University; Hannah Kim, Purdue University; Larissa A. Olesova, Purdue University; Ayesa Sadaf, Purdue University; Annette J. Tomory, Purdue University
High-Fidelity Simulations in Nursing Education: A Theoretical Review of the Literature. Lian Rourke, University of Calgary; Cynthia Mannion, University of Calgary
Evaluating the Effectiveness of Three-Dimensional Animations for Teaching Equine Gait Patterns. Robert Paul Malinowski, Michigan State University
The Transparency Paradox: Computational Simulations as Learning Tools for Engineering Graduate Education. Alejandro de Jesus Magana de Leon, Purdue University; Sean P. Brophy, Purdue University; George Bodner, Purdue University
Discussant: Sara Kim, University of Washington

59.038. Contemplating the Future of Minority Serving Institutions: A Policy and Practice-Focused Discussion. Division J - Postsecondary Education; Invited Session
Colorado Convention Center, Street Level, Room 603
4:05 pm to 7:00 pm

Chair: Marybeth Gismain, University of Pennsylvania
Participants:
Anne-Marie Nunez, University of Texas - San Antonio
James T. Minor, Michigan State University

59.039. STEM Issues. Division J - Postsecondary Education; Paper Session
Colorado Convention Center, Street Level, Room 107
4:05 pm to 6:15 pm

Chair: Corbin M. Campbell, University of Maryland
Participants:
Considering Occupational Complexity in Vocational Interest Assessments: A New Interest Assessment for STEM Areas. Yonca Tokser, Georgia Institute of Technology; Phillip L. Ackerman, Georgia Institute of Technology
Meeting the Needs of Diverse STEM Learners: The Power of Relationship. Larry D. Burton, Andrews University; David Mbungu, Andrews University; John Stout, Andrews University
From the Outside in: Characteristics of College Students Who Change from a Non-STEM to a STEM Major. Karen K. Intekas, University of Maryland; Nicole Long, University of Maryland - College Park; Jay Garvey, University of Maryland; Claire Robbins, University of Maryland
Coping With Race in the Academy: 21st-Century Experiences of Underrepresented Students in STEM. Sharon LaVonne Fries-Britt, University of Maryland; Toyia Younger, University of Maryland - College Park; Wendell Hall, University of Maryland - College Park; Khudshi O. Franklin, University of Maryland - College Park
Gender, Socioeconomic Status, and Ethnicity Interactions for Factors Affecting Urban 12th-Graders' Aspirations to STEM Majors. Hannah Sevian, National Science Foundation; Shiqi Hao, Michigan Department of Education; Marilynne Stains, University of Massachusetts - Boston
Discussant: Julie Jinwon Park, Miami University

59.040. Student Activism and Racial Climates in Higher Education. Division J - Postsecondary Education; Paper Session
Colorado Convention Center, Street Level, Room 105
4:05 pm to 5:35 pm

Chair: John Michael Lee Jr, The College Board
Participants:
An Exploration of Student Activism in Higher Education. Heidi Whitford, New York University
Empathy or Strategy? Student Citizenship, Social Movements, and the Market. Matthew M. Mars, California State University - Los Angeles
Examining Online and Offline Factors Associated With Campus Racial Climate. Suzanne Lee Markoe Hayes, University of California - Los Angeles; Brendesha M. Tynes, University of Illinois
Making the Subtle the Obvious: The Stress Implications of Racial Microaggressions on Sense of Belonging for African American and Asian American Undergraduate Students. Jeremy D. Franklin, University of Utah

Discussant:
Tamara Yakaboski, Southern Illinois University

59.041. Context-Specific Teacher Education: A Comparative Perspective.
Division K - Teaching and Teacher Education; Symposium
Colorado Convention Center, Street Level, Room 701
4:05 pm to 5:35 pm
Chair:
Sharon Feiman-Nemser, Brandeis University
Participants:
What’s Urban About Urban Teacher Preparation? A Case Study of the Urban Teacher Education Program. Kavita Kapadia, University of Chicago; Karen M. Hammerness, Stanford University
The Role of Context in Preparing Jewish Day School Teachers: The Case of DeLeT. Eran Tamir, Brandeis University; Sharon Feiman-Nemser; Brandeis University
Preparing Teachers for the Catholic School Context: The Case of the Alliance for Catholic Education. Christian Dallavis, University of Notre Dame; Anthony C. Holzer, University of Notre Dame
The Role of Context in Progressive Teacher Education: A Historical Case Study of Bank Street. Jaime G. Grinberg, Montclair State University
Discussant:
Pamela L. Grossman, Stanford University

Division K - Teaching and Teacher Education; Symposium
Colorado Convention Center, Street Level, Room 702
4:05 pm to 6:05 pm
Chair:
Reynaldo Reyes III, University of Texas - El Paso
Participants:
Critical Competencies for EL Secondary Teachers. Christian J. Falta, University of California - Davis; M. Beatriz Arias, Arizona State University; Frank Ramirez-Marín, Universidad Veracruzana
Professional Development for Secondary Teachers of English Language Learners. Nancy J. Murr, Archuleta School District 50UT; Anthony J. Trifiro, Arizona State University
There’s No Language in Physical Education! Melissa B. Rivers, Arizona State University
Preparing Secondary Teachers for ELS. Amy M. Markos, Arizona State University
Access to English in a Secondary School. Frank Ramirez-Marín, Universidad Veracruzana
English-Language Learners in a Comprehensive High School. Cathy A. Coulter; The University of Alaska - Anchorage; Mary Lee Smith, Arizona State University
Discussant:
Julie R. Maxwell-Jolly, University of California - Davis

59.043. Studying Diversity in Teacher Education. Division K - Teaching and Teacher Education; Paper Session
Colorado Convention Center, Street Level, Room 601
4:05 pm to 6:05 pm
Chair:
Arnetha F. Ball, Stanford University
Participants:
Teacher Education for Diversity: Policy and Politics. Marilyn Cochran-Smith, Boston College; Mary (Kim) K. Fries, University of New Hampshire
Asking the Right Questions: A Research Agenda for Studying Diversity in Teacher Education. Gloria J. Ladson-Billings, University of Wisconsin - Madison
What We Know and What We Need to Know About Research in a Changing World. Kenneth Zeichner, University of Washington
Placing Equity Front and Center Revisited. Sonia Nieto, University of Massachusetts - Amherst; Kathleen McDonough, University of Massachusetts - Amherst
Discussant:
Cynthia A. Tyson, The Ohio State University - Columbus

59.044. Building Better Measures of Effective Teaching. Division L - Educational Policy and Politics; Symposium
Sheraton, Plaza Concourse Level, Governor’s Square 15
4:05 pm to 5:35 pm
Chair:
Steven M. Cantrell, Bill and Melinda Gates Foundation
Thomas Kane, Harvard University
Participants:
Value-Added Measures and Assessment Working Group. Dan McCaffrey, RAND Corporation
Video-Plus Working Group. Roy D. Pea, Stanford University
Teacher Knowledge Working Group. Geoffrey C. Phelps, University of Michigan
Student Perceptions Working Group. Ronald F. Ferguson, Harvard University
Student Effort Working Group. Larry Berger, Wireless Generation
Discussant:
Lauren R. Resnick, University of Pittsburgh

59.045. Institutionalizing the Achievement Gap. Division L - Educational Policy and Politics; Paper Session
Sheraton, Plaza Concourse Level, Governor’s Square 10
4:05 pm to 5:35 pm
Chair:
Anne H. Davidson, Nevada Department of Education
Participants:
The High-Stakes Effects of “Low-Stakes” Testing: How Individual Performance Labeling Under No Child Left Behind Affects Students. John Papay, Harvard University; Richard J. Murnane, Harvard University; John B. Willett, Harvard University
Early Enrollment and Academic Redshirting in Kindergarten. Daphna Bassok, Stanford University; Sean F. Reardon, Stanford University
Examining Growth in Mathematical Reasoning in High School: An Analysis of the Interaction of Gender, Race, and School Characteristics. George Anthony Benners, Fordham University; Howard T. Eveson, City College of New York (CUNY)
The Correlates of Tracking Policy: Opportunity Hoarding, Status Competition, or a Technical-Functional Explanation? Sean P. Kelly, University of Notre Dame; Heather E. Price, University of Notre Dame
Accountability, Differentiation, and School Improvement: Intergovernmental Challenges in a High-Stakes, High-Cost Environment. Carolyn D. Herrington, Florida State University; Kimberly Scriven Berry, Florida State University

SIG Sessions

59.046. Transforming a Faculty Into a Learning Community. SIG-Academic
Audit Research in Teacher Education; Paper Session
Sheraton, Plaza Concourse Level, Plaza Court 7
4:05 pm to 5:35 pm
Chair:
S. G. Grant, Binghamton University - SUNY
Participants:
A Case Example in Intentional Excellence: Applying Quality Principles to Inquiry in Higher Education. Jacqueline E. Kress, Georgian Court University
An Assessment System That Works: The Role of Systems Thinking in Design, Development, and Implementation. Noela A. Haughton, University of Toledo; Virginia Keil, University of Toledo
Driving Continuous Improvement and Accreditation Using a Dashboard. Katy Herbold, Southern Utah University
Monitoring the Developing Community of Practice: Interfaculty Deliberations in Teacher Education. William H. Rickards, Alverno College
Discussant:
William H. Rickards, Alverno College

59.047. Action Research and University-Public School Partnerships. SIG-Action Research; Paper Session
Colorado Convention Center, Street Level, Room 602
4:05 pm to 5:35 pm
Chair:
Dennelle D. Stevens, Portland State University
Participants:
Global Networked Learning: A New Form of Collaborative Action Research. Martha S. Wisk, Harvard University; Anna Mirny, WIDE World/Harvard University; Jae-Eun Joo, Harvard University; Sandra Nissen, A.B. Paterson College; Debbie Daniels, Kentucky Department of Education; Abu Bakar Farid, Ngee Ann Secondary School, Singapore; Rana Madani, Jordan Education Institute, Jordan; Gregory Cunningham, Barker College,
Australasian, Fiona Gordon, Huntingtongton School, Australia
Practitioner Inquiry and Large-Scale Educational Reform: Cultivating a Data-Rich School Culture. Mary Beth Hines, Indiana University; Jennifer M. Conner, Indiana University - Columbus; James Morrison, Indiana University; Daheyeon Nam, Indiana University; Rani Park, Indiana University
Examing the Long-Term Impact of Collaborative Action Research on Teacher Identity and Practice: The Perceptions of K-12 Teachers. Karen C. Goodnough, Memorial University - Newfoundland; Pamela Osmond, Nova Central School District; Darron Kelly, Memorial University
Action Research: A School Psychology Student in a Professional Development School. Katherine H. Voegel, College of Saint Rose; Marguerite G. Lodico, College of Saint Rose; Michelle Lee, Pine Hills Elementary School; Moira DeSanti, The College of St. Rose
Discussant: Beverly J. Irby, Sam Houston State University

59.048. Knowledge Transformation, Design, and Technology. SIG-Advanced Technologies for Learning; Symposium Sheraton, Plaza Concourse Level, Plaza Court 2 4:05 pm to 6:05 pm
Chair: Richard Noss, London Knowledge Lab, Institute of Education
Participants: Miggen: Intelligent Support for Mathematical Generalization. Celia M. Hoyles, Institute of Education - London; Richard Noss, London Knowledge Lab, Institute of Education
A Pragmatic Approach to Changing the Pedagogy of Classrooms. Elizabeth Louise Bard, Durham University
Personal Inquiry and Interdisciplinary Challenges: Methodological and Theoretical Frameworks for Learning Technologies Research. Graine Cone, Open University; Eileen Scanlon, The Open University
A Collaborative Learning Environment for Teachers. Diana Laurillard, Institute of Education - London
Micro-Worlds, Case-Based Learning, and Semantic Technologies. Patrick Carmichael, University of Cambridge, Michael Tscholl, University of Cambridge; Fran Tracy, University of Cambridge
Discussant: Andrea A. diSessa, University of California - Berkeley

59.049. Making Art to Make a Difference: Exploring the Educational Significance of Using Art to Impact Social Change. SIG-Arts and Learning; Symposium Colorado Convention Center, Street Level, Room 704 4:05 pm to 5:30 pm
Chair: Ruben Gaztambide-Fernandez, OISE/University of Toronto
Participants: Theater as Civic and Communal Space: Youth Learn to Speak Up and Take Action. Radhika Nett Rao, Independent Scholar
Youth, Art, and Activism: Dissecting the Learning and Teaching Processes of Making Art for Social Change. Marit Deshur, Museum of Modern Art
Art and Organizing, Art as Organizing. Paul Katten, Harvard University
Bringing Arts Education to the Bronx. Adolfo Abreu, Sistas and Brothas United
Discussant: Sarah M. Davis, University of Texas - Austin

59.050. The Vocabulary Instruction and Assessment of Spanish Speakers Program of Research: Overview and Findings. SIG-Bilingual Education Research; Symposium Colorado Convention Center, Street Level, Room 401 4:05 pm to 5:35 pm
Chair: Diane L. August, Center for Applied Linguistics
Participants: Spanish-Speaking Language Minority Learners’ Reading Comprehension From Early Childhood to Early Adolescence. Nonie K. Lesaux, Harvard University
Improving the Language and Literacy Skills of Spanish-English Bilingual Kindergarteners. Mariela M. Paez, Boston College; Lianna Pizzo, Boston College; Kristen Paratore Bock, Boston College
Assessment and Vocabulary Development. Diane L. August, Center for Applied Linguistics; Christopher Bury, University of Houston
Discussant: P. David Pearson, University of California - Berkeley

59.051. From Collaboration to Cyberbullying: Insights From Technology Use in Higher Education. SIG-Computer and Internet Applications in Education; Paper Session Sheraton, Plaza Concourse Level, Plaza Court 1 4:05 pm to 5:35 pm
Chair: Chih-Yuan Sun, University of Southern California
Participants: Collaborative Case-Study Analysis Using MediaWiki in an Educational Psychology Course: A Mixed-METHOD Investigation. Andrí Ioannou-Nicolau, University of Connecticut; Agni Stylianou-Georgiou, University of Nicosia
Technology-Mediated Learning in Pathology: How Collaborative Use of Virtual Microscopy Shapes Students’ Reasoning. Markus Ezerdik Nivala, University of Turku; Roger Saljo, Goethe University, Sweden; Hans Rystedt, University of Gothenburg; Andreas Gegenfurtner, University of Turku; Laura Helena Helle, University of Turku; Erno A. Lehtinen, University of Turku
African American Female Students’ Participation in Online Collaborative Learning. Jannia Da, Mississippi State University; Linda Cornelius, Mississippi State University
Cyberbullying Subtypes and Sex Differences Among College Students. Ikuko Aoyama, Baylor University; Terrill F. Saxton, Baylor University

59.052. Intersections of Equity, Curriculum, Pedagogy, and Race: Critical Analyses of the Leadership Structures That Impact Social Justice Education. SIG-Critical Educators for Social Justice; Paper Session Colorado Convention Center, Street Level, Room 402 4:05 pm to 6:05 pm
Chair: Kerraitia Kimberly Mayfield, Elmira College
Participants: Educational Inequity and Inadequate Literacy Acquisition. Anne Lilla Blanchard, Western Washington University
"Speaking" a Critical Literacy: The Intersection of Critical Literacy and Curriculum as Conversation. Delane Ann Bender-Slack, Xavier University; Angela Maria Miller, University of Cincinnati
God Gave Us Two Ears and One Mouth: Building on Cultural Wealth Through a Call-and-Pedagogy. Tyson E.J. Marsh, University of California - Los Angeles; Shiv Raj Desai, University of California - Los Angeles
Social Justice Leadership in a Racialized Society. Robert Cooper, University of California - Los Angeles; Moses Ezekwuchikwe, University of California - Los Angeles

59.053. Cultural Historical Approach to Imagination, Play, and Art as Meaning-Making Practices. SIG-Cultural Historical Research; Symposium Colorado Convention Center, Street Level, Room 405 4:05 pm to 6:05 pm
Chairs: Ana Marjanovic-Shane, Chestnut Hill College
Catherine Connery, Ithaca College
Participants: Catching Fireflies in a Glass Jar: Creativity and Multimodal Research in Cultural-Historical Activity Theory. Catherine Connery, Ithaca College
A Synthetic-Analytic Method for the Study of Pervzetivnic: Application of Vygotsky’s Method of Literary Analysis to Playworlds. Beth Ferholt, Brooklyn College - CUNY
Adolescent Aspirations for and Meaning Making About Change. Seana Moran, Stanford University
Without Creating Zones of Proximal Development There Is No Creativity. Lois Holzman, East Side Institute for Group and Short Term Psychotherapy
Is Creative Meaning Making an Activity? Ana Marjanovic-Shane, Chestnut Hill College
Creating Developmental Moments: Teaching and Learning as Creative Activities. Carrie L. Lobman, Rutgers University
Illustrating Pretend Play as a Life-Span Activity: A Multi-Method, Retrospective Life-Span Approach. Anthony T. Perone, University of Illinois - Chicago; Artin Goncu, University of Illinois
Dance Dialogues: Creating and Teaching in the Zone of Proximal Development.
59.054. Understanding Complex Ecologies in Doctoral Education. SIG-Doctoral Education across the Disciplines; Symposium
Chair: Vera John-Steiner, University of New Mexico
Participants:
Vera John-Steiner, University of New Mexico
Keeping Ideas and Language in Play: Teaching Drawing, Writing, and Aesthetics
“Crossing Scripts and Swapping Riffs”: Preschoolers Make Musical Meaning:
Peter Smagorinsky, University of New Mexico
Supporting Struggling Learners in Preschool: Emerging Approaches
Yasuo Miyazaki, Virginia Polytechnic Institute and State University
Use of Both Multiple-Group CFA and MIMIC Model in a Measurement Invariance Study. Yasuo Miyazaki, Virginia Polytechnic Institute and State University; Youngjun Chungbaek, Virginia Polytechnic Institute and State University
A Mixture Modeling Approach to Systematic Measurement Error. Min Liu, University of Maryland; Gregory R. Hancock, University of Maryland; Jeffrey R. Harring, University of Maryland
Discussant:

59.055. Supporting Struggling Learners in Preschool: Emerging Approaches and Opportunities. SIG-Early Education and Child Development; Symposium
Chair: Benita J. Barnes, University of Massachusetts - Amherst
Participants:
Benita J. Barnes, University of Massachusetts - Amherst
The Age-Related Developmental Influences of Family Environments on Academic Capitalism: A New Landscape for Doctoral Socialization.
Chris M. Golde, Stanford University
Entering Different Worlds: Socialization Into Disciplinary Communities. Chris M. Golde, Stanford University
Supporting At-Risk Preschoolers’ Language and Early Reading Development: A Tiered Approach. Carol Yunker, University of Delaware; Martha J. Buell, University of Delaware; Myae Han, University of Delaware; Noreen Susan Miller, University of Delaware
Discussant:
Benita J. Barnes, University of Massachusetts - Amherst

59.056. Advanced Modeling Approaches to Issues in Education. SIG-Educational Statisticians; Paper Session
Chair: Joshua T. Goodman, James Madison University
Participants:
Joshua T. Goodman, James Madison University
Comparison of Methods for Meta-Analytic Structural Equation Modeling. Ying Zhang, Florida State University; Betsy J. Becker, Florida State University
Meta-Analysis of Intraclass Correlation Coefficients From Multilevel Models of Educational Achievement. Shawn M. Stockford, Arizona State University; Marilyn S. Thompson, Arizona State University
Use of Both Multiple-Group CFA and MIMIC Model in a Measurement Invariance Study. Yasuo Miyazaki, Virginia Polytechnic Institute and State University; Youngjun Chungbaek, Virginia Polytechnic Institute and State University
A Mixture Modeling Approach to Systematic Measurement Error. Min Liu, University of Maryland; Gregory R. Hancock, University of Maryland; Jeffrey R. Harring, University of Maryland
Discussant:
59.061. Organizational Theory: The Places, People, and Ideas of Organizations. SIG-Organizational Theory; Paper Session
Colorado Convention Center, Street Level, Room 709
4:05 pm to 6:05 pm
Chair: Carmen McCrink, Barry University

Participants:
Complicating the “Apprenticeship of Observation”: The Role of Modeling in the Selection of a Teaching Career. Carol R. Rinke, Gettysburg College; Lynnette K. Mawhinney, Lincoln University; Gloria Park, Indiana University of Pennsylvania

Making Meaning of Women Teachers’ Bodies After Personal Changes. Christine Ann Mallozzi, University of Kentucky

“Teaching Within a Life”: Learning From 1990 Teach for America Life Narratives. Bethany Lynn Rogers, College of Staten Island - CUNY; Megan Blumenreich, City College of New York - CUNY


Discussant:
Gerald J. Brunetti, Saint Mary’s College of California

59.062. STEM Learning Opportunities in Out-of-School Settings: Findings From a First Generation of Field-Building Studies. SIG-Out-of-School Time; Symposium
Colorado Convention Center, Street Level, Room 101
4:05 pm to 5:35 pm
Chair: Rena Dorph, University of California - Berkeley

Participants:
Are Quality Science Learning Opportunities Typical of Typical After-School Settings? Gil Noam, Harvard University; Rena Dorph, University of California - Berkeley; Carolyn Dahlgren, McLean Hospital; Jim Larson, McLean Hospital; David Goldstein, University of California - Berkeley; Jeffrey Sheldon, Claremont Graduate University

Out-of-School-Time Science: It’s Not What You Think. Bromwyn Bevan, Exploratorium; Vera Safa Michalawks, SRI International; Ruchi Tirumala Bhanot, SRI International; Noah Rauch, The Exploratorium; Julie Remold, SRI International; Patrick M. Shields, SRI International; Robert Semper, Exploratorium

ITEST @ 5 Years: STEM Workforce Development in After-School. Anthony Street, Educational Development Corporation; Wendy Rivenburgh, Educational Development Corporation


Discussants:
Janet E. Coffey, University of Maryland - College Park
Mark S. John, Inverness Research Associates

59.063. Examining Freirean Pedagogy in Context. SIG-Paulo Freire, Critical Pedagogy, and Emancipation; Paper Session
Colorado Convention Center, Street Level, Room 606

Chair: Virginia M. Lea, Gettysburg College

Participants:
Conflict Resolution for Elementary Students From a Freirian/Boalian Perspective. Crystal Kroner, University of Missouri - Columbia; Peggy L. Placier, University of Missouri

Critical Consciousness, Inc.: From Generative Themes to the Education Industry in School-Based Inquiry. Gary L. Anderson, New York University; Kathryn G. Hery, Montclair State University

How Paulo Freire’s Concept of Generative Themes Linked Two Qualitative Analytic Strategies. Gwyn Ebie, Colorado Mountain College; Susanna Belle Spaulding, Colorado Mountain College

Integrated Racial Ideologies in Community Organizing for School Reform: Using Problem-Based Pedagogies to Engage Chicanac Racialized Epistemologies. Christopher L. Mill, University of Texas - Austin

Promoting Critical Media Literacy in Schools of Education Through the U.S. 2008 Presidential Election. Paul R. Carr, Youngstown State University; Bradley J. Portfolio, Lewis University

Discussant:
David T. Hansen, Teachers College, Columbia University

59.064. Expanding the Vision, Theory, and Practice of Peace Education in Diverse Contexts. SIG-Peace Education; Paper Session
Colorado Convention Center, Street Level, Room 608
4:05 pm to 6:05 pm
Chair: Edward J. Bruntmeier, Colorado State University

Participants:
Beyond Integrating Catholics and Protestants: Leadership for Inclusion in Integrated Schools in Northern Ireland. Claire McGlynn, School of Education; Timothy D. Louden, Queen’s University Belfast


Stories of Conflict, Reconciliation, Renewal, and Place: Lessons Learned About Peace, Diversity, and Sustainability. William M. Timpson, Colorado State University; Mallorrie Bruns, Colorado State University; Shaun Schafer, Metropolitan State College; Debra K. Holman, University of Northern Colorado; Maria Gabriel, Thompson School District; Jehan AlAmdejane, Colorado State University; Antoette Aragon, Colorado State University; Mary E. Pilgrim, Colorado State University; Elynn M. Dickmann, Colorado State University

Creating Peaceful Schools Through a Continuity of Caring Relationships. Tom Cavanagh, Walden University; Angus Hikairo Macfarlane, University of Waikato; Ted Glynn, University of Waikato; Sonja Macfarlane, Ministry of Education in New Zealand

Urban High School Students of Color: Their Understanding and Experience of Peace, Justice, and Forgiveness. Sharon M. Chubbuck, Marquette University; Michalinos Zembylas, Open University, Cyprus

“Peaceful Paths”: An Urban School Study of a Peace and Yoga Curriculum. Joy L. Wiggins, University of Texas - Arlington; Stephanie Deza, University of Texas - Arlington

Restorative Practices as Formal and Informal Education in Complex Ecologies. Candice C. Carter, University of North Florida; Sandra L. Ranhorn, University of North Florida

Discussant:
Edward J. Bruntmeier, Colorado State University

59.065. Education: On, or Jean-Jacques Rousseau’s Emile. SIG-Philosophical Studies in Education; Symposium
Colorado Convention Center, Street Level, Room 210
4:05 pm to 6:05 pm
Chair: Gert J. J. Biesta, University of Stirling

Participants:
Can We Learn From Rousseau’s Sexism? Self-Mastery and the Education of Sophie and Emile. Mark E. Jonas, University of Wisconsin - Whitewater
The Ethics of Emile. Megan J. Laverty, Teachers College, Columbia University
Rousseau and the Fable: Ethics and Potentiality in Education. Tyson E. Lewis, Montclair State University

The Question of Authority in Rousseau’s Emile. Olivier Michaud, Montclair State University

The Pedagogical Projects of Rousseau and Jean-Jacques in Emile: The Teacher in the Text and the Text as Teacher. Avi Mintz, University of Tulta

Discussant:
David T. Hansen, Teachers College, Columbia University
59.066. Prioritizing Urban Children, Their Teachers, and Schools Through Professional Development Schools: Dialogue, Critique, and Mobilization. SIG-Professional Development School Research; Symposium Colorado Convention Center, Street Level, Room 407 4:05 pm to 5:35 pm Chair: Pia I. Wong, California State University - Sacramento Participants: Ronald D. Glass, University of California - Santa Cruz Beverly E. Cross, The University of Memphis Angela Valenzuela, University of Texas - Austin

59.067. Improving the Teaching and Writing of Educational Research. SIG-Professors of Educational Research; Paper Session Colorado Convention Center, Street Level, Room 403 4:05 pm to 5:35 pm Chair: Nataliya V. Ivankova, The University of Alabama - Birmingham Participants: Exploratory Research in Teacher Education: Strategies and Techniques of Teaching Research to Teacher Candidates. Carrie Eunyoung Hong, William Paterson University; Salika A. Lawrence, William Paterson University Prevalence and Characteristics of APA Style Guide Errors: The Case for Research in the Schools. Julie P. Combs, Sam Houston State University; Anthony J. Oronwgbzhe, Sam Houston State University Guidelines for Writing Mixed-Research Articles. Nancy L. Leech, University of Colorado - Denver; Anthony J. Oronwgbzhe, Sam Houston State University; Julie P. Combs, Sam Houston State University Quality of Abstracts in Articles Submitted to a Scholarly Journal: A Mixed-Methods Case Study of the Journal Research in the Schools. Debbie L. Haile-Vaughn, University of Central Florida; Anthony J. Oronwgbzhe, Sam Houston State University Discussant: Brandon K. Vaughn, University of Texas - Austin

59.068. Change From the Inside Out: The Importance of Valuing Voice in the Reconstruction of Urban Schools. SIG-Research Focus on Black Education; Symposium Colorado Convention Center, Street Level, Room 208 4:05 pm to 5:35 pm Chair: Dianne Smith, University of Missouri - Kansas City Participants: Honoring Voices of the Past and Present: Providing Safe Spaces for Academic Achievement in Urban Schools. Donna Marie Davis, University of Missouri - Kansas City Leadership for School Improvement: Awakening Student Voices to Enable School Reconstruction and Improve Student Learning in Urban Schools. Shirley Marie McCarther, University of Missouri - Kansas City Partners in School Improvement: Using Technology and Media to Access Student Voices. Jennifer Ingrid Friend, University of Missouri - Kansas City Reconstructing the Cultural Context of Urban Schools: Listening to the Voices of Children. Loyce E. Caruthers, University of Missouri - Kansas City

59.069. Researching Mathematics Curriculum and Teaching: Tasks, Methods, and Results. SIG-Research in Mathematics Education; Paper Session Colorado Convention Center, Street Level, Room 708 4:05 pm to 5:35 pm Chair: David C. Webb, University of Colorado - Boulder Participants: Student Learning and Classroom Instruction Using Standards-Based and Traditional Curricula: An Analysis of Instructional Tasks. Infoa Cui, University of Delaware; Ning Wang, Widener University; Bikai Nie, University of Delaware; John Moyer, Marquette University; Chuang Wang, University of North Carolina - Charlotte Teacher Instruction of Reform Mathematics Curricula in Two School Districts: A Longitudinal Comparison. Julia Heath Kaufman, University of Pittsburgh; Mary Kay Stein, University of Pittsburgh How Many Classroom Observations Are Sufficient? Empirical Findings in the Context of a Longitudinal Study. Jeffrey C. Shih, University of Nevada - Las Vegas; Oscar Chavez, University of Missouri; James E. Tar, University of Missouri - Columbia Opportunities to Learn Using Balanced Mathematics: Who Participates When. Anita A. Wager, University of Wisconsin On Proving Relationships Between Possible Facts: What Has Value in the Geometry Class? Gloriana Gonzalez, University of Illinois - Urbana-Champaign; Patricio G. Herbst, University of Michigan Discussant: Melissa D. Boston, Duquesne University

59.070. Programming Options for Gifted Students. SIG-Research on Giftedness and Talent; Paper Session Colorado Convention Center, Street Level, Room 204 4:05 pm to 6:05 pm Chair: Michael S. Matthews, University of North Carolina - Charlotte Participants: Examining the Effects of Gifted Programming in Mathematics and Reading Using the ECLS-K, Jill L. Adelson, University of Louisville; D. Betsy McCoach, University of Connecticut; M. Katherine Gavin, University of Connecticut Project Clarion: New Science Curriculum for Kindergarten to Third-Grade Students in Title I Schools. Kyung Hee Kim, College of William and Mary; Joyce Vantassel-Baska, College of William and Mary; Bruce Albert Bracken, College of William and Mary; Lori C. Bland, College of William and Mary Implementation of a Gifted Education STEM Project: Initial Perceptions. Instructional Behaviors, and Knowledge of Science Content. Alicia Cotabish, University of Arkansas - Little Rock; Ann E. Robinson, University of Arkansas - Little Rock; Bronwyn MacFarlane, The University of Arkansas at Little Rock; Betty K. Wood, University of Arkansas - Little Rock Advanced Placement Participation and Its Association With Social Outcomes for Gifted and Talented Adolescents. Carolyn Elizabeth Barber, University of Missouri - Kansas City Promoting Differentiation Through Collaborative Inquiry: Focusing on Teacher and Student Growth. Nancy B. Hertzog, University of Illinois; Linda Sims, University of Illinois - Urbana-Champaign; Danielle M. Watkins, University of Illinois - Urbana-Champaign Paving the Road to Success: An Urban International Baccalaureate Diploma Program’s Contributions to Underrepresented Youth’s Transition to University. Anysia P. Mayer, University of Connecticut Discussant: Karen Beckstead Rogers, University of St. Thomas


59.072. Vouchers: Different Programs, Different Perspectives. SIG-School Choice; Symposium Colorado Convention Center, Street Level, Room 206 4:05 pm to 5:35 pm Chair: Robert A. Fox, University of Hawaii Participants:
Third Year of the Longitudinal Educational Growth Study of the Milwaukee Parental Choice (Voucher) Program. John E. Witte, University of Wisconsin - Madison; Joshua M. Cowen, University of Kentucky; David J. Fleming, Furman University

The District of Columbia Opportunity Scholarship Program: Impacts After 3 Years. Patrick J. Wolf, University of Arkansas; Balbette Gutmann, Westat; Michael J. Puma, Chesapeake Research Associates, LLC; Brian Kisida, University of Arkansas; Nada Eissa, Georgetown University

The Edgewood Voucher Program: Universal, Temporary, and Geographically Targeted. John Merrifield, University of Texas - San Antonio

Contracting for Educational Achievement. Maria Marta Ferreyra, Carnegie Mellon University; Pierre-Jinghong Liang, Carnegie Mellon University

59.073. School Effectiveness and School Improvement: Theory, Research, and Practice. SIG-School Effectiveness and School Improvement; Paper Session Sheraton, Plaza Concourse Level, Plaza Court 6

Chair: Samuel C. Stringfield, University of Louisville

Participants:
- Can Schools Achieve Both Quality and Equity? Investigating the Two Dimensions of Educational Effectiveness. Levontas Kyritsides, University of Cyprus; Bert Cremers, University of Groningen
- The Impact of Federations on Student Achievement: A Quantitative Study of School-to-School Collaboration. Daniel R. Muijs, University of Manchester; Christopher James Chapman, University of Manchester; Pam M. Simmons, University of Nottingham; Alison Collins, University of Manchester; Paul Armstrong, University of Manchester
- Using Multilevel Models in School Effectiveness Research. Francis Howard Lim Huang, University of Virginia
- Waldorf and Freinet Schools Compared to Traditional Schools: Differences in Children’s Well-Being and Self-Regulated Functioning From Kindergarten Until Third Grade. Jerissa de Bilde, Catholic University of Leuven; Bieke De Fraene, Catholic University of Leuven; Jan A. Van Damme, Catholic University of Leuven

59.074. Preventing Early Mathematics Difficulties: Findings From Kindergarten Curriculum and Intervention Studies to Foster Number Competence. SIG-Special Education Research; Symposium Colorado Convention Center, Street Level, Room 201

Chair: Diane P. Bryant, University of Texas - Austin

Participants:
- Fostering At-Risk Kindergartners’ Number Sense. Arthur J. Barovody, University of Illinois; Michael D. Eiland, University of Illinois - Urbana-Champaign
- Early Intervention in Number Sense for Kindergartners at Risk for Mathematics Learning Difficulties. Diane P. Bryant, University of Texas - Austin; Brian R. Bryant, University of Texas - Austin
- Developing Number Competence in Kindergartners at Risk for Mathematics Learning Difficulties. Nancy C. Jordan, University of Delaware

Discussant: Russell M. Gersten, Instructional Research Group

Student Achievement as Measured by the Texas Assessment of Knowledge and Skills. Linda L.G. Brown, University of Texas - Austin; Todd Sherron, University of Texas - Austin

Survey Results: Impact on Teacher Practice in Elementary Science. Carol Fletcher, University of Texas - Austin; Marsha Willis, University of Texas - Austin

Contributions. James P. Barufaldi, University of Texas - Austin; John McBride, University of Texas - Pan American

59.075-2. Exploration of Adolescents’ Achievement. SIG-Adolescence and Youth Development; Roundtable Session

Chair: Jeffrey Stuart Kaplan, University of Central Florida

Participants:

Using Contexts and Socioeconomic Status to Explain Racial Differences in Adolescent Achievement. Constance A. Lindsay, Northwestern University

“I’m Not Learning”: The Role of Academic Relevancy for Low-Achieving Adolescents. Howard Crompton, University of Virginia; Anne Gregory, University of Virginia

59.075-3. Making Connections Between Professional Development, Job Satisfaction, and Students’ Learning. Division K - Teaching and Teacher Education; Roundtable Session

Chair: Noah Borrero, University of San Francisco

Participants:
- Comparison of Three Competing Models on Teacher Stressors and Job Dissatisfaction and Intent to Quit. Andrea Seal, University of Texas - San Antonio; Dan Sass, University of Texas - San Antonio; Nancy K. Martin, University of Texas - San Antonio
- Does More Teacher Learning Translate to More Student Learning? Leigh Mesler Parise, Northwestern University
- Factors Contributing to Novice Teacher Success: A Mixed-Method, Multiple-Data-Source Study. Martha S. Hendricks-Lee, Wilmington College; Suzanne Franco, Wright State University; Kathryn Kinnucan Welsch, University of Dayton
- Living Metaphors: Developers’ Images for Facilitating Teacher Professional Learning. Stacy A. Ernst, University of Minnesota
- Teachers’ Practices and Children’s Competency Beliefs, Attitudes, and Motivation Toward Reading and Writing: Socioeducative Perspectives. Janet C. Richards, University of South Florida; Susan V. Bennett, University of South Florida

59.075-4. Moral Functioning in Higher Education. SIG-Moral Development and Education; Roundtable Session

Chair: James Charles Conn, University of Glasgow

Participants:
- Academic Dishonesty: Using Planned Behavior to Model Ethical Behavior Among Education Students. Winona M. Burt, University of Houston - Clear Lake, Jermaine T. Vosey, University of Texas - San Antonio
- Addressing Narcissism as a Reason for Recent Trends in Moral Judgment Development. Meghan Saculla, Western Kentucky University; William Pitt Derryberry, Western Kentucky University

Church and State in Education: Levels of Moral Reasoning Among Irish University Students. Joanne O Flaherty, University of Limerick; James P. Gleeson, University of Limerick

59.075-5. Perspectives From Literacy Research: New Trends and Practices. Division K - Teaching and Teacher Education; Roundtable Session

Chair: Mica Pollock, Harvard University

Participants:
- Examining Discipline-Specific Literacy Instruction in High Schools. Kellee D. Jenkins, University of Pittsburgh; Rita M. Bean, University of Pittsburgh
- Reaching Out: Impacts of Teachers’ Outreach Efforts on Kindergartners’ Reading Skills. Eunjoong Jung, Syracuse University; H. Sophia Han, University of Louisville

Successful Language Arts Teachers Who Teach for High Literacy: Lessons From “Beating the Odds” Classrooms. Matt J. Holdibush, Mount Saint Mary’s College
Toward a Lifetime of Literacy: The Effect of Instructional Practice on Children’s Motivation for Reading. Laura A. Davis, Antioch University

The Impact of New Literacies and Teacher Creativity in Content Area Classrooms. Tanya Walker, University of La Verne; Jennifer Winnier, University of Nevada - Las Vegas; Thomas W. Bean, University of Nevada – Las Vegas

59.075-6. Policies and Professional Development in Teacher Education. Division K - Teaching and Teacher Education; Roundtable Session

Chair: Mary A. Avalos, University of Miami

Participants:

Teachers’ Perceptions of Online Professional Development for ESL Certification. Elizabeth P. TTonya, Texas A&M University - College Station; Rafael Lara-Alicio, Texas A&M University; Janie E. Kemp, Texas A&M University; Julia Stanka, Texas A&M University

School-Based Professional Development Based on In-Service Teachers’ Problems. Lu Pien Cheng, National Institute of Education

Connecting Mentoring to Student Achievement in Alaska: Results and Policy Implications. Barbara Leigh Adams, The University of Alaska

59.075-7. Professional Development for K-12 Teachers as a Liberal Art. Division K - Teaching and Teacher Education; Roundtable Session

Chair: Patricia L. Anders, The University of Arizona

Participants:

Professional Development: Literature Review and Rationale for a Liberal Arts and Humanistic Approach. Stewart Parry, Lawrence University

“A Vacation for the Mind”: Program Description and Research. Laura Desisto, Lawrence University; Brian Bartel, Appleton Area School District

The Summer Institute of 2009: Learning to Live and Living to Learn. Stephanie Alexandra Mackler, Ursinus College; Terry J. Buraut, Marquette University


Chair: Noah Borrero, University of San Francisco

Participants:


Induction Can Make a Difference to Teacher Practice and Ministry Policy: Evidence From a Province-Wide Evaluation. Rath G. Kane, University of Ottawa; Paul Anthony, Ontario Ministry of Education; Jinah Kim, Ontario Ministry of Education; Jenn Rottmann, University of Ottawa; Adrian Jones, University of Ottawa

59.075-9. Rethinking Teacher Education: Critical Perspectives From Teacher Educators. Division K - Teaching and Teacher Education; Roundtable Session

Chair: Andrea L. Tyler, Miami University of Ohio

Participants:

A Reflective Inquiry Into a Decade of Teaching Diversity Courses: What I Have Learned. Ominomu N. Ukpokodu, University of Missouri - Kansas City

Becoming a Critical Teacher Educator: Emerging Practices and Lingering Dilemmas. Elizabeth Bondy, University of Florida; Katie M. Tricario, University of Florida; Jemima Espinoza-Howlett, University of Florida; Stephanie L. Dodman, University of Florida; Joanne J. La Francesa, University of Florida

Cultural Immersion for Teacher Educators: Stimulus for Growth. Jean Moule, Oregon State University - Corvallis; Lynn Pentland, University of Evansville; Davies Bellamy, University of Evansville; Amy McBride, University of Evansville

Diversity Matters: Explorations of the Impact of Faculty Diversity on the Education of “Diverse” Preservice Teachers. Patricia A. Whang, California State University - Monterey Bay; Deanne R. Perez-Granados, Scott Waltz, California State University - Monterey Bay; Miguel G. Lopez, University of San Francisco

Two Different Professors, Two Different Experiences, One Goal: The Social Justice Curriculum in Teacher Education. Cleveland Hayes, University of La Verne; Marga Madhuri, University of La Verne

59.075-10. Safe Schools and Communities Roundtable 1. SIG-Safe Schools and Communities; Roundtable Session

Chair: Michele V. Hamilton, University of California - Davis

Participants:

An Examination of the Usefulness of a Multimedia WebQuest in Educating Students About Cyberbullying. Elizabeth Brewer, Loyola Marymount University; Patrick Lynch, Loyola Marymount University; Ricardo Jose Pedroarias, Loyola High School; Beth Trincher, Loyola Marymount University

Short- and Long-Term Effects of the Pokemon Learning League on Fourth-Grade Students’ Internet Safety Knowledge in Virginia. Tammy McGraw, Virginia Department of Education; Meng Yu, University at Albany - SUNY; Jean Weller, Virginia Department of Education; Stan Bumgardner, Virginia Department of Education

Preliminary Outcome of the BRAVE Bully Prevention/Social Leadership Development Program in Faith-Based Schools. Rona M Novick, Yeshiva University; Jenny Isaacs, Yeshiva University

Examining the Influence of Seventh-Grade Students’ Backgrounds and Victimization on Depression and Anxiety. Connie Tollett, University of Arkansas - Little Rock

59.075-11. Social Justice Perspectives: Considering the Effects of Teaching and Curriculum. Division K - Teaching and Teacher Education; Roundtable Session

Chair: Rachele Andrea DiMeglio, Michigan State University

Participants:

Rethinking the Foundation for American Public Education. Kathryn D. Manueltio, University of New Mexico; Yungee Nez, University of New Mexico

Teacher and Principal Awareness of Aboriginal Students’ Bi-Epistemic Needs: The Impact of Educational Policy in Ontario, Canada. Lorenzo Chersini, Brock University

The Effects of Vygotsky’s Zone of Proximal Development on Korean Immigrants’ Learning in an Educational Foundations Class. Janine Marie McIlheran, University of Wisconsin - Milwaukee

Using Literacy Narratives for Creating Transformative Spaces in Teacher Education. Terri L. Rodriguez, Duquesne University; Ilye-Sun Cho, University of Hawaii - Manoa

59.075-12. Strengthening Literacy Across the Content Areas: Professional Development Strategies. Division K - Teaching and Teacher Education; Roundtable Session

Chair: Emily J. Klein, Montclair State University

Participants:

Examining Urban Teacher Efficacy Through Literacy Across the Content Areas: An Exploration of the Effects of Whole-School Professional Development. Jody Nicole Polleck, Hunter College - CUNY; Jill Virginia Jeffery, New York University

Impacts of Academic Literacy Professional Development in Rural High Schools. Jeffrey W. White, Humboldt State University; Anrea Oosuki, Humboldt State University; Julie Van Sickle, Humboldt State University; Karen Grady, Sonoma State University; Paula J. Lane, Sonoma State University

Improving Secondary Students’ Literacy Practices in Science Through Teacher Professional Development. M. Cecil Smith, Northern Illinois University; Solanul Ochoa-Angirio, Northern Illinois University; B. Kathleen Kitts, Northern Illinois University

Special Education Teacher Change in Response to Professional Development in Fluency and Decoding. Alison Gould Boardman, University of Colorado - Boulder; Mary T. Brownell, University of Florida; Brooke Prichard, University of Colorado - Boulder; Anna Osipova, California State University - Los Angeles; Mary Patricia Dingle, Sonoma State University; Alexandra Lusterbach, University of Florida

Literacy in the History Classroom: A Cross-Case Analysis of Teacher-Implemented Participatory Action Research. Jacqueline A. D Warte, University of California - Los Angeles

59.075-13. Studying Teachers Studying Teaching: The Ecology of Learning From Practice Over Time. Division K - Teaching and Teacher Education; Roundtable Session

Chair: Anna E. Richert, Mills College

Participants:
59.075-14. Success, Flexibility, and Adaptation: Examining the Tensions Around What It Means to Teach. Division K - Teaching and Teacher Education; Roundtable Session
Chair: Judith A. Burry-Stock, The University of Alabama
Participants:
Finding and Defining Success: Quality Teaching in High-Stakes Learning Environments. Beth Smith Feger, University of Texas - Austin
Good Teaching and High Gains on High-Stakes Tests: Lessons Learned From Award-Winning Teachers. Dorene D. Ross, University of Florida; Alyson J. Adams, University of Florida; Thomasenia Lott Adams, University of Florida; Tim Jacobbe, University of Florida; Kerry McArthur, University of Florida; Barbara G. Pace, University of Florida; Stephen J. Pape, University of Florida
Navigating the Complexity of Classroom Instruction: A Longitudinal Study of Thoughtfully Adaptive Teaching. Seth Parsons, George Mason University; Joseph Baxter Williams, University of North Carolina - Greensboro; Kathryn Kear, Binghamton University; Stephanie Grayson Davis, University of North Carolina - Greensboro; Raya Qualis Scales, Western Carolina University; Melony Allen, University of North Carolina - Greensboro; Marianne Lawson, Binghamton University - SUNY; Sarah Cohen, Lynbrook Elementary
Push-Pull Dynamics in High School Classrooms: Influence of Teaching on Student Involvement, Influence of Student Involvement on Teaching. Michelle Yoon, University of Virginia; Robert F. Mcenerney, University of Virginia
The Secret Between Teaching and In-Teaching. Jie Yu, Louisiana State University - Baton Rouge

59.075-15. Teacher Beliefs and Education: Lessons From Professional Development. Division K - Teaching and Teacher Education; Roundtable Session
Chair: Jo Tondeur, Ghent University, Belgium
Participants:
Facilitating Belief Change Among In-Service Teachers Through Knowledge-Building Community. Ching Sing Chai, National Institute of Education, Singapore
Documenting Pedagogical Beliefs Changes in a Professional Learning Program for Indonesian Teachers. Cher Ping Lim, Edith Cowan University; Hendrati Nasitii Nasitii, Edith Cowan University; Jeremy Pangram, Edith Cowan University; Jo Tondeur, Ghent University, Belgium
Concept-Guided Development of Technology-Rich Learning Arrangements by Teachers: (How) Does It Affect Teachers’ Pedagogical Beliefs and Practices? Sandra De Koster, Vrije University, Amsterdam - Netherlands; Els Kuijer, Vrije Universiteit Amsterdam, Netherlands; Monique L. Volman, Vrije Universiteit, The Netherlands
Challenging Science Teachers’ Educational Beliefs Through a Video-Based Intervention Program in Chinese Primary Schools. Guoyuan Sang, University of Ghent, Martin M. Vlacke, Ghent University, Belgium; Johan Van Braak, Ghent University, Belgium; Jo Tondeur, Ghent University, Belgium

59.075-16. Teacher Collaboration and Professional Development: Methods for Supporting Teachers. Division K - Teaching and Teacher Education; Roundtable Session
Chair: Dolores C. Gauntt-Porter, Vanguard University of Southern California
Participants:
Evolution of a Professional Development Program in Content-Area Literacy: A Long-Term Formative Experiment. Victoria Ridgeway Gillis, Clemson University; Kathy N. Headley, Clemson University
Professional Development’s Complex Ecology: Examining a Whole-School Balanced Literacy Professional Development. Susanna M. Steeg, Arizona State University; Dawn Lambson, Arizona State University
Teachers’ Collaborative Review of Students’ Writing: Lessons From Two Professional Communities. Marnie Curry, University of California - Berkeley

59.075-17. Teachers as Users of Technology, Division K - Teaching and Teacher Education; Roundtable Session
Chair: Robert J. Torres, New York University
Participants:
Teachers as Users of Technology: Exploring a Conceptual Framework of “Clusters of Purposeful Learning Activity”. Tony Fisher, University of Nottingham; Avril Loveless, University of Brighton; Chris Higgins, Oxford Brookes University; Tim Denning, Keele University
Professional Development e-Coaching: Global Connections Through Technology. Marge Mageaurt Colbert, University of Massachusetts; Therese Marie Roberts, University of Massachusetts - Amherst
Improving Teacher Quality Through Online Professional Development: Perception Versus Reality. Sheralyn Trisha Dash, Boston College
Relationships Among Program Fidelity, Teacher Mastery, and Student Impact in a Technology Professional Development Program. Wendy B. Martin, Education Development Center Inc.; Scott A. Strøther; Education Development Center Inc.; Monica Beglau, eMINTS National Center; University of Missouri; Lorrie Kaplan, University of Missouri
The Case of an Online Learning Community in Support of Collaborative Teacher Inquiry. Christopher Davis Sessums, University of Florida

59.075-18. The Benefits of Games and Gaming in Informal Learning Contexts. SIG-Media, Culture, and Curriculum; Roundtable Session
Chair: Kelly McNeal, William Paterson University
Participants:
Game Design in “Gamestar Mechanic” and Its Role in Children’s Development of Narrative Skills With Digital Media. Ivan Alejandro Games, Michigan State University
Gaming the Outdoors: Motivating Interaction With Place Through Mobile Games. John Martin Martin, University of Wisconsin - Madison
Lessons From Brandy: Creative Media Production by a Child With Cognitive (Dis)Abilities. Kylie A. Peppler, Indiana University - Bloomington, Mark Warschauer, University of California - Irvine

Chair: Joseph E. Flynn, Northern Illinois University
Participants:
Inbuing Graduate Diversity-Equity Study With Greene’s Philosophy of Educating Through Art: “Too Much Glitter?” Virginia Ann Worley, Oklahoma State University; Jeffrey M. Hawkins, Oklahoma State University
Characteristics of YouTube Video Creators: Implications for Curriculum Design. Meng-Fen Lin, University of Hawaii; Georgette M. Michko, University of Houston; Curtis J. Book, Indiana University
Addressing Social Justice Issues Through Media Art-Making for Aspiring School Leaders. Christa A. Boske, Kent State University; Autumn K. Tooms, Kent State University; Joanne K. Dowdy, Kent State University; Sandra Perlman, Kent Historical Society

59.075-20. We Can Do It: Literacy Coaching as Innovative Professional Development. Division K - Teaching and Teacher Education; Roundtable Session
Chair: Rosa L. Rivera-McCutchin, Baruch College - CUNY
Participants:
Assessment of Language Arts Teacher Capacity: Transforming Practice. Sunita Singh, Le Moyne College; Patricia R. Schmidt, Le Moyne College
A Clinical Approach to Coaching and Teaching. Marnie Ginsberg, University of North Carolina - Chapel Hill; Amy Hedrick, University of North Carolina - Chapel Hill; Lynne Vernon-Feagans, University of North Carolina - Chapel Hill
Connections Between Instructional Coaching and Teacher Learning. Maxine Allaway, University of Washington
Research on Literacy Coaching at Middle and High School Levels: What Do We Know? Nancy Shanklin, University of Colorado - Denver
59.076-1. Argumentation and Discourse in Science Classrooms. SIG-Science Teaching and Learning; Roundtable Session

Chair: Kamini Jaipal, Brock University

Participants: Interactions Between Classroom Discourse, Teacher Questioning, and Student Cognitive Engagement. Julie Brockman Smart, Presbyterian College; Jeff C. Marshall, Clemson University

Orchestrating Student Discourse Opportunities and Listening for Conceptual Understandings in High School Science Classrooms. Melissa Kinard, Georgia State University; Geeta K. Verma, Georgia State University; Anton Povirajah, Georgia State University

Proposing a Multimodal Semiotics Discourse Analysis Framework for Analyzing Science Discourse. Kamini Jaipal, Brock University

High School Students’ Argument Development in Response to Media. Patricia Horne, Old Dominion University; Daniel L. Dickerson, Old Dominion University; Linda Bol, Old Dominion University

Improving Science Teaching and Learning by Transforming Teacher and Student Practices Through Cogenerative Dialogue. Femi S. Omalaja, The Graduate Center - CUNY; Michelle V. Thornton, Penn Science Teacher Institute

59.076-2. Assessment and Evaluation in Science Education. SIG-Science Teaching and Learning; Roundtable Session

Chair: Georgia Wood Hedges, University of Georgia

Participants: Elementary Science Teachers’ Value and Implementation of Formative Assessment Strategies. Sherri L. Brown, University of Louisville; Pamela M. Jett, University of Louisville

Inquiring Minds Want to Know: An Evaluation of Project Inquiry. Kate Muir Welsh, University of Wyoming; Judith Z. Ellsworth, University of Wyoming; Ron Cantera, University of Wyoming; Scott Chamberlin, University of Wyoming; Diana L. Wig, University of Wyoming; Sonja Browe, Slade Elementary

The Use of Non-Equivalent Groups Quasi Experimental Design for Math/Science Teacher Program Recruitment Program Evaluation. Laura J. Moin, University of Colorado - Boulder; Heidi Iverson, University of Colorado; Valerie K. Otero, University of Colorado - Boulder

59.076-3. Beginning Science Teachers. SIG-Science Teaching and Learning; Roundtable Session

Chair: Gavin W. Fulmer, National Science Foundation

Participants: Alternative Teacher Education Programs: A Case Study of an Expedited Program for Secondary Science Certification. Susan Gomez-Zwiep, California State University - Long Beach; Babette M. Benken, California State University - Long Beach

New Science Teachers’ Descriptions of Inquiry Enactment. Oliver Dreon, Millersville University; Scott B. McDonald, The Pennsylvania State University

Novice Teachers’ Understandings and Implementation of Students’ Funds of Knowledge in Teaching. Myoung Lim, Georgia State University; Anton Povirajah, Georgia State University

Those Who Can Teach: Reflections From GK-12 Fellows. Kathryn Scantlebury, University of Delaware; Jane B. Kahle, Miami University; George Watson, University of Delaware; John Madsen, University of Delaware

59.076-4. Implementation of Formative Assessment and Grading Practices. SIG-Classroom Assessment; Roundtable Session

Chair: Susan K. Green, Winthrop University

Participants: Developing a Statewide, Standards-Based Student Report Card: A Review of the Kentucky Initiative. Thomas R. Goskey, University of Kentucky; Lee Ann Jung, University of Kentucky; Gerry Swan, University of Kentucky

Exploring Factors Affecting Implementation of Assessment for Learning: Connecting With Educators’ Hearts and Minds for Successful Implementation. Joanne L. Reid, Brock University; Susan Margaret Drake, Brock University; Louis M. Volante, Brock University; Danielle Beckett, Brock University

An Exploratory Study of Formative Assessment Within Collaborative Challenges. Barbara M. Crossouard, University of Sussex

59.076-5. Online and Virtual Learning. SIG-Technology as an Agent of Change in Teaching and Learning; Roundtable Session

Chair: Steven R. Terrell, Nova Southeastern University


Building Effective Online Learning Communities. Erica C. Boling, Rutgers University; Mary Hough, Rutgers University; Hindi L. Kornsly, Rutgers University; Hafiz Saleem, Rutgers University; Maggie Stevens, Rutgers University

Course Management System: The Bridge Between Classroom and Online Settings: Reflections of an EFL Instructor’s Use of a Web-Based Course Management System in Taiwan. Hui-Lien Hsiao, University of Illinois - Urbana-Champaign

The Potential of Group Work in Higher Education: Student Perceptions of Online and Face-to-Face Experiences. Allen J. Heinkel, University of South Florida; Glenn Gordon Smith, University of South Florida

Developing Digital Literacies: Teaching and Learning in a Networked Environment. Pamela L. Whitehouse, West Virginia University; Idit Harel Caperton, World Wide Workshop Foundation

59.076-6. Preservice Science Teacher Education. SIG-Science Teaching and Learning; Roundtable Session

Chair: Karen S. Sullivan; University of New Brunswick

Participants: Learning to Deliver or Reflecting to Learn: What Do Preservice Science Teachers Learn Through Action Research? Mehmet Aydin; The University of Tennessee; Rita Anne Hagevik, The University of Tennessee

Preservice Elementary Teachers’ Perceptions of Teaching Science: Implications for Improving Inquiry Learning. Karleen R. Goubeaud, Long Island University; Stephanie Palmeri, Long Island University - C.W. Post Campus

Preservice Elementary Teachers’ Views of the Nature of Science When Talking About the Nature of Science, Enacting Science, and Reflecting on Their Enactment. Dora Tzali, University of Cyprus; Loucas T. Louca, European University - Cyprus; Zacharias C. Zacharia, University of Cyprus; Michalis P. Michaelides, European University - Cyprus

Self-Efficacy and Preservice Teacher Science Interest. Robert E. Bleicher, California State University - Channel Islands

59.076-7. Scaling Technology Integration: Conditions, Factors, and Strategies. SIG-Technology as an Agent of Change in Teaching and Learning; Roundtable Session

Chair: Walter F. Heinecke, University of Virginia

Participants: Integrating Laptops Into K-12 Classrooms: Exploring Factors Impacting Instructional Use. Fethi A. Inan, Texas Tech University; Deborah Lother; The University of Memphis

Examining Change in Teaching and Learning in a Large-Scale School Laptop Program. Cathy Cavanaugh, University of Florida; Kara M. Dawson, University of Florida

How Elementary and Secondary Teachers Use Technology Differently: A National Study of Accomplished Technology-Using Teachers. Tiffany Anne Roman, Indiana University - Bloomington; Anne Ted Ottenthal-Lehwit, Indiana University; Thomas Brush, Indiana University

Building-Level Support for Technology Integration: Ecological Links. Ellen B. Meier, Teachers College, Columbia University; Caron M. Mimeo, Teachers College, Columbia University

The Impact of Technology Integration on Student Academic Achievement for Special Needs Students. Jane Ann Beebe, The University of Akron; Xin Liang, The University of Akron

59.076-8. Science Teaching and Learning in Higher Education. SIG-Science Teaching and Learning; Roundtable Session

Chair: SueAnn I. Bottoms, Oregon State University

Participants: Congruency Between Teachers’ Goals and Students’ Perceptions of Research in University Science Courses. Roeland M. Van der Rijst, Leiden University; Jan H. Van Driel, Leiden University

Enhancing Engineering Education by Understanding Complexities of Students.
Christina Kay White, Teachers College; Julie Linsey, Texas A&M University; Kathy J. Schmidt, University of Texas - Austin; Kristin Wood, University of Texas - Austin; Dan Jensen, United States Airforce Academy
The Persistence of African American Students in Scientific Majors. Andre M. Green, University of South Alabama; George E. Glasson, Virginia Polytechnic Institute and State University

59.076-9. Significant Auditory and Orthographic Knowledge in Reading. SIG-Research in Reading and Literacy; Roundtable Session
Chair: Yang Cathy Luo, OISE/University of Toronto
Participants:
Orthographic Knowledge in Beginning Chinese Readers’ Concurrent and Subsequent Character Reading. Yang Cathy Luo, OISE/University of Toronto; Xi Chen, OISE/University of Toronto; Hong Li, Beijing Normal University; Yaping Zhang, Beijing Normal University
Mapping Connections Between Rapid Automated Naming Task and Reading: A Meta-Analysis of Correlational Data. Evgeni Borokovski, Concordia University - Montreal; Robert M. Bernard, Concordia University; Norman Segalowitz, Concordia University - Montreal; Anna Sokolovskaya, Concordia University
Vowel Phoneme Spelling Among High-Frequency Words. James Alma Erekson, University of Northern Colorado
Examining the Simple View of Reading: Do Students With Dyslexia Differ From Garden-Variety Poor Readers? Wei-Pai Lu, Pioneer Valley Chinese Immersion Charter School

59.076-10. Technology Applications, Knowledge, and Strategies. SIG-Technology as an Agent of Change in Teaching and Learning; Roundtable Session
Chair: Norman Davis Vaughan, Mount Royal University
Participants:
Teachers’ Perceptions and Uses of Classroom Response Systems and Ways to Enhance the Student Learning Experience in K-12 Schools. Eun-Ok Back, California State University - San Bernardino; Joseph Jesunathadas, California State University - San Bernardino
Interactive Video Conferencing: Enhancing Teaching and Learning for Preservice Teachers. Andrea M. Kent, University of South Alabama
Technology for Teaching and Learning: “Moodle” as a Tool for Participation and Performance in Teacher Education. Shaunda L. Wood, St. Thomas University
How to Turn Competitions Into International Collaboration Through Educational Robotics: A Case of a RoboCupJunior Dance Tournament. Amy Eguchi, Bloomfield College
Videoconferencing in Elementary Science Methods Courses: Comparing Two Cases. Irene Plocecz, Hofstra University

59.076-11. The Narrative Inquirer and the Space of Praxis. SIG-Narrative Research; Roundtable Session
Chair: Jennifer Mitton, Bilkent University - Ankara, Turkey
Participants:
Narrative Inquiry Invites Professional Development: Educators Claim the Creative/Relational Space of Praxis. Margaret A. Macintyre Latta, University of Nebraska - Lincoln; Jeong-Hee Kim, Kansas State University
Seeing Into Suspicion: Weighing the Probabilities of Contending Narratives, Conceptualizing a Way of Developing as a Narrative Inquirer. Nona M. Lyons, University College Cork
Research on the Boundaries: Narrative Inquiry in the Midst. Cheryl J. Craig, University of Houston

Division and SIG Posters
Posters:

22. Design of a Web-Based Patient Self-Management System Grounded in Patient Activation Theory. Hannah Kim, Purdue University; Scott P. Schaffer, Purdue University; Lisette Reyes, Purdue University; Bart Collins, Purdue University

23. Developing TPACK in Mathematics Instruction. Andrew B. Polly, University of North Carolina - Charlotte

24. Development and Evaluation of a Computer-Based Training of Questioning. Frauke Kaemmerer, University of Erfurt; Helmut M. Niegemann, University of Erfurt

25. Enhancing Instructional Design Abilities via an Interactive, Computer-Based Assessment Tool. Chun-Ping Wu, TamKang University; Yi-wen Lin, TamKang University; Yi-isen Chen, TamKang University; Cha-Hua Wu, TamKang University


27. Graduate Students’ Attitudes Toward Computer-Supported Collaborative Learning. Heng-Yu Ku, University of Northern Colorado; Hui-Fen Chen, University of Northern Colorado; Chatchada Kaushriworn, University of Northern Colorado

28. Highlighting and Annotating in the Online Margins: Intended and Unintended Ways to Use the Feature. Eva Mary Bures, Bishop’s University; Cindy Man Xin, Simon Fraser University; Andrew Feenberg, Simon Fraser University; Philip C. Abrami, Concordia University

29. How Class Size Affects Note Writing Load: A Mixed-Methods Study of Note Writing and Class Size in Online Graduate Courses. Mingzhu Qiu, OISE/University of Toronto

30. Instructional Designers and Project Managers: Two Occupations Separated by Common Competencies. Shabron Williams Van Rooij, George Mason University

59.077-4. Mentorship and Mentoring Practices. SIG-Mentorship and Mentoring Practices; Poster Session

Posters:


32. Paddling the Shovel-Nose Canoe: Lessons Learned from a Culturally Responsive Mentoring Program. Annie Woo, Education Northwest

59.077-5. NAEP Studies. SIG-NAEP Studies; Poster Session

Posters:

33. A Descriptive Study of Students With Disabilities in NAEP Assessments. Jonathan Beard, National Center for Educational Statistics; Angie Gar-Man Tong, Virginia Polytechnic Institute and State University


35. Factorial Validity Assessment of Opportunity to Learn Measures Using Fourth-Grade NAEP Indicators. Stephanie W. Cawthon, University of Texas - Austin; Susan Natasha Beretvas, University of Texas - Austin; Leland Lockhart, University of Texas - Austin; Alyssa Kaye, University of Texas - Austin


37. Utilizing Electronic Files and Transcripts to Enhance the NAEP High School Transcript Study. Janis D. Brown, U.S. Department of Education; Stephen E. Roey, Westar; Philip H. Morse, Los Angeles Unified School District - California; Larry Fruth, SIFA

59.077-6. Poster Session I. Division C - Learning and Instruction; Poster Session

Posters:


39. A Longitudinal Investigation of a Laptop Initiative in Career and Technical High School Education. Chrystalla Mousa, University of Delaware; Albert Cavalier, University of Delaware

40. A Mixed-Methods Examination of Instructor Social Presence in Accelerated Online Courses. Alison Lowenthal, Regis University; Patrick R. Lowenthal, University of Colorado - Denver

41. A Multimodal Mapping of Media Literacy: The Pitch in Youth Video Production. Damiana Gibbons, University of Wisconsin - Madison

42. A National Survey of Teachers’ Perceptions About the Challenges of Integrating Information and Communication Technologies Into Literacy Instruction. Amy Carter Hutchinson, Iowa State University

43. Advance! Discrimination Education Through Play. Jessica Hammer, Teachers College, Columbia University; Jessica Mezei, Teachers College, Columbia University; Nisha Alex, Teachers College, Columbia University

44. Designing and Evaluating Web-Based Score Reports for Teachers in the Context of a Learning-Centered Assessment System. Diego Zapata-Rivera, ETS; Waverly Vanwinkle, ETS

45. Developing Argumentation Skills via Scaffolded Instant Messaging. Marion Judith Goldstein, Education Development Center, Inc.

46. Digital Plagiarism as Digital Cheating: The Influence of Achievement Goals and the Copy-and-Paste Function. Yu-Shu Yang, University of Connecticut; Michael F. Young, University of Connecticut

47. Distance Learning Retention: Multilevel Analysis at the Crossroads of Disability Status. James Felton Stewart, Coppin State University; Coretta J. Mallery; The American Institutes for Research; Jaehwa Choi, The George Washington University

48. Does Pretraining Format Predict Learning With Educational Technology? Lisa Ferrara, University of Utah; Kirsten R. Butcher, University of Utah

49. Effects of (A)Synchronous Communication in Web-Videoconferences on Student Learning and Learning Satisfaction. Bas Giesbers, Maastricht University; Bart Bientien, University Maastricht; Dirk Tempelaar, University Maastricht; Win H. Gijseelaers, Maastricht University

50. Effects on Learning and Motivation of Two Types of Automatic Generated Feedback. Gemma Corbalan, Open University, Netherlands; Fred Paas, Open University of the Netherlands/Erasmus University Rotterdam; Hans Cappers, Eindhoven University of Technology

51. Expert-Written Versus Student-Generated Textbook Chapters: An Investigation of Learning Outcomes, Use, and Content. Jennifer Jill Kidd, Old Dominion University; Patrick M. O’Shea, Harvard University; Peter B. Baker; Old Dominion University; Jamie Kaufman, Old Dominion University; Dwight W. Allen, Old Dominion University

52. Field Dependence-Independence and Instructional-Design Effects on Learners’ Performance in a Complex System With a Computer Modeling Tool. Charoula M. Angel, University of Cyprus; Nikolaos C. Valanides, University of Cyprus

53. Teaching Summarization via the Web. Donna Caccamise, University of Colorado - Boulder; Lynn Snyder, University of Colorado; Walter Kintsch, University of Colorado - Boulder; Cory Allen, University of Colorado; Eileen H. Kintsch, University of Colorado; William Oliver, University of Colorado

59.077-7. Poster Session: Collaborative Learning Environments. Division C - Learning and Instruction; Poster Session

Posters:

54. An Integrative Approach for Conceptualizing “Sense of Classroom Community” Among College Students. YoonJung Cho, Oklahoma State University; Hyeoyoung Bang, Bowling Green State University; Susan Mathew, Oklahoma State University; Stacey L. Bridges, Oklahoma State University; Angela Leigh Winton, Oklahoma State University

55. Beliefs About Collaboration, Approaches to Learning, and Participation in Computer-Supported Knowledge-Building Inquiry. Carol K. Chan, University of Hong Kong; Yuen-Yan Chan, The University of Hong Kong


57. Engineering Undergraduates Learning Computer System Modeling in a Constructivist Learning Environment: Multilevel Analysis of Collaborative and Individual Learning. Yuen-Yan Chan, The University of Hong Kong; Carol K. Chan, University of Hong Kong

58. Facilitating Epistemological Belief Change Among College Students in a Knowledge-Building Environment. Shu-Ping Lin, National Chengchi University; Huang-Yao Hong, National Chengchi University


60. Learning, Assessment, and Collaboration in Computer-Supported Inquiry Learning for Chinese Tertiary Students. Ke Zhao, The University of Hong Kong; Carol K. Chan, University of Hong Kong

61. Scaffolding a Knowledge-Building Community as a Creative System.
Hyatt Regency, Fourth Level, Capitol Ballroom 4
6:15 pm to 8:15 pm
Chair: Nonia A. Tyler, Miami University of Ohio
Stacy L. DeZutter, Millsaps College

60.010. Scholarly Writing Within the Academy: Navigating This Space From a Doctoral Student, Junior Scholar, and Senior Scholar Perspective. Graduate Student Council; Graduate Student Resource Center After Hours Event
Colorado Convention Center, Street Level, Room 207
6:15 pm to 7:45 pm
Chairs: Andrea L. Tyler, Miami University of Ohio
Stacy L. DeZutter, Millsaps College
Participant: Nonia A. Tyler, University of Texas, San Antonio

60.011. Division D 2010 In-Progress Research Gala, Division D - Measurement and Research Methodology; Structured Poster Session
Sheraton, Plaza Concourse Level, Plaza Ballroom CF
6:15 pm to 7:45 pm
Chairs: Dubravka Svetina, Arizona State University
Gail J. Tiemann, The University of Kansas
Karen E. Rambo, University of Connecticut

60.001. AERA Committee on Scholars of Color in Education Mentoring Lecture and Reception - Invitation Only. AERA Governance; Reception
Hyatt Regency, Fourth Level, Capitol Ballroom 4
6:15 pm to 8:15 pm
Chair: Tabanye Maria Chavous, University of Michigan

60.002. AERA Grants Program 20th Anniversary Reception - Invitation Only. AERA Governance; Reception
Hyatt Regency, Third Level, Centennial Ballroom GH
6:15 pm to 8:15 pm

340 Monday Evening, May 3, 2010

Monday, 6:15 pm

Govermnent Meetings and Events

Committee Sessions

Division Sessions

SIG Sessions
60.014. Arts and Inquiry in the Visual and Performing Arts in Education SIG Business Meeting: Feast of Friends. SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Business Meeting
Colorado Convention Center, Street Level, Room 104
6:15 pm to 7:45 pm

60.015. Biographical and Documentary Research SIG Business Meeting. Discerning the Dance of Documentary: Complicating Methodology and Interpretations in “Heart of Stone”. SIG-Biographical and Documentary Research; Business Meeting
Colorado Convention Center, Street Level, Room 406
6:15 pm to 8:15 pm
Participants:
Debra M. Freedman, Ball State University
Beth Toni Kruvant, GoodFootage Productions
Anand Kamalakar; Good Footage Productions
Brian D. Schultz, Northeastern Illinois University
Stephanie Springgay, OISE/University of Toronto
Pamela J. Konkol, University of Illinois - Chicago

Sheraton, Plaza Concourse Level, Plaza Court 8
6:15 pm to 7:45 pm
Participants:
Ken E. Martin, University of Cincinnati
Michelle Salomou
Lou L. Sabina, University of Pittsburgh

60.017. Caribbean and African Studies in Education SIG Business Meeting. SIG-Caribbean and African Studies in Education; Business Meeting
Colorado Convention Center, Street Level, Room 606
6:15 pm to 8:15 pm

60.018. Catholic Education SIG Inaugural Business Meeting. SIG-Catholic Education; Business Meeting
Colorado Convention Center, Street Level, Room 208
6:15 pm to 7:45 pm

60.019. Computer and Internet Applications in Education SIG Business Meeting. SIG-Computer and Internet Applications in Education; Business Meeting
Sheraton, Plaza Concourse Level, Plaza Court 1
6:15 pm to 7:45 pm

60.020. Critical Examination of Race, Ethnicity, Class and Gender in Education SIG Business Meeting. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Business Meeting
Colorado Convention Center, Street Level, Room 602
6:15 pm to 7:45 pm
Participants:
Zeus Leonardo, University of California
Dianne Smith, University of Missouri - Kansas City
Theodora Regina Berry, Independent Scholar
Deneese L. Jones, Longwood University

Colorado Convention Center, Street Level, Room 704
6:15 pm to 8:15 pm
Participants:
Chair’s Report. Peter M. Appelbaum, Arcadia University
Secretary/Treasurer’s Report. Ann G. Winfield, Roger Williams University
Inside the Divide: Curriculum, Creativity and Complicated Spaces. Julie Garlen Maudlin, Georgia Southern University

60.022. Critical Perspectives on Early Childhood Education SIG Business Meeting. A Call to Action: Preparing Researchers and Developing an Inclusive Early Childhood Research Agenda. SIG-Critical Perspectives on Early Childhood Education; Business Meeting
Colorado Convention Center, Street Level, Room 610, 612
6:15 pm to 7:45 pm
Chair:
Annapurna Ganesh, Mesa Community College
Participants:
Sharon Ryan, Rutgers University
Mary Elizabeth (Beth) Graue, University of Wisconsin - Madison

60.023. Cultural Historical Research SIG Business Meeting. Vygotsky and Freire: Pedagogies and Politics. SIG-Cultural Historical Research; Business Meeting
Colorado Convention Center, Street Level, Room 407
6:15 pm to 8:15 pm
Chair:
Carolyn P. Panofsky, Rhode Island College
Participants:
Robert Lewis Lake, Georgia Southern University
Vera John-Steiner, University of New Mexico
Joan Wulk, California State University - Stanislaus
LeAnn G. Patney, University of Nevada - Las Vegas
Karen Gallas, Bellevue-Santa Fe Charter School - CA
Miguel Eduardo Cortés, Centro de Asesoría y Promoción Juvenil A.C.
Maria Teresa Almada, Centro de Asesoría y Promoción Juvenil A.C.
Fernanda Coelho Liberali, Pontificia Universidade Catolica de Sao Paulo
Maria Cecília Camargo Magalhaes, Pontificia Universidade Catolica de Sao Paulo

60.024. Family and Consumer Sciences SIG Business Meeting. SIG-Family and Consumer Sciences; Business Meeting
Colorado Convention Center, Street Level, Room 210
6:15 pm to 8:15 pm
Participant:
Dana K. Bush, Eastern Kentucky University

60.025. Indigenous Peoples of the Americas SIG Annual Business Meeting and Honoring the 40th Anniversary of the American Indian Leadership Program. SIG-Indigenous Peoples of the Americas; Business Meeting
Colorado Convention Center, Street Level, Room 601
6:15 pm to 8:15 pm
Chair:
Angela M. Jaime, University of Wyoming
Participants:
Nicoie L. Thompson, Mississippi State University
Brent D. L. Debassige, The University of Western Ontario
Judith R. Gipp, Haskell Indian Nations University
Vincent R. Werito, University of New Mexico

60.026. Ivan Illich SIG Business Meeting and Discussion. Anarchism or Communism? Left and Right Set Straight on Illich's Path. SIG-Ivan Illich; Business Meeting
Sheraton, Plaza Concourse Level, Plaza Court 7
6:15 pm to 8:15 pm
Participants:
Soils Regenerated: Illich on Rerooting the Commons. Madhu Suri Prakash, The Pennsylvania State University
Illich and the Tea Bag. Dana L. Stuchul, The Pennsylvania State University
13 Ways of Looking at Ivan Illich. Daniel G. Grego, TransCenter for Youth, Inc.
From a Culture of Silence to Silence in Common. Richard V. Kahn, University of North Dakota

60.027. Language and Social Processes SIG Business Meeting. SIG-Language and Social Processes; Business Meeting
Colorado Convention Center, Street Level, Room 405
6:15 pm to 8:15 pm
Chair:
Vivian Vasquez, American University
Participants:
Celia Genishi, Columbia University
Mariana Sato-Manning, Teachers College, Columbia University
Kathryn Whitmore, The University of Iowa
Karen E. Wohltwend, Indiana University
Audra Skunkauske, University of Texas - Brownsville

60.028. Law and Education SIG Business Meeting and Panel Discussion: Legal Research and Writing for Emerging Scholars. SIG-Law and Education; Business Meeting
Sheraton, Plaza Concourse Level, Governor’s Square 10
6:15 pm to 8:15 pm
Participant: Assisting New Graduates to Engage in Legal Scholarship. Susan C. Bon, George Mason University; Suzanne E. Ecke, Indiana University; Julie F. Mead, University of Wisconsin - Madison; Karen L. Miksch, University of Minnesota

60.029. Leadership for School Improvement SIG Business Meeting. SIG-Leadership for School Improvement; Business Meeting
Sheraton, Plaza Concourse Level, Governor’s Square 17
6:15 pm to 7:45 pm
Participants:
William C. Frick, University of Oklahoma
Bonnie Carol Fasarelli, North Carolina State University
Karen Sanzo Crum, Old Dominion University
Susan Korach, University of Denver

60.030. Media, Culture, and Curriculum SIG Business Meeting, Rethinking Education in the Age of Technology: The Digital Revolution and Schooling in America. SIG-Media, Culture, and Curriculum; Business Meeting
Colorado Convention Center, Street Level, Room 203
6:15 pm to 7:45 pm
Participant: Rethinking Education in the Age of Technology: The Media Revolution and Schooling in America. Richard R. Halverson, University of Wisconsin; Allan M. Collins, Northwestern University

60.031. Multicultural/Multiethnic Education: Theory, Research, and Practice SIG Business Meeting. SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Business Meeting
Colorado Convention Center, Street Level, Room 604
6:15 pm to 7:45 pm
Participant: Facilitating Research in the Field of Deaf Education: Challenges and Opportunities. SIG-Research on the Education of Deaf Persons; Business Meeting
Handel K. Wright, University of British Columbia

60.032. Narrative Research SIG Business Meeting. Narrative Inquiry: Seeking Relations as Modes of Interactions, Featuring Jean Clandinin and Nona Lyons With Key Contributors Jeong-Hee Kim and Margaret Macintyre Latta. SIG-Narrative Research; Business Meeting
Sheraton, Plaza Concourse Level, Plaza Ballroom D
6:15 pm to 8:15 pm
Chairs:
Thomas E. Barone, Arizona State University
Margaret A. Macintyre Latta, University of Nebraska - Lincoln
Jeong-Hee Kim, Kansas State University
Participant: Seeking Relations as Modes of Interactions. Jeong-Hee Kim, Kansas State University; Petra Munro Hendry, Louisiana State University; D. Jean Clandinin, University of Alberta; M. Shum Murphy, University of Saskatchewan; Janice Huber, University of Regina; Anne E. Murray-Orr, Saint Francis Xavier University; Elaine Chan, University of Nebraska - Lincoln; Becky M. Atkinson, The University of Alabama; Nona M. Lyons, University College Cork; Cheryl J. Craig, University of Houston; Margaret A. Macintyre Latta, University of Nebraska - Lincoln

60.033. Out-of-School Time SIG Business Meeting. Presentation by Education Program PeaceJam: Local and Global Youth Action for Peace. SIG-Out-of-School Time; Business Meeting
Colorado Convention Center, Street Level, Room 103
6:15 pm to 7:45 pm
Participant: Education Program PeaceJam: Local and Global Youth Action for Peace. Kate Cumbo, PeaceJam Foundation

60.034. Professors of Educational Research SIG Business Meeting and Speaker John Creswell. SIG-Professors of Educational Research; Business Meeting
Colorado Convention Center, Street Level, Room 101
6:15 pm to 7:45 pm
Chair: Burke Johnson, University of South Alabama
Participant: John W. Creswell, University of Nebraska - Lincoln

60.035. Qualitative Research SIG Business Meeting. SIG-Qualitative Research; Business Meeting
Colorado Convention Center, Street Level, Room 201
6:15 pm to 8:15 pm
Participant: Deborah A. Ceglowski, Ball State University

60.036. Queer Studies SIG Business Meeting. SIG-Queer Studies; Business Meeting
Colorado Convention Center, Street Level, Room 401
6:15 pm to 7:45 pm
Participants:
Judy A. Alston, Ashland University
Connie North, University of Maryland - College Park
Elizabeth Jackson Meyer, Concordia University
Mara Sapon-Shavin, Syracuse University
Bruce Parker, Louisiana State University - Baton Rouge
Timothy G. Larrabee, Oakland University
Caitlin Law Ryan, The Ohio State University
Janna M. Jackson, University of Massachusetts - Boston
Elise Paradis, Stanford University

60.037. Religion and Education SIG Business Meeting. SIG-Religion and Education; Business Meeting
Colorado Convention Center, Street Level, Room 608
6:15 pm to 7:45 pm

Colorado Convention Center, Street Level, Room 712
6:15 pm to 7:45 pm

60.039. Research on the Education of Deaf Persons SIG Business Meeting. Facilitating Research in the Field of Deaf Education: Challenges and Opportunities. SIG-Research on the Education of Deaf Persons; Business Meeting
Colorado Convention Center, Street Level, Room 204
6:15 pm to 7:45 pm
Chair: Stephanie W. Cavthon, University of Texas - Austin
Participants: Claudia M. Pagliaro, Michigan State University
Peter V. Paul, The Ohio State University
Barbara R. Schirmer, University of Detroit

60.040. School Community, Climate, and Culture SIG Business Meeting. SIG-School Community, Climate, and Culture; Business Meeting
Sheraton, Plaza Concourse Level, Plaza Court 5
6:15 pm to 7:45 pm

60.041. School Indicators, Profiles, and Accountability SIG Business Meeting. SIG-School Indicators, Profiles, and Accountability; Business Meeting
Sheraton, Plaza Concourse Level, Governor’s Square 9
6:15 pm to 7:45 pm
Participant: Damian W. Bettenner, National Center for the Improvement of Educational Assessment, Inc.

60.042. Science Teaching and Learning SIG Business Meeting. SIG-Science Teaching and Learning; Business Meeting
Sheraton, Plaza Concourse Level, Governor’s Square 11
6:15 pm to 8:15 pm
Chair: Geeta K. Verma, Georgia State University
Participants: Sherri L. Brown, University of Louisville
Alberto J. Rodriguez, San Diego State University
Tuesday, May 4, 2010

Bernard P. Ricca, St. John Fisher College
Christopher Burke, University of Michigan - Dearborn
Nate K. Mcvaugh, University of Texas - Austin

60.043. Semiotics in Education SIG Business Meeting. SIG-Semiotics in Education; Business Meeting
Sheraton, Plaza Concourse Level, Governor’s Square 15
6:15 pm to 7:45 pm

60.044. Supervision and Instructional Leadership SIG Business Meeting.
Supervision for Today’s Schools: Reflections on the Past, Perspectives on the Future. SIG-Supervision and Instructional Leadership; Business Meeting
Sheraton, Plaza Concourse Level, Governor’s Square 14
6:15 pm to 7:45 pm

60.045. Survey Research in Education SIG Business Meeting. SIG-Survey Research in Education; Business Meeting
Sheraton, Plaza Concourse Level, Governor’s Square 16
6:15 pm to 7:45 pm

Participants:
Richard G. Lambert, University of North Carolina - Charlotte
Kelly D. Bradley, University of Kentucky

60.046. Teacher’s Work/Teachers Unions SIG Business Meeting. Developing a Social Movement Unionism: Views From Teacher Unions, Teachers, and Student Activists. SIG-Teacher’s Work/Teachers Unions; Business Meeting
Sheraton, Plaza Concourse Level, Plaza Court 2
6:15 pm to 8:15 pm

Participant:
Developing a Social Movement Unionism: Views From Teacher Unions, Teachers, and Student Activists. Adrienne Andi Sozin, Education & Labor Collaborative; Joel Soinsky, International Brotherhood of Teamsters; Leigh D. Benin, Adelphi University; Robert A. Lunn, Adelphi University; Theresa Montano, California State University - Northridge; Rosa Linda Furumoto, California State University - Northridge; Mariela Martinez, Resisting Inequality for our Families’ Future (RIFF) Coordinating Committee; David Goldberg, United Teachers of Los Angeles; German Garrola, Resisting Inequality for our Families’ Future Coordinating Committee

60.047. Tracking and Detracking SIG Business Meeting. Opening the Gates: Detracking and the International Baccalaureate. SIG-Tracking and Detracking; Business Meeting
Sheraton, Plaza Concourse Level, Plaza Court 6
6:15 pm to 7:45 pm

Chair:
Donna Marie Harris, University of Rochester

Participants:
Carol A. Burns, South Side High School
Ed W. Wiley, University of Colorado - Boulder
Kevin G. Welner, University of Colorado - Boulder
John Murphy, Vanderbilt University

Tuesday, 7:00 am

Governance Meetings and Events

61.001. AERA Executive Director and Division Vice Presidents - Closed Meeting. AERA Governance; Governance Session
Hyatt Regency, Fourth Level, Limestone
7:00 am to 8:00 am

Tuesday, 7:30 am

Governance Meetings and Events

62.001. AERA Minority Fellowship Selection Committee - Closed Meeting.
AERA Governance; Governance Session
Hyatt Regency, Third Level, Mineral Hall C
7:30 am to 12:30 pm

Chair:
Garrett Albert Duncan, Washington University in St. Louis

63.001. AERA Open Business Meeting. AERA Governance; Governance Session
Colorado Convention Center, Street Level, Room 401
8:15 am to 9:45 am

Chairs:
Carol D. Lee, Northwestern University
Felice J. Levine, American Educational Research Association

63.002. Review of Educational Research - Closed Editorial Board Meeting. AERA Governance; Governance Session
Hyatt Regency, Third Level, Granite BC
8:15 am to 9:45 am

63.010. Conceptualizing the Role of the Professional Practice Doctorate in Promoting Leadership in Public Service Institutions. Presidential Session; Invited Session
Colorado Convention Center, Lower Level, Korbel Ballroom 1 D
8:15 am to 10:15 am

Chair:
Sharon H. Ulanooff, California State University - Los Angeles

Participants:
Contextualizing the Professional Practice Doctorate. David G. Imig, University of Maryland
The Professional Practice Doctorate in Education. Lois Andre Bechely, California State University - Los Angeles; Sharon H. Ulanooff, California State University - Los Angeles
The Professional Practice Doctorate in Law. Rachel Moran, University of California - Berkeley
The Professional Practice Doctorate in Nursing. Arlene Sperhar, Rush University

Participants:
Lois A. Weinberg, California State University - Los Angeles
Matthew M. Mars, California State University - Los Angeles
Jennifer L. Hart, University of Missouri - Columbia

Discussants:
Beverly J. Irby, Sam Houston State University
Rafael Lara-Alecio, Texas A&M University
Chris M. Golde, Stanford University

Division Sessions

Sheraton, Plaza Concourse Level, Governor’s Square 14
8:15 am to 10:15 am

Chair:
RoSusan D. Bartee, The University of Mississippi

Participants:
Achieving Educational Equity Through Data-Based Inquiry: Lessons From SAM-NYC. Joan E. Talbert, Stanford University; Helen A. Scharff, Baruch College - CUNY
Leading Data Use in Schools: How Is It Being Done, and Does It Matter? Kenneth A. Leithwood, OISE/University of Toronto; Stephen E. Anderson, University of Toronto; Tiia Strauss, Brock University
Make or Buy? Alternative Strategies for Improving Chronically Underperforming Schools. Donald J. Peurach, Michigan State University; Joshua L. Glazer, The Rothschild Foundation
School-Intermediary Partnerships as School Improvement Reform: Leverage, Learning, and Legitimacy. Jennifer E. Kim, Teachers College, Columbia University
Understanding Change Processes in Complex School Organizations to Create Technology-Enriched Learning Communities. Leslie Ann Williams, University of Oklahoma; Linda Atkinson, University of Oklahoma; Jean Cate, University of Oklahoma
The Relationship Between Raising Test Scores and Improving Instruction in...